

**A CONSUMER PROFILE OF FIRST YEAR MARKETING STUDENTS AT  
THE PRETORIA CAMPUS OF THE TSHWANE UNIVERSITY OF  
TECHNOLOGY**

**by**

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## **SUMMARY**

This study provides a consumer profile of first year Tshwane University of Technology (TUT) Marketing students. To determine influences on students' tertiary education choices, a literature study was undertaken on consumer behaviour, influencing factors and consumer decision-making.

An empirical study established consumer behaviour variables impacting on tertiary students, and revealed students' future perspective. A structured questionnaire was distributed. The main findings are: preferred media are E-TV, Metro FM, Drum magazine and The Sunday Times; Internet access is low; most prefer TUT for tertiary education; parents and academic standards predominantly impact tertiary institution choice; the majority will continue their studies and apply for a marketing job in South Africa; their future perspective is predominantly optimistic.

In conclusion, the students are impacted by reference groups and institutional marketing efforts. Primary concerns include: successful communication with this group; the effectiveness of the Open Day; and the lack of using reference groups in marketing.

## **KEYWORDS**

Consumer

Consumer behaviour

First-year students

Tshwane University of Technology

Consumer profile

Generation Y

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## **CHAPTER 1**

### **INTRODUCTION AND PROBLEM STATEMENT**

## **1.1 Introduction**

In a nationwide survey conducted by the Human Sciences Research Council (HSRC) (Cosser & Du Toit, 2002), Grade 12 learners named the Tshwane University of Technology (formerly Technikon Pretoria) as the number one choice for tertiary education. As Grade 12 learners are the primary source for the recruitment of new students, it is important to understand their motives for choosing the Tshwane University of Technology as preferred institution. It is also important to determine whether these perceptions are predominant among first-year students currently studying at that institution.

The HSRC study also revealed that the positive reputation of a higher education institution is the most important influencing factor for Grade 12 learners, which points to the possible influence of consumer decision-making variables on their preferences. The next most important factors mentioned were the reputation of the relevant school or department the learner is interested in, as well as the opportunity to stay in a residence.

This study intends to focus on these influencing factors specifically in terms of first-year students of the Tshwane University of Technology. It will endeavour to develop a consumer profile and to examine possible sub segments in the group.

## **1.2 A background of the Tshwane University of Technology**

### 1.2.1 History

The Tshwane University of Technology was one of fourteen technical colleges in South Africa that stemmed from the Transvaal Technical Institute (Prinsloo, 2001:17). It was known as the Pretoria Politechnic, which was the first technical educational organisation established in Pretoria in 1907. It became the Pretoria Technical College in 1923, and evolved into a full tertiary institution in 1967 as the Pretoria College for Advanced Technical Education. This institution's name was legally changed to Technikon Pretoria in 1988, although that name had already been used since 1979 (Jansen van Vuuren, 1988). In January 2004, Technikon Pretoria merged with Technikon North-West and Technikon Northern Gauteng, and became the institution now known as the Tshwane University of Technology (TUT).

### 1.2.2 TUT today

According to the Tshwane University of Technology website ([www.tut.ac.za](http://www.tut.ac.za)), TUT is currently the largest residential higher education institution in South Africa, with approximately 60 000 students. It functions as a flourishing higher education institution that has been focusing on career education and student development ever since its establishment in 1979. It now has eleven faculties and offers full-time as well as part-time courses. The faculties as follows:

- Faculty of Economic Sciences
- Faculty of Management Sciences
- Faculty of Engineering
- Faculty of Health Sciences
- Faculty of Information and Communication Technology
- Faculty of Agricultural Sciences
- Faculty of Natural Sciences
- Faculty of Tourism, Hospitality and Leisure
- Faculty of Arts
- Faculty of Education
- Faculty of Social Development Studies

TUT's qualifications are acknowledged nationally, and in a number of cases also internationally ([www.tut.ac.za](http://www.tut.ac.za)).

TUT emphasises the transfer of technology, at the same time upholding of the equilibrium between scholarship and the practical application of learning. Partnerships with industry ensure that its programmes are developed in cooperation with business and professional bodies in order to ensure high-quality, career-focused curricula.

TUT's vision statement declares that it aims "to be the leading higher education institution with an entrepreneurial ethos that promotes knowledge and technology, and provides professional career education of an international standard, which is relevant to the needs

and aspirations of Southern Africa's people". The TUT mission statement, taken from the Tshwane University of Technology website ([www.tut.ac.za](http://www.tut.ac.za)), is as follows:

"In support of this vision, we –

- create, apply and transfer knowledge and technology of an international standard through cooperative professional career education programmes at undergraduate and postgraduate levels;
- serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and skills of our staff and students;
- extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners. "

The institution lists strategic goals that aim to provide "... competent graduates with an entrepreneurial focus who actively contribute to the economy and society" ([www.tut.ac.za](http://www.tut.ac.za)). It endeavours to establish TUT as an institution acknowledged for "... research and development, and technological innovation". It also aims to become the preferred employer for tertiary staff, to develop its learners holistically and aspires towards building an effectual and resourceful higher education institution.

The Tshwane University of Technology cites quality, professionalism, excellence and care as its core values in all its endeavours. These values are further reflected in a culture

exemplifying excellence in student development and the "...highest standards of ethics and integrity" ([www.tut.ac.za](http://www.tut.ac.za)) as well as zero tolerance for unlawful behaviour.

### 1.2.3 Challenges for TUT in a changing tertiary education landscape

If the Tshwane University of Technology can meet student (customer) expectations, and reach its stated mission objectives, it will ultimately be able to deliver skilled workers to the labour force of the future. Prof. Kader Asmal, former Minister of Education, stated in *Transformation and restructuring: A new institutional landscape for higher education* (2002:5) that "The higher education system must be transformed to enable it to produce graduates with the skills and competencies required for participation as citizens in a democratic society and as workers and professionals in the economy".

He identified several strategic goals, among others "To build new institutional identities and organisational forms through restructuring the institutional landscape of the higher education system". Under these circumstances, obtaining and maintaining a competitive advantage in a volatile market are challenges that will become even more apparent after all the suggested changes and amalgamations have been implemented.

The strength of tertiary education brand names will be severely tested in the future due to these alterations. With the possibility of new and combined institutions being founded, the Tshwane University of Technology has to determine its brand's strength, so as to build on its current successes and its existing positive positioning in the market. The question is whether its mission and objectives are communicated adequately to prospective students,

and whether the Tshwane University of Technology brand portrays this image to its candidates.

As competition in the tertiary education market is tense and set to increase due to the restructuring of higher education, it is necessary to determine the perceptions of target groups of the Tshwane University of Technology brand. It is also important to identify the factors that influence these perceptions – both non-marketing and, particularly, marketing factors.

With student registrations adding up to 67 951 for 2004 (Tshwane University of Technology Management Information System), it seems clear that TUT is drawing an increasing number of secondary school learners (Grade 12 school leavers) to study at one of its campuses, viz. the Pretoria Campus (previously Technikon Pretoria's Technikonrand Campus), Soshanguve Campus (previously Technikon Northern Gauteng), Ga-Rankuwa Campus (previously Technikon North-West), Nelspruit Campus, Polokwane Campus or Witbank Campus. TUT also has two other campuses in the city, namely the Arts Campus and the Arcadia Campus, both formerly affiliated with Technikon Pretoria.

Grade 12 learners form part of Generation Y consumers. Generation Y consumers "... were born between 1978 and 1994 and are sometimes referred to as the 'echo boom'" (Hawkins et al., 2001:179). Typical of Generation Y consumers, there is a "...remarkable degree of optimism about the social fabric of South Africa ten years hence" (Cosser & Du Toit, 2002) among the Grade 12 learners studied. Undergraduate students, also being

mostly Generation Y, have definite perceptions and preferences when it comes to their education needs. Students are the clients of tertiary institutions. Higher education institutions, like any other business, have to be fine-tuned to their clients' (students') perceptions in order to understand them better and to serve their client base satisfactorily.

### **1.3 Problem statement**

In 2002 there were 36 competing higher education institutions in South Africa. The restructuring of the higher education system was aimed at streamlining the system and reducing the number of higher education institutions in South Africa to 21 (Ministry of Education, 2002). Because of these changes, the Tshwane University of Technology will undoubtedly need to focus on its competitiveness and its client service to retain its competitive edge as preferred study choice.

The Student Choice Behaviour Study performed by the HSRC was conducted among a total of 12 204 learners in 288 South African schools. Forty-eight per cent of the respondents were male and 52% female. The composition according to population group was as follows: 82% African, 8% White, 7% Coloured, and 3% Indian. The majority (73%) of the learners surveyed indicated an intention to enter into higher education.

The sample of secondary schools in the abovementioned study was drawn using a two-stage sampling procedure. In the first stage schools were stratified by province and pass rate in the matric examinations, and in the second stage learners were selected in the schools by using convenience sampling (Cosser & Du Toit, 2002:1).

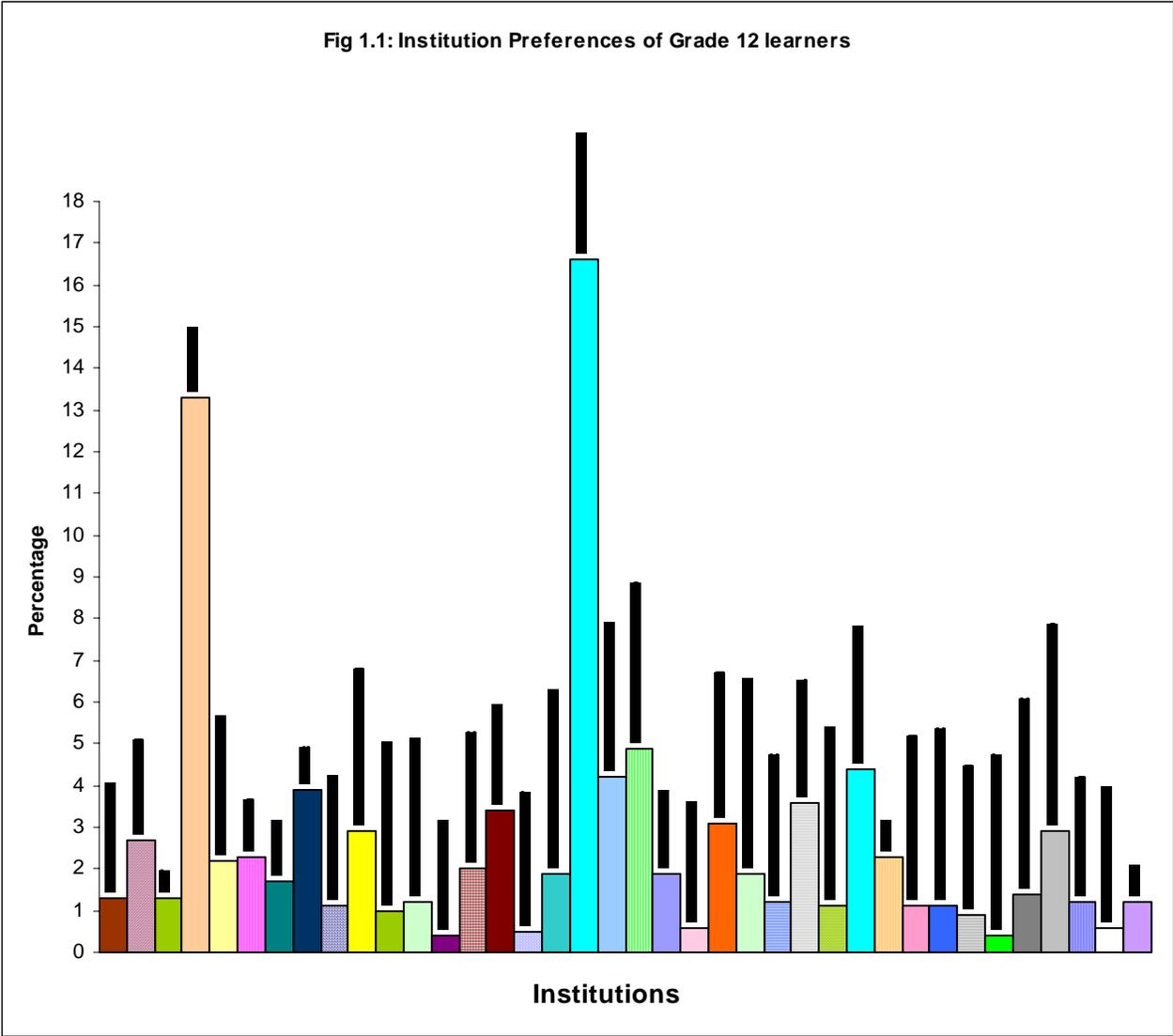
Of the learners that participated in the HSRC study previously mentioned, 16,6% indicated the Tshwane University of Technology (previously known as Technikon Pretoria) as their first choice for tertiary studies. This percentage is three times more than the number of students who chose the next most preferred institution (Cosser & Du Toit, 2002:5). This was a pleasant surprise for the management of TUT, but also led to questions about what the institution's success could be ascribed to. The report also stated that the following factors, in order of importance, had an influence on the choice of institution (Cosser & Du Toit, 2002:7):

- The organisation's reputation
- The specific faculty's reputation
- Not close to home, which allows accommodation in a residence
- Superior sport facilities
- Low tuition fees
- Friends' recommendations
- Possibility of correspondence study
- Close enough to home to allow studying while living at home
- Relatives studied at institution
- Assignment of scholarship at institution

The learners' preferences are depicted in Figure 1.1. The former Technikon Pretoria (now the Tshwane University of Technology) was first with 16,6%, Technikon Witwatersrand followed with 4,9%, and third was the University of Pretoria (4,4%). Of

the respondents, 13,3% indicated that they did not know which institution they would like to attend.

**Figure 1.1 Institution preferences of Grade 12 learners**



Source: Based on results in table 7.5 in Cosser and Du Toit (2002:80-81)

The Tshwane University of Technology has the responsibility to remain true to its objective of excellence and its dedication to delivering skilled workers to the South African labour force. It needs to draw excellent students and therefore aim its marketing activities at its consumers and satisfying the students' needs. Its reputation is crucial in attracting students, and this is linked to the building of a corporate image that catches the attention of high-quality prospective students. To be able to do this, it has to determine the factors that influenced learners to pick the Tshwane University of Technology out of 36 (now restructured to 21) options for tertiary study.

The crux of the problem is therefore that, since TUT performed so well in the Cosser and Du Toit (2002) study, it is imperative to determine from first-year students why they decided to enrol at TUT. By obtaining this information, the questions arising from the results of Cosser and Du Toit's study can be answered, which will place TUT in a better position to keep on attracting students and to maintain its success in the highly competitive tertiary education market in South Africa.

From the abovementioned, the following research objectives have been identified:

## **1.4 Research objectives**

### **1.4.1 Primary objective**

The primary research objective was to develop a consumer profile of first-year marketing students at TUT. Specifically first-years will be studied because their perceptions are still

untainted by involvement in TUT and they are not yet influenced by learned attitudes that prevail after prolonged exposure to the institution.

#### 1.4.2 Secondary objectives

The secondary objectives were –

- to determine the communication media habits of students;
- to investigate general consumption patterns of the students;
- to establish the perceptions and attitudes of first-year marketing students towards the Tshwane University of Technology;
- to determine influencing factors on students' consumer decision-making processes in deciding to study at TUT;
- to determine the students' views on their own future, as well as the future of South Africa; and
- to identify new areas of research in the tertiary student market.

#### 1.5 Research methodology

On the basis of the proposed problem statement and stated objectives of this study, the researcher intends to use a three-step approach in the development of the survey instrument:

- i. Focus group interviews with first-time registering first-year students (8-12 people from the student population group) at the Pretoria Campus of the Tshwane University of Technology to assist in questionnaire development.
- ii. A pilot study for testing the developed questionnaire.
- iii. A primary survey utilising the structured questionnaire developed from the above process.

#### 1.5.1 Data required

The research project will gather of two types of data, namely primary and secondary data.

*Primary data* is defined by Tustin et al. (2005:89) as data "... collected specifically to address the research objective". The primary data of this study will be obtained from the responses to the structured questionnaire. This questionnaire will provide insight into the current perceptions and attitudes of the target group.

*Secondary data* can be described as data that "... are already available because they were collected for another purpose" (Tustin et al., 2005:346). For the purpose of this study, secondary data will be obtained from on-line sources, literature and accessible research results from agencies such as the Bureau of Market Research, Statistics South Africa, the Human Sciences Research Council (HSRC) and the National Research Foundation (NRF). Also see the bibliography at the end of this dissertation for a list of secondary data sources that were consulted.

### 1.5.2 Universe and census information

A comprehensive study of first-year students at the Department of Marketing will be done on the Pretoria Campus of the Tshwane University of Technology. A census of all first-time students registering at TUT for the National Diploma in Marketing will be conducted. A census can be defined as "... an accounting of the entire population" (Tustin, Ligthelm, Martins & van Wyk, 2005:337). Lists of registered first-year students will be drawn from the Registration Division and the Tshwane University of Technology Management Information System.

The population in this research consists of all the first-year students registered for the programme National Diploma (N Dip) in Marketing at the Tshwane University of Technology. Students of the Pretoria Campus will be surveyed. The total number of first-year students enrolled at the Pretoria Campus of TUT in 2004 was 4 712. There were 237 marketing first-years – 5% of the total first-year population.

Tustin et al. (2005:346) describe judgemental sampling as a sampling process where "... members are chosen on the basis of the researcher's judgement on what constitutes a representative sample of the population of interest". This method will be used for the initial focus group interviews, as well as for the pilot study that is utilised for the development of the questionnaire and for testing the questionnaire. Focus group interviews are described as "... face-to-face interviews carried out with a collected group of respondents" (West, 1999:94), and will form part of the three-step approach to the development of the survey instrument.

### 1.5.3 Data collection

Primary data will be collected through a structured questionnaire. The questionnaire will be tested in a pilot study before final survey. The respondents will be the first-year students enrolled for the N Dip: Marketing at the Pretoria Campus of the Tshwane University of Technology.

The questionnaire containing multiple-choice, open-ended and scale questions is structured in such a way that it covers in detail the objectives of the proposed study. The design is prepared in a user-friendly manner.

## 1.6 Chapter outline

Chapter 2 presents a background to the South African tertiary education environment. The present situation at higher education institutions is discussed. Furthermore, a review of existing secondary information is done, and an overview of the Tshwane University of Technology's products and services is given.

In chapter 3, a theoretical clarification of general concepts and terminology regarding consumer behaviour is provided. Concepts such as perception, motivation, attitudes and the consumer decision-making process are explained.

Chapter 4 focuses on the research methodology used in the study. Concepts are explained and the process is described.

In chapter 5, the results of the study are described in detail and the collected data is analysed.

Chapter 6 presents conclusions from the research findings. It includes a summary and recommendations concerning the study.

## **CHAPTER 2**

### **A BACKGROUND TO THE SOUTH AFRICAN TERTIARY EDUCATION ENVIRONMENT**

## **2.1 Introduction**

In this chapter, the history of tertiary education in South Africa is explored. The origins and development of universities and technikons are briefly discussed. The products offered by the Tshwane University of Technology (previously Technikon Pretoria) are described. Chapter 2 also incorporates information from existing studies regarding the tertiary education sector in South Africa.

## **2.2 Universities**

Tertiary education in South Africa has its origins in the South African College that was established in 1829. Initially it served mainly as a body that prepared students for "... matriculation and higher examinations of the University of London" (Behr & Macmillan, 1966:205). Several university colleges were also established. As interest in further education increased, the University Incorporation Act was passed in 1872, which launched the University of the Cape of Good Hope as an examining body in 1873. Later, the University Act of South Africa, 1916 (Act 12 of 1916) made provision for a federal examining university, namely the University of South Africa (Unisa), previously the University of the Cape of Good Hope (Behr & Macmillan, 1966:209). This laid the foundation for growth in South African tertiary education.

From the University of South Africa grew several constituent colleges, which later became self-governing universities, such as the University of Pretoria in 1930 (previously Transvaal University College). Many of the other existing South African universities also originate

from Unisa, namely the University of Cape Town and the University of Stellenbosch in 1916, the University of the Witwatersrand (1922), the University of Natal (1949), the University of the Orange Free State (1950), and finally Rhodes University and the Potchefstroom University for Christian Higher Education, in 1951 (Behr & Macmillan, 1966:210).

### **2.3 Technikons**

Act 40 of 1967 (Advanced Technical Education Act, 1967) was aimed at establishing a tertiary institution between a university and a technical college (Behr, 1988:142). This was known as a college for advanced technical education (CATE). In 1979, the name CATE was changed to “technikon”, describing institutions of technology. Technikon education is defined in the Technikons Amendment Act, 1995 (Act 27 of 1995), as “education provided partly or in full at or by a technikon ... aimed at the preparation of students of the technikon with a view to the advancement, application, development and transfer of technology”.

By the end of 2003, there were 15 technikons in South Africa, namely Technikon Pretoria, Vaal Triangle Technikon, Technikon Witwatersrand, Technikon Natal, Port Elizabeth Technikon, Cape Technikon, Mangosutho Technikon, Technikon Free State, Technikon South Africa, Technikon Northern Gauteng, ML Sultan Technikon, Border Technikon, Eastern Cape Technikon, Peninsula Technikon and Technikon North-West.

The National Working Group (NWG) proposed in *Transformation and Restructuring: A New Institutional Landscape for Higher Education* (2002:8) that the number of tertiary institutions

in South Africa be reduced from 36 to 21. The proposed consolidation included the merging of Technikon Pretoria with Technikon Northern Gauteng and Technikon North-West. The new institution, named the Tshwane University of Technology, officially came into being on 1 January 2004. The former Technikon Northern Gauteng is currently known as the Soshanguve Campus of TUT, and Technikon North-West as the Ga-Rankuwa Campus. The former Technikonrand Campus of Technikon Pretoria is now named the Pretoria Campus.

#### **2.4 Tshwane University of Technology (previously Technikon Pretoria)**

The starting point of Tshwane University of Technology (Pretoria Campus) was as the first technical institution established in Pretoria, in 1897 ([www.techpta.ac.za](http://www.techpta.ac.za)<sup>1</sup>). In 1906, the Pretoria Polytechnic School was established, and its name was changed to the Pretoria Trades School and Polytechnic in 1909. In 1926 it was re-named the Pretoria Technical College, and was known as such until 1968, when it became the Pretoria College for Advanced Technical Education. Technikon Pretoria was officially established in 1979, and was known as such until the transformation of higher education in South Africa, when the Tshwane University of Technology was established in January 2004 through the merging of Technikons Pretoria, Technikon Northern Gauteng and Technikon North-West.

The Tshwane University of Technology (TUT) is currently the largest residential tertiary education institution in South Africa ([www.tut.ac.za](http://www.tut.ac.za)), with 67 951 students enrolled in 2004 on all campuses. The institution has eight campuses, namely the Pretoria, Arts, Arcadia,

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<sup>1</sup> Former website of the institution previously known as Technikon Pretoria

Ga-Rankuwa, Soshanguve, Nelspruit, Polokwane and Witbank campuses. Of the total student population, 16 119 students were first-year students in 2004 (Tshwane University of Technology MIS).

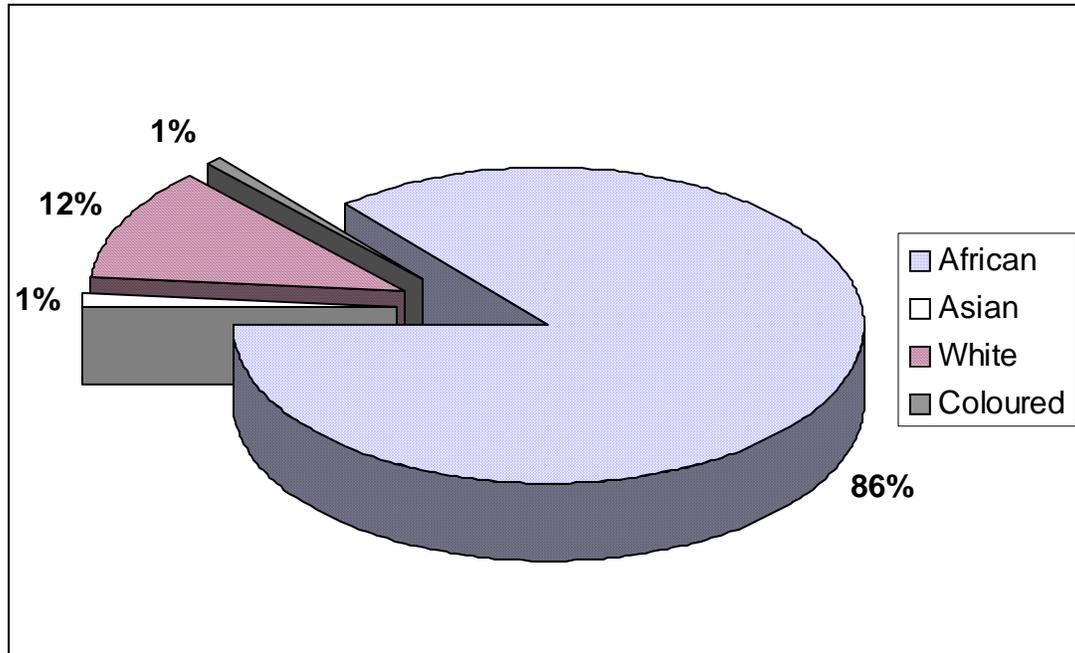
In terms of ethnic diversity, the University is culturally diverse (see table 2.1). Figure 2.1 illustrates the ethnic composition of the student population of TUT.

**Table 2.1 Cultural diversity of the Tshwane University of Technology’s student population**

<b>ETHNICITY</b>	<b>NUMBERS</b>	<b>PERCENTAGE</b>
African	58 590	86%
White	7 872	12%
Coloured	888	1%
Asian	601	1%
<b>Total</b>	<b>67 951</b>	<b>100%</b>

Source: Tshwane University of Technology MIS (2004)

**Figure 2.1 Ethnic composition of the student population of the Tshwane University of Technology**



Approximately 40% of the student population in 2004 were registered at the Pretoria Campus. A total of 735 students were registered for the National Diploma in Marketing at the Pretoria Campus. Thirty-two per cent of them were first-years (237). With regard to the demographics of the student population on the Pretoria Campus, it consisted of 47% female and 53% male students, while, in terms of ethnicity, 71% were African, 27% White, and Coloured and Asian students made up 1% each of the total.

An outline of the product offerings of the Tshwane University of Technology will now be given.

### 2.4.1 Overview of the Tshwane University of Technology's products

The Tshwane University of Technology offers a wide variety of programmes (courses) in its eleven faculties. Each faculty consists of several departments, as depicted in figure 2.2. Each department presents several programmes, ranging from National Diplomas and B Tech degrees to doctorates. Table 2.2 (a-k) gives an exposition of the programmes offered in each faculty.

**Table 2.2 (a) The programmes presented by the Faculty of Agricultural Sciences**

Crop Sciences	Animal Sciences	Nature conservation	Horticulture
<p>N Dip, B Tech, M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• N Dip, B Tech: Animal Production</li> <li>• N Dip: Equine Science</li> <li>• N H Dip: Pig Production Management</li> <li>• N H Dip: Poultry Production Management</li> </ul> <p>M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Agriculture</li> </ul>	<p>N Dip and B Tech:</p> <ul style="list-style-type: none"> <li>• Ecotourism Management</li> </ul> <p>N Dip, B Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Game Ranch Management</li> <li>• Nature Conservation</li> </ul>	<p>N Dip, B Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Horticulture</li> <li>• N Dip: Ecotourism Management</li> </ul> <p>N Dip and B Tech:</p> <ul style="list-style-type: none"> <li>• Landscape Technology</li> <li>• B Tech: Turfgrass Management</li> </ul>

**Table 2.2 (b) The programmes presented by the Faculty of Arts**

<b>Programme</b>	<b>Exit levels</b>
Dance	B Tech & M Tech
Drama	B Tech, M Tech & D Tech
Fashion Design	B Tech, M Tech & D Tech
Fine and Applied Arts	B Tech, M Tech & D Tech
Graphic Design	B Tech, M Tech & D Tech
Interior Design	B Tech, M Tech & D Tech
Jewellery Design and Manufacture	B Tech
Motion Picture Production	B Tech, M Tech & D Tech
Multimedia	B Tech
Music	B Tech
Musical Theatre	B Tech & M Tech
Performing Arts Technology (Entertainment Technology)	B Tech, M Tech & D Tech
Photography	B Tech & M Tech
Textile Design and Technology	B Tech, M Tech & D Tech
Vocal Art	B Tech

**Table 2.2 (c) The programmes presented by the Faculty of Management Sciences**

<b>Business School</b>	<b>People Management and Development</b>	<b>Office Management and Technology</b>	<b>Operations Management</b>
<ul style="list-style-type: none"> <li>• Business Administration (MBA)</li> <li>• Advanced Business Programme</li> </ul>	<p>N Dip up to D Tech:</p> <ul style="list-style-type: none"> <li>• Contact Centre Management</li> <li>• Human Resource Management</li> <li>• Labour Relations Management</li> <li>• Organisational Leadership (also N Cert, NH Cert)</li> </ul> <p>B Tech up to D Tech:</p> <ul style="list-style-type: none"> <li>• Human Resource Development</li> </ul>	<p>N Dip, B Tech and M Tech:</p> <ul style="list-style-type: none"> <li>• Office Management and Technology</li> </ul>	<p>N Dip and B Tech:</p> <ul style="list-style-type: none"> <li>• Management Services</li> </ul> <p>B Tech:</p> <ul style="list-style-type: none"> <li>• Project Management</li> </ul> <p>N Dip, B Tech and M Tech:</p> <ul style="list-style-type: none"> <li>• Operations Management</li> </ul>
<b>Marketing</b>	<b>Management</b>	<b>Logistics</b>	
<p>N Dip up to D Tech Marketing</p>	<p>N Dip, B Tech:</p> <ul style="list-style-type: none"> <li>• Management</li> </ul> <p>N Dip:</p> <ul style="list-style-type: none"> <li>• Small Business Management</li> </ul>	<p>B Tech up to D Tech: Logistics</p>	

**Table 2.2 (d) The programmes presented by the Faculty of Engineering**

• Architectural Technology	• Mechanical Engineering
• Building Science	• Mechatronics
• Cartography	• Metallurgical Engineering
• Chemical Engineering	• Polymer Technology
• Civil Engineering	• Power and Mechanical Engineering
• Clinical Engineering	• Power Engineering
• Digital Engineering	• Process and Control Instrumentation
• Electronic Engineering	• Refractories
• High-Frequency Technology	• Social Architecture
• Industrial Engineering	• Surveying
• Manufacturing Engineering	• Telecommunication Technology

**Table 2.2 (e) The programmes presented by the Faculty of Education<sup>2</sup>**

• N Dip - National Diploma (two years - part-time)
• ACE - Advanced Certificate (two years - part-time)
• B Ed - B Ed Degree (four years - full-time)
• B Ed (Hons) Degree (one year - full-time)
• M Ed - M Tech Degree (two years - full-time)
• D Ed - D Tech Degree (three years - full-time)

<sup>2</sup> Source: [www.tut.ac.za](http://www.tut.ac.za)

**Table 2.2 (f) The programmes presented by the Faculty of Health Sciences**

<b>PROGRAMMES</b>	<b>N Cert<sup>3</sup></b>	<b>NH Cert<sup>4</sup></b>	<b>N Dip</b>	<b>B Tech</b>	<b>M Tech</b>	<b>D Tech</b>
Dental Assisting	X					
Dental Technology			X	X	X	X
Medical Orthotics and Prosthetics			X			
Radiography (Diagnostic)			X	X	X	X
Environmental Health			X	X	X	X
Nursing				X	X	X
Pharmacy				X		
Sport and Exercise Technology	X	X	X	X		
Somatology				X	X	
Clinical Technology				X		
Veterinary Technology				X	X	X
Biomedical Technology				X	X	X

Source: [www.tut.ac.za](http://www.tut.ac.za)

<sup>3</sup> **NC** - National Certificate (one year)

<sup>4</sup> **NHC** - National Higher Certificate (two years)

**Table 2.2 (g) The courses presented by the Faculty of Social Sciences**

<b>Public Relations and Business Communication</b>	<b>Public Management</b>	<b>Teacher Training</b>
<p>B Tech, M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Business Communication</li> <li>• International Communication</li> <li>• Public Relations Management</li> </ul>	<p>B Tech and M Tech:</p> <ul style="list-style-type: none"> <li>• Policing</li> <li>• Public Management</li> <li>• Security Management</li> <li>• Traffic Safety Management</li> </ul> <p>D Tech:</p> <ul style="list-style-type: none"> <li>• Policing</li> <li>• Public Management</li> </ul>	<p>Certificates Bachelor's Degree:</p> <ul style="list-style-type: none"> <li>• Education: Commerce</li> <li>• Education: Management</li> <li>• Education: Post-School</li> </ul> <p>M Tech:</p> <ul style="list-style-type: none"> <li>• Education</li> </ul> <p>D Tech</p> <ul style="list-style-type: none"> <li>• Education</li> </ul>
<b>Law</b>	<b>Journalism</b>	<b>Language Dynamics</b>
<p>National Diploma:</p> <ul style="list-style-type: none"> <li>• Legal Assistance</li> </ul>	<p>Certificates:</p> <ul style="list-style-type: none"> <li>• Versatile Broadcasting</li> </ul> <p>N Dip, B Tech, M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Journalism</li> </ul>	<p>B Tech, M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Language Practice</li> </ul>
<b>Safety and Security</b>		
<ul style="list-style-type: none"> <li>• MDP Programme</li> </ul>		

**Table 2.2 (h) The programmes presented by the Faculty of Natural Sciences**

<b>Chemistry and Physics</b>	<b>Mathematical Technology</b>	<b>Biotechnology and Food Technology</b>
N Dip, B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Chemistry and Physics</li> </ul>	N Dip, B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Mathematical Technology</li> </ul>	N Dip, B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Food Technology</li> <li>• Biotechnology</li> </ul>
<b>Water Care</b>	<b>Geology</b>	<b>Chemistry</b>
N Dip: <ul style="list-style-type: none"> <li>• Fire Technology</li> </ul> M Tech and D Tech: <ul style="list-style-type: none"> <li>• Water Care</li> </ul>	N Dip, B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Geology</li> </ul>	<ul style="list-style-type: none"> <li>• N Dip: Analytical Chemistry</li> <li>• B Tech and M Tech: Chemistry</li> </ul>
<b>Environmental Management</b>	<b>Environmental Sciences</b>	<b>Physical sciences</b>
N Dip, B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Environmental Management</li> </ul>	N Dip, B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Environmental Sciences</li> </ul>	N Dip, B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Physical Sciences</li> </ul>

**Table 2.2 (i) The programmes presented by the Faculty of Economic Sciences**

<b>Managerial Accounting and Finance</b>	<b>Accounting</b>	
<p>B Tech, M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Cost and Management Accounting</li> </ul>	<p>National Diploma:</p> <ul style="list-style-type: none"> <li>• Accounting</li> </ul> <p>B Tech:</p> <ul style="list-style-type: none"> <li>• Cost And Management Accounting</li> <li>• Finance and Accounting (Public)</li> <li>• Financial Information Systems</li> <li>• Internal Auditing</li> <li>• Local Government Finance</li> </ul> <p>M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Cost and Management Accounting</li> <li>• Internal Auditing</li> </ul>	
<b>Auditing</b>	<b>Economics</b>	<b>Public Sector Finance</b>
<p>N Dip, B Tech, M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Internal Auditing</li> </ul>	<p>B Tech:</p> <ul style="list-style-type: none"> <li>• Economic Management Analysis</li> </ul>	<p>B Tech:</p> <ul style="list-style-type: none"> <li>• Local Government Finance</li> <li>• Finance and Accounting (Public)</li> </ul>

**Table 2.2 (j) The programmes presented by the Faculty of Information and Communication Technology**

<b>Software Development</b>	<b>Support Services</b>	<b>End-User Computing</b>
B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Information Technology</li> </ul>	B Tech: <ul style="list-style-type: none"> <li>• Information Technology – Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Support subjects to other departments</i></li> </ul>
<b>Web and Multimedia</b>	<b>Business Applications and IT Management</b>	<b>Computer Systems Engineering</b>
	B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Business Information Systems</li> </ul> N Dip and B Tech: <ul style="list-style-type: none"> <li>• Information Technology (Business Applications)</li> </ul> M Tech and D Tech: <ul style="list-style-type: none"> <li>• Information Technology</li> </ul> B Tech, M Tech and D Tech: <ul style="list-style-type: none"> <li>• Knowledge Management</li> </ul>	B Tech: <ul style="list-style-type: none"> <li>• Information Technology (Communication Networks)</li> <li>• Information Technology (Intelligent Industrial Systems)</li> <li>• B Tech and M Tech: Computer Systems</li> </ul>

**Table 2.2 (k) The programmes presented by the Faculty of Tourism, Hospitality and Leisure**

<b>Tourism Management</b>	<b>Hospitality Management</b>	<b>Sport and Leisure Management</b>
<p>N Dip and B Tech:</p> <ul style="list-style-type: none"> <li>• Tourism Management</li> </ul> <p>M Tech:</p> <ul style="list-style-type: none"> <li>• Tourism And Hospitality</li> </ul> <p>N Dip, B Tech, M Tech and D Tech:</p> <ul style="list-style-type: none"> <li>• Adventure Tourism Management</li> <li>• Ecotourism Management</li> </ul>	<p>N Dip and B Tech:</p> <ul style="list-style-type: none"> <li>• Hospitality Management</li> </ul> <p>M Tech:</p> <ul style="list-style-type: none"> <li>• Hospitality and Tourism Management</li> </ul>	<p>N Dip and B Tech:</p> <ul style="list-style-type: none"> <li>• Sport Management</li> <li>• Recreation Management</li> </ul> <p>B Tech:</p> <ul style="list-style-type: none"> <li>• Outdoor Management</li> </ul>

Figure 2.2 gives a graphical exposition of the departments in the eleven faculties of the Tshwane University of Technology.

**Figure 2.2 TUT faculties and departments**

Health Sciences	Natural Sciences	Engineering	Economic Sciences	Management Sciences	Agricultural Sciences	Tourism, Hospitality and Leisure	Social Development Studies	Information and Communication Technology	Arts	Education
Biomedical Sciences	Mathematical Technology	Architecture	Economics	Business School	Crop Sciences	Tourism Management	Journalism	Software Development	Dance	Educational Management
Dental Sciences	Biotechnology and Food Technology	Building Science	Accounting	Logistics	Animal Sciences	Hospitality Management	Language Dynamics	Support Services	Drama	Commercial Education
Environmental Health	Environmental Sciences	Chemical and Metallurgical Engineering	Managerial Accounting and Finance	Operations Management	Nature Conservation	Sport and Leisure Management	Public Relations and Business Communication	End-User Computing	Fashion Design and Technology	Postgraduate Studies
Nursing	Chemistry and Physics	Civil Engineering	Auditing	Marketing	Horticulture		Teacher Training	Web and Multimedia	Fine and Applied Arts	
Sport & Physical Rehabilitation Sciences	Chemistry	Electrical Engineering	Public Sector Finance	People Management and Development			Public Management	Business Application and IT Management	Textile Design and Technology	
School of Pharmacy	Physical Sciences	Electronic Engineering		Office Management and Technology			Law	Computer Systems Engineering	Motion Picture Academy	
Medical Orthotics and Prosthetics	Water Care	Geomatics		Management			Safety and Security	IT Foundation	Interior Design	
Somatology	Foundation Programme	Industrial Engineering						Technical Application	Jewellery Design	
Radiography	Geology	Manufacturing Engineering							Graphic Design	
	Environmental Management	Mechanical Engineering							Multimedia	
		Mechatronics Engineering							Musical Theatre	
		Polymer Technology							Music	
		Power Engineering							Performing Arts Technology	
								Photography	Foundation Studies	
									Vocal Art	

A review of secondary information regarding the Tshwane University of Technology will now be given.

## **2.5 Review of existing secondary information regarding the Tshwane University of Technology**

The Human Sciences Research Council (HSRC) conducted a survey in August 2001 wherein Grade 12 learners nationwide nominated the Tshwane University of Technology (then still named Technikon Pretoria) as their preferred choice for tertiary education (Cosser & Du Toit, 2002). South African Grade 12 learners are a major target market for the Tshwane University of Technology, as they are the primary source of prospective students. In this particular study, the population under scrutiny was profiled; the choice of learners aiming to enter tertiary education after school was determined. The factors that influenced their choices were also established, and the preferred study fields were determined.

The population studied had the following characteristics (Cosser & Du Toit, 2002):

- Gender distribution: 48% male, 52% female
- Age distribution: 19 years old, on average
- Ethnic profile: Africans: 82%; Whites: 8%; Coloureds: 7%; and Indians 3%
- Most popular spoken languages: 20% IsiZulu; 17% IsiXhosa and 14% Sepedi. English was the home language of 11% of the learners
- Socio-economic status (SES): 78% low SES; 17% middle SES; and 5% high SES
- Of these learners, 27% have siblings with higher education connections

The HSRC survey revealed that 73% of the respondents planned to enter higher education. A further 14% were unsure. An examination of the factors that influence learners to enter higher education brought to light the following (Cosser & Du Toit, 2002):

- Increased employability
- Interest in study area
- Increased income potential
- Family influences
- Bursary options
- Finance options
- Scholarships
- Teachers
- Peer influence
- Uncertainty about life direction

The most significant indicator of intention to enter higher education was having a sibling who was studying or had studied at a tertiary institution. The majority (55%) of the Grade 12 learners indicated that they preferred a technikon to a university. A further 10% were undecided. As to contact versus distance education, 86% of respondents favoured contact education. The preferred institution was the Tshwane University of Technology (then Technikon Pretoria), leading by 16,6%, followed by Technikon Witwatersrand (4,9%), and the University of Pretoria (4,4%). Of the respondents, 13,3% were unsure which institution to choose.

An assessment of the factors that affect learners' choice of tertiary institution was also done during the study. The variables considered included the following (Cosser & Du Toit, 2002:95):

- Reputation of the institution
- Reputation of the particular faculty or department
- Away from home, allowing housing in a residence
- Superior sporting facilities
- Lower fees
- Peer recommendation
- Permits correspondence study
- Close to home to enable studying from home
- Relatives' alma mater
- Scholarship at the institution

The positive reputation of the institution was the most important factor, followed by the faculty or department's reputation. The three most preferred study fields were business, commerce and management studies (25,6%), followed by manufacturing, engineering and technology (15,6%), and health sciences and social services (14,1%). Studies in business, commerce and management were the most popular for both males (24,2%) and females (27%). Females showed only 8,7% interest in studying manufacturing, engineering and technology, as opposed to 23,3% of males.

The following influencing factors on selection of a particular study field were provided by Cosser and Du Toit (2002:110):

- Interest in specific study discipline
- South African job opportunities in this field
- Potential to contribute to development with this specific qualification
- Practical study programme
- International job opportunities
- Reputation of the particular school, faculty or department
- Income potential in particular field
- Theoretical study programme
- Availability of financial help
- Scholarships in the field
- Relatives' influence
- Non-ability to study in first study-field choice
- Peer influence
- Relatives studied in this discipline

Interestingly, Africans and Coloureds were more encouraged by job opportunities in South Africa than were Whites and Indians (Cosser & Du Toit, 2002). Africans were also more affected by the potential of financial aid than the other three ethnic groups. The province that the learner's school is in was the most important predictor of the choice of institution and study field (Cosser & Du Toit, 2002). With regard to family with higher education connections, 26,9% of the respondents had siblings who were studying at or had graduated from a tertiary institution.

The HSRC Student Choice Behaviour Project also indicated that the learners concerned were idealistic and optimistic about their future career options. Their four highest career desirables were philanthropy, proficiency, accordance with their interests, and earning a high salary (Cosser & Du Toit, 2002:114). This corresponds with findings in the United States of America, where Suzanne Kapner describes Generation Y as “idealistic” and “socially conscious” in a cover story (*Restaurant Business*, 1997). Anderson (2002:31) defines Generation Y as follows:

”Those in Generation Y:

- Were born between 1977 and 1995...
- [*were*] between 8 and 26 in 2003...”

Kapner (1997:49) quotes one of the interviewees as observing that this generation is “... less money-oriented, but more interested in being happy”. Cosser and Du Toit (2002:115) agree with this view, finding that Grade 12 learners (part of Generation Y) “...see themselves as being happy and successful in their work, and bettering their education”. These aspects will be surveyed in the empirical phase of this dissertation.

Stone, Stanton, Kirkham and Pyne (2001:162) found that Generation Y is influenced heavily by word of mouth and that peer groups are key influencers. This corresponds with the findings of [Cosser](#) and Du Toit (2002:95), where the reputation of the institution and the reputation of the department or faculty were revealed to be important factors affecting South African learners’ choice of a specific tertiary training institution. Family and peer

influence played an important role in learners' decision to enter higher education after school (Cosser & Du Toit, 2002:71).

Various studies done in the United States of America, as well as the United Kingdom, illustrate the buying behaviour of students. Marx (1995:40) maintains that students, typical Generation Y'ers, are brand loyal and brand conscious. One of the reasons behind businesses targeting the student market in America is that they are "... entry level to the upscale adult market", according to Stuart Himmelfarb of the American Passage Marketing Corporation (Marx, 1995).

Students' long-term potential as brand loyalists make them an attractive market indeed. The student years are the time when brand preferences and loyalties are set that will continue in the long term (Wolburg & Pokrywzcynski, 2001:33). Also, the distinctive consumption patterns they display now will probably remain, as they become adult high-spenders (Neuborne & Kerwin, 1999). Tertiary students are also seen as early adopters of product innovations and are "... considered trendsetters who wield a strong influence on their peers and families" (Rieger, 1992).

Generation Y is furthermore characterised as being "... highly consumption-oriented and sophisticated in terms of their tastes, aspirations and shopping skills" (Schneidermann, 2000). Lois Huff of PriceWaterhouseCooper, in Schneidermann (2000:4), predicts that Generation Y would be highly educated as well as technologically proficient. According to a survey of American college freshmen in 1998, most of the respondents anticipated having careers, and even then considered owning homes eventually (Neuborne, 1999).

Students buy new products mainly because of positive word-of-mouth (Heckman, 1999). American students spent the largest part of their discretionary income on apparel in 1999 (Weissman, 1999), followed by eating out, entertainment, preparing food, music, books and leisure, personal care, school supplies and software. Last on the list are cleaning supplies. According to Greenfield Online, in Weissman (1999:80), this grouping also had positive attitudes towards the following activities, products and trends:

- Internet surfing, working hard at school, making homemade CDs, swing dancing, kickboxing
- Cargo pants, cell phones, Volkswagens
- Instant messaging, body piercing, spirituality

It is entirely possible that the behavioural patterns of students experienced in other parts of the world, such as the USA and UK, could also be applicable to students in South Africa. This aspect will therefore be investigated in the empirical study phase of this dissertation.

A study completed in 1995 by BINEB surveyed the income and expenditure patterns of students at the University of Pretoria. They found the expenditure patterns detailed in Table 2.3 below. The highest percentages of monthly spending on certain items are shown for all respondents in the study, as well as the percentages for the Faculty of Economic Sciences, which may later be compared to results from the consumption patterns of Tshwane University of Technology marketing students, who form part of the Faculty of Management Sciences at TUT.

**Table 2.3 Monthly top expenditures of undergraduate students at the University of Pretoria in 1995<sup>5</sup>**

Rank	Item	All students	Faculty of Economic Sciences
1	Transport (incl. petrol)	22,4%	23,2%
2	Snacks (incl. cool drinks)	13,0%	11,5%
3	Entertainment	9,0%	8,9%
4	Personal care	8,9%	8,3%
5	Alcoholic drinks	7,4%	8,9%
6	Eating out	6,4%	7,3%
7	Communication	4,6%	4,1%
8	Sport	4,0%	4,5%
9	Church contributions	3,9%	4,3%
10	Study material	3,8%	3,0%

There are some similarities between the findings of Weissman (1999) and those of BINEB (1995) regarding students' consumption patterns and the ranking thereof, as may be seen in table 2.4.

<sup>5</sup> Adapted from BINEB 1995 table A2.2

**Table 2.4 Similarities between expenditure of American students (1999) and South African (UP) students (1995)**

Item	Rank: SA	Rank: USA
Entertainment	3	3
Personal care	4	6
Eating out	6	2
Study material	10	8

The University of Pretoria students' highest expenditure was on transport, whereas the American students' highest spending was on apparel. The lowest expenditure for American students was on cleaning products, and for the South Africans it was washing and dry cleaning.

The consumption patterns of Tshwane University of Technology students will be examined in this study to determine similarities with other studies.

## **2.6 Conclusion**

The history of tertiary education in South Africa was explored in this chapter. The establishment and development of universities and technikons were described. Furthermore, the products presented by the Tshwane University of Technology were illustrated. Chapter 2 also incorporated information from existing studies regarding the

consumption patterns of Generation Y consumers, which also fit the profile of students studying at TUT.

In chapter 3, a closer look will be taken at the theory of consumer behaviour, which forms part of the theoretical background to this study.

## **CHAPTER 3**

### **CONSUMER BEHAVIOUR**

### **3.1 Introduction**

Chapter 3 gives an exposition of the general constructs and definitions in the field of consumer behaviour. The internal and external factors influencing consumer behaviour are described, as well as some demographic information. The process the consumer goes through when making consumption decisions is detailed. The focus throughout will be on the consumer behaviour patterns displayed by tertiary students in South Africa.

### **3.2 Consumer, consumer behaviour and the consumer decision-making process**

#### **3.2.1 Consumer**

A consumer is described as “a buyer or user of a product or service” (Yadin, 2002: 85). In the tertiary education market, the consumer is the student. The consumer displays behavioural patterns that are studied by marketers to determine how to market to the consumer.

#### **3.2.2 Consumer behaviour**

Hawkins (2001:7) defines consumer behaviour as “... the study of individuals, groups, or organizations and the processes they use to select, secure, use, and dispose of products, services, experiences or ideas to satisfy needs and the impacts that these processes have on the consumer and society”. Yadin (2002:86) offers the following explanation of consumer behaviour: “... the observation of the decision-making, purchasing patterns and

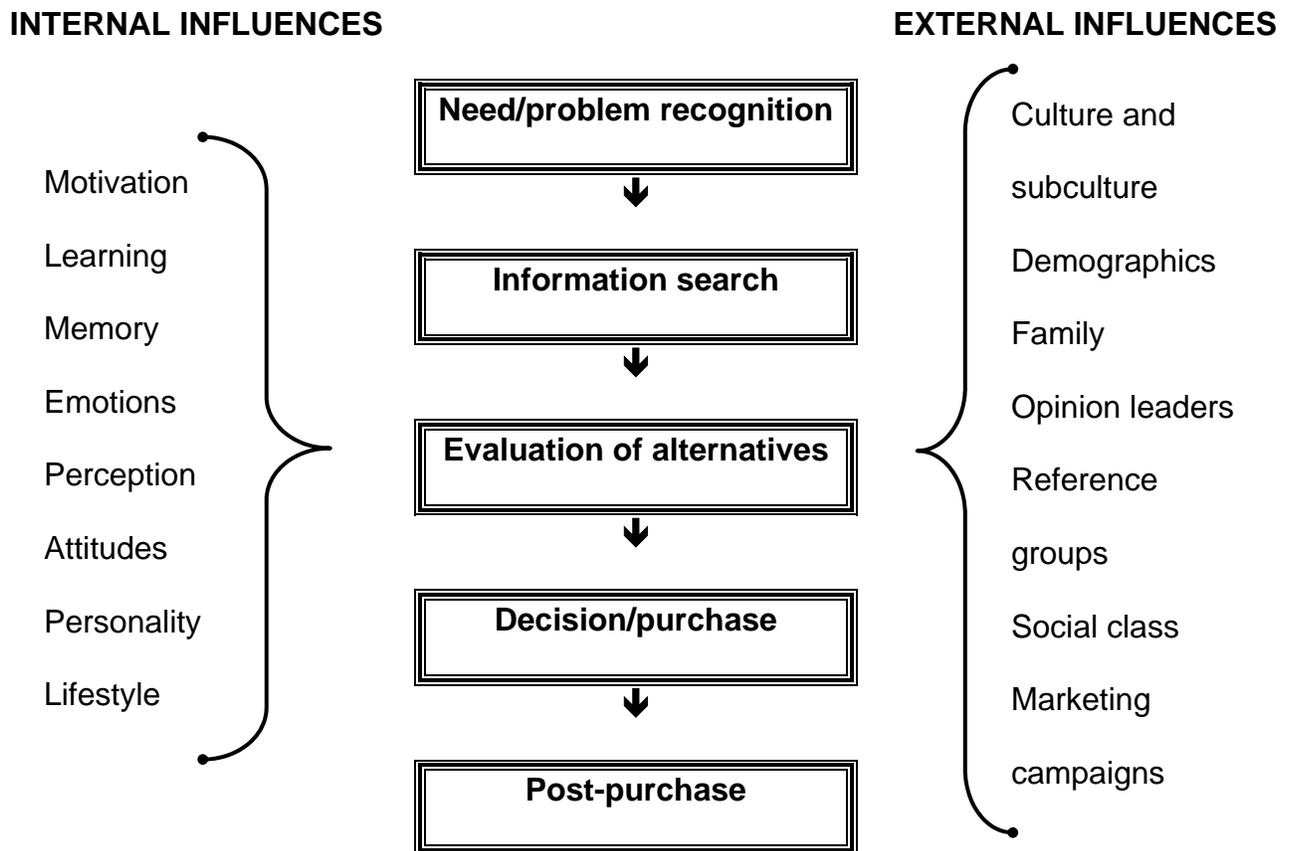
habits of the general public.” He also states “behavioural science is increasingly used in the service of marketing, in the sense that consumer behaviour can be analysed and predicted”.

### 3.2.3 Consumer decision-making process

Consumer decision-making is defined as “... the process of choosing between two or more product alternatives that satisfy needs” (Schiffman & Kanuk, 1997:558). In higher education, South African learners are now able to choose between 21 tertiary education institutions, offering them a variety of alternative qualifications. Different types of buying behaviour models exist. Chisnall (1995:193) refers to monadic and multi-variable models.

For the purpose of this study, a monadic model, namely a logical-flow model, or decision-process model, will be used. Monadic models of consumer behaviour are established on “... microeconomic theory, such as... utility or satisfaction which asserts that a consumer acts rationally”. The decision-making process and the factors that affect this process are depicted in Figure 3.1.

**Figure 3.1 The consumer decision-making process**



Source: Adapted from Hawkins, Best and Coney, 2001:475

### 3.2.4 Factors influencing consumer behaviour

Consumer behaviour in the marketplace is influenced by both internal (psychological) and external (sociological) factors. Internal or psychological factors are individual factors that have an effect on the behaviour of the consumer when he is engaged in the decision-making process. These factors "... control internal thought processes" (Cant et al., 2006:194).

As seen in figure 3.1, the internal factors that influence consumer behaviour include the following:

- Motivation
- Learning
- Memory
- Emotions
- Perception
- Attitudes
- Personality
- Lifestyle

External or sociological factors influencing consumer behaviour are factors outside of the individual consumer. These serve to “... direct internal thought processes” (Cant et al., 2006:194) and include the following:

- Culture and subculture
- Demographics
- Family
- Opinion leaders
- Reference groups
- Social class
- Marketing campaigns by various companies promoting an assortment of brands

Subsequently, these specific internal and external influences on consumer behaviour will be discussed. After that, the steps in the decision-making process, which are influenced by these factors, will be described.

### **3.3 Internal factors affecting consumer behaviour**

The internal or individual factors that affect the consumer play an important role in the purchasing decision of the consumer. Each of these factors will be discussed next.

#### **3.3.1 Motivation**

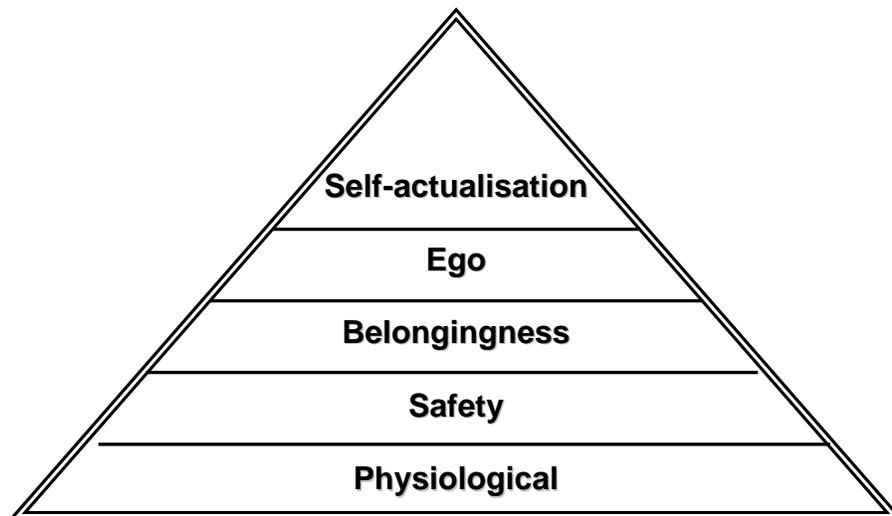
Schiffman and Kanuk (2004:87) define motivation as "... the driving force within individuals that impels them to action". Chisnall (1995: 50) describes motivation as "... an energising force which originates, sustains, and directs activities towards diverse objects". According to du Plessis et al. (2003:111), motives are "... inner states that energise, activate, motivate and direct behaviour toward purchasing goals". Motives are generally backed by needs, which may be categorised into two general classifications: biogenic and psychogenic needs (Chisnall, 1995:41).

Biogenic needs are basic physiological needs such as hunger and thirst. Psychogenic needs are more complex psychological needs related to "... social, cultural, emotional and intellectual interests [that] affect the behaviour of individuals" (Chisnall, 1995:43). The tertiary student's need to be educated may be classified as a psychogenic need. Biogenic needs may be tailored by the psychogenic needs, as seen in the eating

behaviour of people. Asch, in Chisnall (1995:42), states: “Food ceases to be something merely to be devoured ... it becomes connected with social and aesthetic requirements”.

Motives and needs exist interdependently and are inextricably linked (Chisnall, 1995:40). Maslow’s hierarchy of needs is often used to indicate the levels of needs that motivate consumers. According to Bennett (1995:171), Maslow’s theory proposes that consumers “... satisfy their needs in a sequential order beginning with physiological needs... and finally, self-actualisation needs”. Solomon (1999:110) mentions that the “hierarchical approach implies that ... a certain level must be attained before the next, higher one is achieved”. Figure 3.2 illustrates this hierarchy.

**Figure 3.2 Maslow’s hierarchy of needs<sup>1</sup>**



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<sup>1</sup> Adapted from Solomon, 1999:110.

According to this hierarchy, the most basic needs, namely physiological needs such as hunger and thirst, have to be satisfied before moving on to the next level of needs. Safety needs refer to the need for physical safety, order, familiarity and stability (Schiffman & Kanuk, 2004:104). Belongingness encompasses social needs like friendship, and ego needs denote the desire for prestige and esteem. The last level, self-actualisation, means reaching a level of self-fulfilment. In terms of Maslow's hierarchy, the intention to study at a tertiary institution may be classified, in most instances, as a need for self-actualisation.

Motives may be rational or emotional. Schiffman and Kanuk (2004:93) assert that a rational motive "... implies that consumers select goals based on totally objective criteria, such as size, weight, price, or miles per gallon". Emotional motives, on the other hand, "... imply the selection of goals according to personal or subjective criteria" (Schiffman & Kanuk, 2004:94). Judging by the top three reasons Grade 12 learners gave for their decision to enter higher education, namely increased employability, interest in study area, and increased income potential (Cosser & Du Toit, 2002:61), it is clear that they were influenced mainly by rational motives.

### 3.3.2 Learning

Mitchell, in du Plessis and Rousseau (2003: 250), describes learning as "any change in the content or organisation of the long-term memory." Another definition establishes learning as "... more or less permanent change in behaviour that occurs as a result of practice" (Bennett, 1995:152). Due to the learning process, "... a buyer of goods or services will develop attitudes, if these are unfavourable, then the likelihood of repeat

purchases is problematical” (Chisnall, 1995:30). The goal of the tertiary institution is to have the target market learn about the brand, for example, Tshwane University of Technology, and to develop a favourable attitude towards it. The result of learning is that the product or brand will be committed to the memory of the consumer.

### 3.3.3 Memory

Bettman, in du Plessis and Rousseau (2003:250), defines memory as “the total accumulation of prior learning experiences and comprises of short-term memory and long-term memory”. Memory comes into play especially where brand recognition is concerned. Also, marketers endeavour to provoke positive reinforcement that enhances recall (memory) because “...the probability [increases] that a given response... will reoccur given the same stimuli and situation” (Cant et al., 2006:124), resulting in repeat purchases.

The elements of the marketing communication mix aim to place the brand in the consumer’s memory as a positive reinforcement. Advertisers, for example, utilise various advertising approaches in order to stimulate the recollection of brands. Such approaches include fear and humour appeals. They also often make use of emotional appeals in advertisements (Hawkins et al., 2001). The Tshwane University of Technology utilises a rational approach in its poster advertisements, which declare: “The leading brand in higher education is born.”

### 3.3.4 Emotions

Neal, Quester and Hawkins (2002:20) describe an emotion as “the feelings or affective responses to situations, products, advertisements and so forth.” Hawkins et al. (2001:378) define emotion as “strong, relatively uncontrolled feelings that affect our behaviour”. An emotional appeal or approach is described as an advertising appeal that “...is designed to create a positive affective response” (Cant et al., 2006:157). Emotional appeals may have an effect on the attitudes of consumers, as seen in the tri-component attitude model, which will be examined later. The decision to enter tertiary study after school is not an emotional decision, as seen from the results in Cosser and Du Toit (2002: 61). These results show rational reasons for entering higher education, such as the enhancement of employability and the possibility of earning a higher income after studying.

### 3.3.5 Perception

The consumer’s perceptual process may also affect his purchase decision. “Perception is the process by which stimuli are selected, organised and interpreted” (Solomon, 1999:565). Bennett (1995:205) adds that perception “... is the cognitive impression that is formed of “reality” which in turn influences the individual’s actions”. The perception process consists of three steps, namely exposure, attention and interpretation (Hawkins et al., 2001:284).

3.3.5.1 *Exposure* is the extent to which a person detects a stimulus that is within the scope of his or her sensory receptors (Solomon, 1999:51). Thus, when the

consumer comes within sensory range of a stimulus, for instance, an advertisement, exposure occurs. It is important to note that exposure is selective in nature, in that consumers "... actively seek out messages that they find pleasant or with which they are sympathetic ..." (Schiffman & Kanuk, 2004:172). Similarly, consumers also seek to reduce cognitive dissonance (discussed later) by choosing to expose themselves to advertisements that support their purchase decisions.

3.3.5.2 *Attention* transpires "... when the stimuli activate one or more sensory receptor nerves and the resulting sensations go to the brain for processing (Hawkins et al., 2001:287). Three aspects determine attention, namely stimulus factors, individual factors and situational influences. Stimulus factors influencing perception include the following (Hawkins et al., 2001:287):

- Size and intensity
- Colour and movement
- Position
- Isolation
- Format
- Contrast
- Information quantity

Individual factors affecting the perceptual process comprise learning, expectations, motives, interest and need. The fact that a sibling of a learner studies at a certain

institution causes the learner to expect certain things from that particular institution, and will thus influence the way the learner perceives the institution as a brand. Situational factors encompass the "... stimuli in the environment other than the focal stimulus (Hawkins et al., 2001:292). These include competitive stimuli like advertisements for rival tertiary institutions.

3.3.5.3 In the final step in the perception process, *interpretation*, the consumer assigns meaning to the sensation (Hawkins et al., 2001:296). Interpretation "... relates to how advertising messages are received and understood by consumers" (Clemente, 1992:170). Schiffman and Kanuk (2004:176) define perceptual interpretation as the interpretation of stimuli "... based on what individuals expect to see in the light of their previous experience, on the number of plausible explanations they can envision, and on their motives and interests at the time of perception".

Subsets of interpretation include cognitive and affective interpretation.

- Hawkins et al. (2001:296) define *cognitive* interpretation as the "... process whereby stimuli are placed into existing categories of meaning". If, for example, a person sees and interprets an advertisement for the Tshwane University of Technology, it will be placed in the category of "tertiary institutions" in the mind of the consumer.
- They describe *affective* interpretation as "... emotional or feeling response triggered by a stimulus such as an ad", connecting with the theory on emotional appeals in advertising, which may also be used to bring about

attitudinal changes in the consumer. A person studying at the Tshwane University of Technology will experience a positive emotion when seeing an advertisement for the institution, which is an example of affective interpretation.

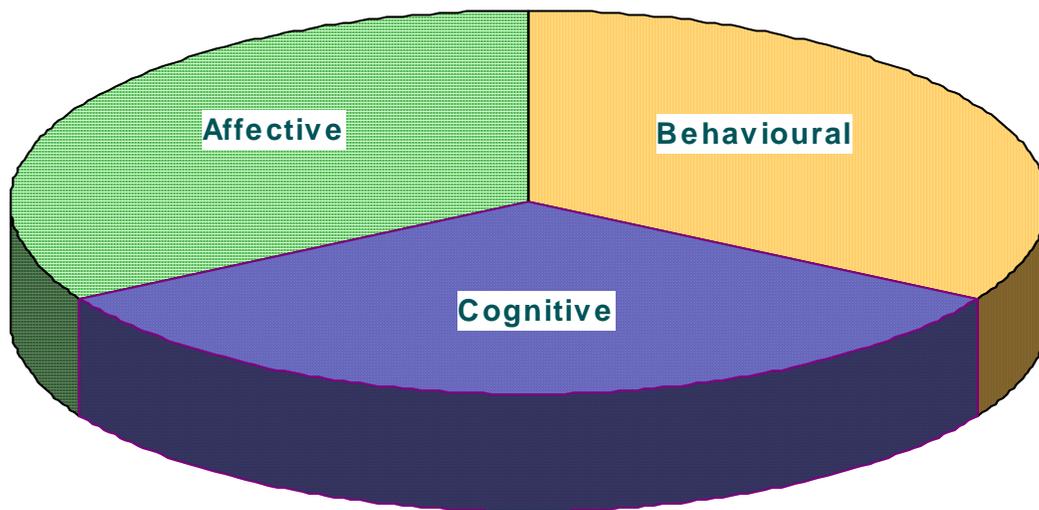
### 3.3.6 Attitudes

An attitude is a “learned disposition to respond in a consistently favourable or unfavourable manner with respect to a given object, subject, idea or behaviour” (du Plessis & Rousseau, 2003:261). Yadin (2002:32) asserts attitude “... can reflect positive or negative thinking on [a] subject...” Furthermore, attitudes “... are not directly observable, but must be inferred from what people say or what they do” (Schiffman & Kanuk, 2004: 252). Schiffman and Kanuk (2004:253) also assert that attitudes are learned tendencies, which have consistency and occur within and are affected by the situation.

Du Plessis and Rousseau describe the tri-component attitude model (2003:262), which illustrates that consumer attitudes consist of cognitive, behavioural and affective components. Therefore, what a consumer thinks, in other words, the cognitive, what he likes (the affective component) and what he buys (the behavioural component), demonstrate his attitude. A Grade 12 learner may think that the Tshwane University of Technology is the best tertiary institution (cognitive component), which leads to the learner’s liking of the brand (affective component), and finally the learner chooses to study at the Tshwane University of Technology (behavioural component).

These components are interrelated, and altering one or more of them may change overall consumer attitudes (Hawkins et al., 2001:402). The tri-component model of attitude is depicted in figure 3.3.

**Figure 3.3 The tri-component attitude model<sup>2</sup>**



### 3.3.7 Personality

Schiffman and Kanuk (2004:120) define consumer personality as “those inner psychological characteristics that both determine and reflect how a person responds to his or her environment”. The American Marketing Association in Cant et al. (2006:161) describes personality as “...the consistent pattern of responses to the stimuli from both internal and external sources”. Schiffman and Kanuk (2004:120) emphasise three

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<sup>2</sup> Adapted from Schiffman and Kanuk, 2000:203

properties of personality, namely that individual differences exist between personalities, that a person's personality is both consistent and enduring, and, finally, that personality can alter under certain conditions.

Du Plessis et al. (2003:284) explain that personality characteristics are applied in marketing for "... market segmentation, [and it] can direct product positioning, can guide copy writing in advertising, and can act as media guidelines". Hawkins et al. (2001:375) assert that, in many instances, products attain distinctive brand personalities. People assign human traits to brands, brand personality forms expectations about performance, and these brand personalities are often the foundation for an enduring relationship with a particular brand (Hawkins et al., 2001:376). The Tshwane University of Technology, for example, will strive towards creating a brand personality that appeals to its target market.

### 3.3.8 Lifestyle

The last internal factor, lifestyle, is described as "a set of shared values or tastes exhibited by a group of consumers, especially as these are reflected in consumption patterns" (Solomon, 1999:656). Yadin (2002:212) defines lifestyle, as the way people "either prefer to conduct their lives, or the way their lifestyle is determined by circumstances". Lifestyle segmentation is also termed psychographic segmentation. According to Schiffman and Kanuk (2004:60), a "psychographic profile of a consumer segment can be thought of as a composite of consumers' measured activities, interests and opinions (AIOs)".

In South Africa, the Living Standards Measure (LSM) is used as an added segmentation tool that also helps to provide some sort of psychographic profile of consumers. The South African Advertising Research Foundation (SAARF) Universal LSM "... quantifies the ownership of certain durable goods, access to services and the like to yield a composite measure of social class". (du Plessis et al., 2003:87). It measures living standards of people in South Africa and is divided into ten LSM groups, ranging from LSM 1 (lowest) to LSM 10 (highest). The South African LSM is comparable to the American Values and Lifestyle System (VALS), which divides the market into segments based on self-orientations and a definition of resources (Schiffman & Kanuk, 2004:74).

According to Cosser and Du Toit (2002:117), low fees compared to other institutions is one of the five most important factors influencing Grade 12 learners' decision of a tertiary institution. This indicates that income will affect institutional choice. To be considered for entrance into higher education, an applicant must have matric, therefore the primary target market of the Tshwane University of Technology will mostly fall in the LSM 6 category (see Table 3.1), as this group has a Grade 12 educational level. It must however be stated that persons in all LSM categories above and including LSM 6 (all having at least matric, which is a prerequisite for tertiary studies) could be eligible for study at a tertiary institution.

According to the latest census results, 12,6% ([www.saarf.co.za](http://www.saarf.co.za)) of the South African population of 44 819 778 people (Statistics South Africa, 2003:7) fall in the LSM 6 group, which translates to a possible target market size of approximately 5 647 292 people.

**Table 3.1 Living Standards Measure<sup>3</sup>**

<b>Demographics</b>	
Age group	16 – 34
Educational level	Up to post-matric, not university
Area	Urban
Average income	R3 619 per month
<b>Media consumed</b>	
Radio	Wide range of commercial radio stations and community radio
TV	SABC 1, 2, 3, and e.tv
Other	Daily and weekly newspapers, magazines Cinema, outdoor
<b>General</b>	
Access to services	Electricity, hot running water, flush toilet
Ownership of durables	Ownership of a number of durables and a cell phone
Activities	Participate in a number of activities

This concludes the discussion on the internal determinants of consumer behaviour. Next, the external factors influencing consumer behaviour will be described.

<sup>3</sup> Adapted from [www.saarf.co.za](http://www.saarf.co.za), LSM presentation, 10/08/2002

### **3.4 External factors affecting consumer behaviour**

Apart from the internal factors that affect decision-making, external or sociological factors also have an effect on the consumption decision of the consumer.

#### **3.4.1 Culture**

Burgess (2002:31) describes culture as “a cohesive set of values, attitudes and beliefs that emerge in adaptation to the environment.” Bennett (1995:72) offers the following definition: “The set of learned values, norms and behaviors that are shared by a society and are designed to increase the probability of the society’s survival”. These cultural values and beliefs impact strongly on consumption behaviour, and several subcultures are identified that further influence consumers.

#### **3.4.2 Subcultures**

“A subculture is a distinct cultural group that exists as an identifiable segment within a larger, more complex society” (du Plessis & Rousseau, 2003: 402). The subcultures are classified by age, geography and ethnicity. In South Africa, distinct ethnic subcultures exist, as the population consists of 79% Black Africans, 9,6% Whites, 8,9% Coloureds and 2,5% Indian or Asian people. Rix (2005:540) defines subculture as “a part of a total culture that is reasonably homogeneous with regard to race, religion, nationality, geographical location or particular interest”. Schiffman and Kanuk (2004:439) identify further subcultures, among others, nationality, religion and gender.

Age subcultures, in particular, such as the generation-based subcultures (for example, Generations X and Y), are of importance to this study, because the primary target market of the Tshwane University of Technology consists of secondary school learners, who form part of Generation Y.

Hawkins et al. define Generation Y as "... [people] born between 1978 and 1994" (2001:179). This group is also called the Digerati (Stone et al., 2001), Echo Boomers (Schneidermann, 2000), the Millennium Generation (Neuborne & Kerwin, 1999), Millennials (Anderson, 2002), and N-Gen, derived from Net Generation (Anderson, 2002). These age-based subcultures also exist in South Africa. The age composition of South Africa forms part of its demographics, which are discussed next.

### 3.4.3 Demographics

Demographics describe a population in terms of its size, structure and distribution (Hawkins et al., 2001:65). Size describes the number of people in the population, and structure refers to its composition in terms of age, income, education and occupation. Geographic region and the urban-rural allocation categorise the distribution of a society.

Another definition for demographics is that it is "the division and classification of populations and target audiences, by age, sex, occupation, social status and other characteristics" (Bennett, 1995:114). Schiffman and Kanuk (2004:55) assert that, "demography refers to the vital and measurable statistics of a population". Information on demographics is accessible and inexpensive to obtain.

The demographic information set out below was gleaned from the results of the 2001 Census (Statistics South Africa, 2003).

#### 3.4.3.1 *Size of population*

The South African population consists of 44 819 778 people.

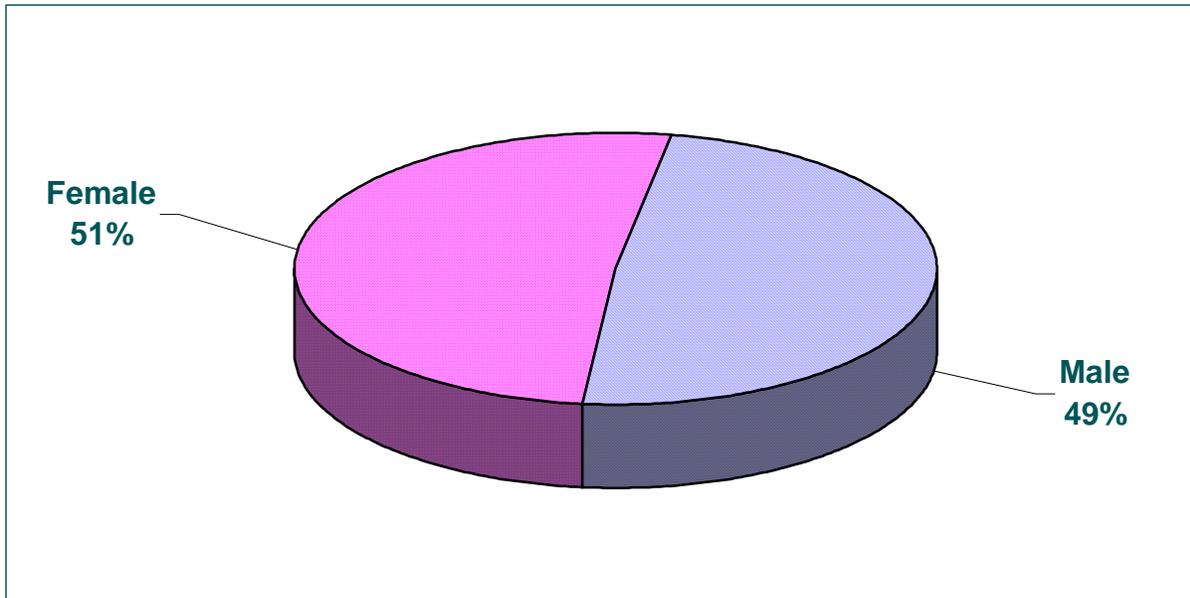
#### 3.4.3.2 *Structure of population*

- Age: in the 15-34<sup>4</sup> age group, which approximates the target group of the Tshwane University of Technology, there are 16 552 084 people.
- Gender: 8 045 984 (49%) of the abovementioned are male, and 8 506 098 (51%) are female (see figure 3.4).
- Education: 5 200 602 (20%) of South Africans aged 20 and older hold a Grade 12 or Standard 10 qualification, which makes them eligible for entry into tertiary education.

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<sup>4</sup> In *Census in Brief* (Statistics SA, 2003:27), the age groups are given in five-year age groups.

**Figure 3.4 Gender distribution of 15-34 year age groups in South Africa**



#### 3.4.4 Family and non-family households

The external factor of family households is defined as “a housing unit containing at least two people who are related by blood or marriage’ (Solomon, 1999:563). A distinction may be made between family households and non-family households, where the latter refers to people sharing the same kitchen, but who are not related. Du Plessis et al. (2003:375) describe a family as “... a group of persons related by blood, marriage or adoption, which functions together for member security and perpetuation of the unit”. This is an important variable, as it was stated as the fourth most important factor influencing South African Grade 12 learners’ choice to enter higher education (Cosser & Du Toit, 2002:61).

Walters and Bergiel, in Du Plessis et al. (2003:375), define a household as "... individuals living alone or persons living together and functioning as a social and economic unit". It often happens that students choose to reside together to cut costs; in such a case they are classified as households. This is seen where students live together in communes, which is often the case in the TUT student community.

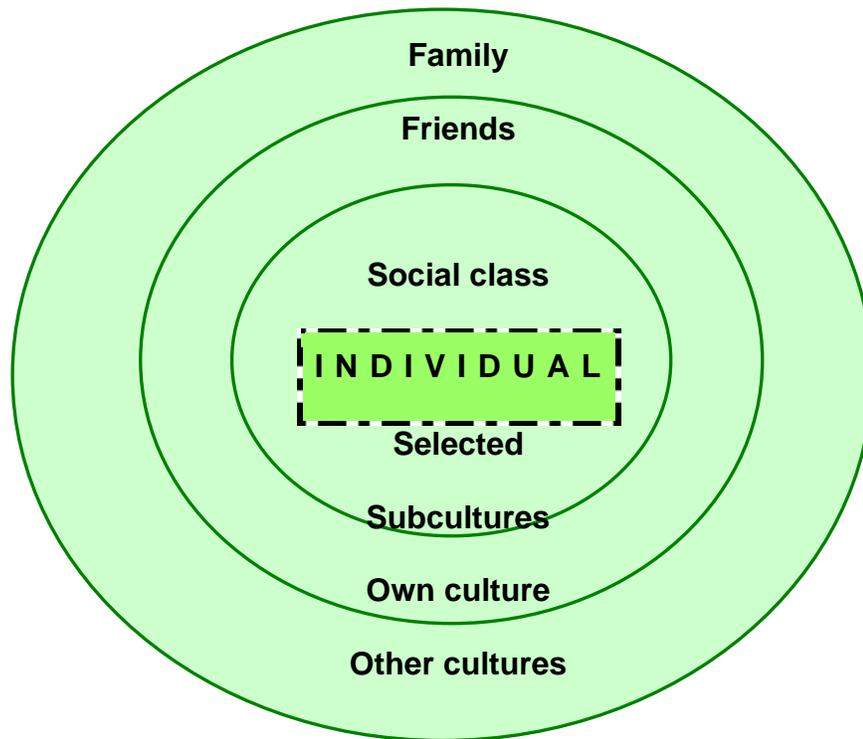
### 3.4.5 Reference groups

Reference groups "refer to any group with which an individual identifies in such a way that he or she tends to use it as a standard for self-evaluation and as a source of personal values and goals" (du Plessis & Rousseau, 2003:370). Chisnall (1995:158) offers an additional definition that states that reference groups "... refer to groups with which individuals closely identify themselves so that they become standards of evaluation, and the sources of their personal behavioural norms".

Schiffman and Kanuk (2004:330) identifies two general types of reference groups:

- Normative reference groups influence "... broadly defined values or behaviour". They include family.
- Comparative reference groups "... serve as benchmarks for specific or narrowly defined attitudes or behaviour". They include friends. Figure 3.5 illustrates the major consumer reference groups according to Schiffman and Kanuk (2004:332).

**Figure 3.5 The major consumer reference groups<sup>5</sup>**



In addition to reference groups, opinion leaders also influence consumer decisions and impact consumption behaviour. As stated in Chapter 2 (paragraph 2.5), it was found that reference groups comprising family and friends had a major influence on the decision of the group of Grade 12 learners studied to enter higher education. A key factor was having a sibling who had studied or was studying. A learner could see such a sibling as an opinion leader.

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<sup>5</sup> Adapted from Schiffman and Kanuk (2004:332)

### 3.4.6 Opinion leaders

Opinion leaders are defined as “people to who other look for advice and information (du Plessis & Rousseau, 2003:386). Clemente (1992:242) describes them as “people who wield influence over others in the same social group. That is, the opinion leader’s ideas and behaviour serve as a model to others”. Marketers often make an effort to attract opinion leaders through marketing messages, since consumers turn to opinion leaders “... for advice and information” (Bennett, 1995:196), and “not all individuals in a group or all consumers in a society wield equal personal influence on the attitudes, opinions, and behaviors of others.”

It would seem logical that teachers may be regarded as important opinion leaders in encouraging learners to study post-matric. Cosser and Du Toit (2002:61) show that 41% of learners surveyed cited a teacher’s influence as being paramount in their decision to enter tertiary education, compared to 43% stating that teachers have little or no influence. This matter was investigated in the study and a question was asked about this issue in the questionnaire.

### 3.4.7 Social class

Consumers are also classified into certain social classes, which Schiffman and Kanuk define as “the division of members of a society into a hierarchy of distinct status classes, so that members of each class have either higher or lower status than members of other classes” (2004:372). Social class may be measured by utilising the socio-economic

variables of income, occupation and education. It is “a hierarchical division of a society into relatively distinct and homogeneous groups with respect to attitudes, values and lifestyles” (Hawkins et al., 2001:120). Grade 12 learners’ desire to earn a higher income, which was the third most important factor affecting their choice for tertiary studies (Cosser & Du Toit, 2002:61), may indicate an aspiration to upgrade to a higher social class. Students with good marks from lower-income households may be drawn to tertiary institutions such as TUT that offer various merit bursaries, as well as other forms of financial aid that are available (TUT Financial Aid Bureau).

Cant et al. (2006:76) describes social class as “a group of people in a country who are considered equal in status or community esteem, who socialise together on a regular basis formally and informally, and who share behaviour patterns”. People who are in the same social class are inclined to prefer similar brands, products and services, and engage in similar recreational behaviour.

#### 3.4.8 Marketing campaigns

Finally, marketing campaigns by companies influence consumer behaviour. These campaigns include the elements of the marketing mix, namely product, price, promotion and distribution. Marketing influences a learner’s decision to apply to a tertiary institution, as seen in Cosser and Du Toit (2002:101). Particularly, receiving information directly from an institution influences learners. The four elements of the marketing mix will now briefly be discussed:

3.4.8.1 Bennett (1995:218) defines a *product* as “a bundle of attributes (features, functions, benefits, and uses) capable of exchange or use; usually a mix of tangible and intangible forms”. The Tshwane University of Technology delivers products that can be classified as services. A service is defined as “... any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything” (Kotler, 2003: 444). An overview of products (services) offered by TUT was given in chapter 2, figure 2.2.

3.4.8.2 *Price* is described as “the amount of money asked for in the transfer of products and services from their providers to consumers” (Clemente, 1992:266). As fees are also important when choosing a tertiary institution (Cosser & Du Toit, 2002:77), these institutions should set their prices very carefully. Cosser and Du Toit also indicate that offering scholarships to ease financial strain will attract 52% of South African learners.

3.4.8.3 *Promotion* includes all the variables of marketing communication. According to Hawkins et al. (2001:19), marketing communication includes “... advertising, the sales force, public relations, packaging, and any other signal that the firm provides about itself and its products”. These elements are combined to provide the target market with a market offering, and hope to influence the consumer to purchase a specific brand. Marketers especially utilise various forms of marketing communication to attract consumers. Marketing communication is defined as “techniques and media for reaching target

audiences with promotional messages” (Yadin, 2002:227). According to Cant et al. (2006:19), there are five forms of marketing communications: personal selling; advertising; sales promotion; public relations and publicity.

Tshwane University of Technology holds an annual Open Day in May, and learners from various schools are invited to attend. Schools are welcome to arrange visits with Tshwane University of Technology Recruitment. TUT also sends representatives to schools, and is a regular feature at career expositions. Potential students are provided with brochures of various departments. Incentives such as caps and t-shirts are also sometimes given away.

3.4.8.4 The last element in the marketing mix is *distribution*. Hawkins et al. (2001:21) define distribution as “... having the product available where the target customers can buy it”. Rix (2005:520) describes distribution as follows: “The channel structure (institution and activities) used to transfer products and services from an organisation to its markets.” Decisions on distribution affect practically all the other marketing facets. The elements of the marketing mix are integrated to provide a market offering that will attract consumers and aims at brand-loyal clients.

An example of how distribution is applied to TUT is as follows: the institution offers courses at the Pretoria, Arts, Arcadia, Soshanguve and Ga-Rankuwa campuses in the Pretoria area, as well as at the Witbank, Nelspruit and Polokwane campuses. In addition to those courses, selected courses are also

offered at Copam in the Pretoria city centre. This implies that different distribution channels are used to deliver the TUT service to the client base.

The internal and external factors influencing the consumer decision-making process have been detailed. The consumer decision-making process will now be described.

### **3.5 The consumer decision-making process**

Schiffman and Kanuk (2004:547) define a decision as "... the selection of an option from two or more alternative choices". There are basically three types of consumer decision-making, namely nominal, limited and extended decision-making (Hawkins et al., 2001:504). Nominal or routine decision-making occurs with habitual purchases and no alternative evaluation is made. Limited decision-making typically "... involves internal and limited external search, few alternatives, simple decision rules on a few attributes, and little post-purchase evaluation" (Hawkins et al., 2001:506).

The extended decision-making process "... involves extensive internal and external search, followed by a complex evaluation of multiple alternatives" (Hawkins et al., 2001:507), and can be divided into five steps, as depicted in figure 3.1. Schiffman and Kanuk (2004:549) assert that at this level of decision-making, "the consumer needs a great deal of information to establish a set of criteria in which to judge specific brands and a correspondingly large amount of information concerning each of the brands to be considered".

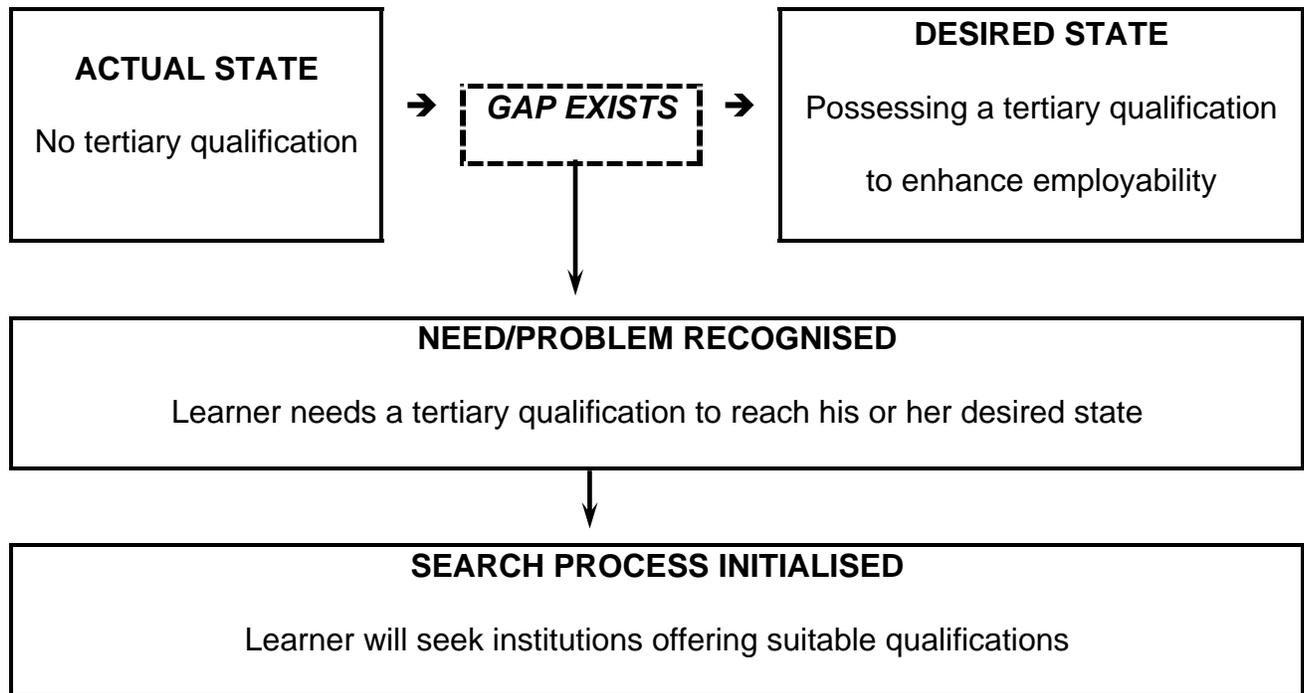
These steps, namely need or problem recognition, pre-purchase information search, alternative evaluation, alternative choice and purchase, and the post-purchase processes, will be discussed next. All of these steps may be influenced by the internal and external factors discussed in previous sections of this chapter.

### 3.5.1 Step 1: Need or problem recognition

Need recognition is defined in the glossary of Schiffman and Kanuk (2004:G-7) as “the realisation by the consumer that there is a difference between ‘what is’ and ‘what should be’.” Hawkins et al. (2001:508) describe problem recognition as “the result of a discrepancy between a desired state and an actual state that is sufficient to arouse and activate the decision process.” The desired state is the “... way an individual wants to feel or be at the present time”, and the actual state is “... the way an individual perceives his or her feelings and situation to be the present time” (Hawkins et al., 2001:508). If the discrepancy is considered to be large enough, the search process is initialised.

In the case of a learner determining his or her future study plans after Grade 12, the learner’s actual state would be not having a post-matric qualification that would enable him or her to be gainfully employed. The desired state is to have such a qualification to open doors to employment. A discrepancy or gap thus exists between the learner’s actual state and his or her desired state, which indicates that a problem or need has been identified. Therefore, the search for institutions offering suitable qualifications is initialised (see figure 3.5).

**Figure 3.6 The need recognition process of the potential tertiary student**



### 3.5.2 Step 2: Information search

The information search step may be internal and/or external. Consumers generally search their memory first, before examining external information sources.

3.5.2.1 This *internal search* focuses on "... relevant information from long-term memory ... to determine if a satisfactory solution is known" (Hawkins et al., 2001:528). According to du Plessis (2003:118), internal search is most directly related to the individual determinant, learning, as discussed in paragraph 3.3.2.

3.5.2.2 *External search* occurs when "... consumers consult sources outside their own experience to obtain information they need for decision-making" (du Plessis et al., 2003:118). External sources include the learner's family, reference groups, cultural and social groups, the economy, and business and marketing actions by companies. Schiffman and Kanuk (2004:556) state: "The actual act of 'shopping' is an important form of external information."

Schiffman and Kanuk (2004:557) also assert that as the importance of the purchase increases, and the less the knowledge the consumer has about a product category, the more widespread the search process will be. In the case of searching for a higher education institution and choosing a field of study, the consumer (high school learner) will be involved in an extensive search, since those are very important decisions and secondary school learners rarely have sufficient internal information to make an informed choice.

### 3.5.3 Step 3: Evaluation of alternatives

Alternative evaluation entails determining evaluative criteria that the consumer uses to decide between various alternatives (Hawkins et al., 2001:566). In evaluating alternatives,

consumers are inclined to use two types of information, namely a list of brands from which they will make a choice, also called the evoked set, and evaluation criteria (Schiffman & Kanuk, 2004:559).

Based on these criteria, the consumer assesses the different alternatives and subsequently chooses the one he or she thinks will best satisfy his or her needs. Evaluative criteria for a high school learner will be related to the factors influencing his or her choice of an institution, as seen in Cosser and Du Toit (2002:95). These criteria may be listed as shown in table 3.2.

**Table 3.2 Probable evaluative criteria for a learner choosing a higher education institution<sup>6</sup>**

Criteria	Importance ranking
Reputation of institution	1
Reputation of school/faculty/department	2
Residences	3
Sporting facilities	4
Fees	5

<sup>6</sup> Criteria based on findings in *From School to Higher Education: Factors influencing learner choice of institution for higher education*, table 7.13 (Cosser & Du Toit, 2002:95)

#### 3.5.4 Step 4: Decision and purchase

According to Schiffman and Kanuk (2004:569), consumers may make three types of purchases, namely trial, repeat or long-term commitment purchases. The first-time purchase of a brand is considered a trial purchase. If the consumer is satisfied with the brand, repeat purchases may occur, which may lead to brand loyalty.

Brand loyalty is the “allegiance by customers to a particular brand” (Yadin, 2002:54), and is what companies aim at, since this results in greater stability in the market (Schiffman & Kanuk, 2004:569). In the case of higher education institutions, brand loyalty translates to graduates returning to the institution to complete postgraduate qualifications. Satisfied graduates who are brand loyal may also communicate with opinion seekers about the institution, leading to positive word-of-mouth. Assael (1998:604) defines word-of-mouth as “... interpersonal communication between two or more individuals such as members of a reference group”.

#### 3.5.5 Step 5: Post-purchase

Post-purchase processes include usage, evaluation and satisfaction (Hawkins et al., 2001:628). In post-purchase evaluation, the product may meet the consumer’s expectations, or exceed expectations, or fall below expectations. In the latter case, the probability of the brand being purchased again is extremely remote. If the product meets expectations, it elicits a neutral response in the consumer. In the case of exceeded expectations, the consumer will respond positively (du Plessis et al., 2003:121). In the

process of post-purchase evaluation, the consumer may experience post-purchase dissonance, which occurs, according to Hawkins et al., "... when a consumer doubts the wisdom of a purchase he or she has made" (2001:628).

The steps in the consumer decision-making process have now been described and will provide the theoretical background in the development of the questionnaire used to conduct the empirical research.

### **3.6 Conclusion**

In this chapter, the general concepts in the field of consumer behaviour were defined and explained. The internal and external factors that affect the consumer behaviour of learners as a target market were described. A description of certain population statistics in South Africa was given, with the aim to describe the potential target market for a tertiary institution. Finally, the steps in the consumer decision-making process were discussed.

In chapter 4, the research methodology used in this study will be described, resulting, inter alia, in the development of the survey instrument used for this study.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

## 4.1 Introduction

This chapter focuses on the research methodology used in the study. As stated in chapter 1, the primary research objective was to develop a consumer profile of first-year marketing students at Tshwane University of Technology.

The secondary objectives were –

- to determine the communication media habits of students;
- to investigate general consumption patterns of the students;
- to establish the perceptions and attitudes of first-year marketing students towards the Tshwane University of Technology;
- to determine influencing factors on students' consumer decision-making processes in deciding to study at TUT;
- to determine the students' views on their own future, as well as the future of South Africa; and
- to identify new areas of research in the tertiary student market.

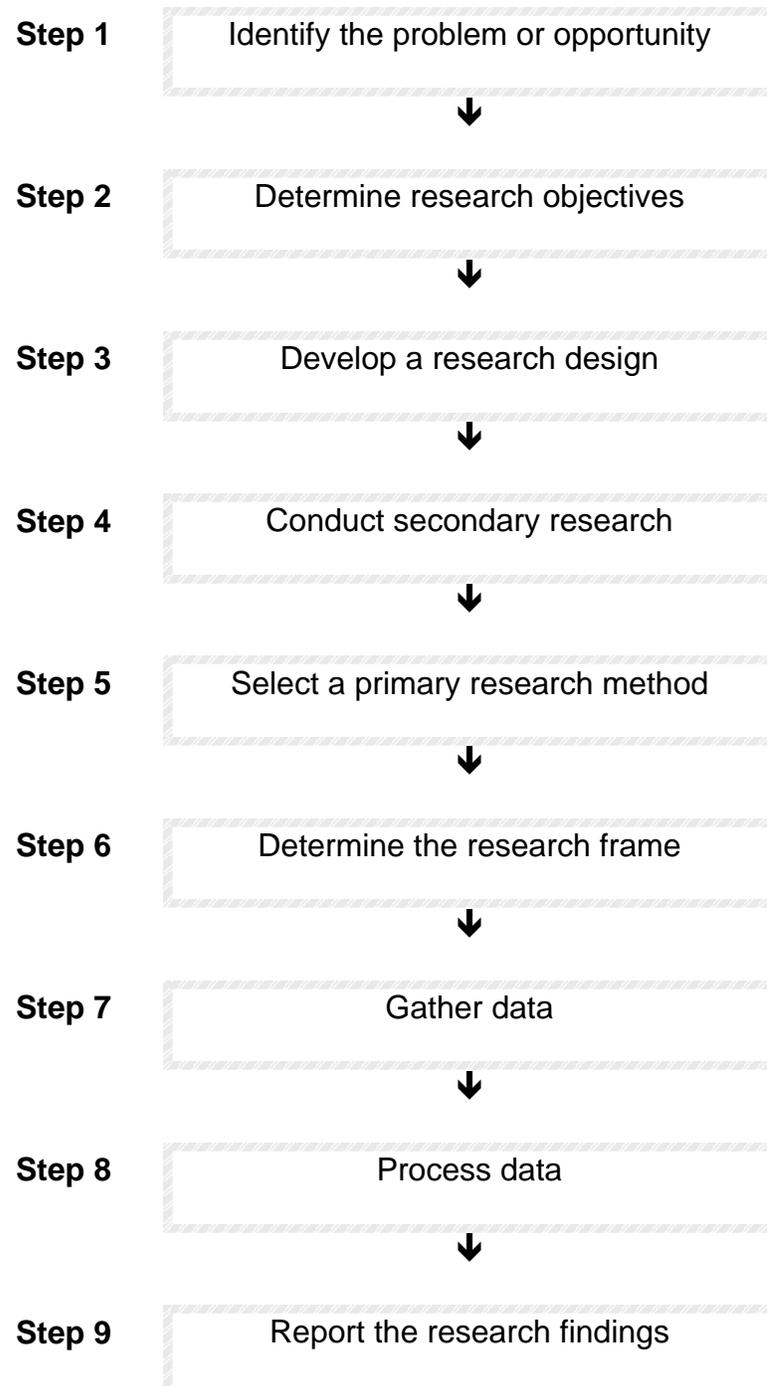
An explanation of the research concepts will be given and the step-by-step research process followed will be described. For the purposes of the study, both explorative and descriptive research methods will be explained, as well as primary and secondary data-collection methods.

The use of focus-group interviews and structured questionnaires will be explained as instruments to collect the primary data. Census and sampling information will be described. Chapter 4 also describes the development of the research instrument and the questions used in the survey questionnaire.

Figure 4.1 depicts the research process used in this study. The first and second steps, namely identifying and formulating the problem or opportunity, and determining the research objectives, were discussed in chapter 1. The fourth step, conducting secondary research, was detailed in chapters 2 and 3, where information gained from existing sources was discussed.

Therefore, chapter 4 describes the third step, the development of a research design, as well as the fifth to the eight steps, namely selecting the primary research method, determining the research frame, and then gathering and processing the data.

**Figure 4.1 The research process**



Source: Adapted from Cant et al. (2003: 36)

## 4.2 Research design development (step three)

### 4.2.1 Research designs

According to Cant et al. (2003: 43), “a research design is a preliminary plan for conducting research”. A distinction is made between explorative and descriptive research designs.

4.2.1.1 *Explorative research:* Churchill and Iacobucci (2005:674) define explorative research as a research design that places emphasis “...on gaining ideas and insights”. McDaniel and Gates (1998:27) describe exploratory research as “... small-scale research undertaken to define the exact nature of the problem and to gain a better understanding of the environment within which the problem has occurred”. The collection of secondary information forms part of the explorative phase of the study. Secondary data is described as “data that already exists as it was gathered or collected for other research purposes” (Cant et al., 2003:144). This enables the researcher to refine the problem for the primary research, which is an element of descriptive research.

4.2.1.2 *Descriptive research:* Wegner (2000:20) defines descriptive research as “... most appropriate ... to describe the characteristics of a target market”. Compiling a consumer profile of the first-year Tshwane University of Technology marketing students is an example of a descriptive study. Appropriately, McDaniel and Gates (1998:28) explain that “descriptive studies are conducted to answer who, what, when, where, and how questions”.

The objective of the study is to conduct primary research by using a descriptive research design. Cant et al. (2003:144) define primary research data as “data that does not exist before the research and is collected by researchers to address a specific research problem”. Therefore, all the new data gathered from the empirical research in this particular study can be classified as primary data.

This study contains both explorative and descriptive parts. The exploratory element of this particular study consists of a comprehensive literature study (which forms part of step four, the collection of secondary information), as well as focus-group interviews (discussed later), with the purpose of questionnaire development.

### **4.3 Primary research methods (step five)**

When conducting primary research, according to Cant et al. (2003:46), the researcher has the option of conducting observational, experimental or survey research.

4.3.1 *Observational research* is defined by Tustin, Ligthelm, Martins and van Wyk (2005:266) as the process of “... recording the behavioural patterns of people, objects and occurrences without questioning or communicating with them”. Churchill and Iacobucci (2005:677) describe observation as a data collection method where “... the situation of interest is watched and the relevant facts, actions or behaviours are recorded”. Observation is not used in the scope of this study, since this would not provide a solution to the stated research problem.

4.3.2 *Experimental research* is “a test in which the researcher has control over one or more independent variables and manipulates them” (McDaniel & Gates, 1998:203). Churchill and Iacobucci (2005:674) define an experiment as a “scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variable for variation concomitant to the manipulation of the independent variables”. The stated objectives of this study do not require the use of experimentation, since it would not provide the required answers to the problem.

4.3.3 Cant et al. (2003:47) define *survey research* as “marketing research in which an interviewer interacts with respondents to obtain facts, opinions and attitudes.” According to McDaniel and Gates (1998:155), survey research “... is the use of a questionnaire to gather facts, opinions and attitudes.” In the empirical phase of this study, questionnaires will be used to gather facts, opinions and attitudes. This study, therefore, uses survey research to solve the research problem.

The next step, determining the research frame, will now be discussed.

#### **4.4 Determine the research frame (step six)**

The research frame is “...all the elements from which the information can be gathered to solve a marketing problem or opportunity” (Cant et al., 2003:47). Research can be conducted by utilising a census or by drawing a representative sample.

#### 4.4.1 Census

A census of all first-year students registered for the National Diploma in Marketing at the Pretoria Campus of the Tshwane University of Technology is undertaken in this study. Churchill and Iacobucci (2005:671) define a census as “a complete canvass of a population”. Another explanation is provided by Wegner (2000:109), namely “... a census provides complete data on the random variables under study”. The census in this study consists of 237 respondents, the whole population of students enrolled for the first year of the National Diploma (N Dip) in Marketing at the Pretoria Campus in 2004.

#### 4.4.2 Sampling

To develop the survey instrument, a sample was drawn from the population and a focus-group interview was conducted. Judgemental sampling was used to draw a sample from the first-year population for the focus group interview. Tull and Hawkins (1990:802) define judgemental sampling as “... a sampling process that uses ‘expert’ judgement to select a representative sample”. McDaniel and Gates (1998:321) offer the following explanation: “... judgemental sample is applied ... where the researcher is attempting to draw a representative sample based on judgmental selection criteria”. The researcher interviewed the sample of students drawn for the focus groups and the data obtained was used to develop the survey instrument (questionnaire). This process is depicted in figure 4.2.

**Figure 4.2 Process of developing the questionnaire**

<b>Step 1</b>	<b>→</b>	<b>Define census population: 237 students</b>
<b>Step 2</b>	<b>→</b>	<b>Conduct focus-group interviews with 16 students</b>
<b>Step 3</b>	<b>→</b>	<b>Development of questionnaire</b>
<b>Step 4</b>	<b>→</b>	<b>Pilot survey to test questionnaire (10 students)</b>
<b>Step 5</b>	<b>→</b>	<b>Fine-tune questionnaire from results of pilot survey</b>
<b>Step 6</b>	<b>→</b>	<b>Questionnaire ready for data field collection</b>

After the process of developing the questionnaire was completed, the gathering of primary data, using the structured questionnaire, commenced.

#### **4.5 Gathering data through field collection (step seven)**

Primary data was collected using focus-group interviews and the structured questionnaire, which will now be discussed. A discussion of questions used in the questionnaire is also provided.

##### **4.5.1 Focus-group interview**

Churchill and Iacobucci (2005:675) describe a focus-group interview as a “personal interview conducted among a small number of individuals simultaneously”. The focus-group interview is unstructured and its purpose, according to Welman and Kruger

(2001:50), is "... to identify important variables in a particular area; to formulate penetrating questions on them; and to generate hypotheses for further investigation".

A representative sample of students was interviewed, using a focus group of 16 students in January 2004. Examples of questions asked in the focus group interviews are the following:

- 1) Where did you hear about the Tshwane University of Technology?
- 2) Do you regard the Tshwane University of Technology as a preferred place of learning? Why?
- 3) Where will you stay during your studies?
- 4) Will you continue your studies after obtaining your qualification?
- 5) What do you aim to do after studying (what line of work, own business, etc.)?
- 6) What magazines and newspapers do you read?
- 7) How do you spend your free time?

The results obtained in the focus-group interview were used in the development of the structured questionnaire, which was tested on ten students during the pilot study. The questionnaire was then refined to deliver the survey instrument.

#### 4.5.2 The survey instrument: structured questionnaire

A structured questionnaire was used to collect descriptive data from the first-year students. Wegner (2000:25) identifies a questionnaire as "... data collection instrument

used to gather primary marketing data in all survey-based studies.” According to Wegner (2000:90), a structured questionnaire “... consists of well-formulated questions and fixed-response alternatives which are directly related to the research ... objectives”.

The questionnaire developed consists of multiple-choice, open-ended and scale questions structured in a concise, user-friendly manner (see appendix A). The results gained from the questionnaire were used for analysis and drawing conclusions. The types of questions used in the structured questionnaire will now be discussed.

#### 4.5.3 Types of questions used in questionnaire

Two main categories of questions can be differentiated in marketing research (Martins et al., 1996:220), namely structured questions with structured answers and structured questions with unstructured responses. Both categories were used in the questionnaire.

##### 4.5.3.1 *Structured questions with structured answers*

Questions of this type have various possible answers from which the respondent has to pick one or more (Martins et al., 1996:221). Included in this category are dichotomous, multiple-choice, closed-ended questions with single or multiple answers, and scaled questions.

I) Dichotomous questions

Dichotomous questions offer a choice between two fixed alternative responses, for example:

**Indicate your gender:**      Male       Female

II) Multiple-choice questions with single answers

These provide more than two fixed responses to choose from, for example:

**Indicate your age:**

Under 18 years	
18-19	
20-21	
Older than 21	

Multiple-choice questions with single answers are used where the information to be gleaned can be classified into fixed categories (Martins et al., 1996:221), as in the above example of age.

III) Multiple-choice questions with multiple answers

With this type of questions, respondents "... are asked to ... indicate all (*alternatives*) that apply" (McDaniel & Gates, 1998:274), for example:

**What types of credit facilities do you use?**

Book account	
Clothing account	
Credit card account	
Petrol card account	
Overdraft account at a bank	
Study loan account	

If other, please specify:

--

As seen from this example, it is possible to gain information on the financial means and spending habits of the students.

IV) Scaled questions

Scaled questions require "... the respondent to mark a point on a scale" (Martins et al., 1996:224). According to McDaniel & Gates (1998:275), scaled questions are "... multiple-choice questions with the choices designed to capture intensity." Cant et al. (2003:108) state that the levels of scales used in questionnaires are very important because they will determine the type of statistical analysis to be used.

Four levels of measurement scales exist, namely nominal, ordinal, interval and ratio scales (Cant et al., 2003:108).

- i. *Nominal scales*: with nominal scales, the response format is descriptive, as the respondent picks a description, and the responses are not necessarily in a specific order. An example is asking the respondent what beverages he or she prefers.
- ii. *Ordinal scales*: Table 4.1 provides an example of an ordinal measurement scale, which Cant et al. (2003:109) define as follows: “Ordinal scales indicate relative size differences, but these cannot always be determined exactly.”

**Table 4.1 Example of an ordinal scale**

<i>How large was influence of the following people on your decision to study at Tshwane University of Technology?</i>			
	<b>Little or no influence</b>	<b>Some influence</b>	<b>Large to very large influence</b>
Boyfriend/Girlfriend			
Friends			
Parents			
Siblings			
Other relatives			
Teacher			

- iii. *Interval scales*: here, the spaces between descriptors are known and are the same (Cant et al., 2003:109). This may be used, for example, in rating the taste of a food product out of ten.
  
- iv. *Ratio scales*: with ratio scales, a true zero point exists (Cant et al., 2003:109). See the example below.

**Indicate the average monthly allowance you received in the last three months.**

R0	
R1-R250	
R251-R500	
R501-R750	
R751-R1 000	
R1001-R1 250	
R1251-R1 500	
More than R1 500	

Apart from the structured questions with fixed responses described above, structured questions with unstructured answers were also used in the development of the questionnaire for gathering data from the first-year students.

#### 4.5.3.2 Structured questions with unstructured responses

Also called open-ended questions, this type of questions "... are those to which respondents can reply in their own words (McDaniel & Gates, 1998:270). Cant et al. (2003:107) explains them as follows: "No response options are given, which means that respondents are not influenced by a predetermined set of alternative responses." For example:

**Why did you choose to study at the Tshwane University of Technology?**

Table 4.2 provides a summary of the question format used in the questionnaire.

**Table 4.2 Question format used in study**

TYPE OF QUESTION	QUESTION NUMBER
<b>Structured questions with unstructured answers</b>	<ul style="list-style-type: none"><li>• Section 2, questions 2.17 and 2.18</li><li>• Section 3, questions 3.2 and 3.4</li></ul>
<b>Structured questions with structured answers</b>	
<ul style="list-style-type: none"><li>• Dichotomous questions</li></ul>	<ul style="list-style-type: none"><li>• Section 1, question 1.1</li><li>• Section 2, questions 2.2, 2.5, 2.12 and 2.16</li></ul>

<ul style="list-style-type: none"> <li>• Multiple-choice questions</li> </ul>	<ul style="list-style-type: none"> <li>• Section 1, questions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.9</li> <li>• Section 2, questions 2.7, 2.8, 2.9, 2.10, 2.11 and 2.13</li> <li>• Section 3, questions 3.1, 3.3 and 3.5</li> </ul>
<ul style="list-style-type: none"> <li>• Scaled questions</li> </ul>	<ul style="list-style-type: none"> <li>• Section 2, questions 2.1, 2.3, 2.4, 2.6, 2.14, 2.15, 2.19 and 2.20</li> <li>• Section 3, question 3.6</li> </ul>

Using the methods and instruments described above, data was gathered from the target population, namely the first-year N Dip: Marketing students at the Pretoria Campus of TUT. After the data collection, the data obtained has to be processed in order to draw insightful conclusions.

#### **4.6 Data processing (step eight)**

After the data has been collected by using primary and secondary methods, it has to be processed (see figure 4.1). This comprises data preparation and data analysis. Both will be described subsequently.

#### 4.6.1 Data preparation

Cant et al. (2003:150) propose the following five steps for the preparation of research data:

- Validation
- Editing
- Coding
- Data entry
- Data cleaning

##### 4.6.1.1 *Validation*

Validation entails determining that all interviews were performed appropriately (McDaniel & Gates, 1998:351). Cant et al. (2003:199) define validation as “the process of determining whether a survey’s interviews or observations were conducted correctly, and are free of fraud or bias”. The focus-group interviews were conducted by the researcher and checked for validity.

#### 4.6.1.2 *Editing*

Editing involves ensuring that questionnaires "... have been filled out properly and completely" (McDaniel & Gates, 1998:351). In this study, a number of problems were manually checked for, namely:

- Determining if all answers were recorded
- Skip patterns in questionnaires
- Open-ended responses

#### 4.6.1.3 *Coding*

Coding refers to a "... technical procedure by which data are categorised; it involves specifying the alternative categories or classes into which the responses are to be placed and assigning code numbers to the classes" (Churchill & Iacobucci, 2005:672). Cant et al. describe coding as a process where a code or symbol is assigned to each answer to a question. The aim is "... to transform respondents' answers to survey questions into codes or symbols that can easily be entered into and read by a statistical analysis software package" (2003:198).

All closed-ended questions in the questionnaire were pre-coded. The open-ended questions were post-coded after editing, using the following procedure (McDaniel & Gates, 1998:357):

- List the responses
- Consolidate the responses
- Setting of codes
- Enter codes

#### 4.6.1.4 *Data entry*

Cant et al. (2003:198) define data entry as the “tasks involved in the direct input of coded data into a software package that will ultimately allow the research analyst to manipulate and transform the raw data into useful information.” It is also referred to as “... the process of converting information from a form that cannot be read by a computer to a form that can” (McDaniel & Gates, 1998:358). A personal computer was used as a data-entry device. Data was entered directly from the questionnaires after the first-year students had completed them and the fieldworker had collected them.

#### 4.6.1.5 *Cleaning of data*

Data cleaning is “an error-checking process conducted after data entry and before data analysis, with the aim of identifying and correcting errors made during data entry” (Cant et al., 2003:198). Data capturing and coding errors

are cleared in this step (Martins et al., 1996:302). Running wild-code, consistency and extreme-case checks will achieve the cleaning of the data.

I) Wild-code checks

Wild codes are "...codes that are not defined in the codebook for a particular variable" (Martins et al., 1996:302). They are usually the result of a coding error. For example, the variable "cell phone air time provider" has three legitimate codes. A variable number of four or larger will thus be a wild code.

II) Consistency checks

In this step, the consistency of responses is checked. In the case of this particular study, the researcher checked, for example, that those students that indicated that they paid for their studies by means of a study loan also indicated that they had a student loan account at a banking institution.

III) Extreme-case checks

Extreme cases refer to variables that are well out of the ordinary range (Martins et al., 1996:302). For example, the computer program may be instructed to identify questionnaire numbers where the allowance indicated by a student exceeds a specified amount.

After the data has been cleaned, it can be analysed and described. This process will be discussed subsequently, and the research findings will follow in chapter 5.

#### 4.6.2 Data analysis and description

Aczel, in Cant et al. (2003:166), describes data analysis as "... the name given to a large body of statistical and graphical techniques. These techniques provide ways of looking at data to determine relationships and trends, identify outliers and influential observations, and quickly describe or summarise data sets".

Statistical packages that may be used in this step include STATISTICA, SPSS and Statistical Analysis System (SAS). The spreadsheet program MS Excel 2000 has built-in statistical functions that could assist in basic exploratory analysis (Cant et al., 2003:166) and is used in this study. The statistical package SAS is also used in the analysis.

Cant et al. (2003:167) provide several objectives for exploratory data analysis, including the following:

- Investigate the value distribution for variables of interest
- Detect errors in coding
- Present data in table and graphic format, which is easily understandable
- Provide summary measures to describe average responses to questions, and response variations

In this step of the procedure, the researcher makes use of statistical and graphical techniques, including one-way frequency tables, cross-tabulation, graphic presentations of data and summary descriptive statistics.

#### 4.6.2.1 *One-way frequency tables*

Such a table "... shows the number of respondents who gave each possible answer to each question (McDaniel & Gates, 1998:361). This can be used, for example, to display the ages of the respondents.

#### 4.6.2.2 *Cross-tabulation*

Churchill and Iacobucci (2005:673) describe cross-tabulation as "... [counting] the number of cases that fall into each of several categories when the categories are based on two or more variables considered simultaneously". McDaniel and Gates' (1998:365) definition states that it is an "examination of the responses to one question relative to responses to one or more other questions". In this way, for example, the province of origin of the students may be related to their living arrangements while studying.

#### 4.6.2.3 *Graphic presentations*

Graphic illustrations or representations are used to relay information easily and powerfully through illustrative means. They include pie and bar charts, which are discussed below.

##### I) Pie charts

Pie charts are used to display research results in a broad scope of situations (McDaniel & Gates, 1998:369). They can be used, for example, to display the age, gender and province of origin information of respondents in the study.

##### II) Bar chart

Kinnear and Taylor, in Martins et al. (1998:417), describe bar charts as “... depicting magnitudes of the data by the length of the various bars that have been laid out with reference to a horizontal or vertical scale”. Plain and clustered bar charts are used to illustrate information. For example, bar charts can be used to depict students’ monthly allowances.

#### 4.6.2.4 *Summary descriptive statistics*

Descriptive statistics present another powerful way of summarising information (McDaniel & Gates, 1998:370). They include the measures of central tendency.

### *Measures of central tendency*

The mean, median and mode compile the measures of central tendency, measures of variability and measures of shape.

#### *(a) The mean*

The mean (or average) is the "... sum of a set of values divided by their number" (Tustin et al., 2005:538). The average age of the respondents in the survey is the mean of their ages.

#### *(b) The median*

The median is "... that value above or below which half of the observations fall" (Tustin et al., 2005:540). The median may be used for the allowances of the respondents, as there could be a few extreme values that do not provide an appropriate central tendency, should only the mean be used to measure central tendency (McDaniel & Gates, 1998:372).

#### *(c) The mode*

The mode is the value that occurs most frequently (Tustin et al., 2005:544). More than one mode may exist where more than one value occur with the same frequency (McDaniel & Gates, 1998:372). Again, the variable of students' allowances may have more than one mode.

Data analysis and description enabled the researcher to summarise the large amount of information gained from the survey of 237 people into more easily understandable elements, which could also be depicted graphically to be more easily understandable.

#### **4.7 Reporting the research findings (step nine)**

Leedy and Ormrod (2005:284) propose that a research report should reach four objectives:

- Provide a clear understanding of the research problem
- Describe the data collection
- Present the data accurately and completely
- Interpret the data and explain how the research problem is resolved by the research results

The researcher aimed at reaching such objectives in the reporting of the research results that will be detailed in chapter 5.

The steps in the research process have now been described.

#### **4.8 Conclusion**

In chapter 4, the research objectives were stated and the research process followed was described. The research design used in the study was explained, namely explorative and

descriptive research. The use of focus-group interviews and structured questionnaires to collect the primary data needed to attain the research objectives was described. The census and sampling details of all first-time entering students were administered, and the process of data preparation and analysis was explained.

The research results will be discussed in chapter 5.

## **CHAPTER 5**

### **DATA ANALYSIS AND INTERPRETATION**

## 5.1 Introduction

In chapter 4, the research methodology used in the study was discussed. The primary objective of the study is to determine a consumer profile of the first-year marketing student at the institution previously known as Technikon Pretoria, and now known as the Tshwane University of Technology (TUT). Secondary objectives were to establish the communication media habits of the students; to investigate general consumption patterns; to determine the attitudes and perceptions of the students regarding TUT; to establish influencing factors on students' consumer decision-making; to determine students' perceptions of their own future and the future of South Africa, and, lastly, to identify new areas of research in this particular field.

Structured questionnaires were used to collect the data. A total of the 237 registered first-year marketing students formed the population of the study, and a total of 167 questionnaires were returned. This translates to a 71% response rate. The returned questionnaires were scrutinised and capturing was done. The captured data was analysed using the statistical package SAS (Statistical Analysis System).

Statistical analyses were conducted to aid the discussion of the results gained from the study. One-way frequency tables, cross-tabulations, graphic presentations and summary descriptive statistics were used in the data-analysis.

The data analysis will now be discussed according to the sections in which the questionnaire was structured, namely:

- Section 1: Demographics
- Section 2: Consumer behaviour variables
- Section 3: Future outlook

## **5.2 Demographic analysis**

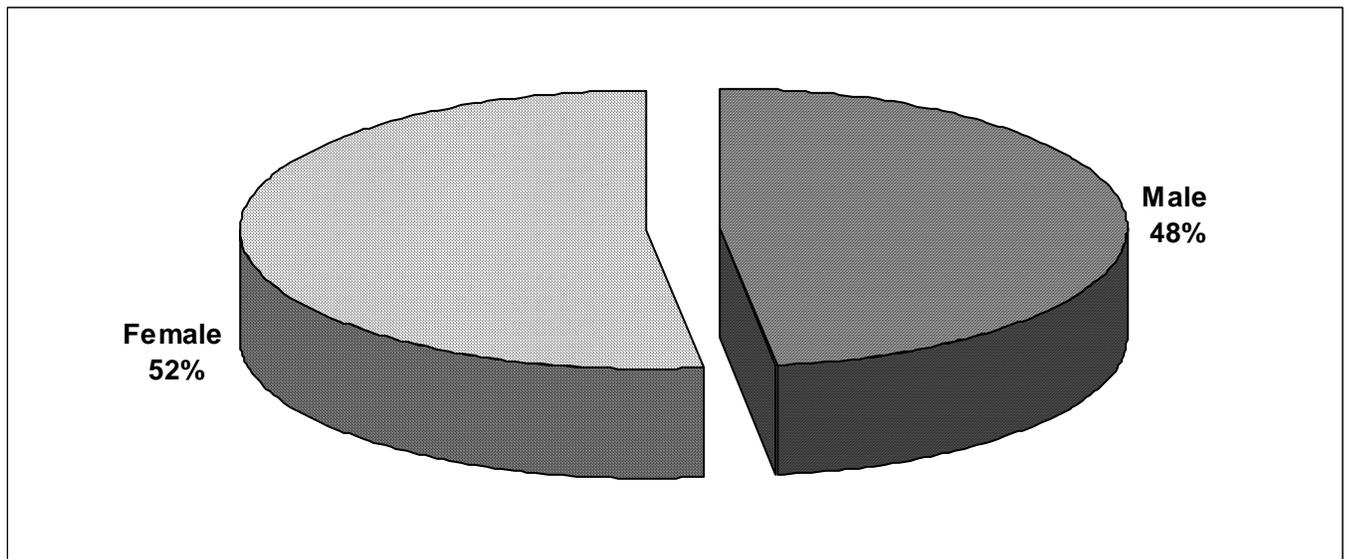
The responses to the questions in section 1, questions 1.1 to 1.9 of the questionnaire, dealt primarily with the demographic details of the respondents. These details include information on gender, age, living arrangements, province of origin and home language. The results will now be discussed in detail.

### *5.2.1 Gender analysis*

Question 1.1 determined the gender of the respondents. The subsequent gender analysis of the responses indicated that 48% of the respondents were male and 52% female. This closely corresponds with the gender distribution of the general South African population (Statistics South Africa, 2003). According to the TUT Management Information System (MIS), 49% of all TUT students enrolled in 2004 were male and 51% were female.

Figure 5.1 depicts the gender distribution of the respondents in this study.

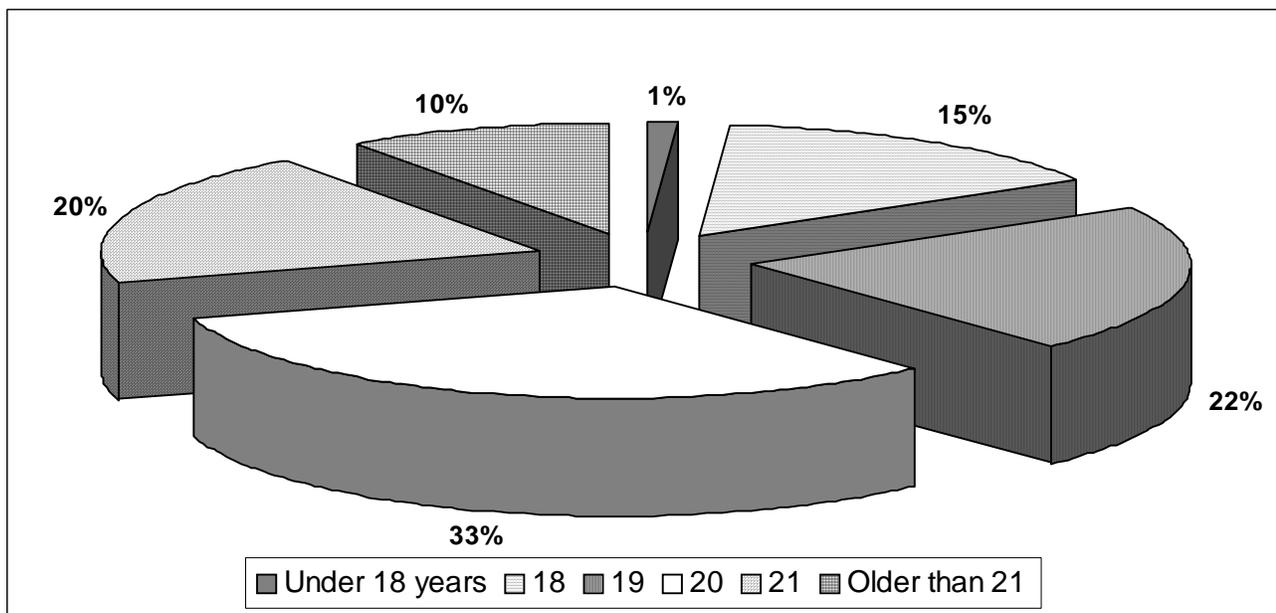
**Figure 5.1 Gender analysis of the respondents**



### 5.2.2 Age

Question 1.2 requested the age of the respondents. Figure 5.2 depicts the age distribution of the respondents.

**Figure 5.2 Age of respondents**



From figure 5.2 it is clear that the majority of the respondents (33%) were 20 years old, followed by respondents aged 19 (22%) and 21 years (20%). Only 1% of the respondents indicated that they were younger than 18 years old, 10% were older than 21 and 15% were 18 years old.

*Observation:*

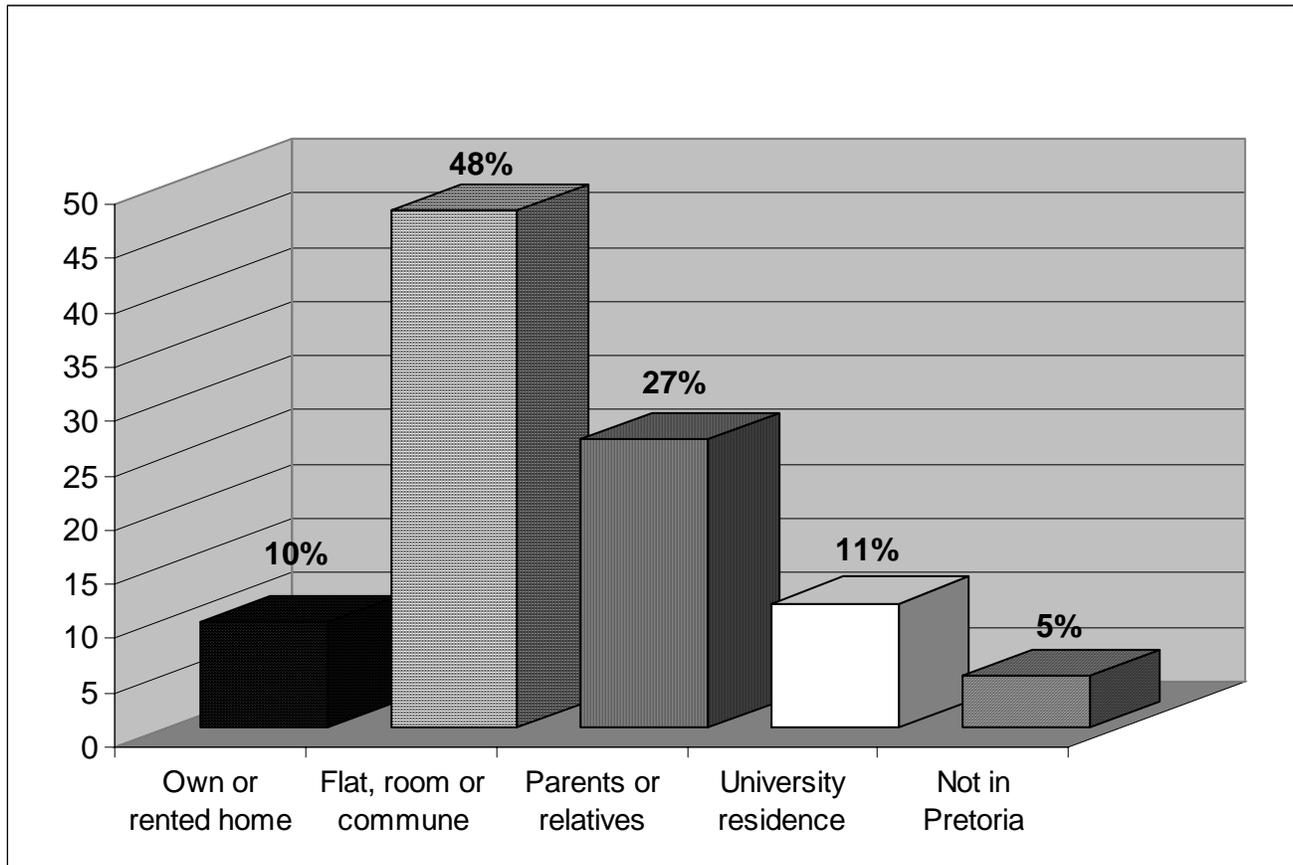
*As seen from the above, 74% of the respondents fell in the age group 19-21 years. The fact that the majority was actually older than the general age for first-year tertiary students (19) may indicate that the respondents entered higher education one year after leaving school, possibly to work or because they needed a year to decide what to do with their future. This observation cannot be correlated as it falls outside the demarcations of the research instrument.*

### 5.2.3 Living arrangements

The respondents were asked to indicate their living arrangements in question 1.3 of the questionnaire. The options were their own house or flat, their parent's home in Pretoria, relatives, a rented flat or room, in a University residence, with friends in a communal home, or not in Pretoria.

The responses were grouped into five classes, namely own/rented abode; flat, room or commune; with parents or relatives; a University residence, or not in Pretoria. The results are illustrated in figure 5.3.

**Figure 5.3 Living arrangements of respondents**



As can be seen from figure 5.3, 48% of the students lived in a flat, room or communal home. Twenty-seven per cent lived with parents or other relatives, and 11% lived in a University residence on campus. A further 10% had their own or a rented home, and, lastly, only 5% lived outside of Pretoria.

*Observation:*

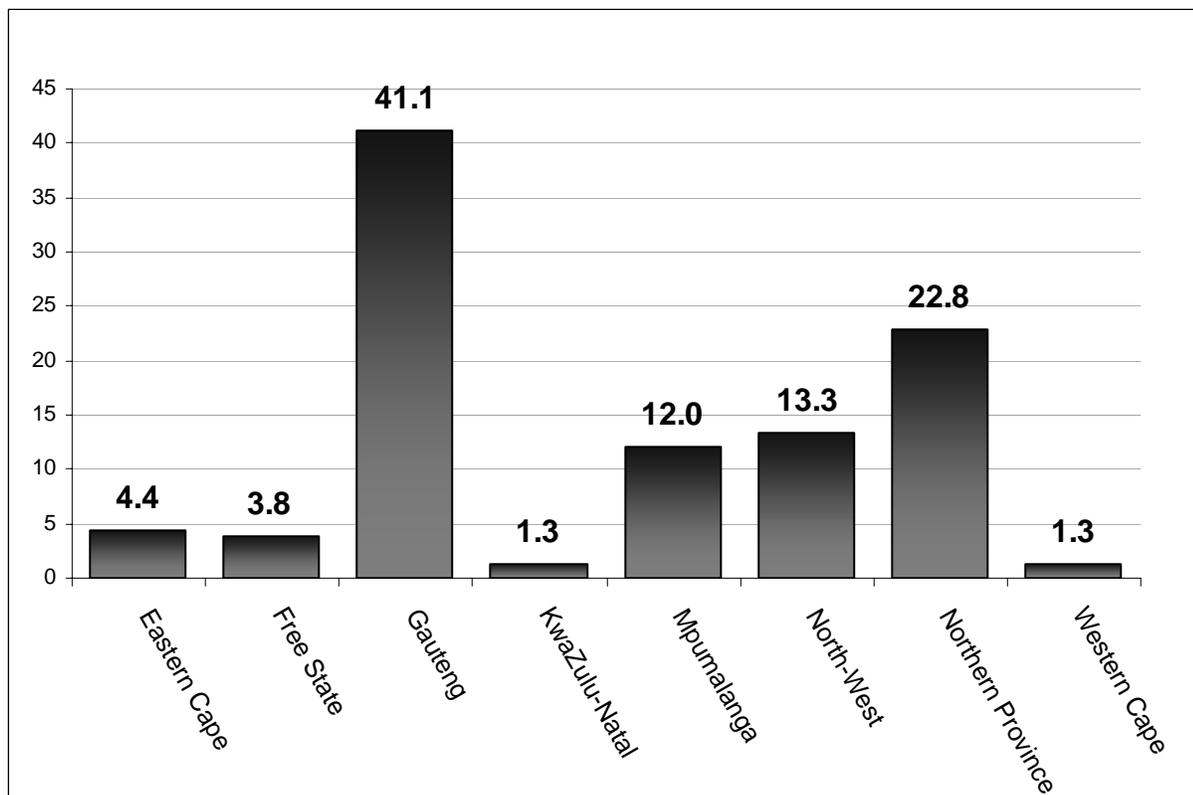
*As observed from Figure 5.3, the majority (48%) of the respondents lived in a flat, room or communal home. This may indicate a sense of independence and maturity on the side of*

the respondents. The own or rented home category precludes the 48%, as this was a single accommodation and may indicate a more wealthy background.

#### 5.2.4 Province of origin

Question 1.4 required the respondents to indicate which province they hailed from. Figure 5.4 shows the provinces that the respondents came from.

**Figure 5.4 Province of origin**



From this figure it can be seen that the majority (41,1%) of the respondents originated from Gauteng. The second largest group (22,8%) came from the Northern Province, followed by

the North-West Province (13,3%). An additional 12% originated in Mpumalanga, 4,4% in the Eastern Cape and 3,8% in the Free State Province. Only 1,3% came from respectively KwaZulu-Natal and the Western Cape. There were no respondents from the Northern Cape Province.

*Observation:*

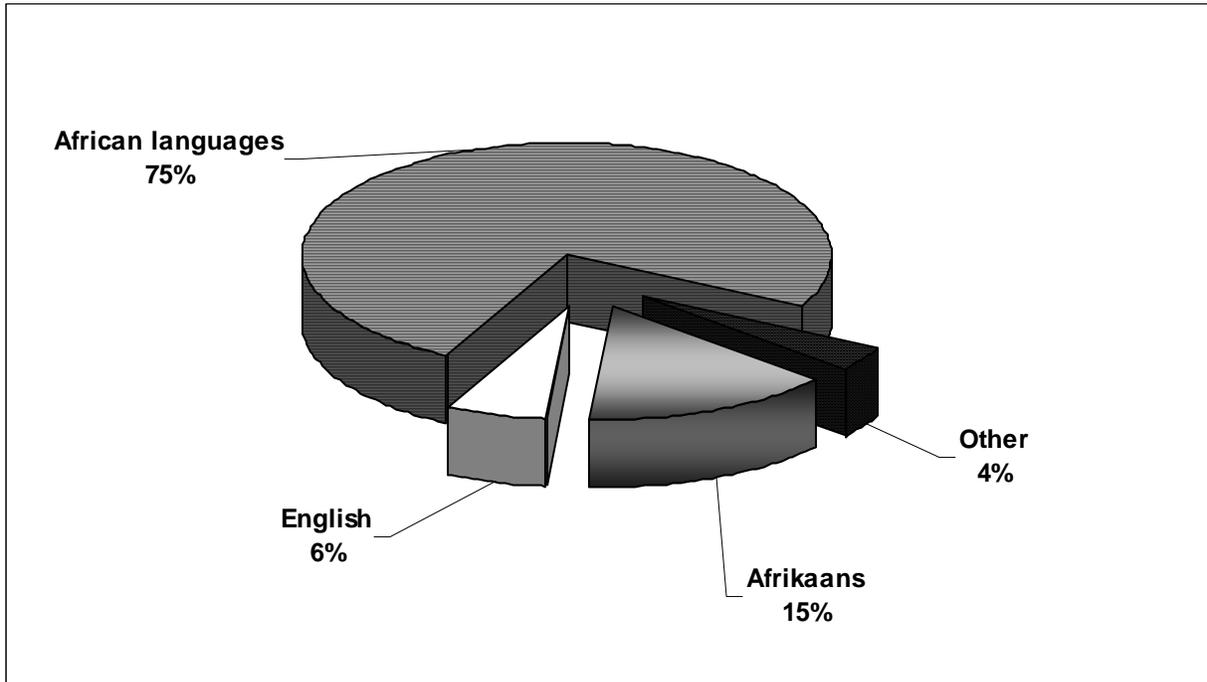
*The prevalence of students from Gauteng is not surprising, since the respondents surveyed studied at the Pretoria Campus of TUT. In addition, a total of 93% of the respondents originated from the northern provinces (Free State, Gauteng, Mpumalanga, North-West and Northern Province). Only 7% of the respondents hailed from the southern provinces.*

*Interestingly, the fourth largest group (12%) came from the Mpumalanga Province. The fact that those students chose to study at the Pretoria Campus, rather than at one of the distance learning sites of TUT situated in Mpumalanga, gives rise to a range of questions regarding the reasons for this occurrence. This was, however, not investigated in the questionnaire.*

#### *5.2.5 Home language*

The eleven official languages of South Africa were listed in question 1.5, and the respondents were asked to pick their home language. In the analysis, these home languages were grouped into four major categories, namely Afrikaans, English, African languages and other. The responses are illustrated in figure 5.5.

**Figure 5.5 Home languages of respondents**



It is clear from figure 5.5 that the home languages spoken predominantly were the African languages (75%), followed by Afrikaans (15%). English-speaking respondents accounted for 6%, and other languages for 4% of the responses.

*Observation:*

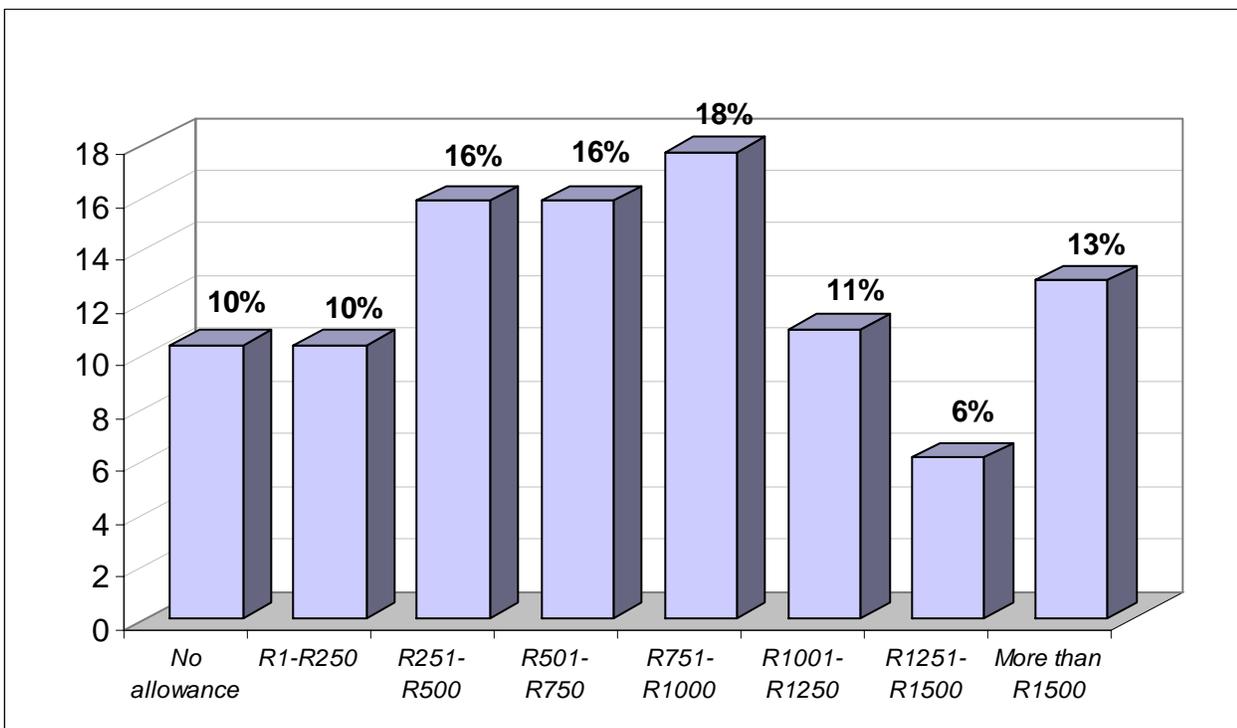
*The frequencies of home languages are, with the exception of “other languages”, fairly similar to those of the general population according to the 2002 Census information (Statistics SA, 2003). African languages account for 78% of the spoken languages, Afrikaans for 13,3%, English for 8,2% and others for 0,5%. The home languages of the respondents may, to a certain extent, also give an indication of the ethnicity of the respondents, although a question on race was not included in the questionnaire.*

Afrikaans-speaking respondents were mainly White, with a small number of Coloured students. The respondents indicating their home language as English were primarily White and Indian in terms of ethnicity. African respondents predominantly speak African languages at home. Therefore, language will be used to indicate the ethnic distribution of the respondents, although this classification may not always be 100% reliable.

### 5.2.6 Allowance

Question 1.6 required the respondents to indicate the average monthly allowance they received. This is depicted in figure 5.6.

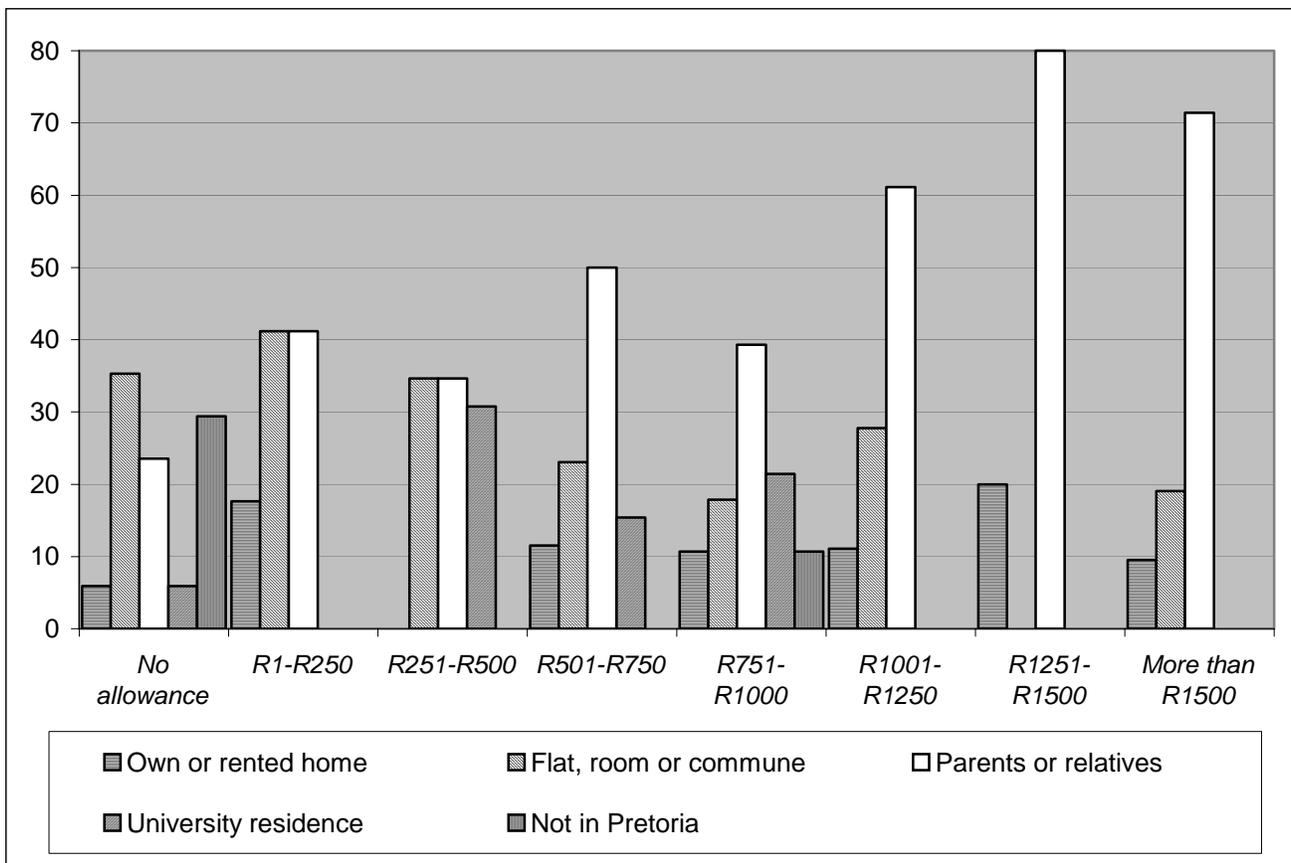
**Figure 5.6 Average monthly allowance of respondents**



From figure 5.6 it can be seen that a small majority (18%) of the respondents received between R751 and R1 000 pocket money per month, followed by 16% in both the R251-R500 and R501-R750 categories. The third largest group (13%) received more than R1 500 pocket money per month.

The allowances of the respondents were cross-tabulated with gender, language and living arrangements. According to the Chi-Square analysis, there were no significant correlations between allowance and gender or language. There were correlations between allowance and living arrangements. These results are depicted in figure 5.7 and will be discussed subsequently.

**Figure 5.7 Cross-tabulation of allowance with “living arrangements”**



As can be seen from figure 5.7, the majority of the respondents that received no allowance lived in a flat, room or commune. These respondents also were more likely to receive allowances in the lower income categories. Respondents living with their parents tended to fall into the higher average allowance categories, as can be deduced from the above figure. These respondents are also notably more likely to receive an allowance of more than R1 500 per month.

*Observation:*

*As seen in figure 5.6, 13% of the respondents indicated that they received an allowance of more than R1 500 per month. From figure 5.7 it is clear that the majority of the respondents indicating a monthly allowance of more than R1 500 per month lived with their parents or other relatives. This tendency may be because parents save money by not having to pay for separate accommodation for their children, and are thus able to provide larger allowances.*

### 5.2.7 Payment of study fees

In question 1.7, the respondents were asked to indicate how their study fees were paid. Table 5.1 summarises the responses.

**Table 5.1 Respondents' means of payment of study fees**

	<b>Payment means</b>	<b>Overall percentage</b>
1	Parents	86%
2	TEFSA loan	6%
3	Bursary/Scholarship	5%
4	Part-time work	5%
5	Relatives	4%
6	Study loan through bank	3%
7	Full-time work	1%

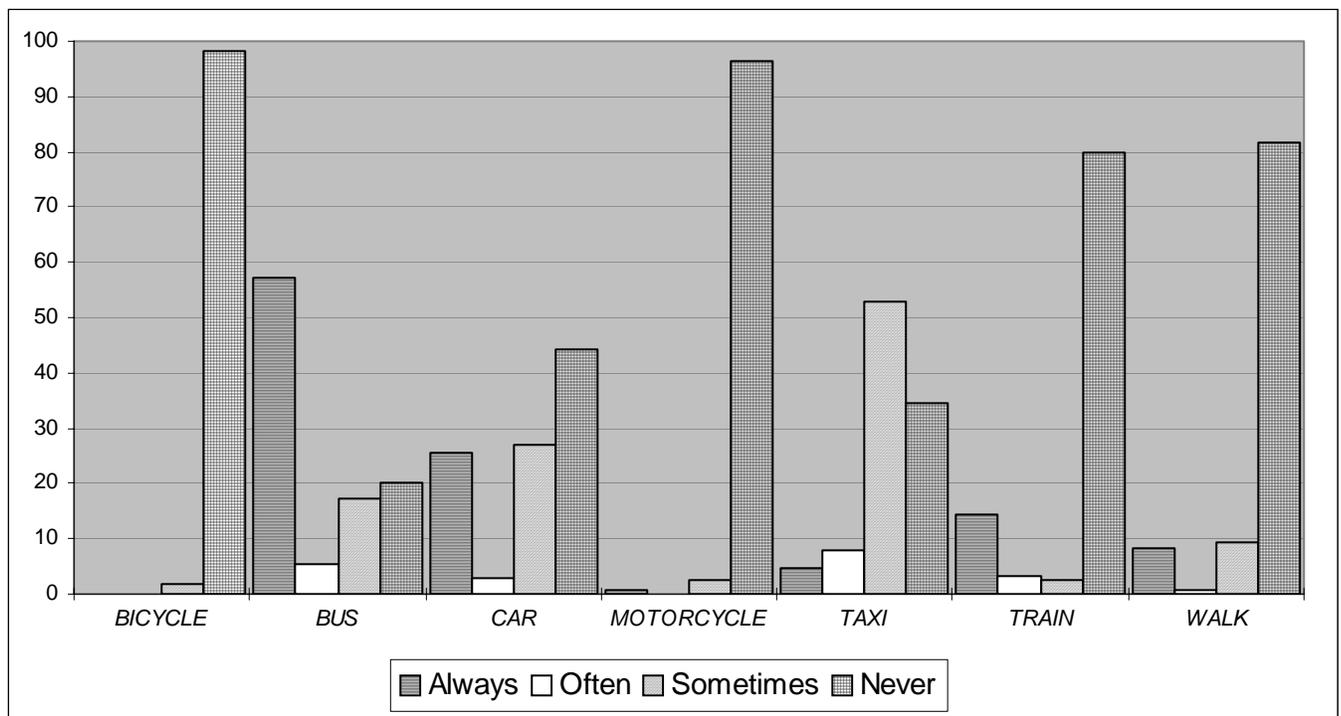
The vast majority of the respondents indicated that their parents were responsible for paying their study fees. TEFSA loans were the second most used means of payment, followed by a bursary or scholarship and part-time work. The least used source of payment was full-time work.

The majority of respondents who indicated their parents paid for their studies (51%) also lived with their parents or other relatives, and 80% were African. Ninety per cent of the respondents with a TEFSA loan were female, 40% of them lived in a University residence, and 78% were African. The majority (75%) of respondents who had a bursary or scholarship were male. Half of the bursary or scholarship holders were African.

### 5.2.8 Modes of transport

Question 1.8 required respondents to indicate on a scale from *Never* to *Always* what modes of transport they most commonly used to travel to the University campus. The responses are depicted in figure 5.8.

**Figure 5.8 Modes of transport**



From the above figure it can be seen that the mode of transport most often cited as being used (*Always*), was buses, followed by cars and trains. Bicycles, motorcycles and walking were the methods of transport used least often (*Never*) by the respondents.

The modes of transport were cross-tabulated with gender, living arrangements and language. There were no significant correlations between the use of motorcycles and

gender or living arrangements. Gender differences were found in terms of car use, and they are depicted table 5.2.

**Table 5.2 Cross-tabulation of modes of transport with “gender”**

Mode of transport	Male	Female
Car		
Never	37	63
Sometimes	44	56
Often	100	0
Always	62	38

From table 5.2 it can be deduced that males were far more likely than females to travel to the University campus by car.

There were no significant correlations between the use of motorcycles, trains, walking and language. The means of transport that indicated correlations with language will be discussed next.

Of the respondents that never made use of bicycles as a means of transport, 76% spoke African languages at home. Sixty-two per cent of the respondents who never commuted via bus were Afrikaans. African-language users were most likely to travel to campus by bus.

The majority (62%) of the respondents that indicated habitual car use were Afrikaans. The majority of regular taxi users were African.

*Observation:*

*It may be thought that African-language speaking respondents used cars less often than other language groups because of a less wealthy background. This cannot be correlated because that falls outside the demarcations of the research instrument, and there were no significant correlations between home language and allowances received by the respondents as per the Chi-Square analysis. The fact that African-language speakers were most likely always to use taxis may be because Africans generally more often use taxis than any other population group.*

The correlations between living arrangements and various modes of transport are discussed next.

Respondents living with their parents or other relatives were the most likely to use the bus to travel to campus, while those living in a University residence were the least likely to commute by bus. The respondents most likely to travel by taxi were those living in a flat, room or commune, but those living in a University residence or outside Pretoria indicated no inclination to use taxis as a means of transport to reach the campus.

The respondents most likely to use a train to travel to campus lived in a flat, room or commune. Respondents who lived in a University residence indicated no inclination to travel by train, but they were notably more likely than any other group to walk to campus.

*Observation:*

*Most of the University residences are situated on the campus, making it unnecessary to use a taxi to reach the campus. The residences that are not situated on the campus are on bus routes that are run by the University, which may be the reason that some use of buses as means of transport was indicated by respondents living in TUT residences. Respondents living outside of Pretoria prefer alternative means of transport than taxis because travelling a long way by taxi is expensive.*

*As with the use of taxis by respondents living in University residences, trains were in all probability not a chosen means of transport because the residences are either situated on the campus, or they are located on TUT bus routes that are run by the University.*

*That respondents living in University residences indicated walking to campus as the greatest likelihood is not surprising, since most of the University's residences are situated on the campus itself. Respondents living outside of Pretoria live too far away to walk to campus and thus rather make use of alternative means of transport such as buses.*

### 5.2.9 Credit facilities

The respondents were required to indicate what credit facilities they use, if any. The results are summarised in table 5.3.

**Table 5.3 Respondents' use of credit facilities**

	<b>Accounts</b>	<b>Overall percentage</b>
1	None	49%
2	Clothing account	27%
3	Study loan	8%
4	Book account	6%
5	Credit card	4%
6	Overdraft	1%
7	Petrol card	1%

As can be seen from table 5.3, the majority (49%) of respondents indicated that they did not have credit accounts of any kind. Clothing accounts were indicated to be the credit facilities most utilised. Only 8% of the population indicated that they had a study loan account, and 4% had a credit card. Petrol cards were least often used.

*Observation:*

*This is a market segment that does not make use of a variety of banking services – therefore, it can be said that they are under-banked, to a certain extent. The low use of petrol cards makes sense in view of the fact that cars are relatively seldom used as a means of travelling. Also, petrol cards are usually linked to a credit card, and the possession of credit cards among the respondents was also low.*

There were no significant correlations between the use of credit facilities and gender, living arrangements or home language, according to the Chi-Square analysis.

**Conclusion of the demographic variables of the respondents**

In conclusion of the demographic variables it can be recapitulated that females constituted the majority (52%) of the respondents. The majority (33%) of the respondents were 20 years old. Forty-eight per cent of the respondents lived in a flat, room or commune, 27% lived with their parents or other relatives, and the smallest percentage (5%) did not reside in Pretoria. The greater part of the respondents (41%) hailed from Gauteng Province, and there were no respondents from the Northern Cape.

The vast majority (75%) of the respondents spoke one of the official African languages at home. With regard to the average allowances the respondents received, a small majority indicated that they received R751 to R1 000 pocket money per month. Of them, those

living with their parents or other relatives received the largest allowances. Eighty-six per cent of the respondents indicated that their parents paid their study fees.

Buses were the preferred means of transport for the respondents, while bicycles were used least often. Males were more likely to use cars to drive to campus, and Afrikaans respondents indicated the largest likelihood to use cars. African respondents were the most likely to use a bus or taxi to travel to campus. Respondents who lived with their parents indicated the largest likelihood of travelling by bus, while those living in a flat, room or commune mostly used taxis. Respondents living in a University residence were by far the most likely to be found walking to class.

The majority of respondents indicated no use of credit facilities. Those that did make use of credit indicated a clothing account as the most often used facility, and the least used credit service utilised by the respondents was a petrol card.

This concludes the discussion on demographics. The information regarding consumer behaviour variables as drawn from the responses will now be described.

### **5.3 Consumer behaviour variables**

Section 2, questions 2.1 to 2.20, dealt with the variables describing the consumption behaviour of the respondents. They included, among others, the spending of leisure time, media usage, bank and cell phone use, consumption patterns of beverages, Internet access and behavioural variances. These variables will now be discussed.

### 5.3.1 Spending of leisure time

In question 2.1, various leisure activities were listed and the respondents were requested to indicate (using a four-point Likert scale) how often they participated in these activities. The responses were analysed in order to examine the spending of leisure time. The results were then ranked according to the mean frequencies of participation in the listed leisure interests, and these outcomes are represented in table 5.4:

**Table 5.4 Leisure time spending of respondents**

		<b>Never %</b>	<b>Sometimes %</b>	<b>Often %</b>	<b>Always %</b>	<b>Mean</b>
1	Listen to music	0,65	13,07	26,14	60,13	3,46
2	Watch TV	3,4	23,13	36,05	37,41	3,07
3	Socialise at home	4,14	28,28	37,93	29,66	2,93
4	Watch movies	3,36	33,56	40,27	22,82	2,83
5	Read	8,61	35,1	35,1	21,19	2,69
6	Visit malls	8,33	40,97	34,72	15,97	2,58
7	Watch sport	18,37	42,18	20,41	19,05	2,40
8	Eat out	5,44	68,03	21,09	5,44	2,27
9	Socialise in clubs/pubs	30,61	34,69	23,81	10,88	2,15
10	Play computer games	29,17	45,14	15,97	9,72	2,06
11	Play sports	31,2	42,07	15,17	11,03	2,06
12	Extreme sports	50	31,94	11,11	6,94	1,75

13	Surf the internet	47,22	38,19	10,42	4,17	1,72
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As seen from the above, the respondents spent most of their leisure time listening to music, followed by watching TV and socialising at home. Fourth was watching movies. Listening to music, watching TV and movies may be classified as entertainment activities. These results show similarities with the American survey by Weissman (1999), and the South African BINEB study completed among University of Pretoria students in 1995. Both studies indicated eating out and entertainment as some of the main activities the students took part in (table 2.3).

The American respondents in Weissman (1999) also signified a high interest in music, which is the activity with the highest frequency in this study. The activities least taken part in by the respondents were playing extreme sports and surfing the Internet.

*Observation:*

*The respondents seemed to lead relatively inactive lives, as the top five activities were all passive (for example, watching sport as opposed to participating). There was a very low frequency of using the Internet, which was expected, since only 22% had access to the Internet at their place of residence (see figure 5.31).*

In most of the leisure time activities the respondents participated in, there were no significant differences in terms of gender and living arrangements. The Chi-Square values of the data were used to cross-tabulate significant differences between the spending of

leisure time and the gender and living arrangements of the respondents. Those activities that did show significant differences were listening to music, watching TV, visiting malls, watching sport, playing computer games and sport, participation in extreme sports, and surfing the Internet.

These differences are indicated in bold type in table 5.4. The variables that showed significant correlations or differences according to Chi-Square values for gender are depicted in table 5.5, and will be discussed subsequently.

**Table 5.5 Leisure-time spending of respondents: participation<sup>1</sup> by gender**

		<b>Gender</b>		
		<b>Mean</b>	<b>Male</b>	<b>Female</b>
1	Watch TV	3,07	93%	100%
2	Visit malls	2,58	87%	96%
3	Watch sport	2,40	91%	73%
4	Play computer games	2,06	79%	64%
5	Play sports	2,06	87%	51%
6	Extreme sports	1,75	58%	43%
7	Surf the internet	1,72	65%	41%

<sup>1</sup> Respondents indicating sometimes, often or always on the scaled question.

From table 5.5 it is evident that the female respondents were more likely than the male respondents to watch television, and more predisposed to visit malls. Interestingly, 7% of the male respondents indicated that they never watched television, whereas all females specified television usage.

Males were considerably more likely to watch sport and to participate in sport. They played computer games and did extreme sports much more often than the females. With regard to surfing the Internet, males were more likely than females to do so.

*Observation:*

*Men are generally more attracted to sport than women. The fact that the males in this study were far more likely to be interested in sport is therefore not surprising. Also, women are generally more likely to visit a mall, which explains the female respondents' having a higher probability of being found in a mall. That male respondents were more likely than females to surf the Internet is interesting, as there was no marked difference between male and female access to the Internet at their places of residence (see 5.3.3).*

The respondents' behavioural patterns as cross-tabulated with living arrangements are depicted in table 5.6.

**Table 5.6 Cross-tabulation of respondents' behavioural patterns with “living arrangements”**

	ACTIVITY	FREQUENCY			
	Listen to music	Never	Sometimes	Often	Always
Living arrangements	Own or rented abode	0	6,7	13,3	80
	Flat, room or commune	0	17,5	30	52,5
	Parents or relatives	0	12,7	23,9	63,4
	University residence	0	5,3	42,1	52,6
	Not in Pretoria	14,3	14,3	14,3	57,1
	Watch television	Never	Sometimes	Often	Always
Living arrangements	Own or rented abode	0	16,7	25	58,3
	Flat, room or commune	0	20,5	41	38,5
	Parents or relatives	7	31	23,9	38
	University residence	0	11,1	66,7	22,2
	Not in Pretoria	0	0	66,7	33,3
	Extreme sports	Never	Sometimes	Often	Always
Living arrangements	Own or rented abode	35,7	28,6	35,7	0
	Flat, room or commune	46	29,7	16,2	8,1
	Parents or relatives	50	37,9	7,6	4,6
	University residence	63,2	26,3	0	10,5
	Not in Pretoria	57,1	14,3	0	28,6

It is apparent from table 5.6 that 80% of the respondents living in their own or a rented home and 63% of the respondents who lived with their parents or relatives indicated that they always listened to music. Of those not living in Pretoria, 57% signified that they always listened to music. This was the only group where some respondents (14%) indicated that they **never** listened to music. Fifty-three per cent of those who lived in a University residence and 53% of those who lived in a flat, room or commune always enjoyed music.

With regard to the respondents' television usage, the respondents living with their parents were the only group where some (7%) never watched television. The respondents living in their own or a rented place were most likely to always watch television (58%), followed by those living in a flat, room or commune (38%). All the respondents living outside of Pretoria indicated that they often or always watched television.

The last variable that showed a significant Chi-Square variance was the respondents' tendency to participate in extreme sports. As this was one of the activities rated lowest overall by the respondents, the probability of respondent groups not doing extreme sports is examined in particular.

As can be discerned from table 5.6, the respondents living in a University residence were most likely never to take part in extreme sports, followed by those not living in Pretoria. Those living in their own or a rented abode were the only group where none indicated that they always participated in extreme sports.

*Observation:*

*The fact that the respondents living on their own or in a rented home had the highest music listening habit, may be due to the fact that they lived alone and were therefore able to play music at any time without having to take into consideration other individuals in the household. The reason for those not living in Pretoria who showed no inclination to listen to music may be that they come from underprivileged rural areas and may not have owned a radio. A cross-tabulation of living arrangements with allowances (see figure 5.7) indicated a relatively low allowance level for respondents living outside Pretoria.*

*Regarding television-watching tendencies, the respondents living in their parents' homes may not be allowed by their parents to watch television, or their parents might not own a television set.*

In summary of the respondents' leisure time spending: the activity most respondents participated in was listening to music, followed by watching television and socialising at home. They were least interested in playing sports, participating in extreme sports and surfing the Internet.

The discussion of the analysis of the respondents' spending of their leisure time is herewith concluded. The media consumption habits of the respondents will now be examined.

### 5.3.2 Media usage

The respondents' media usage includes television use, radio usage, and magazine and newspaper readership.

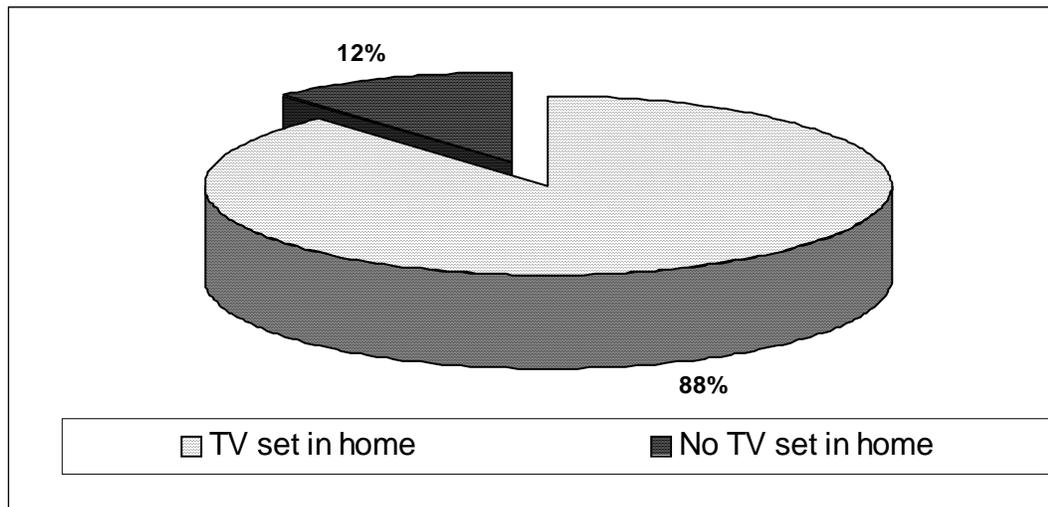
#### I. Television usage

The television usage of the respondents was surveyed in questions 2.2 to 2.4. The respondents were asked whether they had a television set in the place of residence, which channels they watched most often, and what their preferences were for various types of programmes, such as sitcoms and sport programmes. The results were ranked according to frequencies.

- *Television set availability in place of residence*

Figure 5.9 depicts the availability of a television set in the respondents' home.

**Figure 5.9 Availability of television set in home**



The vast majority (88%) of the respondents indicated that they had a television set in their place of residence.

- *Television channel viewership:*

The results of the most frequently watched channels are presented in table 5.7.

**Table 5.7 Respondents' television usage (per day)**

	Never	1-2 hours	3-4 hours	4+ hours	Mean
e-TV	7,53%	34,93%	26,03%	31,51%	2,82
SABC 1	12,50%	32,24%	24,34%	30,92%	2,74
SABC 3	20,29%	55,80%	18,12%	5,80%	2,09
SABC 2	21,17%	64,96%	11,68%	2,19%	1,95
M-Net	48,84%	35,66%	6,20%	9,30%	1,76
DSTV	64,12%	13,74%	11,45%	10,69%	1,69

As can be seen from the above, e-TV was the channel most often watched, followed by SABC 1, 3 and 2. M-Net and DSTV were last on the list.

*Observation:*

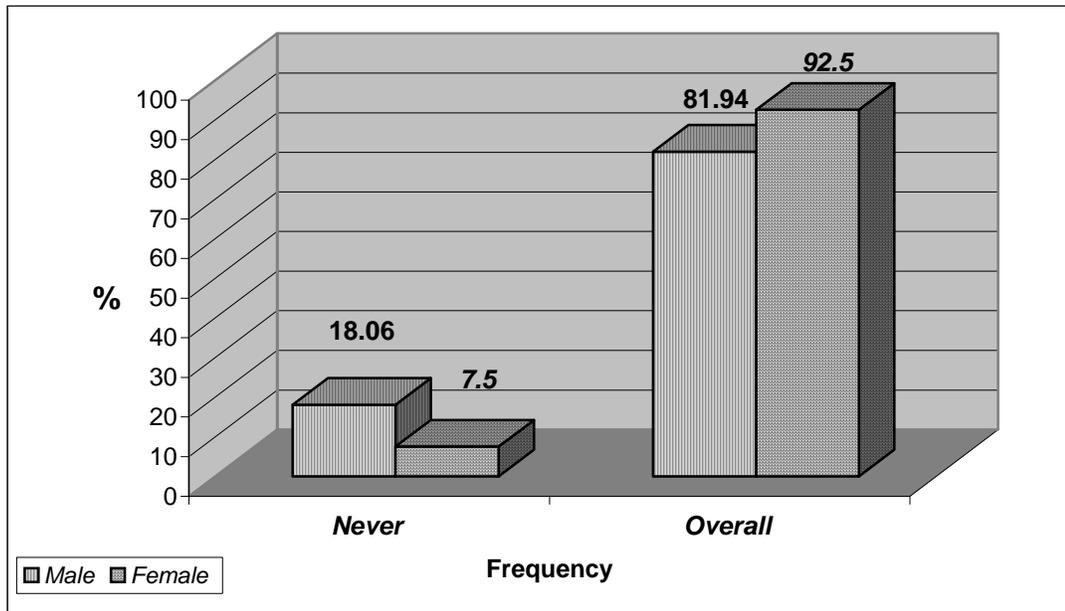
*The fact that M-Net and DSTV were watched least frequently may be due to those two options requiring additional subscription, which would mean an additional expense for the student or his/her parents.*

Figures 5.10 to 5.13 depict the variables that showed variances according to the Chi-Square values in the statistical analysis. There were no significant differences in the viewership of e-TV and SABC3 between the genders, or between the different places of residence.

The variables that did have significant differences are showed as no viewership (never) and overall viewership, which includes 1 to 2 hours, 3 to 4 hours and 4 and more hours of viewership per day of a particular channel. There were no correlations between language and viewership of any of the channels.

Viewership variances of SABC1 are revealed in Figure 5.10.

**Figure 5.10 Viewership variances of SABC1**



As can be seen from the above, females were more likely to watch SABC1 than males. The differences in viewership of SABC2 between males and females are indicated in the next figure.

**Figure 5.11 Viewership variances of SABC2**

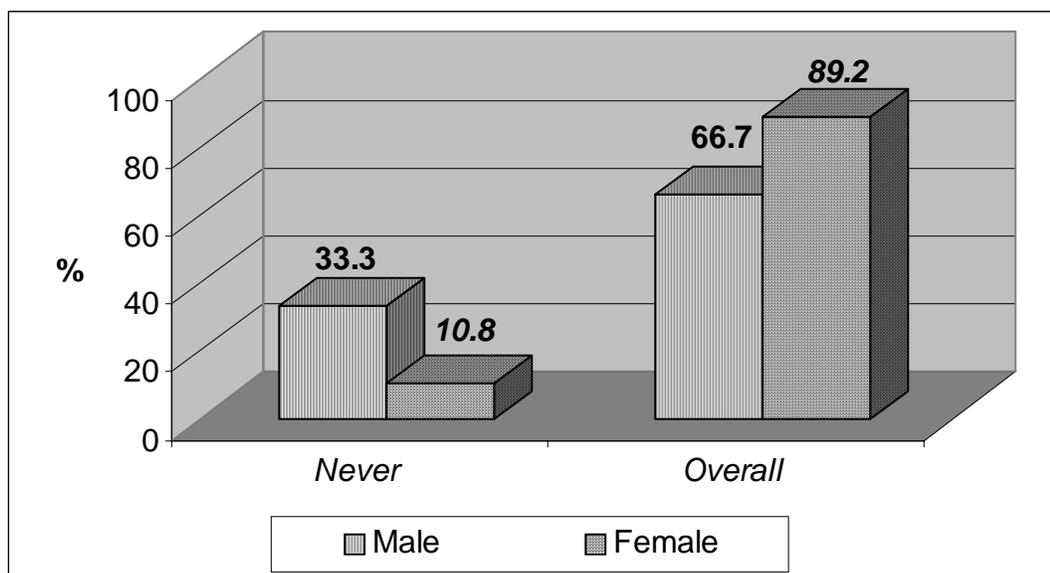


Figure 5.11 indicates that females were considerably more likely than males to watch SABC2. The next figure depicts the variances in viewership of M-Net (figure 5.12) according to the living arrangements of the respondents.

**Figure 5.12 Viewership variances of M-Net**

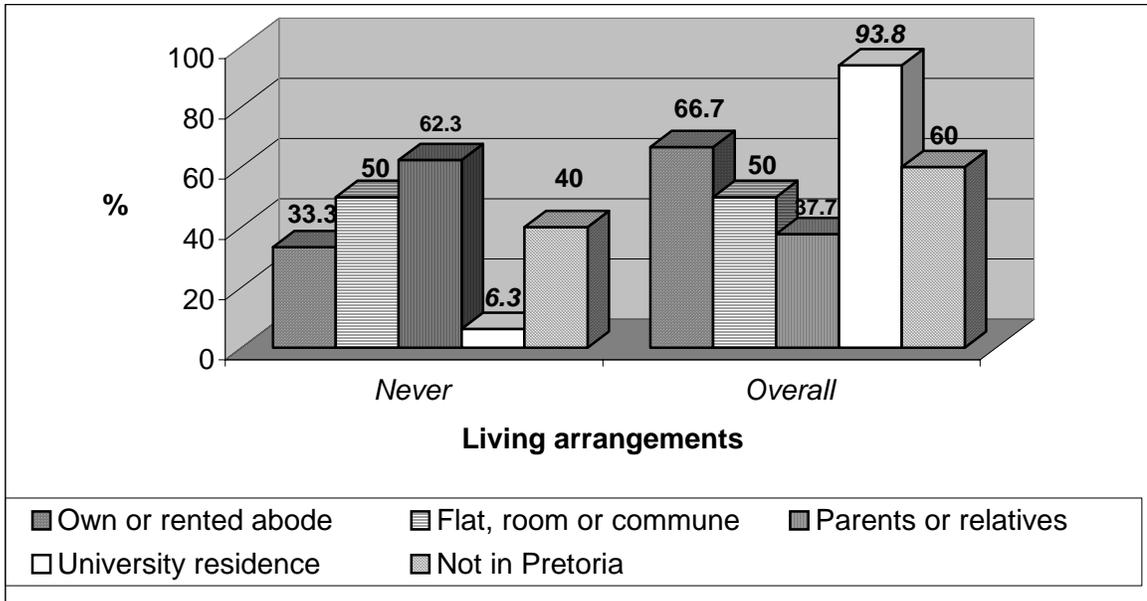
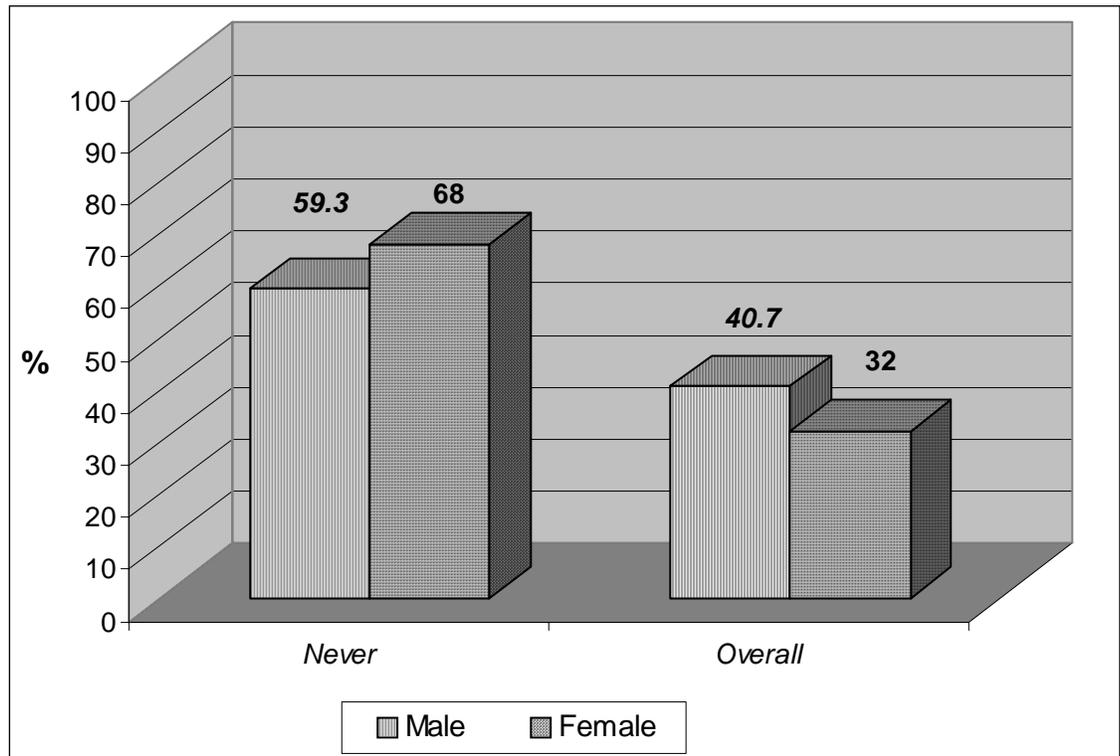


Figure 5.12 clearly signifies that of the respondents who watched M-Net, those living in University residences indicated the highest overall viewership (93,8%), which may have been due to the residence covering the costs of the subscription.

However, this cannot be confirmed, since the availability of M-Net in residences was not tested in this study. Respondents who lived with their parents or other relatives reported the highest non-viewership of M-Net (62,3%).

Figure 5.13 shows the differences in the DSTV viewing habits of males and females.

**Figure 5.13 Viewership variances of DSTV**



As the above figure illustrates, more males than females stated that they watched DSTV. This may be due to DSTV offering far more sport programme options (on various sport channels) than any of the other television channels, and males have a much stronger tendency to watch sport than females, as discussed later (see table 5.9).

The discussion on the television channel viewing habits of the respondents is now concluded. The types of programmes watched most frequently by the respondents will subsequently be detailed.

- *Types of programmes watched*

The different types of programmes available were listed in question 2.4, and the respondents were required to indicate how often they watched those programmes. The results are depicted in table 5.8.

**Table 5.8 Types of programmes watched**

	Never	Sometimes	Often	Always	Mean
Sitcoms (e.g. <i>Friends</i> )	6,9%	27,1%	34,7%	31,3%	2,89
Music shows (e.g. M-TV)	10,6%	33,8%	30,3%	25,4%	2,71
Talk shows (e.g. <i>Oprah</i> )	9,2%	35,2%	31,7%	23,9%	2,68
Soap Operas (e.g. <i>Egoli</i> )	21,5%	29,2%	20,1%	29,2%	2,53
News	8,2%	48%	27,4%	16,4%	2,52
Sport programmes	22,9%	36,1%	22,9%	18,6%	2,38
Reality shows (e.g. <i>Survivor, Idols</i> )	16,2%	45,1%	28,9%	9,9%	2,32
Cartoons	20,4%	50,3%	19,1%	10,2%	2,19

Table 5.8 indicates that the most frequently watched programme type among the respondents was sitcoms, followed by music shows, talk shows, and, in the fourth place, soap operas, closely followed by news. Sport programmes, reality shows and cartoons made up the rest of the list.

According to the Chi-Square values of these variables, there were definite differences between the preferred programme types of males and females (see tables 5.9 and 5.10).

**Table 5.9 Types of programmes preferred by males**

	Type of programme	Mean
1	Sport programmes	2,81
2	Sitcoms (e.g. <i>Friends</i> )	2,74
3	Music shows (e.g. M-TV)	2,73
4	News	2,46
5	Talk shows (e.g. <i>Oprah</i> )	2,29
6	Cartoons	2,17
7	Reality shows (e.g. <i>Survivor, Idols</i> )	2,13
8	Soap operas (e.g. <i>Egoli</i> )	2,12

As depicted in table 5.9, sport programmes were, not surprisingly, predominant for males, with sitcoms closely following. Music shows were ranked third, followed by news, talk shows and cartoons. Reality shows and soap operas were least preferred.

**Table 5.10 Types of programmes preferred by females**

	Type of Program	Mean
1	Talk shows (e.g. <i>Oprah</i> )	3,07
2	Sitcoms (e.g. <i>Friends</i> )	3,04
3	Soap operas (e.g. <i>Egoli</i> )	2,95
4	Music shows (e.g. M-TV)	2,68
5	News	2,57
6	Reality shows (e.g. <i>Survivor</i> , <i>Idols</i> )	2,50
7	Cartoons	2,21
8	Sport programmes	1,96

Talk shows were females' favourite TV shows, sitcoms second, and soap operas third. The fourth most frequently watched programme type was music shows, followed by news, reality shows, cartoons, and, lastly, sport programmes.

*Observation:*

*As was indicated earlier (see table 5.5), interest in sport is far more common among men than women, and this is confirmed by the above findings. An interest in music was indicated from the findings of leisure-time spending of respondents (table 5.4), and the viewing of music shows on television was*

*shown to be important to both males and females, since music shows were ranked third for males, and fourth for females. Women tend to be generally more emotional and communicative with regard to emotions, and therefore more partial to talk shows and soap operas.*

According to the Chi-Square values for language, there is a correlation between the preferred programme types of the various language groups and talk shows. African-language speakers are more likely to watch talk shows than the other language groups.

Radio station preferences will now be investigated.

## II. Radio usage

Question 2.6 asked the respondents to indicate which radio stations they listened to most frequently. The results are depicted in table 5.11.

**Table 5.11 Radio usage**

	<b>Never</b>	<b>1-2 hours</b>	<b>3-4 hours</b>	<b>4+ hours</b>	<b>Means</b>
Metro FM	24,16%	18,9%	21,48%	35,37%	2,82
YFM	28,17%	18,31%	19,01%	34,51%	2,44
Jacaranda FM	46,27%	32,84%	8,96%	11,94%	1,98
5FM	50,75%	31,34%	11,94%	5,97%	1,60

From table 5.11 it is evident that Metro FM is the radio station most listened to on average by the respondents. The differences between the listenership of radio stations when male and female listenership are compared (as per the Chi-Square assessments) are indicated in tables 5.12 and 5.13.

**Table 5.12 Male radio listenership**

	<b>Radio station</b>	<b>Mean</b>
1	YFM	2,63
2	Metro FM	2,30
3	5FM	1,80
4	Jacaranda FM	1,54

**Table 5.13 Female radio listenership**

	<b>Radio station</b>	<b>Mean</b>
1	Metro FM	3,01
2	YFM	2,57
3	Jacaranda FM	2,15
4	5FM	1,67

Males indicated a preference for YFM, whereas females preferred Metro FM. Males ranked Jacaranda FM last, and females placed 5FM last on their list of favourite radio stations.

With regard to the living arrangements of the respondents, cross-correlations indicated only one significant difference in radio station preferences, and that was for the group living in a flat, room or communal home. This group's preferences differed totally from the rest, and are indicated in table 5.14.

**Table 5.14 Cross-tabulation of radio station preferences with “living arrangements”:** respondents living in a flat, room or communal home

	<b>Radio station</b>	<b>Mean</b>
1	YFM	2,70
2	Metro FM	2,41
3	5FM	2,14
4	Jacaranda FM	1,68

According to the Chi-Square values of the language of the respondents, there were significant correlations in radio station preferences. These are depicted in table 5.15.

**Table 5.15 Cross-tabulation of radio station preferences with “language”**

<b>Radio station</b>	<b>Frequency</b>			
<b>5FM</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
Afrikaans	12	36	36	16
English	0	70	10	20
African	66	26	6	2
<b>Metro FM</b>				
Afrikaans	95	0	5	0
English	60	30	10	0
African	10	20	26	44
<b>YFM</b>				
Afrikaans	90	5	0	5
English	70	10	10	10
African	14	22	24	41

From the above it is clear that African-language speaking respondents show a definite preference for Metro FM and YFM, as opposed to Afrikaans- and English-speaking respondents.

The radio station preferences of the respondents when sorted according to the different languages are depicted in table 5.16.

**Table 5.16 Radio preferences by language**

	<b>Afrikaans</b>	<b>Means</b>
1	5FM	2.6
2	Jacaranda FM	1.5
3	YFM	1.2
4	Metro FM	1.1
	<b>English</b>	
1	5FM	2.5
2	YFM	1.6
3	Metro FM	1.5
4	Jacaranda FM	1.4
	<b>African</b>	
1	Metro FM	3.0
2	YFM	2.9
3	Jacaranda FM	2.0

The above tables indicate that Afrikaans- and English-speaking respondents show a decided preference for 5FM. African-language speaking respondents preferred Metro FM, followed by YFM. Afrikaans-speaking respondents' second choice was Jacaranda FM, and English-speaking respondents' second choice was YFM.

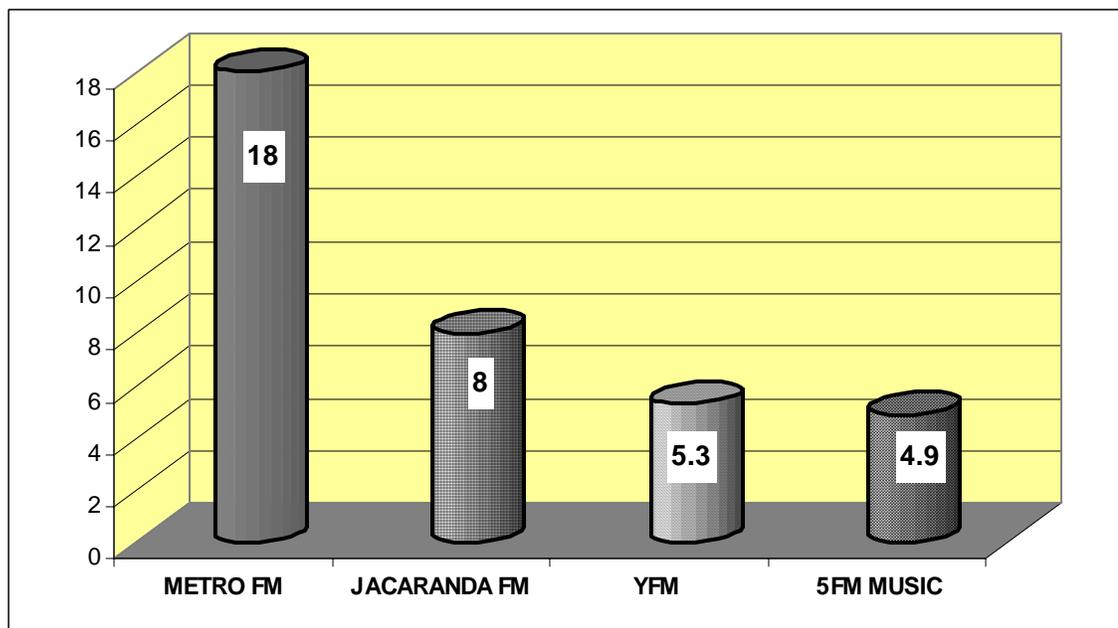
*Observation:*

*Metro FM (www.metrofm.co.za) and YFM are radio stations focused primarily on African-language speaking listeners. YFM is reaching its target market, according to these results. In an article in The Business Times of 13 July 2004 (Vaida, 2004), Dirk Hartford, the founder of this radio station, stated that the target market of YFM was African youths between the ages of 16 and 24 years. Also, the majority of the respondents in this study fell in that ethnic and age category.*

*It is interesting that 5FM is ranked so low, as this station's primary target market is young people (www.5fm.co.za), including students. Afrikaans- and English-speaking respondents indicated 5FM as their favourite station. These respondents were, however, the minority in terms of ethnicity.*

*Afrikaans-speaking respondents indicated Jacaranda FM as their second choice, whereas English-speaking respondents signified this station as their last choice. Jacaranda FM the only one of these stations that uses Afrikaans as medium, which may have had an influence on the varying popularity of this station among the different language groups.*

**Figure 5.14 Day listeners of commercial radio stations**



*Figure 5.14 indicates the day-listener figures of the commercial radio stations Metro FM, Jacaranda FM, YFM and 5FM Music ([www.saarf.co.za](http://www.saarf.co.za)). From this it is clear that Metro FM was the listened to the most of these four stations, followed by Jacaranda and YFM. 5FM, although a popular station in terms of all commercial stations (ranked 12<sup>th</sup>), was least preferred when compared with the other three.*

*The respondents indicated a majority preference for Metro FM, which correlates with the national figures. However, they showed a preference for YFM above Jacaranda, in contrast with national findings. 5FM remained last on the list.*

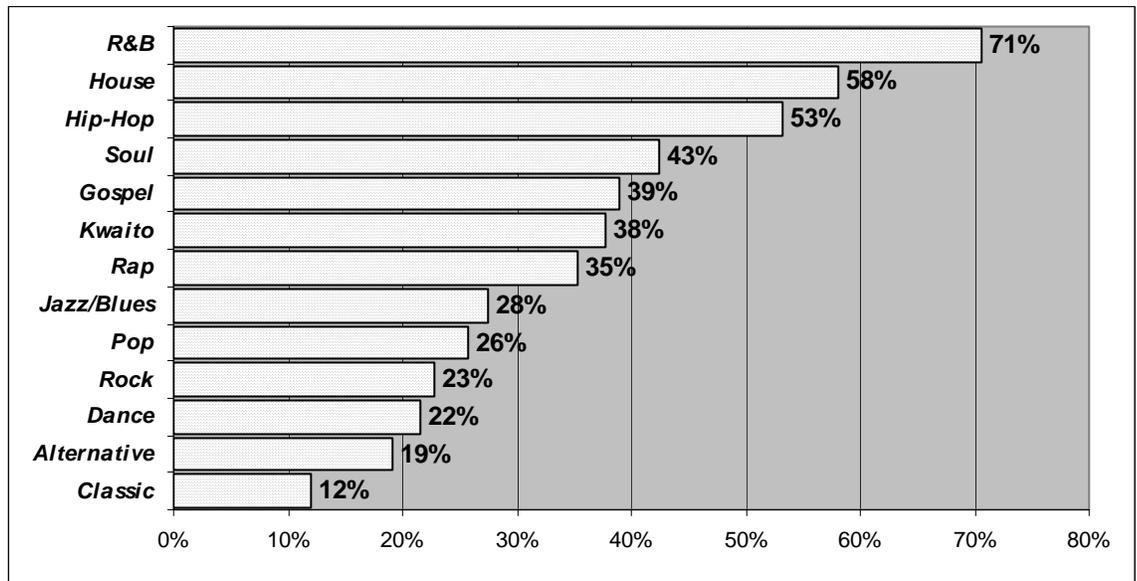
*The differences in radio listenership of the respondents living in a flat, room or communal home may have been due to other people living with them who were not students and may have had different preferences, or these respondents may have been more mature and therefore found other stations more appealing.*

These observations wrap up the investigation of the results of radio usage of the respondents. Next, the music preferences of the respondents will be discussed.

### III. Music preferences

Question 2.7 required the respondents to indicate their music preferences. The overall percentages of the responses are illustrated in figure 5.15.

**Figure 5.15 Music preferences of respondents**



From the above figure it can be inferred that R&B (rhythm and blues) is the most preferred type of music, followed by house and hip-hop. A minority of students listen to classical and alternative music.

The gender distribution of the respondents' music preferences is depicted in figure 5.16.

**Figure 5.16 Gender distribution of music preferences**

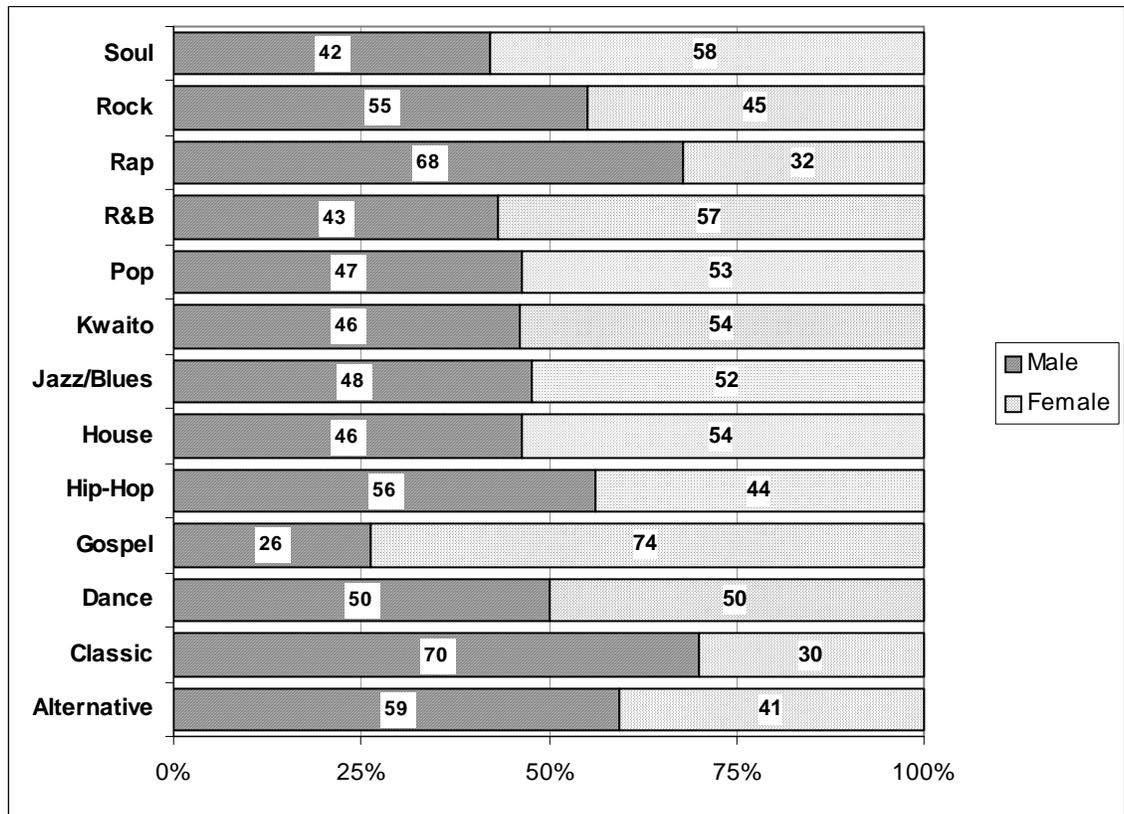
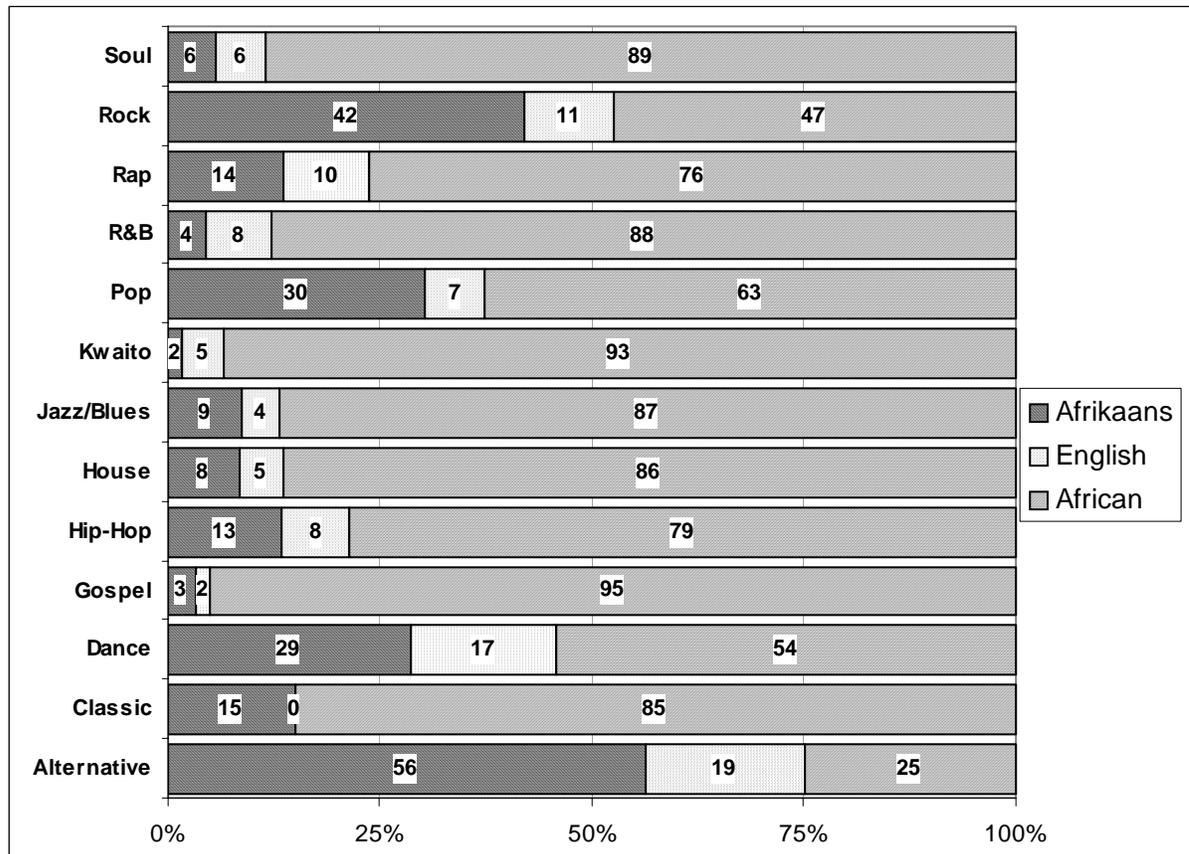


Figure 5.16 clearly indicates that the females were more predisposed to listening to gospel, soul and R&B music, while males were far more likely to listen to classical, rap and alternative music than females.

The music preferences of respondents as cross-tabulated with language are illustrated in figure 5.17 and will be discussed next.

**Figure 5.17 Cross-tabulation of music preferences with “language”**



From the above figure it can be seen that Afrikaans-speaking respondents were most likely to listen to alternative, rock and pop music. They were least likely to listen to kwaito. The English respondents indicated a preference for alternative, dance and rock music, and indicated no tendency to listen to classical music.

In contrast to both Afrikaans- and English-speaking respondents, African respondents indicated the least preference for alternative music. They were far more likely than Afrikaans and English respondents to listen to gospel, kwaito and soul music.

*Observation:*

*The R&B preference of the respondents correlates with their preference for Metro FM, as Metro FM has a strong focus on R&B music ([www.metrofm.co.za](http://www.metrofm.co.za)). Also, YFM has around 1,9 million listeners in Gauteng (Vaida, 2004). The tendency of African respondents to indicate a high preference for kwaito music, as opposed to Afrikaans and English respondents, may be explained by the fact that kwaito is an African music form originally developed and performed by African musicians.*

*Kwaito is defined in Wikipedia ([www.answers.com](http://www.answers.com)) as "... a South African form of house music... a blend of South African indigenous languages". Likewise, African respondents' preference for soul music can be explained by the fact that soul music "... is fundamentally rhythm and blues, which grew out of the African-American gospel" ([www.encyclopedia.lockergnome.com](http://www.encyclopedia.lockergnome.com)).*

*Similarly, alternative, pop and rock music artists worldwide tend to be of European origin (the USA is credited with being the cultural origin of rock music, according to [www.encyclopedia.lockergnome.com](http://www.encyclopedia.lockergnome.com)), which could explain the tendency of Afrikaans and English respondents to indicate marked preferences for these types of music, as opposed to the African-language speakers.*

The respondents' music preferences as cross-tabulated with living arrangements follow in figure 5.18.

**Figure 5.18 Cross-tabulation of music preferences with “living arrangements”**

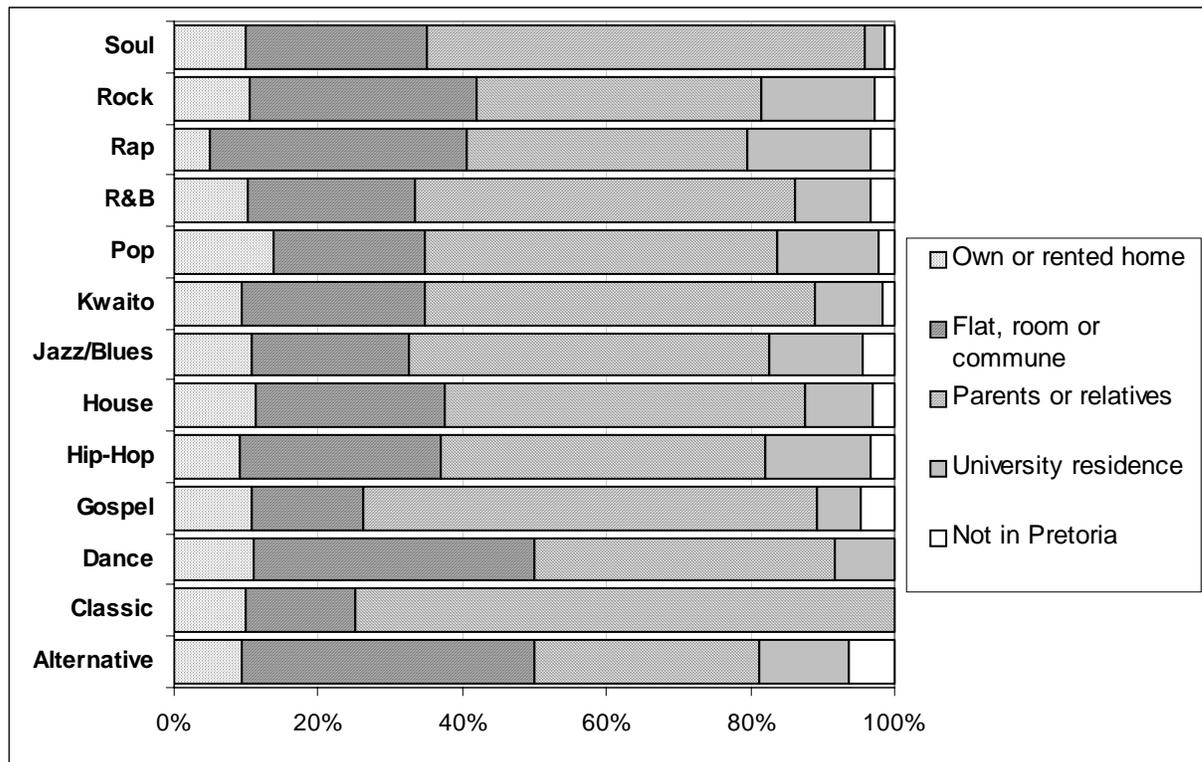


Figure 2.18 indicates that respondents living in their own or a rented home had a tendency to prefer pop, house and dance music. They were least likely to listen to rap music. Respondents living in a flat, room or communal home preferred alternative, dance and rap music, but showed a disinclination for classical music. In contrast, respondents living with their parents or other relatives indicated the largest inclination for classical music, followed by gospel and soul music. They were least likely to listen to alternative music.

University residents were most likely to listen to rap, rock and hip-hop, and least often listened to classical music. Respondents who did not live in Pretoria were most inclined to listen to alternative, gospel and jazz or blues. They indicated no partiality for classical music.

*Observation:*

*Respondents living with their parents or other relatives indicated a strong tendency to listen to classical music, in contrast with the universal disinclination of respondents to listen to classical music. This phenomenon may be because the parents or relatives of the respondents preferred classical music as opposed to other types of music, and would thus rather play classical music at home.*

The respondents' magazine readership will be discussed next.

IV. Magazine readership

The magazine readership of the respondents was investigated in question 2.8 of the questionnaire. The outcomes, according to gender, are depicted in table 5.17.

**Table 5.17 Magazine readership of respondents**

Rank	Magazine	Overall percentage	Readership by gender	
			Male	Female
1	<i>Drum</i>	49%	39%	61%
2	<i>True Love</i>	47%	21,5%	78,5%
3	<i>Y-Mag</i>	36%	61,7%	38,3%

4	<i>Cosmopolitan</i>	27%	17,8%	82,2%
5	<i>Men's Health</i>	22%	91,9%	8,1%
6	<i>FHM</i>	22%	77,8%	22,2%
7	<i>People Magazine</i>	14%	41,7%	58,3%
8	<i>Elle</i>	7%	36,4%	63,6%
9	<i>O-Mag</i>	6%	20%	80%
10	<i>Other</i>	18%	-	-

As can be seen from Table 5.17, *Drum* (49%) and *True Love* (47%) were the most commonly read magazines, followed by *Y-Mag* (36%). When magazine readership is analysed by gender, it can be seen that *Men's Health* and *FHM* (For Him Mainly) showed an overwhelming male readership (91,9% and 77,8% respectively). *True Love* (78.5%) and *Cosmopolitan* (82.2%) had predominantly female readers.

*Observation:*

According to AMPS ([www.amps.co.za](http://www.amps.co.za)), the magazine (of those in the study) that is most widely read nationally is *True Love*, followed by *Drum* and *Cosmopolitan* (see table 5.17). Fourth was *Men's Health* and fifth *People Magazine*. Sixth place was filled by *FHM*, which correlates with the national figures, and *Y-Mag* followed. *O-Mag* and *Elle* were the last two magazines,

and these also correlate with the AMPS findings. The largest difference was for Y-Mag, which turned up as the third most read by the respondents, but only seventh according to the AMPS figures.

**Table 5.18 Readership of selected magazines**

	<b>MAGAZINES</b>	<b>AMPS 2004 ('000)</b>
1	<i>True Love</i>	1981
2	<i>Drum</i>	1479
3	<i>Cosmopolitan</i>	786
4	<i>Men's Health</i>	719
5	<i>People Magazine</i>	678
6	<i>FHM</i>	591
7	<i>Y-Mag</i>	538
8	<i>Elle</i>	343
9	<i>O-Magazine</i>	304

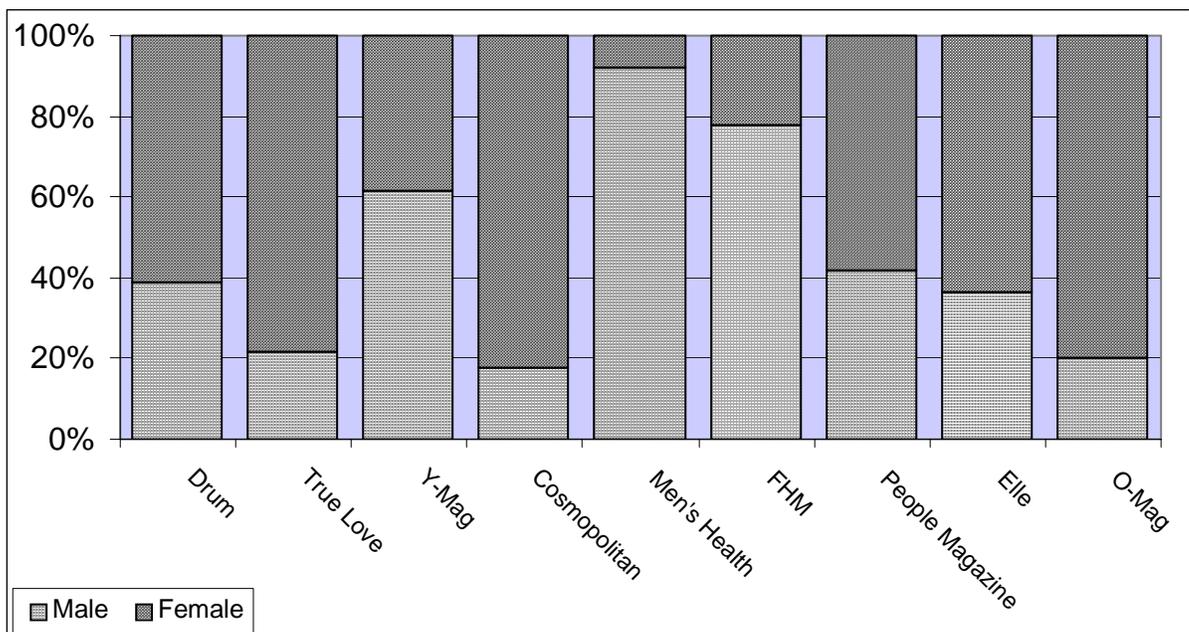
The high readership of Y-Mag may correlate with the listenership of YFM. It seems that students who indicated that they listened to YFM could correspondingly also have been more likely to read Y-Mag. The radio station seems to be very successful in building brand equity among these

respondents. According to Vaida (2004:1), YFM "... was the base from which several other businesses were launched to create the "media lifestyle brand"... of, among other brands, Y-Mag.

Y-Mag has a 97% African readership, according to the statistical analysis. These product line extensions of the so-called "Yired" group of companies aim at acquiring greater brand influence and "... to add to the overall experience of the consumer..." according to Dirk Hartford (Vaida: 2004). YFM and Y-Mag's targeting seems spot-on in the case of the respondents in this study.

The next figure illustrates the differences between the genders in their readership of the various magazines.

**Figure 5.19 Magazine readership of the male and female respondents**



*Observation:*

*The cross-tabulation of male and female readership indicates a high male readership of Men's Health and FHM, and a high female readership of True Love and Cosmopolitan. Men's Health and FHM target males, and True Love and Cosmopolitan target mainly women readers. Magazines such as Drum and Y-Mag are not specifically targeted at one gender. Interestingly, Drum had a larger female readership (61%), and Y-Mag a larger male readership (61,7%)*

*It is important to note that YFM was males' first radio station choice (see table 5.12), and males also indicated a higher readership of this radio station's magazine, namely Y-Mag.*

This concludes the analysis of magazine readership. The results of the respondents' newspaper reading habits follow.

#### V. Newspaper readership

Figure 5.20 indicates the newspapers that the respondents read most often. These results were drawn from the responses to question 2.9 in the structured questionnaire.

**Figure 5.20 Newspaper readership**

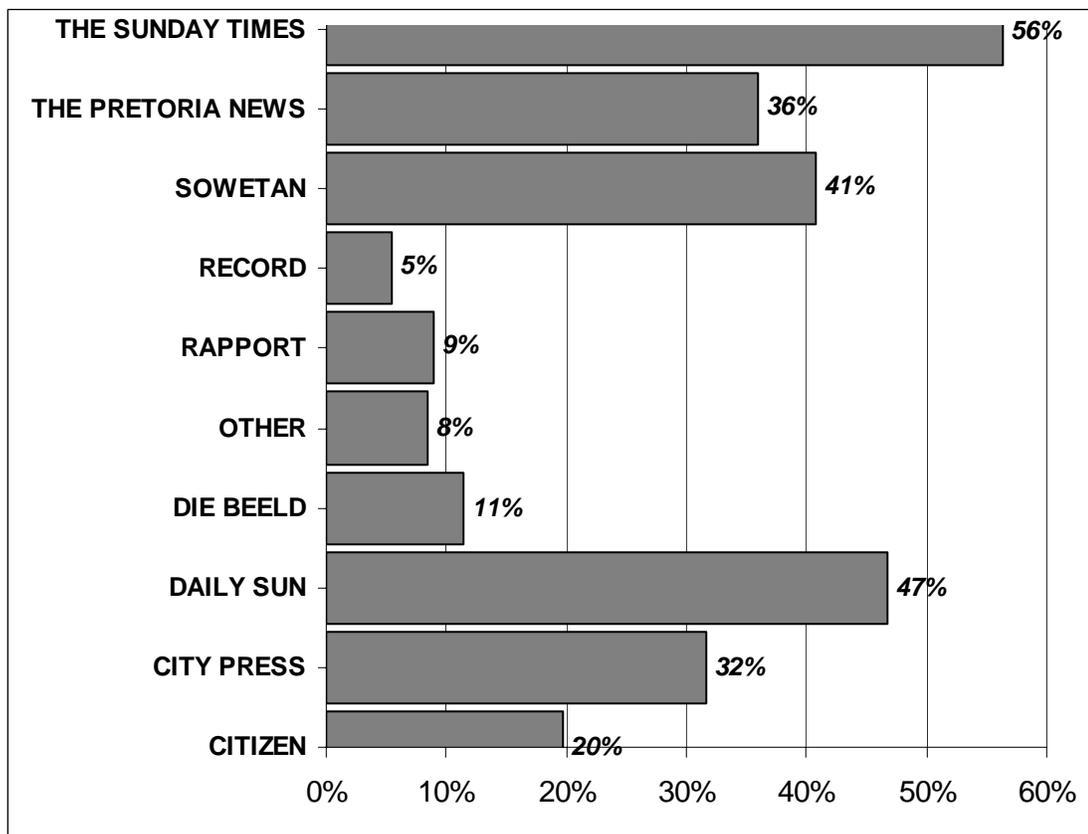


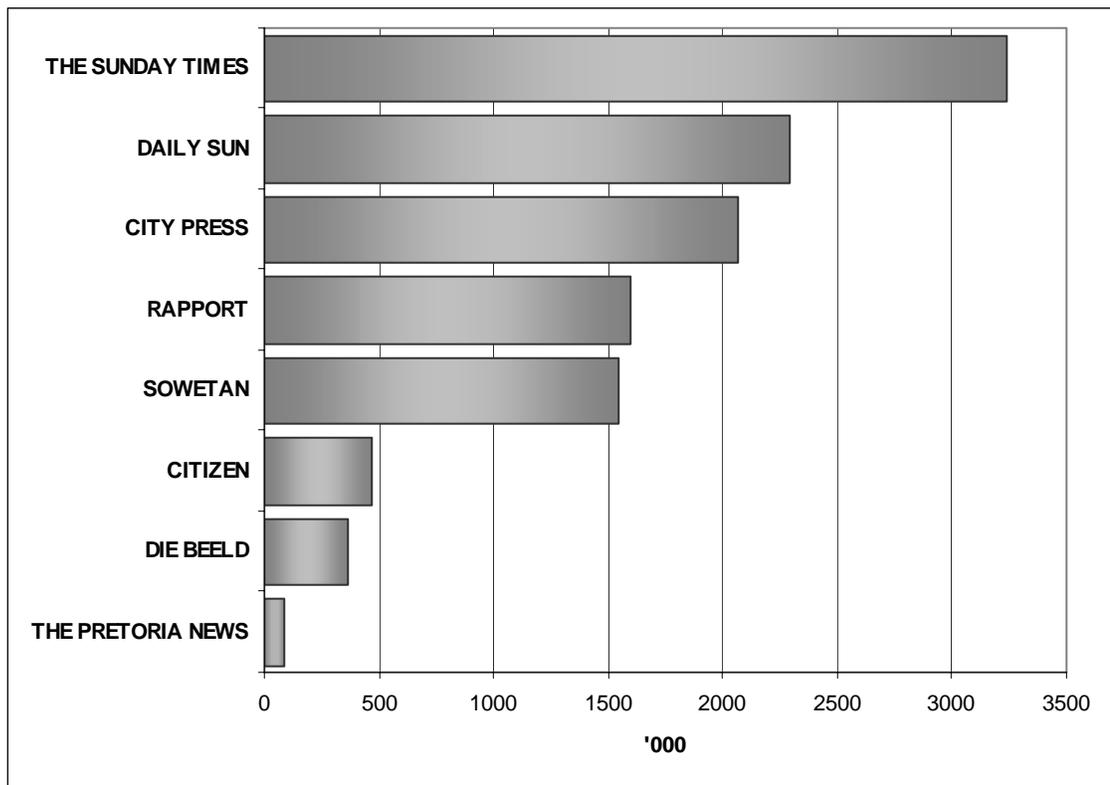
Figure 5.20 shows that *The Sunday Times* was the most commonly read newspaper (56%), followed by the *Daily Sun* (47%) and the *Sowetan* (41%). *The Pretoria News* (36%) was ranked fourth, *City Press* (32%) fifth and the *Citizen* (20%) sixth. Afrikaans newspapers *Die Beeld* (11%) and *Rapport* (9%) were positioned seventh and eighth, respectively.

*Observation:*

*The Record's low readership is interesting, as this is the only newspaper that is distributed for free. Poor distribution may be the problem. This, however, is difficult to confirm. The 2004 AMPS findings do not contain information on this publication.*

Figure 5.21 reflects the AMPS figures on newspaper readership in 2004 for the papers that were named in the research instrument.

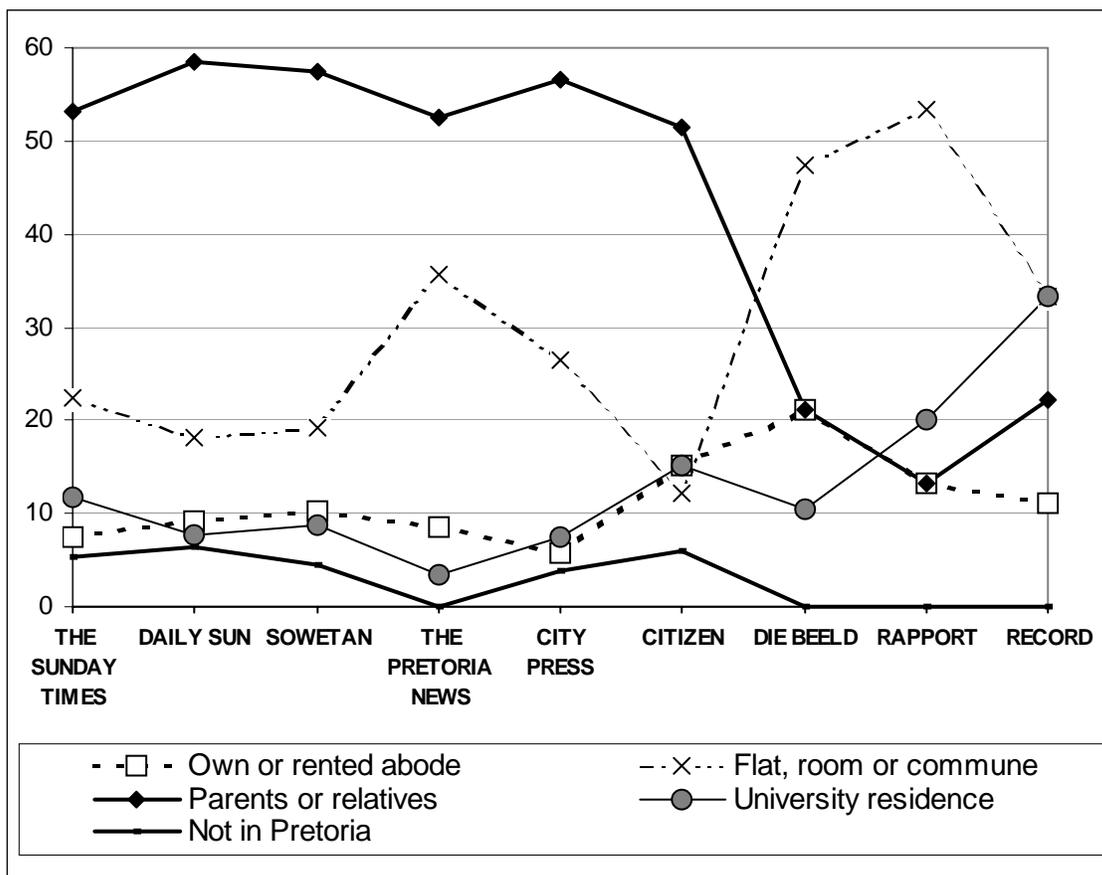
**Figure 5.21 Readership of selected papers**



From this figure it can be seen that, as in the respondents' case, *The Sunday Times* was the most commonly read paper, followed by the *Daily Sun*. The *City Press* and the *Sowetan* were reversed for the respondents.

According to the Chi-Square values, there were significant variances or correlations between living arrangements and newspaper readership. These are depicted in figure 5.22.

**Figure 5.22 Cross-tabulation of newspaper readership with “living arrangements”**



*Observation:*

*As seen from Figure 5.22, the majority of the respondents indicating readership of particular newspapers were living with their parents or other relatives. This may be due to parents subscribing to or buying these specific newspapers, thus providing easy access to them. Interestingly, the two Afrikaans newspapers (Die Beeld and Rapport) had the highest readership (47% and 53% respectively) among respondents living in a flat, room or communal home, as opposed to the relatively low readership of these two papers for the average of the respondents.*

This concludes the discussion on the respondents' newspaper usage.

To summarise the discussion on the respondents' media usage: it can be concluded that e-TV is the television channel most frequently watched by the respondents, followed by SABC1, SABC3 and SABC2. M-Net and DSTV are least regularly watched. Sitcoms were the favourite programme types, music shows second most favourite, and talk shows were ranked third. Cartoons were watched least often.

The radio stations most often listened to, in order of preference, were Metro FM, YFM, Jacaranda FM and lastly, 5FM. R&B was the type of music most often listened to by the respondents, then house and hip-hop music. *Drum* was the most widely read magazine, followed by *True Love*, *Y-Mag* and *Cosmopolitan*. The magazine on the list that was read least often was *O-Mag*.

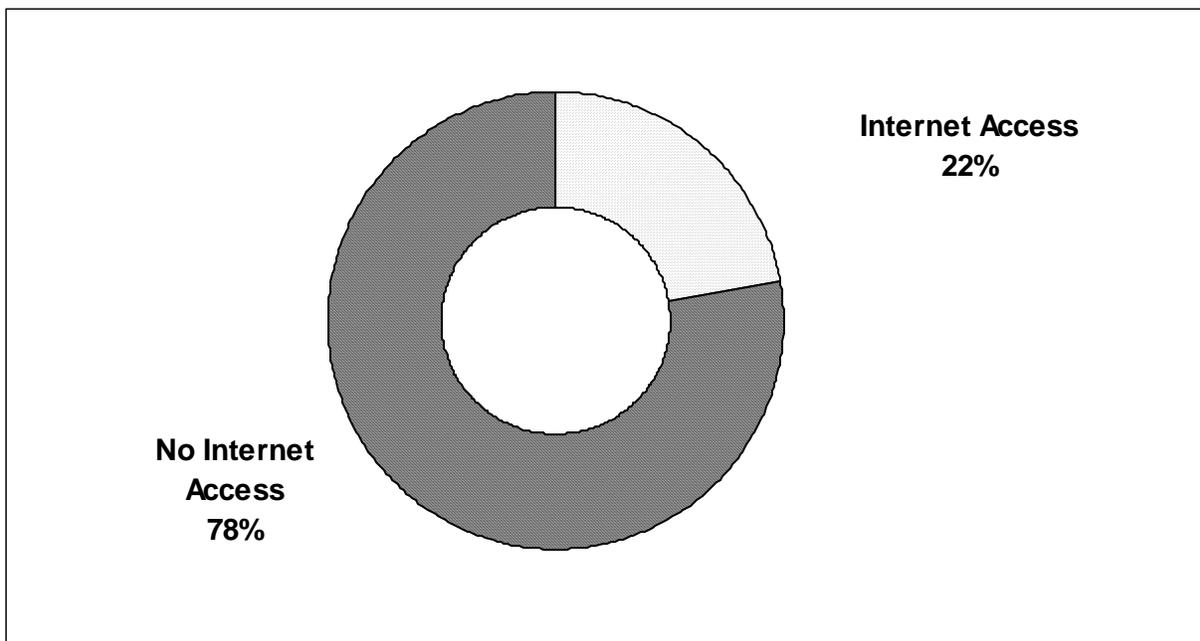
Regarding newspapers, *The Sunday Times* was the most commonly read of those listed, trailed by *Daily Sun* and *Sowetan*. *The Record* is by far the least read newspaper.

The Internet access and usage of the students will forthwith be described.

### 5.3.3 Internet access

The respondents were required to specify whether they had access to the Internet at home. Their responses are illustrated in figure 5.23.

**Figure 5.23 Internet access**



As can be seen from Figure 5.23, the bulk (78%) of the respondents did not have ready access to the Internet at home. This will explain why 47% of the respondents indicated that they *never* surfed the Internet (see Table 5.1). The fact that 38% indicated that they *sometimes* used the Internet, suggests that they might possibly visit the Internet Café situated on the Pretoria Campus. Of the 22% indicating access to the Internet, 56% were male and 44% female.

According to AMPS ([www.saarf.co.za](http://www.saarf.co.za)), only 2,8% of South Africans access the Internet from home. The respondents in this study therefore had much better access to the Internet in their place of residence than the general population.

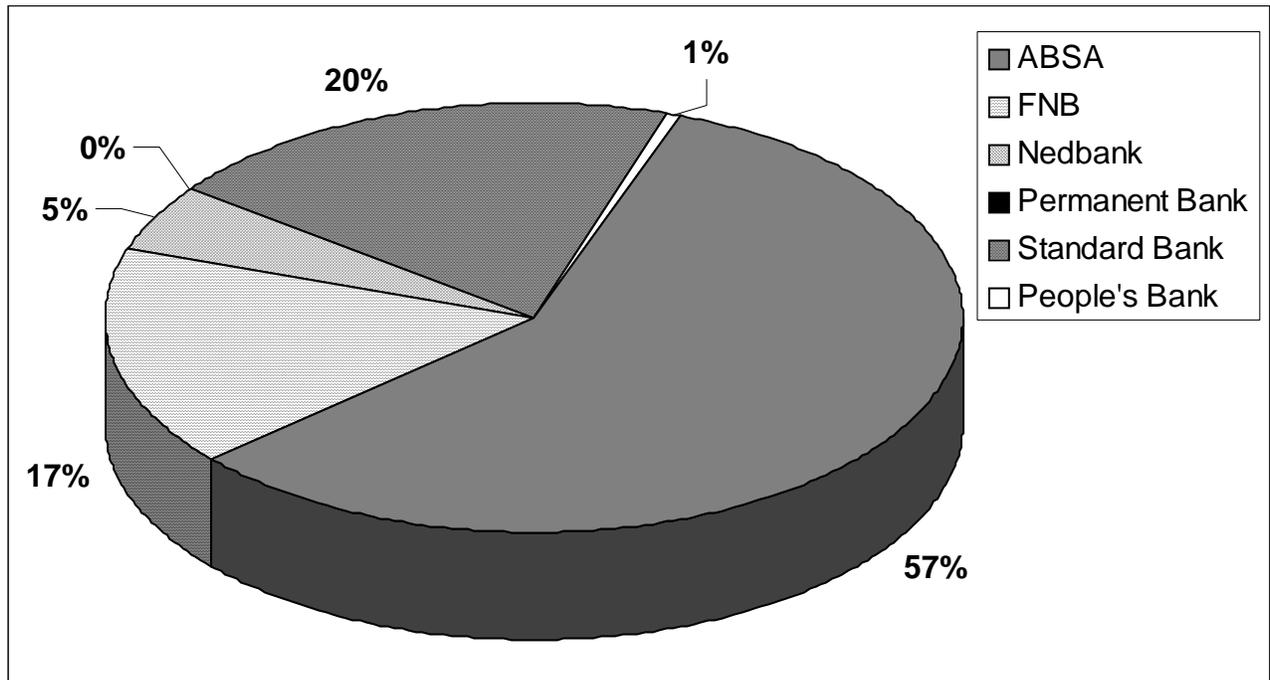
The Chi-Square analysis for Internet usage showed correlations for place of residence and language, but reflected none for gender. Respondents living in a flat, room or commune indicated the highest Internet access (39%). More than half (60%) of English respondents indicated that they had access to the Internet at home, and 44% of Afrikaans respondents had Internet access. African respondents had the lowest Internet access (only 15%).

The commercial banks that the respondents used will be discussed next.

#### 5.3.4 *Commercial banks*

In question 2.10, the respondents were asked to indicate which commercial banks they used. The responses are illustrated in figure 5.24.

**Figure 5.24 Commercial banks: overall percentage**



The majority of the respondents (57%) indicated that they used ABSA bank. Second most used bank was Standard Bank (20%), followed by First National Bank (FNB), which 17% of respondents utilised. Relating to gender, more females than males used ABSA, FNB and People's Bank. No males indicated use of People's Bank. Nedbank was the only bank used by an equal number of both genders.

The respondents' cell phone usage will be described next.

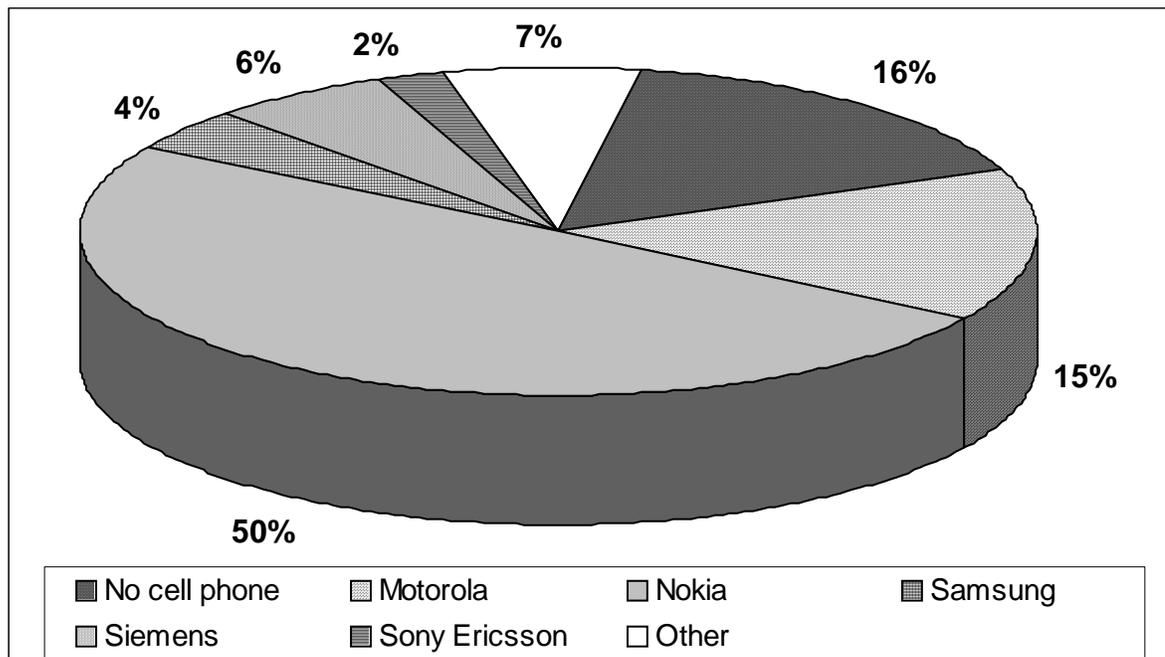
### 5.3.5 Cell phone usage patterns

Questions 2.11 to 2.13 examined the respondents' cell phone usage patterns. The cell phone brands most commonly used, the package (prepaid or contract) and the air time provider of the respondents were requested.

#### I. Cell phone brands

The cell phone brands used by the respondents are illustrated in the next figure.

**Figure 5.25 Cell phone brands**



From figure 5.25 it can be inferred that Nokia was the brand of cell phone used most often by the respondents, as a majority of 50% indicated that they used a Nokia cell

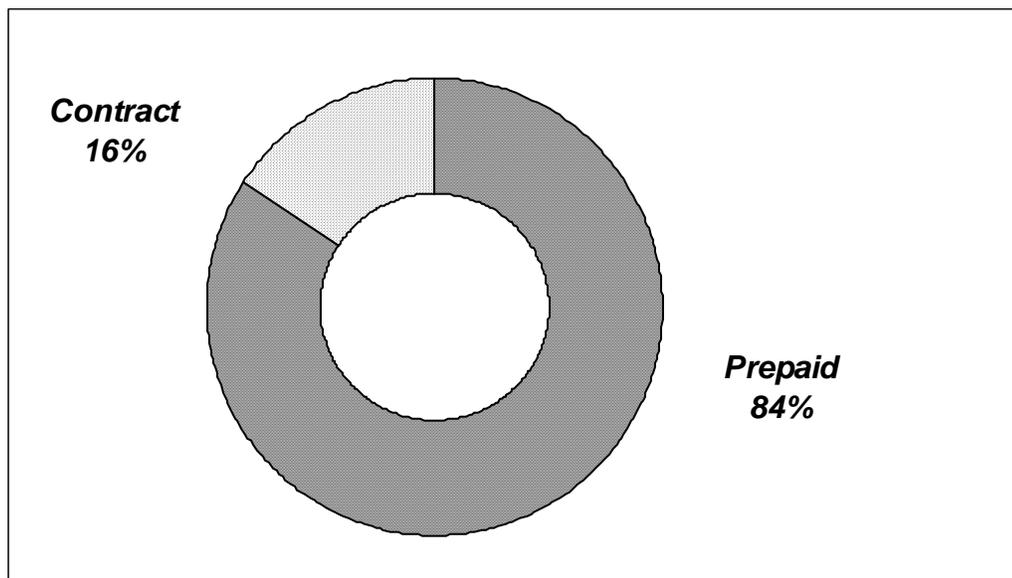
phone. The second most frequently used phone was Motorola. Sixteen per cent of the respondents indicated that they did not own a cell phone. There were no significant correlations between brand of cell phone and gender or living arrangements, according to the Chi-Square analysis.

The correlations for language indicated that 96% of respondents that had no cell phone were African. All Afrikaans respondents indicated that they owned a cell phone. More than half of the respondents who owned Motorola, Nokia or Siemens cell phones were African.

## II. Prepaid or contract

The responses to the question on whether the respondents had a contract or used a prepaid package are depicted in figure 5.26.

**Figure 5.26 Cell phones: contract vs. prepaid**



It is obvious from the above figure that the vast majority of the respondents that have a cell phone use a prepaid package as opposed to a contract. The Chi-Square analysis for cell phone package indicated correlations between gender, living arrangements and language.

According to those correlations, more female than male respondents and all respondents that lived outside Pretoria had pre-paid cell phone packages. With regard to language, the majority of Afrikaans and English respondents had cell phone contracts, as opposed to African respondents, 97% of whom had prepaid packages.

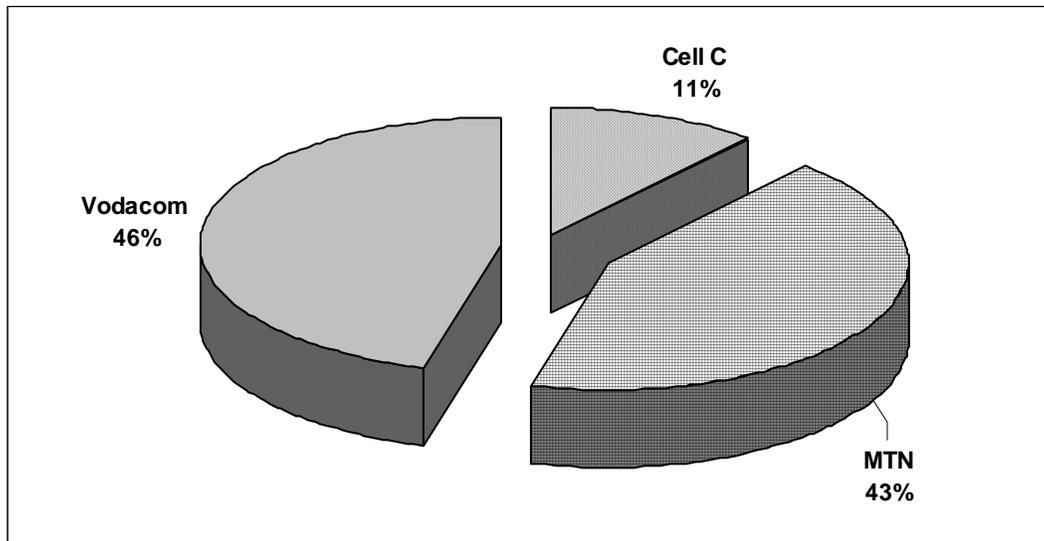
*Observation:*

*The fact that the majority of respondents had prepaid phones may indicate a desire to control cell phone expenses. This may have been from the parents' side (if they paid for the phone), or from the respondents' side. However, the payment of cell phones cannot be correlated, since this falls outside the limits of the research instrument.*

III. Air-time provider

The air-time providers used by the respondents are indicated in figure 5.27.

**Figure 5.27 Cell phones: air-time providers**



Vodacom was indicated to be the air-time provider of choice for the majority (46%) of the respondents. MTN followed closely with 43% of the respondents. Only 11% of the respondents indicated that they used Cell C. There were no significant correlations between brand of cell phone and cell phone package, according to the Chi-Square analysis. The correlations between cell phone brands and air-time providers are set out in table 5.19.

**Table 5.19 Cross-tabulation of cell phone brands with air-time provider**

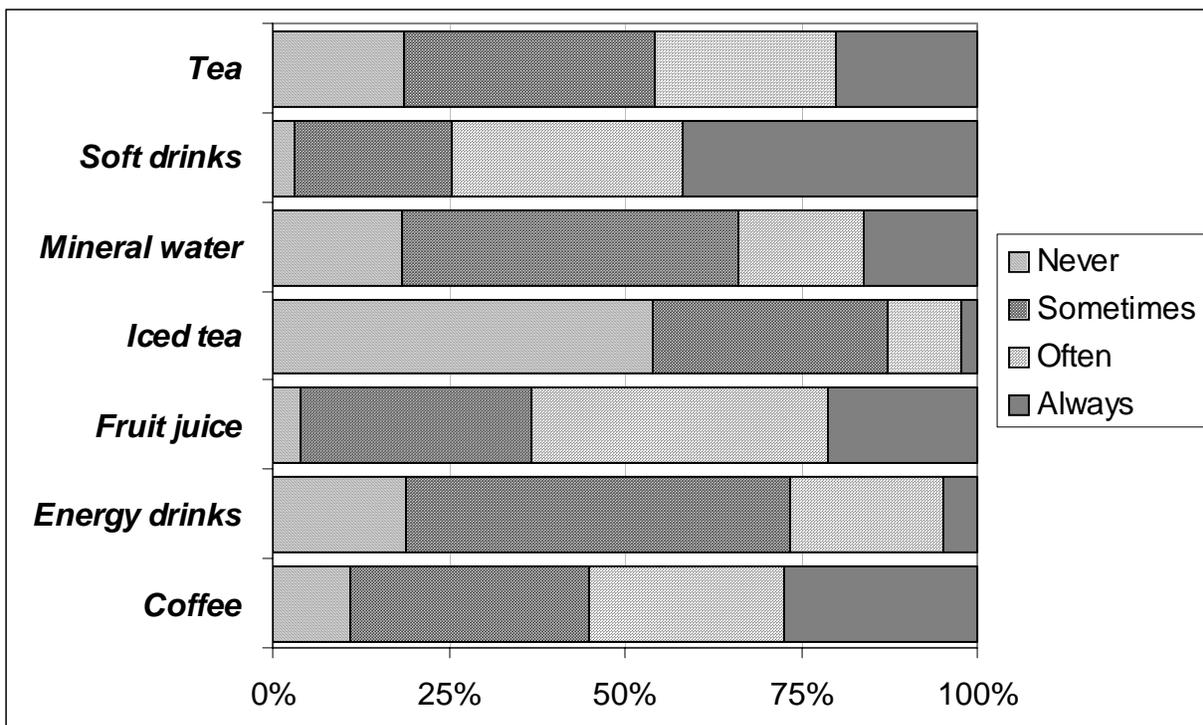
	Motorola	Nokia	Samsung	Siemens	Sony Ericsson	Other
Cell C	6	44	6	13	0	31
MTN	28	50	8	3	2	8
Vodacom	11	72	2	9	5	2

From the above table it can be deduced that the cell phone brand indicated most by the respondents across the three air-time providers was Nokia.

### 5.3.6 Non-alcoholic beverage consumption

Question 2.14 required the respondents to indicate the frequency with which they consumed various types of non-alcoholic beverages. The responses are illustrated in figure 5.28.

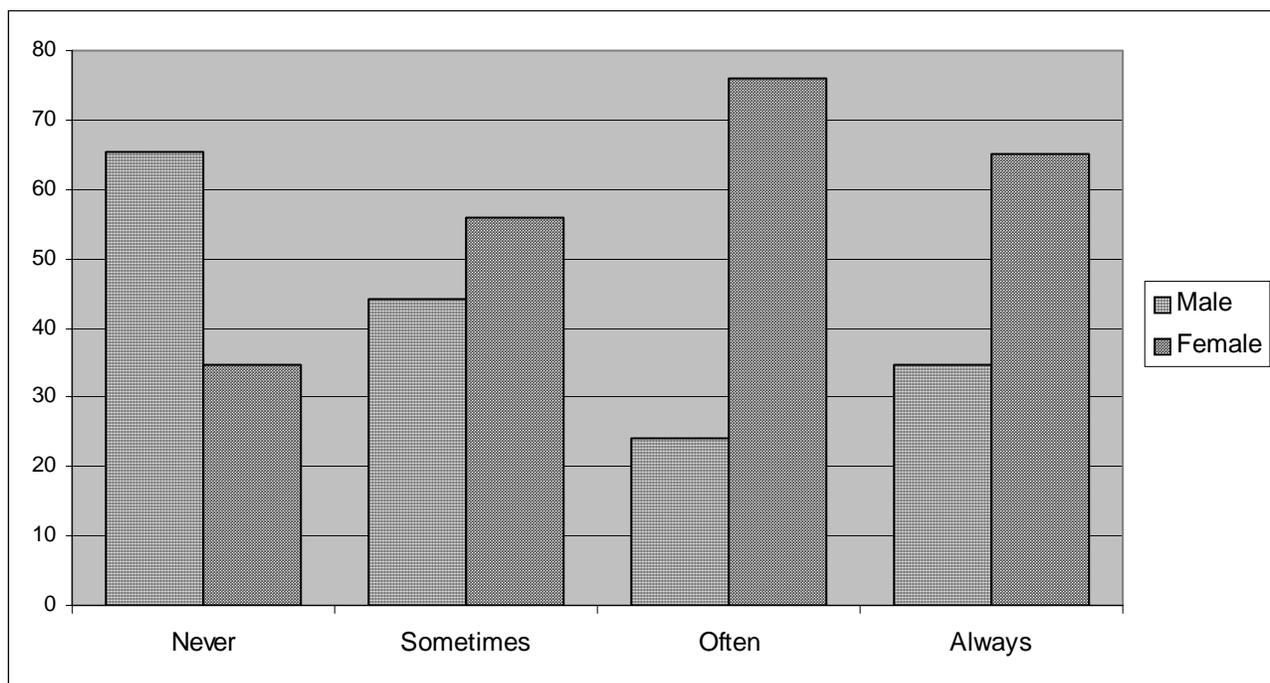
**Figure 5.28 Non-alcoholic beverage consumption**



The beverages most often consumed were soft drinks, as can be inferred from the above figure. This was followed by fruit juice and coffee. Iced tea was the beverage least often

consumed. The beverage consumption of respondents was cross-tabulated with gender, living arrangements and language. There were only three significant correlations, according to the Chi-Square analysis, namely mineral water and gender, and iced tea and tea by language. These correlations are depicted in figures 5.29 to 5.31.

**Figure 5.29 Gender distribution of mineral water consumption**



As can be seen from the above figure, females were far more likely than males to drink mineral water.

Observation:

*The fact that females were more likely to drink mineral water may be due to females generally being more worried about their weight, and the consumption of water is generally accepted as being an important part of any weight-loss regime.*

**Figure 5.30 Cross-tabulation of iced tea use with “language”**

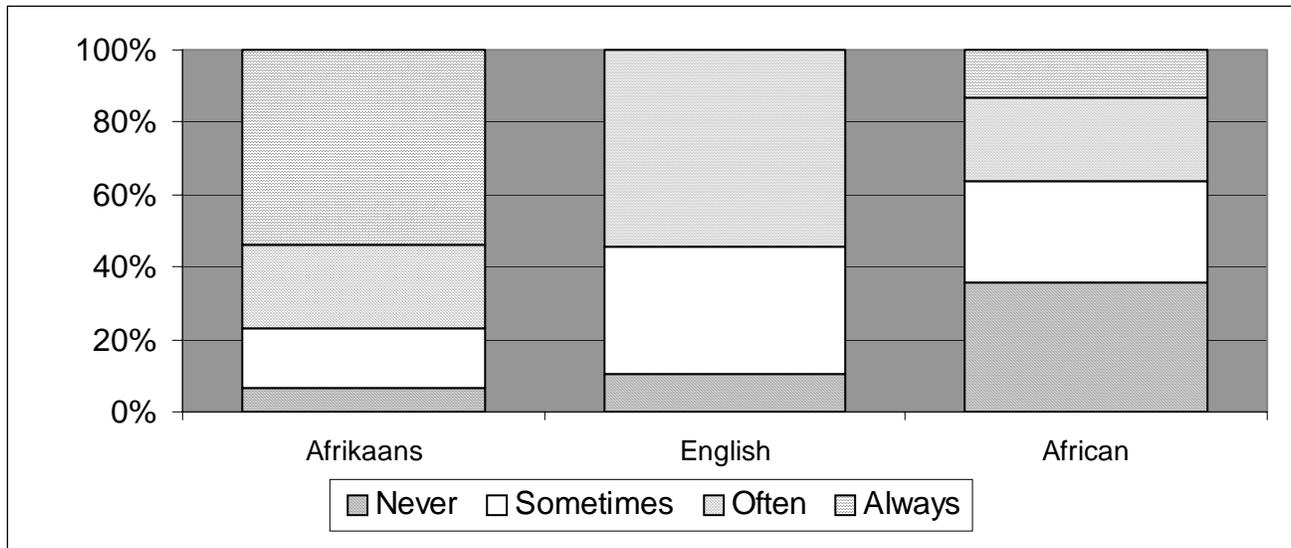
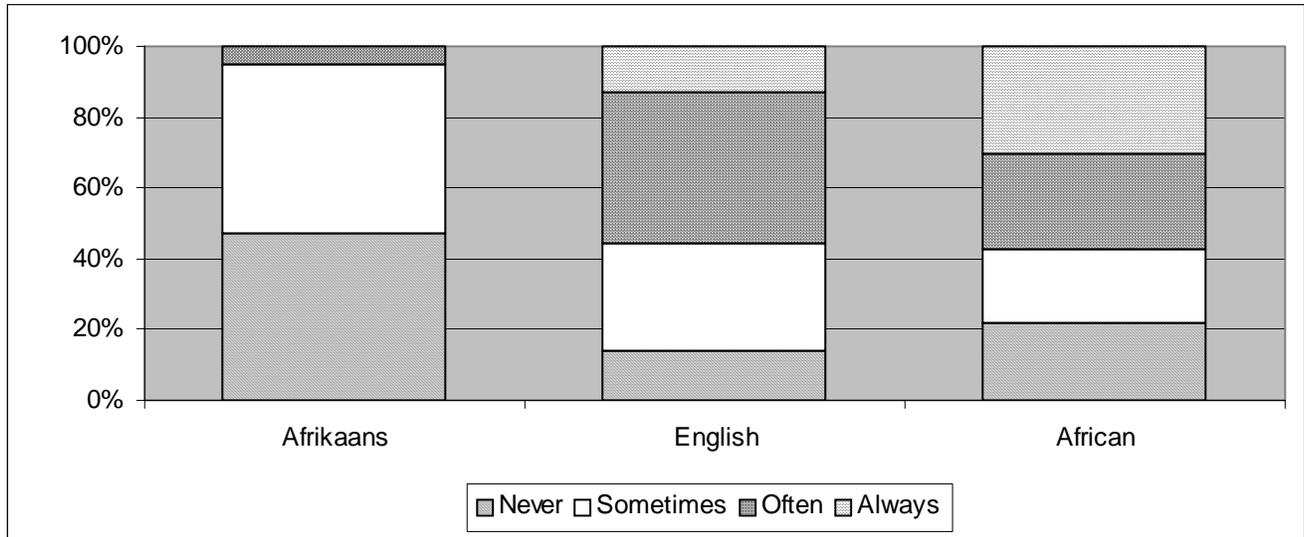


Figure 5.30 indicates that African respondents were less likely than English and Afrikaans respondents to consume iced tea. Afrikaans-speaking respondents were the most likely to drink iced tea. No English respondents indicated a tendency *a/ways* to choose iced tea.

**Figure 5.31 Cross-tabulation of tea consumption with “language”**



With regard to the consumption of tea as a beverage, English respondents showed a larger inclination to drink tea than their Afrikaans and African counterparts. Afrikaans respondents indicated no tendency *always* to choose tea as a beverage.

*Observation:*

*It is interesting that Afrikaans respondents were the most likely to drink iced tea, but not tea. This may be because of the positioning of these beverages. If one considers the advertising approaches generally used for these two beverages, iced tea tends to be positioned as “cool” and “young” (for example, Lipton Iced Tea advertisements that use young men to advertise the product), whereas traditional tea is more aimed at a typical morning tea situation featuring older ladies. Also, spending on advertising for traditional tea has declined (Nielsen, 2004).*

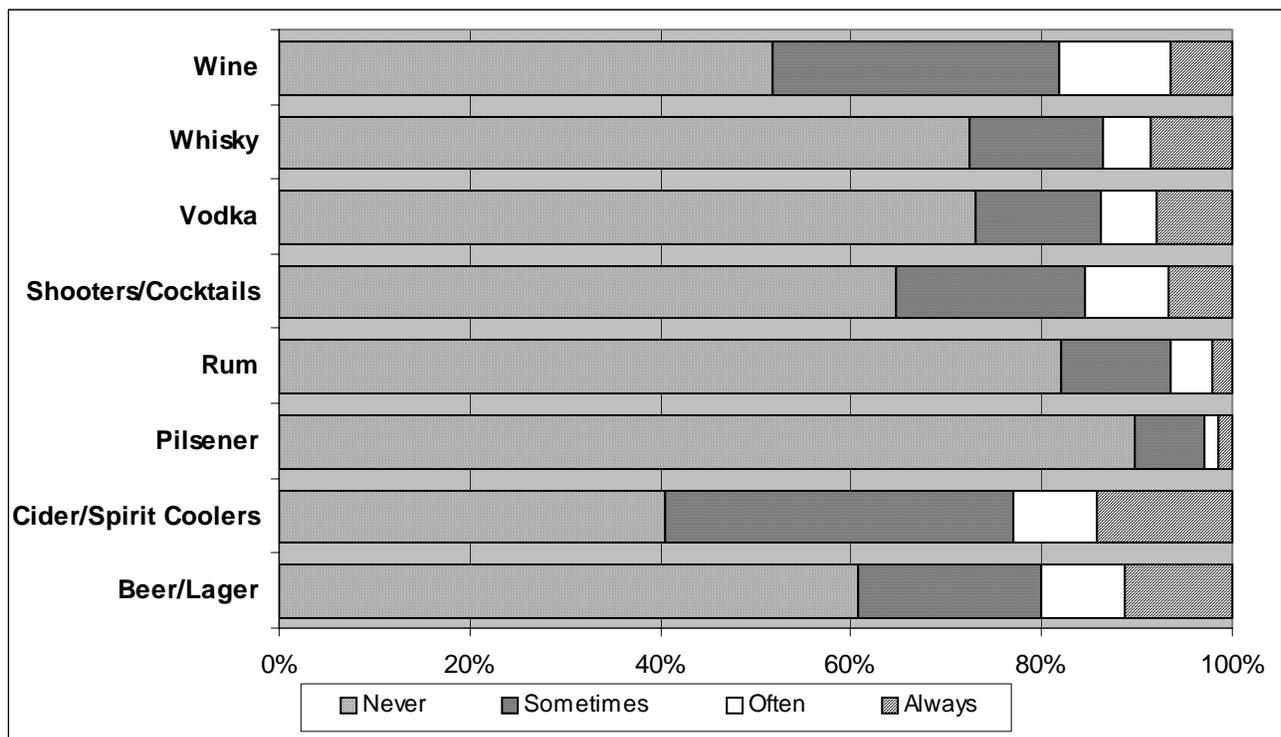
The respondents' consumption of alcoholic beverages will be discussed next.

### 5.3.7 Alcoholic beverage consumption

Question 2.15 required the respondents to indicate the frequency with which they consume various types of alcoholic beverages.

The responses are illustrated in figure 5.32.

**Figure 5.32 Consumption of alcoholic beverages**



From the figure above it can be deduced that the majority of the respondents never or seldom used alcohol. When they did, ciders or spirit coolers were the beverages most

likely to be consumed, followed by wine and beer or lager. Pilsners were the beverages least likely to be consumed, followed by rum, vodka and whisky. Ciders or spirit coolers were the only alcoholic beverages that more than half of the respondents indicated a preference for. It must be stressed that there is usually underreporting when alcohol consumption is researched. This is due to social mores and norms that that frown upon people consuming excessive alcohol.

*Observation:*

*Sweeter drinks such as ciders and spirit coolers are generally targeted at younger drinkers, and their consumption has increased over the last decade or so. According to Michael Farr, SAB Ltd spokesperson, "... South Africa has seen tremendous growth in the flavoured alcoholic beverages category" (Green, 2005). This may explain why ciders and similar beverages were the preferred drinks of the respondents.*

*In contrast, hard liquor such as rum, vodka and whisky were generally targeted at more mature drinkers, whereas younger drinkers also tend to prefer fruitier, sweeter drinks, and ciders or spirit coolers are sweeter and often fruity. Farr (Green, 2005) also stated "... the market moved to trendy spirit coolers and designer alcoholic beverages".*

The alcoholic beverage consumption of the respondents was cross-tabulated with gender, living arrangements and language. The only significant correlations with gender were for beer/lager, pilsner and whisky. There were also correlations between language and beer/lager, rum and shooters/cocktails. These correlations will be discussed next.

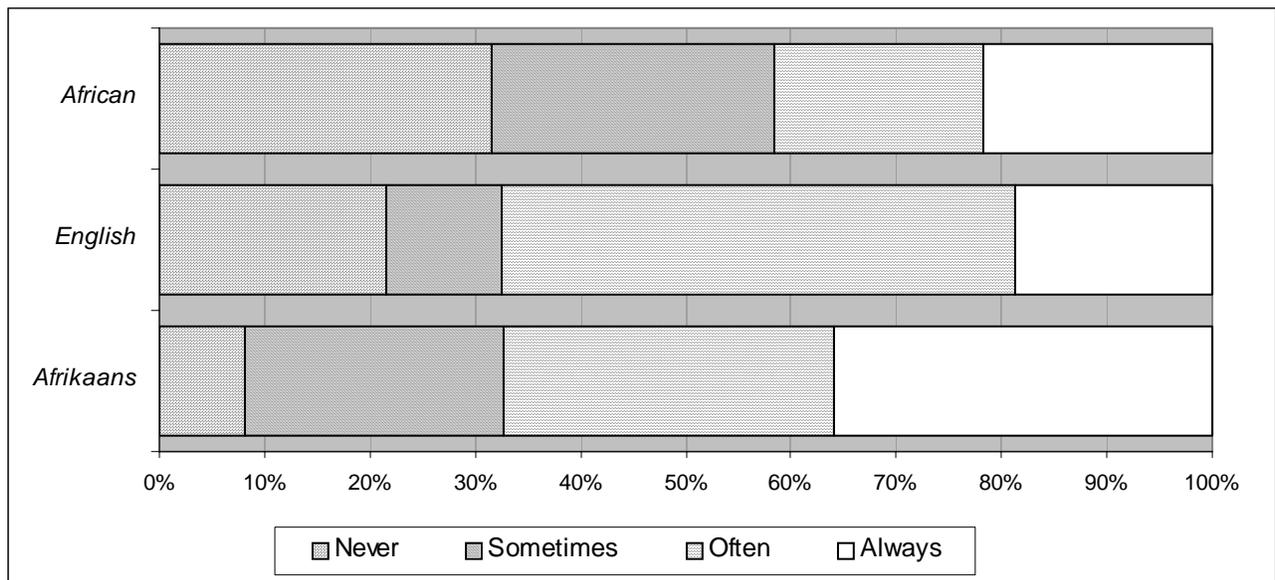
**Table 5.20 Correlations between gender and beer/lager, pilsner and whisky**

<b>Alcoholic beverage</b>	<b>Gender</b>	
<b>Beer/Lager</b>	<b>Male</b>	<b>Female</b>
Never	27	73
Sometimes	83	17
Often	77	23
Always	94	6
<b>Pilsner</b>		
Never	41	59
Sometimes	90	10
Often	100	0
Always	100	0
<b>Whisky</b>		
Never	38	62
Sometimes	75	25
Often	71	29
Always	67	33

From table 5.20, it can be inferred that females were less likely than males to consume beer/lager, pilsner and whisky. Regarding pilsner, only 10% indicated an inclination *sometimes* to consume pilsner, and the rest never did.

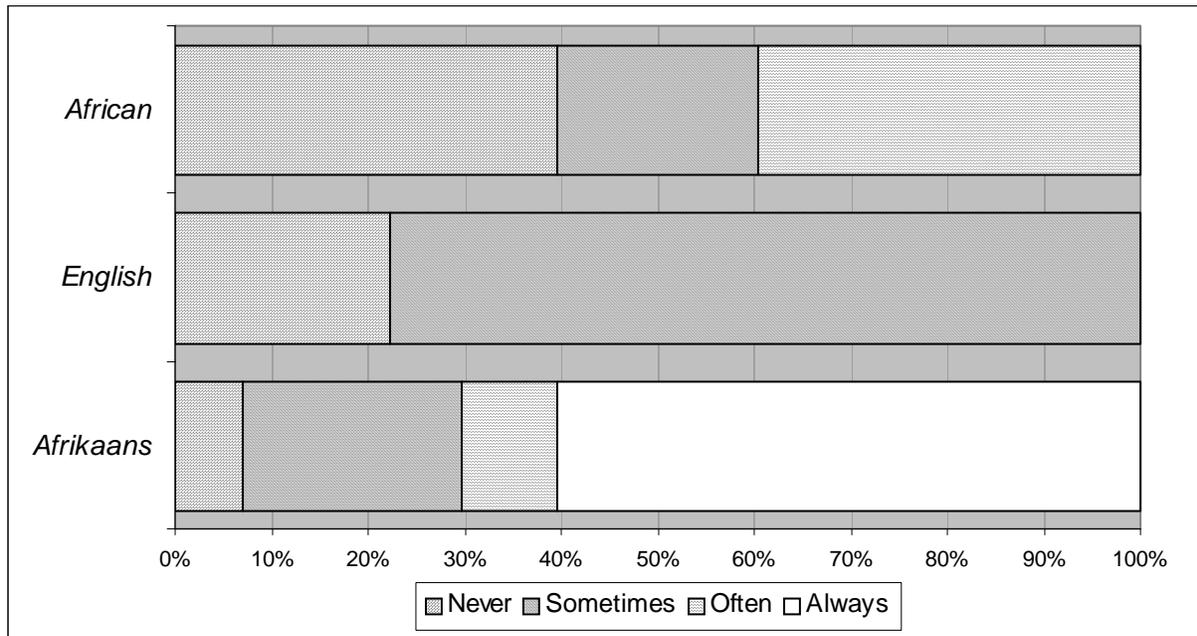
There were also correlations between the use of certain alcoholic drinks and language. They are depicted in the figures below.

**Figure 5.33 Cross-tabulation of beer/lager consumption with “language”**



Afrikaans respondents, according to figure 5.33, had a greater tendency to consume beer or lager than their English or African counterparts. English respondents were second most likely to drink beer or lager, and African respondents were the least likely. Figure 5.34 illustrates the correlation between the consumption of rum and language.

**Figure 5.34 Cross-tabulation of rum consumption with “language”**



According to the above figure, Afrikaans respondents were the most likely to drink rum, followed by English respondents. African respondents show the least likelihood to consume rum.

The next figure depicts the behavioural tendencies of respondents with regard to shooters or cocktails.

**Figure 5.35 Cross-tabulation of shooter/cocktail consumption with “language”<sup>2</sup>**

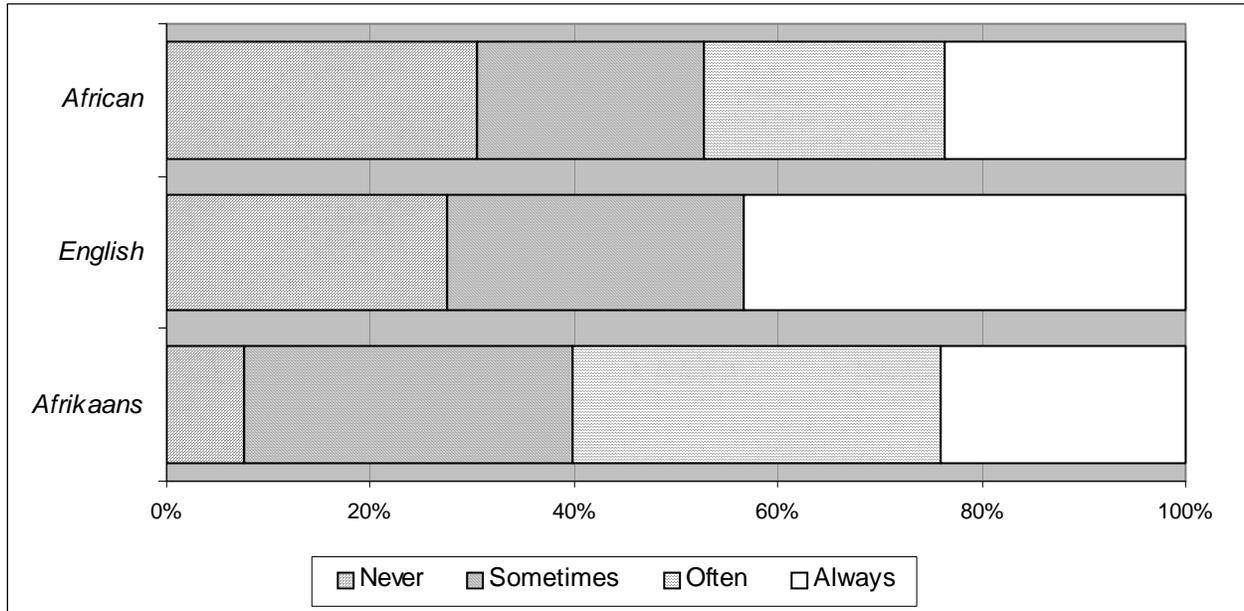


Figure 5.35 indicates that Afrikaans respondents were most likely to drink shooters or cocktails, again followed by English respondents, with African respondents indicating the lowest tendency to drink shooters or cocktails.

The behavioural variances in the students’ choice of tertiary education will be discussed in the next part of the chapter.

*5.3.8 Behavioural variances in respondents’ choice of tertiary education*

Questions 2.16 to 2.18 of the structured questionnaire surveyed the behavioural variances in the students’ choice of tertiary education. They include the first choice for a tertiary

<sup>2</sup> There was no “often” response from English speaking respondents

education institution, as well as the reasons for not attending the first choice in cases where the Tshwane University of Technology was not the respondent's preferred institution.

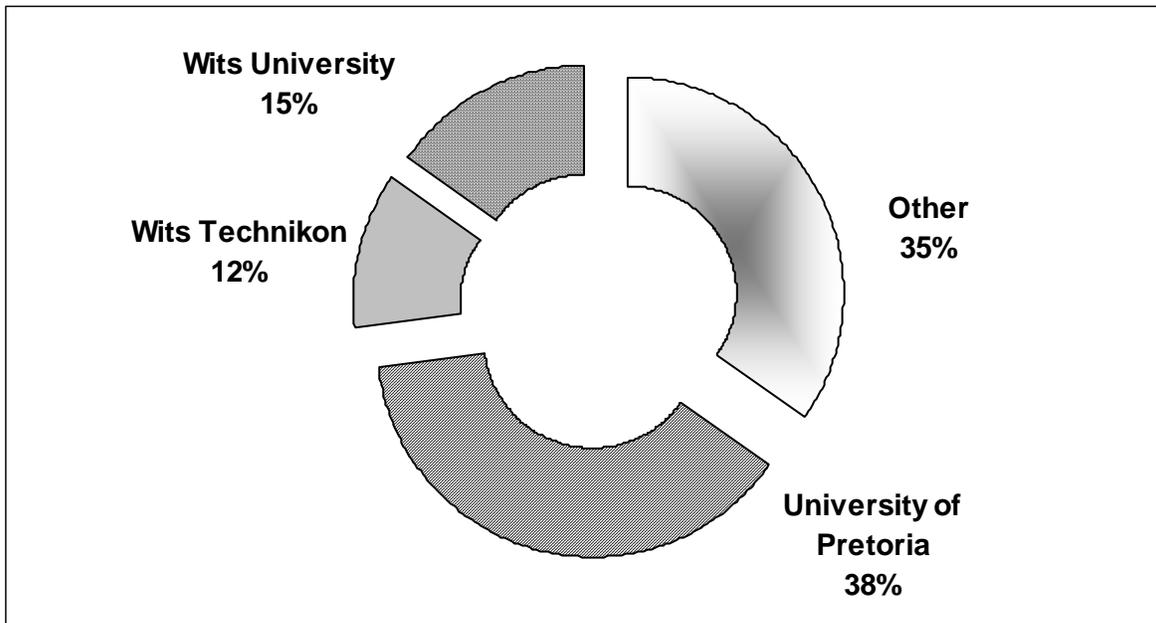
#### *5.3.8.1 Respondents' first choice for tertiary education*

Question 2.16 required the respondents to indicate whether or not TUT was their first choice for a higher education institution. Seventy-four per cent of the respondents in the study named TUT as their first choice for tertiary education. The 26% that gave a negative reply to the question indicated the following as their first-choice institutions:

- Wits University
- Wits Technikon
- University of Pretoria
- Other miscellaneous institutions

Figure 5.36 depicts the preferences of students among these options.

**Figure 5.36 Other institution first choices**



The above figure clearly demonstrates that the majority (38%) of respondents that would have preferred an institution other than TUT indicated the University of Pretoria as their first choice for a tertiary institution, followed by a collection of other unnamed institutions (35%), Wits University (15%) and Wits Technikon (12%).

According to the Chi-Square analysis for alternative first-choice institutions, there were correlations between these and gender and language. For the University of Pretoria, a majority of male respondents indicated preference, and for all the others females were the majority. Afrikaans respondents indicated the highest preference for the University of Pretoria. No Afrikaans or English respondents indicated any preference for either Wits University or Wits Technikon.

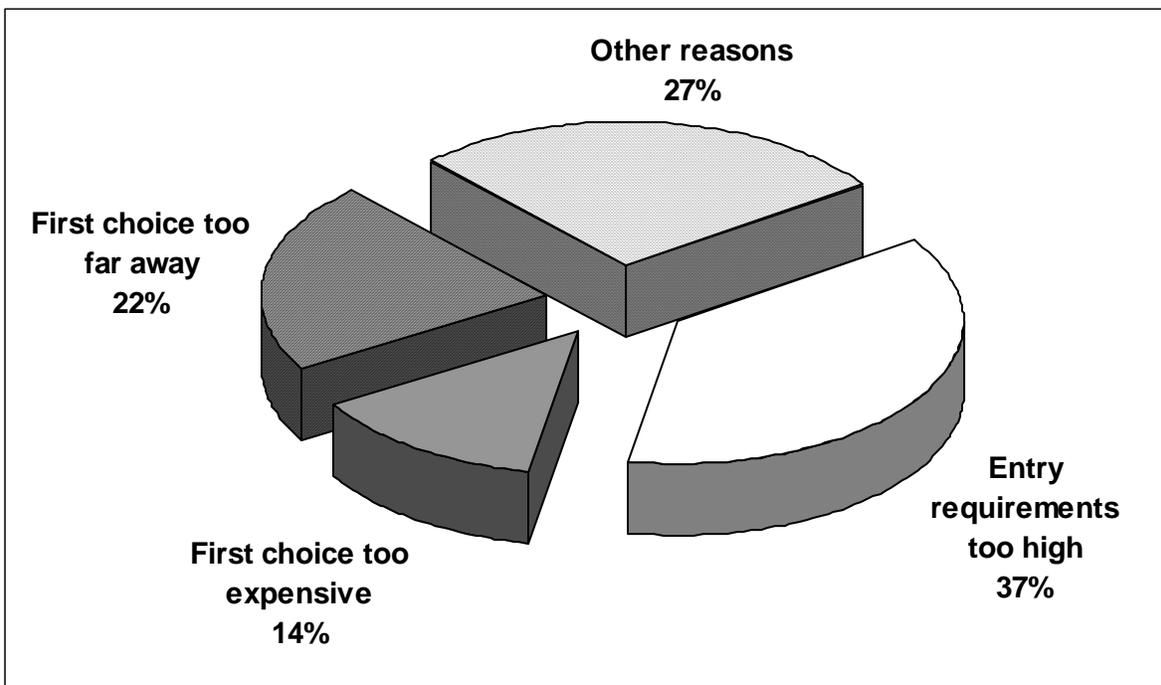
*Observation:*

*The preference of Afrikaans respondents for the University of Pretoria (UP) is not surprising when taking into consideration that UP was traditionally an Afrikaans medium university.*

### 5.3.8.2 Reasons for not attending first-choice institution

The respondents that specified another institution as their first choice were asked to signify the reason for not attending their preferred institution. These reasons are illustrated in figure 5.37.

**Figure 5.37 Respondents' reasons for not attending alternative first-choice institution**



The most common reason, indicated by 37% of the respondents, was that the entry requirements for that particular institution were too high. Miscellaneous other unrelated reasons accounted for 27% of the responses. Thirdly, 22% declared that the other institution was situated too far away, and, lastly, 14% stated that their first choice was too expensive.

*Observation:*

*These results are significant, especially in the light of the Department of Marketing at TUT's desire to draw high-quality students for tertiary studies in the field of marketing. If some students are attracted to TUT because of lower entry requirements, this could influence the quality of students choosing to study at this institution. This is, however, not a large group of the respondent pool and should not be seen as problematic at this stage.*

*The entry requirements of both the University of Pretoria ([www.up.ac.za](http://www.up.ac.za)) and Wits University ([www.wits.ac.za](http://www.wits.ac.za)) are indeed higher than those of TUT. Both of those institutions require Mathematics as a school subject, which is not a prerequisite for studying marketing at TUT.*

In summarising the behavioural variances of the respondents' choice of a tertiary education institution, it can be said that the vast majority (74%) of the respondents indicated that TUT was their preferred higher education institution. Of the respondents who indicated an alternative first choice, most (38%) signified a partiality for the University of Pretoria. The

most frequently mentioned reason for not being able to study at the alternative first choice was that the entry requirements were too high.

The factors that influenced the respondents' selection of the Tshwane University of Technology as preferred higher education institution are subsequently described.

### 5.3.9 Influencing factors in respondents' choice of tertiary education

In this section, the factors and people that influenced the respondents' preferred choice of a higher education institution are specified. These aspects were surveyed in questions 2.19 and 2.20, in a scaled-question format.

#### 5.3.9.1 Factors influencing respondents' selection of higher education institution

The factors that were indicated as having the greatest influence on the respondents' decision to study at TUT are ranked according to importance in the following table (table 5.21):

**Table 5.21 Influencing factors on respondents' decision to study at TUT**

	No influence	Little influence	Large influence	Very large influence	Mean
High academic standards	7%	15%	40%	38%	3,08
Good reputation of TUT	10%	19%	28%	43%	3,05

Good image of TUT	12%	20%	27%	41%	2,97
Good reputation of the Department of Marketing	13%	21%	30%	36%	2,89
University of technology	24%	20%	21%	35%	2,67
Information received directly from TUT	20%	25%	33%	23%	2,58
Campus facilities	18%	25%	37%	20%	2,58
International recognition	27%	24%	22%	27%	2,49
Multicultural institution	32%	25%	25%	19%	2,30
Sporting facilities	35%	25%	18%	22%	2,28
Fees are lower at TUT	36%	27%	22%	15%	2,17
Information gained from career expos	44%	14%	26%	16%	2,15
TUT's Open Day	44%	20%	17%	19%	2,10
Christian institution	51%	28%	11%	10%	1,81
Availability of residences	52%	24%	18%	7%	1,79
Study from home	59%	17%	16%	8%	1,73
Bursary or scholarship	76%	8%	9%	7%	1,46

As seen in the table above, high academic standards were the most important to the respondents, followed by the good reputation and image of TUT, and, thirdly, the good reputation of the Department of Marketing at the institution.

The least important factors were the availability of residences, ability to study from home and having received a bursary or scholarship. According to the Chi-Square analysis, there

were no significant correlations between these factors and the gender of the respondents. There were, however, correlations between some of these factors and language.

Those correlations are depicted in the next table, also showing the means.

**Table 5.22 Correlations between language and influencing factors**

Influencing factor	No influence	Little influence	Large influence	Very large influence	Means
<i>High academic standards</i>					3,1
Afrikaans	19	19	52	10	
English	0	30	60	10	
African	6	13	36	45	
<i>Good image of TUT</i>					3,0
Afrikaans	26	48	17	9	
English	10	50	40	0	
African	9	12	29	50	
<i>Good reputation of TUT</i>					3,0
Afrikaans	26	39	17	17	
English	10	50	40	0	
African	7	11	30	51	

<i>Good reputation of the Department of Marketing</i>					2,9
Afrikaans	14	41	27	18	
English	30	30	30	10	
African	11	16	32	41	
<i>University of technology</i>					2,7
Afrikaans	29	38	33	0	
English	40	20	20	20	
African	21	16	19	44	
<i>Campus facilities</i>					2,6
Afrikaans	36	27	32	5	
English	60	20	10	10	
African	11	24	41	24	
<i>Information received directly from TUT</i>					2,6
Afrikaans	24	43	33	0	
English	50	0	40	10	
African	16	24	33	28	
<i>Multicultural institution</i>					2,3
Afrikaans	59	27	9	5	

English	40	10	30	20	
African	25	26	28	22	

From the above table, it can be surmised that high academic standards were most likely to influence English respondents, and the image of TUT was most likely to influence African respondents. The reputation of TUT and the Department of Marketing at TUT, as well as the fact that TUT is a university of technology, were also more likely to win over African respondents.

On 60% of English respondents, campus facilities did not have an influence, and more than half of Afrikaans respondents indicated that the multicultural nature of the institution had had no influence on their decision to study at TUT.

*Observation:*

*These findings correspond with the findings of the Student Choice Behaviour Project completed by the HSRC, in which Grade 12 learners indicated that the good reputation of the institution was the most important factor in choosing a higher education option, followed by the faculty or department's reputation (Cosser & du Toit, 2002:95).*

*Interestingly, career expos and the annual Open Day of the Tshwane University of Technology ranked 12<sup>th</sup> and 13<sup>th</sup> respectively, indicating that they were not deciding factors in choosing a study institution. This creates questions as to the effectiveness of these two marketing tools for the University.*

The availability of residences was not important either, which is understandable when taking into consideration that only 11% of the respondents live in university residences (see figure 5.2). Being able to study from home was not essential either, and this is interesting when taking into consideration that quite a large part (23,5%)<sup>3</sup> of the respondents live at home. The least important influence was obtaining a bursary or scholarship, which is consistent with the findings that only 4,8% of the respondents specified that they had a bursary or scholarship.

There was a significant difference, according to the Chi-Square value, between respondents' living arrangements and the variable of information received directly from TUT. This is depicted in table 5.23.

**Table 5.23 Cross-tabulation of information received directly from TUT with “living arrangements”**

	No influence	Little influence	Large influence	Very large influence
Own or rented abode	33,3%	20%	20%	26,7%
Flat, room or commune	32,4%	27%	35,1%	5,4%
Parents or relatives	10,7%	28%	25,3%	36%
University residence	12,5%	18,8%	62,5%	6,3%
Not in Pretoria	33,3%	0%	66,7%	0%

<sup>3</sup> Only respondents who live with their parents, excluding those living with other relatives

As seen in table 5.23, the majority within every group except those living on their own indicated that information received directly from the University had a large or very large influence on their decision to study at TUT. The majority (33%) of the respondents living on their own stated that this had had no influence on their decision.

The availability of residences predictably had no influence on the majority of respondents living on their own, in a flat, room or commune, with their parents or those living outside Pretoria. Only respondents currently living in a University residence indicated that the availability of residences had had a large influence on their decision to study at TUT (47%).

The influence of reference groups on the respondents' choice of higher education institution will now be discussed.

#### *5.3.9.2 The influence of reference groups on the respondents' choice of higher education institution*

The respondents were asked in question 2.20 to rank the extent of the influence various reference groups had on their decision to study at TUT. The following table (table 5.24), in order from most important reference-group influence to the least important, represents the findings:

**Table 5.24 Reference group influences on respondents' choice to study at TUT**

<b>Variable</b>	<b>No influence</b>	<b>Little influence</b>	<b>Large influence</b>	<b>Very large influence</b>	<b>Mean</b>
Parents	156%	17,5%	20%	46,9%	2,98
Friends	30,6%	28%	26,1%	15,3%	2,26
Career guidance teacher	38,5%	23,7%	23%	14,9%	2,14
Teacher	43,6%	22,2%	18,1%	16,1%	2,07
Other relatives	46,4%	22,2%	22,2%	9,2%	1,94
Boyfriend/Girlfriend/Spouse	55,4%	15,9%	14,7%	14%	1,87
Siblings	55,6%	22,9%	13,2%	8,3%	1,74

The majority (47%) cited their parents as having the largest influence on their decision to commence tertiary studies at TUT. This was the single most important reference-group influence on the decision-making of the respondents. Friends were the second most influential factor, and, thirdly, the advice of a career guidance teacher. Other teachers, relatives, a boyfriend, girlfriend or spouse were ranked fourth to sixth. Siblings had the least impact on the respondents' decision to study at TUT.

With regard to the cross-tabulations of these variables, some significant correlations were revealed. In terms of language, the only variables to show correlations or differences according to the Chi-Square values are illustrated in the next table.

**Table 5.25 Cross-tabulation of reference group influences on respondents' choice to study at TUT with “language”**

	<b>No influence</b>	<b>Little influence</b>	<b>Large influence</b>	<b>Very large influence</b>	<b>Means</b>
<b>Parents</b>					<b>3,0</b>
<i>Afrikaans</i>	20	32	28	20	2,5
<i>English</i>	10	10	40	40	3,1
<i>African</i>	16	16	16	53	3,1
<b>Career guidance official</b>					<b>2,1</b>
<i>Afrikaans</i>	74	13	13	0	1,4
<i>English</i>	50	40	10	0	1,6
<i>African</i>	31	23	27	19	2,3
<b>Teacher</b>					<b>2,1</b>
<i>Afrikaans</i>	75	17	4	4	1,4
<i>English</i>	70	20	0	10	1,5
<i>African</i>	36	24	21	20	2,2
<b>Other relatives</b>					<b>1,9</b>
<i>Afrikaans</i>	71	21	8	0	1,4
<i>English</i>	50	40	0	10	1,7
<i>African</i>	42	21	27	10	2,1

From the above table it can be seen that English-speaking respondents were most likely to be influenced by their parents. African-language speaking respondents showed the greatest inclination to be influenced by career guidance officials, a teacher or other relatives, compared to the Afrikaans and English-speaking respondents. Afrikaans-speaking respondents had the least propensity for being influenced by career guidance officials, a teacher or other relatives.

The other variables to show correlations or differences according to the Chi-Square values were the influence of parents and other relatives in terms of gender, and the respondents' living arrangements demonstrated a significant difference with regard to the influence of siblings on their decision to study at TUT. The influence of various persons on the respondents' tertiary education choices is depicted in table 5.26.

**Table 5.26 Cross-tabulation of reference group influences on respondents' choice to study at TUT with “gender” and “living arrangements”**

	No influence	Little influence	Large influence	Very large influence
<b>Parents</b>				
Male	23,7%	26,3%	18,4%	31,6%
Female	8,3%	9,5%	21,4%	60,7%
<b>Other relatives</b>				
Male	50%	28,6%	18,6%	2,9%

Female	43,4%	16,9%	25,3%	14,5%
<b>Siblings</b>				
Own or rented abode	53,3%	33,3%	13,3%	0%
Flat, room or commune	75,7%	13,5%	5,4%	5,4%
Parents or relatives	49,3%	24,6%	17,4%	8,7%
University residence	43,8%	31,3%	0%	25%
Not in Pretoria	33,3%	16,7%	50%	0%

As can be seen in table 5.26, female respondents were almost twice as likely as males to indicate a very large influence by their parents on their decision to study at TUT. Females were also five times more likely to indicate a very large influence on the part of other relatives. Respondents living in a flat, room or communal home indicated the highest probability (76%) of not being influenced by siblings at all.

There was also a correlation for the influence of other relatives on language, whereby Afrikaans-speaking respondents were least likely to be influenced by other relatives, and African-language speakers indicated the largest likelihood to be influenced by other relatives.

*Observation:*

*From the above it may be deduced that females indicate a larger tendency to be influenced by parents and other relatives because females tend to be less independent than males in*

*the social context. There is a possibility that siblings may have less influence on respondents living in a flat, room or communal home, because these respondents are more mature and thus more independent. This deduction, however, cannot be correlated, as it falls outside the demarcations of the research instrument.*

*As per the HSRC survey, where family influence was important in learners deciding to enter tertiary education (Cosser & du Toit, 2002:71), the respondents in this study also confirmed that the deciding influence was the family, more specifically the parents. The fact that 86% of the respondents indicated their parents as the source of payment of their study fees may be an indication of the reason why parents had such a significant influence on the choice of a specific tertiary institution.*

*Cosser and du Toit (2002:71) found that friends had a large influence on the decision-making, and Stone et al. (2001:162) also concluded that Generation Y consumers were strongly influenced by peer group pressure. Both these observations correspond with the results of this study, which indicated that friends were the second most important factor to influence the selection of a specific tertiary institution.*

This concludes the influence of reference groups on respondents' higher education choices.

In summary, the largest influencing factor was the high academic standards of TUT, followed by the good reputation of TUT and its good image. The three least salient influencing factors were the availability of residences, the possibility of studying from home and the receipt of a bursary or scholarship.

The main factor for influencing the decision was the respondents' parents, followed by the influence of friends and a career guidance teacher. Siblings had the lowest influence on respondents' decision to study at TUT.

The discussion of the results of the influencing factors and reference-group influences on respondents' higher education choices has thus been completed.

***Conclusion of the consumer behaviour variables influencing the respondents (section 2):***

To conclude the consumer behaviour variables influencing the respondents, as determined by section 2, questions 2.1 to 2.20 of the structured questionnaire, the main findings are summarised in the next few paragraphs.

With regard to the leisure-time spending of the respondents, it was found that listening to music was the activity respondents spent the most time on. Surfing the Internet was the pastime least time was spent on. The television viewing habits of the respondents indicated that the channel most frequently watched was E-TV, and DSTV was last on the list. Overall, the programme type most often viewed was sitcoms, and cartoons were least frequently watched. Metro FM was the radio station primarily listened to, and 5FM least often.

With regard to magazines, *Drum* was first on the list of magazines most respondents read, and *O-Mag* last. *The Sunday Times* was the newspaper predominantly read, and the *Record* had the lowest readership. Only 22% of the respondents had access to the Internet at their place of residence, which correlates with their low Internet usage.

The behavioural variances in the respondents' choice of tertiary institution revealed that 74% of the respondents were studying at their first-choice institution, namely TUT. Of the 26% that were not at their preferred institution, the majority (38%) wished to study at the University of Pretoria. The reason cited most often for not studying at the alternative first-choice educational establishment was that the entry requirements were too high.

Regarding the institutional factors that influenced the respondents' choice to study at TUT, the factor that had the largest influence was the high academic standards of TUT. The offer of a bursary or scholarship from TUT was the factor with the least influence. In terms of reference-group influences, the respondents were chiefly influenced by their parents in their choice of TUT as a higher education institution, and least affected by their siblings.

This completes the discussion of the results of section 2 of the questionnaire. In the following section, the future outlook of the respondents, as found in the study, will be described.

## 5.4 Future outlook

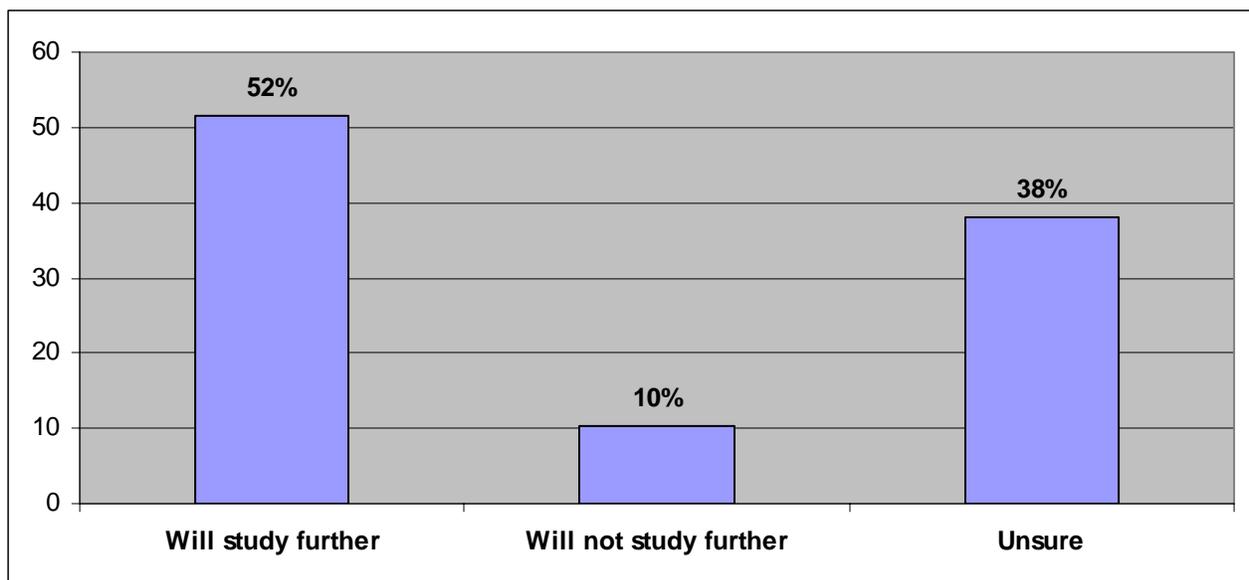
In section 3, questions 3.1 to 3.6 of the questionnaire aimed to determine the respondents' future plans. This was accomplished by ascertaining their further study plans (if any), their future employment plans and their attitudes with regard to their own personal expectations and their perceptions of the future of South Africa.

### 5.4.1 Future studies

Questions 3.1 to 3.3 required the respondents to signify their plans for further studies after completing their current qualification.

Figure 5.38 illustrates the percentages of respondents' future study intentions.

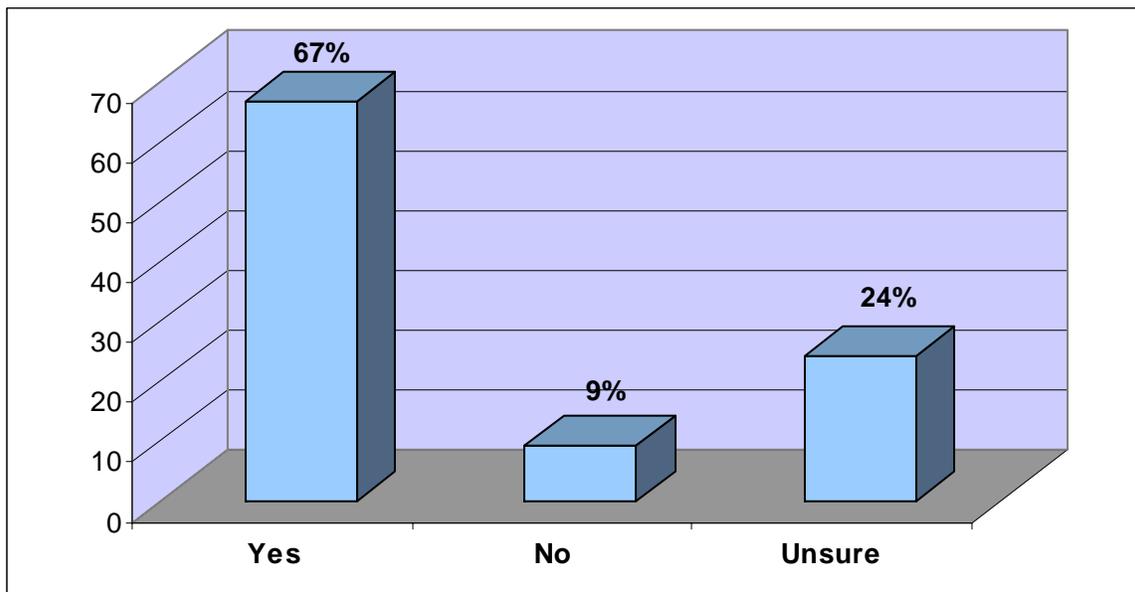
**Figure 5.38 Respondents' future study plans**



As seen in figure 5.38, the majority (52%) of the respondents wished to further their studies after completing their diploma. Thirty-eight per cent were uncertain and 10% had no intention of carrying on with further studies of any kind. The data analysis showed that of the 52% that wanted to study further, most (47%) planned on studying to B Tech or postgraduate levels in marketing. There were no significant correlations between the respondents' plans for future studies and gender or language, according to the Chi-Square analysis of these variables.

The respondents who indicated further studies were on their agenda were asked whether they would continue such studies at the Tshwane University of Technology. Figure 5.39 depicts their responses.

**Figure 5.39 Responses to studying further at TUT**



It is obvious from this figure that the majority (67%) of the respondents who wished to study further wanted to do so at the Tshwane University of Technology. The reasons for this varied from the high academic quality to the high quality of lecturers at the institution. From this it can be inferred that the majority of respondents were highly satisfied with the institution at present.

As indicated by the Chi-Square values determined by the statistical analysis of the data, there were no significant correlations or variances between the respondents' plans for further studies and gender, living arrangements or language. The same was true for the question of whether or not further studies would be carried out at TUT, specifically. It had been thought that the amount of money respondents received as an allowance might provide an indication of an inclination for further studies, but this was not the case, as reflected in the Chi-Square analysis.

*Observation:*

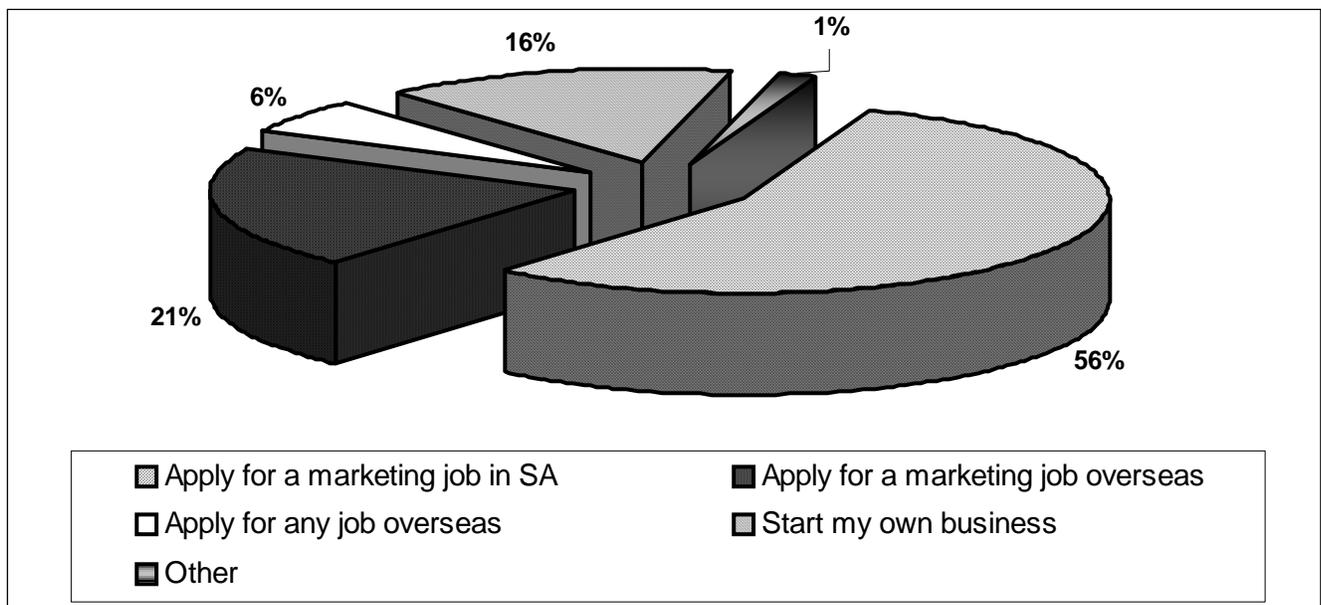
*Cosser and du Toit (2002:115) found in their study that Grade 12 learners' future outlook included bettering their education, among other things. This study correlates this indication in terms of further education at the TUT Pretoria Campus for the marketing students.*

The prospective employment plans of the respondents will subsequently be described.

### 5.4.2 Employment plans

The respondents were asked in question 3.5 to indicate whether they would apply for marketing jobs in South Africa or overseas, for any job overseas, or start their own business. The responses are represented in figure 5.40.

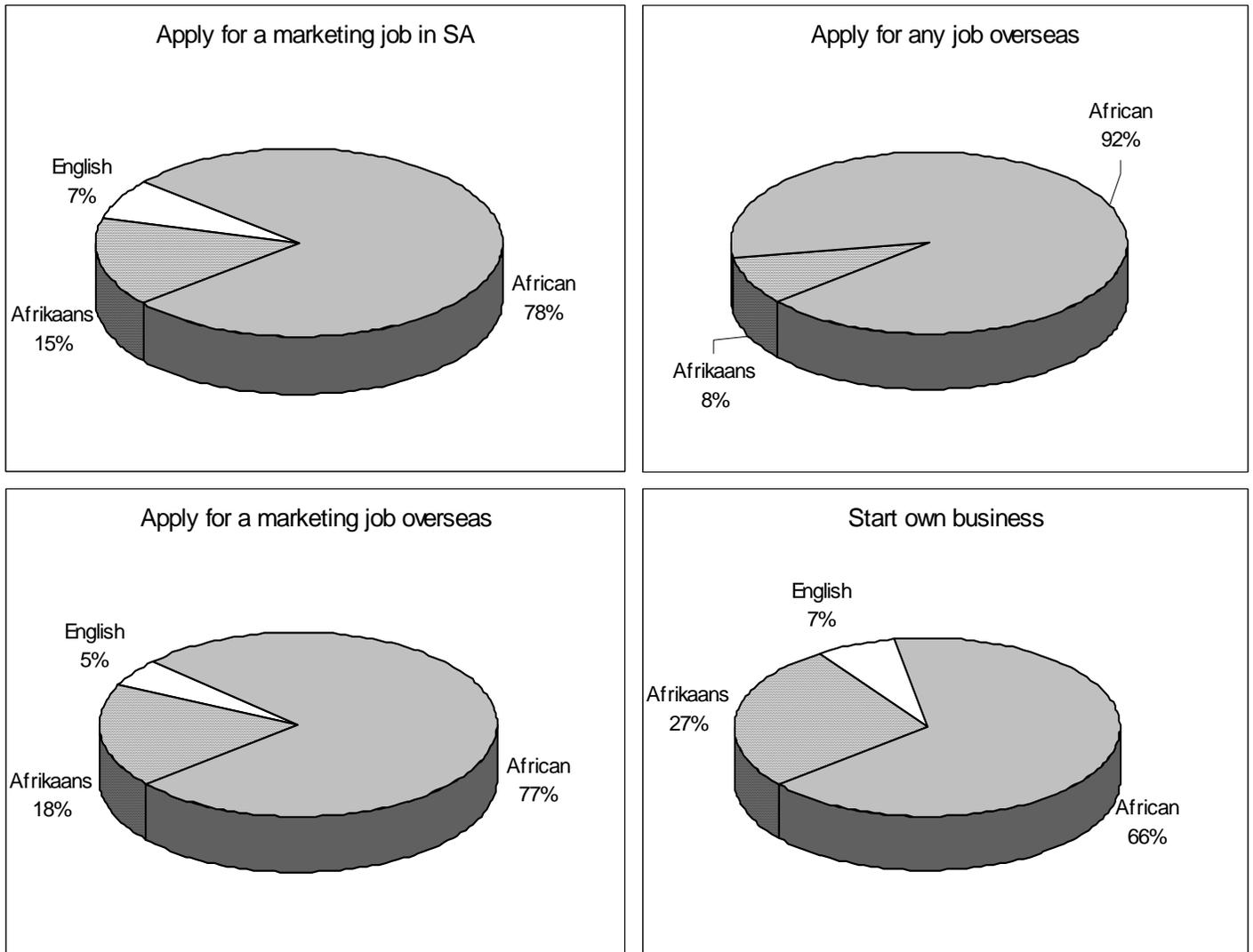
**Figure 5.40 Respondents' future plans**



As can be seen from figure 5.40, 56% of the respondents planned to apply for a marketing-related position in South Africa, and 21% wanted to apply for a marketing job overseas. Sixteen per cent wanted to start their own business, and 6% intended to apply for any position overseas.

Figure 5.41 depicts the responses of the different language groups regarding their future plans.

**Figure 5.41 Future plans of language groups**



From the above it can be inferred that Afrikaans respondents indicated the greatest likelihood to start their own business, followed by applying for a marketing post in a foreign country. They were not likely to apply for just any job overseas. English respondents were equally likely to start their own business than to apply for a marketing job in South Africa. They showed no inclination for applying for a non-marketing job overseas.

In contrast, African respondents indicated the greatest probability of applying for any job in a foreign country. Their second most likely plan was to apply for a marketing post in South Africa. They showed the least inclination for starting their own business.

*Observation:*

*That Afrikaans and English-speaking respondents indicated that starting their own business was a priority may show entrepreneurial spirit. This may also indicate an understanding of the fact that they needed to create jobs for themselves in a business environment where fewer Afrikaans and English-speaking students were assured of obtaining jobs in the formal business sector.*

The personal future expectations of the respondents follow.

#### *5.4.3 Personal future expectations*

The personal expectations of the respondents were surveyed in question 3.6, a scaled question requiring respondents to signify whether they definitely agreed, somewhat agreed, somewhat disagreed or completely disagreed with the statements. The outcomes are depicted in table 5.27.

**Table 5.27 Respondents' personal future expectations<sup>4</sup>**

<b>Variable</b>	<b>Definitely agree</b>	<b>Somewhat agree</b>	<b>Somewhat disagree</b>	<b>Completely disagree</b>	<b>Mean</b>
I will be helping other people	54,8%	35,5%	6,5%	3,2%	1,58
I will be financially sound	56,6%	31,6%	8,6%	3,3%	1,59
I will be in a managerial position	52,0%	38,3%	5,8%	3,9%	1,62
I will be married with children	33,6%	29,5%	20,8%	16,1%	2,19
I will be living and working overseas	15,8%	32,9%	32,9%	18,4%	2,54

Table 5.27 demonstrates that the personal expectations of the respondents were generally more positive with regard to their lives ten years from now. The majority agreed that they would be aiding other people and the second largest group anticipated that they would be financially stable. The third expectation of respondents was that they would be in a managerial position.

In terms of the means, the students did not seem too eager to marry and start families, but still a majority signified agreement to this statement. The only variable that had a slightly larger negative response was the statement that they would be living in a foreign country, where most of the respondents denoted disagreement. There were no significant gender, language and living arrangement differences, according to the Chi-Square analysis for these variables.

<sup>4</sup> Scale: Definitely agree = 1, Somewhat agree = 2, Somewhat disagree = 3, and Completely disagree = 4

*Observation:*

*Again, a correlation can be found between the results of this study and those of Cosser and du Toit (2002:114). Grade 12 learners in Cosser and du Toit's study indicated that they saw themselves helping people and being financially well off in their future. Similarly, these learners also believed that they would be in managerial positions (Cosser & du Toit, 2002:115). Furthermore, this positive future expectation shows a relationship with the general Generation Y optimistic attitude and desire to make a positive difference to society.*

Herewith the explanation of the statistical analysis of the respondents' personal future expectations is concluded. In the next section, the findings on the respondents' anticipation of South Africa's future will be discussed.

#### *5.4.4 South Africa's future*

The outlook with regard to the future of South Africa in general was also determined in question 3.6, as were the personal expectations of the respondents (table 5.27).

The results are illustrated in table 5.28.

**Table 5.28 Respondents' future outlook on South Africa<sup>5</sup>**

Variable	Definitely agree	Somewhat agree	Somewhat disagree	Completely disagree	Means
Tertiary education in SA will be of an international standard	<b>44,6%</b>	35,7%	7,6%	12,1%	1,87
Public education in SA will be of high quality	35,5%	<b>41,9%</b>	12,9%	9,7%	1,97
Poverty in SA will be reduced	26,8%	<b>39,9%</b>	22,9%	10,5%	2,17
Crime will be reduced in SA	21,7%	26,8%	<b>35%</b>	16,6%	2,46
HIV/AIDS infection will be under control in SA	23,7%	18,0%	<b>32,7%</b>	25,6%	2,6

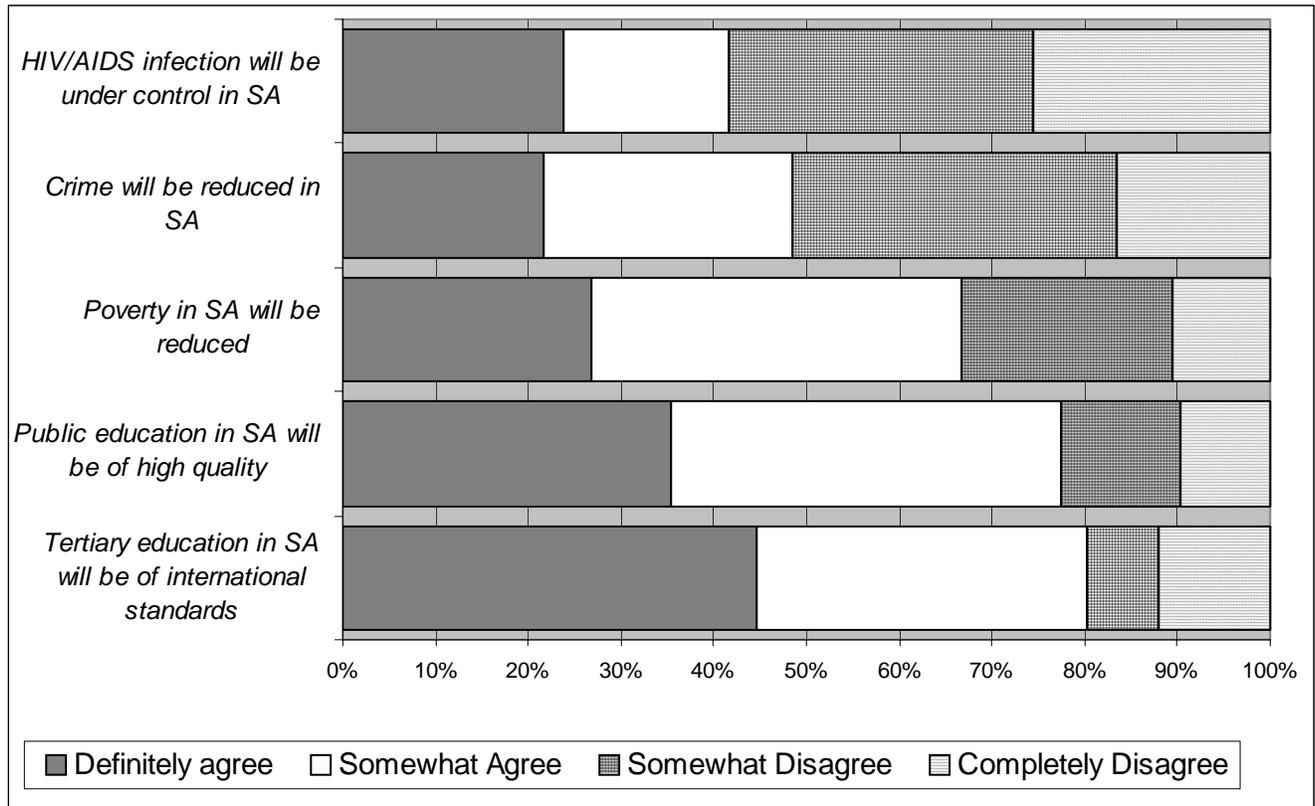
As can be seen in the above table, the respondents showed a general positive perception of the future of South Africa's educational system ten years from now. In particular, the consensus was that tertiary education standards in the country would be internationally comparable in a decade's time. Similarly, most of the respondents were of the opinion that the quality of public education would be higher. The majority of the respondents felt more positive than negative towards the claim that poverty in the country would be reduced.

As to the more negative expectations of the respondents, a slight majority believed that crime would still be a problem by 2014. A larger majority supposed that HIV/AIDS infection would not be under control in ten years' time.

<sup>5</sup> Scale: Definitely agree = 1, Somewhat agree = 2, Somewhat disagree = 3, and Completely disagree = 4

Figure 5.42 provides an illustration of the respondents' opinion of the country's future.

**Figure 5.42 Respondents' view of South Africa's future**



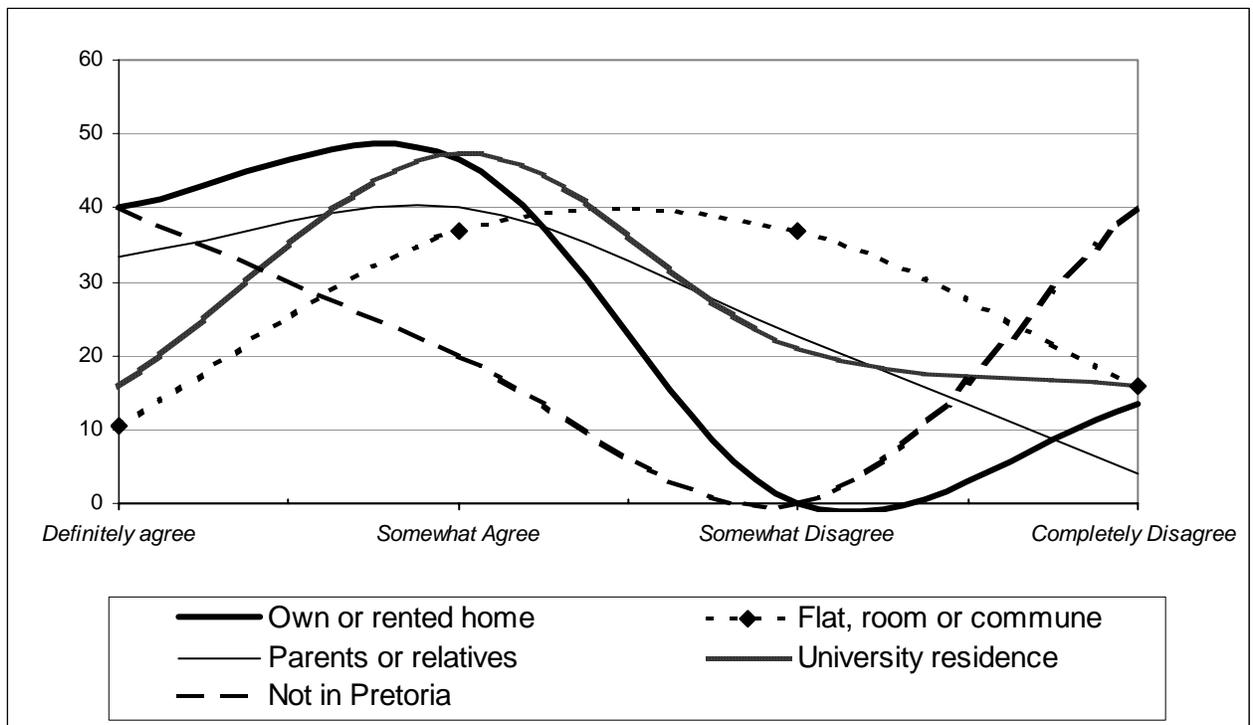
**Observation:**

*A correlation of these findings is observed with the results in Cosser and du Toit (2002:116), where Grade 12 learners also indicated a positive view on the future of public education in South Africa. The respondents in this study's positive attitude towards the future of education in South Africa may be ascribed to the fact that they are currently studying at a university that inspires confidence in tertiary education, as well as the belief that their secondary schooling was of a satisfactory quality.*

As seen from earlier statistical analyses, most of the respondents signified that they were currently studying at their preferred higher education establishment, and also indicated a very favourable perception of the academic standards of TUT (see table 5.13). Cosser and Du Toit (2002:116) also implied a relatively less positive attitude with regard to the future crime and HIV/AIDS situations in South Africa.

There were no significant gender differences for these variables. The only difference, as indicated by the Chi-Square values for living arrangements, was for the variable “Poverty in SA will be reduced”. This is reflected in figure 5.43.

**Figure 5.43 Cross-tabulation of “poverty will be reduced” with “living arrangements”**



As can be deduced from the above figure, respondents living in their own or a rented home indicated a marked tendency to be more positive than the respondents with other living arrangements, followed by those living in a University residence. Respondents living outside of Pretoria seemed to be divided between agreement and disagreement, as both extremes received equal support.

The Chi-Square values for the respondents' personal future outlook revealed two correlations with language for the variables "Quality of public education will be increased" and "Crime will be reduced". These variables are reflected in table 5.29.

**Table 5.29 Means: language and personal future outlook**

<b><i>Quality of public education will be increased</i></b>	<b>Means</b>
African	1,9
Afrikaans	2,3
English	2,4
<b><i>Crime will be reduced</i></b>	
African	2,4
Afrikaans	2,8
English	3,1

From the above table it can be inferred that African-language respondents tended to be more positive than their Afrikaans and English-speaking counterparts with regard to public education and the crime situation in the country ten years hence.

Afrikaans and English-speaking respondents were notably more negative towards the future crime situation in South Africa.

*Observation:*

*The respondents' attitudes regarding the variables in Table 5.29 also correspond with the findings of Cosser and du Toit (2002:116), since, in that study, the respondents also indicated a more positive attitude among African learners.*

**Conclusion of the future outlook of the respondents (section 3)**

A majority of 52% of the surveyed respondents indicated that they would continue their studies after completing their current qualification. Of them, 67% wished to continue these further studies at TUT. In terms of their employment plans, a majority of 56% stated that they would apply for a marketing job in South Africa, and only 6% planned to apply for any position in a foreign country.

The respondents' personal future outlook was generally more positive. A desire to help other people in the future was ranked highest, and making a living overseas was placed last. Pertaining to the respondents' future perspective for the country, a very positive perception of both the secondary and tertiary educational system was disclosed. The respondents were not, however positive about the HIV/AIDS situation in South Africa in a decade's time.

This completes the discussion of the results of section 3 of the questionnaire, namely the future outlook of the respondents.

## **5.5 Conclusion**

In this chapter, the data analysis was described on the basis of the sections in which the questionnaire was structured. Firstly, the demographic characteristics of the respondents were explained. Secondly, the consumer-behaviour variables influencing the consumption patterns of the respondents were discussed. Lastly, the future outlook of the respondents was described. In chapter 6, these results will be summarised and recommendations provided.

## **CHAPTER 6**

### **CONCLUSIONS AND RECOMMENDATIONS**

## 6.1 Introduction

The primary objective of this study was the development of a consumer profile of Tshwane University of Technology Marketing first year students and the identification of possible target market segments within the respondent group. The major motivation for the study was the nationwide survey by the Human Sciences Research Council (Cosser & Du Toit: 2002), in which Grade 12 learners named Tshwane University of Technology as the first choice for tertiary education. The literature review also exposed important influencing factors on tertiary education choices as well as consumption patterns of tertiary students.

The secondary objectives that support the primary objective are listed next, and the main findings of the survey on these are included in Table 6.2:

- To determine the communication media habits of students;
- To investigate general consumption patterns of the students;
- To establish the perceptions and attitudes of first year marketing students towards Tshwane University of Technology;
- To determine influencing factors on students' consumer decision-making processes in deciding to study at TUT;
- To determine the students' views on their own future, as well as the future of South Africa; and
- To identify new areas of research in the tertiary student market.

The main findings of the empirical research of this study were presented in chapter 5. Based on the findings gained from the research (as detailed in Chapter 5), conclusions will be drawn and recommendations will be made.

## 6.2 Summary of the findings

The main findings of the study are depicted in Tables 6.1 and 6.2, which also includes the corresponding findings of the Student Choice Behaviour study completed by Cosser & Du Toit (2002):

**Table 6.1 Main findings of the study: Demographics**

Demographics	Main findings	Cosser & Du Toit findings
Gender	52% female; 48% male	52% female; 48% male
Average age	20	19
Dwelling type	Mainly flat, room or commune	Formal settlement
Province of origin	Mainly Gauteng	Country-wide
Home language	Primarily African languages (75%)	Primarily African languages (82%)
Income (allowance)	R751-R1000 monthly	<i>Not surveyed</i>

**Table 6.2 Main findings of the study: Secondary objectives**

Secondary objectives	Main findings	Cosser & Du Toit findings
Lifestyle characteristics of first year TUT students	<ul style="list-style-type: none"> <li>• Favoured leisure activity: listening to music</li> <li>• Very low employment</li> <li>• Very low use of credit facilities</li> <li>• Very low home access to Internet</li> <li>• Principle means of transport: buses</li> </ul>	<i>Not surveyed</i>
Media that influence students' decision-making	Dominant media: <ul style="list-style-type: none"> <li>• Television channel: E-TV</li> <li>• Radio station: Metro FM</li> <li>• Magazine: Drum magazine</li> <li>• Newspaper: The Sunday Times</li> </ul>	<i>Not surveyed</i>
General consumption	Dominant products/brands:	<i>Not surveyed</i>

patterns of the students	<ul style="list-style-type: none"> <li>• ABSA Bank</li> <li>• Nokia cell phones</li> <li>• Vodacom Air Time Provider</li> <li>• Pre-paid cell phone packages</li> </ul> <p>Favoured Beverages:</p> <ul style="list-style-type: none"> <li>• Soft drinks</li> <li>• Ciders or spirit coolers</li> </ul>	
Perceptions and attitudes of first year students towards Tshwane University of Technology	<ul style="list-style-type: none"> <li>• Majority indicated TUT as their first-choice institution</li> <li>• Majority wish to continue post-graduate studies at TUT</li> </ul>	<ul style="list-style-type: none"> <li>• Technikon Pretoria (now TUT) indicated as first choice</li> <li>• Willingness to improve higher education</li> </ul>
Influencing factors on students' consumer decision-making processes in deciding	<p>Institutional:</p> <ul style="list-style-type: none"> <li>• TUT's high academic standards</li> <li>• TUT's image</li> </ul>	<p>Institutional:</p> <ul style="list-style-type: none"> <li>• Institution's reputation (ranked first)</li> <li>• Reputation of department of choice (ranked</li> </ul>

to study at TUT	<ul style="list-style-type: none"> <li>• Department of Marketing's reputation</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Friends</li> <li>• Career guidance teacher</li> </ul>	<p>second)</p> <p>Other:</p> <ul style="list-style-type: none"> <li>• Friends (ranked first)</li> <li>• Parents (ranked second)</li> <li>• Teachers generally low impact</li> </ul>
Students' views on their own future, as well as the future of South Africa	<p>The majority:</p> <ul style="list-style-type: none"> <li>• Plans on applying for work in South Africa</li> <li>• Wants to help other people</li> <li>• Expects to be financially sound</li> <li>• Believes South African education standards will be higher</li> </ul>	<p>The majority:</p> <ul style="list-style-type: none"> <li>• Plans on working in SA</li> <li>• Intends to help other people (most important)</li> <li>• Anticipate that they will earn lots of money</li> <li>• Believes public education standards will be good quality (ranked first)</li> </ul>

## **6.3 Recommendations**

The following recommendations must be considered by TUT, particularly the corporate marketing department of TUT, to positively influence current and future students to enrol at this university.

### **6.3.1 Demographic and Lifestyle characteristics of first year TUT students: low financial means and Internet usage**

As the majority of students receive relatively low allowances (see chapter figure 5.6), the institution should look into helping students financially by, for example, negotiating better prices for textbooks, stationery and other student-related products. Another alternative is to investigate the adding of levies for textbooks to class fees, which would enable the University to negotiate bulk book prices, and would ensure that every student has the textbooks needed for every subject. Similarly, bookshops on campus ought to provide easy credit terms for students to enable them to buy textbooks even when they do not have cash immediately. Both these options would alleviate the problem of students having difficulty with studying due to not having the required study material and the immediate financial means to afford this material.

The students indicated low access (22%) to Internet in their home environment (chapter 5, paragraph 5.3.3). TUT should increase attempts to help students access the Internet on campus, as this is an excellent source of information that students can utilize in completing projects for their studies.

Lecturers should be encouraged to allocate time for students in the computer laboratories on campus to use the Internet for study purposes.

There are two Internet cafés on the Pretoria Campus (buildings 6 and 44), where students are allocated free time on the Internet. Approximately 170 computers are available in those Internet cafés. Thus it is clear that Internet resources are available to the student population. The Pretoria Campus has 26 944 students (TUT MIS), which translates to a ratio of approximately 158 students per one Internet café computer. A booking system may be required if the usage of the Internet cafés increases.

The Internet café's are, however, not marketed extensively, which may exacerbate the low usage of the Internet in general. TUT, or the Internet café's, should run an awareness campaign on campus, and work in partnership with academic personnel to facilitate sensible use of the Internet as a research and academic enrichment tool.

#### 6.3.2 Communication and media:

- *Correspondence:*

Most of the official correspondence of TUT with students at this point is in English, whereas a substantial majority of students indicate African languages as their mother tongue (chapter 5, figure 5.5). Bearing this in mind, TUT should consider whether its current communication efforts are reaching this

segment of its target market. It is recommended that TUT investigate the use of correspondence in students' home languages. This would go a long way in building goodwill and image among the target market.

- *Advertising and promotion:*

Career guidance teachers (chapter 5, table 5.24) were indicated to have a large impact on prospective students' choice of a tertiary institution (particularly in the case of African learners), whereas events such as the annual Open Day at TUT do not provide evidence of influencing the student. TUT is therefore advised to enhance its communication efforts by visiting secondary schools and building relationships with teachers, particularly career guidance officials. As the majority of the respondents (77,2%) originate from the northern provinces, namely Gauteng, Northern Province and North-West Province (chapter 5, figure 5.4), schools in those provinces should be targeted.

Because students are social beings, portraying the social side of student life in advertising aimed at future students is recommended. Broadcast advertising designed for students at TUT should be aired on E-TV or Metro FM for maximum exposure, as those are the broadcast media preferred by the majority of the respondents (chapter 5, paragraph 5.3.2). For live promotional efforts, TUT ought to make use of Metro FM DJs as celebrity participants. Depictions of the student lifestyle for promotional purposes should utilise R&B, house and hip-hop music. The characteristics of those

music subcultures could also be included in the visual aspects of promotions or advertisements.

TUT is advised to consider using the above recommendations in marketing efforts aimed at reaching potential students and building a student-life advertising campaign to establish a strong brand presence in the existing and future target market.

### 6.3.3 Specific needs of students

Small businesses on campus are advised to carry prepaid air-time vouchers for all three cell phone air-time providers, as the majority of students have prepaid packages.

It is recommended that the restaurants on campus that serve alcohol give preference to stocking ciders, wine and beer, as those are the preferred alcoholic beverages of the target group.

### 6.3.4 Perceptions and attitudes of first year students

In view of the fact that the reputation of the institution, as well as that of the academic Department of Marketing (see chapter 5, table 5.21), is an important influencing factor, it is recommended that TUT focus strongly on image building in its corporate marketing campaign. In 2004, the Corporate Relations Department of TUT focused on establishing the new TUT brand by

advertising in the printed media, and including the new logo and its meaning in all articles and communication with external parties. Similarly, posters were used that depicted the new brand and the tagline: “We empower people.” This is also depicted on TUT buses.

Advertising to parents and peers, who have a large influence on prospective students (see chapter 5, table 5.24), should also be integrated. Bearing in mind the major impact that parents and peers have on the decision to study at TUT, marketing to parents and portraying social situations in advertising are recommended. TUT could consider sending marketing information to parents of high-performing learners in secondary schools, as well as to the learners. Such material could include congratulations on outstanding results. This would require TUT’s Recruitment department to build good relations with schools and guidance teachers who would be able to direct TUT to high-quality learners in each school.

Rather than relying on only TUT’s annual Open Day (which usually coincides with the open days of various other competing higher institutions) for maximum exposure, TUT should contemplate organising information sessions at secondary schools in its target areas. They could take the form of “mini Open Days”, including stalls with both general and contact information for all faculties. To streamline this process, a need-identification survey could be completed at each target school before the information session, to enable TUT to provide information relevant to the target schools’ needs, for example, specific preferred courses, thus excluding unnecessary details.

### 6.3.5 Students' future outlook

It is suggested that students who have completed diplomas or degrees be encouraged to continue with postgraduate studies, as there was quite a significant percentage (38%) of respondents who were unsure of whether or not to study further (chapter 5, figure 5.38). TUT should consider providing incentives for graduates to further their continued education (for example, postgraduate studies) at the institution. Graduates could be contacted via post or telephone after completing their diploma or degree, and information for further studies provided. Lecturers for third- and fourth-years should be able to identify promising students that could be targeted for postgraduate studies.

As most respondents indicated a desire to find a marketing post in South Africa (chapter 5, figure 5.40), TUT is advised to endeavour facilitating the job-finding process by helping students identify and apply for viable marketing posts in the country. This could be achieved by offering assistance in compiling résumés and preparing students for job hunting and the interviewing process.

TUT should encourage students to become entrepreneurs and start their own businesses, since employment is hard to find, and the Government provides incentives for entrepreneurs. This process could also be facilitated by the institution, and TUT could play a role in identifying such opportunities. This could be accomplished by adding a compulsory entrepreneurship module to all study courses.

This concludes the recommendations and suggestions based on the research findings.

#### **6.4 Areas for further studies**

In the course of this study the following areas for further research were identified:

- A study on the expenditure patterns of all TUT students (perhaps even in various institutions for comparative purposes), is advisable. This will provide a clear picture of the buying patterns of post-school students who do not yet earn a salary.
- The impact of broadcast and print advertising in media utilized by the youth in South Africa should be researched to enable companies, including tertiary institutions, to maximize the effectiveness of their promotional efforts.
- A survey to identify different subcultures in the student market will enable marketers on campuses to refine their product and brand supplies to be more appropriate for the student market preferences.
- With the exponential development in information technology and the growth of online marketing, research determining the grounds for the low Internet usage of these students would provide insight into the

perceptions that the students have with regard to the Internet, and identify possible misconceptions.

- Research into examining the brand equity of thriving youth brands (such as the Yired Group), concentrating specifically on Generation Y, would offer valuable insight into the grounds for the success of such brands for companies entering the youth market, including higher education institutions.
- South African tertiary institutions are faced with an extremely competitive market and a target market not susceptible to traditional marketing strategies. The effectiveness of the current marketing efforts of tertiary institutions should be investigated and suggestions for improvement should be determined.
- A tracking study should be done on this group of first year students to monitor how changes occur.

The above concludes possible areas for future research opportunities.

## **6.5 Summary**

In view of the objectives of the study and the results gained from the research, recommendations have been made in this chapter. The Tshwane University of Technology was chosen as the preferred tertiary institution, according to

the research of **Cosser and Du Toit (2002:5)**, and this study followed up on this research. Compiling a consumer profile of the TUT first-year marketing student (the primary objective of this study) included establishing the factors influencing the students' tertiary education choices. An understanding of these factors would enable TUT to fine-tune its marketing to reach its target market optimally.

An important consideration for TUT is the fact that the majority of the students speak African languages. Therefore, TUT should consider the use of language to segment the market. Sub cultural influences such as music and media preferences should also play a role in the development of TUT's internal and external marketing strategies.

The annual Open Day should be reconsidered, as it does not have a substantial effect on the target market's decision-making process. Influencing parents, peers and teachers should form part of TUT's marketing, as these reference groups have a significant impact on the students' higher education choices. TUT is advised to form vibrant partnerships with secondary schools, particularly in Gauteng, Northern Province and the North-West Province – the largest feeding areas for TUT – to facilitate attracting top-class learners and to build goodwill and strong brand preference among the target market.

TUT's Recruitment Department should establish measures to assist in selecting the best learners (not only for TUT, but specifically for the academic Department of Marketing at TUT), such as scouting out and initiating personal

contact with top performers in secondary schools. Relationships with secondary schools, including career guidance officials at those schools, would enhance this process.

TUT has exerted considerable efforts in establishing the new logo via print media and articles. Building strong brand awareness, establishing a vibrant corporate image and extending the existing brand preference are important marketing objectives that TUT should focus on in the highly competitive tertiary education industry in South Africa. The Department of Marketing at TUT should also focus on building an even more positive image, as this is also a strong influencing factor in students' decision-making.

Furthermore, TUT should facilitate the job-finding process for students, as well as providing incentives for postgraduate studies at the institution. Implementing an entrepreneurship module in all courses provided at TUT is advisable, so as to empower the graduates to start their own businesses after obtaining a qualification.

The Tshwane University of Technology (formerly Technikon Pretoria) has a remarkable heritage and a competitive edge, due to its status as preferred tertiary education brand. This provides a solid foundation for establishing a commanding presence in the extremely competitive higher education industry.

Careful image building and creating strong brand equity would empower this institution to reach its vision to become the leading higher education institution in Southern Africa, and in committing to excellence, truly empower people.

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