



UNIVERSITY *of the*
WESTERN CAPE

Exploring the factors that influence student tertiary institution choice at Prestige Academy by applying the SNG model



A thesis submitted in fulfilment of the requirements for the degree of Masters in Commerce
in the School of Business and Finance at the University of the Western Cape

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**EXPLORING THE FACTORS THAT INFLUENCE STUDENT TERTIARY
INSTITUTION CHOICE AT PRESTIGE ACADEMY BY APPLYING THE SHETH
NEWMAN AND GROSS (SNG) MODEL**

KEYWORDS

Customer, Pupil, Student, Marketing, Consumer behaviour, Positioning, Sheth Newman and Gross model, Higher Education Institution, Tertiary institution, Private Higher Education Institution, Winter Workshop



ABSTRACT

EXPLORING THE FACTORS THAT INFLUENCE STUDENT TERTIARY INSTITUTION CHOICE AT PRESTIGE ACADEMY BY APPLYING THE SHETH NEWMAN AND GROSS (SNG) MODEL

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The research presented in this thesis seeks to understand consumer behaviour which addresses the challenges faced by a private higher education institution (PHEI) named Prestige Academy in Cape Town. This thesis drew on past research including the legislation governing secondary schools and private higher education institutions (PHEIs) in South Africa, marketing in tertiary institutions, understanding consumer behaviour, brand management of tertiary institutions and its impact on student institution choice. The study aimed to explore the factors that influenced student tertiary institution choice by evaluating the impact of the Sheth, Newman and Gross (SNG) consumption model which consist of functional value, conditional value, social value, emotional value and epistemic value on a student's decision to attend or not to attend the institution in question. This study followed descriptive research and employed a quantitative research method. A non-probability sampling type was applied by means of quota sampling. The study included a sample of 71 registered first year students at Prestige Academy and 55 registered Grade 12 pupils that attended the Prestige Academy Winter Workshop during 2017. Data was collected from the first year students by means of web-based questionnaires via Google Forms and from the Grade 12 pupils through printed self-administered questionnaires. Multiple indicators were used to measure the impact of each consumption value on student tertiary institution choice. Data analysis were conducted for both the sampled first year students and the Grade 12 pupils. The results indicated that functional value had the greatest impact on the sampled respondents' decision to attend Prestige Academy, followed by emotional value, social value and conditional value. Based on the analysis of the first year students and the Grade 12 pupils, epistemic value did not influence and will not influence the sampled respondents' decision to attend the institution. By understanding students' needs, the marketing administrators of Prestige Academy are able to employ effective marketing strategies by communicating relevant information to prospective students when selecting an institution to further their education.

DECLARATION

I declare that *Exploring the factors that influence student tertiary institution choice at Prestige Academy by applying the SNG model* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Nicole Bronwin Lombard

30 November 2017

Signed..........



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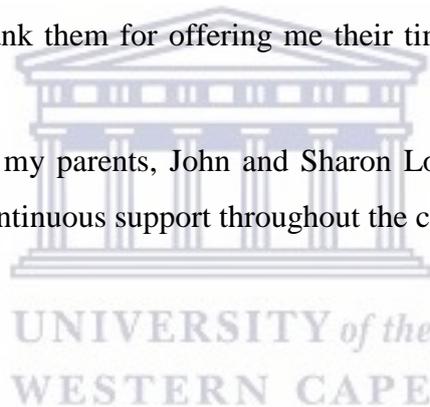


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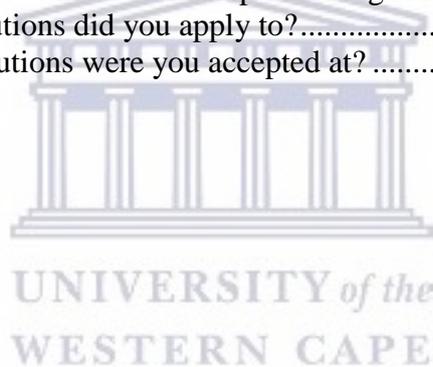
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ABBREVIATIONS AND ACRONYMS

ABET	The Adult Basic Education and Training
CAPS	Curriculum and Assessment Policy Statements
CHE	Council on Higher Education
FET	Further Education and Training
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
HSRC	Human Sciences Research Council
NSFAS	National Student Financial Aid Scheme
NEPA	The National Education Policy Act
NQF	National Qualifications Framework
NRF	National Research Foundation
NSC	National Senior Certificate
SACE	South African Council for Educators
SASA	The South African Schools Act
SAQA	South African Qualifications Authority
Services SETA	The Services Sector Education and Training Authority
SNG	Sheth, Newman and Gross model
UWC	The University of the Western Cape
PHEI	Private Higher Education Institution

CHAPTER 1

INTRODUCTION

1.1 Introduction

To ensure effective and proactive management techniques in a private higher education institution (PHEI), a clear understanding of the decision making factors that play a role when potential students select one tertiary institution over another to further their education is needed.

In South Africa, a significant increase in the number of qualifying potential students to further their tertiary studies has occurred as a result of improved matric pass rates. From 2015 to 2016, the matric pass rate increased from 70.7% to 72.5% with The Free State as the best-performing province in South Africa with a pass rate of 93.2% (Wicks, 2017).

According to the Council on Higher Education (CHE) (2017), there are 26 public universities in South Africa. As of January 2010, there are 124 registered Private Higher Education Institutions (PHEIs) and 96 provincially registered PHEIs in South Africa. Chigamba (2011, p. 66) reported in 2007 and 2008 that a total of 761 090 and 783 900 students were enrolled in the public universities respectively and that this figure was expected to grow to 836 800 by 2011. In 2013, a total of 983 698 students were enrolled in public universities (Council on Higher Education, 2017). As public universities do not have the capacity to accommodate all qualifying students that would like to further their tertiary studies, PHEIs or Further Education and Training (FET) colleges become a key consideration for such students.

According to Yusoff, Mcleay and Woodruffe-Burton (2015, p. 2), this increase in competition has placed pressure on the marketing administrators of PHEIs to find more effective ways to attract students. Therefore, marketing administrators have become more interested in how students select a tertiary institution to further their studies (Shen, 2004, p. 53).

Academic research of public universities and PHEIs are compared annually on both a national and international ranking scale (Yusoff et al., 2015, p. 2). To a certain extent, these rankings have helped to foster greater accountability as well as increased pressure on tertiary institutions to enhance their management practices (Yusoff et al., 2015, p. 2). In 2015, The University of the Western Cape (UWC) was ranked seventh in the top thirty universities in Africa (Botwell, 2015). These rankings were based on academic research papers and citations. UWC has a total of 1154.77 published articles with a citation score of 84.61 between 2009 and 2013.

Furthermore, as part of a comprehensive global university ranking, UWC was placed eighth out of 16 South African universities (Business Tech, 2017).

To be included in the rankings table, an institution must have published a minimum of five hundred research papers in the five year period assessed; with at least fifty papers per year. The criteria for this ranking illustrated the importance of conducting academic research and how the library as a service contributed to the success of completing academic papers. As a result *“the universities that are at the top of the ranking list are likely to attract and retain leading students, as the top ranked universities can offer slightly better terms and conditions as they are publishing high quality work in higher academic journals”* (Bothwell, 2015).

The South African government encourages and supports the growth of PHEIs. Padlee, Kamaruddin and Baharun (2010, p. 203) confirmed that the education sector is worth billions in today’s market, thus stressing the economic benefits resulting from tertiary education. Due to the significant growth of PHEIs, the notion of public universities as the only option to further students’ tertiary studies is greatly challenged (Jandhyala, 2005). Due to the lack of government funding, PHEIs rely on the intake of students to ensure the profitability and success of the business (St. John & Paulsen, 2000, p. 189). Varghese (2004, p. 6) confirmed that PHEIs do not receive funding from the government and in most cases do not rely on funding for its growth and expansion. Since PHEIs are self-funding, the students attending such institutions are those with adequate paying capacities (Varghese, 2004, p. 19). As a result, PHEIs must adapt their strategies to recruit students internationally as a source of funding (Jandhyala, 2005, p. 6).

The tuition fees for international students are higher than those of national students, thus foreign students are subsidising the higher education of local students (Souter & McNeil, 1996, p. 72). Mazzarol and Soutar (2002) assert that students are more inclined to opt for international education due to a lack of access to higher education, especially in Asia and Africa, as well as the availability of updated technology-based programmes. The results from a study conducted by Padlee et al. (2010, p. 202) confirmed that international students considered the qualifications of the academic staff of an institution as it validates the quality of teaching and prefer English as the language of teaching. Padlee et al. (2010, p. 202) mentioned that many other factors such as government intervention, international law, different customs procedures, varieties of languages, foreign exchange, costs, different behaviours, perception, and lifestyles are challenges for higher learning institutions to provide a quality and sustainable education programme, as well as maintaining global competitiveness. Cabrera and La Nasa (2000, p. 5) emphasise that students decide whether to apply and enrol at a particular tertiary institution.

Therefore, marketing administrators of PHEIs must understand the factors that influence students to attend an institution.

1.2 Background

PHEIs have faced many challenges such as increasing competition, both in public and private sectors. Enrolments have declined due to lack of government funding, an increase in the standard of living in South Africa, as well as the rapidly changing needs of potential students (Shen, 2004, p. 55). Also, student demand for programmes and modules have changed and public universities are unable to respond to this need (Varghese, 2004, p. 11). In addition, certain public universities are criticised in some countries for being inefficient, thus the private sector is increasingly being promoted for their efficiency in operation (Varghese, 2004, p. 11).

The subsequent growth of PHEIs has been both applauded and criticised (Levy, 2006, p. 217): those in favour of PHEIs are of the opinion that it improves student access to further tertiary education, whilst the above average programme fees are criticised. The funding of higher education is reviewed annually and recommendations are made to ensure that teaching at higher education institutions (HEIs) are sustainably financed. With increased access to funding, more students will be able to further tertiary studies. According to Browne, Barber, Coyle, Eastwood, King, Naik and Sands (2010), qualified graduates are better positioned to receive higher paid jobs and enhance the nation's strength in the global knowledge based economy.

Browne et al. (2010) support the objectives of CHE by ensuring that the quality of teaching is world class and made accessible to anyone who has the talent to succeed. Browne et al. (2010) reason that great advances have been made to ensure that all people have access to tertiary education and reported that 45% of people between the ages of 18 and 35 years enter a higher education institution (HEI). Letseka and Simeon (2008) add that South Africa's university graduation rate is 15% and is one of the lowest in the world. This statistic poses a major concern for the economy, as there is a critical shortage for high skilled labour (Letseka & Simeon, 2008, p. 1).

Improvements have been made to ensure that students from disadvantaged schools or backgrounds are given an equal chance to study for a qualification. Letseka and Simeon (2008) advise that support by way of cash for living ('maintenance') should be increased and student's studying for a part-time qualification should be given proportionate access to funding to those studying full-time.

Understanding the psychology of students' behaviour will aid in finding adequate solutions to the challenges faced by PHEIs such as effective marketing strategies to attract potential students, retain existing students and to attain the necessary resources to ensure that students complete their programmes in the minimum duration possible. Therefore, by understanding student choices, PHEIs can consider the implications of branding and positioning strategies. Alternatively, a lack of understanding of how students select a PHEI will result in ineffective marketing tactics and strategies of marketing administrators, by communicating irrelevant factors to students.

1.3 Research problem and research objectives

Public universities do not have the capacity to accommodate the entire tertiary education sector, and as a result PHEIs exploited the opportunity to provide education to the excess students. Also, PHEIs have shown significant financial growth due to it operating as a commercial business. Therefore, it becomes vital that PHEIs and especially its marketing administrators understand the consumption values that influence students to attend an institution, as well as the factors that are reliant on the consumption value. These insights will equip PHEIs marketing administrators to adapt their marketing strategies to suit students' needs effectively. Subsequently, students will be satisfied with the service delivered, relationships will be developed between students and the tertiary institution, resulting in students furthering their education at the same institution.

This study aims:

RO1: To determine if market choice is a function of the multiple consumption values.

RO2: To measure the effectiveness of the consumption values and its influence on students' tertiary institution choice.

RO3: To measure the impact of the Winter Workshop on the first year students' decision to attend Prestige Academy.

RO4: To measure the effectiveness of the Winter Workshop on the Grade 12 pupils' tertiary institution choice.

1.4 Research questions

For a PHEI to attract new students and expand their market share, it is suggested that the following research questions must be answered:

- What is the impact of the SNG model on students' tertiary institution choice?
- How does a student's choice of tertiary institution impact a PHEIs recruitment, marketing and positioning?

To investigate the choice stage in student decision making, the following minor research sub-questions were developed to explore the scope of the research questions:

1. To what extent do consumption values influence student tertiary institution choice?
2. What factors influence students' decision making when selecting a tertiary institution?
3. To what extent did Prestige Academy's Winter Workshop influence first year students to attend the institution?
4. What is the impact of Prestige Academy's Winter Workshop on Grade 12 pupils' institution choice?

1.5 Research hypotheses

The following hypotheses were formulated for this study:

H₁: Market choice is a function of multiple consumption values.

H₂: The SNG values (functional, social, conditional, emotional and epistemic) exist and are independent of each other.

H₃: Prestige Academy's Winter Workshop influenced the first years' tertiary institution choice.

H₄: Prestige Academy's Winter Workshop influences Grade 12 pupils' tertiary institution choice.

1.6 Justification for the research

The research is justified as it contributes to advancing theory and knowledge from past research findings and for its practical usefulness for PHEIs.

Hair, Black, Babin and Anderson (2010, p. 4) emphasise that it is important to investigate the factors which students consider to attend a particular tertiary institution. Cabrera and La Nasa (2000, p. 6) advise that PHEIs must understand their potential and current student requirements in such a competitive environment and provide adequate information to determine student perceptions and suggested that more emphasis is placed on student career aspirations and student choices regarding buyer behaviour (Cabrera & La Nasa, 2000). Yusoff et al. (2015, p. 11) recommend that additional research is required to understand the influence of external

sources in student tertiary institution choice. In conjunction with the theory, understanding the basis of which consumers make their tertiary institution choice will assist marketing administrators to understand students' needs (Simmons, 1997, p. 9).

1.7 Research method

The objectives of the proposed research was to build on previous academic findings regarding this topic and extend the knowledge of student decision making at PHEIs, specifically at Prestige Academy in Bellville, Cape Town.

The thesis followed descriptive research. Descriptive research is used to obtain information relating to the current status of the phenomena, by simultaneously identifying and showing respect to variables in the chosen field (Sandelowski, 2000, p. 334).

A quantitative research approach was implemented and provided essential interpretation of the results and improved the value of the research findings (Rivers, 2004, p. 11). The extent of which each of the consumption values influenced student tertiary institution choice followed a quantitative research approach by means of a pre-specific questionnaire to further the understanding of the SNG model (Simmons, 1997).

Descriptive scales combined with the findings of the first year students at Prestige Academy as well as the findings of the Grade 12 pupils that attended the Prestige Academy Winter Workshop were discussed. The findings of each of the indicators that measured the five consumption values and its impact on student institution choice were used to answer the minor research sub-questions.

1.8 Outline of thesis

The thesis is presented in a five-chapter format (Kent, 2008). Chapter one introduces the research. Chapter two explains the theoretical foundation on which the study is based and outlines the legislation that govern secondary schools and PHEIs in South Africa, as well as the processes that PHEIs must adhere to in order to operate. From the literature it is clear that PHEIs are businesses with students as customers and that it was essential for tertiary institutions to understand their customers' decision-making behaviour. Several influences were expected to affect students' decisions to attend or not to attend a particular tertiary institution.

Chapter three justifies the selected paradigm and method to gather the necessary data from the respondents. Chapter four provided the findings and interpretations from the analysis. Chapter

five explained the implications of the study and provided recommendations to the management of Prestige Academy. Also, recommendations were made for future research and the limitations of the study were addressed.

1.9 Definition and terms

Customer:

A customer is an individual who is considering to make a purchase (Rivers, 2004, p. 12).

Pupil:

It is a person under the personal supervision of a teacher in secondary school (Petrides, Frederickson & Furnham, 2004, p. 279).

Student:

In the context of a tertiary institution, it is someone who is currently studying and paying for educational services (Rivers, 2004, p. 12).

Marketing:

The activity, set of institutions, and processes for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners and society at large, by anticipating and satisfying customer needs by means of mutually beneficial exchange processes, and doing so profitably and more effectively than competitors by means of efficient managerial processes (Lamb, Hair, McDaniel, Boshoff, Terblanche, Elliot & Klopper, 2015, p. 5).

Consumer behaviour:

Understanding the behaviour of the consumer in the marketplace, by means of how the consumer selects, buys, uses and disposes of products, services, ideas or experiences to satisfy their needs and desires (Cant, 2004, p. 125).

Positioning:

Positioning is the place or position that a product or service holds in consumers' minds and is relative to the competitors' offering (Strydom, 2014, p. 118).

Sheth, Newman and Gross model:

SNG model encompasses the following values: functional value (the degree to which a product or service meets a utilitarian need for students), conditional value (when student choice depends on the situation), social value (involves choosing a product or service that projects an image that exists in the social awareness of students), emotional value (products or services that inflame positive or negative responses) and epistemic value (relates to a product or service's ability to satisfy student prying, provide new experiences or knowledge) (Simmons, 1997, pp. 52-56).

Higher education institution:

An institution registering students to complete qualifications at above the level five of the National Qualification Framework (NQF) as stipulated in the South African Qualifications Authority (SAQA) Act, 1995 (Act 58 of 1995) (Parliament of the Republic of South Africa, 1997).

Tertiary institution:

Tertiary institutions provide a range of services and facilities to students, including teaching, administrative services, computing facilities, library services, on-campus retailing, career and placement services, counselling or welfare services, health services, accommodation, catering, and sport and recreational services (Kotzé & du Plessis, 2003, p. 8).

Private higher education institution:

Institutions of higher education that provide a comprehensive range of programmes in a variety of different disciplines and undertake research in these disciplines (Rivers, 2004, p. 13). PHEIs must comply with the regulations of CHE and Senate, and do not receive government funding. Prospective students are required to have a National Senior Certificate (NSC) as an admission requirement to further their studies at PHEIs.

Winter Workshop:

This is a programme that include a trial of practical skills and theoretical knowledge of the education service offered at Prestige Academy. It is exclusive to Grade 11 and Grade 12 pupils who show interest in the institution or who want to attend the institution.

1.10 Delimitations and assumptions

Although the study was conducted at a single institution, the findings can be used as a departure point for other similar institutions for their marketing strategies.

Within this study the respondent group was large (all first year students at Prestige Academy), but it could be considered small if considered relative to the total marketplace population (all other tertiary institutions in Cape Town). Also, the study was conducted with a sample of first year students who could possibly not recall events longer than six months ago as memory fades over time.

These elements and consumption values were expected to significantly influence student tertiary institution choice: functional, emotional, conditional and social values. The accreditation of a PHEI will influence student tertiary institution choice. In addition, the brand reputation of the PHEI will influence students' future employment; thus affecting student's tertiary institution choice. Students' base their choice on the access to bursaries, study loans, the cost of the programme as well as their accessibility to the tertiary institution.

Epistemic values were expected to influence the choices of international students that do not reside in Cape Town. Students that considered and evaluated all their possible tertiary education alternatives will experience minimal possible regret on their tertiary institution choice.

It is expected that the influence of consumption values on student tertiary institution choice will differ from student to student situations. Some choice decisions may be influenced by only one value, while in other situations it was influenced by two or more values. Furthermore, Sheth, Newman and Gross (1991) indicated that some choice situations are influenced by all five values. It was expected that in some situations, some values contribute more than others.

The SNG model was applied to determine whether potential students are going to attend or not attend a particular tertiary institution. By understanding students' decision making needs, marketing administrators will be able to attract potential students and support students to ensure that they complete their programme in the minimum duration possible. The throughput rate of students influences the reputation and positioning strategies of Prestige Academy.

1.11 Conclusion

Chapter one provided the context of this study. It offered reasons why South African PHEIs entered the education markets and engaged in trading of educational services on a commercial basis. It highlighted the need for private tertiary institutions in such a competitive environment to understand their customers and specifically their decision making process, in order to attend or not to attend a tertiary institution. Based on marketing research, the SNG model that consist

of five consumption values was applied to students' tertiary institution choice and to determine the impact of each of the consumption values.

Two central research questions were specified and the minor research sub-questions listed. Two justifications for the study were discussed and the research method and the outline of the thesis was presented. Important definitions and key terms to be used in the thesis were listed and the delimitations and key assumptions of the study were indicated.

Chapter two will focus on marketing inputs which influence students to attend a particular tertiary institution.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter two provides the theoretical foundation on which the appropriate investigation is based. It begins with understanding the legislation that governs secondary schools and PHEIs in South Africa, as well as the process that PHEIs must adhere to in order to operate. This is followed by a review of relevant contributions applicable to the study, the importance of marketing in tertiary institutions and understanding the psychology of consumers. The SNG model forms the basis for this study and how it can effectively be utilised to recruit potential students to further their tertiary education at the respective institution under study. Furthermore, student tertiary institution choice will be discussed, as well as the impact of branding of tertiary institutions, as it relates to the positioning of the tertiary institution and how all of these elements holistically influence student tertiary institution choice.

2.2 Legislation governing the education system in South Africa

South African HEIs aim to achieve formal quality assurance as quality is an important aspect to higher education (Smout & Stephenson, 2001, p. 2). The objective is to ensure that graduates deliver output of high quality in the workplace. To support this objective, The Higher Education Act established a statutory committee known as the Higher Education Quality Committee (HEQC) (Smout & Stephenson, 2001, p. 1). The HEQC has been fully constitutionalised since 2001 to address quality issues in South Africa's higher education system.

2.2.1 Council on Higher Education

CHE is established as a juristic person and regulates HEIs in South Africa (Parliament of The Republic of South Africa, 1997, p. 8). The CHE established the HEQC as a permanent committee to perform quality promotion and assurance in terms of The Higher Education Act 101 of 1997. The HEQC is deemed to be accredited by the South African Qualifications Authority (SAQA) Act as an Education and Training Quality Assurance body primarily responsible for higher education.

The various functions of the HEQC include promoting student access to HEIs, promoting quality assurance in HEIs, auditing the quality assurance mechanisms of HEIs and accrediting programmes of higher education (Parliament of the Republic of South Africa, 1997, p. 9). Furthermore, HEQC provides guidance to HEIs which include promoting quality assurance, promoting research, as well as the structure and planning of higher education systems; a mechanism for allocation of public funds, student financial aid, student support services, providing advice on governance of HEIs, as well as the higher education system and the language policy (Parliament of the Republic of South Africa, 1997, p. 9).

This was achieved by introducing the SAQA Act, which established a National Qualifications Framework (NQF), administered by SAQA in 1995 (Boughey, 2002, p. 68). As part of the legislation, South African institutions of higher education have been involved in registering qualifications on the NQF since 1998. Smout and Stephenson (2001, p. 6) comment that NQF is a 'social construct' in the education system and promotes lifelong learning and mobility through the education system and skills at a national level, as well as producing students with the skills necessary to join a rapidly globalising economy (Boughey, 2002, p. 68).

Students that are registered at FET colleges are at the crossroads between school and the world of work (Powell & McGrath, 2014, p. 214). FET colleges fuel the economic development by providing intermediate to higher level skills required by the industry. The implementation of the NQF ensures a consistent and standardised level of qualifications to guarantee quality and it clearly distinguishes public universities from FET colleges and vocational training centres (Boughey, 2002, p. 68). FET colleges include experiential learning in their programmes that equip students for the workplace, by providing education and training (Powell & McGrath, 2014). Prospective students are not required to have a NSC as an admission requirement. Potential candidates are able to complete their secondary education at a FET college before furthering their tertiary education.

Boughey (2002, p. 68) explains that critical learning outcomes and critical cross-field outcomes are developed for each programme and that critical learning outcomes are more specified according to the syllabus of the module, whereby critical cross-field outcomes are more generic for the entire programme as a whole and includes: testing the students' ability to work effectively with others, as a member of a team or group, communicating effectively in visual, oral or in written presentation, solving problems through responsible decisions and critical or creative thinking, organising and managing oneself through effective time management, using

scientific resources and technology such as computers effectively and responsibly and showing understanding of systems and that problems cannot be solved in isolation.

Boughey (2002) expresses that the government aims to provide an efficient and equal system to accommodate all students by providing accessible education to South Africans. During 1998, the enrolments for tertiary education declined due to a lack of government funding as well as the increased failure rate by matriculants in the secondary education system. As a result, tertiary institutions implemented the Senate discretionary rules to admit students that have not obtained a matriculation exemption or that do not hold a NSC required for admission to HEIs (Boughey, 2002, p. 70).

The legislation governing PHEIs will be discussed in the next section.

2.2.2 Private higher education

A PHEI must be registered in terms of the Higher Education Act 101 of 1997 (Parliament of the Republic of South Africa, 1997, p. 37). According to Parliament of the Republic of South Africa (1997, p. 38), in order to register the institution, it must comply with requirements such as:

- Being financially capable to satisfy its obligations to prospective students;
- Must maintain acceptable standards that are not inferior to standards at a comparable public university;
- Comply with the requirements of the appropriate quality assurance body accredited by SAQA in terms of the South African Qualifications Authority Act, 1995 (Act 58 of 1995);
- Comply with any other reasonable requirement prescribed by the Minister of Education.

The Parliament of the Republic of South Africa (1997, p. 38) requires that registrars provide the following documentation upon granting applications:

- Entry of the applicant's name in the appropriate register of PHEI;
- Issue a certificate of registration, stating the terms of such registration;
- Provide the registration certificate to the applicant; and
- As soon as practicable after the decision, publish the certificate of registration in the Gazette.

However, Parliament of the Republic of South Africa (1997, p. 39) asserts that if the registrar does not grant the application, the registrar must advise the applicant of the outcome of the decision in writing and motivate why the application was unsuccessful.

The registrar may provisionally register an applicant that does not fulfill the requirements, if it is believed that the applicant will be able to fulfill the relevant requirements in a reasonable period of time (Parliament of the Republic of South Africa, 1997, p. 39). According to Parliament of the Republic of South Africa (1997, p. 40), the procedures to provisionally register a tertiary institution are as follows:

- Determine the period within which the applicant must satisfy the requirements for registration;
- Enter the applicant's name in the appropriate register of a PHEI;
- Issue a certificate of provisional registration, stating the terms and the duration of such registration;
- Provide the certificate of provisional registration to the applicant; and
- As soon as practicable after the decision, publish the certificate of provisional registration in the Gazette.

2.2.2.1 Certificate of registration

Parliament of the Republic of South Africa (1997, p. 40) stresses that a PHEI must visually display:

- Its certificate of registration or provisional registration or a certified copy thereof on its premises; and
- Its registration number and an indication that it is registered or provisionally registered on all its official documents.

However, if the registrar has cancelled the registration or provisional registration of a PHEI, the PHEI must return the original certificate of registration or provisional registration to the registrar within fourteen days (Parliament of the Republic of South Africa, 1997, p. 41).

2.2.2.2 Record and audits

According to Parliament of the Republic of South Africa (1997, p. 41), every PHEI must, in accordance with generally accepted accounting practice, principles and procedures adhere to the following:

- Keep books and records of income, expenditure, assets and liabilities;

- Prepare financial statements within three months of the end of the year, including at least:
 - A statement of income and expenditure for the previous year;
 - A balance sheet as at the end of the previous year; and
 - Any other information the registrar may reasonably require.

In addition, Parliament of the Republic of South Africa (1997, p. 41), states that every PHEI must, within the period determined by the registrar adhere to the following:

- Ensure an annual audit of its books, records of account and financial statements by an auditor, who must conduct the audit in accordance with generally accepted auditing standards;
- Provide the registrar with a certified copy of the auditor's report in respect of the financial statements and
- Provide the registrar any additional information, particulars or documents in the manner determined by the registrar.

2.2.2.3 Cancellations of registrations

The registrar may, on reasonable grounds, cancel any registration or provisional registration in terms of this Act (Parliament of the Republic of South Africa, 1997, p. 42). For example, if the accreditation of any programme offered by a PHEI is withdrawn, the registrar must review the institution's registration. According to Parliament of the Republic of South Africa (1997, p. 42), the steps to cancel an institution's registration includes:

- Informing the PHEI of the intention to cancel its registration or the provisional registration and the reasons therefore;
- Granting the PHEI an opportunity to make representations in relation to the intention of cancelling its registration or the provisional registration; and
- Considering such representations.

2.2.3 Secondary education in South Africa

There has been an increase in the number of policies and legislation that have been implemented and circulated in South Africa, all with the purpose of aiding transformation in education and training (Basic Education Republic of South Africa, 2014, p. 8).

The National Education Policy Act (NEPA), 1996 (Act 27 of 1996), monitors the duties and responsibilities of the Minister of Education, as well as the formal affairs between national and provincial authorities. It forms the basis for the formation of the Council on Education

Ministers and the Heads of Education Departments Committee (HEDCOM), as intergovernmental forums that collaborate on the development of a new education system (Basic Education Republic of South Africa, 2014, p. 8). Therefore, NEPA established the formulation of the general national policy and Further Education and Training policies for curriculum, assessment, language and quality assurance (Basic Education Republic of South Africa, 2014, p. 8).

According to the Basic Education Republic of South Africa (2014), the South African Schools Act (SASA), 1996 (Act 84 of 1996), is aimed at ensuring that all pupils have the right of access to quality education without discrimination and makes schooling compulsory for children aged between seven and 15 years. It provides for two types of schools, namely private and public schools. The school funding norms outlined in SASA prioritise compensation and targets poverty regarding the allocation of funds for the public schooling system. SASA was amended by the Education Laws Amendment Act, 2005 (Act 24 of 2005), which authorises the declaration of schools in high poverty areas as “no-fee schools” and by the Education Laws Amendment Act, 2007 (Act 31 of 2007) provides for the functions and responsibilities of school principals (Basic Education Republic of South Africa, 2014, p. 8).

Secondary education is regulated by the Adult Basic Education and Training (ABET) Act, 2000 (Act 52 of 2000). ABET regulates adult basic education and training which provides for the establishment, governance and funding of public adult learning centres, as well as the registration of private adult learning centres to ensure quality assurance and promotion in adult basic education and training (Basic Education Republic of South Africa, 2014).

The South African Council for Educators (SACE) implemented the Employment of Educators Act in 1998 (Act 76 of 1998) to regulate the teaching force by ensuring professional, moral and ethical responsibilities of educators as well as their competency requirements (Basic Education Republic of South Africa, 2014, p. 8).

The National Curriculum Statement from Grades R to 12 was established by the Basic Education Republic of South Africa (2014, p. 8), to create a policy statement for learning and teaching in schools. It was replaced by the Curriculum and Assessment Policy Statements (CAPS) in 2012. CAPS is a single, comprehensive and concise policy document that replaced subject and learning area statements, learning programme guidelines and subject assessment guidelines for all subjects listed in the National Curriculum Statement Grade R to 12 (Basic Education Republic of South Africa, 2014, p. 8). CAPS was implemented in South Africa as a

phased approach over a three-year period. Following the 2012 implementation in Grade one to three and 10, it was implemented in Grades four to six and 11 in 2013. Implementation was completed in 2014, with Grades seven to nine and 12 to equip scholars with the necessary skills to enter tertiary institutions (Basic Education Republic of South Africa, 2014, p. 8).

2.3 Marketing in tertiary institutions

According to Beneke (2011, p. 31), marketing performs two roles in tertiary institutions: to attract intellectual resources such as academic, administrative staff and students, and to attract financial resources such as government funding, sponsorships, donors and research funding. There are many definitions of marketing and many tertiary institutions associate the term marketing with selling and advertising.

Lamb et al. (2015, p. 5) define marketing as *the activity, set of institutions, and processes for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners and society at large, by anticipating and satisfying customer needs by means of mutually beneficial exchange processes, and doing so profitably and more effectively than competitors by means of efficient managerial processes*. In other words, organisations must understand their customers' needs and adapt the planning of its products, services, distribution, pricing and promotional strategies to suit its customers' needs.

Tertiary institutions should plan the integration of their product or service, distribution and pricing strategy accordingly and apply it to the promotion strategy, instead of trying to recruit potential students only through promotion, by means of advertising, personal selling, sales promotion and public relations (Beneke, 2011, p. 31). To ensure effective marketing strategies, marketing administrators must understand the information needs of potential students in order to attract the right students (Moogan, 2011). Information needs of students differ and will assist students in making their decision to attend the institution. For example, international students will require information pertaining accommodation, students in underprivileged areas will require information about the library resources and internet access as they might not have it at home and require funding options available to further their studies (Veloutsou, Lewis & Paton, 2004, p. 61). Thus, institutions should customise their communication strategies to suit potential students (Moogan, 2011, p. 584).

When a tertiary institution understands students' needs, it paves the way for relationship building among the parties. Berndt and Tait (2014, p. 8) define relationship marketing as *the*

process of building and maintaining profitable customer relationships by delivering superior customer value and satisfactions. Students whose needs are fulfilled will become passionate about the tertiary institution and become actively associated with the brand (Beneke, 2011, p. 33) which will lead to customer loyalty. Satisfied customers are more likely to be loyal to the brand, thus leading to repeat purchases and increasing an organisation's sales (Berndt & Tait, 2014, p. 8). Students that are committed to the tertiary institution will further their studies at the same institution; for example once a student has graduated with an undergraduate qualification from a particular institution, they will enrol for a postgraduate programme at the same institution, thus increasing customer retention (Berndt & Tait, 2014, p. 7).

Ackerman and Schibrowsky (2008, p. 309) present six environmental factors that influence customer retention, namely characteristics of institutions such as policies, curriculum faculty, student peer groups, hostel facilities, academic quality, financial aid and student involvement that includes the academic involvement, student peer involvement and the involvement with the faculty by being able to support learning by means of encouraging students to have learning relationships through the interaction with the respective environmental factors. Ensuring that the students engage with the different aspects of the tertiary institution will lead to a connection and association with the respective institution, thus retaining the students (Ackerman & Schibrowsky, 2008, p. 309).

Loyal alumni that financially commit to support the institution in future is a major benefit of student retention (Ackerman & Schibrowsky, 2008, p. 312). Berndt and Tait (2014, p. 10) claim that the longer an organisation retains existing customers, the more profitable the organisation will be. An organisation's operating costs are reduced by retaining their existing customers. Lamb et al. (2015, p. 9) reason that customers become familiar with the organisation's processes and systems, thus customers learn to be more efficient and require less assistance from staff such as accessing the online student portal. Another benefit of customer retention is that consumers become price insensitive and are prepared to pay a premium price to continue enjoying the use of the superiority service offered by the organisation, which results in an increase in the institution's base profit and revenue growth (Lamb et al., 2015, p. 9).

Furthermore, Lamb et al. (2015, p. 9) assert that referrals are a result of customer retention. According to Trusov, Bucklin and Pauwels (2009, p. 90), satisfied customers lead to positive word-of-mouth, also known as referrals. Word-of-mouth is an alternative to traditional marketing tools and Berndt and Tait (2014, p. 80) define word-of-mouth as *when existing clients share their experience with a brand or service provider to a friend or relative*, as it has

become easier for consumers to share their experiences with their family and friends. A study conducted by Mangold, Miller and Brockway (1999, p. 73) indicate that dissatisfied customers are likely to inform nine other customers about their service encounter with an organisation, whereby a satisfied customer is likely to inform five customers about their service encounter with an organisation.

It is important for organisations to exceed customer needs to gain positive word-of-mouth from their existing customers. Trusov et al. (2009, p. 90) articulate that positive word-of-mouth assists consumers to overcome resistance to use a particular brand or service by reducing their perceived risk associated with purchasing a service (discussed in chapter two, section 2.6), thus attracting new customers without the organisation incurring a lower cost and the service message is spread at a faster pace. Consumers are more likely to rely on other consumers' opinions instead of those of marketers before they make a purchase (Trusov et al., 2009, p. 91). Mangold et al. (1999, p. 74) agree that word-of-mouth referrals are more influential than advertisements. Trusov et al. (2009, p. 91) agree with Mangold et al. (1999, p. 74) and state that *these customers that are recruited through positive word-of-mouth referrals pose more long term value to the firm than customers that are recruited through traditional marketing*. Leach and Zepke (2005, p. 21) discussed the influence of educators at secondary schools over their Grade 12 pupils tertiary institution choice; particularly module educators and career guidance. Leach and Zepke (2005, p. 21) add that educators at schools are very influential, by assisting, providing advice and guidance to pupils in their decision to select a tertiary institution.

In order for an organisation to be successful, it must customise its marketing strategies to suit potential students by means of understanding consumer behaviour and its influence on purchase intentions.

2.4 Understanding consumer behaviour

Chigamba (2011, p. 66) asserts that the increase in competition and saturation in private higher education requires institutions to be more student focused. Students are exposed to diversified choices and they are much more concerned about value for money, as they have unlimited switching choices. Therefore, PHEIs must identify the factors that influence students' choices and improve their internal capabilities. Once a student has decided on a tertiary institution, their consumption process may last for three or more years.

Marketers should understand the psychology of consumers as students that are interested in tertiary studies are diverse in terms of ethnicity, values, age and socioeconomic background (Paulsen & St. John, 2002, p. 190). According to Paulsen and St. John (2002, p. 196), every consumer has an internal system of attitudes, values, beliefs and actions as is common to members of one's social class. Schiffman and Kanuk (2010, p. 338) define social class as *the division of members of a society into a hierarchy of distinct status classes, to ensure that members of each class have relatively the same status and members of all other classes have either more or less status*. Schiffman and Kanuk (2010, p. 338) reason that consumers' social class are dependent on three variables namely family income, occupational status and educational attainment. An individual's social class can be derived from their environment, family, friends, communities and schools. St. John and Paulsen (2000, p. 196) assert that an understanding of social class is critical to comprehend the role of finances in students' choice and persistence decisions. Students' social class influences how cost-conscious students are, how financial issues forms part of their tertiary institution choice and that lower income students are more sensitive to HEI costs in their decision making than upper-income students (Paulsen & St. John, 2002, p. 196).

Gbadamosi and de Jager (2009, p. 877) guarantee that student satisfaction and perception of quality positively influence students' retention rate at HEIs and advocate that PHEIs should be aware of their own offerings and how it is perceived in the marketplace to ensure that students' expectations are met (Gbadamosi & de Jager, 2009, p. 880).

An in-depth understanding of the potential higher education student decision-making process would enable HEIs to advertise their programmes in a more timely and effective way to attract the best students that are able to complete their qualification effectively and timely (Gbadamosi & de Jager, 2009, p. 878). The benefits of understanding student tertiary institution choice include: effectively identifying the strengths and weaknesses of the selected PHEI and ensuring that the marketing administrators of PHEIs utilise and apply the results to accommodate the demands of its current and potential students better than its competitors (Shen, 2004). It will strengthen the higher learning institution offerings to the foreign market (Padlee et al., 2010). The SNG model will be discussed next and how it influences student tertiary institution choice.

2.5 SNG model

Researchers have carefully considered and applied consumer behaviour principles such as implementing the SNG model. Sheth et al. (1991) identified and proposed multiple independent

consumption values to explain consumers' purchasing decisions and it includes functional value, conditional value, social value, emotional value and epistemic value, as seen in Figure 2.1. The SNG model named for its developers which are Sheth, Newman and Gross applies to understanding consumer (student) choice (Rivers, 2004, p. 56). Any, or all, of the five consumption values, depending on the situation, may influence a consumption experience. Williams and Souter (2000, p. 1416) indicate that the consumption value theory is dependent on three propositions; firstly, market choice is a function of multiple consumption values; secondly, the consumption values make differential contributions in any given choice situation; and finally, the values are independent of each other.

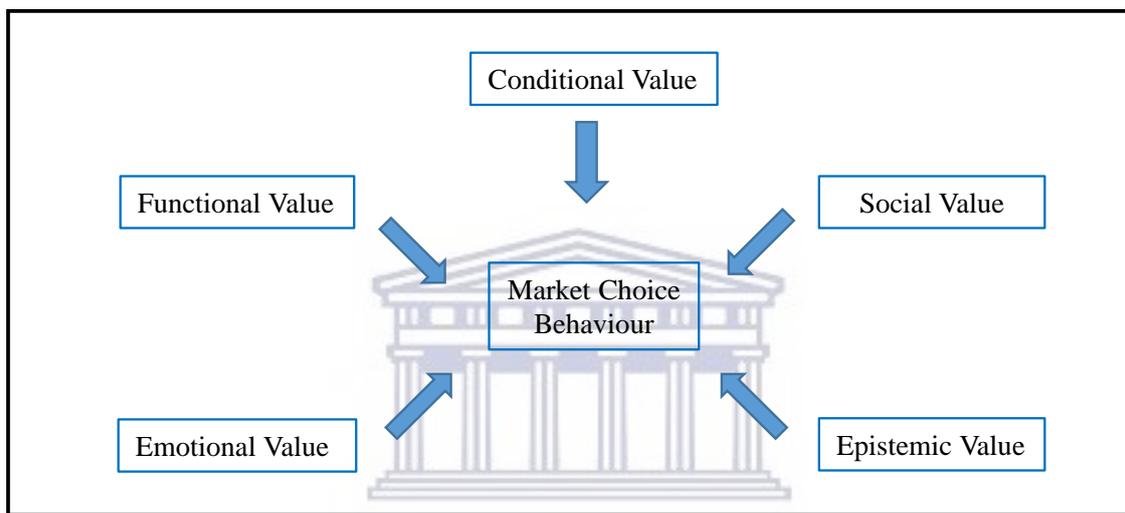


Figure 2.1 The five values influencing market choice behaviour (Sheth, Newman & Gross, 1991)

The functional value of the SNG model includes the degree to which a product or service meets a utilitarian need for students or any salient feature. With regards to tertiary institution choice, students may select a PHEI based on the tuition fees, programmes offered by the PHEI or job placements (Simmons, 1997). Jiaxin (2014, p. 20) states that functional value in higher education is associated with the benefits students perceive from their educational experiences, such as the promise of a decent salary, guaranteed employment opportunities and promotions. Veloutsou et al. (2004, p. 61) agree with Simmons (1997) and Jiaxin (2014) and emphasise that the academic quality of the tertiary institution is unquestionable for prospective students and encompasses the programmes offered as well as the quality of the faculty.

The academic quality of the institution is related to the reputation of the institution (Veloutsou et al., 2004, p. 61). Fernandez (2010, p. 116) adds that students not only consider the

programmes offered when selecting a tertiary institution, but also the suitability of the programmes by comparing the programmes offered by various institutions, evaluating it based on the availability as well as the admission requirements.

The conditional value of the SNG model is concerned with market choice decisions which are reliant upon certain factors. A student's tertiary institution choice depends on whether their application is successful to further their studies at that particular institution. A student may choose to attend a particular tertiary institution, especially if the student has not been accepted by their first institution of choice. Jiabin (2014, p. 20) indicates that conditional value consists of the size of the faculty, the number of students in a class, as well as the student's parents' opinions; all of which has the potential to influence the value of the educational experience in the eyes of a student.

Social value involves selecting a product or service that projects an image that exists in the social awareness of students (Simmons, 1997, p. 56). A student may first consider their friends and family's perception of a particular tertiary institution before engaging in further evaluation to determine if their choice is socially accepted. Fernandez (2010, p. 117) adds that parental influences has two roles; a motivational role and a proactive role. At the motivational level parents maintain high educational expectations for their children and at a proactive level parents become involved in education matters. Jiabin (2014, p. 20) identifies examples of social value in higher education as having friends and peers in classes, as well as social bonding on campus.

Emotional value includes products or services that inflame positive or negative responses. Having visible security on campus or at hostel accommodation could influence student choice. Students' emotions could include being "delighted" with the choice of programmes in their specialisation or finding modules "interesting" by being able to enjoy their field of study (Jiabin, 2014, p. 19).

Epistemic value relates to a product or service's ability to satisfy student prying and provide new experiences or knowledge. Students from rural areas and international students from countries such as Namibia and Zimbabwe, may not have been exposed to 'city life' in Cape Town and may wish to explore it, thus selecting a tertiary institution in Cape Town to further their studies. Jiabin (2014, p. 20) explores that epistemic value includes the teaching capacity and effort on the part of the faculty and academic staff in transferring knowledge to students. Maringe (2006, p. 470) argues that pull factors which attract foreigners to study in a specific

country includes economic prospects such as future employment, safe political and study environments, perceived higher educational studies in host countries, opportunities for funding and part-time work. Simmons (1997) adapted the SNG model for students' tertiary institution choice as this study focuses on the choice stage, which is the second last stage of the consumer decision making process. Schiffman and Kanuk (2010, pp. 493-498) compiled the five-stage decision making process that include problem recognition, information search, evaluation of alternatives, purchase and post purchase evaluation as depicted in Figure 2.2:

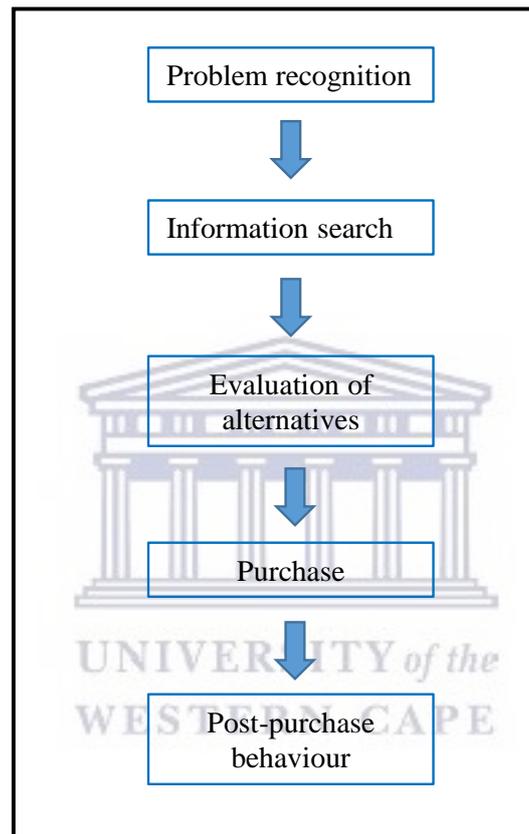


Figure 2. 2 The consumer decision making process (Schiffman & Kanuk, 2010, p. 493)

Simmons (1997) indicates that students undergo three stages when selecting a tertiary institution and includes predisposition, search and choice (Simmons, 1997, p. 11). The 'predisposition' stage indicates the students' decision to pursue tertiary studies, to enter the workforce, to join the military or to become homemakers. This is the "go or not to go" stage. The search and choice stage only affect students that decide to further their tertiary education in the predisposition stage (Simmons, 1997, p. 11). The search stage examines the factors that are important to students when they consider a particular tertiary institution, such as the cost of the programme, the reputation and location of the tertiary institution and/or whether it is a

private institution or a public university. The choice stage includes the criteria identified by the student in the search stage by comparing it to two or more tertiary institutions. The student then decides which tertiary institution will better fulfil his/her needs and make their decision (Simmons, 1997, p. 12). This thesis seeks to understand the influence of the SNG model of consumption values on student institution choice and to predict the decision to attend or not attend.

Jiaxin (2014) conducted a research study on two undergraduate elective sections and found that students' tertiary institution choice was dominated by epistemic value and conditional value. In addition, Simmons (1997, p. 57) explains that emotional and epistemic values were highly regarded. Similarly, Jiaxin's (2014) finding supports the importance of epistemic value. Furthermore, Lai, Lung and Lai (2012) examined the influence of the consumption values in determining undergraduate Chinese students' perception of their experience in higher education and reported that functional value strongly influenced student perceptions regarding their experience in higher education.

Gbadamosi and de Jager (2009, p. 880) reported that the reputation of the tertiary institution influenced student choice, the location of the institution, the qualifications offered as well as career opportunities. Cosser (2002) mentions that a recent study by the Human Sciences Research Council (HSRC) in South Africa has found that the most important influencer of tertiary institution choice is its reputation, followed by the geographical location. The location of an institution is an important factor for students in South Africa due to more than one third of students not having a suitable quiet place in their homes to study and might use library facilities (de Jager & du Plooy, 2006, p. 10). Veloutsou et al. (2004, p. 61) support this claim and state that the location of the tertiary institution as well as its surroundings will influence students tertiary institution choice.

Furthermore, students' tertiary institution choice has implications for positioning, recruiting and marketing of PHEIs. Understanding these implications are important as PHEIs operate as businesses and have marketing strategies as students are also customers. Therefore, customer behaviour is a primary concern of marketing efforts. Levy (n.d, p. 15) noted *if tertiary institutions are to develop more of a marketing orientation in dealing with future problems, more information regarding 'consumers' must be gathered*. Cabrera and La Nasa (2000, p. 6) support Levy (n.d) and recommend that PHEIs must understand prospective student expectations, as well as the factors which influence student expectations and their decision making in order to attract and retain students. Cabrera and La Nasa (2000, p. 9) reported that

the quality of the academic environment, residency status, financial aid and the social environment of the campus influenced student tertiary institution choice. In addition, St. John and Paulsen (2000, p. 192) outlined that students make their tertiary institution choice based on the academic reputation and accreditation of the tertiary institution, the availability of evening classes, part-time programmes, the duration of the programmes, proximity and the location of the campus, costs, faculty contact time, library size, parking and the institution's placement reputation. An understanding of the SNG model will assist marketing administrators to understand how their marketing strategies can add value to students and support the successful recruitment of prospective students, which will be discussed in the following section.

2.6 Recruitment of students in PHEIs

Jiixin (2014, p. 11) insists that students perceive the value derived from services as a customer orientated philosophy and asserts that public universities are now more concerned about producing employable graduates that have adequate skills and understanding of theories to meet employers' demands and standards (Jiixin, 2014, p. 14). As a result, experiential learning has become of outmost importance in PHEIs. By implementing a consumer-orientated philosophy, students are no longer treated as students, but as customers, as they are given a list of optional programmes and core modules from which to choose, rather than a fixed set of modules-providing students with a choice (Jiixin, 2014, p. 15).

Pascarella and Terenzini (2005) argue that tertiary institution choice have different impacts for students that are in different academic fields of studies. Pascarella and Terenzini (2005, p. 534) note that students pursuing a career in education, science and medicine are more selective in tertiary institution choice than students wanting to pursue a career in engineering, business and social science. Therefore, Pascarella and Terenzini (2005, p. 534) insist that student tertiary institution choice cannot be generalised and that students select a tertiary institution based on a career that they wish to pursue.

By conducting the study regularly, the SNG model will assist marketing administrators to monitor the changes in the external environment. The feedback of this study may be used to adjust the marketing strategy and regularly updating the marketing plan of the PHEI in question. This will enable marketing administrators to effectively advertise various disciplines accordingly as a result of understanding student needs (Simmons, 1997, p. 199). One might find that business management majors might rely more on functional values and marketing

administrators should advertise facts about the programme such as placement rates, career opportunities and salary scales. The arts and design faculty might steer towards the social aspects of the programme and focus on interaction between staff, students and the community by attending exhibitions.

2.7 Student tertiary institution choice

Yusoff et al. (2015, p. 8) report that students consider various factors when selecting a HEI such as a professional comfortable environment, student assessments and learning experiences, the environments of the classroom, lecture and tutorial materials, textbook and tuition fees. Student support facilities, student relationships with the academic staff, knowledgeable and responsive faculty members, staff responsiveness, assistance and feedback, as well as class sizes influence student perception when evaluating the service quality of a PHEI. Yusoff et al. (2015) emphasise that class size has an impact on student satisfaction as student dissatisfaction improves when class sizes are larger in the students' cohorts, as well as when students are taking the compulsory core modules rather than optional modules.

According to Kuh, Kinzie, Schuh, Whitt and Associates (2005), relationships between students and the academic staff are important as it influences student success at the educational institution. Students appreciate academic staff that are approachable and accessible and that show concern for their needs. Kuh et al. (2005) assert that approachability and accessibility of the academic staff inside and outside the class are required for effective student learning to take place.

Kuh et al. (2005) indicate that the classroom environment and the organisation procedures play a vital role when students select a HEI. Oldfield and Baron (2000) confirm that students spend a lot of time within the classroom environment, as such; they would prefer an environment which is comfortable and conducive for learning. Students want the classroom environment to be conducive for learning and the variables that influence this factor include the decoration, layout, furnishings, teaching and learning equipment, lighting level and cleanliness, and the lecture and tutorial rooms overall.

Particularly, influencers play a vital role when selecting HEIs. Padlee et al. (2010) conducted a study to examine the selection criteria of foreign students to further their tertiary education at a PHEI in Malaysia and reported that foreign students select their choice based on the quality of the learning environment, influencers, cost, facilities, socialisation and the location of the

campus. Padlee et al. (2010, p. 203) assert that the selection of HEIs not only influences a student's life, but the success of the student's career which has an impact on their family as well. Furthermore, mass media, parents and peers are all influencers of student tertiary institution choice.

Institutional factors impact student tertiary institution choice. Ming (2010) classified tertiary institution choice as the dependent variable and the various institutional factors as independent variables to determine the relationship between the two variables (Ming, 2010, p. 55). However, Ming (2010, p. 55) went a step further and categorised the institutional factors between two elements; fixed institution characteristics such as location, academic programmes, reputation of the tertiary institution, facilities of the tertiary institution, cost, availability of financial aid, employment opportunities, and effort of the tertiary institution to communicate with students which consists of advertising, campus visits and marketing administrators of the tertiary institution.

Ming (2010, pp. 53-54) and Baksh and Hoyt (2001) assert that the location of the institution, academic programmes, the reputation of the tertiary institution, the cost, availability of financial aid and employment opportunities have a positive relationship on students' decision to attend an institution. "Future employment" was rated as the most important factor by students when considering tertiary institutions (Mazzarol, Souter & Theins, 2000) and is influenced by the cost of the programmes and the availability of financial aid by enabling students to further their studies. The reputation of the institution provides credibility to the qualification obtained, thus making it easier for the graduate to gain employment.

The second part of the institutional factors discussed by Ming (2010, p. 55) consisted of the effort of the tertiary institution to communicate with students, by assessing the role of direct contact between marketing administrators and potential students and its impact on student tertiary institution choice. Ming (2010, p. 55) reveals that advertising has a positive relationship on student tertiary institution choice, as tertiary institution marketing through the media has grown significantly in the last 10 years, especially through radio and television to build an institutional image and to create brand awareness (Hossler, Bean & Associates, 1990). In addition, Simmons (1997, p. 180) asserts that there is a positive relationship between campus visits and student tertiary institution choice as campus visits play a vital role in student decision making, as the student can prepare him or herself where they will be spending their time daily, for example in the lecture halls, in the library and/or in the cafeteria. Ming (2010, p. 55) emphasises that marketing administrators of a tertiary institution have a positive relationship

on student tertiary institution choice as students have the opportunity to find out any information that they require to make a decision and the marketing administrators should utilise this opportunity to persuade potential students to attend the institution and it can only be achieved if the students' information needs are fulfilled (discussed in section 2.2).

Understanding the factors that influence student tertiary institution choice may assist educational institutions to improve their marketing strategies and ensure student satisfaction. Yusoff et al. (2015, p. 8) believe that PHEIs will benefit from developing relationships with their students as this will provide a competitive edge. An increase in the retention rate of satisfied students will positively benefit PHEIs, as students will further their postgraduate studies at the institution itself. Veloutsou et al. (2004, p. 72) support this claim and state that *student retention is the most important marketing objective of a tertiary institution as a relationship exist between both parties and long-term profits over the students programme duration is achieved*. One of the factors that influence student tertiary institution choice is the credibility and reputation of the institution and it can only be achieved through effective branding. Brand management of tertiary institutions will be discussed in the next section.

2.8 Brand management of HEIs

Lamb et al. (2015, p. 281) state that branding can be defined as *a name, term, symbol, design or combination thereof that identifies a sellers product's and differentiates them from a competitors products and has three main purposes, namely: product identification, repeat sales and enhancing new product sales*. According to Van Gensen (2005), branding of HEIs positively influence the recruitment and positioning strategies of tertiary institutions and is based on the quality and the credibility of the brand (Beneke, 2011, p. 34). Branding includes the labelling of the quality of graduates and the tertiary institution having the pulling power to recruit students. Secondary school pupils may aspire to be associated with these brands by furthering their studies at the respective tertiary institution. Beneke (2011, p. 31) supports Van Gensen's (2005) viewpoint and indicated that brand management of a tertiary institution is important as it assists in recruiting desirable students and ensuring the stability of tertiary institutions in the marketplace by guaranteeing that the institutions' strategic goals are achieved by outperforming competitors.

Effective branding can improve the competitiveness of tertiary institutions (Van Gensen, 2005, p. 188). Beneke (2011, p. 33) mentions that, within South Africa, PHEIs have adapted their branding landscape to selling an 'experience' or a 'lifestyle' as the service strategy and claims

that PHEIs use this approach to market themselves as a place of learning and as a place of socialising for students. Beneke (2011, p. 33) contends that the students applying to PHEIs could further their studies as a means to an end, instead of the start of an academic career or just to delay the reality of eventually pursuing a full-time job.

Hay and Van Gensen (2008) proposed a framework for branding HEIs in South Africa. The framework consists of three pillars namely ‘experience economy’, ‘relevance’ and ‘external branding’, as seen in Figure 2.3. Hay and Van Gensen (2008) indicated that the experience economy assesses the internal capabilities of a tertiary institution such as the human resources, capital, systems and processes and ensuring that it is utilised optimally. Once the internal capabilities of the institution are in order, it is important to comprehend the relevance of the institution in society by understanding the core offering of the institution, whether it is offering an entrepreneurial or a research teaching approach and its effect on corporate citizenship (Beneke, 2011, p. 36). Once the internal aspects are optimised, the last pillar can be implemented through external branding which incorporates communicating the services to external customers through web site management and public relations.

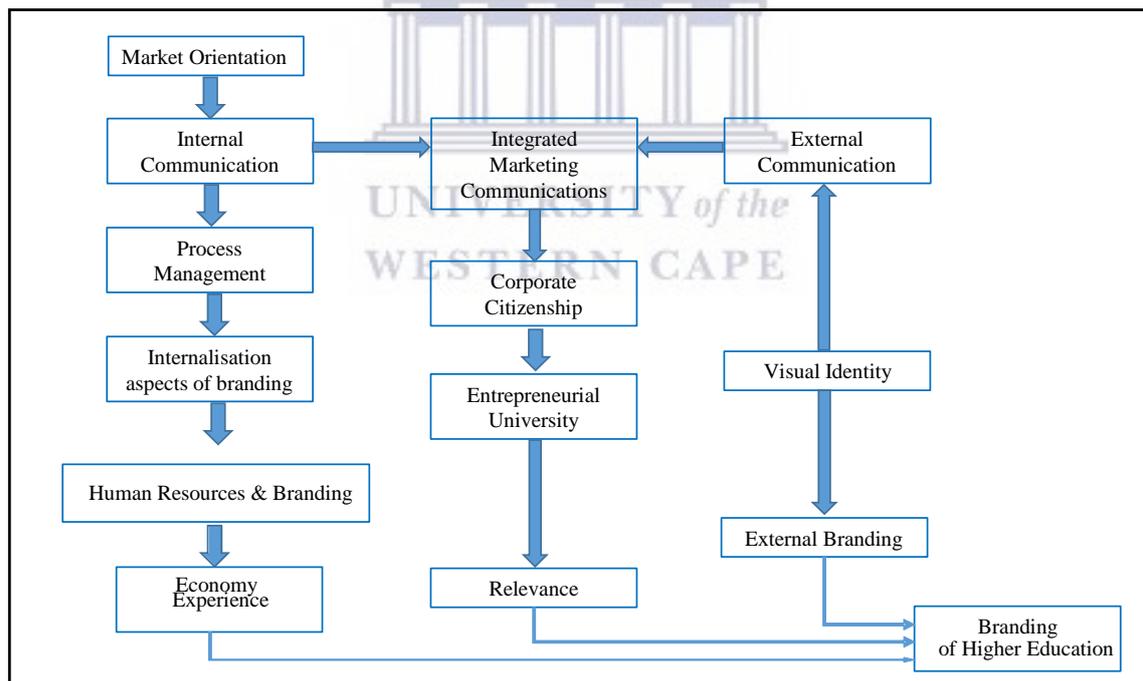


Figure 2. 3 Hay and Van Gensen's Higher Education Branding Framework (Hay & Van Gensen, 2008, p. 80)

Van Gensen (2005, p. 188) indicates that the internal practices of HEIs have a profound impact on branding as it influences their overall reputation and image. The benefits of effective institutional branding include an increase of the success rate due to an increase in graduates, as

well as enrolments at Masters and Doctorate levels. These elements will enhance the brand image of the institution (Van Gensen, 2005, p. 188).

PHEIs must effectively manage their brand name and image by providing a consistent message across various mediums to avoid confusion amongst consumers. They must ensure that their brand name, logo and patent colours are consistent as well as any internal and external correspondence (Lamb et al., 2015). For example, university letterheads, business cards and promotional material must adhere to specification illustration conformity, consistency and professionalism. Publicity should also be managed effectively, whether it is positive or negative, as this influences the brand awareness of institutions. The brand of HEIs can influence students tertiary institution choice, therefore it is important for tertiary institutions to create brand awareness by informing students about their brand, reminding students about their brand, keeping the brand name active in their minds and persuading students to further their tertiary education at the relevant institution (Lamb et al., 2015, pp. 396-398).

Stone and Gronhaug (1993) indicated that the brand of the tertiary institution plays a vital role in student decision making as it reduces their perceived risk. There are six perceived risks which include functional, physical, financial, social, psychological and time as presented in Table 2.1.

Table 2.1 Type of risks and description of perceived risks.

Type of risk	Description of the risk
functional	Relate to the standards and the quality of the teaching delivered to students.
physical	Include the level of safety on campus.
financial	Determining whether tuition fees and accomodation fees are perceived as students receiving 'value for money'.
social	Is concerned with selecting the right institution or the right type of institution.
psychological	Require moving away from friends and family to pursue their qualification at a particular institution in a different city or country.
time	Is expressed as the student being unable to transfer between institutions, should their current institution be undesirable.

Source: Adapted from Beneke (2011, p. 35)

The functional risk includes when a student starts searching for employment after completing their programme of study. However the functional risk can only be assessed after the student has already registered for a particular programme and once lectures have commenced (Beneke, 2011, p. 35). The physical risk includes the availability of security on campus and the degree to which individuals may endanger students lives or disrupt academic proceedings and cause instability on campus such as student protests (Beneke, 2011, p. 35).

The financial risk includes determining whether tuition fees and accommodation fees are perceived as students receiving 'value for money', due to the high price associated with tertiary education (Beneke, 2011, p. 35). Warwick and Mansfield (2003) and Veloutsou et al. (2004) concur that cost is the most important factor in student tertiary institution choice and the availability of financial aid influenced students decision to attend a particular institution. Fernandez (2010, p. 116) agrees with Beneke (2011), Warwick and Mansfield (2003) and Veloutsou et al. (2004) and emphasise that there is a significant negative relationship between an increase in tuition fees and student institution choice.

Social risk is concerned with selecting the right institution or the right type of institution, as the brand image influences students' tertiary institution choice. Students want to feel proud when they inform their friends and family where they are furthering their studies. Social values influence consumers' purchasing intentions (Schiffman & Kanuk, 2010, p. 250). For example, consumers update their social media profiles with their personal information and will post their education credentials on their LinkedIn account profiles. Likewise, emotional values play a vital role in branding as consumers may have a positive attitude towards a particular institution. Once students have graduated, they may still support their institution by being an alumni, and invest in their institution as a result of experiencing an emotional appeal towards the brand (Schiffman & Kanuk, 2010, p. 250).

Psychological risk includes moving away from family and friends to pursue their qualification at a particular institution in a different city or country (Beneke, 2011, p. 36). Beneke (2011, p. 36) assures that an institution's reputation minimises the psychological risk. According to Beneke (2011, p. 36), time risk is expressed as the student being unable to transfer between institutions, should their current institution be undesirable. This is due to the fact that the tuition period of institutions differ from one another and should a student trade one institution for another, they will extend their studies with a year. In this case, time risk may be seen as an opportunity cost and thus the student might rather be employed full-time and earning an income

(Beneke, 2011, p. 36). A credible brand will assist tertiary institutions with positioning in the marketplace. Positioning will be discussed in the next section.

2.9 Positioning of a PHEI

As a result of increased competition, marketing administrators of PHEIs have become more interested in how students make tertiary institution choices. Strydom (2014, p. 118) states that *positioning is the place or position that a product or service holds in consumers' minds, relative to the competitors' offering*. Competitors can be defined as *firms that are able to satisfy the same need of customers* (Lamb et al., 2015, p. 129).

Maringe (2006, p. 469) proposed that positioning involves three elements, namely developing an institutional brand (as discussed in section 2.8), deciding on the institution's target market and developing a marketing strategy to attract and retain customers (as discussed in section 2.3). Toma (n.d., p. 8) asserts that PHEIs are positioned by the number of students that are admitted to further studies at the institution, the throughput rate of students that successfully complete their programme as well as the sum of endowment and sponsored research. Furthermore, Toma (n.d., p. 8) states that having an attractive campus, faculty achievements, institution socials and the diversity of student bodies are all examples of key success factors in how students position PHEIs in their minds. PHEIs should have knowledge of their local competitors in order to adopt relevant strategies to establish and maintain their competitive advantage. However, Toma (n.d) recommends that the PHEI must present similarities to their competitors to enhance their legitimacy, particularly those they aspire to be more like. This will act as a benchmark for the institution.

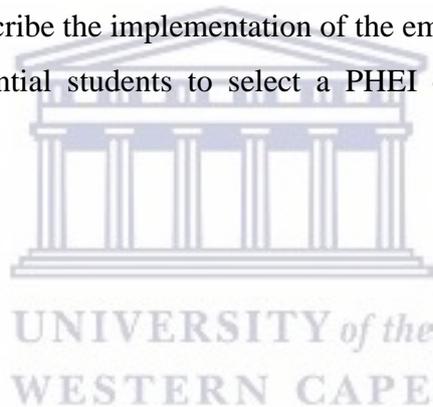
To remain competitive, PHEIs should focus on maintaining and exceeding their levels of quality as this will assist in remaining domestically and internationally competitive. Traditional students and their expectations are constantly changing. Today's higher education students comprise of not only the young and mature students, they include more working class people, more women and more part-time students (Gbadamosi & de Jager, 2009, p. 880). As a result, PHEIs should focus on meeting and exceeding student needs which are vital to ensure quality.

Quality comes from both delivering excellent teaching and learning services from academics and receiving student satisfaction (Jiaxin, 2014). HEIs are required to continuously evaluate their services and offerings in order to maintain competitiveness by means of student feedback.

Many institutions have established committees on quality assurance to coordinate work on performance (Jiaxin, 2014).

2.10 Conclusion

This chapter provided a theoretical foundation upon which student institution choice is based. It discussed the legislation that governs secondary schools and PHEIs in South Africa, as well as the process that PHEIs must adhere to. A review of relevant contributions applicable to the thesis was discussed and included the importance of marketing in tertiary institutions and understanding the psychology of consumers. The SNG model was discussed, as this model formed the basis of the thesis and how it can effectively be utilised to recruit potential students to further their education at the respective institution under study. Furthermore, student tertiary institution choice was discussed, as well as the impact of branding of HEIs, the link between the branding and the positioning of the institution and its impact on student tertiary institution choice. Chapter three will describe the implementation of the empirical study to determine the factors which influence potential students to select a PHEI over another to further their education.



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter focused on marketing inputs and its influence on students' tertiary institution choice. Chapter three describes how the empirical study was implemented by the researcher to determine the factors which influence potential students to select a PHEI over another to further their education.

The research objectives, research questions and the hypotheses will be introduced in this chapter. The research design and the research method will be discussed and how it has been applied to the SNG model, as well as the impact of the SNG consumption values on students' tertiary institution selection. The research population and the sampling procedure of selecting the respondents as well as the data collection technique will be examined. The data instrument will be explored by elaborating on the questionnaire design, wording and type of questions and the pre-testing of the questionnaire. The ethical issues regarding the study will be analysed and the reliability and validity of the study as well as the data analysis will be introduced in this chapter.

3.2 Research problem and research objectives

Student enrolments in tertiary education have grown significantly. Public universities do not have the capacity to accommodate the entire tertiary education sector, and as a result PHEIs exploited the opportunity to provide education to the excess students. PHEIs have shown notable growth due to the financial rewards available, as PHEIs operate as a commercial business. Therefore, it becomes vital that PHEIs understand the consumption values that influence students to attend an institution, as well as the factors that are reliant on the consumption value. This information will ensure that marketing administrators of PHEIs understand potential students' needs and are able to adapt their marketing strategies to suit the students' needs. In this approach, students will be satisfied with the service delivered, relationships will be developed between students and their tertiary institution, resulting in students furthering their education at the same institution.

This study aims:

RO1: To determine if market choice is a function of the multiple consumption values.

RO2: To measure the effectiveness of the consumption values and its influence on students' tertiary institution choice.

RO3: To measure the impact of the Winter Workshop on the first year students' decision to attend Prestige Academy.

RO4: To measure the effectiveness of the Winter Workshop on the Grade 12 pupils' tertiary institution choice.

3.3 Research questions

For a PHEI to attract new students and expand their market share, the following research questions will be answered:

- What is the impact of the SNG model on students' tertiary institution choice?
- How does a student's choice of tertiary institution impact a PHEI's recruitment, marketing and positioning?

To investigate the choice stage in student decision making, the following minor research sub-questions were developed:

1. To what extent do consumption values influence student tertiary institution choice?
2. What factors influence students' decision making when selecting a tertiary institution?
3. To what extent did Prestige Academy's Winter Workshop influence first year students to attend the institution?
4. What is the impact of Prestige Academy's Winter Workshop on Grade 12 pupils' institution choice?

3.4 Research hypotheses

A theory explains the correlation between variables and is based on secondary research (Berndt & Petzer, 2011, p. 30). Chapter two, section 2.5 addressed the correlation and the impact of the five consumption values on market choice behaviour. Based on the explanation, a theory is formed. The theories that researchers have developed can be classified as a research hypothesis to make assumptions and to test the relationship between variables (Berndt & Petzer, 2011, p. 30). According to Leedy and Ormrod (2005, p. 4), research hypotheses can provide a sense of direction to the researchers by focusing on related information and form statements of some of the different and possible solutions to the problem statement (Wiid & Diggins, 2015, p. 57).

Berndt and Petzer (2011, p. 30) define a hypothesis as *a formal statement that predicts an outcome or makes an assumption of possible research findings*.

The following hypotheses were formulated for this study:

H₁: Market choice is a function of multiple consumption values. The market choice decision is a function of multiple values and is the foundation of the SNG model. Consumer choices are influenced by different degrees of the multiple values reliant on the buying situation and includes functional, social, conditional, emotional and epistemic values.

H₂: The SNG values (functional, social, conditional, emotional and epistemic) exist and are independent of each other. The authors of the SNG model state that market choice behaviour is impacted by multiple values.

H₃: Prestige Academy's Winter Workshop influenced the first years' tertiary institution choice. This hypothesis measured the effectiveness of the Winter Workshop against the number of first year students that decide to attend Prestige Academy.

H₄: Prestige Academy's Winter Workshop influences Grade 12 pupils' tertiary institution choice. This hypothesis measured the effectiveness of the Winter Workshop against the number of Grade 12 pupils that decide to attend Prestige Academy.

3.5 Research design

Rofianto (2011, p. 2) defines a research design as *the blueprint in the administration of a marketing research project and describe the methods and how the data was collected*. Parasuraman, Grewal and Krishnan (2006, p. 9) define marketing research as *the method for systematic accumulation, analysing and interpretation of data in order to present management with material that would contribute to the marketing of products, services and concepts*. A research design is described by Wiid and Diggines (2013, p. 55) as a research project framework to help guide the collection of data and its analysis. The primary objective of the research would therefore determine the specific research design (Wiid & Diggines, 2013, p. 55). Bell and Bryman (2015, p. 100) argue that the final research design option undertaken by researchers may indicate the importance attached to the different dimensions of the research process and it will differ according to the nature of the study.

Wiid and Diggines (2015, pp. 66-68) identified three types of research designs namely, exploratory research, descriptive research and causal research. Exploratory studies intend to

explore a relatively unknown area and is necessary when more insight is required about a marketing problem or marketing opportunity (Wiid & Diggines, 2015, p. 66). Berndt and Petzer (2011) indicate that exploratory research is linked to qualitative methods and will be discussed in section 3.6. Wiid and Diggines (2015, p. 67) state that descriptive research assists the researcher to study the research problem in a conclusive form and select a possible course of action from various alternatives such as descriptive data which is linked to quantitative methods. Wiid and Diggines (2015, p. 69) define descriptive studies as *a statistical method used to identify patterns or trends in a situation and descriptive research permits the researcher to confirm and test existing theory to improve the understanding of the research problem/opportunity*. Wiid and Diggines (2015, p. 69) claim that causal research reveals the links between particular variables or determining cause and effect, by confirming and describing the relationship, or proves it be false.

For this study, the researcher employed a conclusive research design by means of descriptive research and utilised a cross-sectional design to answer the research questions as seen in Figure 3.1. The methodology focused on the relationship between the consumption values and students' tertiary institution choice and followed a deductive research approach. Wiid and Diggines (2015, p. 4) define deductive research as *a form of logical reasoning by validating existing theory through empirical data*. Figure 3.1 presents the two different marketing research designs and its constituents.

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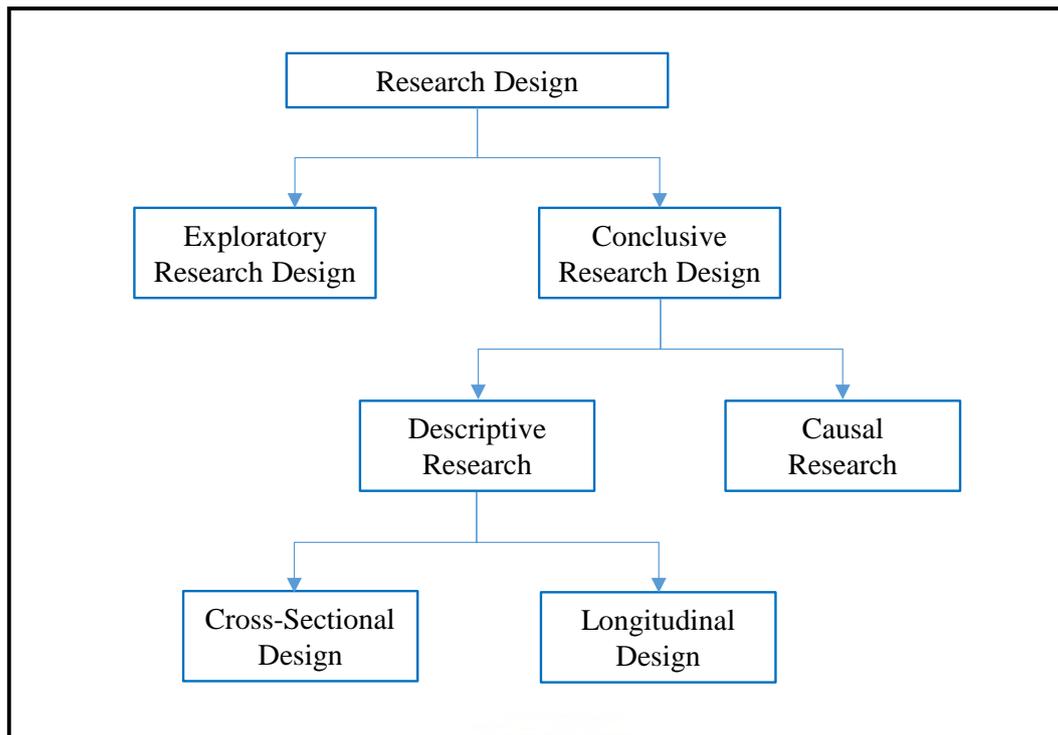


Figure 3. 1 The classification of marketing research designs. Adapted from Rofianto (2011, p. 4)

3.5.1 Descriptive research

According to Wiid and Diggins (2013, p. 57), a descriptive study can be referred to as a statistical method to identify trends in the given situation. Descriptive research identifies opportunities, threats and answers the ‘who’, ‘what’, ‘when’, ‘where’ and ‘why’ question (Wiid & Diggins, 2013, p. 57). Churchill, Brown and Suter (2004, p. 126) believe that descriptive research is suitable in situations where the researcher is able to describe the characteristics of the research problem. Wiid and Diggins (2015, p. 66) and Sandelowski (2000) mention that descriptive research may be used to obtain information relating to the current status of the phenomena, by simultaneously identifying and showing respect to variables in the chosen field.

For this study, the researcher employed descriptive research to guide the procedure of acquisition and analysis of the data. The purpose of this research was to understand the factors that influenced students’ tertiary institution choice, and it will guide the marketing administrators of the tertiary institution to focus their marketing strategies on the most influential consumption values that are evident in the findings of the research.

3.5.2 Cross-sectional design

Bell and Bryman (2015, p. 106) explain that a cross-sectional research design captures data at a single point in time from multiple sources and formulates a quantitative data set from two or more variables. Longitudinal studies are known as time series studies and involve a repetitive measurement of the same sample of elements over time (Wiid & Diggines, 2013, p. 57). Moreover, the sample of the different elements is representative for the targeted population. In this study, the researcher used a cross-sectional design, as data was collected only once from the sample. The study centred on two variables, which included 71 registered first year students at Prestige Academy in 2017, and 55 Grade 12 pupils that attended the Prestige Academy Winter Workshop during 2017.

3.5.3 Primary versus secondary data sources

There are two types of data sources namely, primary and secondary data (Wiid & Diggines, 2013, p. 85). Wiid and Diggines (2013, p. 86) explain that primary data is data that has not existed prior to the study and is thus collected for a specific purpose, and secondary data have been collected by a third party with no direct connection to the specific study. Berndt and Petzer (2011) agree that secondary data is data that already exists, as the information had been previously gathered for some or other purpose, and primary data is specifically collected to solve the marketing problem or opportunity facing management. Secondary data is valuable in that the researcher can improve their understanding of the research problem or opportunity (Wiid & Diggines, 2013, p. 86). The researcher collected primary data from the first year students by means of a web-based questionnaire through Google Forms and through printed questionnaires from the Grade 12 pupils to obtain first-hand information, to build on previous academic findings and extend the knowledge in understanding student decision making at Prestige Academy in Bellville, Cape Town.

3.6 Research method

According to Berndt and Petzer (2011, p. 45), marketing research consists of qualitative, quantitative methods and a mixed method approach. Berndt and Petzer (2011, pp. 45-47) explain that qualitative research methods assist the researcher to improve their understanding of the research problem and is exploratory in nature by generating new theory, whereby, quantitative research focus on quantifying the research problem by determining causal relationships between variables. Mixed methods involve a combination of qualitative and

quantitative research. Parasuraman et al. (2006, p. 195) and Berndt and Petzer (2011) agree that the most common research executed with a qualitative approach is exploratory research, that qualitative research involved the identification of issues and the understanding of reasoning and motives whereby quantitative research is primarily derived from statistical, mathematical or computational techniques (Wiid & Diggines, 2013, p. 59; Berndt & Petzer, 2011, p. 46).

Leedy and Ormrod (2005, p. 93) explain that before a research method type is selected, the researcher should consider the research objective, research problem and the target population attributes. Golafshani (2003, p. 597) highlights that researchers who used qualitative research also used experimental methods and quantitative measures to test hypothetical generalisations, prior to the study. Berndt and Petzer (2011) indicate that qualitative research methods include focus groups, in-depth interviews, observations, projective techniques and case studies, whereby quantitative research methods include questionnaires. The characteristics of qualitative and quantitative research methods are outlined in Table 3.1.

Table 3.1 The difference between qualitative and quantitative research methods.

Characteristics	Qualitative research method	Quantitative research method
Purpose	To understand and interpret	To test hypotheses, look for causes and effects and make predictions
Sample	Smaller, not randomly selected and non-representative	Larger, randomly selected and representative
Data collection	Unstructured (words, images or objects) focus groups, in-depth interviews, projective techniques	Structured (numbers and statistics)
Data analysis	Non-statistical (identifying patterns, features, themes)	Statistical (identifying statistical relationships)
Outcome	To develop and understanding (less-generalisable findings)	To recommend a final course of action (generalisable findings that can be applied to other populations)

Source: Adapted from Wiid and Diggines (2015, p. 65)

For the study, the researcher applied a quantitative research method and interpreted the results to improve the value of the research findings (Rivers, 2004, p. 11). Table 3.1 shows the rationale for applying a quantitative method that was used by the researcher in the study as the research methodology. The quantitative research determined the impact of each consumption value on students' tertiary institution choice by means of an adapted pre-specific questionnaire to further the understanding of the SNG model (Simmons, 1997).

3.7 The research population and sampling procedure

Berndt and Petzer (2011, p. 165) define a population as *the total collection of elements which the researcher wants to make inferences*. Burns (2000, p. 83) stresses that the respondents must be defined specifically and unambiguously and represent the population. For the purpose of the study, the research population consisted of all registered first year students at Prestige Academy (N=208) in 2017 and all registered Grade 12 pupils that attended Prestige Academy Winter Workshop during 2017 (N=150).

Burns (2000, p. 83) describes a sample as a small proportion of a target population that have similar characteristics and represented the target population. According to Zhibing (2006, p. 99), the appropriate sample size range in most quantitative research are between 30-500 respondents. For the purpose of the study, the sample consisted of 71 respondents that are registered first year students at Prestige Academy in 2017. The researcher received 70 questionnaires from the Grade 12 pupils and 55 consent forms, therefore the sample size consisted of 55 registered Grade 12 pupils that attended Prestige Academy's Winter Workshop during 2017.

There are two types of sampling, namely probability and non-probability sampling. According to Berndt and Petzer (2011, p. 173), probability sampling is applicable when units are selected at random and each unit has an equal chance of being selected. Non-probability sampling is described as arbitrary and subjective and the members of the population do not have an equal chance of being selected (Berndt & Petzer, 2011, p. 173). For the study, a non-probability sampling method was employed. The sampling methods of probability and non-probability sampling are classified in Table 3.2.

Table 3.2 Classification of sampling methods.

Probability sampling methods	Non-probability sampling methods
Simple random sampling: The population is selected individually by means of a random process.	Convenience sampling: The sample is drawn from a section of the population that is readily accessible to the researcher.
Cluster sampling: The sample is drawn from populations for which it is difficult, impractical or even impossible to compile a sampling frame of the elements.	Judgement sampling: The sample elements are selected subjectively by the researcher to be representative of the population.
Stratified sampling: The heterogeneous population is grouped into homogeneous strata that are mutually exclusive and comprehensive, then a random sample of elements is drawn independently from each stratum using either random or systematic sampling.	Snowball sampling: Is a method of judgement sampling, which is used when samples of special populations are needed.
Systematic sampling: The sample elements are drawn systematically from a complete list of the population elements.	Quota sampling: Is a combination of convenience and judgement sampling. The researcher uses census data (or other available sources) to classify the population according to relevant characteristics such as age, income, sex or geographical area.

Source: Adapted from Wiid and Diggines (2015, p. 65)

The 126 respondents were selected using the quota sampling method as described in Table 3.2. Quota sampling is a combination of convenience sampling and judgment sampling, thus can be viewed as a ‘two-stage restricted judgmental sampling’ because of the inclusion criteria variables of the sample and convenience sampling is when a sample is drawn from a selection of the population that is readily accessible or available to the researcher (Berndt & Petzer, 2011, p. 174). The relevant control characteristics in the study included being a registered first year student at Prestige Academy in 2017 and a registered Grade 12 pupil that attended Prestige Academy’s Winter Workshop during 2017.

Malhotra (1996) insists that the quota sampling may yield valid and reliable results if carefully executed. Bryman, Bell, Hirschsohn, Dos Santos, Du Toit, Masenge, Van Aardt and Wagner (2014, p. 180) advise that quota sampling is an inexpensive data capturing technique and

obtains representative samples. One of the disadvantages of quota sampling is that the interviewers often have difficulty in filling their quota and may ask relatives or friends to masquerade as the desired case, and this in turn leads to there being more similar people in the sample than is the case with a general population (Bryman et al., 2014).

3.8 The data collection

According to Berndt and Petzer (2011, p. 202), data collection refers to the task of actually collecting the responses from the sample. Wiid and Diggines (2013, p. 111) explain that quantitative techniques for collecting primary data include questionnaires, observation and experiments. Bell and Bryman (2015, pp. 192-193) state that questionnaires consist of a series of statements or questions regarding a particular topic. Observation is another form of data collection and can be described as people and situations that are being observed by and with no interference of human or mechanical methods (Wiid & Diggines, 2013, p. 109). Wiid and Diggines (2013, p. 110) explain that an experiment is similar to a test which measures the impact of a change in strategy by comparing data before and after the change was implemented. The internet has changed the way people live and communicate (Wiid & Diggines, 2015, p. 131). As a result, the researcher collected the data by using an electronic method namely a computer. Wiid and Diggines (2015, p. 131) indicate that a computer-aided self-administered questionnaire requires that the respondent completes the questionnaire by using a computer. A cut-off date for the submission of response was included in the email that was sent to the first year respondents. Responses could be submitted between 02 May 2017 and 22 July 2017. The researcher used a computer-aided self-administered questionnaire to capture the responses. The researcher designed the questionnaire on Google Forms, and obtained the respondents' email addresses from class lists and emailed the questionnaire to the respondents. The respondents were required to have internet access and a computer to navigate to a particular website where the statements were displayed. The researcher emailed the respondents requesting them to click on the link, which directed them to the web page to complete the questionnaire.

One of the advantages of web-based questionnaires are that the responses are automatically recorded, which makes the analysis process quicker and more accurate (Wiid & Diggines, 2015, p. 132). Using a web-based questionnaire eliminates non-response error, as the researcher marked all questions as 'required' to ensure that respondents answer all the statements before proceeding to the following section. The respondents were able to complete the questionnaire in their own time, thus making it more convenient for respondents to

participate in the study. The web-based questionnaire method is less costly than telephonic and personal interviews, thus eliminating the cost of printing the questionnaires. Furthermore, Wiid and Diggins (2015) state that web-based questionnaires are self-administered and eliminates interviewer bias.

A disadvantage of using web-based questionnaires is that respondents are overwhelmed with junk e-mail and numerous requests on a daily basis, thus resulting in a low response rate, as emails can be sent directly to respondents' junk mail folder (Wiid & Diggins, 2015, p. 130). Respondents could potentially ignore the questionnaire and delete it or perhaps not be aware of the questionnaire at all. Another disadvantage of web-based questionnaires is that respondents' anonymity cannot be guaranteed due to the fact that the respondents' email is addressed to the specific person at a particular address on a network. Furthermore, using a web-based questionnaire can limit the amount of respondents, as not everyone may have access to internet.

The questionnaire method for collecting the data from the Grade 12 pupils took place by means of a printed self-administered questionnaire. The cut-off date for the submission of response was included in the Grade 12 pupils' informed consent forms and the data was collected from 18 July 2017 until 21 July 2017. The researcher distributed the questionnaires to the respondents at the end of the Winter Workshop programme. The advantage of this method was that the response rate was higher than the web-based questionnaires as the data was immediately collected. The disadvantage of this method was the printing costs that was incurred to print the questionnaires and it was time consuming to conduct the data capturing and the data analysis. Furthermore, some of the respondents left certain questions unanswered, whereby in the web-based questionnaire all the questions were marked as 'required'.

3.9 Questionnaire design

Wegner (2000, p. 90) explains that a questionnaire is an important tool used to record data in a study and includes a series of questions and is designed to obtain and analyse the data for a research study (Berry & Parasuraman, 2004, p. 307).

There were slight changes made to the wording in the web-based questionnaire to differentiate between registered first year students and registered Grade 12 pupils. The wording in the questionnaire for the first years were based on past tense: what factors influenced the student to attend the tertiary institution and the wording of the questionnaire for the Grade 12 pupils

were based on future tense: what will influence the pupil to attend the tertiary institution. The screening questions varied and was relevant to the sample group. For example, the screening question for registered first year students was phrased as follows: *Are you a registered first year student at Prestige Academy?* The screening question for registered Grade 12 pupils was phrased as: *Are you a registered Grade 12 pupil?*

The questionnaire was divided into five sections that measured the five values of the SNG model and it's relation to Prestige Academy. Multiple indicators were used to measure each consumption value. Multiple indicators measuring one consumption value was grouped together to avoid confusion for the respondents and to improve the validity of the findings. A screening question was included in the questionnaire to ensure that the respondents fit the inclusion criteria and simultaneously confirming the validity of the study. The layout of the questionnaire included these seven sections:

- Section one of the questionnaire gathered participants' basic demographic information such as the students' age, nationality and their high school type.
- Section two measured the functional variables of the SNG framework by means of a five point Likert scale, providing a numerical rating to each statement regarding on how functional values influenced respondents tertiary institution choice (Maringe, 2006, p. 475). There were 10 indicators measuring functional value. The responses were scaled from 1 "strongly agree" to 5 "strongly disagree".
- Section three instructed respondents to rate particular groups of students as "most likely to attend Prestige Academy." Section three included two indicators to measure the social value of the SNG model and reflects the social groups in the tertiary institution under study. The responses were scaled from 1 "strongly agree" to 5 "strongly disagree".
- Section four measured the conditional value and included eight indicators to determine whether particular situations such as "parent(s) losing a job, family problems", would reverse their decision to attend Prestige Academy. The responses were scaled from 1 "strongly agree" to 5 "strongly disagree".
- Section five included five indicators to measure the emotional value. The emotional value seeks to understand the feeling of respondents when selecting a tertiary institution. For example, respondents might experience a feeling of "excitement" when selecting a tertiary institution or perhaps, a respondent could have experienced a "sense of fear" as they may realise that they are starting the next phase of their lives. The responses were scaled from 1 "strongly agree" to 5 "strongly disagree".

- Section six covered epistemic values and included six indicators. Respondents were asked if they planned to attend or not to attend the tertiary institution under study.
- Section seven consisted of three questions. The purpose was to evaluate the impact of the Prestige Academy Winter Workshop and its influence on the first year students' decision to attend the institution as well as the Grade 12 pupils' decision when selecting a tertiary institution.

3.10 Wording consistency and appropriate type of questions

The wording of the questions was kept simple and unambiguous in order to avoid non-response and response error by the respondents. Words used in the questionnaire matched the vocabulary level of the respondents and it assisted the researcher to fulfil the objectives of the study. The questionnaires were conducted in English, as this was the standard language of teaching and learning used at Prestige Academy.

The general format of the questionnaire is similar to that of the original authors of the SNG model. However, the original SNG model questionnaire used dichotomous questions such as “yes” or “no”. This limits students' response as respondents could only agree or disagree with the statements. Thus, for the purpose of the study, the researcher used the Likert scaling option. It allowed respondents to accurately air their views without forcing them to accept or reject a statement and it allows an adequate variance of response (Simmons, 1997).

3.11 Pretesting the questionnaire

According to Bryman et al. (2014, p. 209), a pilot study must be conducted before administering a self-completed questionnaire. Bryman et al. (2014, p. 209) point out that a pilot study ensures that all questions operate well and ensures that the research instrument as a whole functions well. The purpose of a pilot study is to identify problems that potential respondents might have in either understanding or interpreting a question (Kumar, 2011, p. 158).

The researcher approached four colleagues to complete the pilot questionnaire. The pilot respondents provided the following feedback:

- The respondents indicated that there were two options to start the questionnaire. The first option was that respondents could click on the link provided or on the ‘fill out form’ tab to start the questionnaire. Thus, in the instructions, the researcher included both options in the

introductory letter on how to complete the questionnaire which was displayed on the respondent's computer.

- There was a duplication in section five of the questionnaire. The researcher changed '*I felt confident when I decided to attend or not to attend Prestige Academy*', thus the question reads as follow: '*I felt confident when I decided to attend Prestige Academy*'.
- The respondents reported that the questionnaire did not exceed 10 minutes to complete and the instructions were clear and easy to understand and follow.

3.12 Ethical considerations

Berndt and Petzer (2011, p. 286) describe ethics as an inquiry into the nature and grounds of morality where the term morality is taken to mean moral judgments, standards and rules of conduct. The respondents were not deceived regarding the purpose of the study as it was revealed in the introductory section of the questionnaire to entice them to participate in the study. The study fulfilled the ethical considerations of respondents as no physical or emotional harm was brought upon respondents.

The researcher informed all the respondents that participating in the study was voluntary and that they were able to withdraw at any time whilst completing the questionnaire. The respondents could complete the questionnaire in their own time and the introduction of the study informed the respondents that their participation in the study is completely voluntary. The questionnaires were anonymous as the respondents were not required to disclose any personal information such as their name, surname and student numbers. In addition, the respondents' email addresses were not disclosed in the study.

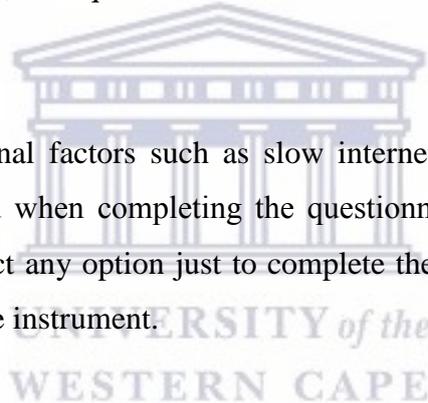
3.13 Validity and reliability of data

Van Gensen (2005, p. 73) encourages the application of quality control measures to ensure the credibility of a research study. Van Gensen (2005) adds that the two main mechanisms of quality control are validity and reliability of data. Kumar (2011, p. 178) describes validity as *the degree to which the researcher has measured what he has set out to measure*. Wiid and Diggins (2015) add that validity determines whether the research measured what it is required to measure, and performed as it is designed to perform. Kumar (2011, p. 179) describes face and content validity as *a logical link between the research questions and the objectives of the study, ensuring that the research questions cover the marketing problem under investigation*. According to this definition, face and content validity is proven in this study as all the

statements were aimed to measure the impact of the SNG model on student tertiary institution choice.

Kumar (2011, p. 181) argues that if a research tool is consistent and stable, it is said to be reliable. Wiid and Diggins (2015, p. 64) explain that a study is considered reliable if the same results can repeatedly be reproduced with a similar methodology or using the same instrument of measurement. The following factors affect the reliability of a research instrument:

- The wording of statements and questions
 - A slight ambiguity in the wording of the statements and questions can affect the reliability of a research instrument as respondents may interpret the statements and questions differently at different times, resulting in different responses. However, the researcher reformulated the statements and questions to ensure that it is as simple as possible by eliminating ambiguity, thus ensuring the reliability of the study. Furthermore, the questionnaire was reviewed and proof-read by fellow academics.
- The respondents mood
 - A change in external factors such as slow internet may negatively influence a respondent's mood when completing the questionnaire. Respondents might feel frustrated and select any option just to complete the questionnaire, thus affecting the reliability of the instrument.



3.14 Data analysis

Aaker, Kumar and Day (2004, p. 432) specified that raw data collected from questionnaires must be analysed to provide the researcher with valid and reliable findings in order to obtain conclusions and recommendations regarding the study. The study contains two types of data namely, nominal and ordinal. Berndt and Petzer (2011, p. 218) define nominal data as *descriptors of categories that are mutually exclusive such as gender, language and marital status*. The nominal data in the study include the respondent's year of study at the tertiary institution under study, the respondent's age, nationality and their high school type. Ordinal data may be defined as *statements which make use of an ordered verbal response scale such as a Likert scale* (Wiid & Diggins, 2015, p. 154). In this study, ordinal data included section two to section six in the questionnaire. The data analysis will be obtained in two phases which will be discussed next to ensure high quality in the analysis of the data.

3.14.1 Data cleaning

By using the web-based questionnaire, non-response error was eliminated as the researcher marked all the statements and questions as 'required'. This requirement ensured that the respondents answered all the statements and questions in each section; as the instruction indicated that the first section must be completed before the respondents can continue and complete the following section (Wiid & Diggines, 2015, p. 132).

For the data collection of the Grade 12 pupils, the researcher marked all the statements and questions as 'required', however, a few statements and questions were unanswered. The researcher used descriptive statistics by means of calculating the mean value to substitute for non-response error.

3.14.2 Data capturing

In the second phase, Google Forms documented the response of the respondents' completed questionnaires into a spreadsheet and stored all the data that the respondents selected. The researcher can transfer the data onto a new spreadsheet by modifying, rearranging and analysing without affecting original form responses.

The researcher coded the data of the Grade 12 pupils (refer to Appendix C) while capturing the data into a Microsoft Excel spreadsheet (refer to Appendix D).

Google Forms and Microsoft Excel were used to obtain a clear analytical and visually descriptive summary of responses such as the demographics of the respondents, as well as the factors that influence student tertiary institution choice by graphically presenting the data with the use of pie charts and bar charts. Each of the pie charts and bar charts were discussed and interpreted and referred back to the literature to substantiate the interpretations of the findings.

3.15 Conclusion

This chapter described how the empirical study was implemented by the researcher to determine the factors which influenced potential students to select a tertiary institution over another to further their education.

The research objectives, research questions and the research hypotheses were examined in this chapter. The research design and the research method were analysed and its application to the SNG model, as well as the impact of the SNG model on students' tertiary institution selection. The population and the sampling procedure of selecting the respondents was explored, as well as the data collection procedure. The technical aspects of the questionnaire was elaborated on,

including the design of the questionnaire, wording and the type of questions and the pre-testing of the questionnaire. The ethical issues regarding the study, the reliability and validity of the study were reviewed. Finally the data analysis was introduced in this chapter.

In chapter four, the data analysis of the first year students at Prestige Academy will be explained followed by the data analysis discussion of the Grade 12 pupils. The findings of each of the indicators that measured the five consumption values, and its impact on student institution choice will be examined.



CHAPTER 4

DATA ANALYSIS

4.1 Introduction

Chapter three addressed the methodology of the study. This chapter will discuss the analysis and the interpretation of the data.

As indicated in chapter three, two questionnaires were used as data collection instruments for this study. One of the questionnaires were emailed via Google Forms to the registered first year students (n=71) at Prestige Academy in 2017, and the second questionnaire was printed and distributed to the Grade 12 pupils (n=55) that attended the Prestige Academy Winter Workshop during 2017. The data analysis of the first year students at Prestige Academy will be discussed followed by the data analysis discussion of the Grade 12 pupils. The findings of each of the indicators that measured the five consumption values and its impact on student institution choice will be examined. Finally, the examination and the discussion of the minor research sub-questions and the research hypotheses will be analysed.

4.2 Data analysis of the first year students

Question 1

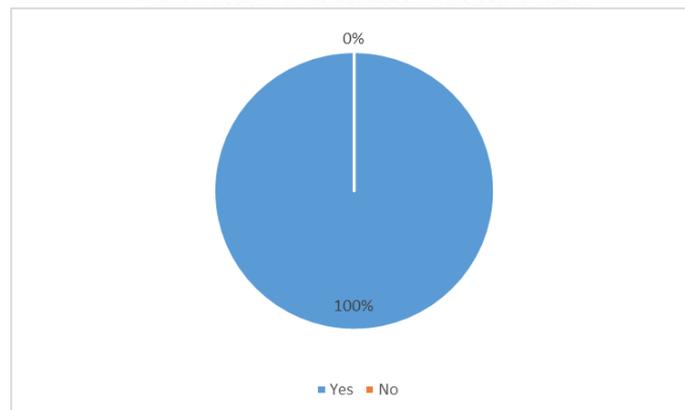


Figure 4. 1 Are you a registered first year student at Prestige Academy?

As depicted in Figure 4.1, all the respondents were registered first year students at Prestige Academy. The screening question validates the inclusion criteria of the respondents and the validity of the study.

SECTION ONE

Section one focuses on understanding the demographics of the respondents and included three questions for the purpose of gathering information regarding the respondents' age, nationality and their high school type.

Question 2

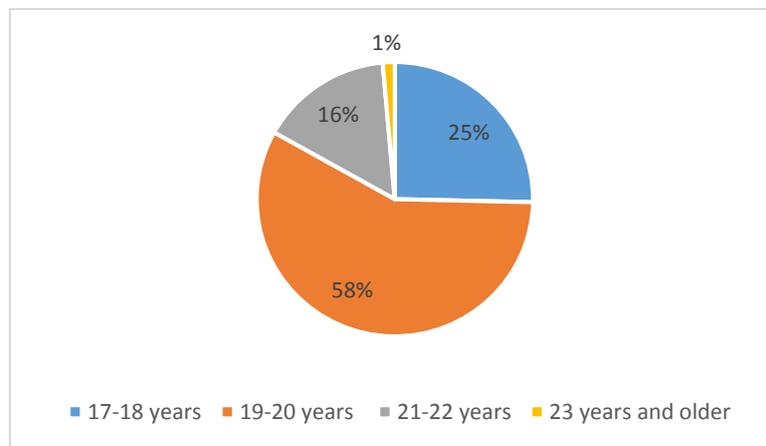


Figure 4. 2 Age of respondents

As seen in Figure 4.2, a 58% majority of the respondents sampled were aged between 19 and 20 years. This indicates that a significant number of the respondents completed their secondary schooling during 2016 and that the first year students' ages are in line with the assumed ages of an undergraduate (First Year University Student Survey, 2007, p. 10). In addition, 25% of the respondents indicated that they are aged between 17 and 18 years old. Furthermore, 16% of the respondents indicated that they were aged between 21 and 22 years old and one percent of the respondents indicated that they were aged 23 years and older.

Question 3

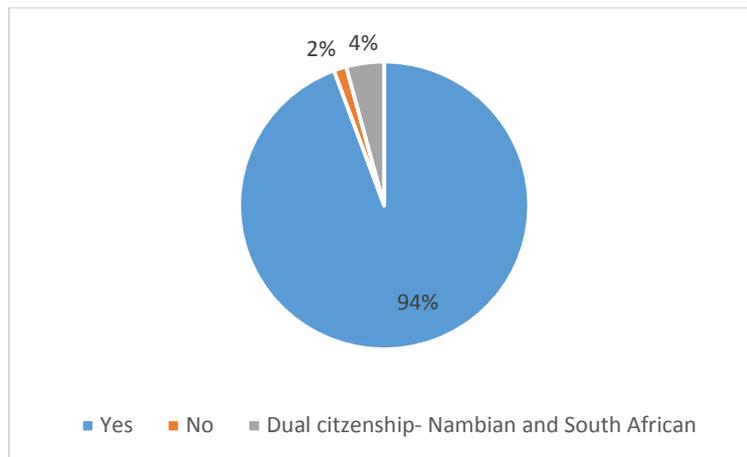


Figure 4. 3 Are you a South African?

Figure 4.3 shows that a significant number of the respondents representing 94% are South African citizens and indicates that the epistemic consumption value did not influence the respondents' decision to attend Prestige Academy. However, two percent of the respondents indicated that they are foreigners, and four percent of the respondents indicated that they have dual citizenship, meaning that they are both Namibian and South African citizens. This finding confirms Maringe's theory (2006, p. 470) as discussed in chapter two, section 2.5 of the study, in which the pull factors were identified that attracts foreigners to study in a specific country.

Question 4

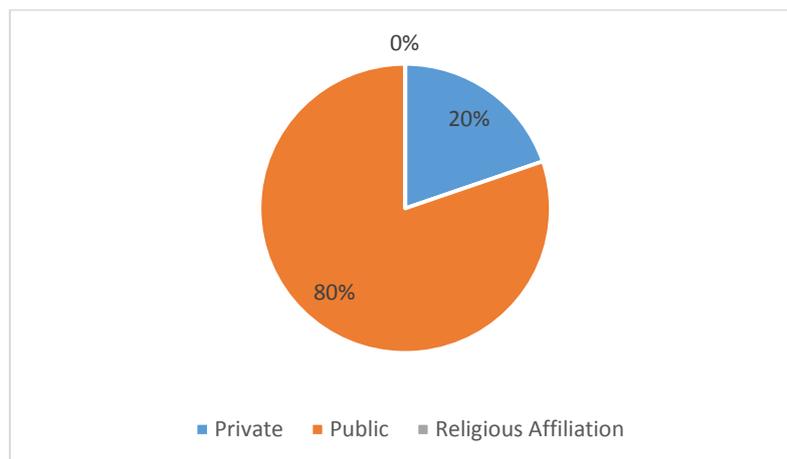


Figure 4. 4 High school type

As depicted in Figure 4.4, 20% of the respondents indicated that they attended a private secondary school and chose to attend Prestige Academy because they are familiar with the setting in a private institution, thus they could be satisfied with the class sizes in private secondary schools and expect the same level of service quality in tertiary education. Eighty percent of the respondents indicated that they attended a public secondary school and selected Prestige Academy due to the individual attention that lecturers offer students compared to public universities. This is due to the class size, as there are less students in a class within the private sector. This showed that the respondents selected Prestige Academy based on the functional consumption value as mentioned by Yusoff et al. (2015, p. 8) in chapter two, section 2.7 of the study. In addition, none of the respondents indicated that they attended a religious affiliation secondary school or any other type of high school other than the three types that have been mentioned.

SECTION TWO

Section two measured the functional variables of the SNG model by means of a five point Likert scale. As described in chapter two, section 2.5, the functional value in higher education is associated with the benefits students perceive from their educational experiences. There were 10 indicators measuring functional value. The responses were scaled from 1 “strongly agree” to 5 “strongly disagree”.

Question 5

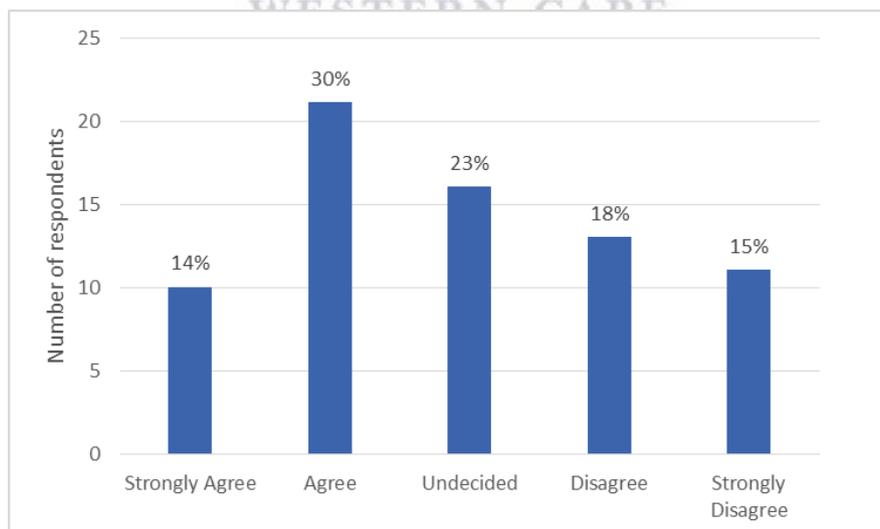


Figure 4. 5 I decided to study at Prestige Academy because it is close to my home

As seen in Figure 4.5, 44% (sum of strongly agree and agree) of the respondents indicated that they selected Prestige Academy due to the location of its campus and shows that students prefer to study at an institution that is in close proximity to their neighbourhood. Studying at an institution close to a respondent's home reduces travelling time and expenses, as the students do not need to live in a residence or a hostel for the duration of their studies. This weakens the impact of the epistemic consumption value on students' decision to attend the institution. Padlee et al. (2010) support this finding, as foreign students select their tertiary institution of choice based on the cost and the location of the campus, as discussed in chapter two, section 2.7 of the study. A total of 33% (sum of strongly disagree and disagree) of the respondents indicated that the location of Prestige Academy did not influence their tertiary institution choice.

Question 6

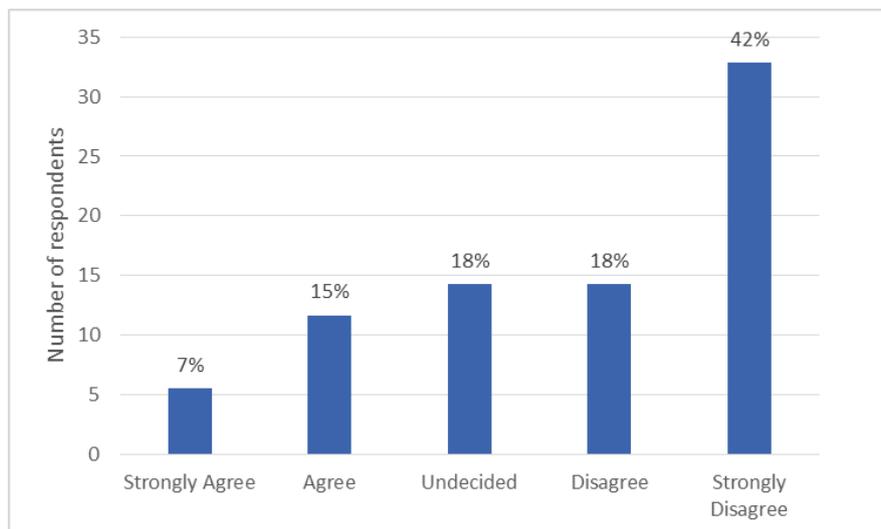


Figure 4. 6 I decided to study at Prestige Academy because I could not gain entrance to a university

Figure 4.6 depicts that a significant number of the respondents representing 60% (sum of strongly disagree and disagree) indicated that not being accepted at a university did not influence their decision to study at Prestige Academy. This finding may mean that respondents were accepted at more than one tertiary institution, other than Prestige Academy, or that the respondents considered or were influenced by other factors when deciding to study at Prestige Academy. In addition, 22% (sum of strongly agree and agree) of the respondents indicated that they decided to study at Prestige Academy because they could not gain entrance to a university. This finding supports the result of question 38, whereby 62% of the respondents indicated that

they were only accepted at one institution and enhances the impact of the conditional consumption value on students' decision to attend the institution.

Question 7

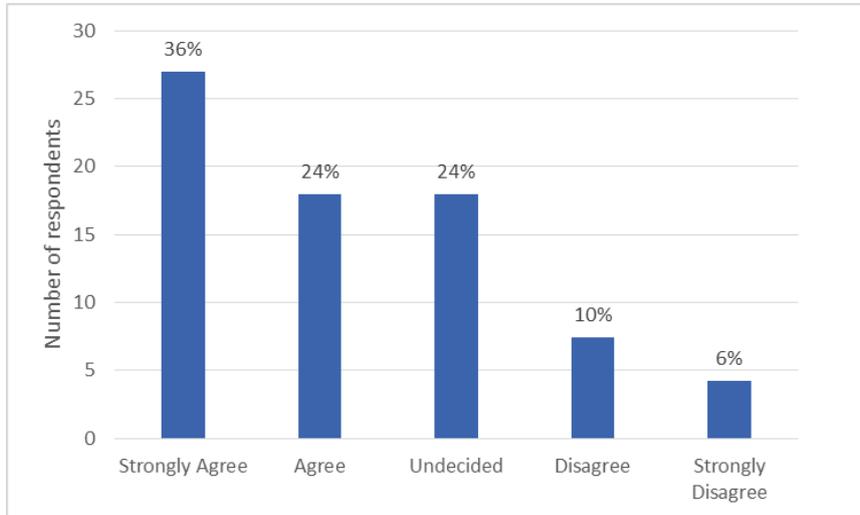


Figure 4. 7 I decided to study at Prestige Academy because there are fewer students in a class compared to a university

As illustrated in Figure 4.7, 60% of the respondents (sum of strongly agree and agree) decided to study at Prestige Academy because there are fewer students in a class compared to a university. This indicates that class size plays a vital role in students' decision making, and enhances the influence of the functional consumption value, as explained by Yusoff et al. (2015, p. 8) in chapter two, section 2.7 of the study. This result supports the finding of question four, as the majority of respondents were in public secondary schools and decided to further their tertiary studies at a PHEI. A total of 16% (sum of strongly disagree and disagree) of the respondents disagree with the statement and stated that the number of students in a class did not influence their decision to further their studies at Prestige Academy.

Question 8

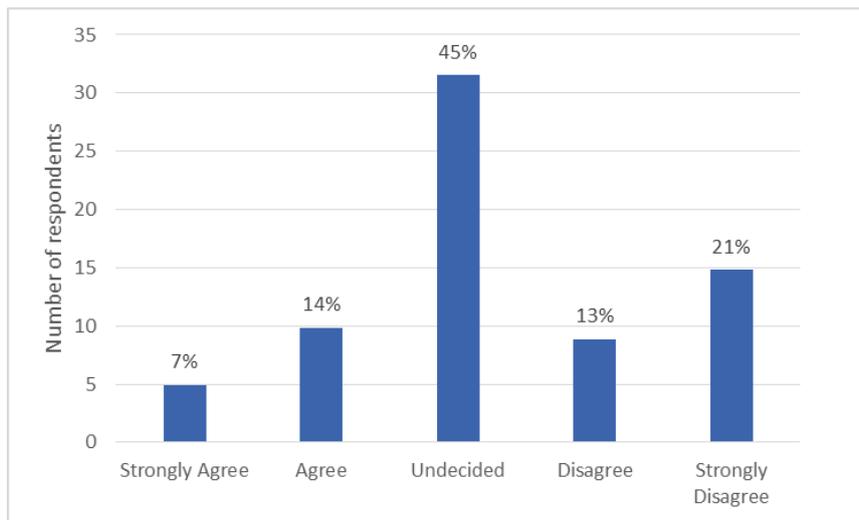


Figure 4. 8 I decided to study at Prestige Academy because of the good facilities at its residence/hostel

Figure 4.8 graphically illustrates that a substantial number of the respondents (45%), indicated that they neither agree nor disagree with the statement. This finding shows that the hostel facilities could have influenced or not influenced the respondents' decision to study at Prestige Academy. Thirty four percent (sum of strongly disagree and disagree) of the respondents indicated that they disagree with the statement. A reason for this could be that the respondents reside close to Prestige Academy, as reported in question five. Thus, the respondents did not require accommodation and therefore are not familiar with the facilities at the hostel and could therefore not rate it.

Question 9

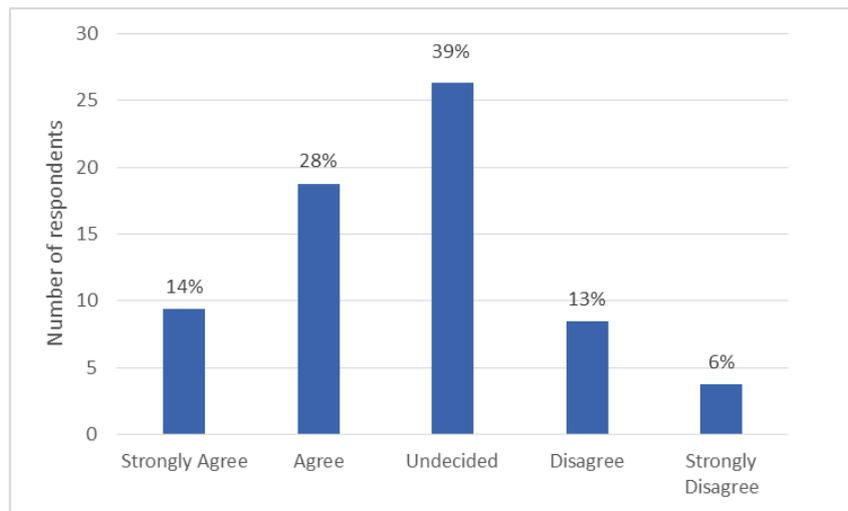


Figure 4. 9 I perceive Prestige Academy's tuition and residence/hostel fees to be good value for money

As seen in Figure 4.9, 39% of the respondents indicated that they did not agree nor disagree with the statement. This shows that the students are not aware of competitors' pricing for the same programme that they are enrolled for and are not aware of competitors' hostel facilities and the prices thereof. In addition, students might not be aware of Prestige Academy's fees structure for their programme and/or hostel facilities if they are not financially responsible for the fees. Furthermore, 42% of the respondents indicated that they strongly agree and agree with the statement. This result could indicate that the respondents are satisfied with the teaching service that is rendered by Prestige Academy, and with the supporting systems to enable effective teaching. This finding strengthens the impact of the functional consumption value on students' decision to attend the institution.

Question 10

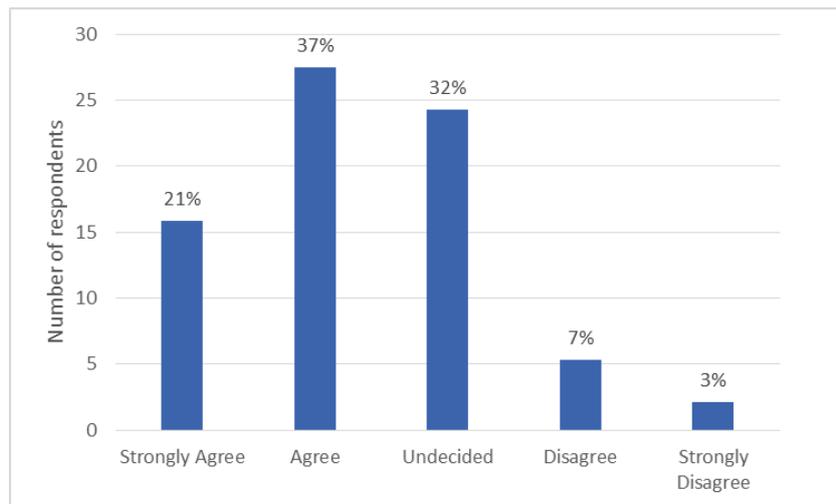


Figure 4. 10 I was drawn to Prestige Academy because of its effective marketing campaigns

As depicted in Figure 4.10, more than half of the respondents representing 58% (sum of strongly agree and agree) indicated that they were drawn to Prestige Academy due to its effective marketing campaigns. This indicates that the marketing department's promotional activities such as school exhibitions, advertisements, and open days are effective in creating brand awareness in the market place. This finding concurs with Ming's (2010, p. 55) finding that reports that advertising has a positive impact on student tertiary institution choice, as discussed in chapter two, section 2.7 of the study.

In addition, 32% of the respondents indicated that they neither agree nor disagree with the statement, whereby the respondent's decision to attend Prestige Academy could have been influenced by other factors. As discussed in chapter two, section 2.3, marketing administrators must understand the information needs of potential students and adapt their marketing strategies to meet the needs of each student. Moreover, 10 percent of the respondents indicated that Prestige Academy's marketing activities did not influence their decision to attend the institution.

Question 11

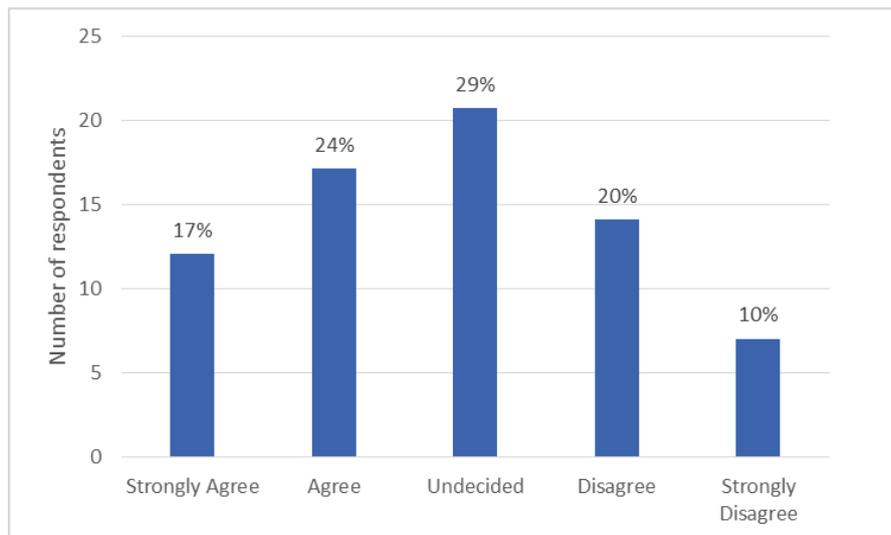


Figure 4. 11 I decided to study at Prestige Academy because they have many social activities for students

As presented in Figure 4.11, 41% (sum of strongly agree and agree) of the respondents indicated that Prestige Academy's social activities influenced their decision to attend the institution. This indicates that the students understand the importance of balancing academia and student social life by engaging in the social activities such as the Potjie Kos competition, Trivial Dance, Spring Ball, Women's Evening, beach clean-ups, Sunflower Drive, Easter egg drive, Blanket and clothing drive and Community Outreach programmes. Overall, 29% of the respondents were unsure of the impact of the social activities at Prestige Academy on their decision to attend the institution, and 30% of the respondents indicated that they disagree (sum of strongly disagree and disagree) with the statement. Beneke (2011, p. 33) claims that PHEIs sell an 'experience' as a service strategy and uses this approach to market themselves as a place of learning and as a place of socialising for students.

Question 12

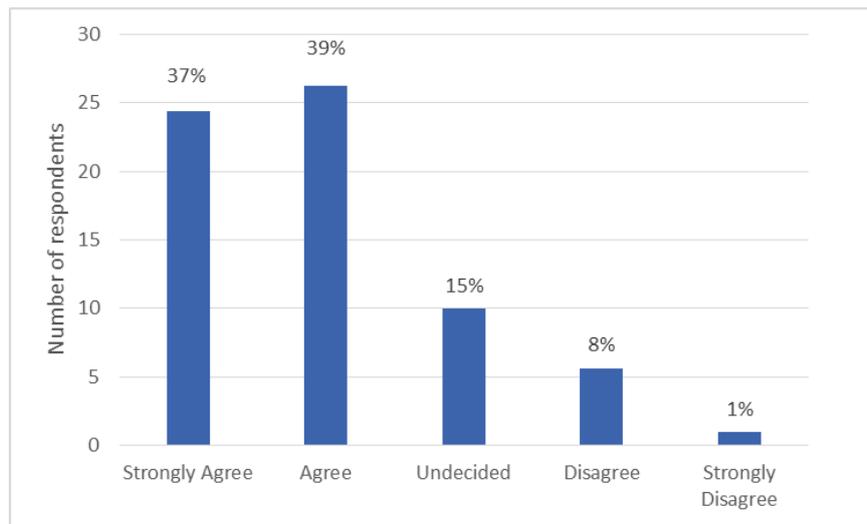


Figure 4. 12 I decided to study at Prestige Academy due to its good academic reputation

As illustrated in Figure 4.12, 76% of the respondents indicated that they selected Prestige Academy to further their studies due to its good academic reputation. This indicates that students select an institution based on credibility and the reputation of a brand. Gbadamosi and de Jager (2009, p. 880) confirm this finding and reported that the reputation of the tertiary institution, location of the institution, the qualifications offered as well as career opportunities influenced student choice as discussed in chapter two, section 2.5 of the study. This is important as employers consider the institution where candidates have studied when selecting potential employees for a position. In addition, it is important to students to select a tertiary institution where the throughput rate of students is high as it provides reassurance of the quality of teaching to students.

Question 13

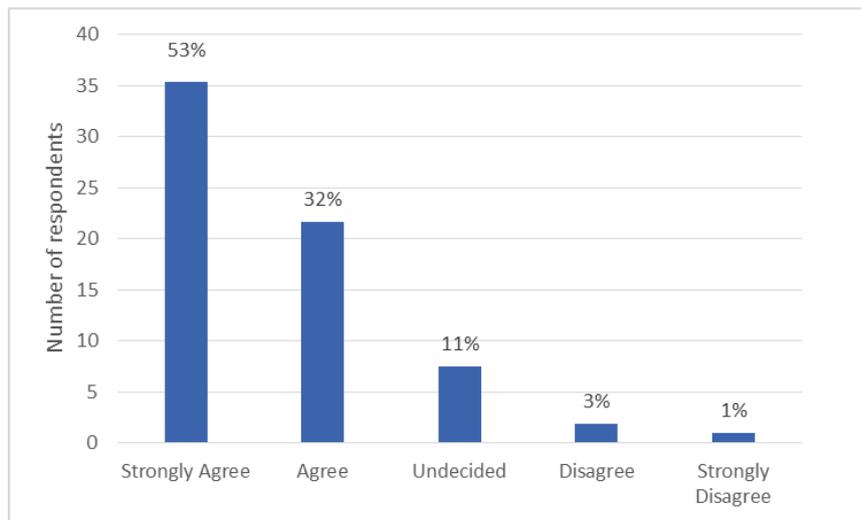


Figure 4. 13 I was drawn to Prestige Academy because it prepares graduates for a career by incorporating experiential learning into the syllabus

As seen in Figure 4.13, 85% (sum of strongly agree and agree) of the respondents indicated that the experiential learning component of the syllabus influenced their decision to study at Prestige Academy. This finding shows that students want to be equipped with education and training after completing their programme, in order to be prepared for their career. In the corporate industry, employers are seeking employees that have the complete package (a formal qualification and experience), and Prestige Academy offers both. This finding is supported by Jiaxin (2014, p. 14) who reported that public universities are now more concerned with producing employable graduates that have adequate skills and understanding of theories to meet employers' demands and standards as discussed in chapter two, section 2.6 of the study. As a result, experiential learning has become of utmost importance in PHEIs.

As part of the requirement to pass a programme at Prestige Academy, students are required to apply for an internship or in-service training at an organisation of their choice and in their designated field and to compile a portfolio of evidence covering all topics that they have learnt during their internship or in-service training and supporting the theory that was taught in the programme to enhance their knowledge, thus making them employable and gaining a competitive advantage over students from other institutions that apply for the same position.

Question 14

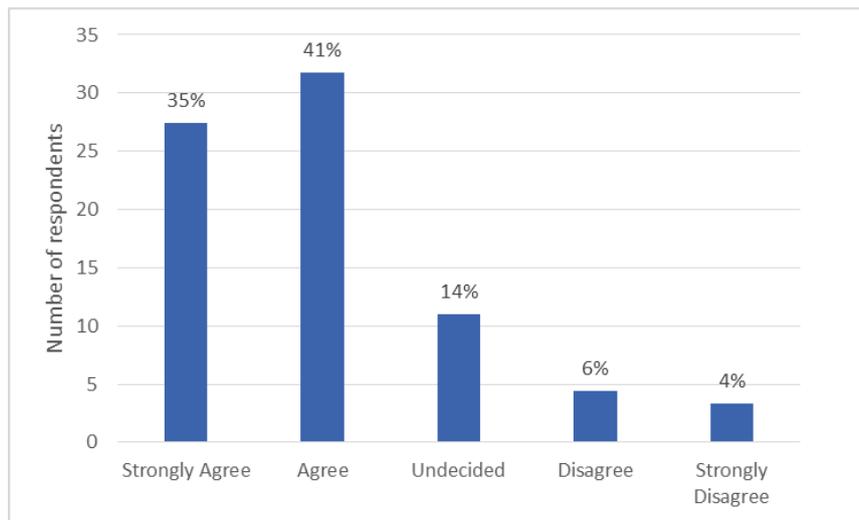


Figure 4. 14 I decided to study at Prestige Academy because of the learning facilities and resources on campus

As depicted in Figure 4.14, a substantial number of the respondents representing 76% (sum of strongly agree and agree) indicated that the learning facilities and resources on campus influenced their decision to study at Prestige Academy. This shows that the library, access to the library database, the lecture halls, availability of printers, computer and internet access is important to students as it enhances their learning. This finding is reinforced by de Jager and du Plooy (2006, p. 10) who report that learning facilities are important for students in South Africa because more than a third of all students do not have a suitable quiet place in their homes to study and might use library facilities to study, as mentioned in chapter two, section 2.5 of the study.

SECTION THREE

Section three instructed respondents to rate particular groups of students as “most likely to attend Prestige Academy.” Section three included two indicators to measure the social consumption value of the SNG model (as described in chapter two, section 2.5) and reflects the social groups in the tertiary institutions under study. The responses were scaled from 1 “strongly agree” to 5 “strongly disagree”.

Question 15

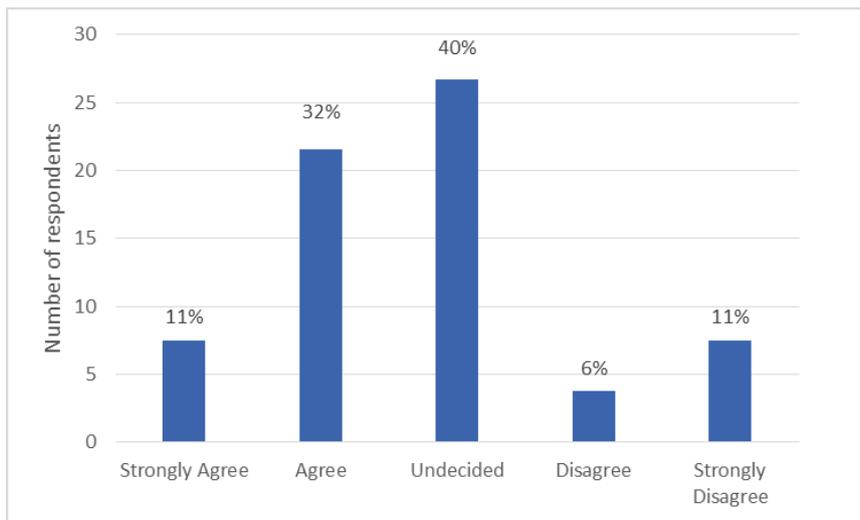


Figure 4. 15 People who enjoy social activities are most likely to attend Prestige Academy

As illustrated in Figure 4.15, the majority of the respondents representing 43% (sum of strongly agree and agree) indicated that they agree with the statement and highlights the influence of the social consumption value on students' institution choice.

In addition, 40% of respondents indicated that they did not agree nor disagree with the statement. These results support the findings of question 11, whereby 30% of the respondents indicated that they did not agree nor disagree with studying at Prestige Academy due to its social activities.

Question 16

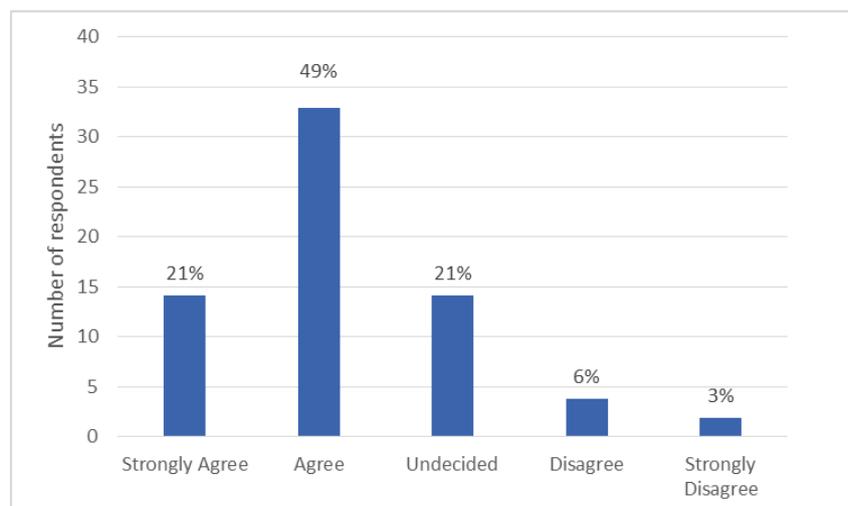


Figure 4. 16 People who take their studies seriously are most likely to attend Prestige Academy

Figure 4.16 indicates that a substantial number of the respondents representing 70% (sum of strongly agree and agree) agree with the statement. This finding concurs with the results of question 12 and reflects the student’s perception about Prestige Academy as a brand. The results show that the respondents have a positive perception about the institution and perceive Prestige Academy to have a good academic reputation.

SECTION FOUR

Section four included the conditional value (as described in chapter two, section 2.5) and incorporated eight indicators to determine whether particular situations such as “parent(s) losing a job, family problems”, would reverse their decision to attend Prestige Academy. The responses were scaled from 1 “strongly agree” to 5 “strongly disagree”.

Question 17

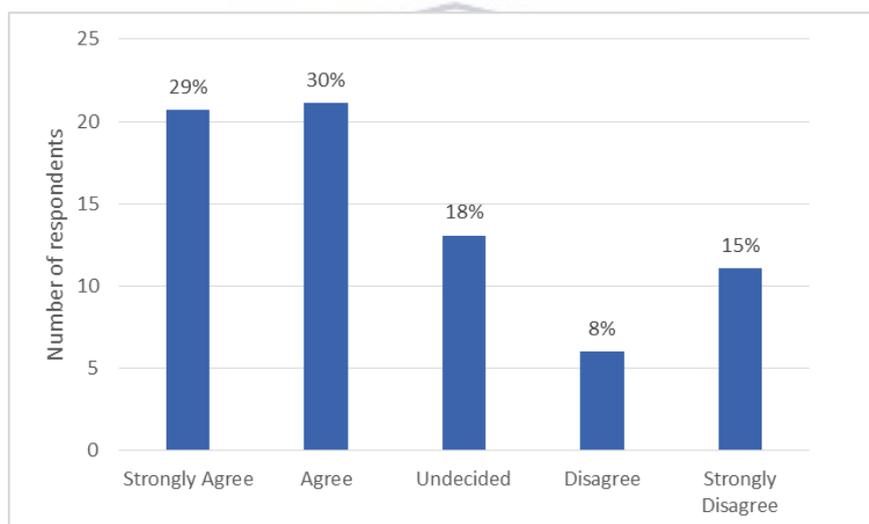


Figure 4. 17 It would have influenced my decision to attend Prestige Academy if my parent(s)/guardian(s) became unemployed

As depicted in Figure 4.17, more than half of the respondents representing 59% (sum of strongly agree and agree) indicated that they agree with this statement. This result confirms the interpretation of question nine, whereby students might not be aware of Prestige Academy’s fees structure for their programme and/or hostel facilities if they are not financially responsible for the fees, and a parent or a guardian is. Thus, if the student’s parent or guardian becomes unemployed, it will influence the student’s decision to attend the institution, as the parent or guardian will not be financially capable to pay the student’s tuition fees. This finding is

supported by Paulsen and St. John (2002, p. 196) which suggests that a student's social class influences how cost-conscious students are and how financial issues forms part of their tertiary institution choice.

In addition, 18% of respondents indicated that they neither agree nor disagree with the statement. Furthermore, 24% of the respondents indicated that they disagree with the statement and that it would not influence their decision to attend Prestige Academy if their parents become unemployed, as they could have applied for financial aid or a scholarship that would enable them to attend the institution.

Question 18

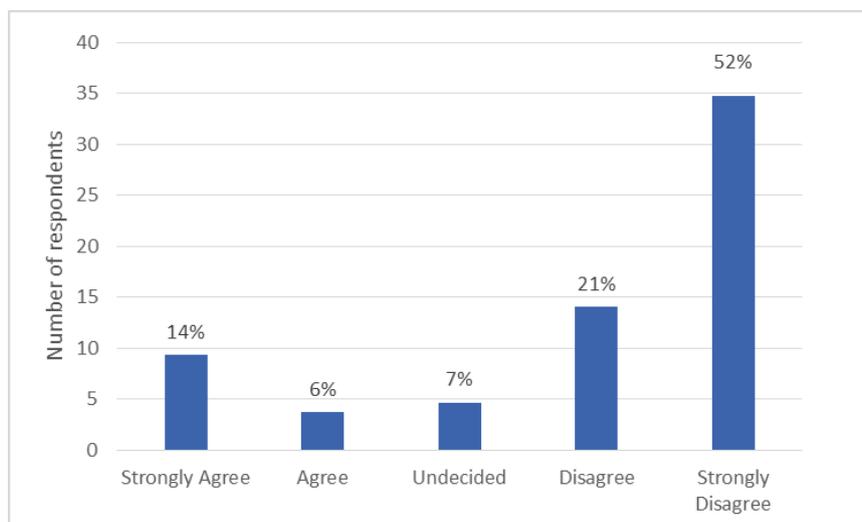


Figure 4. 18 I decided to attend Prestige Academy because I did not get into my 1st choice of institution

A significant number of the respondents representing 73% indicated that they strongly disagree and disagree with the statement and that Prestige Academy was not their second choice, as shown in Figure 4.18. This result is supported by the feedback of question 38, whereby 35% of the respondents indicated that they were accepted at two or three institutions and three percent of the respondents indicated that they were accepted between four or five institutions. This finding reduces the strength of the conditional consumption value and its impact on the student's decision to attend the institution.

Question 19

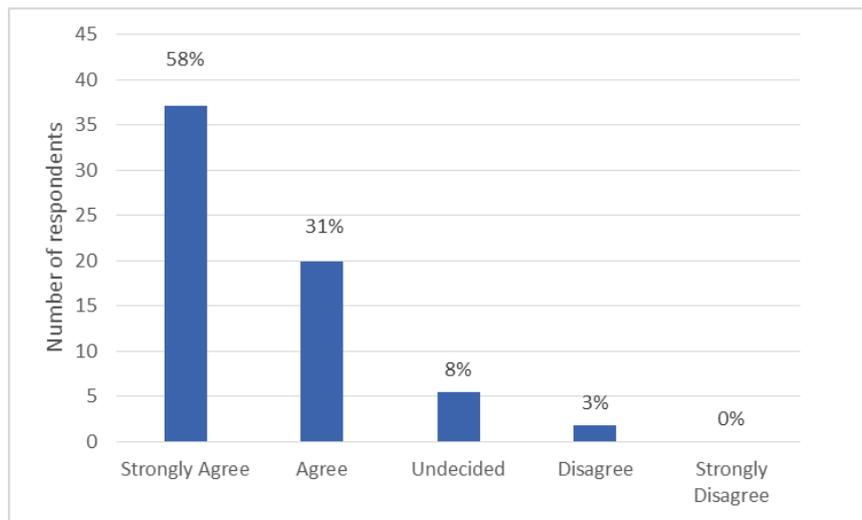


Figure 4. 19 I enrolled at Prestige Academy due to the programmes offered

Figure 4.19 indicates that 89% (sum of strongly agree and agree) of the respondents felt that the programmes offered at Prestige Academy influenced their decision, and none of the respondents strongly disagreed with the statement. This finding shows that students are aware of qualifications that are required to pursue their careers or fields of interest. Veloutsou et al. (2004, p. 61), Simmons (1997) and Jiaxin (2014) concur that the academic quality of tertiary institutions remain unquestionable when a student selects an institution and consists of the programmes offered as well as the quality of the faculty. Fernandez (2010, p. 116) adds that students not only consider the programmes offered when selecting a tertiary institution, but considers the suitability of the programmes by comparing it to various institutions, evaluating the availability of the programmes and its admission requirements.

Question 20

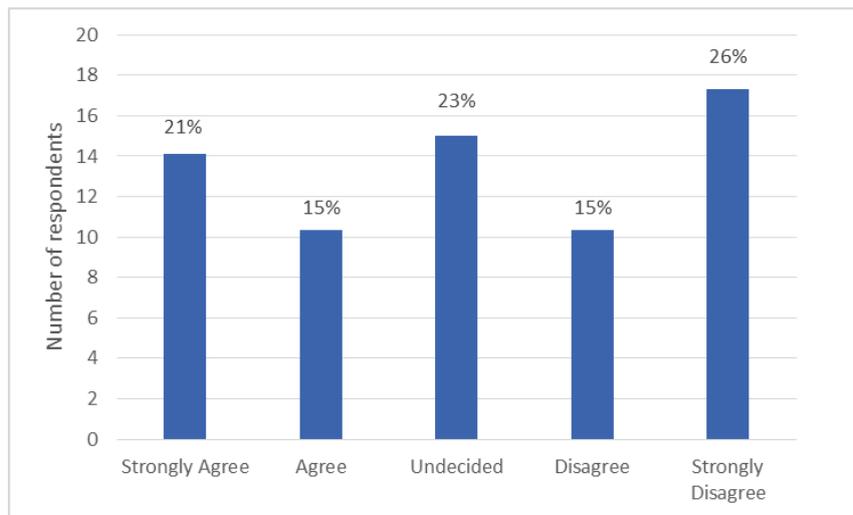


Figure 4. 20 Without financial aid, I would not have been able to apply at Prestige Academy

As shown in Figure 4.20, 36% of the respondents indicated that they strongly agree and agree with the statement. This result could indicate that these respondents have obtained study loans or scholarships that assist them financially. Forty one percent of the respondents indicated that they strongly disagree and disagree with the statement. Likewise, this result could indicate that the respondents' parent or guardian is responsible for their tuition fees and is not dependant on financial aid. Baksh and Hoyt (2001) support this finding by stating that institutional attributes such as access to financial aid, scholarship offers, cost considerations, student ability and socio-economic status influence students' tertiary institution choice as discussed in chapter two, section 2.7 of the study.

However, this result contradicts the interpretation of question 17, which determined whether students have study loans and scholarships to assist them financially. Furthermore, 23% of respondents indicated that they neither agree nor disagree with the statement.

Question 21

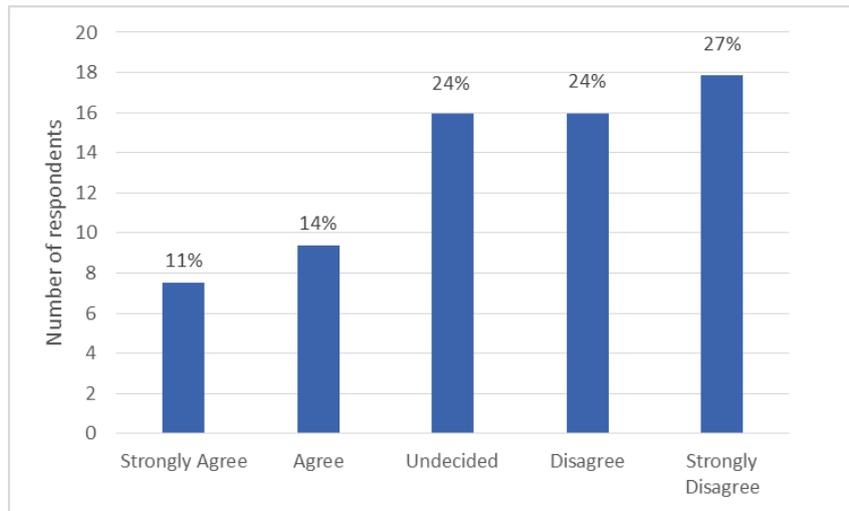


Figure 4. 21 It would have influenced my decision to attend Prestige Academy if I received financial aid from my 1st institution of choice

Figure 4.21 reveals that more than half of the respondents which represents 51% (sum of strongly disagree and disagree) of the population felt that access to financial aid from their first institution of choice did not influence their decision to study at Prestige Academy. Twenty four percent of the respondents did not agree nor disagree with the statement. This finding supports the result obtained in question 20, whereby 41% of respondents indicated that the lack of financial aid would have not influenced their decision to study at Prestige Academy.

Question 22

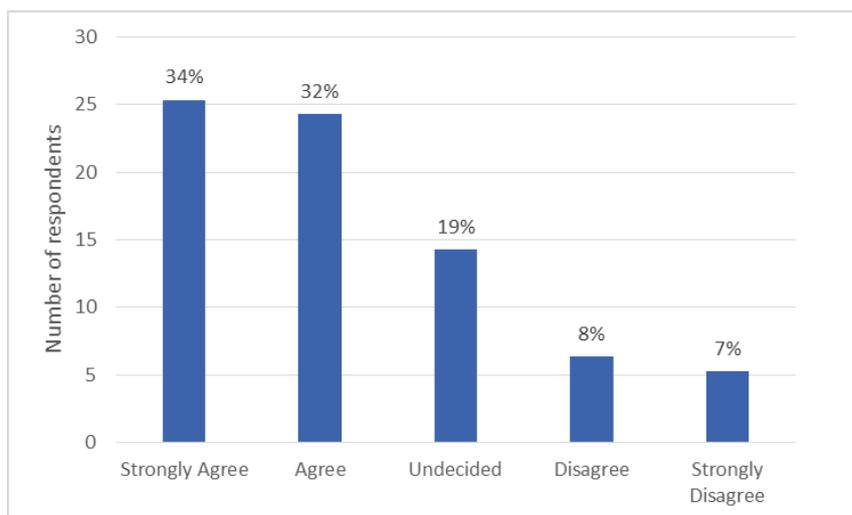


Figure 4. 22 It would have influenced my decision to attend Prestige Academy if the tuition fees are significantly increased (15% or more) per annum

The result illustrated in Figure 4.22 shows that 66% (sum of strongly agree and agree) of the respondents agree with the statement. This finding supports Fernandez’s (2010, p. 116) notion that there is a significant negative relationship between an increase in tuition fees and student institution choice as mentioned in chapter two, section 2.8 of the study.

As reported in question 20, 41% of the respondents indicated that they are not dependent on financial aid to finance their studies which validates the results of question 17, whereby the students’ decision to attend Prestige Academy will be influenced if their parent or guardian became unemployed. This infers that the parent or guardian is financially responsible for the student’s tuition fees and forms part of the family’s monthly budget. With Prestige Academy introducing an increase of 15% or more per annum and with the current inflation rate of 5.1% (Trading Economics, 2017), it would be financially difficult for parents or the guardian(s) to commit to paying the student’s tuition fees.

Furthermore, 19% of the respondents indicated that they neither agree nor disagree with the statement. Fifteen percent of the respondents indicated that an increase in 15% or more in tuition fees will not influence their decision to attend the institution.

Question 23

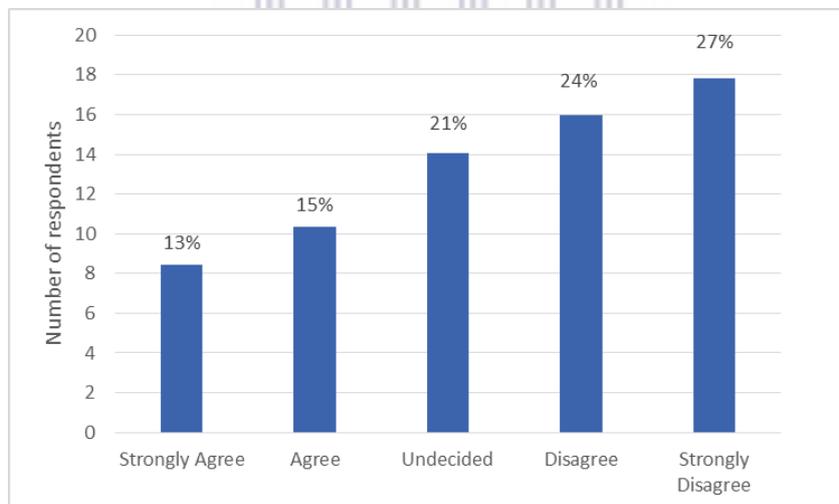


Figure 4. 23 It would have influenced my decision to attend Prestige Academy if I received a full-time job offer after matric

Here, more than half of the respondents representing 51% (sum of strongly disagree and disagree) indicated that they disagree with the statement and if they received a job opportunity after matric, it would have not influenced their decision to further their studies at Prestige Academy. This finding supported the result obtained in question 19, whereby a significant

number of respondents (89%) indicated that the programmes offered at Prestige Academy influenced their decision to attend the institution and none of the respondents strongly disagreed with the statement. This result infers that the students are aware of their personal goals and the careers or fields that they would like to pursue in order to achieve these goals.

Question 24

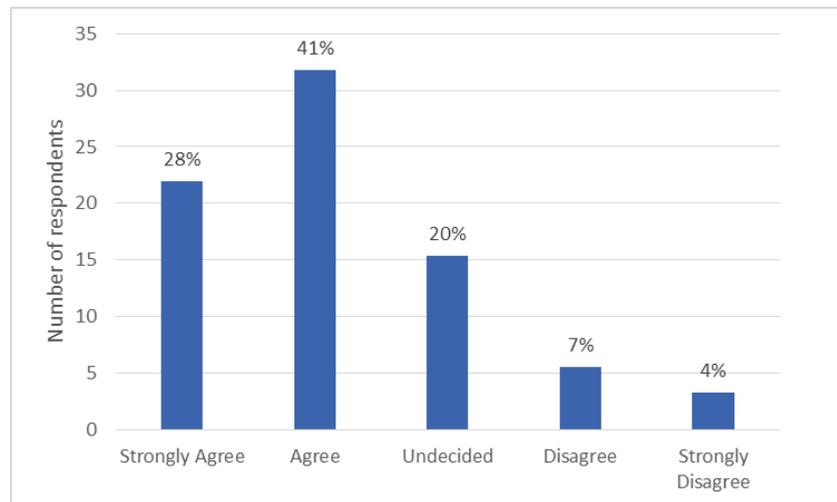


Figure 4. 24 Talking to a current student who enjoyed studying at Prestige Academy would have influenced my decision to attend the institution

As illustrated in Figure 4.24, a significant number of the respondents representing 69% (sum of strongly agree and agree) indicated that they agree with the statement. This result shows that the sampled students relied on existing students' positive word of mouth when evaluating their options of selecting a tertiary institution to further their education. This finding reinforces the positive connotation between satisfied students, the power of referrals, as well as experiential learning and its impact in marketing as described by Trusov et al. (2009, p. 90) in chapter two, section 2.3 in the study.

SECTION FIVE

This section measured the emotional consumption value (as described in chapter two, section 2.5) and its impact on student decisions when selecting a tertiary institution. Section five included five indicators to measure the emotional value. The emotional value seeks to understand the feeling of respondents when selecting a tertiary institution. The responses were scaled from 1 "strongly agree" to 5 "strongly disagree".

Question 25

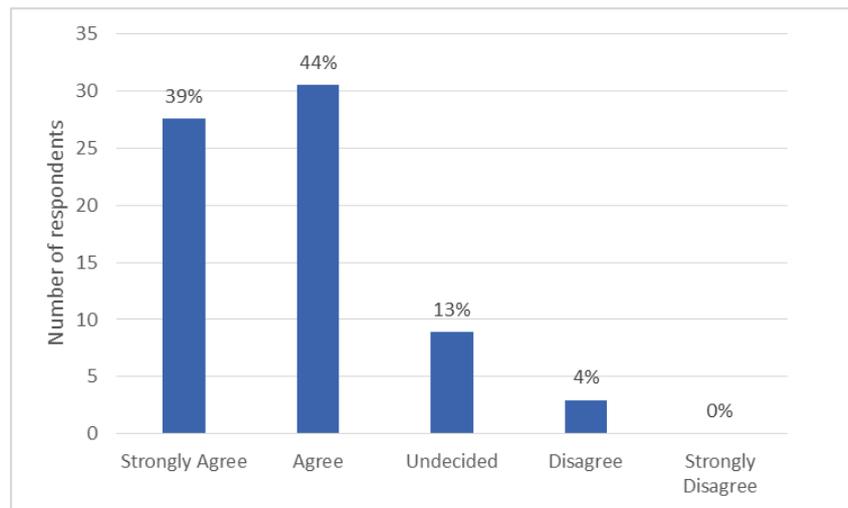
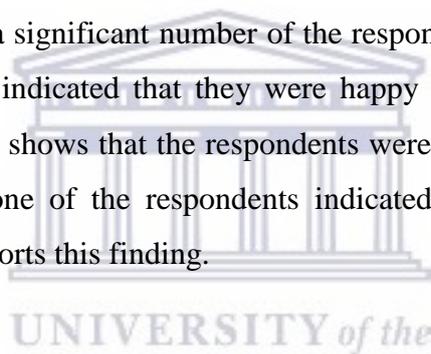


Figure 4. 25 I was excited when I decided to attend Prestige Academy

As illustrated in Figure 4.25, a significant number of the respondents representing 83% (sum of strongly agree and agree) indicated that they were happy when they decided to attend Prestige Academy. This result shows that the respondents were satisfied with the decision to attend Prestige Academy. None of the respondents indicated that they disagree with the statement which strongly supports this finding.



Question 26

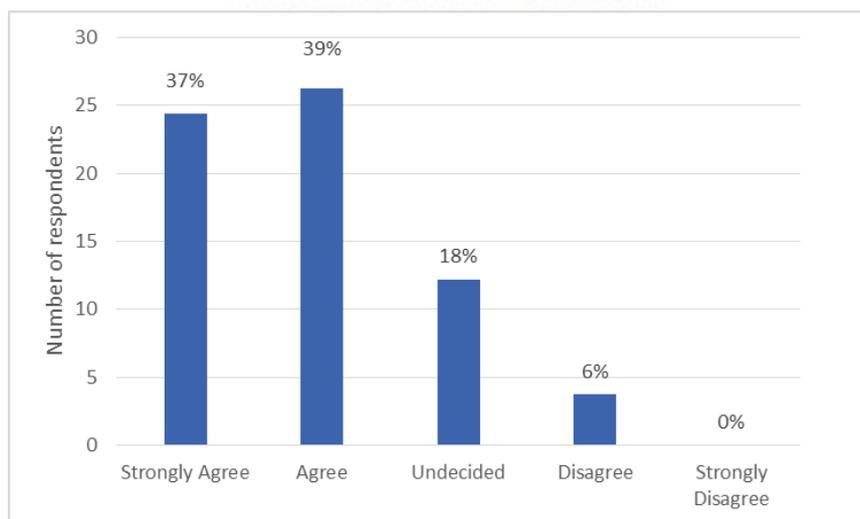


Figure 4. 26 I felt reassured when I decided to attend Prestige Academy

Figure 4.26 shows that 76% (sum of strongly agree and agree) of the respondents agree with the statement and indicated that they felt reassured when they decided to attend Prestige Academy. This finding is supported by the results obtained in question nine, whereby 42% of the respondents indicated that they perceive Prestige Academy's tuition and hostel fees to be 'value for money'. Furthermore, question 12 reports that 76% of the respondents indicated that they selected Prestige Academy to further their studies due to its good academic reputation. This finding shows that students select an institution based on credibility and the reputation of a brand (Beneke, 2011, p. 34).

Furthermore, the results of question 14 reports that a 76% majority of the respondents indicated that the learning facilities and resources on campus influenced their decision to study at Prestige Academy. This indicates that the library, access to the library database, equipped lecture halls, printers, computer and internet access, is important to students as it enhances their learning. These aspects offer reassurance of the quality of teaching students receive when making their decision, thus minimising the functional risk experienced by students as discussed in chapter two, section 2.8 of the study.

Question 27

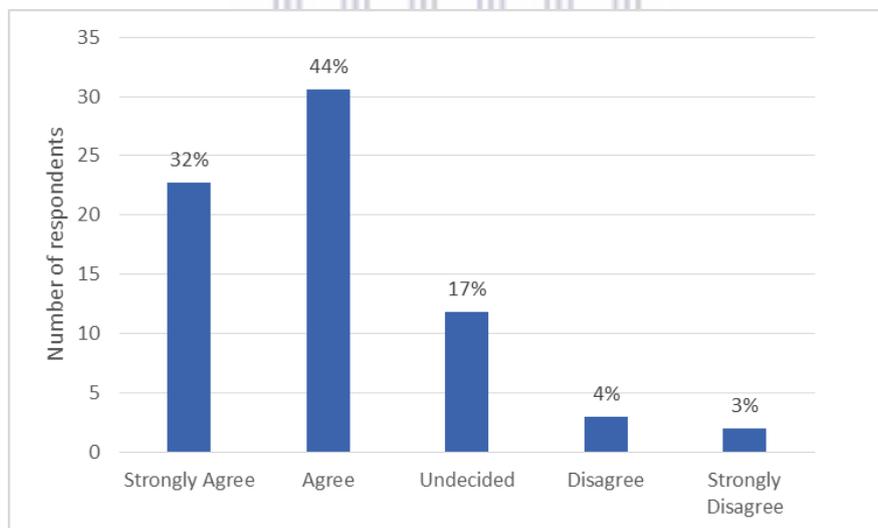


Figure 4. 27 I felt independent when I decided to attend Prestige Academy

Here, it can be seen that 76% (sum of strongly agree and agree) of the respondents agree with the statement and felt independent when they decided to attend Prestige Academy. This finding supports the result of question 35, whereby 50% of the respondents indicated that their parents did not influence them to attend Prestige Academy, therefore the respondent felt a sense of

independence as they could have made their own decision as to which tertiary institution they would like to further their education at.

Question 28

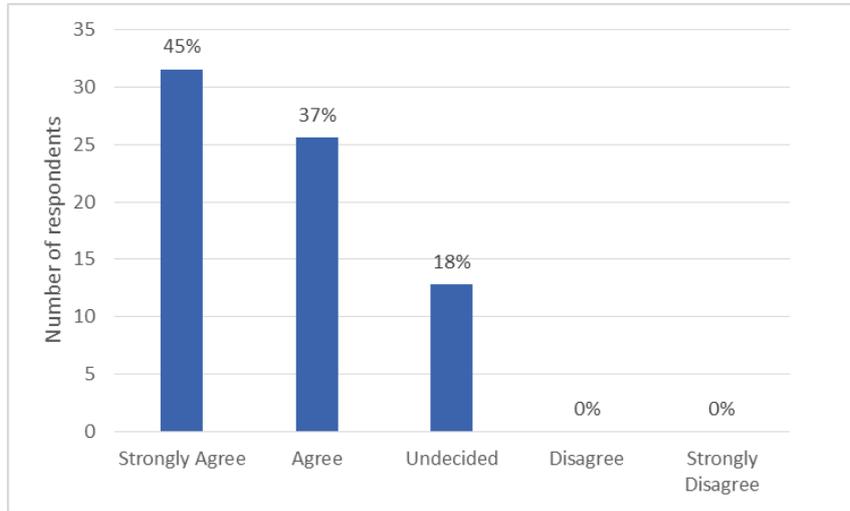


Figure 4. 28 I was happy when I decided to attend Prestige Academy

Figure 4.28 graphically displays that a significant number of the respondents representing 82% (sum of strongly agree and agree) indicated that they were happy when they decided to attend Prestige Academy. None of the respondents indicated that they disagree with the statement. This result supports the finding of question 18, whereby a significant number of the respondents (73%) indicated that they disagree with the statement and that Prestige Academy was not their second choice. This finding infers that Prestige Academy was the respondent's first choice of institution and that they are satisfied with their decision.

Question 29

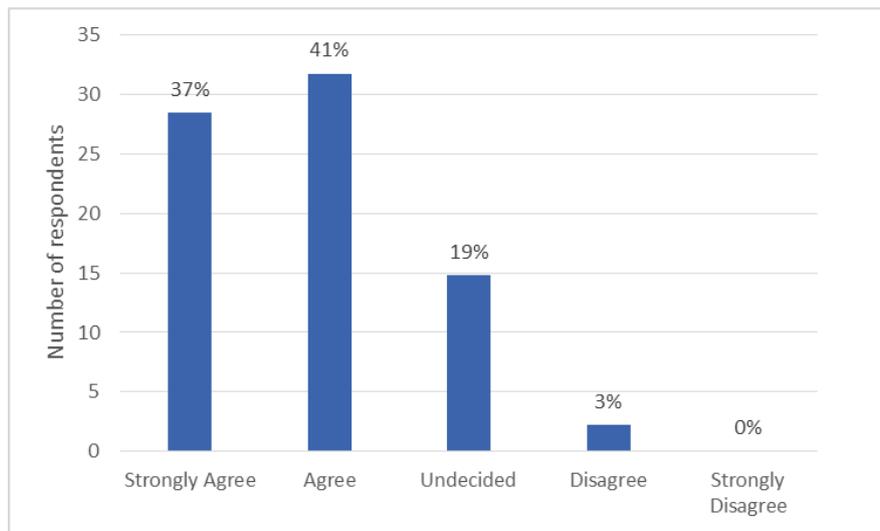


Figure 4. 29 I felt confident when I decided to attend Prestige Academy

As depicted in Figure 4.29, 78% (sum of strongly agree and agree) of the respondents indicated that they felt confident with their decision to further their studies at Prestige Academy. This finding is supported by the result of question 28 which shows a positive correlation between the confidence of the students' decision to attend Prestige Academy and being happy to attend Prestige Academy.

Only three percent of respondents indicated that they disagree with the statement. In addition, the students are confident with their decision to attend Prestige Academy due to the positive referrals that they obtained from existing students attending the institution, as pointed out by Trusov et al. (2009, p. 91) who indicated that consumers are more likely to rely on the opinion of other consumers as opposed to those of marketers before they make a purchase.

SECTION SIX

Section six covered epistemic values, (as described in chapter two, section 2.5) and included six indicators. The responses were scaled from 1 "strongly agree" to 5 "strongly disagree".

Question 30

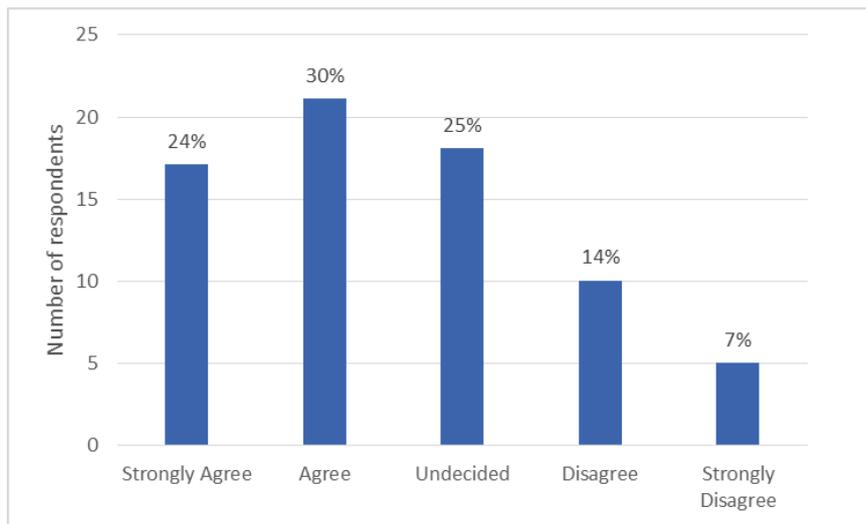


Figure 4. 30 I decided to attend Prestige Academy because I was curious to experience private higher education

As presented in Figure 4.30, half of the respondents representing 54% (sum of strongly agree and agree) indicated that they agree with the statement. This result confirms the finding of question four, whereby 80% of the respondents indicated that they attended a public secondary school, and could be curious to attend a PHEI. In addition, 25% of the respondents indicated that they neither agree nor disagree with the statement. In question four, 20% of the respondents indicated that they attended a private secondary school, and is familiar with the setting of a private institution. Furthermore, 21% of the respondents indicated that they strongly disagree and disagree with the statement.

Question 31

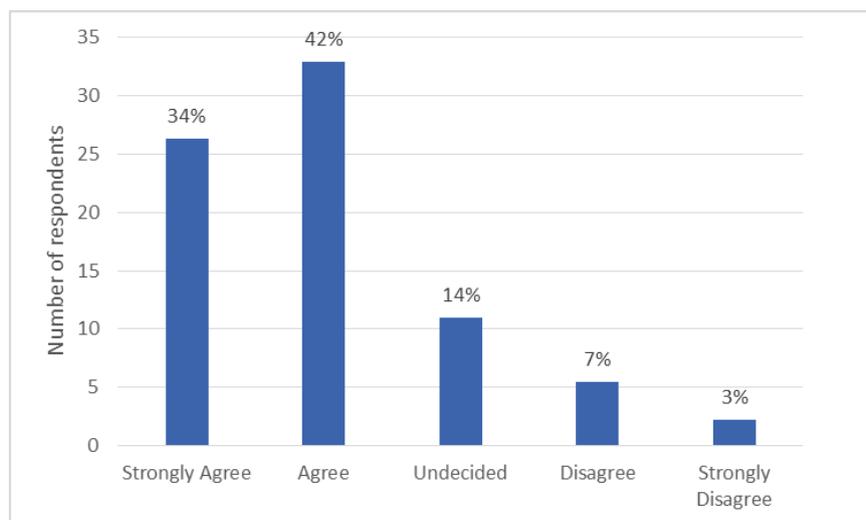


Figure 4. 31 I was accepted at Prestige Academy, so I decided to attend the institution

As depicted in Figure 4.31, a substantial number of the respondents representing 76% (sum of strongly agree and agree) agree with the statement. This finding supports the result of question 38, whereby a significant number of respondents (62%) reported that they were only accepted at one institution. This results shows that the majority of the respondents did not have an option when choosing a tertiary institution and could have been forced to study at Prestige Academy. Ten percent of the respondents strongly disagree and disagree with the statement and 14% neither agree nor disagree with the statement.

Question 32

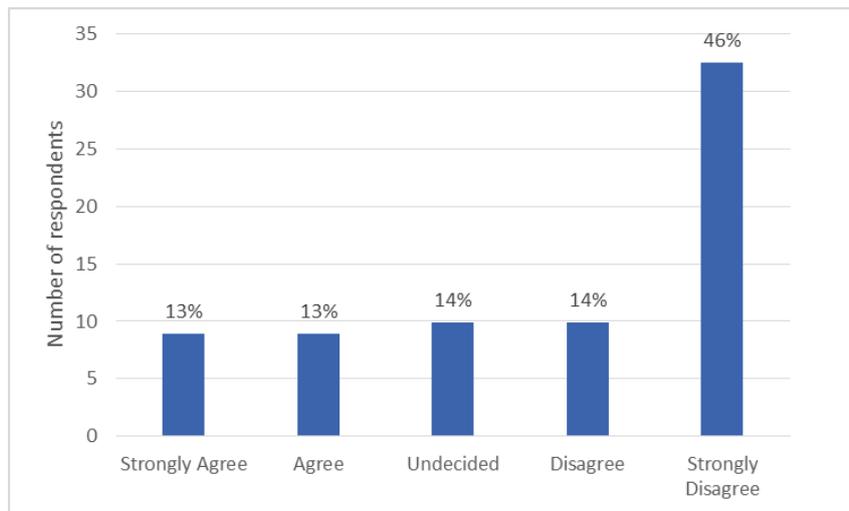


Figure 4. 32 I am bored living at home so I decided to attend Prestige Academy

As illustrated in Figure 4.32, 60% (sum of strongly disagree and disagree) of the respondents significantly disagree with the statement. This finding is supported by the result obtained in question five, whereby 44% of the respondents indicated that they selected Prestige Academy based on the location of its campus, as it is close to the respondents' homes. Furthermore, 26% of the respondents (sum of strongly agree and agree) agree with the statement, but might not be residing in Cape Town and may originate from surrounding towns and provinces in South Africa as interpreted in question five.

Question 33

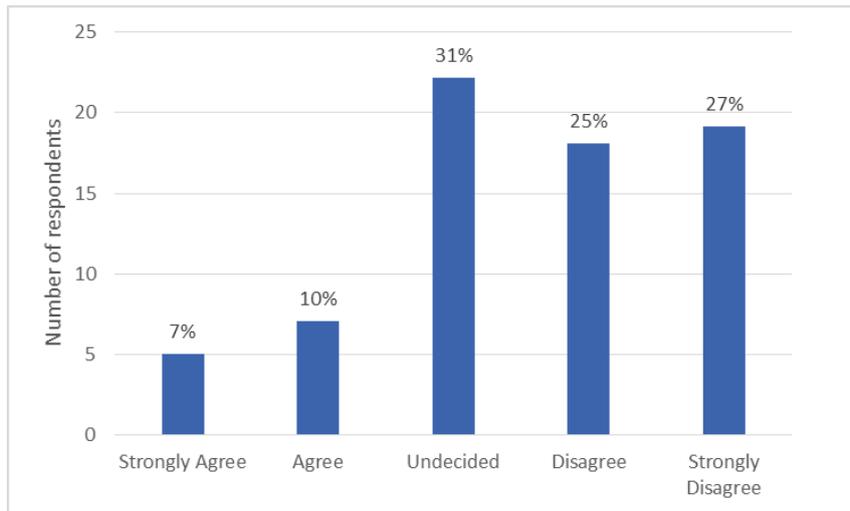


Figure 4. 33 I was intrigued by the activities in Cape Town, so I decided to attend Prestige Academy

As seen in Figure 4.33, more than half of the respondents representing 52% (sum of strongly disagree and disagree) indicated that they disagree with the statement. Thirty one percent of the respondents indicated that they neither agree nor disagree with the statement. Furthermore, 17% (sum of strongly agree and agree) of the respondents indicated that they agree with the statement. This result is supported by the findings obtained in question five, whereby the students selected Prestige Academy because it is located close to their home, and the majority of respondents (94%) are South Africans, as reported in question three, which validates that the respondents are familiar with Cape Town and its activities.

Question 34

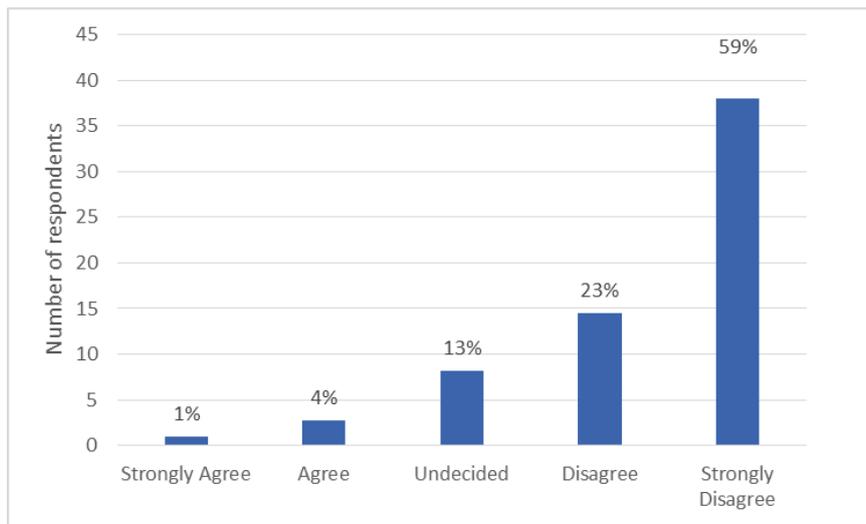


Figure 4. 34 I received a scholarship so I decided to enrol at Prestige Academy

As presented in Figure 4.34 above, a significant number of the respondents representing 82% (sum of strongly disagree and disagree) indicated that they disagree with the statement. This result is supported by the finding of question 20, whereby 41% of the respondents attending Prestige Academy are not dependent on financial aid. This indicates that these respondents' parent or guardian is responsible for their tuition fees. Thirteen percent of the respondents indicated that they neither agree nor disagree with the statement and five percent of the respondents agree with the statement.

Question 35

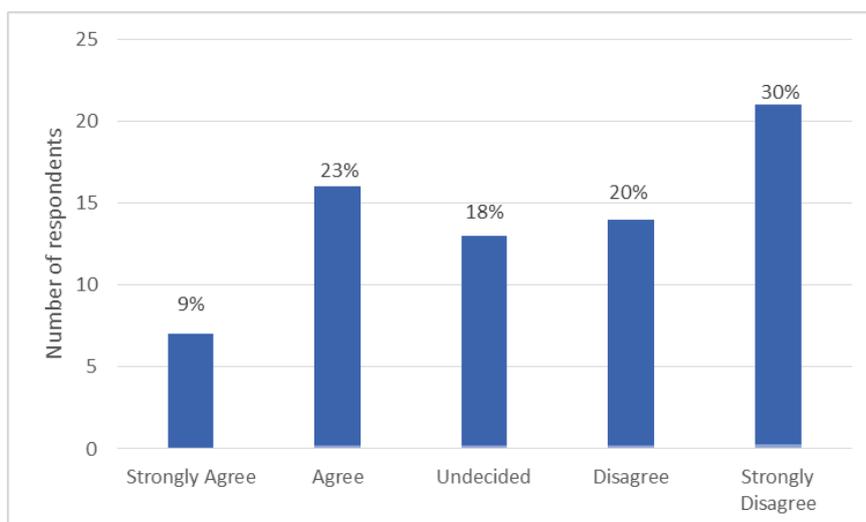


Figure 4. 35 My parents' influenced me to attend Prestige Academy

As depicted in Figure 4.35, 50% (sum of strongly disagree and disagree) of the respondents disagree with the statement. Leach and Zepke (2005, p. 18) support this finding and reported that parental influence is more dominant in the ‘problem recognition’ and ‘information search’ stage of the consumer decision making process and not as critical in the ‘purchase stage’ (to attend or not attend the tertiary institution). In contrast, Fernandez (2010, p. 117) claims that students often consult with their parents when making their decision regarding which tertiary institution they must attend. Thirty two percent (sum of strongly agree and agree) of the respondents agree with the statement and 18% of the respondents neither agree nor disagree with the statement.

SECTION SEVEN

Section seven consisted of three questions which evaluated the impact of Prestige Academy’s Winter Workshop and its influence on students’ decision when selecting a PHEI. The goal was to determine how many tertiary institutions the students applied to and how many of those tertiary institutions accepted the students.

Question 36

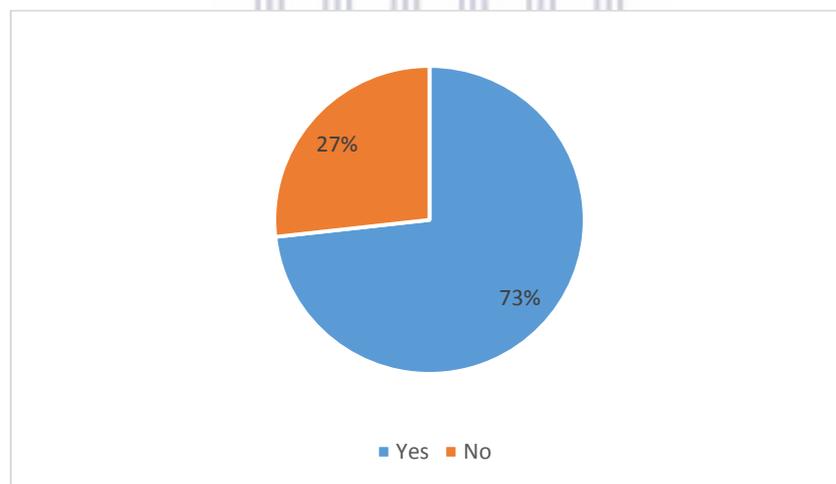


Figure 4. 36 I have attended the Winter Workshop at Prestige Academy prior to enrolling

Evidently in Figure 4.36, a significant number of the respondents (73%) indicated that they attended the Winter Workshop programme prior to enrolling at Prestige Academy. Twenty seven percent of the respondents indicated that they did not attend the Winter Workshop prior to enrolling at Prestige Academy. This finding is supported by the result obtained in question

10, whereby more than half of the respondents (58%) indicated that they were drawn to Prestige Academy due to their effective marketing campaigns. This result infers that the marketing department's promotional activities such as school exhibitions, advertisements, and open days are effective, but not necessarily the Winter Workshop.

Question 37

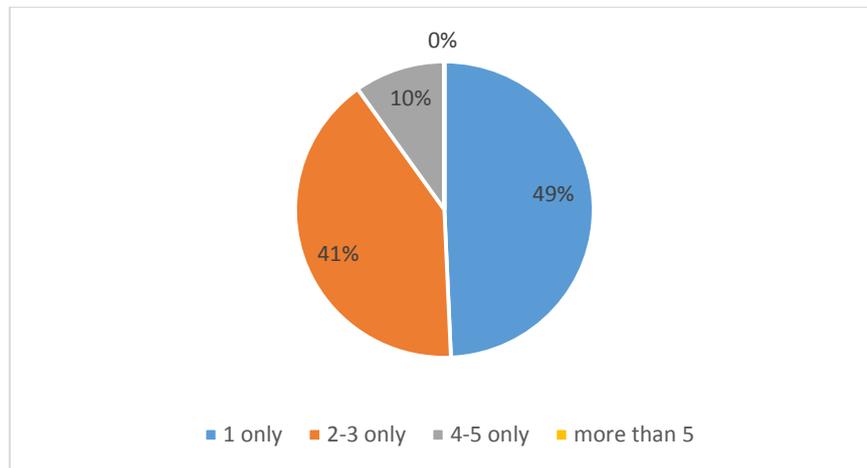


Figure 4. 37 How many institutions did you apply to?

As illustrated in Figure 4.37, 49% of the respondents indicated that they applied to only one institution. Forty one percent of the respondents indicated that they applied to two or three institutions and 10 percent of the respondents indicated that they applied to four or five institutions. None of the respondents indicated that they applied to five or more institutions.

Question 38

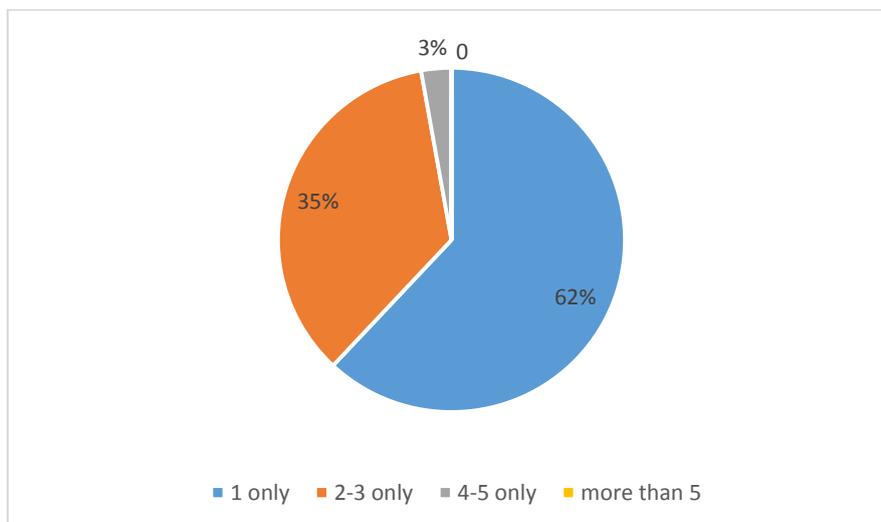


Figure 4. 38 How many institutions were you accepted at?

As seen in Figure 4.38, a significant number of the respondents (62%) indicated that they were accepted at only one institution. This result shows that the majority of the respondents did not have a choice when choosing a tertiary institution and were perhaps forced to study at Prestige Academy. This finding supports the result of question 36, and verifies that 27% of the sampled respondents did not attend the Winter Workshop because they were not planning to attend Prestige Academy.

Thirty five percent of the respondents indicated that they were accepted at two or three institutions, three percent of the respondents indicated that they were accepted between four or five institutions, and none of the respondents indicated that they were accepted at more than five institutions.

4.3. Examination and the discussion of the research questions

4.3.1 Minor research sub-question one: To what extent do consumption values influence student tertiary institution choice?

With reference to chapter three, section 3.9, the questionnaire was divided into five sections which measured the five values of the SNG model and its relation to Prestige Academy. Based on the discussion of the analysis and considering the sum of strongly agree and agree responses of each statement for each section of the questionnaire, the following conclusions may be drawn:

Functional value had the greatest impact on the respondents' decision to attend Prestige Academy, followed by emotional value, social value and conditional value. Based on the analysis, epistemic value did not influence the respondents' decision to attend the institution.

4.3.2 Minor research sub-question two: What factors influence students' decision making when selecting a tertiary institution?

As discussed in chapter three, section 3.9, multiple indicators were used to measure each consumption value. Multiple indicators measuring one consumption value was grouped together to avoid confusion of respondents and to improve the validity of the findings.

Based on the discussion of the analysis and considering the sum of strongly agree and agree response of each statement for each section of the questionnaire, the following conclusions may be drawn:

- Functional value: as discussed in question seven, fewer students in a class influenced the respondents to attend the institution. As indicated in question 10, the marketing activities influenced the respondents to attend the institution. As noted in question 12, it is evident that the reputation of Prestige Academy influenced the respondents to attend the institution. Question 13 summarises the incorporation of experiential learning into the syllabus influenced the respondents to attend the institution. Finally, question 14 reports that the learning facilities and resources on campus influenced the respondents to attend the institution. These attributes have been found to be key elements of determining a student's satisfaction when attending the tertiary institution.
- Emotional value: with reference to the analysis of section five in the questionnaire, it is evident that each of the five indicators measuring the emotional value influenced the respondents to attend the institution. The emotional consumption value is linked to the functional consumption value. If Prestige Academy is successful in fulfilling the need of the functional value, students will be excited, happy, reassured, feel a sense of independence, be confident to attend the institution.
- Conditional value: as discussed in question 19, the programmes that Prestige Academy currently offers influenced the respondents to attend the institution. As indicated in question 22, a significant increase of more than 15% in the tuition fees would have negatively influenced the sampled respondents' decision to attend the institution.
- Social value: as described in question 16, the perception of students that currently study at Prestige Academy had an influence on the respondent's decision to attend the institution. As shown in question 24, it is evident that positive referrals influenced the respondents to attend the institution.

4.3.3 Minor research sub-question three: To what extent did Prestige Academy's Winter Workshop influence first year students to attend the institution?

This question measured the effectiveness of the Winter Workshop against the number of first year students that decide to attend Prestige Academy. The findings of question 36 indicate that a significant number of respondents (73%) attended the Winter Workshop prior to enrolling at Prestige Academy. Twenty seven percent of the respondents indicated that they did not attend the Winter Workshop prior to enrolling at Prestige Academy.

Minor research sub-question four will be discussed in the following section 4.5.3, as it is related to the data analysis of the Grade 12 pupils.

4.4 Data analysis of the Grade 12 pupils

The second questionnaire was distributed to the Grade 12 pupils (n=55) that attended the Winter Workshop at Prestige Academy. The following will be discussed under this section: data analysis, findings of each of the indicators that measured the five consumption values, and its impact on student institution choice.

SCREENING QUESTION

Question 1

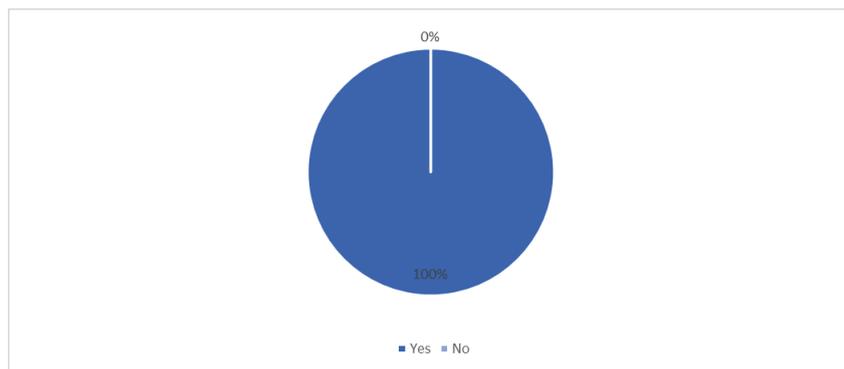


Figure 4. 39 Are you a registered Grade 12 pupil?

As depicted in Figure 4.39, all of the respondents were registered Grade 12 pupils at a secondary school. The screening question validates the inclusion criteria of the respondents and the validity of the study.

SECTION ONE

Section one is focused on understanding the demographics of the respondents and included three questions that gather information about the sampled respondents' age, nationality and high school type.

Question 2

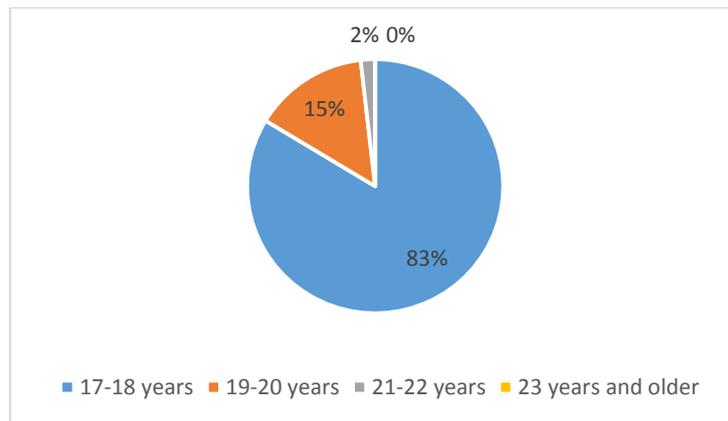


Figure 4. 40 Age of respondents

As seen in Figure 4.40, the majority of the respondents representing 83% are 18 years old. This information was verified by means of their identity numbers as shown on the registration list of the Winter Workshop programme. This result infers that these respondents are currently busy with their secondary schooling and that their ages are in line with the assumed ages of Grade 12 pupils (First Year University Student Survey, 2007, p. 10). In addition, 15% of the respondents indicated that they are aged between 19-20 years old. Also, two percent of the respondents indicated that they were aged between 21 and 22 years old and none of the respondents indicated that they were aged 23 years and older.

Question 3

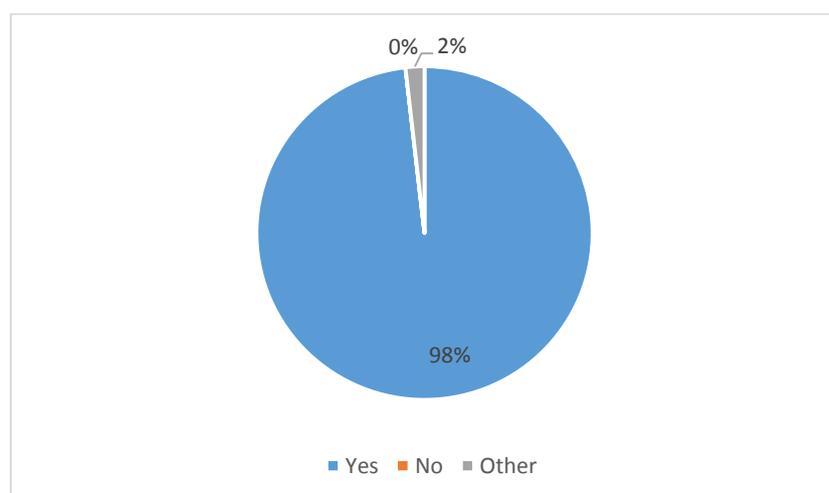


Figure 4. 41 Are you a South African?

Figure 4.41 shows that a significant number of the respondents (98%) are South African citizens. This confirms that the epistemic consumption value does not influence respondents' decision to study at Prestige Academy. Furthermore, two percent of the respondents indicated that they are foreigners.

Question 4

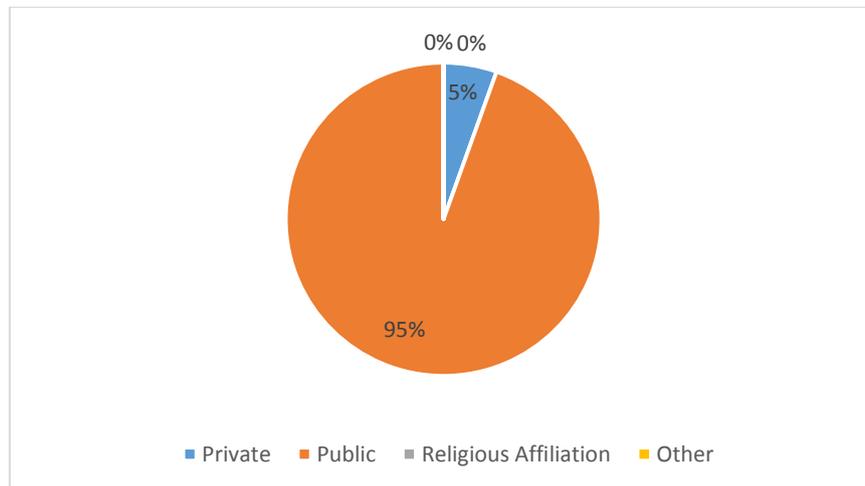


Figure 4. 42 High school type

As depicted in Figure 4.42, 5% of the respondents indicated that they attend a private secondary school and will attend Prestige Academy because they are familiar with the setting in a private institution, thus they could be satisfied with the class sizes in private secondary schools and expect the same level of service quality in tertiary education. Ninety five percent of the respondents indicated that they attend a public secondary school and will select Prestige Academy due to the individual attention that lecturers offer students compared to public universities. This is due to the class size, as there are less students in a class within the private sector. This showed that the respondents would select Prestige Academy based on the functional consumption value as mentioned by Yusoff et al. (2015, p. 8). In addition, none of the respondents indicated that they attended a religious affiliation secondary school or any other type of high school other than the three types that have been mentioned.

SECTION TWO

Section two measured the functional variables of the SNG model by means of a five point Likert scale. As described in chapter two, section 2.5, the functional value in higher education is associated with the benefits students perceive from their educational experiences. There were

10 indicators measuring functional value. The responses were scaled from 1 “strongly agree” to 5 “strongly disagree”.

Question 5

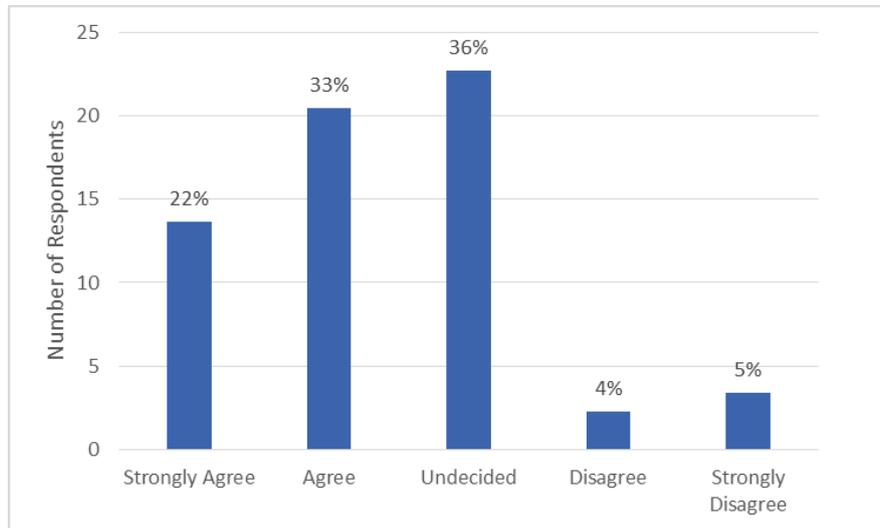


Figure 4. 43 Residing close to Prestige Academy will influence my decision to study at the institution

Figure 4.43 shows that 55% (sum of strongly agree and agree) of the sample selected Prestige Academy due to the location of the campus. This finding confirms that pupils prefer to study at an institution that is in close proximity to their neighbourhood, as it reduces travelling time and expenses, as they do not need to live in a residence or hostel for the duration of their studies. A total of nine percent (sum of strongly disagree and disagree) of the respondents indicated that the location of Prestige Academy did not influence their tertiary institution choice. The results of question five supports the findings of question three, namely that the majority of the sampled respondents are South Africans. Overall, 36% of the respondents indicated that the location of Prestige Academy did not influence their decision to study at Prestige Academy, and this result limited the impact of the epistemic consumption value on the pupils’ decision to attend Prestige Academy.

Question 6

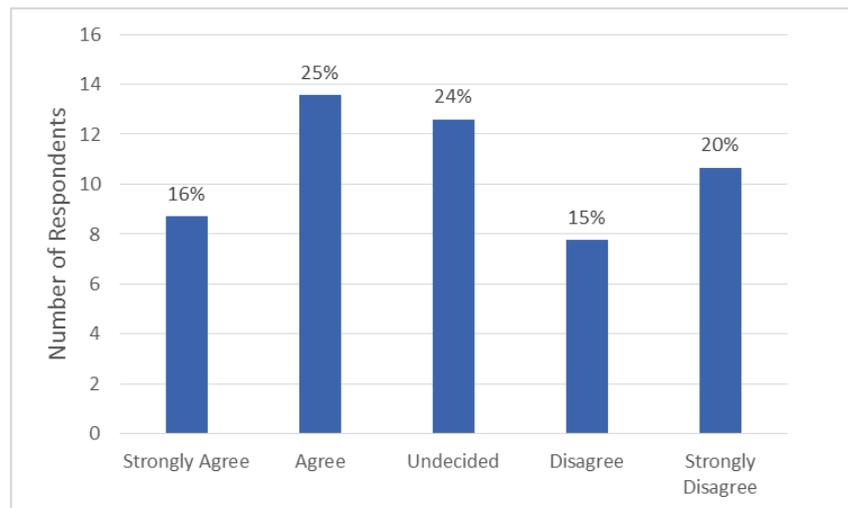


Figure 4. 44 Not being accepted at a university will influence my decision to study at Prestige Academy

As depicted in Figure 4.44, 41% (sum of strongly agree and agree) of the respondents agree with the statement. This finding concurs with the result of question 38, whereby 53% of the respondents indicated that they were accepted at only one institution and enhances the influence of the conditional consumption value towards students attending Prestige Academy. Thirty five percent (sum of strongly disagree and disagree) of the respondents disagree with the statement. This indicates that the respondents may be influenced by other factors when deciding to study at Prestige Academy, such as the functional, emotional, social or epistemic consumption values. In addition, 24% of the respondents indicated that not being accepted at a university did not influence or influence their decision to attend Prestige Academy.

Question 7

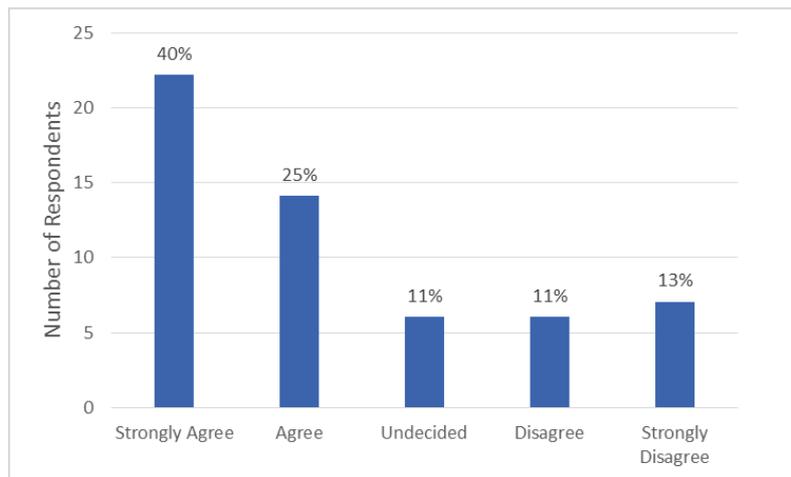


Figure 4. 45 Having fewer students in a class will influence my decision to study at Prestige Academy

As illustrated in Figure 4.45, 65% (sum of strongly agree and agree) of the sample size agree with this statement. This indicates that class size play a vital role in pupils' decision making, and enhances the influence of the functional consumption value on a pupil's decision to attend Prestige Academy. This result supports the finding of question four, as the majority of respondents were in public secondary schools and decided to further their tertiary studies at a PHEI, thus experiencing the functional facilities in PHEIs. A total of 24% (sum of strongly disagree and disagree) of the respondents disagree with the statement and stated that the number of the students in a class did not influence their decision to further their studies at Prestige Academy. Furthermore, 11% of the respondents indicated they do not agree nor disagree with the statement.

Question 8

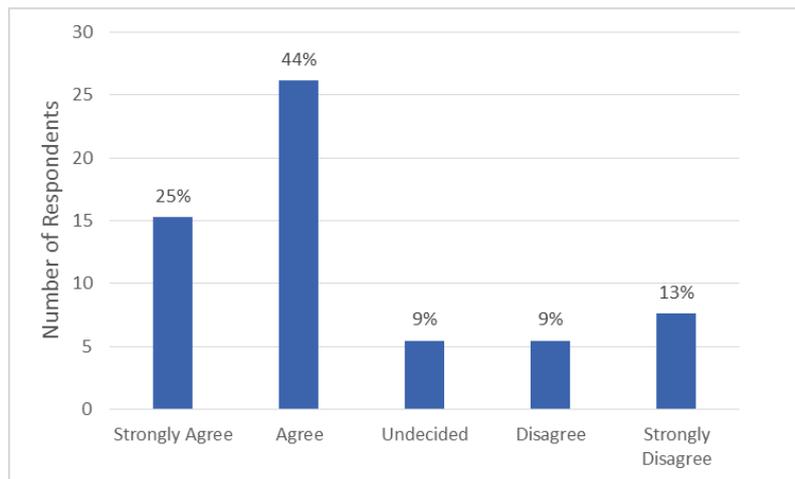


Figure 4. 46 Having good facilities at its residence/hostel will influence my decision to study at Prestige Academy

Figure 4.46 shows that 69% of the respondents strongly agree and agree with the statement. Thus, the hostel facilities influence the respondents' decision to study at Prestige Academy. Twenty two percent of the respondents indicated that they strongly disagree and disagree with the statement. This could be due to the respondents residing close to Prestige Academy, as reported in question five, where more than half of the respondents (55%) indicated that the location of Prestige Academy influences their tertiary institution choice and the findings of question three indicates that the respondents are South African but might not be residing in Cape Town, thus the respondents require accommodation and therefore are familiar with the facilities at the hostel. Furthermore, nine percent of the respondents did not agree nor disagree with the statement. This indicates that the respondents do not require accommodation and therefore are not familiar with the facilities at the hostel and could not rate it.

Question 9

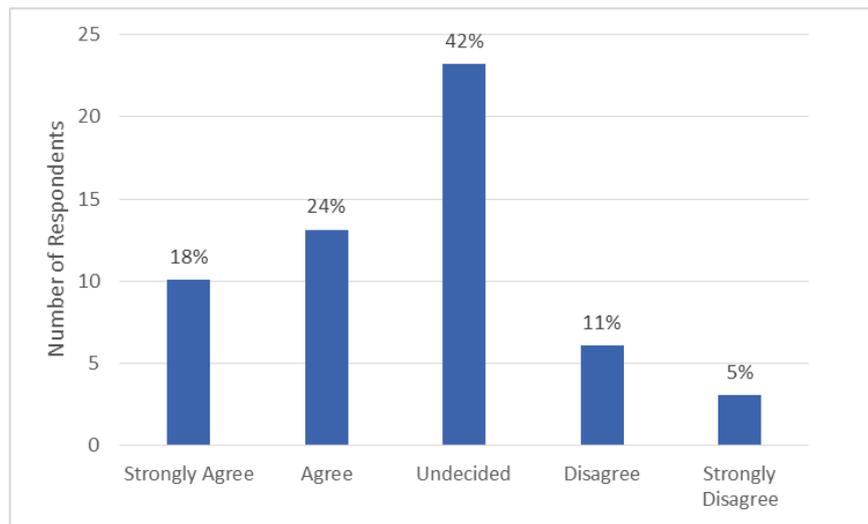


Figure 4. 47 I perceive Prestige Academy’s tuition and residence/hostel fees to be good value for money

Figure 4.47 indicates that 42% of the respondents indicated that respondents do not agree nor disagree with Prestige Academy’s tuition and hostel fees being ‘value for money’. This shows that the pupils are not aware of competitors’ pricing for the same qualification that they will enroll for and are not aware of competitors’ hostel facilities and the prices thereof. In addition, the pupils might not be aware of Prestige Academy’s fees structure of their programme and/or hostel facilities if they are not financially responsible for the tuition fees. Furthermore, 42% of the respondents indicated that they strongly agree and agree with the statement. This result could indicate that the respondents’ that attended the Winter Workshop (refer to question 36 in chapter four, section 4.4) are satisfied with the teaching service rendered by Prestige Academy as well as with the supporting systems available to enable effective teaching. Attending the Winter Workshop provides the pupils’ with a glimpse of the teaching service and what they can expect should they decide to attend Prestige Academy. This finding strengthens the functional consumption value and its impact on pupils’ decision to attend Prestige Academy. Furthermore, 16% of the respondents indicated that they strongly disagree and disagree with the statement.

Question 10

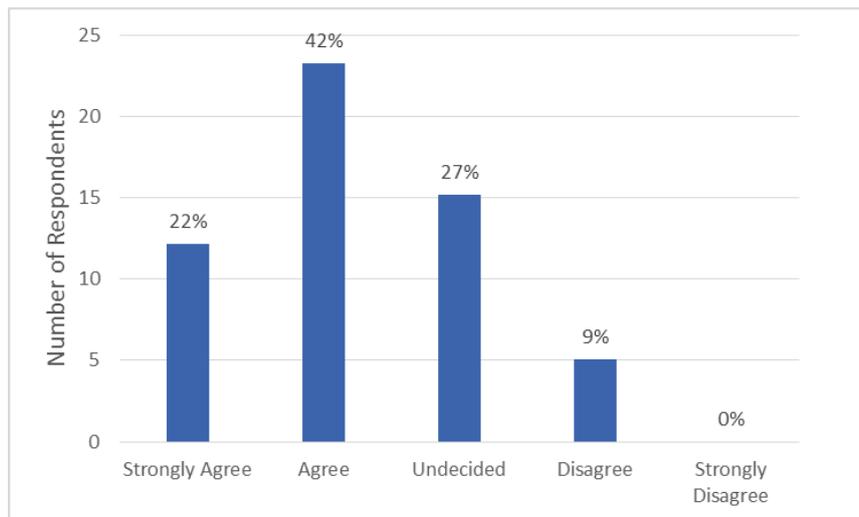


Figure 4. 48 Prestige Academy's effective marketing campaigns will influence my decision to attend the institution

As depicted in Figure 4.48, more than half of the respondents representing 64% (the sum of strongly agree and agree) indicated that they were drawn to Prestige Academy due to its effective marketing campaigns. This indicates that the marketing department's promotional activities such as school exhibitions, advertisements and open days are effective in creating brand awareness in the market place. This finding supports Ming's (2010, p. 55) findings and reports that advertising has a positive relationship on student tertiary institution choice, as discussed in chapter two, section 2.7 of the study. In addition, 27% of respondents indicated that they neither agree nor disagree with the statement, whereby Prestige Academy's marketing activities could have played a role in the respondent's decision making to attend Prestige Academy or could have been influenced by other factors. Nine percent of the respondents indicated that Prestige Academy's marketing activities did not influence their decision to attend the institution.

Question 11

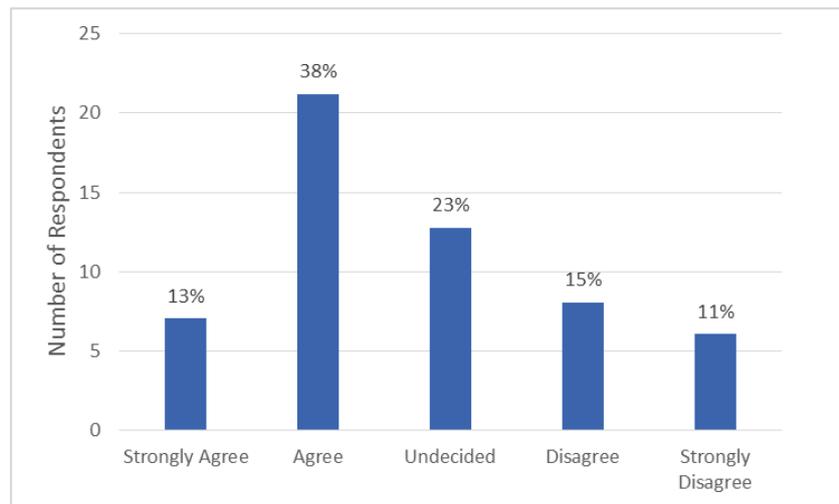


Figure 4. 49 The social activities for students at Prestige Academy will influence my decision to attend

As presented in Figure 4.49, 51% (sum of strongly agree and agree) of the respondents indicated that Prestige Academy's social activities will influence their decision to attend the institution. This indicates that the pupils understand the importance of balancing academia and student social student life by engaging in the social activities offered to students such as the Potjie Kos competition, Trivial Dance, Spring Ball, Women's Evening, Beach clean ups, Sunflower Drive, Easter egg drive, Blanket and clothing drive and Community Outreach programmes. Beneke (2011, p. 33) claims that PHEIs sell an 'experience' as a service strategy and use this approach to market themselves as a place of learning and socialising for students, as discussed in chapter two, section 2.8 of the study. Twenty three percent of the respondents indicated that the social activities did not influence nor influence their decision to attend the institution and 26% of the respondents indicated that they strongly disagree and disagree with the statement.

Question 12

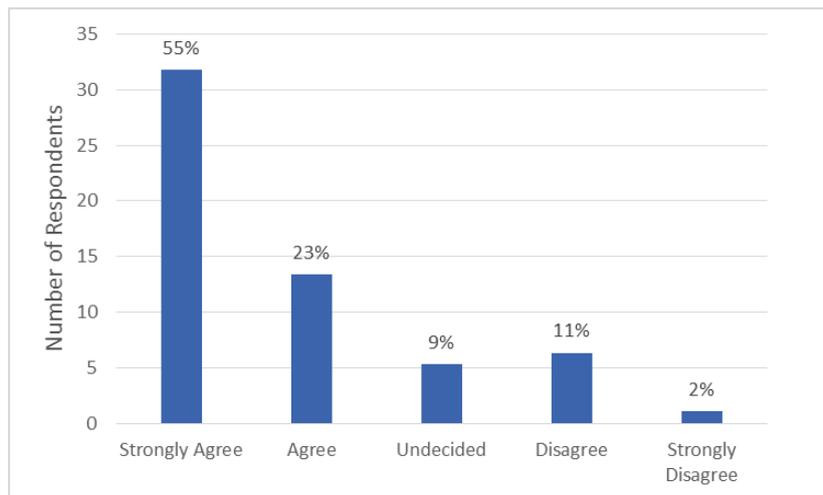


Figure 4. 50 Prestige Academy's good academic reputation will influence my decision to attend the institution

As illustrated in Figure 4.50, 78% (sum of strongly agree and agree) of the respondents indicated that they selected Prestige Academy to further their studies due to its good academic reputation. This indicates that students select an institution based on credibility and the reputation of a brand (Gbadamosi & de Jager, 2009, p. 880). This is important as employers consider the institution where candidates have studied when selecting potential employees for a position within the organisation. Also, it is important to students to select a tertiary institution with a high throughput rate. It provides reassurance of the quality of teaching to students.

Question 13

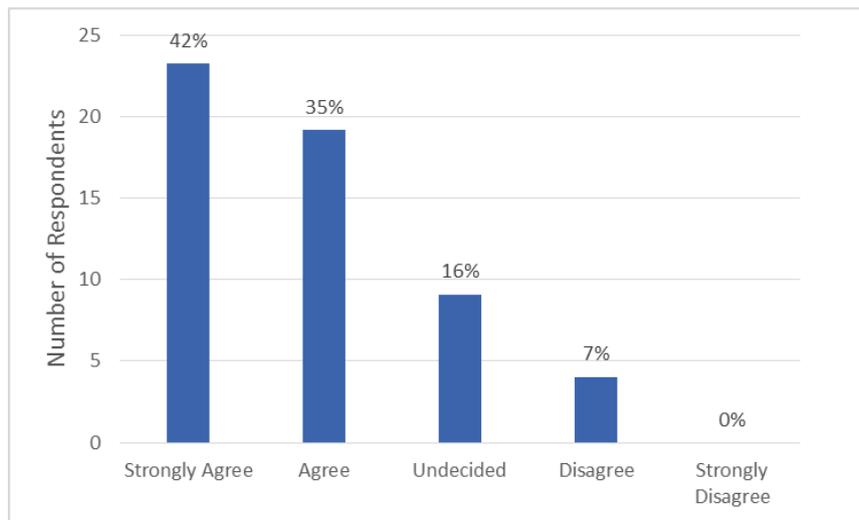


Figure 4. 51 Preparing graduates for a career by incorporating experiential learning into the syllabus will influence my decision to attend Prestige Academy

As seen in Figure 4.51, 77% (sum of strongly agree and agree) of the respondents indicated that the experiential learning component of the syllabus will influence their decision to study at Prestige Academy. This finding shows that students want to be equipped with education and training after completing their programme, in order to be prepared for their career. Jiaxin (2014, p. 14) states that in industry, employers are seeking employees that have the complete package (a formal qualification and experience), and Prestige Academy offers both. Students are taught the theory during lectures and are able to apply it in industry.

As part of the requirement to pass a programme at Prestige Academy, students are required to apply for an internship or in-service training at a company of their choice and in their designated field. Students are also required to compile a portfolio of evidence covering everything that they have learnt during their internship or in-service training and supporting the theory that was taught in the programme to enhance their knowledge, thus making them employable and gaining a competitive advantage over students from other institutions that apply for the same position.

Question 14

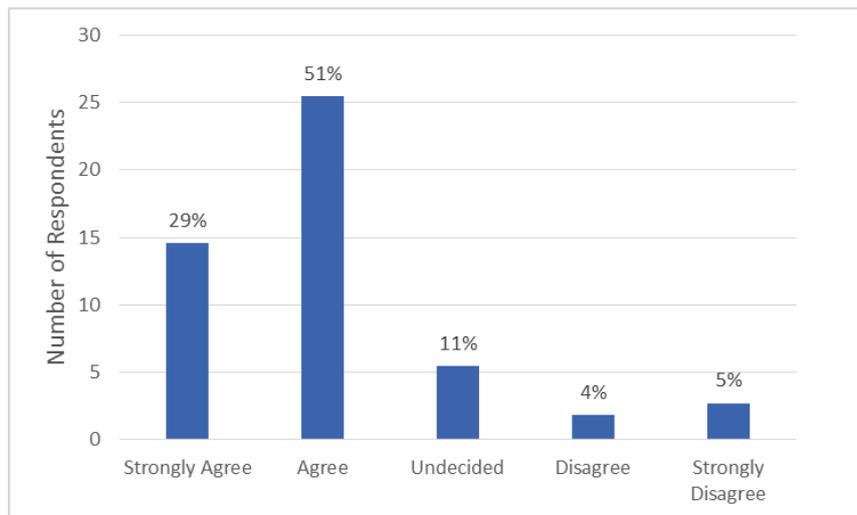


Figure 4. 52 The learning facilities and resources on campus will influence my decision to attend Prestige Academy

As depicted in Figure 4.52, a substantial number of the respondents representing 80% (sum of strongly agree and agree) indicated that the learning facilities and resources on campus will influence their decision to study at Prestige Academy. This finding infers that the library, access to the library database, the lecture halls, availability of printers, computer and internet access is important to students as it enhances their learning (de Jager & du Plooy, 2006, p. 10).

SECTION THREE

Section three instructed respondents to rate particular groups of students as “most likely to attend Prestige Academy.” Section three included two indicators to measure the social consumption value of the SNG model (as described in chapter two, section 2.5) and reflects the social groups in the tertiary institutions under study. The responses were scaled from 1 “strongly agree” to 5 “strongly disagree”.

Question 15

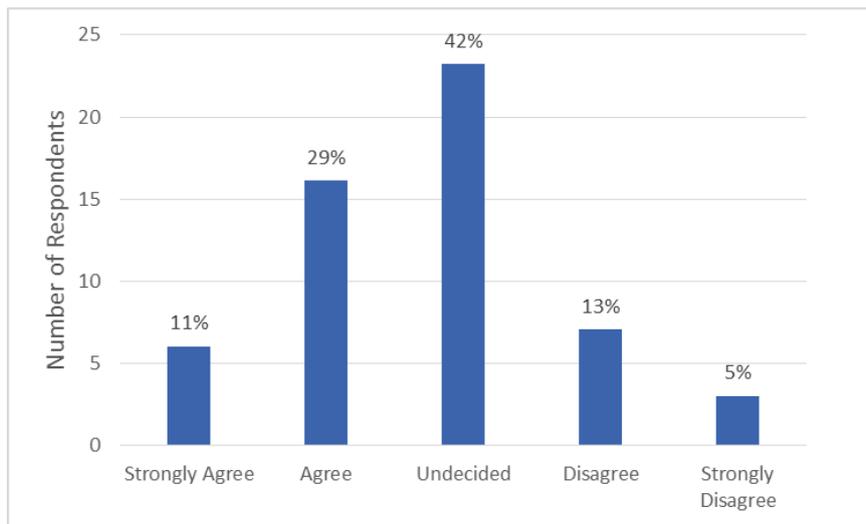


Figure 4. 53 People who enjoy social activities are most likely to attend Prestige Academy

As illustrated in Figure 4.53, 42% of the respondents did not agree nor disagree with the statement. Forty percent (sum of strongly agree and agree) of the sampled respondents agree with the statement. This finding supported the result of question 11, and reflects the influence of the social consumption value on students' institution choice. Eighteen percent (sum of strongly disagree and disagree) of the respondents indicated that they disagree with the statement.



Question 16

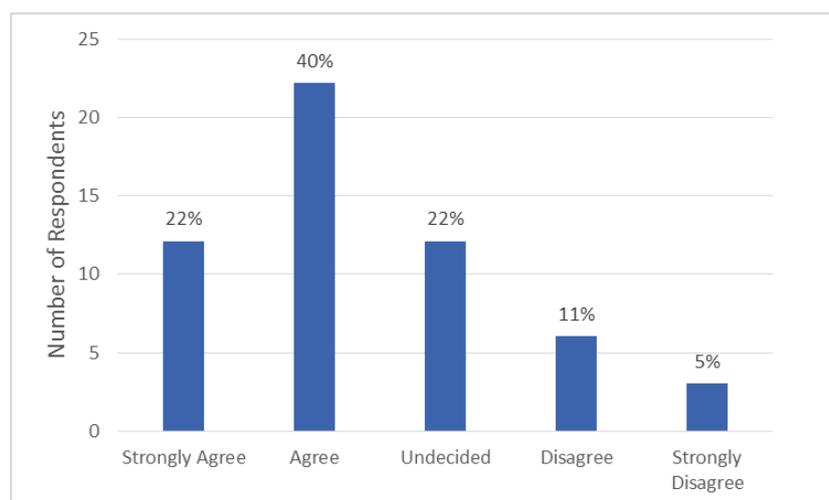


Figure 4. 54 People who take their studies seriously are most likely to apply to Prestige Academy

Figure 4.54 graphically illustrates that 62% (sum of strongly agree and agree) of the respondents agree with the statement. This finding supports the results obtained in question 12 and reflects the students' positive perception of Prestige Academy as an academic brand.

SECTION FOUR

Section four highlighted the conditional value as described in chapter two, section 2.5 and included eight indicators to determine whether particular situations such as “parent(s) losing a job, family problems”, would reverse their decision to attend Prestige Academy. The responses were scaled from 1 “strongly agree” to 5 “strongly disagree”.

Question 17

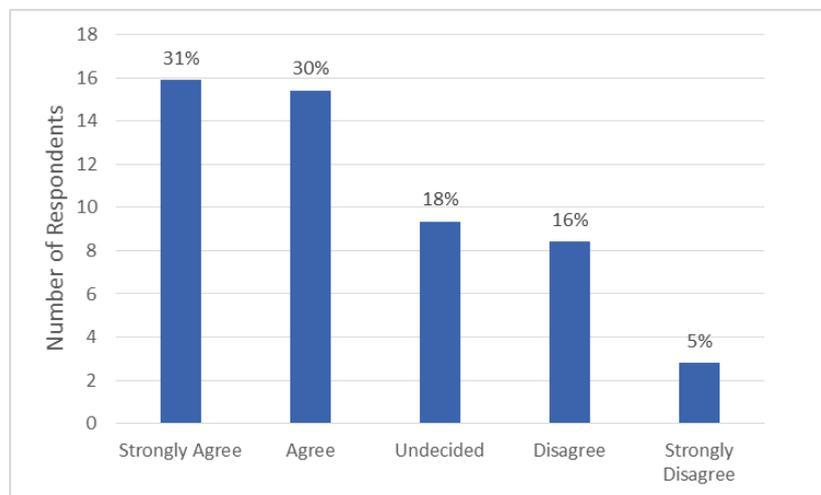


Figure 4. 55 It would influence my decision to attend Prestige Academy if my parents(s)/guardian(s) became unemployed

As depicted in Figure 4.55, 61% (sum of strongly agree and agree) of the respondents agree with the statement. This result supports the interpretation of question nine, whereby pupils might not be aware of Prestige Academy's fees structure for their programme and/or hostel facilities if they are not financially responsible for the fees. Thus, if the pupil's parent or guardian became unemployed, it would influence their decision to attend Prestige Academy, as the parent or guardian will not be financially capable to pay the student's tuition fees. This finding is supported by Paulsen and St. John (2002, p. 196) which suggest that a student's social class influences how cost-conscious they are and how financial considerations forms part of their tertiary institution choice. In addition, 18% of the respondents indicated that they neither agree nor disagree with the statement. Furthermore, 21% (sum of strongly disagree and disagree)

disagree) of the respondents indicated that they disagree with the statement and that it would not influence their decision to attend Prestige Academy if their parents become unemployed. These pupils could have applied for or received financial aid or a scholarship which will enable them to attend the institution.

Question 18

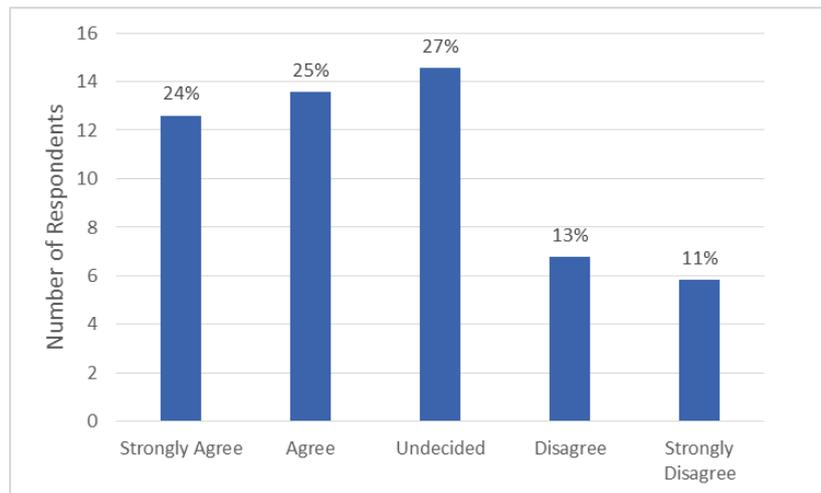


Figure 4. 56 It would influence my decision to attend Prestige Academy if I do not get into my 1st choice of institution

As seen in Figure 4.56 above, 49% of the respondents' indicated that they strongly agree and agree with the statement. The findings of question 37 indicated that 29% of the respondents applied to two or three institutions to further their studies. Furthermore, the findings of question 38 indicates that 53% of these respondents' only got accepted at one institution. This finding strengthens the conditional consumption value as the pupils would only attend Prestige Academy if they were not accepted at their first choice of institution.

Furthermore, 24% of the respondents' indicated that they strongly disagree and disagree with the statement. Twenty seven percent of the respondents indicated that they neither agree nor disagree with the statement. Thus, it is inferred that these pupils have not yet decided which institution they would like to further their studies at.

Question 19

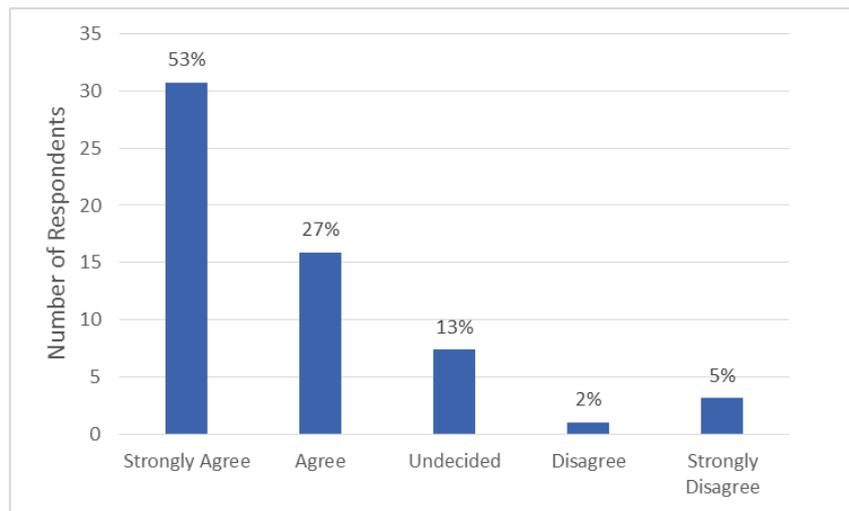


Figure 4. 57 I will enrol at Prestige Academy due to the programmes offered

Figure 4.57 shows that a significant number of the respondents representing 80% (sum of strongly agree and agree) indicated that the programmes offered at Prestige Academy will influence their decision to attend the institution and seven percent of the respondents strongly disagree and disagree with the statement. This indicates that students are aware of the qualifications that are required to pursue their careers or fields of interest. Veloutsou et al. (2004, p. 61), Simmons (1997) and Jiaxin (2014) concur that the academic quality of tertiary institutions remain unquestionable when a student selects an institution and consists of the programmes offered as well as the quality of the faculty. Fernandez (2010, p. 116) adds that students not only consider the programmes offered when selecting a tertiary institution, but considers the suitability of the programmes by comparing it to various institutions, evaluating the availability of the programmes and its admission requirements.

Question 20

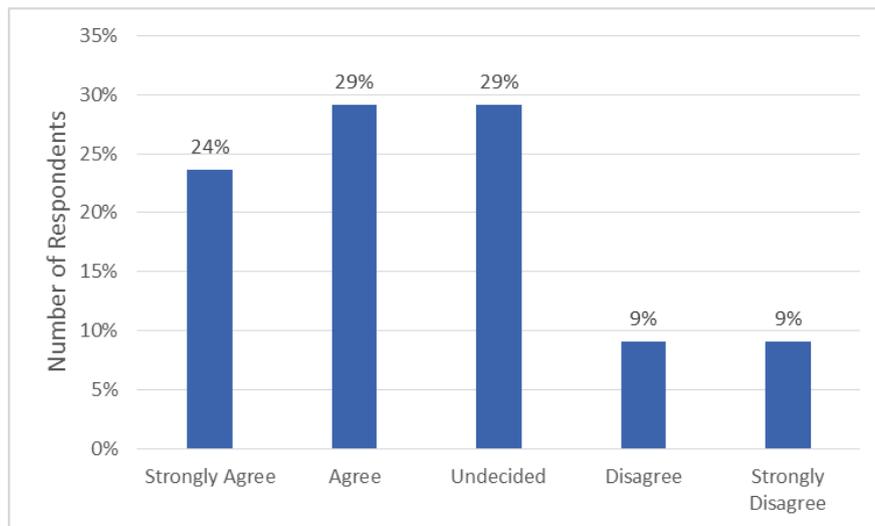


Figure 4. 58 Without financial aid, I would not be able to apply at Prestige Academy

As seen in Figure 4.58, 53% of the respondents indicated that they strongly agree and agree with the statement. This could indicate that these respondents have study loans or scholarships to assist them financially. Baksh and Hoyt (2001) confirm that institutional attributes such as access to financial aid, scholarship offers, cost considerations, and socio-economic status influence students' tertiary institution choice as discussed in chapter two, section 2.7 of the study.

Eighteen percent (sum of strongly disagree and disagree) of the respondents indicated that they disagree with this statement, which indicates that these respondents' parent(s) or guardian(s) is responsible for their tuition fees. This result supports the finding of question 17, in which students perhaps have study loans and scholarships to assist them financially. Furthermore, 29% of the respondents indicated that they neither agree nor disagree with the statement.

Question 21

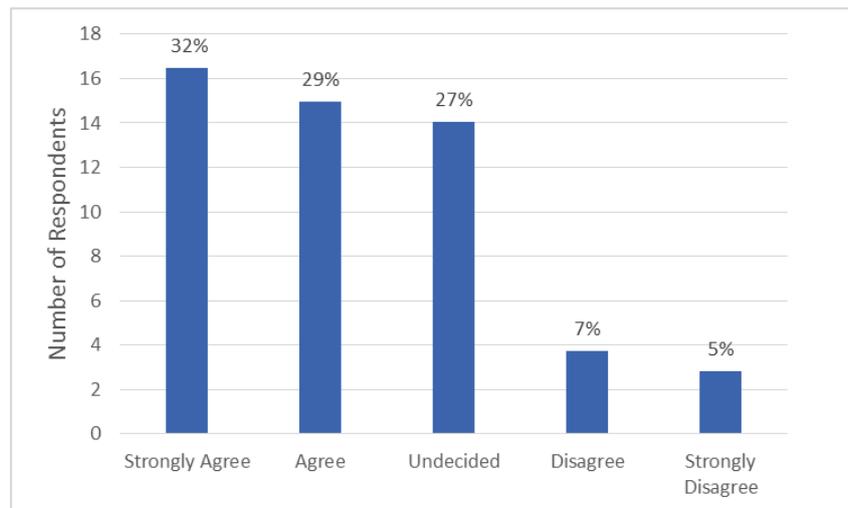


Figure 4. 59 It would influence my decision to attend Prestige Academy if I receive financial aid from my 1st institution of choice

As depicted in Figure 4.59, 61% (sum of strongly agree and agree) of the respondents indicated that access to financial aid from their first institution of choice will influence their decision to study at Prestige Academy. This result supports the finding of question 20 whereby 53% of the respondents indicated that they require financial aid in order to study at Prestige Academy. This result strengthens the influence of the functional consumption value and its impact on students' decision to attend the institution. Warwick and Mansfield (2003) assert that cost is the most important factor in student tertiary institution choice and the availability of financial aid influenced students' decision to attend a particular institution as discussed in chapter two, section 2.8 of the study.

Twenty seven percent of the respondents did not agree nor disagree with the statement. Furthermore, 12% of the respondents indicated that they strongly disagree and disagree with the statement.

Question 22

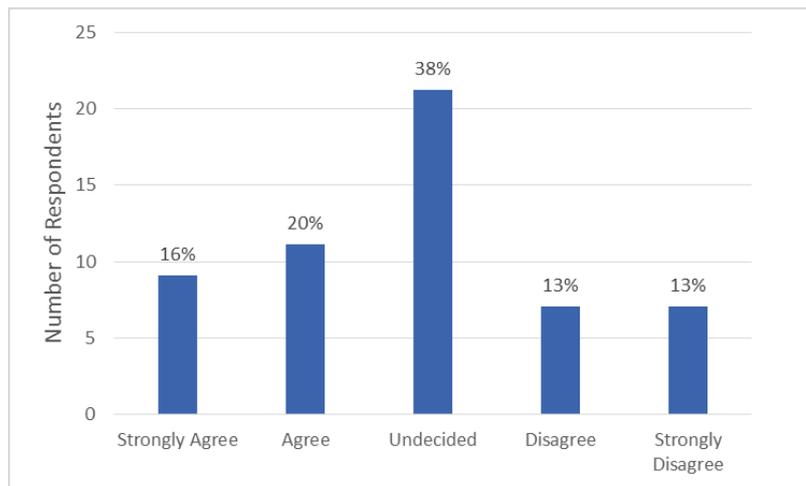


Figure 4. 60 It would influence my decision to attend Prestige Academy if the tuition fees are significantly increased (15% or more) per annum

Figure 4.60 visually presents 36% (sum of strongly agree and agree) of the respondents indicated that they agree with the statement. This result supports the finding of question 17 whereby 61% of the respondents indicated that their decision to attend Prestige Academy will be influenced if their parent(s) or guardian(s) become unemployed. This means that the parent or guardian is financially responsible for the pupil's tuition fees and it is included in the family's monthly budget. With Prestige Academy introducing an increase of 15% or more per annum and with the current inflation rate of 5.1% (Trading Economics, 2017), it would be financially difficult for parents or a guardian to commit to paying the pupil's tuition fees. Furthermore, Fernandez (2010) reported that there is a significant negative relationship between an increase in tuition fees and student institution choice, as mentioned in chapter two, section 2.8 of the study.

Twenty six percent (sum of strongly disagree and disagree) of the respondents indicated that an increase in 15% or more in tuition fees will not influence their decision to attend Prestige Academy. Furthermore, 38% of the respondents indicated that they neither agree nor disagree with the statement.

Question 23

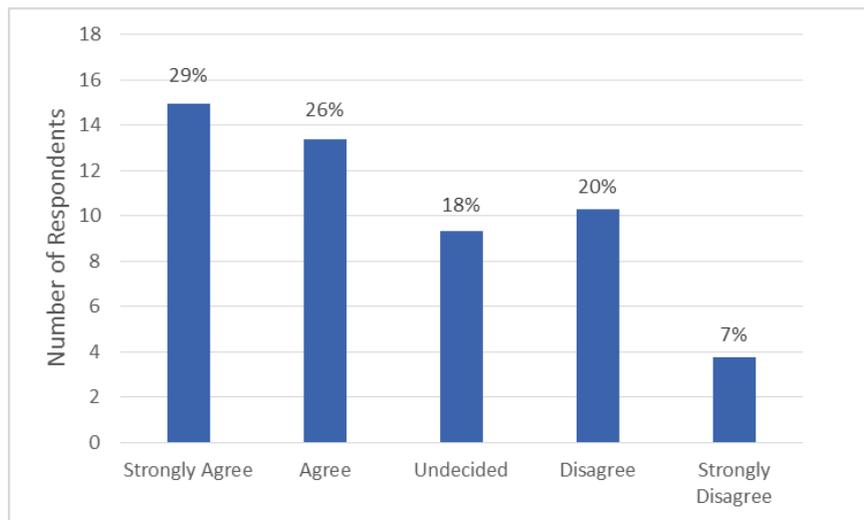


Figure 4. 61 It would influence my decision to attend Prestige Academy if I received a full-time job offer after matric

As seen in Figure 4.61, more than half of the respondents representing 55% (sum of strongly agree and agree) indicated that they agree with the statement and if they received a job opportunity after matric, it would negatively influence their decision to further their studies at Prestige Academy. This finding supports the theory of perceived risk as discussed by Beneke (2011, p. 36), especially the risk of time when selecting a tertiary institution. The respondents' time risk might weigh heavily and is dependent on the functional risk, thus the student might rather be employed full-time and earn an income as discussed in chapter two, section 2.8 of the study. In addition, this finding supports the result of question 37 as 11% of the respondents did not answer the question '*How many institutions did you apply to*', and might not be persuaded yet to make a decision by selecting an institution to further their studies.

Eighteen percent of the respondents indicated that they neither agree nor disagree with the statement. This indicates that the respondents are uncertain of their personal goals and their future plans in terms of being full-time employed or a full-time student. Furthermore, 27% (sum of strongly disagree and disagree) of the respondents disagree with the statement. This indicates that the pupils are aware of their personal goals and the careers or fields that they would like to pursue in order to achieve these goals. The pupils understand the importance of a tertiary qualification and the impact that it has on their careers in revealing sustainable opportunities in the future.

Question 24

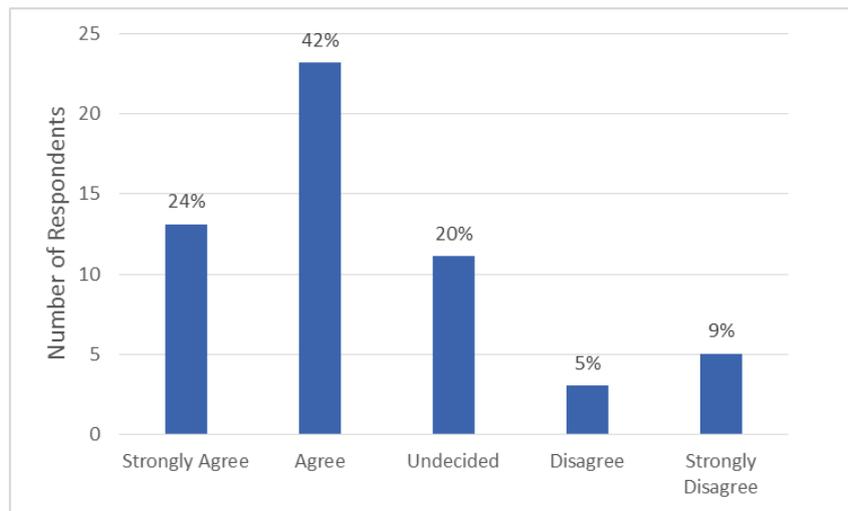


Figure 4. 62 Talking to a current student who enjoyed studying at Prestige Academy would influence my decision to attend the institution

As illustrated in Figure 4.62, 66% (sum of strongly agree and agree) of the respondents agree with the statement. This shows that pupils' rely on existing students' positive word of mouth when evaluating their options of selecting a tertiary institution to further their education. This finding reinforces the positive connotation between satisfied students, the power of referrals, as well as experiential learning and its impact in marketing as described by Trusov et al. (2009, p. 90) in chapter two, section 2.3 in the study.

SECTION FIVE

This section measured the emotional consumption value (as described in chapter two, section 2.5) and its impact on student decisions when selecting a tertiary institution. Section five included five indicators to measure the emotional value. The emotional value seeks to understand the feeling of respondents when selecting a tertiary institution. The responses were scaled from 1 "strongly agree" to 5 "strongly disagree".

Question 25

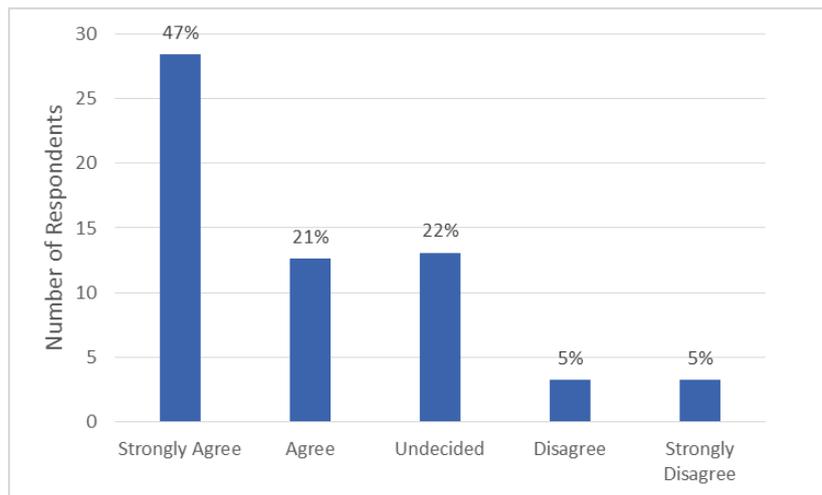


Figure 4. 63 I am excited to attend Prestige Academy

As illustrated in Figure 4.63, a significant number of the respondents representing 68% (sum of strongly agree and agree) indicated that they were happy when they decided to attend Prestige Academy. This shows that the respondents were satisfied with their decision to attend Prestige Academy. Ten percent (sum of strongly disagree and disagree) of the sampled respondents indicated that they disagree with the statement and 22% of the respondents indicated that they neither agree nor disagree with the statement.

Question 26

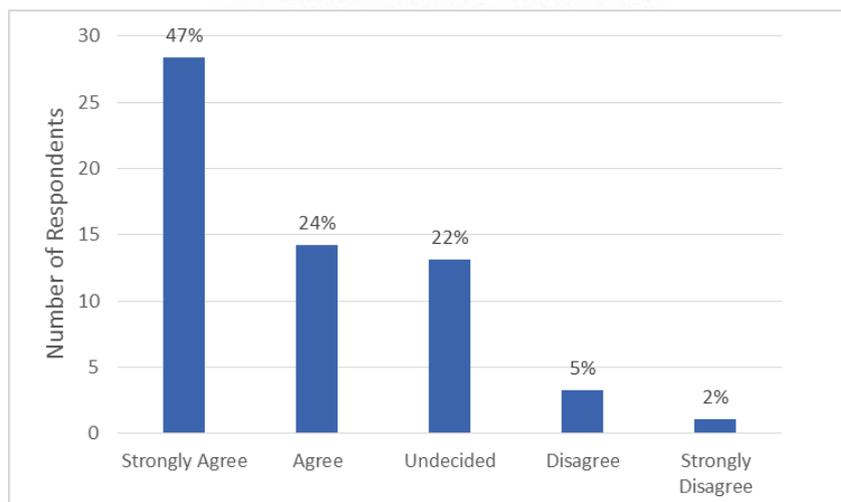


Figure 4. 64 I feel reassured about my decision to attend Prestige Academy

Figure 4.64 shows that 71% (sum of strongly agree and agree) of the respondents agree with statement and that they felt reassured when they decided to attend Prestige Academy. This finding is supported by the results obtained in question nine, whereby 42% of the respondents indicated that they perceive Prestige Academy’s tuition and hostel fees to be ‘value for money’. Furthermore, question 12 reports that 78% of the respondents indicated that they will select Prestige Academy to further their studies due to its good academic reputation. This shows that pupils select an institution based on its reputation and credibility (Beneke, 2011, p. 34). The results of question 14 shows that 80% of the respondents indicated that the learning facilities and resources on campus will influence their decision to study at Prestige Academy. This indicates that the library, access to the libraries database, lecture halls, printers, computer and internet access is important to students as it enhances their learning. All these aspects refer to the reassurance of the quality of teaching offered to the pupils when making their decision, thus minimising the functional risk experienced by pupils as discussed in chapter two, section 2.8 of the study.

Question 27

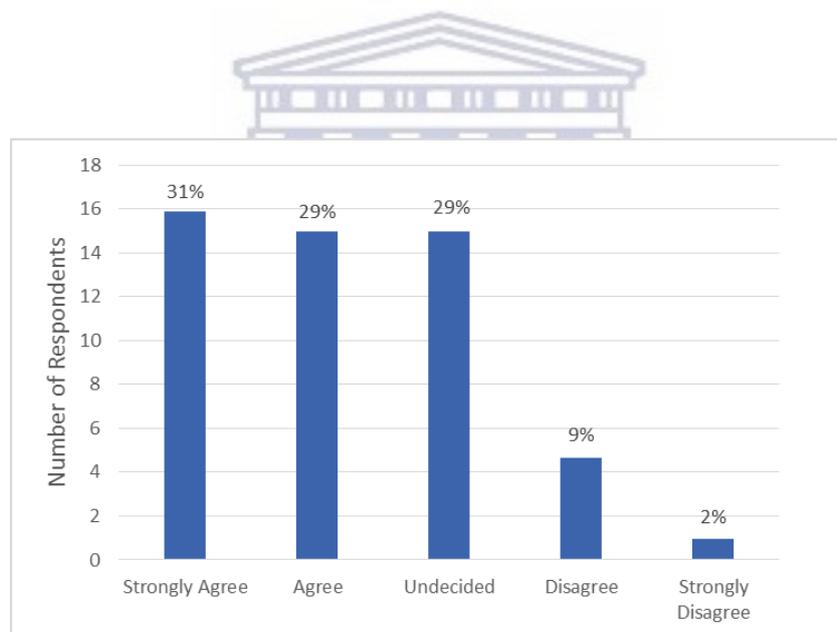


Figure 4. 65 I feel independent about my decision to attend Prestige Academy

In Figure 4.65, it can be seen that 60% (sum of strongly agree and agree) of the respondents agree with the statement. This finding supports the result of question 35, whereby 18% of the respondents indicated that their parents will not influence them to attend Prestige Academy. Therefore, the respondent felt a sense of independence as he or she could have made their own choice as to which tertiary institution they would like to further their education at.

Question 28

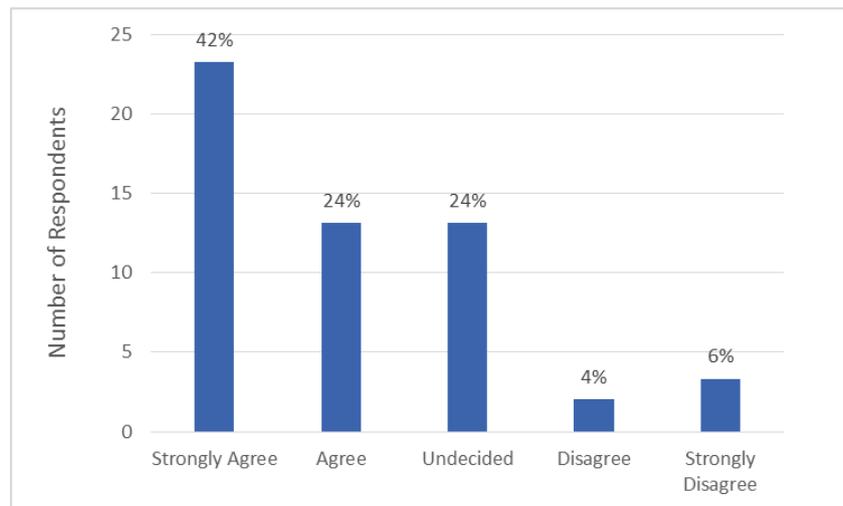


Figure 4. 66 I am happy about my decision to attend Prestige Academy

Figure 4.66 graphically displays that 66% (sum of strongly agree and agree) of the respondents indicated that they are happy with their decision to attend Prestige Academy. Ten percent of the respondents indicated that they strongly disagree and disagree with the statement. This result support the finding obtained in question 18, whereby 24% of the respondents indicated that Prestige Academy was not their second institution choice. This means that Prestige Academy was the respondent's first institution choice and they were happy with their decision to attend the institution.

Question 29

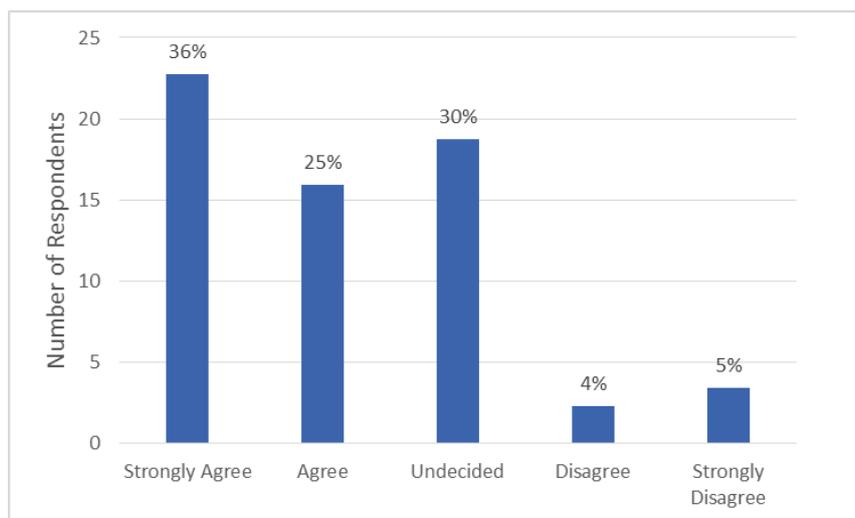


Figure 4. 67 I feel confident about my decision to attend Prestige Academy

As depicted in Figure 4.67, 61% (sum of strongly agree and agree) of the respondents indicated that they feel confident with their decision to further their studies at Prestige Academy. This finding is supported by the result obtained in question 28, which show a positive correlation between the confidence of the pupils’ decision to attend Prestige Academy and being happy to attend Prestige Academy. Nine percent of the respondents indicated that they strongly disagree and disagree with the statement.

SECTION SIX

Section six covered epistemic values as described in chapter two, section 2.5 of this study and included six indicators. The responses were scaled from 1 “strongly agree” to 5 “strongly disagree”.

Question 30

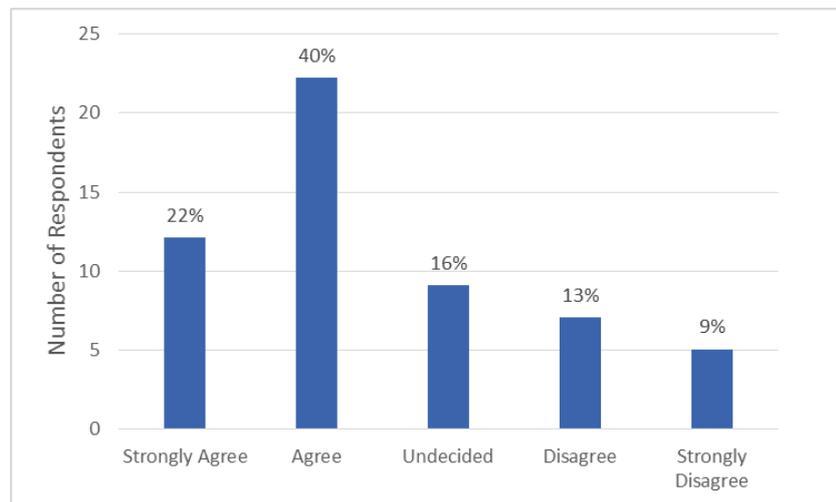


Figure 4. 68 Being curious to experience private higher education will influence my decision to attend Prestige Academy

As presented in Figure 4.68, more than half of the respondents representing 62% (sum of strongly agree and agree) agree with the statement. This result supports the finding of question four, whereby 95% of the respondents indicated that they attended a public secondary school and could be curious to attend a PHEI. In addition, 16% of the respondents indicated that they neither agree nor disagree with the statement. As a result, six percent of respondents indicated that they attend a private secondary school in question four and is familiar with the setting of a private institution. Furthermore, 22% of the respondents indicated that they strongly disagree and disagree with the statement.

Question 31

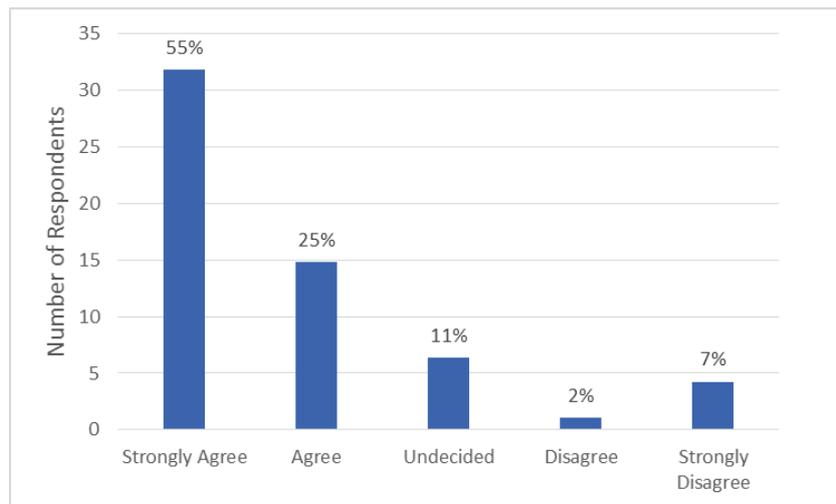


Figure 4. 69 Receiving an acceptance letter at Prestige Academy will influence my decision to attend the institution

As depicted in Figure 4.69, 80% (sum of strongly agree and agree) of the respondents indicated that they agree with the statement. This finding supports the result of question 38, whereby a significant number of respondents representing 53% indicated that they were accepted at only one institution. Nine percent of the respondents strongly disagree and disagree with the statement and 11% neither agree nor disagree with the statement.

Question 32

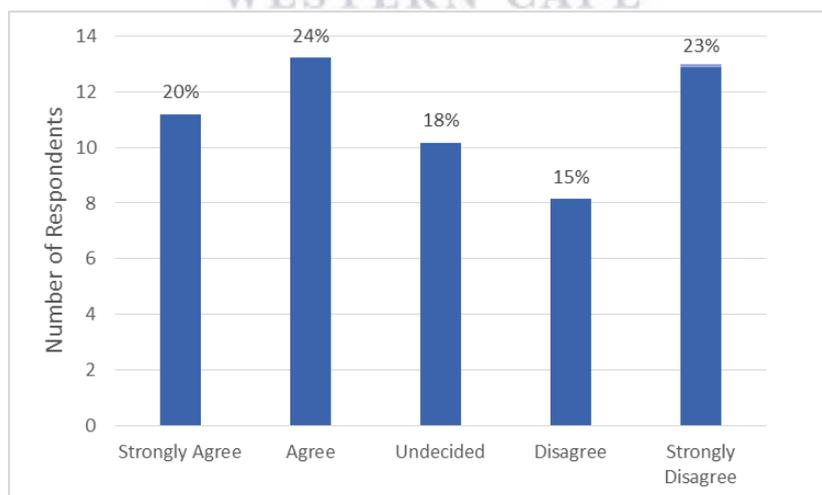


Figure 4. 70 Being bored with living at home will influence my decision to attend Prestige Academy

As illustrated in Figure 4.70, 38% (sum of strongly disagree and disagree) of the respondents disagree with the statement. This finding is supported by the result obtained in question five, whereby 55% of the respondents indicated that they will select Prestige Academy based on the location of its campus. Furthermore, 44% (sum of strongly agree and agree) of the respondents agree with the statement, but might not be residing in Cape Town as interpreted in question five.

Question 33

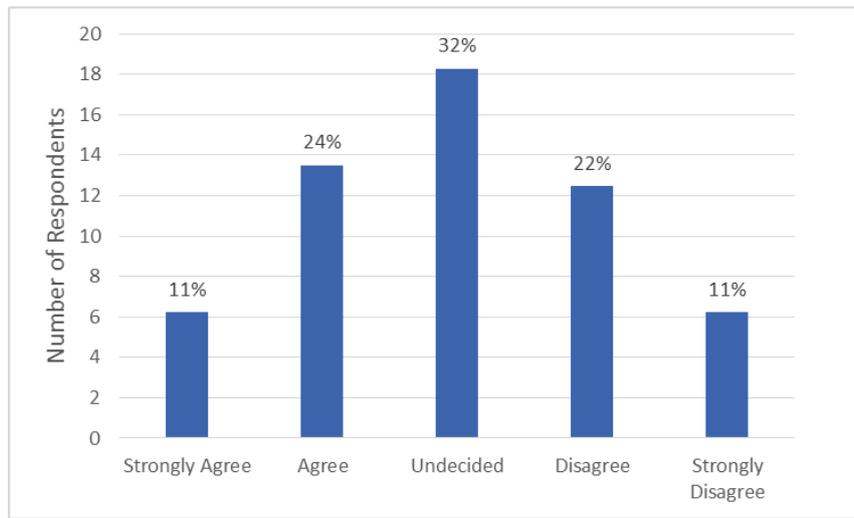


Figure 4. 71 Being intrigued by the activities in Cape Town will influence my decision to attend Prestige Academy

As seen in Figure 4.71, 33% (sum of strongly disagree and disagree) indicated that they disagree with the statement. Thirty two percent of the respondents indicated that they neither agree nor disagree with the statement. Furthermore, 35% (sum of strongly agree and agree) of the respondents agree with the statement. This result is supported by the findings obtained in question three, where the majority of respondents representing 98% are South Africans which indicates that the sampled respondents might not be residing in Cape Town and may be from surrounding towns and provinces in South Africa.

Question 34

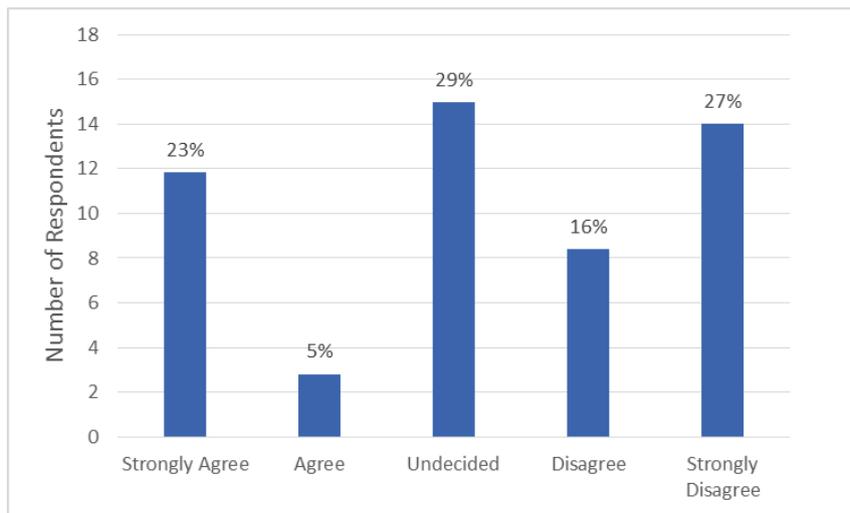


Figure 4. 72 I received a scholarship so I decided to enrol at Prestige Academy

As presented in Figure 4.72, 43% (sum of strongly disagree and disagree) of the respondents indicated that they disagree with the statement. This result contradicts the finding in question 20, whereby 53% of the respondents attending Prestige Academy is dependent on the access to financial aid. Twenty nine percent of the respondents indicated that they neither agree nor disagree with the statement and 28% (sum of strongly agree and agree) of the respondents agree with the statement.

Question 35

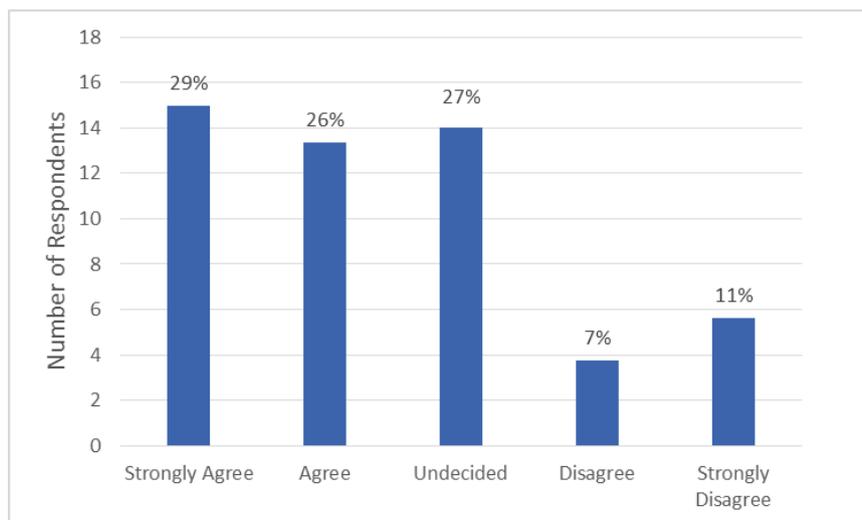


Figure 4. 73 My parents' emotional support will influence my decision to attend Prestige Academy

As depicted in Figure 4.73, 55% (sum of strongly agree and agree) of the respondents indicated that they agree with the statement. Fernandez’s (2010, p. 117) research supports this finding as students often consult with their parents when making their decision regarding which tertiary institution they should attend and confirms the influence of parents in the family buying process (Lamb et al., 2015, p. 144). Therefore, marketing administrators must consider the expectations of students and parents to meet their demands. However, Leach and Zepke (2005, p. 18) insist that parents’ influence is more dominant on the ‘problem recognition and ‘information search’ stage of the consumer decision making process and not as critical in the ‘purchase stage’ which involves the decision to attend or not to attend the institution in question. Eighteen percent (sum of strongly disagree and disagree) of the respondents disagree with the statement, and 27% of the respondents neither agree nor disagree with the statement.

SECTION SEVEN

Section seven consisted of three questions which evaluated the impact of the Winter Workshop programme and its influence on pupils’ decision when selecting a PHEI, by understanding how many tertiary institutions the pupils applied to and how many applications were accepted.

Question 36

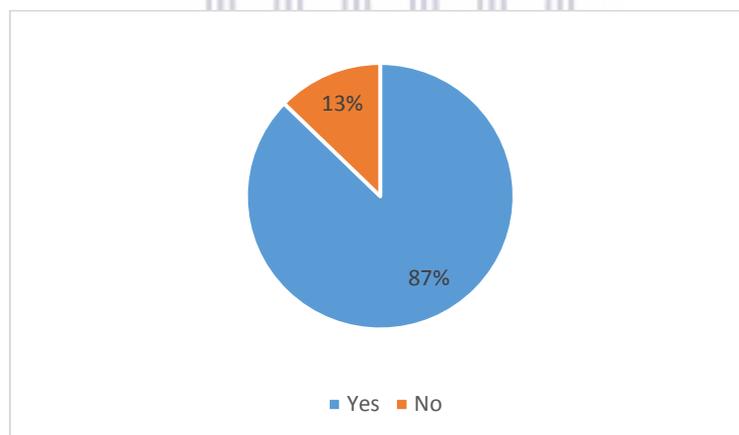


Figure 4. 74 I have attended the Winter Workshop at Prestige Academy prior to enrolling

As seen in Figure 4.74, a significant number of the respondents representing 87% indicated that they attended the Winter Workshop prior to enrolling at Prestige Academy. The result obtained in question 10 supports this finding, as more than half of the sampled respondents representing 64% indicated that they were drawn to Prestige Academy due to their effective marketing campaigns. This indicates that the marketing department’s promotional activities are effective such as school exhibitions, advertisements, and open days. Furthermore, 13% of the

respondents indicated that they disagree with the statement. This result is not accurate as the Grade 12 sample consisted of pupils that attended the Winter Workshop. The respondents misinterpreted the question due to two possible reasons not planning to enroll at Prestige Academy after their attendance at the Winter Workshop, or these pupils have already enrolled at Prestige Academy and simply attended the Winter Workshop to minimise a feeling of cognitive dissonance.

Question 37

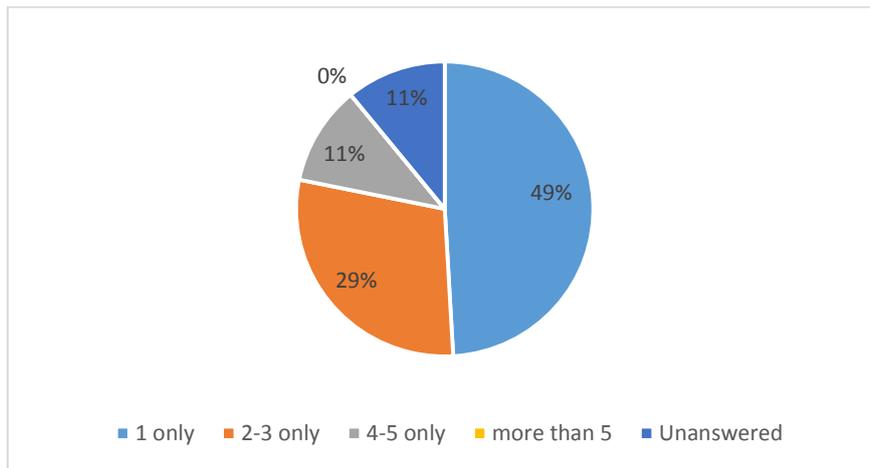


Figure 4. 75 How many institutions did you apply to?

As illustrated in Figure 4.75, 49% of the respondents indicated that they applied to only one institution by submitting an application to Prestige Academy or another institution. Twenty nine percent of the respondents indicated that they applied to two or three institutions and eleven percent of the respondents indicated that they applied to four or five institutions. None of the respondents indicated that they applied to five or more institutions. Eleven percent of the respondents did not answer this question. It could be inferred that the respondents' did not apply to any tertiary institution yet at the time of the data collection. This finding supports the result obtained in question 18 whereby 27% of the respondents' indicated they did not agree nor disagree with the statement '*it would influence my decision to attend Prestige Academy if I do not get into my 1st choice of institution*'.

Question 38

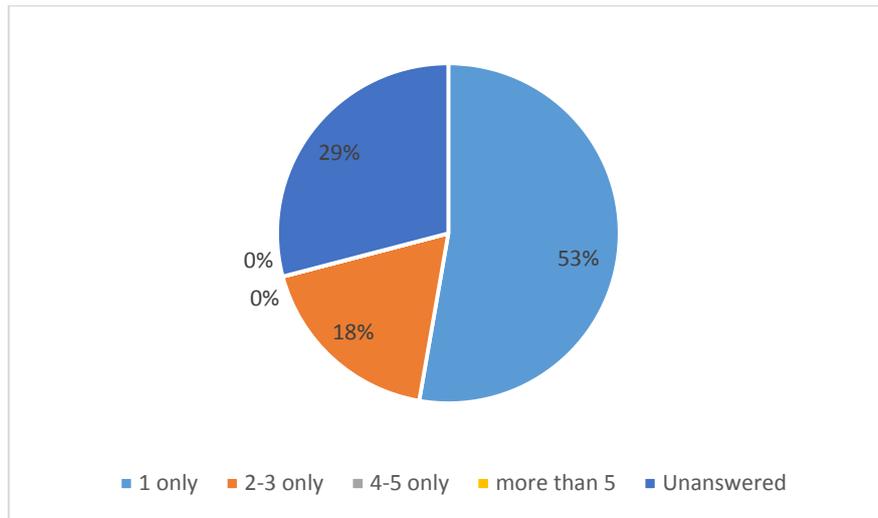


Figure 4. 76 How many institutions were you accepted at?

As seen in Figure 4.76 above, a significant number of the respondents representing 53%, indicated that they were accepted at only one institution. This indicates that the majority of the respondents did not have a choice when choosing a tertiary institution, or they are expecting feedback from other tertiary institutions which usually occurs after the release of the final matric results during January of the subsequent year (Academy, 2017). Eighteen percent of the respondents indicated that they were accepted at two or three institutions, none of the respondents indicated that they were accepted between four or five institutions and none of the respondents indicated that they were accepted at more than five institutions.

Twenty nine percent of the respondents did not answer the question. This confirms that the respondents' are still waiting on feedback from other tertiary institutions which is normally after the release of the final matric results during January of the subsequent year of application.

4.5 Examination and the discussion of the research questions

4.5.1 Minor research sub-question one: To what extent do the consumption values influence student tertiary institution choice?

As indicated in chapter three, section 3.9, the questionnaire was divided into five sections that measured the five values of the SNG model and it's relation to Prestige Academy. Based on the discussion of the analysis and considering the sum of strongly agree and agree results of each statement for each section of the questionnaire, the following conclusions may be drawn:

Functional value had the greatest impact on the respondents' decision to attend Prestige Academy, followed by emotional value, social value and conditional value. Based on the analysis epistemic value did not impact the respondents' decision to attend the institution.

4.5.2 Minor research sub-question two: What factors influence students' decision making when selecting a tertiary institution?

As discussed in chapter three, section 3.9, multiple indicators were used to measure each consumption value. Multiple indicators measuring one consumption value were grouped together to avoid confusion and to improve the validity of the findings.

Based on the analysis and considering the sum of strongly agree results and agree of each statement, for each section of the questionnaire, the following conclusions may be drawn:

- Functional value: as shown in question seven, fewer students in a class influenced the respondents to attend the institution. As indicated in question eight, having good facilities at the residence/hostel will influence the respondents to attend the institution. As described in question 10, the marketing activities will influence the respondents to attend the institution. Noted in question 12, it is evident that the reputation of Prestige Academy will influence the respondents to attend the institution. Question 13 summarises the incorporation of experiential learning into the syllabus and it influences the respondents to attend the institution. Question 14 reports that the learning facilities and resources on campus will influence the respondents to attend the institution. These attributes are key elements of satisfaction in order to attend the tertiary institution.
- Emotional value: recalled in the analysis of section five of the questionnaire, it is evident that each of the five indicators measuring the emotional value influenced the respondents to attend the institution. The emotional consumption value is linked to the functional consumption value. If Prestige Academy is successful in fulfilling the need of the functional value, students will be excited, reassured, feel a sense of independence, be happy and feel confident to attend the institution.
- Social value: as described in question 16, the perception of students that currently study at Prestige Academy will positively influence the respondents to attend the institution.
- Conditional value: as discussed in question 19, the programmes that Prestige Academy currently offers will influence the respondents to attend the institution. As indicated in

question 24, it is evident that positive referrals will influence the respondents to attend the institution.

4.5.3 Minor research sub-question four: What is the impact of Prestige Academy's Winter Workshop on Grade 12 pupils' institution choice?

This question measured the effectiveness of the Winter Workshop programme in relation to the number of Grade 12 pupils that decide to attend Prestige Academy. The findings obtained in question 36 show that a significant number of respondents (87%) attended the Winter Workshop prior to enrolling at Prestige Academy. Eleven percent of the respondents indicated that they attended the Winter Workshop prior to enrolling at Prestige Academy.

4.6 Summary of the first year students and Grade 12 pupils' findings

For the first year students and the Grade 12 pupils, functional value had the greatest impact on the sampled respondents' decision to attend Prestige Academy, followed by emotional value, social value and conditional value. Based on the analysis of the first year students and the Grade 12 pupils, the epistemic value did not influence and will not influence the sampled respondents' decision to attend the institution.

4.7 Examination and the discussion of the research hypotheses

The first two hypotheses are very closely related.

H₁: Market choice is a function of multiple consumption values. The market choice decision is a function of multiple values and forms the foundation of the SNG model, thus hypothesis one is accepted. Consumer choices are influenced by different degrees of the multiple values reliant on the buying situation and includes functional, social, conditional, emotional and epistemic values.

H₂: The SNG values (functional, social, conditional, emotional and epistemic) exist and are independent of each other. The authors of the SNG model state that market choice behaviour is impacted by multiple values. Upon examining the 31 indicators, hypothesis two is rejected as only the functional, social, conditional and emotional consumption value influenced student institution choice.

H₃: Prestige Academy's Winter Workshop influenced the first years' tertiary institution choice. This hypothesis measures the effectiveness of the Winter Workshop programme against the

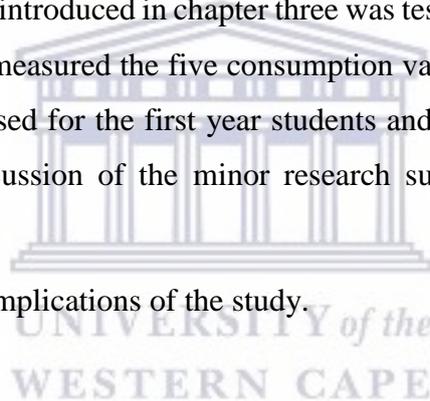
number of first year students that decide to attend Prestige Academy. The findings of question 36 indicate that a significant number of respondents (73%) indicated that they attended the Winter Workshop programme prior to enrolling at Prestige Academy. Twenty seven percent of the respondents indicated that they did not attend the Winter Workshop prior to enrolling at Prestige Academy. Therefore hypothesis three is accepted.

H₄: Prestige Academy's Winter Workshop influences Grade 12 pupils' tertiary institution choice. This hypothesis measures the effectiveness of the Winter Workshop programme against the number of Grade 12 pupils that decide to attend Prestige Academy. The findings of question 36 indicates that a significant number of respondents (87%) indicated that they attended the Winter Workshop prior to enrolling at Prestige Academy. Therefore hypothesis four is accepted.

4.8 Conclusion

In this chapter, the hypotheses introduced in chapter three was tested and justified. The findings of each of the indicators that measured the five consumption values and its impact on student institution choice were discussed for the first year students and the Grade 12 pupils. Finally, the examination and the discussion of the minor research sub-questions and the research hypotheses were addressed.

Chapter five will discuss the implications of the study.



CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter discussed the research hypotheses of the study. This chapter will discuss the implications of the study by offering recommendations to the management of Prestige Academy. Based on the findings, recommendations for future research will be outlined as well as the limitations of the study.

5.2 Recommendations for the findings of the research hypotheses

H₁: Market choice is a function of multiple consumption values. Market choice decision is a function of multiple values and is the foundation of the SNG model, thus hypothesis one is accepted. Consumer choices are influenced by different degrees of the multiple values reliant on the buying situation and includes functional, social, conditional, emotional and epistemic values. The marketing department of Prestige Academy should integrate each of the SNG consumption values in their marketing activities to influence students' to attend the institution and to minimise their cognitive dissonance.

H₂: The SNG values (functional, social, conditional, emotional and epistemic) exist and are independent of each other. The authors of the SNG model state that market choice behaviour is impacted by multiple values. After examining the 31 indicators, hypothesis two is rejected as only functional, emotional, social and the conditional consumption values influenced student institution choice, for both the first year students and the Grade 12 pupils. The epistemic consumption value did not influence the sampled first year students and the Grade 12 pupils to attend the institution. The marketing department of Prestige Academy can pursue the following marketing activities to reinforce each of the consumption values:

- Functional value

The marketing department should include the servicescape when advertising the institution and should focus on the brand of Prestige Academy, facilities of the institution and the cost associated with attending Prestige Academy. With regards to the institution's brand, the marketing department should focus on the reputation of the institution.

As brand awareness is improved through advertising, Prestige Academy should advertise more frequently on mediums including newspapers, radio and social media platforms that their target

audience is exposed to. This will create brand awareness of the institution and the credibility of the brand will be enriched.

Next, the management of Prestige Academy should send the academic staff on external training and national academic conferences with academics of other tertiary institutions. This will allow Prestige Academy's academic staff to network with the academic staff of other tertiary institutions and to stay abreast with current trends in the corporate industry. By networking with organisations', these employers become familiar with Prestige Academy and start to trust the brand, thus making it easier for students' to gain employment, an internship or bursary opportunities with a qualification obtained from Prestige Academy.

Brand awareness of tertiary institutions is based on the rankings which focuses on the amount of articles that academics publish, as discussed in chapter 1, section 1.1. Currently Prestige Academy is not part of the World University Rankings (Baty, 2017). The management of Prestige Academy can improve their ranking by offering scholarships to their academic staff and supporting them through their Masters, Doctorate studies and article publications. A copy of lecturers' thesis can be placed in the library of Prestige Academy. This will improve Prestige Academy's ranking and ensure confidence in the brand.

Furthermore, focus must be placed on the facilities of the institution. The marketing department should ensure that all the marketing material highlight the few number of students' in a class, compared to a public university, as these students' receive individual and personalised attention from lecturers. The marketing material should include photos and a detailed description of the campus and the hostel facilities. Focus should be given to the library, as it is the heart of a tertiary institution. Prestige Academy should partner with Google Scholar to ensure that the students' have access to all peer reviewed articles, journals and thesis' on the database without paying for it. Prestige Academy should increase the size of the library to accommodate more students' with the completion of assignments and mini dissertations by having more computers, updated textbooks and free Wi-Fi available to students.

- Social value

Prestige Academy's marketing department should balance the academics and the social activities on campus when informing potential students about the institution at school exhibitions, the Winter Workshop and Open days. The marketing department should use the teaching service as the core purpose to attend Prestige Academy and the social activities as a supporting function to the teaching service; equipping students to have a balanced life. This will eliminate perceptions that Grade 12 pupils and first year students may have of Prestige

Academy 'being all fun and games', ensuring that students' perceptions are equivalent to student expectations. Prestige Academy's marketing administrators can interview current students to share their perception about their experience at Prestige Academy and post it on Prestige Academy's website via a review page to minimise students' doubt to attend the institution. Prestige Academy can record student's perceptions about their experience at Prestige Academy in the form of a video and play it at the Open Day. Videos can be made of final year students' and from successful alumni and to play it to the students attending the Winter Workshop programme.

- Conditional value

Prestige Academy should invest in bursary and study loan opportunities by partnering with the Services Sector Education and Training Authority (Services SETA), National Research Foundation (NRF) that provides research funding to potential postgraduate students and the National Student Financial Aid Scheme (NSFAS) to provide financial supporting bursaries, merit bursaries and student loans to financially accommodate deserving students to attend the institution. Prestige Academy's marketing team should capitalise on the different career path of each qualification and to ensure that students' understand the importance of having a formal qualification to pursue the career in which they intend to follow.

- Emotional value

The marketing department should ensure that all of the marketing material visually displays photos of students'. The photos of the student's should portray positive feelings such as happiness and excitement, for example; taking photos of students during break times, at the first year camp, the leadership seminar and at all of the other social events and community outreach projects where the students are laughing and enjoying themselves. The marketing department may request that alumni write testimonials about the institution and post it on Prestige Academy's website via a review page. Furthermore, Prestige Academy can invite the alumni to attend the opening ceremony or the Winter Workshop programme to share their experience that they had at Prestige Academy with the attendees; reinforcing potential student's confidence in their decision to attend the institution.

H₃: Prestige Academy's Winter Workshop influenced the first year student's tertiary institution choice. This hypothesis measured the effectiveness of the Winter Workshop by assessing the relationship between attending the Winter Workshop and the student's decision to attend Prestige Academy. The findings of question 36 indicates that a significant number of the sampled respondents, representing 73% attended the Winter Workshop prior to enrolling at

Prestige Academy. Overall, 27% of the respondents indicated that they did not attend the Winter Workshop prior to enrolling at Prestige Academy. Therefore hypothesis three is accepted.

Prestige Academy's marketing team must retain the Winter Workshop programme as part of its social campaigns. However, 27% of the respondents did not attend the Winter Workshop prior to enrolling at Prestige Academy. Therefore, more awareness of the Winter Workshop programme through effective advertising should be created to build brand awareness. For example, having posters on the lamp posts in the Northern Suburbs, advertising in newspapers, online platforms and radio that reaches its target audience.

H₄: Prestige Academy's Winter Workshop influences the Grade 12 pupils' tertiary institution choice. This hypothesis measures the effectiveness of the Winter Workshop against the number of Grade 12 pupils that decide to attend Prestige Academy. The findings of question 36 indicates that a significant number of the sampled respondents, representing 87% attended the Winter Workshop prior to enrolling at Prestige Academy. Thus, the marketing administrators of Prestige Academy should incorporate the recommendations of the functional, conditional, social and emotional value into the Winter Workshop programme to influence students' to attend the institution.

5.3 Limitations of the study

The study presented the following limitations;

- Although the study was conducted at a single institution, the findings can be used as a departure point for other similar institutions for their marketing strategies.
- The respondent group is large within the case (all first year students at Prestige Academy and Grade 12 pupils that are registered to attend the Winter Workshop programme), but it could be considered small relative to the total marketplace population (all other tertiary institutions and secondary schools in Cape Town) as discussed in chapter three, section 3.7.
- The response rate of the first year students were low. The population size was 202 and the sample size was 71 respondents. The researcher sent the respondents multiple emails as a reminder to complete the questionnaire, as discussed in chapter three, section 3.8.
- A significant number of the Grade 12 pupils left question 37 and question 38 unanswered. The possible reasons were discussed in chapter four, section 4.4 of the study.

- Furthermore, the study was conducted with a sample of first year students which could possibly not recall events longer than six months ago as memory could fade over time; and the possibility of respondents engaging in consonant behaviour.

5.4 Recommendations for future research

In terms of future research, the researcher recommends the following:

- Implementation of the SNG model for marketing strategies at HEIs.
- Evaluating the impact of the implemented marketing strategies.
- Expand the SNG model to include all types of HEIs in South Africa.

5.5 Conclusion

This chapter discussed the implications of the study for Prestige Academy, as well as the limitations of the study. This chapter suggested recommendations for future studies. The SNG model was assessed as a tool to determine the factors that influence student tertiary institution choice and it specifically measured the consumption values that influence student tertiary institution choice when deciding to attend Prestige Academy. Recommendations were made to adapt Prestige Academy's marketing strategy based on the findings of the study. It is clear that the SNG consumption model is useful to understand the various factors that influence student institution choice.

The following pages provide a list of references and supporting documents, as arranged within the Appendices.

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APPENDICES

APPENDIX A: Information letter to research participants

UNIVERSITY OF THE WESTERN CAPE (UWC)
FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

SCHOOL OF BUSINESS AND FINANCE

INFORMATION SHEET FOR RESEARCH PARTICIPANTS

Exploring the factors that influence student tertiary institution choice at Prestige Academy by applying the SNG model.

Dear prospective participant

My name is Nicole Lombard and I am doing research under the supervision of Dr Garth Van Gensen, the HOD of Management in the School of Business and Finance at the University of the Western Cape towards a Masters in Commerce in Business Management. We are inviting you to participate in the study entitled “Exploring the factors that influence student tertiary institution choice at Prestige Academy by applying the SNG model.”

WHAT IS THE AIM/PURPOSE OF THE STUDY?

The aim of this study is to determine the factors that influence students’ behaviour when selecting a tertiary institution to further their studies.

WHY AM I BEING INVITED TO PARTICPATE?

In order to undertake this study, one hundred registered first year students are required to understand the factors that influenced the first year students' decision making to select a tertiary institution. Fifty Grade 12 pupils that are registered to attend the Winter Workshop are invited to participate in the study in order to understand the factors that will influence them when selecting a tertiary institution, and especially measuring the impact of the Winter Workshop on the potential students’ decision making.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY/WHAT DOES THE RESEARCH INVOLVE?

A web-based questionnaire will be emailed to all the registered first years and a questionnaire will be given in hard copy form to all the registered Grade 12 pupils that will attend the Winter Workshop in 2017. Both questionnaires will take ten minutes to complete.

CAN I WITHDRAW FROM THIS STUDY?

Your participation is voluntary and information will be treated as confidential. You are free to withdraw at any time and without giving any reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The research will provide marketers with knowledge regarding the correct approach to appeal to potential students in their marketing efforts at Prestige Academy.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THE STUDY?

Participation is voluntary and you may experience some uncertainty in answering some of the questions. There is no right or wrong answer. I also commit to ensure that you cannot be identified based on the answers given and how I report on it.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Further note that your anonymous data may be used for purposes such as for example, a research report and/or dissertation and possible journal article. Your privacy would be protected because personal identifiers will be removed from research-related information. If needed (on request), a copy of the University of the Western Cape’s Ethics Policy will be available to all participants.

HOW WILL INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard and soft copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet. The electronic information will be stored on a password protected computer. The paper based information would then be destroyed/shredded and the computer files will be deleted after five years.

WILL I RECEIVE PAYMENT OR ANY INCENTIVE FOR PARTICIPATING IN THIS STUDY?

There will be no payment or reward offered for taking part in the research.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This questionnaires has received written approval from the Chairperson of the Research Committee of Prestige Academy. A copy of the letter is attached.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS?

If you would like to be informed of the final research findings, please contact Nicole Lombard, 3416431@myuwc.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thanking you for your participation.

Researcher

Nicole Lombard
Student Number: 3416431
Email: 3416431@myuwc.ac.za

Supervisor

Dr G Van Gensen
Position: HOD Management
Tel:0219593187
Email: gvangensen@uwc.ac.za

DECLARATION BY RESPONDENT

I hereby agree to participate in the completion of this questionnaire.

Signature of respondent _____



Consent Form questionnaire for learners

University of the Western Cape

Title: Exploring the factors that influence student tertiary institution choice at Prestige Academy by applying the SNG model.

Researcher: Nicole Lombard (3416431)

Please initial box

1. I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. (If I wish to withdraw I may contact the lead researcher at any time).
3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result for the research.
4. I agree for the data collected from me to be used in future research.
5. I agree for to take part in the above research project.

Name of Participant <i>(or legal representative)</i>	(Date)	(Signature)
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(Nicole Lombard/Lead Researcher) (Date) <i>(To be signed and dated in presence of the participant)</i>	(Signature)
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Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only.

<p>Researcher:</p> <p>Nicole Lombard 3416431@myuwc.ac.za</p>

<p>Supervisor:</p> <p>Dr Van Gensen gvangensen@uwc.ac.za</p>

<p>HOD:</p> <p>Dr Van Gensen gvangensen@uwc.ac.za</p>
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APPENDIX B: Questionnaire of the first year students

Understanding how students select a tertiary institution

Dear student

I am currently doing research towards a BCom Masters Degree in Management. The study aims to understand student behaviour when selecting a tertiary institution to further their studies.

Please note that this questionnaire is anonymous and the feedback will be given to the management at Prestige Academy for continuous improvement. The survey should not take more than 10 minutes to complete. Please complete the survey before 29 May 2017.

There are seven sections that aim to understand student decision making when selecting a tertiary institution. Please answer all questions to the best of your ability.

* Required

Screening Question

Mark your answer by placing a circle (o) around your answer.

1. **Are you a registered first year student at Prestige Academy? ***

Mark only one oval.

- Yes
 No

If Yes, please proceed to Part One. If No, you are omitted to participate in the study.

SECTION ONE

Mark your answer by placing a circle (o) around your answer.

2. **What is your age? ***

Mark only one oval.

- 17-18 years
 19-20 years
 21-22 years
 23 years and older

3. **Are you a South African? ***

Mark only one oval.

- Yes
 No
 Other: _____

4. High school type:

Mark only one oval.

- Private
- Public
- Religious Affiliation
- Other: _____

SECTION TWO

Please indicate the extent to which you agree with the following statements. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

5. I decided to study at Prestige Academy because it is close to my home. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

6. I decided to study at Prestige Academy because i could not gain entrance to an university. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

7. I decided to study at Prestige Academy because there are fewer students in a class compared to an university. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

8. I decided to study at Prestige Academy because of the good facilities at its residence/hostel. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

9. I perceive Prestige Academy's tuition and residence/hostel fees to be good value for money. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

10. I was drawn to Prestige Academy because of its effective marketing campaigns. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

11. I decided to study at Prestige Academy because they have many social activities for students. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

12. I decided to study at Prestige Academy due to its good academic reputation. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

13. I was drawn to Prestige Academy because it prepares graduates for a career by incorporating experiential learning into the syllabus. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

14. I decided to study at Prestige Academy because of the learning facilities and resources on campus. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

SECTION THREE

Which of the following groups of people do you believe are most likely to attend Prestige Academy? Please indicate the extent to which you agree with the following statements. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

15. **People who enjoy social activities are most likely to attend Prestige Academy. ***
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

16. **People who take their studies seriously are most likely to attend Prestige Academy. ***
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

SECTION FOUR

Certain conditions could influenced your decision to attend Prestige Academy. Please indicate the extent to which you agree with the following statements. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

17. **It would have influenced my decision to attend Prestige Academy if my parent(s)/guardian(s) became unemployed. ***
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

18. **I decided to attend Prestige Academy because I did not get into my 1st choice of institution. ***
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

19. **I enrolled at Prestige Academy due to the programmes offered. ***
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

20. **Without financial aid, I would not have been able to apply at Prestige Academy. ***
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

21. It would have influenced my decision to attend Prestige Academy if I received financial aid from my 1st institution of choice. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

22. It would have influenced my decision to attend Prestige Academy if the tuition fees are significantly increased (15% or more) per annum. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

23. It would have influenced my decision to attend Prestige Academy if I received a full time job offer after matric. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

24. Talking to a current student who enjoyed studying at Prestige Academy would have influenced my decision to attend the institution. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

SECTION FIVE

Please indicate if you personally experience any of the following feelings associated with your decision to attend Prestige Academy. For example, I was scared when I decided to attend to attend Prestige Academy. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

25. I was excited when I decided to attend Prestige Academy. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

26. I felt reassured when I decided to attend Prestige Academy. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

27. I felt independent when I decided to attend Prestige Academy. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

28. I was happy when I decided to attend Prestige Academy. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

29. I felt confident when I decided to attend Prestige Academy. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

SECTION SIX

Some people attend Prestige Academy because they are curious about it and its potential benefits. Please indicate the extent to which you agree with the following statements. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

30. I decided to attend Prestige Academy because I was curious to experience private higher education.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

31. I was accepted at Prestige Academy, so I decided to attend the institution.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

32. I am bored living at home so I decided to attend Prestige Academy.
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

33. I was intrigued by the activities in Cape Town, so I decided to attend Prestige Academy.
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

34. I received a scholarship so I decided to enrol at Prestige Academy.
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

35. My parents' influenced me to attend Prestige Academy.
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

SECTION SEVEN

Please answer all questions to the best of your ability. Mark your answer by placing a circle (o) around your answer.

36. I have attend the Winter Workshop at Prestige Academy prior to enrolling.
Mark only one oval.

- Yes
 No

37. How many institutions did you apply to?
Mark only one oval.

- 1 only
 2-3
 4-5
 more than 5

38. How many institutions were you accepted at?
Mark only one oval.

- 1 only
 2-3
 4-5
 more than 5

Questionnaire of the Grade 12 pupils

Understanding how students select a tertiary institution

Dear student

I am currently doing research towards a BCom Masters Degree in Management. The study aims to understand student behaviour when selecting a tertiary institution to further their studies.

Please note that this questionnaire is anonymous and the feedback will be given to the management at Prestige Academy for continuous improvement. The survey should not take more than 10 minutes to complete. Please complete the survey before 21 July 2017.

There are seven sections that aim to understand student decision making when selecting a tertiary institution. Please answer all questions to the best of your ability.

* Required

Screening Question

Mark your answer by placing a circle (o) around your answer.

1. **Are you a registered Grade 12 pupil? ***

Mark only one oval.

- Yes
 No

If Yes, please proceed to Part One. If No, you are omitted to participate in the study.

SECTION ONE

Mark your answer by placing a circle (o) around your answer.

2. **What is your age? ***

Mark only one oval.

- 17-18 years
 19-20 years
 21-22 years
 23 years and older

3. **Are you a South African? ***

Mark only one oval.

- Yes
 No
 Other: _____

9. I perceive Prestige Academy's tuition and residence/hostel fees to be good value for money. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

10. Prestige Academy's effective marketing campaigns will influence my decision to attend the institution. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

11. The social activities for students at Prestige Academy will influence my decision to attend. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

12. Prestige Academy's good academic reputation will influence my decision to attend the institution. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

13. Preparing graduates for a career by incorporating experiential learning into the syllabus will influence my decision to attend Prestige Academy. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

14. The learning facilities and resources on campus will influence my decision to attend Prestige Academy. *

Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

SECTION THREE

Which of the following groups of people do you believe are most likely to attend Prestige Academy? Please indicate the extent to which you agree with the following statements. Mark

your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

15. **People who enjoy social activities are most likely to attend Prestige Academy. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

16. **People who take their studies seriously are most likely to apply to Prestige Academy. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

SECTION FOUR

Certain conditions could influenced your decision to attend Prestige Academy. Please indicate the extent to which you agree with the following statements. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

17. **It would influence my decision to attend Prestige Academy if my parent(s)/guardians(s) became unemployed. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

18. **It would influence my decision to attend Prestige Academy if I do not get into my 1st choice of institution. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

19. **I will enrol at Prestige Academy due to the programmes offered. ***
Mark only one oval.

	1	2	3	4	5	
Strongly Agree	<input type="radio"/>	Strongly Disagree				

20. Without my financial aid, I would not be able to apply at Prestige Academy. *
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

21. It would influence my decision to attend Prestige Academy if I receive financial aid from my 1st institution of choice. *
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

22. It would influence my decision to attend Prestige Academy if the tuition fees are significantly increased (15% or more) per annum. *
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

23. It would influence my decision to attend Prestige Academy if I received a full time job offer after matric. *
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

24. Talking to a current student who enjoyed studying at Prestige Academy would influence my decision to attend the institution. *
Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

SECTION FIVE

Please indicate if you personally experience any of the following feelings associated with your decision to attend Prestige Academy. For example, I was scared when I decided to attend to attend Prestige Academy. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

25. I am excited to attend Prestige Academy. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

26. I feel reassured about my decision to attend Prestige Academy. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

27. I feel independent about my decision to attend Prestige Academy. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

28. I am happy about my decision to attend Prestige Academy. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

29. I feel confident about my decision to attend Prestige Academy. *

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

SECTION SIX

Some people attend Prestige Academy because they are curious about it and its potential benefits. Please indicate the extent to which you agree with the following statements. Mark your answer by placing a circle (o) around the appropriate number, 1=Strongly Agree 2=Agree 3=Undecided 4=Disagree 5=Strongly Disagree.

30. Being curious to experience private higher education will influence my decision to attend Prestige Academy.

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

31. Receiving an acceptance letter at Prestige Academy will influence my decision to attend the institution.

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

32. Being bored with living at home will influence my decision to attend Prestige Academy.

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

33. Being intrigued by the activities in Cape Town, will influence my decision to attend Prestige Academy.

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

34. I received a scholarship so I decided to enrol at Prestige Academy.

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

35. My parents' emotional support will influence my decision to attend Prestige Academy.

Mark only one oval.

1 2 3 4 5

Strongly Agree Strongly Disagree

PART SEVEN

Please answer all questions to the best of your ability. Mark your answer by placing a circle (o) around your answer.

36. I have attend the Winter Workshop at Prestige Academy prior to enrolling.

Mark only one oval.

- Yes
 No

37. How many institutions did you apply to?

Mark only one oval.

- 1 only
 2-3
 4-5
 more than 5

38. How many institutions were you accepted at?

Mark only one oval.

- 1 only
- 2-3
- 4-5
- more than 5

APPENDIX C: Coded questionnaire of the first year students

APPENDIX D: Data set of the first year students

Data set of the Grade 12 pupils

APPENDIX E: Permission letters

APPENDIX F: Confirmation letter of language editing

