

UNIVERSITY OF KWAZULU-NATAL

**Students' perceptions of contemporary versus traditional marketing communication
tools at a select South African university**

By

Senzokuhle Eanerst Masikane

215022163

**A dissertation submitted in fulfilment of the requirements for the degree
of Master of Commerce**

School of Management, IT and Governance

College of Law and Management Studies

Supervisor: Dr Sanjay Shantilal Soni

2023

DECLARATION

ISenzokuhle Eanerst Masikane..... declare that

(i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.

(ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.

(iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

(iv) This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

a) their words have been re-written but the general information attributed to them has been referenced;

b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

(v) Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.

(vi) This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the References sections.

Signature:

Date: 09 October 2023...

DEDICATION

This study is wholeheartedly dedicated to my beloved mother, who was my source of inspiration throughout my study, as her encouragement was instrumental in my dark times.

The study is also dedicated to Ncumisa Shongwe, who was my pillar of strength, as she was with me throughout the journey and ensured that I never gave up on completing my study. A great emotional support system.

ACKNOWLEDGEMENTS

Firstly, I would like to give all thanks to the Almighty God for carrying me throughout this study. He gave me the strength to complete the study and provided me with the necessary wisdom to do so. For that, all glory goes to Him.

I would like to thank and appreciate my supervisor, Dr S. Soni for his continued guidance and knowledge. He took me under his research wing for my Honours study and provided me with the same opportunity for my Master's degree, I truly appreciate that. His constant availability, kindness and academic mentorship were crucial in enabling me to overcome the challenges that I faced during this study, for that I am immensely grateful.

I would also like to show my appreciation and gratitude to the University of KwaZulu-Natal (UKZN) for allowing me the opportunity to conduct my study. It was one of the proudest moments of my life when my Master's application was approved and I owe that to the Institution, as they were the ones who deemed me worthy of such an honour. The resources, support, and time that the University afforded me are truly appreciated and I am thankful for their role not only in my academic journey but also in my personal capacity, I thank you UKZN.

A massive thanks to my family and friends for their continued support, be it emotional, financial or practical. They were phenomenal in assisting me overcome the many obstacles that were before me. They were there when I needed the emotional and practical support, they were there to encourage and push me when I was tired or weak, they were there to remind me of my potential. They were truly instrumental in me completing my study. A special mention to the following people: My father, my mother, my siblings (Siphesihle, Lindo and Zama), Sisekelo Duma, Vuyani Colvelle (My fellow Master's mate who was always there to push me to complete my study), Emma Nxele, Luyanda Ngcobo, Chitsanzo Changa, Andisiwe Mbokazi, Ntando Dladla and Natalie Perumal. These people were my support system, and I am forever grateful for their support. A special mention to Olerato Mathope for the role that she played in assisting me during the final stretch of my study, she provided me with the motivation and strength I needed to complete my study.

I would also like to mention and give thanks to Ncumisa Shongwe, who was my pillar of strength throughout my study. Her presence in my life was vital, as she acted as my motivation to do better and to complete my study. She assisted me greatly emotionally and was the one who aided me in compiling my study's conceptual framework. Her contribution is truly valued and appreciated. Thank you Ncumisa Shongwe for the role you have played in my study.

A special mention and thanks to the South African Institute of Agricultural Engineers (SAIAE) and MBB Consulting Engineers for their support for the past two years. They were always supportive of my study and always allowed me the time to work on my study. For that, I am tremendously grateful. This was made possible by Mr Pranesh Moodley, Mrs Chikondi Gurira, Mr Sarel de Wet and Mr Thabo Mavundza. Thank you!

Thank you to everyone who was involved, to those I mentioned and could not mention, I thank you all!

ABSTRACT

Marketing has become an integral part of higher education, as it enables the marketing departments of tertiary institutions to attract and retain the best students for their profitability. In attempting to attract and retain students in the higher education setting, it is extremely important for universities or higher education institutions to have the correct and/or appropriate tools in place. These must include both traditional and contemporary marketing tools. The study used a quantitative research approach in studying the phenomenon. The convenient sampling technique was followed and involved a total of 246 participants. Data analysis was conducted utilizing SPSS Version 23, which predominately made use of the Spearman Correlation data analysis technique in order to conduct a number of statistical analyses. Descriptive and inferential statistics were used to analyse the data, along with cross tabulation. The study found that universities must use these social media platforms in the process of informing and attracting current and prospective students about culture, history, opportunities, and education offerings because it is an effective communication tool. The study concluded that current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously and it promotes high levels of interaction with current and prospective students. The study concluded that contemporary marketing was better than traditional marketing. The study recommended that the use of traditional and contemporary marketing must be combined at tertiary institutions and must be done in a strategic manner and with the necessary resources. Tertiary institutions must learn from others that have implemented the use of a combination of traditional and contemporary marketing. The study indicated that there is a need of a practical study that would show how tertiary institutions can use the contemporary marketing tools. Such a study should carefully consider the formulation, implementation, and evaluation of the marketing systems that an institution can adopt to its chain of value.

Table of Contents

DECLARATION	i
ACKNOWLEDGEMENTS	iii
ABSTRACT	v
LIST OF FIGURES	xii
LIST OF TABLES	xiv
LIST OF ACRONYMS	xv
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background	2
1.3 Research Problem/Statement of the Problem	6
1.4 Aim of the Study	7
1.5 Research Questions	7
1.6 Research Objectives	7
1.7 Justification of the Study	8
1.8 Limitations of the study	9
1.9 Structure of the dissertation	9
1.10 Conclusion	10
CHAPTER TWO: LITERATURE REVIEW	11
2.1 Introduction	11
2.2. Contemporary marketing communications media	11
2.2.1 Social media as a contemporary marketing communications media	12
2.2.2 Digital Media as a contemporary marketing communications media	18
2.2.3 Experiential Marketing as a contemporary marketing communications media	21
2.2.4 Motivations for the use of Virtual Reality in Higher Education	22
2.3 Traditional Marketing Communications Media	23
2.3.1 Radio Marketing as a traditional marketing communications media	24
2.3.1.1 Case Study - Ormiston Six Villages Academy	25
2.3.2 Print Media Advertising/Marketing as a traditional marketing communications media	25
2.3.3 Television Marketing as a traditional marketing communications media	27
2.4 The impact of the following study on the rating of a university's marketing	

communication strategy and student perception	28
2.5 Theoretical Framework: A.I.D.A Model Theory and IMC Approach	29
2.6 Conclusion	31
CHAPTER THREE: RESEARCH METHODOLOGY	32
3.1 Introduction	32
3.2 Research Design	32
3.3 Research Approaches/Paradigms	32
3.4 Study Site	33
3.5 Sampling	33
3.5.1 Target Population	33
3.5.2 Sampling strategies	33
3.5.3 Sample Size	34
3.6 Data Collection Methods	34
3.7 Data Quality Control	36
3.8 Data Analysis	37
3.9 Limitations of the study	40
3.10 Ethical Considerations	41
3.11 Conclusion	41
CHAPTER FOUR: RESULTS AND DATA ANALYSIS	43
4.1 Introduction	43
4.2 Response Rate	44
4.3 Reliability statistics	44
4.4 Correlation of Variables	47
4.5 Demographics of the Study	50
4.5.1 Respondent's Gender	50
4.5.2 Age Group	51
4.5.3 Respondent's Level of Study	51
4.5.4 Name of College	52
4.6 Presentation and Discussion of Results	53
4.6.1 Objective 1: To determine the student perceptions of Social Media Marketing as a marketing communication tool a university could use	53
4.6.1.1 Universities must use Twitter, Facebook, Instagram, and other forms of social media to inform and attract current and prospective students about culture, history, opportunities, and education offerings	53
4.6.1.2 Twitter, Facebook, Instagram, and other forms of social media are effective forms of	

communication to inform current and prospective students about past, current and future affairs of universities	54
4.6.1.3 Current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously	56
4.6.1.4 Using Twitter, Facebook, Instagram, and other forms of social media from universities promotes the high levels of interaction with current and prospective students	57
4.6.1.5 The use of LinkedIn to communicate messages from universities to its current and prospective students is taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media	57
4.6.1.6 The use of the above contemporary marketing media (social media) is better than the more traditional marketing media	58
4.6.2 Objective 2: To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use	59
4.6.2.1 Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students	59
4.6.2.2 It is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students	61
4.6.2.3 The use of Blogs is an important form of communication with current and prospective students at any University	62
4.6.2.4 Universities must implement compelling content guided by Search Engine Optimisation (SEO) to promote the achievement of positive results and engage current and prospective students	63
4.6.2.5 The use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media	64
4.6.3 Objective 3: To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use	65
4.6.3.1 Universities must use Virtual Reality (VR) technology to showcase their educational offerings and virtual tours on campus grounds	65
4.6.3.2 The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol	66
4.6.3.3 The University orientation programme/week, which includes interactive activities, exhibitions, and free merchandise, assists in building positivity in enrolled students	67
4.6.3.4 Social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff	68
4.6.3.5 The use of the above contemporary marketing media (Experiential Marketing) is better than the more traditional marketing media	69
4.6.4 Objective 4: To determine the student perceptions of Radio Advertising as a marketing communication tool a university could use	70
4.6.4.1 It is important for universities to advertise and present news about themselves	

during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience	70
4.6.4.2 Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM)	71
4.6.4.3 Universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand equity	72
4.6.4.4 The use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media	73
4.6.5 Objective 5: To determine the student perceptions of Newspaper/Print Media Advertising as a marketing communication tool a university could use	74
4.6.5.1 Newspapers, magazines, and other forms of print media are still relevant for universities to communicate with their current and prospective students	74
4.6.5.2 Billboards must be used by universities as a form of attracting prospective students	75
4.6.5.3 Magazines and newspapers must be used by universities to pass their messages and attract current and prospective students	76
4.6.5.4 It is important for universities to distribute brochures to high schools and communities to attract prospective students	77
4.6.5.5 The use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media	78
4.6.6 Objective 6: To determine the student perceptions of Television Advertising as a marketing communication tool a university could use	79
4.6.6.1 The use of Television is still relevant for universities to communicate with their current and prospective students	79
4.6.6.2 Universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students	80
4.6.6.3 It is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread word of mouth (WOM)	81
4.6.6.4 The use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media	82
4.6.7 Objective 7: To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication used by a select University	84
4.6.7.1 The marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action	84
4.6.7.2 The university's marketing tools used at my institution must be improved	85

4.6.7.3 The university's marketing tools used at my institution achieve their desired purpose	86
4.6.7.4 The university's marketing tools used at my institution are appropriate for all its types of audience	87
4.6.8 Objective 8: To determine which set of marketing communication tools between contemporary and traditional marketing communication tools would increase positive student perception of the university's marketing communications	88
4.6.8.1 Traditional marketing tools increase positive student perception of University's marketing communications	88
4.6.8.2 Contemporary marketing tools increase positive student perception of University's marketing communications	89
4.6.8.3 Contemporary marketing tools used by universities are more effective than traditional marketing tools	90
4.6.8.4 Universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications	91
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	93
5.1 Introduction	93
5.2 Conclusions of the study	93
5.2.1 Objective 1: To determine the student perceptions of Social Media Marketing as a marketing communication tool a university could use	93
5.2.2 Objective 2: To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use	94
5.2.3 Objective 3: To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use	96
5.2.4 Objective 4: To determine the student perceptions of Radio Advertising as a marketing communication tool a university could use	97
5.2.5 Objective 5: To determine the student perceptions of Newspaper/Print Media Advertising as a marketing communication tool a university could use	98
5.2.6 Objective 6: To determine the student perceptions of Television Advertising as a marketing communication tool a university could use	99
5.2.7 Objective 7: To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication used by a select University	99

5.2.8 Objective 8: To determine which set of marketing communication tools between contemporary and traditional marketing communication tools would increase positive student perception of the university's marketing communications	100
5.3 Recommendations	101
5.4 Areas for further studies	102
5.5 Conclusion	103
BIBLIOGRAPHY	107
APPENDICES	119
Appendix A: Letter of Permission to conduct study	119
Appendix B: Amended Letter of Permission to conduct study	120
Appendix C: Gatekeepers Letter	121
Appendix D: Questionnaire	122

LIST OF FIGURES

Figure 4.1: The respondent's gender:.....	47
Figure 4.2: The age group of the study	48
Figure 4.3: Respondent's level of study	49
Figure 4.4: Respondent's college name	50
Figure 4.5: Universities must use Twitter, Facebook, Instagram, and other forms of social media to inform and attract current and prospective students about culture, history, opportunities, and education offerings	51
Figure 4.6: Twitter, Facebook, Instagram, and other forms of social media are effective forms of communication to inform current and prospective students about past, current and future affairs of universities	52
Figure 4.7: Current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously	53
Figure 4.8: Using Twitter, Facebook, Instagram, and other forms of social media from universities promotes high levels of interaction with current and prospective students	54
Figure 4.9: The use of LinkedIn to communicate messages from universities to its current and prospective students is taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media	55
Figure 4.10: The use of the above contemporary marketing media (social media) is better than the more traditional marketing media	56
Figure 4.11: Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students	57
Figure 4.12: It is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students	58
Figure 4.13: The use of Blogs is an important form of communication with the current and prospective students at any University	59
Figure 4.14: Universities must implement compelling content guided by Search Engine Optimisation (SEO) to promote the achievement of positive results and engage current and prospective students...	60
Figure 4.15: The use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media	61
Figure 4.16: Universities must use Virtual Reality (VR) technology to showcase their educational offerings and virtual tours on campus grounds	62
Figure 4.17: The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol	63

Figure 4.18: The University orientation programme/week, which includes interactive activities, exhibitions, and free merchandise, assists in building positivity in enrolled students	64
Figure 4.19: Social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff	65
Figure 4.20: The use of the above contemporary marketing media (Experiential Marketing) is better than the more traditional marketing media	66
Figure 4.21: It is important for universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience	68
Figure 4.22: Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM).....	69
Figure 4.23: Universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand equity	70
Figure 4.24: The use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media	71
Figure 4.25: Newspapers, magazines, and other forms of print media are still relevant for universities to communicate with their current and prospective students	72
Figure 4.26: Billboards must be used by universities as a form of attracting prospective students	73
Figure 4.27: Magazines and newspapers must be used by universities to pass their messages and attract current and prospective students	74
Figure 4.28: It is important for universities to distribute brochures to high schools and communities to attract prospective students	75
Figure 4.29: The use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media	76
Figure 4.30: The use of Television is still relevant for universities to communicate with their current and prospective students	77
Figure 4.31: Universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students.....	78
Figure 4.32: It is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread word of mouth (WOM)	79
Figure 4.33: The use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media.....	80
Figure 4.34: The marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action	81
Figure 4.35: The university's marketing tools used at my institution must be improved.....	82
Figure 4.36: The university's marketing tools used at my institution achieve their desired purpose	83
Figure 4.37: The university's marketing tools used at my institution are appropriate for all its types of audience	84
Figure 4.38: Traditional marketing tools increase positive student perception of University's marketing communications	85
Figure 4.39: Contemporary marketing tools increase positive student perception of University's marketing communications	86
Figure 4.40: Contemporary marketing tools used by universities are more effective than traditional marketing tools.....	87
Figure 4.41: Universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications.....	88

LIST OF TABLES

Table 2.1: The different types of Social Media tools that can be used by universities, all of which are dependent on the target market and objectives of each communication tool.	14
Table 2.2: The common reasons why universities utilise different social media tools:	15

LIST OF ACRONYMS

COVID-19: Coronavirus Disease of 2019

FB: Facebook

HE: Higher Education

HEI: Higher Education Institution

OCC: Out of Class Communication

PLEs: Personal Learning Environments

SEM: Strategic Experiential Modules

SEO: Search Engine Optimisation

SNHU: Southern New Hampshire University

SPSS: Statistical Package for the Social Sciences

VR: Virtual Reality

WOM: Word of Mouth

CHAPTER ONE: INTRODUCTION

1.1 Introduction

In many countries around the world, the concept of higher education has continued to be prioritised (Davids and Waghid, 2018). Aspects of higher education (HE) can be observed and analysed from a variety of angles and perspectives. An increase in the levels of competition among higher education institutions has been reported, which then manifests in the importance of integrating the concept of marketing (Mitic and Mojic, 2020). Thus, in higher education the aspect of marketing has become an important and strategic focal point of the institutional function across the globe (Al-Fattal, 2010, P. 1). Marketing has now become an integral part of higher education, as it enables the marketing departments of tertiary institutions to attract and retain the best students, by fulfilling their needs. In the end, the tertiary institutions can then be able to realise profit or growth in revenue.

In attempting to attract and retain students in the higher education setting, it is extremely important for universities or higher education institutions to have the correct and/or appropriate tools in place (Musselin, 2018). A major component in attempting to attract and retain students in the higher education arena, is the communications media, as it plays a crucial role in disseminating information to students. Therefore, it is important for universities to know which communications media to utilise so that they can achieve their objectives. The study investigated the perceptions of students with regards to contemporary and traditional communication media. The study sought to find out the implications for universities' use of contemporary and traditional communication media.

The first aspect that was looked at was the background of the students' perception. When looking at the concept of student perception, or what has been said of it in the literature, the study discovered that there was a plethora of studies that discussed student perception. Student perception has been discussed in conjunction with several other factors or topics. In looking at student perception from the current study's perspective, few studies have dealt with or discussed student perception in relation to how either contemporary and/or traditional communications media, can impact or affect student perception. The reason why student perception was being studied, was to determine which set of marketing communications media was preferred by students. Thus, the study compared the perceptions of the students in terms of which set of marketing communications media garners better interest among prospective and current students. So, the study looked at perceptions in terms of interest, especially when taking into consideration the physical world and digital world and how certain issues impact the education arena, for example the Coronavirus Disease of 2019 (COVID-19).

Literature on contemporary marketing communications media, in the context of universities, was reviewed. The study first looked at the shift or development of the marketing discipline, in terms of its traditional dimension, and after that, its contemporary dimension. The environment dominated by marketing is fascinating because it is full of different facets that contribute to the changes, that marketers continue to experience. Traditionally, marketing was seen as a set of activities which “brought buyers and sellers together, usually in the context of a physical marketplace (Belz and Peattie, 2009.p. 14).” The aim of this study was to make sense of the perceptions obtained from the students, in order to determine the set of marketing communications media that are preferred by students. The purpose of this was to enable universities’ future plans to predominately utilise those marketing communications media to encourage students to pursue higher degrees in their universities and to attract other students. Eventually, this strategy would ensure that the Universities’ profit and credibility objectives are reached.

Literature on traditional marketing communications media, in the context of universities, was reviewed. In doing so, the study looked to determine the perceptions of students towards the art of traditional communications media. In attempting to achieve this, the study sought to find the definitions, components, advantages and disadvantages of traditional marketing communications media and which set of marketing communications media, between traditional or contemporary, were preferred by university students. This aspect was believed to be capable of aiding universities in determining how they, in the future, can go about formulating strategies to encourage students to pursue higher degrees and possibly attract other students to their institution.

1.2 Background

This study dealt with the factors pertaining to student perception. The study looked at contemporary and traditional marketing communications media, with the aim of aiding universities to encourage students to pursue higher degrees and attract other students. Therefore, the study encompassed three fundamental concepts that had to be analysed, to achieve its objectives. There was a need of understanding the body of knowledge with regards to student perception, contemporary and traditional marketing communications media, so that the study could contribute to the implications for universities. Thus, what was drawn from the findings, was believed to be beneficial to universities’ marketing management.

The first aspect that was discussed was the background of student perceptions. During the process of dealing with this aspect, the researcher was aware that, student perception can be based on a number of factors. However, in terms of this study, the researcher focused on student perception based on contemporary and traditional marketing communications media. The study reviewed literature that

addressed aspects of student perceptions in higher education. A study conducted by Kim and Kim (2017) sought to highlight the perceptions of students in terms of out of class communication (OCC) and personal learning environments (PLEs) with the use of a contemporary communications media that was social media. Results of the Kim and Kim (2017) study indicated that students have a positive or good perception, when it comes to the utilization of social media in universities. The study emphasized that the OCC and PLEs, through social media, were highly appreciated and even desired by students (Kim and Kim, 2017). Furthermore, the Kim and Kim (2017) study stated that institutions and organisations, must the social media communication tools in an appropriate manner so that they can achieve the desired outcome.

In another study conducted by Henderson, Selwyn and Aston, (2015), the aspect of student perceptions was discussed in terms of the use of digital technologies in the university setting. Thus, the study indicated that the students that responded to their survey, repeatedly made mention of how digital technologies aided them in terms of managing academic demands and considered the inclusion or utilization of such a communication media in higher education as being useful (Henderson et al., 2015). The study pointed out that digital technologies were most likely to be portrayed as supporting students' organization of academic work and general ability to manage academic demands (Henderson et al., 2015, p.1576).

The second aspect that was discussed in the study was contemporary marketing communications media. The study focused on three contemporary marketing communications media, namely social media marketing, digital media marketing and experiential media marketing. The first contemporary marketing communications media that the study discussed was social media marketing. Social media has changed the way consumers view, compare, select, and purchase products. This shift in consumption has prompted marketers to change their marketing techniques or incorporate new tools. Thus, social networking sites have become an avenue where retailers can extend their marketing campaigns to a wider range of consumers (Ashley and Tuten, 2015, p. 15). Social media is described as the shift in terms of the way people find out, read and spread news, information and content (Keles, McCrae and Grealish, 2020). The growth of the internet allows people across the globe to access and share information through blogs, social networks like Facebook, Myspace or Orkut, news aggregators like Digg or Stumbleupon, video and music portals like YouTube or Last.FM, social bookmarking like Delicious or Reddit, micro-blogging like Twitter or Plurk), online forums and reviews like Amazon or Yahoo Answers! Marketing in social media is an evolution of commercial practices in tandem or in conjunction with the times. Therefore, social media marketing can be regarded as a contemporary

marketing communications media.

The second contemporary marketing communications media that the study considered was digital media marketing. Digital media is widely referred to as digitized content that can be transmitted over the internet or computer networks (Chun, 2011). Most digital media are based on translating analog data into digital data. Digital media continues to grow, develop and shape the world and the way that marketers operate. Thus, it becomes necessary for digital media marketing to be utilized in the higher education context, so that the objectives of universities are realised. A plethora of literature that was accessed by the researcher revealed that the use of digital media marketing or tools in higher education has been limited to basic functions with regards to student use of technology in HE only for basic tasks (Henderson, Selwyn and Aston, 2017; Margaryan, Littlejohn and Vojt, 2011; Parkes, Stein and Reading, 2015; Thompson, 2013).

Digital media is an important approach which needs to be taken into account by university marketers, as it is a fast-growing phenomenon. The advancements in digital technology are so significant to marketing education, thus making it necessary for digital marketing to be considered in higher learning institutions (Wymbs, 2011; Brocato, White, Bartkus and Brocato, 2015). Marketers need to harness the electronic infrastructure to create an environment for teaching and learning (Ives and Jarvenpaa, 1996). In addition, changes in technology are not only bringing about changes to marketing practices, but also in the way that marketing is perceived. Marketers need to make students aware of the importance of instructional technologies and how they are properly utilised. Instructional technologies are defined as hardware and software, tools and techniques that are used directly or indirectly in facilitating, enhancing, and improving the effectiveness and efficiency of teaching, learning, and practising marketing knowledge (Peterson, Albaum, Munuera and Cunningham, 2002). In the end, after there is delivery or construction of this environment, positive student perception can be achieved.

The third contemporary marketing communications media considered in the study was experiential marketing. Experiential marketing involves setting multiple touchpoints and sensations to combine brand education and entertainment (Same and Larimo, 2015, p. 482). This can take the form of concerts, online activities, and promotions. The initiator of the concept of experiential marketing was Bernd Schmitt, (Schmitt, 1999)., Schmitt states that experiential marketing operates under a framework, that has Five types of experiences, which are called Strategic Experiential Modules (SEM), and these form the strategic underpinning of experiential marketing (Same and Larimo, 2015, p. 482). The concept of experiential marketing includes a process of identifying and satisfying customer needs and aspirations

profitably, engaging them through two-way communications that bring brand personalities to life and add value to the target audience (Smilansky, 2009). Thus, experiential marketing helps to create positive experiences and emotions to the customers.

Another aspect that was discussed in the study includes the traditional marketing communications media. The study looked to incorporate the aspect of traditional marketing communications media because it is an important aspect that contributes to the achievement of the objectives of the study. This was based on the fact that universities need to have better insight whether to continue utilising traditional marketing communications media or discontinue, to promote efficiency. The idea was that considering this aspect would enable the determination of the perceptions of the students with regards to traditional marketing communications media. A definition of traditional marketing communications media was provided, thereafter, the integration of traditional communications media in the higher education setting and possibly, its effect on student perceptions. Traditional communications media refer to the conventional means of mass communication as practiced by various global communities and cultures from ancient times (Aikat, 2009, p. 211). Traditional communications media includes printed materials like newsletter or bulletin board, radio and television (Bajracharya, 2016, p. 13). Printed materials and radio are considered as user friendly and cost-effective tools. So, in essence, traditional marketing communications media are the communication tools which are considered to be ‘conventional’ as compared to the more contemporary marketing communication tools.

The study considered the integration of traditional marketing communications media in the higher education setting. Bajracharya (2016) provided an illustration as to how the integration of traditional marketing communications media and higher education setting has been looked at. The Bajracharya (2016) study is “mainly concerned with the media in education and investigates different types of media and their impact in teaching and learning. In addition, it illustrates how traditional marketing media and social media have been integrated in education. In looking at the aforementioned study, one of the conclusions which were made was in alignment with the continued use of traditional communications media in higher education, in that, the study concluded by stating that based on the literature discussed above, printed newspaper, radio and Television still do have the potential to enhance the teaching and learning from different perspective (Bajracharya, 2016, p. 18).

A study conducted by Parsemain, (2012) aimed at understanding the educational function of television in the lifelong learning era. In particular, the researcher was interested in finding ways to use television in the modern classroom which fully exploit this medium’s potential. All this was to be done with the

intentions of determining which set of marketing communications media would aid universities in encouraging students to pursue higher degrees and attracting other students.

1.3 Research Problem/Statement of the Problem

The problem in which universities face is one that needs to be rectified hastily. As, there is a lot of pressure which comes from government, employers, parents, students, and overall community, to achieve certain objectives, which could include attracting prospective students and retaining students. Therefore, to “attract the attention of generation z and millennials, for whom technology is an intrinsic part of their day-to-day life since early childhood, higher education institutions are getting creative with their campaigns.” (Tattersfield, 2017). With such pressures on universities, they need to come up with ways to combat the issues they face and to further their objectives and/or negate the pressures. In light of the study at hand, universities need to determine the perceptions of the students (Contemporary and/versus Traditional Marketing Communications Media), so as to further the university objectives. So, in essence, universities need to bring about new processes which could result in the achievement of their objectives. Universities have been “diversifying the portfolio of their student populations by recruiting domestic and international students. In this light, this contribution deliberates on contemporary integrated marketing communications that are intended to support HEIs to promote their quality, student-centred education as well as their high-impact and meaningful research in global markets (Camillera, 2020).

The perceptions of students, relating to the comparison of contemporary versus traditional marketing communications media, which could have major implications for universities, such as knowing which communication tools are effective in communicating to/with students, is to a large extent, unknown to the literature and the higher education setting. This is because there are not many studies in the literature that deal specifically with the perceptions of students, in terms of contemporary versus traditional marketing communications media, hence this presents somewhat of a problem to universities. Universities end up struggling, in terms of recruiting the best prospective students, keeping current students satisfied and having a competitive advantage over their competitors. As the higher education arena is a competitive one, whereby, higher education institutions need to see themselves as being service providers and delivering their service to their customers, which are the students, in that, higher education institutions are increasingly recognizing that higher education is a service industry and are placing greater emphasis on meeting the expectations and needs of their participating customers, that is,

the students (DeShields, Kara and Kaynak, 2005.p. 129). In essence, the gap in knowledge or that which is unknown, is the perception of students relating to contemporary versus traditional communications media and how this knowledge can be used to better recruit students and encourage them to further their studies. So, the relationship of the two sets of marketing communications media and how students perceive them in relation to being encouraged to further their studies, is what is unknown.

So, in essence, the study was concerned with determining the perceptions of students, relating to contemporary and traditional marketing communications media, with the aim of determining or pinpointing how the results can be used to better encourage students to further their studies and attract other students.

1.4 Aim of the Study

The aim of the study was to investigate the student perceptions of contemporary versus traditional marketing communication tools in marketing in a selected University.

1.5 Research Questions

The research questions were as follows:

- What are student perceptions of Social Media Marketing as a marketing communication tool a university could use?
- What are student perceptions of Digital Media Marketing as a marketing communication tool a university could use?
- What are student perceptions of Experiential Marketing as a marketing communication tool a university could use?
- What are student perceptions of Radio Advertising as a marketing communication tool a university could use?

1.6 Research Objectives

- To determine the student perceptions of Social Media Marketing as a marketing communication

tool a university could use.

- To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use.
- To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use.
- To determine the student perceptions of Radio Advertising as a marketing communication tool a university could use.
- To determine the student perceptions of Newspaper Advertising as a marketing communication tool a university could use.
- To determine the student perceptions of Television Advertising as a marketing communication tool a university could use.
- To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication tools used by a select university.

1.7 Justification of the Study

It is imperative to gain knowledge or a firm grip of the contemporary and traditional marketing communications media, which can be implemented, in the attempts to negate and accommodate the issues brought by the ever-changing higher education arena. Furthermore, it is of important that marketers find contemporary marketing approaches to attract prospective students and satisfy their currently enrolled students, in an attempt to negate the possibility of them being enticed by other universities. This is because the Higher education environment is a saturated business environment.

The purpose of the study was to, therefore, identify the contemporary and traditional marketing communications media which can be of use to university marketers, in attempting to achieve or negate the issues above, which include recruiting and retaining the best students, in order to remain competitive in the HE markets. The study looked to dissect the topic by alluding to important concepts, which compose the entirety of the topic.

1.8 Limitations of the study

The limitations of the study are aspects that are part of the study and may impact or influence the interpretation or the achievement of the objectives (Kothari, 2017). There were a number of limitations that were experienced in the process of carrying out this study. Firstly, the study was carried out during the COVID-19 epidemic. Therefore, it was difficult to easily access participants so that they could participate in the study. However, the researcher had to make much prior arrangement and follow ups to collect the questionnaires that were completed by the participants. Secondly, some of the participants struggled to grasp the idea or notion of introducing contemporary marketing. Most of them believed that for a country like South Africa, it was going to take so much effort to ensure that contemporary marketing materialises in a successful way. As much as South Africa is becoming technologically advanced, there are so many people lagging behind. Thus, it would be difficult to implement. Therefore, these types of participants approached the study with a negative perspective. However, the researcher encouraged them to have an open-mind and give their responses freely. Finally, a study of this nature requires much more participants than the sample size that the study used to ensure that valid and reliable findings are uncovered. However, the researcher used a large sample size that was selected strategically to ensure that the findings would be reliable and valid.

1.9 Structure of the dissertation

The study was made up of five (5) chapters. The structure is listed below:

Chapter One was the “Introduction” of the study. The Chapter served as a map that directed the entire dissertation. The Chapter provided the background of the study and indicated the problem statement. Chapter One proceeded with explicitly mentioning of the research questions and research objectives. The Chapter showed that these are the main aspects that had to be realised at the end of the study. The Chapter continued with the provision of the justification for it to be carried out. This aspect showed the gaps that would be filled through its completion. Chapter One also showed the limitations that were experienced in this study and how they were addressed. Finally, Chapter One outlined the structure that encompassed the entire dissertation.

Chapter Two was the “Literature Review.” The literature review presented the secondary data that was applicable to the study. The literature review was built around the phenomenon that was being studied. The research questions and objectives served as a guide that directed the literature that the researcher

uncovered for the study.

Chapter Three was the “Research Methodology.” The Chapter presented the research design and approach that was followed in the study so that the objectives could be achieved. This section ensured that for all the steps taken and their selection was justified by the researcher. Chapter Three outlined the sampling and techniques that were used in identifying the appropriate participants that had information pertaining to the phenomenon. The Chapter went on and showed the data collection instrument, how the data was collected and analysed. Finally, the ethical procedures that were observed in the study were indicated and shown how the researcher carried out that step.

Chapter Four was the “Results and Data Analysis.” Chapter Four presented the primary findings that the researcher collected from the participants of the study. The primary findings were then discussed and compared with the secondary data that was uncovered by the researcher.

Chapter Five was the “Conclusions and Recommendations” Chapter Five was the final section of this study. The Chapter derived Conclusions from the primary and secondary findings of the study. The Chapter went on and made recommendations based on these findings. The Chapter finally suggested the areas for further studies that were derived from the study’s conclusions and recommendations.

1.10 Conclusion

The chapter introduced and provided the background of the study. The research problem was presented, and the researcher indicated the gaps that were found in the phenomenon that was being investigated. Thus, the aim of the study was presented, and the research questions and objectives were formulated. The researcher provided a justification of carrying out the study. The chapter that followed provided the secondary data that was used in the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In attempting to address the topic research problem and objectives and furthermore, answering the research questions, the study looked at bringing about awareness of various concepts or constructs within the topic. In doing so, the study identified two critical pools of knowledge or concepts, which consist of various sub-constructs or concepts. The two broad concepts which were of focus were as follows: Contemporary and Traditional marketing communications media. The literature review mentioned what they were and what was considered contemporary and traditional. Furthermore, it stated how they had been utilised by universities, in attempting to recruit and retain students. The researcher explored scholarly works on how contemporary and traditional social/digital/experiential media marketing. The section further explored the way radio/television/newspaper/print advertising were perceived in terms of their effectiveness in communicating to students and thereby contributing to effective marketing to universities.

2.2. Contemporary marketing communications media

The first concept that the literature reviewed was contemporary marketing communications media. A review of the literature, on this concept, was crucial since it makes up a vital part of the overall topic of the study. In the study's attempt to compile a literature review on this aspect (contemporary marketing communications media), the study's literature review provided illustrations of previous studies in the literature, which looked at contemporary marketing communications media, in relation to higher education.

In recent years there have been a greater focus and willingness to understand the markets, in looking at what they are and how they are composed. The old or traditional way of thinking states that the market is seen merely as an exchange between buyers and sellers (Parsons, Maclaran and Chatzidakis, 2018, p. 2). This type of definition or type of thought has inherent problems which look at marketing from a myopic perspective, as one of the problems is that it "focuses squarely on a product-centred view of markets, taking the focus away from the concept of consumer value (Parsons et al., 2018.p, 2). The new or modern way involves many more aspects like advertisement, customer perceptions and many other forces that are involved in the business environment that bring about opportunities or threats. It is relevant to consider aspects of advertisement and the perceptions that the target market has because they influence the outcome of an organization in terms of achieving its goals or objectives. This points out

that the way that an organization communicates with its target market is influential. Therefore, this study sought to discuss the use of contemporary marketing communications media as a system of communication to current and prospective students of higher learning institutions and their perceptions.

Another problem is that the study looked at two parties, the seller, and the buyer, without considering the larger pool or network of parties. With the internet playing such a huge role in our society, not just in marketing, but in all aspects of life, this has to change because of the revelation of the internet. Marketing is a subject or field which is immensely embedded or connected within “our society and culture and thus it must change with the times (Parsons et al., 2018, p.1). This means that higher learning institutions must adopt contemporary marketing so that they may reach out to their target markets. Contemporary marketing involves the use of other forms of marketing apart from the traditional ones namely radio, television, or print. This form of marketing would benefit universities because their target market uses these new and innovative forms of medium for their daily activities. This means that they can be easily accessible if they are approached through these mediums. In addition, the target market of the university would have a positive perception towards communication proceeds that are conducted using a medium that they trust, like and modern. Thus, contemporary marketing is much more effective than the traditional forms of marketing when it comes to communicating with current and prospective students of higher learning institutions. However, the collaboration of the traditional and modern approaches would be more beneficial.

2.2.1 Social media as a contemporary marketing communications media

Social media marketing is described as the shift in how people discover, read and share news, information and content (Solis, 2007a). Social media marketing is done through the internet in the form of blogs, social networks (e.g., Facebook, Instagram, Twitter), video and music portals, such as YouTube and online forums and reviews, such as Amazon and Yahoo Answers. Social media marketing has evolved in parallel with trading practices.

A study conducted by Peruta and Shields (2018) looked at how universities need to take into consideration the importance of social media marketing, in communicating with their stakeholders, which then includes prospective students. The above-mentioned study stated that universities need to have relevant social media marketing strategies in place in order to achieve their marketing objectives. This entailed that, many schools put so much emphasis on their social media marketing strategies – updating and maintaining their social media channels with the purpose of building an identity by

connecting with prospective students and alumni (Peruta and Shields, 2018, p. 175). It is important for universities to ensure that such strategies are in place and operating well, as it provides them with an edge in a continually changing educational environment. The study conducted by Peruta and Shields (2018) provides recommendations of how universities can better utilise social media marketing as a communications tool, which then alludes to the first research objective of the study at hand, which looked to determine student's perceptions towards contemporary marketing communications tools, in this case social media marketing. The above-mentioned study aimed to provide strategies on how university social media managers can better compose social media content to improve engagement, to better market their offerings, and to increase the reach of their posts (Peruta and Shields, 2018).

Another study conducted by Assimakopoulos, Antoniadis, Kayas and Dvizac, (2017) sought to find out the usage of social media by universities in an attempt to achieve their goals, such as recruiting prospective students and keeping current students satisfied. The study conducted by the above-mentioned authors, again, alludes to the first research objective of the study at hand, which looked to determine student's perceptions towards contemporary marketing communications tools, in this case, social media marketing. As the purpose of their study is to investigate the usage of university Facebook (FB) groups and sites by undergraduate students seeking information about their departments and the ways these pages could be used to acquire students (Assimakopoulos et al., 2017, p. 532). Furthermore, their study aimed to provide recommendations on how universities can utilise Facebook as part of their marketing campaigns, to attract prospective students.

A study conducted by Farinloye, Wayne, Mogaji and Watat (2020) emphasised the need of the adoption of social media in the education context. The study assessed the numerous possibilities and objectives in which universities can achieve using social media. These include communicating with students for promotional purposes or acquiring feedback about certain aspects that the students may need to be addressed. It is important for university marketers to acknowledge the presence and impact of social media in the academic arena and realise its possibility of utilization in the field. This is because there are a variety of uses for social media in the academic world, or in this case, higher education. Studies conducted by so many academics have found that modern universities utilize social media. These include studies carried out by Farinloye, et al, (2020), Gachago and Ivala (2012) and Watat, Wamba and Kamdjoug, (2018). These studies all agree that some universities, institutions, and training centres have created social media intending to simplify communication, better-coordinating exchanges and learning, with relevant stakeholders. The stakeholders include students, both current and prospective. It is crucial for university marketers to formulate the relevant communication strategies which will speak to these

two bodies of students. This is because these stakeholders in this modern age utilise social media for so many of their daily activities. Therefore, it would be easier to communicate and engage with them. The use of social media as a means of communicating with their prospective students by universities resonates with this study. This is because Universities communicate with prospective students for the purposes of conveying messages to them and acquiring feedback (Farinloye, et al., 2020, p. 8). The study points out that there have been previous academic studies which have explored the aspect of social media, in the context of marketing communication strategies by universities to reach prospective students.

An important issue made evident by the study conducted by Farinloye, et al. (2020), is the difference between European, American, and African universities, in relation to the adoption of social media in the higher education arena. They state that the two former bodies of universities are in far more advanced stages in the utilization of social media in the higher education sector, with regards to communicating to the relevant stakeholders, as compared to African universities. The study points out that the European and American universities are far ahead in terms of marketing strategies and communication using social media. According to Farinloye et al. (2020, p. 8) and Altbach, Reisberg and Rumbley (2019), so many African universities are far behind in this arena. The low use of social media for communication purposes may be because of the fact that this is a conventional method of communication that many African universities have not adopted yet. Furthermore, a study conducted in 2015 by ARCES reported that 97% of French universities and colleges use social media (Farinloye, et al., 2020, p. 8). This issue needs attention and rectification because Africa has one of the highest rates of social media usage by the targeted stakeholders. For many African students and universities alike, social media has been restricted to entertainment and friendly usage or exchange. Farinloye et al. (2020, p. 8) point out that it is necessary for this to change. African universities need to harness the power that social media holds, to improve or make their communication strategies that can promote the engagement of the targeted stakeholders.

Table 2.1 below mentions and describes the different types of Social Media tools that can be used by universities, all of which are dependent on the target market and objectives of each communication tool.

Facebook	Presently the largest social networking site in the world and one of the most widely used. Users can share comments, upload their images, and engage with the university.
Twitter	A social network and media platform where users communicate with 280-character messages, along with photos, videos, and other content. Brands have their profile, (which can be verified), they follow other profiles, and they are followed as well. Brands can send tweets, and they can retweet tweets, converse through direct messages, and reply to tweets.
Instagram	A free online photo-sharing app that is independent of but owned by Facebook. Conversations can also be carried out using direct messages, which are private conversations.
YouTube	Operating as one of Google's subsidiaries, YouTube is the world's largest video-sharing social networking site that enables users to upload and share videos, view them, comment on them and like them

Source: (Spencer, 2019 and Worthy, 2019)

Table 2.2 below outlines the common reasons why universities utilise different social media tools:

Recruit	These are communications aimed at prospective students. The university may use their social media profile to provide prospective students and their parents with the necessary information to aid in making an informed decision. This strategic communication tool also involves sharing the story and experiences of alumni who have successfully graduated from the university.
---------	--

Retain	These are communications focused on stakeholders who are already within the university. This includes the staff and students. The present students are the most valuable stakeholders of the university. They need to be aware of the different events and activities that are taking place within campus.
Report	These are communications intended for stakeholders who need to be kept informed of progress within the university. This includes alumni who need to know what's going on at college and how they can contribute to it.

Source: (Mogaji, 2019; Payne and Calton, 2017)

Relevant literature reveals that more and more universities are employing the social media marketing tool as a means of reaching out or contacting current and prospective students. This is because they have recognised the relevance and importance of the use of this marketing communication tool. This tool speaks and resonates with the younger generation, that is a part of the target market of universities (Nyangau and Bado, 2012, p. 39).

Varsity Outreach (2011) conducted a study, whereby they surveyed colleges and universities, with the intention of determining whether they (Colleges and Universities) were utilising any social media marketing tool to recruit potential students. The results of the study were consistent with the notion that universities are increasingly utilising social media marketing as a means of communicating with students, be it prospective or current students. Most importantly, the way that this tool was perceived. This result was consistent with previous studies that showed an increase in social media use in recruitment and that they believe that it is an innovative and effective tool of communication. College admissions officers and marketing staff are increasingly utilizing social media platforms to reach out to potential students, and they (current and prospective students) show that they are welcoming of this communication tool (Nyangau and Bado, 2012, p. 42; Varsity Outreach, 2011). There were 50 colleges and universities that completed the study. The results indicated that 93% had a Facebook presence, while nearly 80% of those used the social networking site as one of its recruitment tools. More than half of the respondents considered Facebook a “very important” admissions tool (Nyangau and Bado, 2012, p.42; Varsity Outreach, 2011).

A study conducted by Glassford (2010) showed much concentration and focus on the concept at hand. The study investigated the Bowling Green State University's use of social media as a means of recruiting students. The study was conducted using an online survey that was distributed to 6 450 members of the university. The results pointed out that many respondents found that particular social media sites or tools are effective. Most respondents found Facebook and YouTube "somewhat effective" in obtaining admission-related information (Nyangau and Bado, 2012, p. 42; Glassford, 2010).

Social media marketing is effective because the modern era has a large contingent of people on different platforms. In essence, marketers know where their target market is and all they must do is bring forward their communication proceedings in an appropriate way. It is important for the communication to be appropriate so that the right attitude and perceptions can be influenced. These would lead to the target market buying in and purchasing from the company. Secondly, social marketing is much more informative as compared to the traditional means of marketing. This is because on social platforms, there are real people with real experiences about a particular brand being marketed. People have a tendency of believing an experience of another person as compared to a marketer of a brand. Therefore, the use of social marketing would influence debates and discussions about a brand from its current and prospective customers. This means that they would acquire much detailed information that is believable and would induce purchases. Thirdly, social marketing promotes the closeness of the relationship or connection between the brand and the customers. In essence, the customers and the organization can communicate in real time. The customer can acquire information from the brand and can provide feedback about certain aspects of the organization.

The goals of marketing communication include to reach out to its target market in the appropriate way and result in a purchase. In addition, marketing communication seeks to acquire feedback from its customers about a particular brand. The above listed reasons entail the way social media promotes the goals of marketing communication. It follows that for the marketing communication avenues for universities, the bulk of their target market is on social media in the modern age. This entails that this is an opportunity that exists in the business environment that must be taken advantage of. The universities must use this platform so that it can convey its messages to current and prospective students and acquire feedback from them. This feedback would indicate their attitudes, perspectives and many other influential factors that would promote the general marketing communication of universities.

The various studies that were discussed above provide an illustration of the fast- growing trend of the integration of social media marketing communication tools and higher education. The review of the

literature, on the aspect of social media marketing communication tools and its use in the higher education setting, provides an indication that university marketers need to be aware of the importance of the tools associated with this type of communication and how it can be used by universities to achieve their organisational objectives, such as recruiting prospective students and retaining current ones. The studies discussed above allude to the first research objective of the study at hand, which looked to determine student's perceptions towards contemporary marketing communications tools, in this case social media marketing.

2.2.2 Digital Media as a contemporary marketing communications media

The study moved on to discuss digital media marketing as a contemporary marketing communications media. Digital media marketing is the avenue of electronic communication which is used by the marketers to endorse the goods and services towards the marketplace (Thomas and Thomas, 2018, p. 486; Stephen and Lamberton, 2016). This entails that the study shows that digital marketing is indeed a contemporary communications media, which can be used by university marketers, to better encourage students to study further and/or attract other students.

In a study that was conducted by Camilleri (2019) the opportunities and challenges which come with performing marketing activities in the digital age, in the higher education arena were highlighted. This study was done to determine the best ways of utilising this tool so that the recruitment process of prospective students is improved. The findings of the study suggest that higher education institutions are utilising both contemporary and traditional marketing communications tools to obtain their objectives, which are to attract new students and encourage current students to seek higher degrees. This relates to this study because it shows that prospective and current students perceive this tool to be necessary for communication purposes.

The research conducted by Camilleri (2019) suggests that several Higher Education Institutions (HEIs) are diversifying their portfolios. This can be seen because of how they are increasingly recruiting local and international students. Therefore, this post or contribution will focus on traditional and modern marketing communications used in various contexts to attract students and productive faculty employees to HEIs (Camilleri, 2019, p. 4). This is in conjunction with the second research objective, which looked to determine student's perceptions towards contemporary marketing communications tools, in this case digital media marketing. Digital marketing is marketing that consists of the use of the internet and online based approaches (Camilleri, 2019). These include computers, cellular phones, tablets, and many similar devices. This form of marketing is effective because it reaches directly to the end user on the device or

platform that he or she uses. The end user can also acquire information and provide feedback directly to the brand marketer or organization that is carrying out the marketing initiative. Therefore, customers would have a much positive perspective to this form of marketing because they are positioned in the middle of it. They are already on the platform where it is being provided, they can acquire more information directly and make queries or ask questions.

A study conducted by Kusumawati (2018) looked at how universities need to be more aware of the intensified competition in the higher education sector and how they can utilise digital media marketing, as a tool to better promote their university, in the attempts to recruit the best prospective students and encourage current students to pursue higher degrees. This was relevant to this study because the inappropriate use of digital marketing would result into negative perceptions of students to the communication tool. The study pointed out that the vital issue was to discover the process by which students use digital media and more specifically what the media's role is in the decision-making process of choosing a university (Kusumawati, 2018). The study aimed at determining the impact of a university's digital marketing strategy on the student's decision-making process, when selecting a university. The study completed by Kusumawati, (2018) points out the importance of integrating digital media marketing in a university's marketing strategy because it is aligned with the global trends and proves vital in competing for the most qualified prospective students. The study concluded that the university marketing management engages with digital media since it has now become a trend in all the businesses around the globe including HEIs. Most of the times, students engage social media to seek information about university before choosing the right one (Kusumawati, 2018). This means that they perceive social media as an important communication tool that HEIs must use.

Paladan (2018) conducted a study that discussed the importance of universities utilising digital media marketing in communicating with their various stakeholders, including students. It also touched on the growing trend of universities using digital media marketing, such as website design, to attract potential students. The study pointed out that it is important for higher education institutions to stay relevant by adapting to the changes which are taking place in the environment in which they find themselves in. The HEI needs to know their target market, how to communicate with them and how to stay connected with them. Paladan (2018) points out that businesses and institutions like HEIs should be innovative in attracting customers or students using digital and social media marketing. HEIs must fully embrace digital and social media marketing in realizing their target market and staying connected with them (Paladan, 2018, p. 159). One of the objectives of the Paladan (2018) study was to determine why universities utilise digital and social media marketing. The results of the study indicate that most higher

education institutions employ digital and social media marketing as a means of recruitment, marketing and outreach campaigns.

A study carried out by Pennington (2014) sought to put emphasis on the ways in which universities can use digital media marketing, or how to integrate this contemporary marketing communication tool in the university's marketing strategy. The article mentioned that digital marketing can be used as a marketing and promotional tool as it is an essential tool for universities to attract students. This is often the first impression prospective students have of the university, so a website with a strong brand that is easy to navigate is very important. This means that HEIs must ensure that they make a great impression and provide all the necessary information that a student may seek to acquire. Furthermore, the article stated that it is important for universities to develop mobile versions of their websites because this will assist them (Universities) in better reaching their target market. This is done to nullify the issue that may face many learners or students that do not have laptops or computers. Pennington (2014) states that developing a mobile version of the website is also a good way to boost the recruitment of students because many young people today have access to smartphones or mobile devices. Targeting young people using this technology means that they will be able to find out about a course and enrol regardless of where they are.

With regards to the use of digital media marketing communications media in higher education, a study by Ellis and Goodyear (2009) provides practical insights into the e-learning realm of HEI. Technology's constant flux impacts the social and educational world. In addition to narratives on students' experiences of e-learning in higher education, the authors propose a sustainable, systemic paradigm shift for educators and university leaders (Ellis and Goodyear, 2009). They point out the importance of the integration of digital media marketing communications in higher education, so that student learning and overall student experience can be improved. Therefore, this would positively impact on the student's perception of the contemporary marketing communications media which is digital media marketing communications media.

The various studies that were discussed above or taken from the literature, are all consistent with the second research objective of the study at hand. In that, they all alluded to determining student's perceptions towards contemporary marketing communications tools, in this case digital media marketing, whereby it can be used to either recruit prospective students and or to retain current students. Upon completion of the study at hand, determinations about the perceptions of students, in relation to the different marketing communication tools utilised by university marketers were made.

2.2.3 Experiential Marketing as a contemporary marketing communications media

The next contemporary marketing communication tool that the study dissected was experiential marketing. Experiential marketing was selected as a contemporary communication tool as it is a relatively new phenomena, especially in the higher education field. The study therefore aimed at contributing to the pool of knowledge, regarding the utilisation of experiential marketing in higher education, to recruit prospective and retain current students. The study looked at obtaining the perceptions of students regarding experiential marketing use in the university setting. The study looked to provide a definition of this contemporary marketing tool and provide, if any, illustrations of its use in higher education.

Experiential marketing is the activity of employing alternative ways of marketing communication (Smilansky, 2009). Experiential Marketing is a process of identifying, satisfying customer needs and aspirations, profitability, by engaging them through two-way communications that bring brand personalities to life and add value to the target audience (Navratilova and Milichovsky, 2015, p. 588; Smilansky, 2009). The main idea behind the phenomena of experiential marketing is that it is based on a two-way communication system, whereby the brand engages with the desired target audience. This means that experiential marketing is an integrated methodology, and its marketing campaign is built around one big idea involving a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience (Navratilova and Milichovsky, 2015, p. 588; Smilansky, 2009).

University marketers need to make use of this marketing communication tool, as, by integrating it into their marketing strategies, they have the potential to achieve the university marketing objectives, which are to attract potential students and or retain current students. Scoppetta (2020) points out that it is important for university marketers to include personal interactions with their audiences, as part of their marketing communication strategy. This provides the university with an advantage during high school student's decision-making process, when they are considering which universities to enrol to. This is because there would be a certain level of engagement between the parties. The marketing plan should include face-to-face interactions with an institution's audience. In-person events can be a great source of lead generation, helping you engage high school students at a critical point in their educational journey (Scoppetta, 2020). Scoppetta (2020) further points out that this can be achieved through the use of experiential marketing, by utilising the following tactics:

- Sharing VR (Virtual Reality) goggles to show interested applicants around your campus
- Hosting a “hackathon” for high school students interested in coding
- Setting up shadowing programs so prospective students can follow college seniors with internships or even alumni at full-time jobs for a day

The literature revealed that many prospective students take into consideration the experience they have or had when visiting the campus, in their decision-making process, in selecting a university. A survey that was conducted by US News and World Report aimed to find out the main reasons as to why students and their families select certain universities or what they value most when making the university selection. Amongst the top five reasons or aspects valued by students was “Experience during a Campus Visit.” This implies that students pay close attention to the experience they had while visiting campus, making it imperative for university marketers to integrate experiential marketing into their marketing strategies. This is because it aids them in attracting the best prospective students and assists in retaining current students. Students rely on the experience they have while visiting the campus in making their decisions about enrolling to it. If a HEI does not use experiential marketing techniques to relate to prospective students, it would lose out from the benefit it provides (Factory360, 2019). This supports the notion that universities need to utilise the contemporary marketing communications tool that is experiential marketing, as a means of attracting and retaining students. This shows that the study adds to the much-needed knowledge to the literature, with regards to the perspectives of the students on this matter, to aid universities in better equipping themselves in achieving their organisational objectives, which include recruiting the best prospective students and retaining current ones.

2.2.4 Motivations for the use of Virtual Reality in Higher Education

The main motivation for Virtual Reality (VR) use, is that it gives the opportunity to live and experiment those situations that cannot be accessed physically (Freina, 2015; Izatt, Scholberg and Kopper, 2014; Du, 2014; Robertson, Card and Mackinlay, 1993.). Roussou (2004), Detlefsen (2014), Williams-Bell, Kapralos, Hogue, Murphy and Weckman (2014) and Liu (2014) point out that the application of virtual reality in higher education leads to potential experiential learning benefits such as:

- Experiences that cannot be obtained in any other way in formal education.
- Travelling in time allows students to experiment different historical periods.

- Exploring the solar system by freely moving around planets.
- Training fire fighters on the decision-making process in a situation in which the physical and psychological stresses are analogous to live firefighting situations.
- Performing a serious surgery by non-experts as is the case with neurosurgery.
- Immersive virtual reality furnishes first-person non-symbolic experiences that are specifically designed to help students learn material

Universities can benefit from adopting the use of VR technology, as part of their experiential marketing strategy, which ultimately falls under contemporary marketing communication tools. The whole world was put to a standstill due to the Coronavirus Disease of 2019 (COVID-19) pandemic. It was not easy for students or learners to attend or tour campuses. Therefore, it is important for universities to find new ways of communicating to the prospective and current students. VR provides that platform because it can be used as a means of marketing the university and giving tours of the campus grounds. Even though some of these in-person initiatives may be farther on the horizon due to current conditions, many can be translated to a digital platform. You can still provide VR campus tours and even host ‘pop up events.’ Prospective students would appreciate these unique ways (Scoppetta, 2020).

2.3 Traditional Marketing Communications Media

Traditional marketing is the process or approach of attempting to convince the prospective customer to buy a product or make use of a service, by telling them about the product or service or providing information about the product or service (Clement, 2018). Traditional marketing is primarily focused on telling a prospective customer about the product or service and providing information as to why you should buy that product or service from that company (Clement, 2018). Harper (2018) states that traditional marketing is a form of marketing that has been employed by companies for a so many years, whereby it utilises physical and printed mediums.

A study conducted by Ragini (2016) looked at which set of marketing communications tools is used more by prospective students, when gathering information on the university they wish to enrol in. It compares both social media and traditional marketing communications as a means of recruiting students. The study provides significant insight on how new students gather information before enrolment into a particular HEI (Ragini, 2016). This study is relevant with the study at hand as both studies look at the use of contemporary and traditional marketing communications tools, which can be used to attract

students and encourage them to study further. The study carried out by Ragini (2016) made it evident that many universities have not tapped into the full potential of social media marketing. This is because so many universities still rely on traditional communication tools, such as pamphlets, prospectuses, and newspapers.

In a study conducted by Jaywant and Bute (2014) the value in which traditional marketing communications media introduces to the value chain of a HEI was considered. The focus of this study was the way that it can positively impact student perception. Jaywant and Bute (2014) pointed out that traditional media play a central role in disseminating knowledge to all levels of the world. Traditional media are powerful tools that make learning and teaching more effective, interesting, and easy, ensuring that everyone gets the most out of it.

Traditional media is highly effective for local advertising whereas social media can be used to market internationally (Ragini, 2016, p. 21; Michelaq, 2011). These authors mention how traditional marketing communications media, in higher education, are more effective in terms of local advertising in higher education. Furthermore, they state how it is more effective in bringing about better long-term awareness, in comparison to contemporary marketing communications media. For instance, a print advertisement could be used for long-term brand awareness (Ragini, 2016, p. 21).

2.3.1 Radio Marketing as a traditional marketing communications media

Radio marketing follows the same principle as seen for advertisements or commercials for television and print publication (Newspaper and Magazine). The entity that is advertising utilises mediums like the radio to market products or services. It is here where marketers purchase radio commercials and will come up with a budget, where they will pay a particular radio station, in exchange for a 'slot' to broadcast the marketer's radio commercial, to its desired target market (Hendricks, 2019). What advertisers buy in this agreement is airtime. This may be 30 to 60 seconds in duration. Radiocommercials are created in a production studio (Hendricks, 2019; 29788285, 2019, p. 11). The process of developing a radio advertisement is as follows:

- Writing of a script
- Identifying the right voice talent
- Identifying a producer who would mix the voice over a selected piece of music or other sound effects, to enhance the advertisers' message to the radio station's listeners

Murmann (2018) states it is important to ensure that a brand's radio commercial is unique, relevant, and creative. This is because this aids in obtaining the objective garnering interest among the target audience. Radio advertisements create interest in products and services provided the messaging and the creativity in the commercial broadcast stands out from competitors (Murmann, 2018). This was substantiated by Krohn, (2019) and Smith, (2017), who mention that radio commercials need to include relevant information that engages a listener and grabs his/her attention to result into a Purchase (Krohn, 2019; Smith, 2017).

Radio marketing or advertisements is part of the big three traditional media platforms. The other two are television and print. Radio has been around for almost a century, and it is still one of the most effective communication mediums. It is effective in the sense that it reaches almost everyone, as it can even provide coverage to people who reside in both urban and rural areas. That is why it is referred to as a mass communication medium. It is cost effective, and it is extremely local, due to the distribution signals (Furgurson, 2018). With the advent of contemporary marketing communication mediums such as social and digital media, it is important for radio marketing to adapt so that it can remain relevant in the marketing communication arena.

It is established that the contemporary marketing mediums are a two-way communication system, whereby, the creator (Marketer) and the audience (Customer/Target Market) can engage in dialogue. Radio has embraced the new technologies by integrating them, along with social media platforms, into their radio shows. Radio is the only traditional media that can integrate programming, messaging and activity using new technologies. As a consumer, you can listen to the radio and engage online at the same time (Cross, 2011). This then illustrates that traditional and contemporary marketing communications can be integrated and used simultaneously.

Now the study will look to discuss how radio marketing has been utilised in the education sector, as a means of either attracting prospective students and or retaining current students, thereafter, attempting to find cases of when they (Students) have disclosed their perceptions on the matter. In South Africa, education is an essential part of the country's development and growth, in terms of its people and the economy.

So, it is then vital for it (Education) to be communicated to everyone, in every way. In that, "through constant learning, communities can develop and grow on a personal and financial level. Not all South African radio stations have the mandate to educate society, but those that do, do so with the intention to advance education in the country (Baliboola, 2018).

2.3.1.1 Case Study - Ormiston Six Villages Academy

An applicable scenario includes where a higher education institution utilised radio marketing. The Marketing and Communications team of the school realised the need to find ways of increasing awareness of their institution and attracting their target market. They aimed to do this by incorporating radio marketing into their marketing communications strategy, as well as forms of contemporary marketing communications tools, such as Twitter and Facebook. In addition, they set up Twitter and Facebook accounts. The school approached a popular local radio station called Spirit FM. The demographics and geographical reach of the station was an excellent match to the target audience of the school (Marketing Advice for School, 2015). The institution used radio marketing's great reach to their advantage, as it aided them in reaching their target market. The school together with its marketing department and communications team worked closely with the radio station to work out a suitable schedule so that they could reach their target market more effectively. The radio station was open to ideas and worked closely with the institution to tailor the timing of the advertising - such as targeting drivetime and mid-morning to fit with school drop-off and pick-up times (Marketing Advice for School, 2015). The results of the incorporation of radio marketing into the school's marketing communication strategy was a success. It was a success as many parents of the prospective students mentioned that they heard the school's advert on the radio and there was an increase in Open Day statistics. So, 2014's Impact was a success. Parents reported increased attendance at public events after hearing about the advert. In 2015, the school repeated advertising and additional events to meet increased demand from expectant parents.

2.3.2 Print Media Advertising/Marketing as a traditional marketing communications media

In the marketing world, print media advertising is still widely used. Different organisations have different marketing objectives that might require the use of print media advertising. Advertisements appear in newspapers or magazines and are sometimes included as brochures or flyers. Anything written in the print media to grab the attention of the specific target audience comes under the purview of print advertising (Juneja, 2015). Juneja (2015) points out that print media comprises of media such as newspapers, magazines, brochures, flyers. Other notable print media include billboards and mobile print media. Print media is only effective when people see this form of advertisement. This means that these adverts should grab the attention of potential customers while browsing newspapers and publications. Therefore, these advertisements should be designed in such a way that they can attract and retain the customer's attention to some extent. Usually, a team of individuals is required in order to design these advertisements (Juneja, 2015).

An article by Linton (2019) discussed the definition of print media and gave an account of the different types of print media. Print media is a form of advertising that uses physically printed media, such as magazines and newspapers, to reach consumers, business consumers and prospects (Linton, 2019). The proliferation of digital media has led to a decline in advertising expenditure in traditional print media (Linton, 2019). However, it has not died out yet. The other common forms of print media are posters, billboards, and direct mail.

The different types or forms of print media are as follows:

- Newspapers - Newspapers target a variety of readerships, with a mixture of content ranging from entertainment, politics, business, sports, and fashion. Advertisers can purchase different types of advertising space and different types of geographical newspapers, such as local, regional, or national.
- Magazines – Magazines provide advertisers with “extensive choices of readership and frequency (Linton, 2019). There are different types of magazines, consumer magazines (focus on aspects such as sports, hobbies, fashion, health and current affairs), business and trade magazines (offer viewers with coverage of certain industries, such as finances and electronics and so on and so forth) and publishing frequency (published weekly, monthly or quarterly).
- Billboards and Posters - Billboards and posters provide advertisers with the opportunity to reach consumers who are on the move. They can be placed in strategic places such as malls, train stations, airports, and busy town areas. This helps in reaching large groups of consumers. They are close to the point of purchase, which then influences the consumers buying decision. The frequency is dependent on the advertiser.
- Direct Mail - Direct mail is mainly used by advertisers to reach a smaller target audience or specific prospects. Direct mail takes the form of brochures, flyers and letters. A university prospectus falls under this category, which is still heavily used by universities.

A study conducted by Karcher (2011) illustrates the way a university utilised the marketing communication tool of print media, to recruit prospective students. The study used the University of

South Dakota. The university used print media for recruitment. Their aim, “according to their website, <http://www.sc.edu> , was to improve awareness, perception, inform donors, and strengthen connections with the alumni (Karcher, 2011. p., 9). This implies that the traditional marketing communication tools are used for a variety of reasons that may also revolve around the university and their current and prospective stakeholders.

Purdue University is another illustration of the use of print media in the higher education arena, in attempts to achieve certain organisational objectives. In the case of Purdue University, one of the ways in which they have used print media marketing was in a brochure format. Purdue University aimed to increase brand awareness and engage with prospective students and alumni. The results of the study conducted at Purdue University, conclude that print media is still effective in accomplishing its objectives of reaching prospective students and providing valuable information to them and their parents. The effectiveness of print media is shown to be still very high, and many HEIs use it (Karcher, 2011, p. 10; Noel-Levitz Report, 2009).

2.3.3 Television Marketing as a traditional marketing communications media

In 2017, Rhodes University aimed to include television advertising in their marketing campaign, to recruit prospective students. Their marketing campaign included an array of marketing strategies, all of which had the objective of recruiting prospective students or raising awareness. The campaign spans traditional TV and outdoor billboards, using a completely revamped digital advertising campaign and all-new digital audio and video, search, and social media advertising campaigns to reach audiences across all touchpoints (Colby, 2017). This indicates that both traditional and contemporary marketing communication mediums can be used together, to achieve the same overall objective, which is to either recruit prospective students or to retain current students. With regards to Rhodes University’s use of television marketing, it included visuals of its faculty, student interaction, technology and innovation, global opportunities, and campus life. This was done with the mix of 15 and 30 second radio spots where a voice over was used. The message to the target audience was “Study in a small, beautiful place with some of the biggest thinkers in the world.”

In 2019, the Southern New Hampshire University (SNHU) wished to proliferate the rate or number of enrolments in the university (McKenzie, 2019). In order to do this, they decided to include television marketing in their marketing strategy. In desiring to increase enrolment numbers, they also had the objective of attracting students who were from outside the region of New England where the university is located. So, the institution had to find ways to connect with people thousands of miles away. This was

done through the introduction of television marketing. The introduction of this traditional marketing communication tool into its marketing strategy proved to be an appropriate because it contributed to the obtaining of the university's enrolment objectives. This was through cable television advertisement that played a pivotal role in raising the profile of the institution (McKenzie, 2019). The advertisements that were aired on television focused on the offering a traditional education, accompanied by the prospect of doing it alongside a full-time job. They also stressed that SNHU are a non-profit institution. Audience testing was done, and it revealed that students do not care much about the fact that SNHU is a non-profit institution and that they were mostly concerned with what it offered academically.

To conclude on the SNHU matter, it can be said that integrating television marketing into its marketing strategy was a success. This is because the television advertisement extended to regions beyond the University and managed to acquire more customers. This was seen after enrolment. There was a high rise in the enrolment numbers of the university. The numbers rose from hundreds to thousands of students in places like Texas, Florida, and California (McKenzie, 2019). The university realized that there were not only just primary and secondary markets anymore in its business environment (McKenzie, 2019). This implies that the traditional marketing communication tools, such as television marketing, are not entirely redundant, as they are still effective. Furthermore, the fact that student enrolment numbers proliferated when television marketing was utilised, implies that students reacted positively towards it. This means that students have positive perceptions towards television marketing.

2.4 The impact of the following study on the rating of a university's marketing communication strategy and student perception

The study aided in determining the student perception, on the rating of a university's marketing communication strategy, the different sets of marketing communication tools and tools that contribute to the increase of positive student perception of the university's marketing communication strategy. The study looked at determining the outcome by compiling a questionnaire which looked to draw out responses which contributed to the answering of the research questions. When reviewing the literature, it was found that most studies indicate that universities are indeed in support of the concept of integrating the two sets of marketing communication tools. This is done to accommodate all types of students and to reach a broader target audience. Students in these previous studies pointed out that they preferred this type of marketing communication integration.

2.5 Theoretical Framework: A.I.D.A Model Theory and Integrated Marketing Communications Approach

The underlying theory or model of the study was the A.I.D.A Model Theory, infused with the IMC marketing approach. The combination of these two fundamental approaches or theories aligned with the objectives of the study, which were to make mention of the various (Contemporary and Traditional) marketing communication tools that can be utilized by a South African university, to induce or invoke certain perceptions from students. The various marketing communication tools aligned with the IMC approach, whereas the objective of determining which set of marketing communication tools invoked positive perceptions amongst students aligned with the A.I.D.A Model Theory.

Table 2.3: The four stages of A.I.D.A.

Attention	This portion of marketing communication includes grabbing the attention of the customers by using various tactics. You can easily make your product more attractive by using an attractive image, layout, colour, size, certain celebrities, models etc.
Interest	Once the product has grabbed the attention of the consumers, it is important to make the consumers interested to know more about the product as well as the brand. You can evoke interest in the customers by using attractive subheadings, tagline etc.
Desire	Once the consumer has paid enough attention towards the product and is interested in knowing more about it, a desire to buy the product should arise in the mind of the consumer. The desire can be evoked by several different ways.
Action	The last and the final step of this theory is the action. In this step, the consumer is completely convinced with the product and acts in order to buy the product.

Source: (Emily Scott, 2017)

The study focused on the various marketing communication tools, and they influenced students' perceptions of a South African university. This phenomenon was looked at in conjunction with the

A.I.D.A Model in Marketing Communications, the A.I.D.A Model looks at the following aspects with regards to marketing communications: Attention; Interest; Desire; Action. These four aspects or stages are used as matrixes when evaluating the effectiveness of the utilized or selected marketing communication tools. The A.I.D.A Model Theory, also known as the Theory of Communication, was first suggested by E. St. Elmo Lewis in 1898. Mumtaz, (2019) states that “the theoretical basis was established after the life protection business research which explains the basic reasoning phases which are four in total. These reasoning phases were the experience of a person who got a new notion or to purchase a product.” (Mumtaz, 2019. p.216; Michaelson and Stacks, 2011).

The study looked at students’ perceptions of the marketing communication tools used by a South African university, perceptions that are heavily linked or associated with the four stages of the A.I.D.A Model Theory. In that, universities need to ensure that the marketing communication tools that they utilize in their attempts to attract and retain prospective and current students invoke positive perceptions of the university, so as to achieve the university objectives. All the stages involved in attaining this objective(s) need to be carefully planned out and be in alignment with both the university’s objective and the target market’s interests. The A.I.D.A Model Theory provides a significantly advantageous platform for marketers to ensure that the alignment is made and that positive student perceptions are invoked. In that, Ghirvu, 2013 made mention of the A.I.D.A Model Theory being an important hierarchy model which “describes four stages that the advertising drives the consumer into, starting with awareness, interest, desire and finally action. A very important aspect in the hierarchy models is consumer involvement. Involvement represents the amount of time, energy, thought and different resources used by people in the process of purchasing a product or service or devoted in obtaining a particular thing or result. This characteristic is often combined with personal motivation, which can be emotional or rational.” (Ghirvu, 2012, p.90).

The study alludes to several marketing communication tools, which in turn speaks to the marketing principle of integrated marketing communications (IMC). This body of research looks at the different marketing communication tools implemented by organizations, companies, and institutions to achieve certain objectives within the field of marketing communication. It is the use of various marketing communication tools to either attract, retain, and inform current or prospective target markets, ensuring that the selected or utilized communication tools work towards a common organizational objective. It is the integration of the various marketing communication tools to achieve set or certain marketing objectives. The earliest definition of IMC was coined by the American Association of Advertising Agencies which defined IMC as “a concept of marketing communications planning that recognizes the added value of a comprehensive plan that evaluates the strategic roles of a variety of communication

disciplines – for example, general advertising, direct response, sales promotion, and public relations – and combines these disciplines to provide clarity, consistency, and maximum communications impact.” (Schultz, 1993, p.4). Allen, (2002), defined IMC as a means of ensuring that “all forms of communications and messages are carefully linked together. It means integrating all the promotional tools, so that they work together in harmony.” (Allen, 2002).

2.6 Conclusion

The literature review discussed the main issues of the study. The objectives of the study were dissected in coordination with what has been previously discussed in previous studies. These studies, either had similar issues and objectives. When looking at the contemporary marketing communication tools, the literature discussed: Social Media Marketing, Digital Media Marketing and Experiential Marketing. The study also dissected traditional marketing communication tools, of which were: Radio Marketing, Newspaper/Print Media Marketing and Television Marketing. The theoretical framework that the study followed was also presented. The chapter that follows presented the research methodology of this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter looked to explain various methodologies that were utilised in obtaining data and analysis which are relevant to the research study. The methodologies included areas such as the location of the research design, research approach, location of the study, target population, sampling strategies and size, types of data, data collection methods and data collection management or control tools.

3.2 Research Design

The research design is the plan and structure of the studying, which will be used to obtain the answers to the research questions. The research design in which the study employed was that of the descriptive research design. The study looked to provide a definition of the descriptive research design. The descriptive research design looks to identify and obtain information on characteristics of a particular issue like community, group, or people. In other words, the study can say that this type of research describes social events, social structure, social situations (Akhtar, 2016, p.75). Furthermore, it can be said that the descriptive research design has the objective of portraying accurately the characteristics of a particular group or situation (Akhtar, 2016, p.76). This ties up well with the study, as it looks to determine the perceptions of students, towards the contemporary and traditional marketing communications tools, with the aim of recruiting and retaining students.

3.3 Research Approaches/Paradigms

The study looked to employ the quantitative approach, as it helped to examine the relationship between the variables at hand. The data was then used to look for cause and effect relationships, which were quantified, which therefore, were used to make possible predictions. In that, this approach or method “provides actual numerical data to the understudy, percentages, and the trends, it usually assists a study to answer questions such as how, how many, how much (Blankenship, 2010, p. 82; Johnson and Christensen, 2014, p. 251).

The study looked to explore the theories of student perception and contemporary and traditional marketing communications tools. This was made evident in the questionnaire that was be designed. The purpose was to utilise the results of the study to better guide universities in conjuring up recruitment and retention strategies, as the competition in the higher education market has intensified. The duration of the study was two years.

3.4 Study Site

The study site for this study was the University of KwaZulu Natal, PMB campus. The rationale behind this choice was from the sense of convenience and relevance. As the target population was predominantly located or situated on this site, hence there was a high possibility of obtaining all the necessary and relevant data from this site.

3.5 Sampling

3.5.1 Target Population

The target population is the group of subjects that possess the phenomenon that a study seeks to investigate (Kothari, 2017). The target population of the study at hand was University (UKZN, PMB Campus) students (Undergraduates and Postgraduates). There were a total number of 10,000 undergraduate and postgraduate students at the UKZN, PMB campus.

3.5.2 Sampling strategies

Non-probability sampling, whereby the study utilised convenience sampling. Non-probability sampling is whereby the elements in the population do not have any probabilities attached to them being chosen as sample subjects (Sekara and Bougie, 2016, p. 273). Furthermore, Non-probability sampling mostly “involves judgment. Instead of randomization, participants are selected because they are easy to access (Showkat and Parveen, 2017). Within the Non-probability sampling category, the study employed convenience sampling, this is a non- probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Maheshwari, 2017). It was employed as the population is too large for everyone to be included in the sample. Convenience sampling allows for the fast, inexpensive, easy collection of data, furthermore, the subjects are readily available. Another reason for the selection of this sampling technique, was based on usefulness in identifying relationships between various phenomena, in that, this sampling technique is also useful in documenting that a particular quality of a substance or phenomenon occurs within a given sample. Such studies are also very useful for detecting relationships among different phenomena (Maheshwari, 2017).

3.5.3 Sample Size

The target population of the study was made up of 8900 students. There were 367 respondents that were presented with the questionnaire tool. A sample size of 367 was sufficient for the study. The study was Quantitative in nature. Thus, it was required to use more than 100 participants. Therefore, attaining a sample size of 367 was adequate to fulfil the objectives of the study, which were to have a representative sample of the target population. To ensure that the gap was addressed, the study referred to Krejcie and Morgan (1970), who were pioneers in tabulating sample size(s) for a given population for reference. In addition, it was a fair reflection of the population and due to the recent health concerns (COVID-19), it was not advisable to have a large sample size. To further support the selected sample size, the study made use of one of the most common formulas used to determine sample size, which is a formula by Yamane, T. (1973), which reads: $n = N/(1+N(e)^2)$. The variables in the formula are as follows:

n = the sample size.

N = the population of the study.

e = the margin error in the calculation

Furthermore, this sample size was chosen as it aids the study in obtaining an unbiased perspective on the topic under study (Zondi and Mazibuko, 2016, p. 29). A similar study conducted by Chaka and Govender (2017) had a similar sample size.

3.6 Data Collection Methods

Data collection methods are used with the objective of evaluating outcomes, based on the study's research questions. There are four data collection methods that researchers can use, and they are as follows: Observation, Questionnaire, Interview, and focused group discussions. With regards to the study at hand, data was collected through self-administered questionnaires, which was filled in by students. They were handed out/distributed by lecturers in lectures and collected at the end of lectures. This method or approach was appropriate as it is the most popular amongst the data collection methods, as "surveys are considered to be the most popular form of data collection methods in descriptive research designs (Matthews and Kostelis, 2011, p. 84; Soni, 2015, p. 105).

The questionnaire was divided into nine (9) sections. Section A asked the participants of the study to provide their biographical data. The biographical data included their gender, age group, level of study and the college that they belonged to. The rest of the Questionnaire, Section B to I, was directly derived from the research objectives of the study. Section B to I were constructed based on the 5 Likert scale with participants required to indicate a choice pertaining to the queries based on the factors "Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree." Section B asked the participants to outline the

perceptions of social media marketing as a marketing communication tool a university could use. Section C queried about the student perceptions of digital media marketing as a marketing communication tool a university could use. Section D sought to find out the student perceptions of experiential marketing as a marketing communication tool a university could use. Section E enquired about the student perceptions of radio advertising as a marketing communication tool a university could use. Section sought the student perceptions of newspaper/print media advertising as a marketing communication tool a university could use. Section G queried about the student perceptions of television advertising as a marketing communication tool a university could use. Section H enquired about the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication tools used by a select university. Finally, Section I sought to find out between contemporary and traditional marketing communication tools, which set of marketing communication tools would increase positive student perceptions of the university's marketing communications.

The questionnaire was pilot tested by five pilot participants since it is a Quantitative study. The researcher informed the pilot participants that the aim of carrying out the exercise was to find out if the Questionnaire was appropriate for the study. The researcher encouraged the pilot participants to indicate any issues or challenges that they face during the process of responding to the questionnaire. The researcher explained all the ethical considerations of the study to the pilot participants and administered the questionnaire. The researcher observed and responded to any queries that the pilot participants came across in the process. At the end of the process the researcher asked the pilot participants to indicate any issues that they faced with the questionnaire. The pilot participants indicated that there were no major challenges faced. However, they emphasized that it would be advisable for the researcher to be around during the completion of the questionnaire, so that the participants may be able to ask questions or clarify certain aspects when responding. The pilot participants also stated that the researcher must give enough time to the participants because the questionnaire was long and to ensure that they understand the prompts well.

The adopted questionnaire established validity through construct validity. This method or test was utilized as it is aligned with the nature of the objectives and questions that were presented throughout the study. In that, construct validity looks to determine the causes, effects, settings and participants of the study as mentioned by Reichardt, (2005). To further explain the concept of construct validity, it is said to be a test used to determine the extent to which a research instrument measures the construct that it is meant to measure, as stated in Questionmark, (2022). The study looked at determining correlations between the selected marketing communication tools and students' perception, in turn looking at a causal relationship between the various variables, hence construct validity was implemented as the

appropriate test.

To test for construct validity, the results of the questionnaire were compared to similar questionnaires that looked at the same or similar constructs. In that, the “results of the assessment have a strong positive correlation with those of other assessments that measure the same construct.” (Questionmark, 2022). The research instrument utilized for the said study was measured against a research instrument measuring similar constructs, as the questionnaire from a study conducted by Koopman, (2017) was used as a measure to test for construct validity.

3.7 Data Quality Control

Data quality is seen or considered to be the measure of the condition of data collected, in accordance with factors such as accuracy, completeness, consistency, reliability and whether the data is relevant or valid. With regards to the study at hand, the data quality assurance measures that are to be used are validity and reliability.

Validity looks at the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbie and Mouton, 2009, p. 122). There are four means by which to establish the validity of a study, namely: criterion-related validity, construct validity, content validity and timeframe of data-collection (Babbie and Mouton, 2009, p. 122-124; David and Sutton, 2011, p. 268; Du Plooy, 2009, p. 90). The study at hand utilised the four above mentioned means to ensure the validity of the study.

Reliability, the other aspect that was used to ensure data quality assurance, was a matter of whether a particular technique, if applied repeatedly to the same object, would “produce the same result each time. The key is the stability and consistency of results if the study should be repeated.” (Babbie and Mouton, 2009, p. 124-125). The study looked to ensure that the analysis of data produced results that can be reproduced at different times and by different authors. Furthermore, the Spearman Correlation analysis was used, and it aided in indicating the connections between the different factors, as explained by Curtis and Curtis (2011, p. 13). The use of the Spearman Correlation data analysis technique aided in representing inferential statistics, in that, fundamentally the said data analysis technique is an inferential test. As it is a technique which tests the relationship between two independent variables and inferential statistics tests are used to determine whether a statistically significant correlation or connection exists between two variables. This aligns with the research objectives of the study, as the study looks to determine the correlation or connection between the selected marketing communication tools and student perception.

The measurement tool that was used by the study was the Questionnaire. The measuring scale was the Likert ordinal scale. Questionnaires are considered to possess certain advantages that are considered useful for the study at hand, which are as follows: ensures anonymity and confidentiality of the respondent, low-cost, quick to administer, easier handling of sensitive questions, and reduces interviewer bias (Cho, 2007, p. 72).

3.8 Data Analysis

Data analysis, according to Import.io (2019) is the process of gathering and organizing data, with the objective of obtaining helpful conclusions from it. The data analysis process utilizes analytical and logical approaches to draw information from the data. The main and most important purpose of data analysis is to find meaning in the collected data, so that the derived information can be of good value, in terms of decision making. There are four types or examples of data analysis, they are as follows:

3.8.1 Descriptive data analysis

3.8.2 Diagnosis data analysis

3.8.3 Predictive data analysis

3.8.4 Prescriptive data analysis

Data analysis was conducted utilizing SPSS Version 23, in order to conduct a number of statistical analyses. Descriptive and inferential statistics were used to analyse the data, along with cross tabulation.

These served the purpose of drawing inferences between different data sets in the study. The questionnaire was subject to various types of statistical analysis.

The analysis of each research objective was done in this section. The research objective analysis is as follows:

3.8.5 Research Objective 1 (To determine the student perceptions of Social Media Marketing as a marketing communication tool a university could use).

Predictive data analysis was used, as the objective of the question was to see or to determine how students would react (their perception) to the possible use of social media marketing as a communication tool a university could use.

3.8.6 Research Objective 2 (To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use).

Predictive data analysis was used, as the objective of the question was to see or to determine how students would react (their perception) to the possible use of digital media marketing as a communication tool a university could use.

3.8.7 Research Objective 3 (To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use).

Predictive data analysis was used, as the objective of the question was to see or to determine how students would react (their perception) to the possible use of experiential marketing as a communication tool a university could use.

3.8.8 Research Objective 4 (To determine the student perceptions of Radio Advertising as a marketing communication tool a university could use.).

Predictive data analysis was used, as the objective of the question was to see or to determine how students would react (their perception) to the possible use of radio advertising as a communication tool a university could use.

3.8.9 Research Objective 5 (To determine the student perceptions of Newspaper/Print Media Advertising as a marketing communication tool a university could use).

Predictive data analysis was used, as the objective of the question was to see or to determine how students would react (their perception) to the possible use of newspaper/print media advertising as a communication tool a university could use.

3.8.10 Research Objective 6 (To determine the student perceptions of Television Advertising

as a marketing communication tool a university could use).

Predictive data analysis was used, as the objective of the question was to see or to determine how students would react (their perception) to the possible use of television advertising as a communication tool a university could use.

3.8.11 Research Objective 7 (To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication tools used by a select University).

Prescriptive data analysis was used, as the objective of the question was to see or to determine the impact of the student's perception on the overall rating of marketing communication tools used by a select University. This would aid the University take a plan of action based on the results.

3.8.12 Research Objective 8 (To determine which set of marketing communication tools between contemporary and traditional marketing communication tools would increase positive student perception of the university's marketing communications).

Diagnostic data analysis was used, as the objective of the question was to see or determine which set of marketing communication tools would increase positive student perception of the university's marketing communications. This analysis corresponds with abovementioned objective as this type of analysis looks to determine why something happened or pinpoint the reasons as to why something happened.

3.9 Limitations of the study

As the study employed the non-probability purposive sampling method, the results therefore could not be generalized.

The possibility of students not wanting to participate was a reality, which then hindered the obtaining of our sample size target.

The possibility of students not answering the questions was a reality, which then hindered the reliability of the study.

The difficulty of reaching students due to the COVID-19 was another major obstacle.

3.10 Ethical Considerations

The following study adhered to the UKZN Research Ethics Requirements, which entails:

Obtaining approval prior to commencement of the study, from the Research Office and obtaining the Registrar's gate keeper permission. The researcher acquired the permission to carry out the study from the Ethics Committee at the UKZN in Pietermaritzburg.

Ensuring that the respondents were aware that their participation was voluntary, and that they could withdraw from the study at any stage. The researcher ensured that all the participants that were part of the study filled in consent forms that showed their free will to be a part of the study.

The researcher ensured confidentiality and anonymity of the participants of the study and the data that was collected from them. The researcher referred to the participants of the study using the study given names like "Participant 1" or "Participant 15." This ensured that the identities of the participants remained hidden. The researcher further kept the data that was collected in a safe and secure computer that was password protected. This ensured that no one else had access to the data, unless authorised or part of the promoters of the study.

The researcher made sure that no present or future harm befell the participants of the study. The researcher made it possible to protect the participants of the study at all times. There was no occurrence of any threat or harm. The researcher ensured the participants that if there was any chance of any threat or harm, he was responsible for putting them back in the safe position they were in before becoming a part of the study.

Ethical clearance was applied for, in order for the study to commence. A gatekeeper's letter was sent in accordance with the application. Once all was approved and the appropriate ethical clearance number received, the study went ahead. The gatekeeper's letter along with the ethical approval document were attached in the appendix of the dissertation.

3.11 Conclusion

The chapter dealt with the main elements which make up the Research Methodology. The Chapter discussed that the descriptive research design, that the study followed and the quantitative research approach. The section outlined that the study used a sample size of 367, drawn from the UKZN, PMB campus students. Data collection was carried out through the use of a self-administered questionnaire.

The section indicated that was going to be analysed using the SPSS Version 23, for a statistical analysis. The Chapter that followed presented the results and data analysis of the study.

CHAPTER FOUR: RESULTS AND DATA ANALYSIS

4.1 Introduction

The previous chapter outlined the research methodology that the research used. This chapter presents the results and data analysis of the study. The study was concerned with determining the perceptions of students (relating to contemporary and traditional marketing communications media), with the aim of determining and pinpointing how the results can be used to better encourage students to further their studies and attract others. Thus, the primary information was gathered from a selected University in the KwaZulu Natal province. The target group consisted of both students and graduate students. Primary data were collected using a questionnaire tool constructed using a 5-point Likert scale system. The data was coded and presented using the Statistical Package for the Social Sciences (SPSS). The presentation of the data was based on the research objectives of the study. The research objectives of the study include the following:

- To determine the student perceptions of Social Media Marketing as a marketing communication tool a university could use.
- To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use.
- To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use.
- To determine the student perceptions of Radio Advertising as a marketing communication tool a university could use.
- To determine the student perceptions of Newspaper/Print Media Advertising as a marketing communication tool a university could use.
- To determine the student perceptions of Television Advertising as a marketing communication tool a university could use.
- To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication used by a select University.
- To determine which set of marketing communication tools between contemporary and traditional marketing communication tools would increase positive student perception of the university's marketing communications.

Scales from other researchers (Mangold and Faulds, 2009; Obermiller and Spangenberg, 1998) were used in the development of the questionnaire instrument for the study on student perceptions of modern versus traditional marketing communication methods. Validated scales from prior research

investigations were modified and incorporated during the procedure. To find existing scales and measuring instruments that had been utilized in research relating to marketing communication tools, student views, and customer behavior, a thorough examination of the pertinent literature was one of the stages that was taken. The relevance, reliability, and validity of the identified scales were then assessed. For adaption and inclusion in the questionnaire, only scales with adequate psychometric qualities in prior investigations were taken into consideration. The chosen scales were then carefully examined and changed to make them appropriate for the study's particular environment. In order to align the items with the research objectives and target population, this process includes rewording the items, changing the response possibilities, and making any other necessary adjustments. The questionnaire's clarity and understandability were evaluated during a pilot test with a small number of participants. The pilot test participants' comments were used to further hone and enhance the questionnaire.

4.2 Response Rate

The response rate is the total number of respondents that were involved in a study divided by the ones that managed to provide responses (Kothari, 2017). The response rate is presented in the form of a percentage. It is essential for the response rate to cover most of the population of the respondents so that the results uncovered would be considered valid and reliable (Creswell and Creswell, 2017).

There were 250 respondents that were presented with the questionnaire tool. Out of the 367 respondents, there were 250 that managed to return it to the researcher. Therefore, the response rate of the study was 67.2%. Fincham (2008) provides that the response rate of a study must be 60% or higher so that it ensures that the sample is well represented. Thus, the response rate of 67.2% was suitable for the achievement of the objectives of the study.

4.3 Reliability statistics

According to Taherdoost (2016), validity describes how free of random and systematic errors the measurement procedure is. Creswell and Creswell (2017) explain that validity is the degree to which the results accurately reflect the variables that are being measured. In quantitative research, the key question is whether, given the research design and controls used, valid conclusions may be obtained from a study (Ihantola and Kihn, 2011). In this study, the questionnaire's validity was evaluated during the pretest to make sure that it adequately covered all of the study's topics. Reliability is defined by Salazar, Crosby, and DiClemente (2015) as the degree of consistency or dependability of a construct's measure. This study employed Cronbach's alpha to assess the instrument's dependability. An alpha score of greater than 0.700 must be obtained for the measuring device to be considered reliable (Bryman and

Bell, 2015). Table 4.1 below the Cronbach's alpha scores for the sum of the sections in the questionnaire:

Sections	N of items	Cronbach's Alpha
1. To determine the student perceptions of Social Media Marketing as a marketing communication tool a university could use.	7 of 7	0.693
2. To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use.	5 of 5	0.704
3. To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use.	5 of 5	0.568
4. To determine the student perceptions of Radio Advertising as a marketing communication tool	4 of 4	0.683

a university could use.		
5. To determine the student perceptions of Newspaper Advertising as a marketing communication tool a university could use.	5 of 5	0.681
6. To determine the student perceptions of Television Advertising as a marketing communication tool a university could use.	5 of 5	0.814
7. To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication tools used by a select university.	4 of 4	0.766
Overall	35 of 35	0.603

Table 4.1 above outlines that the total reliability score is 0.603. This is inside the acceptable range for Cronbach's alpha, which is 0.700. As a result, the study's score of 0.603 does not suggest a high level of acceptability. Only Sections 2, 6 and 7 of Table 4.1 had scores of over 0.700. Cronbach's alpha scores between 0.6 and 0.7 are still acceptable, according to Belaja, Sai, and Lin (2012), despite the fact that they are viewed with skepticism. Consequently, even with an overall reliability score of 0.603, it was still considered as being satisfactory.

4.4 Correlation of Variables

The study utilised the correlation analysis, with the aim to depict any correlations between the relevant variables. Furthermore, it was used as a measure of the strength and direction of association which exists between two continuous variables. For the sake of this study, emphasis was placed on the best rated variables of each of the six identified marketing communication tools. The correlations are as follows:

Correlations										
		Universities must use Twitter, Facebook, Instagram and other forms of social media to inform and attract current and prospective students about culture, history, opportunities and education offerings.	Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students.	The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enroll.	It is important for Universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience.	Newspapers, magazines and other forms of print media are still relevant for Universities to communicate with their current and prospective students.	The use of Television is still relevant for Universities to communicate with their current and prospective students.	Contemporary marketing tools increase positive student perception of University's marketing communications.	Traditional marketing tools increase positive student perception of University's marketing communications.	
Spearman's rho	Universities must use Twitter, Facebook, Instagram and other forms of social media to inform and attract current and prospective students about culture, history, opportunities and education offerings.	Correlation Coefficient	1.000	.400**	.215	-.095	-.313**	-.059	.531**	-.383**
		Sig. (2-tailed)	.	<.001	.031	.344	.001	.560	<.001	<.001
		N	250	250	250	250	250	250	250	250
	Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students.	Correlation Coefficient	.400**	1.000	.047	.153	.039	.045	.349**	.095
		Sig. (2-tailed)	<.001	.	.643	.126	.698	.656	<.001	.344
		N	250	250	250	250	250	250	250	250
	The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enroll.	Correlation Coefficient	.215*	.047	1.000	.150	-.069	-.078	.106	-.047
		Sig. (2-tailed)	.031	.643	.	.134	.495	.439	.290	.642
		N	250	250	250	250	250	250	250	250
	It is important for Universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience.	Correlation Coefficient	-.095	.153	.150	1.000	.382**	.399**	-.056	.369**
		Sig. (2-tailed)	.344	.126	.134	.	<.001	<.001	.580	<.001
		N	250	250	250	250	250	250	250	250
	Newspapers, magazines and other forms of print media are still relevant for Universities to communicate with their current and prospective students.	Correlation Coefficient	-.313**	.039	-.069	.382**	1.000	.108	-.142	.255*
		Sig. (2-tailed)	.001	.698	.495	<.001	.	.284	.155	.010
		N	250	250	250	250	250	250	250	250
	The use of Television is still relevant for Universities to communicate with their current and prospective students.	Correlation Coefficient	-.059	.045	-.078	.399**	.108	1.000	-.348**	.377**
		Sig. (2-tailed)	.560	.656	.439	<.001	.284	.	<.001	<.001
		N	250	250	250	250	250	250	250	250
	Contemporary marketing tools increase positive student perception of University's marketing communications.	Correlation Coefficient	.531**	.349**	.106	-.056	-.142	-.348**	1.000	-.239*
		Sig. (2-tailed)	<.001	<.001	.290	.580	.155	<.001	.	.016
		N	250	250	250	250	250	250	250	250
	Traditional marketing tools increase positive student perception of University's marketing communications.	Correlation Coefficient	-.383**	.095	-.047	.369**	.255*	.377**	-.239*	1.000
		Sig. (2-tailed)	<.001	.344	.642	<.001	.010	<.001	.016	.
		N	250	250	250	250	250	250	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Figure 4.1 Correlation of Variables

The interpretation of the relevant variables is as follows:

1- Universities must use Twitter, Facebook, Instagram and other forms of social media to inform and attract current and prospective students about culture, history, opportunities and education offerings & Contemporary marketing tools increase positive student perception of University's marketing communications. ($r = 0.531$) = There is a strong positive correlation between these two variables.

2- Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students & Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students. ($r = 0.349$) = There is a positive correlation between these two variables.

3- The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enroll & Contemporary marketing tools increase positive student perception of University's marketing communications. ($r = 0.106$) = There is a weak positive correlation between these two variables.

4- It is important for Universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience & Traditional marketing tools increase positive student perception of University's marketing communications. ($r = 0.369$) = There is a positive correlation between these two variables.

5- Newspapers, magazines and other forms of print media are still relevant for Universities to communicate with their current and prospective students & Traditional marketing tools increase positive student perception of University's marketing communications. ($r = 0.255$) = There is a positive correlation between these two variables.

6- The use of Television is still relevant for Universities to communicate with their current and prospective students & Traditional marketing tools increase positive student perception of University's marketing communications. ($r = 0.377$) = There is a positive correlation between these two variables.

From the above Spearman Correlation, which represent inferential statistics, it can be said that contemporary marketing communication tools have a positive correlation with student perception of a University's marketing communications. The same can be deduced with the traditional marketing communication tools, as they also have a positive correlation with student perception of a University's marketing communications. This represents inferential statistics as the relationship between the selected marketing communication tools and students' perceptions was tested.

4.5 Demographics of the Study

4.5.1 Respondent's Gender

A study must comprise a respondent's gender representation that is balanced so that it may promote the validity and reliability of its findings (Rich-Edwards, Kaiser, Chen, Manson, and Goldstein, 2018). Gender balance may be an important aspect but does not necessarily entail that this is always the case. In some studies, it does not matter what the gender composition is. However, in most studies, the gender composition ensures that the information that may emanate from both male and female populations included in a target population is recognised and considered (Rich-Edwards et al., 2018). Thus, a study would have a higher chance of achieving its objectives. Figure 4.2 below illustrates the respondent's gender:

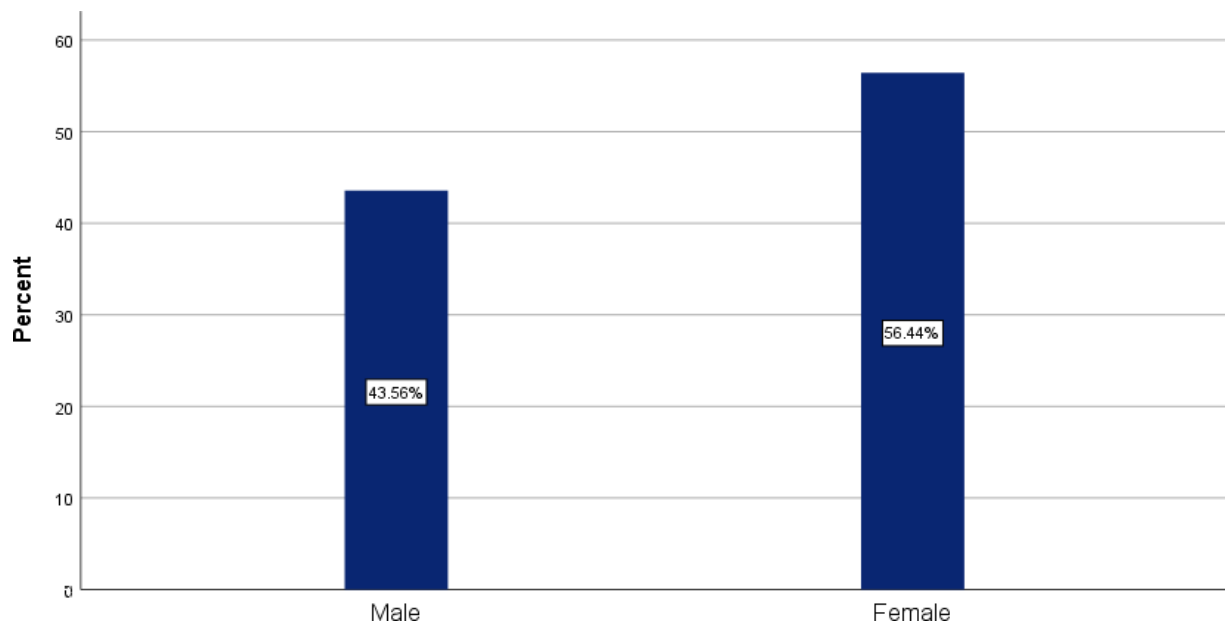


Figure 4.2 Respondent's Gender

Figure 4.2 above shows that there were 43.56% male and 56.44% female respondents in the study. The representation of male and female respondents in the study was made up of a good enough balance. This meant that the results that would be acquired would outline and show a good representation of the different genders. Therefore, this was a good sample size based on the characteristic of gender to attain the objectives of the study.

4.5.2 Age Group

The age groups that make up the sample size of a study are important and must be balanced so that there is a variation of responses acquired (Pickering, 2017). A balanced set of age groups promotes the validity and reliability of the information acquired when it is generally applied to achieve the research objectives of a study. Thus, a set of balanced age groups ensure that there is a variation of outlooks in the study. Figure 4.3 below portrays the age group of the study:

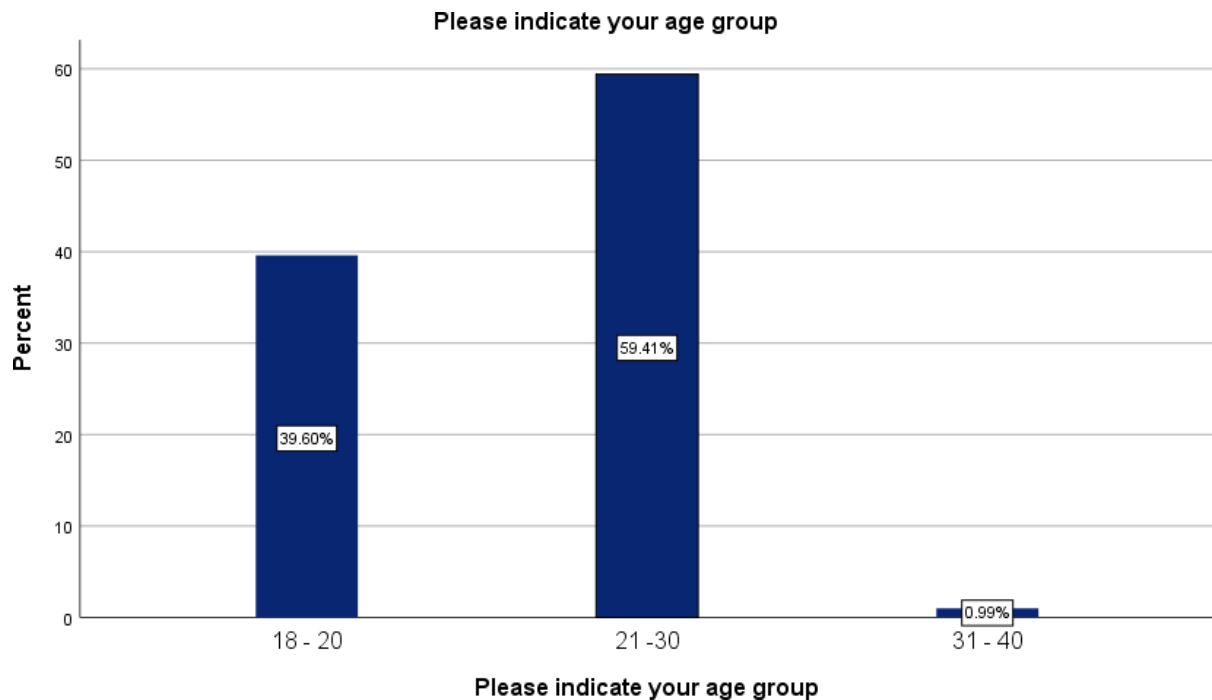


Figure 4. 3 The age group of the study

Figure 4.3 above shows that 39.60% of the respondents belonged to the 18-20 age group. 59.41% of the participants fell in the 21-30 age group. Finally, there were 0.99% of the respondents fell in the 31-40 age group. Most of the respondents belonged to the 21-30 age group. The target population was a selected University in the Province of KwaZulu Natal. Therefore, the common age groups include 18-20 and 21-30. Thus, there is a good balance in the age groups that made up the sample size. This sample size would promote the achievement of the objectives of the study.

4.5.3 Respondent's Level of Study

The level of experience in the sample size of a study is important (Pickering, 2017). A sample size is required to be made up of both experienced and inexperienced participants. However, a sample size

must have a good balance of participants with experience and those without (Pickering, 2017). This is because the study manages to collect data pertaining to all aspects of the phenomenon. Thus, balanced sample size with experienced and inexperienced participants ensures that the objectives of a study are attained. Figure 4.4 below illustrates the respondent's level of study of the:

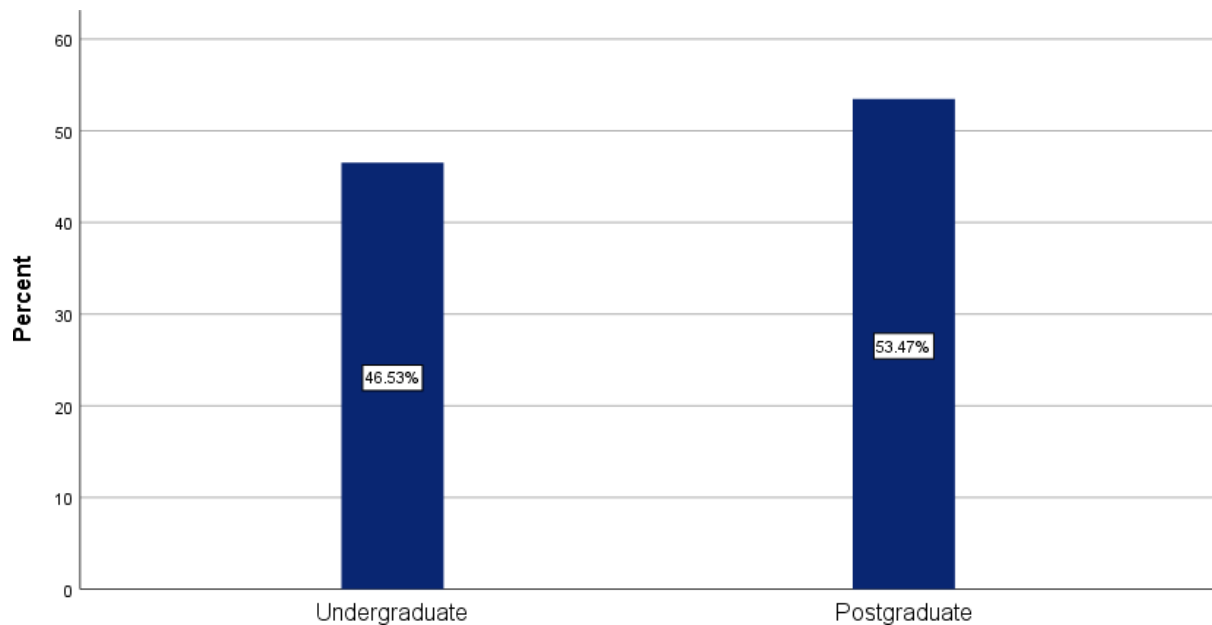


Figure 4.4: Respondent's level of study

Figure 4.4 above illustrates that there were 46.53% of undergraduate students in the sample size. There were 53.47% of postgraduate students in the sample size. The sample size was made up of both experienced and inexperienced participants. This is because the undergraduate students were considered as not experienced based on the number of years at the University as compared to the postgraduate ones. This is even though some of the postgraduate students were also new at this University. However, the postgraduate students still had the experience that was being sought after for the mere fact of being a student that had so many years of education. There was a good balance in the level of study of the sample size that was used. Thus, the sample size was suitable for achieving the objectives of the study.

4.5.4 Name of College

A sample size is required to be as representative as possible (Rich-Edwards et al., 2018). A sample size must include all the aspects, characteristics, attributes, or composition that influence the phenomenon being investigated. A balanced sample size ensures that the results attained are valid and reliable. Thus, such a sample size promotes the attainment of the objectives of a study. In this study, there were four colleges that the target population belonged to. Figure 4.5 below outlines the respondent's colleges:

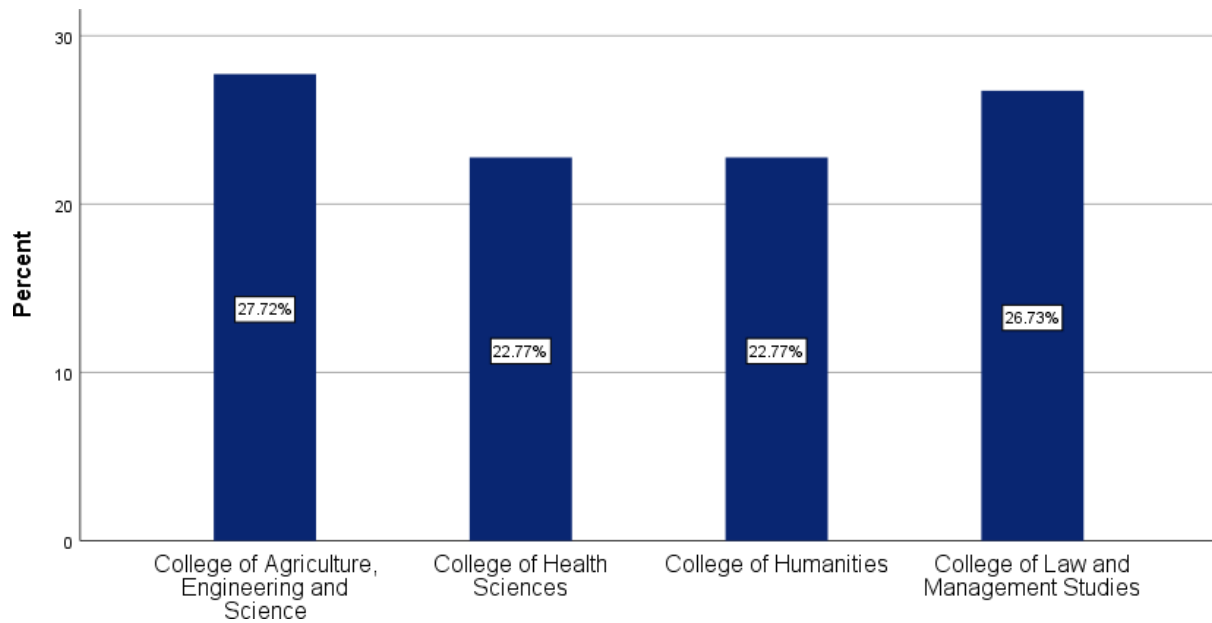


Figure 4.5: Respondent's college name

Figure 4.5 above illustrates that there were 27.72% of respondents that belonged to the College of Agriculture, Engineering and Science. There were 22.77% of respondents that belonged to the College of Health Sciences. There were 22.77% of the participants that belonged to the College of Humanities. Finally, there were 26.73% of the participants that belonged to the College of Law and Management Studies. Figure 4.4 shows that there was a good representation of students from all colleges in the sample size. Therefore, this sample size was appropriate for achieving the objectives of the study.

4.6 Presentation and Discussion of Results

4.6.1 Objective 1: To determine the student perceptions of Social Media Marketing as a marketing communication tool a university could use

4.6.1.1 Universities must use Twitter, Facebook, Instagram, and other forms of social media to inform and attract current and prospective students about culture, history, opportunities, and education offerings

The study enquired from its respondents about universities' use of Twitter, Facebook, Instagram, and other forms of social media to inform and attract current and prospective students about culture, history, opportunities, and education offerings. The consensus outlined that the sample size responded positively to this query. Figure 4.6 below illustrates the responses to the query Universities must use Twitter, Facebook, Instagram, and other forms of social media to inform and attract current and prospective

students about culture, history, opportunities, and education offerings:

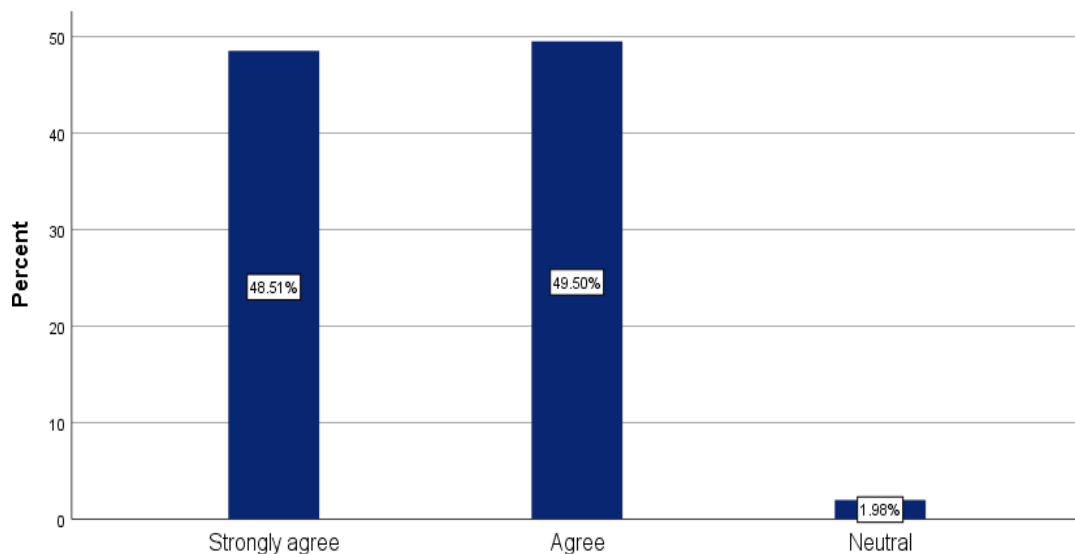


Figure 4.6: Universities must use Twitter, Facebook, Instagram, and other forms of social media to inform and attract current and prospective students about culture, history, opportunities, and education offerings

Figure 4.6 above outlines that there were 48.51% of the participants Strongly agreed. There were 49.50% of the respondents that Agreed. Finally, there were 1.98% of the participants that were Neutral. These findings indicate that the respondents believed that universities must use these social media platforms in the process of informing and attracting current and prospective students about culture, history, opportunities, and education offerings. This finding agrees with the secondary data that was used in the study. Peruta and Shields (2018) pointed out that universities need to have relevant social media marketing strategies in place to achieve their marketing objectives. These authors outlined that it is important for universities to ensure that such strategies are in place and operating well, as it would provide them with an edge in a continually changing educational environment. Another study conducted by Assimakopoulos, Antoniadis, Kayas and Dvizac (2017) showed that it is necessary for universities to use social media to achieve their goals, such as recruiting prospective students and keeping current students satisfied.

4.6.1.2 Twitter, Facebook, Instagram, and other forms of social media are effective forms of communication to inform current and prospective students about past, current and future affairs of universities

The study sought to find out from its sample size about Twitter, Facebook, Instagram, and other forms

of social media being effective forms of communication to inform current and prospective students about past, current and future affairs of universities. The general response from the sample size was positive in nature to this query. Figure 4.7 below illustrates the responses to the query Twitter, Facebook, Instagram, and other forms of social media are effective forms of communication to inform current and prospective students about past, current and future affairs of universities:

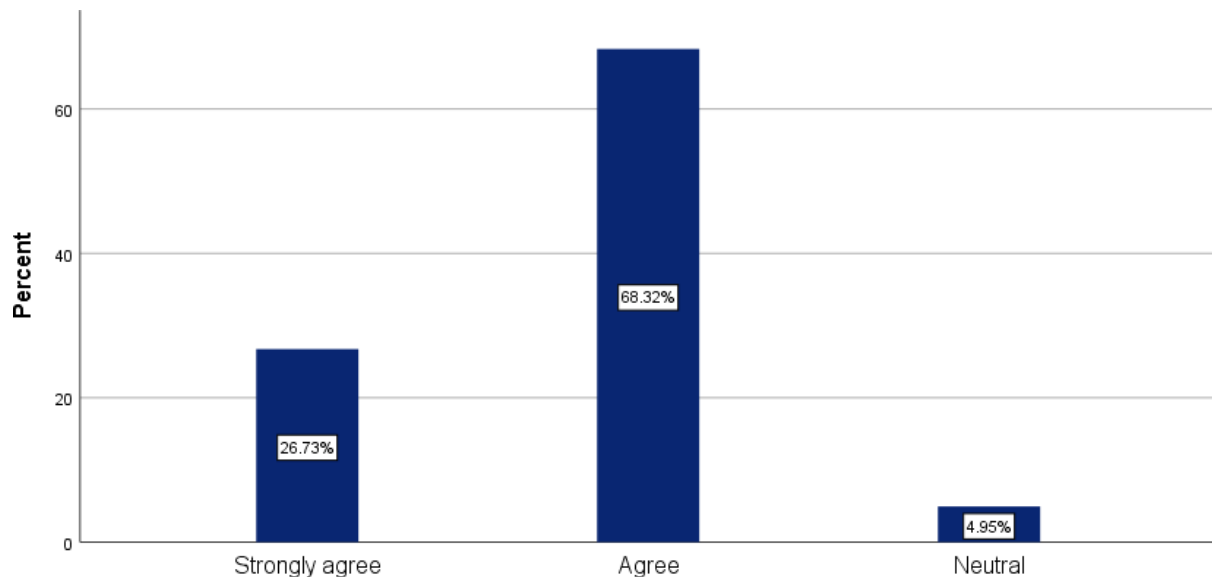


Figure 4.7: Twitter, Facebook, Instagram, and other forms of social media are effective forms of communication to inform current and prospective students about past, current and future affairs of universities

Figure 4.7 above illustrates that there were 26.73% of the participants that Strongly Agreed. There were 68.32% of the participants that Agreed. Finally, there were 4.95% of the participants remained Neutral. The findings showed that most of the respondents Agreed, 68.32%, followed by those that Strongly Agreed, 26.73%. Thus, the sample size responded positively to this query. The findings resonate with literature review that was presented in this study. According to Farinloye et al. (2020), the utilization of social media in the higher education sector, with regards to communicating with the relevant stakeholders, is an effective system. Spencer (2019) and Worthy (2019) explain that universities can effectively communicate using social media platforms like Facebook, Twitter, Instagram, and YouTube. Mogaji (2019) and Payne and Calton (2017) express that social media platforms like Facebook, Twitter and Instagram are commonly and effectively used for the purpose of recruiting, retaining, and reporting to current and prospective students.

4.6.1.3 Current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously

The research sought to find out from its respondents if current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously. Most of the sample size showed that they took social media communication seriously. Figure 4.8 below illustrates the responses to the query current, and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously:

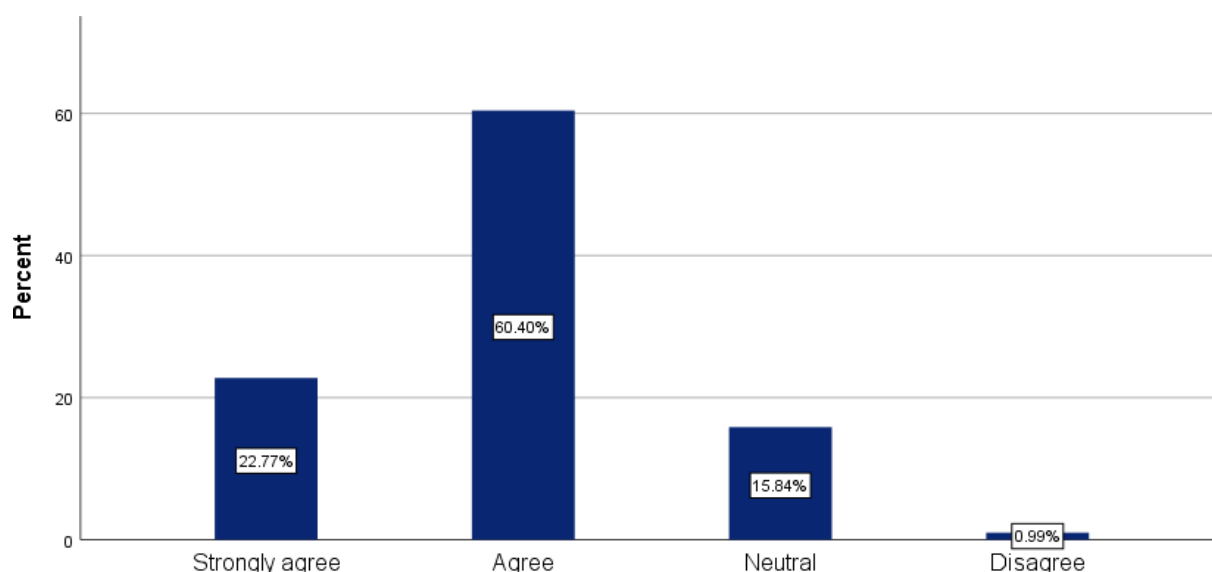


Figure 4.8: Current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously

Figure 4.8 above illustrates that 22.77% of the participants Strongly Agreed. There were 60.40% of the respondents that Agreed. There were 15.84% of the participants that were Neutral. Finally, there were 0.99% of the respondents that Disagreed. The findings showed that most of the respondents in the study were positive that current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously. This agrees with Nyangau and Bado (2012), that expressed that universities are employing the social media marketing tool as a means of reaching out to or contacting current and prospective students. This is because they have recognised the relevance and importance of the use of this marketing communication tool. This tool speaks and resonates with the younger generation, which is a part of the target market of universities.

4.6.1.4 Using Twitter, Facebook, Instagram, and other forms of social media from universities promotes the high levels of interaction with current and prospective students

The study sought to find out from its respondents if using Twitter, Facebook, Instagram, and other forms of social media from universities promotes the high levels of interaction with current and prospective students. Most of the sample size responded positively to this query. Figure 4.9 below illustrates the responses to the query using Twitter, Facebook, Instagram, and other forms of social media from universities promotes the high levels of interaction with current and prospective students:

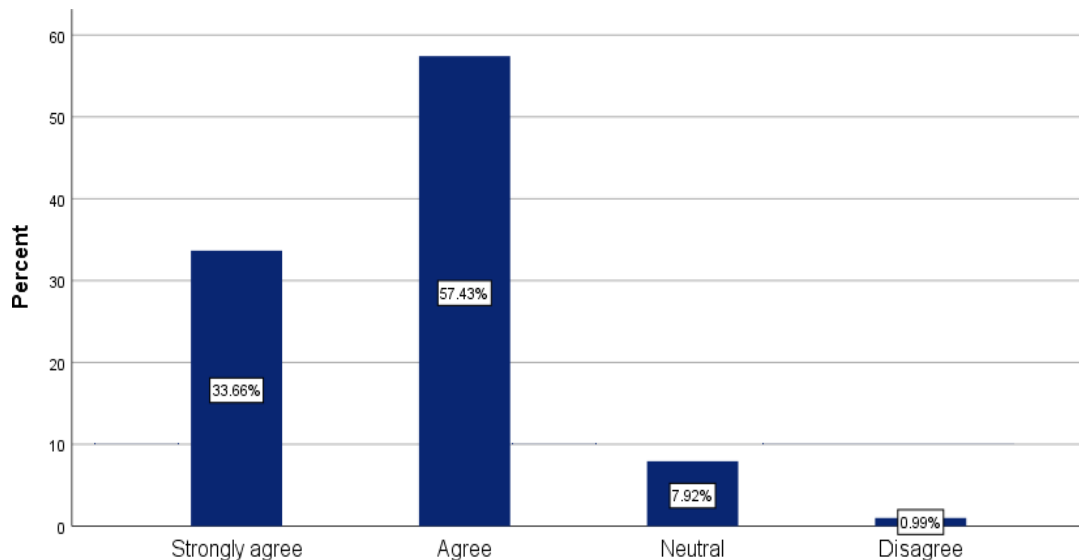


Figure 4.9: Using Twitter, Facebook, Instagram, and other forms of social media from universities promotes high levels of interaction with current and prospective students

Figure 4.9 above shows that 33.66% of the respondents Strongly Agreed. There were 57.43% of the participants that Agreed. There were 7.92% of the participants that were Neutral. Finally, there were 0.99% of the respondents that Disagreed. The findings outline that most of the sample size accept that using Twitter, Facebook, Instagram, and other forms of social media from universities promotes high levels of interaction with current and prospective students. Nyangau and Bado (2012) explain that this is because the social media communication tool speaks and resonates with the younger generation, which is a big part of the target market of universities.

4.6.1.5 The use of LinkedIn to communicate messages from universities to its current and prospective students is taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media

The research enquired from its participants about whether the use of LinkedIn to communicate messages

from universities to its current and prospective students is taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media. The sample size showed more of a Neutral to Negative response to this query. Figure 4.10 below illustrates the responses to the query about the use of LinkedIn to communicate messages from universities to its current and prospective students is taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media:

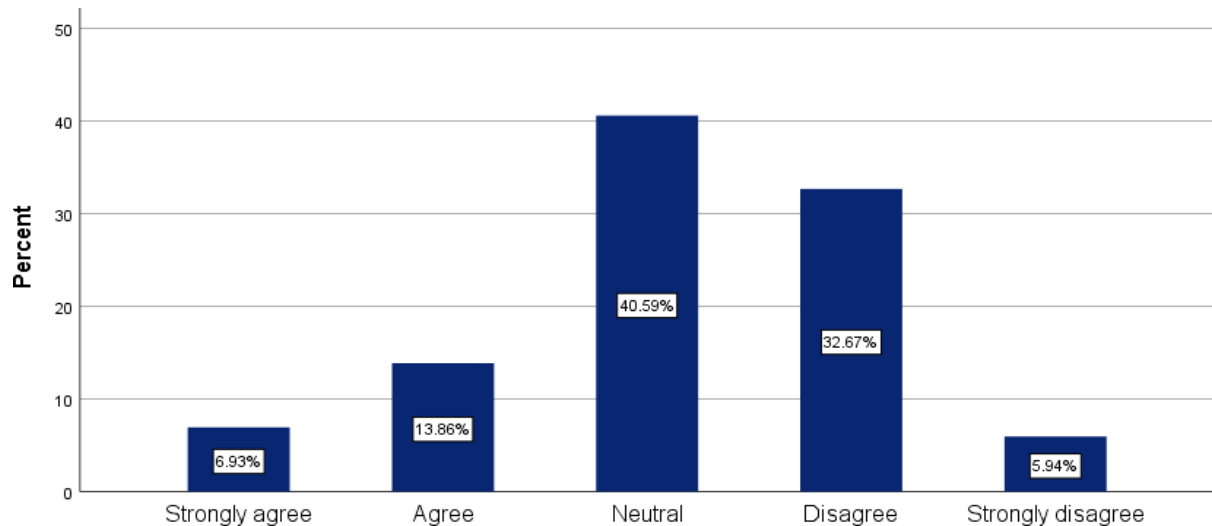


Figure 4.10: The use of LinkedIn to communicate messages from universities to its current and prospective students is taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media

Figure 4.10 above shows that 6.9% of the participants Strongly Agreed. There were 13.86% of the respondents that Agreed. There were, 40.59% of the participants that were Neutral. There were 32.67% of the respondents that Disagreed. Finally, There were 5.94% of the participants that Strongly Disagreed. This finding connected with secondary data pertaining to students and their use of LinkedIn. Riso (2018) explains that so many students do not have profiles or do not know how to engage on LinkedIn. There has been a slow adoption of LinkedIn by students mostly because they do not resonate with the platform (Riso, 2018). Thus, it follows that the use of LinkedIn to communicate messages from universities to its current and prospective students is not taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media. However, this should not mean that the universities must not use the platform.

4.6.1.6 The use of the above contemporary marketing media (social media) is better than the more traditional marketing media

The study asked its sample size whether the use of the above contemporary marketing media (social

media) is better than the more traditional marketing media. Most of the respondents indicated a positive response to this query. Figure 4.11 below illustrates the responses to the query the use of the above contemporary marketing media (social media) is better than the more traditional marketing media:

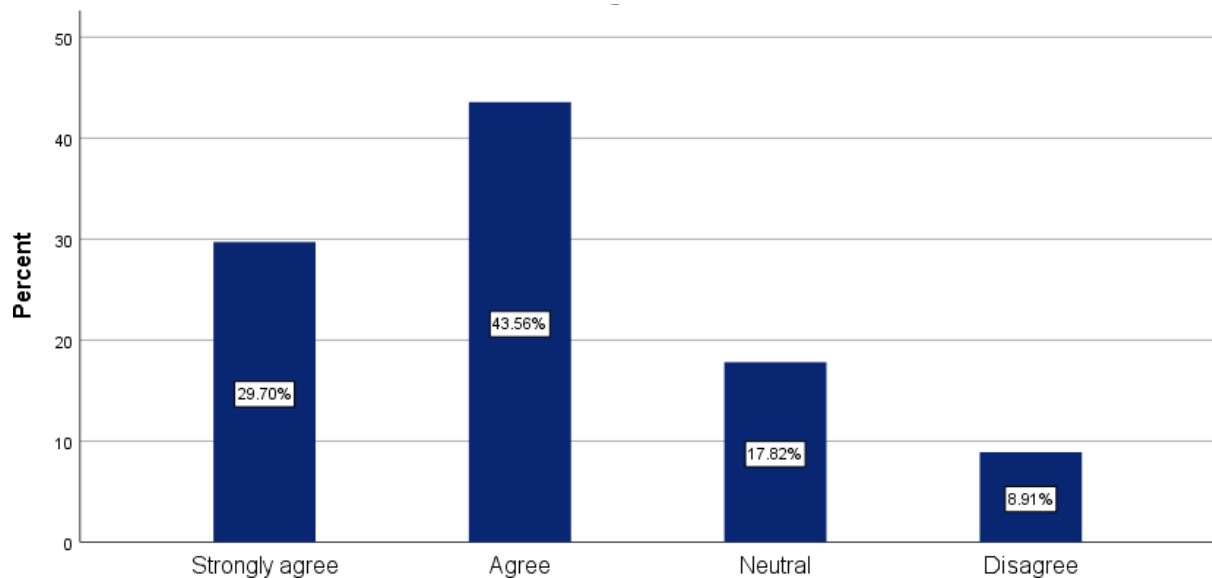


Figure 4.11: The use of the above contemporary marketing media (social media) is better than the more traditional marketing media

Figure 4.11 above illustrates that 29.70% of the respondents Strongly Agreed. There were 43.56% of the participants Agreed. There were 17.82% of the respondents that remained Neutral. Finally, there were 8.91% of the respondents that Disagreed. The findings resonate with the secondary data used in this study. Nyangau and Bado (2012) explain that more universities are employing the social media marketing tool as a means of reaching out to or contacting current and prospective students. This is because they have recognised the relevance and importance of the use of this marketing communication tool. This tool speaks and resonates with the younger generation, that is a part of the target market of universities (Nyangau and Bado, 2012). Thus, it follows that contemporary marketing media (social media) is better than more traditional marketing media.

4.6.2 Objective 2: To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use

4.6.2.1 Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students

The study asked its sample size about the importance of universities having well-rounded and up-to-

date content to post or include on the university website, full of engaging information that will appeal to current and prospective students. Most of the participants responded positively to this query. Figure 4.12 below illustrates the responses to the query that Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students:

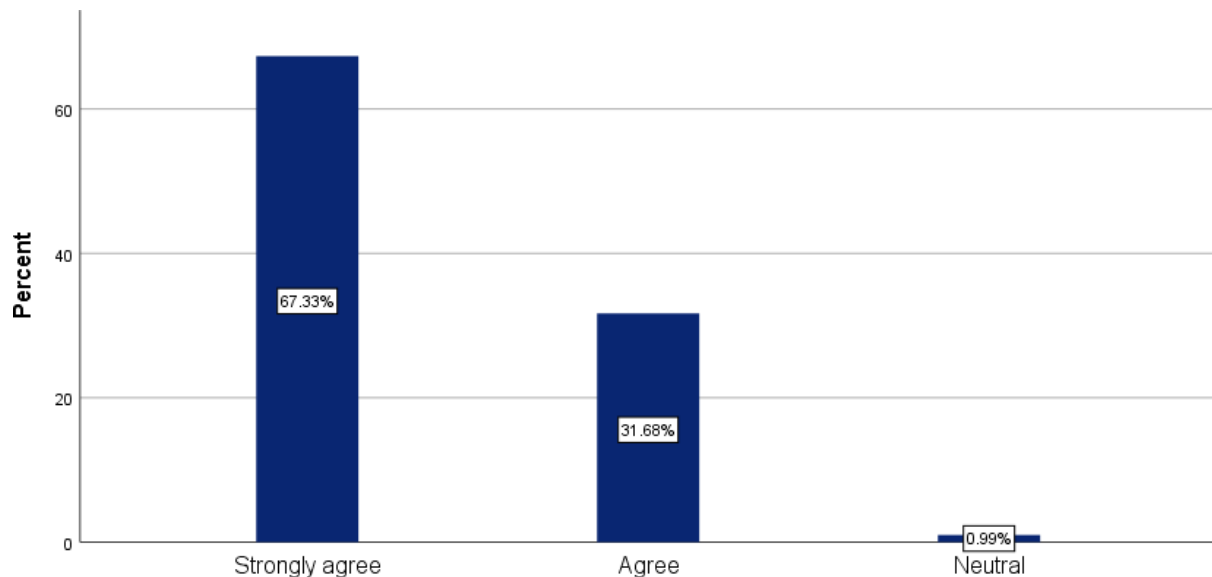


Figure 4.12: Universities must have well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students

Figure 4.12 above illustrates that 67.33% of the participants Strongly Agreed. There were 31.68% of the respondents that Agreed. Finally, there were 0.99% of the participants that were Neutral. The findings directly relate to the secondary data that was collected in the research. Payne and Calton (2017) confirm that it is essential for academic institutions to ensure that they have valid and informative content that responds to the common queries or questions of current and prospective students without them having to take additional steps of being in direct contact with the necessary officers. In addition, the information, activities or initiatives that are presented must influence the current and prospective students to want to engage or show interest in what is happening with an institution (Payne and Calton, 2017).

4.6.2.2 It is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students

The research sought to find out from its sample size if it is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students. The respondents showed that they were in favour of this query. Figure 4.13 below illustrates the response to the query that it is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students:

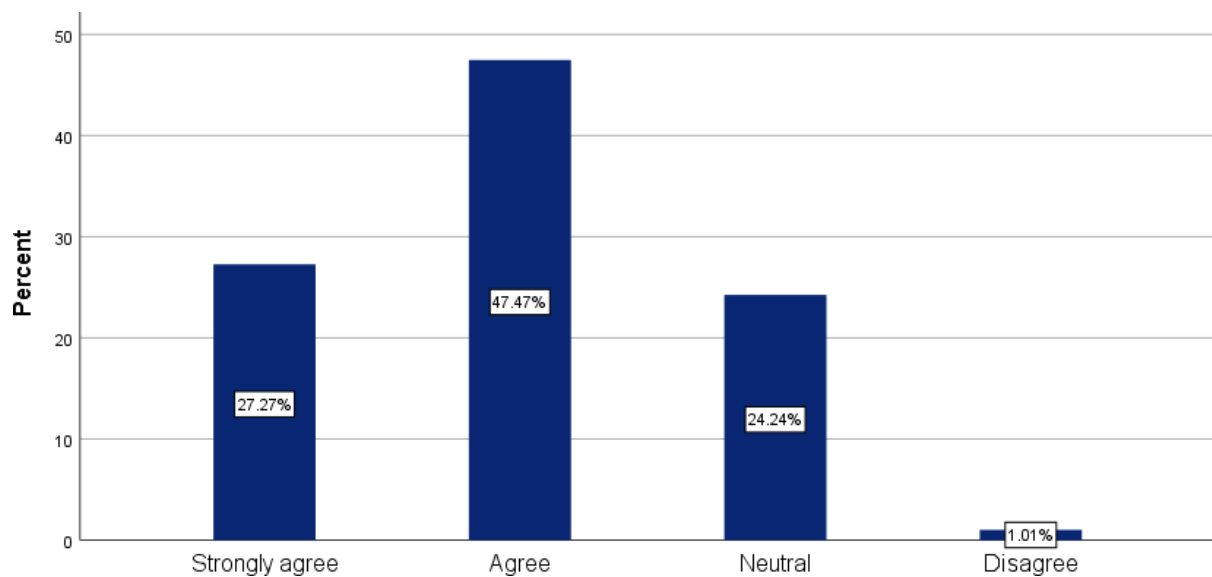


Figure 4.13: It is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students

Figure 4.13 above illustrates that 27.27% of the respondents Strongly Agreed with the query that it is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students. There were 47.47% of the sample size that Agreed. There were 24.24% of the respondents that were Neutral. Finally, there were 1.01% of the participants that Disagreed. This finding resonates with secondary data pertaining to universities and the use of Chatbots. Lead Chatbot (2022) explains that a major benefit for university websites to have Chatbots is that they promote communication with their current and prospective students. Usually, this is a system that most of the current and prospective students are familiar with. The university Chatbots facilitates a similar ease of interaction that most of the current and prospective students are used to whenever they text with their peers, families, and other people (Lead Chatbot, 2022). Thereby, the Chatbots promote accessibility and approachability to the universities. The result is that admissions at such universities are encouraged.

4.6.2.3 The use of Blogs is an important form of communication with current and prospective students at any University

The study enquired from its participants to respond to the query that the use of Blogs is an important form of communication with the current and prospective students at any University. Most of the participants responded positively to this statement. Figure 4.14 below responds to the query that the use of Blogs is an important form of communication with the current and prospective students at any University:

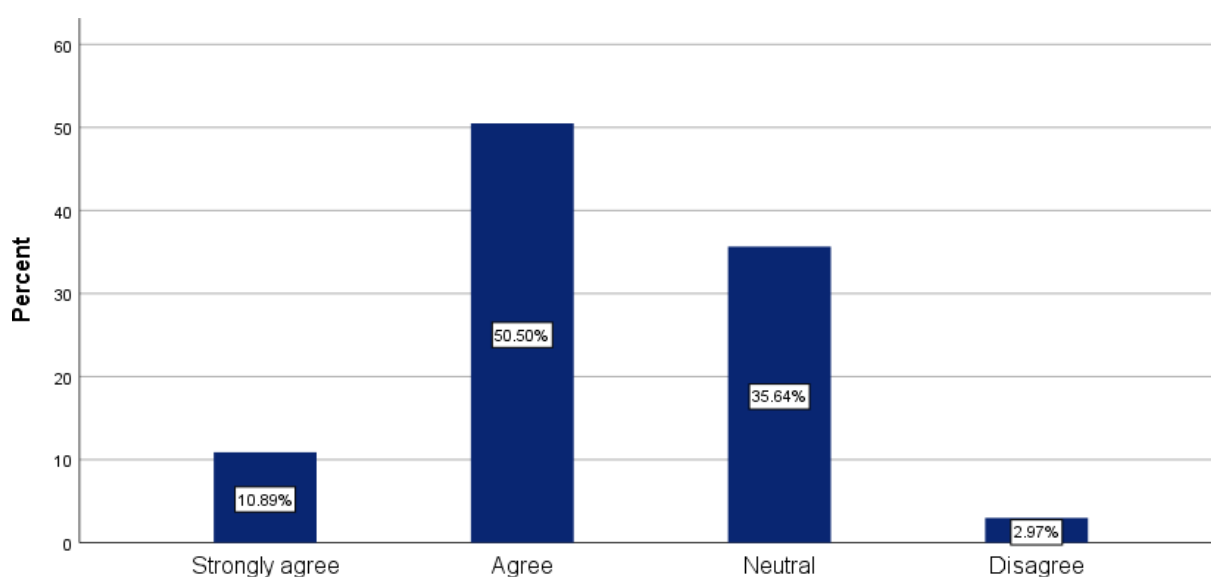


Figure 4.14: The use of Blogs is an important form of communication with the current and prospective students at any University

Figure 4.14 above illustrates that there were 10.89% of the respondents that Strongly Agreed to the statement that the use of Blogs is an important form of communication with the current and prospective students at any University. There were 50.50% of the respondents that Agreed. There were 35.64% of the respondents that were Neutral. Finally, there were 2.97% of the sample size that Disagreed. The findings agree with literature review pertaining to the use of Blogs and tertiary institutions. Bâldea, Maier and Simionescu (2015) explain that students use Blogs daily. Blogs have a big influence on the lives of students. Thus, Blogs can be used as a great tool in the educational processes that involve current and prospective students of any tertiary organisation (Bâldea et al., 2015). The reason for Blogs being important is that students are accustomed to accessing information in this manner. Therefore, Blogs are an important form of communication with the current and prospective students at any University.

4.6.2.4 Universities must implement compelling content guided by Search Engine Optimisation (SEO) to promote the achievement of positive results and engage current and prospective students

The study sought to find out from its respondents if Universities must implement compelling content guided by Search Engine Optimisation (SEO) to promote the achievement of positive results and engage current and prospective students. The study found that most of the participants responded positively to this statement. Figure 4.15 below outlines that Universities must implement compelling content guided by Search Engine Optimisation (SEO) to promote the achievement of positive results and engage current and prospective students:

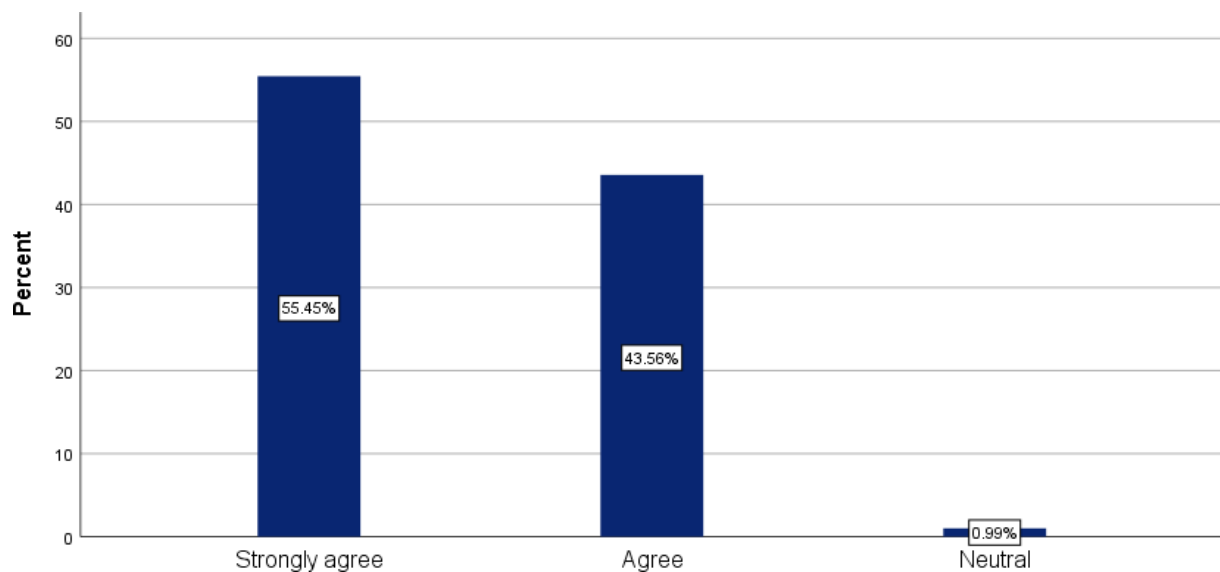


Figure 4.15: Universities must implement compelling content guided by Search Engine Optimisation (SEO) to promote the achievement of positive results and engage current and prospective students

Figure 4.15 above shows that 55.45% of the sample size Strongly Agreed that Universities must implement compelling content guided by SEO to promote the achievement of positive results and engage current and prospective students. There were 43.56% of the sample size that Agreed. Finally, there were 0.99% of the respondents that remained Neutral. The findings of this study resonate with what was reported by Iddris (2018) pertaining to universities' use of SEO. Iddris (2018) shows that so many digital marketing activities carried out by universities are not well structured. Thus, it becomes important for these institutions to adopt a holistic view of digital marketing. Therefore, the use of SEO, as a digital marketing strategy, adds to the efficiency and effectiveness of the communication processes that are involved to all the stakeholders of an institution (Iddris, 2018). The SEO ensures that a tertiary institution is aware of the information that its current or prospective students are actively seeking and provides it.

4.6.2.5 The use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media

The study asked its participants to answer whether the use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media. The sample size responded positively to this statement. Figure 4.16 below illustrates the responses to the query the use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media:

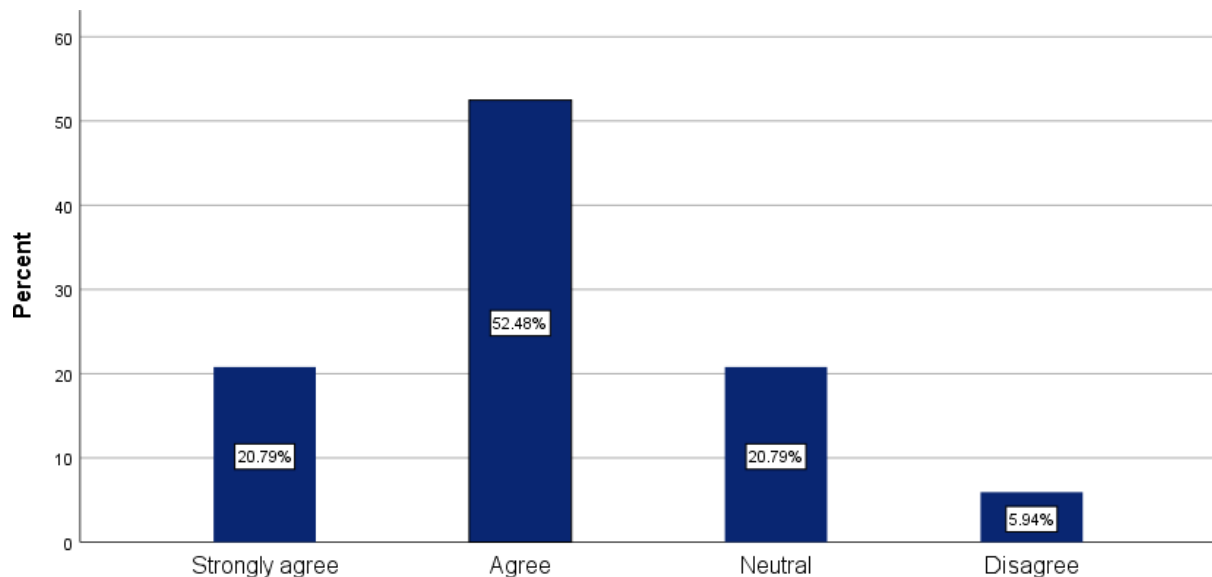


Figure 4.16: The use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media

Figure 4.16 above illustrates that 20.79% of the participants Strongly Agreed with the query that the use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media. There were 52.48% of the participants that Agreed. There were 20.79% of the participants that were Neutral. Finally, there were 5.94% of the participants that Disagreed. This finding agrees with what was presented in the literature review of this study. Parsons, Maclaran and Chatzidakis(2018) point out that in recent years there has been a growing desire to understand the market by looking at what it is and how it is structured. The old or traditional way of thinking sees the market as only an exchange between buyers and sellers. One of the problems is that it focuses directly on a product-centric view of the market and takes it away from the concept of consumer value (Parsons et al, 2018). The new or modern way involves many more aspects like advertisement, customer perceptions and many other forces that are involved in the business environment that bring about opportunities or threats. It is relevant to consider aspects of advertisement and the perceptions that the target market has because they

influence the outcome of an organization in terms of achieving its goals or objectives. This points out that the way that an organization communicates with its target market is influential. Therefore, the use of contemporary marketing communications media as a system of communication to current and prospective students of higher learning institutions is better than the more traditional marketing media.

4.6.3 Objective 3: To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use

4.6.3.1 Universities must use Virtual Reality (VR) technology to showcase their educational offerings and virtual tours on campus grounds

The study sought to find out about the use of Virtual Reality (VR) technology by universities. Most of the participants responded positively to this statement. Figure 4.17 below illustrates the response to the query that Universities must use VR technology to showcase their educational offerings and virtual tours on campus grounds:

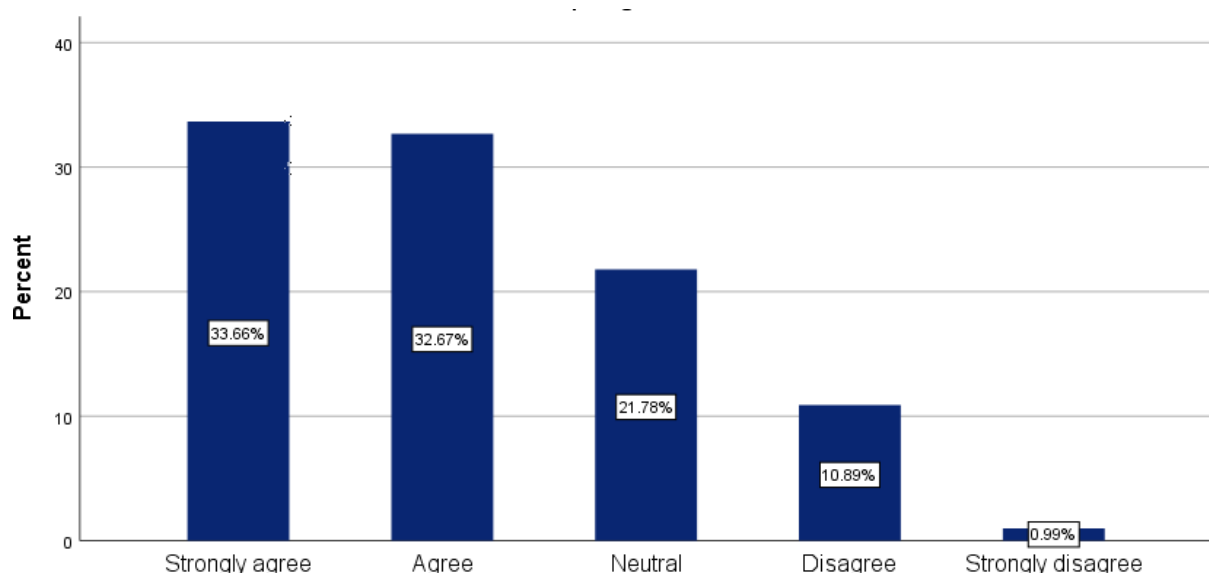


Figure 4.17: Universities must use Virtual Reality (VR) technology to showcase their educational offerings and virtual tours on campus grounds

Figure 4.17 above illustrates that 33.66% of the participants Strongly Agreed with the statement that Universities must use Virtual Reality (VR) technology to showcase their educational offerings and virtual tours on campus grounds. There were 32.67% of the participants that Agreed. There were 21.78% of the participants that were Neutral. There were 10.89% of the participants that Disagreed. Finally, there were 0.99% of participants that Strongly Disagreed. The findings show that most of the participants welcomed the use of VR technology in tertiary institutions. Scoppetta (2020) agrees with this finding

since the author provides that universities can benefit from adopting the use of VR technology, as part of their experiential marketing strategy. The use of VR technology became more relevant after how the whole world was put to a standstill due to the Coronavirus Disease of 2019 (COVID-19) pandemic. Hence, it was not easy for students or learners to attend or tour campuses. Therefore, it became important for universities to find new ways of communicating to prospective and current students. VR provides that platform because it can be used as a means of marketing the university and giving tours of the campus grounds (Scoppetta, 2020). The use of VR technologies for campus tours and or hosting ‘pop up events would assist universities in showcasing what they offer to the Current and Prospective students in a manner that they would appreciate.

4.6.3.2 The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol

The study asked its participants to indicate if the University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol. Most of the participants responded positively to this statement. Figure 4.18 below illustrates the response to the query the University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol:

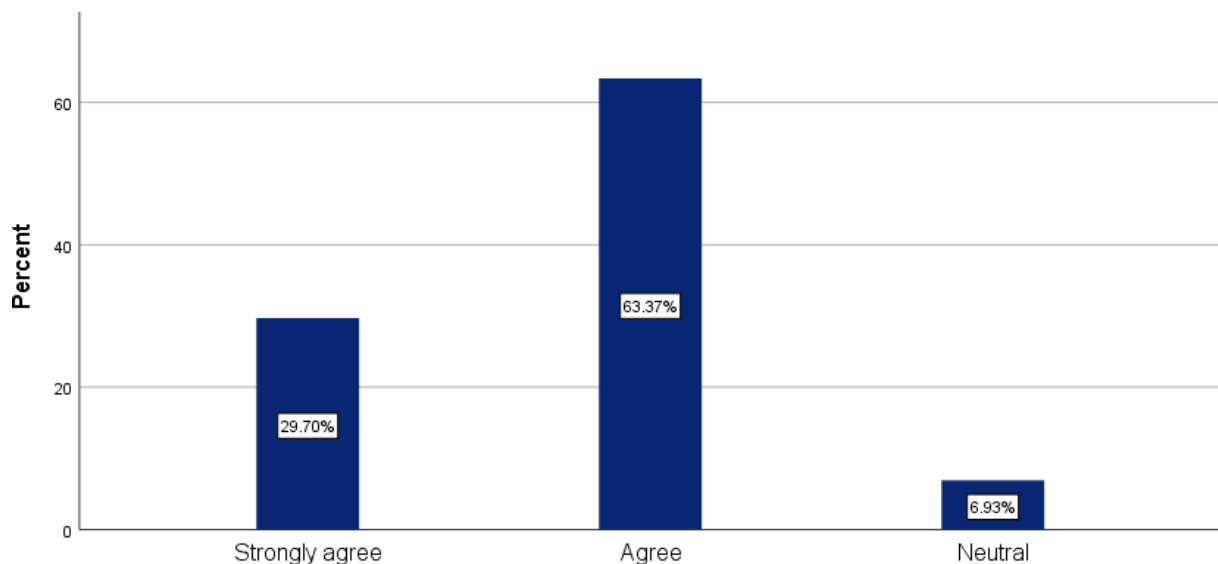


Figure 4.18: The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol

Figure 4.18 above illustrates that 29.70% of the participants Strongly Agreed with the statement. There

were 63.37% of the participants that Agreed. Finally, there were 6.93% of the participants that remained Neutral. This finding agrees with Mosse (2022), that explains that the university open days give current and prospective student the chance to acquire extensive information about a tertiary institution that they visit. The current and prospective students get a chance to experience the campus, and its lifestyle, and meet other students and staff members. The experiencing of the universities on a first-hand basis promotes the decision-making process of the students because they would be more certain of what they are looking for at this stage. Thus, the University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol.

4.6.3.3 The University orientation programme/week, which includes interactive activities, exhibitions, and free merchandise, assists in building positivity in enrolled students

The research requested its sample size to give responses to the statement that the University orientation programme/week, which includes interactive activities, exhibitions, and free merchandise, assists in building positivity in enrolled students. Most of the participants affirmed this statement. Figure 4.19 below illustrates the responses to the query the University orientation programme/week, which includes interactive activities, exhibitions, and free merchandise, assists in building positivity in enrolled students:

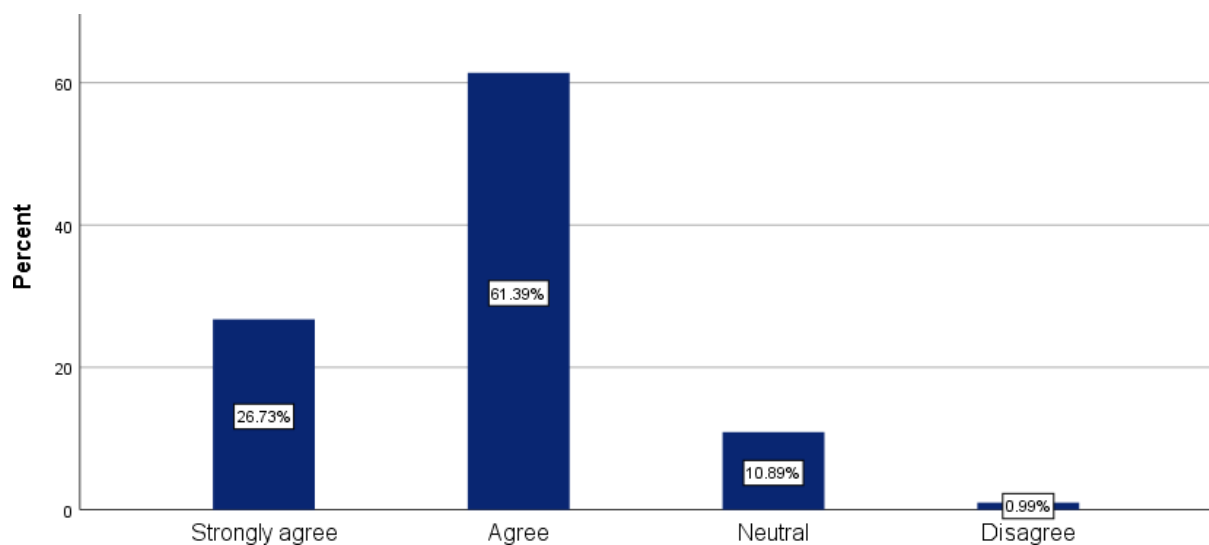


Figure 4.19: The University orientation programme/week, which includes interactive activities, exhibitions, and free merchandise, assists in building positivity in enrolled students

Figure 4.19 above shows that 26.73% of the participants Strongly Agreed to the statement that the University orientation programme/week, which includes interactive activities, exhibitions, and free

merchandise, assists in building positivity in enrolled students. There were 61.39% of the participants that Agreed. There were 10.89% of the participants that were Neutral. Finally, there were 0.89% of the participants that Disagreed. The findings of this study agree with White (2021) that emphasises that the orientation program assists students in be accustomed to their new university environment. The orientation program may run from a single day to a week or more. The orientation sessions provide all the necessary information that students require for their higher education. It is necessary for tertiary institutions to ensure that the orientation program is interactive, fun filled, has so many exhibitions and provides several free goods to students (White, 2021). Orientation programs of such a nature promote the positivity towards a tertiary institution and all the aspects that are involved with it.

4.6.3.4 Social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff

The study enquired from its participants about if social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff. Most of the participants outlined positive responses to this statement. Figure 4.20 below illustrates the responses to the query social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff:

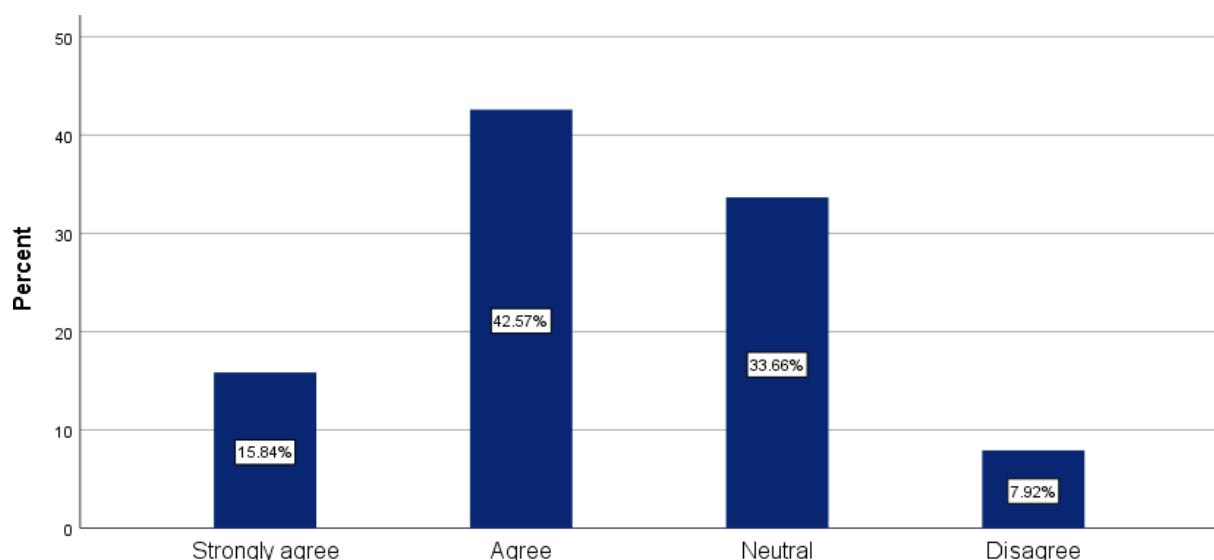


Figure 4.20: Social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff.

Figure 4.20 above illustrates that there were 15.84% of the participants that Strongly Agreed that social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff. There were 42.57% of the participants that Agreed. There were 33.66% of the participants that remained Neutral. Finally, there were 7.92% of the participants that Disagreed. The findings showed that the participants responded positively. This finding agrees with MHR Writer (2020), that provides that social life and activities that occur at tertiary institutions are beneficial. These activities promote the abilities and chances of students and staff to work together, build self-esteem and confidence, bring about new forms of learning and self-discovery or awareness (MHR Writer, 2020). Thus, these aspects promote the relationships that exist between the students and staff at a tertiary institution.

4.6.3.5 The use of the above contemporary marketing media (Experiential Marketing) is better than the more traditional marketing media

The study sought to find out from its participants if the use of the above contemporary marketing media (Experiential Marketing) is better than the more traditional marketing media. Most of the participants affirmed this statement. Figure 4.21 below illustrates the use of the above contemporary marketing media (Experiential Marketing) is better than the more traditional marketing media:

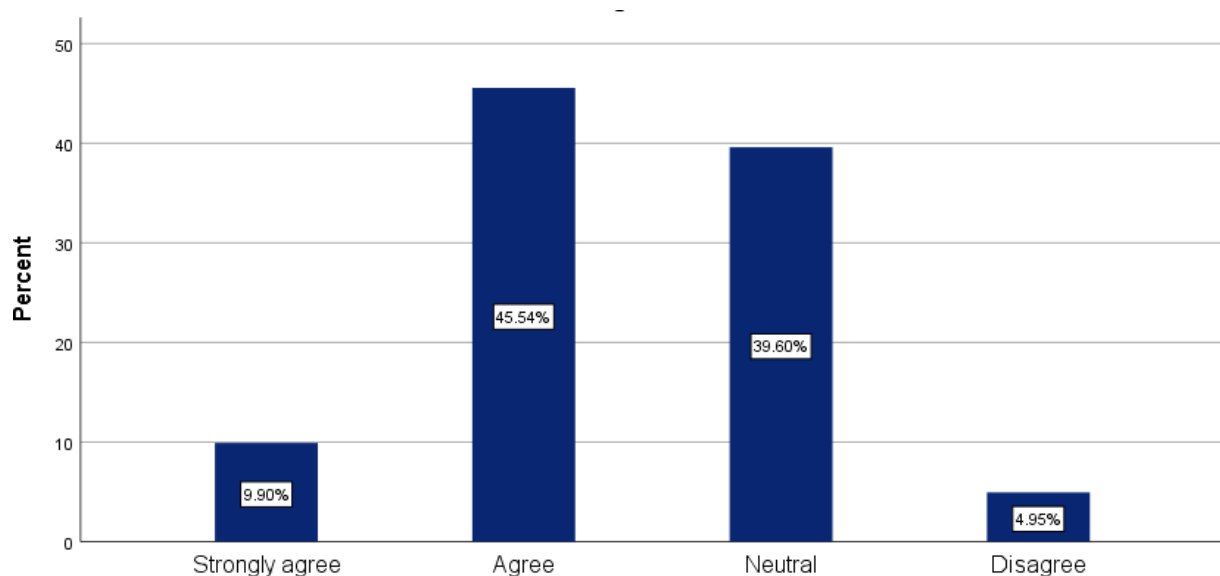


Figure 4.21: The use of the above contemporary marketing media (Experiential Marketing) is better than the more traditional marketing media

Figure 4.21 above illustrates that 9.90% Strongly Agreed that the use of the above contemporary

marketing media (Experiential Marketing) is better than the more traditional marketing media. There were 45.54% of the participants that Agreed. There were 39.60% participants that were Neutral. Finally, there were 4.95% of participants that Disagreed. This finding makes sense with regards to Navratilova and Milichovsky (2015) that outline that experiential Marketing is a process of identifying, satisfying customer needs and aspirations, profitability, by engaging them through two-way communications that bring brand personalities to life and add value to the target audience. The main idea behind the phenomena of experiential marketing is that it is based on a two-way communication system, whereby the brand engages with the desired target audience. The traditional marketing does not extend this type of brand engagement with its clients. Experiential marketing is an integrated methodology, and its marketing campaign is built around one big idea involving a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience (Smilansky, 2009). Thus, it follows that the use of experiential marketing is better than traditional marketing.

4.6.4 Objective 4: To determine the student perceptions of Radio Advertising as a marketing communication tool a university could use

4.6.4.1 It is important for universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience

The study asked its participants to indicate if it is important for universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience. Most of the participants confirmed that it was important. Figure 4.22 below illustrates the responses to the query it is important for universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience:

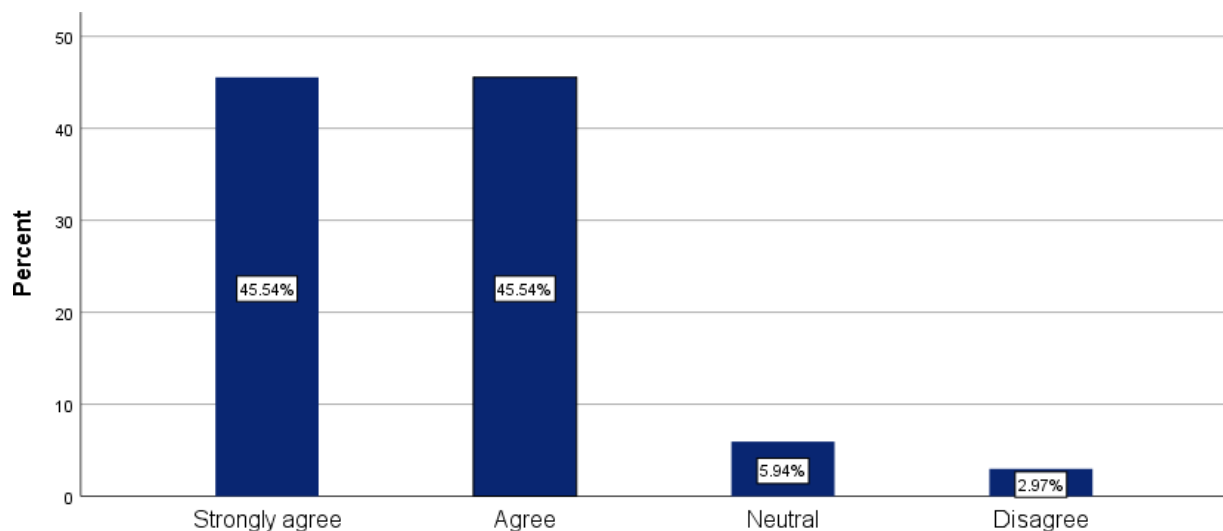


Figure 4.22: It is important for universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience

Figure 4.22 above illustrates that there were 45.54% of the participants that Strongly Agreed that it is important for universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience. There were 45.54% of the participants that Agreed. There were 5.94% of the participants that were Neutral. Finally, there were 2.97% of the participants that Disagreed. This finding agrees with the secondary data that was used in this study. Marketing Advice for School (2015) provides that the use of radio advertisement for tertiary institutions must be tailored in a way that the timing must target and correspond with when so many people are listening to the radio. These include peak hours like drivetime and mid-morning to fit with school drop-off and pick-up times.

4.6.4.2 Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM)

The study sought to find out if the Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM). Most of the participants responded positively to this statement. Figure 4.23 below illustrates the response to the query universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM):

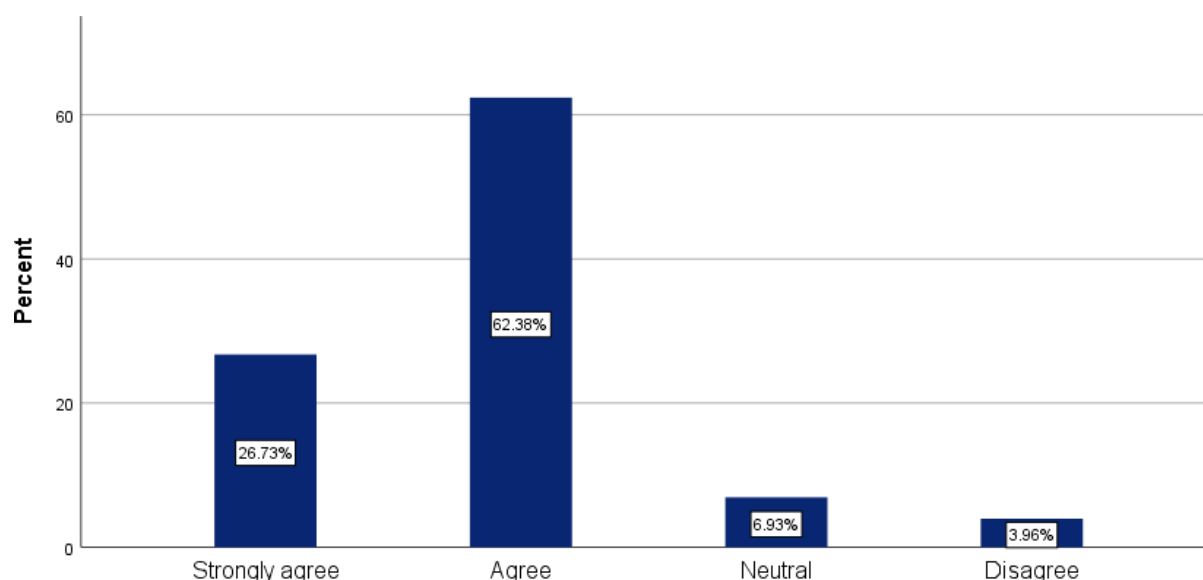


Figure 4.23: Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM)

Figure 4.23 above shows that 26.73% of the participants Strongly Agreed to the statement that Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM). There were 62.38% of the participants that Agreed. There were 6.93% of the participants that remained Neutral. Finally, there were 3.96% of the participants that Disagreed. This finding agrees with the secondary data used in this study. Marketing Advice for School (2015) provides that higher education institution utilised radio marketing on Spirit FM in South Africa. The results of the incorporation of radio marketing into the school's marketing communication strategy was a success. It was a success as many parents of the prospective students mentioned that they heard the school's advert on the radio and there was an increase in Open Day statistics (Marketing Advice for School, 2015). Thus, the use of the radio platform promotes the spread of WOM.

4.6.4.3 Universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand equity

The study enquired from its participants about whether the Universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand equity. Most of the participants responded positively to this query. Figure 4.24 below illustrates the responses to the query universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand

equity:

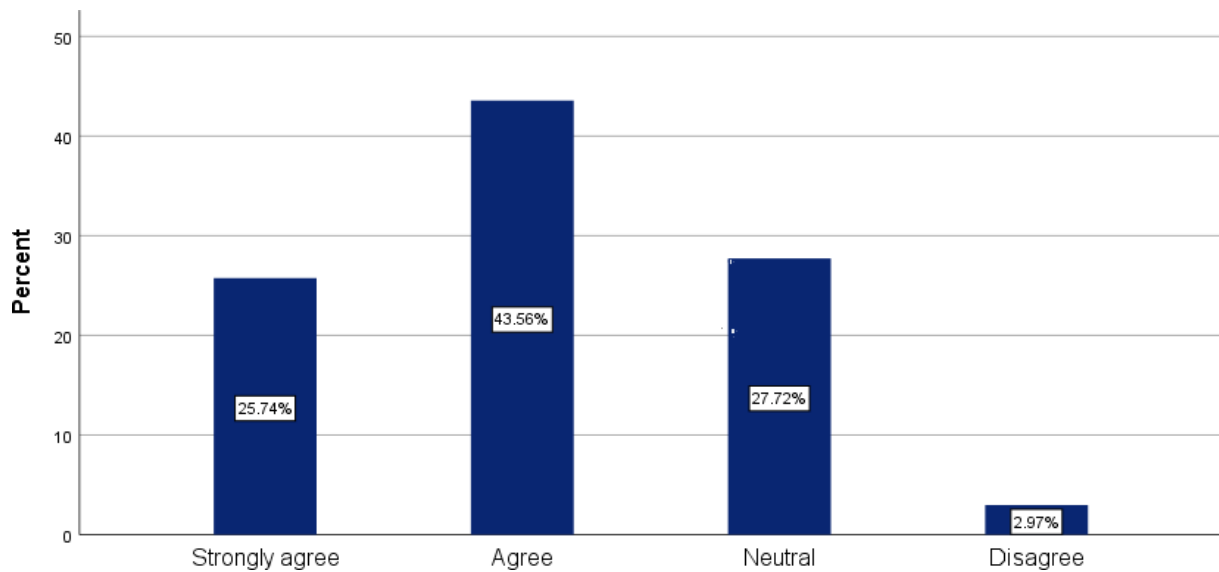


Figure 4.24: Universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand equity

Figure 4.24 above shows that there were 25.74% of the participants that Strongly Agreed to the statement that the Universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand equity. There were 43.56% of the participants that Agreed. There were 27.72% that were Neutral. Finally, there were 2.97% of the participants that Disagreed. This finding resonates with the secondary data. Saint Augustine's University (2014) provides that the promotion of various student activities on radio shows enhances the brand equity of tertiary institutions. The radio platform that has shows that resonate with students encourage them to pay attention and engage with it. Thus, having initiatives like competitions, fun fairs or charities on the radio promotes and builds a strong and positive brand equity in current and prospective students.

4.6.4.4 The use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media

The study sought to find out if the use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media. Most of the respondents indicated that they were Neutral. However, this was followed by many others that disagreed. Figure 4.25 below illustrates the responses to the query the use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media:

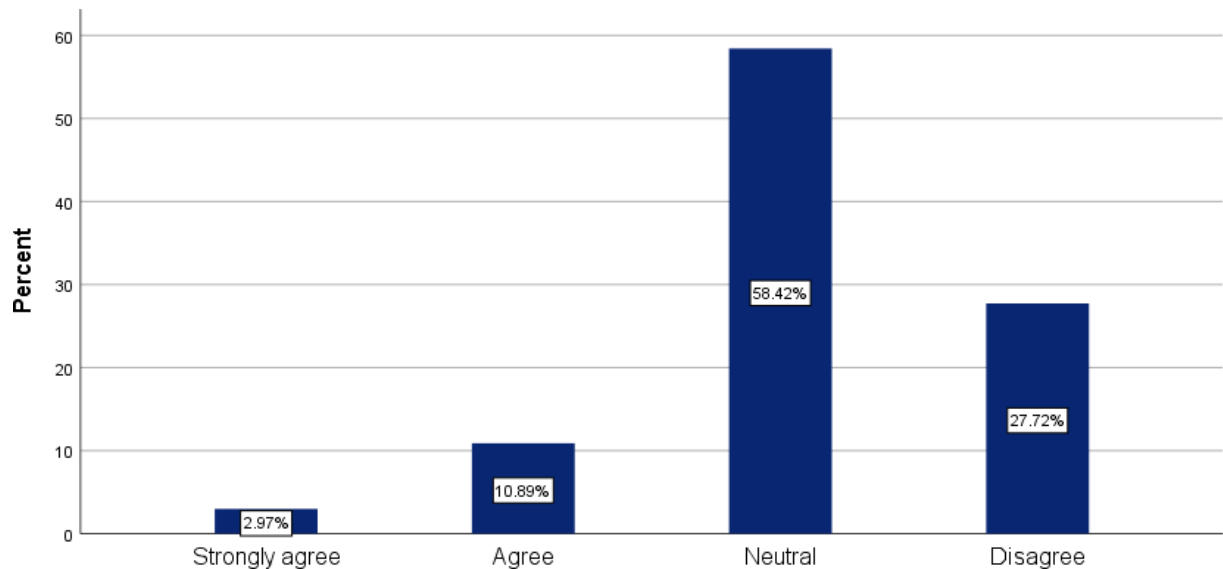


Figure 4.25: The use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media

Figure 4.25 above indicated that there were 2.97% that Strongly Agreed to the query that the use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media. There were 10.88% of the participants that remained Neutral. Finally, there were 27.72% of the participants that Disagreed. The finding agrees with secondary data used in the study.

Radio marketing is a traditional marketing communications media (Hendricks, 2019). Traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally (Ragini, 2016). Contemporary marketing is more engaging because it involves a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, the use of contemporary marketing is better than traditional marketing using radio advertising.

4.6.5 Objective 5: To determine the student perceptions of Newspaper/Print Media Advertising as a marketing communication tool a university could use

4.6.5.1 Newspapers, magazines, and other forms of print media are still relevant for universities to communicate with their current and prospective students

The research asked its participants to indicate if newspapers, magazines, and other forms of print media are still relevant for universities to communicate with their current and prospective students. Most of the respondents confirmed this statement. Figure 4.26 below illustrates the responses to the query that newspapers, magazines, and other forms of print media are still relevant for universities to communicate

with their current and prospective students:

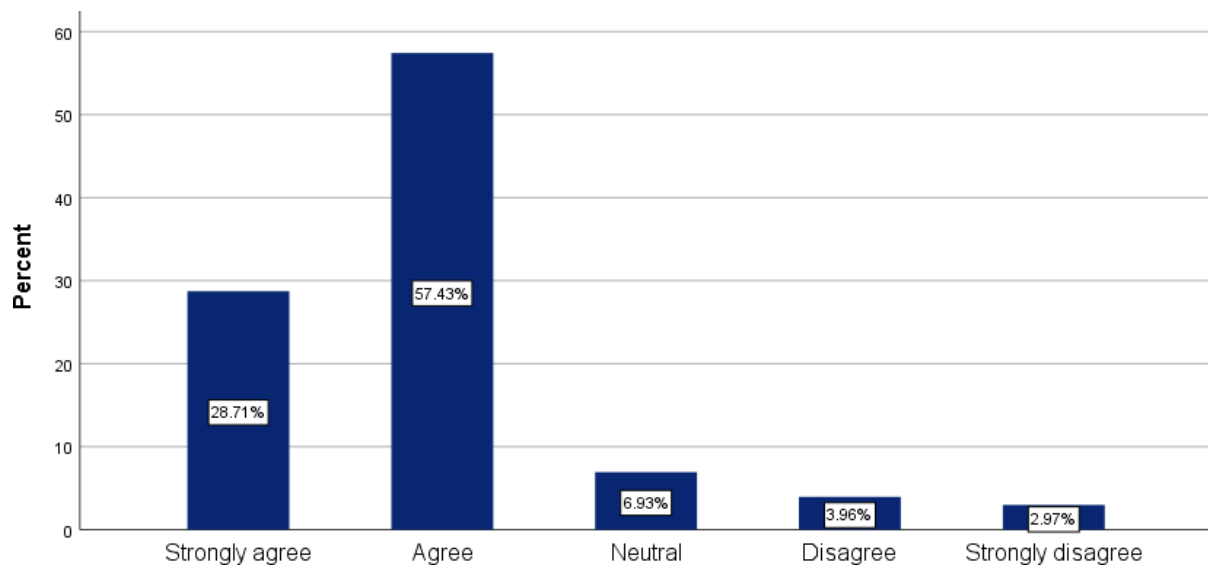


Figure 4.26: Newspapers, magazines, and other forms of print media are still relevant for universities to communicate with their current and prospective students

Figure 4.26 above illustrates that 28.71% of the participants Strongly Agreed to the statement that newspapers, magazines, and other forms of print media are still relevant for universities to communicate with their current and prospective students. There were 57.43% of the participants that Agreed. There were 6.93% that remained Neutral. There were 3.96% of the participants that Disagreed. Finally, there were 2.97% of the participants that Strongly Agreed. Most of the respondents responded positively. This finding agrees with the secondary data that was used in this study. In the marketing world, print media advertising is still widely used (Juneja, 2015). Different organisations have different marketing objectives that might require the use of print media advertising. Advertisements appear in newspapers or magazines and are sometimes included as brochures or flyers. Anything written in the print media to grab the attention of the specific target audience comes under the purview of print advertising (Juneja, 2015). The study conducted by Karcher (2011) illustrates that modern universities still utilise the marketing communication tool of print media, to recruit prospective students.

4.6.5.2 Billboards must be used by universities as a form of attracting prospective students

The research enquired from its respondents if billboards must be used by universities as a form of attracting prospective students. Most of the participants responded positively to this query. Figure 4.27 below illustrates the responses to the query that Billboards must be used by universities as a form of

attracting prospective students:

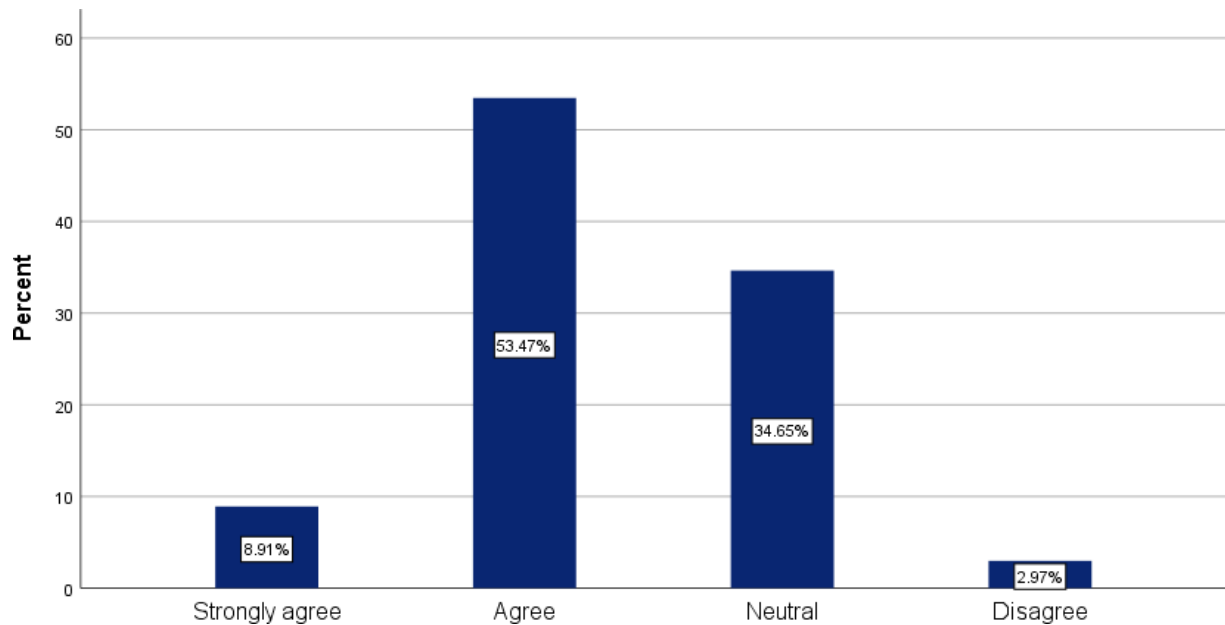


Figure 4.27: Billboards must be used by universities as a form of attracting prospective students

Figure 4.27 above shows that 8.91% of the participants Strongly Agreed that Billboards must be used by universities as a form of attracting prospective students. There were 53.47% of the participants that Agreed. There were 34.65% of the participants were Neutral. Finally, there were 2.97% of the participants that Disagreed. The findings of this study agree with Wehrkamp (2020) that provides that all schools must use billboards for their advertisements. This is because it increases the reach for tertiary institutions. There are so many tertiary institutions that use billboards and have seen a positive spike in their brand awareness (Wehrkamp, 2020). Thus, tertiary institutions must use billboards to attract prospective students.

4.6.5.3 Magazines and newspapers must be used by universities to pass their messages and attract current and prospective students

The study Sought to find out from its participants if magazines and newspapers must be used by universities to pass their messages and attract current and prospective students. Most of the students responded positively to this query. Figure 4.28 below illustrates the responses to the query that Magazines and newspapers must be used by universities to pass their messages and attract current and prospective students:

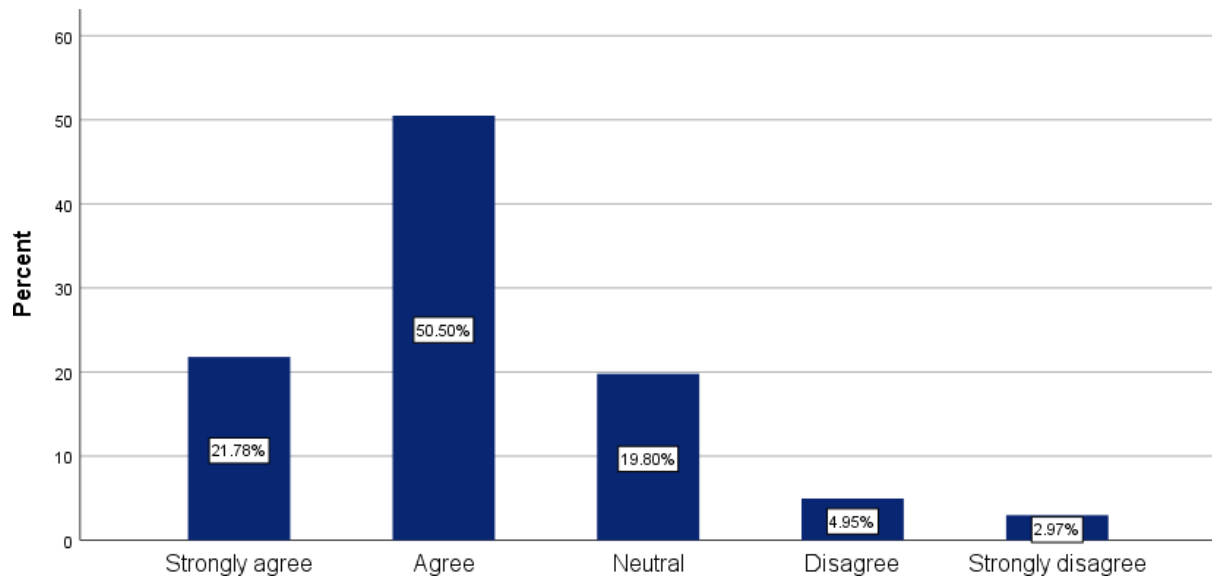


Figure 4.28: Magazines and newspapers must be used by universities to pass their messages and attract current and prospective students

Figure 4.28 above shows that there were 21.78% of the participants that Strongly Agreed that Magazines and newspapers must be used by universities to pass their messages and attract current and prospective students. There were 50.50% of the participants that Agreed. There were 19.80% of the participants that were Neutral. There were 4.95% of the participants that Disagreed. Finally, there were 2.97% of the participants that Strongly Disagreed. The finding resonates with Karcher (2011), that explains that universities use the marketing communication tool of print media, to recruit prospective students. These include tools like newspaper and magazines, newsletters and more.

4.6.5.4 It is important for universities to distribute brochures to high schools and communities to attract prospective students

The research sought to find out from its participants if it is important for universities to distribute brochures to high schools and communities to attract prospective students. Most of the participants affirmed this statement. Figure 4.29 below illustrates the responses to the query it is important for universities to distribute brochures to high schools and communities to attract prospective students:

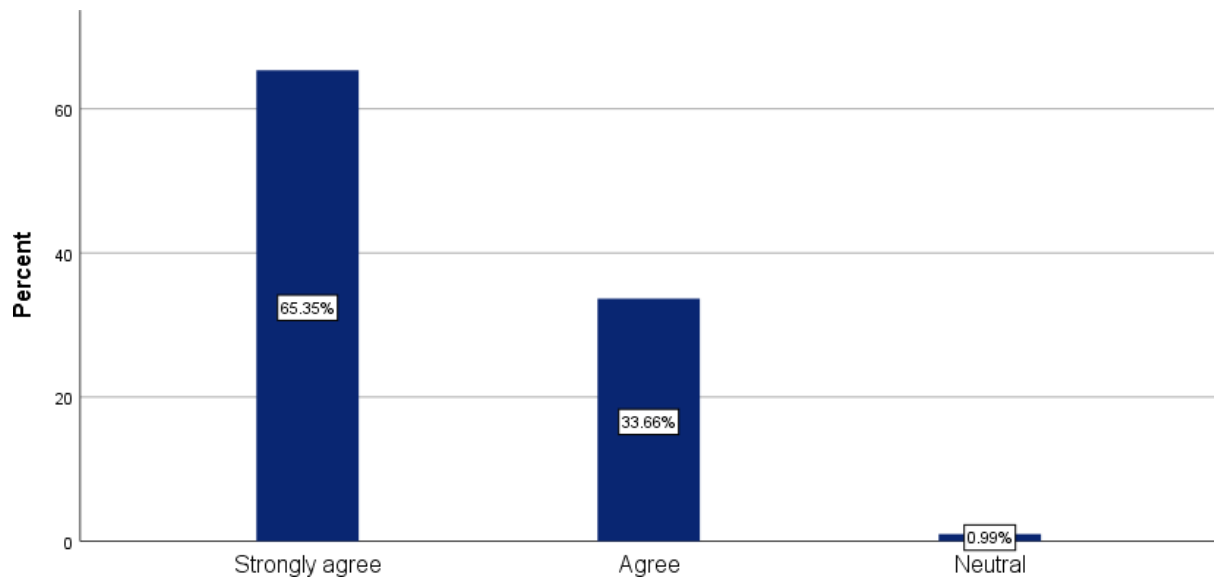


Figure 4.29: It is important for universities to distribute brochures to high schools and communities to attract prospective students

Figure 4.29 above shows that there were 65.35% of the participants that Strongly Agreed that it is important for universities to distribute brochures to high schools and communities to attract prospective students. There were 33.66% of the participants that Agreed. Finally, there were 0.99% of the participants that were Neutral. The finding agrees with Vinkitesh (2022) that indicates that there are three major reasons that tertiary institutions must continue to use brochures. The use of brochures is important because it increases reach, improved engagement and minimise chances of accessibility lawsuits (Vinkitesh, 2022). Therefore, the use of brochures ensures that universities can attract prospective students.

4.6.5.5 The use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media

The study asked its respondents if the use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media. The study found that most of the participants neither agreed nor disagreed. Figure 4.30 below illustrates the responses to the query the use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media:

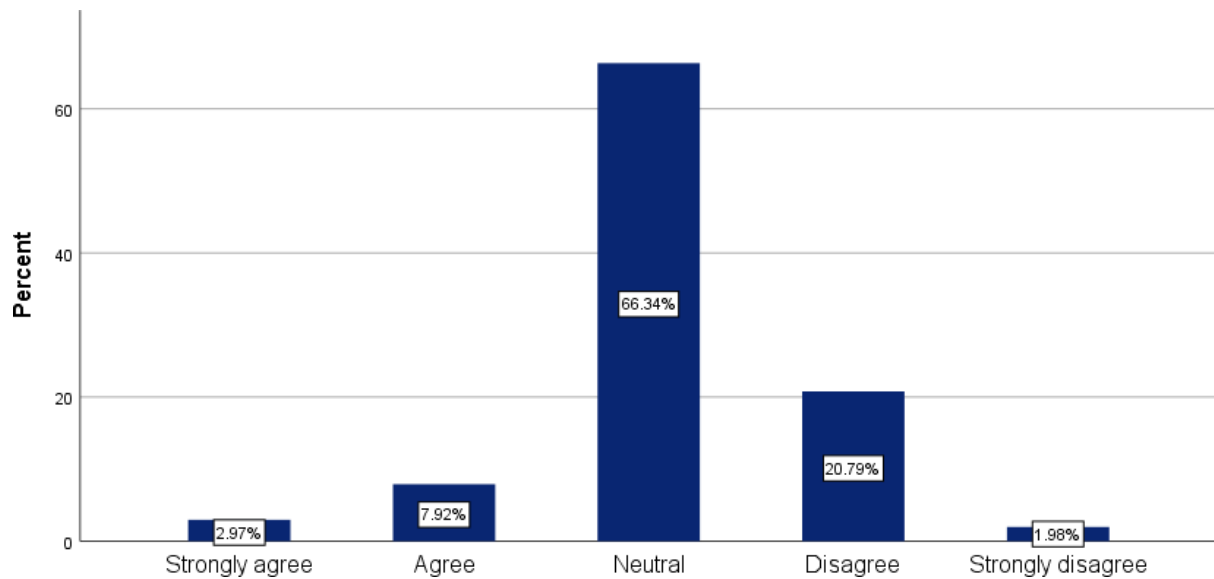


Figure 4.30: The use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media

Figure 4.30 above shows that there were 2.97% of the participants that Strongly Agreed that the use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media. There were 7.92% of the participants that Agreed. There were 66.34% of the participants that remained Neutral. There were 20.79% of the participants that Disagreed. Finally, there were 1.98% of the participants that Strongly Disagreed. The findings indicate that most of the participants were Neutral followed by those that Disagreed. This finding leans towards what the secondary data in the study provided. Print media is regarded as traditional marketing (Linton, 2019). Traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally (Ragini, 2016). Contemporary marketing is more engaging because it involves a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, the use of contemporary marketing is better than traditional marketing using brochures.

4.6.6 Objective 6: To determine the student perceptions of Television Advertising as a marketing communication tool a university could use

4.6.6.1 The use of Television is still relevant for universities to communicate with their current and prospective students

The study sought to find out from its respondents if the use of Television is still relevant for universities to communicate with their current and prospective students. Most of the participants responded

positively to this query. Figure 4.31 below illustrates the responses to the query the use of Television is still relevant for universities to communicate with their current and prospective students:

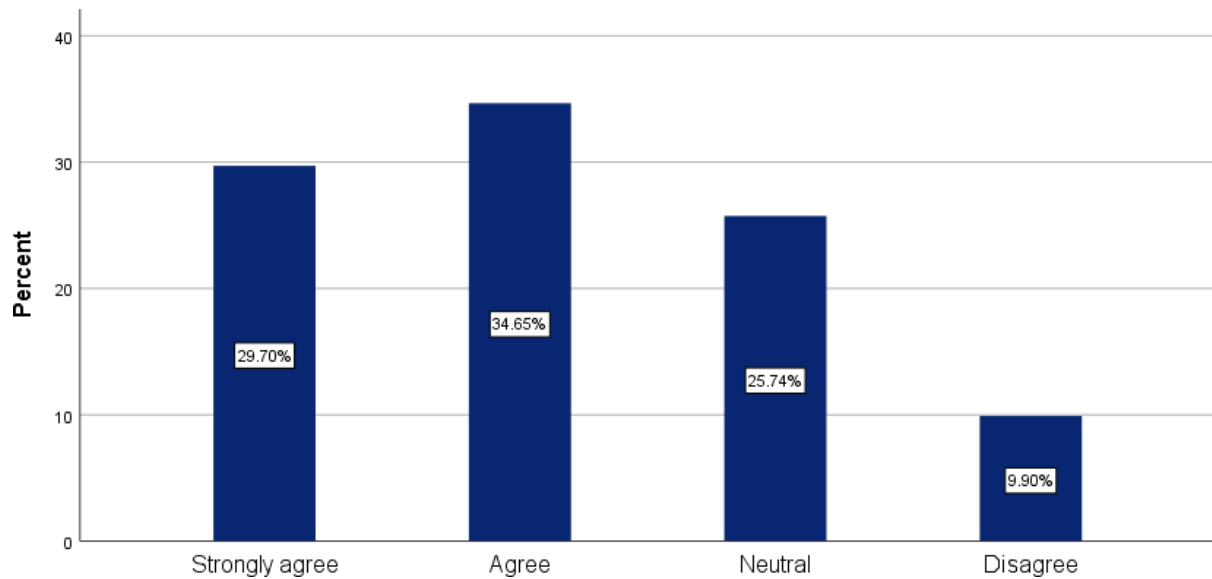


Figure 4.31: The use of Television is still relevant for universities to communicate with their current and prospective students

Figure 4.31 above shows that there were 29.70% of the participants that Strongly Agreed to the query that the use of Television is still relevant for universities to communicate with their current and prospective students. There were 34.65% of the participants that Agreed. There were 25.74% of the participants that were Neutral. Finally, there were 9.90% of the participants that Disagreed. This finding agrees with literature review that was used in this study. Colby (2017) provides that Universities still use television as a form of marketing. An example is how Rhodes University in South Africa carried out a campaign in 2017 to recruit prospective students (Colby, 2017). Thus, television is still relevant and being used by universities to communicate to current and prospective students.

4.6.6.2 Universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students

The study asked its respondents if Universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students. Most of the participants responded positively to this query. Figure 4.32 below illustrates the responses to the query universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students:

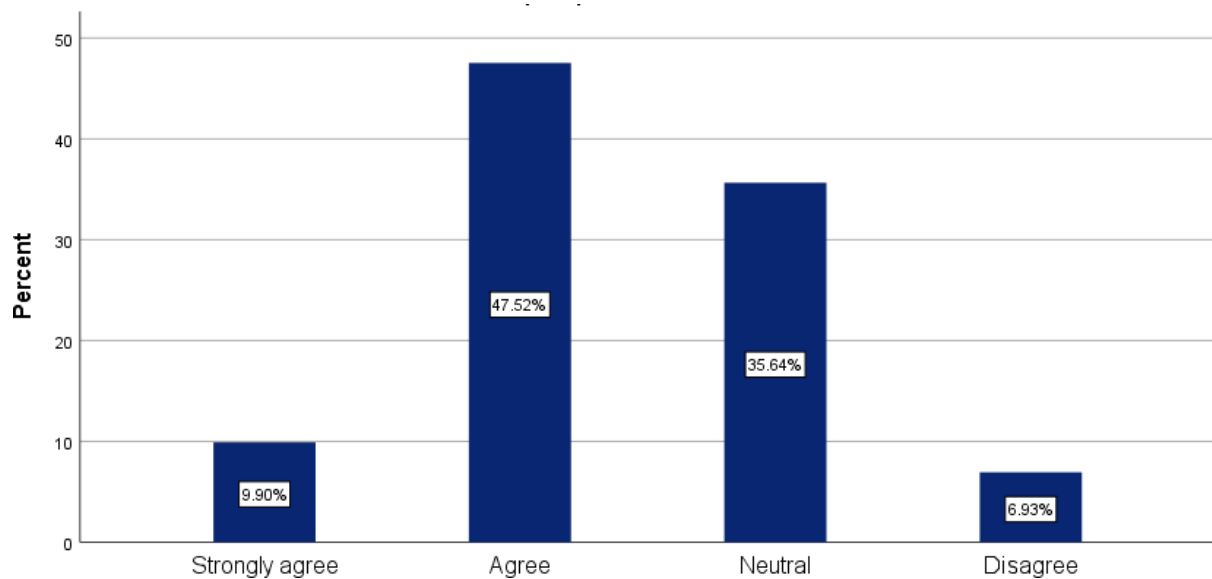


Figure 4.32: Universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students

Figure 4.32 above shows that there were 9.90% of the participants that Strongly Agreed to the statement that Universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students. There were 47.52% of the participants that Agreed. There were 35.64% of the participants that remained Neutral. Finally, there were 6.93% of the participants that Disagreed. This finding agrees with secondary data that was used in the study. Colby (2017) outlines that the use of television must incorporate all the positive and interesting selling points of an institution. For example, with regards to Rhodes University's use of television marketing, it included visuals of its faculty, student interaction, technology and innovation, global opportunities, and campus life (Colby, 2017). In addition, the Southern New Hampshire University (SNHU) wished to proliferate the rate or number of enrolments in the university in 2019 and decided to use television marketing (McKenzie, 2019). The advertisements that were aired on television focused on the offering a traditional education, accompanied by the prospect of doing it alongside a full-time job. They also stressed that SNHU are a non-profit institution. Thus, it shows that institutions must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students.

4.6.6.3 It is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread word of mouth (WOM)

The research sought to investigate if it is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread word of mouth

(WOM). Most of the participants responded positively to this query. Figure 4.33 below illustrates the responses to the query that it is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread word of mouth (WOM):

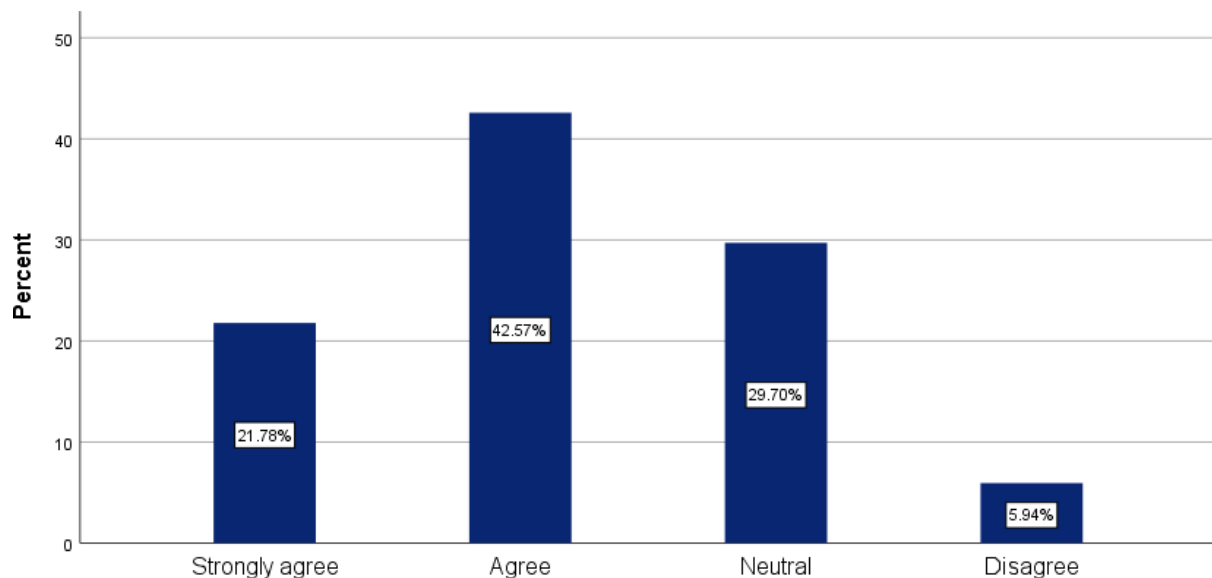


Figure 4.33: It is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread word of mouth (WOM)

Figure 4.33 above shows that there were 21.78% of the participants that Strongly Agreed to the query that it is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread word of mouth (WOM). There were 42.57% of the participants that Agreed. There were 29.70% of the participants that were Neutral. Finally, there were 5.94% of the participants that Disagreed. Most of the respondents showed a positive response to this statement. This finding agrees with what McKenzie (2019) found in terms of SNHU and television advertising. Integrating television marketing into the marketing strategy of an institution results to a successful marketing campaign. Institutions must use their current students to provide information to the target market of an institution about their experiences. Brand awareness would be increase because the television advertisement extends to regions beyond a university and manages to acquire more customers through this medium and WOM that follows.

4.6.6.4 The use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media

The research sought to find out from its participants if the use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media. Most of the

participants were Neutral, followed by those that Disagreed. Figure 4.34 below illustrates the responses to the query the use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media:

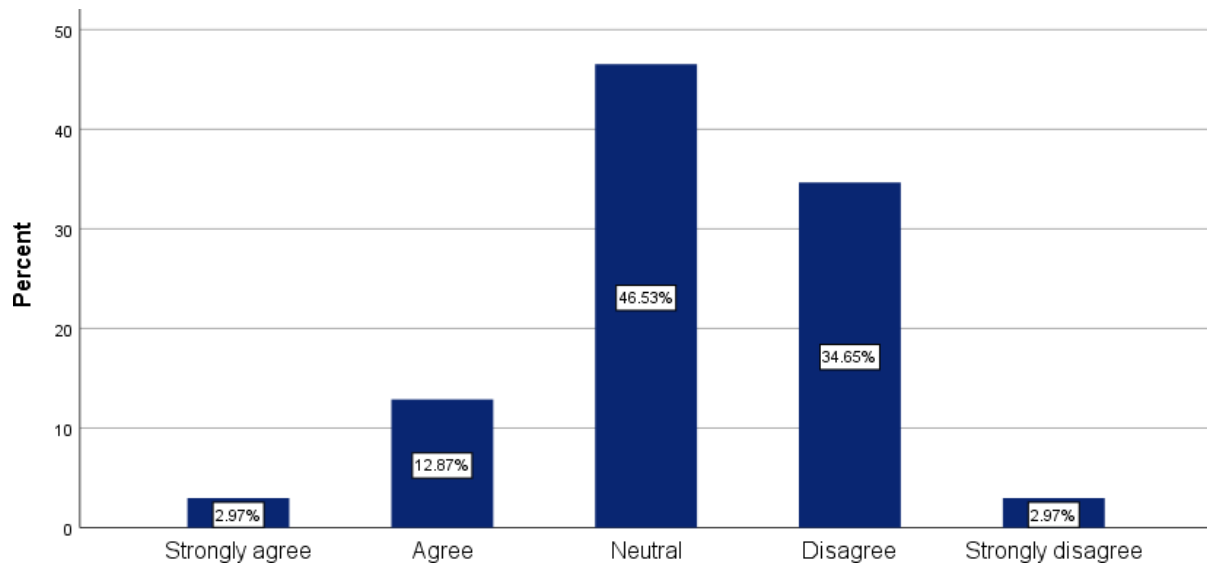


Figure 4.34: The use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media

Figure 4.34 above shows that there were 2.97% of the participants that Strongly Agreed to the statement that the use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media. There were 12.87% of the participants that Agreed. There were 46.53% of the participants that remained Neutral. There were 34.65% of the participants that Disagreed. Finally, there were 2.97% of the participants that Strongly Disagreed. The finding resonates with the secondary data that was used. The SNHU campaign showed that there was a high rise in the enrolment numbers of the university after the use of television marketing (McKenzie, 2019). The numbers rose from hundreds to thousands of students in places like Texas, Florida, and California (McKenzie, 2019). The university realized that there were not only just primary and secondary markets anymore in its business environment (McKenzie, 2019). This implies that the traditional marketing communication tools, such as television marketing, are not entirely redundant, as they are still effective. However, traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally (Ragini, 2016). Contemporary marketing is more engaging because it involves a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, the use of contemporary marketing is better than television marketing.

Therefore, the best approach is to use a combination of all these marketing tools.

4.6.7 Objective 7: To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication used by a select University

4.6.7.1 The marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action

The study sought to find out if the marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action. Figure 4.35 below illustrates the response to the query the marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action:

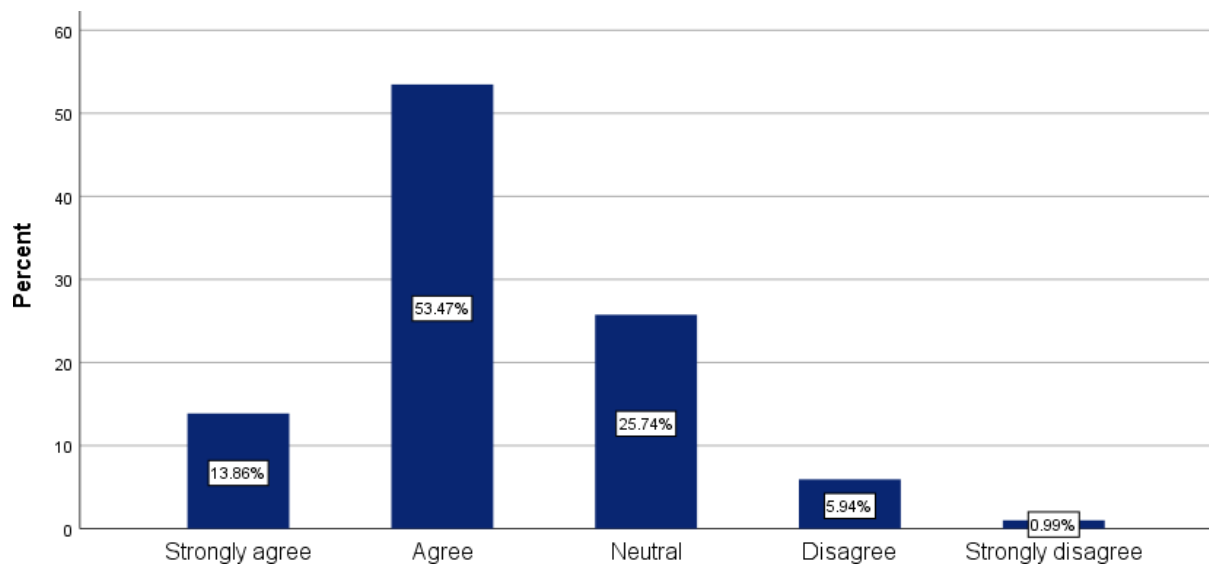


Figure 4.35: The marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action

Figure 4.35 above shows that there were 13.86% of the participants that Strongly Agreed to the statement that the marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action. There were 53.47% of the participants that Agreed. There were 25.74% of the participants that were Neutral. There were 5.94% of the participants that Disagreed. Finally, there were 0.99% of the participants that Strongly Disagreed. The study showed that most of the participants responded positively. This entails that the communication tools were effective at their institution. Ragini (2016) provides that an effective marketing communication tool is comprised of a combination of traditional and contemporary marketing

media. Thus, the marketing communication tool for the participants had a combination of these two-marketing media.

4.6.7.2 The university's marketing tools used at my institution must be improved

The research sought to find out if the university's marketing tools used at my institution must be improved. Most of the participants indicated a positive response to this statement. Figure 4.36 below illustrates the responses to the query the university's marketing tools used at my institution must be improved:

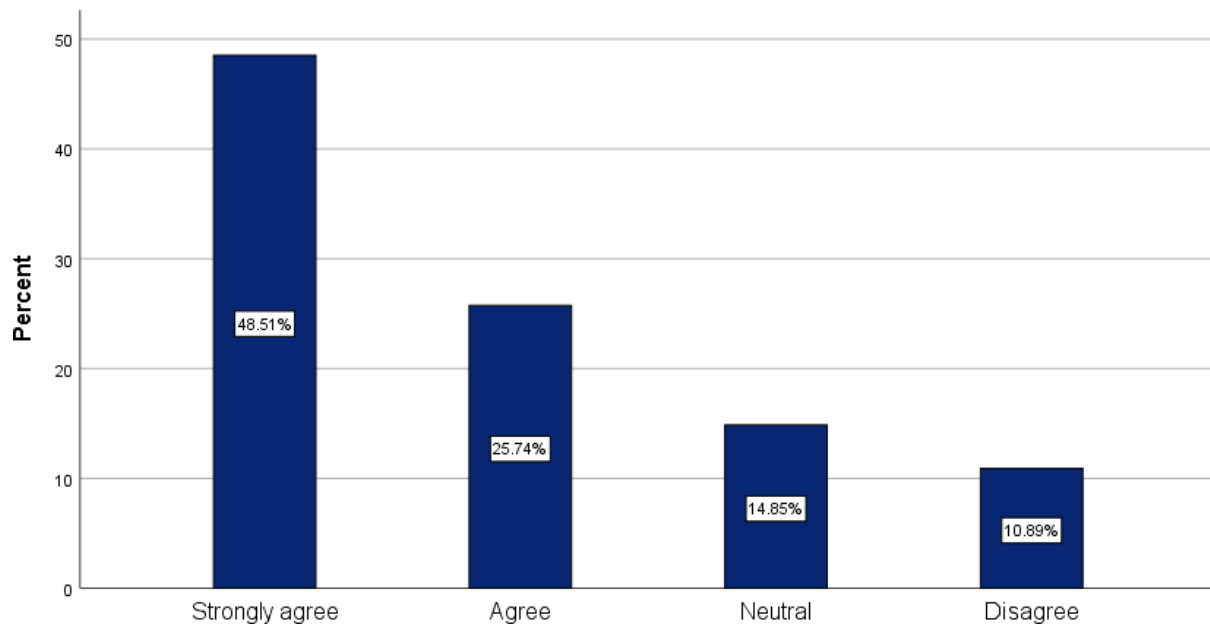


Figure 4.36: The university's marketing tools used at my institution must be improved

Figure 4.36 above shows that there were 48.51% of the participants that Strongly Agreed to the query that the university's marketing tools used at my institution must be improved. There were 25.74% of the participants that Agreed. There were 14.85% of the participants that remained Neutral. Finally, there were 10.89% of the participants that Disagreed. The findings of this study indicate that most of the participants were not happy with the marketing tools that were used at their institution and needed improvements. Ragini (2016) provides that an effective marketing communication tool is comprised of a combination of traditional and contemporary marketing media. The participants showed that they were not satisfied with the marketing communication tool used at their institution. This entails that there were some aspects of traditional and contemporary marketing media missing or not carried out in an efficient or effective manner in their university's marketing tools. The missing or inefficient and ineffective communication tools are the ones that need to be incorporated or improved.

4.6.7.3 The university's marketing tools used at my institution achieve their desired purpose

The study sought to find out from its participants if the university's marketing tools used at my institution achieve their desired purpose. Most of the participants indicated a positive response to this statement. Figure 4.37 below illustrates the responses to the query the university's marketing tools used at my institution achieve their desired purpose:

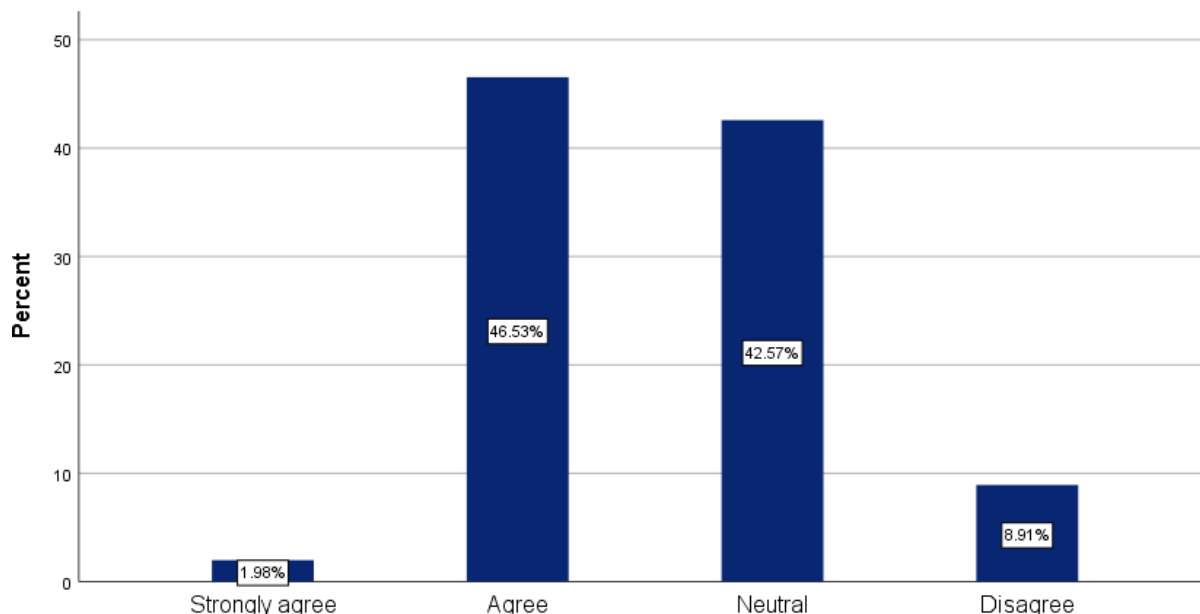


Figure 4.37: The university's marketing tools used at my institution achieve their desired purpose

Figure 4.37 above shows that there were 1.98% of the participants that Strongly Agreed to the statement that the university's marketing tools used at my institution achieve their desired purpose. There were 46.53% of the participants that Agreed. There were 42.57% of the participants that remained Neutral. Finally, there were 8.91% of the participants that Disagreed. Most of the participants indicated that the marketing tools achieved their desired purpose. However, this was followed, and close in statistics, by participants that chose to remain Neutral. This outlines that the findings are not conclusive. Ragini (2016) provides that an effective marketing communication tool is comprised of a combination of traditional and contemporary marketing media. This is a combination that results to a desired purpose. Applying this to the study may mean that both traditional and contemporary marketing media is used but possibly not enough. It may also mean that there are aspects of ineffectiveness and inefficiency in the use of the university's marketing tools.

4.6.7.4 The university's marketing tools used at my institution are appropriate for all its types of audience

The study sought to find out if the university's marketing tools used at my institution are appropriate for all its types of audience. Most of the respondents were Neutral in responding to this statement. Figure 4.38 below illustrates the responses to the query the university's marketing tools used at my institution are appropriate for all its types of audience:

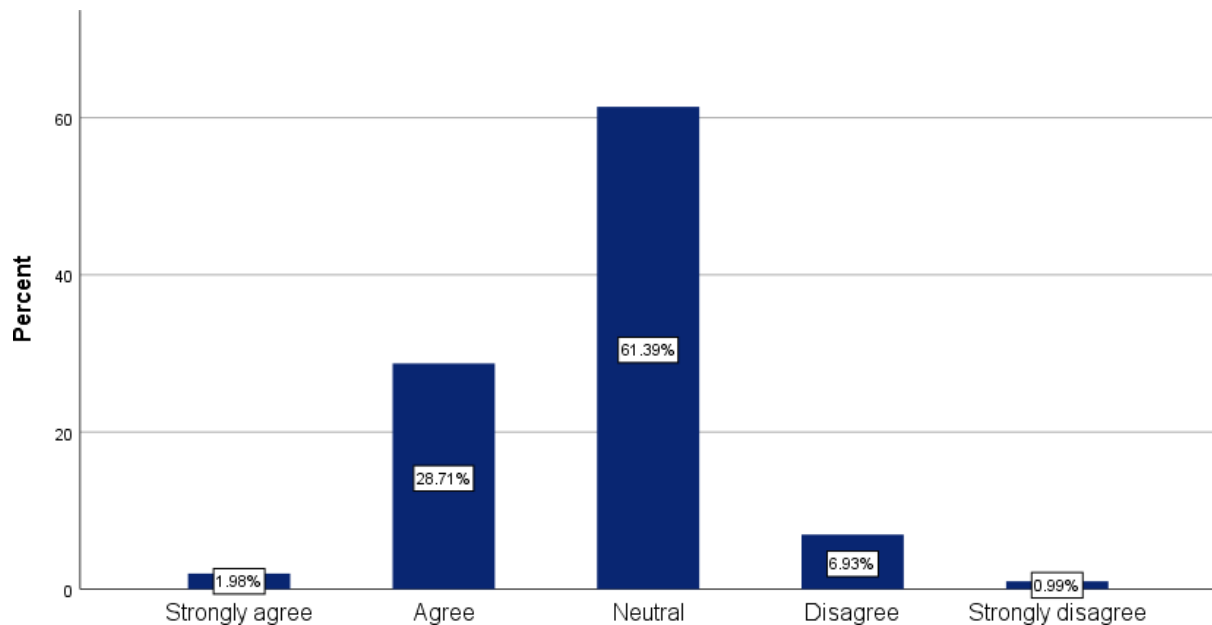


Figure 4.38: The university's marketing tools used at my institution are appropriate for all its types of audience

Figure 4.38 above shows that there were 1.98% of the participants that Strongly Agreed to the query that the university's marketing tools used at my institution are appropriate for all its types of audience. There were 28.71% of the participants that Agreed. There were 61.39% that remained Neutral. There were 6.93% of the participants that Disagreed. Finally, there were 0.99% of the participants that Strongly Disagreed. Most of the participants remained Neutral to this query. This was followed by the participants that Agreed. Ragini (2016) provides that an appropriate marketing communication tool is comprised of a combination of traditional and contemporary marketing media. Thus, the finding shows that the university's marketing tools are not far from being appropriate. There is possibly a need of a few tweaks here and there to ensure that they become appropriate for all the types of audience.

4.6.8 Objective 8: To determine which set of marketing communication tools between contemporary and traditional marketing communication tools would increase positive student perception of the university's marketing communications

4.6.8.1 Traditional marketing tools increase positive student perception of University's marketing communications

The study sought to find out if traditional marketing tools increase positive student perception of University's marketing communications. Most of the respondents remained neutral. Figure 4.39 below illustrates the responses to the query traditional marketing tools increase positive student perception of University's marketing communications:

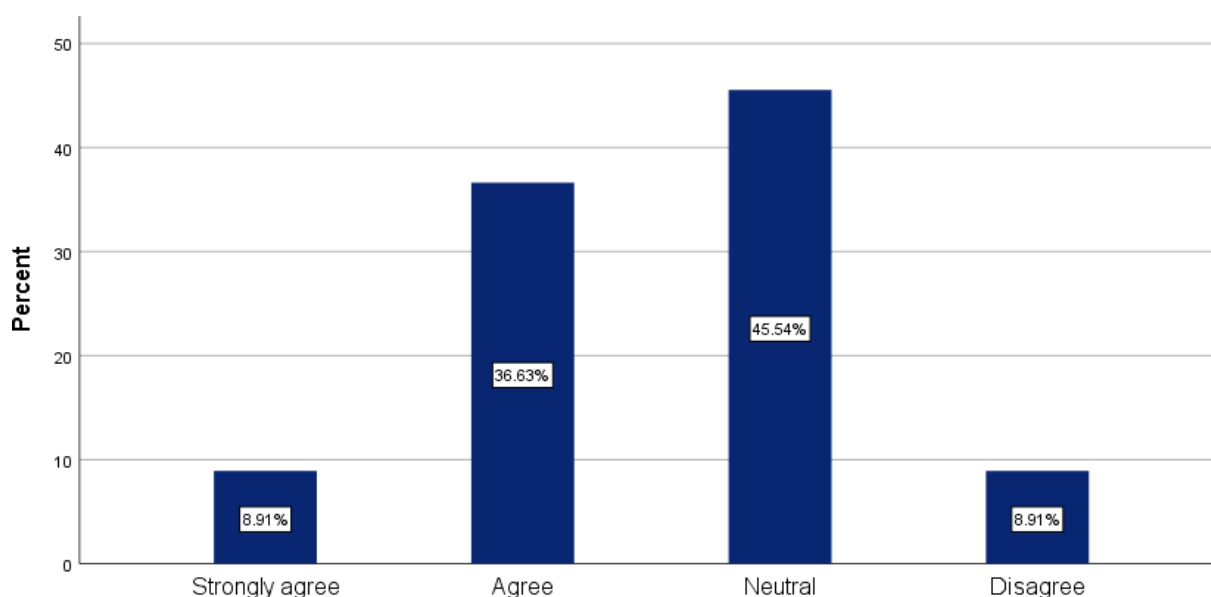


Figure 4.39: Traditional marketing tools increase positive student perception of University's marketing communications

Figure 4.39 above outlines that there were 8.91% of the participants that Strongly Agreed to the statement that traditional marketing tools increase positive student perception of University's marketing communications. There were 36.63% of the participants that Agreed. There were 45.54% of the participants that were Neutral. Finally, there were 8.91% of the participants that Disagreed. The findings indicate that most of the participants were Neutral. This was followed by participants that Agreed. This finding applies to the secondary data that was used in the study.

A study conducted by Jaywant and Bute (2014) investigated the value in which traditional marketing communications media introduces to the value chain of a tertiary institution was considered. The focus of this study was the way that it can positively impact student perception. Jaywant and Bute (2014)

pointed out that Traditional media plays a pivotal role in spreading knowledge in all sections of societies in the world. Traditional media is a powerful tool in the process of making learning and teaching more effective, interesting, and simple to ensure that everyone benefits. However, Ragini (2016) outlines that the modern society and millennials at large have a more positive perception to contemporary media. That is why the respondents in this study were mostly Neutral in their response. The findings emphasize the point that the participants believe that traditional media should be used together with contemporary media.

4.6.8.2 Contemporary marketing tools increase positive student perception of University's marketing communications

The study sought to find out from its respondents if the contemporary marketing tools increase positive student perception of University's marketing communications. Most of the participants responded positively to this query. Figure 4.40 below illustrates the responses to the query contemporary marketing tools increase positive student perception of University's marketing communications:

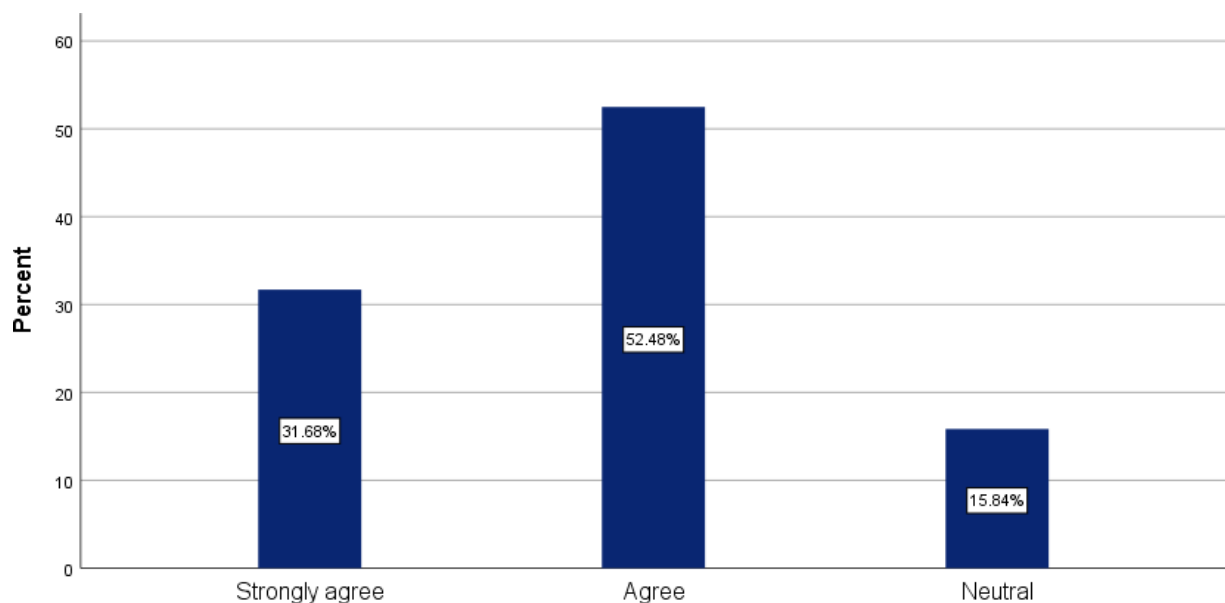


Figure 4.40: Contemporary marketing tools increase positive student perception of University's marketing communications

Figure 4.40 above outlines that there were 31.68% of the participants that Strongly Agreed to the statement that contemporary marketing tools increase positive student perception of University's marketing communications. There were 52.48% of the participants that Agreed. Finally, there were 15.84% of the participants that were Neutral. The finding agrees with what was pointed out by the secondary study. Ragini (2016) outlines that the modern society and millennials at large have a more

positive perception of contemporary media. Therefore, universities that use contemporary marketing have a higher chance of a positive student perception of University's marketing communications.

4.6.8.3 Contemporary marketing tools used by universities are more effective than traditional marketing tools

The study sought to find out from its sample size if contemporary marketing tools used by universities are more effective than traditional marketing tools. Most of the participants responded positively to this statement. Figure 4.41 below illustrates the responses to the query contemporary marketing tools used by universities are more effective than traditional marketing tools:

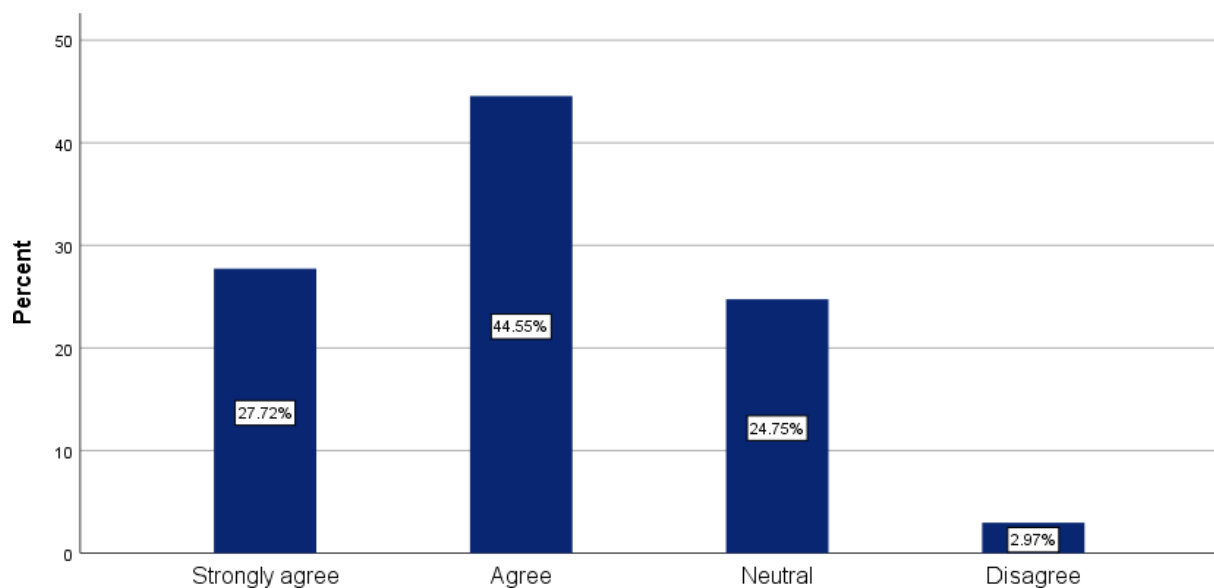


Figure 4.41: Contemporary marketing tools used by universities are more effective than traditional marketing tools

Figure 4.41 above outlines that there were 27.72% of the participants that Strongly Agreed to the statement that contemporary marketing tools used by universities are more effective than traditional marketing tools. There were 44.55% of the participants that Agreed. There were 24.75% of the participants that remained neutral. Finally, there were 2.97% of the participants that Disagreed. This finding agrees with the secondary data from the study. McKenzie (2019) explains that the traditional marketing communication tools, such as television, radio or print marketing, are not entirely redundant, as they are still effective. However, traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally (Ragini, 2016). Contemporary marketing is more engaging because it creates a live brand experience at its core, as it

involves two-way communication between the target group and the brand. Therefore, the use of contemporary marketing is better than the use of traditional marketing. However, the best approach is to use a combination of the traditional and contemporary marketing.

4.6.8.4 Universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications

The research sought to find out if universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications. Most of the respondents reacted positively to this query. Figure 4.42 below illustrates the responses to the query Universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications:

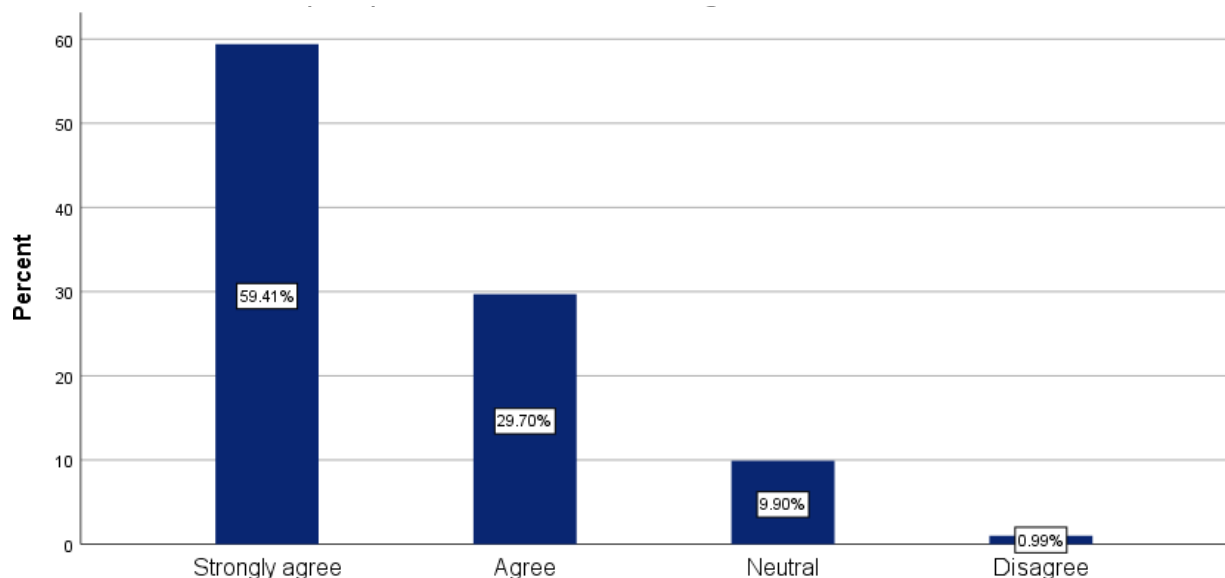


Figure 4.42: Universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications

Figure 4.42 above shows that there were 59.41% of the participants that Strongly Agreed to the statement that universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications. There were 29.70% of the participants that Agreed. There were 9.90% of the participants that were Neutral. Finally, there were 0.99% of the participants that Disagreed. This finding agrees with the secondary data from the study. McKenzie (2019) explains that the traditional marketing communication tools, such as television, radio or print marketing, are not entirely redundant, as they are still effective. However, traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally (Ragini, 2016). Contemporary marketing is more engaging because it involves a

two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, Universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications

4.7 Conclusion

This chapter presented the results and data analysis of the study. The study was concerned with determining the perceptions of students (relating to contemporary and traditional marketing communications media), with the aim of determining and pinpointing how the results can be used to better encourage students to further their studies and attract others. Thus, the primary information was gathered from a selected University in the KwaZulu Natal Province. The target population was composed of both undergraduate and postgraduate students. The primary data was collected using a questionnaire tool that was created using a 5-Point Likert scale system. The data was coded and presented using the SPSS. The presentation of the data was based on the research objectives of the study. The chapter that follows presented the conclusions and recommendations of the study.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five acquired the findings that were made in the previous chapter and made conclusions from them. The chapter indicated the conclusions that were found after the discussion of the primary and secondary data that was collected. The chapter went on to make the recommendations based on what the study had found. Finally, the chapter indicated the areas that future research must be carried out on. Similarly, the suggestions for future research were based on the findings of the study.

5.2 Conclusions of the study

5.2.1 Objective 1: To determine the student perceptions of Social Media Marketing as a marketing communication tool a university could use

The study enquired from its respondents about universities' use of Twitter, Facebook, Instagram, and other forms of social media to inform and attract current and prospective students about culture, history, opportunities, and education offerings. The study concludes that universities must use these social media platforms in the process of informing and attracting current and prospective students about culture, history, opportunities, and education offerings. Universities need to have relevant social media marketing strategies in place to achieve their marketing objectives. It is important for universities to ensure that such strategies are in place and operating well, as it would provide them with an edge in a continually changing educational environment.

The study sought to find out from its sample size about Twitter, Facebook, Instagram, and other forms of social media being effective forms of communication to inform current and prospective students about past, current and future affairs of universities. The study concludes that the utilization of social media in the higher education sector, with regards to communicating with the relevant stakeholders, is an effective system. Universities can effectively communicate using social media platforms like Facebook, Twitter, Instagram, and YouTube. Social media platforms like Facebook, Twitter and Instagram are commonly and effectively used for the purpose of recruiting, retaining, and reporting to current and prospective students.

The research sought to find out from its respondents if current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously. The study concludes that current and prospective students take communication using Twitter, Facebook, Instagram, and other forms of social media from universities seriously. Universities are employing the social media marketing tool as a means of reaching out to or contacting current and

prospective students. This is because they have recognised the relevance and importance of the use of this marketing communication tool.

The study sought to find out from its respondents if using Twitter, Facebook, Instagram, and other forms of social media from universities promotes the high levels of interaction with current and prospective students. The study concludes that Twitter, Facebook, Instagram, and other forms of social media from universities promotes high levels of interaction with current and prospective students. The social media communication tool speaks and resonates with the younger generation, which is a big part of the target market of universities.

The research enquired from its participants about whether the use of LinkedIn to communicate messages from universities to its current and prospective students is taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media. The study concludes that so many students do not have profiles or do not know how to engage on LinkedIn. There has been a slow adoption of LinkedIn by students mostly because they do not resonate with the platform. Thus, it follows that the use of LinkedIn to communicate messages from universities to its current and prospective students is not taken more seriously than using Twitter, Facebook, Instagram, and other forms of social media.

The study asked its sample size whether the use of the above contemporary marketing media (social media) is better than the more traditional marketing media. The study concludes that universities are employing the social media marketing tool as a means of reaching out to or contacting current and prospective students. This is because they have recognised the relevance and importance of the use of this marketing communication tool. This tool speaks and resonates with the younger generation, that is a part of the target market of universities

5.2.2 Objective 2: To determine the student perceptions of Digital Media Marketing as a marketing communication tool a university could use

The study asked its sample size about the importance of universities having well-rounded and up-to-date content to post or include on the university website, full of engaging information that will appeal to current and prospective students. The study concludes that it is essential for academic institutions to ensure that they have valid and informative content that responds to the common queries or questions of current and prospective students without them having to take additional steps of being in direct contact with the necessary officers. In addition, the information, activities, or initiatives that are

presented must influence the current and prospective students to want to engage or show interest in what is happening with an institution.

The research sought to find out from its sample size if it is essential for universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students. The respondents showed that they were in favour of this query. The study concludes that it is a major benefit for university websites to have Chatbots because they promote communication with their current and prospective students. This is a system that most of the current and prospective students are familiar with. The university Chatbots facilitates a similar ease of interaction that most of the current and prospective students are used to whenever they text with their peers, families, and other people. Thereby, the Chatbots promote accessibility and approachability to the universities. The result is that admissions at such universities are encouraged.

The study enquired from its participants to respond to the query that the use of Blogs is an important form of communication with the current and prospective students at any University. The study concludes that students use Blogs daily. Blogs have a big influence on the lives of students. Thus, Blogs can be used as a great tool in the educational processes that involve current and prospective students of any tertiary organisation. The reason for Blogs being important is that students are accustomed to accessing information in this manner. Therefore, Blogs are an important form of communication with the current and prospective students at any University.

The study sought to find out from its respondents if Universities must implement compelling content guided by SEO to promote the achievement of positive results and engage current and prospective students. The research concluded that so many digital marketing activities carried out by universities are not well structured. Thus, it becomes important for these institutions to adopt a holistic view of digital marketing. Therefore, the use of SEO, as a digital marketing strategy adds to the efficiency and effectiveness of the communication processes that are involved to all the stakeholders of an institution. The SEO ensures that a tertiary institution is aware of the information that its current or prospective students are actively seeking and provides it

The study asked its participants to answer whether the use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media. The study concludes that in recent years there has been a growing desire to understand the market by looking at what it is and how it is structured. The old, or traditional, way of thinking is that the market is viewed as nothing more than an exchange between buyers and sellers. This type of definition or type of thought has inherent problems

which look at marketing from a myopic perspective, as one of the problems is that it “focuses squarely on a product-centred view of markets, taking the focus away from the concept of consumer value.

5.2.3 Objective 3: To determine the student perceptions of Experiential Marketing as a marketing communication tool a university could use

The study sought to find out about the use of VR technology by universities. Most of the participants responded positively to this statement. The research concludes that the use of VR technologies for campus tours and or hosting ‘pop up events would assist universities in showcasing what they offer to the Current and Prospective students in a manner that they would appreciate.

The study asked its participants to indicate if the University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol. Most of the participants responded positively to this statement. The research concluded that the University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enrol.

The research requested its sample size to give responses to the statement that the University orientation programme/week, which includes interactive activities, exhibitions, and free merchandise, assists in building positivity in enrolled students. Most of the participants affirmed this statement. The research concludes that orientation sessions provide all the necessary information that students require for their higher education. It is necessary for tertiary institutions to ensure that the orientation program is interactive, fun filled, has so many exhibitions and provides several free goods to students. Orientation programs of such a nature promote the positivity towards a tertiary institution and all the aspects that are involved with it.

The study enquired from its participants if social activities, sports, competitions, and cultural activities that are organised by a university across faculties or residences strengthen the relationships between students and University staff. The study concludes that social life and activities that occur at tertiary institutions are beneficial. These activities promote the abilities and chances of students and staff to work together, build self-esteem and confidence, bring about new forms of learning and self-discovery or awareness. Thus, these aspects promote the relationships that exist between the students and staff at a tertiary institution.

The study sought to find out from its participants if the use of the above contemporary marketing media (Experiential Marketing) is better than the more traditional marketing media. Most of the participants

affirmed this statement. The study concludes that the main idea behind the phenomena of experiential marketing is that it is based on a two-way communication system, whereby the brand engages with the desired target audience. The traditional marketing does not extend this type of brand engagement with its clients. Experiential marketing is an integrated methodology, and its marketing campaign is built around one big idea involving a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Thus, it follows that the use of experiential marketing is better than traditional marketing.

5.2.4 Objective 4: To determine the student perceptions of Radio Advertising as a marketing communication tool a university could use

The study asked its participants to indicate if it is important for universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience. The study concludes that the use of radio advertisement for tertiary institutions must be tailored in a way that the timing must target and correspond with when so many people are listening to the radio. These include peak hours like drivetime and mid-morning to fit with school drop-off and pick-up times.

The study sought to find out if the Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive WOM. The study concludes that the use of the radio platform promotes the spread of WOM.

The study enquired from its participants about whether the Universities must carry out competitions and students show for their prospective and current students on the radio to promote and build a strong and positive brand equity. The study concludes that having initiatives like competitions, fun fairs or charities on the radio promotes and builds a strong and positive brand equity in current and prospective students. The study sought to find out if the use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media. The study concludes that traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally. Contemporary marketing is more engaging because it involves a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, the use of contemporary marketing is better than traditional marketing using radio advertising.

5.2.5 Objective 5: To determine the student perceptions of Newspaper/Print Media Advertising as a marketing communication tool a university could use

The research asked its participants to indicate if newspapers, magazines, and other forms of print media are still relevant for universities to communicate with their current and prospective students. The research concludes that in the marketing world, print media advertising is still widely used. Modern universities still utilise the marketing communication tool of print media, to recruit prospective students.

The research enquired from its respondents if billboards must be used by universities as a form of attracting prospective students. The study concludes that all schools must use billboards for their advertisements. This is because it increases the reach for tertiary institutions. There are so many tertiary institutions that use billboards and have seen a positive spike in their brand awareness. Thus, tertiary institutions must use billboards to attract prospective students.

The study Sought to find out from its participants if magazines and newspapers must be used by universities to pass their messages and attract current and prospective students. The study concludes that universities use the marketing communication tool of print media, to recruit prospective students. These include tools like newspaper and magazines, newsletters and more.

The research sought to find out from its participants if it is important for universities to distribute brochures to high schools and communities to attract prospective students. The study concludes that there are three major reasons that tertiary institutions must continue to use brochures. The use of brochures is important because it increases reach, improved engagement and minimise chances of accessibility lawsuits. Therefore, the use of brochures ensures that universities can attract prospective students.

The study asked its respondents if the use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media. The study concludes that traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally. Contemporary marketing is more engaging because it involves a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, the use of contemporary marketing is better than traditional marketing using brochures.

5.2.6 Objective 6: To determine the student perceptions of Television Advertising as a marketing communication tool a university could use

The study sought to find out from its respondents if the use of Television is still relevant for universities to communicate with their current and prospective students. The study concludes that television is still relevant and being used by universities to communicate to current and prospective students.

The study asked its respondents if Universities must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students. The research concludes that institutions must broadcast their cultures, histories, and academic programmes on Television to inform and attract prospective students.

The research sought to investigate if it is important for universities to use the Television platform to allow their current students to share their academic and social experiences to spread WOM. The study concludes that integrating television marketing into the marketing strategy of an institution results to a successful marketing campaign. Institutions must use their current students to provide information to the target market of an institution about their experiences. Brand awareness would be increase because the television advertisement extends to regions beyond a university and manages to acquire more customers through this medium and WOM that follows.

The research sought to find out from its participants if the use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media. The study concludes that the use of contemporary marketing is better than television marketing. Therefore, the best approach is to use a combination of all these marketing tools.

5.2.7 Objective 7: To determine the student perceptions of the marketing communication tools and their impact on their overall rating of marketing communication used by a select University

The study sought to find out if the marketing communication tools used at my university are effective in 1. Attracting my attention, 2. Creating interest, 3. Stimulating desire and 4. Enabling action. The study concludes that the communication tools were effective at their institution. An effective marketing communication tool is comprised of a combination of traditional and contemporary marketing media. Thus, the marketing communication tool for the participants had a combination of these two-marketing media.

The research sought to find out if the university's marketing tools used at my institution must be improved. The study concludes that the marketing tools that were used at their institution and needed improvements. An effective marketing communication tool is comprised of a combination of traditional and contemporary marketing media. The marketing communication tool used at their institution were unsatisfactory. This entails that there were some aspects of traditional and contemporary marketing media missing or not carried out in an efficient or effective manner in their university's marketing tools. The missing or inefficient and ineffective communication tools are the ones that need to be incorporated or improved.

The study sought to find out from its participants if the university's marketing tools used at my institution achieve their desired purpose. The study concludes that both traditional and contemporary marketing media were used, but not enough. In addition, there were aspects of ineffectiveness and inefficiency in the use of the university's marketing tools.

The study sought to find out if the university's marketing tools used at my institution are appropriate for all its types of audience. The study concludes that an appropriate marketing communication tool is comprised of a combination of traditional and contemporary marketing media. Thus, the study shows that the university's marketing tools are not far from being appropriate. There was possibly a need of a few tweaks here and there to ensure that they become appropriate for all the types of audience.

5.2.8 Objective 8: To determine which set of marketing communication tools between contemporary and traditional marketing communication tools would increase positive student perception of the university's marketing communications

The study sought to find out if traditional marketing tools increase positive student perception of University's marketing communications. The study concludes that traditional media plays a pivotal role in spreading knowledge in all sections of societies in the world. Traditional media is a powerful tool in the process of making learning and teaching more effective, interesting, and simple to ensure that everyone benefits. However, modern society and millennials at large have a more positive perception to contemporary media. Thus, participants believe that traditional media should be used together with contemporary media.

The study sought to find out from its respondents if the contemporary marketing tools increase positive student perception of University's marketing communications. The study concludes that the modern society and millennials at large have a more positive perception to contemporary media. Therefore,

universities that use contemporary marketing have a higher chance of a positive student perception of University's marketing communications.

The study sought to find out from its sample size if contemporary marketing tools used by universities are more effective than traditional marketing tools. The study concludes that the traditional marketing communication tools, such as television, radio or print marketing, are not entirely redundant, as they are still effective. However, traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally. Contemporary marketing is more engaging because it involves a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, the use of contemporary marketing is better than the use of traditional marketing. However, the best approach is to use a combination of the traditional and contemporary marketing.

The research sought to find out if universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications. The study concludes that the traditional marketing communication tools, such as television, radio or print marketing, are not entirely redundant, as they are still effective. However, traditional media is highly effective for local advertising whereas contemporary marketing like social media can be used to market internationally. Contemporary marketing is more engaging because it involves a two-way communication between the target audience and the brand, therefore creates its core, a live brand experience. Therefore, Universities must use both the traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications.

5.3 Recommendations

The recommendations of the study were derived directly from what the study found. The recommendations of the study include:

- The use of traditional and contemporary marketing must be combined at tertiary institutions. The study observed that the use of traditional marketing was still relevant and results to the interaction between institutions and current and prospective students. In addition, contemporary marketing is attractive to current and prospective millennial students and others that are in tune with modern technologies. Therefore, a combination of the two marketing strategies spread the net and ensures that more current and prospective students are reached.

- The use of contemporary marketing must be done in a strategic manner and with the necessary resources. Institutions that do not possess the right resources or know how to use them may end up failing to achieve an appropriate communication goal. The current and prospective students must be engaged in the right way so that they may remain interested and acquire as much information as they need.
- Appropriate communication strategies serve as a vital influence of WOM. Current and prospective students that are impressed by the communication strategies of an organization are most likely going to talk about it regularly to other entities. Thus, institutions must ensure that their communication strategy is of a high standard.
- Tertiary institutions must learn from others that have implemented the use of a combination of traditional and contemporary marketing. So many institutions are already acquainted with the use of traditional marketing. Therefore, tertiary institutions must ensure that they observe and learn the most appropriate ways of using the contemporary marketing tools from others.

5.4 Areas for further studies

The study showed that students demonstrated a high degree of knowledge and interest in modern marketing communication platforms including social media, smartphone apps, and influencer marketing. The student population was seen to be easily accessible, practical, and responsive through these media. The study also showed that although students were aware of traditional marketing communication tools including print media, television, and radio, they rated them lower on effectiveness and relevance. Thus, the choice made by the students was based on for marketing platforms that were more engaging, personalized, and convenient for their digital lifestyles. The study also showed that user-generated content, social proof, and peer recommendations had a substantial impact on how students saw information and made decisions. Attention-grabbing factors for students included authenticity, relevance, and the capacity for value-added content. This study focused on how university students' preferences and views of marketing communication methods are changing. It emphasized on how crucial it was to include modern channels in marketing campaigns aimed at this group. In order to connect and resonate with students in a university context, marketers and educators must develop more powerful and effective campaigns by acknowledging the dominance of digital platforms and making use of the strength of social influence. Academics, marketers, and university administrators looking to improve their marketing communication strategies and increase student engagement and satisfaction will find the findings to be quite insightful.

Thus, the chapter found that so many modern institutions use contemporary marketing. However, it was shown that so many institutions are either lagging or have not starting using contemporary marketing tools. Thus, there is a need of a practical study that would show how tertiary institutions can use the contemporary marketing tools. Such a study should carefully consider the formulation, implementation, and evaluation of the marketing systems that an institution can adopt to its chain of value.

5.5 Conclusion

The chapter indicated the conclusions that were found after the discussion of the primary and secondary data that was collected. The chapter went on to make the recommendations based on what the study had found. Finally, the chapter indicated the areas that future research must be carried out on. Similarly, the suggestions for future research were based on the findings of the study.

BIBLIOGRAPHY

Al-Fattal, A. (2010). Understanding Student Choice of University and Marketing Strategies in Syrian Private Higher Education. Leeds: University of Leeds.

Aikat, D. (2009). Traditional and Modern Media. Journalism and Mass Communication, pp. 1-5.

Antonieta, Â. (2014). Immersive Simulation of Architectural Spatial Experiences. Blucher Design Proceedings, 1(7), pp. 495-499.

Ashley, C. and Tuten, T. (2015). Creative Strategies in Social Media Marketing: An Exploratory Study of Branded Social Content and Consumer Engagement. Psychology & Marketing, 32, pp. 15-27.

Assimakopoulos, C., Antoniadis, I., Kayas, O. G., and Dvizac, D. (2017). Effective social media marketing strategy: Facebook as an opportunity for universities. International Journal of Retail & Distribution Management, 45(5), pp. 532-549.

Bâldea, M., Maier, A. and Simionescu, O. (2015). Using Blogs as a Communication tool for Teaching Students in the Architecture Design Studio. Procedia - Social and Behavioral Sciences, 191, pp. 2758-2762.

Bajracharya, J.R. (2016). Strength of Traditional and social media in Education: A Review of the Literature. IOSR Journal of Research & Method in Education, 6(6), pp. 13-21.

Belz, F.M. and Peattie, K. (2009). Sustainability Marketing: A Global Perspective. West Sussex: John Wiley & Sons.

Berg, G.A. (2005). Total quality management in higher education, in Howard, C., Boettcher, J.V., Justice, L., Schenk, K., Rogers, P.L. and Berg, G.A. (Eds), Encyclopedia of Distance Learning, Idea Group Reference, Hershey, PA, pp. 1863-1868.

Brocato, E.D., White, N.J., Bartkus, K. and Brocato, A.A. (2015). Social Media and Marketing Education: A Review of Current Practices in Curriculum Development. Journal of Marketing Education, 37(2), pp. 76-87.

Brodie, R. J., Coviello, N. and Winklhofer, H. (2008). Towards a Paradigm Shift in Marketing: An examination of Current Marketing Practices. Journal of Marketing Management, 13(5), pp. 383-406.

- Bryman, A. and Bell, E., 2015. *Business research methods* (Vol. 4th). Glasgow: Bell & Bain Ltd.
- Camilleri, M. A. (2019). Higher Education Marketing: Opportunities and Challenges in the Digital Era. *Academia*, 0 (16-17), pp. 4-28.
- Chaka, J, G. and Govender, I. (2017). Students' perceptions and readiness towards mobile learning in colleges of education: A Nigerian perspective. *South African Journal of Education* 37 (1), pp. 1-12.
- Chun, W.H.K. (2011). *Programmed Visions: Software and Memory*. Cambridge, MA: MIT Press Scholarship Online.
- Corbeil, J.R. and Corbeil, M.E. (2011). The birth of a social networking phenomenon. In: Wankel C (ed.) *Educating Educators with Social Media (Cutting-edge Technologies in Higher Education, Volume 1)*. Bingley: Emerald Group, pp. 13–32.
- Coviello, N., Brodie, R, J. and Munro, H.J. (1996). Understanding Contemporary Marketing: Development of Classification Scheme. *Journal of Marketing Management*, 13(6), pp. 501-522.
- Coviello, N., Milley., and Marcolin, B. (2001). Understanding IT-enabled Interactivity in Contemporary Marketing. *Journal of Interactive Marketing*, 15 (4), pp. 18-33.
- Cuneo, A., Lopez, P. and Yague, M.J. (2012). "Private label brands: measuring equity across consumer segments", *Journal of Product & Brand Management*, 21(6), pp. 428–438.
- Creswell, J.W. and Creswell, J.D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications.
- Dauids, N. and Waghid, Y. (2018). Prioritising Higher Education: Why Research Is All That Matters. *South African Journal of Higher Education* 32(2), pp. 1-7.
- Detlefsen, J. (2014). *The Cosmic Perspective: Teaching Middle-School Children Astronomy Using Ego-Centric Virtual Reality*. Aalborg: Aalborg University.
- Du, X. (2014). *Design and Evaluation of a Learning Assistant System with Optical Head-Mounted Display (OHMD)* (Doctoral dissertation, Carleton University Ottawa).

- Elliott, K. and Shin, D. (2002). Student satisfaction: an alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24 (2), pp. 197-209.
- Fincham, J.E. (2008). Response Rates and Responsiveness for Surveys, *Standards and the Journal. American Journal of Pharmaceutical Education*, 72(2), pp. 1-3.
- Ghirvu, A. (2012). THE AIDA Model for Advergimes. *The USV Annals of Economics and Public Administration*, 1(17), pp. 90. alina.ghirvu@ubbcluj.ro.
- Grant, P., Botha, E. and Kietzmann, J. (2015). Branded flash mobs: Moving toward a deeper understanding of consumers' responses to video advertising. *Journal of Interactive Advertising*, 15(10), pp. 28-42.
- Griol, D., Molina, J. M. and Callejas, Z. (2014). An approach to develop intelligent learning environments by means of immersive virtual worlds. *Journal of Ambient Intelligence and Smart Environments*, 6(2), pp. 237-255.
- Grosseck, G. and Holotescu, C. (2008). Can we use Twitter for educational activities? Paper presented at the 4th International Scientific Conference eLSE: eLearning and Software for Education, Bucharest, Rumania, 17–18 April.
- Gruber, T., FuB, S., Voss, R. and Glaeser-Zikuda, M. (2010). Examining student satisfaction with higher education services: using a new measurement tool. *International Journal of Public Sector Management*, 23. (2), pp. 105-123.
- Hanif, M., Hafeez, S. and Riaz, A. (2010). Factors Affecting Customer Satisfaction. *International Research Journal of Finance and Economics*. Issue 60(60), pp. 44-52.
- Hassan, S, Nadzim, Z. and Norshuhada, S. (2015). Strategic Use of Social Media for Small Business Based on the AIDA Model. *Procedia - Social and Behavioral Sciences*. 172, pp. 262-269.
- Heath, R. and Feldwick, P. (2007). Fifty years using the wrong model of advertising. *International Journal of Market Research*, 50 (1), pp. 29-59.
- Helgesen, Ø. (2006). Are loyal customers profitable? Customer satisfaction, customer (action) loyalty and customer profitability at the individual level. *Journal of Marketing Management*, 22, pp. 245-266.
- Hemsley-Brown, J., Melewar, T.C. and Nguyen, B. (2016). Exploring Brand Identity,

Meaning, Image and Reputation (BIMIR) in Higher Education: A Special Section, Journal of Business Research.

Henderson, M., Selwyn, N. and Aston, R. (2015). What works and why? Student perceptions of ‘useful’ digital technology in university teaching and learning. *Studies in Higher Education*, 42(8), pp. 1567-1579.

Hossler, D., Schmit, J. and Vesper, N. (1999). *Going to college: How social, economic, and educational factors influence the decisions students make*. Baltimore, MD: The Johns Hopkins University Press.

<https://www.questionmark.com/resources/blog/how-to-measure-construct-validity/>. 2015

Iddris, F. (2018). Search Engine Optimisation (SEO) As Digital Marketing Strategy for Internationalisation of Higher Education. The 22nd McGill International Entrepreneurship Conference, 22–24 August 2018, Halmstad University, Sweden.

Ihantola, E.M. and Kihn, L. A. 2011. Threats to validity and reliability in mixed methods accounting research. *Qualitative Research in Accounting and Management*.

Ives, B. and Jarvenpaa, S.L. (1996). Will the Internet Revolutionize Business Education and Research? MIT Sloan Management Review [Online]. Available at <https://sloanreview.mit.edu/article/will-the-internet-revolutionize-business-education-and-research/> [Accessed 18 October 2022].

Izatt, E., Scholberg, K. and Kopper, R. (2014). Neutrino-KAVE: An immersive visualization and fitting tool for neutrino physics education. In *Virtual Reality (VR)*, 2014 IEEE, pp. 83-84.

Jennett, C., Cox, A. L., Cairns, P., Dhoparee, S., Epps, A., Tijs, T. and Walton, A. (2008). Measuring and defining the experience of immersion in games. *International journal of human-computer studies*, 66(9), pp. 641-661.

Junco, R., Heiberger, G. and Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27, pp. 119–32.

Keller, K. (1993). Conceptualizing, Measuring, and Managing Customer- Based Brand Equity. *Journal of Marketing*, 57(1), pp. 1-22.

Keles, B., McCrae, N. and Grealish, A. (2020). A systematic review: the influence of social media on depression, anxiety and psychological distress in adolescents. *International Journal of Adolescence and Youth*, 25(1), pp. 79–93.

Kim, B. and Kim, Y. (2017). College students' social media use and communication network heterogeneity: Implications for social capital and subjective well-being. *Computers in Human Behaviour*, 73, pp. 620-628.

Koopman, A. (2017). Students' Perceptions on the Effectiveness of Product Placements – A Case Study of a Private Higher Education Institution in Durban. A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Commerce: Marketing in the School of Information Technology, Management and Governance Faculty of Management Studies. University of KwaZulu-Natal.

Kothari, C.R. (2017). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers.

Lead Chatbot. (2022). Do university students use chatbots? Lead Chatbot [Online]. Available at <https://www.leadchatbot.com/help/q/1039/do-university-students-use-chatbots#:~:text=One%20of%20the%20greatest%20advantages%20of%20building%20chatbots,while%20texting%20their%20friends%20on%20popular%20messaging%20apps.> [Accessed 18 October 2022].

Liu, Y. (2014). Virtual neurosurgical education for image-guided deep brain stimulation neurosurgery. In *Audio, Language and Image Processing (ICALIP)*, 2014 International Conference on, pp. 623-626).

Mackey, A. (2005). *The Practice of Advertising*. 5th Ed. Sydney: Elsevier Butterworth.

Maheshwari, V, K. (2017). *Sampling Techniques in Quantitative Research*. New Delhi: Roorkee College.

Margaryan, A., Littlejohn, A. and Vojt, G. (2011). Are Digital Natives a Myth or Reality? University Students' Use of Digital Technologies. *Computers & Education*, 56, pp. 429-440.

Maringe, F. and Gibbs, P. (2009). *Marketing Higher Education: Theory and Practice*. Buckingham: Open University Press and McGraw - Hill Education.

Mbawuni, J. and Nimako, S. G. (2015). Critical Factors Underlying Students' Choice of Institution for Graduate Programmes: Empirical Evidence from Ghana. *International Journal of Higher Education*, 4(1), pp. 120-135.

MHR Writer. (2020). Why Social Activities Are Beneficial in University. MHR Writer [Online]. Available at <https://www.mhrwriter.co.uk/why-social-activities-are-beneficial-in->

[university](#) [Accessed 27 October 2022].

Mitic, S. and Mojic, D. (2020). Student choice of higher education institutions in a post-transitional country: evidence from Serbia. *Economic Research*, 33(1), pp. 3509–3527.

- Mosse, T. (2022). What's a university open day? The Complete University Guide [Online]. Available at <https://www.thecompleteuniversityguide.co.uk/student-advice/where-to-study/what-is-a-university-open-day> [Accessed 20 October 2022].
- Mumtaz, R. (2019). Awareness and Perspectives Social Media as New Strategic Marketing Approach in Minor Industries; Notion grounded on AIDA Model. *Journal of Content, Community & Communication Amity School of Communication*, 10(5), pp.216. DOI: 10.31620/JCCC.12.19/22 213.
- Munteanu, C., Ceobanu, C., Bobâlcă, C. and Anton, O. (2010). An analysis of customer satisfaction in a higher education context. *International Journal of Public Sector Management*, 23(2), pp.124-140.
- Musselin, C. (2018). New forms of competition in higher education. *Socio-Economic Review*, 16(3), pp. 657–683.
- Nadube, P. M. (2018). Understanding integrated marketing communication: Concepts, definitions and dimensions. *International Journal of Innovations in Economic and Management Science*, 8(2), pp.1-15.
- Parkes, M., Stein, S. and Reading, C. (2015). Student preparedness for university e-learning environments. *The Internet and Higher Education*, 25, pp. 1-10.
- Parsons, E., Maclaran, P. and Chatzidakis, A. (2018). *Contemporary Issues in Marketing and Consumer Behaviour*. London: Routledge.
- Perez, E. (2009). Professors experiment with Twitter as teaching tool. *The Milwaukee Journal Sentinel* 27. Available at: <http://www.jsonline.com/news/education/43747152>. Html (accessed 2 February 2011).
- Peruta, A. and Shields, A. B. (2018). Marketing your university on social media: A content analysis of Facebook post types and formats. *Journal of Marketing for Higher Education* 28 (2), pp. 175-191.
- Peterson, R.A., Albaum, G., Munuera, J.L. and Cunningham, W.H. (2002). Reflections on the Use of Instructional Technologies in Marketing Education. *Marketing Education Review*, 12(3), pp. 7-17.
- Pickering, R.M. (2017). Describing the participants in a study. *Age and Ageing*, 46(4), pp. 576–581.

Ragini, Y. (2016). Student recruitment in the higher education sector of New Zealand: comparison of traditional versus social media marketing. Master of Business: Unitec Institute of Technology, New Zealand.

Rich-Edwards, J.W., Kaiser, U.B., Chen, G.L., Manson, J. and Goldstein, J.M. (2018). Sex and Gender Differences Research Design for Basic, Clinical, and Population Studies: Essentials for Investigators. *Endocrine Reviews*, 39(4), pp. 424–439.

Reichardt, C. (2005). *Encyclopedia of Social Measurement*.

Reichheld, F, F. (1996). The loyalty effect: The hidden force behind growth, profits and lasting value. Boston: Harvard Business School Press.

Rigo, G., Pedron, C., Caldeira, M. and Araújo, C. (2016). CRM Adoption in a Higher Education Institution. *Journal of Information Systems and Technology Management*, 13(1), pp. 45-60.

Riso, N. (2018). Why College Students Aren't Joining LinkedIn. LinkedIn [Online]. Available at <https://www.linkedin.com/pulse/why-college-students-arent-joining-linkedin-natalie-riso/> [Accessed 18 October 2022].

Roussou, M. (2004). Examining young learners' activity within interactive virtual environments. In *Proceedings of the 2004 conference on Interaction design and children: building a community* (pp. 167-168). ACM.

Rowley, J. (2002). Information Marketing in a digital world. *Library Hi Tech*, 20 (3), pp. 52-58.

Ryals, L. (2002). Are your customers worth more than money? *Journal of Retailing and Consumer Services*, 7, pp. 241-251.

Saint Augustine's University. (2014). WAUG Radio Station Launches Student Radio Shows. Saint Augustine's University [Online]. Available at <https://sau1867.st-aug.edu/waug-radio-station-launches-student-radio-shows/> [Accessed 27 October 2022].

Salazar, L.F., Crosby, R.A. and DiClemente, R. J. 2015. *Research methods in health promotion*. New York: John Wiley and Sons.

Same, S. and Larimo, J. (2012). Marketing Theory: Experience Marketing and Experiential Marketing. 7th International Scientific Conference: Business and Management 2012, pp. 480-487.

Schmitt, B. (1999). Experiential Marketing: A New Framework for Design and Communications. *DMI Review*, 10(2), pp. 10-16.

Schroeder, A., Minocha, S. and Schneider, C. (2010). The strengths, weaknesses, and threats of using social software in higher and further education teaching and learning. *Journal of Computer Assisted Learning*, 26, pp. 159–74.

- Sekaran, U. and Bougie, R. (2016). *Research Methods for Business: A Skill- Building Approach*. 7th Ed. UK: John Wiley & Sons Ltd.
- Sinclair, R. and Keller, K. (2014). A case for brands as assets: Acquired and internally developed. *Journal of Brand Management*, 21(4), pp. 286- 302.
- Smilansky, S. (2009). *Experiential Marketing: A Practical Guide to Interactive Brand Experiences*. London: Kogan Page Publishers.
- Sriram, S., Subramanian B. and Manohar U.K. (2007). Monitoring the Dynamics of Brand Equity Using Store-Level Data. *Journal of Marketing*, 71(2), pp. 61-78.
- Thompson, P. (2013). The digital natives as learners: Technology use patterns and approaches to learning. *Computers and Education*, 65, pp. 12-33.
- Veloutsou, C., Christodoulides, G. and de Chernatony, L. (2013). A taxonomy of measures for consumer-based brand equity: drawing on the views of managers in Europe. *Journal of Product & Brand Management*, 22(3), pp. 238–248.
- Vinkitesh, R. (2022). 3 reasons why Universities need to make marketing brochures accessible. Accessible documents [Online]. Available at <https://247accessibledocuments.com/3-reasons-why-universities-need-to-make-marketing-brochures-accessible/> [Accessed 27 October 2022].
- Wahab, S. Jusoff, K. Al Momani, Kh. Noor, N. and Zahari, A. (2011). The influence of usability and enjoyment on electronic customer relationship management performance in Jordan mobile communication services. *Africa Journal of Business Management*, 5(1), pp. 128-134.
- Wali, F., Wright, T., Nwokah, G. and Reynolds, L. (2015). Customer Relationship Management and Service Quality: a qualitative study. European Academy of Management (EURAM) Conference, 17th - 20th June, 2015, Kozminski University, Warsaw, Poland (available online at <http://eprints.hud.ac.uk/25053>).
- Wehrkamp, M. (2020). Billboards and College Advertising. Billboards in my city [Online]. Available at <https://www.billboardsin.com/billboards-and-college-advertising> [Accessed 27 October 2022].
- Allen, R. (2022). What is integrated marketing? - <https://www.smartinsights.com/traffic-building-strategy/integrated-marketing-communications/what-is-integrated-marketing/> - Smart Insights.

White, D. (2021). 5 things to expect at your University's Orientation. Study in the USA [Online]. Available at <https://www.studyusa.com/en/a/1283/5-things-to-expect-at-your-university-s-orientation> [Accessed 20 October 2022].

Williams-Bell, F. M., Kapralos, B., Hogue, A., Murphy, B. M. and Weckman, E.J. (2014). Using Serious Games and Virtual Simulation for Training in the Fire Service: A Review. Fire Technology, pp. 1-32.

Wilson, A., Zeithaml, V., Bitner, M. and Gremler, D. (2016). Services Marketing: Integrating Customer Focus across the Firm. Third European Edition. McGraw Hill.

Wymbs, C. (2011). Digital marketing: The time for a new “academic major” has arrived. Journal of Marketing Education, 33(1), pp. 93-106.

Yamane, T. (1973) Statistics: An Introductory Analysis. 3rd Edition, Harper and Row, New York.

Yasmin, A., Tasneem, S. and Fatema, K. (2015). Effectiveness of Digital Marketing in the Challenging Age: An Empirical Study. International Journal of Management Science and Business Administration, 1(5), pp. 69-80.

Zeithaml, V, A. (2000). Service quality, profitability and the economic worth of customers.

APPENDICES

Appendix A: Letter of Permission to conduct study



07 June 2022

Senzokuhle Eanerst Masikane (215022163)
School Of Man Info Tech & Gov
Pietermaritzburg Campus

Dear SE Masikane,

Protocol reference number: HSSREC/00004185/2022

Project title: Student perceptions of contemporary versus traditional marketing communication tools in marketing at a select university

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 13 May 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 07 June 2023.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

Appendix B: Amended Letter of Permission to conduct study



06 October 2023

Senzokuhle Eanerst Masikane (215022163)
School Of Man Info Tech & Gov
Pietermaritzburg Campus

Dear SE Masikane,

Protocol reference number: HSSREC/00004185/2022

Project title: Student perceptions of contemporary versus traditional marketing communication tools in marketing at a select university

Amended title: Students' perceptions of contemporary versus traditional marketing communication tools at a select South African university

Degree: Masters

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 04 October 2023 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Best wishes for the successful completion of your research protocol.

Yours faithfully



Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

Appendix C: Gatekeepers Letter



25 August 2021

Mr Senzokuhle Masikane (SN 215022163)
School of Management, IT and Governance
College of Law and Management Studies
Pietermaritzburg Campus UKZN
Email: 215022163@stu.ukzn.ac.za

Dear Mr Masikane

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Student perceptions of contemporary versus traditional marketing communication tools in Marketing at a select university."

It is noted that you will be constituting your sample by handing out questionnaires and/or conducting interviews with students on the Pietermaritzburg campus. (Taking in account the regulations imposed during the lockdown ie restrictions on gatherings, travel, social distancing etc. ZOOM, Skype or telephone interviews recommended)

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using the 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the PAIA and POPI Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

Dr KE CLELAND
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 7971 Email: registrar@ukzn.ac.za Website: www.ukzn.ac.za

Founding Campuses: Durban Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

Appendix D: Questionnaire



Researcher : Senzo Masikane 215022163@stu.ukzn.ac.za

Supervisor : Dr. Sanjay Soni soni@ukzn.ac.za

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

School of Management, IT and Governance

College of Law and Management Studies

Questionnaire - Student perceptions of contemporary versus traditional marketing communication tools in Marketing at a select University.

This questionnaire is on marketing communication tools and student perceptions. The information from this questionnaire would be used to complete a Master's qualification at the University of KwaZulu Natal. I ask of you to please take a moment of your valuable time to complete this questionnaire. I appreciate your participation in this study.

This questionnaire consists of 9 sections, which aim to gather the relevant information for the study at hand. **Please take note that there are no right or wrong answers.**

SECTION A: BIOGRAPHICAL INFORMATION

Instructions:

Please read the statements and questions carefully and answer them honestly

Please mark the selected statement or answer with an X

Please select only one answer

1. Please indicate your gender

- ☒ Male
- ☐ Female

2. Please indicate your age group

- ☒ 18 – 20
- ☐ 21 – 30
- ☐ 31 – 40
- ☐ 41 – 50
- ☐ 51 and above

3. Please indicate your level of study

- ☒ Undergraduate
- ☐ Postgraduate

4. Please indicate your College

- ☒ College of Agriculture, Engineering and Science
- ☐ College of Health Sciences
- ☐ College of Humanities
- ☐ College of Law and Management Studies

Definitions of terms

- **Social Media Marketing** = Social media marketing is the use of social media platforms and websites to promote a product or service.
- **Digital Media Marketing** = Digital marketing is the component of marketing that utilizes internet and online based digital technologies such as desktop computers, mobile phones and other digital media and platforms to promote products and services.
- **Experiential Marketing** = Experiential is the art of expressing a brand's purpose and proposition through a form of physical consumer interaction.
- **Radio Advertising/Marketing** = Radio advertising is buying commercials, frequently called spots in the radio industry, to promote their products or services. Advertisers pay commercial radio stations for airtime and, in exchange, the radio station broadcasts the advertiser's commercial to its listening audience.
- **Print Media Advertising/Marketing** = Advertisements which are placed on print media such as newspapers, brochures, pamphlets, magazines and so on.
- **Television Advertising/Marketing** = A television advertisement is a span of television programming produced and paid for by an organization. It conveys a message promoting, and aiming to market, a product or service.
- **Traditional media/marketing** = The use of traditional forms of marketing communication avenues. It refers to a form of promotion that reaches an audience offline. Companies use marketing channels such as print, broadcast, telemarketing or direct mail to engage their audience and broaden their reach.
- **Marketing communication tools** = Marketing communication tools are a set of diversified programs designated to communicate with your target audience effectively.

- **Chat-Bots** = Also known as “conversational agents” are software applications that mimic written or spoken human speech for the purposes of simulating a conversation or interaction with a real person.
- **SEO** = Search engine optimization is the process of improving the quality and quantity of website traffic to a website or a web page from search engines. as well as exposure to your brand, through non-paid (also known as "organic") search engine results.

Instructions:

Please read the statements and questions carefully and answer them honestly

Please mark the selected statement or answer with an X

Please select only one answer

Please rank the following factors in order of what you agree with, where 1 is strongly agree, 3 is neutral and 5 is strongly disagree

Please apply instructions to all sections that follow

**SECTION B: PERCEPTIONS OF SOCIAL MEDIA MARKETING AS A
MARKETING COMMUNICATION TOOL A UNIVERSITY COULD USE**

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
Universities must use Twitter, Facebook, Instagram and other forms of social media to inform and attract current and prospective students about culture, history, opportunities and education offerings.					
Twitter, Facebook, Instagram and other forms of social media are effective forms of communication to inform current and prospective students about past, current and					

future affairs of Universities.					
Current and prospective students take the communication using Twitter, Facebook, Instagram and other forms of social media from Universities seriously.					
Using Twitter, Facebook, Instagram and other forms of social media from Universities promotes the high levels of interaction with current and prospective students.					
The use of LinkedIn to communicate messages from Universities to its current and prospective students is taken					

more seriously than using Twitter, Facebook, Instagram and other forms of social media.					
The use of the above contemporary marketing media (Social Media) is better than the more traditional marketing media.					

What are the other social media marketing factors that you believe have a positive influence on student perceptions?

SECTION C: STUDENT PERCEPTIONS OF DIGITAL MEDIA MARKETING AS A MARKETING COMMUNICATION TOOL A UNIVERSITY COULD USE

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
Universities must have well-rounded and up-to-date content to post or include on the university website, full of					

engaging information that will appeal to current and prospective students.					
It is essential for Universities to have Chat-bots on their websites to fully communicate and engage with current and prospective students.					
The use of Blogs is an important form of communication with the current and prospective students of any University.					
Universities must implement compelling					

content guided by Search Engine Optimisation (SEO) to promote the achievement of positive results and engage current and prospective students.					
The use of the above contemporary marketing media (Digital Media) is better than the more traditional marketing media.					

What are the other digital media marketing factors that you believe have a positive influence on student perceptions?

**SECTION D: STUDENT PERCEPTIONS OF EXPERIENTIAL MARKETING AS A
MARKETING COMMUNICATION TOOL A UNIVERSITY COULD USE**

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
Universities must use Virtual Reality (VR) technology to showcase their educational offerings and virtual tours on campus grounds.					
The University Open Day is an important programme that promotes the attitude of prospective students and encourages them to enroll.					
The University orientation programme/week, which					

includes interactive activities, exhibitions and free merchandise, assists in building positivity in enrolled students.					
Social activities, sports, competitions and cultural activities that are organised by a University across faculties or residences strengthen the relationships between students and University staff.					
The use of the above contemporary marketing media (Experiential					

Marketing) is better than the more traditional marketing media.					
---	--	--	--	--	--

What are the other experiential marketing factors that you believe have a positive influence on student perceptions?

SECTION E: STUDENT PERCEPTIONS OF RADIO ADVERTISING AS A MARKETING COMMUNICATION TOOL A UNIVERSITY COULD USE

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
It is important for Universities to advertise and present news about themselves during mornings, drivetime, evening news and other peak times when people listen to the radio time to ensure that their messages reach their audience.					

Universities must use the radio platform and use their current students to share their learning experiences for the purpose of promoting positive Word of Mouth (WOM).					
Universities must carry out competitions and students shows for their prospective and current students on the radio to promote and build a strong and positive brand equity.					
The use of the above traditional marketing (Radio Advertising) media is better than the more contemporary marketing media.					

What are the other radio advertising factors that you believe have a positive influence on student perceptions?

**SECTION F: STUDENT PERCEPTIONS OF NEWSPAPER/PRINT MEDIA
ADVERTISING AS A MARKETING COMMUNICATION TOOL A UNIVERSITY
COULD USE**

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
Newspapers, magazines and other forms of print media are still relevant for Universities to communicate with their current and prospective students.					
Billboards must be used by Universities as a form of attracting prospective students.					
Magazines and newspapers must be used by Universities to pass their messages and					

attract current and prospective students.					
It is important for Universities to distribute brochures to high schools and communities to attract prospective students.					
The use of the above traditional marketing (Print Media) media is better than the more contemporary marketing media.					

What are the other print media advertising factors that you believe have a positive influence on student perceptions?

**SECTION G: STUDENT PERCEPTIONS OF TELEVISION ADVERTISING AS A
MARKETING COMMUNICATION TOOL A UNIVERSITY COULD USE**

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
The use of Television is still relevant for Universities to communicate with their current and prospective students.					
Universities must broadcast their cultures, histories and academic programmes on Television to inform and attract prospective students.					
It is important for Universities to use the Television platform to					

allow their current students to share their academic and social experiences to spread word of mouth (WOM).					
The use of the above traditional marketing (Television Advertising) media is better than the more contemporary marketing media.					

What are the other television advertising factors that you believe have a positive influence on student perceptions?

SECTION H: STUDENT PERCEPTIONS OF THE MARKETING COMMUNICATION TOOLS AND THEIR IMPACT ON THEIR OVERALL RATING OF MARKETING COMMUNICATION TOOLS USED BY A SELECT UNIVERSITY

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
<p>The marketing communication tools used at my university are effective in:</p> <ol style="list-style-type: none"> 1. Attracting my attention 2. Creating interest 3. Stimulating desire 4. Enabling action 					
The university's marketing tools used at my institution must be improved.					
The university's marketing tools used at my institution achieve					

their desired purpose.					
The university's marketing tools used at my institution are appropriate for all its types of audience.					

SECTION I: BETWEEN CONTEMPORARY AND TRADITIONAL MARKETING COMMUNICATION TOOLS, WHICH SET OF MARKETING COMMUNICATION TOOLS WOULD INCREASE POSITIVE STUDENT PERCEPTIONS OF THE UNIVERSITY'S MARKETING COMMUNICATIONS

Statement	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
Traditional marketing tools increase positive student perception of University's marketing communications.					
Contemporary marketing tools increase positive student perception of University's marketing communications.					
Contemporary marketing tools used by Universities are more effective than traditional marketing tools.					
Universities must use both the					

traditional and contemporary marketing tools to increase positive student perception of Universities' marketing communications.					
---	--	--	--	--	--

Thank you so much for participating, your contribution is appreciated!