

**RESPONSIVE CURRICULUM AS AN ASPECT OF MARKETING TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING COLLEGES IN LIMPOPO
PROVINCE**

by

NKADIMENG MAKOKO HEERDEN

Student No: 16021654

Dissertation submitted for the fulfillment of the degree of

MASTER OF EDUCATION

in the

DEPARTMENT OF CURRICULUM STUDIES

SCHOOL OF EDUCATION

UNIVERSITY OF VENDA

SUPERVISOR: Dr TE TSHIOVHE

CO- SUPERVISOR: MR MA NENZHELELE

2021

DECLARATION

I, **NKADIMENG MAKOKO HEERDEN** declare that:

“Responsive Curriculum as an Aspect of Marketing Technical and Vocational Education and Training Colleges in Limpopo Province”

...is my own work and has not been previously submitted in any form whatsoever, by me or anyone else to this university or any educational institution for any degree or examination purposes. All sources that I have used or quoted have been indicated and duly acknowledged by means of completed references.



26 May 2021

Signature: _____

Date: _____

DEDICATION

This dissertation is dedicated to my late father and mother, Kgolane and Mmapitsi, who raised, nurtured and laid foundation for my education. I would also like to dedicate my work to my two sisters Kogolakae and Sebataladi, as well as my son Kgolane Welcome, and my daughters, for their support and encouragement during the completion of this study.

ACKNOWLEDGEMENTS

I would like to acknowledge the following:

- My supervisors, Dr TE Tshiovhe and Mr M Nenzhelele: without them this study would not have been possible.
- Mr VT Bvuma, for assisting with language issues during this study.
- My family, for their support and encouragement during this study. I acknowledge the support of my two daughters Loveness and Queen.
- Thank to my colleague Joyce Letsoalo for encouragement during my study.
- The Regional Manager Department of Higher Education and Training in Limpopo Regions, Principals of TVT Colleges, Marketing Managers and Learner Support Officer.
- The Almighty God, who granted me this opportunity and courage to complete my study.

ABSTRACT

The aim of this study was to investigate how a responsive TVET (Technical and Vocational Education and Training) college's curriculum can serve as a marketing tool, to attract learners to technical and vocational education and training in Limpopo Province. The study adopted a qualitative research approach. The researcher used individual interviews to collect data from the participants. Document analysis was used and an observation schedule was developed and used to collect the study data. The population of the study comprised of all Department of Higher Education and Training TVET officials, principals of TVET colleges, TVET marketing managers, and learner support officers in Limpopo Province. Purposive sampling used to select the participants of the study. The sample comprised of 1 Department of Higher Education and Training TVET official, 3 principals of TVET Colleges, 3 TVET marketing managers, and 3 learner support officers. Thematic analysis was used to analyze the data collected.

The study showed that learners migrate to other provinces because some of the TVET Colleges offer the skills that do not meet the requirements of the business around their community's needs. Lecturers teaching at the colleges were also found to be inadequately qualified. As a result, learners migrate to other provinces, hoping there would be job opportunities after completing their studies. TVET Colleges also do not market themselves sufficiently, for learners to understand their programs.

Lecturers also need to have a teaching qualification and complete a trade test -for those teaching engineering courses. In addition, the college budget for marketing should be adequate. Furthermore, high school principals should provide brochures on a yearly basis, to assist learners at their respective schools. TVET Colleges should also address local needs. Finally, TVET Colleges should collaborate with businesses to get financial assistance.

Keywords: Technical and Vocational Education and Training, Marketing, Management, Migration, Capacity technical college, Curriculum responsiveness

LIST OF ACRONYMS

CETA	:	Continuing Educational Training Authority
CFO	:	Chief Financial Officer
DHET	:	Department of Higher Education and Training
DoE	:	Department of Education
GDE	:	Gauteng Department of Education
GMF	:	Gauteng Marketing Forum
HRDC	:	Human Resource Development Council
NATED	:	National Accredited Technical Education Diploma
NBTE	:	National Board for Technical Education
NCES	:	National Centre of Education Statistics
NQF	:	National Qualification Framework
PFMA	:	Public Finance Management Act
PRONATE	:	Programo Nacional de Acesso ao Ensino Tecnico
PVET	:	Public Vocational and Training
QCTO	:	Quality Council for Trade and Occupation
SADC	:	Southern African Development Community
SETA	:	Sector Education and Training Authority
SDEP	:	Skills Development and Employment Programmes
SOC	:	State own Company
SYDI	:	Strategic Youth Development Initiatives
TVET	:	Technical and Vocational Education and Training
UNESCO	:	United Nations Educational Scientific and Cultural Organization

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF ACRONYMS	v
CHAPTER 1: BACKGROUND OF THE STUDY	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF STUDY	1
1.3 STATEMENT OF THE PROBLEM	3
1.4 AIM OF THE STUDY	3
1.5 RESEARCH QUESTION	4
1.6 ASSUMPTION OF THE STUDY	4
1.7 DEFINITION OF CONCEPTS	4
1.7.1 Curriculum Responsiveness	5
1.7.2 TVET	5
1.7.3 Capacity of Technical College	5
1.7.4 Marketing	6
1.7.5 Management	6
1.7.6 Migration	7
1.8 RESEARCH DESIGN AND METHODOLOGY	7
1.9 SIGNIFICANCE OF THE STUDY	13
1.10 ETHICAL CONSIDERATIONS	14
1.11 OUTLINE OF STUDY	15
1.12 CONCLUSION	16
CHAPTER: LITERATURE REVIEW	17
2.1 INTRODUCTION	17
2.2 THEORETICAL FRAMEWORK	17

2.2.1	Social Constructivism	18
2.2.2	Psychological Constructivism	18
2.2.3	Radical Constructivism	18
2.3	CONCEPTUALISING MIGRATON	23
2.4	CURRICULUM RESPONSES IN OTHER COUNTRIES	27
2.4.1	How do Developed Countries use Curriculum Responses as a Marketing Strategy to Attract Learners to Study at TVET Colleges?	27
2.5	FACTORS CONTRIBUTING TO LEARNERS' MIGRATION TO OTHER PROVINCES	30
2.5.1	Alignment of Curriculum	30
2.5.2	Reputation of TVET College	31
2.5.3	Local Partnership	32
2.5.4	Good Governance	32
2.5.5	Quality of Teaching	33
2.5.6	Unemployment or Availability of Job Opportunities	33
2.5.7	Use of Marketing Plan	34
2.5.8	Management of TVET Colleges	36
2.5.9	Re-alignment of the Curriculum	36
2.5.10	Collaboration between TVET College and Industries	37
2.6	MARKETING CAPACITY TO ATTRACT LEARNERS TO TVET COLLEGE	37
2.6.1	Development of Alternative Strategies	38
2.6.2	Financial Aids Strategies	38
2.6.3	Building Relationships	39
2.6.4	Handling Complaints	39
2.6.5	Identified blockages in the TVET Colleges	40
2.6.6	Managing the Blockages Identified	40
2.6.7	Broad Trends Affecting Enrolment Management	40
2.6.8	Managing for Competitive Advantages	41
2.6.9	Developing a Strategical to Manage the College	42
2.6.10	Aligning Vocational Provision Closely with Industrial Needs	42

2.6.11 Pedagogical and Learning Responsiveness	43
2.6.12 Capacity Building of Colleges Management	43
2.7 MARKETING STRATEGIES USED TO ATTRACT LEARNERS	44
2.7.1 Specifying Objectives of the TVET	44
2.7.1.1 Marketing Services	44
2.7.2 Attractiveness of the Marketing	45
2.7.3 Improving Education and Training Opportunities for the Gap	
Grouping between School-leaving and First Employment	46
2.7.4 Advertising of TVET Colleges	46
2.7.5 The Economic and Skill Drivers in Local Economy	47
2.7.6 Creating and Managing Reputation of the Institution	47
2.7.7 Partnership	48
2.7.7.1 Local partnership	48
2.7.7.2 Industry driver	49
2.7.8 Promotion Plan and Program Implementation	50
2.7.9 Marketing Communication Campaigns	51
2.7.10 Organization Objectives	52
2.7.11 Decade of Artisan Campaign	53
2.7.12 Promotion of Artisanhip	54
2.7.13 Internship and Placement Opportunities	54
2.8 CONCLUSION	55
CHAPTER: RESEARCH DESIGN AND METHODOLOGY	56
3.1 INTRODUCTION	56
3.2 RESEARCH DESIGN	56
3.3 RESEARCH METHODOLOGY	56
3.3.1 Interview	56
3.3.2 Observation Schedule	57
3.3.3 Document Analysis	57
3.4 SAMPLING PROCESS	57
3.4.1 Population	57

3.4.2	Sampling Procedure	58
3.4.3	Sample	58
3.4.4	Group Interview Schedule	59
3.5	RESEARCH INSTRUMENT	59
3.5.1	Interview Schedule	59
3.5.2	Compilation of the Interview Schedule	60
3.6	TRUSTWORTHINESS OF THE STUDY	60
3.6.1	Credibility	60
3.6.2	Conformability	61
3.6.3	Transferability	61
3.6.4	Dependability	62
3.7	DATA ANALYSIS	62
3.7.1	Significance of study	63
3.8	DELIMITATION OF THE STUDY	64
3.9	ETHICAL CONSIDERATIONS	64
3.10	CONCLUSION	65
CHAPTER 4: DATA ANALYSIS AND INTERPRETATION		67
4.1	INTRODUCTION	67
4.2	QUALITATIVE DATA ANALYSIS	67
4.2.1	Biographical Information	67
4.3	THE FACTORS THAT CONTRIBUTE TO THE MIGRATION OF LEARNERS TO OTHER PROVINCES	68
4.3.1	Curriculum Alignment	68
4.3.2	Quality of Teaching	70
4.3.3	Reputation of the TVET College	71
4.3.4	Management and Governance of TVET College	72
4.3.5	Creation of Job Opportunities	73
4.3.6	Use of Marketing Plans	74
4.3.7	Local Partnership and Collaboration between TVET College and Industries	76

4.3.8	Handling of Learners Complaints	77
4.4	THE CAPACITY OF TVET COLLEGE IN TERMS OF MARKETING PROGRAMMERS TO ATTRACT LEARNERS	78
4.4.1	Development of Alternative Strategies	78
4.4.2	Financial Aid Strategies	80
4.4.3	Managing for Competitive Advantages	81
4.4.4	Developing Strategies to Manage the College	82
4.4.5	Monitoring and Evaluation of the Programmer by DHET	83
4.5	THE MARKETING STRATEGIES THAT CAN BE USED TO ATTRACT PROSPECTIVE LEARNERS TO LIMPOPO TVET COLLEGES	85
4.5.1	Attractiveness of Marketing and Advertising the TVET College	85
4.5.2	Improve Education and Training Opportunities for the Gap Grouping between School Leaving and First Employment	87
4.5.3	The Economic and Skill Drivers in the Local Economy	88
4.5.4	Link Vocational Provision Closely with the Needs of Industry	89
4.5.5	Creating and Managing the Reputation of Institution	90
4.5.6	Partnership with Local Businesses and Industries	91
4.5.7	Promotion of the Plan and Program Implementation	92
4.5.8	Marketing Communication Campaign	93
4.6	ANALYSIS OF OBSERVATION	94
4.7	DOCUMENT ANALYSIS	96
4.8	CONCLUSION	97

CHAPTER 5: OVERVIEW OF THE STUDY, MAJOR FINDINGS, CONCLUSION AND

	RECOMMENDATIONS	99
5.1	INTRODUCTION	99
5.2	OVERVIEW OF THE STUDY	99
5.3	MAJOR FINDINGS OF THE STUDY	100
5.3.1	Major Findings on Research Question No.1: (What factors contribute to migration of learners to other Provinces?)	100

5.3.1.1	Curriculum alignment	100
5.3.1.2	Quality of teaching	100
5.3.1.3	Reputation of TVET College	100
5.3.1.4	Management and Governance of the TVET college	100
5.3.1.5	Use of marketing plans	101
5.3.1.6	Collaboration between TVET colleges and industries	101
5.3.1.7	Partnership with local business and industries	101
5.3.1.8	Handling of learners' complaints	102
5.3.2	Major Findings on Research Question No. 2: (What is the capacity of the available marketing to attract learners to TVET Colleges in Limpopo Province?)	102
5.3.2.1	Development of alternative strategies	102
5.3.2.2	Financial aid strategy	102
5.3.2.3	Managing competitiveness	103
5.3.2.4	Developing strategies to manage colleges	103
5.3.2.5	Monitoring and evaluation	103
5.3.3	Major Findings on Research Question No.3: (What are the marketing strategy that can be used to attract learners to TVET Colleges in Limpopo Province	103
5.3.3.1	Attractiveness of marketing and advertising for TVET colleges	104
5.3.3.2	Improve education and training opportunities for school-leavers	104
5.3.3.3	Economic and skills drivers in the local economy	104
5.3.3.4	Link vocational provision closely with industrial needs	104
5.3.3.5	Creating and managing reputation of Institution	105
5.3.3.6	Partnership with Local business and industries	105
5.3.3.7	Promotion plan and program implementation	105
5.3.3.8	Marketing communication campaign	106
5.4	ANALYSIS OF OBSERVATION	106

5.5	ANALYSIS OF DOCUMENTS	107
5.6	LIMITATIONS OF THE STUDY	108
5.7	CONCLUSION	108
5.8	RECOMMENDATIONS	109
5.8.1	Recommendations Pertaining to Research Question No. 1: (Which factors contribute to learners to migrate to other provinces?)	109
5.8.2	Recommendations Pertaining to Research Question No.2: (What is the capacity of the available marketing to attract learners to TVET colleges in Limpopo Province?)	109
5.8.3	Recommendations Pertaining to Research Question No.3: (What are the marketing strategies that can used to attract learners to TVET colleges in Limpopo?)	110
5.9	RECOMMENDATIONS FOR FURTHER STUDY	110
	REFERENCES	111
	APPENDICES	126
	Appendix A: Interview Schedule for Department of Education TVET Officials	126
	Appendix B: Interview Schedule for Principals	127
	Appendix C: Interview Schedule for TVET Marketing Managers	128
	Appendix D: Interview Schedule for Learner Support	129
	Appendix E: Document Analysis	130
	Appendix F: Consent Form	134
	Appendix G: Request for Permission to Conduct Research at TVET Colleges	
	Appendix H: Permission to Conduct Research from the Regional Manager (Department of Higher Education – Limpopo)	
	Appendix I: Request for Permission to Conduct Research at Vhembe TVET College	
	Appendix J: Permission to Conduct Research from Vhembe TVET College	
	Appendix K: Request for Permission to Conduct Research at Lephalale TVET College	
	Appendix L: Permission to Conduct Research from Lephalale TVET College	

Appendix M: Request for Permission to Conduct Research at Sekhukhune TVET College

Appendix N: Permission to Conduct Research from Sekhukhune TVET College

Appendix O: Verbatim Information for Interviewed DHET Officials

Appendix P: Verbatim Information for Interviewed TVET Principals

Appendix Q: Verbatim Information for Interviewed TVET Marketing Managers

Appendix R: Verbatim Information for Interviewed Learner Support Officials

Appendix S: Editor's Letter

Appendix T: Turnitin report

LIST OF TABLES

Table 1.1: Migration Patterns of TVET Learners in 2014	2
Table 4.1: Biographical Information	68

CHAPTER 1

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This chapter presents the study background, problem statement, aims, objectives, research questions, theoretical framework, literature review, key terms, research design and methodology, sampling, data analysis, trustworthiness, delimitation of study, significance of the study and ethical consideration.

1.2 BACKGROUND OF THE STUDY

A large number of learners from Limpopo Province migrate to Technical and Vocational Education and Training Colleges (TVET) in other provinces to further their studies. Most of these learners head to Gauteng Province, to study there (DHET, 2010:1). TVET Colleges in South Africa help in making this country's economy to grow. In order to achieve this, these colleges have established a way of attracting learners. TVET Colleges previously were marginalized in the late eighties, as they were believed to provide poor quality education. Furthermore, in Limpopo the, therefore, that a responsive curriculum is the solution to the needs of the country. That is, these colleges need to design new innovational programs, in order to attract more learners, as universities of technology offer similar programs. Thus, TVET colleges should not only mention that their services are available but should also persuade prospective learners to register with these colleges (McCarthy, 2000:388). This is because learners prefer good service at a low price, which a university of technology does not offer (Fulglsang, 2008:54).

TVET Colleges have the support of the DoE (Department of Higher Education and Training). In fact, the DHET's highest priority is to strengthen and expand public TVET colleges and turn them into attractive institutions of choice for school leavers. The key

objectives in strengthening colleges include improving their management and governance, developing the quality of teaching and learning, increasing their responsiveness to local labour markets (the focus of this study), as well as improving learner support services and developing infrastructure (DHET, 2013:11).

More school learners leave Limpopo than any other province (Table1:1), with 46 114 leaving and 20 657 entering, leaving a net migration of 25 457 (Masipa, 2014:7). Limpopo's population has decreased by more than 400 000 between 2000 and 2012. School leavers (migrants) leave in search for better educational opportunities in other provinces. It is also a setback for Gauteng Province because the province becomes overburdened. This migration happens mainly because learners are not informed that they can re-write their grade 12 mathematics and science at Technical and Vocational Educational and Training Colleges in Limpopo, which will then enable them to go to a University of Technology. The bridging opportunity gives TVET Colleges a good image by marketing the service.

Table 1.1: Migration Patterns of TVET Learners in 2014

Region	Migration to this Region
Gauteng	64 313 (of which 25 457 migrated from Limpopo)
Free State	1 657 migrated to other provinces
Western Cape	31 918 (of which 22 268 migrated from Eastern Cape)
Limpopo	46 114 migrated from Limpopo (20 657 migrated to Limpopo)

Source: Daily Sun, 2014

There are some serious concerns regarding the support available to young people, particularly those from poor socio-economic backgrounds, in making choices regarding post-school education and training. This is because young people are reliant on parents and families to guide them in this regard. However, due to the poor availability of information or poor understanding of the options available within what are

often first generation families, these youth effectively left to make choices on their own. Parents and families provide moral, emotional and particularly financial support. However, there is little support in the form of information or career guidance in TVET Colleges Education.

1.3 STATEMENT OF THE PROBLEM

Learners are often unaware of the courses offered at TVET colleges within Limpopo Province. Statistics shows a large number of learners migrating to other provinces on a yearly basis, as indicated by Masipa (2014:7). These learners migrate mainly to Gauteng Province, to study at TVET colleges there, while the same institutions are available in Limpopo Province, offering the same courses.

The reason for this situation is that colleges near these students' homes do not market themselves to schools and communities. As a result, learners believe that quality education is obtainable in Gauteng only, as they are bombarded with Gauteng adverts in newspapers on a regular basis, advertising Gauteng colleges (DHET, 2010:25). As stated previously, the DHET's highest priority is to strengthen and expand the public TVET colleges and turn them into attractive institutions of choice for school leavers (DHET, 2013:12). This forms a solid basis for TVET College, to develop and market their programs in Limpopo Province. The above background led to the present investigation of how a responsive TVET Colleges curriculum can serve as a marketing tool to attract learners to TVET Colleges in Limpopo Province.

1.4 AIM OF STUDY

The aim of the proposed study is to investigate how a responsive TVET College curriculum can serve as a marketing tool to attract learners to TVET College in Limpopo Province.

The following objectives emanate from the aim of the study:

- To investigate the factors that contribute to the migration of learners to other provinces.
- To examine the capacity of TVET Colleges in terms of marketing programmers to attract learners.
- To suggest possible marketing strategies that can be used to attract learners to study at Limpopo TVET Colleges.

1.5 RESEARCH QUESTION

The main research question is: How can a responsive TVET college curriculum serve to attract learners for Technical and Vocational Education and Training qualifications in Limpopo Province?

The following sub-questions are developed:

- Which factors contribute to learners to migrating to other provinces?
- What is the capacity of the available marketing to attract learners to TVET colleges in Limpopo Province?
- What are the possible marketing strategies that can be used to attract learners to TVET Colleges in Limpopo?

1.6 ASSUMPTION OF THE STUDY

According to Leedy and Armrod (2005:62), a research assumption is a realistic expectation that is believed to be true. In this study, it assumed that a responsive TVET College curriculum could serve as a marketing tool to attract learner to TVET Colleges in Limpopo Province. This can only happen when there is marketing strategy in place, as well as marketing capacity, to attract learners and understanding the factors that contribute to learner migration.

1.7 DEFINITION OF CONCEPTS

This section defines the concepts that are used in this study:

1.7.1 Curriculum Responsiveness

Curriculum responsiveness refers to the ability of a curriculum to prepare learners for future situations, which they might not have necessarily encountered in school (Ogude, Nel & Oosthuizen, 2008:2). This is echoed by Schubert. Curriculum responsiveness has become central to policy. Colleges often attempt to meet local, regional and national needs. However, efforts to restructure curriculum show evidence that the outcomes are sometimes incompatible with the immediate market needs. The curriculum should respond to the new knowledge. Responsiveness is the drive to survive. Institutional responsiveness depends on the context, purpose and time of the response (Fomunyam, 2017:197).

In the present study, curriculum responsiveness refers to changing the needs of learners, bridging the gap between universal knowledge and theories on hand, and contextual, as well as continuously changing realities of everyday life and the world of work on the other.

1.7.2 TVET

Technical and Vocational Education and Training are educational programmes that are designed for learners to acquire the knowledge, skills and competences specific to a occupation or trade or class of occupations (Calleja & Dorn, 2014:25).

TVET is learning which gives people knowledge and skills used at work to earn income (Skill Development Strategy, 2001:58). In the present study, TVET refers to colleges where learners acquire skills. TVETs will be the location of the study.

1.7.3 Capacity of Technical Colleges

Capacity of Technical Colleges refers to staff knowledge, training and experience along with the systems in place required to operationalize a policy (Kirby, 2016:8). The ability of the college, organizations and systems to perform appropriate functions effectively, efficiently and sustainably (IIEP, 2006:3). In the present study, the researcher examined the capacity that colleges had to conduct marketing.

1.7.4 Marketing

According to Wright (2014:2), marketing means understanding the needs and wants of clearly identified groups of people and producing products and services to satisfy these needs. In support of Wright (2014:2) and Phillip et al. (2008:20) maintain that marketing is the analysis, planning, implementation and control of programs designed to control, build and maintain beneficial exchanges, with target buyers for the purpose of achieving organizational objectives (Peter, 2001:26). In the present study, marketing is what people do when they want to provide something to, or get something from, someone else. In other words, what said between seller and buyer becomes paramount in the marketing transaction.

1.7.5 Management

Management seen as a process, a combination of managerial tasks or activities, persons with certain power as well as a management function (Oosthuizen, 2002:18). Management is the function that co-ordinates the efforts of people to accomplish goals and objectives, using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading or directing and controlling an organization, to establish an environment favourable to performance by people operating in an organized group (Knoontz & Donnell, 2004:1). In the present study, management refers to how TVET colleges manage the marketing strategies to attract the learners to study at their institutions.

1.7.6 Migration

Stevenson and Waite (2011:906) define migration as the movement of people from one place to another, to find work and study. In the proposed study, migrant learners are children from other provinces who go to study in Gauteng Province. According to UNESCO (2008:8), migration is when people undergo a temporary or permanent change of residence, which involves a change of their social, economic or cultural environment. In the present study, migration means learners move from Limpopo to Gauteng in large numbers for studying.

1.8 RESEARCH DESIGN AND METHODOLOGY

The study is descriptive and it has adopted the qualitative approach. The qualitative approach is the interpretive form of inquiry where researchers interpret what they see, hear and understand (Creswell, 2009:176). The qualitative approach adopted because it contains non-numerical records and arises as words, phrases, statements, narrative text or pictures (Kent, 2008:28). The phenomena could be holistically and contextually investigated (Macmillan & Schumacher, 2010:123). The study used the qualitative methodology in which data collected through in-depth interviews with DHET official, TVET College Principals, TVET College, Marketing Managers and TVET College Learner support officers.

The researcher developed his own observation schedules for a specific purpose. The observation of the participants focused on interaction, language, collaboration and team spirit. The researcher also used observation to modify the schedule to suit the needs. The researcher also developed his own observation schedules for a specific purpose. The observation of the participants focused on interaction, language, collaboration and team spirit. Field notes can also be taken throughout the process of observing (Henning, Van Rensburg & Smit, 2004:64). The researcher studied policy documents, strategic plans for marketing and reviews of the TVET colleges.

The population of this study comprised of all Department of Education TVET officials, principals of TVET Colleges, marketing managers, and learner-support officers in Limpopo Province. The researcher sampled 1 Department of Education, TVET official, because he or she has the target for registration every year as well as achievements goals; 3 principals of TVET colleges, because they are the heads of the colleges, 3 TVET marketing managers. This is because they are doing advocacy to career expositions of the colleges, and 3 learner support officers from TVET colleges. Thematic analysis is a qualitative analytic method for identifying, analyzing and reporting patterns (themes) within the data. It minimally organizes and describes your data set in detail (Braun & Clarke, 2006:79).

1.9 SIGNIFICANCE OF THE STUDY

This study will play a vital role in our province, as TVET institutions will get more learners through marketing. Learners will benefit by knowing what their provincial colleges are offering. Therefore, learners would be able to register there, instead of going to Gauteng. This will save the learners' parents some money.

Furthermore, communities will get courses near their homes and be able to attend colleges closer to them. Therefore, vital community needs will be addressed.

By interacting with communities around them, colleges will understand the needs and demands of these communities.

The study will examine if the colleges are selling the curriculum or programs to the local, regional and provincial community. Lastly, the study will assist colleges to strategize and capacitate them to minimize the number of learners migrating to Gauteng Province for TVET education.

1.10 OUTLINE OF THE STUDY

This dissertation consists of five chapters outlined below:

Chapter One

This chapter outlines the rationale and background to the study, statement of the problem, research questions, preliminary review of related literature and research methodology.

Chapter Two

This chapter outlines the theory that underpins the study and the literature review on responsive curriculum as a marketing strategy to attract learners in TVET colleges.

Chapter Three

This section presents a detailed description of the research design and methodology followed in order to answer the research problem. The data collection procedures and instruments would also be explained.

Chapter Four

This chapter outlines data analysis, and interpretation.

Chapter Five

This chapter presents a summary of the findings, limitations, conclusion, recommendations and suggestions for further study based on findings.

1.11 CONCLUSION

This chapter discussed the background to the study, statement of the problem, aim and objectives of the study, research questions, theoretical framework, literature review, key concepts, summary research design and methodology, significance of the study, and an outline of the chapters. Literature review about factors contributing to learners to migrate to other provinces, marketing capacity to attract learners at TVET and marketing strategy used to improve attraction of learners are discussed in the next chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of the literature based on factors contributing to learners' migration to other provinces. In order to attract learners to TVET Colleges in Limpopo Province, the researcher considered the views of different authors and scholars regarding the migration of learners. The views include a theoretical framework, conceptualizing migration, curriculum responses in other countries, factors contributing to learner migration to other provinces, marketing capacity to attract learners at Limpopo TVET Colleges and marketing strategies used to attract learners.

2.2 THEORETICAL FRAMEWORK

The study adopted social constructivism. This is a theory of learning based on the idea that knowledge is constructed by the knower, based on mental activity. In other words, people construct their own understanding and knowledge of the world by experiencing things and reflecting on those experiences (Schunk, 2012:3). It reflects on the researcher's experiences: the researcher constructs his/her understanding of the province consciously (Jimoyiannis, 2012:172). The researcher achieves this by generating roles, which are used to make sense, when adjusting the mental models to accommodate new experiences. The theory is underpinned by variations and implications for classroom institution. The constructivist perspective posits that knowledge is not passively received, from the world, or from authoritative source, but, rather, constructed by individuals or groups making sense of their experiential world (Yilmaz, 2008:162).

Knowledge is also viewed as temporary, non-objective, internally culturally-mediated. Individually assumed to construct their own meanings and understanding, and this

process is believed to involve integrity between existing knowledge and beliefs and new knowledge and experience. Learners is intellectually generative individuals, with the capacity to pose question, solve problems, and construct theories and knowledge, rather than empty vessels waiting to be filled. The focus of intellectual authority resides in neither the teacher nor the resources, but in the discourse facilitated by both the teacher and learner (Yilmaz, 2008:163).

Theories and scholars place forms of constructivism in three radical distinct categories: sociological, psychological, and radical constructivism. All three categories share the epistemological assumption that knowledge or meaning is not discovered but constructed by the human mind.

2.2.1 Social Constructivism

This is a theory that believes that bodies of knowledge are built up as “ human constructs, and that the form that knowledge has taken in these fields is determined by such things as politics, ideologies, values, the exertion of power variation of status.

2.2.2 Psychological Constructivism

This approach relates to developmental or learning theory that suggests that individual learners actively construct the meaning around phenomena, and that these constructions are idiosyncratic, depending in part on the learner’s background knowledge.

2.2.3 Radical Constructivism

Knowing the subject constructs all knowledge, ranging from every observation to scientific knowledge. Knowing, thus inevitably reflects the perspective of the observer.

The constructivist theory transforms the student from a passive recipient of information to an active participation in the learning process (Lynch, 2016: 10). Knowledge constructed by students is thus mechanically ingesting knowledge from the teacher or the book.

Education works best when one concentrates on thinking and understanding, rather than on rote memorization. Constructivist learning is also transferable. It gives student ownership of what he/she has learned. In addition, learning activities are authentic. Learning emphasizes the collaboration and exchange of ideas. Students become experts in their own learning. On a periodical basis, the teacher reads journals and holds conference with the students, where the two make assessments. In that way, new knowledge is created; it is how students learn best, with a learning environment and teacher role on it (Thompson, 2017:7). Students talk about what was learned and how it was learned.

The objective is to see curriculum of the colleges' attracting learners as they meet the labour needs and learners no longer migrate to other provinces. Curriculum and teaching methods should thus respond to industrial and commercial needs, by enabling learners to get employment after completion of their courses from the colleges. The TVET colleges and employers should linked: college providing theoretical training with the needs of enterprises. Colleges should be encouraged to involve the private sector in curriculum development, TVET provisioning, monitoring and evaluation. Furthermore, the practical training given by colleges should match with the industries required (Dhumpath & Subbaye, 2018:62).

The curriculum should be based on learning outcomes of knowledge skills and attitudes, and TVET colleges should be market-driven, entrepreneurial responsive and flexible, adopt a curriculum that leads to success in self-employment and prepare learners for the labour market. TVET colleges would not be undermined if they produced high-quality qualifications. The curriculum should thus transform the TVET sector and address the economic challenges, labour market and human development.

Furthermore, the curriculum needs to address social economic development challenges, and community expectations. The curriculum purpose should be employment creation, poverty reduction achieving socio-economic equality. TVET colleges should thus be seen as an investment in human capital and as a means for supporting economic growth, promoting social welfare and human security (Rasool & Mahembe, 2014:6). Sekhukhune region is full of platinum mines and chrome mines. Examples of these are Two Rivers, Modikwa, Dilokong, Mototolo, Atock, Mapochs, Twickenham, Hackey Mine, Marula Platinum, Dorenboch Mine, Lannex Mine, Tweefontein and Dwars Revier (Magabe, 2011/2012 - 2015/2016:52). However, the mines are sourcing labour from provinces such as the North West (Rustenburg). This is because skillful workers cannot be found locally. In addition, the chrome mines source workers from all over the country. Therefore, TVET colleges around the region need to come up with curricula that will address those challenges at the mines.

The Social Constructivist strategy is based on the belief that students learn best when they gain knowledge through exploration and active learning (Jimoyiannis, 2012:172). According to the constructivist theory learning is an active and social process in which researcher plays an active role in building knowledge, discovering relationship among the facts, constructing the conceptual framework that explains those relationships and exploring new awareness (Lynch. 2016:1).

Social constructivism states that the individuals' interacts with the culture and society. Furthermore, knowledge evolves the process of social negotiation and evaluation of the viability of individual understanding. It also states that every conversation or encounter between two or more people presents an opportunity for new knowledge to be obtained or knowledge expansion (Lynch, 2016:2).

Curriculum level preparation for employability requires a stronger rather than a weaker combination of practice and theory. Practical training and experience is deemed crucial for both employment and self-employment education. Theoretical education builds the

ability to think beyond well-known and concrete everyday situations, as demanded by modern technology (Wedekind, 2018:62).

According to Schunk (2012:22), social constructivism is the knowledge developed as a result of social interaction and language use, and is therefore a shared, rather than an individual experience. The process of learning requires that the learner actively participate in creative activities and self – organization. Researchers come up with questions, make theories and test them for viability. Supervisors of researchers encourage errors resulting from the learner ideas, instead of minimizing or avoiding them (Lynch, 2016:7).

The views are on the links between the economy and education and training. It is clear that the government has to respond to market trends that include local and global demands when determining policy about education and training. It argued that attempts to influence the role that demand plays a more important role than national learning patterns at national level, have to deal with both international and local based labour supply. Curriculum remains a national and domestic matter in each country. Children and adults increasingly become aware of international or global trends in knowledge (Wedekind. 2018:21).

Social constructivism emphasizes that all cognitive functions, including learning, are dependent on interactions with others (for example, teachers, peers and parents). Therefore, learning is critically dependent on the qualities of a collaborative process within an educational community which situation specific and context bound (Schunk, 2012:102). According to social constructivism, nothing is learnt from scratch; instead, it is related to existing knowledge, with new information integrated into and expanding the existing network of understanding. In social constructivism the learner's view of the world is always subjective, as each individual interprets experiences via a pre-existing framework of understanding and develops their own unique view of the world.

Gauteng colleges have graduated many learners from Limpopo (34.5%), followed by KwaZulu-Natal at 17.4%. Furthermore, Gauteng employs the majority of NATED graduates. In addition, 23% of Limpopo students migrate to other provinces to study and then remain in that province after graduation. In addition, 8.8% study in their hometown but then move after graduation to another province. Another 7.6% migrate to other provinces to study but return home after graduation. A further 3% migrate to other provinces to study and then move to a third province. The main reason for migrating is hope that there will be better job opportunities elsewhere (Papier, Powel & McBrid, 2017:12).

As highlighted above, good opportunities such as employment and education attract learners to Gauteng Province. Katartzi (2018:53) states that in many provinces learners are moving from rural to urban areas with the specific objective to attend colleges. The learners focus their movement on education According to Mukeshimana (2019:1) about a half million students travel overseas for their education every year, with students from South African Development Countries (SADC) region accounting for 50% of all international students. According to Mukeshimana (2019:76) the economy, poverty, and unemployment agitate learners to migrate to study in other provinces. According to Naydenov (2018:206) students have become an important component of migration in many provinces. Furthermore, they make a major financial contribution to the institution in which they study and they help set up networks and paths for further movement.

Over past decades the impact of migration on development migrant has been felt in communities, and countries have been subject of continuous, and sometimes heated debates, opposing views of “migration optimists” and migration pessimists” (Taylor & Bell, 2018:54). This division in views on migration and development reflects deeper paradigmatic divisions in social theory (functionalist versus structuralize paradigms) and development theory (balanced growth versus asymmetric development paradigms). To a considerable extent, this also reflects ideological divisions between state centrist and neoliberal views.

Optimistic Views: neo-classical and development mentalists' theory. The Neo-classical migration theory perceives migration as a form of optimal allocation of production factors to the benefit of both sending and receiving provinces. The perspective of balance growth, the allocation of labor from rural to urban and across the border of the provinces, is considered as a prerequisite for economic growth and hence, as a constituent component of the entire development process (Hein, 2010:3).

The right to basic education for all learners has occupied a center stage in international discourse on human-rights approach to develop, informed by key principles such as quality and non-discrimination, participation and inclusion and accountability and respect for the of law (Hein, 2010:13). Underpinning this discourse is a universally acceptable view that all children, irrespective of their background, should promote their right to dignity and optimal development. This view articulated in various international conventions, which have their roots in the 1948 Universal Declaration of Human Rights (United Nations 1948). This includes the convention on the rights of the child (United Nations, 1998:213).

These conversions legally bind governments that ratify them, necessitating the passing of compliant laws in their countries ,and this includes South Africa as a signatory. This suggests that the rights of immigrant learners to education are equal to the rights enjoyed by learners who are permanent citizen of the country (DHET, 2013:24).

2.3 CONCEPTUALISING MIGRATION

Migration is a common international phenomenon. According to Makopoulou & Thomas (2016:105) a migrant is a person undergoing a temporary or permanent change of residence, which involves a change of his or her social, economic or cultural environment. Migration is a critical and complex phenomenon that incorporates disciplines and approaches. It can be internal or international, permanent or temporary and involves gender and different age groups and the motivation behind it varies from one individual to another. It is also involves different fields, such as education and social

welfare. Included in the category of pull factors are job under opportunities, good economy, good education system and attractive climate (Katartzi, 2018:72). Students focus their movement on education. When the students reach their host province, they face enormous challenges relating to accommodation, The National Student Financial Scheme carries much burden to accommodate all learners from the host province and those from other provinces. Katartzi (2018:85) states that in many developing countries children move from, rural to urban or more to advanced colleges.

According to Mukeshimana (2019:1) about a million and half students travel overseas for their education every year. Students from South African Developing Countries (SADC) region are part of all students referred to (Chechi, 2019:69). It also indicates that the Global Commission on International Migration ensures that there is a particular need to ensure that people who are moving from one country to another are able to exercise the rights which they are entitled under international law, including the rights of migration and children's access to education. Students move to provinces with stable economies, expecting jobs, too. Migrants are not the only persons that experience challenges, receiving provinces also experience challenges of some kind (Bakker, Parson & Rauch, 2020:1). Host provinces have challenges in terms of providing necessary resources, addressing the needs and challenges of migrants and providing support.

The challenges are experienced by both developed and developing provinces. More people move from their provinces of origin for economic and educational reasons. In recent years, even young children of school going age have been moving across the Limpopo province to Gauteng province. Developed provinces like Gauteng have also experienced migrants for a number of years and has grown in volume. (Stevenson & Waite, 2011:90) define a migrant as a person who moves from one place to another so as find work or to study. The discussion here focuses on various theories of migration and how they relate to education. People are always on the move for various reasons, either educational or social reasons. The movement of children in recent years has led to different migration patterns within province and beyond their borders.

Migrants have the right to education, right to health and the host province should share their scarce resources with the migrants. The movement between and within provinces and municipalities represents the most numerically significant form of movement in South Africa, according to (Serumaga-Zake, 2017:69). The aim of education is to promote personal development, strengthen respect for human rights and freedom, enable individuals to participate efficiently in a free society and promote understanding, friendship and tolerance (Tahamata, Ashiri, Riza, Salle & Poly, 2019:54).

Migration has now occupied a center stage in Limpopo and presents some challenges to the receiving province, Gauteng. The host province has challenges in terms of providing the necessary resources, addressing the needs and providing support. Some learners migrate to study in another province. Thereafter, they decide to stay there permanently. This increasing number of learners in Gauteng creates financial challenges to their parents, as most of their parents depend on grants. Migration is a critical and complex phenomenon that incorporates many disciplines and approaches. It can be internal, temporary and involves different variables, which differ from one individual to another. As stated by the Global Commission on international Migration (Chechi, 2019:71) there is a particular need to ensure the people who are moving are able to exercise the rights which they are entitled to under international law, including the rights of migrant children to access education.

Students usually migrate under a range of bilateral and multilateral agreements, as well as under their own steam. Education has formally been recognized as a human right since the adoption of the Universal Declaration of the Human Right in 1948. The right to Education has been enshrined in a range of international convention and affirmed in numerous global human rights treaties, including the National Educational, Science and Cultural Education, Convention against Discrimination in Education (1960), the international conference on the Right of Basic Education as a Fundamental Human Rights and Legal Framework for its Financing (Harismawati, 2018:83). Furthermore, they affirm that the aim of education is to promote personal development, strengthen

respect for human rights and freedom, enable individual to participate effectively in a free society and promote understanding, friendship and tolerance (Tahamata, Ashri, Riza, Salle & Poly, 2019:102).

The right to Education has been enshrined in a range of international convention and affirmed in numerous global human rights treaties, including the National Educational, Science and Cultural Education, Convention against Discrimination in Education (1960), the international conference on the rights of Basic Education as a Fundamental Human Rights and legal Framework for its Financing (Harismawati, 2018:83). Furthermore, they affirm that the aim of education is to promote personal development, strengthen respect for human rights and freedom, enable individual to participate effectively in a free society and promote understanding, friendship and tolerance (Tahamata, Ashri, Riza, Salle & Poly, 2019:114).

Lees, McVey & Nolan's (2020:45) theory of migration states that emigration is determined by the presence of attracting (pull) factors at the point of destination and repelling (push) factors at the province of origin. According to Lees et al.'s (2020:45) view, the decision to migrate is determined by factors associated with the area of origin, area of destination, as well as intervening obstacles personal factors. Popkin, Avena, Shakespreere & Falkenburger (2020:87) state that pull factors are positive attributes in the new province, such as better education and social conditions which attracts migrants. The push factors represent the negatives in the province of origin, which motivate learners to leave. According to McVey & Nolan (2020:45), both the push and pull factors motivate learners to migrate to different provinces may vary widely, depending on their reasons to migrate. Examples of pull factors include insufficient colleges and inadequate opportunities for work. The pull factors are job opportunities after studying, as well as good living conditions, a good economy, attractive climate and viewing education in Gauteng as better than in Limpopo.

Gauteng colleges has graduated more Limpopo learners than other provinces (34.5%), followed by KwaZulu Natal by 17.4%. Furthermore, Gauteng employs the majority of

NATED graduates. Furthermore, 23% of Limpopo students migrate to other provinces to study and then remain in those provinces after graduation. Another 8.8% study in their hometown but then move after graduation to another province. An additional 7.6% migrate to another province to study but return home after they have graduated. A further 3% migrate to another province to study and then moved to a third province. The main reason for migrating is hope that there will be better job opportunities elsewhere (Papier, Powel & McBird, 2017:12).

2.4 CURRICULUM RESPONSES IN OTHER COUNTRIES

2.4.1 How Developed and Developing Countries use Curriculum Responses as a Marketing Strategy to Attract Learners to Study at TVET Colleges

Ghana attempted to reform the education system established by the British colonial administration, driven by the desire to make it more relevant to its needs as a developing economy. The government of Ghana strongly commitment to developing human resources, consolidated the Education Act that made education free and compulsory at the basic level. In 1970 Ghana had one of the most highly developed education system in West Africa. In the early 1980s, however, Ghana saw a sharp economic decline, with a dramatic fall in the real value of government's financing of education, resulting, in a near collapse of the education system. In response, the government initiated the Education Reform Program (Ngcwangu, 2019:10).

In Brazil, to expand vocational education, Brazil set up the PRONATEP program (Programa National de Acesso ao Ensino Tecnico e Emprego- National Vocational Education and Employment Programme) in 2011, which is well recognized by, and receives support from all major stakeholders in the country. The key elements of the programmer are:

Federal network of technical schools, with objectives of 562 units, operational by 2014, raising capacity to 600 000 places expanded; the state network of vocational education

(through the Programme Brazil Profissionalizado) was strengthened; federal funds were also made available to states and municipalities to strengthen infrastructure, management and teachers training of upper secondary schools that provide intergraded vocational education. Investment in distance learning courses increased the provision of free training places for young people from poor backgrounds. In 2011, 625 000 courses provided free, 580 000 professional qualification courses. Furthermore, 45 000 upper secondary courses and loan for vocational tertiary courses were taken in private institutions and the bursaries were provided to the learners. The emphasis on free provision or the provision of loans reflects the fact that financial constraints often cause school dropout, particularly among learners from disadvantaged backgrounds.

In South Africa prior to 2009, responsibility for Education and Training was divided between the Department of Higher Education and Training and of Labour and sometimes weakly coordinated. In 2009, DHET was established and given responsibility to develop the human resources of the workforce in an inclusive way. The department brought together responsibility for the university and college sector (Zipin, 2017:19).

Countries like Palestine trade their TVET institutions directly with consumers and act as a subcontractor to other suppliers. This, in itself, is part of the effort to direct training towards self-employment. TVET centres were a separate unit: a production centre and a training centre, thus having two different entities. The training entity was the place in which trainees spent the first section of their training period. Training entity are staffed with trainers and teachers, who have the goals of transmitting all the necessary skills, and where only exercises are executed (Palestine National Authority, 2010:38).

Trainees there work in a simulated, but almost true firm, which besides producing a profit that can contribute to the cost of training, also conveys to trainees, punctuality, quality awareness, the ability to co-operate, and to work fast and efficient. Production units serve the double purpose of raising some income for the TVET institution and improving the quality level of relevance of TVET through exposure of the trainees and their institution to the world of work.

TVET colleges such as Ekurhuleni East introduced a similar strategy plan for monitoring and evaluating all campus processes in terms of the performance in order to attract learners. Providing quality technical and vocational education and training services and academic achievement. It focused on the success of students, having adequate infrastructure and systems in place to increase access and provide effective services to students, by developing partnerships and maintaining good stakeholder relations, to increase the number of students who are adequately prepared to enter the labour market or further, as well as providing higher learning opportunities (DHET, 2017:3).

It stated that the Gauteng Marketing Forum for Vocational Colleges is committed to promote relevant education and training on the further and higher level through partnerships and joint ventures to achieve a culture of market related excellence. A small exclusive exhibition was held between 13- 15 December 2000 at National Departure Hall of the airport (Tambo International Airport, 2014:3) to promote the image of vocational education. The exhibition area operated from early in the morning until late in the evening on those three days and reached about 3000 people per day. The idea was to attract people's attention before they left for holidays, so that they would be ready to contact the different colleges in January the following year for registration. Individual colleges make

exhibitions on a monthly basis in the foyer of the Gauteng Department of Education head office. This gives each college the opportunity to market itself and to better acquaint learners with staff members of the technical colleges at GDE. This rotating exhibition by colleges continues until March every year. One advertisement on GMF, promoting the concept of vocational educational education and listing all the college in Gauteng, is published. The GMF Newsletter is published and distributed in each college to their prospective clients (Wedekind & Watson, 2016:4).

TVET Colleges in Gauteng communicate using the media as a strategy for attracting learners (Metcalf, 2015:2). They are keen on promoting the idea of vocational education (Queroz, 2011:34). The authors Wedekind and Watson (2016:10) have found that the colleges' budgets are tight and colleges may find it difficult to advertise on a regular basis. However, the colleges are prepared to place free editorials on college boards, from time to time. The Star daily paper is also used (by the Gauteng Marketing Forum) for vocational education advertisement. Marketing is a systematic process which provides techniques for survival and growth. It also requires creativity and innovation in order to develop techniques to anticipate and identify industries and that are of students' needs; recognize that industries are often unaware of their unsatisfied needs to develop and implement strategies that assist in the use of techniques for evaluating and implementing strategies and tactics.

2.5 FACTORS CONTRIBUTING TO LEARNERS' MIGRATION TO OTHER PROVINCES

This section discusses the factors that contribute to the migration of learners to other provinces.

2.5.1 Alignment of Curriculum

There is no collaboration between the college and industries; an example was set by the Technical Skills- Business Partnership. Support for curriculum development and learner's guidance, lack of participation in college governance and capacity development for lecturers can all result from curriculum alignment. Poor curricula alignment with economic priorities, weak leakages with industry, mismatch between skills demanded by employer supplied by the TVET colleges, are among the major contributors to migration.

Curriculum offering is differentiated, taking into consideration TVET for local economy, local business, provincial and local government, and informal sector. Learners migrate when they cannot get jobs locally (DHET, 2014:7). In addition, when industries do not

have any impact on curriculum improvement and update, or when curriculum focuses are not creating new knowledge and not transmitting existing knowledge, learners can migrate. Migration can also occur when the curriculum is not applying knowledge and cannot be used for transformation or when the curriculum offered is not relevant to TVET colleges' quest to solve everyday problems (Wedekind, 2018:6). Migration can also occur when the curriculum is not responsiveness to the learners. A curriculum that do not show sufficient numbers of qualified numbers of qualification personness in each key sector of the economy, is not labour market responsive, and can lead to migration.

2.5.2 Reputation of TVET Colleges

The reputation of TVET colleges is not satisfactory. The parents check the skills of the lecturers, to find out if they are academically qualified. Lecturers with trade qualifications offer an advantage for the promotion of their colleges. Public sources such as paper articles also address issues of reputation. Lack of generated information in brochures, as well as lack of annual reports and advertising, all lead to a bad reputation. Learners are "pulled" by good opportunities, such as employment. If the colleges are not in partnership with industries or mines, or the colleges offer a curriculum that is not responsive to the labour market, learners can migrate by more than 72%, hoping that there would be better job opportunities in Gauteng. In addition, the majority of employed NATED graduates are in Gauteng. This shows that TVET colleges do not provide job placement in Limpopo (Lesley, 2017:12).

Parents and learners measure the quality of graduates from their nearest colleges if the graduates get jobs after completing their studies. Some colleges in Gauteng have developed various programs which accommodate the different needs and demands of different courses, so that the system serves not only as vocational training but also as a community of lifelong learning institutions (Seung, 2014:7). This means that people are continuing to further study, to develop them.

According to Lombard and Van der Merwe (2012:56), learners migrate for the following reasons: college's academic record, college's good discipline, college atmosphere, curriculum of the college, teaching quality, recommendation of friends or relatives and college facilities. These include qualified lecturers and a conducive learning environment. College effectiveness is determined by many indicators, such as scholastic attainment, strong administrative leadership, high expectations for learners achievement, an orderly atmosphere, conducive to learning and frequent monitoring of learners (Van der Merwe, 2011).

2.5.3 Local Partnership

There is no consensus on the need to emphasise partnerships with local communities in the catchment area. Local partners have a better understanding of the local labour Market, challenges and opportunities, as well as mutual interest (HRDC, 2014:7). Local TVET colleges and the stakeholders (business chambers, local authorities, social partners and social group) jointly identify and anticipate partnerships (HRDC, 2014:10). However, local partners do not boost students with internship opportunities and labour market entry.

The White Paper (2014: 45) provides global thinking on the importance of local market responsiveness. It states that one of the key objectives in strengthening TVET colleges is to increase their responsiveness to the local labour markets. Colleges should be rooted in the communities, serving community as well as regional and national needs. They should primarily, although not exclusively, provide education and training to members of their own and nearby communities and develop skills for local industry, commerce and public sector institution.

White paper (2014:87) one of its objectives is to strengthen the TVET colleges to increase their responsiveness to local market. Colleges are not serving their communities as they supposed. They should see as institutions that can assist communities to meet some of their social needs (HRDC, 2014:7). A healthy relationship

between a college and employers is critical at multiple levels and is not prioritized (Wedekind, 2016:56). This implies that learners are struggling to get work integrated learning locally.

2.5.4 Good Governance

There is no good governance to support TVET college, to attract learners in many ways. If there is an unhealthy relationship, there will be no guidance to make learners aware of what the TVET college has to offer. Guidance will also increase the attractiveness, whether related to further education or employment. When there is no partnership, TVET college provision cannot meet local needs and increase efficiency and attraction. There is also lack of continuous expanding scale of colleges through the cooperation of society, enterprises and villages and becoming market-oriented. Furthermore, there will be no promotional institutional autonomy, responsiveness and relevance.

A quality partnership between industry and the college will also not exist when there are no partnerships, or if the TVET colleges' students get no placements for practical work experience or its graduates do not get placement at the end of the programme. This is because there will be no placement to gain real workplace exposure (Sheppard, 2014:250).

2.5.5 Quality of Teaching

Colleges require a balance of technical and pedagogical qualifications, as well industrial experience, while lecturers do not have both but one each. Forty-one percent (41%) of the lecturers are holders of technical qualifications at NQF level 6-8. However, most of these do not have the necessary pedagogical qualifications. Furthermore, twenty-six percent (26%) of the lecturers have Technical qualifications at NQF level 2-5; however, most have pedagogical qualifications and thirty-three percent (33%) have no technical qualifications, although they are the largest group of lecturers (DHET, 2017:56).

2.5.6 Unemployment/Creation of Job Opportunities

South Africa is currently faced with challenges such as chronic unemployment, inequality, and poverty. The current study argues that the South Africa education system needs to be revamped and strengthened, in order to provide access to high quality TVET for all learners (youth and adults), without losing sight of the TVET colleges' special relationship with the world of work (Powell & McGrath, 2015: 627). South Africa also needs to customize best practices from Singapore, Korea, and Germany models into the new South Africa TVET model. This model should take into account the South Africa economic development phases, social-economic development challenges, as well as learner and community expectations.

The increasing importance that African governments have now attached to TVET colleges is reflected in the various Poverty Reduction Strategy Papers that government have been developed in collaboration with the World Bank. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. The TVET delivery system is therefore well placed to train the skilled and entrepreneurial ability, and help them emerge out of poverty (Department of Higher Education and Training. 2015:1).

2.5.7 Use of Marketing Plans

Sometimes lack of support reaches the level of sabotage and undermines the organization ability to implement plans (McCarthy & Perreault, 2013:9). To show commitment to the plans, the entire college must be involved in planning. This does not mean all staff should be involved in planning. Rather, it means that team selection is critical. One of the most important characteristics of team members is their ability to get other external planning teams to become interested in and committed to goals developed by the planning team.

Some institutions avoid developing marketing plans because of the time and effort needed to express their policy in written form. Some colleges may think that they do not need a formal marketing plan (Vincent, 2016:38). This is because some of these institutions survive for the whole of their marketing lives in sales and marketing without ever writing a marketing plan. However, it is not possible to run a sales organization without putting together some documentary form of marketing plan. Therefore, colleges need to set marketing objectives and estimate expected results. This needs to be followed by the key to the whole marketing process; namely, the setting of marketing objectives. This is the fundamental aim of the plan. Marketing objectives concern the balance between services and the markets. It relates to which service is sold to which market (Hollensen, 2019:105). As part of an ongoing relationship with customers, institutional marketers must continuously measure the plans. Colleges must improve customer needs because the marketing planners have an active principal, marketing manager for the college, integrated into the overall college planning system, interactive with feedback from lower levels to higher, who has to check the visibility of its planned programs against the college resources, as well as external factors such as channels and buyers (Fulgoni, 2018:140).

Understanding and acceptance of different marketing on the part of the manager will provide a role model to subordinate. The long-term marketing of the total business management is more complex: it requires the setting of objectives and development of strategy. To achieve this, it is important for management to set aside the day-to-day achievement decision making and take an overall look at the college, its operations and the allocation activities (Brace, 2018:260).

When the institution has designed curriculum and distributed it to the learners, for the institution to be successful, it should treat its “students like human beings”, by providing a superior personal service. This is the most influential factor in the institution’s ability to attract and retain students. Unconditional guarantee to satisfaction should thus be given to students. That guarantee ensures students’ satisfaction (Meltstao, 2020:118).

Planning assists the college to identify the goals or objectives to be achieved, formulates strategies to achieve them, arranges or creates the means required; implements, directs, and monitors all steps in the proper sequence (DHET, 2014:94). Planning is the process of using related fact and future assumptions to arrive at courses of action followed in seeking specific goals. In plain English, planning is the drawing from the past, help decide in the present what you should do in the future, exactly when and how you are going to do it. Colleges without plans are like a chicken without a head (Taylor, Campbell, Wood & Hamming, 2018:144). Colleges without plans therefore do not have direction as they do not have plans of how to achieve their goals. Colleges need a plan to guide them on how to check on their performance on regular basis. An operational plan will be a suitable tool to guide to achieve the goals.

The next part of planning process involves development of a multi-divisional account. The goals, as one noted, was to translate plans that spell out individuals' target dates for completion. One needs that specificity in order to make the process real for people in the field. This approach requires sales to utilize classical marketing skills: customer needs analysis, segmentation variables, and so on. In addition, this approach moves the selling situation from a conversation, with a few department managers as they are accounting, to a more formal presentation.

2.5.8 Management of TVET Colleges

There is a serious problem of weak management in some of the fifty TVET colleges in South Africa. In response, DHET first took over direct control of colleges from principals, and placed a number of colleges under administration, directly appointed by the Minister to replace the existing principals temporarily (DHET, 2012:4). Currently there are about nine colleges under administration. A turnaround strategy has been developed to tackle the main challenges: the strong points include measures to improve throughput rates, enhance lecturer qualifications, and industry work experience, and improve financial management system (Simon, Pauline & Jose-Luis, 2014:10). This College management must develop a vision for the college that would indicate the

direction in which the college must go, market that it should compete by practicing effective management. To do this well implies that the capabilities of the enterprise must be well-developed, which inter alia refers to the development of the people in the college.

2.5.9 Moving of Curricula Alignment

Poor curricula alignment with economic priorities, weak linkages with industry, mismatch between skills demanded by employers and skills supplied by the TVET colleges, are among the major contributors to unemployed graduates from TVET colleges. There is therefore an urgent need to bridge the identified gaps between the skills acquired from both higher and continuing learning institutions and job performance in industries.

However, that would not happen without building strong ties between these institutions and job industries that are closely intertwined, to respond to the skills deficits. The linkage would pave a new direction in consolidating and facilitating the various forms of work integrated learning which could ultimately lead to more job placements for students following the accomplishments of their academic courses.

2.5.10 Collaboration between TVET Colleges and Industries

One of the major weaknesses of TVET colleges today is that there is no collaboration between the colleges and industries. Furthermore, there is poor alignment with economic priorities, a mismatch between skills acquired from the colleges and those demanded by employers. Furthermore, the reputation of these colleges is not good. In addition, the curriculum is not responsive to the labour market. There is also lack of placement support for the learners. Furthermore, the lecturers are not skillful in terms of technical knowledge. Colleges also do not take relations with industries as a priority. To make matters worse, some lecturers have technical qualification but no pedagogical qualifications. Others have teaching qualifications but no technical skills (DHE, 2017:45). Learners are also “pulled” by good opportunities such as employment.

Some colleges in Gauteng have developed various programs, to accommodate different needs and demands of different classes, so that the system serves not only as vocational training but also as a community institution of lifelong learning(Allais, 2020:7).

2.6 MARKETING CAPACITY TO ATTRACT LEARNERS AT TVET COLLEGES

Marketing, rather than sales, typically has the training and resources access to develop an organization. Marketing also has product profitability data which is key in risk opportunity assessment, potentially offering output of multi-individual effort (Othman & Mahmud, 2018:124). This is one of the most valuable aspects of successful planning and implementation commitment (Othman & Mahmud, 2018:143). In most organizations, the people who set goals (the planning team members) are the most committed to meeting them. Organizations need to improve co-ordination of institutional research and information flow and anticipate student interest. Furthermore, they need to improve the ability to respond to learners, implement financial-aid strategies to attract learners, and identify and address reasons for attrition (Goosen & Molotsi, 2019:4). The labour market should also be relevant. There should also be access to other education and training opportunities, as well as a high status and positive images. Furthermore, there should be reliable and effective information and guidance, to assure quality and relevance (Niyomphol & Meesuk, 2019:13). People who feel that they have been excluded from the process are more likely to fight implementation than to participate. The following marketing capacity to attract learners at the TVET are discussed:

2.6.1 Development of Alternative Strategies

Planning in marketing requires four distinctly different skills: analysis, synthesis, creation and communication. Analysis is required to examine the band environment. This planning process involves working with numbers and translating them into logical conclusions. Synthesis is the ability to see interrelationships among these conclusions of the main problem and the sub-problems. An Environmental Analysis worksheet

requires skills in analysis and synthesis. The development of alternative strategies is very creative process and like creative processes, it is a skill that must be developed (Hollensen, 2019:38). Selling requires oral and written communication skills. These are particularly important skills for the marketing manager, who has no line authority over advertising and selling. Creative and communication skills are required to complete the strategy worksheet and to write the marketing plan.

2.6.2 Financial Aids Strategies

Colleges work hard to improve the ability to respond to learners needs. Financial aid strategies should be able to attract learners. The interests of learners should therefore be taken into consideration. Qualifications from TVET colleges should also give access to university of technologies and other regular universities, if learners want to further. Relevance to the labour market should thus be prioritized (Calleja, 2014:31).

To improve governance and finance, FET colleges have processes for appointing Chief Financing Officers (CFO), initiated through NSFAS (DHET, 2014:4). As most colleges do not have qualified CFOs, they have entered into an arrangement with the South African Institution of Chartered Accountants to identify and second retired accountants and other financial administrators to be appointed as CFOs (DHET, 2014:4).

Cost-sharing financing mechanisms include national training funds, training levies, matching funds, training fees and trainee loans (Salam, 2018:63). Training funds are central element in the training system in many countries throughout the world, constituting an institutional framework for allocating funding for training providers and usually concerned with enhancing the supply, quality and relevance of transferring provision (Salam. 2018:65). Typically, training funds come from government budgetary allocation (instead of direct funding of training institution), training levies and donors support, or combination of some or this entire source. The fund controlling organization such as licenses, testing or consultancy fees should be stable. This means that the national training funds should provide sustained and stable funding.

2.6.3 Building Relationships

The relationship between college and employer is critical and should be prioritized. However, this does not mean that employers should have a greater say in the curriculum of colleges. We cannot assume that employers are able to, and have time to, provide that input, and that employer know what they need. Research shows that employers tend to focus on immediate needs they are aware of skills gaps when they experience them. Furthermore, few employers think further ahead in terms of changes in technology, economic processes that may impact on their skills needs in the longer term (Wedekind, 2016:56).

2.6.4 Handling of Complaints

Dissatisfied students tell on average six other people about their causes of complaints. Dealing with complaints quickly and efficiently is therefore a key aspect of marketing. Therefore, the ability of the marketer to empathize with the student and react sympathetically can create considerable goodwill. Instead of telling six people of their dissatisfaction, the complainant should describe how well they have been treated (Kuma, 2017:356).

2.6.5 Identified Blockages in the TVET Colleges

Identified blockages by DHET (2014:15) in the TVET colleges sector are based on a typology of three-work stream on the following broad themes:

- **Partnership-** the lack of working partnerships between the colleges and a range of players, private, public, community, and industrial players is a blockages of attracting students, ensuring employment and improving the images of colleges.
- **Pathways-** Current pathways to work, occupation, further learning, entrepreneur-

ships and sustainable livelihoods is a blockage to ensuring successful labor market transitions.

- **Positive Learning-** Experience learning of learners at TVET colleges parents consider bringing learners at college as the last resort after failing at other higher educational learning.

2.6.6 Managing the Blockages Identified

Colleges are meeting with industries and government sector to discuss issues of how to assist in work-integrated learning. Colleges have introduced theory and workshop as part of learning programs, to ensure that learners leave the college with skills. Some of the colleges offer entrepreneurship courses, to allow learners to open businesses after completing their studies. There are already registered service providers accredited by (QCTO) Quality Council for Trade and Occupation, offering trade tests, such as Majuba TVET College, Ekurhuleni East TVET College and Vuselela TVET college.

2.6.7 Broad Trends Affecting Enrolment Management

Slow growth from a robust economy compounded the growth rate of 5.6% from 1963 to 1980, as reported by the National Centre of Education Statistics (NCES), to a projected sluggish 1.25 percent for 2010 to 2021. Furthermore, higher education is not expanding as it once was, and it is not expected to, at least into the next decade.

In the US it was found that when changing the economic model, students will not only be less prepared but they will also be less likely to afford college, with Hispanic and African- American family medium income 58 percent lower than that of white families, according to the College Board (Bourbon, 2013:4).

Retaining and helping learners complete are universally acknowledged to be less expensive to keep than to go looking for new learners. Institutions need to examine why

students transfer and do not complete their courses. These require examining all aspects of college, life including the quality of academic programs. “If retention is low, you are not pricing or marketing correctly or you are not using financial aid correctly” or there is a problem with the aforementioned academics, said Maquise. “Everything else is whistling past the graveyard”.

2.6.8 Managing for Competitive Advantages

College in a market-driven environment must provide value for the learners. The key to getting more learners is to achieve a sustainable competitive advantage that is based on doing things better than the competition. This will provide customers with a service that will be at best value and reasonable cost. By so doing, you would be trying to create a sustainable competitive advantage.

The equity lens focuses on how to make TVET accessible to all, especially marginalized groups such as females and disabled. The policy implication is that the TVET system needs to be capacitated to meet the challenges of advancing access, equity and inclusion in TVET learning (informal and formal). The transformative lens looks at how the TVET system can be strengthened to include life-long learning and other sustainable development issues. The policy options are to transform the TVET system in such a way that it will be able to (a) meet the need of labor market and future generation and (b) support innovation and the development of green and sustainable economic and societies.

2.6.9 Developing a Strategy to Manage the College

College management must work towards developing an innovative, self-regenerating college, based on factors such as sound structures, effective system excellent staff and shared values. Strategic marketing is a continuous process that mainly takes place at college level. College management must formulate the college strategy of the college as

a whole. Marketing management, by means of strategic management, influences cooperate strategy formulation process. The marketing decision strategies are necessarily influenced by finances (Ntshidi, 2017:540).

2.6.10 Link Vocational Provision more Closely with the Needs of Industry

Institutions should make workplace-learning mandatory for vocational programs. Thus, colleges should co-ordinate vocational provision through a strategic body that would also involve industry stakeholders. While maintaining a national curriculum, institutions should establish flexibility in proportion to the curriculum adopted by training provider, to meet the local needs. Useful data, particularly on labor market outcomes, should be linked to career guidance (Simon, Pauline & Jose-Luis, 2014:64).

Rahim, Kamin & Shuaibu (2019:8) indicated that TVET Colleges' application of traditional knowledge responsibilities is increasingly being located within the demands of economic productivity and its requirements for particular kinds of knowledge and skills. The discourse of accountability and responsiveness of higher education is also narrowly framed by the expected contribution of higher education. This is narrowly framed by the expected contribution of higher education to economic growth and competitiveness; in other words, marketing responsiveness.

TVET policies in college note the importance of developing a curriculum that is responsiveness to and meets the interests and learning of diverse student populations, incorporating skills, knowledge and attitudes required by students for accessing higher education and finding employment. They need to develop a curriculum that meets the needs of an increasingly diverse student population which may include the unemployed, the rich and the poor and privileged unprivileged from all racial groups (Arfo, 2015:39).

2.6.11 Pedagogical and Learning Responsiveness

The curriculum should be designed and delivered in a manner that is pedagogically sensitive to students from diverse educational and cultural backgrounds and present complex and demanding challenges. These require methods of assessment, and approaches to student support that take the characteristics and context of target student group seriously. In addition, academic programmes should delivered in a ways that suit diverse learning styles, and curriculum design. Furthermore, assessment should enable students to acquire knowledge and skills in a meaningful manner that enables them to understand the inner logic of the academic practices and ways of understanding that they are trying to master (Ogude et al., 2014:13).

2.6.12 Capacity Building of Colleges Management

A quality monitoring, evaluation, and framework needs to be established for national, provincial and institutional management structures (DHET, 2014:5). The Department of Higher Education and Training has the responsibility to provide leadership that empowers TVET Colleges to be more responsive to their various local contexts.

The partnership between the DHET and individual TVET college be strengthened. This should not simply be a case of DHET determines a game plan and colleges implementing need a sense of mutual capacity that accompanies this approach.

The office of the college principal needs to be able to perform its primary role of the institution vision and mission management and leadership as well as institutional co-ordination and accountability management. This is also to ensure that the issue of capacity building and the necessary resources needed are in place (DHET, 2014:8).

2.7 MARKETING STRATEGIES USED TO IMPROVE ATTRACTION OF LEARNERS

A strategy is a fundamental pattern of present and planned objectives, resources and other environmental factors. It specifies what is to be accomplished, where the college is focused, and which resources will be allocated (Mahmoud & Blackson, 2016:26). As discussed earlier, the primary focus of marketing strategy is to effectively allocate and coordinate marketing resources and activates to accomplish college objectives within the specific service market. Therefore, the critical issue of the scope of a marketing strategy involves specifying the target market for a particular service. Colleges seek a competitive advantage and synergy through a well-integrated program of marketing elements, primarily promoting tailored customer needs and wants in that target market. The following strategies are discussed:

2.7.1 Specifying Objectives of TVET

A marketing strategy must have specified objectives that in turn implies that the objectives are related to the college's overall goals. A marketing strategy cannot exist in isolation, but only as part of a college strategy (Fulgoni, 2018:131). Some colleges do not have a strategy that is articulated and preferable written down one, but that does not mean the college cannot think and act strategically. People should be knowledgeable about the college, have curiosity about it, see it as part of the education landscape, and have a good opinion of it or its graduates. The following strategies that some TVET colleges are employing to attract learners are discussed below.

2.7.1.1 Marketing of services

A service is any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to physical product. A service can be people-based. People-based services vary by whether they are provided by skilled or professional workers. In a learning environment, the service needs clients. The service quality of colleges is key to meeting

or exceeding the customers' service quality expectations. These expectations are based on experiences, not word of mouth (Palmatier & Crecelius, 2019:575).

Yuliansyah, Gurd and Mohamed (2017:3) stress that the colleges need to go and search the skills that are required by industries or the public sector. If no exchange of information exists, the needs will not be met. These researchers believe that colleges have forgotten who their customers are, forgotten that they are in business and what their objectives are. Colleges exist for the benefit of the management and staff who work within them. The first challenge is to find customers and identify their needs, so that appropriate goods and services are developed (Hau, 2019:2). Once the institution has new programs, pricing should be given, followed by distribution plans, to make these items get into the hands of the target clients. This means that if there is a new program, it should be priced and brochures distributed to schools and career expos. The website of the institution is where all the information is found regarding changes in the institutional offerings.

For the service to successful, it is important for institutions to "treat your students like human beings", by providing a superior personal service, which is most influential in the institution; notably, ability to attract and retain students. Unconditional guarantee to satisfaction should be given to students. A 100% guarantee will ensure students satisfaction (Mahr & Stead, 2019:118). An institution that is successful in long-term survival is one that provides for the needs of market better than its competitors do. This means that the institution will provide what is needed and go beyond the needs.

2.7.2 Attractiveness of Marketing

Strategic marketing plan is an outline of the method and resources required to achieve an organization goals within a specific target to prosper in a fluid and destabilized environment colleges constantly need a new strategic planning perspective. The market must first understand what benefits the learners want, how the marketer is perceived relative to the competition and what services industry need. In other words, the

marketer must develop the right curriculum for the need of industries and market it well. Marketer must communicate with industries so that they are aware of the need satisfying services available of them (Bahng, 2018:719). Objectives setting for the college: collecting, analyzing and interpreting information about college situation including its strength and weakness as well as opportunities and threats in the environment. Developing strategic by deciding exactly which wants and whose wants the college will try to target. Design marketing performance measures. Periodically evaluating marketing efforts and making changes, if needed, should be undertaken (DHET, 2011:28).

2.7.3 Improve Education and Training Opportunities for the Gap Grouping between School-leaving and First Employment

The single most important investment any country can make is its people. No country has successfully made the transition from developing to developed country without an educated population (Fourie, 2018:65). The education system should cater for different groups and produce highly skilled individuals. The graduates of South Africa universities and colleges should have the skills and knowledge to meet the present and future needs of the country. Innovation is critical to solving South Africa pressing challenges, introducing new products into the market and producing goods and services more efficiently (National Youth Policy, 2015:21).

2.7.4 Advertising the TVET Colleges

We are all bombarded with advertising messages daily. Few people understand what marketing is all about. Students go to an institution that best meets their needs out of the competing institutions. The reasons for their preferences are often based on prices. If you look at marketing, marketing is everything and everything is marketing. After all, if the institution does not meet the needs of the learners, it will close. We said earlier that

everyone is part of the marketing division and should contribute to the final delivery of a quality service (Randal, 2013:45).

2.7.5 The Economic and Skills Drivers in the Local Economy

Colleges need to understand the key economic and skills drivers in their local economy. The main industries found in the local setting of a college may include key potential employers of its students (Cohen & Eimicke, 2020:137). Therefore, a description of the main industries and their changing skills needs are useful for planning programs and developing relevant courses. College strategic plans need to include several rules for developing targets to meet the college strategic goals of a systematic map of the key-role players in the skills development system serving skills and a detailed description of the changing skills needs of the main employers (Kruss & Petersen, 2017:13).

2.7.6 Creating and Managing Reputation of Institution

Reputation, along with image, is a component of the attitude people have towards and organization. Reputation is the set of expectations; public organization has future behavior related to institution element attitude. An institution with a good reputation is expected to do well. Institutions with a bad reputation are expected to behave dismally.

TVET colleges have become progressively broadened, in line with the development trajectory of the country. The overall long-term focus for the sector should be modelled around the creation of opportunities for youth and adults to acquire skills, knowledge and values for lifelong learning. The purpose should reflect TVET for economic and broader social and development objectives, with involvement of the Department of Trade and Industry, the Economic Development Department, the National Planning Commission, National Business informants, National Labor formations.

The program offerings should be differentiated, taking into consideration TVET for local economy, local business, provincial and local government, and the informal sector. In the short and medium term, focus should be on linking TVET colleges to occupations and the acquisition of mid-level skills required by the South African Economy. There is also a need for policy clarity from DHET in particular and the government in general with Specific reference to the government stance on the TVET Colleges purposes (Department of Higher Education and Training, 2014:7). The sources of knowledge which influence reputation are the following: direct experience of dealing with the institutions; hearsay evidence from friends, colleagues and acquaintances; third party public sources such as paper articles, TV's documentaries and published research and institution-generated information, such as brochures, annual reports and advertising.

2.7.7 Partnership

There should be collaboration between colleges and industry, set by Technical Skills Business Partnership. Closer relationships among all stake holders to support effective policy formulations and planning, noting that the structure and composition of fulfil National Board for Further Education and Training may be inadequate, and that a more comprehensive model for stake holder collaboration and cooperation governance is needed. The success of colleges depends on strong collaborative relationships, including support for curriculum development, to ensure that curriculum content is accurate and updated; supporting learners' recruitment and learners' guidance; participating in college governance: assist with college – level quality assurance; strong relationships among SETAs and between SETA and colleges; close cooperation among the quality councils, given the complex nature of current and future qualifications offered at the colleges. Strong link between colleges and higher education institutions and development of lecturers' capacity- TVET colleges developed through PD programmes (DET, 2010:9). According to DHET, the following are te types of partnership that TVET colleges can initiated:

2.7.7.1 Local partnership

There is a growing consensus to emphasize partnerships with local communities in the catchment area. Local partners have a better understanding of the local labour market, challenges and opportunities and mutual interest. Local TVET colleges and stakeholders (business chambers, local authorities, social partners and social groups) will jointly identify and anticipate skills needs and deliver them according to local expectations of both students and firms. Local partners boost students' internship opportunities and labour market entry.

In the White Paper (2014:69), one of its objectives is to strengthen TVET colleges, to increase their responsiveness to local labour markets. Colleges should not only take root in their communities but serve their communities as well as regional and national needs. They should provide education and training to members of their own and nearby communities. That is, they should be regarded as institutions that can assist communities to meet some of their social needs (HRDC, 2014:7).

From the employer's side, there is a critical role of play in making students employable and productive in the workplace. Through partnerships with education providers, there is an important role for employers in the shaping the curriculum and to align expectations. However, the provision must be that providers bring their own expertise to the table.

Research shows that employers do not always have a very clear long-term perspective on the skills that graduates need. Public Vocational Education and Training (PVET) institutions have endeavored to be more responsive to industry need. However, this policy is weakly theorized. One result is that learners and providers counselled focus on immediate employability and blamed for not achieving it. Another is that there is only marginal focus on how employability is affected by the possibilities of growing decent sustainable and productive jobs, or by current and potential patterns of globalized production. In short, the language of responsiveness highlights the importance of skills providers acting to meet the skills needs of industry (Kruss & Peersen, 2016:42). The

relationship between a college and employer is therefore critical at multiple levels and should be prioritized.

2.7.7.2 Industry driver

The industry is considered more than a partner in the TVET system. It is the key driver. It plays the major role in setting occupational and competences standards. It is a product of the national qualifications framework and quality assurance provision. We regard industry as bolts and nuts of a quality and effective TVET system. Some of the best examples of TVET systems are found in Australia, Canada and Germany. Through robust industry engagement, they developed highly responsive TVET systems that have the potential to modernize according to the training and technological developments throughout the industry (HRDC, 2014:7).

According to the FET roundtable in 2010. The success of the colleges depends on strong collaborative relationships, including collaboration between colleges and industry. Strong relationships among SETAs and between SETAs and colleges are also essential. There should also be a close cooperation among the quality councils, given the complex nature of current and future qualifications offered at the colleges. Furthermore, there should be strong links between colleges and higher education institutions. Close relationships among all stakeholders are required to support effective policy formulation and planning.

It is difficult to establish successful TVET partnerships. This is because the success of a partnership depends on its design, the country regulation framework, and the capacity of TVET college to oversee and enforce its contracts and partnerships. If correctly implemented, partnerships can increase efficiency and choice, and expand access to education services, particularly for households that tend to be poorly served by traditional delivery methods (Sullivan, 2018:18).

2.7.8 Promotion Plan and Programmer Implementation

The starting point in the process is to review the market situation to determine the effectiveness of the current promotional activities relative to both college marketing objectives of competition (Chaston, 2017:152). Promotion planning process must have mission statement and objectives. This means that the plan should have a way that gives direction of how to achieve goals (reach destination).

College should manage competitive advantage. College is a market driven it must provide value for the learners. The key to get more learners is to achieve a sustainable competitive advantage that is based on doing things better than the competitors do. It is also to provide learners with service that will be best value at a reasonable cost. In so doing, this will create a sustainable competitive advantage (Charles et al., 2011:370). This means that more learners will register at the college, as it would be providing for their needs.

As the purpose of promotion is to communicate information about the college courses offered, it is critical that the situation review be accompanied by an assessment of compatibility between the college overall marketing plan and current promotional strategy. The aims and objectives can used in the preparation of future promotional budget, using techniques such as quantification. In many organizations, planning is an annual process, covering only the year ahead. In order to be effective, the marketing plan has to formalized and be available in a written form (Thasi & Van der Walt, 2020:6). This means that non-documented plans could be challenging, as they are not consistent. People can come up with different information altogether and claim that is what was agreed upon.

2.7.9 Marketing Communication Campaigns

If we know that we will have to diagnose a problem during the coming year, and we make decisions, and control our marketing programs, it makes sense to try to ensure

that the information we need will be available and accessible. This will be in the information system (Fulgoni, 2018:50). It may be computerized and highly sophisticated (though this is frankly outside the largest and wealthiest institutions) or it may be simple and paper-leased. The thought it is one of the most important.

When setting promotion objectives, it is necessary to specify the target audience, the desired response, the message and the media. It is necessary to decide who the target audience is before sending message. By knowing the audience, it is possible to know what to say and how to say it. Frequently, the audiences for marketing communication are the influencers, deciders, users such as industries and commerce. The nature of the service and the target audience influences the organization decision on marketing communication (Chernev, 2018:179). The marketing communication message informs, reminds and persuade clients to the market.

The price cannot be seen in isolation; it is a part of the positioning and targeting strategy. The fees must take that into consideration. The institutions are about marketing learners and the fees at which they charge are determined well. The increase in fees should be 5% to 10%. When setting fees, one must understand that the learners/parents' perception of the price is considered. The price is a piece of information; it tells the learner something about the service even before they buy it. A learner looks at the value for money that it represents in combination with this particular service and its supporting promotion. The price is a sign of the quality. It gives learners expectations of the quality they will receive if they paid that amount (Fulgoni, 2018:91). It is vital that the price is consistent with the actual quality offered. Learners need to be aware of the competitors' price. In most institutions, the level of pricing is framed by what competitors are offering, and what is not found in other institutions. Marketing communication campaigns that can make people aware of new courses; indicate new courses already institution offering; provide details of courses; initiate sales by generating enquiries; provide effective marketing communication objectives, increases awareness among schools and communities. Moreover, it develops a corporate image for the college and informs students of changes of fees on a yearly basis (Brace, 2018:77).

2.7.10 Organizational Objectives

Writing objectives forces the institution to think through the objectives carefully. These should be made measurable -stating them in terms of how to achieve the goals. The objectives are shared with the staff, as management are the owners. The achievements are for the entire college, not just for management alone. The staff needs to understand all the processes of how to reach the destination as well. Clear objectives are in plain language. Specific objectives spell out what to do and when. Challenging objectives are viewed as unachievable, destroy the moral of the staff, unlike moderate objectives, which stimulate the staff to perform the best. This implies that TVET colleges can promote this by effectively marketing their programmes after sharing their plans with all affected stakeholders.

2.7.11 Decade of Artisan Campaign

The Deputy Minister of the Department of Higher Education made learners aware of the university degrees that will make them unemployable. In so doing, the artisan campaign was introduced (Mandiwana, 2016:1). He indicated that young people should stop pursuing university degrees that would result in them joining the list of the unemployed. The Deputy Minister of Department of Higher Education spoke to 1200 pupils from different schools at Capricorn Technical and Vocational Education and Training. Manana (2016:1) said if we do not have artisan qualifications, the rate of unemployment would be higher. This means that the country needs people with engineering skills, not degrees that make them unmarketable. According to the Minister, artisan programs have jobs guaranteed.

It is unrealistic to expect TVET colleges to provide and prepare students for all the possible variation of workplace expectations, or workplace specific technologies. If they were to do so, the curriculum would be overloaded by non-technical and non-core

components. However, if one distinguishes between the different types of skills that make people employable in specific occupation, then it is possible to incorporate some of these into the curriculum. Workshops and classrooms on firms, enforcing expectations of time management and punctuality, and assessing in ways similar to workplace setting, are all realistic strategies that do not require extra curriculum space. It is also unrealistic to expect vocational education qualification to compensate for weak foundation in basic level (DHET, 2015:18).

Poor curricula alignment with no economic priorities, weak linkages with industry, mismatch between skills demanded by employers and skills supplied by the TVET colleges are ineffective. There is therefore an urgent need to bridge the identified gaps between the skills acquired from both higher and continuing learning institution and job performance in industries. However, this would not happen without building strong ties between the institutions and job industries that are closely intertwined, to respond to the skills deficits. The linkage would pave a new direction in consolidating and facilitating the various forms of work integrated learning which could ultimately lead to more job placements for students following the accomplishments of their academic courses.

2.7.12 Promotion of Artisanry

TVET institutions in Eastern Cape started promoting artisanry by improving the 2016 working World Exhibition, which took place from 16th to 18th February 2016 in the Eastern Cape, at the Nelson Mandela Bay Stadium in Port Elizabeth. The South Africa, SDEP Skills Development and Employment Programmes initiatives participated in the exciting event for specific vocational and professional careers. The exhibition introduced eager learners to career opportunities in the career economy. The aim was to promote awareness of technical and vocational training opportunities in the renewable energy sector, as well as, in the electrical and plumbing trade. A total of 12 046 learners attended the exhibition, representing 89 schools, to help the learners become familiar with what TVET colleges are doing. The Working World Exhibition, thus, presented unique opportunities to equip learners with this information, enabling them to make

informed decisions regarding their career choices as well as inspiring them to plan for their future (TVET News Letter, 2016:13).

2.7.13 Internships and Placement Opportunities

Colleges also attract learners by making internship and placement opportunities available in the workplace and aligning training to New Growth Path. There is a quality partnership between industry and college (Massachusetts, Armstrong & Sheppard, 2017:250). Colleges also assure learners with jobs after completing their qualifications. The colleges also determine how the competitors are perceived and evaluated. The strategies specify what to accomplish and the marketing strategy involves the target market.

Learners are attracted by good opportunities such as employment and moving from a rural to an urban area. The Gauteng Marketing Forum displays their campuses and curricula, which makes learners think of Gauteng colleges. Curriculum responsiveness to the economy is inclusive of responding to labour market requirements. Marketing managers therefore need to have the knowledge and skills of marketing.

2.8 CONCLUSION

This chapter presented and discussed the literature which guides the study. Conceptual migration was also outlined in this chapter. Theoretical framework, curriculum responses in other countries, factors contributing to learner migration, marketing capacity to attract learners and marketing strategies used to improve attract of learners, were also discussed. Chapter 3 discusses the research design and methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research design and methodology, sampling process, research instruments, trustworthiness, data analysis, delimitation of the study and ethical considerations. The researcher used the qualitative approach to explore how a responsive curriculum could be used as an aspect for marketing technical and vocational education and training colleges in Limpopo Province.

3.2 RESEARCH DESIGN

The study adopted the qualitative approach. The qualitative approach is the interpretive form of inquiry where researchers interpret what they see, hear and understand (Cresswell, 2009:176). The qualitative approach was adopted because it contains non-numerical records and arises as words, phrases, statements, narrative text or pictures (Kent, 2008:28).

3.3 RESEARCH METHODOLOGY

Research methodology refers to the different techniques, methods and procedures used in the process of implementing research design or research methods (Creswell, 2009:18). The methods used to collect data for the proposed study are discussed hereunder:

3.3.1 Interview

The researcher used individual and focus group interviews to collect data from participants. According to Creswell (2009:18), an interview is a conversation where

questions asked, and answers are given. The researcher used interviews because they are useful for obtaining detailed information about personal feelings, perceptions and opinions of participants.

3.3.2 Observation Schedule

This type of schedule has questions which guide an observer systematically. It is designed to reveal patterns of either marketer behavior that may be significant to attract learners. The researcher modified the schedule to suit his needs. The researcher also developed his own observation schedules for a specific purpose. The observation of the participants focused on interaction, language, collaboration and team spirit. Field notes were taken throughout the process of observing (Henning, Van Rensburg & Smit, 2004:64).

3.3.3 Document Analysis

The researcher studied the policy documents, strategic plans for marketing and reviews of these policies. Documents were analyzed and interpreted by the researcher, to give voice and meaning around the assessment topic (Bowen, 2009:28). The policies' procedures for marketing were analyzed. Notes were also taken from these documents. The researcher used document analysis because it is ideal for obtaining information.

3.4 SAMPLING PROCESS

The population, sampling procedure and sample size are discussed below.

3.4.1 Population

A population refers to a complete set of people that possess some common characteristic defined by the sampling criteria established by the researcher and all the measurements of interest to the practitioner or researcher (De Vos et al., 2002:198).

The population of the study were Department of Higher Education and Training TVET officials, principals of TVET Colleges, marketing managers, and learner-support officers in Limpopo Province.

According to De Vos et al. (2002:198) the population is a sort of entities in which all the measurements of interest to practitioner or researcher are presented. The population is a set of elements one desires to apply the findings of a study (Daniel, 2012:5). Therefore, population for the study was chosen carefully, to ensure the right participants were consulted for measures of quality control. The population in this study were principals of TVET colleges, marketing managers, Department of Higher Education and Training TVET coordinator and learners support officer.

3.4.2 Sampling Procedure

The purposive sampling procedure was used to select the participants for the study. Purposive sampling is a process that allows the researcher to select a sample with a specific purpose in mind (Neuman, 2003:213). It is also called judgmental, selective or subjective sampling. The researcher selected the participants based on their particular purpose of knowledge known from work. The researcher handpicked people to be included in sample on bases of judgement of expertise to college. In that, way they built up a sample that met the specific needs. The researcher accomplished the goal by selecting information-rich cases that provided the greatest insight into the research questions (Miles & Huberman, 2000:34). The researcher approached the principals because they are heads of college. Besides the principals, there were marketing managers, learners support officers and TVET coordinators from the Department of Higher Education and Training.

3.4.3 Sample

The researcher sampled one Department of Higher Education and Training official, a TVET official, because he or she had a target for registration every year, as well as

achievements goals; three principals of TVET colleges, because they are the heads of the colleges, three TVET marketing managers. This was because they were doing advocacy to career expositions of colleges; and three learner support officers from TVET colleges. This was because they assisted the learners in selecting courses to register if their intended courses were full. All staff members working for colleges play vital role in ensuring that colleges get learners. They also have information about their colleges. Some were doing in-service training, and some were working for the colleges.

3.5 RESEARCH INSTRUMENT

3.5.1 Interview Schedule

There was personal contact between the investigator and respondents in an in-depth way. It is also assumed that a weakness in one method was compensated by another method that always make possible sense between different accounts. It established how individuals felt about a topic, and informed the decisions made.

3.5.2 Compilation of the Interview Schedule

The interview schedules were taking into consideration the participants that were interviewed. The interview schedule two sections, namely section A dealt with biographical information and section B comprised of questions based on the objectives of the study. The questions on the interview schedule were developed taking into consideration the participants from whom the data was collected.

3.6 TRUSTWORTHINESS OF THE STUDY

This section discussed trustworthiness of the qualitative research approach. It was hard to ensure that qualitative research was accurate or correct; therefore, it was necessary to use the following four aspects needed to take into consideration when

conducting qualitative research: credibility, transferability, dependability and conformability.

3.6.1 Credibility

Credibility refers to the idea of internal consistency, where core issue was how the researcher ensured rigor in the research process and communicated to the other research done (Gasson, 2004:95). Credibility was achieved through prolonged engagement with participants, persisted observation in field, use of peer researchers. Credibility was also enhanced through a description of source data and a fit between data and the emerging analyzed thick description. Thick description, transcending research paradigms involve detailed rich descriptions, not only participants' experiences of phenomena but also of contexts in which those experiences occurred. Credibility involved establishing believable research results. It went for quality not quantity. It depended on richness of information gathered rather than the amount of data gathered. Researcher also used data triangulation. Participants and readers were the ones to judge the credibility of the results (Cohen & Crabtree, 2006:2). Credibility was the confidence in the truth of the findings.

3.6.2 Conformability

In the interest of conformability, researcher acknowledged that the lens through which they understood data could influence how findings had been interpreted (Saunders & Lewis, 2012:4). This lens could experience, knowledge and expectations and subjective (Rubin & Rubin, 2012:5). The researcher questioned how research findings supported the data collected. This process established whether researcher biased during study, qualitative research allowed researcher to bring unique perspective study. To minimize the bias, the researcher resorted to asking open-ended questions, instead of leading questions, to allow the participants to provide their thoughts on the topic under discussion. The researcher also practiced how to listen actively while keeping preconceived ideas at bay, as per the guidance (Rubin & Rubin, 2012).

Conformability improved, as the researcher had no prior experience on how the curriculum responds to marketing. To enhance conformability to internal conclusion, an audit trial was completed throughout the study, to demonstrate how each decision was made (Cohen & Crabtree, 2006:2). It is a degree of neutrality or extent to which findings are shaped by respondents and not the researcher's motivation, bias or interest.

3.6.3 Transferability

This refers to the extent to which a reader is able to generalize the findings to her or his context and address the core issue of how far researcher made claims for a general application of the theory (Gasson, 2004:98). The researcher provided sufficient information regarding the research context, process, participants, and researcher-participant relationships, to enable readers, to decide how the findings could be transferred; findings should not be generalized to other populations.

Transferability refers to the degree to which the research can be transferred to other contexts. The reader noted specific detailed of research situation and methods, and compared them to similar situations that were more familiar. The specified were more comparable; the original research was deemed more credible (Merriam, 2002:478). It showed that the findings had applicability in other contexts. The researcher applied a highly detailed description of situation and methods.

3.6.4 Dependability

Dependability deals with core issues in which a study conducted should be consistent across time, researcher and analysis technique (Gasson, 2004:94). The process through which findings were derived, were explicit and repeatable as much as possible (Cohen & Crabtree, 2006:2). The standard measured how the research was conducted, analyzed and presented. Each process was studied and reported in detail, to enable an

external researcher to repeat the enquiry and achieve similar results. It showed that the findings were consistent and could be repeated.

3.7 DATA ANALYSIS

The researcher selected coding as a technique for analysis, through inductive approach. The researcher chose inductive approach study, aimed to build an understanding and explanation of the discovered data. Thomas (2006:240) asserts that, the inductive Approach analyzes summarized raw data and conveys key themes and processes.

According to Cresswell (2004:154), the process of data analysis is based on reduction and interpretation. Qualitative data analysis is primarily an inductive process for organized data. Inductive data analyzed means that categories and patterns emerged from data analyzed and imposed data prior data collection, like in deductive data analysis (McMillan & Schuimacher, 2010:402).

The data was analyzed, processed, cleaned, transformed, and modeled data with the goal to discover useful information, suggest conclusion and support decisions made. Data analysis generally began with transcribed data that emerged from the interviews and documents (Zikmud, 2003:72). It was transcribed interviews and documents. Data analysis was subjective in nature (Leedy & Ormrod, 2002:96). Inductive analysis allowed patterns to emerge on imposed data prior to data collection. The researcher favored analytic approaches because they are holistic, speculative and descriptive.

Consequently, qualitative analysis relies upon interpretation of behavior or respondents' utterances through a lens or theoretical, prescriptive terms such as semiotics (Mariampoliski, 2001:8). Lapadat (2010:926) asserted that thematic analysis is a systematic approach of qualitative data, involving identified themes or patterns of meaning, coding and classified data, usually textual, according to themes. It interprets

the results thematically, seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles.

According to Lapadat (2010:928) a wide range of data sources are used for thematic analysis, including interviews, transcripts and digital audio files. The data collected from each of the interviewed audio recordings is transcribed to convert the audio files into text files (referred to as transcripts). The audios are filed together with the notes taken during and after interviews by the researcher and formed the basis of the data sourced for thematic analysis of the study.

3.7.1 Significance of the Study

The study will assist the colleges to strategise and capacitate them to minimize the number of learners migrating to Gauteng Province.

3.8 DELIMITATION OF THE STUDY

The first limitation on this study methodology related to interviews as qualitative research. Their findings cannot be final or conclusive (Zikmud, 2003:5). A further contribution to limitation limited interviewed due to high costs related to time and skills required of interviewer. The judgement of the researcher is the main limitation of purposive sampling, even though the technique relied on it. Limpopo Province had seven colleges Sekhukhune TVET college, Mopane TVET college, Vhembe TVET college, Waterberg TVET college, Lephalele TVET college, Letaba TVET college and Capricorn TVET college. The study narrowed the focus to manageable.

This study was conducted at Sekhukhune TVET college, Waterberg TVET college and Vhembe TVET college in Limpopo Province, South Africa. This limited the principals, marketing managers and learners support officers, and official from Department of Higher Education and Training. Only three colleges out of seven colleges were selected for participation. The coding limitation included data coded used by the researcher's

own analytical lens and resulted in valued research. This further amplified as the themes were developed and were based on the researcher's creative insight and pattern recognition and not necessarily on a scientific formula (Lampadat, 2010:926). Despite thematic analysis being widely used as an analytical approach in this qualitative research, the research data collected is subjective.

3.9 ETHICAL CONSIDERATIONS

Ethics refer to the moral principles or values that generally govern the conduct of an individual or group. Ethics viewed as standard of behavior, which conduct judged. Laws are the values and standards enforced by the courts. Ethics consisted of personal moral principles and values rather than societal prescription (Charles, Joseph & Carl, 2005:30). Defining the boundaries of ethicality and legality can be difficult (Lamb & Hair, 2005:31). Ethical conduct is fundamental aspect research and relevant in every aspect of study, including designed, recruitment of participants, fieldwork interviews, data analyzed and reported (Rubin & Rubin, 2012). All participants were invited to participate in the study individually. All participants were informed that the information acquired through the interviews would be used only for academic purposes and that their confidentiality would be ensured. Participants not exposed to undue physical harm or risk of life; they were also informed of the nature of the study conducted. The names or any form of identification are not used. Research instruments and procedures adhered to the ethical features, which contributed to the credibility of research. Ethics are defined as a field of enquiry into determined behavior deemed appropriate under certain circumstances as prescribed by codes of behavior that were set by society (Burns & Bush, 2000:44). The research conducted the study at TVET colleges, which are government entities. Therefore, permission was sought from the Department of Higher Education, Training, and the principals. The research was not undertaken for competition, as such research would jeopardize the confidentiality of the clients (Proctor, 2000:20).

After permission was granted, the participants signed consent forms, which guaranteed their confidentiality and privacy. The consent forms informed the participants that participation indeed was voluntary. Participants' permission was requested in order for an audio recorder to be used during the interview and observation. Participants were also told about their privacy, anonymity, and right to withdraw at any time. The researcher also made sure that research questions were not biased, and made the questions as simple as possible. He also made the questions very specific, avoiding jargon, and hypothetical questions (Hague & Jackson, 2015:134). All participants were able to speak English and did not require a translator to understand the questions that the researcher posed during the interview.

3.10 CONCLUSION

This chapter presented the study design and data collection methods. The qualitative research approach was discussed, as well as the methodology, sampling process, research instrument, trustworthiness, data analysis, delimitation of the study and ethical considerations. The researcher also explained why the interview schedule was used as the research instrument. The next chapter qualitatively analyses and interprets the collected data. The biographical information and how responsive the curriculum is as an aspect of marketing technical and vocational education and training colleges in Limpopo Province, were also discussed.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents data analysis and interpretation. The data was collected through interviews, observations and documents. The qualitative data comprises data collected from one DHET official, three TVET college principals, three marketing managers and three learner support officers. The aim of the study was to investigate the factors contributing to the migration of learners to other provinces. The capacity of TVET colleges in terms of marketing programs to attract learners was also investigated. The marketing strategies that can be used to attract learners to study at Limpopo Province were also investigated.

4.2 QUALITATIVE DATA ANALYSIS

This section discusses biographical information of the participants.

4.2.1 SECTION A: Biographical Information: Profile of the Respondents

- **Gender**

Table 4.1 shows that there was one (1 Department of Higher Education and Training Official) who is a female and Principals 2 (two) males and 1 (one) female, TVET marketing managers 2 (two) males and 1 (one) females and Learners support officers 2 (two) females and 1 (one) males participated through individual interviews.

Table 4.1: Biographical Information

Participants	DHET Official	TVET Principals	TVET Marketing Managers	Learner Support Officers
Gender	Female	F, M and M	F, M and M	F, F and M
Age	42	42,45, and52	40, 48 and 46	38, 42 and 45
Highest qualification	BA(Hons)	BA(Hons) B Tech M Ed	BA(Hons) Media BA MBA	BA B Tech BA
Professional qualification	Higher Teachers Diploma	National teach Diploma Teachers Diploma Teachers Diploma Teachers Diploma	N/A N/A TeacersDiploma	Teachers Diploma Teachers Diploma Teachers Diploma

SECTION B: CONTEXTUAL QUESTIONS

This section presents qualitative data analysis. The data was analysed thematically, and 5 themes emerged for the data generated from the interview, as captured in Table 4.2 (See Appendix B, C, D, E and F).

4.3 FACTORS THAT CONTRIBUTE TO THE MIGRATION OF LEARNERS TO OTHER PROVINCES

4.3 1 Curriculum Alignment

Respondents indicated that the curriculum offered at the TVET colleges in Limpopo is not aligned to the needs and skills that are required by the local industries, businesses and some of the informal sectors. They offer the curriculum that is different from the skills needed by those institutions. In that regard, the DHET official had the following to say:

DH: *Learners migrate to other provinces, because some of the TVET colleges offer skills that do not meet the requirements of the businesses around their communities (See Appendix B, line 10).*

One of the principals at the TVET colleges said that:

P1: *I think learners move to go and learn to other provinces because they need to learn new things because many TVET colleges are advanced (See Appendix C, line 45).*

The Marketing manager said the following, to support the above finding:

M1: *Most of the TVET colleges in these other provinces, offer the curriculum that is needed by the industries that at the end will employ them since most of these colleges are advanced (See Appendix B, line 92).*

One of the learner-support officers had the following to say:

LS1: *I think these learners migrate to other provinces because what they teach there is well advanced and needed by the local industries, government and businesses. So, when they finish their studies, it will be easy for them to get employment (See Appendix, line 144).*

It is clear from the above findings that all the participants understand the reasons for learners to migrate to other provinces. Literature by Widekind (2018:6) concurs with the findings because it indicates that the curriculum offered at the TVET colleges do not respond to skills that are needed by the industries and do not meet the needs of the learners. This means that the TVET colleges' needs to offer the curriculum that are aligned to the needs of the local industries (DHET, 2014:7).

4.3.2 Quality of Teaching

In response to the question on the factors that influence learners to migrate to other provinces, the participants indicated that the quality of teaching at Limpopo TVET colleges is poor. They also believed that the lecturers lack technical qualifications and that the methods of teaching they use is inappropriate. Furthermore, the technical and methods of teaching they use is not balanced because of inadequate teaching experience. The DHET official said the following:

DH: *Most of the lecturers who teach at the TVET colleges do not have enough experience and they are less qualified (See Appendix B, line 13).*

One of TVET principal said the following, in support of the above finding:

P.1: *The lecturers who teach here do not have NQF level 6, but they are employed to teach even NQF levels 2 and 3 (See Appendix C, line 47).*

With regard to the above finding, one of the marketing managers said the following:

M.2: *I also think these lecturers who teach here lack teaching experience and are not well equipped with teaching methodologies (See Appendix D, line 96).*

Literature findings by DHET (2017:56) indicate that most of the lecturers who teach at the TVET colleges lack teaching experience and are holders of the lowest qualifications

in teaching at the colleges. Lecturers need to have appropriate teaching qualifications and practicals (Trade Test) in specific fields of study from industries, to be able to explain the theories adequately. Lecturers in business studies also need to have work-integrated learning (in service training). TVET colleges also need people with a background in that industry, to teach in their space.

4.3.3 Reputation of TVET Colleges

The TVET department official, principals, marketing managers and learners support officers believed that the TVET colleges do have good reputation because when the parents take their children, they check the qualifications of the lectures and the skills they have. The other problem is that colleges do not distribute enough information that the learners need and know about the courses offered at the TVET colleges. They also believed that communities, parents and learners also check at the level of performance and the number of graduates produced by those colleges. The DHET official said the following:

DH: *Some of the TVET colleges do not produce a large number of graduates on a yearly basis and the learners do not get enough information with regard to the courses that are offered (See Appendix B, line 9).*

One participant supported the above finding as follows:

P.3: *Learners in our colleges do not perform well and this results in a low number of graduates that can be produced, and it discourages the parents from bringing their children here (See Appendix C, line 50).*

Two of the marketing managers had this to say to support the above view:

M.1: *I also think that we do not produce a sufficient number of graduates each year (See Appendix D, line 93).*

M.3: *Learners at these colleges do not perform well and this results in us not producing a large number of learners who graduate (See Appendix D, line 101).*

One of the learners' support officers said the following:

LS1: *Our learners are not performing well and this discourages the parents from bringing their children to our TVET Colleges (See Appendix E, line 146).*

The above findings concur with literature by Seung (2014:7, indicates that parents and learners measure the graduates from their nearest colleges by whether they get jobs after completing their studies. Some colleges in Gauteng produce a large number of graduates who have completed their diplomas. On the other hand, the TVET colleges in Limpopo Province do not produce a large number of learners who have completed their diplomas. Colleges in Gauteng are also advanced in structure, lecture rooms and workshops. Companies also donate some equipment not at their disposal. In Limpopo, not more than four (4) companies have training centres, and most training centres belong to individual small training centres which struggle to meet the requirements of the Departmental Sector Education and Training Authority (SETA). Limpopo colleges thus need to advance in workshops to be able to make learners to pass in large numbers. Theory and practicals inform each other. Therefore, colleges need to collaborate with industries.

4.3.4 Management and Governance of TVET Colleges

Participants indicated that most of the TVET colleges in the Limpopo province not well-managed and this is a serious problem for marketing. The DHET official said the following:

DH: *I have observed that some of these TVET colleges are not well-managed and they lack some direction as to what they must do control themselves (See Appendix B, line 21).*

Two of the principals who said that supported the above view as follows:

P.1: *There is poor governance to support our colleges, I am saying this because we are not even guided on what to offer that can attract the learners to come and study at our colleges (See Appendix C, line 66).*

P.2: *We try to manage the colleges, but what is lacking is good governance by DHET. We do not get enough support from them (See Appendix C, line 126).*

One of the learner support officials had the following to say:

LS.1: *I can say there is poor management and governance by the managers. As learners, we are not guided on the courses we can enroll for (See Appendix E, line 155).*

The findings from the literature indicate that there is lack of good governance to support TVET colleges to attract learners in many ways. In addition, there is no guidance to make prospective learners aware of what the TVET colleges offer. Guidance will also increase attractiveness, whether related to further education or employment. As there are no partnerships, TVET provision cannot meet local needs and increase efficiency and attraction (Simon et al., 2014:10). This means that the TVET colleges management must develop a vision for the college that will indicate the direction which the college must take, markets that it should compete with, by practicing management through people. Management and governance should know the local needs, regional needs and national needs. They will be able to do so only if they know what they are addressing. If they are collaborating with local and regional businesses, they will be able to guide learners. Learners will be attracted by seeing more learners doing practicals and businesses frequenting the colleges.

4.3.5 Creation of Job Opportunities

The majority of participants indicated that learners migrate to other provinces to study because they want a better education. They also indicated that TVET colleges at those provinces trained skills that provide them with job opportunities. The DHET TVET official said the following:

Because they know there are job opportunities; after they complete their studies it will be easier for them to get jobs than in their home province, where they will wait for a long time without getting jobs (See Appendix B, line 9).

One of the principals had the following to say:

P.1: *Gauteng and other provinces have industrial opportunities, some learners go to Gauteng TVET for job opportunities; learners want to study in an advanced province (See Appendix C, line 44).*

To support the above finding, the marketing managers added the following, to explain learners' reasons for migrating to other provinces:

M.2: *I think learners migrate to other provinces because they want to be equipped with knowledge and skills and that is also well resources with better facilities that will prepare them for job opportunities (See Appendix D, line 98).*

The findings indicate that learners migrate to other provinces for better education and job opportunities. The literature by Powell & McGrath (2015:627) concurred with the above findings because it indicates that the TVET colleges offer programs which are not advanced and knowledge acquired is not adequately transmitted to the learners. This means that there is a need for TVET colleges to offer the curricula which respond to the needs of the learners and that of the industries. However, Limpopo has some mines, farms. The province also features in tourism, with hotels, as well as two power stations. There are many job opportunities in these. Colleges should therefore market the training

opportunities for learners in Limpopo. Some State-Owned Companies (SOC) like Eskom have Strategic Youth Development Initiatives (SYDI), which are used to train youth.

4.3.6 Use of Marketing Plans

Participants believed that some of the TVET colleges in the province do not market themselves, or they lack marketing plans. They added by indicating that these TVET colleges were unable to implement their marketing plans because learners are not even provided with the information on flyers and prospectuses. The DHET official supported the above finding as follows:

DH: *Some of the TVET colleges do not market themselves for learners to know about the programmes they are offering (See Appendix B, line 18).*

One of the principals said the following:

P.3: *We sometimes fail to implement the marketing strategies we have due to the team members that we have (See Appendix C, line 62).*

The marketing manager supported the above finding as follows:

M.2: *We have a marketing team, but sometimes we fail to provide the information with regard to the college and programmes to the learners. The information ends up not reaching the learners especially those in the rural areas. So, the learners end up moving to TVET colleges at other provinces (See Appendix D, line 119).*

One of the learner support officers supported the above finding as follows:

LS.1: *The information with regard to the programmes offered by the TVET colleges does not reach the learners. The marketing team at our*

college does not go out to the community to attract learners to come and study here (See Appendix E, line 166).

It is clear from the above findings that the TVET colleges do not market themselves. The findings by McCarthy & Perreault, (2013:9) indicate that the TVET colleges are unable to market themselves and they are undermined because the marketing teams are not committed to marketing the TVET colleges. Colleges in Limpopo therefore need to have a plan of how are they going to visit their regions to market themselves. There are, for example, regional career expos twice a year in each region, which can be utilized. Learners from rural areas do not read newspapers on a regular basis and therefore need to be visited. Furthermore, not all colleges advertise on the radio and TV. Marketing teams therefore need to pair with schools if they cannot attend expos.

4.3.7 Local Partnership and Collaboration between TVET Colleges and Industries

Some participants indicated that some TVET colleges do not have a good relationship with the local businesses and industries around them. This is because there is poor alignment with economic priorities; as a result, learners end up failing to get internship opportunities and the labour market easily. The DHET official concurred as follows:

DH: Learners migrate to other provinces because after completing their diplomas they fail to get internship opportunities because some of the TVET colleges do have a good relationship with the local businesses (See Appendix B, line 8).

One of the principals supported the above finding as follows:

P.1: As the TVET College we fail to have a good partnership with the local businesses and learners want to get internship opportunities, when they are not given that opportunity, they are forced to leave and move to other TVET colleges in other provinces (See Appendix C, line 52).

One of the marketing managers responded as follows:

M.2: *The other thing that make learners to move to TVET colleges in other provinces is that partnership with the local businesses and industries is poor, as the college we are not aware of the skills that these local industries to prepare our learners to the labour market (See Appendix D, line 102).*

With regard to the above finding, the learner support officer said the following:

LS.3: *As the learners we complete our studies and do not go to local businesses for internship opportunities, that is the reason for us to migrate to TVET colleges at other provinces (See Appendix E, line 150).*

It is clear from the above findings that all the respondents believe that learners migrate to TVET colleges in other provinces because there is no partnership and collaboration between the TVET colleges and local businesses. Lack of working partnerships between the colleges and a range of players, private, public, community, and industrial players adversely affect attracting learners, ensuring employment and improving the image of TVET colleges. The literature findings by the White Paper on Higher Education Institutions (2014:87) concurs that the TVET colleges are not serving their communities, in order to meet some of their social needs. This is due to poor relations between the TVET colleges and the local businesses. The survival of the colleges comes from the learners. When marketing is not doing its work, learners will not know their colleges. Furthermore, local businesses will not know the curriculum of the colleges if the colleges do not visit them. Colleges should therefore have regular visits to communities, to inform them about their colleges. Businesses should also play pivotal role in developing curricula that are aligned with their needs.

4.3.8 Handling of Learners' Complaints

The DHET, TVET principals, marketing managers and learner support officers believed that TVET colleges in Limpopo also fail to address the problems that they encounter and complaints that learners have these results to learners' migration to other provinces.

The DHET official said the following, to support the above finding:

DH: *We receive lots of complaints from the learners, who report that they are not treated well by some of the TVET colleges, this is because some spend a long time waiting for their results (See Appendix B, line 14).*

One of the learner supported the above sentiment as follows:

LS.2: *Here we have embarked on strike for our problems to be solved, the management sometimes does not assist us when it comes to solving our problems (See Appendix E, line 151).*

Literature findings by Kuma (2017:356) support the above findings because they indicate that learners are dissatisfied with the manner in which their complaints are handled at the TVET colleges. In addition, their complaints not solved speedily.

The participants added that learners relocate to TVET colleges in other provinces because their parents are working near those colleges. Thus, it would be easier for them to attend there because they would be close to those TVET colleges. This is what the DHET official said to support the above view:

Learners migrate to TVET colleges in other provinces. Some of those learners going Gauteng they are staying with their families as they are working there and having houses. Learners do not struggle to get accommodation (See Appendix B, line 44).

Some learners are putting their parents in a difficult situation, as they cannot afford urban life and they survive on social grants. Learners lodge complaints but their problems are not addressed, and they leave for other provinces. All problems will have to be addressed, to ensure that the colleges have more learners. Furthermore, all complaints, big or small, need to be solved. Where possible, the college should find out why learners do not complete the programs.

4.4 THE CAPACITY OF TVET COLLEGES IN TERMS OF MARKETING PROGRAMS TO ATTRACT LEARNERS

4.4.1 Development of Alternative Strategies

Respondents reported the same experience regarding the marketing of programs to attract learners; they indicated that the marketing programs are not provided to the learners. They also indicated that learners lack knowledge of the curricula offered at those TVET colleges because materials such as prospectuses, radio adverts and posters are not provided to attract learners. The DHET official had this to say:

***DH:** We provide support through the media by different colleges with the support from the department, e.g. radio adverts, flyers, prospectus, even sometimes we market our curriculum even by word of mouth where we go out of schools and talks to high schools learners through marketing campaign (See Appendix B, line 19).*

The most common way suggested by the participant was to engage co-workers and graduates to market programs. Some participants indicated that they market programs to attract learners.

One of the TVET principals said that:

***P.1:** The things that help us to market learners are brochures, road show advertisements and even word of mouth, where we sometimes visit schools around the town and villages. Sometimes we plan on how*

we shall market our TVET college, but the challenge is that we fail to implement this (See Appendix C, line 61).

Some of the marketing managers who supported the above finding responded as follows:

M.1: *We do not give the learners the information on the courses offered at TVET Colleges. We also do not have enough time to move around the schools in the province (See Appendix D, line 107).*

M.2: *As the marketing manager, I ensure that there is a marketing plan that is prepared at the end of each year. Moreover, we develop alternative strategies to market the college (See Appendix D, line 108).*

One of the learner support officials said the following:

LS.1: *The TVET College we give prospectuses to nearby schools, and do not go to schools that are too far away from us. Learners from most of the schools are not aware of the programmes that we offer (See Appendix E, line 158).*

The above statements clearly indicate that the TVET colleges do not provide enough information with regard to the programmes that they offer to the learners in schools. This finding is supported by Lesley (2017:12), who indicated that there is no distribution of generated information in brochures, annual reports and advertising addresses by the TVET colleges. This means that learners lack more information regarding the programs offered because the information does not reach the learners in schools. The neighbouring schools are the ones getting the information. The regions are big and need enough time to be able to cover most of the schools. Reviewing strategic performance indicators is also not followed. Marketing managers give up when their alternative strategic plans are not working. When there are schools they cannot reach, they are supposed to invite principals of those schools to fetch brochures to give to the career teachers at their schools.

4.4.2 Financial Aids Strategies

The respondents also indicated that they lack capacity, because the funds they receive from the government are insufficient. As a result, they are unable to acquire adequate facilities and some of the classes do not have chairs and tables. This contributed negatively on these learners and they ended up moving to other provinces. One of the principals said the following:

P.2: *Sometimes we lack funds to assist us to conduct campaigns to attract learners to study at our college (See Appendix C, line 67).*

The marketing manager said the following:

M.2: *Yes, we do have the capacity; it is just that some classes don't have enough chairs and tables for learners, which means that some learners attend classes while standing and it is not good for the learners. The funds we receive from the DHET are insufficient (See Appendix C, line 110).*

At the colleges learners get funds from NSFAS to support them with their studies. The problem is that they do not receive the funds at the beginning of the academic year (See Appendix C, line 112).

One of the learner support officers said the following:

LS.3: *We receive financial assistance from NSFAS to support us with our studies (See Appendix E, line 162).*

The above findings indicate that Limpopo TVET colleges lack funds to provide adequate facilities to market the college. The learners are also provided with funds that assist them. Literature by DHET (2014:4) supports the above finding by indicating that learners receive financial assistance from the government in order to meet their needs. However, some learners have challenges with accommodation in the nearby villages, as some of the colleges do not have dormitory facilities. The first months after opening

is challenging, as learners do not get money from the start. Travelling from homes to colleges sometimes ends in school dropout. Additional structures to accommodate more learners is not possible, as the Department of Higher Education always has financial constraints. The money government given for recapitalization for structures does not meet all the needs, but helps at colleges in towns, for improvement, as they have more facilities.

4.4.3 Managing for Competitive Advantage

Participants believed that the TVET colleges use policies, which assists them to compete with other colleges. They also indicated that the colleges provided the best services to the learners in order to attract them to study at their colleges. Furthermore, they believed that they considered strengthening the system for life-long learning, by meeting the needs of the labour market and those of future generations. The DHET official said that:

DH: *As the department we ensure that the TVET colleges use the policies in order to improve the education system (See Appendix B, line 23).*

Some of the principals supported the above view when they said that:

P.1: *I encourage the staff to use the policies from the government and to compete with other colleges by working hard and implementing some marketing activities that can attract the learners (See Appendix C line 64).*

P.2: *We ensure that we perform the marketing activities are well managed by competing with other colleges through by introducing programmes that are not offered at these other colleges, that meets the needs of the future generation (See Appendix C, line 67).*

In this regard, one of the marketing managers said the following:

M.1: *As the marketing manager, I ensure that the marketing policy is implemented, because this helps us to attract the learners (See Appendix D, line 115).*

One of the learner support officials said the following, to support the above view:

LS.3: *Here they try programmes that are offered to prepare the learners for labour market, and improve their knowledge (See Appendix E, line 163).*

It is clear from the above finding that TVET colleges have the capacity to provide the best service to the learners. They do so by ensuring that they manage the competition by implementing the policies that assist them on how they can teach the learner. Literature findings from insights, (2020:370) indicates that managing competitive advantage is the key to get more learners is to achieve a sustainable competitive advantage that is based on doing things better than the competition, in order to attract learners. By so doing, colleges will create a sustainable competitive advantage. Managing life-long learning helps in marketing the needs of the labour market. Government provides good policies but there are no markets within the province.

4.4.4 Developing Strategies to Manage the College

The participants in this regard indicated that they develop structures that assist them in the teaching of the learners such as technological gadgets and employ the system that assists them in getting better staff to market the TVET colleges. The DHET said the following to support the above finding:

DH: *We ensure that these colleges become innovative by using the technological gadgets when teaching the learners to be more advanced (See Appendix B, line 24).*

The principal had the following to say with regard to the above view:

P.2: *In this college we have introduced the strategy of teaching the learners using advanced technologies and the system for getting better staff that can assist with teaching and marketing the college (See Appendix C, line 68).*

One of the marketing managers said the following, in support of the above view:

M.3: *The marketing strategies we are using are well advanced because learners can view the programs we are offering through internet and they can also apply for admission (See Appendix D, line 116).*

The findings from the literature indicates that strategic marketing is a continuous process that takes place mainly at the college level. College management therefore must formulate a college strategy for the college as a whole. This means that marketing management, through strategic management, influences the cooperate strategy formulation process that will assist in attracting the learners (Ntshidi, 2017:540). The facilities are not enough to enable learners to apply through new technology, resulting in few students being admitted. Staff members need refresh courses and retraining on a yearly basis, as technology changes constantly, to keep abreast with the latest changes.

4.4.5 Monitoring and Evaluation of Programs by DHET

The participants believed that the DHET can assist by monitoring and evaluating the way in which colleges implement the strategic management. They also employ TVET leadership which empowers TVET colleges to provide curricular which are responsive to the needs of the community. This can be done by strengthening the partnership between the DHET and individual TVET colleges. The DHET official said the following, to support the above finding:

DH: *As the Department, we try to support the TVET colleges by monitoring how they are implementing the marketing strategies and if what they are offering, meet the demands of the learners. We also evaluate how the programmes are assessed (See Appendix B, line 30).*

One of the TVET principals said the following:

P.1: *The programmes that are offered here are monitored all the times to see if they meet the needs of the learners and society, there are officials who visit us all the times here at the college (See Appendix C, line 73).*

DHET (2014:5) indicated that quality monitoring, evaluation and framework was established for the national, provincial and institutional management structures to the TVET colleges. The office of the college principal need to be able to perform its primary role of the institution vision and mission management and leadership as well as institutional co-ordination and accountability management in order to attract the learners.

The participants were also asked how the programs that are offered at the TVET colleges are assessed, and in response, they indicated that the programs were assessed regularly by the Department of Higher Education Institutions and SETA for quality assurance. The DHET TVET official had the following to say:

DH: *Some learners are assessed by DHET and QCTO (See Appendix B, line 29). They make sure that the questions are standard (See Appendix A, line 37).*

This is what one the principal said supporting what the TVET official said:

P.1: *They are assessed national by the department of higher Education and training, QCTO and DHET are the one that assess questions papers and memorandum (See Appendix C, line 77).*

To support the above findings, the marketing managers added that learners are being assess through the skill they are learning.

M.1: *The programmes are quality assured by QCTO and the DHET to measure the quality of the programs. They are also other quality assurance bodies such as QCTO and SETAs, which also serve as an assurance body for some of the qualifications (See Appendix D, line 130).*

One of the learner support officials supported the above statement by giving example on how they assess programs that offered at the TVET College.

LS.1: *They are assessed nationally by the Department of Higher Education and Training, QCTO and UMALUSI(NDLELA) are the ones that assess question papers and memorandum (See Appendix E line, 168).*

The above statement indicates that learners have to be assessed, to show that the TVET are complying with the Department of Education policies, and managers of TVET make sure that knowledge and skills are imparting to the learners. Furthermore, it is clear that the TVET colleges' programs are reviewed to meet the minimum requirements for DHET, SETA and UMALUSi (NDLELA). This means that if the programs offered by the TVET colleges are reviewed, learners will receive the skills needed by the industries and there will be more job opportunities for them (Powell & McGrath, 2015:627).

The program offered are of good quality; the challenges are with regard to skills, as those need industries and businesses. Theoretical Assessment is good; the challenging part is assessment of practicals, as facilities are not up to the standard required by the SETA. Learners' skills are assessed, although equipment is still lagging behind in all industrial requirements (DHET, 2013:93).

4.5 THE MARKETING STRATEGIES THAT CAN BE USED TO ATTRACT PROSPECTIVE LEARNERS TO LIMPOPO TVET COLLEGES

4.5.1 Attractiveness of Marketing and Advertising the TVET Colleges

The participants shared the view that learners need to be attracted to local TVET so that they can study in Limpopo TVET colleges without going to other provinces.

This generation of learners wants good buildings; so, we must have good infrastructure and good surroundings. You know they always take photos; so, I think we can attract them (See Appendix B, line 37).

One of the principals also supported by giving his view, as follows:

P.1: *Enhance work integrated learning. Having quality-training equipment. Provide quality teaching. Well established workshop with qualified (See Appendix B, line 82).*

A marketing manager said that the colleges around their province must attract learners. He said that:

M.1: *There is integrated marketing and communication. It is relevant and attractive. Colleges use You Tube, WhatsApp. Entice learners by showing Cooperate videos. Taking along partners to career expo. Introducing new systems of registration and provision of NSFAS. Fourth Industrial Revolution is the directive for the college (See Appendix D, line 142).*

Learners' support stated that it is important for learners to be attracted to local colleges. He added the following:

LS.1: *Advertising programmes on the radio and television, has a lot of outreach if institutions have resources. For learners to gain skills would be good advantage for learners in industrial factories; mining learners*

would know that there are a lot of job opportunities (See Appendix E, line 179).

The above statement shows that it is important for colleges to attract learners to register at local colleges by improving their infrastructures in their campuses, learners exposed in the programs and partnership with companies (DHET, 2014:83). The learners, being young, want show off at their institutions. They post photos on WhatsApp of institutions where they study. The old structures need to be renovated, by painting and looking beautiful all the time. Industries and mines also need to have learners within the college sponsored; that also motivates. Best performers should be rewarded. Colleges having relationship with business attract more learners, as learners know the chances of getting skills as well as institutional training are abundant.

4.5.2 Improve Education and Training Opportunities for the Gap Grouping between School-leaving and First Employment

Participants indicated that the TVET colleges must try to produce graduates who will meet the needs of the country. They added that the education system should differentiate groups and produce highly skilled individuals. The DHET official responded as follows:

DH: *I think the TEVT colleges should produce graduates that can meet the needs of the society (See Appendix B, line 32).*

Two principals supported the view that learners can be attracted to the local colleges in Limpopo as follows:

P.1: *In my view, it would be better if we empowered the learners with quality knowledge and skills that can meet the needs of the country for them to get better employment opportunities (See Appendix C, line 80).*

P.2: *Learners can be attracted to the TVET colleges here in Limpopo if we ensure that the programs we offer can equip them with quality skills that meet the needs of the country (See Appendix C, line 81).*

With regard to the above view, one of the TVET marketing managers said the following:

M.1: *I think learners can be attracted if they are well equipped with skills that can make them to employ (See Appendix D, line 135).*

The learner support official supported the above view saying the following:

LS.2: *If the learners are equipped with skills that meet the needs of the country, they can be attracted to attend at the local TVET colleges than migrating to other colleges (See Appendix E, line 174).*

It is clear from the above finding that the TVET colleges in Limpopo Province can attract the learners if they produce graduates who are highly skilled. Literature findings indicate that graduates of South Africa universities and colleges should have the knowledge and skills to meet the present and future needs of the country (National Youth Policy, 2015:210). This means that innovation is critical to solving South Africa's pressing challenges, introducing new products into the market and producing goods and services more efficiently. The skills should not only be for job seekers but also for job creators. The government should encourage the youth to register businesses, as that will address challenges of local, regional and national needs. Colleges need to add programs that guide learners on how to run business.

4.5.3 The Economic and Skills Drivers in the Local Economy

Participants indicated that TVET colleges need to understand the key economic and skills drivers in their local economy because the main industries in the local setting of a college may include key potential employers of their learners. The DHET official supported the above finding as follows:

DH: *The TVET colleges should understand the key driver of the economy because local industries, business and the government can look at potential learners from those TVET colleges (See Appendix B, line 38).*

One of the TVET principals said the following:

P.1: *Our best learners should get opportunities from the local industries and businesses around (See Appendix C, line 80).*

Two marketing managers said the following with regard to economic skills:

M.1: *If the TVET colleges consider the drivers of the economy, our learners will get an opportunity to be employed by the local businesses and industries (See Appendix C, Line 140).*

M.2: *It will be better if the TVET colleges consider the drivers of economy when training these learners, because they will not think of migrating to other provinces (See Appendix C, line 140).*

The learner support official said the following:

LS.1: *I think if the TVET colleges could develop relevant courses related to the skills of the economy, learners will be attracted to study in our TVET colleges (See Appendix E, line 173).*

Findings from the literature by Cohen and Eimicke (2020:137) indicate that TVET colleges need to understand the key economic and skills drivers in their local economy because potential learners may get an opportunity to be employed by the main industries in the local setting of the college. This means that a description of the main industries and their changing skills needs are useful for planning programs and developing relevant courses. Skill drivers need to work hand in hand with colleges. Learners should be encouraged not lose hope after getting training and released. They should be told to be part of driver of economy as they have skills required. Skills within

local economy needs large number of economic drivers. Looking at current local development skills relevant to local needs is imperative.

4.5.4 Link Vocational Provision More Closely with the Needs of Industry

In this regard, the participants indicated that the programs offered at TVET colleges should also provide vocational courses that closely linked to the needs of the industries. The DHET official concurred as follows:

DH: *Another thing is that we should offer the vocational course considered relevant when developing the programmes of the TVET colleges (See Appendix B, line 39).*

The TVET principal who said that supported the above view as follows:

P.1: *If we try by all means to offer vocational relevant course, learners can be attracted to come and study at our TVET colleges (See Appendix C, line 55).*

One of the TVET marketing managers said the following:

M.2: *In order for us to attract the learners, The TVET colleges should offer vocational courses that are relevant to the needs of the industries (See Appendix D, line 127).*

The above finding is supported by literature by Simon et al. (2014:64), which indicates that TVET colleges must provide vocational courses and link them closely to the needs of the industries. They need to develop curriculum that meet the needs of an increasingly diverse student population that may include the unemployed, the rich and the poor and privileged unprivileged from all racial groups (Arfo, 2015:39). Industries should play the role when developing curriculum. The college will be assisted by taking their lecturers to close gaps where they are open. There should also be joint curriculum development work for both college and industries. Colleges should not think industries

will take over their roles. Unemployed learners should be trained at TVET Colleges, in order for them to be skilled.

4.5.5 Creating and Managing Reputation of Institution

The participants believed that if the TVET colleges could create good reputation of their institutions among all the stakeholders, they would get effective support on policy formulations and planning. This is what the DHET official said in that regard:

DH: The TVET can work with all the stakeholders to create and manage good reputation (See Appendix B, line 40).

The TVET principal said the following, to support the above view:

P.2: The TVET colleges should try to create good reputation by working closely with the stakeholders (See Appendix C, line 86).

The findings above are supported by literature which stress the importance of close relationships among all stakeholders, to support effective policy formulations and planning, noting that the structure and composition of the National Board for Further Education and Training (DHET, 2010:9). The policies are the guideline of operations for the colleges. Planning of college activities will run smooth as direction of good policies available. Stakeholders and institution could build good reputation when they do not deviate from their policies. The principals should display leadership qualities in working through the policies with stakeholders. Learners prefer institutions with a good reputation in terms of results and work exposure.

4.5.6 Partnership with Local Businesses and Industries

The participants also indicated that college attracts learners by organizing internship and placement opportunities available within workplace. Furthermore, they should

ensure that there is quality partnership between industry and the TVET colleges. The DHET official said the following:

DH: *One more thing, the TVET colleges should create internship and placement positions that can attract the learners (See Appendix B, line 41).*

The TVET principal said the following:

P.2: *There should be a close relationship between the TVET colleges and the local businesses, because our learners can get placement opportunities from the local businesses (See Appendix C, line 57).*

One of the TVET marketing manager said the following:

M.1: *If the TVET colleges and the local business, industries and the government work create good relationship, learners can get internship opportunities (See Appendix D, line 121).*

The above finding is supported by literature by Sullivan (2018:18) who indicated that the success of a partnership depends on its design, the country regulation framework, and the capacity of TVET colleges to oversee and enforce its contracts and partnerships. If it is correctly implemented, partnerships between the TVET colleges, local businesses and industries can increase efficiency and choice, and expand access to education services, particularly for household that tend to be poorly served by traditional delivery methods. Permanent work placement is not possible for all learners from industries. Colleges and industries, as service providers, should assist with basic business training. Looking at migrants from near countries shows the skills acquired from their countries. Internships should be used as preparation for future opportunities. Learners should understand that internship is to open ways for work in any industry. Learners should therefore not limit their knowledge by claiming to have no jobs if released after training.

4.5.7 Promotion Plan and Programmer Implementation

The DHET official, TVET principals and marketing managers believed that the TVET promotion plans should have the mission and objectives before its implementation. The participants also said that the key to get more learners is to achieve a sustainable competitive advantage that is based on doing things better than the competitors. The DHET official said the following:

DH: *Learners can be attracted if the mission and the objectives of the TVET colleges should clearly state these on the marketing plan (See Appendix B, line 42).*

With regard to the above view, the TVET principals said the following:

P.3: *In our marketing plan, we should indicate the objectives and mission of the college (See Appendix C, line 89).*

The marketing manager said the following:

M.1: *In order to attract these learners, we should ensure that our promotion plan has the mission and objectives of college clearly stated (See Appendix D, line 139).*

Findings from the literature indicated that the starting point in the process is to review the market situation to determine the effectiveness of the current promotional activities relative to both college marketing objectives of competition. Promotion planning process must have mission statement and objectives (Charles, Bryson, Ackerman & Eden, 2011:369). Learners do not understand mission of college unless they explained to them on the first day of their arrival at college. College should have target of how many to get in each field of study. Plan should indicate when, where, how to carry the task. The objectives must be measurable, realistic and in written form (Thasi & Van der Walt, 2020:98).

4.5.8 Marketing Communication Campaigns

The participants also believed that the TVET colleges should specify the target market when setting promotion objectives because it is necessary to specify the desired response, the message and media could use for marketing campaigns. They also indicated that the TVET colleges should decide who the target audience is before sending messages to media. To support the above view the DHET official said the following:

DH: *The TVET colleges should know the target market before sending the messages to the audience (See Appendix B, line 32).*

The TVET principals supported the above view as follows:

P.1: *If the marketing campaigns specify the desired the target market and media to send their messages to the audience, learners can be attracted (See Appendix C, line 86).*

With regard to the above views, the TVET marketing manager said the following:

M.1: *Learners can be attracted if the marketing campaigns specify the target market, this can be done by using the media that is well advanced and could be reached by all the audience (See Appendix D, line 120).*

One of the learner support officials said the following:

LS.1: *The TVET colleges can use the well-advanced media when promoting themselves and also specify the target market (See Appendix E, line 154).*

The above finding is supported by the literature, which indicates that by knowing the Audience, it is possible to know what to say and how to say it. Frequently, the audiences for marketing communications are the influencers, deciders, users like

industries and commerce. The nature of the service and the target audience influence the organization decision on marketing communications (Chernev, 2018:179). The target is from Grade 10 to Grade 12 in theoretical classes, and practicals in workshops. All youth who are able to read and write should be allowed to undergo training. The colleges also need to introduce Recognition of Prior Learning (RPL). Unemployed youth who worked before and were released should be assisted in this type of assessment. Brochures can be used to communicate the different training programs for learners, adults included. Colleges should have part-time classes and workshops on weekends, to cater for those who cannot attend day classes. There will be a large number of learners if marketing is effective.

4.6 ANALYSIS OF OBSERVATIONS

The finding from observations is that the Student Support Service plays a positive role in assisting students from pre-support (career counselling), on-course support and exit level support (interaction with students). Moreover, where students feel too uncomfortable to communicate with learner support officers, they may contact peer mentor system established by the student support services. The learner support officers play an important role and mediation between students and management, so that they always show their professional support without forcing students to take or implement their advice.

Due to the low-level understanding and usage of English by majority of the students, English should be used sparingly. On the language used when giving examples on content for clarification, it was found that officers are forced to use vernacular when explaining some concepts, even though English remains the teaching and learning means of communicating to students and staff.

Collaboration helps the support officer to relay information to learners. There is also an integrated Marketing and Students Support strategy, help the SSS to relay information

to targeted learners. A collaborative relationship between Marketing Managers and learners' support officers is crucial. An integrated Marketing and the Students Support Strategy help the SSS to relay information to targeted learners. The two sections work as one, especially during the pre-support and exit support strategies. It was found that collaborative environment is effective in helping learners solve problems.

With regard to team spirit, it was found that the learner support unit is not an isolated unit within the college but plays an integral part of the college strategic factor, so that they work in partnership with marketing and the academic section at all times. In addition, marketing managers visit the halls where learners are guided and undertake the responsibility of marketing to assess all the college events, do interior layout and provide any means of support requires by other staff members when interacting with customers. Marketing also helps with the presentation setup and speech editing, to ensure that the information is relayed effectively and efficiently.

Rotating during the presentation of information to learners by learner support officers and marketing officer helps during the presentation, to observe the reaction of the audience and take photographs for reporting to the management, to generate content for the college newsletters and website.

4.7 ANALYSES OF DOCUMENTS

When analyzing the documents, it was found that the policy documents of some TVET colleges are quality-assured manually across all spheres of its operation, from governance, finance, human resources, supply chain, marketing, curriculum and student support services.

Those TVET colleges have a number of marketing and communications policies. These are, marketing and communication policy, language policy, social media and electronic communication policy, event management policy, dress code policy, corporate branding policy and crisis management policy. TVET colleges also have numerous curriculum-

related policies, including curriculum policy, award and graduation policy, certification policy and class attendance policy.

Other policy documents related to TVET colleges are documents such as the government legislative framework, which includes the CETA (Continuing Education and Training Act), DHET guidelines and government gazette, Labour Relations acts, PFMA and the Supply Chain Management Act, that form part of the college corporate governance.

It was also found that colleges have three-year strategic document plans for marketing the curriculum, which outlines the specific targets and the college focus in terms of their core service, which is education and training.

The marketing department has its annual strategic operational plan, which clearly stipulates what, how and when to perform the marketing activities. This is backed by the college communication strategy.

The strategic plan to introduce the curriculum to the institution done is in line with the college curriculum policy and the academic board stipulations. The colleges have their student retention policy and implement it to encourage and support the colleges' throughput rate and minimize dropouts.

The college holds its quarterly progress review session and one annual performance review session to assess how the college is progressing, identify challenges, limitations and develop new strategies for continual improvements. The programs are assessed twice a year, as per the academic boards schedules.

The annual performance plan's budget and operation planning should be reviewed quarterly, to assess the academic programs. They suggested new academic programs to be introduced as per the community skills gaps and labour demands. The phasing out of some of the programs that are no longer economically critical is also undertaken.

There is a Standard Operating Procedures Manual for Marketing and communication. Implementation is carried out as per the operational plan for the marketing department. They are done once a year or as and when the need arises, especially in marketing. One needs to keep up with the pace and development of the changing market needs and preferences, and the policy procedures for marketing program reviews are conducted when the need arises.

4.8 CONCLUSION

This chapter presented data from the interview schedule, observation and documents. The data were collected from one DHET official, three TVET college principals, three marketing managers and three learner support officers. The data indicated the factors contributing to the migration of learners to other provinces, the capacity of TVET colleges in terms of making programs attractive to learners and the marketing strategies that can be used to attract learners to study at Limpopo TVET colleges. The data indicated that learners migrate to other provinces because some of the TVET colleges offer skills that do not meet the requirements of the business around their communities.

Most lecturers teaching at the TVET colleges do not have teaching qualifications and experience. Furthermore, Limpopo TVET colleges do not produce a large number of graduates on a yearly basis. It was also observed that some of the TVET colleges are not well-managed. Learners were found to migrate to other provinces if they knew there are job opportunities at the host province. Migration can also be caused by lack of collaboration and partnership between businesses and industries, as well as instances where complaints cannot be solved on time. Lack of marketing capacity can also lead to migration. Some learners receive their NSFAS allocations late and they cannot travel to college on time after opening. Finally, when financial strategy to campaign is not enough, it can also lead to migration.

CHAPTER 5

OVERVIEW OF THE STUDY, MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter analyses and interprets the data on factors that contribute to the migration of learners; the capacity of TVET colleges in terms of marketing programs to attract learners, as well as marketing strategies to be used to achieve this. The chapter outlines the major findings, limitations of the study, data analysis, recommendations and recommendations for further study.

5.2 OVERVIEW OF THE STUDY

Chapter 1 focused on the statement of the problem and aim of the study. Chapter 2 presented a critical study of literature review and this formed the basis for a qualitative study. Chapter 3 includes the research design and methodology of the study. Chapter 4 focused on the presentation of qualitative data. This is followed by the analysis of these.

The aim of the study was to investigate the factors that contribute to the migration of learners to other provinces, the capacity of TVET colleges in terms of marketing programmes, to attract learners, as well as suggesting possible marketing strategies that can be used to attract learners to study at Limpopo TVET colleges.

The research sub-questions were as follows:

- Which factors contribute to the migration of learners to other provinces?
- What is the capacity of the available marketing to attract learners to TVET colleges in Limpopo Province?

- What are the possible marketing strategies that can be used to attract learners to TVET colleges in Limpopo?

5.3 MAJOR FINDINGS PERTAINING TO THE STUDY

This section discusses major findings pertaining to qualitative study. The major findings are categorised according to the research questions as stated in Chapter 1 (See sub-heading 1.5)

5.3.1 Major Findings on Research Question No. 1: (What are factors that contribute to the migration of learners to other provinces?)

5.3.1.1 Curriculum alignment

Participants understand the reason why learners migrate to other provinces. Curricula offered at Limpopo TVET colleges do not respond to the skills needed by industries (cf, 4.3.1). Learners need to learn new things at TVET colleges. The curricula in Limpopo do not meet the requirements of business around communities. Learners believe it would be easier for them to get job offer after completing studies in provinces such as Gauteng, where educational resources are much better (cf , 4.3.1, paragraph 2, Page 66).

5.3.1.2 Quality of teaching

Many lecturers do not have the appropriate teaching qualifications at Limpopo TVET colleges. They also do not have the relevant teaching experience. Participants complained that most lecturers teaching at TVET colleges do not have NQF level 6 qualifications. They were employed to teach with just an NQF level 2 and 3. (cf, 4.3.2, paragraph 3, page 67). The participants also complained that many lecturers do not have the relevant teaching methodology.

5.3.1.3 Reputation of the TVET colleges

Parents and learners measure colleges through graduate rates and employment after completing their studies. Limpopo TVET colleges produce a low number of graduates. Furthermore, learners do not perform satisfactorily. As a result, some parents do not send their children to Limpopo colleges because of poor performance, which is discouraging (cf, 4.3.3, paragraph 3 page 68).

5.3.1.4 Management and Governance of TVET colleges

Many Limpopo TVET college are not well managed; some do not have direction. There is also poor governance at the colleges (cf, 4.3.4 paragraph 1 page 70). Furthermore, the college lack support from DHET. In addition, learners are not guided well on what courses are offered, to attract learners to register there.

5.3.1.5 Creation of jobs opportunities

Learners migrate to other provinces where they know there are job opportunities after completing their studies. Gauteng and other provinces have such opportunities, as well as industrial opportunities (cf, 4.3.5 paragraph 1 page 70). Learners also migrate to other provinces because they want to be equipped with useful knowledge and skills, as well as institutions that are well-resourced with good facilities. This is because colleges prepare learners for job opportunities. In the receiving provinces there are many opportunities after completion of their studies.

5.3.1.6 Use of marketing plans

TVET colleges do not market themselves. As a result, they are undermined since the marketing team is not committed to market the TVET colleges. Some Limpopo colleges sometimes fail to implement the marketing strategies they have planned (cf, 4.3.6 paragraph 3 page 72). Furthermore, marketing teams sometimes fail to provide information regarding the college programs. As a result, the information does not reach the learners in rural areas, which contributes to learner migration.

5.3.1.7 Local partnership/collaborations between TVET college and industries

All the respondents believe that learners are migrating to TVET colleges in other provinces because there is no partnership and collaboration between TVET college and local business (cf, 4.3.7 paragraph 1 page 73). Lack of working partnerships between the colleges and range of role players private, public, community and industrial demotivates prospective learners at such colleges. This is because partnerships ensure employment and improve the image of a TVET college. In addition, local TVET colleges are not aware of the skills local business' skills needs.

5.3.1.8 Handling of learners' complaints

Limpopo colleges do not solve students' complaints on time. Learners also spend too much time waiting for their results. Usually, learners embark on strike in order for their problems to be resolved (cf, 4.3.8 paragraph 2 page 74). Management sometimes does not assist when it comes to solving learner problems.

5.3.2 Major Findings on Research Question No. 2: (What is the capacity of the available marketing to attract learners to TVET colleges in Limpopo Province?)

The findings show that there is no distribution of generated information in brochures, annual reports and advertising addresses by the TVET colleges. Learners also lack information regarding the programs offered because such information does not reach the learners in schools.

5.3.2.1 Development of alternative strategies

Support is provided through the media by the different colleges, with the aid of the Department e.g radio adverts, flyers, prospectus and sometimes-visiting high schools (cf, 4.4.1 paragraph 1 page 75). The other methods they use for marketing are brochures and road shows. Schools near the TVET colleges also get prospectuses and do not have to travel too far away. In addition, learners from most schools are not

aware of the programs offered. There are market plans prepared at the end of each year and but alternative strategies are not followed.

5.3.2.2 Financial aid strategies

Many Limpopo colleges lack finance to provide enough facilities to market the institution. Furthermore, some classes do not have chairs and tables (cf, 4.4.2 paragraph 0.1 page 77). Lack of funds to conduct campaign, to attract learners to study at their colleges, is a serious drawback. In addition, learners do not attend classes regularly the first two months as NSFAS takes a while to make payments. Travelling therefore becomes a challenge for learners to attend classes. This is because the majority of college learners get funds from NSFAS to support them in their studies.

5.3.2.3 Managing for competitive advantages

The Department of Education ensures that TVET colleges use policies to improve the education system (4.4.3 paragraph 0.1 page 78). Staff is encouraged to use policies from government to compete with other colleges by working hard. Marketing activities help the colleges do so by introducing programs that not offered at the other colleges but meet the needs of the future generation. Colleges also try to offer programs that prepare learners for the job market and improve their knowledge.

5.3.2.4 Developing strategic to manage college

The colleges can become innovative by using the technological gadgets when teaching the learners (cf, 4.4.4 paragraph 2 page 79). Colleges have introduced the strategy to attract better staff that can teach and market the college. The market strategies used are advanced, and learners can view the program offerings on the internet.

5.3.2.5 Monitoring and evaluation of programmes by DHET

DHET tries to support the TVET colleges by monitoring how they implement their marketing strategies (cf, 4.4.5 paragraph 1 page 80). The Department also evaluates how the programs are assessed. Programs are monitored all the timed to check if they meet the needs of the learners and society. Some learners assessed by DHET and

QCTO. The programs are also quality-assured by QCTO and DHET. There is another quality assurance body; namely, SETA, that also assures trade occupations.

5.3.3 Major Findings on Research Question No. 3: (What are the possible marketing strategies that can be used to attract learners to TVET Colleges in Limpopo?)

Learners need to be attracted to the colleges locally and regionally. Marketing Managers must therefore visit all schools around the region. Regional TVET colleges should have an open policy for schools in the region, to allow schools/learners to visit the colleges at any time. Learners are attracted by college infrastructure, programs and partnership with companies, as well as colleges where the best-performing learners get awards as motivation. Colleges also need to register their workshops and be accredited to train artisans.

5.3.3.1 Attractiveness of marketing and advertising the TVET colleges

The participants shared the view that they are attracted by good buildings and colleges must have good infrastructure and good surroundings, as they always take photos (cf, 4.5.1 paragraph 1 page 82). Participants also reported that colleges need to enhance work-integrated learning and quality training equipment. They also said colleges must integrate marketing and communication and produce corporate videos. Many colleges use You-Tube, WhatsApp. By advertising programmes in radios and television outreach far learners.

5.3.3.2 Improve education and training opportunities for the gap grouping between school-leaving and first employment

Participants indicated that TVET colleges must try to produce graduates who meet the needs of the country (cf, 4.5.2 paragraph 1 page 83). We should empower learners with high skills and knowledge that can meet the needs of the country and to get good employment opportunities. Participants indicated that learners will attracted to Limpopo

colleges if ensured that they offer programmes equipped with high skills which meet the needs of the country.

5.3.3.3 Economic and skills drivers in the local economy

TVET colleges should understand the key drivers of economic power and skills in their local economy because potential learners may get an opportunity of becoming employed by the main industries found in the local setting (cf, 4.5.3 paragraph 1 page 84). Learners will not think of migrating if colleges consider the drivers of the economy when training the learners. The TVET colleges should thus develop relevant courses related to the skills of the economy. However, many skills drivers are not working hand in hand with the TVET colleges.

5.3.3.4 Link vocational provision more closely with the needs of industry

College should offer the vocational courses relevant to local industries, when developing their programs. That way the learners can be attracted to study at local colleges (cf, 4.5.4 paragraph 1 page 85). In order for colleges to attract learners, TVET colleges should strive for vocational courses relevant to the needs of the local industries.

5.3.3.5 Creating and managing the reputation of the institution

TVET colleges can work with all stakeholders to create and manage a good reputation (cf, 4.5.5 paragraph 2 page 86). Policies are the guidelines of the operations of the colleges. The findings in the literature reviewed indicate that close relationships among all stakeholders to support effective policy formulations and planning, as well as monitoring the structure and composition of the National Board for Further Education and Training (NBFET) are helpful.

5.3.3.6 Partnership with local businesses and industries

When TVET colleges create internships and placement positions, learners will be attracted by such colleges (cf, 4.5.6 paragraph 1 page 87. If TVET colleges and local business, industries and government create a good relationship, learners can get

internship opportunities. The literature concurs that the success of a partnership depends on its design, the country regulation framework, and the capacity of TVET colleges to oversee and enforce its contracts and partnerships. Partnerships between the TVET colleges, local businesses and industries can increase efficiency and choice, and expand access to education services, particularly for household tend to be poorly served by traditional delivery methods. Learners should understand that internships open the way for work in any industry.

5.3.3.7 Promotion plan and program implementation

Learners can also be attracted to local TVET colleges if the mission statements and objectives are clearly stated in the marketing plan (cf, 4.5.7 paragraph 2 page 88). Promotion planning process must have mission statement and objectives. Learners should be explained mission statement the first month of registration. Plan not indicate when, where, who and how to carry task. Objectives must be measurable, realistic and be in written form.

5.3.3.8 Marketing communication campaigns

The study findings indicated that the target market should be known before sending out message. Marketing campaigns should specify the desired target market (cf, 4.5.8 paragraph 1 page 89). TVET colleges can use the media when promoting themselves. Marketers should know what to say and how to say it. The target audience influences the organization decision on marketing communication. Recognition of prior learning should be introduced in the system, to cater for unemployed and employed learners without qualifications. Part-time classes should be introduced as Life-Long Learning for both unemployed ad employed adults.

5.4 ANALYSIS OF OBSERVATIONS

The observation shows that college student support plays a positive role to assist students from career counselling. Student support interact with students. Learner

support officers play a mediation role between students and management, so that they show their professional support without forcing learners.

The finding on the language used for clarification showed that officers were forced to use vernacular for explaining some concepts, even though English remains the language of teaching and learning among students and staff. Therefore, English language ability needs to be improved. There is also integrated marketing and students support strategy, which help the students support services to relay information to targeted learners.

Marketing managers visit the halls during guidance and take the responsibility of marketing to assess all college events. The presentation of information to learner support officers and marketing officers should rotate. This is done to observe the audience and take photographs for reporting to the management and to generate content for the Newsletters and Website.

5.5 ANALYSES OF DOCUMENTS

Through document analysis, it was found that policy document of some TVET colleges are quality-assured manually across all spheres of its operation from governance, finance, human resources, supply chain management and electronic communication policy, event, management policy, dress code policy, corporate branding policy and crisis management policy. This needs to be modernised by using new multimedia methods.

TVET colleges have different curriculum policies, such as curriculum policy, awards and graduation policy, certification policy and class attendance policy. TVET college policies include documents government legislative framework, which include the CETA (Continuing Education and Training Act, DHET guidelines and government gazette, Labour Relations Act, Public Finance Management Acts (PFMA) and Supply Chain Management Act, which all form part of college corporate governance.

The strategic plans to introduce the curriculum to the institution are in line with college curriculum policy and the academic board stipulations. Colleges also have a retention policy, and its implementation, to encourage and support the college's throughput rate and minimize the dropouts. Quarterly progress reviews are also done and one annual performance review session is conducted to assess how the college is progressing, identify new strategies for continuous improvement. There is a quarterly review assessment of academic programs, which have an annual performance plan with a budget and an operation plan.

5.6 LIMITATIONS OF THE STUDY

This study has the following limitations:

The study was only conducted at Sehukhune TVET college, Vhembe TVET college and Lephalale TVET college in Limpopo Province, South Africa.

One of the problem encountered by researcher when conducting the research was that some of the marketing managers and Learner Support Officers did not understand why they should be participants. They were therefore reluctant because they would not benefit from the information they would provide.

Due to insufficient funds, the researcher was restricted to three colleges in Limpopo Province. As a result, a small sample of the population was used in the study. The likely wood was if more TVET colleges had been used in a research, different finding might have emerged.

The research findings are limited to only three TVET colleges. It is therefore likely that the results could have been different if all seven TVET colleges had been included in the study.

5.7 CONCLUSION

Curricular offered at Limpopo TVET colleges do not respond to the skills needed by industries as learners need to learn new things at TVET colleges. Many lecturers do not have the appropriate teaching qualifications at Limpopo TVET colleges and do not have the relevant teaching methodology. Some parents do not send their children to Limpopo colleges because of poor performance, which is discouraging as learners are not guided well on what courses are offered, to attract learners to register there.

TVET colleges in Gauteng prepare learners for job opportunities. In the receiving provinces, there are many opportunities after completion of their studies. While some Limpopo colleges sometimes fail to implement the marketing strategies they have planned thus, the information does not reach the learners in rural areas, which contributes to learner migration.

Schools near the TVET colleges also get prospectuses and do not have to travel too far away. There are market plans prepared at the end of each year and but alternative strategies are not followed.

Lack of funds to conduct campaign, to attract learners to study at their colleges, is a serious drawback. Colleges also try to offer programs that prepare learners for the job market and improve their knowledge.

Learners need to be attracted to the colleges locally and regionally. Marketing Managers must therefore visit all schools around the region. Regional TVET colleges should have an open policy for schools in the region, to allow schools/learners to visit the colleges at any time.

Colleges need to enhance work-integrated learning and quality training equipment. They also said colleges must integrate marketing and communication and produce corporate videos.

TVET colleges should empower learners with high skills and knowledge that can meet the needs of the country and to get good employment opportunities. The TVET colleges should thus develop relevant courses related to the skills of the economy. However, many skills drivers are not working hand in hand with the TVET colleges. For colleges to attract learners, TVET colleges should strive for vocational courses relevant to the needs of the local industries. Learners should understand that internships open the way for work in any industry. Therefore, promotion planning process must have mission statement and objectives. Learners should be explained mission statement the first month of registration.

Learner support officers play a mediation role between students and management, so that they show their professional support without forcing learners. There is also integrated marketing and students support strategies, which help the students support services to relay information to targeted learners.

Through document analysis, it was found that policy document of some TVET colleges are quality-assured manually across all spheres of its operation from governance, finance, human resources, supply chain management and electronic communication policy, event, management policy, dress code policy, corporate branding policy and crisis management policy. TVET colleges have different curriculum policies, such as curriculum policy, awards and graduation policy, certification policy and class attendance policy. TVET college policies include documents government legislative framework, which all form part of college corporate governance.

The strategic plans to introduce the curriculum to the institution are in line with college curriculum policy and the academic board stipulations. Colleges also have a retention policy, and its implementation, to encourage and support the college's throughput rate and minimize the dropouts. Quarterly progress reviews are also done and one annual performance review session is conducted to assess how the college is progressing, identify new strategies for continuous improvement.

5.8 RECOMMENDATIONS

5.8.1 Recommendations Pertaining to Research Question No.1: (Which factors contribute to learners to the migration to other provinces?)

Lecturer need to have teaching qualifications and a Trade Test for those teaching Engineering. Principals should request donations to improve their infrastructure. Workshops must register as centres, and for training (accredited) industries should collaborate with TVET colleges.

The budget for marketing should be enough to cover all schools around the region where the college is situated. Colleges should also market their institution where possible to all communities. School principals should have brochures of the colleges at their schools. Business should have access to TVET college workshops. All teachers should have high teaching qualifications. College should have two open days per year. Colleges must visit Grade 9 learners so that they can make good choice at Grade 10. Colleges should hire qualified Chief Financial Officers (CFOs). Industries must guide colleges on the national economic training needs.

5.8.2 Recommendations Pertaining to Research Question No.2: (What is the capacity of the available marketing to attract learners to TVET colleges in Limpopo Province?)

The TVET Colleges need to distribute brochures annually and reports of their performance known in their regions. High schools have information about colleges in their region.

TVET College collaborate with businesses to get financial assistant. Infrastructures build by asking private sectors donations. Addressing local and regional needs will attract learners. Offering learners in service training to acquire skills. Strategy should be reviewed not only on a yearly basis, but also on a half-yearly basis if needs be.

Colleges operate on a trimester and semester basis. If after registration, goals are not achieved, a strategy needs to be revisited, to check performance indicators of where they went wrong. Assessment of performance must be done in class, for theories, and in workshops, for skills.

5.8.3 Recommendations Pertaining to Research Question No 3: (What are the possible marketing strategies that can be used to attract learners to TVET colleges in Limpopo?)

Colleges must have open day every year. Learners from High school should take to workshops to see machines they use. Businesses and industries invited to demonstrate what they do and what finance they assist to learners. Colleges need to identify scarce skills local and regional. Local businesses develop their curriculum in collaboration with the colleges. Relationship among all stakeholders should be viable. Colleges should also form partnerships with the local and regional businesses and industries. Furthermore, colleges should have a partnership policy, which guides colleges on the limits of their relationship with businesses. The mission statement of the colleges should be known not only by staff but by everyone. Learners and parents must know and be able to interpret the mission statement. Parents should also know the objectives of the college. Recognition of prior learning be one of the college policies, to cater unemployed and employed people. However, the target should be adults and young adults.

5.9 RECOMMENDATION FOR FURTHER STUDY

The study did not cover the views of parents, who allow their learners to study at Gauteng TVET colleges. The views of learners for migrating to Gauteng TVET colleges are not covered, also. Future studies therefore need to be conducted in more communities at a larger scale and the following can be researched for further studies:

- Parents' perceptions on learners migrating to Gauteng TVET colleges.
- The impact of learners migrating to TVET colleges in Gauteng colleges.

5.10 CONCLUDING REMARKS

This chapter outlined the major findings of the study, limitations of the study, data analysis recommendation and recommendation for further study. Colleges need to collaborate with businesses and industries. Colleges in urban area have better resources. Local business need given attention. No policy that can used to win competitors.

REFERENCES

Arther, A. 2011. ***Facing the Forces of Change***. Washington: Distribution Research & Education Foundation.

Allais, S. 2019. ***Current Trends in International Migration in Europe***. CDMG. <https://www.tandonline.com/doi/abs/10.1080/13636820.2020.1782455>. (Accessed on 22 June 2020)

Allais, S. 2020. Skills for Industrialization in Sub-Sahara African Countries; why is Systematic Reform of Technical System so Persistently Unsuccessful. ***Journal for Vocational Education***. <https://doi.org/10.1080/13636820.2020.1782455>. (Accessed on 19 March 2020)

Arfo, E.B. 2015. Comparative Analysis of Technical and Vocational Education and Training. ***Policy in Selected African Countries, RSA***, 2008 p 39.

Ayuk, P.T. & Koma, S.B. 2019. Funding Access and Quality Conundrum in South African Higher Education. Submission for the 115 Division of Revenue. <https://www.example.edu/paper.pdf>. ***African Journal of Public Affairs***, 11(1): 176.

Bahng, A. 2018. ***Migrant Futures: Decolonizing Speculation in Financial Times***. Durham, USA: Duke University Press.

Bakker, J. D., Parsons, C. & Rauch, F. 2020. ***Migration and Urbanization in Post-apartheid South Africa. Statistics South Africa***. <http://ftp.iza.org/dp10113.pdf>.

Bakker, J.D., Parson, C. & Rauch, F. 2020. Migration and Urbanization in Post-apartheid South Africa. ***The World Bank Economic Review***, 34(2):509-532. <https://doi.org/10.1093/wber/lhy030>.

Bhattacharuya, A. & Nair, A. 2019. **Marketing Strategy**.
<https://scholar.google.com/citations?user=4VMmKtNm51M>. (Accessed 12 June 2020).

Blythe, J. & Zimmerman, A. 2005. **Business to Business: Marketing Management**.
Filey, North Yorkshire: I & L Composition.

Bourbon, J. 2013. **Trusteeship Magazine. The Roles of Attraction: Enrolling Students in (and for) the 21st Century**. <http://agb.org/trusteeship/2013/9/roles-attraction-enrolling-students>. (Accessed on 12 June 2020)

Brace, I. 2018. **Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Marketing Research**. London, United Kingdom: Kogan Page.

Brace, I. 2018. **The Effective use Market Research** (4th Ed.). London: Kogan Page.

Braun, V. & Clarke, V. 2006. Using Thematic Analysis in Psychology. **Qualitative Research in Psychology**, 3: 77-101.

Burns, A.C. & Bush, R.F. 2001. **Mark Office of European Union. In J.J. Calleja. J.J. & J. Dorn. 2014. Attractiveness of Initial Vocational Education and Training: Identifying what Matter**. Luxembourg: Office European Union.

Calleja, J.J. & Barbara, D. 2014. **The European Centre for the Development of Vocational Training**. Luxembourg: Publications Office of the European Union.

Charles, B.F., Bryson, J.M., Ackerman, F. & Eden, C. 2011. **Visible Thinking. Unlocking Causal Mapping for Practical Business**. Hoboken, USA: John Wiley & Son Inc.

Charles, F., Bryson, J.M., Acherman, F. & Eden, C. 2011. **Mapping out Strategic Success**. Thousand Oaks, CA: SAGE.

Charles, W.L. (jr) & Joseph, F.H. (jr) 2005. **Essential of Marketing**. Mason, USA: South-Western Cengage Learning.

Chaston, I. 2006. **New Marketing Strategy**. London: Sage Publication Ltd.

Chaston, I. 2017. Technological Entrepreneurship: **Technology Driven vs Driven Innovation**. London: Sage Publications Ltd.

Chechi, V.K. 2019. Career Making among Senior Secondary School Students in Bhutan. **International Journal of Education**, 11, UGC Approved journal (s.no.46229).

Chernev, A. 2018. **Strategic Marketing Management**. Chippenham, Wiltshire: Antony Rowen Ltd. <http://chernev.com/strategic-marketing-management>, Exclusive Book.Tauolot.com.

Coade, N. 2014. **Be Creative: The Toolkit for Business Success**. Boston, USA: International Thomson Business Press.

Cohen, D. & Crabtree, B. 2006. **Qualitative Research Guidelines Projects**. July 2006. <http://www.qualres.org/HomeLino-3684.html>.

Cohen, S. & Eimicke, W.B. 2020. **Management Fundamentals**. New York: Colombia University Press.

Cohen, L., Manion, L. & Morrison, K. 2011. **Research Methods in Education (7th Ed.)**. New York: Routledge.

Creswell, J.W. 2008. ***Education Research Planning. Conducting and Evaluating Quantitative and Qualitative Research (8th Ed.)***. Upper Saddle River NJ: Pearson and Merrill.

Creswell, J.W. 2009. ***Research Design: Quantitative and Qualitative Approaches***. London: Sage Publishers Ltd.

Creswell, W.J. & Plano L.V. 2004. ***Principles of Qualitative Research: Design Qualitative Study***. Abingdon: Milton Park.

Davies, B. & Ellison L. 2011. ***Marketing the Secondary School***. Westgate: Longman Industry and Public Services, Longman Group UK Ltd.

Deepak, R.K.A. & Jeyakumar, S. 2019. ***Marketing Management. A Strategic Approach with a Global Orientation***. Smriti Nagar, India: Orange Book Publication. Wwww. Orangebook.in.

Devos, A.S., Strydom, H., Fouche, C.B. & Delport , C.S. I. 2002. ***Research at Grass Root Level: For the Social Sciences and Human Resource Profession***. Pretoria: Van Schaik.

DHET, 2010. ***Documents for Discussion: Challenges Facing the TVET College System***. Pretoria: Government Printers.

DHET, 2014. ***TVET Colleges Technical Team. Final Report***. [http://www.lmip.org.za/sites/default/files/documentfiles/3A TVET](http://www.lmip.org.za/sites/default/files/documentfiles/3A_TVET). Pretoria: Government Printers.

DHET, 2015. ***Bolter Capacity of TVET Colleges***. Pretoria: Government Printers.

DHET, 2013. **White Paper for Post-school Education and Training.** Pretoria: Government Printers.

DHET, 2014. **Research Agenda 2014-2017. "Together; turning every workplace into a training space".** Pretoria: Government Printers.

DHET, 2016. **TVET Colleges Times. The Official Quarterly TVET College News Letter and Journal.** Pretoria: Government Printers.

Dhumpath, R. & Subbaye, R. 2018. **Student Success and Curriculum Reform in Post-Apartheid South Africa.** <https://doi.org/10.1163/22125868-12340091>.

Dzyabura, D., Kihal, E.I. & Hauser, J.R. 2019. **Leveraging the Power of Images in Management, Power Return Rates.** [https:// papers.ssm.com/so13/Data-integrity-noticefcm?abid=3209307](https://papers.ssm.com/so13/Data-integrity-noticefcm?abid=3209307).

Fisher, G., Gaff, R., Powell, L. & Hall, G. 2013. **Public Further Education and Training Colleges.** Pretoria: Human Resource Development Review.

Fourie, W. 2018. **Aligning South Africa National Development Plan with the 2030 Agendas Sustainable Development Goals: Guidelines from the Policy Coherence for Development.** <https://doi.org/10.1002/sd.1745>.

Fomunyam, K.G. & Teferra, D. 2017. Curriculum Responsiveness within the Context of Decolonization in South African Higher Education. **Perspectives in Education**, 35(2): 196-207.

Fulgoni, G.M. 2018. Are you Targeting too much? Effective Marketing Strategies for Brands. **Journal of Advertising Research**, 58(1): 8. Published: Essential Events (Europe) Limited.

Fulgsang, L. 2008. ***Innovation and Creative Process***. Massachusetts: Education Elga Publishing.

Gamble, J. 2003. ***Curriculum Responsiveness in FET Colleges***. Cape Town: Published by HSRC Gasson.

Goosen, L. & Molotsi, A.R. 2019. ***Student Support towards Rethinking Teaching and Learning in the 21st Century: Collaborative Approach Involving Industries***. Researchgate.net.

<https://scholar.google.com/scholar?cluster=13778976145797239&hl=en&as-sdt=0.5&as>.

Harismawati, S. 2018. ***Jakarta Declaration Indonesia- Germany Join Declaration for a Comprehensive***. Paris: UNESCO.

Hein, H. 2010. Migration and Development: A Theoretical Perspective. ***International Migration Review***. 44(1).

Henning, E., Van Rensburg, W. & Smit, B. 2004. ***Finding your Way in Qualitative Research***. Pretoria: Van Schaik Publishers.

Hollensen, S. 2019. ***New Marketing Management. A Relationship Approach***. Amsterdam: Pearson Education. Lb.hpu.edu.vn.

<https://scholar.google.com/scholar?cluster=8706447980248&hl=en&as-sdt=05>.

HRDC, 2014. **FET Colleges Technical Task Team- 3A TVET SYNTH**. http://imip.org.za/sites/default/files/doormen_files/3A.

HRDC, 2014. ***Forging TVET Colleges Partnerships-Implications for the Post-School Education and Training System***.

<http://www.imip.org.za/sites/default/files/documentfiles/3C>

PART...https://doi.org/10.1509/jim.80.2.1_

Hua, H. 2019. **Mobile Marketing Management: Case Studies from Successful Practice**. Abingdon. United Kingdom: Routledge Taylor & Frances Group.

IIEP (International Institute for Educational Planning), 2006. **Guidebook for Planning Education in Emergencies and Reconstruction: Capacity Building**. Retrieved 28 August 2012 from <http://www.unesco.org/iiep>.

Insights, S. 2020. **Essential Digital Marketing**. Scholar.com/scholar?q=cacheyPa5rL3RwJ:scholar.google.com/+insights+2020.

Jimoyiannis. A. 2012. **Research on e-Learning and ICT in Education**. New York, NY: Springe. New York.

Kalaitzi, D., Matopoulos, A. & Bourlukis, M. 2018. **Supply Chain Strategies in an Era of Natural Resources Scarcity**. Heinemann, Linacre: Elsevier Butterworth.

Katartzi, E. 2018. **Young Migration Narrative of Collective Identifications and belonging**. <https://doi.org/10.1177/0907568217729191>.

Kirby, C.L. 2016. **Building capacity: Expanding Student Support Services**. Illinois: Champaign, IL Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Kolb, M.B. 2005. **Marketing for Cultural Organization**. Cork, Ireland: Oak Tree Press.

Kotler, P. 2012. **Principles of Marketing (4th Ed.)**. London: Prentice Hall International Ltd.

Kruger, S.M. & Van der Merwe, P. 2019. **Understand Accommodation Preference of Visitors to the Kruger National Park**. <https://doi.org/10.1177/1467358417715678>.

Kruss, G. & Petersen, H. 2016. ***Responsiveness and Employability: An Argument for Building Interactive Capabilities in Technical Vocational Education and Technical Colleges in South Africa.*** South Africa: Labour Market Intelligence Partnership. [http://www.lmip.org.za/sites/default/files/documentfiles/LMIP Policy](http://www.lmip.org.za/sites/default/files/documentfiles/LMIP_Policy).

Kuma, V. 2017. ***Integrating Theory and Practice in Marketing.*** <https://onlinelibrary.wiley.com/doi/epdf/10.1002/smj.2789>.

Leedy, P.D. & Ormord, J.E. 2002. ***Practical Research: Planning and Design.*** New Jersey: Pearson Education International.

Lesley, B. 2017. ***Critical Transnational Curriculum for Immigrant and Refugee Students.*** <https://www.tandfonline.com/doi/abs/10.1080/03626784.2016.1254499>.

Lesley, P. Fisher, G, Jaff. R. & Hall, G. 2017. ***HRD Review 2003.*** South Africa: Public Further Education & Training Colleges.

Lynch, M. 2016. ***Social Constructivism in Education.***

Magabe, M.D. 2011/2012- 2015/2016. ***Independent Development Plan/Budget.*** Groblersdal: Sekhukhune District Municipality.

Mahmoud, M.A. & Blankson, C. 2016. An Asian Perspective Marketing Orientation, Learning Orientation and Business Performance. ***International Journal of Bank Marketing***, 34(5): 623-648.

Mahr, D. & Stead, S. 2019. ***Making Sense of Customer Service Experience: A Text Mining Review.*** <https://cris.maastrichtuniversity.nl/en/publications/aOde468>.

Mandiwana, G. 2016. **Sowetan Live Feb.**

www.sowetanlive.co.za/new2016/02/03/beware-varsity-degrees-that-will-leave-y

Mariampolski, H.Y. 2001. **Qualitative Market Research.** London: Sage Publications Ltd.

Marry, S. & Van der Walt, A. 2003. **Marketing Management.** Cape Town: Creda Press.

Masipa, N. 2014. Schoolkids Relocate in Search of Better Education. **Daily Sun**, 7 October.

Merriam, S.B. 2002. **Qualitative Research and Case Study Application in Education: Revised and Expanded from Case Study: Research in Education.** San Fransisco: Jossey-Bass Publication.

Merriam, S.B. 2002. **Qualitative Research in Practice.** San Francisco: Jossey-Bass.

Massachusetts, M.P., Armstrong, A. & Sheppard, J.J. 2017. **Temporal Patterns of Migration and Spawning of River Herring in Coastal Massage.** Boston: University of Massachusetts. <https://doi.org/10.1080/00028487.2017.1341851>.

Melstao, S.M. 2020. **Knowledge Creation in a Contact Centers Customer, Relationship Management System: Implications from Organization user Perspective.** Faculty of Technology, Department of Informatics. <https://www.diva-portal.org/smash/record.jst?Pid=diva2%3A1454579&dswid=tabbrowser-inivialB>.

McCarthy, I. & Perreault, W.D. Jr. 2013. **Basic Marketing. A Global-Management approach.** WI, New York: Boston Burr Ridge.

McGrath, S., Ramsarup, P. & Zeelen, J. 2019. Vocational Education and Training for African Development: A Literature Review. ***Journal for Educational & Training***
<https://doi.org/10.1080/1363682002019.1679>.

McVey, L. Nolan, G. & Lees, J. 2020. Reflective Moment: Reverie, Connection and Predictive. ***British Journal Guidance and Counselling***. 48(4): 220.
<https://doi.org/10.1080/03069885.2020.1746744>.

Mukeshimane, C. 2019. ***Exploring Student Perceptions towards African Immigrants in South Africa Tertiary Education***. Kwazulu-Natal, South Africa: University of Kwazulu-Natal. <https://researchspace.ukzn.ac.za/handle/104113/17631>.

Musyimi, C.M. 2019. ***Revitalizing Technology in Technical, Vocational, Education Training Colleges Influence of Kenya***
<http://www.unevco:unevoc.co.org/file.admin/user/user-upload/does/csi-s>.

National Youth Policy, 2015-2020. ***National Youth Policy***. Pretoria: Government Printers.

National Youth Policy, 2015-2020. ***National Youth Policy. Presidency Office***. Pretoria: Government Printers.

Naydenov, K. 2018. ***International Migration in Europe in the 21st Century***. Paris: CDMG:

Ngcwangu, S. 2019. ***Skills Development and TVET Policies in South Africa: The Human Capabilities Approach***. (UNESCO-UNESCO/Revisiting Global Trends. <https://dialnet.unirioja.es/servlet/articulo?codigo=7100690>.

Niyomphol, A. & Meesuk, P. 2019. TVET Attractiveness: Thailand and International Perspective. ***Journal of Multidisciplinary in Social Science***, 5(2): 189-200. Luxembourg: Publications Office of the European Union. <http://jmss.dusit.ac.th>.

Ntshidi, A.T. 2017. ***Patterns of Rural-Urban Migration in South Africa***. North West: University of North West. Repository.nwu.ac.za/handle/10394/28123.

Ogude, N., Nel, H. & Oosthuizen, M. 2014. ***The Challenge of Curriculum Responsiveness in South African Higher Education***. Pretoria: South African Universities Vice-Chancellors Association (SAUVCA)

Oosthuizen, T.F.J. 2002. ***Management Task: For Managerial Success***. Johannesburg: Entreprom Publishers.

Othman, A.K., Mahmud, Z. & Norance, S. 2018. ***Measuring Employee Happiness: Analyzing the Dimensionality of Employee Engagement***. Singapore: Springer Nature Singapore Pte Ltd. <https://doi.org/10.1007/978-981-10-8612-0-90>.

Othman, B., Harun, A. & Rashid, W. 2018. ***The Influence of Service Marketing Mix on Customer Loyalty towards Umrah Travel Agent, Evidence from Malaysia***. London: Prentice Hall, International Ltd.

Palmatier, R.W. & Crecelius, A.T. 2019. ***The "First Principle" of Marketing Strategy***. <https://link.springer.com/article/10.1007/513162-019-00134>.

Papier, J., Powel, L. & McBrid, T. 2017. ***Survey Analysis of the Parthways of Public TVET Colleges Learners through NATED Programmes***. Labour Market Intelligence Partnership. <http://www.imip.org.za/sites/default/files/documentfiles/HSRC LMI>.

Philip, A.W. 2005. ***Democratic Leadership in Education***. London: Sage Publication Company.

Popki, S.J., Avena, O., Shakesprere, J. & Falkenburger, E. 2020. **Moving Families Forward.** New York: Routledge.
<https://www.urban.org/site/default/files/publication/102834/mvingfamilies.pdf>.

Powell, L. & McGrath, S. 2019. **Skills for Human Development: Transforming Vocational Education and Training.** Milton Park: Routledge Taylor & Francis Group.

Rasool, H. & Mahembe, E. 2014. **FET Colleges Purpose in the Development State: Imperatives for South Africa.** <http://hpl.voced.edu.au/10707/299055>.

Rwanda TVET Policy, 2008. **Technical and Vocational Education and Training.**
<http://planipolis.iiep.unesco.org/upload/Rwanda/Rwanda>.

Salam, M.A. 2018. Thai Student Loan Fund and its Status. **Journal of Asia Pasific Studies,** 5(1): 62-75.
<https://web.a.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authryp=>.

Schunk, D.H. 2012. **Learning Theories: An Educational Perspective (6th Ed).** Boston MA: Pearson Education.

Serumanga-Zake, P.A. 2017. **Migration and Tourism: The Challenges of Zimbabwean Diaspora in South Africa.** Johannesburg, South Africa: SBL Unisa.
ajhtl.com.

Seung, N.A. 2014. **Relations Between TVET System and Employment.**
https://rd.springer.com/content/pdf/10.1007/978-3-642-54224-4_6.pdf.

Simon, F., Pauline, M. & Jose-Luis, A.G. 2014. **OECD Reviews of Vocational Education and Training-A skills beyond School Review of South Africa.** <https://books.google.co.za/books?hl=en&ir=&id=ue5=B&AAQBAJ&oi=fnd&pq=A+skills+>

Stevenson, A. & Waite, M. 2011. **Concise Oxford English Dictionary**. New York: Oxford University Press Inc.

Sudan TVET Policy, 2013. [http://www.ilo.org/wcmsp5/public...Africa.ro-addis Ababa](http://www.ilo.org/wcmsp5/public...Africa.ro-addis%20Ababa).

Sullivan, P. 2018. Curriculum Design in Ireland as Evidenced in the Development of Curriculum Education. **Journal of international Care**, 18(2): 13-103. Dublin City University. doras.edcu.ie/22638.

Suliman, S. 2018. Knowledge Management in the Palestine National Authority Institutions. **Internal Humanities Studies**,.5(1): 19-23.

Tahamata, L.C.O., Ashri, A., Riza, M., Salle, A. & Poly, J.L. 2019. **A Human Rights-Based Approach to Education: The Role of Local Government**. New York: Routledge.

Taylor, J. & Bell. 2018. **Changing Places: Indigenous Population Movement in the 1999**. Australia: Australian National University, Centre for Aboriginal Economics Policy Research. <http://hdl.handle.net/1885/145607>.

Taylor, N., Campell, J., Wood, O. & Hamming, D.W. 2018. A Workplace Education Simulation to Develop Practice-ready Graduates. **Journal of international Workforce Research and Development**.
<https://www.uoquelp.ca/mcs/sites/default/MCS%203000%20Advance%20marketing%20F16.pdf>.

Thasi, M. & Van der Walt, F. 2020. **Work Stress of Employees Affected by Skill Shortages in the South African Mining Industry**. Bloemfontein, South Africa: Central University of Bloemfontein. <http://dx.doi.org/10.17159/2411-9711/666/2020>.

Tikly, L. 2013. **Reconceptualizing TVET and Development: A Human Capability and Social Justice Approach.** Paris: UNESCO -UNESCO/ Revisiting Global Trends.

Thompson, D.S. 2017. **Benefits of Constructivism.** Available at: <http://edutechwiki.unige.ch/mediawiki/index.pnp>.

Tony, P. 2004. **Essential for Marketing Research.** London: Prentice Hall, Red Wood Books Ltd.

UNESCO, 2008. **People on the Move: Handbook of Selected Terms and Concepts.** Paris: The Hague.

Vincent, L. 2016. **Marketing Strategies for Commercialization of New Technology.** <https://www.emerald.com/insight/content/doi/10.1108/S1048-473620160000026009/full>.

Wedekind, V. & Watson, A. 2016. **Complexity in the TVET Colleges System: An Analysis of the Demographics, Qualifications and Experiences of Lecturers in Sixteen TVET Colleges in Gauteng.** <https://scholar.google.com/scholar?hl=en&as-sdt=0%c5&q=gauteng+marketing+forum>.

Wedekind, V. 2016. **Enhancing Employability: What can be done to Improve TVET Students' Chances of Finding Work?** South Africa: The Labour Market Intelligence. <http://www.lmip.org.za/sites/default/documentfiles/LMIP/Policy>.

Wedekind, V. 2018. **Manual for Managing Curriculum Responsiveness in TVET Colleges.** Cape Town: HSRC Press. [psetresearchrepository.dhet.gov.za.https://scholar.google.com/scholar?asy10=2016&q=v+wdekind+2018+manual+for+managing+](https://scholar.google.com/scholar?asy10=2016&q=v+wdekind+2018+manual+for+managing+).

Wedekind, V. 2019. ***Curriculum Responsiveness and Students Employability: An Institutional Analysis***. Nottingham: University of Nottingham. <https://nottingham-repository.worktribe.com/output/20116474>.

Wilson, A. 2018. ***Marketing Research: Delivering Customer Insight***. New York: MacMillan International Higher Education, Red Globe Press.

Wood, M.B. & Jobber, L. 2016. ***The Marketing Plan***. London: Kogan Page Limited.

Yulians, Y., Gurd, B. & Mahamed, N. 2017. The Significant of Business Strategy in Improving Organizational Performance. ***Humanomics***, 33(1): 56-74.
<https://doi.org/10.1108/H-06-2016-0049>.

Zikmund, P. 2003. ***Descriptive Research***. London: Sage.

Zipin, L. 2017. Pursuing a Problematic-based Curriculum Approach for the Sake of Social Justice. ***Journal of Education***, 69: 68-92.
<https://journals.ukzn.ac.za/index.php/joe/> journal of education.69:68-92.

APPENDICES

APPENDIX A: INTERVIEW SCHEDULE

DEPARTMENT OF EDUCATION TVET OFFICIALS UNDERSTANDING FACTORS THAT CONTRIBUTE TO MIGRATION OF LEARNERS TO OTHER PROVINCES

Biographical Information:

1. Gender: _____
2. Age in years: _____
3. Highest Education Qualification: _____
4. Professional Qualification: _____
5. Experience in the field of TVET: _____

Contextual Research Questions:

1. What are the factors that contribute to the migration of learners to other provinces?
2. Do you have the capacity for teaching the curriculum in your TVET College?
3. What support do you provide to TVET Colleges for marketing the curriculum?
4. How do you assess the programmes that are offered at the TVET colleges?
5. Which strategy do you think can be used to attract prospective learners to Limpopo
..... TVET Colleges?

APPENDIX B: INTERVIEW SCHEDULE

PRINCIPALS' UNDERSTANDING OF FACTORS THAT CONTRIBUTE TO MIGRATION OF LEARNERS

Biographical Information:

1. Gender: _____
2. Age in years: _____
3. Highest Education Qualification: _____
4. Professional Qualification: _____
5. Experience in the field of TVET: _____

Contextual Research Questions:

1. What are the factors that contribute to the migration of learners to other provinces?
2. Is the curriculum at your institution attractive to learners who intend to study at TVET Colleges?
3. What capacity do you have in terms of marketing programs to prospective learners?
4. How do you assess the programs that are offered at the TVET colleges?
5. Which strategy do you think can be used to attract prospective learners to Limpopo TVET Colleges?

APPENDIX C: INTERVIEW SCHEDULE

TVET MARKETING MANAGERS' UNDERSTANDING OF FACTORS CONTRIBUTING TO THE MIGRATION OF LEARNERS TO OTHER PROVINCES

Biographical Information:

1. Gender: _____
2. Age in years: _____
3. Highest Education Qualification: _____
4. Professional Qualification: _____
5. Experience in the field of TVET: _____

Contextual Research Questions:

1. What are the factors that contribute to the migration of learners to other provinces?
2. Is the curriculum at your institution attractive to learners who intend to study at TVET Colleges?
3. What capacity do you have for marketing programs to prospective learners?
4. How do you assess the programs that are offered at the TVET colleges?
5. Which strategy do you think can be used to attract prospective learners to Limpopo TVET Colleges?

APPENDIX D: INTERVIEW SCHEDULE

LEARNER SUPPORT OFFICERS FROM TVET COLLEGES' UNDERSTANDING OF FACTORS THAT CONTRIBUTE TO MIGRATION OF LEARNERS TO OTHER PROVINCES

Biographical Information:

1. Gender: _____
2. Age in years: _____
3. Highest Education Qualification: _____
4. Professional Qualification: _____
5. Experience in the field of TVET: _____

Contextual Research Questions:

1. What are the factors that contribute to the migration of learners to other provinces?
2. Is the curriculum at your institution attractive to learners who intend to study at TVET Colleges?
3. What capacity do you have for marketing programs to prospective learners?
4. How do you assess the programs that are offered at the TVET colleges?
5. Which strategy do you think can be used to attract prospective learners to Limpopo TVET Colleges?

APPENDIX E: DOCUMENT ANALYSIS

ANALYSIS OF POLICY DOCUMENTS (CURRICULUM POLICY) IN THE TVET COLLEGES

TVET College: _____

No.	Description
1.	Policy documents:
2.	Have a policy for Marketing:
3.	Curriculum policy:
4.	Other policy documents related to TVET colleges:

5.	Strategic plans for Marketing Curricula:
6.	Marketing the strategic plan:
7.	Strategic plan to introduce Curricula to the institution:
8.	Strategies to retain the learners the in program:
9.	The review:

10.	Number of sessions for reviewing the program:
11.	Performance indicators changes according to results of the review:
12.	Outcomes of the reviewed plan:
13.	Policy procedure of marketing the curriculum
14.	Implementation of the marketing procedures
	Checking of policy procedures for Marketing programs

	<p>.....</p> <p>.....</p>
15.	<p>Review of policy procedure for marketing programs</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

APPENDIX F: CONSENT FORM

CONSENT FORM

School of Education

University of Venda

P/Bag x5050

THOHOYANDOU

0950

18 January 2019

Dear Principal,

I am currently conducting research into "**Responsive Curriculum as an aspect of Marketing technical and vocational education and training colleges in Limpopo Province**" for the years 2016-2019. I have been granted permission by the Limpopo Department of Higher Education to conduct research in a school under your jurisdiction, as it has been selected to take part in this research. Kindly grant me permission to conduct the study.

1. An interview will be conducted and it will take approximately 30 minutes.
2. There is no known risk involved in the research.
3. There are no costs involved.

You are assured that your identity and responses to this interview will be kept confidential at all times and that your responses will not be made available to any unauthorized user.

Should you have any queries or comments, you are welcome to contact me.



.....

Nkadimeng MH

CONSENT

In terms of the ethical requirements of the University of Venda, you are now requested to complete the following section:

I, have read this letter and understand the terms involved.

On condition that the information provided by me is treated as confidential at all times, I hereby (MARK the appropriate section).

give consent

do NOT give consent that the results may be used for research purposes.

Signature:

Date:

APPENDIX G: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT TVET COLLEGES

58 Schoeman Street
Nedbank Building
Polokwane
1500
16 October 2019

Regional Manager
Department of Higher Education and Training
Rentmeester Building
58 Schoeman Street
Polokwane
0700

Dear Sir / Madam

Request for Permission to Conduct Research at your Colleges

I hereby apply for a permission to conduct research at your institutions. I am doing Full Dissertation on **"Responsive Curriculum as an aspect of Marketing technical and vocational education and training colleges in Limpopo Province"**.

The research will be conducted without interference of your officer's daily schedules. I found the regional office from Marilize Locke as I was sending my letter to Pretoria. Your co-operation of allowing me to conduct research at your TVETs with your officers will be appreciated.

Yours in Training and Development



Makoko Nkadimeng

APPENDIX H: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT VHEMBE TVET COLLEGE

58 Schoeman Street
Nedbank Building
Polokwane
1500
04 June 2019

The Principal (CEO)
Vhembe TVET College
Sibasa Thengwe Road
Sibasa
0970

Dear Sir / Madam

Request for Permission to Conduct Research at your College

I hereby apply for a permission to conduct research at your institution. I am doing Full Dissertation on “**Responsive Curriculum as an aspect of Marketing technical and vocational education and training colleges in Limpopo Province**”

The research will be conducted without interference to daily activities of the college. Your co-operation of allowing me to conduct research at your institution will be appreciated.

Yours in Training and Development



Makoko Nkadimeng

APPENDIX J: PERMISSION TO CONDUCT RESEARCH FROM TVET COLLEGE



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

VHEMBE TVET COLLEGE

Central Office

Site 203, Unit A

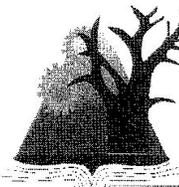
SIBASA

LIMPOPO, 0970

Tel. (015) 963 7000

Fax (015) 963 3150/4

E-mail: info@vhembecollege.edu.za



VHEMBE TVET COLLEGE

Enq: Office of the Deputy Principal Academic Services

015 963 7000/7093/7068

To: Mr. Nkadameng Makoko

Cell Number: 079 400 5587/015 299 0631

RE: REQUEST TO CONDUCT A RESEARCH AT VHEMBE TVET COLLEGE

The above matter refers;

After review of the study protocol, Vhembe TVET College hereby grants Mr. Nkadameng Makoko permission to conduct his study at Vhembe TVET College under the following research topic: Responsive Curriculum as an aspect of Marketing Technical and Vocational Education and Training Colleges in Limpopo Province

Approval is given with an exception that the research will be conducted without interference in the daily activities of the college.

Kind Regards.



Deputy Principal Academic Services

Mrs. Booi M

Date: 17/02/2020

**APPENDIX K: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
LEPHALALE TVET COLLEGE**

58 Schoeman Street
Nedbank Building
Polokwane
1500
04 June 2019

The Principal (CEO)
Lephalale TVET College
Private Bag x 210
Lephalale
0555

Dear Sir / Madam

Request for Permission to Conduct Research at your College

I hereby apply for a permission to conduct research at your institution. I am doing Full Dissertation on **“Responsive Curriculum as an aspect of Marketing technical and vocational education and training colleges in Limpopo Province “**

The research will be conducted without interference to daily activities of the college. Your co-operation of allowing me to conduct research at your institution will be appreciated.

Yours in Training and Development



Makoko Nkadimeng

APPENDIX L: PERMISSION TO CONDUCT RESEARCH AT LEPHALALE TVET COLLEGE



Cn, Hollon Mond,lo & Hgoolo Ro,ioIMMI D,he,
P,hole 809 X110
I-☎I>o!ole0555

Tel: {014} 763 2252
Fau (014) 763 2253

Emoll: prncipol@lepheteol.ed,uo

Web: www.lephalalelreteallege.edu.10

higher education & training

Department:

Higher Education and Training REPUBLIC OF SOUTH AFRICA

Enquiries: Ngobeni VS Tel: 014 763 2252 ext 217 E-mail: principal@leptvetcol.edu.za

ACCEPTANCE LETTER

We hereby accept Mr Makoko Nkadimeng to come to dgresearch at Lephalale TVET College.

We hope the research **will** not interfere with the running of our daily programs. We expect him to come **with** proof of letter from Ethic committee.

Yours in training



16/03/2020
Date

Principal
Ngobeni VS



**APPENDIX M: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
SEKHUKHUNE TVET COLLEGE**

58 Schoeman Street
Nedbank Building
Polokwane
1500
04 June 2019

The Principal
Sekhukhune Technical and Vocational Education and Training College
Groblersdal
Dear Sir / Madam

Request for Permission to Conduct Research

I hereby apply for a permission to conduct research at your institution. I am doing Full Dissertation on **“Responsive Curriculum as an aspect of Marketing Technical and Vocational Education and Training Colleges in Limpopo Province”**.

The research will be conducted without interference to daily activities of the college. Your co-operation of allowing me to conduct research at your institution will be appreciated.

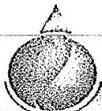
Yours in Training and Development



Makoko Nkadimeng

APPENDIX N: PERMISSION TO CONDUCT RESEARCH AT SEKHUKHUNE TVET COLLEGE

Sek/F3



SEKHUKHUNE TVET COLLEGE

CORPORATE OFFICE

REACHING GOALS TOGETHER

To: Mr Nkadimeng

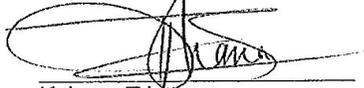
From: The Principal
Sekhukhune TVET College

Dear Mr Nkadimeng

REQUEST FOR PERMISSION TO CONDUCT RESEACH AT SEKHUKHUNE TVET COLLEGE

1. The above matter refers
2. An approval is granted on your request to conduct research at Sekhukhune TVET College including the participation of
 - ✓ The Principal (CEO)
 - ✓ Marketing Officer
 - ✓ Learner Support Officer
3. Wishing you success in your studies

Kind Regards,



Kekana TJ
Principal

5/3/2020
Date

APPENDIX 0: VERBATIM INFORMATION FOR INTERVIEWED DHET OFFICIALS

Researcher	Good morning	1
Respondent	Good morning	2
Researcher	How are you	3
Respondent	I am very well, and, how are you?	4
Researcher	I am fine	5
	(Till now you understand the condition of the interview)	
Question 1		
Researcher	What are the factors that contribute to the migration of learners to other provinces?	6

Respondent	<p>I think is because they're in search for better education in big cities and they know that another province are well resourced they have got what they want like materials.</p> <p>Learners migrate to another province because after completing Their diplomas they fail to get internship opportunities because some TVET colleges do not have good relationship with local learners migrate to other provinces. They know that there are job opportunities after they complete their studies it will be easier for them to get jobs than another province where they will complete and wait for a long time without getting any job some of the TVET colleges do not produce large number of graduate on yearly basis and the learners do not get information with regard to the courses that are offered learners migrate to other province, because some of the TVET colleges offer the skills that do not meet the requirement of the businesses around their communities on that province that are well resourced there are more industries, companies and lot of job opportunities.</p> <p>But sometimes these learners they go to other province because of peer pressure, they see their friend saying, they are registering to other province and they don't want like to look stupid, they follow their friend without even knowing how good or bad the place looks like.</p> <p>The thing is they undermine thinking they will get better and fast education and by going to other province they think they will get better TVET. most of the lectures who teach at the TVET colleges do not have enough experience and they are less qualified.</p> <p>Some they go to other province for fun they think if they far away from their home they will get freedom, doing whatever</p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p>
------------	--	--

	<p>they want by their own time.</p> <p>You know what they are some TVET that they are famous, so learners think that by enrolling to the popular of famous college</p> <p>they will be safer than enrolling to the new college, we receive lots of complaints from learners, who report that they are not well treated by some of the TVET colleges, this is because some spend much time not getting their results.</p>	<p>13</p> <p>14</p>
--	--	-----------------------------------

Question 2		
Researcher	Do you have capacity for teaching the curriculum in the TVET Colleges?	15
Respondent	Yes, I think there are skills training that is offered. we do have capacity is just that some class they don't have enough chairs and tables for learners which means that some learners they attend class while standing and is not good for learners to attend without tables and chairs.	16
Question 3		
Researcher	What support do you provide to TVET Colleges in terms of the marketing curriculum?	17
Respondent	Some of the TVET do not market themselves for learners to know about their programmes they are offering.	18
	We provide support through the media by different colleges with support from the department e.g. radio adverts, flyers, prospectus, etc.	19
	Sometimes we market our curriculum even by word of mouth where we go out to schools and talk to high school learners through marketing campaigns.	20
	The other support is by the department and college website were in we put everything like how we offer courses.	21
	I have observed that some of these TVET colleges are not well managed and they lack some direction as to what they must do	22
	You know that there is a career exhibition were learners get lot of information.	23
	Even at the sites/campuses we do market our curriculum as the department we ensure that the TVET colleges use the policies in order to improve the education system.	24

	We ensure that colleges become innovative by using the technological gadgets when teaching the learners to be more advance the TVET colleges should know the target market before sending the message to the audience.	25
Question 4	How do you assess the programmes that are offered at the TVET colleges?	26
Respondent	we assess learners through exam, assignment were we give learners assignment and give them a due date to submit it, and we assess through test, and project were we give learners to go out and work and we asses them by looking at what they do.	27
	Some learners we assess them through the work of their hands like those who are doing hospitality we assess them through what they have cooked, and it depends on what skills/course they are doing.	28
	Some learners are assessed by UMALUSI because every course they set; they make sure that the questions are in the standard.	29
	As the department we try by all means to support the TVET colleges by monitoring how they are implementing the marketing strategies and if what they are offering meet the demands of learners, we also evaluate how the programmes are assessed.	30
Question 5		
Researcher	Which strategy do you think can be used to attract prospective learners to Limpopo TVET Colleges?	31
Respondent	I think the TVET colleges should produce the graduates that can meet the needs of the society.	32
	I think there should be Improvement of some infrastructures in other campuses because some are as old as were built in the	33

	<p>The management must know as to how to analysing students' needs what isn't that student need in their generation even the government must have Fair budget/funding allocation by the department because some they get lot and some little money which makes learners to choose colleges.</p>	34
	<p>Colleges should provide practical programmes for academic support so that learners may not struggle to gout looking for other industries /site to do practical they think is not good for them to do practical out of compass.</p>	35
	<p>They should support Disability by providing proper resources for them to feel safe and secured and Access to required learning resources e.g. equipment, computer labs and internet.</p>	36
	<p>This kind of generation learners they want good building so we must have a good infrastructure and good surrounding you know they always take photos, so I think by that we can attract them.</p>	37
	<p>The TVET colleges should understand the key driver of the economy because local industries, business and the government can look potential learners from those TVET colleges.</p>	38
	<p>Another thing is that we should offer the vocational course should be considered when developing the programmes of the TVET colleges.</p>	39
	<p>The TVET can work with all the stake holder to create and manage good reputation one more thing, the TVET colleges should create internship and placement position that can attract learners.</p>	40
	<p>Learners can be attracted if the mission and the objectives of the TVET colleges should clearly stated on the marketing plan</p>	41
		42

APPENDIX P: VERBATIM INFORMATION FOR INTERVIEWED FOR TVET PRINCIPALS

Interview schedule with the Principals

Question 1		
Researcher	What are the factors that contribute to the migration of learners to other provinces?	43
Respondent 1	Gauteng and other provinces they have industrial opportunities. Some of those learners going Gauteng they are staying with their families as they are working there and having houses, learners want to study in an advanced province.	44
Respondent 2	I think learners move to go and learn to other provinces because they need to learn new things because many TVET colleges are advanced.	45
	Learners want advance provinces. Learners want to be away from their prospective parents.	46
	The lectures who teach here do not have NQF level 6, they are employed to teach even with NQF level 2 and 3.	47
	They prefer advance colleges. Learners think of better opportunities after completed their studies.	48
Respondent 3	I think the reason for migration of learners is because they want to Get away from their home as will all know that they want to be Independent Apart from that I think some are doing it for bursary purpose they think That when they relocate to other province it will be easier for them to get bursary.	49
	Learners in our colleges do not perform well and this result to	50

	<p>low number of graduates that can be produced, and it discourage the parents to bring their children to be admitted here.</p> <p>Other things are that there are some TVET who offers full skills and scares skills programme, so learners leaners want to enrol to the TVET were there are trained well and equipped with lot of skills.</p> <p>As TVET colleges we fail to have good partnership with local businesses and learners want to get internship opportunities when they are not given that opportunity, they are forced to leave and move to other TVET colleges.</p>	<p>51</p> <p>52</p>
Question 2		
Researcher	Is the curriculum at your institution attractive to learners who intend to study at TVET Colleges?	53
Respondent 1	<p>Exxaro is taking more learners from the college. Industries around our college now consider NCV as earlier was not. More students register those programs.</p> <p>If we try by all means to offer vocational course, learners can be attracted to come and study at our TVET colleges. NSFAS as well attract more learners as well.</p>	<p>54</p> <p>55</p>
Respondent 2	<p>The curriculum is not the way is supposed to be. There is no new development. We offer only what we have. No changes regarding new curriculum.</p> <p>There should close relationship between the TVET colleges and the local businesses, because our learners can get placement opportunities from the local businesses.</p>	<p>56</p> <p>57</p>
Respondent 3	<p>Some are still using old curriculum which is why are not attractive to learners.</p> <p>But I can say yes is attractive because we offer theory and practical's which help them to have experience and we also</p>	<p>58</p> <p>59</p>

	have training facilities where they gain lot and lot of experience.	
Question 3		
Researcher	What capacity do you have in terms of marketing programs to prospective learners?	60
Respondent 1	<p>The other things that help us to market learners are brochures, roadshow, advertises and even word of mouth were we sometimes visit schools around town and villages. Sometimes we plan on how we shall market our TVET college, but the challenge is that we fail to implement.</p> <p>We sometimes fail to implement the marketing strategies we have planned due to the team members that we have.</p> <p>We engage with different communities and organisations, Chiefs, municipality, churches and individuals. Marketing team attend expos local and regional.</p> <p>I encourage the staff to use policies from the government and to compete with other colleges by working hard and implementing some marketing activities that can attract the learners if the marketing campaigns specify the desired target market and media to send their message to the audience, learners can be attracted.</p>	<p>61</p> <p>62</p> <p>63</p> <p>64</p> <p>65</p>
Respondent 2	<p>The is poor governance to support our colleges, I am saying this because we are not even guided on what to offer that can Attract the learners to come and study at our colleges we have serious challenges. We have phased out some of the courses. We do that in career expo and visiting schools.</p> <p>Sometimes we lack funds that can assist to conduct the campaign to attract learners to study at our college we ensure that we perform the marketing activities are well managed by competing with other colleges through by introducing programmes that are not offered at these other colleges, that</p>	<p>66</p> <p>67</p>

	meets the needs of the future generation in this college we have introduced the strategy of teaching the learners using advanced technologies and the system for getting better staff that can assist with teaching and marketing the college.	68
Respondent 3	We engage by new letter, marketing team, linking with municipalities working with chiefs around. We also market programs to prospective learners by individual expo and regional expos. The other thing that help us to market learners are brochures, roadshow advertise and even by word of mouth were we sometimes visit schools around town and villages.	69 70 71
Question 4	How do you assess the programmes that are offered at the TVET colleges?	72
Respondent 1	The programmes that are offered here are monitored all the time to see if they meet the need of the learners and society, there are officials who visit us all the times here at the colleges Ok you know what Changes in curriculum need to be affected like phasing out of outdated programmes no longer related to 4 th Industrial Revolution because most programmes are designed to meet labour market. Vocational programmes need to be relevant to local context. Introduction of Centre of specialisation to address the concerns about local responsiveness.	73 74
Respondent 2	We are in partnership with companies offering one year and 18months practical training. SETAs offers money for practical training of learners. We assess learners through assignment where we give learners assignment and give them a due date to submit it, and we assess through test, and project. We have a programme which have got 1,2,3,4 we must take into	75 76

	consideration which are the most popular programme and we must know how many learners using this programme to assess them.	
Respondent 3	They are assessed national by the Department of Higher Education and Training, QCTO and UMALUSI are the one that assess question papers and memorandum. As lectures we asses' learners by giving them test per months, project, assignment it can be individual or group.	77 78
Question 5		
Researcher	Which strategy do you think can be used to attract prospective learners to Limpopo TVET Colleges?	79
Respondent 1	In my view I think it could be better if we empower the learners with high skills and knowledge that can meet the needs of the country for them to get better employment by partnership with Marrian Roberts, Eskom and Exarro. College provide the skills that required by business and contractors. Our best learners should get opportunities from the local industries and businesses around.	80
Respondent 2	Learners can be attracted to study at TVET colleges here in Limpopo if we ensure that the programmes, we offer to them can equip them with high skills and that the needs of the country. Enhance work integrated learning. Having quality-training equipment. Provide quality teaching. Well established workshop with qualified. if the principal or the management of every TVET they can make sure that they have resources which are useful to each and every learner. The management must make sure that learners like those who are doing sewing they have got clothes I think it can	81 82 83 84

	<p>attract learners knowing that they have what they want.</p> <p>Even learners who are doing engineering they have they material I think it can make lot of learners not to go far from their province knowing that their nearest can offer the resources because they can't register to a TVET were they know that they don't have resources.</p> <p>The TVET colleges should try to create good reputation by working closely with the stakeholders.</p>	<p>85</p> <p>86</p>
Respondent 3	<p>To be the best performing College in the country which produces students who are employable and who can also be entrepreneurs.</p> <p>The College is also specialising on 4IR with a Centre of Entrepreneurship and Incubation; a Makerspace and a Technical Centre.</p> <p>In our marketing plan, we should indicate the mission and objectives of the colleges.</p>	<p>87</p> <p>88</p> <p>89</p>

APPENDIX Q: VERBATIM INFORMATION FOR INTERVIEWED TVET MARKETING MANAGERS

Question 1		
Researcher	What are the factors that contribute to the migration of learners to other provinces?	90
Respondent 1	TVET colleges to accommodate all the applicants limited curriculum offerings or courses by the TVET Colleges and Infrastructure and lack of facilities thereof of the rural colleges as opposed to the urban counterparts TVET colleges which are well resourced.	91
	Most of TVET colleges in these other provinces, offer the curriculum that is needed by the industries that at the end will employ them since most of these colleges are advanced.	92
	I also think that we do not produce large number of graduates each year.	93
	Student retention is low due to boring campus lifestyle due to the location and some students do not want to study closer to their homes they prefer colleges away from home.	94
	Lack of in-depth knowledge of TVET college sector by educators and parents persuading students to study at urban areas.	95
Respondent 2	I also think these lecturers who teach here lack teaching experience and are not well equipped with teaching methodology.	96
	Economic factors, job opportunities; socio economic factors, like entertainments, which Limpopo do not have. Images of	97

	colleges in Gauteng seems to be superior to Colleges in Limpopo.	
Respondent 3	<p>I think learners migrate to other province because they want to be equipped by knowledge and skills and there are also well resources with better facilities that will prepare them for job opportunities.</p> <p>Gauteng Colleges are developed than rural areas. They are closer than industries. They will be place sooner. They do not need to be subjected to parents. Learners need to be independent. The do not want to be born here grown up here study here and work here.</p> <p>Learners at these colleges do not perform well and this results to us not producing a large number of learners who graduate.</p> <p>The other thing that make learners to move to TVET colleges in other provinces is that partnership with the local businesses and industries is poor, as the college we are not aware of the skills that these local industries to prepare our learners to the labour market.</p>	<p>98</p> <p>99</p> <p>100</p> <p>101</p> <p>102</p>
Question 2		
Researcher	Do you have capacity for teaching the curriculum in the 9 TVET Colleges?	103
Respondent 1	<p>Colleges do traditional students recruitment way of marketing with focuses to the exhibitions, road shows, school visit to explain to the prospective students Colleges also explore digital marketing strategy by using the individual college website, social media networks such as face book, twitter and other method to disseminate information.</p> <p>The use of radio broadcast is also part of the college marketing and communication strategy which also incorporated the use of local, provincial and national</p>	<p>104</p> <p>105</p>

	<p>newspaper to advertise and showcase the college success stories.</p> <p>This does not withstand the traditional use of leaflets, prospectuses and posters and boards to communicate the curriculum offerings</p> <p>We don't give the learners the information of the course that are offered to schools. We do not have enough time to move around the schools in the province</p>	<p>106</p> <p>107</p>
Respondent 2	<p>As a marketing manager, I ensure that there is a marketing plan that is prepared at the end of each year and every year and also, we develop other alternative strategies to market the college</p> <p>We attend career expo in all 5 regions and also advertising. We use media radios like Thobela, Phalaphala and Mongani Lonene.</p> <p>Yes, we do have capacity is just that some class they don't have enough chairs and tables for learners which means that some learners they attend class while standing and is not good for learners to attend class without chairs and tables.</p> <p>We have machines, projector and laptops that helps learners to get lot of information at the college learners get funds from NSFAS to support the learners with their studies, the problem is that they do not receive them when they start with the academic year.</p>	<p>108</p> <p>109</p> <p>110</p> <p>111</p> <p>112</p>

Respondent 3	<p>We offer occupational programs. We attend career expo. We organise open day for High schools and industries, mines, municipalities and other department and universities. Learners from Grade 11 and 12 are invited. Presentations are done and learners are taken to workshops. Community meetings and churches sometimes are displayed what the college is offering.</p> <p>We have machines, projector and laptops that helps learners to get lot of information</p> <p>We do have capacity is just that some class they don't have enough chairs and tables for learners which means that some learners they attend class while standing and is not good for learners to attend class without chairs and tables as a marketing manager I ensure that the marketing policy is implemented, because this helps us to attract learners the marketing strategies we are using are well advanced because learners can view the programmes we are offering through internet and they can also apply for admission.</p>	<p>113</p> <p>114</p> <p>115</p> <p>116</p>
Question 3		
Researcher	Is the curriculum at your institution attractive to learners who intend to study at TVET Colleges?	117
Respondent 1	<p>The curriculum is attractive to the prospective students with limited study career options, hence colleges mainly focus on engineering and commerce.</p> <p>We have a marketing team, but sometimes we fail to provide the information with regard to the college and programmes to the learners. The information ends up not reaching the learners especially those in the rural areas, so learners ends up moving to TVET colleges at other provinces</p> <p>Some students want to study courses which colleges do not</p>	<p>118</p> <p>119</p> <p>120</p>

	<p>offer such as theatre and music, chemical engineering, law and social workers, etc.</p> <p>Learners can be attracted if the marketing campaigns specify the target market, this can be done by using the media that is well advanced and could be reached by all the audience.</p> <p>If the TVET colleges and the local businesses, industries, and the government work to create good relationship, learners can get internship opportunities.</p> <p>If the TVET colleges and the local businesses, industries, and the government work to create good relationship, learners can get internship opportunities.</p> <p>If the TVET colleges and the local businesses, industries, and the government work to create good relationship, learners can get internship opportunities.</p>	<p>121</p> <p>122</p> <p>123</p> <p>124</p>
Respondent 2	<p>Yes, we offer theory and practical. During registration, we turn some back as we met the target of Department.</p> <p>We try by all means to manage the colleges, but what is lacking is good government by DHET. we do not get enough support from them.</p> <p>In order for us to attract learners, the TVET colleges should offer vocational courses that are relevant to the industries</p>	<p>125</p> <p>126</p> <p>127</p>
Respondent 3	<p>These depend on individual learner. There is Economic Multiplier Industrial Action plan. Feeder of MSE is TVET centre of internship. Marketing group attend career expos in all regions. Department of Higher Education declared the Decade of Artisan at TVET Colleges.</p>	<p>128</p>
Question 4	<p>How do you assess the programmes that are offered at the TVET colleges?</p>	<p>129</p>
Respondent 1	<p>The programmes are quality assured by UMALUSI and the DHET to measure the quality of the programs, they are also</p>	<p>130</p>

	<p>other quality assurance bodies such as QTCO and SETAs which also serve as an assurance body for some of the qualifications.</p> <p>Colleges also measure their program by looking at the local municipal IDPs and PGDS to assess the relevancy of the curriculum offerings.</p>	131
Respondent 2	We attract more learners in all programs ending turning them back.	132
Respondent 3	The programs are relevant. Learners are getting challenges in terms of resources. NATED courses are shorter in terms of duration. Learners awarded when performing well.	133
Question 5		
Researcher	Which strategy do you think can be used to attract prospective learners to Limpopo TVET Colleges?	134
Respondent 1	<p>I think learners can be attracted if they are well equipped with skills that can make them to be employed.</p> <p>The usage of social media networks must be leveraged to attract prospective learners.</p> <p>Together with an integrated marketing strategy including the use of local and provincial radio stations, for the talk shows, interviews and advertisements.</p> <p>More and more college success stories must be profiled, and the bulletins be distributed to schools to help change the myth about TVET College sector that it must be treated as the students' last resort but colleges of first choice by prospective students.</p> <p>In order to attract these learners, we should ensure that our promotion plan has the mission and the objectives of the college clearly stated.</p>	<p>135</p> <p>136</p> <p>137</p> <p>138</p> <p>139</p>
Respondent 2	It will be better if the TVET colleges consider the drivers of the	140

	<p>economy when training these learners, because not think of migrating to other province.</p> <p>We have work-based exposure for learners. Skills department sources funds from SETAs and assist in training. Lecturers' are getting work integrated learning to familiarized with contend.</p>	141
Respondent 3	<p>There is integrated marketing and communication. It is relevant and attractive. Link to DHET and Provincial government. College use U tube, WhatsApp. Entice learners by showing Cooperate videos. Taking along partners to career expo. Introduction of new system of registration and application of NSFAS. Fourth Industrial revolution is the directives of plan for the college.</p>	142

APPENDIX R: VERBATIM INFORMATION FOR INTERVIEWED LEARNER SUPPORT OFFICIALS

Question 1		
Researcher	What are the factors that contribute to the migration of learners to other provinces?	143
Respondent 1	I think these learners migrate to other provinces because what they teach there is well advanced and needed by local industries, government and businesses, so, when they finish their studies, it will be early for them to get employment. Opportunities are limited and accommodation as well I limited as infrastructure is not enough. The institution do not have Hostels to cater learners. Our learners are not performing well and discourages the parents to bring their children to be admitted at our TVET colleges.	144 145 146
Respondent 2	Learners want to change environment. Studying same place always; make them to change minds. They want to see outside. They want to see urban are and fill life away from home. They expect better opportunities in cities. Workshops of colleges accredited and infrastructures spot on.	147
Respondent 3	Every learners want to be far from their parents as they want to experience, explore new life without their parents and it doesn't matter which institution, leaners want to explore the thing is that learners think when they migrate they will get better education learners are not well informed about the programme offered at TVET college they consider programme as inferior compare to other TVET college. As the learners we complete our studies and do not go to	148 149 150

	<p>local businesses for internship opportunities, that is the reason for us to migrate to TVET colleges other provinces.</p> <p>Here we embark on strike for our problems to be solved, the management sometimes do not assist when it comes to solving our problems.</p>	151
Question 2		
Researcher	Is the curriculum of your institution attractive to learners who intend to study at TVET Colleges?	152
Respondent 1	<p>Our College attract more learners. Mines are taking peoples from our Colleges. Eskom Medupi most boilermakers are recruited from our college.</p> <p>The TVET colleges can use the well-advanced media when promoting themselves and also specify the target market.</p>	153 154
Respondent 2	<p>Student support understand their role. They engage with businesses, learners are getting awards like laptops.</p> <p>I can say there is poor management and governance by the Managers .as learners we not even guided on the course that can enrol to study.</p>	155
Respondent 3	No, it is attractive enough because they are not aligning to the current market or economy and the changes of this generation. They are still using outdated books which is not related to what it is happening now to the current economy.	156
Question 3		
Researcher	Do you have capacity to guide learners to a curriculum of their choice?	157
Respondent 1	<p>As the TVET college we give prospectus to nearby schools, and do not go to schools that are far from us. Learners from most of the schools are not aware of the programmes that are offered by us.</p> <p>We have pre-entry support. We have career guidance service. Placement test. We provide guidance through their</p>	158 159

	results of the test.	
Respondent 2	We have challenges of courses only few courses offered. No regional needs met. Courses like Marketing, hospitality, tourism and Labour Relation not offered.	160
Respondent 3	Yes, we have career guidance were we look at their results and guide them looking at their percentage and which level they qualified. We receive financial assistance from NSFAS to support with our studies. Here they try that programmes that are offered prepare the learners for labour market and to improve learning.	161 162 163
Question 4	How do you assess the programmes that are offered at the TVET colleges?	164
Respondent 1	Department is giving target. We work according to target. This depend on space of classroom. We take more that 3000 students full time and part time. Three faculties in one campus such, NCV both Engineering and business.	165
Respondent 2	The information with regard to the programmes offered by the TVET colleges does not reach the learners. The marketing team at our college do not go out to the community to attract learners to come and study here. The few programs offered are doing well even if they do not address the region at large. They are leaving gap that need to be closed. The programs offered are the same to all colleges offered in the province.	166 167
Respondent 3	They are assessed national by the Department of Higher Education and Training, QCTO and UMALUSI are the one that assess question papers and memorandum. As lectures we asses' learners by giving them test per months, project, assignment it can be individual or group. Department are the one who assess how many learners who	168 169 170

	enrolled the programme and check how many passed or fail and even those programme that does not have many learners.	
Question 5		
Researcher	Which strategy do you think can be used to attract prospective learners to Limpopo TVET Colleges?	171
Respondent 1	Academic support programs have extra curriculum activities. Sports as well attract learners. Wellness program. Work based exposure. Paying lunch and transport for learners during work exposure. Learners are distributed to Guest houses in Mokopane, Modimolle and Lephalale. I think if the TVET colleges could develop relevant courses are to the skills of the economy, learners will be attracted to study in our TVET colleges.	172 173
Respondent 2	If the learners are equipped with skills that meet the need of the country, they can be attracted to attend at the local TVET colleges than migrating to other colleges. Consultative strategy for the college to all staff members. Collaborating with surrounding businesses. Venturing to Stock farming, Mining, Smelters and Power Station operating theories. I think by doing open day were learners are going to be exposed to the programme that are offered and assured them that we offered genuine course and the college is being registered. This kind of this generation learners they want good building so, we must have a good infrastructure and good surrounding you know they always take photos so I think by that we can attract them.	174 175 176 177
Respondent 3	Sometime learners are more attracted when we call those graduate learners to come and market learners during open	178

	<p>day.</p> <p>By advertising programmes in the radio and television because it has lot of outreach if schools have got resources for learners to gain skills that can be a good advantage to learners by having lot of industrial factory, mining learners will know that there are lot of job opportunities.</p>	179
--	--	------------

APPENDIX S: EDITOR'S LETTER

SCHOOL: OF HUMAN AND SOCIAL SCIENCES

14 April 2021

School of Education
University of Venda
Private Bag X5050
Thohoyandou
0950

Dear sir/madam

This letter *serves* to certify that I have proof-read Mr M.H. Nkadimeng's dissertation, titled, "Responsive Curriculum as an Aspect of Marketing Technical and Vocational Education and Training Colleges in Limpopo Province".

The proof-reading entailed editing some parts of ii, where I felt ii would make the document more understandable; for example, to *avoid* wordiness, redundancy; sub-dividing a long sentence into two or more shorter ones, etc. However, I have not tampered with the content of the dissertation, except where I found that this constituted repetition or made the content confusing.

After the suggested editorials, the dissertation will be ready for submission and/or examination.

Thank you for your time.

Sincerely
V.T. Bvuma
Mobile: 083 423 9227

University of Venda

UNIVERSITY OF VENDA

PRIVATE BAG X5050, THOHOYANDOU, 0950!. LIMPOPO PROVINCE). SOUTH AFRICA

TELEPHONE (015) 962 8172 FAX (015) 962 4749

E-mail: [Vincent. Byuma@univen.ac.za](mailto:Vincent.Byuma@univen.ac.za)

◆ A quality driven, financial sustainable, mraf-based comprehensive
Unfversi

APPENDIX T

TURNITIN REPORT

MED

ORIGINALITY REPORT

23% SIMILARITY INDEX	20% INTERNET SOURCES	4% PUBLICATIONS	14% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	------------------------------

PRIMARY SOURCES

1	hrdcsa.org.za Internet Source	2%
2	Submitted to University of Venda Student Paper	1%
3	repository.up.ac.za Internet Source	1%
4	mafiadoc.com Internet Source	1%
5	www.jet.org.za Internet Source	1%
6	hdl.handle.net Internet Source	1%
7	uir.unisa.ac.za Internet Source	1%
8	Submitted to Mancosa Student Paper	<1%
9	edoc.pub Internet Source	<1%