Effective marketing strategies for township schools in the Gauteng Province

by

IAN MPOFU

submitted in accordance with the requirements for
the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROFESSOR MICHAEL VAN WYK

JANUARY 2014

Declaration

I, Ian Mpofu with student number 35939974 hereby declare that this dissertation submitted in accordance with the requirements for the degree of MASTER OF EDUCATION in the subject EDUCATION MANAGEMENT is the result of my effort and it has not been presented in any University or institution for any degree. All references were duly acknowledged.

Abstract:

This Mixed Method Research Project examines the possible marketing strategies that can be used to market township schools in the Gauteng province, within an increasingly competitive educational system. These strategies are investigated within the largely unbalanced infrastructural and resource dichotomy that exists between most township schools and the former Model C schools; the results of which has seen among many other challenges, the ever increasing learner migration from the township schools to the former Model C suburban schools. This pedagogical manuscript adopts a case study approach while simultaneously integrating the influences of established research paradigms like pragmatism and enterpretivism. Within the attempt to find the best marketing options for township schools, the project also consciously attempts to identify the challenges (and possible solutions) that the said schools face as they try to market themselves. The benefits of implementing the marketing matrix within the education product are henceforth highlighted within the narrative of the project.

Key Terms:

School marketing; qualitative, quantitative; pragmatism; enterpretivism; research paradigms; grounded theory;

Dedication

This is a special dedication partly to me, for all the hard work that I have put towards my educational development over the years. The dissertation is also a very special dedication to my children who as I write this, are still at junior school, to motivate them towards achieving their goals through education and hard work.

Acknowledgements.

Acronyms.

AMA………….American Marketing Association.

ANA…………...Annual National Assessment

BMR………......Bureau of Market Research

D11…………....District 11.

DOE…………...Department of Education.

GDoE………….Gauteng Department of Education

E-NCA………...Electronic News Channel Africa.

FMCS…………Former Model C Schools.

GPLMS……….Gauteng Primary Language and Mathematics Strategy

HRSC………... Human Sciences Research Council.

IMR……………Institute of Marketing Research-

NGO…………..Non-Governmental Organisation.

QUIDS UP…. .Quality Improvement, Development, Support and Upliftment
                Programme

RSS………… Rich Site Summary

SAARF……….Research Suppliers of South Africa

SACE………..South African Council of Educators.

SADC………..Southern African Development Community.

SAMRA…….. South African Marketing Research Association

SAIRR……….South African Institute of Race Relations.

SASA'96…….South African Schools' Act 84 of 1996

SGB………….School Governing Body.

SMARTS…….School Marketing Teams.

SSM………… South African Society of Marketing

SMT………….School Management Team.

SWOT………..Strengths, Weaknesses, Opportunities and Targets.

RM……………Relationship Marketing.

UNISA………..University of South Africa.

TS……………Township Schools.

TABLE OF CONTENTS

CHAPTER 1.

Introductory background.

CHAPTER 2.

LITERATURE REVIEW.

CHAPTER 3.

EMPIRICAL INVESTIGATION-RESEARCH DESIGN AND METHODOLOGY.

CHAPTER 4.

PRESENTATION, ANALYSIS AND INTERPRETATION OF

RESEARCH RESULTS.

NUMBERING	CONTENTS	PAGE

CHAPTER 5.
. DISCUSSION OF RESEARCH RESULTS AND RECOMMENDATIONS.

1.0. Introduction

This review provides a synthesis of some the modern challenges school administrations face in an ever-changing education sector. It is an investigation that seeks to expand the understanding of the need for educational marketing practice, particularly in South African schools. Views on school marketing practices are shared by several authors. For example, O'Connor (2004:01) argues that because of stratospheric tuition, escalating costs, shifting demography, expanding choice, the value proposition as well as numerous other external factors that can potentially damage, or even deplete, and the new student prospect pool. The above quoted author goes on to propound that "schools must pay more attention than ever before to marketing concerns".

As a school teacher in South Africa for many years (and also having served as the leader and member of his school's Maintenance and Finance Committees which later gave birth to our Marketing Committee) this researcher has observed the immense financial and image challenges that this school (and other schools) face. Intuitive and purposeful observation has further equipped the researcher with the realisation that poor publicity and negative information about schools with tainted images quickly circulates and spreads. This adversely affects the attractiveness of such institutions thereby destroying the parents' confidence in the schools. Once this happens, many parents usually opt to withdraw their children from such schools and send them to 'better' ones instead.

With these observations in mind, (while working with the committees in his school), this researcher has cherished the challenges of continuously trying to modify and enhance the reputation of his school as the school faces not only the above-mentioned challenges but also the increasing competition, especially for learners and teachers from schools that are better resourced.

The above-stated experiences and observations have motivated this researcher to examine possible effective ways to market his school differently from other schools in the region. This has further motivated him to embark on this research project

particularly to investigate a variety of possible effective marketing strategies that public township schools in the Gauteng Province may employ in order to enhance their images and reputation for being effective learning centres.

1.1   The Rational of the Study

The democratic political system that started in 1994 in South Africa resulted in several radical changes both constitutionally and pedagogically. These legislative changes, which are still continuing, call for constant attitude modifications and adjustments by those in positions of management and administration.

In education, the promulgation of the South African Schools Act 84 of 1996 (SASA), decentralised the responsibility of resource control and financial management from principals to School Governing Bodies (SGBs).This carried with it an extra load of having to maintain sound working relations with different educational stakeholders. While resourceful schools have excelled and grown in leaps and bounds in this area, (in the process attracting multitudes of rich parents to their schools), many (especially townships schools) have deteriorated down the scale from being Section 21 to becoming Section 20 schools. This downscaling has caused many such schools to become less and less attractive to many parents and learners.

This, coupled with the implementation of formula funding, has resulted in more and more township schools attracting less and less state funding due to the declining learner numbers; hence the decline in educational standards. Under these tough conditions, many schools in South Africa today are without basic resources like text books, science labs, safe classrooms and sporting facilities to provide an effective curriculum Bisschoff (2004). According to Oplatka and Hemsley-Brown (2004:377), "The survival of (such) schools is dependent on their capacity to market their schools to the external environment."

Long gone is the culture of market monopoly on certain learners by certain schools. Current market forces compel schools to compete with one another for these resources and so many face a real fight for survival. According to the South African Institute of Race Relations (2012), between the year 2000 and 2011, about 9% of public schools had closed down due to poor performance.

In relation to the above-stated challenges and realisations, this master dissertation was therefore carried out as an investigation to explore the effective marketing strategies that especially public township schools could adopt in order to enhance their reputation and remain attractive to parents, learners and other important stakeholders such as town councils and local businesses.

The above goal rests upon this researcher's assumption that the study of school marketing is needed as part of developing, testing and disseminating knowledge about the schools' external relations and internal functioning. The engagement in such a study is therefore on the one hand seen as an important tool to help predict, understand, describe, and explain marketing activities and phenomena that actually exist for education in an ever-growingly competitive milieu. On the other hand, similar to the aims of the educational administration, it is hoped that the study will develop knowledge that has the potential to be applied by school principals in order to improve the marketing of their schools.

The research adopted a case study approach where selected schools were studied through interviewing the principals of the respective schools and asking SGB members to complete a questionnaire. In addition, secondary data sources like field and observational notes and a study of artefacts were also used to gather data. More information was gained through a study of the related literature on the subject before being critically analysed to produce an educational manuscript that could hopefully be applied and used to further research in the field of Education Management.

1.2   CONCEPTUAL FRAMEWORK ON SCHOOL MARKETING

1.2.1. What is marketing?

According to Dennis, Halborg and Ross (2001:3) "Marketing is the management process responsible for identifying, anticipating and satisfying customers' requirements profitably". Kotler and Armstrong (2008: 19) add that "Marketing is the process by which firms create value for customers and build strong customer relationships..." Emanating from the above views, marketing can therefore be seen as a social and managerial process by which people and organisations obtain what they need and want through exchanging products and value. Furthermore, the understanding is that, the drive behind marketing is not only to capture new

customers but critically too, to develop an unbreakable bond with current customers whilst attracting a new market through service delivery that is second to none.

It is therefore fair to state argue that a successful marketer would be the one that knows exactly what his customers' needs are and therefore strives tirelessly to address them to their satisfaction, through the provision of quality products and value that will create a lasting relationship.

1.2.2. Building relationships with customers

Several scholars in the subject of 'Marketing' such as and Kotler and Armstrong (2008) and Halborg and Ross (2001) share the opinion that firms and service providers must strike meaningful customer relationships by identifying creative ways to connect closely with the customers. This researcher presupposes that this can be achieved through creating superior value and consumer satisfaction. Congruently, if schools could adopt and implement these strategies, it will be an excellent way to satisfy their needs, especially in rural township schools in South Africa.

While it is not far-fetched to suggest that satisfied customers will not only continue coming back, but will also act as ambassadors for the company, striving for continued customer satisfaction by far puts any business entity in a better position. This is particularly true for schools as well; where learners, both current and past, and parents can enhance or destroy the school's reputation based on the quality of the service they receive. Keeping the current stakeholders satisfied with the school's ethos and culture of high standards therefore is not only crucial for continued future support but it is also a catalyst for attracting new customers and friends for the school.

1.2.3. School marketing

Lockhart (2005: xv) explains that school marketing takes place "any time when a school seeks to improve its products and services, reaching out to the community in positive ways or communicating more efficiently with its internal or external audiences." Davies and Ellison cited in Bisschoff et al. (2004:4) add that "[it is] ... the means by which the school actively communicates and promotes its purpose, values, and products to the learners, parents, staff and wider community." Furthermore Barnes, also cited in Bisschoff et al., (2004:4) says "[school marketing]

is the way in which the school advertises itself to the external world and local communities, utilising effective communication to involve educators, learners, and parents in school activities." Therefore school marketing involves all the activities that schools embrace, in order to promote and enhance their image and reputation. Briefly, the understanding is that the school must devise attractive ways of selling itself. The marketing strategy must therefore be incorporated into the development plan of the school. This view is support by Bush and Ellison, cited in Bischoff et al. (2004:7), who clearly explain that: "The process of marketing which comprises planning, the marketing audit and self-evaluation should relate to the aims and values of the school."

The benefits of effective school marketing, especially in the current competitive world, cannot be over-emphasised. In liaison with the above view is Loftus (1999: 59) who explains that: "...there is little doubt that the financial penalties that follow any fall in recruitment have exacerbated the pressure on Heads to put major efforts into ensuring a high demand for places in their schools." This view is further supported by Oplatka and Hemsley-Brown (2004:377) by declaring that "Educational marketing is an indispensable managerial function without which the school could not survive in its current competitive environment." The essence of the marketing campaign must therefore be to convey an effective message to parents and (other) stakeholders." With this in mind, it becomes prerogative that schools capitalise and market their services and ideas to current and potential customers in order to keep them informed about the good things that they do as well as the needs that they have.

1.3. Problem Statement.

Since 1994 the number of learners attending school has multiplied in South Africa but the quality of education provisioning has not quite matched the demand. Some of the contributing factors include; poor infrastructure; particularly in the underprivileged rural township schools, as evidenced by problems in places like Orange Farm and some parts of Soweto in the Gauteng Province.

For example, in Emndeni North, (Soweto) it was recently announced in the 94.7 eyewitness News (21 February 2012) that a Non-Governmental Organisation (NGO) has, since 2010, been donating funds for a feeding scheme to a local school. Due to

the challenges like these and more in the townships, there is a steady increase of learners from middle class families that are migrating from these poorer township schools to the better equipped urban ones. Furthermore, many Section 20 schools, especially in the townships, are facing unprecedented challenges due to huge shortages of a variety of resources (Bischoff et al 2004).

To add to the above stated problems, many schools are unable to repair their badly dilapidated buildings due to financial challenges since most parents are either unable to pay school fees or the funding from the Provincial Department of Education is just not enough. This researcher's school of practice, for example, has classrooms that have collapsed ceilings and holed wooden floors. This poses a real risk of serious injuries to both the teachers and learners.

While some of these problems are general to both Section 20 and Section 21 schools, it is the poorer Section 20 schools that are hit the hardest. During the time the better-equipped urban schools enjoy long waiting lists of learners who want to enter them, many rural township schools are losing the much needed learner numbers that would help them attract better funding from the state and/or school fees. Accordingly, the competition amongst schools for both learners and well-qualified educators is truly threatening the viability and survival of the poorer schools.

The current South African education system itself seems to be heavily condemned as it has recently been announced that it was amongst the worst in the world. (e-news Channel Africa, 22 August, 2012). Furthermore, according to the 2011 Annual National Assessment (ANA) figures, the World Economic Forum ranked South Africa 140th out of 144 countries, even lower than Lesotho and Swaziland. (e-news Channel Africa 22 August 2012).

In addition, many schools in the townships and throughout South Africa face a plethora of other challenges that effectively paint them as unattractive learning centres. For example, in the Northern Cape, up to 1 600 learners had not attended classes for up to three months (from June to August 2012) due to what they called 'poor service delivery' (e-news Channel Africa [eNCA] 30 August,2012 -- 06.00am news.) To add to that, during the time of this research, school teachers in Olifantshoek, in the Northern Cape Province, had been locked out of their schools by

angry parents and learners –again for poor service delivery (eNCA 30 August,2012 – 19.00 news.)

Meanwhile, in the Western Cape Province civil society organisations had threatened to take legal action and stage large-scale protests over the proposed closure of 27 schools by the Provincial Education Department. (Mail and Guardian, 2012.p1). It cited dwindling pupil numbers and underperformance, as some of the reasons for the targeted closures. Amongst the affected schools, there was one school that had as few as forty learners which basically formed one class enrolling learners from grade one to grade seven.

Furthermore, in September, 2012, it was announced in the news (94.7 eye Witness News- 30September, 2012) that the KwaZulu-Natal Department of Basic Education was considering abolishing the 'Catchment Area Policy' on learner admissions for urban schools so that desperate (and discontented) parents from the townships could have their children admitted in these schools. However that move was challenged by teacher unions arguing that, if implemented, it would result in many township schools closing down due to declining learner and educator numbers.

This researcher has considered these and other prevalent problems within the South African education system serious enough to warrant an investigation on ways through which the affected (and other schools in similar situations) could be saved. School principals, educators, School Management Teams (SMTs) and School Governing Bodies (SGBs) together with the cooperation and contribution of parents could act to find strategies of saving the many public schools that affected in similar ways.

Thousands of schools have also been shut down over the years for a multitude of reasons. For example, according to a statement by the South African Institute of Race Relations (2012), the number of public schools in South Africa has decreased by 9% between 2000 and 2011, from 26 789 to 24 365.And consistent with the realisations made by this researcher, among the reasons given for this catastrophe were, 'poor infrastructure' and 'a decline in learner numbers'.

Meanwhile private school attendance has swelled by 87% between the year 2000 and 2011 (eNCA – 17 January, 2013, 19:00).

In Gauteng, the former spokesman for the Gauteng Department of Basic Education, Panyaza Lesufi, in the year 2000, prematurely announced that more than 200 underperforming schools would be closed (The Sowetan Newspaper, 9 January 2007). The threat was later retracted but the fact remained that the education system was facing problems of unprecedented levels and immediate steps to arrest the downward spiral needed to be taken.

Another article in the Sowetan Newspaper (22 February 2012 p1) observed that "Almost sixty per cent (60%) of learners and several teachers at a Soweto secondary school had arrived late for classes on February 13, 2012- and were taken by surprise when the Gauteng Education Member of Executive Council (MEC) Barbara Creecy and representatives from Lead SA cornered them."

In addition to the above stated problems, poor educator motivation was regarded by this researcher as one of the key areas on which education marketing must concentrate. Furthermore, according to a study conducted by the Human Sciences Research Council (HRSC) South African Race Relations Briefing No 72 (2012:04.), "Teachers in black state schools work an average of 3.5 hours a day, compared with 6.5 hours in the former white state schools known as "Model C". The report goes on to suggest that as much as a fifth (20%) of teachers are absent on Fridays, rising to a third (about 33%) at the end of the month. The South African Education Minister (Angie Motseka) herself has admitted that as much as 80% of schools are still "dysfunctional". (e-NCA News 12.09.2012). Against the backdrop of this rather disturbing statistics, many educationists on school marketing agree that educational marketing has become a priority.

The challenges facing the current system are huge and hence the need for very creative strategies to market the educational project attractively and effectively. Schools are flooded with demotivated educators who themselves have become a barrier to effective education, and demoralised learners who feel let down by a dysfunctional system that operates in dilapidated structures, giving no hope to the parents and the communities about the future of their children.

To add to the above stated problems, Bisschoff et al. (2004) also list other challenges like vandalism to school buildings, gangsterism in schools, strikes, go-

slows and mass actions as some of the major problems that contribute to a decrease in learner attendance in many township schools. Because of all these challenges, Bisschoff et al. (2004: 2) advises that: "schools need to develop a concept of marketing which permits mutually upheld values to be transmitted between the school and its community."

While every school has a responsibility to provide 'reputable' standards of education, the many challenges that are bewildering, especially the poorly-equipped rural township schools, pose a serious compromise. For these schools to continue operating, at least optimally, within a very competitive environment for resources, SGBs, SMTs and educators have work in partnerships to try and enhance the schools' images.

With the above discussion in mind, it is however also fair, to note that even the poorest schools should be able to supply positive information about the constructive events that take place in their vicinities (Bisschoff et al 2004).This can be achieved through the use of, for example, the local free press, such as the *Southern Courier* and local radio stations like *94.7* and others. This strategy was seen to be working particularly well with, especially some of the researched former Model C schools in District 11 in Johannesburg South. Undeniably, there will be many challenges that the less renowned schools may face in pursuit of this but it is always worthwhile to get started!

Meanwhile Bisschoff et al (2004:36) further explains that "Marketing as a strategy has the potential to connect the school to the community." This connection could help strike a sense of togetherness between the school and the community, when the two share the same goals about education. This should help the community to experience and promote the good things that are happening in the school and become good and loyal customers and ambassadors for the school. (Lockhart 2005).Spreading the school's good name is likely to attract local business people to invest in the school's development projects like building classroom and renovating sports fields. Such projects could extend to the donation and installation of computer labs thereby making the schools not only attractive but also effective centres of learning. (Bisschoff 2004).

1.4. Research Questions

Arising from the above problems, the primary research question of the research project is:

What effective marketing strategies could be developed to enhance the education quality in public township schools?

The secondary research questions of the proposed study were:

1.4.1. Why must township schools be marketed?

1.4.2. How can marketing as a strategy be incorporated into the township school system as an ethos to promote effective learning?

1.4.3. What are the challenges that are faced by public township schools in their marketing campaigns/endeavours?

1.4.4. Who should be involved in the marketing programme of the schools?

1.4.5. What are the benefits of school marketing for the township and other schools in the Gauteng province?

1.5 Null hypothesis HO

Effective school marketing strategies will increase learner enrolment, better academic results for learners and promote quality teaching and learning in township schools.

The introduction of educational markets into compulsory education in South Africa since 1996 has led to more competitive environments for schools. And with the prevalence of educational markets comes marketisation, a process that is largely characterised by an increased priority being given by school managers to the marketing of their schools. Oplatka and Hemsley-Brown (2004:377) rightly point out that: "The survival of many schools is dependent on their capacity to maintain or increase the school's 'market share' of pupils, results and resources and to market their school to the external environment." Indeed, the establishment of educational markets urged schools to incorporate various forms of marketing perspectives into

their strategy in order to successfully recruit students in the new competitive environment.

While the feeling of some authors is that school collaboration is more beneficial than competition, (Loftus 1999) the reality is that there is unpronounced competition for resources amongst schools and the poorer schools are losing out. This researcher's view is that schools must market themselves in order to generate more funding through formula funding and/or school fees and so on. But Bisschoff et al. (2004: 3) stipulate that "the main reason why a school should market itself is to improve its services and relationships with its stakeholders."

Therefore, without a good relationship between the school and its stakeholders, a relationship that is based on loyalty, honesty and value, and good service, the school faces the reality of losing customers and revenue.

1.6   Aim of the Research.

The overarching aim of the study was to examine school marketing strategies that could be used for the effective marketing of township schools with the view of promoting these schools' images and making them attractive educational institutions.

The following secondary aims were formulated for the purpose of conducting this study. These aims were to:

1. establish the reasons why there is a need for township schools to market themselves.

2. determine ways through which marketing as a strategy could be incorporated into the township schools as an ethos to promote effective learning.

3. investigate and establish the challenges that especially township schools face in their marketing campaigns.

4. investigate and establish who within the school setup should be involved in the school's marketing campaign.

5. investigate and establish the benefits of adopting marketing as a strategy towards the advancement of education in the township schools.

1.7   Motivation for the Research.

1.7.1. The need to empower school principals.

This researcher's understanding is that the purpose of marketing schools is to ensure that the best quality candidates are recruited for the school and therefore a study like this should provide school principals with skills and an understanding of how to achieve the best matches between potential candidates and their schools.

Furthermore, it is a study that, it is hoped, should equip school principals and SGBs with a unique skill of honestly identifying their schools' own weaknesses while simultaneously highlighting their unique programmes and challenges. The creation of an irresistible cutting edge that will compel potential high-quality candidates and investors to aspire to be part of the school's mission should be the driving voice of the marketing campaign. In addition, a study like this should hopefully inspire quality leadership and encourage accountability, reliability, honesty and trust among school heads as they strive towards forging a fruitful relationship with their stakeholders.

1.7.2 Satisfying the needs of the parents and learners.

Furthermore, because of the demanding nature of the postmodern parents, who are much more value-conscious than ever before, and demand hard evidence to prove that the schools are worth what they cost, issues of accountable leadership have become of paramount importance. What makes this study even more relevant in that it opens up a multitude of possibilities for school heads, SMT, SGBs and educators to become more creative and yet relevant to the needs of their clients – the learners and parents.

1.7.3. Trying to motivate and keep teachers in the same schools. *(See also 5.4.10.1)*

Poor educator motivation is one of the biggest challenges that the South African education system faces today, and as such, school heads should therefore benefit from a study that unveils to them a plethora of strategies that could help rekindle the educator enthusiasm by identifying ways that will inspire teachers to select positions in their schools**.**

1.7.4. The need to resurrect dilapidated schools.

We read in the newspapers and also see in the news the pathetic conditions that many learners all over South Africa are learning under. It is this researcher's hope

that a study like this could create an interest and invigorate all school stake holders to realise the need to uplift the image(s) of their schools through creating support structures that will ensure that their schools remain attractive to their immediate communities, regardless of their geographical location

1.7.5. The need for effective partnerships in education.

Because effective school marketing requires collaboration and a shared vision, it is this researcher's hope that this project will help heads and their staff, as well as all stakeholders in the public schools, to vigorously work towards achieving a sense of community and value, where collegial support and mentor systems will be put in place for both new teachers and learners in order to inspire them to work towards the shared goals of making the school successful. Effective school marketing as a research topic therefore is integral to the demographic and educational issues that challenge our education system in the postmodern era more than ever before. Hence the researcher found it not only to be an interesting and appropriate topic to be researched on, but also one that would be relevant for the times we are in.

1.7.6. Other reasons that motivated the implementation of this research project.

Through reading newspapers and also listening to the news, it became clearer that society has lost trust in the current education system. There is so much public scepticism about the current education system. In addition the ever growing media scrutiny has not made it any better for either the system or the teachers themselves. On the other hand, the lack of resources, the need for image promotion for schools, the need to raise extra funds as well as the need to attract donors for selected educational projects are some of the main reasons as to why the modern day public school needs to market itself more than ever before.

1.8   The contribution of the research to education

Since the study of school marketing is needed as part of developing, testing and disseminating knowledge about schools' external relations and internal functioning (Oplatka and Hemsley-Brown, 2004), this researcher engaged in this study, on the one hand to predict, investigate, understand, describe, and explain marketing activities and phenomena that actually exist for education. On the other hand,

regarding educational administration, the study has tried to develop knowledge that has the potential to be applied by school principals in order to improve the marketing of their schools.

It was therefore this researcher's conviction that the findings of this project may help inform and invigorate school managers and educators towards effective school marketing studies and ultimately, practices. It was envisaged that this would help in attracting the best and most effective partners for the schools who would in turn help keep the enrolments high and provide the much needed funds to improve the quality of education in our schools.

Today public schools in South Africa are facing forced closure due to poor enrolment and educator disinterestedness to teach in certain parts of the country due to poor working conditions. Competition for resources between schools has not made it any easier for the poorer townships schools and these schools need strategies that will help them compete with the schools in the city centres and the former Model C schools in the suburbs. Loftus (1999:68) says "…competition improves performance and therefore gives a better service to the client ...." Good marketing should equip poorer schools to become not only competitive but also attractive.

Lockhart (2005: xv) also finds that "Information to help school administrators know exactly how to do things is limited." This researcher completely agrees with this author because the researcher also discovered through reading a series of articles and books about school marketing, that there is very limited literature on the subject about the South African context. Therefore producing informative and authoritative work on the subject will only enrich our bookshelves and encourage more research on it. This can only be good for our education.

1.9   The expected results

This researcher expected to discover a vast amount of marketing knowledge from the literature sources that relate to both business marketing and school marketing. Furthermore, due to the poor state of many of the schools, this researcher also expected his fears that they were poorly marketed to be confirmed by the results of the study.

1.10   Envisaged limitations

As a full-time practising educator, it was always going to be an enormous challenge to strike a balance between school work and study demands especially when the researcher had to travel to schools in Orange Farm, about 50km South of Johannesburg. Occasionally, this researcher had to leave classes or travel at night in order to meet tight interview schedules.

Furthermore, serious financial constraints on transport, resources and other unforeseeable expenditures posed serious challenges towards the completion of the study.

The researcher also expected some challenges from schools principals that were suspicious about his presence in their schools. It should be emphasised also, as has already been alluded to, in the previous paragraph that the literature on the subject of school marketing about the South African context was indeed expected to be inadequate.

1.11. EMPIRICAL INVESTIGATION: RESEARCH METHODS AND DESIGN

1.11.1. Research paradigm

As a mixed method research study, this project was influenced by a number of research paradigms (See also 3.3 – 3.3.4). Basically all the four major research paradigms, post-positivism, constructivism, the transformative world view and pragmatism, had a solid influence on the pattern of this research work.

1.11.2 Research design

Johnson and Christensen (2004), Punch (2009) and McMillan and Schumacher (2009) all list three major types of research designs, amongst which is the mixed method research design. Punch (2009: 288) says "Mixed methods research is empirical research that involves the collection and analysis of both qualitative and quantitative data." Furthermore, "the fundamental rationale behind mixed methods research is that we can learn more about our research topic if we combine the strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weaknesses of the each method." Johnson and Christensen (2004:104). McMillan and Schumacher (2009) also explain that the

mixed methods research design uses both deductive and inductive reasoning, studies behaviour in more than one context or condition, uses a variety of tools to collect data and gives a pragmatic and eclectic final report about the findings of the research.

This researcher was therefore of the opinion that the mixed research methods design would be most suitable for the purpose of this research project because it allows for flexibility and also permits a triangulation of designs which promotes the validity of the research. It was therefore deliberately chosen in a pragmatic effort to capture the widest range of responses through a variety of tools.

Further, it allowed the researcher the freedom to study selected schools as cases, through interviewing the subjects, taking pictures of the schools and recording observations without attempting to control or change the prevailing conditions while at the same time providing room to make use of quantitative research tools like questionnaires within the case study. McMillan and Schumacher (2009), Johnson and Christensen (2004) and Punch (2009) all agree that using the mixed methods research design which combines quantitative and qualitative methods is becoming increasingly popular because mixed methods researchers are not limited to using techniques associated with traditional designs (quantitative or qualitative). Questionnaires and interviews can be used concurrently to show the results qualitatively and explain why it was obtained quantitatively.

1.11.3 Research Methods

Since several cases were studied and compared during the study, it was fitting that the case study approach be used as the major method of data collection. The case study, traditionally a qualitative research design formed the basis of the investigative/research methods because of its flexibility; in that it did not confine the researcher to only one traditional research design tool of data collection but instead it opened up spaces for the implementation of both the qualitative and the quantitative research designs concurrently.

Johnson and Christensen (2004: 376) define a case study as "... a research that provides a detailed account and analysis of one or more cases." Macmillan and

Schumacher (2009:24) add that: "a case study examines a bounded system or a case over time, in depth, employing multiple sources of data found in the setting." Punch (2009:119) further adds that in a case study *"...one case (or perhaps a small number of cases) will be studied in detail, using whatever methods and data seen appropriate."*

Using the case study aided this researcher to develop an in depth understanding of the cases in question, and in their natural settings, at the same time recognising their complexities and their contexts. This researcher's line of understanding was also supported by Stokes' (1996:258) definition of a case in that it is *"...a study of a bounded system, emphasising the unity and wholeness of the system, but confining the attention to those aspects that are relevant to the researched problem at the time."* Meanwhile, Yukl (1999: 23) explains that a case study is an empirical inquiry that: "...investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and contexts are not clearly evident, and in which multiple sources of evidence are used."

Studying a single case would limit and make thin the validity of the research results, which would be far from the intention of this project. Although part of the aim was to obtain a general view on the effectiveness of school marketing towards effective teaching and learning, the intention was also to obtain reliable empirical results on the phenomena, results that could be used to improve the provisioning of effective learning and teaching in South African schools.

Punch (2009) names three types of case studies amongst which is the collective case study. According to Punch, the collective case study covers several cases, and provides the researcher with a chance to learn more about the phenomenon, population or general condition being studied. Therefore eight schools were studied through a collective case study. The schools consisted three well-resourced former Model C primary schools; three poorly-resourced township primary schools; one well-resourced high school and one poorly-resourced township high schools.

Semi-structured Interviews and structured questionnaires were developed and used for information/data collection purposes. In addition photographic pictures of, for example, libraries and sports fields were taken from the sights during the research, and used as secondary data sources to support the findings of this study. The

importance of the observation notes was not forgotten as a key source of secondary data as well.

1.12   Sampling

The purposive sampling technique was used to choose the eight schools that were researched for the purposes of this project. Four former Model C schools (three primary schools and one high school) and another four from the Orange Farm Township (again three primary schools and one high school) were purposely sampled and used as research sites (See also 3.7).

1.13   Ethical considerations

McMillan and Schumacher (2009:338) describe informed consent as "a dialogue, maintaining confidentiality and anonymity, privacy and empowerment as well as caring and fairness as some of the ethical considerations in qualitative research." Meanwhile Johnson and Christensen (2004) further identify integrity and accurate interpretation of data as some of the major ethical considerations during any kind of research.

1.13.1 Informed consent

This involved not only applying for permission from the Gauteng Department of Basic Education to use the selected schools as Research Centres, but also clearly explaining the purpose of the research to the principals of the targeted schools while simultaneously requesting for permission to use their schools as Research Centres. Equally, the participants were honestly briefed about the intention of the research while their voluntary participation in the research was requested.

1.13.2. Confidentiality and anonymity

Participants' names were concealed and settings disguised to protect the identity of the participating schools and the participants. This was done in line with the advice given by McMillan and Schumacher (2010:338) "Researchers have a … responsibility to protect the individuals' confidences from other persons in the setting and to protect the informants from the general reading public."

1.13.3. Privacy and empowerment

 McMillan and Schumacher (2009) note that deception violates informed consent and privacy. It was therefore of paramount importance that the participants in the

research did not feel betrayed when their responses were misrepresented or when they would feel that they had been dubbed into taking part in the research. So their participation was negotiated rather than coerced so that they took part as willing and empowered respondents who clearly understood all the procedures that were applied both during the research and during the analysis and interpretation of their responses.

1.13.4. Caring and fairness

Steps were taken to avoid any kind of participant humiliation and loss of trust between the researcher and the respondents. Open discussions and negotiations were employed so as to accommodate or eliminate situations that might cause any kind of discomfort to the participants. Issues of morality, committed relativism as well as reasonableness were entered into by the researcher.

1.13.5. Integrity

McMillan and Schumacher (2009) advise researchers to be honest and accurate in socially responsible ways. Through correctly and accurately representing the findings of the research this feat was achieved.

1.14   Trustworthiness, reliability, validity

Morse, Barrett, Maya, Olson, and Spiers (2002) recommend that specific strategies be used to attain trustworthiness such as negative cases, peer debriefing, prolonged engagement and persistent observation, audit trails and member checks. Also important(according to these authors) are characteristics of the investigator, who should be responsive and adaptable to changing circumstances, having a holistic view, and having processional immediacy, sensitivity, and the ability for clarification and summarisation.

1.14.1 Trustworthiness

Trustworthiness refers to the credibility and validity of qualitative research. Morse et al. (2002) recommend that specific strategies be used to attain trustworthiness. Morse et al. (2002) further propose that the criterion that help to ensure "trustworthiness" in the qualitative paradigm are; credibility, fittingness, auditability, and conformability. Such strategies as negative cases, peer debriefing, prolonged

engagement and persistent observation, audit trails and member checks were applied to further enhance the above stated criteria.

1.14.2 Reliability

The idea behind reliability is that any results must be more than a ones-off finding and be inherently repeatable. The understanding is that other researchers must be able to verify the reliability of the results by performing exactly the same experiment, under the same conditions and generate the same results. Morse et al. (2002) explain that *verification* is the process of checking, confirming, making sure, and being certain. In qualitative research, verification refers to the mechanisms used during the process of research to incrementally contribute to ensuring reliability and validity and, thus, the rigour of a study. This researcher moved back and forth between design and implementation to ensure congruence among question formulation, literature, recruitment, data collection strategies, and analysis. Data were systematically checked, focus maintained, and the fitness of the data and the conceptual work of analysis and interpretation monitored and confirmed constantly.

1.14.3 Validity

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. *Verification* is the process of checking, confirming, making sure, and being certain. Patton in Nahid (2003:28) advocates the use of triangulation by stating that "triangulation strengthens a study by combining methods." This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches. Validity was therefore achieved by eliminating all assumptions and biases, and adopting a triangulated approach to methods, data collection tools and subscribing to other researchers' findings on the subject.

1.15. CHAPTER DIVISION:

1.15.1 Chapter 1: Introductory background

In this chapter, the background of the investigation, the problem statement, as well as the aims of this research project is discussed. In addition to the afore-mentioned issues, the methods of investigation together with the value that this study project is envisaged to bring to the South African education system in general that have been

applied are also discussed in this chapter. Lastly, this first chapter also explains emerging concepts such as *effective marketing strategies, township schools* and *Gauteng Province.*

1.15.2 Chapter 2: Literature review

The second chapter covers a discussion on the theoretical background of the problem that prompted this researcher to embark on this investigation. It generally covers the literature review of both corporate and school marketing, covering such issues as relationship marketing in the process.

1.15.3 Chapter 3: Research paradigm, research design and methodology.

The third chapter covers an elucidation of the various research paradigms that have had an influence in this project. These include; post-positivism, constructivism, pragmatism as well as the transformative world view**.** Furthermore the mixed method and case study research designs in comparison with other research designs such as qualitative and quantitative research designs are also thoroughly discussed and their pedagogical influences elucidated. The chapter ends with the discussion of the methodology employed in the completion of this project.

1.15.4 Chapter 4: Results of the case study

A summary of the data collection methods, data organisation, and transcription and coding forms the core of this chapter. The research results are discussed and analysed here.

1.13.5 Chapter 5: Discussion of the research findings and recommendations

This chapter involves a synthesis/summary of each chapter and a discussion of the results with reference to the problem postulation and aims of the study. The conclusion of the project is detailed in this chapter together with the findings and recommendations.

1.16. CLARIFICATION OF CONCEPTS

1.16.1 Effective marketing strategies

This involves the establishment and application of focused and cost effective advertising plans relevant to a selected target market's needs and selected product or service offerings in order to attract and keep clientele.

1.16.2 Township schools

According to the Oxford Advanced Learner's Dictionary 2006 (1269) "In South Africa ... in the past, [a township was] a town or part of a town that black people had to live in and where only black people lived." In South Africa, the term *township* and *location* usually refers to the often underdeveloped urban living areas that, from the late 19th century until the end of Apartheid, were reserved for non-whites (black Africans, Coloureds and Indians). Townships were usually built on the periphery of towns and cities. (Wikipedia, free encyclopaedia 2012). Township schools in the South African context will therefore be those schools that are found in the peripheral parts of the towns which are populated by mainly black South Africans.

1.16.3 Gauteng Province

Gauteng is one of the nine provinces of South Africa. It is situated in the heart of the Highveld, and it is the smallest province in South Africa, with only 1.4% of the land area, but it is highly urbanised, containing the cities of Johannesburg and Pretoria. It has a population of more than 12 million people, making it the most populous province in the country. (Wikipedia, 2012).

1.16.4 Case study approach

Johnson and Christensen (2004: 376) define a case study as "...a research that provides a detailed account and analysis of one or more cases." MacMillan and Schumacher (2009:24) add that: "A case study examines a bounded system or a case over time, in depth, employing multiple sources of data found in the setting." This is supported by Punch (2009:119) who further adds that in a case study *"...one case (or perhaps a small number of cases) will be studied in detail, using whatever methods and data seen appropriate. The case study aims to understand the case in depth, and in its natural settings, at the same time recognising its complexity and its context. The case may be an individual ... an organisation or a community or a nation."*

1.17. Chapter Conclusion

This chapter has discussed the introductory background of this research project. The rationale behind the research project was explained in detail. A brief conceptual framework regarding both corporate and school marketing was also discussed. The

chapter also discussed the problem statement of the research project while at the same time providing the questions and the aim of the study project. Furthermore the researchers' motivation behind embarking on such a project was also elucidated in the chapter.

The chapter went on to discuss the perceived contributions the project, once completed, will have to education, particularly in the South African context. The expected results of the research as well as the envisaged limitations and challenges during the research work were further discussed.

Also included in the chapter were brief discussions on the research paradigm, research design as well as the research methods that had some influence in the structuring of the project. The purposive sampling technique was also discussed briefly.

Furthermore, the chapter also included a discussion on issues of ethical consideration and how the research subjects were be treated.

The overall structure of the dissertation showing how each chapter would be dissected was also presented. The chapter ended by clarifying and defining specific concepts around which the project is constructed. For example, concepts like 'Effective Marketing strategies,' township schools, Gauteng Province and 'Case Study approach' were defined.

While this first chapter of the project basically detailed the background behind the study of 'Effective Marketing strategies in South African schools, the next chapter extends the idea further by engaging the literature review in relation to issues of both business and school marketing.

2. Introduction

In this chapter corporate marketing, some marketing strategies and techniques as well as school marketing are discussed in detail. The chapter begins with a literature perspective of corporate marketing, followed a discussion of the various marketing strategies. The chapter concludes by looking at school marketing; its definitions according to different authors as well as its implications to education in South Africa in the postmodern education era.

2.1. Corporate marketing

As already stated earlier in Chapter One, the drive behind marketing is to develop an unbreakable bond between service providers and their customers. From the studied literature, it can be argued that marketing, both as a concept and strategy refers to a mobilisation of resources towards product promotion, customer identification and satisfaction through meeting the demand, needs and wants of current customers whilst attracting a new market through delivering the best service.

For example, Goodson (2009:255) correctly states that "the purpose of a business is to satisfy the needs of its customers by addressing relevant strategies that help it to meet these needs." Meanwhile Rudelius, (2011:38) explains that: "Marketing (is a) tool to enable the business to achieve its objectives… It is a strategy that companies adopt in order to support both the company's and the management's objectives in pursuance of success and profitability."

In support of the above definition, The American Marketing Association (AMA) in Kerin, Hartley and Rudelius (2009:8) adds that: "(Marketing is) "...an organisational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organisation and its stakeholders." Another related definition comes from Rix (2004: 104) who also sees marketing as: "… a system of business activities aimed at achieving organisational goals by developing, pricing, distributing and promoting products, services and ideas that will satisfy customers' wants." Furthermore,

Chaffey, Chadwick, Mayer and Johnson (2009: 252) describe marketing as "the task of creating and delivering products and services that customers will value."

To further support the above definitions, Doyle and Stern (2006: 14) further note that "… marketing is the philosophy of management which recognises that the success of the enterprise is sustainable only if it can organise to meet the current and prospective needs of customers more effectively than competition does."

It is evident from the above definitions that marketing does not happen in a vacuum. On the contrary, it is abundantly clear that it is an activity that is orchestrated within organisations in pursuit of growth, recognition and success. Schools, like corporate companies should grow their business by providing good services to their stakeholders and customers. To this effect, Loftus (1999) has put across an interesting perspective by describing schools as being in the mould of 'small businesses which do not make massive profits but need constant cash flows in order to survive. In short, schools must be marketed too. Therefore, because of the infancy of the marketing paradigm in the education sector, schools managers would do well in choosing and adopting, to their benefit, those marketing strategies from the corporate world that are relevant to education and effectively apply them to grow the popularity and attractiveness of their schools.

The consulted authors (as quoted above) have raised the key idea; that marketers are driven by customer's needs' satisfaction in order to achieve their organisations' goals. The distribution of improved products and services therefore plays a crucial role in helping the company to become a front runner in business. The enhancement of mutual and lasting satisfied partnerships between businesses and their clientele is one particular marketing attribute that especially school managers could adopt by developing systematic structures that will effectively bond the parents, learners and other stake holders to the schools.

Customers' needs change rapidly, as Doyle and Stern (2006:01) explain: "Today, rapidly changing technologies, the information revolution and global competition are presenting new challenges to business." Therefore businesses that excel at meeting their customers' expectations have the best opportunities to grow and prosper, hence the call for effective marketing strategies, especially in schools.

The above-stated idea of ever evolving customer needs is also collaborated in Kerin et al. (2009:11) when they add that "today's markets are fickle, fast moving and continuously splintering as customers' [needs and] wants change, technology advances and competitors find new ways of adding value and creating additional satisfaction for customers." The changing needs and expectations of the consumers need to be continuously researched and addressed by service providers like companies and schools. This requires a high level of resource management, great team work and skilled customer care that will enhance customer loyalty through the provision of top class service.

Organisations that lose focus of these continually changing markets are quickly beached by the stream of new products, new services and new positioning strategies offered by their more alert competitors.

Kotler and Armstrong (2008:6) further add that "consumers view products in bundles of benefits and choose products that give them the best bundle for their money." If customers are dissatisfied with the quality of a product, they will most certainly look somewhere else for value for their money.

Corporate businesses and schools need to adopt and develop appealing and creative meaningful marketing strategies that will match the changing customer needs so as to their competitors' strategies.

In particular, schools as service providers have a responsibility towards achieving their functional duty of providing effective teaching and learning while at the same time meeting the expectations of the learners and parents. The implication is that, like small businesses, the school in the postmodern era, needs to expand its market base through embarking on activities that will attract and maintain a lasting yet effective relationship with its communities and the corporate world.

However, while the intimacy created by the expectations that accompany a successful marketing programme is intriguing, the marketing campaign should be handled carefully so as to avoid confusing it with product selling. Rudelius (2011: 47) specifies the difference between the two by pointing out that; selling and marketing have contrasting approaches because:

- While selling tries to entice the customer to buy what the business has to offer, the aim of marketing, on the other hand, is the development and presentation of what the customer will find of **real value…**and
- Marketing seeks to build long-term, mutually beneficial partnerships between the organisation and the customer while the real objective of selling is merely to trade the commodity for profit.

2.2. Relationship marketing (RM)

Relationship marketing is a broadly recognised, widely-implemented strategy for managing and nurturing a company's interactions with clients and sales prospects. Kotler and Armstrong (2008). Rix (2004:197) explains that "as a practice, relationship marketing differs from other forms of marketing in that it recognises the long term value of customer relationships and extends communication beyond intrusive advertising and sales promotional messages."

Several authors from service marketing point to the critical components of service encounters. For example, Rix (2004:201) explains that "attracting, maintaining and enhancing customer relationships are an important determinant of the customer's overall satisfaction with a service." RM puts emphasis on nurturing relationships, especially with the existing customers, and the development of supportive market networks. This is a point that is aptly emphasised by Goodson (2009: 201) by stating that "the overall goals of RM are to find, attract and win new clients, nurture and retain those the company already has, entice former clients back into the fold, and reduce the costs of marketing and client service." Furthermore, as further expanded on added, by Chadwick, Mayer and Johnson (2009) RM also involves using technology to organise and synchronise business processes (principal sales and marketing activities), and most importantly, automate those marketing and communication activities into concrete marketing sequences that could run in autopilot.

Kotler and Armstrong (2008:27) define customer relation management (CRM) as "... the overall process of building and maintaining profitable customer relationships by delivering superior customer value and satisfaction." Kerin, Hartley and Berkowitz (2006: 16) use the phrase "...an ongoing relation between the organisation and an individual customer." Rix (2004:13) explains that Relationship Marketing "focuses on

building and maintaining business relationships with customers rather than focusing on each individual." In any business relationship, both the customer and the service provider must enjoy the value that comes with the relationship. Several other marketing authors have also realised that, with the growth of the Internet and mobile platforms, relationship marketing has continued to evolve and move forward as technology opens more collaborative and social communication channels. As Goodson (2009:105) notes, "when an implementation is effective, people, processes and technology work in synergy to increase profitability, and reduce operational costs." This use of modern technologies to communicate with customers is therefore an opportunity that institutions like schools cannot afford to miss.

On the other through developing relationship marketing strategies both schools and corporate businesses have a chance to extend their inbound marketing efforts, through a combination of search optimisation and strategic content, public relations (PR), social media and application development to the satisfaction of their customers. (Kotler and Armstrong, 2008; Goodson, 2009).

Therefore when faced with the high competition for customers, service providers have no choice but to adopt creative and effective ways of maintaining these lasting relationships with the customers through unparalleled customer care, based on good service and value. Satisfied customers will not only continue coming back, but will also act as ambassadors for the company. This is particularly true for schools as well, where learners, both current and past, and parents can enhance or destroy the school's reputation based on the quality of service that they are receiving.

Keeping the current stakeholders satisfied with the school's ethos and culture of high standards therefore is not only an insurance for continued future support but also a catalyst for attracting new customers and friends for the school. Although they are non- profit makers, schools, like firms, find themselves entangled in this fiercely competitive business world hence the growing call for them to adopt clever marketing strategies.

The South African Government has made it clear that section 21 schools must be resourceful to generate more revenue. It is apparent that this money should come from the parents and possible sponsors for a variety of school activities and projects.

So without adopting creative ways to connect with their customers; ways that create superior value and provide for customer satisfaction, many schools stand in real danger of turning into white elephants.

2.3. Marketing a service

The following extract from Laura Lake's (2012) exposition of marketing gives a vivid elucidation of the intricacies involved in marketing a service like education:

Marketing a service can at times be more challenging than marketing a product (because) you are not selling something that is tangible; you are in fact selling the invisible. When selling a service the customer experience is extremely important to closing the deal and marketing effectively. The experience has an impact on the perceived value of the service. Services also tend to have the reputation built on one person. (Just like the reputation of a school is usually built around the principal's personality).

The people involved in selling and performing the service can make or break a company's reputation. It's harder to do damage control for service companies, which means you must always be on your game and your reputation must remain untarnished and pristine. Consumers often find it more difficult to compare service vendors. They cannot touch or feel the product; rather they have to trust that the service will be performed as promised. A service cannot be returned and this costs the consumer time and money.

Keep in mind that in traditional marketing we have the 4 Ps (Product, Price, Place and Promotion). However, when it comes to service marketing we add three more.

- *People*

All people involved either directly or indirectly of the consumption of a service are important. People can add a significant value to a service offering. People sell the service and either make or break the marketing of the services you offer.

- *Physical evidence*

The way that the service is delivered needs to be communicated and followed through. You are creating an intangible experience so communication and

documentation is the only physical evidence you have to share with your consumer. Make sure you are doing enough of it!

- ***Process***

Procedure and the flow of activities of how services are consumed is an essential element to your strategy in marketing a service. Everything must run smoothly to keep the trust of your consumer.

By developing your 4 Ps of marketing and enhancing them with the three mentioned above you can successfully market your service even though you are selling the invisible.

In addition to the above information, Dennis et al (2001) identify internal, interactive and external forms of marketing, all of which affect an organisation's image in the eyes of its clients. While external marketing focuses on the direct link between the organisation and its clients, interactive marketing focuses on the specific contacts between the people within an organisation and the processes used therein – both of which can affect relationships positively or negatively (Dennis et al 2001).

The implication for school managers is therefore that they need to be cognisant of the fact that the perceived level of customer care is usually determined during these encounters which may affect the relationships between the customers and service suppliers. Such an awareness should equip the school managers with the astuteness of creating an equilibrium between meeting the needs of both their internal and external stakeholders.

Just like in the corporate industries, in education, internal marketing involves the way an organisation treats and informs its staff. This makes it imperative and compelling that school managers design effective communication and motivational strategies towards meeting the needs of their staff members. The effectiveness of such strategies would then be reflected by the way the staff interacts with the external customers. (Kotler and Armstrong 2008). Genuine value must be delivered in goods, services and ideas to customers.

In support of the above raised argument, Hooley, Saunders and Piercy (2004: 203) further explain that: "Marketing can be used as an organisational or management function and also as a business concept or philosophy." The overriding task is to develop and retain customers for the business.

It is further understood from the above realisations that, although education in public schools is essentially a non-profit activity, the need for quality learners, educators and quality resources for effective curriculum implementation cannot be underestimated. Schools with a good reputation have enhanced chances of attracting good teachers and parents, and more learners. This will increase the school's revenue during fund-raising drives, which naturally offers more opportunities for the school to develop its curriculum and academic programmes, thereby enhancing its reputation of high standards.

By meeting its organisational goals and the needs of the learners and parents, including other important partners like the Department of Basic Education and business organisations that share a vision with the school, the school's reputation can only grow in stature as this important positive stakeholder relationship is irreplaceable. According to Carl (2010: 88): "The purpose National Curriculum Statement (NCS) is to empower learners with knowledge, skills and values so that they are able to function meaningfully as citizens in their communities…" However inadequately equipped schools will not be able to meet this functional task, hence the need for effective marketing strategies to attract sponsors and donors for learning and teaching materials. Any marketing strategy should therefore be based on the goals that the organisation sets for itself.

Doyle and Stern (2006) identify four goals against which any marketing objectives should be evaluated. These are profitability, growth, and shareholder value and customer satisfaction.

2.3.1. Profitability

Doyle and Stern (2006:103) describe this marketing objective as "almost ubiquitous" as the primary measure of corporate and divisional success. However, Dennis et al. (2001: 116) argue that: "focusing on profitability as the primary objective invariably creates short term management (that is) willing to sacrifice the business's long term competeveness." While its importance needs no emphasis, businesses should be wary of the temptation of regarding profitability as their main objective. Invariably, while schools are largely non-profit-making constituencies (especially Section 21

schools), they would not survive if they were receiving negative bank statements year in and year out. (Bisschoff et al 2004).

However as O'Connor (2004:58) explains: "sustainable income generating projects cannot be achieved by drastically increasing school fees overnight or by charging astronomical entrance fees, but through a thoroughly designed and purposefully manipulated marketing plan over time." Yes, Schools need money now more than ever before, but this can only be achieved through a versatility of competitive and attractive strategies that will appeal to a variety of clients.

Doyle and Stern (2006: 204) further elucidate that: "while growth is a sensible marketing objective, when it is targeted excessively, it can lead to disastrous outcomes as it brings many challenges and threats to the company when the organisation's strains becomes unmanageable". What one deduces from such a situation is that it may affect employee morale when the company fails to meet its financial obligations towards them. Kotler and Armstrong (2008: 118) also warn that: "The employee's power to achieve the organisation's goals depends on the recognition by the management of their importance." As such there is a growing need for motivational incentives and also the development of their skills." For schools, Steyn and van Niekerk (2008:137) advise that: "Education managers can provide job enrichment, empower staff to participate in decision-making and use job rotation to prevent boredom." The need for employee satisfaction must never be undermined!

2.3.2. Shareholder value

According to Doyle and Stern (2006: 07) "Shareholder value is the result of management, successfully choosing and implementing a variety of strategies that satisfy customers, meet financial targets, build efficient operational processes and invest in the firm's skills and future asset base." In schools, this would the perfect window for parent involvement through the SGBs, learner recruitment drives through advertising and staff training and re-skilling through designing staff empowering projects to raise their skills levels of efficiency and productivity.

2.3.3. Customer satisfaction

Hooley et al. (2004:13) explain that: "in a free enterprise system, customers are potentially the most powerful stakeholder group." Therefore, if their expectations are not met, customers can switch to alternative brands and erode the company's revenue base and its ability to satisfy all other stakeholder groups.

The implication from the above quote is that, satisfied customers are the major source of any business's success. Customers can choose from whom they buy, and unless service providers satisfy them, at least as well as the competitors do, profits and any chances of further growth may soon erode. Doyle and Stern (2006:8) explain that firms must "define the market segments to satisfy and research the wants and expectations of their customers and then plan the products, pricing, promotion and distribution strategies which will most effectively reach these expectations." The above realisation may therefore imply that such targets can be achieved through the adoption of a variety of strategies, like carrying out customer surveys to determine customer attitudes and expectations. In education, such strategies would be a perfect example of both transparent governance and effective partnerships between schools and their stakeholders.

2.4. Effective marketing strategies

2.4.1. Defining a marketing strategy

According to Ruhdelius (2011:215) a marketing strategy is "a process that can allow an organization to concentrate its limited resources on the greatest opportunities to increase sales and achieve a sustainable advantage." The assumption is therefore that the marketing strategy includes all basic and long-term activities that deal with the analysis of the strategic initial situation of a company and the formulation, evaluation and selection of market-oriented strategies which would contribute to the goals of the company and its marketing objectives.

It is further assumed that such strategies would serve as the fundamental underpinning marketing plans that would be designed to fill market needs and reach marketing objectives. This assumption is certified by Goodson (2009: 108) when explaining that: "a marketing strategy involves careful scanning of the internal and external environments." Furthermore, Ruhdelius (2011:126) acknowledges the

existence of such forces (internal and external environments) as he explains that "internal environmental factors include the marketing mix, plus performance analysis and strategic constraints, while external environmental factors include customer analysis, competitor analysis, target market analysis , as well as evaluation of any elements of the technological, economic, cultural or political/legal environment likely to impact success."

It is therefore clear that the marketing strategy cannot be done haphazardly. On the contrary, a measurable amount of mind application and resource allocation should be committed into it. Marketing strategies should reflect the organisation's culture, strategy and tactics as discussed below. (Hooley et al. 2004).

2.4.2. Defining organisational culture

This involves the adoption of clearly spelt out values and beliefs that drive the organisation through a fundamental commitment to serving customers' needs as the path to sustained profitability (Hooley et al., 2004). Institutions like schools, through their mission statements and mottos, should be able to relay to all stakeholders unambiguous messages of a culture of learning, success, cleanliness and pride.

2.4.3. Defining strategy

"Strategising involves putting in place marketing systems that seek to develop or elicit effective responses to changing marketing environments by defining market segments and developing and positioning product offerings for those target markets." Kotler and Armstrong (2008:123). This is particularly true for both industries and schools where marketing strategies must continuously change to meet the ever-changing needs and demands of the consumers. Changing technology and ever-growing competition mean that product sellers must adapt to remain relevant to their customers.

2.4.4. What are marketing tactics?

This involves day-to-day activities of product management, pricing, distribution and marketing communications such as advertising, personal selling, publicity and sales promotion. Doyle and Stern (2006)

2.4.5. What is strategic planning?

Hooley et al., (2004: 182) define Strategic planning as: "an organisation's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy." According to Doyle and Stern (2006:82) "The key components of *strategic planning* include an understanding of the firm's vision, mission, values and strategies as encapsulated in the relevant statements." In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action. In the same vein, Lockhart (2005) encourages schools to use their SWOT Analysis to strategise the implementation of their marketing campaigns.

2.4.6. Defining the organisation's mission

Doyle and Stern (2006) advocate that companies need to have a mission statement that aims to spell out their central purpose and develop shared values. Doyle and Stern (2006: 98) further explain that "the main function of the mission statement should be to define the key stakeholders whom the corporation seeks to satisfy and in general terms describe what strategy it will pursue to meet its objectives." Hooley et al. (2004:15) add that "the objectives written into the mission statement should contribute to motivate the loyalty of those on whom the success of the business depends and encouraging management to evaluate their policies in light of their stakeholder expectations." Companies and schools need to generate mission statements that will lead and guide their purpose as well as the strategies they intend to employ in achieving their organisational goals.

2.5. Defining marketing objectives

Marketing objectives are the targets that should be attained within a given period set by a school or business when promoting its products, goods or services to potential customers or consumers (Goodson 2009). This can be achieved by adopting strategic analysis of the business entity's internal and external factors where the company truthfully looks at its potential and weaknesses against the targets and available opportunities that could be valuable.

2.5.1. Developing balanced marketing objectives

Hooley et al. (2004:14) explain that "broadening the span of objectives means recognising that 'excellence' is unlikely to be obtained on a single measure." This, they add, is the philosophy that has been adopted by large companies like Shell, Boeing, BMW and others. The derived understanding here is that business institutions (schools included) should realise that to greedily maximise profits today might upset stakeholder or customer confidence thereby sacrificing the business's future market position. So rather, setting the task to achieve a balance across a multiple competing set of criteria would be more viable. Ruhdelius (2011) identifies three mechanisms for developing a balanced set of objectives. These are a balanced organisational representation, defining the organisation's mission and creating a balanced scorecard.

2.5.2. Balanced organisational representation

The above stated idea is further comparatively supported by Hooley et al. (2004:81) who explain that in Japan, "the *Keiretsu (a* web of strong permanent relationships between companies and their major stakeholders and key customers) helps to prevent a company from being captured by one interest group. All major shareholders are represented at the highest level."

According to the above quoted authors, this system helps to bind both internal and external stakeholders together through an intricate yet legitimate system of mutual benefit and business interest. In this way, all parties (customers, employees, suppliers and so on) understand that they all gain as the business advances. "This binds people to the institutions through loyalty perks where they get a chance to make long-term investments in the business and to accept the occasional short-term economic sacrifices," add the authors. On the other hand, Rudelius (2011) adds that countries like Germany and Switzerland have their own similar system called *Aufsichtsrat* or 'Supervisory boards' that works in a similar way. "These boards help to regulate the company's marketing objectives and keep checking that they are on track." (Rudelius 2011: 200).

A strategy like this, while already operational in South African schools through the creation of SGBs, helps to strengthen the bond between the schools, their

communities and other key stake holders. Every opportunity should therefore be taken by school managers to encourage such partnerships as a way of marketing the school to the outside world.

2.5.3. Creating a balanced score board

Doyle and Stern (2006: 301) explain that "The *balanced scorecard* is a strategic performance management framework that has been designed to help an organisation monitor its performance and manage the execution of its strategy." In its simplest form the balanced scorecard breaks performance monitoring into four interconnected perspectives: Financial, Customer, Internal Processes, and Learning and Growth (Doyle and Stern 2006). The understanding is that the use of such a score board helps the institutional manager to organise his/her information more effectively through keeping it visible on the wall for both reminders and new projects. Many school principals probably already keep diaries, but adopting the balanced score card could help increase their effectiveness in planning and orchestrating their marketing strategies.

2.5.3.1. The four perspectives of a balanced score card

a. The financial perspective

This covers the financial objectives of an organisation and allows managers to track financial success and shareholder value (Hooley et al 2004).

b. The customer perspective

This covers the customer objectives such as customer satisfaction, market share goals as well as product and service attributes. (Rudelius 2011).

c. The internal process perspective

It covers internal operational goals and outlines the key processes necessary to deliver the customer objectives (Hooley et al 2004).

d. The learning and growth perspective

This covers the intangible drivers of future success such as human capital, organisational capital and information capital including skills, training, organisational culture, leadership, systems and databases Doyle and Stern (2006)

2.5.4. Advantages of using balanced scorecards

Doyle and Stern (2006: 306) explain that: "Using a balanced score board helps the managers to plan better, improve their communication and strategy execution, manage information more effectively and give effective performance reporting on regular basis." These key management performance indicators are discussed in detail in the paragraphs that follow.

2.5.4.1. Better strategic planning

Kotler and Armstrong (2008:256) also explain that: "The balanced scorecard provides a powerful framework for building and communicating strategy." The business model is visualised in a strategy map which encourages managers to think about cause-and-effect relationships (Hooley et al., 2004). It is therefore the understanding that, the process of creating a strategy map ensures that consensus is reached over a set of interrelated strategic objectives. Furthermore, this may mean that performance outcomes as well as key enablers or drivers of future performance (such as the intangibles) are identified to create a complete picture of the strategy. Such a strategy (consensus decision making) will not only help the school manager to get and share views with his/her staff, but it would also create a feeling of 'common cause' towards the school's marketing campaign.

2.5.4.2. Improved strategy communication and execution

The fact that the strategy with all its interrelated objectives is mapped on one piece of paper allows companies to easily communicate strategy internally and externally. (Hooley et al., 2004). This 'plan on a page' facilitates the understanding of the strategy and helps to engage staff and external stakeholders in the delivery and

review of strategy. (Encyclopaedia 2013). In the end managers should realise that it is difficult to execute a strategy that is not understood and supported by everybody.

2.5.4.3. Better management information

Kotler and Armstrong (2008:261) explain that: "The balanced scorecard approach compels organisations to design key performance indicators for their various strategic objectives… (and) this ensures that companies are measuring what actually matters."

The understanding therefore is that companies with a balanced scorecard approach have a better chance to report higher quality management information and gain increasing benefits from the way this information is used to guide management and decision making. If schools could adopt and adapt within their strengths and constraints, similar models, where planning and execution are meticulously managed for the pure benefit of educating learners effectively, then their attractiveness to parents and learners of quality, would be less compromised.

2.5.4.4. Improved performance reporting

(Hooley et al., 2004:211) suggest that "Companies using a balanced scorecard approach tend to produce better performance reports than organisations without such a structured approach to performance management." Therefore increasing needs and requirements for transparency can be met if companies create meaningful management reports and communicate performance both internally and externally.

2.5.4.5. Better strategic alignment

Organisations with a balanced scorecard are able to better align their organisation with the strategic objectives (Wikipedia Encyclopaedia, 2013). In order to execute a plan well, organisations need to ensure that all business and support units are working towards the same goals. Cascading the balanced scorecard into those units will help to achieve that and link strategy to operations.

2.5.4.6. Better organisational alignment

Well-implemented balanced scorecards also help to align organisational processes such as budgeting, risk management and analytics with the strategic priorities. (Ruhdelius, 2011). This will help to create a truly strategy-focused organisation. While these are compelling benefits; however, they will not be realised if the balanced scorecard is implemented half-heartedly or if too many shortcuts are taken during the implementation (Wikipedia Encyclopaedia, 2013).

2.6. Effective marketing models:

While it's no secret that marketing is key to the success of any business, for most small businesses, schools included, marketing budgets are an impossible luxury, but as Zaluaga (2008) noted: "There are a variety of ways to increase [the] business's visibility, customer base and marketing strategies without setting aside a large portion of your budget."

The implication is that small businesses and schools do not necessarily need to spend a large amount of money all the time in order to effectively market themselves. They need to use smart advertising strategies that can cost from very little to nothing. Below are some of the strategies that can be applied.

2.6.1. Use free social networking sites

Business enterprises and postmodern township and city schools that do not have a Facebook or Twitter account are definitely missing out on opportunities. Not only are these free, they also offer an avenue through which to advertise the product or service, communicate with customers and create an online community with other businesses (Zaluaga, 2008).

2.6.1.1. Advantages of using social media

"The ability to facilitate direct interactions with consumers and communities is one of the most important aspects of social media (Zaluaga, 2008:22)." By employing these, communication can be more efficient, responsive, helpful and resourceful. Furthermore, "engaging with the target audience via social media is inexpensive and

often one of the most direct ways of communicating with the consumer." (Zaluaga, 2008:25).

2.7. Face-to-face and personal networking:

This is also an important and cost free-strategy that especially schools can use during meetings with stakeholders. The school's Principal and or other staff members or parents and members of the SGBs may use their personal and business contacts to network the product or services that the school offers.

2.8. Co-op advertising

"Small businesses can advertise themselves through creating partnerships with other companies," (Volkov, 2011:31). This will help to share and reduce the costs. This strategy is particularly beneficial especially when township and rural schools form partnerships with local newspapers, radio stations and companies. Such a move would certainly help them market themselves at very minimal costs. For example, in the South of Johannesburg, a primary school has a partnership with the 94.7 Highveld Stereo radio station. Every year the radio station visits the school to interview learners and teachers and this helps to advertise the school to the outside world.

2.9. Attaching the company's name to an event

"By offering a service or help with an event, particularly those which are likely to attract the anticipated target customer base, the business will gain exposure to a wider group of people" (Volkov 2011:40). For example, a primary school in the South of Johannesburg helps to sell and give away free match tickets for Jomo Cosmos Football Club and this attracts many interested fans to the school every Friday as they come to buy tickets for the weekend matches at the Rand Stadium. In addition, the school has formed a partnership with the football club whereby every Tuesday afternoon soccer coaches from the club's youth academy and some first team players visit the school to help with coaching skills. This has made the school a dream destination for many parents and learners.

2.10. Reaching out to existing customers

In addition, (Volkov, 2011:13) explains that: "Engaging in communication with the existing customers is one of the most important marketing strategies for small businesses." Schools would do really well if they spared time for effective and frank communication drives with parents and especially former students concerning the needs and the future direction of the school. The understanding is that, while it is important to spend time focusing on securing new customers, it is equally crucial to reach out to the existing customers to ensure that they continue to use what skill or service the business offers. That way they are more likely to personally recommend the business or school to their friends and acquaintances.

2.11. Identifying and targeting the niche market

"Not everyone is going to buy the marketed product or have need of the marketer's service, so the marketer must make sure to identify and then target his niche market through authentic marketing strategies" (Volkov, 2011:33). Because of the nature of the competition for resources among schools, where the market for all schools is basically the same, striving for quality and excellence in service delivery and teacher recruitment is an enhancement strategy that should never be taken for granted.

2.12. Joining local clubs and organisations

By attaching the business's name to local organisations the marketer is likely to get free publicity and increase the enterprise's visibility within the community. Also, "events organised by local clubs and organisations present excellent networking opportunities." (Lake, 2012: 103). Schools in particular can increase their popularity amongst communities by being involved in community projects and also working hand in glove with both government and non-governmental organisations that are involved in community programmes.

As Lake (2012:154) explains, it is also important for small businesses "to change the way they think about marketing." Rather than seeing it as an expense that they cannot afford, "they must try and see marketing as an essential investment in the business." The author adds that "a smart way to invest in the marketing of your

business is to take a marketing course, such as a Certificate in Business, which will help your business develop more effective marketing strategies…[This] will significantly improve the marketing activity, and subsequent success, of your business."

2.13. Mobile marketing

"Mobile marketing offers a powerful advertising medium that can launch any business to the next level," (Vining, 2009:68). This approach offers the potential to reach unlimited customers and is effective as long as campaigns are targeted toward an appropriate target market (Vining, 2009).

The above quoted author goes on to advise that "there is an art to mobile marketing, so business owners must take time to understand the process so as to fully capitalize on it." On the other hand research shows that it is estimated that there are more than 5 billion cell phone subscribers in the world and more that 59 million in South Africa. Therefore, "businesses who learn how to master this advertising strategy can establish their brand as a household name," (Vining 2009:51).

The implication for schools is that mobile marketing offers an affordable option to build brand recognition. Schools, in collaboration with local mobile service providers can provide subscribers with school-branded ringtones, wallpapers, games, and mobile apps to keep their name in front of consumers. These types of promotional items can also be shared as part of the computer technology curriculum where schools employ specialist educators to teach the subject.

2.14. Mobile billboards

(Lake, 2012:23) explains that "with billboards, the business owner can rest assured that her advert to market her business will be seen by thousands of people on several corners where advertising permission would never be granted." This too would be particularly beneficial for township schools as they strive to enhance their

images by advertising the good things that are happening within them, in order to attract learners and teachers of high quality.

2.15. Customer satisfaction

Kotler and Armstrong (2008:26) explain that "satisfied customers are more likely to be loyal customers who give the firm a larger share of their business ... delighted customers not only make repeated purchases, they become the 'word of mouth marketers' who tell others about their good experiences with the product." Satisfied customers will come back with their friends and families. Building a strong relationship with customers is probably the best way to market any business.

By using the 'Pull Marketing' strategies to develop loyalty and satisfying customer needs, customers will not only continue coming back, but will also act as ambassadors for the company (Kotler and Armstrong, 2008).

"With the advent of the Internet, consumers share their views, concerns and experiences within minutes across the globe," (Kotler and Armstrong, 2008:245). So businesses need to be wary of the impact of negative publicity. Since 'word-of-mouth' is not under the direct control of the marketer, a dissatisfied customer can become a source of negative advertisement. (Kotler and Armstrong, 2008).

The implication for schools is that school principals should be aware that, negative messages tend to have a more powerful impact than positive ones, given that dissatisfied customers are more likely to share negative reviews than satisfied ones. Every effort must be taken to ensure the continued protection of the school's good name.

2.16. How marketing as a strategy can be incorporated into business management

Marketing is the life source of any brand and, in fact, is a crucial component of brand management. However, it is the effectiveness of the marketing campaign that matters most (Lake, 2012). A marketing strategy will help any marketer in defining business goals and develop activities to achieve them (Lake, 2012).

Therefore factors including market research, strategy development, the marketing plan, online avenues, media placement, and performance measurement, amongst many more, are necessary elements that help to comprise a successful marketing effort (Lake, 2012).

2.16.1. Strategy development

Lake (2012) suggests five easy steps of developing of an effective marketing strategy, namely:

1.   Describing the company's unique selling proposition (USP).

2.   Defining the target market.

3.   Writing down the benefits of the products or services.

4.   Describing how to position the marketed products or services.

5.   Defining the marketing methods. For example, advertising, using internet marketing, direct marketing or public relations, and more.

It goes without saying that any marketing strategy must be based on a budget that has been well considered and within the means of the company's financial resources. Once the marketing strategy has been formulated, the next step will be to develop a marketing plan.

2.16.2. Developing a marketing plan

Kar (2011:28) explains that "the purpose of the marketing plan is to define the market, identify the customers and competitors, outline a strategy for attracting and keeping customers, and also to identify and anticipate change." Knowing the environmental factors that have a potential of affecting the business is very important. This includes the development of a clear understanding of the company's position on its four Ps.

2.16.2.1. The Four Ps of Marketing (adapted from Kotler and Armstrong 2008).
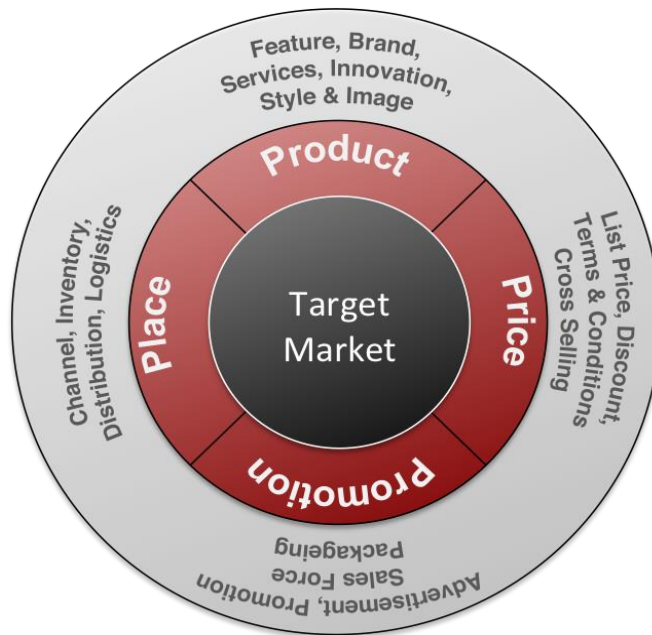
Kotler and Armstrong (2008:215) explain that: "To create the best marketing mix programme, one must learn how to balance and develop product or service strategies, the marketing mix promotion, the price, the place (or distribution)."

Therefore, public township schools would also do well by embarking on extensive market research programmes that will help them to: understand the positioning (and popularity/demand) of their product (quality education), find effective strategies of promoting the product within a competitive pricing system where the product distribution (place) will eliminate logistical problems that may prevent their clients (parents and learners) access to the educational product.

2.1.16.2.2. The Business advantages of having a marketing plan. *(Borrowed from Kottler and Armstrong 2008).*

The marketing plan empowers the enterprise to:

- Identify the needs and wants of consumers
- Determine the demand for the product
- Design products that fulfil its consumers' needs
- Outline measures for generating the cash for daily operation, to repay debts and to turn a profit

- Identify competitors and analyse the product's or firm's competitive advantage
- Identify new product areas
- Identify new and/or potential customers
- Test to see if strategies are giving the desired results.

The implication deduced from the above presented information, especially for school managers and their School Marketing Teams, is that schools need to continuously implement a SWOT and Needs analysis to determine the needs of both the school and the community that it serves against the prevailing socio-economic realm. The marketing campaign should therefore target keeping the current parents and learners happy, while simultaneously expanding to attract more people and sponsors for the school.

2.17. What are the marketing challenges faced by small businesses?

Many authors on marketing contend that there are several challenges that especially small businesses face in their efforts to market themselves. For example Zaluaga (2008) lists such challenges as the marketer's failure to define their target market, the marketer's failure to follow their advertising with excellent performance to meet the customers' expectations, failure to initiate a system of constant referrals by existing customers, failure to increase sales conversions, a lack of time and resources to embark on effective marketing programmes as well as working without a sustainable marketing plan.

In addition, Kotler and Armstrong (2008) identify a lack of financial resources, lack of knowledge, expertise and experience as well as skills, as some of the major challenges that many marketers, especially small businesses face.

Meanwhile, Zuluaga (2008:112) warns business mangers that "the ability to deliver to the satisfaction of your customer is the threshold level to remain in business…make sure you deliver." Schools in particular have limited expertise in the marketing field as most teachers are either computer illiterate or have only very basic knowledge of computer technology. To solve problems like these, Steyn and van

Niekerk (2008:137) encourage the school managers to "…provide job enrichment (opportunities) and empower (their staff)."

Furthermore Zuluaga (2008) refers to challenges like getting and keeping customers, poor funding, failure to get a talented and competent employee pool, poor performance by the general economy in a country and a lack of well-researched strategies before companies can embark on marketing themselves. While Zuluaga (2008) suggests that every business must have e-mail as a marketing tool in their communication tool box, Vining (2009) realises that this too can become a serious threat to some companies for the following reasons:

- Creating a website is expensive and does not always guarantee success especially if the wrong content is uploaded.
- Unless relevant information is posted on the site, the site may become useless.
- Online opportunists may trick unsuspecting business operators into fraudulent deals thereby causing them massive losses.
- Generating leads with online customers is particularly difficult for new companies.

According to Zuluaga (2008:41), "If you want to be successful with your marketing you must have a clear idea of your target market. Put together a short description or profile of your ideal customer… work with your team and identify the buying criteria used by your ideal customer."

Many service businesses, schools included, are faced with a multitude of marketing barriers such as the above mentioned. A lack of financial resources is perhaps the biggest challenge that most schools from poverty stricken backgrounds in the townships face. One other challenge that sits at the top of the list is also the shortage of time as most schools are so heavily focused on the academic function that there is no time slot for a marketing programme in their calendars.

Furthermore, many townships schools do not have a single computer (as evidenced during the field research).In addition, using computer technology is a huge challenge for many staff members, making it impossible to reach out to stakeholders and would-be sponsors.

2.18. ShoolMarketing:

2.18.1. What is school marketing?

Several definitions have been suggested for the concept of marketing in education that were similar, by and large, to the definitions and conceptualisations of marketing in the context of business and service sector companies. According to Foskett, Oplatka and Hemsely-Brown (2002:177), "school marketing is considered to be a holistic management process aimed at improving effectiveness through the satisfaction of parents' needs and desires rather than just mere selling of products and services or persuasion of clients to buy a specific educational programme."

A more comprehensive definition of educational marketing is suggested by Kotler and Armstrong (2008:85) who define school marketing as "the analysis, planning, implementation and control of carefully formulated programmes designed to bring about voluntary exchanges of values with a target market to achieve organizational objectives". Similarly, Dennis et al. (2001:201) define school marketing as "the means by which the school actively communicates and promotes its purpose, values and products to the pupils, parents, staff and wider community.

A slightly different definition is proposed by Lubieski cited in Bischoff et al. (2004: 16) who argues that school marketing is "the process which enables client needs to be identified, anticipated and satisfied, in order that the institution's objectives can be achieved". A similar definition is formulated by Goodson (2009: 123) who regards school marketing as "the management process of identifying and satisfying the requirements of consumers (learners and parents) and society (the community) in a sustainable way".

From the above, views, the understanding is that the school system involves an intricate and eco-systemic relationship between the school and its stakeholders. However, with the emergence of competition for both learners and educators amongst schools, a real threat has arisen for many township schools in the form of leaner and teacher exodus to the better-equipped city and former Model C schools. This latest threat has made the idea of effective school marketing even more

attractive, if not relevant for these schools. Schools have to market themselves in order to create a positive public image, attract students, qualified personnel and volunteers, and build community support through a strategic marketing effort.

In addition, Lockhart (2010: 02) further explains that: "School marketing is applying the principles of integrated marketing used successfully in the private sector to the increasingly competitive environment of public primary and secondary education." This view is further supported by Oplatka and Hemsley-Brown (2004:379 who realise that "Every time you make improvements that enhance the learning environment, increase the attractiveness of the physical surroundings, or seek to improve community relations, you are marketing your school."

2.18.2. The goal of school marketing

The goal of any school marketing effort is therefore to create an educational organisation to which parents want to send their children, where highly qualified teachers want to work being supported by the community. As already observed by some of the quoted authorities above, like corporate business companies, schools must meet the needs of the community (which in the schools' case is quality education) as Lockhart (2010:58) correctly points out: "for schools, the need already exists, we need to provide our children with good education"

Meanwhile, Bisschoff et al. (2004:04) add that "marketing in education [is] the means by which the school actively communicates and promotes its purpose, values and products to the learners, parents, staff and wider community." School marketing should therefore involve all that is done to communicate the excellence of the school to both its internal and external audience. The aim is to enhance the school's image so that it can emerge as the best within a very competitive market where parents and learners no longer merely look for schools to send their children to but also investigate the quality of both the academic and extracurricular activities as well as shared societal values and skills that benefit their children.

Issues of transparency, accountability and responsibility should form a school's marketing strategy as a link between the school and its clients. This idea is further strengthened by Bisschoff et al.'s (2004:04) idea that "satisfying the needs and wants of clients using professional, effective communication develops the positive

image of the school. The integration and incorporation of all human and other available resources towards improving the image of the school forms the core of any school's marketing strategy."

However, Kotler and Armstrong (2008:115) explain that: "(While) it is important to attract prospective customers, reaching out to existing customers to ensure their continued support is of crucial importance." This view is echoed by Lockhart (2010: 02) when noting that "successful school marketing is about meeting the needs and wants of internal and external audiences and receiving value in return."

On the other hand, O'Connor (2004: 37) describes school marketing as "conveying how your school is different and demonstrating why it is worth what it costs … to attract a quality field of prospective parents." As in corporate marketing, the goal of school marketing is to attract revenue for the school through positively informing the surrounding world about the school; its strengths and needs. It is an on-going undertaking that should be incorporated into the school's daily actions through forecasting, product development, position assessment, market research, creating communication materials, and public relations that enhance the school's long term relationship with its customers.

Oplatka and Hemsley-Brown (2004) and Lockhart (2010) concur that everything that the school does to enhance its image forms a large part of any school's marketing campaign., whether it is how the public relations (PR) officer deals and communicates with clients, or how the general workers maintain and keep the school's environment clean and attractive, or painting the walls or providing a curriculum that is second to none, or producing successful sports teams or providing a real stepping stone in the lives of the learners as they progress with their education and lives.

Concerning the school's public relations, O'Connor (2004: 45) points out that "Effective Public Relations (PR) and marketing means targeting the right people with the right message at the right time." School marketing therefore can also involve all the strategies that the school embarks on to attract sponsors and donors of educational equipment and resources that the school needs, the focus in these

schools being parents and learners, where the satisfaction of their needs would be of high priority.

2.18.3. Detailed discussions on the Research Questions about school

    marketing:

The research questions chronologically listed below (also see Chapter 1.4) are discussed in detail in Chapter 5.

2.18.4. What effective marketing strategies could be developed to enhance the education quality in public township schools? *(See chapter 5.2 for a detailed discussion).*

 2.18.5. Why must township schools be marketed? *(See chapter 5.3 for a detailed discussion).*

 2.18.6. How can marketing as a strategy be incorporated into the township school system as an ethos to promote effective learning? *(See chapter 5.4 for a detailed discussion)*

2.18.7. What are the challenges that are faced by public township schools in their marketing campaigns/endeavours? *(See chapter 5.5 for a detailed discussion)*

2.18.8. What are the benefits of school marketing for the township and other public schools in the Gauteng province? *(See Chapter 5.6. for a detailed discussion)*

2.19. Chapter conclusion

This chapter discussed the definitions of both corporate marketing and school marketing, including the marketing strategies for both concepts.

The discussion in the chapter established that, while marketing as a concept involves the mobilisation of resources towards product promotion; customer identification and the satisfaction of their needs and expectations are the crucial aims that organisations strive to achieve in order to keep their current customers happy while looking for new ones.

Furthermore it was also clearly discussed that while corporate marketing sets its

ultimate goal at maximizing profits for the organisation, it does share striking similarities with school marketing in that both strategies are embodied in the concept of organisational growth, stakeholder value and customer satisfaction.

The chapter has further established that the needs and wants of the modern customer constantly change as technology advances; hence the need for organisations like schools to keep abreast with these changes so that they do not lag behind. The chapter has also established that dissatisfied customers have the potential to damage the name of both the school and the business.

With education in particular, it has been established that, as service providers, schools have a responsibility towards achieving their functional task by providing quality education to the learners thereby meeting the expectations of parents and hence promoting the name of the institution.

The idea of establishing a research project that is based on possible effective school marketing strategies is further developed and discussed in the next chapter by engaging on research designs and paradigms that had an influence on the research project. The next chapter therefore involves a discussion on the empirical investigation relating to the research designs and methodological issues that touch on this project.

3.0. Introduction

This chapter focuses on the research design and methodology strategies and procedures that are covered in this study. The chapter begins with a discussion and the definitions of research as a general epistemological concept in various disciplines and also as in education, with particular reference to school marketing in District 11 of South Gauteng schools. The four major philosophical research paradigms, the pragmatic, the post positivist, the social constructivist and the transformative world views are also thoroughly discussed and elucidated. Furthermore, as in any evidence-based inquiry and empirical study project, the chapter proceeds to discuss the research methodology applied in this project including data collecting strategies and tools, as well as the population, the sampling strategies applied, the ethical considerations and issues of reliability, validity and trustworthiness.

3.1. What is research?

Several authors, including McMillan and Schumacher (2009), concur that research is a systematic and rigorous process. They add that it involves the investigation of situations or problems in order to generate new knowledge or validate existing knowledge.

McMillan and Schumacher (2009:8) particularly define research as; "…the systematic process of collecting and logically analysing data…." This view is supported in the Wikipedia, free encyclopaedia (2013) which adds that "research and experimental development comprise creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications." Research, while largely empirical, is basically epistemological in all disciplines, ranging from sociology, psychology, to medicine, physiology, education, physics and anthropology including all spheres of human influence and interest (Koshy, 2010).

People carry out research studies to expand on existing knowledge, to find solutions to existing problems and improve their understanding of the world around them.

(Koshy, 2010:38) explains that "research covers all kinds of studies and a plethora of disciplines and is designed to find responses to worthwhile questions by means of a systematic and scientific approach." Research studies like the one being investigated in this project, should therefore provide findings that are valid, informative and reliable.

Traditionally, only two major types of research, the qualitative and quantitative approaches, have dominated the field of research both in education and other disciplines. McMillan and Schumacher (2009). However, the growth and the expansion in this field has necessitated the emergence of both the mixed method and the participatory approaches to compliment the weaknesses of these traditional strategies. Johnson and Christensen (2004). While these strategies are generally observed as the umbrella methods, below them lie other research branches, such as basic research, applied research, evaluation and action research among others. McMillan and Schumacher (2009). These research branches help to distinguish the purposes of the research work being done. The applicable research strategies and functions will be discussed in detail later in the chapter.

In education, as is the case with this project, research, like in other disciplines, is carried out for reasons varying from the need to understand and improve educational processes, to guiding education leaders in decision-making processes and enhancing classroom, school and system accountability (McMillan and Schumacher, 2009). For the purposes of this research project, educational research will be briefly discussed below.

3.1.1. Educational research

According to the Wikipedia; free encyclopaedia (2013), educational research refers "…to a variety of methods in which individuals evaluate different aspects of education including, but not limited to, student learning, teaching methods, teacher training, and classroom dynamics." Gay and Erasian (2003:3) further add that "… education research is the systematic application of a family of methods employed to provide trustworthy information about educational problems, issues and topics." Elsewhere, McMillan and Schumacher (2009), advocate for scientific and evidence-based research strategies as the basis for establishing knowledge about educational issues through basic or applied research approaches. Education research therefore

embodies all inquiry undertakings by educational researchers that are aimed at establishing and applying a better understanding of the educational processes within a given framework. The aim is usually to improve the quality of education as provisioned by schools.

The implications of the above-stated utterances relate positively with the research strategy that is undertaken in this study in which effective marketing strategies that rural and urban township schools can adopt are being examined with the hope that these strategies, if effectively implemented, may help improve the quality of education in the affected township schools. Like in all research work, this article is guided and influenced by some of the work of the great philosophers and writers like Aristotle, John Locke and others who emphasised the need for empirical evidence on arguments that relate to knowledge and the 'truth.' Several research paradigms will be quoted for this study and each will be thoroughly discussed below.

3.2. Research paradigm

Research paradigms are the worldviews or all-encompassing ways of thinking about the world. This includes beliefs concerning morals, values and aesthetics. It is a shared understanding of reality with which researchers approach their enquiry, a set of guiding assumptions and principles. In agreement with the above views, Mackenzie and Knipe (2006:01) define the research paradigm as "the theoretical framework, as distinct from a theory, (that) influences the way knowledge is studied and interpreted." Creswell (2013), and McMillan and Schumacher (2009) identify the post positivist, the constructivist, the transformative and the pragmatic world views. Each paradigm and its relevance to this research project are discussed below.

3.2.1. Post-positivism

McMillan and Schumacher (2009: 05) stipulate the essence of this paradigm in that post-positivism, as a replacement of positivism, "…allows for limitations, contextual factors and use of multiple theories within which research findings are interpreted." It is a rational approach which, like logical empiricism, bases all facts on logic and the scientific enquiry (Higgs and Smith, 2006). In addition, post-positivism, like critical rationalism, posits that people need to question, criticise and debate statements and ideas and that there is no objective truth. Its representations hold truer for

quantitative research than for qualitative research. To support this view, Creswell (2013:7) explains that "…the problems studied by post-positivists reflect the need to identify and assess the causes that influence outcomes, such as found in experiments…it is reductionistic in that the intent is to reduce the ideas into small, discrete sets to test, such as variables that comprise hypotheses and research questions."

The post-positivist paradigm therefore tries to test and verify certain behavioural patterns and the outcomes thereof. This is the case with the study of effective school marketing strategies for urban and rural township schools, where the causes of the deficiencies in the education system as observed in these schools are influencing the outcomes, like poor results and the learner and educator exodus to better-equipped urban and former Model C schools. The paradigm relates quite significantly to the topic studied in this project in that it allows the use of data-collecting instruments like questionnaires and also encourages objective observations. Creswell (2013) lists the following assumptions of this research paradigm:

- Knowledge is conjectural (and anti-foundational). There is no absolute truth. Research evidence is therefore imperfect and fallible. All topics must be continuously refined.
- Research is the process of making claims and then refining or abandoning some of them for other claims more strongly warranted.
- Data, evidence and rational considerations shape knowledge. Researchers collect information on instruments based on measures completed by the participants or by observations recorded by the researcher.
- Being objective is an essential aspect of competitive enquiry; methods and conclusions must be examined for bias. Findings must be valid and methods reliable.

Post-positivism as a research paradigm, raises important conceptual questions on the way researchers conduct their work regarding issues of such as information verification, analysis and measurement. With its limitations considered, like all other modes of thought, this paradigm endeavours to push researchers away from being

judgemental but encourages the application of the scientific method in all research, where all information is scrutinised for bias and empirically analysed. The empirical nature of this paradigm bonds well with the mixed method research design applied in investigating effective school marketing strategies for District 11, South Gauteng schools as information will be collected and dealt with systematically, through structured closed questionnaires, and data analysis methods such as prescriptive statistics and inferential statistics.

3.3.2. Constructivism

Like post-positivism, constructivism provides a set of guiding assumptions that help direct the line of thought that a researcher assumes. Holstein and Gumbrium in Creswell (2013:8), explain that this paradigm "…centres on the interactional constitution of lived realities within discernable contexts of social interaction… [I]t resists a single portrait but is better understood as a mosaic of research efforts, with diverse (but also shared) philosophical, theoretical, methodological and empirical underpinnings."

Like post-positivism, the constructivist view seems to argue that knowledge is conjectural although it maintains that there are multiple socially constructed realities, unlike post-positivism which postulates a single reality (McMillan and Schumacher, 2009). Silverman (2011) further adds that constructivism contends that people construct meaning through their interpretive interactions with each other and experiences in their social environments.

The above view is supported by Creswell (2013:8) in stating that "the goal of the research (under constructivism) is to rely as much as possible on the participants' views of the situation being studied…the more open-ended the questions the better as the researcher listens carefully to what people say or do in their life settings."

Constructivism is therefore a theory that advocates a collaborative approach. Basically, according to this world view, people gain knowledge through the process of social interaction. It argues that learning needs to focus on overall concepts and not on isolated facts. Congruently, Vygotsky's social constructivism model stresses the importance of learning in context – constructing understanding through

interactions with others in the social environments in which knowledge is to be applied (Punch, 2004). Also closely related to this view is Piaget's idea that knowledge develops from a holistic and cognitive perspective, emphasising that there are many channels one uses to construct understanding, for example, reading, listening, exploring, and experiencing (Welman and Kruger, 2004).

Constructivism is well matched with qualitative research, a method adopted in this study as well. This match gives the project the ideal philosophical background since the majority of the data for the project was collected through interacting with subjects in their natural settings through interviews. Crotty in Creswell (2013) lists the following assumptions about constructivism:

- Human beings construct meaning as they engage with the world they are interpreting.
- Human beings engage with their world and make sense of it based on their historical and social perspectives. Qualitative researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally. The findings are interpreted by the researcher and this interpretation is shaped by the researcher's own experiences and background.
- The basic generation of meaning is always social; arising in and out of interaction with a human community. The researcher uses induction to generate meaning from the data collected in the field.

From the above assumptions, it is evident that constructivism is largely aligned towards qualitative research and therefore it is a social science biased paradigm. Unlike post positivism which is largely a quantitative thought research paradigm, constructivism emphasises the importance of social engagement in the participant's natural setting between the researcher and the participant. As such focus group, in-depth, structured and semi-structured interviews would ideally be the preferred tools of data collection. Fittingly, the assumptions as propounded in this paradigm are largely relevant to the study of effective school marketing strategies for District 11, South Gauteng schools, where the data was collected partly through interviews as discussed above. The guidelines and values as understood from this line of thought

are profound and fitting to the cause of this research project and were carefully adopted and adequately applied.

3.3.3. The transformative world view

The assumptions of this line of thought are somewhat controversial but to a large extent relevant for the purposes of this research project. The controversy arises from the view that this world view seems to politicise the research agenda as it argues that politics causes social oppression and therefore the agenda for any inquiry must be to transform the system so as to improve the lives of the participants (Creswell, 2013).The above realisation is supported by McMillan and Schumacher (2009:6) in saying that "The transformative paradigm emphasises that social, political, cultural, gender and ethnic factors are significant contributors to the design and interpretation of studies." Creswell (2013:8) continues by stating that"…the researcher carries an action agenda,…specific issues such…as empowerment, inequality, oppression, domination, suppression and alienation need to be addressed …collaboratively so as not to further marginalise the participants as a result of the inquiry."

Although the focus of this research study is neither political nor economical, it is essential to highlight the inadequacies of the previous South African political system of Apartheid. The system created the marginalisation of the township education system to the extent that we find it in today. Therefore, in as much as the transformative view may be viewed to some extent as controversial, it brings to the fore very pertinent socio-economic and political issues that relate closely to the issues and causes of the poor educational facilities, norms and standards as well as learner and teacher exodus affecting the township schools today.

3.3.4. Pragmatism

Pragmatism is not committed to any one system of philosophy or reality. (Mackenzie and Knipe, 2006). The understanding is that, pragmatic researchers focus on the 'what' and 'how' of the research problem. Creswell, (2003:11) explains that "Early pragmatists "rejected the scientific notion that social inquiry was able to access the 'truth' about the real world solely by virtue of a single scientific method." (McMillan and Schumacher, 2009) and (Creswell, 2013) further add that while pragmatism is

seen as the paradigm that provides the underlying philosophical framework for mixed methods research, some mixed methods researchers align themselves philosophically with the transformative paradigm. It may be pragmatically argued, however, that mixed methods could be used with any paradigm. The pragmatic paradigm places "the research problem" as central and applies all approaches to understanding the problem (Creswell, 2003:11). With the research question central, data collection and analysis methods are chosen as those most likely to provide insights into the question with no philosophical loyalty to any alternative paradigm. With the mixed method design that was adopted for this study, like most of the research paradigms, the pragmatic approach is seen as one of the guiding principles behind such a choice.

3.4. Research design

A research design …"means all the issues involved in planning and executing a research project – from identifying the problem through to reporting and publishing the results" (Punch, 2011:62). It involves the way a research guards against and tries to rule out alternative interpretations of results. It situates the researcher in the empirical world, and connects the research questions to data (Creswell, 2013). "The research design is the basic plan for a piece of research and includes four main ideas … the strategy, the conceptual framework, the question of what will be studied and the tools and the procedures for collecting and analysing empirical materials" (Punch, 2011:63). Research designs are types of inquiry within qualitative, quantitative and mixed methods approaches that provide specific direction for procedures in a research design (Mackenzie and Knipe, 2006).

Having noted the above discussion, Creswell (2013:12) is however very insistent that "[during this process](of design selection) the researcher not only selects a quantitative, qualitative or mixed methods design to conduct the study; the inquirer also decides on a type of study within these three choices."

3.4.1. Quantitative designs

Quantitative designs are traditionally positivist or post-positivist in nature and can be both experimental (true and quasi) and non-experimental (Welman and Kruger, 2004; Creswell, 2013). Randomised group and intact group designs are some of the examples of experimental research designs while surveys and opinion polls are typical examples of non-experimental designs.

3.4.2. Qualitative research designs

On the other hand qualitative research designs demonstrate a different approach to scholarly enquiry than methods of qualitative research. They rely on text and image data (Silverman, 2011; Gay and Erasian, 2003). Furthermore as , Creswell (2013) explains a plethora of designs exist for this approach, as exemplified by the 28 that were identified by Tesch in Cresswell (2013), the 22 identified by Wolcott, also in Cresswell (2013) as well as the five that Creswell (2013) identifies. The five designs identified by Creswell (2013) include the narrative, phenomenological, ethnographical, the case study and the grounded theory. The case study will be discussed in detail later.

3.4.3. Mixed methods designs

The third category of the research designs is the mixed methods study. Mixed methods approach is an approach to inquiry involving collecting both quantitative and qualitative data Welman and Kruger, (2004); Silverman, (2011); Punch (2011). It integrates the two forms of data and uses distinct designs that may involve theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone Rix, (2004). According to literature research, there are three basic mixed methods designs, namely the convergent parallel, the explanatory sequential and exploratory sequential. The convergent parallel design will be discussed in detail later in the chapter as it is used together with the case study research design for the purposes of this research project. Table 3.4.3.1 below gives a brief summary of the major research designs.

Table 3.4.3.1.Summary of the research designs.

Quantitative	Qualitative	Mixed Methods
• True Experimental designs • Quasi experimental designs • Non experimental designs	• Narrative research • Phenomenology • Grounded theory • Ethnographies • Case Study	• Convergent • Explanatory sequential • Exploratory sequential • Transformative, embedded, or multi-phase

Of particular interest among the mixed method designs is the convergent parallel mixed methods design because of its relevance to this research study. In this approach, the researcher collects both quantitative and qualitative data, analyses it separately and then compares the results to see if the findings confirm or contradict each other (Rix, 2004). It was indeed the intention of this researcher to deliberately fuse this research design with the case study design since certain cases in the form of schools were studied.

The fusion of designs, as exemplified in the grounded theory (Punch, 2011), presents the researcher with the rare chance to apply a thoroughly coordinated and systematic but flexible overall research strategy that removes traditionalistic dogmatism and rigidity. Further, this was vital in ascertaining a disciplined and organised approach to the analysis of the qualitative and quantitative data (Punch, 2011). The convergent parallel mixed methods design was more applicable during the analysis of the data while the case study research design was employed complimentarily during the field research where cases in the form of schools were studied.

This convergence of the research designs is paramount, especially as a tool, as it increases the validity of the research results. As Punch (2011) mentioned, the fundamental rationale behind mixed methods research is that we can learn more about our research topic if we combine the strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weaknesses of the each method. As already stated earlier in Chapter 1, the case study, a traditional qualitative research design, and a very common design that has been applied for many years was also used in this project.

However, as many authors agree, despite its popularity in social science, the case study research design causes controversies. Several authors have forwarded a plethora of discussions, both critical of and in favour of the case study approach. For example, while admitting that the case study research design has its own flaws, Punch (2011) contends that it does have its strengths. For example, while admitting that the case study research design has its own flaws, Punch (2011) contends that it does have its strengths. The Case Study recognises that while all cases are unique, an effective and thorough study of a single case may provide the researcher with a rare platform of using such results to generalise and provide an understanding of other cases of a similar nature. In support of the above recognition, Punch (2011:147) adds that "properly conducted case studies, especially in situations where our knowledge is shallow, fragmentary, incomplete or non-existent, have a valuable contribution to make:

- **First**: We can learn from the study of a particular case, in its own right.
- **Second:** Only the in-depth case study can provide an understanding of important aspects of a new or persistently problematic research area.
- **Third:** The case can make an important contribution in combination with other research approaches."

However, as both Punch (2011) and Rule and Vaughn (2011) concede, the case study has been widely criticised for its 'generalisability' inclination, as it tends to overlook the uniqueness of particular cases and thereby generalising the results, a position that could be misleading, especially if the study was poorly conducted.

This view is supported by McMillan and Schumacher (2009) who point out that to a certain extent, case studies have had an ambiguous place in social science and indeed there has been a disapproving attitude towards this design from some scholars, based on the generalisability criticism.

However, despite its flaws, it is this researcher's opinion that using the case study research design for this particular research project was justifiable as the investigation involved schools. What follows below is a detailed discussion of this research design.

3.5. The case study research design

As already mentioned in chapter one, where the case study design approach was briefly discussed, this research design usually studies single (one) or multiple (more) cases. It is certainly one of the oldest qualitative research designs which has been repeatedly used in the fields of psychology, sociology and education Dawson, Hannock and Algozzine, (2011). In addition to these fields Punch (2011) also suggests that the case study may be founded in other fields that have ethnographic and historical orientations. Meanwhile, Stake, cited in Punch (2011:144) defines a case study as "…a study of a bounded system, emphasising the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research at the time." Yin, also cited in Punch (2011:145), stresses that "the case study is an empirical research that:

- investigates a contemporary phenomenon within its real life context, when
- the boundaries between phenomenon and context are not clearly evident and in which
- multiple sources of evidence are used."

Meanwhile, Rule and Vaughn (2011:4) further add that the case study is "…a systematic and in-depth investigation of a particular instance in its context in order to generate knowledge." This is further alluded to by Bogden and Biklen also cited in Rule and Vaughn (2011) when they add that case studies involve detailed examinations in one or more settings, of a single subject or a single depository of documents, or one particular event. A more scientific definition is propounded by Yin cited in Rule and Vaughn (2011:4) that "a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident." This idea is aptly supported by Smith, cited in Henning (2009: 41) stating that "case studies are distinguished from other types of qualitative research in that they are intensive descriptions and analyses of a single unit or bounded system, such as an individual, a program, event, group, intervention or community." Case study designs can also be classified as intrinsic, instrumental or collective Henning, (2009); Welman and Kruger, 2004; Rule and Vaughn, (2011).

Meanwhile Yin, cited in Dawson et al (2011) identifies exploratory, explanatory and the descriptive case study designs. These types are also referred to in the work of Punch (2011), and McMillan and Schumacher (2009). Elsewhere, Dawson et al (2011) identify the collective case study research design as one of the three major case study research designs. The collective case study Henning, (2009); Welman and Kruger, (2004); Rule and Vaughn, (2011) is of particular interest to this research project where eight schools were investigated. Rule and Vaughn (2011:67) explain that "this design usually involves performing several instrumental case studies in order to enhance our ability to theorize about some larger collection of cases." Furthermore, "a collective (case study) design is used to understand a theory or problem by combining information from individual cases" according to Dawson et al (2011:38).

A strategy like this was seen to be commensurate with the study of school marketing strategies through this investigation which covered eight schools. Since the collective case study covers an investigation of several cases, the researcher purposely selected it as the convenient strategy through which to investigate the marketing strategies that the selected schools employ.

3.5.1. The rationale for using the case study design

As already mentioned, case studies can be conducted and applied for a variety of purposes in research. Rule and Vaughn (2011:7) explain that "…case studies can generate an understanding and insight into a particular instance by providing a thick, rich description of the case and illuminating its relations to its broader contexts." Case studies can be used to explore a general problem within a focussed setting. Over the years, they have been used to generate theoretical insights in developing and even testing existing theory in reference to the case Silverman, (2011). The fact that case studies usually help to shed light on other similar cases hence providing a level of generalisation, makes them the more relevant, especially to a pedagogically related investigation similar to this study project.

Rule and Vaughn (2011) identify four characteristics of case studies, namely depth, flexibility, versatility and manageability. These characteristics are discussed below.

- **Depth**

Rule and Vaughn (2011) point out that a case study allows the researcher to examine a particular instance in a great deal of depth, rather than looking at multiple instances superficially. Case study research designs focus on the complex relations within the case and the wider context around the case as it affects the case. It is therefore intensive rather than extensive Silverman, (2011).

- **Flexibility**

The case study is flexible in that its unit can range from an individual to a country. McMillan and Schumacher (2009:24), explain that; "The case may be an individual...an organization or a community or a nation." So it can be applied to explore a variety of contexts. Apart from its contextual flexibility the case study design also allows the researcher to employ a varied range of methods to collect data. For example, in this project, the researcher used structured interviews and observations, including quantitative data collecting instruments like questionnaires. The above argument is supported by Rule and Vaughn (2011:7) as they add that; "[The case study approach] can also use a variety of methods, both for data collection and for analysis…"

- **Versatility**

The case study can be used in combination with other research approaches. Dawson et al (2011) explain that in some situations, case studies may be used in an action research project where it can describe the problem in depth, thereby providing a platform for planning and improvement. The above quoted authors also state that case studies can be used as a forerunner for surveys of large samples and this helps add depth to the findings of such research projects. The versatility of the case study research design allows for an amalgamation of several designs in one research project as was the case with this project, where the case study was used in conjunction with the convergent parallel mixed methods design. Furthermore, data collection instruments used here cut across the spectrum of research designs where structured interview schedules were used simultaneously with questionnaires and observation schedules.

- **Manageability**

Rule and Vaughn (2011:8) expertly explain that "the case study approach provides the researcher with a particular unit to study which can be clearly delineated and distinguished from other units." They add that "the bounded nature of the unit helps the researcher to identify the key sources of information, such as informants, documents or observation sites, and to complete the research in a set time frame." This was particularly true with this research project where the information obtained by studying the eight selected schools was generalised for other schools with similar situations in the Gauteng Province. Further, by studying only eight cases and later generalising the information to cover many schools, the researcher was able to gather the needed information within the specified period whereas trying to study all the schools in Gauteng Province would certainly have taken its toll in terms of resources and time to complete the project.

3.6. Research methods, instruments for data collection.

Once a design has been identified, the next step is gathering information using suitable methods of data collection for the topic in question (Henning, 2009; Koshy, 2011). Koshy goes on to identify the following methods of data collection:

- Using questionnaires.
- Conducting interviews.
- Gathering documentary evidence.
- Keeping field diaries and making notes.
- Using systematic observations.

Yin (2012) also identifies interviews, observations and documents as methods of data collection. Silverman (2011) identifies field observation and field interviewing as instruments of data collection. Elsewhere Silverman (2011) and Gay and Erasian (2003) identify similar methods of data collection in research. In addition, Rule and Vaughn (2011:61) further elucidate that "case study researchers employ a variety of data collection methods and usually use multiple methods in a single study. On the other hand, Punch (2011) suggests that: "The primary method of data collection in field research is observation…field researchers nearly always start with field observations; even when they turn to other data sources such as interviewing

informants or analysing …documents." On the other hand, Koshy (2011:83) sees an alternative in suggesting that using questionnaires at the start of a project can be very useful because it helps (the researcher) to collect a range of information… [to] provide baseline data before the intervention begins…secondly the analysis of the questionnaire may help to shape the nature of the questions [the researcher] may want to ask during any interviews or observation).

The importance of the suggestions given above cannot be over-emphasised. However, the understanding is that the prerogative remains with researchers to decide whether they employ observations or questionnaires as pioneer strategies for their field work. The views of this researcher in this regard were to adopt a non-participant, if not unobtrusive observation position (a mini pilot study) before the questionnaires and then interview schedules, were respectively forwarded to the respondents. Each of the above methods are briefly discussed below.

3.6.1. Using questionnaires

According to Rule and Vaughn (2011:66), "questionnaires are printed sets of field questions, to which questions participants respond on their own or in the presence of the researcher… [They] provide an efficient method of collecting data from a large number of people simultaneously." Rule and Vaughn further advise that questions on the questionnaire must be clear and unambiguous and also that they should be tested in a trial setting before the final questionnaires are sent to respondents. In addition, Koshy (2011) provides the following guidelines that should be considered during the construction and use of a questionnaire:

- Keep the questionnaire short, clear and unambiguous, use simple language.
- Consider how to analyse the responses while constructing the questionnaires.
- Start with questions about factual information required.
- Avoid leading questions.
- Open-ended questions are useful but give some thought on how they will be analysed.

This is advice that the researcher has followed and indeed formulated strategies of peer checking and debriefing before finalising the content and structure of the open-ended questionnaire (Appendix A) that will be used in this project.

3.6.2. Conducting interviews

Many authors agree that, amongst the many methods of data collection, interviews are probably the most authentic, the richest and most informative. Rule and Vaughn (2011:64) briefly define the interview as; "…one-on-one discussions between the researcher and research participants, a sort of guided conversation." Dawson et al (2011:44) agree that "interviews of individuals or groups allow the researcher to attain rich, personalized information. Silverman (2011) on the other hand advises that in-depth interviews can become a major source of data in the field but they need a great deal of preparation. The same author further explains that the interview generally progresses from questions about concrete situations to more abstract and interpretive questions that probe the informant's experience and interpretation of events. This view is supported by Rule and Vaughn (2011) who also point out that interviewing requires preparation, interpersonal skills and communicative competence. The following guidelines are suggested by several authors on how to conduct good interviews:

- Establishing a relaxed atmosphere for the interview
- Explaining the nature and purpose of the study
- Informing the participants about ethical obligations
- Adopting a conversational rather than an inquisitorial approach
- Starting the interview with the less demanding or controversial questions
- Listening carefully and not interrupting the participant
- Being respectful and sensitive to the emotional climate of the interview
- Probing and summarising to confirm understanding

In addition to the above pointers, Koshy (2011:87) further advises researchers to "…make sure that the interviews are not too long ... about half an hour to 40 minutes for each is about right."

These pointers are particularly relevant to this study project as the researcher visited schools to interview various groups of respondents about the topic of effective school marketing strategies (Appendix B1 and B2).

Other authors like Dawson et al (2011) and Punch (2011) point out that there are several types of interviews amongst which are focus group interviews, structured, semi- structured and in-depth interviews. Although structured and in-depth interviews fall outside the scope of this research project, they will be briefly discussed together with the semi-structured interviews to give an insight into interviews as research methods of data collection. And for the same reason, focus group interviews will be excluded from the detailed discussions.

3.6.3. Structured Interviews

According to Rule and Vaughn (2011:64) "when the full schedule is predetermined and the researcher does not deviate from the set of predetermined questions, such an interview is called a structured interview. This view is further supported by Koshy (2011:87) who adds that "in a structured interview, the interviewer starts with a set of questions that are pre-determined, and only these questions are asked. Punch (2011:170) adds yet another useful angle here, in that with structured interviews, "all respondents receive the same questions in the same order, delivered in a standardized manner."

3.6.4. Semi-structured interviews

In this kind of interview, the researcher prepares a set of questions that go with sub-questions which can be used to probe ideas further for more information (Koshy 2011; Rule and Vaughn 2011; Punch 2011). This concept is further and very clearly defined by Rule and Vaughn (2011:65) when they point out that "a semi-structured interview would involve a set of pre-set questions which initiate the discussion, followed by further questions which arise from the discussion." They add that, this style of interviewing allows for more flexibility during data collection and creates space for the interviewer to pursue lines of enquiry stimulated by the interview. These authors recommend this type of interview for a case study like the one that was carried out in this project by pointing out that given the fact that case studies try to capture the uniqueness and complexity of the case, some level of flexibility is desirable. They further recommend that an initial set of field questions derived from the key research questions should be developed to initiate discussion. The researcher should then pursue specific lines of enquiry by adding questions during

the interview which allow for new insights, deeper probing and clarification. This type of interview was strategically used in this research project as a data collection method because of its suitability. Its inclination towards continued probing into the research question as it developed was seen by this researcher as the epitome of its suitability.

3.6.5. In-depth interviews

This is a two- or three-pronged interview process where the same respondents would be interviewed for a number of times over a number of days about the same subject in an incremental fashion (Rule and Vaughn, 2011). The idea is to gain as much information as possible about the phenomenon. Rule and Vaughn (2011) recommend this type of interview for a case study. However, they are quick to explain also that this type of interview would be too expensive for most case studies, and as thus, it was not applied in this research project due to limited time and financial resources.

3.6.6. Gathering documentary evidence

Sometimes data collection could include studying documentary evidence, such as minutes of meetings, teachers' planning records, reports, newsletters and correspondence (Koshy, 2011; Rule and Vaughn, 2011). Meanwhile, Dawson et al (2011:56) add that 'some of the documents may include…materials extracted from the internet, private and public records, physical evidence and instruments created by the researcher." The importance of documentary evidence is vividly stated by Punch (2011:29) as follow:; "…documentary data may be collected in conjunction with interviews and observations…(and) can be important in triangulation where an intersecting set of different methods and data types is used in a single project." The implications of the above pronunciations are of great relevance to the project at hand where a triangulation of both research designs and data collection methods was employed. It points to the interrelatedness of the different strategies that the researcher employed towards the enhancement of the validity and reliability of the research findings. This entailed the collection and observation of newsletters, newspaper collections, checking the school's websites and Facebook or Twitter pages for any information relating to the marketing of the each school.

3.6.7. Keeping field diaries and making notes

Although there is limited literature on this mode of data collection from the sources consulted by this researcher, Koshy (2011) stresses its usefulness and as a strategy that helps to keep a record of what happens and where the researcher compiles his reflections. Furthermore, this method was used to contain the researcher's authentic voice but perhaps, more importantly, field diaries helped to supplement the information obtained from other sources (Punch, 2011).

3.6.8. Using systematic observations

Rule and Vaugn (2011: 69) explain that "observation is the primary method of studies in anthropology." As a study of human origins, societies and cultures, anthropology, like education, is basically a human science; and therefore observation has become an effective research tools for both qualitative and quantitative education researchers.

There are two major types of observations – participant and non-participant observations (Koshy, 2011).The non-participant observation was particularly relevant to this study as the focus was observing practical evidence of visible forms of marketing strategies that existed in the researched schools (Appendix C). Punch (2011:58) adds that "with this method, the researcher merely observes (the school) while trying to be as unobtrusive as possible."

Typically, the researcher may ask for a transect walk where the researcher will quietly observe the school's infrastructure without much disturbance to the staff and the learners. Rule and Vaughn (2011). While authors like Punch (2011) argue that quantitative approaches, rather than qualitative approaches, are mainly synonymous with the unstructured observations, and therefore require pre-developed observation schedules, it was in the interest of this research project to strategically implement a combination of the two strategies.

The predetermined interview schedule was used with an open-ended qualitative structure to accommodate, for example, additional observations and comments. This approach is supported by Koshy (2011:92) who adds that "in semi-structured

observation procedures, one may still use checklists and schedules, but some flexibility is required to record both comments and unexpected outcomes."(Appendix D)

3.7. Population sampling

Some authors argue that the *population* in statistics includes all members of a defined group that we are studying or collecting information on for data-driven decisions; Welman and Kruger (2004: 46) also agree that the population is "…the study object, which may be individuals, groups, organisations, human products and events or the conditions to which they are exposed." The two authors add that the population encompasses the total collection of units of analysis about which a researcher wishes to draw conclusions. It therefore refers to the units from which the sample is drawn, as in this instance, would be the schools in the Gauteng Province.

It can further be described as the elements or cases, whether individuals or events, that conform to specific criteria and to which we intend to generalise the results of the research. McMillan and Schumacher, (2009). Both public and private schools as well as primary and high schools as provided by Gauteng Department of Education can be described as the population for this study by virtue of them being schools in Gauteng Province and also being targeted for the research project. The target population in this research project therefore comprises all schools in District 11, South Gauteng in the south of Johannesburg in South Africa.

3.7.1. Specifying the sampling frame

Welman and Kruger (2004: 46) explain that "the sampling frame is a complete list of which each unit of analysis is mentioned only once." According to the Wikipedia, the free encyclopaedia (2013): "A sampling frame is the source material or device from which a sample is drawn." It is a list of all those within a population who can be sampled, and may include individuals, households or institutions. This is therefore the actual list of sampling units from which the sample, or some stage of the sample, is selected. It is simply a list of the study population, and in this research project the sampling frame includes all former Model C and township schools (both Primary and High schools), in the District 11 of South Gauteng in all quintiles (from one to five) as provided by the Gauteng Department of Education; (Appendix E) from which the

researcher's final sample of eight schools were selected by using the purposive sampling technique. The list of these schools is presented in table 3.7.1.1 below.

Table 3.7.1.1.List of the eight researched schools in modified format (names concealed).

number	name of institution	district	quintile	no fee	underper-forming	type of institution	relation with state	Budgetary requireme	Serious budgetary /pedagogi	Geographical location
1	School 01	*JS	5	False	No	Primary	Public	Primary	No	Suburbs
2	School 02	*JS	5	False	No	Primary	Public	Primary	No	Suburbs
3	School 03	*JS	4	False	No	High	Public	Primary	No	Suburbs
4	School 04	*JS	5	False	No	Primary	Public	Primary	No	Suburbs
5	School 05	*JS	4	False	No	High	Private	Private	No	Suburbs.
6	School 06	*JS	2	True	Yes	Primary	Public	Public	Yes	*T.S.
7	School 07	*JS	1	True	Yes	Primary	Public	Public	Yes	*T.S
8	School 08	*JS	2	True	Yes	Primary	Public	Public	Yes	T.S

❖ KEY: *JS= Johannesburg South District.*T.S. = Township

The free encyclopaedia (2013) suggests very pertinent issues during the formulation of the sampling frame in that:

- All units must have a logical, numerical identifier, for example, the schools can be named school number 1 number 2; school number 3 and so on.
- All units should be locatable and easily found – their contact information, map location or other relevant information is present.
- The frame must be organised in a logical, systematic fashion
- Every element of the population of interest is present in the frame
- Every element of the population is present only once in the frame
- No elements from outside the population of interest are present in the frame
- The data is up-to-date

3.8. Data Processing.

3.8.1. Data collection and processing steps

Figure 3.8.1. Shows the various stages involved in handling the data.
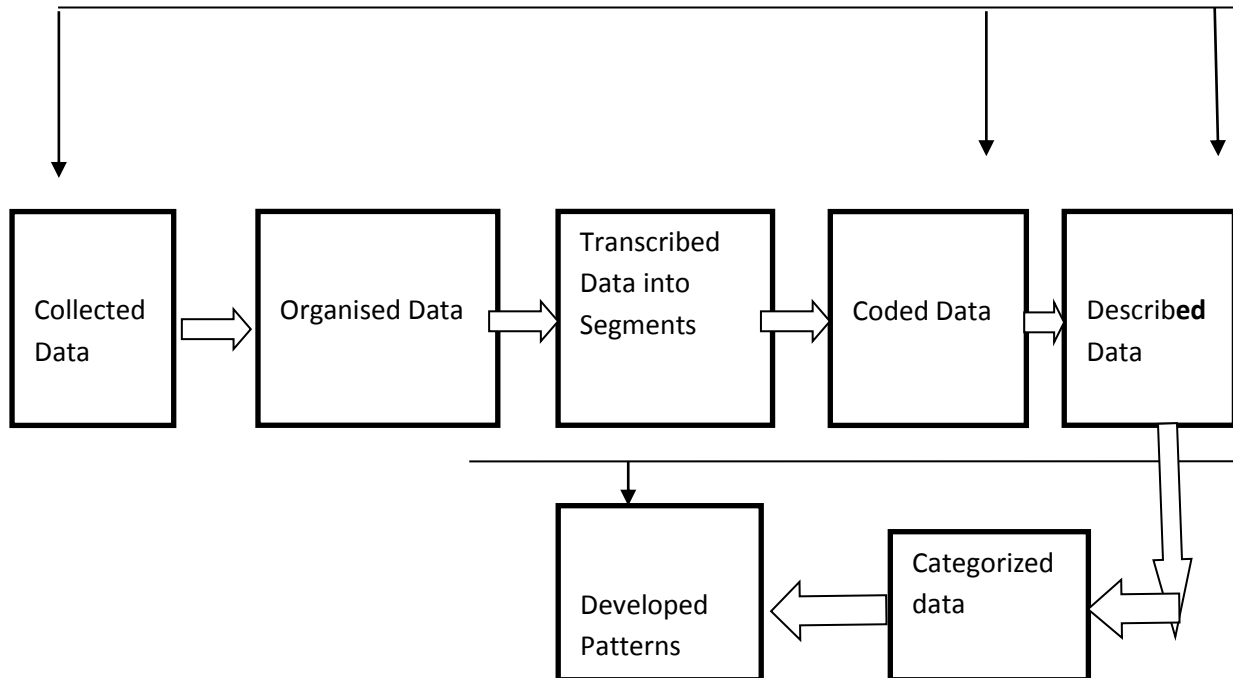
Adapted from McMillan and Schumacher (2009).

The above figure (3.8.1.) presents a simplified format of all the steps that were involved during the researcher's encountering with the research data. The steps show that the collected data was carefully organised into qualitative and quantitative data before the researcher started the transcription process. Codes were then developed and the data categorised into thematic patterns.

These steps are further simplified in figure 3.8.2.1 below. See also the inclusion and the elaboration of the exact activities that the researcher used in dealing with the data at various levels of the project.

3.8.2. Data collection and processing steps

Figure 3.8.2.1.Data processing steps

ACTIVITY	INSTRUMENT/METHOD USED
Data collection	- Interviews - Observations - Field notes - Pictures - Questionnaires
Data organisation	- Checked data for accuracy. - Added an identification code to each respondent. - Transcribed interviews. - Identified all the data sources, such as individuals, site and date. - Created analytic memos based on the themes and categories. - Identified key ideas and marked emerging themes. - Organised or combined related themes into major categories. - Wrote down selected data analysis choices.
Data transcription	- No audio or video recordings were used for interviews. - Verbal interviews were transcribed into scripts and read back to the subjects. - Photographs also transcribed into scripts.
Data Coding	- Crystallisation - Immersion. - Highlighting important areas of the scripts.
Data description	- Qualitative, - Quantitative, but - Non-statistical.
Developing strategies	- Setting data collection time table. - Designing interview schedules. - Designing questionnaires. - Pilot visits to the schools. - Dropping questionnaires and interview schedules to subjects in advance to so they give informed responses.

Data categorisation	**PREDETERMINED CATEGORIES:** • Interview data for well-resourced schools(Principal) (4 schools) • Questionnaire data from SGB of well-resourced schools (4 schools) • Questionnaire data from marketing Committee/Finance Committee of well-resourced schools (4 schools). • Interview data for principals of poorly resourced township schools (4 schools). • Questionnaire data from SGB of poorly resourced township schools (4 schools). • Questionnaire data from Marketing Committee of poorly resourced township schools (4 schools). • Data from observations and field notes.

3.8.3. Data analysis procedures

Interview transcripts, field notes and observations provide a descriptive account of the study, but they do not provide explanations. It is the researcher who has to make sense of the data that interpreting them (Gill, 2008).

Macmillan and Schumacher, (2009) further explain that qualitative data analysis is primarily an inductive process where data is organised into categories and patterns and relationships among these categories identified. The researcher is inundated with a large amount of data that must be critically examined and synthesised and, as Koshy (2011) mentioned, the analysis, unlike in quantitative research where it is done summarily, in qualitative research, it must be done concurrently with the data collection.

Macmillan and Schumacher (2009: 366) further add that "the process is iterative, and recursive, going back and forth, between different stages…fieldwork leads to data but data may also influence field work. This view is supported by Gill (2008:430) explaining that: "…data analysis often begins during, or immediately after, the first data are collected, although this process continues and is modified throughout the study. Initial analysis of the data may also further inform subsequent data collection."

With the above views in mind, it was imperative that data collection, coding and transcription be done almost simultaneously. After each interview and field research,

the responses would be transcribed and coded for analysis before the researcher embarked onto the next assignment. This provided the researcher with the chance of revisiting the field to seek clarification or to hunt for additional data as well as to validate any emerging patterns.

Several analytical styles were considered for the project, but the more dominantly applied ones were the *crystallisation/immersion* and the *comparing and contrasting styles.* The two styles were deliberately selected because of their flexible nature in that the crystallisation style allowed the researcher to conduct intensive reflexive styles simultaneously (McMillan and Schumacher (2009), while the comparing and contrasting style was flexible and applicable to all intellectual tasks during analysis as comparison was inevitable (McMillan and Schumacher, 2009).

The ensuing traditional steps as adapted from McMillan and Schumacher (2009) were applied as part of the data processing process for this project.

3.8.4. Recording of the data

The use of interview and observation schedules to record the responses from subjects during the interview together with other recording methods like taking field notes and photographs were the dominant strategies of recording data that were used in this research. Photographs (Appendix F) and field notes (Appendix G) particularly provided the researcher with the primary information on the real issues of marketing or shortage thereof in the researched schools.

3.8.5. Data transcription

McMillan and Schumacher (2009) identify observations, interviews and audio-taped or recorded interviews as the three major data in qualitative research. However, as a mixed method research project that included data collection strategies from both quantitative as well as qualitative research methods, the transcribed data also included data from the questionnaires as well as artefacts and field notes.

Rule and Vaughn (2011) explain the importance of transcribing the data in that it helps in the conversion of the notes and other information into a format that facilitates analysis. Punch (2011) adds that for field and interview notes, it is best to

make brief summaries that can later be expanded, after the observations or interview. This strategy was effectively used by this researcher, where about an hour was set aside after each field trip to read through the responses on both interviews as well as questionnaires, including field notes and photographs, and then making accompanying comments about the progress of the interview, for example noting down any interruptions and so on. Creswell (2008) suggests that during the transcription process, the researcher should

- Use large margins for additional comments and coding
- Leave space between interviewer questions and participant responses.
- Highlight as appropriate to show headers, questions, different participants and comments
- Type words to record what was occurring during the session that could be important.

The above stated guidelines provided valuable insight during the data transcription progression as it created a platform for developing data codes based on the several and varying yet sometimes linked responses from the various departments within the schools.

3.8.6. Familiarisation with the data

After collecting the data, this researcher spent about an hour reading through each transcript over and over, trying to identify the key ideas. The key ideas were then highlighted and coded.

3.8.7. Data coding

3.8.7.1. Defining coding

According to the Wikipedia free encyclopaedia (2013): "Coding refers to an analytical process in which data, in both quantitative form (such as questionnaire answers) or qualitative (such as interview transcripts) are categorised to facilitate analysis. A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data." The data can consist of

interview transcripts, participant observation field notes, journals, documents, literature, artefacts, photographs, video, websites, e-mail correspondence, and more.

Coding is therefore the process of examining the raw data and the codes are illustrated in the form of words, phrases, sentences, paragraphs or labels. McMillan and Schumacher, (2009) identified the following types of coding: axial coding and open coding. The two coding types are dealt with later in the chapter.

3.8.8. How the codes were generated

The codes were generated from the key ideas in the transcripts. These codes were phrased and re-phrased over and over again, relating them to the study questions and the aims of the study. These generated codes later helped the researcher to develop the thematic categories that would guide the production of the final report.

Fig: 3.8.8.1. Examples open coding from the data
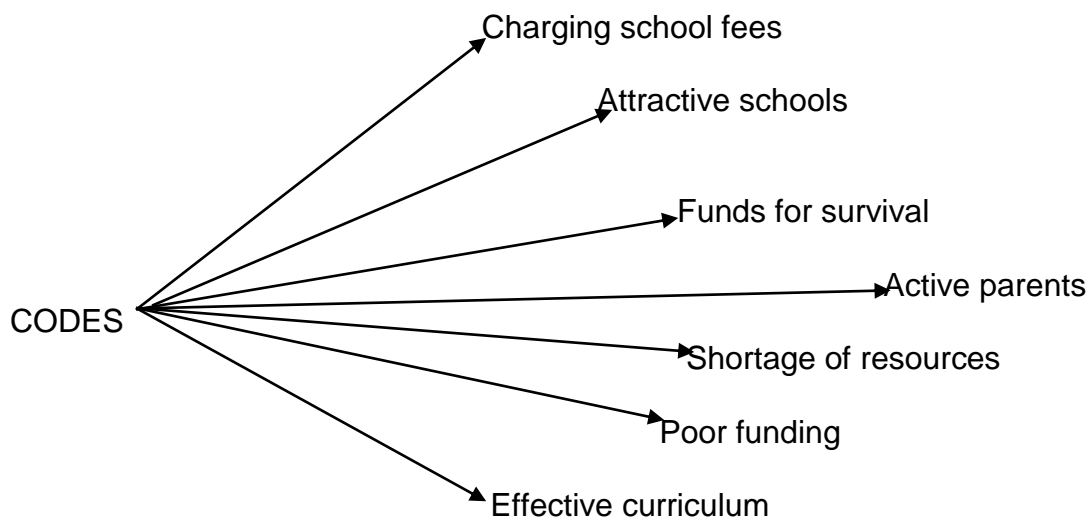
Once the coding was completed, then the responses were compared and contrasted in order to make meaning and were then further categorised into themes and sub-themes.

3.8.9. Data categorization and formation of themes and sub themes

The Wikipedia encyclopaedia (2013) explains the following important aspect about the formulation of categories or themes:

Thematic analysis emphasizes pinpointing, examining, and recording patterns (or "themes") within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question. The themes become the categories for analysis. Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report.

3.8.10. Searching for the themes

According to McMillan and Schumacher, (2009:376), "Categories (or themes) are entities comprised of grouped codes. A single category may be used to give meaning to codes that are combined…codes can be used in more than one category." Punch (2011) adds that categories (themes) represent the first level of induction by the researcher. Categories that represent main ideas may be labelled 'major' while those that represent less important ideas may be labelled 'less' (McMillan and Schumacher, 2009.).

The process of identifying these themes or categories is an arduous one as this researcher discovered. Once the coding process was done, the researcher then scrutinised each code and from the codes developed themes or categories that would help break the transcript up into manageable and understandable data. For example, from the codes shown above the following two themes were developed…where an extra code "**Big classes**" has been added. See some of the themes in figure 3.8.10.1.below:

Fig. 3.8.10.1. Axial coding- Forming themes from the codes

CODES: **INITIAL THEMES/CATEGORIES**

Charging school fees   Effective marketing strategies

Attractive schools

Funds for survival   The need for school marketing.

Active parents

Shortage of resources   School marketing challenges.

Poor funding

Effective curriculum

Big classes
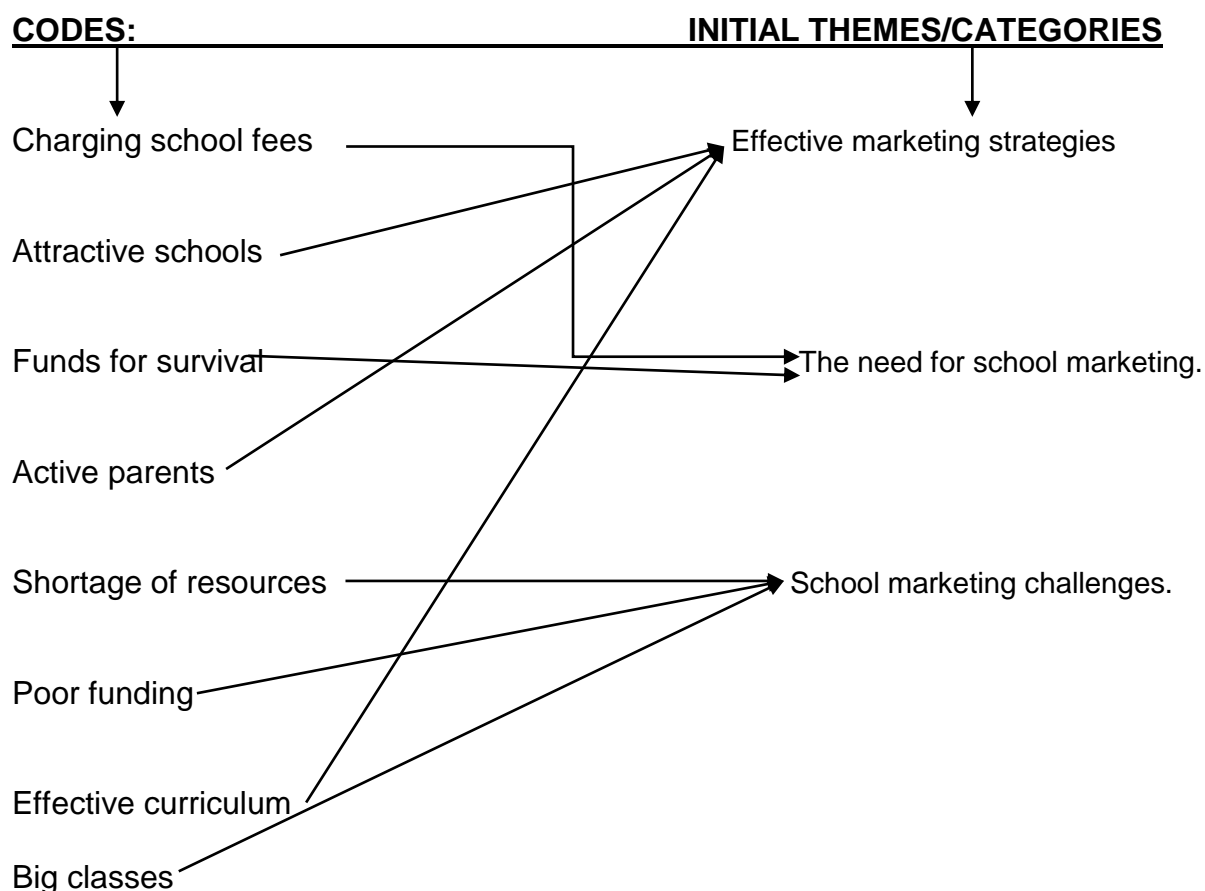
3.8.11 .Reviewing and the naming of the themes

Like the codes, the identified themes had to be reviewed several times until the final themes that matched the aims and questions of the study were well developed. The final themes were then named and used to produce the final report of the research findings.

3.9. Reliability, validity and trustworthiness

3.9.1. Reliability

As already stated in chapter one, the idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Other researchers must be able to verify the reliability of the results by performing exactly the same experiment, under the same conditions and generate the same results. This view is further confirmed in the Wikipedia, the free encyclopaedia (2012) where reliability is defined as:

"The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable."

Embodied in this citation is the idea of replicability or repeatability of results or observations. Although the measurement of reliability in a study, is largely positivist in nature, where such tools as experiments, quasi-experiments, tests and scales would be employed, there is a general consensus amongst many authors and researchers that the authenticity and validity of any research findings, whether qualitatively, quantitatively or otherwise, is determined by the reliability of strategies and instruments used in the research as well as the consistency of the findings. Reliability therefore measures internal consistency from one set of measurements to another. As Cronbach's Coefficient Alpha, explains; "Interrelated items can be summed to obtain an overall score for each participant" Wikipedia, the free encyclopaedia, (2012).

Therefore analysing latent constructs such as customer satisfaction, as is the case in this research study, to a very large extent, requires instruments to accurately measure the constructs.

With the consideration of the above, repeated measurements and observations for a series of individuals or individual schools that were researched were purposely done as a verification process on either outstanding or ambiguous information as supplied during the initial visits. This way, clarifications took place while additional data was discovered and emerging patterns validated.

Furthermore, by using research methods and data collecting instruments that have been tested and applied over time by many researchers, past and present, the reliability of the findings of this research project were enhanced at the very inception stage of the project. The consistency with which the questionnaire [test] items were answered and the largely matching responses from the interviews during which similar questions were asked on both the interview schedule as well as in the questionnaire, for example about the marketing strategies in the school, reliably informed the researcher about what could be described as *genuine occurrences* in

the school. This attribute of the instrument could be referred to as stability, where the results were repeatable.

3.9.2. Content validity

As with reliability, the traditional criteria for validity find their roots in a positivist tradition, which positivism itself has been defined by a systematic theory of validity McMillan and Schumacher, (2009).

Welman and Kruger (2004:80) provide the following explanation of what validity is in quantitative research: "Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit 'the bull's eye' of your research object?"
The above view is supported by McMillan and Schumacher, (2009:330), who explain that; "Validity …refers to the degree of congruence between the explanations of the phenomena and the realities of the world."

As a strategy to enhance validity in this study, the researcher therefore used prolonged and persistent field work, matching the findings of the research with the participant's realities. In addition, data collection methods were triangulated by means of interviews, questionnaires, observations and a study of artefacts. Verbatim accounts were recorded from the participant's literal statements while low-inference descriptors were used where observed situations were literally recorded during field trips. To add to the above-mentioned strategies, the researcher checked the accuracy of the data after each interview by reviewing the questions and the responses with the participant before leaving the field. This was further aided by recording some of the data mechanically through photographs which were later studied for clues on issues relating to effective marketing in the studied schools.

3.9.3. Trustworthiness

In the first chapter of this research project, it was mentioned that trustworthiness refers to the credibility and validity of qualitative research. Morse et al. (2002) particularly explain that the criterion in the qualitative paradigm to ensure "trustworthiness" is credibility, transferability, and confirmability. Some of the applied

strategies to this effect included negative cases, peer debriefing, prolonged engagement and persistent observation as well as audit trails and member checks.

3.9.4. Credibility

Nahid (2003:13) explains that credibility, deals with the question, "How congruent are the findings with reality?" In addition, Silverman (2011) explains that ensuring credibility is one of most important factors in establishing trustworthiness. There are several ways through which the credibility of a study can be confirmed. Below is a discussion of some of the strategies that this researcher employed towards achieving this goal.

3.9.5. Use of established research methods

Yin (2012:202) recognises the importance of incorporating "correct operational measures for the concepts being studied". Thus, the specific procedures employed, such as the line of questioning pursued in the data gathering sessions and the methods of data collection and data analysis used in this research project were derived, from those that have been successfully utilised in previous comparable projects.

As a mixed method research project, which itself was a triangulation of research methods (qualitative and quantitative methods), a further triangulation of data collecting tools which included questionnaires, interviews, observations and a study of artefacts was adopted. The simultaneous use of the two well established research methods and different data collection tools complimented each other well towards the justification of thee selected research design. The above view is supported by Dawson et al and (2011) who explain that the use of different methods in context compensates for their individual limitations and exploits their respective benefits.

Furthermore, the use of the case study approach, a traditional qualitative research method, together with the digital media for taking photographs (as proof of visitations of the researched institutions) further enhanced the credibility of the study.

In addition, carrying out a pilot study of the organisations themselves, worked well in enhancing the rapport between the researcher and the subjects. This assisted with the establishment of a relationship of trust between the parties which later made it easier for the researcher to, in cases where additional information or clarity on certain issues was needed, pursue prolonged engagements on the field. Site revisits too helped the researcher to make fresh observations, verifying details with the respondents, all this being done within the framework of established research strategies and practices.

3.9.6. Triangulation

McMillan and Schumacher (2009) explain that triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies. However, as other authors like Gay and Airasian (2003:41) add, triangulation goes further than just that. "It also involves any convergence of strategies, be it research methods, data collection tools, different subjects on the same topic or views from various sources about a phenomenon, amongst many more."

Another form of triangulation that was employed was via data sources, through the involvement or the use of a wide range of informants. For example, three participants were initially targeted in each of the eight schools that were studied, making a possible total of twenty four respondents*. (The school Marketing Teams were later removed from the targeted list as all the researched schools did not have them).* In each school, the principal was interviewed, while a member of the School Governing Body completed a questionnaire on basically the same subject. If the information was not corroborated, then the researcher went back to the institution to seek clarity on those issues. And as Gay and Airasian (2003) explained, where similar results emerge at different sites, then the findings may have greater credibility in the eyes of the reader.

3.9.7. Transferability

McMillan and Schumacher (2009) point out that external validity "is concerned with the extent to which the findings of one study can be applied to other situations. Since the findings of a case study project are specific to a small number of particular

environments and individuals, it is not necessarily always possible to demonstrate that the findings and conclusions are applicable to other situations and populations. In support of this view, several authors on the subject concur that many naturalistic inquirers believe that, in practice, even conventional generalisability is never possible as all observations are defined by the specific contexts in which they occur.

However, having pointed that out, it is equally imperative to point out, as McMillan and Schumacher (2009) suggest, that, although each case may be unique, it is also an example within a broader group and, as a result, the prospect of transferability should not be immediately rejected. This view is further debated supportively by Silverman (2011) in that it is also important that sufficient thick description of the phenomenon under investigation is provided so as to allow readers to have a proper understanding of it. This should enable them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations. Thus information on the following issues was given at the outset:

a) The number of organisations taking part in the study and where they are based;
b) The type of people who contributed data;
c) The number of participants involved in the fieldwork;
d) The data collection methods that were employed;
e) The number and length of the data collection sessions; and
f) The time period over which the data was to be collected.

The above-mentioned issues were considered during the course of the study where a total of eight schools were researched in District 11, in the South of Johannesburg, with three a possible total of respondents selected per school. All the researched schools were public schools, grouped into two clusters by their quintile statuses as provided by the Gauteng Department of Basic Education.

This grouping was deliberately calculated in order to expose, firstly the similarities and differences (if any) in the challenges that the four schools in the disadvantaged township background faced in pursuit of an effective curriculum. Secondly, the grouping was also aimed at comparing the similarities and differences in resources

and the general administrative practices that affect school marketing planning and implementation that the four former Model C schools practised. The third scenario centred on exposing whatever curriculum and marketing strategies advantages, (if any) the better resourced former Model C schools held over the township schools.

The above-mentioned work, that was carried out through a total of sixteen sessions (two visits per school), with each initial session lasting at least half an hour for the interview, and another fifteen minutes used for observations and the studying of artefacts, the researcher felt that enough ground was covered for the generalisabilty and transferability of the findings of this project to other schools under similar circumstances in the Gauteng Province.

3.9.8. Confirmability

The concept of confirmability is the qualitative investigator's comparable concern to objectivity (McMillan and Schumacher, 2009). Here, steps were taken to help ensure as far as possible that the research findings were the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The role of triangulation in promoting such confirmability, especially to reduce investigator bias was emphasised. McMillan and Schumacher (2009) remind researchers that the key criterion for confirmability is the extent to which the researcher admits his or her own predispositions. To this end, therefore, beliefs underpinning decisions made by this researcher and methods adopted were acknowledged within the research report.

Furthermore, the reasons for favouring the mixed method design and the case study approach when others could have been used, and the weaknesses in the techniques actually employed have also been admitted. In terms of results, preliminary theories that ultimately were not borne out by the data are also discussed in the next chapter. As a reminder, Suss (2012:118) explains, "that detailed methodological description enables the reader to determine how far the data and constructs emerging from it may be accepted."

 One very critical procedure then was the adoption of an audit trail which, according to several authors, allows any observer to trace the course of the research step-by-

step via the decisions made and procedures described. This trail of events, showing how the data was gathered and processed during the course of the study leading to the formation of recommendations, is diagrammatically represented in the next chapter.

3.10. Ethical clearance considerations

This research project complied with the requirements of the University of South Africa's (UNISA) policy on Research Ethics 1 of 2012. The research was carried out guided by the prescribed moral principles of the above-mentioned document. Clearance to resume the research was formally granted by the University of South Africa Research Ethics Committee before the field work started. In addition to the Compliance Certificate to do the research, the researcher also sought and was granted permission by the Gauteng Department of Basic Education to do the research in the schools. Furthermore, permission had to be sought from school principals before any field work could commence. This was done by writing formal request letters, asking for permission to do research in their schools.

Before embarking on the field work, this researcher sent letters to all the prospective respondents/participants asking for their unforced participation in the study. These letters, together with consent forms, explained to the prospective respondents the rationale behind the study, its scope, parameters and duration, stating at the same time that the participants were under no obligation to take part in the study, beyond their willing involvement.

The following guiding principles of research as provided by the UNISA policy on Research Ethics, 1 of (2012) were used as to guide all elements of the research project:

3.10.1. Respect for and protection of the rights and interests of participants and institutions
The UNISA Policy on Research Ethics, 1 of (2012) document clearly states that: "Researchers should respect and protect the dignity, privacy and confidentiality of participants and where relevant, institutions, and should never expose them to procedures or risks not directly attached to the research project or its methodology."

With the above realisation in mind, this researcher took it upon himself to address the issues of privacy and confidentiality of the participants and their institutions by using pseudonyms and deleting real names from photographs and pictures that are used in the appendices.

3.10.2. Informed and non-coerced consent

The participants were assured of confidentiality and anonymity while the intended use of the data was explained to them. The length of time planned for the interviews and completion of other instruments like questionnaires was also explained to the participants. The researcher further explained to the participants that participation was not compulsory and therefore withdrawal without having to explain the reasons would be within the participants' rights without any penalties or reprisals as a consequence thereof.

3.10.3. Privacy and empowerment

According to McMillan and Schumacher (2009:335) "deception violates informed consent and privacy." Therefore, the participants were assured of the importance of their participation in the study so that they would find meaning and satisfaction as they willingly contributed. The researcher had to allay all fears through honest negotiation with the participants and appreciation for their time and contributions towards the study. The researcher approached the participants with respect, and assured them of respect while empowering them to make informed contributions by sharing their views in an open and unintimidating atmosphere.

3.10.4. Caring and fairness

The researcher had to guard against creating situations that would make the participants feel uncomfortable or humiliated during the research process. This would cause a loss of trust, eventually resulting in withdrawals. The researcher avoided asking questions of a personal nature and also made concerted efforts to adopt a sympathetic questioning style.

3.11. Chapter conclusion

An attempt to define 'research' as well as 'educational research' empirically has been made in this chapter. Furthermore, research paradigms namely; the post-positivism, constructivism, pragmatism as well as the transformative world view were also discussed and defined in the chapter. This was done in relation to their influences in this research project. The chapter also discussed the three major research designs (qualitative, quantitative as well as the mixed method designs) together with the Case Study approach in relation to the way they have influenced this project.

The mixed method research design in particular generated the most interest as this project was constructed on its foundations. The Case Study (together with its advantages and disadvantages) was identified as the main research method, using data collection instruments from both the qualitative and the quantitative research designs, such as questionnaires, observation and interview schedules.

The chapter also listed and discussed the five data collecting strategies that were employed during the fieldwork. The data collecting tools were also mentioned and discussed in detail as well. These instruments included questionnaires, structured interviews schedules, filed notes, documentary evidence and photographs a well the use of systematic observations.

The population from which the study sample was taken was discussed together with the purposive sampling technique that was used. Such terms as 'population,' 'sampling' and 'purposive sampling,' were defined and elaborated on with relevant examples given.

Data analysis procedures like; information transcription, coding, and theming were also discussed with relative exhaustion, where each concept was defined and the reasons behind its implementation explained clearly. In addition, the issues of triangulation as a strategy to achieve the balance and authenticity within the project were also discussed and elucidated. Issues of ethical consideration were also discussed in the chapter.

While this chapter covered and discussed issues relating to the empirical structure of the research project, including data collection strategies, the next chapter proceeded to discuss the presentation, the analysis and interpretation of the collected research data.

4.0. Introduction

This chapter covers a presentation and an in-depth analysis as well as the interpretation of the results of the research project. This presentation and analysis is based on the outcomes of the participants' responses during the interview and questionnaire sessions. The analysis was done both in writing and graphically. Data was analysed through synthesising each question and response both in their isolated nature and as well as collectively with the other questions and responses. While in certain cases the responses from the township schools were analysed in isolation from those responses from the former Model C schools, the analysis was generally produced as a compact manuscript that gives a fair collective presentation of the data.

4.1. QUANTITATIVE DATA ANALYSIS:

4.1.1. PRESENTATION OF THE STATISTICAL DATA;

4.2. Data collected from the pilot study

McMillan and Schumacher (2009:233) explain that; "the term *pilot studies* refers to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule." The two authors add that:

- Pilot studies are a crucial element of a good study design. (Although) conducting a pilot study does not guarantee success in the main study, it does increase the likelihood.
- Pilot studies fulfil a range of important functions and can provide valuable insights for other researchers.

Meanwhile Gay and Airasian (2003:128) advise that "a pilot study is usually carried out on members of the relevant population, but not on those who will form part of the final sample. This is because it may influence the later behaviour of research subjects if they have already been involved in the research."

In view of the above realisations, once the research instruments had been designed, schools selected and the ethical clearance obtained from both the Gauteng Department of Basic Education (GDoE) and UNISA, (See appendix G and I respectively), the researcher set about implementing pilot studies on five crucial areas relating to the research project. Mock research sessions with teachers from the researcher's school were carried out.

4.2.1. Reasons for conducting a pilot study

The pilot study was carried out to adequately test the research instruments, to assess the feasibility of the full-scale study and also to design a research protocol. Furthermore, a pilot study was also necessitated by the researcher's desire to assess whether the protocol was realistic and workable. It also presented the researcher with a chance to test the effectiveness of both the sampling frame and the sampling techniques that were implemented during the population sampling period. This would determine the likely success or problems relating to or emanating from the recruitment approaches for both the research sites and prospective subjects.

The identification of the likely logistical problems which might occur using the proposed methods presented the researcher with the opportunity to restructure the course and direction of the research to suit the prevailing conditions. For example, once the researcher discovered that none of the schools had marketing teams, then the research questions for the other subjects had to be restructured so as to accommodate content that would have been referred to the schools' marketing committees.

In addition, the pilot study enabled the researcher to collect preliminary data which, although not formally applied in the project's findings, provided an important platform from which to launch the field research. This provided the researcher with an 'estimation scale' on the budgetary demands in terms of time and financial resources needed to complete the field research.

By embarking on the pilot study, the researcher also had an opportunity to explain to and convince the subjects of the worthiness of this project, hence the need for them to support it.

4.2.2. The benefits of carrying out a pilot study for this research

During the pilot study, the researcher visited each targeted school where, permission was requested and introductions between the researcher and the prospective subjects made. This 'familiarisation trip' enabled the researcher to get contact details of the subjects and also to make appointments.

The following targets figure 4.2.2.1, were reached by carrying out the pilot study for the research project.

Table 4.2.2.1. The activities of the pilot study

	Pilot study 1	Pilot study 2	Pilot study 3	Pilot study 4	Pilot study 5
INSTRUMENTS	Interview schedules	Questionnaires	Observation schedules	Digital Camera	Pre-research sites visits
STRATEGY	Mock peer interviews	Mock peer completion of questionnaires	Mock unobtrusive observation of own school	Mock requests for taking pictures of vicinity of own school	Visiting all eight research sites prior to the main research to introduce self to the prospective subjects and request permission from principals to investigate their schools.
RESULT(S)	Questions were re-structured and made more relevant.	Questions were criticised and restructured and made more relevant.	The researcher gained an idea of the atmosphere in the schools as well as the range of resources the schools had.	The researcher got to see the quality of the infrastructure, uniform etc.	Rapport was created with the available subjects. The researcher discovered that the schools had no marketing committees.

4.2.2.2. The schools that were involved in the pilot study

School	Request accepted(Y/N)	Consent letter signed
01	Y	Y
02	Y	Y
03	Y	Y
04	Y	Y
05	Y	Y
06	Y	Y
07	Y	Y
08	Y	Y

KEY: Y= Yes

4.2.3. Who were the targeted participants?

The targeted participants were the eight school principals for interviews, eight members of the SGBs, one from each school and eight marketing committee members, also one from each school. Each school's principal was interviewed while an SGB representative from each school was asked to complete a questionnaire.

Unfortunately, none of the schools had active marketing committees. See Table 4.2.3.1 below for a list of the prospective and available targeted research subjects.

Table 4.2.3.1. Available and unavailable targeted research subjects

	School's code name.	Principal interviewed?	Reason if not.	SGB completed questionnaire?	Reason if not.	Marketing Committee completed questionnaire?	Reason, if not.
	01	Yes	N/A	Yes	N/A	NO	No such committee at the school.
	02	Yes	N/A	Yes	N/A	NO	No such committee at the school.
	03	Yes	N/A	Yes	N/A	NO	No such committee at the school.
	04	Yes	N/A	Yes	N/A	NO	No such committee at the school
	05	Yes	N/A	Yes	N/A	NO	No such committee at

							the school.
	06	Yes	N/A	Yes	N/A	NO	No such committee at the school.
	07	Yes	N/A	Yes	N/A	NO	No such committee at the school.
	08	Yes	N/A	Yes	N/A	NO	No such committee at the school.
Total subjects	➡	8	➡	8		0	➡ 16

- **Explanation of table 4.2.3.1.**

The second column from the left shows the number of school principals that were interviewed. All eight (100%) were available and they were interviewed as planned. The fifth column from the left shows the number of SGB members that completed the questionnaires per school, also eight altogether. (100%). The seventh column, also from the left indicates the marketing committees that were missing from all the schools. This had an effect on the actual number of subjects that took part in the research as it dropped from the originally anticipated 24 to 16. (See bottom row of table 4.2.3.1 above).

Some of the school principals (3) (37.5%) from the former Model C schools suggested that the schools' marketing campaigns in their schools were run by their SMTs and the SGBs.

4.2.4. The importance of keeping subject's contact details

Getting the subject's cell phone numbers as well as their e-mail addresses created communication contact between the researcher and the subjects even before the field work had started in earnest. This rapport was particularly helpful in the later stages of the research when the researcher had to revisit some of the sites for further information or clarification of certain issues pertaining to the research or some of the subjects.

4.3. Biographical data of the participants

4.3.1. Biographical data of members of the SGB members

Table 4.3.1.1. Biographical data of members of the SGBs

SGB member & school:	Age	Gender	Position	Years on the post	Race
01	60	M	Chair person	12 years	White
02	55	M	Chairperson	6 years	White
03	56	M	Chairperson	4 Years	Coloured
04	41	F	Secretary	2 Years	Coloured
05	54	M	Chairperson	7 Years	African
06	44	F	Secretary	4 Years	African
07	36	F	Treasurer	2 Years	African
08	46	F	Treasurer	4 Years	African

4.3.1.2. Analysing the SGB members' biographical data

The above table **(4.3.1.1)** presents a breakdown of the biographical information of the SGB members that completed questionnaires for the project. Four (50%) were from the former Model C schools while another four (50%) were from the township schools. Three (37.5%) of the four SGB members from the former Model C schools were male and they were Chairpersons while only one (12.5%) was female and she was the Secretary. One SGB chairperson from one of those schools had been in that position in the same school for twelve (12) consecutive years while the other two chairpersons had occupied the positions for six (6) and four (4) years respectively. The female secretary had been in the position for only two (2) years. Two (66.6%) of the three SGB Chairpersons were white while the other one (33.3%) was coloured.

Meanwhile in the township schools, all the subjects were black Africans. Their ages ranged from thirty six (36) to fifty four (54) years. There was only one male subject in

this group (the rest were female) and he was the only one that was an SGB Chairperson. He had been in that post for seven consecutive years. One female (44) years old was the secretary of her SGB and she had four (4) years' experience in that job. The other two females aged 46 and 36 respectively were both treasurers of their respective SGBs and they had two (2) and four (4) years of experience respectively.

4.4. The rationale behind the choice and the distribution of the research sites

4.4.1. Site choice

The four former Model C schools (three primary and one high school) that had been suggested by the Gauteng Department of Education as being among the best managed, functional and attractive schools with highly qualified teachers and overflowing waiting lists were purposely targeted for the research. The reason behind such a move was motivated by their appeal to the eye, and supposedly to the parents and prospective learners.

Furthermore, this selection further motivated by the fact that these highly recommended schools were also supposedly well marketed. If the findings of the research would confirm this assumption, then it was hoped, as it would be imagined, that some of the most effective marketing strategies used by these schools could be adapted and be used in the marketing of township schools that are struggling for financial and educational resources.

Investigating the marketing challenges that the selected township schools faced, and later suggesting solutions for them, without visiting these schools for first-hand information would not only be futile, but would also affect the validity and credibility of the research findings. As a result, the researcher decided to include four such (challenged) township schools in the research work so as to 'hear from the horse's mouth' about the kind of challenges that these schools faced. Four schools in Orange Farm, a township about 50 km south of Johannesburg, three primary schools and one high school, were therefore included in this research project.

4.4.2. The distribution of the selected schools

Three former model C primary schools (37.5%), one former model C High School (12.5%) as well three township primary schools (37.5%) and one township high school (12.5%) were targeted for the project. See table 4.4.2.1 below for the distribution of the above-mentioned research sites.

Graph: 4.4.2.1. List of the types and distribution of the selected schools
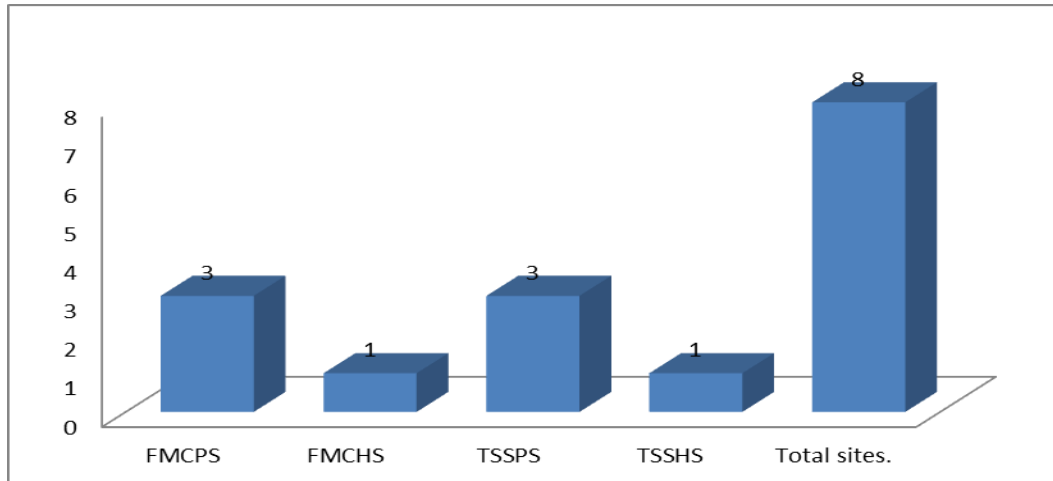
Key:

FMCPS= Former Model C Primary School

FMCHS= Former Model C High School

TSSPS= Township Primary School

TSSHS= Township High school

Each of the selected research sites represented 12.5% of the population sample. See figure 4.4.2.2 below.

Pie Chart 4.4.2.2: A percentage representation of the research population.

school 08, 12.50%
school 07, 12.50%
school 06, 12.50%
school 05, 12.50%
school 04, 12.50%
school 03, 12.50%
school 02, 12.50%
school 01, 12.50%
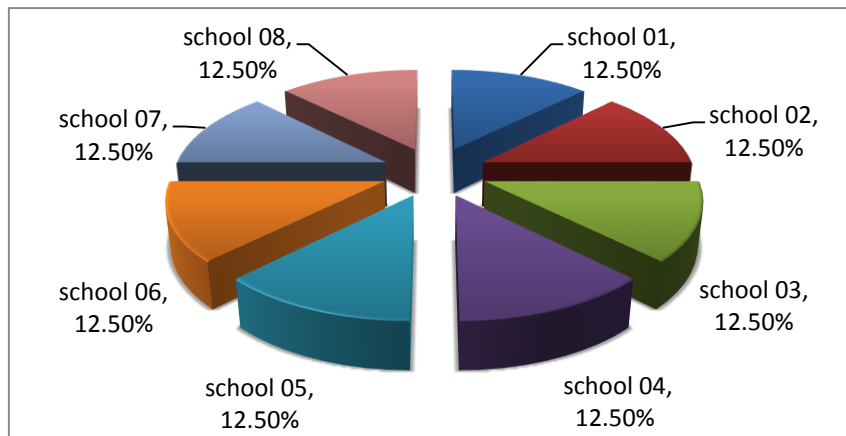
A total of eight schools (100%) were purposively sampled and researched for this project.

The researched schools were selected from a list that was provided by the Gauteng Department of Education. Please see figure 4.2.2.4 below, and Appendix (L) for a partial list of the schools in D11, South of Johannesburg.

The above even representation of the information about the selected schools is also presented in graph 4.4.2.3 below.

Column graph 4.4.2.3: An even distribution of the researched schools.
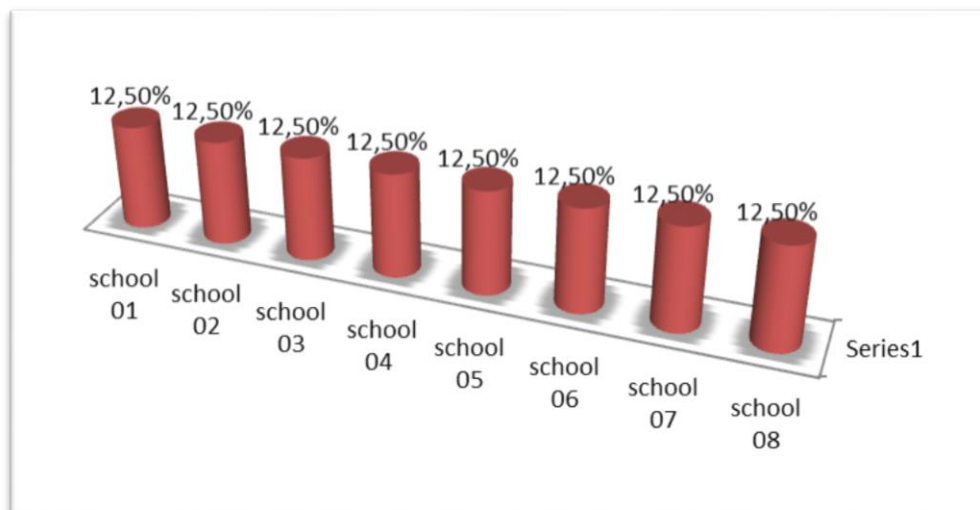
The genre of the selected schools is clearly broken down on Table 4.4.2.4 below. The schools were described through their code names, district, quintel, fee or no fee paying status, whether it was an underperforming school or not and so on. See

Table 4.4.2.4 below.

Table 4.4.2.4: Summary of researched schools.

number	name of institution	*district	quintile	no fee	underperforming	type of institution	relation with state	Budgetary requirements	Serious budgetary/	Geographical location
1	School 01	*JS	5	False	No	Primary	Public	Primary	No	Suburbs
2	School 02	*JS	5	False	No	Primary	Public	Primary	No	Suburbs
3	School 03	*JS	4	False	No	High	Public	Primary	No	Suburbs
4	School 04	*JS	5	False	No	Primary	Public	Primary	No	Suburbs
5	School 05	*JS	4	True	No	High	Public	Public	Yes	*T.S.
6	School 06	*JS	2	True	Yes	Primary	Public	Public	Yes	*T.S.
7	School 07	*JS	1	True	Yes	Primary	Public	Public	Yes	*T.S
8	School 08	*JS	2	True	Yes	Primary	Public	Public	Yes	*T.S

KEY: JS = Johannesburg South   TS = Township Schools

Table 4.4.2.4 shows a summary of the schools that were investigated. They have been indicated as school 01 -08 of which school 01-04 is a representation of the well-resourced former Model C (FMC) schools and from 05-08 is a representation of the under-resourced township schools (TS).

Pie Chart 4.4.2.5: The distribution of the selected schools
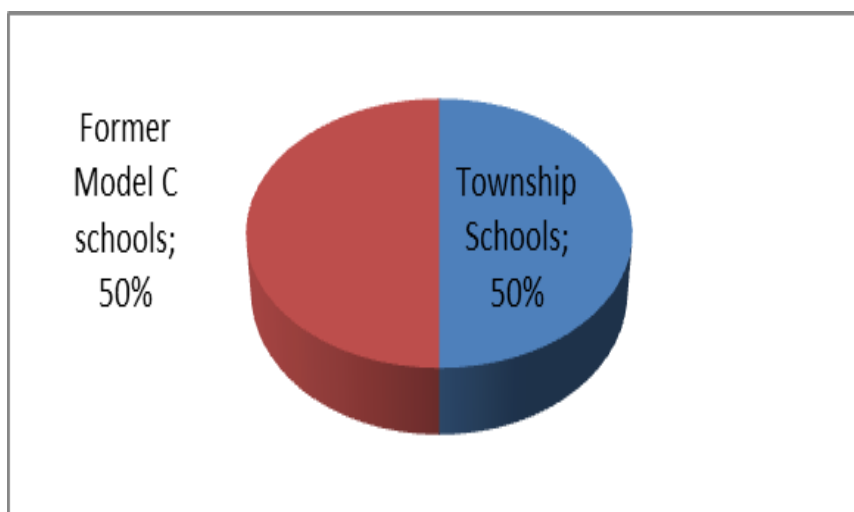
As already stated earlier, four of the researched schools (50%) were former Model C schools while the other four (50%) were township schools. (See pie chart 4.4.2.5 above).

Table 4.4.4.6 below shows the breakdown of the number of the former Model C schools (FMCSs), the TS schools, the anticipated number of respondents per school, the actual number of respondents that were available for the research

project, the expected total respondents and the actual total number of respondents that took part in the project.

Table 4.4.2.6: Population sampled break down

Sample type	Number of sites.	Anticipated respondents per site	Actual respondents per site	Expected total respondents.	Actual total respondents.
Model C schools	4	12	8	24	
				24	16
Township schools	4	12	8		

Below is a simplified statistical representation of the population size of each anticipated group for the research. The last bar shows the actual number of respondents that were involved in the study.

Graph 4.4.2.7: Population Sample Break down.
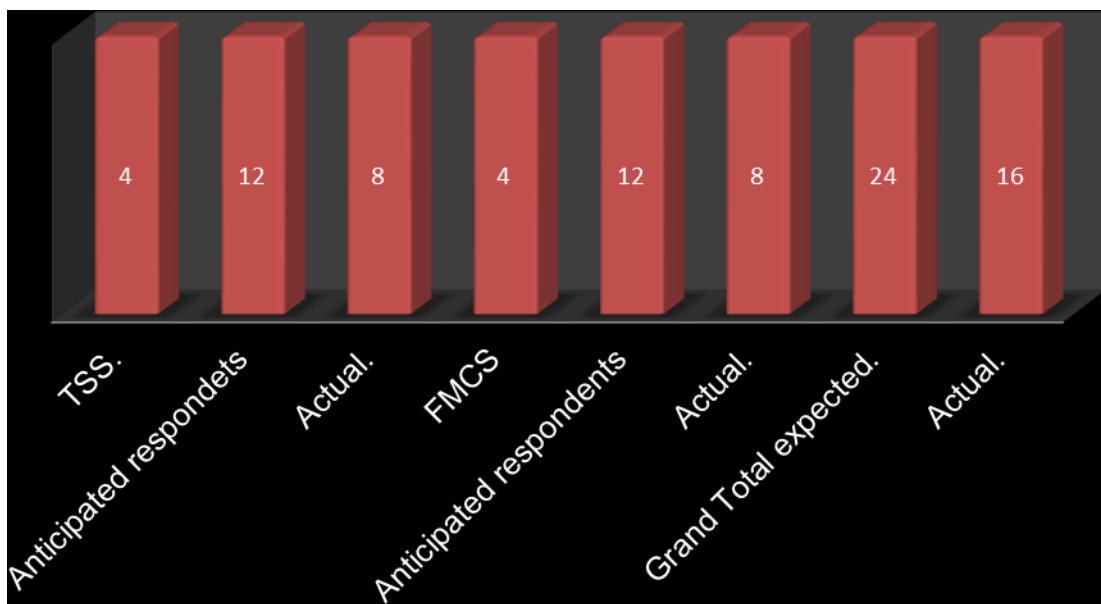
Figure 4.4.2.8: Measurement of site and respondent values

Former Model C schools	Anticipated respondents	Actual Respondents	Township schools	Anticipated Respondents	Actual Respondents	Total actual respondents
4	12	8	4	12	8	16.
50%	100%	66.6%	50%	100%	66.6%	66.6%

4.5. QUANTITATIVE DATA FROM THE QUESTIONNAIRES

Eight SGB members were asked to respond to a questionnaire relating to school marketing issues. (See Appendix A for the questionnaire).

In their responses all the eight (100%) SGB representatives stated that their schools had marketing strategies (despite not having marketing teams). The SGB members (100%) further indicated that their schools had vision and mission statements. Five (62.5%) further suggested that they understood what school marketing involved while the other three (37.5%) were not quite sure. In the process some school marketing strategies were suggested. See table 4.5.1 below.

Table 4.5.1: Most popular marketing strategies according to SGB members

Recommended strategies	Number of respondents that chose the strategy.	%
Word of mouth	8	100
Welcoming administration staff.	8	100
School magazines	4	50
Arts and drama.	6	75
Good curriculum	8	100
Clean school	8	100
Computer technology	5	62.5
Involving the community	5	62.5

The above listed school strategies were suggested by SGB members. Eight (100%) recommended 'Word of Mouth' as well as 'Good Reception' by the administration staff. 'Excellent curriculum' and 'keeping the school's premises clean' were also very popular amongst the respondents (100%). 'Arts and drama' got 75% of the vote while 'computer technology' and 'involving the community' were both at 62.5%.

4.6. Effective marketing strategies: The views of the SGB members

4.6.1. School marketing strategies from the SGB respondents

When asked to tick from a given list which strategies their schools used, the SGB members gave the following responses. (See table 4.6.1.1 below).

Table 4.6.1.1: Suggested school marketing strategies by SGB members.

STRATEGY	NO. OF RESPONDENTS THAT SUPPORTED IT.	% Rating.
Announcements during parents' evenings	8	100
Displays on notice boards	8	100
Publications on local newspapers	4	50
Radio or TV broadcasts and advertisements	0	0
Facebook	0	0
Twitter	0	0
YouTube	0	0
LinkedIn	0	0
Publication on the school's website	2	25
Cell phone messaging	3	37.5
Newsletters	8	100
Brochures	8	100
Flyers	8	100

4.7. School marketing challenges.

All the SGB representatives (100%) agreed that there was general parental apathy when it came to school-related issues. See table 4.7.1 below for more challenges.

Table 4.7.1: School marketing challenges

Respondent	Challenges	No. of respondents.	%
Two SGB representatives	Lack of skills	2	25%
Four SGB representatives	Learner absenteeism	4	50%
Eight SGB members	Lack of parental support	8	100%

As already explained in the chapter, none of the researched schools had marketing committees. However, the research work went ahead fairly successfully despite the setback of schools not having these committees. The questions that would have been referred to the marketing committee members from each school were then redirected to the school principals during the interviews without expanding or reducing the distribution of the research sites. See table 4.7.2 below:

**Table 4.7.2: Statistical representation of marketing committee members'
response from the eight schools**

School	Marketing Committees' Respondents' frequency	%	
01	0	0	
02	0	0	
03	0	0	
04	0	0	
05	0	0	
06	0	0	
07	0	0	
08	0	0	
		Total %	0

As the above table indicates, none of the schools had any marketing teams and so
this group was never researched.

4.8. Incorporating marketing as a strategy into public schools (See also 5.6)

The need to incorporate school marketing into the education system was generally
supported by the SGB members. Eight SGB members (100%) favoured an effective
curriculum while four (50%) further suggested that schools needed to inculcate a
culture of effective learning. In addition, one SGB member (12.5%) suggested that
SGBs needed to govern the school's resources transparently while it was further
suggested by five respondents, (62.5%) that school principals who implemented
good management skills usually elicited that effectiveness among their staff thereby
creating conducive environments for the advancement of the schools' policies (See
graph 4.8.1 below).

Bar graph 4.8.1: Ways of incorporating marketing into the school system
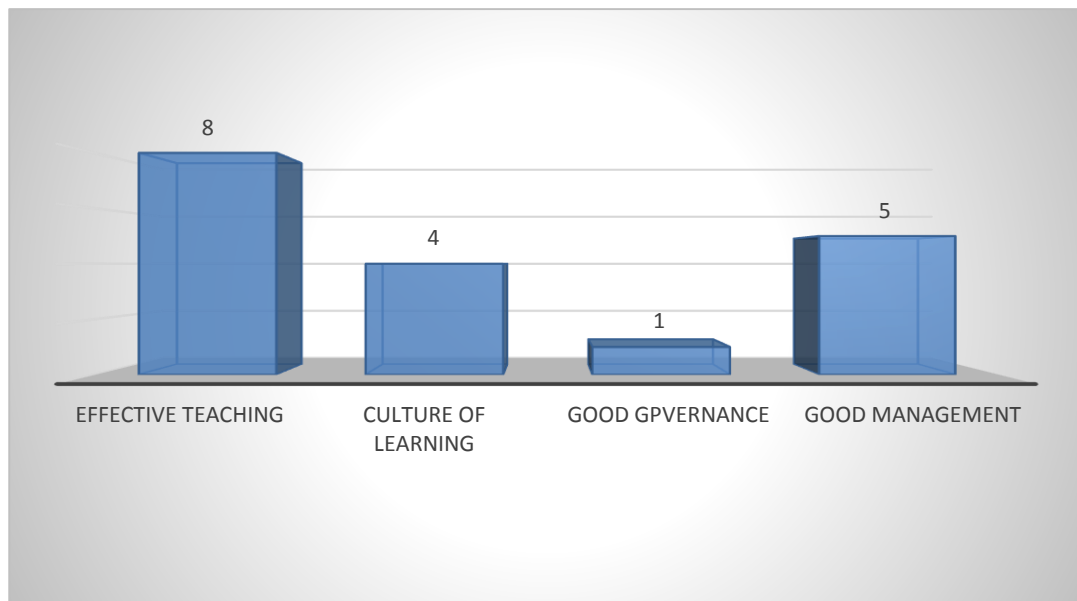
4.9. Analysing some of the contributing factors in determining a school's status

4.9.1. School fees

According to the information presented by the Gauteng Department of Education (DoE) the four FMC schools were Section 21 schools (National Quintile 4 and 5) in which most of the parents are not exempted from paying school fees for their children's education. On the other hand the four township schools were Section 20 (National Quintile 1 and 2), therefore considered disadvantaged and the parents there were fully exempted from paying school fees for their children's education. This is in accordance with the stipulations as published in the South African Schools' Act, SASA 84 (1996) that parents who are financially unable to pay school fees may be exempted while those who are financially able, have a legal obligation towards paying for their children's education.

Although the confines of this discussion do not stretch as far as discussing in totality the subject of the structure of educational funding; from the above discussion it becomes clear that there is a huge financial gap between the two sets of schools, with the township schools being on the receiving end. To confirm this, the four SGB members from the township schools (50%) explained that their schools were non-fee

paying schools while the four former Model C SGB members (50%) also confirmed that their schools were fee-paying (See Graph 4.9.1.1 below).

Bar graph 4.9.1.1: Number of schools according to fee paying (quintile status.
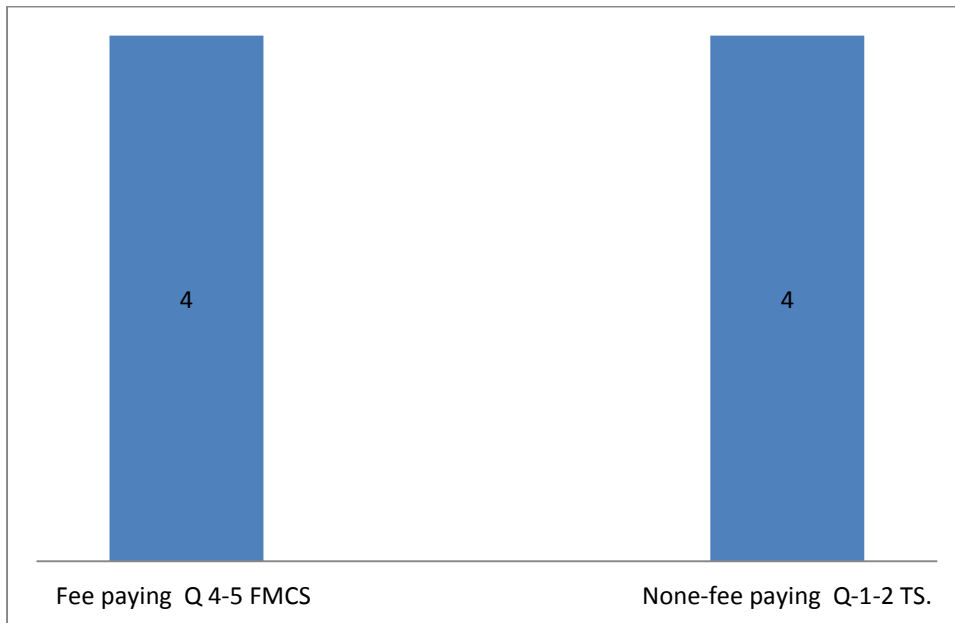
All the SGB members further indicated that the adoption of non-discriminatory policies that allow for integration of learner populations helped to market their schools. All the schools had learners from outside the Gauteng Province, while especially the former Model C schools had learners from other countries that neighbour South Africa (See Pie Chart 4.9.1.2 below).

Pie Chart 4.9.1.2: SGB members' views on the reasons behind learner enrolment and transfers
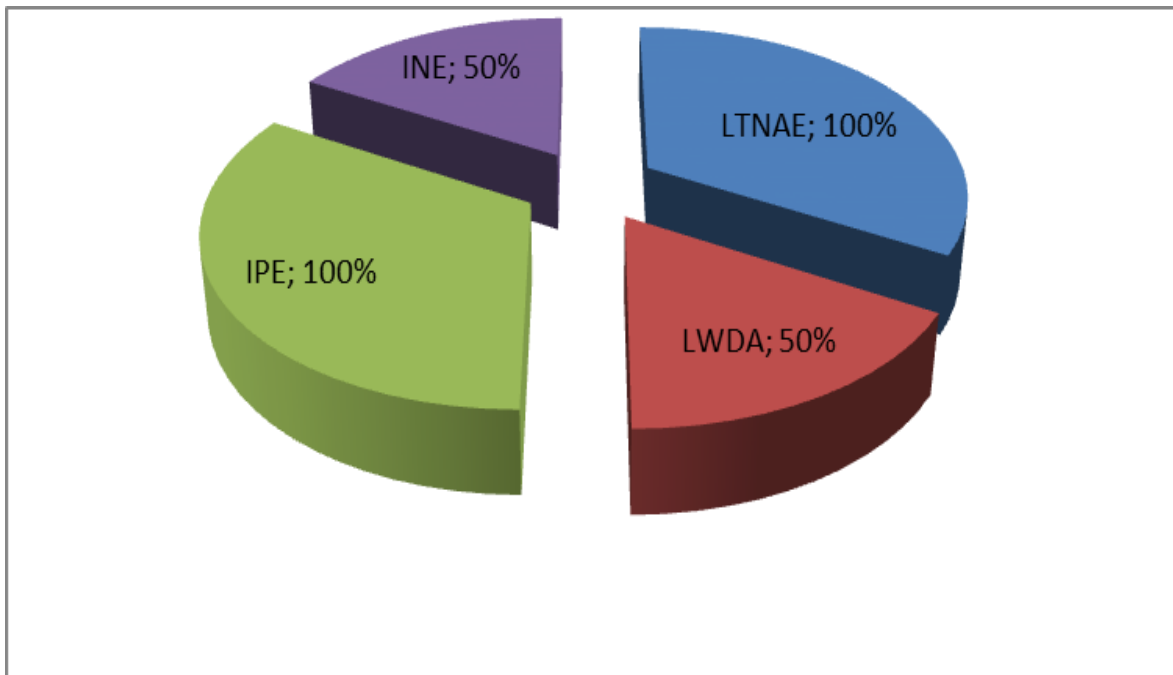
Key:

LWDA=Learners with disability

IPE = Inter-provincial enrolment

INE= International enrolment

LTNAE= Learner transfers not an exodus.

However, the SGB members from the former Model C schools explained that their schools were increasingly experiencing relatively large numbers of school fee-exemption applications from a large portion of the parents.

Furthermore, all the SGB representatives explained that accepting learners with disabilities also made them popular within the communities that they served (See Graph 4.9.1.3 below).

Graph 4.9.1.3: Schools that enrol learners with disabilities.

| Sch. 01. Albino | Sch. 03 Crutches | Sch. 06-crutches | Sch.07-wheel chair |
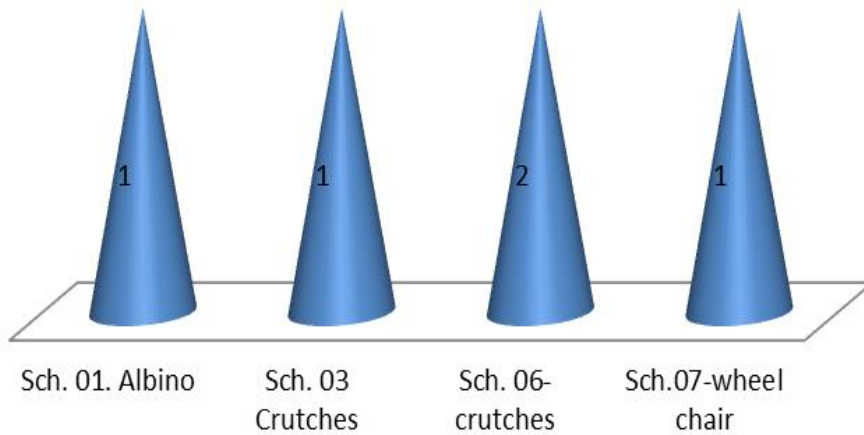
4.9.2. Why will school marketing benefit the township schools?

All the researched SGB members felt that effective school marketing has several benefits for not only the township schools but for all the public schools. The eight SGB members identified, increased enrolments, more per Capita grants, more parental support and ultimately effective learning as some of the major benefits of effective school marketing (See Column Graph 4.9.2.1).

Graph 4.9.2.1: Benefits of effective school marketing
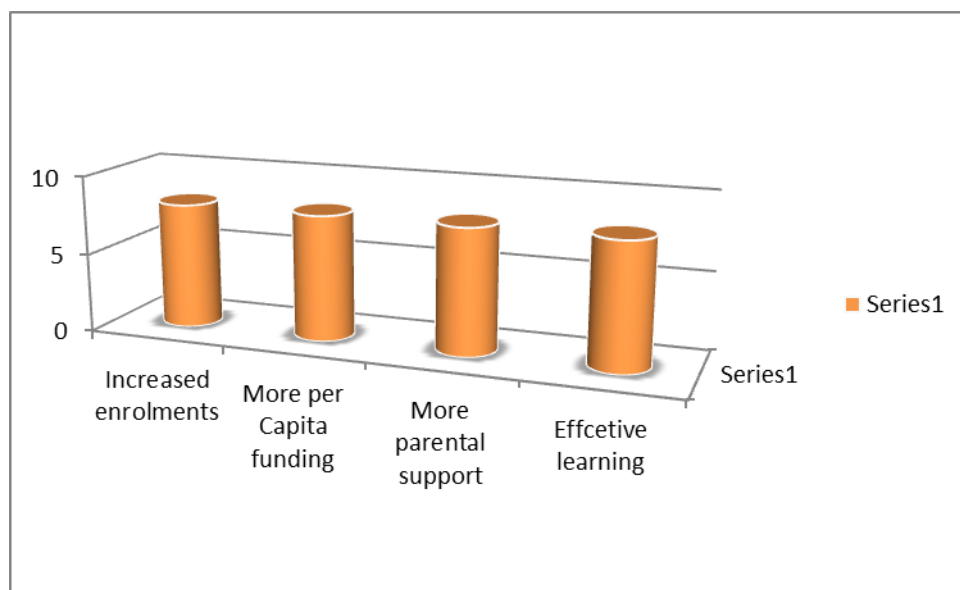
4.10. QUALITATIVE DATA PRESENTATION AND ANALYSIS

4.10.1. IMPLEMENTATION OF THE STRUCTURED INTERVIEWS

Eight school principals were involved in the structured interviews. Four were township school principals and the other four were from the former Model C schools. See table 4.10.1.1 below for their biographical data.

Table 4.10.1.1: School principals' biographical data

School principal	Age	Gender	Teaching experience	Experience as a school principal	Race
01	60	F	29 Years	14 Years	White
02	59	M	23 Years	7 years	White
03	49	F	20 Years	6 years	White
04	47	M	18 Years	6 years	Indian
05	45	M	18 Years	5 years	African
06	60	F	33 Years	14 Years	African
07	54	M	20 Years	11 Years	African
08	51	M	21 Years	8 Years	African

4.10.2. Analysis of the school's principals' biographical data.

Table 4.3.2 above gives detailed biographical information about the investigated school principals from all the eight schools. The table shows the age, gender, teaching experience and the experience of each principal as a school head. Fifty per cent of the former Model C school principals were female while the other 50% were male. Their ages ranged between 47 and 60 years while their teaching experiences ranged between 18 and 29 years. The oldest school principal was 60 years old while the youngest was 45 years old. The principals had leadership experience as school principals ranging from five to fourteen years. Three (37.5%) of the principals from the former Model C schools were white while one (12.5%) was Indian.

Meanwhile all four (50%) principals from the township schools were black Africans. Of the four principals (50%) only one (12.5%) was female. The other three (37.5%) were male. Their ages ranged between forty five (45) and sixty (60) years while their teaching experience ranged between eighteen (18) and thirty three (33) years. The oldest school principal in this category was a sixty (60) year old female while the youngest was a forty five (45) year old male. Their leadership experience ranged between five (5) and fourteen (14) years. The most experienced was the sixty-year-old female principal (14 years) while the less experienced was the forty five-year-old male principal (5 years).

From the above information, it can be argued therefore that there was a fairly high amount of experience both in teaching and in leadership among the school principals that were interviewed during the research. Their experience or lack thereof was particularly crucial towards determining the validity and reliability of their responses and how these would affect the trustworthiness of such information towards the findings of the project.

4.10.3. Effective school marketing strategies suggested by the school principals

There were conflicting views from the different school principals on exactly how school marketing should be handled. Several strategies were suggested though. See tables 4.10.3.1, 4.10.3.2 and 4.10.3.3 below.

Table 4.10.3.1: Marketing strategies as suggested by the school principals

Principal 01	Principal 02	Principal 03	Principal 04	Principal 05	Principal 06	Principal 07	Principal 8
Newsletter	School magazine	Partner-ships with companies	Effective teaching	Word of mouth	Kind and welcoming reception staff	Clean school environme nt	Clean uniforms
Pre-care facilities	School website	Bursary agreement with banks and big	Good manage-ment	Door to door registration campaigns	Extra-curricular activities.	Profession alism	SACE code of conduct

		companies		by SGB			by teachers
After-care facilities	School communicator	Brochures	Success in sports	Flyers	Billboards	Good infrastructure	Open days
Alumni Associa-tions	Cell phone Sms	Beauty pageants	Partnership with companies	Notice boards	School functions	Newsletters	Parent meetings
School's Blog	Local newspaper	Parents meetings	Web sites	Newsletter			Newsletters
YouTube	Newsletter	Effective teaching.	Facebook	Parents meetings	Newsletters	Parent meetings	Brochures
School magazine	Functions		Twitter	Sports	sports	Brochures	
Advertising in local newspaper	Brochures		Local sports teams and sports persons	Brochures	Brochures		

Table 4.10.3.2: How the former Model C school principals viewed school marketing.

Schools with marketing committees	Marketing run by SMT/ secretary or bursar or SGB.	Believe in school marketing	Need for marketing expertise	No time for effective school marketing/ general lack of interest
0	3	4	3	4

Similar sentiments were generally elicited by the township school principals. See table 4.10.3.3 below in comparison to table 4.10.3.2 above.

Table 4.10.3.3: How the investigated township school principals viewed school marketing.

Schools with Marketing Committees	Marketing run by SMT/ secretary or bursar or SGB.	Believe in School Marketing	Need for Marketing expertise	No time for effective school marketing/ general lack of interest
0	**0**	**4**	**3**	**4**

4.11. The national quintile rating of the schools (See also 4.4.2.4)

When asked what his school's national quintile rating was, one principal from a FMC school replied, *"The school was established in 1902. Historically it had been supported financially by the Apartheid Government, and had been well resourced…we are not getting the same support from parents and well-wishers any more but our quintile status has never been reviewed. Maybe the reason has to do with that we are still charging fees than anything else (sic)".* A township school principal replied, *"The school was initially a private school but was converted into a public school in 2009 when fewer and fewer learners could afford the fees charged by the former school owners…now we do not pay any school fees…most parents around here are either retired citizens looking after grandchildren (parents deceased) or unemployed."*

From the responses stated above, it was clear that the reasons were both historical and socio-economical. Historically, the FMC schools attracted rich white parents and were far better funded than the township schools. The Apartheid system had created educational inequalities through overt racist policies and to this effect, Ocampo (2004:11) wrote, "The Apartheid system created educational inequalities through racist policies. The Bantu Education Act of 1952 ensured that Blacks receive an education that would limit educational potential and remain in the working class. Educational inequality was also evident in the funding. The Bantu Education Act created separate Departments of Education by race, and it gave less money to Black schools while giving most to Whites."

However, as Khosa (2010:15) explains; "the Quality Improvement, Development, Support and Upliftment Programme (QIDS UP) - has been introduced to improve the poorest three categories of schools (Quintels1-3)."According to Khosa's explanation, from the year 2006 to the year 2009 the programme resulted in the additional expenditure of R2 billion on schools in the three worst-performing quintiles, (1, 2 and 3) comprising about 70 per cent of public schools. In disagreement, one TS principal commented; *"Most of the money is spent on the school feeding scheme and yet many schools still struggle for resources... the Department (of Education) must strike a good balance."*

However, all the eight interviewed principals (100%) together with the eight SGB members (100%) agreed that insufficient funding or wrong priorities caused the biggest challenge against effectively marketing the schools.

4.11.1. Why some of the schools are attracting more learners from near and far

The eight school principals (100%) confirmed that their schools attracted and enrolled learners from all over South Africa without discrimination. On the other hand, the four FMC school principals (50%) added that their schools also enrolled immigrant learners from countries like Zimbabwe, Angola, Mozambique and the Democratic Republic of Congo. One principal from a TS (12.5%) added that "*We have learners enrolled at our school from outside Gauteng Province… in many instances families have relocated to Gauteng and also our school is the only primary school that offers Isi Xhosa in our area."*

Furthermore, all the school principals (100%) and SGB representatives (100%) concurred that the transfer of learners from school to school is a general trend that does not necessarily always amount to an exodus, although admitting at the same time that most of the learners that come from the townships into the city schools are the ones whose parents can actually afford school fees, money that these schools desperately need. The threat of school fees loss when fee-affording parents relocated was realised by Lockhart (2011:9) when explaining that "when other schools take your students, they take not only the funds attached to these students, but also the voter and community support that is needed in advancing the school's initiatives."

4.11.2 .Analysing why enrolling learners with disability helps to market the school. *(See also 4.9.1.3).*

Three school principals, (37.5%) two from two township schools (25%) and one from the FMCS (12.5%) mentioned that they each had at least one learner with a disability and they see this as a marketing strategy (See also Graph 4.8.1.above).When pressed to explain how enrolling disabled learners helps to market the schools, one school principal from the one of the former Model C schools explained: " *Society is*

generally sympathetic with people that have disabilities, so when a school shows that it cares for such learners as well, it touches the hearts of many people."

4.12. Analysing what the principals understand by school marketing (SM)

One school principal from a FMCS described school marketing as *"making the public aware of your school in order to attract prospective parents and learners."* Another school principal from the same cluster responded, *"It is used to attract learners to your school by offering flyers, open days… as well as [by] word of mouth."* Furthermore, a principal from a TS described it as *"Advertising your school."* In clarifying the concept, Lockhart (2005: 2) explains that *"…every time you make improvements that enhance the learning environment, increase the attractiveness of the physical surroundings or seek to improve community relations you are thinking the same way a marketing professional does when he develops marketing programmes."*

It is evident from the subjects' definitions of the subject of school marketing that they have mostly narrowed it to focus on what goes on in the school, yet the strategy should be embracive and collective with all stakeholders and should also try and lure even more learners to the school. Lockhart (2005). While the above view is shared by several authors on the subject, one of the interviewed school principals pinpointed it when he said, *"The relationship the school establishes should be to create a long term project in which they build relationships, retain current learners and distinguish between the school's internal and external markets. Relationships are built on sustainability, credibility and the integrity of the school."*

4.13. Analysing the researched school principals' beliefs about school

    marketing

All the eight school principals (100%) from both clusters of the investigated schools expressed their belief that school marketing was critical for the survival of most of the schools in the modern competitive era. Such phrases as *'emit positive information about the school,' 'advertise,' 'effective teaching,' 'excellent results', 'promote the school'* and so forth indicate that there is a belief among most of the subjects that the good things that the school does should be communicated to the outside world as well. However the use of such phrases may also indicate the shallowness and the

incorrect categorisation of marketing. For example,one FMC primary school principal, when asked how she markets her school, replied, "*We are oversubscribed, so we do not have to market our school.*" This misconception was also realised in a study in English schools by Oplatka and Hermsely–Brown (2004). The mentioned authors discovered that "…principals of over-subscribed schools, in particular, were able to resist the pressures of the market due to their good position within it. In these schools marketing activities were unnecessary…" Several other marketing strategies were however suggested by all the subjects.

It is clear from the responses recorded in the above table that the most popular forms of marketing that these schools use are the newsletters and school gatherings. (The implication here will be discussed in the next chapter). It is worthwhile noting that some schools have gone followed he technological route, mentioning technologies like cell phone messages, school websites and blogs as well as social media sites such as Facebook and Twitter. The column graph below provides a representation of the above information:

Column graph 4.13.1: Types of suggested marketing strategies
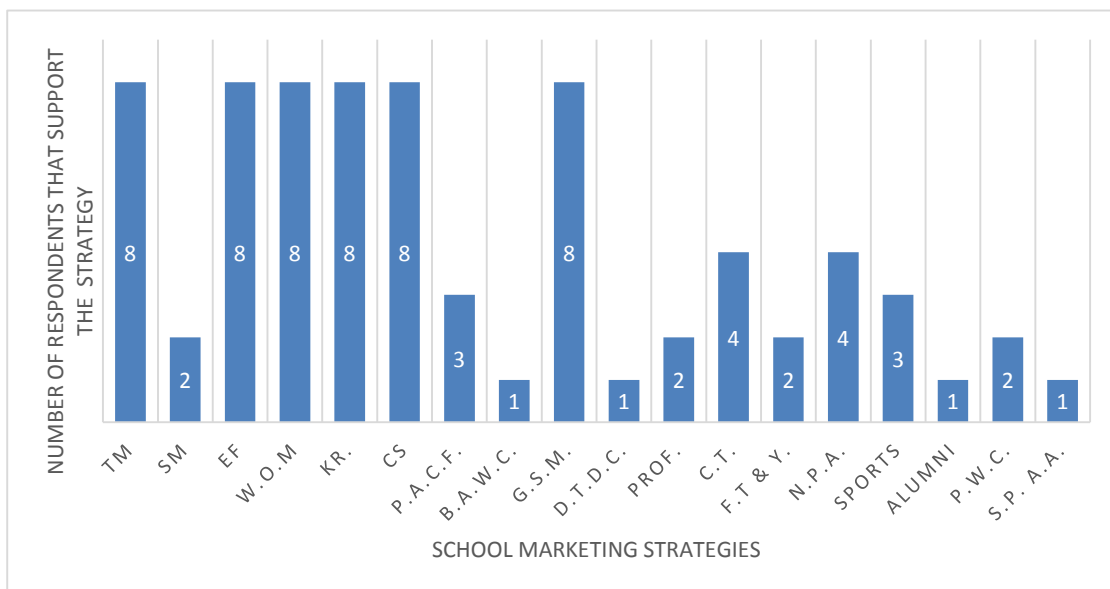
KEY: for the column graph 4.13.1

TM=Traditional marketing methods

SM=School Magazines

EF=Effective teaching

```
W.O.M=Word of mouth

KR= Kind Reception

CS=Clean school

P.A.C.F= Pre- & after-care facility

B.A.W.C. = Bursary Arrangements with Companies

G.S.M= Good School Management

 D.T.D.C= Door-to-door campaigns

PROF= Professionalism

C.T= computer Technology (School websites, blogs etc)

N.P.A= News Paper Advertisements

P.W.C=Partnerships with Companies

S.P.A.A=Sports Persons as Ambassadors
```

The graph above (4.13.1) shows that all the respondents (100%), (both principals and SGB representatives) favoured the traditional communication methods, such as newsletters, flyers, notice boards and the like to communicate with their audiences. Two (25%) felt that school magazines were effective. In other categories, all the investigated subjects (100%) felt that the word of mouth, a kind and empathetic reception staff (O'Connor [2004] calls this department the 'face of the school') as well as a good management system were excellent school marketing strategies. Only one school principal (12.5%) added that when schools source bursaries and/or scholarships for both disadvantaged and advantaged excelling learners, and this is publicised, it enhances its attractiveness to prospective clients. Other strategies that emanated from only one respondent (12.5%) were door-to-door campaigns, the alumni initiative as well as the use of sports persons as marketing ambassadors for the schools (These will be discussed in detail in the next chapter).

4.14. Challenges that the schools face in marketing themselves

Several authors have listed a plethora of challenges in the marketing campaign of both corporate and service businesses. For example Zaluaga (2008) identifies 'getting and keeping customers', poor funding, failure to obtain a talented and competent employee pool, poor performance by the general economy in a country

and a lack of well-researched strategies before companies can embark on marketing themselves as some of the prevailing challenges. For education, Lockhart (2005) O'Connor (2004), and Oplatka and Hemsley-Brown (2004) contend that every faculty and staff member must have a basic grasp of marketing principles to achieve the levels of service required to effectively market the (school) but unfortunately this is far from the case. In reality most principals and teachers have at most a very basic understanding of how to effectively market their schools. This conclusion was reached during the interviews with both principals and SGB representatives of the researched schools. For example, when asked what challenges the township schools faced in their marketing efforts, one school principal (12.5%) responded by saying, "*In my school we need knowledge on the effective marketing strategies.*"

In addition, all the researched schools (100%) felt that the biggest challenges emanated from poor funding (100%) and also one school principal (12.5%) from the FMCSs mentioned the high cost of advertising. Two responses from the SGB representatives mentioned the lack of skills from human resources as well as the lack of expertise. All the eight SGB (100%) members together with the four TS principals (50%) as well as three (37.5%) FMC school principals mentioned the lack of parental support on school projects as another major challenge. Table 4.14.1 below gives a summary of the data.

Table 4.14.1: School marketing challenges-principals' views.

Respondent	Challenges	%
Eight School principals	Poor Funding; lack of knowledge	100
One school Principal	Marketing knowledge	12.
One school principal	High costs of advertising	12.5%
Two SGB representatives	Lack of skills	25
Two School principal	Lack of human resource skills	25
Four SGB representatives	Learner absenteeism	50
Eight SGB members	Lack of parental support	100
Three FMC school principals	Lack of parental support	37.5
Four TS principals	Lack of parental support	50

4.15. Can effective school marketing help improve the quality of education?

All eight SGB members (100%) as well as the eight school principals (100%) felt that school marketing can indeed help improve the quality of education. One principal

from the FMCS explained that *"if the school is performing well in all or most of the areas, then it is likely to attract more potential clients (learners and parents). This creates an increase in school fees/funds."* See figures 4.15.1 and 4.15.2 for tabulated representations of the principals' responses.

Column graph 4.15.1: Can effective school marketing help improve the quality of education? School principals' responses *(See also pie chart 4.15.2)*
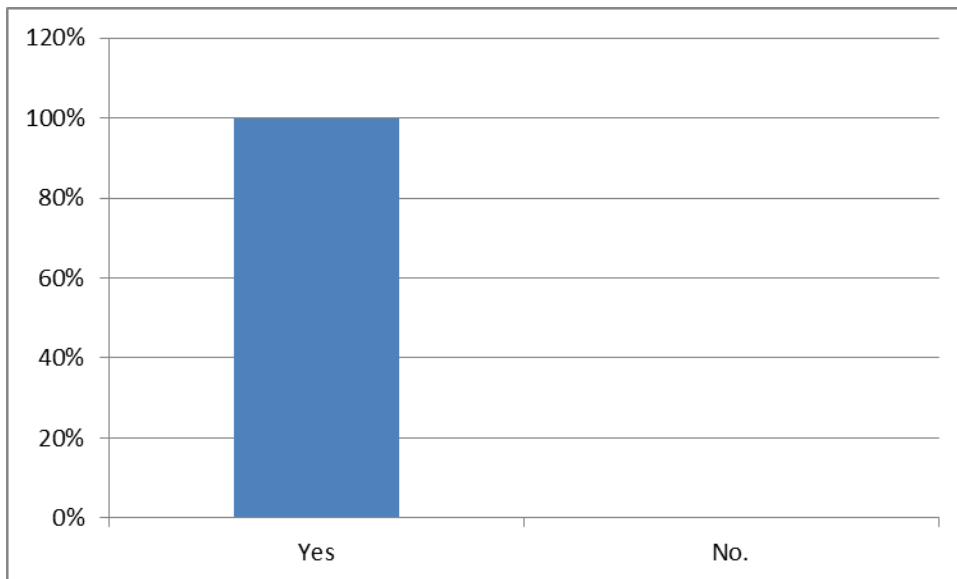
Pie chart 4.15.2: School principals' responses on whether school marketing can help improve education quality in schools.
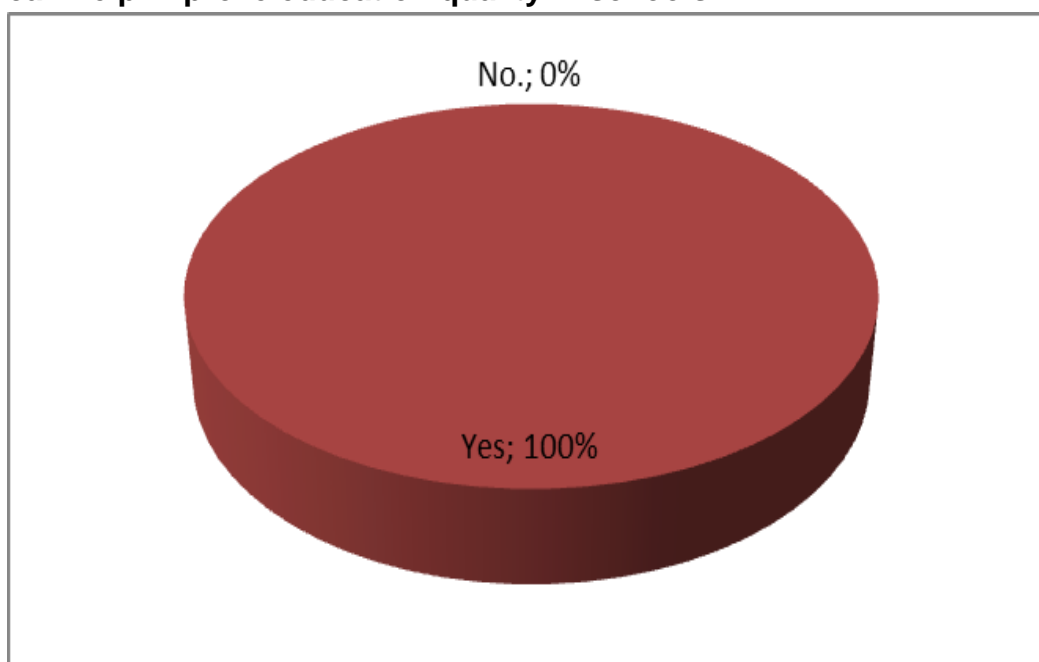
The Column graph (4.15.1) and the pie chart (4.15.2) above illustrate the interviewed school principals' responses towards the question: *Can effective school marketing help improve the quality of education?* All the eight interviewed school principals (100%) were affirmative in their responses to the question.

4.16. DATA FROM OBSERVATIONS.

4.16.1. Good infrastructure

All four FMC schools (50%) that were investigated had well-established infrastructure. All had the luxury of sports fields, including tennis courts, swimming pools, cricket nets and well-floored netball courts. The classrooms, although not so spacious, were neat and clean with tiled floors and also had roof ceilings. Their gates were either monitored by security guards employed by the SGBs or had buzzers that one presses to alert the administration office of their presence at the entrance. The gates were electronically opened and one just had to push it to close again.

4.16.2. Poor infrastructure

The researched township schools were a sharp contrast to what was observed in the former Model C schools. One school in particular had only four classrooms on a very dusty plot. The school gates were always locked with a padlock with no buzzer. There were no security personnel manning the gate so the visitor had either to hoot or find an object and bang the gate to attract someone's attention. It took about ten minutes before someone attended to this researcher and another three minutes of interrogation (to make sure that one was not a criminal) before the man who had responded went back to seek permission to open the gate. That was frustrating.

Furthermore, in one classroom there were about twenty young learners which the teacher described as a multi-grade class of grade fours and grade fives. The roof was leaking with no ceiling and the floor had potholes. The school did not have either a football pitch or a netball court (not even dusty ones). There was no running water as the water pump that supplied the water to the school had been broken for over six months by the time this study was made. The school had to rely on water tankers which sometimes did not arrive.

4.16.3. Reception of visitors

Although the township school described above seemed to be making every effort to maintain the safety of the learners and staff inside the structure, as a prospective parent, the most frustrating experience would be to feel treated like a criminal.(as was the impression with this researcher). It took about 15 minutes for this researcher to be allowed in and that was very frustrating.

A more detailed comparison of the discrepancies between the two sets of the investigated schools is provided in Table 4.16.1 below.

Table 4.16.3.1: Observed differences between the former Model C and the township schools

	UNOBTRUSIVE OBSERVATIONS.	
	Former Model c schools	**Township Schools.**
1	Electronic security gate with a buzzer	Padlocked gates or broken down gates
2	Covered staff parking	Open parking with no covers.
3	Clearly marked administration blocks	Some administration blocks within the classrooms without any clear marking.
4	About forty computers in the learners' computer labs	No computer labs.
5	Teachers' computer lab has Internet	No teachers' computer lab
6	Learner –teacher ratio at about 35:1	Learner-teacher ratio at about 40:1 or more.
7	SGB employs extra teachers	SGB can't afford to pay for extra teachers
8	All schools had their own school transport; i.e. a bus or kombi	School transport through the GDoE
9	Good neat school uniform (generally)	Good neat school uniform (generally).
10	Schools do a variety of sports	Sport calendar dominated by athletics, soccer and netball.
11	Learner's art work displayed along the corridors of the administration block in all the schools	Only one school had learners' work displayed
12	Well maintained sporting facilities (courts and fields)	Sports fields dusty with no lawn or artificial flooring/cover.

4.17. Chapter conclusion

This chapter discussed data analysis as a strategy of a systematic and evaluative data description process through illustrations and narration.

The chapter proceeded to analyse the data as presented by the results of the interviews, questionnaires and observations. The limitations during the field work as well as the issues that caused threats to both the validity and credibility of the data were also briefly discussed.

The chapter further analysed the issues that gave rise to the need for a pilot study to be instituted before the main research commenced. This analysis delved into the real activities that comprised the pilot study as well as how this benefited the research overall. The data collection methods used during the study were also explained.

The eight schools that were researched for this study were also analysed through an investigation of their infrastructure and mission statements. The reasons for choosing the particular sites were narrowed down and explained as well.

The chapter proceeded to analyse why the different researched schools were clustered in certain national quintiles, the implication of which would need more detailed analysis as to how it affected each school's marketing capacity.

The stakeholders in these schools, namely principals, teachers and learners including parents, initiatives and responsibilities towards the effective marketing of their schools were equally analysed. This analysis included the dissection of their roles and attitudes towards school marketing.

The chapter concluded by examining the marketing challenges that some of the researched schools faced, this in comparison to the efforts and strategies that they implemented to market themselves against the backdrop of such challenges as dire shortages in resources of all kinds.

In the following chapter the research's main findings are re-visited and discussed in detail and specific recommendations formulated for the schools in the demarcated area. This discussion culminates with a suggestion of concepts that require further research in the subject of school marketing.

CHAPTER 5:
DISCUSSION OF THE RESEARCH FINDINGS AND RECOMMENDATIONS.

5.0. Introduction

This chapter begins with an exposition of brief summaries of each of the previous chapters in chronological order. The chapter then proceeds to discuss the findings of the research project. The discussion of the findings is done in an effort to answer the research questions as provided in chapter one, and it is guided by the responses from the research subjects and also the unobtrusive observations made by the researcher. The chapter ends by providing a detailed list of recommendations of some of the practical ways that the township schools may use to market themselves. The chapter further suggests some topics that have emanated from this study as possible topics for future research on the subject of 'school marketing.'

5.1. SUMMARY OF THE CHAPTERS.

5.1.1. Chapter 1

This chapter presented the topic of the study, the rational for carrying out a study like this as well as a brief conceptual framework on both corporate and school marketing. The problem statement, the research questions, the null hypothesis, the expected results and limitations of the study were all covered here. Further, the chapter discussed the research methods, research designs and paradigms that have influenced the line of thought in this research project. A brief discussion on the ethical considerations and issues of validity, reliability and truthfulness are herein referred to as well.

5.1.2. Chapter 2

The definitions and detailed discussions of both corporate and school marketing make up the main structure of this study. The two concepts are compared and contrasted in an intertwined fashion to highlight the importance of building lasting relationships with customers. Various strategies of planning and orchestrating successful marketing campaigns by managers were suggested herein.

2.1.3. Chapter 3

This chapter provides the empirical investigation strategies that were applied during the research project. It also elucidates the research designs, the methodology and

research paradigms that have had a direct or indirect bearing to the structure and content of this research project. The population sampling was also highlighted in this chapter.

5.1.4. Chapter 4

The data analysis procedures and presentation of the analysed data were done in this chapter. The analysed data included the number of sites that were chosen for the research project as well as the anticipated number of respondents against the actual number of respondents that eventually took part in the research project. The collated information was analysed both in narrative and also in the form of tables, graphs and charts.

5.2. RESEARCH FINDINGS

5.2.1. Findings regarding the first research question and the first aim of the study.

5.2.2. The primary research question: *What effective marketing strategies could be developed to enhance the education quality in public township schools?*

As previously discussed in Chapter 4.10.3 and also illustrated on graph 4.13.1, the eight interviewed school principals provided a variety of responses to the above question. For example, a female school principal from school 03, frowned and wryly looked at the researcher before thoughtfully responding by saying: *"Any marketing strategy starts with good leadership, good management and good governance…The principal must not only be intelligent but must also be 'smart' and the SGB must be relevant to the needs of the school, staff, the learners, the parents and the community."* Another female school principal from school 01 responded to the same question by saying, *"It will be naïve to even suggest that schools do not need the money, just because they are non-profit makers…schools need new strategies of selling their product to the communities and the corporate world. School managers should now move from the product-oriented approach to the client-oriented style of management."*

A related but slightly contrasting view came from the male school principal from school 02 who propounded that: *"I prefer to visit other schools and learn from them…my aim is to keep my school floating but I prefer to share ideas with other*

principals." When reminded of the competitive nature of the system, the school principal added *"I am not sure if schools are really directly competing because we still use the catchment area policy anyway, but poorer schools need more resources to be channelled to them rather than the well-resourced schools."*

Emanating from the statements of these school principals as quoted, there seemed to exist a common view that school marketing as a strategy was very important and integral to the survival of township schools in the postmodern era of curriculum development. The above principals' views are congruent with the observations that were made by Oplantka and Hemsley-Brown (2004:377) namely that: "Educational marketing is an indispensable managerial function without which the school could not survive in its current competitive environment...it needs to convey an effective message to parents and stakeholders. The changing environment of public schooling warrants a proactive approach towards effectively marketing the schools." The four interviewed principals from the researched former Model C schools, while concurring with these assertions, further suggested a variety of other strategies that they said their schools were employing, strategies which they felt township schools could adopt and apply as well.

When asked about what strategies she found to be the most effective, one school female principal from school 03 commented, *"Schools must try to go the extra mile…be creative, offer what other schools don't offer…try to be the best,".* This idea was echoed by Bisschoff et al. (2004) when stating that schools must come up with new strategies that are both creative and uncommon. Several strategies were suggested by each of the four school principals of the former Model C schools. These suggested strategies range from the well-known traditional list; to ones that the researcher categorised as *expanded' marketing strategies,* such as the use of e-marketing tools, strategies like using cell phone messaging and using the Internet. Table 5.2.2.1 below illustrates some of the identified strategies from the literature review and interview process. Most of the strategies that have been identified by most of the research subjects, especially the traditional ones have been discussed in depth by Bisschoff et al (2004) in their book titled *'Effective School Marketing.'* (See also 2.4:2.4.1-2.15).

Table 5.2.2.1. Expanded marketing strategies used by the former Model C schools

Category 1 Traditional school marketing strategies	Category 2 Innovative school marketing strategies	Category 3 Technological school marketing strategies
Flyers and posters	Field trips to other schools	School website
Brochures	Old student associations (Alumni).	School's communicator
Prospectuses	Using sports stars as school ambassadors	Cell phone messaging
Billboards	Renowned guest or motivational speakers	Face book
Effective teaching and mentoring	Good academic and sporting achievements.	LinkedIn
Pamphlets	SWOT Matrix	Twitter
School functions	Using the Mandela Day to ask for donations.	YouTube
School magazines	School outreach	Blogs
Open days		
Advertising		
Good discipline and professionalism		
Word of mouth		
Good infrastructure		
Mission statement		
Clean neat school uniform		
Welcoming administration staff		

The expanded marketing strategies as shown on the above table will be discussed later in the chapter. The innovative school marketing strategies are briefly discussed

below. The essence of the discussion here is creativity and appeal. The researcher understands that any marketing strategy that is void of creativity and relevance does not only become a financial liability to the school but also a total waste of time and other resources. A selection of the innovative and Web 2.0 e-tools for school marketing is briefly discussed below.

5.2.3 Innovative school marketing strategies as suggested by some of the school principals

5.2.3.1. The SWOT Matrix (see also 5.2.4.1.3)

Bisschoff et al. (2004:85) posit that "SGBs must undertake a brief SWOT [analysis] of the school… [analysing] …the particular strengths, the obvious weaknesses, the opportunities … and the threats facing the school." To add to this view, Lockhart (2005:18) concurs that "… a systematic, comprehensive way to assess your school's marketing needs is to conduct a SWOT analysis." All the principals that were interviewed generally contended that the biggest weakness that most schools have to deal with was the lack of knowledge on how to efficiently run their marketing programmes. This has also been realised by several authors such as Lockhart (2005:11) who explains that "a lack of knowledge is a common marketing mistake and to avoid marketing mistakes, the marketing team must complete a self-assessment process."

Lockhart (2010) also agreed that a systematic way to assess the school's marketing needs is to conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. This analysis must be conducted based on the five Ps-namely; product, price, people, place and promotion (Lockhart, 2005). *(See also 2.16.2.1.)*

When school principals were asked about their understanding of the SWOT matrix it was unsurprising that most had some understanding of this formula and also explained that they had used it several times when projecting their schools' budgets and so on. The former Model C school principals were particularly supportive of this strategy; as one male school principal from school 04 explained, "*While our strength lies in our learner numbers, there are numerous weaknesses and threats in that not all learners pay school fees…however our various marketing strategies seem to open up opportunities unexpectedly and we have done well in analysing our*

situation." Another male school principal from school 02 added that *"The SWOT matrix is the pinnacle of any successful school programme because the school does not exist in a void…we have many socio-economic as well as socio-political factors to consider before embarking on any marketing journey or any project for that matter."*

The researcher understands that some of these factors can be supportive yet others detrimental to whatever project. The implication of this realisation is that before the school commits itself entirely to a project, it should assess its surroundings for favourable and detrimental components. These views were echoed throughout the field work by basically all the eight school principals and members of the SGBs of these schools. However, there was no supporting evidence from all the eight school principals on how the SWOT analysis was carried out especially for marketing purposes. Four school principals however did have at their disposal their SWOT matrix, albeit for budgeting purposes *(see also 4.5.)*

5.2.3.2. Field trips to other schools as a marketing strategy

Although the literature content on the above point is not very extensive, the idea of school leaders sharing ideas during symposiums is common knowledge. This idea also emerged during an interview with one of the four principals from the former Model C schools. She argued that it is imperative that school principals share ideas about any strategies that may help uplift the standard of education in the cluster because, as she said, *"I believe in lifelong learning, if there is a school that has devised and developed an effective strategy then let the others learn from that school. Within the busy teaching schedules, a negotiated time schedule must be reached between the Department of Education, that school and other schools so that everyone can learn from that excellent school."*

The above view was shared by both O'Connor (2004) and Bisschoff et al (2004) in explaining that the marketing matrix must be a shared responsibility, and those with expertise on the subject should be encouraged to share their ideas with others. Lockhart (2005:40) further advises that "school marketing is not a department; everyone…is part of the marketing effort." Although the above assertion may ideally seem to be directed at institutions or individual schools, the ideology of a marketing matrix within the schooling system goes beyond a monopoly of individual schools

and indeed above the concept of competition amongst schools. It is therefore ideal that schools share information and strategies rather than compete for every resource around. It is also the researcher's understanding that it will be more beneficial for school principals, SGBs, School Marketing Teams (SMARTs) as well as members of SMTs or representative thereof to adopt and adapt effective marketing strategies that are successfully employed by other schools and use these to promote their own schools as well.

5.2.3.3. Old Student Associations (Alumni)

Vining (2013:2), argues that "From a marketing perspective, former students should be a solid plank in (the school's) marketing plan." To the point, one of the interviewed school principals from school 03 said about her school, *"The school makes an enormous investment in its students, and the alumni represent our finished product…they should be working in the business world and community as our best advertisements and strongest supporters."* In support of this view, Vining(2013) suggests that schools should invite their ex-students to contribute to the schools' list of awards such as an alumni scholarship, sporting awards, an alumni medal or prizes for the dux student. This was one of the two sentiments that were excitedly expressed by some of the school principals expressing the need for galvanising former students to come and plough back into the schools. **(***See also Table 4.10.3.1)* Another two interviewed principals also agreed that the alumni, especially those in influential positions should always be invited to be part of the school's programmes during functions. One school principal indicated that *"these are the people that understand the school's culture and needs, and their new-found influence can become a very special marketing tool for the school".*

The implication is that schools must maintain contact with their former students, especially those that have become influential, and make use of them in spreading the good name of the school and also to galvanise for sponsors and donors of the much needed 'cash or kind handshakes' through them.

5.2.3.4. Using sports stars as school ambassadors

Three of the four former Model C schools' principals revealed how they take advantage of having either current or former sports stars as parents in their school. During the interviews, one of the principals proudly proclaimed that *"we are lucky to have players from big soccer teams such as Orlando Pirates sending their children to our school. We try by all means to romp (sic) them into our SGB so that they can use their influence to help the school."* She went on to explain how they invite the soccer star to most of the functions that the school holds and said *"we communicate such developments to our parents through newsletters or cell phone messaging."* *"This improves attendance to our meetings, especially when parents know that their children or a relative's child has a chance of being selected to go and train with the junior teams of Orlando Pirates".*

The principal went on to name at least two current first team players in the Orlando Pirates football team (in the year 2013) that are products of their school. In a similar response, another school principal said that her school also occasionally took their players to train at the home of Kaizer Chiefs Football Club, a move that he said usually attracted a full house of parents. This researcher was shown several pictures of the school's soccer team interacting with senior Kaizer Chiefs players and coaches. *(See also Chapter 2.9)*

Similarly, two other school principals concurred that such strategies were effective and attracted many people to the school. One principal added, *"We are fortunate in that we have two parents who have travelled all over the world playing sport either for our national teams or for their clubs…we use them as ambassadors and they have done a magnificent job in raising the profile of our school…for example, in 2011, our under-13 boys' soccer team was invited to go on an exhibit tour to Old Trafford (the home of Manchester United Football Club) but unfortunately the air tickets were too expensive and we postponed that visit, but it is still on the cards."* The principals also mentioned how their schools receive sports kit donations from companies that are connected with these sports stars.

The most impressive story came from one of the schools which, through the campaigns of one of their cricket playing parents, they got their tennis court, netball

court and soccer field refurbished to the tune of more R100 000.00 by an anonymous donor. *"We were both delighted and left speechless,"* said the principal, hardly being able to hold back tears from her eyes. (*See also 2.12).*

She further added, *"Schools do not need to break the bank for them to market their product … if they have a good choir, good traditional dancers and so on, they can use these as marketing tools … to lure the audience, the community, to experience what the school excels in."*

5.2.3.5. Inviting renowned guests or motivational speakers as marketing strategies

"Today's parents are struggling to strike the best 'note of parenting'" one male school principal from one of the former Model C schools realised (likening parenting to the skill of playing the piano). His argument came from the fact that his school had experienced an increasing number of failed home discipline cases which was affecting many learners' academic performance. He argued that his school had profited from one renowned motivational speaker that the school invited to talk to parents about parenting skills. *"Many parents have responded very favourably to our surveys that follow the presentations and we have seen more and more parents attending these sessions."* He added that the school benefited from this experience through the enhancement of its image and the continued support from parents.

5.2.3.6. Using the Internet as an e-tool for advancing the school marketing process

5.2.3.6.1 Videos

"Creating a video that encapsulates the key messages and ethos of the school is an extremely effective way of communicating the ideas of the school," said the female principal from school 01. Vining (2009) explains that such videos can be emailed to current parents and students, posted on twitter and the school's website, posted on the blog, displayed on digital video screens positioned around the school or posted on YouTube*. "We use this exceptional programme to advertise our 'Before Care or After Care' facility provisions,"* the school principal continued. During the fieldwork, the researcher however discovered that only former Model C schools out of the eight

schools that were researched were actually using this technology. (*See also Table 4.5.1).*

5.2.3.6.2. The School Communicator

Below is an adapted explanation of one of the interviewed school principal's Internet upload of the information on the school communicator. The principal said:

The School Communicator is a lightweight application that runs on every parent's computer. Information is automatically updated every time the school adds new content, even when the Communicator is not currently running. The Communicator launches every morning, so parents can see their school news at least once a day. The Communicator can also be launched at any time by clicking on the desktop shortcut or via the Start menu. The School Communicator ensures that the right news reaches the right parents at the right time, with no chance of getting lost along the way.

The features include

- News and detailed school calendar
- Photo Gallery
- Important contact details
- Resources (downloaded directly to the parents' computer)
- Allows parents to update their contact details directly from the Communicator
- Share the School Communicator with other parents, old boys etc.
- Parents personalise the Communicator and receive only news that is relevant to them
- Alerts for urgent news

"Once the parents have downloaded it, the information in their PCs, laptops or smart phones are automatically updated when the school has added new information", said the female school principal of school 03. (*See also 2.13).*

5.2.3.6.3. The school's website and social media

a). The school's website

A school's website is a very important informative tool which can highly support and advance a school's image and educational activities at hand. The webpage, if set up, creates an advantage over other schools that do not have it. During the field research, one interviewed school principal from school 02 however expressed concern that: *"Unfortunately not all schools, especially township schools, have access to computers yet, this should not be used as an excuse not to market the school through modern computer technology …even schools that have only one computer in the administration block should be able to use computer technology to market the school."*

Some authors on marketing, like Vining (2009), advocate that business enterprises should have at least a website where the information about the business can be uploaded for current and prospective customers to view. In agreement with the above views, Zuluaga (2008), in particular, suggested that every business (schools included) must have e-mail marketing in their communication tool box.*(see also Chapter 2.17). "Township schools must embrace the use of computer technology and use it to market themselves by uploading upcoming events, their … academic results as well as sports scores where their teams have done well,"* added the female school principal from school 03. Although creating a website may seem expensive at first for most schools, the understanding is that it actually becomes very cost effective over time as it cuts transport costs of sending and collecting 'the school's mail' to and from the 'District Offices.' Most mail can be e-mailed to the school (Zuluaga, 2008; Bisschoff et al., 2004). *"This,"* added the female school principal from school 03, *"also saves time, thereby reducing incidences where general workers leave their cleaning duties for errands like mail collection while the mail can be e-mailed to the school."* See also Chapter 2.17).

b). Social media *(See also Chapter 2.6.1 and 2.6.1.1).*

As already discussed earlier, social media networks like Twitter and Facebook are not only free, but they also offer an avenue through which to advertise any product or service, communicate with customers and create an online community with other

businesses (Zuluaga, 2008). *"Schools can reach out to prospective customers by posting their achievements or events on such social media networks like Facebook, Twitter, blogs and YouTube,"* suggested the male school principal from school 04. Amongst the eight schools that were researched, most of the principals agreed that posting their school's positive attributes on Facebook and Twitter had the potential of marketing the school positively. However only two schools had Facebook accounts and only three had their own websites. Furthermore, only one of the four township schools had Internet connection but no specific websites. *(See also Chapter 2.6.1).*

5.2.3.6.4. Mobile marketing

This mode of marketing was also discussed in detail in Chapter 2.13. However, further research indicates that by the end of the year 2012, about 60 million subscribers were using cell phones in South Africa. Light wave Mobile (2013:3) explains that "[For] keeping parents informed as to school happenings, nothing is more effective than mobile alerts... (when) [a] text message is sent out to the parents and within minutes everyone's informed." *(See also Chapter 2.13).*

Three of the four researched former Model C schools were already using mobile messaging to communicate with parents. One school principal explained: *"This is the most efficient and fastest way of passing the message through to busy parents, because the message goes straight into their cell phones and there is no way they can miss it if the phone is on."*

Furthermore, *"adopting cell phone messaging helps schools to relay information to their customers quickly and also to advertise events and request sponsorship deals from companies and parents to support their educational programmes,"* added other male school principal from school 04.

"The school can inform parents and learners about the extra Mathematics and Science lessons that are taking part in the school or advertise the visit to the school by a popular football team, Miss South Africa and so on," said the male school principal from school 02.

According to some of the school principals, mobile messaging can be used to:

- Announce special events and send invitations to school occasions

- Send out meeting reminders to parents

- Notify the parents about donations that the school needs or has received

- List items up for auction at the fund raiser to create anticipation and excitement from both the parents and the learners. *(See also Chapter 2.13).*

5.2.4. Effective school marketing strategies that are suitable for township schools

While contending that they were facing serious didactic and infrastructural challenges owing to the lack of marketing expertise and the general parental apathy and lack of commitment from the staff and the communities, all the four township school principals had fairly expansive knowledge about school administrative and management issues. All the four schools were quintile 1 and quintile 2 and the majority of their funding came mostly from the Gauteng Department of Education through formula funding, as none of their learners paid school fees.

The four principals agreed that learner exodus to city or suburban schools, was posing a serious threat to the viability of township schools. One principal was quoted as saying; *"Yes, we used to lose learners on a regular basis to the city schools but now the problems is slightly better because it is becoming very expensive for many parents to transport their children to the city schools and back every day."*

Such responses further indicated that there was an attempt to communicate with parents and other stakeholders regarding the good things that were happening in the schools. The majority of interviewees indicated that their schools' marketing campaigns were dominated by the traditional marketing strategies such as:

- Using flyers
- School functions
- Good school management and leadership
- Keeping the school clean
- Academic and co-curricular success
- Educator and staff empowerment programmes. *(See also Table 4.6.1.1).*

In addition to the above-mentioned marketing strategies, two school principals from the township schools also mentioned the need for a paradigm shift from relying mainly on the traditional marketing campaigns to the adoption of the modern computerised systems. The male school principal from school 05 explained: *"Today people want to receive information quickly and for township schools to close the gap, they must adopt the latest technological methods of communicating with their clients or prospective clients."* This principal went on to suggest that, township schools should:

- Develop their own websites

- Use social networks such as Facebook and twitter

- Publish learner performance and other important news on the school's website

- Engage with prospective sponsors for school projects through letter writing and posting the school's successes on the Internet.

It was evident from the literature study and interviews that there are several other cost-effective marketing strategies that, especially the township school managers and marketing teams could employ to enhance the images of their schools. Some of these are discussed below.

5.2.4.1. The school's mission and vision statement (see also Chapter 4.6.1.1

and Appendix K)

Bisschoff et al (2004:13) explains that the mission statement is "a vehicle for encouraging all stakeholders to be responsible and proactive in promoting the school." This researcher realised during the field trip that all the schools had mission and vision statements. However, some of the mission and vision statements were located inside the principals' offices, away from the eyes of visitors. This is in contradiction with the observations of authors like Bisschoff et al. (2004) and Lockhart (2005) who advise that the mission and vision statements must be visible and accessible to visitors to the institution. *(See also Chapter 2.4.6).*

Explaining the need for a visible school statement, the male school principal from school 08, said; "The Mission Statement is a symbol of commitment to the staff, learners and parents by the school… it is an indicator of the relevant and beneficial

aspects of the school and therefore it must be accessible." He went on to add that: "It also advertises the academic aspirations and the societal values that the school represents." The above view is supported by both Hooley et al. (2004) and Bisschoff et al. (2004) in that the mission statement is the foundation upon which the goals and objectives of the organisation (school) are stated and forms the basis for decision making as well as the evaluation of progress(in a school). Meanwhile the female principal from school 06 explained that the school's mission statement is there to inform the clients about the following:

- Aim(s) of the school
- The school's primary stakeholders such as clients/customers, shareholders, and community
- How the school provides value to these stakeholders, for example by offering specific types of curricular activities and/or services
- A declaration of the school's core purpose, i.e. why the school exists. *(See also Chapter 2.4.6).*

5.2.4.2. The school uniform

Picture 5.2.4.2.1 Learners from one of the researched schools in their school uniform looked very formal, well-disciplined and respectful.

A class picture from the photograph archive in one of the researched schools.

Oplatka and Hemsely-Brown (2004) together with Bisschoff et al. (2004) describe the school's uniform as a *symbol* of the basic disciplinary policy of the school that should warrant the respect of parents, educators, the community as well as other organisations in and around the school. *"A school uniform that portrays a positive image helps to market the school,"* explained one male school principal from school 07. *(See also Chapter 4.10.3).* Meanwhile, Bisschoff et al. (2004:14) also warns that: " If learners, wearing their school uniforms are seen in public acting against the law, or against school policy, the school itself is liable to be criticised…the school's reputation can be influenced by learner's poor (or good) behaviour, especially if the learners can be identified by their uniform."

The understanding is therefore that, well-behaved learners in neat and clean uniforms have the potential to inspire other prospective learners to enrol in the same school. Furthermore, public schools, especially township ones, need to develop ways of ensuring that their emblems (the uniform and the badge) are used to enhance the school's image rather than put it into disrepute. Bisschoff (2004) advises that schools from very poor communities where parents cannot afford the uniforms could form partnerships with NGOs to facilitate donations and sponsorship deals for learners who cannot afford school uniforms.

"Being neatly dressed as a school does not only increase the learners' self-esteem and pride in their school, but crucially, it also enhances the school's image to both the internal and external observer there by multiplying the school's chances of attracting influential parents and well qualified teachers," said the female school principal from school 06.

The above points were emphasised by all the interviewed school principals. However, in one of the schools, this researcher realised that the learners wore only white shirts and grey jerseys without their school's badge on. Once they were out of the school, it was hard to tell which school they came from.

5.2.4.3. Public relations and word of mouth. *(See also Chapter 4.16.3)*

Connor (2004) and Bisschoff et al (2004) agree that public relations are probably one of the most critical areas that affect how a school is marketed. This view was echoed by all the four interviewed township school principals. The female school principal

from school 06 advised that *"for those well-resourced schools that are fortunate to have a reception window, the receptionist must be a person that is people-loving, and be magnetic so as to attract people to the school."* Another male principal from school 08 added, *"From the way the PR staff relate to visitors and stakeholders to how the teachers and the SGB deal with parents and other clients of the school determine the school's success or failure for recognition as an effective and attractive institution for parents to send their children to … this may also affect sponsorship and donations from well-wishers."* "The PR staff in particular is the face of the school."(Connor, 2004:58). This view was further supported by the male school principal from school 07 who added that, *"If the PR staff display negativity towards the visitors, be it physical or on the phone, this can spell the demise of the school."*

Meanwhile, Bischoff et al. (2004) believe that each school should have a public relations programme to counteract declining school enrolments, poor public image, and the threat of closure, while at the same time enhancing links with the community, business industries and home life. The implication to school managers and especially to the PR staff and the marketing committees is non- ambiguous. Without mincing words, the understanding is that the reception office may not, at any given time, put the school's name into disrepute by failing to attend to the needs of the school's current and prospective clients. The advantages of having a public relations programme includes some of the following (Bisschoff et al. (2004): The programme:

- helps the school raise its public profile;

- is cost effective and unlike advertising, its shortcomings and undesirable behaviour cannot be concealed and is dealt with immediately;

- helps the school to publicise its corporate identity, thereby helping the staff to be more familiar with their school, hence enhancing commitment; and

- helps the school to establish good relations with the community and the local media and this advances the school's good image. *(See also Chapter 2.15).*

All the interviewed school principals agreed that the PR staff-client relationship is key towards marketing the school's image. As already noted earlier, authors like Kotler

and Armstrong (2008:58) have also pointed out that "if customers are satisfied with a service, they are more likely to be loyal customers who give the firm a larger share of their business and will not only continue to make repeated purchases, but they become the 'word of mouth' marketers who tell others about their good experiences with the product." In a school situation, Davies and Ellison in Bisschoff (2004) pursue the idea of the four P's of marketing, but this time referring to: parents, pupils (learners), professionals and the public. The implication is that all these stake holders are key to the advancement of school and therefore their needs must be met sufficiently.

5.2.4.4. Infrastructure, school entrance halls and use of school buildings

The saying that 'first impressions are important' precisely describes the feeling that a school's infrastructure gives to a first time visitor or prospective applicant in the school. *"Neat, clean schools with well-painted walls and well-maintained grounds are more attractive than those with dilapidated infrastructure,"* said the male school principal from school 05. *"If schools have collapsing walls, peeling paint, falling ceilings and eroded sports field, they will be considered a danger to the learners and no parent will be ready to send their learners to such schools,"* added the female school principal of school 06.

During the field research, the infrastructural discrepancies between the TS and the FMCS were enormous. For example, two TS did not have school halls while all the four FMCS had halls that could accommodate up to three hundred learners at the same time. *(See also Table 4.16.3.1).*

5.2.4.5. Open days, sporting events and outreach material

Sporting events were found to be particularly popular amongst the township schools as major crowd pullers. The female school principal from school 06 pointed out that *"sporting activities are traditionally the biggest attractions in the township school calendar for both the learners and their parents."* Another principal from school 07 added that because, this was where their strengths lay, township schools should capitalise on those events and make them a strong marketing tool by being competitive and successful in them. Meanwhile the township school principals

generally expressed satisfaction with the amount of publicity that sporting events garnered for their schools, especially if the schools are doing well.

The idea of pageant shows and open days was not particularly popular amongst township schools as all the four interviewed principals indicated that they had not tried them in their schools. However, Kruger and Steyn cited in Bisschoff et al. (2004) advocate the inclusion of open days in every school's calendar as these can attract large numbers of different people to the school. The school could use such opportunities to showcase its potential in various fields. *(See also Table 4.10.3.1).*

Past and present academic and sports achievements as well as other successes for example, could be showcased to highlight the good things that are happening in the school. These could be in the form of printed materials like the school's prospectus, circulars, videos about the school, and other promotional materials like pens, cushions, hats, badges, scarves and other materials that are designed to sell the school's image (Bisschoff et al 2004). These could be designed with the school's logo attached, and sold to the parents, learners and visitors during such gatherings as sports events, open days and cultural days. *(See also Table 4.10.3.1).*

Because of their popularity, these activities have the potential to provide the ideal platform for marketing the school.

5.2.4.6. Prospectuses, brochures and flyers *(see also 5.8.6 and 5.8.7)*

The school's prospectus was also discussed in Chapter *5.8.6 and* also in *5.8.7.* Bisschoff et al. (2004:96) advises that "the prospectus of a school…can be one of the most important pieces of outreach programme… [it] should be designed to focus on the strong points of the school… [beginning] with an accessible introduction and provide the mission statement of the school." However none of the interviewed township school principals' were using either the prospectus or brochures. One male school principal from school 07 lamented as follows: *"We are very poor schools that sometimes go without chalk, so having a prospectus, brochure or school magazine for our schools is a very far-fetched dream."*

As Bisschoff et al. (2004) explains an attractively and effectively assembled prospectus (which is brief and direct to the point) can be used to:

- Promote the school's culture and image

- Market the school and compliment the building of the school's image

- Provide a variety of information to parents and learners including the curriculum that the school offers.

Brochures and flyers, like the prospectus, provide invaluable information about the school and should be distributed at any given opportunity to prospective learners and parents. "*We use flyers from time to time to advertise school meetings and other events like boxing matches in the community hall when some of our athletes are taking part,*" said the male school principal from one township high school.

The understanding is that the brochures and flyers should be detailed with the school's name, address and contact details as well as a clear illustration of the strengths of the school. Bisschoff et al. (2004:98) further advises: "Parents of current …and prospective learners and other interested parties (like other schools, public libraries, estate agents, local businesses, and local press) should …receive copies (of the prospectus and brochures and flyers)." The implication to school principals and their marketing teams is that while the prospectus is crucial in the marketing of the school, having it at school without distributing it to the prospective clients is self-defeating. Such must be given out for free to the parents and learners.

5.2.4.7. Advertising

Kotler and Fox cited in Bisschoff: (2004:90) explain that *"advertising can involve the use of a varied media like magazines, newspapers, radios, television, outdoor displays (posters, signs and billboards), cards, catalogues and directories."*

Forming partnerships with local newspapers or radio stations would give township schools very effective ways of informing people about their existence and what they do. In the South of Johannesburg, for example, many former Model C schools have a very fruitful partnership with the Southern Courier, a local weekly that writes stories about the achievements and successes of these schools. Unfortunately for the interviewed township schools, all the four school principals indicated that advertising with newspapers would be too expensive for them and also mentioned that they did

not have access to free weekly newspapers like the Southern Courier and others. (*See also Chapter 2.8).*

5.3. Findings regarding the second research question and the second research aim of the study

5.3.1. **The second research question of the study:** *Why must township schools be marketed?*

5.3.1.1. School principals' reasons on why schools should market themselves

Some of the interviewed school principals identified the following reasons as to why public schools must market themselves. There are:

- Increased competition for resources amongst schools and the need for survival
- Low achievements of the schooling system
- Bad publicity and information control
- Scarce resources
- Changing demographics
- Image promotion
- The need for fundraising and donations. *(Also see Chapter 4.13).*

5.3.2. Increased competition and the need for survival

The majority of the interviewed school principals felt that the changing environment of public education warranted a proactive approach that calls for schools to be marketed. A variety of reasons were raised in support of the above-stated view. For example, four principals (50%) agreed that there was increased competition for very scarce resources amongst schools, a situation that had put public schools in the marketing frame, just as small corporate businesses do. This was threatening the survival of the less well-resourced schools, some of the principals had agreed. *"The number and kinds of schools competing for students have increased in recent years,"* said the female school principal of school 03. (Lockhart 2011:59) concurs with the above-mentioned views of the school principal by adding that, "with so many choices available, being a school of choice has become a matter of survival for many schools."

To further support this view, a male school principal from school 02 added that *"The survival of many schools is now dependent on their capacity to maintain or increase the school's 'market share' of pupils, results and resources and to market their school to the external environment."* The above views of the two principals mentioned above also correspond with other literature findings where authors like Oplatka and Hemsley-Brown (2004) and Lockhart (2005 and 2011) who point out that the establishment of educational markets has urged schools to incorporate various forms of the marketing perspective into their strategy in order to successfully recruit students in the new competitive environment.

Bisschoff et al. (2004: 34) further add that in South Africa, "the adoption of the SASA (84) 1996, placed public schooling clearly in the position of site-based management, within a competitive environment stating…schools are competing for better qualified teachers, learners and even parents that are influential and effective in sourcing resources for the school." The above realisation was echoed by more than half of the interviewed principals and SGB members. To add to the above realisation, for example, the female school principal from school 01 mentioned that *"it will be naive to even suggest that schools do not need money… this money lies within the community around, and so the school needs to develop appealing strategies that will compel the community to release the funds into the school's coffers."* See also Chapter 2.3).

In addition, Lockhart (2011) further claims that many different schools are seeking the same pupils where demand has become smaller than supply. Within this competitive environment, Lockhart (2005: 6) explains that "marketing is essential to managing the competition by positioning your school as the preferable choice." Although some of the school principals felt that competition for resources amongst schools was not direct, they did contend that smaller schools from poorer communities were indeed facing serious challenges in attracting the best teachers. One school principal added, *"The conditions are far better at the former Model C schools than in the township schools because the former are largely better resourced and most can still afford incentives for their teachers."*

The above stated sentiment was echoed by another principal also from the FMCs in realising that: *"Our teachers are motivated because our class sizes are fairly*

manageable at thirty five per class and at the end of the year we hold a staff lunch in some of the best restaurants around and our teachers are rewarded with clothing vouchers for themselves and their families." Situations like these have enlarged the gap between the TS schools and the FMCSs making the call for effective marketing strategies for these schools even greater.

5.3.3. Low achievements of the schooling system

While admitting that the education system was facing challenges, all the former Model C school principals did not see their schools as underperforming. One female school principal said *"Our school attracts learners from as far as Alberton and Soweto (About 17 km away) because parents are pleased with the quality of teachers we have."* On the other hand, most of the principals from the township schools agreed that the quality of resources at their disposal was compromising the quality of teaching and learning in their schools*. "This is indeed threatening the long-time survival of these schools if nothing is done to correct this imbalance,"* said one male school principal from school 08. *(See also Chapter 2.3.1)***.**

Meanwhile, Suss (2012:191) explains that "Many parents are looking for alternatives due to the decline in the position and achievements of schools in the community." Today, as reported in chapter one, the South African education system is ranked as one of the worst in the world according to reports from the Annual National Assessment of Mathematics and Science survey results. (SAIRR 2012)

Furthermore, Suss (2012) goes on to explain that one of the biggest problems facing education is the arrogance from the managers.

True, there is arrogance especially amongst certain former Model C school principals as was witnessed by this researcher when one school principal arrogantly pronounced that *"We have no need to market our school as we are oversubscribed."* Ironically, it was later learnt that the very same school had been chosen as one of the few Gauteng Primary Literacy and Mathematics Strategy (GPLMS) schools in the cluster due to its very low Mathematics attainment figures in the ANA examinations. Many principals, as evidenced here, do suffer from denial, choosing to deny that their schools need help, yet they do. Another example came from a township school when one school principal was asked to rate his teachers' qualifications on a given scale. He chose not to do so and rather skipped that question. The point of denial

amongst school leaders is emphasised by (Suss, 2012:190), when explaining that: "Research has found that denial is the biggest and potentially most ruinous problem that businesses face, encompassing all industries and areas, as well as schools" *(See also Chapter 4.7).*

The implication for school principals and their SMTs, as understood by the researcher, is that, in order to enhance the image of the school, the quality of education needs to be of very high standards, and as such, school leaders should work to improve on the prevailing weaknesses while simultaneously nurturing the positives.

5.3.4. Bad publicity and information

"Yes, there are too many bad things that have been reported about the South African education system this year alone. It's enough to cause permanent damage if not corrected urgently," realised the female school principal from school 01. Her sentiments were echoed by all the other seven school principals.

The danger of bad news spreading faster than good news was also realised by Lockhart (2011:72) when explaining that "when the bad actions and results of schools are published, this weakens the trust of the community in the system." In support, Bisschoff et al. (2004:131) also point out that "bad publicity about a school can be very damaging to its reputation, and school managers must act quickly to correct erroneously published damaging information about the school." To add to that, one school principal from the township schools realised that *"there is a general tendency to use public schools as scapegoats for all society's ills." "This demands serious marketing efforts to correct."* In recent years, the level of learner-on-learner or learner-on-teacher or teacher-on-learner violence has increased to unprecedented levels. Unless a concerted effort is made to redress the tarnished image of the affected schools, then they stand in real danger of being completely shunned by parents and learners. *(See also Chapter 2.5.4.).*

5.3.5. Some of the recent disturbing incidents of bad publicity in South

As already stated in Chapter one, the 2011 ANA report condemned the South African education system, announcing that the Mathematics and Science achievement levels were worse than those of very small and much poorer countries like Lesotho and Swaziland. Furthermore, several reports of school-related violence have been reported recently in the media. For example, on 20 September 2011, it was reported on the e-NCA evening news that a Sasolburg High school learner had shot his class teacher. Furthermore several news channels and social media sites (in 2013) were recently awash with a video of a Glenvista High school learner that had hit his class teacher with a broom. In addition, a school teacher in Pretoria was recently suspended and later fired for sexually abusing his learners (Eyewitness News, 14 October 2013). Meanwhile, in KwaZulu-Natal an eighteen-year-old learner was speared to death by his fellow learners within the school premises, in front of teachers and other learners. (Also in the year 203). Again this video went viral on social media networks. To further add to these woes, it was also announced in the news that a principal from a school in Benoni had been suspended for being racist against black learners in her school (eNCA 19 November, 2013).

The Internet is flooded with such bad publicity news about schools in South Africa and all these are things that prospective parents and learners see and read. Unless the affected schools take corrective steps to enhance their images, many really stand a very good chance of losing learners. Therefore schools need not only to correct but also control the information that goes out about the school.

5.3.6. Scarce resources

Decreasing resources and increasing needs require that many schools look to external sources for assistance (Lockhart, 2005). *"The scarcity of resources is affecting both the poor and the rich schools,"* noted one male school principal of a former model C school. These resources however lie in the communities around the schools. Accessing them should therefore be the priority of the School's Marketing Team. *(See also Chapter 2.17).* (Lockhart, 2011; Bisschoff, 2004). All the principals and SGB members that were spoken to during the research project did contend that many schools have to grapple with the general yet sometimes crippling shortage of financial and material resources.

"While the GDoE does provide per Capita funding for learners, the funds are never enough to cater for the schools' pedagogical needs," said one male school principal of a township school. Another township school principal also explained that *"Our learners do not pay school fees and our enrolment is not very big, so we are not able to buy most of the things we would love to have in our school."* Many school principals and SGB members also explained that their schools needed such things as libraries, computer labs and sporting equipment. But as Lockhart (2011) explains, additional resources exist in every community; local businesses are more than willing to support the schools when they see them as asserts in the community. *(See also Chapter 2.17).*

5.3.7. Changing demographics

With reference to the above sub-theme, one school principal from one of the researched township schools said, "*We have learners that come from all over South Africa and they speak different languages".* Other principals from the four former Model C schools also concurred but added that they also have learners of different races from various countries in the South African Development Community (SADC) region. Table 5.3.7.1 below shows the demographic breakdown.

Table 5.3.7.1.Learner demography from the researched schools

Schools with learners from all over South Africa.	Schools with Learners from outside South Africa	Schools with learners that speak different home languages	Schools with multi-racial learners (Black, Coloured, Indian and White etc).
School 01	School 01	School 01	School 01
School 02	School 02	School 02	School 02
School 03	School 03	School 03	School 03
School 04	School 03.	School 04	School 04
School 05		School 05	
School 06		School 06	
School 07		School 07	
School 08		School 08	

One of the male school principals of a former Model C school lamented that even his school's financial muscle has been weakening year after year since 1994 because almost all of the rich parents that had been supporting the school had migrated to either overseas or to other parts of the country where there is *"less crime and less congestion."* The school had to think of other ways of raising the needed extra cash. Even the richest former Model C schools have experienced an increase in the change of learner and parent demography.

From the table above, it is evident that learner migration is constantly occurring. All the researched schools have learners that had migrated from other provinces while all the former Model C schools had learners that were coming from countries like Angola, Mozambique, and the Democratic Republic of Congo. Learners of mixed races were also found mainly in these schools while the researched township schools' enrolments included predominantly black learners who however spoke different mother languages. These are the challenges that Lockhart (2011) felt school leaders should address by effectively marketing their schools. Marketing the schools effectively may help with the assessment of the needs of the current market, finding additional resources and creating programmes that help schools to adjust to societal changes and needs without diminishing the educational experience of the children. (Suss, 2011). The rise of racial and ethnic diversity among the student population over the years must be seen as a window of inculcating and promoting the richness rather than the divisiveness of a multicultural society.

If not carefully dealt with, this (learner diversity) may cause a sense of exclusion or alienation which may cause parents to avoid contact with the school or force them to seek other educational opportunities for their children (Lockhart, 2011). Most of the researched schools expressed satisfaction with the way they have handled this new challenge by holding annual cultural days where parents and their children are invited to the school in their cultural regalia. Stores are erected where different cultural groups sell products such as traditional clothes and food, thereby raising money, a fraction of which goes to the school. "This also creates friendships amongst the parents as some have become business partners from such meetings," said one school principal.

5.3.8. The need for funds and donations

From the school principals' and SGB members' responses, it was crystal clear that all schools needed funds in order to operate optimally. But Bisschoff et al (2004:2) is quick to remind that; "… donors want to invest in a successful venture, not in one that looks doomed to fail." Therefore schools, when asking for donations should not only be convincing and attractive in their approach but must also be able to present the prospective donor with proof of their own fundraising efforts as a school towards the project. Bisschoff et al (2004) suggests that when asking for donations, schools should:

- Present the cause sincerely and honestly
- Be self-motivated and dedicated
- Show their own creativity
- Have the will to persevere

5.3.9. Other reasons why schools must market themselves

5.3.9.1. Poor teacher motivation

The issues pertaining to poor educator motivation were briefly discussed in chapter 1.7.3, as some of the motivating factors towards the inception of this research project. Due to, among other socio-economic factors, a shortage in extrinsic motivational factors, studies show that many South African teachers have either quit the profession or migrated to other countries. For example, according to a 2011 Research from the South African Council of Educators (SACE) (p8) "in the year 2006, about 17 500 educators were lost through attrition, while only 2 500 teachers were being trained." The document gives a variety of reasons for this phenomena; reasons that include but not limited to: an ever-changing education policy landscape and teachers 'under-preparedness to cope with it, unattractive salaries and conditions of service leading to demoralisation and creating higher propensities to leave the profession as well as the impact of HIV and AIDS on the teaching profession. Meanwhile school principals from the researched schools also raised serious concerns about the large classes, poorly behaved learners, mult-igrade classes and the general shortages of materials especially in township schools. The prevalence of such challenges was seen as detrimental and a negative factor

towards teacher morale. For example, one school principal from school 04 explained that: "*It is hard to motivate the teachers these days because of the complex changes that have happened in the past twenty years.*" Another school principal from school 06 complained *"that more and more teachers are off sick or take an early weekend off by not coming to school especially on Fridays."*

In addition, this researcher has over the years listened to teachers from his school of practice complaining about these challenges too, including the general decline of their living conditions as they can't afford to buy houses and cars for themselves. Some have complained that they can't even afford to pay for their Medical Aid Schemes, situations that bring so much grief and frustration to their families, making the researcher to feel that many teachers are both demotivated and dissatisfied in their jobs.

The SACE report (2011:18) goes on to add that "among South African teachers, job dissatisfaction was given as a key reason for teachers leaving the country. Reasons for such dissatisfaction include; poor management, and increased workloads; poor remuneration, the reduction of teachers' leave days and the implementation of the Outcomes-Based Education (OBE) curriculum. From the above discussion, it becomes clear that issues relating to teacher motivation demand urgent attention, if the quality of education provisioning is to be improved sustainably.

5.3.9.2. How to motivate demoralised teachers.

5.3.9.2.1. Shared Governance

Some research shows that when principals effectively use shared governance strategies and participatory management styles, teachers feel energized and motivated, and their sense of ownership and empowerment increases. Furthermore, as Steyn and van Niekerk (2008:149) explain, "well-implemented school improvement plans can increase collegiality and give teachers the satisfaction to committing themselves to school improvement goals." The belief and understanding is that such rewards may be effective in motivating teachers and improving teaching practices.

5.3.9.2.2. Staff Development and empowerment

Frazer in Steyn and van Kiekerk (2008:149) explains that: "Staff empowerment is based on the assumption that people want to feel good and proud about what they are doing." Therefore, school managers should delegate some responsibilities to staff members, ask for their ideas and implement them. This has the potential to encourage greater commitment from staff members while at the same time giving them job satisfaction. This goal can be achieved through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to school wide change. Such activities would be a brilliant way of team building in the school setup while vicariously providing peer teaching opportunities.

The same authors discourage school managers from dogmatism and inflexibility when addressing issues of staff development. Creativity and informal settings may be adopted in order to catch the interest of the teachers. The knowledge shared must be worthwhile and empowering.

5.3.9.2.3. Rewarding excellent effort

Zemmelman, Daniels, and Hyde, cited in Steyn (2008: 150) suggest that "Recognizing their efforts is one of the best ways to keep teachers motivated." The implication is that school managers should take time to recognise the good work that their teachers are doing by, for example, sending acknowledgement e-mails or cards or even arranging for a special staff meeting where they describe the contribution of the teacher(s). The compliment(s) may be combined with praise accompanied by a tangible award such as a gift coupon or small mementos. "Such recognition motivates the doer to do more and would possibly inspire other teachers to take similar initiatives and invest efforts." van Niekerk (2008: 138). The teachers concerned would also probably want to stay longer and do more for the school.

5.3.9.2.4. Providing needed Resources:

Carl (2010) advises that while staff members may have all the skills, motivation and ability, if the necessary tools are inadequate, then this can cause despair. School managers should therefore strive to give their teachers all the didactical support needed in pursuit of the school's functional task.

5.3.9.2.5. Allowing staff enough autonomy over their work.

According to Carl (2010:123) "Breathing down staff's neck gives them the impression that they are not trusted." The understanding is that such practices have the propensity of causing staff members to hate the school principal thereby causing job dissatisfaction. Furthermore, this may imply that many teachers may actually decide to leave the school altogether. Therefore school principals must always strive to find some equilibrium between supervision and monitoring.

5.3.9.2.6. Other ways of motivating teachers.

There are several other ways which school managers may use to make their schools attractive, especially to their staff. Some of them include constantly giving the staff feedback on pertinent issues in the school, designing and allocating duties to the staff according to their interests and strengths, making sure that the school premises are clean and secure from physical harm as well as being fair and transparent especially on issues of financial remuneration, if the school gives, for example end of year bonuses.Carl (2010) and van Niekerk (2008).

5.4. Findings regarding the third question and the third aim of the study:
5.4.1. The third question of the study: *How can school marketing as a strategy be incorporated into township schools as an ethos to promote effective learning?*

The study of literature that relates to the topic in question for this study has revealed that there is no single strategy of incorporating effective marketing into the school's systems. However, certain basic components may include the creation and utilisation of school marketing teams (SMARTs), drawing up and implementing marketing plans, employing a SWOT matrix and using its findings as guidelines to market the school, doing extensive market research and empowering stakeholders with the necessary skills and knowledge to market the school(s) successfully.(Lockhart 2005).

5.4.1.1. Developing a marketing plan*. (See also 2.16.2 and 2.16.2.2).*

Kotler and Armstrong (2008:103)) define the marketing plan as "… a comprehensive blueprint which outlines an organization's overall marketing efforts." The researched

school principals also shared their understanding of the concept. For example, one male school principal from school 04, when asked about his understanding of the role of the school marketing plan, explained that "*it is the plan of action that determines the marketing objectives, targets and limitations.*" Kotler and Armstrong (2008) agree that the marketing plan includes the formulation of marketing aims and the positioning of the organisation, based on the theory of market research and segmentation of the target market. Five other school principals concurred with the above-stated views although none of the schools had well-developed and specific plans for marketing their schools. Several authors like Bisschoff (2004) and Lockhart (2011) strongly advocate that schools should have properly designed marketing plans that will give guidance to the marketing campaigns. See (Appendix J) for an example of a school marketing plan).

5.4.1.2. Putting together an enthusiastic and effective marketing team

It is indeed highly recommendable that a financial committee (it can also be the marketing committee), should be formed to assist the SGB in handling the financial (and marketing) matters of the school. (Bisschoff et al 2004). According to Section 30(1) of SASA (84) 1996, "the SGB may establish committees." This view is supported by Lockhart (2005:17) by adding that even though everyone in a school has a role in promoting it, "a team of motivated individuals is necessary to develop, coordinate, implement and track the marketing effort." The creation of an effective marketing team that will oversee the school's marketing campaign is therefore highly recommended. Lockhart (2011) goes on to advise that ideally, the leader of such a team should be the school's principal or a delegated individual who will be bestowed with decision-making powers in cases that relate to the marketing campaign.

The task of the team (between five and ten members) will be to set preliminary goals and complete a school assessment (Lockhart, 2005). In response to the above views, it is important to highlight the fact that, of the schools that were investigated, none had any established school marketing teams (SMARTs). To this effect, Oplatka and Hemsley-Brown (2004: 384) concur that "there is no evidence in published research, however, to indicate that this kind of marketing research is widespread among schools." Evidence from the UK, the US and Israel suggest that most school

management teams are unlikely to base their marketing decisions on reliable and systematic marketing research findings or on formal consumer scanning such as the results of questionnaires on parental attitudes. For example, in a study of 226 secondary schools done in the UK by (Oplatka, 2002a) none of the schools in that sample operated a formal system of environmental scanning as part of their market research.

In a similar fashion, most of the schools in this study seemed content with the marketing role being played either by the SMT, the SGB or a combination of both. One school principal for example practically laughed off the idea of the need to market his school, saying *"we are oversubscribed and so there is no need for us to market our school."*

However, the findings from the observations actually showed that the school had cracked pavements, a football pitch with no grass and covered with potholes, as well as classroom walls that had not been painted in than more than ten years. Therefore the need for a marketing team that will work in collaboration with the SMT and the SGB towards promoting the image of the school needs to be emphasised here. Lockhart, (2011) explains that part of the duties of the SMART will include setting goals, objectives and strategies for the marketing campaign.

If the SMART's roles are clearly defined, (and this is important) so as to avoid conflicts, the incorporation of marketing as a strategy within the school system should be smooth. The SASA (84) 1996 clearly explains that each sub-committee of the SGB must be chaired by an SGB member. This realisation must always be borne in mind.

5.4.1.3. Carrying out a SWOT matrix

Bisschoff et al (2004:85) explain that: "The SGB should undertake a brief SWOT analysis of the school before commencement of any marketing campaign. The SWOT will help the SMART to assess the Strengths, Weaknesses, Opportunities and the Threats to the marketing campaign (Lockhart, 2011). Indeed during the fieldwork, all the eight interviewed school principals showed an enthusiastic understanding of the operations of the SWOT matrix as they claimed that they regularly used it during the year-on-year school budget projections. *(Also see 2.3).*

5.4.1.4. Embarking on market research

"Marketing theory stresses the importance of the systematic design, collection, analysis and reporting of data on the needs and demand of target markets as key contributions to the decision-making process of the organization" (Oplatka and Hemsley-Brown, 2004:384). Market research aims to reduce the risk inherent in marketing decisions by providing information that can form part of the basics of decision making (Bisschoff et al., 2004: 50). The above views were echoed when the female school principal from school 03 explained that: "*Embarking on market research empowers those involved in the marketing of the school when planning and analysing data".* Furthermore, *"The schools must collect vital and informative socio-economical and other biographical data about the market that it serves,"* added another male school principal from school 08. *"Such data will inform those in charge of the school about the kind of reception the school would expert from the parents about school-related projects,"* added another male school principal from school 04. In agreement, Chisnall cited in Bisschoff et al (2004:50) sees market research as anything that is "…essentially concerned with the disciplined collection and evaluation of specific data in order to help the suppliers to understand their customer needs."

The implication is that schools must know what the parents, the learners, the community and the state expect from them. When asked about their market research strategies, one principal from the former Model C schools responded*: "It is critical that we, as schools that provide a service to the communities that we serve, know exactly what their expectations are, and also how much they can contribute towards the needs of the school."* An SGB member also explained that *"Knowing the strengths and the weaknesses of the community that the school serves helps the school in its budgetary exploits as the projections are estimated based on the expected incoming resources."*

In order for the SMT and the SGB to provide learners and parents with appropriate products and services, they need to be familiar with these customers' needs and wants, Bisschoff, et al (2004). Market research therefore connects the consumer, the customer and the public to the marketer through the medium of information (Lockhart, 2011). As a strategy to incorporate marketing, market research equips the

SMART with the needed information. This may include for example, the size of its catchment area, the economic class of the majority of the parent pool, hence the possible trends in relation to expected income figures and other resources.

5.4.1.5. Benefits of doing market research *(See also Chapter 2.1.16.2.2).*

Among other benefits market research also offers the following. Market research (Bisschoff 2004).

- helps principals and SGBs with decision-making as they can proactively anticipate any changes in the market and client requirement;
- provides school principals, SGBs and SMARTs a near accurate definition of marketing problems and opportunities within the school's environment;
- provides a platform for reliable predictions;
- provides a competitive edge;
- may result in a more efficient expenditure of school funds;
- reduces risks;
- facilitates the monitoring of the marketing plan;
- may help school principals, SGBs and SMARTs as they strive for quality and client satisfaction; and
- is informative and helps the school in its marketing direction.

Engaging in market research therefore provides the school with an opportunity to know its clientele base better and also to develop communicating platforms with its important stakeholders. This can be done through a variety of strategies that include questionnaires, surveys and newsletters with return slips, and more.

5.4.1.6. Developing a marketing culture in the school

Several scholars in the subject of 'marketing' share the opinion that firms and service providers must strike meaningful customer relationships by identifying creative ways to connect closely with the customers. For schools in particular, more than ever before, a positive institutional image is very critical from the viewpoint of the customer. Gerard, Davies, Ellison and Stot, all cited in Bisschoff et al. (2004), suggest that in the context of the school system, institutional image is the sum of subjective opinions about the quality of the learning and social environment.

Because of the subjectivity of such opinions, schools are in a real quandary: any negative opinions about the school might see a vote of no confidence by parents. *"Schools have to try and retain current clients while at the same time attracting new ones through the adoption of promotional strategies that will make them the schools of choice,"* added a male school principal from school 02.

Effective leadership is pivotal towards achieving this goal. The principal must be committed to and consistent in handling the school's mission, with the aim of enhancing a positive image (Gerard cited in Bisschoff et al., 2004). *"A successful approach will be based on substance, credibility and integrity,"* added another male school principal from school 05. The above sentiments were echoed throughout the duration of the field research as the male school principal from school 05 emphasised that *"the relationship the school establishes must be to create a long term project…built on sustainability, credibility and integrity of the school."* The school's SMT must bear in mind that the educators and learners are the first to perceive the school and then must project its cultural image to the community (O'Connor, 2004). *"If the perception is negative, then the school stands in real – danger of not only losing these important stakeholders but prospective future ones as well,"* realised one SGB member from a former model C school.

The market campaign must therefore be inclusive rather than isolated. The marketing culture in the school must bring all the stakeholders on board; because it is the pinnacle of the success of the marketing campaign which helps to create an enriched learning environment. The marketing culture within the school may further be enhanced by the constant supply of positive information about the school, allowing parents, prospective parents and students some reasonable access into the premises, maintaining a neat appearance and expecting good behaviour from the learners as well as responding efficiently to the needs of the clients.

5.4.1.7. Positive information

"The school's principal and the SGB must strive to supply positive information about the school to the community, the local press and the local radio stations whenever there is a chance," explained one SGB chairperson from school 01. The male school principal from school 02 further strengthened the above view by suggesting that "the location of the school and the positive things that are happening there must be

communicated wide and far. Some of the school principals and members of the SGBs of the former Model C schools explained how they had a productive relationship with the Southern Courier, a local weekly newspaper to publish the good news stories about their schools *(See Chapter 2.5.4. and   Appendix L).* One school principal was particularly excited when explaining how they are in partnership with the FM 94.7 radio station. *"This is particularly fruitful for the school because FM 94.7 is a very popular radio station across all ages and the popularity of our school has really risen,"* she added.

5.4.1.8. Access

The school premises must be accessible to current parents, prospective parents and learners as well as the members of the SGB, including other partners like sponsors of events Lockhart (2005); (2011); Oplatka and Hemsely-Brown, (2004); O'Connor, (2004); Bisschoff et al., (2004). An SGB member also explained that accessibility meant that: *"The school must be perceived to be friendly, (and) the front office presentable and efficient."* People are easily put off by an untidy, inefficient or casual reception (Bisschoff et al (2004).

This researcher experienced it at first hand during a field trip: the frustration of having to wait outside a padlocked gate with no buzzer to alert the host of one's presence. The researcher had to repeatedly knock on the gate with an object to draw the attention of the people inside the premises. Worse still, the school had no reception office, so this researcher still had to wait outside in a very windy and dusty open place. Such a reception is certainly not in the best interest of any school's marketing programme.

5.4.1.9. Learner appearance and behaviour

Bisschoff et al. (2004) are of the opinion that the staff, the learners and community groups should celebrate important events together so as to improve bonding, trust, allegiance and confidence. Good learner behaviour while in public places would be a credit to the school. The school could lose the respect of the public if the learners dress and behave inappropriately. These views were supported by all the school principals and SGB members of the researched schools.

5.4.1.10. Responding to clients efficiently

Oplatka and Hemsley-Brown (2004) encourage school managers to move away from a product-orientated approach to a client orientated approach. These are views that were also shared by at least one school principal from a FMCS, who added that *"the school management style must shift to carter more for the client rather than consider the product alone … parents are now very important stakeholders"*

Bisschoff et al. (2004:23) add: "Schools should invest in in-service training of staff and developments so that the teachers and other staff members are aware of the latest innovations and needs in the community." The researched school principals generally also agreed that the staff should be trained to communicate effectively with the clients. The kind of training should equip the staff with the correct skills of handling clients during parent meetings, school functions and telephone conversations (Bisschoff et al., 2004; Lockhart, 2011). On the same score, one female school principal from school 03 cautioned that "*the staff must set achievable performance indicators that they will honour."* In a separate interview*,* another school principal, said that her school offered extra Mathematics classes every Thursday to the grade four, five and six learners. To add to the caution given by the school principal from school 03, Bisschoff et al. (2004) also warn that if these (Mathematics) classes for example, are not held as promised, then the school has failed this performance indicator and this can upset the client.

Meanwhile Renihan and Renihan cited in Bisschoff et al. (2004: 24) argue that "Schools must be accountable for their beliefs and values…truly successful schools are not so focused on effectiveness that they miss chances to enhance the goodness of learning." Therefore, the ideal school must be *synergistic*; that is highly effective both pastorally and cosmetically (Bisschoff et al. (2004). Most of the researched township schools were found to be either *disaffected* (little emphasis on both the pastoral and the cosmetic) as well as being *survivor* schools which were mediocre in both dimensions (Bisschoff et al 2004). One school in the former Model C schools group was found to be a *candy store* school where the aesthetic part of the school's structure was very effective yet the SGB complained of arrogance of the SMT and principal when it came to issues of transparency with the parents regarding the school's finances and other aspects of the curriculum.

"The work of the school principal is to continually monitor and measure the image of the school, both formally and informally through its stakeholders, according to Bisschoff et al. (2004:26). The principal together with the teachers and the SMART must therefore plan and implement a set of marketing activities and recommend that the SGB and parents put these into policy.

5.5. Findings regarding the fourth research question and the fourth aim of the Study.

5.5.1. The fourth research question of the study: *what challenges are faced by township schools in marketing themselves effectively?*

Some of the dominant themes that arose during the field work are mentioned below. These and other relevant issues were seen by the township school principals to be particularly pertinent in directing the course of most of the researched schools' marketing drives. These are discussed in detail in the paragraphs that follow.

1. Apathy of parents (only 30-40% of the parents attend meetings in one of the schools

2. Lack of motivation of staff members

3. Lack of funds and resources, e.g. computers

4. Lack of vision and expertise and skills in the area of school marketing.
5. Poor follow up strategies (Follow up strategies through phone calls, letters of thanks etc. not effectively implemented by some of the schools.). *(See also Chapter 4.7).*

5.5.2. Apathy from parents

Six out of the eight interviewed school principals mentioned that they were experiencing general apathy in terms of parental involvement in school matters. One male township school principal lamented that *"attendance in school gatherings averages between 30% and 40% of the parents."* Another school principal of a former Model C schools echoed this by saying, *"parents' attendance to meetings is very poor; sometimes meetings are adjourned because those parents present can't make a quorum."* When asked what the reasons could be, the response ranged

between lack of interest to work commitment and learners not showing the meeting newsletters to their parents. Most principals and SGB members agreed that most of the parents are failing to take full responsibility for their children's education.

To this effect, many authors agree with the respondents. In India for, example, a similar research that was done in 2008, found that teachers felt that parents were both disrespectful of the teachers and lacked commitment to support their children's educational needs.(the internet 2013). *"Many pupils don't study at home, and don't do their homework. This shows a lack of care on the parents' part,"* the report explains. However, in his research, Sanders (2008:20) concluded "that successful parent-teacher relationships are based on mutual respect, cultural sensitivity, a focus on strengths rather than deficits and attention to the needs of families as perceived by families rather than schools."

Furthermore, according to a policy document from the New South Wales Department of Education (2010: 3) "Training for all stakeholders may be necessary to attain the level of commitment and the positive attitude required to make the partnership work… in the development of this culture of collaboration and acceptance the principal's role as an instructional leader is significant."

From the above views, the researcher's understanding was that, when the relationship between the school and family is trusting and collaborative there are benefits for all, but most importantly for the students.

Furthermore, this may imply that parents' willingness and ability to positively engage in the education of their child (or lack thereof) can be affected by the communication strategies employed by the school. Good communication strategies have the power to inform and engage parents on matters related to the school. It can increase the connectedness and the confidence levels.

5.5.3. Lack of motivation of staff members

Lockhart (2005: 12) explains that "marketing can be fun and rewarding, however, the work can sometimes be time consuming and demanding enough to test the commitment of even enthusiastic members." Virtually all the respondents in this research project felt that way. Some principals felt that the teachers were "resistant" while others explained that the teachers were overloaded with being administrators,

classroom managers, teachers, sports coaches and would still be expected to attend departmental workshops, mark the learners' work, assess and still be parents and guardians of their own families.

There seems to be a general apathy among teachers all over the world too when it comes to issues of school marketing. According to Oplatka and Hermsley-Brown (2004: 177) "two studies in England and Wales showed that some teachers from less competitive education arenas (e.g. rural and small town settings, and primary schools), when asked what marketing meant for them, indicated that there was no need for marketing in their schools." Principals of over-subscribed schools, in particular, were able to resist the pressures of the market due to their good position within it.

5.5.4. Lack of funds or resources (See also 5.3.6 and 5.3.8).

Many school principals and SGB members expressed their frustration with the fact that they struggle to market their schools effectively because of financial handicaps. While contending that the marketing campaign could be carried out using the least expensive means, the respondents explained that even the cheapest means still required to be financed at some stage and that was proving very difficult for some of the schools.

5.5.5. Lack of expertise/skills in the area

School principals generally felt that they and their staff were under-resourced when it came to school marketing skills and expertise. When asked what marketing needs they had, two school principals, and all the SGB members mentioned that their schools lacked skilled human resources to take their marketing campaigns to the next level. Zaluga (2008) further identifies a lack of knowledge, expertise and experience as well as skills as the major challenges that many marketers, especially small businesses face. Schools in particular have limited expertise in the marketing field as most teachers are either computer illiterate or have no marketing knowledge.

5.5.6. Poor follow-up strategies

One school principal explained that many schools lose their sponsors or donors because of poor strategies, lack of vision and the inability to design ideas of sustaining the relationship. He explained that it was important to keep in touch with prospective sponsors or donors by way of telephonic conversations, letter writing

and also remembering, for example, the birthday of managers and sending them a birthday card or the anniversary date of the company so that the school could send them an anniversary card as well.

In addition to the above, Zaluaga; (2008) also lists such challenges as the marketers' failure to define their target market, the marketers' failure to follow their advertising with excellent performance to meet the customers' expectations, failure to initiate a system of constant referrals by existing customers, failure to increase sales conversions, a lack of time and resources to embark of effective marketing programmes as well as working without a sustainable marketing plan.

5.6. Findings according to the fifth research question and the fifth aim of the study

5.61. The fifth research question of the study: *What are the benefits of school marketing for the township and other schools in the Gauteng province?*

When asked about the benefits of school marketing, the researched school principals and SGB members gave responses such as giving the school publicity, promoting successful fundraising, contributing to long-term whole-school development, uplifting the educational environment, gaining more teaching resources, giving parents a good school choice, attracting more learners to the school and increasing school fees.

The marketing of schools has many positive benefits as well as improving recruitment of both learners and teachers. (Lockhart 2005). A marketing focus has the potential to improve the service offered by schools and makes it easier for them to respond to the needs of parents and students (Lockhart 2011). It will give the school an edge over other competing schools (O'Connor, 2004). Bischoff (2004) lists the following benefits:

- Attracting learners and educators of high quality.
- Information about the school spreads through the community to reach more prospective customers.
- The school gets to portray a positive image of itself to the press.

- It is likely to attract more formula funding from the state due to a high enrolment.

- The school is able to improve its service and relationships with its clients.

- Prospective donors get to know about the schools.

- A well marketed school has a competitive edge over its competitors *(See also Chapter 4.9.2.)*

5.7. Who should be involved in the school's marketing programme?

All the researched schools did not have any marketing teams (SMART) and all the marketing programmes rested on the shoulders of the SGB and the SMT. Authors like Bisschoff et al (2004) and the SASA (84) 1996 advise that the marketing-related issues can only be turned into policy by the SGB. On the other hand, Lockhart (2011) advocates a creation of marketing teams that will handle the school's marketing campaign. In addition, Oplatka and Hemsely Brown (2004:389) explain that "the management of the school marketing is accomplished mainly by the principals and by some role players incumbents in the school." According to Oplatka and Hemsely Brown (2004) a study that was done about school marketing in 1995 by James and Philips', found out that in all of the schools that were studied no one other than the principal had explicit responsibility for marketing.

School marketing is recognised as a characteristic of school management both by principals (Oplatka, 2002a) and by teachers. For example, in a separate school marketing research that was done in Wales by Oplatka et al (2002) it was discovered that many teachers perceived it (school marketing) to be strictly under the auspices of the school management. The same attitudes seemed to be prevalent in South African schools as was evidenced in this research. For example one school principal from a former Model c school was quoted as saying; *"We have no school marketing committee here, in any case, our marketing is done by the SMT and the SGB, so we do not really need such a committee at the present moment,"*

This is not to say, however, that teachers and other members of staff are not expected by school principals (or SGBS) to engage in marketing their schools (Oplatka and Hemsely-Brown, 2004). Both English and Israeli principals in two

separate studies emphasised the importance of involving the staff in marketing activities (Oplatka, 2002a).

Indeed, it is evident that in undersubscribed schools or in highly competitive areas, the staff is likely to be actively involved in "selling" the educational programmes in the open days/evening and in participating in departmental activities where pupils display their assignments to prospective parents and stakeholders (Oplatka, 2002a; Oplatka et al., 2002). *"When properly motivated (students, teachers, the administration staff, the ground staff and parents) can bring tremendous energy, expertise and support to the activities that promote a positive image of the school,"* one former Model C school principal said. *"The school's alumni are the best advertisers of our school,"* she added.

5.8. RECOMMENDATIONS

5.8.1. Recommendations for township school principals on the need for school marketing teams

The findings from interviewing the eight school principals, although admittedly generalised and not necessarily replicable in all situations, do provide the basis for an argument for public schools, especially township ones, to objectively consider implementing school marketing campaigns to advertise themselves. The studied literature together with the unobtrusive observations and discussions that were carried out with the relevant school principals have indeed highlighted the deficiencies and the negative impact that the absence of school marketing teams had on the studied schools. These results, although coming from a small sample of eight schools, have provided a relatively informative pointer about the marketing inadequacies and challenges that the researched schools and possibly other schools at large are facing, due to the lack of these teams.

One of the biggest threats that were discovered during the field work was the absence of marketing teams in all the researched schools. It is hereby argued that any marketing campaign that is not properly planned and well directed is unlikely to prosper. It is thus being put forward henceforth as a recommendation that township schools, especially the school principals and SMTs pursue their marketing

campaigns by choosing vibrant, focused and dedicated marketing teams that will consist of people that are not only well informed about school marketing matters but are also highly enthusiastic about these issues.

It is further recommended that, especially the school principals, take particular interest in their schools' marketing campaigns and lead from both the front and the back, galvanising their staff into believing in the school's marketing ethos. It is further highlighted in this discussion that the school marketing campaign, due to the demanding nature of the modern day classroom teacher's job, may face fierce resistance from sections of the teaching staff, with no volunteers taking up positions as members of the school's marketing teams. It is recommended therefore that school principals work very closely with their SGBs, SMTs and staff to devise marketing strategies that will both be empowering and less demanding for those directly involved. A coercive approach is therefore least recommended if a strong effective partnership is to be achieved to develop a successful marketing campaign.

5.8.2. Recommendations to township school principals on how to design effective marketing plans

The need for well-designed school marketing plans was highlighted during the field work. The entity of the investigated schools did not possess recognisable marketing plans and therefore the school principals virtually struggled to provide convincing or authentic responses regarding the planning of their schools' marketing strategies. Reviews from literature studies are undeterred in advocating the need for well thought out marketing plans for any successful marketing strategies.

As a recommendation, it is hereby suggested that, especially the township schools not only select and have in place effective marketing teams, but also that the marketing team members meet and carefully draft their school's marketing plans. Several sources can guide the drafting of a good school marketing plan. By visiting such Internet sites, like *Google Scholar* and then searching for uploaded school marketing plans by other schools, the marketing teams could benefit immensely.

It is crucial to note that constructing a strong marketing plan may take time and be a daunting task, (see appendix J), and the school might like to engage professional

school marketing support from professional groups. In addition to the Internet, schools may visits groups such as the South African Marketing Research Association (SAMRA), Research Suppliers of South Africa (SAARF), the Bureau of Market Research (BMR), the Institute of Marketing Research (IMR), the South African Society of Marketing (SSM) and the Association of Advertising Agencies (AAA) for assistance.

It is further recommended that the marketing teams use the findings of their SWOT matrix to guide the school's marketing campaigns. The SWOT matrix results may be used by the school Marketing Team to project the possibilities against the school's strengths, weaknesses, available opportunities and the threats that can hamper the success of the marketing campaign. All these are very practical and achievable activities that any school can embark on.

5.8.3. Adopting e-tools for marketing township schools

An increasing number of schools are using new communication technologies in their marketing to attract and retain families and enhance community relations with their former students and other community members. That was found to be particularly true with some of the researched former Model C schools. However, the same findings did not justify the township schools' failure to engage the e-tools for the purpose of marketing themselves. Several studied literature texts recommended the inclusion of e-tools in the marketing of the schools.

Schools need to consider that parents with restricted time want easy access to quality information. They want it fast and simple and preferably as visual language. They also like interactive communication where they can have their say. It is therefore recommended that, especially the township schools adopt some of the following e- tools to market themselves.

5.8.3.1. Good school websites

An interactive school website has the potential to engage readers and involve them more in a school. It is highly recommended, therefore, that township schools develop their own websites where all school-related information may be posted. This will

save parents (and the school) large amounts of travelling time, thereby cutting travelling costs for both parties.

It is recommended that the home page should identify the school by answering three essential marketing questions: Who? What? Where? Vining (2009).

Vining (2009) goes on to suggest that the following elements that may be highlighted on the school's websites may include**:**

- The school's principal and contact details
- The school's contact details
- Members of staff.
- Video blocks (YouTube)
- Sports fixtures
- Enrolment forms
- The event calendar

Further recommendations from the related literature suggests that, instead of creating one website, the school may decide to create three linked sites. Each may be   designed for a distinct audience. For example, the main site may be for prospective parents, the second may be a blogsite for the current community and the third for former students and staff.

Furthermore, it also recommended that the township schools develop School Tours on DVD. This can be a very effective tool for helping existing families share the school with others. Offering the free DVD and school tours may form the major focus of the website.

The school's YouTube channel may consist of several videos of events in the school. This combined with Facebook and Twitter allows families to have a greater insight into the life of the school. This method of communication is highly recommended for schools to adopt.

5.8.3.2. School promotional videos

There is no better way to communicate the uniqueness and convey the purpose of a school than in a video. Videos bring the entire school business to life. Schools need not make expensive videos, but rather use authentic student-made, fun-filled, home-made efforts that are natural productions (with all their technical imperfections). From

a single computer in the school, these can be uploaded onto YouTube to showcase both the school's raw talent in film-making as well as to showcase life in the school.

5.8.3.3. School video testimonials

Another recommended and effective marketing device is testimonial interviews. For example, a contemporary presentation using video interviews on *'Why choose a school'* may use interviews with parents and teachers in a powerful way. These testimonials may be played to prospective parents and students or just before the beginning of an Annual General Meeting (AGM) with parents. Township schools, in particular could use this strategy to lure new parents to the school while at the same time retaining current ones.

Schools should however take note of the following advice as adapted from (Vining 2009).
While making the school's own video is lots of fun, there are some things you need to be aware of when making natural/authentic videos on YouTube. **For example:**

1. *It is illegal to use copyright music.*
2. *Be careful about letting comments go up automatically rather than selecting "comments (that will be) allowed with approval".*
3. *The school can lose control over a video if it is posted on another person's channel (e.g. a former student's channel).*
4. *Make sure you have permission from the people who appear in the video.*

5.8.4. Social media creates interactive culture in schools

Today school communications have become interactive and are driven by product innovation and society's growing digital literacy. Township school principals, SGBs and SMTs must ever be cognisant of that fact. While is crucial that schools have their own websites, it is vitally important to for schools to realise that website content is being replaced by social media, which is creating and absorbing much of many people's time online. The implication here is that if the school's communication and marketing strategy are still confined to the cyclical newsletter and institutional website, then that school is falling behind. Schools are marketing to a new parent

body. Websites are not enough anymore. Schools have to stay ahead with technology.

The new technology includes Facebook, Twitter, SMS, and blogs, websites optimised for mobile phones, Rich Site Summary (RSS) Feeds delivering up to date news and Forums. Businesses and other schools are delivering these to computers, smart phones and now iPads because they realise that to get their message heard they need to deliver it in a medium that customers want, not the way they want. Township school heads and SGBs are therefore encouraged to have at least one account on the many social networks that have been mentioned above.

Social media is giving schools the opportunity to develop a sharing and collaborative culture.

5.8.5. School blogs

Feedback from customers is valuable information and an exciting way to engage and interact with the audience. By hosting a blog site, a school can play host to two-way conversations, allowing the entire community to engage. Today, many families in the township have access to computers; the township school would gain popularity by engaging the community in conversations about school-related issues through its blog. Creating a blog site may however require professional help, but schools would do well by forming partnerships with universities of science and technology so that the universities may release computer students to help with the creation of such sites without charge. Furthermore, school principals and SGBs, through market research, must identify parents within the community who can provide such assistance and rope them in. The schools could average about two new stories each school day on their blogsite. An extensive use of photos and video can make the blog more attractive and less tedious to read.

The following extract from Vining (2009) provides a brief yet lucid explanation of the advantages of having a school blogsite:

> *Students, parents and staff regularly add comments to the stories. The comments need to be approved before being displayed. It allows the community to engage and better understand what is happening at the school and congratulate each other. Parents and students love seeing photos of themselves. The blogsite helps demonstrate and reassure current parents that the school is providing a rich and varied education.*

5.8.6. The school's e-prospectus

Township school principals need to be aware that today people want information quickly, preferably as visual images. This is relevant to many other public schools as well. Progressive schools that have dispensed with the traditional prospectus and use video to present a parent's view, a teacher's view and a student's view of the school and this is cost effective and efficient. It is hereby recommended that the township schools adopt and make use of these strategies. School heads and members of the marketing committees need to research widely on such strategies as these so as to apply them effectively in their schools.

Schools can visit *www.pilgrim.sa.edu.au/Default.aspx?tabid=67* or *www.bloxhamschool.com* to view how E-Prospectuses are used by schools in some parts of the world.

5.8.7. The school e-newsletter

Jenny England, the Marketing Coordinator at a school in England, when commenting about the strengths of using the e-newsletter in her school wrote:

"This high-tech newsletter is completely free and pretty straightforward. It's got people talking about our school in a positive way. It is fabulous for market research. I can track exactly who opened it, how many times they viewed it and which link was clicked on the most often."

The marketing team in South African schools could use the e-newsletter to lure disaffected and/or disengaged learners back into positive education via a vocational route. *To see this E-newsletter, schools can visit* eepurl.com/bCG2b.

5.8.8. School newsletters on mobile phones

The biggest challenge that most schools seemed to face during the interviews was how to effectively communicate with parents as when school principals complained about parental apathy (See 5.6.2.) It was suggested that this (lack of effective communication) could be the cause of the apathy where the children sometimes

forgot to give the newsletters to their parents or guardians. Giving parents other options on how to receive the information thus becomes very crucial. As a recommendation, township schools should now consider gradually moving away from the traditional newsletters to the online optimised format. This is vital with the growing use of smart phones. Schools should bear in mind that current and prospective parents now have the ability to connect and interact with the school's communications on the run via their mobiles and take advantage of that. The traditional paper newsletter may still work for a fraction of the parents, but others may prefer electronic versions and therefore options must be given. It is essential to use the mediums that the clients use, such as cell phones that parents carry all the time. This way the information will never be lost. *(See also 5.6.2).*

5.8.9. Continuous school marketing

School Marketing Teams are encouraged not to treat school marketing as an occasional matter, but rather as a process and market their schools repeatedly. There are many channels through which to connect with parents to promote the school and build community relations.

The school Marketing Team needs to be reminded that a system of multiple exposures works best (Vining 2009). For schools, this may mean reiterations via advertising, websites, internet, expos, mail-outs, follow-up emails and follow-up phone calls. Different communications (with the prospective sponsors) spaced apart (for example, over two week intervals to begin with and then less frequently) can optimise awareness. (Vining 2009).

A priority for the future could however be to manage community involvement in schools and to build stronger bonds with the rising tide of vocal and discerning customers (Vining 2009). Smart players in the marketplace realise that the current marketing methods (and thinking) may not be as effective in days and years to come. So school principals in particular need to be active in taking their schools' marketing campaigns to the next levels by engaging the latest technologies and strategies.

5.9. FUTURE RESEARCH RECOMMENDATIONS.

In relation to the findings of this project, it is recommended further studies on the following issues that emerged but did not get adequate attention be pursued:

5.9.1. How to effectively integrate traditional marketing strategies with the fast-growing e-marketing tools

The emergency of school marketing as a strategy to enhance educational standards has gained respected attention, at least in the developed world. However it is still a new concept in the South African context. It was clear even during the interviews with the school principals of the researched schools that their knowledge on the subject was only general. Further research is therefore recommended to actively pinpoint the best alternatives of integrating the traditional marketing strategies with the e-marketing tools.

5.9.2. The development of school marketing teams in South African schools (SMARTs).

This researcher returns to this issue because it emerged as a major challenge for virtually all the researched schools. Research is therefore recommended on this particular area to determine how best schools in the South African context can form and utilise efficient marketing teams to help market themselves effectively. Furthermore, it is also recommended that educational marketing models (specific for the marketing of schools) be developed. This will reduce the reliance on corporate marketing models when developing school marketing strategies.

5.9.3. The need to expand the population size for the study

Only eight schools were studied for the purposes of this research project. The challenges of authenticity in the generalisation of the findings from a project done on such a limited scope are evident. It is therefore hereby recommended that similar research be carried out involving more schools and more research subjects. This, it is envisaged, would help to determine a balanced view-point on the systematic and logistical challenges that many township schools face in their efforts to market themselves**.**

5.9.4. Limitations of the study

During this project, as in most projects of a similar nature, the researcher faced several challenges which might have had a direct or indirect bearing on the final outcome of the project. Firstly, travelling from Johannesburg to Orange Farm about 50 km away, was both time-consuming and financially draining for the researcher. Additionally, there were several postponements on scheduled appointments due to the unavailability of some of the subjects, especially the school principals who also had to attend several of their own meetings. This affected the time frame of the commencement and the completion of the field research.

5.9.5. Factors affecting the validity and reliability of the study

- **Attrition**

All the investigated schools did not have marketing committees. The researcher had hoped that the schools pinpointed would play an important part in the unlocking of the uncertainties surrounding issues of school marketing in their schools. The unavailability of these committees was indeed a major concern to the researcher. It caused the restructuring of the research questions on both the principals' interview schedules and also in the questionnaires for the SGBs so as to include some of the questions that would have been referred to the marketing committees. Just to illustrate the extent of the matter, for example, one former model C school (FMC) principal actually directed this researcher to interview the school's bursar on issues of marketing. In turn the bursar declined to be interviewed about the subject because she did not know whether the school was even marketed at all, referring this researcher to the SGB instead.

- **History**

Most of the interviews with school principals were intermittent due to continuous breaks when the phone rang or when the intercom went on. This was particularly disturbing: when the intensity of the interview was at its peak, then the office phone would ring and the whole discussion had to take a pause and later restart again. This had a direct influence on the eventual responses of the principals as they would struggle to refigure what exactly they were saying before the phone call. The researcher had to give them a hint before they could try to reconstruct their responses again.

- **Inadequate literature**

The study of school marketing is a relatively new concept which is still lacking in terms of resources that specifically related to the marketing of schools. This was particularly challenging, and the researcher had to occasionally surf the Internet for articles and other sources on the subject. The reliance on Internet sources to a large extent compromised the validity and the reliability of some of the information

5.10. Chapter Conclusion

This chapter discussed the findings of the research project from the respondents' points of views as well as from the studied literature. The presentation included the discussion of the effective marketing strategies that the researched schools are applying, both township and former Model C Schools.

The discussion further touched on the school marketing challenges that these school face together with the suggested possible solutions to the challenges. Such challenges as resource scarcity, financial as well as parental apathy were discussed and solutions suggested.

The chapter went on to discuss who in the school should be involved in the marketing campaign, clearly pointing out, as did many authors in the subject, that the marketing campaign should be an inclusive activity which brings together; parents, teachers, learners, the reception staff as well as the ground staff under the tutelage of the SMT and being guided by the SGBs policies.

The benefits of effectively marketing the school cannot be overstated. The respondents' views on this subject, coupled with the views from the related literature were also discussed.

The chapter ends with the recommendations for; future research, for school principals, School Governing Bodies, teachers, township high schools and township primary schools.

6. Bibliography

Bischoff, T. Du Pliss, P. Smith, E.2004. *Effective School Marketing.* Van Schaik. Pretoria.

Carl, A. E.2010.*Teacher empowerment through curriculum development.* Theory into practice. Third Edition. Juta and Company Ltd. Cape Town. South Africa.

Chaffey, D. Chadwick, F.E. Mayer.R. and Johnson, K.2009.*Internet Marketing. Pearson* Education Limited. Essex, England.

Creswell J.W. 2013. *Research Design*. SAGE publications Pvt. Ltd. Washington.

O'Connor, M.2004. *Maximizing Marketing to Advance Your School's Mission.* Education Marketing & Advancement Services. Glasgow.

Dawson, R.Hannock. A. and Bob, A. 2011. *Doing Case Study Research.* Teachers' College Press. Columbia University. New York.

Dennis, A. Halborg, A.L. Ross. C. 2001. *Marketing. Principles and Practices*. (Fourth edition). Pearson. Edinburgh Gate.

Doyle, P. And Stern, P. 2006.*Marketing Management and Strategy. (Fourth edition).* Pearson Education Limited. Essex, England.

e-News Central Africa. 22 August, 2012. South Africa.

e-News Central Africa. 17 January, 2013. South Africa.

e-News Central Africa. 19 November, 2013. South Africa.

Eyewitness News.94.7 FM Stereo. 21 February, 2012.

Eyewitness News 94.7 FM14 Stereo 12 October, 2013

Foskett,N. H. Oplatka, I. and Hemsley-Brown, J. V. (2002) *Educational Marketisation and the head's psychological well-being: a theoretical conceptualisation'*. British Journal of Educational Studies, 50, (4), 419-443. (doi:10.1111/1467-8527.t01-2-00212).

Gay, L.R. and Airasian P. (2003*). Educational Research. Competences for analysis and applications.* (Seventh Edition). Pearson education. Australia.

Gill P. 2008. *Analysing and presenting qualitative data.* Nature Publishing Group. Britain.

Goodson, M.2009.*Relationship Marketing.* Oxford University Press. New York.

Henning, E. 2009. Finding your way in Qualitative Research. Van Schaik. Pretoria.

Higgs, P. Smith, J. 2006. *Rethinking truth.* (Second edition). Juta and Co. Ltd. Cape Town.

Hooley, Saunders, J. And Piercy, N. 2004. *Marketing Strategy and Competitive positioning. Third edition*. Pearson Education Limited. Essex, England.

Human Sciences Research Council. 2012. *South African Race Relations Briefing No 72.* Cape Town.

Johnson, B. Christensen, L. 2004*.Educational Research*. Boston. Pearson.

Kar, A. 2011. *Effective Marketing Strategies for Small Businesses.(Internet 2013).*

Kerin, R.A. Hartley, S.W. Berkowitz, E.N. 2006. *Marketing.* McGraw. New York.

Khosa, G. 2010. *Sustainable School Improvement.* Acumen Publishing Solutions, Johannesburg.

Koshy, V. 2010. *Research for Improving Educational Practice.* SAGE Publications. London.

Kotler, P. Armstrong. 2008. *Principles of Marketing.* Pearson. Cape Town.

Lake, L.2012. *Marketing Plans.*About.com Small Businesses: Canada. *sbinfocanada.about.com/od/marketing*

Light wave mobile (2013). *Technology Solutions for Marketing.* (The internet 15.07.2013).

Lockhart.J.2005. *How to market your school; a guide to marketing public relations and communication for school administrators* .USA. Universe.

Lockhart.J.2010. *How to market your school; a guide to marketing public relations and communication for school administrators* .USA. Universe.

Lockhart.J.2011. *How to market your school; a guide to marketing public relations and communication for school administrators* .USA. Universe.

Loftus, J. 1999. *An action research enquiry into the marketing of an established first school in its transition to full primary status. Ph.D Thesis:* USA. University of Kingston.

Mackenzie N. and Knipe S.2006. *Research dilemmas: Paradigms, methods and methodology.* Issues In Educational Research, Vol 16, 2006. Charles Sturt University. Australia.

Mail & Guardian.31 August, 2012. *Nadine Gordimer slams SA's education system*

Mcmillan, H. Schumacher, S. 2009. *Research in Education: Evidence based inquiry.* Seventh edition. Boston. Pearson.

Morse, J.M., Barrett, M. Mayan, M. Olson, K. and Spiers J. 2002. *Verification Strategies for Establishing Reliability and Validity in Qualitative Research. International Journal of Qualitative Methods,* 1 (2) Spring) University of Alberta, Edmonton, Canada.

Nahid, G. (2003*). Understanding Reliability and Validity in Qualitative Research. The Qualitative Report* Volume 8 Number 4 December 2003 597-607 University of Toronto. USA.

Ocampo.M.L**.** 2004. *Global Perspectives on Human Language: A brief history of Educational Inequality from Apartheid to the Present. The South African Context. South Africa Seminar:* Stanford University

Oplatka, I. Hemsley-Brown, J. and Foskett, N.H. (2002). *The voice of teachers in marketing their school: personal perspectives in competitive environments: School Leadership and Management,* Vol. 22 No. 2, pp. 177-96.

Oplatka, I. (2002a). *The emergence of educational marketing: lessons from the experiences of Israeli principals: Comparative Education Review,* Vol. 46 No. 2, pp. 211-33.

Oplatka, I. Hemsely-Brown. J. 2004. *Journal of Education Administration 42(3): 375-400.*Emerald Group Publishing Limited.

Oxford Advanced Learners Dictionary 2006. (6th Edition. Cape Town.

Policy on Research Ethics 1. 2013. *General Guidelines on Ethical Research*. University of South Africa. Pretoria.

Punch, K.E. 2009. *Introduction to Research Methods in Education*. SAGE publications Pvt Ltd.

Rix, P.2004. *Marketing-A practical approach*. McGraw. Boston.

Rule, P and Vaughn, J. 2011.*Your guide to Case Study research.* Van Scahik Publishers. Pretoria.

Ruhdelius, H. K. 2011.*The Core Marketing*. McGraw-Hill Irwin. New York.

SACE .2011.*Teacher Migration in South Africa*. Advice to the Ministries of Basic and Higher Training.

Sanders, M.G. 2008. *How parent liaisons can bridge the home-school gap.* The Journal of Educational Research, 101(5), 287-298.

Silverman,D. 2011. *Qualitative Research* (Third Edition). SAGE Publications. Pvt. Ltd. London.

Department of Education School: November, 2010. *Learning Support Programme. (Positively Engaging Parents).* South Wales, Australia.

South African Institute of Race Relations: 2012. Briefing NO 72.*The Failing Standard of Basic Education in South Africa.*

South African schools act (1996) No 84 of 1996. Government Gazette. Department of Education.

Steyn, G.M. van Niekerk, E. J. 2008. *Human Resource Management in Education.* (Second Edition).University of South Africa. Pretoria.

Stokes, D. 1996. *Relationship Marketing in Schools: Small Enterprise Problems in Primary Schools.* Paper presented to Markets in Education: Policy, Process and Practice. University of Southampton 4-5th July 1996.

Suss, G.2012. *The Next Revolution Will Be In Education: A New Marketing Approach For Schools.* Las Vegas international Academic conference. Las Vegas. Nevada.USA.

The Sowetan Newspaper, 9 January 2007. *Thousands of public schools close shop.*

The Sowetan Newspaper, 07 February, 2012. *Lead SA and Gauteng Education MEC tackle late comers at Soweto school.*

Mukhuthu, M. 2007.*Thousands of public schools close.* The Sowetan Newspaper, 19 January. p1.

Monama, T. 2012. *Lead SA and Gauteng Education MEC tackle late comers at Soweto school.* The Sowetan Newspaper. 7 February.p1.

Vining. L. 2009. School Marketing using Modern Communication Technology

Florida. USA.

Volkov, S. 2011*. Reasons to Incorporate Mobile Marketing into Business Marketing Plans.* Yahoo! Contributor Network.

Welman,C. and Kruger, J. R. 2004*. Research methodology.* (Second edition). Oxford University Press. Cape Town.

Wikipedia, the free encyclopaedia: (2013).*Marketing for school.* The missing jigsaw. www.wikipedia.org

Yin R. 2012. Applications of Case Study Research. (Third Edition). SAGE Pvt Ltd Publications. London.

Yukl, G. (1999). How leaders influence organizational effectiveness. *Leadership Quarterly*, 19, 708-722.

 Zuluaga, P. (200*8) Conquer the Top 6 Small Business Marketing Challenges. (Internet 2013).*

7.LIST OF APPENDICES.

QUESTIONNAIRE

EFFECTIVE SCHOOL MARKETING STRATEGIES IN GAUTENG PROVINCE-A
Case Study Approach.

School Marketing Questionnaire:

INSTRUCTIONS TO RESPONDENTS:

The questions in the questionnaire (and your responses) will be used solely for the purpose of developing an academic manuscript towards establishing effective School Marketing Strategies. No personal information is needed to complete the questionnaire but all respondents are being asked to be as truthful and as accurate as a ruler.

1. Are you a member of your school's SGB, a teacher, a member of the Marketing Committee,   SMT or are you the principal (Please tick).

   ☐ SGB member but not staff member.   ☐ SGB and staff member.

   ☐ Chairperson of the SGB.   ☐ SGB Secretary.

   ☐ Marketing Committee member.   ☐ SMT member.

   ☐ ncipal.   ☐ Vice Principal standing in for the Principal.

2. Is your school a private or public school?

   ☐ Private.   ☐ Public.   ☐ I am not sure?

3. As a school, do you have a marketing strategy or plan?

   Y☐   ☐ No.   ☐ I am not sure.

4. Does your school have a vision and mission statement?

   Y☐   ☐ No.

5. Do you understand what school marketing involves?

   Y☐   ☐ No.

(b).   If you said 'Yes' please write what school marketing involves in the space below.

_____

_____

_____
_____
_____

6. If you were the Head of marketing in your school which marketing strategies would recommend for your school? Please list them down.

_____
_____
_____

7. According to Kotler and Armstrong (2008: 19) *"Marketing is the process by which firms create value for customers and build strong customer relationships..."*

How much do you agree with this postulation in a school situation?

☐ Very strongly agree. ☐ Strongly agree. ☐ Just but agree.

☐ Very strongly disagree. ☐ Disagree .

8. Oplantka and Bremsely Brown (2004:377) realise that *"The survival of many schools is dependent on their capacity to market their schools to the external environment."*

How relevant is this statement to your school's situation?

☐ y relevant. ☐ evant. ☐ tly relevant.

☐ relevant at all.

9. Who do you think should be responsible for marketing in your school?

☐ y the principal ☐ one has a duty to market the school effectively.

☐ principal and the SGB.

10. How do you think the following people could help market your school effectively? Please list down the strategies that each group of people could use below the group's name.

(a). The SGB:

_____
_____

(b). The SMT:

_____
_____
_____

(c). The teachers:

_____
_____

(d). The learners and parents:

_____
_____

11. How does your school communicate the good things that are happening there to the outside world? Please tick against the appropriate box(es) for your school's situation.

☐   Announcements during parents' evenings.   ☐   Other. (Please specify)

☐   Displays on notice boards.   _____

☐   Publications on local newspapers.   _____

☐ Radio or Tv broadcasts and advertisements.   _____

☐   Facebook, Twitter or LinkedIn.   _____

☐ Publication on the school's website

☐ Cell phone messaging.

☐ Newsletters, brochures and flyers.

12. Does your school have its own website?

☐   Yes.   ☐   No.

13. How often does your school allow the community to make CONTROLLED USE of its facilities like sports fields, the hall etc for community or recreational projects?

☐ Always or whenever there is a need   ☐ Seldom.

☐ Very rarely.   ☐   Unfortunately, never

14. If your school does, please list down the advantages of such outreach programmes to both the school and the community.

_____

_____

15. If your school does not, do you see this as an advantage or disadvantage for the school to increase its popularity and thereby possibly attract more learners and ultimately more money?

☐ Yes   ☐ No

Please explain your response below:

_____

_____

16. Loftus (1999: 59) explains that: "...there is little doubt that the financial penalties that follow any fall in recruitment have exacerbated the pressure on Heads to put major effort into ensuring a high demand for places in their schools."

How is your school ensuring that there is high demand for places in the school? Please share the strategies that you are using below:

_____

_____

_____

17. Do you think that school marketing as a strategy is important in the current South African Educational context?

☐ Yes, definitely   ☐ To some extent, yes.   ☐ No, I do not think so.

☐ I honestly don't think so

18. According to the 2011 annual national assessment figures, the World Economic Forum ranked South Africa 140th out of 144 which is lower than Lesotho and Swaziland

Do you think that with effective marketing strategies, where all south African Schools attract sponsors for educational programmes and become competitive and attractive as effective learning centres with highly qualified and skilled teachers and the needed infrastructure, our education system could become better and more efficient?

☐ Yes, certainly.

☐ Yes but caution must be exercised as most schools are too poor to afford any effective marketing programme.

☐ Yes, no matter how small a school's budget is every effort must be made to market the school using even the simplest forms of advertising to highlight the school's successes and needs.

☐ No, I do not think schools must be treated like businesses as they are non-profit making institutions.

☐ No, any form of marketing is too expensive, and schools can't afford that.

19. Has your school been losing learners or teachers to other school or are you continuously gaining these resources from other schools?

☐ We lose learners and teachers all the time.

☐ We have an even number of learners going out and coming in all the time, so our numbers are ok.

☐ We seem to be losing our best teachers to other schools every year.

☐ We seem to be attracting more learners than we can handle every year and the queue of teachers wanting to join our school from neighbouring and far away schools are ever increasing.

20. Do you attribute this to your school being well marketed, poorly marketed or other factors?

☐ We are well marketed.

☐ We are poorly marketed.

☐ I think it's the school's past reputation of bad performance that's affecting our school's image.

☐ I think it's the school's past reputation of good standards and good infrastructure that is still attracting many clients to the school.

☐ We have always maintained very high standards and always make an effort to market the school to the outside world whenever an opportunity avails itself.

21. Please list the benefits of marketing your school effectively.

_____
_____

Thanking you in advance. I hope to you will find pleasure in assisting me gather this very important information.

STRUCTURED INTERVIEW SCHEDULE FOR THE FORMER MODEL C SCHOOLS.

Title: Effective marketing strategies for township schools in Gauteng Province:

A Masters in Education Full Dissertation Investigation by Mr Ian Mpofu. (UNISA, 2013).

Important information to the subjects:

Taking part in the research project is strictly voluntary and the subjects may withdraw at any time with no consequences. If the subject has already shared information with the researcher, it is the researcher's prerogative to decide on whether such information may be withdrawn or be made use of in the research depending on the relevance of the information.

Section A: Introduction.

Good morning /afternoon madam /sir.

My name is Mr Ian Mpofu, a MED student with UNISA. May I please have about 30 minutes of your time to interview you on possible marketing strategies that township schools may adopt for them to remain attractive learning centres.

Section B:

1. Is your school a public or private school?

_____
_____
_____

(b). Are you a township or former Model C School?

_____
_____
_____

2. Are you a Section 20 or 21 school?

_____
_____
_____

3. Can you please explain why your school is in this bracket?

_____
_____

4. How big is your catchment area for learners?

5. Do you attract learners and teachers from other schools outside your district or province?

_____
_____
_____

(b). Please elaborate on your previous response.

_____
_____
_____

6. This research project is about effective school marketing strategies. What do you understand by school marketing?

_____
_____
_____

7. Do you believe that modern day schools' survival, especially in South Africa, depends on how they effectively market themselves to their internal and external audiences?

_____
_____

(b). Please elaborate on your previous response.

_____
_____
_____

8. In your opinion, what constitutes effective marketing strategies?

_____
_____

9. Does your school (SMT and SGB) take time to strategise on your school's marketing needs?

_____
_____
_____

10. How do you market your school?

_____
_____
_____

11. Do you find these strategies effective?

_____
_____
_____

(b). Please elaborate.

_____
_____
_____

12. In your opinion, especially for your school, which marketing strategies do you find particularly effective?

_____
_____
_____

13. How would you encourage other schools, especially township and rural and farm schools to market their institutions?

(a). Township schools.

(b). Farm schools.

_____
_____
_____

(C). Rural Schools.

_____
_____
_____
_____

14. What challenges does your school face in its marketing campaigns?

_____
_____
_____

15. What challenges do you think poorer schools face in their marketing campaigns?

_____
_____
_____

16. Do you think school marketing is beneficial in the emancipation of education?

_____
_____
_____

(c). According to your understanding, how is it beneficial?

_____
_____
_____
_____

17. Please suggest some effective marketing strategies that schools in South Africa can adopt:

_____
_____
_____

18. In your school, who is involved with the marketing campaign?

_____
_____
_____

(c). Please explain the role of the :

SMT:

_____
_____
_____

Teachers:

_____
_____
_____
_____

Learners:

_____

_____

Reception staff:

_____

_____

_____

Ground staff:

_____

_____

_____

SGB:

_____

_____

_____

Current parents:

_____

_____

20. If you became a principal in a township school that is losing learners to the well -
equipped former Model C schools, what strategies would you employ to stop this
exodus?

_____

_____

_____

Thank you very much for your insight. It was wonderful talking to you!

Interview schedule for Section 20 schools that are facing serious pedagogical challenges.

Title: Effective marketing strategies for township schools in Gauteng Province:

A Masters in Education Full Dissertation Investigation by Mr Ian Mpofu. (UNISA, 2013).

Important information to the subjects:

Taking part in the research project is strictly voluntary and the subjects may withdraw at any time with no consequences. If the subject has already shared information with the researcher, it is the researcher's prerogative to decide on whether such information may be withdrawn or be made use of in the research depending on the relevance of the information.

Section A: Introduction.

Good morning /afternoon madam /sir.

My name is Mr Ian Mpofu, a MED student with UNISA. May I please have about 30 minutes of your time to interview you on the challenges that your school is facing in attracting and keeping learners and well qualified teachers.

Section B:

1. Is your school a public or private school?

_____
_____

(b). Are you a township or former Model C School?

_____
_____

2. Are you a Section 20 or 21 school?

_____
_____

3. Can you please explain why your school is in this bracket?

_____
_____

_____

4. How big is your catchment area for learners?

_____
_____

5. Do you attract learners and teachers from other schools outside your district or province?

_____
_____

(b). Please elaborate on your previous response.

_____
_____

6. This research project is about effective school marketing strategies. What do you understand by school marketing?

_____
_____
_____

7. Is your school losing learners to the former Model C Schools in the suburbs and the city centre?

_____
_____

8. If yes, how serious is the problem of learner exodus to better equipped schools?

_____
_____

9. Please describe the facilities in your school.

_____
_____
_____

10. What challenges is your school facing on day to day bases that hinder effective curriculum implementation?

_____
_____
_____

11. Do you implement any strategies to market your school to both the internal and external audiences?

_____

12. Please elaborate:

_____
_____
_____

13. What challenges do you face in your effort to market your school?

_____
_____
_____

14. Please describe the level of parent involvement in school matters like paying school fees and attending meetings.

_____
_____
_____

15. Do you think there is a general level of apathy in the way parents respond to school matters?

_____
_____

16. Please elaborate.

_____
_____
_____

17. What kind of assistance do you think your school needs in order to become an attractive learning institution for current and prospective parents?

_____
_____
_____

18. Please describe the level of teacher qualifications in your school. Please do not mention any names, give a breakdown of for example how many teachers hold three year Teaching Diplomas, University degrees, unqualified and so on.

Three year college Certificates	Four Year Teaching certificates	University Degrees	Unqualified.

19. Does your school lose better qualified teachers to other better equipped schools?

_____
_____

20. What could be the reason for this?

_____
_____
_____

21. What serious needs does your school have?

_____
_____
_____

22. How much school fees do you raise from the learners per annum?

_____
_____

24. How do you communicate with parents and other stake holders?

_____

25. Is this method effective?

_____
_____

26. Please explain what you understand by school marketing.

27. Do you think your school is effectively marketed?

_____
_____

28. This research project is about trying to establish effective marketing strategies that especially township schools in Gauteng can employ in order to increase their own appeal to parents and prospective learners. Please list down the strategies that you would love to implement to market your school if you had adequate resources.

Thank you very much for your time and contribution. The results and recommendations of the research will be made available to you in a disc or pdf format.

Appendix C: Observation Schedule.

			Evidence of effective marketing? (Tick).		
Category	**Includes**	**Researchers should note**	**Comment**	**YES**	**NO**
School's marketing strategy	*Mission statement and vision statement*	*How the wording is put together, any ambiguity* *Is it visible to visitors, all staff members, parents and learners? Take pictures if possible.*			
Infrastructure	*Buildings, fencing, sports fields*	*Any peculiar signs- both negatively and positively. (Take pictures)*			
Entertainment and sport	*All extra mural activities*	*Evidence of correct sport codes for the term. Take pictures.*			
Cabinet displays	*Trophies, photos, newspaper cuttings showing school's success stories.*	*Take photos, if possible*			
Attitude of administration staff and service quality given to parents and visitors	*Smiles, friendliness, good service, punctuality, time, honest explanations*	*Observe service quality; check the mood of those being served etc. Take pictures and videos as evidence.*			
School uniform and general behaviour of learners towards visitors and the way they conduct themselves in class and outside class.	*General learner attitude, appearance and sociability* *.*	*Observe learners' general appearance, the school uniform with badges, learner behaviour as they walk home after school etc. Take photos and videos if possible.*			

APPENDIX D.
SELF ASSESSMENT CHECKLIST.

	RESPONSES	<u>YES</u>	<u>NO</u>
1.	**Have I designed and checked the data collecting tools?**		
2.	**Do I have permission from the GDoE to do research in the schools?**		
3.	**Have I received the research clearance certificate from UNISA?**		
4.	**Have I identified my target schools?**		
5.	**Have I set myself a timeline to complete the research?**		
6.	**Did I request permission from school principals to use their schools?**		
7.	**Did I do a pilot study?**		
8.	**Have I referenced all my sources?**		

emis number	institution name	district (new)	district (old)	quintile	nofee	Grade R site	underperforming	functional status	functional status date	district status	type of institution	relation with state	inst level budgetary requirements	inst level de facto	inst level de Jure	lowestgrade	highestgrade	paypoint number	parent component
7003308 11	DUZENENDLELA PRIMARY FARM SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	2	9	9110 40	9110 40
7004003 94	FINE TOWN SECONDARY SCHOOL	JS	JS	1	TRUE	FALSE	FALSE	O	01-Jan-11	OPE	OE	PU	SEC	SS	SS	1 0	1 0		
7001109 81	FINETOWN PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O	05-Jul-96	OPE	OE	PU	PRI	PP	PP	2	9	9110 65	9110 65
7004001 06	IGUGULETHU PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O	20-Apr-04	OPE	OE	PU	PRI	PP	PP	2	9	9113 58	9113 58
7004000 84	INKULULEKO YESIZWE PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	2	9	9113 55	9113 55
7003308 78	ITEMOHENG PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	2	9	9111 03	9111 03
7001100 31	LAWLEY PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	2	9	9111 35	9111 35
7004004 29	LAWLEY SECONDARY SCHOOL	JS	JS	1	TRUE	FALSE	FALSE	O	01-Jan-11	OPE	OE	PU	SEC	CX	SS	1 0	1 0		
7003310 82	MOYISELA PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	2	9	9111 92	9111 92
7004002 35	QALABOTJHA SECONDARY SCHOOL	JS	JS	1	TRUE	FALSE	TRUE	O	23-Apr-08	OPE	OE	PU	SEC	SS	SS	1 0	1 4	9041 62	9041 62

204

Code	School									OPE	OE	PU							
7003315 46	SAKHISIZWE SECONDARY SCHOOL	JS	JS	1	TRUE	FALSE	TRUE	O		OPE	OE	PU	SEC	SS	SS	10	14	9113 09	9113 09
7003313 06	SEIPONE PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	2	9	9112 49	9112 49
7003316 45	THETHA SECONDARY SCHOOL	JS	JS	1	TRUE	FALSE	TRUE	O		OPE	OE	PU	SEC	SS	SS	10	14	9112 77	9112 77
7001109 08	THUTHUKANI-TSWELOPELE PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O	05-Jul-96	OPE	OE	PU	PRI	PP	PP	2	9		
7003319 00	TIISETSO-BEKEZELA PRIMARY SCHOOL	JS	JS	1	TRUE	TRUE	TRUE	O	11-Jan-01	OPE	OE	PU	PRI	PP	PP	2	9	9113 08	9113 08
7004005 22	VLAKFONTEIN EXTENSION 3 PRIMARY SCHOOL	JS	JS	1	FALSE	FALSE	FALSE	N	01-Jan-12	OPE	OE	PU	PRI	PP	PP	3	9		
7003202 67	AHANANG INTERMEDIATE SCHOOL	JS	JS	2	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	1	9	9110 14	9110 14
7003306 96	AHA-THUTO SECONDARY SCHOOL	JS	JS	2	TRUE	FALSE	TRUE	O		OPE	OE	PU	SEC	SS	SS	10	14	9110 13	9110 13
7001100 15	DALEVIEW SECONDARY SCHOOL	JS	JS	2	TRUE	FALSE	TRUE	O		OPE	OE	PU	SEC	CX	IM	9	14	9110 31	9110 31
7001118 23	ELETHU THEMBA PUBLIC SCHOOL	JS	JS	2	TRUE	TRUE	TRUE	O		OPE	OE	PU	SEC	CC	CC	2	14	9110 48	9110 48
7003320 99	GOVAN MBEKI PRIMARY SCHOOL	JS	JS	2	TRUE	TRUE	TRUE	O		OPE	OE	PU	PRI	PP	PP	2	9	9113 61	9113 61
7003316 03	INTLONIPHO PRIMARY SCHOOL	JS	JS	2	TRUE	TRUE	FALSE	O		OPE	OE	PU	PRI	PP	PP	2	9	9110 96	9110 96

					TRUE	FALSE	TRUE											
7003316 11	JABULILE SECONDARY SCHOOL	J S	J S	2				O	OP E	O E	P U	SE C	S S	S S	1 0	1 4	9111 07	9111 07
7004000 85	LANGALIBAL ELE DUBE PRIMARY SCHOOL	J S	J S	2	TRUE	TRUE	TRUE	O	OP E	O E	P U	PRI	P P	P P	2	9	9113 57	9113 57
7003316 29	LAUS DEO PRIMARY SCHOOL	J S	J S	2	TRUE	TRUE	TRUE	O	OP E	O E	P U	PRI	P P	P P	2	9	9111 33	9111 33
7003307 12	LESEDI LA KRESTE ANGLICAN PRIMARY SCHOOL	J S	J S	2	TRUE	TRUE	TRUE	O	OP E	O E	P U	PRI	P P	P P	2	9	9111 44	9111 44
7003309 69	LESHATA SECONDARY SCHOOL	J S	J S	2	TRUE	FALSE	TRUE	O	OP E	O E	P U	SE C	S S	S S	1 0	1 4	9111 45	9111 45

Thesis Title: *EFFECTIVE SCHOOL MARKETING STRATEGIES FOR TOWNSHIP SCHOOLS IN GAUTENG PROVINCE.*

BY MR. IAN MPOFU.

20 March, 2013.

The Director

Department of Education.

Gauteng Province.

Reference: *Application for permission to carry out a research study on Effective School Marketing Strategies in the South of Johannesburg (D11) Schools.*

Dear Sir/ Madam.

I, Mr. Ian Mpofu am an M.ED student with UNISA and also a practicing school teacher in a public school in the South of Johannesburg. I am doing research (Full Dissertation) to investigate effective school marketing strategies that South African schools could employ to attract sponsors, parents, learners and teachers of high quality, a position which I hope could help improve the quality of education in many South African schools.

My research work will be done in schools by interviewing school principals, educators and members of the SGBs and Marketing Committees. Two teachers and one SGB member will be involved.

I am therefore requesting for your permission to use selected schools for this particular research. The findings of the research will be made public at the completion of the thesis at the end of the year 2013 and it will be uploaded as a pdf document into the internet.

I will be visiting schools at cluster level using the purposive sampling technique to choose schools around the South of Johannesburg area, in District 11.

This is research project is being promoted by the University of South Africa.

Please take note of the following very important information:

- **Purpose of research:**

To determine effective marketing strategies that can be used by South African schools, especially township ones to improve their images as effective learning places and hopefully, in the process, attract quality learners and teachers rather than to continuously lose them to better equipped schools.

- **Expected duration of participation:**

The field research should last between July the 30th and August the 20th, 2013. However the interview and the questionnaires should require between 20-30 minutes to be completed by the participant.

- **Participant's actual role in the study:**

Each participant will either be interviewed by the researcher or will be given a questionnaire to complete in relation to how their school is being marketed.

- **Procedures for selection of participants:**

Participants that will be selected for the purposes of this research will be chosen by virtue of being:

- Schools in D11 in the South of Johannesburg, in the Gauteng Province.
- The schools' Principals or Deputy School Principals.
- Members of the SMT.
- Members of the SGB.
- Members of the Marketing Committee or any related committee in the school.

- **How privacy of participants will be ensured:**

Gathered information will be treated confidentially and the actual names of participants and their schools will be concealed.

- **Benefits to the participant and others.**

This is a project whose outcome it is hoped will shade lots of light in the way South African schools can be better marketed in order to improve the quality of learning and teaching through the adoption of programmes that will attract donors, more learners and better qualified teachers.

- **Approximate number of participants**.

At least four schools will be studied and in each school at least three participants will either be interviewed or given questionnaires to respond to.
- **Conditions of participating in the research.**

Participation is voluntary and there will be no penalty or loss of benefit for non-participation and participants can withdraw at any time without any obligation to explain the reasons thereof.

- **Contact person for research-related inquiry.**

For any information relating to this research please feel free to contact my supervisor, Professor Micheal van Wyk on 012 429 6201 or e-mail him at vwykmm@unisa.ac.za

Your cooperation will be greatly appreciated.

Yours in education

Mr. Ian Mpofu

071 7310 820 OR 011 435 0262 (Home). ian.mpofu@gmail.com ianmpofu@ymail.com   35939974@mylife.unisa.ac.za

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no. D2014/124

GDE RESEARCH APPROVAL LETTER

Date:	28 June 2013
Validity of Research Approval:	28 June 2013 to 20 September 2013
Name of Researcher:	Mpofu I.
Address of Researcher:	100 Albert Street;;
	Rosettenville
	2190
Telephone Number:	011 435 0262 / 071 731 0820
Fax Number:	011 435 0262
Email address:	ian.mpofu@gmail.com
	ianmpofu@ymail.com
Research Topic:	Effective marketing strategies for township schools in Gauteng Province
Number and type of schools:	TWO Primary and TWO Secondary schools
District/s/HO	Johannesburg South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Knowledge Management and Research
8ᵗʰ Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355-0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

Makhado 2013/06/28

Volume Mixer

PERMISSION SEEKING LETTER AND CONSENT FORM TO THE SCHOOL PRINCIPALS

TITLE: EFFECTIVE SCHOOL MARKETING STRATEGIES FOR TOWNSHIP SCHOOLS IN GAUTENG PROVINCE.

BY IAN MPOFU

20 March, 2013.

Reference: *Application for permission to carry out a research study on Effective School Marketing strategies at your school through interviewing the principal and staff including members of the SGB and School Marketing Committee (if applicable).*

Dear Sir/ Madam.

I, Mr. Ian Mpofu am an M.ED student with UNISA and also a practicing school teacher in a public school in the South of Johannesburg. I am doing research (Full Dissertation) to investigate effective school marketing strategies that South African schools could employ to attract sponsors, parents, learners and teachers of high quality so that they can remain attractive as centres of effective learning and teaching.

My research work will be done in schools by interviewing school principals, educators and members of the SGBs and Marketing Committees. Two teachers and one SGB member will be involved.

I am therefore requesting for your permission to use your school for this particular research through semi-structured interviews with the above mentioned people including yourself. I will also hand out questionnaires on the same subject. The findings of the research will be made public at the completion of the thesis at the end of the year 2013 and it will be uploaded as a pdf document into the internet.

I will be visiting/phoning your school for an appointment on the 30th of August 2013.

This is research project is being promoted by the University of South Africa.

Please take note of the following very important information:

- **Purpose of research:**

To determine effective marketing strategies that can be used by South African schools in order to improve their images as effective learning places and in the

process attract quality learners and teachers rather than continuously lose them to better equipped schools.

- **Expected duration of participation:**

The field research should last between July the 30th and August the 20th, 2013. However the interview and the questionnaires should require between 20-30 minutes to be completed by the participant.

- **Participant's actual role in the study:**

Each participant will either be interviewed by the researcher or will be given a questionnaire to complete in relation to how their school is being marketed.

- **Procedures for selection of participants:**

Participants that will be selected for the purposes of this research will be chosen by virtue of being:

- Schools in D11 in the South of Johannesburg, in the Gauteng Province.
- The school's Principal or Deputy Principal.
- Members of the SMT.
- Members of the SGB.
- Members of the Marketing Committee or any related committee in the school.

- **How privacy of participants will be ensured:**

- Gathered information will be treated confidentially and the actual names of participants and their schools will be concealed.
- **Benefits to the participant and others.**

This is a project whose outcome it is hoped will shade lots of light in the way South African schools can be better marketed in order to improve the quality of learning and teaching through the adoption of programmes that will attract donors, more learners and better qualified teachers.

- **Approximate number of participants**.

At least four schools will be studied and in each school at least three participants will either be interviewed or given questionnaires to respond to.

- **Conditions of participating in the research.**

Participation is voluntary and there will be no penalty or loss of benefit for non-participation and participants can withdraw any time without any obligation to explain the reasons thereof.

- **Contact person for research-related inquiry.**

For any information relating to this research please feel free to contact my supervisor, Professor Micheal van Wyk on 012 429 6201 or e-mail him at vwykmm@unisa.ac.za

Your cooperation will be greatly appreciated.

Yours in education

Mr. Ian Mpofu

071 7310 820 OR 011 435 0262 (Home).

ian.mpofu@gmail.com

ianmpofu@ymail.com OR 35939974@mylife.unisa.ac.za

CONSENT FORM:

Thesis Title: *EFFECTIVE MARKETING STRATEGIES FOR TOWNSHIP SCHOOL IN GAUTENG PROVINCE.*

Please sign this consent form before you participant in the research project.

I_____ have read the full details of the consent letter about the research that Mr. Ian Mpofu intends to hold at my school through interviewing me/ asking me to complete a questionnaire about his school marketing project.

I give my consent/do not give my consent to voluntarily take part in the research.

Signed_____

Date: _____

UNISA | college of education

Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

Mpofu I [35939974]

for a M Ed study entitled

Effective marketing strategies for townships schools in Gauteng Province

has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

Prof CS le Roux
CEDU REC (Chairperson)
lrouxcs@unisa.ac.za
Reference number: 2013 SEPTEMBER/35939974/CSLR

12 September 2013

EXAMPLE OF A SCHOOL MARKETING PLAN TEMPLATE.

CHOOL MARKETING TEMPLATE FOR XXXXXXXX SCHOOOL.

SCHOOL NAME:
_____
MEMBERS OF THE MARKETING COMMITTEE AND THEIR ROLES/RESPONSIBILITITES.

```
┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
```

STEP1:
Mission Statement, Vision Statement, & Positioning Statements

e.g*.; Mission Statement*

XXXXXXXXX School seeks to guide our children to success through hard work and the provisioning of a holistic education.

Our mission is to:

Engender a strong sense of integrity, a strong presence of mind and a lifelong commitment to the values of freedom, hard work, responsibility and lifelong learning.

Enrich each child's development by requiring academic excellence and providing opportunities that challenge students and recognize individual achievement;

Develop with parents the moral compass that guides students to love all of God's creation and serve humankind without ignoring their own religious beliefs.

Vision Statement

The vision of XXXXXXXX School is to guide the mind, body, and spirit of the next generation of leaders to live and meet their full potential as people created to individually succeed in different fields.

STEP 2:
SITUATIONAL ANALYSIS: (DO A SWOT ANALYSIS).

(Examine your current marketing programme or examine your internal and external environment to understand where you are today and how you arrived there).

Questions for guidance – Describe your past experiences relative to the financial, human and capital resources as well as the strengths and weaknesses of your school. Describe the cultural, societal, economic and demographic trends existing in your neighbourhood.

What other marketing opportunities can be identified from the strengths and weaknesses?

The information may be tabulated as shown on the table below:

Strengths.	Weaknesses.	New Opportunities

STEP 3:
MARKET RESEARCH:

Carrying out Surveys and discussion groups with school and non-school parents, religious education parents and/or other parishioners are the best ways to really understand your market for the purposes of developing a marketing plan. But a self-evaluation can also be helpful in answering some of the marketing questions and thus understanding the market.

Here are some categories for evaluating the school's situation:

Self-evaluation questions may be based on:

Academic excellence, values/character building/religious training; convenience; physical plant; safety; physical education; (Describe the achievements and low points say over, a year, two years, three years and so on!

Faculty related questions may be based on:
 Extracurricular activities; sense of community; cost.

Questions for guidance - Why do parents of our current students choose our school? Why do some parents choose other schools?

What does the community think of our school? What are public school officials saying about our school?

What is the school's position/image in the community?		
Statement of Image	**Is it a Strength or Weakness?**	**Identified opportunity to market or improve.**
e.g. Attractive	**?**	**e.g. Excellent grade 4, 5 Maths results.**

STEP 4:

IDENTIFY TARGET SEGMENTS:

The goal here is to match your school's strengths with people most likely to be influenced by those strengths. Describe your target group in detail. Where do they live? What are their lifestyles? Can they afford your services? What are their needs?

Questions for guidance - What types of parents are most likely to choose our school as it currently exists? What types of parents might choose our school if we make some affordable improvements or changes? What financial resources exist to answer price questions?

Market Segment Group.	Why this group?	Perceived benefit to school.
?	?	?

STEP 5:
MARKETING STARTEGY:

Brainstorm for ways to develop and communicate the right messages about your school and for ways to create the right improvement/s to your school. *Develop measurable and achievable goals.*

Questions for guidance - what are the quantifiable goals for the school-marketing programme? How will they be measured? What will be offered to the key decision makers in relation to the school service (Product)?

How will the children and key decision-makers use the service (Distribution)?

What is the message to be communicated to the key decision makers (Promotion)?

What must the key decision makers give up to send their children to school (Price)?

Key Messages.
Strategies for Conveying These Messages.
Suggested Improvements.
Strategies for Creating These Improvements.

STEP 6:
MARKETING TACTICS AND BUDGET:

When executing marketing strategies, it is important to get the basics right, be clear about who is doing what and track progress carefully. First and foremost, the strategy must be communicated and supported. All members of the school community need to understand the message, including which elements of it are the main focuses and which are the important facts supporting it. All members need to understand their role in disseminating the message. All members need to understand the goals of the marketing program and why they are important. Give a detailed account of each aspect of the strategy that will be put into operation.

Questions for guidance – What actions will we take? Who will be responsible for implementing each action? When is it be accomplished and how much does it cost? What are the growth targets and how will we measure the results?

AUDIENCE:	
GOAL NUMBER 1:	
STRATEGY A:	

Action Plans	Responsibility Delegated to:	Cost/Funding Source	Timeline	Measurement of Results

AUDIENCE:	
GOAL NUMBER 1:	
STRATEGY B:	

Action Plans	Responsibility Delegated to:	Cost/Funding Source	Timeline	Measurement of Results

STEP: 7.

EVALUATION OF THE STRATEGIES.

The basic messages are unlikely to change dramatically from year to year, but your strategies should be evaluated quarterly so that weaknesses can be identified and strengthened, or strategies can be adapted to meet new market needs.

Questions for guidance – Did we achieve our goal/s? Which strategies should we continue? What have we learned? What are the new targets created from this evaluation?

STRATEGY	ACTION STEP	OUTCOMMES	SUGGESTED REVISIONS/FUTURE ACTIONS.	REVIEWED BY DATE
STRATEGY	ACTION STEP	OUTCOMES	SUGGESTED REVISIONS/FUTURE ACTIONS.	REVIEWED BY DATE

STRATEGY	ACTION STEP	OUTCOMES	SUGGESTED REVISIONS/FUTURE ACTIONS.	REVIEWED BY DATE
STRATEGY	ACTION STEP	OUTCOMES	SUGGESTED REVISIONS/FUTURE ACTIONS.	REVIEWED BY DATE

Adapted from St. Anthony of Padua (2010-2011) School Marketing Plan and the Diocese of Wheeling-Charleston – Catholic Schools Office (2003-2004) School Marketing Plan.

EXAMPLE OF A SCHOOL MISSION AND VISION STATEMENT.

Mission of our school.

To use English, as the main medium of instruction at XXXXXX Central school. We shall strive to establish and maintain an educationally sound, stimulating and caring school environment, to cater for and serve all the learners in our community, regardless of race, gender or creed.

Vision of our school.

- Our vision is to provide the best, most enriching curriculum to educate and train the whole child, mentally, physically and spiritually, always respecting the individual's rights.
- We aspire to provide growth and development opportunities for the whole staff of this institution and will encourage their full participation and integration in the school community.
- We seek to inspire our learners to become useful, motivated, independent members of their community, producing learners who are stable, steadfast and law abiding members of our diverse society, respecting themselves and others.

APPENDIX L.
EXAMPLES OF GOOD NEWS STORY NEWSPAPER PUBLICATIONS.

Department of Curriculum and Instructional Studies

36 Comandant Erwee Street

Wilgehof

Bloemfontein

9000

Ms E Goosen
Student Administration
Sunnyside Campus
Justice Mohammed Street
PRETORIA

2014/01/27

NOTICE IS GIVEN THAT STUDENT IS SUBMITTING DISSERTATION FOR EXAMINATION

I hereby confirmed that **MR II MPOFU (STUDENT NUMBER 3593-997-4)** has been completed his master degree studies under my supervision and give notice that he can submit the full dissertation for examination 2014. He is registered as a Master in Education (MEd) student in the Department of Educational Management and Leadership, College of Education. The title of his Med Thesis is: **Effective marketing strategies for township schools in Gauteng Province.** He did comply with all requirements and I am satisfied with the quality of his dissertation for examination. He will submit the hard copies of the dissertation in January 2014 to the Sunnyside campus.

Regards

Prof Micheal M van Wyk Supervisor (0515252598 /0835445217)

DECLARATION BY LANGUAGE EDITOR.

Carina Barnard
Editing/Translation/Proofreading

PO Box 852   082 558 9993
Scottburgh   039 976 1162
4180   carina.barnard @absamail.co.za

---

29 January 2014

Declaration

To whom it may concern:

This is to declare that

I edited/proofread the dissertation:

EFFECTIVE MARKETING STRATEGIES FOR TOWNSHIP SCHOOLS IN GAUTENG PROVINCE

by Ian Mpofu

CJ Barnard