

**THE ROLE AND FUNCTIONING OF MARKETING OF PUBLIC SCHOOLS IN GAUTENG
PROVINCE**

by

DINAH STEYN NEL

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 CHRIS VAN WYK

NOVEMBER 2022

AUTHOR'S DECLARATION

Name: Dinah Steyn Nel

Student number: 46750894

Degree: Master of Education: Education Management

The role and functioning of marketing of public schools in Gauteng Province

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



Signature

30 November 2022

Date

DEDICATION

I thank my Heavenly Father for the talents He has bestowed upon me. I would like to dedicate this work to my father Mr Piet Steyn and my mother Mrs Theresa Steyn, for being patient and supportive throughout my educational journey. To my husband Mr Louis Nel, I am grateful for having your support throughout my studies. To my two children Theresa and LD, I hope this work encourages you to never stop learning and dreaming.

ACKNOWLEDGEMENTS

I have completed this research project with the insight, support, guidance, and encouragement of several individuals.

I am forever in the debt of my supervisor Professor Christo van Wyk, who guided me through tough and challenging times in completing this study. Without your leadership, the successful completion of this study would not have been possible. Please accept my deepest thanks.

Thank you to the Gauteng Department of Education who permitted me to conduct the research within their schools. I also thank the schools and individuals who welcomed me into their schools during trying times for allowing me to conduct this study.

ABSTRACT

Schools, specifically in Gauteng, have started to feel the pressure to compete with other schools for prospective learners' and parents' attention to enrol at their individual schools. The explicit marketing of the schools has become a must for every school wanting to attract quality learners to their schools. The time when schools could depend on the learners from the immediate community to attend the school geographically closest to them has long gone. Parents and learners alike are *scouting* for a school that will best fit their needs.

This study focused on secondary schools in the Tshwane South District 4 that already have a marketing team in place managing and focusing on marketing activities at their schools. This study attempts to give guidelines to individuals at the head of the marketing events and activities at their school to improve their attempts based on business-related marketing models and tools.

A qualitative research method was followed in which five schools participated and eight individuals were interviewed using semi-structured interviews. The questions were prepared based on the four main research objectives: 1) to explain how the nature and importance of marketing impact on the management of a public school; 2) to describe how the roles of the school management team (SMT), school governing body (SGB), educators, and the community are understood in the marketing of a public school; 3) to identify what the necessary management actions are that schools can follow to enhance their positioning in a changing marketing environment; and 4) to specify the core issues that form part of a comprehensive and coherent marketing strategy for schools.

Through the research, it was established that marketing plays a vital role in the successful functioning of a school. There are various role players involved in the successful execution of a strategic marketing plan for each school, especially the leadership of a school. The leadership, in turn, must be supported by various other groups of people including the staff at the school, the learners, and the wider community of the school. The actions of the leaders in the marketing of the school must be focused on satisfying the wants and needs of the learners and parents. It is the learners and parents that become ambassadors for the school outside of the direct school community.

It is recommended, as found in this study, that all schools must have a dedicated appointed marketer at the school. Together with the SMT and SGB, a concrete strategic marketing plan must be developed to ensure that the vision, mission, and culture of the school are captured and reflected in all marketing activities and events. The focus must be on the learners and the parents to enable them to want to be

part of the school environment and, in turn, invest their knowledge, skills, and resources back into the development of the school.

KEY TERMS

Education management, school marketing, school marketer, strategic marketing plan, seven P's of marketing, public schools, school leadership, marketing strategy, secondary schools, marketing activities

TABLE OF CONTENTS

AUTHOR’S DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
KEY TERMS	vi
APPENDICES	xi
LIST OF TABLES	xii
LIST OF ACRONYMS AND ABBREVIATIONS.....	xiii
CHAPTER 1: INTRODUCTORY BACKGROUND.....	1
1.1 Introduction and background	1
1.2 Rationale	1
1.3 Statement of the problem	2
1.4 Research questions.....	2
1.5 Aim and objectives	3
1.6 Research methodology and design.....	3
1.7 Definition of key concepts	4
1.7.1 Educational management	4
1.7.2 Educational leadership	4
1.7.3 School marketing.....	4
1.7.4 School stakeholders.....	4
1.7.5 Strategic marketing	5
1.8 Conclusion	5
CHAPTER 2: LITERATURE REVIEW	6
2.1 Introduction.....	6
2.2 School marketing as a function in educational management and leadership.....	6
2.2.1 Relating management and leadership to school marketing	6
2.2.2 School marketing and education management.....	7

2.2.3 The nature and importance of marketing in school management.....	8
2.2.3.1 Marketing environment	9
2.2.3.2 Strategic marketing	9
2.2.3.3 Customer relationship management	10
2.2.4 Section summary.....	11
2.3 Application of theoretical constructs on marketing in schools	11
2.3.1 Background on school marketing in the South African context	12
2.3.2 The role of school leadership in school marketing	13
2.3.3 A school’s position in a changing marketing environment.....	14
2.3.4 A strategic school marketing plan.....	15
2.3.5 Customer relationship management.....	16
2.4 Conclusion	18
CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN	19
3.1 Introduction.....	19
3.2 The nature of research.....	19
3.3 The nature of educational research	20
3.4 Research paradigm.....	21
3.5 Research approach	21
3.6 Research method.....	22
3.7 Population and sampling.....	23
3.8 Data analysis and interpretation.....	24
3.9 Ethical considerations	25
3.10 Trustworthiness.....	26
3.11 Limitations and delimitations of the study.....	27
3.11.1 Limitations:.....	27
3.11.2 Delimitations:.....	28
3.12 Conclusion	28
CHAPTER 4: PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESEARCH RESULTS	29

4.1 Introduction.....	29
4.2. Description of participants.....	29
4.3 Data from the interviews.....	30
4.3.1 Nature and importance of marketing’s impact on the management of a public school.	32
4.3.1.1 Definition of school marketing.....	32
4.3.1.2 Importance and/or necessity of public-school marketing.....	33
4.3.2 The roles of the SMT, SGB, educators, and community in school marketing.....	34
4.3.2.1 Influential roles in school marketing.....	34
4.3.2.1.1 Role of the SMT in school marketing.....	35
4.3.2.1.2 Role of the marketer in school marketing.....	35
4.3.2.1.3 Role of the principal in school marketing.....	36
4.3.2.1.4 Role of the SGB in school marketing.....	36
4.3.2.1.5 Role of educators in school marketing.....	37
4.3.3 Identify the necessary management actions that schools can follow to enhance their.....	38
positioning in a changing marketing environment.....	38
4.3.3.1 Current community involvement and influence.....	38
4.3.3.2 Current communication with parents and other stakeholders.....	39
4.3.3.2.1 Social media.....	40
4.3.3.2.2 Website.....	40
4.3.3.2.3 d6 Communicator Application.....	40
4.3.3.2.4 Newsletters.....	41
4.3.3.2.5 Alumni.....	41
4.3.3.2.6 Word of mouth.....	42
4.3.3.2.7 Other communication methods currently used.....	42
4.3.3.3 The school’s marketing orientation.....	43
4.3.3.3.1 Production- or product-orientated.....	43
4.3.3.3.2 Sales- or selling-orientated.....	43
4.3.3.3.3 Marketing-orientated.....	43
4.3.3.4 The school’s current strategic marketing plan.....	45

4.3.4 Core issues that form part of a comprehensive and coherent marketing strategy for schools.	46
4.3.4.1 Funding as a marketing challenge experienced at school	46
4.3.4.2 Knowledge and skills as a marketing challenge experienced at school	46
4.4 Conclusion	47
CHAPTER 5: SUMMARY, RECOMMENDATIONS, AND CONCLUSION	48
5.1 Introduction.....	48
5.2 Summary of the chapters	48
5.3 Conclusion in terms of research questions.....	49
5.3.1 Research question 1	49
5.3.2 Research question 2	51
5.3.3 Research question 3	52
5.3.4 Research question 4	55
5.4 Recommendations.....	56
5.4.1 Ensure effective continual training and development.....	56
5.4.2 Create a strategic marketing plan.....	56
5.5 Limitations experienced.....	57
5.6 Recommendations for further study.....	57
5.7 Conclusion	57
REFERENCES	59
APPENDIX A.....	65
APPENDIX B	67
APPENDIX C	68
APPENDIX D.....	70
APPENDIX E	72
APPENDIX F.....	75
APPENDIX G.....	76
APPENDIX H.....	77

APPENDICES

Appendix A	UNISA Ethics Approval	65
Appendix B	UNISA Registration Letter	67
Appendix C	GDE Research Approval Letter	68
Appendix D	Interview Schedule	70
Appendix E	Participant Information Sheet and Consent Form	72
Appendix F	Letter from Certified Language Practitioner	75
Appendix G	Letter from Supervisor	76
Appendix H	Turnitin Receipt	77

LIST OF TABLES

Table 1: List of the five researched schools in a modified format (names of schools concealed)	24
Table 2: Details of participants	30
Table 3: Themes and codes assigned to data (researcher's own construct)	31

LIST OF ACRONYMS AND ABBREVIATIONS

CRM	Customer relationship management
D4	District 4
ELRC	Education Labour Relations Council
GDE	Gauteng Department of Education
ISASA	Independent Schools Association of Southern Africa
ISMA	Independent Schools' Marketing Association
PAM	Personnel administrative measures
SASA	South African Schools Act
SBM	School-based management
SGB	School governing body
SMT	School management team
TS	Tshwane South

CHAPTER 1: INTRODUCTORY BACKGROUND

1.1 Introduction and background

In this section, a critical review of the role and functioning of the marketing of public schools in Gauteng Province is provided. The study encompasses an evaluation of the challenges faced by school management teams (SMTs), school governing bodies (SGBs), educators, communities, and other stakeholders in an ever-changing educational environment. The investigation seeks to expand the understanding of school marketing in public high schools in the Gauteng Province of South Africa.

As a former school teacher, marketing co-ordinator, and member of the SMT, the researcher is deeply aware of the competitive environment in which schools are functioning. Intuitive and purposeful observation has brought her to realise that the scope and extent of research and knowledge currently available on educational marketing in South Africa are minimal and thus fail to provide sufficient guidance on school marketing. With this observation in mind, the researcher attended short courses on school marketing over two years and, in attending these, realised that there is a dire need in schools across South Africa for knowledge and guidance on school marketing.

Strydom (2015) defines marketing as “a philosophy, a perspective or a management orientation that is focused on customer satisfaction, and the building and maintaining of long-term relationships with customers and other stakeholders”. Oplatka and Hemsley-Brown (2012) explain school marketing as follows: “marketing is another managerial philosophy based on the ideal relationship(s) between the school and its community”. The focus in this study is on the roles of SMTs, SGBs, educators, communities, and other stakeholders in school marketing. As part of this focus, the study provides the opportunity to gain a better understanding of the changing marketing environment, the need for improved educational marketing practice (particularly in South African public high schools), and the basic management actions that schools can follow to enhance their positioning in the changing marketing environment, as well as to specify the core issues that should form part of a comprehensive and coherent marketing strategy for schools.

1.2 Rationale

According to Maree and Athanasou (2012), a rationale serves as a statement of how a researcher developed an interest in a particular topic and exactly why a researcher believes the research is worth conducting. In addition to the brief comments about this study’s research focus in the previous section, it is important to note that Oplatka and Hemsley-Brown (2012) states as a ‘future direction’ in their article *The Research on School Marketing: Current Issues and Future Directions – An Updated Version*

that there is a “lack of coherent theories and models of marketing the school, and that much studies had an aim to examine marketing activities in schools that appear to be guided by business-originated marketing models which make no allowance for the context of schools and schooling”. Lubinski et al. (2012) also add to this idea that “schools are being encouraged to act in more entrepreneurial ways to deal with consumer choice and competition with other schools by adopting business-style practices to encourage innovation and customer orientation”. There are thus remarkably few efforts from policy or research circles to provide school leaders actively seeking to position their schools in the emerging educational marketplace with clear, effective, school-originated marketing strategies for schools.

In the South African Personnel Administrative Measures (PAM) document (Education Labour Relations Council [ELRC], 2016), under the core duties and responsibilities of the principal, school management team, and school governing body, their roles regarding school marketing are not clearly stated. The researcher strongly believes that she can carry out this study and provide a better understanding of the marketing process as part of the management of a public high school. Besides being an English educator, the researcher had had the opportunity to be the head of the English department and marketing co-ordinator for four years. She was also part of the SMT where all managerial decisions were discussed and approved to enable the smooth running of the school. As the marketing co-ordinator, her responsibilities included the coordination of all fundraising events, media liaison, creating content, and management of advertising, website, and social media. A combination of all these professional experiences served as her motivation to carry out this study.

1.3 Statement of the problem

The main problem statement arising from the two previous sections is: What is the role and functioning of marketing in public schools in Gauteng Province?

1.4 Research questions

The specific research questions are:

- How does the nature and importance of marketing impact on school management?
- How are the roles of the school management team (SMT), the school governing body (SGB), educators, and the community understood in the marketing of a public school?
- What are the necessary management actions that schools can follow to enhance their positioning in a changing marketing environment?
- Which core issues form part of a comprehensive and coherent marketing strategy for schools?

1.5 Aim and objectives

The overall aim of the study is to describe the role and functioning of marketing in public schools in Gauteng Province.

The research objectives are:

- To explain how the nature and importance of marketing impact on the management of a public school.
- To describe how the roles of the school management team (SMT), school governing body (SGB), educators, and the community are understood in the marketing of a public school.
- To identify what the necessary management actions are that schools can follow to enhance their positioning in a changing marketing environment.
- To specify the core issues that form part of a comprehensive and coherent marketing strategy for schools.

1.6 Research methodology and design

A qualitative research method was used because it allows for “a detailed exploration of a topic of interest in which information is collected by a researcher” within a “naturalistic setting with few boundaries, resulting in a flexible and open research process” (Harwell, 2011). From this perspective, a personal exploration was undertaken as a so-called *insider* who points towards discovering the meaning of events in an interpretive way.

Purposive sampling was used as it is a kind of non-probability sampling where the participants are selected based on their possession of specific characteristics (Cohen et al., 2018). The researcher engaged in this kind of sampling by only selecting participants who work in the same circuit, have a marketer appointed at the school, and are located within 25 km of the researcher.

Data were collected in the form of individual semi-structured interviews. Semi-structured interviews are where the interviewer schedules a specific time with the interviewee and asks a set of questions but could probe for additional information during the interviews (Heck, 2011).

Data analysis “involves breaking up the data into manageable themes, patterns, trends, and relationships to understand the various constitutive elements” (Mouton, 2013). The researcher worked with a manageable number of participants to complete the study within the allocated time span.

1.7 Definition of key concepts

1.7.1 Educational management

My view of the concept management coincides with that of Connolly et al. (2019) who refer to educational management as “the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system”.

1.7.2 Educational leadership

Bush et al. (2009) describe educational leadership as an influential process to achieve certain purposes. They continue to state that a leader’s sense of purpose is driven by his/her vision, personal and professional values, self-awareness, and emotional and moral capability. Leaders are willing to work hard to pursue their vision for it provides a sense of direction. In South Africa, educational leadership is usually seen as the role of the school principal, deputy principals, and the heads of departments in managing and leading a school.

1.7.3 School marketing

Oplatka and Hemsley-Brown (2012) consider educational marketing “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 program”. While considering this definition, the researcher established the following working explication of school marketing for this research: it is the process in which a school meets its school’s vision and mission by meeting educators, learners, parents, and the community’s wants and needs through offering not only a strong educational programme but also strong relationships with all stakeholders in an ever-changing environment.

1.7.4 School stakeholders

The Cambridge Dictionary defines the word stakeholder as “a person such as an employee, customer, or citizen who is involved with an organisation, society, etc. and therefore has responsibilities towards it and an interest in its success”. A school’s stakeholders in this study refer to members of the school’s SMT, SGB, educators, and the school’s community.

1.7.5 Strategic marketing

For this study, the researcher concurred with Wiid et al. (2020) who refer to strategic marketing as the process in which an organisation plans, implements, and controls its marketing activities in such a way to achieve its goals and objectives and satisfies its customers' needs.

1.8 Conclusion

The first chapter detailed the background behind this research project. The rationale clearly outlined the reasoning behind this study, leading into the statement of the main problem. The research questions and objectives were stated. The research methodology and design were described in detail, explaining the research approach, sampling and population, and collection and analysis of data. It further defined key concepts used within the research study.

To explore the role and functioning of marketing of public schools in Gauteng Province, the second chapter discusses school marketing as a component of school management and leadership and illustrates the practical application of marketing in the school environment.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This review seeks to evaluate theoretical knowledge from published information that relates to the topic under discussion. Current expositions were assessed to expose existing gaps in knowledge by focusing on the research questions. The knowledge obtained was synthesised and presented in an attempt to broadly address the research aim of describing the role and functioning of marketing in schools.

In broad terms, the researcher endeavoured to unearth the management actions, procedures, and behaviours that schools can follow to enhance their positioning in a changing marketing environment, and to determine which core issues form part of a comprehensive and coherent marketing strategy for a school. The literature review is accordingly divided into two main sections titled *School marketing as a function in educational management and leadership* and *Application of theoretical constructs in school marketing*. Section 2.2 covers a theoretical exposition on aspects and perspectives that display the nature and importance of marketing in the management of a public school. Section 2.3 concerns the application of theoretical constructs on marketing in school situations.

2.2 *School marketing as a function in educational management and leadership*

In this section, the relationship between management and leadership functions and school marketing, school marketing as a function of education management, and the nature and importance of marketing in school management are addressed.

2.2.1 *Relating management and leadership to school marketing*

International authors such as Bush (1986) and Hoyle and McMahon (1986) as well as the South African Van der Westhuizen (1986) provide introductory work in educational management and leadership. Importantly, clear distinctions are made between the concepts *management* and *leadership* (Bush, 2007; Naidoo & Wu, 2011). Like Browne (2020), the researcher deals with these ideas and terms in an interchangeable way because they tend to overlap in practice. Although this investigation falls within the study field of educational management and leadership, the idea was followed that *educational marketing* or *school marketing* is generally used in the literature as being part of the sub-discipline of school management and leadership. The term *school leadership* is mainly used as a noun for “those persons, occupying various roles in the school, who work with others to provide direction and who exert influence on persons and things to achieve the school’s goals” (Tubin, 2015). Providing leadership in a school could thus be seen as “a social process in which a member or members of a group or an

organization influence the interpretation of internal and external events, the choice of goals or desired outcomes, organization of work activities, individual motivation and abilities, power relations and shared orientations” (Tubin, 2015). A number of these tasks such as choice of goals, individual motivation and abilities, and relations are closely related to marketing actions and featured as such in par 2.3.4. Day et al. (2020) identified knowledge, skills and practices, ethics, values and attributes, leadership, community and relationships and professional learning, as necessary core attributes for school leaders. Importantly, the researcher also noted that these functions are closely linked to the traditional management functions of planning, organising, leading, and controlling that are described by Rudansky-Kloppers et al. (2016) as the management actions that deal with what should be done, how it should be done, in which order should it be done, and checking that it has been done. Because these management actions also feature and are related to typical marketing actions (see par. 2.3.4), the researcher decided to mainly use the term *management* henceforth to discuss broad leadership and management issues. It was further important to stress, as Botha and Botha (2017) explain, that strategic planning is a critical part of systematic, effective, and efficient allocation of resources and people, and thus of management.

Further theory developments compelled Bush (2007) to later declare that “the field of educational leadership and management is pluralist, with many competing perspectives”. This statement can be linked to three crucial dimensions with direct applicatory value for this part of the dissertation, namely, to describe educational marketing as an integral function of education management, to examine and explain the importance of educational marketing as a strategic imperative in education and school management, and to provide an exposition on current literature that applies to the South African context regarding educational marketing.

2.2.2 School marketing and education management

As a field of study, educational management and leadership is involved with the functioning of educational organisations, and particularly with the objectives to be achieved (Bush, 2006). From an educational marketing point of view, the process of education can, however, be seen as a “product, as well as a service, for it can be measured, evaluated, weighed, verbalised, packaged and marketed” (Holcomb, 1993). Education is therefore also a business and as a ‘product’ that needs to be sold, we can “weigh it, measure it, define it in terms the consumer can understand, engineer it for effectiveness and efficiency, and market it” (Holcomb, 1993). This definition shows that educational marketing provides a methodology, mainly applied in the business sector, which can be used by schools when marketing their ‘services’ to their community.

In addition to the management functions outlined, it was noted that management mainly has to do with the actions through which organisational aims are realised within a fluctuating context (Botha & Botha, 2017). Suematsu and Tsujino (2018) report in this regard that the impact of school marketing is not limited to the effectiveness of organisational matters but, importantly, influences the wider community as well. School aims are powerfully affected by community pressure which includes the immediate school community as well as the wider community such as provincial and national policies. Harvey and Busher (1996) further explain that educational marketing is not only dependent on identifying the needs of stakeholders but should lead to the provision of a high-quality service. Educational marketing is indeed seen as the way through which a school communicates and promotes its reason for existence and services to learners, parents, staff, and the wider community (Immelman, 2015). School marketing is therefore, as Davies and Ellison (1991) indicate, not just about promoting a particular service but also about determining initially what should be done and how things should be done.

2.2.3 The nature and importance of marketing in school management

Ngambi et al. (2013) regard marketing as a process in which an organisation meets its organisational goals by meeting consumers' wants and needs. Koku (2022) continues to state that by "delivering value which fulfils the customer's needs both sides (the customer and organisation) end up achieving their respective objectives." Koku (2022) also regards the essence of marketing as "meeting unmet needs in a time, place, and manner desired by the customer" by using the proper marketing communication. In this process, the organisation strives to establish, grow, and develop relationships with relevant consumers in an ever-changing environment. Marketing also includes the tasks and decisions made by management in such a way that their products or services satisfy their consumers' needs (Cant & Van Heerden, 2018). Marketing thus has to do with the quality of the relationship between the producers of a product or service and its consumers (Harvey & Busher, 1996). In education, "both producers (schools) and consumers (parents) are engaged in a risky business: schools in making the 'perfect' pitch to encourage consumers to apply and parents in undertaking to choose the 'best school' for their children" (Miller, 2018). Aspects regarding good marketing management practices that are applied in business and service organisations can also be applied in an educational environment. School leaders, through marketing, must distinguish their school's role in the educational environment and they "need to convey to current and prospective students the potential contribution of the school to their education" (Lubienski et al, 2012). Other leadership functions that are relevant to school marketing include establishing educational policies on parental choice, maintaining self-management in schools, and enhancing school accountability and student achievement (Tubin, 2015). Caldwell and Spinks (2021) suggest that there are three patterns of accountability in the self-management of schools: "accountability to a central authority, accountability to the local community, and accountability of each school programme to the governing body within the school." Overall, the following specific aspects that stem

from the field of business management can be highlighted as critical concerns for school marketing: marketing environment, strategic marketing, and customer relationship management (CRM).

2.2.3.1 Marketing environment

Cant and Van Heerden (2018) define the marketing environment as “all the controllable and uncontrollable variables that impact directly or indirectly on the marketing activities of an organisation”. The survival of organisations is dependent on their ability to maintain or increase a market share and should thus be prompted to adopt an assortment of business practices, especially when it comes to marketing. The overall marketing environment of any institution is affected by a direct or indirect number of factors internally and externally which again influence the relationship with the consumers (Paurova & Gregova, 2020). In the business sector, these three sub-components can be described as: 1) Micro-environment being the internal factors that can be controlled by the management of an organisation, 2) Macro-environment referring to the external factors that the management of an organisation has no control over, and the 3) Market environment also referring to external factors that can only be partially controlled by the management of an organisation.

In the case of an educational organisation’s management environment, a school can be viewed as having the same kind of social structure as business organisations because of the various internal and external influences that impact on its character and ethos (Steyn et al., 2018). A school, therefore, functions in the same kind of marketing environment as business and service organisations because, as Morrison (1998) states, in education, dramatic change and reformation in both a school’s external (market and macro) and internal (micro) environments, are unavoidable.

Fahy and Jobber (2015) further declare that management within organisations “need to monitor the rapid changes taking place within these environments, in order to exploit potential opportunities and to minimize potential threats”. It is, therefore, important for any organisation to not only look inwards to internal environmental variables but also outwards to external environmental factors that can influence managements’ decision making (Cant & Van Heerden, 2018). These facts are particularly relevant in the educational environment because the school and its surroundings form separate though interacting activity systems (Wolhuter et al., 2016) to such an extent that they influence the school’s marketing strategy.

2.2.3.2 Strategic marketing

As previously noted in section 1.7.5, strategic marketing can be defined as the process in which an organisation plans, implements, and controls its marketing activities in such a way to achieve its goals

and objectives and satisfy its customers' needs (Wiid et al., 2020). This depiction can be closely linked to the fact that a strategic plan is “a framework for managerial decisions and to create a flow of competitive advantages that form coherent strategic leadership” (Van Wyk & Moeng, 2014). Jooste et al. (2018) further state that the purpose of strategic marketing is “to lead the organisation towards opportunities by identifying customer needs and seeking a solution to meeting those needs”. Strategic marketing planning is thus a continuous process whereby a set of detailed analytical and applied activities are determined to implement marketing strategies (Jooste et al., 2018)

Bunnell (2005) explains that in an educational setup, a strategic marketing plan needs to be seen as a flexible tool available to management to assist in preparing for the future and to have alternatives available when uncertainty strikes. In this regard, Bunnell (2005) identified seven traditional stages for a school marketing plan: Stage 1: Market research, Stage 2: Analysing the school's product, Stage 3: Drawing up a mission statement, Stage 4: Developing a marketing strategy, Stage 5: Developing marketing material, Stage 6: Monitoring the plan, and Stage 7: Evaluation of the plan.

These seven stages can be applied as the ‘marketing mix’ of an organisation, referring to the set of controllable marketing tools that can, in the case of a school, produce the response it wants from its consumers. The traditionally four Ps (product, price, place, and promotion) were expanded for so-called service sector organisations (like schools) to seven Ps (adding People, Process, and Physical Evidence). The seven stages could also be seen as marketing strategies or seven Ps of the marketing mix, which can be used to develop a strategic marketing plan for a school (Enache, 2011).

2.2.3.3 Customer relationship management

Tait and Roberts-Lombard (2020) define customer relationship management (CRM) as an area within an organisation's environment that “encompasses practices, strategies and technologies that organisations use in order to analyse and manage customer interactions throughout the customer lifecycle”. They are of the view that customer co-creation not only provides added value to the organisation but also builds deeper relations with customers. This process should be driven by market forces and, ultimately, customer needs (Blythe, 2009). These market forces have gone through different evolutionary stages based on three orientations (Blythe, 2009; Musingafi, 2014; Strydom, 2015; Chiramba & Maringe, 2020): Stage 1: The Product Orientation focuses on product improvement and the efficient distribution of services. In the case of schools, this stage can be equated with a school that depends on the community to send their children to the closest school. Stage 2: The Selling Orientation is where there is a department that solely focuses on the selling of the product, persuading the consumers to buy the product. In the education sector, this stage can be seen as a school with a dedicated marketing department. Stage 3: The Marketing Orientation is where the organisation produces products that satisfy

the needs and wants of the consumers by identifying what consumers need and tailoring their products to satisfy those needs as efficiently and effectively as possible. Helgessen (cited in Chiramba & Maringe, 2020) argue that “educational institutions should strongly adopt the marketing-orientation, which aims to satisfy customer requirements by providing services that customers value.”

A school’s CRM should focus to “establish, identify and maintain existing connections while working to enhance them when dealing with both customers and stakeholders” (Rasul, 2017). No matter which orientation an organisation chooses to use in their marketing plan, the activities at the school must always be of such a nature to satisfy the needs and wants of the learners and parents.

2.2.4 Section summary

In this section, it has been established that educational marketing or school marketing is a sub-discipline of school management and leadership, for it is the leaders in an organisation that influence the internal and external events and activities of an organisation (school). Education is seen as a business and a ‘product’ that needs to be sold to the internal and external communities. Marketing is the process in which the educational needs and wants of consumers (learners and parents) are met within the internal and external environments. From the field of business management, the following aspects were highlighted as critical concerns for school marketing: the marketing environment, strategic marketing, and customer relationship management (CRM). The marketing environment focused on three main environments, namely: the micro-, macro-, and market environments which involve controllable, partially controllable, and non-controllable factors that can influence a relationship with parents and learners. Strategic marketing focused on the seven stages a school can follow to create a marketing plan. CRM, in turn, focused on the three main marketing orientations a school can apply: the production/product orientation: dependence on the community to send their children to the closest school; the sales/selling orientation: having a dedicated marketing department at a school; or the marketing orientation: a focus on the satisfaction of the wants and needs of the consumers. Regardless of the orientation, the focus should always be on the satisfaction of the wants and needs of the learners and parents.

2.3 Application of theoretical constructs on marketing in schools

This section is divided into the following sub-sections: *background on school marketing in the South African context, the role of school leadership in school marketing, a school’s position in a changing marketing environment, a strategic school marketing plan, and customer relationship management*. The focus here is on applying theoretical knowledge to the nature and importance of marketing in school management.

2.3.1 Background on school marketing in the South African context

In the last decade, schools have been under “external pressures to be managed rationally, as effective and efficient organisations which achieve a tight coupling between inputs, processes and outputs, while at the same time being underpinned by values and a common educational purpose reflected in a shared organisational culture” (Levacic et al., 1999). This quotation confirms what was alluded to in the previous section, namely that the principles and aspects that are applied in business and service organisations can also be applied in the educational environment.

Information about marketing in South African public schools during the last three decades has been vague. There is very limited evidence of specific school marketing approaches that have been used consistently in the South African context. Nevertheless, the functioning of marketing at independent schools probably serves as a good example for public schools. These independent schools are members of the Independent Schools Association of Southern Africa (ISASA) and the Independent Schools’ Marketing Association (ISMA) whose main objective is to efficiently promote marketing among its members (Immelman, 2015). Keryn House published a book in 2016 entitled *A guide to effective school marketing* that is endorsed by ISASA, focusing on practical marketing tools for principals or school marketers. From the functioning at these schools, it is clear that business concepts such as a marketing environment analysis, competition analysis, strategic and tactical marketing directions, marketing mix, marketing management, and marketing orientations are largely unfamiliar to most SMTs, SGBs, educators, communities, and other school stakeholders (Holcomb, 1993). Additionally, Oplatka (2007) identifies the main problem concerning the introduction of marketing in public South African schools as the term marketing being rather alien to school leadership. School leaders do not always have the necessary marketing background or training in school marketing (House, 2016). This shortcoming is part of a complex situation. On the one hand, school marketing is an intricate process, conducted within a trying set up. South African parents, on the other hand, realise the importance of quality education and want their children to receive a high standard of education. Parents are, therefore, more selective and tend to do more research regarding where they enrol their children (Immelman & Roberts-Lombard, 2015). Parents thus tend to exercise their right on freedom of choice more effectively than before by enrolling their children without being limited by previous limitations to regions or even provinces (Immelman, 2015).

In recent times, school marketing is thus exponentially being regarded as one of the crucial tasks of the school leadership such as the principal and SMT. The importance of school marketing as a leadership function is based on the competitive environment schools are functioning in and, in order to build the ideal school image and relationship between the school, its parents and its community (Oplatka, 2007;

Oplatka & Hemsley-Brown, 2015). The marketing of a school has indeed become a necessary part of the current educational environment and has been advantageous for schools and their stakeholders (Miller, 2018). It is, however, important to keep in mind that school marketing is not only the management process convincing parents and learners to ‘buy into’ their product, but that the school should ultimately still offer an educational service that truly satisfies the needs and wants of the parents and learners for a good quality education (Oplatka & Hemsley-Brown, 2012).

2.3.2 The role of school leadership in school marketing

In the South African Schools Act (SASA, 1996) “the functioning of school management and leadership, including the roles and functioning of SGBs and SMTs are in particular highlighted as key aspects in school-based management (SBM)” (Van Wyk & Marumoloa, 2012). Van Wyk and Marumoloa (2012) further state that these school leaders need to have inputs in various activities and action plans intended to accomplish certain objectives. School leaders are people in positions who provide direction to a school and utilise other people to accomplish a centralised goal – in other words, people who should “market their schools to satisfy students’ needs” (Tubin, 2015). School leaders need to develop and exhibit business-like mindsets by being aware not only of changes in the market and macro-environment and the implication for the school’s micro-environment but also how to combine the available data from all environments and adjust, if necessary, and incorporate it into the schools’ environment “to provide their school an advantage in the marketplace for the school’s foreseeable future” (Miller, 2018).

In South Africa, school leadership usually consists of the school principal, deputy principals, and the heads of departments. In schools with small numbers, the principal could even be joined by the senior educators to form an SMT (Maja, 2016). The role of a school marketer in schools in South Africa is relatively new and young, and a position that few schools can afford (House, 2016). According to a survey (House, 2016) done in independent schools, the role of school marketers has been taken on by teachers with no marketing background and with little or no guidance and support because it is not a traditional management activity in schools. Very little research exists with specific reference to school marketing in South Africa – none known with reference to the role of marketers in public schools.

From an official point of view, the core duties of a principal, as a member of the SMT, is to co-operate with members of the school staff and the school governing body (SGB) in maintaining an efficient and smooth-running school (Personnel Administrative Measures document [PAM], 2016). The duties of the deputy principal, head of department, and educator as SMT members are to have contact with the public on behalf of the principal. These arrangements have no clear formal implications or guidelines for SMTs, SGBs, or educators when it comes to the marketing of a school although, in practice, it is expected of them to perform the functions as a marketer would in a business management environment.

Apart from being members of the SMT and SGB, educators and parents in practice have duties with regard to school marketing. Pettinga et al. (2015) state that management and other stakeholders sometimes struggle to make the community aware of positive school activities – although the skill of marketing or selling “has not been explicitly taught, they need to understand why, when, where, and how to market their schools to continue to serve their communities.”

2.3.3 A school’s position in a changing marketing environment

Poole (2017) highlights the long-term relationship between schools and their stakeholders as an aspect of critical importance in schools’ marketing by emphasising that schools require a well-established environment to provide a strong education programme. Contextual factors that bring along change in the educational environment requires management and leaders to adapt their abilities (Bairauskienė, 2018) to fit to these changes within the marketing environment of the school. As remarked by Bush (2007), schools need trained and committed school staff in order to function effectively within its environment. As noted in section 2.2.3, such an environment consists of three components: a micro-environment, a market environment, and a macro-environment.

The micro-environment refers to internal factors that can be controlled by the SMT of a school. In a school’s hierarchy, the principal, SGB, SMT, teachers, supporting staff, administration, and learners are factors that change constantly. New SGB members are elected, staff changes, learners are promoted or change schools, a new principal can be appointed, or new SMT members can be appointed. The principal or one of the SMT members is usually assigned the role of marketer of the school supported by a committee consisting of other supporting teachers. A designated SGB member also has the assigned portfolio of marketing.

The market environment refers to external factors that can only be partially controlled by the SMT. The community is an external factor that makes up the ultimate support of the school; they should give inputs on how to improve the school, market the school, and the enhancement of the overall environment around the school. This all would take some effort from the SMT or marketer to involve the community to help with activities and commit to change. The school’s District Office is there to support the school in all educational matters but has minimal input in the marketing of the school. The competitors can be analysed which can be used as an opportunity to enhance and change one’s school for the better and to also adjust one’s marketing strategy.

The macro-environment, suggests the external factors that can only be partially controlled by the principal and SMT. It refers to the political, legal, international, economical, socio-cultural, and technological changes that happen in our country and across the world. The only thing the SMT can do

is to adapt to the best of their ability to make the changes needed as efficiently and effectively as possible for the school's learners, parents, and overall community.

In essence, the changes and developments are influenced by the actions of school management and the circumstances and conditions around what was successful or not have an impact within the marketing environment.

2.3.4 A strategic school marketing plan

A school marketing plan involves three main stages: strategic formulation, strategy implementation, and strategy evaluation (Sutić & Jurčević, 2012). The formulation of a strategy lies in the assessment of the external and internal environments within the school's marketing environment and the long-term objectives of the school captured within the mission and vision. These then support the selection of strategies related to research, teaching, and students. Implementing a strategy involves identifying measurable and clear objectives to put into effect organisational, managerial, and individual issues. The strategy evaluation process is important in the quality management of education. This process should be documented for it provides a framework to work from for continuous improvement. School management is responsible to manage the strategic management process to guide the school into their desired achievements.

As discussed in section 2.2.3.2, the development of a strategic marketing plan was seen in the light of the fact that the existence of different educational markets has led to more competitive school environments. With the markets come marketisation, a process characterised by increased priority being given by school principals to market their schools to the school's marketing environment and to increase their 'market share' of pupils, results, and resources (Oplatka & Hemsley-Brown, 2012). School marketing has become increasingly strategic due to the changing competitive landscape in education, especially with families no longer enrolling the child in the closest school (Pettinga et al., 2015). The role of different stakeholders such as the SMT, SGB, educators, and the community is a critical component of a successful school. It requires school leaders to show their awareness of the changing dynamics of education and to develop a comprehensive and coherent school marketing plan (Pettinga et al., 2015). Designing a strategic marketing plan demands a deep understanding of what a school intends to achieve.

Educational marketing is a branch of service marketing and can therefore use the seven Ps of the marketing mix to complete a marketing strategy to address a marketing situation and to follow objectives (Enache, 2011). The seven Ps model is a simple way for the SMT or school marketer of applying the complex discipline of marketing on the school environment when they develop the

strategic marketing plan for the school (House, 2016). “The nature of the school and its positioning determine how the marketing mix can be tailor-made to best meet the needs of the parents and students at the school” (House, 2016).

When applied to education, the seven Ps can be described as follows when applied to a school’s strategic marketing plan: 1. Product: The product includes “the education of children, plus all the services that accompany the provision of education” (House, 2016). According to Li and Hung (2009), the product also refers to the facilities offered by the school like the buildings, computers, library, etc. 2. Promotion: Prabowo and Sriwidadi (2019) state that the promotion of an educational institution includes all forms of communication with the external environment on internal happenings such as advertising, publicity, public relations, and sales promotional efforts. 3. Price: Enache (2011) states that the ‘price’ of the school, the school fees, and other instances where money is asked from the learners or parents are “influenced by costs, demand and competitors’ price”. The ‘price’ of a school influences not only the income of an institution but also the impression of the quality of education offered by the school (Prabowo & Sriwidadi, 2019). 4. Place: The premises where the main service offering will take place, i.e., the classrooms and school grounds, are referred to as the place (House, 2016). Parents also feel they get more value when the location is accessible and if transport is convenient (Li & Hung, 2009). 5. People: People include all persons of the institution that interact with prospective and current students, including academic, administrative, and support staff (Prabowo & Sriwidadi, 2019). House (2016) adds that the people mentioned here include everyone related to the school marketing effort. 6. Process: The process “refers to the effectiveness of the process used in marketing the school” (House, 2016). Prabowo and Sriwidadi (2019) summarise the processes as “all the administrative and bureaucratic functions: from the handling of enquiries to registrations, from evaluations to examinations, results to graduation”. 7. Physical evidence: Physical evidence refers to the tangible or visible expression of what your school has achieved, how you have grown, alumni testimonials and what current students have accomplished (House, 2016).

2.3.5 Customer relationship management

School leaders who are engaged in marketing activities and realise the significance for the survival and success of their school also realise that the way to bridge the gap between marketing actions and marketing perceptions is through customer connection marketing while promoting the school’s success (Tubin, 2015). Hartley (1999) specifically focuses on the parent being a new key player in the educational market and the need to manage them. According to Poole (2017), it takes more than providing a strong curriculum programme to survive in the education marketplace. The adoption of business practices, especially in CRM, are necessary to develop a close connection with school customers (which are the students and their families) to encourage a want to transform value into the

school. Rasul (2017) adds that making connections should also include establishing, identifying, and maintaining existing connections as well as enhancing them while dealing with prospective customers and stakeholders.

As discussed in section 2.2.3.3, CRM must be used to “analyse and manage customer co-creation”, not only to add value to the organisation but also to build deeper connections with customers (Tait & Robert-Lombard, 2020). “The development of connections with school customers (the students and their families) encourages an on-going desire for a school brand that can translate to long-term value to the school” (Poole, 2016). Anning-Dorson et al. (2021) exclaims that “value communication must seek to build dialogue with the market to inform, listen and respond to customer needs in order to increase the brand equity.”

A wide variety of resources is available on tools of CRM for schools worldwide, but the marketing tools that underpin consumer connections with schools are limited (Poole, 2017). One familiar private-sector marketing tool that can be applied on educational marketing is that of the ‘different evolutionary stages’ marketing went through based on three orientations (see paragraph 2.2.3.3). The researcher believes that the following orientations can be applied to educational marketing: 1. The production or product orientation: The school depends on the community to send their children to the closest school (Tubin, 2015). The great thing about this orientation is that the school (the product) has the support of the community. Marketing is, therefore, not a great priority for the school. 2. The sales or selling orientation: The product (school) has a dedicated marketing department that focuses solely on marketing the school’s services and facilities to the community (Robenstine, 2020). The school has a good image in the community for excessive money is spent on advertising and projects promoting the school. The focus is on meeting the school’s needs, not necessarily the needs of the learners or parents – the focus is not on the quality of the process carried out (Ionela & Irina, 2019). 3. The marketing orientation: All the activities and events offered by the school are based on satisfying the needs and wants of the learners, parents, and other stakeholders (Lubienski et al., 1999). The school identifies what the learners and parents want and tailors their activities to satisfy those needs as efficiently and effectively as possible. The school focuses on not only promoting the school but also creating the best learning environment for the learner, welcoming and keeping the learner at the school.

The educational marketing orientation places South African schools in different categories where they currently fall in terms of marketing. The product-orientated school still depends on the community to place their children in the school in the community, the school closest to home. The sales-orientated school focuses on the marketing of what they have to offer and the image they present to the outside world. The marketing-orientated school makes sure they offer the right products in the form of facilities,

activities, and events that help to develop the perfect environment for each learner, parent, and stakeholder, so their wants and needs are satisfied no matter the consequences.

2.4 Conclusion

In the first section of this chapter, the theoretical literature is discussed by relating the management and leadership functions to school marketing, marketing as a function of education management, strategic marketing in schools, and school marketing in South Africa. The second section covered how educational marketing is applied practically by explaining the importance of marketing, the role of the SMT, SGB, educators, community and other stakeholders, a school's position in a changing marketing environment, and strategic marketing in schools.

The discussion in the chapter established that school management and leaders play a vital role in the effective and efficient allocation of resources and people within a school environment. Furthermore, school marketing is established as a vital function of school management not only to sell their product, namely education, but also to involve the larger community. It is clearly put forward that within this competitive environment, schools must function and need to be strategically managed.

In this chapter, it has been further established that marketing in school management is necessary to ensure the success of a school. Different marketing orientations were established which SMTs can follow at their schools. The roles of different stakeholders are clearly discussed in which the marketing of a school is not only the responsibility of one person but involves the whole community.

The importance of the correct positioning of a school in a changing marketing environment and the effect of various internal and external factors on the school environment were discussed. It was established that a strategic marketing plan is necessary for a school not only to improve their image but also to make sure that the needs, wants, and expectations of all stakeholders and the community are met.

It is clear from the information presented that school marketing is becoming an area of growing importance and complexity and that the role and function of marketing could be clarified within the public high school structure. In the next chapter, research designs and paradigms that had an influence on the research project are discussed.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

In this chapter, the researcher discusses the research design and methods that were used in this investigation. The chapter first gives a brief overview of research in general, followed by a discussion on the research paradigm and research approach used in this study. The next section discusses how the formulated research questions and objectives led to the specific questions asked during the interviews with participants. The sections that follow discuss the research methods, population and sampling, instruments for data collection, data analysis and interpretation, building credibility and trustworthiness, ethical considerations, limitations and delimitations of the project, and a conclusion to the chapter.

3.2 The nature of research

Gournelos et al. (2019) state that “research is all about the world we live in and how we understand that world”. Research has been identified as an approach an organisation uses to understand, predict, and control their internal and external environments in the ever-changing globalised world that we live in (Gray, 2014). The ideal basic steps in doing research include choosing a general topic, deciding how you want to do it by forming research questions, deciding on a method for gathering data, keeping in mind one’s resources, perspective, and questions (Gournelos et al., 2019), formulating a plan, collecting the information, analysing the data, and presenting one’s findings (Gray, 2014).

The purpose of research is dynamic and changes with the kind of research done. Bezuidenhout et al. (2014) include the following kinds of research in their summary: pure (or basic) research done purely for the sake of generating knowledge; applied research to find practical solutions to be implemented; exploratory research in which new areas are studied; descriptive research in which a systematic description of a situation, problem, or phenomenon or the provision of information is provided about certain phenomena; correlational research, where nonexperimental research facilitates prediction and establishes whether there is a relationship or association between two or more aspects (Seeram, 2019); explanatory research which attempts to clarify why certain things happen the way they do; predictive research which tends to explore, describe, and explain certain aspects; and pragmatic research which finds solutions to problems by mixing research methods. This study is a descriptive research project where the aim is to understand how the marketing at schools is currently handled and this is explored, described, and explained in detail.

In this study, marketing research obviously plays an important role because it mainly involves the “planning, collection and analysis of data relevant to marketing decision making and the communication

of the results to management” (Berndt & Petzer, 2014). Marketing decisions are critical in the management of an organisation. “When making decisions in a dynamic environment, having information about all internal and external environmental factors reduces the risks” (Wiid & Diggines, 2015).

3.3 The nature of educational research

Wani (2004) defines educational research as “a systematic attempt to gain a better understanding of the educational process, generally with a view in improving its efficiency” and states that this type of research is an “application of scientific method to the study of educational problems”. Cohen et al. (2018) add that educational research is “a deliberative, complex, subtle, challenging and thoughtful activity”.

According to the U.S. Department of Education (cited in Lodico et al., 2010), the key characteristics of reliable educational research are:

- 1) a study that uses the scientific method, which includes a research hypothesis, a treatment group, and a control group,
- 2) a study that can be replicated and generalised,
- 3) a study that meets rigorous standards in design, methods used, and interpretation of the results, and
- 4) a study that produces convergent findings; i.e., findings are consistent using various approaches.

The two main purposes of educational research as described by Wallen and Fraenkel (2013) are, firstly, to provide information to enable people to make decisions and, secondly, to improve how people think about schooling. According to Creswell (2012), educational research is important for three reasons: 1) it adds to our knowledge to improve not only education but also to solve issues; 2) it suggests improvements that can be applied in practice; and 3) it “provides information to policy makers when they debate educational topics”. Anderson and Arsenault (1998) state that the ultimate goals of research “have to do with understanding, prediction and control”, control referring to the data being obtained through controlled and accurate observation and recording. “In a nutshell, educational research is the systematic process of discovering how and why people in educational settings behave like they do” (Anderson & Arsenault, 1998).

3.4 Research paradigm

Bakkabulindi (2015) defines a paradigm as “a worldview that underpins the theories and methodology of a subject or phenomenon”. Cohen et al. (2018) state that paradigms are not merely methodologies but “they are ways of looking at the world, different assumptions about what the world is like and how we understand or know about it”. Pring (cited in Cohen et al., 2018) identifies two main paradigms: 1) positivism and 2) interpretivism. This study is based on an interpretive paradigm. Bakkabulindi (2015) explains that “interpretivists believe that reality and the individual who observes it cannot be separated”. Hammersley (cited in Cohen et al., 2018) continues by stating that this paradigm uses “verbal rather than statistical analysis” that fits with a qualitative research method with “less structured data, which emphasises the central place of subjectivity in the research process, and which studies a small number of naturally occurring cases in detail”. The focus of this study was to collect verbal and written data from schools’ management teams and marketers on the current management of marketing in schools. By conducting semi-structured interviews, the views of the participants gave an idea on what the SMTs and marketers are currently experiencing as the role and function of marketing in public schools.

3.5 Research approach

“A research approach is a plan of action that gives direction to conduct research systematically and efficiently” (Mohajan, 2017). There are three main research approaches (Creswell, 2012): the quantitative (structured) approach, the qualitative (unstructured) approach, and mixed methods research. The quantitative approach requires numerical data, the qualitative approach needs textual data, and the mixed methods approach works with both numerical and textual data (Mohajan, 2017).

A qualitative research approach was used in this study because it allows for “a detailed exploration of a topic of interest in which information is collected by a researcher” within a “naturalistic setting with few boundaries, resulting in a flexible and open research process” (Harwell, 2011). Qualitative research’s approach is more concerned with describing and understanding rather than explaining and predicting human behaviour. A qualitative researcher is “interested in knowing how people understand and experience their world at a particular point in time and in a particular context” (Merriam & Grenier, 2019). It was, therefore, an ideal approach to follow in this study as each principal’s, deputy principal’s, marketer’s, or SGB member’s role in the marketing of their school is described and understood through interviews taking place in a natural setting at their schools with them having to think and see the management of marketing as an insider in their schools.

3.6 Research method

Kumar (2005) states that “although the basic logic of scientific methodology is the same in all fields, its specific techniques and approaches will vary, depending upon the subject matter”. Within the research process, the researcher must find the best methods, procedures, and models of research methodology to achieve the research objectives (Kumar, 2005).

The research objectives for this study are as follows:

1. To explain how the nature and importance of marketing impact on the management of a public school.
2. To describe how the roles of the school management team (SMT), school governing body (SGB), educators, and community are understood in the marketing of a public school.
3. To identify what the necessary management actions are that schools can follow to enhance their positioning in a changing marketing environment.
4. To specify the core issues that form part of a comprehensive and coherent marketing strategy for schools.

Richards (2015) explains that we turn information “into ‘data’ when we record it and try to make sense of it”. She continues to explain that “you make something data for your study by focusing on the event or process, recording it and considering its meanings”. The two main methods to gathering information about a situation, person, problem, or phenomenon are using primary and secondary data. “Primary data is data that has not been collected previously” and “must be filtered by original research” (Wiid & Diggins, 2015). Primary data “are specifically gathered to solve a particular problem” (Berndt & Petzer, 2014). Primary data were collected for this research project in the form of interviews and the analysis of resources available online. In this study, semi-structured interviews were conducted. In semi-structured interviews, the interviewer schedules a specific time with the interviewee and asks a set of questions but could probe for additional information during the interviews (Heck, 2011). In telephonic interviews, a researcher interviews participant by phone and the participants cannot be directly observed, allowing the researcher to exercise control over the questions asked (Creswell, 2014). Although the questions serve as a general guide, the researcher introduced them as topics, ideas, or comments, providing flexibility in the interview process (Lochmiller & Lester, 2017). Interviews were scheduled with six principals, deputy principals, and/or heads of marketing of the schools, and/or six SGB members. The principal, deputy principal, or head of marketing represents the SMT and all the teaching staff at the school. The SMT consist mostly of the principal, deputy principal and heads of department. The SMTs ranged between 4-8 members. The members of the SGBs consist of the

chairperson (a parent member), a treasurer, a secretary, learners of the school, a staff member at the school (not an educator), and another parent of learners. The SGBs range between 6-10 members. The total participants interviewed per school ranged between 1-2 people. The same set of questions was used with all the interviews.

3.7 Population and sampling

Wiid and Diggines (2015) define a sample as “a subset of a population (or universe) ... population being the total group of people or entities from whom information is required”. Their six steps were applied as follows in this study’s sampling process:

Step 1: Define the population in terms of sample unit, sample element, extent, and time. The aim with this study was to select participants from public schools in the city of Tshwane with an appointed marketer at their schools to obtain detailed information regarding the roles different stakeholders play at their schools.

Step 2: Identify the sampling frame which refers to the sample units available for selection from computerised registers, address directories, buyer’s guides, yearbooks, membership lists, telephone directories, or records of local authorities. The actual sample is taken from the sample frame. This study selected participants from public high schools with a marketing department in the city of Tshwane, specifically the Tshwane South (TS) District 4 (D4) region, as provided by the Department of Basic Education. It is from this list which the researchers’ final sample was selected.

Step 3: Select the sampling methods. There are two major categories, namely probability sampling and non-probability sampling. Probability sampling occurs when every unit within the population has a chance of being selected as a unit of the sample. Non-probability sampling occurs when there is no certainty that a specific unit within the population will be selected. Under each of these sampling methods, there are further classifications. Non-probability sampling methods include purposive sampling. This type of sampling is taken from a population that comprises certain characteristics sought after for the specific study. The researcher engaged in this kind of sampling by only selecting six participants who work in a specific circuit, have designated marketers appointed at their schools, and are located within 25 km of the researcher.

Step 4: Determine the sample size which size must reflect the true value of the population parameter as well as the behaviour variable in the population. The total number of errors that can occur in the sample depends on sampling errors (the difference between the population and

sample value) and systematic errors (non-sampling: errors through observation or measurement). The sample size must have enough participants to produce a precise as possible account of the population values and be manageable for the researcher. According to Wiid (2021), “deciding which sample size to use is often a case of judgement rather than calculation”. The sample must be big enough to “yield a relatively precise estimate of the population values, but at the same time ... be executed economically and practically” (Wiid, 2021). The sampling size of this study was determined by identifying the schools that have an SMT or SGB member appointed in a marketing role and/or schools that have a marketing department and are located within a 25 km radius of the researcher.

Step 5: Select the sample elements. Here, the participants are selected based on the sampling methods discussed in step 3. It is from the list mentioned in Step 2 that the researchers’ final sample was selected using the purposive sampling technique. The list of these schools is presented in Table 1 below.

Table 1: List of the five researched schools in a modified format (names of schools concealed)

#	SCHOOL	PUBLIC/ PRIVATE	PRIMARY/ SECONDARY SCHOOL	DISTANCE
1	School A	Public	Secondary school	10 km
2	School B	Public	Secondary school	3.9 km
3	School C	Public	Secondary school	18 km
4	School D	Public	Secondary school	8.2 km
5	School E	Public	Secondary school	12 km

Step 6: Gather data from designated elements, i.e., participants. Data were collected from participants who are placed either in a position or a committee to make decisions regarding the marketing of their schools or in handling marketing-related matters at their schools and/or those staff members who have been designated to fulfil marketing functions at their schools. In some schools, the principal is the main marketer; other schools have a committee or a separate marketing department at the school.

3.8 Data analysis and interpretation

Data for this research project were collected in the form of interviews. Audio/video recordings were made of the interviews held with participants.

Predetermined primary data categories include the following:

1. Interview data from principals and/or deputy principals.
2. Interview data from SGB members.
3. Interview data from marketers and/or marketing assistants.

After the interviews, the process of analysing data started with transcribing the data. The researcher played the audio/video recordings several times while jotting down every word to ensure that the information is the same as what was said during the interview to ensure credibility and trustworthiness. The researcher also sent the audio/video recordings and transcribed data to a certified transcriptionist and translator to validate the data and translate the necessary data.

Next, the process of coding started by carefully reading the transcribed data from the interviews line by line and dividing it into meaningful analytical units (Maree, 2007). The coding process involved marking segments of data or assigning a symbol or word to it to attach meaning to it (Saldana, 2016). The data transcribed was read through and notes were made in the margins to identify the main themes and subthemes and descriptions which must be assigned a word or code during the data analysis process. The researcher understood codes as a grouping of similar words or phrases from the participants' point of view. In the process, the researcher combined concepts to establish patterns or themes. During the process of sorting, the themes were further broken up into sub-themes to organise and clarify the whole set of data.

The data collected for this research project were categorised under themes based on the research objectives from which the questions asked to the participants (see 3.6) were formulated. The compilation of the data collected was further analysed and categorised under sub-themes. Cohen et al. (2018) state that sub-themes have the intention to “disassemble the data into manageable chunks in order to facilitate an understanding of the phenomena in question”. Interview questions were adapted and combined where similar concepts were discussed.

As final step, the researcher analysed the data as contained in the themes by bringing it into context and linking it with the literature in Chapter 4.

3.9 Ethical considerations

The researcher started by requesting permission from the Department of Education to conduct interviews at the selected schools in the Tshwane South district.

The researcher applied for ethical clearance from UNISA's Ethics Review Committee. The interviews were scheduled from March 2021. The selected participants were given letters requesting them to be part of the study undertaken after approval was obtained from the UNISA Ethics Review committee and the Department of Education. The researcher further requested that each participant willing to take part in the research should respond by signing the consent form which outlined the purpose of the interview and the risks which might be involved. Each participant was also informed that participating in this study was voluntary and he/she was under no obligation to consent to participate and were free to withdraw at any time and without giving a reason. Confidentiality and anonymity of the participants and the schools they represent were ensured by assigning a code number or a pseudonym to the participant and school name and are referred to in this way in the data. Hard copies of the data will be stored by the researcher for a period of five years in a locked cupboard in an office in Pretoria for future research or academic purposes; electronic information will be stored in a password protected cloud. The time scheduled for conducting the interview was arranged beforehand to avoid inconveniences.

Interview schedules for the individual interview's discussions were compiled as laid out in section 3.6 above. Interview questions were prepared beforehand (to be submitted as part of the ethics clearance and all the participants were asked the same questions). Each interview was scheduled to take about 60 minutes in the participants' setting. An audio recorder was vital in this regard to record all the interview proceedings. The main aim was for the researcher to collect all the information to transcribe it later. The interviews were recorded with the permission of the participants for analysis purposes as the researcher could not write down all the information that transpired during the interview. There was no risk or harm involved since the research includes human management in the participants' natural setting. Interviews took place in a safe place (at schools) where the participants were working.

3.10 Trustworthiness

"Validity of research data deals with the extent to which the data collected accurately measure what they purport to measure" (Mertler, 2016). When it comes to the validity of qualitative data, researchers are concerned with whether the data is accurate and believable and, in effect, trustworthy (Mertler, 2016). The standards of qualitative work are deemed trustworthy when its findings are credible, transferable, dependable, and confirmable (Toma, 2011). Credibility in qualitative research is central in suggesting "whether the findings are accurate from the standpoint of the researcher, the participant, or the accounts of the reader" (Toma, 2011). Transferability indicates that the findings can be transferred to a larger population or within other contexts and can be an indicator of applicability (O'Leary, 2004). "The indicator of transferability suggests that researchers have provided a description of research context and methods in such a way that determinations regarding applicability can be made by those

reading the research account” (O’Leary, 2004). Dependability can be defined as the accommodation of “changes in the environment studied and in the research design itself” (Toma, 2011). O’Leary (2004) states that in society, consistency is difficult to find for “people are complex and multi-faceted” and information that they provide can shift. Dependability therefore indicates quality through methodological protocols as they are “consistent, logical, systematic, well-documented and designed to account for research subjectiveness” (O’Leary, 2004). The concept of confirmability is “that the data can be confirmed by someone other than the researcher” (Toma, 2011).

“Triangulation is the process of corroborating evidence from different individuals, types of data or methods of data collection in themes and descriptions in qualitative research” (Creswell, 2012). Meriam and Grenier (2019) identify multiple data collection methods as part of the triangulation strategy to ensure the trustworthiness of a study. The triangulation strategy was applied in this study with individual interviews with the principal, deputy principal, or designated person responsible for the marketing of the school and interviews with a representative of the SGB. The raw data were sent to an external transcriber and translator to check.

3.11 Limitations and delimitations of the study

Limitations refer to the potential weaknesses in a study that are not controllable. Delimitations deal with those characteristics that limit the scope and define the boundaries of the research.

3.11.1 Limitations:

The limitations or constraints that exist at the time of the study that could not be controlled by the researcher dealt with matters such as consent and agreement from the Department of Education, schools identified, and stakeholders at the various schools. The study focused on the perceived idea that the school selected has active marketing departments; therefore, it was limited to the persons who have had experience in marketing at the various schools.

Respondents of this study were kept anonymous, and their identities were protected, yet some found it difficult to be critical of their efforts as well as her or his school’s efforts. There was also a scepticism around whether the school’s name would be used, or the information would be shared with other schools. Other limitations involved the fact that many schools have been affected by COVID-19 and were not allowing persons from the outside on the school grounds. These members from the SMT and SGB used individual interview documents that can be limited to data obtained by following these research methods.

3.11.2 Delimitations:

The researcher imposed the following delimitations or characteristics that limit the scope and define the boundaries of this study. This study focused explicitly on personnel who are involved in marketing activities in the various schools that participated in the investigation.

3.12 Conclusion

In this chapter, the terms research and educational research were clearly defined. The main research paradigm used in the study was discussed, namely the interpretive paradigm (section 3.4), specifically in relation to this research project and how it influences the project. From there, the research approach used in this study and why this approach is ideal for this study were discussed. Research methods were discussed, including the two types of data that can be collected, namely primary and secondary data. The study objectives were stated as well as the questions asked during the interviews.

Population and sampling steps were described and how they were used to select participants in this research project. The data collection process and the steps in the processing of data in this study were laid out and described. The process of data analysis and interpretation was set out and applied, followed by die coding of data. This section included the themes and codes used in this research project.

The ethical considerations and the limitations and delimitations in specific relation to this project were discussed.

In Chapter 4, the presentation, analysis, and interpretation of the data collected during the interviews and document analysis are presented.

CHAPTER 4: PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESEARCH RESULTS

4.1 Introduction

In Chapter 3, the research methodology and design were discussed in detail. This chapter focuses on the data gathered through interviews with members from the SMT, SGB, marketers and/or person appointed in the position of marketing at the participating schools.

The chapter starts with a description of the participating schools and the type of data collected from specific participants. The data are analysed and interpreted as taken from the participants' answers from the interviews and categorised under the headings of the research objectives as described in section 3.6. These objectives are set as the four main themes that will guide the analysis of the questions that were taken from the semi-structured interviews.

4.2. Description of participants

Data were collected for this study through semi-structured interviews with the principal / a member of the SMT and/or the person appointed in the position of marketer at the participating schools. The participants interviewed were from five different schools within Tshwane South district (D4) located within 25 km of the researcher. Each of these schools has either a separate marketing department with a person in charge of marketing the school and/or organising fundraiser events for the school or an educator at the school with marketing as part of his/her portfolio.

In Table 2, the five participating schools are identified as School A-E. Each participant interviewed at each school was assigned a letter identifying the school and a number indicating the number of participants interviewed at that specific school. Their position at the school is then given with the role they play in marketing at the school and whether they are in a teaching capacity at the school (*Teacher*) or were appointed externally by the school (*Non-teacher*).

Table 2: Details of participants

SCHOOL	#	POSITION	ROLE	TEACHER
School A	A1	Member of SMT	Marketer	Teacher
School B	B1	Member of SMT	Marketer	Non-teacher
School C	C1	Member of SMT	Marketer	Teacher
	C2	External appointment	Fundraising events and alumni	Non-teacher
School D	D1	Member of SMT	Marketer	Non-teacher
	D2	Member of SMT & SGB	Principal	Teacher
School E	E1	Member of SMT & SGB	Deputy Principal	Teacher
	E2	Member of SMT	Marketer and alumni	Teacher

Table 2 indicates that interviews were conducted with eight participants in total, all of whom are employed to fulfil a role relating to marketing at their schools in some form or another. Five of these participants have the title of marketer at the school. From these five marketers, three are also appointed as teachers. The five participants are also part of the SMT at their respective schools. Participant B1 and D1 have been employed out of a corporate environment by the school to head the marketing department at the school but are not employed as teachers. One participant (C2) has been externally employed to generate external funds for the school and manage the alumni organisation and is not appointed as a teacher. One participant (E2) is appointed as a marketer, the manager of the alumni organisation of the school, and a teacher. Participant D2 is the principal of the school, chairperson of the SMT, and a member of the SGB. Participant E1 is the deputy principal of the school and a member of the SGB.

4.3 Data from the interviews

In this section, the themes and sub-themes that resulted from the semi-structured interviews during the data analysis process are presented. Transcribed data were read and categorised under the four main themes, namely the four research objectives of this study. From these main themes, the data were disassembled into sub-themes.

Table 3: Themes and codes assigned to data (researcher's own construct)

#	THEMES	SUB-THEMES
1	Nature and importance of marketing's impact on the management of a public school.	<ol style="list-style-type: none"> 1. Definition of school marketing. 2. Importance and/or necessity of public-school marketing.
2	The roles of the SMT, SGB, educators, and community in school marketing.	<ol style="list-style-type: none"> 1. Influential roles in school marketing: <ol style="list-style-type: none"> 1. Role of the SMT in school marketing. 2. Role of the marketer in school marketing. 3. Role of the principal in school marketing. 4. Role of the SGB in school marketing. 5. Role of educators in school marketing.
3	Identify the necessary management actions that schools can follow to enhance their positioning in a changing marketing environment.	<ol style="list-style-type: none"> 1. Current community involvement and influence. 2. Current communication with parents and other stakeholders. <ol style="list-style-type: none"> 1. Social media 2. Website 3. d6-communicator application 4. Newsletters 5. Alumni 6. Word of mouth 7. Other communication methods currently used 3. The school's marketing orientation. <ol style="list-style-type: none"> 1. Production- or product-orientated 2. Sales- or selling-orientated 3. Marketing-orientated 4. The school's current strategic marketing plan.
4	Core issues that form part of a comprehensive and coherent marketing strategy for schools.	<ol style="list-style-type: none"> 1. Funding as a marketing challenge experienced at school. 2. Knowledge and skills as a marketing challenge experienced at school.

4.3.1 Nature and importance of marketing's impact on the management of a public school.

4.3.1.1 Definition of school marketing

School marketing is seen by most participants as an activity that needs to be performed by all public schools. This general observation is reflected by Participant A1 who stated that “school marketing is about marketing my school to the community and wider community for parents to choose my school as the school where their children should complete their high school careers”. The above position is also reflected by Participant D1, who believes that their school is “a community school – so it is important that the community knows what we do at the school”. In line with the idea that school marketing is closely related to the functioning of community members in the school, participant C1 and D1 both described the marketing of a school as a ‘package’ that a school needs to offer to prospective students. As Caldwell and Spinks (2021) state that if a school is receptive to the needs of its parents and students, they will be able to warrant their appropriate involvement in the management process. C1 expanded by saying that the “conduct of the teachers and coaches, how the learners are presented and all communication that goes out from the school, is part of the image of the school”.

An individual participant like B1 elaborated on the idea of school marketing by asking “how do I market my school to the outside world in such a way that the school is differentiated from the next school, for the competition is fierce”, and secondly, “sharing you heart and culture, for when you speak to people’s hearts you can win them over – and how do you do that? What image do you put out there that touches their hearts?” Participant C1 partially answers these questions in stating that “the image of the school must not only be built out, carried out, but also retained and renewed at the same time”. Participant E1 further claims in this regard that marketing is first to establish a school culture through marketing material, putting the best image of the school out there, and secondly, it is concerned with the generation of funds for the school.

Participant D2 additionally stated that the idea of school marketing “is about an image building action of the school. If you can make a difference in all the fields, sports, academia, culture, social where you make a difference in charity community projects or whatever in the community or wider community ... but sports, culture, academia, and social, these are the main areas one needs to market. Then your school will start to become well-known, especially if you launch actions of the different components and introduce each one through various media”. Participant A1 states further that the marketing of each school differs in terms of what the needs of the school and other stakeholders are. Participant C2 defines marketing as “your unique selling points that makes you different from others and then the hope that it falls within the needs [of the learners and parents]”. Cant and Van Heerden (2018) clearly state that the

marketing of a school must include the tasks and decisions made by management in such a way that their products or services satisfy their consumers' needs.

Some schools get enough enrolments of learners each year, while others need to attract more learners. Participant E2 believes that “the better the image of the school, the better the learners will be that you attract to the school”. Participant C1 and D2 add that with every project or action a school launches, they introduce another aspect of the school's worth to the community and network in and around the school and another reason to attend the school. Immelman (2015) adds to this idea that the marketing of a school must be seen as the way through which a school communicates and promotes its reason for existence and services to learners, parents, staff, and the wider community.

The participants' idea of the concept of *school marketing* thus seems to deal with the image of the school and the sharing of the heart and culture of the school with each prospective student and parent, inspiring them in such a way that they would want to be part of that specific community or network. School marketing can, therefore, be seen, as concurred by Davies and Ellison (1991), as not just about promoting a particular service but also determining, initially, what should be done and how things should be done.

4.3.1.2 Importance and/or necessity of public-school marketing

Participant B1 exclaims that the days when learners went to their closest school are over. It is added by participant C1 that the reason for them not to attend the closest school are that the areas in which some of the schools are situated either do not have school-going children anymore or learners and parents are just looking for a bigger, better school to attend. The marketing of a school is necessary according to participant C1 “for you need to do something that people drive past one good school to attend your school ... for the learners you want in your school do not live in the area around your school anymore”. Participant B1 exclaims that some of the strongest students are from smaller schools far away from their immediate area. Participant E2 adds that they market to all prospective students but intensely focus on the top 50 academically strong students from primary schools. Participant B1 and E2 feel that “the better the brand of the school, the better the quality of students that come to your school”.

Participant D1 described being a marketer at the school as being a “brand builder and a recruiter” with the main purposes of not only attracting new students but also retaining students. Participant C1 adds to this image that a school's specific brand has two sides: the part that should be built upon and the other that should be preserved. Participants B1 and E1 also focused on ‘school culture’ being the number one thing that needs to be marketed. “You have to market your school, your culture and your academics, so you have to think on those three levels,” said participant E1.

To market effectively as a marketer, according to participant C1, it is important to know that you are marketing to two target markets: the learners – 13/14-year-olds, and the parents – a variant of 35-50-year-olds. “Our clients we always say are the learners. The parents make the decision together with the learners but at the end of the day it is very important that the community must also know that we form a part of them, because the quality of the community is only determined by the people in the community and the education that the community receives, also determines the quality of the community,” explained participant A1. Chiramba and Maringe (2020) explains that to create value in the service an organisation offers to satisfy a customer’s needs, the organisation must start with “market segmentations: a process of dividing customers into groups. This process helps in identifying the specific needs and wants of the targeted group.”

“These people must collectively take the responsibility and ownership, and I literally say it must come from the heart of the people, because if it is not communicated in that way then it is not accepted that way. Your marketing must be supported by action, something must be carried out, if there is no movement in a school that shows there is progress, then later people will no longer believe it. So, it must be authentic,” participant D2 explained.

Participants discussed the ‘unique selling points’ that must be included when marketing one’s school. They applied the various aspects they believe should be part of school marketing to their schools, how they market their schools, and what makes their schools attractive to prospective parents, students, teachers, and sponsors. Mogaji et al. (2020) explain that using branding and external factors as approaches to strategic marketing an organisation can differentiate itself clearly from their competitors.

4.3.2 The roles of the SMT, SGB, educators, and community in school marketing.

4.3.2.1 Influential roles in school marketing

Participants collectively stated that the role of marketing at a school is dependent on various role players being part of the growth and development of the ‘image’ of the school. “It is not just the marketing person or marketing department but every educator, SMT, SGB member, and especially the principal of the school that plays an enormously big part of the whole marketing, it rests on everyone's shoulders,” said participant B1. Participant D1 stated that “every person who is part of the school community, the parents, the learners, the educators, everyone has a role to play in carrying out the image and carrying out a professional image of the school to the outside”. The following persons and/or groups were identified as playing influential roles in school marketing: the SMT, the marketer, the principal, the SGB, and educators.

4.3.2.1.1 Role of the SMT in school marketing

The SMT usually consists of the school principal, deputy principals, and the heads of department. These are the key school leaders and decision makers of the school's day-to-day activities. Participant A1 explained that "they [the SMT] are part of the marketing team. And their approval is also very important because you work very closely with them. With a lot of decisions and things I must work through them first and then move on from there, they are a very important facet". Participant C1 stated that "any decisions that are made, you look at the image quite a bit, is it not going to damage the image of the school if you do this or that." Participant C2 added that "I think of course you need the support of the SMT, without their support you will not have money to do marketing, they will not allow you to do what you want to do for marketing". As seen from the participants' points of view, the SMT is the core management of a school that plays an important role in the building of the image of the school that they want the outside world to perceive.

4.3.2.1.2 Role of the marketer in school marketing

The marketer at each school, according to the participants, plays an important role in pulling all other stakeholders together as a unit to market the school. Participant E1 indicated that the most important aspect in school marketing is appointing the right person as the marketer. Participant B1 put forward the idea that the marketer sets a structure within which all the different aspects of the school need to operate. "This person needs to not only have the correct set of skills to be able to market the school effectively but also share the vision and culture of the school," added participant E1. Being the marketer "has many facets, it is interaction with the community, with universities, other schools, churches, the community, fulfilment of various functions at the school involving the school's name – the school's brand – it involves putting on many hats to juggle all the balls and to keep them in the air," stated participant A1.

As the appointed marketer at the school, participant E2 was at first not part of the SMT of the school and states that it was difficult to understand what the SMT deemed important to be marketed. Participant E2 said, on being part of the SMT: "I could hear which things are important and which things we need to market to make money, which things we need to market to get the learners involved in activities because that information was difficult for me to obtain before I was on the SMT myself". For the marketer to be part of the core management of the school is also seen as important by participant A1: "I need to know everything about the school, I cannot market something I do not have full confidence in and believe in". Participant C1 stated that "the marketer is the back player that makes sure that

nothing goes wrong in the front row”. The marketer is, therefore, according to the participants, the main stakeholder at the steer of all activities and initiatives to build the brand of the school.

4.3.2.1.3 Role of the principal in school marketing

Participants collectively stated that the principal’s role is central to the marketing of the school – he/she needs to lead the way and be the image that the school wants to put out. Participant C1 explained that “the principal and marketing run in the same direction. Because the principal often makes operational decisions you need to know about, so you work quite closely together”.

Participant D1 believes that “the principal must be seen as a compassionate person, someone who really cares, he must be able to convey the image we are trying to convey. So, the principal must be actively involved, and he must be able to present a positive image”. Bairašauskienė (2018) confirms this by stating that “good educational leaders develop a strategic vision for their institutions, act as role models for both learners and teachers and are key to creating an effective and attractive environment which is conducive to learning.” Most participants were of the view that the principal sets up the main marketing strategy that needs to be executed and the rest of the role players set up the plan to get there, as explained by participant B1: “he gives the guidance it needs, in the sense that he is the forerunner. He is the one who first puts the strategy there and says what we are working towards. Then the question of what we are going to do to get there. If everyone buys in, then you work towards realising it”. Participant A1 stated that “it does not help that you market and tell everyone how good it is out there, and your principal has not bought into it”. The role of the principal takes centre stage when it comes to the guidance in the planning of the marketing of the school. Tubin (2012) explains that it is important for principals who are engaged in marketing activities and realize the significance of this managerial function for the survival and success of their school, must provide real and honest messages – they must sell things that exist and deliver what they promise – their marketing aims, and marketing actions must match.

4.3.2.1.4 Role of the SGB in school marketing

As well known, the school governing body (SGB) of a school consists of elected parent members, the principal, learners of the school, and a staff member at the school (not an educator). As stated by participant C2, the members of the SGB are “members that come from the school’s community. So, if they sit on the governing body then they understand exactly the marketing of the school because they chose to be here, they are part of the image of the school”.

“I think the framework for marketing and if one also implements other mediums of marketing it must always be approved by the governing body because they oversee these actions,” said participant D2.

Participant C1 stated that “we have allocated someone on the governing body for marketing who will sit down with me and say what we are going to do next and how we are going to do things. So, I have quite a lot of support. It helps if they support you if you do not feel all the time that everything you want to do you have to beg or convince them first”. Participant A1 exclaims that “the governing body is there to give me approval and support me. They must trust that I know what I am doing and that I am the expert and will do what is best for the school. Sometimes they will have requests and proposals, but I believe if things are not going well with the school and the marketing then they will step in and start taking certain steps”.

The SGB is, according to participant C2, “cardinal in marketing for they oversee the budgets” – allocating funds to the marketing of the school. “I believe that the principal and SGB are responsible for getting sponsors to upgrade the school at the end of the day and make it better for the learners,” stated participant D1. Participant D1 also claims that “we do not have that privilege to have a SGB that generates funds, it is a challenge, for you must constantly keep the finances under control because they want to run it like a business”.

The SGB’s role in most of the views of the participants is mainly that they observe, support, finance projects, and make sure the image of the school is not damaged in the process.

4.3.2.1.5 Role of educators in school marketing

Participants in this section refer to colleagues and other staff members at the school involved at any level in the marketing of the school. Tubin (2012) includes school staff in various marketing practices, “such as building a distinctive identity, developing a strategic plan, establishing cooperation with stakeholders and allies, circulating brochures and leaflets, and establishing open days, parents’ meetings and fundraising events.” Participant A1 stated that all staff at the school and not just educators are important when it comes to the marketing of the school, “because the school's marketing starts with the guard at the front who meets the people for the first time to the worker at the back who is busy pulling out weeds at the netball courts – this is what many people get wrong, many times, to think of marketing as one person or one committee's job”. Participant B1 also explained that marketing is not just one person’s job, it “rests on everyone's shoulders” to build the image of the school. “We must be in cohesion when it comes to the school’s image,” stated participant D1.

Participant D2 stated that there are “quality staff for different functions in various fields” at the school. As a marketer, participant A 1 stated that it is her job “to inform and develop everyone to realise that we are together in one team, that the staff is part of the image of the school”. Participant E2 added: “I

have a team of people who help me with marketing, they collect stories for me for Facebook and Instagram”.

The educators form part of a team of colleagues at the school that work together on the marketing efforts of the school – gathering images, stories, and various other content for pages and projects.

4.3.3 Identify the necessary management actions that schools can follow to enhance their positioning in a changing marketing environment.

4.3.3.1 Current community involvement and influence

Participants described the community of the school as not only the community created within in the school but also the immediate community around the school and other parties that form part of the school network. All individuals that are part of one of these communities play certain roles in aspects of the marketing of a school. “I think in an ideal environment you would like the businesses around you to get involved for the sake of funds – advertise with us or give us sponsors; otherwise, the community does not influence our decision making when it comes to marketing the school”, said participant B1. “The community will perhaps lead you to it or see to it that you sharpen up because if you do not properly market your image, the parents will not see us as an option” to enrol their children at, said participant A1.

Participant B1 also shared that “at this stage we are not where we want to be” in terms of the involvement of businesses around the school, especially financially. “We believe in supporting the businesses in our community because it creates a win-win situation, so it's very important,” stated participant A1. As explained by participant D2, “it does not help if you go to businesses empty-handed and say you just want money, you have to have a project, you have to target a business for the project and then you need that business to say, give something because I want to build a long-term relationship with you, I want to show you what can be done with this project that will have this impact on our learners’ future”.

“It is also part of one's marketing is that some of the businesses because they see there is performance they started to invest”, explained participant D2, “because sport teams perform well, they qualify for more sponsors coming in”.

According to participant E1, “it is actually the most difficult to involve the community and the parents in the community” at their school. Participant E2 also added that the socio-economic stance of their community influences the involvement of the community in the marketing at the school. “The challenge

I encountered is the parents are not very involved. Parents are much more involved in primary schools than parents are in secondary schools”, said participant D1. She added that “they do not support the school trying to get funding or get involved in a parents' association ... I think they stand a bit on the side-lines. It is important for the children that the parents are involved – to get excited with them about a project or event”. “Attendance of parent-teacher meetings, communication with the teachers via phone calls or emails, attending school events, volunteering to provide help at said events, a parent’s signature on the pupil’s test or helping the pupil at home are all a part of parcel of the overall parental involvement package.” (Brzozowski & Ferster, 2017)

Participant D1 stated that “you want the parents to be more involved and also use their contacts” to support the school. Schools C, D, and E specifically mentioned that they launched an alumni movement to get previous learners involved in the development of the schools. As participant C2 explains, the “involvement of previous learners and ploughing all the knowledge, resources, money back into the school” are needed and wanted by the schools.

Bush and West-Burnham (cited in Bisschoff & Segoe, 2019) state clearly that the better the commitment of the parents to the school “and the greater the willingness of parents to serve the school, the more effectively the school should be able to function”. The participants stated that the involvement of the learners’ support structure is not always what the school would like it to be – they rarely attend or join in the activities, projects, and meetings at school – but as a school, one would like the resources and skills of parents and other stakeholders to serve the school more effectively.

4.3.3.2 Current communication with parents and other stakeholders

Communication with parents and other stakeholders was identified by the participants as not only various forms of marketing material that go out from the school to the outside world, but also the learners themselves as ambassadors of the school, ‘word of mouth’ marketing, and the alumni. “Part of marketing is also any communication that goes out from the school ... it is important when you send communication out that it looks good ... it must fit with the image of the school,” said participant C1. Participant B1 stated that “the type of message we want to communicate determines the communication channels we use”. Various communication channels were identified as playing influential roles in the school’s marketing; for instance, social media, a website, D6 communicator application, newsletters, alumni, word of mouth, and other mediums such as the learners themselves, WhatsApp, SMS, and Google Classroom.

4.3.3.2.1 Social media

All participants see social media as playing a very large role in their school marketing. They use at least one social media platform to communicate with current and prospective stakeholders. Wong, et al. (2022) explain that “social media is low in cost and effective in reaching the target market, hence making it an important marketing tool...in establishing and building relationships.” “Some schools may put a little more emphasis on Facebook and others a little more on Instagram, but I think all the schools are running on all the different mediums these days,” said participant C1. Participant A1 stated that “we use social media to advertise current events and activities happening at the school as well as achievements”.

Participant D2 claimed that “social media is starting to play an increasingly important role, but it has complications because it is about the management of social networks, you have to be very careful and first learn what the risks are because if there is no one person in control then you get things on your network that you do not want – that does not build the school's image”. “One challenge is that one has to be a little more digitally intelligent in today's times,” as stated by participant C1. She continues by explaining that “you have to stay ahead all the time and think new, you have to get someone who handles the digital elements for you who knows what the latest things are that can be done and then you have to build on that”. Participant D1 also mentioned that the security on these pages must be very strict and monitored by the marketer “for anyone can post and use the school's logo inappropriately in their posts”. Social media, although important, is also dangerous for schools as it is something that needs to be monitored by a person to make sure that the image of the school is not damaged.

4.3.3.2.2 Website

Every school has a website onto which they place images, newsletters, results, and achievements. Participant B1 stated clearly that their website would be the first place where anyone can look for more information about their school: “it is a very important marketing tool for its a live and instant communication channel”. “Facebook and our website contain a pretty big virtual tour of the school and its facilities,” said participant C1. Participant D1 mentioned that a website needs to be renewed and updated constantly. “An active website also encouraged others to contribute to the site's contents,” added participant E1. A website is usually the first point of connection with prospective stakeholders and must, therefore, be up to date and active.

4.3.3.2.3 d6 Communicator Application

This application is mostly used by schools to share newsletters, events, and various other activities.

Participants A1, B1, D1, and E2 stated that the d6-communicator is the main communication channel at their schools. “We use the d6 application mostly for the parents ... learners are not on the application,” said participant B1. “A weekly newsletter is loaded onto the app for the parents,” stated participant B1. Participant C1 is not using the d6 communicator application but they are “now making an app that we can use for communication”. The d6 communicator as an application used to communicate becomes an important marketing tool in the new technological age in which we live.

4.3.3.2.4 Newsletters

The normal practice in schools is for newsletters to be sent out with results and achievements of learners to learners, parents, and community members. “We send out a newsletter to the parents and children every week, this is our pride and joy, it gives all the information of the week with a nice piece of writing, nice photos neatly laid out, we put it on Facebook too – so it remains our primary source of information,” stated participant C1. “We also send it to our old learners and to our community, our pastors and people who have a close relationship and good with us,” said participant A1. “Every week we have a newsletter which is very neatly laid out, which contains news on the children's level and the parents' level, you always try to portray the positive image of the school,” participant C1 related. Participant B1 stated that newsletters are placed on the d6 communicator application weekly for parents. Newsletters are still the most used means of communication with all stakeholders, be it printed or electronically.

4.3.3.2.5 Alumni

Participants specifically mentioned that they launched an alumni movement to get previous learners involved in the development of the schools – by means of knowledge acquired, resources, money, etc. to be invested back into the school. “It is precisely alumni who maintain the infrastructure of the school, the halls are enlarged, the sports fields are built, the residences are built, the learner centres, the computer centres are traditionally financed by alumni associations,” according to participant C2. “We send our school newspapers out to our community, pastors and other people with a close bond to the school,” stated participant A1. Participant C2 stated that “I feel the community and the guys who were here and the guys who love the school they have an incredibly important role for the school itself. If you can get your people to leave here happy then you must cherish them”. Newsletters are sent to the alumni monthly and/or quarterly and yearbooks are also sent when published. The alumni association is the link between the school’s wants and needs and all other stakeholders that can support the school in various aspects of development.

4.3.3.2.6 Word of mouth

Participant C1 stated that “marketing also includes the word-of-mouth communication of parents and others ... therefore all communication that goes out must look good”. Participant B1 confirms that word of mouth plays a very important role in the marketing of the school: “when the parents and learners are happy then they are also a marketing tool, they go out and talk to others and through this you have already reached far more with your marketing”. “We are very exposed when it comes to critics, for it can also affect your enrolments,” added participant C2. Any good and especially bad news can travel very fast and wide when it comes to word-of-mouth communication. Koekemoer (2020) confirms that word-of-mouth ‘is probably the most powerful tool of marketing communication because it is spontaneous, unbiased and trustworthy.’

4.3.3.2.7 Other communication methods currently used

“The learners are also part of the marketing – they take the lead, we make videos where the children are the focus ... they are an important marketing tool,” stated participant C1. She continues by explaining that “during the open days we took prospective learners for a guided tour through the school so show off the different subjects we offer”. “I also use a lot of children with our marketing because they are our marketing products. The parents can see that we don't just talk, they can see what quality children we deliver. And academically how are you, sports how are you, culture, and you can only show our results with our children,” explained participant A1. Participant D1 added that “we want to showcase the school’s culture when it comes to roadshows, open days and virtual tours”. “A professional video production shows what you have been doing at the school, the achievements, facilities and maintenance – a picture paints a thousand words – so what you promised is true,” explained participant D2.

The use of WhatsApp groups also increased, especially during COVID. According to participant B1, they use mostly WhatsApp groups as a communication channel for the learners. Schools C1, D1, and E2 also send out regular SMS messages to parents. “There are often letters that go out to parents who then send us an SMS saying there is an important letter out,” according to participant C1.

Participants stated that their schools also have information boards at the main gates of the schools where information, results, events, and images are being displayed. “While people are sitting there waiting for their children, they can look through the information on the board,” according to participant D1. Participant E2 stated that “we also have advertisements of businesses around the school, that pay a yearly fee”.

Apart from newsletters, schools also publish school newspapers where they give feedback to learners, parents, and the community on events during the last month, quarter, or year, according to participant D1. “Our newspaper contains all the news of the month ... on all the learners’ achievements, academic top 30, if we were busy with athletics, athletic results ... so parents can stay informed,” added participant A1. Participant D1 mentioned that they publish news and events in local printed media like newspapers, too. Participant E2 mentioned that, during COVID, they started using Google Classroom to communicate with learners.

Various communication channels are used to communicate with a wide spread of stakeholders that can influence the marketing of a school.

4.3.3.3 The school’s marketing orientation

Participants had to place their school’s current marketing in one of the following educational marketing orientations: production or product orientation, sales or selling orientation, or marketing orientation.

4.3.3.3.1 Production- or product-orientated

It is a well-known fact that the days when learners in the community attended the closest school are over. “Parents drive these days, it is not that the nearest high school is the best like in the old days, many parents have the opportunity to drive or make other plans to get their children into the school of their choice,” said participant A1. As participant C1 clearly stated, “parents drive to the school they believe is the best – they can drive past a good school to another good school just down the road”. Participants could not solely depend on the community to send their children to the closest school.

4.3.3.3.2 Sales- or selling-orientated

“Bigger schools are more competitive and do more marketing, then some of the best kids from small schools come all the way to the bigger school,” participant B1 shared. She continued, stating that “smaller schools fall behind; they need to start thinking of marketing their schools more”. Participating schools did not place themselves in this category as they focus on a variety of factors when marketing their schools to prospective learners and parents.

4.3.3.3.3 Marketing-orientated

Participant A1 stated that they “say the children are our core business, so we also look at what the needs of the children are”. Participant B1 adds that “all the activities of the school are based on satisfying the

needs and desires of the learners and parents because they are the most important stakeholders because if parents get a service that has to pay the fees and the learners are happy then they are also a great marketing tool”. Participant C1 claims that “that is what we are working pretty hard on for the product, what the parents are paying for, to get it”. “I think if you have good teachers, good facilities, deliver a good product, the parents will pay the school fees because a happy child equals a happy parent and that makes them join hands with you in the end,” explained participant A1.

“We have an amazing marketing team who do an excellent job, they actively work hard to get people here; they just present the school in such a way that it is attractive”, participant C2 said. Participant D2 confirmed that with quality facilities and services, a quality learner and parent are attracted to the school. “I think our facilities are very good and we try to address many of the needs, and I think our facilities are of high quality,” claimed participant A1. “For us it is about learners being involved and we want parents to be involved,” participant D1 added. Tubin (2012) relates to this by stating that having positive customer relationships “promotes the involvement of students in the marketing and image-building” of the organisation.

Participant E2 stated that “it is 100% about the children because we want to give the children of the area the best we can and children who live far away, it is difficult to get them involved in things”. Having good academics and offering a variety of extra-mural activities help the school to attract learners and meet the wants and needs of the learners and parents. According to participant C1, “the product we give is decent schooling, balanced schooling, and that is what is important to us”. Participants A1, C1, and D2 believe that by keeping the learners busy, a balanced learner is created. “We try to develop the child in as many facets and aspects as possible because it is a child in development,” stated participant A1. “This place is aimed at the children, we believe we offer a one-stop service, if you drop your child off in the morning then he gets his full schooling,” participant C1 said. Participant D2 added that they offer a “balanced but holistic development” to all learners on all levels. “Each child has specific characteristics, we take the child and mould that child – we have sports, academia, culture, social and charity so somewhere you can join one of those things”, as stated by participant D1. By offering various high-quality activities at the school, all types of learners can become involved in something at the school, to in the end form a young functioning adult that can be sent into the world.

This becomes a very important marketing tool, as identified in section 2.3, for schools to place themselves in one of these educational marketing orientations in terms of their marketing.

4.3.3.4 The school's current strategic marketing plan

Participant A1 claimed that “the biggest mistake you can make is to think you have made it, in marketing it does not work like that at all, and I think that is where a lot of people make the mistake with marketing, there is always room for improvement”. Participant C1 added that “an important philosophy is that you build and protect the image of the school”.

“We plan ahead every year, we put on our calendar which dates certain things have to go out, how many newsletters go out, et cetera but we can plan in a lot more detail,” stated participant E2. Participants A1 and B1 state that their marketing team comes together for regular meetings to discuss their marketing plan. “We hold regular meetings and get together because you cannot stagnate; you have certain principles that are non-negotiable, but we are adaptable,” explained participant A1. Participant C1 added: “I also realize that you have to innovate a lot, you have to think of new things, you have to do new things the whole time”.

Participant B1's principal wants the school, in all aspects – academics, sport and culture – to be of world class quality. “The principal has a vision for the school, wanting to take the school to be of world class standards ... when you look at academics, sport, culture, for each of these aspects we have a dream, a strategy which must then come into place to become world class”. Participant D2 stated that “the question is what a school should market to an extent; it is important to do research and know what is on the cutting edge of the latest marketing developments. Participant C1 explained that it is very important to stay ahead of times and possible things that can be done differently and in a new manner. Participant E1 added that “many times we have nice plans that you try to do and then you realise it does not work so with marketing it is a lot of trial and error too”.

Participant A1 stated that “part of our philosophy is internal marketing; it does not help that the school just reaches out to others, and you neglect your own school”. “We are a future- and value-driven school and would like to mould you by giving you the tools to go out and be the best version of yourself,” participant D1 said. Participant D2, in turn, thought that “a balanced development for learners is what your name should be built on”. Pavlidou and Efstathiades (2012) confirm that through internal marketing emphasis is placed on ‘internal customers’, “creating, developing and maintaining an internal service culture and orientation, which in turn assist and supports the organisation in the achievement of its goals.”

Each school has its own plan envisioned for their school and, even if it is working plan, it must be written down on black and white to be adjusted as times and people change and situations emerge.

4.3.4 Core issues that form part of a comprehensive and coherent marketing strategy for schools.

4.3.4.1 Funding as a marketing challenge experienced at school

It is a well-known fact that funding in some schools offers various challenges. Participant B1 confirmed this by stating that “the biggest challenge is always going to be funds, you cannot do anything if you do not have funds, and the more money you have the more you can do”. Participant B1 added that “if you only have so much you have to work within the budget, so you have to think a little outside the box, think a little more creatively to get things done”. Participant C2 stated that “I think a big gap, need and challenge is monetary investment in the school to expand infrastructure, among other things”. Participant D1 agreed: “the challenge we have is sponsorships”. As Koekemoer (2021) confirms that sponsorships “is an immensely powerful marketing tool...” that provides a unique opportunity for schools to “build a relationship with stakeholders by creating an emotional bond” – creating a “feel-good factor among stakeholders.” Participant D2 felt that “it is also a long-term plan that more of our performance areas are also financially supported”. Caldwell and Spinks (2021) state that it is important that a school’s financial plans reflect its educational plans to ensure that the resources acquired “are allocated to meet the priorities among the special needs which have been identified for the school.”

4.3.4.2 Knowledge and skills as a marketing challenge experienced at school

Participant A1 claimed that “the biggest challenge is not to lose focus,” adding “I need to concentrate on focusing because I need to know where we are going and what my goals are without looking at what others are doing for it can become negative influences, distractions”. Participant C1 added that “it is just incredibly hard work; you have to stay ahead and think new all the time and I am afraid sometimes I will fall behind”.

Participant A1 stated that “the knowledge and vision of marketing, the implication of poor and good marketing and the support of your community are things I consider to be very important when it comes to marketing a school”. “The challenge are parents who are not involved in the school and their children,” participant D1 shared. “Building good relations is very important,” added participant D2. Participant A1 claims that a great challenge includes that “we work with people and people are fallible – one child or teacher does something wrong or there is a sports incident that costs you a lot of money and that takes at least five years to recover from”.

4.4 Conclusion

At the start of this chapter, the participants in this study were described in terms of how they were selected, their positions at the school, and the roles they play in the marketing of the school. The data were collected during eight semi-structured interviews with the principal / member of the SMT and/or the person appointed in the position of marketer at the participating schools. The content of the interviews was then categorised and discussed according to each of the four research objectives of this study.

The participants agreed upon the definition of school marketing, focusing on the fact that it is the image of the school that needs to be positive to the outside world. There are different role players in the building of a brand for the school and each person plays an important part in building the school's brand. The external community are more likely to get involved in the school if the image of the school is positive and if the school performs well in different fields. The schools' marketing philosophy is mostly marketing-orientated, where they focus on satisfying the needs and wants of not only the current learners but also prospective learners. It is important to communicate with stakeholders using various platforms to effectively market a school. Only three schools mentioned an alumni organisation where they contact previous learners of the school to involve them in the development of the school. Marketing teams have meetings to plan what they want to do every year regarding events and activities – but nothing is set in a formal strategic marketing plan. Finances is said to be the greatest challenge in marketing a school.

In Chapter 5, the chapters will be summarised and concluded according to the research questions formulated in Chapter 1, with final recommendations.

CHAPTER 5: SUMMARY, RECOMMENDATIONS, AND CONCLUSION

5.1 Introduction

School marketing has become an integral part of the roles of school leaders and other stakeholders in an ever-changing educational environment. The enrolment of learners at a school in their community is not a certainty and schools must, therefore, expand their reach to not only fill their schools to capacity but also get all stakeholders involved in the school community.

The overall aim of the study was to describe the role and functioning of marketing in public schools in Gauteng Province. To achieve this aim, four main research questions were formulated, and an appropriate research design and methodology were selected. It is expected that the content of this study can provide school management and other stakeholders with possible marketing tools to overcome challenges experienced in the marketing of public schools in a changing school marketing environment. The findings also offer suggestions from business marketing tools that can be applied to a school marketing environment in improving and developing their marketing efforts.

This chapter concludes the entire study by presenting an overview of each chapter, key findings in respect of the research questions, recommendations to address challenges identified in the research study, limitations of the study, and recommendations for further study.

5.2 Summary of the chapters

Chapter 1 offered the background and an overall introduction to the study. Section 1.3 gave the problem statement that led to the formulation of the four main research questions. The aim of the study, “to describe the role and functions of marketing in public schools in Gauteng Province”, was given with the description of the research objectives in section 1.5. The next section outlined the research questions, followed by the aim and objectives of the study in section 1.5. The research design, sampling, and data collection methods were outlined in section 1.6. Section 1.7 provides some definitions and key terms used in the study.

Chapter 2 presented the literature study divided into two main sections. Section 2.2 covered a theoretical framework of aspects and perspectives that display the nature and importance of marketing in the management of a public school. The nature and importance of school marketing in school management were discussed in detail in the light of aspects from the field of business management, including the marketing environment, strategic marketing, and customer relationship management. In section 2.3, a background on school marketing in a South African context was given, explaining the necessity of

school marketing in order to truly satisfy the needs and wants of parents and learners alike. It continues to apply the theoretical framework set out in section 2.2 to marketing in a school environment.

Chapter 3 explained the nature of research in general and specifically focused on the nature of educational research. Section 3.5 continues to explain the research approach taken in this research study, followed in section 3.6 by the research method used in this study. Section 3.6 also contains the questions asked by the researcher during the semi-structured interviews based on the four main research objectives. Section 3.7 explains the steps followed in the population and sampling process followed in selecting the schools to participate in this study. How the data analysis was done and interpreted was explained in section 3.8 with the four research questions used as the four main themes according to which the data were assigned codes. Ethical clearance was granted, and written consent was obtained to conduct the research. Triangulation strategy to ensure trustworthiness of the study was used, as described in section 3.10. Concluding this chapter was the discussion of the limitations and delimitations of the study.

Chapter 4 presented the findings of the study arising from the semi-structured interviews. Section 4.2 provided a detailed description of the eight participants from the different schools selected. Section 4.3 detailed the four main themes used to analyse the data and the codes assigned under each main theme, continued by a presentation of the themes and excerpts from the interviews under the headings and subheadings of the themes and codes identified.

Chapter 5 presents an overview of the chapters, the findings relating to the research questions, with the final sections giving recommendations in terms of this study, limitations experienced, and recommendations for further study.

5.3 Conclusion in terms of research questions

In this section, the key conclusions are offered in respect to the research questions that guided this study:

5.3.1 Research question 1

The nature and importance of marketing's impact on school management.

Initial studies showed that introductory work in the study area of educational management and leadership did not regard marketing as a key aspect (see Bush, 1986; Hoyle, 1986; Van der Westhuizen, 1986). In further studies that focused, for example, on management actions that dealt with what should be done, how things should be done, the order in which they should be done, and checking that they have indeed be done, it became clear, however, that marketing actions are interwoven with other

prominent management actions (see Rudansky-Kloppers et al, 2016). Clearly, school marketing has become a very important component in the field of school management and leadership investigations and studies. The researcher's understanding is thus that key marketing concepts such as 'marketing strategy' and 'marketing policies' should, in future, form part and parcel of the theoretical management basis of school management and leadership in all schools. It also evident that a crucial management function such as executing accountability concerning marketing plans should under all conditions be effectively integrated as an important management function. Brown (cited in Pavlidou & Efstathiades, 2021) noted that it is the obligation of school leadership to shape the culture of the school to the following requirements: "1) An inspiring vision and challenging mission, 2) A curriculum and modes of learning clearly linked to the vision and mission, 3) Sufficient time for teachers and students to do their work well, 4) Close, supportive relationships, 4) Leadership that encourages and protects trust, and 5) Data-driven decision making."

Flowing from the theoretical position as explained in the previous paragraph, it became evident that public schools have a need to attract learners, parents, and other stakeholders to become involved in their activities and events on all levels – mainly in the form of physical participation or financial investments. In this regard, the image of a school is of critical importance. The term 'school marketing' could be described as promoting the image of a school to not only the immediate school community but also to other wider communities, thereby promoting the school as a sound proposition in order to attract the maximum enrolment of learners from the wider community. Schools cannot rely solely on the immediate community to enrol their children at the closest school geographically. The factor of enrolling their children at a more distant school that meets their standards seems to be a more realistic alternative for a growing number of parents. Eventually, school marketing is a key element in ensuring that both the immediate community and the wider community commit to the idea that a school has to 'sell' its 'products' and thereby satisfy the needs and wants of the school, learners, and parents.

In a broad sense, marketing's impact on school management also shows from the competition between schools that has become very intense, compelling schools to include marketing as part of their portfolios. Schools further must differentiate themselves from others by, firstly, identifying what they deem to be important in terms of their wants, needs, and values, and then selling these ideas to the outside world to get like-minded learners and parents to form part of their school. In this way, a school culture is established that can be seen as a complete package for prospective learners and parents. The school culture that reflects its image forms part of academic, sport, culture, social, and charity events and activities. Ultimately, the school's image plays an important role in creating buy-in from the immediate and wider community and satisfying the needs and wants of the schools, learners, and parents.

In terms of day-to-day school management and leadership, it can be concluded that the importance of marketing's impact on school management has become critical. Nowadays, it is a necessity for school management to accept accountability in executing the set marketing plans and to lead marketing campaigns. Schools should accept the fact that they cannot rely on the immediate community anymore to send their children to what would seem to be the closest school. It is a fact that the target market, the customers of schools, are split between the parents in a variant of 35- to 50-year-olds and learners between 13 and 14 years old, making the joint decision which school they will support, notwithstanding the geographical location of the school.

5.3.2 Research question 2

The roles the school management team (SMT), school governing body (SGB), educators, and community play in the marketing of a public school.

In comprehending the actual functioning of marketing in a school setup, it became clear that several individuals and bodies have an important role to play. These role players include the SMT, the SGB, the principal, educators, and the community. They are responsible for the successful, effective marketing of a school and carrying out the image of the school. The functioning of role players in school marketing makes most sense if an educator (or school marketer) is assigned and even forms part of the SMT to work closely together with the principal and SGB to perform all marketing tasks. Activities that should thus be performed include creating a strategic marketing plan, organising and execution of all marketing-related activities and events, and reporting back to all stakeholders regarding the success and/or failures of specific events and activities. The marketer is then required to develop and exhibit business-like mindsets by being aware not only of current and new trends when it comes to marketing but also of future-oriented aspects that must be incorporated to keep the school a feasible option for parents to enrol their children at. The marketer is further seen as the person at the centre of a school's marketing exercise and, in turn, involves the necessary parties to complete the activity successfully.

The researcher also concluded that it is very important that the marketer and the principal should work closely together as it is the principal that sets the pace when it comes to the marketing. The main strategy is envisioned by the principal and then the marketer must embody the strategy and communicate it to all stakeholders involved. The principal is the forerunner when it comes to the image of the school; therefore, it is the principal that must be the real ambassador of the school followed by the currently enrolled learners and parents at the school. Bairašauskienė (2018) considers school principals to be the promoters of innovations – becoming the “central figure of educational management transformation by ensuring effective management of human and financial resources, participating in market competition, implementing innovative managerial theories in the organization of education process, including being a leader and launcher of leadership concept.”

The SGB consists of the parents that have bought into the vision and strategy of not only the principal but also the school. They mainly support the events and activities financially and monitor that the image of the school is not damaged in the process. The educators form part of all aspects in the marketing of the school as it is educators serving on the SMT and there are educators representing the staff on the SGB. As the marketer is also an appointed educator, in most cases, support is needed from all staff members to execute all the marketing plans of the marketer. The marketer must be supported by the principal, SMT, SGB, educators, and learners alike in their positive portrayal of the image of the school on all levels: academically, socially, on the sports fields, and culturally. They are also responsible to help in the gathering of content and images for marketing material and social media.

It must be understood that the researcher is referring not only to the internal community that is created within the school by current learners, parents and staff, or the immediate community in which the school is located, but also to a wider external community that has an influence on the school community. Marketing is necessary to obtain new stakeholders to build the inner school community but also to retain the current stakeholders. Getting learners and parents involved in all school activities and events is important to build a school culture and it also creates a positive school image visible from the outside. This should then roll over to the marketing tools used so that current and prospective stakeholders can see that what is being promised during marketing campaigns is actually true, because they can see the ‘final product’, i.e., the learners currently enrolled at the school experiencing a positive school culture. Stakeholders from all communities must be encouraged to invest in the school through physical participation and financial investment because they can see the results they would be associated with. Brzozowski and Ferster (2017) state that by sharing leadership the school can recruit the community. They continue by explaining that this can be done by brainstorming ideas and ‘making decisions together, in a democratic way regarding the curriculum, the school’s vision, mission and goals. This will then ‘tighten the relationship between the school and the community and encourage the involvement of different educational stakeholders within the school.’ That is the role the SMT, SGB, educators, and community should play in the marketing of a school.

5.3.3 Research question 3

The necessary management actions that schools can follow to enhance their positioning in a changing marketing environment.

The school marketing environment is changing in such a way that it has become necessary for public schools to market their schools. Parental and learner choice in schools has become of significant importance. The school needs to satisfy the needs and wants of both the parents and the learners for them to not only enrol at the school but also invest skills and finances in a specific school. The school

must offer a competitive package to the stakeholders, offering a complete product to them including good teachers, quality education, good facilities, attractive activities, and events, and at a reasonable price. If these needs and wants are not met at one school, it is easy for parents just to drive down the road to the next best school.

It has become necessary for schools to appoint a dedicated marketing person at the school to coordinate all marketing activities. In all the schools that participated in this study, a dedicated person is responsible for the marketing at the school, having been employed from a corporate environment or being an employed teacher at the school who was assigned the role of marketer. The marketer is then supported by the principal, SMT, SGB, and other educators to fulfil this role and build a positive image for the school to be marketed to the community and all other stakeholders.

To “operate in a competitive environment where resources are scarce and some goals cannot be achieved independently” certain marketing acts defined as Customer Relationship Marketing is necessary, which includes “a strategy that attempt to establish, develop, enhance and maintain relationships and involve people over the long term, so that they are loyal and supportive of the organisation” (Tubin, 2012). A strategic marketing plan is therefore necessary and must not only contain the current strategic activities, plans, and events but also encompass what the school would like to achieve in the future with their marketing; a vision to work towards. There are certain values at a school that are seen as non-negotiable, but there are always elements at a school that must be adapted, renewed, and built upon. Times, technology, and situations call for people and especially marketing to be rejuvenated and for that to happen, new, innovative plans must be made. As people and situations change at a school, a modernised version of the vision for the school must be developed and the strategic marketing plan must be updated accordingly. As discussed in section 2.3.4, the seven Ps model, including product, promotion, price, place, people, process, and physical evidence, is a simple tool for the SMT or school marketer to use and apply in the development of a strategic marketing plan for the school.

Part of the effective marketing of a school is effective communication with all stakeholders on all levels. Anning-Dorson et al. (2021) exclaims that “communication has a big role to play in influencing stakeholder attitude and response to the activities of the brand.” They continue to state that value communication “should come from the conceptual core of the mission and vision of the organisation and must seek to emphasize what they stand for...it should also seek to reinforce positioning of products by explaining the value propositions in clear terms and guide customers in making the right choice over the competition.” “Many users are connected via various mobile social media, which is gaining importance as a medium for reaching out to large user bases for both social communication as well as business collaboration purposes” (Wong et al, 2022). Social media plays an immensely important role

in the marketing and communication of a school. It is not necessary to be present on all platforms, but it is necessary to at least be present on Facebook. Social media is not only a marketing tool to attract prospective learners, parents, and other stakeholders, but it is also used to communicate with current learners, parents, and other stakeholders. Being digitally savvy includes being up to date with new and innovate trends but it also means that you must be aware of security risks and threats. There must always be someone monitoring these pages for wanted and unwanted comments and *shares*, as the image of the school can be severely damaged. Wong et al. (2022) exclaim that “using social media platforms, organisations may connect with existing and potential consumers easily, but this could also be detrimental if not done properly.”

The school’s website is another marketing and communication tool that, when used correctly, can be very effective. “It is a digital version of a brand, product or service and needs to be seen as pivotal to a marketing strategy” (Koekemoer, 2012). The website must always be up to date with the newest and latest information. If someone wants to know anything about the school, it must be easily available and accessible on the website.

The ease of use of technology has made it possible to develop applications, such as the d6 communicator, that are widely used by schools. This application has been developed to make communication with parents easier by being able to place all events, activities, and newsletters on it. It also includes a financial element where parents can pay and buy certain items or tickets online. There are also businesses that can advertise on this application, targeting certain schools in certain regions and the users of the application.

A very popular marketing and communication tool is newsletters. Newsletters contain articles, photos, information, and achievements of learners. This remains one of the primary sources of information for current parents and learners. These newsletters must be placed on all communication platforms, including social media, websites, and communication applications.

The establishment of an alumni organisation has a lot of advantages for a school. The alumni platform is a very good way to get previous learners involved in the development of the school by investing knowledge, skills, resources, and, especially, funds back into the school. The newsletter can also be sent to them, sharing the growth and positive image of the school. A separate section focusing on the alumni can also be built on the school’s website and social media pages can be set up for alumni, as well as a dedicated alumni area at the school showcasing photos, memorabilia, and other items of value.

Word of mouth communication is a very important marketing tool. Koekemoer (2020) states that word-of-mouth communication can create excellent results for a company but must be “managed rather than

to be allowed to develop haphazardly...so that a fair, balanced and positive image can be created.” When people leave an event or activity impressed and happy, they will communicate a positive message to other people. These people then become a very effective marketing tool. It is, therefore, important to make sure that anything you do at the school is focused on satisfying the wants and needs of the parents, learners, and other stakeholders. Koekemoer (2020) adds that “planned WOM (word-of-mouth) can create excellent results” for schools.

These abovementioned points are all the basic necessary management actions and tools that schools can follow and use to enhance their positioning in a changing marketing environment. Various other innovative and modernised marketing tools can also be used in very creative ways, but this all depends not only on the appointed marketer but also on the inputs and support from the school’s leadership. In the end all the activities must be rooted in the organisational culture and seek to deliver the value promised to the stakeholders (Anning-Dorson et al., 2021).

5.3.4 Research question 4

Core issues that form part of a comprehensive and coherent marketing strategy for schools.

There are various issues that form part of the task of marketing a school. As stated in section 5.3.3, it is necessary to always adapt, renew, and build upon various elements within the school’s strategic marketing plan. It is important for a school to focus on the satisfaction of the wants and needs of the prospective and current parents, learners, and other stakeholders. To focus on what others are doing just becomes more of a negative influence than being positive competition. It is necessary to keep the focus on marketing the school’s values and achieving the school’s vision rather than trying to outperform the next school. It takes a lot of hard work and regular meetings with the school’s management and other support structures to keep the marketing focused and the strategic marketing plan updated.

A very big issue and challenge for marketing is the acquiring of funds to fulfil the necessary plans laid out in the marketing plan. The ideal is not only to get current parents and learners involved in the marketing of the school but also to get previous learners to invest their time, knowledge, skills, and resources back into the development of the school. The more resources and participation a school gets during various events and activities, the more it will be able to invest in future marketing events and activities. When the resources are not what one wants it to be, it is yet another challenge to discover other innovative ways of marketing the school with the limited funds at one’s disposal.

Non-participation from current parents and learners in the events and activities offered at the school is also a challenge experienced at schools. It is, therefore, very important to make sure that the wants and needs are met within the school structure to allow parents and learners to feel that they are part of the

school system and be willing to participate in events and activities. Building a positive relationship with the parents and learners of the school rests at the centre of marketing.

It is important to address these core issues that form part of a comprehensive and coherent marketing strategy for schools. The focus needs to be on the positive marketing of the school's values and vision and creating healthy competition between schools. Positive marketing creates a positive image of the school and will, therefore, encourage parents, learners, and other stakeholders not only to participate but to invest back into the school.

5.4 Recommendations

The following recommendations can be made concerning the problems and shortcomings identified in the research.

5.4.1 Ensure effective continual training and development

It is necessary for the leadership of a school to offer continuous development courses to develop knowledge and skills regarding marketing not only to the marketer of the school but also to other stakeholders at the school as they are part of the marketing of a positive image of the school. The marketer of the school is at the lead of all marketing-related activities and events and must, therefore, be informed of the newest and latest trends when it comes to marketing. It will be advantageous to the school if this person knows at least the basics of marketing within a business environment to enable them to apply it to marketing in a school environment; but to the other end, this person must also have ample knowledge of the inner workings of a school environment to enable maximum participation and involvement from management, educators, learners, and all other stakeholders. In essence, an ideal candidate would be a qualified experienced teacher equipped with the necessary marketing knowledge and skills. This can only be achieved if management allows this person to attend continual training and development courses.

5.4.2 Create a strategic marketing plan

Drawing from the participants during the interviews and the evidence from literature regarding the development of a strategic marketing plan, the researcher agrees that it is crucial for a school to have a strategic marketing plan. This marketing plan encompasses an assessment of all environments and stakeholders that have an influence on the marketing of the school. It also contains the values that drive the school, its vision and mission, and its long-term objectives. The strategic marketing plan describes what is currently being done when it comes to the marketing of the school and should thus be used as

the framework from which new and improved are made. As discussed in sections 2.2.3.2 and 2.3.4, the seven stages of developing a strategic marketing plan and the use of the seven Ps of the marketing mix will be a good starting point to develop a school's strategic marketing plan. The researcher, therefore, recommends that every school develops a strategic marketing plan that can be used as the basis from which all marketing decisions are made.

5.5 Limitations experienced

Limitations of a study refer to the constraints of the study and can only be reported after the study is concluded. In this study, the following limitations arose:

This research study was done when the different COVID restriction stages were implemented in South Africa. Limited access was allowed to school grounds where the interviews were held. Interviews were scheduled around school times and interview times were limited. The researcher also had limited access to stakeholders outside of the school environment due to COVID restrictions. The researcher adapted her interview strategy and requested recorded video interview sessions.

5.6 Recommendations for further study

Research should be a continuous task and the findings of any research study should not be seen as definite but must be seen as a selection of findings within the field of study. Based on findings within this research study, the researcher recommends further investigation regarding the effect of continuous training and development courses on the improvement of staff's knowledge and skills at the school, specifically focusing on the implementation of the growing technological and digital tools available and how they influence the marketing of a school. New applications and platforms become available constantly, allowing not only for new innovative ways to market one's school but also for security threats and opportunity for damaging the school's image. This matter should be addressed to effectively market schools of the future.

5.7 Conclusion

This study investigated the role and functioning of marketing in public schools, specifically in Gauteng Province. The researcher sought the views of SMT members, SGB members, marketers, and other stakeholders on marketing at their schools. The study was based on qualitative methods and used semi-structured interviews to gather data. The findings of the study revealed that the marketer plays a very important role at the school for it is the person appointed in this position that takes the lead in all marketing-related events and activities. The findings further show that it is very important to the schools

that a positive image of the school is put out in the community not only for prospective learners and parents but also for current learners and parents. The relationships between the parents, learners, other stakeholders, and the school are also very important as it is these people that need to participate in events and activities, and they must be willing to invest their skills, knowledge, and resources back into the development of the school. It has been found that it is necessary for each school to set up a strategic marketing plan which contains not only the school's vision, mission, and current marketing events and activities but also future-orientated marketing plans. Based on the research findings, the researcher made recommendations to management of the school regarding the marketing of public schools and suggested future possible research that can be done.

REFERENCES

- Anderson, G., & Arsenault, N. (1998). *Fundamentals of Educational Research*. London: Routledge.
- Anning-Dorson, T., Hinson, R., Boateng, H., Anani-Bossman, A., Kirgiz, A., & Gujral, M. (2021). *Marketing Communications in Emerging Economies, Volume I : Foundational and Contemporary Issues*. Cham: Palgrave Macmillan.
- Bairauskienė, L. (2018). School Management Change in the Context of Educational Management Paradigms Shift. *Bridges / Tiltai*, 161-172.
- Bakkabulindi, F. (2015). Postivism and intepretivism: Distinguishing characteristics, criteria and methodology. In C. Okeke, & M. van Wyk (Eds.), *Educational Research : An African Approach* (pp. 50-71). EBSCOhost e-book Collection.
- Berndt, A., & Petzer, D. (2014). *Marketing Research*. Cape Town: Pearson Education.
- Bezuidenhout, R., Davis, C., & du Plooy-Cilliers, F. (2014). *Research matters*. Cape Town: Juta Legal and Academic Publishers .
- Bisschoff, T., & Segoe, B. (2019). Parental involvement as part of curriculum reform in South African schools : does it contribute to quality education? *Africa Education Review*, 165-182.
- Blythe, J. (2009). *Key Concepts in Marketing*. London: SAGE Publications Ltd.
- Botha, L., & Botha, T. (2017). *Business Management by Portfolio*. Cape Town: Juta and Company Ltd.
- Browne, L. (2020). *What is educational leadership?* London: Routledge.
- Brzozowski, M., & Ferster, I. (2017). Educational Management Leadership: High School Principal's Management Style and Parental Involvement in School Management in Israel. In V. Potocan, M. Üngan, & Z. Nedelko, *Handbook of Research on Managerial Solutions in Non-Profit Organizations* (pp. 55-74). IGI Global.
- Bunnell, T. (2005). Strategic marketing planning in international schools. *International Journal of Educational Management*, 59-66.
- Bush, T. (1986). *Theories of educational management*. New York: Harper and Row.
- Bush, T. (2006). Theories of Educational Management. *International Journal of Educational Leadership Preparation*, 1-25.
- Bush, T. (2007). Educational leadership and management : theory, policy, and practice. *South African Journal of Education*, 391-406.
- Bush, T., Bell, L., & Middlewood, D. (2009). *The principles of educational leadership and management* (Second ed.). London: SAGE Publishers.
- Caldwell, B., & Spinks, J. (2021). *The Self-Managing School*. New York: Routledge.
- Cant, M., & Van Heerden, N. (2018). *Marketing Mangement: A South African Perspective* (3rd ed.). Cape Town: Juta and Company (Pty) Ltd.

- Chiramba, O., & Maringe, F. (2020). Marketing Higher Education. In E. Mogaji, F. Maringe, & R. Hinson, *Understanding the Higher Education Market in Africa* (pp. 108-123). London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). London: Routledge.
- Connoly, M., Farrel, C., & James, C. (2019). The Participation and Influence of Stakeholders in School Leadership and Management. In T. Bush, L. Bell, & D. Middlewood (Eds.), *Principles of Educational Leadership and Mngement* (p. 239). 258: SAGE Publications Ltd.
- Creswell, J. W. (2012). *Educational Research* (4th ed.). Boston: Pearson Education.
- Creswell, J. W. (2014). *Research Design* (4th ed.). California: SAGE Publications inc.
- Davies , B., & Ellison, L. (1991). *Marketing the Secondary School: Issues in School Management*. Harlow: Longman Industry and Public Services Management.
- Day, C., Sammons, P., & Gorgen, K. (2020). *Successful school leadership*. United Kingdom: Education Development Trust.
- Education Labour Relations Council (ELRC). (2016, 02 12). *Personnel Administrative Measures (PAM)*. Retrieved 08 25, 2018, from https://www.elrc.org.za/sites/default/files/publications/Gazette%2039684_12-2_BasicEdu.pdf
- Enache, I.-C. (2011). Marketing Higher Education using the 7 Ps framework. *Bulletin of the Transylvania University of Brasov*, 4(53), 23-30.
- Fahy, J., & Jobber, D. (2015). *Foundations of Marketing* (Fifth ed.). Berkshire, UK: McGraw-Hill Education.
- Gournelos, T., Hammonds, J., & Wilson, M. (2019). *Doing Academic Research: A Practical Guide to Research Methods and Analysis* (First ed.). Oxon: Routledge.
- Gray, D. (2014). *Doing research in the real world* (Third ed.). London: SAGE Publications Ltd.
- Hartley, D. (1999). Marketing and the 'Re-Enchantment' of School Management. *British Journal of Sociology of Education*, 309-323.
- Harvey, J. A., & Busher, H. (1996). Marketing Schools and consumer choice. *International Journal of Educational Management*, 26-32.
- Harwell, M. R. (2011). Research Design in Qualitative/Quantitative/Mixed Methods. In C. F. Conrad, & R. C. Serlin (Eds.), *The SAGE Handbook for Research in Education* (pp. 147-163). California: SAGE Publications, Inc.
- Heck, R. H. (2011). Conceptualizing and conducting meaningful research studies in education. In C. F. Conrad, & R. C. Serlin (Eds.), *The SAGE Handbook for Research in Education* (pp. 199-217). California: SAGE Publications, Inc.
- Holcomb, J. H. (1993). *Educational Marketing: A Business Approach to School-Community Relations*. Maryland: University Press of America, Inc.

- House, K. (2016). *A guide to effective school marketing*. Houghton, Johannesburg: Independent Schools Association of Southern Africa.
- Hoyle, E., & McMahon, A. (1986). *The Management of schools. World Yearbook of Education 1986*. New York: Nichols Publishing Co.
- Immelman, R. (2015). A South African perspective on school facilities as choice factor when selecting independent primary schools. *Journal of Global Business and Technology*, 1-12.
- Immelman, R., & Roberts-Lombard, M. (2015). Guidelines for the marketing. *Acta Commercii*, 1-9.
- Ionela, B., & Irina, T. (2019). Effects of implementing a marketing mix on the efficiency of school organisation. *Annals of the „Constantin Brâncuși” University of Târgu Jiu*, 135-140.
- Jooste, C., Strydom, J., Berndt, A., & du Plessis, P. (2018). *Applied Strategic Marketing* (Fourth ed.). Cape Town: Pearson South Africa.
- Koekemoer, L. (2020). *Marketing Communication: An Integrated Approach*. Cape Town: Juta and Company.
- Koku, P. (2022). *Marketing Higher Education*. London: Routledge.
- Kumar, R. (2005). *Research Methodology* (2nd ed.). London: SAGE Publications Ltd.
- Levacic, R., Glover, D., Bennett, N., & Crawford, M. (1999). Modern Headship for the Rationally Managed School: Combining Cerebral and Insightful Approaches. In T. Bush, L. Bell, R. Bolam, R. Gatter, & P. Ribbins (Eds.), *Educational Management: Redefining Theory, Policy and Practice* (pp. 15-28). London: SAGE Publications Ltd.
- Li, C., & Hung, C. (2009). Marketing tactics and parents' loyalty: the mediating role of school image. *Journal of Educational Administration*, 477-489.
- Lochmiller, C. R., & Lester, J. N. (2017). *An Introduction to Educational Research: Connecting Methods to Practice*. California: SAGE Publications, Inc.
- Lodico, M., Spaulding, D., & Voegtler, K. (2010). *Methods in Educational Research*. New Jersey: John Wiley & Sons.
- Lubienski, C., Linick, M., & York, J. (2012). School Marketing in the United States: Demographic Representation and Dilemmas for Educational Leaders. *The Management and Leadership of Educational Marketing: Research, Practice and Applications*, 109-135.
- Maja, T. (2016). *School Management Team Members' Understanding of Their Duties According to the Personnel Administration Measures*. Pretoria: University of Pretoria.
- Maree, K. (2007). *First steps in research* (1st ed.). Pretoria: Van Schaik.
- Maree, K., & Athanasou, J. (2012). *Complete Your Thesis or Dissertation Successfully : Practical Guidelines*. Claremont, Cape Town, South Africa: Juta and Company [Pty] Ltd.
- Merriam, S., & Grenier, R. (2019). *Qualitative Research in Practice : Examples for Discussion and Analysis* (2 ed.). San Francisco, CA: Jossey-Bass.

- Mertler, C. A. (2016). *Introduction to Educational Research*. California: SAGE Publications, Inc.
- Miller, P. W. (2018). *The Nature of School Leadership: Global Practice Perspectives*. Cham, Switzerland: Palgrave Macmillan.
- Mogaji, E., Maringe, F., & Hinson, R. (2020). Understanding the market in Higher Education in Africa. In E. Mogaji, F. Maringe, & R. Hinson, *Understanding the Higher Education Market in Africa* (pp. 3-16). London: Routledge.
- Mohajan, H. (2017). Research Methodology. (83457). Bangladesh: Munich Personal RePEc Archive (MPRA). Retrieved April 16, 2021, from <https://mpra.ub.uni-muenchen.de/83457/>
- Morrison, K. (1998). *Management Theories for Educational Change*. SAGE Publications Ltd.
- Mouton, J. (2013). *How to Succeed in Your Master's and Doctoral Studies : A South African Guide and Resource Book*. Pretoria: Van Schaik Publishers.
- Musingafi, M. (2014). Applying the marketing concept to school management in Zimbabwe. *Journal of Education and Practice*, 25-28.
- Naidoo, V., & Wu, T. (2011). Marketing strategy implementation in higher education: A mixed approach for model development and testing. *Journal of Marketing*, 1117-1141.
- Ngambi, H. C., Van Heerden, N., & Cant, M. C. (2013). *Marketing Management : A South African Perspective*. Claremont, South Africa: Juta and Company.
- O'Leary, Z. (2004). *The Essential Guide to Doing Research*. London: SAGE Publications.
- Oplatka, I. (2007). The principal's role in marketing the school: Subjective interpretations and personal influences. *Planning and Changing*, 208-221.
- Oplatka, I., & Hemsley-Brown, J. (2012). The Research on School Marketing: Current Issues and Future Directions - an Updated Version. *Advances in Educational Administration*, 3-35.
- Paurova, V., & Gregova, E. (2020). Importance and Process of Marketing Environment Analysis as Strategic Analysis Tool of Business. *Advances in Economics, Business and Management Research*, 720-723.
- Pavlidou, C., & Efstathiades, A. (2020). The effects of internal marketing strategies on the organizational culture of secondary public schools. *Evaluation and Program Planning*, 1-12.
- Pettinga, D. M., Angelov, A. D., & Bateman, D. F. (2015). Applying Marketing in the Public School Setting. *Journal of Academic Administration in Higher Education*, 17-22.
- Poole, S. M. (2017). Developing relationships with school customers: the role of market orientation. *International Journal of Educational Management*, 1054-1068.
- Prabowo, H., & Sriwidadi, T. (2019). The Effect of Marketing Mix toward Brand Equity at Higher Education Institutions: A Sade Study in BINUS Online Leranng Jakarta. *Pertanika Journal of Social Sciences and Humanities*, 1609-1616.
- Rasul, T. (2017). Relationship Marketing and the Marketing Productivity Paradigm. *The Journal of Developing Areas*, 423-430.

- Richards, L. (2015). *Handling Qualitative Data - A Practical Guide*. London: SACE.
- Robenstine, C. (2020, November/December). School Choice and Administrators: Will Principals become Marketers? *The Clearing House*, pp. 95-98.
- Rudansky-Kloppers, S., Strydom, J., & Erasmus, B. (2016). *Introduction to Bsuiness Management* (Tenth ed.). Cape Town: Oxford University Press.
- Saldaña, J. (2016). *The coding manual for qualitative researchers*. Los Angeles, Calif. ; London: SAGE.
- Seeram, E. (2019). An Overview of Correlational Research. *Radiologic Technology*, 176-179.
- Steyn, H., Vos, D., & de Beer, L. (2018). Education in Modern Society. *BCES Conference Books*, 10-18.
- Strydom, J. (2015). *Introduction to Marketing* (5th ed.). Cape Town: Juta and Company.
- Suematsu, H., & Tsujino, K. (2018). Finding Alternatives and/or Following Global Trends for School Leaders?: Reflection of Educational Management in Japan. *JISTE*, 65-74.
- Sutić, I., & Jurčević, M. (2012). Strategic Management Process and Enhancement of Quality in Higher Education. *Business Excellence / Poslovna Izvrsnost*, 147-161.
- Tait, M., & Roberts-Lombard, M. (2020). *Relationship Marketing and CRM* (Fourth ed.). Cape Town: Juta & Company Ltd.
- Toma, J. D. (2011). Approaching rigor in applied Qualitative Research. In C. F. Conrad, & R. C. Serlin (Eds.), *The SAGE Handbook for Research in Education* (pp. 263-280). California: SAGE Publications, Inc.
- Tubin, D. (2012). Relationship Marketing and School Success. *The Management and Leadership of Educational Marketing: Research, Practice and Applications*, 159-181.
- Tubin, D. (2015). Relationship Marketing and School Success. *The Management and Leadership of Educational Marketing: Research, Practice and Applications*, 159-181.
- Van der Westhuizen, P. C. (1986). *Onderwysbestuur : grondslae en riglyne*. Pretoria: HAUM Opvoedkundige Uitgewery.
- Van Wyk, C., & Marumoloa, M. (2012). The Role and Functioning of School Management Teams in Policy Formulation and Implementation at School Level. *J Soc Sci*, 101-110.
- Van Wyk, C., & Moeng, B. (2014). The Design And Implementation of a Strategic Plan in Primary Schools. *International Business and Economics Research Journal*, 137-144.
- Wallen, N., & Fraenkel, J. (2013). *Educational Research: A Guide To the Process* (Second ed.). London: Lawrence Erlbaum Associates Publsiher.
- Wani, R. (2004). *Educational Reserach*. Retrieved 3 28, 2021, from <https://www.formpl.us/blog/educational-research>
- Wiid, J. (2021). *Marketing Research* (Fourth ed.). Cape Town: Juta and Company [Pty] Ltd.

- Wiid, J. A., Cant, M. C., & Makhitha, K. M. (2020). *Strategic Marketing*. Cape Town: Juta and Company.
- Wiid, J., & Diggins, C. (2015). *Marketing research* (3rd ed.). Cape Town: Juta and Company [Pty] Ltd.
- Wolhuter, C., van der Walt, H., & Steyn, H. (2016). A strategy to support educational leaders in developing countries to manage contextual challenges. *South African Journal of Education*, 1-9.
- Wong, L.-W., Tan, G., Hew, J.-J., Ooi, K.-B., & Leong, L.-Y. (2022). Mobile social media marketing: a new marketing channel among digital natives in higher education? *Journal of Marketing for Higher Education*, 113-137.

APPENDIX A



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/10/14

Ref: 2020/10/14/46750894/01/AM

Name: Me D Steyn

Student No.: 46750894

Dear Me D Steyn

Decision: Ethics Approval from
2020/10/14 to 2023/10/14

Researcher(s): Name: Me D Steyn
E-mail address: 46750894@mylife.unisa.ac.za
Telephone: 0834659233

Supervisor(s): Name: Prof C. van Wyk
E-mail address: Vanwyk.christo1@gmail.com
Telephone: 0833009019

Title of research:

The role and functioning of marketing of public schools in Gauteng province

Qualification: MEd Educational Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/10/14 to 2023/10/14.

The low risk application was reviewed by the Ethics Review Committee on 2020/10/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2023/10/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020/10/14/46750894/01/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

APPENDIX B



0934

NEL D MRS
234 ERIDANUS STREET
WATERKLOOF RIDGE
0181

STUDENT NUMBER : 46758894
ENQUIRIES TEL : 0861678411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2022-05-20

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98405)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION	
					EXAM. DATE	CENTRE(PLACE)
DFEDU55		MEd - Education Management	**	E		

Study units registered without formal exams:

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

- # Your attention is drawn to University rules and regulations (www.unisa.ac.za/register). Please note the new requirements for re-registration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year. Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information.
- Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.
- Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof M S Mothata
Registrar

0105 0 00 0



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX C



8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	22 February 2021
Validity of Research Approval:	08 February 2021– 30 September 2021 2021/42
Name of Researcher:	Steyn D
Address of Researcher:	508 Atterbury Road Menlopark
Telephone Number:	0834659233
Email address:	dinahnel@mweb.co.za
Research Topic:	. The Role and Functioning of Marketing of Public Schools in Gauteng Province.
Type of qualification	Master of Education
Number and type of schools:	10 Secondary Schools
District/s/HO	Tshwane 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.

(Signature) 22/02/2021

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. Letter that would indicate that the said researcher's has/have been granted permission from the Gauteng Department of Education to conduct the research study.

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Fath.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.
4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr G. M. Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 23/02/2021

APPENDIX D

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR PARTICIPANTS REGARDING THE ROLE AND FUNCTIONING OF MARKETING IN PUBLIC SCHOOLS.

Title: The role and functioning of marketing of public schools in Gauteng Province:

A Masters in Education Full Dissertation Investigation by Ms Dinah Steyn Nel. (UNISA, 2022).

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 Ms Dinah Steyn Nel, a MED student with UNISA. May I please have about 45-60 minutes of your time to interview you on the role and functioning of marketing in your school.

Section B:

1. What do you understand by school marketing?
2. Do you think marketing is important or at all necessary for a public school?
3. Does marketing form part of your managerial role/s?
4. Do you agree that education is a product –a service ‘sold’ by the schools to the community?
5. Describe the level of community involvement in your school’s marketing.
6. Does the community have an effect on your school’s marketing decisions: what should be done and how it should be done?
7. Marketing Philosophy:
 - Do you only rely on the community to send their children to your school?
 - Do you have a dedicated marketing department that focuses solely on marketing the school’s services and facilities?
 - Are all the school’s activities based on the satisfaction of the needs and wants of the learners and parents?
 - Do your marketing department focus on getting the community involved by identifying the needs and wants of learners and parents?
8. Please describe the facilities at your school, what your school has to offer.
9. Do you think your school is effectively marketed? Provide reasons why or why not.
10. What do you think are the roles of the following people regarding the marketing of the school:
 - a. Principal
 - b. SMT
 - c. SGB
 - d. Educators
 - e. Community
 - f. Other stakeholders
11. How do you communicate with parents and other stakeholders? Is it effective?
12. Do your school have a strategic marketing plan?
 - i. IF YES: Which strategies, do you implement to market your school to both the internal and external audiences?
 - ii. IF NO: Do you implement any strategies to market your school to both the internal and external audiences?

13. What challenges do you face in your effort to market your school?
14. What kind of assistance do you think your school needs in order to become an attractive learning institution for current and prospective parents?

APPENDIX E

PARTICIPANT INFORMATION SHEET

Ethics clearance reference number: 2020/10/14/46750894/01/AM

Research permission reference number: 8/4/4/1/2

<date>

Title: The Role and Functioning of Marketing of Public Schools in Gauteng Province

Dear Prospective Participant

STUDENT RESEARCH PROJECT

My name is Dinah Steyn Nel and I am conducting research with Prof Christo van Wyk, a professor in the Department of Education Management towards a MEd at the University of South Africa. We are inviting you to participate in a study titled 'The Role and Functioning of Marketing of Public Schools in Gauteng Province'.

WHAT IS THE PURPOSE OF THE STUDY?

I am doing research to investigate the role and functioning of marketing in specifically the management of public South African schools. The study investigates how the correct marketing strategies could involve the community by identifying the needs and wants of the learners and parents. I hope this research can contribute to help improve the quality of education in many South African schools.

WHY AM I BEING INVITED TO PARTICIPATE?

My research will be executed in 8 public high schools in Tshwane South by conducting individual interviews with school principals and marketers.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves computer assisted interviews with the principal, marketer, SMT members, and selected SGB members. Interviews can be expected to be scheduled at a time that suit the participants and will last approximately 60 minutes. Questions asked will include the following:

1. What do you understand by school marketing?
2. Do you think marketing is important or at all necessary for a public school?
3. Does marketing form part of your managerial role/s?
4. Do you agree that education is a product –a service 'sold' by the schools to the community?
5. Describe the level of community involvement in your school's marketing.
6. Does the community have an effect on your school's marketing decisions: what should be done and how it should be done?
7. Marketing Philosophy:
 - A. Do you only rely on the community to send their children to your school?
 - B. Do you have a dedicated marketing department that focuses solely on marketing the school's services and facilities?
 - C. Are all the school's activities based on the satisfaction of the needs and want of the learners and parents?
 - D. Does your marketing department focus on getting the community involved by identifying the needs and wants of learners and parents?
8. Please describe the facilities at your school, what does your school have to offer?
9. Do you think your school is effectively marketed? Provide reasons why or why not.
10. What do you think are the roles of the following people regarding the marketing of the school:
 - a. Principal

- b. SMT
 - c. SGB
 - d. Educators
 - e. Community
 - f. Other stakeholders
11. How do you communicate with parents and other stakeholders? Is it effective?
 12. Does your school have a strategic marketing plan?
 - i. IF YES: Which strategies do you implement to market your school to both the internal and external audiences?
 - ii. IF NO: Do you implement any strategies to market your school to both the internal and external audiences?
 13. What challenges do you face in your effort to market your school?
 14. What kind of assistance do you think your school needs in order to become an attractive learning institution for current and prospective parents?

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time without providing a reason.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The only foreseeable risks participants may suffer will be the inconvenience that may result from being away from their families to be available for interviews and focus group interviews - these will be scheduled after school hours.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Neither your name, nor the name of the school, or the answer you give will be connected back to you and will not be recorded anywhere and no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as a research report, journal articles and/or conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity, e.g. when focus groups are used as a data collection method. Focus groups is defined by the Online Cambridge Dictionary as a group of people who have been brought together to discuss a particular subject in order to solve a problem or suggest ideas. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. You are therefore advised not to disclose personally sensitive information in the focus group.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard in an office in Pretoria for future research or academic purposes; electronic information will be stored in a password protected cloud. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Information will be destroyed if necessary, by for e.g. hard copies being shredded and/or electronic copies permanently deleted from the hard drive of the computer through the use of relevant software programs.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Health Research Ethics Committee of the College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Dinah Steyn Nel on 0834659233 or email 46750894@mylife.unisa.ac.za.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Dinah Steyn Nel on 0834659233 or email 46750894@mylife.unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Prof Christo van Wyk on email vanwyk.christo1@gmail.com. Contact the research ethics chairperson of the CAES Health Research Ethics Committee, Prof MA Antwi on 011-670-9391 or antwima@unisa.ac.za if you have any ethical concerns.

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

Me Dinah Steyn Nel

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview/focus group interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (please print)
Participant Signature.....Date.....
Researcher's Name & Surname.....(please print)
Researcher's signature.....Date.....

APPENDIX F



🌐 www.wordsmithlinguistics.com
✉ info@wordsmithlinguistics.com
📞 084 548 0579

9 December 2022

To whom it may concern

This is to testify that the dissertation titled:

**THE ROLE AND FUNCTIONING OF MARKETING OF PUBLIC SCHOOLS IN
GAUTENG PROVINCE**

by
Dinah Steyn Nel

has been professionally language edited.

The work was edited to achieve

- clarity of expression and style;
- accuracy of grammar, spelling and punctuation;
- consistency in all aspects of language and presentation.

The author was requested to attend to suggestions for improvement of the text and is responsible for the quality and accuracy of the final document.

The language practitioner in question is registered at the South African Translators' Institute (SATI) with membership number 1003382 and thereby fully qualified and authorised to provide said services.

Should there be any queries, please feel free to contact the language practitioner at the number provided below.

Kind regards

Elcke du Plessis-Smit (I.D. 9212030060083)

0845480579

Registered at the South African Translators' Institute (SATI)

Membership number: 1003382

APPENDIX G

SUBMISSION OF DISSERTATION: NOVEMBER 2022

I HEREBY DECLARE THAT MRS DINAH STEYN NEL —46750894-- HAS MY PERMISSION TO SUBMIT HER DISSERTATION TITLED, THE ROLE AND FUNCTIONING OF MARKETING OF PUBLIC SCHOOLS IN GAUTENG PROVINCE, FOR EXAMINATION PURPOSES.

I HAVE RECEIVED A FULL AND COMPLETE SOFTWARE ORIGINALITY REPORT ABOUT THE STUDY AND HEREBY CONFIRM THAT THE DISSERTATION MEETS AN ACCEPTABLE STANDARD OF ORIGINALITY.

A handwritten signature in black ink, appearing to be 'C. Van Wyk', is centered on a light blue grid background.

PROF C VAN WYK

APPENDIX H



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Dinah Steyn
Assignment title: Complete dissertation/thesis for examination
Submission title: Review 1
File name: MEd_Dinah_Nel_November_2022.docx
File size: 191.08K
Page count: 61
Word count: 24,154
Character count: 127,822
Submission date: 25-Nov-2022 11:57AM (UTC+0200)
Submission ID: 1963024033

CHAPTER 1: INTRODUCTORY BACKGROUND

1.1 Introduction and background

In this proposal a critical review of the role and functioning of the marketing of public schools in Gauteng province is provided. The study encompasses an evaluation of the challenges faced by School Management Teams (SMTs), School Governing Bodies (SGBs), education, communication, and other stakeholders in an ever-changing educational environment. The investigation seeks to expand the understanding of school marketing to public high schools in the Gauteng Province in South Africa.

As a former school teacher, Marketing Co-ordinator, and member of the SMT, this researcher is deeply aware of the competitive environment in which schools are functioning. Theoretical and practical information has brought me to realize that the scope and extent of research and knowledge currently available on Educational Marketing in South Africa, is minimal and this fails to provide sufficient guidance on school marketing. With this observation in mind, I attended short courses on School Marketing over two years, and in attending these courses realized that there is a dire need from schools across South Africa, for knowledge and guidance on school marketing.

Stephan (2011) defines marketing as "a philosophy, a perspective or a management orientation that is focused on customer satisfaction, and the building and maintaining of long-term relationships with customers and other stakeholders." Oplatka and Henricky-Bowers (2012) explain school marketing by stating that "marketing is another managerial job (concept) based on the shared relationship between the school and its community." The focus in this study is on the roles of SMTs, SGBs, education, communication, and other stakeholders on school marketing. As part of this focus, the study provides the opportunity to a better understanding of the changing marketing environment, the need for improved educational marketing practices (particularly in South African public high schools), an emphasis on the basic management actions that schools can follow to enhance their positioning in the changing marketing environment as well as to specify the core factors that should form part of a comprehensive and effective marketing strategy for schools.

1.2 Rationale

According to Minor and Adamson (2012), a rationale serves as a statement of how a researcher developed an interest in a particular topic and usually only a researcher believes the research is worth conducting. In addition to the brief comments about this study's research focus in the previous section it is important to note that Oplatka and Henricky-Bowers (2012) states as a "Future Direction" in their