

**MARKETING STRATEGIES FOR SECONDARY SCHOOLS
IN THE
LEJWELEPUTSWA DISTRICT (GOLDFIELDS REGION)
OF THE FREE STATE**

BY

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DECLARATION

I hereby declare that:

STRATEGIC MARKETING
FOR SECONDARY SCHOOLS
IN THE LEJWELEPUTSWA DISTRICT (GOLDFIELDS REGION)
OF THE FREE STATE

is my own work, that all the sources used or quoted have been indicated

and

acknowledged by means of complete reference, and that this

dissertation was

not previously submitted by me for a degree at any other university.



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PREFACE

TITLE	Marketing Strategies for Secondary Schools in the Lejweleputswa District (Goldfields Region) of the Free State
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Education in the Lejweleputswa District of the Free State Province is repeatedly disrupted by violence and strikes. This unprotected and unhealthy situation in schools lead to declining learner numbers of enrolment in some schools. With the introduction of the South African Schools Act of 1996, the township secondary schools lost their learners to urban secondary schools. The decline in the number of learners is also likely to be caused by lack of strategic marketing by school stakeholders in some secondary schools in the Lejweleputswa District.

This research is to explore the nature and context of marketing schools and the impact of marketing schools on the provision of learner enrolment at schools. The conceptual framework of the research is based on the fact that all SMT's, learners and parents, if kept empowered through marketing strategies in schools, should be able to serve the community well. The skills and knowledge the SMT's have, should enable them to assert themselves in the deliverance of quality education.

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CHAPTER ONE

1.1 INTRODUCTION

Education is regarded by most countries and governments throughout the world including South Africa as one of the major priorities that requires state funding on a large scale. Secondary schools funded by the state existed as monopolies for centuries and have been accepted as an integral part of communities (Davies and Ellison 1997: 1-3).

Subsequently, secondary schools did not need to market, sell or promote education. As a result, educationalists were hesitant or apprehensive when the marketing of schools was mentioned, because this concept was associated with trade and commerce (Steyn 1993 : 3).

Marketing is viewed as an integral component of educational management because the implementation of an open school admission policy, increased parental involvement, reduction of state funding and the abolition of school boundaries periodically occur (Lancaster and Massingham 1993 :17). Secondary schools can also no longer accept that they hold a monopoly over a certain group of learners, while market forces compel schools to compete with one another (Best and Kahn 1993 : 19). In the above scenario, Dennison (1992 :8) argues that educational managers must be empowered to market their schools, hence the discussion in the next section clarifies the significance of marketing schools.

1.2 SIGNIFICANCE OF THE RESEARCH

The competition among different kinds of schools, over -aged learners, the success or failure to recruit prospective learners and demographic changes, all necessitate the role of marketing for schools to survive. Davies and Ellison (1994 : 2) support the task of the school management team (SMT) to market the school as the school image is generally outraging. Dilapidated school buildings, learners' stubbornness and educator strikes show that the education system is collapsing. Davies and Ellison (1994 : 4) further mention that the threat of school closure, the need for more resources and the need for better links with parents and the industry and the importance of attracting suitably qualified educators, all necessitate school marketing.

Davies and Ellison (1994 : 9) give a number of reasons why schools should market themselves, which are :

- the need to market the school is based on quality communication, recruitment of educators and attraction of learners to enrol in school;
- if the school is regarded as a quality institution, the community must be made aware of the school's plans and successes;
- two-way communication must exist between the school and its clients. The school must provide information on its aims and achievements to the broader community such as industries and the local community;
- because the public media easily criticize the education system news on achievements must also be communicated to them. A positive public image will not only attract good learners but also quality educators to the school;
- the principle of formula funding, forces schools to attract and retain learners. In secondary school, funding is unequally distributed between schools because of differences in the number of learners enrolled at the particular school. The more learners the school has, the larger the state's subsidy. The effect of this per capita funding becomes more dynamic when schools maintain an open admission policy for learners;
- with the formula funding by Department of Education and open policy of admission, the movement of learners between schools may have a significant effect on school budgets. Schools which expand should be able to spend more money on education media and educators and could therefore be able to attract even more learners. Schools whose learner numbers decrease are likely to have less money to spend, but may in comparison, have to spend more on fixed costs; and
- the main reason why a school should market itself is to improve its services and relationships with its clients. Economic and political realities force school management teams to engage in marketing for future survival.

Schools believe that virtue brings its own reward, but to be effective the virtue with good marketing strategy may bring that reward. The prime function of marketing is to ensure a two-way communication between the school and its clients - this two-way communication is indeed lacking (Brown 1993 :9). Schools also face problems, such as widespread criticism for low standards and declining discipline in school. The above argument, therefore, demands investigation into the problems of marketing school.

1.3 STATEMENT OF THE PROBLEM

Education in the Lejweleputswa District of the Free State Province is repeatedly disrupted by stayaway actions, strikes, mass actions, go-slows and violence. School buildings and the environment are vandalized and the worst part is the appearance of gangsterism in schools which is a clear indication that schools have lost their prestige as centres of teaching and learning (Ardley 1994 : 7; Spear 1994: 5).

This unprotected and unhealthy situation in schools lead to declining learner enrolment numbers in some schools and a shortage of financial, human and physical resources (Barnes 1993 : 14). With the introduction of the South African Schools Act of 1996, the township secondary schools lost their learners to urban secondary schools. The parents and the community perceive that urban schools render a better education than township secondary schools. The decline in the number of learners and the shortage of resources is also likely to be caused by lack of strategic marketing by school stakeholders in the township secondary schools of Thabong. The following research questions emanate from mentioned problems. The above argument, therefore, demands investigation into the programs of marketing a school.

- Are marketing strategies employed to meet the needs of the local schools?
- Does an effective open line of communication between educators, learners and the parents in school marketing, exist?
- Are learners, parents and educators actively participating in school marketing activities?
- Do schools utilize open days, posters, media and the mission statement effectively to the benefit of the school?
- Are parents attracted by the schools' performance to enroll their children either in town or township schools?

The research problems formulated above imply that certain aims have to be realised in this study.

1.4 AIMS OF THE STUDY

The primary aim of this study is to investigate the extent of the problem of lack of marketing strategies experienced in Lejweleputswa secondary schools. The secondary aim is to ascertain the impact of marketing on the survival of secondary schools. In order to realize these aims, the following objectives are necessary to:

- identify whether marketing strategies are employed at schools;
- provide information that will assist in activating communication between secondary schools and its customers;
- establish ways and means of involving parents, learners and educators actively in school marketing activities;
- establish which marketing strategy yields the best results in a school context; and
- establish marketing strategies that contribute to high enrolments in the schools.

1.5 DEFINITION OF TERMS

It is imperative to define the following concepts marketing, strategic marketing, communication, costumers and consumers, clients, communities, needs and wants, product, educator, learner, school and school management team as they occur repeatedly in this research.

1.5.1 Marketing

Barnes (1993: 1) defines marketing as the way the school advertises itself to external world and local communities, utilizing effective communication to involve educators, learners and parents in school activities.

Barnes (1993 : 2) emphasizes that marketing is the analysis, planning, implementation and management of organized programmes to bring about voluntary exchange of values with target markets to attain the school's aims and links closely to the concept of strategic marketing.

1.5.2 Strategic Marketing

Gray (1997: 13) agrees that "strategy" refers to the means which a company exercises to operate the achievement

of its mission. This is also appropriate to schools, as they must have the means to plan and obtain the desired aims of the school.

Pardey (1997: 17) describes strategic marketing management as used in planning, controlling, implementing and evaluating school activities. Strategic marketing thus embraces effective communication and the management of designing the direction that the school takes to realize its academic and non-academic goals.

1.5.3 Communication

Ardley (1994 : 78) describes communication as the collective exchange of ideas and interpretation of information. The educators, parents and learners communicate frequently as messages are conveyed from a source to a receiver.

In the same vein, Dean (1993 : 14) defines communication as a procedure by which ideas, thoughts, opinions, information and feelings are exchanged by educators, learners and parents through a common language. Communication develops an important partnership between schools and its customers resulting in successful marketing of educational institutions.

The core meaning of communication is the message that must be put across to the customers and consumers (Oosthuizen 1994: 75).

1.5.4 Customers and Consumers

Doyle (1994 : 125) indicates that the term customer refers to someone who purchases a product from a specific source, while a consumer may or may not also be the customer. While the customer is defined in terms of a specific seller, it also refers to any capable user of the product.

Gray (1997 :19) further highlights that direct consumers and customers of education should initially be defined as the learner who acquires the knowledge and experience from educators. Secondly consumers should be considered as parents and industries who gain from the consumption of learners.

Consumers are associated with clients and they are of primary importance in a marketing approach. Since a client is a crucial concept in marketing, it requires definition (Barnes 1993: 25).

1.5.5 Clients

Pardey (1997: 12) defines a client as a member of the market. Therefore, in education the learners, parents and community are clients of the school market.

Both major and minor clients form part of a community which is responsible for, and accountable to, school property (Barnes 1993: 28).

1.5.6 Communities

Communities are group of individuals who have actual and potential influence on the school. They include the learners, parents, professional officers, local and national politicians and employers (Liu 1995:18). A school exists with the purpose of meeting the needs and wants of the community it is located within.

1.5.7 Needs and Wants

Many definitions of marketing emphasize the satisfaction of needs and wants directed to parents and learners. Bradley (1996:14) has defined these terms, which states that needs are a state of "felt deprivation" of some basic satisfaction; while wants are desires for specific satisfaction to main needs which is education. In turn, needs and wants are complemented by a desired product seen as the knowledge and skills acquired by learners in schools.

1.5.8 Product

Pardey (1997:14) defines "product" as tangible goods or services rendered to empower learners. When the term product is applied in this research it should be considered in this sense. Most of the schools' products are made of school curriculum and physical elements, such as buildings, school equipment and sports fields. However, the most important part of a schools' product is the service of educating learners by educators.

1.5.9 Educator

An educator means any person who teaches, or trains, other persons at an educational institution or assists in rendering educational services or educational auxiliary or support services by or in an educational department (Department of Education 1996:16).

Steyn (1993: 97) defines an educator as a person who leads to a meaningful future where the learner will make decisions by using knowledge acquired under the leadership of the educator.

1.5.10 Learner

A learner means any person receiving education or obliged to receive education (Department of Education 1996: 10). Oosthuizen (1994:18) defines a learner as a person with a purpose to learn and thereafter applies the knowledge and skills to achieve academic goals.

1.5.11 School

The South African School's Act, Act 84 of 1996, defines a school as a public or an independent institution, which enrolls learners in one or more grades between grade zero and grade twelve. Therefore this research is dealing with public schools only.

1.5.12 School Management Team (SMT)

Management is a specific type of work in education which consists of those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place (Van Der Westhuizen 1996: 55). In the context of this research, the concept school management team is limited to the school management Principal, Deputy Principal and Head of Department (HOD).

Steyn (1993: 198) defines management as the coordination of human and material resources toward objective

accomplishment and its basic components are:

- planning, which defines the organisation's goals;
- leading, aimed at directing and coordination of people;
- organising, which deals with designing an organisation's structure; and
- controlling, which deals with monitoring activities to ensure that they are being accomplished (Smith 1994:18).

An enquiry into all aspects mentioned presupposes methodological research, hence the discussion in the next section.

1.6 RESEARCH METHOD

The methods used to investigate the problem are a literature survey and the qualitative method of research. This research also contains a quantitative element to accommodate data gathered through questionnaires. In the paragraphs that follow the methods referred to above are briefly discussed.

1.6.1 Literature survey

A literature survey is implemented in order to investigate the essence of image of promotion as an aspect of school marketing. The literature survey assisted in the choice of method used to investigate the problem. Secondly, it provides a framework of the project under investigation and thirdly it assists in the formulation of questions posed in the interview (Creswell 1994: 21).

Against this background, the researcher is better prepared to suggest a tentative solution to the marketing problem in schools. This leads to brief explanation of the qualitative and quantitative methods of research.

1.6.2 Qualitative research

The qualitative research method is primarily used in this study. Verma and Mallick (1999:6) define qualitative study

as an inquiry process of understanding a social or human problem based on building a complex, holistic picture formed with words, reporting detailed views of informants and conducted in a natural setting.

Denzin and Lincoln (1998:17) state that one of the chief reasons for conducting a qualitative study is that the study is exploratory, not much has been written about the topic or population being studied and the researcher seeks to listen to informants and build a picture based on their ideas. This method is deemed relevant to this research as it may afford educators the opportunity to clearly state their opinions regarding their problems researched (Neuman 1997:196).

This study mainly involves qualitative research, but in order to report statistics obtained from questionnaires, it contains a quantitative element.

1.6.3 Quantitative research

Quantitative research uses statistics as a method of organising data, facilitating the organisation and interpretation of numbers obtained from measuring a characteristic of variables (McMillan and Schumacher 1993: 191). In this research design responses to certain questions contained in the questionnaires are displayed in tabular form.

1.6.4 Research instruments

Both the questionnaire and the interview are used as data-gathering tools because they both use the question-asking approach.

1.6.4.1 Questionnaire

Best and Kahn (1993: 229) regard a questionnaire as a data-gathering instrument used when factual information is desired. Respondents respond to a list of written questions. Research questions suggest what they are and are specific, encompassing only a few variables. The questionnaire is constructed to elicit information relevant to the researcher's subject of inquiry.

1.6.4.2 Interview

An interview is a manner of finding out what is in or on someone else's mind, also gathering information regarding an individual's experience and knowledge, his or her opinions, beliefs, feelings and demographic data. It is conducted face-to-face with the respondents. Semi-structured interviews and telephone interaction interviews can also be employed to elicit information from the respondents (Best and Kahn 1993: 229).

Miles and Huberman (1994: 9-10) further assert that the interview may be used as a dominant strategy to collect data and also to develop insight into how the respondents interpret the world. The interview is a purposeful conversation, usually between two people but sometimes involving more in order to get information. The advantage of an interview is that it provides feedback immediately. In the paragraph that follows the focus group interview will be discussed as the technique used to collect data.

1.6.4.3 The focus group interview

According to Morgan and Spanish (1994: 253) the focus group interview is characterized by inviting participants to discuss a topic under the chairmanship of the researcher. This view is supported by Kruger (1994: 6) who regards the focus group interview as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive non-threatening environment.

1.7 POPULATION AND SAMPLING

The population for this study consists of :

- twenty four educators from Thabong and Welkom secondary schools;
- seventy two learners from Thabong and Welkom secondary schools; and
- twenty four parents of learners from Thabong and Welkom secondary schools.

Use was made of convenience sampling where the researcher makes use of respondents all within easy reach, in order to economise.

1.8 DATA COLLECTION AND ANALYSIS

The instruments that were used to collect data in this project were the questionnaire and interview. The questionnaire was the instrument through which primary information was collected. Interviews were conducted to consolidate data collected through the questionnaire.

Data collection requires that the researcher be comfortable with developing categories and making comparisons and contrasts. Data analysis is conducted as an activity simultaneously with data collection, data interpretation and narrative report writing (McMillan and Schumacher 1997: 32). Qualitative analysis also comprises several simultaneous activities such as, collecting information from the field, sorting the information into categories, formatting into a story or picture and actually writing the qualitative text (Ely, Vinz, Downing and Anzul 1997: 160).

Analysis of data in qualitative research involves logic. This insinuates that reasoning is used and a conclusion is drawn based on evidence (Strauss and Corbin 1998: 58). Creswell (1994: 122-123) stipulates that once a conclusion is drawn by reasoning, it should clarify the logistics of the data for analysis purposes. In this process of research, the researcher establishes patterns of similarities, differences and attempts to disclose their diversity. The researcher is responsible and accountable to establish the extent to which materials are valid, reliable and representative of the concerns of the project (Strauss and Corbin 1998: 179). Charles (1995: 48) further emphasizes that reliability and validity of the respondents should be maintained as far as possible.

1.9 DELIMITATION OF STUDY

The field in which the present study is undertaken is leadership and management in education. This is done in order to:

- contribute to the existing body of knowledge in that field of research ;
- establish causes for lack of marketing in schools; and
- attempt to provide suggestions and recommendations on how instability in open communication may be avoided in schools which should promote effective and efficient marketing in schools.

The study is conducted in the Free State Province and the focus is on Lejweleputswa district, town (Welkom) and township (Thabong) secondary schools. The Lejweleputswa district comprises Welkom, Virginia, Hennenman, Odendalsrus, Ventersburg, Theunissen, Bultfontein, Hoopstad, Wesselsbron and Winburg. It is more economic for the researcher to conduct the research in Thabong and Welkom in search of information because of their accessibility.

1.10 LIMITATIONS OF THE RESEARCH

Resource material was scarce and most of it had to be ordered from other university libraries in the Republic of South Africa and half of the materials were focused on higher education and industrial sectors.

Three quarters of SMT's, parents and learners were not aware that marketing is a managerial task and they seemed not to understand that they have actually been engaged in it.

The delivery of questionnaires to SMT's, parents and learners presented as problems because respondents failed to complete it. Individuals claimed that they did not have time to attend to questionnaires and actually acknowledged that the marketing concept was new to them.

1.11 OUTLINE OF RESEARCH

Chapter One provides a brief outline and introduction to the topic of study.

Chapter Two consists of a literature research into strategic marketing in secondary schools.

Chapter Three covers the data collection and data recording procedure.

Chapter Four deals with the analysis and the interpretation of the data collected.

Chapter Five provides findings from the research. It also supplies recommendations and suggestions relevant to strategic marketing in secondary schools. Finally, conclusions are established.

1.12 CONCLUSION

This chapter introduced schools experiencing greater degrees of autonomy within an environment increasingly

more subject to market forces. Schools are responding to the pressure of a more competitive environment by using marketing techniques borrowed and adapted from the commercial world, but used effectively in education as part of marketing strategies.

Chapter two reviews literature around present study and the importance of the school marketing strategies.

CHAPTER TWO

RATIONALE FOR DEVELOPING SCHOOL MARKETING

2.1 INTRODUCTION

In this section research focuses appropriately on literature that elucidates marketing strategies in schools. The role played by the school management teams in conducting school marketing through effective communication also receives attention.

Schools existed in the past which were without involvement from the parents and communities, and it was not imperative to market, sell or upgrade education (Liu 1995 : 20). The introduction of open school admission policy tolerated parental participation. The removal of school boundaries made marketing an integrated component of educational management.

Warner (1994 : 5) postulates that all schools market themselves whether they are aware of it or not. The only difference is that those schools that are knowledgeable about marketing conduct it better. Ardley (1994 : 9) and Liu (1995 : 14) accentuate that marketing is a forceful management instrument through which energy, resources and skills can be concentrated to the greatest effect. Warner (1994 : 17) contends that the initial task of a school is to decide on the needs, wants and values of its target constituencies, and acquaint itself with delivering the desired satisfaction more effectively and efficiently. They further emphasize that school management teams have to mobilize parents and learners if they are to succeed in increasing learner enrolment in schools.

Subsequently managerial tasks of the school management team, is dealt with.

2.2 MANAGERIAL TASKS OF THE SCHOOL MANAGEMENT

Management tasks of the school are jointly related to and intertwined with goals. Van der Westhuizen (1996:52) aptly states that various management tasks in schools are bound to apply required positive standards. Which should encourage school management teams (SMT) to execute a variety and multiplicity of tasks or activities in

a school. Marketing as a management task is incorporated in all the duties and activities performed by the SMT because it is the responsibility of the SMT to facilitate the planning, control, communication and decision making of the school.

Stott (1991:12) states that when the SMT's market a school, they should plan, make decisions, organize, lead and communicate in conjunction with all stakeholders. They should also delegate tasks, motivate parents, educators and learners. Some form of control is quite necessary so as to check and evaluate that the marketing goes according to plan. All these activities do interact and relate to each other. They are performed jointly in the various management areas, which necessitates the universal features of marketing school to now receive attention.

2.2.1 Universal management tasks

Universal management tasks include planning, communication, decision making, organizing, coordination, leadership and control.

2.2.1.1 Planning

Van der Westhuizen (1996:37) describes planning as aiming at attaining organizational objectives, and it forms the important part of all managerial tasks of a school.

The SMT's are responsible for facilitating planning policies and they are accountable for marketing procedures. A marketing plan for example focuses on the objective plans of the school such as mentioning the aims, analyzing the situation and identifying the advantages and disadvantages of marketing school activities. These need to be communicated to all stakeholders.

2.2.1.2 Communication

Marketing plans have to be discussed and shared with parents, learners and educators in a school. This is only attainable through proper discussion by all stakeholders in a school. Dean (1993:163) states clearly that good

communication needs consciousness, clarity, simplicity, accuracy, direction and common sense from school management teams.

The main meaning of communication is the message that must be shared amongst and delivered to all stakeholders in a school. Thus a mutual exchange of ideas and the interpretation of the information forms an important ingredient in school marketing (Barnes 1993:70). Secondary schools need to pay attention to communication, both in and outside the school (Dean 1993:170). The above argument is supported by decision making which pertains to implementation of marketing in school.

2.2.1.3 Decision making

Smith (1994:24) maintains that the SMT has to make decisions concerning the who, how, when, why and what of school marketing. Decision making entails inclusive participation and consultation with all stakeholders at school, thus creating a healthy relationship among the educators, parents, learners and the community.

The right decisions are made for goals to be achieved effectively through certain actions while improving marketing at school. Marketing activities can now be carried out through decision making and organizing (Oosthuizen 1994:136).

2.2.1.4 Organizing

Organizing involves devising an organizational structure, delegating duties and establishing relationships. Van der Westhuizen (1996:161) regards organizing as the creation of a formal system of authority by which components are clarified and coordinated for the purpose of education. Such functions are executed in order to develop marketing plans and establish co-operation with the community so that goals may be considered and achieved effectively. It is the duty of the SMT to build a healthy and harmonious bond among educators, parents and learners as one big family in effort to coordinate all stakeholders.

2.2.1.5 Coordination

Coordination ensures performance of the activities of the SMT members which leads to the promotion of team spirit and mutual understanding at schools (Oosthuizen 1994:137). Oosthuizen further indicates that it is important for the SMT to coordinate school activities and thus necessitating positive results designed by all stakeholders. Meaningful coordination of marketing activities appeals to good and committed leadership by the SMT in order to build trust and confidence of parents and learners.

2.2.1.6 Leadership

Dean (1993:2) declares that being a good leader and manager in a school is more demanding than being good at the work you are responsible and accountable for. Stott (1992a :17) maintains that a good leader should cautiously manage and execute marketing activities and that the SMT should keep in mind that leadership is exercised in the performance of school tasks which are mainly based on the control of marketing functions of school.

2.2.1.7 Control

Control is the duty exercised by the SMT to evaluate and regulate performance in progress and duties by other educators (Van der Westhuizen 1996: 216). To ensure that the marketing of the school is operating according to plan, some form of control is essential (such as realizing whether information has reached the relevant targets, e.g parents and the former learners who should assist with fund-raising).

The above argument, therefore, demands investigation into the aims of school marketing.

2.3 THE AIMS OF SCHOOL MARKETING

A number of aims may address the question of why schools should market themselves. Here reference is made to survival, image production, information control, publicity and fund-raising and the need to market the school should focus on the communication with all school stakeholders and increased enrolment of learners at school. The school markets itself with the aims of improving its services and relationships with the clients. Economic

realities translate school marketing into a necessity for future survival (Davies and Ellison 1994:9).

2.3.1 Survival

Stott (1992a : 18) advocates that marketing assists the school to exist in the complex, changing and competitive environment. The South African Schools Act of 1996 also grants parents the opportunity to survey and find acceptable schools for their children. The parents' desired choice puts pressure on schools and forces the school to market itself effectively with a view to increase the roll of learners (Squelch 1994 : 34).

The school needs to put in efforts by employing an inclusive approach of marketing rather than applying separated marketing strategies (Warner 1994: 27). The inclusive way alluded to, requests both parents and learners to be actively involved in disseminating school magazines and newsletters to churches and feeder schools. This will guarantee that the information, which is broadcasted to the community, is conveyed across a wide area and is likely to make a positive impact on the promotion of the image of the school.

2.3.2 Image promotion

By promoting its image, the secondary schools challenges the private sector with the aim of developing a convincing performance about the product it provides including the service it renders. When the school improves its image it endeavors to build a positive appreciation of what image should be employed (Marconni 1996 : 90). The marketing strategy, which the school implements to improve its image, must coordinate with the moral and the academic level of the school.

Torrence and Waldron (1995: 54) are positive that schools advertise themselves in order to achieve appreciable goals. All schools want to be considered, hence they develop external relations through distribution of information.

2.3.3 Information control

Marketing the secondary school facilitates control of the information the community receives about the school. If this knowledge is not controlled it may spoil the image of the school if it is extended to other people in a falsified manner. This idea is supported by Marconni (1996 : 13) who asserts that the goal of the school is to control the

flow of information that clearly defines the institution. Schools that are aware of the perception they create to the community, try to update parents about their progress through radio, newspapers, newsletters and meetings.

The significance of information control is stressed by Warner (1994 : 3) who contends that most of the time, schools are engaged in changing the person's attitude about the school so that in turn the school gains publicity in the community.

2.3.4. Publicity

According to Torrence and Waldron (1995 : 53) the objectives of publicizing the activities of the secondary school is to, inter alia, attract former learners or inform the community about the open day, open evening or a sports and cultural festival. Publicity informs the community about the services rendered as well as to uplift the image of the school.

Since publicity needs resources, the school may seek to engage in a fund-raising venture and a support in the form of donations from the community.

2.3.5 Fund-raising

A vast proportion of funding for secondary schools is gained through school funds and it is dependent on learners enrolment in schools. Marketing the secondary school in order to increase the number of learners is essential for funding of the institution. According to Dean (1993 : 82) the reasons for fund-raising are:

- to test the school's place in the community; and
- the current education Act allows the school to supplement the resources supplied by the state.

The practicality of this legislation controls the fund- raising program. In addition fund-raising enhances the school's status while gaining popularity improves the schools' identity (Warner 1994 : 83). The aforementioned factors may assist the school to attract possible donors.

2.3.5.1 Possible donors

Dennison (1992:9) advocates that reasonable donors are parents, former parents, educators and non-educating staff and suppliers of goods and services. Dennison further highlights that schools may draft their vision and mission about the school and present it to the business sectors in a form of a business plan.

Torrence and Waldron (1995 : 51) emphasise that former learners are possible and feasible donors. These expanded families, may deposit their contributions directly into the schools' account or hand it to the SMT of a school.

2.3.5.2 Renting of school facilities

Schools can function like businesses by leasing some of its facilities to the local community for a reasonable charge. The facilities rented may be sports grounds, halls, photocopying facilities and classrooms for meetings (Torrence and Waldron 1995 : 53). The local community may reasonably employ these facilities if they are well advertised.

2.3.5.3 Advertisement

Most of the schools have appropriate sites where advertisements could be exposed. Companies may compensate a certain amount of money to the school in order to advertise on the vicinity of the school (Warner 1994 : 73).

2.3.5.4 Photographic companies

Photographic companies may be invited to take photos during the prize giving ceremony at school and pay commission for each photo taken. If videos are produced, a certain portion of the money collected should be donated to the school (Gray 1997:14).

2.4 MARKETING STRATEGIES

Marketing strategies in school include making use of the media, new industries or firms, intra and extra curricular activities, vocational guidance programmes, open days, showcase, posters, mission statement, the school uniform, name, parents and learners involvement.

2.4.1 Media

Marketing the secondary school through media involves newspapers, the internet, radio stations, television stations, and other. Secondary schools employing the above mentioned media will intensify the image of the institution by informing the community and the private sectors about school activities and its objectives, while developing interest and awareness of the community and private sector (Stott 1992b :17). The SMT can take a lead by asking businesses to sponsor the broadcasting and publishing of staff appointments, school functions, sports and academic results in the local newspapers, on the internet, radio and television stations.

SMT's who are actively involved in the marketing business, attract learners by using a combinations of media. Pardey (1997:78) claims that it is important that schools should develop positive links with radio and television presenters and journalists in order to create mutual understanding and cooperation between the school and the media. The partnership between school and media will minimize imbalances in broadcasting and publishing incidents, politics and houses to be let and school activities. For effective and efficient communication between schools and the media, schools should delegate educators as the media officers to link schools with media and industries (Warner,1994:34).

2.4.2 Industries

Bridges and McLaughlin (1994:24) recognize the establishment of new industries and businesses in the vicinity of the school, as an advantage to invite a particular business to visit the school for a guided tour. The aim of this invitation is viewed by Pardey (1997: 94) as an appreciation that appeals for assistance. Squelch (1994:56) condones the links between the business sector and schools by emphasizing that the business sector has an obligation in assisting a school to realize its academic programs and intra curricular activities, by donating books, science and technological equipment and sports and cultural attires and this should be incorporated in the

curriculum of the school.

2.4.3 Curriculum

Curriculum resourcing as Oosthuizen (1994 : 89) names it, has always been a source of attraction to prospective learners and parents, hence some schools advertise their curricula in the newspapers for community shopping. Squelch (1994: 4) stipulates that parents have the right to search for advice concerning the curriculum by discussing curricula matters with their children's educators so that they understand what is being taught. The three questions below gives rise to the interest of parents if the answers are positive.

- Does the school have modern technological curricula?
- Does the school have suitable extra-curricula programmes?
- What is the medium of instruction in that particular school?

If the school plans to employ the curricula to market itself then it must create curricula that meets the demand of the parents and community (Doyle 1994: 220). For example, the curriculum that includes computer studies may draw a greater number of learners than the one that includes only social studies. It is advisable that the SMT should make a thorough research to ascertain the feelings of the parents, community and business sectors about the type of curriculum to be designed. Stott (1992a:14) maintains that the curriculum that includes the subjects that are presently needed in the work place should be used to market the school.

2.4.4 Vocational guidance programmes

In response to the insufficient academic support services in secondary schools, the business sector has to give career guidance, educational support and other services to learners and educators. According to Doyle (1994: 223) businesses may work jointly with educators to help learners select relevant careers.

Warner (1994: 26) advocates that this was done to accommodate the industries in the school strategic planning and shift away from the idea that schools influence learners negatively regarding careers in industry, subsequently industries may influence the learning process by being actively involved in school matters.

To empower learners for future jobs, the technical, vocational and educational initiatives have awarded local

business sponsorship a help in assisting learners in furthering their studies (Bridges and McLaughlin 1992: 93).

2.4.5 Extra curricular activities

Extra curricular activities like sports and culture, contribute towards advancing chances of learners to achieve individual determination in personal excellence and assist in intensifying the schools status (Pardey 1997: 65). In communicating the concern of the business sector in schools, Bridges and McLaughlin (1992: 97) maintain that industries are interested to sponsor schools that are committed to develop sports and cultural activities which have excellent media attraction.

2.4.6 Open days

Gray (1997:34) views an open day as a solution to initiating relations, because during open day meetings parents and educators discuss school issues that benefit learners. He further argues that invitation for open days should be submitted to the Chamber of Commerce, local business people and the local newspaper (Smith 1995: 148). Squelch (1994:43) adds by proposing that the parents should be given information including;

- a school prospectus;
- a booklet about the school;
- extramural activities;
- length of the term; and
- an invitation welcoming visitors to a school meeting.

Hanson (1992: 30) agrees that the invitation be extended to the private sector, because he believes that private sector will benefit the school. He further emphasizes that one or two persons from the business community should be allowed to address parents and educators in as far as the business sector are concerned. That presentation will motivate parents and educators while contributing to the acceptance of marketing the school. Towards the end of the meeting educators may invite parents and business people to have a look at the display of achievements of the school in the showcase.

2.4.7 School showcase

All learners whose achievements were excellent must be appreciated by highlighting their names and pictures in the showcase situated at the entrance of the school. A Wall of fame can be built for displaying photos and names of educators and learners' achievement (Warner 1994:14). For the opening of this gallery the school should involve people from the private sector and parents to participate in giving learners prizes and rewards (Barnes 1993: 68).

Hanson (1992: 35) postulates that in most township schools the art gallery and a Wall of fame does not exist and learners performance is not displayed at all. Presently township schools organize achievement award ceremonies whereby learners who perform exceptionally good are awarded certificates and some incentives. Schools may further utilize posters to advertise activities to the community.

2.4.8 Posters

The methods that should be developed to establish community and business sector confidence and acknowledgment, are marketing by means of posters (Barnes 1993:30). Pardey (1997:35) adds that the school should design a poster which is attractive with an advertisement to community and business sector that reads as follows: WE ARE THE FUTURE, WE CARE FOR YOUR CHILD'S FUTURE, INVEST IN YOUR CHILD'S FUTURE WITH US. This poster needs to be displayed in the public buildings. This may include a summary of the school mission statement which may have an influence on the community at large.

2.4.9 The mission statement of a school

The mission statement can be explained as a vehicle which drives to encourage all stakeholders in the school to initiate responsibility and pro-activeness towards promoting the school (Davies and Ellison 1994:87). Mission statements symbolize and declare commitment and promise to educators, parents and learners, transferring a positive message to the prospective parents to measure the schools' progress. Davies and Ellison 1997:103-8) again view a mission as; "important work" develop for all stakeholder's in a school. It is clear that the mission statement puts emphasis and serve as an indication of the relevant and positive side of the school.

Van der Westhuizen (1996: 621) regards the mission statement as the created and printed norms of the school. This indicates that a mission statement is a collaboration of ideas of all stakeholders to achieve the desired goal. The mission statement is the foundation for goals and objectives for which all stakeholders are engaged and form part of planning, decision making and evaluating school progress.

The SMT must implement the mission statement as a powerful aid to market the school, addressing the importance of the school uniform as a tool that may assist in building a positive image of school (Marconni 1996: 74).

2.4.10 Distinctive uniform

Bradley (1996:62) claims that a school uniform can serve many purposes in marketing the school. If the uniform displays a positive image, it should be developed as an important advantage to the school. However, if learners are problematic to business centers during lunch-time and after school, the advantages may not be so positive. Subsequently the school will be judged by the behavior practiced by learners when wearing a school uniform. School uniforms symbolize the basic discipline of the school, based on respecting parents, educators, community, time, environment and academic and non-academic obligations.

It is the responsibility of the educators and parents to ensure that learners are committed to wear a school uniform, be punctual at school and they are not troublesome inside or outside school premises. The School Governing Body is responsible to design a distinctive and appreciated school uniform which is affordable to all parents. Automatically a well dressed learner in a school uniform will invite prospective learners to enroll in this school with an inspiring school name (Davies and Ellison 1997:172-3).

2.4.11 School name

Davies and Ellison (1997:168) postulate that the image of the school can be conveyed by its name. Schools which have been given Technical or Technology College status are influencing the perception and classification of learning. Although some schools believe that past events have spoiled their reputations and a new name can be proposed in order to indicate total transformation of tarnished image. Bradley (1996: 59-60) states that if a

new school name is to be used, it is imperative to support it up with positive development of involving parents, learners and educators .

2.4.12 Parents' involvement in school marketing

Van der Westhuizen (1996: 75) perceives that parents form the most important part of the school marketing structure, especially when they are included in the School Governing Body. Davies and Ellison (1994: 13) further add that when parents perceive that their children are receiving a "good" education at a school, they respond positively and act as ambassadors for the school in the local community.

It is the responsibility of the school management team to invite parents to school to observe learning and teaching activities rendered to the learner for themselves. Squelch (1994: 24) emphasizes that workshops for parents should be conducted on important issues like child and drug abuse, discipline, family problems and homework supervision, which adversely affect the school reputation.

2.4.13 Learners' involvement in school marketing

Learners are the key representatives of the school, because they carry the implicit and explicit messages about the school as they move around (Davies and Ellison 1994: 12). Parents and educators should encourage learners to wear a school uniform as attractive to prospective learners, used to convey a message of an orderly and disciplined school. Squelch (1994: 26) put it clearly that learners' general appearance, behaviour, active participation in sports and cultural activities speak volumes about the school's reputation attracting parents and prospective learners to enrol at school.

2.5 MYTHS AND MISCONCEPTIONS ABOUT SCHOOL MARKETING AND MANAGEMENT

There are various ideas and misinterpretations about marketing in the educational scenario. Educationalists tend to be suspicious about marketing of schools because of the relations with commerce. Davies and Ellison (1997: 9-15) explain these myths and misconceptions starting with a notion indicating marketing as a disreputable activity.

2.5.1 Marketing is a disreputable activity

The very word marketing seems to sum up high-powered salespeople, insincerity and has a slightly disreputable connotation. Educators view marketing as an interference in educational values and believe that they are overloaded with extra responsibility and accountability, which is irrelevant to their job description of educating learners. Schools should realise that they do not function in educational isolation, which is deciding on their own how to operate, although they are accountable to parents who fund the school and to the communities which they serve. Educators believe that marketing is merely about promoting a school (Levacic 1995 : 19).

2.5.2 Marketing is merely about promoting the school

Educators are of the idea designing a new school prospectus is only part of promotion in the marketing process. Levacic (1995: 20) indicates that what is more important for the school to realise is that all stakeholders should understand the nature and dimensions of marketing as a concept. Levacic (1995: 21) further emphasizes that in reality, marketing is an important factor in accountability and responsibility-linking a school with parents and learners. Schools render services which satisfying the needs and wants of parents and learners. The main focus of marketing is quality. The differences between the general marketing process and the needs of the clients should be identified by all stakeholders.

2.5.3 The wants and needs of the clients are the same

Davies and Ellison (1997: 10) clarify 'wants' as an aspiration which parents and learners desire whereas 'needs' are those educational experiences and values which educators utilize to empower learners. It is the responsibility of educators to cater equally for all the needs and wants of clients. Educators should be prepared and committed to help parents and learners to understand the process of education and learning. Satisfying needs and wants of clients in a professional approach through effective communication, develops the image of a school.

2.5.4 The parent or learner is the client

Squelch (1994: 38) poses the question "is it the learner or parent who is the primary client?" The parent or learner

position of client classification created a number of misunderstandings and misconceptions. Primary school educators regard learners as their clients whilst secondary schools educators view parents to be clients and are accountable to them. An illustration of a school choice indicates that the parent is the client when the learner is immature and that the learners become the clients when they are responsible enough to make decisions. 'The client' is the combination of learner and parent whereby schools are not only responsible for selling its image outside its boundaries.

2.5.5 Marketing is concerned with advertising school activities only to people outside the school

Davies and Ellison (1997: 16) indicates that another misconception of marketing is considered with external cooperation, more importantly, the development of the school image to the outside world. There are both internal (within the school) and external markets (outside the school). It is clear that there is ignorance in considering the external market only.

2.5.6 Marketing is not the responsibility of the individual

Pardey (1997: 69) postulates that planning and implementation of school marketing activities to ensure its success is not the responsibility of the individual. It should be considered as a collective task whereby all stakeholders are involved in marketing the school. It also requests educators, parents and learners to change their negative attitudes towards school marketing. All stakeholders in a school may act as an ambassadors for the school and they should practice their role when they respond to community and private sectors. Educators should not only consider educating as their sole task and leave marketing for the school management team.

2.6 CONCLUSION

In this chapter, various opinions about strategic marketing for secondary schools were discovered from both primary and secondary sources consulted. Managerial tasks of the school management team were highlighted as well as the aims, strategies, myths and misconceptions about school marketing.

Effective communication is important between a school and its clients and all stakeholders be well informed about school activities and functions. Chapter three deals with collection of data by mainly making use of the qualitative method of research.

CHAPTER THREE

COLLECTION OF DATA

3.1 INTRODUCTION

A study of literature relevant to the concept of school marketing in chapter two, is a justification of this concept and could be explained as knowledge of the way in which everyday marketing of the school is managed.

A study of managerial tasks of the school management also indicated that it is the responsibility of the SMT's to facilitate the marketing processes by planning, controlling, communicating and decision making in school.

Chapter two further established that the knowledge to market the school aims at the improvement of its services of teaching and learning, communication techniques and relationship with the parents, learners and the community.

Chapter three consists of two parts. It includes data collection to establish the constituents of the concept marketing of schools. A qualitative research approach was employed to explore strategic marketing plans utilized in secondary schools and the rationale for the selection of the mentioned method of research is explained (cf. 3.3).

The questionnaire as a method of data collection is explained and the purpose for including questions in the questionnaire is highlighted. Technical details, such as the reliability and validity of the research method are also briefly discussed.

3.2 RESEARCH METHOD DEFINED

This research project examines the effect of strategic marketing in schools. The qualitative research method was chosen as most relevant and suitable for this study. According to Strauss and Corbin (1998: 72), one of

the features of qualitative research is that it is interpretative in character in that the inquiries try to account for what researchers have given an account of (by asking themselves questions, for example, why should marketing take place in schools) and thereafter collect the responses from school stakeholders.

This interpretative character of qualitative research described above, is in line with the survey method considered by the researcher for this study. Surveys are used to learn amongst other things, about people's attitudes, beliefs, opinions and values (Charles 1995 : 20). This corresponds with qualitative research in that qualitative research also researches about attitudes, i.e. why people behave in the manner they do when in their natural settings (Denzin and Lincoln 1998: 47).

Qualitative research concentrates on verbal responses and approaches are not limited to formality, the scope is less defined, less structured and data appears as words (Creswell 1996: 42). Strauss and Corbin (1998: 91) argue that qualitative research is a foundation aimed at covering various methods and approaches to the inquiry of human behavior. It includes exploring the life world of people interviewed, studying their background and examining the information gathered in this regard, with the purpose of establishing the meaning of facts being provided. What people perceive, tends to expose how they think things should be, whereas what is initially identified is more likely to reveal how things are, especially when field observation extends throughout an adequate time period (Denzin and Lincoln 1998: 56). In the context of this research, the views were established of learners, educators and parents about marketing strategies they employed to advertise their schools.

McMillan and Schumacher (1997: 390) contend that, by trying to understand and observe a problem, qualitative research may enhance the following elements of endeavour related to educational intervention in the identified patterns of human behavior, which are:

- establishing which causal factors can be influenced and which cannot; and
- predicting transformation that might be introduced in the domains concerned.

In the light of the previous paragraphs, the qualitative research method may be explained as guidelines which produce descriptive information as engaged in people's own written or verbal words and identified behaviour rather than in figures. This implies that correct meaning to perceptions held by learners, educators, parents, should be deduced (Denzin and Lincoln 1998: 35).

MacMillan and Schumacher (1997: 233) further assert that qualitative research interprets reality as interactive and as a distributed experience viewed by individuals. In this study, different perceptions by participants on strategic school marketing are examined and a relevant conclusion is reached.

Research could simultaneously be qualitative as well as quantitative (Neuman 1997: 198). Qualitative methods enable the researcher to study selected matters in depth and in detail, while quantitative methods compel standardised measures to be used in order that the perspective and experiences of people could be placed into categories which are predetermined and to which numbers are allocated (McMillan and Schumacher 1997: 20).

In order to realise the establishment of relationships, to offer an explanation of the causes of changes in measured social facts and to establish context-free generalisations, researcher also employs the quantitative method of research to a limited extent in this predominantly qualitative research (McMillan and Schumacher 1993: 14).

3.3 RATIONALE FOR CHOOSING THE QUALITATIVE AND QUANTITATIVE METHODS

These research methods are considered with the purpose of revealing what benefits can be achieved if a school's stakeholders are exposed to school marketing. Due to the evidence that various people view the world differently, responses of educators, learners and parents are sought in order for relevant conclusions to be drawn. The qualitative method of research is viewed as appropriate for this study because it becomes possible to measure the reactions of many people to a limited set of questions, thus facilitating direct comparisons between people (Radebe 1995: 50).

3.3.1 Qualitative method

Radebe (1995: 51) and Strauss and Corbin (1998: 30) indicate that the following important concepts should be applied by the qualitative researcher:

- qualitative research is designed to discover what can be learned about a phenomenon of interest;
- qualitative research has various interpretations. It reveals logistics and the relevance, which has an influence on the readers;
- impressive conceptions, related to the origin of truth of the world, are revealed;
- the focus is based on the respondent's ideas and experiences;
- simple events in their origin situations display real life in the research process;
- it helps in the justification of correct life skills and the future success of the individual;
- it stresses identification, induction and formulated theory; and
- it involves the respondent's observation in detailed interview and conversational analysis (Charles 1995: 21).

Qualitative methods enable the researcher to study selected matters in depth and detail, while quantitative methods compel standardized measures to be used in order that the perspective and experiences of people could be placed into categories which are predetermined and to which numbers are allocated (Cresswell 1994: 146).

3.3.2 Quantitative method

Charles (1995: 97) explains that quantitative data deals principally with numbers while qualitative data deals with meanings. These meanings are expressed through language and action (Thomas 1998: 130). Like meanings, numbers are important at all levels of measurements in research. Numbers must be based on meaningful conceptualizations. Quantitative and qualitative methods complement each other for meaningful research (Creswell 1994: 147).

One of the most important requisites in contemporary social science is that scientific information should be quantitative, because it represents an endeavour to detect laws, relationships and explanations of various occurrences. Results obtained in such a way is always transcribed in a statistical manner. The extent into which observations are translated into numbers, serves as an indication of the maturity of science (Charles 1995: 99).

Quantitative research measures the reaction of many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data, which gives a broad, generalisable set of findings (Thomas 1998: 133).

In order to reach the correct conclusion for this study, it is important to focus on the character of a research instrument.

3.4 CHARACTERISTICS OF A RESEARCH INSTRUMENT

An important attribute of a research instrument is the existence of reliability and validity, the latter being the most essential characteristic (Thomas 1998: 133). Mouton (1996: 78) postulates that research is a scientific method of enquiry, thus information should be carefully assessed by means of reliability and validity focuses on the trustworthiness (Charles 1995: 101), which invite explanation of phenomena reliability and validity. Validity involves what is intended to be evaluated and for whom it is relevant, whereas reliability includes the consistency with the instrument appraising whatever should be measured (Thomas 1998: 138).

3.4.1 Validity

Strauss and Corbin (1998: 76) state that validity is employed to guarantee that information includes everything it should and that it does not include anything that should not be included. Validity is the way of discovering a truth and precise picture of what is claimed to be described and is dependent on the purpose in which measurement takes place (Rubin and Rubin 1995: 85). The results of a questionnaire and interview can therefore be valid in one situation and invalid in another.

Validity is the degree to which a survey instrument evaluates what it purports to measure (Creswell 1994:121). For instances, the study of strategic marketing in secondary schools is valid if the researcher formulates and asks questions that are relevant to strategic marketing in secondary schools.

To obtain validity, Fink (1995: 50) claims that the researcher has to employ standards which may have a meaningful link with research questions and with data analysis, to make use of in order to direct him/her in creating valid arguments, findings and reports. This emphasis is considered with the idea that validity is a single, unitary concept that requires evidence for the specific use that it cited.

3.4.2 Reliability

Reliability refers to the consistency of measurement to the extent to which the results are similar over different forms of the same instrument or occasions of data collecting. In other words, that the same results are obtained each time the researcher uses various techniques for assessing the collected data (Charles 1995: 103).

There might be errors in a set of collected data, therefore reliability is utilized with the aim of achieving a more precise reflection of the truth. Clear and relevant questions were formulated for the interview with the purpose of attaining reliable data that is free from measurement mistakes (Mouton 1996: 97), which leads to the process of sampling and selection of respondents.

3.5 SAMPLING AND SELECTION

Cormack (2000: 51) postulates that sampling is a process of choosing a small group of participants from a defined population. He further defines sampling as the scientific research in which a number of individuals are stakeholders to establish a concise conclusion about a large number of people.

Qualitative research is mainly focused on the description of the site and sample (Frey and Oishi 1995: 14-15). In this instance, questions regarding where, how and with whom a particular phenomenon prevails, may be asked. Frey and Oishi (1995: 16) emphasize the importance of a selection strategy which should be employed in order to achieve the sub-set of the population from whom data is collected by means of interviewing, observation and documentation. It is therefore, important to conceptualize sampling as an aspect of research.

This research study has chosen a specific population which comprises educators, learners and parents from secondary schools in the Lejweleputswa District of the Free State Province of South Africa.

The population from which a sample for this study was drawn is twenty four school management team members, seventy two Grade 12 learners who take the subject Business Economics and twenty four parents serving on the School Governing Body.

The researcher used purposeful sampling because he aimed to receive information from participants who were richly informed and experienced in marketing their schools. Therefore the site where the research was conducted was selected and three town secondary schools in Welkom and three township secondary schools in Thabong were chosen.

3.5.1 Choice of schools

The six schools, namely a township (Thabong) and town (Welkom) schools, were chosen according to the following criteria:

- Welkom secondary schools have a history of producing and maintaining an excellent record of results;
- Thabong secondary schools have a background of fluctuating (high and low) record of results;
- Welkom secondary schools have far better improved teaching and learning facilities that provide a better teaching and learning environment than most of Thabong secondary schools; and
- Both schools cater for the educational needs of learners, parents and community of Lejweleputswa District in the Free State Province.

3.6 DATA COLLECTION INSTRUMENTS

Data collection forms an important part of any research because it does not only give a description of what data could be collected and how it should be collected, it also constitutes the basic information from which conclusions are drawn. It creates an essential component of any research because it does not only supply an explanation of what data is collected and how it is received, it further impacts the important data from which conclusions are drawn (Silverman 1993: 170).

The instruments that were used to collect data in this project were the questionnaire and the interview. The questionnaire was the instrument which collected primary information. Interviews were conducted to validate data collected through the questionnaire.

The researcher made use of the questionnaire and interviews to formulate an opinion about marketing in schools. In order to follow this course, the researcher had to obtain permission to conduct the research in the Lejweleputswa Secondary Schools from Free State Department of Education (cf. Appendix 3.1).

3.6.1 Questionnaire

The questionnaire was used to conduct a survey study such as this project, in order for the investigator to select a sample of subjects and administer a questionnaire to collect data (Schumacher and McMillan 1993: 36). The items in the questionnaire were developed by the researcher according to the method suggested by Mouton (1996: 36).

Silverman (1993: 175) states that the questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, has the same questions for all subjects, can ensure anonymity, and contains questions written for specific purposes.

3.6.1.1 Questions explained

Silverman (1993: 175) indicated that once the researcher has defined objectives and has ascertained that no existing methods can be used, he or she may begin the task of writing the questions. It is best to write the items objectively and to consider the way the results are analyzed once the data has been collected. In this research all questions which were deemed irrelevant were eliminated. It is essential to provide clarity to what the researcher wants to achieve by posing the types questions listed below. Questions listed below solicited the opinion of participants on issues related to strategic marketing in schools.

A. Questionnaire for school management team members (cf. Appendix 3.2)

The first questionnaire is divided into sections A and B, and was completed by school management team members

Section A

Question 1 is a direct question to ascertain the location of schools. It aims to engage both SMT's in township and town secondary schools in these research study.

Question 2 aims to establish the number of learners enrolled at schools and to prove the attractive force between township and town secondary schools in attracting greater numbers of learners to enrol at their schools.

Question 3 aims to establish the percentage of parents attending open day meetings at schools, which serves as an essential communication strategy to inform and involve parents in school activities and affairs.

Section B

Questions 1, 2, 3, 4, 5, 6, 7, 8 and 9 are included to ascertain whether marketing strategies are utilized to enrol learners in schools.

B. Questionnaire for parents serving in the School Governing Body (cf. Appendix 3.3)

The second questionnaire, also divided into sections A and B, was completed by parents serving on the School Governing Body.

Section A

Question 1 is a direct question to ascertain the location of schools. It aims to engage both parents in township and town secondary schools in these research study.

Question 2 aims to establish the number of learners enrolled at schools and to prove the attraction force between township and town secondary schools in attracting high number of learners to enrol at their schools.

Section B

Question 1, 4, 5, 6, 7 and 8 intends to test the involvement of parents in their children's school.

Question 2 aim at establishing whether workshops are conducted to attract parents to school.

Question 3 intends to test communication strategies used by the school to inform parents about school matters.

C. Questionnaire for learners taking Business Economics in Grade 12 (cf. Appendix 3.4).

The reason why the researcher chose learners taking Business Economics in Grade 12 is because the researcher wants to collect data from learners that are suitably informed and experienced in the concept of marketing.

Section A

Question 1 is a direct question to ascertain the location of schools. It aims to engage both learners in township and town secondary schools in these research study.

Question 2 aims to establish the number of learners enrolled at schools to prove the attraction force between township and town secondary schools in attracting greater number of learners to enrol at their schools.

Section B

Questions 1, 2, 4, 5, 6, 7 and 8 intend to test the involvement of learners towards their school.

Question 3 is included to ascertain whether learners are awarded with certificates to motivate them and establish trust and confidence of parents in the school.

3.6.2 Interviews

The interview is selected as another instrument used for collecting information as well as to give clarity on certain questions posed in the questionnaire. Through the interview the interviewees have the chance to discuss, answer and pose questions related to the phenomenon (Rubin and Rubin 1995: 36). This method is regarded as characterized by open-response questions which enable the researcher to determine how

respondents interpret their world and how they interpret events in their lives. This type of interview provides researchers with a uniform method of recording information, and therefore enhances the validity of the interview as a measuring instrument (McMillan and Schumacher 1993: 426).

The following are advantages of interviews:

- by making personal contact, interviewees get the impression that they are being valued and they therefore provide sincere responses;
- the interview setting enables the interviewer to clarify questions that respondents may find confusing;
- respondents may broaden their answers or be limited from the central topic in ways that prove useful to the investigator; and
- provide an in-depth understanding of respondent's motives, their pattern of reasoning and emotional reactions not possible with questionnaires (Thomas 1998: 135).

The main disadvantage of interviews is that they are more expensive and time-consuming than questionnaires (Frey and Oishi 1995: 3).

An interview was originally planned for educators (SMT) in the Lejweleputswa District, with the aim of obtaining an opinion from school stakeholders to ensure marketing in schools.

Rubin and Rubin (1995: 56) claim that an interview permits the interviewer to maintain an understanding of what the interviewee means by responses he/she gives to questions asked. Interviews have been employed extensively across all the disciplines of the social sciences and in educational research as a key technique of data collection.

The following features (Thomas 1998: 134) are deduced from interviews, which are:

- interviewers can probe for more specific answers and can repeat a question when the response indicates that the interviewee has misunderstood the question;
- an interview does not have a time limit. Even people who cannot read and write could still answer questions in an interview;
- the interviewer is present to observe non-verbal behavior as well as to assess the validity of the interviewee's answers;
- the interviewer may standardize the interview environment, for example by making sure that there is privacy and no noise;
- the interviewer has full control over the order of questions to be answered;
- the interviewee cannot retract an answer once it has been given and thus the interviewer can record answers from the interviewee as they arise;
- the interviewer can ensure that all questions have been answered;
- provide an in-depth understanding of respondents's motives, pattern of reasoning and emotional reactions not possible with questionnaires; and
- the interviewer can record the exact time, data and place of the interview (Thomas 1998: 135).

In this research, the school management team members were requested to be interviewed and informed how important this research could be in adding to existing information on marketing of schools.

They were also told that the research may provide solutions or alternatives to problems they are faced by school and thereby contribute to the improvement of the academic and non-academic results.

A semi-structured interview was employed, during which the researcher listened intently, made notes and where necessary, sought clarity or more information from interviewees (Creswell 1994: 158).

The interviews were conducted as follows:

- the interviewer introduced himself and explained the need for the interview and reasons for selecting the interviewees;
- secondly, questions were asked and answers were recorded. The interviewer accurately recorded answers and he may not summarize or paraphrase, because this may caused loss of information or may distorted the answers;
- thirdly, the interviewer may seek clarity from the interviewee by means of asking probing questions to supply more information. A probe was a neutral request to clarify any ambiguous answers or to obtain a relevant response; and
- finally, the interviewer thanks participants and then entered details like time, place of interview and attitude of respondents. Every disturbance that might have took place, such as a phone ringing and the respondents going to answer it for ten minutes should also be recorded (Neuman 1997: 258).

3.6.2.1 Interview questions

The following questions were utilized to engage school management team members as an attempt to obtain their opinion on marketing strategies used in schools.

Interview questions intended for the school management team (cf. Appendix 3.5)

- In what way can sports be used to market your school?
- How should parents be involved in marketing your school?
- How should community leaders participate in marketing your school?
- In your opinion, what type of marketing strategies could contribute to a high enrolment of learners in your school?

The interviews with SMT's members concluded the end of the collection of data in this research.

3.7 CONCLUSION

Chapter three highlighted how data for this study was collected. Clarity is provided on the reason for employing qualitative and quantitative methods of research. Characteristics of a research instrument, population and sample selection also received attention.

Questions asked in the questionnaire and interviews were also clarified. Chapter four deals with data analysis.

CHAPTER FOUR

DATA ANALYSIS

4.1 INTRODUCTION

In chapter three the methods of data collection were described in detail. Research instruments such as the questionnaires and interviews were explained. The reasons for including specific questions were also given attention in chapter three. Interviews were conducted with members of school management teams in order to assess the validity and reliability of responses to the questionnaires.

Fraenkel and Wallen (1993: 293) postulate that analysis is a way of gathering and explaining the content of text. The content includes meanings, thoughts, words, themes and messages that can be communicated. The text is anything written, visual and spoken which is utilized as a medium for communication.

In chapter four the collected data is analyzed and interpretations are made. Collected data has to be organized before interpretation can be made (Charles 1995:35) firstly, data analysis is defined and thereafter responses from learners, educators and parents are analyzed.

4.2 DATA ANALYSIS

Data analysis is the way of choosing, classifying, viewing and discarding information. In this research, the mass of collected data is analyzed and interpreted with the purpose of bringing order and structure to information (Fraenkel and Wallen 1993: 324-325). Researcher is of the idea that secondary schools in the townships areas of the Lejweleputswa District do not market their schools properly and effectively as compared to town schools. Efforts by the school management team, learners and parents on marketing their schools need to be improved to achieve improvement and increase the number of learner enrolment in schools.

Analysis of data in qualitative research involves logic. This insinuates that reasoning is used and a conclusion is drawn based on evidence (Strauss and Corbin 1998: 58). Creswell (1994: 122-123) stipulates that once a conclusion is drawn by reasoning, it should clarify the logistics of the data for analysis purposes. In this process of research, the researcher investigates patterns of similarities and differences and attempts to disclose their diversity. The researcher is responsible and accountable to establish the extent to which materials are valid and reliable (Strauss and Corbin 1998: 179). Charles (1995: 48) further emphasizes that reliability and validity of the respondents should be maintained as far as possible.

4.3 DESCRIPTIVE PRESENTATION OF RESEARCH RESULTS

Qualitative and quantitative data are not presented in the same pattern. A major distinction normally is made between the qualitative and quantitative data, because qualitative research explores traits of individuals and settings that cannot easily be described numerically. The information is largely verbal and is collected through observation, description and recording (Strauss and Corbin 1998: 31-34). Quantitative research on the hand, explores traits and situations from which numerical data can be obtained. McMillan and Schumacher (1997: 15-17) maintain that quantitative research primarily makes use of measurement and statistics. Often both qualitative and quantitative methods are used in the same study.

After the initial organizing of data, information obtained is tabulated (McMillan and Schumacher 1997: 15-17). Data have to be displayed as an element of analysis.

4.3.1 Data display of questionnaire

The qualitative questionnaire is divided into two sections, each section of which Yes or No responses are required and open-ended questions at the end to indicate the opinion of the respondents. Each section is analyzed individually. An analysis of the questionnaire completed by school management team members, parents serving in the School Governing Body and Grade 12 Business Economics learners. Interviews were conducted with school management team members.

4.3.2 Analysis of questionnaire

Certain practical considerations require attention to ensure the functionality of questionnaires. As an instrument of qualitative research in present study, a questionnaire based on the design of Strauss and Corbin (1998: 45) is utilized to establish the opinions of SMT's, parents and learners regarding utilization of marketing strategies in secondary schools (cf. Appendices 3.2, 3.3 and 3.4).

Questionnaires were personally handed to the respondents and the responses collected at a given time. As a result, all the questionnaire were completed and returned. Regarding the completion of the questionnaires, all questions were completed. Not a single questionnaire was discarded.

Three questionnaires were prepared for the sampled population. Table 4.1- 4.11 show which questionnaire was administered to which specific group.

4.3.2.1 Demographic data

The first section of the questionnaire addresses demographic data of town and township secondary schools. Participating town and township secondary schools are classified alphabetically (cf. Table 4.1) because the Department of Education has a restriction on the publication of school's names, educator's, parents' names and learners' names for personal research study purposes (cf. Appendix 3.1).

Table 4.1: Participating town and township secondary schools

TOWN SCHOOLS	SMT's	LEARNERS	PARENTS	TOTAL
School A	4	12	4	20
School B	4	12	4	20
School C	4	12	4	20
TOWNSHIP SCHOOLS	SMT's	LEARNERS	PARENTS	TOTAL
School D	4	12	4	20
School E	4	12	4	20
School F	4	12	4	20
TOTAL	24	72	24	120

Table 4.1 indicates that six schools participated in the study and a total of 120 questionnaires were completed by school management teams (SMT's), learners and parents.

Table 4.1 further indicates an equal number of participating respondents: sixty from three town secondary schools and sixty from three township schools. Researcher aims to engage both township and town school management teams, learners and parents serving in School Governing Bodies equally in the research study, with the purpose of comparing the application of marketing strategies in their schools.

The following section analyses town schools first and then township schools.

4.3.2.2 Data obtained from town schools

(i) Section A General information

Question 2 and 3 are direct questions to ascertain the number of learners enrolled at school and parents that attend open day meetings. This question was asked to enable the researcher to place the research problem in a perspective relevant to the present study.

Question 2 establishes the number of learners enrolled at school (cf. Table 4.2).

Number of learners enrolled at town schools.

Table 4.2: Number of learners enrolled at town schools

LEARNER NUMBER	SMT's	LEARNERS	PARENTS
Above 1000	12	36	12
Below 1000	0	0	0

Twelve SMT's, thirty six learners and twelve parents from town schools indicated that the number of learners enrolled at their schools is above one thousand. Town schools have above one thousand learners enrolled at their schools.

Question 3 intends to establish the percentage of parents attending open day meetings indicated by the SMT's (cf. Table 4.3). *Number of parents attending open day meetings at your school.* Responses to question 3 appear on the next page.

Table 4.3: Parents attending open day meetings

PERCENTAGE OF PARENTS	SMT's
Above 50%	12
Below 50%	0

Question 3 was a follow-up to question 2 to enable the researcher to learn about parents attendance of open day meetings. The responses revealed that twelve SMT's from town schools indicate that above fifty percent of parents attend open day meetings.

(ii) Section B

In section B the questionnaire was structured to yield information about marketing strategies. Some of the questions demanded a selection from given alternatives and others are open-ended questions. The following is the summary of the responses (cf. Table 4.4- 4.6) on the next pages.

(a) Questionnaire for School Management Teams

The first questionnaire was completed by school management team members and questions were close-ended (cf. Appendix 3.2). Table 4.4 addresses marketing strategies applied by school management. To facilitate analysis, responses to mentioned questions appears in a single table on the next page.

Table 4.4: Marketing strategies applied by school management teams

QUESTION	STRATEGIES USED	YES	NO	TOTAL
1.	Advertise in local newspapers	12	0	12
2.	Inclusion of business people in school governing body	12	0	12
3.	Parents partnership in school activities	12	0	12
4.	Organizing sports festivals	12	0	12
5.	Displaying names of outstanding performers on bulletin boards	12	0	12
6.	Hold open day meetings	12	0	12
7.	Display school posters in public places	12	0	12
8.	Employ school's mission statements as a source of encouragement	12	0	12
9.	Utilize attractive school uniform to market school	12	0	12

Question 1 addresses advertising in local newspapers, question 6 addresses holding open day meetings and question 7 addresses displaying school posters in public places. These questions aim at establishing communication strategies utilized by school management teams.

All twelve respondents indicated yes to all three questions. It indicates the following:

- they advertise in local newspapers (cf. Appendix 4.1);
- they hold open days meetings; and
- they display school posters in public places (cf. Appendix 4.2)

In general, communication strategies were used to the benefit of the school management team.

Questions 2 enquires about the inclusion of business people in school governing body, question 4 addresses organising sports festivals, question 5 enquires about displaying the names of outstanding performers on bulletin boards and question 8 addresses employing of school's mission statement as a source of encouragement. These questions are included to ascertain marketing strategies employed in schools.

All twelve respondents indicated indicated yes to all three questions. It means that the respondents:

- involve business people in their School Governing Bodies;
- organise sports festivals (cf. Appendix 4.3);
- display the names of outstanding performers on their bulletin boards; and
- employ the schools's mission statements as source of encouragement in their schools (cf. Appendix 4.4).

It implies that marketing strategies are employed effectively in their schools.

Question 3 addresses parents' partnerships in school activities and question 9 addresses utilization of school's attractive uniform to market the school. These questions intend to inquire in what way parents and learners are involved by SMT's in marketing their schools.

All twelve respondents indicated yes to both questions. It means that they:

- encouraged learners to wear uniform to market their school; and
- consider working jointly with parents in school activities.

The analysis of the questionnaire for learners in the next section.

(b) Questionnaire for learners

The second questionnaire was completed by learners in Grade 12 taking Business Economics(cf. Appendix 3.3). Table 4.5 addresses school marketing involvement of learners. To facilitate analysis, responses to mentioned questions appears in a single table on the next page.

Table 4.5: Learners involvement in marketing their school

QUESTION	STRATEGIES USED	YES	NO	TOTAL
1.	Display good behaviour	36	0	36
2.	Deliver school messages to parents	36	0	36
3.	Presented with a certificate of merit if performance is excellent	36	0	36
4.	Implementing cleaning campaigns	36	0	36
5.	Wearing proper school uniform to attract prospective learners	36	0	36
6.	Active participation in cultural activities	36	0	36
7.	Attending sports festivals organized at school	36	0	36
8.1	Recommending your school to your friends	36	0	36
8.2	Not recommending your school to your friends	0	36	36

Question 1 addresses learners behaviour, question 2 addresses delivering of school messages to parents, question 4 addresses involvement in cleaning campaigns, question 5 addresses wearing of proper school uniform to attract prospective learners, question 6 addresses active participation in cultural activities, question 7 enquires about attendance in sports festivals organized at school and question 8 enquires about recommending school to friends. These questions intend to inquire about learners involvement in marketing their school.

All thirty six respondents indicated yes to all questions, which means that they:

- behave well at their schools;
- deliver messages to their parents;
- were actively involve in cleaning campaigns;
- were actively partipate in cultural activities;
- attend sports festivals organised at school;
- ware school uniform regularly; and
- recommend their school to friends.

In general it implies that learners are actively involved in marketing their school.

Question 3 establishes the marketing strategies used by schools to motivate learners.

All thirty six learners responded positively towards question 3. This implies that town schools motivate their current learners in order to arouse interest and curiosity to improve individual performances and to attract prospective learners to enrol in their school.

Questions 8.1 and 8.2 are included to ascertain whether they will recommend their schools as a good place of learning cf. 8.1 or do not regard it as a good place of learning cf. 8.2.

Thirty six respondents recommended their schools as a good place of learning based on the following factors:

- in their school they are offered a high quality education;
- educators, learners and parents are totally committed and supportive in implementing the culture of teaching and learning;
- the school curriculum includes technical subjects, languages, commerce, art and culture, science, technology and computer studies (cf. Appendix 4.5);
- the school's extra mural curriculum includes all cultural activities and sports activities (cf. Appendix 4.3);
- all teaching and learning facilities are available;
- learners display good behaviour; and
- both academic and non-academic results are excellent.

It means that educators, learners and parents are totally committed and supportive in implementing the culture of teaching and learning.

The analysis of the questionnaire for parents follows in the next section.

(c) Questionnaire for parents

The third questionnaire was completed by parents serving on the School Governing Bodies, some of the questions were close-ended cf. 8.1, while others were open-ended 8.2 (cf. Appendix 3.4). Table 4.6

shows parents involvement in marketing the school their children attend. To facilitate analysis, responses to mentioned questions appears in the single table.

TABLE 4.6 : Parents involvement in marketing the school their children attend

QUESTION	INVOLVEMENT OF PARENTS	YES	NO	TOTAL
1.	Act as an ambassador	8	4	12
2.	Organizing parents workshops	0	12	12
3.	Invitation to attend open day meetings	12	0	12
4.	Sharing your child's school event with friend	8	4	12
5.	Appreciating introduction of a parent's forum	12	0	12
6.	Involvement in school campaigns against vandalism	12	0	12
7.	Encouraging community leaders to participate in school activities	12	0	12
8.1	Recommending the school your children attend to your friend	8	4	12
8.2	Not recommending the school your children attend to your friend	4	8	12

Question 1 addresses whether parents act as ambassadors in the school their children attend, question 4 addresses whether parents shares of events in the school their children attend with friends, question 5 addresses whether parents appreciates introduction of parent's forum, questions 6 addresses parents involvement in school campaign against vandalism, question 7 addresses whether parents encourages community leaders to participate in school activity and question 8 addresses whether parents recommend the schoo their children attend to friends. These questions intend to inquire about parents participation in marketing the school their children attend.

Eight respondents indicated yes to all three questions, which indicates that they:

- act as ambassadors in schools their children attend;
- share school events with friends; and
- recommend schools their children attend to friends.

In contrast, four respondents indicated no to these three questions, which reveals that they:

- did not act as ambassadors in schools their children attend;
- did not share school events with friends; and
- did not recommend schools their children attend to friends.

Generally it means that majority of parents are participated in marketing the school their children attend.

Question 2 was asked to find out about the attempts made by SMT's to educate parents about education.

To question 2, all twelve parents responded negatively. This serve as indication that parents' workshops were not organised in schools their children attend.

Question 3 aims at establishing communication strategies utilized by school management teams.

All respondents from town schools indicated that they attend open day meetings, when organized at their children's schools.

Question 5 addresses whether parents appreciates introduction of parent's forum.

All respondents indicated that they were introduced to join a parents' forum.

Questions 6 addresses parents involvement in school campaign against vandalism.

To question 6 all twelve parents responded positively that means they were involved in a school campaign against vandalism.

Question 7 addresses whether parents encourages community leaders to participate in school activity.

All respondents indicated that they encouraged community leaders to participate in school activities.

Questions 8.1 and 8.2 are included to ascertain whether parents will recommend the school their children attend as a good place of learning cf. 8.1 or do not regard it as a good place of learning cf. 8.2.

All respondents from town schools recommended their schools as a good place of learning, while the other three respondents from town schools highlighted dissatisfaction about language policy used in school, particularly when communicating with parents. Parents cited the following factors, which is that:

- the schools offered high quality education;
- learners are empowered by educators with leadership and technological skills to face the industrial world; and
- both academic and non-academic results are excellent.

It implies that educators, learners and parents are totally committed and supportive in implementing the culture of teaching and learning in schools.

4.3.2.3 Data obtained from township schools

(i) Section A General information

Question 2 and 3 are direct questions to ascertain the number of learners enrolled at school and parents that attend open day meetings. This question was asked to enable the researcher to place the research problem in a perspective relevant to the present study.

Question 2 establishes the number of learners enroled at township schools (cf. Table 4.7).

Number of learners enroled at township schools.

Table 4.7: Number of learners enroled at township schools

LEARNER NUMBER	SMT's	LEARNERS	PARENTS
Above 1000	4	12	4
Below 1000	8	24	8

The majority, which are eight SMT's, twenty four learners and eight parents indicated that the number of learners enroled at their schools is below one thousand while the other four SMT's, twelve learners and four parents indicated that the number of learner enroled at their schools is above one thousand. Responses show that there is decline in number of learners enroled in township secondary schools. Some township schools experience a low number of learners which is below one thousand in their schools.

Above responses raises a concern on how marketing impinges upon learners enrolment at schools. If school management teams could organize and invite parents to open day meetings the above problem of low number of learners enrolment can be easily addressed and resolved.

Question 3 intends to establish the percentage of parents attending open day meetings indicated by the SMT's (cf. Table 4.8). *Number of parents attending open day meetings at your school.* Responses to question 3 appear on the next page.

Table 4.8: Parents attending open day meetings in township schools

PERCENTAGE OF PARENTS	SMT's
Above 50%	0
Below 50%	12

Question 3 was a follow-up to question 2 to enable the researcher to learn about parents' attendance of open day meetings. Twelve SMT's from township schools indicate that below fifty percent of parents attend open day meetings. Sometimes parents ignore the invitation deliberately and cited petty apologies such as personal commitments.

(i) Section B

In section B the questionnaire was structured to yield information about marketing strategies. Some of the questions demanded a selection from given alternatives and others are open-ended questions. The following is the summary of the responses (cf. Table 4.9- 4.11) on the next pages.

(a) Questionnaire for School Management Team

The first questionnaire was completed by school management team members of township secondary schools and questions were close-ended (cf. Appendix 3.2). Table 4.9 addresses marketing strategies applied by township school management. In order to facilitate analysis, responses to mentioned questions appears in the single table on the next page.

Table 4.9: Marketing strategies employed by SMT's

QUESTION	STRATEGIES TO BE USED	YES	NO	TOTAL
1.	Advertise in local newspapers	0	12	12
2.	Inclusion of business people in school governing body	4	8	12
3.	Parents partnership in school activities	4	8	12
4.	Organizing Sports festivals	4	8	12
5.	Displaying names of outstanding performers on bulletin boards	0	12	12
6.	Hold open day meetings	0	12	12
7.	Display school posters in public places	0	12	12
8.	Employ school's mission statements as a source of encouragement	12	0	12
9.	Utilize attractive school uniform to market school	12	0	12

Question 1 addresses advertising in local newspapers, question 6 addresses holding open day meetings and question 7 addresses displaying school posters in public places. These questions aim at establishing communication strategies utilized by school management teams.

All twelve respondents indicated no to all three questions. It means that they:

- did not advertise in local newspapers;
- did not display school posters in public places; and
- did hold open day meetings.

Researcher determined that township SMT's are not familiar with the term open day meeting and that is the reason why they indicated No to open day meeting but in reality they do hold general parents meetings once per term. In general, communication strategies were not used by school management teams.

Questions 2 enquires about the inclusion of business people in School Governing Body, question 4 addresses organising sports festivals, question 5 enquires about displaying the names of outstanding

performers on bulletin boards and question 8 addresses employing of school's mission statement as a source of encouragement. These questions were included to ascertain marketing strategies employed in schools.

The majority, which is eight respondents indicated no to all three questions, which indicates that:

- business people are not involve in their schools;
- sports festivals are not organised in their schools;
- they did not display the names of outstanding performers on bulletin boards; and
- they did not employ school's mission statements as a source of encouragement.

In contradiction, four respondents indicated yes to all three questions, which means that:

- business people are involve in their schools;
- sports festivals are organised in their schools;
- they display the names of outstanding performers on bulletin boards; and
- they employ school's mission statements as a source of encouragement.

Generally it means that majority of township school management teams are not employing marketing strategies in their schoos. Counter to this, some of township school management teams are employing marketing strategies in their schools.

Question 3 addresses parents' partnerships in school activities and question 9 addresses utilization of the school's attractive uniform to market schools. These questions intend to inquire about how parents and learners are involved by SMT's in marketing their schools.

The majority, which is eight respondents further indicated no to question 3, which means that they did not consider parents' partnership in school activities, and counter to this, four respondents indicated yes to

question 3, which indicates that they consider partnership in school activities. Finally, all twelve respondents indicated yes to question 9, which means that they utilize their school attractive uniform to market their schools.

In general, it says that parents and learners are not involved by some of SMT's in marketing their schools. In contrast, majority of SMT's uses their school attractive uniform to market their schools.

The analysis of the questionnaire for learners follows in the next section.

(b) Questionnaire for learners

The second questionnaire was completed by learners in Grade 12 taking Business Economics (cf. Appendix 3.3). Table 4.10 shows learners' involvement in marketing their schools. In order to facilitate analysis, responses to mentioned questions appears in the single table.

Table 4.10: Learners involvement in marketing their schools

QUESTION	STRATEGIES TO BE USED	YES	NO	TOTAL
1.	Display good behaviour	36	0	36
2.	Deliver school messages to parents	36	0	36
3.	Presented with a certificate of merit if performance is excellent	36	0	36
4.	Implementing cleaning campaigns	12	24	36
5.	Wearing proper school uniform to attract prospective learners	12	24	36
6.	Active participation in cultural activities	12	24	36
7.	Attending sports festivals organized at school	36	0	36
8.1	Recommending your school to your friends	12	24	36
8.2	Not recommending your school to your friends	24	12	36

Question 1 addresses learners behaviour, question 2 addresses delivering of school messages to parents, question 4 addresses involvement in cleaning campaigns, question 5 addresses wearing of

a proper school uniform to attract prospective learners, question 6 addresses active participation in cultural activities, question 7 enquires about attendance in sports festivals organized at school and question 8 enquires about recommending school to friends. These questions intend to inquire about learners involvement in marketing their school.

All thirty six respondents indicated yes to question 1, question 2 and question 7. It indicates that they:

- behave well at their schools;
- deliver messages to their parents; and
- attend sports festivals organised at their school

Twelve respondents indicated yes to question 4, question 5, question 6 and question 8. It means that they:

- were actively involve in cleaning campaigns at their schools;
- wear their school uniform regularly;
- actively participate in cultural activities; and
- indicated that they recommend their school to friends.

In contrast, twenty four respondents indicated no to question 4, question 5, question 6 and question 8, which means that they:

- were not actively involve in cleaning campaigns at their schools;
- did not wear their school uniform regularly;
- did not actively participate in cultural activities; and
- did not recommend their school to friends.

Generally it means that majority of learners are not involved in marketing their school.

Question 3 establishes the marketing strategies used by schools to motivate learners.

All thirty six learners responded positively towards question 3. This implies that township schools motivated their learners in order to arouse interest and curiosity to improve individual performances and to attract prospective learners to enrol at their school.

Question 8.1 and 8.2 were included to ascertain whether learners will recommend their schools as a good places of learning cf. 8.1 or do not regard the schools as good places of learning cf. 8.2.

Only twelve respondents from township school recommended their school as a good place of learning based on the following factors:

- in their school they are offered high quality education;
- the school curriculum includes technical subjects, languages, commerce, art and culture, science and technology with computer studies (cf. Appendix 4.5);
- the school's extra mural curriculum includes all cultural activities and sports activities (cf. Appendix 4.3);
- all teaching and learning facilities are available and are in good condition;
- learners display good behaviour; and
- both academic and non-academic results are excellent.

It means that educators, learners and parents are totally committed and supportive in implementing the culture of teaching and learning.

In contrast, the majority, which is twenty four respondents regarded their school as not a good place of learning. They indicated the following reasons:

- in their school they are offered low quality education and educators, learners and parents are not committed and supportive in implementing the culture of teaching and learning;
- the school curriculum includes languages, commerce, art and culture, science and social sciences and the school's extra mural curriculum includes soccer, netball and choral music;
- not enough teaching and learning facilities;
- there is no security at school and facilities are vandalised daily by learners;
- learners display bad behaviour; and
- both academic and non-academic results are poor.

It means that educators, learners and parents are not totally committed and supportive in implementing the culture of teaching and learning.

The analysis of the questionnaire for parents follows in the next section.

(c) Questionnaire for parents

The third questionnaire was completed by parents serving on the School Governing Bodies of secondary schools in township (cf. Appendix 3.4). Table 4.11 shows parents involvement in marketing their children's school. In order to facilitate analysis, responses to mentoned questions appears in the single table on the next page.

Table 4.11 : Parents involvement in marketing the school their children attend

QUESTION	INVOLVEMENT OF PARENTS	YES	NO	TOTAL
1.	Acts as an ambassador	0	12	12
2.	Organizing parent workshops	4	8	12
3.	Invitation to attend open day meetings	12	0	12
4.	Sharing your child's school event with friends	4	8	12
5.	Appreciating introduction of a parent's forum	12	0	12
6.	Involvement in school campaigns against vandalism	12	0	12
7.	Encouraging community leaders to participate in school activities	4	8	12
8.1	Recommending the school your children attend to your friends	8	4	12
8.2.	Not recommending the school your children attend to your friends	4	8	12

Questions 1 addresses whether parents act as ambassadors in the school your children attend, question 4 addresses whether parents shares of events in the school their children attend with friends, question 5 addresses whether parents appreciates introduction of parent's forum, questions 6 addresses parents' involvement in school campaign against vandalism, question 7 addresses whether parents encourages community leaders to participate in school activity and question 8 addresses whether parents do recommend their child's school to friends. These questions intend to inquire about parents' participation in marketing the school their children attend.

All twelve respondents indicated no to question 1, which means they did not act as ambassador for schools their children attend. Twelve respondents further indicated yes to question 3, question 5 and question 6. It indicates the following:

- they attend open day meetings;
- they appreciate the introduction of a parents forum; and
- they are involved in school campaigns against vandalism.

In question 4 and question 7 only four respondents indicated yes, which means that they share school events with friends and encourage community leaders to participate in school activities. In contrast, eight respondents indicated no to question 4 and question 7. It indicates that they did not:

- share school events with friends; and
- encourage community leaders to participate in school activities.

Eight respondents indicated yes to question 2, which means that parents' workshops were organised in schools their children attend. Counter to this, four respondents indicated no to question 2, which indicates that parents' workshops were not organised in the schools their children attend.

All twelve respondents indicated yes to question 3, which means that they attend open day meetings when organised at the schools their children attend.

Eight respondents indicated yes to question 8, which means that they recommend the schools their children attend to friends. In contradiction four respondents indicated no to question 8, it indicates that they did not recommend schools their children attend to friends.

In general it means that the way parents' participate in marketing the schools their children attend is not the same. Majority of parents indicated total commitment in marketing the schools their children attend and counter to this, some parents indicated no commitments in marketing the schools their children attend.

Question 2 establishes marketing strategies employed by SMT's to educate parents.

Only four respondents indicated that parents' workshops are not organized in schools their children attend. Counter to this, eight respondents indicated that parents' workshops are organized in schools their children attend.

Question 3 establishes communication strategies utilized by school management teams.

All respondents indicated that they attend open day meetings when organized at the school their children attend.

Questions 8.1 and 8.2 were included to ascertain whether parents would recommend the school their children attend as a good place of learning cf. 8.1 or do not regard it as a good place of learning cf. 8.2.

Only four respondents from township school recommended their schools as a good place of learning. Parents cited the following factors:

- the schools offered high quality education;
- learners are empowered by educators with leadership and technological skills to face the industrial world; and
- both academic and non-academic results are excellent.

The other eight respondents regarded the school their children attend as a no good place of learning. Parents cited the following factors:

- educators, learners and parents are not totally committed and supportive in implementing the culture of teaching and learning in school;
- learners are not empowered by educators with leadership and technological skills to face industrial world; and
- both academic and non-academic results are poor.

In general, it implies that majority of educators, learners and parents are not totally committed and supportive in implementing the culture of teaching and learning in their school. Counter to this, some educators, learners

and parents are totally committed and supportive in implementing the culture of teaching and learning in their school.

The following section indicates responses by school management members (cf. Appendix 3.5) regarding school marketing through the use of personal interviews.

4.4 FEEDBACK FROM INTERVIEWS WITH THE SCHOOL MANAGEMENT TEAM MEMBERS (SMT's)

The following is the response to interview questions from town and township SMT's.

4.4.1 Opinion on utilizing sports to market schools

The interviews revealed the following about utilizing sports to market the school:

- both town and township school management teams regard sports as a process of empowering and exposing physical ability of learners;
- they both encourage schools to organise sports festivals in order to be known and attractive to prospective learners and parents;
- they further emphasize that schools should participate in all sports tournaments organised by USSASA; and
- during sports festivals and tournaments, business people, community leaders and parents should be invited to give moral support to learners and educators while developing strong links with schools.

The next issue highlights parents' involvement in marketing their children's schools.

4.4.2 Parents involvement in marketing the school their children attend

School management teams maintain that the parents must encourage their children to obey and respect school rules (code of conduct). SMT's cited the following facts about parents, which means that they:

- should be involved in the process of decision making at school;
- should be included in the School's Governing Body;
- should take the responsibility of assisting schools to identify and find sponsors; and
- must be prepared to abide by the school policy e.g paying development funds, buying school uniforms for their children and buying extra learning aids for their children when the school experiences shortages of supply from the Department of Education.

The interviews revealed that some of the parents in the townships are not doing enough to improve the marketing ventures in the school their children attend.

When considered in more detail, six SMT's from township schools indicated that the parents ignore education of their children by excluding themselves from school activities. SMT's indicated dissatisfaction about the parents of learners because at the end of the academic year parents expect good results from their children while they were not cooperating with educators.

Both town and township SMT's suggested that parents involvement in school activities makes the situation possible for community leaders to participate in school marketing.

4.4.3 Participation of community leaders in marketing schools

Regarding the participation of community leaders in marketing schools, the following was revealed by the interviews:

- community leaders are considered as professionals, because they are pastors, business people and politicians;
- both town and township SMT's encourages professionals such as doctors, engineers, accountants and lawyers to be invited to schools to give guidance to learners and educators;
- available pastors from different denominations should be requested to render a special prayer service to the school, based on refraining from unlawful activities (such as vandalizing school property, displaying bad behaviour) and praying for implementation of a healthy culture of teaching and learning for the progress of the school;
- schools should form partnerships with business people in the form of gaining learners' bursaries and sponsors; and
- politicians such as Premiers and Ministers in parliament, should be invited to take part in school ceremonies e.g rendering speeches and hoisting flags.

The next issue highlights marketing strategies that contributed to a high enrolment of learners in schools.

4.4.4 Marketing strategies that could contribute to a high enrolment of learners in school

The opinion of school management team members regarding marketing strategies that could contribute to a high enrolment of learners in schools, revealed in broader terms that there is need for:

- the parents, learners and educators to work together and ensure total commitment in improving academic and non-academic results;
- improvements of communication channels, using written methods such as newsletters, posters, mission statements, invitation letters, school notice boards and newspapers and audio visual methods such as radios and television stations, to disseminate information to parents and the community;
- organising sports and cultural activities in schools;
- enforcing learners to obey and respect school rules such as
 - i) displaying good behaviour;
 - ii) being punctual at school;
 - iii) wearing the proper school uniform;
 - iv) avoiding vandalizing school property; and
 - v) taking part in sports and cultural activities.
- maintaining excellent academic and non-academic results constantly; and
- by renting school sports and cultural facilities and buildings to the community with aim of fundraising and engaging the community to be responsible and accountable.

When responses obtained from questionnaire as well as from interviews of town and township schools were compared, the following similarities and differences emerged.

A Similarities

The following similarities are found, which indicates that both town and township:

- (i) schools cater for the educational needs of learners, parents and the community;
- (ii) SMT's employ school mission statements as a source of encouragement to learners;
- (iii) school utilize attractive school uniforms to market their schools, while learners display good behavior at school and deliver school messages to parents;
- (iv) learners are presented with a certificate of merit if performance is excellent; and
- (v) parents are invited to attend open day meetings and parents appreciate introduction of parent's forum and are involved in school campaigns against vandalism.

The next issue highlights the differences that emerged between town and township secondary schools.

B Differences

The following differences are found:

- (i) effective school marketing is implemented in town secondary schools, while there is no effective school marketing practice in township secondary schools;
- (ii) SMT's in town schools use all marketing strategies to attract parents and learners in their schools such as:
 - a) advertising in local newspapers and radio stations;
 - b) organize sports and cultural activities;
 - c) display school posters in public places;

d) organize educational tours; and

e) organise fundraising such as operating a tuckshop, selling the school uniform, renting out of school property, sports and cultural festivals, ruffles, sponsorships and donations.

SMT's in township school employ selective marketing strategies to attract parents and learners to their schools such as:

a) organising general parents' meetings once per quarter; and

b) organising fundraising activities such as ruffles and beauty contests.

(iii) SMT's in town school recognize and consider partnership of parents, business people and community leaders as highly essential in marketing their schools, while some SMT's in township schools are hesitant to develop a solid partnership with parents, business people and community leaders,

(iv) all schools stakeholders in town schools are totally committed to the education of their children and they are prepared to assist schools by supplementing extra learning and teaching aids if schools encounter shortages of materials;

some township school stakeholders are not totally committed to the education of their children, parents are not attending school meetings and rarely assess their children's school work, learners and educators are not attending school regularly as expected by the Department of Education;

(v) parents in town schools are willing to pay remuneration to additional educators hired by the School Governing Body, while in township schools parents are not prepared to pay remuneration to additional educators hired by the School Governing Body;

(vi) educators in town schools produce excellent results throughout the years, although some educators in township schools produce poor results throughout the years; and

- (vii) finally town schools are privileged to have excellent facilities such as communication facilities, equipment, buildings, play grounds, learning and teaching aids, which assist in improving and speeding the process of marketing their schools, while township schools are deprived of excellent facilities found in town schools such as communication facilities, equipment, buildings, play grounds, learning and teaching aids, which should help in improving the process of marketing their schools.

4.7 CONCLUSION

Chapter four dealt with analysis of data from questionnaires completed by SMT's, learners and parents and interviews conducted with school management team members. A clear definition of data analysis has been given. Common responses were grouped together and relevant conclusions were drawn.

Chapter five deals with the summary of findings and recommendations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Marketing is regarded as an essential component of educational management because of the introduction of an open day school admission policy, increased parental involvement and reduction of state funding (cf. 1.1).

The main aim of marketing is to develop a two-way communication between the school and its clients while improving its services of teaching and learning. Economic and political factors drives the school management teams to engage in marketing for further survival (cf. 1.2).

The following questions (cf. 1.3) arose when the above mentioned arguments were considered:

- Are marketing strategies employed to meet the needs of the schools?
- Does an effective open line of communication exist between educators, learners and the parents in school marketing?
- Are learners, parents and educators actively participating in school marketing activities?
- Do schools utilize open days, posters, media and the mission statements effectively towards the benefit of the school?
- Are parents attracted to enrol their children in schools?

The main aim of this research (cf. 1.4) was to investigate the extent of the problem of lack of marketing strategies experienced in secondary schools, addressing above problems to efface misconceptions, by

formulating a programme which would:

- identify whether marketing strategies are employed at schools;
- provide information that will assist active communication between secondary schools and its clients;
- establish ways and means of involving parents, learners and the educators actively in school marketing activities; and
- establish marketing strategies that contribute to high enrolment of learners in schools.

Above mentioned problems have been addressed in the research programme in the following manner:

- chapter two comprised the rationale for marketing schools in secondary schools (cf. 2.4). The concept of school marketing and subsequent content to be included in school marketing was examined (cf. 2.5);
- in chapter three data on perceptions about the essence of school marketing was collected through the use of questionnaires and interviews (cf. 3.4) in qualitative research. The questionnaire (cf. 3.6.1.1) and the interview (cf. 3.6.2.1) were explained in full and data analysis and the findings were discussed;
- chapter two and three formed the basis on which marketing strategies in secondary schools could be compiled in chapter four, which contains the processes and procedures of strategies. Chapter four contains the descriptive presentation of research results (cf. 4.3), display of questionnaire (cf. 4.3.1) and feedback from interviews with the school management team members (cf. 4.2.2).

- chapter five is concentrated on recommendations from literature study, questionnaires and interviews from SMT's, learners and parents. The important aspects relative to the aim of this research are highlighted. (cf. 1.4).

The main aim of this research was to explore the nature and context of marketing schools and the impact of marketing schools on the provision of learner enrolment at schools.

The conceptual framework of the research was based on the fact that all SMT's, learners and parents, if kept empowered through marketing strategies in schools, should perform to the satisfaction of parents, learners and the community. The skills and knowledge the SMT's have, should enable them to assert themselves in the deliverance of quality education (cf. 4.4.4).

The research was motivated by the fact that a high number of township learners moved from township schools and registered at town secondary schools. Town secondary schools were perceived to be producing impressive academic and non-academic results while some schools in townships were producing unsatisfactory academic and non-academic results. The fact that there were some schools in townships, regardless of material conditions, which were producing good academic and non-academic results, proved that it is not only performance standards that could increase learner enrolment in schools. The human resource factor could not be overlooked and, as such, strategic marketing in schools became a key issue (cf. 1.2).

Findings of this research were based on literature review, research problems, questionnaires, interviews with school management team members and general aspects related to this research.

5.2 FINDINGS AND INTERPRETATIONS

In order for research to arrive at appropriate findings and interpretations, a literature review on strategic marketing in schools was conducted (cf. 2.1-2.7) and thereafter SMT's, learners taking Business Economics in Grade 12 and parents serving in the School Governing Body, were requested to complete a questionnaire

(cf. Appendix 3.2, 3.3 and 3.4), while school management team members (SMT's) were interviewed (cf. Appendix 3.5). Findings regarding the literature study, questionnaire and interviews now receive attention.

5.2.1 Findings of literature study

Findings of the literature study (cf. 2.5) indicated the following about **school management team** members (SMT's):

- SMT's should give positive information to the local press, radio and television stations about schools;
- SMT's had to improve the links between the business sector and schools;
- if the school planned to employ a curriculum to market itself, then SMT's had to create a curriculum that met the demands of the parents, community and business sector;
- attractive school curricula should include art, culture, sciences, languages, modern technology subjects and have extra-curricula activities;
- business people may jointly work with educators to assist learners to select relevant careers;
- SMT's should hold open day meetings and invitations should be submitted to the parents, local business people and the media;
- SMT's should employ bulletin boards and showcases to display names of outstanding performers;
- the method that should be developed by the SMT's to establish confidence of the community and business sectors' and school acknowledgement, is marketing by means of school

posters, the mission statement, the school's distinctive uniform and the school name;

- educators had misconceptions about marketing schools, they viewed marketing as an interference on educational activities and think that they are overloaded with extra responsibilities and accountability; and
- collaborative approaches to market schools must be developed between educators, learners and parents and all stakeholders at school should act as an ambassador for their school.

Literature study findings about **parents** (cf. 2.5.12) revealed the following:

- parents formed the most important part of the school marketing structure;
- parents should advertise the school their children attend to the local and external community;
- parents should be invited to school after normal school hours to observe their children's performance and attend parent's meetings;
- if parents were empowered by means of organised workshops and discussion groups they would always strive to bring positive transformation to the education of their child or children.

Findings of literature study (cf. 2.5.13) indicated the following about **learners**:

- learners' general appearance and behaviour speaks volumes about the school's reputation;
- learners should be committed to wear a proper school uniform, be punctual at school and maintain excellent performance in academic activities; and
- learners should take part in sports and cultural activities organised at school.

The researcher's opinion is that educators and learners can change the perception of the school by informing parents and the community about school events and activities. Parents should take part in the education of their children by fostering good relationships with educators. There is a great need for educators, learners and parents to communicate on school matters.

5.2.2 Findings from questionnaires

Questionnaires completed by **school management team members** (cf. 4.3.2.2) revealed the following:

- some township SMT's were not utilizing local media to advertise their school events and activities. This has to be a role performed by school management teams;
- inclusion of business-people and parents in the school governing body could have positive results in encouraging learners to learn and educators to educate in secondary schools;
- adequate physical resources such as sports fields, school halls and bulletin boards would be helpful to market schools effectively, more specifically in township schools;
- school management teams employed the mission statement as a powerful aid to market their school, emphasizing aims and objectives of the school and highlighting the school curriculum to attract prospective learners.

Questionnaires completed by **learners in Grade 12 taking Business Economics** (cf. Appendix 3.4) revealed the following:

- performance and commitment of learners in the classroom could be enhanced by provision of teaching and learning facilities such as computers, overhead projectors, text books, chemicals in the school laboratories and furniture and this should be supplied by the Provincial Department of Education;

- there was no complete commitment from learners and educators towards learning and teaching in some township schools;
- learners should celebrate important school events such as sports and cultural festivals together with their parents and educators;
- school upliftment schemes should be organized, including structures which involve learners for example a school cleaning campaign; and
- learners should be presented with certificates of appreciation for outstanding performance during prize giving ceremonies where the media is present.

Questionnaire completed by **Parents serving on the School Governing body** (cf. Appendix 3.3) revealed the following:

- educators should communicate with the parents through bulletin boards, circulars, newsletters and parents' meetings and workshops;
- invitation of parents to the school through regular school visitation programmes to see learning and teaching programmes for themselves practiced in school. It is the responsibility of the school management team to keep on marketing their school;
- parents should use every opportunity to speak about the education of their children. They must share positive school events, awards, learners' achievements with friends and the community; and
- parents should also be used in marketing a school through fund-raising activities and by asking school neighbours to become involved in a campaign against vandalism, by reporting any suspicious activity around the school premises to the police.

5.2.3 Findings regarding interviews (cf. Appendix 3.5)

The school management teams encouraged schools to organise sports festivals in order to be known and attract prospective learners and parents. During sports festivals and tournaments, business people, community leaders and parents should be invited to give moral support to learners and educators while establishing effective links with schools. School management teams maintained that parents should be included in the School Governing Body and they should encourage their children to obey and respect school rules.

SMT's suggested that parent's involvement in school activities made the situation possible for community leaders to participate in school marketing and schools should form partnerships with business people in the form of gaining learners's bursaries and sponsors. SMT's maintained further that there is a need for parents, learners and educators to cooperate with other and ensure total commitment in improving academic results. Schools were encouraged to improve communication channels, using written methods and audio visual methods, to disseminate information to parents and the community. SMT's advised schools to rent school buildings, sports and cultural facilities to the community with the aim to fund-raise and encourage the community to be responsible and accountable to school properties.

5.2.5 General findings

General findings can be summarised as follows:

- the school management team should do a marketing audit of the school's strengths, weakness, opportunities and threats;
- strengths such as good discipline and well qualified and motivated educators, and focus on opportunities such as improved school facilities and knowledgeable parental involvement give a positive boost to the school;

- educators should display total commitment in implementing the culture of teaching and learning in order to produce good academic results;
- on the other hand, weaknesses such as lack of adequate resources and lack of commitment of both educators and learners, give an unattractive image of the school;
- it is the duty of the school management teams as the marketing coordinators, to develop a team spirit and teamwork among educators, parents and learners to succeed in marketing a school;
- communication is also vital between the school management team and educators for gaining internal support for the school's corporate mission. Communication channels and techniques such as parents meetings, advertising on local radio and newspapers will enhance school marketing;
- regular newsletters, school circulars and impromptu meetings in the staff room are effective communication methods in marketing a school; and
- the school's public relations officer should establish whether educators are enthusiastic and receptive to marketing through public relations activities such as strong personal outreach, community involvement in cooperative events involvement in cooperative events and monitoring situations on school premises.

5.3 RECOMMENDATIONS

The following are recommendations which could be implemented by school management teams:

- the school management teams should regard marketing as part and parcel of their managerial task;

- the school's philosophy and culture have a direct influential bearing on the marketing style of the school. School management teams should be involved in school marketing and even support the personnel entrusted with the task of marketing;
- an effective marketing plan depends on valid data obtained from situation analysis which reveals the type of solutions that might be appropriate for dealing with the school's problems identified in the market research. The school management team must have knowledge of their school's position in the market place about other schools;
- marketing is a costly and time-consuming process that warrants careful management to ensure the realisation of the school's objectives. The SMT's should explore marketing strategies and be open to new ideas for recruiting learners, dissemination of information to parents and developing positive image management; and
- public-relations programmes, such as action against vandalising school property could help to raise the school's image and profile and maintains a mutual understanding between the school and its community. Communication plays an instrumental role in developing community awareness of the school and it should be a two-way activity. Effective methods of communication should build trust and a sense of respect in school marketing.

5.4 CONCLUSION

Marketing as a managerial task and the role of coordinating and communicating school activities and events was discussed. This was followed up by an empirical survey of school marketing which revealed that the school management team members were duty-bound to market a school as an institution of teaching and learning.

School management team members cannot embark on school marketing without drawing up a proper marketing plan. School marketing can only succeed if a marketing plan is carefully developed and

implemented by all school stakeholders (cf. 2.3.1.1). Plans differing widely in scope and purpose, based on the size of the school, organisational structures, characteristics and environmental trends such plans should help in shaping the nature of the marketing plan.

Many school management teams are still at the “thinking” and “contemplating” stage of school marketing, but are eager to start with marketing although marketing is a totally new concept applied in school management.

The quality of education can be improved through effective and efficient employment of management tasks by the school management teams in a school setting and school marketing is one dimension of management that needs urgent attention. The quality of education is generally poor, especially in township secondary schools.

The school management teams should commence building and promoting the value and the importance of a school as an institution valued highly by the parents and the community. The education crisis presents a challenge to SMT's to embark upon school marketing. The marketing of schools is a reality. It is here to stay. This needs to be done along certain parameters.

The SMT's must build a mutual and trustworthy relationship with all the stakeholders in education. Marketing is one of the tasks that can be aptly used. Marketing is the concern of every member of a school, but the people in the lead are the SMT's. This management of the relationship between schools and their clients should not be neglected and seen by educators as an intrusion on educational values. All secondary schools in towns and townships should be involved in marketing because every school has a reputation and that reputation has to be contained and improved (Davies and Ellison 1997: 4).

Education is a service, based upon attitudes and backed by activities which give prominence to the school's customers. Thus the needs and interests of learners are central and due recognition should be given to the concerns and needs of the parents. Marketing should not be regarded as a fund-raising activity, but as an overall managerial task in schools. SMT's do not have a choice with regard to marketing as a management tasks as schools form part and parcel of non-profit organisations. The choice is whether to do it or not.

Finally it is up to the school management team of secondary schools to embark on vigorous marketing

strategies of their schools to alleviate the current educational crisis in South Africa, otherwise they could face a serious situation of classes without learners and educators without work. The school management teams should always compare their school with other schools in the surrounding area and adopt a competitive spirit, with a view of enhancing their school's reputation and image.

RECOMMENDATIONS FOR FURTHER RESEARCH

The following are suggestions for further research:

- budgeting as a functional task in school marketing;
- the role of ethics as a managerial task in school marketing; and
- the use of a marketing information system in school management.

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Enquiries Mrs M V Wessels/
Reference no. 11674/1/23-2002

Tel: (051) 404 8075
Fax: (051) 404 8074

2002-07-25

Mr M G Mosala
3 Andante Street
Flamingo Park
Welkom
9460

Dear Mr Mosala

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **MARKETING STRATEGIES IN SECONDARY SCHOOLS IN LEJWELEPUTSWA DISTRICT.**
3. Your research project has been registered and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Principals, educators SMDs and learners participate voluntarily in the project.
 - 3.2 The names of the schools and principals involved remain confidential.
 - 3.3 The interviews take place outside the normal tuition time of the school.
 - 3.4 You consider making the suggested changes to the questionnaires.
 - 3.5 This letter is shown to all participating persons.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.
5. Once your project is complete, we should appreciate it if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. Would you please write a letter accepting the above conditions? Address this letter to:

The Head: Education, for attention: CES: IRR/ISS
Room 1213, C R Swart Building
Private Bag X20565, BLOEMFONTEIN, 9301
7. We wish you every success with your research.

Yours sincerely

HEAD: EDUCATION

VISTA UNIVERSITY WELKOM CAMPUS

DEPARTMENT OF EDUCATION

To School Management Team Member

Attached is a questionnaire that attempts to gain information on marketing strategies which consist of active communication and participation of educators, learners and parents in school activities and are applied in secondary schools.

The researcher wishes to ensure you that your response will remain completely confidential and anonymous. No names of schools, educators, or learners will be reflected in the report.

Indicate applicable information by making a cross (X) in the relevant box.

For example:

1. What is your gender?

Male	1
Female	2

After completing the questionnaire put it in the box provided.

Thank you for your co-operation

Mr M.G Mosala

Dr W. Smith

Student

Promoter

SECTION A: GENERAL INFORMATION

Indicate applicable information by making a cross in the relevant box

1. Location of your school

TOWN	
TOWNSHIP	

2. Number of learners enrolled at your school

Below 1000	
Above 1000	

3. Number of parents attending open day meetings at your school

Below 50%	
Above 50%	

VISTA UNIVERSITY WELKOM CAMPUS

DEPARTMENT OF EDUCATION

For Learners taking Business Economics in Grade 12

Attached is a questionnaire that attempts to gain information on marketing strategies which consist of active communication and participation of educators, learners and parents in school activities and are applied in secondary schools.

The researcher wishes to ensure you that your response will remain completely confidential and anonymous. No names of schools, educators, or learners will be reflected in the report.

Indicate applicable information by making a cross (X) in the relevant box.

For example:

1. What is your gender?

Male	1
Female	2

After completing the questionnaire put it in the box provided.

Thank you for your co-operation

Mr M.G Mosala

Dr W. Smith

Student

Promoter

SECTION A: GENERAL INFORMATION

Indicate applicable information by making a cross in the relevant box

1. Location of your school.

TOWN	
TOWNSHIP	

2. Number of learners enrolled at your school.

Below 1000	
Above 1000	

SECTION B.

Answer the following questions by crossing yes or no.

QUESTIONNAIRE

1. Do you believe that good **behaviour** maintains the reputation of you school?
2. Do you **deliver** school messages to your parents?
3. Are you presented with a **certificate of merit** at your school if your performance is excellent?
4. Do **cleaning campaigns** take place at your school?
5. Do learners who do not attend your school find your **school uniform** attractive?
6. Do you actively participate in **cultural activities**?
7. Do you attend **sports festival** organized at your school?
8. Will you recommend your school to your friends as a place of learning?

YES	NO

8.1 If your answer is Yes, explain why do you think your school is good.

.....

.....

.....

8.2 If your answer is No, explain why you think your school is not good.

.....

.....

.....

VISTA UNIVERSITY WELKOM CAMPUS

DEPARTMENT OF EDUCATION

For Parents serving in the School Governing Body

Attached is a questionnaire that attempts to gain information on marketing strategies, which consist of active communication and participation of educators, learners and parents in school activities and are applied in secondary schools.

The researcher wishes to ensure you that your response will remain completely confidential and anonymous. No names of schools, educators, or learners will be reflected in the report.

Indicate applicable information by making a cross (X) in the relevant box.

For example:

1. What is your gender?

Male	1
Female	2

After completing the questionnaire put it in the box provided.

Thank you for your co-operation

Mr M.G Mosala

Dr W. Smith

Student

Promoter

SECTION A: GENERAL INFORMATION

Indicate applicable information by making a cross in the relevant box

1. Location of your school.

TOWN	
TOWNSHIP	

2. Number of learners enrolled at your school.

Below 1000	
Above 1000	

SECTION B.

Answer the following questions by crossing yes or no.

QUESTIONNAIRE

- 1. Do you positively act as an **ambassador** for your child's school?
- 2. Are **workshops** for parents organized in your child/children's school?
- 3. Does your child's educator invite you to attend **open day meetings**?
- 4. Do you **share** positive school events such as learner's achievements with you **friends**?
- 5. Do you appreciate the introduction of a **parent's forum**, which could assist with learner's discipline?
- 6. Are you willing to be involved in **campaigns against vandalism** in your child' school?
- 7. Do you **encourage community** leaders to participate in the development of your child's school?
- 8. Can you recommend your child's school to your friends to register their children?

YES	NO

8.1 If **Yes**, explain why you will recommend it.

.....

.....

.....

8.2 If **No**, explain why you will not recommend it.

.....

.....

.....

VISTA UNIVERSITY WELKOM CAMPUS

DEPARTMENT OF EDUCATION

INTERVIEW SCHEDULE TO SCHOOL MANAGEMENT TEAM MEMBER

The following interview questions were posed to educators in an attempt to obtain their opinion about the marketing of their school.

1. In what way can sports be used to market your school?
2. How should parents be involved in marketing your school?
3. How should community leaders participate in marketing your school?
4. In your opinion, what type of marketing strategies could contribute to a high enrolment of learners in your school?

Thank you for your co-operation

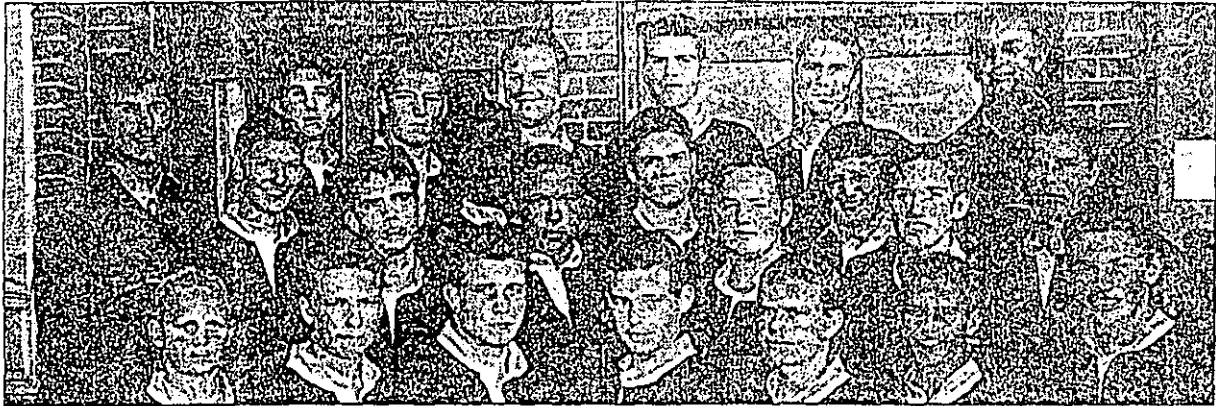


Vista 16

SCHOOLS NEWS

Donderdag 15 Augustus 2002

SPORT



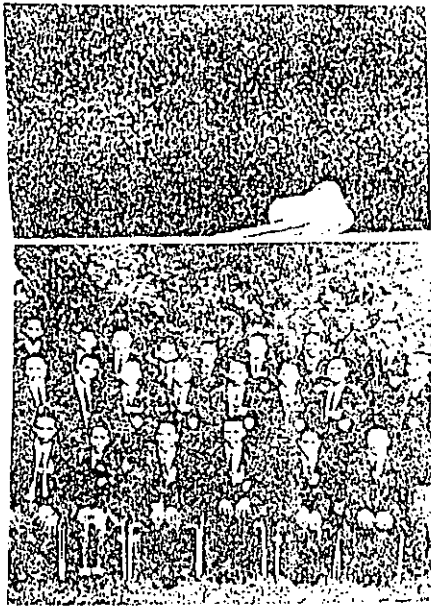
WELKOM- se 0.15-rugbyspan is van links, voor: Trevor Cloete, Gerhard Trytsman, Schalk Burger (kaptein), Dwayne Burger, Martin van der Merwe, Ernest de Kock en Eric Herbert; middel: Jacques Guisti, Edward Fourie, Thapelo Rankholo, Bevan Goliath, Gregory Kouprianoff, Albert Neethling, Tyron Storbeck, Juan de Waal en Jonathan Willey; agter: mnr. Marius van Zyl (afriqter), Griffon Nieuwoudt, Andrias van Zyl, Tjaart Sauer, Kyle Meades, Daryl Willey en mnr. Gerrie van Rensburg (afriqter).

Rugbyspan wen liga tweede agtereenvolgende jaar

Donderdag 10 Oktober 2002

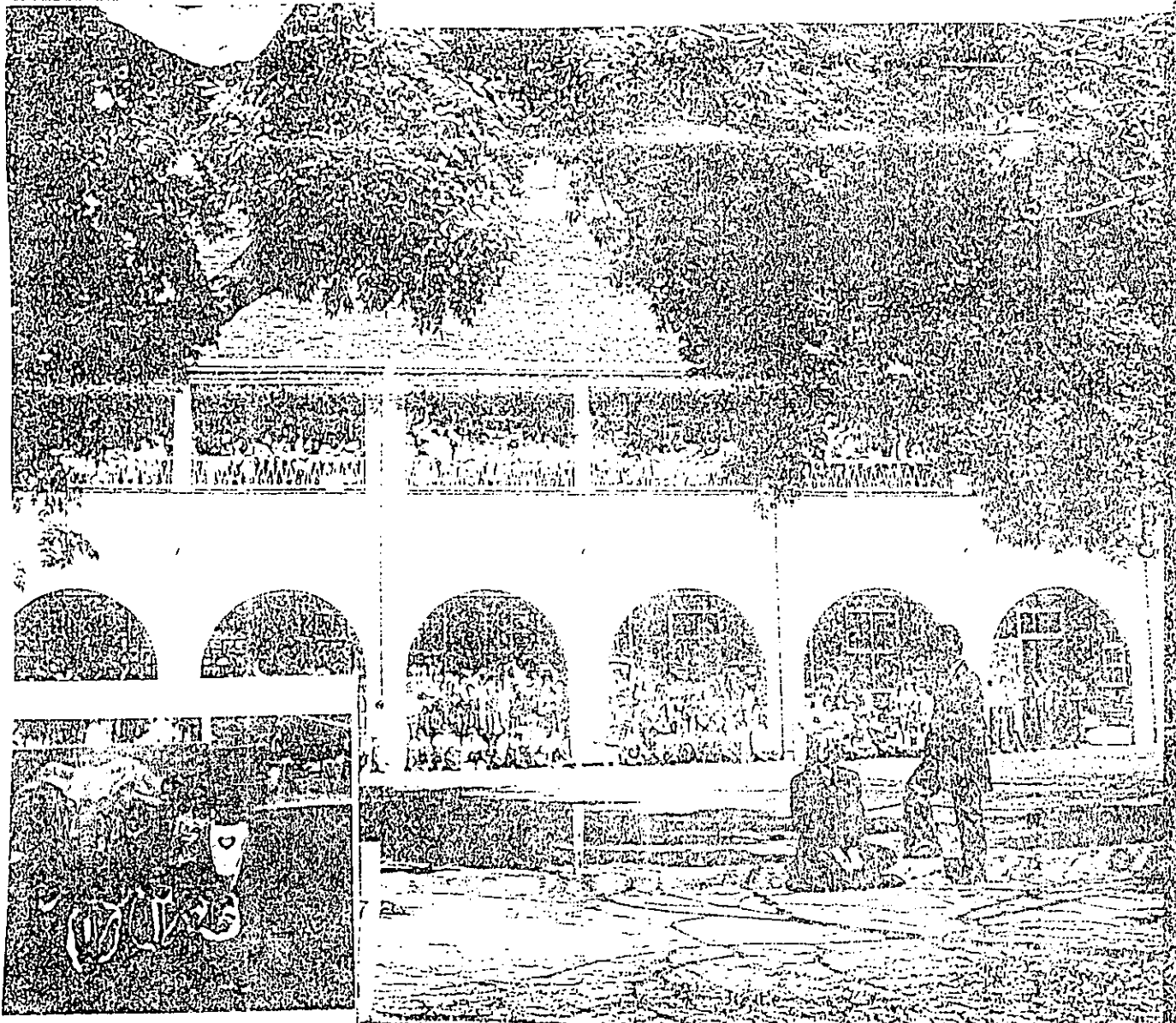


A GROUP of gumboot dancers from High School in Welkom received a trophy for outstanding performance during the Free State Championships which were held at the Basotho Cultural Village in Qwa-Qwa. In November they are to take part in auditions in Qwa-Qwa and if they qualify, they will fly to Norway to take part in a danco festival in March next year. They will also undertake a three-week tour of seven different cities.

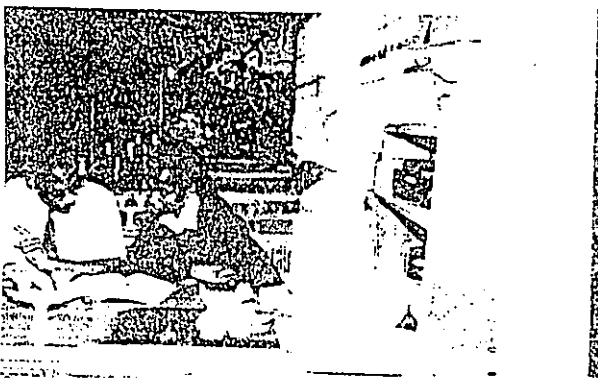


Secondary School

We are the future



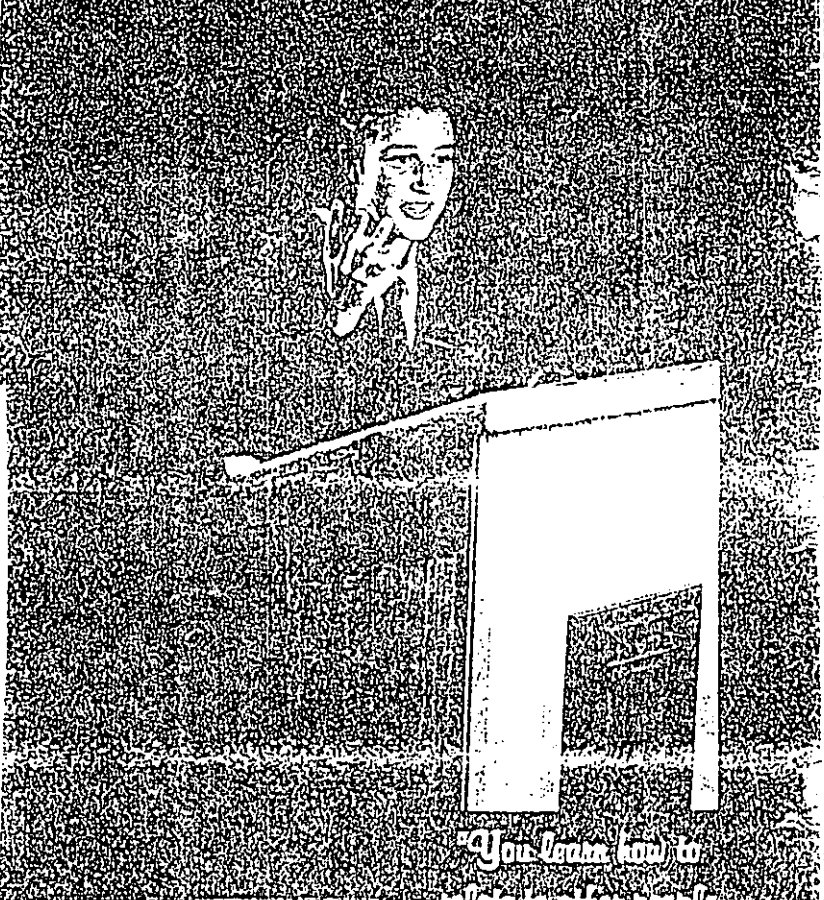
*We care for your child's future.
Invest in your child's future with us.*



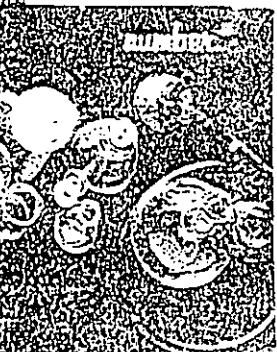
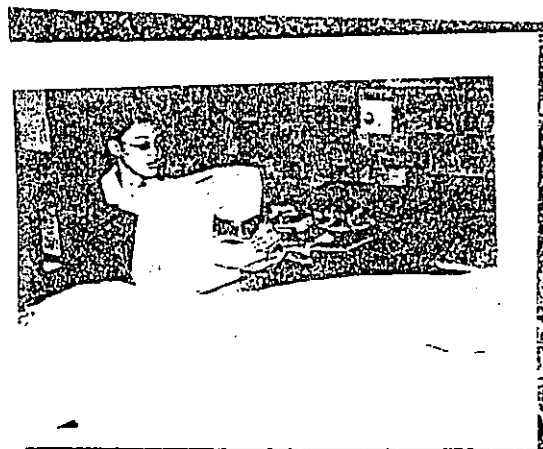
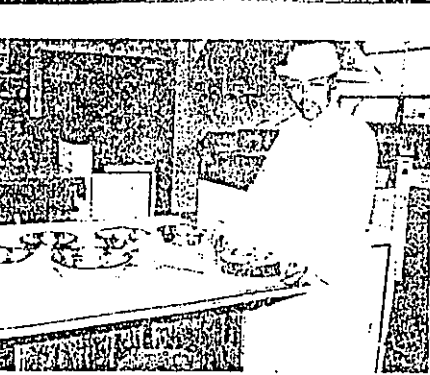
As the community of Welkom school, we are proud of our background and traditions. Our orientation is towards preparing young South African to cope with the challenges of the future. We are firmly convinced that involvement in our school community will benefit your child.

Our staff is highly qualified, dedicated and enthusiastic, taking pride in a creative and progressive approach to education. We develop the leadership talents and skills of our pupils. We also committed to our wider community catering for a number of outreach projects and academic support programmes.

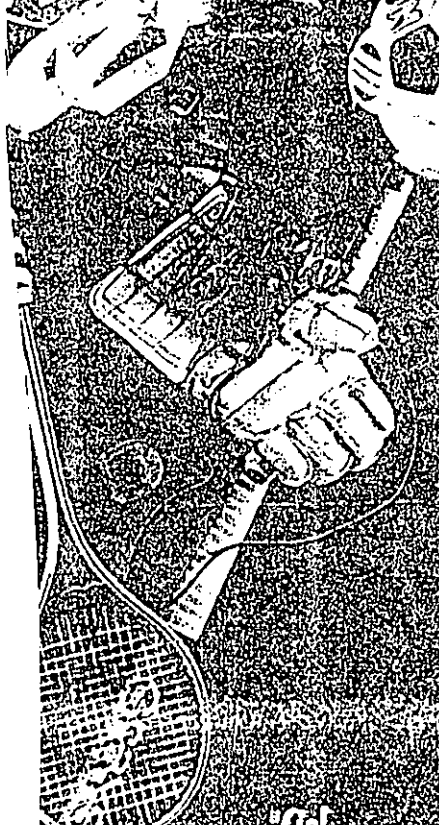
Academic excellence, sporting enthusiasm and Gospel values are what we strive for. To this wide range of subjects are offered together with a diversity of cultural and sporting activities. Our motto, Veritas et Justitia, Truth and Justice, focuses us for our education mission



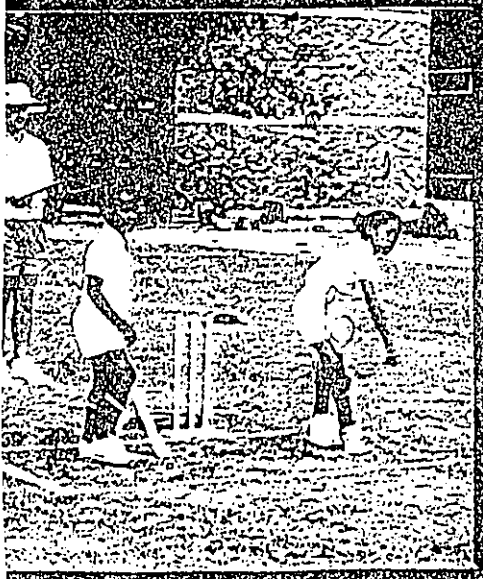
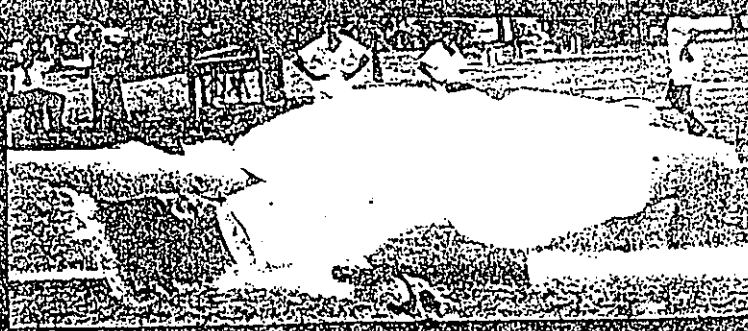
You learn how to relate to other people and how to have confidence in yourself.



"It's great to
be part of a
team."



Go!
Go!!



Our excellent
facilities are ideally
situated and boast
the finest sports
fields in our region.
We are the only
school in the
Goldfields with our
own swimming
pool.

