

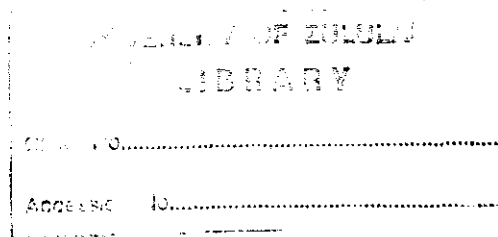
THE LEADERSHIP ROLE OF SCHOOL MANAGEMENT TEAMS IN MARKETING SCHOOLS

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Declaration

I, Herbert Bonginkosi Mbonambi, hereby declare that "*The Leadership Role of School Management Teams in Marketing Schools*" represents my own work both in conception and execution and that all sources used or quoted have been acknowledged by means of complete references.

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January 2006

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Dedication

I dedicate this work to:

1. **My late parents Linah and Caleb Mbonambi who made a tremendous contribution in my life by sending me to school and emphasizing the importance of education.**
2. **My immediate family who gave me moral support during this study.**

Abstract

This study examines the leadership role of School Management Teams (SMTs) in marketing schools in the Lower Tugela Circuit in KwaZulu-Natal.

School managers currently face the major challenge of finding innovative ways of attracting learners to their institutions. With at least part of their budget derived from school fees and private donors, they need to ensure solid learner enrolment numbers and good pass rates. To address this issue, SMTs are expected to employ business and marketing principles in their management plans. SMTs are faced with the task of changing educators' mindsets and perceptions with regard to marketing. They are required to inculcate a competitive spirit among educators and create partnerships with industries to attract sponsorships. Furthermore, SMTs need to ensure that the needs of their learners are satisfied.

An empirical investigation was undertaken to assess and evaluate the role of SMTs in marketing their schools. Data was solicited from a sample of SMTs by means of questionnaires. Both open and closed-ended questions were used. The following are key findings of the study:

- Some schools lack teacher development programmes to capacitate educators to market their schools effectively.
- School Governing Bodies (SGBs) are not sufficiently involved in school marketing decisions.
- Some schools have not established partnership with business and industry.

On the basis of these findings, the following recommendations were made:

- SMTs must be tasked with developing programmes to capacitate educators to market their schools effectively.
- SGBs should be involved in a greater capacity in school marketing decisions.

- SMTs should bridge the gap between schools as education service providers and business/industry as the ultimate consumer of these services, by marrying the business/industry knowledge and skills requirements with relevant school curriculum design.

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CHAPTER 1: THE LEADERSHIP ROLE OF SMTs IN MARKETING SCHOOLS

1.1 INTRODUCTION

School managers are increasingly faced with the challenge of finding innovative ways of attracting new learners to their institutions and retaining top performers. With at least part of their budget derived from school fees and private donors, they need to ensure solid learner enrolment numbers, good pass rates and a relevant curriculum. Kotler (1980: 684) asserts that schools are facing market-place problems. Their administrators need to be skilled change managers as social needs, increasing public and private competition, changing learner attitudes and diminishing financial resources, all impact on modern day schooling.

SMTs need to employ business and marketing principles in their management plans to attract donors and learners to their schools. Ferrell and Pride (1983: 636) note that many universities, for example, are adopting the marketing concept to overcome enrolment problems caused by declining birth-rates and increased cost of education. Similarly schools need to adopt marketing concepts to attract new learners, donors and sponsors to the school and to ensure that top performing learners remain loyal to the institution. Donations and sponsorships will enable the school to keep its fees as low as possible, thereby preventing learner enrolment figures from dropping.

Unfortunately, many people have a tendency to associate marketing with profit organizations. Hair, Lamb and McDaniel (1996: 353) agree with Stanton et.al. (1995: 533) that many people think marketing is appropriate only in commercial, profit-seeking organizations. Some people even consider marketing activities, unprofessional, unethical, or even inappropriate for non-profit organizations such as schools. SMTs are faced with the task of changing educators' mindsets and

perceptions in this regard. Educators must realize that they cannot sit back and expect the Department of Education to supply schools with all the resources.

SMTs must be cognisant of their role as leaders in marketing their schools. Hair, Lamb and McDaniel (1996: 352) are of the view that commitment to marketing is likely to result in more support from learners, prospective donors, foundations, regulators, legislators and other interest groups. SMTs must inculcate a competitive spirit among educators and create partnerships with industries to attract sponsorships to their schools.

Stanton et.al. (1995: 532) suggest that people working in most non-profit organizations do not realize that they are running a business and should employ business management techniques. Bovée, Houston and Thill (1995: 318) add that non-profit organizations have been marketing themselves for years, but many are unaware or unconvinced that they are even involved in marketing. This is true of schools. By winning competitions, producing good results, and hosting school concerts and exhibitions, educators are unconsciously marketing their schools. Stanton et.al. (1995: 533) point out that it has been demonstrated that in non-profit organizations where market-orientation is low, funding also tends to be inadequate.

Another problem facing schools is that subjects offered at school do not help their learners to find or create jobs when they leave school. Business/industry knowledge and skills requirements must be addressed by relevant school curriculum design. Schools, generally speaking, tend to have a production-orientation rather than a market-orientation. Bennett (1988: 15) argues that a market-orientation focuses primarily on satisfying consumers' needs. On the other hand, production-orientation focuses on internal resources and products, and consumers have little product choice.

A relevant curriculum will ensure that learners graduating from a school, become highly sought after because of their industry and business knowledge and skills and facilitate good patronage of the school. This in turn will impact positively on the post-provisioning norm of the school. It is essential that SMTs market utility subjects such as mathematics and computer literacy to attract new learners and that schools become centres of excellence with clear service differentiators.

1.2 MOTIVATION FOR THE STUDY

Instability has crept into schools due in part to rationalisation and redeployment processes, under-resourcing and also the pace of change in curriculum reform. This often impacts negatively on the motivation of educators and ultimately on learners themselves. Effective marketing of schools is likely to stabilise if not grow learner enrolment, improve resourcing and provide capacity to facilitate educator development programmes. This will eventually have the effect of improving working conditions in schools and restoring confidence in the value of teaching and learning.

1.3 STATEMENT OF THE PROBLEM

More often than not parents remove their children from the predominantly African schools and send them in the former White and Indian schools. The drop in enrolment in African schools impinges negatively on the post-provisioning norm of those schools. This may result in such schools losing capable educators, since surplus educators have to be redeployed to other schools which have a shortage of educators. This process does not affect only level one educators but also heads of department and deputy principals. The post-provisioning norm determines whether a deputy principal and/or head of department may have to be declared surplus as the school is no longer entitled to such management posts (HRM Circular No. 76 of 2002).

The rationalization and redeployment process sometimes removes educators from their established residential areas to remote areas where they can hardly meet their families for family support on a daily basis. In order to overcome a drop in the post-provisioning norm of the school, SMTs must ensure that the school is marketed properly to keep the current learners as well as to attract prospective learners to the school.

1.4 OPERATIONAL DEFINITIONS

It is essential that certain relevant concepts used in this study be clarified. Concepts such as leadership, management, marketing, school, and profit and non-profit organizations are elaborated on and defined within the framework of this study.

1.4.1 LEADERSHIP

According to Whitaker (1999: 82), "leadership is behaviour that enables and assists others to achieve personal and organizational ambitions and goals". Drake and Roe (1999: 131) define leadership as a deliberate process that results in creating a threat-free environment for growth so that the creative talents and skills of each person are maximized.

From the above definitions it is evident that leadership helps people to grow and thus contribute to the development of the organization in which they work. SMTs should adopt a leadership stance to ensure that educators' talents and skills are unlocked, developed and utilized in the marketing of schools. Thus in this study, the concept leadership will be used to refer to those activities performed by

SMTs which give direction and guidance to educators in terms of what needs to be done to market the school effectively.

1.4.2 MANAGEMENT

Kemp and Nathan (1995: 8) point out that "management is getting things done through people, with the most effective use of all the available resources". Calitz, Viljoen, Möller and Van der Bank (1992: 2) define management as a "process which involves the skilful handling and supervision of people and/or goods by a manager in such a way that goals are reached within a certain time". Calitz (1987), in Badenhorst (1993: 61), defines school management as "all the management activities or functions of the school principal in collaboration with management teams, with specific management areas, which are aimed at achieving educational teaching".

Both these definitions stress the involvement of people in attempting to accomplish organizational goals. In this study the concept 'management', will refer to the supervision of educators by the SMT to ensure that all the activities that take place in the school help to market the school. SMTs will be deemed to be constituted of the principal, the deputy principal and the heads of department.

1.4.3 MARKETING

According to Adcock, Bradfield and Holborg (1993: 3), marketing "is the management process responsible for identifying, attempting and satisfying the customers' requirements profitably".

Marketing involves management skill, customer satisfaction and profit-making. SMTs should conduct market research in which they identify the needs of learners and thereafter attempt to satisfy these needs. This can be achieved by sending questionnaires to the learners with an aim of getting to know their needs

and concerns. Thus the concept 'marketing' in this study will refer to the management activities which will be used to attract customers such as learners, parents and donors to support the school.

1.4.4 SCHOOL

Van Schalkwyk (1988: 114) defines a school as "a place of instruction and learning, where pupils are provided with a unique type of educational accomplishment under the authority of professional educators so that subject matter is effectively unfolded to them".

SMTs have a pivotal role to play in ensuring that all the educational activities that take place in the school aim at leading the child to maturity. Such a school will be admired by the community and this will subsequently improve the school enrolment. In this study, the term school will refer to the public primary school.

1.4.5 PROFIT AND NON-PROFIT ORGANIZATIONS

According to Busch and Houston (1985: 566) the essential distinguishing feature of a non-profit organization is the absence of a profitability goal. But the main goal of a profit organization is to make a profit, without which the organization will close down. Certain authors refer to these organizations as business and non-business organizations respectively. Therefore the researcher will use these terms interchangeable. In this study, the term non-profit organizations will be used to refer to schools.

1.5 AIMS OF THE STUDY

The aims of this research are:

- To determine the role of SMTs with regard to the marketing of their schools.
- To investigate how SMT members perceive their responsibility in terms of marketing their school.
- To explore different strategies that SMTs can use to market their schools.

1.6 RESEARCH QUESTIONS

This study attempts to find answers to the following questions:

- How do SMTs view their role in marketing their school?
- How do SMT members perceive their responsibility in marketing their school?
- What strategies can SMTs use to market their schools?

1.7 BASIC ASSUMPTIONS

SMTs are lagging behind in employing business management and marketing techniques to attract sponsorships and prospective learners to their schools.

The application of business and marketing principles in the management of schools may attract donations and sponsorships to the schools. This will enable schools to keep the current learners and also to attract prospective learners because schools may subsequently have better resources to offer them.

1.8 DELIMITATION OF THE STUDY

This study will focus specifically on the leadership role of primary school SMTs in marketing their schools. It will evaluate approaches they use to market their schools.

1.9 LIMITATION OF THE STUDY

This research project will be carried out in KwaDukuza South and Umhlali wards in the Lower Tugela Circuit within Ilembe District. Primary schools in the areas mentioned above are still lagging behind in marketing. The researcher randomly selected the primary schools from the above-mentioned wards.

1.10 RESEARCH METHODOLOGY

Research with regard to this study has been conducted both by literature review and by empirical study.

1.10.1 LITERATURE REVIEW

Relevant literature on marketing has been reviewed to provide a better understanding of selected business principles which can be applied by SMTs to market their schools.

1.10.2 QUESTIONNAIRES

Questionnaires were employed to collect data. The primary aim was to obtain data about SMTs' perceptions regarding their roles in marketing their schools. The schools were selected through a random sampling method to ensure that SMTs had equal chances of being selected.

1.11 SIGNIFICANCE OF THE STUDY

The study provides SMTs with selected marketing principles used in profit-orientated organizations. The application of these marketing principles in schools will enhance learner enrolment.

1.12 LAYOUT OF THE STUDY

The study has been organized as follows:

- **Chapter 1** is an orientation to study and a definition of the scope of the study.
- **Chapter 2** offers a literature review on the marketing of schools.
- **Chapter 3** focuses on research design and data collection.
- **Chapter 4** presents an analysis and interpretation of data collected in the empirical research.
- **Chapter 5** presents the main findings and conclusions of the study on the basis of which recommendations are made.

1.13 CONCLUSION

In this chapter the problem investigated was introduced and described. The aims and objectives of the study were provided and the layout of the investigation was provided. The chapter briefly mentioned the method of study for conducting research. For the sake of clarity, significant concepts were defined within the framework of the study. *The next chapter will review relevant literature on the marketing of schools.*

CHAPTER 2: THEORETICAL OVERVIEW OF THE LEADERSHIP ROLE OF SMTS IN MARKETING SCHOOLS

2.1 INTRODUCTION

In chapter one, a distinction was drawn between business and non-business marketing. In this chapter, the characteristics of a non-business service organization are discussed. The school is an example of a non-business service organization. The main focus of this chapter will be on reviewing literature on strategic marketing programmes for non-business marketing with special reference to schools.

The rationale for this initial discussion is to determine how a strategic marketing programme can developed for schools. Aspects covered in this section include:

- target-market analysis,
- product planning,
- *price determination*,
- discussion of a distribution system,
- design of a promotional programme, and
- measuring performance.

2.2 CHARACTERISTICS OF A NON-BUSINESS ORGANISATION

The school as a non-business service organization is characterized by four features, namely:

- multiple audiences,
- public scrutiny and accountability,
- measurement of success and conflicting objectives, and
- service offering.

What follows is a discussion of the above-mentioned four features.

2.2.1 MULTIPLE AUDIENCES

There are several stakeholders or audiences in a non-business service organization have an interest in and or make a contribution to the success of the organization. Brassington and Pettitt (1997: 941) assert there are customers or clients who receive the product or service and funders the income to allow the organization to do its work. In a school situation the customers or clients are the learners. The government is primary funder of schools. Parents are regarded as secondary funders since they are currently required to pay the school fees. Chee and Harris (1993: 227) identify a third possible group which has an interest in an organization's activities. This group is a hybrid group constituted by the media, the local community and staff members.

It is critical for SMTs to divide their attention equally among the above-mentioned audiences in order to communicate and get buy-in for the vision of the school. Hopkins, West and Ainscow (1996: 1) state that the vision of the school should be one that is embraced by all members of the school community.

2.2.2 PUBLIC SCRUTINY AND ACCOUNTABILITY

Jobber (1995: 690) notes that schools are never far from the public's attention, because they are publicly funded from taxes. Schools, consequently, must ensure that funds are utilized effectively and efficiently. Schools have to be particularly careful that they do not become involved in controversy such as mismanagement of funds and corporal punishment which can result in bad publicity.

The principal, in collaboration with the SGB, should keep proper records of funds received and spent by the school. The South African Schools Act 84 (1996: 18) stipulates that the SGB should draw up annual financial statements in accordance with the guidelines determined by the member of the Executive Council and that these records be available as soon as practicable, but not later than three months after the end of each financial year.

It is also critical for SMTs to ensure that discipline is maintained in the school. Thembela and Walters (1984: 54) suggest that without discipline no school can expect to function efficiently. The South African Schools Act 84 (1996: 36) states that the code of conduct of a public school must be displayed at the school and as far as possible be given to each learner in the official language of teaching when he or she enrolls at the school. Thembela and Walters (1984: 54) add that a few written rules must be pinned up in every classroom where all the pupils can see them. The above-mentioned measures may help SMTs in securing a sound public image and ensuring accountability.

2.2.3 MEASUREMENT OF SUCCESS AND CONFLICTING OBJECTIVES

Jobber (1995: 690) states that for profit-orientated organizations success is measured ultimately by profitability. However in non-profit organizations such as schools this is not the case. In schools success is measured by means of formative and summative assessments. Kelly (1989: 189) states that formative evaluation has a development impetus and helps provide input to learning area improvement, learning materials improvement and future planning. Summative evaluation focuses on appraisal and is a form of pay-off evaluation as it is primarily concerned with whether or not the goals of the course have been met.

In short, formative evaluation is an in-course process which aids the educator to monitor the progress of the child during the year. Summative evaluation is a

post-course phenomenon which helps the educator to know whether or not the learner is ready to progress to the next grade. SMTs need to take cognizance of the fact that tests are set with specific outcomes in mind.

Schools are expected to strike a balance between curricular activities and extra-mural activities. Lindhard, Dlamini and Barnard (1983: 126) emphasise that young people must have a release for their energy. They must be given physical activity (such as sport and exercise) and mental activities (such as study and discussion). It is also critical for SMTs to ensure that senior classes are taught by qualified and experienced educators. Thembela and Walters (1984: 60) suggest that the better qualified educators should teach the senior pupils. By emphasizing the above, SMTs will have played their role in curbing conflicting objectives.

2.2.4 SERVICE OFFERING

Brassington and Pettitt (1997: 941) emphasises most non-profit organizations deliver a service of some sort rather than offering a tangible product. The school as a non-profit service organization provides the learners with skills and expertise which will help them to find or create jobs when they leave school. Learners should be active participants in the learning process. Fraser, Loubser and Van Rooy (1993: 72) maintain that instruction and learning will only be effective if the learner is given the opportunity to become actively involved in learning events.

Chetty (1999: 15-16) calls for the deconstruction of the learner as passive recipient of education. She is critical of Portman and Weingartner's (1971) 'vacation theory' of education. According to this theory a subject is something you 'take' and when you have taken it, you have 'had' it, and if you have had it, you are 'immune' to it and need not take it again. Chetty (ibid) maintains that this theory prevents learners from questioning. Above all, learners do not think. The message is communicated quietly, insidiously, relentlessly and effectively

through the structure of the classroom. Pupils are thus reduced to subjects of manipulation who are socialized into marginalized roles of passivity and silence.

SMTs must actively transform the service offering of schools to be essentially a service built around individual learners. It is counter-productive to mass produce learners with an accumulated of knowledge which is irrelevant to their life-world.

2.3 CHARACTERISTICS OF SERVICE

Etzel, Walker and Stanton (1997: 518) argue that, in practice there are four service characteristics that help us differentiate service from goods, that is:

- intangibility,
- inseparability,
- heterogeneity and
- perishability.

Schools, as service providers, are characterized by some of these qualities. It is therefore critical for SMTs to take cognizance of these characteristics in their endeavour to market schools. Each of the four characteristics is explored more fully in the discussion below.

2.3.1 INTANGIBILITY

Unlike physical goods a service cannot be touched, seen or evaluated prior to purchase (Busch and Houston, 1985: 851). Despite this definition, the researcher is of the view that some services such as education, can be seen and evaluated prior to purchase. Past results obtained by learners speak volumes about the school. Before the learners enrol into the school, the learners and parents tend to study the performance record of the school. Therefore, this statement by Busch and Houston (ibid) does not apply fully to all services. It is critical that SMTs work

towards producing excellent results and skilled learners as an internal strategy to attract external support.

2.3.2 INSEPARABILITY

Services are intrinsically linked to the people who provide them. As services depend so crucially on the people that provide them, it are often personified by the provider (Stokes, 2002: 337). Educators as providers of service should therefore display exemplary behaviour. It is disturbing to note however that some educators absent themselves frequently from work, sometimes for trivial reasons. Some of these educators argue that the amount of work they cover whenever they are at schools exceeds the amount of work covered by educators who are always present at school. These educators have a tendency of overloading learners with huge amounts of work in a short space of time. SMTs must discourage this practice and emphasize that in order for the learners to learn effectively, they need undivided support of educators. Nothing, even the most modern technology, can act as a substitute for a educator.

Jacobs, Gawe and Vakalisa (2000: 269) concur with this view and contend that the computer can ease the work of the educator by alleviating the drudgery, and it can provide the educator with more opportunities for individual attention to learners with problems, but it can never replace the educator. It is imperative for SMTs to ensure that effective teaching takes place. To discourage educators bunking classes, SMTs can monitor class activities via periodic class visits. Thembela and Walters (1984: 63) suggest that class visits are a form of professional control aimed at giving guidance and encouraging educators, while also ensuring that pupils are given the required standard of education.

2.3.3 HETEROGENEITY

Busch and Houston (1985: 854) contend that services are less standardized than products. Even the same supplier may differ in the quality of service provided from one occasion to the next. It is suggested here that the state of health and mood of the educator may determine the quality of teaching. The quality of teaching and learning during the early hours of the school day is better than in the afternoon. Thembela and Walters (1984: 57) suggest that mathematics calls for much efforts and should therefore be taught when pupils are still fresh and at their best. Singing, gardening, craftwork, etcetera are suitable in the afternoon because they are recreational. It is therefore critical for SMTs to consider the above-mentioned facts when drawing up a time-table. The educator cannot perform his/her duties effectively if he/she is sick or his/her child or spouse is sick. These are some of the conditions that may cause the quality of service provided to differ from one occasion to the next.

The Employment of Educators Act 76 (1998: 126) states that educators are entitled to 36 working days sick leave with full pay over a three year cycle. An educator shall also be granted three working days per annual leave cycle if the educator's child, spouse or life-partner is sick. It is critical for SMTs to be on the lookout for educators who always absent themselves on Mondays, Fridays or pay days. The Employment of Educators Act 76 (1998: 126) states that in instances where a pattern in the utilization of the sick leave has been established, a certificate may be required for absences of less than three working days.

2.3.4 PERISHABILITY

Stokes (2002: 337) argues that services cannot be stored. They cannot be produced in advance and held in stock until required. Learner absenteeism is a major problem at schools. These absentees are severely disadvantaged because

teaching and learning continues despite low attendance. Lindhard, Dlamini and Barnard (1983: 126) assert that "attendance or rather lack of it is a particular problem at schools. The school can apply discipline to ensure attendance, or it can find out why attending school is not attractive to the learners. It could be because of boring, unimaginative and unenthusiastic teaching or the wrong choice of subjects."

SMTs must find out the cause of poor learner attendance and put in place measures to solve the problem rather than simply punishing learners. Improved learner attendance should improve school results which, in turn, will contribute to the school's public image as a centre of excellence.

2.4 DEVELOPING A STRATEGIC MARKETING PROGRAMME

Jobber (1995: 690) asserts that marketing processes and procedures, relevant to and effective in profit-orientated companies, can equally be applied to non-profit organizations. Several considerations have been identified as key in developing a strategic marketing programme. These include:

- Situation analysis
- Establishing objectives
- Target market analysis
- Developing a marketing mix
- Product planning
- Price determination
- Formulating pricing strategies
- Developing a distribution system
- Using promotional programmes
- Applying performance measurements

The discussion below outlines processes and considerations with which SMTs should engage when marketing their schools.

2.4.1 SITUATION ANALYSIS

Busch and Houston (1985: 869) assert that the aspects of situation analysis that deserve special mention are competition and the organization's strength and weakness.

Schools compete at a regional level with each other for both learners and funders. SMTs need to identify the schools which compete with their schools for donations and learners. They should then make sure that their school distinguishes itself from its competitors with the aim of attracting donors and learners. Boveé, Houston and Thill (1995: 315) note that "when two companies perform essentially the same service, it can be difficult to establish separate identities, and that is where branding comes in." Establishing the school as a brand is becoming increasingly important.

Busch and Houston (1985: 869) assert that many non-profit organizations have in their employ individuals with little or no training in business. These organizations lack formal marketing functions. To address this problem, SMTs should establish a marketing committee as suggested by Kotler (1980: 578). This committee will introduce a formal marketing function in school. The committee will also conduct market research to identify strengths, weaknesses, opportunities and threats to the school. An SMT member may act as a chairperson or president of the marketing committee. His or her function will be to guide the marketing function.

2.4.2 ESTABLISHING OBJECTIVES

Busch and Houston (1985: 871) state that objectives must be set in the areas of resource attraction and client service. It is crucial for SMTs to incorporate marketing in the school development plan and to ensure that every educator plays a part in marketing the school. Home (1998: 40) underwrites this view when he asserts that the role of marketing should be understood by all in the school and should be consciously co-ordinated by the school leadership.

2.4.3 TARGET MARKET ANALYSIS

Chee and Harris (1993: 227) identify the three target groups of non-business organizations as:

- the donor market,
- the client market, and
- the general public.

In the case of the school the donor market would include the government and the private sector. The client market comprises the learners whilst the general (local) public would include former learners, parents and local industry.

Chee and Harris (1993: 227) suggest that segmentation analysis would be required to identify the characteristics of the donors, clients and the general local public. SMTs in primary schools may segment prospective learners into foundation phase, intermediate phase and senior phase. The general local public may be segmented on the basis of socio-demographic factors such as age, income, lifestyle, education and occupation. Etzel, Walker and Stanton (1997: 534) contend that donors may be segmented according to their age groups, geographic place of residence, record of past donations or size of past donations. SMTs may have to adapt the product offering and promotion to each

major segment. Cravens (1997: 124) maintains that segmentation offers an opportunity to better match its service to preference.

2.4.4 DEVELOPING A MARKETING MIX

Ferrell and Pride (1983: 643) assert that a marketing mix should always involve some decision about each of the following four elements:

- product,
- distribution,
- promotion, and
- price.

It is critical for SMTs to decide on the curriculum on offer to the target group and identify the methods by means of which the curriculum will be presented. SMTs may advertise in the newspapers to increase the enrolment. Ferrell and Pride (1983: 644) contend that if the product is an idea, selecting the right media to communicate the idea will facilitate distribution.

The South African Schools Act 84 (1996: 13-17) stipulates that SGBs must establish a school fund and administer it in accordance with directions issued by the Head of Department. However, learners whose parents cannot afford to pay the school fees should not be discriminated against. The South African Schools Act 84 (1996: 46) prescribes that no learners can be denied admission, or otherwise be discriminated against, on grounds of the parents' inability or failure to pay fees.

2.5 PRODUCT PLANNING

Product planning involves product offering, product mix strategies, product features and management of service quality (Etzel, Walker and Stanton, 1997:

534). It is imperative for SMTs to develop the curriculum taking into consideration product mix strategies, product differentiation and branding that will attract learners. They will also need to outline the steps they will follow to manage quality. The following aspects of product planning are elaborated on in the discussion that follows:

- Product offering,
- Product mix strategies,
- Product attributes/features, and
- Management of service quality

2.5.1 PRODUCT OFFERING

Etzel, Walker and Stanton (1997: 522) assert that it is critical for an organization to decide what business it is in, and what client market it wants to reach. SMTs must take cognisance of the needs of the present and prospective learners. They must also ensure that the school differs from its competitors by developing a centre of excellence around one area of the curriculum, for instance, a computer literacy course. Ferrell and Pride (1983: 640) confirm that because of greater competition, institutions need to develop marketing strategies that distinguish them from their competitors.

2.5.2 PRODUCT MIX STRATEGIES

Several of the product mix strategies used in profit marketing can be effectively employed in non-profit marketing (Chee and Harris, 1993: 228). Product mix strategies, according to Etzel, Walker and Stanton (1997: 536), include:

- A strategy to expanding the product line,
- Facilitation of product differentiation, and
- Support of a product life-cycle.

These strategies are explored in greater detail below.

2.5.2.1 Expanding the Product Line

To expand the product line, SMTs can broaden their mix by introducing ABET and/or pre-school courses in the school. Chee and Harris (1993: 22) propose that schools can extend their range of courses to include night schools, distance learning packages and even special intensive courses for a few weeks.

2.5.2.2 Product Differentiation

Since schools basically provide the same service, scholarships and bursaries can be used to attract and retain top performing learners. Lindhard, Dlamini and Barnard (1983: 167) assert that a bursary is similar to a scholarship, although a learner can sometimes win a scholarship without applying for one, having performed well academically. A scholarship is a bursary offered to outstanding scholars. It is the duty of SMTs to identify these learners. It is also incumbent upon them to ensure that the process of awarding bursaries and scholarships is carried out with fairness.

2.5.2.3 The Product Life-Cycle

Etzel, Walker and Stanton (1997: 536) state that the life-cycle of a product comprises of four stages, namely:

- the introduction stage,
- the growth stage,
- the maturity stage, and
- the decline stage.

According to Vitale and Giglierano (2002: 227), promotion is used during the introduction stage to announce the offering. The principal together with the SGB can announce the new idea or offering, for instance, an ABET centre, to the parents in an annual general meeting. The growth stage, according to Vitale and

Giglierano (2002: 228) is an indication that the market recognizes and accepts the value offering as a legitimate proposition. Since all products and offerings have a limited lifespan, SMTs need to ensure that the service on offer is still enticing to learners. Service should be improved constantly, so that the schools do not lose their learners to competitors.

Vitale and Giglierano (2002: 231) assert that the maturity stage is characterized by a plateau in the sales volume. When the product reaches the maturity stage it does not attract growing user numbers. It also cannot be improved further and must necessarily be considered for change or replacement. Fraser, Loubser and Van Rooy (1993: 120) contend that it is unlikely that the content currently included in the subject curricular will take the same form and have the same value in five years' time. Therefore subject curricular should be changed and adapted on a regular basis to make provision for socio-economic, political and technological advances.

Vitale and Giglierano (2002: 231) contend that in the decline stage, less productive or weaker competitors drop out of the market, either through consolidation or by leaving the industry. It is therefore important that SMTs ensure that ideas or offerings do not enter the decline stage.

2.5.3 PRODUCT ATTRIBUTES

Etzel, Walker and Stanton (1997: 536) suggest that a non-profit organization can market its offerings more effectively by emphasizing attributes such as branding and labelling. To increase the market's recognition and identification of the school, SMTs can brand school colours that stand out in an area. Colourful tracksuits can also be useful in this regard. SMTs can think of nicknames, such as LIONS for their athletics team. The emblem can also be used to help enhance recognition of the school. Etzel, Walker and Stanton (1997: 524) reinforce this

view, highlighting that the use of icons, memorable slogans and distinctive colour schemes, can be particularly effective in promoting the school as a whole.

2.5.4 MANAGEMENT OF SERVICE QUALITY

Etzel, Walker and Stanton (1997: 524) make the following relevant observations regarding quality:

- Quality is primarily a perception defined by the customer, not by the producer-seller.
- Quality that does not meet the customer expectations can result in lost sales from the present customers and failure to attract new customers.

SMTs need to ensure that schools offers quality education to their learners. SMTs should be wary of the fact all the aspects of the learner need to be developed in providing quality education. Fraser, Loubser and Van Rooy (1993: 73) highlight that perception is not restricted to the stimulation of a single sense. The learner's intellectual, physical and emotional characteristics should be involved optimally during teaching.

Van Deventer et.al. (2003: 250) assert that the educator's initial training is not always adequate for effective instruction. SMTs, therefore, need to engage in staff development to ensure that service quality is maintained. Van Deventer et.al. (2003: 250) contend that if the quality of teaching and learning are to be improved, in-service training is critical. It is crucial that SMTs establish and support a *Staff Development Team (SDT)* that is tasked with the personal and professional development of educators at individual schools. Van Deventer et.al. (2003: 212) further assert that the function of the SDT is to initiate, co-ordinate and monitor the appraisal process in institutions and ensure training in the development appraisal system (DAS). This has as primary aim the assurance of

quality educators on a sustainable development model. All of the above measures will greatly assist SMTs in their endeavour to market the school.

2.6 PRICE DETERMINATION

Etzel, Walker and Stanton (1997: 526) assert that a non-profit organization has its price determined by factors such as:

- how much sponsors, donors and contributors are willing to pay for the benefits they expect to receive, and
- the socio-economic milieu of the service market and what it will bear.

SMTs, particularly, the principal in collaboration with the SGB must prepare a budget each year which shows the estimated income and expenditure of the school for the following financial year. Before the budget is approved by the SGB, it must be presented to a general meeting of parents for validation and approval (South African Schools Act No. 84, 1996: 24). The principal together with the SGB keep the records of funds received and spent by the school and draw up annual financial statements.

The South African Schools Act No. 84 (1996: 24) prescribes that that the SGB with the help of the principal should appoint a registered auditor to audit records and financial statements. Within six months after the end of each financial year, a copy of the audited annual financial statement must be submitted to the Circuit Office.

2.7 PRICING STRATEGIES

Busch and Houston (1985: 862) assert that consumers depend on price information to choose between service competitors. It is essential therefore for SMTs to perform a competitor analysis. This will help them to identify the competitor strengths and weaknesses. SMTs have to consider the school fees

charged by their competitors before they decide on their own school fees. Cravens (1997: 11) contends that an evaluation of competitors' strategies, strengths, limitations and plans are key aspects of a situation analysis.

Etzel, Walker and Stanton (1997: 527) point out that discount strategies are widely used in marketing services. For example, some universities offer a hundred percent discount to students who perform excellently in their studies. Some universities even offer a hundred percent discount to students whose spouses are employed as lecturers in the university. SMTs may consider giving a discount to parents who have more than one child attending the same school. According to the South African Schools Act No. 84 (1996: 54), parents/guardians are exempted in full or partially from the payment of school fees under the following conditions:

- If the combined gross income of the parents is less than ten times the annual school fees per learner, the parent qualifies for a full exemption.
- Where the learner has been placed in a foster home, foster care or a place of safety, a full exemption applies.
- If the combined annual gross income of the parents is less than thirty times but more than ten times the annual school fees per learner, the parent qualifies for a partial exemption.

It is clear that some learners, for instance orphans, need to be exempted from the payment of school fees. The above-mentioned exemption policy corresponds with what Etzel, Walker and Stanton (1997: 537) refer to as variable pricing. Variable pricing is when an organization charges according to the client's ability to pay.

2.8 DISTRIBUTION SYSTEM

Etzel, Walker and Stanton (1997: 538) assert that setting up distribution system in non-profit organization involves:

- Establishing channels of distribution back to the contributor market, and
- Establishing channels of distribution forward to the client market.

Steps that can be followed by SMTs when setting up distribution systems are discussed more fully below.

2.8.1 CHANNELS OF DISTRIBUTION

Chee and Harris (1993: 228) state that many non-profit organizations tend to have simple and short channels of distribution, partly because the production and consumption of their product is simultaneous, no intermediary or middleman is used. SMTs need to consider using the media, for instance, the local press or radio to disseminate information about the school. Brassington and Pettitt (1997: 944) support this view when they say that the school might use advertising media to tell potential learners why it is the best place to study.

2.8.2 PHYSICAL DISTRIBUTION

Etzel, Walker and Stanton (1997: 539) contend that the organization should be as accessible as possible to its contributors. Therefore it is advisable that SMTs tries to provide arrangements to make donor contributions easy and convenient. Chee and Harris (1993: 228) suggest that donations must be facilitated by the provision of different methods of payments such as credit card, cheques and direct deposit. Section 21 schools manage their own funds and are accountable to the Department of Education of for allocation and contributions made to it. A simple direct deposit method is used to facilitate transfer of funds from the Department to the school where the school provides bank details and the money is directly deposited by electronic transfer into the school's bank account.

According to the South African Schools Act No. 84 (1996: 53), schools on the section 21 list receive an allocation per learner which is aligned with the resource targeting table that stipulates that allocations will be smaller for better resourced schools than for poorer resourced schools.

Etzel, Walker and Stanton (1997: 539) suggest that location and accessibility are critically important in dealing with client markets. SMTs can supply parents with the school bank details, enabling parents to pay school fees at the bank. This will eliminate the risk of being hijacked or robbed especially in the beginning of the year. This practice also encourages effective teaching and learning to take place on the first school day.

2.9 PROMOTIONAL PROGRAMMES

The most relevant forms of promotion include advertising, personal selling and sales promotion (Busch and Houston, 1985: 863). These forms of promotion are explored further under separate headings.

2.9.1 ADVERTISING

Chee and Harris (1993: 229) assert that advertising has been used extensively to reach donor markets particularly in the mass media of newspapers and journals. If the school has performed well in the local competition, such as athletics for example, it is recommended that the SMTs use the event to get local press coverage. The article should be accompanied by photos of the team. This will catch the attention of the prospective donors. Learners, sponsors and donors are attracted to active schools that have developed a reputation for top class performances. Articles and adverts may bring new admissions. Home (1998: 48) adds that schools can use local press to advertise their courses. This may have an enormous impact on the school enrolment.

Home (1998: 47) contends that the important players such as the local council, the education department, local and regional business community, higher and further education should be kept informed of school achievements. The management can achieve this by compiling a list of all the events that take place in the school in that particular year and designing a newsletter or a school magazine. Vitale and Giglierano (2002: 13) affirm that a newsletter can be used to reinforce key messages that the school wishes to communicate and acts as a window to school achievement. It is a periodic reminder of excellence that remains in the minds of target audiences.

A web-site can be a useful tool to SMTs and provides target audiences with an interactive experience of life at the school. Vitale and Giglierano (2002: 446) note that almost all businesses will want to use a web-site in their marketing efforts. Another useful tool which SMTs can use to market the school is the e-mail. SMTs can use e-mail to provide notices of new courses, special events or other short messages of interest. Vitale and Giglierano (2002: 450) observe that e-mail has proven to be one of the most useful methods of internet marketing.

2.9.2 PERSONAL SELLING

Busch and Houston (1985: 863) state that production and sales in a service market are usually intrinsically related and service personnel frequently perform the dual roles of production and personal selling. Relevant training of personnel for the dual role of production and personal selling becomes imperative for the service firm. SMTs need to train educators for the role of personal selling. Outside help can be sought in this regard. Kotler (1980: 598) confirms this view, suggesting that a marketing task force will probably benefit from outside guidance and assistance, that is, outside marketing consultants.

2.9.3 SALES PROMOTION

Ferrell and Pride (1983: 644) suggest that school events aimed at communicating ideas, providing service, promoting enrolment, facilitating entertainment and provisioning prizes with the ultimate of attracting donations, closely resemble sales promotion activities of business enterprises. Functions such as exhibitions, parents' days, open days, speech days, sporting events and farewells help to attract donors as well as prospective learners into the school. SMTs however, need to recognize these events as opportunities to invite the local press so that the message reaches a wider community. Brassington and Pettitt (1997: 943) confirm that publicity can be an invaluable tool for the non-profit organization not only because of its cost effectiveness, but also because of its ability to reach a wide range of audiences.

2.10 PERFORMANCE MEASUREMENT

Busch and Houston (1985: 864) assert that as with product firms, service firms should evaluate its performance by assessing how well its objectives are being met. A school's marketing objectives may be to attract contributors, to retain the present learners and to attract prospective learners to the school. To ensure that the marketing plan is still relevant and in-touch with its target audience, which is in itself dynamic, it is crucial to review the marketing plan periodically and to test the validity of the objectives set out in it. This will inform SMTs whether or not they are still on track and ensure timeous corrective measures where necessary.

2.11 CONCLUSION

In this chapter, the researcher reviewed literature on how to effectively market service and non-profit organizations. Key strategies and observations were extrapolated to the school as a non-profit service provider aiming at providing

relevant and quality education to its target audience, whilst competing with other local and regional schools for top achieving learners and funding. The discussion leads to the conclusion that it is crucial for SMTs to be the initiators and gatekeepers of a strategic marketing programme for their schools. Without such marketing programmes, the survival of these schools in the long term may come under threat.

The next chapter provides an overview of the research methodology used to collect data for the empirical research. The empirical research is complementary to this chapter and sets out to:

- test attitudes toward marketing schools,
- evaluate how much SMTs are currently doing to market their schools, and
- assess how effective the measures that they have put in place really are.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on research procedures and methods followed to collect and analyse data relative to the research aims and research questions tabulated in chapter one.

3.2 PERMISSION TO CONDUCT RESEARCH

Van Dalen (1979: 154) suggests that before undertaking and administering research, the researcher should obtain permission to contact respondents from the highest authority in each unit. In response to the above, the researcher sent letters (Appendix B, C, D and E) to the District Director, the Circuit Manager, the Ward Managers and the principals of schools requesting permission to conduct research. Verbal permission was granted by the Lower Tugela Circuit Manager.

3.3 THE RESEARCH METHODOLOGY

The methodology used for this study is classified as descriptive research. Descriptive research studies are designed to collect data concerning the current status of phenomena. They are directed toward determining the nature of the situation, as it exists at the time of the study (Ary, Jacobs and Razavieh, 1972: 286). This study is aimed at:

- testing attitudes toward marketing schools,
- evaluating how much SMTs are currently doing to market their schools, and
- assessing how effective the measures that they have put in place really are.

A questionnaire was used as the research instrument in this survey. Cohen and Manion (1989: 97) point out that the survey is the most commonly used method in descriptive research. Borg (1981: 130) states that survey researchers typically employ questionnaires and interviews in order to determine the opinions, attitudes, preferences and perceptions.

3.4 THE RESEARCH INSTRUMENT

3.4.1 THE QUESTIONNAIRE AS A RESEARCH INSTRUMENT

According to Van Rensburg, Landman and Bodenstein (1994: 504) a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration. Bailey (1978: 111) adds that data collection is the basic function of the questionnaire. Participation in the research is voluntary. It is imperative that respondents' interests are engaged and their cooperation encouraged. The reaction elicited should reflect reality as accurately as possible. As stated earlier, the questionnaire was chosen as the research instrument for this study.

3.4.2 RATIONALE FOR USING THE QUESTIONNAIRE INSTRUMENT

Gabela (1991: 193) points out that the questionnaire still continues to be the best available instrument for obtaining information from a widely spread sample population. Chukwuemeka (1982: 96) concurs and suggests that the use of questionnaires, as research instruments, permits wide coverage at minimum expense, reaching persons who are difficult to contact.

3.4.2.1 Advantages of a good questionnaire

According to Mahlangu (1987: 94-95), the questionnaire has the following advantages:

- it is the least expensive means of data gathering,
- a questionnaire permits anonymity,
- written questionnaires preclude possible interviewer bias, and
- questionnaires permit a respondent sufficient time to consider answers before responding.

3.4.2.2 Disadvantages of the questionnaire

According to Van den Aardweg and Van den Aardweg (1988: 190), the limitations of the questionnaire are *inter alia* the following:

- Possibility of misinterpretation of questions by the respondents owing to poor question formulation.
- People are generally better able to express their views verbally than in writing,
- Questions can be answered only when they are sufficiently easy and straight-forward to understand.
- Mailed questionnaires do not make provisions for obtaining the views of more than one person at a time.
- Researchers are unable to control the context of question answering and specifically the presence of other people.

3.4.3 CONSTRUCTION OF THE QUESTIONNAIRE

Characteristics of a good questionnaire, as proposed by Van den Aardweg and Van den Aardweg (1988: 190) and Mahlangu (1986: 84-85), were carefully considered and incorporated in the design and administration of the questionnaire for this study. According to Van den Aardweg and Van den

Aardweg (1988: 190) and Mahlangu (1986: 84-85), the following aspects are characteristic of a good questionnaire:

- It must seek only that information which cannot be obtained from other sources.
- It must be as short as possible, but long enough to get the essential data.
- Questionnaires should be attractive in appearance, neatly arranged and clearly printed.
- Directions for a good questionnaire must be clear and complete.
- Each question has to deal with a single concept and should be worded as simply and straight-forwardly as possible.
- Questionnaires must be unambiguously and uniformly workable.
- Questions that could be considered threatening to respondents should be avoided.
- Questions must arouse interest and encourage respondents to give truthful answers.
- The researcher must avoid leading questions and those that evoke predictable responses.

3.4.4 TYPE OF QUESTIONNAIRE USED

The researcher used two types of questions in the questionnaire, namely, closed-ended and the open-ended questions. Close-ended questions require that the respondent to rate a response on the given scale. A user-appropriate response is selected from a pre-defined list of possible (expected) responses. The advantage of using close-ended questions is that it is easier and quicker to respond to. Gabela (1991: 196) suggests that close-ended questions do not only facilitate quick responses but also makes data analysis very efficient and objective. A structured three-point Likert response scale was used for the closed-ended questions. Polit and Hungler (1987: 439) define a Likert scale as a type of

composite measure of attitudes. SMTs were asked to rate their responses according to the following scale:

STATEMENT	AGREE	DISAGREE	UNSURE

Although most questions in the questionnaire were close-ended, the researcher realized that the study also needed to accommodate uninhibited, free-form responses from respondents. This was made possible by including an open-ended question in the questionnaire. Sibaya (1991: 171) states that an open-ended question is designed to permit a free response from the subject rather than one limited to stated alternatives. The inclusion of an open-ended question aimed at having SMTs express their opinions towards their own leadership roles in marketing schools.

3.4.5 CONSTRUCTION OF THE QUESTIONNAIRE

The researcher assured the respondents of anonymity and the confidentiality of information gathered. Clear guidelines for the completion of the questionnaire were given. The questionnaire comprised of four sections. **Section A** dealt with demographic information of the respondents and it consisted of four (4) questions. **Section B** focused on marketing of schools and consisted of thirteen (13) questions. **Section C** focused on leadership in marketing schools and consisted of sixteen (16) questions. **Section D** comprised of one open-ended question. The entire questionnaire comprised of thirty-four (34) questions.

3.5 POPULATION AND SAMPLING CONSIDERATIONS

The study was conducted in Ilembe District of KwaZulu-Natal because it was financially feasible for the researcher as he resides in the area. The study was mainly conducted in the Lower Tugela Circuit. This circuit consists of 115 primary schools. For purposes of this study, a set of questionnaires was designed for primary school SMT members. Lower Tugela Circuit consists of five (5) wards, namely,

- Kwa Dukuza North,
- Kwa Dukuza South,
- Mandeni, Gingindlovu, and
- Umhlali.

For the purpose of this study the researcher isolated two wards namely, Kwa Dukuza South and Umhlali Wards. These wards were chosen because they are easily accessible to the researcher. The table below reflects the number of schools selected, the number of SMTs per circuit and the number of respondents per circuit.

Sample selected from the Lower Tugela Circuit

Wards	No of Primary Schools Per Ward	No of Primary Schools selected	No of SMT Members Per Ward	Sample of SMTs Selected
Kwa Dukuza South	18	9	49	34
Umhlali	20	10	53	40
Total	38	19	102	74

The researcher received the above statistics from the senior administrative clerk of the Lower Tugela Circuit.

3.5.1 SAMPLING METHOD USED

Sax (1979: 180) defines a sample as a limited number of elements selected from a population to be representative of the population. The researcher used sampling to obtain a representative view of responses of all primary school SMTs in the Lower Tugela Circuit.

Various sampling methods could be used to select a representative sample. Sax (1979: 183) recommends the simple random method of sampling for its simplicity, its unbiased nature and its closeness to fitting the major assumption of probability, that is, each element of the population is deliberately excluded from the selection except by chance. To avoid bias in this study the researcher used the simple random sampling, thus giving each element of the population an equal chance of being selected.

3.5.1.1 Sample size

The schools were divided as follows:

- **Kwa Dukuza South** is made up of 18 primary schools. The researcher wrote the names of the 18 primary schools on 18 pieces of paper and put them in the container. The pieces of paper were mixed well in the container. The researcher then picked 9 pieces of paper one by one from the container. The nine schools selected, represented 50% of the population in this ward. The 9 schools had a total of 34 SMT members. All were asked to complete the questionnaires.
- **Umdlali ward** consists of 20 schools. The researcher wrote the names of the 20 primary schools on 20 pieces of paper and put them in the container. The pieces of paper were then shuffled in the container. Thereafter, the researcher picked 10 pieces of papers one by one from the container. The 10 schools, randomly

selected, represented 50% of the population of this ward. The chosen schools had a total of 40 SMT members. All were asked to complete the questionnaires.

3.6 DISTRIBUTION OF QUESTIONNAIRES TO SCHOOLS

The researcher physically visited the principals of the targeted schools to distribute letters of request as well as questionnaires to SMT members. After one week, the researcher personally collected the questionnaires from the principals.

3.6.1 PROBLEMS WITH REGARD TO THE RETURN OF QUESTIONNAIRES

A week after the distribution of questionnaires, not all respondents had returned their responses. The researcher decided to follow-up by personally visiting the schools to collect the responses. Some respondents, who had not yet completed their questionnaires, requested an extension, which was duly granted.

Despite the above problems, an 81% overall response rate was achieved. The response rate was sufficiently high to enable the researcher to continue with data analysis and to draw reasonable conclusions based on the research findings.

3.7 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely validity and reliability (Huysamen, 1989: 1-3). Validity and reliability are especially important in educational research because most of the measurements attempted in this area are obtained indirectly. Researchers can never guarantee that educational or psychological measures dependably measure what they are intended to measure (Van den Aardweg and Van den Aardweg, 1988: 198). Researchers must fully

understand the concepts of validity and reliability and the processes of validating research instruments and establishing their reliability (Huysamen, 1989: 1-3).

3.7.1 VALIDITY OF THE QUESTIONNAIRE

Van Rensburg, Landman and Bodenstein (1994: 560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. In general terms validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure.

Behr (1988: 122) suggests that the validity shows whether the instrument is reflecting the true story, or at least something approximating the truth. A valid research instrument is one that has demonstrated that it detects some 'real' ability, attitude, or prevailing situations that the researcher can identify and characterize (Schnetler, 1993: 71). Establishing validity requires that the researcher anticipates the potential arguments that sceptics might use to dismiss the research results (Dane, 1990: 148-149).

In this study, the questionnaire was as an indirect method to measure the leadership role of SMTs in marketing schools. The results obtained allow conclusions could be drawn with confidence and provided significant insight into grassroots SMT marketing practices and attitudes toward marketing of schools. The findings allowed the researcher to evaluating how much SMTs are currently doing to market their schools and to assess how effective the measures that they have put in place really are. The researcher is therefore convinced that the questionnaire did in fact succeed in measuring that which it was designed for.

3.7.2 RELIABILITY OF THE QUESTIONNAIRE

According to Mulder (1989: 209) and Van Rensburg, Landman and Bodenstein (1994: 512), reliability is a statistic concept and relates to consistency and dependability. Consistency is ensured by obtaining the same relative answer in multiple applications where the measuring phenomenon has not changed. A reliable measuring instrument yields same result or a near approximation of the initial result, if administered under the similar conditions.

In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given reflect the respondent's true feelings (Dane, 1990: 256). A demonstration of reliability is necessary, but not conclusive evidence that an instrument is valid.

Determining the reliability of a questionnaire by a 'test-retest' method is difficult to achieve. The researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and integrity required to render the maximum possible reliability.

3.8 PROCESSING OF DATA

Frequency tables were used to collate and classify data collected via the questionnaires, in preparation for a quantitative and qualitative analysis. SMT responses were coded. Coding is a process of transforming raw data into a standardized form, for processing and analysis (Polit and Hungler, 1987: 433). The data was categorized using frequencies and percentages. The responses from SMT members were analysed and interpreted according to assigned themes.

3.9 ETHICAL CONSIDERATIONS

The researcher took into account the following ethical considerations:

- the respondent's right to privacy or non-participation.
- *the right to remain anonymous and the right to confidentiality.*
- adherence to the line function or protocol during administration of the questionnaires.
- solicitation of permission from the highest authority in each unit as suggested by Van Dalen (1979: 154).

3.10 LIMITATIONS OF THE RESEARCH STUDY

The study focused on SMTs of primary schools within the Lower Tugela Circuit as target for the study. Results cannot be easily extrapolated to secondary schools where the offering to learners differs from school to school, particularly in the FET phase of their education where learners elect learning areas from what is on offer at the particular school.

The distribution and collection of questionnaires was a problem. This was however resolved by contacting the principals telephonically and making personal visits to schools to ensure completion and submission of questionnaires.

Verbal permission to conduct research was granted very late which delayed the administration of the questionnaires.

3.11 CONCLUSION

This chapter gave a detailed description of the methods, tools and procedures used in the research. The sampling method used, was explained. The rationale for using the questionnaire as a research instrument was explored at length, establishing it both as a valid and reliable instrument of the study. The next chapter focuses on the analysis and interpretation of data.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This section collates the data collected from the questionnaires and provides a quantitative and qualitative analysis thereof. The analysis is segmented into an analysis of responses to the closed-ended questions and a separate analysis of responses to the open-ended question. Frequency distribution tables are used to tabulate and organise the data. In analysing the data, it was deemed necessary to provide:

- demographic statistics, relating to the constitution of SMTs,
- statistics on the management task of SMTs in marketing schools, and
- statistics on the role of leadership in marketing schools.

Every effort was made to provide insights into the significance of findings.

4.2 DESCRIPTIVE DEMOGRAPHIC STATISTICS

Table 4.1: Frequency distribution according to the gender of the respondents

Gender	Frequency	%
Male	28	46,7
Female	32	53,3
Total	60	100

Whilst 46,7% of the respondents were male, 53,3% were female. This finding is congruent with that of Dekker and Lemmer (1996: 22), who suggest that teaching in South Africa is dominated numerically by women. It is encouraging to note that this gender-bias has carried to the SMT roles and that women are not being prejudiced in positions of power (at least in the educational sector).

Table 4.2: Frequency distribution according to age

Age	Frequency	%
Under 30	0	0
30-39	10	16,7
40-49	38	63,3
50-59	11	18,3
60+	1	1,7
Total	60	100

Most respondents (98%) were between the ages 30 to 59 years. Only one respondent was over 60 years and none were below 30 years. There is clear bias, in favour of experience, in the constitution of SMTs. Candidates with 15-30 years of experience are most likely to be drawn into SMTs. The 40-49 age band which is dominant here, reflects a desire to ensure continuity as well. There seems to be a desire to ensure that the policy-makers are around long enough to see its manifestation in the implementation phase. This will ensure stability and encourages accountability.

Table 4.3: Frequency Distribution according to the teaching experience of SMTs

Experience	Frequency	%
1-4	1	1,7
5-10	0	0
11-20	24	40
21-30	30	50
31-40	5	8,3
41+	0	0
Total	60	100

The bias in favour of experience is very apparent in this statistic. Most SMT members (90%), boast teaching experience of between 11 and 30 years. The remaining five SMT members (8,3%) have between 31 and 40 years of teaching experience. The above finding is consistent with Whitaker's (1993: 88) view that many organizations are recognizing that, in fast changing times, it is more important to recruit staff with a high potential to learn and develop in them with skills that may be superseded in the future. Experienced members of staff have often been around long enough to have become effective change managers. This statistic reveals that there is a great depth of experienced in SMTs in the Lower Tugela Circuit.

Despite the rationale provide above for selection of experienced SMT members, the researcher contends that it is essential to promote some younger educators to administrative positions so that they can learn from the more experienced educators in mentorship programmes and as part of an overall succession planning strategy. This may prevent the education fraternity from becoming impoverished when the highly-experienced educators leave the teaching profession.

Table 4.4: The racial constitution of SMTs

Racial Group	Frequency	%
African	37	61,7
Indian	19	31,7
Coloured	1	1,6
White	3	5
Total	60	100

Table 4.4 reveals a fair mix of race representation. African respondents constituted 61,7% of the sample, whilst 31,7% were Indians, only 1 (representing 1,6% of the sample) respondent was Coloured and 5% were Whites. This frequency indicates the imbalance in the racial composition of SMTs in schools but may also just be a reflection the racial demographics of the province. Schools that do not have a mix of races in their SMTs may not benefit from the variety of the marketing skills which educators from different backgrounds could offer the schools. The socio-cultural experiences and life-worlds of difference race groups in South Africa are still divergent and this may impact on how we market to various sectors of the population.

Table 4.5: A descriptive analysis of the management task of SMTs in marketing schools

Marketing the School	Agree	Disagree	Unsure	Total
a. The concept marketing was included in the school development plan	36 60%	15 25%	9 15%	60 100%
b. Educators are capacitated to market the school	41 68,3%	10 16,7%	9 15%	60 100%
c. The school has a marketing committee that steers the marketing process	24 40%	27 45%	9 15%	60 100
d. Newsletters are designed yearly	29 48,3%	26 43,3%	5 8,3%	60 100%
e. The school holds functions that display what is on offer at the school.	48 80%	9 15%	3 5%	60 100%
f. The local education department is frequently informed about the activities that take place in the school	52 86,7%	6 10%	2 3,3%	60 100%

a. Marketing was included in the school development plan

It is encouraging to see that 60% of the respondents agreed that schools have included marketing as part of their development plan. A high number of respondents (25%) indicated that marketing was still significantly absent from school development plans whilst 9% of the respondents were uncertain about whether or not marketing was included in the school development plan. This is an indication that in a significantly high percentage of schools, marketing is not the school agenda at the beginning of the year. It could also mean that in some schools, principals plan the marketing campaign alone. Without proper planning, the process of marketing the schools will be hampered. Home (1985: 871) asserts that the role of marketing schools should be understood by all in the school and must be consciously coordinated by the school leadership.

b. Educators are capacitated to market the school

Although this finding indicates that 68,3% of the respondents feel capacitated to market the school, 16,7% felt inapt in this regard and a further 15% were non-committal on this point. It is alarming that almost 32% of the respondents were not being engaged in marketing schools. Van Deventer et.al. (2003: 250) contend that the development of educators is necessary, as part of in-service training. Marketing of the school, its mission and vision, must form an integral part of staff development programmes.

c. The school has a marketing committee that steers the marketing process

Only 40% of the respondents suggest that their schools have a marketing committee that steers the marketing process. The remaining 60% indicated either an absence of a formal organ to market the school (40%) or were unsure about

the existence of such a body (15%). Kotler (1980: 528) contends that a marketing committee may be established to address the problem of individuals with little or no training in business. It is disturbing to note that some SMTs have not introduced the formal marketing function in their schools. SMTs need to establish marketing committees in their schools which will be accountable for the marketing process and give direction and assistance to educators who may have little or no training in business.

d. Annual newsletters are used in marketing schools

Almost half (48,3%) the respondents polled indicated their school has an annual newsletter in place. A large number of respondents (43,3%) suggested that an annual newsletter was not used as a communication and marketing instrument, whilst 8,3% were non-committal on this point.

Vitale and Giglierano (2002: 13) highlight that a newsletter keeps the school's name in front of current and prospective learners and donors on a periodic basis. SMTs have to work hard to ensure that the important stakeholders in education are kept informed about the school, its activities and achievements. Well-presented and regular newsletters will encourage the donors and learners to continue supporting the school.

e. The school holds functions that display what is on offer at the school

Table 4.5 shows that 80% of the respondents indicated that their schools hold functions that display what is on offer at the school, while 15% of the respondents disagreed with the statement. A further 5% of the respondents were non-committal. Ferrell and Pride (1983: 644) assert that special school events to obtain funds or communicate ideas resemble sales promotion activities in business enterprises. It is encouraging to note that the majority of SMTs host

these types of functions. These functions are key marketing instruments that may help to attract prospective learners and donors to the school.

f. The local education department is frequently informed about the activities that take place in school

According to the research findings, 86,7% of the respondents indicated that the local education department is frequently informed about the activities that take place in the school. Only 10% of the respondents disagreed with the statement while 3,3% indicated that they were uncertain.

Home (1995: 47) suggests that the important players, that is, the local council, the education department, the local and regional business community and higher and further education institutions, should be kept informed and impressed by the school activities and achievements.

It is encouraging to learn that most SMTs keep the local education department informed about the activities that take place in the school. This augurs well for transparency and accountability.

g. The local press is invited to school functions

More than 93% (93.4%) of the respondents indicated that they invite the local press to school functions, while the remaining 6,6% disagreed.

Brassington and Pettitt (1997: 43) highlight that publicity is an invaluable tool for the non-profit organization, not only because of its cost effectiveness, but also because of its ability to reach a wide audience.

It is encouraging to learn that the majority of SMTs, invite the local press to school functions. This may help to attract donors and prospective learners into the school.

h. Outside marketing consultants are invited to give talks to educators

Table 4.5 shows that 50% of the respondents indicated that their school engaged outside marketing consultants to give guidance on marketing their schools. A significant 40% indicated that this was not the case at their schools, whilst 10% remained non-committal.

Kotler (1980: 598) asserts that the marketing task force should benefit from outside guidance and assistance. It is discouraging to learn that there is still a significant percentage of SMTs who do not expose educators to outside marketing guidance and assistance. Outside guidance and assistance will benefit the school by arming the educators with the marketing skills and expertise necessary to market schools.

4.3 LEADERSHIP IN MARKETING THE SCHOOL

Table 4.6: Leadership in marketing the school

Leadership in marketing the school	Agree	Disagree	Unsure	Total
i. The SMT encourages the SGB to participate in decisions about the curriculum needs of learners.	4 81,7%	8 13,3%	3 5%	60 100%
j. The management is committed to attending to the students concerns.	58 96,7%	0 0%	2 3,3%	60 100%

Leadership in marketing the school	Agree	Disagree	Unsure	Total
k. The SMT is actively involved in facilitating the teaching and learning process.	59 98,3%	0 0%	1 1,7%	60 100%
l. The SMT is committed to fulfilling the needs of the learners	60 100%	0 0%	0 0%	60 100%
m. The SMT ensures that quality education is offered in the school	57 95,3%	1 1,7%	2 3,3%	60 100%
n. The SMT acknowledges educators publicly for excellent services	49 81,7%	8 13,3%	3 5%	60 100%

i. The SMT encourages the SGB to participate in decisions about the curriculum needs of learners.

Most schools (81,7%) had healthy SGB participation in curriculum decisions that affected learners. Some 13,3% of respondents expressed dissatisfaction with the level of SGB participation in curriculum decisions. The remaining 5% were uncertain about whether or not the SGB was encouraged to participate in decisions about the curriculum needs of learners.

It is clear from this finding that SMTs have begun to implement the South African Schools Act No 84 of 1996, which gives SGBs the mandate to determine the extra-mural curriculum of the school and the choice of subject options in terms of provisional curriculum policy.

SGBs that are involved in decision-making about the curriculum needs of learners develop a sense of ownership and subsequently identify more closely

with the goals of the school. This will in turn make it possible for SMTs to succeed in marketing the school effectively.

j. The management is committed to attending to learner concerns

An overwhelming 96,7% of the respondents were satisfied with SMT commitment to addressing learner concerns, whilst the remaining 3,3% were non-committal. This learner-centred shift to management is an encouraging paradigm shift toward democratising educational management.

k. SMTs are actively involved in facilitating teaching and learning processes

Again, the overwhelming majority respondents polled (98,3%) agreed that SMTs were actively involved in facilitating teaching and learning processes. Only 1,7% were uncertain about how actively the SMT was involved in facilitating teaching and learning processes. Van Deventer, et.al. (2003: 252) argue that principals, as instructional leaders, should keep staff well informed of new teaching techniques and curriculum development and also get educators involved in curricular innovation and change.

It is heartening to learn that SMTs are fully embracing and facilitating teaching and learning processes. Good results are yielded by schools that emphasize a culture of teaching and learning. Successful and effective schools always attract staff, the community and learners and instil in them a sense of identity and belonging. This is confirmed by West (1985: 32) who maintains that successful schools have no difficulty in attracting a following.

l. SMTs are committed to fulfilling the needs of the learners

There was total (100%) agreement with the validity of this statement. The finding affirms that schools have developed a market-orientation rather than purely a product-orientation. Bennett (1988: 15) contends that a market-orientation, unlike product-orientation, focuses primarily on satisfying the consumers' (learners') needs.

m. SMTs ensure that quality education is offered in the school

The contention that SMTs ensure that quality education in the schools is supported by 95% of the respondents. Only 1,7% disagreed with the statement, while 3,3% indicated that they were unsure.

SMTs and staff need to work collaboratively to improve the quality of teaching in the school. This will result in educators, pupils and parents to taking pride in their school. Etzel, Walker and Stanton (1997: 524) point out that where quality that does not meet expectations, opportunities to engage present learners (customers) are lost and schools will fail to attract new learners.

n. SMTs acknowledge educators publicly for excellent services

Some 81,7% of the respondents agreed that SMTs acknowledged educators publicly for excellent service delivery, whilst 13,3% indicated that this was not the case in their schools. The remaining 5% indicated that they were uncertain about whether or not educators were publicly acknowledged for their excellent service.

Dennison and Shenton (1987: 44) maintain that "for teachers there can be little doubt that achievement and recognition are substantive contributors to job

satisfaction.” Identifying and praising educators for the job well done, enhances good relations and promotes productivity in the school. Good relations may help SMTs to get support from the educators in their endeavours to market the school.

4.4 ANALYSIS OF THE OPEN-ENDED QUESTION

An open-ended question was included in the questionnaire to solicit uninhibited views from educators on factors that may possibly hinder effective marketing of schools. Educator responses in this section were not constrained by pre-defined responses. The open-ended question that was posed in the questionnaire was “What factors do you find as barriers that may hinder you in your endeavour to market your school effectively?”

Responses to the open-ended question were categorized for discussion purposes. The following categories were identified and used: finance, parental support, illiteracy, commitment from the staff and coverage by local media.

a. Finance

All SMTs (100%) cited a lack of funds as a major hindrance in marketing their schools effectively. They highlight that chronic under-funding is exacerbated by learners who are unable to pay the school fees since they come from poor socio-economic backgrounds.

According to the South African Schools Act No 84 (1996: 17), it is incumbent upon governing bodies of public schools to take all reasonable measures to supplement the resources supplied by the state so as to improve the quality of education provided by the school to all learners at the school.

SMTs need to work collaboratively with the SGBs to raise funds for the school. Once the school has enough funds, it will be feasible for management to make some innovations in the school which will help in marketing the school.

b. Parental Support

Some 82% of the respondents expressed their dissatisfaction with the amount of support received from parents. They maintain that some parents do not attend meetings and they do not involve themselves fully in the education of their children. Ubben and Hughes (1987: 29) assert that children learn more in schools where there is good involvement on the part of. SMTs need to call for the purposeful involvement of parents in the school programme. Good communication links with the home should be developed. A well-established communication channel could cultivate a sense of belonging in the parents. As a result, parents will begin to support the school.

c. Illiteracy

Almost 60% of the respondents suggested that most parents are illiterate. A language barrier prevents these parents from participating actively in the development of the school. It therefore seems appropriate that SMTs together with SGBs, establish ABET centres in their schools with an aim of educating parents who are illiterate.

Literacy may help parents gain self-confidence and their attitude towards the school may change for the better. Optimistic and confident parents can make a huge contribution in marketing schools.

d. Staff commitment

Some 6% of the respondents cite lack of commitment and cooperation from staff as a barrier to marketing the school effectively. Van Deventer et.al (2003: 251-252) suggest that a work characteristic model can be used to motivate educators. According to this model, emphasising task significance can provide educators with intrinsic job satisfaction.

SMTs need to motivate educators to market the school. The impact of marketing on school improvement and on external evaluation of the value of educators must be impressed upon. The rationale for the inclusion of marketing in the management plan should also be made explicit to educators.

Motivation of educators might be achieved by involving them directly in setting up the goals and objectives of the school. Robbins (1993: 20) concurs, maintaining that motivation is the willingness to exert high levels of effort toward organizational goals. SMTs reinforce motivation and help educators identify more closely with the goals of the school, by providing opportunities for participation and valuing contributions. This may augur well for the effective marketing of the school.

e. Local media coverage

About 5% of the respondents suggest that there is a lack of coverage by the local media and that the local media are sometimes biased in their reporting. SMTs should not rely on one kind of medium to publicize their services and achievements. Invitations to the local media should be sent timeously. Media representatives that reveal bias in their reporting should be reported to the top management of the company. Proper coverage may help the school to reach a wider community, thus enabling the school to increase its enrolment.

4.5 ASSUMPTION RESTATED

- SMTs are not effectively employing business and marketing management techniques to attract sponsorships and prospective learners to their school.
- The application of business and marketing principles in the management of schools may attract school sponsorships. This will enable the school to keep the current learners and attract prospective learners as the school will consequently have better facilities.

While most SMTs in the population studied appear to be employing sound business management and marketing techniques to attract sponsorship and prospective learners, findings suggest that much more needs to be done in this regard. The fact that 100% of SMTs indicated that they have a chronic lack of funds reveals that schools are not properly marketed and are still failing to attract sufficient sponsorships. Therefore, both assumptions are upheld.

4.6 CONCLUSION

In this chapter, data from SMTs was analysed and interpreted. In general, it was found that most SMTs were involved in marketing their schools, but that there were significant differences in the depth of marketing skills in different schools as well as in the strategies employed in marketing. Perception of the effectiveness of schools marketing strategies, are still strongly contradicted by the reality of chronic under-resourcing and funding. In the next chapter, conclusions are drawn from the research findings and recommendations made to strengthening school marketing campaigns and improve marketing effectiveness.

CHAPTER 5: SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study has examined the role which SMTs play in marketing schools in the Lower Tugela Circuit. The empirical study investigated how SMTs perceived their responsibility in marketing schools. The study has also looked at different strategies which SMTs use to market their schools. The summary of findings provided by this study is based on the whole study as well as the empirical investigation and the resultant analysis thereof. Below are some of the findings which emanated from the study.

5.2 SUMMARY OF RESEARCH FINDINGS

a. Some SMTs do not capacitate educators in marketing their schools

Although marketing workshops are presented in most schools, some are lagging behind in this regard. For example, item 2 (Table 4.5) reflects that 17,7% of respondents do not feel that educators are capacitated to market their schools and a further 15% were non-committal on this point.

Kotler (1980: 598) suggests that marketing consultants can be invited to schools to give talks to educators. Graduates receiving their Masters degrees in Business Administration and Marketing can also be invited to schools to provide marketing workshops. These marketing initiatives appear to be non-existent in most schools.

b. SGBs are not sufficiently involved in making school marketing decisions

SGBs are not fully involved in making school marketing decisions. This contention is confirmed by item 12 in Table 4.6., which reveals that 25% of the respondents felt that SMTs did not discuss marketing with SGBs. A further 8,3% of respondents were non-committal on this issue.

c. Some schools do not include marketing in their school development plan

Item 1, Table 4.5, clearly exposes that that 25% of the respondents felt that marketing was not an integral part of their school development plan. A further 15% indicated that they were unsure about the role that marketing played in their school's development plan. A large number of SMTs are thus ineffective in developing plans for marketing their schools.

d. Some schools do not create partnership with business and industry

Although it is encouraging that 73,3% of the respondents agreed that partnerships are created with business and industry, it is also surprising that 18,3% of SMTs disagreed with the statement, while 8,3% indicated that they were uncertain. From these responses it can be concluded that some schools do not involve business and industry in the affairs of their schools. Non-involvement of business and industry minimizes the chances of getting resources and funds which is essential in the development of the school. Some SMTs are ineffective in establishing partnership with business / industry. Van Schalkwyk (1988: 163) asserts that without industry providing people with jobs, the efforts of education will be fruitless because there is no point in training people without also providing them with job opportunities in which they can realize their abilities and training.

e. Schools receive little support from parents

Findings reflect that 80% of the respondents expressed their dissatisfaction with the support received from parents. It appears that SMTs are not putting enough effort into motivating parents to show interest in their schools. According to Robbins (1993: 295) motivation is the willingness to exert high levels of effort toward organizational goals. Motivation of parents might be derived from their involvement in setting goals and objectives of the school.

f. Enhancement of capacity of SGBs is inadequate

Findings from the empirical research reflect that 30% of the respondents were of the view that SGB members are semi-literate and lack expertise necessary for the upliftment of the school. According to the South African Schools Act no 84 of (1996: 14), the HOD must establish a programme to provide introductory programmes for newly appointed SGBs and provide continuing training to SGBs to promote the effective performance of their functions. SMTs are also expected to render all necessary assistance to SGBs in the performance of their functions.

SGB development rendered by the Department of Education is inadequate. Furthermore, SMTs are not doing enough to workshop SGBs with an aim of equipping them with skills necessary for the betterment of the school.

g. Supplementing of resources is inadequate

All respondents, without exception, indicated that lack of funds hindered effective marketing of their schools. According to the South African Schools Act No 84 (1996: 24), a governing body of a public school must take all measures within its means to supplement the resources supplied by the State in order to improve the quality of education provided by the school to all learners at the school. The

chronic lack of funding suggests that SMTs and SGBs are not working collaboratively to raise funds for the schools.

5.3 RECOMMENDATIONS

The following recommendations have been extrapolated from the findings in the previous section.

a. SMTs should plan on-going teacher development programmes to capacitate educators

It is of vital importance that educators are capacitated to market their schools because most educators have little or no training in business. This will help them acquire the basic marketing skills necessary for the development of the school. Outside help can be sought in this regard Kotler (1980: 689) suggests that for non-business organizations that would like to improve their marketing effectiveness, several alternatives are available including appointing a marketing committee, setting up marketing task forces and hiring outside marketing consultants.

b. SMTs should involve SGBs in decision-making

The involvement of SGBs in decision-making will encourage them to develop a sense of ownership of their schools and thus take greater pride in their schools. Barth (1990: 135) suggests that the involvement of educators, parents and learners is more likely to occur when principal openly articulates school goals at meetings, conversations, departmental meetings and community meetings. In this way, shared leadership becomes part of the school culture.

c. SMTs should indulge in proper planning

For SMTs to market schools effectively they need to have proper planning. All marketing activities should be incorporated into the school development plan. Gabela (1991: 47) maintains that planning is the activity involved in foretelling the future and preparing for it. Whitaker (1993: 116) supports Gabela when he states that the school development plan is a vital policy link between the governors, the professional staff of the school and the local education authority. This implies that planning should be inclusive.

d. SMTs should bridge the gap between education and business / industry

Partnership with business / industry may help educators to get information about the needs of the workplace that will enable schools to develop their programmes. Weimer (1988: 93) maintains that good continuous, open communication between education and industry will produce ideas and strategies for education and training which will benefit both.

e. SMTs should establish proper communication channels with the parents

SMTs need to establish open communication channels with the parents. By doing so, they will make parents feel that they are part of the school. West (1985: 35) argues that a formalized two way communication system does not spring into existence on its own. It stems from a well developed school policy that authorizes and fiscally assures the community of an educational public relations programme.

f. SMTs should plan ongoing workshops to capacitate SGBs

It is recommended that the provincial Department of Education provide sustained training to governing bodies to promote the effective performance of their

functions. SMTs should also arrange internal workshops to capacitate the SGBs to perform their task of uplifting the school.

g. SMTs should take the lead in the fundraising campaigns for the school

It is imperative that SMTs put a face on fundraising campaigns. Fundraising campaigns must clearly articulate the target for the fundraising initiative and the beneficiaries. Transparency and accountability are of the utmost importance. SMTs need to recognize that the most important resource they have is human capacity. It is the responsibility of SMTs to motivate the staff, the SGBs and / or parents to raise funds for the school. Naicker (2002: 53) states that a school may have reasonable cash reserves and wonderful equipment, but without committed and hard working educators, it remains a poor school.

5.4 CONCLUSION

Knowledge and skills are the twin currencies of personal and professional growth in modern society. Schools are the brokers for these currencies and need to ensure that these currencies remain valid in the workplace and in the personal space of the individual as a responsible world citizen.

Schools have to be in tune with the communities that they service and must be able to market their strengths to these communities. Equally important, schools must be able to market school improvement plans to its constituency. Weaknesses, real or perceived, must be seen to be addressed in a positive and clearly directed way. Only this will instil confidence in the schooling system and facilitate effective teaching and learning.

SMTs have a critical role to play in marketing their schools. SMTs have to employ innovative marketing strategies to ensure that they attract sponsorships and prospective learners to their schools and in so doing become financially self-sufficient, alleviating the financial burden on government's social services sector. Proper planning, motivation, partnerships with business and industry, workshops and effective communication can make a difference in this regard.

It is hoped that the findings and recommendations made in this study will be of value to all schools and educational administrators.

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APPENDIX A

QUESTIONNAIRE

This questionnaire aims at determining "The Leadership Role of the SMT in Marketing Schools". You are assured of the anonymity and confidentiality of the information gathered.

SECTION A

DEMOGRAPHIC INFORMATION

1. Your Personal Particulars

Kindly complete the questionnaire below by making a cross (X) in the space provided that will indicate your response.

1.1 Sex

MALE	FEMALE

1.2 Age in years

Under 30	30 - 39	40 - 49	50 - 59	60 upwards

1.3 Teaching experience in years

1 – 4	5 – 10	11 – 20	21 – 30	31 – 40	41 upwards

1.4 Race

African	Indian	Coloured	White

SECTION B

MARKETING THE SCHOOL

Please complete the questionnaire below by marking a cross (X) in the space provided that will indicate your response.

* The concept 'Marketing' refers to the management activities to attract customers such

as learners, parents and donors to support the school.

Statement	Agree	Disagree	Unsure
1. Did you include the concept marketing in your school development plan?			

2. Are your educators capacitated to market the school effectively?			
3. Does your school have a marketing committee that steers the marketing process?			
4. Do you inform the Local Education Department frequently about the activities that take place in your school?			
5. Do you design newsletters about your school yearly?			
6. Does your school hold functions that display what is on offer at your school?			
7. Do you invite the local press to your school functions?			
8. Does your school have an emblem?			
9. Do you create partnership with the local industries?			
10. Does your school have an Adult Basic Education Centre?			
11. Is the local press used to disseminate information			

about the school?			
12. Do you invite outside marketing consultants to give talks to the educators?			
13. Does the school management team inform the new parents about the school's dress code eg school uniform colours?			

SECTION C

LEADERSHIP IN MARKETING THE SCHOOL

Please complete the questionnaire below by marking a cross (X) in the space provided.

Statement	Agree	Disagree	Unsure
1. Does the SMT encourage the School Governing Body to participate in decisions about the curriculum needs of the learners?			
2. Does your school have a suggestion box?			
3. Is the management committed to attending to the students' concerns?			
4. Is the management committed to attending to the parents' concerns?			
5. The SMT is actively involved in facilitating the teaching and learning process.			
6. The SMT advertises the mission statement of the school.			

7. Our community members are informed about the vision of our school.			
8. The SMT is committed to fulfilling the needs of the learners.			
9. The SMT ensures a balance between the curricular activities and extra-mural activities.			
10. The SMT ensures that quality education is offered in the school.			
11. The management is committed to securing a sound public image for the school.			
12. Have you discussed the marketing concept with the School Governing Body?			
13. The SMT ensures that discipline is maintained in the school.			

Statement	Agree	Disagree	Unsure
14. Do you as management sometimes attend community meetings in the area where you teach?			

15. The management team acknowledges educators publicly for excellent service.			
16. The school management teams engage in their development as leaders.			

SECTION D

OPEN-ENDED QUESTION

1. What factors do you find as barriers that may hinder you in your endeavour to market your school effectively?

APPENDIX B

P.O.Box 3019
KwaDukuza
4450
02 September 2004

The District Manager
Ilembe District
Ethekwini Region

Dear Sir / Madam

Request to conduct research

I am registered with the University of Zululand for a Masters Degree in Education Management. I have to undertake research for a dissertation. My topic is "The Leadership Role of School Management Teams in Marketing Schools".

I request your permission to administer questionnaires to some of your educators which will enable me to complete my dissertation.

Thank you for your cooperation.

Yours faithfully

H.B. Mbonambi.....

H.B. MBONAMBI

APPENDIX C

P.O.Box 3019
KwaDukuza
4450
02 September 2004

The CESM
Lower Tugela Circuit
Private Bag X 10689
Stanger
4450

Dear Sir / Madam

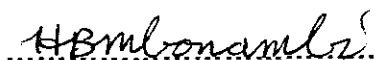
Request to conduct research

I am registered with the University of Zululand for a Masters Degree in Education Management. I have to undertake research for a dissertation. My topic is "The Leadership Role of School Management Teams in Marketing Schools".

I request your permission to administer questionnaires to some of your educators which will enable me to complete my dissertation.

Thank you for your cooperation.

Yours faithfully



H.B. MBONAMBI

APPENDIX D

P.O.Box 3019
KwaDukuza
4450
02 September 2004

The DCESM
Kwa Dukuza Ward/Umhlali Ward
Lower Tugela Circuit

Dear Sir / Madam

Request to conduct research

I am registered with the University of Zululand for a Masters Degree in Education Management. I have to undertake research for a dissertation. My topic is "The Leadership Role of School Management Teams in Marketing Schools".

I request your permission to administer questionnaires to some of your educators which will enable me to complete my dissertation.

Thank you for your cooperation.

Yours faithfully



H.B. MBONAMBI

APPENDIX E

Lloyd Primary School
Private Bag X 10630
Stanger
4450

14 September 2004

Dear Principal

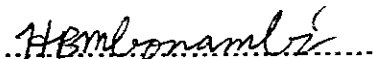
REQUEST TO CONDUCT RESEARCH

I am registered with the University of Zululand (Durban-Umlazi Campus) for a Masters Degree in Education Management. I have to undertake research for a dissertation. My topic is "The Leadership Role of School Management Teams in Marketing Schools".

I request your permission to administer questionnaires to some of your SMT which will enable me to complete my dissertation.

I wish to thank you in advance for your kind assistance.

Yours faithfully



H.B. MBONAMBI

APPENDIX F

Lloyd Primary School
Private Bag X 10630
Stanger
4450

15 September 2004

Dear Colleague

I am conducting research to determine the "Leadership role of SMTs in Marketing Schools". The endorsed questionnaire is part of a survey being conducted on the above mentioned study.

Kindly assist me by responding to the attached questionnaire. Your responses will be used purely for research purposes. You may not sign your name but please answer all questions as honestly as possible.

I wish to thank you in advance for your kind assistance.

Yours faithfully



H.B. MBONAMBI