

**MARKETING CULTURE IN PUBLIC SCHOOLS IN THE
LIMPOPO PROVINCE WITH REFERENCE TO
BAHANANWA CIRCUIT**

By

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This study is dedicated to my mother Makobo Malatji and my late father Malekutu Malatji for being my guiding light and inspiration throughout my life. I also dedicated this work to my beloved wife Mahlodi Linah Malatji, three daughters Dineo (Maite), Makobo and Tebogo for the necessary support that they gave me during my studies.

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- All principals who assisted me in the completion of questionnaires.
- God the Almighty who has provided me with the health and ability to complete this research study.
- Friends and other family members who have assisted and encouraged me in various ways.

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- All principals who assisted me in the completion of questionnaires.
- God the Almighty who has provided me with the health and ability to complete this research study.
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This research study focused on determining what school marketing is all and it also aimed at helping school managers to create and maintain a marketing culture through effective management. Furthermore, the study also looked at strategies which school managers can use in order to market their schools.

In this study, interviews, observations and questionnaires were used to gather information from the school Principals and Departmental Heads in the Bahananwa Circuit in the Limpopo Province.

Findings of the study were gathered from the Principals and Departmental Heads from public schools selected randomly by the researcher.

I, **MALATJIE PHETOLE FRANK**, declare that the mini-dissertation in fulfilment of a Master degree in Educational Management entitled **Marketing Culture in Public Schools in the Limpopo Province with reference to Bahananwa Circuit**, is my original work and that what I have used quoted have been indicated and acknowledged by mean of complete reference.

According to the Constitution of the Republic of South Africa (Act 108 of 1996), the newly created Department of Education has shifted the direction and vision of the education through the medium of the new policy initiatives and legislation. These national policy frameworks contain clear implications for the new planning and effective management in the country's education system.

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Signature

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Date

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The emphasis is on change, the very nature of these services and the way they are conceptualized and delivered to South Africans. The education system is thus no exception. It has been established that far-reaching organization changes are necessary to address and redress the imbalance of the past.

The crises presently faced by many schools can largely be attributed to the lack of legitimacy to the education system as a whole. The Task Team appointed by the former ministry of education to prepare detailed work plans for the

CHAPTER ONE

GENERAL ORIENTATION

1.1 INTRODUCTION

The availability of equal and compulsory formal education opportunities for all learners in South Africa as promulgated by the schools act, heralds a new era in the history of the country's education. According to the *Constitution of the Republic of South Africa* (Act 108 of 1996), the newly created Department of Education has shifted the direction and vision of the education through the medium of the new policy initiatives and legislation. These national policy frameworks contain clear implications for the new planning and effective management in the country's education system.

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restructuring of education in South Africa has made a number of recommendations. It has been emphasized that these recommendations and proposals are appropriate to the challenges facing the country. No immediate or short term solutions exist. In terms of Revised National Curriculum Statement, the strive towards attaining the desired solutions are being hampered by the existing tensions between the need to offer immediate practical help and the goal of achieving a long-term transformation.

From a segregated system of education which consisted of nineteen (19) racially-based departments of education, the democratic of South Africa had to amalgamate them into a single entity which would ensure an equitable distribution of resources. A single Department of Basic Education had to devolve powers and functions to its line functionaries through enabling legislation and policy formulation.

According to the Employment of Educators act (No 76 of 1998), the provincial departments of education-through decentralisation of powers are acting as employers of educators. The Department of Basic Educators remain responsible for the formulation of policy frameworks which inform language usage as medium of instruction, religious policy which is often used by some schools to exclude other learners), etc. The South African Schools Act (No 84 of 1996) further decentralise powers of governance to School Governing Bodies and empower them to;

- formulate general school policy
- determine and administer school fees
- formulate learner code of conducts
- formulate the school's language policy
- determine admission requirements of schools

In terms of section 36 of the South African schools Act which states:



“A governing body of a public school must take all reasonable measures within its means to supplement resources supplied by the state in order to improve the quality of education provided by the school....”.

This implies that through the institution of school fees, the resources of a school are augmented. Former model C schools which are better resourced tend to attract more learners than schools from previously disadvantaged communities. As such, more learners are attracted to former mode C schools even if they are to travel long distances on daily basis from their homes.

In order to bring about equity in learner enrolments, the South African government instituted National norms and standards for school funding which channelled more funds to previously disadvantaged schools in a bid to improve their marketability. Through funds which accrue from norms and standards, schools could improve its resources and promote its image. Depending on its vision and the resolve of its SGB commitment of its teaching staff, learners could be attracted to it.

The country (South Africa) has a total number of 27 461 public schools. In terms of the demographics. Most schools are in townships, informal settlements and rural areas with only a few in suburbs. Schools in suburbs attract more learners from previously disadvantaged communities since they are better resourced, suitably situated closer to amenities such as public libraries, adequately marketed to the external public through bill boards and advertisements in newspapers. To the contrary, schools from previously disadvantaged communities which are by far in the majority are hardly spoken of in the public domain and unable to arouse interest from most parents and learners (Lombard 2007: 43-44)

1.2. AWARENESS OF THE PROBLEM



Learners at public schools interact at intellectual, social and cultural levels. This is an opportunity for them to impart knowledge to each other, share experiences and assimilate norms and values from each other. More often, these learners are victims of influences from their societies which are not that helpful. Instead of assisting the learners to internalise the virtues of their communities, they are encouraged to despise their origin. Learners from rural communities aspire for former Model C schools which are sufficiently marketed through corporate items and other publications. This often leads to depopulation of rural schools to the extent that educator posts are often declared redundant. Parents ultimately lose interest in such schools and cause the transfer of learners to schools which are well-marketed and sufficiently resourced.

1.2.1. LEARNER MIGRATION IN SOUTH AFRICAN SCHOOLS

According to Squelch and Lemmer (1994:137) educators-parents based in township schools transfer their own children from township schools to former model C school because of the following reasons:

- failure of discipline
- dissatisfaction with exam results or a change in staff

The same sentiments are further expressed by Gerard, Taylor and Fitz (2003: 14 - 15), indicating the many side of one's choice of a school:

- The notion of liberation
- The attainment of equity through crossing previously restrictive barriers.
- The power of markets forces which make successful schools more popular and unsuccessful ones unpopular.

Memela (1998: 4) further argues that intensity of learner migration was a “tidal

wave” impelled by such factors as:



- Parental choice of school for their children’s education that is strongly tied to the quest for scholastic success.
- A general fear of declining standards in township schools.
- A belief that township schools are inferior to those situated in traditional White suburbs.
- Good discipline

1.2.2. SCHOOL CHOICE IN OTHER COUNTRIES

1.2.2.1. School choice in the United States of America

Wang and Walberg (2001:134) argue that school choice is driven by the following reasons:-

- Academic quality
- Safety
- Location
- Friends
- Other siblings already attending the same school
- Religious reasons

Goldring and Hausman (1999: 472-479) further submit that school choice is driven by:-

- Academic quality
- Safety
- Teachers helping all learners
- Location
- Academic standard
- Transportation /convenience
- Dissatisfaction with previous school.

1.2.2.2. School choice in Britain



Halstead (1994: 110) submits that in Britain school choice is driven by the following reasons;-

- Proximity of school to home.
- Provision of balanced “all round” education
- School’s academic record
- Good discipline
- Child’s happiness
- Child’s preference
- State of discipline
- Single sex schools
- Good choice of subjects offered
- Teaching quality
- Teacher expectations
- Recommendation of friends /relatives
- School atmosphere
- School ethos
- Schools facilities

1.2.2.3. School choice in Zimbabwe

Frederickse (1992: 23-41) submits that school choice in Zimbabwe is driven by the following reasons:

- Teacher ambition
- Sport equipment
- Better progress
- More qualified teachers
- Conducive learning environment
- Own textbooks
- Exposed to English first language

1.3. STATEMENT OF THE PROBLEM



1.3.1. Background to the problem

The year 1994 ushered changes in the South African education system. Former Model C schools had the monopoly of marketing their institution to the total exclusion of a vast majority of public schools. According to *South African School Act* (Act 84 of 1996), this daunting task was addressed when a new piece of legislation was published. Failure to market the institution successfully will lead to the following undesirable consequences:

- Narrowing of curriculum options for learners
- De-population of learners.
- Retrenchment of educators
- Increase in illiteracy rate of the neighbouring community
- Weak corporate identity

1.3.2. Research questions

Much has been said and written about marketing schools, but in the opinion of the researcher, specific attention will be given to strategies, methods and approaches which will assist institutions to be better marketed. The following research questions were identified to guide the study:

- What is school marketing?
- What are the perceptions of school principals on school marketing and its implications?
- How can a school create and maintain marketing culture through effective management?

1.3.3. Hypothesis



According to Neuman (2000: 128) a hypothesis is a proposition to be tested or a tentative statement of a relationship between two variables.

According to Welman and Kruger (1999: 11) a hypothesis is a tentative assumption or preliminary statement about the relationship between two or more things that needs to be examined

In this study, proper ways of marketing culture promotes efficiency and effectiveness in public schools

1.4. RESEARCH METHODOLOGY

In this study, the research will use qualitative and quantitative research approaches.

1.4.1. Qualitative approach

According to Mouton (2001: 15) qualitative approach is a way of gathering information where procedures are not strictly formalized and the scope is largely undefined.

Denzin and Lincoln (1994: 2) define qualitative approach as a multiperspective approach to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subject attach to it. Such an approach will be used when questionnaires and interviews will be developed. One of the reasons for conducting qualitative study is that qualitative research presents facts in a narration with words (Schumacher and MacMillan, 1993: 597).

1.4.2. Quantitative approach



Quantitative approach is a research methodology that seeks to quantify that data and typically apply some of statistical analysis. According to De Vos et. al. (2001: 242), the said approach uses an ethic perspective (the meaning is determined by the researcher) and tests hypothesis that the researcher starts off with.

According to Schumacher and MacMillan (1993: 597), qualitative approach is a data collection technique that uses numbers to describe or measure the results.

1.5. THE SIGNIFICANCE OF THE STUDY

This study draws the attention of the Limpopo Department of Education, the Capricorn District and the Bahananwa Circuit to problems which are inherent in the functioning of relatively unknown public schools.

This study further promotes the awareness of school principals and departmental heads to the challenges of managing a public school and assisting them to cope through the development of an efficient and effective marketing culture.

Lastly, a set of recommendations which arises out of this study will improve the marketing skills of schools (i.e. strength and weakness).

1.6. AIMS AND OBJECTIVES OF THE STUDY



1.6.1. Aims

This study endeavours to:

- provide an account on deficiencies of public schools with regard to enlisting the enrolment of learners from feeder communities;
- investigate areas of difficulty in the functioning of schools with a view of bringing about a remedy to situation;
- Evaluate techniques which can be employed to resolve the research problem.
- Assist public schools to improve their profile in the community which will lead to an increase in learner enrolment.

1.6.2. Objectives

The main objectives of the study are:

- to determine the status of performance of public schools within the Bahananwa Circuit;
- to identify problems which arise from failure to market schools within given communities;
- To formulate strategies which will assist management of public schools to improve the profile of their institutions.

1.7. LITERATURE REVIEW

According to Neuman (2000: 445) literature review is based on the assumption that knowledge accumulates and that we can learn from and build on what others have done.

On the other hand Bless and Smith (1997: 22) describe literature review as a process of obtaining information mainly by reading whatever has been published that appears relevant to the topic.

Arkava and Lane in Fouche and De Vos (2001: 654) indicate that the literature review helps to disclose to the researcher what other researchers have already researched, provide a substantially better insight into dimensions and complexity of the problem and also equip the researcher with a complete and thorough justification for the subsequent steps, as well as with a sense of the importance of the understanding.

In support of the above contention, Bless and Smith (1997: 23) say literature review is used to serve the following purposes:-

1.7.2. Secondary Sources

- To familiarise the researcher with the latest development in the area of research, as in the related areas.
- To sharpen and deepen the theoretical framework of the research, that is to study the different theories to the topic, taking an interdisciplinary perspective where possible.
- To study the advantages and disadvantages of the research methods used by others in order to adopt or improve on time on one's own research.

In this study, the researcher will use primary and secondary sources.

1.7.1. Primary sources

According to Creswell (1994: 63) define primary sources as those items that are original to the problem under study and may be thought of as being two categories, thus:-

- The remains of relics of given a period.



- Those that have had a direct physical relationship with the events being reconstructed.

Welman and Kruger (2000: 26) argue that primary sources are the written oral testimony of an eyewitness or participant or a record made by some mechanical device present at the event such as a tape recorder, videotape, or photograph.

Primary sources consist of written or oral account of direct witness of, or a participant in, an event or an audiotape, videotape or photographic recording of it. It even consists of household garbage. This would then represent first-hand evidence of what happened.

1.7.2. Secondary Sources

According to White (2003: 51), secondary sources are those that do not bear a direct physical relationship to the event being studied while McMillan and Schumacher (2006: 428) argue that secondary sources are the record or testimony of anyone who was not an eyewitness to or participant in the event.

Leedy and Ormord (2005: 164) define secondary sources as the works of historians who have interpreted and written about primary sources.

Secondary sources provide second-hand information about events. Such sources have not witnessed the events themselves but have obtained the information either from someone who had indeed experienced it first-hand. Examples are books, encyclopaedias, newspapers, journals, government gazettes and internet.

1.8. DELIMITATION OF THE STUDY



This research project will be conducted in Bochum Area (Bahananwa Circuit) in the Capricorn District of the Limpopo Province.

It will be difficult for the research to cover all the public schools in Bochum Area within a very short space of time as the area comprises of a total number of 204 schools.

Due to the low socio-economic status of families which reside in a remote rural area that lack of basic infrastructure, most schools in the area lack basic commodities such as water and electricity. Many households are poor due to a high level of illiteracy and unemployment. School managers and governing bodies struggle to administer schools as most parents are unable to pay school fees. The researcher will again delimit this study area by considering schools from Bahananwa Circuit as the sample of public schools for purposes of this study.

1.9. DEFINITION OF KEY CONCEPTS

Definitions of concepts are required for the purpose of bringing to light that which is relevant in the research. Concepts used in this research are clarified as follows:

1.9.1. Marketing

Marketing is defined as managing relationship through effective communication. In commerce and industry managing the exchange between producers and consumers. In education circles the word marketing refers to managing the relationship between schools and their clients (Davies & Ellison, 1991:1).

Stott (2001:8) states that marketing is “... matching process between supplier and consumer”. In this study, marketing is defined as the way in which the school communicates with the internal and external environments. The school communicates and maintains its relationship with all stakeholders involved in education by writing annual letters, newsletters, progress reports and by having meetings. When the school communicates and maintains its relationship with stakeholders, it will be easy for it to be marketed.

1.9.2. Culture

Badenhorst (1996: 79) describes culture as a particular dimension of an organization whose interaction with other aspects of education contributes to uniqueness, effectiveness and excellence of the organization.

According to the *Oxford English Dictionary* (2002: 211), culture refers to the transfer of moral and intellectual customs and values through training to members to particular community. This study will focus on marketing culture in schools in an attempt to make them viable centre where teaching and learning can take place.

1.9.3. Stakeholders

According to Murgatroyed and Morgan (1992:5), the word stakeholders are used to refer to “those who have a vested interest in education, its processes and outcomes”. This includes parent’s school governing body, community leaders, pupils and teachers. The stakeholder of a school may be considered in a narrower sense as all those working together towards the attainment of common goal.

The National Education Policy Act (Act 27 of 1996: A-3) defines stakeholders as “... organizations or bodies with a direct and continuing interest on the education institution, programme, phase or sector in question”.

In this study, stakeholders will include parents, learners, educators, the School Governing Bodies and Community-Based Organisations.

1.9.4. Schools

According to the *South African Schools Act* (Act 84 of 1996), schools are defined as public schools, or independent schools which enroll learners in one or more grades between Grade 0 and Grade 12. Public schools and Mode C schools will be clarified later in the study.

1.9.4.1. Public schools

Public school are a pre-tertiary educational institutions which dispense the curriculum requirements in terms of the South African Schools Act. According to the *South African School Act* (Act 84 of 1996: 10), a public school is:

- Kgalushi
- Kgokwana
- Kola-Leboko
- Mabea
- Mabothe

“... an ordinary public school or a public school for learners with special educational needs.”

1.9.4.2. Model C Schools

According to Dekker and Van Schalkwyk (1996: 473), model C Schools are regarded as semi-private state-aided schools. In this study, model C schools are schools which catered for previously advantaged white communities who were selected purely on race accorded a higher per capita expenditure as compared to other racial groups.

1.9.5. Schools Act

In this research, the concept schools act is referring to piece of legislation which was concluded by Parliament of the Republic of South Africa and is known as the *South African School Act* (Act 84 of 1996). It carries the endorsement of the

State President. It sets out how schools should be governed and espouses important policies relating to conduct of learners and educators.



1.9.6. Bahananwa Circuit

According to *BBC English Dictionary* (1992: 1997) a circuit is a series of schools that are visited regularly by a person or a group for the purpose of monitoring and support.

Masala (2005: 12) define a circuit as an institution that administers schools. The head of a circuit is a circuit manager.

Bahananwa circuit comprises of the following:-

1.9.6.1. Secondary Schools.

- All-days
- Kgalushi
- Kgekwana
- Kola-Leboho
- Mabea
- Mabotha
- Magadikana
- Mamoduwane
- Masoka
- Mathipa-Makgato
- Matsiokwane
- Mmatsela
- Mmantshaka
- Nakedi
- Ngwakwana
- Ntsose
- Thoka-Mpe

1.9.6.2. Primary Schools



- All-Days
- Leboho
- Maboi
- Maimela
- Makgari
- Makgafela
- Malenkwana
- Malolwane
- Mama
- Mamoyahabo
- Manthale
- Masete
- Mashie
- Makgomo
- Modikwa
- Modulathoko
- Morongwa
- Mpebe
- Nonyana
- Phokanong
- Ramaahlo
- Raphotololo
- Rasebilu
- Resekgala
- Rasekhuta
- Selelo
- Sepanya
- Thlona-Sedimong

Bahananwa is a toterm of a tribe which descended from a bigger Leboho tribe originally from Botswana. As a breakaway group, this tribe settled to the North and South of the Blouberg mountains to this day. A literal translation of “Bahananwa” means “ a people who do not want to subject themselves to the rule of others”. Due to an internal strife for leadership, the tribe was further split into groups, namely: Kibi and Maleboho. Naming the circuit “ Bahananwa” was a conscious decision which would accommodate the Kibi and Maleboho subjects in the area (Sonntaga, 1983:7-8).

Bahananwa Circuit is situated under the jurisdiction of the Capricorn District of Limpopo Province. It is approximately 142 km west of Makhado town within the Blouberg Municipality. The majority of the residents of the area are subjects of Chief Kibi.

In this study, Bahananwa Circuit refers to all primary and secondary schools mentioned in paragraphs 1.9.6.1 and 1.9.6.2 above.

1.10 RESEARCH OUTLINE

Chapter One

Presents a general orientation of the study, awareness of the problem, statement of the problem, background to the problem, research questions and hypothesis, research methodology, significance of the study, aims and objectives of the research definition of the key concepts and research outline.

Chapter Two

Will be devoted to exposition from sources on the marketing and development of school culture. It will also focus on investigating what other researchers are

expounding with respect to the development of a school marketing culture. Here, approaches in school marketing culture will be covered based on information gleaned from various sources, which have been consulted.

LITERATURE REVIEW

Chapter Three

Will provide a description of the empirical investigation. The instrument of research will be focus group interview with the principals and departmental heads of public schools to determine their perceptions on marketing and its effects on their positions as school managers.

Chapter Four

Will focus on the analysis and interpretation of selected sample of the empirical data. The qualitative presentation will be based on the perceptions of the principals and departmental heads with regard to school marketing.

Chapter Five

Will be devoted to providing an overview of findings, conclusions and recommendations

LITERATURE REVIEW

2.1. INTRODUCTION

Promoting a school may result in a great deal of success in developing and improving the relationship between the school and its clients and may make a significant impact on recruitment level (Davies and Ellisson, 1991:132).

Through this literature review, the above statement will be proven correctly because strategies, methods, approaches on school marketing will be investigated and current literature promoting and critical of school will be visited.

2.2 NATURE AND DIMENSIONS OF SCHOOL MARKETING

It remains true that the various stakeholders in current public schools have indicated interest in education services. The above statement is especially true to schools where both the culture of teaching and learning have been lost.

According to Bischoff and Koebe (2005: 159), the migration of township learners to former model C schools is a sign that they are in search of quality education, and that former model C schools are such as providers for opportunities of teaching and learning.

Parental involvement has especially become crucial in efforts to re-establishment these cultures. This includes not only educators and management but also parents, members of school governing bodies and members of staff.

According to Lemmer and Squelch (1993: 96), parent's involvement in general

improves and promotes home-school relations, reduces misunderstanding and conflict and prevents the school from becoming isolated from the community.



Mapasa (2005: 119) confirms this by indicating that parents are only involved insofar as problems regarding learners' behaviour are reported to the parents

This is further corroborated by Singh, Mbokedi and Msila (2004: 306) who intimate that the absence of parental participation in the education of their children is quite significant.

Every stakeholder who is facing up to the turbulent changes being effected in education is concerned about the improvement of formal public education. It remains important to emphasize at the outset that marketing encompasses much more than recruiting pupils and advertising the school. The definition that comes closest to the underlying objective of the study is that marketing is considered to be a management-initiated process with the purpose of anticipating, identifying and finally satisfying the needs of clients.

2.2.1.2 Networking between schools and new businesses

Bonginkosi (2006: 84) submits that School Management Teams 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.

In general, public schools will henceforth have to assume new responsibility and respond to market related challenges and approaches to education. Existing attitudes prevalent among both educators and certain stakeholders which consider marketing to be a foreign term intruding into the world of education will have to disappear. The recognition that public schools must devise marketing strategies to survive and supplement existing resources will attain

gradual recognition. This chapter will try to spell out ways in which marketing can be fully integrated with other aspects of school management in an attempt to improve the quality of education.

2.2.1.4 Written Reports

2.2.1 Specific ways to market a school

The following are some of specific ways to market schools:

2.2.1.1 Media

In order to put the school on a winning pedestal, it is important to network with various media houses. This is done in an attempt to establish a rapport with various personalities within the establishments. According to Pardey (1997:78), it is important for a school to forge links with radio presenters and journalists in order to minimise negative reporting of events at the school. The same view corroborated by Warner (1994: 34) who maintains that schools should delegate educators as media officers in order to facilitate effective and efficient communications.

2.2.1.2 Networking between schools and new businesses

The needs of a school are numerous. To this end, it is important for a school to invite the management of new business establishments to the school to forge new partnerships. According to Bridges and McLaughlin (1994: 24) business executives in the vicinity who are charge of emerging companies should be invited to the school for a guide tour. There will be a mutual relationship in that the school may receive some sponsorship from the business meanwhile the business stand to gain through adverts and tax rebates.

2.2.1.3 Newsletters

Newsletters are sent to parents or other stakeholders as the way of communicating with them, thus involving them in the education in their

children. Wolfendale (1992:72) states that newsletters help parents to be well-informed of the development in school.



2.2.1.4 Written Reports

Learners' progress reports can be sent to parents as a way of involving and communicating with them. Potter and Powell (1992: 110) state that the report on their children's progress and performance in the subject of the learner studies may enable parents to be involved. In some cases, if the child's performance is not satisfactory, parents might go and discuss the report with educators and in that manner, parents will be involved in every step of the way. The good quality reports which are sent to parents market the school to both the internal and external environments.

2.2.1.5 Promotion of institutional image through corporate items

Corporate items are at the heart of marketing in the modern world. They may take the form of key rings, stickers, t-Shirts, blazers, newsletters, flyers, brochures and prospectus. They help to uplift the status and image of an institution and this help to elicit interest among parents to the extent that they aspire to associate themselves with such an institution.

According to Davies and Ellison (1991:88-93) such corporate and promotional items can assist an institution to appeal to both the internal and external publics to interest in the institution in terms of enrolment. Thus, the distribution and sale of such small items can enhance the image of a school and attract learners to enrol at the school. Whether or not an institution will grow in popularity and size though a high enrolment, will to a large extent depend on the extent of publicity made though the sale and / or distribution of such items.

2.2.1.6 Meetings



The main purpose of a meeting with parents or stakeholders is to exchange information. The meetings take place when the school or parents think it is necessary to discuss and update each other with the current developments. In most schools, meetings are held when there are problems. These meetings, enables “members of the community to regard the school to be theirs and forge links” (Davies & Ellison 1991:122). If the community is given access to the school, they have feelings of belonging and relationships which exist between parents and schools encourage parents to market schools to external environments. Meetings with parents will assist in the establishment of committees, for example, financial and building committees. Parents who are involved in fundraising will work hand in hand with the building committee because they want to know how much was raised for building a project. Involvement and communication with parents during meetings help in the marketing of school to the external environment.

2.2.1.7 Parents-Teacher Associations (PTA’S)

Fullan (1991:228), Potter & Powell (1992:74), Wolfendale (1992:74) and Fagnano & Werber (1994:49) agree on the fact that these associations support parents and the school in the running of social events. Examples of such events are fund-raising, renovation of schools, decision-making and improving home or community-school relations.

The establishment of PTA’s and Parents Teachers Students Associations (PTSA’s), which are now called school governing bodies, has meant that are involved legally to voice their concern in school matters relating to planning, organizing, decision-making and control of school resources (*South African Schools Act*, (Act 84 of 1996:7-8). Parents get an understanding that their involvement is needed and highly appreciated for activities, where they are to

raise funds with other parents and teachers and improve community-school relations. Parents who are involved in parents-teacher associations will market the school better because they discuss lots of ideas with teachers. Parents will market the school to the external environments.

The above argument was further supported by Nkata and Thody (1996:70) when citing parental involvement in other countries, namely Uganda. "Parents in Uganda are involved in monitoring learners and staff discipline, where codes of conduct may be drawn for learners and teachers".

Parents are also involved in planning how grade or parallel stream can be added, and what the needs of the staff are. When parents are involved in formulating school policies, they have a chance of stating their visions, missions, and objectives, which help in marketing of schools.

2.3 REASONS WHY A SCHOOL SHOULD MARKET ITSELF

Much has been said with regard to ways of school marketing. According to Davies and Ellison, in Bisschoff et. al. (2004:3), reasons why a school should be marketed are as follows:

- To attract learners and educators of high standard.
- To propagate information about aims and achievements of the school.
- To advocate the school through the media (electronic and print).
- To improve the services and relationships with feeder communities.
- To attract higher capital funding from the state if a school is well marketed.

2.4. CURRENT LITERATURE PROMOTING SCHOOL MARKETING

This sub-section will be devoted to a brief discussion on the relevant literature which promotes the marketing of schools. According to Bridges (1994:175),

marketing has been described as a central management activity which most organizations, including schools, have to embark upon. Every school in South Africa will henceforth benefit from conducting a careful examination of the needs of its clients. The Promulgation of the *South African School Act* (Act 84 of 1996) means that schools will have to reflect upon the kind of relationship existing with school clients and other stakeholders. The starting point would be the recognition that school client's needs, rights and expectations.

The focus of this sub-section is not to say something bad about the concept marketing, but rather on the literature promoting the concept of school marketing. Discussions centred around school marketing are often greeted with impatience and scepticism.

One of the arguments put forward is that it avoids the real issues pertaining to education or fails to contextualize actual education concern. However, exponents of school marketing have often expressed similar concerns.

The most important argument was put forward by Bridges (1994:138) by stating that education is a "public good", and that markets will satisfy "equality of opportunity". He further draws an analogy between economics and school marketing. Markets in economics terms are places where people exercise rights over goods and service. However, in this study, only educational ones will be considered. In terms of education, marketing would entail the necessary demand from consumers coupled with a diverse supply of school to satisfy the needs of these consumers. The demands for a restructuring of education have never been greater in South Africa.

Given the above background, Bridges (1994:139) supported his argument by using "Market Model" which he uses to determine what legitimate objections

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2.5 LITERATURE CRITICAL OF SCHOOL MARKETING

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Given the above background, Bridges (1994:139) supported his argument by using "Market Model" which he uses to determine what legitimate objections

could be directed against it. The question of education as “public good” was expressed by different authors. According to Bridges (1994:138), education is considered to be “public good” because schooling should be provided by the state. Furthermore, Fosket (1995:159) supported Bridges by stating that education is a public good and should remain one of the primary responsibilities of the state. The above argument was further supported by Jordan (1969:38-46) who says that marketing is a concept of competition and choice, the latter of which can be exercised by client in education.

Finally, it is the view of this research that the preceding discussion to examine current literature promoting school. Marketing can be used as a model to examine current educational reforms in South Africa.

2.5 LITERATURE CRITICAL OF SCHOOL MARKETING

To the contrary, other authors are critical of marketing. They view it as an activity which diverts the attention and focus of schools from their core business, namely teaching and learning.

One of the most important objections cited by Bridges the market ethos (1994: 84) is that in the real market place, there are both losers as well as winners. An analogy is drawn with business people who present a shoddy appearance and fail to attract the necessary customers and soon go out of business. They are the ones to suffer directly from their own incompetence and mismanagement. An under-performing school suffers the same fate as it harms its image and resulting products. The far-reaching implication of this is that the school is not faced with immediate closure as the dilemma facing a disorganized business undertaking. It may take years to become totally unviable and during this period and injustice is being perpetrated to hundreds of children who are receiving standard education.

The opponents of market-related school like Millar (1978-1340) argue that the

South African education system should concentrate its efforts on re-instating the culture of teaching and learning at certain schools where this has been dealt a severe blow. Other opponents like Bridges (1994: 118) contends that the education system should be projecting a vision of society as involving independent relation instead of projecting a businesslike approach. Wragg (1993:91) goes further and views the entire marketing approach as a hoax and nothing more than privatization which the government has expressed opposition to. The entire process is viewed as being indirect opposition to the culture of democracy.

Not all critics marketing do eventually reduce the capacity of the state to function as a primary stakeholder. Kenway (1995: 40) expresses the view that the current marketing initiatives in countries in countries like Australia and New Zealand have hidden agendas. He further contends that the state is in the process of abdicating its responsibility from providing welfare to school towards the creation of profits in education. Although a tremendous amount of emphasis has been placed on the devolution of control and accompanying deregulation, the so called newly-acquired flexibility moves parallel with responsiveness and constraints.

A major source of critical literature has been forthcoming from critics such as Millar (1978: 148). The author believes that the devolution of authority of governing councils has inherent potential to shift the emphasis in public schools from the strive towards academic excellence to business enterprises. In this case excessive time will be devoted to the acquisition and accumulation of finances. The major fear as expressed by Glatter (1989: 62) in this regard is that it could culminate in the eventual collapse of that educational system in the country. While the above mentioned criticism may be considered to be largely speculative, several of these were confirmed in some European Countries. However, in this research, it is sufficient to note that the current school marketing approach represents a total change. The resultant deregulation and

devolution of an increasing number of functions of present public school can be the most immediate impulse behind the emphasis in the marketing of school. Nonetheless, an important influence has been directed towards ensuring the attainment of the directives specified in the *South African Schools Act* (Act 84 of 1996).

2.4 SUMMARY

For an institution to be popularized within a particular community, it must be able to market itself successfully. Marketing is the gateway to success of any institution. In order for a particular institution to gain a competitive advantage over others in the same sector, the investment it makes must carry weight which will support the envisaged outcomes. Authorities at a given institution should not be complacent but should invest their expertise in the advancement of the course of their institutions. In addition the leadership of institutions should harness material resources to uplift their institutions. Finally, marketing is at the centre stage of the success or failure of institutions. Institutions which are marketed poorly are at the brink of a total collapse.

3.3 THE RESEARCH DESIGN

According to Kruger (1997: 46) the term research design refers to "... the plan according to which we obtain research participants (subjects) and collect information from them". On the other hand, Moton (2001:55) defines a research design as "... a plan or blueprint of how one intends conducting the research".

Bless and Smith (1993:63) say research design can be understood as the planning of any scientific research from the first to the last step. In this sense, it is programme to guide the researcher in collecting, analyzing and interpreting observed facts.

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The aim of the study is to provide account on deficiencies of public schools with regard to enlisting the enrolment of learners from feeder communities around Bahananwa Circuit in Capricorn District of Limpopo Province. In this chapter ;the researcher will focus on research design, population of the study, sample and sampling procedure, instrument used in the study, pilot study, data collection procedure, data analysis, reliability and validity of the study, some ethical consideration and right to privacy.

The researcher will in this study and hereunder, give an exposition of research methodology used.

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According to Kruger (1999: 46) the term research design refers to “... the plan according to which we obtain research participants (subjects) and collect information from them”. On the other hand, Mouton (2001:55) defines a research design as “ ... a plan or blueprint of how one intends conducting the research”.

Bless and Smith (1995:63) say research design can be understood as the planning of any scientific research from the first to the last step. In this sense, it is programme to guide the researcher in collecting, analyzing and interpreting observed facts.

Mouton and Marais (1993: 32) also refer to research design “as the arrangements of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”. The aim of research design is to align the pursuit of a research goal with practical considerations and limitations of the project. Clearly research design implies that the research is planned. There are two types of research designs, namely, qualitative and quantitative research. Because this study is descriptive in nature, qualitative research design was used.

3.2.1 Qualitative Research Design

The design of this research can be described as being both exploratory and descriptive.

The researcher chose this research design because the study provides a detailed description of the question of marketing at public schools.

3.4. POPULATION OF THE STUDY

According to Bogdan and Biklen (1992:2) qualitative research is an umbrella term used to refer to several strategies that share certain characteristics: the data collected; analysed and interpreted is rich in description of people, places and conversation and it is not easily handled by statistical procedures. Naresh (1993: 164) on the other hand refers to qualitative research as “ ... an unstructured, exploratory research methodology based on small scale sample that provide insight and understanding of the problem setting.

According to Mouton and Marais (1993:155) qualitative research design is an approach in which the procedure is not strictly formalized while the scope is more likely to be undefined and a more philosophical mode of operation is adopted. The same sentiments were further echoed by Schumacher and Mc Millan (1993:372) in saying “... qualitative research represents facts in a

narration with words and its main purpose is more concerned with understanding the social phenomenon from the participant's perspective".

3.3. RESEARCH METHOD

The Research used the survey method in the study to ask questions to respondents in order to obtain the required data from them. According to Gay (1992:217) a survey is "an attempt to collect data from the members of the population in order to determine the current status of that population with respect to one or more variable"

Gay (1992:217) further indicates that a survey gathers data at particular point in time with the intention of describing the nature of existing conditions, identify standards against which existing conditions can be compared and determine the relationship that exist between specific events

3.4. POPULATION OF THE STUDY

According to Kruger (1999:47), "... population is the study object which may be individuals, groups, organizations, human products and events or the conditions to which they are exposed". Melville (1996: 34) refers to population as groups a researcher wants to study.

Huberman (1994: 27) on the other hand defines population as the total target group who would in an ideal world be the subject of the research and about them one is trying to say something.

According to McMillan and Schumacher (2006:119), population is a group of elements or cases, whether individuals, objects or events, that confirm to specific criteria and to which we intend to generalize the results of the research.

In this study, population refers to principals and departmental heads of public Schools situated in the Limpopo Province, Bahananwa Circuit. In an attempt to obtain a representative sample principals and departmental heads from primary and secondary schools were interviewed.

3.5. SAMPLE AND SAMPLE PROCEDURE

According to De Vos, Strydom, Fouche, Poggenpoel & Schurink (2003: 199), the concept “sample” comprises of the element of the population considered for actual inclusion in the study or it can be viewed as a subset of measurement drawn from a population in which we are interested.

Seaberg (1988:240) also defines a sample as “... a small portion of the total set of objects, events or persons that together comprises the subject of our study”. A sample is defined by Mulder (199: 55) as “ ... a group which is selected from the population and thus less than the population”. From the sampled circuit (Bahananwa) twenty four respondents from forty five schools were randomly selected. Each receive individual questionnaire to complete.

3.5.1. SAMPLE SIZE

Best and Kahn (1993:19) argue that there is no fixed number to determine the size of an adequate sample.

As the note, the techniques are available for the analysis of data if the sample is thirty (Berth, 1998: 13). The ideal method is the random selection which is applied in this study letting change to determine which numbers of the population are to be selected.

McMillian and Schumacher (2001: 404) put it clear that probability sample size can range from $n=1$ to $n=40$ or more. The sample size is in a way related to the purpose of the study, research problem, data collection technique as well as the availability of information. In this study, the sample was twenty four participants whereby twelve were school principals of which nine were male and three were female .

* Questionnaires

Twelve (12) were Department heads in which four were male and eight (8) were female . This is briefly shown on table below.

TABLE 3.5.1. DETAILS OF RESPONDENTS

CATEGORY	MALE	FEMALE	NUMBER	PERCENTAGE
Principals	9	3	12	50
Departmental Heads	4	8	12	50
Total	13	11	24	100

In the majority of Schools (particularly previously disadvantaged schools), principals and HOD's are the key drivers of marketing at schools. Members of school governing bodies are in most cases semi-literate or functionally illiterate and as such unable to effectively market schools. As such, the school Management Team comprising of principals and HOD's will be bound to drive the marketing of the school.

3.6. INSTRUMENTS USED IN THE STUDY

It is important in a study for the researcher to choose the appropriate instrument of investigations and collecting data. This will help to guarantee the validity of the data collected (Mc Neill 1995:15)

According to Denzil and Loncoln (1994:19), research instrument refer to any plan of action that helps the researcher in gathering relevant data.



In this study, the researcher uses the following instruments:-

- Interviews
- Observation
- Questionnaires

3.6.1. INTERVIEWS

According to (White, 1972 as Cited by Cohen and Manion, 1982:243) interviews provide access to what is inside a person's head, the formation he has values and preferences. The respondents were interviewed using structured questionnaires and open-ended question so as to arrive at the underlying problems about how to establish a marketing culture in our public schools

Cohen, Manion and Morrison (2008: 352) suggest that interview has the following advantages:-

- It allows for greater depth
- Have a higher response rate

A disadvantage on the other hand, is that interview is prone to subjectivity and bias (Oppenheim, 1992: 81)

3.6.2. OBSERVATION

The observation technique revealed perception and processes that appear real. This was done intently and required the research to put aside his or her own thoughts and seek first hand information from the participants.

According to Ramaofisi (2003: 41) observation is a direct way of studying the

action and its advantage is that makes it possible to record behaviors as it happens.

- Time saving

In this study, the research will observe principals and Departmental heads during interviews and completion of questionnaires

- No interviewer bias

3.6.3. QUESTIONNAIRES

According to Labovitz and Hagedorn (1991:51), a questionnaire is an instrument comprised of a series of questions that are filled by the respondents while the *New Dictionary of Social Work* (1995:51) defines a questionnaire as “.... a set of questions on a respondent in respect of a research project”.

- Researcher cannot visually observe the respondents' reactions to

3.6.3.1 TYPES OF QUESTIONNAIRES

➤ Questionnaires delivered by hand

According to Bailey (1994: 107) this type questionnaire is handed to the respondent and filled it by him or her with no help from the interviewer. Neuman (2000: 271) further supports the idea by stating that the researcher gives the questionnaires directly to respondents who read instructions and questions and then record their answers.

- Lack of flexibility

According to De Vos et al. (2002: 174) questionnaires delivered in this way have the following advantages:-

- Save time
- Response rate are raised because of the personal contact
- Do not bother the respondents at an inconvenient time.
- Issues of literacy, visual competence and writing competence are also relevant to hand-delivered questionnaires.

- Cannot record spontaneous answers

- No control over date of response.

This was supported by Babbie (1998: 458) who indicates that questionnaires delivered in this way have the following advantages:-

- Time saving
- Greater assurance of anonymity
- Standardized wording
- No interviewer bias
- The questions may be completed at the respondents convenience

On the other hand, Neuman (2000: 272) urges that the questionnaires delivered by hand have the following disadvantages:-

- Low response rate
- Researcher cannot visually observe the respondents' reactions to questions physical characteristics or the settings.
- Limits the kinds of questions that a researcher can use.
- A researcher cannot control the conditions under which this type of questionnaire is completed.

Bailey (1994: 108) also submits that questionnaires delivered by hand or mailed has the following disadvantages:-

- Lack of flexibility
- Low response rate
- Verbal behavior only
- No control over environment
- No control over question order
- Many questions may remain unanswered
- Possibly biased sample
- Cannot record spontaneous answers.
- No control over date of response.

In this study, the researcher will deliver the questionnaires by hand to the selected twelve four (24) schools for principals and departmental heads to complete them. The filled questionnaires will be collected.

➤ Personal questionnaires

Personal questionnaires refer to the questionnaires that are handed to the respondent who complete them on his/ her own although the researcher is available in case problems are experienced (De Vos et al.200: 173).

3.6.3.2. ADVANTGES OF QUESTIONNAIRES.

According to Rodgers and Badham (1992:34), the use of questionnaires to collect research data has the following advantages:

- It collects information from a large sample cost-effectively,
- It yields specific and comparative data
- It allows respondents to remain anonymous,
- It is time-saving.

Bless and Smith (2000:112) also submits that the use of questionnaires to collect research data has the following advantages:-

- Low drain on time and finance
- Easily standardized
- Very little training of researcher

3.6.3.3. DISADVANTAGES OF QUESTIONNAIRES.

According to McMillan and Schumacher (2006:211) the use of questionnaires to collect data has the following disadvantages:

- Biased and ambiguous items.
- Restricted to subjects who can read and write
- Faking and social desirability
- Scoring open-ended items
- Inability to probe and clarify

Marton (1986:34) also submits that the use of questionnaires to collect research data has the following disadvantages:-

- Difficult to interpret subjects responses
- Difficult to check that subject understands the questions.
- Low response rate
- Response bias

3.7. PILOT STUDY

According to Bailey and Moreland (1999:142) a pilot study is when a researcher carries out an initial investigation using any intended data collection instrument checking the authenticity and relevance of the data produced.

McMillan and Schumacher (2006:202) state that a pilot study is when a researcher conducts a pilot test of his/her questionnaires before using them in the actual study and sampling respondents with the same characteristics similar to those that will be used.

In this study, the researcher used twelve (12) school principals and twelve (12) departmental heads to test the relevance and authenticity of the research instrument.

3.8 DATA COLLECTION PROCEDURES.



In this study, permission to conduct interviews in schools was sought from the Circuit Manager (Bahananwa Circuit) and was granted (Refer to Appendix A).

Covering letters were attached to questionnaires which were distributed by the researcher personally. Such an encounter between the researcher and respondents helped to create a healthy climate within which the research would be conducted. Respondents were assured of that the information provided through the questionnaires would be treated as confidential.

In instances where respondents could not return questionnaires immediately, arrangements were made for such responses to be collected later. Within five days, all questionnaires were returned to the researcher.

3.9. DATA ANALYSIS

According to McMillan and Schumacher (2006: 417), data analysis is the examination and interpretation of data so that data will be clear and well organized.

Gay (1996:7) argues that data analysis involves the application of statistics to test the research hypothesis or answer the researcher question involving verbal synthesis of narrative data.

Rubin and Rubin (1995: 226) submit that data analysis is the final stage to find the meaning of what was intended to be found.

In this study, data was collected mainly through questionnaires. The data collected was systematically recorded in tables. Both inductive and deductive

reasoning was used to form specific views. Inferences were drawn from particular patterns displayed in the data. A comprehensive comment was made which was informed by such inference. Data was managed using a manual method.

3.10. RELIABILITY AND VALIDITY OF THE STUDY.

Hudson in *De Vos et al.* (2001: 85) defines reliability as the accuracy or precision of an instrument; as the degree of consistency or agreement between two independently derived sets of scores; and as the extent to which independent administrations of the same instrument yield the same (or similar) results under comparable conditions.

Hudson in *De Vos et al.* (2001: 83) described validity as doing what is intended to do, as measuring what it is supposed to measure and as yielding scores whose differences reflect the true differences of the variable being measured rather than random or constant errors.

The validity of the study mainly rested on data collection and analysis techniques. This was ensured by collecting back all questionnaires and interviewing all respondents. The degree to which the interpretation and the concepts have or mutual meaning between the researcher and participants made the study to be regarded as valid and reliable.

3.11. SOME ETHICAL CONSIDERATION

According to MacMillan and Schumacher (2006: 33) ethical consideration includes policies with regard to informed consent, deception, confidentiality, anonymity and privacy.

De Vos et al. (2001: 24) argue that ethical considerations are key to this study as they involve respondents who are human beings.

This study assured all participants confidentiality and anonymity during the process of gathering data.



DATA ANALYSIS AND INTERPRETATION

3.12. THE RIGHT TO PRIVACY

4.1. INTRODUCTION

Hysamen (1994: 134) acknowledges the right of all participants. The researcher, during the process of interviews, assured the participants the right to privacy. This was further indicated in letters (appendices A and B) where request and permission to fill in the questionnaire was granted and privacy guaranteed.

Two sections are divided as follows:

3.13. THE RIGHT TO REMAIN ANONYMOUS

The researcher presented his credentials to the respondents in order to assure them of his integrity. Anonymity of respondents was safeguarded by allowing them not to write their names or those of their institutions in the questionnaires.

This comprises of data collected from principals.

3.14. SUMMARY

In Chapter Three, research design, population, sampling procedure, data collection, the right to privacy, and the right to remain anonymous, were dealt with. Data analysis will be dealt with in Chapter four.

heads.

Two population groups were used to obtain data; namely principals and departmental heads. The presentation is mainly descriptive based on frequencies and percentages.

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The chapter focuses on data analysis and interpretation. Collected data will be presented in two sections. Data was collected through the administration of questionnaires. Data was shown in frequency tables and percentages. Two sections are divided as follows:-

4.2. DATA COLLECTION AND ANALYSIS

4.2.1. SECTION A

This comprises of data collected from principals

SECTION A: Covers analysis and interpretation of data collected from principals

SECTION B : Embraces analysis and interpretation from departmental heads.

Two population groups were used to obtain data; namely principals and departmental heads. The presentation is mainly descriptive based on frequencies and percentages.

Table 1: Respondents were asked to indicate their gender



Response	Number	Percentage
Male	9	75
Female	3	25
TOTAL	12	100

In Table 1, the researcher discovered that the majority of the respondents (75%) were male principals whereas 25% were female principals. This indicated that the majority of female educators were not in positions of leadership.

Table 2: The respondents were asked to provide information about their ages.

Response	Number	Percentage
20-30 years	0	0
31-40 years	6	50
41-50 years	3	25
51-59 years	3	25
TOTAL	12	100

In Table 2, the researcher found that the respondents (50%) indicated that they fell within the ages of 31 to 40 years and 25% fell within the ages of 41 to 50 years, and 25% within the 51 to 59 years. The percentage distribution was skewed in favour of the 31-40 age group which improved prospects of capacity building in marketing.

Table 3: The respondents were requested to indicate their highest qualifications.



Response	Number	Percentage
Grade 12	3	25
Bachelor's Degree	7	58,3
Masters Degree	0	0
Other (Specify)	2	16,7
TOTAL	12	100

In Table 3, the researcher found that 25% of the respondents obtained Grade 12 as their highest qualification, 58,3% obtained Bachelor's Degree while 16,7% of them obtained three year primary and secondary teachers' diplomas. This indicated that most principals within bahananwa Circuit were suitably qualified.

Table 4: The respondents were requested to indicate their highest professional qualifications.

Response	Number	Percentage
JPTC/SSTC/STD/JSTC/PTC	9	75
HED/UED	1	8,3
B.ED	1	8,3
N.TEC	0	0
M.ED	1	8,3
TOTAL	12	100

Table 4, indicated that 75% of the respondents obtained JPTA, SPTD, STD, JSOC and PTC as their highest professional qualifications, while 8,3% obtained HED/UED, and 8,3% obtained B.Ed. Only one respondent (8,3%) obtained an M.Ed degree.

Table 5: The respondents were requested to indicate their teaching experience.

Response	Number	Percentage
1 to 10 years	0	0
11 to 20 years	8	66,7
21 to 30 years	4	33,3
31 to 39 years	0	0
TOTAL	12	10

In Table 5, the researcher found that 66,7% of the respondents had teaching experience of 11 to 20 years while 33,3% had teaching experience of 21 to 30 years. Therefore the principals had enough teaching experience

Table 6: The respondents were requested to indicate details on the nature of their appointments

Responses	Number	Percentage
Permanent	3	25
Acting	9	75
On Probation	0	0
TOTAL	12	100

Table 6 indicated that 58,3% of the respondents were still acting while 41,7% of the respondents were permanent. This in itself affected the morale of most respondents because they were in acting posts and were uncertain about their future.

Table 7: The respondents were requested to indicate details on Educational Management qualifications



Responses	Number	Percentage
Yes	12	100
No	0	0
TOTAL	12	100

Table 7 indicated that 100% of the respondents had Education Management qualifications. This would assist schools as principals possessed the requisite skills in marketing.

Table 8: The respondents were requested to indicate whether they received any managerial support from the circuit.

Respondents	Number	Percentage
Yes	1	8,3
No	11	91,7
TOTAL	12	100

Table 8 shows that (8, 3%) of the respondents received support from the circuit while 91, 7% did. Therefore, the managerial support from the circuit was minimal and would make little impact on school marketing.

Table 9: The respondents were requested to define the concept ‘School Marketing’.

Responses	Number	Percentage
Well Defined	12	100
Not Clear	0	0
TOTAL	12	100

All respondents (100%) attempted to define the concept “School Marketing”.

Though

their definitions were not as clear as one would have wanted them to be, they nevertheless revealed a fair amount of understanding of the concept. Given the fact that the majority of them had qualifications higher than REQV 13 (M +3), it was understandable why they seemed to be familiar with the concept. It was probable that many of them came across the concept during their coursework as prospective teachers .

Table 10: The respondents requested to indicate whether they consider it necessary for public schools to market themselves.

Response	Number	Percentage
Yes	12	100
No	0	0
TOTAL	12	100

Table 10 shows that all the respondents (100%) considered marketing as an important school activity. The general feeling of all respondents was that schools should market themselves for the following:

- Increasing the enrolment;
- Assisting the school in becoming better known;
- Helping school to improve its reputation, and
- Improving external relations.

It was during the completion of this questionnaire that the respondents knew the reasons why they should do school marketing, but practically, they would not have the skills to do so.

Table 11: The respondents were asked to list marketing tools used by their schools for the past three years.



Response	Number	Percentage
Prospectus	4	33,3
Newsletters	2	16,7
Flyers	0	0
Stickers	0	0
Brochures	0	0
Blazers	0	0
Key rings	0	0
T-Shirt	1	8,3
No response	5	41,7
TOTAL	12	100

Table 11 reveals that 33,3% of the respondents used prospectus as their marketing tool, 16,7% used newsletters, 8,3% used golf shirt and 41,7% did not use any tool to market their schools. As such, one safely concluded that the majority of schools in the Bahananwa Circuit survived with little or no marketing at all. The fact that five (41, 7%) of the respondents were not in position to point out the marketing tools used at their schools was indicative of the fact that very little or nothing was done with regard to marketing. This indicated the view held by Davies and Ellison (1991:88-93) that where there was no marketing, there would be no growth. That was why the enrolments of most schools was lower than 600 because of lack of marketing.

respondents (75%) were not doing any form of marketing in their schools. Hence, the low enrolment in Table 18 could to large extent be attributed to non-involvement in marketing.

Table 12: The respondents were asked to indicate major competitors of their schools.



Response	Number	Percentage
Other schools	11	91,7
Department of Education	0	0
Universities	0	0
Not Certain	1	8,3
Total	12	100

In Table 12, 91, 7% of the respondents indicated that their major competitors were other schools, while 8,3% were not certain. Only those schools which exerted a lot of effort to market themselves were be the ones which would attracted more learners.

Table 13: The respondents were asked to indicate their involvement in any form of marketing previously.

Response	Number	Percentage
Yes	3	25
No	9	75
Total	12	100

From the information depicted in table 13 above, it was clear that only 25% of schools were involved in any form of marketing before and the majority of the respondents (75%) were not doing any form of marketing in their schools. Hence, the low enrolment in Table 18 could to large extent be attributed to non-involvement in marketing.

Table 14: The respondents were asked to indicate steps to be followed in ensuring maximum benefits from appropriate marketing strategies.

Response	Number	Percentage
Certain	7	58,4
Irrelevant	4	33,3
Aware	1	8,3
TOTAL	12	100

In table 14, 58.4% of the respondents were able to indicate steps to ensure appropriate marketing strategies. Four 33,3% of the respondents gave irrelevant, uncertain or no response at all. Among those, only one (8, 3%) of the respondents was conscious of the disciplinary role that school marketing can play at an institution. It was further indicated that the image of the school depended to a large extent on the quality of results at the end of an academic year.

Table 15: The respondents were asked to identify primary stakeholders in schools.

Response	Number	Percentage
Learners, Parents and teachers	10	83,3
School Management Team (SMT)	2	16,7
Department of Education	0	0
Not certain	0	0
TOTAL	12	100

In table 15, the researcher found that 83, 3% of the respondents knew that the primary stakeholders in schools were learners, parents and teachers while 16, 7% did not given adequate thought to the question of stakeholders.

To the school management team, the term stakeholders was foreign in the field of education and had possibly surfaced recently as a result of the promulgation of the *South African School Act* (Act 84 of 1996).

Table 16: The respondents were asked to mention the role of School Governing Body members in the marketing of schools.

Response	Number	Percentage
<ul style="list-style-type: none"> • Fundraising • Liaison between school and parents 	9	75
Work with SMT	1	8,3
Not sure	2	16,7
TOTAL	12	100

Responses indicated that two (16, 7%) of the respondents had no idea about the role of the school governing body and could not comment. This created a problem as such respondents would not tap from the expertise of the School Governing Body (SGB) to market their schools. A total of 75% of the respondents understood that the school governing body should be used for fundraising, acting as a liaison between the school and parents. One respondent (8, 3%) was of the view that the School Governing Body should receive instructions from the School Management Team. This was in contravention of the *South African School Act* (Act 84 of 1996) and would not assist in school marketing.

Table 17: The respondents were asked to identify two target audiences in marketing schools.



Response	Number	Percentage
Learners	10	41,7
Department of Education	0	0
Parents	9	37,5
Teachers	5	20,8
TOTAL	24	100

Interestingly, Table 17 shows that 10 respondents (41,7%) ticked in favour of learners as a target audience followed by 9 respondents (37,5%) in favour of parents. The correct scenario would have been favoured parents over and above any other group. This was particularly so since the learners could only be sent to a given school by their parents since is parents had a final say in the choice of schools.

Table 18: The respondents were asked to indicate their school's enrolment for the past three years.

Response	2003		2004		2005	
	Number	%	Number	%	Number	%
100-299 learners	5	41,6	5	41,6	5	41,6
300-599 learners	5	41,6	5	41,6	5	41,6
600-899 learners	2	16,7	1	8,3	1	8,3
900-1199 learners	0	0	1	8,3	1	8,3
1200-1599 learners	0	0	0	0	0	0
Total	12	100	12	100	12	100

From table 18 above,

- In 2003, a total of five schools (41,6%) had enrolments between 100-299 and 300-599 learners each.
- In 2004, a total of five schools (41,6%) had environments between 100-299 and 300-599 learners each
- In 2005, a total of five schools (41,6%) had environments between 100-399 and 300-599 learners each.
- This trend persisted over a period of three years.
- In 2003, only two schools (16,7%) had an enrolment between 600-899 learners.
- In 2004, only one school (8,3%) had an enrolment between 600-899 learners.
- In 2005, only two schools (16,7%) had an enrolment between 600-899 learners.
- One school (8, 3%) had an enrolment between 900-1199 learners in 2004.

From the trend of learner enrolment displayed in Table 19, one can draw a conclusion that the management of the affected schools were complacent and that the schools were not marketed. If anything, the affected schools were entirely at the mercy of individual preferences of parents and made little or no attempt to sawy parent's choices to their side.

Table 19: Respondents were asked to indicate the leadership style they use at their schools.

Response	Number	Percentage
Autocratic	0	0
Democratic	12	100
Laissez-fair	0	0
Not certain	0	0
TOTAL	12	100

In Table 19 above, 91, 7% of the respondents were aware that a democratic style of leadership was most suitable for school governance and administration. Only 8, 3% of the respondents were not certain about a suitable leadership style. This was in line with the majority's response (100%) to a question which sought to identify the primary stakeholders in Table 16

Table 20: Respondents were asked to outline methods which would be used to popularize the aims and objectives of the schools to internal partners

Response	Number	Percentage
Meetings and Workshops	8	66,7
Wrong or no idea	3	25
Not sure	1	8,3
TOTAL	12	100

One respondent (8, 3%) did not respond to the question. A total of eight (66, 7%) respondents outlined how learners, educators and members of the governing body would be engaged through meetings and workshops in popularizing aims and objectives of their school. Three (25%) of the respondents had a wrong or on ideas about the methods which could be used in the marketing of the school. It then followed that these school managers failed to market schools even though they knew the methods which could be engaged.

Table 21: Respondents were asked to indicate parties who were responsible for policy formulation at their schools



Response	Number	Percentage
Principals	0	0
SMT	2	16,7
Members of SGB	2	16,7
Parents	8	66,6
Representative Council of learners	0	0
TOTAL	12	100

In Table 21, 66,6% of the respondents were aware that policy formulation at a school should involve all stakeholders. Disappointingly, 16, 7% thought this responsibility belonged to the School Management Team (SMT) meanwhile another 16,7% thought it belonged to the members of the SGB.

4.2.2. SECTION B

Embraced analysis and interpretation from departmental heads

Table 1: Respondents were asked to indicate their gender

Response	Number	Percentage
Male	4	33,3
Female	8	66,7
TOTAL	12	100

In table 1, the researcher found that 66,7% of the respondents were female whereas 33,3% were male. This indicated that most departmental head positions in the Bahananwa Circuit were held by female educators.

Table 2: The respondents were asked to provide information about their ages.



Response	Number	Percentage
20-30 years	3	25
31-40 years	9	75
41-50 years	0	0
51-59 years	0	0
TOTAL	12	100

Table 2 clearly show that 75% of the respondents fell within the range of 31-40 years and 25% fell within ages 20 to 30 years. This indicated that educators in the age group 31-40 years had sufficient experience to be appointed departmental heads.

Table 3: The respondents were requested to indicate their highest qualifications.

Response	Number	Percentage
Grade 12	0	0
Bachelor's Degree	1	8,3
Masters Degree	1	8,3
Other (Specify)	10	83,4
TOTAL	12	100

Table 3 indicated that (8, 3%) of the respondents had Bachelor's degree, a further 8,3% had Masters degree and 83, 4% had other qualifications such as under-graduate teaching diplomas. This indicated that the majority of educators who were appointed departmental heads had to improve their qualifications to enable them to market their schools successfully.

Table 4: The respondents were requested to indicate their highest professional qualifications.



Response	Number	Percentage
JPTC/SSTC/STD/JSTC/PTC	10	83,3
HED/UED	1	8,3
B.ED	0	0
N.TEC	0	0
M.ED	1	8,3
TOTAL	12	100

Table 4 clearly indicated that only a few departmental heads had professional degrees a further (8, 3%) had post-graduate teaching diplomas and a majority (83, 4%) had under-graduate teachers' qualification which required an extra effort to make them competent to market schools.

Table 5: The respondents were requested to indicate their teaching experience.

Response	Number	Percentage
1 to 10 years	5	41,7
11 to 20 years	6	50
21 to 30 years	1	8,3
31 to 39 years	0	0
TOTAL	12	100

Table 5 was mainly used to find out the experience of targeted respondents. The table clearly indicates that 50% of the respondents had teaching experience of

11 to 20 years , 41,7% had a teaching experience of 1 to 10 years while 8,3% had a teaching experience of 21 to 30 years. Therefore the respondents had enough teaching experience.

Table 6: The respondents were requested to indicate details on the nature of their appointments.

Responses	Number	Percentage
Permanent	3	25
Acting	9	75
On Probation	0	0
TOTAL	12	100

Table 6 indicated that 75% of the respondents were still acting while 25% of the respondents were permanent. This in itself affected the morale of most respondents because they were in acting capacity for many years

Table 7: The respondents were requested to indicate details on Educational Management qualifications

Responses	Number	Percentage
Yes	2	16,7
No	10	83,3
TOTAL	12	100

Table 7 indicated that 83,3% of the respondents had Education Management Qualifications while 16,7% of the respondents had other qualifications. Most (83,3%) of the respondents had to acquire management qualifications to improve the marketing of schools.

Table 8: The respondents were requested to indicate whether or not they received any managerial support from the circuit.



Respondents	Number	Percentage
Yes	1	8,3
No	11	91,7
TOTAL	12	100

Table 8 shows that (8,3%) of the respondents received support from the circuit while 91,7% did not. Therefore there was no support given to schools from the circuit.

Table 9: The respondents were requested to define the concept ‘School Marketing’.

Responses	Number	Percentage
Well defined	3	25
Not Clear	9	75
TOTAL	12	100

Table 9 reveals that 25% of the respondents defined the concept “school marketing” fairly well meanwhile 75% gave vague definitions. This indicates that the majority of respondents required support in order to clearly understand “school marketing”.

Table 10: The respondents requested to indicate whether they consider it necessary for public schools to market themselves.



Response	Number	Percentage
Yes	8	66,7
No	4	33,3
TOTAL	12	100

Table 10 reveals that 66,7% of the respondents considered it necessary for schools to market themselves while 33,3% regarded it as unnecessary. This indicates that the Bahananwa Circuit had a general awareness of the need for “School Marketing” and a challenge to educate 33,3% of the respondents to regard it as necessary..

Table 11: The respondents were asked to list marketing tools used by their schools for the past three years.

Response	Number	Percentage
Prospectus	2	16,7
Newsletters	1	8,3
Flyers	0	0
Stickers	0	0
Brochures	0	0
Blazers	0	0
Key rings	0	0
T-Shirt	0	0
No response	9	75
TOTAL	12	100

Table 11 reveals that 16, 7% of the respondents used prospectus as their marketing tool, 8, 3% used newsletters and 75% did not use any tool to market their schools. The Fact that 75% of the respondents were not in a position to

point out the marketing tools used at their schools is indicative of the fact that nothing was done with regard to marketing



Table 12: The respondents were asked to indicate major competitors of their schools.

Response	Number	Percentage
Other schools	3	25
Department of Education	1	8,3
Universities	0	0
Not Certain	8	66,7
TOTAL	12	100

Table 12, the researcher found that 25% of the respondents indicated that their major competitors were other schools, 8,3% department of education and 66,7% were not certain. This indicates that there was need to help most schools to identify their competitors for the development of good marketing strategies.

Table 13: The respondents were asked to indicate their involvement in any form of marketing previously.

Response	Number	Percentage
Yes	2	16,7
No	10	83,3
TOTAL	12	100

In table 13 above, it is clear that 16, 7% of the schools were involved in a form of marketing before while 83,3% never did any form of marketing in their schools. This is confirmed by low enrolment figure in table 18.



Table 14: The respondents were asked to indicate steps to be followed in ensuring maximum benefits from appropriate marketing strategies.

Response	Number	Percentage
Certain	9	75
Irrelevant	2	16,7
Aware	1	8,3
TOTAL	12	100

In Table 14, 75% of the respondents were able to indicate steps to ensure appropriate marketing strategies. Four (16,7%) of the respondents gave irrelevant, uncertain or no response at all. Among those, only one (8, 3%) of the respondents was conscious of the disciplinary role that school marketing could play at an institution. It was further indicated that the image of the school depended to a large extent on the quality of results at the end of an academic year.

Table 15: The respondents were asked to identify primary stakeholders in schools.

Response	Number	Percentage
Learners, Parents and teachers	12	100
School Management Team (SMT)	0	0
Department of Education	0	0
Not certain	0	0
Total	12	100

In table 15, the researcher found that 100% of the respondents knew that the primary stakeholders in schools are learners, parents and teachers. Then the term stakeholders was not clearly understood by all respondents.



Table 16: The respondents were asked to mention the role of school governing body members in marketing schools.

Responses	Number	Percentage
Fund Raising	10	83,3
Liaison between school and parents	2	16,7
Work With SMT	0	0
Not Sure	2	16,7
TOTAL	12	100

Table 16 reveals that 83, 3% of the respondents had an idea about the role of the school governing body while 16, 7% had no idea about the role of the school governing body.

Table 17: The respondents were asked to identify two target audiences in marketing schools.

Response	Number	Percentage
Learners	12	50
Department of Education	0	0
Parents	12	50
Teachers	0	0
Total	24	100

Table 18 shows that 12 respondents (50%) ticked in favour of learners as a target audience followed by 12 respondents (50%) in favour of parents. The correct scenario should have been favouring parents over and above any other group. This was particularly so since the learners could only be sent given school, their parent, that was parents had a final say in the choice of school.

Table 18: The respondents were asked to indicate their school's enrolment for the past three years.



Response	2003		2004		2005	
	Number	%	Number	%	Number	%
100-299 learners	5	41,6	5	41,6	5	41,6
300-599 learners	5	41,6	5	41,6	5	41,6
600-899 learners	2	16,7	1	8,3	1	8,3
900-1199 learners	0	0	1	8,3	1	8,3
1200-1599 learners	0	0	0	0	0	0
Total	12	100	12	100	12	100

From table 18 above,

- In 2003, a total of five schools (41,6%) had enrolments between 100-299 and 300-599 learners each.
- In 2004, a total of five schools (41,6%) had environments between 100-299 and 300-599 learners each
- In 2005, a total of five schools (41,6%) had environments between 100-399 and 300-599 learners each.
- This trend persisted over a period of three years.
- In 2003, only two schools (16,7%) had an enrolment between 600-899 learners.
- In 2004, only one school (8,3%) had an enrolment between 600-899 learners.
- In 2005, only two schools (16,7%) had an enrolment between 600-899 learners.
- One school (8, 3%) had an enrolment between 900-1199 learners in 2004.

From the trend of learner enrolment displayed in Table 19, one can draw a conclusion that the management of the affected schools were complacent and that the schools were not marketed. If anything, the affected schools were entirely at the mercy of individual preferences of parents and made little or no attempt to sawy parent's choices to their side.

Table 19: Respondents were asked to indicate the leadership style they used at their schools.

Response	Number	Percentage
Autocratic	0	0
Democratic	11	91,7
Laissez-fair	0	0
Not certain	1	8,3
Total	12	100

In Table 19 above, all respondents (100%) were aware that a democratic style of leadership was most suitable for school governance and administration. This is in line with the majority's response (83,3%) to a question which sought to identify the primary stakeholders in Table 10.

Table 20: Respondents were asked to outline methods which would be used to popularize the aims and objectives of the schools to internal partners

Responses	Number	Percentage
Meeting and workshops	0	0
Finally, a very important aspect of	0	0
Not Sure	12	100
Total	12	100

In table 20 above, all respondents (100%) had no idea about the methods which would be used in the marketing of school. It then follows that no marketing would take place at their respective schools unless they received some form of support.

Table 21: Respondents were asked to indicate parties who were responsible for policy formulation at their schools



RESPONSE	NUMBER	PERCENTAGE
Principals	2	16,7
SMT	10	83,3
School Governing Body	0	0
All stakeholders at school	0	0
Learners Representative Council	0	0
Total	12	100

From table 21 above, a total number 10 respondents (83, 3%) were aware that policy formulating at a school involved parents, while 16,7% thought it is the responsibility of the principal. It follows that 16,7% required assistance to be at the same level of understanding of policy formulation as the majority of the respondents.

4.3. SUMMARY

The responses of twelve principals regarding aspects pertaining to marketing were provided and analyzed. The real picture from the analysis shows that the majority of the respondents indicated that they were not involved in any form of marketing. Hence, a low enrolment of learners in schools in the Bahananwa Circuit. Although the principals claimed to be practicing a democratic style of leadership, it seems most of them were practicing a laissez-faire style which will not help in school marketing.

Finally, a very important aspect of management, namely marketing, was relegated to the background by these principals. Without marketing, the prospects of growth of any school will remain minimal.

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

The research questions that the researcher came up with will be tested in this chapter. Recommendations based on important issues that are worthy to be accepted will also presented. The recommendations take into account the results of the results of the research.

In chapter one of this study background of the problem, problem statement, aim of the study, limitation of the study as well as delimitation of the study, was given.

Chapter two of this study presented an exposition from source. Ways of marketing schools was also presented. Literature supporting and critical analysis about school marketing was expressed by various theorists.

Chapter three dealt with the research methodology were different methods, techniques and populations were utilized in collecting data. Instrument used but the researcher was also taken care of.

In Chapter four data was collected and analyzed. Questionnaires were used to obtain information from the principals and departmental heads secondary schools at Bahananwa Circuit. The researcher took much time in data analysis. The idea was to avoid generalization of the study.

Chapter Five will enable the researcher to round off the whole study giving finding and recommendations of the study.

5.2 FINDINGS



5.2.1 INTRODUCTIONS

The researcher will hereunder deal with findings of the study with regard to principals and departmental heads responses.

5.2.2 FINDINGS PERTAINING TO PRINCIPALS

- The majority of the respondents are on acting posts. This in itself affects the morale of most respondents because they are acting posts and are uncertain about their future.
- It was noted that all the respondents have Educational Management qualifications. This will assist schools as principals possess the requisite skills in marketing.
- The majority of the respondents indicated that there is no support given to them from the circuit. Therefore the managerial support from the circuit is minimal and will make little impact on school marketing.
- The majority of school principals know the reasons why they should do school marketing; by they do not have the skills to do school marketing.
- The majority of school principals around Bahananwa Circuit does not do marketing at all (See 4.2.1 Table 12)
- Some principals around Bahananwa Circuit are not certain of major competitors of their schools. This is serious contributing factor which decreases the enrolment of their schools to less than 600 (See 4.2.1 Table 13).
- The majority of school principals were not involved in any form of marketing previously (See 4.2.1 Table 14)

- The majority of schools in Bahananwa Circuit have enrolments of less than 600. School principals do not take their initiative to improve the image of their schools.
- The majority of school principals indicate that they know nothing about steps that should be followed in order to ensure appropriate marketing strategies. Not knowing these steps will bring about ill-discipline and poor results at their schools.
- Some school principals are failing to identify their primary stakeholders in schools (See 4.2.1 Table 16).
- The majority of school principals fail to mention even one role that the School Governing Body members can assist in the marketing of their schools.
- The Majority of school principals fail to identify their two target audience in the marketing of their schools (See 4.2.1 Table 18)

5.2.3 FINDINGS PERTAINING TO DEPARTMENTAL HEADS

- The majority of the respondents are female educators. This indicates that most departmental head positions in the Bahananwa Circuit are held by female Educators.
- The majority of respondents are between the range of 31-40 years. This indicates that educators have sufficient experience to be appointed departmental heads.
- The majority of the respondents have under-graduate teaching diplomas. This indicates that the majority of educators who are appointed

departmental heads will have to improve their qualifications to enable them market their schools successfully.

- The majority of the respondents do not have Educational Management qualifications.
- The majority of the respondents were not involved in any form of marketing previously.
- Training is noted as a concern to all the respondents.
- Forms of motivation and support from both school principals and circuit officials require attention.
- All the respondents fail to outline methods which would be used to popularize the aims and objectives of the schools to internal partners.

5.3 RECOMMENDATIONS

After going through the study findings the researcher came up with recommendations which are, in essence suggestions of what could be done to address.

These recommendations could help principals, departmental heads and Department of Education to make sure that

5.3.1 RECOMMENDATIONS TO PRINCIPALS

The principal should:

- Be life-long learners
- Delegate some of the managerial duties in order to obtain stated objectives

5.3.2 RECCOMENDATIONS TO DEPARTMENTAL HEADS

Departmental heads should:

- Be encouraged to develop themselves by being involved in the upgrading

programmes that bare enriching in methods



- Engage themselves as advisors to the principals, and help in the planning and organization of different activities done at school.

5.3.3 RECOMMENDATIONS TO THE DEPARTMENT OF EDUCATION

Department of Education should:

- Organized in-service training workshops on marketing and project management for SMT members.
- Encourage and assist educators to enroll for further qualifications in governance and marketing.
- Provide schools with manual on marketing

5.4. GENERAL RECOMMENDATIONS

The recommendations outlined hereunder have been arrived at and based on the exposition from sources in Chapter Two and analysis of data obtained from Chapter Four. In order to improve our marketing strategies in our schools, the following recommendations should be considered important:

5.4.1. Set up of marketing team

As the school is an organizing, all stakeholders should be actively involved in marketing their schools because it is almost impossible for the school principal alone to undertake the task of school marketing alone.

The school principal should establish a marketing team and he should serve as a resources person. The main purpose of this team will be to sell the school to communities. This would improve the image of the school and thus increase its enrolment.

5.4.2. Analyze the school's strength and weakness



The following recommendation will remedy the situation:

- A workshop must be organized for school principal for the purposes of identification of school's strengths and weakness and proposing possible solution to the problem.

5.4.3. Appointment of public Relation Officer

It will be necessary for a member of the teaching staff to act as a school Public Relation Officer. The Public Relations Officer will liaise with the external public. The Public Relations Officer can solicit advertisements from companies which support the school through donations and thus generate income for the institution. This could result in increasing the school enrolment and, more importantly, assist in creating an image of an active and successful school.

5.4.4. Improving written communication between the school and its Communities

Communication between the school and the communities can be improved through the use of brochures, newsletters, meetings and other forms of communication.

5.4.5. Improving communication with feeder schools

If there is a secondary school next to the primary school, then the two principals should communicate effectively for the purpose of maintaining a link between their schools.

Improving links with feeder schools is beneficial to the school in the following ways:

- Networking with a view of sustaining habits such as wearing the school uniform, high moral conduct and improving on weaknesses which could be

They detected from feeder schools;



- Providing opportunities to recruit potential learners; and
- Assisting learners and staff of feeder schools to be better informed about the school and its various activities.

5.5 RECOMMENDATIONS FOR FURTHER STUDIES

The purpose of this study was to investigate deficiencies of public schools with regard to enlisting the enrolment of learners from feeder communities. Through this study school principals and departmental heads were made aware to the challenges of managing public schools and assisting them to cope through the development of an efficient and effective marketing culture.

The researcher recommends that further study is to be done around this subject to determine the effectiveness of the study in other areas.

The researcher further recommends that the following topics should be considered for further studies:

- The impact of poor or lack of a comprehensive marketing strategy on learner enrolment at public school.
- Recruitment of learners as an aspect of school marketing

5.6. CONCLUSION

This chapter summarizes findings in relation to how principals and departmental heads at schools in the Bahananwa Circuit market their school.

It was discovered that most respondents do not have previous exposure to marketing and also lacked the requisite skills to market their schools.

The study also reveals that the majority of the respondents do not have educational management qualifications. This will impact negatively on the marketing of schools to which they are attached.

As such, the Limpopo Department will have a serious role in planning, implementing and sustaining interventions which will improve the skills level of principals and departmental heads and thus improve the marketing of schools.

It is that for the survival and continued growth of a school, its marketing strategies should be well coordinated and co-owned by all stakeholders at such a school. There is no doubt that schools which fail to market themselves suffer the adverse effects thereof, namely, a decline in enrolment and possible loss of some members of the teaching staff.



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The Circuit Manager
Bahananwa Circuit Office
Capricorn Education District

Dear Sir /Madam

I am a second year M.Ed student in Education Management and I am currently with the University of Venda for Science and Technology. In order to fulfill the requirements of a mini-dissertation relating to the development of school marketing culture. I am expected to conduct a research at public schools.

I hereby request for permission to conduct a research which will be in form of questionnaires. The target area is Bahananwa Circuit and Schools will be selected randomly. The Limpopo Department of Education and school principals are assured that the questionnaires and results will be treated confidentially. A copy of the letter addressed to school principals is attached to this application.

Yours faithfully

.....
Malatji, P.F (Mr)

MALATJI, P.F (MR)

APPROVED (CIRCUIT MANAGER)

The Principal

..... Primary/ Secondary School

Dear Sir /Madam

I am a second year M.Ed Student in Educational Management at the University of Venda. One of my tasks involve interviewing principals of public schools regarding the development of a school marketing culture.

It will highly appreciate if you could kindly consent to the completion of questionnaire. The duration of such an exercise could be approximately thirty (30) minutes.

May I also provide the assurance that the questionnaire and the result thereof, will be treated confidentially. The results will be used to provide principals with a basics framework from which a marketing strategy can be created and maintained through effective management. Kindly note that the Limpopo Department of Education has been approached for permission.

Yours Faithfully

.....
MALATJIE, P.F (MR)

.....
APPROVED (CIRCUIT MANAGER)



The Departmental Heads

..... Primary/ Secondary School

Dear Sir /Madam

I am a second year M.Ed Student in Educational Management at the University of Venda. One of my tasks involve interviewing principals of public schools regarding the development of a school marketing culture.

It will highly appreciate if you could kindly consent to the completion of questionnaire. The duration of such an exercise could be approximately thirty (30) minutes.

May I also provide the assurance that the questionnaire and the result thereof, will be treated confidentially. The results will be used to provide departmental heads with a basics framework from which a marketing strategy can be created and maintained through effective management. Kindly note that the Limpopo Department of Education has been approached for permission.

Yours Faithfully

.....
MALATJIE, P.F (MR)

.....
APPROVED (CIRCUIT MANAGER)

Questionnaire schedule for principals

Instructions:

- a) Please do not write your name.
- b) Be honest when answering the questions
- c) Tick [] or cross [] in the appropriate space provided.
- d) Provide reason 9s) is you are requested to do so.

1. Please indicate your gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Please indicate your age

20 to 30 years	<input type="checkbox"/>
31 to 40 years	<input type="checkbox"/>
41- 50 years	<input type="checkbox"/>
51- to 59 years	<input type="checkbox"/>

3. Please indicate your highest academic qualification

Grade 12	<input type="checkbox"/>
Bachelor's degree	<input type="checkbox"/>
Masters Degree	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

4. Please indicate your highest professional qualifications



JPTD/SPTD/STD/JSOC/PTC	
HED/UED	
B.ED	
B.TEC	
M.ED	

5. Please indicate your teaching experience

1 to 10 years	
11 to 20 years	
21 to 30 years	
31 to 39 years	

6. Indicate details on the nature of your appointments

Permanent	
Acting	
On Probation	

7. Indicate whether or not you hold any educational management qualification.

Yes	
No	

8. Indicate whether or not you received any form of managerial support from the circuit

Yes	
No	

9. In your opinion, what do you understand by the concept “school marketing”?

Yes _____

No _____

10. Do you consider it necessary for public schools to market themselves?
Substantiate your answer.

11. Which one of the items listed below do your school used to market itself to Community in the Past three years?

Prospectus	
Newsletters	
Flyers	
Stickers	
Broachers	
Blazers	
Key Rings	
T-Shirt	

12. Who are your major competitors?

Others Schools	
Department of Education	
Universities	
Not Certain	

13. Have you or your school been involved in any type of marketing?



Yes	
No	

14. In your opinion, which steps do you consider necessary to ensure that your School maintains a positive image within the community in order to achieve maximum benefits from a marketing strategy?

15. Who do you consider to be the primary stake holder in the school?

Learners, parents and teachers	
SMT	
Department of Education	
Not Certain	

16. What role could members of the governing body of public schools play in the marketing of the school?

Fund Raising	
Liaison between school and parents	
Work with SMT	
Not Sure	

17. Which two main parties do you consider to be your target audience in the marketing of the school? (Cross Two them)



Learners	
Education Department	
Parents	
Teachers	

18. Please indicate the enrolment of your school during the past three years.

	2003	2004	2005
100-299 Learners			
300-599 Learners			
600-899 Learners			
900-1199 Learners			
20-Learners			

19. Please indicate the type of leadership style which you use in managing your school.

Autocratic	
Democratic	
Laissez-faire	
Not certain	

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20. It remains important that the school's internal partners have a clear view of the aims of the school and the policies for achieving aims. How would you as a principal communicate this effectively to these internal partners?

Meeting and workshops	
Wrong or no idea	
Not Sure	

21. Who formulates policy at your school?

Principal	
SMT	
SGB	
All Stakeholders at School	
Learners Representative Council	

2. Please indicate your age

26 to 30 years	
31 to 40 years	
41- 50 years	
51- to 59 years	

3. Please indicate your highest academic qualification

Grade 12	
Bachelor's degree	
Master's Degree	
Other (specify)	

Questionnaire schedule for Departmental Heads

Instructions:

- e) Please do not write your name.
- f) Be honest when answering the questions
- g) Tick [] or cross [] in the appropriate space provided.
- h) Provide reason 9s) is you are requested to do so.

1. Please indicate your gender

Male	
Female	

2. Please indicate you age

20 to 30 years	
31 to 40 years	
41- 50 years	
51- to 59 years	

3. Please indicate your highest academic qualification

Grade 12	
Bachelor's degree	
Masters Degree	
Other (specify)	

4. Please indicate your highest professional qualifications



JPTD/SPTD/STD/JSOC/PTC	
HED/UED	
B.ED	
B.TEC	
M.ED	

5. Please indicate your teaching experience

1 to 10 years	
11 to 20 years	
21 to 30 years	
31 to 39 years	

6. Indicate details on the nature of your appointments

Permanent	
Acting	
On Probation	

7. Indicate whether or not you hold any educational management qualification.

Yes	
No	

8. Indicate whether or not you received any form of managerial support from the circuit

Yes	
No	

9. In your opinion, what do you understand by the concept “school marketing”?



Yes _____

No _____

10. Do you consider it necessary for public schools to market themselves? Substantiate your answer.

11. Which one of the items listed below do your school used to market itself to Community in the Past three years?

Prospectus	
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Flyers	
Stickers	
Broachers	
Blazers	
Key Rings	
T-Shirt	

12. Who are your major competitors?

Others Schools	
Department of Education	
Universities	
Not Certain	

13. Have you or your school been involved in any type of marketing?

Yes	
No	

14. In your opinion, which steps do you consider necessary to ensure that your School maintains a positive image within the community in order to achieve maximum benefits from a marketing strategy?

15. Who do you consider to be the primary stake holder in the school?

Learners, parents and teachers	
SMT	
Department of Education	
Not Certain	

16. What role could members of the governing body of public schools play in the marketing of the school?

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Liaison between school and parents	
Work with SMT	
Not Sure	

17. Which two main parties do you consider to be your target audience in the marketing of the school? (Cross Two them)



Learners	
Education Department	
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Teachers	

18. Please indicate the enrolment of your school during the past three years.

	2003	2004	2005
100-299 Learners			
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600-899 Learners			
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20-Learners			

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Not certain	

20. It remains important that the school's internal partners have a clear view of the aims of the school and the policies for achieving aims. How would you as a principal communicate this effectively to these internal partners?



Meeting and workshops	
Wrong or no idea	
Not Sure	

21. Who formulates policy at your school?

Principal	
SMT	
SGB	
All Stakeholders at School	
Learners Representative Council	