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T I T L E

**PRINCIPALS AND THE MARKETING OF
RURAL PUBLIC SCHOOLS
IN KWAZULU-NATAL.**

by

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(ii)

SINOPSIS

SKOOLHOOFDE EN DIE BEMARKING VAN PLATTELANDSE OPENBARE SKOLE IN KWAZULU-NATAL

Weens die vryheid van keuse ten opsigte van inskrywing by skole in die huidige Suid-Afrika, staar die plattelandse skole die probleem van 'n uittog van leerlinge vanaf die plattelandse skole na die stedelike skole in die gesig. Die enigste manier om hierdie probleem aan te spreek, is om 'n bemarkingstrategie te implementeer om leerlinge te behou en selfs terug te lok na die plattelandse skole. So 'n strategie kan slegs suksesvol wees as deeglike marknavorsing gedoen word. In hierdie proses speel die skoolhoof 'n deurslaggewende rol.

Die belangrikste navorsingsinstrument wat gebruik is, is 'n fokus groep onderhoud met ses skoolhoofde. Hierdie onderhoude is op oudioband opgeneem en op skrif gestel. Vier ope vrae is aan hulle gestel vir bespreking en die data is ontleed om die belangrikste patrone te identifiseer. Die ander navorsings metode wat gebruik is was 'n literatuur studie. Die toepaslike inligting, feite, teorieë en bevindinge oor die onderwerp is versamel om vas te stel wat ander navorsers se mening is oor hierdie onderwerp.

(iii)

Die belangrikste resultaat wat verkry is uit die navorsing is dat gehalte onderrig die sleutel is tot die bemarking van 'n skool. Verder is die deelname van ouers in besluitneming deur middel van gemeenskapsvergaderings, sowel as deelname van leerlinge aan buitemuurse bedrywighede ook belangrike faktore in die bemarking van die skool. Ander minder belangrike faktore is voorsiening van 'n wye verskeidenheid vakkeuses en goeie dissipline.

Die hoof gevolgtrekking is dat skoolhoofde van plattelandse openbare skole nie bewus is van skoolbemarking nie. Dit het tot gevolg dat bemarking in plattelandse gebiede nie ten volle benut word nie. Dit is dus nodig dat skoolhoofde toegerus sal word met bestuursvaardighede in bemarking. Dit is duidelik dat die skoolhoofde van plattelandse openbare skole bemarkingstrategieë in werking moet stel om leerlinge terug te lok na plattelandse gebiede. Klaarblyklik sal bemarking van skole die oorlewing van plattelandse skole verseker.

Die aanbeveling is dat skoolhoofde 'n wye verskeidenheid vakkeuses daar stel om sodoende baie leerlinge te lok. Verder moet skoolhoofde daarop klem lê dat gehalte onderrig moet plaasvind op 'n daaglikse basis. Skoolhoofde behoort ouers te betrek in besluitneming en sodoende sal ouers hulleself identifiseer met die skool.

(iv)

Skoolhoofde behoort leerlinge toe te laat tot deelname aan buitemuurse aktiwiteite. Skoolhoofde moet toesien dat die fisiese voorkoms van die skool aantreklik is. Hulle moet gesonde onderlinge werksverhoudinge met die leerlinge en die personeel handhaaf. Gedissiplineerde en doelgerigte leeromstandighede moet geskep word.

Die skoolhoof moet sy personeel inlig oor hulle betrokkenheid in die bemarking van die skool, as deel van personeelontwikkeling.



(v)

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(vi)

DEDICATION

To my wife MAKHOSI and my children SIKHUMBUZO,
NOSIPHO, NOKULUNGA and ZANELE for their faith in
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TABLE OF CONTENTS

CHAPTER ONE

1.1	INTRODUCTION	1
1.2	STATEMENT OF PROBLEM AND MOTIVATION FOR STUDY	2
1.3	DERMACATION OF THE INVESTIGATION	3
1.4	AIM OF THE RESEARCH	3
1.5	RESEARCH METHODS	4
1.6	SIGNIFICANCE OF THE STUDY	4
1.7	LIMITATIONS OF THE STUDY	5
1.8	DEFINITION OF KEY TERMS	5
1.8.1	MARKETING	5
1.8.2	PRINCIPAL	6
1.8.3	ROLE	6
1.8.4	PUBLIC SECONDARY SCHOOL	7
1.8.5	RURAL	7
1.9	OUTLINE OF THE STUDY	7

(viii)

TABLE OF CONTENTS

CHAPTER TWO

2.1	INTRODUCTION	9
2.2	DIFFERENT VIEWS ON SCHOOL MARKETING	12
2.2.1	BRITISH PERSPECTIVE	12
2.2.2	AMERICAN PERSPECTIVE	14
2.2.3	SOUTH AFRICAN PERSPECTIVE	16
2.3	MARKETING STRATEGIES AND THE ROLE OF THE PRINCIPAL	17
2.3.1	MARKETING RESEARCH	17
2.3.2	MARKETING AUDIT	17
2.3.3	MARKETING MIX	18
2.3.3.1	PRODUCT	19
2.3.3.2	PRICE	20
2.3.3.3	PLACE	20

2.3.3.4 PROMOTION	21
2.3.3.5 PEOPLE	21
2.4 A MARKETING PLAN	21
2.5 MARKETING CULTURE	22
2.6 PROMOTIONAL TECHNIQUES	25
2.7 CONCLUSION	26



(x)

TABLE OF CONTENTS

CHAPTER THREE

3.1	INTRODUCTION	27
3.2	THE FEATURES OF THE QUALITATIVE RESEARCH PARADIGM	27
3.3	RESEARCH QUESTIONS	30
3.4	NEGOTIATING ACCESS	30
3.5	SAMPLING THE SUBJECTS	32
3.6	DATA COLLECTION TECHNIQUES	34
3.6.1	Focus group interview	34
3.6.2	The interviewer style	37
3.6.3	Tape-recording the interview data	38
3.7	RESEARCH ETHICS	39
3.8	RESEARCHER ROLE	40
3.9	RELIABILITY IN DATA COLLECTION	41
3.10	VALIDITY IN DATA COLLECTION	42
3.11	CONCLUSION	42

TABLE OF CONTENTS

CHAPTER FOUR

DATA ANALYSIS

4.1	INTRODUCTION	44
4.2	AN OVERVIEW OF QUALITATIVE DATA ANALYSIS	44
4.3	QUESTIONS IN THE FOCUS GROUP	46
4.4	ANALYSIS AND INTERPRETATION OF THE FOCUS GROUP DISCUSSION PATTERNS ESTABLISHED IN THE RESPONDENTS RESPONSES	47
4.5	COMPARING PATTERNS IN THE RESEARCH FINDINGS AND THE LITERATURE STUDY	52
4.6	CONCLUSION	55

TABLE OF CONTENTS

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS & SUMMARY

5.1	INTRODUCTION	56
5.2	PRESENT POSITION OF MARKETING IN RURAL PUBLIC SECONDARY SCHOOLS IN KWAZULU-NATAL	56
5.3	RECOMMENDATIONS	60
5.3.1	GUIDELINES FOR THE FUTURE ROLE OF THE PRINCIPAL IN SCHOOL MARKETING	60
5.3.2	IN-SERVICE TRAINING OF PRINCIPALS	63
5.3.3	SCHOOL MARKETING IN TEACHER EDUCATION	63
5.4	FINAL CONCLUSION	64
5.5	SUMMARY	64
	BIBLIOGRAPHY	67
	ANNEXURE A	
	INTERVIEW TRANSCRIPTS	
	ANNEXURE B	
	MAP OF MSINGA DISTRICT	
	ANNEXURE C	
	LETTER FROM THE DISTRICT HEAD	

CHAPTER ONE

1.1 INTRODUCTION

A principal is a key figure in the effective and efficient management of a school (Jacobson, Logsdon and Wiegman 1973 :415). Societies all over the world collaborate and support a school that has a good reputation. A school which offers quality product and service to its clients attract more support from the community at large. Jacobson et al (1973 : 415) argue that "the school is obviously an educational enterprise and its manager the principal is responsible for its total operation. Without the efficient performance of the management tasks, the school as an educational enterprise operates under serious handicaps."

With the dawn of a new era in education in South Africa rural learners are drifting to urban schools in large numbers. According to the Race Relations Survey (1992/1993 : 597) "by the end of 1991 a total of 809 white public schools had been opened to pupils of all races according to the new model systems." As a result principals of rural public secondary schools need to be equipped with marketing management skills in order to stop this exodus. The Race Relations Survey (1995/1996 : 100) argue that there is a need for the retention of learners in rural schools. As a result the principal should play a vital role in maintaining a positive image of the school.

Oosthuizen (1994 : 151) maintains that "an educational institution should be marketed positively in order to exploit its positive image." Having looked at the above educational crisis it is necessary to state the problem and motivate the study.

1.2 STATEMENT OF PROBLEM AND MOTIVATION FOR STUDY

As a result of open enrolment in present day South Africa rural schools are faced with the problem of an exodus of learners from the rural schools to urban schools. According to the Race Relations Survey (1992/1993 : 598) the number of African pupils enrolled in Indian schools increased from 58 in 1986 to 11 274 in 1991 and 21 940 in 1992". The only way to address this problem is to implement a market strategy to retain and even draw learners back to the rural schools. Such a strategy can only be successful if sound market research is done. In this process the principal plays a pivotal role.

According to the Race Relations Survey (1993/1994 : 707) the cost of transporting rural pupils to urban schools is expensive. Transport to such schools could not be afforded by parents in rural areas. Since the transport is not subsidised the cost to such schools could amount to be as much as R80 a month. The above figure is a reflection of the seriousness of the problem. Parents are heavily burdened financially with the exodus of rural learners to urban schools.

1.3 DERMACATION OF THE INVESTIGATION

The study will focus on six principals of secondary schools in the Msinga District in KwaZulu-Natal. All principals are graduates with experience ranging from five to ten years.

Having demarcated the research problem, it is now necessary to state the aim of the research project.

1.4 AIM OF THE RESEARCH

In view of the problem formulated above and the motivation of study the general aim is to investigate the principals roles in the marketing of rural public secondary schools in KwaZulu-Natal.

In order to achieve this general aim of the project the specific aims of this mini-dissertation are :

- * To give an overview of the literature on school marketing and the role of the principal.
- * To determine the present position of marketing in rural public secondary schools in KwaZulu-Natal.
- * To determine the present role of the principal in school marketing.
- * To formulate guidelines for the future role of the principal in school marketing.

In view of the problem and aims stated above the method envisaged in order to research the problem of marketing rural public secondary schools can now be discussed.

1.5 RESEARCH METHOD

- * A literature survey will be done to achieve the first specific aim.
- * A focus group interview will be held with six school principals from rural public schools in KwaZulu-Natal. These interviews will be audio-taped and transcribed.
- * An analysis of the data from the interview and the literature study should reveal broad patterns in the role of principals in school marketing.
- * The information from the analysis will be used to formulate guidelines for the future role of principals in school marketing.

1.6 SIGNIFICANCE OF THE STUDY

The study will describe the present position of marketing in rural public secondary schools and the role of principals.

Furthermore the study will formulate guidelines for the future role of principals in school marketing.

Finally the study will recommend the inclusion of school marketing as a course in the professional training of principals in Colleges of Education and Universities.

1.7 LIMITATIONS OF THE STUDY

The study focuses on principals of secondary schools although other role players are also involved in school marketing.

Another limitation of the study is that it will focus only in the Msinga District. This was done deliberately because the researcher lives in the Msinga District.

A further limitation was that out of thirty principals only six principals will be interviewed. The time factor was taken into consideration. There was not enough time for the research because of work schedules. Another reason was the distances and expenses involved.

1.8 DEFINITION OF KEY TERMS

1.8.1 MARKETING

According to Davies and Ellison (1991 : 1) marketing is about managing relationships through effective communication. In the educational world marketing is about managing the relationship between schools and their clients.

Bowles (1989 : 38) defines marketing as an attitude that accepts that responsiveness to the client is of the first importance.

Tomlinson (1989 : 6) argues that the main client is the pupil, and schools must market better to pupils. On the other hand Coleman (1994 : 369) differentiates between primary clients, the pupil and secondary clients, the parents, employers and the community.

Davies and Ellison (1991 : 18) emphasizes the significance of the client by stressing that the client is not something that is additional to the school : without the client there is no school.

1.8.2 PRINCIPAL

According to the Oxford Advanced Learners Dictionary of Current English (Hornby 1974 : 663) the term principal refers to a title of some heads of colleges and of some other organisations.

According to the South African Schools Act No. 84 of (1996 : 4) the term principal means an educator appointed or acting as the head of a school.

1.8.3 ROLE

According to the Oxford Advanced Learners Dictionary of Current English (Hornby 1974 : 736) the word role refers to person's task or duty in an undertaking.

1.8.4 PUBLIC SECONDARY SCHOOL

According to the South African Schools Act No. 84 of (1996 : 10) a public school may be an ordinary public school enrolling learners from grade eight and higher.

1.8.5 RURAL

According to the Oxford Advanced Learners Dictionary of Current English (Hornby 1974 : 748) the adjective rural refers to characteristics of or suitable for country side (opposite of urban).

1.9 OUTLINE OF THE STUDY

Chapter one deals with the motivation for study and a description of problems. It outlines the methodology used and clarifies certain concepts that will be used in the study.

Chapter two reviews the literature on school marketing and the role of principals. It builds a conceptual framework on school marketing. It touches upon international perspectives on school marketing.

Chapter three deals with qualitative collection of data through focus group interviews. These interviews will be audio-taped and transcribed.

Chapter four analyses the data and provides an interpretation of findings.

Chapter five links the interpretation of the findings of Chapter two, three and four and reflects on the reliability and validity of the research findings. It also deals with the conclusions and recommendations.



CHAPTER TWO**LITERATURE REVIEW****2.1 INTRODUCTION**

With the dawn of a new era in education in South Africa parents are exercising a free choice in selecting schools for their children. As a result schools need to convince the parent as the client that the school is of quality. Schools which are perceived as bad to parents will lose a number of learners. Hedley, Caldwell and Millikan (1989 : 229) argue that the school with a bad track record over customer satisfaction will quite simply lose clients. It then becomes compelling for schools to project a positive image to its clients. Murgatroyd and Morgan (1993 : 1) argue that the underlying dynamic is that schooling is shifting from a public service driven by professionals towards a market-driven service.

Schools today are experiencing pressures that have never been faced before and these pressures are having a devastating effect on the operation of the schools. Members of the public continue to hear about the high dropout rate - disappointment with the perceived performance of the school (Lober 1993 : xiii). Marketing according to Lancaster and Massingham (1988 : 6) cannot exist in a vacuum. To be really effective it must permeate the whole organisation.

Bagley, Woods and Glatter (1996 : 125) argue that schools can no longer operate in isolation. Schools must take account of the public perceptions of how well they are performing and be prepared to respond to those articulated concerns which are genuinely representative. Marketing, according to Bagley et al (1996 : 25), is about this kind of responsiveness just as much as it is about responsibility to lead and educate the public view.

Cowell (1984 : 43) argues that the purpose of an organisation (school) is to create, to win and to keep customers. The customer is and should be central to everything the organisation does. The core of the problem of this mini-dissertation is the exodus of learners from rural to urban areas. The focus of the mini-dissertation will be on marketing strategies used by principals to attract and retain learners in rural secondary schools.

James and Phillips (1995 : 75) maintain that marketing is a relatively new area of interest in educational management. Cave and Demick (1989 : 7) concur with James and Phillips (1995) that marketing is not a subject which has received much attention in the literature of education prior to the 1980's in Britain.

On the contrary Bradbury (1990 : 46) maintains that in the United States of America the concept of school marketing began as early as 1960's. In South Africa, it is clear that marketing is a new area of interest in educational management. However, that does not exempt schools to market themselves for future survival. Hammond and Dennison (1995 : 104) argues for a place of a market within education as a mechanism for making schools more responsible to parental choice as a means of increasing competition and raising standards.

Woods (1992 : 47) concur with Hammond and Dennison (1995) that the implementation of open enrolment is to create a more competitive environment for schools. Schools need to market themselves in order to survive the forces of competition. Cave and Demick (1989 : 71) maintain that the operation of free market forces will ensure that good schools will prosper and bad schools will be forced out of the market.

Marx and Van der Walt (1989 : 63) maintain that non-profit organisations (schools) are carefully scrutinised by the general public because many of these organisations and institutions are subsidised by the government, are exempted from income tax, and serve as a social concern. It is clear that all stakeholders have a vested interest in school as a social organisation. As a result, schools should always project a positive image to the public as a whole.

Marketing is a force which should pervade the entire school. Marketing must enter the thinking and behaviour of all decision makers regardless of their level in the school and their functional area (Cave and Demick 1990 : 76).

The purpose of this chapter is to give an overview of the literature on school marketing and the role of the principal. The chapter shall focus on different views about the concept school marketing and how principals should go about developing marketing strategies. The chapter shall focus on the importance of marketing audit, marketing mix, marketing culture and various promotional techniques which could be applicable to schools.

2.2 DIFFERENT VIEWS ON SCHOOL MARKETING

2.2.1 BRITISH PERSPECTIVE

Gray (1992 : 175) views marketing as a central management task in an organisation. Marketing is a set of ideas and activities that help schools to improve educational provision and practice. The top management of the school should play a key role in marketing the schools.

Davies and Ellison (1991 : 3) views marketing as being the way schools think about and respond to their clients. Marketing is best thought of as a process and not an event.

The primary target of school marketing according to Davies and Ellison (1991 : 3) is the positive response to clients needs and wants. School marketing is an on going process (Davies and Ellison 1991 : 39).

Bowles (1989 : 39) argues that the professional view of marketing practice starts at the strategic level and is concerned with establishing a clear sense of identity and purpose in the school.

Cowell (1984 : 43) views marketing as the way in which an organisation matches its own human, financial and physical resources with the wants of its customers.

Tomlinson (1989 : 65) argues that marketing is about changing the school and genuinely putting the customer first. Bowles (1989 : 38) views marketing as an attitude that accepts that responsiveness to the client is of first importance. Cave and Demick (1989 : 79) views marketing as a pervasive attitude and a continuous process rather than a once off response to crisis. This attitude according to Cave and Demick (1989 : 79) will not develop by chance and requires a proactive top management strategy.

Bowles (1989 : 39) views marketing as both a philosophy and a set of techniques but the techniques will not work unless the philosophy is firmly communicated to the staff.

Foskett (1992 : 13) maintains that educational marketing concerns itself with the design and delivery of curricula appropriate to the identified needs of individuals or groups. Foskett (1992 : 4) further argues that marketing is a carefully managed process that identifies the needs and demands of clients/customers rather than riding roughshod over them. For a service industry such as education Foskett (1992 : 4) argues that it is essential that this relationship is maintained at all times for only through trust, honesty and pursuit of mutually acceptable goals between the provider (school) and the customer (usually the parent and the pupil) can educational objectives be attained.

2.2.2 AMERICAN PERSPECTIVE

In this section the emphasis will be on the views of Phillip Kotler who is one of the gurus of non-profit marketing within the United States of America (Bradbury 1990 : 46).

Kotler and Andreasen in Bradbury (1990 : 47) argue that marketing should be regarded as ethical indeed and an essential feature of schools.

Kotler and Andreasen in Bradbury (1990 : 47) view marketing as sensitively serving and satisfying human needs.

Kotler in Bradbury (1990 : 47) views marketing as a democratic rather than an elitist technology. According to Kotler in Bradbury (1990 : 47) effective marketing is user oriented and not seller oriented.

Kotler in Bradbury (1990 : 47) goes on to argue that this democratic strain of marketing is what education has been neglecting in recent years, and that this neglect goes a long way to explain the apparently higher level of dissatisfaction of the public with their schools. Kotler in Bradbury (1990 : 46) suggests that the education industry grew unresponsive to its markets. There were demands in the market place that were not being supplied by the industry and there were supplies in the industry who were trying to sell products that were not in demand by the market.

These conditions generated a "discrepant market" that is a "market in disequilibrium". Kotler in Bradbury (1990 : 47) argues that this situation occurred because as educational responsibility came to be transferred from home to school, so teachers came to pre-empt the jobs of defining what the educational product should be. The education industry therefore became product oriented.

Kotler in Bradbury (1990 : 47) further suggests that the fate of most industries that are product orientated rather than marketing oriented is eventually to lose costumers to other suppliers.

Marketing is not a means of duping the public. The focus for marketing has to be the provision of quality and the process of marketing is an endless cycle involving the inspection of existing provision to determine quality, the development of new standards of quality and then the display of that quality (Bradbury 1990 : 47).

2.2.3 SOUTH AFRICAN PERSPECTIVE

In South Africa, there is not much literature on school marketing. Most South African writers have concentrated on non-profit organisations. A school as an organisation is one of the non-profit organisations since it offers a service.

Marx and Van der Walt (1989 : 19) view marketing as a way of thinking about an organisation's entire activities. Furthermore Marx and Van der Walt (1989 : 19) view marketing concept as a philisophy of doing business which must be accepted and believed by all members of the organisation.

Marx and Van der Walt (1989 : 63) argue that non-profit organisations have gradually begun to apply business principles in management of their organisations. However, the implementation of marketing principles and thorough planning of marketing attempts are scarce and lethargic.

2.3 MARKETING STRATEGIES AND THE ROLE OF THE PRINCIPAL.

2.3.1 MARKETING RESEARCH

Cowell (1984 : 81) defines marketing research as the systematic process of gathering, analysing and interpreting relevant information for decision.

2.3.2 MARKETING AUDIT

Many writers in school marketing such as (Coleman 1994; Gray 1992; Davies and Ellison 1991; Furse 1989, Tomlinson 1989 and Bowles 1989) all concur that the SWOT is the best used technique to audit the school. SWOT is an acronym for strengths, weaknesses, opportunities and threats.

Coleman (1994 : 36) argues that marketing audit is the systematic review of the school's internal organisation and external organisation. Furse (1989 : 59) argues that marketing research aims to identify the current marketing standing of the school. Bowles (1989 : 39) maintains that marketing analysis contribute to policy formulation by means of internal and external audit.

Cave and Demick (1989 : 75) maintain that a marketing perspective stresses the need to examine the environment in which the school operates to avoid a crisis.

2.3.3 MARKETING MIX

The concept of marketing mix is central in marketing for it is the key in marketing terms to an organisation moving from "where it is" to "where it wants to be". It is concerned with understanding how marketing operates in practice as opposed to why it is necessary. It represents the domains of marketing practice in which marketing strategies and tactics will be deployed and as such it offers a framework for the analysis of the process of marketing (James and Phillips 1995 : 80).

Many British writers such as Bowles (1989), West (1995), Coleman (1994), Tomlinson (1989), James and Phillips (1995) and Gray (1992) stress the significance of marketing. However, these writers do differ in the number of P's. Some such as Coleman (1994 : 36) argues that planning of marketing is the basis of marketing mix of the FOUR P's which are product, price, place and promotion. On the contrary Gray (1992 : 144) argues that there is need to add the fifth P - which are people - who work in the institution are involved in the marketing. James and Phillips (1995 : 80) refers to a marketing mix as consisting of Seven P's. However, for the purpose of this research the emphasis will be on the Five P's.

2.3.3.1 PRODUCT

According to Bowles (1989 : 39) the product refers to the curriculum itself, its range and options, its delivery and the extra curriculum activities.

It is a widely held view in marketing that the customer does not buy the product but the perceived benefits - the enhanced life that she/he will be able to have as a result of having the product. Clients of schools may be trying to acquire social status, enhanced employment prospects or just a happy environment for their children. It is important for schools to consider how they will evaluate their activities in order to try to identify those that are producing worth while efforts (Bowles 1989 : 42-43).

Gray (1992 : 178) argues that central to the marketing of any educational service must be a concern for the nature and the quality of the curriculum.

Any marketing strategy starts by looking at the product (the curriculum) in order to see if it gives the desired benefits which the consumer public (parents) wants (Furse 1989 : 56).

Sound curriculum planning which ensures a broad, balanced and differentiated curriculum is a precursor to any marketing strategy and without this solid foundation any further effort is pointless (Furse 1989 : 56).

The management of the school has the task of ensuring that the curriculum, the extra curriculum activities, the ethos and the overall aims and objectives are geared to meeting the needs of the target markets.

2.3.3.2 PRICE

In education the price can be seen in terms of effort required to provide or gain access, the entry qualifications, the length of time to gain the qualification and the resources acquired to complete the course (Bowles 1989 : 39).

James and Phillips (1995 : 80) argue that pricing refers to resources needed by customers to obtain service. When making pricing decision there is a need to take account of the value of the product to the customer, the ability of the person to pay and the price customers are prepared to pay (James and Phillips 1995 : 80).

2.3.3.3 PLACE

Bowles (1989 : 39) maintains that place refers to the quality and ambience of rooms and site buildings themselves, where and how the course is offered. James and Phillips (1995 : 81) argue that the place as an element of marketing mix is concerned with the location, appearance and facilities of the place where the service is delivered which influences the accessibility and availability of the scene.

2.3.3.4 PROMOTION

Bowles (1989 : 39) argues that promotion is concerned with strategies to make known and enhance the institution activities and objectives. James and Phillips (1995 : 82) maintain that promotion can be used to inform the market and persuade those in it to choose the service that is being offered.

2.3.3.5 PEOPLE

The "people" element of the marketing mix is concerned with those involved in selling and performing the service and the interaction of customers receiving the service (James and Phillips 1995 : 82).

2.4 A MARKETING PLAN

In drawing up a marketing plan most writers such as (Bowles 1989; Davies and Ellison 1991, Furse 1989 and Tomlinson 1989) stress the importance of the formation of marketing sub-committee. This committee shall be responsible for the monitoring, implementation and evaluation of a marketing plan.

Davies and Ellison (1991 : 36) argue that schools are forming marketing sub-groups which should involve the senior management, the governors and the whole staff.

Furse (1989 : 56) argues that marketing sub-committee should be formed which includes co-opted members who are prominent people in local business community.

2.5 MARKETING CULTURE

A number of writers in school marketing such as (Bowles 1989, Coleman 1994, Gray 1992, and Davies and Ellison 1991), concur that schools should develop and establish a marketing culture.

Bowles (1989 : 36) maintains that each member of a school staff or pupil is a walking advertisement for the school. The building of a real staff commitment to the school plan is a vital part of marketing strategy. The success of its implementation depends primarily on building the whole hearted support for the entire team.

The development of the ability of the staff to negotiate sensitively with parents and pupils is part of marketing culture (Bowles 1989 : 46). Schools should work to improve the view of the school conveyed to outsiders by the appearance and the behaviour of those who work in the school; by the way the telephone is answered and enquiries dealt with and by the welcome it gives to strangers (Bowles 1989 : 47).

Schools are encouraged to consider marketing as an integral part of the development plan, to see all who work there as having an important part to play in marketing the school (Coleman 1994 : 363).

Internal marketing ensures that staff are committed to the values of the institution and therefore agreed as to the message that they give intentionally and unintentionally to external groups (Coleman 1994 : 367).

A marketing perspective in schools is one in which the interests and needs of the pupil as the customer are central. From a marketing perspective all staff should be encouraged that they individually have marketing responsibilities (Gray 1992 : pp 177 - 182).

A marketing perspective should heighten teaching and non-teaching staff awareness of their roles in marketing the school services from the office as well as from classroom, reception desk and telephone switchboards. This requires investment in staff development and training. (Gray 1992 : 183).

Davies and Ellison (1991 : 5) maintain that the initial marketing activity must concentrate on those working inside the school. They need to develop a coherent view of the school agreeing and supporting the aims and values before any external marketing is undertaken.

It is the quality of the internal product that will effectively enhance the reputation of the school. All members inside the school should act as ambassadors for the school (Davies and Ellison 1991 : 20).

A successful policy of marketing the school to itself therefore also means consistently and continually finding ways of recognising and acknowledging the work of all those who work there. (Bowles 1989 : 47).

Hedley et al (1989 : 229) argue that only successful, positive, confident and clients oriented schools will have a right to survive. West (1995 : 22) maintain that the headteacher and staff have a crucial role to play in determining how the school presents itself to prospective parents, particularly for those who have high expectations about their child's achievement. The image staff conveys is likely to be an important factor in the decision as to whether they choose one school rather than the other.

2.6 PROMOTIONAL TECHNIQUES

A number of writers on school marketing such as (Bowles 1989; Foskett 1992; Ives 1992; Furse 1989; Tomlinson 1989; West 1995; Davies and Ellison 1991; Smedley 1995; Cave and Demick 1989, and Headington and Hawson 1995) all concur that promotion is not marketing, but part of marketing the school.

Furthermore, promotion is one of the processes in the marketing cycle. All writers agree on the use of school badge or logo, distinctive uniform, the school brochure, open days, parents evenings, press or media use as a means of promoting the school.

James and Phillips (1995 : 83) maintain that the key features of promotional material is as follows :

- * attract ATTENTION of potential customers
- * Arouse INTEREST in the product
- * create DESIRE for its benefits
- * prompt ACTION from potential customers.

These are usually referred by the acronym AIDA

Promotion involves everyone and as such teachers and pupils are ambassadors for the school on these occasions and carry the schools reputation to a wider public.

2.7 CONCLUSION

It will be a pity if the major emphasis of marketing in schools comes to be about self-promotion and diverts resources away from improving the quality of education offered. It is more hopeful to see it as a process fundamental to the adaptation of the school to its community, requiring it to be more responsive and more aware of the demands legitimately placed upon it with the market providing the mechanism by which the quality of its response to demand is measured against what can be achieved with same resources and under the same conditions elsewhere.



A marketing perspective needs to infuse all corners of the school and involve all staff. The marketing function is a necessary element of the management of educational institutions (Gray 1992 : 185).

CHAPTER THREE**METHODOLOGY****3.1 INTRODUCTION**

The method of data collection will now be outlined below. This is the cornerstone of the study which give clear procedures of what the researcher will do to carry out this study. The chapter will look briefly at the features of the qualitative research paradigm. Apart from research questions; negotiating access, the methods of collecting data will be clearly exposed. These will include the tools and skills the researcher is going to use in the entire study. Finally the question of reliability and validity in the collection data will be discussed.

3.2 THE FEATURES OF THE QUALITATIVE RESEARCH PARADIGM

The researcher opted for the qualitative research paradigm for the entire study. As a result the researcher finds it necessary to give an overview of the features of the qualitative research paradigm before embarking on the strategies for collecting data.

The qualitative research method is also referred to as the interpretative ethnographic model of social science research because it focuses on understanding the manner in which individuals derive meaning from the world.

Any form of investigation or research must relate these interpretations to the natural everyday life of individuals. In other words, it must be idiographic because it is concerned with individual lives and groups (Dzvimbo 1996 : 17)

Within the qualitative research paradigm description of events or social phenomena comes first before explanation. Thus within the qualitative research paradigm, the researcher moves from the particular to the general. Emphasis is on studying the individual and then applying the findings to a much wider and general population. The ethnographer has to be immersed in society or situation she/he is studying if she/he is able to understand the world of active human beings (Dzvimbo 1996 : 18).

Within the qualitative research paradigm, the researcher enters the world of his or her subjects so as to explore them in their own socio-cultural and political context. At the same time the researcher is supposed to be careful not to disturb the ecology of the subjects social world by introducing the researchers own subjectivities, values, beliefs, biases and world outlook or what is generally regarded as the researcher's cultural baggage (Dzvimbo 1996 : 18).

Qualitative methodology refers in its broadest sense to the research that produces descriptive data : peoples own written/spoken words and observable behaviour (Soer 1997 : 78).

Qualitative researchers are sensitive to their effects on the people they study. Qualitative research has been described as naturalistic. The researcher interacts with informants in a natural and unobtrusive manner. In in-depth interviewing they model their interviews after a normal conversation rather than a formal question and answer exchange (Soer 1997 : 77). Qualitative research is inductive. Researchers develop concepts; insights and understanding from patterns in the data rather than collecting data to assess preconceived models, hypothesis and theories (Soer 1997 : 78).

The above exposition of the qualitative research paradigm will guide the researcher in collecting data. Emphasis will be paid on the researchers role during the interviewing and the ethics of conducting research. Research questions which underpin the study will be outlined below.

3.3 RESEARCH QUESTIONS

The following questions will have some light thrown on them by the research.

- * What in your opinion is school marketing?
- * How would you in your rural context promote the image of your school?
- * Why would you want to promote the image of your school?
- * Why do you regard school marketing as important?

3.4 NEGOTIATING ACCESS

The researcher needs access to specific people in order to obtain data. Access is not always easy to obtain because group members seldom feel the need to share their lives with outsiders and to be an insider usually requires introduction and legitimation (Soer 1997 : 79 - 81).

The researcher clearly pointed out that it was difficult to get the principals together. In conducting the focus group interview the researcher, through the permission of the principal, opted to utilize the nearest school which was, in a rural context, accessible. The school was a central point. The distance between schools was another problem.

The fact that interviews were conducted towards the end of October also added a problem. Principals of secondary schools were engaged with internal and external examinations. In spite of all the hurdles the researcher did conduct a lengthy interview with six principals.

Prior to obtaining official permission from the District Manager, the researcher approached principals to negotiate informally with them. McMillan and Schumacher (1993 : 411) argue that the field researcher usually obtains information in advance through informal channels.

LeCompte and Goetz (1984 : 88) maintain that contact with data sources may be initiated formally or informally.

Formal contact involves approach through official, often professional channels. Informal contact is based upon approach through personal network of relationships. Both formal and informal contacts may be conducted face-to-face or in writing. Negotiating access with everyone's consent was essential to prevent researcher's actions from being likened to the police state invasion of privacy (Gordon 1987). The aim of the researcher was to obtain maximum voluntary participation and co-operation of all intended participants. The positive outcome of informal talks was followed by the formal use of official channels.

A letter of introduction from Rand Afrikaans University (RAU) co-ordinator of the Master of Educational Management programme was given to the district manager to obtain his permission. The approved title and the research proposal were also given to the district manager for his permission. He agreed verbally but the researcher is still waiting for his written consent. Another letter with the research outline was sent to principals. In the research outline the intentions of the researcher were clearly spelt out to ensure transparency (Hopkins 1985 : 136). Kirshenblatt-Grimblett cited in Van Lier (1988 : 40) points out that it is only with trust and openness will people yield the knowledge of themselves that the ethnographer seeks.

3.5 SAMPLING THE SUBJECTS

Soer (1997 : 81) argues that as for the question of how many individual participants should be studied, the standard answer is : continue until interviews with additional people yield no new insights or data. In this study, due to time constraints, out of thirty secondary principals, only six principals were sampled for this study. Cohen and Manion (1989 : 101) maintain that in purposive sampling, the researcher hand picks the classes to be included in his sample on the basis of his judgement of their typicality. In this way he builds a sample that is satisfactory to his specific needs.

Evans (1968 : 44) argues that the subjects of an investigation are the people who are being studied or who are providing the information on which it is based. Evans (1968 : 44) maintains that most people (researchers) are well advised to choose subjects of a type with which they are familiar. This makes detailed planning of an investigation much easier since possible difficulties can be foreseen and evaded.

The researcher should state it categorically that the six principals selected for this study are familiar with the researcher. It becomes difficult to encroach on a strange territory. The six principals are principals of secondary schools from grade eight to ten. Their experiences as principals ranges from five to ten years.

Their schools are in a typically rural setting where there is hardly a tarred road towards the school. Accessibility is a problem. All six principals are graduates with junior and senior degrees from various Universities in South Africa. The staff they (principals) normally manage ranges from 12 to 15. The pupil enrolment is plus/minus five hundred learners. McMillan and Schumacher (1993 : 387) argue that informant selection is usually handled by careful description of the informants and the decision process used in their selection.

McMillan and Schumacher (1993 : 413) points it out clearly that the selection of persons for an ethnographic interview study begins with a description of the desired attributes/profile of persons who would have knowledge of the topic. All six principals are furthering their studies and they do not project a negative attitude towards the researcher. The researcher finds it necessary at this stage to discuss the methods of data collection.

3.6 DATA COLLECTION TECHNIQUES

Two types of data were collected by :

- * Interviewing the group of principals
- * Tape-recording the interviews and transcribing them.

The data was collected through the use of the focus group interview. During that process the interviews were tape recorded and transcribed.

3.6.1 FOCUS GROUP INTERVIEW

Due to the time constraints, the researcher negotiated with the principal whose school is centrally situated. The researcher met the respondents on the 30th October 1997. The time was half-past three in the afternoon. The researcher made it a point to meet the respondents after school to avoid disturbing the process of teaching and learning or the running of examinations.

All respondents took their seats around a big table in the office. The researcher briefed the respondents as to the nature and purpose of the interview. The researcher attempted to make them feel at ease by ensuring them (respondents) that the researcher would maintain the principles of confidentiality and anonymity. Cohen and Manion (1989 : 293) argue that the researcher should explain the manner in which he will be recording responses and when he plans to use the tape recorder he should get respondents' consent. The researcher informed the respondents that they (respondents) will be tape recorded but their names and schools would remain anonymous. Cold drinks were served during the process of interviewing to ease the stress. The interview lasted for about forty minutes.

Group interviews produce more useful data. Varied view points are obtained when qualified individuals with common or divergent backgrounds are brought together to explore a problem, to provide information about a subject in a case study or to evaluate the merits of a proposition. The participants may not only present a wide range of information but also may help one another recall, verify or rectify items of information (Scott and Usher 1996 : 330).

During the process of interviewing the researcher made use of the unstructured interviews. Unstructured interviews are flexible, few restrictions are placed on respondents answers. In an informal, unstructured interview, the researcher can penetrate behind initial answers, follow up unexpected clues, redirect the inquiry into more fruitful channels on the basis of emerging data, and modify categories to provide a more meaningful analysis of data (Scott and Usher 1996 : 331). McMillan and Schumacher (1993 : 432) argue that the focused group interview (FGI) is a strategy for obtaining a better understanding of a problem or an assessment of a problem, concerns, a new product, program, or idea by interviewing a purposefully sampled group of people rather than each person individually.

By creating a social environment in which group members are stimulated by the perceptions of ideas of each other, one can increase the quality and richness of data through a more efficient strategy than one-on-one interviewing.

Lofland cited by LeCompte and Goetz (1984 : 130) notes that some data are more productively elicited from several individuals at once. Schatzman and Strauss cited by LeCompte and Goetz (1984 : 130) recommend this tactic for discovering variation in people's responses and for revealing significant controversies among naturally bounded groups.

3.6.2 THE INTERVIEWER STYLE

The thrust of this topic is on how an interviewer as a qualitative researcher interacts with informants in a natural setting. In this study the researcher used open-ended questions, which are more flexible and also used a conversational mode which allowed respondents to respond freely without any fear.

Denzin, Schatzman and Strauss in LeCompte and Goetz (1984 : 131) maintain that most qualitative researchers prefer to conduct interviews in the conversational mode of every day interaction.

Lofland cited by LeCompte and Goetz (1984 : 13) emphasises that this mode communicates empathy, encouragement and understanding. Schatzman and Strauss as cited by LeCompte and Goetz (1984 : 131) argue that it allows respondents to feel that what they are saying is acceptable and significant. LeCompte and Goetz (1984 : 131) maintain that all the researchers agree that the conversational mode familiar and comfortable to all respondents is most likely to elicit trust, confidence and ease among respondents necessary for yielding elaborate, subtle and valid data.

Bogdan and Biklen (1992 : 98) argue what is most important for the researcher is the need to listen carefully. Listen to what people say. Treat every word as having the potential of unlocking the mystery of the subject's way of viewing the world. Try different techniques, including jokes. Sometimes you might ask respondents to elaborate with stories and sometimes you might share your experience with them. From the interviewer style the researcher would then discuss the tape recording of the interview data.

3.6.3 TAPE RECORDING THE INTERVIEW DATA

In this study the researcher made use of the tape recorder to record the verbatim accounts of the respondents. McMillan and Schumacher (1993 : 432) argue that tape recording the interview ensures completeness of the verbal interaction and provides material for reliability checks. Interview recording forces the interviewer to be attentive, can help pace the interview and legitimizes the writing of research insights during the interview.

Soer (1997 : 107) maintains that the use of the tape recorder is undoubtedly the most convenient method of recording the interview. The tape recording provides not only a complete and accurate record of the entire interview but it also preserves the emotional and vocal character of the responses. The tape recording can be replayed and a written record made.

A tape recorder frees the researcher during the interview, provide a means of verifying responses later, help the researcher avoid omissions, distortions, modifications and errors that sometimes are made in written accounts of an interview (Scott and Usher 1996 : 334). The researcher would then discuss the ethical standards which the researcher maintained during the data collecting process.

3.7 RESEARCH ETHICS

Ary (1979 : 334) maintains that in the planning and conducting of research of any nature it is important to observe the highest ethical standards both in respect of persons involved in the research and those who will make use of the findings. Ary (1979 : 334) further warns researchers not to use names of subjects/respondents unless absolutely essential for the purpose of research. In this study, the researcher assured respondents that he would uphold the principles of confidentiality and anonymity. Hitchcock and Hughes (1989 : 200) also agree that for any good and effective fieldwork the development of rapport between the researcher and the respondents which will lead to feelings of trust and confidence is essential. To maintain the ethical standards, the researcher could not tape record interviews without their consent. Soer (1997 : 107) argues that respondents should know that the tape recorder is being used and it should be turned off if they objected.

Ary (1979 : 334) argues that when studying human subjects the researchers should respect their integrity and humanity. The researcher should respect their right to know the nature and purpose of the study and their right to give or not give consent to participate and respect for subject's privacy.

In ordinary circumstances the researchers must inform their subjects in advance of the purpose of the study. Forcing individuals to participate as subjects of study is unethical. In this study, respondents were informed in advance through informal and formal channels of the purpose of the study. The permission was also sought through the district manager through formal channels.

3.8 RESEARCHER ROLE

The interviewer must be pleasant and restrained in his manner, he must be a good listener and avoid interjections except if essential to clarify a point. The researcher must avoid giving any hints by his facial expressions, tone of voice or use of implied or leading questions which suggests an answer she/he would prefer. Questions should be so phrased that they are easily understood and should be put one at a time. Every interview should be followed by a personal letter of thanks to the interviewees (Soer 1997 : 107). How the researcher ensured reliability will be discussed below.

3.9 RELIABILITY IN DATA COLLECTION

Reliability is the extent to which independent researchers could discover the same phenomena and to which there is an agreement on the description of the phenomena between the researcher and the participants or respondents. (McMillan and Schumacher 1993 : 383).

The researcher maintained reliability in data collection by recording verbatim accounts of respondents. Researchers present in their studies extensive direct quotations from data to illustrate respondents meanings (McMillan and Schumacher 1993 : 389). Furthermore to enhance reliability in data collection, the researcher tape recorded mechanically the interview data. Soer (1997 : 107) maintains that the use of a tape recorder is undoubtedly the most convenient method of recording data which also helps in reliability checks. The tape recorder preserves the emotional and vocal character of the responses. Furthermore to enhance reliability in data collection the researcher had to re-interview the respondents in formally to clarify any misconceptions. The researcher had to visit respondents individually to their schools after hours. The researcher had to replay the tape recorder and requested the respondents to clarify where necessary.

3.10 VALIDITY IN DATA COLLECTION

Validity of qualitative designs is the degree to which the interpretations and concepts have mutual meanings between respondents and the researcher. (McMillan and Schumacher 1993 : 392).

In this study the researcher ensured validity by using triangulation. Cohen and Manion (1989 : 239) describes triangulation as the use of two or more methods of data collection in the study of some aspect of human behaviour. In this study the use of the focus group interview and the tape recordings constitute triangulation. The combination of the techniques enabled the researcher to see the project from a broader perspective. Furthermore the lengthy data collection period ensured validity. In this study the focused group interview lasted for forty minutes.

3.11 CONCLUSION

The use of different methods in collecting data is an acknowledgement of limitations of individual methods. Different methods supplement one another where one falls short. This multiple approach is known as triangulation. Many researchers have spelt out the usefulness of triangulation: viz Walker (1985 : 79-72), Allwright and Bailey (1991 : 73), Cohen and Manion (1989 : 269 - 271) and Hopkins (1985 : 64-5). They regard it as the use of more than one method of data collection within a single study hence the focused group interviews and the tape recording.

Seidman (1991 : 69) argues that what is important to the researcher is that reducing the data be done inductively rather than deductively. The researcher must come to the transcripts with an open attitude, seeking what emerges as important and of interests from the text. The researcher must come to the transcript prepared to let the interview breathe and speak for itself which is the next chapter on data analysis.



CHAPTER FOUR
DATA ANALYSIS

4.1 INTRODUCTION

The chapter shall focus on the patterns established in the respondent's responses. The researcher will initially give an overview on data analysis. An analysis and interpretation of the focus group will be made. Finally the researcher would attempt to compare the findings of the research with the literature study.

4.2 AN OVERVIEW OF QUALITATIVE DATA ANALYSIS

Writers such as Seidman (1991) LeCompte and Goetz (1984) Soer (1997) and Bogdan and Biklen (1992) concur that data analysis involves working with data, organising them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others.

McMillan and Schumacher (1993 : 482) view qualitative analysis as a systematic process of selecting, categorizing, comparing and interpreting to provide explanation of the single phenomenon of interest.


The main intellectual tool is comparison. The technique of comparing and contrasting is used in practically in all intellectual tasks during analysis : identifying data segments; naming a topic/category and grouping each data segment into topical category. The goal is to identify similarities and distinctions between categories to discover patterns (McMillan and Schumacher 1993 : 483).

Analyzing qualitative data is an eclectic activity : there is no one right way. Most qualitative researchers are wary about prescriptions. They (qualitative researchers) wish to avoid standardizing the process, because a hallmark of qualitative research is the creative involvement of the researcher. There is no fixed formula on how data can be analyzed in more than one way, each analyst must find his/her own style of intellectual craftsmanship. Although there are no strict rules that can be followed mindlessly, the researcher is not allowed to be limitlessly inventive. Qualitative analysis can and should be done artfully, even playfully, but it requires a great amount of methodological knowledge and intellectual competence (McMillan and Schumacher 1993 : 484).

4.3 QUESTIONS IN THE FOCUS GROUP

The questions for the interview in the focus group centred on the understanding of the term school marketing, on the strategies used by principals to market rural public schools, on the reasons for wanting to market public schools and finally on the significance of school marketing.

The following questions formed the basis of the focus group interview with six principals in the Msinga district in KwaZulu-Natal.

- 
- 4.3.1 What in your opinion is school marketing?
- 4.3.2 How would you in your rural context promote the image of your school?
- 4.3.3 Why would you want to promote the image of your school?
- 4.3.4 Why do you regard school marketing as important?

4.4 ANALYSIS AND INTERPRETATION OF THE FOCUS GROUP.

DISCUSSION PATTERNS ESTABLISHED IN THE RESPONDENTS RESPONSES.

PATTERN 1

The focus group revealed that school marketing is not a one man job, but the involvement of all the stakeholders in the school.

"All stakeholders in education must roll up their sleeves. Each one must play the game and play it according to rules".

"Marketing entails anything that is done in order to make the school known to the people, acceptable to the people, accessible to the people, loved by the people immediate and remote members of the community that is being served by the school"

PATTERN 2

The focus group revealed that school marketing entails an element of attraction.

"School marketing is making the school to be able to canvas many students and to get the support of the community and other people who may support it"

PATTERN 3.

The focus group revealed that school marketing entails the promotion of the school.

"If you are doing school marketing that means you are advertising your school. You try to focus on those good things so that they may be known to other people and at the end be attracted to come to your school".

PATTERN 4.

The focus group revealed that meetings with stakeholders play a key role in marketing the school.

"If there are community meetings, school meetings I can use that chance to advertise my school".

PATTERN 5.

The focus group revealed that the physical appearance of the school plays a vital role in marketing the school.

"Physical appearance. Just by making the school beautiful".

"Premises must be well looked after. Premises must be kept clean. The school must be kept clean".

PATTERN 6.

The focus group revealed that the ethics of the school plays a vital role in school marketing.

"The whole school atmosphere. The school climate must be such that teachers feel acceptable and enjoy working in that school".

PATTERN 7.

Further analysis reveals that the participation of the school in extra-curricular activities plays a key role in school marketing.

"Canvassing can be done by doing things at school that will attract pupils just for instance sport activities entice pupils. Unlike the school where no sporting activities are done".

PATTERN 8.

Further analysis revealed that discipline is a key to the marketing of a school.

"By discipline here we do not mean that pupils only must be able to exercise self control even teacher and principals themselves we need to rededicate ourselves to teaching"

"Disciplinary measures like suspension and calling the parent and disciplining the child in front of the parent".

PATTERN 9.

The focus group revealed that for the marketing of rural public school basic human needs should be provided. If the basic human needs are available that will attract good staff and good students.

"Firstly before teachers and pupils are made to be attracted to a rural school there must be provision for basic human needs. People cannot live where there is no shelter. Provide them with shelter. People cannot live where there is precarious supply of water."

PATTERN 10.

The focus group revealed that the maintenance of culture of teaching and learning will enhance the marketing of a school.

"Pupils should be taught as much as they can learn. They must go out of the school with the feeling that they have gained something that will improve the image".

"If teachers are not doing their duty in a conscientious way the world and the community would expect them to do - obviously pupils would move away from such centres - would move away from such rural public schools to those places/centres I do not care how far they may be to those places where people feel that their children would get the proper kind of education".

PATTERN 11.

The focus group further revealed that school will be marketed provided parents are involved in the decision making.

"Parents should be involved in the education of their children. They must attend meetings. They must know what is happening and what is planned. They must be part and parcel of the planning and the execution of that plan. They (parents) will extend the word that we are doing this rather than the school is doing this".

PATTERN 12.

The focus group revealed that the behaviour of teachers and learners promotes the positive image of a school.

"Teachers should be role models and should behave in an acceptable and professional manner".

"Disciplined students will not only excel within the classroom, but also outside the classroom".

PATTERN 13.

The focus group revealed that a broad and diversified curriculum would lead to the marketing of a school.

"A well structured curriculum should be provided".

PATTERN 14.

The focus group revealed that promotion techniques plays the role in school marketing.

"Have an attractive motto at the gate. Welcoming messages at the gate emblems".

4.5 COMPARING PATTERNS IN THE RESEARCH FINDINGS AND THE LITERATURE STUDY.

RESEARCH FINDINGS	LITERATURE STUDY
1. School marketing involves all the role players (see 4.4 pattern 1)	Marketing is a philosophy of doing business which must be adhered and accepted by all members of the organisation (see 2.2.3 p. 16) Marketing must permeate the whole organisation (see 2.1 p.9)
2. School marketing entails an element of attraction (see 4.4 pattern 2)	The purpose of the school/ (organisation) is to create, win and keep customers (see 2.1 p.10)

RESEARCH FINDINGS**LITERATURE STUDY**

3. School marketing entails the promotion of a school (see 4.4 pattern 3)

Promotion is concerned with strategies to make known and enhance the institutions activities and activities (see 2.3.3.4 p.21)

4. Physical appearance plays a key role in school marketing (see 4.4 pattern 5)

Place refers to the quality and ambience of rooms and site building themselves (see 2.3.3.3 p.20)

5. The school ethos plays a positive role in marketing the school (see 4.4 pattern 6)

The management of a school has the task of ensuring that the ethos of the school are geared to meeting the needs of target markets (see 2.3.3.1 p.20)

6. Parental involvement in decision making will enhance the marketing of a school (see 4.4 pattern 11)

The customer is and should be central to everything the organisation (school) does (see 2.1 p. 10)

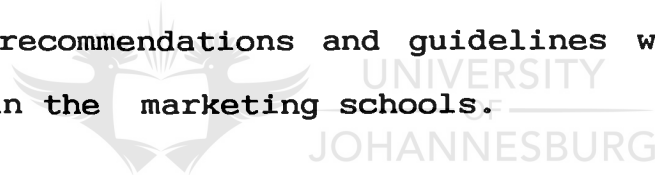
RESEARCH FINDINGS**LITERATURE STUDY**

- | | | |
|-------|---|---|
| 7. | The maintenance of the culture of teaching and learning will lead to the marketing of a school (see 4.4 pattern 10) | The focus of marketing has to be the provision of quality (see 2.2.2 p. 16) |
| <hr/> | | |
| 8. | The behaviour of teachers and learners enhances the reputation of the school (see 4.4 pattern 12) | Each member of a school staff or pupil is a walking advertisement for the school (see 2.5. p.22) |
| <hr/> | | |
| 9. | A diversified curriculum would draw many learners (see 4.4 pattern 13) | Sound curriculum planning which ensures a broad, balanced and differentiated curriculum is a precursor to any marketing strategy (see 2.3.3.1 p.19) |
| <hr/> | | |
| 10. | The application of promotional techniques will play a major role in school marketing (see 4.4 pattern 14) | All writers concur that promotion is not marketing but part of marketing the school (see 2.6. p. 25) |
| <hr/> | | |

The purpose of comparing patterns is to confirm the reliability and validity of the research findings. Patterns which emerge from data are confirmed by the literature review on school marketing.

4.6 CONCLUSION

The chapter has analyzed the findings on how principals market rural public schools. Major patterns which emerged from data have been presented and have been confirmed by the verbatim accounts of respondents. The next chapter will focus on recommendations and guidelines which should be followed in the marketing schools.



CHAPTER FIVE**CONCLUSIONS, RECOMMENDATIONS AND SUMMARY****5.1 INTRODUCTION**

This chapter will initially focus on the present position of marketing in rural public secondary schools in KwaZulu-Natal. Furthermore the chapter will determine the present role of the principal in school marketing. Finally the chapter will formulate guidelines for the future role of principals in school marketing.

5.2 PRESENT POSITION OF MARKETING IN RURAL PUBLIC SECONDARY SCHOOLS IN KWAZULU-NATAL

From data collected it became clear that principals view school marketing as the promotion of a school. Furthermore principals argued that school marketing cannot succeed without the support of the local community. It is apparent that community meetings play a vital role in school marketing. From the focus group interview it was made clear that community meetings could be used to advertise the school.

Furthermore from the focus group interview discipline was cited as means of marketing a school. Principals argued that a recognisable system of discipline is important. As a result, parents would be willing to send their children to a school with a strict principal. In other words a school where pupils do as they like is not recommended to parents.

The use of local media such as Radio-Khwezi FM and Ilanga Lase Natali could also be used to advertise the school which had good results.

It also became clear that the maintaining of the culture of teaching and learning will enhance school marketing. A school where no culture of teaching and learning exists will lose a number of learners. Parents prefer to send their children to a school where there is quality education.

Furthermore schools will not be marketed if schools do not have basic human needs. It became clear that schools which do not have accommodation for teachers will not be in a position to attract good teachers. The absence of a well developed infrastructure such as roads, water supply, electricity supply and telephones hampers the marketing of rural public schools. If teachers and learners are to travel long distances, crossing the rivers to schools demotivates them.

Parental involvement in decision making and in the planning of all the activities of school enhances the marketing of a school. Parents feel that the school is theirs.

Participation in extra-curricular activities such as sports was stressed as a means of marketing the school. It emerged that participation in extra-curricular activities entice pupils unlike the school where no sporting activities are done.

The school ethos was highlighted as a means of marketing school. The management of a staff in such a way that they (the staff) feel accepted and enjoy working in such a school promotes the positive image of that school. The school atmosphere should be conducive to teaching and learning.

Teachers should be role models and should behave in an acceptable and professional manner. That will promote the image of the school.

The implementation of a broad curriculum will attract many learners. The wide choice in the selection of subjects, hence many learners will flock to such schools.

Physical appearance of a school was cited as a factor which markets the school. Learners are attracted by the beautiful premises of the buildings. A school whose buildings and premises are kept clean would attract learners.

Furthermore the use of promotional techniques such as having attractive mottos, welcoming messages at the gate and the use of emblems could play an important role in the marketing of a school.

From the analysis it became clear that principals are unaware of the term school marketing. School marketing sounds strange to them. To principals marketing belongs to the business world. Principals are not aware that whatever they do will have an impact on marketing the school. Furthermore in rural areas like Msinga a number of problems hampers the marketing of schools. The tribal wars have a devastating consequence on schools. Schools in rural areas are inaccessible because of poor road conditions. Rural schools do not have water supply, electricity and accommodation for teachers. All these problems hamper the marketing of rural public schools. None the less the principal remains the key figure in the marketing of a school.

5.3 RECOMMENDATIONS

5.3.1 GUIDELINES FOR THE FUTURE ROLE OF THE PRINCIPAL IN SCHOOL MARKETING

- * Have a vision for your school. Establish a mission statement for your school with all the stakeholders. Such a mission statement will be binding to all stakeholders. All stakeholders in and outside the school will strive to achieve the stated objectives in the mission statement. As a result all stakeholders will be committed to the school.

- * Establish a marketing culture in a school. This could be achieved through staff development. Teachers should be aware that they (teachers) are fully involved in the marketing of a school. The staff should be aware that they are the walking advertisement of the school. The manner in which the staff dresses and behaves towards visitors is part of marketing the school.

- * Look at your strengths, weaknesses, opportunities and threats (SWOT). Look at your school performance. Compare your school performance with your neighbouring school. Find out with whom your school is competing for learners and try to improve.

- * Establish a marketing sub-committee, which will be composed of local members of the community who have an expertise in business.

- * Make it a point that the culture of teaching and learning takes place on a daily basis. The day is structured and each teacher is in his/her class at the right time. The day is never wasted on trivial issues. That will, despite lack of resources, ensure that quality education is maintained and hence good results.

- * Make it a point that highly qualified staff is recruited. Ensure through the governing body and through the sponsorship from local businessmen that accommodation is provided for teachers. Solicit the help of local councillors for the installation of electricity and the supply of water.

- * Have a broad and diversified curriculum which would attract many learners. Have a general, commercial science and technical streams. There will be a wide selection of subjects hence many learners will flock to your school.

- * Advertise school's achievements in the local newspaper and local radio stations. Announce parental meetings in the local media. Advertise vacant posts in the local media.

- * Allow your school to participate in various extra mural activities. The school should take part in music, athletics, soccer, netball, rugby and cricket. The school will become known to outsiders.
- * Maintain a healthy working relationship with the staff. Teachers should feel accepted and enjoy working in your school. Involve the staff in the decision making.
- * Run the school as a business undertaking. Know that the decline in enrolment will have a devastating effect on the management of the school in terms of finance.
- * Through consultation with learners and parents establish a distinctive uniform for your learners. Make it a point that all learners adhere to the school uniform throughout the year.
- * Organise a fun day, farewell functions, speech and prize giving days at your school. The events would bring together all the stakeholders. Such events should occur on an annual basis.

- * The physical appearance of the school must be attractive. Make it a point that the premises are kept clean and neat. The grounds and the buildings must be well looked after by the school as a whole.

5.3.2 IN-SERVICE TRAINING OF PRINCIPALS

Present principals need to undergo in-service training in school marketing. The present Superintendent management of schools should run courses for school marketing in order to empower principals with the principles of school marketing. Schools are hit by a decline in pupil numbers and principals do not know what to do.

5.3.3 SCHOOL MARKETING IN TEACHER EDUCATION

It should be compulsory for all prospective teachers to do school marketing. Colleges of Education and Universities should restructure their curricula. When teachers go out of the training, they (teachers) should be aware that schools today need to be marketed. Schools which do not market themselves will be faced with closure. School marketing should be included in the syllabi for teacher education. As a result teachers will be equipped with marketing management skills. As teachers they will play a major role in marketing schools in which they are teaching. When such teachers are promoted to principalship they would find it easier to market their school.

5.4 FINAL CONCLUSION

Today schools are in competition for learners. Open enrolment has opened the way for the marketing of schools. Principals need to convince parents that the school is of quality. Principals of rural public schools are compelled to implement marketing strategies in order to stop the exodus of learners to urban schools.

Failure to market rural public schools will damage their reputation. School marketing becomes the only means for the survival of schools.

5.5 SUMMARY

As a result of open enrolment in present day South Africa rural schools are faced with the problem of an exodus of learners from the rural schools to the urban schools. The only way to address this problem is to implement a marketing strategy to retain and even draw learners back to the rural schools. Such a strategy can only be successful if sound market research is done. In this process the principal plays a pivotal role.

The most important method used in this mini-dissertation was the focus group where six principals were interviewed. These interviews were audio-taped and transcribed. Four open ended questions were put to them for discussion and data was analyzed whereby the most important patterns were outlined.

The other method was the literature study. The relevant information, facts, theories and findings on the topic were collected and gathered to find out what other researchers have said about the problem.

The most important results obtained are that quality teaching and learning is a key to the marketing of a school. Furthermore involvement of parents in decision making through community meetings will market the school. Participation in extra-mural activities will market the school. Providing a broad and diversified curriculum will draw many learners. A school with a good discipline will attract more learners.

The main conclusions are that principals of rural public schools are not aware of school marketing. As a result the position of marketing in rural areas is not fully fledged. As a result there is a need to equip the principals with marketing management skills. It is clear that principals of rural public schools need to implement marketing strategies to draw learners back to the rural areas. It is clear that school marketing will ensure the survival of rural schools.

The chief recommendations are that the principals should implement a broad and diversified curriculum which would attract many learners. Furthermore principals should make it a point that quality teaching and learning takes place on a daily basis. Schools should be of quality. Principals should involve parents in decision making and as a result parents would identify themselves with such a school.

Principals should allow learners to take part in extra-curricular activities. Principals should make a point that the physical appearance of the school is attractive. Principals should maintain a healthy working relationship with learners and staff. A disciplined and purposeful learning environment should be established.

Through staff development, the principal should inform the staff that they (the staff) are involved in the marketing of a school.

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ANNEXURE A
AN INTERVIEW TRANSCRIPT

BACKGROUND

The focus group interview was conducted on the 27 October 1997. The researcher met the respondents in the office of the nearest school in terms of accessibility. The researcher finds it convenient to choose the central school where all respondents could have an access. The focus group interview began at 15:30 in the afternoon. The respondents were assured that their names and schools would remain confidential and anonymous. The researcher explained the purpose of the research to all respondents. The interview lasted for about forty minutes.

INTERVIEWER : WHAT IN YOUR OPINION IS SCHOOL MARKETING?

RESPONSES:

School marketing is making the school (slight pause) to be able to (slight pause) canvass many students and get the support of the community and other people who may support it.

PROBING QUESTION:

How would you canvas many students?

RESPONSE:

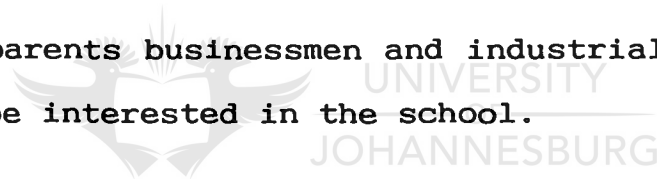
(Pause) That can be done by doing things at school (raises the voice) that will attract pupils. Just for instance sport activities entice pupils (raises the voice). Unlike the school where no sporting activities are done.

PROBING QUESTION:

Who in your opinion are members of the community that could be involved in school marketing?

RESPONSES:

Predominantly parents businessmen and industrialists and other people who maybe interested in the school.



PROBING QUESTION:

Any further elaboration on school marketing?

RESPONSES:

(coughing) If you are doing marketing that means you are advertising your school. You try to (mmh) to focus on those good things (raises the voice) so that they may be known to other people and at the end be attracted to come to your school.

PROBING QUESTION:

How would you advertise your school?

RESPONSES:

If the school had good results. I can announce it over Radio Zulu-Ukhozi F.M. or Ilanga lase Natali that my school had 100% results. or if there are community meetings (emphasis) school meetings I can use that chance to advertise my school.

PROBING QUESTION:

Any further elaboration on school marketing?

RESPONSES:

(mmh) In my point of view school marketing entails anything that is done in order to make a school known to the people (slight pause) acceptable to the people (pause) accessible to the people, love by the people immediate and even remote members of the community that is being served by the school.

Marketing here would involve I would say a wide range of issues like mmh people have to accept that this is a school especially in a rural area. it must not accord with the perception of the school in an urban area. The buildings, the grounds, the way the curriculum is structured (raises the voice) and the whole atmosphere of what is happening in the school.

Because we are discussing marketing here we are not only looking at the school at the school as a public institution, but as a business undertaking (lowers the voice). In business terms the school becomes a firm and the pupils become a client (emphasis).

The community felt that the school must be established here in order to satisfy some of the needs of the particular community. The school is there to serve pupils therefore serving the community and the nation (lowers the voice)

INTERVIEWER:

How would you in your rural context promote the image of your school?

RESPONSES:

(coughing) mmh the problem which is causing uncertainty among students and parents is that of corporal punishment. Most students are rushing to schools that do not use corporal punishment. Corporal punishment can be used under certain limits and conditions. Stress more other forms of discipline rather than using corporal punishment.

PROBING QUESTION:

Which are those other forms of discipline?

RESPONSES:

mmh disciplinary measures like suspension and calling the parent and disciplining the child in front of the parent.

PROBING QUESTION:

Any further elaboration on how would you promote the image of your school?

RESPONSES:

Parents should be involved in the education of their children. (raising the voice). they must attend meetings. (raising the voice) they must know what is happening and what is planned (raising the voice). They must be part and parcel of the planning and the execution of the plan. They (raising the voice) will extend the word that we (parents) are doing this rather than the school is doing this.

PROBING QUESTION:

Any further elaboration?

RESPONSES:

Physical appearance. just by making the school beautiful (raises the voice). Have attractive mottos at the gate. Welcoming messages at the gate. Emblems.

The working ethos must meet with the requirements of the syllabus. Pupils should be taught as much as they can learn. They (pupils) must go out of the school with the feeling that they have gained something at the school. That will improve the image. Teachers should be role models and should behave in a manner that is acceptable to the community, as well as in a professional manner. I don't think there is anything to add on that (laughing).

PROBING QUESTION:

Who would like to say more on how to promote the image of a school.

RESPONSES:

Promoting the image would take us back to what we mentioned earlier the concept of school marketing. With limited resources this is understood to be the shortfall of most rural public schools. It has been taken by individual communities themselves to make provision for the construction of properly constructed buildings which accord with the structural specification of a building as laid down by the kwaZulu-Natal Department obviously (lowers the voice).



The structures (raises the voice) that are constructed must be up to the standard, properly taken care of by the school immediate community teachers, pupils and parents. Premises must be well looked after. Premises must be clean (raising the voice). The school must be kept clean. A recognizable system of discipline is very important. (raising the voice) the children must be made to understand that the school is there to help them so that they (children) could help themselves.

If the image of the school has to be promoted the principal will be called upon with the consent of the governing body obviously will have to get hold of material resources such desks, window panes.

PROBING QUESTION:

How would discipline promote the image of your school?

RESPONSES:

There has been a time when a culture of ill-discipline has reigned supreme in most African schools. With the shift of emphasis in the mid 1990's and the revival of culture of teaching and learning - scholars and pupils point it out clearly that what has been obtaining in class where pupils would come carrying dangerous weapons and under the influence of a variety of drugs that one would not be able to mention. All that is over it must be done away with. By discipline here we do not mean pupils only must be able to exercise self-control, but it includes principals and teachers themselves. We (teachers and principals) need to re-dedicate ourselves to teaching. All stakeholders (raising the voice) in education must roll up their sleeves. Each one must play the game and play if according to rules (lowers the voice).

PROBING QUESTION:

How would the culture of teaching and learning promote the image of your school?

RESPONSES:

That is a move that is presently advocated by the National Minister of Education. There is an organisation which is called COLT. The culture of teaching and learning will eventually promote the image of the school even though our clients are still young and inexperienced they know. What is from what is not (raising the voice). Even if teachers are not doing their duty in a conscientious the world and the community would expect them to. Obviously pupils would move away from such rural centres (raising the voice) would move away from such rural public schools to those places/centres (raises the voice) I don't care how far they may be to these places where people feel that their children would get the proper level of education.

INTERVIEWER:

Why would you want to promote the image of your school?

RESPONSES:

If the image of the school is good it contributes directly to the promotion of learning. A feeling of belonging to the school to the pupils encourages them to do as the school wants them to do. So in order to educate pupils successfully the image of the school should be a good one.

Besides that without the support of the community and parents the school will not succeed. The donars to finance schools project that will make the school a success. Positive image plays a vital role in gaining the support.

The school will receive good teaching staff and good students all over the country and over the world. Once the image of the school is good people would want to identify themselves with the school. The working ethos. The school atmosphere/climate, the attitudes that are there. The way of clearing things must be such that teachers feel accepted and enjoying working in such a school.

PROBING QUESTION:

Any further elaboration?

RESPONSES:

If I say my school I am not using the word in a narrow sense as if the school actually belongs to me. A point here is a name and a good name. A reputation is something that every living human being would want to create for himself. It is therefore important especially in rural public schools will have to be marketed because this movement of our pupils from under resource to medium or over resourced school is : somehow creating a vacuum. This is calling upon what I have called a commitment on the part of educators properly qualified they must be willing to come and help to uplift the standard to catch up with the standards obtaining in their urban counter parts.

This boils down to the question of marketing the school. First before teachers and pupils are made to be attracted to a rural school. There must be a provision for basic human needs. (raising the voice) people cannot live where there is no shelter. Provide them with shelter. People cannot live where there is precarious supply of water. People cannot live (raising the voice) and will tend to shun places where the infrastructure is not properly developed. For instance walking a distance of 50km to school, crossing a river and having to pull off socks. Principals will have to solicit the help of the government and RDP to help construct roads and bridges. On the average people will be willing to come and help.

INTERVIEWER:

Why in your opinion is school marketing important?

RESPONSES:

It reinforces the school and the image itself, and drives the community towards the goals of the school. If it can be done by all schools it can result in good competition which improves results. A good school image makes a good national image (laughing). From a business point of view the corporate world is spending millions on marketing and advertising. marketing is the captain of consciousness (raising the voice) the captain of consciousness. I would like to cite an example. We end up doing things not because we want to do them, but because we have been made and shaped by mass media to be doing things that we end up doing.

How many of the young girls between the ages of 12 to 17 would buy Lux soap because it is associated with the beauty queens such as Marcia Turner, the present Miss South Africa, Miss Naicker, the Hunter Taylors.

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Marketing is a captain of consciousness. If people are made to believe that school A has excellent discipline, excellent tuition (raising the voice) has zero percent problem, can even get 100% pass rate with zero facilities then people will normally tend to flock to such schools.

Marketing is important because it controls the thinking, the mentality of the people and by projecting a positive image people will end up thinking positively about the school.

When nothing is being said and done the assumption would be there, there are sitting over there, basking themselves in the sun, loafing around, not doing anything and not being productive.

When in fact there is something which is done which needs to be communicated and made known far and wide.

MSINGA DISTRICT OFFICE
DEPARTMENT OF EDUCATION & CULTURE
PRIVATE BAG X 503
3010 TUGELA FERRY

17 February 1998

ATTENTION : PROF K P DZVIMBO

The Registrar
Rand Afrikaans University
Box 524
2006 AUCKLAND PARK

Dear Sir

RE : M P NDLELA STUDENT NO 9605789

This serves to confirm that the above named student brought along with him a letter in which we (as a department of education) were requested to allow him permission to conduct an empirical research study based on mini-dissertation topic "Principals and the Marketing of Rural Public School in KwaZulu/Natal". He was allowed such a permission and his contact with our principals has been a positive one which in turn will improve their performance.

Yours faithfully

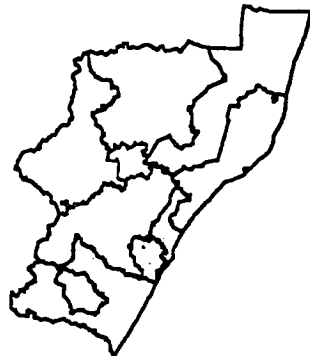
N K SITHOLE
CHIEF SUPERINTENDENT OF EDUCATION (MANAGEMENT)

JOHANNESBURG

Type

- Primary (82)
 - ▲ Secondary & Intermediate (30)
 - * Special, post secondary & other institutions (1)
- District total (114) and 1 school awaiting data

Msinga Magisterial District



within the Ladysmith Education Region

Legend

- Education Regions
- Msinga Magisterial District
- Main Rds
- Minor Rds
- Main Towns



Produced by the Education Foundation, in association with the Human Sciences Research Council and the Research Institute for Education Planning, for the Department of Education.
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 Tel: 031-224 281

Data Source: Schools & Colleges Register of Needs Survey 1996

Msing_sc 2/5/97 sd

The distribution of Education Institutions in Msinga Magisterial District according to type for 1996

