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**IMPLEMENTATION OF PRACTICAL MARKETING STRATEGIES
FOR SOWETO SCHOOLS**

by

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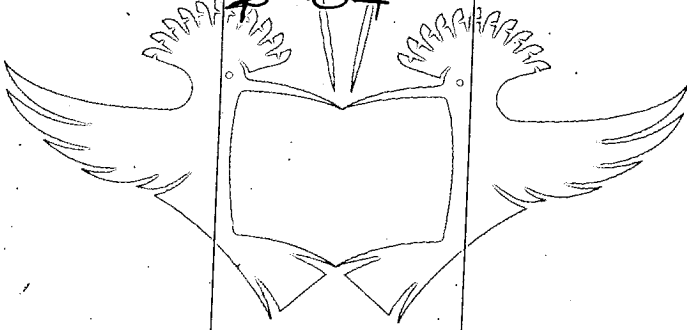
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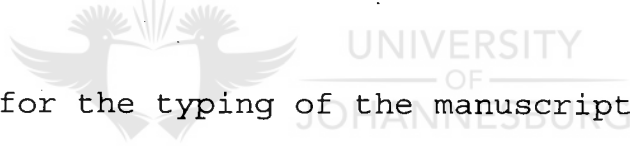
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DECLARATION

"I declare that:

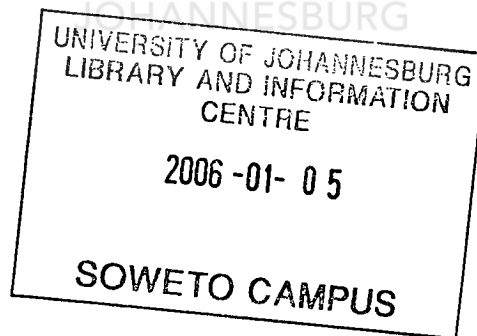
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**IMPLEMENTATION OF PRACTICAL MARKETING STRATEGIES
FOR SOWETO SCHOOLS**

By

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MAGISTER EDUCATIONIS
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SUMMARY

There are many marketing strategies for township schools but the writer has concentrated on the practical strategies for township schools.

The aim of this study was to investigate the marketing strategies that might be of strategic importance to township schools and how these marketing ideas can be sustained for a very long-term, and to explore the relationship between parents, student, governors, the community and business sector and the nature of their accountability. The admissions committee and member of school management team in Soweto were part of the participant in the study. This is a qualitative research based on interviews and observation.

The outcome of this project is that without the effectiveness and flexibility of marketing, most schools will close down. The schools need to be accountable to every action and activities happening within their boundaries. The relationship of stakeholders to the school is the most important tool for marketing.

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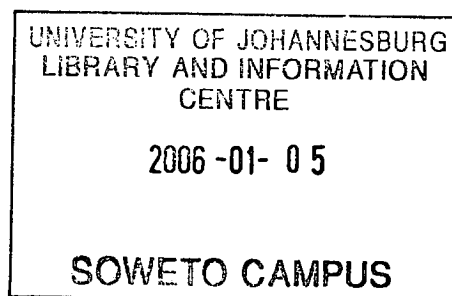
TABLE OF CONTENTS

	PAGES
Acknowledgements	(i)
Declaration	(ii)
Summary	(iii)
CHAPTER 1	
INTRODUCTORY OVERVIEW OF THE STUDY	
1.1 INTRODUCTION	1
1.2 RESEARCH PROBLEM STATEMENT	1
1.3 THE AIM AND OBJECTIVES OF THE STUDY	2
1.4 RESEARCH DESIGN AND METHODOLOGY	2
1.4.1 Sampling	3
1.4.2 Data collection	4
1.4.3 Data analysis	4
1.5 DEMARCATION OF STUDY	5
1.6 LIMITATION OF STUDY	5
1.7 CLARIFICATION OF CONCEPTS	6
1.7.1 Marketing	6
1.7.2 Soweto	7
1.7.3 Customer or consumer	7
1.7.4 Stakeholder	7
1.7.5 Accountability	8
1.8 STUDY PROGRAMME	9



	PAGES
CHAPTER 2	
PRACTICAL MARKETING STRATEGIES FOR SCHOOLS	
2.1 INTRODUCTION	10
2.2 AIMS OF LITERATURE REVIEW	10
2.3 MARKETING A SCHOOL	10
2.3.1 The involvement of parents and other stakeholders	15
2.3.2 Accountability	20
2.4 SUMMARY AND INTRODUCTION TO CHAPTER 3	22
CHAPTER 3	
RESEARCH DESIGN AND METHODOLOGY	
3.1 INTRODUCTION	23
3.2 RESEARCH DESIGN	23
3.3 METHODOLOGY	24
3.3.1 Sampling	24
3.3.2 Data collection methods	28
3.4 SUMMARY AND INTRODUCTION TO CHAPTER 4	29
CHAPTER 4	
DATA ANALYSIS PROCEDURE AND RECORDING OF FINDINGS	
4.1 INTRODUCTION	30
4.2 DATA ANALYSIS	30
4.3 FINDINGS FROM THE STUDY	37
4.4 SUMMARY AND INTRODUCTION TO THE CONCLUDING CHAPTER	38

	PAGES
CHAPTER 5	
SYNTHESIS, RECOMMENDATIONS AND CONCLUDING REMARKS	
5.1 SYNTHESIS	39
5.2 FINDINGS FROM LITERATURE REVIEW	42
5.3 FINDINGS FROM THE STUDY	43
5.4 RECOMMENDATIONS	43
5.4.1 Developmental plan as the most practical strategy	47
5.5 CONCLUDING REMARKS	50
 BIBLIOGRAPHY	 52
 APPENDIX A	 56
APPENDIX B	57
APPENDIX C	62



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CHAPTER 1

INTRODUCTORY OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Most schools in our township are closing down, because of the decreasing or declining enrolment. More and more learners are leaving township schools to schools in former Model C schools in suburbs. Parents want quality education for their children, and in pursuing that objectives they end up taking their children to the best schools in towns and suburbs. These former Model C schools in towns are the ones with the best marketing strategies that attracts most parents to choose them. Stakeholders should be given opportunities to participate in marketing process and the activities of the school.

1.2 RESEARCH PROBLEM STATEMENT

Many schools in Soweto are losing a lot of money from the government because they are funded according to the numbers of learners enrolled. The more the school improves its resources the more they get funds from the government. Soweto schools are becoming disadvantaged because there are few learners in classroom. Also, an increasing parental choice of former Model C schools, is the other problem that disadvantage township schools (Coleman, 1994:364).

The schools with better resources and are the ones improving their enrolment subsidy. Therefore the issue of funding of Soweto schools is of significance.

1.3 THE AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate if there are marketing strategies that might be of strategic importance to the school, and how these marketing ideas can sustain for a very long-term.

The objectives of this study is to explore and try to discuss the relationship between parents, students, governors, educational institutions, the community, business sector and nature of their accountability. This will also help us to find a way in which those stakeholder mentioned, will be able to improve condition within the school environment and to help the community to be involved in education of their children.

The researcher will also focus on the analysis of the development plan as a model to equip the school to adapt to both external and internal environment as the most influential aspect in marketing process.

1.4 RESEARCH DESIGN AND METHODOLOGY

The researcher has chosen the qualitative research method because the researcher is also an educator at the school understudy. Again

the researcher is part of the admission committee of the school understudy. The researcher has first hand experience about problems facing black schools in Soweto.

This is a qualitative research proposal. The purpose of qualitative research is to provide the most accurate answer possible to research (McMillan and Schumacher, 1993:36).

To provide trustworthiness proper names of participants in this project will not be revealed. The use of interviews and observation will act as a sure sign that phenomenon understudy will be understood from different points of view.

The research methodology will include the selected site, gaining of access, purposeful sampling, the techniques of obtaining data which will include observation, interviews and lastly data analysis. The site in mind is a school in Soweto.

1.4.1 Sampling

The sample in the study included members of the admission committee and school management team of a school in Soweto.

Schumacher and Mcmillan (1993:413) suggest that if one wants an authentic research report one has to focus on a purposeful samp-

ling. The researcher has already talked to admission committee and members of the school management team of a school in Soweto.

Proper names of the participants will not be revealed. The outcome of the research will be available to the participants.

1.4.2 Data collection

The researcher relied mostly on qualitative method of observation and interviews. The researcher will be a participating observer. The researcher will be there at the site of study observing and collecting information relevant to the study.

This project is about the implementation of practical marketing strategies for Soweto schools. The researcher is a human instrument collecting data and also analysing qualitative data at the same time. Both observation and interviews were done in one school, over a period of time.

1.4.3 Data analysis

Data analysis is inductive process where data is organised into categories and patterns and relationship among categories (De Vos, 1998:342).

According to De Vos (1998:336) there are reasons to analyse data. The reasons contribute to the logical chain of evidence that support the researcher's conclusion.

Data need to be analysed in order to understand the systematic statement of fact and the researcher want to stay close to monitor the participants' feelings, thoughts and action as they broadly relate to the researcher's focus of enquiry.

1.5 DEMARCATION OF STUDY

The study focuses on the implementation of practical marketing strategies for Soweto schools. The research questions were directed to the school management team and members of the admission committee of a particular school in Soweto.

The outcome of the research project are only for a particular school in Soweto. The results of the outcome cannot be generalised as not all schools in Soweto have a similar problems.

In qualitative study, transferability or generality to other setting may be problematic. Marchall and Cretchen (1989:146) indicate that generalization of the qualitative study to other populations, settings and treatment, is an arrangement that is seen by traditional canons as a weakness in the approach.

1.6 LIMITATION OF STUDY

The study focuses on the implementation of practical marketing strategies for Soweto schools that the school can use to promote its services or the product it has. The research questions were

directed to the school management team and members of the admission committee of a school in Soweto.

One of the participants in the study withdrew due to ill-health. The participant had to be admitted in hospital and this made the researcher to withdraw the participant's name at the last minutes.

It was not easy for the researcher to collect information from the participants as most of the time they were busy with their school work. They were highly engaged. Thus the funding may not be applicable to other schools in general. Schools differ in terms of their needs, aims, objectives, mission statement and what they need to achieve.

The outcome of the study are only applicable to a particular school in Soweto.

1.7 CLARIFICATION OF CONCEPTS

1.7.1 Marketing

Marketing is defined as a management process responsible for anticipating, identifying and then satisfying consumer wants and needs with a view to making profit (Coleman, 1994:363).

Marketing process can involve a dialogue with customers enabling the identification of needs through market research. Schools are

encouraged to consider marketing or an integral part of their development plan, to see all who work there, as having an important part to play in marketing a school.

1.7.2 Soweto

The name Soweto stand for South Western Township. It is situated between Johannesburg City and Carletonville. It has an estimated Black population of about four to five million people.

1.7.3 Customer or consumer

Pardy (1991) regard customers as students and those acting on their behalf, and adds to those employers who select vocational educational education and training courses for their workers. Pardy (1991) also differentiate between primary clients, which implies to learners and secondary clients, parents, employer and the community.

A learner is a customer in classroom. The parents is the customer for reporting procedures.

1.7.4 Stakeholder

Stakeholder includes parents and members of the governing bodies, officers of education and other department of the local authority whose attitude and activities may have significant influence, on

the way in which school seek to achieve their organisational objectives.

1.7.5 Accountability

According to Bush (1994:310) accountability means being required to give an account of events or behaviour in a school or college to those who may have a legitimate right to know. One of the central aspect of accountability relates to establishing which individual and group have that legitimacy.

Accountability may lie within the institution, for both colleagues and pupils, it may also be individual bodies external to the school. For example, business sector, parents, community, local education authorities, the church and the government.

Accountability simply implies that the school need to explain its actions to all stakeholder and those who are concerned with matter concerning education and the schools.

According to Kogen (1986) accountability implies that sanction can and will be applied, for failure to satisfy those to whom the organisation is accountable.

1.8 STUDY PROGRAMME

In chapter 2 the theoretical background of the problem of study will be emphasised through literature review.

Chapter 3 discusses the research design and research methodology which will be explained in details.

Chapter 4 emphasises data analysis and finding of the research project.

Chapter 5 focuses mostly on recommendations and conclusions.



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CHAPTER 2

PRACTICAL MARKETING STRATEGIES FOR SCHOOLS

2.1 INTRODUCTION

This chapter will focus on literature review and is divided into three sub-headings. Literature deals with marketing and focuses on the involvement of stakeholders and their accountability.

2.2 AIMS OF LITERATURE REVIEW

Literature review will give us the overview of the situation concerning marketing strategies in schools. According to Bush (1999:9) the shift to self managing school and accompanying requirements to complete with other institution for learners, means that effective marketing has become much more important to the success of the school. School managers cannot ignore the need to market their institution.

2.3 MARKETING A SCHOOL

According to Coleman (1994:363) marketing is a management process responsible, anticipating, identifying and then satisfying consumer wants and needs with a view to make profit.

Marketing a school is basically a process of relating the school's aims, objectives and achievement to the needs and wishes of the community (Davies and Westburnham, 1990:145). The main aim that the school should be marketing itself is a desire to improve its services and relationship with its clients and the economic condition of the 1990s and to make a precondition realities of its future survival.

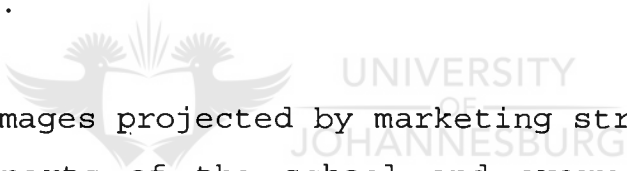
The demand for learners and supply of learner's needs will be a means of improving education and giving parents more influence to their children to have interest in their education. Consumers need quality and performance standards. Schools need to raise standards and become more customer responsive in order to compete for parents or customers and to maintain or increase pupils numbers, with good schools growing and bad ones closing down (Bush, 1999:10).

Davies and Westburnham (1990:146) states that a marketing strategy need to address necessary fundamentals about the school. The strategy need to include the three C's which is culture, creativity and commitment. Values, aims and objectives need to be based on organisational culture and assessing strengths and weaknesses of the school so that it can celebrate its strength but also need to be equally conscious about its weaknesses.

Schools do not exist to provide teacher with jobs, they exist to provide effective education to their clients and local community

who fund them and who are significant in marketing terms (Davies and Westburnham, 1990:142).

Kotler and Fox (1990:60) identify the competitive position strategy that involves identifying the distinguishable features of the institution that will make other schools to be distinctive from competitors in the same market segment. For example, a small school may emphasise its friendly community ethos while a large school may emphasise its range of facilities. Schools need to identify the specific combination of elements that the organisation will present to promote itself and is characterised by the idea of five P's which are product, place, price, promotion and people (Foskett, 1999:4).



The message and images projected by marketing strategy need to be integral to all parts of the school and every individual must become a marketing manager. The principal, educators, non-teaching staff and every learner are all essential components of the marketing teams and what they say and do will determine the impact of the school message.

Schools also need to do internal marketing which is a vital aspect of the reputation of management staff and students and it is a potential powerful advocates of the school in the community, but will communicate positively about the institution only if they understand the mission and objectives of the organisation and it is just as important and clear and they believe in it (Bush, 1999:13).

Foskett (1998:56) has identified four generic marketing strategies that the school might adopt in order to market itself. He indicated that the school might adopt a broad open strategy in which it does not seek to differentiate itself from its competitor but will only emphasise that it does these things further. The second strategy is to enhance open strategy. This strategy involves peripheral additional provision, for example, the provision of third language (French) and team sports. The third marketing strategy identified by Foskett, is the basic niche strategy which involve an emphasis on a particular area of expertise within the broad curriculum, for example, Information Technology. The last strategy identified is the enhance niche strategy which involves the focus of the shifting to a particular area e.g. drama, arts school and technology colleges.

Greenwood and Gount (1994:34) suggest that the market need to be divided into segment called segment market, according to the needs and requirement of the customers. Once the market segment has been identified, the school should choose those segments that will develop unique marketing strategies in order to receive maximum effectiveness.

Advantages of marketing segments help the school to identify marketing opportunities that might place schools in a better position to develop the right service for each target market. The decision to which market to target will also depend upon the marketing objectives of the school which should be clear. For

example, if one of the marketing objectives is to increase the number of first choice application, it receives by 10 percentage, then possible target market may include, prospective parents and pupils, feeder school and local community (Greenwood and Gaunt, 1994:35).

According to Leask and Terell (1997:103) for a school to improve, it needs transformational leaders who are good at establishing and communicating values and beliefs that will communicate aims and direction and have a strong sense of vision. This will be the basis of setting long-term goals (strategic planning which are reduced to specific and short-term objectives development). A vital part of the school is the ability to visualise what the results will look like.



The problem for schools to come to terms with this, is that in managing their image in the community, they have to deal with subjective impressions, and these are formulated on a selective basis which may have nothing to do with system and designated roles. The work of marketing manager can be totally undermined by one disaffected member of the school (Davies and West-burnham, 1990:145). It is up to the school to make every one part of the marketing team where everybody will be responsible for the publicity.

According to Davies and Westburnham (1990:141) marketing is implicit in every component of effective management. Marketing

provides the basis for integrating school aims, the data for planning, decision-making and the criteria for resource allocation. Marketing is simply not just about selling a product. It is all about identifying the nature of the products required and making sure or ensuring that it is delivered and every facet of the organisation contributes to the quality of the products.

Schools and colleges in a market orientated educational world, can result in closure should they fail or be unable to attract sufficient learners.

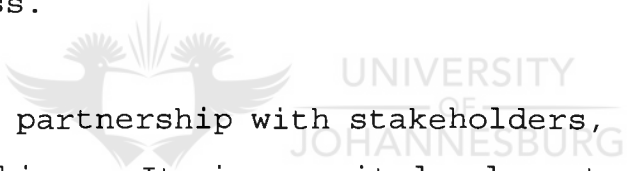
2.3.1 The involvement of parents and other stakeholders

Parents as part of the stakeholders need to be involved in matters concerning the school. Schools need the influence of the external environment.

Marketing needs are to build on aims, beliefs and values of the school. The more open an organisation to its environment, the more dependent it is on securing support from its stakeholders. Schools' survival and success depends on sustaining a flow of resources into the organisation and providing stakeholders with the services demanded (Levacic, 2000:61). The impact of external environment outside the boundaries of the organisation must be taken into consideration.

Mecoamere (Sowetan, 2001:p6) indicated in education correspondence that former Deputy Minister of Education Smagaliso Mkhathshwa has urged a full participation by community to remove obstacles to quality education through interaction and cooperation. A concern was raised by the community complaining about meagre resource, lack of interest by parents, ill-discipline and lack of capacity, especially among school governing bodies.

According to Hall (1999:55) arenas are needed for collaboration and completion. Working with other institutions, the school represents pattern of connectedness in which individuals and commitments are recognised and drawn upon by coming together in striving for individual success.



In order to build partnership with stakeholders, there should be a strong relationship. It is a vital element in building and sustaining the organisation's reputation. Governors in an effective governing body develop relationship both inside and outside the school. They learn to work together as a team and they set the framework for future decision-making through development planning, budget setting and policy making. They develop lines of communication with parents and finally they regularly evaluate their own performance and seek ways to become more effective (Earley, 1994:77).

The state cannot do everything for all schools (Neville 1992:42). Schools and colleges are affected by the external environment, more

than even before (Foskett, 1999:33). There is an imperative to work with the community, because to satisfy the clients, is the most important determinant of income. All stakeholders in education must accept responsibility.

The aim of the school is to be more responsive to their clients by linking their funding to pupils numbers. This relationship between organisation and their environment is called resource dependency (Bush, 1999:5).

According to Arcaro (1995:28) total quality school require building a close relationship with customer, education provides a service that has the potential to solve many of today's important problems in society.



Total quality school is based upon the fact that everyone involved in education process hold similar beliefs and values. Most educational professionals enter the field of education because they want to contribute to the growth and development of learners and the school.

The external environment is typically seen as everything outside the boundaries of an organisation, even though the boundaries are often unclear and poorly drawn. It is the environment that provides raw material (learners, money and other resources) to an organisation and receive the organisation's output. The school

receive learners from the local community, and they later returns graduates to the community (Bush, 1999:5).

According to Davies and Westburnham (1990:142) one of the key elements in local management school is open enrolment which gives power to parents to send their children to the school of their choice, provided that the school has the physical space to accommodate and that the child meets all pre-existing entrance requirements. This choice depend on two crucial factors. Firstly there are sufficient school locally for the choice to be exercised and parents have to transport their children from immediate catchment area of the school.

According to Bisschoff (1997:100) it is so important for the school to maintain good relation with the community. The contribution of external stakeholder from various sectors to financing of education causes the school to be dependent on them. The dependency results in the demand being made on the school and its management teams ability and forces the school to form and maintain a healthy relation with external stakeholders.

Communities should be aware or be concerned with what goes on in the school in order to promote a regional education. Schools must live in a dialogue with the community (De Almeida, 1989:87). This must not be seen as a dialogue with a purpose. Parents have expertise that can be functional to the school. The field of interest can off-load some of the burden the teachers are carrying

(Oosthuizen, 1998:68) provided that the school is open enough and it does not criticise and outclass parents.

It is important to get the commitment of all those who are associated with the school. The establishment of a marketing culture is probably the most difficult part of marketing a school. Everyone associated with the school need to act to some extent, as an ambassador for the school commitment towards a marketing approach. It must be obtained from all teaching, ancillary and administrative staff, governors, parents, pupils and regular visitors so that there are consistent messages emanating from the school. The quality of contact whether in person, in writing or by telephone is the key to a successful relationship (Greenwood and Gaunt, 1994:33).



Greenwood and Gaunt (1994:39) have indicated that there is significant use of the swot (strengths, weakness, opportunities and threats) analysis in educational establishments. Once the strengths and weaknesses have been identified, the school must position itself to capitalise on strengths. The school must seek ways of communicating the strengths to internal and external audiences.

Governors are repository of an enormous amount of information, knowledge and understanding of the community. Governing bodies can ensure that the interests of the community are fully taken into account by the school for example, community use of the school.

The governing body will also market the school across to parents and the community (Greese and Earley, 1999:90).

There are practical reasons why education works in partnership with business and employer bodies. There may be financial incentives involved in supplementing income from the government or from fee paying students. The needs of local business may be fed through and directly impact on curriculum. This might enrich the curriculum. The link may also be encouraged at national level in order to raise the achievements of the workforce and promote growth (Coleman, 1994:173).

2.3.2 Accountability

According to Bush (1994:314) accountability is another way in which the school can examine the nature of the general relationship of the school and their external environment. Accountability of an institution may be for outcomes and results. The end result of accountability is that sanctions can be; and will be applied, for the failure to satisfy those to whom the organisation is accountable.

School is not an isolated organisation. There needs to be collaboration and collegiality. The ideal of partnership in education is of particular importance in the interrelationship between family, church and other institutions and the school as a societal relationship on question of accountability. The school is under a

kind of scrutiny unknown in the past or a demand for better result and more efficient use of resources keeps intensifying (Bush, 1994:9).

Fostett (1999:33) indicates that the school and colleges have always interrelated with their external environment in both pro-active and reactive ways. Previously schools were domesticated. They were protected from the impact of market forces and funding was guaranteed. Schools have now moved to a wild environment characterised by market accountability, financial responsibility and a key focus on explicit demonstrations of quality that enable consumer comparison of institutions.

The principal should cultivate relations of financial matter with both the internal and external stakeholders. The community at large, specifically the parents, community and the private sector should be nurtured to ensure their continued support, including financial support for the school. This will be a two way relationship. The external stakeholder providing funds to the school, can and will demand accountability (Bisschoff, 1997:100).

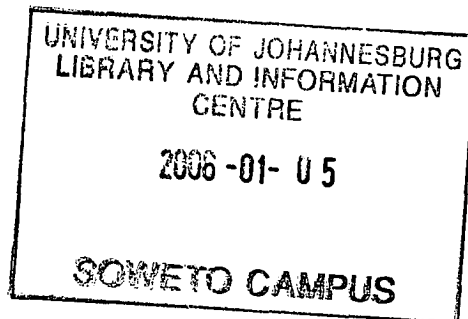
Not only should the school be accountable to parents because they pay school fees, there needs to be professional accountability where there should be self-evaluation that involves some level of dialogue with interested parties. The dialogue would for example, be with other teachers, department within the school, school management teams, governing bodies and find ways in which a teacher

relates to learners. This will lead to a fruitful partnership (Bush, 1994:136).

2.4 SUMMARY AND INTRODUCTION TO CHAPTER 3

This chapter gave us an overview of how marketing can improve the status quo of the school, and how the school can, through marketing, have a sound relationship with all stakeholders for the benefit of the school. Schools needs to market themselves to both the external and internal environment. The school also need to be accountable to all stakeholders.

In chapter 3 the researcher will deal with the research design that includes research methodology.



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CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The design of a research study include the overall approach to be taken and detailed information about how the study will be carried out, with whom or where. The methodology will include the sample and data collection techniques.

3.2 RESEARCH DESIGN

This is a qualitative research design. It is an emergent design, which means that the researcher began with an initial focus of inquiry and a sample.

The purpose of qualitative research is to provide the most accurate answer possible to research. According to MacMillan and Schumacher (1993:36) data need to consist of words in the form of verbal description. People's words from the interview and people's action from observation will be analysed. Only patterns of meaning which emerged from the data are presented in the participants' own words.

According to De Vos (1998:253) qualitative research employ a wide range of strategies of enquiry. The various strategies of enquiry used by qualitative researcher will differ depending on the purpose

of the study, the nature of research questions, skills and resources available to researcher.

To provide trustworthiness, proper names of participants in this project will not be revealed. The use of interviews, observations and review of document will act as a sure sign that the phenomenon under study will be understood from different points of views.

3.3 METHODOLOGY

Research method in qualitative research includes choosing site, gaining access, purposeful sampling and the techniques for obtaining data. This include observation and interviews. The site of study is Mafori Mphahlele High School which will be referred to as a school in Soweto.

According to Maykutt and Morehouse (1994:46) qualitative research is interested in understanding people's experience in context of their natural setting. This is the place where the researcher is most likely to discover or uncover what is to be known about phenomenon of interest.

3.3.1 Sampling

Purposeful sampling will be used because qualitative research requires that the data to be collected must be rich in description of people and places. The researcher will use purposeful sampling

method by identifying access points (setting where subjects could be more easily reached) and selecting especially informative subjects.

The sample in the study include the admission committee and school management team of a school in Soweto. The participants are chosen because they are the ones who market or promote the school to the feeder school and the community. The way the researcher built up the sample was based on participant, their natural setting with a different goal in mind.

The admission team at a school in Soweto comprises five educators. The educators were included because each one of them had different perspective about which marketing strategies need to be implemented.

The management team is included because they represent different learning areas and they are also part of decision-making team. The school management team includes the principal, deputy principal, five heads of department, one school governing body who represent educators in the school governing body.

Most of the admission committee members are also part of the school management team. The researcher observed them during their meeting concerning factors like, improving the matric results, disciplinary meetings, discussion of internal examination, recruitment of learner and correspondence with feeder schools. This committee was

chosen as part of the overall committee concerning registration of learners, communicating with parents, suggesting meeting with governing bodies, discussing matters concerning improvement of teaching and learning. They were observed for a period of seven months.

Schumacher and MacMillan (1993:413) suggest that if one wants an authentic research report one has to focus on purposeful sampling as it reduce any likelihood of design invalidity.

To develop a sample, the researcher had to ask five questions in order to determine the sample process. The questions were:

- 1.2 How will the research get information?
- 1.3 Who should the researcher talk to?
- 1.4 Where must the researcher go?
- 1.5 What must the researcher do next?
- 1.6 Which data sources are rich information?

De Vos (1998:280) indicated that the researcher who make use of participants observers is firstly, interested in participant's perspective, the way in which people usually make sense or attain meaning to the world around them. Participant observer ought to understand the lives of people in their own terms by spending extended amount of time with people in their natural setting they inhabit. It is generally assumed that the life world of research participant or subjects can only be appreciated if the words and expressions they use in specific concrete situation are revealed.

Proper names of participants were not revealed. Nobody was forced to participate. It was voluntary participation and confidentiality has been maintained. Permission had been granted, for provision of trustworthiness. The researcher had not allowed herself to interfere with the research subject, since that would hamper the trustworthiness of data. Building an audit trail implies that the researcher will have to review the researcher's journal, the original interview transcripts and field notes. The use of constant comparative method of data analysis contribute to an audit trail. The document allow the researcher to walk people through the research work, from the beginning to end so that they can understand the path the researcher took and they will judge the trustworthiness of the outcomes of research.

Member check refer to the process of asking research participant to tell the researcher whether the researcher has accurately described their experience. Member feedback is very important and sometimes help the researcher and participant to emphasise something they missed.

The selection of a sampling strategy depends upon the focus of inquiry and the researcher's judgement to which approach will yield the clearest understanding of the phenomena under study. According to Maykut and Morehouse (1994:45) purposive sampling increase the likelihood that variability common in any social phenomenon will be represented in data. In an emergent research design the composition of the sample itself evolves over the course of study.

3.3.2 Data collection methods

This project is about the implementation of practical marketing strategies for Soweto schools. The investigator relied mostly on qualitative method of observation and interviews. Both observation and interviews were done in one school, over a period of time. The admission committee and members of the school management team of a school in Soweto were the subject of the study.

According to Maykutt and Morehouse (1994:46) data of qualitative inquiry is more often people's words and action, the language and behaviour. The researcher become a participant observer. In-depth interviews and observation is collected by the researcher in the form of field notes.



The participant observer attempt to enter lives of others, to indwell and suspending was a must and a possibility to his or her own way of viewing the situation understudy. The participant observer ask questions such as: What is happening here? What is important to these people? How will they describe the situation? The task is one of listening hard and keenly observing what is going on in a given organisation. Subsequent observations are guided by initial discoveries.

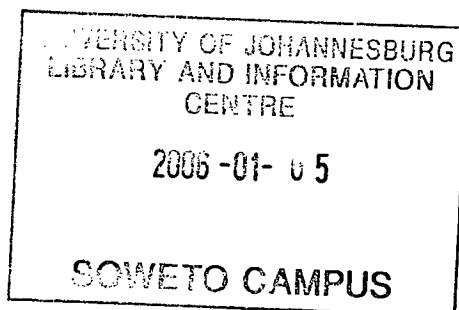
In-depth interview is a conversation with a purpose. In qualitative studies, interviews often takes place while one is a participant observer, although people in the setting may not rea-

lise that the informal conversations they have been engaged in interviews. In the field it is possible to arrange interviews with people whom the researcher believes may add to her or his understanding of the phenomenon being studied (Maykutt and Morehouse, 1994:80).

3.4 SUMMARY AND INTRODUCTION TO CHAPTER 4

This chapter is all about the research design, which is a qualitative research. The researcher is interested in understanding people's experiences in their natural setting. The sample in the study is the admission committee and school management team of a school in Soweto. Data was collected through a method of interviews and observation.

In the next chapter, the researcher will focus on data analysis techniques. It has been said that without a good understanding of different observer perspective of the research approaches, new qualitative research is likely to misunderstand the task of data collection and data analysis which are central to all research (Maykutt and Morehouse, 1994:20).



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CHAPTER 4

DATA ANALYSIS PROCEDURES AND RECORDING OF FINDINGS

4.1 INTRODUCTION

The researcher's approach to data analysis is to understand more about the phenomenon under investigation and to describe what the researcher has learned with a minimum of interpretation, the sampling and data collection had already been discussed in the previous chapter (3). Data analysis procedure will be dealt with in this chapter.

4.2 DATA ANALYSIS



Qualitative data analysis is primarily an inductive process of organising the data into categories and identifying patterns and relationship among categories (McMillan and Schumacher, 1993:479).

Data need to be analysed in order to understand the systematic statement of fact and the researcher want to stay close to the research participants to monitor their feelings, thoughts and actions during the process.

Creswell (1994:153) suggest that data analysis need to be conducted as an activity simultaneously with data collection. The researcher

need to collect information from the field, sorting the information into categories.

According to De Vos (1993:336) there are reasons to analyse data. The reason contribute to the logical chain of evidence that support the research conclusion. The research has to synthesise the

process of building up separate elements especially ideas into a connected whole and the relationship between variables that are relevant to understanding of a phenomena to provide insight into causal underlying factor associated with the events of factor being studied.

The ultimate goal of qualitative research is to make general statement about relationship among categories by discovering patterns in data. The researcher tries to understand the complex links between various aspects of people's situation, categories and sub-categories.

To analyse this data the researcher had to use the inductive data analysis by reading the whole data to get a series of a whole. The next step was to identify topics or themes from the field notes or interviews. The third phase was to identify the categories and sub-categories, and lastly this phase was the patterns of meaning of words.

The techniques that was appropriate for this project was sorting of topics or themes into a tabular form, to identify meaning of topic. The researcher did not sort out data into parts but to analyse the data as a whole.

The constant comparative method is one way to conduct an inductive analysis of qualitative data (Maykut and Morehouse, 1994:127). Under comparative method qualitative data combine inductive category coding with a comparison of all units of meaning obtained. Each unit of meaning is selected for analysis and then compared to all other units of meaning and grouped together (categorised and coded) e.g. Figure 1 in this study with similar units of meaning.

Data will be coded in this manner: UNIVERSITY OF JOHANNESBURG
Code for the type of data, the source of data, and page number of a particular data set, such as a page of transcript for example, first page (1) of a transcript (T) from an interview with Letsaba (L) is coded in the top right hand corner of the page. See Appendix C. The coding for the first page of field notes from observing (O) at Mafori High School is coded O/MHS-1 as in Appendix B, Figure 1 and Figure 3 of this study.

Figure 1 is an overview of theme and categories of the phenomenon understudy.

Figure 1: MARKETING STRATEGIES FOR SCHOOLS

THEMES	CATEGORIES AND SUB-CATEGORIES
<p>1. Parent fund the school O/MHS-1</p> <p>2. Parents responsibilities T/M-2</p> <p>3. Teacher Development Programme O/MHS-4</p>	<p>1. More learners increase financial resource.</p> <p>1.1 Responsibility of parent or customers</p> <p>1.2 Parent pay school fees</p> <p>1.3 Fundraising</p> <p>1.4 School functions, matric farewell, Aids day. Long and short trips, concerts, cultural day.</p> <p>1.5 Registration increased.</p> <p>1.6 Rent payment by hawkers.</p> <p>2.1 Commitment</p> <p>2.1.1 Parents involvement</p> <p>2.1.2 Accountability (parent)</p> <p>2.1.3 Discipline of learner</p> <p>2.1.4 Parental expertise</p> <p>3.1 Financial management workshop</p> <p>3.1.1 Developmental plan</p> <p>3.2 Conflict management workshop</p> <p>3.2.1 Building relationship</p> <p>3.2.2 Aims of marketing</p> <p>3.2.3 Necessity of funding</p> <p>3.2.4 Equip workshop</p> <p>3.2.5 Curriculum expertise</p>
<p>4. Strategic Planning O/MHS-3 T/M-7</p>	<p>4.1 Provision of workshop.</p> <p>4.1.1 Library (LSM)</p> <p>4.1.2 Objective of marketing</p> <p>4.1.3 Planing by Committees</p> <p>4.1.4 Young energetic educator</p> <p>4.1.5 Equip workshop</p> <p>4.1.6 Saturday classes</p>
<p>5. Promotion at Feeder School O/MHS-6</p> <p>6. Commitment T/X/-2/TX-3</p> <p>7. Dedication T/L-8</p> <p>8. Decision-making T/L/-9</p> <p>9. Accountability O/MHS-7</p>	<p>5.1 Promoting product of the school</p> <p>5.1.1 Learner excellence</p> <p>5.1.2 Technical subject expertise</p> <p>5.1.3 Different sporting codes</p> <p>6.1 High pass rate</p> <p>6.1.1 Effort of stakeholder</p> <p>6.1.2 80 Computers and Fax machine</p> <p>6.1.3 Security</p> <p>6.1.4 Maintenance</p> <p>7.1 Punctuality</p> <p>7.1.1 Honouring classes</p> <p>7.1.2 No loitering</p> <p>7.1.3 Policy on admission</p> <p>8.1 Joint effort</p> <p>8.1.1 Feedback</p> <p>8.1.2 Parental role</p> <p>8.1.3 Donors</p> <p>8.1.4 Control of funds</p> <p>8.1.5 Utilisation of funds</p> <p>9.1 School need to be accountable to all stakeholders</p> <p>9.1.1 Accountability to</p> <ul style="list-style-type: none"> - Parents - Business sector - The government - The community - The profession governing teachers

Classification system in data analysis serves as the purpose to look at similar topic in the phenomenon understudy.

Figure 2 represents similarity in topics. According to the Figure, Parents responsibilities, on the figure of theme and categories which is in transcript T/M-2, is similar to commitment, parents fund the school, decision-making and accountability by all stakeholders including the private sector and government.

FIGURE 2: TOPICS FROM MARKETING STRATEGIES FOR SCHOOLS

This topic is identified from field note of observation and transcript from the interview as guided by Mcmillan and Schumacher (1993:496). This topic is under the heading themes.

<u>TOPICS</u>	<u>TOPICS</u>
1. Parent fund the school PF5	5. Promotion at Feeder school PF5
2. Parents responsibilities PP	6. Commitment C
3. Teacher development Programme TDP	7. Dedication D
4. Strategic Planning SP	8. Decision-making DM
	9. Accountability A

There are no left-over topics because all topics interact with one another. They are all important and have contributed a lot in the investigation done on this study.

Building patterns in meaning, serves as the framework for reporting the finding and organising the report. The number of segments the

topics represent varies (McMillan and Schumacher, 1993:496). Some topics fit into more than one categories and other topics are not central to the research problem. The other thing is that category can fit into more than one pattern. How the meaning of pattern emerge depend on both the content of each and the comparison made to the content of study.

Topics identified in Figure 1 are not coded. To proceed with patterns (meaning of words) the researcher had to use codes on field notes and transcript from interviews.

**FIGURE 3: CODES OF TOPICS IDENTIFIED IN MARKETING STRATEGIES
(FIGURE 1)**

<u>TOPICS</u>	<u>TOPICS</u>
PFS/OMHS-1	MLIFR (More Learners Increase Fund Resource)
Pp/TYX-2	C (Commitment)
Tdp/o/MHS-4	FMW (Financial Management Works)
Sp/T/M-7	POW (Provision of Workshop)
PFS/OMHS-6	PPS (Promoting Product of School)
C/T/X-3	HPR (High Percentage Pass Rate)
D/T/L-8	P (Punctuality)
DM/T/L-9	JE (Joint Effort)
A/OMHS-7	A(P,B,G,C) Accountability to
	- Parents
	- Business sector
	- Government
	- Community

The process of qualitative data analysis is one of culling or selling meaning from words and actions of participants (Maykutt and Morehouse, 1994:128). The search for meaning is accompanied by identifying the smaller units of meaning in the data. It must be understandable without additional information except for knowledge of the researcher focus of inquiry.

Once categories are identified, the researcher can begin to develop terms of its specific properties and dimensions. This qualifying of a category by specifying its particular properties and dimensions is important because the researcher need to formulate patterns. Patterns are formed when groups of properties align themselves along various dimensions (Strauss, 1996:117).

According to Strauss (1996:119) sub-categories specify a category further by denoting information such as when, where, why and how a phenomenon is likely to occur. Sub-categories like categories also have properties and dimensions. For example, one sub-category of parent commitment is parent involvement. It explains how parents are responsible. Responsibility of parents is classified according to the specific properties that demonstrates such, as the manner in which they are responsible or involved, for example, accountability, parents expertise and school-home link.

The following Figure shows how meaning is formulated from themes and categories.

FIGURE 4: CATEGORIES IDENTIFIED IN FIGURE 1

CATEGORIES
More Learner Increase Financial Resource
Commitment
Promoting Product of the School
Punctuality
Joint Effort

The figure represent the flexibility of marketing activities. These elements are in a process that is aimed at improving condition of School X and also improving the financial resources of the school and providing an efficient education.

FIGURE 5: CATEGORIES IDENTIFIED IN FIGURE 1

CATEGORIES
Provision of workshop
Financial Management workshop
Feedback
Accountability

These are marketing tools that can be used by the management of the school and relevant bodies with the school that will be part of subordinates responsible for promoting the product of the school and still promoting the school further.

4.3 FINDINGS FROM THE STUDY

The researcher found out that it is so impossible for the school to form a sound relationship with the community in the vicinity of the school, as most of the people who are concerned about the education

of children are grandparents. Ignorance of parents make it impossible for the school to have a sound partnership with the community, because most parents in the area understudy, were previously part of the school during their school days.

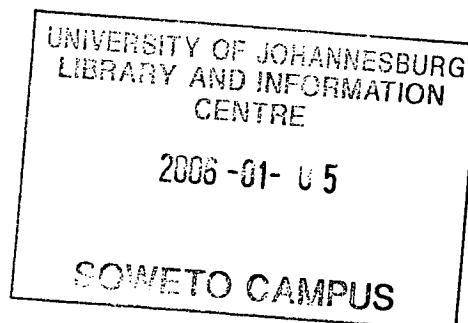
The school is also a further education training (FET), meaning they rely on feeder school. One of the feeder school is a distance away from the one understudy.

The school is the only one in the area that provide technical subjects, so it become possible for the school to target learners who follow technical streams.

4.4 SUMMARY AND INTRODUCTION TO THE CONCLUDING CHAPTER

The chapter dealt with the data analysis procedure. The researcher has shown how data is analysed into topics that form relationship with categories and sub-categories. To proceed with pattern, the researcher had to use codes on field notes and transcript from interviews. The researcher has to indicate what she/he has found in the field of study.

In chapter 5 the researcher will focus on the outcomes, limitations, recommendations and conclusion of the research process.



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CHAPTER 5

SYNTHESIS, RECOMMENDATIONS AND CONCLUDING REMARKS

5.1 SYNTHESIS

This chapter include the synthesis, recommendations and concluding remarks.

Synthesis is basically the combination of separate part or element to form a complex whole. What really happened in the field of study needs to be discussed through themes and patterns rather than statistical results. The information that has been analysed need to be presented.

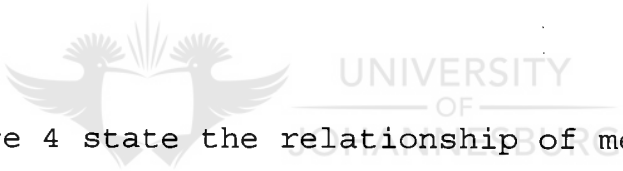


Figure 3 and Figure 4 state the relationship of meaning of topics that derived from segment of data. For marketing to be efficient and effective it need to be flexible and the relationship between parents funding the school which is in O/MHS-2 and learners depend on their parents for financial support from field note O/MHS-1 should be in such a way that parents will be able to identify their choice of school to choose for their children and if school X can have a sustainable parental support it will always improve its resources.

Strategic planning (O/MHS-3/T/M-7) will also guide the school to review their initial mission statement, its aims and goals.

Parents are willing to accept responsibility and at the same time they will also help the school to attain desired goal. The major topic of this project is parents funds the school through parents paying the school for the learning of their children. Parents will always need the school to be accountable and the school should be there to lead not to dictate to parents.

Lack of resources (O/MHS-3) should not be seen as a stumbling block, but as an eye-opener to improve the existing resources from money raised by the school. As long as the community and government fund the school with taxes, the school should generate their own funds through selling itself to the government, business sector, international communities, parents, the communities, parents as consumers will always try to buy what is quality, so the school need to market (sell) what it offers.

What emerges from the observation of field notes or events of study is that accountability, equatability and effective planning matters lead to an effective marketing strategy. The environment of total responsibility, joint efforts, acceptance, collegial should be in such an extend that it will be easy for the objectives of the development plan to be attained.

The tools for marketing includes among others, different sport codes, long and short trips, matric dance, clean surrounding, no broken windows, school uniform, high matric pass rate, workshops for technical subjects, provision for learning, support material and cultural day. In transcript (T/B-1) parents can use defensive marketing strategy by comparing school that are situated in the

same area. The school with the most outstanding marketing strategy will always register more learners and the school will also try to satisfy its customers.

Teacher development programme which is in observation (O/MHS-4), should be drafted in such an extent that conflict and building relationship will be to the benefit of teachers and the relationship will promote inter-relationship between stakeholders. Some people within the community are experts. They are always willing and are able to guide and help other educators through workshops on conflict resolution. The educator will not feel threatened if somebody who is not an educator will be able to volunteer and help where they feel their effort will be appreciated.

Dubins (1991) in this regard says that everything he had read about successful schools indicates that vision should be shared by the staff, learners, parents and the community. The most important element of strategic approach to external relations is to build partnership with stakeholders if the school manager shares school vision to all stakeholders. They will surely support and help in achieving the desired goal.

Schools need to use all resources at hand in order to implement the most practical strategy because there are rapid changes in societal needs. Changing clients (parents) attitudes and the diminishing resources, the school needs to come up with the best marketing strategies in order to sell and convince their clients. School X uses curriculum priorities O/MHS-5 that include what the school can offer in terms of curriculum. As school X is a comprehensive one,

the school can target mostly learners who specialise in technical subjects. The management and the organisation need to handle the chosen strategy.

5.2 FINDINGS FROM LITERATURE REVIEW

The shift to self managing school and accompanying requirements to compete with other institutions for learners, has made marketing to be more important to the success of the school.

The process of marketing should be related to the school's aim, beliefs, objectives and what the school need. Parents need to be more influential to the education of their children and the school will also feel the need for accountability.

Schools need to be distinctive from competitions in the same market segment. The school with the most marketing strategy will always survive and that is what parents wants for their children.

Hoy and Miskel (1989:39) stresses that school need to establish marketing roles that will make way for the organisation to manage the uncertainties from a turbulent environment creating internal roles that will span organisational boundaries to link the school district with element in the external environment is also an important strategy for coping with uncertainty and dependent.

5.3 FINDING FROM THE STUDY

The researcher has realised from the findings that the school in Soweto need collaboration of all stakeholders to be part of decision-making process so that it will be easy for the best practical marketing strategy to be implemented.

Literature review has indicated how marketing, accountability and the involvement of stakeholders is of great importance to the school. It is up to the school to identify their core needs in the school in order to satisfy their clients.

School need to be open enough to parents so that they can give their recommendations before they are given the agenda for meetings. This will give the school an indication of what parents need for their children.

5.4 RECOMMENDATIONS

The researcher was a participant observer which simply means the researcher was also part of the phenomenon understudy. The researcher collected information when it was over from the field of study through transcript record.

Hallinger and Hech (1998:13-17) show that active involvement of stakeholders is a positive tool of successful school. Several studies access variety of national context indicates that more involvement from variety of stakeholders in decision-making is the characteristics of high producing school. The principal as the

boundary sponsor constantly seeking way to involve community. For the school to promote and initiate transformation, they need to form links with other schools. The school manager need to visit within the area, even Model C schools to see and ask ideas from them. Through that initiative they can form relationship with other schools for the purpose of initiating mutual bonds that will make other schools to work together with each other.

School also can form relationship with other high learning institutions, so that this treasury institution will guide the school what of is expected of them, because school supply high learning institution with students. This tertiary institution can also supply learning support material to school and offer Saturday classes to some of the schools that are interested with forming interdependent relationship.

The school need to scan its environment. It needs to know about the environment they are dealing with. They can do their own market research to view the changing behaviour of their clients.

Marketing includes the general relationship the school has with the external environment. Schools do not operate in isolation.

The development plan of the school will be more effective if stakeholders' needs and interests are taken into account; especially the needs of learners and parents. More schools are in perfect competition where they compete to gain more learners.

After all, in competition the needs of customers (parents) will always survive and prosper.

School in the community should establish a home school links relationship where educators who are keen with education and the well-being of their learners as customers to the classroom, should visit home of learners to try to understand the environment in which learners come from and to have a learner profile. This relationship will also make it impossible for learners to bunk school, to lie to teachers. It will build a relationship between learners and the school to be bound on trust.

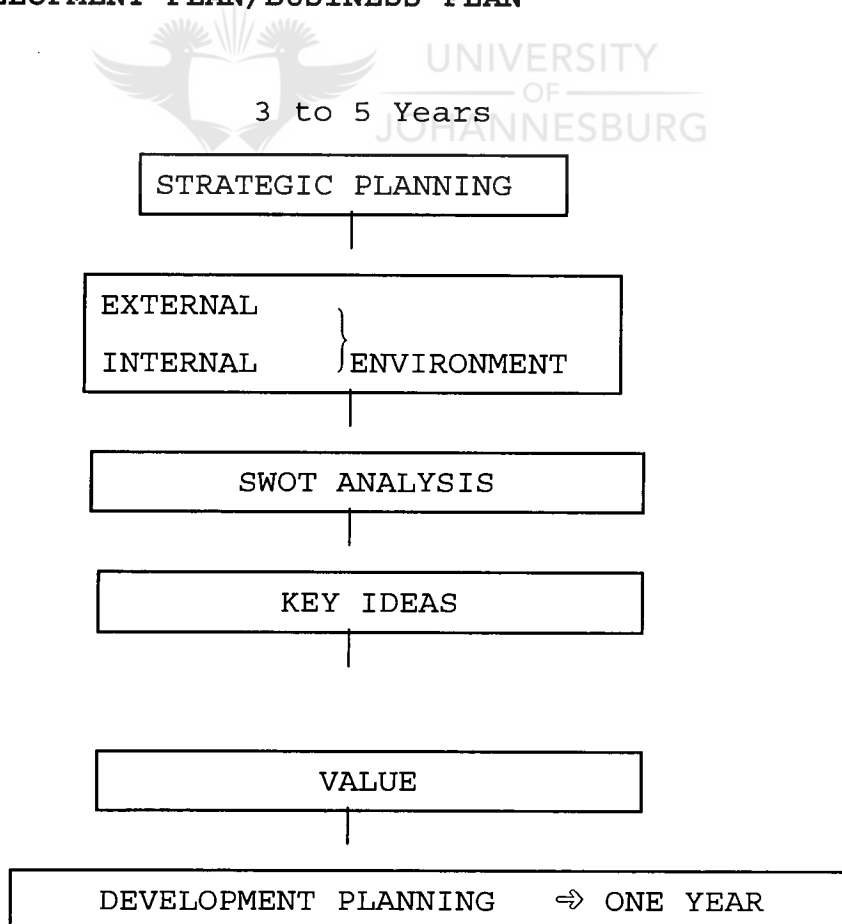
Woods (1994:202) indicate that there is a need to work to establish a parental agendas that will incorporate, rather than parents responding to agendas set by politicians and the school. This will also for a home-school partnership.

Coleman (1994) suggest that "if the aim of value of the school are integral to marketing of institution, the curriculum must be regarded as central to any marketing consideration". The school may identify through research that there is a need for a particular course among its existing e.g. like in school X they offer electricity, electronics, woodwork and technical drawing. Emphasis may then be on the nature of delivery of the course and how facilitators (educators) makes the course to be enjoyable to learners and those who wish to follow the trade, have a keen interest because of nature of delivery.

Educational development are supported through careful planning, learning resources. Schools should try to avoid payment of huge telephone bills rather than focussing on what will satisfy parents and learners and other sources of donors.

For the school to attain success, it needs to be able to manage change more effectively and efficiently. The leaders needs to have leadership traits. The pattern of personal characteristics of leadership must have some relevant relationship to the characteristics and goals of the followers (Hoy and Miskel, 1987:272). The development plan can be done as follows:

FIGURE 5: DEVELOPMENT PLAN/BUSINESS PLAN



5.4.1 Development plan as the most practical strategy

Development plan involve all areas of the school or an organisation. It should be drafted along with the vision and mission statement of the school. It includes the strategic planning of the school. The school needs to identify a strategy that may include a marketing orientation that is highly important to the leadership of the school.

There should be collaboration and consultation with educators, learners, parents, non-government organisation and other external structures. The principal together with stakeholders should set standards that will act as a guidelines for change. The spirit of education Tirisano and culture of teaching and learning must prevail.

Rogers and Smith (1995:55) emphasised that the major test for effective leadership is how successful they are in taking the role of managing change. These leaders must relate to the school and society needs and wants.

Strategic leaders are people who have clear vision based on a widely slaved set of value and aspiration of where their organisation should be heading and who can clearly articulate that vision in a manner that will motivate others.

Looking at Figure 5, page 44, all stakeholders should be present when this is done. The school has to write their external and internal threats, for example, external threats to school X are:

- (a) uncooperative parents
- (b) crime in the community
- (c) under-employment and unemployment
- (d) overpopulation of a single family in one house
- (e) staying with grandparents.

The internal threats to school X are lack of financial resources, lack of enough of learning support material, fully equipped workshop.

The next step is for the school to do SWOT analysis (strength, weaknesses, opportunities and threats) and this will be shown as how do they move forward.

Figure 6 shows how the SWOT will be analysed.

FIGURE 6:SWOT ANALYSIS

STRENGTH	WEAKNESSES
OPPORTUNITIES	THREATS

The weaknesses need to be converted into strength and strength into opportunities. This is called the development strategy.

The school can use the need for a particular course (Curriculum consideration). The offering of technical subjects in that area of zone or the marketing consideration strategy. The school will have to promote the technical subject so that they will create a need of interest and desire to target market.

The school through Swot strategy can include parental evening as a defensive strategy by inviting parents to receive performance awards on behalf of their children who performed well, and this can also be a promotional tool.

The second type of strategy is the offensive strategy. This will be an aggressive action or campaign. The admission committee (educators) will have to go directly to feeder school and do promotion of their school.

Key ideas will be identified. These ideas chosen will be done in accordance with what the school need to achieve in the long-term. Through this, it will be easy to realise the mission that need to be attained. Teamwork, motivation, barriers and values, should also be maintained through total quality management. According to Westburnham (1999:131) total quality is fundamental about improvement. Leadership in the quality organisation has to be about transformation and change. The most effective leaders are people who are involved in personal change, so as to facilitate organisational growth.

Schools need to use their resources to the best advantages of the school. People and technology need to be linked to the industry.

The main issue why a school need to market itself is because of disintegrating funds and accountability. The school need to be accountable to the profession, to parents, to government and to business sector. The principal need to be the driving force of accountability to what is happening in the school.

Marketing in educational institution may have different links which goes beyond transactional relationship that will contribute to its recruitment of learners or will its performance in quality assurance.

Learners and their parents should obtain information from both direct promotional channel under the control of the institution. Through open days, parents and learners will be invited to the school. The school will provide an orientation programme about what the school can offer. Parents and learners will also obtain information through indirect pathways for example, word of mouth from other learners who attend the school or who previously attended there, or through community perspective about the school or parents can make personal contact with the school.

5.5 CONCLUDING REMARKS

It will not be easy for the school to market itself because one cannot predict the behaviour of a consumer when confronted. It creates a better chance to the school to reach its target market. But through commitment of all stakeholders, situations can be reversed. More learners will be interested in township schools.

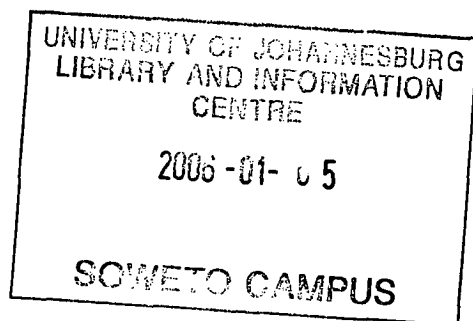
Total collaboration and collegiality of stakeholders is what the school or an open organisation needs.

A practical marketing strategy like a development plan is the best tool for promoting the school to the entire community.

Parents finance the school and they have a choice to the kind of school they want for their children. It is up to the school to promote the school to such an extent that parents will not by-pass the township school to towns/city schools.

Schools need to change its marketing strategy and adopt the one that will go hand in hand with the changing environment of the school or the changing economic system of a country.

This project was all about the practical marketing strategy for township schools. It is up to the school to adopt and choose marketing strategies that will work for a long-term period and be able to be used in changing environment of the school.



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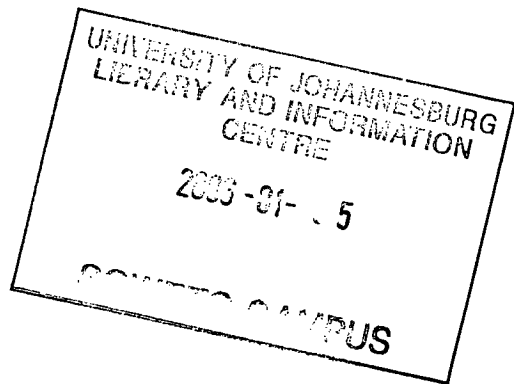
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APPENDIX A

IMPLEMENTATION OF PRACTICAL MARKETING STRATEGIES FOR SOWETO SCHOOLS.

The research questions were formulated as follows:

- (a) What practical marketing strategies can township schools implement?
- (b) How important is the involvement of stakeholders to improve the most practical marketing strategies?



APPENDIX B

Except from Field note O/MHS-1

The setting is Mafori Mphahlele High School (school X). It is situated in Molapo Soweto.

1. To find out what practical marketing strategies the school can use.
2. How important is the involvement of stakeholders to implement the most.

I work at school X and I am also the member of the administration committee of school X. My duties include issuing of administration forms and placing new and old learners to their respective grades or classes and to give and collect admission forms to a feeder school and also to give registered learners a renewal form.

What I notice from this school is that most of the learners in this particular school come from the disadvantaged background whereby funding of their schooling depend on the affordability of their grandparents.

Different committees in the school have to submit itinerary (list of place to be visited) by the school and the plan of engagement of each department. This include, cultural day, Aids day, fund raising day, concerts, matric farewell, long and short trip organised by the department within the school.

O/MHS-2

Except from the Field note

The school receive most of its income from the contribution of parents by paying the school funds by raising fund. School X falls under Section 21C funding by the Department of Education. The government fund some of the resources within the school and maintenance of the school (repairs) the school manage of money contributed by parents through fund raising and school fund. The more the learners the more the school can manage financing.

The school is now being renovated but it was still on good condition and needed painting, some ceiling boards also needed to be installed. The classes starts at 8h00 and all teachers are required to be in their respective classes. Members of LRC had already checked classes to see whether the right accepted school uniform has been worn by learners and all learners are required to be sitting by that time. Class rooms and dustbins must always be clean.

O/MHS-4

Field notes from observation at Mafori High School

It was a meeting where the school management teams agreed upon the date in which teacher development workshop should be held.

The aim of the meeting was to discuss the development plan and how each committee has come up with their needs. The financial management workshop was held the previous month, July 2002. This workshop dealt with the necessity of funding and how the school can use its funds for the profitability of the school.

What the researcher noticed is that the school held an equip workshop where the SGB, learner representative, educator, the pastor, were part of the equip workshop which is sponsored by government but provided by Independent Consultation Agencies. This workshop equip educator to work in harmonious relationship with the government, the community and those who have an interest with matters concerning the school.

O/MHS-5



Curriculum expertise has been called to the school because next year 2003 the school will be registering learners from feeder school.

The school is about to complete its own development plan. Some of the aspects included in the development plan are being implemented.

Meetings in this school for stakeholders are held once after two months and staff meetings are held according to rooster suggested by the principal and head of the department and school management teams.

The school promote the product of the school by encouraging learners to be presentable, to wear uniform all the time and learners who do not behave in the manner required by the policy of the school are called for meeting with parents and the disciplinary committee which includes the principal, educators, learners from learner representative council and guardian or parent of the learner.

The school was renovated at the beginning of the year and the school received 80 computers from a certain company where one of the SGB members works. The school is now preparing a laboratory where the computers will be installed. The stakeholders as well as the school agreed upon that those computers will also help the community in future.



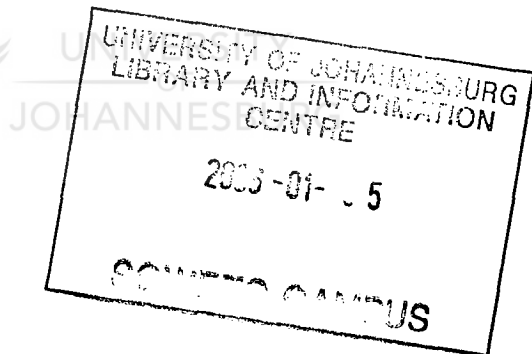
The school around the educational zonal area is the only school that offer technical subjects, so the school use this course as part of their marketing because most of the learners who have interest in these subjects come to Mafori High School.

The school also use different sporting codes to promote their product. Because the school cannot have lot of money to advertise on any other media of advertising, it uses less expensive method that are practical to be implemented.

The school to promote high excellence among learners every Mondays and Fridays there are councillors from certain churches in Soweto who are working for the church to motivate learners about different aspects like importance of the school, how to find employment, how

to apply for a job, how one need to present him/herself in front of an elder, and how one need to prepare a time-table for studying at home or at school. This has also changed the attitude of learners.

The school also get some of its funds from parents who sell food inside the school yard. There are eight parents selling inside the school yard and each pay R20.00 per week. This money is part of fundraising by the school.



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APPENDIX C

T/B/-1

This is an interview transcript between the Admission Committee and Member of the School Management Team.

Teacher B (Member of sport committee and also member of school management team)

Researcher: What practical marketing strategies do you think can be adopted?

Teacher B: The school should introduce different sporting codes so that more learners will be attracted to the school.

Researcher: The school has always have soccer and netball. Why do you have to add other sports?

Teacher B: We never had volleyball, hockey, tennis and dance and if parents are aware of that they will always encourage their children to attend the nearby school.

Researcher: Do you think learners will be motivated by this?

Teacher B: Yes. Most of the time I realised that learners who participate in extra curricula are always active in class and they are able to concentrate for a long span of time.

Researcher: What more do you think can be added?

Teacher B: School taking short trip and long trip over short holidays by challenging other schools through

debates and sports. This will also make the school well-known.

T/X/-2

Teacher X (Member of Disciplinary Committee, Admission Committee, SMT, Head of Department English)

Researcher: Your number of registered learners has improved from 601 to 675. What do you think has happened?

Teacher X: Our school use to lack discipline, but since we have different committees on school that are functional, discipline has to be restored even the pass rate percentage for grade 12 had improved and increased from 46% to 72%.

Researcher: Do you think discipline has contributed to this change over?

Teacher X: Parents have contributed a lot too to instill discipline. Parents are always called to the school to solve learners' problems in different angles. Parental support help a lot in order for disciplinary measure to be successful.

Researcher: Who do you give preference when admitting learners?

Teacher X: The first preference is the children from the feeder school and surrounding areas and these who leave far from school have to be writing on waiting list until all learners who live closer and from the feeder school are admitted first.

T/M-7

This is a transcript from an interview between the researcher and a member of admission committee, who is also a member of school management team, the educator also serve as a member of learning support material at a school in Soweto.

Researcher: Is it important for the school to compete like business?

Teacher M: Yes, business does not have customers, it needs to use all means of promoting the business and the products or services. So the school needs to do that.

Researcher: How can that be achieved?

Teacher M: After the school produced better result the previous year, the department provide the school with a workshop called equip, which was a project to help the school to structure its own development plan that will be strategic to the school. The school was provided with money in order to improve the little resources that it have. Books for the library were bought and young energetic teachers had to be employed because the number of learners enrolled had increased.

Researcher: How will this development plan help or guide the school?

Teacher M: This strategic plan will be for a period of five years and it will make sure that objectives of marketing will be realised in the long-term.

Workshops will always be provided to help and aid the school in order for this marketing aim to be implemented.

Researcher: What more do you think will benefit the school?

Teacher M: The school offer Saturday and morning and afternoon classes for learners in science and maths streams. The planning committee must make sure that all those marketing strategies will be implemented.

T/L/-8

An Interview between the researcher and teacher who is a member of the school management team of a school in Soweto.

Researcher: How will you market your school?

Teacher L: First there are different aspects that the school can implement in order for the school to be distinct from the other. The school need to have policy on admission and punctuality so that classes will be honoured by both the educators and learners.

Researcher: How can that market the school?

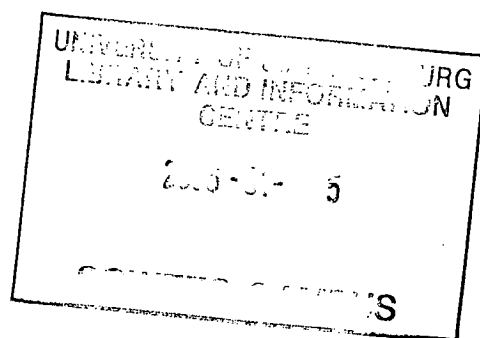
Teacher L: Less loitering by learners can improve the culture of teaching and learning in the school. The school will also be able to reach another level of its vision and aim. Parents should associates themselves with a school that looks after the needs of their children.

Researcher: How will this particular aspect you mentioned be implemented?

Teacher L: Meetings are held in this school throughout the year. Parents, learners, educators will need to help and guide each other. An expert can be called in order to aid school in implementing some of the issues mentioned. It is important for the school to develop relationship with other external environment.

Researcher: What do you think hampers development within the school?

Teacher L: There is a need for feedback to both the learners, educators and parents even with donors. The school should work together with other stakeholders (joint effort). Parents should play a role that will benefit the school. Parents should be able to know if the school controls its funds more properly in order for the school to use the money appropriately to aspects that will only benefit not only certain categories of people within the school but the school as an organisation.



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