

**INSTITUTIONAL IMAGE AS AN ASPECT OF SCHOOL
MARKETING**

by

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DEDICATION

I dedicate this dissertation to
My late father Mubvafhi Titus Singo,
My mother Naledzani Elizabeth Singo

And

My late Uncle Thinandavha Simpson Maseda
For the sacrifices they made in
Granting me education.

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To The Almighty God, who gave me strength and talent to complete a task of this nature. To Him be the Glory and Honour.

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SYNOPSIS

Krisis in die swart onderwys en die daling van onderwys waardes het gelei tot die verlatting van swart leerders van plaaslike omgewing skole na voorige model C skole in voorstede. Hierdie beweging het groot probleme veroorsaak aan beide skole asook die departement van onderwys. Skole in die plaaslike omgewing is leeg en 'n oormaat van onderwysers word ondervind terwyl skole in stede oorvol is van leerders. Die vraag is hoe die departement van onderwys voortgaan om skole te bou in die voorstede terwyl daar genoeg spasie beskikbaar is om al die leerders in Gauteng provinsie te akkomodeer.

Die situasie soos bogenoemde kan slegs opgelos word indien al die aandeel houers in opvoeding saam werk en hulle beste probeer om die ouers se perspektief omtrent die beeld van hulle skole te verander.

Institusie beeld is 'n vereiste vir alle publieke skole. Die skool se beeld is belangrik vir ouers vir die keuse van skole vir hul kinders, en die werwing van leerders vir skole, die sukses en oorlewing van skole, die ontwikkeling van kulturele waardes en die skepping van sekere promosie tegnieke.

Hoofstuk een verskaf die inhoud van die navorsing studie, die verklaring van die probleme, die doelwitte van die studie en die verklaring van die konsepte.

Hoofstuk twee is 'n deeglike literatuur studie wat die uitsigde van verskeie denkers in verband met institusie beeld as 'n opsig van skool bemarking uit druk.

Hoofstuk drie verduidelik die navorsing metodiek wat gebruik word in die navorsing studie. 'n waardevolle metode was gebruik om navorsing te versamel vir die institusie beeld as 'n aspek van skool bemarking.

Hoofstuk vier is oor inligting versameling, analise en interpretasie. Die navorser verduidelik die middels wat gebruik was met inligting versameling. Temas en katagories was geïdentifiseer en inligting was geanaliseer, temas wat soos sub – katagorieë gebruik.

Hoofstuk vyf is die aanbieding van die bevindings van die navorsing studie. Teoretiese inligting van literatuur studie was vergelyk met inligting en informasie van konsolideerte informasie onderhoude. Die laaste hoofstuk is 'n opsomming, aanbeveling en afsluiting van die studie.

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CHAPTER ONE: ORIENTATION, PROBLEM, AIMS, METHODOLOGY, CONCEPTS AND PLAN OF STUDY

1.1 Orientation

Schools in the black townships were vandalized during the 1976 riots. Those that survived became targets of the class boycotts of the 1980's (Kallaway, 1984:139). In a report tabled in parliament by the Auditor-General on his observation on the condition of black schools and also reported by the media, confirm the state of affairs in black schools (ANON, 2001(d): 1). Some of these schools are so vandalized that they are not even fit to be used for educational purposes. This situation has tarnished the image of black schools and has contributed to the exodus of black learners from the townships to Ex-Model C schools. Among these are the former ex-TED (Transvaal Education Department), ex-HOD (House of Delegates) and ex-HOR (House of Representative) schools.

Since 1994, with a large pool of schools to choose from, many black parents decided to take their children to schools of their choice outside their traditional geographic areas (ANON, 2001(a): 19-20). Below are the possible consequences of changes in the education admission policy:

- Competition for learners among schools.

Since learners can now move from one area to the other, parents and their children can decide on schools of their own choice outside their traditional geographic areas leaving schools in their areas with fewer learners. This scenario creates a competition for learners among schools.

- Exodus of black learners from township schools to former model C schools.

Black parents are taking their children to ex-TED, ex-HOD and ex-HOR schools because these schools offer subjects that are job related. As opposed to Mathematics and Science, History, Biblical Studies and Religious education were offered in black schools and these subjects did not offer much prospects of job employment.

- Lack of facilities and qualified educators in relevant Learning Areas.

Lack of facilities and qualified educators in black schools for the relevant study streams was one of the contributory factors in causing schools not to introduce subjects such as Computer Studies, Mathematics, Science and Commercial subjects. It is only recently that the provincial governments were implementing policies of equity and redress by providing equipment and resources to almost all our schools in the townships including farm schools.

- Introduction of new Learning Areas.

Schools attain unique marketing position by introducing new Learning Areas that help in attracting and retaining learners. Government's policy requires that any school that wishes to introduce a new Learning Area should through its Governing Body henceforth referred to as (SGB), apply to the provincial government in writing. The school will have to wait for a period of plus or minus eighteen months for the granting or denial of such a request.

- Shift by schools from product to client orientated.

There is a shift in schools from being product orientated to client orientated. Banach & Frye (1996:3) indicated that educators must go beyond simply speaking well of schools in public places, although that is certainly important. They must arm themselves with facts, package them and learn to use them in a variety of ways. Educators must learn to relate to people and their needs. Schools are expected to deliver their curricula based on the demand and wants of their clientele.

- Open admission policy.

Since the promulgation of the South African Schools Act 84 of 1996, henceforth referred to as (SASA), ex-TED, ex-HOD and ex-HOR schools opened up their doors for learners from other racial groups. A scenario was created where fewer learners remained in the township schools. A competitive

environment emerged wherein black secondary school principals were left with a challenge of starting to think of strategies of marketing their schools for survival.

SASA, (1996:2A-28), stipulates that School Governing Bodies should raise funds for their schools to supplement State funds that are inadequate in order to uplift the image of their schools. It is Government policy to mandate School Governing Bodies to take responsibility for collecting funds and donations to resource their schools, and to ensure the development of the school by providing quality education for all. SGB's are also expected to take decisions on the choice of subjects according to provincial curriculum, and to maintain school buildings and grounds (Litshani, 1998:3).

SASA gives more autonomy to governing bodies of public schools than ever before. This implies that the SGB must take up the responsibilities of marketing their schools. Institutional image as the focus of this study is just but one aspect of school marketing. SGB's should carry out these responsibilities in improving the school's image in collaboration with the school's stakeholders both externally and internally.

No research has been conducted on institutional image as an aspect of school marketing in public schools with the exception of the former Model C schools. A need, therefore, exists for more information on this aspect that makes research into this topic both timely and relevant.

Having laid out the orientation of the study, a description of the problem will now be provided.

1.2 Description of the problem

Description of the problem will be done along the following:

Motivation of the problem

Stating the problem

1.2.1 Motivation of the problem

In motivating the problem, Figure 1.1 on page eight (8), Table 1.1 below and Table 1.2 on page 7 will be used to link the problem with some reasons for the learners' exodus to ex-model c schools.

TABLE 1.1 Total number of learners over a four years period

The categories 'ex-DET', 'ex-TED', etc. refers to public schools only. The levels Private and Public Pre- Primary schools have been excluded from the totals.

| | 1996 | 1997 | 1998 | 1999 | 2000 |
|------------|-----------|-----------|-----------|-----------|-----------|
| Ex-DET | 804 846 | 832 356 | 854 932 | 862 472 | 823 952 |
| Ex-TED | 391 841 | 412 701 | 420 660 | 426 147 | 428 745 |
| Ex-HOR | 63 544 | 84 248 | 87 397 | 88 486 | 87 664 |
| Ex-HOD | 49 344 | 51 797 | 54 027 | 56 706 | 55 125 |
| OTHER | * | * | 10 295 | 11 398 | 26 876 |
| All Public | 1 310 108 | 1 383 749 | 1 427 311 | 1 445 209 | 1,422 362 |

SOURCE: EMIS UNIT – GAUTENG DEPARTMENT OF EDUCATION (10th Day Head Count Report 2000).

The table above shows a positive increase in the enrolment of learner numbers to ex-TED, ex-HOD and ex-HOR schools for the period 1996-2000. With ex- DET schools, there was also an increase in learner numbers except between 1999-2000. The drop in learner numbers could be attributed to the fact that for the first time in black schools, standard ten current (Grade 12) learners were only given one chance to pass their matric or be referred to Abet centres.

The following could be attributed as the source for the exodus of learners from the township schools to ex-TED, ex-HOD and ex-HOR schools. Table 1.1 above, Table 1.2 on page seven and Figure 1.1 on page 8 will assist in explaining the exodus of learners to former model C schools.

1.2.1.1 Possible reasons for the exodus of learners to former Model C schools

(a) Policy/legislation

- Desegregation of schools for all learners from all racial groups.

As a result of the implementations of the open school admission policy and the abolition of school zones, learners from all walks of life are able to attend schools of their parents' choice without any restrictions.

- Sovereignty of parents over the education of their children.

For decades black parents in South Africa had no choice of schools for their children. Schools were segregated according to racial groups. Since the promulgation of SASA, parents have the right to make a choice of schools for their children. (ANON, 2001 (a): 19-20).

- Limited choice of subjects.

For decades black schools were disadvantaged because of lack of qualified educators in relevant Learning Areas. Subjects such as Science, Mathematics, Computer studies and Commercial subjects could not be taught in most of the black schools because of lack of facilities and teachers qualified in the relevant departments. As opposed to Mathematics and Science, History, Biblical Studies and Religious education were offered and these subjects did not offer much better prospects for job employment.

(b) Environmental problems

The condition of buildings and surroundings in public secondary schools is appalling. Most black schools were of inferior quality compared to ex-TED, ex-HOD and ex-HOR schools. Poor conditions in black public secondary schools created a poor image for clients. The 1976 riots and the 1980's class boycotts left black secondary schools in shambles (Kallaway, 1984:139). Recently, provincial governments have embarked on policies of equity and redress to address the imbalances of the past. Schools are being renovated, computer facilities and equipments are provided, while teachers are being trained to teach special subjects which were never offered before. Schools under Gauteng Province are funded according to poverty indicators (Gauteng

Provincial Government, (2000/2001:17). Schools that were disadvantaged are receiving bigger slices compared to well resource schools.

(c) Discipline

Lack of discipline on the part of learners caused disruptions of classes in public secondary schools while student organisations such as Congress of South African Students (henceforth COSAS) and Pan African Students Organisation (henceforth PASO), played a negative role by forcing learners out of classes. Black public secondary schools are places of rampant misbehaviour where traditional academic values have been allowed to decline. Banach & Frye (1996:3) stated that schools have lost the national battle for "educational excellence" in the court of public opinion. During the riots, learners were found in the towns looting from street vendors selling along the street corners. This state of affairs brings shame to both the government and the communities. The assertion is validated by matric pass rates in Table 1.2. On page seven (7). Matriculation pass rates are higher in ex-TED, ex-HOD and ex-HOR schools (ANON, 2001(c): 7).

(d) Teacher's low moral

Lack of discipline among learners has caused a low moral among teachers. Many of the teachers choose to remain in the staff-rooms rather than to get to a class that is half empty because learners come to class when they like. Lack of commitment to schoolwork by learner's demoralise teachers. This situation tarnishes the image of the school. Parents and their children will rather opt to go to schools where teaching is taking place than to a school where there is laissez-faire (ANON, 2001(b): 7).

Having motivated the problem, what follows now is the stating of the problem.

1.3 Stating the problem

In this mini-dissertation the author wishes to research institutional image as an aspect of school marketing. For this study, institutional image will mean the general impression the school/ organisation portrays to the general public.

TABLE 1.2 STD 10 EXAMINATION RESULTS FOR ALL POPULATION GROUPS: 1988-1994 (University of OFS, 1994)

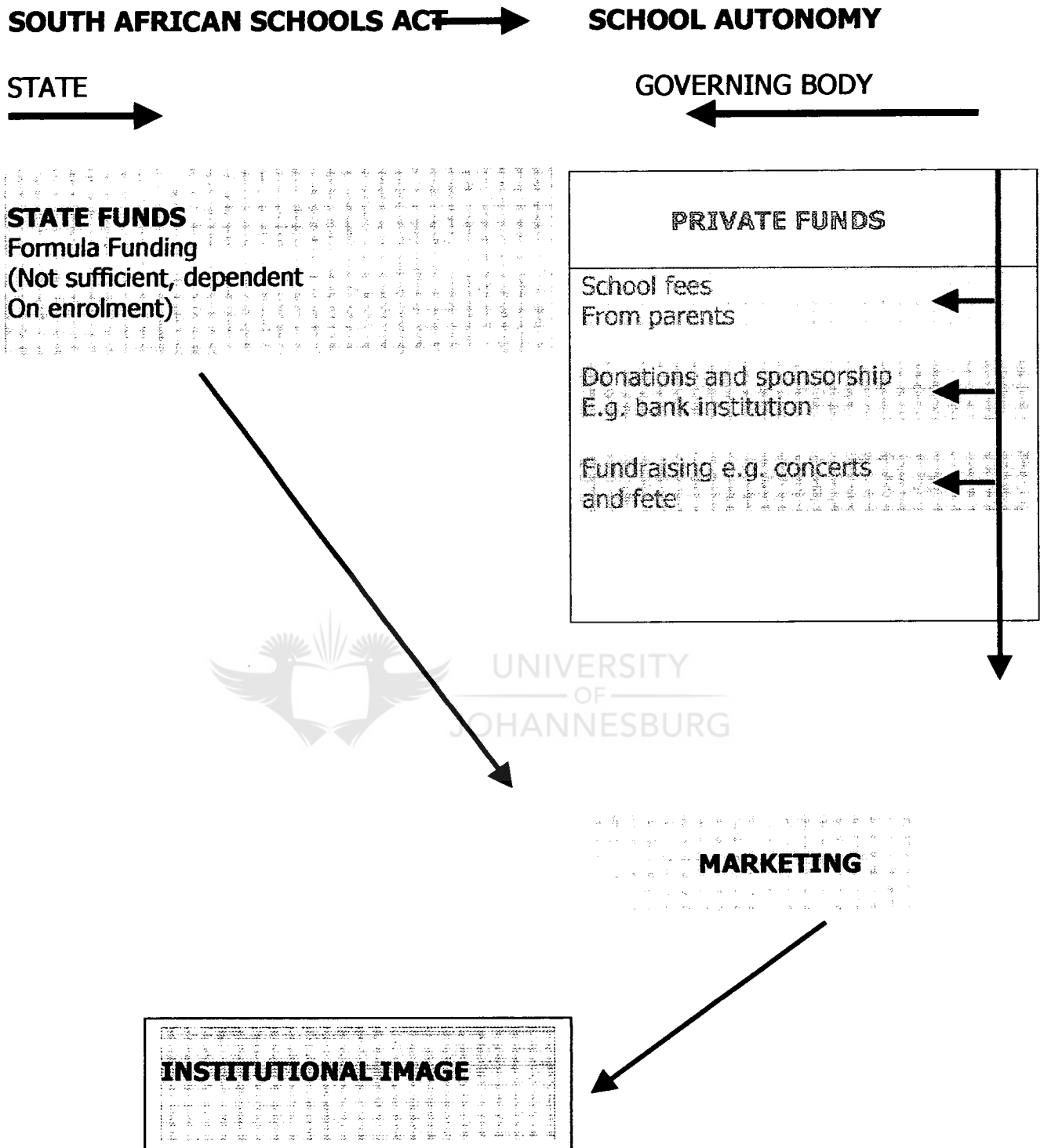
| Year | Candidates | Blacks | Whites | Coloureds | Asians | TOTAL |
|------|-------------------------|---------|--------|-----------|--------|---------|
| 1988 | Number | 187 123 | 69 549 | 21 456 | 13 221 | 291 349 |
| | Pass: Matric Exemption | 30 685 | 29 126 | 3 492 | 5 397 | 68 700 |
| | Pass: Sch. Leaving Cert | 75 500 | 37 683 | 10 679 | 7 180 | 131 042 |
| | Total pass | 106 185 | 66 809 | 14 171 | 12 577 | 199 742 |
| | Pass % | 57 | 96 | 66 | 95 | 69 |
| 1989 | Number | 209 319 | 70 666 | 22 666 | 14 191 | 316 842 |
| | Pass: Matric Exemption | 21 357 | 29 933 | 4 044 | 5 889 | 61 223 |
| | Pass: Sch. Leaving Cert | 66 153 | 37 892 | 12 431 | 7 393 | 123 869 |
| | Total pass | 87 510 | 67 825 | 16 475 | 13 282 | 185 092 |
| | Pass % | 42 | 96 | 73 | 94 | 58 |
| 1990 | Number | 255 498 | 68 097 | 22 315 | 14 542 | 360 452 |
| | Pass: Matric Exemption | 21 025 | 27 986 | 4 656 | 6 614 | 60 281 |
| | Pass: Sch. Leaving Cert | 72 837 | 37 269 | 13 661 | 7 201 | 130 968 |
| | Total pass | 93 862 | 65 255 | 18 317 | 13 815 | 191 249 |
| | Pass % | 37 | 96 | 82 | 95 | 53 |
| 1991 | Number | 304 315 | 67 490 | 22 405 | 14 258 | 408 468 |
| | Pass: Matric Exemption | 33 330 | 27 751 | 4 911 | 7 062 | 73 054 |
| | Pass: Sch. Leaving Cert | 91 013 | 37 064 | 13 646 | 6 630 | 148 353 |
| | Total pass | 124 343 | 64 815 | 18 557 | 13 692 | 221 407 |
| | Pass % | 41 | 96 | 83 | 96 | 54 |
| 1992 | Number | 342 038 | 67 549 | 24 419 | 14 485 | 448 491 |
| | Pass: Matric Exemption | 35 357 | 27 968 | 5 120 | 7 156 | 75 601 |
| | Pass: Sch. Leaving Cert | 114 624 | 37 740 | 15 994 | 6 568 | 174 926 |
| | Total pass | 149 981 | 65 708 | 21 114 | 13 724 | 250 527 |
| | Pass % | 44 | 97 | 86 | 95 | 56 |
| 1993 | Number | 366 501 | 65 019 | 25 735 | 15 203 | 472 458 |
| | Pass: Matric Exemption | 29 517 | 27 030 | 5 411 | 6 862 | 68 820 |
| | Pass: Sch. Leaving Cert | 113 570 | 36 229 | 16 666 | 7 025 | 173 490 |
| | Total pass | 143 087 | 63 259 | 22 077 | 13 887 | 242 310 |
| | Pass % | 39 | 97 | 86 | 91 | 51 |
| 1994 | Number | 392 434 | 62 507 | 25 375 | 15 092 | 495 408 |
| | Pass: Matric Exemption | 49 239 | 26 057 | 5 562 | 7 639 | 88 497 |
| | Pass: Sch. Leaving Cert | 141 101 | 34 764 | 16 639 | 6 342 | 198 846 |
| | Total pass | 190 340 | 60 821 | 22 201 | 13 981 | 287 343 |
| | Pass % | 49 | 97 | 87 | 93 | 58 |

*Results of supplementary exams not included

Source: University of OFS, 1994.

The Table 1.2 above indicates a high drop out rate amongst black learners although overall, there was a steady increase in the number of learners passing standard ten for the period 1994. The majority of these candidates however, studied for subjects such as History, Biblical Studies and Religious education as opposed to Science, Mathematics and Commercial subjects that offer much better prospects for job employment.

Figure 1.1 AN AID IN STATING THE RESEARCH PROBLEM



Source: Litshani (1998:12)

1.4 The research problem

Institutional image as an aspect of school marketing in a traditional black public school has never been researched before. Based on observations made at limited number of schools, it would appear that there is a dire need for school principals to have knowledge of the following: The essence of school marketing; Market research; SWOT analysis; and Promotional techniques.

The research problem will be stated in a form of questions. Figure 1.1 on page 8 reflects the relationship between the governing body and the State on questions of funding in public schools.

Why is institutional image as an aspect of school marketing important?

Prior to 1994, schools in South Africa were funded on racial lines. This brought disparity among schools. With the opening up of all schools to all racial groups, those that had good reputation (good school image) as a result of good infrastructure namely buildings and school grounds, best academic results, sporting codes, discipline and good school culture had an advantage over black public schools. As a result, competition for learners intensified hence the exodus of learners to former ex-TED, ex-HOD and ex-HOR schools.

The promulgation of SASA empowered parents to participate effectively in the education of their children. The State realised that to improve the quality of education including the maintenance of school buildings and grounds was not possible without the assistance of other stakeholders. Thus Governing Bodies of schools have been vested with the responsibilities of providing supplementary funds for their schools through school fees from parents, donations, sponsorship and fundraising. Hence well resource schools attract more learners and best learners' achievement improves the schools' image. Institutional image is client orientated. It is predominantly not only concerned with the product knowledge and skills but also with the benefits service the

product has for clients. The schools' image enhances the culture created in the school that benefits all learners as well as all other stakeholders. Kotler (1982:56) observed that it is an institution's image that people responds to and not necessarily its reality. Cowles (1991:2) emphasizes the fact that insofar as there is strong evidence that images guide decisions to enrol in a school, an unclear, inaccurate, or negative image poses a considerable threat to any institution.

What are the values of institutional image as an aspect of school marketing?

The schools' image or reputation is valuable as long as parents have the right to choose schools for their children. Choice for schools creates a competitive environment for learners among schools. The abolishing of school zones and feeder primary schools to the local secondary schools has enabled parents to enrol their children to schools of their choice. On the other hand, the implementation of the new admission policy, and the sovereignty of parents over the education of their children, as stipulated in the South African Schools Act no. 84 of 1996, created a competitive environment for learners in public schools. Schools with a good image or reputation attract more learners and thus end up being better resourced.

The establishment of School Governing Bodies in schools makes institutional image feasible. The Governing Body, particularly its marketing committee, should project a positive image of the school in the community. The committee liase the school with its stakeholders and this helps prospective parents and potential learners in choosing a particular school. Bausch (2000:309) believes that parental choice and school competition aim to improve schools and provides high quality education for all.

State funds are insufficient. SGB's, therefore, require additional or other sources of funding from NGO's, CBO's, foreign organisations and the private

sector. The schools' image or reputation that is portrayed out there will determine the attraction of additional funding for the school.

Having delimited the problem of the research, it is now necessary to state the aims of this research study.

1.5 Aims of the study

Taking into consideration the problem of institutional image as stated above, the research project hopes to achieve the following outcomes:

- Probe into the essence of institutional image as an aspect of school marketing;
- Ascertain or elicit the perceptions of six principals and six chairpersons of the School Governing Bodies of the six selected secondary schools in the Johannesburg South Mega district on the importance of institutional image; and
- Develop guidelines for principals of public secondary schools on promotional strategies to improve the school image.

The method envisaged in order to research the problem of improving institutional image would now be discussed.

1.6 Research design

1.6.1 Selecting the paradigm

Qualitative research method will be used in this study so as to allow the researcher to "share" in the understanding and perceptions of others and explore how people structure and give meaning to their daily lives (Stevens, 1993:66). According to De Vos (1998:300), qualitative data assist researchers to have the "insider" view of the phenomenon. In addition Miles & Huberman,

(1984:12) state that qualitative data serve as sources of well founded, rich description and "explanations of processes" occurring in local context.

1.6.2 Target group

Secondary schools will be the target group for this study. Members from the two structures within the school environment will be selected for participation in this study namely:

- (i) The principal- shall represent the school management team (SMT).
- (ii) Chairperson- shall represent the school governing body (SGB).

Schools will be selected as follows:

Three secondary schools will be selected from the ex-DET schools. The criteria used will be as follows:

- A school with high learner enrolment;
- A school with average learner enrolment;
- A school with very low learner enrolment;
- One school from the ex-TED department;
- One school from the ex-HOD department; and
- One from the ex-HOR department.

The researcher's reasons for selecting the above schools from the ex-departments is to allow rich information to flow through from different back ground and that information will assist in the interpretation of data from respondents.

1.6.3 Interview guide/protocol

Semi structured interviews will be conducted with six principals and six chairpersons of school governing bodies. The twelve interviews will be conducted separately in their natural settings.

1.6.4 Sample size

Six schools will be targeted wherein two members from each of the schools will be interviewed separately at separate venues. One interview guide/protocol will be drawn for both school principals and the chairpersons of the School Governing Bodies.

1.6.5 Data collection

Face to face interviews will be conducted with the twelve respondents that is six principals and six governing body chairpersons. The researcher will record information from interviews by using note taking and audiotapes.

1.6.6 Data analysis

Data generated by qualitative methods are voluminous. For the researcher to be able to handle this information, data will be reduced into patterns, categories or themes. Coding of information into categories will assist the researcher to interpret data and formulate the story on institutional image as an aspect of school marketing.

1.6.7 Confidentiality

Names of all respondents, their schools and the information they will provide will be kept anonymous and confidential.

1.6.8 Information leaflet

All participants will be provided with the information leaflet indicating the purpose and importance of the study. The results of the study will be made known to all participants.

1.6.9 Literature study

The first objective of the study will be tackled by looking at the most recent publication on the topic. The publications will include journals, daily newspapers and books, which try to explain the phenomenon. The study will be explanatory, as much has not been done about the phenomenon (Creswell, 1994:21). The literature study will serve as the basic framework for data collection, analysis and interpretation (Stevens, 1993:66). It will become the bases for comparing and contrasting findings of the qualitative study.

1.7 Definition of concepts

Few of the definitions pertaining to the study are defined for working purpose.

1.7.1 School image

The Heinemann English dictionary describes an image as an idea or likeness of something. Kotler's definition of image, as it pertains to non-profit organisations, is " the sum of beliefs, ideas, and impressions that a person has of an object " (Kotler, 1982:57). For this study, school image will refer to the general impressions that schools portray to the general public including parents, learners and other stakeholders interested in the school.

1.7.2 Marketing

Haas (1997:2) defines marketing as the creation of a positive school image.

That image should convey clearly and accurately, the school's purposes and product, and should stimulate demand for school services. Effective marketing is targeted at potential customers, and for public schools that includes every citizen.

Marketing is the management process responsible for identifying, anticipation and satisfying customer requirements profitably (Worsen & Wright, 1995:12).

According to Kotler (1982:57) marketing is the key to achieving organisational goals and understanding in determining the needs and wants of target markets and delivering the desired satisfactions more efficiently and effectively than competitors. In educational world, marketing is about managing the relationship between schools and their clients (Davies & Ellison, 1991:1).

Marketing in the context of this study, will imply that schools will have to determine the needs, wants, desires and values of the parents and their children and to satisfy them more effectively and efficiently more than their competitors. Thus school marketing is concerned with developing a client-orientated service.

1.7.3 Culture

Culture is described as the way things are done in an institution Fink (2000:111) and (Greenwood & Gaunt 1994:56). Culture includes things like norms, habits, shared values, songs, skills and beliefs. West-Burnham (1997:95) defines culture as the product of the shared-values, beliefs, and priorities, expectations and norms that serve to inform the way in which an organisation manifests it to the world.

1.7.4 Mission statement

Nathan (1996:57) describes a mission statement as a corporate philosophy or system of shared values for the school. This means the school's statement of aims. According to Robbins and Coulter (1999:239) the mission is defined as the purpose for the existence of an organisation. Worsen and Wright (1995: 48) describes the mission statement as a short statement that clearly and precisely sets out the underlying philosophy and purpose of the organisation.

1.7.5 SWOT Analysis

It is a tool used by managers and individuals to find their way through to decisions in private as well as organisational life. SWOT stands for strengths, weaknesses, opportunities and threats.

Strengths and weaknesses are internal

Opportunities and threats are external

(Worsen & Wright 1995:84)

The school as an institution needs to identify its present vision, where it is going and how it is going to achieve its goals (Robbins & Coulter 1999:239).

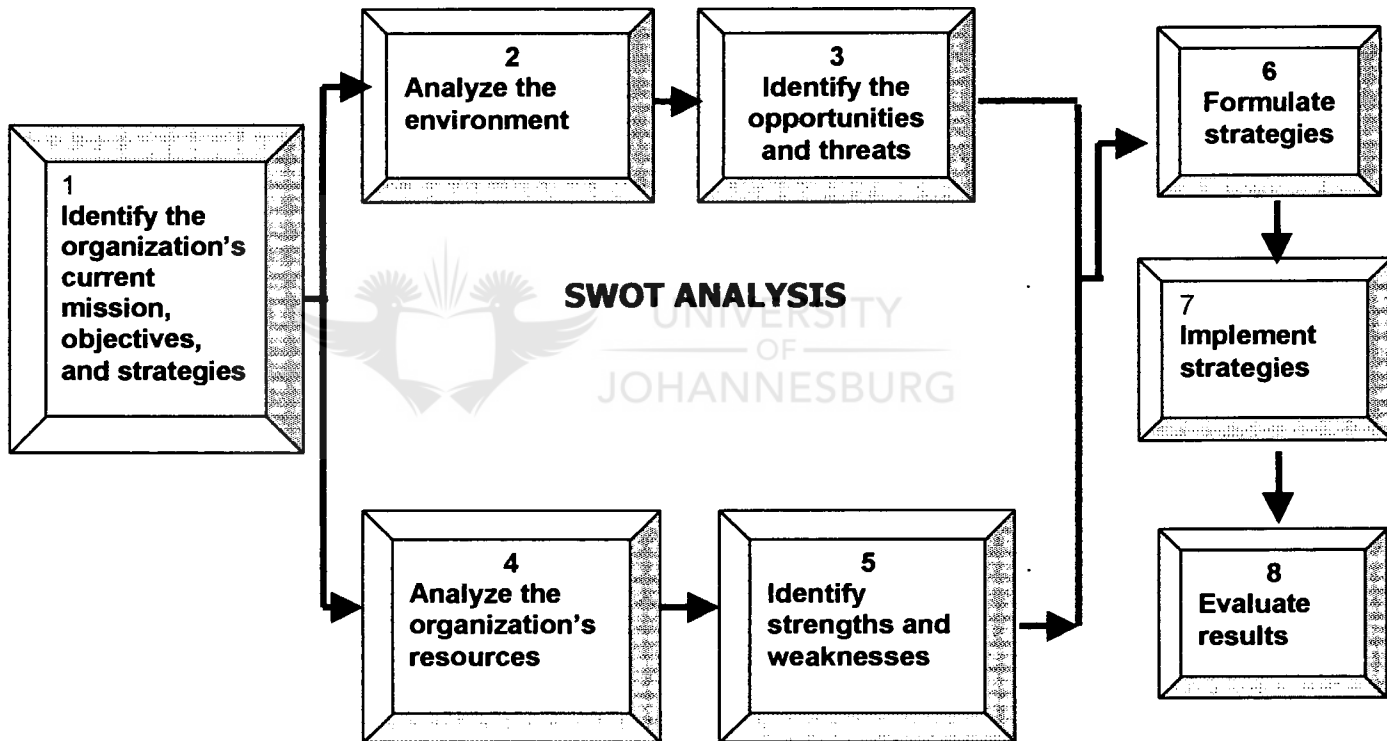


Figure 1.2 STRATEGIC MANAGEMENT PROCESS.

Source: Robbins and Coulter, (1999: 239).

1.7.6 An essence

According to the Oxford English dictionary the concept "essence" refers to an indispensable quality. The concept "essence" is best understood as essential that is unable to be dispensed with (Hawkins 1994:170).

1.7.7 Promotional Techniques

The English dictionary describes technique as a particular method or procedure for doing something. Promotional techniques that fall under the SWOT analysis are strategies that will help the school to improve its image.

Principals of secondary schools need to have knowledge of the above aspects because such knowledge will help them (principals) to market their schools adequately (Davies & Ellison 1991:18).

1.8 Organisation of the study

Chapter one provides a brief outline and introduction to the topic of study namely institutional image as an aspect of school marketing. It also highlights pertinent sections of the South African Schools Act No. 84 of 1996 (Government Gazette No. 17579, 1996) which makes provision for open admissions of learners to public schools.

Chapter two will consist of a literature research into institutional image as an aspect of school marketing, as it pertains in public schools in relation to the process that has been in existence at independent schools for a much longer period. Literature on school improvement, school marketing, school responsiveness in a competitive climate, and marketing policy in England and Wales, Australia and the United States of America will be studied. In addition to this, the chapter will also serve to develop a theoretical framework, which can be used in data collection, analysis, interpretation and recommendations.

Chapter three will cover the data collection and data recording procedure. Interviews will be held with six principals and six chairpersons of the selected

schools in the Johannesburg South Mega District. An interview protocol will be used. The interviews will be recorded on an audiocassette recorder. A qualitative research process will be followed in study.

Chapter four will deal with the analysis and interpretation of the data collected. Creswell (1994: 153) regards the process of data analysis as eclectic, there is no right way concerning data gathering, analysis and interpretation. Data analysis requires that the researcher be comfortable with developing categories and making comparisons and contrasts. Data analysis will be conducted as an activity simultaneously with data collection, data interpretation and narrative reporting writing. In qualitative analysis, several simultaneous activities engage the attention of the researcher, collecting of information from the field, sorting the information into categories, formatting into a story or picture and actually writing the qualitative text.

Chapter five will provide findings from the research. It will also provide recommendations and suggestions relevant to institutional image as an aspect of school marketing, with regard to public and independent schools.

Chapter six will be the summary of the study. Conclusions will be drawn from the research and recommendations will be made arising from the research findings.

1.9 Conclusion

This chapter presented the orientation of the study. The research problem was stated and motivated. The research method, concepts and problems were elucidated. When explaining the above, certain sections of the South African School's Act no. 84 of 1996 regarding funding, admissions and school's autonomy as stipulated in the Act were discussed. It also indicated the implications of the open admissions policy with regard to the exodus of black learners from the township schools to former model C schools. .

In chapter two a literature review will be undertaken to demarcate the research problem. The review will be explanatory, as much has not been researched on the topic. In attempting to throw light on the understanding of the essence of institutional image as an aspect of school marketing, the latest publications, journals and books will be consulted. This chapter will serve as a theoretical framework from which data collection, analysis, interpretation and recommendations can be made.



CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

It emerged very clearly from the previous chapter (chapter one) that the creation of a positive institutional image as an aspect of school marketing, has influence on both parents and learners on the choice of certain schools over others. Parents now look at education as an investment in their children's future (including theirs). They are critically examining schools in order to make considered choices. (Kotler, 1982:56 & Linda Vining, "n.d").

The SGB as governors of schools, are expected to act in the best interest of the school. School image as an aspect of school marketing, is the SGB's first priority. With the greater choice of schools given to parents, every SGB should market their schools and create a positive image that will attract learners. Thus improving the school's image is the responsibility of the SGB (Nathan, 1996:170; SASA, 1996:7; Brennan et.al, 2000:2; Davies & Ellison, 1994:28; Worsam & Wright, 1995: 458).

In summing up the discussions, the aim of this chapter is to probe into the essence of institutional image as an aspect of school marketing. As indicated above, the study will be explanatory, as very few publications are available on institutional image as an aspect of school marketing. Brennan et.al, 2000:2; Cowles, 1991:1; Gerald: 1990, Glatter, 1989:70; Haas, 1997:1; Hicks, 1994:4; & Warner, 1994:11.

The concept essence will now be defined for clarity purposes.

2.2 What is an essence?

According to the Oxford English Dictionary the concept "essence" refers to an indispensable (most important) quality. The concept "essence" is best understood as essential, that is, unable to be dispensed with (Hawkins, 1994:170).

Having defined the concept essence, the essence of institutional image as an aspect of school marketing will now be discussed.

2.3 The essence of institutional image as an aspect of school marketing

The discussion on the essence of institutional image as an aspect of school marketing will be centred on:

- combating customer dissatisfaction;
- a shared value;
- a way of repositioning in the market;
- a key to institutional survival and success; and
- Key to the recruitment of learners.

The first aspect to be discussed is combating/avoiding customer dissatisfaction.

2.3.1 Combating /avoiding customer dissatisfaction.

Linda Vining("n.d.") wrote that enrolling a child at a school calls for a great leap in faith from the parents. The question is how do parents develop faith in the school?

According to Kotler, (1982:56), the projection of a positive institutional image is essential in that it is the image the public has about the school or institution that guide parents' choice for a particular school. Cowles (1991:1) maintain

that people have strong, well-established opinions about what a school should be like, and these expectations must be met.

From Kotler's definition of an image, it emerged very clearly that an image is about beliefs, ideas and impressions or perceptions that people have about the institution or thing. Therefore in order to reach customers, schools should know and understand what people value most and provide the service accordingly to satisfy those needs. Institutions have a daunting task of finding out what the needs and wants of the communities are rather than deciding on what people's needs and wants are.

Reid, Hopkins and Holly (1987:99) are of the opinion that there is a need for attitudinal change. They argue that people want to belong too. The study they conducted indicated that learners in present - day schooling do not identify or associate with their institutions or the educational philosophy or objectives of their schools. The disaffection leads to disruptions in a school, as learners do not feel being part and parcel of the school. The same trend happens with parents. Schools should use things such as culture, songs, school ethos, prospectuses and code of arms to bring peoples' emotional attachments that connect them to the school.

Constant use of circulars and fliers will help to create and maintain those emotional attachments to the school particularly working parents who cannot make it to the meetings because of work commitments. People value and accept that which they think is of importance. Next is the discussion of shared cultural values as a way of improving institutional image.

2.3.2 Institutional image as shared cultural values

The concept of shared values underlies culture by specifying what is important. Values need to be shared by everyone in the organisation so that they are reinforced and widely accepted (Van der Walt et al, 1997:498;

Strydom et al, 2000:501; Robbins & Coulter, 1999:151). Organisations should embrace a few basic values or beliefs such as:

- A belief in being the 'best';
- A belief in superior quality and service;
- A belief in the importance of people as individuals. This can go a long way towards maintaining honesty;
- Believing the importance of detailed execution of plans;
- Realising the importance of informality in promoting communications in the organisation; and
- Explicit belief in the importance of economic growth and profitability. Profitability is the main objective and foundation of survival and growth. All employees should know this and should work together in achieving this goal.

Worsam and Wright (1995:299) believe that a customer is influenced by the product promotion. He postulates that customers believe what they experience when in contact with an organisation. (Believe what they do, not what they say).

Over the last three decades the forces of change have bust asunder the education system. The public response to education has changed. The authority of the principal has been challenged. Those that were seen as customers are now chairing the SGB. All stakeholders should, honestly accept these rapid changes in education management (Glatter, 1989:70; Vining, "nd").

Banach and Frye (1996:2) postulate that gone are the days, and good riddance of them. Educators can no longer assume that they know what is best for people and force it to them. The "brute sanity" approach is not an effective way to engage constituents. Today, we have to respect and address the needs and wishes people have. No doubt, this "market sensitive"

approach will force us to change what we offer, when we offer it, and how we communicate about it.

Van der Walt et al, (1997:540) indicate the advantages of viewing change as an opportunity. They postulate that principals of schools are expected to view change as an opportunity because the fluidity in the market must be perceived as an opportunity and not as a threat by the school and its managers. This involves a mind change and the creation of a new management culture in the school

Schools are expected to deliver services that satisfy customer needs. To do this, schools should communicate effectively with all stakeholders. Indications are that it is important for schools to get commitment of all those that are associated with the school to be incorporated in the marketing of the school. Everyone associated with the school will act, to some extent as an ambassador for the school (Greenwood & Gaunt, 1994:33). Davies and Ellison, 1994:6) maintain that whatever positive attributes of a school, they will not ensure continued success and survival unless the wider community knows about, understands and, above all value them. Banach and Frye (1996:7) postulate that "doing something good and not letting anyone know is like winking in the dark".

Senge (1994:358) advocates for staff alignment instead of reaching quick agreements. In forming a positive school image, Senge, (ibid.) insists that the interaction between the school and its community in attracting prospective learners and parents should not merely be a set of techniques. Marketing strategies should be used in building consensus, as well as the basis for common meaning and understanding in attracting and retaining learners.

West-Burnham (1997:33) stresses that a customer is anyone to whom a product or service is provided. Customers are both internal and external. He promotes the notion of teacher and parents working jointly in the child's education.

The third step to be discussed will be institutional image as a way of repositioning the school in the market place.

2.3.3 Repositioning the school in the market place

Cowles (2001:2) relates the concept of image to repositioning which means having a place in the market. Davies and Ellison (1991:59) hold the same view when they said that schools could not practice competitive positioning before understanding their image or place in the market. Hicks (1994:4) concluded that when a discrepancy exists between the image an institution tries to project and the way it is actually perceived by potential students/learners and other relevant publics, it should reconcile these images to improve its position in the market. Hicks (ibid.) states that the concept image is closely related to the marketing concept known as positioning. A market position is based on several factors: admission/goal statement, the institution's image as perceived by its publics, the kind of students currently attending the school and the programs it offers".

Cowles (1982:5) emphasises that because images stand the test of time, it is difficult to change the public's image of an organisation in a short time. If, for example, the image is one of low quality or lack of service, then the organisation must first change the quality of the market offering or increase the level of service to allow people to begin to change their opinions about an image. She (ibid.) reminds organisations that the "desired image must be feasible in terms of the organisation's present reality and resources".

Van der Walt et al, (1997:488) are of the opinion that the ability to manufacture and market high-quality products strengthens the corporate image and its competitive position. Therefore the quality of the product the school is providing to the community is (indispensable) of great importance to the customers. They further argue that organisations in a market-driven economy must provide value to the customer and simultaneously obtain a profit. The argument is that a key to profitability is to achieve a sustainable competitive advantage that is based on doing things better than competitors.

It is incumbent upon the school to make sure that after it has identified its target market; the school should make use of the four marketing instruments namely:

- Product

Schools do not produce tangible products but services to their communities. Therefore all schools should strive to provide services that satisfy customers needs. The curricula in the school should prepare learners for the industries around, as they later on may lend up in the enterprises in the community.

- Price

Price determines the school's position in the community. Warner (1994:11) asserts that price determine what is special in a school. Van der Walt et al (1997:423) supports Warner when they postulate that price determines the value of the product for the customer. Parents are prepared to pay a high price for the product not only in terms of financial terms. They are prepared to pay high amounts of moneys for their children's education and transport to schools that are outside their geographic area because they believe that their children are receiving good quality education.

Parents are prepared to pay for something they believe to be valuable and of good quality.

- Promotion

Worsam and Wright (1995:458) define promotion as communication undertaken to persuade others to accept ideas, concepts or things. The purpose of promotion in marketing is to move prospective customers "forward" so that they become loyal and regular users of our goods or services. Every institution (school) should take it upon itself and sell its product to the community it serves. Promotion is the responsibility of all stakeholders in a school (Davies & Ellison, 1991:28). Davies and Ellison (1994:28) postulates that in a school, the staff, the school secretary, general workers, visitors, learners and parents are some of the people a school can use to sell its image to the public.

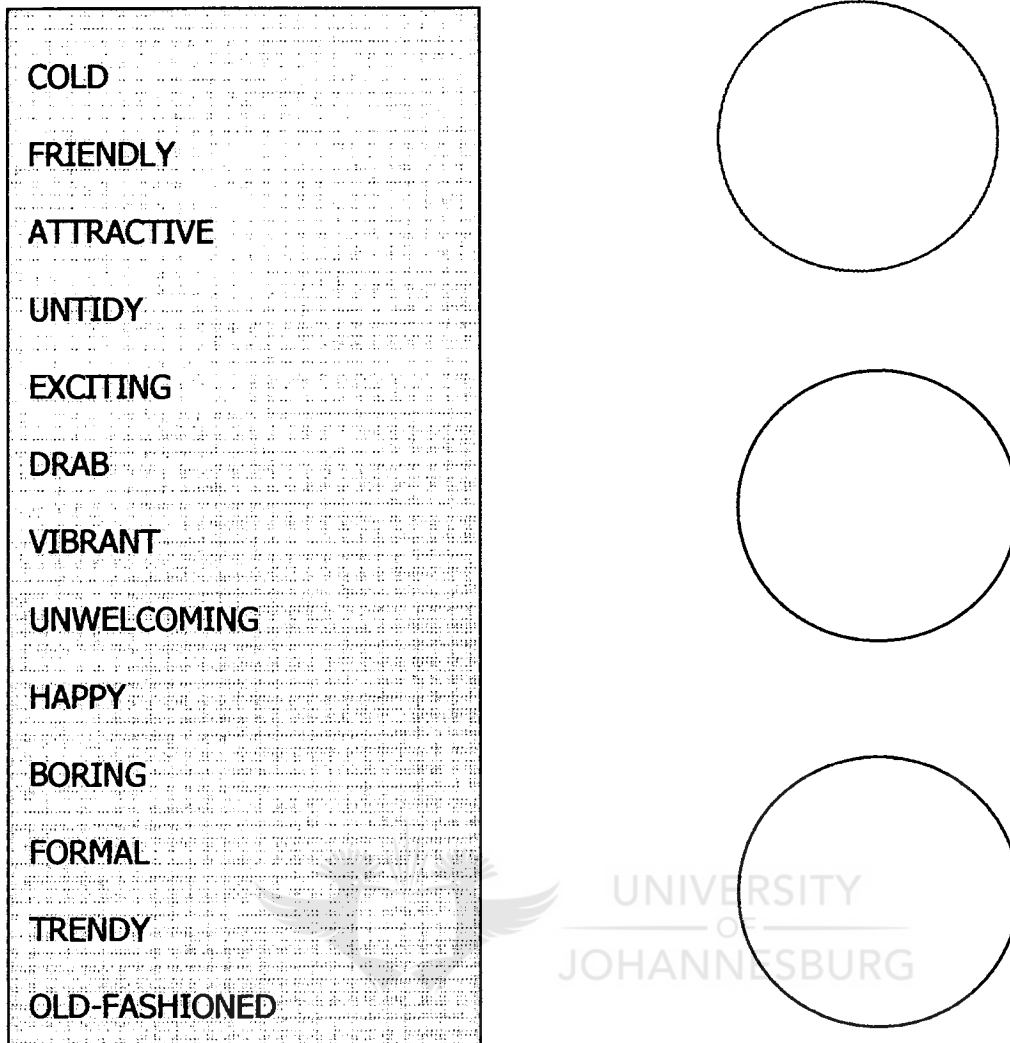


Figure 2.1 above indicates words that come to mind when people think about the school.

Source: Hicks (1994:5).

- **Distribution**

In order for the school to inform the community around which it serves, there is a need to distribute information to the community. There is, therefore, a need to have communication channels that will assist the school to reach its targeted market.

From the foregoing, it appears as if the projection of a positive school image as a way of positioning the school in the market is indispensable in attracting

customers. Philip (1992:4) postulates that it is the institutional image as presented that is critical, and people respond to and not necessarily its reality. Brennan et.al, (2000:2) believe that parent support is crucial to a well thought education programme and that the school should regularly stay in touch with the parents of the learners.

Litshani, (1998:30) in her discussion on the creation of a positive corporate image, came out clearly when she argued that it is necessary for institutions to get the view of customers on how they feel about the schools. Figure 2.1 will assist schools in getting stakeholders views about the school. Read the paragraph and then give answers in the spaces provided.

Figure 2.1 on page twenty-seven (27) gives stakeholders a chance of critically evaluating the school from customers view point and principals of schools should take the advantage and re-look into their delivery and where necessary make changes to adjust according to demands. Information that is received through the completion of figure.2.1 on page 27 will help the school in creating a positive image from customer perspective. Hicks (1994:5) postulate that what is critical to the success of an institution or school in today's environment is an understanding of its image from the viewpoint of customers and other relevant stakeholders. Hicks also believed that image measurement should be periodic and ongoing.

Next is the discussion of institutional image as a way of survival and success.

2.3.4 Institutional image a way of survival and success

Falling enrolments and school closures provide strong evidence that schools are in a competitive marketplace. Parents are critically examining schools in order to make considered choices. Those schools that are perceived "effective" are overcrowded while others are threatened closure (Vining, "nd").

In analysing the marketplace, the school needs to develop a strategic marketing planning to achieve its objectives of improving institutional image.

Van der Walt et al, (1997:472) indicates that strategic management entails the decision of the marketing department with a view to long-term growth and survival in a competitive environment.

The process of strategic marketing planning according to Van der Walt (1997:476) includes the following six steps. See figure 2.2 on page 29.

- ✓ Formulate the mission statement
- ✓ Setting objectives
- ✓ Scanning the environment
- ✓ Formulating market and marketing strategies
- ✓ Preparing plans and programmes
- ✓ Reviewing plan

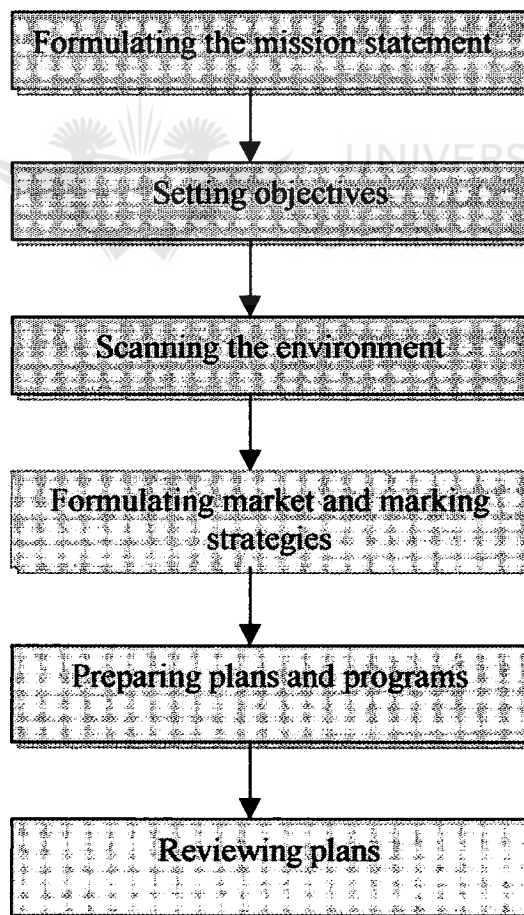


Fig 2.2 The marketing planning process.

Source: Van der Walt et.al (1997:476).

The need for planning is now almost universally accepted by managers, even though it is not as widely implemented in practice. According to Van der Walt et.al (1997:476), plans have the following benefits namely:

- **Consistency:** Marketing action plans will be consistent with the overall corporate plan as well as with the other functional plans.
- **Responsibility:** Those responsible for implementing the individual parts of the marketing plan will know their responsibilities and their performance can be monitored against these.
- **Communication:** Those involved in implementing the plans will also know through effective communication what the overall objectives are.
- **Commitment:** If all involved agree to the plans, their agreement should stimulate a group commitment

For Nathan (1996:62), strategic marketing planning is composed of the six steps as indicated in figure 2.3 on page 31. Unlike van der Walt et.al, Nathan goes on to link costs to strategies and argues those managers in organisations or schools should match activities with resources. Strategic marketing planning is a must to every school for the purpose of improving its image in order to survive and succeed.

The following discussion will be on the establishment of a school's or organisational mission.

2.3.4.1 Establishing the school's mission

Greenwood and Gaunt (1994:41) define a school's mission as a formal statement that states clearly the school's purpose and function. To Banach and Frye (1996:2), vision, mission and priority statements define a system. When clearly articulated, they enable us to engage the community in determining educational needs and direction. That is the reason they are essential components in any educational marketing initiative. The mission should give clear indications of what the school is trying to do in serving customers needs.

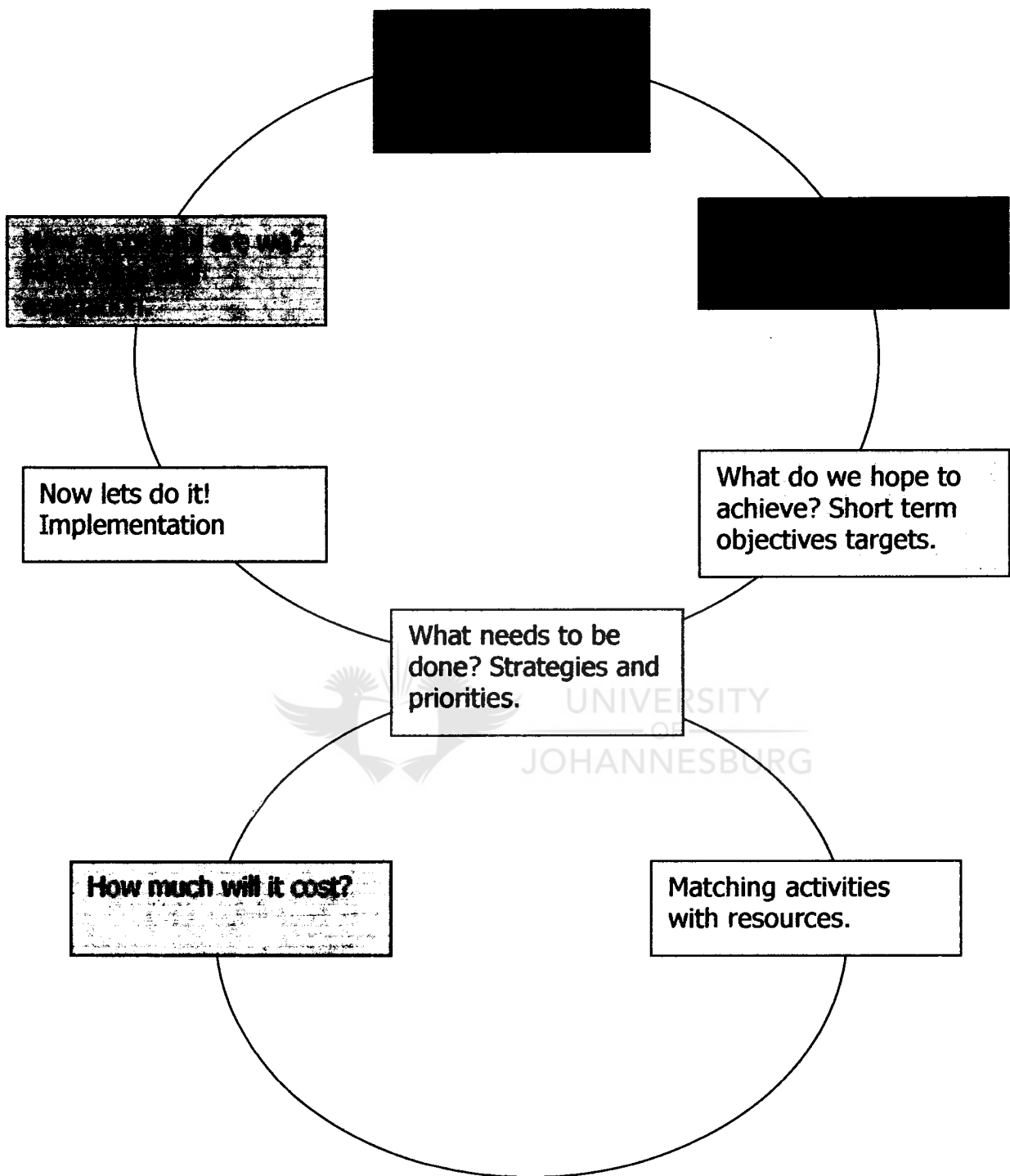


Fig 2.3 above represents a strategic management plan.

Source: (Nathan, 1996:62)

Robbins and Coulter (1999:239) agree with Greenwood when they say the organisation's (school) mission should define its purpose and answer to the question "what is our reason for being in business?"

In order to achieve its mission, the school needs to consider its capabilities and opportunities that play a role in projecting a positive image that will attract customers. Greenwood and Gaunt (1994:41) are of the opinion that the mission should send a clear message to governors, staff, learners and parents as to what the school is doing and what it wants to do in serving customers needs. Van der Walt et.al (1997:477); believe that the mission is concerned with three things:

- ◆ Customer groups to be served;
- ◆ Customer needs to be served; and
- ◆ Technologies to be utilised.

They continue to argue that the mission statement should not be narrow, but are broad in order to avoid constrictions of the development of the organisation. The mission statement of a school is the means by which the school will realise or achieve its dreams/vision.

The second step in strategic marketing process is establishing the school's objectives.

2.3.4.2 Establishing school's objectives

Setting objectives is the second most important step in the planning process. Objectives are set more specifically, giving a precise indication of what is to be achieved, be it an expansion of the market share (extending the school's service to a wider community than it used to before). The decrease in school fees and the introduction of a new subject that was not offered at the school such as computer studies may assist in attracting learners to the school. Davies and Ellison (1991:129) suggest that objectives should be achievable within a specified period. They further argue that there should be ongoing

monitoring and evaluation of the school's objectives to allow adjustments to be done on time.

Van der Walt et.al, 1997: 478, suggest that objectives should:

- Be set in order of priority;
- Must, where possible, be set in quantitative terms;
- Be consistent and appropriate;
- Be reasonable;
- Be set for a specific period; and
- Measurable.

The next discussions will be on scanning the environment.

2.3.4.3 Scanning the environment

The main purpose of scanning the environment is mainly to identify those existing (internal/external) factors that will have a significant impact on future plans of the organisation.

A technique that is particularly useful in the analysis of the environmental scan is the SWOT (Strengths, weaknesses, opportunities and threats) analysis. Peace and Robinson (1997:170) describe a SWOT as an acronym for the internal Strengths and Weaknesses of a firm and the environmental Opportunities and Threats facing the firm.

- **Internal factors**

These factors refer to the strengths and weaknesses within the organisation. We may refer to things like, resources, abilities and skills.

- **External factors**

These factors refer to opportunities and threats presented by the external environment. Variables in the external environment can include legislation, competitors in the market, technological changes, socio-cultural changes and competitive position. The aim of the SWOT should be to isolate the key issues that will be important to success factors. See figure 2.3 on page 34 that looks

into the importance that people attach to the institution (school) when they make their choice for a particular school over and above others.

WHEN YOU DECIDED TO ENROLL IN THIS (INSTITUTION) SCHOOL,
WHAT WERE THE FACTORS THAT WERE IMPORTANT TO YOU IN
MAKING UP YOUR MIND?

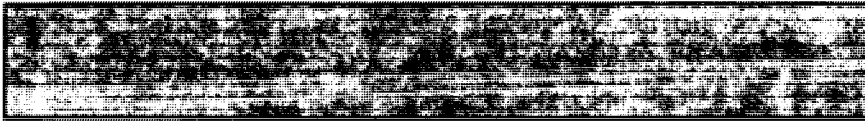
(Please tick one block against each factor).

| | IMPORTANT. | NOT IMPORTANT |
|--|--------------------------|--------------------------|
| ❖ COMPUTER LAB FOR LEARNERS | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ PROXIMITY TO YOUR HOME | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ COMPETENT TEACHERS | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ GOOD ACADEMIC RECORDS | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ MODERN SCHOOL BUILDINGS | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ WELCOMING ENVIRONMENT | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ MOST OF MY FRIENDS ATTEND THE SAME SCHOOL | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ SCHOOL FEES ARE AFFORDABLE | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ SCHOOL PROVIDES A SAFE ENVIRONMENT | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ YOU LIKE THE PRINCIPAL | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ PLENTY OF SPORTS ACTIVITIES TO OFFER | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ SMART UNIFORM | <input type="checkbox"/> | <input type="checkbox"/> |
| ❖ FRIENDS RECOMMENDED THE SCHOOL | <input type="checkbox"/> | <input type="checkbox"/> |

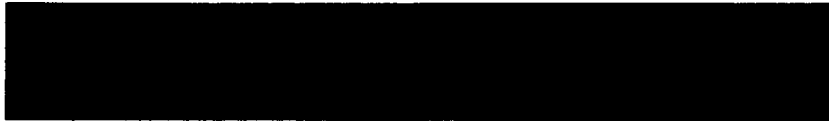
(PLEASE ADD MORE FACTORS YOU WISH TO LIST)

Fig.2.4 Litshani, (1998:33) Important factors that influence choice of schools.

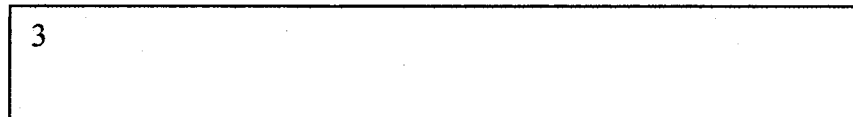
Look at those factors you have marked important and select the three most important ones, write them in box numbered one below. The second most important in box number two, and the third most important in box number three.



Box 1



Box 2



Box3

For the organisation (school) to survive, it has to be future-directed. Van der Walt et.al (1997:481) agree that marketing planning that entail short-term, medium-term and long-term planning is necessary as planning is crucial for long-term survival and growth.

Our focus will now be turned on formulating market and marketing strategies, which is the next topic for discussion.

2.3.4.4 Formulating market and marketing strategies

Marketing strategies can be defined as the means by which marketing objectives will be achieved (Van der Walt, et.al, 1997:481; Robbins & Coulter, 1999:244). An important aspect of any strategy is timing. Organisations or schools must decide the best time for the implementation of the strategy. Timing as stated by van der Walt et.al, 1997: (541-543) is said to be an essential part of any plan and should appear as scheduled and planned activities.

Haas (1997:1), like other proponents of positive image building emphasises that image building starts from internal audit. Van der Walt et.al (1997:140) indicated that when you scan the environment you have to look internally and externally. They believe that schools need to find out what is happening

within its internal environment. Information gathered about resources within the school is equally important as data gathered from the public.

The internal audit is intended to find out the skills and abilities of educators. This will determine the quality of product the school is providing to the community. The information acquired through resource audit is reach and can be used to re-create the school's image (Litshani, 1998:34).

West-Burnham (1997:42) has in his work illustrated the importance of using both the internal and external audits as a way of formulating a well-structured marketing strategy of recruiting customers. Figure 2.6 on page 36 is an illustration of an audit overview as used by Davies and Ellison.

WHERE ARE WE NOW? (Strength and Weaknesses)

(Use a tick to mark the appropriate boxes)

| | WE ARE OK | WE ARE NOT OK |
|--------------------------------------|--------------------------|--------------------------|
| CONDITIONS OF FACILITIES | <input type="checkbox"/> | <input type="checkbox"/> |
| STAKEHOLDER PARTICIPATION | <input type="checkbox"/> | <input type="checkbox"/> |
| EDUCATORS HIGHLY SKILLED | <input type="checkbox"/> | <input type="checkbox"/> |
| COMMITTED EDUCATORS WITH GOOD MORALS | <input type="checkbox"/> | <input type="checkbox"/> |
| WELL DISCIPLINED LEARNERS | <input type="checkbox"/> | <input type="checkbox"/> |
| WELL-RESOURCED SCHOOL | <input type="checkbox"/> | <input type="checkbox"/> |
| SUPPLY OF FUNDING | <input type="checkbox"/> | <input type="checkbox"/> |

Figure 2.5: AN AUDIT OVERVIEW

Source: Davies and Ellison (1991:75)

NB. The examples shown above are only suggestions, you can add or change the list to suit your individual school's resource audit.

The above diagram is useful to senior managers as a starting point for resource audit. Davies and Ellison (1991:75) suggest that resource audit be done in an open discussion across the staff because senior managers alone may not be able to know attitudes and opinions amongst other colleagues. Thus, individual schools must clarify and define what it is trying to achieve and then communicate this effectively to the internal stakeholders namely: educators, learners, parents and other stakeholders and external including local businesses, prospective parents and primary schools in the area markets. By engaging educators in discussions we can improve the quality of provision in each area and improve educator's skills. The above qualities contribute to the development of a positive school image that will attract learners to the school.

Davies and Ellison (1991:125) are of the opinion that the strategy should include promotional approaches that will make the marketing of objectives to be realised. Supporting Davies and Ellison, Van der Walt et.al, (1997:484) depict several strategies aimed at realising the organisational objectives as follows:

- **Market differentiation:** a strategy of adding value to the product or service- make parents value their local school and improve school image. Banach and Frye (1996:3) hold the same idea that schools can help improve their image by helping people think about local educators and local schools. They argue that when we engage people at the local school level, we provide a context for understanding education and help them envision what their local schools can become.
- **Cost leadership strategy:** supply the product or service to the consumer more cost-effectively than the competitors. In the case of schools, reduce transport costs incurred by parents when they opt to take their children to schools they believe are supplying them with good quality education.

- Focusing on a special product/market where the organisation will be in an unassailable position. Schools should choose the market segment and stay there. Banach and Frye (1996:3) believe that principals of schools must learn to relate to people and their needs. They must also respond –swiftly and directly—to unsubstantiated or broadsides targeted at education.

Davies and Ellison (1991:126) maintain that it is important that marketing should be a team effort rather than an individual approach. Van der Walt et.al (1997:498), who emphasise the importance of shared values also hold this view, by indicating that anyone in the organisation (school) should be lobbied to participate and contribute positively.

The above strategies help in developing marketing objectives that specify what is to be accomplished. Strategies can from time to time be revised based on changes in the market.

Detailed planning will be our next aspect for discussion.

2.3.4.5 Detailed plans

Fig.2.1 indicates the next step in the marketing planning process as entailing the development of strategy into detailed plans. The detailed plans spell out exactly what programmes and specific activities will take place over the period of the plan. These activities need to be specific and where possible, quantified in order for them (plans) to be monitored. If the plan for the school is to increase parental involvement, decisions should be made from the start and lobby for parent's support by making parents feel being part of the decisions.

Davies and Ellison (1991:82) hold the view that if objectives are to be met, they suggest the use of an acronym:



pecific
easurable
greed and achievable
elevant
imed

To Van der Walt(1997:482), believe that plans fail because of lack of support. Below is the list of reasons that explain why plans fail.

- Weak support from top management (principal and members of the school management team). In our schools, the support should come also from the learners' parents;
- Lack of plan for planning;
- Lack of line management support;
- Confusion over planning terms;
- Too many details, too far ahead;
- Once a year ritual;
- Separation of operational planning from strategic planning; and
- Failure to integrate marketing planning into a total corporate planning system.

A plan is useless unless it is implemented. Now follows the last aspect of the strategic planning process which is the reviewing of plans.

2.3.4.6 Reviewing of the plans

This is the last step in the planning process. In this step, targets need to be set against which progress can be reviewed. Changes in the environment and forecasts may force changes in the plans as the situation keep on changing regularly. Plans have their validity if they are used to control progress of the organisation (school) and their success lies in the implementation and not in their writing (Van der Walt et.al, 1997:484).

Robbins and Coulter (1999:246) believe that no matter how effectively an organisation or school has planned its strategies, it cannot succeed if the strategies are not implemented properly.

2.3.5 Key to recruitment of learners

Kotler (1982:56), like most of the proponents of a positive school image, argues that the image influences choice for schools. If there are no learners there could be no schools. It is, therefore, important for any institution or school to engage itself with the creation of a positive school image that will assist with learner recruitment if that institution is to survive and succeed.

Schools do not operate in a vacuum, but there are factors that affect it that are both external as well as internal to the institution. Davies and Ellison (1991:11) support the notion that both internal and external factors have an influence on recruitment of learners. SASA(1996:13) list the following as the external factors that have influence on learner recruitment:

- The reduction on government funding in education;
- Abolition of school zones;
- Implementation of a new open school admission policy; and
- Parents having a greater say in the education of their children.

The above listed factors influence the recruitment process planning towards institutional success and survival. Prior to 1996, schools used a feeder zones where learners from a particular primary school were to be sent to a certain high school in the area. With the promulgation of the South African School's Act no. 84 of 1996, parents were given greater say in the education of their children. The right to choose schools created great challenges for secondary schools. For the first time secondary schools had to embark on a project of recruiting learners for their schools.

Cutbacks in government funding have led schools to greater autonomy (SASA,1996:13). Communities were for the first time required to provide supplementary funds for their schools through the SGB's. School autonomy led to competition among schools for the best learners. Those that were perceived as effective and producing good academic standards attracted more learners while others were facing closure (Vining, "n.d"). See figure 1.1 on page (8).

Schools had also internal factors that influenced recruitment and the following are but few of them (Gerber, Nel and Van Dyk, 1996:114). Fullen (1996:77) asserts that:

- The quality of working relationships among educators;
- The climate that promotes collegiality;
- Open communication;
- Trust;
- Support and help;
- Learning on the job; and
- Job satisfaction and good morale are internal factors that influence recruitment.

Gerber, Nel and Van Dyk (1996:111) and Van der Walt et.al (1997:480) maintain that a thorough environmental scanning of both internal and the external factors will provide the school with information to draft the school's guidelines with regard to learner recruitment.

It is clear from the above discussions that schools exist because of learners, hence the need for a positive school image that will assist in learner recruitment.

2.4 Value of strategic management

Peace and Robinson(1997:4) define strategy as a company's "game plan".The plan mean their large-scale, future-oriented plans for interacting with the

competitive environment to achieve company objectives. The plan provide a framework for managerial decisions.

Managing activities internal to the firm is only part of the modern executive's responsibilities. The modern executive also must respond to the challenges posed by the firm's immediate and remote external environments. The immediate external environment includes competitors, suppliers, increasingly scarce resources, government agencies and their ever more numerous regulations, and customers whose preferences often shift inexplicably. The remote external environment comprises economic and social conditions, political priorities, and technological developments, all of which must be anticipated, monitored, assessed, and incorporated into the executive's decision making.

To deal effectively with everything that affects the growth and profitability of a firm, executives employ management processes that they feel will position the firm optimally in its competitive environment by maximizing the anticipation of environmental changes and of unexpected internal and competitive demands.

Peace and Robinson(1997:3) define strategic magement as the set of decisions and actions that result in the formulation and implementation of plans designed to achieve a company's objectives. It comprises nine critical tasks:

- (1) Formulating the company's mission, including broad statements about its purpose, philosophy, and goals.
- (2) Develop a company profile that reflcts its internal conditions and capabilities.
- (3) Asses the company's external environment, including both the competitive and general contextual factors.
- (4) Analyse the company's options by matching its resources with the external environment.
- (5) Identify the most desirerable options by evaluating each option in light of the company's mission.

- (6) Select a long-term objectives and grand strategies that will achieve the most desirable options.
- (7) Develop annual objectives and short-term strategies that are compatible with the selected set of long-term objectives and grand strategies.
- (8) Implement the strategic choices by means of budgeted resource allocation in which the matching of tasks, people, structures, technologies, and reward systems is emphasized.
- (9) Evaluate the success of the strategic process as an input for the future decision making.

Strategic management involves the planning, directing, organizing, and control of a company's strategy-related decisions and actions.

2.5 Conclusion

This chapter was mainly focussed at the essence of institutional image as an aspect of school marketing. From the discussions made emphasis was on the creation of a magnet school that will:

- Avoid customer dissatisfaction;
- Create positive image to attract customers;
- Serve as key to institutional success and survival; and
- Unlock stakeholders potential by involving them in creating a positive school image.

Knowing the essence of institutional image from the theoretical perspective alone will not suffice to the creation of a positive institutional image. A need therefore, arises to acquire knowledge of what happens in natural settings of secondary schools. This will be elucidated in chapter three wherein data will be gathered and analysed. Experiences of both negative and positive school images by school principals and chairpersons of School Governing Bodies of secondary schools will be discussed. Essences of positive and negative institutional image will be discussed.

Chapter three will give a full description of the method used in data gathering on the perceptions of the six principals and their SGB chairpersons.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In the previous chapters, the problem was posed and investigated by means of a literature review. In this chapter the researcher explains the methodology used in data gathering. This chapter is dedicated to the description of how the study is designed and proceeded with the comparative study of institutional image as an aspect of school marketing at six secondary schools in the Johannesburg South Mega District.

The main aim of this study is to:

- Probe into the essence of institutional image as an aspect of school marketing;
- Ascertain/elicite the perceptions of the six principals and their chairpersons of the School Governing Body on institutional image;
- Find out which of the six secondary schools were highly affected by the challenges of institutional image as an aspect of school marketing; and
- Research the six public secondary schools with regard to institutional image as an aspect of school marketing.

3.2 Sample and sampling method

A sample according to Slavin, (1992:252) is a group of subjects chosen from a large group or population to which findings are assumed to apply. The sample in this study involved six secondary schools, all of which are found in an urban area. The six secondary schools were purposefully selected for multiple comparisons between selected cases aimed at displaying theoretically

relevant aspects of the empirical domain under study (Kelle, U; Prein, G and Bird, K 1995:27).

The researcher's choice for the six public secondary schools were influenced by easy access to the institutions.

The researcher works as Institutional development and support official(IDS) in the same district the six schools are found. This position enabled the researcher to have easy access to the institutions.

Familiarity with both school principals and the chairpersons of the School Governing Bodies made it easier for the researcher to have access to these schools.

Four of the selected secondary schools were once under the control of the researcher and this position enabled the researcher to be familiar with both school principals and the chairpersons of the school governing bodies.

Before the researcher started with this study, permission was sort from the Gauteng Department of Education to conduct the study in the six selected schools. A letter to this effect is provided in annexure A on page 110.

Table 3.1 Sample of schools

| Name of school | Learner Numbers | Status of school | Grade 12 pass % in 2002 |
|----------------|-----------------|------------------|-------------------------|
| Glenvista | 1160 | Affluent (rich) | 97.16% |
| Silver Oaks | 1250 | Average | 89.18% |
| Trinity | 1368 | Average | 83.24% |
| Tladi | 202 | Poor | 56.00% |
| Mapetla | 568 | Poor | 35.14% |
| Reasoma | 1622 | Poor | 87.46% |

3.2.1 Glenvista secondary school

The researcher chose Glenvista secondary school because this school represents affluent (rich) schools of the South serving the aspirations of the white population of the rich suburbs of Glenvista and the surroundings. Though the majority of learners are white, there are fewer black learners in this school. Good results and better infrastructure attracts a large number of parents who want to register their children in this school. Learner numbers are at 1160 though the school was built to house only 800 learners.

Short history of the school

Glenvista secondary school started in 1988. The school is situated in the South of Johannesburg. Since then the school has been striving to be the best in the south. Examination results have been between 89% and 100%. The first school principal was Mrs. Rudman for the period 1988 to 1996. Presently the school is under the control of Mr. Robinson who took over after Mrs. Rudman. Their enrolment is at 1160. Glenvista has also enrolled a substantial number of black learners from Soweto.

3.2.2 Silver Oaks secondary school

This school was chosen because it represents schools in the coloured area. It is serving the interests of both black and coloured children. The school's reputation in this community attracted my attention. The school has been producing good results and as such the learner numbers has been rising. The school's roll is presently at 1250.

Short history of the school

Silver Oaks secondary school is situated in Eldorado Park. The school is approximately 9km from Trinity. The school started as a satellite of Kliptown

secondary school in 1980. It was formally named in 1982. Since its inception, the school has had the best matric results in Eldorado Park. In the year 2000, matric results were 83% and in the year 2001 matric results were 87%. The school enrolment is at 1250. Mr. Stanford Abrahams is the present school principal. Silver Oaks and Trinity were the averaged schools compared to the three schools in Soweto.

3.2.3 Trinity secondary school

This school is chosen because it represents averaged schools. The school's condition, availability of resources and the geographic area is far much better than that of the last three below mentioned schools namely Tladi, Mapetla and Reasoma. Originally the school was built to serve the interests and aspirations of the Indian children, but presently the school is serving both black and Indian children.

Short history of the school



Trinity was established in 1967. The school only had its first matric classes in 1969. Trinity is 7km away from Mapetla secondary school and it is found in Lenasia. Mr. L.Singh was the first principal of the school. Mr. Govan Naidoo succeeded Mr. Singh as principal of the school. The school originally was meant for Indian children. It was only in 1982 that the school started enrolling black children to the school. Today the school is now 80% composed of the black learners from Soweto. The school produced good results at matric level of 84% in 2001. The present school principal is Mr. K. Reddy who started as principal in 1982. The school enrolment is 1368.

3.2.4 Tladi secondary school

Tladi secondary school was included in this research because for the past five years the school was declared an Education Action Zone school, henceforth

(EAZ). The school produced very poor results in Grade Twelf. Poor performance caused the school a severe dropout in learner numbers such that the school's present roll has deteriorated to the lowest level of 202 learners while the school was built to house 1200 learners. The school is serving the aspirations of black learners of Soweto. This school is clasified as a disadvantaged (poor)school because of the status and conditions around the school.

The situation in this school deteriorated further in January 2003 were learner numbers reached the lowest level of sixty eight(68) and the department was left with no option but to close down the school and all educators and public service staff were redeployed to other schools were there was a need for additional staff.

Short history of the school

The reseacher visited Tladi high school on the 2002-06-26 to interview the principal Mr. Khumalo and the chairperson of the SGB Mr. Mokobela. The two were interviewed separately.

Tladi secondary school is situated in Soweto approximately 23km from Johannesburg. The school is 7km away from Mapetla secondary and is 6km away from Reasoma secondary school. These three schools are separated by the railway line from Johannesburg to Naledi. (See map 3.1 on page 50).

Tladi was established in 1974 as a secondary school ending at standard eight (8) currently Grade 10. The school only introduced standard 10 (Grade twelve) classes in 1980. In addition, technical subjects were introduced and the school became a technical comprehensive secondary school. Mr. Davie Cowie was the first principal. All schools in Soweto served day scholars. Since the school introduced grade twelve classes, the school has never produced good results. The matric results for 2001 was 25.1%. Mr. Khumalo became principal of the school in 1996 to date. Enrolment is presently at 202. In

January 2003, the school enrolment dropped to 68 learners and this state of affairs left the Department with no option but to close down the school. All educators and the public service staff members were redeployed to other schools within the Gauteng Province.

3.2.5 Mapetla secondary school

I chose Mapetla secondary school because the school was entangled in disputes between the School Governing Body and the School Management Team for a long time. This state of affairs left the school in shambles. Learner numbers also dropped drastically and their present roll is 568. The school could house 1300 learners. The general performance of the school was affected, parents of this school stayed away from meetings and this rendered the school ineffective. Mapetla was also declared an EAZ school.

Short history of the school



Mapetla secondary school is situated 3km away from Reasoma. The school is in the old township compared to Reasoma which is in the new developed area of Protea North. The school started in 1978 with Mr. James Mabotja as principal. Mr. Matsebatlela was the second principal of the school. Mr. Nelson Ramoshaba became principal of the school in 1996 up to date. Matric results in 2001 was 48%. The enrolment is at 568.

3.2.6 Reasoma secondary school

Reasoma was chosen because since it was established in 1994, it has been a good school with better facilities and had a functional SGB. The school's results have been very good and the learner numbers has increased. The school's enrolment is at 1622 at the moment. Since their first matriculation classes, the school has never produce less than 80% pass rate. Like the other two schools, Reasoma is also serving the aspirations of the young black

learners of Soweto. As a result of poverty indicators, the school is also classified as a disadvantaged or poor school.

Short history of the school

Reasoma secondary school was established in 1990. Mrs. Buthelezi was the first principal. The school performed very well in their first matric examinations in 1994. The school managed to produce 98% pass and since then the school has never obtained below 80%. Ms. Smilleth Ntutela became principal of the school in 1997 up to date. The schools' enrollment is at 1622.

The above six secondary schools were chosen on the basis of their respective traditions, existence, practices and the researcher's direct association with them. As indicated above, the schools mentioned are at close proximity and the researcher chose them to investigate the effects of institutional image on the six secondary schools chosen. (See map 3.1)

3.2.7 Comparison of the six secondary schools

Similarities

- The six schools fall under the jurisdiction of the Gauteng Province;
- The schools are located in the same district (Johannesburg south District);
- The schools are in close proximity; and
- The schools are easily accessible by the researcher.

Differences

- The six schools are located in different communities that were originally demarcated on racial grounds;
- The differences between the six schools lie mainly in the geographic, economic, social and political conditions that determine poverty indicators, standard practices with regard to funding and the degree of parental involvement in the affairs of the school;
- Only three out of the six mentioned schools namely Tinity, Silver Oaks

and Glenvista are open to all learners while Reasoma, Mapetla and Tladi are still serving only black learners. This is so because the status of these schools are perceived to be in shambles and no parents from other communities would like to take their children to such schools. The economic conditions of the majority of black parents leaves them with no alternative but to send their children to such schools because they cannot afford high fees paid at those institutions outside their geographic areas that are perceived to be good; and

- Staff composition depends on what population group the school was originally intended to serve. A school in the white suburb is predominantly composed of white educators, the same apply to black areas.

3.2.8 Reasons for the choice of the six schools for research purposes

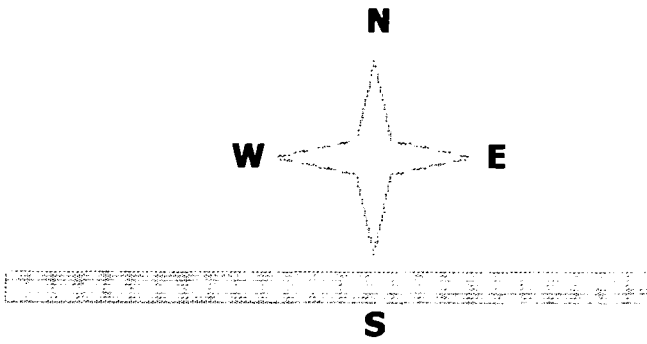
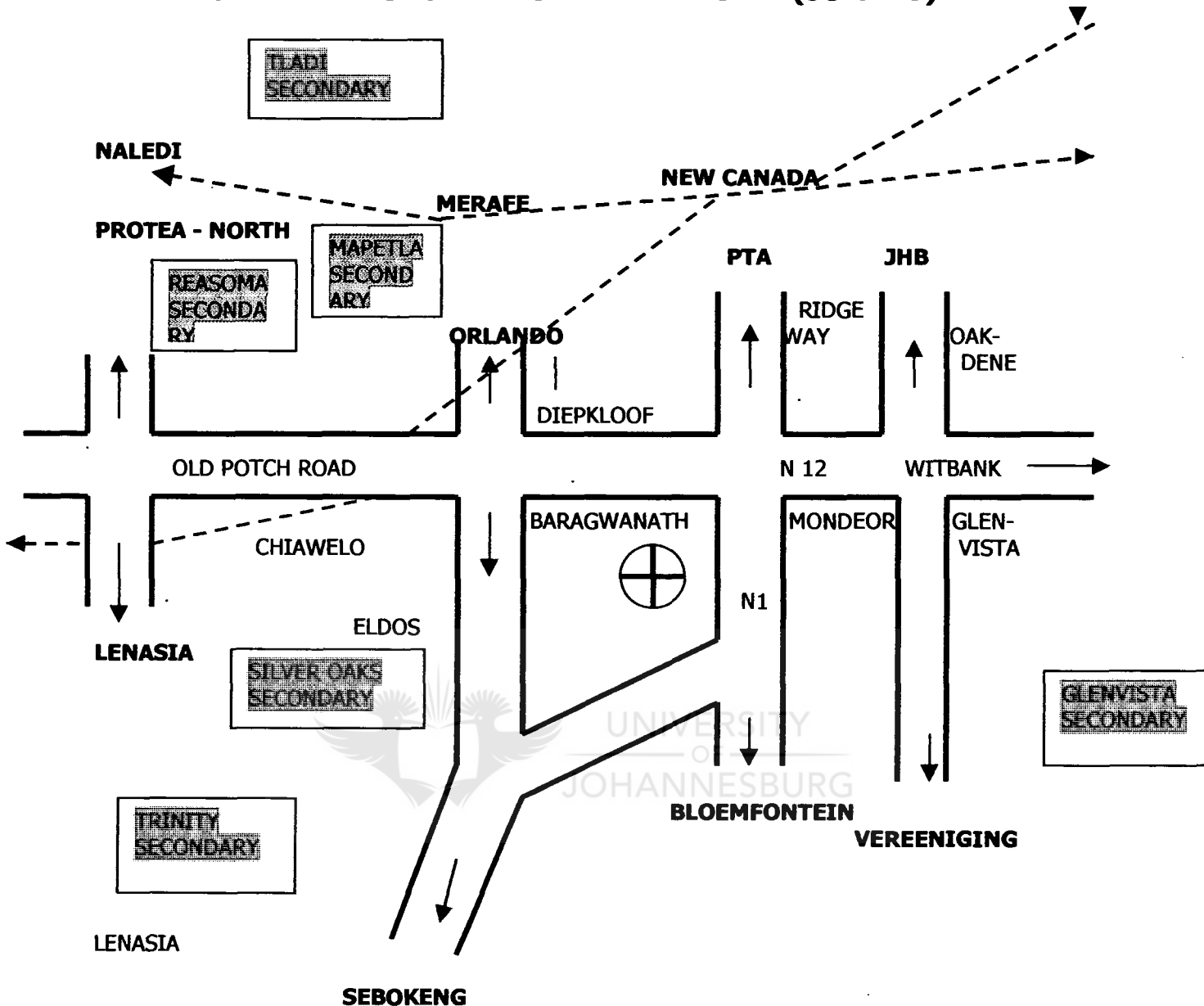
The researcher works as Institutional Development and Support official henceforth (IDS) in the Johannesburg South Mega District. This position enables the researcher to interact with the communities of the above schools; therefore, the researcher has information on both positive and negative feelings attached to these secondary schools;

With the promulgation of the South African Schools Act 84 of 1996, henceforth (SASA), the researcher is interested in learning if the essence of institutional image feature in the school's activities. The researcher also wanted to find out if schools have taken the advantage of the open admissions school policy;

Competition for learners is possible because schools are at a close Proximity; and

The researcher is also interested in finding out how those schools which are Perceived good go about improving their institutional image as schools.

MAP 3.1 ROUTE MAP SOUTH WESTERN TOWNSHIP (SOWETO)



| KEY SYMBOLS: | |
|-----------------------------------|-----------|
| Hospital: | ⊕ |
| Railway line: | ← - - - → |
| Schools: | □ |
| Roads: | ▬ → |
| Areas where schools Are found: | ◼ |

Map 3.1 on page 52, indicates schools at which the researcher conducted the research study. Only the six secondary schools that were selected for this study are shown. The most important aspect reflected in the map is the proximity of the six schools.

3.3 Qualitative Research

A qualitative study includes advancing the assumptions of qualitative designs, indicating the specific type of design reflecting on the researchers' role, discussing data collection, developing data, recording procedures, identifying data analysis procedures, specifying verification steps and delineating the narrative outcomes of the study. De Vos, (1998:240) describe a qualitative method as a multi-perspective (utilising different qualitative techniques and data collection methods) to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings that the subjects attach to it.

In this study, the researcher used a qualitative method for the purpose of allowing himself to share in the understanding and perceptions of others and explore how people structure and give meaning to their daily lives (Stevens, 1993:66). To De Vos (1998:300), qualitative data assist the researcher to have an insider view of the phenomenon. Miles & Huberman, (1984:12) describes qualitative data as a source of well-founded, rich description and explanations of processes occurring in local context.

Creswell as one of the outstanding theorists on qualitative research presents the following six assumptions:

Creswell (1994:145) mention six assumptions regarding qualitative research:

- Qualitative researchers are concerned primarily with process rather than outcomes or products;
- Qualitative researchers are interested in meaning, i.e. how people make sense of their lives, experiences and the structures of the world;

- The qualitative researcher is the primary instrument for data collection and analysis. Data is mediated through this human instrument, rather than through inventories, questionnaires or machines;
- Qualitative research involves fieldwork. The researcher physically goes to the principals, settings, site or institutions to observe or record behaviour in a natural setting;
- Qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through words or pictures; and
- The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses and theories from details.

Creswell, 1994: (144-145) and De Vos, 1998: (240-247).

3.4 Research Instruments

Now that we have discussed the qualitative research, what follows is the discussion of the research instrument.

3.4.1 Interviews

The design of the empirical investigation are the twelve semi-structured interviews consisting of thirteen 13 questions (See Annexure A page 110). This research indicates or has bearing on institutional image as an aspect of school marketing.

The tape recorder was used as an aid during interviews. The permission of the twelve respondents was obtained prior to recording. Flick (1998:94) emphasises the application of flexibility when he wrote that the interviewer can and must decide during the interview when and in which sequence to ask which questions.

The researcher had the opportunity to repeat questions where points of misunderstanding arose during interviews. Personal contact in the form of face-to-face or two person conversations were used to gain a better position to control the order in which the questions were asked (McBurney, 1998:157).

Questions used were open-ended in nature and simply required the interviewee or interviewer to read the questions that were handed over to the interviewee well in advance. The answers enabled the interviewer to record responses verbatim. This kind of questioning afforded the respondent greater freedom of expression, enabling more open responses, which were expected by the researcher.

3.4.2 Selection of interviews

The interview phase of the research took the researcher four and half months to conduct. As a result of unexpected problems encountered by both interviewees and the interviewer when an appointment was scheduled, the researcher sent covering letters to principals (See Annexure B on page 114) explaining the aim and purpose of the study of the six identified schools.

Six of the respondents were principals or managers of secondary schools while the other six are chairpersons of the School Governing Bodies of the six selected schools. The aim of the research was to ascertain the opinions and views of both principals and the school governing body chairpersons. The approach is an attempt to determine and gain a representative perception on institutional image as an aspect of school marketing.

Due to time constraints, the researcher in consultation with the respondents had to change the venues for the interviews with three of the chairpersons of the school governing bodies and these were conducted at their homes. Four of the scheduled interviews with the school managers had to be conducted in the libraries. Venues for the interviews had to be changed because on those

days, it was either the school had an event that caused a commotion and it was noisy in the principal's office. We had to look for a quiet place for the interview. The interview lasted forty-five minutes.

The researcher aligned himself with what De Vos (1998: 300-301) termed a friendly conversation where respondents were encouraged to speak as freely as possible, where semi-structured questions were used in a conversational manner to allow the twelve respondents in their own settings to reconstruct their personal experiences. Though interviews were the main method of data collection, the researcher used an across triangulation method that includes field notes, documents and the observation of participants in their natural settings.

Before the analysis of data, the interviewees' responses were transcribed verbatim. During this phase the interviewer started interpreting or reconstructing the interviewees' reality by identifying important themes and associations between them (De Vos, 1998:301).

3.4.3 Participants in the twelve interviews

Table 3.2 Participants in the interviews

| School | Principal | Period employed | Chairperson | Period elected |
|-------------|------------------|-----------------|------------------|----------------|
| Glenvista | Mr. Robinson | 1996 to date | Mr. Michael Atti | 2000-2003 |
| Silver Oaks | Mr. S. Abraham's | 1993 to date | Pastor Williams | 1997-2003 |
| Trinity | Mr. L. Reedy | 1982 to date | Mrs. C. Rowjee | 2000-2003 |
| Mapetla | Mr. N. Ramoshaba | 1997 to date | Mr. Lekgotoane | 2000-2003 |
| Tladi | Mr. J. Khumalo | 1996 to date | Mr. Mokobela | 1997-2003 |
| Reasoma | Ms. S. Ntutela | 1997 to date | Mr. G. Mbonde | 2000-2003 |

Table 3.2 above represents participants in the research on institutional image as an aspect of school marketing.

Having discussed the research method used in this study, what follows are the questions used during the interview of both principals and the chairpersons of the school governing bodies.

3.5 Interview Guide

Questions for the interviews of the six principals and their chairpersons of the school governing bodies covered the following:

- The essence of institutional image as an aspect of school marketing;
- Elicit/ascertain the perceptions of the six principals and their chairpersons of the School Governing Bodies on school image; and
- The implications of the poor or negative institutional or school image?

3.5.1 What are the essences of institutional image as an aspect of school marketing?

- How would you define school marketing, as you understand it?
- What do you understand by institutional image?
- What in your opinion is the purpose (essence) of a positive institutional image?

3.5.2 Elicit/ascertain the perceptions of principals and SGB chairpersons with regard to institutional image.

- Are you aware of learners in your community going to other schools who should be coming to your school?
- What in your opinion is causing parents to choose other schools than yours?
- What are your plans in dealing with parents and learners perceptions about your school?
- What are the strengths and weaknesses of your school?

Trustworthiness and Validity of the Research Instrument

In order to determine the validity and trustworthiness of the interview, the under mentioned questions emerged:

How trustworthy and valid are the findings of this particular research?

What criteria have been applied to determine the above research?

Are the findings of this particular study valid and transferable to other groups of participants and other situations?

Can this study be repeated if the same group of principals and the chairpersons of the school governing bodies are used in the same setting?

As far as trustworthiness is concerned, this was established by the careful selection of the six school principals and the six School Governing Body chairpersons. Three principals and their School Governing Body chairpersons are from Soweto representing (black schools). One principal and one chairperson are from Lenasia and Eldorado Park representing former Indian and coloured schools and lastly one principal and the chairperson were selected from Glenvista representing former white schools. Participants were selected by virtue of their relevant experiences both as educators and principals or chairperson of the School Governing Body, actively involved in a continuous school improvement policy. Both school principals and their School Governing Body chairpersons had no cause or motive to conceal or distort relevant information pertaining to the research study.

The physical, personal and social context in which the relevant data was obtained was specifically demarcated. The field notes were recorded immediately after the interviews to ensure accuracy.

The strategies used to record, analyse and report data was executed with precision, planning and thoroughness. The validity of quality can also be influenced by factors such as history and maturation. This occurs if research is conducted over a long period of time before results are analysed.

The interviews in this particular study were conducted over four months period despite the initial setbacks in arranging the interviews. The researcher secured other aspects pertaining to validity and trustworthiness by bearing in mind issues of morals and ethics, which were carefully considered. In this research, the researcher maintained the following ethical consideration:

- Respondents were totally engaged with the topic and purpose of the research project;
- Prior consent of the respondents was obtained concerning the interviews and the taping of these interviews;
- The researcher relied on the responses of the respondents as the truth of what they said or do. Their verbal expression was taken as the real lived experiences of the subjects;
- Each interview was preceded by a guarantee that the right to privacy and anonymity of the respondents would be maintained; and
- The privacy and openness of the respondents were protected and no pressure was applied to achieve the objectives of the research.

According to Krefting (1991:220), validity and reliability are the effective strategies that can be used to establish the credibility of data and are critical to the accurate representation of subjective human experiences. Krathwohl, (1993:741), states that validity is the evidence that a test measures what it is intended to measure. Reliability is, on the other hand, evidence that a test measures consistently in some respect.

3.7 Limitations of the study

The research study was limited to determine the views of the six secondary school principals and that of their school governing body chairpersons, based on the question "institutional image as an aspect of school marketing", especially public school and its implications for future principals. The twelve

respondents were interviewed and their views were duly recorded and transcribed.

Initially the researcher wanted to interview respondents in the school settings but because of unforeseen circumstances; the interviewer and the interviewee had to agree in changing the venues for the interviews. The above situation also affected the time frames the researcher had set aside to conduct his research. The researcher also wanted to include as many schools as possible in this study, but because of lack of time only six schools were purposefully selected. The sample schools were readily accessible.

3.8 Conclusion

This chapter provided a description of the method used in data collection from the sample and key informants. In this chapter, the qualitative research method that underpinned the study was discussed in detail. The purpose of this section was to discuss the sample, the research method used, research questions as stated in chapter one of this study and the research instruments used. Validity and trustworthiness of the instrument was also discussed in this chapter. In chapter four, the following will receive attention:

- Data gathering;
- Data organisation, analysis and interpretation; and
- Identification of categories.

CHAPTER FOUR

DATA COLLECTION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this chapter is to discuss the qualitative research paradigm, which includes the semi - structured interview, and to analyse the data collected in this study. Trustworthiness and validity of the information will also form part of this chapter. The specific aims of this study were highlighted in chapter one and chapter three. (See 1.5 and 3.1.1 on pages 11 and 43).

4.2 Data Collection

The researcher's intention for this study was to gather information from informants by interviewing the six school principals and the School Governing Body chairpersons of the selected schools. The researcher started by studying the research questions and then developed questions that could serve as an interview guide (appendix A on page 110) that would provide answers to the research questions.

The researcher's plan was to collect data on the perceptions of the respondents on institutional image as an aspect of school marketing. The researcher's intention was to conduct in-depth interviews with both Schools Governing Body chairpersons and the school principals of the selected schools. School principals were observed during scheduled school visits while the School Governing Body chairpersons were observed in the scheduled School Governing Body meetings.

A tape recorder was used in collecting information during the interview while the researcher took notes to note the areas where respondents placed greater

emphases. Prior to the use of a tape recorder, respondents were asked if they were free and would allow the use of a tape recorder. Once permission was granted for the use of a tape recorder, the process went on. After each interview, the information was transcribed verbatim in writing. Where the recording was not clear, the researcher went back to the subject with the same protocol or guide with dotted lines provided and asked the respondent to fill in his/her answers (See annexure A page 110). A follow-up process involved data being coded, organised and categorised accordingly.

4.3 Negotiating entry with respondents

The six school principals were contacted telephonically wherein the researcher made an appointment to meet the respective principals individually in their schools. The purpose of the meeting was spelt out clearly in the letter sent to the principals in advance as indicated in (Annexure B page 114). The letters for the chairperson that explains the purpose and aim of the study were handed over to the principals in the meeting. Through the school principals, the researcher was able to secure an appointment with the School Governing Body chairperson. At every meeting, the topic and the aim of the study was spelt out clearly to avoid confusion and misunderstanding with respondents. Participants were asked to feel free and answer all questions as freely as possible. Enough time was given to each of the respondents and where there was misunderstanding; the researcher had to repeat the question or rephrase the question in the manner the respondent had a better understanding.

4.4 Qualitative Analysis Document Form

1. Research issue being explored: Institutional Image as an aspect of school marketing.

Analyst: Singo M.J

Date: 2002-10-17

Form Number: 01

- 2.1 Aim for analysis:**
- (1) Find out the essences of institutional image;**
 - (2) Elicit the perceptions of the twelve respondents;**
 - (3) Find out the impact of negative or positive school Image; and**
 - (4) Research the six identified schools.**

2.2 Context: As a result of the promulgation of the South African Schools Act 84 of 1996, the abolishment of the school zones and the open admission policy, there was a migration of learners from the township schools to former Model C schools. This scenario created a competitive environment for learners among schools.

2.3 Rationale: Parents have rights to choose schools for their children and as a result, schools are forced to improve their images. According to Linda Vining (n.d), parents critically examine schools in order to make considered choices of schools for their children. School images therefore, determine and guide parents' choice for particular schools.

2.4: Focus: Explanatory

2.5: Description of procedures:

- (1) The researcher conducted open-ended interviews with twelve respondents. Six are principals and the other six are chairpersons of school governing bodies.**
- (2) A tape recorder was used in collecting data from informants while the researcher took notes.**
- (3) At the end of every interview, data was transcribed verbatim and where the researcher had problems with sound not audible enough, a protocol (guide with doted lines was provide to respondents to fill in their answers.**
- (4) Field notes provided valuable information to supplements information collected from respondents.**
- (5) The researcher went through all the interview transcripts trying to make sense of the data. Where necessary, the researcher approached individual respondents and asked them to explain actually what they meant.**
- (6) The researcher kept to the respondents' meaning making process.**

(7) Clarity seeking questions assisted the researcher in validating data from interviews.

Form 4.1 Qualitative Analysis Document Form (Miles & Huberman, 1994:284).

The researcher used as a guide in his research study the form above drawn by Miles and Huberman on the analysis process. This form provided valuable information on data analysis and interpretation.

4.5 Analysis Procedure

Analysis of data was actually commenced when the interviews were transcribed and analysed with the primary focus being the identification of themes, patterns and categories. De Vos (1998:334) indicates that data analysis starts with data collection. Miles and Huberman (1994:428-430) indicated that data management is an integral part of data analysis. To them (ibid.), data management consists of the following activities aimed at achieving a systematic, coherent manner of data collection, storage and retrieval.

In the interviews, it was discovered that certain themes or categories did indicate identifiable similarities that also overlapped. This was observed to facilitate the process of analysis.

It is important that the researcher enter the research study with an open mind and without any pre-conceived ideas regarding emerging themes, patterns or categories. In response to the above, three basic steps need to be included in the analysis of the data:

- Data must be defined and encompass all the verbal responses of the respondents to the questions raised by the researcher;
- The content of the transcribed interviews is subsequently divided into items, categories or identified patterns; and

- Emerging themes, categories or patterns can be assigned accordingly.

In the subsequent analysis of data, the questions passed to the twelve respondents in the interview function as a sub-heading.

4.6 Analysis and interpretation of consolidated data (patterns were identified from respondents' responses)

The five main themes, categories or patterns were identified after the analysis of data gathered and presented as shown below. Research questions are first presented and then the answers from both school principals and their SGB chairpersons will be presented under each category.

Their perceptions were recorded after being transcribed verbatim during interviews.

4.7 Pattern 1: Awareness of parental considered choices

Research question

How would you define school marketing, as you understand it?

Responses from school principals and their SGB chairpersons were transcribed and recorded as shown below:

Responses from school principals on the definition of school marketing

Principal A: "...school marketing as I understand it is selling your school as a successful institution to the community."

Principal B: "...school marketing might be a commercial entity. It is how to entice learners and attract parents to send their children to the school."

Principal C: "...school marketing is how you profile your school and market it to the outside world."

Principal D: "...school marketing is how a school makes an appeal to parents so that they bring their children to the school."

Principal E: "...marketing is the advertisement of results, academic work, sport and culture."

Principal F: "...marketing is publicising your school to the community indicating your successes to both parents and learners."

SGB chairperson's definition of school marketing.

CHAIRPERSON A: "...school marketing is about projecting the image of the school to stakeholders and the community at large."

CHAIRPERSON B: "...it is the attraction created by results and the clarity of the school to produce quality education."

CHAIRPERSON C: "...school marketing is how the school sells itself to the larger community and to the general parents of children in the school."

CHAIRPERSON D: "...school marketing is a new concept to black schools, for me school marketing has to do with informing the community of what is happening in that school."

CHAIRPERSON E: "...school marketing I would say is how the school sells itself to the larger community and the general parents of children in the school."

CHAIRPERSON F: "...school marketing is about selling your school out to different stakeholders who are interested in education."

Similarities

The six school principals and their SGB chairpersons have revealed that marketing is a must for school managers in recruiting learners. They are all aware that parents have considered choices that need to be met. Parents choose the best for their children. If schools would not consider the wishes of parents and their learners, schools will lose learners to those that are perceived to be delivering the best education in their communities.

Since the promulgation of the South African Schools Act no. 84 of 1996, all public schools are expected to become autonomous. School autonomy refers to the decentralisation of organisational structure in which certain powers and decisions conventionally reserved to central office personnel are devolved to actors at the site level. Though School Governing Bodies are now allocated some of these functions, there is still hesitation in applying for all allocated functions by school governing bodies particularly those from disadvantaged communities (SASA, 1996:2A-22).

As long as parents have the right to choose schools for their children, schools will have to market themselves to all stakeholders interested in education. The projection therefore, of a positive school or institutional image is essential in that it is the image the public has about the school that guide parents choice for a particular school Kotler, (1982:56). Cowles (1991:1) maintain that people have strong, well-established opinions about what a school should be like, and these expectations must be met. School marketing is a new concept in public schools and therefore requires planning. School principals should promote and establish rapport with their school communities. School marketing is aimed at improving institutional or school image that will attract both parents and learners to the school.

Differences

It is clear from the respondent's answers that marketing is a new concept for black schools. Former model C schools have been exposed to school marketing. Parents in the white communities had a right in choosing schools for their children while that right have been denied to black parents. This differences where brought about by the education systems that were applicable to different schools during the apartheid era.

4.8 Pattern 2: Key to recruitment of learners

Research questions

What in your opinion is causing parents to choose other schools than yours?

What are the strengths and weaknesses of your school?

Are you aware of learners in your community going to other schools who should be coming to your school?

Responses from school principals on key to recruitment of learners

PRINCIPAL A: "Better the image of my institution, seek ways to attract both parents and learners to enrol to my school."

PRINCIPAL B: "Enhance the image of my school by inculcating good values into the school community."

PRINCIPAL C: "...address primary school principals in meetings and tell them about the new commitment from educators and how the school intend to improve the results."

PRINCIPAL D: "...the school received funding from friends in France, the school will be renovated and educators are ready to give it a try."

PRINCIPAL E: "...as a school, we must encourage parental involvement and active contribution to the school in various areas to enhance the successful performance of the school."

PRINCIPAL F: "...to ensure that the school provides a good standard education to the community."

Responses from SGB chairpersons on key to recruitment of learners

CHAIRPERSON A: "A positive school image instils pride in stakeholders, promotes the school in the community and assist in increasing the school roll."

CHAIRPERSON B: "The purpose is that the parents will actively support the school by enrolling their children with the knowledge that a holistic, professional, well co-ordinated education is available."

CHAIRPERSON C: "...poor results have dealt us a blow and have damaged our image in the community, the school has been renovated but we have problems of educators who are not qualified to teach in a secondary school."

CHAIRPERSON D: "...better the image of my institution, seek ways to attract both learners and parents to the school."

CHAIRPERSON E: "...lack of facilities in terms of extra-mural activities has as part of our long-term planning, forced us to the project of developing a sport facility."

CHAIRPERSON F: "...the perceptions created by marketing on behalf of other schools is affecting us, we therefore, do annual surveys whereby we encourage both positive and negative criticism and we then expand on our positives and work on our negatives."

Similarities

The consolidated data indicates the fact that school principals and the SGB chairpersons share the same notion that a positive school image helps school principals in increasing their schools enrolment. They all understand that if there are no learners there could be no schools.

Recruitment of learners is embedded in the school image. A positive school image encourages both parents and learners to decide to enrol at a certain school. Both parents and school principals hold this idea. The following responses from principals and chairpersons will prove beyond doubt that school image attracts and entice parents to choose schools for their children.

Fullan, (1996:77), as one of the proponents of a positive school image, came out clearly indicating that schools do not operate in a vacuum. He sited a number of internal as well as external forces that have a bearing on the school amongst them are: working relations in a school, conducive climate

that promote collegiality, open communications, trust, support and help from seniors, learning on the job and job satisfaction.

Differences

The responses of both school principals and SGB chairpersons clearly indicated to the researcher the differences as far as marketing experiences are concerned between respondents in the township and those from former model c schools. Marketing has never been part of black school principal's job description but today all principals irrespective of the school's historical background, will as a matter of must, somehow find himself/herself being engaged in school marketing.

4.9 Pattern 3: The key to institutional success and survival

Research question

What in your opinion is the purpose or importance of a positive school image?

Responses from school principals on the purpose or importance of institutional image

PRINCIPAL A: " it enhances a sense of pride and identity of the school and encourages learners and educators to always strive to maintain high standards."

PRINCIPAL B: "As a school, we must encourage parental involvement and active contribution to the school in various areas to enhance the successful performance of the school."

PRINCIPAL C:" ...a positive school image helps in increasing the enrolment at the school. In our case, the image was dented in such a way that the school enrolment had dropped drastically to its lowest level."

PRINCIPAL D:' ...the purpose of a positive school image is to make clients (parents) like the school and have confidence in what the school is offering and shall as a result not hesitate to come and enrol their children."

PRINCIPAL E: " ...to have a school that has established a good culture of teaching and learning."

PRINCIPAL F: " ...the primary purpose of a positive school image is to market the school. It guarantees discipline among learners."

Responses from SGB chairpersons on the importance of a positive institutional image

CHAIRPERSON A: " if our school should survive, we as the school governors should strive to improve the image of our school."

CHAIRPERSON B: " this is the representation of the services supplied by the institution and the means to the desired end."

CHAIRPERSON C: " a positive school image attracts both parents and learners to the school. If our school should survive, we as the SGB should strive to improve the image of our school."

CHAIRPERSON D: "shared vision and goals. All stakeholders work together with a common sense of purpose and clear targets."

CHAIRPERSON E: ' ...the purpose therefore is to attract really more learners to the school so that all the facilities and resources that are available could be used effectively."

CHAIRPERSON F: " ...for parents to enrol their children and achieve well."

Similarities

It is clear from the consolidated data that there is evidence enough to proof that school image determines the success and survival of the school. Schools become schools when there are children. If public schools want to attract more learners, they should improve on their school image. This will include academic performance, discipline among learners and improvement of services rendered to the school. One respondent indicated the fact that if they as schools want to survive, they need to encourage parental involvement and

their active contribution to the school in various ways to enhance the successful performance of the school.

From the theoretical perspective, van der Walt et.al, (1997:472), indicate that strategic management entails the decision of the marketing department with the view to long-term growth and survival in a competitive environment. The same view is held by Robbins and Coulter, (1999:256), who showed in their work that there is rivalry between potential new entrants and existing enterprises. This is clearly demonstrated on figure 4.1 on page 71.

Figure 4.1 on page 73 illustrates the rivalry between new entrants and existing enterprises in a competitive environment. Our schools find themselves in a competitive environment that requires of them, new development strategies for success and survival in a market driven economy.

Differences

It was interesting for the researcher to discover that though schools principal come from different political, economic and social back- grounds, all shared the same view when it comes to the meaning of the importance of a positive school image. They all shared the same vision that a positive school image helps the school in attracting potential learners and prospective parents to their schools.



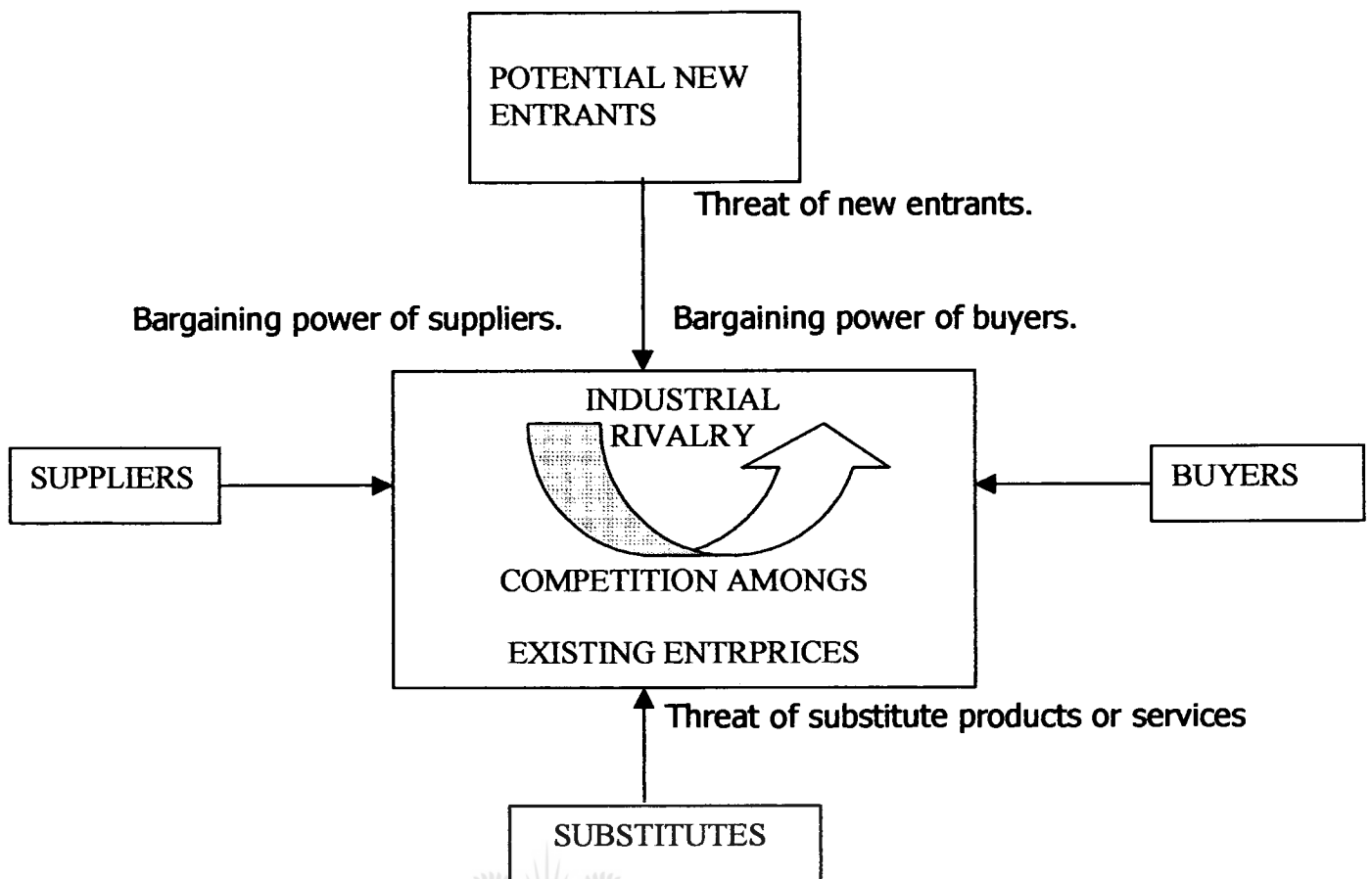


Fig 4.1 Competitive Strategy: Techniques for Analysing Industries with competitors.

Source: Robbins and Coulter, (1999: 256).

4.10 Pattern 4: Shared cultural values

Research question

What do you understand by institutional image?

How can you improve the image of your school?

Responses from school principal on their understanding of institutional image

PRINCIPAL A: " ...I would say institutional image concerns the name of the school. A school must have a good name in the community. This is an image in the community."

PRINCIPAL B: " ...It entails the status of the school in the community with regard to learner performance."

PRINCIPAL C: " ...Institutional image is the image the school has built about itself that contributes to its marketing."

PRINCIPAL D: " ...Okay. It has to deal with how the person or how people perceive the school. There is both positive and negative criticism. Positive criticism is that which children want to see in the school or parents want to see in the school and it depends on the number of factors I suppose."

PRINCIPAL E: " ...popular image."

PRINCIPAL F: " ...Institutional image is how the public according to its behaviour sees the institution whether good or bad."

Responses from SGB chairpersons on their understanding of institutional image



CHAIRPERSON A: " ...institutional image is about how the school is perceived to play its role in fulfilling its purpose/mission."

CHAIRPERSON B: " ...this is the representation of the services supplied by the institution and the means to the desired end."

CHAIRPERSON C: " ...People perceive schools differently. To me institutional image is what parents perceive as good such as results and discipline that brings a good name for the school."

CHAIRPERSON D: "institutional image is the way people see and interpret the condition of the learning environment. The atmosphere in the school should be orderly and purposeful. The school should be attractive for parents, teachers and learners to increase the school enrolment".

CHAIRPERSON E: " ...It is how people including parents and children see your school out there."

CHAIRPERSON F: " ...to me institutional image is an idea of what is happening in the school."

Similarities

Categorised data revealed that there is agreement between principals of schools and their SGB chairpersons on institutional image as the perceptions that both parents and learners have on that particular school. Both of them agree that school image is embedded in the culture the school has established over a period of time.

An image is something not tangible. Principals of public schools agree that, they, together with the parents of children in their community, should create a positive school image that is desirable depicting the ethos and believes of the school community. From Kotler's (1982:56) definition of an image, it emerged very clearly that an image is about beliefs, values, ideas and impressions or perceptions that people have about the institution or thing. Therefore, in order for schools to reach stakeholders, they should know and understand what people value most and provide the service according to the needs and wants of the community. Institutions have a daunting task of finding out the needs and wants of the communities. School principals should stop making decisions on behalf of their communities without the involvement of the stakeholders concerns.

Reid, Hopkins and Holly (1987:99) are of the opinion that there is a need for attitudinal change. They argue that people want to belong too. Their study indicated that learners in present day schooling do not identify or associate with their institutions or the educational philosophy or objectives of their schools. The disaffection leads to disruptions in schools, as learners do not feel being part and parcel of the school. The same trend happens with parents. Schools should use things such as culture, songs, school ethos, prospectuses and code of arms to bring people's emotional attachments that

connect them to the school. The researcher was able to discover the second pattern (shared cultural values) from the above discussion.

Differences

The researcher discovered that there were differences between black public schools and independent or former model C schools. Parents and learners in black schools show no interest nor identify themselves with their schools but it is the opposite with those from former model C schools. They both parents and learners love and identify themselves with their schools.

All respondents agree that if schools are to survive in this competitive environment, School Governing Body members and all other stakeholders interested in education should jointly, strive to improve the image of their schools. Locally, where people have experienced learning first-hand, public schools are well regarded. People who believe in their local schools are pretty good. According to Banach and Frye (1996:3), parents perceive schools that their children attend as better than those in their local communities. We can improve our image by helping people think about local educators and local schools. When we engage people at the local school level, we provide a context for understanding education and help them envision what their local schools can become. In this manner, parents will decide to enrol their children to the local schools closer to their place of abode.

4.11 Pattern 5: Promotional Techniques

Research questions

What are your plans in dealing with parents and learners perceptions about your school?

What are the strengths and weaknesses of your school?

Responses from principals on promotional techniques

PRINCIPAL A: "To instil pride in its stakeholders, to promote the school in the community for enrolment figures."

TABLE 4.1 Data analysis document displaying across-method triangulation

| METHOD PATTERN | INTERVIEW CITATIONS | DOCUMENTS AND OBSERVATION OF THE SETTING | FIELD NOTES CITATIONS |
|---|---|---|--|
| PATTERN 1 AWARENESS OF PARENTAL CONSIDERED CHOICES | " It depends on the kind of service that you are able to deliver for the learners." | A large number of parents from outside areas are looking for spaces for their children in Glenvista, Eldorado Park and Lenasia. | Parents are applying for their children in the former Model C schools because they want the best education for their children. |
| PATTERN 2 KEY TO RECRUITMENT OF LEARNERS | " It is the attraction created by the results and the ability of the school to produce quality education." | Academic results in the first four schools show improvement yearly. | Principals of schools agree that they need to improve the image of their schools in order to attract more learners. |
| PATTERN 3 KEY TO INSTITUTIONAL SUCCESS AND SURVIVAL | "If our school should survive, we as the school governing body should strive to improve the image of our school." | Enrolments in the first four schools are very high compared to the last two. School A – 1368 B – 1250 C – 1622 D – 1160 In contrast, the following school's enrolments are very low. School E – 587 F - 68 | Schools that are not meeting the expectations of their communities are doomed to fail and are facing closure. To survive, schools should improve their image and service delivery. |

| | | | |
|--|---|---|---|
| <p>PATTERN 4 SHARED CULTURAL VALUES</p> | <p>" It enhances a sense of pride and identity of the school and encourages learners and educators to always strive to maintain high standards."</p> | <p>In schools where learners identify with the school, discipline prevails among learners. All stakeholders take pride in their school and contribute positively.</p> | <p>This is our school; we are prepared to give our full support to the principal and his staff.</p> |
| <p>PATTERN 5 Promotional techniques</p> | <p>"To instil pride in its stakeholders, to promote the school in the community for enrolment figures" "We do annual survey whereby we encourage both positive and negative criticism- and then we expand on our positive and work on our negatives."</p> | <p>Parents participate and contribute positively to the development of the school</p> | <p>Pro-active support from parents.</p> |

PRINCIPAL B: "Selling your school out to different stakeholders who are interested in education."

PRINCIPAL C: "Enhance a sense of pride and identity of the school and encourage learners and educators to always strive to maintain high standards."

PRINCIPAL D: "selling your school as a successful institution to the community."

PRINCIPAL E: "advertise the results, academic performance, sport and culture."

PRINCIPAL F: " ... develop sports facilities."

Responses from SGB chairperson on promotional techniques

CHAIRPERSON A: "We do an annual survey whereby we encourage both positive and negative criticism – and we then expand on our positives and work on our negatives."

CHAIRPERSON B: "shared vision and goals where all stakeholders work together with a common sense of purpose and clear targets."

CHAIRPERSON C: "this is the representation of the services supplied by the institution and the means to the desired end."

CHAIRPERSON D: "develop facilities for extra-mural activities"

CHAIRPERSON E: " create a conducive learning environment that is attractive, orderly and purposeful."

CHAIRPERSON F: " The school should offer a diversified curricula that will attract more learners to the school."

Similarities

Both school principals and SGB chairpersons agree and have identified the primary factors that can be used as promotional technique in promoting schools.

Below is a list of promotional techniques as cited by respondents.

- (1) Creation of an effective culture of learning and teaching in schools
(COLTS)
- (2) Constructive partnership between parents and educators
- (3) Conducting school survey for constructive criticism
- (4) Instil sense of ownership (identification with school)
- (5) Shared vision and common sense of purpose
- (6) Offer a differentiated curriculum
- (7) Resource your school with the best educators
- (8) Organise open parents days for different grades and allow parents to tour the school and check their children's work.

Differences

Though principals of secondary schools the researcher has interacted with have common understanding of promotional techniques, there are big differences as far as learner numbers in schools are concerned. Learner numbers in former model C schools is soaring while the opposite is prevailing in township schools. A good example is that of Tladi secondary school in Soweto that closed down in January 2003. Many parents in Soweto have decided to look for space for their children in other areas such as Lenasia, Eldorado Park, and Ennerdale and in suburban schools.

When rationalisation started, there was a notion that white educators will be deployed to black schools because at that time, white schools had fewer learner numbers. When admissions for learners were opened, there was an out flow of learners from township to the suburbs. This changed the scenario. Black teachers were now declared in excess while white educators retained their posts.

Table 4.2 and table 4.3 on page 81 validates the information of the analysis of the institutional image as the aspect of school marketing. To date schools in the suburbs are still inundated with parents who are looking for admission for their children. Table 3.3 indicates the number of learners from other areas who are seeking for admission in schools in the South of Johannesburg that gives a total of two hundred and seventy six (276) learners.

Now that the study has identified the essences of institutional image as an aspect of school marketing, what follows is the verification of the findings.

4.12 Verification of Findings

The findings of this study were verified according to Miles and Huberman's (1984:284) mode, and were based on both empirical and theoretical evidence.

The findings were clustered to ascertain whether the patterns could fit into a conceptual whole. See figure 4.2 on page 87 that serves as a proof.

Table 4.2 High school admissions status in the southern suburbs of Johannesburg for January 2003

| SCHOOLS | CAPACITY AT START OF PROCESS:2002-08-01 | | | | | | SPACES AVAILABLE AS AT ABOVE DATE | | | | | |
|------------------|---|-----|-----|-----|-----|------|-----------------------------------|----|----|-----|-----|------|
| | GRADES | | | | | | GRADES | | | | | |
| | 8 | 9 | 10 | 11 | 12 | T | 8 | 9 | 10 | 11 | 12 | T |
| FOREST HIGH | 350 | 350 | 260 | 220 | 160 | 1340 | 149 | 49 | - | -30 | -10 | 150 |
| GLENVISTA | 220 | 245 | 256 | 243 | 222 | 1186 | - | - | - | - | - | 0 |
| J.G.STYDOM | 220 | 200 | 163 | 138 | 110 | 831 | 106 | 7 | - | - | - | 113 |
| MONDEOR | 280 | 316 | 328 | 360 | 309 | 1593 | - | - | - | - | - | - |
| SIR JOHN ADAMSON | 280 | 25 | 20 | 10 | 0 | 335 | - | - | - | - | - | - |
| THE HILL HIGH | 240 | 260 | 310 | 230 | 180 | 1220 | - | - | - | - | - | - |
| DIE FAKKEL | 230 | 70 | 70 | 70 | 70 | 510 | 70 | 70 | 70 | 70 | 70 | 350A |
| PRESIDENT HOER | | | | | | | 275E 70A | | | | | |
| JOHN ORR | 220 | 220 | 220 | 220 | 140 | 1020 | 20 | 8 | - | 6 | - | 34 |

Table 4.3 Learners requiring placement in schools

| SCHOOLS | Outside applications NUMBERS | LEARNERS IN THE AREA WHO CAN'T BE PLACED | | | | | | LEARNERS IN THE SYSTEM WHO CAN'T BE PLACED | | | | | |
|---------------------|---------------------------------|--|-----------|-----------|-----------|----------|------------|--|----------|----------|----------|----------|------------|
| | | GRADES | | | | | | GRADES | | | | | |
| | | 8 | 9 | 10 | 11 | 12 | T | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Forest | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Glenvista | 73 | 55 | 9 | 12 | 3 | - | 79 | 13 | - | - | - | - | 13 |
| J.G.Strydom | 20 | - | - | - | - | - | - | - | - | - | - | - | - |
| Mondeor | 85 | 117 | 10 | 10 | 12 | 3 | 152 | 38 | - | - | - | - | 38 |
| Sir John Adamson | 73 | 220 | 20 | 20 | 7 | - | 267 | 81 | - | - | - | - | 81 |
| The Hill High | 25 | 32 | 4 | 5 | 1 | - | 42 | 19 | - | - | - | - | 19 |
| Die Fakkkel | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hoerskool President | - | - | - | - | - | - | - | - | - | - | - | - | - |
| John Orr | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTALS | 276 | 424 | 43 | 47 | 23 | 3 | 540 | 151 | - | - | - | - | 151 |

Source: Gauteng Department of Education 2003.

4.13 Conclusion

This section provided descriptive data collected from the sample and key informants. The purpose of this section was not to compare the six selected schools, but to gather information on the perceptions of both principals and the chairpersons of the School Governing Bodies which could address the research questions as stated in chapter one and three of this study.

The following themes, patterns or categories were identified in this chapter namely:

- (a) Awareness of parental considered choices of schools
- (b) Key to recruitment of learners
- (c) Key to institutional success and survival
- (d) Shared cultural values
- (e) Promotional techniques

Chapter five will be on the presentation of the findings.



CHAPTER FIVE PRESENTATION OF FINDINGS

5.1 Introduction

In chapter four the data collected was analysed. This chapter is concerned with the presentation of the findings of the study. The findings will be presented in categories or patterns as they were identified in the previous chapter. It must be borne in mind that this study is concerned with the investigation of institutional image as an aspect of school marketing in the selected township schools of Soweto. The investigation was an attempt to achieve the following aims:

- To determine the essence of institutional image as an aspect of school marketing.
- To identify the perceptions of the twelve respondents on both positive and negative effects of institutional image.

Below is the presentation of the findings. Data have been consolidated by analysis of verbal data obtained through interviews with respondents, field-notes, documentation (literature review) and observation of the natural settings. See figure 5.1 on page 85.

5.1.1 Awareness of parental considered choices

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|---------------------|--------------------|
| Literature findings | Empirical findings |
|---------------------|--------------------|

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| <p>Kotler (1982:57) wrote in his work that the projection of a positive institutional image is essential in that it is the image the public has about the school that guide parents choice for a particular school.</p> <p>Cowles (1991:4) maintain that people have strong, well-established opinions about what the school should be like, and these expectations must be met.</p> <p>Banach and Frye (996:1), Cowles (1991:4) and Pawlas (1999:1) indicate awareness of parental considered choices as knowing and understanding the real needs and wants of parents.</p> <p>Tovey, P (1992:4) states that it is the image as presented that is critical.</p> | <p>Principal B: "...school marketing might be a commercial entity. It is how to entice learners and attract parents to send their children to the school."</p> <p>Principal F: "...marketing is the publicising your school to the community indicating your successes to both parents and learners."</p> <p>Chairperson B: "...it is the attraction created by results and the clarity of the school to produce quality education."</p> <hr/> <p>CHAIRPERSON D: "...school marketing is a new concept to black schools, for me school marketing has to do with informing the community of what is happening in that school."</p> <p>Chairperson C: "...school marketing is how the school sells itself to the larger community and to the general parents of children in the school."</p> |
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Discussion

There is ample evidence in the consolidated and categorised data that school marketing underlies awareness of parental considered choices of schools. The twelve respondents agree that marketing has to do with selling the school to all stakeholders including parents of the learners in that school with the purpose of attracting and keeping the present and prospective parents. Respondents are very much aware that parents have the right to choose schools for their children, as a result, schools should provide the education

that will entice both parents and learners and satisfy communities needs and wants.

Institutions have a daunting task of finding out what the needs and wants of their communities are rather than deciding on what people's needs and wants are. Linda Vining argued that enrolling a child at a school calls for a great leap in faith from the parents. The projection of a positive institutional image is essential in that it is the image the public has about the school or institution that guides parent's choice for a particular school.

Schools therefore, should promote and market themselves for the purpose of moving prospective customers "forward" to become loyal and regular users of their goods and services. Schools must learn to disseminate the facts about school achievements today than it was forty years ago, and understand the cultural and statistical factors that apply to these measures of achievement.

Public schools are part and parcel of the school community and do not exist in isolation. Information from consolidated and categorised data shows that schools have created a culture that needs to be shared by all stakeholders in the community. Over the last three decades the forces of change have bust asunder the education system. The public response to education has changed. The authority of the principal has been challenged. Those that were seen as customers are now chairing the school governing body.

All stakeholders should, honestly accept these rapid changes in education management (Glatter, 1989:70). Haas (1997:2) states that advertising is a public proclamation that a product or service is available, and is intended to motivate the customer to buy. It is a tool to project the school's image and simultaneously build demand.

Principals of schools are expected to view change as an opportunity because the fluidity in the market must be perceived as an opportunity and not as a

threat by the school and its managers. This involves a paradigm shift and the creation of a new management culture in the school. Senge (1994:358) advocates for staff alignment instead of reaching quick agreements.

FIGURE 5.1 THE CONSOLIDATED DATA ANALYSIS

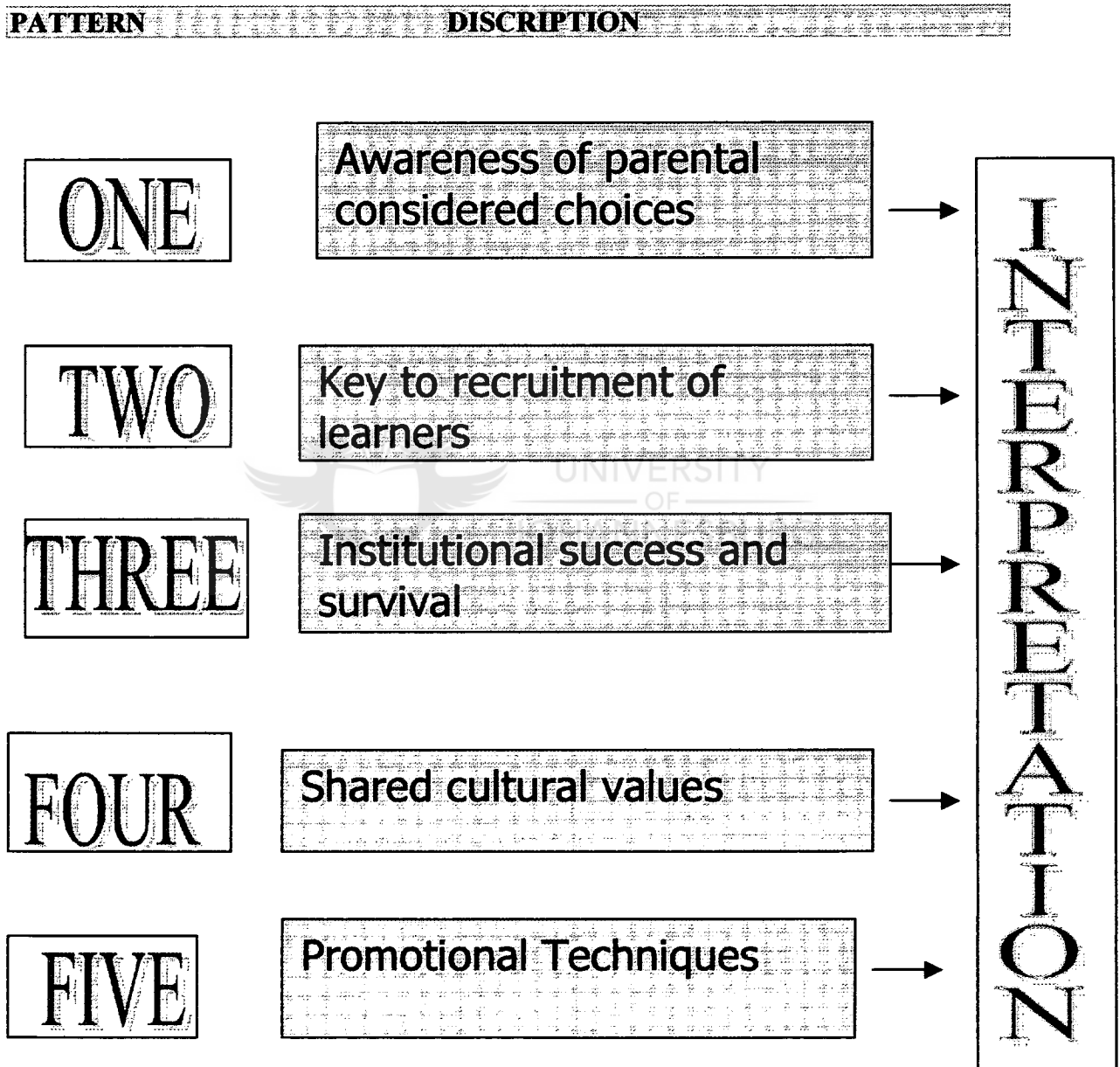


Figure 5.1 above illustrates the consolidated analysis of data. Litshani (1998:71).

In forming a positive school image, Senge insists that the interaction between the school and its community in attracting prospective learners and parents should not merely be a set of techniques

. Marketing strategies should be used in building consensus, as well as the basis for common meaning and understanding in attracting and retaining learners.

Schools are expected to communicate effectively with all stakeholders. It is important for schools to get the commitment of all those that are interested and associated with the school to be incorporated in the marketing of the institution. Everyone associated with the school will act, to some extent as an ambassador for the school Greenwood and Gaunt (1994:33). West-Burnham stresses that a customer is anyone to whom a product or service is provided. Customers are both internal and external. West-Burnham (1997:33) insists on the notion of promoting joint working ventures between teachers and parents on the education of the child.

Now that we have discussed the importance of parental considered choices, the following will be on key to recruitment of learners.

5.1.2 Key to recruitment of learners

| Literature findings | Empirical findings |
|---|--|
| <p>Pawlas (1999:1) states that the real magic of promoting your school is helping the public understand its schools. Public relation is the job of letting people know what their schools are doing, how, and why.</p> <p>According to Gerber, Nel and van Dyk (1996:109), if institutions want to succeed, they need to follow the right</p> | <p>Principal A: "Better the image of my institution, seek ways to attract both parents and learners to enrol to my school."</p> <p>Chairperson B: "A positive school image instils pride in stakeholders, promotes the school in the community and assist in increasing the school enrolment."</p> |

| | |
|--|---|
| <p>process in recruiting learners rather than resorting to short cuts that leads to disasters.</p> | <p>Chairperson B: " The purpose is that the parents will actively support the school by enrolling their children with the knowledge that a holistic, professional, well co-ordinated education is available."</p> |
|--|---|

Discussion

The consolidated data and the literature review as shown in chapter two, revealed to the researcher that all school principals and SGB chairpersons are very much aware that, positive school image assist schools in attracting parents, and learners to make considered choices in choosing particular schools, for the purpose of enrolling their

Davies and Ellison (1994:6) maintain that whatever positive attributes of a school, they will not of themselves ensure continued success and survival unless the wider community knows about, understands and, above all value them. It is clear from the theoretical perspective that the creation of a positive school image assists in the recruitment of learners for the school. Davies and Ellison (1991:28) states that promotion is the responsibility of all stakeholders in a school.

Senge (1994:358) advocates for staff alignment instead of reaching quick agreements. In forming a positive school image, Senge insist that the interaction between the school and its community in attracting prospective learners and parents should not merely be a set of techniques. Marketing strategies should be used in building consensus, as well as the basis for common meaning and understanding in attracting and retaining learners.

There is ample evidence from consolidated and categorised data that principals of schools and their chairpersons understand the importance of a positive school image. They all agree that a positive school image attract

learners and influences parents in deciding to enrol their children to a particular school. As long as schools are becoming autonomous, school principals and members of the school governing body are to be engaged in marketing schools with the sole purpose of improving their school image to the public they are serving. Kotler (1982:57) and Tovey (1992:4) state that the perceptions held by parents and other stakeholders on institutional image are critical. The school's image will to a large extent influence their choice for particular schools.

It is clear from the foregoing that the projection of a positive school image as a way of positioning the school in the market is indispensable in attracting learners.

The next discussion will be on key to institutional success and survival

5.1.3 Key to institutional success and survival

| Literature findings | Empirical findings |
|---|--|
| <p>In chapter two, Van der Walt et.al, (1997:472) indicated that strategic planning entails the decision of the marketing department with the view to long term growth and survival in a competitive environment.</p> <p>Linda Vining (n.d) on the other hand states that in analysing the market place, the school needs to develop a strategic marketing planning to achieve its objectives of improving institutional image.</p> | <p>CHAIRPERSON A: " ...if our school should survive, we as the school governing body should strive to improve the image of our school."</p> <p>PRINCIPAL B: " As a school, we must encourage parental involvement and active contribution to the school in various areas to enhance the successful performance of the school."</p> |

Discussion

Strategic planning is a buzzword in management these days. Lack of planning by both school management team and the school governing body has led many schools to failure. It is expected of every school to establish its mission statement that will serve as a guiding document. This document should state clearly the school's purpose and function. The mission statement should give clear indications of what the school is trying to do in serving customers needs. Robbins and Coulter (1999:239) agree that the organisation' (school) mission should define its purpose and answer the question "what is our reason for being in business?" The need for planning is now almost universally accepted by managers, even though it is not as widely implemented in practice. See Van der Walt et.al, (1997:476) page 29 of this study.

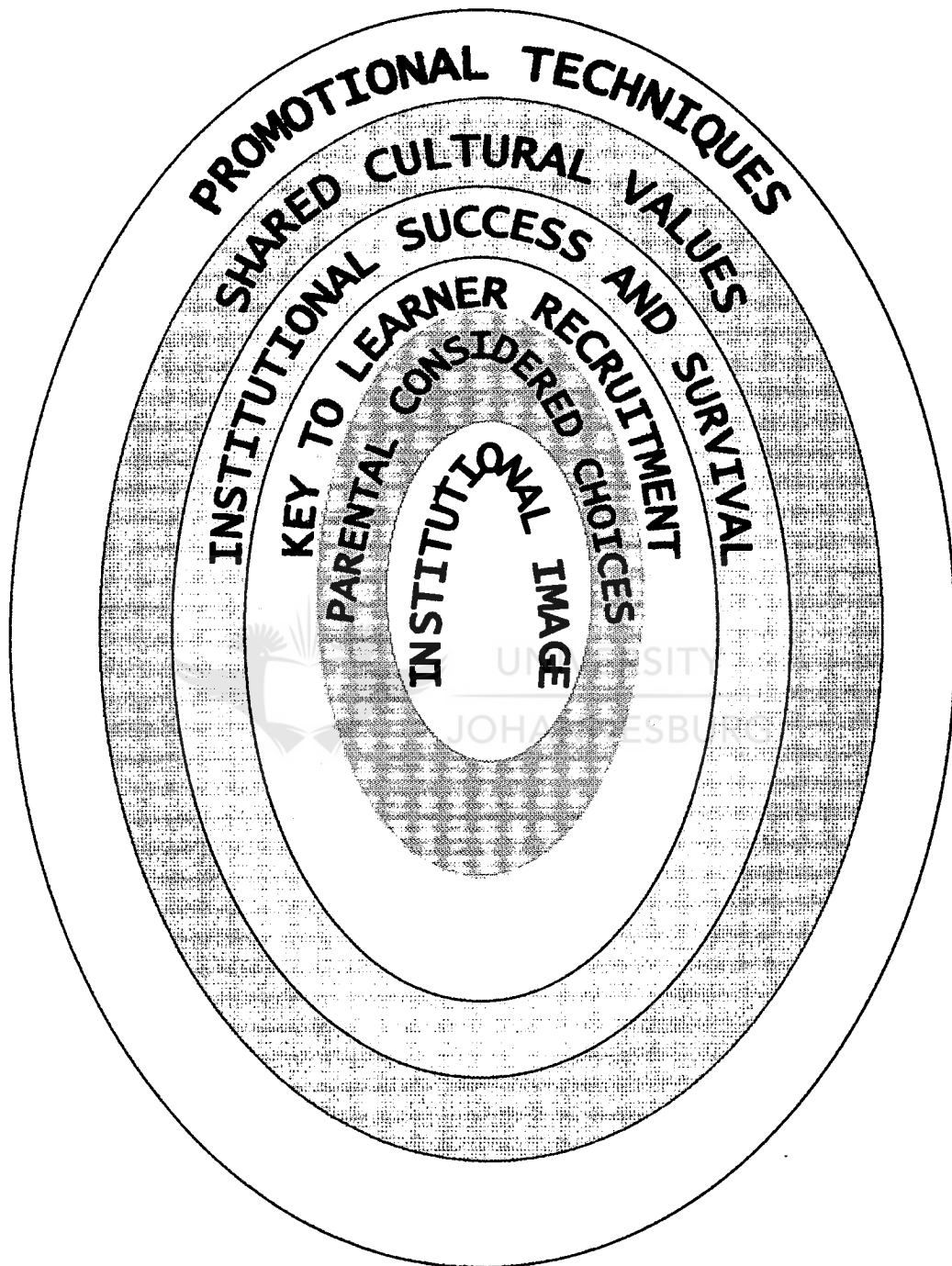
Strategic marketing planning is a must to every school for the improvement of its image in order to survive and succeed. It is clear from the theoretical perspective and consolidated data that the improvement of an institutional image will lead to school survival and success.

To survive, all public schools will have to embark on marketing strategies that will assist their schools in projecting a positive image that will attract learners and entice parents to enrolling their children in the school. Davies and Ellison (1991: 129) suggest that objectives the school sets for itself should be quantifiable, concretised and achievable within a specified period.

They further argue that there should be ongoing monitoring and evaluation of the school's objectives to allow adjustments to be done on time. According to Van der Walt et.al (1997:477), the mission statement should not be narrow but broad in order to avoid constrictions of the development of the organisation. The mission statement is the means by which the school will realise or achieve its dreams (vision).

The following section will discuss institutional image as shared cultural values.

FIGURE 5.2: PATTERNS IN CONCEPTUAL UNITS
(A validation device)



The figure above is an indication of patterns in conceptual units that serve as a validation device (Litshani, 1998:80).

5.1.4 Shared cultural values

| Literature findings | Empirical findings |
|---|--|
| <p>In chapter two, West-Burnham defined culture as the product of the shared values. The same ideas are held by Greenwood and Gaunt (1994) who indicated that culture includes things like norms, habits, shared values, songs, skills and beliefs. Nathan (1996:57), in chapter one described a mission statement as a corporate philosophy or a system of shared values for the school. Fink (2000:111) describes culture as the way things are done in an institution.</p> | <p>Responses from consolidated data on the other hand reflect the same understanding from both principals and SGB chairpersons.</p> <p>Principal E: " popular image"</p> <p>Chairperson: " this is the presentation of the services supplied by the institution and the means to the desired end.</p> <p>Principal: A: " ...institutional image is concerned with the name of the school that is the image in the community."</p> <p>Principal B: "Enhance the image of my school by inculcating good values into the school community."</p> |

Discussion

The concept of shared values underlies culture by specifying what is important. According to Van der Walt (1997:498), values need to be shared by everyone in the school so that they are reinforced and widely accepted.

Respondents' responses on the other hand reflect the importance of institutional image as shared cultural values. School principals and SGB chairpersons showed from their responses that a community has something that they share in common. Amongst these are the school's good name in the community, excellent results, good discipline among learners and the respect

the school command in the community. They both agree that school image is embedded in the culture the school has established over a period of time. Now that we have discussed institutional image as shared cultural values, what follows is the discussion of the promotional techniques as identified by the respondents.

5.1.5 Promotional techniques

| Literature findings | Empirical findings |
|--|--|
| (Worsam & Wright 1995:458) define promotion as communication undertaken to persuade others to accept ideas, concepts or things. The purpose of promotion in marketing is to move prospective customers "forward" so that they become loyal and regular users of our goods or services. | PRINCIPAL D: " Selling your school as a successful institution to the community." CHAIRPERSON A: "We do an annual survey whereby we encourage both positive and negative criticism and we then expand on our positives and work on our negatives." CHAIRPERSON B: " Have shared vision and goals where all stakeholders work together with a common sense of purpose and clear targets." |

Discussion

It is clear from the above information emanating from Literature review in chapter two and consolidated data that parental involvement and support to the school is key to the success of any school. All stakeholders in education should be lobbied to take a positive role in the running of the institution.

What emerged clear on this aspect is that most of our school principals from the township lack knowledge on how to market their schools. As indicated in the study, learners in black school had no choice for schools. After completing

their grade seven in the primary school, learners were instructed according to government policies were to report for grade eight the following year. This scenario left secondary school principals with no option but to enrol those learners that were referred to their schools.

The creation of the competitive environment as a result of the open admission school policy has now forced black principals to start thinking of techniques that could assist them in attracting learners and prospective parents. Schools should open channels of communication and communicate with all stakeholders interested in education. Stakeholders are responsible in marketing the school.

Information from the theoretical perspective also indicates that schools should employ certain promotional techniques to improve their school image.

Promotion according to Davies & Ellison (1991:126) is the responsibility of all stakeholders in a school. They postulates that in a school, the staff, the school secretary, general workers, visitors, learners and parents are some of the people a school can use to sell its image to the public Davies and Ellison, (1991:28). According to Hicks (1994:1), what is critical to the success of an institution or school in today's environment is an understanding of its image from the viewpoint of customers and other relevant stakeholders. Hicks also believed that image measurement should be periodic and ongoing.

If our schools are to survive during these trying times, all school principals and members of school governing bodies should be engaged in promoting their school image and convince parents that their schools are providing good quality education.

5.2 Conclusion

Institutional image as an aspect of school marketing should be a joint venture among all stakeholders involved in education. Davies and Ellison (1991:126)

maintain that it is important that marketing be a team effort rather than being an individual approach. Van der Walt et.al (1997:498) on the other hand emphasise the importance of shared values and indicate that anyone in the organisation or school, should be lobbied to participate and contribute positively. School principals should face the new challenges in their schools and engage members of the school governing body in creating a positive school image in order to survive in this competitive environment.

In this chapter, the findings of the study were presented as categories.

Information from literature review was compared with the consolidated data from interviews, observation of the natural settings, and field notes.

Chapter six will be on the presentation of the summary, recommendations and conclusion the of the research study.



CHAPTER SIX

OVERVIEW, RECOMMENDATIONS AND CONCLUSIONS OF THE STUDY

6.1 Introduction

In the previous chapter, the findings of the study were discussed. This chapter of the research constitutes the overview, recommendations, and conclusions of the research study. The purpose of the inquiry is to determine the impact of institutional image in public schools and its implications in comparison with the situation that is currently in practice in former Model C schools.

The inquiry was first initiated through the medium of a literature survey, and latter on was elaborated and extended through the application of the qualitative research method of interviewing.

Institutional image as an aspect of school marketing plays an important role or function in changing people's perceptions on institutions of learning. Kotler (1982:57) concluded that it is the institutional image that people respond to and not necessarily its reality. He went on stressing the fact that it is the image as presented that is critical in determining the life span of that school.

What follows is the overview as presented in the research study.

6.2 Overview

The first chapter provided the context of the research study, the statement of the problem, the aims of the study and the clarification of concepts.

Chapter Two provided an in-depth literature study, which provided the views expressed by various theorists concerning institutional image as an aspect of school marketing.

Chapter Three explains the research methodology used in the research study. A qualitative research method was used in collecting data on institutional image as an aspect of school marketing.

Chapter Four deals with data collection, analysis and interpretation. The researcher explained the instruments used in data gathering. Themes and categories were identified and data was analysed using the themes as sub-categories.

Chapter Five is on the presentation of the findings of the research study. Theoretical data from the literature study was compared to information collected from consolidated data (interviews). Having explained the summary of the study, what follows are the recommendations of the study.

6.3 Recommendations

Institutional image, as has been indicated earlier in this research, entails the creation of a positive school image that will change the perceptions of both parents and learners. The School Management Team (SMT) and the School Governing Body (SGB) should collaborate in creating a positive institutional or school image. Kotler (1982:61) reminds schools as non-profit organisations that the "desired image" must be feasible in terms of the organisation's present reality and resources. Principals and SGB members must develop an understanding of the school's current image through an ongoing program of research. Finally, school managers must develop the skills and display the courage to act on gaps that exist between preferred and current image dimensions. The following recommendations are made:

6.3.1 Awareness of parental considered choices

The projection of a positive school image as a way of positioning the school in the market is indispensable in attracting learners and convincing parents to enrol their children to a particular school. Parents are critically examining schools in order to make considered choices. Schools that are perceived as "constructive" and "effective" are overcrowded while under-performing schools are threatened with closure. In analysing the marketplace, the schools need to develop a strategic marketing planning to achieve its objectives of improving institutional image. The school may choose to be known by its unique uniform, cultural activities, extra-curricula activities, discipline and the culture of learning and teaching.

6.3.2 Meeting customer's expectations

Cowles (1991:5) states that it is more critical to the success of a school in today's environment to understand its image from the viewpoint of customers, segments and other relevant publics such as, prospective students, parents, general public, and community leadership. Banach and Frye (1996:2) ask a pertinent question as to whether any parent would invest money in a company that could not tell you what it does or what it produces? The same question is asked to the school. Parents should be encouraged to enrol their learners in your school. Parents know and understand, what a school should be like, and these expectations must be met. Therefore in order to reach customers, schools should know and understand what people value most and provide the service accordingly to satisfy those needs. Schools must find out what the needs and wants of their communities are rather than deciding on what people's needs and wants are.

6.3.3 School survival in a competitive environment

According to (Gerber et al, 1987: 325) every school should strive to supply learners with basic needs before learners could develop their self-

actualisation. To them (ibid.) human needs are placed in a hierarchy according to their importance for human survival.

Banach & Frye (1996:4) believe that learners, parents, and educators need to agree in sharing the responsibility for the learning process. In the past, assuming responsibility received little more than lip service. Today it is clear that the most effective educational programs fully involve learners and parents. Let us not underscore the need for total community involvement in the education of our young people.

6.3.4 Shared cultural values

Indications are that in the present day schooling, if learners and parents do not identify or associate with the institutions or the educational philosophy or objectives of the school, there is disaffection that leads to disruptions. Schools should use things such as culture, songs, school ethos, prospectuses and code of arms to bring peoples' emotional attachments that connect them to the school. Principals of schools should allow parental involvement in the affairs of the school. In this way, parents and other stakeholders will if given a chance, take pride in and accept ownership of the school.

Regular meetings should be held with parents, educators and the community at large to address vital issues common to all members of that community interested in education. Collective support should be lobbied and regarded as one of the fundamental necessities.

6.3.5 Encouraging autonomy among schools

For decades public schools in South Africa were State controlled and were totally dependent on the State for funding. Beside school funds, public schools never became financially viable compared to Independent schools which only received a government subsidy and were dependent on their own efforts in building their own reserves. It is only recent in South Africa, after

the promulgation of the South African Schools Act 84 of 1996 that public schools through their school governing bodies, are expected to raise extra funds to supplement those provided by the state. Bisschoff (1997:123) emphasises that for schools to become financially viable, school principals and members of the school governing body need to be trained on financial management and budgeting.

Because of the importance of institutional image as an aspect of school marketing, competition for learners between public and former model C schools has heightened. If public schools want to survive in this competitive environment, workshops on financial management and budgeting should be arranged for all public schools. As criteria for funding schools, the government came up with poverty indicators in funding schools. Though black schools are receiving a bigger share of the budget, many black schools are still struggling to be financially viable. Conditions in black schools are not up to expected standard because many black parents in the township are not employed and are in no position to support the schools. Government should help public schools to overcome their financial backlog by forcing public schools to adopt and implement correct norms and standards for funding.

6.3.6 Communication between public schools and their school community

For decades public schools in this country had no problem in communicating with parents simply because parents had no choice of schools for their children. Since the promulgation of the South African Schools Act No. 84 of 1996, things have changed. Public schools should now market themselves to the community so as to alert the community of what the school is offering, which other institutions are not offering. Competition for learners is stiff; those that are perceived as good schools have a chance to attract learners and prospective parents.

In order for schools to reach those parents who could not make it to meetings, schools should make use of media, fliers, memos and prospectuses to get in touch with all relevant stakeholders.

6.4 Conclusion

The exploratory and qualitative study of institutional image as an aspect of school marketing was undertaken with the aim of determining why the study was necessary especially pertinent to the situation in public schools with regard to:

- The importance of institutional image;
- The perceptions of the six school principals and their SGB chairpersons on institutional image as an aspect of school marketing;
- How a school needs to create a positive image that will assist the school in attracting learners and entice prospective parents to register their children to the local school; and
- How a school should maintain its position in a competitive environment by retaining the best learners, educators and supportive parents.

The findings of this research study should indicate to principals of secondary schools and their communities the importance of establishing a positive school image and the ability to market themselves effectively. This will, to a large extent, depends on how the governing body and the parent community, strive collectively to provide the necessary resources that is human and physical resources so that schools should eventually become self-supporting in all major key areas.

The public school is in many communities in South Africa; still the nerve centre of community life and as such, must set the tone and include many of the latest developmental trends as experienced in Independent and former model c schools. What has been learnt from this study on institutional image as an aspect of school marketing, is that education as part of every aspect in

life cannot be separated from other social realities experienced in life. The image of a public school should be improved and match that in other learning institutions.

Education still plays a major role in shaping - and being shaped by - political, economic, social and cultural forces. These forces are to date still playing a role on institutional image as an aspect of school marketing in education. Relevant stakeholders are engaged in the governance of public schools. This is in line with the South African Schools Act No. 84 of 1996 that demands that School Governing Bodies should with other stakeholders act in the best interest of education in supplying resources to supplement what is being provided by the State.

The researcher would like to acknowledge that institutional image, as an aspect of school marketing is a new concept, particularly to public schools. This research has barely touched the surface of this new phenomenon in education; therefore, there is still further depth that needs to be investigated now that the concept has been researched.

Improving institutional or school image is not a one man's show. All stakeholders in education including the school secretary, regular visitors, present parents, educators, learners, members of public service staff and school governing body members are responsible in promoting the school to prospective parents of the school. They serve as the lifeline for the school's success and survival. Schools whose learners numbers are dwindling are threatened with closure. Where there are no learners, there can be no schooling. Therefore, institutional image as an aspect of school marketing is not an option, but a pre-requisite to all public schools if they want to survive and succeed in this competitive environment. As prevalent in educational research, there is a strong need for serious research in this new field because this is making an enormous impact on public schools. The out flow of learners

from the township schools to former model C schools will only stop provided parents' perceptions on public schools had changed for the better.



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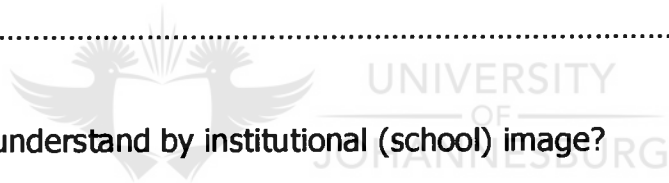


ANNEXURE A

INSTITUTIONAL IMAGE / SCHOOL MARKETING

1. How would you define school marketing, as you understand it?

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2. What do you understand by institutional (school) image?

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3. What in your opinion is the purpose of a positive (good) school image?

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4. Are you aware of learners in your community going to other schools that should be coming to your school?

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5. Do you know these competitors?

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6. What in your opinion is causing parents to choose other schools than yours?



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7. What are your plans (future) in dealing with parents and learners perceptions about your school?

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8. Who is funding your school?

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9. What are the strength and weaknesses of your school?

Strengths.....
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Weaknesses.....
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10. Tell me about the historical background of your school. When did it start, how it performed in the examinations and any other things you feel are of importance about your school?

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11. How many teachers do you have?

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12. Is that number including the principal?

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13. And how many learners are there in your school?

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R: Thank you very much, it was a pleasure talking to you.



**P. O. Box 210
MULBARTON
2059
...../2002**

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Dear.....

Re: M.Ed. Research
Study Topic: Institutional Image as an Aspect of School Marketing

I am currently engaged in studies towards a M.Ed. degree and have chosen you to be interviewed on the above topic.

I would most obliged if you would kindly consider this matter and leave a message with your school secretary to advice me of your decision.

Should you agree to participate in my research, an interview will be arranged at a time convenient to you. Proposed questions for the purpose of this interview, will be forwarded to you.

Take note that the findings of the study will be made known to you. With your permission, I would prefer to tape our interview, as this will assist me greatly in my study.

Thanking you in anticipation of your co-operation.

Yours faithfully

.....
M.J.SINGO

ANNEXURE C**INTERVIEW: (A) 2002-08-02 (MR. R...) PRINCIPAL**

RESEARCHER: Good morning Mr. Principal

PRINCIPAL: Good morning.

RESEARCHER: As indicated in our conversation, I would like to spend thirty to forty- five minutes of your time asking you questions on institutional image as an aspect of school marketing. Can we start?

PRINCIPAL: No problem we can start.

RESEARCHER: Thank you very much for affording me the opportunity to talk to you. How would you define school marketing, as you understand it?

PRINCIPAL: School marketing might be a commercial entity. It is basically how to entice learners to come to your school, how to attract parents to send their children to the school. It depends on the kind of services that you are able to deliver for the learners.

RESEARCHER: What do you understand by institutional (school) image?

PRINCIPAL: Okay. It has to deal with how the person or how people perceive the school. There is both positive and negative criticism. Positive criticism is that which children want to see in the school or parents want to see in the school and it depends on the number of factors I suppose.

RESEARCHER: Thank you. What in your opinion is the purpose of a positive school (Institutional) image?

PRINCIPAL: The soul purpose of a positive school image is to market the school. That is the primary purpose. The second purpose of a positive image is that you can deliver of course it make schools in public entities and charge service delivery can you deliver of course can you make any immediate change

as realized in community. You do that to change the lives of the societies so that the positive images are absent if necessary, so it guarantees discipline that learners know exactly what is expected of them when they come to school.

RESEARCHER: Are their learners going to other schools who should be coming to your school?

PRINCIPAL: No.

RESEARCHER: Does that mean you do not have competitors?

PRINCIPAL: We do not have competitors. You see, this school was historically in an Indian area. I would say, very few Indian children came to this school. You have to understand the demographics of the area where very few Indian children came to the school. The school is situated in an area where we once brought in Soweto kids. Two of the High schools served mostly the Indian children or citizens in the area and we therefore served children from outside this area.

RESEARCHER: Are you saying there are no Indian children coming to your school?

PRINCIPAL: No. They are but I think they come from outside this area.

RESEARCHER: Thank you. Tell me, who is funding your school?

PRINCIPAL: Gauteng Department of education or State.

RESEARCHER: Is that the only source of funding for your school?

PRINCIPAL: Parents.

RESEARCHER: Any other?

PRINCIPAL: No.

RESEARCHER: What are the strengths and even weaknesses of your school?

PRINCIPAL: The weakness of the school is the condition of the school buildings. The building is thirty-seven years old in its existence. For thirty-seven years this school has never been renovated. It is the only prefab structure in this area compared to Soweto schools.

Strengths, I think firstly it is the commitment of our parents. Parents of learners

who come to our school are very committed to the school. They are part of the decision making of our school. They abide by the policies of the school. They perform duties at the school, then I have a committed staff.

The governing council is part of the school. Then of course the greater caliber of our children, are children who are highly motivated and disciplined. We are not talking about discipline in terms of causing troubles, we talk of children who have positive stand, children who know exactly where they are heading too, who need guidance at all times. That is why they are developing in the positive direction on their own. All these kinds of pluses are what make children grow. When we have strengths, we need to understand that there are certain problems in this school.

The greatest problem we have is the issue of transport. Our children are dependent on transport system coming to our school, and if there is a break down on transport system, of course they come late. When we talk about these kind of disciplinary problems, it is minimal because only fourteen learners come late because they are dependent on trains.

RESEARCHER: Tell me about the historical background of your school. When did it start? How the school performed in the examinations and any other things you feel are of importance about your school?

PRINCIPAL: This school was commissioned in 1967. It was commissioned a high school in 1969 because of the area it was situated in. Mr. L. Singh was the principal? When I joined the school ten years ago, I was welcomed to the school by Mr. Govan Naidoo who was the principal, an excellent, dynamic person. He was well read and a critical thinker. I came to the school in 1982.

In terms of the open door policy of the school, we were the first enroll an African child in this school. Our first contingence of children came from Pace College; of course we have grown much since 1986. We were the first school in the country to enroll children from all races in our school; we are the first school.

We are the first school to employ educators of all races; we are the first school to have an SGB composed of parents of all races far. In terms of that we are the pioneers in that we are proud we were among the first to have a multiracial staff. Every one of them had to develop in their own field.

RESEARCHER: How were the exams?

Principal: In the days of the House of Delegates, we were consistent at Hundred Percent (100%) pass. When the GDE exams started, there was some kind of shift. We dropped to seventy-one percent (71%) but this could be attributed to a number of factors. Then the school policy was to admit pupils at grade eight (8), we accepted officials from the District who gave us children at grade ten and eleven because our numbers in Grade ten and eleven were lower, so we were forced to take them. It is these children who latter on gave us a high failure rate of twenty- nine (29%), but we are now at eighty- four percent pass rate (84%). We are satisfied. Our target is 100%.

RESEARCHER: How many teachers do you have?

PRINCIPAL: Thirty-one teachers (31) are employed by GDE and only one (1) is employed by the SGB.

RESEARCHER: How many learners do you have?

PRINCIPAL: 1368.

RESEARCHER: Thank you very much. It was a pleasure to talk to you.

INTERVIEW: (A) 2002/08/09 (MRS...) SGB CHAIRPERSON

RESEARCHER: Good morning madam.

CHAIRPERSON: Good morning Sir.

RESEARCHER: Chairperson, the mission of the visit is to interview you on the topic that I am researching on schools and their images to the community. It will take 30- 45 minutes of your time. Do you mind if we start?

CHAIRPERSON: There is no problem we can start.

RESEARCHER: Thanks. How would you describe school marketing?

CHAIRPERSON: School marketing I would say is how the school sells itself to the larger community and the general parents of children in the school.

RESEARCHER: What do you understand by institutional image?

CHAIRPERSON: People perceive schools differently. To me institutional image is what parents perceive as good. Better results and good discipline brings a good name for the school.

RESEARCHER: What in your opinion is the purpose of a positive school image?

CHAIRPERSON: A positive school image attracts both parents and learners to the school. If our school should survive, we as school governing body should strive to improve the image of our school.

RESEARCHER: Are you aware of learners in your community going to other schools that should be coming to your school?

CHAIRPERSON: Yes. This school was originally built for Indian children. Presently a large number of parents in this community send their children to former model C schools in town. Those that remain send their children to schools such as Lenasia high and Nirvana high schools.

RESEARCHER: Do you know these competitors?

CHAIRPERSON: Yes. They go to former model C schools and some of the schools in the area.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

CHAIRPERSON: As I indicated earlier on, when this school decided to enroll most of the black learners, the school was perceived as a back school. Many of our Indian families took their children out of our school.

RESEARCHER: What are your plans in dealing with parents and learner perceptions about your school?

CHAIRPERSON: The SGB has plans of striving to uplift the image of this school so that by improving results, keeping good discipline among learners and the staff, we believe we shall still in future be able to attract more learners.

RESEARCHER: Who is funding your school?

CHAIRPERSON: We receive funding from our parents and the State. We also get donations from our friends to the school.

RESEARCHER: What are the strengths and weaknesses of your school?

CHAIRPERSON: Our strengths are the parents of the learners in our school. They give us full support. We have a very strong SGB and the SMT. Though our school is old, we have enough space to accommodate every learner in the school.

The weakness that I have identified is lack of support from the local community. The prefab structure could be one of the weaknesses for the school.

RESEARCHER: Tell me about the historical background of your school. When did the school start and any thing you feel is of importance about your school?

CHAIRPERSON: The school started in 1967 as a secondary school. The school became a high school in 1969. We had a number of principals before Mr. Reedy. Trinity became the first school in Lenasia to admit black learners from Soweto. The school has been producing good results even from the time we were under the House of Delegates. When the school fell under GDE, our matriculation

results went down but since then our results have improved tremendously. Our 2001 matriculation results were 84%, but now we are striving to produce 100% pass.

RESEARCHER: How many teachers are there in your school?

CHAIRPERSON: There are 31 teachers employed by GDE and the SGB has employed one.

RESEARCHER: Does that includes the principal?

CHAIRPERSON: Yes.

RESEARCHER: How many learners are there?

CHAIRPERSON: The school has an enrollment of 1368 learners.

RESEARCHER: It was a pleasure talking to you madam, thank you.



INTERVIEW: (B) 2002/06/26 (MR...) PRINCIPAL

RESEARCHER: Good morning Mr. Principal

PRINCIPAL: Good morning Mr. Singo

RESEARCHER: How would you describe school marketing?

PRINCIPAL: School marketing as I understand it is how the school h... makes an appeal to the people so that parents can bring their children that is learners to the school.

RESEARCHER: What do you understand by institutional image?

PRINCIPAL: I would say school image concerns the name of the school. A school must have a good name in the community. That is an image in the community.

RESEARCHER: What in your opinion is the purpose of a positive school image?

PRINCIPAL: For the school to have a positive image h...the purpose thereof is to attract really more children to the school so that all the facilities that are available at the school could be used effectively.

RESEARCHER: Are you aware of learners going to other schools who should be coming to your school?

PRINCIPAL: Yes sure. There are learners who are going to other schools who should be coming to our school.

RESEARCHER: What in your opinion are the reasons for parents taking their children to other schools than yours?

PRINCIPAL: I would say that the main reason why parents are choosing other schools, I would say h.... It is the poor image particularly with regard to the results and of course the past history of the school.

RESEARCHER: What are your plans in the near future in dealing with parents and learner perception about the school?

PRINCIPAL: Okay, my plans in the near future in dealing with parents and learner perceptions about the school h.... Is that if it was possible we should over haul (one) the staff, two we should reintroduce you know the technical stream you know? This day's learners in the community need skills. You find schools offering things like history and so on which to the learners today are of no value because when a child or learners lives the school really, cannot find jobs that needs such subjects unless they change the curricula because this is a comprehensive High school. We can reintroduce the technical section I think that will assist in over hauling the staff.

RESEARCHER: Do you know these competitors where learners are getting too?

PRINCIPAL: I know them. Well I would say I know few of them. Some of the learners are getting to schools such as Prudens and Thabo secondary schools and of course some go to former Model-C schools in town and the rest to Lenasia schools.

RESEARCHER: Tell me, who is funding your school?

PRINCIPAL: Well the Department allocates certain amount to the school and the parents also bring funds in the form of school fees.

RESEARCHER: Thank you. What are the strengths and weaknesses of your school?

PRINCIPAL: Okay, I would say h... as the strengths of the school, we have h.... For instance the resources, by resources I mean the buildings are there and have been renovated. We have thirty class- rooms and six workshops. The school is of course situated within reach of the community in SOWETO that is Tladi, Moletsane and Naledi. These are the strengths. We also have the backing of the French people who renovated the school. Even today they are still supplying us with whatever we need. They are always there to help us. When it comes to Human resources, we have capable teachers but some of them really I would say they are not up to scratch, they are definitely not up to scratch.

The main weaknesses of the school are some of the teachers that are not up to scratch. We need human resources and of course we also need teaching materials. The buildings are there but we lack teaching materials and teaching aids.

RESEARCHER: Thank you sir. Can you tell me about the historical background of your school? When did it start, how did you perform in the examinations and any thing you feel is of importance?

PRINCIPAL: Yes, the school was started in 1974 as a secondary school. By then all schools were under the Department of Education and Training. It started without matric (standard ten). In the 1980's they introduced matric classes and later on technical subjects were also introduced. When the school was only a secondary school, it operated up to standard eight now grade ten. That times the school use to produce good results. Since matric classes were introduced, I would say never ever has the school in matric produced good results up to date.

RESEARCHER: Tell me, what were your results last year?

PRINCIPAL: Last year results were 25.1%. It was from 4% in 1999, as we did not have standard ten classes in the year 2000.

RESEARCHER: How do you feel as a school about these results?

PRINCIPAL: Very bad. We need to improve.

RESEARCHER: How many teachers do you have?

PRINCIPAL: We have 20 teachers but only 17 are physically reporting at the school.

RESEARCHER: Does the number include you?

PRINCIPAL: Yes, the number includes me.

RESEARCHER: How many learners do you have?

PRINCIPAL: We have 202 learners.

RESEARCHER: Mr. principal thanks you very much, it was a pleasure talking to you.

INTERVIEW: (B) 2002-06-26 MR. SGB CHAIRPERSON

RESEARCHER: Good afternoon sir.

CHAIRPERSON: Good afternoon Mr. Singo.

RESEARCHER: I would like to have a chat with you on institutional image as an aspect of school marketing. Are you ready to talk to me?

CHAIRPERSON: Yes, let us talk.

RESEARCHER: How would you describe school marketing, as you understand it?

CHAIRPERSON: That marketing is a new concept for black schools is a known fact to most of us. In the past, children from primary schools were sent to secondary feeder schools without choice. To me marketing has to do with informing the community of what is happening inside that school.

RESEARCHER: What do you understand by institutional image?

CHAIRPERSON: To me institutional image is an idea of what is happening in the school.

RESEARCHER: Thank you. What in your opinion is the purpose of a positive school image?

CHAIRPERSON: A positive school image helps in increasing the roll at that school. In our case, the image was dented in such a way that the school rolls has gone down to the lowest level.

RESEARCHER: Are you aware of learners in this community going to other schools than coming to your school?

CHAIRPERSON: Yes. We are aware. Many of our learners have gone to schools such as Nirvana, Lenasia high, some school in town and Reasoma high school around Soweto.

RESEARCHER: Why in your opinion are the reasons for parents taking their children to other schools than yours?

CHAIRPERSON: Our school results were very bad for the past five years and this has affected our school very much. Lack of qualified educators has also affected the school.

RESEARCHER: What are your plans in dealing with parents and learner perceptions about your school?

CHAIRPERSON: The school governing body and the school management team were able to secure sponsorship from our friends in France. We as a school were with the assistance of the Department of education, able to renovate the school. The other thing we managed to buy was the equipment required by the school. Our school use to offer technical subjects but now they have been discontinued. The school should offer a diversity of subjects to attract learners.

RESEARCHER: Do you know these competitors?

CHAIRPERSON: Yes. Prudence, Thabo, Reasoma and other schools in Lenasia took most of our learners.

RESEARCHER: Who is funding your school?

CHAIRPERSON: The Department of Education is funding our school. Part of the money comes from our parents though most of the parents are out of work.

RESEARCHER: Thank you very much. What are the strengths and weaknesses of your school?

CHAIRPERSON: Our **strengths** are:

1. Renovated school building
2. Available space in the classrooms
3. Equipment provided by the French Embassy
4. Available workshops

Our **weaknesses** are:

1. Lack of qualified educators
2. Bad image created in the past

RESEARCHER: Thank you sir. Can you tell me about the historical background of your school? When did it start, how did you perform in the examinations and any other thing you feel is of importance about your school?

CHAIRPERSON: Tladi started as a secondary school with classes up to standard eight (8) in 1974. The school became a high school in 1980. Since then the school never produced good results at matriculation level. In my mind I think the problem was that teachers in our school were not qualified to teach in a high school.

RESEARCHER: Tell me. What were your results last year?

CHAIRPERSON: The results were not pleasing. I think we had our results below 30%. We can find out from the principal.

RESEARCHER: How do you feel about these results?

CHAIRPERSON: We feel very bad. The school should improve the results otherwise the school will be facing closure.

RESEARCHER: How many teachers are there in this school?

CHAIRPERSON: The school has 17 educators including the principal.

RESEARCHER: What is the roll in your school?

CHAIRPERSON: The roll is at 202 learners.

RESEARCHER: Thank you very much, I enjoyed speaking to you.

CHAIRPERSON: Thank you.

INTERVIEW: (C) 2002-07-21 (MR...) PRINCIPAL

RESEARCHER: Good afternoon Mr. Principal

PRINCIPAL: Good afternoon Mr. Singo.

RESEARCHER: I know you have a tight schedule for the day, can we talk?

PRINCIPAL: Allow few minutes I just want to sign some documents then we shall start.

RESEARCHER: Thanks, I will wait.

PRINCIPAL: Now we can continue.

RESEACHER: How would you define school marketing, as you understand it?

PRINCIPAL: School marketing has to do with selling your school as a successful institution to the community.

RESEARCHER: What do you understand by institutional (school) image?

PRINCIPAL: It entails the status of the school in the community with regards to learner performance.

RESEARCHER: Thank you. What in your opinion is the purpose for a school to have a positive (good) image?

PRINCIPAL: It enhances a sense of pride and identity of the school and encourages learners and educators to always strive to maintain high standards.

RESEARCHER: Do you have learners in this community going to other schools who should be coming to your school?

PRINCIPAL: Yes, there are learners from this community who are going to other schools rather than coming to our school.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

PRINCIPAL: The following can be sited as causes to the choice of other schools by parents: (1) subject choice

(2) Over- crowded classrooms

(3) Better facilities to provide extra-mural activities

RESEARCHER: Do you know these competitors (schools that they are going to)?

PRINCIPAL: Yes, Ex- Model C schools.

RESEARCHER: What are your plans in dealing with parents and learner perceptions about your school?

PRINCIPAL: As a school, we must encourage parental involvement and active contribution to the school in various areas to enhance the successful performance of the school.

RESEARCHER: Who is funding your school?

PRINCIPAL: Gauteng Department of Education and parents via school fund.

RESEARCHER: What are the strengths and even weaknesses of your school?

PRINCIPAL: Our strengths are:

- (1) committed teachers
- (2) Good working relationships with SMT's and SGB's.

Weaknesses are:

- (1) Lack of equipment
- (2) Lack of full-time guidance teacher

RESEARCHER: Can you tell me about the historical background of your school. When did it start, how your school performed in the examinations and any other things you know are of importance about the school?

PRINCIPAL: The school started as a satellite of Kliptown High in 1980 and formally named in 1982. Since its inception, the school has had the best matric results in Eldorado Park. In 2000, the results were 83%, which placed the school amongst the top schools in Gauteng, and in 2001, it was 87%.

RESEARCHER: Are parents and learners happy about the school?

PRINCIPAL: Yes, but as a school we still need to improve here and there.

RESEARCHER: How many teachers do you have?

PRINCIPAL: 41 all in all.

RESEARCHER: Is that including you?

PRINCIPAL: Yes.

RESEARCHER: And how many learners do you have in your school?

PRINCIPAL: 1250

RESEARCHER: Thank you very much. It was a pleasure talking to you.



INTERVIEW: (C) 2002-07-15 (MR. ...) SGB CHAIRPERSON

RESEARCHER: Good morning pastor.

CHAIRPERSON: Good morning sir.

RESEARCHER: You seem to be so attached to the school Sir?

CHAIRPERSON: Yes, my relation stretches over a period of time. I have been the chairperson of the school governing body for the past five years and I enjoyed working for this school.

RESEARCHER: My mission this morning is to ask you questions on institutional image as an aspect of school marketing. My first question to you sir is how would you define school marketing, as you understand it?

CHAIRPERSON: School marketing is about projecting the image of the school to stakeholders and the community at large.

RESEARCHER: Thank you. What do you understand by institutional (school) image?

CHAIRPERSON: Institutional image is about how the school is perceived to play its role in fulfilling its purpose.

RESEARCHER: What in your opinion is the purpose of a positive (good) school image?

CHAIRPERSON: To instill pride in its stakeholders, to promote the school in the community for enrolment figures.

RESEARCHER: Are you aware of learners in your community going to other schools who should be coming to your school?

CHAIRPERSON: Yes.

RESEARCHER: Do you know these competitors (schools that they are going to)?

CHAIRPERSON: Yes, some go to ex-Model C schools in town and others to schools around Eldorado Park.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

CHAIRPERSON: Lack of facilities in terms of extra-mural activities.

RESEARCHER: What are your plans in dealing with parents and learner perceptions about your school?

CHAIRPERSON: Development of facilities is part of our long- term program.

RESEARCHER: Who is funding your school?

CHAIRPERSON: The department and school funds paid by parents.

RESEARCHER: What are the strengths and even weaknesses of your school?

CHAIRPERSON: Our strengths are:

- (1) Dedicated staff
- (2) Dynamic principal
- (3) Equally dedicated SGB.
- (4) Co-operative parents
- (5) Fairly disciplined learners

Weaknesses are:

- (1) Lack of facilities
- (2) Lack of partners to develop the facilities

RESEARCHER: Tell me about the historical background of your school. When did the school start, how it performed in the examinations and any other things you think you know are of importance about your school?

CHAIRPERSON: The school was started in 1981. Since then, we have always been the top school in the area. During the previous H.O.R Administration, we fundraised for the renovation of our school hall and the media center. We also fundraised for our school fence. We are in the process of negotiating the development of a cricket oval.

RESEARCHER: Are parents and learners happy about your school?

CHAIRPERSON: Yes, to a certain extend.

RESEARCHER: How many teachers do you have at your school?

CHAIRPERSON: 41

RESEARCHER: Is that number including the principal?

CHAIRPERSON: Yes the number includes the school principal.

RESEARCHER: How many learners are there in your school?

CHAIRPERSON: 1250

RESEARCHER: Thank you very much I enjoyed talking to you.



INTERVIEW: (D) 2002-09-24 (MR...) PRINCIPAL

RESEARCHER: Good morning Mr. Principal

PRINCIPAL: Good morning Sir.

RESEARCHER: How would you define school marketing, as you understand it?

PRINCIPAL: It is the advertisement of results, academic, sport and culture.

RESEARCHER: What do you understand by institutional (school) image?

PRINCIPAL: Popular image.

RESEARCHER: Thank you. What in your opinion is the purpose of a positive school image?

PRINCIPAL: For parents to enroll their children to achieve well.

RESEARCHER: Are you aware of learners in your community going to other schools who should be coming to your school?

PRINCIPAL: Yes.

RESEARCHER: Do you know these competitors?

PRINCIPAL: Yes.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

PRINCIPAL: Tradition has it in this area that the rich would like to take their children to the rich schools in the north of Johannesburg. As a school, we are presently winning the hearts of many parents and they are now bringing their children back to the south.

RESEARCHER: What are your plans in dealing with parents and learner perceptions about your school?

PRINCIPAL: To ensure that the school provides a good standard of education to the community.

RESEARCHER: Who is funding your school?

PRINCIPAL: GDE and the SGB.

RESEARCHER: What are the strengths and even weaknesses of your school?

PRINCIPAL: Our strengths are:

- (1) Committed educators
- (2) Committed management
- (3) Committed parents
- (4) Financial support
- (5) Growing feeder area
- (6) Good infra-structure

Our weaknesses are:

- (1) Parents do not spend time with pupils with regard to academic support.

RESEARCHER: Tell me about the historical background of your school. When did it start, how it performed in the examinations and any other information you think is important about the school?

PRINCIPAL: The school opened its doors in 1988. Since then we have been struggling to be the best school in the south of Johannesburg. Our results have been between 89%-100%.

RESEARCHER: How many teachers do you have?

PRINCIPAL: 55

RESEARCHER: Does the number include you as principal?

PRINCIPAL: Yes.

RESEARCHER: How many of your staff members are appointed by the SGB?

PRINCIPAL: 5.

RESEARCHER: How many learners are there in your school?

PRINCIPAL: 1160.

RESEARCHER: It was an honour talking to you.

INTERVIEW: (D) 2002-09-13 (MR...) CHAIRPERSON

RESEARCHER: Good afternoon sir.

CHAIRPERSON: Good after noon.

RESEARCHER: How would you define school marketing, as you understand it?

CHAIRPERSON: It is the attraction created by the results and the ability of the school to produce quality education.

RESEARCHER: What do you understand by institutional image?

CHAIRPERSON: This is the representation of the services supplied by the institution and the means to the desired end.

RESEARCHER: Thank you. What in your opinion is the purpose of a positive school image?

CHAIRPERSON: The purpose is that the parents will actively support the school by enrolling their children with the knowledge that a holistic, professional, well co-ordinate education is available.

RESEARCHER: Are their learners in this community you are aware of who are going to other schools who should be coming to your school?

CHAIRPERSON: Yes.

RESEARCHER: Do you know these competitors?

CHAIRPERSON: Yes.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

CHAIRPERSON: The perceptions created by marketing on behalf of other schools.

RESEARCHER: What are your plans (future) in dealing with parents and learner perceptions about your school?

CHAIRPERSON: We do an annual survey whereby we encourage both positive and negative criticism - and we then expand on our positives and work on our negatives.

RESEARCHER: Who is funding your school?

CHAIRPERSON: The GDE (partially) and the parents through the Governing body.

RESEARCHER: What are the strengths and weaknesses of your school?

CHAIRPERSON: Our strengths are:

- (1) Holistic high quality education
- (2) Sports (varied) on offer
- (3) Pro-active support from parents
- (4) Community forum focusing on substance abuse, sexual abuse, physical violence, HIV/AIDS awareness and dysfunctional families.
- (5) Active participation by staff culturally.

Our weaknesses are:

- (1) At times the inability to control factors that are prescribed to us by external forces.

RESEARCHER: Tell me the historical background of your school. When did it start, how it performed in the examinations and any other information you feel is of importance about your school?

CHAIRPERSON: The school was opened in 1988 and has progressed from a school with bad reputation to one that excels and produces excellent all round results. The community is far more pro-active and we are involved in many social programs.

RESEARCHER: How many teachers do you have?

CHAIRPERSON: 55

RESEARCHER: Does the number include the principal?

CHAIRPERSON: Yes.

RESEARCHER: How many among those teachers are paid by the SGB?

CHAIRPERSON: 5

RESEARCHER: How many learners are there in your school?

CHAIRPERSON: 1160

RESEARCHER: Thank you very much, I enjoyed the conversation.



INTERVIEW: (E) 2002-07-17 MR. PRINCIPAL

RESEARCHER: Good afternoon Mr. Principal

PRINCIPAL: Good afternoon sir.

RESEARCHER: As indicated in our telephonic conversation, I would like to take 30-45 minutes of your time and ask you questions on institutional image as an aspect of school marketing. Do you mind?

PRINCIPAL: No. I have set time aside that we can have the conversation.

RESEARCHER: Thank you very much. My first question to you sir is, how would you define school marketing as you understand it?

PRINCIPAL: School marketing is all what we do as a school that will influence parents to choose to come and register their children at our school.

RESEARCHER: What do you understand by institutional (school) image?

PRINCIPAL: Institutional image is how the public according to its behavior sees the institution whether good or bad.

RESEARCHER: Thank you. What in your opinion is the purpose of a positive (good) school image?

PRINCIPAL: The purpose of a positive school image is to make clients (parents) like and have confidence in what the school is offering and shall as a results not hesitate to come and enroll their children.

RESEARCHER: Are you aware of learners in your community going to other schools that should be coming to your school?

PRINCIPAL: Yes. Hundreds of them go to other schools.

RESEARCHER: Do you know these competitors?

PRINCIPAL: Yes. Some go to Seana Marena, and some are bussed to suburban schools and schools in Lenasia.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

PRINCIPAL: The school has not been producing good results as expected for some time because of educators not performing to the best of their ability.

RESEARCHER: What are your plans in dealing with parents and learners perceptions about you school?

PRINCIPAL: Attend parents meetings of our primary feeder schools and tell them about the new commitment of our educators and of course to improve on our results generally.

RESEARCHER: Who is funding your school?

PRINCIPAL: The school is funded by the State and parents are also paying R100-00 school fees per annum.

RESEARCHER: What are the strengths and weaknesses of your school?

PRINCIPAL:

STRENGTHS

The school has quite a number of highly qualified educators.

The SMT is well functioning.

The SGB is also is also functional.

We have most of the basic needs for the school to function normally.

WEAKNESSES

Certain educators not well qualified.

Majority of parents not involved in the education of their children.

Policies not implemented as expected.

Good planning but poor implementation.

RESEARCHER: Tell me about the historical background of your school. When did it start, how has the school performed in the examinations and any other thing you may feel is of importance about your school?

PRINCIPAL: The school was founded in 1979. Since then, it performed well but not above 60% up till 1992 when things started falling apart after the departure of the then principal. Parents have for sometime turned their backs against the

school. The school is catering for learners from disadvantaged background due to the fact that many stay with grandparents who are no longer active. The level of dropouts in the area is very high. Grade twelve learners, who pass at the end of each year, end up nowhere due to lack of funds to further their studies. This results in learners who are still at school not putting value on matriculation pass.

RESEARCHER: How many educators are there in your school?

PRINCIPAL: 20 in all.

RESEARCHER: Does the number include the principal?

PRINCIPAL: Yes.

RESEARCHER: What is your roll at the present moment?

PRINCIPAL: 587.

RESEARCHER: Thank you sir, it was a pleasure talking to you.



INTERVIEW: (E) 2002-07-20 MR... SGB CHAIRPERSON

RESEARCHER: Good afternoon sir.

CHAIRPERSON: Good afternoon to you sir.

RESEARCHER: I would like to take thirty minutes of your time and talk about institutional image as an aspect of school marketing. Do you mind?

CHAIRPERSON: I do not mind. Let us start.

RESEARCHER: How would you define school marketing, as you understand it?

CHAIRPERSON: School marketing is about selling your school out to different stakeholders who are interested in education.

RESEARCHER: What do you understand by institutional (school) image?

CHAIRPERSON: It is how people including parents and children see your school out there.

RESEARCHER: Thank you. What in your opinion is the purpose of a positive school image?

CHAIRPERSON: A positive image attracts learners towards your school including parents.

RESEARCHER: Are you aware of learners in your community going to other schools who should be coming to your school?

CHAIRPERSON: Yes.

RESEARCHER: Do you know these competitors?

CHAIRPERSON: Yes it is some of the local schools and the former Model C schools.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

CHAIRPERSON: Parents have the perception that those schools offer better education.

RESEARCHER: What are your plans in dealing with parents and learners perceptions about your school?

CHAIRPERSON: Better the image of my institution, seek ways to attract both learners and parents to my institution.

RESEARCHER: Who is funding your school?

CHAIRPERSON: Government and parents.

RESEARCHER: What are the strengths and weaknesses of your school?

CHAIRPERSON:

Strengths

Motivated staff members

Building intact

Committed SGB

Weaknesses

Learners from poor background;

Vandalism to our institution; and

Lack of funds for other school needs.

RESEARCHER: Tell me about the historical background of your school. When did it start, how it performed in the examinations and any other things you feel are of importance about your school?

CHAIRPERSON: The school started in 1979 in White City under the name of TLHATLHOGANG under Mr. James Mabotja as the principal. That time the school ended up to standard eight (8) now grade ten (10). The school moved to Mapetla Extension in 1980. Grade ten results were very good. The school had its first Matriculation class in 1981. In 2000 the results were 62%. In 2001 there was a drastic drop unfortunately.

RESEARCHER: How many teachers are there in your school?

CHAIRPERSON: 20 teachers in all.

RESEARCHER: Is the number including the principal?

CHAIRPERSON: Yes.

RESEARCHER: And how many learners are there?

CHAIRPERSON: 587.

RESEARCHER: Thank you very much, it was a pleasure talking to you.



INTERVIEW (E) 2002-09-12 MS PRINCIPAL

RESEARCHER: Good morning madam.

PRINCIPAL: Good morning sir.

RESEARCHER: Madam, the purpose of my visit to your school is to interview you on institutional image as an aspect of school marketing. It may take us thirty to forty-five minutes. Are you ready?

PRINCIPAL: Yes I am ready, let us start.

RESEARCHER: My first question to you madam is, how would you define school marketing as you understand it?

PRINCIPAL: School marketing is profiling your school and market it to the outside world, corporate world and communities.

RESEARCHER: What do you understand by institutional image?

PRINCIPAL: Institutional image is the image the school has built about itself that contributes to its marketing.

RESEARCHER: Thank you. What in your opinion is the purpose of a positive (good) school image?

PRINCIPAL: A school that has established a good culture of learning and teaching.

RESEARCHER: Are you aware of learners in your community going to other schools that should be coming to your school?

PRINCIPAL: Yes.

RESEARCHER: Do you know these competitors?

PRINCIPAL: Yes. It is mostly the former Model C schools.

RESEARCHER: What in your opinion is causing parents to choose other schools than yours?

PRINCIPAL: Probably they feel they want to entrench their status by taking their children to schools in town.

RESEARCHER: What are your plans in dealing with parents and learners perceptions about your school?

PRINCIPAL: Our plan is to enhance the image of the school by inculcating good values into the school community.

RESEARCHER: Who is funding your school?

PRINCIPAL: Parents and GDE, donations from service providers and companies.

RESEARCHER: What are the strengths and weaknesses of your school?

PRINCIPAL: Strengths

The SMT, SGB and RCL work hand in hand to maintain good standards.

Weaknesses

Late coming especially learners.

The school is seriously exposed to burglary and vandalism.

RESEARCHER: Tell me the historical background of your school. When did it start, how it performed in the examinations and any other things you feel are of importance about your school?

PRINCIPAL: The school started in 1990. We have tried to obtain good results in matric from 1994 to date. Our first matriculation class was in 1994. We have very active and committed learners who take part in all activities and they always win.

RESEARCHER: How many teachers are there in your school?

PRINCIPAL: We have 50 teachers in our school.

RESEARCHER: Is the number including the principal?

PRINCIPAL: Yes.

RESEARCHER: What is the total number of learners in the school?

PRINCIPAL: 1622

RESEARCHER: Thank you very much, I enjoyed talking to you.

INTERVIEW: (F) 2002-09-12 MR... CHAIRPERSON SGB

RESEARCHER: Good afternoon sir.

CHAIRPERSON: Good afternoon to you sir.

RESEARCHER: Chairperson, as I have indicated to the principal, the purpose of this visit is to interview you on institutional image as an aspect of school marketing. The interview may last not more than an hour. Can we immediately start?

CHAIRPERSON: No problem, I have been waiting upon you sir.

RESEARCHER: My first question to you sir is, how would you define school marketing as you understand it?

CHAIRPERSON: Members of the community, community leaders and business people are informed regarding the school business affairs.

RESEARCHER: What do you understand by institutional image?

CHAIRPERSON: Institutional image is the way people see and interpret the condition of the learning environment. The atmosphere in the school should be orderly and purposeful. The school should be attractive for parents, teachers and learners to increase the school roll.

RESEARCHER: Thank you very much. What in your opinion is the purpose of a positive school image?

CHAIRPERSON: The purpose of a positive school image is to promote the name of our school in the community and to share the vision and goals of the school with all stakeholders working together with a common sense of purpose and clear targets.

RESEARCHER: Are you aware of learners in your community going to other schools that should be coming to your school?

CHAIRPERSON: Yes.

RESEARCHER: Do you know these competitors?

CHAIRPERSON: Yes. These are schools in Lenasia, Eldorado Park and the Ex-Model C schools in town.

RESEARCHER: Who is funding your school?

CHAIRPERSON: Government and fundraising initiatives school fees and donations.

RESEARCHER: What are the strengths and weaknesses of your school?

CHAIRPERSON: The SGB, the SMT and RCL work together to formulate policies and to ensure that the school runs well.

We are still struggling with the late coming of learners.

RESEARCHER: Tell me the historical background of your school. When did it start, how it performed in the examinations and any other things you feel might be of importance about your school?

CHAIRPERSON: The school started in 1990. We have performed exceptionally very well in the examinations with our matriculation classes. Since 1994, we had very good results of between 87% to 99%. The school also has very supportive parents who participate in any of the school activities. The school has a fully functioning school governing body. This is what makes our school tick.

RESEARCHER: How many teachers are there in your school?

CHAIRPERSON: 50 educators.

RESEARCHER: What is the school roll at the moment?

CHAIRPERSON: 1622 learners.

RESEARCHER: I enjoyed talking to you. Thank you very much for your time.

CHAIRPERSON: Thank you sir. I also enjoyed your stay in our school.

Why Schools Need to Market Themselves

Linda Vining



Education is an intangible product. It is impossible to see, smell or feel before buying. There is no standard article to display. Enrolling a child calls for a great leap of faith from parents. How do parents develop faith in the system?

Up until the early 60s the authority and legitimacy of education and educators was unquestioned. Education had instruments of power: certification, corporal punishment and geographical restriction. Parents went to school only in times of trouble or to applaud achievements at ceremonies. There was no need for promotion and public relations.

Over the last three decades the forces of change have burst asunder the education system. The media's thirst for sensational issues has been fuelled by strident criticism from academia, parent bodies, and teaching unions. Teachers and students have been great game for journalists with a preference for bad news.

The public response to education has changed. Probing questions now dominate educational discourse. Why is spelling so poor? Why don't children know their tables? What happened to grammar? Why is there violence in schools?

A social climate hungry for accountability has undermined the teaching profession. Confidence in the performance of teachers and the education system has been shaken. Now the client is chairing the School Council instead of waiting anxiously on a chair outside the principal's office. The old platform of authority has been swept away.

Partly driven by tough economic times, parents now look at education as an investment in their child's (and often their own) future. They are critically examining schools in order to make considered choices.

Falling enrolments and school closures provide strong evidence that schools are in a competitive marketplace. No longer can public and government support be taken for granted. Educators are beginning to realise that they must work to strengthen their school's identity and they must direct and protect their image as other professions and institutions do.

Marketing as a part of your strategic management plan

Marketing is a legitimate, relevant and viable school management strategy. It is a

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people-centred concept that can persuade others to support your vision. It can attract enrolments and encourage advocacy and sponsorship. Very importantly, it can play a key role in fostering loyalty in students, staff and parents.

Marketing is about building relationships through good communication. It focuses a school's attention on the specific needs of its users, otherwise called "customers". Individual schools need to convince their users that their school is satisfying their needs.

To be successful marketers, schools must learn to convey in simple language, to mixed audiences, the complex service they provide. Educators have never been comfortable blowing their own trumpet, but times have changed. Educators and their schools are under threat. Marketing techniques provide valuable and well proven methods for communicating with the community.

Parents as valued customers

How do parents gain knowledge and understanding of education? The media is one source of information, but do educators and parents want to rely on that?

Communication coming from the principal and teachers is the other main source. Teachers are the interface between the school and the clients and as such they have a vital role to play and an essential message to convey.

It is marketing suicide for a teacher to criticise the school or other staff to an outside audience. Nothing undermines confidence in the school and the education profession faster than wrongly placed negative comment.

How are parents treated in your school? Do parents have the feeling that they are valued customers? Are they listened to? Most importantly, if they express a concern does the teacher get back to them describing the action that has been taken, acknowledging that the matter received attention.

Parents constantly complain that they don't get enough communication from the school. They only hear from the teacher when something is wrong. This is the antithesis of good customer service. The basis of a client focused service is to highlight the positives.

It is vitally important to affirm to parents that they are valued customers, that they are receiving a quality product and that they made the right choice when they chose your school.

Pupils and public relations

A major aspect of school promotion concerns the school's relationships with its pupils. The school has to sell its effectiveness to them. Pupils are the messengers who go out into every other area of society. They are instrumental in helping others form perceptions about the school. They are the next generation of parents whose attitudes to the school, the system and the profession will have a crucial impact.

Tools of marketing

When communicating with your present customers (pupils and parents) you are talking to your most valued audience and your best advocates, but the quality of your school is only as good as the perception your customers hold.

Do you use school publications merely as message carriers or do you add value to them, using them a part of your image management strategy?

For starters look at the regular newsletters and notices you send home. What is the tone of the school being conveyed via the schoolbag? Is your style of writing friendly, respectful and courteous or is it authoritarian and alienating? Do your regular notices bear a resemblance to the following rude directive- FORMS MUST BE RETURNED BY FRIDAY.

School newsletters have a tendency to be written in the "bossy tense"- 'You must do this'; 'You must arrive by...'; 'You must not park your car in...' Introduce a little PR into your publications. Don't be so serious and formal. Try journalese as a form of expression. Engage some outside help if you don't know how to go about it, in order to liven up the school newsletter.

A market oriented school uses every opportunity to paint the school in a positive light. Many channels of communication can be used to reach a school's internal audience as well as its external audience. The following channels are available:

- ✓ **circulars and fliers announcing coming events**
- ✓ **seminars and parent information evenings**
- ✓ **prospectus**
- ✓ **special events (e.g. playnight)**
- ✓ **direct mail**
- ✓ **video shows**
- ✓ **media advertising**
- ✓ **shopping centre displays**
- ✓ **newsletters**
- ✓ **annual reports**
- ✓ **open days**
- ✓ **schools fairs/expos**

Include sentimental profiles, words of admiration for others, quotable quotes from

students and staff, computer graphics and some photographs. Give it a human feel with a sense of fun, a bit of frolic and a good dose of personality. Invest time and money in your regular newsletter; maybe get some professional help. Avoid an ad hoc approach. If well presented, your newsletter can be your most valuable vehicle of communication, particularly for working parents who crave closer contact with the school but cannot be present in person.

Avoid long lists of names and results. A newsletter is useless if nobody reads it. At a school where I was working to turn a deadly dull newsletter into a sparkling document I suggested to the sports teacher that she present her results in a "more animated way". That was all the invitation she needed. She proved to be a star writer with a wonderful ability to laugh at herself and her students' efforts.

The claims must be true!

School promotion should never be propaganda. Inaccurate and misleading information reduces credibility in the long term. Effective marketing means building public awareness and appreciation through good communication.

Effective outreach material in the form of advertising, a prospectus and positive media coverage will attract enquiry. The image you convey must be substantiated when parents contact the school. The starting point is usually the office. Does your school reflect a client-orientation at the first point-of-contact? Does the receptionist know the school? Has she actually sat in on classes and attended school functions? How many times does the phone ring before it is answered? Is the voice warm and agreeable or is it hurried and brusque? How does your receptionist deal with a "difficult" parent? When was the last time the administration staff had training in customer service?

Education is a service occupation. Unlike the commercial world, where success is judged by units sold and profits made, success in education and respect for the practitioners is measured by the satisfaction of the community it serves.

Effective marketing is a daily, a weekly, a monthly process, gradually changing opinion, slowly eroding barriers and quietly building appreciation.

Linda Vining is the Director of the Centre for Marketing Schools. She conducts a series of school seminars on Marketing The Modern School. Phone (02) 9683 6725.

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