Marketing in Private Vocational Schools in Indonesia

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Abstract

There is a general lack of research into marketing and market orientation in schools, especially regarding Indonesian schools. Private vocational schools in Indonesia provide an important employment focussed pathway for students in the upper secondary years. It is a very competitive environment for student enrolment, yet little is known about how these schools market themselves. This study aimed to examine how and to what extent private vocational schools in Indonesia had implemented the principles and practices of marketing (marketing management) and adopted a market orientation (market philosophy).

Three private vocational schools were chosen from one geographical area in Indonesia. Forming separate case studies, between six to ten participants representing the school management and teachers were individually interviewed in each school. Using a semi-structured interview schedule, questions were asked about attitudes, understanding, and the role of marketing in the organisation. In addition, school documents were analysed, and observation of the school was conducted to help inform the case studies. Document collection included policy manuals, promotional material, marketing plans, reports, market research, and perceived school offerings. Observation focussed on the tangible evidence of marketing associated with such aspects as style, image and brand.

The findings of this study revealed the extent to which three schools responded to the changing environment by utilising marketing principles and practices and the degree to which they adopted market orientation. The study showed that marketing and market orientation were underdeveloped in the three schools and that the schools had been slow to accept marketing as a management strategy in response to changes in the environment. The attitude of the school principal was shown to be critical in determining the adoption of marketing. Importantly, there was evidence of a positive association between market orientation and school performance.

Although the study is limited in scope, the findings have applicability beyond Indonesian private vocational schools and provide insights that all schools may benefit from. The study supports previous research that is suggestive of a link between market orientation and school success, with several suggestions for future research indicated.
Statement of Original Authorship

I declare that all materials contained in this thesis are my own work towards a Doctor of Education degree.

This thesis contains no material that has been submitted for any other degree in any university.

To the best of my knowledge and belief, this thesis contains no materials previously published or written by any other person.

The length of this thesis is within the acceptable word limit stated by the Melbourne Graduate School of Education guidelines, exclusive of tables, maps, bibliographies and appendices.

Ruben Setiawan
19 May 2022
Acknowledgements

This study is dedicated to God,

my parents, Lukas and Magdalena,

my wife, Elmene,

and my three daughters, Kimberly, Zoe, and Adelaide Setiawan.

We did it.

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“In every victory, let it be said of me: My source of strength, my source of hope is Christ alone”

(Craig & Koch, 1991)
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Chapter 1 – Introduction

Introduction

The main discussions in this chapter are the study's purpose, significance, and background, including the education system in Indonesia, change in environmental forces that impact schools in Indonesia, the nature of the vocational school reform movement due to the lack of skilled workers, and the issues on private vocational education schools in Indonesia. In addition, the study’s research questions, broad literature outlines, methodology, and limitations will be provided. Finally, the summary of the chapters in the thesis will also be presented.

The objectives of the study

It aims to examine the phenomenon of marketing in a select number of private vocational schools in Indonesia. The literature on marketing defines it as either a function or a philosophy. This thesis examines both these meanings as they apply to schools.

Concerning marketing as a function, the study aims to examine how and to what extent selected schools have implemented the principles and practices of marketing. Many schools have introduced marketing principles and practices or have increased their marketing efforts in response to environmental changes, especially in answering the lack of skilled workers for industries in Indonesia. However, as it is uncertain how uniform, widespread or sophisticated this phenomenon has become, this study aims to investigate in depth the extent to which marketing has occurred in a select number of vocational schools and will examine the attitudes, understanding, expertise and commitment of individual members of each school.

This study also attempted to differentiate between the schools’ marketing practices and their degree of market orientation. Market orientation is how an organisation orientates or focuses itself on the market's needs. In this sense, marketing is an organisational philosophy, or a mindset, that places customer needs at the organisation's centre.

Significance of the study

It is significant because of the lack of research into marketing and market orientation in schools, especially in Indonesian schools.

The focus of this study is on private vocational schools in Indonesia, where there is virtually no identified research. An extensive search in the university library database as well as Google Scholars using the Boolean operators (AND, OR, and NOT) and keywords such as: 'school marketing', 'marketing orientation', 'Indonesia', 'private school', and 'vocational school' returned
with very minimum results, almost zero if the latter keywords were added. This fact shows a considerable gap in what research can add to our understanding.

The important purposes of this study are, firstly, to gather facts, barriers, approaches, and other crucial and essential factors for marketing schools in Indonesia. Secondly, to formulate a market orientation and strategy that schools can adopt, specifically schools in Indonesia, particularly private vocational schools.

The important outcomes of this research are, firstly, to inform schools about the importance of adopting marketing as a strategy and ways to overcome its barriers and challenges. Secondly, to inform schools about the benefits of performing marketing and understand the marketing phenomenon in schools. Thirdly, to inform schools of current approaches' success and failure to implement more effective strategies suited to their school's context and circumstances, schools may also be informed about ways to formulate more effective marketing strategies.

Adopting a 'market orientation' and formulating 'market strategies' has become even more crucial for schools in the last twenty years. It has been demonstrated that marketing can help schools improve their reputation, enrolment, and resources to compete more successfully in the marketplace. In addition, market orientation is suspected to have linked to organisational performance in research findings (see Chapter 2) in organisations worldwide.

**Background to the study**

The Indonesian education system is known as the national education system (Sistem Pendidikan Nasional – SPN). The first nine years are compulsory, six years of Primary School or Sekolah Dasar (SD) and three years of Junior Secondary School or Sekolah Menengah Pertama (SMP). Following this compulsory education are the two streams of high school (Years 10 to 12), the regular high school or Sekolah Menengah Atas (SMA) and the vocational school or Sekolah Menengah Kejuruan (SMK).

The school curriculum is known as the National Curriculum (Kurikulum Nasional) and was determined by the government through the Ministry of Primary and Secondary Education and Culture (Kementrian Pendidikan Dasar dan Menengah dan Kebudayaan - Kemendikbud). Both public and private schools use the National Curriculum, although private schools have a degree of flexibility to add more items into their curriculum. The ratio between government and private schools obtained at the time of this study was 76 to 24 (Badan Pusat Statistik, 2019).

The history of the Indonesian private school system can be drawn back to 1920. Unlike the British government in India, the Dutch East Indies government was late in establishing schools for the indigenous children in Indonesia. As a result, the number of these government-initiated schools was small and disproportionate to the population because the Dutch East Indies government was
keener on educating the European children. Furthermore, the educational content of these government schools was considered discriminatory, undemocratic, and alienating indigenous students from their own culture (Suharto, 2000). Several groups and organisations, therefore, responded by establishing private schools to increase the number of schools and negate the negative aspects of government schools.

In the early twentieth century, the number of private schools bloomed and each carried characteristics according to the views of its founder. Funds were mainly obtained from students, depending on the number of students, the school environment, and the parents' socio-economic background (Wirianto, 2014). Post-Independence era, in 1947, some private schools started receiving government subsidies. These subsidies were needed for various purposes, such as salaries for teachers, non-teaching staff, building rentals, and other school infrastructures.

Despite the government subsidies, at the time of conducting this study, private schools in Indonesia continue to rely on their stakeholders for their major organisational funding. However, this reality forced them to place higher fees which put pressure on the parents and may sometime make it harder for the private schools to get enrolments (Safarah and Wibowo, 2019). Private schools have, therefore, become more 'business-like' in responding to expectations from their stakeholders. These expectations include the need for organisational change, consolidation of successes, and high achievement (both in academic and extracurricular activities).

Despite being able to offer better facilities and, sometimes, better curricula, private schools in Indonesia often find it hard to compete with government schools due to these expectations. Wirianto (2014) argued that most private schools in Indonesia need to have sound strategies to address their stakeholders' needs and expectations.

While acknowledging that meeting stakeholders' needs and expectation is important for schools for all sectors (government and private), in Indonesia, the implications were more crucial for private schools since they do not operate under the same conditions as their government counterparts. As a result, they receive fewer resources and benefits. Changes in government regulations, such as geographical zoning, put more pressure on private schools. Further detrimental regulation change happened in late 2000, reducing subsidies to private schools that chose to run less than 70% of the government-initiated curriculum (Safarah and Wibowo, 2019). It forced some private schools to incorporate higher fees to survive. While appreciating that private schools in Indonesia generally struggle with these, private vocational schools suffer the most as they are seen as lesser institutions than mainstream high schools. Further discussion on this will be later in this chapter.

This study focused on private vocational schools, where the impacts were potentially more damaging and significant due to some historical and cultural backgrounds of the Indonesians.
Private Vocational Schools in Indonesia

Historically, the Indonesian education curriculum (Kurikulum Nasional) was derived from the 19th-century Dutch East Indies school curriculum, School tot Opleiding van Inlandsche Arsten, which focused mainly on high academic achievement (Wirianto, 2014). One of the strategies that The Dutch East Indies implemented to strengthen their colonialism in Indonesia was the divide et impera (to divide and to conquer). Mrázek (2018) stated that this imperialism strategy created a socio-hierarchy that places university graduates above the blue-collar workers, the typical graduates from vocational schools. Consequently, and probably understandably, most Indonesians aspired to pursue higher education and graduate from a university as this was seen as the only way out of poverty and avoiding the bottom level of the said social hierarchy altogether (Mrázek, 2018).

These historical and cultural backgrounds made most Indonesian parents push their children to pursue an academic career through the mainstream, regular high school. This view put even more pressure on vocational schools in Indonesia, as they were seen as less favourable (less ‘elite’) than regular high schools and other equivalent-level institutions (Wirianto, 2014). As a result, the statistics showed that among the 28 million high-school students in Indonesia, only 5.5 million were in vocational schools (Education GPS, 2020).

In 2004 the government introduced some deregulations and provided extra funding to promote vocational school growth. Despite the effort, Yudha (2015) argued that private vocational schools continue fighting to survive. The statistics from the Indonesian Department of Education show that, despite the 1.8 per cent growth between 2016 to 2020, annually, there are, on average, two to three low-fee private vocational schools that were forced to close their doors due to lack of enrolment (Kementrian Pendidikan dan Kebudayaan [Kemdikbud], n.d.).

According to the 2010 Population Census statistic by Badan Pusat Statistik Indonesia [Indonesian Central Statistical Organisation], Indonesia's population was 237 million, with an annual population growth rate of 1.21% (Badan Pusat Statistik, 2021). Along with this population boom, Indonesia faced a massive problem with their national unemployment number. The statistical national unemployment figure obtained in this study showed 5.94% unemployment in Indonesia (Yudha, 2015). To provide context, the national unemployment number of Thailand, another country in the region, was 0.56% (Murdaningsih, 2015; Yuvejwattana, 2015). More concernedly, within the unemployment percentage, 47.81% were 'graduate unemployment', which means they are university graduates who cannot find suitable work for their skills (Akyun, 2014). There was a clear high need for skilled workers.

The figure released by the Indonesian Ministry of Industrial stated that the industry requires at least five hundred new skilled workers (vocation school graduates) annually, while only three
hundred vocational graduates are available (Kementerian Perindustrian Indonesia [Kemenperin], 2015). While this statistic could have condoned that the nation requires more skilled graduates, private vocational schools struggle to meet yearly enrolment quotas (Jawa Pos News Network [JPNN], 2015). Furthermore, according to the statistic obtained at the time of this study, government vocational schools have 50% more enrolments than the private sector (Kemdikbud, n.d.). Therefore, private vocational schools need to market themselves more effectively to overcome factors that may affect their existence.

Research Questions

• To what extent have the selected schools adopted marketing perceptions by implementing marketing principles and practices to respond to their environment change?

• To what degree are the selected schools’ market (marketing) oriented?

• How effective are the schools in marketing themselves and their programs?

• What are members' attitudes at various levels within the school organisational structure towards marketing, and how important are these in determining a school’s success in adopting a coherent marketing approach?

• What is the perceived link between marketing and market orientation and performance?

The following section in this chapter are snippets of the literature used in this study. Further discussions and reviews of the literature and discussion on previous publications on marketing in school are presented in Chapter 2.

What is marketing?

Marketing is common practice in profit or non-profit organisations, government or private. There are many definitions of marketing. One commonly quoted definition of marketing is "the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create an exchange and satisfy individual and organisational objectives" (American Marketing Association, 2022).

Every organisation embraces marketing to some extent. However, non-profit organisations that receive full commitments from their stakeholders are best positioned to reap the benefits (Hankinson, 2000). The same notion applies to schools as one of the non-profit organisations. Being an educational institution, the school’s stakeholders (or ‘customers’) are parents, current students, prospective students, past students, the school council and their staff, teaching and non-teaching. The agreeable and most obvious benefits of marketing for schools are increased enrolments, resources, and reputation.
Market Orientation

Blythe (2013) defined market orientation as "defining what (the) customers want and ensuring that the company's activities are arranged to achieve customer satisfaction". In addition, the author defined its core components being "customer orientation, competitor orientation, inter-functional coordination, long-term focus, and profitability/survival" (p. 25).

Blythe’s definition of market orientation was only one of the different approaches used in the literature. Some agree, but others have different approaches to it. For example, Kohli and Jaworski (1990) defined it as an implementation of the marketing concept. On the other hand, Narver and Slater (1990) defined it as organisational culture. The latter authors examined how the first three core components affect the rest in organisational innovativeness, leading to corporate performance.

Different approaches

Following the wealth of the literature on market orientation, Drysdale (2002) summarised four different approaches to market orientation. 1) placing the customer as the organisation's centre, 2) performing activities that attempt to implement marketing concept, 3) viewing it as organisational culture, and 4) treating it as a part of market orientation stages. Despite the different approaches, it is worth noting that market orientation for schools is commonly orientated highly toward their customer satisfaction with a relatively low orientation towards their competitors.

Previously, Drysdale (1999) argued that while, to some extent, schools conduct marketing, only a few of them are market-oriented. Therefore, it is essential to underline the need to differentiate marketing and market orientation definitions. A market-oriented school would benefit from its marketing approach instead of the non-market-oriented one. Drysdale (1999) further strengthens this view by stating that "research from industry indicates that market-oriented organisations outperform non-market-oriented organisations" (p. 28).

Barriers of marketing

The school's specific marketing approach can be a barrier to its marketing orientation. This specific marketing approach may be accentuated in different forms, such as gender exclusions and specific religious beliefs. A gender-specific school, for instance, would limit their enrolment based on a particular gender only and would have to decline enrolment of the opposite gender. While gender-specific schools are not common in Indonesia, religious-based ones are more common and may be a barrier to a school's market orientation.

Schools could face problems concerning the enrolment of prospective students due to their religious beliefs or lack thereof. This approach may also be affecting the 'staff recruitment' policy, especially in recruiting staff members from different religions and beliefs. Therefore, it is
considered a limitation and can potentially be a drawback to the school's quest to employ the best staff.

This marketing approach can also be a niche marketing strategy to provide a balanced view. Dalgic (2006) defines niche marketing as a creative process of "carving out a small part of the market whose needs are not (to be) fulfilled" (p. 5). For example, religious schools chose to meet their customer needs by exclusively tailoring their service to a smaller market first and then gaining reputation and trust from the broader market from different beliefs. This typical school would apply what Shani and Chalasani (1992) defined as a 'bottom-up’ approach, where the schools fulfil “the needs of a few customers and then gradually builds up a larger customer” (Dalgic, 2006, p. 6), while at the same time, still growing and expanding its 'niche' customers.

**Methodology**

This study employs the qualitative research method to investigate the research questions and evaluate how a group of select schools respond to the changes in their environment. After extensive research on different methodologies, the qualitative method was deemed the most appropriate. More of this is available in Chapter 3.

The study focused on three private vocational schools within a defined geographical area to capture a snapshot of a group of affiliated schools in a similar situation. All the schools accepted the invitation to participate. Conceptual frameworks that drew on the theory, literature and research on marketing in schools were constructed and formed as the basis for developing questions and themes, which are the challenges faced by the schools, their understanding of the meaning of marketing, the schools marketing principles and practices, and their marketing strategy and market orientation.

Information was collected by a) *semi-structured separated interviews* with key people within three structural levels in the school: the policymaker (if available), the upper-management ( Principals and Assistant Principals) and the middle or professional level; b) *document analysis*, including policy manuals, promotional material, marketing plans, reports, market research, and perceived school offerings; and c) *observation of tangible evidence of marketing associated with such aspects as style, image and brand.*

The analysis method used was Miles and Huberman’s (1994) three steps of qualitative methodology with appropriate trustworthiness, characterised by how data was first reduced, then displayed before finally analysed and conclusions were drawn. Additionally, interactive data analysis was also used to examine the evidence and explore the schools' circumstances during the study.
The three case studies and the themes were designed based on a conceptual framework and a view of marketing as a function and the schools’ market orientation level. Each school in the study was presented as a consistent discrete study to allow detailed analysis of the results.

**Limitations and delimitations**

The findings of this study revealed how the three schools in the chosen geographical area responded to the changing environment by utilising marketing principles and practices and the degree to which they adopted market orientation. Views were sought from a representative group within the school, including school management and teachers. The number of participants in each case study varied from six to ten members. The study relied on the views of individuals selected within the organisation. External community members, other than school council members, were not included in the interview. It is worth noting that there may be parents who sit on the council, so their views as the parents may be different from those of the others.

The study was a snapshot of the phenomenon within a defined period. In most instances, interviews took place over one to two weeks. The subsequent development and implementation of marketing principles and practices and the establishment of a market orientation over an extended period would require a longitudinal investigation, which was outside the scope of this study.

The study, nevertheless, established chronological events that showed the pattern of actions up to the interviews and future intentions. Qualitative research methodology poses problems for the lone researcher due to the sheer size of data collected through interviews and examined in relevant documents; more on this in Chapter 4. Regardless of how objective the researcher attempts to be, there is always subjectivity in the coding and categorising of data. The triangulations of marketing and market orientation, conceptual framework, and research questions were used to maintain the study’s focus point.

**Chapters in this study**

Chapter 1 outlines the significance, the objectives, and the context of the study, focusing on the marketing orientation of private vocational schools in Indonesia. The market orientation of schools is understood to be orientated highly toward their customers’ (parents and students) satisfaction, with a relatively low orientation in their competitors (other schools). Therefore, the schools need to apply a particular marketing orientation and have a long-term focus on their marketing approach to survive and grow their enrolments. The evolving meaning and understanding of modern marketing and market orientation are outlined; the issues of schools adopting marketing principles and practices and as well as developing a market-orientation in
response to the changing environment are described. Finally, the study's qualitative methodology and limitations are briefly outlined.

Chapter 2 discusses the related marketing literature, research, and publications on marketing in schools. The marketing definition, misunderstanding surrounding marketing, and its evolution are discussed in this chapter. Finally, marketing publications and their applications are examined and categorised on the continent where the research was done to draw a common theme across those publications.

A conceptual framework is available in Chapter 3, which will guide the focus of the study. Therefore, the logical flow of this chapter is: a general review of the theory and literature in marketing (Chapter 2) becomes the base of the conceptual framework, and marketing function and market orientation are defined.

Chapter 4 presents qualitative methodology as the means of gathering and analysing data from the case study is discussed, including designing the interview questions and selecting the participants of this study. Finally, the study's reliability, validity, and limitations are addressed.

Chapters 5 to 7 formed a report for each of the three schools. The format discussion of each chapter follows the logic of the conceptual framework and uses it as the basis of data organisation and discussion. At the beginning of each chapter, the profile and context of the school are outlined, and then the data is reported following each of the critical research questions. The research questions reflect significant areas of marketing: the environment, the meaning, the attitudes towards marketing in the school, the nature and extent of marketing activities in the school setting, the degree of market orientation, and other aspects that emerged from the research.

Chapter 8, the final chapter, discusses major themes of the finding from the three case studies by comparing the data. Next, a summary of the thesis is provided, withdrawing the significance and purpose of the study. This chapter also highlights crucial responses from the three schools in the study and relates them to the literature. Finally, the answers to the research questions, suggestions for future research, and the implications for school leaders are presented.
Chapter 2 - Related Theory and Literature

Introduction

The evolution of marketing and its significant historical stages are highlighted, including the marketing concept, marketing management, strategic marketing, market orientation, relationships marketing, marketing as a brand, and digital technologies. Different streams of marketing are discussed further. Finally, the difference between marketing and market orientation is clarified, and literature review, research and application of marketing to schools follow.

What is marketing?

Both formally and informally, people and organisations engage in numerous activities that we can define as marketing. The common view of it is, put simply, selling and advertising. Marketing is considered “manipulative, devious, unethical, and inherently distasteful” (Brown, 1995). Nevertheless, the academic texts defined it as much more.

The marketing concept is, arguably, a term in management that is most confusing and thus most often misunderstood. Baker (1995) suggested that the paradox of marketing is one of the oldest human interactions, yet also the “most recent of the business disciplines”. Despite being more than a quarter of a century old, Baker’s view is still relevant because, as with any new concept, it is hard to find a single definition of marketing.

Brunswick (2014) explored the evolution of marketing and listed the various meanings of marketing over the past 100 years. He showed how the definition changed as a reflection of the era of the time. Brunswick (2014) recorded seventy-five definitions, of which twenty-three have been identified since 1980. Cohen (2020) identified a similar number of definitions (seventy-two different meanings). Crosier (1975) reviewed over fifty definitions and categorised marketing as a function within the organisation, a philosophy of doing business, and an orientation, a phenomenon that makes the function and concept possible.

The Board of Directors of the American Marketing Association (AMA) claim that they review and reapprove or modify its definitions of marketing regularly. One of the earliest definitions regarded it as a function “marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organisational goals” (Bennett, 1988, p.166).

The most recent definition defines marketing as the "processes for creating, communicating, delivering, and exchanging offerings that value customers, clients, partners, and society at large" (AMA, 2022, para. 2).
Numerous writers support this functional view. For example, Kotler and Keller (2016), who are regarded as one of the leading writers in this area, described it as "a social and managerial process by which individuals and groups obtain what they need and want by creating, offering, and exchanging value products with others" (p.51). Further definition from Kotler and Armstrong (2014) defined it as "the science and art of exploring, creating, and delivering value to satisfy the needs of a target market at a profit".

Another early author, McDonald (1989), defined it as "a philosophy or an approach (of) doing businesses" (p. 8). Later on, McDonald et al. (2011) argued that marketing is a concept to define markets. It quantifies the segments' needs and determines the value propositions to meet those needs. The people within the organisation are responsible for communicating and delivering those propositions to the target while at the same time monitoring its process.

Marketing is, therefore, a management process.

Ballantyne et al. (2003) supported the notion that marketing is everybody's business. As quoted by Danoff (2014), "Marketing today is not function; it is a way of doing business" (p. 14). To re-enforce the importance of philosophy over function, Day (1992) stated, “paradoxically, deeper marketing is embedded within the organisation and becomes the defining theme for shaping competitive strategies. Consequently, the more likely is the role of marketing as a distinct function to be diminished” (p.28).

More recent definitions confirm that marketing is not just a function but a philosophy. For example, Czinkota et al. (2021) argued that marketing is a state of mind where the key decisions are driven by customer needs and wants. The view that marketing is a philosophy and a responsibility of all organisation members has even questioned the marketing department's role as a functional entity (Kotler & Keller, 2016).

However, whatever its definition, the common core marketing elements can be identified - the concept of needs and wants; products and services; value exchange; markets; and relationships (Kotler & Keller, 2016). While marketing viewpoint is, as provided by Payne (1993), marketing a function, philosophy, or orientation. His view of marketing was, in a nutshell, a process of matching between the kind of product or service (for example, education) that organisations (for example, a school) can provide to their customers (for example, the student) to fulfil their needs.
McDonald et al. (2011) also saw marketing as a matching process. Figure 2.1 outlines this view as the essence of marketing. This matching process impacts both its environment and its stakeholders (the organisation and its customers). Having a role as the service provider, the organisation is highly affected by the customers. Payne (1993) suggested that the relationship is fluid, interactive, and ever-changing alongside the dynamics of the external environment, which means the organisation must constantly modify what it can offer.

In the literature, the terms 'marketing concept', 'marketing philosophy', 'marketing orientation', 'market orientation', 'customer orientation', and 'customer focus' are often used synonymously but have different times definitions and distinctions. The meanings of these terms will be discussed further in this chapter.

**Misunderstandings about marketing**

Part of the misunderstanding surrounding marketing relates to its image. Many people view marketing with deep suspicion, observing it as deceitful, manipulative and fundamentally offensive. For example, Hair et al. (2000) viewed it as an attempt to make people “want what they do not need by exaggerating, misleading, and over-promising the product or service, exploiting people’s vulnerabilities”. Worth noting that the view does not represent marketing as understood and performed by most academics and professionals.

The part that adds to the confusion is that the term marketing is vulnerable to misinterpretation. For example, McDonald et al. (2011, p. 11) noted that "despite literally hundreds of definitions of marketing, most of them (are) hopefully wrong”.

One aspect that confuses many people is that marketing is simple and complex because there are always exchanges of various things in humanity’s basic level of interaction. Baker (2009) reflected this in their statement, "the problem is… most people believe they know what marketing is when they do not" (p. 36). However, an integrated knowledge structure has emerged from many
other disciplines such as economics, sociology, mathematics, psychology, and management that now make up the modern marketing concept.

One of the most common misunderstandings is that marketing is only about sales and advertisement. A further area of confusion is that marketing is often seen as synonymous with customer service. For example, McDonald et al. (2011) argued that many customer service marketing programs are based on superficial 'smiling campaigns', and the use of the 'have a nice day' catchphrase ignores customers' essential needs (p.10).

Baker and Hart (2008) outlined the four misconceptions of marketing: thrust - marketing is just another name of sales and has nothing to do with what the customer needs; marketing department marketing – the view as mentioned earlier but with an addition of an entity to specialised it; accounts marketing – short-term profit over long-term viability; and formula marketing – managing over invention.

This study chose to understand it as a multi-dimensional concept and attempted to understand it by first examining the evolution of marketing as academic discipline strain and perceptions.

**Marketing Revolution**

The post-war era of the 1950s is generally recognised as the beginning of what we currently call modern-day marketing. Sweezey (2020) termed the era marketing revolution, acknowledging the military term to the post-war era. It can be further divided into seven significant shifts or movements in focus. First, in the 1950s with the marketing concept; the 1960s: marketing management; the 1970s: marketing method - marketing becomes a practical way for organisations of various kinds; the 1980s: strategic marketing – the intended and planned marketing; the 1990s: the era of focus-shift with the birth of a new concept, the market-orientation and a new paradigm, the relationship marketing; the 2000s: marketing as a brand; and finally the 2010s and 2020s: the era of previously unimaginable, the digital technology marketing.

Table 2.1 outlines modern marketing evolution's stages, features, and critical writers. The last twenty years of development were highlighted.

**Table 2.1- The evolution of modern marketing**

<table>
<thead>
<tr>
<th>Era(s)</th>
<th>Stages</th>
<th>Key features</th>
<th>Key writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 1950s</td>
<td>Marketing concept – the customer is everything.</td>
<td>During this era, the organisation's main goal was to meet what the customers wanted and view it from their point of</td>
<td>Drucker (1954); Felton (1959); Keith (1960); Levitt (1960); McKitterick (1957).</td>
</tr>
<tr>
<td>Era</td>
<td>Key Event</td>
<td>Description</td>
<td>Authors</td>
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<tr>
<td>--------------</td>
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<tr>
<td>The 1960s</td>
<td>Marketing as a method of PSM (the marketing management)</td>
<td>The PSM (Problem-Solving Methodology) was imminent in this era; thus, marketing was also seen as one. During this era, 'Marketing' has got affected by other disciplines' analytical ways of thinking.</td>
<td>Alderson (1957); Davis (1961); Howard (1957); Kotler (1967); McCarthy (1960).</td>
</tr>
<tr>
<td>The 1970s</td>
<td>Definition of marketing was broaden</td>
<td>The hype of this era was OSFA (one size fits all), which affects marketing too. It was seen as an entity suitable for any organisation, both profit-oriented and non-profit.</td>
<td>Ames (1970), Arndt (1981); Hunt (1976, 1991); Kotler (1972); Kotler and Levy (1969); Kotler and Zaltman (1971); Robin (1977).</td>
</tr>
<tr>
<td>The 1980s</td>
<td>The term ‘marketing-strategy’ was coined</td>
<td>The era where marketing was seen as a matching process between the organisation's capacity and its surrounding. The process was intentional and systematic.</td>
<td>Aaker (1992); Abell (1980); Baker (1992); Brown (1990); Day (1984); Fifield (1993); Foxall (1984); Murray and O’ Driscoll (1996); Tack (1987).</td>
</tr>
<tr>
<td>The 1990s</td>
<td>The major shift in the point of view, the ‘marketing-orientation’ term was born.</td>
<td>Marketing as we know it began during this era. The customer was no longer everything, so organisations started to consider other factors (such as their competitors and long-term plan) in their marketing plan.</td>
<td>Deshpande and Farley (1996); Jaworski and Kohli (1993); Liu (1996); Narver and Slater (1990); Shapiro (1988); Slater and Narver (1994); Wrenn (1997).</td>
</tr>
<tr>
<td></td>
<td>Marketing evolved significantly, and this era also saw the birth of what we know.</td>
<td>Organisations saw marketing as an ‘interactive relationship’ between</td>
<td>Baker (1997); Ballantyne et al. (2003); Gordon (1998); Gummesson (1998).</td>
</tr>
<tr>
<td>Time Period</td>
<td>Description</td>
<td>References</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The 2000s</td>
<td>Another shift of paradigm. The brand was placed above the customer, hence the term brand-marketing. A brand is no longer an aspect of a marketing strategy but a top management priority. There is an expansion of the role of a brand from traditional brand owners to many stakeholders. Brand orientation places the brand at the centre as opposed to the customer.</td>
<td>Aaker (2014); Gromark and Melin (2013); Keller and Lehmann (2011); Kotler and Keller (2014); Swaminathan et al. (2020).</td>
<td></td>
</tr>
<tr>
<td>The 2010s and the 2020s</td>
<td>The Digital-Marketing was born in an era like nothing before, where virtual and augmented reality became the new marketing platforms. Digital technologies (social media) have transformed how culture works. Promotes easier and more accessible communication through digital communication using the Internet and electronic means.</td>
<td>Aaker (2020); Chaffey and Ellis-Chadwick (2012); Charlesworth (2014); Deiss and Henneberry (2017); Hartman (2020); Kingsnorth (2019); Radchenko et al. (2021); Sachs (2020); Sedley, (2010); Sweezey (2020); Tuten (2020); Zarrella (2010).</td>
<td></td>
</tr>
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</table>
From the summary and characteristics of each era as tabulated above, it can be concluded that what distinguishes each era is where the customer is positioned and the degree of commitment the organisation has to the customer. Marketing was seen as a function in the exchange process rather than philosophy (Baker, 1997). Figure 2.2 below shows an extended version of Payne's (1993, p. 30) evolution of modern marketing, adapted by Drysdale and Goode (2020).

Figure 2.2 - The changing emphasis on marketing

The next section of this chapter unpacks each phase of the evolution in greater detail in chronological order.

The 1950s: Marketing Concept

McDonald et al. (2011) defined the marketing concept as a process of finding a match between an organisation's capabilities and customers' needs. However, this process is becoming intricate over the dynamic of the organisation's external factors. Post the second world war, in the 1950s, several writers (Keith, 1960; Levitt, 1960; McKitterick, 1957) articulated that the main objective of the organisation was to meet the customer’s needs (Kotler & Keller, 2016). These writers’ viewpoints became the foundation for the marketing concept, which placed the customer at the start of the production-to-consumption cycle rather than at the end.

Drucker (1954) is recognised to have started the term 'the marketing concept' and elevated marketing to a position of paramount importance in the organisation by focusing on the customer. It became the destination and the origin of the organisation’s journey. The whole business exchange is seen from the customer's point of view. Therefore, Drucker (1954) argued that in
marketing, customers’ concerns and the organisation’s accountability toward the customers must be fully immersed within the organisation itself.

The 1960s: Marketing Management

In the 1960s, there was a new emphasis on marketing becoming a function of the organisation’s managerial system. Marketing is no longer only about selling; thus, marketing departments replaced the sales departments in the organisational chart. As a result, marketing became a prime function within the organisation. Kotler & Keller (2016) defined it as “the art and science of choosing target markets and getting, keeping, and growing customers through creating, delivering, and communicating superior customer value” (p. 27).

As well as structuring and coordinating the marketing activities, an organisation will apply various marketing principles and practices to a greater or lesser degree. These are the tools, techniques, and processes required to facilitate marketplace exchanges exemplified in marketing textbooks and writings. Typically, these involve models for assessing market needs and opportunities, market research techniques, product life cycle, strategic matrices, behavioural intention models, channel theory, databases marketing, and formulating a marketing strategy. For example, Kotler (1994) listed fifty-three exhibits of marketing concepts and tools and thirty-six exhibits of marketing strategies. Marketing strategy requires the ability to segment the market and target particular groups appropriately. It requires a positioning strategy to build a brand or image and differentiate its products/services. It also requires marketers to categorise various marketing activities into what has been termed the marketing mix: product/service, price, place, and promotion (Kotler, 1994).

Firstly, market segmentation divides a market into separate and evocative consumer groups that might value different products and marketing mixes. Segmentation assumes differences in the needs and wants of the various markets within the educational environment. For example, the markets consist of students, teachers, suppliers, school boards, parents, government agencies, and community groups in schools. Each of these groups may differ in its needs and expectations. However, as well as differences between these groups, there are often different preferences. Kotler and Fox (1995) described differences in needs and preferences in terms of characteristics such as demographic segmentation (age, income level, occupation, education, cultural background, and religion); geographical segmentation (location, climate, density); psychographic segmentation (lifestyles, social class, personal attitudes and habits) and behavioural segmentation (benefits sought, user status, loyalty status, perspectives to institution). Segmentation is dividing and lumping together characteristics or behaviours that will distinguish one set of individuals from another. In short, it is dividing heterogeneous groups of customers into more homogeneous groups based on relatively similar product needs. Kotler and Fox (1995) noted that segmentation
is most effective when segments can be easily identified (measured), can be reached and served (accessible), are large enough to warrant a special marketing effort (substantial), and are likely to endure over time (durable).

Secondly, target marketing describes a situation where an institution tailors its program(s) to satisfy a market. A target market is a reasonably uniform cluster to whom a school wishes to appeal. To target effectively, an educational institution will distinguish among the different segments that make up the market and choose one or more sections on which to focus. Kotler and Fox (1995) identified three alternative market coverage strategies. *Niche or concentrated marketing* occurs when an educational institution decides to go after one market segment and provide a specially designed set of offerings. *Differentiated or target marketing* occurs when an educational institution selects several segments and develops a set of offerings for each. Finally, *undifferentiated marketing or mass marketing* happens when the institution decides to go after the whole market with one set of offerings and marketing mix, attracting as many people as possible.

Thirdly, positioning is about the programs and services of a particular institution taking an important position in one’s mind. It describes how a person or group observes the school and compares them to other schools. Finally, it is the art of emerging and conveying substantial differences between one's offerings and those of the competitors in the same target market. It involves creating real differences and making them known to others. Kotler and Andreasen (1996) defined positioning as “the act of designing the organisation's image and value offer so that its customers understand and appreciate what the organisation stands for concerning its competitors” (p. 205). Aspects of positioning used in this study include *differentiation*, *image* and *critical attributes*.

*Differentiation, image, and attributes.*

As defined by Kotler and Fox (1995), it is the process of developing meaningful differences to distinguish the product of one educational institution from those offered by the competitor. The authors further outlined the following points as valuable criteria for determining differentiation in an educational institution (p.237):

- Important: the importance of many ways the differentiation will benefit students and past students.
- Distinctive: the ways the differentiation offered is a distinct feature from the competitors.
- Superior: while the service offered may have the same function; it should significantly be a higher-up offering.
- Communicable: the differentiation is how the institution communicates to the customers.
- Pre-emptive: the differentiation of the institution’s offering is non-copiable in the short-term.
- Affordable: while distinctively different, the offering should still be within reach of the customers.
- Profitable: the institution should ensure that it benefits from offering differentiation.

Organisational image is more than a fundamental belief; it is a whole set of ideas. Kotler and Fox (1995) defined it as "the sum of beliefs, ideas, and impressions that a person has of an object" (p. 31). They also underlined that image is different to attitude; two people may have a similar image but may hold different attitudes towards the institution.

Attributes are those characteristics that stand out or are essential about the organisation and help shape its image and define its character. Attributes in an educational institution may form in several different contexts, for example, reputation (what the school is well-known for), identity (who the school is), and integrity (what the school stands for).

The marketing mix: the 7Ps

The marketing mix concept is built upon what is traditionally known as the four components of marketing: product, place, promotion, and price, or the 4Ps. It is a blend of controllable variables that an institution practices to achieve its purposes in the target market to meet the needs of a specific group of customers.

A contemporary marketing mix has been extended to include a range of other factors. Specifically, in services marketing, such as schools, the marketing mix consists of the traditional 4Ps (product, place, promotion, price) plus another three: physical evidence, processes, and people (Booms 1981; Cowell, 1994; Payne, 1993). This contemporary mix is known as the 7Ps of service marketing or just the 7Ps. Worth noting that other literature has suggested alternative approaches to the marketing mix more recently. For example, Sisodia and Sheth (2012) suggested the 4A's: acceptability, affordability, accessibility and awareness.

Kotler and Keller (2016) summed up marketing management by concluding that it has several main tasks: constructing strategies, apprehending vision, linking with the customer, developing powerful brands, and generating, delivering, and communicating value.

The 1970s: Transferability of Marketing to all Sectors

During the 1950s and 1960s, marketing was generally concerned with consumers and manufacturing goods. As a result of this customer-centred approach, marketing was firmly
established in the consumer sector and industrial goods during this era (Baker, 1997). However, Kotler and Levy (1969) argued that all organisations would be benefited from applying marketing, and thus it should be applied widely to include other kinds of organisations.

More recently, Kotler and Keller (2014) redefined the breadth of marketing as “a pervasive societal activity that goes considerably beyond the selling of toothpaste, soap and steel” (p. 10). Moreover, the authors argued that marketing also applies to a broader range of organisations, profit-oriented and non-profit. These organisations, they claimed, have a more extended history of marketing than business corporates.

The attitude and methods of marketing that have benefited private profit-oriented organisations are equally relevant and meaningful to their alternate organisations. As a result, the extended abstract field that makes up the marketing concept has become the leading model in the marketing literature.

The 1980s: Marketing as Strategy.

Marketing as strategy became a prominent focus in the 1980s as it mirrored the writings on strategic planning that emerged from the 1970s. Since then, it has become a leading aspect of modern understanding.

Strategy is a broad term for unfolding how an organisation tries to achieve its long-term goals considering significant development or changes in the environment. An example of an important influencer of this view was Porter's (1985) Competitive Advantage: generating and supporting superior performance.

Mintzberg (1992, p. 11) was another influencer who outlined the five definitions of strategy: plan (ways of thinking ahead); pattern (describing behaviour over time); position (finding a prime location); perspective (the way the organisation is viewing things), and ploy (specific manoeuvre to outsmart the competitor).

Since the 1980s, there has been a proliferation of books on strategic marketing. Key writers on strategic marketing identified in the Table 2.1 are Aaker (1995) and Moorman and Aaker (2017). They focus their view of strategy on analysing the market, identifying priorities, and adapting the marketing-driven business to take advantage of the dynamic marketing environment. For example, Abell (1980) developed a three-dimensional framework based on identifying current customer needs, technology (how are conditions being satisfied) and customer groups (who are the customers) to help map out the organisation's business model and activities to inform future planning.
Baker (1992) noted the need to focus on strategy instead of management. He argued that there should be a focus on perspective. Marketing should be an integrated strategic framework that includes rigorous, long-term analysis of the competition, an understanding of the scope of marketing, and planning for competitive success. He also advocated the importance of planning for the future but not neglecting the current and past (Baker, 2005).

Day (1984) saw the importance of strategy and strategic planning in pursuing competitive advantage. His major contribution to marketing as a strategy is his concept of market-driven strategy and organisation- an outside-in approach to strategy (Day, 1994). He emphasised the importance of scanning the total environment. Within education, the seminal work of Kotler and Fox (1995) detailed how marketing strategy can contribute to overall organisational effectiveness.

The 1990s: Market Orientation

From the mid-1980s onwards, there has been a revived priority on the ‘marketing concept’ and the evolution of the term ‘market orientation’. It can be defined as implementing the marketing concept at a basic level. It can also be described as a philosophy or mindset about how the organisation does business (Czinkota et al., 2021; Le Meunier-Fitzhhugh, 2021). The focus is on the market, including customers, stakeholders, suppliers, and interest groups.

Numerous marketing academics (Day, 1994; Slater and Narver, 1994; Wrenn, 1997) have found that focusing on the customer was insufficient. As a result, they added the importance of strategy and the significance of the external environment into the concept. They resulted in a broader characterisation to include competition (keeping close attention to the competitor), long-term planning (having predictable pathways), growth and survival (sustaining the future), and, as previously stated, customer focus.

During the 1990s, it was suspected that there was an association between market-orientation and organisational performance. As a result, the market-orientation concept was propelled. Furthermore, several writers (Kohli & Jaworski, 1990; Narver & Slater, 1990) empirically supported this proposition, despite the long assumption of a positive relationship between these two aspects. The assumption has now been confirmed through a few studies in several sectors of the economy: multiple size firms, producers, service providers, non-profit organisations, and a wide range of industries, including exporting industries.

The 1990s: Relationship marketing

Strategic marketing denotes a business approach centred on the external environment and long-term gain and is opportunity focused and proactive. This view profoundly impacted the way organisations treated their customers and resulted in a fundamental change in the way organisations approach marketing. As a result, relationship marketing has emerged as a critical
strategy for many organisations and is considered by many writers to be a new paradigm in marketing (Grönroos, 1996). Relationship marketing mainly recognised that focusing on current customers is just as important as gaining new customers. Organisations, therefore, need to establish long term relationships rather than one-off transactions (Payne, 1993).

Kotler and Keller (2016) contended that "the goal of marketing is to develop deep, enduring relationships with people and organisations that directly or indirectly affect the success of the firm's marketing activities" (p. 43). Similarly, Armstrong et al. (2018) focused on marketing as relationships. "Marketing is a process by which companies create value for customers and build strong relationships to capture value from customers in return" (p. 31).

Day (2000) proposed levels of relationships that could be identified on a continuum or spectrum. He argued that every market relationship is an exchange process that can be determined on a continuum or spectrum. At one end, he identified transactional exchanges (anonymous transactions/automated purchasing. In the middle, he placed value-adding exchanges. On the other end, he characterised collaborative exchanges (a complete collaboration between all parties to create a partnership). Finally, he argued that "a relationship orientation must pervade the organisation's mindsets, values, and norms" (p. 24).

Today, both market orientation and relationship marketing are seen as trends in marketing. However, the significance of marketing management and strategic marketing remains. These dimensions continue to be central to marketing as distinct and essential areas of study.

The 2000s: Marketing as Brand

During the 2000s, the importance of brand was confirmed as a major strategy, and primary tool organisations use to sustain competitive advantage. While brand management can be traced back to the 19th century with dubious associations with various products (Low, 1994), it is now a standard method used by all organisations marketing products and services and is seen as a vital pathway to the future success of the organisation (Louro & Cunha, 2001).

Traditionally, a brand was used alternately with a trademark “name, term, sign, symbol or design or combination” (Felgner, 2007). It enabled customers to distinguish between a certain trademark product or service from its competitors. However, a brand is now much more. The brand concept has expanded and become more complex and diversified, especially with the Internet. Brand managers must manage all aspects of the brand, including the tangible and intangible components.
such as brand image, brand personality, brand associations and value-adding to products or services (Kelley, 1992; Louro & Cunha, 2001).

Extended notions of the brand that underpin the importance of the brand are concepts such as brand identity, brand vision, brand relevancy, brand culture, brand architecture, and brand orientation. Brand identity is a key component where the organisation determines how it wants to be perceived in the marketplace (Kapferer, 2008/2012; Wheeler, 2017). It is similar to the concept of positioning that requires marketers to differentiate elements of the product, service or organisation in the customer's minds compared with the competition (Ries & Trout, 1981). Brand vision encapsulates the strategic and aspirational nature of the brand. It considers organisational values and appeals to a higher purpose (Aaker, 2014; De Chernatony, 2010).

Brand architecture strategy (Aaker & Joachimsthaler, 2000; Keller, 2014; Strebinger, 2004) is where an organisation with multiple brands develops a brand portfolio to serve various target markets. Aaker (2011) proposed the notion of brand relevancy as opposed to brand preference, where the organisations create and own a new sub-category that overrides any competition and makes it irrelevant. Brand culture refers to developing an organisational culture that effectively delivers its brand to the market (Yohn, 2018).

Further evidence of the importance of brand in the 2000s is the concept of brand orientation. Urde (1994) claimed that the future of many organisations was dependent on their brands. He advocated a transition from products and services to brands as a strategic marketing approach. Gromark and Melin (2011) defined it as:

an approach where brand equity is created through the interaction between internal and external stakeholders. This approach is characterised by brands being the hub around which the organisation's processes revolve, an approach in which brand management is perceived as a core competence and where brand building is intimately associated with business development and financial performance. (p.394)

The shift from market-orientation to brand-orientation is determined by how the brand is placed centrally in the strategy process (Urde et al., 2013).

The focus on the brand has defined marketing strategy over the past twenty years. There is an argument that everything can be branded – ideas, people, places, organisations (Swaminathan et al., 2020). Brand management is poised to become more important as the twenty-first century progresses. It also promises to become even more diverse, changing to meet the evolving future needs of all businesses and organisations.
The 2010s and the 2020s: Marketing as Digital Technologies

It is widely accepted that technology and the Internet are very broad and thus is not startling that digital marketing activities have been the key choice for organisations in the last few years (Evans & Bratton, 2012; Rana, 2020; Sachs, 2020). While many organisations continue to use traditional marketing approaches, they build on marketing using digital channels like websites, Facebook, Instagram, and other social media (Saravanakumar and Sugantha, 2012). For example, Tah et al. (2021) examined how independent schools in Sweden extensively market their goals and values, methods and programs, and services through digital marketing.

Tarigan and Sanjaya (2013) defined digital marketing as marketing and product branding activities that use the Internet and various virtual media, such as websites and social media platforms. The latter, specifically, was added to the 7Ps of the modern marketing mix in modern literature on marketing for schools, as coined by Lockhart (2016).

As previously mentioned, there is clear evidence that moving into digital marketing is imperative. In the last few years, many digital-related marketing terms have been coined. Such as search engine marketing, influencer marketing, viral marketing, green marketing, keyword marketing (which relates to search engine marketing), and content marketing (AMA, 2022, para. 3-10).

Attracting consumers and potential customers swiftly are the purpose of digital marketing. As a result, organisations compete to create compelling content displayed in their online media marketing. The digital revolution has drastically changed organisations' approaches to their customers. The Internet enables customers to analyse prices, read reviews, and may even dictate how an organisation would market their products. The development of digital technology has also led to the emergence of cyber consumers and cyber businesses. In addition, the digital revolution enables the adoption of a new 'relationship marketing', which is a challenge for companies looking to increase their market share.

Organisations opt to engage in relationship marketing with their customers through digital technologies. Therefore, digital marketing is inseparable from technological developments such as smartphones and social media platforms. The two have had a certain impression on the dynamic development of digital marketing by creating various and, arguably, unlimited access to products and content.

Sawlani (2021) defined digital branding as building and framing a brand through the Internet by using digital media. Organisations develop brand awareness by placing advertisements in digital media, which will generate interest. Traditional marketing was seen as the customers looking for product information through physical activities, such as visiting stores. However, digital marketing enables the customers to find information without even having to leave their homes.
The digital information era is characterised by customers looking for information about products or services by using search engines (such as Google's Search and Microsoft's Bing) on their digital media. Confidence then arises in customers, which triggers them to purchase a product or service. Moran and Hunt (2014) defined this as the Search Engine Marketing (SEM), "a form of digital marketing (or Internet marketing) that consists of a variety of tactics to promote business by increasing visibility of (the organisation) contents to searchers" (p. 10).

Customers (or searchers) no longer contact an organisation (for example, 'Telstra') to seek information about their product. Instead, use a search engine ('Google') to find the product or the competitor ('Optus') or even expand their search ('mobile phone operators'). Moran and Hunt (2014) suggested that "if your company's website is not listed in the first few search results for these searches, you are out!" (p. 5). SEM revolutionised the way digital marketing works by forcing search engine companies to expand their domination on certain geographical location. In the USA, Google and Bing are by far the most important search engine (Moran & Hunt, 2014; Tarigan & Sanjaya, 2013), in the Nordic nations, Google has nearly 100% market share (Moran & Hunt, 2014; Suomi et al., 2013) while Baidu dominates China as Yandex in Russia (Das, 2021).

The evolution of marketing management certainly goes beyond the current phase in the decade when this study was done. As previously mentioned, the advancement of digital technologies is swift and brings forward many more marketing-based terminologies and digital marketing techniques. Augmented reality marketing, virtual reality marketing, and artificial intelligence marketing are predicted to be the next revolution in the way organisations market their brand and product in the next decade (Blokdyk, 2019; Pudjiastuti, 2016; Sachs, 2020).

However, the study by Tah et al. (2021) presented a notice on how schools should adopt this digital marketing. Rather than simply placing marketing information on their website, expecting the prospective parents to gather relevant and adequate information about schools in facilitating school choice, the authors argue that as an educational institution, a school must, first and foremost, understand their customers. Furthermore, finding information on digital media such as websites may "adds another layer of difficulty and complexity in the parents' life situation when choosing schools" (p. 12).

The next section of this chapter will examine the literature on marketing in schools and highlight some important areas presented by research into marketing in schools.

**Literature on marketing in schools**

This section of the study explores the publications on marketing in schools and is organised by regions including the UK and Europe, North America, Asia and Australia. Whilst there are many publications on marketing in higher education institutions (such as TAFE and universities), a
relatively small number focused on marketing in schools and even less explored on senior secondary level schools, which this study is focused upon.

Hanson (1992) argued that strategic marketing in education systems appeared to retort two arguments. *First*, marketing philosophies and activities could be widely implemented in various institutions; *second*, schools compete in the marketplace as their environment has changed considerably.

Most of the literature adopts a strategic perspective as more studies in this field of studies (service marketing and non-profit) support the view. However, many publications (especially books) date back twenty or more years. Nevertheless, a decade ago, Oplatka et al. (2012) argued that in the field of marketing in schools, the majority of the findings are still relevant despite the dated literature because of "the extremely limited number of studies that have been conducted in the area of school marketing" (Oplatka et al., 2012, pp. 1-2).

Taking a wider perspective, Oplatka et al. (2012) presented the works of leading scholars and researchers in the field of educational marketing on issues that are more relevant to modern schools: student retention, school customers' trust, the schools' relationships with parents, the marketing of curriculum, strategic marketing in schools, and the market orientation. The authors also investigated the promotion of education based on their school innovation, success, and accountability.

**Literature in the United Kingdom**

Drysdale (2002) suggested that in the early 1990s, several marketing publications from the UK and Europe have attempted to focus on schools (Barnes, 1993; Davies & Ellison, 1991; Gaunt, 1991; Gray, 1991; Marland & Rogers, 1991; Pardey, 1991; Stott & Parr, 1991). He claimed that many of them contribute an extensive synopsis of marketing in schools and derived from the UK's Education Reform Act 1988, that "defined the right of parents to choose a school for their children and based funding on the number of students enrolled" (Drysdale, 2002, p. 76).

Schools' attention to students' welfare has also been highlighted. Recent UK-published books suggested that marketing schools in the 21st century must also include some statements on how the schools deal with the welfare of the students (Berta et al., 2022; Rowe, 2017; Willis et al., 2019). In an agreement with this theme, Wilkinson (2016) argued that the UK's successive governments' policy on their schools had been characterised by some objective factors, such as the schools' promotion of environmental awareness and sustainable student welfare in schools, which have directed the schools' market orientation. In his publication, Wilkinson (2016) stated that "we should not be afraid to challenge [the schools' market orientation] when the welfare of our children, and their future, is at stake" (p.64).
Within the discussion of market orientation in UK schools, Maringe (2012) examined the leadership requirements needed for UK schools to nurture the development of a marketing orientation and found that leadership has become a main essential purpose of schools and their need to focus on the curriculum. This finding was in line with Oplatka's (2007) conclusion on schools' principal role, which shows that the principals' responsibility for marketing and schools' image-building is related to other managerial functions, such as "visionary leadership, moral leadership, change initiation/implementation, and the generation of positive school climate" (p. 218).

A previous study in the UK public schools by Stokes (2002) found that since the introduction of competitive market internal forces (such as the schools' curriculum) to the UK's education system, school leaders have been at the forefront of marketing. McDonald et al. (2019) conducted in-depth interviews with several UK school leadership teams (principals and schools' councils) and found the emergence of school marketing professionals. The specific focus of this entity in the UK schools was to develop an abstract marketing framework that acted as the base of perceptions and empathies of the schools' relationships with their other entities, such as teaching staff members, parents group, and students.

Within the context of the marketing framework in UK schools, Yang and Robson (2012) noted a multifaceted display of associations that UK schools have with other entities and organisations within the schools. The research provided insights into how these associations and values can be established and supplemented to schools' marketing frameworks and activities.

**Literature in the United States of America**

Different emphasis can be noted in marketing literature between the UK and the USA. As previously noted, student enrolment has been the motivator in the UK. Meanwhile, in the US, the image, prominence, and aid for education and schools have been major concerns. As a result, authors such as Kotler and Fox (1995) and Holcomb (1993) have devoted numerous publications to relationship marketing in schools. In general, in the late 20th century, the literature on marketing in schools provides a conceptual inquiry and the need to govern numerous marketing associations by providing theoretical outlines for dealing with the school's multiple universes. These relationship marketing literatures were still relevant and evident in more recent years.

Kotler and Fox (1995) offered a comprehensive marketing view of education. They defined it as “the analysis, planning, implementation, and control of carefully formulated programs (that) encourage voluntary exchanges of values with target markets to achieve institutional objectives” (p. 6). The views were reflected in the North American context, although they were also largely mirrored elsewhere. Worth noting, however, that the book is aimed at all educational-based organisations, not just schools. The authors noted that those organisations had always marketed
but had significantly increased marketing activity in the 1980s when the environment changed drastically.

Cucchiara (2013) argued that the reputation of 'good' schools would attract more people to live in certain demographic areas in the US. The research further found that schools' reputations have become a factor in urban planners developing their cities. The finding conformed to the view that schools are no longer just educational institutions but are also crucial in determining and identifying key relationship marketing performance indicators, as found by Geosits (2021). The author identified some key performance indicators of relationship marketing in schools by researching several Catholic primary schools in the USA. Relationship marketing is seen as a diffusion of school marketing that contributes to a sustainable organisation after implementing marketing and culture change (Geosits, 2021, p. 52). The views of these authors (Cucchiara, 2013; Geosits, 2021; Holcomb, 1993; Kotler & Fox, 1995; Schein & Schein, 2016) emphasised that the major focus of the USA's literature on marketing in school has been on relationships marketing.

Within the context of relationship marketing in public schools in the USA, Lockhart (2016) offered practical and effective ways to enhance the schools' marketing strategy by using the marketing mix (7Ps) of public and media relations, partnerships with the community, and fundraising activities. Aligned with the latest marketing trend in digital technology, Lockhart (2016) added social media as one of the marketing mix. In agreement with the relationship marketing in the digital technology era, Say et al. (2001) focused on establishing a framework for the online learning environment, seen from the school's organisational and pedagogical perspectives. Further, after describing its characteristics, the research also expanded on the rationale behind utilising school websites as one of the marketing mix.

The role of leadership in school marketing was another theme discussed in the research in the USA. DiMartino and Jessen (2016) explored the role of US public school principals in deciding the nature and type of information provided to students and parents and the implications of marketing and branding practices within the public education domain. The study claimed that whilst it focused on US public schools, the findings apply to the wider public education sectors. One of the study's key findings was that branding and marketing are critical and are emerging for public schools. The leadership role in a school was also critical in negotiating ways to incorporate branding and marketing into the school's structure in public education.

Jabbar (2016) also found the link between school leadership and its branding. The author examined how school leaders in selected US schools used different marketing strategies based on the schools' positions in the public education domain social hierarchy. The strategies were intended to draw higher-performing students from a community viewed as more involved or exemplifying the school's core values. The research also looked at how the leaders in the selected
schools used formal and informal processes to recruit and retain their students and found that school leaders were selective about different ways in which they advertised their schools and claimed that schools may not always use the school's branding as a tool of selecting students and retaining control over their student bodies (p. 19).

Gaining public support for schools is another ongoing theme in the US and North America literature. It includes attempts to reinstate schools' reputations and ways to respond to competitive incentives (Elliott, 2014; Foster, 2014; Holme et al., 2013; Jabbar, 2016; Lubienski et al., 2012; Welner, 2013). These writers pointed out that school public-relation activities should not be confused with ‘schools selling’.

Holme et al. (2013) argued that actual school-choice strategies are contingent on the value of the information provided as promotional materials to the families. The study examined how promotional materials for different schools are made available in a vastly varied built-up area. The study found that those materials provide insights into the quality of schools and how they respond to competitive stimuli.

Bunnell (2005) studied school promotional material in US international schools and found that other than using them as a simple means to attract more students, it will also be beneficial to link and relate those materials with the local community and the local press. This finding, the author argued, should also be considered by other types of schools, not just international schools.

**Literature in Asia**

In the last twenty years, few publications on marketing in schools have been published in Asia. Schools in the region have not fully adopted the marketing concept, at least not officially. There are still questions about the appropriateness and relevance of marketing in schools. Marketing often elicits negative feelings and attitudes that provide significant barriers to the overall adoption and acceptance of marketing within schools and, more broadly, education.

Davies (2010) discussed some of the marketing misconceptions in Malaysian schools and how these have hindered schools in adopting and applying marketing strategies. The author claimed that there has always been some rejection of conducting school marketing and found that many administrators and school stakeholders do not agree that schools should market. This resistance is often linked with the character and image of schools in the community and negative attitudes towards marketing.

Similar to the UK, increasing student enrolment and retaining current ones are the driving forces pushing schools in Asia to market. Jivasantikarn (2003) studied fifteen private vocational schools in Thailand and investigated their marketing strategies to attract students. The study found that the Thai vocational schools used "enrolment marketing" (p. 5) and perceived it to be effective,
despite a limited view that marketing is simply a promotion. Publicity and target marketing are the two most used marketing techniques used by the schools in the study to increase their enrolment.

Several other studies in the Asian countries (Alipour et al., 2012; Handoyo & Haryanto, 2020; Khan & Qureshi, 2010, Pudjiastuti, 2016) have been found to have a similar marketing theme to increase students’ enrolment. Other emerging themes in the literature include the role of marketing practices and marketing strategies in schools, parents' loyalty as a means for school choices, changes in government policies affecting schools marketing, and the relationship between schools' internal marketing and teacher retentions (Chan-Tien et al., 2005; Ho, 2014; Li & Hung, 2009; Tantikornphan & Sukkabot, 2017; Ting, 2011).

*Literature in Australia*

In Australia, few publications have dealt with marketing in schools. However, Vining (2000) provided a practical guide for schools, particularly in developing a marketing culture. Vining wrote practical guidelines and strategies for school communities. One example of them is regarding the 7P Marketing Mix. The author argued that the parent-teacher meeting was one of the crucial 7Ps as it offers the schools an opportunity to affect the parents, one of their most valuable customers.

Rowe (2017) explored the historical, political, and socio-economic conditions of how public schools market within a globalised, post-welfare context. Drawing from her own welfare-related experience in both private and public schools within the upper-middle-class in Australia, the author concluded that the demand for affordable, high-quality schools is crucial for the community mentioned earlier, where she drew her experience. As a result of this demand, schools often position students as trading commodities. She further concluded that in post-welfare policy conditions, the children of lower-income families are positioned as the undesirables, the unwanted and the risk factors (p. 153).

Foster (2009) provided critical commentary about marketing in school and outlined several concerns about the trend of school marketing. The book contains many accounts that focus on the peril of adopting the ethics and behaviours of the marketplace within education institutions. The author also called for more scholarly approaches to marketing.

Bonner and Caro (2012) also focus on issues concerning external factors surrounding education institutions, such as policy, curriculum, and politics. The authors claimed that these complex factors come together to make a reputable school that will attract students. The book also compared and examined the ways of reputable schools (public, Catholic, private, and selective) respond to the recurring crises by reflecting on their own experiences.
There have also been some reviews of marketing in the Australian school and within the education context (Kenway, 1995; Marginson, 1997). However, these reviews were more related to schools' marketisation and not about practising marketing in educational institutions.

Myers (1996) provided a practical market model for Australian Catholic Schools. The author drew from practical accounts from many Catholic schools around Australia. In addition, Myers mentioned some changes in the social environment at that time, such as government educational reforms and the enrolment competition between independent schools. The book was written as a response to those changes.

Holmes (1998) investigated the marketing practices and culture in three schools in Queensland. He developed a marketing culture framework by integrating marketing theory and organisational culture. He included six marketing strategies in his framework: customer service, strategic marketing, external marketing, internal marketing, relationship marketing, and marketing evaluation. Although the schools used marketing elements, none could be described as using a marketing culture framework. He concluded that using marketing principles and practices in schools was problematic.

Qualitative research by Drysdale (2002) attempted to understand how seven Australian schools adopted and implemented marketing principles and practices through multiple perspective case studies with principal, teacher and parent interviews and school documents as sources of data. His conceptual framework identified four dimensions of marketing – marketing as a philosophy, marketing as a function, marketing as strategy and marketing as relationships. He found that while the schools had introduced and increased their marketing function efforts in response to environmental changes, only one school could be described as market-oriented. In this case, the principal used all four dimensions of marketing and successfully raised the school’s performance beyond expectations. Although there was a correlation between the level of market orientation and performance, the principals’ attitude and behaviour toward marketing was a significant, influential factor. Drysdale argued for integrating all four dimensions of marketing to obtain the best results.

Arifin (2016) explored Drysdale’s suggestion on the positive association between market orientation and performance through survey-based research from 404 participants in 24 Australian schools. Arifin’s (2016) five-dimension market orientation model comprised customer orientation, competitor orientation, inter-functional coordination, long-term growth, and market intelligence dimensions. He found that “Victorian schools are somewhat market-oriented, focusing on customer orientation but somewhat ignoring competitor orientation and long-term growth” (Arifin, 2016, p. ii). In addition, principals had a significantly higher understanding of marketing than the rest of the teaching staff. Importantly, Arifin (2016) was able to show a
statistically significant positive relationship between the level of market orientation and student performance. He concluded that leadership in schools played a significant role as a driving force for market orientation.

Summary

This chapter outlined the relevant theory and literature on marketing and market orientation. The chapter found that there are few definitions of marketing and even some misunderstanding of marketing. Therefore, this chapter discussed the multi-dimensional terminology, including the terms 'marketing concept', 'marketing philosophy', 'market orientation', 'customer orientation', and 'customer focus'.

To better understand this multi-dimensional marketing, this chapter has also discussed the evolution of modern marketing from the 1950s to the 2020s. Finally, this chapter has analysed and discussed a few publications on marketing in schools and classified them on the different continents where the publications originated or where the research was done. The next chapter, Chapter 3, will provide a conceptual framework built upon the materials discussed in this chapter.
Chapter 3 - Conceptual Framework

Introduction

The conceptual framework used in the study is the main discussion of this chapter. Marketing management is first defined, highlighting the notions of marketing organisation and structure and principles and practices.

Conceptual framework

The evolution of marketing outlined in the literature review identifies several major shifts or stages. The literature shows at least seven strands: marketing as a philosophy (the marketing concept); marketing as a function (marketing management); marketing as a strategy (strategic marketing); marketing as an orientation (applying the marketing concept), and relationship marketing (establishing long term relationships with customers).

The literature also reveals that modern marketing can be applied to various organisations, from manufacturing, goods, non-profit, and service organisations. Despite this, a wealth of literature indicates the distinctive critical aspects of these organisations that must be considered.

This study attempts to understand how a group of vocational schools within a defined geographical area has adopted marketing principles and practices and developed a market orientation. A framework has emerged from academic research and books on marketing. That framework has consequently incorporated a wide range of marketing aspects.

Much of the discussion on the definition of marketing outlined in the literature has centred on marketing as either a management function or a philosophy. This study investigates both aspects: First, marketing as a function – the organisation and structure of marketing in the organisation and the application of marketing principles and practices; second, marketing as a philosophy – how an organisation applies the marketing concept. The conceptual framework (Figure 3.1) below shows two dimensions of marketing: marketing management and market orientation.
The components of each dimension are listed in the frames under each heading. In addition, organisational performance is incorporated at the bottom of the figure because of its potential link with marketing management and market orientation. These features emerged from the literature and are included as a guide for the researcher. The key features of the conceptual framework are outlined below.

### Marketing management

The literature uses the term 'marketing management' to describe how organisations manage marketing. While marketing management encompasses a broad range of marketing principles, practices, activities, and tools, it essentially treats marketing as a function.

The literature highlights the importance of marketing as a function. For example, the American Marketing Association (2022, par. 2) defined it as "the planning and implementation of the development, pricing, promotion and distribution of products and services to satisfy the customer and organisational needs". Drucker (1954, p. 35) claimed that "Marketing is the distinguishing, unique function of the business". Keith (1960) predicted that the marketing revolution would make marketing the dominant function within the firm, guiding all its activities and all other management functions.
Structure and organisation

Within a school context, there is a range of activities that could be classified as marketing: promotion, advertising, personal selling, market research, parent surveys, public relations, marketing communications, curriculum development, extra-curricula activities, market planning, sponsorship programs, fundraising, branding, positioning, target marketing, publications, and merchandising. They often exist at more than one level. The literature provides a range of possibilities for how marketing could be organised. Marketing organisation includes several possible aspects: identifying who are the customers, marketing planning, setting marketing goals, organisation of activities into functions or units, and issues of coordination and responsibility for marketing.

Marketing principles and practice

This study's marketing principles and practices will include examining factors collectively identified in the literature as a marketing strategy. Those factors are marketing principles, practices, and tools. Marketing strategy includes four key components: segmenting - the act of identifying and profiling specific customers that require different products or marketing mixes; targeting - deciding which of its various segments will be targeted; positioning - how an organisation perceives the product and ways concerning other similar products or organisations; and applying the controllable variables (see the Marketing Mix in Chapter 2) that altogether will satisfy a particular group of customers.

Regarding the traditional 4Ps that make up the marketing mix, the literature on services marketing demonstrates the inadequacy of these aspects to services marketing and adds other elements. The marketing mix for this study is based on 7Ps, by adding people, processes and physical evidence. The idea of the mix is that marketers will manipulate the appropriate mix of the 7Ps to determine the most satisfying and attractive offerings to customers. Davies and Ellison (1991) suggested that they "form the link between the organisation and the clients" (p. 20).

Table 3.1 identifies the 7Ps and lists under each of them are the activities that may be applied within a school (adapted from Booms and Bitner, 1981; Cowell, 1994; Payne, 1993).
### Table 3.1 - Features of 7P for Schools

<table>
<thead>
<tr>
<th>PRODUCT/SERVICE</th>
<th>PROMOTION</th>
<th>PRICE</th>
<th>PLACE</th>
<th>PEOPLE</th>
<th>PROCESS</th>
<th>PHYSICAL EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>Advertising</td>
<td>Additions to fees</td>
<td>Accessibility</td>
<td>Appearance</td>
<td>Flow of activities</td>
<td>Artefacts</td>
</tr>
<tr>
<td>Brand name</td>
<td>Personal selling</td>
<td>Allowances</td>
<td>Camps and other facilities</td>
<td>Attitudes</td>
<td>Level of empowerment</td>
<td>Classrooms</td>
</tr>
<tr>
<td>Core product or Service</td>
<td>Publicity</td>
<td>Basic Fees</td>
<td>Community access</td>
<td>Behaviour</td>
<td>Environment</td>
<td>Environment</td>
</tr>
<tr>
<td>Features/benefits</td>
<td>Sales promotion</td>
<td>Customer's perception of value</td>
<td>Exchange programs (overseas and interstate)</td>
<td>Commitment</td>
<td>Organisational structure</td>
<td>Equipment</td>
</tr>
<tr>
<td>Follow up services</td>
<td>Public relations</td>
<td>Discounts</td>
<td>Contact</td>
<td>Customers</td>
<td>Policies</td>
<td>Furniture</td>
</tr>
<tr>
<td>Quality</td>
<td>Sponsorship</td>
<td>Non-monetary cost, i.e., travel</td>
<td>Homework</td>
<td>Incentives</td>
<td>Procedures</td>
<td>Intangibles</td>
</tr>
<tr>
<td>Range</td>
<td></td>
<td></td>
<td>Location</td>
<td>Interpersonal behaviour</td>
<td></td>
<td>Layout</td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td></td>
<td>Transport</td>
<td>Participation/involvement</td>
<td></td>
<td>Noise level</td>
</tr>
<tr>
<td>Special services</td>
<td></td>
<td></td>
<td>Payments</td>
<td>Personnel training</td>
<td></td>
<td>Symbols</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quality/price</td>
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</tbody>
</table>

**Market orientation**

As noted previously in Chapter 2, the marketing concept emerged in the 1950s as a critical foundation of modern marketing. It is understood as a viewpoint that places customer satisfaction at the centre of the organisation.

In the 1980s, there was a renewed interest in the marketing concept for two reasons. Firstly, it was noted that customer orientation was insufficient and, therefore, should consider the external environment's significance. Secondly, it was assumed that market orientation was beneficial despite evidence that few organisations put the marketing concept into action (Webster, 1994).
As a result, several studies (see Chapter 2) emerged that attempted to operationalise the marketing concept and determine its link to performance. This application of the marketing concept has commonly been named market-orientation. The literature further highlights several attempts to define and measure market-orientation.

The conceptual framework of this study combines key features of two methods: Kohli and Jaworski (1990) and Narver and Slater (1990). The first approach (Kohli & Jaworski, 1990) defined it as a set of behaviours: “market intelligence generation, information dissemination, and organisation-wide responsiveness”. A second approach (Narver & Slater, 1990) argued that it was best viewed as an institutional ethos comprising the three behavioural components: “customer orientation, competitor orientation, and interfunctional coordination”, followed by two decision criteria: “long term focus and profitability” (p. 29).

The two approaches are not mutually exclusive, nor they are inconsistent. On the contrary, there are common characteristics that allow both approaches to be used to define market-orientation: both view it as a continuous paradigm, both emphasise customers' and competitors' information, and finally, both underline the importance of all areas of the organisation in gaining and responding to customer needs.

The main difference between both approaches is that Kohli and Jaworski (1990) viewed it as the implementation of a marketing concept through a set of behaviours, while Narver and Slater (1990) saw it as a collective ethos that leads to particular values and behaviour towards customers. As Kohli and Jaworski (1990) outlined, dissemination and responsiveness are implied in the cross-section management component.

The literature shows that several studies have combined or modified both approaches. For instance, Deshpandé et al. (1993, 1999) used modified versions of both approaches. In addition, in synthesising both models, Deng and Dart (1994) defined it as applying particular business philosophy.

    Market orientation - the generation of appropriate market intelligence pertaining to current and future customer needs and the relative abilities of competitive entities to satisfy these needs; the integration and dissemination of such intelligence across departments; and the coordinated design and execution of the organisation's strategic response to market opportunities. (p.726)

The study of Gray et al. (1998) replicated and extended the market-orientation research of both Narver and Slater (1990) and Jaworski and Kohli (1993).
Figure 3.2 adapts from Narver and Slater (1990) and Jaworski and Kohli (1993), represents a combination of the two approaches and is consistent with their main components. First, it emphasises the importance of customer orientation as central to the whole process. Secondly, it acknowledges the importance of an effective market intelligence system. The system is a means of gathering, sharing, and integrating evidence about the requirements and aspirations of clients and providing information about the competitive environment for the long-term focus and existence of the organisation.

The next section of this chapter discusses a few definitions of terms based on the consensus of the literature on the components of market-orientation using the constructs developed by Kohli and Jaworski (1990) and Narver and Slater (1990). Given the nature of this study, they are also defined within an educational context.

**Customer focus**

Also used interchangeably in the literature as 'customer-focused', 'customer-orientated', 'customer-centred', and 'market-driven'. Kotler and Andreasen (1996) defined a customer-focused organisation as "one that makes every effort to sense, serve, and satisfy the needs and wants of its clients and public within the constraints of its budget" (p. 44). Meanwhile, Narver and Slater (1990) identified customer-orientated as the central feature of market orientation. In an educational setting, to be customer-focused, a school would need to seek and understand clients' current and future wants in order for the school to create a value-added benefit for the students and parents. Critical behaviours of a customer-focused approach include enhancing existing services, focusing on and measuring student-and-parent satisfaction; fulfilling student-and-parent expectations; exploring student-and-parent needs; and providing services of value.
Competitor orientation

Narver and Slater (1990) noted that organisations should comprehend and recognise the short-term strengths and weaknesses and long-term competencies and approaches of present and imminent competitors. Competitors of schools include similar and alternative schools and systems that service or potentially service the same market(s). From the students' point of view, competition is “whatever that will directly or indirectly satisfy a need” (Kotler & Andreasen, 1996); thus, there is also a generic competition. The vast range of generic competition includes sporting, recreational, cultural, and entertainment activities that compete for students' attention. Competitor orientation is characterised by an open discussion of competitors, sharing information across the organisation, evaluating competitor behaviour and strategies, and searching for competitive advantage (Aaker, 1992).

Interfunctional coordination

Interfunctional coordination exists where the marketing responsibilities spread throughout the school and are not the preserve of any department or group, such as a marketing department or a marketing coordinator. Drysdale (1999) stated that the primary “indicator of this characteristic is the total commitment of all members to their marketing philosophy and the integration of marketing activities in providing value to their customers”. Within the educational context, typical behaviours would comprise departments and teams sharing market data, working collectively to meet student needs, integrating strategies, and offering value to students.

Long-term focus and survival

Narver and Slater (1990) outlined “two decision criteria that impact market orientation: long term focus and profitability”. For non-profit organisations, the latter translates into growth and survival. Aspects associated with long term focus are, therefore, activities to promote long term growth-and-survival, and attempts to service all customers (students, parents, industries, and community). Additionally, the growth-and-survival component addresses financial accountability to ensure sufficient funds to cover schools’ future expenses.

Market intelligence system

Kohli and Jaworski (1990) described the behaviour of market-oriented organisations in terms of the organisation-wide cohort of marketing intelligence, thus defining it as a marketing intelligence system - activities and methods used by an organisation to gather, analyse, store, communicate, and disseminate market-relevant information. Their definition includes the organisation's responsiveness to marketing data and methods of collecting and communicating marketing data throughout the entire organisation. Kotler and Fox (1995) used the term marketing information system. For a school, they listed five aspects: “identifying marketing issues, using the institution's
existing records, gathering marketing intelligence, conducting market research, and analysing marketing research data”.

**Barriers to market orientation**

Within the context of barriers to market orientation, a critical question concerning market orientation raised in the literature has been why some organisations have been slow to adopt market orientation and why some have been more successful. The literature review of this study (Chapter 2) demonstrates that the barriers to market orientation are numerous, complex, and interrelated. Essentially, they are a combination of people barriers and organisational barriers. The people factors include staff and top management attitudes, a lack of understanding and commitment to market orientation, and an organisational culture that does not support the concept. The organisational factors involve structures, strategies, processes and systems that fail to support or promote a market orientation. This study notes market orientation and marketing barriers identified in each case study.

**Performance**

As previously outlined, one of the purposes of this study is to investigate the perceptions of whether there is a link between marketing and school performance. This study attempts an open-ended approach by considering responses to the broader issue of marketing as a function and its impact on school performance.

Most of the literature shows a positive association, although the exact nature of the relationship is not conclusive. An exciting aspect of the research is that most studies (Doyle & Wong, 1998; Morgan & Strong, 1998; Moorman & Rust, 1999; Pelham, 1997) viewed the said relationship based on subjective perceptions of performance.

This study uses participants' subjective perceptions to determine the market orientation and marketing management link with performance. The study defines performance broadly, relying on the participants to define their interpretation of performance. To support this subjective assessment, however, the study also examines a range of data, including enrolment trends, reputation in the community, staff and parent satisfaction, and student achievement levels.

**Additional Findings**

While the research questions have concentrated on marketing management concepts, marketing as strategy and marketing as an orientation, the research is open to non-profit and service organisations issues. Finally, while the research has not focused on relationship marketing and leadership, some aspects of these paradigms emerged in the research findings and are presented in the findings.
Chapter 4 – Methodology

Introduction

This chapter discusses the methodology used in this study. First, the qualitative research and case study methodology are described. Secondly, discussions on the case study selection methods, data collection methods, and data analysis are provided. Finally, the trustworthiness of the research and the limitations and delimitations of the study are also discussed.

Qualitative research

It is often accepted that there are two different views on qualitative research in the literature. One view of Merriam (1998) viewed it as an umbrella covering different investigation types to understand and explain a social phenomenon. In another view, Denzin and Lincoln (2000) positioned it as “crosses several fields, disciplines and historical movements in which its meaning is different (and therefore), it involves an interpretive, naturalistic approach to the world” (p. 3).

This study adopts a qualitative approach using the case study method to understand the adoption of marketing principles and practices and marketing orientation in selected vocational schools. The approach was most appropriate for addressing the research questions as qualitative research focus on logically happening and regular events in logical settings, all within the local context's inspiration.

The next section of this study explores qualitative research, starting with an outline of the differences between quantitative research. Then, again, a few pieces of literature will be quoted and outlined to understand better the justification for choosing the qualitative research method.

Qualitative versus quantitative research

Denzin and Lincoln (2000, pp. 9-10) outlined five points of difference between the two methods. Firstly, the use of positivism and postpositivism views. Quantitative research emphasises statistical measures, methods and documents to help capture reality and verify the hypotheses. This view is often known as the positivism view. Qualitative research may also use statistical methods, however, as a means of locating groups of subjects (postpositivism). Also, qualitative researchers seldom report their findings concerning strict measures or methods to the same degree as quantitative researchers.

Secondly, the acceptance of postmodern sensibilities. For example, a qualitative researcher may accept positive methods to tell a story (Schofield, 2000). On the other hand, other researchers may reject these methods as irrelevant or too restrictive. The positivist (quantitative) researchers argue that it is essential to draw a conclusion that is free of bias and subjectivity.
Next is the way they capture different points of view. Quantitative researchers believe that qualitative researchers' empirical methods are too unreliable and subjective. On the other hand, qualitative researchers believe that they can get closer to the individual’s perspective through interviews and observation. They argue that quantitative researchers seldom capture the individual’s perspective because of their rigorous methods and quantifiable materials.

Fourthly, the different ways of examining the limitations of everyday life. Qualitative researchers are more likely to tackle the limitations of everyday life as they examine the subject within the context. On the contrary, quantitative researchers are intangible from the world rather than directly examine it because of the use of large numbers and randomly selected cases.

Lastly, ways of fortifying detailed descriptions. Qualitative researchers are more concerned with detailed descriptions of the social world than quantitative researchers with developing generalisations above the clutter of details (fewer details are better). For the qualitative researchers, more details mean higher information and data perceived.

Critical characteristics of qualitative research

Drew et al. (2008) listed some critical characteristics: a) the research plan is often growing and supple in replying to altering situations; b) the sample choice is typically intentional and is trivial in number; c) qualitative researchers devote substantial quantities of time in the ordinary surroundings of the study and habitually in intense contact with the contributors.

Earlier in the late 20th century, Merriam (1998) defined five major characteristics of qualitative research. The first characteristic lies in how qualitative researchers make sense of the world. For example, understanding the intention that people develop. The second characteristic is that the researcher is the primary instrument and, therefore, essential compared to other instruments. The author further defined the third characteristic as qualitative research involving fieldwork, the at-the-scene explorations and investigation to observe the subject’s behaviour in their natural, logical setting. The fourth characteristic employs building theories or hypotheses rather than testing the theory. Finally, the last characteristic, the finding, is lavishly evocative. It contains words, pictures, and in some cases, sounds - rather than figures and tables, to transport what has been learned about the studied phenomenon.

Concerning the qualitative research design, Christensen et al. (2016) noted that qualitative research designs are: a) holistic - it covers the wider and the whole picture. Qualitative research design begins with a thorough understanding and appears as a relationship within a culture; b) personal – it explains personally, in-person, directly meets the individuals within the study; c) focused on an existing social environment, without any intent of predicting, creating new instruments, nor artificial environments; d) needs the researchers staying longer in the field,
gathering valuable information directly where the phenomenon is located; e) demands the researchers invest more time in their analysis; g) requires the researchers to develop a model to replicate the phenomenon in its environment.

**Qualitative research methods and practices**

Several practices are used in qualitative research. For example, Denzin and Lincoln (2000) discussed the variety and diversity of practical resources to designate the phenomenon under research: “artefacts, case studies, cultural texts, historical, interactional interviews, introspection, life story, observational, personal experiences, productions, and visual texts” (p. 3).

Drawing from the literature from several writers (Ary et al., 2002; Christensen et al., 2016; Denzin & Lincoln, 2000; Drew et al., 2008, Merriam, 1998), there are five practices and methods commonly used in qualitative research.

- **Phenomenological research** seeks to describe and understand the reasons for the subject’s actions and interaction within its environment. It is developed based on phenomenological philosophy.

- **Grounded theory research** emphasises observation and develops an intuitive relationship among the studied variables. The research stages begin with formulating, followed by testing, and finally redeveloping of the propositions during the theory development.

- **Ethnographic research** was initially developed to investigate culture through an in-depth study of the cultural clusters of society. This research strives to describe the lives of individuals in their day-to-day environment.

- **Historical research** constructs past conditions systematically, objectively, and accurately. Evidence is collected, evaluated, analysed, and synthesised in this research. The historical research data is obtained by describing records and using artifacts or other types of verbal reports.

- **The case study research** is also referred to as ‘field research’. This research conducts an intensive study of the object (social or educational) to examine its interaction within its environment, its current location, and its conditions as it was. The object under study can be individuals, communities, or educational institutions. While the object size is relatively small, the focus and the area of the study are usually broad.

**Case study as a method of qualitative research**

Several writers (Lincoln & Guba, 1985; Punch, 2009; Remenyi, 2013; Spindler & Hammond, 2000; Stake, 1995) placed case study as a qualitative research method as it does not have boundaries. The case study enables qualitative researchers to study human experience holistically by considering all of the factors and influences affecting the study in the existing context. The case study offers an in-depth study of a specific case within qualitative research.
It is especially useful in gathering a wealth of information. It concedes the intricacies of people and organisations. Through interviewing various individuals, the issues, concerns, and other essential aspects of an organisation can be gained. The process involves interpreting each entity's story and associating it with other contributors within the organisation.

Yin (2009) claimed that a case study is best employed when the research questions attempt to expose the 'how' and 'why', as it does not entail control over behavioural events and emphasises on contemporary events. Case studies are predominantly common in the social sciences, education, law, psychology, and management.

**Advantages of a case study approach**

Central to the case study is the ability to identify the essential theoretically conceptualised processes represented in the case rather than highlighting it in its uniqueness. The significant benefit of the case study is that it can reveal specific and complicated links that other approaches cannot explain. It can also illuminate meanings that are often hidden regarding the phenomenon within the context where it belongs. Not only that the case study provides factual reports, but it also provides the atmospheres, nuances, and thoughts that can later be developed into other research materials for further research.

There are more advantages of the case study approach, as quoted from several writers. Gummesson (2000) claimed that “case studies allow the researcher to obtain a holistic view of a process”. Case studies provide significantly more opportunities to expand the research scope than other methods. Through a case study, a researcher will be able to consider different aspects and examine them toward each other, whilst viewing the process within its total environment, which allows the researcher to utilise their capacity for understanding (Ary et al., 2002). Case studies are also very relatable as they provide endorsements that are usually understandable and can be employed. They are also convenient because the language is often conversant.

Furthermore, the study benefits from a comprehensive account that allows the researcher to apply the discoveries to separate environments. Finally, Christensen et al. (2016) argued that case studies offer valuable contributions to theorising. They play an essential part in identifying theories that account for and explain variations in the social context, which are essential vehicles for drawing inferences about general abstract theories exemplified in the study.

**Limitations of the case study approach**

Several authors noted that case studies based on qualitative research could produce generalisations (Bassey, 1999; Merriam, 1998). The caution is in the accuracy of such generalisations applied to similar cases. Naturally, a case study will generate specific generalisations about the case. Nevertheless, generalisations can also have broader implications.
Case studies will not serve as universal truths as was argued in quantitative research, but case studies in qualitative research can produce important insights and inferences about current models, theories and practices. Admittedly, it is difficult to argue the case for the single case generalisation. However, comparisons and generalisations using multiple cases can be generalised to broader theory (Bassey, 1999), which does not exclude other writers' views that case studies can produce other kinds of generalisations.

Besides generalisation, case studies are often questioned regarding validity and reliability. However, case studies are meant to be unique, and their qualitative-ness should not be measured by the same constraints used in quantitative research.

Despite the limitations, case studies in qualitative research can produce observations that can contribute to further research and produce insights into the phenomenon under investigation. In addition, case studies can provide answers to the research questions, test the literature, and generate hypotheses.

**Justification for a case study in the current study**

As a qualitative research method, case study research was selected as it was considered the best method of answering the research questions that this study employs. Another reason is that, as mentioned in the previous chapter, this study aims to retain its flexibility to gather intensive, holistic, and rich descriptions in order to analyse the adoption of a particular phenomenon whilst focusing on marketing practices and market orientation within the targeted private vocational schools.

Using a case study in this research provides an expanded evaluation of the analysis. For example, hypotheses were made about the school's degree of marketing orientation, its impact on the school’s performance, and factors that either enhance or hinder the school’s marketing activities and market orientation.

Drysdale (2002) argued that it is widely accepted that “a school is an ideal unit for a case study approach”. This is due to the nature of the school being a confined organisation, so a school is the most natural and suitable research unit for a case study to be contextually employed to demonstrate the adoption of marketing and market orientation.

Further benefits of choosing the case study for conducting a study in schools are; first, it sets a limitation on the number of people or groups of people being interviewed, and secondly, the observations can be conducted within a prescribed period (Drysdale, 2002).

Finally, Perry (1998) argued that “there is an expectation for postgraduate research to utilise the case study method”. The rationale behind the argument is that using the case study method will
generate several further research that will help to build a theory. To further strengthen this view, a multiple case study was used in this study to augment the study's robustness and tolerate comparisons.

Creswell and Poth (2016) stated that one major characteristic of multiple case studies is the ability to provide multi-dimensional views of a focused issue. In addition, multiple case studies benefit from drawing conclusions that were otherwise inaccessible by a single case study method. Finally, Yin (2009) suggested that multiple case study employs the logic of replication, where one can replicate the procedure upon different case studies within the same research.

Yin (2009) further argued that the ability to replicate was useful in analysing findings. However, researchers often were reluctant to create a generalisation upon a single case study. The reluctance to generalise is due to the uniqueness of individual case studies. Utilising multiple case studies within one research study enables the researcher to draw generalisations more confidently (Creswell and Poth, 2016). The authors also argued that the best practice for applying multiple case studies was carefully selecting representative cases to ensure inclusiveness.

The method, process, consideration, and justification of selecting the three schools as a multiple case study of this study will be discussed later in this section.

**Developing the research questions**

The research questions for this study were adapted from Drysdale (2002, pp. 12-13) and derived from two sources. Firstly, there was evidence from observation, personal experience, and reading that schools market to gain resources, attract students, and improve their image. Secondly, the theoretical aspects of the marketing literature helped define the research questions. For example, as discussed in previous chapters, the literature on the meaning of marketing was ambiguous, indicating that it could be described as either a function or a philosophy.

Some studies in Chapter 2 also suggested a positive association between marketing as a philosophy and organisational performance. This assumed association prompted the researcher to investigate this phenomenon and develop the research questions outlined in Chapter 1.

**Review of the literature and conceptual framework**

The second stage of this study was the literature review, which helped identify and establish the theoretical framework. The literature provided the foundation for the knowledge base on marketing. Bassey (1999) noted that while the researcher should keep an open mind, theory can also provide the researcher with essential concepts and notions. In addition, it can demonstrate how the study can advance, refine, or revise what is known.
The previous studies and writings on the topic offer essential points of reference for discussing the study's contribution to research. Miles and Huberman (1994) concluded that induction and deduction are linked. Perry (1998) noted that prior theory could be pivotal in designing the case study and analysing its data. It is impossible to go theory-free in any study.

This study has focused on the phenomenon of marketing in schools, using previous writings and research as a guide and point of reference.

Selection of schools

Sample

A group of three schools was selected from within a clearly defined geographical area in Indonesia. They were all private vocational schools, with one also a boarding school. The schools formed a cluster or network, tied by geographical boundaries, government subsidies, curriculum, and protocol. Two of the schools were direct competitors, given the similar program they offered. The other school could draw students from a much broader area because of their boarding facility.

Ethical Considerations

The researcher approached the schools individually, seeking permission to participate in the study after receiving ethics clearances from the Human Research Ethics Committee (HREC) of the University of Melbourne. The HREC ethics clearance process involves considering the ethical consequences that may arise from the data collection method. All participants in this study have given their consent to participate in this study.

There was no prior association between the researcher and the contributors. Contributing was evidently specified as voluntary. Participants were given a copy of the data and were allowed to review and decline the use of their data in the analysis. Data provided by the participants were deidentified, and all findings were presented anonymously.

Reasons for selection

The schools were selected for several reasons. Firstly, while the sample was small, the schools were representative of vocational schools in the private sector that was adapting to a significant vocational school reform that requires specific program graduates to have a diploma certificate from tertiary education providers rather than vocational schools.

Secondly, the researcher was able to gain access to all the schools targeted for this study. The researcher was welcomed into all the schools and had open access to interviewees, documents, and materials. Also, each Principal saw this as a significant opportunity to gain valuable feedback for school improvement. While the study aimed to look at individual case studies, it was felt that
value was added in investigating all the schools within the cluster. This access provided a unique opportunity to help illuminate points of comparison.

Finally, some distinctive and intrinsic features of the schools contributed to the selection. As mentioned above, two schools were competing for students, yet they were different and trying to establish new images. However, the other school was not in direct competition for students as the other two.

Furthermore, unlike the other two, the school did not have any enrolment issues as it had students lining up to get in. In addition, one of the schools had a reputation as a 'leading-edge' school that was able to attract considerable resources.

Finally, each school had intrinsic features that provided a significant interest in investigating marketing and market orientation adoption.

**Data collection**

Evidence was collected from various methods of data collection, ranging from individual interviews, document searches, and physical observation. As previously outlined, the use of multiple sources during the data collection stage is critical in using the case study method in qualitative research.

*Interviews*

Interviews were the main cause of data collection. Between six to ten participants were interviewed in each case study, depending on the size of the school and the availability of people. In addition, the researcher requested interviews from a cross-section of people within the school. The Principal of each school arranged a schedule, which included a list of participants, their organisational title, and interview times spread throughout school visits spanning two to three days.

The researcher conducted individual interviews method. The participants interviewed represented three levels within the school – parents, management, and professionals. The parent group in one school was represented by the board masters, as the school was a boarding school. The management level included the Principal and Assistant Principal, and the professional level included teachers and ancillary staff.

*Interview format*

Interviews were semi-structured as it will help increase rapport as they focus on the participant's perception rather than the researcher's. As a result, the participant is treated like a colleague rather than a subject of inquiry. A semi-structured interviewing involves using a broad topic to guide
into a question developed within a flexible interview time-frame without fixed wording or ordering statements.

The questions in this study were directed toward understanding the participant's perspectives on marketing and the issues, experiences, and context of marketing in their school. The conversation focused on the following themes – challenges facing the school, the meaning of marketing, marketing principles and practices adopted by the school, marketing strategy, and market orientation.

Each participant was interviewed for about an hour, although those with the school principal totalled about two hours in most cases. The interview process entailed the researcher spending a brief period in general conversation to establish rapport, explain the purpose of the interview, and elicit information about the professional background of the participant.

The first question was designed to open the general conversation about the topic and centred on the school's challenges. All interviews were recorded on a digital voice recorder, and the contents were later transcribed.

The possible problem of contributor reservation was minimised by assuring total anonymity of the analysis data. As mentioned briefly above, participants were e-mailed transcripts of the interview and therefore had control of what was included and used for analysis.

Written data surveys and other non-verbal communications, apart from the researcher’s visual observations during school visits, were not done and, therefore, not applicable for this study.

**Interview questions**

As noted above, some themes reflected the conceptual framework and literature review to uncover the adoption of marketing as a function and marketing as a philosophy in the school. Therefore, the researcher attempted to cover these themes in the interviews.

The questions covered the following themes and were adapted from Drysdale (2002, pp. 110-112):

1. The school and its environment.
   a. Identify the key challenges facing the school?
   b. How is the school meeting the challenges?

2. Participants' and school's understanding of marketing.
   a. What do you understand by the term 'marketing'?
   b. Is the term 'marketing' used in the school? If not, what terms do you use?
c. Who are the school's 'customers'?

d. Why does the school market?

e. How does marketing fit into the school's overall planning?

3. Marketing Management (Marketing as a function)

a. The School's Marketing Strategy

   i. Could you describe how your school markets itself?

   ii. What do you think are the school's 'marketing' goals? (implicit/explicit)

b. Targeting and Segmentation

   i. Does the school treat all students the same, or does it distinguish between different types of students and parents?

   ii. Does the school actively target any group or type of students?

c. Positioning

   i. What are the school's main attributes?

   ii. What is the 'image' you want to portray to your clients and the community? How does it attempt to achieve this?

d. Marketing Mix

   i. Describe the activities you regard as 'marketing'. For example, how does the school go about attracting or retaining students?

4. Future orientation

a. What marketing plans have the school set for the future?

5. Market Orientation (Marketing as a philosophy)

a. Customer Focus

   i. What is your understanding of how the school may or may not be 'customer-focused'?

   ii. How does it show understanding, commitment, provide services, show or enhance values, understand the needs, exceed expectations, and impact school goals and strategy?

   iii. How does the school measure and report student and parent satisfaction?
b. Competitor orientation

i. What is the school's main competition?

ii. To what extent do people discuss what other schools are doing?

iii. Does the school council discuss this or share this information with staff?

iv. To what extent do people react to what the other schools doing?

v. To what extent does the school take opportunities to move ahead of its competition?

vi. To what extent is the school leading-edge?

c. Interfunctional coordination

i. Who is responsible for marketing activities?

ii. How are the marketing activities organised, coordinated and implemented?

iii. To what extent does the school operate as a team – sharing information across sections and sharing resources?

d. Long-term planning

i. To what extent does the school take a long-term or short-term view?

ii. Can you give me an example where one may take precedence over the other?

6. Barriers to market orientation and marketing

a. What are the positive and negative aspects of marketing?

7. The relationship between marketing, market orientation and performance

a. What impact do you think marketing has had on the school's performance?

Document Search and Observation

A range of school-based materials, when available, was collected at the time of the school visits. These included promotional materials, brochures, newsletters, and policy documents. These were analysed to provide support, or otherwise, for data from interviews and additional data for the themes. In addition, the researcher visited each school on several occasions and was provided with a tour, allowing the researcher to wander freely around.

The researcher used the opportunity to develop an understanding of the school by observing the school's tangible and intangible features and providing insight into aspects associated with
marketing, such as school culture, physical attributes, style, image, and brand. At the end of each visit, the researcher recorded thoughts, impressions, and observations, and this data was used as further evidence in the analysis.

**Analysis and interpretation of data**

Analysis of the data was carried out from the moment the researcher arrived at the school, during the data collection, and long after completing the data collection stage. Every school of the study was analysed separately. The analysis followed Miles and Huberman's (1984, 1994), which included stages such as “data reduction and display, and conclusion drawing and verifying”. All within sufficient trustworthiness.

The purpose of analysing data interactively was to examine the evidence given by the participants and to discover what was happening in the schools concerning the research questions. A diagram of the interactive analysing process can be seen in Figure 4.1. The three case studies have been written in the conceptual framework that describes marketing as a management function and a philosophy (market orientation) and themes that emerged.

![Figure 4.1 - Interactive model (Miles & Huberman, 1994, p. 12)](image)

**Interpretation analysis**

The data reduction process involves aggregating, organising, and classifying the data into manageable units or ‘meaning units’. Aggregation is the process of generalising specific information to find patterns of data or ‘themes’. Next, these were organised chronologically and labelled. Finally, analyses were typed under each theme as the heading as common categories.

The interpretational analysis used in this study involved the following stages (Gurr, 1996; White, 2001):

a) Reading the data multiple times until it becomes familiar.

b) Depicting all the ‘meaning units’ of the phenomenon.
c) Identifying and comparing themes from the interview questions and what emerged from the text.

d) Grouping of the ‘meaning units’ into the themes.

e) Reading the themes regarding the whole interview transcript, and

f) Conducting another search on the transcripts to see if new categories are required to be added.

The study utilised Van Manen's (1990) three approaches to analysing phenomenological data as suggested by Drysdale (2002):

The first approach is a detailed examination of every sentence or cluster for clues that illuminate the phenomenon. The second approach is more selective as it chooses statements and phrases that are considered instructive about the phenomenon being investigated. These are used to reduce the material so that themes can be generated. Finally, a third approach is a holistic approach, which focuses on the entire text and attempts to identify the text's fundamental meaning of principal significance as a whole.

(p. 114)

The remaining text was re-examined following the stages of interpretational analysis as mentioned above to examine if more ‘meaning units’ could be further categorised under existing or new themes to avoid losing or missing details.

**Major themes**

Themes were derived from the questions that reflected the literature and the conceptual framework (see interview questions) and, in some cases, the data.

The themes included:

1. Challenges facing the schools.
2. Understanding and attitudes to marketing.
3. Marketing in schools as non-profit organisations.
4. Services marketing.
5. Marketing management.
Groupings of ‘meaning units’ to form common themes were based initially on individual participant interviews. An example of a theme that emerged from individual participant interviews was 'leadership'.

The following section is from the transcript of a teacher from School A (Principal A). She answered the question: 'What are the school's main attributes?' Part of her answer includes:

… they recognised our chairwoman's reputation. That is what made them believe in us, in the school. They know that we are accountable (with their fund) and not wasting it on something useless. They know it is all for the students.

The section of text above includes a grouping of ‘meaning units’ that indicate the importance of the students' character as the distinctive attribute of the school. This theme is continued when the Assistant Principal reiterates the importance of character in the students' high employability.

This section of the text also includes the theme of relationship marketing. Relationships based on interpersonal communication and trust were evident at all levels. Additionally, there were processes in place, such as access to the Principal and staff in the yard, student welfare policies, and catering for individual needs.

The development of themes for each participant

After analysing each interview, the selected text was cut and pasted from each interview transcript under the relevant theme for each participant.

The following section is an example of the list of comments included under one theme. It shows the selected texts (or grouping of ‘meaning units’) taken from the original transcript and collaged under the theme 'Challenges facing the school'. The theme was derived from the first interview question intended to open a discussion on marketing and gain insight into the school's internal and external environment.

The example is from Case Study A:

Theme: The School and its environment - Challenges
This school is, first of all, a different school from other schools, other SMK [Sekolah Menenangah Kejuruan meaning Vocational Schools]. While we are all vocational schools, which is different (from ours) is the vision of our school. (The vision) is different from other schools because we want to help underprivileged children go to school here. Usually, most of our students (are) from outside Java (island), so they are not only from Java, which is becoming our biggest challenge.

As most of them are from outside the island of Java, we have not been able to go there to see (in person) whether they, financially, are really not well-off or they are just pretending (that they are poor), so they can enter this school. As you know, our students pay less than other schools, but they have consequences of working hard when they go to this school. So the biggest challenge is (to verify) whether they really cannot afford it and whether they really want to go to school. We need to (verify this) because this school is from donors (who) gave a lot of money for the children to continue (their education) at this school.

This example shows the range of comments related to a common theme. Each grouping identifies challenges facing the school. This approach was made for each theme and participant.

**Use of matrices**

For each case, the data identified under themes for each interview was further reduced to matrices “to allow the data to be displayed for ease of interpretation and analysis” (Miles & Huberman, 1994, p. 93). In addition, a matrix that identified each participant and key issues was constructed for each theme.

Using matrices to reduce and refine data was beneficial in the reflective analysis of data and, therefore, was used extensively. In addition, matrices were useful to provide visual displays suitable for the analysis process as they enabled the researcher to trace data if needed.

An example of the matrix used in the next chapters is shown below.
The challenges are identified in the left-hand column and were in the order of frequency of them being identified. The participants’ titles are across the top. Meaning statements are embedded for each participant taken from the reports on themes.

Throughout this thesis, tables were constructed and displayed following the information in these matrices. The tables further reduce the data to a summary of the theme for each case.

**Analysis of documents and observation**

**Documents**

A range of documents was used to verify and corroborate the interpretation of the data gathered in the interviews and observations. These documents provided further evidence of the school's commitment to marketing and provided essential data on school performance and policy.
Brochures, newsletters and policy documents also helped gauge the extent of marketing management, practices, and market orientation. Therefore, references to various documents are included in the analysis of case studies. For example:

Marketing was a priority for School B through its policy documents. School C provided a marketing plan as evidence of its formal marketing approach. School A provided a range of brochures and glossy pamphlets as evidence of self-promotion and image building.

Use of observation

Observational data influenced and confirmed the researcher’s interpretation of the interview and document data. The researcher, as an example, experienced and noted the openness and welcome accorded to him and the accompanying researchers by the staff members each time they entered and moved around School B.

The school teachers were welcoming, and they made time to stop and greet us whenever they walked past us. Principal B provided us with morning tea and lunch for every day we were at the school conducting our interviews. In addition, teachers from different campuses made an effort to travel more than an hour from their campus to be interviewed by us (Observation School B).

The above example of observation supported the interview data that noted the school had an open-door policy.

A further example of observation was in School C, where there was a display of trophies, awards, and a list of sponsors, an extensive display of photos of achieving students, building plans for future development, and evidence of the other school achievements. These re-enforced the interview and documented findings that indicated the school was concerned with its image and reputation in the community.

Trustworthiness of this study

Credibility

Guba and Lincoln’s (1989) credibility techniques were used for this study, specifically on the following:

a) Member checking: participants of the study were allowed to check the interview transcript for accuracy.
b) *Prolonged engagement:* the researcher visited the school for longer than a day and has also been in contact with the schools after the data collection phase had passed. In addition, emails were sent to clarify findings, extra information and materials.

c) *Peer debriefing:* the researcher was accompanied by their academic supervisors during the data collection and was in constant contact throughout the research process.

d) *Persistent observation:* adequate opportunities were given to the schools in the study for any follow-ups required.

e) *Triangulation:* data were collected from different stakeholders within the school and supported by other means of data collection, such as on-site observations and document sightings.

f) *Progressive subjectivity:* the researcher's view may be changed throughout the research, leading to the emergence of new themes. The researcher conducts an ongoing literature review to ensure subjectivity, especially during the data analysis and research finding discussions.

**Transferability/Generalisations**

This study attempts to satisfy Lincoln and Guba's (2000) notion of transferability and Stake's (1995) argument that, by a detailed outline of the methodological process employed and the rich descriptions offered through the interview process and document search, people can draw other aspects for themselves.

**Dependability and confirmability**

The study provides enough evidence to form an audit process to confirm the research’s dependability and compliance. Brochures, newsletters, and other documents have not been listed in the reference section as these would disclose the school names. However, these documents are available for inspection by an independent auditor.

**Delimitations and limitations**

Some delimitations arise because of the natural focus of the study, which was focused on the phenomenon of marketing in private vocational schools in Indonesia. The research investigates the adoption of marketing principles and practices and marketing orientation, with a possible link to school performance. Three schools within a particular geographical area were targeted. Throughout all stages of the study, from the literature review to the analysing stage, all findings are confined to each case, and therefore, there is no attempt to generalise the findings.
Each case study involves only the viewpoints gathered from the study participants: Principal, Assistant Principal and teachers, as indicated at the beginning of each case study (Chapters 5-7). While the inclusion of the vocational school’s other interest groups, such as industry officials, government policymakers, and other stakeholders, could provide a broader view and higher confidence in the findings, this was beyond the scope of the study. Consequently, the study may not perfectly represent private vocational schools and their alternatives. Nevertheless, enough details and context are given for each of the case studies that can initiate the transferability of the findings of this study to other schools outside the case studies.

The limitations concerning the qualitative research and the case study method have been discussed previously. Their advantages and disadvantages have also been discussed. Queries on trustworthiness (including credibility, transferability, and generalisability), dependability and compliance have also been discussed as they relate to this study. Therefore, it has been argued that the trustworthiness issues of this study have been satisfied to the extent that they facilitate ample confidence in the analysis and findings of this study.
Chapter 5 - Case Study School A

Introduction

Chapter 5 reports the findings from School A, which is one of the three case study schools. Key elements of the school profile and context are outlined.

The case study findings are reported under the following themes derived from the conceptual framework and the data.

1. Challenges facing the school
2. Understanding and attitudes to marketing
3. The role of marketing
4. Marketing strategy
5. Market orientation
6. Marketing, market orientation and performance
7. Barriers to marketing and market orientation
8. Relationship marketing
9. Leadership

The three themes of ‘Understanding and attitudes to marketing’, ‘The role of marketing’ and ‘Marketing strategy’ are aspects of the dimension ‘Marketing management’ outlined in the conceptual framework in Chapter 3. In addition, the theme of ‘leadership’ was derived from the data.

Participants in the study

Ten people were interviewed at School A. They are identified in Table 5.1 below.

Table 5.1 - Participants from School A

<table>
<thead>
<tr>
<th>Participant</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (Council Member)</td>
<td>Prin. A</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>A Prin. A</td>
</tr>
<tr>
<td>Assistant Principal Academic</td>
<td>AP Acad. A</td>
</tr>
<tr>
<td>Assistant Principal Public Relations</td>
<td>AP Pubrel. A</td>
</tr>
<tr>
<td>Assistant Principal Facilities (Senior Staff)</td>
<td>AP Fac. A</td>
</tr>
</tbody>
</table>
School profile and context

School A was a private vocational senior school for Years 10 to 12 (ages 15 to 17). This vocational school was established in 2011 and was located on the outskirts of a town in Central Java, Indonesia. The school had five departments: Light Vehicle Engineering, Construction Engineering (Brick and Concrete), Software Engineering, Multimedia, and Catering. The school consisted of eight two-story buildings for classrooms and practicum. In addition, it included a Computer Laboratory, Science Laboratory, Multimedia Laboratory, Film & Radio Studio, Language Laboratory, Boga Kitchen, Auto Repair/Light Vehicle, and Building Workshop.

Further facilities include a Library and WiFi facilities in the school area, LCD projectors, a Sports & Rock Climbing Area, and school buses. The physical setting was quiet and very spacious. The school was situated on the main road behind an extensive forestry area. The school was a boarding school with a capacity of 450 students, where every student was required to live in the dormitories. This requirement was because the school believes that students’ character building can be done more effectively while they are in a dormitory situation, which was in line with the school’s vision to educate children from underprivileged families to be skilled and able to work.

Tuition fees were either very low or, in some cases, free. Students came from several regions in Indonesia. The main fundamental belief of School A, as claimed by the Principal, was to educate underprivileged students, regardless of their ethnicity, class, or religion. At the time of the study, the school had around 200 students from all over the archipelago, including but not limited to Maluku, Manado, Papua, and Java. The concept of boarding school also helps the students respect and socialise with their counterparts regardless of ethnic and religious diversities.

The school was able to offer free education to underprivileged children due to its generous donors from the community, who care about developing skilled human resources and have an enormous trust in the school's vision. As a result, the school has the mission to develop superior graduates in academic achievement and ethical behaviour, the kind of graduates who will have a competitive and comparative advantage while keeping the values and cultures of a characterful nation.
Since 2015, the school has been awarded a ‘B’ accreditation by the Department of Education for each of the eight study courses. By 2017, the school had graduated its fourth cohort. While not claiming itself as a religious-based school, the council that governs the school consists of some of the nation’s strong religious (Christian) practitioners.

The council’s founder was a well-respected philanthropist who had the vision to provide a high-quality vocational education to the nation’s less fortunate students. The school Principal best summed up the school client profile:

This school was born out of the heart of a mother who believed that superior skills and strong character could only be established through an excellent educational system, and quality education does not have to be expensive. Our school is a boarding school which is also a miniature of Indonesia because our students come from various parts of Indonesia. In this school, we educate and forge the character of our students based on four values: Virtuous, Qualified, Powerful and Successful, which is the organisational culture at the school. (Prin. A)

The school had been successful at building the numbers. As a result, there was no pressure on enrolments. This growth has secured the school from possible closure.

**Challenges facing the school**

This section aims to identify the challenges in the school’s environment. This identification offers an opportunity to gain insight into how the school understands and adapts to internal and external forces. It also provides a context for exploring how the organisation might adopt a marketing perspective and a marketing orientation. The key challenges identified are displayed in Table 5.2.

The challenges are summarised on the vertical axis and the list of participants on the horizontal axis. The participants who identified a particular challenge indicated an ‘×’.

**Table 5.2 - Participant responses to challenges in the environment for School A**
The participants identified a range of challenges facing the school. These varied but reflected different perspectives among council, management, and teachers. The school's key challenges included the students’ recruitment processes, which involved some ‘Person in Charge (PIC)’. As they were recruiting students from rural islands of the archipelago, these PICs held a vital role in the recruitment process. Further, students’ diverse cognitive abilities, various cultural issues, and different socioeconomic classes were also challenges. Participants identified the provision of a diverse curriculum and the limited cognitive abilities of some students coming from the rural island as two interrelated challenges. The Principal noted that the school's biggest challenge was to validate the actual economic status of the prospective students, as claimed by their remote PICs.

The Principal identified the lack of sufficient resources for recruiting students from remote rural islands in Indonesia as another challenge. It was also a central underlying issue for the Assistant Principal. For them, the school’s increased popularity and the low-fee pay had placed pressure on validating the prospective students' genuine economic needs and actual entry test results. As a

<table>
<thead>
<tr>
<th>abilities</th>
<th>Diverse cultural issues</th>
<th>Remote recruitment process</th>
<th>Socioeconomic issues</th>
<th>Competition with other vocational schools</th>
<th>Leadership changes</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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result, their PICs in those remote rural areas often recruited their kin, claimed them as economically in need, and falsified their entry test results. The school had already responded to this challenge by implementing a tighter selection process for those PICs and dismissing those who were found practising such actions.

Seven participants (A Prin. A, AP Acad. A, AP Pubrel A, T2 A, T3 A, and DMG1 A) identified the diverse cognitive abilities of the students, especially those coming from remote rural islands, as a challenge. In addition, four participants identified cultural shock issues due to their diverse cultural backgrounds. The Dorm Masters also confirmed that this diverse cultural background had caused some behavioural issues in the dormitory.

In contrast, Teacher 1 (T1 A), who has been a long-term staff member, saw the main challenges in the leadership changes and the competitiveness of the school with other similar vocational schools (both private and government). T1 A suggested that there have been three changes within the council in recent years that, in their opinion, affect the leadership style and policies within the school.

**Understanding and Attitudes to Marketing**

This section aims to determine the understanding and attitudes towards marketing to provide insight into the school organisation's role and likely adoption of marketing as a function. This section outlines the participants’ understanding of and attitude towards marketing within the school setting. It examines the meaning of marketing, the use of marketing terminology, the attitudes to marketing, and the possible positive and negative aspects of the school's marketing. Table 5.3 summarises the responses to the meaning of marketing, identifying the school’s customers and using marketing terminology.

**The Meaning of Marketing**

The majority of the participants espoused a limited view of marketing. Nine of the ten interviewees defined marketing as either promotion or selling. For example, the Assistant Principal defined marketing as: “… to my logic, (it) is to sell the school so it will be well-known” (A Prin. A). Assistant Principal for Public Relations provided a similar view: “selling our graduates to the industries and selling the school to attract new students, that is what I perceived” (AP Pubrel. A). Only the Assistant Principal for Academics expressed a definition that approximated the literature outlined in Chapter 2 of marketing as a matching process.

Marketing is a process or strategy of how we can provide an offer, in terms of laying out our advantages and providing ways so others can learn about our strengths, and in the
end, they will be interested with us; interested in our advantages over other (vocational schools). (AP Acad. A)

Table 5.3 - Understanding of Marketing School A

<table>
<thead>
<tr>
<th></th>
<th>Meaning</th>
<th>Identifying the school’s customers</th>
<th>Use of ‘marketing’ terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal A</td>
<td>Selling the advantages of the school.</td>
<td>Students, parents, and donors.</td>
<td>The term ‘marketing’ is not used extensively, as the school, to some extent, does not feel the need to sell itself to families.</td>
</tr>
<tr>
<td>A Principal A</td>
<td>Promoting.</td>
<td>Donors and students.</td>
<td>It is used extensively at the council level to get more Donors.</td>
</tr>
<tr>
<td>AP Academic A</td>
<td>Process or strategic efforts to promote the school’s advantages.</td>
<td>Parents.</td>
<td>It is rarely used.</td>
</tr>
<tr>
<td>AP Public Relations A</td>
<td>Selling the graduates and recruiting new students.</td>
<td>Students, parents, and industries.</td>
<td>Only implicitly when selling the school’s graduates to the industries.</td>
</tr>
<tr>
<td>AP Facilities A</td>
<td>Selling.</td>
<td>Students and parents.</td>
<td>It is not used at all.</td>
</tr>
<tr>
<td>Teacher 1 A</td>
<td>Promoting.</td>
<td>Parents and donors.</td>
<td>‘Promoting’ instead of ‘marketing’.</td>
</tr>
<tr>
<td>Teacher 2 A</td>
<td>Selling graduates.</td>
<td>Parents and PICs</td>
<td>Not often used.</td>
</tr>
<tr>
<td>Teacher 3 A</td>
<td>Selling products.</td>
<td>The community outside the school.</td>
<td>‘Promoting’ instead of ‘marketing’.</td>
</tr>
</tbody>
</table>
Identifying School’s Customer

Participants most commonly used the terms ‘students’, ‘parents’, ‘community’, and ‘industries’ to identify the school’s customers when asked whom the school's customers were. One participant identified the community where the students originated from (rural, remote islands of Indonesia) as they will be the ones benefitting from the graduates upon their return to their villages.

Perhaps being a distinctive feature of a vocational school, two participants identified industries as their customers because, essentially, the industries are the ones who will absorb and utilise the school’s graduates. The Assistant Principal for Public Relations acknowledged this “… in term of our graduates; it is how we can market their absorption to the industry world…” (AP. Pubrel. A).

Interestingly and quite distinctively, three participants (Prin. A, A Prin. A, and T1 A) identified the Donors as one of the school's customers. They understand that the school relies strongly on funding from the Donors, so for the school to run, they need to promote the school to their current and prospectus Donors. The Assistant Principal summed up this view:

To get funding… because almost all expenses are from Donors… for the council, the customer is the Donors. We produced high-quality graduates, and we presented these back to the Donors because these are the product of their donations. We provide evidence to them, and they will then offer us more (funding) reciprocally. (A Prin. A)

Use of Terminology

Marketing terminology was not frequently used in the school. Neither ‘customer’ nor ‘marketing’ was part of the school’s language, although all interviewees were not opposing actively to the terms and were aware of the terms. All (but one) agreed that the school, to some extent, is selling/promoting the school (or part therein). The Principal, who also is a council member, summed up the use of marketing terminology from the council’s point of view:

We are not doing it (marketing). I used to work in a regular (non-vocational) school, where we were told to market extensively, but it is not the case not in this school. This
school shall never be lacking students. We believe that students will come by themselves because they appreciate that the vision and mission of this school are like no other. We only need to maintain the quality and guard the vision, as it is different from other schools. The council keep on reminding me to always maintain the implementation of our vision in that way, as well as maintaining the high quality of our education (Prin. A)

*Attitudes to Marketing*

The majority of the participants had no issues with the concept of marketing. To some extent, all participants accepted the need for marketing to different customers and had their views of who their customers were.

Enrolment was **not** regarded as the primary reason why a school would market. However, the Assistant Principal for Public Relation’s comment identified the necessity to market if the school needed to increase numbers. “… whether we like it or not, for the school to run, we must know how to get new students” (AP. Pubrel. A).

The two other reasons identified for marketing were maintaining the school’s reputation in the community and the industrial world and the need to acquire financial and other resources from the donors.

*Positive Aspects of Marketing*

Each participant identified positive aspects of marketing the school, as outlined in Table 5.4. The school’s need to market was also identified as the benefits derived from marketing. The most significant benefit expressed was an awareness of the school’s offerings and achievements and its enhanced reputation in the school community. As the Assistant Principal for Facilities commented:

> While it was not purposely intended, many of our new students were made aware of the school’s attributes, namely in changing lives, usually from the previous cohort. They learn how the school has changed their life to become better after attending school here (AP Fac. A).

One participant claimed that seasonal selling of the school’s food products helped promote the school to the community, which attracted more students and increased awareness of the school’s existence. “I think the school should permanently produce something that can be sold regularly to the community (and) the product offered is what the students made here at the school” (T3 A).
### Table 5.4 - Key Benefits of Marketing for School A

<table>
<thead>
<tr>
<th>Role</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal A</td>
<td>Promote the school’s vision and attributes</td>
</tr>
<tr>
<td>A Principal A</td>
<td>Maintain current and obtain new donors</td>
</tr>
<tr>
<td>AP Academic A</td>
<td>Let others know what we offer</td>
</tr>
<tr>
<td>AP Public Relations A</td>
<td>Obtain new students</td>
</tr>
<tr>
<td>AP Facilities A</td>
<td>Increase awareness of the school attributes</td>
</tr>
<tr>
<td>Teacher 1 A</td>
<td>Showcase achievements</td>
</tr>
<tr>
<td>Teacher 2 A</td>
<td>Promotion to rural and remote areas</td>
</tr>
<tr>
<td>Teacher 3 A</td>
<td>Ability to sell more products</td>
</tr>
<tr>
<td>Dorm Masters Group 1 A</td>
<td>Showcase achievements and qualities of the graduates</td>
</tr>
<tr>
<td>Dorm Masters Group 2 A</td>
<td>Make the school well-known</td>
</tr>
</tbody>
</table>

Other benefits identified were acquiring and providing resources (funding) to enhance the school’s program and facilities and increase enrolments.

**Negative Aspects of Marketing**

The participants’ identification of negative aspects of marketing varied (see Table 5.5). Most participants stated that there are no negative aspects of marketing, although three participants suggested ‘time-consuming’ was one.

Teacher 1 implied that the school’s method of promotion, word of mouth, may have some negative implications as it can ‘backfire’. This is because “… for instance if there were unhappy students, they may tell others their perceptions about how bad the school is” (T1 A).

The Dorm Masters Group 2 provided a different side of negative aspects of marketing:

Yes, I think there is (a negative aspect). Sometimes families and parents, especially the local ones, manipulate their lifestyle in such a deceptive way to be seen as poor. They do this so their child can get in free or cheaply because they know that the school is very generous with its school fees (DMG2 A).
Table 5.5 - Key Negative Aspects of Marketing for School A

<table>
<thead>
<tr>
<th>Role</th>
<th>Negative Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal A</td>
<td>There were no negative aspects of promoting our advantages</td>
</tr>
<tr>
<td>A Principal A</td>
<td>No negative aspects</td>
</tr>
<tr>
<td>AP Academic A</td>
<td>None so far</td>
</tr>
<tr>
<td>AP Public Relations A</td>
<td>As long as we promote the truth, there shall be no negative aspects</td>
</tr>
<tr>
<td>AP Facilities A</td>
<td>Requires a significant amount of funding, time, and human resources</td>
</tr>
<tr>
<td>Teacher 1 A</td>
<td>It can ‘backfire’.</td>
</tr>
<tr>
<td>Teacher 2 A</td>
<td>Requires more funds and reduces teaching time</td>
</tr>
<tr>
<td>Teacher 3 A</td>
<td>Just a little time consuming</td>
</tr>
<tr>
<td>Dorm Masters Group 1 A</td>
<td>None so far</td>
</tr>
<tr>
<td>Dorm Masters Group 2 A</td>
<td>Some people may manipulate their way to getting in</td>
</tr>
</tbody>
</table>

The Role of Marketing

The interviews show that the school was not heavily involved in marketing, other than the seasonal (March to June) recruitment process. During those months, a committee (consisting of several staff members) was formed to increase the number of new students, particularly those local feeder schools within the town. The key strategies involved promotion and product development. Promotional activities included advertisements in local newspapers, display signs, brochures, flyers, direct advertising and visits to some critical local middle schools (SMP), and approaches to churches and other community organisations. The current Principal introduced some of these approach methods. Under her leadership, she also attempted to widen its selling point by developing and implementing unique programs based on inputs from their local partnering industries, where the students were doing internships.

At the time of research, the school successfully increased enrolments to the extent that there was now a waiting list. Comments from the participants attributed part of this success to marketing. Participants offered various reasons for success:

- The council’s chairwoman influence.
- High academic achievements (evidenced by the Level B government accreditation recognition).
- Word-of-mouth advertising informed prospective parents of the school’s excellent education program, a caring environment, a miniature of Indonesia (diverse cultural background), and dedicated and stable staff members.

- The scholarship program.

- The area's changing demographics, with new middle-income professionals, young families, and community groups beginning to populate the school's residential area.

- The school Principal’s leadership and communication style.

- Unique study program offered.

- State-of-the-art facilities and practical laboratories.

**Marketing Strategy**

This section aims to ascertain how the school has developed a marketing strategy and identify the range and type of its marketing activities. A marketing strategy is how an organisation grows and organises itself to take advantage of a market opportunity and achieve its goals. Kotler and Fox (1995, p. 163) define marketing strategy as “the selection of a target market, the choice of a competitive position, and the progress of a compelling marketing mix to reach and serve the chosen market”. The marketing strategy of School A will be outlined under the following headings: General Views, Segmentation and Targeting, Positioning, and the Marketing Mix.

*General Views*

There was no formal marketing strategy or plan documented or articulated by the council. Staff were unaware of any current or future marketing plans. The majority of the participants felt that marketing played no significant role in the organisation but conceded that it could do so in the future. What emerged from the Principal's participants was the view that the school no longer needed to market extensively for recruits. None of the participants was aware of any current marketing goals, yet all participants recognised that the school needed to keep a high profile in the community. Teacher 3 felt a strong need for fundraising through the selling of food products, and the Principal believed that the spin-off from the school achieving its goals was good publicity, primarily through word-of-mouth.

Despite comments that there were no formal marketing goals, no marketing plan, and that marketing played little part in the school’s strategy, there was evidence of an underlying marketing strategy. For example, the Assistant Principal for Academics was able to outline a clear marketing strategy:
Our clear marketing strategy puts forward cognitive education and the form of the character building of our students. This is one of the attributes that we can promote. We are also unique because of the various regions that our students come from. There is no other school in [REMOVED] that has this diverse cultural background. Furthermore, all of them live in one dormitory where they can communicate and socialise with friends of different cultures. This, as you may appreciate, is added value to our education! While we are a relatively new school, we can produce graduates that are not inferior to other schools. (AP Acad. A)

While the council condoned no formal marketing strategy, there was both ‘conscious and unconscious’ marketing strategy, implied by one participant who stated: “… (the council) may have a similar marketing strategy… however, has different outcomes” (T2 A).

The school had clear goals to build the school’s profile in the community, maintain the current study programs, maintain the school culture, and provide resources to underpin the current educational program. While these goals had been ongoing for some time, there had been a change in the strategies for achieving these. Promotion remained a critical approach. However, the emphasis is now on public relations rather than advertising to recruit new students (see Marketing Mix below). This emphasis reflected the Principal’s philosophy, which stated that the school does not have to do extensive recruitment advertisements.

**Segmentation and Targeting**

The interview suggested that the school segmented its market and targeted highly able but disadvantaged students. The school always searched for those students, especially from remote rural islands of the archipelago. Participants acknowledged that the school catered for a diverse population, including a range of low-income groups. The school had been subject to demographic changes in the community but had adequately responded to the challenge. The term socioeconomic status was used. New middle class and young professional groups were becoming increasingly dominant.

Participants acknowledged an extensive range of abilities in the academic areas of its students by providing programs inclusive of all groups. However, there was no information about an adequate provision of accelerated learning programs for the more able students. There was no evidence of designing programs to attract any particular segment. Unlike some other vocational schools that have a specific reputation for a particular application, the school has no standing as one. The
Principal suggested that this was a good thing as the school has equal strengths across its study programs:

I have a dream. We have five study programs; one of them is cookery. I want to have a venue, such as a restaurant that opens to the public, where staff members, especially the cook, are our students. This venue can also be hired for the wedding, and our students from the Multimedia program can also be employed to provide their videoing and editing service. This way, the community will benefit from our school's ‘one-stop’ service. I believe this is what makes vocational school stands out. It has to have applicable and direct impacts on the community. (Prin A)

The Principal did articulate the philosophy of segmentation in which students, especially those who came from remote rural areas outside of Java, were treated differently. The Principal explained:

So especially for students coming from outside Java (island), we give special treatment in assessing their entry test. For instance, we may require a minimum 70 to 80 per cent passing mark for students from here (Java island), but for those outside Java (island), we may be more lenient with our passing scores. This is to help them get into our school, as we target those disadvantaged but highly motivated students. (Prin A)

Other participants (A Prin. A, AP Acad. A, T2 A, T3 A, DMG1 A) also identified the school’s focus on developing programs to meet individual student needs.

**Positioning**

Positioning is defined as designing the image and value offered for the organisation in such ways so the organisation's customers understand and appreciate the ground (hence position) of where the organisation stands on its competitors.

The following section identifies the school’s image, the extent to which it has developed and communicated meaningful differences between its offerings and those of its competitors serving the same market, and its key attributes. These are summarised in Table 5.6.
Table 5.6 - Summary of participant responses to positioning for School A

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<td></td>
<td></td>
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<tr>
<td>Supportive</td>
<td>×</td>
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<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
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<tr>
<td>Caring Environment</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td></td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
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<tr>
<td>High-quality education</td>
<td>×</td>
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<td>×</td>
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<td>×</td>
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<tr>
<td>Independent</td>
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<td>×</td>
<td>×</td>
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<td><strong>Distinctiveness</strong></td>
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<tr>
<td>Extracurricular activities</td>
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</tbody>
</table>
**Overseas working experience**

**Attributes**

| Good character |  |  |  |  |  |  |
|----------------|----------------|
| Highly employable |  |  |  |  |  |  |
| Resilience |  |  |  |  |  |
| Discipline |  |  |  |  |

**Image**

Many of the features identified as school image overlapped with school attributes and characteristics of differentiation. The image that the school tried to convey was one of a caring community-based school: “… we deeply care about the students and their wellbeing. We understand where they come from and support them even when they feel homesick.” (Prin. A). Participants felt proud that the school was open and friendly, caring, and welcoming.

… very simple! How can a child learn how to behave nicely? Simple! By seeing us caring for them and acting ourselves correctly. If we treat them with care, love, and respect every day, it will form their minds and behaviour. That simple! Love and care (DMG1 A).

Incorporated as part of the image was the notion of community participation and involvement. Being the ones attending to the students’ needs outside the classroom, Dorm Masters added students’ independence as part of the school’s image. At the same time, most of the management and teachers highlighted the high-quality education feature of the school. The Principal claimed that whenever she brought guests touring around, they were impressed with the quality of the school’s facilities, “… even our school is a low-fee paying school – even almost free, our facilities are as good, if not better than those other elite vocational schools in [REMOVED]” (Prin. A).

**Distinctiveness**

The school was able to differentiate itself by its unity in diversity, or in their own words, ‘mini Indonesia’. The students came from various places and islands in Indonesia, perhaps one of a kind of any school in the area or even in the province. “I think we probably are the only school in Central Java, with this diverse cultural student background. One and only.” (A Prin. A).
Participants regarded this ‘mini Indonesia’ as the most distinctive feature. Dormitory facilities and the applied curriculum were also identified as essential features.

Oh, yes, of course. Every year we had a meeting with partnering industries. They gave us feedback and input on the kind of skills they needed… moreover, from there, we formulated our curriculum. So it can be said that we are continually listening to what the industry needs! By the time our students graduate, they are all ‘ready to work’ in those industries. (AP Acad. A)

Six of the ten participants, including the Dorm Masters, highlighted the founder’s bold vision and mission as the school's distinctive feature. In addition, the chairwoman’s influence was highly regarded as the one that bound the school and its community: staff members, students, parents, and donors.

… they recognised our chairwoman’s reputation. That is what made them believe in us, in the school. They know that we are accountable (with their funds) and not wasting it on something useless. They know it is all for the students. (Prin. A)

There were other distinctive features noted by individual participants that reflected the school’s attributes and image that including overseas working experience, facilities, and various extracurricular activities.

Attributes

When asked what would be the number one attribute of the school, all participants agreed that it was the excellent character of the students.

Most of our students got accepted by big corporations, such as [company names removed]. When they were doing an internship in those companies, that particular ‘good character’, which has become our brand, is what those big corporations paid attention to. Other graduates from other schools may have better competencies (than ours), but they chose to employ our graduates, mainly due to their excellent character! Nowadays, this is quite rare! Competencies and skills can be taught later, but good character is a virtue one must possess. (A Prin. A)
The attribute mentioned above most definitely was followed by ‘highly employable’. “More than 70 per cent of our graduates had been employed, even before they were graduated from our school. Some ended up working while continuing in tertiary education” (Prin. A). Being resilient was the next attribute that most participants saw in the students. They claimed it was due to the majority of the students coming from disadvantaged situations. The students recognised and realised the opportunity given to them, which built perseverance. Finally, three participants (Prin. A, T2 A, and DMG1 A) added that discipline is a distinctive attribute of the students. The Principal credited this to the Dorm Masters, “This was the good work of our Dorm Masters. They taught our students strong discipline through doing chores and morning routines” (Prin. A).

The Marketing Mix

The strategy mainly focused on three of the 7P’s of services marketing - Promotion, Product/service, and People. However, there is evidence of marketing activities involving the other 4Ps (Price, Processes, Physical evidence, and Place). Table 5.7 provides an outline of the 7Ps of School A.

Table 5.7 - Marketing mix (7Ps) for School A

<table>
<thead>
<tr>
<th>Market Mix</th>
<th>Marketing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion</td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>Local school visits, distribute brochures, wall climbing festival, and seasonal (Christmas, New Year) selling of hamper and food products to the community.</td>
</tr>
<tr>
<td>Personal Selling</td>
<td>Open door policy, school tour, dormitory tour, staff members are willing to share and talk to guests.</td>
</tr>
<tr>
<td>Word-of-Mouth</td>
<td>Current students are networking (thus promoting) with their relatives back in their villages; PICs actively recruit new students.</td>
</tr>
<tr>
<td>Product</td>
<td>The unique program, sporting and other extracurricular activities, internships with reputable companies, industry-based curriculum and skills, high-quality facilities and laboratories, and unity in diversity.</td>
</tr>
</tbody>
</table>
**Intangible features:** caring and supportive environment, community feel, cross-culture melting point.

**People**  
High quality, hard-working, dedicated staff, stable staff, effective leadership from the Principal, and strong support from the school council.

**Place**  
Internship in companies, practical work laboratories, working with industries, real-client jobs, and dormitory.

**Processes**  
Staff annual meeting with the school council, parent-teacher interviews, school discipline policies, student retaining policy, counselling and student welfare policy, working organisational structure (with the incumbent Principal being a council member), strong coordination inter-functional, short, mid, and long term planning.

**Physical Evidence**  
Good quality building, canteen, wall-climbing feature, sporting fields.

**Price**  
Highly accessibility and generous support for students from disadvantaged economic backgrounds.

The school’s marketing strategy was conventional but typical for Indonesian schools. It mostly revolved around promotion, although its promotional mix had changed under the current leadership. The standard conventional marketing methods are brochures, flyers, and visits to local middle schools (SMPs). However, the current promotional mix is centred on public relations activities that attempt to enhance the school's profile and reputation in the community. In addition, it supported community festivals and activities, as illustrated by selling hampers during major religious holiday seasons, such as Eid Mubarak (Islamic New Year) and Christmas. In addition, events were staged to welcome the whole community, such as a wall climbing festival and other sporting competitions using the school’s ground facilities. “We invited local SMP [middle school] to participate in the festival and competition. They become aware of our existence and hopefully tell their parents about continuing their education here” (T2 A).

The promotion of the school’s unique programs was an important feature. These were sporting and other extracurricular activities, the school’s Memorandum of Understanding (MoU) of internships with reputable companies, the curriculum built around the industry needs, high-quality facilities and practical work laboratories. In addition, the focus on the students’ diverse culture
was heavily promoted as it was seen as the most distinctive feature, unlike other schools in the area.

The intangible aspect of a ‘caring school’ was also an essential feature and attribute, especially in providing information to prospective parents and donors. The Principal added, “we have an excellent support system through the school’s counsellor… to discuss personal and sensitive matters with our students. Further, then this, our Dorm Masters, as the first line, is also in touch with the students and refer them to the counsellor, if needed” (Prin. A).

The ‘people’ component of the marketing mix centred on the characteristics of the teachers. The school had a stable staff. Most teachers had remained at the school for many years – Teacher 1 arrived and has been employed since the school was opened seven years ago and has remained; Teacher 2 left her career in the hospitality industry to join the school as a cookery teacher four years ago, and has also continued. The school community also recognised the teachers as hard-working and dedicated. It was common for teachers to stay at school until late or work during the weekend and holidays to help with students’ production or to do maintenance work around the school.

Being secluded and surrounded by extensive forestry, the school's location was a promoted physical feature. Other elements of the marketing mix were also utilised as a marketing strategy. The participants all noted the high accessibility to such outstanding educational facilities and generous financial support for students from disadvantaged economic backgrounds.

‘Accessibility’ can also be summarised from the interview. The Principal has attempted to take the school ‘into the community’ and have the community come into the school. There were processes to provide an opportunity for ‘ready access’ and an open door policy between staff members to the Principal and the council’s president whenever he was in town. Additionally, a staff meeting with the council’s chairwoman was also held annually at the beginning of the year.

**Market orientation**

This section determines the degree of market orientation. Overall, the school was deemed as ‘somewhat market-oriented’. This rank was based on their ‘medium to high’ customer focus, ‘low’ competitor orientation, ‘medium’ use of intelligence system, ‘high’ inter-functional coordination, and ‘medium’ long term planning.

**Defining Market Orientation**

Table 5.8 outlines the participant’s responses to determining market orientation. Most participants were unsure of the meaning of ‘market orientation’. Responses included: “Selling a product and attracting new clients” (AP Pubrel. A), “Driven by what is perceived to be what the market wants”
(AP Fac. A), “Selling a product that the market needs” (T2 A), and “Create a product and let it speak for itself” (DMG1 A). Other responses related to market orientation to promotion and selling.

**Table 5.8 - Definition of market orientation for School A**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Understanding of Market Orientation</th>
</tr>
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<tbody>
<tr>
<td>Principal A</td>
<td>Promoting a product</td>
</tr>
<tr>
<td>A Principal A</td>
<td>Creating an image and showcasing it</td>
</tr>
<tr>
<td>AP Academic A</td>
<td>Promoting a product</td>
</tr>
<tr>
<td>AP Public Relations A</td>
<td>Selling a product and attracting new clients</td>
</tr>
<tr>
<td>AP Facilities A</td>
<td>Driven by what is perceived to be what the market wants</td>
</tr>
<tr>
<td>Teacher 1 A</td>
<td>Selling a product and attracting new clients</td>
</tr>
<tr>
<td>Teacher 2 A</td>
<td>Selling a product that the market needs</td>
</tr>
<tr>
<td>Teacher 3 A</td>
<td>Creating and selling a product that market needs</td>
</tr>
<tr>
<td>Dorm Masters Group 1 A</td>
<td>Create a product and let it speaks for itself</td>
</tr>
<tr>
<td>Dorm Masters Group 2 A</td>
<td>Unknown – Promotion to attract new clients</td>
</tr>
</tbody>
</table>

**Customer Focus**

The response to customer focus provided mixed responses that varied from “I am not sure if I understand or have (ever) heard of it” (DMG2 A) to “creating an image that the industry needs, and then showcasing it through our students’ achievements” (A Prin. A). The general view was that the school was customer-focused: “We always listen to what the industry needs here” (Prin. A), and “I believe our primary focus (in formulating our program) has always been on what is the best skill needed by the industry” (AP Acad. A). Participants readily provided examples of where the school added value: “Our school is different, and the industries knew it” (A Prin. A), “The children are in a secure, happy environment where people who care for them surround them” (DMG2 A). Examples where staff members have exceeded expectations, were identified “We work on the weekend to prepare the hampers with the students” (T3 A), “People who came to the dorm are quite surprised how caring we are” (DMG2 A), and “…our teachers are very dedicated” (Prin. A).

There were only two examples of how the school might have fallen short of expectations: “Yes, few students are wanting to leave because they do not feel the school is good enough, but that is
very few” (T1 A), and “Actually, it was the dormitory system that made them (the students) unhappy” (T2 A).

*Intelligence System*

The school’s performance was adequate concerning intelligence gathering, dissemination, and responsiveness. It relied on informal feedback from parents, students, and the community. The school regarded this as an appropriate means of gathering information. However, this was underdeveloped because not all methods for collecting data were considered. For example, there was a formal channel of communication to report parent and teacher surveys, and suggestions for change would go through the education committee and the school council for consideration.

There was no formal method of gaining feedback. The Principal stated the annual staff meeting at the beginning of the year as the moment for staff members and students to give their input and verbalise their thoughts. The long-distance and limitations of the communication between the school in Java and the parents outside Java were seen as the main difficulties for conducting something more formal.

> It is hard. Very hard for us to formally talk to them. Not only that they live in remote rural areas outside Java, but they often also come from a disadvantaged family. They do not always have enough food to eat, let alone state-of-the-art technology, such as mobile phones or even the internet in their villages (A Prin. A).

For the local parents, while all the participants supported not many of them, the view that the school climate was sufficiently open to constructive feedback: “If there were something that the parents were not happy with, they would feel very comfortable to express this to us” (A Prin. A). The Principal also commented that positive feedback was often received from outside the local school community based on the school’s positive reputation in the area.

As part of the school’s accountability requirement, the Principal prepared an annual report for the council, which then provided feedback to her verbally during the annual meeting.

*Competitor Orientation*

The school was not competitor-oriented in the traditional sense but was oriented towards continuous self-improvement. The researcher regarded this as a weak area of market orientation.

Participants had mixed responses to who was regarded as the school’s competitor. The competition was seen in other local schools, rather than a general view. Responses from the Principal and teachers included: “other government vocational schools because they have better facilities” and “other private vocational schools with a similar program to us”. In some instances,
the individual names of competitor schools were noted. The two Parent Group participants took a different view and were reluctant to admit that the school competed with any schools in the area.

The Principal stated that:

No. I do not think that we have other schools that we are competing with… I do not see other vocational schools as competitors; because they offer different study programs. Very rare to have another school that provides the same programs (Prin. A).

The Assistant Principal for Academic re-enforced this view, who noted, “each study program is different because we are a vocational school, so there is no particular vocational school which we are competing against” (AP Acad. A).

Throughout the interview, the researcher sensed an unease from all participants to the notion of ‘competition’. The views of the Principal and Assistant Principal for Academic were particularly keen on this aspect. The Assistant Principal for Academic stated:

So far, we are not competing with them, but instead, we are learning from them. They have been around longer than us; they have more ‘flight hours’ than us. How do we learn from them? By having an excursion to those schools and letting our students learn from theirs. (AP Acad. A)

The Assistant Principal for Public Relations said that the school “actually does not see other schools as rivals or anything; it just tries to learn from each other” (AP Pubrel. A). However, there was evidence of some discussion of what other schools were doing. The Assistant Principal for Public Relations quoted, “Since the Principal took leadership, she encourages us to learn from other schools and what other schools are doing” (AP Pubrel. A). However, this was not an active feature as the Assistant Principal remarked: “No. It is not something that we are preoccupied with; it comes up occasionally and casually, during, for example, staff meeting” (A Prin. A).

Within the context of the competition, participants were asked to comment on the degree to which they thought the school was a leading-edge school or innovative. The participants were again reluctant to countenance this view — most considered competition an internal feature where the school benchmarked against itself. The Assistant Principal for Facilities summed it up when she commented, “As far as I know, our school has held competitions in the past for our students and students from other vocational schools. At those competitions, sometimes we came as runner up to another school” (AP Fac. A).
Leading-edge

Generally, participants regarded the school as being open to improvement, innovation, and alert to new ideas rather than the leading edge. Teacher 1 commented:

There are perhaps a couple of things that need to be done before becoming a leader academically because our students, in general, are not academically strong, so we try to be a leader in sporting competitions, as these children from outside Java are active physically! It is quite successful, we won many championships at the beginning of the year, and from there, we are slowly entering academic competitions… yes, we can start to see the results. (T1 A)

The majority of the participants regarded the school as innovative with the Cookery (T2 A, T3 A, A Prin. A); and the Multimedia programs (A Prin. A, T1 A). This response is consistent with participants’ perception of the competition with other schools.

Inter-functional Coordination

The evidence from the interviews indicated a high degree of consultation and integration of teaching strategies and administrative functions. Although there were established formal decision making structures in place, decision making was described as consultative. Formal decisions were made through committees, including during recruitment season. An advisory committee (Executive) was also set up, including the Principal and several teachers. There was a ‘decision-making structure’ for the school and dormitory following the hierarchy. Normally there are various stages in the decision-making process. There was a consensus among the participants that decision making was consultative and inclusive. One teacher commented that it was “usually every year we got invited to a meeting with the school’s council, and those goals were discussed… so there is a synchronisation” (T2 A). The Principal noted that” feedback is discussed at all levels before a decision is made” (Prin. A). Teacher 1 noted:

Every year we have a meeting with the school council for all staff members at the beginning of the school year… sometimes the Chairman attends, but sometimes not, as he lives in Jakarta… so it is all structured and is impossible for even the Principal or other heads to decide without going through (these) structural flows. (T1 A)

Regarding coordination and responsibility for marketing in the school, the participant's answers were more ambiguous. In response to the question, ‘Who is responsible for marketing?’ the Assistant Principal commented: “I think the Principal because she regularly communicates with
the school council” (A Prin. A). On the other hand, two participants (AP Fac. A and DMG1 A) suggested that every staff member was responsible for marketing the school. The difficulty was that participants considered marketing as only happening during the annual student recruitment process. “the last time we did (marketing) was run by the committee” (T3 A).

**Long Term Planning**

Participants indicated that planning was both middle and long term, although most participants could not give examples of long term planning. The Assistant Principal conveyed the school’s middle and long term planning for the accreditation process. “There is. For intermediate-term is five-year planning, while the long term is a ten-year one… for the accreditation process, where we evaluate the plan yearly” (A Prin. A).

The Principal suggested that a long term vision was critical for the school and is closely linked to the school’s vision:

> Our long term plan is to have an ‘everlasting fund’ to ensure that the school will keep going long after [name removed] has passed away. That is why we must hold and maintain the vision alive and real, which also relates to our quality – we must ensure our graduates have high quality. So that is our long term plan. (Prin. A)

Other participants (AP Acad. A, AP Fac. A, and T2 A) were less sure. They often mentioned long-term planning but could only specify the school's three-year and five-year planning cycle. They were seen as the appropriate planning timeline for most activities, including curriculum and financial planning. Most participants agreed that ‘four to five years’ was an applicable length for a ‘long term’ planning.

**The Impact of Marketing and Market Orientation on School Performance**

During the interview, an attempt was also made to gather participant opinions on the possible link between performance, marketing, and market orientation. Each participant was asked if they considered there was a link between the school’s marketing efforts, market orientation, and performance. At the same time, the study did not attempt to measure school performance objectively. However, the question was included because the literature review (Chapter 2) identified a positive association between performance and market orientation. ‘Performance’ for this study was not defined and was left open for participants to determine.

Participants did link performance and marketing. For the Principal, the performance was measured by student achievements and employability, so there was a simple link: “the more we market our graduates to the industries, we strive to deliver the promise, and that will enable us to
perform better” (Prin. A). The Assistant Principal indicated that marketing had some impact on the school’s performance and evaluation:

If we promoted our school and managed to achieve our targets, it is my opinion that it means our school performance is excellent. On the other hand, if our graduates fail at the workplace, that means an extensive evaluation of our teaching and learning process, whether on our curriculum or our facilities. Either way, we still market our school so that performance will be impacted. (A Prin. A)

Marketing was seen as a motivating stimulus to performance. The Assistant Principal for Academic thought that if marketing re-enforced the excellent reputation of the school, then there was pressure for people to live up to the status, and this would be a decisive, motivating factor:

They are linked to each other! When we do marketing, we promote the school; of course, what we have in school must align with what we encourage, which means our performance should be better. This will push us to become better, so the market can assess that we are telling the truth, not only looking good on brochures or word of mouth. For us, so far, the evidence was clear. Every time we have guests coming, they can see that our students are well behaved and of good character. (AP Acad. A)

The Assistant Principal for Facilities felt an indirect link between performance and marketing. He felt that better marketing would result in more facilities and resources and better performance. One teacher raised an issue that happened at another private vocational school,

My friend works in [school name removed]. They were so focused on marketing and getting high enrolments that they were afraid to discipline their students. They worry that the students might leave school. This, of course, brings the school performance down. Our school is not like that. We are not obsessed with enrolment; we do not mind having a smaller class because it performs better. (T2 A)

Both Dorm Masters groups were unsure of the link between performance and marketing. They did, however, feel that marketing might send a negative message.

It was like admitting (to the broader community) that we need students and money, and I think this is sending a wrong message to the city because the school should be a not-for-
profit. They may think our school was money-oriented, which may affect our performance (DG2 A).

Given that participants indicated a link between marketing and performance, the next stage was to discover whether there was a link between market orientation (as distinct from marketing) and performance. As explained in the literature review (Chapter 2), market orientation applies the marketing concept and is an aspect of marketing. The school did not have a marketing culture in the traditional sense. It did not have a marketing philosophy that permeated the organisation, yet it showed some characteristics of market orientation.

As evidenced above, the school had a customer focus; decision making was consultative, and feedback on customer needs was disseminated at every level. Competition with other vocational schools was not admitted. However, there was some evidence of discussion or monitoring of what other schools were doing, yet the school attempted to learn and develop by continuously benchmarking its performance. The school’s programs did indicate a willingness and ability to innovate and deliver unique programs. While focusing on medium-term planning, the school did have an eye on the long term in terms of funding, facilities, and infrastructure.

The data suggest that participants saw a connection between marketing and performance, as measured by increased reputation, enrolment, community involvement, and satisfied clients. Given the moderate degree of market orientation and the high level of performance, there is a possible definite link between market orientation and performance.

**Barriers to market orientation**

Table 5.9 summarises the barriers to marketing. The most significant barriers to marketing and adopting a marketing orientation were the negative attitudes to marketing at all levels of the organisation; lack of understanding of marketing and market orientation; the organisation culture; strong resistance to competitor orientation and long-term planning, and a lack of time and resources.

**Table 5.9 - Barriers to marketing and market orientation School A**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Barrier (Summarised from the discussion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal A</td>
<td>Lack of concise and tangible expectations from management</td>
</tr>
<tr>
<td>A Principal A</td>
<td>Lack of concise and tangible expectations from management</td>
</tr>
<tr>
<td>AP Academic A</td>
<td>Lack of evaluation of the mid-term planning</td>
</tr>
<tr>
<td>Group</td>
<td>Issue</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>AP Public Relations A</td>
<td>Lack of concise and tangible expectations from management</td>
</tr>
<tr>
<td>AP Facilities A</td>
<td>Lack of time and resources, mainly time.</td>
</tr>
<tr>
<td>Teacher 1 A</td>
<td>‘Word-of-mouth’ method is ineffective and can be defective</td>
</tr>
<tr>
<td>Teacher 2 A</td>
<td>Lack of time and resources</td>
</tr>
<tr>
<td>Teacher 3 A</td>
<td>Lack of time</td>
</tr>
<tr>
<td>Dorm Masters Group 1 A</td>
<td>Lack of clear expectations and direction from management</td>
</tr>
<tr>
<td>Dorm Masters Group 2 A</td>
<td>Lack of understanding</td>
</tr>
</tbody>
</table>

**Lack of understanding of marketing**

A significant barrier was the lack of knowledge of the meaning and dimensions of marketing. Marketing was associated with promotion and selling. This narrow definition of marketing was associated with a negative attitude toward marketing. Participants’ comments were focused on ‘the trappings of marketing’ and not on the central role of the customer. The contrary view extended to the non-use of marketing terminology.

**Attitudes to marketing**

While most of the participants at every level in the organisation did not show negative attitudes toward marketing, nor did they actively support it. The adverse reaction to marketing was bound up with typical approaches to marketing identified in the literature on non-profit organisations (Chapter 2). The participants reflected several features characteristic of non-profit organisations in that they shared a set of expectations about the school's nature that replicated a prejudice against the necessity to market.

**Competition**

The attitude to competition was also negative and associated with the view that the school does not need to view another vocational school as a direct competitor. All participants expressed strong opinions on this point. Typical of the response to this issue was the Principal, who noted, “However, I do not feel that our school competes to get as many students as possible. We are not like that. We shall not lack students. They will come by themselves” (A Prin. A). Other negative attitudes were associated with aspects such as waste of time and resources (T2 A and T3 A)

**Distinctive features and problems associated with marketing in non-profit**

A significant barrier to marketing was the attitude of schools. The participants identified several features typical of non-profit organisations and shared expectations about the school's nature,
style, and behaviour concerning marketing. As noted previously, there was a view that schools should not market.

**Relationship marketing**

The current literature identifies relationship marketing as a critical strategy for marketing in service organisations. In this conceptualisation of marketing, how an organisation treats its customers is seen as fundamental. Relationship marketing recognises that focusing on retaining current customers is as valuable as gaining new ones. Also, it means that the organisation needs to form a long-term relationship with its customers rather than a short one.

Several features associated with relationship marketing were evident in the school. Relationship marketing was an approach used by the school but was not seen as marketing. It was recognised as a strategy by the Principal but not a marketing strategy. Relationships based on interpersonal communication and trust were evident at all levels. There were processes in place, such as access to the Principal and staff in the yard, student welfare policies, and catering for individual needs.

In summary, critical elements of relationship marketing were present. However, this was not a deliberate marketing strategy but a natural approach to caring for and supporting students and their families based on common sense and the school’s culture.

**Leadership**

The Principal took responsibility for marketing. Although there was no articulated marketing plan, she had clear goals. The Principal used two basic strategies to market the school to achieve its goals: promotion (public relations) activities and personal selling and communication. The promotional activities aimed to enhance the school’s profile and image in the community. This aim was achieved by being an integral part of the community, going into the community through community activities, and bringing the community into the school.

**Summary of Findings**

*Challenges Facing the School*

While the participants identified a range of challenges facing the school, there was general agreement that the main problem was raising the standard of academic achievement, especially for students from outside Java island.

*Understanding of Marketing*

This case study supported the proposition that most participants had limited marketing knowledge. Marketing was seen as promotion and selling. The terms ‘marketing’ or ‘customer’ was not part of the school culture. Enhanced school reputation by developing achievements and
awareness of the school’s offerings were considered the primary benefit of marketing. The negative aspects of marketing were varied and included issues such as a waste of resources and time.

The Role of Marketing

Participants noted that marketing did not play an essential role in the school. However, while there were no formal marketing goals, planning or organisational units responsible for marketing, there was evidence of a clearly defined (marketing) strategy that included image building in the community, promotion of the school’s unique programs and culture, maintaining the current enrolments, and a customer-focused approach based on relationship marketing. This strategy came mainly from the Principal but was affirmed by the council and accepted by staff.

Marketing Strategy

The marketing strategy mainly focuses on public relations and personal communication promotional activities. This strategy was supported by a product/service differentiation and development policy. The school’s image was of a caring environment, which was open, friendly and welcoming to the school community. The main attributes were the physical setting, high-quality staff, the unique educational programs and the Principal’s leadership. These distinctive programs were crucial differentiation features and included the philosophy program, an Arts focus and equal opportunity programs.

Market Orientation

Marketing orientation for School A was assessed as ‘somewhat market-oriented’. There was a high customer focus, evidenced by the degree to which the school understood and catered for the needs of students and their families. Intelligence gathering, reporting and responsiveness were regarded as adequate, but this aspect was underdeveloped compared with the literature on marketing orientation requirements. The school did have a culture of continuous improvement based on internal benchmarks. Interfunctional coordination was at the medium level: there were long consultation processes in decision making and a lack of intersectional/interdepartmental conflict, but marketing was regarded as a separate function through a committee.

Planning was seen as a short term to medium-term (1-4 years). While market orientation was not assessed as high, based on the criteria identified in this study, a culture of caring for students and parents permeated the organisation and demonstrated characteristics of relationship marketing. This culture provided evidence of the school’s commitment to the student and parent needs.
Performance

Participants agreed that there is a link between the school’s marketing efforts and its performance based on a measure of increased enrolments. The connection between market orientation and performance was not as conclusive, but it can be deduced that there was a positive relationship. There was a marketing culture in the sense that marketing was for every staff member. In terms of market orientation, the school was customer centred, understood and catered for student needs, and had a degree of inter-functional coordination. The criteria of competitor orientation; information gathering, dissemination and responsiveness; and long term planning were also underdeveloped.

Barriers

A lack of understanding of marketing, a negative view of competition between schools and a shared belief that marketing requires time and resources were the main barriers to marketing.

Relationship Marketing

The relationship marketing approach was evident and was based on trust and a high level of communication built between the staff and students and had become an essential aspect of the school culture. While not recognised as a formal marketing strategy, the school adopted this approach because it made common sense, good management practice and resulted in observable success.

Conclusion

The most exciting aspect of this case study was that the school did have a clear marketing strategy, although none of the participants regarded this as marketing. While the attitude towards marketing was mostly negative, the school had been and continued to be successful in its marketing approach. The primary marketing goal was to create a positive image and profile in the public domain. This goal was achieved through promotional activities and product differentiation based on industry needs. The promotional strategies were public relations and personal communication. Regarding the degree of market orientation, the school was somewhat marketing oriented, but participants were slightly confused by this concept.

There was a high degree of the customer (industry world) focus, low competitor orientation, medium to high long term planning, and good inter-functional coordination. As a result, relationship marketing has emerged as an essential strategy. However, significant attitudinal barriers to marketing and market orientation were primarily derived from the negative and narrow marketing view.
Chapter 6 - Case Study School B

Introduction

Chapter 6 reports the findings from School B. It follows a similar structure and headings to Chapter 5.

Participants in the study

Nine people or groups of people were interviewed. The group included:

Table 6.1 - Participants in School B

<table>
<thead>
<tr>
<th>Participant</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Prin. B</td>
</tr>
<tr>
<td>Assistant Principal for Academics</td>
<td>AP. Acad. B</td>
</tr>
<tr>
<td>Assistant Principal for Public Relations</td>
<td>AP. Pubrel. B</td>
</tr>
<tr>
<td>Assistant Principal for Facilities</td>
<td>AP. Fac. B</td>
</tr>
<tr>
<td>Assistant Principal for Student Issues</td>
<td>AP. Stud. B</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>T1 B</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>T2 B</td>
</tr>
<tr>
<td>Parents Group 1</td>
<td>PG1 B</td>
</tr>
<tr>
<td>Parents Group 2</td>
<td>PG2 B</td>
</tr>
</tbody>
</table>

At the time of the study, most participants have been working at the school for many years. For example, the Assistant Principal for Public Relations has been working at the school for 22 years, Teacher 1 for 34 years and the rest of the staff members interviewed have been working for between seven and eleven years.

School profile and context

School B consists of three campuses located in different areas of the town, with 860 students across the three campuses. The school offers four courses: Patisserie, Industrial Pharmacy, Pharmacy, and Biomedicine Analysis (Pathologist).

The school was established as an amalgamation of two schools, ‘Pharmacy High School’, established in 1964, and ‘Biomedicine Analysis School’, established in 1973. It officially became a vocational school in 2007. A Catholic-based foundation runs the school through a subsidiary body. Despite having a Catholic background, 75% of the students are from a non-Catholic background.
The school has a long history and an outstanding reputation. In the 1960s, in Central Java, Indonesia, only three schools offered ‘pharmacy’ courses; two in [REMOVED], one of which was School B, known as the ‘Pharmacy High School’, and another in a nearby town. The Department of Health, the organiser of schools of health, strictly limited the number of students who could be accepted; therefore, the number of assistant pharmacist graduates tended to stay the same each year. However, there was a growing demand for pharmacists because of growing efforts to improve public health care system quality. The production and distribution of pharmaceutical products were also growing significantly. An increase in production of these products required adequate distribution facilities. Thus, the number of pharmacies and hospitals was also increasing. The growth meant the need for more health resources, including assistant pharmacists. School B was most successful and built its strong reputation during those years.

The school aimed to establish holistic learning by including attitudes formation, knowledge acquisition, and skills competencies. More specifically, being a vocational school meant that the curriculum was designed to provide opportunities for the development of work competencies that are relevant to the development of industry market demand, as well as to provide opportunities for students to develop and carry out various activities that can contribute to life skills in their community.

The school aimed to fit its stakeholders’ needs. At the time of the study, the school had just recently gathered a feedback survey which concluded the need to increase its graduates' competencies in science and technology and develop the industry’s standard, known as the National Competency Standards (Standar Kompetensi Nasional).

The school believed that its graduates' quality was influenced by many factors, including curriculum, teaching staff, learning process, the school’s infrastructure and management, work environment and industrial cooperation. Therefore, the school aimed to improve and equip itself to be a modern and competitive vocational school that adapts to the dynamics of the development of science and technology, the demands of the industry, and the dynamics of social changes, as mentioned in Chapter 1 of this study.

In 2014 the school expanded its course to a Diploma in Pharmacy. This expansion was due to government regulation changes requiring a minimum diploma certificate to work as a pharmacist. The Principal described the necessity of the school’s expansion to meet the changes in government regulation:

"It was applied in 2014… the (government) regulation has been applied, so inevitably we have to change our strategy; firstly, the students whom we initially prepared (just) for vocational school graduate, (they) now must (also) earned a D3 (Diploma) degree;"
otherwise, they will not be able to find a job. That was the reason for the government side of the regulation (Prin. B).

The Principal further added that the rise of similar vocational schools in the area had also ‘forced’ them to incorporate other value-added learning characteristics into their course in recent years:

… also from our competitors, indeed, we cannot prevent similar kinds of schools from appearing. It is then forced us to think: how can we make our school different? What kind of characteristics can we offer to society differently from other schools? From here on, we then talk about the ‘soft skills’ of our graduates; we highlight these, so not only that our graduates academically competent, but it is the ‘soft skills’ that we will also show (Prin. B).

The Principal explained that those ‘soft skills’ are: joy, discipline, honesty, and care. These values are what they expect from their graduates and set aside their graduates from their competitors.

Regarding future planning for survival, the school begins to investigate the chance of opening new courses because “pharmaceutical-related courses are no longer promising” (Prin. B). The school is now looking into courses that will enable its graduates to become entrepreneurs and not rely on a job that is heavily governed by another entity, such as the government. When the research was conducted, the school conducted feasibility studies on entrepreneurship courses, such as ‘beautician’ and ‘automotive repair’.

**Challenges facing the school**

Table 6.2 shows the spread and concentration of challenges identified by participants.

*Table 6.2 - Participant responses to challenges facing the School B*

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Lack of new enrolment</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>The shift in government regulation</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competing with government vocational schools</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competing with other private vocational schools</td>
<td>×</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staffing retention issues – high staff (teacher) turnover</td>
<td>×</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing of government-based curriculum</td>
<td>×</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The overwhelming challenge for School B was survival. Other challenges, which reflected this concern, include government regulation changes requiring a minimum diploma-level course to work in pharmaceutical industries and competition with other vocational schools, both government and private ones. The Principal explained:

In Indonesia, the development of the school depends very much on government regulation; so our dynamics are always dependent on what policy the government is making. For our case, the Health Ministry now requires a minimum of D3 (diploma) to work in the pharmaceutical industries… this is hitting hard our pharmaceutical and health analytics department. (Prin. B)

The Assistant Principal for Public Relations confirmed this concern by adding a significant decline in enrolment ever since the regulation took place. Previously, a ‘hereditary chain’ helped the school gain a well-known reputation in their pharmaceutical course.

My students, who majored in pharmacy, want to become a pharmacist because (one of) their parents is a pharmacist, graduated from (School B), so there was a hereditary chain going on, meaning: my mum is a pharmacist, so later I will become one, and my child will become one too. (AP. Pubrel. B)

The rumour that the school was in trouble and possibly might face closure was directly related to the school’s challenge to find new students. “It might be because there is still that perception within some families that most pharmaceutical private vocational schools will close eventually, and (School B) is not immune from that” (PG2B). The Assistant Principal for Facilities
acknowledged the rumours but claimed that the future was not all dark for their pharmaceutical students. They could still work in the industry, albeit not as pharmacists in hospitals. She encouraged her students to be entrepreneurs and start their pharmacy businesses. She, however, admitted that she found it difficult to convince her students.

We cannot block rumours that go around in society… they do not understand the actual issue, so it is a challenge for me. I often tell my students that their future is not destroyed; that their future is not only determined by government regulations. You can start a business; open your pharmacy. You can be more successful than working as an assistant pharmacist in a hospital. I am still struggling to ensure that they have not made a wrong decision (AP. Fac. B).

While an increased enrolment in some of the other courses had raised some confidence in the school’s future, recruiting new students, in general, was a significant challenge. Most participants mentioned this as the major challenge for the school. Previously, the school’s enrolment ratio was 1:2. This meant that two new students were competing for a place in the school. However, in the last three years, the school struggled even to have new enrolment. This decline in enrolment numbers has made it even harder for the school to compete with other vocational schools. The Principal stated that while the school has a good reputation, it relies heavily on students as their media. Therefore, “when there are no media, we cannot use our reputation to compete with other vocational schools too” (Prin. B). The Assistant Principal for Facilities added that the issue was worsened due to inconsistency between government bodies:

Other than the (government) regulation, recently, there have been too many pharmacy vocational schools in (the town). Previously, there were only three, but now there are seven! Too many! There are no workplaces for the students due to that government regulation. There was no synchronisation between the government, the Ministry of Education, and the Ministry of Health. The latter has stopped accepting (pharmaceutical) graduates without a D3 (degree), but the Education Ministry kept opening new schools! This certainly is not helpful for our school. It makes it even harder for us to compete! (AP. Fac. B).

Staff retention was also brought up as one of the challenges faced by the school. One participant from the parent's group mentioned that the school had lost some of the new (and younger) teaching
staff to another school in the past few years. In addition, one participant mentioned that changes in the compulsory curriculum, set by the Ministry of Education, are one of the school's challenges.

**Understanding and attitudes to marketing**

*The meaning of marketing*

Table 6.3 summarises the participants’ understanding of marketing, who the school’s customers were, and the use of marketing terminology in the school. While overall participants defined marketing as promotion, a few participants whose descriptions demonstrated some understanding of marketing beyond selling and advertising. For example, the Assistant Principal for Facilities expressed the view:

> We have attention to our stakeholders; the users of our services, both from the industry and universities. First, we consider their needs and use them as inputs for (School B), and later, we evaluate and re-evaluate those needs to see if they match what we are providing through our courses. Further, we invite industry representatives to discuss and give input for our curriculum development (AP. Fac. B).

Similarly, the Principal demonstrated a sound understanding of marketing as a matching process, and his definition was consistent with the definitions outlined in the literature.

> Yes, meeting the market's needs and working together to make sure there is a match. We can have a perfect product according to us. However, unless there is a need for the product, there is absolutely no point in selling it so what we are trying to do is match the educational requirements of the population around the school with the programs and the sort of focus we provide at the school (Prin. B).

One parent from Parent Group 2 also used the term ‘selling product/service to meet the needs of a market’ when asked about their understanding of marketing.
Table 6.3 - Understanding of marketing School B

<table>
<thead>
<tr>
<th></th>
<th>Meaning</th>
<th>Who are the customers?</th>
<th>Use of matching terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prin. B</td>
<td>Matching process</td>
<td>Parents, potential parents, students, and industries</td>
<td>‘Marketing’, ‘meeting the needs’, and ‘customers’ were used.</td>
</tr>
<tr>
<td>AP. Academic B</td>
<td>Selling a product</td>
<td>Students, society</td>
<td>‘Selling’, ‘clients’ and ‘customer’ were used quite frequently.</td>
</tr>
<tr>
<td>AP. Public Relations B</td>
<td>Marketing</td>
<td>Feeding schools</td>
<td>‘Promotion’ and ‘customer needs’ were used.</td>
</tr>
<tr>
<td>AP. Facilities B</td>
<td>Matching process</td>
<td>Students, universities, industries</td>
<td>A process to meet ‘customer’ needs and ‘supplier’.</td>
</tr>
<tr>
<td>AP. Students B</td>
<td>Promotion</td>
<td>Parents, students, and industries</td>
<td>Strongly rejected the term ‘marketing’ in the school context.</td>
</tr>
<tr>
<td>Teacher 1 B</td>
<td>Matching process</td>
<td>Society</td>
<td>Terms ‘meeting customer needs’ and ‘customer focused’ were used.</td>
</tr>
<tr>
<td>Teacher 2 B</td>
<td>Promotion</td>
<td>Industries</td>
<td>The term ‘products’ and ‘customer needs’ were used.</td>
</tr>
<tr>
<td>Parents Group 1 B</td>
<td>Promotion</td>
<td>Parents, students, and the local community</td>
<td>‘Products’ and ‘Services’ were used.</td>
</tr>
<tr>
<td>Parents Group 2 B</td>
<td>Selling products</td>
<td>Parents</td>
<td>‘Products’, ‘Marketing’, and</td>
</tr>
<tr>
<td></td>
<td>(graduates) that meet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identification of customers

Identification of whom the school’s customers were provided with a range of responses, including students, parents, families, local community, industries, and a broader community (society). Interestingly, all participants (Prin. B, AP. Stud. B, PG1 B, and PG2 B) identified ‘parents’ as the customer because of their decision-making influence over their children. This recognition underlines the norm in Indonesian society, where parents can and may be the sole decision-maker for their children's decision of schooling. Other participants mentioned multiple customers; participants used ‘society’ to refer to a broader ‘local community’.

Examples of multiple customers were provided by the Principal, who noted: “Parents and potential parents within the community in [town name removed], prospective students, and I suppose our students as well” (Prin. B); and one of the parents, who suggested:

Of course, the students, then maybe their parents, this is because some parents decide where their children should go (schooling), although, for me, I leave the decision to my son... and then society, yes, local society because it is the society that will enjoy the excellent work of the graduates from [School B]. (PG2 B)

Use of terminology

Most participants mentioned that ‘marketing’ terminology was not frequently used in the school. The term ‘promotion’ was used frequently, but ‘marketing’ was used on infrequent occasions. Some participants were even reluctant to use the term ‘marketing’ due to the negative connotation attached to the word.

No, no… we do not use the word ‘marketing’ in our school because it sounds like we are profit-oriented. We are a school, you know… moreover, school is not supposed to be money-oriented. I think ‘promotion’ is a better word. Yes, promotion to get students, promotion so that [School B] becomes more famous [laugh]. (AP. Students B)

During the interview, all participants were quite open to using the word ‘customer’ in referring to their definition of ‘who the school’s customers are’, and one participant used ‘client’. “I like to think of us (the school) as a seller; we sell our product or service to our customers. We are selling
service, which is education, to our students, but we are also selling our products, which are our graduates, to the industries”.

(AP. Acad. B)

**Attitude**

The attitude towards marketing was variable. However, all the participants recognised a need for a promotion for the school to strive. At the time of the study, ‘promotion’ was seen as a crucial part of the school’s strategic planning, as stated by the Principal:

> Look, in the last three years, we have had significant decreases in our enrolment numbers. Therefore, we need to have a good promotion strategy and innovation to survive. Every year, this has been done during the new students’ intake months and even starts from now [the interview was conducted in January, about six months prior to the new school year] (Prin. B).

Most participants accepted ‘marketing’ as a strategy for survival. However, there was also ambivalence and reluctance that the school had to resort to such measures underneath this. For example, Teacher 1 acknowledged the need to market: “Well… [laugh] Yes… we must do it [marketing], whether we like it or not… if we could choose, we probably would prefer to teach only” (T1 B). Despite some reservations, all participants believed it was necessary to market the school given the current circumstances and climate.

**Positive aspects of marketing**

All participants were able to identify positive aspects of marketing. Table 6.4 summarised the key benefits identified by each participant.

**Table 6.4 - Key benefits of marketing for School B**

<table>
<thead>
<tr>
<th>Principal B</th>
<th>Maintains development, projects positive images, and builds reputation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP. Academic B</td>
<td>Survivability, the school, must market to exist.</td>
</tr>
<tr>
<td>AP. Public Relation B</td>
<td>Keeps its existence, the school requires students to survive and exist.</td>
</tr>
<tr>
<td>AP. Facilities B</td>
<td>Helps the school to grow.</td>
</tr>
<tr>
<td>AP. Students B</td>
<td>Increases student numbers and promotes the school’s achievements.</td>
</tr>
</tbody>
</table>
Teacher 1 | Matches the needs of the customer and provides services for the customers.
---|---
Teacher 2 | Promotes the school’s attributes (good characters).
Parents Group 1 B | Projects good reputation of the school.
Parents Group 2 B | Increases student numbers, promote school’s attribute (good characters)

The most common benefit was the recognition and acknowledgment of achievement. The Principal noted that, as well as the tangible benefits of the development of the school (new courses offered), improved resources and facilities, and better relationship between the school and its local community, there was the intangible benefit of improved morale of the staff members: “I think that too, helped increased our staff satisfaction” (Prin. B). Teacher 2 outlined the benefit of self-assessment as a result of marketing:

In my opinion, because we are promoting our school, then as a service provider, we are always forced to improve ourselves: our teaching, our curriculum, and the students’ character. We need to sell our service so society will be interested in us (T2 B).

Other marketing benefits include enhancing the school’s attributes and image and more pressure to be more accountable. The Assistant Principal Academic noted this final benefit:

So here is what I think, our school needs to survive, so we do promotions. People are watching us; are we doing good work? Are our graduates have good character? So, therefore, when we are promoting our school, it also helps us always improve our performance, I think (AP. Acad. B).

Negative aspects of marketing

Despite some of the positive aspects of marketing, a few negative aspects were identified about marketing in the school. Table 6.5 summarises the negative aspects of marketing expressed by the participants.
Table 6.5 - Key negative aspects of marketing for School B

<table>
<thead>
<tr>
<th>Role</th>
<th>Negative Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal B</td>
<td>Negative connotations: seen as a money-oriented and profit-making process.</td>
</tr>
<tr>
<td>AP. Academic B</td>
<td>There is no negative aspect.</td>
</tr>
<tr>
<td>AP. Public Relation B</td>
<td>Doing promotion adds unnecessary pressure on teachers.</td>
</tr>
<tr>
<td>AP. Facilities B</td>
<td>There is no negative aspect.</td>
</tr>
<tr>
<td>AP. Students B</td>
<td>Doing promotion adds unnecessary pressure on teachers.</td>
</tr>
<tr>
<td>Teacher 1 B</td>
<td>Doing promotion adds unnecessary pressure on teachers.</td>
</tr>
<tr>
<td>Teacher 2 B</td>
<td>Doing promotion adds unnecessary pressure on teachers.</td>
</tr>
<tr>
<td>Parents Group 1 B</td>
<td>Cost related to promotional activities.</td>
</tr>
<tr>
<td>Parents Group 2 B</td>
<td>There is no negative aspect.</td>
</tr>
</tbody>
</table>

The Principal listed the negative connotation as being the negative aspect of doing marketing. “I think people do not understand it fully. In Indonesia, people tend to be sceptical if a not-for-profit organisation, like school, doing marketing, so maybe that is a negative” (Prin. B). In addition, the school’s unwritten expectations for each staff member to do marketing for the school, especially during student recruitment months, were listed by many of the participants as being a negative aspect.

Yes, I believe there is (a negative aspect): promoting the school is sometimes too much. As teachers, our job was to teach the students, but we often had to leave our classes and join a promotional roadshow, for instance, going to (nearby towns) and visiting middle schools to recruit new students (Teacher 1 B).

The school expects its staff members to organise events within their local community outside school hours regularly. Examples of the events are cooking demonstrations, health checks, and blood-type tests. These are all free and are hosted at homes, churches, or other public venues. Representatives from the school will then attend, run the event, and conduct a presentation about the school. However, Teacher 2 feels that this expectation might add unnecessary pressures, especially for new teachers at the school.
From the teacher’s side, maybe they feel a bit reluctant… they have to prepare lessons and teach their classes, but at the same time, they still have to think about running an event and doing promotion for [School B]. So those new ones may feel that the workload is becoming too hard. (Teacher 2 B)

**The role of marketing**

At the time of the study, marketing played a central role in the organisation, as it was seen as a crucial strategy for the school’s survival. As the Principal indicated:

> We can no longer treat school as just for education and non-profit; those days have long gone. We must manage our school in a modern way, and doing promotion is very important. People must know who we are, what we are doing, our services, and who is using our products. To achieve these, there are two things we must keep on doing: firstly, we must create a brand, and secondly, we must ensure that we deliver it by producing competent graduates. (Prin. B)

Table 6.6 outlines the marketing goals identified by participants. These reflected the challenges described previously in this chapter. The most common goal was to increase school enrolment. This common goal was central to fulfilling other goals: increase resources and facilities, provide a comprehensive curriculum, improve the quality of education, and ensure school survival. Image aimed at restoring and preserving the school’s old glories in the community and awareness of the school’s current offerings were also outlined.

**Table 6.6 - Marketing goals: School B**

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<tbody>
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<td>Enrolments</td>
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<td>×</td>
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<td>×</td>
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<td>×</td>
</tr>
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<td>Image</td>
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The school viewed all staff members as being responsible for doing marketing. As outlined by the Assistant Principal, “while on paper, (marketing) is a responsibility of the Principal and maybe Public Relations, every single one of us is also responsible and holds an important role in promoting (School B)”.

Some formal structures supported marketing, such as the marketing subcommittee and a new students’ recruitment committee that gained support from the school’s board and its supporting local businesses and its entrepreneur alumni. In addition, staff were expected to be aware of and support the school marketing plan developed by the school’s foundation. However, formal marketing plans were mostly in the mind of the Principal. There was no documented plan.

Promotional marketing: our understanding of it maybe was too simple. Maybe it was because we lack knowledge about it. However, in my mind, our marketing goal is to make sure that our products are well-known and that our graduates have specific characteristics which can be sold to the public (Prin. B).

Marketing strategy

The marketing strategy was based on critical marketing goals to increase enrolment numbers and improve the school's image. The new image was aimed at producing excellent graduates, promoting entrepreneurship, and not relying on employability by individual organisations. The latter was aimed to fend off the ever-changing government regulations in pharmaceutical industries, which have affected the graduates’ employability in health industries. The tangible strategies were to raise resources through partnerships with related industries and build an image through promotions and public awareness events. The latter meant the school was to go out into the community and become more visible, promoting their academic successes and targeting parents, especially mothers, who were seen as key decision-makers as to which school their children would attend. These were new strategies built on a previous strategy that promoted employability as a distinctive feature of School B.

Segmentation and targeting

There was evidence that the school did segment and target. The school understood the current market profile for their courses. Therefore, it surveyed the community to determine which course would attract a particular group of people. The primary segmentation category was the demographic-cultural dimension as summed up by the socio-cultural status. Socio-cultural status
was used to describe the various segments, and some included expressions used during the interview were ‘Chinese Indonesians and ‘native Indonesians’.

The Principal detailed the school’s profile as a highly diversified mixture of various socio-cultural and religious groups. The largest group, due to the historical background of the school, were Catholic families, although, in the recent years, there were growing numbers of Muslim families attending the school, which added extra pressure on the school’s saleability, as outlined by the Assistant Principal:

> While our school has an extra challenge: our background is Catholic. Meanwhile, the majority of students in my course were Moslems. In my opinion, those who are willing to come to [School B] are the moderate ones because their first question was, can they wear a hijab while attending school? (AP. Fac. B)

The so-called ‘middle-upper’ class was identified as the ‘Chinese-Indonesians’, and most of them attended the patisserie course. In contrast, the ‘middle-lower’ class was identified as the ‘native Indonesians’, a majority in the pharmaceutical-related courses. The popularity of the patisserie course had attracted students from the ‘middle-upper’ class, which was recognised by the school and utilised in segmenting their marketing strategy.

> We are trying to push patisserie towards the middle-upper class. This course now attracted many Chinese-Indonesians. This is a different market, which requires special treatment too. However, from here, I am hopeful that we could raise the tuition fee (of the patisserie course) to help to subsidise other courses, so we are segmenting our market towards that (Prin. B).

The school was targeting specific socio-cultural groups in its marketing of courses. For example, when conducting a roadshow in ‘middle-upper’ schools, they would push their patisseries course and underline the entrepreneurship opportunities upon graduating from the patisseries course. On the other hand, when promoting ‘middle-lower’ schools, whose majority were to become employees, they would push their pharmaceutical-related courses. The Principal added:

> We can see this in those Chinese-Indonesian students; they have strong entrepreneurship skills. Moreover, they are solidly persistent in their studies. Therefore, as part of our patisserie curriculum, we teach them how to be entrepreneurs by making them sell their patisserie products, even when they are still at school. (Prin. B)
Many participants from the staff mentioned this particular segmentation as the school’s marketing approach. It was also seen as the right approach as it made the school truly representative of the community in a broader sense. Staff believed that enrolment numbers increased because of these activities. There was, however, a disagreement about the extent to which targeting was used in the school’s marketing approach. For example, both parents’ groups were unaware of any targeting. The parents noted that the school focused on families in general and that it did not matter from which socio-economic or socio-cultural background they come from. One parent thought that, while it was desirable to have “some stronger economic families to come, so that [School B] could use some financial boost”, there was no deliberate segmentation that the school is doing.

From what was said by the participants and demonstrated by the marketing approaches of the school, there was evidence of segmenting and targeting a particular representation of the community, which included new families and families from higher socioeconomic status groups by focusing on selling a specific course to them.

**Positioning**

Table 6.7 summarises the participants’ perception of the school’s position compared with other vocational schools.

*Image*

Most of the participants were convinced that ‘high-quality education’ was the lead factor for the school in facing the competition with other vocational schools, especially those with similar study courses, as summarised by Teacher 2:

> In our school, we have quite a lot of study courses, four, to be exact. This means we can offer more varieties to future students. We also have some young teachers with a fresh teaching approach and modern and up-to-date knowledge on their expertise course. I think parents and society can see this… that we have better quality (T2 B).

Some participants also mentioned that innovativeness was a key positioning factor for the school. Changes in government regulations regarding the minimum requirements to work in pharmaceutical industries were seen as a blessing. Due to this, the school started to open new courses, including patisseries, which was a clever move.

> For patisserie, coincidentally, there are only two schools in [town name removed]: one government school and the other one is us [School B], which is an innovation for private
The Principal was very enthusiastic and optimistic about the patisserie course because it helped “to promote new image for our school, from previously a pharmaceutical specialist, which we still are, into an entrepreneurship” (Prin. B). The course offered entrepreneurship and encouraged graduates to start a patisserie business.

**Table 6.7 - Summary of participant responses to positioning for School B**

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<td>High-quality education</td>
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<td>Innovative</td>
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<td>Entrepreneurship</td>
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<td>Historical Reputation</td>
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<td>Applied curriculum</td>
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<td>Regular Attendance in</td>
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<td>Good Facilities</td>
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<td>Extracurricular activities</td>
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### Attributes

| Good characters | × | × | × | × | × | × | × | × |
| Highly employable | | | | | | | | × |
| Students’ Maturity | | | | | × | × | × | × |
| Staff members | | | | | | | | × |

### Distinctive Features

The majority saw the school's long and rich history as the distinctive factor that differentiated the school from others.

Our history dates back long before other schools were even born. I was a graduate of [School B]. At the time, it was still a specialist school, [which is] the same level as high school. We have a vibrant and thick learning history in society. No other schools like [School B]. It can be said that we are the pioneer of pharmaceutical courses, not only in [town name removed], but I think even in Java. (T1 B)

The school’s regular participation in academic competitions, both nationally and internationally, was another distinctive feature.

The more we were well-known, the more we would exist and be distinct in society. I am in the Academic area, so my way of promoting [School B] may differ from Public Relations. For me, I prepare our students by continually participating in various academic competitions. Last year, for instance, we participated in an international-level pharmaceutical competition in Taiwan. That is how people become aware and awe of [School B]’s achievement! We are distinct in that way. (AP. Acad. B)

There were also attempts to highlight other distinctive characteristics, including the school’s multiple campuses, facilities, and applied curriculum. In addition, the school’s effort in helping students make and sell their products outside school hours within their own ‘night market’ was also highlighted by some participants as being a distinctive factor.
Attributes

The participants outlined several positive attributes. Most participants highlighted the school's aim to produce graduates with good character. The ‘soft skills’ are an added value. “We have four soft skills that we are proud of joy, discipline, honesty, and care. This is the attribute that, I hope, would make us different from other schools” (Prin. B). In the same tone, one parent testified about her niece:

She becomes very mature after attending [School B]. I found her always happy to study independently, without even being asked. This is impressive progress for her, as previously, she was quite hard to work with, so we are delighted with the school. (PG1 B)

Some participants acknowledged the commitment and the positive attitude of staff members towards the students as essential attributes. In response to the school’s attributes, one parent commented: “Staff, including the administration. I think it is a good attribute for the school” (PG2 B). This was supported by Teacher 1, who observed: “I think we are all hard-working staff. We always have our students as our number one priority. We allow our students to learn and to explore their potentials” (T1 B).

The marketing mix

Table 6.8 outlines the marketing activities involved with each of the 7Ps. School B focused mainly on promotion and product development, although all seven marketing mix components were identified. During the interview, school participants did not use any of the 7Ps as marketing categories when describing their marketing activities. However, promotional activities were an essential aspect of the marketing strategy. These were conscious but not documented as planned activities in a marketing plan.

The promotional mix included public relations, advertising, personal selling, and word-of-mouth. Involvement in community activities was the major thrust of public relations activities. Advertising included: advertisements in local newspapers, brochures, and a highly visible banner outside the school. Personal selling activities such as organised free community events (cooking demonstrations, health checks, and blood-pressure tests) were conscious attempts to sell the school.
Table 6.8 - Marketing mix (7Ps) for School B

<table>
<thead>
<tr>
<th>Market Mix</th>
<th>Marketing Activities</th>
</tr>
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<tbody>
<tr>
<td>Promotion</td>
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<tr>
<td>Public Relations</td>
<td>Roadshows to middle schools around the province, distribute brochures, banner placement.</td>
</tr>
<tr>
<td>Personal Selling</td>
<td>Organise free community events, health checks, blood pressure tests, and free cooking demonstrations. The student gets students promotion Visits to competitor government schools during the recruitment season, parents’ association.</td>
</tr>
<tr>
<td>Word-of-Mouth</td>
<td></td>
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<tr>
<td>Product</td>
<td>Unique history, specific courses, and products are sold through their night market and other extracurricular activities, industry-based curriculum. Intangible features: caring and supportive environment, durable community feel</td>
</tr>
<tr>
<td>People</td>
<td>Caring, hard-working, dedicated staff; the Principal promotes and encourages ideas for school development and support from the school’s foundation; staff members were supported and encouraged to do Professional Development through a book program.</td>
</tr>
<tr>
<td>Place</td>
<td>Multiple campuses, pharmaceutical-specific laboratories, and campuses near the town centre.</td>
</tr>
<tr>
<td>Processes</td>
<td>Regular staff meetings, parent-teacher interviews, student retaining policy, strong coordination inter-functional, short, mid, and long term planning.</td>
</tr>
<tr>
<td>Physical Evidence</td>
<td>Good quality building, canteen, sporting ground, ample area to hold their night market.</td>
</tr>
<tr>
<td>Price</td>
<td>The foundation-supported fund is available for students from disadvantaged economic backgrounds.</td>
</tr>
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</table>
Particular study courses, especially the pharmaceutical ones, were promoted heavily as the upcoming patisseries course, but the new focus was on good characters and entrepreneurship. The school had promoted a solution for government regulation changes by encouraging their students to be entrepreneurs and not relying on working for companies. This solution was an ongoing process, as the school Principal noted: “We have just started this, making a new image: entrepreneurship. We have just pioneered it, so hopefully, in the future, when people hear [School B], they will think about this new brand image” (Prin. B).

Other aspects of the marketing mix were also identified. For example, the school had an open-door policy and “parents were encouraged to come in at any time to discuss issues” (Prin. B). The school had also attempted to change students’ behaviour by incorporating the ‘soft skills’, which encouraged parents “to discuss issues at school with the children at home” (PG2 B).

The school attempted to provide subsidies for students from the unprivileged families, as mentioned by the Principal:

As we are a Catholic-initiated school, we cannot expel students if they cannot pay school fees. Quite the opposite, we must retain them, and ensure they can finish their school here. That is a feature of our Catholic education: changing people’s lives. (Prin. B)

The physical environment of the school was promoted as a positive feature. Teacher 2 mentioned, “When people ask, which school your child is attending? We can proudly answer, it is [School B], the one with a rather magnificent building! [laugh] (T2 B). The location of the school, being in the CBD area of the town, was also seen as a positive by the Assistant Principal, who promoted its virtue of easy access, the centre of activities, and its prime location.

The Principal thought that the school’s image would be lifted by encouraging teachers to take on responsibilities to lift their professional development by reading different books, which the school subsidised. The promotion of specialised roles of staff in the school community was also a feature of marketing.

**Market orientation**

*Defining Market Orientation*

Table 6. 9 summaries the responses for defining marketing orientation
Table 6.9 - Definition of market orientation for School B

<table>
<thead>
<tr>
<th>Participants</th>
<th>Understanding of Market Orientation</th>
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<tbody>
<tr>
<td>Principal B</td>
<td>Understanding what the market needs and using the information to improve.</td>
</tr>
<tr>
<td>AP. Academic B</td>
<td>Working with external entities (school’s customers) to ensure graduates' absorption.</td>
</tr>
<tr>
<td>AP. Public Relations B</td>
<td>Understanding the market.</td>
</tr>
<tr>
<td>AP. Facilities B</td>
<td>Understanding where the market is going, then focusing on it.</td>
</tr>
<tr>
<td>AP. Students B</td>
<td>Being able to deliver what the school is offering.</td>
</tr>
<tr>
<td>Teacher 1 B</td>
<td>Serving the customers well by investigating their needs.</td>
</tr>
<tr>
<td>Teacher 2 B</td>
<td>Selling a product that the market needs.</td>
</tr>
<tr>
<td>Parents Group 1 B</td>
<td>Promoting products to customers.</td>
</tr>
<tr>
<td>Parents Group 2 B</td>
<td>Creating a great product and letting the market decides.</td>
</tr>
</tbody>
</table>

The concept of market orientation was understood, to some extent, by most of the participants. The school Principal indicated it was a philosophy: “We need to know what the market needs. What industry needs from our graduates. From there, we use the data always to improve our services and placements in the community” (Prin. B).

In agreement with the Principal, Teacher 2 noted that it was related to needs: “If we are market-oriented, I think it meant we were responding to what we perceive to be our customer's needs and selling them what they want” (T2 B).

All but two participants (AP. Stud. B and PG2 B) agreed that customer focus was most commonly defined as the need to understand and serve customers’ needs. One parent admitted that she did not know the meaning of ‘customer focus’ but said it “probably meant focusing on promoting products to (school) customer” (PG1 B). The Assistant Principal provided an answer that reflected the meaning outlined in the literature when they explained the need to understand where the market is going and then focus the organisation's goals on it.

The answers to whether the school was customer-focused were mainly equivocal. A typical response was from Teacher 1, who said: “Sure. I think we do. The school offers quite a lot” (T1
B). Teacher 2 and the Assistant Principal for Students said that the school tried to be customer-focused.

We certainly have tried. In such ways, when we run a health check for the community. Those services cost us quite a lot, but we provide the service for free. All of these to ensure that we focused on the community and what they need, what the parents need. (AP. Stud. B)

There was a range of responses to what was valuable to the parents as customers. Most participants felt that different segments valued different aspects. Teacher 2 summed up this view:

I do not think it is possible to know what they value. Maybe it varies from one family to another. For example, some parents are happy that their children can go to school [School B]. Other parents may value the facilities, including the school building. I think, though, most parents would value the quality education with the hope that their children can find a job quickly when they graduate from [School B]. So I do not know if we can tell precisely the parent value. (T2 B)

Most of the participants could provide examples of how the school had exceeded customer expectations. The common thread with these responses was the school’s efforts to support parents with lower financial positions who were at risk of discontinuing their child’s education at School B. Additionally, helping the students become ‘fundraisers’. In addition, several participants (T1 B, Prin. B) mentioned that the foundation’s support program for providing financial assistance, such as supporting activities for students in selling food products, including through the school’s own ‘night stalls’ (T2 B, PG1 B, Prin. B), and the counselling of parents (PG2 B) as going beyond expectations.

Intelligence system

Participants perceived the school’s intelligence gathering, dissemination, and responsiveness to be adequate. In addition, the school conducted surveys regularly, particularly for their ‘industry’ stakeholders.

Yes. We sent surveys to the industry. It helps us know what they need and helps us adjust our curriculum so we can fulfil their needs and help our graduates find jobs. Nevertheless, of course, the government change of regulations did affect their employment ability.
However, this way, at least we are preparing our students with skills that are needed by the industry in case they want to extend their studies to a diploma. (AP. Acad. B)

There was no system in place to get information regarding their competitors. However, during staff meetings, staff members shared information that they gathered casually about ‘what other schools are doing’, especially in recruitment months.

Not really. No specific request for ‘spying’ like that, but we did, sometimes, hear what other schools are doing… well, through friends who have children in those other schools… yes, we then inform (what other schools were doing), usually on staff meeting during new students’ recruitment season. It helps to know and maybe get ideas or information. (T2 B)

The school has also conducted surveys of parents and used school records to track their alumni movements. In addition, alumni members occasionally returned to the school and helped with student recruitment (AP. Pubrel. B). Information was also collected informally by going into the schoolyard, making regular contact with the school’s immediate community, and providing an open-door policy as essential mechanisms for gaining feedback. The Principal reiterated the importance of the informal approach:

Yes, of course. I encouraged everyone, staff members, students, and even parents, to give feedback to me about how we were doing, usually by talking to them in the schoolyard or corridors. However, if we had been waiting for them to knock on my door, that might not happen. (Prin. B)

One parent endorsed this when she talked about listening to both current and potential parents as an essential part of the school’s recruitment.

I think so. The parent is an integral part of students’ recruitment by listening to us. Both… to the parents and the potential parents. This is because we help our children choose what school they will go to. Of course, we listened to their opinions and let them choose (which school), but parents decided for them at the end of the day. (PG2 B)

The participants indicated that adequate reporting and information were shared between staff members. Formal reporting was provided through the annual report and foundation reports; however, word-of-mouth was also identified as a means of information sharing. The Principal
noted that the most valuable feedback was from students, as it was honest and challenging at times. This information, when appropriate, was presented and discussed in staff meetings.

I talk to the students. I also ask teachers to talk with students. Then, because I believe their feedback is honest, although sometimes can be too honest… honest feedback on teaching and learning process at school, I present that to staff when we meet, of course, when I think it is appropriate. (Prin. B)

Therefore, there was evidence that the school was responsive to feedback, although it was difficult to determine the degree as they were not documented.

**Competitor orientation**

The participants were highly aware of the competition from other schools and the strategies used by these schools to attract students. The Principal observed: “We know. We heard about their approach and programs, especially for pharmaceuticals” (Prin. B). School C (another case study school involved in this study) was readily identified as the school’s main competitor.

There were some hesitations among some participants regarding competition between schools. However, all recognised that increased enrolments were necessary for School B, and the competition was a fact of life. Therefore, the Principal took a balanced and considered view of the situation:

> We are but a packaged product. The package was the brands we are currently building, but the content also needs to be built, albeit slowly. If the package is excellent, but the content is not, the community will know and be disappointed. So as long as we are building both the package and the content, we are up to face any competition from other schools. (Prin. B)

There was evidence of an organised approach to discussing or analysing what other schools did. However, the teachers indicated little discussion or focused on other schools. The Principal said:

> There was. We once asked our teacher whose child or relative was looking for a school, and we asked them to apply to another school first. Then we examine how it goes. Our other teachers too, some were tutoring students from other schools, and they usually bring information about those schools. Finally, some of our staff have their children attending other vocational schools; they will also bring information. All of this information from
the ‘outside’ are then pooled, and during the new students’ recruitment months, we use them to organise strategies for competition. (Prin. B)

While also mentioning this approach, teachers feel that ‘gathering information’ from the school’s competitors was not the main focus. “I mean, yes, we talk about specific things other schools are doing to recruit students, and if other schools are doing a great thing - we will share that at a staff meeting - but I do not think it is the main focus for us” (T2 B).

**Leading-edge**

There were different views of the school’s leading edge or innovative position. For example, Teacher 2 commented: “Not yet, in my opinion, we have not done a lot to compete well with [school name removed]” (T2 B). In agreement, the Assistant Principal noted: “Not yet, we are working on it” (AP. Acad. B). On the other hand, Teacher 1 felt that the school was keeping up with everyone else. In addition, the Assistant Principal of Students felt the school took a leading role in intra-school competitions: “As the young teachers, we are very active, searching for various competitions held for schools, and then we join and compete in that competition. Therefore, we are doing well with these” (AP. Student B).

**Inter-functional Coordination**

The participants reported open communication and no conflict between sections of the school. One participant reported that the school’s subcommittee structure and management structure are, in particular, very effective.

There is a good and effective systematic program. When the school board has a new program, it goes through the Principal, who will then form a committee, and, if necessary, subcommittees; these are all responsible and directly report back to the Principal. (AP. Acad. B)

Two participants reported that a staff member was also good at sharing resources. For example, teacher 2 noted, “I think we are quite good at sharing resources among ourselves” (T2 B).

**Long term planning**

Except for the Principal, all participants viewed the short to medium term school planning. The participants’ view of planning was primarily determined by the two to three-year planning cycle for developing and implementing the program. The Principal observed that the four-year planning was the limit: “Four years. Usually, four-year planning is an effective one” (Prin. B). He also
expressed his view on the current ‘long term’ plan, especially in the school’s new students’ recruitment target:

In the beginning, we decided vision and mission; then, we did four-year strategic planning. From here, we make annual programs and build the team, including teaching and admin staff. This happens in March-April, so the achievement period is four-yearly. However, in reality, these are often unachievable, especially in our enrolment numbers, because we are declining on that. (Prin. B)

Four participants (T1 B, T2 B, AP. Acad. B, and AP. Fac. B) regarded three years as long-term planning.

**The impact of marketing and market orientation on performance**

Participants noted a link between performance and marketing. The link between market orientation and performance was positive; the degree of market orientation corresponded to the organisation’s overall performance. Both marketing and market orientation were rated low but improving. The school had become more market-oriented to the extent that there was evidence of a customer focus for some segments of the school market (the Chinese-Indonesian community). The school had collected valuable information about the trends and needs of the market (entrepreneurship in patisserie and beautician areas) and had established planning priorities to address this development.

There was a low degree of competitor orientation. At the same time, the school had experienced some success in improving its performance through industry and parent satisfaction levels and improved resources and new programs offered to students.

In summary, the participants indicated some links between marketing and performance. As the school's marketing activities increased, so did its performance (marginally). The link between market orientation and performance was more positive. There was a low degree of market orientation that corresponded to the level of performance.

**Barriers to market orientation**

Table 6.10 summarises the participants' barriers to marketing and market orientation.
Table 6.10 - Barriers to marketing and market orientation School B

<table>
<thead>
<tr>
<th>Participants</th>
<th>Barriers</th>
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<tbody>
<tr>
<td>Principal B</td>
<td>The marketing budget allocated to the school by the board was not adequate.</td>
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<tr>
<td>AP. Academic B</td>
<td>Staff are not prepared and equipped well enough to do marketing</td>
</tr>
<tr>
<td>AP. Public Relations B</td>
<td>Budget allocation</td>
</tr>
<tr>
<td>AP. Facilities B</td>
<td>Staff are not prepared and equipped well enough to do marketing</td>
</tr>
<tr>
<td>AP. Students B</td>
<td>External factors: government regulation and new competitors</td>
</tr>
<tr>
<td>Teacher 1 B</td>
<td>Staff are not prepared and equipped well enough to do marketing</td>
</tr>
<tr>
<td>Teacher 2 B</td>
<td>Staff are not prepared and equipped well enough to do marketing</td>
</tr>
<tr>
<td>Parents Group 1 B</td>
<td>Budget maybe not enough</td>
</tr>
<tr>
<td>Parents Group 2 B</td>
<td>Unsure, do not know.</td>
</tr>
</tbody>
</table>

Negative attitudes

The barrier to marketing and market orientation was a lack of understanding of the meaning of marketing. While there was some understanding of the term marketing, as demonstrated by a number of the participants, marketing was still seen as a set of activities rather than a philosophy. Furthermore, the Principal noted the difficulty in getting all staff to accept that marketing is everybody’s responsibility:

I sometimes found it challenging to suggest that every staff member must do marketing for the school… so it is in getting people to understand that they have a role and getting them to acknowledge what that role is. (Prin. B)

The teachers provided examples of this attitude when they expressed that they did not see marketing as their role to market and just wanted to work in the classroom. Participants were tolerant of the market need but remained uncomfortable with the idea that staff members were being asked to market the school. Marketing was associated with commercial organisations and not education for several participants. The reluctance was reflected in Teacher 2: “I sometimes feel it is not right for a school to do marketing as an educational institution. If we are a commercial
organisation, then yes, sure. However, as a school, I feel somewhat uneasy about thinking about marketing” (T2 B).

Teacher 1 reinforced this view: “Maybe not the term ‘customer’, because it sounds like buying and selling… I like the term ‘client’ better” (T1 B). This reluctant attitude towards marketing was probably reinforced by beliefs and expectations about the purpose and nature of schooling. Beliefs about education's social responsibility to cater to all children, not commercialisation (AP Acad. B), and negative attitudes towards competition between schools (T1 B, T2 B).

*Structural barriers*

Many participants believe that the amount of time and energy required from teaching staff to do marketing for the school is a structural barrier (AP. Acad. B, AP. Fac. B, T1 B, and T2 B). The Assistant Principal believed that marketing should be done correctly by someone with proper knowledge, not by assigning it to all staff members.

*Relationship Marketing*

There was evidence that relationship marketing was an essential and emerging strategy used at school. The emphasis was clearly on gaining new enrollment instead of keeping current clients. However, concepts such as word-of-mouth communication, turning critics into advocates, and improving rapport between teachers and students, were used by participants.

*Summary of Findings*

*Challenges facing the school*

This case study showed the importance of context and the need for an organisation to respond to environmental deviations to survive effectively. Increased enrolments and building a new image were crucial challenges. These related to other challenges of catering for changing community expectations, improving academic standards, building resources, and upgrading facilities.

*Understanding of marketing*

Marketing broadly was defined as promotion, although some demonstrated a reasonable understanding of marketing as a matching process. Marketing terminology was seldom used, and there was a reluctant attitude towards the school's marketing. Despite marketing being accepted by some participants as a priority and a vital role in the school, especially to survive. The positive aspects of marketing identified were greater awareness of the school’s offerings, acknowledgment of the school’s achievements, increased enrolments, improved image, better resources, greater accountability, and pressure to perform to live up to expectations created by marketing. The negative aspects were the amount of time, energy and a potential waste of resources.
The role of marketing

Marketing was identified as playing an essential role in the school, as evidenced by making it a priority for staff members. While the Principal was expecting all staff to have a role in the marketing effort, much of the responsibility was with the Principal. Participants understood the marketing goals, but there was no formal marketing plan. Instead, there were formal structures at the school board level.

Marketing strategy

The school’s fight for survival had become the primary aim. In order to attract students, it embarked on a marketing program to change the school’s image as an entrepreneur maker and improve its patisserie course to meet changing community expectations and appeal to the new socio-demographic segments. The school targeted the Chinese-Indonesian community and their entrepreneurship heritage. The school also targeted and forged partnerships with local industries and community groups for fundraising through its own ‘night stall’.

Participants were able to identify distinctive characteristics of the school, such as building the ‘soft skills’ (character building) and the school’s reputation for helping students at risk, based on its initial Catholic values. In addition, several positive attributes, such as the staff members’ good work ethics, alongside the care and concern for students, were highlighted.

The marketing mix consisted of mainly promotional activities focused on public relations, advertising, word-of-mouth promotion, and personal selling. In addition, educational programs, especially the long-history pharmaceutical and the patisseries course, are highlighted.

Market orientation

The school was somewhat market-oriented, and evidence was that this was improving. There was some understanding of market orientation and customer focus among several participants (satisfying and understanding clients’ needs), and participants judged that the school was trying to be more customer-focused. Most participants considered that what parents valued differed among groups in the school; however, an environment where students learnt the four soft skills (joy, discipline, honesty and care) was considered the most important.

During parent-teacher interviews, measurement and reporting of client views were conducted through an annual industry survey and parent satisfaction survey. Informal communication processes were reported as essential areas for feedback. The school board used surveys to determine demographic and family movements. Intelligence gathering, dissemination and responsiveness were underdeveloped compared with requirements in the literature. The school identified School C (also in the study) as its major competitor in pharmaceutical-based programs, but there was limited informal discussion of what the other school was doing.
Participants had differing opinions on the desirability to be ‘leading edge’, but there was agreement that this was difficult given the school’s lack of resources. Inter-functional coordination was moderate. Communication and decision making were open. Responsibility for marketing was mainly with the marketing sub-committee, although the Principal considered that everyone should participate and play a role. The view that marketing was that everybody’s business was underdeveloped. Staff members view planning as a short term to moderate (two to three-year planning cycle), although this view was challenged by the Principal, who aimed for a longer planning timeline of four years.

Performance

While the link was somehow unclear, there was a link between marketing and performance. The strategy to change the emphasis of the academic program, rebuild the school image, and increase the appeal to specific segments of the market provided renewed direction and purpose for the school.

The school had a low degree of competition orientation. However, the school experienced some success in improving its performance through industry and parent satisfaction levels and improved resources and new programs offered to students.

Barriers to marketing

There were significant barriers to market orientation. While a lack of understanding of marketing and market orientation was a barrier, the major impediment was attitudinal. The negative attitude towards marketing resulted from participants feeling uncomfortable with the idea of schools having to go into the marketplace and market. In addition, participants were uneasy with a competitive environment where schools were forced to compete against each other. Most participants were tolerant and accepting of the market need but had different expectations of the role of schools in the community compared with commercial companies. Other barriers included a lack of proper staff training in marketing and the amount of time and energy required from teaching staff to market for the school.

Relationship Marketing

Relationship marketing characteristics were evident in School B. Several participants noted the importance of word-of-mouth. While word-of-mouth often is classified as a promotion tool, it is also crucial in relationship marketing because of the interactive nature of networks and the advocacy role of people high on the relationship ladder. Good communication and rapport with parents and students, establishing relationships in the community, and understanding the importance of attitudes towards the school held by different client groups were the evidence of relationship marketing.
Conclusion

School B was an example of an educational institution affected by a change in government regulations that did not relate directly to education. Despite having a long history of success in the pharmaceutical program, the school received some unfavourable impacts from a change in employment requirements in the nation’s pharmaceutical industry. While the attitude towards marketing was mostly negative, the school recognised the need for a good marketing strategy to survive. As a result, the school changed its focus from the traditional pharmaceutical program to creating some new entrepreneurship programs.

Some marketing activities include rebranding, segmentation, and targeting a particular group of customers. The school was somewhat market-oriented, as it regularly seeks input from its customers, mainly the industrial sector. This attempt also suggests a high degree of customer focus and a high degree of competitor focus.

The school has medium to long-term planning and good inter-functional coordination. Relationship marketing and ‘word-of-mouth’ marketing had also emerged as an essential marketing strategy for the school.

Finally, there were significant marketing and market orientation barriers due to the lack of understanding, especially from the teaching staff, related to the expectation that marketing was everybody’s business.
Chapter 7 - Case Study School C

Introduction

Chapter 7 reports the findings from School C, which was one of the three case study schools. It follows the structure and pattern established in Chapters 5 and 6.

Participants in the study

Twelve people or groups of people were interviewed. The group included:

*Table 7.1 - Participants for School C*

<table>
<thead>
<tr>
<th>Participant</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Prin. C</td>
</tr>
<tr>
<td>Assistant Principal for Curriculum Development</td>
<td>AP. Curr. C</td>
</tr>
<tr>
<td>Assistant Principal for Public Relations</td>
<td>AP. Pub. C</td>
</tr>
<tr>
<td>Assistant Principal for Academic</td>
<td>AP. Acad. C</td>
</tr>
<tr>
<td>Senior Teacher 1</td>
<td>Sen. T1 C</td>
</tr>
<tr>
<td>Senior Teacher 2</td>
<td>Sen. T2 C</td>
</tr>
<tr>
<td>Senior Teacher 3</td>
<td>Sen. T3 C</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>T1 C</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>T2 C</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>T3 C</td>
</tr>
<tr>
<td>Parents Group 1</td>
<td>PG1 C</td>
</tr>
<tr>
<td>Parents Group 2</td>
<td>PG2 C</td>
</tr>
</tbody>
</table>

Profile

School C was a private secondary vocational school. At the time of the research, offered two courses: Computer Networking and Pharmaceutical; the latter had two streams: Industrial Pharmaceutical and Private Pharmaceutical. Being a private vocational school that offered a pharmaceutical course, the school was a direct competitor of School B, as discussed in Chapter
The school had approximately 1300 students – 500 of which in the pharmaceutical courses, while the rest are Computer Networking. The school had two campuses: the main campus, located four kilometres from the Central Business District, for the Computer Networking, and the other for the pharmaceutical courses, located in the outskirts of the town. The research was conducted on the main campus, with most of the participants from the Computer Networking course. However, some (AP. Pub. C, Sen. T1 C, Sen. T3 C, T2 C) also taught cross-campuses and thus, gave a balanced view of both courses.

**Background**

The school was established explicitly as a pharmacy school in early 1970 by a Buddhist foundation. Although it was never intended to be an exclusive school for Chinese-Indonesian, the school was well known as a school for one because that ethnic group was a majority in the Buddhism community in Indonesia. Teacher 2 said, “… people have an image that our school is a Chinese-only school because our students are mainly Chinese, but this perception was not true”.

Interestingly, the school also had a public reputation as a ‘Christian school’ because, other than Buddhism, Christianity is also the dominant religion held by many Chinese-Indonesians.

For outsiders, the initial image was that [School C] was a Christian school, but they did not know that, inside, we always had some Muslim students too. Whenever people learned that I was from [School C], they would say that our school is a Christian school, like [School B], a non-Muslim school. Often I had to explain to them that we are not a Christian school, and some of the teachers were Muslims, myself included. (Sen. T1 C)

It is worth noting that in the last ten years, the demographic of the students has changed, with more native Indonesians (who majority were Muslims) attending the school, although the Chinese-Indonesians were still a majority.

At the beginning of its establishment, due to strict government regulations for the so-called ‘Chinese school’ at that time (Wirianto, 2014), School C had restrictions to accept only one cohort of students each year. However, the restrictions were finally lifted in 1997, so the school had to add facilities and infrastructure, which inevitably forced the school to apply higher fees. This impacted the school’s socio-economic demographic as the majority of the families could afford these higher fees were from the upper-middle category. The Principal stated:

Looking at the amount of our school fee, practicum fee, and facilities fee, from these three, we are more suitable for the middle (socio-economic) level. As such, we should
have focused or marketed to feeder schools, which we categorised as middle-level too. That said, we also targeted students from government schools because we believed the type of students interested in our school would be the ones from the middle socioeconomic level. (Prin. C)

Compared to other vocational schools in the area, this higher-than-average fee was partly used to pay for international certification (CCNA – Cisco Certified Network Associate) offered to all of its graduates. Some interview participants saw this certification as one of the school’s main attributes (Prin. C, T1 C, and PG1 C).

Since graduating for the first time until now, the number of alums has reached approximately 2250 people and spread almost all over the archipelago to contribute to the state in the distribution and production of pharmaceutical preparations. Interestingly, however, a significant number of the school graduates chose to continue their education at universities rather than utilise their newly acquired skills within the industry.

As previously mentioned in Chapter 1 and later confirmed by some participants, this was in fact, due to the ongoing traditional views held by many Indonesians that having an academic degree from a university is considered more prestigious. Prin. C stated, “Yes, we have more graduates going to university rather than working. Their parents forced them. I think. ….. yes, more prestigious [to have a university degree] than just a vocational school graduate [laugh]”

**Challenges Facing the School**

The challenges facing the school are identified in Table 7.2

*Table 7.2 - Participant responses to challenges facing the School C*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Lacking students/new enrolments</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td>×</td>
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<td>×</td>
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<tr>
<td>A growing number of</td>
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<td>×</td>
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<tr>
<td>competitor schools</td>
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<tr>
<td>Changing government regulations</td>
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<tr>
<td>Lacking uniqueness</td>
<td>×</td>
<td>×</td>
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<tr>
<td>Family background affecting students’ performances</td>
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<tr>
<td>Staff members’ professionalism</td>
<td>×</td>
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</tr>
<tr>
<td>Public perception of school</td>
<td>×</td>
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<tr>
<td>Keeping its high achievements</td>
<td></td>
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<td></td>
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<tr>
<td>Lacking school physical facilities</td>
<td></td>
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<td>×</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students’ discipline issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>×</td>
<td></td>
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<td></td>
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<tr>
<td>Needing a better curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>×</td>
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<td></td>
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</tr>
</tbody>
</table>
Most of the participants identified the lack of students and new students as the main challenge faced by the school. The number of students has been fluctuating over the past ten years. One participant, who had been at the school for eight years, claimed:

When I first started (in 2009), there was only one parallel Year 10 class, but then we had two Year 10 classes and two Year 12 classes for a few years; however, it dropped to one class, back to two classes, and now we only have one class at the moment. (T1 C)

One parent confirmed the statement, “as far as I know, at the moment the school has very few students. It can be seen from my child’s class, not only that it has no parallel class; there were only 20 students in his class” (PG2 C).

Some participants (Prin. C, AP. Curr. C, and T2 C) credited the lack of students and new enrolment to the growing number of private and government vocational schools offering similar courses. For example, Teacher 2 said, “the growth (of other vocational schools) in [town name removed] was unbelievably a lot! Just for vocational schools, currently, there are 83 schools. Eleven of them are government vocational schools, which, as you know, are free!” (T2 C). The Principal stated:

Our school was among the first to offer Computer Networking. Back then, there were two other private vocational schools, us included, and one government school. In the past three years, however, the number of private vocational schools that offer Computer Networking has now reached 20 schools: four government schools and 16 private schools! (Prin. C)

The school’s higher-than-average school fees have also added secondary challenges to the school in facing competition with other vocational schools. The government schools were offering free (or almost free) education, and among the 16 private schools offering Computer Networking, School C was the most expensive one. However, as confirmed by the Principal, “among the 16 private schools, their fees are all below ours. This higher fee was due to our facilities: we have a one-to-one computer-student ratio and an international certificate of competence for Computer Networking. This certification is something that other schools do not offer” (Prin. C). Despite this, one parent criticised the school as being left behind in its curriculum compared to other schools:

I heard from another parent whose child is studying Computer Networking at [another private vocational school] that his son has been taught how to assemble and disassemble
a computer. However, according to my son, the skill has not been taught here. It seems that they taught too many theories and not enough practical works here (PG2 C).

Another parent added that the school was also lacking physical facilities, in terms of buildings, to compete with other private vocational schools:

Before sending my son here, I honestly was unaware of [School C]. It was only after a while; then I could see the facilities. The school building was the most obvious thing that people can quickly see from the outside. [School C] should have refurbished the building. In my opinion, [School C] is not very good at selling itself, so perhaps this was why we lack students. (PG1 C)

The same group of parents also flagged students’ discipline issues as one of the main challenges faced by the school. At the same time, one participant (Sen. T1 C) indicated that some staff members were also having similar discipline issues.

Other challenges identified were changes in government regulations, lack of uniqueness, family background affecting students’ academic performance, public perception of the school, and challenges in upholding the school’s high achievements.

**Understanding and attitudes to marketing**

**The Meaning of Marketing**

Table 7.3 summarises the participants’ understanding of marketing, the identification of the school’s customers, and the use of marketing terminology.

Most participants defined marketing as the promotion and process of selling a product. Typical of the responses was that of Teacher 2:

As I am not an economist, I would define ‘marketing’ as ways to create a process of approaches for the benefit of an organisation and how to promote it or promote its product, how we would make people know our products better and keep up the high quality. This has become the school’s problem: how to promote this school so that many people know about its existence. (T2 C)

Teacher 2 further added that despite its 59 years of existence, many people would not even know about the school, “If I were not working here, I also would not know about this school… honestly,
this made me puzzled, what is wrong with our school’s marketing?” (T2 C). One parent had a similar definition of marketing:

   Marketing is introducing, explaining, also promoting – so that not only us who know but the wider society would also know what is being promoted; the product becomes well known, well understood, and well appreciated. (PG2 C)

The Principal took this definition a stage further by suggesting that marketing was everything you do to promote the school.

   Marketing, as far as my understanding, we are doing it this way: it is everything that we do, in terms of promotion approaches, to fulfil the required number of students, whether it be in the form of presentations to feeder schools, distribution of brochures and pamphlets, installation of banners – that is marketing. (Prin. C)

The Assistant Principal responsible for Promotion and Public Relations suggested a deeper understanding of marketing.

   Marketing is an art with a purpose to make an institution, be it manufacture or service-based, so that it will gain profit, develop for the long term, grow more customers, and keep on advancing so that the institution may last for a long time, that is marketing according to me. (AP. Pub. C)

Table 7.3 - Understanding of Marketing School C

<table>
<thead>
<tr>
<th>Meanings</th>
<th>Who are the customers?</th>
<th>Use of marketing terminology</th>
</tr>
</thead>
</table>
| Prin. C                | Everything you do to promote               | Feeder schools, both private and government sectors. | It is not used, more of ‘promotions’ and ‘presentations’.
<p>| AP. Curr. C            | Promotion of a product                     | Industry and tertiary education institution | Occasionally used, but only during new enrolment season |</p>
<table>
<thead>
<tr>
<th>Source</th>
<th>Role</th>
<th>Activity</th>
<th>Audience</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP. Pub. C</td>
<td>Art</td>
<td>Make institution last</td>
<td>Students and parents</td>
<td>Not being used broadly, more of ‘presentations.’</td>
</tr>
<tr>
<td>AP. Acad. C</td>
<td>Student</td>
<td>Everything</td>
<td>Parents and students</td>
<td>Not used</td>
</tr>
<tr>
<td>Sen. T1 C</td>
<td>Students and parents</td>
<td>Promotion to raise public awareness</td>
<td>Parents, guardians, students, prospective parents and students</td>
<td>Not used, more of ‘presentations’, ‘introductions’, and ‘promotions.’</td>
</tr>
<tr>
<td>Sen. T2 C</td>
<td>Guardians and students</td>
<td>Selling products (school and graduates)</td>
<td>Very broad, everyone associated with the school</td>
<td>Not used, ‘presentations’ and ‘promotions’ are most commonly used.</td>
</tr>
<tr>
<td>Sen. T3 C</td>
<td>Prospective parents</td>
<td>To market a product (school)</td>
<td>Feeders schools and prospective parents</td>
<td>‘Promotions’</td>
</tr>
<tr>
<td>T1 C</td>
<td>Faculty and students</td>
<td>Selling a service (education)</td>
<td>External entities related to the school, feeder schools</td>
<td>Very rarely. More of ‘promotions.’</td>
</tr>
<tr>
<td>T2 C</td>
<td>Students</td>
<td>Process of selling and promoting to make public awareness</td>
<td>A specific group of parents from a particular ethnicity and religion</td>
<td>‘Promotions’</td>
</tr>
<tr>
<td>T3 C</td>
<td>Students and parents</td>
<td>Introducing and marketing the school</td>
<td>Prospective parents and students</td>
<td>Unsure, maybe – but more often, ‘promotion.’</td>
</tr>
<tr>
<td>PG1 C</td>
<td>Teachers and students</td>
<td>Marketing a product to a market</td>
<td>Staff members, teachers, students, and prospectus students</td>
<td>‘Promotion’ is more commonly used</td>
</tr>
</tbody>
</table>
The school’s customers

There was a standard view that the school’s customers included students, parents, families, and other individuals, groups, and organisations associated with the school. The view expressed by Senior Teacher 2 was representative of the responses:

I think, in that case, the customer is everyone, inclusive, I think. It is the public; everyone related to our school, whether current parents, students, feeder schools, prospective parents and students, industry and business world – everyone associated with us. (Sen. T2 C)

Regular association with a range of groups and individuals were seen as essential promotion activities and was evidence that the school’s customers were broader than students and parents.

One participant claimed that the school’s customer was unintentional and limited to a specific group of people from a particular ethnic background and religious belief. This segmenting was due to a broad public perception of the school's customers.

From a marketing point of view, this (view) made us have very narrow and limited customers. We are a national school, but the image perception that the people have was that our school is only for Chinese-Indonesians. Worst, in their mind, this school is a Christian school. (T2 C)

Use of marketing terminology

Marketing terminology was used infrequently, but there was evidence that its use increased (T1 C, T3 C, and PG2 C). The term ‘customer’ was also not part of the school’s language, while the terms ‘families’, ‘students’, ‘parents’, ‘industry and businesses were in everyday use. Sometimes the word ‘client’ was used (AP. Pub. C).

Attitudes to marketing

The attitude towards marketing was mostly positive. This positivity was due to the perceived need for the school to gain more students and promote itself to remain to exist. All the participants
acknowledged the role of marketing, and particularly the importance of promotion, in securing and maintaining the school’s brand image. For example, the parent representative noted: “Other than to get new students, the school must market to promote their brand image. To tell the public that this is (School C). This is our brand” (PG1 C).

Positive aspects of marketing

Table 7.4 summarises the benefits of marketing outlined by each participant.

Table 7.4 - Key benefits of marketing for School C

<table>
<thead>
<tr>
<th>Participants</th>
<th>Benefits of marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prin. C</td>
<td>To drive self-development and gain trust from the tertiary education institutions and industries.</td>
</tr>
<tr>
<td>AP. Curr. C</td>
<td>To keep the school accountable for building character development for students.</td>
</tr>
<tr>
<td>AP. Pub. C</td>
<td>To create uniqueness and to build specific graduates profile that is market-oriented.</td>
</tr>
<tr>
<td>AP. Acad. C</td>
<td>To enhance image building and accountability for the public.</td>
</tr>
<tr>
<td>Sen. T1 C</td>
<td>To promote the school’s academic achievement.</td>
</tr>
<tr>
<td>Sen. T2 C</td>
<td>To create public awareness of the school’s existence and high achievement.</td>
</tr>
<tr>
<td>Sen. T3 C</td>
<td>Promotion helps to create the right word of mouth.</td>
</tr>
<tr>
<td>T1 C</td>
<td>To get more students and resources.</td>
</tr>
<tr>
<td>T2 C</td>
<td>Getting students with higher quality will drive higher academic outcomes.</td>
</tr>
<tr>
<td>T3 C</td>
<td>To get more resources through enrolments.</td>
</tr>
<tr>
<td>PG1 C</td>
<td>Promotes better education and enhances the school’s attributes.</td>
</tr>
<tr>
<td>PG2 C</td>
<td>To enhance public awareness of the school.</td>
</tr>
</tbody>
</table>

All participants were able to articulate the positive aspects of marketing. The dominant benefits were the resources that resulted from the school’s positive image and relationship with the industry and tertiary education institutions. Providing better education for the students and accountability to deliver what was promised were seen as the prime beneficiaries of conducting
marketing at the school. The Principal put back the benefit of marketing into the core purpose of the school, which is to provide higher quality education for the students:

If we only focused on marketing, what may happen is that ‘all sauce is number one’. This is why my approach was to ensure that we are ever-advancing, ever-developing, so that our content in providing education is the best. When that happens, everything else will follow. Whatever we promote, it will then be a fact, which in the end, will strengthen our relationship and shall make us trustworthy, both for the tertiary education institutions and the industries where our graduates will go. (Prin. C)

*Negative aspects of marketing*

The participants expressed a few negative aspects. Primarily it was all about the extra duties on top of their usual responsibilities. Assistant Principal for Academic, however, indicated that there was a risk that marketing could result in goal displacement – the focus on marketing at the expense of the student’s education.

*Table 7.5 - Key negative aspects of marketing for School C*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Key negative aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prin. C</td>
<td>N/A</td>
</tr>
<tr>
<td>AP. Curr. C</td>
<td>N/A</td>
</tr>
<tr>
<td>AP. Pub. C</td>
<td>N/A</td>
</tr>
<tr>
<td>AP. Acad. C</td>
<td>Students’ learning may be affected by the absence of teachers doing promotions, especially out of town.</td>
</tr>
<tr>
<td>Sen. T1 C</td>
<td>N/A</td>
</tr>
<tr>
<td>Sen. T2 C</td>
<td>N/A</td>
</tr>
<tr>
<td>Sen. T3 C</td>
<td>N/A</td>
</tr>
<tr>
<td>T1 C</td>
<td>Promotion may stop prospective students from applying.</td>
</tr>
<tr>
<td>T2 C</td>
<td>Time-consuming as marketing activities happen all year long.</td>
</tr>
<tr>
<td>T3 C</td>
<td>‘Half-done’ marketing activities are both time consuming and resource wasting.</td>
</tr>
</tbody>
</table>
Marketing activities, while necessary, may require extra funding.

People may think that something is wrong with a school that markets rigorously.

One parent representative noted a different view on the school that markets rigorously, “people may think that the school was facing severe enrolment issues. Therefore, they do promotion” (PG2 C).

Teacher 1 expressed his view that doing promotion can be back-fire on the school when they were asked about the specific facility that the school does not have, such as a dormitory. This backfire may have stopped prospective students from even considering applying to the school. “When we promote feeder schools out of town, we often were asked about dormitory facilities, which we do not have, while our competitors have one. So, naturally, this instantaneously shuts down their interest in our school” (T1 C).

Teacher 3 also expressed a different view of the negative aspects of marketing. According to her, when not planned and appropriately done, marketing activities will not bring any impacts but negative ones to the school. “A ‘half-done’ marketing was not only ineffective but also time- and money-wasting, in my opinion” (T3 C).

Marketing was also seen as a time-consuming activity that often-required teachers to use their preparation time and, more often than not, their family time. Furthermore, the new students’ enrolment process went a whole year long, unlike some other schools that conducted the new enrolment process for certain months. "Of course, we are using our family time. Once I was still promoting out of town until late afternoon and did not get home until late. This is hard for us who have family, but we have no choice” (T2 C).

On the other hand, two participants recognised the necessity of doing marketing, even if it did consume their time. They realised that everyone must have their share of keeping the school running.

No, I do not see it as a burden. You see, because we feel that this is our school, it belongs to us, so if anything happens to the school [as a result of not doing marketing], we will be the one to feel the impact. If the school is lacking students, then we will be affected. Our primary duty indeed was to teach, but we need to manage our time. (Sen.T1 C)
“Of course, we are busy with our teaching duties, not to mention other responsibilities, but whether we like it or not, we must do it, so the school can keep on going” (Sen. T2 C)

**The role of marketing**

Marketing was an integral part of the organisation. Not only that it was a means of survival, but as the Principal noted, marketing fitted into the school’s planning:

I think that marketing is everything that we do. We have a great program, competition, and events. We make the public know about those activities, that this is where they are happening, through the website, social media, and newspaper articles. Everything. (Prin. C)

There were also formal structures that supported marketing activities. The school board had a marketing department overseeing the school. This department, however, was not solely focusing on the vocational courses only, but also on the primary and mainstream secondary schools. At the time of the research, there was a plan to expand the Marketing department to be more focused on the vocational courses, even though it may add pressure on the school budget.

Yes, there is a plan to expand the department to be more focused on promotions for vocational courses. However, we had issues relating to funding because new human resources would mean new funding, which the school council is unprepared for. (Prin. C)

All staff members were expected to market the school internally and externally. The importance of marketing the school was driven from the top by the Principal. At the beginning of the new year, the Principal would meet with his staff members to plan and budget their whole year's marketing plan. This plan focused solely and mainly on the vocational courses. In addition, the school council provided support through its marketing department and was engaged in marketing activities. All of these were done without requiring extra funding or subsidy from the council, as summarised by the Principal:

Though not entirely confident, I think we can still go on without subsidy. Worst case, we may reduce our events, such as the intra-school competitions, but the essentials, such as certification, will still be available. We will not sacrifice our education process, so if needed, it is the marketing budget that we will reduce. (Prin. C)
Marketing strategy

When asked about the school’s marketing strategy, the Principal said, “We have done everything”, although he admitted that some marketing activities were still ad hoc. In general, however, the strategy was to get high achievers by offering a generous discount because he knew that fee is one of the main factors for parents’ decision.

The discount ranged between 50% to 75%, depending on their academic achievement.

This way, not only that we will get new students, but we will get some high achievers too. Some politely refused the offer and went to government school instead. They do not get the same facility: 1-on-1 computer ratio and international certification – but it is free.

We know that for them, the fee is the number one factor. (Prin. C)

He admitted that his school was no match to government schools in terms of school fees. However, in terms of facilities and quality education, he believed those schools were no match for his ‘one-on-one computer/student ratio’ and ‘international certification’.

Senior Teacher 3 thought that ‘word-of-mouth’ was a key marketing strategy. Promoting a positive image in the community through public relations activities was the other primary strategy. The main approach to gaining sponsorship and internship was networking and developing relationships with the industry.

Segmentation and targeting

Segmenting was extensively used to describe groups of students and parents. The school mainly targets students from private feeder schools, locally and in other surrounding towns. When asked why the school was not targeting students from government feeder schools, the Assistant Principal for Academic answered:

Mainly because students from government schools have a mindset of fee-free school, and they are used to it. For them, facilities and quality are unnecessary; maybe they were looking for quality, but a free one, or as close to free as possible. (AP. Acad. C)

While not intentionally segmented, students from private feeder schools usually came from mid to high levels of socioeconomic, to which the Assistant Principal added:

Maybe almost all are from mid to high. However, honestly, we are also avoiding those with very low socio-economic unless they have some financial support from a monastery.
or maybe a church, so it will not be too difficult [for us] because, again, honestly, our school does not get any support or funding, so we relying on students’ fee. (AP. Acad. C)

All participants denied targeting particular groups for marketing purposes. Demographically, however, families from the segmented group mainly consisted of Chinese-Indonesians or Christians. Senior Teacher 1 claimed that this segmentation had had negative implications on the school image and its ability to reach students from a specific ethnic and religious group.

The public image was that our school was a Christian school from the outside. They did not know that there were some Muslim students too… Often I had to provide and explain facts about our school to them. Therefore, we need to join activities involving a more wide range of the community so they can see what our school is like. (Sen. T1 C)

The school, therefore, had been restructured based on the type of students it now catered for: high achievers, high moral characters, multi-ethnic, and multi-religious. These were distinctive units within the school. Teacher 3 noted that the school was using images of pluralism on their brochures:

Let us use the brochure as an example… we used photos of our students wearing hijabs, Chinese-Indonesian students, and native Indonesian students. So again, we accentuate pluralism that Muslims are also welcome to enrol. (T3 C)

Positioning

Positioning through image and product differentiation were vital marketing strategies. Table 7.6 shows the key features of the image, areas of distinctiveness and key attributes reported by participants.

Table 7.6 - Summary of Participant Responses to Positioning School C

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<td>Pluralism</td>
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<td>Attributes</td>
<td>Skilful and resourceful</td>
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<td>High morale characters</td>
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<td>Dedicated staff</td>
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</table>
Image

The school has over 50 years of history, and all participants, to some extent, acknowledged it has a status for providing a high level of education.

We had glory days in the 80s and 90s. If you ask anyone from those times, our school was considered one of the elite schools. People were lining up to have their child being educated here, and they were willing to pay whatever price it needed, so this is the brand image. (Sen. T2 C)

The school has been working on its ‘pluralism’ image in the past few years. Promoting materials were used to embrace the culture of diversity and send a clear message to the public that the school is a national school, not exclusive to a specific ethnic or religious group.

The school is also embracing its image of being a caring school. The Assistant Principal for Academics suggested that a school is a safe place for students, especially those coming from dysfunctional homes.

As you would have expected, these students need attention and care. They may be looking for them from their friends, as they could not find them from their parents. Therefore, as their teachers, we positioned ourselves as their friends if that is what they need. (AP. Acad. C)

Other images that the school was embracing were entrepreneurship and innovation. The Assistant Principal for Public Relations stated:

In the past two years, the school has been embracing the spirit of entrepreneurship that was obvious in most of our students. You see, they come from Chinese-Indonesian
families, who culturally are born to be entrepreneurs, so we are supporting those students by developing their spirit of entrepreneurship in selling pins, mugs, and designs. Our aim was that those students would be able to plan, create, and sell products. (AP. Pub. C)

**Distinctiveness**

The school had several distinctive features. Its most distinctive feature was that it was offering its students an international certification from a well-known international networking company. The school was also to become a ‘Level B’ accredited school. This accreditation was a quite achievement for the school, ranked number three among similar vocational schools, both government and private sectors. The school also scored some robust agreements with well-known multi-national companies for their students to do internships in those companies. Some were even offered a position before they finished their Year 12. The school was also proud to offer a 1-on-1 computer/student ratio, one of the few vocational schools. Other distinctive areas are predictable school fees throughout the three years of study and bilingual graduates.

**Attributes**

Most participants positioned their students as skilfully and resourceful; this was credited to various study programs and other physical resources, such as design stalls being made available for the students. One study unique study program was entrepreneurship. The school taught it as a subject within its curriculum. Students were also highly regarded as having a good moral character, which was a higher value to possess, rather than just being skilful academically. “I agree because we strive to give facts to our words at the end of the day, so even if we are not the best academically, we must at least teach good character to our students. I think that is more important” (AP. Curr. C).

Teacher 2 stated, “The students are ready to work when they graduate, although most decided to continue their tertiary studies” (T2 C). One parent representative noted how his son showed some leadership values at home and took over some responsibilities after attending his first year in the school. The majority of the participants appreciated staff members’ dedication to ‘going the extra mile’ in helping the students to compete in various intra-school competitions, often using their own time.

**The marketing mix**

The marketing program included all the elements of the marketing mix - promotion, product/service, people, place, process, physical evidence, and price. Table 7.7 outlines the marketing activities involved with each of the 7Ps. While School C used all marketing mix elements, it used the term ‘promotion’ as a category to describe most marketing activities.
All components of the marketing mix were used by the school in its goal to (a) attract new students, (b) establish a high profile in the community, and (c) enhance the school’s image as a leading-edge vocational school with excellent programs, international certification, and facilities.

Promotional activities were the most significant feature of the marketing mix. The school engaged in extensive public relations activities centred on special events, competitions, and school presentations. These activities aimed to establish a high profile in the community and potentially attract/sign internship agreements with the industries. In addition, the image of excellence and leading-edge were reinforced by using banners, distributing brochures, and refurbishing its building, which was in progress at the time of research.

Special events such as computer networking competitions, coding competitions, and computer assembling competitions were always opened for feeder schools and even competitor schools. An important strategy was personal selling the school via school tours, speaking engagement by the Principal, teachers, keynote speakers, and other networking at special events. Associated with this approach was the recognition of word-of-mouth advertising by parents, teachers, visitors and associates of the school. Product knowledge and development were essential characteristics identified by participants.

*Table 7.7 - Marketing mix (7Ps) for School C*

<table>
<thead>
<tr>
<th>Market Mix</th>
<th>Marketing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion</td>
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<tr>
<td>Public relations</td>
<td>Keynote seminars, newspaper articles, special events for community and organisations, and various intra-school competitions.</td>
</tr>
<tr>
<td>Advertising</td>
<td>Printed materials and banners.</td>
</tr>
<tr>
<td>Personal selling</td>
<td>School visits and tours, school presentations by teachers, students get students.</td>
</tr>
<tr>
<td>Word-of-mouth</td>
<td>Teachers, parents and networks in the community. Various talks by parents, associated networks, and teachers.</td>
</tr>
<tr>
<td>Sponsorship</td>
<td>Generous discounts on school fees for high achieving students.</td>
</tr>
</tbody>
</table>
Product/Service

Regular curriculum reviews, keeping up to date with educational trends, family counselling, innovative programs, individual reporting and monitoring system, extracurricular activities, and sporting activities.

People

Counsellors, teachers and staff, professional development, staff appraisal.

Place

Multi-campuses, the dorm for pharmaceutical courses

Processes

Dedicated marketing department overseeing schools

Physical evidence

Refurbished buildings, centred location near CBD

Price

Fixed price throughout the three years of studies.

Market orientation

Defining market orientation

Table 7.8 provides a summary of what participants considered as market orientation.

Table 7.8 - Definition of Market Orientation

<table>
<thead>
<tr>
<th>Participants</th>
<th>Definition of Market Orientation</th>
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</thead>
<tbody>
<tr>
<td>Prin. C</td>
<td>Awareness and focus on the market and mindset</td>
</tr>
<tr>
<td>AP. Curr. C</td>
<td>Focus on what the market wanted</td>
</tr>
<tr>
<td>AP. Pub. C</td>
<td>Focusing on the customer but not customised.</td>
</tr>
<tr>
<td>AP. Acad. C</td>
<td>Focusing on customer needs, but not always following them.</td>
</tr>
<tr>
<td>Sen. T1 C</td>
<td>Focus on what the market wanted</td>
</tr>
<tr>
<td>Sen. T2 C</td>
<td>Focusing on the market</td>
</tr>
<tr>
<td>Sen. T3 C</td>
<td>Selling what the market wants</td>
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<tr>
<td>T1 C</td>
<td>Promotion</td>
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<tr>
<td>T2 C</td>
<td>Part of the marketing approach</td>
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<tr>
<td>T3 C</td>
<td>Focusing on the customer</td>
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</tbody>
</table>
The Assistant Principal for Public Relations defined her view on the market orientation of the school. She acknowledged that the school’s customers were often left some feedback through social media to provide input; therefore, it is something to which the school should orientate. She, however, underlined the necessity of not being customisable, despite being market-oriented.

Not customised, for instance, if we are following whatever the customer gave, there is a danger that we might compromise our values and quality. On the other hand, many schools are just following a trend – whatever the trend is, we follow, and that, to some extent, is fine – as long as we keep the quality of education (AP. Pub. C).

Customer focus

All participants agreed that the school was customer-focused. However, the Principal revealed a strong orientation to the customer and re-enforced Drucker’s (1954) philosophy of placing the customer’s needs at the centre of the organisation:

Yes, but I think we are more on strengthening the education process. Our primary focus was to provide competencies for all of our students to be ready for work or continue their tertiary studies. Our primary focus was so that they would perform highly in those areas; when that happened, people may start asking: which school you were from? Let the results promote us. (Prin. C)

In a similar tone, the Assistant Principal for Public Relations summarised the school council’s view on the way the school focused on its customers:

The school council emphasised this: [School C] does not have to have many students. We do not want five or ten parallel classes every year level. No. We would be happy with just three, two, or even one class per year level, as long as the quality was there. If you ask me if our school is a customer-focused, then I would say yes, we are by all means - with a note that I have just mentioned before. (AP. Pub. C)
There was evidence that the focus on the customer’s needs was a part of the school culture, as the Principal noted:

I could be wrong, and it may not be what you are looking for, but I think it is. Maybe a mindset. What was in your mind when you thought or did things at school? I think about the students’ needs every time I speak to somebody, and it has become part of the culture - and I think it is a culture of the school where people know what they are doing. (Prin.C)

Intelligence system

The school had a high degree of intelligence gathering, dissemination and responsiveness. The school gained feedback from the school community through both formal (biannual survey) and informal methods during the parent-teacher interview and other events involving their network. There was evidence that the school placed more emphasis on informal feedback. For example, Teacher 3 said she relied more on the informal processes. This reliance was despite the excellent results from the student surveys:

Yes, the survey, but I think direct feedback from students or parents during our routine meetings is better. More reliable. We are also taking feedback from our industry partners during internships. Surveys are just statistics, parents may not be taking them seriously, but face-to-face feedback is more reliable and direct. (T3 C)

Participants were confident that the level of customer satisfaction was high. The school also gauged its level of customer satisfaction through the amount of support and involvement from their internship corporate partners, industry and families who maintained contact with the school. In addition, participants indicated that there were adequate reporting and information sharing. Feedback was disseminated through team leadership meetings, general staff and school council meetings, annual reviews, and informal discussions.

Although most participants agreed it occurred, the formal reporting of information to the various groups was not noted as a dominant feature of the customer satisfaction measurement process. There was little evidence of the degree of responsiveness to customer intelligence; however, the participants indicated that the school was a leader rather than a follower. This indication meant that it was leading opinions rather than following them.

Competitor orientation

The school had a high degree of competitor orientation. There was a range of opinions about who and what was the school’s competition. The Principal thought that any vocational private or
government schools offered a similar course. Others thought it was mainly other vocational private schools. As a result, the school had high confidence that what it offered was more than other similar vocational schools in the town. “I believe, in terms of facilities and qualifications, we are better than others. The one-on-one computer/student ratio and CCNA certifications, soon to be CCNA II, are our school’s value-added points” (Prin. C)

None of the participants indicated that they were opposed to the idea of competition. There was little evidence of formal discussion about the competition during a staff meeting, although some casual talks between staff members did occur over time, discussing what other schools were doing and if anything could be learnt from their approach. The Assistant Principal for Academic shared:

Maybe not during a staff meeting, but only when we have informal, casual chats. For instance, when we were discussing organising an excursion, all of a sudden, someone mentioned school × that went to a particular place for an excursion. We would then discuss what benefit we can get from the place or what information can we use – all of these may also be used in our annual planning (AP. Acad. C)

One area that the school could not help but notice what other vocational private schools were doing was their school fee-paying scheme. It was because the school received many queries from parents about it. The Principal highlighted:

We are helping parents budget their expenses about our fee, as our fee has been almost unchanged across the three years. This way, they know for sure how much will it cost them. Our annual increase is minimal compared to others; maybe only around Rp. 50 000 to Rp. 75 000 [$5.00 to $7.50] for the next year. Other schools started low to attract parents, but their annual increase was higher, and they will ask levies for almost everything: excursions and practical work. That would be a challenge for us, especially if parents did not do their due diligence. I do not like talking bad about other schools. (Prin. C)

*Leading-edge*

The participants saw the school as a leading edge for similar private vocational schools. The Principal saw the school as cutting edge, innovative, and creative. The school had positioned itself as the best in the town for Computer Networking courses and was ranked in the top three at the time of the research. It was quite clear that the school’s goal was to strive to be the best and a
showpiece. The Principal noted that the school benchmarked against itself because it was well ahead of its competition. The Principal commented:

    We gained some reputation and trust from the industries. That is why we must strive for excellence and pave the way for others. We always increase our quality, and the result was cut clean: we are at the top three of the national examination results in the past two years. Above all, vocational schools, both private and government. (Prin. C)

This self-benchmarking was evidenced by the flourishing “trusts and offer of internships from business and industry network” (Prin. C). Commenting on the school’s willingness to be creative and innovative, one participant noted, “We surely do not leave an opportunity go by, as a proof, we ranked first and second in the past four years for various networking competitions in (town)” (T2 C). Teacher 1 commented: “We have run a lot faster than other schools… we are holding the lead”.

*Inter-functional coordination*

There was a high degree of inter-functional coordination. For example, the responsibility for recruiting new students was distributed between various groups each year, although it was also everybody’s business. In addition, the Assistant Principal for Public Relations took a leading role in marketing the school, and she was well supported by the school council, Principal, and staff members.

The Assistant Principal noted that the school, as a whole, took advantage of marketing situations as they arose. Teacher 1 commented that he thought it was everyone’s responsibility. Teacher 2 said the council and the Assistant Principal took the prime responsibility but delegated roles based on people’s skills and ability to contribute to a particular project. Teacher 3 considered it was the management team (Prin. C, AP. Pub. C) who had particular talents and formal marketing education, which allowed them to initiate much of the marketing.

Decision making structures were formalised and operated via a Leadership Team and staff meetings. The Leadership Team consulted with the staff on most decisions, although there was some hesitancy about the effectiveness of the current process. For example, the Principal noted that the structure needed to be tightened.

Overall, the participants considered that most information was shared and that the school operated as a team.
Long term planning

Participants noted a balance between short- and long-term goals. While short-time issues were foremost, the school was able to take a longer view by planning for other developments. A common view of planning was three to five years. However, participants noted that the Principal was planning beyond the three-year planning cycle.

The Principal has a long view of planning. We have already a plan for 2020, although I am not too sure at the moment, no doubt the Principal knows it well... For long term planning, usually, it is made by him and the upper-level management team… for instance, we already know from a few years back what we are doing now. It has always been planned step-by-step. Very well planned. (AP. Curr. C)

Overall, there was a high degree of market orientation.

The Impact of Marketing and Market Orientation on School Performance

The school was regarded as a high performing school based on a range of measurable indicators. It was easily measured from the school’s point of view. Although Teacher 1 commented that he was unsure how to measure performance from a teacher’s point of view, the school was successful on the base of National Examination results. In the past few years, the school successfully met its goals in student learning and was commended for the quality of its curriculum by a parent representative.

The school had ranked itself very highly based on its performance indicators: recognised quality courses, resources, facilities, reputation, community support, and ability to initiate new study programs (pharmaceutical and computer networking) and adapt to change. In addition, participants agreed that the school had sufficient resources.

Senior Teacher 2 summed up many of these aspects:

We have far too many attributes even to mention one. For example, our graduates become a trophy that universities would like to have. Some were even offered a free place at (local university name) …. Quite similarly to our business partner, [business name removed] had requested for three of our best students to work for them, even [a well-known IT-based university in Jakarta] also offer scholarships for our students. (Sen. T2 C)
All the participants agreed that there is a link between marketing and performance. The Assistant Principal for Academics noted the great internship offers, support and recognition from partners as evidence of the link.

Marketing and school performance were seen as interrelated — the success of one area impacted the success of the other. One parent representative described it as a ‘chain reaction’ where the process was integrated to the point that it fed on itself. For example, because the school was successful in an academic competition, and most people liked to be associated with success, the school was able to take advantage and promote this (PG 2 C).

There was evidence of a link between market orientation and school performance. The Principal commented on the link between the school’s high performance and market orientation: “I am honestly unsure about being market-oriented, but if you assume that we are market-oriented by linking our achievements and how we strive to listen to our customers’ needs, there may be a link” (Prin. C).

There was an unusually high degree of market orientation in customer focus. Parent representatives acknowledged education delivery to students as beyond expectations (PG 1 C), and this aspect was also seen as a measure of success by contributing to the school’s excellent reputation.

The school’s networks expanded, resulting in new partnerships and associations that secured resources and improved student performance.

**Barriers to Marketing and Market Orientation**

Table 7.9 shows the perceived barriers to marketing as viewed by each participant. There were some attitudinal and structural barriers to marketing and market orientation, but these were directed more to market as a function within the school than market orientation. The attitudes and structures that promoted marketing and market orientation outweighed those impeding it.

**Table 7.9 - Barriers to marketing and market orientation School C**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Barriers to marketing and market orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prin. C</td>
<td>Need some dedicated full-time marketing personnel, always lack time and funds (to do marketing well), government regulations.</td>
</tr>
<tr>
<td>AP. Curr. C</td>
<td>Many of their graduates went to universities instead of working in the industries; this became a barrier to marketing the school to the industries.</td>
</tr>
<tr>
<td>AP. Pub. C</td>
<td>No dedicated marketing department/personnel to conduct proper marketing.</td>
</tr>
</tbody>
</table>
The local community was unaware of the school

Government regulations

Lack of budget, human resources, and facilities to conduct proper marketing.

Marketing was run by teaching staff members with no formal marketing qualifications.

Lack of facility (mainly dormitory).

Management was reluctant to spend money to do marketing.

Teachers were to do marketing.

Bureaucracies involved in conducting marketing

Marketing was run by teaching staff members with no formal marketing qualifications.

The school was reluctant to spend more money on marketing.

The school used conventional marketing strategies, which were obsolete for now.

The public image was that the school was a ‘Chinese school’.

The school’s marketing approach to using their teachers to do marketing activities was the main barrier to School C’s marketing orientation. The Principal underlined this in his statement, “As a matter of fact, our teachers were inadequate to do an effective marketing for the school as they have no marketing qualifications, at least not a formal one” (Prin. C). The Assistant Principal for Public Relations also highlighted this sentiment and added that the school required a proper marketing department to do one.

Teacher Attitudes

Some participants expressed this attitudinal barrier, especially Teacher 2 noted that while the teaching was still the main priority, staff was often caught up in the cycle of doing marketing activities, not only locally but also out of town, which not only was time-consuming, but teachers were ‘out of pocket’ for these too. “Well, that was an excellent question [laugh], but, no, there is no reward and reimbursement whatsoever for us to do new student recruitment activities, not even when it was out of town” (T2 C).
Lack of budget/funding available for marketing was also raised as the main barrier to marketing. Interestingly, some participants believed that this lack of financial resources was due to management being reluctant to spend money on their marketing activities. “They do not want to spend money on it. Maybe because they think that spending money will reduce their profit, but in my opinion, marketing is the main point that we must prioritise. Without marketing, the school will not expand” (PG1 C).

Teacher 2 translated this ‘reluctance’ as a bureaucracy that hindered the teachers (as marketing personnel) from conducting marketing well.

I can understand that everything must have regulations, so when we are to do recruitment, we must make and submit a proposal, which was then returned to us for adjustments; this process went back and forth a few times, so it took a long time – this bureaucracy needs to be changed. We need to ensure that teachers do not have to be ‘out of pocket’ in doing those recruitment activities. (T2 C)

**Structural Barrier**

The school’s lack of facilities was also seen as a barrier. Teacher 1 believed that students, especially those from out of town, favoured a school that had a dormitory. He mentioned a school in town [School A] that grew vastly in the past five years because they have a dormitory to support their recruitment of new students. On a different note, a parent had also mentioned School A when asked about the marketing barrier.

The recruitment process in [School A], in my opinion, was genuinely extraordinary. They recruited new students from all 33 provinces in Indonesia, while we only recruited from one province. Unfortunately, our recruitment techniques were obsolete too: only by putting a banner and distributing brochures. (PG1 C)

Assistant Principal for Curriculum believed that most graduates decided to pursue their education further in universities rather than working in the industry, g a barrier for School C to market themselves to the industries. “Yes, the majority (of the graduates) went to universities; therefore, many industries then questioned us why none of the graduates worked with them after the internship. This made it hard for the industries to offer future internships” (AP. Curr. C).
Problems associated with marketing in non-profit

The barriers to marketing posed in the literature on non-profit organisations were a hurdle to overcome rather than an impediment. The school actively made every effort to eliminate the problems associated with non-profit organisations, such as the lack of adequate government funding and government regulation. The Principal did note that government regulations and other aspects were beyond his control, but “for this campus [networking] it did not affect much, but still worth to mentioned, I guess” (Prin. C).

The school had insufficient resources and facilities and was restricted by the board’s rules or regulations. However, the school recognises the lack of classroom barriers to recruiting new students in the facility. To address this barrier, at the time of the research, the school was refurbishing their buildings to add more facilities, such as classrooms and a new courtyard.

Relationship Marketing

The underlying foundation of the school’s marketing strategy was its emphasis on relationships. Relationship marketing for this school was about establishing and maintaining relationships with a wide variety of individuals and groups who had been in contact with the school. Relationships were established and maintained between the school and feeder schools, relatives, service groups, business organisations, community leaders, government officials, tertiary institutions, industries, and other Buddhist organisations. There were numerous examples of relationship marketing in this case study. For instance, the school could connect voluntary work from several different groups in the community. The school treated each opportunity to meet and make contact, or even simply lending their court for people gathering - was seen as a chance to develop relationships.

The Assistant Principal for Public Relations noted that the example of businesses that had a good relationship with the school’s foundation often helped expand their internship industries partners.

Word-of-mouth was also regarded as an essential ingredient in promoting the right image for the school. The Assistant Principal for Academics noted that “every time we opened our mouth, we market our school positively or negatively” (AP. Acad. C). She emphasised the staff’s role in creating a positive image in the community.

Summary of findings

Challenges facing the school

Most participants identified ‘lack of enrolment’ as the school's major challenge currently faced. Participants, including the parents’ group, acknowledged that the number of students attending the school has significantly decreased in the past ten years. The growing number of new vocational schools, both government and private, was also seen as a challenge for School C. Those new schools were also offered lower school fees to attract new students, something that School C
was unable to compete due to the higher facilities (one-to-one student/computer ratio and international certification) being offered by the school.

The parent group identified that students’ lack of discipline is one of the challenges of the aging school building. Other challenges were changes in government regulations and public perceptions of students’ ethnics background.

*Understanding of marketing*

While marketing was primarily defined as a ‘promotion’, there was a strong sense that marketing was a concept that went beyond promotion. Customers were identified as the families (parents and students) and those individuals and groups who had an interest and relationship with the school, including the industry world.

All participants understood the importance of marketing in enhancing the school’s reputation and gaining resources. While there were some reservations among the teachers over the emphasis on marketing as it took too much of their family time and financial resources, the benefits of marketing outweighed the negatives, as the alternative was a school closure.

*Role of marketing*

Marketing was seen as an integral part of the school’s culture. The Principal had a leading role in marketing, but it was also seen as everyone’s responsibility. The main goal of marketing was to enhance the school’s enrolment and acquire resources and support from the industry. This goal was to provide the best possible programs and outcomes for students and families. There were structures and processes to facilitate the accomplishment of marketing goals through annual student recruitment and systematic ‘road trips’ to promote the school.

*Marketing strategy*

The school segmented its market to the upper end of the socio-economic spectrum and those from private feeder schools. Participants denied targeting particular groups in their marketing approach, although they admitted that families from the abovementioned segmented group mainly consisted of Chinese-Indonesians and Christian backgrounds.

The critical elements of the marketing mix included printed materials, including brochures and banners, extensive public relations activities, personal selling, add-ons value in terms of international certification, and scholarship through the school’s sponsor for high achieving students.
Market orientation

The school had a high degree of market orientation resulting from a very high customer focus where service and programs went beyond expectations. As a result, there was a high competitor orientation. The school aimed to be a ‘leading-edge school’ among similar vocational schools that offer the same course (computer networking).

Inter-functional coordination was high. There were structures to support marketing activities and initiatives. Decision making was largely collaborative, although this was an area that was noted for improvement. Staff, for example, was not always aware of initiatives or other marketing activities.

Planning was considered medium to long term. The school felt its most reliable source of information was through informal feedback it received. There was only one occasion in the past where formal feedback was sought through surveys.

Performance

Marketing and market orientation was seen as positively linked to performance. The link was determined because of the integrated nature of marketing in many aspects of the school’s processes. However, some are concerned that paying too much attention to ‘marketing’ might negatively affect the teaching and learning process in school, which affects students’ performance.

Barriers to marketing

There were few attitudinal barriers to marketing based on the concern that marketing may take the centre of attention and priority from teaching and students’ interest. Ironically this concern for students also demonstrated the desire to maintain a high customer focus. There were few structural impediments to marketing. Time and more professional expertise among staff were noted, but the school had acquired experience in promotion activities and networking and had access to marketing expertise (AP. Pubrel. C). The difficulties associated with non-profit organisations presented little in the form of barriers, apart from government regulations and guidelines, which were considered a challenge rather than a blockage.

Relationship marketing

Relationship marketing was a feature of the school’s approach to student enrolment, sponsorship, and gaining support from the industries. Networking, partnerships, and word-of-mouth were central elements. Teachers played an essential role in marketing to families and prospective students.
There was also a concern of losing support from their industrial partners due to the growing number of graduates continuing their education rather than working in the industry.

**Conclusion**

School C was an example of a typical private vocational school in Indonesia. The school thrived in its performance, is affected by some public perceptions, overshadowed by past achievements, and struggles to compete against government vocational schools that offer similar study programs. However, while possessing adequate facilities, including an international certification, the school found difficulties recruiting new students.

The school’s segmented and targeted customer focus (mid to high social demographic) impacted their brand image and ability to gain trust from their industry partners. As a result, their graduates pursued further tertiary education instead of working in the industry, a typical cultural expectation of their social demographic (Chinese-Indonesian).

Despite having access to a competent marketing department, the school still deployed conventional marketing strategies, typical for private vocational schools in the country. However, there was a plan to restructure the marketing department at the time of research.
Chapter 8 - Discussion and Conclusion

Introduction

This chapter summarises this study's findings, discussion, and conclusion. It separates into different sections. The first provides a synopsis of the thesis, setting out the significance and purpose of the study and a brief overview of the methodology. The second distinguishes vital responses from the three case studies and relates these to the literature on marketing. The third section uses a conceptual framework that distinguishes marketing as a multi-dimensional concept and compares the three studied schools. Finally, the last section describes the answers to the research questions and future research directions and implications.

Purpose of the study

The purpose of this study was to examine how and to what extent selected case study schools had implemented (a) the principles and practices of marketing (marketing management) and (b) adopted a market orientation (market philosophy). In addition, questions were asked about attitudes, understanding, and the role of marketing in the organisation.

Summary of methodology

The thesis used a case study approach based on qualitative methods. Three schools were chosen from one defined geographical area. From each school, between six to ten participants were interviewed, and this information was supplemented by evidence from appropriate documentation and observation.

Interviews were designed to be semi-structured. This design was meant to allow issues to emerge during the interview and broaden the data gained during the interview process. The analysis of the data was using a methodology by Miles and Huberman (1994) and Yüksel (2010), which includes ‘data reduction’, ‘data display’, and ‘drawing/verifying conclusions’, all with adequate trustworthiness.

Major themes

Major themes identified for each case and in the literature are discussed under the following headings:

1. Challenges facing the schools
2. Understanding and attitudes to marketing
3. Marketing in schools as non-profit organisations
4. Services marketing
Challenges facing the schools

Participants were asked to indicate their perception of the school's challenges in the opening interview question. This question was designed to:

a) determine how each school saw and understood its environment;  
b) provide a context for each case study;  
c) identify the significant factors that were impacting the school; and  
d) explore the possible link between the challenges facing the school; and  
e) the need to adopt marketing principles, practices, and orientation.

As expected, a combination of internal and external factors influenced the challenges identified by the schools. Overall, the challenges reflected the distinct views of the participants. These can be categorised under three headings: differences within each school, distinct challenges, and shared challenges across the schools.

Differences within each school

Firstly, there were differences in the perception of the challenges within each school. These differences were between individuals and between school management and teachers. For example, competing with other vocational schools in schools B and C was seen as a challenge by teachers and Assistant Principals, but not by the Principals (Tables 6.2 and 7.2).

In School A, the school principal and assistant principal identified the students’ remote recruiting process issues, but not the staff (Table 5.2).

There were numerous challenges identified for which there was little agreement. For example, in School C, the assistant principal responsible for marketing had a different agenda concerning changing government regulations and lacking uniqueness. By contrast, schools A and B had congruent responses, such as almost all respondents in School B believed changing government regulations was a significant challenge.
Schools B and C shared a common major challenge. In 2014, the government released a regulation that stopped pharmacist graduates from vocational schools from working in hospitals and other medical institutions unless they hold a diploma from a higher institution, such as TAFE. This significant change has proven detrimental for Schools B and C and other private vocational schools with pharmaceutical courses.

Other differences between teachers and management were also identified in Schools A (Table 5.2) and B (Table 6.2).

**Distinct challenges for each school**

Secondly, from the findings, it can be seen that each school formed its unique view of the external environment and the impact this had on the school. This view reflected each school’s background, context, and priorities. Each was cocooned in its distinct microenvironment. Table 8.1 shows the most significant challenge identified by each school.

<table>
<thead>
<tr>
<th>School A</th>
<th>Diversification in students’ cognitive abilities and related cultural issues.</th>
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</thead>
<tbody>
<tr>
<td>School B</td>
<td>Survival enrolments and government regulations changes.</td>
</tr>
<tr>
<td>School C</td>
<td>Survival enrolments and a growing number of competitor schools.</td>
</tr>
</tbody>
</table>

In School A, there was general agreement that the massive diversification in students’ cognitive abilities was the most crucial challenge if the remote recruitment programs were to be maintained or extended. This agreement was due to the provision of a diverse curriculum and the limited cognitive abilities of some students from the rural island as two interrelated challenges. School A was also preoccupied with changing internal management structures at the time of the study.

In Schools B and C, survival and image were the central challenges. In School C, there was considerable agreement about the school’s profile in the community and family background affecting students’ performance issues. There was also pressure from the industry due to the school’s graduates choosing not to work in the industry but rather pursue higher academic degrees from universities. Further, there were also concerns from the parents’ group about the school lacking facilities being one of the challenges.

School B saw its major challenge as maintaining its position as a prestigious specialist pharmacy school and recognised a need to upgrade its curriculum and facilities to match this image. In addition, there was considerable anxiety expressed by the assistant principal and parents about the high teacher turnover.
**Common challenges across the schools**

Thirdly, there was a range of challenges identified by participants in each school. Table 8.2 shows the themes that were common in some schools. The table was collated using the four top challenges most often identified by the participants for each school and listing them under broad themes. The table demonstrates that while individual schools identified distinctive challenges that reflected their context, several common themes could be identified.

**Table 8.2 - Common Challenges for the Schools**

<table>
<thead>
<tr>
<th>Challenge Category</th>
<th>School</th>
<th>Challenge Category</th>
<th>School</th>
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<tbody>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td><strong>Managing Change</strong></td>
<td></td>
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<tr>
<td>Provision of resources</td>
<td>B</td>
<td>Changing expectations</td>
<td>C</td>
</tr>
<tr>
<td>Lack of resources for recruitment</td>
<td>A</td>
<td>Changing demographics</td>
<td>C</td>
</tr>
<tr>
<td>Lack of resources and funding</td>
<td>C</td>
<td>Changing government regulations</td>
<td>B</td>
</tr>
<tr>
<td>Competing priorities with diminishing funding</td>
<td>C</td>
<td>Responding to change effectively</td>
<td>B</td>
</tr>
<tr>
<td>Maintaining sponsorship/donors</td>
<td>A</td>
<td>Changing parental expectations of the school</td>
<td>C</td>
</tr>
<tr>
<td>Maintaining sponsorship</td>
<td>C</td>
<td>Managing the extremes within the school</td>
<td>A</td>
</tr>
<tr>
<td>Facilities</td>
<td>C</td>
<td>Changing priorities</td>
<td>B</td>
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<tr>
<td><strong>Staff</strong></td>
<td></td>
<td><strong>Image and reputation</strong></td>
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<tr>
<td>Pressure on staff</td>
<td>B</td>
<td>Maintaining an image in the community</td>
<td>A</td>
</tr>
<tr>
<td>Team performance</td>
<td>C</td>
<td>Public perception</td>
<td>C</td>
</tr>
<tr>
<td>Moving teachers between campuses</td>
<td>B</td>
<td>School profile</td>
<td>A</td>
</tr>
<tr>
<td>High staff turnover</td>
<td>B</td>
<td>Survival/school size</td>
<td>B</td>
</tr>
<tr>
<td>Staffing</td>
<td>C</td>
<td>Status as a highly desirable school</td>
<td>C</td>
</tr>
<tr>
<td><strong>Dealing with Diversity</strong></td>
<td></td>
<td><strong>Management</strong></td>
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<tr>
<td>Challenges</td>
<td>School A</td>
<td>School B</td>
<td>School C</td>
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<td>Provision of resources</td>
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<td>Managing change</td>
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<td>Staff</td>
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<td>Image</td>
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Although school image was a common challenge identified in three schools, data from each school showed a different emphasis: School B had been amalgamated with consequential internal community conflict. School C had also suffered from a loss in reputation; School A was concerned with maintaining its current reputation. The issue of enrolments was also associated with image and reputation: for Schools B and C, it was survival; for School A, enrolment translated into overcrowding and lack of facilities because of demand and also attracting the best students, who are genuinely underprivileged.

Two interrelated themes were managing change and managing diversity. The interrelationship was due to the theme of diversity that arose with changing demographics and parental expectations in Schools A and C. Furthermore, changing government fund priorities, providing new curriculum initiatives, and diversifying teacher skills and knowledge were important issues for all three schools. More specifically, in Schools B and C, the change of government curriculum provision was seen as a challenge. This change forced various adaptations, such as changes to the schools’ facility environment, teaching styles, and levels of teaching support.

Schools B and C identified staffing issues. Pressure on teachers, increased workloads, and concerns about professionalism were highlighted by teachers as important challenges, although these were not always acknowledged as an issue by management. Management’s concern tended to be with issues such as encouraging teachers to be up-to-date and helping them to cope with changing priorities, including the need to market the school. On the other hand, participants from School A did not express concerns about the staffing at the time of the study. From the interaction with the teachers from School A, the researcher was able to sense a high degree of satisfaction with how the school’s management values their skills, provide effective mentoring and supports them.

The final common challenge was concerned with management. A study in Africa (Legotlo, 2014) identified school management as one of the major challenges schools face in developing countries. Efficacious school management is crucial for this matter. This fact was common in three schools, but for different reasons. For example, in School B, the management was implementing self-governance due to the new diploma program, while in School A, it was a lack

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<th>Enrolments</th>
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<th>Managing diversity</th>
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<th>School management</th>
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<th>Curriculum provision</th>
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</table>
of leadership at the time of the study. In School C, the issue was the need to improve communication by management with parents. Finally, School A’s concern was managing the large number of prospective students who often than not, were difficult to verify their underprivilege status, cultural and socio-economic conflicts, and a massive gap in their academic capabilities once enrolled.

**Understanding and attitudes to marketing**

**Understanding of marketing**

The study established the view that marketing is a misinterpreted concept. It supports the views of writers such as Baker & Hart (2008), Keller et al. (2019), King (1985), and McDonald (1989) that most people misunderstand marketing and define it as selling and advertising. In each school, most participants defined marketing as either promotion, advertising, or selling.

The vast majority of participants (management, teachers, and even parents) substituted a part of the definition (selling) for the whole (a complex process). They support the view of Keller et al. (2019) that the first point of misinterpretation of marketing as ‘thrust’, where marketing is seen as simply shifting name from sales.

Research by Holmes (1998) found that while there was a diversity of definitions of marketing by teachers and administrators in the schools he studied, the dominant view was that of ‘selling’. This view would suggest that teachers and principals in this study were no more sophisticated in defining marketing, according to the definitions in the literature, than most, viewing marketing as merely selling and advertising. This research supports the view that many organisations narrowly define marketing (McDaniel et al., 2012). Only a few participants defined marketing in more sophisticated ways described in the literature, but they were not sufficiently numerous to influence the above generalisation.

Three participants from one school saw marketing as a matching process (Prin. B, AP. Fac. B, and T1 B). Others defined it as understanding the needs of the market (AP. Pub.Rel. A, T2 A, and Sen. T1 C). Four participants defined it as a comprehensive process that involved several elements besides selling and advertising (AP. Acad. A, PG2 B, AP. Pub. C, Sen. T1 C). The vast majority of participants saw marketing as a function. No one described it as philosophy.

**Marketing terminology**

The schools in the study rarely used marketing terminology. The word ‘customers’ was never used; the preferred terms were students, parents, community, and families. In some cases, the word ‘client’ was used, but never by teachers and sometimes by management. The term ‘promotion’ was more generally used. In School A, where marketing activities were acceptable,
the term marketing was used sparingly. The reluctance to use marketing terminology, even in schools that marketed, showed sensitivity by management towards teachers and the broader school community, who may see it as having negative connotations.

Identification of the schools’ customers ranged from a narrow view consisting of students and parents to a broader view that included the wider community. While there was no clear trend, Drysdale (2001) suggested that most schools tend to define their customers as students and parents and the local community. The exception to Drysdale’s view was School A, where participants included a more comprehensive range of groups such as sponsors, corporations, networks, big business, and other schools being its customers.

**Attitudes to Marketing**

While not using the terminology, marketing was generally accepted in all three schools, with some reservations; a small number of participants expressed a negative view of marketing. This view was particularly demonstrated in School B. These views seemed to be caused by the requirements for teachers to be directly and actively involved in the recruitment process. Therefore, it was negatively affecting the attitudes of teachers and the school communities, even in Schools B and C, where there was a perceived need to market.

Participants in School B felt that marketing held negative connotations. These negative attitudes reflected a view of marketing as manipulative and an additional task for teachers. This attitude, to some extent, confirms the view of Kamins (2018), who suggested that such an attitude toward marketing as a function of reactance is a reaction to unclear marketing intentions from the upper-level management. On the other hand, all three schools’ principals were more likely to have a positive attitude. This evidence would reflect some urgency in their desire to secure resources and enrolments and improve their school’s image.

Despite the negative views toward marketing, most schools in the study accepted that marketing was inevitable. Whilst it was accepted with reluctance and regarded as a ‘necessary evil’ in School B, in contrast, Schools A and C considered marketing essential and were more willing to embrace it as an essential management function. The schools that accepted the need for marketing saw its importance in gaining resources, enrolment, and enhancing the school image.

The benefits of marketing mirrored why schools said they needed to market. Generally, participants identified similar benefits; the most common was awareness and recognition of the school’s offering in the community. School image, reputation, community support, improved enrolment, gaining resources, and increased revenues were also commonly cited benefits. These were equally identified in schools that were reluctant to market, as in the schools that were positively oriented towards marketing.
Marketing in schools as non-profit organisations

This study found that while all the schools in the study did not directly embrace marketing, it was generally accepted in School A and was reluctantly accepted in Schools B and C. This evidence supports the view of Kotler and Andreasen (1996) that marketing is generally accepted in non-profit organisations.

Despite this, while generally embracing marketing, School A had some reservations: “only for those three months [of the new enrolment period]” (AP. Fac. A) and placing a limit on the kind of advertising that schools should engage in. For example, the ethics and necessity of only advertising their advantages and not highlighting other schools’ misfortunes.

The study also showed several problems associated with the acceptance of marketing in schools typical of non-profit organisations, as McLeish (2010) outlined. The adoption of marketing, particularly in the three vocational schools, was relatively slow. Schools were reluctant to conduct research beyond word of mouth and compulsory surveys. However, all three schools accepted that the schools’ environment had changed and needed to supplement their funding and provide programs that would attract support from the community and potential donors and sponsors.

Services marketing

The participants provided little evidence of ‘services marketing’ features in their discussions. Services marketing has been seen as an organisational function to deliver services, values, and qualities to its customer that benefit both the organisation and stakeholders (Wirtz & Lovelock, 2016). The issue of ‘search qualities’, the case of evaluating a service before purchase, was acknowledged by showing prospective parents around the school to see it in operation to demonstrate what they were getting by sending their children to the school.

Teacher 3 in School C was one participant to mention the issue of intangibility within marketing as a service. This evidence was related to the difficulty of promoting a school-based skill due to the skill itself being an intangible concept. Three participants in School A also noted the difficulty of marketing something as abstract as education. No other comments were detected that distinguished the characteristics of services marketing as significant in the study.

Marketing management

A key focus of this study was to examine the extent to which marketing was adopted as a function within the school organisation. The conceptual framework notes that ‘function’ can be defined as how a school’s marketing was structured and organised. Therefore, the application of marketing principles and practices in this study is measured by marketing strategy.
A range of marketing activities could be identified in all schools, but few were supported by a formal structure or coordinated in a systemic approach. In the majority of the cases, marketing was characteristically ad hoc, informal, and in some cases, superficial. Functional marketing units were rare. There was little evidence in Schools A and B that marketing was integrated into their overall planning and development. Marketing activities were typically dispersed throughout the organisation and coordinated mainly by the Principal.

Table 8.4 summarises the key organisational features identified for developing and implementing marketing for each school. It shows that there were no formal marketing goals or marketing plans for the majority of schools. There was, however, somewhat of a formal marketing goal in School A. The issues, such as enhancing the school profile, monitoring enrolments, and highlighting the school’s distinct programs, were implicit goals evident in the responses of participants from School A. For instance, in Schools B and C, the goals were more explicit: the need for enrolment and improved reputation in the community. These goals were manifest throughout the two schools.

Table 8.4 - Summary of Marketing Structure and Organisation for schools in the study

<table>
<thead>
<tr>
<th>Marketing Structures</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Marketing Goals</td>
<td>Selection of best students</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Informal Marketing Goals</td>
<td>Implicit</td>
<td>Explicit</td>
<td>Explicit</td>
</tr>
<tr>
<td></td>
<td>Image enhancing</td>
<td>Enrolment</td>
<td>Enrolment</td>
</tr>
<tr>
<td></td>
<td>Sponsorship</td>
<td>Survival</td>
<td>Image</td>
</tr>
<tr>
<td></td>
<td>Donors</td>
<td>Survival</td>
<td>Survival</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Formal Structure</td>
<td>Committee</td>
<td>Unclear</td>
<td>High</td>
</tr>
<tr>
<td>Coordination</td>
<td>Moderate</td>
<td>Moderate</td>
<td>High</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Informal</td>
<td>Formal</td>
<td>Formal</td>
</tr>
<tr>
<td>Responsibility for marketing</td>
<td>Principal</td>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Staff members</td>
<td>All staff members</td>
<td>Assistant Principal for Marketing</td>
</tr>
</tbody>
</table>
Table 8.4 also shows that the majority of the schools lacked a formal structure for marketing. There was a distinct need to coordinate marketing activities, although there were various committees in most schools for student enrolment, fundraising, competition, and other significant ceremonies. The principal was identified as the key figure responsible for marketing in each case. In School C, this responsibility was shared with other members or groups.

There was little evaluation of marketing activities, and if any, the undertaken evaluation was informal. However, Schools B and C had an organisational entity within the school to coordinate ongoing enrolling activities, such as promotional visits to local feeder schools and the distribution of pamphlets. These activities, in most cases, may last the entire school year.

Drysdale (2002) introduced an entity within a school, notably called a ‘think tank’, a committee system consisting of a concentration of marketing expertise. Its promotional activities are mainly directed toward public relations, fundraising, and sponsorship. In this study, this was evidenced in School C. They had a ‘think tank’, made up of the school’s alumni members of the business community, and a dedicated marketing coordinator position. Their role was to establish networks, coordinate fundraising activities, and look after sponsors.

**Marketing strategy**

Apart from School C, the other schools failed to apply formal marketing principles and practices. Schools A and B lacked a comprehensive marketing strategy. While a few marketing tools were used, they seldom utilised strategies beyond promotion and public relations. McCoy (2017) argued that without a solid strategy, marketing is nothing. A great strategy drives the content behind successful content marketing.

In this study, each school was, to some extent, involved in marketing activities, but they were not part of a comprehensive marketing strategy. Many of the activities, such as open days, special events, and unique program offerings, were not recognised as marketing activities by the participants. This evidence agreed with what Drysdale (2002) found in his research that most schools, while not formally planned, showed evidence of an underlying marketing strategy.

School A was heavily segmented as they targeted underprivileged families, specifically those from rural, remote islands. Schools B and C are segmented because of the specialist nature of the students they attract. In these two schools, targeting was also limited. School C specifically targeted sponsors and donors as part of its marketing strategy. School B targeted feeder schools. All schools were conscious of the importance of differentiating their program offerings. Schools A and B had developed a program specifically for culinary and entrepreneurship, while School C emphasised that it offered an excellent general vocational education and specialist studies in Information Communication Technology areas.
All schools were conscious of their ‘position’ in the community. All had one thing in common: they were either trying to enhance their image or repair it. School A was conscious of its reputation, although this was not articulated as a marketing goal. All of the schools attempted to differentiate their offerings by highlighting particular programs. While not acknowledging this as marketing, School A’s distinctive offerings of ‘building a good character through their boarding house’ reflected the needs of its main constituency.

While schools’ attributes were seldom used for marketing purposes, School A did promote the character of its graduates. Schools A and C were proud of their buildings and facilities, and School B used its former historical glories and an established tertiary institution as a selling point.

Table 8.5 summarises each school's (overall) major marketing strategy. All schools had a marketing strategy, whether this was implicit, explicit intended, or realised.

**Table 8.5 - Overall Marketing Strategy for three schools**

<table>
<thead>
<tr>
<th>School</th>
<th>Marketing Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Marketing played no significant role in the organisation, but the school conceded that it could do so in the future. What emerged from the participants was the view that the school no longer needed to market extensively for recruits.</td>
</tr>
<tr>
<td>B</td>
<td>‘Fight for survival’ had become the primary aim and a renowned image as an entrepreneur maker. The school also used segmenting and targeting and their distinctive characteristics as a marketing strategy.</td>
</tr>
<tr>
<td>C</td>
<td>To get high achievers by offering a generous amount of discount. Other distinctive features, such as facility and high-quality education, were key marketing strategies and promoted a positive image in the community through public relations activities.</td>
</tr>
</tbody>
</table>

These strategies were not called marketing strategies and were implicit in most cases. However, they were identifiable as a strategy. For example, School A had a clear strategy to enhance the school profile in the community, although it was not called ‘marketing’. This strategy was typical across schools and suggests that marketing strategies were used despite not being fully understood. Even in School C, where marketing was more highly developed, the strategy was not explicitly stated. The table shows that the major marketing strategies were focused on positioning and image. Promotional activities based on public relations were the most common approach to solving these issues.
The study showed that marketing, as a function, was underdeveloped. There was a lack of organisation and structure to support marketing and poor application of marketing principles and practices. The schools lacked a comprehensive marketing strategy and had independent marketing activities that were rarely connected. Nevertheless, an underlying marketing strategy largely based on image and promotion could be discerned in two of the three schools.

**Marketing mix**

Table 8.6 in the next pages provides a more comprehensive summary of the marketing mix used by each school. The table presents the key approaches without listing the specific activities. It describes the main promotional activities used and indicates those schools prepared to employ a range of marketing mix activities. The table shows that product development and differentiation were the most used aspect, followed by a process.

While all of the studied schools applied all the elements, in most cases, this was not part of an intended comprehensive strategy but rather a realised or unconscious strategy. The schools that argued they did not market had the most negative attitude towards marketing. They tended to restrict their use of the marketing mix to promotional activities. This view confirms the particularities of the marketing mix in service organisations, as stated by Wenderoth (2009).
Table 8.6 - Summary of Marketing Mix (7Ps) for three schools

<table>
<thead>
<tr>
<th>Promotion</th>
<th>Product</th>
<th>People</th>
<th>Place</th>
<th>Process</th>
<th>Physical</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>• Public relations</td>
<td>• Programs</td>
<td>• High-quality staff</td>
<td>• School council</td>
<td>• Building</td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td>• Personal selling</td>
<td>• Extracurricular</td>
<td>• Internships</td>
<td>• Laboratories</td>
<td>• Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Word-of-mouth</td>
<td>• Internships</td>
<td>• Leadership</td>
<td>• Dormitory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intangible:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School B</td>
<td>• Public relations</td>
<td>• Unique history</td>
<td>• Dedicated staff</td>
<td>• Regular staff meeting</td>
<td>• Good quality building</td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td>• Personal selling</td>
<td>• Distinctive courses</td>
<td>• Principal School’s foundation</td>
<td>• Laboratories</td>
<td>• Canteen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Word-of-mouth</td>
<td>• The night market</td>
<td>• Staff PD through book program.</td>
<td>• Located near the CBD</td>
<td>• The sporting ground</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Extracurricular activities</td>
<td></td>
<td></td>
<td>• Student retaining policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Curriculum</td>
<td></td>
<td></td>
<td>• Strong coordination</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intangible:</td>
<td></td>
<td></td>
<td>Inter-functional planning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Caring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Market Orientation

Market orientation was measured in this study using the following criteria (Drysdale, 2002): “customer orientation, competitor orientation, interfunctional coordination, long term planning and survival, and the development of an intelligence system”. An additional category, identifying innovation orientation, has been added to see if there was any correlation with the other criteria.

Understanding of market orientation

The study shows that several participants provided educated guesses, and a number identified ‘meeting market needs’ as a working definition. Some participants also found ‘customer focus’ difficult to define, but most were able to offer an opinion about how customer-focused they considered their school to be.

Table 8.7 shows an assessment of market orientation for each school. The horizontal axis lists the indicators of market orientation, an overall assessment of market orientation, and a ranking of the schools. In addition, the aspect of innovation orientation was an additional category in which each of the indicators was categorised into five-tier scales, low, low-moderate, moderate, moderate-high, and high.
Table 8.7 - Assessment of market orientation in schools across the study

<table>
<thead>
<tr>
<th>School</th>
<th>Customer Orientation</th>
<th>Competitor Orientation</th>
<th>Intelligence System</th>
<th>Inter-functional Coordination</th>
<th>Long term</th>
<th>Market Orientation</th>
<th>Rank</th>
<th>MO</th>
<th>Innovation Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>2</td>
<td></td>
<td>Moderate</td>
</tr>
<tr>
<td>B</td>
<td>High</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
<td>High</td>
<td>Moderate</td>
<td>3</td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>C</td>
<td>High</td>
<td>High</td>
<td>Moderate</td>
<td>High</td>
<td>High</td>
<td>High</td>
<td>1</td>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

Schools A and C were assessed as having a high level of market orientation. School B was assessed as ‘moderate’.

Table 8.7 also shows a similar trend in the rating for ‘customer orientation’ indicators for all schools. Unlike other industries where ratings on customer orientation can vary from low to high (e.g. Kumar et al., 1997), it seems that for these schools, there is a strong customer orientation focused on the needs of students and attempt to add value and meet student and parent expectations. Schools also focused on other groups of customers. For instance, parents and community groups were rated high in this study. Perhaps this customer orientation focus is a feature of the education industry.

The one indicator on which School A was rated low was competitor orientation. The other schools were rated moderate or high. This evidence reflected the negative attitude towards competition outlined earlier in this chapter. School A allocated little or no time discussing other schools or their programs. Even School C, which was rated highly in competitor orientation, did not spend much time discussing other schools. They were rated highly in competitor orientation because most participants in the school argued that they were the leading school in their field to such an extent that competition was not a threat.

Intelligence gathering, dissemination, and responsiveness were rated moderate in most cases. All schools gathered data on their stakeholders’ needs, formally and informally. The other main avenue for data collection was informal feedback by parents and community members through ‘word-of-mouth’.

Interfunctional coordination was rated moderate or above in all schools. This rating may have been due to the size of the schools, where there were few departments or independent divisions, and collaborative decision making was more easily implemented.
Short to moderate-term planning was the norm for each of the schools. The common planning cycle in all schools was three years, after which schools are expected to set new priorities and goals for the next three.

**Innovation orientation**

The aspect of ‘innovation orientation’ was added to the study. The most recent literature (Campbell, 2018) demonstrates a relation between market orientation and innovation. This aspect is an unintended consequence of the study and was determined from data collected by asking, “To what extent do you believe your school is leading-edge?” The rating is subjective, and the study makes no claims except to note that there is an apparent positive correlation between ‘innovation’ and ‘market orientation’ and suggest that this is an area for further study.

**Marketing, market orientation, and performance**

This section examines the assumed relation between marketing, market orientation and school performance. The section will be split into two parts. The first one looks at the relation from the participants’ point of view. The second attempts to measure the relation as determined by the researcher.

**Perceptions of marketing and performance**

Participants were asked if they thought there was any relationship between marketing and performance. The performance was not defined, and the answers relied on the participants’ definition of performance. A positive relation between marketing and performance was noted irrespective of the attitude towards marketing.

Participants generally expressed that school performance relates to students’ performance, measured on how good they performed in the national examination and the working place when they graduated from the school. The good performance helped gain enrolments, improve the school image, and gain resources and recognition for the school. The finding agrees with Arifin (2016), who viewed school performance as a measure of perceived student performance.

**Association between market orientation and performance**

The association's assessment was based on the subjective assessment of the school’s overall performance. In determining the assessment, the researcher did consider aspects such as enrolment trends, reputation, resourcing, and facilities. The researcher also used findings from written documents and the schools’ annual reports that highlighted student achievement, parent satisfaction, and staff opinion.

The study confirmed a positive association in all three schools, which confirms Dasanayaka's (2016) research on the market orientation in the food and beverages industry, which shows a
positive association between market orientation and performance. However, the research could not determine the nature of the association or the causal relationship.

The identification of the associating factors should be considered in future studies but was outside the scope and could not be determined in this study. An area that might help predict future performance based on market-orientation is the idea of a lagged effect, a delayed output after some efforts being placed in it, as Balabanis et al. (1997) coined.

**Barriers to marketing and market orientation**

The study showed that there were important barriers to marketing and market orientation. The major barriers can be classified as a lack of understanding of marketing, negative attitudes to marketing, an anti-marketing culture, and structural barriers. These barriers reflect those identified in the literature (Custance and Hingley, 2016; Drysdale, 2002; Mokoena, 2015; Philhours, 2004).

*Lack of understanding of marketing*

The major barrier to marketing and market orientation was the lack of understanding of both terms (as described previously in this chapter). Participants defined marketing as selling and advertising. Market orientation was not understood, although educated guesses suggested that it had something to do with the market needs. This narrow view of marketing is likely to have impeded the development of a coordinated approach to marketing and hindered attempts to utilise a range of marketing principles (Hill, 2010).

*Negative attitudes*

The lack of understanding negatively impacted the participants' attitudes toward marketing. There was resentment towards marketing in the schools. Generally, their understanding of marketing was focused on commercialism and revenue-making activities, which was seen as taboo for schools as not-for-profit entities. The negative attitudes were associated with the following aspects:

- cost / perceived waste of resources
- misleading, false promises
- commercialism of schools
- unhealthy competition between schools
- reinforcement of inequality
- teachers being used as marketers
- marketing not seen as a necessary function
These aspects had a significant negative impact on the school’s capacity to market and adopt a market orientation.

Anti-Marketing culture

A set of similar negative beliefs and attitudes towards marketing permeated most schools at all levels (council, management, and operational domains). This shared perspective was part of the school's organisational culture, and it was a significant impediment to the use of marketing and having a market orientation. This perspective confirms research by Education System Design (2020), Foskett (1998), and Holmes (1998), who found that the culture of a school can make it problematic to adopt a market orientation.

However, School C was able to develop a high degree of market orientation, as defined by Narver and Slater (1990). The Principal in School C successfully developed a market-oriented culture within the school, which suggests that paying attention to the customers’ needs may increase loyalty from the customer to the organisation. Custance and Hingley (2016) quoted a study by Harris (1996) that recognised ‘management behaviour’ as a crucial factor in developing the organisation’s degree of market orientation. This school supports Harris’ (1996) contention that an organisation-wide market orientation culture depends on the dominance of market orientation over other organisational sub-cultures.

Structural Barriers

The study identified a lack of coordination and structure as a major factor hindering marketing as a function. The structural factors that were identified as barriers can be summarised as follows:

- lack of formal structures
- lack of coordination
- not integrated into school planning
- no formal goals
- lack of expertise and training
- lack of time and energy
- lack of evaluation
- lack of resources

The study verifies that the major barriers were attitudinal, cultural and structural. It reinforces the findings of Das and Joseph (2020), studying non-profit organisations in India, who categorised people and systems as the major impediments to market orientation. Their findings show that negative attitudes and misunderstanding of marketing were the major impediments.

Regarding structural impediments, the study shows that the cost of marketing, lack of a formalised functional structure, lack of marketing expertise, and lack of planning were important barriers. Given that writers such as Das & Joseph (2020), Harris (1996), and Lumby & Foskett (2001) also
note the lack of research into impediments to market orientation, this study can add to the literature and reinforce the significance of attitudes, culture, and structure as barriers to market orientation in schools.

**Relationship Marketing**

Several previous studies on school marketing (Arifin, 2016; Drysdale, 2002; Yang, 2011) identified the emerging importance of relationship marketing. The literature review in Chapter 2 defines and summarises relationship marketing from those studies. While still emerging as a new paradigm in marketing, the concept centres on building and maintaining relationships with the market.

In this study, relationship marketing emerges as a theme as participants talked about concepts and strategies of relationship marketing, such as ‘building relationships with the community’, ‘extending networks’, ‘improving communication with parents’, ‘focusing on teacher-parent relationships’, ‘partnerships’, and ‘word-of-mouth’. In schools A and C, building relationships was a deliberate marketing strategy. While not written or formalised in a marketing plan, it was clear from the participants’ comments that these were intentional strategies.

The judgements of the strength of relationship marketing were subjective but based on the key elements of relationship marketing as defined in the literature: customer and other markets, building value with the customer, enhancing and maintaining relationships, and developing partnerships.

All of the studied schools engaged in relationship marketing. Word-of-mouth was the most common strategy identified by participants. Verma (2011) identified word-of-mouth as a promotional tool in services marketing, which was evident in this study. All schools recognised its importance and impact on image and reputation. In this context, schools had attempted to establish good relations with the community and other external agencies. The importance of communication with all constituencies was an area that schools were conscious of and had started to develop. School C, in particular, was rated the highest in relationship marketing because of its prime concern with building relationships with a range of community groups: service organisations and business and commercial groups.

All schools target more than one market for building relationships. Community networks were seen as important for all schools. Community networks, including service organisations, volunteer groups, community groups, local retail, and industry, were a common focus for all schools. School B also had targeted the commercial sector for sponsorship and support by selling their culinary products through their own ‘night market’.
Focusing on current students instead of gaining new students was varied. While it relied on its historical high-achievement status, School B demonstrated a balanced understanding that it could not afford to lose existing students in its drive for new students. Schools A and C tended to focus on satisfying their current students and providing the best possible service for them. Both schools were content to rest on their reputation for high academic achievement. Further to this, however, School A aimed to stay with its relational focus: accepting students from its targeted segmentation – underprivileged students from the rural and remote islands.

This study finds that relationship marketing is a promising strategy that all schools should develop in the future.

**Leadership**

The study found that leadership was a positive force in promoting market orientation in all studied schools. The principal in School B showed the strongest positive influence on both marketing and market orientation. His strong leadership, perceived by the participants as drive, vision, and effective skills of influence, had helped shape the culture and philosophy that made the school market-oriented. The Principals in Schools A and C both had a positive impact on the attitudes and behaviour of the school but to a lesser extent.

Despite the Principal’s positive attitude towards marketing, the staff in School B was still suspicious of marketing as a function, but they had adopted a positive customer focus. In addition, the Principal and staff shared the view that competition had potential dangers, which dampened the degree of competitor orientation, as discussed earlier in this chapter.

In School A, the principal’s leadership was a positive force. She was highly respected as a strong leader who was able to shape the school’s program and promote its image. In School C, the leadership team (principal and assistant principal) impeded marketing as a function by being unable to provide a formal structure and coordination. As a result, staff was left sceptical about the value of marketing; a view shared at all levels of the school. At the same time, they attempted to re-position the school in the community by embarking on a strong public relations campaign. They promoted a customer focus that was matched by the school curriculum's focus and organisation and the staff's dedication. However, the lack of a strong direction or vision was observed to be a hindering factor in developing a market orientation (Deshpande, 1999).

The findings show that the leadership team could negatively influence the development of marketing and market orientation, as demonstrated in School C. Equally, however, they were also able to positively influence the development of marketing and market orientation, as in School B. This varied role of leadership influence confirmed the finding of research by Harris and Piercy.
(1997) that the principals’ positive attitude towards marketing and market orientation was not always sufficient.

Previous research on several Victorian schools by Arifin (2016) and Drysdale (2002) concluded that the principals’ views and attitudes toward market orientation were positively linked to the school’s success. However, this may require significant dedication and effort, as Arifin (2016) also found that statistically, teaching staff may show significant resistance towards the leadership market-oriented driving force.

**Summary of research questions and future research directions**

*Research question 1*

*To what extent have the selected schools adopted marketing perceptions by implementing marketing principles and practices to respond to their environment change?*

This study showed that the three selected schools were not adopting marketing as a function and that it was underdeveloped. Moreover, there was evidence that the schools have been reluctant to utilise and adapt marketing to their management despite the changes in their environment.

This study concluded that marketing in the selected vocational private schools was not a priority. Apart from the annual enrolment process, no formal processes, structures, or strategies underlining the activities. Two schools had attempted to adopt marketing but had met some resistance from the teachers, mostly due to unclear intentions and strategies.

Further research needs to be done to capture a wider representation of vocational schools from different funding settings (for example, government-funded vocational schools), other geographical areas (for example, different provinces and special regions), and other different environments to determine how widespread and deep marketing practices have been adopted in schools in Indonesia. In addition, the research should be focused on locating and investigating ‘best practice’ marketing for vocational schools.

An investigation of vocational schools within the government sector, where competition may have been stronger, and the history and culture of marketing (or their lack of) within those vocational schools would provide stimulating and possibly significantly different findings from this study.

*Research question 2*

*To what degree are the selected schools’ market (marketing) oriented?*

All of the studied schools conducted marketing and were aware of their customer needs. Two of the schools in the study were conducting some research to establish what the market needs and
were doing and evaluating this regularly. One of the schools had a dedicated marketing department and a dedicated marketing manager to lead the department under the school’s board’s guidance and instructions.

The study found that schools were mostly not market-oriented and were unaware of its meaning. Despite paying attention to their competitors, the schools tended to ignore their competitors and not apply a high market intelligence system. Further, it has also been found that the schools in the study have a low interfunctional coordination and have been low adoption of long-term planning.

This research concluded that the schools in the study were student-focused and generally industry-focused. However, they were not necessarily parent nor wider-community-focused. In addition, while the schools in the study did conduct an annual survey, there was not enough evidence on how the data from the survey were used in their marketing planning.

Future quantitative approach research that has the capacity to target a bigger sample of schools, ranging from government-funded to private schools and vocational to traditional schools, may provide more data.

Research question 3

How effective are the schools in marketing themselves and their programs?

It was found that, in general, the schools could have marketed themselves and their programs more effectively. For example, one of the three schools with financial and physical resources to attract students has an ad hoc marketing strategy to develop a positive community image. However, the study also found that most schools could not adequately segment or target their market. As a result, all schools but one had their marketing activities largely taking the form of a series of enrolment-boosting activities within some dedicated time, or even an all-year one.

The study concluded that the marketing mix was overwhelmingly focused on promotion through public relations and advertising. While there was some differentiation based on their product development, there was little to no evidence of the effective use of other marketing strategies from the marketing mix.

Further research into marketing practices based on a wider cross-section of schools and from other levels within a school (council/board, middle leaders) may likely reveal different or more innovative marketing practices within the schools. The research could be based on either qualitative or quantitative approaches.
Research question 4

What are the attitudes of members at various levels within the school organisational structure towards marketing, and how important are these in determining a school’s success in adopting a coherent marketing approach?

The study found generally moderate and mixed attitudes toward the school’s marketing among school community members. In general, the school board and middle management have a positive attitude to marketing and understand the needs to market, despite some reservations from the middle management to extend this practice further. On the other hand, the teachers from some schools were either enthusiastic or indifferent toward any marketing practices. In one school, the teachers generally shared a negative attitude towards marketing, as they believed marketing was not part of what they signed up for. Parents were mostly indifferent regarding the marketing of the schools and had a lack of understanding of the reasons for the schools to market, other than to get enrolment.

This research established the view of the schools in the study that marketing was mostly defined as selling and advertising. Principals were more likely to accept marketing as a management strategy, but there was an example from one school where the principal held the same negative attitudes as the teacher. The research concluded that the attitude of the school principal was critical in determining the adoption of marketing. Where the school’s principal held a positive attitude, the school was more likely to adopt marketing and gain acceptance by the staff. This fact, however, was no guarantee of success.

Further study to examine principals’ influence and techniques in marketing-practising schools would benefit practitioners in the schools to introduce more effective marketing practices and strategies. The proposal would probably be best done quantitatively with a larger data catchment from different types of vocational and non-vocational schools and both government and private sectors.

Research question 5

What is the perceived link between marketing and market orientation and performance?

The research confirmed the positive variable association, ranging from low to strong association between market-orientation and school-performance. However, it is worth noting that while this qualitative study has attempted to triangulate participants’ responses by using student performance, parent and teacher satisfaction results, enrolments, and the schools’ reputations as indicative measurements, the measurement of performance was generally subjective and largely based on the participants’ judgements. Furthermore, this study did not attest to the causal
relationship nor investigate the potential moderating factors between market orientation and performance, which may affect the association aforementioned.

A similar finding was found in the research by Drysdale (2002) who found that there was evidence of a positive association between market orientation and performance; those schools that were more market oriented seemed to be more successful. However, the strength of association could not be determined as Drysdale’s research was also qualitative.

Future quantitative studies on private vocational schools, modelled on Arifin’s (2016) research on mainstream schools, may be needed to clarify and accurately measure the significance of market orientation in vocational schools toward their performance. Therefore, this study recommends future research to accurately formulate repeatable modelling to measure connections between performance and market orientation. Furthermore, this research should employ a quantitative method utilising structural equation modellings of larger data in broader contexts (school types, school governing bodies, and wider geographical areas).

Implications of the study

This study found that all schools demonstrated reactive marketing planning for their practices without proper plans or strategies. In addition, the schools in the study used low to minimal research and employed low evaluation techniques for their marketing practices. The schools had no confirmed evidence of integrating marketing into their long-term development plans.

This section will provide suggestions of implications of this study for the higher education bodies that educate professional educators and the school principals currently in service.

Implications for the tertiary institution or education professionals

There is currently little research being conducted into marketing in schools. Previous studies similar to this research (Drysdale, 2002; Yang, 2011) had also noticed this. However, it has not improved much in quantity until the time of conducting and completing this research. In the previous years, marketing academics may have failed to deliver the concept of marketing in school effectively, or studies on marketing implications on schools are not interesting, or the academia finds it irrelevant.

This study suggests a need for more research on this topic to understand better how marketing is used and understood broadly in schools. This proposal may uncover good practices and provide evidence to encourage schools to utilise marketing ideas and practices. In the Indonesian and related contexts, it may help government bodies establish better regulations for low-cost private schools (Widiatna & Siswanto, 2019), which in the end, may help these schools to survive. Previous research on vocational schools (Asmoni, 2018; Atmosiswartoputra, 2021; Bariroh,
2017) suggested that private vocational schools in Indonesia are only live to die the next day due to the lack of survival skills.

**Implications for school principals**

Marketing is part of the new realities of managing and leading schools. It becomes even more apparent with the latest tendency in the past decades with the development of digital marketing and social media marketing. The schools in the study were aware of this and had utilised digital marketing in their marketing activities, albeit without proper marketing plans, strategies, and approaches. Therefore, it can be concluded that assessing the external and internal environment is critical in determining the appropriate method to digitally market schools in the 21st century.

This study confirmed the research of Arifin (2016) who found that school principals could significantly influence and become the driving force for schools to be more market-oriented and, therefore, could influence the development of marketing and market orientation in their schools. However, this influence can also be negative, which underlines the importance of professional development for Principals to be the positive driving force for schools to market efficiently.

This study found that principals can also expect to encounter resistance from the wider school community and other teaching staff members, who will likely hold negative marketing attitudes. This finding also confirms Arifin (2016), who found that the teaching staff are likely to show resistance and become barriers to market orientation. Therefore, the study recommends that principals be mindful of the current school culture and historical background to develop a range of possible strategies for overcoming this resistance in order for the schools to be more market-oriented.

The emphasis on developing marketing skills and expertise is not common among school leaders. A lack of understanding of marketing is a major barrier. Principals and staff seem to hold misconceptions about marketing. Staff professional development concerning marketing may provide some advantages in informing staff of the complex nature of marketing to address misunderstandings.

Principals also need to be aware that marketing needs to be integrated into other management practices and functions: it does not exist in isolation. This marketing concept would help provide principals with a broader perspective, skills, and strategies. Too often, as this study has also shown, schools engage in marketing only because ‘they have to’ as opposed to conducting customer-focused practices and functions.
Concluding comments

Despite the fact that the scope of this study is on Indonesian private vocational schools, this study has responded to the need for research investigating the importance of marketing comprehensively within schools.

This study suggested several issues involving schools' current marketing activities and practices. In addition, it provides certain insights into the ‘enrolment marketing’ being practised in schools.

The study showed that schools must adopt and develop a marketing function and accept marketing as an effective management strategy for responding to environmental changes. Schools are also strongly advised to prepare their marketing plan more comprehensively by using their annual survey data more effectively.

The study found that vocational education is perceived as low status and less preferred than university or tertiary education. Therefore, the study encourages vocational schools to work together instead of competing to become more competitive than their public and tertiary education counterparts. Vocational schools should collectively build their market orientation and adapt to a higher marketing intelligence system, interfunctional coordination, and longer-term planning.

The study advises vocational schools to be more parent-oriented and wider-community-focused in addition to their student- and industry-oriented views.

The study recommends that schools be more focused on the marketing mix and effectively use other marketing strategies from the marketing mix, including but not limited to the use of innovative marketing practices within the schools, such as digital marketing technology, social media marketing, and search engine marketing as means to increase students enrolment and students retention.

The study advises the administrator and principals of the schools to engage in professional development on holistic marketing management in conjunction with leading universities in Indonesia to provide leaders with more comprehensive educational skills.

This study confirmed the suspected positive association between market orientation and perceived school performance, generalised from the school's reputation. However, quantitative research will be required to accurately formulise the association's strengths.
References


White, P. (2001). *The leadership role of curriculum area middle managers in selected Victorian government secondary schools.* Unpublished PhD, The University of Melbourne,


Appendices

Appendix A - Invitation letter to the Principals (Indonesian language)

Kepada YTH Bp/ibu _________________
Kepala Sekolah _________________
Alamat: _________________, [REMOVED], Indonesia

April 2016

Pernyataan Bahasa Sederhana Proyek: Pasar Perspektif Swasta SMK Sekolah di [REMOVED], Indonesia

Dengan hormat,

Anda diundang untuk berpartisipasi dalam proyek penelitian di atas, yang sedang dilakukan oleh DR Lawrie Drysdale (Supervisor), DR David Gurr (Co-Supervisor), dan Pak Ruben Setiawan (Ed.D. Candidate) dari The Melbourne Graduate School of Education di The University of Melbourne di Australia. Proyek ini telah disetujui oleh Komite Etika Penelitian Manusia (nomor persetujuan: 1646771).


Sebuah penelitian pada perspektif pasar sekolah sangat penting, terutama untuk biaya-rendah sekolah kejuruan swasta, karena mereka mungkin tidak memiliki sumber daya yang cukup untuk melakukan pasar menyeluruh penelitian sendiri.

Salah satu tujuan penting dari penelitian ini adalah untuk memahami bagaimana pemasaran dan orientasi pasar yang digunakan dalam-biaya rendah sekolah kejuruan swasta yang dapat menginformasikan orang lain yang mungkin mencoba untuk memasarkan diri.

Pertanyaan Penelitian

- Sampai sejauh mana sekolah kejuruan Indonesia mengadopsi prinsip-prinsip dan praktik pemasaran (marketing sebagai fungsi)?
- Sejauh mana sekolah kejuruan Indonesia mengadopsi pasar pendekatan orientasi (marketing sebagai filsafat)?
- Sejauh mana pandangan-pandangan ini pemasaran dipahami dan diterapkan oleh staf sekolah kejuruan?
- Apakah ada hubungan antara orientasi pasar sekolah dan kinerja kelembagaan?

Sekiranya Anda setuju, Anda akan diminta untuk berpartisipasi dalam salah satu wawancara individu atau kelompok dengan Pak Ruben Setiawan – hal ini akan mengambil waktu sekitar 40-60 menit. Semua wawancara akan direkam. Ketika rekaman audio telah ditranskrip, jika Anda telah terlibat dalam sebuah wawancara individu, maka kepada Anda akan diberikan salinan transkrip sehingga Anda dapat memverifikasi bahwa informasi benar dan/atau meminta klarifikasi atau penghapusan.
Sekolah dan peserta akan di-identifikasi hanya melalui nama samaran untuk melindungi kerahasiaan dan mempromosikan anonimitas. Karena jumlah peserta di masing-masing sekolah rendah, dan hanya ada tiga sekolah kejuruan yang terlibat dari [REMOVED], maka kerahasiaan total dan anonimitas tidak dapat dijamin.

Tidak diharapkan bahwa wawancara ini akan menimbulkan rasa tidak nyaman atau tertekan dan, untuk wawancara individu, Anda akan diberikan transkrip wawancara untuk memeriksa dan mengubah.

Hal ini tidak diharapkan akan ada risiko yang terkait dengan partisipasi Anda, tetapi harus ada kekhawatiran ini bisa dibicarakan langsung dengan peneliti, atau Executive Officer Etika Penelitian Manusia (rincian kontak yang disediakan di bawah ini).

Setelah tesis yang timbul dari penelitian ini telah selesai, ringkasan singkat dari temuan akan diberikan kepada Anda dan salinan elektronik dari tesis akhir akan tersedia berdasarkan permintaan.

Hasil penelitian ini akan dipresentasikan pada konferensi akademik profesional dan diterbitkan dalam jurnal profesional dan akademik. Untuk menjamin kerahasiaan data, data ini akan disimpan dengan aman oleh University of Melbourne Graduate School of Education selama lima tahun dari tanggal penerbitan sebelum dihancurkan. Harap dicatat bahwa ada keterbatasan hukum untuk kerahasiaan data.

Harap diperhatikan bahwa partisipasi Anda dalam penelitian ini adalah benar-benar sukarela. Jika Anda ingin menarik pada setiap tahap, atau untuk menarik data diproses Anda telah disediakan, Anda bebas untuk melakukannya tanpa prasangka.

Jika Anda ingin berpartisipasi, silakan menunjukkan bahwa Anda telah membaca dan memahami informasi ini dengan menandatangani formulir persetujuan terlampir dan mengembalikannya dalam amplop yang disediakan. Saya kemudian akan menghubungi Anda untuk mengatur waktu saling nyaman untuk wawancara awal untuk mengambil tempat.

Haruskah Anda memerlukan informasi lebih lanjut, atau memiliki masalah apapun, jangan ragu untuk menghubungi salah satu peneliti mengawasi, DR Lawrie Drysdale (+61 417 524 xxx; xxxxx@unimelb.edu.au), DR David Gurr (+61 407 105 xxx; xxxxx@unimelb.edu.au), atau Ruben Setiawan (+61 450 898 xxx; xxxxx@student.unimelb.edu.au)

Jika Anda mempunyai keprihatinan apapun tentang pelaksanaan proyek, Anda dipersilakan untuk menghubungi Executive Officer, Human Etika Penelitian, The University of Melbourne, pada ph: +61 03 8344 2073, atau fax: +61 03 9347 6739.

Terima kasih untuk waktu Anda, saya berharap untuk mendengar dari Anda.

Ruben Setiawan
Appendix B - Invitation letter to the Principals (English)

Dear Mr/Mrs ___________________
Principal of _____________________
Address: _______________________, [REMOVED], Indonesia

April, 2016

Plain Language Statement Project: Market Perspective of Private Vocational Schools in [REMOVED], Indonesia

You are invited to participate in the above research project, which is being conducted by DR Lawrie Drysdale (Supervisor), DR David Gurr (Co-Supervisor), and Mr Ruben Setiawan (Ed.D. Candidate) from The Melbourne Graduate School of Education at The University of Melbourne in Australia. This project has been approved by the Human Research Ethics Committee (approval number: 1646771).

The purpose of the study is to examine the phenomenon of marketing in a select number of private low-fees vocational schools in Indonesia. This study will gather data and present information on to what extent the schools have adopted a marketing perspective (market orientation, strategies, and approaches).

A research on school market perspective is crucial, especially for low-fee private vocational schools, as they may not have enough resources to conduct a thorough market research themselves.

One significance purpose of this study is to understand how marketing and market orientation are used in low-fee private vocational schools which may inform others that may attempting to market themselves.

Research Question

- To what extent have Indonesian vocational schools adopted the principles and practices of marketing (marketing as a function)?
- To what extent have Indonesian vocational schools adopted a market orientation approach (marketing as philosophy)?
- To what extent are these views of marketing understood and adopted by vocational school staff?
- Is there a link between a school’s market orientation and institutional performance?

Should you agree, you would be asked to participate in either an individual or group interview with Mr. Ruben Setiawan – this should take approximately 40-60 minutes. All interviews will be audio-recorded. When the audio has been transcribed, if you have been involved in an individual interview you will be provided with a copy of the transcript so that you can verify that the information is correct and/or request clarification or deletions.
Schools and participants will be identified only through pseudonyms to protect confidentiality and promote anonymity. As the number of participants in each school is low, and there are only three vocational schools involved from [REMOVED], complete confidentiality and anonymity cannot be assured.

It is not expected that this interview will cause any discomfort or distress and, for individual interviews, you will be given the interview transcript to check and amend.

It is not expected that there will be any risks associated with your participation, but should there be any concerns these can be discussed directly with the researchers, or the Executive Officer of the Human Research Ethics (contact details are provided below).

Once the thesis arising from this research has been completed, a brief summary of the findings will be given to you and an electronic copy of the final thesis will be available upon request.

The results of this research will be presented at professional academic conferences and published in professional and academic journals. To ensure confidentiality of the data, these data will be kept securely by the University of Melbourne Graduate School of Education for five years from the date of publication before being destroyed. Please note that there are legal limitations to data confidentiality.

Please be advised that your participation in this study is completely voluntary. Should you wish to withdraw at any stage, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice.

If you would like to participate, please indicate that you have read and understood this information by signing the accompanying consent form and returning it in the envelope provided. I will then contact you to arrange a mutually convenient time for the initial interview to take place.

Should you require any further information, or have any concerns, please do not hesitate to contact either of the supervising researchers, DR Lawrie Drysdale (+61 17 524 xxx; xxxxx@unimelb.edu.au), DR David Gurr (+61 107 105 xxx; xxxxx@unimelb.edu.au), or Mr. Ruben Setiawan (+61 150 898 xxx; xxxxx@student.unimelb.edu.au)

Should you have any concerns about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne, on ph: +61 03 8344 2073, or fax: +61 03 9347 6739.

Thank you for your time, I look forward to hearing from you.

Ruben Setiawan
Appendix C – Plain Language Statement (Indonesian language)

April 2016

Pernyataan Bahasa Sederhana Proyek: Pasar Perspektif Swasta SMK Sekolah di [REMOVED], Indonesia

Anda diundang untuk berpartisipasi dalam proyek di atas penelitian yang sedang dilakukan oleh Dr Lawrie Drysdale (supervisor), Dr David Gurr (co-pengawas) dan Pak Ruben Setiawan (Ed.D. Candidate) dari Melbourne Graduate School of Education di The University of Melbourne. Proyek ini telah disetujui oleh Komite Etika Penelitian Manusia (nomor persetujuan: 1646771).

Penelitian ini akan menyelidiki sejauh mana sekolah kejuruan swasta di Indonesia telah mengadopsi perspektif pemasaran.

Pertanyaan penelitian

- Sampai sejauh mana sekolah kejuruan Indonesia mengadopsi prinsip-prinsip dan praktik pemasaran (marketing sebagai fungsi)?
- Sejauh mana sekolah kejuruan Indonesia mengadopsi pasar pendekatan orientasi (marketing sebagai filsafat)?
- Sejauh mana pandangan-pandangan ini pemasaran dipahami dan diterapkan oleh staf sekolah kejuruan?
- Apakah ada hubungan antara orientasi pasar sekolah dan kinerja kelembagaan?

Sekiranya Anda setuju, Anda akan diminta untuk berpartisipasi dalam salah satu wawancara individu atau kelompok dengan Pak Ruben Setiawan - ini mengambil waktu sekitar 40-60 menit. Semua wawancara akan direkam. Ketika rekaman telah ditranskrip, jika Anda telah terlibat dalam sebuah wawancara individu, maka kepada Anda akan diberikan sebuah salinan transkrip sehingga Anda dapat memverifikasi bahwa informasi benar dan / atau meminta klarifikasi atau penghapusan.

Sekolah dan peserta akan diidentifikasi hanya melalui nama samaran untuk melindungi kerahasiaan dan mempromosikan anonimitas. Karena jumlah peserta di masing-masing sekolah rendah, dan hanya ada tiga sekolah kejuruan yang terlibat dari [REMOVED], Indonesia, kerahasiaan total dan anonimitas tidak dapat dijamin.

Tidaklah diharapkan bahwa wawancara ini akan menimbulkan rasa tidak nyaman atau tertekan dan untuk wawancara individu, Anda akan diberikan transkrip wawancara untuk memeriksa dan mengubah. Hal ini tidak diharapkan akan ada risiko yang terkait dengan partisipasi Anda, tetapi jika ada kekhawatiran, hal ini bisa dibicarakan langsung dengan peneliti, atau Pejabat Eksekutif, Manusia Etika Penelitian (rincian kontak yang disediakan di bawah ini).
Setelah tesis yang timbul dari penelitian ini telah selesai, ringkasan singkat dari temuan akan diberikan kepada Anda dan salinan elektronik dari tesis akhir akan tersedia, atas permintaan.

Hasil penelitian ini akan dipresentasikan pada konferensi akademik profesional dan diterbitkan dalam jurnal profesional dan akademik. Untuk menjamin kerahasiaan data, data ini akan disimpan dengan aman oleh University of Melbourne Graduate School of Education selama lima tahun dari tanggal penerbitan sebelum dihancurkan. Harap dicatat bahwa ada keterbatasan hukum untuk kerahasiaan data.

Harap diperhatikan bahwa partisipasi Anda dalam penelitian ini adalah benar-benar sukarela. Jika Anda ingin menarik pada setiap tahap, atau untuk menarik data diproses Anda telah disediakan, Anda bebas untuk melakukan tanpa prasangka.

Jika Anda ingin berpartisipasi, silakan menunjukkan bahwa Anda telah membaca dan memahami informasi ini dengan menandatangani formulir persetujuan terlampir dan mengembalikannya dalam amplop yang disediakan. Saya kemudian akan menghubungi Anda untuk mengatur waktu saling nyaman untuk wawancara awal untuk mengambil tempat.

Haruskah Anda memerlukan informasi lebih lanjut, atau memiliki masalah apapun, jangan ragu untuk menghubungi salah satu peneliti mengawasi, DR Lawrie Drysdale (+61 417 524 xxx; xxxxx@unimelb.edu.au), DR David Gurr (+61 407 105 xxx; xxxxx@unimelb.edu.au), atau Pak Ruben Setiawan (+61 450 898 xxx; xxxxx@student.unimelb.edu.au)

Jika Anda mempunyai keprihatinan apapun tentang pelaksanaan proyek, Anda dipersilakan untuk menghubungi Executive Officer, Human Etika Penelitian, The University of Melbourne, pada ph: +61 03 8344 2073, atau fax: +61 03 9347 6739.

Terima kasih untuk waktu Anda, saya berharap untuk mendengar dari Anda.

Ruben Setiawan
Plain Language Statement Project: Market Perspective of Private Vocational Schools in [REMOVED], Indonesia

You are invited to participate in the above research project, which is being conducted by Dr Lawrie Drysdale (supervisor), Dr David Gurr (co-supervisor) and Mr Ruben Setiawan (Ed.D. Candidate) from the Melbourne Graduate School of Education at The University of Melbourne. This project has been approved by the Human Research Ethics Committee (approval number: 1646771).

This research will investigate the extent that Indonesian private vocational schools have adopted a marketing perspective.

Research Question

- To what extent have Indonesian vocational schools adopted the principles and practices of marketing (marketing as a function)?
- To what extent have Indonesian vocational schools adopted a market orientation approach (marketing as philosophy)?
- To what extent are these views of marketing understood and adopted by vocational school staff?
- Is there a link between a school’s market orientation and institutional performance?

Should you agree, you would be asked to participate in either an individual or group interview with Mr. Ruben Setiawan – this should take approximately 40-60 minutes. All interviews will be audio-recorded. When the audio has been transcribed, if you have been involved in an individual interview you will be provided with a copy of the transcript so that you can verify that the information is correct and/or request clarification or deletions. Schools and participants will be identified only through pseudonyms to protect confidentiality and promote anonymity. As the number of participants in each school is low, and there are only three vocational schools involved from [REMOVED], Indonesia, complete confidentiality and anonymity cannot be assured.

It is not expected that this interview will cause any discomfort or distress and, for individual interviews, you will be given the interview transcript to check and amend. It is not expected that there will be any risks associated with your participation, but should there be any concerns these can be discussed directly with the researchers, or the Executive Officer, Human Research Ethics (contact details are provided below).

Once the thesis arising from this research has been completed, a brief summary of the findings will be given to you and an electronic copy of the final thesis will be available, upon request.
The results of this research will be presented at professional academic conferences and published in professional and academic journals. To ensure confidentiality of the data, these data will be kept securely by the University of Melbourne Graduate School of Education for five years from the date of publication before being destroyed. Please note that there are legal limitations to data confidentiality.

Please be advised that your participation in this study is completely voluntary. Should you wish to withdraw at any stage, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice.

If you would like to participate, please indicate that you have read and understood this information by signing the accompanying consent form and returning it in the envelope provided. I will then contact you to arrange a mutually convenient time for the initial interview to take place.

Should you require any further information, or have any concerns, please do not hesitate to contact either of the supervising researchers, DR Lawrie Drysdale (+61 0417 524 xxx; xxxxx@unimelb.edu.au), DR David Gurr (+61 0407 105 xxx; xxxxx@unimelb.edu.au), or Mr. Ruben Setiawan (+61 0450 898 xxx; xxxxx@student.unimelb.edu.au)

Should you have any concerns about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne, on ph: +61 03 8344 2073, or fax: +61 03 9347 6739.

Thank you for your time, I look forward to hearing from you.

Ruben Setiawan
Nama peserta: ____________________________________________________________

Nama penyidik (s): Ruben Setiawan, Dr Lawrie Drysdale, Dr David Gurr.

1. Saya setuju untuk berpartisipasi dalam proyek ini, dengan rincian yang telah dijelaskan kepada saya, dan kepada saya telah disediakan pernyataan dalam bahasa sederhana.

2. Saya memahami bahwa setelah saya menandatangani dan mengembalikan formulir persetujuan ini, akan disimpan oleh peneliti.

3. Saya memahami bahwa keikutsertaan saya akan melibatkan wawancara dan saya setuju bahwa peneliti dapat menggunakan hasil seperti yang dijelaskan dalam laporan bahasa sederhana.

4. Saya mengakui bahwa:
   (A) Efek yang mungkin berpartisipasi dalam wawancara telah menjelaskan kepada saya;
   (B) Partisipasi dalam penelitian ini bersifat sukarela dan saya telah diberitahu bahwa saya bebas untuk menarik diri dari proyek tersebut setiap saat tanpa penjelasan atau prasangka dan untuk menarik data yang belum diproses apapun saya telah disediakan;
   (C) Proyek ini untuk tujuan penelitian;
   (D) Saya telah diberitahu bahwa kerahasiaan informasi yang saya berikan akan dijaga tunduk pada persyaratan hukum;
   (E) Saya telah diberitahu bahwa dengan persetujuan saya wawancara akan audio direkam dan saya memahami bahwa audio kaset akan disimpan di University of Melbourne dan akan dihancurkan setelah lima tahun.
   (F) Ukuran sampel terlalu kecil untuk andal melindungi identitas peserta dan jadi saya mengerti bahwa nama samaran akan digunakan untuk nama peserta sekolah dalam publikasi yang timbul dari penelitian ini.
   (G) Saya telah diberitahu bahwa salinan hasil penelitian akan tersedia berdasarkan permintaan.
   (H) Setelah menandatangani dan mengembalikan formulir persetujuan akan disimpan oleh peneliti

Tanda Tangan Peserta: ________________________________
Tanggal: __________________________________
Melbourne Graduate School of Education

Consent form for persons participating in a research project

PROJECT TITLE: Market Perspective of Private Vocational Schools in [REMOVED], Indonesia

Name of participant: __________________________________________

Name of investigator(s): Ruben Setiawan, Dr Lawie Drysdale, Dr David Gurr.

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.

2. I understand that after I sign and return this consent form it will be retained by the researcher.

3. I understand that my participation will involve an interview and I agree that the researcher may use the results as described in the plain language statement.

4. I acknowledge that:
   (a) The possible effects of participating in the interview have been explained to my satisfaction;
   (b) Participation in this research is voluntary and I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data I have provided;
   (c) The project is for the purpose of research;
   (d) I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements;
   (e) I have been informed that with my consent the interview will be audio-taped and I understand that audio-tapes will be stored at University of Melbourne and will be destroyed after five years.
   (f) The sample size is too small to reliably protect the identity of participants and so I understand that pseudonyms will be used to name the school participants in publications arising from this research.
   (g) I have been informed that a copy of the research findings will be available on request.
   (h) Once signed and returned the consent form will be retained by the researcher.

Participant signature: __________________________________________

Date: ____________

________________________________________
20 October 2016

Melbourne Graduate School of Education Ethics Committee
Melbourne Education Research Institute
Level 9, 100 Leicester Street
UNIVERSITY OF MELBOURNE VIC 3010

Attention: Chair of Ethics Committee

[SCHOOL NAME REMOVED] hereby authorises the following project: **Market Perspective of Private Vocational Schools in [CITY REMOVED], Indonesia**, and agrees for **Ruben Setiawan** to recruit participants and to conduct interviews from our educational institution.

[Signature]

[NAMES REMOVED]
Head of Executives
## Appendix H – Interview Planner (Sample from School C)

### Day 1: Monday 16 January 2017 – SMK [SCHOOL NAME REMOVED]

<table>
<thead>
<tr>
<th>Time</th>
<th>Researcher(s)</th>
<th>Descriptions</th>
<th>Details</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00am to 09:00am</td>
<td>Setiawan</td>
<td>Interview with Principal</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>09:00am to 10:00am</td>
<td></td>
<td>Interview with Vice Principal</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>10:00am to 11:00am</td>
<td></td>
<td>Interview with Public Relation Staff</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>11:00am to 11:30am</td>
<td></td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30am to 12:30pm</td>
<td></td>
<td>Interview with Senior Teaching Staff #1</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>12:30pm to 1:30pm</td>
<td></td>
<td>Interview with Senior Teaching Staff #2</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>1:30pm to 2:30pm</td>
<td></td>
<td>Lunch Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30pm to 3:30pm</td>
<td></td>
<td>Interview with Senior Teaching Staff #3</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
</tbody>
</table>

### Day 2: Tuesday 17 January 2017 – SMK [SCHOOL NAME REMOVED]

<table>
<thead>
<tr>
<th>Time</th>
<th>Researcher(s)</th>
<th>Descriptions</th>
<th>Details</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00am to 09:00am</td>
<td>Setiawan</td>
<td>Interview with Teaching Staff #1</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>09:00am to 10:00am</td>
<td></td>
<td>Interview with Teaching Staff #2</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>10:00am to 11:00am</td>
<td></td>
<td>Interview with Teaching Staff #3</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>11:00am to 11:30am</td>
<td></td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30am to 12:30pm</td>
<td></td>
<td>Interview with Teaching Staff #4</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>12:30pm to 1:30pm</td>
<td></td>
<td>Group Interview with Parents</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
<tr>
<td>1:30pm to 2:30pm</td>
<td></td>
<td>Group Interview with Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30pm to 3:30pm</td>
<td></td>
<td>Group Interview with Parents</td>
<td>[NAME REMOVED]</td>
<td>TBC</td>
</tr>
</tbody>
</table>