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**MARKETING PRACTICES IN PRIVATE PRIMARY SCHOOLS IN
KENYA: A CASE STUDY OF MARAGUA DISTRICT.**

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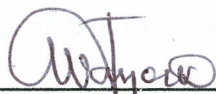
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ABSTRACT

Private sector in education is increasingly being admired by the public relatively due to the quality of education offered as compared to the public sector. This is more so especially on introduction of free primary education by the NARC Government in year 2003.

The sudden increase in number of pupils in respect to facilities including human resource caused the drop in the education quality (MOEST annual report 2004). The result of this has been upcoming investors in the private primary schools. At the same time parents are willing to take their children to these schools where the quality of education is high.

This has resulted to the need for investors to market their schools for customer awareness and right decision as to which school to take the children. The study aimed at surveying the marketing practices applied in private primary schools in Maragua District in Central province of Kenya.

The literature review was based on 4 Ps of marketing namely, product/service, price, promotion and place with an addition of physical evidence, people and marketing research.

The study design adopted was descriptive as will provided numeric measurable data. The target population was sixteen schools, a random sample of 30% of the fifty two schools where in each school, one respondent i.e. the manager was issued with a questionnaire. The research instrument was a questionnaire and the data analysis took the resultant form of pie chart, tables and frequencies.

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ABBREVIATIONS USED IN THE STUDY

- NGOs - Non Governmental Organisations
- GoK - Government of Kenya/Republic of Kenya
- MoE - Ministry of Education
- K.C.P.E. - Kenya Certificate of Primary Education
- IMC - Integrated Marketing Communication
- D.E.O. - District Education Officer

DEFINITION OF TERMS

Descriptive research: Research to better describe marketing problems, situations or markets such as the market potential for a product or service or demographic and attitude of customers.

Direct mailing: Direct marketing through single mailing e.g. sample letters

Heterogeneous population: A grouping of different characters or qualities.

Homogeneous groupings: Groupings of alike characters or qualities.

Integrated marketing communication: The management process associated with strategic development, delivery and dialogue of consistent coordinated messages that stakeholders perceive as reinforcing core brand propositions.

Marketing mix: Elements which marketers can use to control or manipulate the marketing environment to control or influence buyers response.

Private School: School owned by individual or individuals

Public School: School owned by the Government

School Manager: The person responsible of administrative issues of the school. He may or may not be the owner of the school.

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

Education is a key determinant of earning and thus an exit route from poverty. It identifies the fact that education improves people's ability to take advantage of the opportunities that can improve their well being as individuals and participate more efficiently and effectively in the community GoK (2003 C 39)

The magnitude of ability to improve the peoples well being depends on the quality of the education offered. This varies from one institution and another and from time to time depending on prevailing circumstances. For instance, a change also of government policies has also affected the quality of education. For instance, the introduction of the free primary education resulted to many problems. MOEST (2003) states that the problems include overcrowding in classrooms, stretched resources including teacher pressure due to large classes.

Education in Kenya is offered by both private and public sector. The public sector is run and controlled by the government through allocation of funds from public finance and stakeholders to the government like NGOs and other foreign donors.

Private sector in education is run as an enterprise by sole proprietors or partnership with intensions of profit generation.

Dollinger (1999) defines entrepreneurship as the creation of an innovative economic organization for the purpose of gain or growth under conditions of risk and uncertainty given the dynamic changes in the marketing environment.

Like any other small business enterprise private schools proprietors put up the schools with a profit motive and they run them under risks and uncertainties in the marketing environment.

These marketing environment are characterized by challenges like political legal, economic, social cultural, competition, technological, demographic and geographical factors McCarthy (1971).

The private primary schools in Maragua district are on the increase in 2006 the registered schools were fifty two as compared to thirty three in year 2005. The total enrollment are five thousand four hundred and thirty eight and three thousand eight hundred respectively MOEST Maragua District (2006).

Nevertheless the enrollment levels in schools are still low ranging from 40 – 400 pupils MOEST Maragua District (2006).

While considerations are taken about the establishment period, the classes registered and proprietors personal matters an inclusion of the marketing practices is given credit.

Despite these challenges marketing environment should not be treated as a threat and uncontrollable to which the proprietor should adopt as they are Dollinger (1999). Strategic marketing should be practiced which will avoid the environmental threats taking advantage of the opportunities the environment provides.

Kotler (2004) calls this environmental management perspective. He defines it as a perspective which the firms take aggressive action to effect the publics' forces in its marketing environment rather than watching and not reacting to them.

Private primary schools should apply these practices for their existence in the competitive environment, growth and stability. Whatever business strategies they are they will evolve around product/services, price, place and promotion management. These are marketing decisions and practices.

On the other hand it should be noted that the customers to the schools are not homogenous. They have different preferences and standards, they are located in different geographic grouping, and have indifferences in the social cultural elements. The choice of which factor the proprietor will consider and adopt will result to a marketing strategy. Despite all these very little if any has been written about marketing practices applied in private primary schools in Maragua district.

To this end the research was aimed at a survey of marketing practices applied by private primary schools for their existence, consistent growth and stability which are the key objectives of business enterprise.

1.2 STATEMENT OF THE PROBLEM

The quality of education differs adversely between private primary schools and public primary schools, with the private primary schools taking the lead.

This in particular was extended significantly as from year 2003 when the NARC Government introduced free primary education.

MOEST (2003) for instance states that provision of free primary education is year 2003 resulted to switching behaviour of pupils. This is a situation where by pupils were moved from private primary schools to enjoy the benefits.

Following the many problems which arose such as overcrowding, shortage of teachers and facilities affecting quality of education, parents again started moving their children to private primary schools where such problems were rare.

The trend has continued with parents in need for the quality education for their children which is offered in private primary schools.

On the other hand private primary schools are operating under capacity. For instance, according to MOEST (2006) Maragua district statistical report, out of fifty two private primary schools, twenty two had an enrolment of less than one hundred pupils and only six schools registered an enrolment of over three hundred.

The implication of the situation is that the parents are in need of quality education for their children, evident in private primary schools but something is lacking in them to take the initiative of enrolling their children to these private primary schools, which are also searching for pupils to enroll but have not been successful.

This could be marketing practices application in these schools.

The study was aimed at surveying the marketing practices in private primary schools in Maragua district of Kenya.

1.3 OBJECTIVES OF THE STUDY

1. To find out the marketing practices applied by private schools.
2. To determine the factors considered in application of the marketing practices.
3. To identify the problems faced by private primary schools in marketing their institutions.

1.4 RESEARCH QUESTIONS

1. Do private primary schools apply practical marketing practices?
2. Which marketing practices are applied by private primary schools?
3. How are marketing practices applied in private primary schools?
4. Which are the intervening factors to the application of marketing practices in private primary schools?

1.5 SIGNIFICANCE OF THE STUDY

The findings of the study will have both theoretical and practical implication of applying marketing practices by private schools as business organizations. To this end the study will benefit the existing entrepreneurs and prospective ones in marketing their private primary schools.

The study will benefit also the small business enterprise in practical ways of marketing their business. Further the study will benefit the scholars and researchers in application of marketing concepts to private primary schools as a base for further studies.

Parents who study this research will have awareness of what to look for in a school before taking their children there.

Finally the public sector will also benefit in understanding why there is a switching behaviour of the pupils from public to private schools hence taking necessary policy measures.

1.6 THE SCOPE OF THE STUDY

The study was based at Maragua district, Central province of Kenya. The district consists of four divisions namely Maragua, Kigumo, Kandara and Makuyu. It occupies an area of 1,402 km².

The district in year 2006 registered fifty two private primary schools. The research covered 16 private primary schools in Maragua district based on random sampling.

1.7 LIMITATIONS OF THE STUDY

The study was limited to shortage of funds to hire qualified assistants who would otherwise assist in covering the schools distributed all over the district. Some schools are located in areas experiencing transport problems. This delayed the research findings.

The shortage of materials on private primary schools marketing especially in Maragua district resulted to using material outside the district or country for application.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION TO LITERATURE REVIEW

Private Primary Schools are forms of business organizations providing services to the public in terms of education.

The entrepreneurs and investors in this business have a major objective of profit making. Nevertheless there are activities related to achieve this. Dollinger (1999) states four of them. They are concerned with customer needs. They document customer behaviour patterns and develop the customer psychological profile.

The second concern is to evaluate new services and ideas. They need to understand the service diffusion and adoption process for the acceptability of new or developed offers.

The investors need to continuously scan the environment and evaluate information. They need to frequently go outside their own organization to build relationship with others.

Finally they are growth oriented. For this reason, they are interested in increasing the size of their business, selling more to the customers, developing new customers, and finding additional services that meet the needs of the customer base.

All these needs are encompassed in the broad area of marketing. Marketing is made up of marketing tools that a firm may use to pursue its objectives. These are called marketing elements.

Marketing mix elements is comprised of product, price, promotion and place. It is a configuration market with respect to its needs and wants.

Under each of the promotion mix elements are variables or practices suiting different business enterprise both providing goods or services.

The research is based on the survey of the practices applied to private primary schools. It is the application of these variables that will satisfy both the entrepreneurs and customers needs.

2.2 CONCEPTUAL FRAMEWORK

Introduction

According to Donald (2003) a theoretical framework is a conceptual model of how one theorizes the several factors that have been identified as important to the problem.

It consists of dependent variables i.e. the main variable that lands itself for investigation as a viable factor.

It also consists of independent variables that influences the dependant variable either positively or negatively. In any case where there is dependent variable there is also independent variable.

Other variables are moderating and intervening. These variables interferes, influences or affects the operation of the independent variable. The independent variable in the research are the marketing mix elements which are comprised of several practices or activities.

These marketing mix elements are condensed to product/service, price, place, promotion and research.

The marketing environment is the intervening variable as it interferes or affects the operation of the marketing mix activities. The moderating variable is the management expertise. This is responsible of scanning the environment, identifying the strengths and opportunities and applying them. Management is also responsible of effectively applying the marketing practices for the success of the organization.

The result of all these effectively done will be the dependent variable the organizations success.

FRAMEWORK

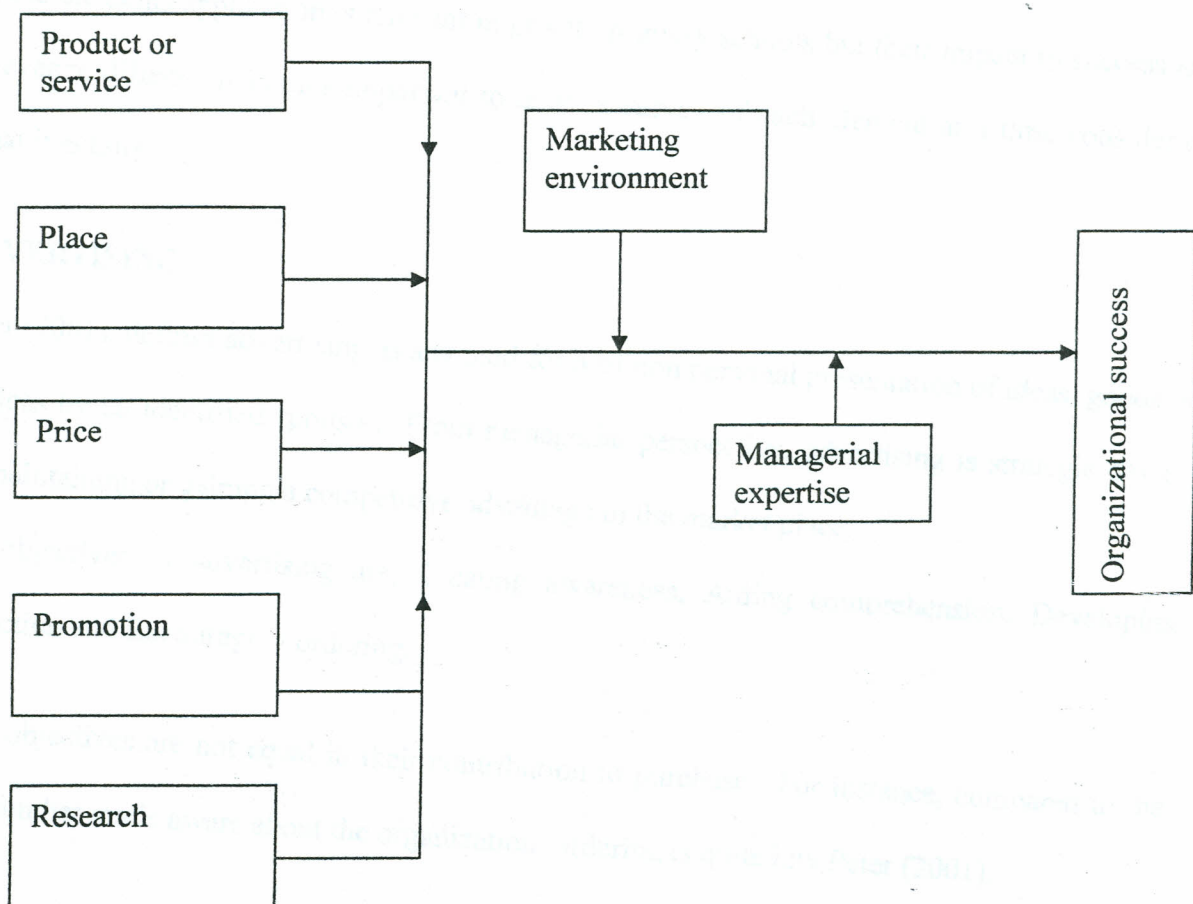


Figure 1

2.3.0 MARKETING PRACTICES

Marketing communication informs the target audience about new services, packages say of courses or programmes, duration and the mode of provision.

Finally the institution stability will be achieved through creation of loyal customer base for the offers in the institution. Peter (2001) sums up these rules as awareness, comprehension, conviction and ordering.

PROMOTION MIX/COMMUNICATION MIX ELEMENTS

Promotional mix elements are; Advertising, Public relations, Sales promotion, Personal selling and Direct marketing.

These elements application is relevant in private primary schools but their impact to success and relevance differs. It is thus important to make a survey of each element at a time considering what it entails.

ADVERTISING

Peter (2001), defines advertising as any paid form of non personal presentation of ideas, goods or services by an identified sponsor. From managerial perspective, advertising is strategic device for maintaining or gaining a competitive advantage in the market place.

The objectives of advertising are; Creating awareness, Aiding comprehension, Developing conviction and Encouraging ordering.

These objectives are not equal in their contribution to purchase. For instance, compared to the large number made aware about the organization, ordering is quite low Peter (2001).

Advertising in the short run and long run is justified in terms of revenue generated. The success of advertising is measured in terms of sales and profit made.

To achieve this intelligent decision, advertising should be made which encompasses the purchase and repurchase of the advertised organization services or ideas.

Management should therefore identify ways of measuring advertising results. It should also take into account that advertising also obeys the law of diminishing returns. This means that for a particular advertised service or organization, it can be assumed that, a point is eventually reached where additional advertising produces little or no additional sales Peter (2001).

TYPES OF ADVERTISING RELEVANT TO PRIVATE PRIMARY SCHOOLS

Advertising of private schools can fall into various categories.

PRODUCT ADVERTISING

This can be aimed at promoting certain services in the institution e.g. computer, musical instrument, swimming, sporting activities etc.

INSTITUTIONAL OR CORPORATE ADVERTISEMENT

This aims to promote an organization's image, reputation or ideas. It seeks to develop good will or improve an organization's relations with various groups such as parents, staff, to current and prospective members, suppliers of materials, shareholder and general public.

PIONEERING ADVERTISEMENTS:

Aimed at stimulating demand especially for a new school or service e.g. in private primary schools there may be an introduction of unique service from the rest of the schools. At the same time a new school requires advertisements to make the public aware of the school and its offers to the public.

COMPETITIVE ADVERTISEMENT

Aimed at selective demand. This is relevant to private primary especially when they are on the increase creating competition amongst themselves. The schools then must look for advertisements aimed at expressing unique character e.g. unsubstitutable service.

REMINDER ADVERTISEMENT

This is meant to keep the name of the institution in the public's mind hence loyalty avoiding switching behaviour.

COMMERCIAL ADVERTISEMENTS

Aimed at increasing sales. This can be applied to professionals e.g. qualified teachers in different subject and experience.

MEDIA OF ADVERTISING RELEVANT TO PRIVATE PRIMARY SCHOOLS

According to Peter (2001), the media of advertising include; Magazines and newspapers, outdoor posters, signs, sky writing, novelties, (calendars), cards, radio and television, directories.

Advertising as a promotion tool is thus relevant and applicable to organizations such as private schools as it has an impact on awareness, comprehension, conviction, and hence attracting the public. It should thus be applied especially in situations of competitive market as in the case with private primary schools.

PUBLIC RELATIONS

According to Kotler (2004), public relations refers to building good relations with the organization and its publics by obtaining publicity, building up a good co-orporate image and handling or heading off unfavourable rumors, stories and events.

Like marketing and advertising programmes, public relations has to be planned. It is a continuous operation unlike advertising which may be seasonal and aimed at creating a lasting relations between the organization and its publics.

The strength of public relations is seen in the efforts of creating understanding. It is through understanding that the publics learn, conceives and acts in a certain way to the organization.

Understanding turns negative situations to positive ones. This is referred to as negative to positive transfer process of public relations as in the following diagram.

NEGATIVE TO POSITIVE TRANSFER PROCESS

NEGATIVE SITUATIONS

POSITIVE SITUATIONS

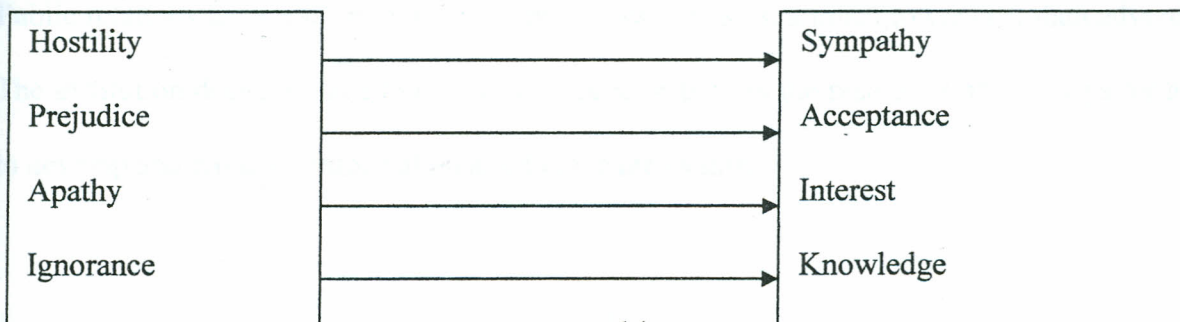


Figure 2

PUBLIC RELATIONS FUNCTIONS

According to Kotler (2004), public relations departments may perform any or all the following functions;

Press relations or press agency:

Creating and placing newsworthy information in the news media to attract attention to a person, product or service.

Public affairs:

Building and maintaining national or local community relations.

Lobbying:

Building and maintaining relations with legislators and government officials to influence legislation and regulation.

Investor relations:

Maintaining relationships and others in the financial community.

Development:

Public relations with donors or member of non profit organizations to gain financial or volunteer support.

Public relations have a strong impact on public awareness at a much lower cost than advertising.

The institution does not have to pay for the space or time in the media. Rather it pays for a staff to develop and circulate information and to manage events.

For instance, if the private schools develops a public image e.g. very good performance in National examinations (Kenya Certificate of Primary Examination) it could be picked up by several different media having the same effect as advertising that would otherwise have been very costly.

The scope of public relations is very broad. According to Kotler (2004), among the spheres which PR activity would be appropriate is educational institutions, universities and colleges. It can thus be effectively applied in the private primary schools.

MEDIA OF PR RELEVANT TO PRIVATE PRIMARY SCHOOLS

News, Speech, Special events (conference, prize giving day), Written materials, Public service activity and Audio visual material.

SALES PROMOTION

Peter (1982) defines sales promotion as those marketing activities other than personal selling, advertising and publicity that stimulates consumers purchasing and dealer effectiveness such as displays, shows exhibits, demonstrations and various non recurrent selling efforts not in the ordinary routine.

Private primary schools offer services contrary to products which are tangible. Sales promotion in this case can only be applied by using the provider of the services or the ones who are provided the services that is the students or the society.

Barons (2003), states that service quality is measured against performance unlike product standards. He goes further to say that customers determine value of quality in relation to

available alternatives and their particular needs. The private primary schools thus have an obligation of provision of unique services and look for unsubstitutable ones.

Demonstrations and displays can be applied during events like games, music festivals, zonal and district price giving days, parents days. Displays of their talents and capabilities express the quality of the learning they have achieved. This is a practice of sales promotion.

ADVANTAGES OF SALES PROMOTION

It is an excellent approach for short term price reduction for stimulating demand. Sales promotion tools are variable and can be effectively used in changing a variety of customer behaviour.

It can be integrated with other promotional mix elements.

Sales promotion also has its disadvantages. It has a short term impact other than long term customer relations.

Over use of price interference i.e. school fee might hurt the schools image.

Finally, sales promotion can easily be copied by the competitors hence bringing about little impact to the customers.

Conclusively, sales promotion plays a major role in total promotion mix. For effective application the marketer must define the sales promotion objectives, select the best tools, design the sales promotion program, and evaluate the results. In any case sales promotion must be co-ordinated carefully with other promotion mix elements within the integrated marketing communication program.

DIRECT MARKETING

According to Kotler (2004), direct marketing consist of direct connections with carefully targeted individual consumers to obtain an immediate response and cultivate lasting relationships. Direct marketers communicate direct with customers often on a one to one interactive basic.

Direct marketing whether used independently or integrated to other marketing mix promotional tools has many benefits to both buyer and seller. Kotler (2004), states that for buyers, direct marketing is easy to use, convenient and private.

From the comfort of their homes or offices they can browse, mail catalogs or company websites at any time of the day or night. Direct marketing is immediate and interactive. The customers to the private schools can interact with school management by phone or website to create exactly the configuration of information, service or programmes offered they desire and then ask for admission to the schools on the sport.

To the school management, direct marketing is a powerful tool for building the customer relationships. The management using database can target small groups of individual customers, tailor offers to individual needs and promote those offers through personalized communications. Such needs may be boarding facilities, transport services or programmes like computer lessons.

Direct marketing can also be timed to reach prospects at just the right moment e.g. interviews for admission.

Direct marketing gives the sellers (management) access to customers it would not have accessed.

Direct marketing as compared to other promotional elements is relatively low in cost. With the increasing cost of media and related high wastage factor, marketers seek communication mechanics which are more precisely targeted and less wasteful which is the case in direct marketing.

Direct marketing can result to encouragement of response through creation of database for customers.

Customer database is an organized collection of comprehensive data about individual customers or prospects that is current, accessible and actionable for such marketing purposes. In such a situation individuals can be recontacted at intervals with similar or varied message in order to achieve the sales objectives. The individuals can be encouraged to repurchase or secure the purchase of another product.

FORMS OF DIRECT MARKETING APPLICABLE TO PRIVATE PRIMARY SCHOOLS

The forms of direct marketing applicable to private primary schools in Kenya include; face to face, selling, direct mail marketing, catalogue marketing.

Limitations of Direct marketing in private primary schools.

The equipments used in direct marketing and media especially the computers may be expensive to the schools.

The technology requires electric power which is lacking in most areas where the private schools are located, especially the rural areas.

The technology in online marketing requires technical know how which may be lacking in the school management yet employment of the manpower may turn out to be expensive relative to the returns. At the same time the target customers may not be having the required equipment to that advanced technology e.g. very few of those who have children in the respective primary schools have computers.

PERSONAL SELLING

Personal selling refers to the oral presentation in a conversation with one or more prospective purchasers for the purpose of making sales.

It is a form of person to person communication in which a seller tries to persuade or assist prospective buyers to purchase a company products or services or act on an idea!

Private primary schools practice personal selling in many ways.

One of this is by oral presentation to prospective individuals and persuading them to enroll their children to the schools. This is by assuring them of their ability to offer quality and any related admirable offers.

Private primary schools management can also approach groups of targeted audience such as teachers in the neighboring secondary schools, primary public schools or colleges.

From this, a number may turn out to be prospective customers.

Personal selling is also featured where the management approaches parents with children of outstanding brightness and conversing with them of full sponsorship or part. This personal relationship with an intent of enrolling the individual is personal selling. Pupils of this nature in

future may perform even much better and the good results may turn out to be a form of promotion in the school as it may appear in the press or other publications as a good performer hence attracting the audience.

ADVANTAGES OF PERSONAL SELLING IN PRIVATE PRIMARY SCHOOLS

Peter (2001), states a number of advantages of personal selling very applicable to private primary schools being institutions with intent of profit making.

One of this is that;

Personal selling contributes a relatively high level of customer attention; since in face to face situation, it is difficult for a potential buyer to avoid the sales person message.

Personal selling enables the sales person to customize the message to the customers specific interest and needs.

The two way communication of personal selling allows immediate feedback from the customer so that the effectiveness of the message can be ascertained.

Personal selling allows a large amount of technical and complex information than could be communicated using other promotional methods.

In personal selling there is a greater ability to explain the performance of the institution in an elaborated way.

In personal selling, follow up of the customer views is done. This frequent interaction with the customers gives a great scope for the development of long term relationship between audience and the school management.

Personal selling is not affected by detraction as in other communication tools. Finally personal selling can be targeted to specific groups.

Given these advantages personal selling is thus applicable to institutions as it can target prospective customers and besides creates a long term relationship. This creates a consistency in customer decisions hence profit making.

Some strength and weaknesses of major promotional elements

Element	Strength	Weakness
Advertising	Efficient for reaching many buyers simultaneously, effective way to create image of the brand, flexible, variety of media to choose from.	Reaches many people who are not potential buyers, ads are subject to much criticism, exposure time is usually short, people tend to screen out advertisement, total cost may be high.
Personal selling	Sales people can be persuasive and influential two – way communication allows for questions and other feedback message can be targeted to individuals.	Cost per contract is high sales people may be hard to recruit and motivate presentation skills vary among sales people.
Sales promotion	Supports short term price reductions designed to stimulate demand, variety of sales promotion tools available, effective in changing short term behaviour, easy to link to other communications.	Risk including brand loyal customers to stock up while not influencing others impact may be limited to short term, price image, easy for competitors to copy.
Publicity	Total cost may be low, media generated messages seen as more credible than marketer-sponsored messages.	Media may not co-operate, heavy competition for media attention, marketer has little control over message.

Table 1

Source: Peter, J.P. *Marketing Management: Knowledge and Skills McGraw-Hill America 2001.*

2.3.2 PRODUCT/SERVICE MARKETING PRACTICES

Firms producing goods practice variety of activities related to product with an aim of making it better or attract customer for eventual result of increase in sale. This practices include designing, designing, packaging, labeling and application of brand names Kotler (2004).

Unlike this, service marketing has no tangible goods to offer. The firms offer services. According to Kotler (2004), a service is any activity or benefit that one party can offer to another, that is essentially intangible and does not result in the ownership of anything.

Private primary schools are service providers, providing teaching to the pupils which has to be of quality relative to other sectors for it to attract the customers hence sale.

Barons (2003), states that service quality is measured against performance unlike product for standards. Customers determine value of quality in relation to available alternatives and their particular needs. He argues further that problems in the determination of good service quality are attributed to differences in the expectations, perceptions and experiences regarding the encounter between the service provider and customer.

The arguments indicate that when discussing the service practices as a marketing mix elements the service provider, the customer and the service itself are inseparable.

While modifying the service providers competence one has to bear in mind the kind of teaching and the students i.e. the service and the customer.

Barons (2003), states a number of practices involving service as a marketing mix element. One of this is provision of successful programmes involving careful selection and hiring of competent employees.

Clear concrete message improves the way programmes are run hence a marketing practice. Managers should be modeled for managerial expertise. An energetic follow up of managerial functions should be made.

Finally he emphasis on teaching employees to have good attitude towards work.

Services usually incorporates some degree of customer involvement and participation. Part of the service design involves the extent of cooperation. For example in the design of educational services. The customers involvement can range from passive listener to active "hands on" learner Dollinger (1999).

For the service to be provided effectively the right environment is required.

Clive (1985, states that private schools gives the right atmosphere in which to learn, encourages the pupils to learn, has smaller classes to enable the pupils to learn and generally has better teachers. There is discipline in private schools which in turn breeds self-discipline.

High on the list of reasons why parents choose private education are; the educational; standards the more easily manageable size of the classes, the standards of discipline, the manner and morals, and the opportunities for the development of character.

Educational standards highlights the quality of education which is cultivated by the stated practices.

More so, there are other arguments related to causes of lower quality in education in public school as compared to private schools.

According to Clive (1985), the disruption caused by the dispute over public schools pay, will doubtless have caused many parents, regardless of their rights and wrongs of the cause to think 'a plague on both of your houses' and look longingly at the more peaceful academic groves of the private school sector, where industrial action is rare than rain in the Sahara.

Improvement of the quality of service delivery is another service practice in private schools one of this is by control of the class sizes. According to Clive (1985), small groupings are easier to get to know and as any teacher knows, building up human relationships between teacher and taught is vital for efficient learning. Private schools know the benefit of small number and so do many parents.

It can therefore be seen that the services practices as a marketing mix element evolves around the customer, service provided and service provider with the main objective of improving the quality of the service for higher customer value.

Kotler (2004), states that successful service organizations focus attention on both their customers and employees. They understand the service profit chain which links service firm profits with employees and customer satisfaction.

The service profit chain includes; internal service quality, satisfied and productive service employees, greater service value, satisfied and loyal customers, healthy service profits and growth.

2.3.3 PRICE

According to Dollinger (1999), a price is the exchange value (usually in money) of the venture's goods and services. Prices go by many names such as fare, taxes, tuition, fees, tips and interests.

Pricing is very important in marketing as it directly affects the value relationship. Tuition and fees are relevant to private primary schools as they highlight the value of the services provided.

Practices in pricing

One of the practices applicable in private primary schools is skimming. According to Geoff (2004), skimming the market involves identifying a segment that is price insensitive and charge the highest price the market can bear.

This can be applicable where the target customers are of high social class order, when new programmes are introduced in the schools, when there are improvements in boarding facilities and employment of trained employees for quality offers.

The marketing practice is advantageous in that provides cash quickly, allows for market test and suggests high quality in the mind of customers.

This practice is disadvantageous in that it assumes existence of market segments and may attract potential competitors looking for high returns.

Exploiting the experience curve is another practice used by business organizations and applicable to private primary schools. The concept suggests that as the entrepreneurs become more experienced in provision of services, the variable costs may decrease. The decrease in variable cost may be taken advantage of and 'riding' down the demand curve.

This implies a decrease in price. The result of this is expansion of the market share at low costs Dollinger (1999).

The practice despite its documented reality would be very helpful to the private schools with low enrollment and need of extending the market share. It enables the firm to exploit its low cost position.

Kotler (2004), states the other pricing practice as competition-based pricing. This is setting of prices based on prices that competitors charge for similar services. This is a very common practice to private primary schools. When accepted, prices no longer become an issue in competition. The attention is shifted to other marketing mix elements.

The marketing practice if adopted is advantageous in private primary schools in that it requires less research and analysis whose manpower would be lacking.

Competition based pricing treats the investors and customers in that both are aware of what prices to expect hence preparing adequately.

The problem underlying this practice is that other marketing tools must be used to gain differentiation. This may turn to be expensive and suppress the new entrants and small private schools.

Finally this pricing practice recovery of investment is slower and initial capital and costs may take long to be recovered or overcome.

The other pricing strategy is penetration.

Louis (1977), states that penetration results in an entry price for a product lower than what is believed to be the long term price. This practice suggests low margin and with a large market share, long term profitability is achieved.

This marketing strategy is advantageous in that it discourages entry hence no competition. The strategy also focus on customer value and satisfaction.

Finally the practice enables maximum penetration and exposure in the shortest time period.

Dollinger (1999), comes up with another pricing practice by name pre-emptive pricing. This is a pricing strategy designed to keep potential or existing competitors to exit the market.

The prices are set as close to variable cost as possible and cost saving are passed on to buyers. Because costs often decrease overtime initial prices will be below cost. The practice if practical limits competition and results to gains.

Private primary schools can use the practice by passing the costs to buyers such as transport, tuition (remedial lessons) and other charges including trips and shows.

Finally the other tactical decision as suggested by Berry (1990), include, decisions about the level of school fees to be charged, discount structures and terms of payment in different terms of the year. He further states that other factors to be considered in choosing the pricing strategy include; the student targeted interms of their ability to pay, type of physical and professional services being offered by the school and forces of demand and supply.

The private primary schools can reduce the fee for selected needy students or students who perform very well from their former public schools. They may as well sponsor them fully hence no fee payment. These carries the form of discount or allowances. The amount to pay and what time of the term carries the form of payment periods and payment terms being marketing pricing practices.

Pricing decisions have thus to be made fairly accurately even before the services are brought to market or the school begins to operate because the price of the product (service) directly enters the sale forecast.

According to Dollinger (1999), a mispriced product /service is a misplaced relationship to competition, misplaced in the perceptions of the buyers and misplaced relative to other products or services the firm has to offer.

2.3.4 PLACE MARKETING PRACTICES

There is a characteristic feature of inseparability of the service, service provider and point of providing the service.

Kotler (2004), states that services are produced and consumed at the same time and cannot be separated from their providers whether the providers are people or machines. The place practice in tangible goods involves distribution channels, coverage area, assortments, location and transport.

Location of private primary schools is one of the determining features in its success.

Butt (1994), states that starting a business costs a lot of money and if a wrong place is chosen for its location, the project may never be able to earn sufficient profits to repay the capital invested in it.

Strategic points should therefore be sort out targeting the customers and also consideration of infrastructure and extension facilities not forgetting the marketing environmental catastrophes.

Private day schools also transport the pupils who are far away form the schools on daily basis.

The environment of learning should also be condusive.

Clive (1985), states that private schools gives the right atmosphere in which to learn. This is a marketing practice for place.

Other than transporting the pupils to the schools the proprietors also locate schools owned by the same person in different places where they target the customers. This is an activity to bring the service close to the customers and a place marketing practice of distribution of services.

2.3.5 MARKETING RESEARCH

Kotler (2004), defines marketing research as a systematic design, collection analysis and reporting of data relevant to a specific marketing situation facing an organization. Like large firms small business organization like private primary schools need marketing information based on research.

Small businesses need information about other related firms, competitors, potential customers and reactions to new market offers. Existing small businesses must track changes in customer

needs and wants, reactions to new products/services and changes in competitive environment Kotler (2004).

Large scale research studies are beyond the budget of most small businesses. However, a research doesn't have to be very expensive. Kotler (2004), states that managers of small businesses can obtain marketing information by simply observing things around them.

Fill (2004), states a related research importance argument that as part of the programme of internal marketing, research into employees is often undertaken to focus on employees as internal customers of teaching services within an internal market as well as their thoughts on the methods of service delivery. Marketing research is used for keeping in regular contacts with current and potential customers by providing variable information about teaching service as well as monitoring perceptions of current service delivery.

Marketing research is thus a practice which if effectively applied is variable to the private primary schools.

Marketing research will enable the schools to differentiate its image from the rest of the schools.

Kotler (2004), states image differentiation is part of marketing practice. He defines it as the difference the buyers may perceive based on the company itself. In private primary schools it may include; chosen symbols, characters, cleanliness, structures e.g. buildings, fence and finally the level of education standard. This is also termed to as physical evidence.

2.4 PAST STUDIES DONE IN THE AREA

Nyaga (2003), in his research on marketing strategies applied by private middle level colleges in Nairobi mentions the need for comprehensive and accurate marketing information systems for accessibility of information about costs, levels of demand, ways of stimulating demand and competitor prices in private colleges.

He goes further to state that for promotion usage, a consideration should be done on cost audience, reach, impact and availability of tool. He also recommends research on marketing in private primary, secondary schools, private and public universities.

Apart from promotion he identifies other ways in which education institutions are able to distribute their services to their customers these include; establishing satellites or outreach services, open learning, extending the period of time franchising and joint venture.

Kitunyi (1986), in her research discusses the role of private secondary schools in education system of Kenya – a case study from Kitale town, Kenya.

Rono (1987), in his research discusses the role of private technical or commercial institutions in providing work skills – a case study of Kisii and Kericho districts in Kenya.

2.5 SUMMARY AND GAPS TO BE FILLED BY THE STUDY

Marketing mix elements applicable to private primary schools have been discussed in the light of small business enterprise and service marketing.

These mix elements could be a major contributor to further success by a majority of the private schools. The research is thus going to fill the gaps of information required on how to apply the mix elements to service firms specifically private primary schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 STUDY DESIGN

The key variables of this research are marketing practices applied by private primary schools. Given the nature of the variables, the survey approach using a descriptive design was adopted. The design was given preference in that it could be used to gather information which was interpreted using numeric, measurable data and is recommended when the research purpose is centered on providing accurate and statistically reliable data.

3.2 TARGET POPULATION

According to statistics MOEST (2006), Maragua District has fifty two private primary schools. The schools are distributed all over the four divisions in the district.

For good representativeness 16 out of 52 schools in the district were selected. In each of the 16 schools, one manager who is usually conversant with the marketing strategies used was targeted. The target population thus comprised of sixteen managers.

3.3 SAMPLING DESIGN

30% of the 52 schools in the district were selected based on simple random sampling.

Luck (1982), identifies the reasons of using random sampling as saving time, low cost of gathering information, accuracy of information and representation.

Neuman (2000), states that for a population of less than 1,000 large sampling ratio of 30% will give a high degree of accuracy.

With this reference, in a population of 52 schools in Maragua district, 16 schools which is 30% of the total number of schools was taken. This was done through simple random sampling.

Bowling (1998), states that random sampling gives each of the units an equal chance of being selected. This gives the method an advantage in the kind of research.

3.4 DATA COLLECTION PROCEDURES

The first step before embarking on the collection of data was introduction of the researcher to the relevant authority.

The researcher then contacted the District Education officer about the intension of the research in the District and also request for a list of the private primary schools by division for easy access and their location.

The researcher then visited the schools for the first day and left behind the questionnaire to the school managers.

The researcher discussed with the management when to collect the questionnaire. Given the broad area of coverage the researcher also requested for contact preferably telephone for convenience in communication.

The data collection exercise took a period of two weeks.

3.4.1 DATA COLLECTION INSTRUMENTS

Given the nature of information required the 'marketing practices' which is a broad area and requires the respondent to have a good literacy level, the questionnaire was used. The

questionnaire consisted of mostly structured questions but also had a few unstructured questions. This was specifically to exhaust the requirement of the research information required.

3.5 DATA ANALYSIS

Data analysis refers to a collection of facts and figures relating to a particular activity under study or investigation.

After collection of the questionnaires data sorting was done, a process of bringing about order to avoid mix-up of the questionnaires.

The questionnaires were then edited. This ensured that the questionnaires were filled out properly and completely. Only those completed were considered. If a very valuable data was missing, imputing of value through consideration of the mean of all the cases was done to avoid non representation.

After editing was done the researcher coded the responses which are positive to the application of advertising, sales promotion, pricing. This also involved consolidating the responses to homogenous groupings such as practices under pricing, location, service/product, and promotion. Finally the homogenous groupings were given room for representing the data into clear statistical summary. This was tabulations with frequencies, percentages and graphic presentations i.e. pie charts and bar line.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

Due to the quality of education offered by the private schools, the public increasingly admires the private sector. This study was carried out to establish the marketing strategies used in private primary schools in Kenya. This wider objective was studied by determining the factors considered by the private schools in their marketing strategies. Sixteen private primary schools from Maragua District – Kenya were used for this study. A total sample of 16 private Primary school managers participated. 75% male and 25% female managers participated in the study.

The analysis that follows was guided on the basic research questions and objectives, which were presented in the form of questionnaires. The objectives of the study were: -

To find out the marketing practices applied by private schools.

To determine the factors considered in application of marketing practices.

To identify the problems faced by private primary schools in marketing their institutions.

The findings are discussed under the following sub- headings:

1. Respondents' analysis.
2. School background information.
3. Marketing practices applied by the Schools.
4. Public relations as a promotion strategy.
5. Schools advertising.
6. Sales promotion.
7. Importance of factors in selecting Promotional mix
8. Factors considered in application of marketing practices
9. Problems faced by private schools in marketing their institutions.
10. Future plans in marketing private schools.

In this chapter quantitative and qualitative data analysis was done using a computer package, SPSS (Statistical Package for Social Science, version 11.5) to find out the frequency and the percentages of the responses received. The school managers' demographic status and their relationships with the marketing strategies were established. The findings were presented using Graphs and charts.

Among the 16 schools selected the managers response rate was 100% i.e. all of the 16 managers responded.

4.1 RESPONDENTS' ANALYSIS

Age of school managers in years	No. of schools	Percentage
20 – 29	1	6.2
30 – 39	7	43.8
40 – 49	4	25
Above 50	4	25

Table 2 Age of school Managers

In this study, 43.8% the school managers who participated were in the ages of between 30 – 39 years. 25% were between 40 – 49 years while 25% were above 50 years of age. Only (6.2%) respondent was in his 20 – 29 years of age.

Level of education	Percentage
P1	68.8
Diploma	25
Bachelor degree	6.2

Table 3: Managers' level of education

68.8% of the school managers were P1 or Approved teachers, 25% diploma and only 1 (6.2%) of these managers had a bachelors degree level of education.

4.2 SCHOOLS' BACKGROUND INFORMATION

Division	Percentage number of schools
Makuyu	37.5
Kandara	31.3
Maragua	18.8
Kigumo	12.5

Table 4 Location of the schools by division

The Private schools involved in the study were from Makuyu (37.5%), Kandara (31.3%), Maragua (18.8%) and Kigumo division (12.5%). These schools were mainly established between 1997 and 2004. Majority, 26.7% were established in the year 2001 and 2004.

Years of the schools' establishment	Number of schools	Percentage
1997	1	6.3
1998	1	6.3
1999	1	6.3
2000	1	6.3
2001	4	2.5
2002	1	6.3
2003	3	18.8
2004	4	25
Total number	16	

Table 5 Years when the schools were established

Majority of the schools 25% were established in the year 2001 and 2004. 6.3% of the total number of schools were established in years 1997, 1998, 1999, 2000 and 2002. 18.8% of the schools were established in year 2003.

Acreages in size	Number of schools	Percentage number of schools
1	3	18.8
1.5	1	6.3
2	2	12.5
3	4	25
3.5	1	6.3
4	1	6.3
5	2	12.5
6	2	12.5
Total number	16	100

Table 6 Size of the schools in acres

37.5% of the private schools are in pieces of land between 1 – 2 acres, 37.5% between 3 – 4 acres and 25% between 5 – 6 acres.

Nature of the school	Percentage
Day	68.8
Boarding	6.3
Day and Boarding	25

Table 7 Type of the school

68.8% of the schools are day, 25% are both day and boarding while 1 (6.3%) was a boarding school.

School	No. of pupils	Maximum the school can accommodate
Taratibu	20	60
St. Angelas	92	200
Rurago	304	380

St. Jude Kimuri	156	200
Vester	64	200
Kirere Central	169	265
Makuyu By Grace	196	280
Kabati Junior	86	260
Beran SabaSaba	168	260
Kenol Preparatory	109	150
Kabati Central	181	300
SabaSaba Preparatory	191	360
St. Johns Makuyu	161	260
Bishop Mahiaini	122	240
St. Patrick	38	135
Top Learners	112	240

Table 8 Capacity of the private primary schools

All the private primary schools sampled were operating under capacity. Rurago had the highest number of pupils while Taratibu had the lowest. 31.3% of the sampled schools had less than 100 pupils, 62.5% had 101 – 200 pupils and 6.3% had 201 – 300 pupils.

Class	School with the best performance	Pupils mean score	Max. score
Class 1	Kenol prep. Academy	426	500
Class 2	Kenol Prep. Academy	407	500
Class 3	Rurago Academy	426	500
Class 4	Kaabati Central Academy	374	500
Class 5	Rurago Academy	381	500
Class 6	Rurago Academy	357	500
Class 7	Rurago Academy	349	500
Class 8	Grace Academy	372	500

Table 9 Schools having best performance in the respective classes in the year 2005

In the previous year 2005, the school with the best performance in class 1 was Kenol preparatory Academy with 426 mean score. Some school had not reached class 8, however, the best school with 372 mean score for class eight was Grace Academy.

4.3 MARKETING PRACTICES APPLIED BY PRIVATE SCHOOLS

4.3.1 Promotion

People responsible of promotion	Percentage
Managers	75
Teachers	31.2
Parents and other employees	25

Table 10 Responsibility of promotion

In one way or another 93.8% of the sampled private primary schools practice promotion activities. In most cases 75% of the school managers are involved in school promotion. 31.2% of the cases teachers are involved the parents and other school employees also do some extent of promotion i.e. 25%. No case was noted for a single person involved in promotion more than one person is involved.

Element of promotion	Number of managers applying promotion stated			
	Most	Moderate	Rare	Never
News	1	3	2	9
Speech	6	6	4	0
Special events	2	9	3	1
Written materials	12	3	1	0
Public service activities	0	4	8	4
Audio visual materials	0	2	4	10
Total	21	27	22	24

Table 11: The number of managers applying public relations promotion strategy

a) Public relations as a promotion strategy

In these private primary schools, 60% of the school managers never use news for their promotion activities. 37.5% mostly apply speech and 37.5% moderately use speech for their promotion. 60.0% of the managers organize special events while 75.0% of them mostly provide written materials during promotions. 62.5% never use audiovisual materials instead 35.7% of them use oral presentation.

Even though, 75.0% of the school managers use written materials, this study established that private schools moderately apply public relations for their promotions.

The application of public service activities is quite rare in these schools.

b) Schools advertising

Element of promotion	Most	Moderate	Rare	Never
Bill boards	1	1	5	9
Posters	7	5	4	-
Brochures	5	3	5	3
Magazines	-	1	6	9
Novelties	1	2	1	12
Cards	-	4	7	5
Radio	2	2	3	9
Television	1	2	2	11
Directory	-	1	1	14

Table 12 School preferences for the modes of Advertising

Most school managers utilize posters and brochures. Magazines and cards are rarely used.

Most schools never use novelties, television and directory.

c) Sales promotion

Element of promotion	Number of managers applying Sales promotion			
	Most	Moderate	Rare	Never
Displays	2	5	5	3
Shows	1	1	7	6
Demonstration	2	2	9	2
School fee interference	3	7	3	3
Parents days	15	1	0	0
Open days	7	5	4	0
Sports days	2	3	8	3

Table 13: Number of schools' managers applying sales promotion techniques

School managers utilize mainly parents' days and open day in their schools as a promotion strategy. Demonstration and sports days are rarely used by the schools for promotion purposes.

- Advertisement, 3
- Personal selling 4
- Sales promotion 5 (least used)
- Direct marketing 4
- Public relations 1 (most used)

The managers mostly use public relations promotion services in their schools followed by advertisements. The rating showed that most school managers rated;

	Very Important	Percentage	Fairly Important	Percentage	Not Important	Percentage
Cost	13	81.3	3	18.8		-
Reach of media	9	56.3	6	37.5	1	6.3
Availability of element	6	37.5	7	43.8	3	18.8
Skill of promotion	9	56.3	6	37.5	1	6.3

Table 14 Factors considered in selecting marketing mix elements.

In selecting promotional mix during marketing, this study established that managers consider the cost as very important. 81.3% of the schools found it very important and non found it not important. Equal number of schools 56.3% found it very important to reach audience and consider the skill of promotion.

Equal number of schools 6.3% found it not important to consider audience reach and skills of promotion. However 37.5% of the schools found it very important to consider availability of element, 43.8% found it fairly important and only 18.8% found it not important.

Problems encountered in promotion

In promotion of the schools, several problems were encountered. Among them is that some parents are ignorant and hence not concerned about the quality of education. This makes them give a deaf ear to the practices of promotion.

Parents in the locality are generally not able to raise the required fees. Others have fee balances resulting to schools having a shortfall of funds to use in promotion.

Despite the fact that physical evidence is used in promotion, schools lack facilities such as enough land to put up play grounds, recommended buildings, flower beds and paths which would attract the audience.

Competition as the number of private schools rise, has resulted to high costs of promotion is yet another problem stated by the respondents.

The staff in the private primary schools is not trained in marketing and a shortage of funds makes it difficult to employ one. Effective execution of marketing practices is thus a problem.

Poor infrastructure such as in communication, transport, water availability and selective nature of the employees, suppresses promotion practices.

Performance being one of the attractive elements the customers look for in private schools suppresses the new schools especially when funds to put up good facilities and employ competent staff are a problem.

This also affects the customers who would otherwise have to travel from far due to transport or boarding facilities.

4.3.2 Product/Service

When recruiting the personnel, 56.3% of the schools consider professional qualification of the person. 25.0% consider work experience and 18.8% look at the Academic qualification.

Standard level	Frequency (Number of schools)	Percentage
Provincial	1	6.7%
District	5	33.3%
Divisional	2	13.3%
Zonal	4	26.7%
School level	3	20.0%

Table 15 Schools' standards of co-curriculum activities

The private primary schools participate in co-curriculum activities. These include; athletics and ball games, scouting, drama and music festivals. In 33.3% of the schools, the co-curriculum activities are up to the district level. In one school (Kabati Central Academy), the school has reached provincial standard in music and drama festival. 13.3% participate to divisional level, the greatest number of the schools 26.7% participate to zonal level and 20% to school level.

Programmes Offered	No. of schools
Music	1
Guidance and counselling	2
Computer studies	3
Art and craft	3
Agriculture and P.E. lessons	2
Debate	1
None	7

Table 16: Programmes offered in private schools

A part from examinable subjects, the other subjects or programmes the private schools offer includes; Music, Guidance and Counselling, Computer studies, Art and Craft, Agriculture and P.E Lessons and Debate. Most schools offer more than one programme. Only 7 schools were noted not offering none examinable subjects or programmes.

	No. of schools	Percentage of schools
School's academic performance	9	56.3
Scouting	1	6.3
Journalism	1	6.3
Computer programmes	3	18.8
Co-curricular	2	12.5
Total	16	

Table 17 Services offered other than examinable subjects

The school performance highly attracts people to 56.3% of the private schools. Among the services offered. The ones that attracts customers most are; School's academic performance, Computer programmes and Co-curricular. Journalism and computer programmes attracts people least, 6.3%

4.3.3 Place/Location

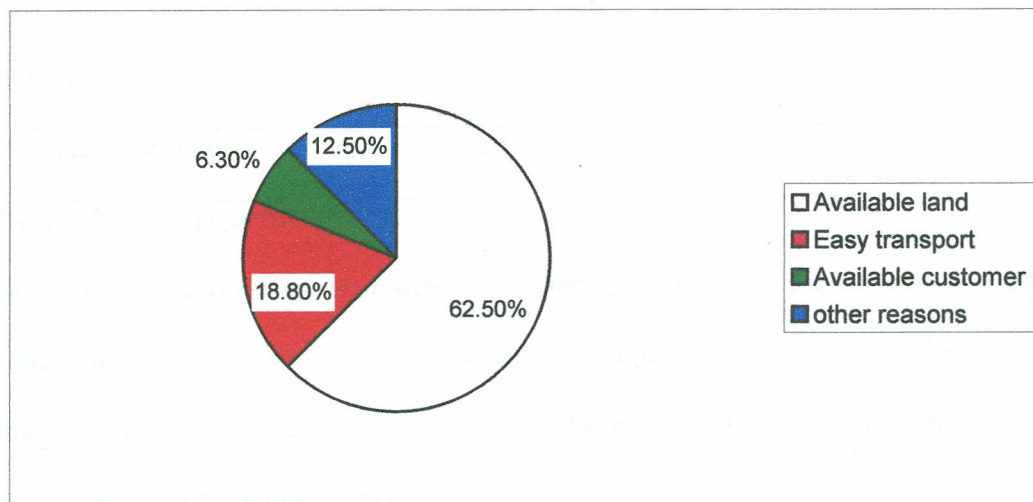


Figure 3: Reasons for locating the schools

Among the schools sampled 62.50% gave the reason for locating the school were it is as availability of land 18.8% as easy transport, 12.5% other reasons and 6.3% as availability of customer.

Target customers location	Percentage of the schools
Sub-location	18.8
Location	25
Division	25
District	12.5
National	18.8

Table 18: Location of target customers

25% of the target customers come from the location and the same number from the division. 18.8% come from National and the same number from sub-location. Only 12.5% were indicated to come from the district.

Nature of the school	Percentage of the schools
Day	68.8
Boarding	6.3
Day and Boarding	25

Table 19: Nature of the schools

68.8% of the schools involved were day schools, 25.0% were mixed (Day and Boarding) while only one school was a boarding school. When they are attending the school, 60% of the students reach the school mainly on foot, 26.7% are picked by the school bus while 13.3% reach their schools by public transport.

Physical Evidence

From observation most schools have tried to maintain the status quo. Never the less other facilities like playgrounds are difficult to maintain as some schools are located on sloppy land and also the size of the land is relatively small. In terms of the school infrastructure, 75% of the schools have good buildings, 87.5% good fences, 87.5% good paths, 43.8% good fields and 62.5% have good flowerbeds.

4.3.4 Price

Range of school fees	Number of schools	Percentage
Ksh.0 – 3000	5	31.3%
Ksh. 3000 – 5000	6	37.5%
Ksh. 5000 – 7000	1	6.3%
Ksh. 7000 – 9000	1	6.3%
Ksh. Above 9000	3	18.8%

Table 20: The range of school fees charged by the schools

Majority of these schools, (37.5%), charge Ksh. 3000 – 5000 for fees per term. 31.3% charge as little as Ksh. 0 – 3000. 18.8% charge fees above 9000 and equal number, 6.3% charge fees between 5000 – 7000 and 7000 – 9000.

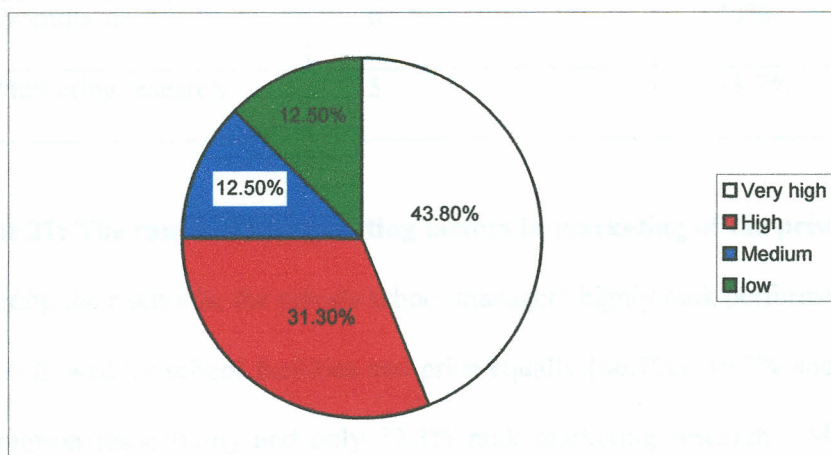


Figure 4: The magnitude of competition from other schools.

43.8% of the schools face very high competition, 31.3% face high competition and equal numbers 12.5% face medium and low competition.

From the respondents, schools carry out variety of activities to counter competition. These activities are; employing competent and qualified staff, educating parents on the needs of quality education, motivate teachers, provision of extra teaching, regular guidance and counselling to pupils, extensive advertisement, taking part in community activities, maintaining the school performance and fees, maintaining high discipline in school, conducting open day for parents, charging low fees and purchasing a school van to reach more customers.

Contributing factors	Number of respondents	Percentage	Overall Rank
Performance of pupils	14	87.5%	1
Facilities	10	66.7%	2
Price	10	66.7%	3
Place	7	46.7%	4
Promotion	6	40%	5
Marketing research	5	33.3%	6

Table 21: The ranks of Contributing factors in marketing of the private schools.

In marketing their schools, the private school managers highly rank performance of the pupils (87.5%) followed by school facilities and price equally (66.7%), 46.7% and 40% rank place and promotion respectively and only 33.3% rank marketing research. Most schools rank more than one factor.

4.4 PROBLEMS FACED BY PRIVATE PRIMARY SCHOOLS IN MARKETING THEIR INSTITUTIONS

In marketing their Institutions, private primary schools face challenges mainly on facilities. Most schools do not have adequate facilities. The major challenge is experienced in the cost of building materials. Schools do not have sufficient funds to purchase the materials

In school performance; Pupils from public schools lower mean scores for the private schools. The managers realized that being in a day school, the pupils do not have enough time for studies. Schools require enough books for the pupils.

Price; Few parents are financially able to pay school fees. It is a challenge when other schools charge lower fees this might not cater for all the schools' required services.

School Location; When the school is too much interior, it is not so accessible to the pupils particularly during rainy season. Schools in towns experience noise during class hours and it becomes a challenge for the managers to handle this.

Promotion of the school; Most schools do not have skills and find it quite difficult and expensive to carryout promotion activities. Some schools provide false information during their promotions. This misleads the parents.

Marketing research: It is expensive to conduct marketing research for the institutions and the skill of conducting marketing research lacks.

4.5 FUTURE PLANS IN MARKETING

All the private primary schools have future plans in marketing their schools. From the respondents they include; schools conducting awareness meetings in churches and in other public places including chief's barazas, schools improving their performance through

effective teaching, buying school van to reach more people, introducing computers and teaching foreign languages in school, use media, radios, newspapers, TVs etc. to reach more people, higher marketing experts to market the school, using banners and posters and changing the school location

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF THE MAJOR FINDINGS

The main objective of this study was to find out the marketing practices applied by private primary schools.

Other Objectives were to determine the factors considered in application of marketing practices and problems faced by private primary schools in marketing their institutions.

From the results findings;

Most private primary schools in Maragua District were established recently. One school was established each year between 1997 and 2000 and also year 2002. Four schools were established in each year, both in 2001 and 2004. Three schools were established in year 2003.

The private primary schools need to use variety of promotional elements depending on the target customers distance from school and also in relation to cost and returns of promotion. This includes magazines, newspapers, radio and posters.

The private primary schools are all operating under capacity with an implication for their need to enroll more pupils.

Most schools use limited element in promotion of the schools, limited mostly to written materials, speech and posters with rarely or never using audio visual, magazines, newspapers and radio.

Most schools are located where they are mainly in consideration of good transport or land availability.

Most schools offer diverse products/services apart from examinable subjects. This includes co-curricular activities and programmes like music, computer studies, journalism, agriculture, art and craft.

Physical evidence is highly considered in most schools though some are limited by funds.

Most schools use limited pricing practices mostly in relation to cost and parents ability to pay are used.

The private primary schools face variety of problems in their marketing strategies related to pupils performance, pricing, school location, promotion, marketing research and availability of funds resulting to their plans in marketing plans weakened.

5.2 RECOMMENDATIONS

In the view of the findings and conclusions of this study, the researcher made the following Recommendations:

Marketing of private primary schools need to be tactfully planned, budgeted implemented and evaluated. This requires professional marketer who can either be employed or hired.

The private primary schools need to use variety of promotional elements depending on the target customers distances from school and also in relation to cost and returns of promotion. This includes magazines, newspapers, radio and posters.

Variety of pricing practices should be applied other than just in relation to cost and especially in the competitive environment the schools are 93.8% of the respondents face competition.

Pricing practices to be applied includes penetration i.e. an entry price lower than what is believed to be the long term price. This suggests how profits but large market share and long term profitability.

Another practice is skimming. This involves identifying a segment that is price insensitive and charging the highest price the market can bear. This is very applicable where the school has achieved high standards in examination performance and facilities. The school can then target a wealth group in the society.

Pre-emptive practice is yet another practice designed to keep potential or existing competitors to exit the business operations. Most costs are passed on to buyers remaining with only a few costs to cover.

Other practices include, discount structures, terms of payment per annum and student target in terms of their ability to pay.

The private schools located away from all weather roads should put up boarding facilities to cater for pupils who would be in need of the school but cannot access especially in rainy season. Those not too interior from the main road may improve the roads and access the pupils far away by using a school bus.

Private primary schools should rate themselves with other private and public primary schools in end of term exams in all classes. This can be done by sitting for common examination either at zonal, divisional, district and national for standard 8 final exam K.C.P.E. The results will be reflected in the respective results newsletter which will market the school to the readers.

5.3 CONCLUSIONS AND RECOMMENDATIONS

From the Summary above, it was concluded that:

The private primary schools apply marketing practices including maintenance of service quality, pricing place (location), promotion, marketing research, physical evidence. However the magnitude of application varies from one practice to another and from one school to another.

The private primary schools consider variety of factors in application of marketing practices. Such include cost given preference. Others include skills of marketing, the reach of audience, competition and immediate societies' awareness.

Nevertheless marketing is done by manager, parents and teachers who lack the skills and competence in marketing hence a shortfall in marketing efforts.

Private primary schools face many problems in marketing their schools. This could be improved by employing or hiring a person with skills in marketing. Nevertheless the cost versus returns of marketing used should be considered.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

With respect to the finding of the study, the researcher made the following recommendation for further study:

A study may be carried out on the same topic to cover a broad area in other districts, for comparative purposes:

A study may be carried out on marketing practices applied in higher institutions of learning like private and public universities in Kenya.

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6 APPENDICES

APPENDIX I

JOHN M. WANYOIKE
P.O. BOX 14
SABASABA
TEL: 0724 – 246657

Date.....

THE MANAGER,
.....
.....
.....

Dear Sir/Madam,

REF: RESEARCH PROJECT

I am a student at Kenyatta University studying for Master Degree in Business Administration (Marketing option).

As a requirement of the course I am carrying out a research, survey of marketing practices in private primary schools (a case study of Maragua District).

I am kindly requesting your response to the enclosed questionnaire on the above topic. The information is entirely for education purposes and will strictly be treated with confidentiality.

Thanking you in advance, I remain,
Yours faithfully,

JOHN M. WANYOIKE
REG. D53/CE/10072/04

APPENDIX II

MANAGERS QUESTIONNAIRE

This research is aimed at a survey of marketing practices applied by private primary schools.

Kindly respond to the questions as honestly and accurately as possible. The information you give will be useful for the research and will be treated confidentially.

Please tick (✓) where appropriate.

SECTION A

BACKGROUND INFORMATION

1. Your gender Male []

Female []

2. Your age (in years)

20 – 29 []

30 – 39 []

40 – 49 []

50 and above []

3. Level of education

PhD []

Master []

Bachelor degree []

Diploma []

Others (specify)-----

SCHOOL BACKGROUND

1. Name of the school-----
2. Location----- Division-----
3. When was the school established-----
4. School total acreage-----
5. Type of the school

Boarding []

Day []

Day and boarding []

6. Please indicate the number of streams and total number of pupils per class

Class	No of streams	No. of pupils	Maximum No. of pupils the school can hold
1			
2			
3			
4			
5			
6			
7			
8			
Total			

7. How did the school fair in last years end of year examination?

Class	M.S.S	Position in district
1		
2		
3		
4		
5		
6		
7		
8		

SECTION B

(i) PROMOTION ELEMENTS UTILIZATION

1. a) Does your school utilize promotional activities?

Yes [] No []

b) If Yes who does the promotion?

.....

.....

.....

2. Among the following elements of promotion please tick appropriately the limit of application of promotion stated

	Most	Moderate	Rare	Never
Public Relations				
- News.....
- Speech.....
- Special events.....
- Written materials.....
- Public service activities.....
- Audio visual materials.....
Personal selling				
- Oral presentation to prospect or targeted audience.....
Direct marketing				
- Face to face.....
- Direct mailing.....
Advertising				
- Bill boards
- Posters.....
- Brochures
- Magazines and newspapers.....
- Novelties.....
- Cards.....
- Radio.....
- Television.....
- Directories.....
Sales promotion				
- Displays.....
- Shows.....

- Demonstrations.....	.....	.....	.....	.....
- School fee interference .....	.....	.....	.....	.....
- Parents days.....	.....	.....	.....	.....
- Open days.....	.....	.....	.....	.....
- Sports days .....	.....	.....	.....	.....

3. How do you rate the following promotion? Let 1 be the most used and 5 least used.

- Advertisement
- Personal selling
- Sales promotion
- Direct marketing
- Public relations

4. How do you rate the importance of these factors in selecting promotional mix?

	Very important	Fairly important	Not important
Cost
To reach audience
Availability of element
Skill of promotion
Others (specify)

5. Please indicate five problems you find in promotion efforts of your school.

1.
2.
3.
4.

5.

(ii) PRODUCT/SERVICE MARKETING PRACTICES

1. How many pupils do you have in your school?

2. How many teachers do you have in your school?

3. What is the qualification of your teaching staff?

Graduate

Diploma

P1

School leavers

Any others (please specify)

4. What are the criteria of recruiting your personnel?

Work experience

Professional qualification

Academic qualification

Any other (specify)

5. Does your school participate in co-curricular activities?

Yes

No

6. If so specify

7. What are the standards of the co-curricular activities in your school?

National

Provincial

District

Divisional

Zonal

School level

8. Apart from examinable subjects what other subjects or programmes does the school offer?

Specify

9. Does the performance and the programmes attract people to your school

Yes [] No []

10. If so state the magnitude of attraction

Very high []

High []

Medium []

Low []

11. Among the services offered please state the one which attracts customers most.

.....

(iii) PLACE

1. Where is your school located?

(Please tick the relevant) []

In town []

Interior []

Along the road []

In my farm []

2. What is the reason of locating it there?

Availability of land []

Easy transport []

Availability of customers []

Others (please specify)

.....

3. From where is your target customers? Tick the highest order

Sub-location [] Division [] National []

Location [] District []

4. What is the nature of your school?

Day []

Boarding []

Day & Boarding []

5. If day school how do your pupils reach school?

By foot []

Public transport []

School bus []

6. How would you rate the school in terms of the listed?

Item	Very good	Good	Below average
Building			
Fence			
Paths			
Field			
Flower beds			

(iv) PRICE

1. What is the range of your school fees?

Ksh. Above 0 – 3,000

Ksh. 3,000 – 5,000

Ksh. 5,000 – 7,000

Ksh. 7,000 – 9,000

Above Ksh. 9,000

2. How do you arrive at the fee structure?

In relation to other schools []

In relation to costs []

In relation to parents ability []

Others (please specify)

.....

3. Does your school face competition from other private schools?

Yes [] No []

If so state the magnitude

Very high []

High []

Medium []

Low []

None []

4. If so what activities have you carried out to counter the competition?

i)

- ii)
- iii)
- iv)
- v)

(v) GENERAL

1. In order of importance starting with 1 as most important and 6 least important rank how each of the following contribute in marketing your school.

Performance of pupils	[]	Promotion	[]
Facilities	[]	Marketing research	[]
Price	[]	Place (location)	[]

2. What challenges do you face in marketing your school based on the under listed variables?

- Pupils performance
- Price
- Location
- Promotion
- Marketing research
- Facilities

3. Do you have any future plan in marketing your school? Yes [] No []

4. What future plans do you have in marketing your school?

.....

.....

Thank you very much

APPENDIX III

STUDY WORK PLAN

Plan of activities	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Proposal development												
Data collection												
Data analysis												
Project writing and submission												

APPENDIX IV

RESEARCH BUDGET

ITEM	AMOUNT (KSH)
Travelling	4,500
Data processing	4,000
Stationery	2,000
Printing	3,500
Printing questionnaires	3,000
Research assistance	3,000
Binding	2,500
Photocopies	10,000
Contingencies	3,000
Total cost	35,500