



## A Study of Edu Marketing Strategies in Private Schools

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**Abstract:** The development of marketing strategies has opened up new opportunities in various sectors including education. In the context of private schools in India marketing is becoming increasingly important to improve and build an image of the school as well as position itself as one of the best schools in the vicinity.

The aim of this research is to explore effective improvement in handwriting and verbal communication among students and use this as a marketing strategy in retaining and attracting new admissions in the school. Data was collected through in-depth interviews with students of ages 3 years to 15 years. A total of 1151 students were interviewed along with school management, staff as well as a few parents / guardians in Bengaluru and Hyderabad region.

The results of this research show that an improvement or effort by the teaching and non-teaching staff to inculcate legible handwriting in all three languages i.e. English, Hindi and Kannaada (in Karnataka state) / Telegu (in Telangana state) along with daily verbal communication practice by reading various articles, newspaper, magazines, articles and speeches on life works of eminent personalities. Apart from this partnership with various organizations to chant shlokas and collaboration with education community has also proven in improving school's image.

The conclusion of this research is that using non-digital marketing techniques along with digital presence has proved to be a powerful tool in education management to increase the visibility and attractiveness of schools. By implementing effective and right strategies schools can achieve their marketing goals and strengthen their position in the education field. School management and staff needs to put a strong and continuous commitment to update and improve their teaching and marketing strategies to remain relevant in the ever-changing times.

**Keywords:** Attractiveness & Visibility, Brand positioning, Handwriting, Marketing strategy and Verbal communication

**Introduction:**



The aim of Marketing is to churn out money and that of education is to impart knowledge. It is like goddess of knowledge Saraswati while other embodies goddess Lakshmi; and these two are long considered worlds apart, where one exists the other will cease. Marketing and education are distinct fields with their own unique objectives and methodologies. Marketing is traditionally associated with business and commerce, concentrating on understanding and satisfying the needs of customer by its strategies through promotion and communication. On the other side we have education which is core to imparting knowledge through insights, promoting intellectual potential and evolving individuals to the challenges of professional world. Education in most private schools are moving closer to market like structure – in which schools compete for pupils leading to funding and parents choose schools. The issue of school choice has become much more significant in both understanding and determining students educational outcomes(essentially exam scores) (Hoxby, 2003). In todays developing landscapes these boundaries have begun to cascade giving rise to a convergence between marketing and education.

Most parents choose schools based on the outcomes of students in academics. So schools need to answer the ways by which they need to respond to various clasping programs to help parent choose wisely in this edu market place. Most schools apart from following guideline and given syllabus by the government, in improving the quality of education, schools also adopt many marketing strategies so that students and parents make it their preferred choice. Many innovative marketing practices make the school differentiated from the lot. For example, placing emphasis on technology or sports or cultural activities which consequently creates different school types and a real choice for parents.

### **Literature Review :**

The literature on marketing and education often highlights the traditional differences between these two areas of domain. Marketing is usually associated with promotions and selling of products and services while education is more on imparting of knowledge and the development or enhancement of skills. However scholars have always recognized the smearing goals and potential unity between these two fields.

Schultz and kitchen (2020) emphasise that marketing in educational context extends beyond promotional activities and encompasses the creation of value for students and stakeholders. They argue that educational institutions can adopt marketing principals to better understand the needs and preferences of students, enhance the quality of educational offerings, and cultivate positive relationships with various stakeholders. Similarly Kotler and Fox (2015) advocate for the application of marketing techniques to improve student satisfaction and engagement, as well as to strengthen the reputation and competitiveness of educational institutions.



The process involves conducting an extensive search of scholarly databases such as Google Scholar, Education journals, sagepub.com, IJert.com, www.scientificamerican.com, Researchgate journals, to explore applicable writings and studies. The terms used to search included marketing and education, marketing strategies by schools, handwriting and academic performance. Articles were selected based on the relevance of how schools chose different means to market what they had to offer and a gap was identified that handwriting and verbal communication were not used in marketing institutions. Though extensive studies are done on the affects, improvement and implication of handwriting on children in developing their motor and cognitive skills. Similarly on speech and verbal communication. It is also observed that enhancing academic performance is a norm to improve quality of education in schools.

The literature review revealed that marketing principals can be effectively applied within the educational contexts to enhance student learning outcomes and their involvement.

Marketing is considered to be holistic management process (Fosket, 2022) aimed at improving effectiveness through the satisfaction of parents needs and desires. Here Mr. Venkatesh(name changed) and Mr. Pradyumna (name changed) (from here on mentioned as management) run schools in Bengaluru and Hyderabad respectively. The pupils seek admission from age 3 onwards to age 15. The parents are from humble backgrounds usually holding BPL cards. The stakeholders desire quality education at low cost. They do not prefer to send their wards to Govt. Schools and want to explore private schools. And hence are exposed to marketing strategies of schools. The management here face the challenge to formulate no or low cost marketing strategies. Using digital marketing has its own limitations; one, the stakeholders are not much educated and second they do not have time and energy. Management had only one other help to use the teaching and non-teaching staff to retain, attract and position the school that meets the needs and wants of the customer.

### **Research Methodology :**

**Handwriting:** It is found that parents usually check the note books of their wards this gave rise to a low cost effective marketing strategy evolved to improve the handwriting of the students. For this an handwriting expert was hired to train the teachers and provide cursive writing books. Teachers were trained to asses and evaluate the handwriting. Teachers were provided the schedule as to the number of hours on weekly basis to be dedicated in improving handwriting. Evaluation was done in two steps. The Vice-Principal personally checked each and every notebooks for all subjects over and above the daily checks by teachers. Over a period of six to eight months significantly improved their handwriting.



**Verbal Communication:** School adopted public speaking on daily basis as per the schedule in table 1.1 in Appendix A. Public speaking was encouraged and all students were given opportunity to speak. Topics selected were based on their ability to deliver. Topics included articles, news, famous personalities, events, puzzles, general awareness and much more in all three languages. Apart from this partnership with various organizations to chant shlokas and collaboration with education community has also proven in improving school's image.

### Research design: descriptive research.

**Sampling design:** population : students of ages 3 years to 15 years. A total of 1151 students were interviewed along with school management, staff as well as a few parents / guardians in Bengaluru and Hyderabad region.

**Sample size :** 1151

**Sampling technique:** Non-probability sampling

**Data collection tools:** Primary Data was collected through in-depth interviews with students of ages 3 years to 15 years. A total of 1151 students were interviewed along with school management, staff as well as a few parents / guardians in Bengaluru and Hyderabad region.

Secondary data was gathered from books, journals and research articles on websites The process involved conducting an extensive search of scholarly databases such as Google Scholar, Education journals, sagepub.com, IJert.com, [www.scientificamerican.com](http://www.scientificamerican.com), ResearchGate journals, to explore applicable writings and studies. The terms used to search included marketing and education, marketing strategies by schools, handwriting and academic performance. Articles were selected based on the relevance of how schools chose different means to market what they had to offer and a gap was identified that handwriting and verbal communication were not used in marketing institutions.

Data Analysis Tools : percentage analysis, correlation & regression analysis.

### Table 1 Correlation

		Did you observe Improvement in handwriting	Will you <b>Not</b> continue in the school based on the improvement in handwriting?
Did you observe Improvement in handwriting	Correlation Coefficient	1.000	0.025
	Sig. (2-tailed)	.	0.761



	N	1151	1151
Will you continue in the school based on the improvement in handwriting?	Correlation Coefficient	0.025	1
	Sig. (2-tailed)	.0761	.
	N	1151	1151

*Table 2 Correlation*

		Did you observe Improvement in handwriting	will you <b>Not</b> recommend this school to others on observing an improvement in handwriting?
Did you observe Improvement in handwriting	Correlation Coefficient	1.000	0.023
	Sig. (2-tailed)	.	0.752
	N	1151	1151
will you <b>Not</b> recommend this school to others on observing an improvement in handwriting?	Correlation Coefficient	.023	1
	Sig. (2-tailed)	.0752	.
	N	1151	1151

*Table 3 correlation*

		Did you observe Improvement in Verbal Communication	Will you <b>Not</b> continue in the school based on the improvement in Verbal Communication?
Did you observe Improvement in Verbal Communication	Correlation Coefficient	1.000	0.034
	Sig. (2-tailed)	.	0.892



	N	1151	1151
Will you <b>Not</b> continue in the school based on the improvement in Verbal Communication?	Correlation Coefficient	0.034	1
	Sig. (2-tailed)	.0892	.
	N	1151	1151

**Table 4 correlation**

		Did you observe Improvement in Verbal Communication	will you <b>Not</b> recommend this school to others on observing an improvement in Verbal Communication?
Did you observe Improvement in Verbal Communication	Correlation Coefficient	1.000	0.032
	Sig. (2-tailed)	.	0.846
	N	1151	1151
will you <b>Not</b> recommend this school to others on observing an improvement in Verbal Communication?	Correlation Coefficient	.032	1
	Sig. (2-tailed)	.0846	.
	N	1151	1151

### Hypothesis:

For Primary Objective 1 the following hypothesis is used

**Ho:** There is no relationship between Will you continue in the school and the improvement in handwriting

**H1:** There is relationship between Will you continue in the school and the improvement in handwriting



For Primary Objective 2 the following hypothesis is used

**H<sub>0</sub>:** There is no relation between will you recommend this school to others and observing an improvement in handwriting

**H<sub>1</sub>:** There is relation between will you recommend this school to others and observing an improvement in handwriting

For Primary Objective 3 the following hypothesis is used

**H<sub>0</sub>:** There is no relationship between Will you continue in the school and the improvement in Verbal Communication

**H<sub>1</sub>:** There is relationship between Will you continue in the school and the improvement in Verbal Communication

For Primary Objective 4 the following hypothesis is used

**H<sub>0</sub>:** There is no relation between will you recommend this school to others and observing an improvement in Verbal Communication

**H<sub>1</sub>:** There is relation between will you recommend this school to others and observing an improvement in Verbal Communication

### **Interpretation:**

The significant value is 0.761 and 0.752 and which is greater than 0.05, there is no significance. We reject alternative Hypothesis (H<sub>1</sub>) and accept Null hypothesis (H<sub>0</sub>). There is no significance between improvement in handwriting and not continue in the school based on improvement in handwriting and also there is no significance between improvement in handwriting and Not recommending this school to others.

The significant value is 0.892 and 0.846 and which is greater than 0.05, there is no significance. We reject alternative Hypothesis (H<sub>1</sub>) and accept Null hypothesis (H<sub>0</sub>). There is no significance between improvement in h Verbal Communication and not continue in the school based on improvement in Verbal Communication and also there is no significance between improvement in Verbal communication and Not recommending this school to others.

**Outcome :** With the combined effort of these two major fields, parents and stake holders could see a sea change in their ward in writing and verbal communication. A in-depth interview was conducted with students, parents and staff regarding the experiment which concluded as shown the data in table1.2. the date suggests that there is greater improvement in younger children from a point where they could not speak to fluent public speaking with beautiful handwriting left parents awestruck. This lead to word of mouth publicity and a strong positioning of the school in the vicinity. After covid the school was facing a steady decline in the admissions of the students



at a rate of 15-20%. But after this there is an incline by seven and half percent. The conclusion of this research is that using non-digital marketing techniques along with digital presence has proved to be a powerful tool in education management to increase the visibility and attractiveness of schools. By implementing effective and right strategies schools can achieve their marketing goals and strengthen their position in the education field.

### Appendix A

Table 1.1

Weekly schedule					
	Week 1	Week 2	Week 3	Week 4	
Monday	10th	9th	8th	9th/10th	Daily practice to pre - Nursery, LKG, UKG
Tuesday	7th	6th	5th	6th	
Wednesday	1st	2nd	3rd	4th	
Thursday	8th	9th	10th	8th	
Friday	7th	6th	5th	5th/7th	
Saturday	1st	2nd	3rd	4th	



Table 1.2

Class	No. of students in both schools	Students who improved their handwriting	No. of students who participated in verbal communication	New Admissions
Pre-Nursery	54	51	52	59
LKG	136	132	131	142
UKG	142	140	140	156
1	126	119	126	131
2	96	82	95	103
3	54	46	54	61
4	50	38	50	56
5	56	40	55	64
6	57	34	53	61
7	54	24	50	62
8	86	46	80	89
9	78	26	72	81
10	62	10	50	64
Total	1051	788	1008	1129
Percentage increase in admissions 7.42150333%				

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