Primary to post-primary: Issues in school choice

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ABSTRACT

This thesis examines the process of choosing a secondary school. Through the use of online surveys, the opinions of parents and students are explored. Along with the views of parents and students, principals are surveyed in order to examine their thoughts on the promotion and marketing of secondary schools. How do principals define marketing? What do they promote and where? What do they believe parents and students look for in a school?

Parents and students were asked what they consider important factors to be in deciding on the school of choice, where information is sourced, and the perceived effectiveness of the information. The results of the principals' survey have been compared with the parents and students.

Principals tend to market aspects of their school that they believe that parents and students would look for. Although only one-third of surveyed principals have received specific training in marketing, principals are addressing common areas for both parents and students—the school curriculum, relationships between staff and pupils, and extra-curricular activities, with the latter being of more importance to students than to parents. School marketing activities are focused more on the perceived needs of the parent than the student, despite the study finding that the decision is a joint one in close to half of the participating families. Students are satisfied with the level of input they have into the decision-making process—they are not seeking to have more say.

The majority of parents reported that they are satisfied they have the information required to make an informed decision as to which secondary school would be best for their child. Both parents and students were generally satisfied with the information found in school prospectuses and obtained at school open days.

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CHAPTER 1: INTRODUCTION

"Well. That about wraps it up for school choice research."

The title of Stephen Gorard's 1999 article makes one think about the finality of any possible research topic. Is there more out there that can be examined? Are research participants exhausted? There can always be more to explore; whether it is the same research from a different perspective or something brand new and undiscovered. For the most, however, it will be to strive to add just that little bit more.

Background

School choice encompasses many different definitions. In the United States, for example, school choice often relates to education schemes and the privatisation of education, such as through educational vouchers. This study refers to school choice in terms of the process of choosing a school at a time of transition, aspects that are considered important in a secondary school and who makes the decision as to the school the student will attend.

Previous work undertaken by Munro (2003) found that in New Zealand there was very little empirical research on debates surrounding single-sex and co-education and why parents and students may select one type over the other. It was recommended that further research be undertaken to investigate school choice within the wider New Zealand context.

This study not only contributes to the research on the transitional period from primary to post-primary institutions by way of looking at what parents and students consider important, but also provides data with regard to how schools market themselves in order to attract potential students.

Previous work

This study investigates the period of transition from primary to post-primary (secondary) school. McGee, Ward, Gibbons & Harlow (2004) reviewed New Zealand and international literature on the transitional period from primary to post-primary schools focusing on social issues such as adjustment to the secondary school and the academic achievement of students. The aim of this study is to put attention on the process of choosing a secondary school, an issue identified by McGee et al. (2004). School choice "has become a common reform theme in recent years in several industrialized countries, and…growing research literature explores different facets of this issue" (Taylor & Woollard, 2003, p. 617). A number of issues surrounding the choice of secondary schools are examined, including: who makes the choice of school? How effective do parents and students consider sources of information to be? What do parents and students consider important aspects of a school (what do they look for in a school)? What do principals promote in their school? Where do principals market their schools?

Based on international literature, focus questions for this study included:

- Does the parent make the decision?

- Do students desire more input into which secondary school they attend?

- Are decisions are largely based on word-of-mouth (that is, informal information from family and friends)?

- Do principals of secondary schools address perceived needs when marketing rather than the direct needs of parents and/or students?

Methods

This study is a nationwide online quantitative survey undertaken in two distinct phases (during 2006). In Phase 1, all secondary school principals (n=465) across New Zealand were

invited to participate in a survey oriented specifically toward principals. This survey addresses issues to do with the marketing of schools and uses predominantly Likert-type questions. By participating in Phase I, principals consented to being contacted again within 12-months to distribute invitations to 10 per cent of their Year 7 or Year 9 cohort and their parents (Phase II).

In Phase II, parents and students were asked to complete a brief online survey that sought their views on the perceived importance of a range of aspects of schools that they considered when choosing a secondary school. Students in either Year 7 or Year 9 (11- or 13-year-olds) were asked to be randomly selected by the principal and the invitations distributed through the school. By including parent and student voices, this study is able to compare the importance of aspects within family units. As with many studies on school choice, the survey was carried out at a time when parents and students were able to reflect on the process of choosing a secondary school (approximately nine months after the process).

The basis of analysis will be formed from a complete triad—a response from the school principal, the student, and the parent. This allows for consistency in the responses, as the student will have a corresponding parent response, and these will correspond to a principal's response.

Due to the involvement of human participants, particularly with the involvement of minors, ethics approval was sought through the University of Otago Human Ethics Committee.

Aims

This study aims to provide a picture of how one intake of students (and their parents) in New Zealand, in one particular year, decided on the secondary school they attend. It will highlight the aspects of a school considered by parents and students to be important in the

decision-making process. Furthermore, it aims to provide a comparison of what schools are doing in terms of their marketing activities with what parents and students do, such as what do they look for and where do they obtain their information? It aims to provide data for three key groups in school choice: parents, students, and the oft forgotten group, school principals. Crucially, it will provide evidence to link the actions of secondary school marketing strategies with the end result of parents and students choosing a secondary school.

Although previous studies have focused on the principal's role in marketing and predominantly on the opinions of parents as two separate studies, the aim of this study is to combine the two, as well as to include the voice of the student.

Statement of suitability

This study is focused on the school choice field, particularly in the New Zealand context. Perhaps the largest factor making this unique is that secondary school principals have been asked about their notions of marketing and these responses are used in order to compare what parent and students look for with what schools are doing. The answers to the school marketing survey (Phase I) are pertinent to this study as decisions being made at the time of the survey are those affecting the participants in the second phase (parent and student surveys) in the following year. Furthermore, this study is a nationwide study and not restricted to a limited number of geographical areas.

Organisation

This study uses data collected from surveys to investigate (i) secondary school principals' views on marketing, what they promote and where, and their perceived effectiveness of their strategies, and (ii) parents' and students' views on school choice and

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what they perceive as important aspects in a school while they are undergoing the process of choosing a secondary school.

Chapter 2 provides further background to the study. It introduces the concept of the market and how educational marketing fits within this. It then looks broadly at choice in education and then focuses on parental and student choice. Chapter 3 introduces the methods used in the study. As opposed to being a methodology chapter, theories behind the use of surveys and quantitative methodologies are not explained. Chapter 4 presents the quantitative results from the three surveys, while Chapter 5 discusses the results, adding critical data to the area of school choice within the New Zealand context, and provides suggestions for areas of further research.

CHAPTER 2: LITERATURE REVIEW

The nature of schools has evolved in New Zealand. No longer do schools rely only upon their local catchment for enrolments; many are in competition with their neighbours to attract students. As a result of the introduction of competition, schools are increasingly finding the need to market themselves—not only to their traditional catchment area, but to students coming from further afield. One difficulty with education is that we all, as individuals, bring our own schooling experiences—positive and negative—and preconceived notions of what 'good' or 'bad' education/schooling is based upon these experiences.

This chapter will first introduce the concept of the market and its influence on education before examining educational marketing and the role of the principal in this activity. The notion of school choice, internationally and within a New Zealand context, will be discussed before briefly looking at aspects of decision-making. Finally, the roles of parents and students in making the decision (choice) will be examined, including what parents and students have been identified as seeking in their choice of a school and where they may find relevant information.

Markets, Education and Marketing

Traditionally schools were stand-alone institutions that focussed on providing a service to those in their local areas. Over time, this has changed and market forces and the marketisation of education have been introduced; but what is the market and how does it affect education?

Markets and Education

[Marketisation] is apparent in the growing role of private costs, in the increasing inequalities between the resources and status of education in different

institutions… It can be recognized also in the growing role of competition between institutions, and in the plethora of corporate activity, such as marketing, business plans… (Marginson, 1999, p. 230).

Similar critiques of state education systems in the United Kingdom (referring in particular to England, Wales and Scotland), United States, Australia and elsewhere in the 1970s/1980s have had a common claim that, "economic competitiveness was being threatened by the failures of schooling systems" (Adnett & Davies, 1999, p. 221) and therefore opening education up to the market, particularly through increased choice. An argument for market-based reforms in the United States was that public education had become a "near monopoly that was shielded from competition" (Guthrie & Walton, 2003, p. 275) and there were criticisms that public schools were unresponsive to a number of factors, such as parental concerns and bureaucratic inertia. The term 'quasi-market' was coined to describe "the type of market organisation produced by the reforms of successive recent British Governments" (Adnett & Davies, 1999, p. 224) and is halfway between exclusive state control of education and an open market (through such means as vouchers).

For optimal choice, consumers need to have a choice of schools and adequate information with which to make informed comparisons, acknowledging that schools by their very nature are all similar. Furthermore, consumers need to communicate their preferences to schools in a way that allows the schools to respond to their needs, although this is hindered by the state imposing various constraints, such as school capacity. Optimal choice is also supported when consumer preferences are consistent with social welfare. This is difficult to assess as the government dictates society's preferences, for example, the amount of schooling (Adnett & Davies, 1999).

The quasi-market described above enables social segregation and a reallocation of resources from disadvantaged schools, as schools are competing on both the quantity and *quality* of students. It has been referred to as a class strategy that serves to advantage those who are seen to have the requisite cultural capital (Ball et al., 1996; Reay, 1998). Although this may be the case in studies undertaken in the United Kingdom (England, Scotland, Wales), Cookson (1994) suggested that the same cannot be said for the United States. Cookson further noted that poorer communities might be the ones who fully embrace choice in the long term, despite this widely held belief of the advantaged benefitting most (see also Gorard & Fitz, 1998). Waslander and Thrupp (1995), reporting on New Zealand's Smithfield Project following dezoning of schools in the 1990s, also found that it was the Māori and Pacific Island communities who gained the most from the abolition of zoning policies. This is not to say that the advantaged groups did not benefit, as "those endowed with material and cultural capital will simply add to their existing advantage through choice policies" (Waslander & Thrupp, 1995, p. 21).

Market Forces

Market forces are significant in how schools are managed/operated (Gewirtz, Ball & Bowe, 1995; Robenstine, 2000). Within the education context, they stemmed from the conservative politics in the United States in the late 1970s and early 1980s (Foskett, 2003a) and the United Kingdom in the mid-1980s (Ball, 1991). Ball (1991) reported that the local management of state education, brought about by education legislation throughout the 1980s, resulted in "the elements of this market [being] choice, competition, diversity" (p. 61). Although market forces have been introduced, Sandler (2003) reminds us that schools have remained largely unchanged. Whilst furnishings and fashions change, "the overall design would seem quite the same [as in the 19th Century], with students receiving instruction from a

teacher standing in front of the classroom" (p. 282). From this, it is evident that only some aspects of the market can affect marketing.

Unlike many other countries, such as the United States, United Kingdom, Australia and New Zealand, which have decentralised their education systems in light of the more conservative policies in the 1980s, Israel still has a centralised education system. Although there are very few private schools, limited parental choice was introduced to Tel Aviv to "give all pupils in a community equal access to every public school" (Oplatka, 2002, p. 217); but unlike the quasi-markets that exist elsewhere (Ball, 1991; Woods, 2000), the Local Education Authorities (LEAs), and not the schools themselves, choose the students to ensure a fair representation of the population. Moves to market models in education represented a "policy shift of some magnitude" (Kenway, Bigum & Fitzclarence, 1993, p. 498). As Oplatka (2004a) observed, in order to survive, schools are not necessarily improving their core business (teaching methods/practices), rather they are assumed to "maintain their legitimate status as successful schools" (p. 149), thus more time and resources are being allocated to image-building (marketing) in schools failing competitively. The schools in Oplatka's (2002) study—located in the south of Tel Aviv—were considered to have a negative public image and therefore were not being chosen by families. Successful schools were popular.

The role or purpose of education is to "service the national and international market economy" (Kenway, Bigum & Fitzclarence, 1993, p. 498). The economic value, suggested Kenway et al., is far from new, having guided educational policy since the advent of state-funded secondary education. Linking further the marriage of education and economics, Chubb and Moe (1990) suggested that when schools have control over the recruitment and retaining of students, principals have the tools with which to become innovative, cost effective and competitive (see also Robenstine, 2000).

Although Chubb and Moe's sentiment is somewhat positive, other authors do not share the same feelings. Gibbs (2008, p. 269) cautioned that markets "can cause fragmentation within communities and adversely cause individuals to become more passive and less expressive, the antithesis of education". Grace (2005) also critiqued the writing of Chubb and Moe, who suggested that the United States should look to the United Kingdom as a model of market accountability, although the United States model of constitutional and democratic control, though complex, still has merit and should not be entirely dismissed.

External Factors

Education is considered important in part because of its economic consequence. The use of market forces to raise levels of education to enable competition in the global economy is an argument often raised, particularly in Organisation for Economic Cooperation and Development (OECD) membership countries in relation to key terms used in educational literature: 'marketization', 'statistics', 'school effectiveness' and 'school improvement' (Foskett, 2003b). What this does not consider is the notion that education markets are constrained by external factors, such as legislation (e.g., national curriculum), ethical constraints or directives from education departments/ministries (Oplatka & Hemsley-Brown, 2004). The role of the external factors is to provide a boundary within which educational institutions work. Grace (1995) questioned whether, as a result of such constraints, principals take the path of market accountability or the path of community accountability. For the most part, it is the path of market accountability followed, though there are some detractors that make changes based on expectations (Woods, 1993). Market forces have led to schools competing against each other on what is a restricted playing field with the guidance of external factors. A national curriculum means that points of difference between schools need to come from factors that can be controlled internally. External factors, by way of

government, provide funding to schools, whether public or private. The more successful a school is (through demand) the more funding it receives. This can be seen as a form of reward, where in-demand schools are able to cream-skim the better students and receive higher funding (Chakrabarti, 2013; Thrupp & Willmott, 2003), and less favourable schools struggle.

Holding Schools Accountable

Foskett (2003a, p. 177) suggested that, "it is schools that must produce raised achievement; to ensure that they do so, we must empower them and make them accountable through processes such as resource delegation, parental choice and the application of market forces". In clarifying the features of marketisation, Oplatka, Foskett and Hemsley-Brown (2002, p. 421) noted that it includes, "a customer-oriented attitude, uncertainty and ambiguity, an external relations focus, quality assurance and performance accountability, competition and market-leading management".

Doyle (1998) cited obstacles to enterprise culture within the welfare system via individual competition being the notion of the "collective good" (p. 184). For example, attitudes held by potential consumers that education is public and part of the collective good, or the professional culture of educators seeing education as also being for the collective good; whereas market principles are more individually-centred. Schools are in competition instead of cooperation. Market-based reforms and/or changes not rising to the level of reforms "have generally sought to increase inter-school competition" (Adnett & Davies, 2003, p. 393) rather than looking towards a more collaborative, cooperative educational environment with principals seeing these as dichotomously opposite policies, a sentiment expressed in the primary sector as well as the secondary sector (Loftus & Selley, 1999). "Oligopoly, competition amongst the few, is the dominant form of competition. Here, decision-making is

inter-dependent in that the expected behaviour of one school influences the behaviour of all the other local schools" (Adnett & Davies, 2003, p. 396).

Educational Marketing

Marketing is often perceived to be a negative activity; for example, being referred to as an act of selling one's soul. Harvey (1996) questioned whether the client-centred nature of marketing actually makes it more ethically acceptable in education than in other arenas. Articles concerning educational marketing have largely been written in the 1990s, a period defined by Oplatka and Hemsley-Brown (2004, p. 378) as, "an era of marketization in educational systems worldwide", and focused on events in the late 1980s and early 1990s. Prior to this, the 1980s in the United States saw an awakening of educational marketing, particularly in the secondary sector. Kotler and Fox (1985) highlighted that at this time many private schools were only beginning to see the benefits of marketing, while their public counterparts had not shown interest. There have, however, been criticisms of many such studies during this period of writing. Oplatka and Hemsley-Brown (2004) noted that studies have weaknesses in their methodologies in that there are no systematic observations (one notable exception is Ball, 1997, who uses observations of events and committee meetings) and studies have relied on interviews or self-report surveys, leading to biased and subjective results. Similarly, Gorard (1998) reported that the effect of the market on schools have been studied in the United Kingdom since the mid-1980s but cautions on their methodologies, being too small to generalise, and on the analyses used.

Defining Educational Marketing

Educational marketing can be broadly defined as the promotion of a school through the identification of strengths aligned to the needs of the community. Gorard (1999) links

school choice to marketing with five possible reasons for choosing a secondary school: academic, structural (geography), organisational, selective, and safety and welfare. Each of these reasons can be considered a positive attribute of the school, as well as a need of the community. To market effectively would require this alignment and appropriate promotion.

It should be acknowledged that providing a clear and commonly accepted definition is a problematic concept (Foskett, 1998). Kotler and Fox (1985, 1995) provided a managerialist definition of marketing:

> …the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target markets' needs and desires, and using effective pricing, communication and distribution to inform, motivate, and service the markets (1985, p. 7).

The aim of a successful marketing campaign is to achieve the institution's objectives (Marshall & Craig, 1998). These objectives include, but are not limited to, attracting more students to the school (Kotler & Fox, 1985). It should be noted that the objectives of educational marketing are not always easily identified, nor generalisable. Ball (1997) suggested that:

> … schools, school management, school cultures are not 'of a piece'. Schools are complex, contradictory, somewhat inconsistent organisations…assembled over time to form a bricolage of memories, commitments, routines bright ideas and policy effects (p. 317, see also Ball, 1998).

Marketing is not merely presenting the audience (customer) with a product. In the case of a school, the audience know that it is a school; they have experienced education before,

thus it is not a new concept. It is accepted that to be successful in marketing, there are four

key stages to work through (Oplatka, Foskett & Hemsley-Brown, 2002; Oplatka, 2004b;

Oplatka & Hemsley-Brown, 2004):

1. market research and analysis

2. formulating marketing plan and strategy

3. implementing marketing mix

4. evaluating processes.

Without a definition of marketing, the impact and result can be easily overlooked.

According to Oplatka, Foskett and Hemsley-Brown (2002, p. 427), principals and school staff

"do not hold a coherent marketing ideology, have little direct experience of marketing

practice, and do not employ a marketing research or strategy". Marketing is considered a

public relations activity, with an end result of attracting students (see also Oplatka, 2002;

2007). Incorporating the four stages, Davies and Ellison (1997) provided stages of marketing

and a summary of tasks required in table form, reproduced in Table 1 below.

Table 1: Stages of marketing a school (reproduced from Davies & Ellison, 1997)

Stages	Tasks
Market research	Finding out about the school's environment, its competitors and its potential clients including what they want or need from the school
Analysing a school's products and services	Analysing a school's strengths and weaknesses in terms of its products, such as the curriculum, and its services, such as the culture and the support offered
Defining and aligning wants and needs	The difficult task of aligning parental and pupil 'wants' with pupil 'needs' and the ability of the school to provide them, thus defining the product and service of the school
Promotional approaches	Analysing the methods of explaining and promoting the product and service
Deploying the marketing strategy	Carrying out the action plan for implementing the appropriate promotional approaches
Monitoring and evaluating: the product itself and the marketing process	Constantly monitoring and evaluating the quality of the educational product and service so that the reality matches the rhetoric of the marketing information
	Periodically determining whether the time, money and energy spent on marketing was used effectively

Market Research and Analysis

Educational marketing requires the identification of student and community needs and a commitment to providing a high-quality product (Harvey, 1996). Davies and Davies (2003) recommend that schools articulate their own value statement in order to reflect the needs of their community and to gain market share. To do this, schools need to undertake their own market surveys. However, many schools do not systematically do so. Oplatka and Hemsley-Brown (2004) suggested that most schools do not undertake formal surveys of parental attitudes, but instead rely on more informal approaches. In conducting formal surveys, Davies and Ellison (1997) recommended ensuring that responses are representative of the school community so that as many voices as possible are being heard and included in analysis of needs and wants. Another recommendation was to include a survey of staff so that the school has "a more honest view of the staff's perception than almost any other method because…[of] problems with anonymity" (p. 215). They further advocated three factors to be considered in market research:

i.   *School environment* – identifying trends, locally and nationally (economic, legislative, educational) as background to the school environment.

ii. *Nature of the market* – the demographics of the customers; there is no such thing as *the* customer, there are variations in many factors such as race, parental education and family income.

iii. *Nature of competition* – identifying competition and their market, image etc.

Ball, Bowe and Gewirtz (1994) noted that principals base their assumptions on what they believe parents are looking for and not necessarily what parents are actually looking for when selecting a school for their child(ren). A diagrammatical representation of the marketing-research process is illustrated in Figure 1 (Kotler & Fox, 1985). This outlines the

market research process, with the final stage showing how the results of market research can then be used in the formulation of an overall strategy.

| Research objectives and problem definition | → | Exploratory research | → | Formal survey and/or experimental research | → | Data analysis and report presentation |
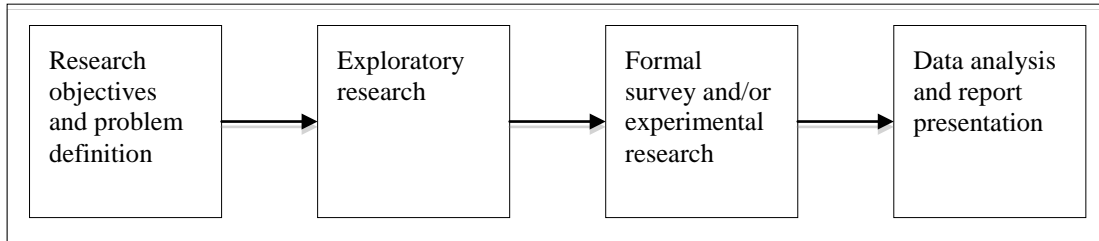
Figure 1: The marketing-research process (reproduced from Kotler & Fox, 1985, p. 56)

Formulating marketing plan and strategy

There is often a lack of systematic organisation with strategic planning, even when employing simple marketing strategies such as surveys. Gray (1991) considers marketing a philosophy that underpins the strategic plan. The strategic plan comprises of three key components:

i.   Development of an institutional plan (linked to the institution's mission);

ii. Development of thematic plans (for each section of the institutional plan, for example, the curriculum); and

iii. Production of a marketing plan.

Davies and Ellison (1998, p. 462) stated that, "planning is seen as desirable, necessary and (often, but mistakenly!) as a solution to poor management practice". They caution against the use of the term 'strategic planning', noting a difference between strategy and development planning. Strategic planning focuses on, "extrapolating patterns from the past and projecting forward several years to the future" (p. 462), which assumes that the marketplace is predictable; whereas traditional planning is more operational. Using an example of technology implementation in schools, Davies and Ellison question the validity of a longer-

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term strategic plan, suggesting instead a model of planning that factors in traditional

(operational) and strategic planning (see Figure 2). They believe that this model should not be

seen as hierarchical/sequential, as fluidity is required to cope with changes. Ideas then "flow

between the strands" (p. 466)
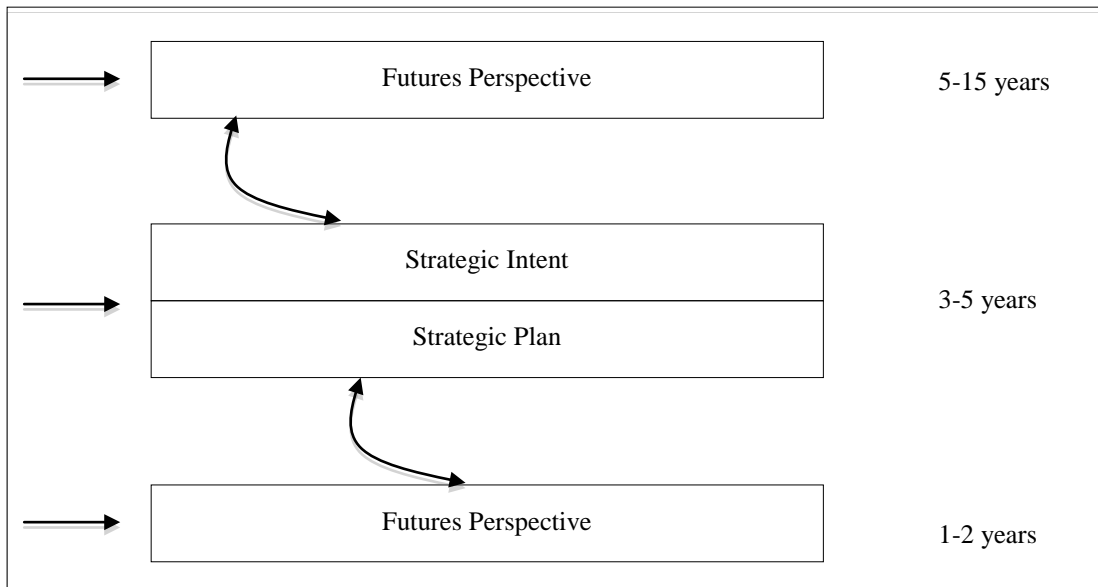
Figure 2: The reconceptualised model of school planning (reproduced from Davies & Davies, 1998, p. 466)

Principals in Oplatka's (2004b) study reported hearing of SWOT (strengths,

weaknesses, opportunities and threats) analysis but never employed it as a technique to assist

with planning their marketing. Increasing the awareness of planning is critical to the success

of a marketing campaign.

Implementing Marketing Mix

Kotler and Fox (1995) see marketing as being more than promotion or advertising.

Marketers need to be aware of, and understand, factors that influence decisions. Kotler and

Fox extended the notion of the marketing mix from four Ps (programs, price, place,

promotion) to that of seven Ps (including processes, physical facilities, people). The

marketing mix tends to focus more on competition and production and not on addressing the needs of customers (Gronroos, 1996, in Thrupp & Willmott, 2003). Extrapolating these Ps into educational terms, one could argue that the needs of the customer are being addressed: curriculum (programs), costs of uniform, fees, excursions (price), location (place), community involvement (promotion), explanation of selection and application process (processes), buildings/resources (physical facilities), and staff/students (people).

Evaluating Processes

To ascertain the effectiveness of marketing, Kotler and Fox (1985; 1995) noted five key attributes of the marketing orientation, "a consumer-oriented philosophy, an integrated marketing commitment, adequate marketing information, a strategic orientation and effective implementation" (1985, p. 381). As Kotler and Fox (1995, p. 465) stated, "most educational institutions focus attention on student numbers and budgets but many rarely take a long look at their accomplishments and problems. They wait for major problems to overtake them before considering how to alter their course". Thus effectiveness should not be solely judged on socially legitimated elements after the fact (Woods et al., 1998).

When evaluating the effectiveness of marketing, an "interesting approach is to audit the marketing activities from the viewpoint of the customer" (Davies & Ellison, 1997, p. 219). Kotler and Fox (1985; 1995) likewise advocated the use of an audit. A successful marketing audit is an examination of the school environment, objectives, strategies and activities culminating in a plan of action for the school and informing future planning (see also Oplatka, 2007): The audit is: comprehensive (all major marketing-related issues and not just problem areas); systematic (orderly sequence focusing on all factors impacting marketing); independent (inside or outside party with sufficient independence to write and submit an unbiased report); and periodic (not just when problems arise). Figure 3 illustrates the

marketing lifecycle, including the important link between evaluation and planning and strategy.
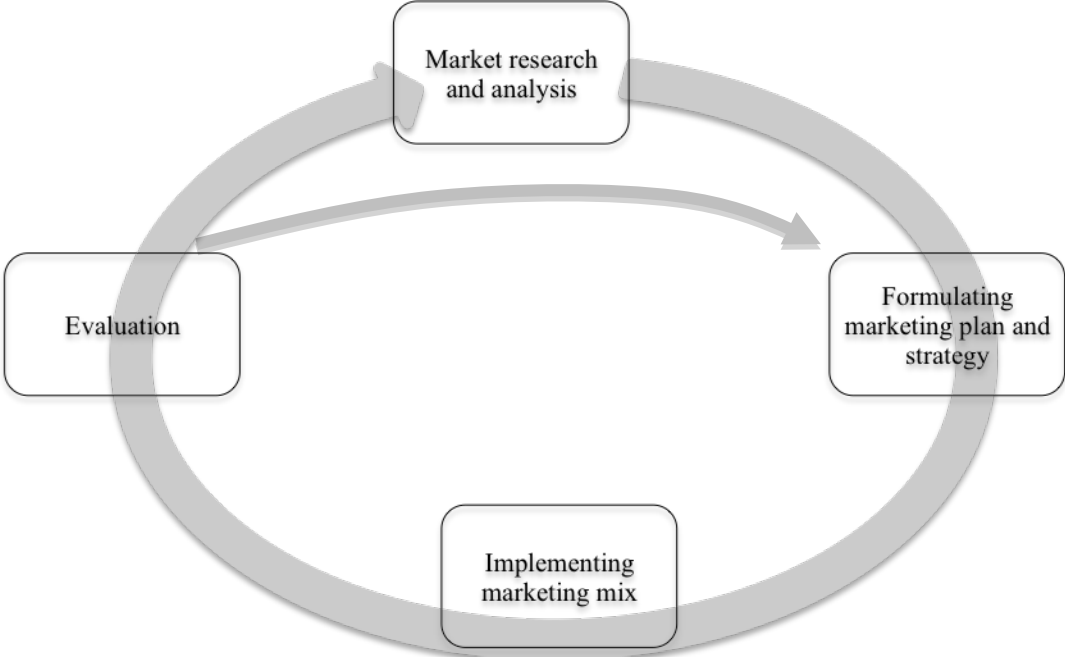
Figure 3: Marketing lifecycle (adapted from Oplatka 2007)

Internal and Relationship Marketing

Davies and Davies (2003) warn against the sole reliance on external markets, that is, prospective students and parents. They believed that the 'internal market' should not be overlooked when marketing and promoting a school. Thrupp and Willmott (2003) believed that the internal market is "required to gain the support of the non-marketing specialists within the organization" (p. 35), while Maguire, Ball and Macrae (2001) suggested that school management/leadership need to look not only to their external competitors and external markets, they should also attend to their internal (natural) market, including existing staff, students and parents. Table 2, reproduced from Davies and Davies (2003), identifies members of internal and external markets. The use of internal marketing, particularly the use of teaching staff, is also supported by others (Hartley, 1999; Oplatka, 2002). Maguire, Ball and Macrae (2001) suggested that school leaders should focus staff on meeting marketing

objectives so that staff, "recognize their role as 'stakeholders' in holding onto their students" (pp. 41-2). In acknowledging the influence and significance of word of mouth marketing, one principal in Oplatka's (2002) study reported advising teachers that a "hidden purpose" (p. 223) of teaching was to make students happy. While happy students may lead to good publicity, the principal also cautioned that, on its own as a strategy, it is largely insufficient.

Table 2: Market segmentation in the education sector (reproduced from Davies & Davies, 2003, p. 124)

Internal markets	External markets
• Governors	• Prospective pupils
• Staff (teaching and support staff)	• Prospective parents
• Regular visitors and helpers	• Prospective staff
• Current pupils	• Former pupils/parents/staff
• Current parents	• Other educational institutions
	• The local community
	• Local education authority
	• OFSTED
	• Teacher Training Agency/General Teaching Council
	• National groups/organizations

Loftus and Selley (1999), writing about a primary school experience, saw the need for marketing to be a collaborative effort, including both staff and existing students, in order to become a larger part of the community. Hartley (1999) noted the use of internal marketing was in parallel with policy changes in the United Kingdom in the late 1990s whereby there was a shift with the New Labour government moving the focus of education from structures (external) to internal relationships between principals and their staff.

Whilst internal marketing looks within the organisation, relationship marketing looks outside. Relationship marketing, in which small organisations (such as schools), emphasises the relationships and further build these based on trust and confidence. These external relationships between institutions and customers need to be genuine (Thrupp & Willmott, 2003). Genuine relationships (Thrupp & Willmott, 2003) have been the focus of schools'

approaches, without mentioning marketing (Foskett, 1998). Thrupp and Willmott, in arguing that markets and marketisation do not allow trust, noted that,

> the very rationale of quasi-marketization encourage non-genuine modes of human interaction: we want your children not because we value them as children but because we value them because of their monetary value and what they can offer us in terms of [United Kingdom] league table positions (p. 86)

They further noted that this is not to say that principals and teachers do not want what is best for children educationally; rather that existing legislation is out to "demote (to varying degrees) caring and educating" (p. 86).

Attitudes Towards Marketing

Optlatka and Hemsley-Brown (2004) identified three key attitudes towards marketing: (i) marketing is an indispensible organisational activity for competing schools, (ii) marketing is an activity viewed negatively in education, and (iii) that the need to market the school engenders major dilemmas for principals and staff.

Schools are different entities to many organisations marketing products. Gorard (1998, p. 6) noted that schools "do not provide typical consumer goods, since their quality is chiefly determined by the quality of their customers". Student performance can be considered the product of a school; however, student results are often dependent upon the students enrolled at the time—that is the quality (Kotler & Fox, 1985; 1995). Kotler and Fox (1995, p. 9) cautioned that schools "may get caught up in what [they have] to offer and miss the consumer's real concern" as they hold on to the traditional notions that the needs and wants of students never change.

Though it may seem in the educational quasi-market that parents have the right to choose, it can be the case that it is the marketer that chooses their consumers. This choice can "lead to too much demand on certain schools forcing them to have to ration places (Van Ristell, Quddus, Enoch, Wang & Hardy, 2013, p. 72); that is, schools may become selective (Gorard, 1998; Thrupp & Willmott, 2003) and thus parents (and students) become disenchanted with some schools and what and how they market.

An Indispensible Activity

Oplatka (2004b) noted that, "educational marketing is an indispensible managerial function without which the educational organization could not survive…it also needs to convey an effective image to parents and stakeholders" (p. 148). With marketing, the consumer becomes the centre of attention. Schools, in order to compete, should determine the needs and wants and deliver the outcomes more effectively and efficiently than their competition. Thus schools need to be responsive to the needs (and desires) of parents (Oplatka, Foskett & Hemsley-Brown, 2002), as increasing consumer satisfaction leads to promotion, especially through word-of-mouth.

A Negative Activity

As noted, marketing is reported as having a negative connotation with a number of principals and administrators, who often consider marketing as 'selling' (Foskett, 2003b; Gray, 1991; Kotler & Fox, 1985; Oplatka, 2004b; Oplatka & Hemsley-Brown, 2004). Kotler and Fox (1985) reported that 61 per cent of United States college administrators—of colleges facing declining rolls—viewed marketing as a combination of "*selling*, *advertising*, and *public relations*" (p. 6, emphasis in original). A further 28 per cent believed that it was only one of these activities. Expanding on these views, Oplatka and Hemsley-Brown noted that

teachers and principals considered selling to be advertising and public relations (as did Kotler & Fox's participants) and also promotional activities, glossy messages, poaching and persuasion.

Engendering Dilemmas

Dilemmas for principals are varied. Kotler and Fox (1985) suggested that one dilemma seen by educators is that people should want the education that the school offers. Ethical lines can sometimes be seen as being blurred, with one participant in Grace's (1995) study quoted as saying, "I'm not against marketing if you market the good things a school does… What I'm against is people who market things that aren't actually true" (p. 136).

Participants in other studies have shown concern with where funds are spent, seeing spending on teaching and learning activities as being more beneficial to education than spending on promotional materials (Optlatka & Hemsley-Brown, 2004). This latter point also reflects the blurring of lines in the role of the principal, emphasising the importance of the principal being able to juggle finances and the seemingly contradictory role of marketing being for profit-making businesses (Gorard, 1998; Kotler & Fox, 1985)

The Principal's Role

With the advent of market forces on education, how has the role of the secondary school principal changed? How do principals react to their changing roles within a changing school management? Principals, for better or for worse, are responsible for the survival of their school. Some principals have reported that there are role-incumbents within the school who are responsible for marketing (Oplatka & Hemsley-Brown, 2004), but for the most part it is still the domain of the principal. Robenstine (2000) identifies three areas in which principals are responsive:

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i.   to their consumers;

ii. for retaining or developing a competitive edge; and

iii. for school finances through the effective management of budgets.

Principals, particularly those less aware of their role, can run the risk of distancing themselves from teaching and their staff (Bowe & Ball, 1992). This does not imply that there is a precision in the orientation of principals, as lived experience individualises the principal. Grace (2000, p. 232) reported that, "headteachers in English schools have been powerful definers of the culture, organization and ethos of schooling", where the term reflected the principal's relationship with, "knowledge and the curriculum and with pupils, teachers and pedagogy" (p. 234). This has now shifted to indicate a more managerial role, including budgeting and forecasting, public relations and marketing, thus as Ball (1994) argues, a reconstruction of the education profession. Principals no longer only have to contend with issues related to educative or moral principles (leadership); they now juggle these along with marketing and managerial interests such as people, resources and power decisions (management) (see Grace, 1995; 2000).

Leadership or Management

With the decentralisation of school management in countries such as the United Kingdom, Australia, New Zealand (Foskett, 2003a) and the experiences of parental choice in Israel (Oplatka, 2002), principals have reported the expectation that they are to become marketers, incorporating marketing techniques and strategies into their leadership roles. Increasingly they have become responsible for the three Es: economy, efficiency and effectiveness (Foskett, 1998; 2003b). This would perhaps suggest a more managerial than

leadership function of the principal. Day (2003), in distinguishing between leadership and management, suggested that:

> leadership is essentially the process of building and maintaining a sense of vision, culture and interpersonal relationships, whereas management is the coordination, support and monitoring of organisational activities. To enact both roles successfully requires a careful balancing act (p. 191)

Similar to this concept, Robenstine (2000) distinguishes between 'principal-as-professional', where principals have a focus on collegiality, fairness and a public service ethos, and decision-making is considered 'equitable', 'fair', 'caring' and 'socially just'—and 'principal-as-manager', where principals are customer focused and driven by 'efficiency', which along with cost-effectiveness drives decision-making. Thus, the 'principal-as-professional' would be the leader; the 'principal-as-manager' would be the manager. The ideal world would see a balance of leadership and management along the lines of a continua as opposed to a dichotomy of either one or the other. Grace (2005) considered this a cultural transformation. The "combined effects of managerial and market culture upon the nature of educational leadership" (p. 208). All principals in Woods' (2000) study identified their role had become that of a professional manager (principal-as-manager), that is a 'public professional', "fulfilling the role of a dedicated manager" (p. 232), dealing with accountability and measurability of the school's performance in the marketplace. However, Woods noted that for all 14 participants, their role as a 'public professional' remains at the heart of the position; a balanced role. Being a good principal is as much about caring (for students, staff and community) as it is about the vision (what the school will look like in the future, being able to reflect and review what is being done and how to improve it) (Day, 2003; Robenstine, 2000). Grace (2005, p. 208) reported that in the United Kingdom, "school

leadership has moved historically from being the property of a dominant class to being the practice of a dominant leader. It has moved again…to being a shared enterprise with teachers and school governors".

Changes in culture and management lead to pressures driving principals' decisions. Gewirtz, Ball and Bowe (1995, pp. 91-92) suggested that:

what is required is a fundamental change in the philosophy of the organization of education (at the school level). Thus the changes required in the culture and management processes are much wider than purely financial.

One important change for principals is marketisation; leading to "more competitive environments for schools" (Oplatka, Foskett & Hemsley-Brown, 2002, p. 419). That is, with the quasi-market in the educational system (Foskett, 2003b; Maguire, Ball & Macrae, 2001) schools have become more accountable; needing to provide choosers of education with information and allowing competition, which enables a school to survive financially.

Many studies have been reported as revealing that most principals do not employ marketing research strategies or plans (Oplatka, 2007). Professional educators can be resistant to marketing due to concerns over professional autonomy and stature and misunderstandings regarding the goals of marketing (Marshall & Craig, 1998). Oplatka (2007, p. 210) suggested that the "concept of marketing was for most principals alien", though some principals see marketing as a form of professional growth (Oplatka, Foskett & Hemsley-Brown, 2002).

Positive reactions to marketing are not often common among principals, although the challenges associated with marketing may be a motivating factor for furthering their professional development (Oplatka, Foskett & Hemsley-Brown, 2002). This is perhaps not surprising given principals would consider themselves more as 'principal-as-professional' as opposed to 'principal-as-manager' (Robenstine, 2000). The focus on their professional

development and growth is an important aspect for principals as marketers. Unlike other professionals, educators come under "close public scrutiny and critical review" (Marshall & Craig, 1998, p. 62). In their Mississippi study of school superintendants, Marshall and Craig found that there was sensitivity to the addressing of their constituent public's needs, largely due to public scrutiny (and often critical perspectives of education), including recommendations on how best to 'improve' the school, using their own educational experiences as a basis.

As with studies from the United Kingdom and the United States (Gewirtz et al., 1995; Grace, 1995), Israeli principals identified marketing as negative but also acknowledged it as an indispensible tool (Oplatka, 2002). Oplatka's (2007) participants expressed discomfort with marketing, "minimizing the importance and place given to these functions in their role" (p. 216). On the one hand, marketing was not considered a part of education; on the other, an awareness of the importance of marketing in current climates is needed to survive the competitive environments schools face (Oplatka, 2002; 2007). One participant in Oplatka's (2002) study reported that they felt marketing was, "personally a very stressful word…connected to an impossible competition we have with more popular schools" (p. 221). Oplatka (2007) notes that principals, both in the United Kingdom and in Israel, consider marketing efforts as being, "virtually a characteristic of school management" (p. 210).

Nearly all participants in Oplatka's (2007) study claimed that though they saw themselves as a professional leader, they were responsible for all aspects of school life, including marketing and promotional activities. Principals believed leadership status was a factor—a marketing figure in its own right. That is, leadership style and physical appearance foster a positive climate, which in turn leads to engaging in marketing indirectly (Oplatka, 2007). Participants in Oplatka's (2007) study suggested that the presentation of the school was a major marketing-related task. The principal was not merely a 'gatekeeper' of

knowledge (Herbert, 2000), but could be considered the 'gate' of the school. In this role, they were a public relations agent presenting, "the school's vision, activities, and strengths" (p. 214)

Maguire, Ball and Macrae (2001) acknowledge that the language of the marketplace is gradually becoming the norm in the everyday language and practice of schools. Phrases such as 'improvement', 'new projects' and 'collaboration' are becoming more frequently used (Oplatka, 2007). Principals, regardless of their school's market position, will feel a need to create an 'image' for their consumers (Robenstine, 2000).

Beneficiaries

Who benefits from successful marketing and marketing strategies in the school? Although the use of commercial language has permeated education, it is a language that is becoming more commonplace; albeit at times, ambiguous. Harvey (1996) identified four key groups of stakeholders in the school marketplace:

Consumers: students are considered the consumers of education (Davies & Ellison, 1997; Harvey, 1996)

Customers: the persons making the choice (students, parents, joint). It has also been suggested that the funder of the child's education could be considered a customer (e.g., the Local Education Authorities in the United Kingdom) (Davies & Ellison, 1997)

Clients: parents are considered the 'prime clients' due to the minor status of students (Davies & Ellison, 1997; Harvey, 1996) and also being the dominant decision-maker.

Society: Davies and Ellison (1997) suggested that industry is a beneficiary of the skills and knowledge a child gains through their education.

Educational institutions have many customers (Kotler & Fox, 1995), including students, staff and administration; however, this term usually applies to students alone, though Harvey (1996) recommended that schools should market to existing students and parents as much as to prospective students and parents.

Educators may feel uneasy with this as it puts the staff-student relationship on a commercial footing. Kotler and Fox (1995) suggested that institutions should distinguish between the varying groups and their importance prior to considering their wants and needs and beginning a marketing campaign.

Marketing a School

Researchers acknowledge that marketing serves to inform the community on the aims and activities of the school (Herbert, 2001; Oplatka, 2002), as well as showing the school in the best possible light. Many facets enable the information to flow from the school to the wider community, including relationships with feeder schools (Oplatka, 2007). Along with fostering relationships with the school community, Foskett (2003b) identified three operational responsibilities:

i.   the delegation of accountability for the acquisition of resources, the management of their deployment and the outputs achieved in terms of student standards;

ii. competitive environments, both between schools and within them; and

iii. an increased emphasis on management focused on and beyond the school boundaries.

Foskett further noted that these responsibilities should be:

recognized as a project of cultural change, in which the 'demand' side of the

operational environment (government, parents, pupils and community) is

prioritized over the supply side (schools) in terms of their influence on

educational processes and outputs" (p. 131).

The head of sixth form in Maguire, Ball and Macrae's (2001) study is reported as

developing "a range of segmented targeting" (p. 39), along with the existing open days and

evenings. Rather than considering these additions to the open days and evenings as a selling

point for the school, he considered them to be a service to the community, that is, "serving the

interests of parents and their children rather than a financial imperative for the school" (p. 39).

The authors describe this view of his responsibilities as "edu-marketised" (p. 40). A school's

image is derived from past, present and future events/experiences and "depends on

recognition from the public" (Tai, Wang & Huang, 2007, p. 193), thus the image should be

built according to the community's cultures and values; the advantages and disadvantages of

the community. The importance of the community is not just as providers of customers for a

school; the school is there for the benefit of the community as it acts as a hub where large

numbers of the community gather for a number of reasons, including academic, sporting and

cultural.

There is uncertainty involved in school marketing, especially for principals. With the

advent of school choice in education, principals can now no longer rely on local students

attending their school. This leads to some principals facing uncertainty in their enrolment

numbers (Oplatka, Foskett & Hemsley-Brown, 2002). Some principals see non-media public

relations (open days, parent assemblies/meetings) as marketing, while others do not (Maguire

et al., 2001; Oplatka & Hemsley-Brown, 2004). Media exposure or publicity is considered

important:

It is largely evident that schools in many countries which adopted educational

marketing policies expended much effort to gain enhanced press coverage of

their activities in order to promote their image and recruit perspective students (Oplatka & Hemsley-Brown, 2004, p. 388).

Paid advertising is less commonly used, with the exception of brochures (often glossy and professionally produced), which are thought to be the most important and effective form of paid advertising and promotion. Oplatka (2002) noted principals have a tendency to adopt (or resist) proactive marketing depending on their market position. Schools with high enrolment tend not to be as proactive in their marketing as they do not necessarily see the need.

Oplatka, Foskett and Hemsley-Brown (2002) noted that factors involved in competition may include distance to competition, quality of school, entrance policies, and marketing strategies. Woods et al. (1998) noted that, despite being important factors for parents and students choosing a secondary school, personal, pastoral and social aspects are considered lesser features of good schooling, while socially legitimated elements (results, computing and science facilities) are greater features and therefore gain more focus in the image-building of a school.

With the introduction of schools to the market, schools are in a position where they focus not only on the educational outcomes of their students, but also being able to be competitive. The principal, as the leader of the school, is responsible for the school marketing, which, for many, is new and unchartered territory. Many principals rely on best guesses as to what their customers are seeking, without systematically analysing their wants and needs.

School Choice

This section will look at school choice, firstly at the broad concept of choice (what is choice and how is it made available) then examining the process of choice. Definitions of choice are proffered and examples of how school choice has been implemented in different countries are provided. The section will then look at the theory of decision-making before identifying the key choosers (parents, students, and schools). The final part of this section will look more in-depth at parents and students as choosers, in particular what they are looking for in a secondary school and where they source this information from.

Defining Choice

What is choice? David, Davies, Edwards, Reay and Standing (1997, p. 339) commented that:

Choice, as a model, involves various rational stages:

1. possibilities are identified and separated out as 'different' and distinctive from one another;

2. information is acquired about each different option, so that they can be evaluated one against another, and against previously held criteria; and

3. this rational appraisal leads to the selection of one option as the 'choice'.

It is important to look at the language used in David et al.'s definition. This definition of choice is closely aligned to the New Right's notion of individualism and individuals being 'rational' beings. For many families, David et al.'s (1997) model is apt as parents identify the school that they perceive best meets their (their child's) immediate needs, whether this is proximity or school type. Following this identification, parents seek to learn more about their selected schools using information to hand (website, prospectuses, word-of-mouth) and

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compare the schools against their own predetermined criteria. Finally, the school of choice is selected by the parents. This choice results in schools being labelled (albeit unintentionally) as better or worse (David et al., 1997).

What this does not consider are those rational individuals who do not have the knowledge (or power) to search for the information about the schools in their localities (point 2 above) and who base their choice on their own educational backgrounds. Matson (1993) further notes that choice is not a new concept and may include "unplanned strategies" such as "a family move or the selection of a private school education" (p. 2).

With the New Right agenda established in New Zealand politics from 1984, choice became a catch word in education. For example, from 1991 until 2000 school zoning was abolished allowing parents to choose whichever school they saw fit for their children. Advocates of choice would therefore argue that parents had the choice of schools for their children, rather than being limited to the schools that fall into their zone. It was during this period of choice for (most) parents that Novlan (1998) noted the waning involvement of parents. Parents who, in essence, had the most choice in schools were generally those who were themselves educated. The choice of schools comes down to quantitative factors, such as school achievement levels (School Certificate and Bursary examinations), and the decile ranking of the school. The decile ranking is assigned to aid the Ministry of Education with funding schools and is "based on the socioeconomic and ethnic characteristics of the students they attract" (Fiske & Ladd, 2000, p. 20). The higher the decile, the less funding the school gets. Often, single-sex schools are found in higher decile ranked localities. Fiske and Ladd highlighted research that illustrated "a distinct upward shift in enrolment with low-decile schools facing declining rolls and high-decile schools growing in size" (2000, p. 20), as parents seek out a perceived "attractive mix of students" (p. 20) in the higher decile schools.

Gordon (1993) coined this 'the spiral of decline' (see also Gorard, Taylor & Fitz, 2002). As a result of the increasing roll size of high-decile schools, self-imposed zoning is taking place through enrolment schemes, which limit the choice parents have. Levin (1996) argues that parents who are well educated and are financially comfortable will use their choice to the benefit of their children, while parents who less affluent will not. It is important to note here that Levin is writing in the context of the United State where single-sex schools are typically located in the private sector and are usually Catholic (Harker, 2000). Eley and Clark (n.d) state factors that influence parental choice are likely to be social, rather than educational. "Parents pick the kinds of school that they know best" (Eley & Clark, n.d, p. 5), and this is usually influenced by student characteristics, location, school facilities, religious preferences and ideologies.

Reay and Ball's 1998 paper presented findings of a study of school choice for 137 British working- or middle-class families who were in the process of choosing a secondary school for their child/children to attend. They noted that children, particularly those from middle-class families, were guided to their perceived best choice by their parents. Those from more working-class roots were given more autonomy in the choice process by their parents. This autonomy, or "the child's judgement" (Reay & Ball, 1998, p. 432), refers to an emphasis on locality of the school, and more importantly an emphasis on the child's friends and which school they may attend. According to Goldring and Hausman (1999), the reason for parental choice not only affects the student, but has an effect on schools (besides enrolment figures). As Goldring and Hausman suggested, an academic focus may lead to changes in teaching in learning, whereas a choice for convenience or because the child's friends attend, may not have such a significant impact on the school.

Vouchers as a Means of Choice

Educational vouchers have been described as "one of the intermediate steps in the privatisation of education" (Eley & Clark, n.d, p. 1). Eley and Clark (n.d) refer to Snook's 1995 definition of vouchers being "tuition certificates that are issued by the government and are redeemable at the school of the student's choice" (p. 1; Snook, 1988, p. 1). Hepburn provided a simple definition of vouchers as a type of funding "that follow[s] the student to the school of his parents' choice" (1999, p. 4). A private-funded equation of this would be the total education spending divided by the number of students in the system. Such a simple formula would be of concern to many schools that rely on a set income. A drop of student enrolments may have a long-lasting flow-on effect for the management and operation of the school.

> 'Education voucher' and 'voucher' are used to refer to educational funding, either public or private, that follow the student to the school of his parents' choice. In its simplest form, a voucher would be worth the total number of dollars dedicated to education divided by the total number of students in the school system (Hepburn, p. 4).

Although political propaganda refers to the voucher system, research offers many different types of the same thing (Eley & Clark, n.d; Snook, 1988; Prasch & Sheth, 2000). Snook (1988) briefly outlines a number of different voucher systems and cautions that there are "significant and highly relevant differences" (p. 1) between the New Zealand and United States education systems. The different systems Snook refers to include:

1. The unregulated market model, in which all vouchers are of equal value and schools charge at the market rates;

2. The unregulated compensatory model, in which vouchers are 'worth more'
    for the poor and school charge market rates;

3. The compensatory scholarship model, in which schools may charge whatever
    they wish, providing they also give scholarships to the poor;

4. The effort model: schools are graded in accordance with their expensiveness
    and parents are assisted on a sliding scale in terms of income;

5. The egalitarian model: the value of the voucher is identical for each child; no
    school is permitted to charge any more;

6. The achievement model: the value of the voucher depends on the academic
    progress of the child; and

7. Regulated compensatory model: schools may not charge above the voucher
    value but can earn extra income by taking disadvantaged students. (A variant
    would allow them to also charge fees for those able to pay) (1988, p. 1).

The value of the voucher would depend on the model, or voucher system that is in place. The differing systems place varying amounts on the value of the voucher. Public vouchers may be affected by a range of factors, not limited to the age of the student, school size, school achievement, student learning disabilities; whereas a private voucher may be a set percentage (Hepburn, 1999). A system of vouchers, argue Prasch and Sheth (2000), would force parents to thoroughly "evaluate schools by gathering information through informed networks and by comparing quantitative indicators such as average student performance on standardized tests" (p. 510). This could lead to schools exaggerating their achievements in such indicators (Prasch and Sheth, 2000).

The essence of vouchers is that "parents are given the choice to enrol their children in any school…—public or private…" (Prasch & Sheth, 2000, p. 509). The notion of such

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vouchers is not a new one. Snook (1988) attributed vouchers to Adam Smith in the 18th

Century, noting Smith's argument that parents were in the best position to determine how best

to educate their children. McKenzie (1997) furthers this by adding a comment from Smith

(1776) referring to teaching: "as in every profession, the execution of the greater part of those

who exercise it, is always in proportion to the necessity they are under of making that

exertion" (Smith, 1776/1930, p. 249 cited in McKenzie, 1997, p. 164).

Coulson (1996), however, suggests that the "debate over educational funding and

administration is an [older] one" (p. 1). He continued to expand on this through the use of an

example from ancient Rome, whereby it was documented that by leaving the appointment of

teaching staff to the parents, choices made in hiring would be scrutinised to ensure that a wise

appointment was made as it would be the money of the parents used to pay the educator.

Coulson further illustrates examples from different periods of history including ancient

Greece, reformation Germany, 17th Century England, and post-revolution France. Snook

(1988) continues to highlight his assumption of the original notion of vouchers being

attributed to Smith by stating that, 20 years after Smith, the notion again reared its head, this

time by Thomas Paine. A more contemporary notion of vouchers, however, has been

attributed to Friedman in the 1950s and 60s (Snook, 1988; Levin, 1996; McKenzie, 1997;

Hadderman, 2000; Carnoy, 2001). Friedman, an economist, used the idea of vouchers as a

way to give choice to families in terms of the education of their children. Educational

vouchers would "improve educational efficiency by placing a school in a competitive, free-

market position" (Hadderman, 2000, p. 1). Carnoy (2001) writes, "Friedman saw vouchers as

a way to break the 'monopoly' of the public sector over education, increase consumer choice,

and hence, promote economic well-being" (p. 42). Around a decade after Friedman first

advocated vouchers, Christopher Jencks, an academic, argued for a similar concept (Carnoy,

2001). Jencks believed that a voucher system would help to alleviate differences in the quality

of public schooling between "inner-city blacks and suburban whites" (Carnoy, 2001, p. 42) as this could not be resolved by the public system in place at the time.

Along with Friedman, there are a number of proponents of vouchers (Snook, 1988; Carnoy, 2001). Hadderman (2000) noted that the popularity of educational vouchers in the United States was "steadily growing" (p. 1). Citing 1998 and 1999 Phi Delta Kappa/Gallup Polls, Hadderman found that 60 per cent of parents of public school children in 1999 favoured a proposal that would see total/partial government paid tuition for their children to attend private or religious schools. This was an increase of 4 per cent from the 1998 poll. Respondents were divided in their opinions, however. Hadderman (2000) noted that support varied by key political party. Republicans were split and the Democrats favoured vouchers (albeit by a slim majority). Other key groups were in support of the introduction of vouchers, including African Americans, urban dwellers, and parents with low- or average-achieving students.

In New Zealand, key advocates of the introduction of a voucher scheme included former Minister of Finance, Ruth Richardson, on behalf of the National government (McKenzie, 1997) and, more strongly, Richard Prebble and his political party, the Association of Consumers and Tax payers (ACT) (McKenzie, 1997; New Zealand Labour Party, 1999), and the New Zealand Business Roundtable (Kerr, 1996).

Choice in the Global Market

Examples of how choice, through the use of vouchers, is available in Sweden, the United States, and New Zealand are briefly discussed. These examples show how the market has encroached into public education and highlight the importance of a successful marketing leader within a school.

Sweden

Sweden's state education system provided high quality education for Swedes. In citing research by the Organisation for Economic Cooperation and Development (OECD) in 1994 Patrinos (1999) noted that "the centralized system was flawed: citizens felt that it was monochrome and unresponsive" (p. 15). After the introduction of the voucher system in 1991 (Miron, 1996) the number of students enrolled in a private school increased by over 20 percent (from approximately 1 percent in the 1980's) (Patrinos, 1999). Lindblad and Lundahl (n.d) noted that the notion of decentralisation and deregulation of the education sector, achieved through open market policies and reforms such as the introduction of educational vouchers, directly contradicted the basic principle of the Swedish education system: that the population should have equitable access to education, irrespective of ethnicity and social background.

Although choice was advocated through the voucher scheme, bureaucracy limited full parental choice through a form of municipal zoning. Municipalities, writes Miron (1996), hinder the principles of choice in Swedish schools. The principle of proximity reigns. "[A] municipal school should provide places for all students in its catchment…area before providing places to others" (Miron, 1996, p. 78). However, if social issues, such as student harassment or bullying, intervene then another place can be found for a student. Miron claims that since municipal schools lost their monopoly they have gained greater autonomy leading to a more efficient system. Schools need to be conscious of their catchment area, including the needs of the families within, and be able to offer what is being sought.

United States

There are several publicly funded school choice programmes active in the United States (Patrinos, 1999). One of the most closely examined programmes is that of Milwaukee,

Wisconsin (see Eley & Clark, n.d; Kerr, 1996, Patrinos, 1999; Doerr, 1999; McEwan, 2000; Carnoy, 2001). Milwaukee, in 1990, became the first city in the United States to implement a 'school choice' programme (Patrinos, 1999). Overcrowding in public schools led to the decision to move to the voucher system (Doerr, 1999).

"The only attempt to assess directly the impact of vouchers on student achievement has been the Milwaukee Voucher experiment" (Levin, 1996, p. 4). The Milwaukee project differs from the Swedish reforms. "The Milwaukee Parental Choice Program awarded scholarships to a limited number of low-income students who wished to attend private, non-religious schools" (McEwan, 2000, p. 11). The number was limited to no more than one percent of Milwaukee Public School enrolment, and was raised to 1.5 percent in the fifth year (Levin, 1996). Low-income families were those who had incomes no more than 1.75 times the poverty line (Levin, 1996). Schools are not allowed to discriminate against students on the grounds of race, religion, gender, prior achievement, or past behaviour. School management may, however, refuse students with disabilities providing they do not have the facilities necessary for the student (Eley and Clark, n.d). Wisconsin law requires that private schools participating in privately- and public-funded school choice programmes accept students by lottery when classes become oversubscribed (Patrinos, 1999; Greene, 2000). Students who chose to attend the school, and who won places in the lotteries, were found to have made significant gains in math (one half of a standard deviation) and reading (one quarter of a standard deviation) after four years in the programme (Greene, 2000). Levin (1996) notes that the lower test scores of students who did not win places in the private schools, compared with those who participated in the voucher programme, are consistent with literature on school mobility, "in that students who persisted in the same school were superior to those who moved back to the Milwaukee Public Schools" (p. 4). Simplicio (1996) illustrated research

findings from the programme in Milwaukee that showed that parental choice was working, in particular for those parents who were themselves educated.

Findings such as Greene (2000), and those of Rouse (1998), add credence to the notion that school choice is academically positive for students who opt for private education using vouchers. Opting for private education over public is a sign that schools are not able to necessarily address the needs of their customers (albeit a partial result of the funding model for public schools).

New Zealand

The notion of vouchers in New Zealand has not become such a reality as it has in Sweden or some of the states in the United States. Former Minister of Education, Dr Lockwood Smith, introduced a scheme in 1995 as a trial for low-income students. The Targeted Individual Entitlement (TIE) scheme allowed a stratified random sample of low-income students to attend a private school using targeted vouchers (Patrinos, 1999). The TIE scheme was an attempt to show that educational vouchers could work for all, and that the gap between rich and poor could be closed. McKenzie (1997), in his article advocating the resistance of vouchers, writes "there is nothing to suggest that voucher entitlements will close the gap between rich and poor in the interests of social justice" (p. 173).

Novlan (1998) attributes the financial crisis that New Zealand faced in 1984 with the move to right-wing, or neo-liberal, ideologies that led to many reforms and changes in the mid-1980's onwards. "Based on the need for economic stability and the ideology of the 'New Right', the Labour government established [the Task Force to Review Educational administration] in 1987 to provide information to the government" (Novlan, 1998, p. 12). On October 1, 1989, the New Zealand education system began its reform (Novlan, 1998). Prior to

this devolution of responsibility (Novlan, 1998), "New Zealand had one of the most centralised and social democratic systems in the world" (Gordon, 1997, p. 65).

As stated previously, educational vouchers are "one of the intermediate steps in the privatisation of education" (Eley & Clark, n.d, p. 1). One argument in favour of the use of educational vouchers is that as parents are given the choice in the school their children attend, their involvement and support for the school will increase. The devolution of government responsibility, through the Tomorrow's Schools reform in 1989, can therefore be seen as the primary step towards privatisation. Although the notion of vouchers is to give choice to parents (Prasch & Sheth, 2000), Novlan (1998) noted that parental enthusiasm for school involvement was beginning to wane, referring in particular to the decrease of parental involvement in school Boards of Trustees. Currently, vouchers are not used in New Zealand.

From 1991 until 2000, school zoning was abolished. Advocates of choice argue that parents had the choice of schools for their children, rather than being limited to the schools that fall into their zone/catchment area. It was during this period of choice for (most) parents that Novlan (1998) noted the waning involvement of parents. Parents who, in essence, had the most choice in schools were generally those who were themselves educated. The choice of schools comes down to quantitative factors such as school achievement levels through School Certificate and Bursary examinations, and the decile ranking. The decile ranking is assigned to aid the Ministry of Education with funding schools. The higher the decile, the less funding the school gets. Gordon (1993, 1997) argues that the spiral of decline would continue with the introduction of vouchers, especially if there is an open market and more sought after schools continue to operate enrolment schemes. In New Zealand, the advocates of the introduction of vouchers tend to be right-wing parties and individuals (Eley & Clark, n.d). Couple the introduction of *Tomorrow's Schools* with bulk-funding and vouchers, and the New Zealand education system could soon become privatised.

There are many ways in which formal school choice schemes can be implemented, as seen by the global examples. This highlights theory around choice in education settings, but does not examine the reality of the process of choice for parents and students, which will be discussed further.

Decision-making

The theoretical work behind decision-making is very complex. There are a number of theories that cover almost every possible justification for a decision reached. This section will look at some of the theory behind decision-making in an educational context in order to provide background for parental and student choice.

Regenwetter, Grofman, Popova, Messner, Davis-Stober and Cavagnaro (2009) provided a framework explaining the decision sciences. They noted that the decision sciences are segregated: individual v social and normative (rational) v behavioural (descriptive). Figure 4 reproduces this framework. What is clear from the literature is that choices are not random. Choices are influenced by the individuals' personal preferences; for example, parents in the process of choosing a school for their child will be influenced by a range of factors such as their own familial background or the type of school that they attended. If their wishes or desires (as influenced) can be accommodated in an alternative, this will be preferred (see Chen & Risen, 2010). Chen and Risen (2010, p. 6) note that psychology "recognizes that choices reveal information about preferences". That is, there is an assumption made that the chosen alternative is the preferred alternative.
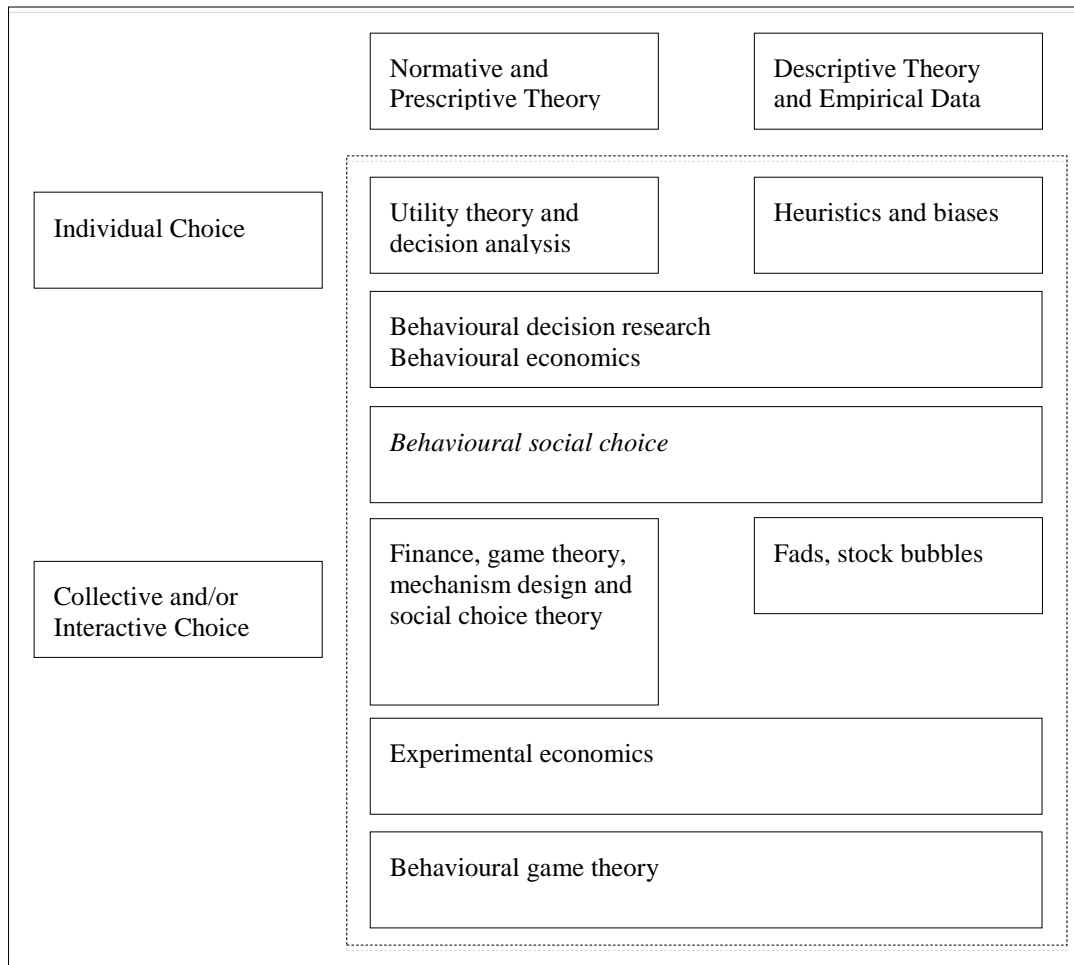
Figure 4: A unified framework to the decision sciences (reproduced from Regenwetter et al., 2009, p. 834)

Rational or Irrational?

While arguments for school choice have centred on allowing the rational being freedom of choice, is the decision-making process a rational one? Kahneman and Tversky (1983, p. 341) comment that, "making decisions is like speaking prose—people do it all the time, knowingly or unknowingly". This would suggest that there is less to do with rational thinking than coming naturally. Decision makers are often prone to treating their problems as being unique to themselves. According to Kahneman and Lovallo (1993), this makes us susceptible to two biases, (1) basing decisions on plans and scenarios of success, which is seen as an

overly optimistic view, and (2) observations of risky prospects neglect any possibility of pooling risks, therefore being overly timid.

Rational choice, according to Kahneman and Tversky (1983) is based upon two principles, (1) dominance (where two options, A and B, are equal in all but one respect the one with the advantage will be chosen) and (2) invariance (where the preference order should not depend on the manner in which the options are described). While rational choice, as described by Kahneman and Tversky seems a simple and acceptable notion, Frith and Singer's (2008) review highlights the role of social cognition in the decision-making process. Their review found that there is tension between reason and emotion. With this in mind, it is hard to accept the notion that it is a 'rational being' making the choice; the individual's emotions can often be at odds with the rationality of choice. According to Frith and Singer (p. 3880), "rational decisions are spoiled by emotional responses"; it is this "emotional response that makes people behave in an 'irrational' way". Schultz, Lévielle and Lepper (1999, p. 40) commented that, "people tend to rationalize the choices they make—increasing their evaluations of chosen alternatives and decreasing their evaluations of rejected alternatives". Further to Kahneman and Tversky's principles of rational choice, they introduced the framing effect; that is, how options are framed. Keys and Schwartz (2007, p. 164) noted that,

the circumstances under which the decision is made (e.g., the way the alternatives are presented) affects the way in which the consequences are experienced [and] determinants of a decision continue to exert their influence after the decision is made. In other words, the decision-making process leaks into the subsequent experience of the results of the decision.

The framing effect is an example of emotion and reason, where the same problem can be framed in different ways (see Frith & Singer, 2008; Kahneman & Tversky, 1983; Tversky

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& Kahneman, 1981). Thus, framing is an irrational decision and "deviations from rationality imply that the best descriptive theory of human behavior must be different from the normative theory" (Keys & Schwartz, 2007, p. 164).

Where rational thinking involves rules of statistics and logic, irrational thinking is linked to heuristics (Gigerenzer & Gaissmeier, 2011). Decision-making involves a combination of rational and irrational. Gigerenzer and Gaissmeier (2011, p. 454) noted that, "[a] heuristic is a strategy that ignores part of the information" allowing for quick thinking. Rational thinking involves "more complex methods" (p. 454). They suggest a less-is-more approach is taken whereby thoughts are influenced by experience (though experience is not always causal). Kahneman, Lovallo and Sibony (2011, p. 52) refer to intuitive (System One) thinking in which "impressions, associations, feelings and preparations for action flow effortlessly". A decision process may be rational but the decision itself is based on more than logic alone; it is based on experiences.

Stages of Decision-making

Halpern-Felsher (2009) suggested a normative model of decision-making based upon five processes, which clearly lay out a foundation for the process of making the decision:

i. Identification of options: for example, what schools are available to the family (either as a result of proximity or any fees).

ii. Identification of any consequences of options (risks & benefits): for example, if the school is further away from home, how much time will the student spend travelling to and from school; are there any perceived benefits, such as social connections.

iii. Evaluation of each option (desirability of options): this would include sourcing and assessing the information provided on each school; it may include informal discussions through family networks.

iv.   Assessment (probability or likelihood that the consequence will occur): if the student was accepted into school A, what impacts would this have on the family? Would there need to be changes made, such as moving commitments et cetera?

v.   Combination of all information and identification of the best option/choice: that is, making the final decision to apply for the school.

Narrowing this down to a specific example, Teske and Schneider (2001), writing about parents choosing schools, provided general stages that are assumed to follow when making choices or decisions. These stages include:

i.   Deciding on what parents want (based upon their preferences and values);

ii.   Deciding where to source information; and

iii.   Deciding, based on some of the information sourced, which option is best.

The authors further acknowledge that this is not rigid, for example, placement in schools is often subject to constraints (school subscription rates, location/travel) and sees parents either get or not get their choice. Similar to this acknowledgement, Galotti, Kozberg and Gustafson (2009) have used the phrase, 'phases of decision-making' (see Figure 5 for a graphical representation of their phases). This terminology "is used to convey the idea that there may or may not be a set order to the tasks, that the performance of one task can overlap with the performance of another, that some tasks can be skipped, and that tasks can be done in different orders" (p. 17).

Shevlin and Millar (2006) highlight that the theory of planned behaviour can be used to explain variability in information seeking/sourcing/gathering. Figure 6 illustrates how this theory is applied when gathering information, emphasising that there are various ways in which one searches for relevant information.

Although theoretical arguments for school choice have centred on allowing the rational being freedom of choice, is the process itself rational? It can be argued that dominance plays a major part in school choice where, for the most part, schools are equal but the one with an advantage will be the preferred option. The advantage may be an understanding or familiarity experienced by the chooser. This is referred to as recognition heuristic (Gigerenzer & Gaissmeier, 2011), again strengthening the argument that there is an element of behaviour or irrationality involved. Although the process may be structured in a logic, rational way, behaviour and experience play important roles in the outcome.
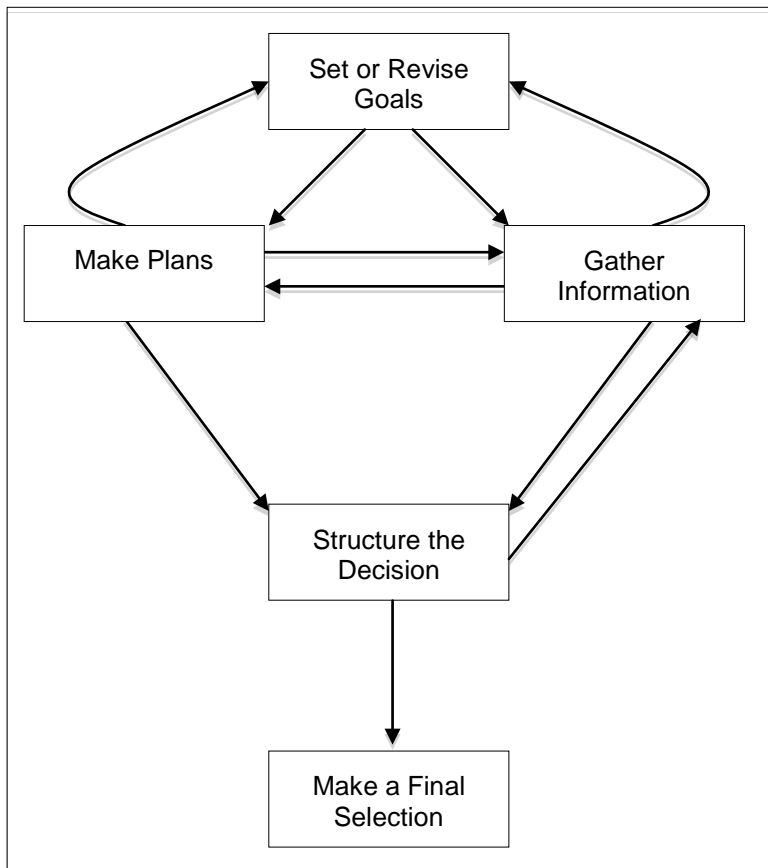
Figure 5: Phases of decision-making (reproduced from Galotti, Kozberg & Gustafson, 2009, p. 17)
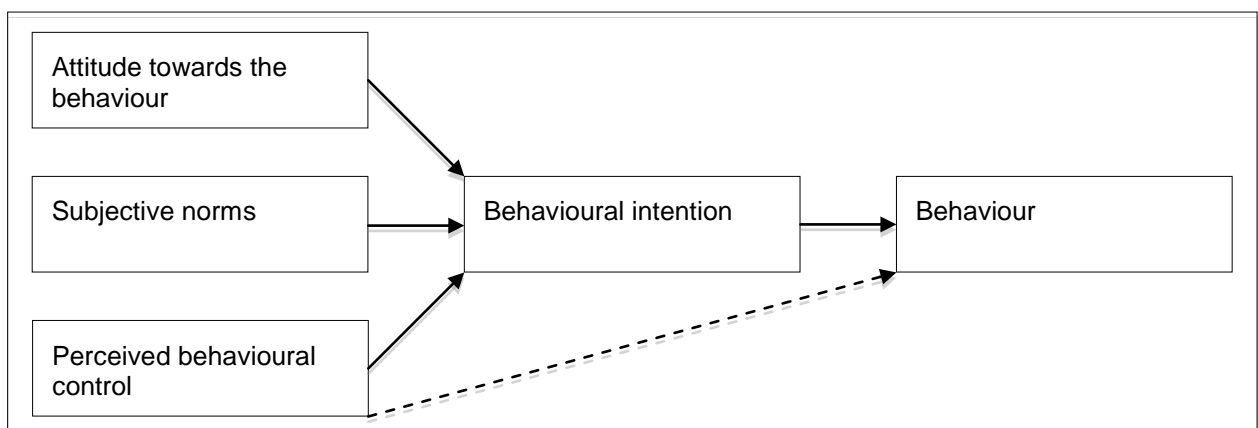
Figure 6: Conceptual model of the theory of planned behaviour (reproduced from Shevlin & Millar, 2006, p. 143)

The Process of Choosing

The process of choosing a school is one that includes many participants. This section will introduce the main choosers, including parents, students, and schools, before examining the process from the parent and student perspective. What is it they are looking for in a school and where would they source this information?

Who chooses?

In his 1994 survey of 32 parents in one school in the United Kingdom, Elliott found that 56 per cent of the decisions were made by the family unit (mother, father and child), 31 per cent were made by the parents (mother and father). Only six per cent reported the decision being made exclusively by the mother or the mother and child. No families reported that the child made the decision on their own. Though some children have been reported having some input into the decision-making processes, Reay and Ball (1998) suggested that, "behind a veneer of democratic decision-making, it was the parents, and predominantly the mothers, who were making the children's minds up" (p. 445). Thus, many middle class families rarely allow their children more than a tokenistic voice in the process of choosing a secondary school.

Using data collected in a longitudinal study of United States high school seniors and sophomores, Lilliard and Gerner (1999) found that students who came from stable home environments (where both biological parents lived with the children) were more likely to apply and be admitted to a university. Likewise, Dustmann's (2004) research in Germany argues that the education levels of parents affect the decisions being made for their children's secondary schooling. The process of choosing a secondary school in the German system differs significantly to other countries, with secondary schooling choice being made when the child is ten years old. The choice is made between one of three secondary tracks and although

changing between tracks is possible, Dustmann acknowledges it is not common. The three tracks are general school (apprenticeships), intermediate school (white collar apprenticeships) or high school (universities and further education). Parents who attended high schools and universities were more likely to choose the same pathway for their ten-year-olds, thus "education is a process that proceeds in stages, and early educational career decisions have a strong effect on the choices available at later stages" (p. 209).

Bastow, in his 1992 study of UK parents in one area, analysed the factors identified by parents in choosing a secondary school with the types of schools actually chosen. What he identified was that 59 per cent of parents' discriminatory power cannot be changed by schools, that is, the school type, religious connections or location in relation to the family home. Only 21 per cent of discriminatory power can be influenced by factors schools can change, such as facilities, reputation, staffing. As Jackson and Bisset (2005) note, "arguably, parents' need for skill and strategy when choosing schools is becoming ever more important in today's society" (p. 196). Collins and Snell (2000, p. 807) noted that the, "economic rationale underlying choice of school is that to maximise their utility parents seek a school which most closely matches their preference for what is 'good' in a school". If a parent values sporting facilities, they are more likely to choose the school with the better facilities—all else being equal. This would suggest that some parents are prepared to use choice as a trade-off.

Mothers

The role of the mother in a child's education is an important one; the mother is the first educator and has primary responsibility for the education of the child (David, Edwards, Hughes and Ribbens, 1993) and, as noted by (André-Bechely, 2005, p. 274), "it is almost always mothers who bear the responsibility for supporting the home-school relationship". This responsibility often includes choosing the school the child will attend. In their London-

based research with 70 families, David, West and Ribbens (1994) revealed that 46 per cent of mothers had the primary responsibility for choosing a school, while a further 20 per cent shared the responsibility with their partner and 11 per cent shared it with their partner and child. Much literature focuses on the mother shouldering the responsibility of choice (e.g. Ribbens, 1993), however, as David et al. (1994) note; this is often based on the earlier stages of the child's education.

Although the rhetoric of choice is familiar (David et al., 1997), that the individual has the freedom to choose, "all individuals are to some extend constrained from being entirely free to choose" (p. 398). The preferred choice may not always, therefore, be available to a mother. Factors identified as constraints to choice by David et al. (1997) include family constraints (such as single-parent families), cost constraints (such as costs involved with traveland uniforms) (Van Ristell et al., 2013), and social/moral constraints (such as concerns over racism presenting at schools).

Students

Students, in this context referred to as adolescents, go through different processes in making their choices. While much of the literature around student/adolescence decision-making refers to risky or high-risk choices (alcohol, sex) that have a future impact on the individual (Finken, 2009; Galotti, Kozberg & Gustafson, 2009; Halpern-Felsher, 2009), choosing a secondary school can be considered similarly risky in that the choice made will have an impact on the future of the student. This literature focuses on the typical adolescent; however, as with consumers, can there be such a thing as a typical adolescent (or the 'one' consumer)?

Galotti, Kozberg and Gustafson (2009, p. 17) note that adolescence is a time where key "consequential, life-framing decisions" are being made. These decisions include not only

educational and career, but also more personal ones, such as relationships. Although parents, particularly mothers, and families are considered an important source of advice in weighing up decisions (joint decision-making between parents and children has been identified as a predictor of higher achievement and lower misconduct (Rubin & Schoenefeld, 2009, citing Lamborn, Sanford & Steinberg, 1996); Finken (2009) reported that social networks were also important. Social networks included best friends, friends in similar positions, and romantic partners. "These consultants, whether formal or informal, shape the decisions that adolescents make" (Finken, 2009, p. 12). Finken further notes that, "while adolescence is often characterized as a time when children drift away from their parents' influence, the research is clear that adolescents still maintain strong ties to their families" (p. 12).

Adolescents are thought to show deficits in the ability to make decisions relative to adults (Galotti et al., 2009), particularly young adolescents who rely on friends (as they have not developed enough to know or have a wider network of experts). As adolescents grow, by mid-adolescence, "the basic cognitive components for competent decision-making seem to have developed" (Finken, 2009, p. 13). There are varying definitions of competent decision-making (Halpern-Felsher, 2009). Helpern-Felsher reminds us that the benchmark used for competence is an adult; thus a child or adolescent is unable to make a competent decision, as they are not an adult. Despite the acknowledgement that competence grows with age and many decisions affect their own lives, Rubin and Schoenefeld (2009, p. 7) noted that children are infrequently involved in influencing and/or making decisions; whether at home or at school, "surprisingly, neither educators nor parents seem to intentionally provide children with the opportunity to be involved in, exercise, and learn the self-leadership skills of individual and collective decision making".

Schools

Those individuals or groups deciding on admissions may also have choice; not just the parents. This is especially true in schools that are over-subscribed (Collins & Snell, 2000). Schools with large numbers of applications have the ability to choose from the applicant pool (Watson, 1997; Harker, 2000; Van Ristell et al., 2013). Harker believes that the single-sex schools' academic achievements (when they do achieve higher than coeducational schools) are a result of their selection processes, which allow them to select students with a higher prior achievement level. Griggs (1985) pointed to private schools being both academically and socially selective. Academically selective in terms of entrance examinations and high expectations of students, as Harker observed; socially selective in terms of admission rules, where children of teachers or with an existing connection to the school (such as a sibling or parent) were moved up the list as "favoured 'failures'" (p. 36). These schools, "often cited to exemplify the bracing effects of a market orientation, have normally used their market appeal to become more selective" (Edwards & Whitty, 1992). Bernal (2005) notes that subsidised private schools are in a position where they do not need to attract students, but need to select students.

Parental Choice

When focussing on school choice, the emphasis is often upon parental choice. An assumption is made that it is the parents who are making the decision as to which school their children will attend (Adler et al., 1989; Gewirtz et al., 1995; Hunter, 1991; Thomas & Dennison, 1991; West & Varlaam, 1991). Many studies are of a retrospective nature; they focus on parents of students who have already gone through the process and are reflecting on their experiences (see Bagley, Woods & Glatter, 2001; Bradley, 1996; Hunter, 1991; Watson, 1997). There are few studies that address factors associated with choice prior to students'

attending secondary school (see Ball, Bowe & Gewirtz, 1994; Bastow, 1992; Martin, 1993; West & Varlaam, 1991). Despite these studies into school choice, in particular parental choice, "very little is known still about what actually happens in parents' everyday worlds as they choose schools 'on the ground'…and how they negotiate the school choice processes…" (André-Bechely, 2005, p. 268).

Bagley, Woods and Glatter (2001) note that a difference between the three geographical areas in their study "reflects the fact that the school choice process is highly localised and complex" (p. 313). Ball, Bowe and Gewirtz (1994) noted that a key premise of their study was that "education markets are essentially localised" (p. 16) with some similarities. For the most part they differ, with their own dynamic structures and histories. According to Goldring and Hausman in their study of different groups of parents in one US urban school district (1999, p. 472),

> If parents are choosing for academic reasons, then choice may provide the
> impetus for changes in teaching and learning. If, on the other hand, parents are
> choosing because of convenience/proximity, it is unlikely that choice will be a
> driving force for school improvement.

Positive and Negative Choice

West and Varlaam (1991) found that, at the time of their study, 85 per cent of parents had chosen the school they preferred their children to attend. Nearly half of the parents (51 per cent) had opted for a coeducational environment, with a similar number of parents reporting that their children also wanted the coeducational environment. Positive choices are more likely to be exercised by middle-class parents. This may explain why, despite being identified, proximity to school does not always make the top three factors in choosing a secondary school. Elliott (1984) suggests that working-class families may assume proximity.

Bagley, Woods and Glatter (2001), in their interviews with 109 British families between 1993 and 1996, looked further at negative choice, or the idea of parents rejecting certain schools rather than the notion of active or positive choice (reasons why a school *has* been chosen). While the notion of positive choice has been the primary focus of studies, negative attributes are not completely omitted from research. Three-quarters of the parents in West and Varlaam's (1991) study reported that there were certain schools they did not want their children attending, with school's reputation (bad), students' behaviour, bullying/gangs/violence and poor discipline being cited as the main reasons for this (see also David et al., 1994). As with West and Varlaam (1991), Bagley et al. (2001) also reported that three-quarters of parents identified schools they did not want their children attending. In their study, Bagley et al. looked at three geographical areas of the United Kingdom, given the fictional names of Marshampton, Northern Heights and East Greenvale. Eighty-one, 84 and 54 per cent of parents in the respective locations identified schools they would not send their children to. Over 51 per cent identified distance/transport as being the biggest justification in the rejection of a school, followed by pupils at the school (29 per cent) and the school environment (21 per cent). The authors caution that rejection factors do not equate to a checklist that can be used to minimise rejection of schools.

Martin (1993) reported that one family in his study had considered factors such as the school environment and proximity for their son and, despite one school not meeting all their requirements, still applied for it. Negative choice in this instance was overridden by fear of not getting into the 'better' school. Some parents, in doing this, ran the risk of being rejected by their first school (often the perceived better school) and the second school. The risk of rejection from the second school stemmed from a concern that the school may reject their application based on the parents putting it down as the second, not first, choice.

Class Factors

The social and cultural capital in the students' family background plays an important role in the type of secondary school that the student will attend. "Secondary school students from middle-class backgrounds are somewhat more likely than those from working-class backgrounds to hold and maintain the dispositions associated with success at school" (Nash, 1999, p. 268). Schneider and Buckley (2002, p. 134) suggest that, "the tendency to make ill-informed choices is stronger among low-income families", who do not necessarily have the same advantages or access to these advantages. It is the middle-class parents in particular who are bringing their social and cultural advantages to exploit the market. Ball, Bowe and Gewirtz (1994) suggest that the education market is more geared towards the middle-class consumption values and modes; having the knowledge, skills and contacts to decode complex, deregulated systems of choice. Although middle-class parents have this advantage, working-class parents are more likely to prefer the local school, having limited knowledge of other schools. It is not because education is not a priority, but because of family demands and limitations. According to Reay and Ball (1998, p. 439),

> [c]hoice is socially embedded for both middle- and working-class families but in different ways…for the middle-classes it is embedded in their strategies of social reproduction, for the working classes on the limits of 'necessity'.

Parents want their children to have a good education; "this is not a matter of cultural deficit but rather pragmatic accommodation" (Ball et al., 1994, p. 20). Through their interviews, Ball et al. identified strategies including making a good impression on the head teacher at the open evenings; requesting private meetings with the head teacher; and knowing how to lodge appeals after placements. Those working within the system, such as teachers, are seen to have the 'right sort' of cultural capital. In a 1995 study in the United States, Doyle

found that a large number of teachers employed in the public systems chose to send their children to private schools, utilising their cultural capital. Those without the right sort of capital include foreigners, who have their cultural capital in the wrong currency (Ball et al., 1994). Other parents may find that navigating the school choice process requires some deception on their part. André-Bechely (2005) reported examples of where mothers were required to jump hurdles to get their children into schools that they considered best for their children. Each of the three mothers discussed strategies they employed to be seen as a 'fit' for the school. One mother gave a false residential address, including paying a friend's neighbour to lie if asked by the school and doctoring addresses on letters for the school; another signed a 'region permit', a contract stating that her son would adhere to certain rules/conditions, such as be well-behaved; whilst the third mother identified with a minority ethnicity (Native American), which had to be proved. As indicated by Ball et al. (1994), the third mother in André-Bechely's study was able to utilise her middle-class status by taking time off work in order to do the necessary research into her husband's ethnic heritage.

Ball et al. (1994, p. 13), in referring to the market forces, claim that self-interest drives the markets,

> the self-interest of the consumer, the parent choosing a school that will provide maximum advantage to their child, and the self-interest of the producer, the school…, in making policy decisions that are based upon ensuring that their institution thrives, or at least survives, in the market place.

Particularly in urban areas where there is competition, rivalry becomes a key element of relationships between schools, especially where schools have capacity for students. Where there is high demand for schools with little to no capacity for places the competition becomes between parents—leading to parental choice. Ball et al. (1994) caution that "[n]ot all parents

are able or willing to avail themselves of the possibilities of or cope with the complexities of choice" (p. 15). For example, in some geographical areas there is no real possibility of choice for parents (see Bagley et al., 2001).

What Do Parents Look For?

Bagley et al. (2001) suggest that "parental school choice criteria tend to reflect a balance between *instrumental-academic* and *intrinsic-personal/social* value perspectives, rather than the academic being valued as the sole or supreme measure of schooling" (p. 321, emphasis in original). Many parents do not choose schools based on the quality of education provided; rather they look towards social and convenience factors (Schneider & Buckley, 2002). "While the academic may not be "the sole or supreme measure" when choosing a secondary school, Elliott (1984) does not down play its importance. "It may well be that parents' value-priorities change as their children move up the secondary school age-range" (p. 42), acknowledging the importance of the academic examinations in later years. This may, in part, explain the contrast with studies that say the academic nature of schools should be rated highly (Allen & Burgess, 2013). Schneider and Buckley (2002) reported that in survey or interview studies, parents consider academic factors to be desirable in a school, however, in their study of parents' use of a website, 30 per cent of parents researched the student body and a further one-quarter looked at the location of the school. This did raise a concern with the authors that a focus on student demographic or social factors may lead to segregation (rich v poor, black v white) and therefore social disadvantages. In the UK this segregation could lead to a risk of smaller, less popular (and unprofitable) schools being closed (Collins & Snell, 2000).

Three families in Watson's (1997) New Zealand study, each with a daughter preparing for secondary school, were interviewed regarding the choice of school for their daughters.

Each family had chosen the same single-sex school for their daughter; however, parental justifications for the choice differed, with one family choosing a girls' school for the character, another placing value on the curriculum offered at the school, and the third wanting their daughter to achieve academically. Hunter (1991) notes that parental comments suggested many parents were "choosing schools which appeared to offer similar experiences to their own…" (p. 40). In using the work of David, West and Ribbens (1994), Watson illustrates the difference found in parental choice for their children. Parents of girls looked for "the single-sex character of the school…whereas for boys, [parents are more inclined to look for] facilities and discipline…" (Watson, 1997, p. 374).

Proximity

The proximity to a secondary school plays an important and ever-present part in the decision-making process for many families (Parsons, Chalkley & Jones, 2000). Bagley et al. (2001) found that proximity, or lack thereof, was the most important factor for families. Just over half of the participants (51 per cent overall) identified this as a factor. Nearly all families in one of the three locations (East Greenvale, 92 per cent) identified proximity as a major factor. This is attributed to the geographic location of East Greenvale, a semi-rural area. Despite the remaining areas being more urban, proximity was still ranked most important. Parents in the urban areas, as with the parents in Ball et al. (1994), were concerned with the journeys, particularly in the cold, winter months, "in addition to cost and convenience" (p. 317). In the two 1991 studies by West and Varlaam and Hunter, proximity was ranked fifth (42 per cent) and second (42.3 per cent), respectively, by parents during spontaneous discussions. A large number of participants (64 per cent) in Collins and Snell's (2000) study, when asked to identify factors from a list of ten, identified proximity, or the school being 'easy to get to'. Although Elliott (1984) identified that proximity to home was important to

some parents (12.5 per cent, ranked seventh), he acknowledged that most respondents were likely to be middle-class, suggesting that, "working-class parents tended to accept the advice of the primary heads and send their children to the nearest school" (p. 41). Ball, Bowe and Gewirtz (1994) support this suggestion believing that working-class parents want easily accessible schools; schools that do not involve long and dangerous journeys; a school where friends', neighbours' and relatives' children go; a school that is part of their social community.

Child's preference

In their Edinburgh & Dundee study, Petch (1989, cited in West et al., 1991) concluded that the main factors in choosing a school for their child parents identified where their child would be happiest and the child's own preference as two of the most important. Similarly, Glatter et al. (1995) identified the child's preference as a significant factor in the choice process. Bradley (1996) found that, of a list of 30 factors, parents identified as the most important factors 'child's preference' (53 per cent) and 'child is happier there' (49 per cent). West and Varlaam (1991) reported that in their study, 71 per cent of parents spontaneously mentioned their child's preference being an influencing factor in choosing. While this was ranked as first, when participants were prompted (by the researchers) it dropped to third ranking (with 93 per cent). Nearly two-fifths of Elliott's (1984) respondents identified their child's wish as being an important factor (ranked second), similarly, 38 per cent of parents in West et al.'s (1991) study deemed 'our child wanted to go to the school' to be very important.

Balanced education

A balanced, all-round education was identified by half of the parents in Elliott's (1984) study as being important in their decision-making process (ranked first most important

factor). Extending the notion of a balanced education, a further 28 per cent indicated that a school should have a curriculum that caters for a child's personal/social and academic levels (ranked third).

Single-sex/coeducation

Watson (1997) believes that single-sex education, "constitutes a focal point around which issues of gender, choice and educational decision-making coalesce" (p. 371). Over two-fifths (43.6 per cent) of parents in Bastow's (1992) study reported that the single-sex or coeducation nature of the school played a large factor in the school chosen for their child. In their 2005 study, Jackson and Bisset reported that 45 per cent of parents identified single-sex education as a reason for their choice of school. For the majority; however, this was not an important factor. It should be noted that the single-sex/coeducation nature of a school was not an overriding factor (see also West & Varlaam, 1991). The reputation of the school was identified as the most important factor in decision-making.

Jackson and Bisset (2005) further report that over half of the parents of girls (54 per cent) and nearly two-fifths of boys (37 per cent) identified a single-sex education as being an influencing factor, living up to the reputation that the single-sex environment is suited for girls (Jackson & Smith, 2000). Whereas parents of girls at single-sex schools looked for 'an awareness of the particular needs of girls', parents of boys looked for 'a strong emphasis on games' (junior) or 'a strong emphasis on the teaching of science' (senior).

Although parents in Jackson and Bisset's (2005) study had a view that the single-sex schools provided a more academic environment, particularly for girls, a report published in the United Kingdom in 1995 suggested that a single-sex institution provides no advantages to either boys or girls (Dean, 1995). While a bias can be found in that the report was commissioned by a large number of private coeducational schools, the report acknowledges

that single-sex girls' schools achieved better academic results. However, Dean argues that a reason for this occurrence is that these schools attracted "academic children with ambitious parents, not because coeducation was inferior" (Dean, 1995, p. 627). Yates (2000) believes that differences that occur between single-sex and coeducational outcomes are affected by school choice. A New Zealand longitudinal study concluded that single-sex students achieved slightly better and more consistently than their coeducational counterparts after the selection processes had been controlled (Yates, 2000).

School environment

The school environment, relating in particular to structural features such as "size, age or state of repair" (Bagley et al., 2001, p. 316) was identified in studies as being a factor. Though it was not identified at all by the East Greenvale participants, overall, one-fifth of participants in Bagley et al.'s study identified the environment as being important, ranking third.

Martin (1993) noted that one family was particularly interested in the school environment, reporting that their son had been a victim of bullying at his primary school and they were concerned that the secondary school he went to was able to provide a safe, comfortable environment for him. Extending the notion of the school environment to include a community focus, parents were interested in being welcomed into the school, whether in person or being made to feel part of the community (Hunter, 1991). Woods (1993) reports of one school (Daythorpe) improving the school-home communications through a number of means, including posting letters directly to parents and not relying on "pupil post" (p. 216) or surveying of parental opinions. Likewise, a second school in the study (Thurcleigh Hill) was seen to be listening to parents and prospective parents, showing the school's responsiveness and allowing parents to lead change within the school (for further discussion on parental voice

in schools see Hood, 2003; Martin & Vincent, 1999; Vincent, 2001; Vincent & Martin, 2000). Woods suggests that such measures may not be a result of the increased importance of parental choice (i.e., for funding reasons), though as Hunter (1991) reports, parents did look for being welcomed by the school.

Staff

Members of staff play an important role in the decision-making processes by parents. While not necessarily ranked as the most important factor, the presence of members of staff does have an impact on the feel of a school; both negative and positive. One mother, in recalling her experience at a school's open evening, commented, "I felt the staff just didn't have the time to talk to the parents and didn't particularly partake very much in any of the things that the children were doing that evening" (Bagley et al., 2001, p. 317). In Bagley et al.'s study, staffing ranked as fourth most important factor. West and Varlaam (1991) report that, in prompted discussions, 99 per cent of parents look for good/competent/dedicated teachers. Similarly, in prompted discussions in her 1991 study, Hunter reports nearly four-fifths of parents considered that looking for caring and friendly teachers was important.

Discipline

The discipline schools offer is identified in studies as being an element of schools that parents desire for their children (Hunter, 1991; West & Varlaam, 1991). Discipline was ranked first or second in both spontaneous and prompted discussions in the studies undertaken by West and Varlaam (1991) and Hunter (1991). Two-fifths of parents (41 per cent) in Bradley's (1996) study suggested that the school's 'reputation of better discipline' was important (ranked third). In Collins and Snell's (2000) study, however, only four per cent of parents identified discipline as an important choice factor.

Academic results

Few references by participants in studies have been made with regard to educational outcomes (examination results) or quality of content of what was provided at the schools. Although academic qualities are mentioned, there have been few studies that specifically examine what is meant when parents report that they look for academic results (e.g., are they seeking results over a set mark, or good results within a particular subject) (Allen & Burgess, 2013; Burgess, Greaves, Vignoles & Wilson, 2013; Green, Navarro-Paniagua, Ximénez-de-Embún & Mancebón, 2014). Allen and Burgess (2013) note the scepticism of relying on academic performance as an indicator; however, they believe this is overstated and performance should be used. At the extreme ends, families from lower socio-economic areas were more likely to send children to lower academic schools, and the reverse was seen for those from higher socio-economic areas (Burgess et al., 2013). Schools providing better examination results were identified by nearly two-thirds (64 per cent) of parents in Collins and Snell's study (2000), ranking as second equal most important factor (participants were given a list of ten to identify from). In both West and Varlaam's (1991) and Hunter's (1991) studies, the academic results of the schools was ranked third by parents spontaneously (54 per cent & 38.8 per cent respectively), however, during prompted discussions, academic results did not rank within the top three factors. West and Varlaam identify results as ranking seventh during prompted discussion. Bastow (1992) suggests that it is difficult to distinguish between examination results, noting that even education professionals have difficulty in doing so. With this in mind, Bastow does report that 38 per cent of his respondents identified examination results as sole importance, however when this was analysed with the type of school chosen it did not rank in the top 16 (of 44) factors.

Where Do Parents Find Information?

Information about schools to assist parents in choosing can be found in many places—the schools themselves (through school visits, open days/evenings/houses), school prospectuses, brochures or booklets, social networks (families, friends, neighbours), personal experiences or, in more recent times, Internet website searches. All of these are important sources of information for parents (see Bradley, 1996; Buckley & Schneider, 2003; Schneider & Buckley, 2002; West et al., 1991). Many studies do not address the influence or effectiveness of these sources upon the decision-making process, with some studies cautioning that sources may contain information but not *all* the information necessarily required to make a fully-informed decision (see Buckley & Schneider, 2003; Martin, 1993).

School visits

School visits (also referred to as open days, open evenings, open houses) provide an opportunity for parents and their children to get a feel for a prospective school. School visits are usually held over a short period of time (2–3 weeks). Some families find attending these exhausting in such a short timeframe, while other families may not have the same access due to, for example, lack of access to childcare for other children. It is often the working class or single-parent families in this position; middle class jobs lend themselves to more flexibility in timetabling or scheduling school visits (Ball, Bowe & Gewirtz, 1994). Gewirtz, Ball and Bowe stated that,

> [a] parallel set of changes are apparent in open days and evenings. On the whole, these are becoming slicker and are geared towards selling the school…Parents are shown around by a senior teacher rather than a pupil so that parents' questions can be answered" (1995, p. 128)

Although Gewirtz et al. note these are becoming "slicker", Oplatka (2007), in his study of Canadian open houses, uses parents' voices to caution that such events may have limited influence in the process of choosing schools. Parents commented that open houses, "did the same sorts of things" (mother) or "tend to basically go the same route" (father) (Oplatka, 2007, pp. 171–72). The worth of these to the school is often measured by the enrolment figures. Oplatka's study highlights the value of school visits to a select group of parents, an insight lacking from research.

In many studies, the majority of parents had attended school visits. All the parents in Martin's (1993) study had attended schools' open evenings, while nearly all the parents in West et al.'s (1991) study reported visiting schools prior to choosing, with more than half visiting at least two. Ninety-three per cent of respondents in Bradley's (1996) study indicated they had visited schools, whereas 77 per cent of parents in Hunter's (1991) study of parents in the United Kingdom reported that they had attended an open evening. A similar result was found in another United Kingdom study (West & Varlaam, 1991). West and Varlaam reported that 75 per cent of their participants had attended at least one open evening, with 30 per cent attending two to three. Thirty-five per cent reported that, at the time of the study, they had not attended any, though 94 per cent of all participants indicated they would be attending at least one; 20 per cent planned to visit four or more schools. Three-fifths of Hunter's participants also claimed that they talked to other parents or children when gathering their information on a school. This makes it difficult to assess to what extent parents are relying upon their own judgement in making final decisions.

Despite school visits being similar in nature, many parents still found them to be useful or influential in their choice of schools. Elliott (1984) reported that nearly three-quarters of his United Kingdom study respondents found the open days to be influential or very influential. Likewise, 90 per cent of Hunter's (1991) and 84 per cent of Bradley's (1996)

studies reported that attending open evenings was useful. Parents, in visiting schools, tended to have tours of the school (48 per cent; West & Varlaam, 1991) or attended talks presented by the principal (headteacher) or senior staff (52 per cent; Hunter, 1991; 40 per cent, West & Varlaam, 1991). Oplatka's (2007) study delved further than what parents did at school visits and looked at what parents wanted from these events. Parents warmed to a friendly, welcoming atmosphere when visiting prospective schools, which includes current students being involved (see also Foskett, 2002; Oplatka, 2002). One father in this study recommended, "less talk by staff members, along with more tours and personal interactions with students and staff" (p. 177). Another interesting point to be raised by parents was that they wanted schools to present real, not just glossy, messages. Schools should acknowledge problems they face and strategies to overcome them (see also Gerwirtz et al., 1995). One poignant response was, "in marketing you show the positives, there's nothing wrong with [schools admitting they] have this concern…and telling us what they're doing about this matter…I would not be less respectful of them" (p. 178). The content of speeches by head teachers/principals has been noted as being, "almost irrelevant…: it was the symbolic nature of the [open day/evening] that served to either confirm or disconfirm existing impressions" (Martin, 1993, p. 10).

Brochures

Schools' own marketing materials (brochures, prospectuses) are another main source of information for parents in the process of selecting a secondary school. Elliott (1984) cautions, however, that as a *sole* source of information for parents, "[they are] unlikely to persuade" (p. 39). Bradley (1996) identified brochures as second most utilised source of information (82 per cent, with 47 per cent identifying it as the most useful source). In both West and Varlaam (1991) and Hunter (1991), over three-fifths of respondents reported

reading at least one school brochure (63 per cent and 69 per cent, respectively). Over one-third of West and Varlaam's respondents (36 per cent) reported not having read any (see also West et al., 1991, where one-third of participants did not read the brochures available to them).

The self-reported usefulness of brochures as a source of information does not allow one to ascertain how much credence parents place in the content when making their decision. Although brochures may be considered to be useful/influential (Bradley, 1996), Collins and Snell (2000) cited examples of two UK school brochures where one (School B) indicated that the school had a quota but did not provide additional information such as whether the school was under- or over-subscribed, nor where this information could be found; unlike the second school (School A). While School A produced a formal brochure with a lot of information relating to the admission criteria, School B provided a glossy brochure focussing on student activities and quotes from students. Nonetheless, parents in studies have indicated that they do find these a useful source of information. Three-quarters of Hunter's (1991) respondents reported finding brochures to be useful, while 70 per cent of Elliott's (1984) participants considered them to be influential or very influential sources of information.

Websites

Buckley and Schneider (2003; Schneider & Buckley, 2002) conducted research into what influenced parental choice of schools in the Washington, DC area. To do this, they developed a live website that contained information on the schools in the district and used this to record the movement of site visitors. In the early stages of their research they found that there was "little evidence that parents in choice districts on average had good information about schools" (2003, p. 122). The development of the website became not only a source of information for parents but a live information board for data collection. While the active

choosers of education used smart shortcuts in their searching techniques, Buckley and Schneider (2003) attributed this to choosers being more focussed on the process and final outcome. Personal biases or pre-determined notions may deem information as inaccurate, that is, parents may find information on the website but dismiss it in favour of word-of-mouth in their networks.

Literature shows that parents have a significant input into the process of choosing a secondary school for the children. Local schools are often preferred by parents who do not have a perceived social advantage, although parents have access to information on schools from a range of sources (websites, prospectuses, word-of-mouth, open days). The next section looks at the process from a student perspective.

Student Choice

As early as 1991, literature was suggesting that little attention had been paid to students' perceptions of secondary school choice (West, et al., 1991; West, 1994). Reay and Lucey (2000b), when discussing the geographical place of childhood, particularly related to large council estates in London, observed that "[a]ll too often it is assumed that children lack the maturity to reflect critically on their situation, and thus their experience is frequently researched at second hand through the parents' perspectives" (p. 411). It is during the transition from childhood to adolescence that children gain more autonomy in family decision-making. Fallon and Bowles (1998) suggest the wider role of the family in decision-making processes is important as, "family members have a long history with each other" (p. 21). Often sole parental decisions lessen as their child ages. The majority of studies that have focussed on student voice in relation to school choice draws upon survey data rather than upon data from interviews (Reay & Lucey, 2000a).

The theoretical justification of participation is that it recognises the basic dignity of children and their right to participate in society. This is opposed to only valuing their opinions when they reach adulthood. In terms of development, participation builds self-esteem, increases psychological functioning and helps children to develop competency and general autonomy. Participation is empowering.

Children's rights to education in New Zealand have been clearly expressed from as early as 1939, with the then Minister of Education, Peter Fraser stating that "The government's objective, broadly expressed, is that every person…has a right as a citizen to a free education of a kind for which he is best fitted…" (AJHR, 1939, pp. 2–3), and in more recent times in the *New Zealand Curriculum Framework* (1993) as, students "… have the right to gain…a broad balanced education that prepares them for effective participation in society" (p. 5). For New Zealand students, this broad education that prepares for participation

in society may include individual school strategies such as school councils and prefect systems, as well as legislated access to representation in school governance through Boards of Trustees. It also may include the student's role in deciding on a secondary school.

Education has seen a shift along the spectrum from a welfare/paternalistic approach to a more, but by no means absolute, autonomous approach. Until changes to education and the United Nations Convention on the Rights of the Child (UNCROC), there had been a strong focus on what Campbell (1992) calls the child's right as a future adult. An example of this is seen in principle 7 of the *Declaration of the Rights of the Child* 1959: "the child is entitled to receive education…which will…develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society". It can be argued that phrases such as "best fitted" (in Peter Fraser's 1939 statement (see Olssen & Morris Matthews, 1997) and "become a useful member of society" (from the 1959 Declaration) are determined by the state, thus emphasising the state's paternalistic welfare approach to children's education (consistent with other legislation of the era).

Lansdown (1994) suggests five things that adults need to do if we are to be serious about complying with Article 12 of UNCROC:

1. ensure that children have adequate information appropriate to their age with which to form opinions…

2. provide them with real opportunities to express their views and explore options open to them…

3. listen to those views and consider them with respect and seriousness and tell children how those views will be considered…

4. let them know the outcome of any decisions and, if that decision is contrary to the child's wishes ensure that the reasons are fully explained…

5. provide children using public services with effective, accessible and genuine

   avenues of complaint, backed up by access to independent advocacy for situations

   where children feel they have been mistreated or ignored or abused in any way.

   Reay and Ball's (1998) paper presented findings of a study of school choice for 137

British working- or middle-class families who were in the process of choosing a secondary

school for their child/children to attend:

   More frequently, within middle-class families in particular children are subject

   to a process of 'guiding' and channelling which ensures their positive

   acceptance of the 'best' choice, while many working-class families' parents

   defer to the child's judgement. (p. 432)

   West (1994) also identifies this link between class and children's input into choice.

The child's judgement that Reay and Ball (1998) refer to includes an emphasis on locality of

the school, and more importantly an emphasis on the child's friends and which school they

may attend. Linked to the idea that some parents guided their children while others deferred to

their children, West et al.'s (1991) study of 399 pupils found that two-thirds of the

respondents reported that the decision as to which school to attend was a joint one between

them and their parents. Just under one-fifth reported it was their sole decision. This study

analysed the ethnicity of respondents, finding that a higher proportion of Asian students had

their decisions made for them by their parents than their European or African/Afro-Caribbean

peers. Other studies have also provided information as to student input into the decision-

making process, for example Alston, Sammons and Mortimore (1985, reported in West et al.,

1991) reported that 45 percent of students indicated that the decision was a joint one between

themselves and their parents, likewise Walford (1991, reported in West, 1994) reported 40

percent of pupils jointly making the decision with their parents.

What Do Students Look For?

Although some research has reported on students' participation in the decision-making

process, less is known about what students look for to inform their decision. Matson (1993)

reported on students' perceptions from two secondary schools in one school district in the

United States that operated a policy of school choice (N=1555; district average of 85.5 per

cent). Table 3 shows "[t]he frequency of mention and rank order of the top six qualities

projected by this group of adolescents to guide their choice of school" (p. 7, emphasis in

original).

Table 3: Qualities of schools identified by students (adapted from Matson, 1993)

Specific factor	Per cent (%)	Rank
Classes, programs, extracurricular activities offered	43.8	1
Kinds of students/people and the nature of their interactions with each other	41.9	2
School climate or environment; not so stressful; less competitive; safe; drug-free	38.5	3
Teachers and teaching methods	37.2	4
Academics – getting the best possible education	33.2	5
Reputation of the school and location	12.5	6

This would indicate that students would appear to be more inclined to be guided in

decision-making by what schools offer, and the types of people who attend them. Table 4

shows the six most important factors students identified when choosing their current school.

Many of the top ranked qualities (Table 3) and factors (Table 4) reported by students are

similar. Particularly noticeable is that most (when excluding friends from Table 4) are areas in

which principals have capacity to address if required, such as through changes to the school

culture.

In choosing the secondary school they attended the influence of friends rated highly, as did getting the best possible education. In their UK study, Reay and Lucey (2000a, p. 83) acknowledged that all children share common anxieties, for example, "with bullying and keeping safe". West et al. (1991) found that the shared anxiety of bullying was a large influence for more boys than girls, reporting a preference of coeducational school (14 vs two per cent), feeling that a coeducational environment would have "less bullying, gangs or violence" (p. 209).

Table 4: Important factors for students' decision-making (adapted from Matson, 1993)

Specific factor	Per cent (%)	Rank
Friends	35.8	1
Academics – getting best possible education	31.2	2
Classes, programs, extracurricular activities offered	25.2	3
Kinds of students/people and the nature of their interactions with each other	23.2	4
I was assigned; public school	23.0	5
Proximity of school to home	19.5	6

Although Matson (1993) focused upon the most important factors for students, West et al. (1991) phrased it in a negative way. Negative associations to secondary schools were identified by students in their studies, with the fear of bullying being identified by 51 per cent of respondents, whilst a lack of friends attending the same school were only identified by seven per cent, as illustrated in Table 5. Of note is the narrow range of students reporting the second to twelfth factors (ranging from 5 to 14 per cent of respondents), before the leap to half reporting fear of bullying/gangs/violence.

Table 5: Specific factors that would put off pupils from particular schools (adapted from West et al., 1991)

Specific factor	Per cent (%)*	Rank
Fear of bullying/gangs/violence	51.0	1
Travel problems/too far away	14.0	2=
Appearance of school (e.g., old, dirty)	14.0	2=
Teachers (e.g., too strict)	12.0	4
Poor results	11.0	5=
Drug-taking	11.0	5=
Smoking	9.0	7=
Bad reputation	9.0	7=
Other pupils (e.g., unfriendly)	8.0	9
No friends going there	7.0	10
Lack of facilities	6.0	11
Dislike uniform	5.0	12

* percentages may not add to 100 as multiple options could be selected

West et al.'s first study looked at the school the participants would like to attend; the second study applied to the secondary school the participants were accepted into. Students' safety, however, is not limited to the school environment. Reay and Lucey (2000b) noted that students living in large council estates describe them as being dangerous. One student stated that, "[my] area is very mean because of gangs. It has lots of dangerous places" (p. 416). For students living in such areas, the desire for a school to be an environment free from violence and bullying is understandable—like an escape from their lives, especially given the number of hours spent in schools.

West et al.'s study reported that the school, in the eyes of the study participants, should get good examination results and have good facilities (98 per cent each). In the second study, respondents noted that while they initially believed 98 per cent of schools should get good examination results, only 48 per cent in fact do; while 64 per cent felt that schools do have good facilities. Reay and Lucey (2000a) noted that while David et al.'s (1994) 3Ps of school choice—performance, proximity and pleasant feel—applied to the participants in their own studies, they also found that, for working-class students, there were also 3Fs that were of significant importance: friends, family and familiarity (p. 87).

Where Do Students Source Information?

Matson's (1993) study in the United States reported that only around one-fifth (~20 per cent) of the respondents collected information about schools, unlike those in West et al.'s (1991) British studies where a large number of students reported having read secondary school brochures (67 per cent in the first study; 70 per cent in the second study). The number of students who had visited secondary schools in the first study was only 29 per cent. It was acknowledged that this study was undertaken prior to the open evening season. Nearly two-thirds (63 per cent) had attended a secondary school open evening by the time of the second study. Surprisingly, two-fifths (41 per cent) who were aware of the school they had been accepted to, had not visited the school. In attending schools open evenings, 82 per cent of first survey respondents reported that they had "looked around" the school (p. 212). Less than one-fifth had been involved in other activities (attended meetings there (14 per cent), watched experiments (14 per cent), attended a concert (~10 per cent)). Many in the second study had met teachers (57 per cent) or the headteacher (47 per cent). Of those in the second study who had attended a secondary school's open evening, 80 per cent reported attending with their parents or other adults they lived with.

There was no mention in Matson's (1993) study of attending schools to collect information. This can, in part, be attributed to the differences in secondary education systems between the United Kingdom and the United States. Matson reported that approximately 16 per cent of respondents chose schools based on their residing in the school's catchment area and the reputation of the school (~11.5 per cent) (p. 11). Most participants in Reay and Lucey's (2000a) study gathered their information from family and family networks (friends, neighbours). The proximity of home to the school was also noted in Reay and Lucey's study, where one participant, whose family was in the process of appealing the decision for her to go

to her second preference, stated, "[i]t's too far away and my mum agrees it's too far for me to go. I want to go to a school that's nearby. It's not fair them giving me a school that's miles away" (p. 86), and another who made the comment, "[i]t's not fair. I cried when I got the letter. Why can't I go there? It's my nearest school" (p. 83). As is the case with their parents, many working-class children have a desire to attend a nearby school. David et al. (1994) likewise emphasise the importance of proximity in their 3Ps of school choice. Despite this, Keys (2006) reported that the majority of English secondary school students like school, with many believing that the school they attended was a good one. The Children and Young Peoples Survey noted, "68 per cent of secondary school students agreed that their school was 'really good'" (NOP Consumer, 2003 cited in Keys, 2006, p. 87).

Though favour may be given to students in terms of choosing a secondary school in some studies (West et al., 1991; Reay & Lucey, 2000a), much opinion had to have come from their parents, for example, thoughts that in order to advance to university a student would need to attend a good secondary school (i.e., receive a good education).

Research Questions

As seen in the literature, a number of questions arise with regard to the process of choosing a secondary school for New Zealand parents. The role of secondary school principals in school marketing has not been addressed. There is also a lack of clarity around the role of the student in this process, and what it is that they and their parents/families are looking for in a secondary school. This study aims to address the following four research questions:

1. What role do New Zealand principals play in school promotion and what qualifications do they have in this area?

2. What do New Zealand principals promote when they market their schools?

3. What do New Zealand parents and students consider important when choosing a secondary school?

4. To what extent do New Zealand students have a role in the process of choosing a secondary school?

CHAPTER 3: METHODS

This chapter presents the methods used in conducting this research. A survey approach was taken as this provides a broader picture through the ability to access a larger number of participants, including a wider range of demographics (such as socio-economic). These were considered key factors in finding out what it important or not important, and a survey was deemed the most suitable approach. Furthermore, the survey approach was used as, fundamentally, options being asked of the participants are understood and in-depth interviews were not deemed to be necessary. Although additional reasons for choosing a school or forms of marketing a school could be gleaned, these would be more limited (i.e. to one or two participants) than those included within the survey tool. It was acknowledged at the outset that getting a high response rate from principals, parents and students would be difficult to do, so a wide net was cast initially, and the goal was to find a sample where there was a triad of principal/parent/student participation that could be analysed jointly to see the relationships among the three. Thus, the generalizability of the study became a secondary consideration to the internal validity and consistency of the results. Each of the three sample participants completed a questionnaire about how families go about selecting high schools, and/or how high schools market themselves to be attractive to prospective students. The approach taken is the notion of a sample triad (the principal, the parent and the student).

This chapter provides an overview of the methods used in the study. Details of analytical procedures and preliminary results, such as the nature and characteristics of the sample, are presented subsequently in the results chapter.

Participants

The initial set of participants for this study consisted of principals (or those responsible for marketing) of 65 New Zealand secondary schools, along with 83 parents and

90 students from the schools of participating principals. This sample was culled to a set of 63 triads of principals, parents, and students, where complete data were available for all three members of the triad, as will be explained in detail in the results chapter. The use of the triad ensures that the results are consistent and are based on the principal/parent/student. Thus, the sample has one principal, one student from that principal's school, and that student's participating parent for each of 63 different secondary schools. The characteristics of the sample and a comparison to national norms are also presented in the results chapter. The method for generating the sample is described below.

Measures

The research questions for the study focused on how principals perceived marketing of their schools and what kinds of issues they felt were important to families in selecting a school. For parents and students, the research questions had to do with what they felt was important about schools and how they went about making their decisions. Since there was a fair amount of literature that was generally related to this topic, it was determined that developing questionnaires with both open-ended and structured questions would provide the best approach to gathering the data. Thus questionnaires employing a mixed format (both open-ended and structured questions) were used for each group of participants, principals, parents, and students. This allowed for estimating the strength of response to those items that were structured, and for some exploration of issues for which were less well-defined.

Questionnaires were developed using items from previous studies on school (or educational) marketing and the choice of secondary schools, obtained from literature, as well as from a search of international school surveys on the Internet. These searches revealed that few schools have publicly available surveys they have used for internal marketing purposes. Of the most use were surveys where schools were focused specifically on isolating factors

that parents were looking for in terms of a school for their child—not all questions were applicable for the New Zealand context, and some were easily adaptable. School newsletters online were also of use, particularly those reporting results from such surveys, as the questions were either clearly stated or could be implied. These formed the basis of the 60 Likert-scale questions asked of parents and students. The format of the questionnaires, including both open-ended and structured formats, are presented and discussed in detail in the results chapter along with factor analytic studies of the items, and estimates of reliability for the subsequent scales.

Procedures

Piloting

To ensure that questions were understandable by each of the participant groups and were not onerous in terms of time, each survey was piloted. As Thomas (2004, p. 111) states, "[t]here should be two types of people in the pilot test: (a) those who are representative of the target audience and (b) survey and measurement specialists. One or two questionnaire or measurement specialists should be sufficient to provide feedback". The secondary school marketing survey (Phase I) was piloted by three individuals: one was a former secondary school teacher who has experience in survey design; one was a former secondary school deputy principal who had responsibility for marketing and promotion; and the third was a former survey instrument developer [for Statistics New Zealand]. The parent and student surveys (Phase II) were piloted by 11 people, including the same former survey instrument developer; seven parents of secondary-aged students; and three secondary students.

Piloting of the surveys led to minor adjustments to question order and wording. These adjustments removed some ambiguity in wording that had existed and enabled the surveys to flow in a more meaningful way for the participants.

The Internet as a Research Tool

The questionnaires used in the study were administered through an online procedure described below. The use of the Internet for research, particularly for survey research, has increased over recent years (Crawford, Couper & Lamias, 2001). There are a number of terms used to describe what is essentially the same thing: Internet-based survey (Zhang, 1999); Internet survey (Schonlau, Fricker & Elliott, 2001); Web-based survey (Mertler, 2002; Saxon, Garratt, Gilroy & Cairns, 2003); Web survey (Crawford, Couper & Lamias, 2001); and online survey (Vigh, 2002).

As with most methods there are a number of advantages and disadvantages associated with the use of the Internet for conducting survey research. Online surveys have been identified as being a quicker method for obtaining participant responses (Mertler, 2002; Saxon et al, 2003), being more convenient for both researchers and participants (Zhang, 1999; Mertler, 2002; Vigh, 2002), and the use of certain question types enables data to be checked before submission (reducing the risk of incomplete questions) (Vigh, 2002). Disadvantages include the unavailability of population lists (Mertler, 2002), the potential non-random nature of the sample (Zhang, 1999; Mertler, 2002; Saxon et al., 2003), and various technology-related concerns on the part of both the researcher and participant (Schillewaert, Langerale & Duhomel, 1998; Carbonaro & Bainbridge, 2000; Mertler, 2002).

McCoy, Marks, Carr & Mbarika (2004) undertook an analysis of potential psychometric biases that may occur between online and paper-based surveys. While they caution that that their analysis is "by no means a definitive study" (p. 6), they do raise "a cautionary red flag on…the possible instability of all pencil-and-paper surveys when they are migrated to the web" (p. 6). With this caution in mind, the design of the online survey became an important aspect to focus on. A further caution in the development of online surveys came

from Saxon et al (2003) when they noted that detailed preliminary planning of online surveys reduces a number of errors (for example, measurement errors due to incomplete or invalid responses). The use of online surveys typically allow for different types of items to be used, for example, yes/no questions, scales, rating items, grouped items, and open-ended questions (Saxon et al, 2003). With regard to the use of open-ended questions in online surveys, Saxon et al (2004, p. 56) observed that, "non-response has been found to be lower, particularly in open-ended text response questions".

Data Collection: Phase I

A total of 457 invitations were posted out to secondary and composite schools across New Zealand at the end of May (Phase I). This included all composite, Year 7–15 and Year 9–15 schools in the country. Principals of the schools were invited to participate in the online survey (Appendix 1), which was available from June 1 until July 1 (it was later extended until July 8).

Addresses for schools were gathered from a publicly available Excel spreadsheet on the Ministry of Education website. This spreadsheet was downloaded on April 30, one month before survey invitations were distributed. Invitations included a letter explaining the project and an information sheet. A follow-up email was sent to 446 schools whose email addresses were available on the spreadsheet downloaded from the Ministry of Education 10 days after the initial invitation was sent.

Data Collection: Phase II

The following May, letters of invitation (including information sheets) were sent to the principals of the 64 secondary and area schools that participated in Phase I. The principal was asked to randomly distribute invitations to students in either Year 7 or Year 9, depending on the intake year of the school. The number of invitations sent to a school was based on the

estimated number of Year 7 or Year 9 students provided by the school respondent in Phase I—in some cases, the principals replied that this estimate was 'way off the mark'. Ten invitations, or 10% of the estimated number given, whichever the larger, were sent to each of the 64 schools. Based on the information received from the Phase I respondents, 1118 invitations were sent out to each students and parents.

As with the Phase I survey, the Phase II survey (Appendices 2–3) opened in early June and closed a month later. This date range covered the last three weeks of term two and the first week of the school holidays. Reminders were sent to the principals to pass on in the week prior to the school holidays.

Analyses

A series of analytical procedures were used to investigate the research questions. First, characteristics of the sample were analysed to get a fuller picture of the participants. Next, the data for principals were examined to look at their marketing views and practices. In addition to simple descriptive statistics, analysis of variance and chi square statistics were used here. Then the analysis turned to the student/parent pairs to see how they looked at the process of selecting a school. The questionnaires were subjected to exploratory factor analyses to look for underlying structures in the data. The subsequent scales were analysed via analysis of variance and correlations to examine the relationship among the variables. Each of the analyses is presented in detail in the next chapter.

Ethical Considerations

Application was made to the University of Otago Human Ethics Committee. The application was initially given conditional approval subject to Māori Consultation. Following discussion with the Māori Research Officer regarding whether or not to ask for Iwi affiliation in the demographic information, it was agreed that this would not add anything to the current

study and thus was not required. Using an adapted variation of the ethnicity question from the Census (Statistics NZ) would suffice.

Children under the normal age of consent will be asked to participate in this study. While it is normal for parental consent to be given for children under the age of consent, in this situation the Gillick Competency principle (for example see: *Gillick v West Norfolk and Wisbech Area Health Authority*, 1985; Lansdown, 1994; Peart, Foley, & Henaghan, 2003) can be applied. According to Peart, Foley, & Henaghan (2003, p. 272) the Gillick Competency principle

> reflects a common-sense approach to a child's increasing capacity to make their
>
> own decisions and its principle is of general application. This means that if a child
>
> is *'Gillick* competent', researchers should be able to rely on the child's consent to
>
> participate without the need to obtain proxy consent from a parent or guardian,
>
> even if the child is below the age of sixteen.

As Peart, Foley, and Henaghan (2003, p. 273) comment, "[s]ome children may have the ability to understand and make an informed choice about participating in a *harmless survey*… Much will therefore depend on the nature of the research and the risk to the participants" (emphasis added). Children in this study are being asked to complete an online survey regarding their own personal experiences and thoughts.

Allowing the children to give their own consent also lets the children participate in democratic decisions affecting their lives, in line with the United Nations Convention on the Rights of the Child, particularly Article 12, which states, "…parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child…" (Lansdown, 1994, p. 27). Peart, Foley, and Henaghan (2003) state that if a child is deemed Gillick competent their consent should be sufficient. They further comment that, "[t]here should be no need to involve proxies in the decision-making

process. To insist on proxy consent when the child is clearly competent undermines that child's rights" (p. 273).

CHAPTER 4: RESULTS

Introduction

The study was completed in two phases over two years. Principals of New Zealand secondary schools were invited to participate in Phase I (year 1) and were again contacted the following year to distribute invitations to parents and students (Phase II). This chapter follows this order. Results from the principals' survey will first be presented, followed by those of the parents and students. Response rates and demographics of respondents introduce each section. An alpha level of .05 is used throughout the analyses, with actual *p*-values being reported. A Bonferroni adjustment has not been employed. Although there are many statistical tests that have been performed, it was decided not to use the Bonferroni as that would have made the tests extremely conservative, and this research is more exploratory than confirmatory in nature. For chi-square tests where one of the cells had an expected value of less than 5, a Fisher's exact test (*FET*) was used instead of the usual chi-square test. When *t*-tests are used, the equality of variance assumption was tested with Levene's test, and when that assumption was not met, the *t* statistic not assuming equal variance was used.

Phase I: Principals

Description of the Sample

All secondary schools in New Zealand, including those with Year 7 and Year 9 intakes, were invited to be part of this study. Of the 457 schools, 11 schools declined the invitation (six by email, five by post) and a further six invitations were returned with incorrect postal addresses. Of the 440 schools who received the invitations, 65 responses were received, a response rate of 14.8%. A minimum of 10% response rate from each type of school (composition, gender make-up, etc.) was desired. Table 6 provides a matrix of school type. Less than the 10% were received from private schools and, state Year 7–15 coeducation

schools, integrated Y9–15 single-sex girls' schools and private composite coeducation

schools (italicised in Table 6, following). Further invitations were targeted to these particular

sub-types of schools, but no additional responses were received. Although this response rate

was somewhat less than desired, the sample of 65 participating schools, along with the mix of

schools responding, provided a useful sample for study.

Table 6: Matrix of New Zealand secondary schools

		State		Integrated		Private		Total	
		N	Resp.	N	Resp.	N	Resp.	N	Resp.
Composite	Coeducation	50	7	21	3	40	*2*	**111**	**12**
	Single-sex Boys'	0	-	0	-	2	0	**2**	**0**
	Single-sex Girls'	0	-	1	0	8	2	**9**	**2**
Y7-15	Coeducation	51	*4*	13	2	4	0	**68**	**6**
	Single-sex Boys'	1	0	13	3	0	-	**14**	**4**
	Single-sex Girls'	1	0	15	3	1	0	**17**	**3**
Y9-15	Coeducation	148	27	8	2	11	1	**167**	**30**
	Single-sex Boys'	22	3	8	1	3	0	**33**	**4**
	Single-sex Girls'	24	5	12	*0*	0	-	**36**	**5**
TOTAL		**297**	**46**	**91**	**14**	**69**	**5**	**457**	**65**

State co-education school principals made up 58.5% of all respondents (state co-

education schools account for 54.5% of all schools). Schools with Year 7 students made up

41.5% of respondents (account for 48.4% of all schools). Two-thirds of schools participating

in the study were from the North Island (67.7%, n = 44), the remainder were from the South

Island (32.3%, n = 21). Schools had an average of 670 students (median = 638, range: 60-

1850). One-fifth of schools had enrolment schemes (21.5%, n = 14), of which most were in

the North Island (n = 11).

New Zealand uses a 'decile' system to categorise schools according to the

socioeconomic status (SES) levels of the attending students, with 1 representing a school with

the poorest students and 10 representing schools with the wealthiest students. A mix of

deciles was represented in the study with at least two schools in each of the ten deciles responding. Half the schools were in the mid-decile range (5–7) (46.9%, n = 30). Of the one-quarter low decile schools (25.0%, n = 16); all were located in the North Island.

Views on Marketing

The first set of analyses focuses on principals' views on marketing. How schools are seen in their communities depends to a degree on how they are promoted and marketed; as schools are not bound by legislated enrolment zones, marketing is important. Information from marketing efforts is often used by parents and students in their decision-making process. Thus, asking principals about their views on marketing seemed to be a logical starting point for looking at how school choice is determined.

Principals were asked at the beginning of the questionnaire to provide their own definition of marketing. This was posed as the first question to help shape responses to further questions. Definitions were thematically coded and were able to be broadly grouped into three main categories: school/internal focus, parent/student focus, and community focus. Responses with a school/internal focus were separated out to a further three sub-groups: comments with an internal school focus, "everything we do including that which promotes the school but it can include the way the receptionist greets people"; definitions with a distinct business focus, "marketing is [a] tool used to promote the business or institutions brand, awareness and success"; and definitions focusing on the competitive nature of education, "promoting the school to ensure a healthy enrolment pattern and avoid losing students to neighbouring schools".

Some principals focussed their definitions solely on parents, "putting your establishment in the best light for parents to make a positive choice"; while others included students "presenting our school in the best possible way for potential parents and/or students".

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Other principals chose to take a wider definition and include mention of the wider school community, "making the general public aware of what our school offers; providing them with sufficient material and answers to their questions" or "any activity which showcases what schools are doing and doing well. Can be associated with hunting for enrolments but is really more an opportunity to let the wider community know what a school is doing and achieving".

Figure 6 shows coded definitions provided by principals. This table includes definitions that fall within one broad area. Only one principal provided a definition that encompassed the three broad areas with the comment, "Making parents, students and the wider community aware of the educational benefits available at our school by providing information about the school and its programmes".

Parent/student focus	• "Presenting our school in the best possible way for potential parents and/or students."
	• "Putting your establishment in the best light for parents to make a positive choice."
	• "Promoting the school to prospective parents with a view to them sending their children to our school."
	• "Presenting the best qualities and points of difference to a defined community of prospective students/parents."
	• "Finding out what customers and clients need."
	• "Anything activity designed to promote what the College offers prospective students."
	• "Promoting your school as positively as possible to potential students and their parents."
Community focus	• "Developing a positive profile in the community."
	• "Marketing is about promoting the school to the community so that they develop a positive impression of the school and will send their children/encourage others to our school."
	• "Promoting the benefits of enrolling with us to the local community."
	• "Publicising the school's name, events and achievements in the local, regional and national community with a view to attracting interest for prospective enrolments."
	• "The way in which the school projects itself in the

	community."
	• "Looking carefully at the quality of the school's culture, special character programmes and processes and keep the school and wider community aware of these."
	• "Any activity which showcases what schools are doing and doing well. Can be associated with hunting for enrolments but is really more an opportunity to let the wider community know what a school is doing and achieving."
	• "Making sure our community is aware of the good things we are doing."
	• "Creating an image of the school in the minds of the community."
	• "Making the general public aware of what our school offers; providing them with sufficient material and answers to their questions."
	• "The means by which a school communicates with its community to inform, celebrate and affirm its successes."
	• "Marketing is making the affected community aware of our unique educational product."
School/internal focus: internal	• "Promoting through all or any school activity or programme. This includes formal orientation meetings but all aspects or school activities inside and outside the classroom."
	• "Letting people know what it is that we do and the environment in which we do it."
	• "In terms of schools the promotion or "selling" of the school."
	• "Anything that promotes the activities of the school in a positive way."
	• "Promoting the school."
	• "Promoting the company/school's assets to a defined audience."
	• "Marketing is the getting of the product/service and information about the product/service to the customer."
	• "Presenting the benefits of your institution."
	• "Everything we do including that which promotes the school but it can include the way the receptionist greets people."
	• "Selling the school."
	• "Promoting my school in a public forum by providing information about the good things we do and the good students we produce!"
	• "The promotion of what you offer as a school."
School/internal focus: business	• "Marketing is a strategy where a school identifies its market position and then embarks on activities

	which will enhance that position, or shift it."
	• "Marketing is tool used to promote the business or institution's brand awareness and success."
	• "Promoting, advertising."
	• "Promoting."
	• "Promoting the school to attract students"
	• "Selling yourself."
	• "Identifying particular groups of people who your "product' is aimed at and persuading them of the benefits of your product."
	• "Putting your product in the best light to try and sell it to others."
	• "Setting up strategies and actions to inform and convince potential clients to take advantage of your business or service."
	• "Communicating within and/or outside an organisation with a particular set of outcomes in mind."
	• "Communicating about goods or services that meet identified consumer/customer needs and expectations, and in doing so building a relationship with the consumer/customer based on confidence and trust."
	• "Advertising and presenting a product to its best advantage."
	• "Promotion of name and products into the marketplace. Raising awareness of the brand and products available."
	• "Promoting the organisation to identify groups in order to get buy in."
	• "Promoting what you have to offer."
	• "The promotion of a service so as to communicate with customers, with the view of increasing customer uptake of the services."
	• "Advertising a product in such a way as to endeavour to attract people to purchase it."
	• "'Packaging' & promoting our products."
	• "In a general sense = touting for business."
School/internal focus: competition	• "Promotion and advertising of a product to consumers—competitive in that other institutions will be doing the same."
	• "Promoting the school to ensure a healthy enrolment pattern and avoid losing students to neighbouring schools."
	• "Marketing is about the best ways of communicating how to 'sell' our product to our customers and the general public in relation to our competitors."
	• "Selling at product or service. highlighting a

significant point of difference between your
product (school) and other similar products."

- "In an educational context, promoting a school to
attract the best possible potential students."

Figure 7: Principals' definitions of marketing

Marketing as a disreputable activity

When confronted with the statement that 'marketing' is often seen as a disreputable activity, 82.8% (n = 53) disagreed with the statement. No statistically significant differences in this response were found among different groups of principals (see Appendix 4).

What do principals think of marketing?

Principals were asked to indicate whether they agreed/disagreed with six statements regarding marketing. They responded on the 4-point Likert scale: "strongly disagree (SD), disagree (D), agree (A), strongly agree (SA)." Principals were split evenly as to agreeing/strongly agreeing (50.0%, n = 32) and disagreeing/strongly disagreeing (50.0%, n = 32) with whether marketing is 'merely about promoting the school'. Over four-fifths disagreed/strongly disagreed with whether 'marketing is only to people outside the school' (87.5%, n = 56); 'marketing is not our job' (92.2%, n = 59); and 'the wants and needs of the clients are the same' (95.3%, n = 60). Conversely, a similar percentage agreed/strongly agreed that 'the parent is the immediate client' (84.6%, n = 55) and 'the pupil is the immediate client' (80.0%, n = 52). No principals strongly disagreed with the statement that 'the parent is the immediate client'. Chi-square analyses were run to look for relationships among different groups of principals with regards to these statements. Statistically significant differences are reported here. There were statistically significant relationships found between some groups (Table 7, following), including whether principals have had training in marketing and whether they believed marketing is "merely" promoting the school, with principals who have received training in marketing more likely to disagree (χ^2 (1, $N = 64$) = 4.267, $p = .039$). Principals

who do not consider marketing to be a disreputable activity are more likely to disagree that marketing is only to people outside the school ($p = .024$; *FET*) and that marketing is 'not our job' ($p = .032$; *FET*). State secondary school principals are more likely to consider that the student is the client than their integrated/private school colleagues ($p = .034$; *FET*). Complete results can be found in Appendix 5.

Table 7: Significant relationships between groups of principals and thoughts on marketing

			SA/A	*D/SD*	*p*
Marketing is merely promoting the school	Training in marketing	Yes	8	16	.039
		No	24	16	
Marketing is only to people outside the school	Consider marketing disreputable	Yes	4	7	.024
		No	4	49	
Marketing is not our job	Consider marketing disreputable	Yes	3	8	.032
		No	2	51	
The student is the client	School type	State	41	6	.034
		Integrated/private	11	7	

Marketing Strategies and Planning

When asked who makes the marketing strategies/plans, over half the principals noted that this was a process undertaken by a team or committee (51.6%, n = 33), while a further quarter reported it was the principal who did this (25.0%, n = 16). Other individuals in the school, such as marketing coordinators or deputy principals, were responsible for the planning according to 15.6% (n = 10) of the principals. Only 7.8% (n = 5) principals reported that this was undertaken by the Board of Trustees. The actual decision-making mirrored the

strategising/planning, with the same numbers reporting the decisions were made by a team/committee (51.6%, n = 33) and by the Board of Trustees (7.8%, n = 5). Principals had more responsibility for making the overall decision (34.4%, n = 22). Though 15.6% of the principals reported other individuals were responsible for planning, only 6.2% (n = 4) reported that these individuals were responsible for making the final decision. Chi-square tests of independence were performed to examine relationships between groups of principals and who made the strategy and who made the final decision. No statistically significant relationships were observed (see Appendix 6).

Principals were asked to indicate when their strategies were developed. Of those who responded to this question, 63.6% (n = 28) indicated that this is a long-term process. The remaining one-third (36.4%, n = 16) reported that their marketing process is short-term, being completed either at the end of the previous academic year or at the start of the new. No statistically significant relationships were observed between groups of principals and when marketing plans are made.

Marketing Schools

What principals choose to promote when marketing their schools can be important in the decisions that parents and students make about school choice. Principals were asked whether they promoted a range of aspects. When ranked overall, the curriculum (96.9%, n = 63) and staff/pupil relationships (95.4%, n = 62) were the most commonly identified aspects. Principals were also asked their opinions of what they believed parents and students looked for when embarking on choosing a school. Table 8 (following) shows the results for what principals promote along with what they feel parents and students are looking for. Principals believe that parents look for academic results and the curriculum of the school, while students look at where their friends attend and extra-curricular activities offered by schools. Principals

appear to be catering their marketing strategies towards more what they believe parents look for than what students look for. An example of this can be seen in academic results where almost 90% of principals' report promoting this, almost 95% believes that parents look for these and only 25% believes that students do.

Table 8: What principals promote and what they believe parents and students look for

	What principals promote		What principals believe parents look for		What principals believe students look for	
	n	**%**	**n**	**%**	**n**	**%**
Facilities	58	89.2	51	78.5	50	76.9
Curriculum	63	96.9	58	89.2	22	33.8
Extra-curricular activities	59	90.8	51	78.5	56	86.2
Staff	55	84.6	38	58.5	10	15.4
Staff/pupil relationships	62	95.4	53	81.5	31	47.7
Tradition	29	44.6	28	43.1	9	13.8
School uniform	21	32.3	30	46.2	14	21.5
Academic results	57	87.7	61	93.8	16	24.6
Locality	n/a	n/a	36	55.4	37	56.9
ERO reports	n/a	n/a	38	58.5	n/a	n/a
Where friends attend	n/a	n/a	n/a	n/a	62	95.4
Other	24	36.9	17	26.2	11	16.9

Principals reported a number of other factors that are promoted, including the special character of the school (n = 7), sports (n = 3), community (n = 3), and locality (n = 3). Principals also reported that they believe parents and students look for additional factors. They believe that parents look for a safe environment (n = 4) and the special character of the school (n = 4), while students are interested in where their friends (or family) go (n = 4) and a safe environment (n = 2).

A number of statistically significant relationships were observed among groups of principals and what they promote, as seen in Table 9. Principals who have received some form of training in marketing are more likely than those who have not to promote school facilities ($p = .041$), while those who have not had such training are more likely to promote academic results ($p = .044$; *FET*). State school principals are more likely than their integrated or private school colleagues to market their facilities ($p = .005$; *FET*) and extra-curricular activities ($p = .001$; *FET*). School tradition is more likely to be promoted by single-sex school principals than principals of co-educational schools (χ^2 (1, $N = 65$) = 11.08, $p = .001$). Principals of mid-decile ranked schools (5–7) are less likely than low- or high-decile schools to market tradition (χ^2 (2, $N = 64$) = 8.29, $p = .016$). (Full results are available in Appendix 7.)

Table 9: Significant relationships between groups of principals and what is promoted

			Yes	**No**	*p*
Facilities	Training in	Yes	24	0	.041
	marketing	No	34	7	
	School type	State	46	1	.001
		Integrated/Private	12	6	
Extra-curricular activities	School type	State	46	1	.001
		Integrated/Private	13	5	
Tradition	Decile	Low (1–4)	9	7	.016
		Mid (5–7)	8	22	
		High (8–10)	12	6	
	School type	Single sex	14	4	.001
		Co-educational	15	32	
Academic results	Training in	Yes	18	6	.044
	marketing	No	39	2	

Statistically significant relationships among groups of principals and what they believed parents and students look for in choosing a secondary school were also observed (full results can be seen in Appendices 8 & 9). As seen in Table 10, there are a number of statistically significant relationships between groups of principals and what they believe parents look for in a school. Principals from North Island schools are more likely than their South Island counterparts to believe that parents look for facilities in their choice process (χ^2 (1, $N = 65$) = 5.03, $p = .025$). Principals of state schools are more likely to believe that parents consider extra-curricular activities than those of integrated/private schools (χ^2 (1, $N = 65$) = 4.43, $p = .035$). Principals who do not consider marketing to be a disreputable activity are more likely to believe that parents look for staff/pupil relationships ($p = .025$; *FET*).

Table 10: Significant relationships between groups of principals and what they believe parents look for in a school

			Yes (n)	No (n)	*p*
Facilities	Island	North	38	6	.025
		South	13	8	
Extra-curricular activities	School type	State	40	7	.035
		Integrated/Private	11	7	
Staff/pupil relationships	Consider marketing disreputable	Yes	6	5	.025
		No	46	7	

No statistically significant relationships were observed between groups of principals and what they believed students looked for in secondary school.

Marketing in Action

Principals were asked to identify where they market their schools. Table 11 presents the various methods used in marketing by principals and the reported effectiveness (good/excellent). The school prospectus, while used by almost all schools (98.5%, n = 64), was considered to be the fourth most effective method, whereas word of mouth was third most used method and considered to be the most effective (92.2%, n = 59).

Table 11: Marketing methods and effectiveness

	Locations/methods used		Effectiveness	
	n	**%**	**n**	**%**
School prospectus	64	98.5	49	76.6
School website	61	93.8	37	59.6
Word of mouth	60	92.3	59	92.2
Posters (e.g. billboards, buses)	14	21.5	5	10.8
Newspapers	44	67.7	23	49.6
Magazines	10	15.4	8	20.0
Television	1	1.5	6	20.0
Visits to contributing schools	45	69.2	49	89.2
School open days	56	86.2	55	91.6
Other	15	23.1	5	71.4

Other avenues to promote the school included through newsletters (n = 5), various events (including school activities, trade fairs) (n = 4), radio slots (n = 2), and through church activities (bulletin boards, notices) (n = 2).

A number of statistically significant relationships were found between differing groups of principals and the method of marketing, as seen in Table 12. Principals who do not consider marketing to be a disreputable activity are more likely than those who do to use school open days (*p* = .005; *FET*), whereas those who do consider it a disreputable activity are more likely not to use other mediums of marketing (χ^2 (1, *N* = 64) = 4.07, *p* = .044).

Principals who have had some form of training in marketing are more likely to visit contributing schools to promote their school (χ^2 (1, $N = 65$) = 5.96, $p = .015$), as are principals of Year 9 schools (χ^2 (1, $N = 65$) = 6.55, $p = .010$). Principals of Year 9–15 secondary schools are more likely than their Year 7-15 counterparts to use the website as a marketing tool ($p = .024$; *FET*). (See Appendix 10 for full results of this analysis.)

Table 12: Significant relationships between groups of principals and marketing methods used

			Yes (n)	No (n)	*p*
School website	Year level	Year 7	23	4	.026
		Year 9	38	0	
Visits to contributing schools	Training in marketing	Yes	21	3	.015
		No	24	17	
	Year level	Year 7	14	13	.010
		Year 9	31	7	
School open days	Consider marketing disreputable	Yes	6	5	.005
		No	49	4	
Other	Consider marketing disreputable	Yes	0	11	.044
		No	15	38	
	Decile	Low (1-4)	6	10	.012
		Mid (5-7)	2	28	
		High (8-10)	7	11	
	School type	Single sex	8	10	.011
		Co-educational	7	40	

Statistically significant relationships between the perceived effectiveness of the method of marketing and groups of principals were observed, as seen in Table 13 (full results are presented in Appendix 11). Principals who do not consider marketing to be a disreputable activity are more likely to find the school prospectus, school website and school open days to

be good/excellent forms of marketing ($p = .035$, .040 and .030; *FET*, respectively), than principals that do. Principals of state schools are more likely to consider other strategies to be good/excellent than those of integrated/private schools ($p = .048$; *FET*).

Table 13: Significant relationships between groups of principals and effectiveness of marketing methods

			Poor/Satisf. (n)	Good/Excel. (n)	*p*
School prospectus	Consider marketing disreputable	Yes	5	5	.035
		No	9	44	
Website	Consider marketing disreputable	Yes	7	3	.040
		No	17	34	
School open days	Consider marketing disreputable	Yes	3	7	.030
		No	2	47	
Other	School type	State	0	5	.048
		Integrated/private	2	0	

Conclusions for Principals' Analysis

Although most principals (82.8%) disagreed with the statement that marketing is a disreputable activity, they do have mixed opinions of marketing. These opinions reflect in their definition of what marketing is. Three broad categories of definitions were identified: those with an internal or school focus, those with a parent or student focus, and those with a community focus. Only one principal provided a definition that encapsulated all three of these foci.

Principals reported using different methods to promote or market their school. Almost all respondents used the school prospectus (98.5%, n = 64) as a tool, 93.8% (n = 62) used the

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school website, 92.3% (n = 61) used word-of-mouth, and 86.2% (n = 56) used open days. The perceived effectiveness of these methods differed. While almost all used the school prospectus only three-quarters found this to be effective. Similarly, three-fifths considered the school website to be an effective method.

Three aspects of the school were reported as being promoted by principals: curriculum, staff/student relationships, and extra-curricular activities. Although this is what the principals reported as promoting, they believed that parents and students look for different factors in a school. Principals reported believing that parents were interested in the school's academic results, curriculum, and staff/pupil relationships, while students were more focussed on where their friends were going, extra-curricular activities, and school facilities. In the free-text 'other' option, principals noted that a safe environment is something that both parents and students find desirable.

Phase II: Parents / Students

Demographics

Six schools indicated that they would not like to participate beyond Phase I. This reduced the total number of schools participating from 65 to 59. Responses from parents and students came back from 38 of these schools (64.4%). Of these schools, a total of 685 pairs of invitations were sent. Ninety responses from students and 84 responses from parents were received (respective response rates of 13.1% and 12.3%).

The gender demographics of the student responses align with the demographics of the initial invitations, with 55.7% of responses from girls and 44.3% from boys (53% were sent to girls, 47% to boys). There was a higher response from Year 9 students (83.0%) than in the original distribution (58%).

Over three-quarters of the parental responses were from mothers (77.1%; n = 64). Fathers made up a smaller number of responses (18.1%; n = 15). Four respondents (4.8%) identified themselves as the student's legal guardian. The majority of respondents identified themselves as New Zealand European (86.6%; n = 71) and Māori (13.4%; n = 11). A small number also identified with other ethnicities.

Most parents attended state, co-educational schools themselves (73.4%; n = 58, respondents and 73.7%; n = 56, respondent's spouse/partner). Three-fifths of respondents and their spouse/partners attended co-educational schools (60.3%; n = 48 and 64.4%; n = 49, respectively).

To assist with direct comparisons within families, a reduced sample has been used. The reduced sample includes only those pairs of responses that included both parent and student response. This allowed for a more coherent analysis of the data. These 'dyads' of responses were compared to the total response for students and parents (as separate groups) to

ascertain whether any major changes were observed in the reduction from 90 students and 83

parents to 63 dyads. An overall picture of the dyads can be seen in Table 14.

Table 14: Demographics of parents and student dyads

		All respondents		Dyads	
		Parent	**Student**	**Parent**	**Student**
Gender	Male	17	39	15	29
	Female	65	49	48	34
School type	Single-sex: State	17	21	14	16
	Single-sex: Integrated	4	5	4	5
	Single-sex: Private	8	1	5	0
	Co-educational: State	41	48	31	36
	Co-educational: Integrated	5	7	2	3
	Co-educational: Private	2	4	2	2
	Other	2	1	2	0
Number of schools visited (average)		1.4 (med: 1.0)	1.8 (med: 2.0)	1.3 (med: 1.0)	1.7 (med: 2.0)
Who decided	Self (parent)	7	-	5	-
	Self (child)	12	10	11	9
	Spouse/partner	7	-	1	-
	Self (parent) & spouse/partner	23	24	18	17
	Shared (parents & student)	39	53	28	37

Decisions

Parents and students were asked who made the ultimate decision as to what school the

student would attend. Overall, parents and students were in rough agreement over who made

the decisions. Parents reported slightly more decisions were made by either their child or

themselves, while students believed the decisions were slightly more collaborative, as seen in

Table 15, following.

Table 15: Decision makers as perceived by parents and students

	Parents		Students	
	n	%	n	%
Child	11	17.5	9	14.3
Parents/guardians	24	38.1	17	27.0
Shared	28	44.4	37	58.7

When asked if they would like to have more say in the decision-making process, 85.7% (n = 54) of the students reported that they would not and only nine students (14.3%) reported that they would.

Sources of Information

Both parents and students were asked what information they used when choosing a secondary school. As can be seen in Table 16, both groups used word of mouth and school open days. More parents reported using ERO reports than students while, conversely, more students reported using a school website than parents.

Table 16: Information used for decision-making by parents and students

	Parents used		Students used	
	n	%	n	%
Prospectus	42	79.2	43	78.2
Website	19	50.0	38	74.5
Word-of-mouth	54	91.5	46	85.2
Posters (e.g., billboards, buses, etc)	2	6.5	11	25.6
Newspaper advertisements	10	30.3	16	35.6
Magazine advertisements	1	3.3	8	18.6
Television advertisements	1	3.3	8	18.6
School visits to contributing schools	27	62.0	43	82.7
Open days	46	86.8	54	91.5
ERO reports	26	66.7	14	31.8
Other	10	37.0	5	15.6

A small number of parents (n = 7) and students (n = 3) reported that the opinions of family and friends attending the school were used for information. These were noted as other, though could have been included as word-of-mouth.

Parents

Chi-square analyses were carried out to see if there were relationships between where parents sourced their information and different characteristics of the parents (e.g., marital status, school type that they or their children attend) (see Appendix 12 for full results). Only results that were statistically significant are discussed here. Parents who are married are more likely than those who are not (including never been married, separated or divorced) to use word of mouth ($p = .037$; *FET*).

Students

Statistically significant relationships were also observed between groups of students and where they looked for information. Only statistically significant results are presented here. Students from state secondary schools are less likely than those from integrated/private schools to use magazine advertising ($p = .050$; *FET*). (Appendix 13 presents all results from this analysis.)

Satisfaction with Information

Parents and students were asked to rate their level of satisfaction with the sources of information they used on a four-point Likert scale (not satisfied, a little satisfied, somewhat satisfied and very satisfied). This scale was. Over half of both parents (73.6%) and students (59.6%) reported being very satisfied with school open days, as seen in Table 17.

Table 17: Parent and student satisfaction with sources of information

	Parent responses (%)				Student responses (%)			
	Not	Little	Some	Very	Not	Little	Some	Very
Prospectus	7.7	9.6	36.5	46.2	1.8	16.4	43.6	38.2
Website	38.2	11.8	20.6	29.4	6.5	23.9	45.7	23.9
Word-of-mouth	7.0	12.3	36.8	43.9	5.5	14.5	54.5	25.5
Posters (e.g., billboards, buses, etc)	84.0	8.0	4.0	4.0	38.9	30.6	27.8	2.8
Newspaper advertisements	59.3	18.5	18.5	3.7	23.1	38.5	25.6	12.8
Magazine advertisements	91.7	4.2	-	4.2	42.9	28.6	20.0	8.6
Television advertisements	87.7	8.7	4.3	-	70.6	14.7	8.8	5.9
School visits to contributing schools	25.0	7.5	20.0	47.5	2.0	7.8	47.1	43.1
Open days	9.4	1.9	15.1	73.6	1.8	1.8	36.8	59.6
ERO reports	22.2	11.1	33.3	33.3	8.8	32.4	32.4	26.5
Other	22.2	11.1	33.3	33.3	42.9	42.9	-	14.3

Parents

Chi-square was employed to look for statistical significance in responses by different types of parent groupings. A number of statistically significant relationships were found between groups of parents and their reported effectiveness of sources of information (Table 18, following). Only statistically significant results are presented here, Appendix 14 presents the full results. The relationship between marital status of parents and their reported effectiveness of school prospectuses and open days was significant, with married parents being more likely to be somewhat or very satisfied with these media ($p = .043$ and $p = .035$; *FET*, respectively).

Table 18: Significant relationships between groups of parents and effectiveness of sources of
information

			Responses (n)		*p*
			Not/Little	Some/Very	
Prospectus	Marital	Not married	3	6	.043
	status	Married	7	37	
Open days	Marital status	Not married	3	6	.035
		Married	2	39	

Parents were asked to indicate how satisfied they were that they had all with the information they required to make a decision. Over 90% of parents (93.5%, n = 58) reported that they were satisfied (fairly or very) that they had the information they needed. No statistically significant relationships were observed between differing groups of parents and their overall satisfaction with having all the required information to make an informed decision (see Appendix 16 for full results).

Students

Following in the same analytical pattern as described in previous sections, statistically significant relationships were observed between school type (by funding) and the level of satisfaction with posters and school type (gender) and the level of satisfaction with magazine advertising. Students in the state system were more likely to be less satisfied with posters ($p = .012$; *FET*) than their integrated/private peers, and students at co-educational schools more likely to have lower satisfaction levels with magazine advertising than those at single-sex schools ($p = .022$; *FET*), as illustrated in Table 19, following (see Appendix 15 for full results).

Table 19: Significant relationships between groups of students and effectiveness of sources of information

			Responses (n)		p
			Not/Little	Some/Very	
Posters (e.g. billboards, buses etc)	School type	State	23	5	.012
		Integrated/Private	2	5	
Magazine advertisements	School type	Single sex	6	7	.022
		Co-educational	18	3	

Visiting Schools

Parents and students were asked whether they had visited schools prior to making the choice of secondary school. Over half of the parents reported that they had (58.7%, n = 37). More parents reported visiting between one and four schools than the 37 who reported visiting schools, as can be seen in Table 20. The variation between these figures may be explained by parents who had visited the school after the decision had been made or the child accepted.

Table 20: Number of schools parents visited prior to deciding

	n	**%**
Visited one school	23	54.8
Visited two schools	12	28.6
Visited three schools	5	11.9
Visited four schools	2	4.8

A similar number of students reported having visited schools prior to the choice (52.4%, n = 33). The number of schools visited by students (see Table 21) differs to that reported by parents. This may be attributed to parents and students visiting schools independently of each other.

Table 21: Number of schools students visited prior to deciding

	n	%
Visited one school	12	36.4
Visited two schools	16	48.5
Visited three schools	4	12.1
Visited four schools	1	3.0

What is Important to Parents and Students?

A list of what people looked for in choosing a secondary school was created from the literature. Parents and students were asked to indicate the importance of each item (parents = 64, students = 60) on a four-point Likert scale (not important, somewhat important, important, very important). To be able to compare parents and students, the four items not asked of students were removed from the parents' results. Tables 22 and 23 show the results from parents and students.

Table 22: Importance of items (parents)

	Not	Some	Imp.	Very	Mean	SD
Your child has friends going to the same school	22.2	36.5	23.8	17.5	2.37	1.02
A specific subject is available	13.1	24.6	31.1	31.1	2.80	1.03
School looks after its students	1.6	6.6	26.2	65.6	3.56	.70
The school runs a bus service to your area	47.5	18.0	24.6	9.8	1.97	1.06
Wide range of sports available	12.9	30.6	30.6	25.8	2.69	1.00
Attractive buildings and décor	24.2	40.3	32.3	3.2	2.15	.83
Broad and balanced education	0.0	1.6	24.2	74.2	3.73	.49
The style and appearance of the principal	29.0	27.4	29.0	14.5	2.29	1.05
No religion taught at this school	75.4	14.8	3.3	6.6	1.41	.84
Commitment to equal opportunities	13.3	6.7	30.0	50.0	3.17	1.04
Your family has gone to this school	71.0	19.4	8.1	1.6	1.40	.71
Good reputation for sport	35.5	30.6	19.4	14.5	2.13	1.06
Ease of travel	17.5	15.9	38.1	28.6	2.78	1.05
Not happy with other schools	56.7	20.0	11.7	11.7	1.78	1.06
The school teaches respect for others	0.0	6.3	31.7	61.9	3.56	.62
To get an advantage	4.8	9.7	35.5	50.0	3.31	.84
The gender of the principal	88.7	9.7	1.6	0.0	1.13	.38
Good reputation for music	49.2	23.0	21.3	6.6	1.85	.98
Co-education (there are boys and girls)	41.0	29.5	21.3	8.2	1.97	.98
School should be character building	14.5	17.7	25.8	41.9	2.95	1.09
Better career prospects	8.1	14.5	37.1	40.3	3.10	.94
Good boarding facilities	81.7	3.3	5.0	10.0	1.43	.98
Clever pupils	23.3	21.7	38.3	16.7	2.48	1.03

Religious affiliation of the school	78.3	8.3	8.3	5.0	1.40	.85
High rate of entry to universities	12.9	12.9	45.2	29.0	2.90	.97
Strict uniform code	16.9	18.6	40.7	23.7	2.71	1.02
Welcoming atmosphere for visitors	3.2	9.5	46.0	41.3	3.25	.76
A traditional style of education	6.3	25.4	38.1	30.2	2.92	.90
Well-equipped school	0.0	3.2	34.9	61.9	3.59	.56
Nice pupils	1.6	7.9	46.0	44.4	3.33	.70
The school offers a safe environment	0.0	0.0	17.5	82.5	3.83	.38
The school is well managed	0.0	1.6	14.3	84.1	3.83	.42
Low level of fees	25.4	34.9	23.8	15.9	2.30	1.03
Useful social contacts to be made	20.6	31.7	28.6	19.0	2.46	1.03
Single-sex schooling (only boys or girls)	63.5	12.7	19.0	4.8	1.65	.95
Having brothers or sisters at the same school	60.3	17.5	12.7	9.5	1.71	1.02
Good facilities and departments	0.0	0.0	44.4	55.6	3.56	.50
High quality teaching	0.0	0.0	15.9	84.1	3.84	.37
No bullying	0.0	4.8	19.0	76.2	3.71	.55
Academically competitive environment	4.8	7.9	30.2	57.1	3.40	.83
Small school	42.9	31.7	11.1	14.3	1.97	1.06
Private schools produce confident pupils	69.4	16.1	3.2	11.3	1.56	1.00
Good public examination results	6.5	12.9	38.7	41.9	3.16	.89
Wide range of clubs and societies	9.5	20.6	41.3	28.6	2.89	.94
Emphasis on examinations and results	12.7	11.1	39.7	36.5	3.00	1.00
Firm discipline	0.0	6.3	44.4	49.2	3.43	.62
Well-qualified teachers	0.0	0.0	28.6	71.4	3.71	.46
Good atmosphere for work	0.0	3.2	25.4	71.4	3.68	.53
Wide range of subjects	0.0	1.7	36.7	61.7	3.60	.53
Small classes	6.3	20.6	38.1	34.9	3.02	.91
A caring staff	0.0	3.2	27.0	69.8	3.67	.54
High expectations of pupils by teachers	0.0	1.6	40.3	58.1	3.56	.53
Well-behaved pupils	0.0	3.2	54.0	42.9	3.40	.56
Your child's preference	0.0	25.4	36.5	38.1	3.13	.80
Help with learning difficulties	32.8	14.8	21.3	31.1	2.51	1.25
Your child's happiness	0.0	1.6	23.8	74.6	3.73	.48
The school listens to parents	4.8	11.1	49.2	34.9	3.14	.80
Tolerance of all religions	22.2	30.2	25.4	22.2	2.48	1.08
A specific sport/activity is available	33.3	28.6	20.6	17.5	2.22	1.10

Table 23: Importance of items (students)

	Not	Some	Imp.	Very	Mean	SD
You have friends going to the same school	6.3	20.6	44.4	28.6	2.95	.87
A specific subject is available	19.0	34.9	30.2	15.9	2.43	.98
School looks after its students	1.6	7.9	39.7	50.8	3.40	.71
The school runs a bus service to your area	37.1	29.0	25.8	8.1	2.05	.98
Wide range of sports available	12.7	15.9	30.2	41.3	3.00	1.05
Attractive buildings and décor	25.4	44.4	22.2	7.9	2.13	.89
Broad and balanced education	3.2	11.3	38.7	46.8	3.29	.80
The style and appearance of the principal	42.9	20.6	27.0	9.5	2.03	1.05
No religion taught at this school	66.7	20.6	4.8	7.9	1.54	.91
Commitment to equal opportunities	11.5	21.3	32.8	34.4	2.90	1.01
Your family has gone to this school	57.1	30.2	6.3	6.3	1.62	.87
Good reputation for sport	28.6	31.7	15.9	23.8	2.35	1.14
Ease of travel	12.7	25.4	38.1	23.8	2.73	.97
Not happy with other schools	47.5	31.1	14.8	6.6	1.80	.93
The school teaches respect for others	4.8	20.6	30.2	44.4	3.14	.91
To get an advantage	14.8	16.4	36.1	32.8	2.87	1.04
The gender of the principal	85.5	11.3	0.0	3.2	1.21	.60
Good reputation for music	49.2	27.0	19.0	4.8	1.79	.92
Co-education (there are boys and girls)	32.8	21.3	23.0	23.0	2.36	1.17
School should be character building	19.4	25.8	37.1	17.7	2.53	1.00
Better career prospects	11.3	12.9	33.9	41.9	3.06	1.00
Good boarding facilities	69.0	8.6	12.1	10.3	1.64	1.06
Clever pupils	42.9	22.2	25.4	9.5	2.02	1.04
Religious affiliation of the school	75.8	11.3	6.5	6.5	1.44	.88
High rate of entry to universities	22.2	27.0	36.5	14.3	2.43	1.00
Strict uniform code	41.3	33.3	17.5	7.9	1.92	.96
Welcoming atmosphere for visitors	6.3	17.5	42.9	33.3	3.03	.88
A traditional style of education	25.4	23.8	34.9	15.9	2.41	1.04
Well-equipped school	1.6	9.5	33.3	55.6	3.43	.73
Nice pupils	0.0	14.3	30.2	55.6	3.41	.73
The school offers a safe environment	0.0	4.8	39.7	55.6	3.51	.59
The school is well managed	1.6	14.3	41.3	42.9	3.25	.76
Low level of fees	26.2	39.3	19.7	14.8	2.23	1.01
Useful social contacts to be made	12.7	31.7	34.9	20.6	2.63	.96
Single-sex schooling (only boys or girls)	79.4	14.3	3.2	3.2	1.30	.69
Having brothers or sisters at the same school	58.1	22.6	8.1	11.3	1.73	1.03
Good facilities and departments	3.2	15.9	39.7	41.3	3.19	.82
High quality teaching	3.2	11.1	36.5	49.2	3.32	.80
No bullying	3.2	11.1	22.2	63.5	3.46	.82
Academically competitive environment	14.3	25.4	41.3	19.0	2.65	.95
Small school	57.1	23.8	12.7	6.3	1.68	.93
Private schools produce confident pupils	69.4	19.4	3.2	8.1	1.50	.90
Good public examination results	9.5	22.2	38.1	30.2	2.89	.95
Wide range of clubs and societies	17.5	31.7	30.2	20.6	2.54	1.01
Emphasis on examinations and results	11.1	22.2	39.7	27.0	2.83	.96
Firm discipline	12.9	25.8	37.1	24.2	2.73	.98
Well-qualified teachers	3.2	12.7	41.3	42.9	3.24	.80
Good atmosphere for work	3.2	11.1	31.7	54.0	3.37	.81

Wide range of subjects	1.6	6.3	38.1	54.0	3.44	.69
Small classes	15.9	33.3	36.5	14.3	2.49	.93
A caring staff	0.0	13.1	42.6	44.3	3.31	.70
High expectations of pupils by teachers	3.2	29.0	38.7	29.0	2.94	.85
Well-behaved pupils	1.6	15.9	49.2	33.3	3.14	.74
Your preference	8.5	11.9	32.2	47.5	3.19	.96
Help with learning difficulties	23.8	22.2	14.3	39.7	2.70	1.23
Your happiness	1.7	3.3	23.3	71.7	3.65	.63
The school listens to parents	3.2	16.1	40.3	40.3	3.18	.82
Tolerance of all religions	16.1	16.1	27.4	40.3	2.92	1.11
A specific sport/activity is available	13.1	26.2	24.6	36.1	2.84	1.07

Table 24 illustrates the top ten ranked items by importance by parents (overall mean) and where the item corresponded in the student ranking. Seven of the top ten parental ranked items also ranked in the students' top ten. Whereas parents considered a broad and balanced style of education, a well-managed school, and well-qualified teachers as highly important, students considered schools that looked after their students (rank 7, M = 3.40), were well-equipped (rank 5, M = 3.43), and had nice pupils (rank 6, M = 3.41). The means of the three factors in the parents' top ten and not in the students' top ten were all in the important/very important range for students. When offered a list of 60 items that they consider important in choosing a secondary school, parents seek a school that has high-quality teaching, offers a safe environment for their child, and is well-managed. Students look for a school where they will be happy, feel safe, and has no bullying. Though not identical, it would appear that there are similarities in what parents and students look for in a school.

Table 24: Top ten items of importance by parents and students

Item	Parents		Students	
	O/all mean	Rank	O/all mean	Rank
High quality teaching	3.84	1	3.32	9
Offers a safe environment	3.83	2 =	3.51	2
Well-managed	3.83	2 =	3.25	-
Broad and balanced education	3.73	4 =	3.29	-
Child's happiness	3.73	4 =	3.65	1
No bullying	3.71	6 =	3.46	3
Well-qualified teachers	3.71	6 =	3.24	-
Good atmosphere for work	3.68	8	3.37	8
A caring staff	3.67	9	3.31	10
Wide range of subjects offered	3.60	10	3.44	4

Factor Analysis

Given that the initial pool of items were all issues related to school choice, a factor analysis was run to look for a smaller, more coherent, grouping of like items that would enhance the understanding of what parents and students looked for in a secondary school. There were no factors that could be posited a priori, so an exploratory factor analysis of the correlation matrix was run using principal components analysis (PCA) with a varimax rotation following the initial extraction. The standard criteria for looking at the number of factors to be retained, the eigenvalue greater than one approach, and the scree plot, were both employed (Lord, 1980). The eigenvalue greater than one criterion tends to be too liberal when a large number of variables are analysed, and the scree plot can be too conservative at times, so both were utilised here to get a range of possible factors to retain and rotate, using judgement about which solution gave the most reasonable fit by looking at which sets of variables made the most sense when grouped together as factors. Analyses were conducted for both parents and students; a variety of solutions were explored, suggesting between 3 and 6 rotations. All items were looked at for both parent and student samples and several solutions were investigated with different numbers of factors being retained for rotation based on the eigenvalues. Figures 7–8 illustrate the eigenvalues for parents and students as scree plots (Appendices 17 & 18 present the full results).
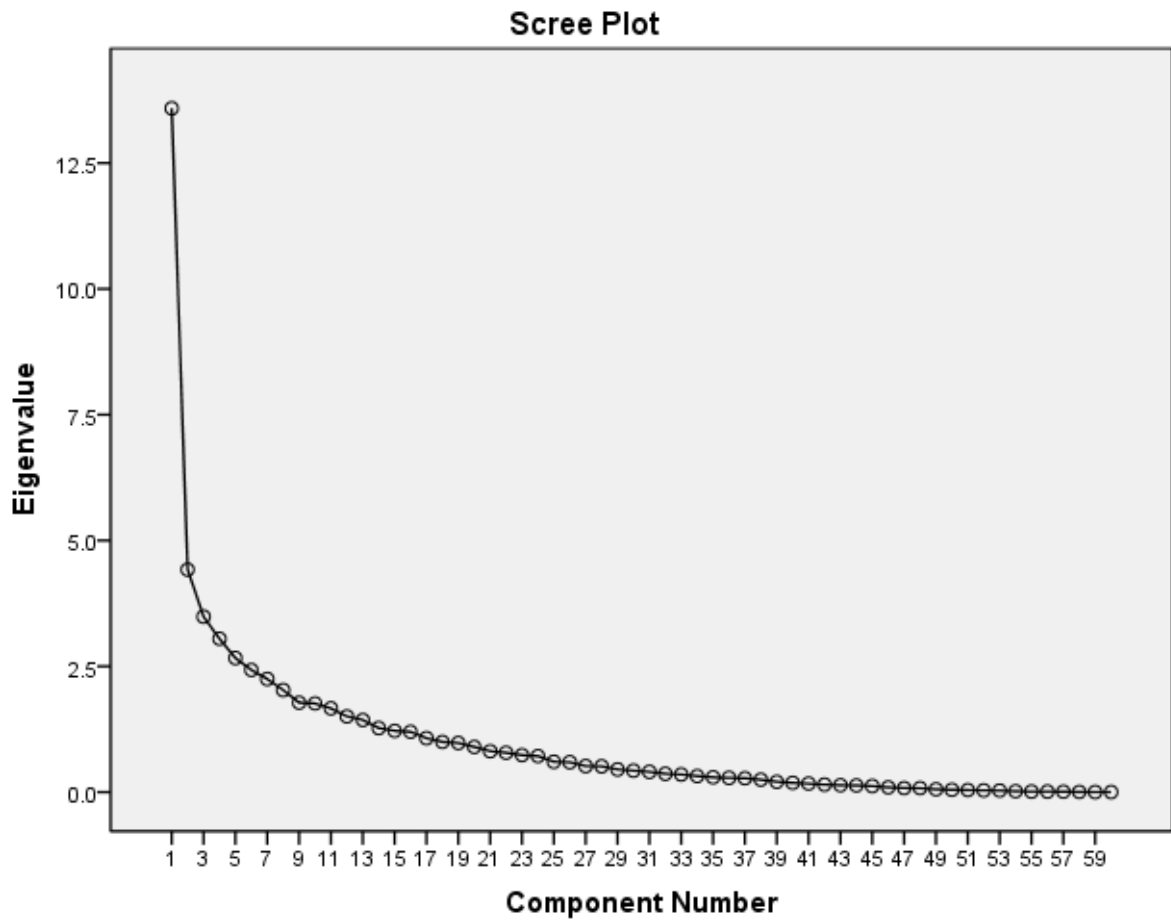
Figure 8: Scree plot of parent eigenvalues
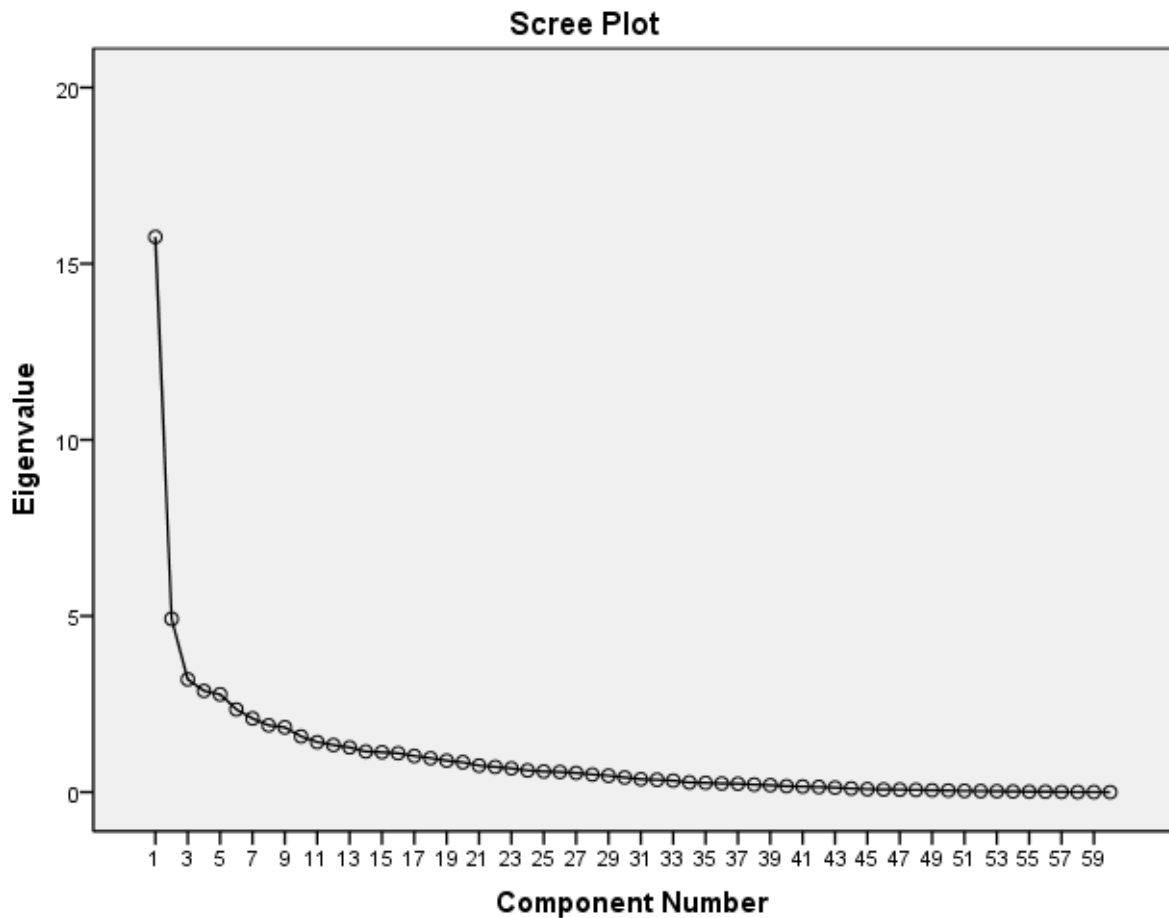
Figure 9: Scree plot of student eigenvalues

This scree plot suggested that between three and six factors might be retained for rotation. Each suggested solution was examined to see whether the resulting factors were suitable within the context of the research. It was decided that a four-factor solution was the most effective for the two sets and loadings were similar enough to generate one set common to both parents and students. The varimax rotated results, with loadings less than .400 removed, are presented in Tables 25–26, following.

Table 25: Varimax rotated results (parents)

	Quality	Environment /Safety	Sports	Tradition
Friends going to the same school		-.405		
Specific curriculum subject offered				.470
Good pupil care & welfare	.602			
School runs a bus service			.410	
Wide range of sports available			.770	
Attractive buildings and decor			.547	
Broad and balanced education	.665			
Style and appearance of principal				
No religion taught		.466		
Commitment to equal opportunities	.654			
Family tradition of using school				
Good reputation for sport			.766	
Ease of travel			.505	
Dissatisfaction with other schools				.425
School teaches respect	.664			
Give child advantage	.527	.423		
Gender of principal				
Good reputation for music				.647
Coeducation		-.434		
School is character building				
Better career prospects	.441	.499		
Boarding facilities				
Clever pupils		.520		
Religious affiliation of school		.429		
High rate of entry to university		.571		
Strict uniform code		.716		
Welcoming atmosphere				.436
Traditional style of education		.590		
Well-equipped school	.450	.462		
Nice pupils				
Safe environment	.790			
Well managed	.544			
Low level of fees			.513	
Useful social contacts to be made				
Single-sex		.509		
Brothers or sisters at same school				.667
Good facilities and departments	.503	.523		
High quality teaching	.716			
No bullying	.761			

Academically competitive environment			
Small school			
Private schools produce confident pupils			.527
Good public examination results		.625	
Wide range of clubs and societies			.489
Emphasis on examinations and results		.696	
Firm discipline		.571	
Well-qualified teachers	.670		
Good atmosphere for work	.718		
Wide range of subjects	.637		
Small classes			
Caring staff	.767		
High expectations of pupils	.527		-.408
Well-behaved pupils			
Child's preference			
Help with learning difficulties			.493
Happiness of child	.409		
Responsive to preferences of parents	.490		
Tolerance of all religions			.432
Specific sport or activity available			.718
Other			

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 7 iterations.
b. Only cases for which Parent or student = Parent are used in the analysis phase.

Table 26: Varimax rotated results (students)

		Environment		
	Quality	**/Safety**	**Sports**	**Tradition**
Friends going to the same school				-.483
Specific curriculum subject offered		.575		
Good pupil care & welfare	.750			
School runs a bus service		.419		
Wide range of sports available			.520	
Attractive buildings and decor			.494	
Broad and balanced education	.637			
Style and appearance of principal			.543	
No religion taught			.624	
Commitment to equal opportunities	.465			
Family tradition of using school		.782		
Good reputation for sport			.612	
Ease of travel				-.559
Dissatisfaction with other schools			.430	
School teaches respect	.768			
Give child advantage	.618			
Gender of principal			.567	
Good reputation for music				
Coeducation		.482		-.408
School is character building	.570			
Better career prospects				
Boarding facilities				.498
Clever pupils		.480		
Religious affiliation of school				
High rate of entry to university		.496		
Strict uniform code				.624
Welcoming atmosphere	.585			
Traditional style of education	.476			
Well-equipped school	.699			
Nice pupils			.466	
Safe environment	.710			
Well managed	.812			
Low level of fees		.621		
Useful social contacts to be made			.417	
Single-sex				.403
Brothers or sisters at same school		.559		
Good facilities and departments	.586			
High quality teaching	.754			

No bullying	.511		
Academically competitive environment			
Small school			.549
Private schools produce confident pupils		.634	
Good public examination results		.510	
Wide range of clubs and societies	.440		
Emphasis on examinations and results	.589		
Firm discipline	.680		
Well-qualified teachers	.722		
Good atmosphere for work	.741		
Wide range of subjects	.509	.405	
Small classes			
Caring staff	.699		
High expectations of pupils	.781		
Well-behaved pupils	.687		
Child's preference	.469		
Help with learning difficulties	.404		
Happiness of child	.500		
Responsive to preferences of parents	.769		
Tolerance of all religions	.542		
Specific sport or activity available			
Other			

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 8 iterations.
b. Only cases for which Parent or student = Student are used in the analysis phase.

Each factor was then examined. The first factor produced high loadings on: "broad and balanced education", "a commitment to equal opportunities", "the school teaches respect for others", "well-equipped school", "the school is well managed", "good facilities and departments in the school", "high quality teaching, firm discipline", "well-qualified teachers", "wide range of subjects", and "high expectations of pupils by teachers". These related to the quality and environment of a school and the factor was called 'Quality'. The second factor had high loadings on: "good pupil care and welfare arrangements", "nice pupils", "the school offers a safe environment", "no bullying", "good atmosphere for work", "caring staff", "well-

behaved pupils", and "happiness of the student". This factor was called 'Environment/Safety'. The third factor had high loadings on: "a specific sport or activity is available", "wide range of sports available", and "good reputation for sport". This factor was called 'Sports'. The fourth factor had high loadings on: "giving student an advantage", "school is character building", "clever pupils", "high rate of entry to universities", "strict uniform code", "a traditional style of education", "useful social contacts to be made at school", "single-sex schooling", "private schools produce confident pupils", "good public examination results", and "an emphasis on examinations and results". This factor was called 'Tradition'.

A new set of variables was created reflecting the four-factor structure. This was achieved by taking loadings of greater than .40 on the rotated results and including them as part of each new variable. Survey responses on a factor were summed and divided by the number of responses to obtain an average response for each of the factors, allowing for direct comparison, thus creating the four factors of 'Quality', 'Environment/Safety', 'Sports' and 'Tradition'.

Factors

It is evident from the data that students have lower means than parents for three of the four factors, with students rating Sports higher than parents—parents rating Sports as the lowest of the four factors. Parents considered that Environment/Safety and Quality were the most important factors—with these being nearly tied—followed by Tradition and Sports. Students considered Environment/Safety to be the most important factor in choosing a secondary school, followed by Quality, Sports and Tradition.

For each group, a repeated measures analysis was conducted to examine differences among the four outcome measures. The results, although strong and interesting, are not uniform and show variability. The means and standard deviations have been reported in

Tables 27 and 28. For the parent data, the test for the assumption of sphericity was not met (χ^2 (5) = 89.36, p < .001), so the multivariate approach was used. Wilk's lambda (3, 46) was estimated at F = 72.77, (p < .001). With the student data, the test for the assumption of sphericity was not met (χ^2 (5) = 105.02, p < .001), so the multivariate approach was used. Wilk's lambda was estimated at F (3, 52) = 96.35, p < .001.

Table 27: Descriptive statistics and Cronbach's Alpha (parents)

	N	Minimum	Maximum	Mean	SD	Cronbach's Alpha
Quality	63	2.6	4.0	3.60	.36	.85
Environment/Safety	63	2.5	4.0	3.61	.37	.81
Sports	63	1.0	4.0	2.35	.93	.86
Tradition	63	1.3	3.9	2.68	.63	.87

Table 28: Descriptive statistics and Cronbach's Alpha (students)

	N	Minimum	Maximum	Mean	SD	Cronbach's Alpha
Quality	63	1.6	4.0	3.17	.60	.91
Environment/Safety	63	2.0	4.0	3.40	.50	.85
Sports	63	1.0	4.0	2.72	.93	.82
Tradition	63	1.3	3.6	2.37	.60	.85

As illustrated in Figure 9, students appear to have a lot of variability in their overall results across the four factors, as do parents for Sports and Tradition. There is less variability for parents on Quality and Environment/Safety. Although Quality and Environment/Safety for parents, and Environment/Safety for students are identified as the most important, there are parents who are very interested in Tradition, and students very interested in Sports.
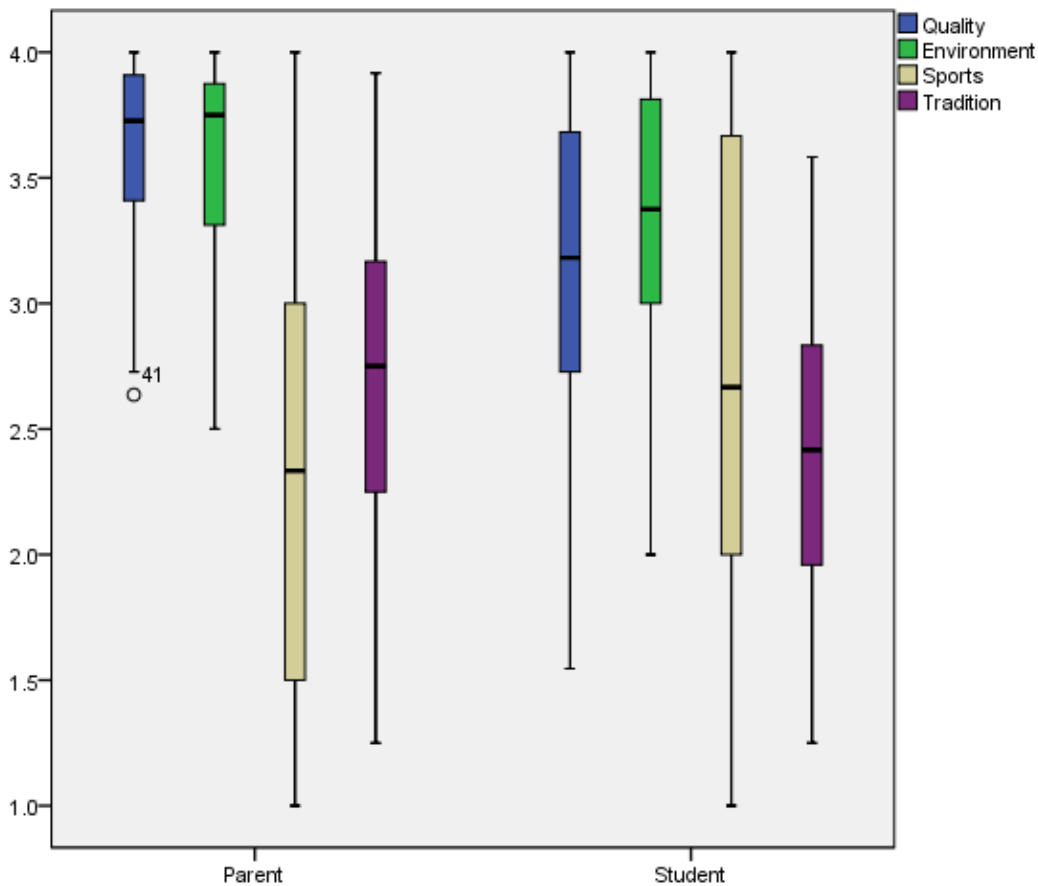
Figure 10: Box plot of factors

Parents

Independent sample *t*-tests were used to determine any significant differences between the dependent variables of Quality, Environment/Safety, Tradition, and Sport and the independent variables of parental gender, parent's relationship to student, student's school type (by type and funding), whether the child has any special needs requirements, whether parents have a tertiary qualification, and whether the parents have had any previous experience in choosing a secondary school. Statistically significant differences were found for the dependent variable of Tradition and the school type the student attends and whether parents have a tertiary qualification. No other statistically significant differences were observed. Parents whose children attend single-sex schools (M = 2.91, SD = .57) were more likely to be interested in tradition than parents whose children attend co-educational schools (M = 2.57, SD = .65) (*t*(45.63) = 2.13, *p* = .038, *d* = .54 (95% CI, .19–.66)). Parents without a

tertiary degree (M = 2.92, SD = .48) were more likely to be interested in tradition than parents with tertiary qualifications (M = 2.55, SD = .68) ($t(55.99) = 2.46$, $p = .017$, $d = .59$ (95% CI, .07–.66)).

Students

As with the parent factors, independent sample *t*-test were used to ascertain any statistically significant differences. Looking at the dependent variable of Sport, we see statistically significant differences for gender and student's school type. For gender, boys (M = 3.01, SD = .87) were more likely to be interested in sports than girls (M = 2.48, SD = .92) ($t(60.33) = 2.32$, $p = .024$, $d = .58$ (95% CI, .07–.98)). With regard to student's school type, students attending single-sex schools (M = 3.08, SD = .83) were more likely to be interested in sports than students of co-educational schools (M = 2.58, SD = .91) ($t(44.07) = 2.16$, $p = .036$, $d = .56$ (95% CI, .03–.96)).

Conclusions for Parents' and Students' Analysis

Parents and students, although not in total agreement, reported that the decision-making process was largely a shared one between parents and their children. Almost half of the parents (44.4%, n = 28) and three-fifths (58.7%, n = 37) of students reported that the decision was shared as a family. Few students (14.3%, n = 9), when asked if they would like to have more say in the decision-making process, reported that they would.

Word-of-mouth, open days and school prospectuses were identified by both parents and students as being sources of information for their choice. Word-of-mouth and open days were the most common sources for both parents and students, with the prospectus ranking third for parents and fourth for students. ERO reports ranked fourth for parents, while school visits to contributing schools ranked third for students. Two-thirds of parents (66.7%, n = 42)

reported that they had visited schools prior to making a decision. Between one and four schools were visited. Parents and students reported in the 'other' category the use of family and/or friends attending (or with experience of) the school as being another source of information.

When asked how satisfied they were with the sources of information, approximately 90% of both parents and students reported being somewhat or very satisfied with school open days, ~82% with school prospectuses, and ~80% word-of-mouth. Overall, 93.5% (n = 58) of parents were satisfied with the information they had available.

A list of factors for choosing a secondary school was provided to both parents and students. Respondents were asked to indicate the level to which the considered the factor important in their choice. While parents reported high quality teaching, a safe environment, and a well-managed school being their most important factors, students reported their own happiness, a safe environment, and no bullying. Of the top ten factors for parents it was noted that seven were also in the students' top ten.

CHAPTER 5: DISCUSSION

The final chapter highlights the key findings from this study and provides a discussion of the research questions posed in Chapter 2, and of the relevance of the results for those involved in the marketing of secondary schools. Part of the study was devoted to looking at the issue of marketing in New Zealand schools. This work is particular to the New Zealand context, as opposed to the research questions discussed later, which focus on issues that might be considered to be more generalisable.

Where do principals market schools? Where do parents and students look?

Most principals reported using a variety of different media to market their schools. The most widely reported method was the school prospectus, followed by the school website, word-of-mouth, and open days. This finding is generally consistent with what has been found in the research literature on marketing (see Buckley & Schneider, 2003; Martin, 1993).

Just as principals reported these venues as where they market their schools, parents and students reported that these were key areas where they sought out information relating to schools. What was surprising was that only half (50%, n = 19) of parents and three-quarters (74.5%, n = 38) of students reported using the school website for information. There is little evidence in the literature as to how much credence is placed on written materials (Bradley, 1996). Matson (1993) reported that few students actually read information provided in school prospectuses. It is unclear from the present study how the 75% of students who reported using the website to source information used the information provided.

Paid advertisements, such as in newspapers, magazines, and television, were not commonly used by principals in the study, again consistent with the literature in this area (see, e. g., Maguire et al, 2001; Oplatka & Hemsley-Brown, 2004). Principals do, however, utilise

the school prospectus. The prospectus is seen as one of the most effective media of promotion.

How effective do parents and students consider marketing material to be?

When asked how satisfied parents were with the information they had available to inform their decision, the majority (93.5%, n = 58) reported that they were fairly or very satisfied. Students and parents were somewhat or very satisfied with information provided at school open days, in school prospectuses, and the information they obtained through word-of-mouth.

When further analyses were carried out on groups of parents and students, significant relationships were observed for parents and word-of-mouth and open days. The gender of the parent is more likely to affect whether they are satisfied with word-of-mouth, with mothers more likely to be satisfied than fathers, as would be expected with the prevalence of mothers involved in the education of their children (e.g., see David et al., 1993, 1994, 1997). Similarly, the marital status of the parent is more likely to affect satisfaction levels with word-of-mouth and with school open days. Parents who are married are more likely to be satisfied with the information gathered from word-of-mouth and school open days than parents who are not married. Gender may have an impact on levels of satisfaction for word-of-mouth as mothers, broadly speaking, are more involved in the education of their children and may, for example, speak with school staff (formally and informally) and other parents, family and friends in various situations. This may also partially explain why married parents are more likely to be satisfied, as there may be more time for one parent to involve themselves in their children's education as familial tasks can be shared more evenly among both parents.

For students, the year level of the student is more likely to affect their satisfaction level with school open days. Year 7 students are less likely to find satisfaction with school

open days than those in Year 9. One reason for this may be that area schools are Year 1 to Year 13, as such, open days are not as crucial to a Year 7 (who would have been asked to participate in this study). Alternatively, some intermediate schools may act as feeder schools for secondary schools and Year 9 students and their parents may have made decisions earlier and the open days do not have the same relevance.

Is marketing disreputable?

According to Gerwitz et al. (1995), Grace (1995), and Oplatka, Foskett, and Hemsley-Brown (2002), marketing of schools holds a negative connotation amongst principals. However, the data here indicate that principals do not see marketing as disreputable. When asked whether they considered marketing a disreputable activity, the majority of the principals in the study rejected the statement. Davies and Ellison (1997) identified four myths of marketing, which were put to the principals in this study. Principals were split over whether marketing was only about the promotion of the school; however, 87.5 per cent disagreed or strongly disagreed with the idea that marketing is only to people outside the school. This result highlights Davies and Ellison's notion that marketing encompasses the school community as well as the wider community. Thus school marketing efforts are aimed at attracting new students and families as well as ensuring existing ones remain at the school.

No significant relationships were observed among groups of principals. One possible reason for this is the acknowledgement that marketing has become a part of their role as leader, with the majority of principals in this study (92.2%) reporting that they consider marketing to be part of their job.

Research Questions

In the following sections, the research questions of the study are examined. These are reviewed and then related to the corresponding literature.

What role do New Zealand principals play in school promotion and what qualifications do they have in this area?

New Zealand principals are directly involved in the marketing planning/strategising and decision-making processes. One-quarter (25.0%, n = 16) are solely responsible for developing the school's marketing plan/strategy, while one-third (34.4%, n = 22) are responsible for making the final decisions. Over half of the principals (51.6%, n = 33) reported that the responsibility for planning/strategising and making the final decision rested with a team or committee within the school. It is assumed that the principal will sit on many of these teams/committees and, thus, they may be involved in up to 75% of school marketing planning/strategising and decision-making.

One-third of principals (36.9%, n = 24) reported that they have had some form of training in marketing. Although this may appear to be a small number, it is supported by Robenstine (2000) who noted that principals see themselves as a 'principal-as-professional' rather than a 'principal-as-manager', where professional relates to the area in which they primarily trained.

What do New Zealand principals promote when they market their schools?

What principals promote when marketing their schools is related to what they believe parents and students desire. Principals were asked what aspects of their schools they most promoted. Over 90% of principals indicated that they promoted three particular aspects of their schools: curriculum, staff/pupil relationships, and extra-curricular activities. Principals

believed that parents were more interested in the first two of these aspects, and students in the third one. As noted in the Results chapter, the wording of the question encouraged a focus on certain aspects of the school, but the option was available for principals to report on other aspects.

The school curriculum was the most commonly promoted aspect reported by principals, with 96.9% reporting they promote this. The range of subjects offered by the school can be considered an easy marketing pitch as it is factual and, in some schools, can be the largest point of difference between them and a neighbouring school. Principals also believed that the curriculum is the most important aspect of a school that parents look for. Subjects can entice parents and students who have interests in specific areas, for example specific languages or performing arts. Though most schools will promote this, it is not an aspect principals believe students are as interested in as are their parents.

Principals next reported promoting their staff/student relationships, with 95.4% reporting this as an area being promoted. This is an important feature for schools as it may encompass broader safety and happiness issues for students. Again, this was an aspect not perceived as being as highly regarded by students as by parents. It was the third most important aspect that principals believed parents look for. For parents, a strong or positive staff/pupil relationship may be seen as encouraging their child to perform, whether academically, socially or on the sports field. Also, as with the curriculum, this is an area in which a school may have an advantage over another school.

The third most promoted aspect, with 90.8% of principals reporting they promote, was extra-curricular activities. As with the previous aspects, this can be a competitive advantage over neighbouring schools. Extra-curricular activities for some schools may take precedence over other aspects. They may be academic, arts-based, or sporting. They are activities that can further extend a child. Although principals did not believe as many parents may look for these

activities, they believed more students would. Principals believe that extra-curricular activities may be seen by students as less traditional than the perceived image of a school (classroom-based) and thus more fun.

Aspects that principals acknowledged promoting, but to a lesser extent than the three above, were the school's academic results and school facilities. Most principals believed that academic results are important to parents. Academic results are considered a measurable benchmark; however, one that can be easily misinterpreted (or misrepresented). Similarly, most principals believed that students would look for school facilities. As a student spends much of their day in the school grounds, the facilities would be important and, depending on the student's interest, the facilities they are interested in would differ (e.g., science laboratories, performing arts spaces, sports fields/gymnasiums, etc.).

It is important to note that principals who included an 'other' option reported believing that both parents and students were interested in safety. Often this included providing a safe environment for the student (such as free from bullying). Principals also believed that most students were interested in the school that their friends were going to attend. This was not provided as an option for principals as something that they were able to promote within their school.

What principals' report promoting in a school appears to be perceptual aspects rather than aspects that can be substantiated with hard evidence, such as the academic results. According to Ball, Bowe and Gewirtz (1994), principals base their marketing on what they believe parents look for in a secondary school. Findings from this study would support this, but also extend it to include students. That is, principals base their marketing on what they believe prospective parents and students look for.

Chi-square analyses were undertaken to examine whether relationships existed among types of schools and areas that are promoted. These analyses revealed that statistically

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significant relationships exist between the type of school (by funding) and the promotion of facilities and extra-curricular activities; between schools where principals have had training in marketing and the promotion of facilities and academic results; and between the type of school and the promotion of tradition. State secondary schools are more likely to promote these areas than integrated/private schools; principals who have had some form of training in marketing are more likely than those without to promote the school's facilities, but less likely to promote academic results, while single-sex schools are more likely than co-educational schools to promote tradition.

What do New Zealand parents and students consider important when choosing a secondary school?

Whereas a small number of options were posed to principals as to what they promoted in their school, parents and students were provided a list of 60 aspects that have been identified in the literature and previous studies as being important for parents in their decision-making. Seven of the top ten aspects identified by parents as being important to them were also identified as important by students.

Parents considered the quality of teaching to be the most important aspect (M = 3.84, SD = 0.37); this was identified as the ninth most important aspect for students (M = 3.32, SD = 0.80). Both parents and students considered a safe environment to be the second most important aspect (M = 3.83, SD = 0.38 and M = 3.51, SD = 0.59 respectively). Caring teachers were identified as being important for 80 per cent of the parents in Hunter's (1991) study. The role of the teacher can be seen to foster the culture and environment of the school. As identified in Martin (1993), a safe environment eased the concerns of parents, particularly as the fear of their child being bullied was a concern. In Matson's 1993 US study, a safe environment was identified by 40 per cent of the students.

Parents rated a safe environment as equally important with a well-managed school (SD = 0.42), which did not rate in the students' top ten (but was still a very important aspect, M = 3.25, SD = 0.76). Likewise, a broad and balanced education was the fourth most important aspect for parents (M = 3.73, SD = 0.49) and did not make the students' top ten (M = 3.29, SD = 0.80). Parents reported their child's happiness as being of equal importance with a broad and balanced in choosing a secondary school; students, however, reported their happiness as the most important aspect (M = 3.65, SD = 0.63). Although the student's happiness was not as an important aspect for parents as it was for students in terms of rank order, the overall mean was higher (3.73, SD = 0.48). The three aspects students considered third to fifth most important included no bullying (M=3.46, SD = 0.82), a wide range of subjects offered (M=3.44, SD = 0.69), and a well-equipped school (M=3.43, SD = 0.73). A well-equipped school was not one of the top ten parent aspects, but with a mean of 3.59 (SD = 0.56), was still considered to be important.

A factor analysis was carried out on the parent and student questionnaire items. As discussed, four factors were created: Quality, Environment/Safety, Sports, and Tradition. Gorard (1999) identified five factors that parents looked at in selecting a school including academic, structural/geographical, organisational, selective, and, safety and welfare. The factors identified in this study are not dissimilar to those identified by Gorard. Parents rated Environment/Safety and Quality as being the most important factors, with mean of 3.6 (SD = 0.37 and 0.36, respectively). These were followed by Tradition (2.7, SD = 0.63) and Sports (2.4, SD = 0.93). Students had a similar—but not identical—set of ratings with Environment/Safety being the most important factor (3.4, SD = 0.50), followed by Quality (3.2, SD = 0.60), Sports (2.7, SD = 0.93), and Tradition (2.4, SD = 0.60). Overall quality of the school, and having a safe and supportive environment are the top two issues for both parents and students. It is interesting to note that a safe and supportive environment, one free

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from bullying, is the number one factor for students. Environment/safety was found to be the most important factor for both students and parents; however, Elliott (1984) noted that value priorities do change as students' age. The intrinsic concerns initially focus upon the safety of the child and later towards a more academic focus (as students mature and move towards adulthood and careers). Although Elliott was writing about parental choice, it would be expected that this would be similar for students as well, depending on the individual student, perhaps to a lesser extent.

To what extent do New Zealand students have a role in the process of choosing a secondary school?

Studies have identified that a child's preference is often a consideration of parents in their decision-making process (see Bradley, 1996; Elliott, 1984; Glatter et al., 1995; West et al., 1991). Both parents and students in this study were asked who made the decision as to the secondary school the student attended. Just over one-third of parents reported that the decision was made by them (38.1%); a further 44.4% reported the decision was jointly made by parents and the student, and 17.5% reported that it was the student who made the decision alone. The results of this study were similar to results cited by West et al. (1991), in which it was reported that 25% of parents solely made the decision, in 45% of respondents it was a joint decision, and 20% reported it was the child who made the decision alone (Alsotn, Sammons & Mortimore, 1985, cited in West et al., 1991).

On the other hand, when students were asked this question, 58.7% reported that it was a shared process; 27.0% said it was made by parents, and 14.3% reported that they made the ultimate decision. Again, these results were similar to those of West et al. (1991). West et al. reported that in their study, 66% of students identified the decision being a joint one, 18% of

parents made the decision, and 16% of students made the decision alone. It is interesting to note that when asked if they would like more say in the decision, 85.7% of students said no.

In general, we see from the findings here that principals look to tangible and measurable ways of promoting their schools to parents and students, such as the curriculum, staff/pupil relationships, extra-curricular activities, school facilities, and the academic results produced. On the other side of this equation, parents and students are looking for factors that relate to the school environment (the safety of the student within) and perceived quality: school management, qualifications of staff. These findings are similar to earlier studies looking into parental choice (Bagley et al., 2001; Collins & Snell, 2000; Martin, 1993) and student choice (Matson, 1993; Reay & Lucey, 2000b; West et al., 1991).

Importance of Results

The results from this study provide information about the process of choosing a school from a New Zealand perspective that can be used when comparing school choice in an international setting. Along with supporting findings from previous international studies, this study identifies areas in which there has been little research undertaken, particularly around the area of the role of school (educational) marketing and its effect on parents and students when they are in the process of choosing a secondary school. This study can therefore be used to inform principals and school marketers about these options and processes. Although it does not purport to identify aspects to promote or where to market, the results can be used as a comparative tool in that as a principal may be seek evidence to support a change in strategy. Finally, this study brings to the fore a link between what a school does in terms of its marketing and the effect of this on the school choice process undertaken by parents and students.

Limitations

The findings of this study are subject to at least two important limitations: a low response rate and a focus on a particular school type. The design of this study required the buy-in of three groups of participants: principals, parents, and students. Principals were first required to participate in the study. Those who agreed to participate also agreed to allow access to their students in the following year. As principals have many demands on their time and, as there was no immediate incentive, this first level of participation, was fairly low. The flow-on of this was a reduced possible number of parents and students. Parents and students who were invited to participate were randomly chosen by the principal (10% of their intake of Year 7 or Year 9 students). There was no access to the names of these participants, thus reminders could not easily be targeted or distributed. Again, only a small number of responses were received. The overall response rate of completed surveys from principals, parents, and students was ~13%. Thus, there are clear problems with generalizability. In defense of the data collected, two factors should be pointed out. The first is that the trivariate responses, from principals, parents, and students, with each trivariate representing a school, is somewhat unique for this type of research. When the responses of principals are compared to parents, and parents to students, this occurs within the same school for each of the data points. Secondly, the distribution of schools who participated is fairly representative of New Zealand schools as a whole. Thus, even though the findings here must be taken with some degree of tentativeness, the results arguably provide good insight into the processes and issues related to choosing schools in New Zealand.

The second limitation has to do with the nature of the schools that were sampled. Although as noted, the distribution of schools show strong similarity to New Zealand schools overall, there was one exception to that statement in that the majority of responses were from co-educational state schools. Although this group is the largest in the New Zealand school

matrix (refer to Table 6, p. 88) this study may have benefited from focussing only on a particular type of school, either by type or funding. This would have enabled the results to be specific to particular groups of principals. It is worth noting that few instances of significant results occurred between the different types of schools. This might have been related to power issues in the tests conducted due to sample sizes getting small as the data were divided into relevant segments.

Although not really a limitation of the study per se, it should be noted that New Zealand schools are all self-governing, and compete for students, as students are free to choose which school they attend. Thus, the generalizability of the study is limited to similar situations where students are selecting schools and thus schools have to engage in some level of marketing. Given a trend toward choice in schooling in many countries internationally, this research may help inform the debate over school choice in those countries.

Implications and Recommendations

Although exploratory in nature, this study highlights areas that principals and staff may wish to consider when developing their marketing strategies.

Principals, or staff predominantly responsible for the marketing of schools, require access to training in marketing. Just over one-third of principals responding to this survey reported that they had received training in marketing. Although it was not asked what kind of training they had, it is evident that education-specific courses be made available for school management/leadership. Funding and time should be allocated for staff directly involved in marketing to be able to upskill themselves.

Principals should consider revisiting their marketing strategies in light of the needs and wants of their communities. It was clear from this study that parents and students look for an environment that is safe. Principals are in a position to change the culture of their schools.

Any perception that students feel unsafe within their school environment needs to be taken seriously; not just for the physical and mental welfare of the student, but from a more global perspective. This could include not just the implementation of programmes, for example, anti-bullying, but the promotion of them within the community. Such programmes can be used to include the wider community; giving the school more visibility.

There should be consideration given to surveying existing students, parents and staff of schools. Finding out what attracted existing students and parents to the school and how any expectations have been met, although potentially confronting, may provide additional data for principals updating or developing marketing materials. Not all staff are directly involved with marketing; however, they may have valid ideas or opinions that would benefit any strategies. Classroom teachers and administration are the frontline staff and can bring a different perspective from their interactions with students, parents, community members and potential families.

Further Research

This research looked at the decision-making processes of parents and students, and how principals anticipate and market toward those choices. One of the interesting findings here has to do with the kinds of issues that students and parents concern themselves with, and how they gather information on those issues. This study focused on the factors that students and parents took into consideration in making their choices and only looked at the information-gathering and decision-making processes themselves in a cursory fashion. It would be very interesting to undertake an in-depth qualitative study to demystify the actual process that parents and students go through. This could include the preliminary discussions, researching schools (and the actual process undertaken), and the decision-making that goes on in the home. Data could include parents' (reflective) experiences of school choice and how

this and their own educational experiences may play a role in decisions for their child. It could also include how children and parents work together toward reaching a decision, and how the extant relationships between parents and children affect these processes.

Further research is also required from the school-side of the equation. While this study surveyed principals, it has only touched the surface of the role of the principal in school marketing. A longitudinal case study would be recommended to follow schools through their marketing process. This would provide data on how and when schools plan, the implementation of their strategies, how schools manage peak marketing periods (including marketing events, such as open days), and the evaluation of the effectiveness of their strategies.

Conclusion

"Well. That about wraps it up for school choice research" (Gorard, 1999). This study highlights that perhaps this tongue-in-cheek title of Gorard's work serves the purpose of reminding researchers that topics are not necessarily so easily and summarily 'wrapped up'. Given the acknowledged difficulties with generalizations, this study offers comparisons of related pairs of parents and students, and data from the schools that the students attend—an insight not seen before.

New Zealand secondary school principals base their marketing strategies on focusing upon what they believe parents, in particular, look for when in the process of choosing a secondary school. This tends to lead to an emphasis on promoting the school curriculum and relationships between staff and students within the school.

From among 60 possible reasons for choosing a secondary school, four broad categories emerged that both parents and students consider important in their decision-making: school quality (the style of education offered, facilities available); school

environment (care and welfare of students, no bullying environment); tradition (focus on academic results); and sports (availability of, reputation for). These align with what the principals believe that families are looking for.

Parents are typically satisfied with the amount of information available to them—through the school and through word-of-mouth. There is enough for parents to make what they believe are informed decision as to which school best meets their needs. Although students were not directly asked this question, it can be presumed that they are not unhappy with the amount of information available to them. The satisfaction of available information is an important factor as this study shows that students are involved in the decision-making process, as this is a joint family decision. Students appear to be happy with the amount of input they have into this process, perhaps because it is at the start of their independence—the bridge from childhood to adulthood.

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APPENDICES

Appendix 1. Principals' questionnaire

[SCREEN: 1]

Thank you for coming to this survey. It is anticipated that it will take between 15 to 20 minutes of your time; however, this may vary between individuals.

There are a total of eight screens, including this introductory one.

If your school takes students at Year 7 (or earlier) please answer questions with regard to your Year 7 intake.

Continue

Primary to Post-Primary: Issues in School Choice

CONSENT FORM FOR SCHOOL REPRESENTATIVE
I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.
I know that:-

1. my participation in the project is entirely voluntary;

2. I am free to withdraw from the project at any time without any disadvantage. Answers will only be submitted at the conclusion of the survey once I press the "submit" button;

3. the data [online questionnaires] will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed;

4. the results of the project may be published and the final thesis will be available in the University of Otago library but every attempt will be made to preserve my anonymity.

By clicking the "proceed" button below I agree to take part in this project.

This project has been reviewed and approved by the University of Otago Human Ethics Committee (reference number: 05/066)

Proceed

BACKGROUND

1. How do you define the term "marketing"?

_____
_____
_____
_____
_____
_____

2. "Marketing" is often seen as a disreputable activity. Do you agree with this statement?
   ☐ Yes
   ☐ No

2a. Please explain:

_____
_____
_____
_____
_____
_____

3. Please consider the following five statements and indicate whether you agree or disagree with them:

	Strongly agree	Agree	Disagree	Strongly disagree
Marketing is merely about promoting the school	☐	☐	☐	☐
Marketing is only to people outside the school	☐	☐	☐	☐
Marketing is 'not our job'	☐	☐	☐	☐
The wants and needs of the clients are the same	☐	☐	☐	☐
The parent is the immediate client	☐	☐	☐	☐
The pupil is the immediate client	☐	☐	☐	☐

Next

STRATEGIES
4.   Who makes marketing strategies/plans? (select only one)
    ☐   The principal
    ☐   The BoT
    ☐   A team/committee
    ☐   Myself (if not the principal)
    ☐   Other (please specify)
           _____

5.   Who makes marketing decisions? (select only one)
    ☐   The principal
    ☐   The BoT
    ☐   A team/committee
    ☐   Myself (if not the principal)
    ☐   Other (please specify)
           _____

6.   When are marketing strategies/plans/decisions made? (select only one)
    ☐   End of previous year
    ☐   Beginning of current year
    ☐   Long-term plans (eg, 5-year plans)
    ☐   Other (please specify)
           _____

7.   What do you promote when marketing your school? (select all that apply)
    ☐   Facilities
    ☐   Curriculum
    ☐   Extra-curricular activities
    ☐   Staff
    ☐   Staff/pupil relationships
    ☐   Tradition
    ☐   School uniform
    ☐   Academic results
    ☐   Other (please specify)
           _____

8.   What do you believe parents look for when choosing a secondary school? (select all that apply)
☐   Facilities
☐   Curriculum
☐   Extra-curricular activities
☐   Staff
☐   Staff/pupil relationships
☐   Tradition
☐   School uniform
☐   Academic results
☐   Locality
☐   ERO reports
☐   Other (please specify)
_____

9.   What do you believe students look for when choosing a secondary school? (select all that apply)
☐   Facilities
☐   Curriculum
☐   Extra-curricular activities
☐   Staff
☐   Staff/pupil relationships
☐   Tradition
☐   School uniform
☐   Academic results
☐   Locality
☐   Where friends attend
☐   Other?
_____

10. Where do you market your school? (select all that apply)
☐   Prospectus
☐   Website
☐   Word-of-mouth
☐   Posters (eg, billboards; buses; etc)
☐   Newspaper adverts
☐   Magazine adverts
☐   Television adverts
☐   School visits to contributing schools
☐   Open days
☐   Other (please specify)
_____

11. Do you market your school:
11a.   Locally   ☐   Yes
11b.   Nationally   ☐   Yes
11c.   Internationally ☐   Yes

12.   Does your school interview prospective parents as part of your admission process?
□   Yes (if yes, go to Q13)
□   No (if no, go to Q15)

13.   Does your school interview prospective parents **and** children as part of your admission process?
□   Yes
□   No

14.   Who conducts the interviews?
_____
_____
_____

Next

COST

15. How much of your total school budget is spent on marketing? (select only one)
    ☐ 0-10%
    ☐ 11-20%
    ☐ 21-30%
    ☐ 31-40%
    ☐ 41-50%
    ☐ 51-60%
    ☐ 61-70%
    ☐ 71-80%
    ☐ 81-90%
    ☐ 91-100%

16. How much do you estimate your school will spend on marketing for the 2006 intake? (select only one)
    ☐ $0-5000
    ☐ $5001-10000
    ☐ $10001-15000
    ☐ $15001-20000
    ☐ $20001-25000
    ☐ $25001-30000
    ☐ $30001-35000
    ☐ $35001-40000
    ☐ $40001-45000
    ☐ $45001-50000
    ☐ $50001-55000
    ☐ $55001-60000
    ☐ $60001-65000
    ☐ $65001-70000
    ☐ $70001-75000
    ☐ $75001 +

17. What percentage of your marketing budget is spent on local marketing? (select only one)
    ☐ 0-10%
    ☐ 11-20%
    ☐ 21-30%
    ☐ 31-40%
    ☐ 41-50%
    ☐ 51-60%
    ☐ 61-70%
    ☐ 71-80%
    ☐ 81-90%
    ☐ 91-100%

18. What percentage of your 2006 Year 7 or Year 9 intake do you envisage being from your local catchment area? (select only one)
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%

19. What percentage of your marketing budget is spent on national marketing? (select only one)
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%

20. What percentage of your 2006 Year 7 or Year 9 intake do you envisage being from outside your local catchment area, but within New Zealand? (select only one)
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%

21.	What percentage of your marketing budget is spent on international marketing? (select only one)
	- ☐	0-10%
	- ☐	11-20%
	- ☐	21-30%
	- ☐	31-40%
	- ☐	41-50%
	- ☐	51-60%
	- ☐	61-70%
	- ☐	71-80%
	- ☐	81-90%
	- ☐	91-100%

22.	What percentage of your 2006 Year 7 or Year 9 intake do you envisage being from overseas? (select only one)
	- ☐	0-10%
	- ☐	11-20%
	- ☐	21-30%
	- ☐	31-40%
	- ☐	41-50%
	- ☐	51-60%
	- ☐	61-70%
	- ☐	71-80%
	- ☐	81-90%
	- ☐	91-100%

Next

OUTCOMES
23. How would you rate the following forms of marketing in terms of student enrolments?

	Poor	Satisfactory	Good	Excellent
Prospectus	☐	☐	☐	☐
Website	☐	☐	☐	☐
Word-of-mouth	☐	☐	☐	☐
Posters (eg, billboards; buses; etc)	☐	☐	☐	☐
Newspaper adverts	☐	☐	☐	☐
Magazine adverts	☐	☐	☐	☐
Television adverts	☐	☐	☐	☐
School visits to contributing schools	☐	☐	☐	☐
Open days	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐

24. How would you rate the following forms of marketing in terms of value for money?

	Poor	Satisfactory	Good	Excellent
Prospectus	☐	☐	☐	☐
Website	☐	☐	☐	☐
Word-of-mouth	☐	☐	☐	☐
Posters (eg, billboards; buses; etc)	☐	☐	☐	☐
Newspaper adverts	☐	☐	☐	☐
Magazine adverts	☐	☐	☐	☐
Television adverts	☐	☐	☐	☐
School visits to contributing schools	☐	☐	☐	☐
Open days	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐

Next

DEMOGRAPHICS

25*. Your name: _____

26*. Your school: _____

27*. Your position: _____

28.   Have you had any training in marketing (eg, courses)?
      ☐   Yes
      ☐   No

28a. Please explain
      _____
      _____
      _____
      _____
      _____
      _____

29*. Is your school? (select only one)
      ☐   Single-sex – state
      ☐   Single-sex – integrated
      ☐   Single-sex – private
      ☐   Coeducational – state
      ☐   Coeducational – integrated
      ☐   Coeducational – private
      ☐   Other (please specify, eg, Māori Boarding school)

30*. Is your school?
      ☐   Year 7+
      ☐   Year 9+

31*. School decile (select only one)
      1   2   3   4   5   6   7   8   9   10

32.   Maximum school roll: _____

33.   Current school roll: _____

34*. What is your total Year 7 or Year 9 intake capacity?
      _____

35.   Have you regularly met this maximum figure over the past five years?
      ☐   Yes
      ☐   No

36.   Do you operate an enrolment scheme?
    ☐   Yes (if yes, go to Q37)
    ☐   No (if no, go to Q38)

37.   How effective is this?

Not effective	Below average	Above average	Very effective
1	2	3	4

38.   If you wish to make any further comments please do so here. (open-ended)

_____
_____
_____
_____
_____
_____

Thank you for your participation in this survey. If you have any questions regarding this study please feel free to email me: philip.munro@otago.ac.nz

As mentioned in the invitation letter, schools participating in this phase of the survey may be approached in April 2006 and asked to distribute invitations to 10% of your Year 7 or Year 9 intake (to be distributed randomly).

Submit

Appendix 2. Parents' questionnaire

[SCREEN 1]

> Thank you for coming to this survey. It is anticipated that it will take approximately 20-30 minutes of your time; however, this may vary between individuals.
>
> There are a total of eleven screens, including this introductory one.

Continue

[SCREEN 2]

Primary to Post-Primary: Issues in School Choice

CONSENT FORM FOR PARENT/GUARDIAN

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:-

1.   my participation in the project is entirely voluntary;

2.   I am free to withdraw from the project at any time without any disadvantage. Answers will only be submitted at the conclusion of the survey once I press the "submit" button;

3.   the data [online questionnaires] will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for five years, after which it will be destroyed;

4.   the results of the project may be published and the final thesis will be available in the University of Otago library but every attempt will be made to preserve my anonymity.

By clicking the "proceed" button below I agree to take part in this project.

This project has been reviewed and approved by the University of Otago Human Ethics Committee (reference number: 05/066)

Proceed

1*.   Your name (first and last):

 _____

2*.   Are you:
 ☐   Male
 ☐   Female

3*.   Your child's name (first and last):

 _____

4*.   Is your child:
 ☐   Male
 ☐   Female

5*.   Are you the child's: (select only one)
 ☐   Mother
 ☐   Father
 ☐   Guardian

6*.   Name of your child's school: (open-ended)

 _____

7.   Was this your child's first choice of school?
 ☐   Yes (if yes, go to Q9)
 ☐   No (if no, go to Q8)

8.   If not, what was your child's first choice of school?

 _____

9.   Is your child's school: (select only one)
 ☐   Single-sex – state
 ☐   Single-sex – integrated
 ☐   Single-sex – private
 ☐   Coeducational – state
 ☐   Coeducational – integrated
 ☐   Coeducational – private
 ☐   Other (please specify, eg, Māori Boarding School)

 _____

10.   Which of the following best describes your child? (select only one)
 ☐   A day pupil
 ☐   A boarder

11.   Does your child have any special needs that would require specialist learning support?
 ☐   Yes (if yes, go to Q12)
 ☐   No (if no, go to Q14)

12.   What special needs does your child have? (select all that apply)
- ☐   Physical disability
- ☐   Learning disability
- ☐   Sensory impairment
- ☐   Mental health needs
- ☐   Health needs
- ☐   Behavioural support needs
- ☐   Other (please specify)

_____

13. To what extent did your child's special needs influence your choice of school?

Not at all	A little	Very much	Great extent
1	2	3	4

Next

[SCREEN 4]

14. Have you had any previous experience of choosing a secondary school?
    - ☐ Yes (if yes, go to Q15)
    - ☐ No (if no, go to Q16)

15. At that time, who made the decision? (select only one)
    - ☐ You
    - ☐ Your spouse/partner
    - ☐ You and your spouse/partner
    - ☐ Your child
    - ☐ Equally shared
    - ☐ Other (please specify)
      _____

16. Did you visit any schools before making a choice? (select only one)
    - ☐ Yes – on my own
    - ☐ Yes – with my spouse/partner
    - ☐ Yes – with my spouse/partner and child
    - ☐ No

17. For your child, who made the decision? (select only one)
    - ☐ You
    - ☐ Your spouse/partner
    - ☐ You and your spouse/partner
    - ☐ Your child
    - ☐ Equally shared

18. Which sources of information did you use in making your choice? (select all that apply)
    - ☐ Prospectus
    - ☐ Website
    - ☐ Word-of-mouth
    - ☐ Posters (eg, billboards; buses; etc)
    - ☐ Newspaper adverts
    - ☐ Magazine adverts
    - ☐ Television adverts
    - ☐ School visits to contributing schools
    - ☐ Open days
    - ☐ ERO reports
    - ☐ Other
      _____

Next

19. How useful did you find the sources of information you used?

	Not	A little	Somewhat	Very
Prospectus	☐	☐	☐	☐
Website	☐	☐	☐	☐
Word-of-mouth	☐	☐	☐	☐
Posters (eg, billboards; buses; etc)	☐	☐	☐	☐
Newspaper adverts	☐	☐	☐	☐
Magazine adverts	☐	☐	☐	☐
Television adverts	☐	☐	☐	☐
School visits	☐	☐	☐	☐
Open days	☐	☐	☐	☐
ERO reports	☐	☐	☐	☐
Other	☐	☐	☐	☐

_____

20. Overall, how would you rate these sources of information for all schools you considered?

	Poor	Satisfactory	Good	Excellent
Prospectus	☐	☐	☐	☐
Website	☐	☐	☐	☐
Word-of-mouth	☐	☐	☐	☐
Posters (eg, billboards; buses; etc)	☐	☐	☐	☐
Newspaper adverts	☐	☐	☐	☐
Magazine adverts	☐	☐	☐	☐
Television adverts	☐	☐	☐	☐
School visits	☐	☐	☐	☐
Open days	☐	☐	☐	☐
ERO reports	☐	☐	☐	☐
Other	☐	☐	☐	☐

_____

21. Did you visit any schools before making a choice?
    ☐ Yes (if yes, go to Q22)
    ☐ No (if no, go to Q24)

22. How many schools did you visit before making a choice?

_____

23. Did your child visit the school with you?
    ☐ Yes
    ☐ No

24. Overall, how satisfied were you that you had all the information you needed to help you decide which school/s to apply to?

Very dissatisfied	Somewhat dissatisfied	Satisfied	Very satisfied
1	2	3	4

Next

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[SCREEN 6]

Sometimes parents or their children are interviewed by a school as part of the application process. By this I mean formal interviews that will be used to decide whether a school offers a place to a child.

25.   Were you and/or your spouse/partner interviewed by a school as part of the application process? (Do not include school open days or invitations to visit the school).
□   Yes (if yes, go to Q26)
□   No (if no, go to Q29)

26.   Was your child interviewed?
□   Yes
□   No

27.   Were you and/or your spouse/partner interviewed separately to your child?
□   Yes
□   No

28.   How satisfied were you that the interview process was fair?

Very dissatisfied	Somewhat dissatisfied	Satisfied	Very satisfied
1	2	3	4

Next

[SCREEN 7]

29.   The following have all been given by parents in other studies as reasons for choosing a school. They are in no particular order. Their inclusion does not indicate support by the researcher.

Please indicate how important the following are for YOU in choosing a school.

	Not important	Somewhat important	Important	Very important
Your child has friends going to the same school	☐	☐	☐	☐
A specific curriculum subject is available	☐	☐	☐	☐
Good pupil care and welfare arrangements	☐	☐	☐	☐
The school runs a bus service to your area	☐	☐	☐	☐
Wide range of sports available	☐	☐	☐	☐
Attractive buildings and décor	☐	☐	☐	☐
Broad and balanced education	☐	☐	☐	☐
The style and appearance of the Principal	☐	☐	☐	☐
No religion taught at this school	☐	☐	☐	☐
Commitment to equal opportunities	☐	☐	☐	☐
Family tradition of using a particular school	☐	☐	☐	☐
Good reputation for sport	☐	☐	☐	☐
Ease of travel	☐	☐	☐	☐
Dissatisfaction with other schools	☐	☐	☐	☐
The school teaches respect for others	☐	☐	☐	☐
To give your child an advantage	☐	☐	☐	☐
The gender of the Principal	☐	☐	☐	☐
Good reputation for music	☐	☐	☐	☐
Co-education (mixed-sex schooling)	☐	☐	☐	☐
School should be character building	☐	☐	☐	☐
Better career prospects	☐	☐	☐	☐
Good boarding facilities	☐	☐	☐	☐
Clever pupils	☐	☐	☐	☐
Religious affiliation of the school	☐	☐	☐	☐
High rate of entry to Universities	☐	☐	☐	☐
Strict uniform code	☐	☐	☐	☐

Next

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Please indicate how important the following are for YOU in choosing a school.

	Not important	Somewhat important	Important	Very important
Welcoming atmosphere for visitors	☐	☐	☐	☐
A traditional style of education	☐	☐	☐	☐
Well-equipped school	☐	☐	☐	☐
Nice pupils	☐	☐	☐	☐
The school offers a safe environment	☐	☐	☐	☐
The school is well managed	☐	☐	☐	☐
Low level of fees	☐	☐	☐	☐
Useful social contacts to be made at school	☐	☐	☐	☐
Single-sex schooling	☐	☐	☐	☐
Having brothers or sisters at the same school	☐	☐	☐	☐
Good facilities and departments in the school	☐	☐	☐	☐
High quality teaching	☐	☐	☐	☐
No bullying	☐	☐	☐	☐
Academically competitive environment	☐	☐	☐	☐
Small school	☐	☐	☐	☐
Private schools produce confident pupils	☐	☐	☐	☐
Good public examination results	☐	☐	☐	☐
Wide range of clubs and societies	☐	☐	☐	☐
Emphasis on examinations and results	☐	☐	☐	☐
Firm discipline	☐	☐	☐	☐
Well-qualified teachers	☐	☐	☐	☐
Good atmosphere for work	☐	☐	☐	☐
Wide range of subjects	☐	☐	☐	☐
Small classes	☐	☐	☐	☐
A caring staff	☐	☐	☐	☐
High expectations of pupils by teachers	☐	☐	☐	☐

Next

[SCREEN 9]

Please indicate how important the following are for YOU in choosing a school.

	Not important	Somewhat important	Important	Very important
Well-behaved pupils	☐	☐	☐	☐
Your child's preference	☐	☐	☐	☐
Help with learning difficulties (special needs)	☐	☐	☐	☐
The happiness of your child	☐	☐	☐	☐
Responsive to preferences of parents	☐	☐	☐	☐
Tolerance of all religions	☐	☐	☐	☐
A specific sport or activity is available	☐	☐	☐	☐
Most of the pupils are middle-class	☐	☐	☐	☐
Progressive or modern style of education	☐	☐	☐	☐
A good mix of pupil ethnic backgrounds	☐	☐	☐	☐
A lenient and child-centred approach to discipline	☐	☐	☐	☐
Any other reason important to you	☐	☐	☐	☐

_____

Next

30. Which ethnic group/s do you belong to? (select all that apply)
    - ☐ NZ European
    - ☐ Māori (with a macron)
    - ☐ Samoan
    - ☐ Cook Island Māori
    - ☐ Tongan
    - ☐ Nuiean
    - ☐ Chinese
    - ☐ Indian
    - ☐ Other (such as Dutch, Japanese, Tokelauan)

    _____

31. Which of these statements is true about your legal marital/civil union status? (If you have had more than one legal marriage/civil union, answer for your most recent). (select only one)
    - ☐ I have never been legally married and I have never been legally joined in a civil union
    - ☐ I am divorced or my marriage has been dissolved
    - ☐ I am a widow/widower/bereaved civil union partner
    - ☐ I am permanently separated from my legal husband/wife/civil union partner
    - ☐ I am legally married
    - ☐ I am legally joined in a civil union

32. Which type of school did you attend for the majority of your secondary schooling? (select only one)
    - ☐ Single-sex – state
    - ☐ Single-sex – integrated
    - ☐ Single-sex – private
    - ☐ Coeducational – state
    - ☐ Coeducational – integrated
    - ☐ Coeducational – private
    - ☐ Other (please specify, eg, Māori Boarding School)

    _____

33. Do you have a tertiary qualification?
    - ☐ Yes
    - ☐ No

34. What is your main occupation?

    _____

Please answer the following, if applicable:

35. Which type of school did your spouse/partner attend for the majority of their secondary schooling? (select only one)
- ☐ Single-sex – state
- ☐ Single-sex – integrated
- ☐ Single-sex – private
- ☐ Coeducational – state
- ☐ Coeducational – integrated
- ☐ Coeducational – private
- ☐ Other (please specify, eg, Māori Boarding School)

_____

36. Does your spouse/partner have a tertiary qualification?
- ☐ Yes
- ☐ No

37. What is your spouse/partner's main occupation?

_____

Next

38.   Thank you for your participation. If you wish to make any further comments please do
        so here.

        _____
        _____
        _____
        _____
        _____
        _____

Remember, if both you and your child have submitted your questionnaires you go into the
draw for one of ten $20.00 book vouchers.

If you have any questions regarding this study please feel free to email me:
philip.munro@otago.ac.nz

Submit

Appendix 3. Students' questionnaire

[SCREEN 1]

Thank you for coming to this survey. This should take you around 20 minutes to fill out.

There are a total of eight screens, including this introductory one.

Continue

Primary to Post-Primary: Issues in School Choice

CONSENT FORM FOR STUDENTS

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:-

1. I am choosing to be in the study;

2. I can stop being in the study and no-one will mind. If I change my mind before I finish the survey my answers will not be sent. They will only be sent when I reach the end and click "send";

3. any notes about the study will be kept locked away so only the researchers can access them;

4. being in the study means that I will answer some questions on the Internet about school;

5. the results of the study will be written up but no-one will be able to tell that it is about me.

By clicking the "proceed" button below I agree that my answers will be used in this study.

This project has been reviewed and approved by the University of Otago Human Ethics Committee (reference number: 05/066)

Proceed

1*.   What is your name (first and last):

_____

2*.   Are you:
☐   Male
☐   Female

3*.   What are your parents' names (first and last):

_____

4*.   What is the name of your school: (open-ended)

_____

5*.   What year are you?
☐   Year 7
☐   Year 9

6.   What type of school do you go to? (select only one)
☐   Single-sex – state
☐   Single-sex – integrated
☐   Single-sex – private
☐   Coeducational – state
☐   Coeducational – integrated
☐   Coeducational – private
☐   Other (please specify, eg, Māori Boarding School)

_____

7.   Who made the decision as to what school you went to? (select only one)
☐   You
☐   Your parent/guardian
☐   We all did, it was shared

8.   Would you like to have had more say as to what school you went to?
☐   Yes
☐   No

8b.   Please explain:

_____
_____
_____
_____
_____

9.   Are you: (select only one)
☐   A day pupil
☐   A boarder

Next

10. Where would you go to find information about a particular school? (select all that apply)
- ☐ Prospectus
- ☐ Website
- ☐ Word-of-mouth
- ☐ Posters (eg, billboards; buses; etc)
- ☐ Newspaper adverts
- ☐ Magazine adverts
- ☐ Television adverts
- ☐ School visits to contributing schools
- ☐ Open days
- ☐ ERO reports
- ☐ Other

_____

11. How would you rate these sources of information for the school you now attend?

	Poor	Satisfactory	Good	Excellent
Prospectus	☐	☐	☐	☐
Website	☐	☐	☐	☐
Word-of-mouth	☐	☐	☐	☐
Posters (eg, billboards; buses; etc)	☐	☐	☐	☐
Newspaper adverts	☐	☐	☐	☐
Magazine adverts	☐	☐	☐	☐
Television adverts	☐	☐	☐	☐
School visits	☐	☐	☐	☐
Open days	☐	☐	☐	☐
ERO reports	☐	☐	☐	☐
Other	☐	☐	☐	☐

_____

Next

[SCREEN 5]

12. Did you visit any schools before making a choice?
   ☐ Yes (if yes, go to Q12)
   ☐ No (if no, go to Q14)

13. How many schools did you visit before making a choice?
   _____

14. Who went to the schools with you? (select only one)
   ☐ Mother or female guardian
   ☐ Father or male guardian
   ☐ Mother and father or female and male guardian
   ☐ Other (please specify)

Next

[SCREEN 6]

15.   The following have all been given by parents in other studies as reasons for choosing a
       school. They are in no particular order. Their inclusion does not indicate support by
       the researcher.

Please indicate how important the following are for YOU in choosing a school.

	Not important	Somewhat important	Important	Very important
You have friends going to the same school	☐	☐	☐	☐
A specific curriculum subject is available	☐	☐	☐	☐
Good pupil care and welfare arrangements	☐	☐	☐	☐
The school runs a bus service to your area	☐	☐	☐	☐
Wide range of sports available	☐	☐	☐	☐
Attractive buildings and décor	☐	☐	☐	☐
Broad and balanced education	☐	☐	☐	☐
The style and appearance of the Principal	☐	☐	☐	☐
No religion taught at this school	☐	☐	☐	☐
Commitment to equal opportunities	☐	☐	☐	☐
Family tradition of using a particular school	☐	☐	☐	☐
Good reputation for sport	☐	☐	☐	☐
Ease of travel	☐	☐	☐	☐
Dissatisfaction with other schools	☐	☐	☐	☐
The school teaches respect for others	☐	☐	☐	☐
To give you an advantage	☐	☐	☐	☐
The gender of the Principal	☐	☐	☐	☐
Good reputation for music	☐	☐	☐	☐
Co-education (mixed-sex schooling)	☐	☐	☐	☐
School should be character building	☐	☐	☐	☐
Better career prospects	☐	☐	☐	☐
Good boarding facilities	☐	☐	☐	☐
Clever pupils	☐	☐	☐	☐
Religious affiliation of the school	☐	☐	☐	☐
High rate of entry to Universities	☐	☐	☐	☐
Strict uniform code	☐	☐	☐	☐

Next

[SCREEN 7]

Please indicate how important the following are for YOU in choosing a school.

	Not important	Somewhat important	Important	Very important
Welcoming atmosphere for visitors	☐	☐	☐	☐
A traditional style of education	☐	☐	☐	☐
Well-equipped school	☐	☐	☐	☐
Nice pupils	☐	☐	☐	☐
The school offers a safe environment	☐	☐	☐	☐
The school is well managed	☐	☐	☐	☐
Low level of fees	☐	☐	☐	☐
Useful social contacts to be made at school	☐	☐	☐	☐
Single-sex schooling	☐	☐	☐	☐
Having brothers or sisters at the same school	☐	☐	☐	☐
Good facilities and departments in the school	☐	☐	☐	☐
High quality teaching	☐	☐	☐	☐
No bullying	☐	☐	☐	☐
Academically competitive environment	☐	☐	☐	☐
Small school	☐	☐	☐	☐
Private schools produce confident pupils	☐	☐	☐	☐
Good public examination results	☐	☐	☐	☐
Wide range of clubs and societies	☐	☐	☐	☐
Emphasis on examinations and results	☐	☐	☐	☐
Firm discipline	☐	☐	☐	☐
Well-qualified teachers	☐	☐	☐	☐
Good atmosphere for work	☐	☐	☐	☐
Wide range of subjects	☐	☐	☐	☐
Small classes	☐	☐	☐	☐
A caring staff	☐	☐	☐	☐
High expectations of pupils by teachers	☐	☐	☐	☐
Well-behaved pupils	☐	☐	☐	☐
Your preference	☐	☐	☐	☐
Help with learning difficulties (special needs)	☐	☐	☐	☐
Your happiness	☐	☐	☐	☐
Responsive to preferences of parents	☐	☐	☐	☐
Tolerance of all religions	☐	☐	☐	☐
A specific sport or activity is available	☐	☐	☐	☐
Any other reason important to you	☐	☐	☐	☐

_____

Next

16.   Thank you for your answering my questions. If you have anything else you would like to say about your experiences choosing a high school please use this space.

_____
_____
_____
_____
_____
_____

Remember, if both you and your parent/guardian have submitted your questionnaires you go into the draw for one of ten $20.00 book vouchers.

If you have any questions regarding this study please feel free to email me:
philip.munro@otago.ac.nz

Submit

Appendix 4. Marketing as disreputable activity—by group

		Agree (n)	Disagree (n)	Value	*df*	*p*
Island	North	5	39	3.355	1	.084
	South	6	14			
Decile	Low (1-4)	3	13	.032	2	.984
	Mid (5-7)	5	25			
	High (8-10)	3	14			
Training in marketing	Yes	2	22	2.115	1	.136
	No	9	31			
School type	State	10	36	2.381	1	.123
	Integrated/Private	1	17			
	Single sex	1	17	2.381	1	.123
	Co-educational	10	36			
Year level	Year 7	6	20	1.067	1	.331
	Year 9	5	33			

Appendix 5. Principals and statements re marketing—by group

			SA/A	SD/D	Value	df	p
Marketing is only about promoting the school	Island	North	24	20	1.164	1	.281
		South	8	12			
	Consider marketing disreputable	Yes	8	3	2.744	1	.098
		No	24	29			
	Decile	Low (1-4)	9	7	.897	2	.639
		Mid (5-7)	16	14			
		High (8-10)	7	10			
	Training in marketing	Yes	8	16	4.267	1	.039*
		No	24	16			
	School type	State	25	21	1.237	1	.266
		Integrated/Private	7	11			
		Single sex	8	10	.309	1	.578
		Co-educational	24	22			
	Year level	Year 7	11	15	1.036	1	.309
		Year 9	21	17			
Marketing is only to people outside the school	Island	North	4	40	1.496	1	.244
		South	4	16			
	Consider marketing disreputable	Yes	4	7	6.916	1	.024*
		No	4	49			
	Decile	Low (1-4)	1	15	.987	2	.611
		Mid (5-7)	4	26			
		High (8-10)	3	14			
	Training in marketing	Yes	1	23	2.438	1	.240
		No	7	33			
	School type	State	7	39	1.104	1	.424
		Integrated/Private	1	17			
		Single sex	3	15	.398	1	.676
		Co-educational	5	41			
	Year level	Year 7	3	23	.037	1	.847
		Year 9	5	33			
Marketing is 'not our job'	Island	North	3	41	.193	1	.644
		South	2	18			
	Consider marketing disreputable	Yes	3	8	6.984	1	.032*
		No	2	51			
	Decile	Low (1-4)	1	15	.469	2	.791
		Mid (5-7)	2	28			
		High (8-10)	2	15			

						df	
	Training in marketing	Yes	2	22	.014	1	.904
		No	3	37			
	School type	State	4	42	.177	1	.674
		Integrated/Private	1	17			
		Single sex	1	17	.177	1	.674
		Co-educational	4	42			
	Year level	Year 7	3	23	.844	1	.389
		Year 9	2	36			
The wants and needs of the clients are the same	Island	North	2	42	.015	1	.902
		South	1	18			
	Consider marketing disreputable	Yes	0	11	.666	1	.557
		No	3	49			
	Decile	Low (1-4)	0	16	1.100	2	.577
		Mid (5-7)	2	28			
		High (8-10)	1	15			
	Training in marketing	Yes	2	22	1.090	1	.552
		No	1	38			
	School type	State	3	43	1.164	1	.557
		Integrated/Private	0	17			
		Single sex	0	18	1.260	1	.551
		Co-educational	3	42			
	Year level	Year 7	1	25	.082	1	.775
		Year 9	2	35			
The parent is the immediate client	Island	North	37	7	.029	1	.865
		South	18	3			
	Consider marketing disreputable	Yes	9	2	.066	1	.797
		No	45	8			
	Decile	Low (1-4)	11	5	3.961	2	.138
		Mid (5-7)	27	3			
		High (8-10)	16	2			
	Training in marketing	Yes	19	5	.868	1	.552
		No	36	5			
	School type	State	40	7	.031	1	.859
		Integrated/Private	15	3			
		Single sex	14	4	.894	1	.445
		Co-educational	41	6			
	Year level	Year 7	24	3	.648	1	.503
		Year 9	31	7			
The pupil is the immediate	Island	North	36	8	.281	1	.242
		South	16	5			
	Consider	Yes	11	0	3.386	1	.101

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client	marketing disreputable	No	40	13			
	Decile	Low (1-4)	14	2	1.459	2	.482
		Mid (5-7)	25	5			
		High (8-10)	13	5			
	Training in marketing	Yes	20	4	.264	1	.753
		No	32	9			
	School type	State	41	6	5.551	1	.034*
		Integrated/Private	11	7			
		Single sex	13	5	.941	1	.489
		Co-educational	39	8			
	Year level	Year 7	19	8	2.677	1	.102
		Year 9	33	5			

* $p<.05$

** $p<.01$

Appendix 6. Who makes strategy and decides—by group

			Princ. (n)	Other (n)	Value	df	p
Who makes marketing strategies/plans	Island	North	15	29	.529	1	.467
		South	5	15			
	Consider marketing disreputable	Yes	1	10	2.808	1	.094
		No	18	34			
	Decile	Low (1-4)	8	8	4.637	2	.098
		Mid (5-7)	8	21			
		High (8-10)	3	15			
	Training in marketing	Yes	7	17	.078	1	.781
		No	13	27			
	School type	State	15	32	.036	1	.849
		Integrated/Private	5	12			
		Single sex	4	14	.950	1	.330
		Co-educational	16	30			
	Year level	Year 7	9	17	.231	1	.631
		Year 9	11	27			
Who makes marketing decisions	Island	North	16	28	.011	1	.916
		South	7	13			
	Consider marketing disreputable	Yes	4	7	.000	1	.991
		No	19	33			
	Decile	Low (1-4)	9	7	5.773	2	.056
		Mid (5-7)	11	18			
		High (8-10)	3	15			
	Training in marketing	Yes	6	18	1.995	1	.158
		No	17	23			
	School type	State	16	31	.276	1	.599
		Integrated/Private	7	10			
		Single sex	4	14	2.046	1	.153
		Co-educational	19	27			
	Year level	Year 7	10	16	.121	1	.728
		Year 9	13	25			

Appendix 7. What principals promote—by group

			Yes	No	Value	Df	p
Facilities	Island	North	40	4			.672
		South	18	3			
	Consider	Yes	10	1			1.000
	marketing	No	48	5			
	disreputable						
	Decile	Low (1-4)	14	2	1.208	2	.547
		Mid (5-7)	28	2			
		High (8-10)	15	3			
	Training in	Yes	24	0			.041*
	marketing	No	34	7			
	School type	State	46	1			.001**
		Integrated/Private	12	6			
		Single sex	16	2			1.000
		Co-educational	42	5			
	Year level	Year 7	23	4			.437
		Year 9	35	3			
Curriculum	Island	North	42	2			1.000
		South	21	0			
	Consider	Yes	10	1			.316
	marketing	No	52	1			
	disreputable						
	Decile	Low (1-4)	15	1	1.101	2	.577
		Mid (5-7)	29	1			
		High (8-10)	18	0			
	Training in	Yes	24	0			.527
	marketing	No	39	2			
	School type	State	46	1			.480
		Integrated/Private	17	1			
		Single sex	18	0			1.000
		Co-educational	45	2			
	Year level	Year 7	27	0			.507
		Year 9	36	2			
Extra-curricular activities	Island	North	39	5			.655
		South	20	2			
	Consider	Yes	11	0			.579
	marketing	No	47	6			
	disreputable						
	Decile	Low (1-4)	16	0	1.827	2	.401
		Mid (5-7)	27	3			
		High (8-10)	16	2			

	Training in	Yes	20	4			.183
	marketing	No	39	2			
	School type	State	46	1			.005**
		Integrated/Private	13	5			
		Single sex	15	3			.325
		Co-educational	44	3			
	Year level	Year 7	22	5			.074
		Year 9	37	1			
Staff	Island	North	36	8			.479
		South	19	2			
	Consider	Yes	9	2			1.000
	marketing	No	45	8			
	disreputable						
	Decile	Low (1-4)	12	4	2.476	2	.290
		Mid (5-7)	25	5			
		High (8-10)	17	1			
	Training in	Yes	21	3			.733
	marketing	No	34	7			
	School type	State	41	6			.445
		Integrated/Private	14	4			
		Single sex	15	3			1.000
		Co-educational					
	Year level	Year 7	23	4			1.000
		Year 9	32	6			
Staff/pupil relationships	Island	North	41	3			.545
		South	21	0			
	Consider	Yes	10	1			.438
	marketing	No	51	2			
	disreputable						
	Decile	Low (1-4)	15	1	1.236	2	.539
		Mid (5-7)	28	2			
		High (8-10)	18	0			
	Training in	Yes	24	0			.290
	marketing	No	38	3			
	School type	State	45	2			1.000
		Integrated/Private	17	1			
		Single sex	18	0			.551
		Co-educational	44	3			
	Year level	Year 7	27	0			.260
		Year 9	35	3			
Tradition	Island	North	22	22	1.598	1	.206
		South	7	14			
	Consider	Yes	4	7			.741

	marketing disreputable	No	25	28			
	Decile	Low (1-4)	9	7	8.294	2	.016*
		Mid (5-7)	8	22			
		High (8-10)	12	6			
	Training in marketing	Yes	11	13	.023	1	.880
		No	18	23			
	School type	State	21	26	.000	1	.980
		Integrated/Private	8	10			
		Single sex	14	4	11.079	1	.001**
		Co-educational	15	32			
	Year level	Year 7	9	18	2.379	1	.123
		Year 9	20	18			
Uniform	Island	North	15	29	.198	1	.656
		South	6	15			
	Consider marketing disreputable	Yes	2	9			.314
		No	19	34			
	Decile	Low (1-4)	8	8	3.369	2	.186
		Mid (5-7)	7	23			
		High (8-10)	6	12			
	Training in marketing	Yes	8	16	.018	1	.892
		No	13	28			
	School type	State	17	30	1.158	1	.282
		Integrated/Private	4	14			
		Single sex	9	9	3.563	1	.059
		Co-educational	12	35			
	Year level	Year 7	6	21	2.148	1	.143
		Year 9	15	23			
Academic results	Island	North	37	7			.259
		South	20	1			
	Consider marketing disreputable	Yes	11	0			.332
		No	45	8			
	Decile	Low (1-4)	14	2	4.114	2	.128
		Mid (5-7)	24	6			
		High (8-10)	18	0			
	Training in marketing	Yes	18	6			.044*
		No	39	2			
	School type	State	40	7			.427
		Integrated/Private	17	1			
		Single sex	17	1			.427
		Co-educational	40	7			
	Year level	Year 7	24	3			1.000

		Year 9	33	5		
Other	Island	North	18	26	.929	1	.335
		South	6	15			
	Consider marketing disreputable	Yes	1	10			.080
		No	22	31			
	Decile	Low (1-4)	8	8	2.939	2	.230
		Mid (5-7)	8	22			
		High (8-10)	8	10			
	Training in marketing	Yes	7	17	.983	1	.321
		No	17	24			
	School type	State	14	33	3.711	1	.054
		Integrated/Private	10	8			
		Single sex	10	8	3.711	1	.054
		Co-educational	14	33			
	Year level	Year 7	12	15	1.22	1	.290
		Year 9	12	26			

* $p<.05$

** $p<.01$

Appendix 8. What principals think parents look for—by group

			Yes	No	Value	*df*	*p*
Facilities	Island	North	38	6			.049*
		South	13	8			
	Consider	Yes	10	1			.431
	marketing	No	40	13			
	disreputable						
	Decile	Low (1-4)	14	2	4.348	2	.114
		Mid (5-7)	20	10			
		High (8-10)	16	2			
	Training in	Yes	17	7	1.310	1	.252
	marketing	No	34	7			
	School type	State	39	8			.185
		Integrated/Private	12	6			
		Single sex	14	4	.007	1	.934
		Co-educational	37	10			
	Year level	Year 7	22	5	.249	1	.618
		Year 9	29	9			
Curriculum	Island	North	41	3			.200
		South	17	4			
	Consider	Yes	10	1			1.000
	marketing	No	47	6			
	disreputable						
	Decile	Low (1-4)	14	2	1.208	2	.547
		Mid (5-7)	28	2			
		High (8-10)	15	3			
	Training in	Yes	19	5			.091
	marketing	No	39	2			
	School type	State	42	5			1.000
		Integrated/Private	16	2			
		Single sex	15	3			.385
		Co-educational	43	3			
	Year level	Year 7	26	1			.224
		Year 9	32	6			
Extra-curricular activities	Island	North	35	9			.757
		South	16	5			
	Consider	Yes	9	2			1.000
	marketing	No	41	12			
	disreputable						
	Decile	Low (1-4)	13	3	.520	2	.771
		Mid (5-7)	24	6			
		High (8-10)	13	5			

	Training in marketing	Yes	17	7	1.310	1	.252
		No	34	7			
	School type	State	40	7			.047*
		Integrated/Private	11	7			
		Single sex	14	4			1.000
		Co-educational	37	10			
	Year level	Year 7	18	9	3.802	1	.051
		Year 9	33	5			
Staff	Island	North	28	16	1.502	1	.220
		South	10	11			
	Consider marketing disreputable	Yes	5	6			.505
		No	32	21			
	Decile	Low (1-4)	13	3	5.169	2	.075
		Mid (5-7)	14	16			
		High (8-10)	10	8			
	Training in marketing	Yes	13	11	.289	1	.591
		No	25	16			
	School type	State	27	20	.072	1	.788
		Integrated/Private	11	7			
		Single sex	11	7	.072	1	.788
		Co-educational	27	20			
	Year level	Year 7	13	14	2.023	1	.155
		Year 9	25	13			
Staff/pupil relationships	Island	North	38	6			.180
		South	15	6			
	Consider marketing disreputable	Yes	6	5			.025*
		No	46	7			
	Decile	Low (1-4)	13	3	.082	2	.960
		Mid (5-7)	24	6			
		High (8-10)	15	3			
	Training in marketing	Yes	20	4			1.000
		No	33	8			
	School type	State	38	9			1.000
		Integrated/Private	15	3			
		Single sex	17	1			.155
		Co-educational	36	11			
	Year level	Year 7	22	5			1.000
		Year 9	31	7			
Tradition	Island	North	18	26	.261	1	.609
		South	10	11			
	Consider	Yes	7	4			.188

	marketing disreputable	No	21	32			
	Decile	Low (1-4)	7	9	.841	2	.657
		Mid (5-7)	11	19			
		High (8-10)	9	9			
	Training in marketing	Yes	10	14	.031	1	.861
		No	18	23			
	School type	State	22	25	.964	1	.326
		Integrated/Private	6	12			
		Single sex	11	7	3.302	1	.069
		Co-educational	17	30			
	Year level	Year 7	12	15	.035	1	.851
		Year 9	16	22			
Uniform	Island	North	22	22	.811	1	.368
		South	8	13			
	Consider marketing disreputable	Yes	5	6			1.000
		No	24	29			
	Decile	Low (1-4)	8	8	.195	2	.907
		Mid (5-7)	13	17			
		High (8-10)	8	10			
	Training in marketing	Yes	11	13	.002	1	.968
		No	19	22			
	School type	State	24	23	1.646	1	.199
		Integrated/Private	6	12			
		Single sex	9	9	.148	1	.700
		Co-educational	21	26			
	Year level	Year 7	11	16	.545	1	.461
		Year 9	19	19			
Academic results	Island	North	43	1			.095
		South	18	3			
	Consider marketing disreputable	Yes	10	1			.438
		No	51	2			
	Decile	Low (1-4)	16	0	1.801	2	.406
		Mid (5-7)	27	3			
		High (8-10)	17	1			
	Training in marketing	Yes	23	1			1.000
		No	38	3			
	School type	State	44	3			1.000
		Integrated/Private	17	1			
		Single sex	18	0			.569
		Co-educational	43	4			
	Year level	Year 7	24	3			.299

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		Year 9	37	1			
Locality	Island	North	22	22	1.598	1	.206
		South	14	7			
	Consider marketing disreputable	Yes	6	5			1.000
		No	30	23			
	Decile	Low (1-4)	7	9	1.837	2	.399
		Mid (5-7)	19	11			
		High (8-10)	9	9			
	Training in marketing	Yes	15	9	.780	1	.377
		No	21	20			
	School type	State	29	18	2.741	1	.098
		Integrated/Private	7	11			
		Single sex	12	6	1.282	1	.257
		Co-educational	24	23			
	Year level	Year 7	12	15	2.237	1	.135
		Year 9	24	14			
ERO reports	Island	North	28	16	1.502	1	.220
		South	10	11			
	Consider marketing disreputable	Yes	7	4			1.000
		No	31	22			
	Decile	Low (1-4)	9	7	.112	2	.945
		Mid (5-7)	18	12			
		High (8-10)	10	8			
	Training in marketing	Yes	14	10	.000	1	.987
		No	24	17			
	School type	State	29	18	2.741	1	.098
		Integrated/Private	9	9			
		Single sex	12	6	.690	1	.406
		Co-educational	26	21			
	Year level	Year 7	16	11	.012	1	.912
		Year 9	22	16			
Other	Island	North	12	32	.088	1	.076
		South	5	16			
	Consider marketing disreputable	Yes	2	9			.712
		No	15	38			
	Decile	Low (1-4)	7	9	4.626	2	.099
		Mid (5-7)	8	22			
		High (8-10)	2	16			
	Training in marketing	Yes	7	17	.179	1	.672
		No	10	31			

School type	State	12	35				1.000
	Integrated/Private	5	13				
	Single sex	5	13				1.000
	Co-educational	12	35				
Year level	Year 7	7	20	.001	1	.972	
	Year 9	10	28				

p<.05

**p<.01*

Appendix 9. What principals think students look for—by group

			Yes (n)	No (n)	Value	df	p
Facilities	Island	North	36	8			.214
		South	14	7			
	Consider	Yes	9	2			1.000
	marketing	No	41	12			
	disreputable						
	Decile	Low (1-4)	14	2	1.430	2	.489
		Mid (5-7)	22	8			
		High (8-10)	13	5			
	Training in	Yes	17	7	.795	1	.373
	marketing	No	33	8			
	School type	State	37	10			.743
		Integrated/Private	13	5			
		Single sex	14	4			1.000
		Co-educational	36	11			
	Year level	Year 7	22	5	.541	1	.462
		Year 9	28	10			
Curriculum	Island	North	16	28	.385	1	.535
		South	6	15			
	Consider	Yes	3	9			.304
	marketing	No	20	33			
	disreputable						
	Decile	Low (1-4)	4	12	1.655	2	.437
		Mid (5-7)	9	21			
		High (8-10)	8	10			
	Training in	Yes	6	18	1.330	1	.249
	marketing	No	16	25			
	School type	State	13	34	2.901	1	.089
		Integrated/Private	9	9			
		Single sex	7	11	.283	1	.595
		Co-educational	15	32			
	Year level	Year 7	11	16	.980	1	.322
		Year 9	11	27			
Extra-curricular activities	Island	North	39	5			.455
		South	17	4			
	Consider	Yes	10	1			1.000
	marketing	No	46	7			
	disreputable						
	Decile	Low (1-4)	14	2	.330	2	.884
		Mid (5-7)	25	5			
		High (8-10)	16	2			
	Training in	Yes	21	3			1.000

marketing	No	35	6				
School type	State	40	7				1.000
	Integrated/Private	16	2				
	Single sex	16	2				1.000
	Co-educational	40	7				
Year level	Year 7	23	4				1.000
	Year 9	33	5				
Staff	Island	North	8	36			.479
		South	2	19			
	Consider marketing disreputable	Yes	0	11			.388
		No	9	44			
	Decile	Low (1-4)	3	13	1.433	2	.489
		Mid (5-7)	3	27			
		High (8-10)	4	14			
	Training in marketing	Yes	5	19			.479
		No	5	36			
	School type	State	7	40			1.000
		Integrated/Private	3	15			
		Single sex	4	14			.445
		Co-educational	6	41			
	Year level	Year 7	4	23			1.000
		Year 9	6	32			
Staff/pupil relationships	Island	North	23	21	1.145	1	.285
		South	8	13			
	Consider marketing disreputable	Yes	3	8	2.050	1	.152
		No	27	26			
	Decile	Low (1-4)	10	6	2.895	2	.235
		Mid (5-7)	11	19			
		High (8-10)	9	9			
	Training in marketing	Yes	11	13	.053	1	.818
		No	20	21			
	School type	State	22	25	.053	1	.818
		Integrated/Private	9	9			
		Single sex	7	11	.773	1	.379
		Co-educational	24	23			
	Year level	Year 7	15	12	1.145	1	.285
		Year 9	16	22			
Tradition	Island	North	6	38			1.000
		South	3	18			
	Consider marketing	Yes	2	9			.646
		No	7	46			

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		disreputable					
	Decile	Low (1-4)	2	14	1.434	2	.488
		Mid (5-7)	3	27			
		High (8-10)	4	14			
	Training in marketing	Yes	4	20			.715
		No	5	36			
	School type	State	7	40			1.000
		Integrated/Private	2	16			
		Single sex	5	13			.101
		Co-educational	4	43			
	Year level	Year 7	3	24			.724
		Year 9	6	32			
Uniform	Island	North	11	33			.520
		South	3	18			
	Consider marketing disreputable	Yes	0	11			.121
		No	13	40			
	Decile	Low (1-4)	3	13	5.833	2	.054
		Mid (5-7)	3	27			
		High (8-10)	7	11			
	Training in marketing	Yes	4	20	.534	1	.465
		No	10	31			
	School type	State	9	38			.567
		Integrated/Private	5	13			
		Single sex	6	12			.185
		Co-educational	8	39			
	Year level	Year 7	7	20	.526	1	.468
		Year 9	7	31			
Academic results	Island	North	13	31	1.784	1	.182
		South	3	18			
	Consider marketing disreputable	Yes	2	9			.716
		No	14	39			
	Decile	Low (1-4)	6	10	5.764	2	.056
		Mid (5-7)	3	27			
		High (8-10)	6	12			
	Training in marketing	Yes	5	19	.293	1	.588
		No	11	30			
	School type	State	12	35			1.000
		Integrated/Private	4	14			
		Single sex	5	13			.753
		Co-educational	11	36			
	Year level	Year 7	5	22	.925	1	.336
		Year 9	11	27			

Locality	Island	North	25	19	.001	1	.980
		South	12	9			
	Consider marketing disreputable	Yes	6	5			1.000
		No	30	23			
	Decile	Low (1-4)	9	7	1.270	2	.530
		Mid (5-7)	15	15			
		High (8-10)	12	6			
	Training in marketing	Yes	14	10	.031	1	.861
		No	23	18			
	School type	State	29	18	1.581	1	.209
		Integrated/Private	8	10			
		Single sex	12	6	.964	1	.326
		Co-educational	25	22			
	Year level	Year 7	14	13	.484	1	.486
		Year 9	23	15			
Where friends attend	Island	North	43	1			.242
		South	19	2			
	Consider marketing disreputable	Yes	11	0			1.000
		No	51	2			
	Decile	Low (1-4)	16	0	2.576	2	.276
		Mid (5-7)	29	1			
		High (8-10)	16	2			
	Training in marketing	Yes	23	1			1.000
		No	39	2			
	School type	State	45	2			1.000
		Integrated/Private	17	1			
		Single sex	18	0			.555
		Co-educational	44	3			
	Year level	Year 7	25	2			.565
		Year 9	37	1			
Other	Island	North	7	37			.737
		South	4	17			
	Consider marketing disreputable	Yes	2	9			1.000
		No	8	45			
	Decile	Low (1-4)	4	12	1.003	2	.606
		Mid (5-7)	4	26			
		High (8-10)	3	15			
	Training in marketing	Yes	3	21			.533
		No	8	33			

School type	State	8	39		1.000
	Integrated/Private	3	15		
	Single sex	2	16		.713
	Co-educational	9	38		
Year level	Year 7	6	21		.504
	Year 9	5	33		

Appendix 10. Where principals market—by group

			Yes (n)	No (n)	Value	df	p
School prospectus	Island	North	43	1	.485	1	.486
		South	21	0			
	Consider marketing disreputable	Yes	11	0	.211	1	.646
		No	52	1			
	Decile	Low (1-4)	15	1	3.048	2	.218
		Mid (5-7)	30	0			
		High (8-10)	18	0			
	Training in marketing	Yes	24	0	.595	1	.441
		No	40	1			
	School type	State	46	1	.389	1	.533
		Integrated/Private	18	0			
		Single sex	18	0	.389	1	.533
		Co-educational	46	1			
	Year level	Year 7	26	1	1.429	1	.415
		Year 9	38	0			
School website	Island	North	42	2	.610	1	.589
		South	19	2			
	Consider marketing disreputable	Yes	10	1	.183	1	.539
		No	50	3			
	Decile	Low (1-4)	15	1	1.920	2	.383
		Mid (5-7)	27	3			
		High (8-10)	18	0			
	Training in marketing	Yes	23	1	.260	1	.610
		No	38	3			
	School type	State	44	3	.015	1	.901
		Integrated/Private	17	1			
		Single sex	18	0	1.632	1	.569
		Co-educational	43	4			
	Year level	Year 7	23	4	5.999	1	.026*
		Year 9	38	0			
Word of mouth	Island	North	42	2	.373	1	.540
		South	20	1			
	Consider marketing disreputable	Yes	9	2	1.983	1	.201
		No	50	3			
	Decile	Low (1-4)	14	2	2.213	2	.171
		Mid (5-7)	27	3			
		High (8-10)	18	0			

	Training in	Yes	22	2	.022	1	.882
	marketing	No	38	3			
	School type	State	43	4	.160	1	.689
		Integrated/Private	17	1			
		Single sex	17	1	.160	1	.689
		Co-educational	43	4			
	Year level	Year 7	25	2	.005	1	.942
		Year 9	35	3			
Posters (e.g.	Island	North	10	34	.114	1	.736
billboards, buses)		South	4	17			
	Consider	Yes	1	10	1.270	1	.431
	marketing	No	13	40			
	disreputable						
	Decile	Low (1-4)	6	10	3.048	2	.218
		Mid (5-7)	5	25			
		High (8-10)	3	15			
	Training in	Yes	6	18	.270	1	.603
	marketing	No	8	33			
	School type	State	11	36	.350	1	.740
		Integrated/Private	3	15			
		Single sex	5	13	.573	1	.507
		Co-educational	9	38			
	Year level	Year 7	5	22	.249	1	.618
		Year 9	9	29			
Newspapers	Island	North	30	14	.015	1	.903
		South	14	7			
	Consider	Yes	5	6	2.846	1	.155
	marketing	No	38	15			
	disreputable						
	Decile	Low (1-4)	6	10	4.971	2	.083
		Mid (5-7)	5	25			
		High (8-10)	3	15			
	Training in	Yes	18	6	.929	1	.335
	marketing	No	26	15			
	School type	State	31	16	.234	1	.629
		Integrated/Private	13	5			
		Single sex	15	3	2.785	1	.095
		Co-educational	5	42			
	Year level	Year 7	16	11	1.502	1	.220
		Year 9	28	10			
Magazines	Island	North	7	37	.029	1	.865
		South	3	18			
	Consider	Yes	0	11	2.460	1	.188

	marketing disreputable	No	10	43			
	Decile	Low (1-4)	3	13	2.640	2	.267
		Mid (5-7)	2	28			
		High (8-10)	4	14			
	Training in marketing	Yes	5	19	.868	1	.479
		No	5	36			
	School type	State	6	41	.894	1	.445
		Integrated/Private	4	14			
		Single sex	5	13	2.937	1	.124
		Co-educational	5	42			
	Year level	Year 7	5	22	.348	1	.729
		Year 9	5	33			
Television	Island	North	0	44	2.128	1	.323
		South	1	20			
	Consider marketing disreputable	Yes	0	11	.211	1	.646
		No	1	52			
	Decile	Low (1-4)	0	16	2.596	2	.293
		Mid (5-7)	0	30			
		High (8-10)	1	17			
	Training in marketing	Yes	1	23	1.735	1	.369
		No	0	41			
	School type	State	1	46	.389	1	.533
		Integrated/Private	0	18			
		Single sex	1	17	2.652	1	.277
		Co-educational	0	47			
	Year level	Year 7	0	27	.722	1	.396
		Year 9	1	37			
Visits to contributing schools	Island	North	33	11	2.128	1	.145
		South	12	9			
	Consider marketing disreputable	Yes	8	3	.037	1	.847
		No	37	16			
	Decile	Low (1-4)	13	3	1.648	2	.439
		Mid (5-7)	21	9			
		High (8-10)	11	7			
	Training in marketing	Yes	21	3	5.962	1	.015*
		No	24	17			
	School type	State	35	12	2.185	1	.139
		Integrated/Private	10	8			
		Single sex	10	8	2.185	1	.139
		Co-educational	35	12			

	Year level	Year 7	14	13	6.548	1	.010*
		Year 9	31	7			
School open days	Island	North	38	6	.005	1	.943
		South	18	3			
	Consider marketing disreputable	Yes	6	5	10.832	1	.005**
		No	49	4			
	Decile	Low (1-4)	12	4	2.675	2	.263
		Mid (5-7)	26	4			
		High (8-10)	17	1			
	Training in marketing	Yes	22	2	.969	1	.466
		No	34	7			
	School type	State	40	7	.156	1	.693
		Integrated/Private	16	2			
		Single sex	18	0	4.001	1	.053
		Co-educational	38	9			
	Year level	Year 7	22	5	.845	1	.472
		Year 9	34	4			
Other	Island	North	10	34	.009	1	.923
		South	5	16			
	Consider marketing disreputable	Yes	0	11	4.066	1	.054
		No	15	38			
	Decile	Low (1-4)	6	10	8.860	2	.012*
		Mid (5-7)	2	28			
		High (8-10)	7	11			
	Training in marketing	Yes	4	20	.881	1	.348
		No	11	30			
	School type	State	9	8	1.475	1	.323
		Integrated/Private	6	12			
		Single sex	8	10	6.403	1	.020*
		Co-educational	7	40			
	Year level	Year 7	7	20	.211	1	.646
		Year 9	8	30			

* $p<.05$

** $p<.01$

Appendix 11. Principals' perceived effectiveness of where they market—by group

			Poor/Satisf. (n)	Good/Excel. (n)	Value	*df*	*p*
School prospectus	Island	North	11	33			.759
		South	4	16			
	Consider marketing disreputable	Yes	5	4			.035*
		No	9	44			
	Decile	Low (1-4)	6	10	2.135	2	.314
		Mid (5-7)	6	23			
		High (8-10)	3	15			
	Training in marketing	Yes	16	18	.052	1	.819
		No	9	31			
	School type	State	13	33			.198
		Integrated/Private	2	16			
		Single sex	2	16			.198
		Co-educational	13	33			
	Year level	Year 7	7	19	.296	1	.586
		Year 9	8	40			
School website	Island	North	19	24	.870	1	.351
		South	6	13			
	Consider marketing disreputable	Yes	7	3			.040*
		No	17	34			
	Decile	Low (1-4)	11	5	9.501	2	.009**
		Mid (5-7)	11	16			
		High (8-10)	3	15			
	Training in marketing	Yes	9	14	.022	1	.883
		No	16	23			
	School type	State	20	15	1.159	1	.282
		Integrated/Private	5	12			
		Single sex	6	12			.574
		Co-educational	19	25			
	Year level	Year 7	8	16	.795	1	.375
		Year 9	17	21			
Word of mouth	Island	North	2	42			.171
		South	3	17			
	Consider marketing disreputable	Yes	1	9			1.000
		No	4	49			
	Decile	Low (1-4)	1	15	2.975	2	.226
		Mid (5-7)	4	25			

Medium	Variable	Level			χ²	df	p
		High (8-10)	0	18			
	Training in marketing	Yes	2	22			1.000
		No	3	37			
	School type	State	4	42			1.000
		Integrated/Private	1	17			
		Single sex	1	17			1.000
		Co-educational	4	32			
	Year level	Year 7	2	8			1.000
		Year 9	3	25			
Posters (e.g. billboards, buses)	Island	North	32	4			1.000
		South	9	1			
	Consider marketing disreputable	Yes	9	0			.566
		No	32	5			
	Decile	Low (1-4)	14	2	.127	2	.938
		Mid (5-7)	17	2			
		High (8-10)	10	1			
	Training in marketing	Yes	14	3			.343
		No	27	2			
	School type	State	32	4			1.000
		Integrated/Private	9	1			
		Single sex	11	1			1.000
		Co-educational	30	4			
	Year level	Year 7	12	3			.311
		Year 9	29	2			
Newspapers	Island	North	28	13	3.693	1	.655
		South	7	10			
	Consider marketing disreputable	Yes	7	2			.458
		No	28	20			
	Decile	Low (1-4)	10	4	1.166	2	.558
		Mid (5-7)	15	11			
		High (8-10)	9	8			
	Training in marketing	Yes	16	7	1.354	1	.245
		No	19	16			
	School type	State	26	17	.001	2	.975
		Integrated/Private	9	6			
		Single sex	9	8	.551	1	.458
		Co-educational	26	15			
	Year level	Year 7	12	9	.141	1	.707
		Year 9	23	14			
Magazines	Island	North	27	6			.611
		South	5	2			

	Consider marketing disreputable	Yes	5	1			1.000
		No	27	7			
	Decile	Low (1-4)	11	2	1.203	2	.548
		Mid (5-7)	14	3			
		High (8-10)	6	3			
	Training in marketing	Yes	11	3			1.000
		No	21	5			
	School type	State	24	5			.660
		Integrated/Private	5	2			
		Single sex	8	5			.086
		Co-educational	24	3			
	Year level	Year 7	7	3			.388
		Year 9	25	5			
Television	Island	North	21	4			.254
		South	3	2			
	Consider marketing disreputable	Yes	3	2			.254
		No	21	4			
	Decile	Low (1-4)	8	0	2.998	2	.223
		Mid (5-7)	11	4			
		High (8-10)	4	2			
	Training in marketing	Yes	7	3			.372
		No	17	3			
	School type	State	19	4			.603
		Integrated/Private	5	2			
		Single sex	6	2			.645
		Co-educational	18	4			
	Year level	Year 7	3	3			.075
		Year 9	21	3			
Visits to contributing schools	Island	North	5	35			1.000
		South	1	14			
	Consider marketing disreputable	Yes	2	9			.306
		No	4	40			
	Decile	Low (1-4)	2	13	.338	2	.845
		Mid (5-7)	2	22			
		High (8-10)	2	13			
	Training in marketing	Yes	3	19			.674
		No	3	30			
	School type	State	4	37			.638
		Integrated/Private	2	12			
		Single sex	1	13			1.000
		Co-educational	5	36			

	Year level	Year 7	1	18			.653
		Year 9	5	31			
School open days	Island	North	5	36			.168
		South	0	19			
	Consider marketing disreputable	Yes	3	7			.030*
		No	2	47			
	Decile	Low (1-4)	2	13	.675	2	.714
		Mid (5-7)	2	22			
		High (8-10)	2	13			
	Training in marketing	Yes	2	20			1.000
		No	3	34			
	School type	State	3	40			.616
		Integrated/Private	2	15			
		Single sex	1	17			1.000
		Co-educational	4	36			
	Year level	Year 7	2	21			1.000
		Year 9	3	34			
Other	Island	North	1	3			1.000
		South	1	2			
	Consider marketing disreputable	Yes	1	0			.286
		No	1	5			
	Decile	Low (1-4)	1	1	1.283	2	.526
		Mid (5-7)	1	2			
		High (8-10)	0	2			
	Training in marketing	Yes	0	2			1.000
		No	2	3			
	School type	State	0	5			.048*
		Integrated/Private	2	0			
		Single sex	0	1			1.000
		Co-educational	2	4			
	Year level	Year 7	1	2			1.000
		Year 9	1	3			

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Appendix 12. Sources of information: parents by group

			Responses (n)		Value	df	p
			Used	Not used			
School prospectus	Gender	Male	11	3			1.000
		Female	31	8			
	Student's school type	State	35	9			1.000
		Integrated/Private	7	1			
		Single sex	17	3			.722
		Co-educational	25	7			
	Student's year level	Year 7	6	3			.372
		Year 9	36	8			
	Relationship to student	Mother	31	8			1.000
		Father	10	3			
	Special needs requirement	Yes	1	1			382
		No	40	10			
	Previous experience choosing	Yes	15	4			1.000
		No	27	6			
	Child's first choice	Yes	34	8			.678
		No	8	3			
	Marital status	Not married	6	3			.358
		Married	34	7			
	Parent's school type	State	31	9			.179
		Integrated/Private	9	0			
		Single sex	16	3			1.000
		Co-educational	24	6			
	Tertiary qualification	Yes	25	9			.136
		No	17	1			
Websites	Gender	Male	3	7	2.171	1	.141
		Female	16	12			
	Student's school type	State	15	15			1.000
		Integrated/Private	4	3			
		Single sex	10	6	1.403	1	.236
		Co-educational	9	12			
	Student's year level	Year 7	3	3			1.000
		Year 9	16	16			
	Relationship to student	Mother	16	12	2.171	1	.141
		Father	3	7			
	Special needs requirement	Yes	0	1			.486
		No	19	17			
	Previous experience choosing	Yes	6	7	.217	1	.642
		No	13	11			

	Child's first choice	Yes	12	15	1.152	1	.283
		No	7	4			
	Marital status	Not married	5	4			1.000
		Married	14	13			
	Parent's school type	State	14	15			.340
		Integrated/Private	4	1			
		Single sex	7	6	.007	1	.934
		Co-educational	11	10			
	Tertiary qualification	Yes	11	13	.833	1	.362
		No	8	5			
Word-of-mouth	Gender	Male	14	1			1.000
		Female	40	4			
	Student's school type	State	45	5			1.000
		Integrated/Private	8	0			
		Single sex	19	2			1.000
		Co-educational	34	3			
	Student's year level	Year 7	9	0			1.000
		Year 9	45	5			
	Relationship to student	Mother	40	4			1.000
		Father	13	1			
	Special needs requirement	Yes	2	1			.199
		No	51	3			
	Previous experience choosing	Yes	20	2			1.000
		No	33	3			
	Child's first choice	Yes	43	3			.302
		No	11	2			
	Marital status	Not married	7	3			.037*
		Married	43	2			
	Parent's school type	State	39	4			.571
		Integrated/Private	11	0			
		Single sex	20	1			1.000
		Co-educational	30	3			
	Tertiary qualification	Yes	34	3			1.000
		No	19	2			
Posters (e.g. billboards, buses etc)	Gender	Male	1	9			1.000
		Female	1	20			
	Student's school type	State	1	24			.310
		Integrated/Private	1	4			
		Single sex	1	9			1.000
		Co-educational	1	19			
	Student's year level	Year 7	0	5			1.000
		Year 9	2	24			
	Relationship to	Mother	1	20			1.000

	student	Father	1	9	
	Special needs requirement	Yes	0	1	1.000
		No	2	27	
	Previous experience choosing	Yes	2	9	.126
		No	0	19	
	Child's first choice	Yes	1	22	.456
		No	1	7	
	Marital status	Not married	1	5	.377
		Married	1	22	
	Parent's school type	State	1	24	.206
		Integrated/Private	1	2	
		Single sex	1	8	1.000
		Co-educational	1	18	
	Tertiary qualification	Yes	2	17	.520
		No	0	11	
Newspaper adverts	Gender	Male	2	8	.682
		Female	8	15	
	Student's school type	State	8	19	.637
		Integrated/Private	2	3	
		Single sex	5	6	.252
		Co-educational	5	16	
	Student's year level	Year 7	1	4	1.000
		Year 9	9	19	
	Relationship to student	Mother	8	15	.682
		Father	2	8	
	Special needs requirement	Yes	0	1	1.000
		No	10	21	
	Previous experience choosing	Yes	3	8	1.000
		No	7	14	
	Child's first choice	Yes	7	18	.673
		No	3	5	
	Marital status	Not married	1	5	.642
		Married	8	7	
	Parent's school type	State	9	18	1.000
		Integrated/Private	1	2	
		Single sex	4	6	.690
		Co-educational	6	14	
	Tertiary qualification	Yes	5	15	.438
		No	5	7	
Magazine adverts	Gender	Male	1	9	.333
		Female	0	20	
	Student's school	State	0	24	.172

	type	Integrated/Private	1	4	
		Single sex	0	9	1.000
		Co-educational	1	19	
	Student's year level	Year 7	0	5	1.000
		Year 9	1	24	
	Relationship to student	Mother	0	20	.333
		Father	1	9	
	Special needs requirement	Yes	0	1	1.000
		No	1	27	
	Previous experience choosing	Yes	1	9	.345
		No	0	19	
	Child's first choice	Yes	1	22	1.000
		No	0	7	
	Marital status	Not married	1	5	.214
		Married	0	22	
	Parent's school type	State	0	24	.111
		Integrated/Private	1	8	
		Single sex	0	8	1.000
		Co-educational	1	18	
	Tertiary qualification	Yes	1	17	1.000
		No	0	11	
Television adverts	Gender	Male	1	9	.333
		Female	0	20	
	Student's school type	State	0	24	.172
		Integrated/Private	1	4	
		Single sex	0	9	1.000
		Co-educational	1	19	
	Student's year level	Year 7	0	5	1.000
		Year 9	1	24	
	Relationship to student	Mother	0	20	.333
		Father	1	9	
	Special needs requirements	Yes	0	1	1.000
		No	1	27	
	Previous experience choosing	Yes	1	9	.345
		No	0	19	
	Child's first choice	Yes	1	22	1.000
		No	0	7	
	Marital status	Not married	1	5	.214
		Married	0	22	
	Parent's school type	State	0	24	.111
		Integrated/Private	1	8	
		Single sex	0	8	1.000
		Co-educational	1	18	

	Tertiary qualification	Yes	1	17	1.000
		No	0	11	
School visits to contributing schools	Gender	Male	8	4	1.000
		Female	19	12	
	Student's school type	State	25	13	.146
		Integrated/Private	1	3	
		Single sex	8	5	1.000
		Co-educational	18	11	
	Student's year level	Year 7	4	2	1.000
		Year 9	23	14	
	Relationship to student	Mother	19	12	1.000
		Father	7	4	
	Special needs requirement	Yes	3	1	1.000
		No	24	14	
	Previous experience choosing	Yes	13	4	.195
		No	13	12	
	Child's first choice	Yes	24	11	.125
		No	3	5	
	Marital status	Not married	4	3	.686
		Married	21	11	
	Parent's school type	State	22	12	1.000
		Integrated/Private	3	1	
		Single sex	8	6	.486
		Co-educational	17	7	
	Tertiary qualification	Yes	18	7	.326
		No	9	8	
Open days	Gender	Male	11	3	.364
		Female	35	4	
	Student's school type	State	39	6	1.000
		Integrated/Private	6	1	
		Single sex	18	2	.694
		Co-educational	27	5	
	Student's year level	Year 7	7	0	.575
		Year 9	39	7	
	Relationship to student	Mother	35	4	.347
		Father	10	3	
	Special needs requirement	Yes	3	1	.397
		No	43	5	
	Previous experience choosing	Yes	19	1	.228
		No	26	6	
	Child's first choice	Yes	37	4	.183
		No	46	7	

	Marital status	Not married	6	2	.182
		Married	38	3	
	Parent's school type	State	35	4	1.000
		Integrated/Private	8	1	
		Single sex	16	3	.372
		Co-educational	27	2	
	Tertiary qualification	Yes	31	3	.405
		No	15	3	
ERO Reports	Gender	Male	8	4	1.000
		Female	18	9	
	Student's school type	State	21	10	1.000
		Integrated/Private	5	2	
		Single sex	11	3	.472
		Co-educational	15	19	
	Student's year level	Year 7	4	2	1.000
		Year 9	22	11	
	Relationship to student	Mother	18	9	1.000
		Father	8	4	
	Special needs requirement	Yes	1	1	.538
		No	25	11	
	Previous experience choosing	Yes	10	4	1.000
		No	16	8	
	Child's first choice	Yes	20	9	.704
		No	6	4	
	Marital status	Not married	4	4	.413
		Married	20	9	
	Parent's school type	State	20	10	1.000
		Integrated/Private	4	1	
		Single sex	10	3	.478
		Co-educational	14	8	
	Tertiary qualification	Yes	15	9	.728
		No	10	4	
Other	Gender	Male	1	7	.190
		Female	9	10	
	Student's school type	State	9	13	.621
		Integrated/Private	1	4	
		Single sex	1	5	.636
		Co-educational	9	12	
	Student's year level	Year 7	1	3	1.000
		Year 9	9	14	
	Relationship to student	Mother	9	10	.190
		Father	1	7	
	Special needs	Yes	2	1	.268

requirement	No	7	16		
Previous	Yes	4	8		1.000
experience	No	5	8		
choosing					
Child's first	Yes	6	15		.153
choice	No	4	2		
Marital status	Not married	2	4		1.000
	Married	7	13		
Parent's school	State	7	13		1.000
type	Integrated/Private	2	3		
	Single sex	3	4		.673
	Co-educational	6	12		
Tertiary	Yes	7	11		1.000
qualification	No	3	6		

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Appendix 13. Source of information: students by group

			Responses (n)		Value	df	p
			Used	Not used			
School prospectus	Gender	Male	21	4	.910	1	.340
		Female	22	8			
	School type	State	37	8			.367
		Integrated/Private	6	3			
		Single sex	15	4			1.000
		Co-educational	28	7			
	Year level	Year 7	5	4			.092
		Year 9	38	8			
Websites	Gender	Male	16	8	1.468	1	.226
		Female	22	5			
	School type	State	32	9			.668
		Integrated/Private	6	3			
		Single sex	13	5			.735
		Co-educational	25	7			
	Year level	Year 7	7	2			1.000
		Year 9	31	11			
Word-of-mouth	Gender	Male	22	2			.277
		Female	24	6			
	School type	State	38	6			.611
		Integrated/Private	7	2			
		Single sex	16	2			.701
		Co-educational	29	6			
	Year level	Year 7	7	2			.607
		Year 9	39	6			
Posters (e.g. billboards, buses etc)	Gender	Male	2	17			.077
		Female	9	15			
	School type	State	7	26			.209
		Integrated/Private	4	5			
		Single sex	4	11			1.000
		Co-educational	7	20			
	Year level	Year 7	1	8			.407
		Year 9	10	24			
Newspaper adverts	Gender	Male	5	15	1.751	1	.186
		Female	11	14			
	School type	State	12	23			.702
		Integrated/Private	4	5			
		Single sex	9	8	3.290	1	.070

					χ²	df	Sig
		Co-educational	7	20			
	Year level	Year 7	1	8			.127
		Year 9	15	21			
Magazine adverts	Gender	Male	1	18			.059
		Female	7	17			
	School type	State	4	29			.050*
		Integrated/Private	4	5			
		Single sex	4	11			.425
		Co-educational	4	23			
	Year level	Year 7	1	8			1.000
		Year 9	7	27			
Television adverts	Gender	Male	2	17			.270
		Female	6	18			
	School type	State	6	27			1.000
		Integrated/Private	2	7			
		Single sex	3	12			1.000
		Co-educational	5	22			
	Year level	Year 7	1	8			1.000
		Year 9	7	27			
School visits to contributing schools	Gender	Male	22	2			.152
		Female	21	7			
	School type	State	35	7			.651
		Integrated/Private	7	2			
		Single sex	15	3			1.000
		Co-educational	27	6			
	Year level	Year 7	7	2			.645
		Year 9	36	7			
Open days	Gender	Male	24	3			.652
		Female	30	2			
	School type	State	45	4			1.000
		Integrated/Private	9	0			
		Single sex	21	0			.286
		Co-educational	33	4			
	Year level	Year 7	7	2			.163
		Year 9	47	3			
ERO reports	Gender	Male	8	13	.730	1	.393
		Female	6	17			
	School type	State	10	24			.442
		Integrated/Private	4	5			
		Single sex	6	10	.283	1	.594
		Co-educational	8	19			

	Year level	Year 7	1	8	.233
		Year 9	13	22	
Other	Gender	Male	3	10	.374
		Female	2	17	
	School type	State	3	20	.583
		Integrated/Private	2	6	
		Single sex	3	9	.350
		Co-educational	2	17	
	Year level	Year 7	1	7	1.000
		Year 9	4	20	

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** *p*<.01

Appendix 14. Effectiveness/usefulness of sources: parents by group

			Responses (n)		Value	df	p
			Not/Little	Some/Very			
School prospectus	Gender	Male	2	11			1.000
		Female	7	32			
	Student's school type	State	8	35			.327
		Integrated/Private	0	8			
		Single sex	3	16			1.000
		Co-educational	5	27			
	Student's year level	Year 7	2	7			.645
		Year 9	7	36			
	Relationship to student	Mother	7	32			1.000
		Father	2	10			
	Special needs requirement	Yes	1	1			.263
		No	6	42			
	Previous experience choosing	Yes	3	15			1.000
		No	6	28			
	Child's first choice	Yes	6	34			.415
		No	3	9			
	Marital status	Not married	4	5			.043*
		Married	5	36			
	Parent's school type	State	7	31			.318
		Integrated/Private	0	10			
		Single sex	1	17			.231
		Co-educational	6	24			
	Tertiary qualification	Yes	7	25			.454
		No	2	18			
Websites	Gender	Male	4	4			1.000
		Female	13	13			
	Student's school type	State	14	13			.656
		Integrated/Private	2	4			
		Single sex	4	8	3.264	3	.353
		Co-educational	12	9			
	Student's year level	Year 7	4	2			.656
		Year 9	13	15			
	Relationship to student	Mother	13	13			1.000
		Father	4	4			
	Special needs requirement	Yes	1	0			.469
		No	14	17			
	Previous experience choosing	Yes	5	6	.134	1	.714
		No	12	11			

	Child's first choice	Yes	11	21	1.257	3	.739
		No	6	4			
	Marital status	Not married	5	4			.708
		Married	11	13			
	Parent's school type	State	13	13			1.000
		Integrated/Private	2	3			
		Single sex	5	5			1.000
		Co-educational	10	11			
	Tertiary qualification	Yes	11	10	.373	3	.946
		No	6	7			
Word-of-mouth	Gender	Male	2	12			.714
		Female	9	33			
	Student's school type	State	10	38			.236
		Integrated/Private	0	8			
		Single sex	1	18			.139
		Co-educational	9	28			
	Student's year level	Year 7	3	6			.354
		Year 9	8	40			
	Relationship to student	Mother	9	33			1.000
		Father	2	11			
	Special needs requirement	Yes	1	2			.459
		No	9	43			
	Previous experience choosing	Yes	2	19			.179
		No	9	26			
	Child's first choice	Yes	7	37			.251
		No	4	9			
	Marital status	Not married	3	6			.346
		Married	7	37			
	Parent's school type	State	9	33			.664
		Integrated/Private	1	9			
		Single sex	2	19			.174
		Co-educational	8	23			
	Tertiary qualification	Yes	8	27			.508
		No	3	18			
Posters (e.g. billboards, buses etc)	Gender	Male	6	1			.490
		Female	17	1			
	Student's school type	State	20	1			.239
		Integrated/Private	2	1			
		Single sex	5	1			.446
		Co-educational	17	1			
	Student's year level	Year 7	4	0			1.000
		Year 9	19	2			
	Relationship	Mother	17	1			.490

	to student	Father	6	1	
	Special needs	Yes	1	0	1.000
	requirement	No	20	2	
	Previous	Yes	7	2	.120
	experience	No	16	0	
	choosing				
	Child's first	Yes	17	1	.490
	choice	No	6	1	
	Marital status	Not married	5	1	.446
		Married	17	1	
	Parent's	State	19	1	.249
	school type	Integrated/Private	2	1	
		Single sex	6	1	.546
		Co-educational	15	1	
	Tertiary	Yes	14	2	.520
	qualification	No	9	0	
Newspaper adverts	Gender	Male	6	1	1.000
		Female	15	5	
	Student's	State	19	4	.123
	school type	Integrated/Private	1	2	
		Single sex	4	3	.293
		Co-educational	16	3	
	Student's year	Year 7	4	0	.545
	level	Year 9	17	6	
	Relationship	Mother	15	5	1.000
	to student	Father	6	1	
	Special needs	Yes	1	0	1.000
	requirement	No	18	6	
	Previous	Yes	7	2	1.000
	experience	No	14	4	
	choosing				
	Child's first	Yes	16	4	.663
	choice	No	5	2	
	Marital status	Not married	5	1	1.000
		Married	16	4	
	Parent's	State	17	5	1.000
	school type	Integrated/Private	2	1	
		Single sex	5	3	.344
		Co-educational	14	3	
	Tertiary	Yes	14	3	.638
	qualification	No	7	3	
Magazine adverts	Gender	Male	6	1	.292
		Female	17	0	
	Student's	State	20	0	.130

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	school type	Integrated/Private	2	1	
		Single sex	5	0	1.000
		Co-educational	17	1	
	Student's year level	Year 7	4	0	1.000
		Year 9	19	1	
	Relationship to student	Mother	16	1	.292
		Father	6	1	
	Special needs requirement	Yes	1	0	1.000
		No	20	1	
	Previous experience choosing	Yes	7	1	.333
		No	16	0	
	Child's first choice	Yes	17	1	1.000
		No	6	0	
	Marital status	Not married	5	1	.261
		Married	17	0	
	Parent's school type	State	19	0	.136
		Integrated/Private	1	1	
		Single sex	6	0	1.000
		Co-educational	15	1	
	Tertiary qualification	Yes	14	1	1.000
		No	23	1	
Television adverts	Gender	Male	6	1	.304
		Female	16	0	
	Student's school type	State	19	0	.136
		Integrated/Private	2	1	
		Single sex	5	0	1.000
		Co-educational	16	1	
	Student's year level	Year 7	4	0	1.000
		Year 9	18	1	
	Relationship to student	Mother	16	0	.304
		Father	6	1	
	Special needs requirement	Yes	1	0	1.000
		No	19	1	
	Previous experience choosing	Yes	7	1	.348
		No	15	0	
	Child's first choice	Yes	16	1	1.000
		No	6	0	
	Marital status	Not married	5	1	.273
		Married	16	0	
	Parent's school type	State	18	0	.143
		Integrated/Private	2	1	
		Single sex	6	0	1.000
		Co-educational	15	1	

	Tertiary qualification	Yes	13	1			1.000
		No	9	0			
School visits to contributing schools	Gender	Male	2	9			.286
		Female	11	18			
	Student's school type	State	12	24			1.000
		Integrated/Private	1	2			
		Single sex	4	7			1.000
		Co-educational	9	19			
	Student's year level	Year 7	0	5			.154
		Year 9	13	22			
	Relationship to student	Mother	11	18			.445
		Father	2	8			
	Special needs requirement	Yes	1	3			1.000
		No	10	24			
	Previous experience choosing	Yes	4	12	.848	1	.357
		No	9	14			
	Child's first choice	Yes	9	24			.187
		No	4	3			
	Marital status	Not married	4	4			.203
		Married	7	22			
	Parent's school type	State	8	23			.603
		Integrated/Private	2	1			
		Single sex	4	9			1.000
		Co-educational	6	17			
	Tertiary qualification	Yes	6	19			.175
		No	7	8			
Open days	Gender	Male	2	11			.627
		Female	4	36			
	Student's school type	State	5	40			1.000
		Integrated/Private	1	6			
		Single sex	2	18			1.000
		Co-educational	4	28			
	Student's year level	Year 7	0	7			.582
		Year 9	6	40			
	Relationship to student	Mother	4	36			.612
		Father	2	10			
	Special needs requirement	Yes	1	3			.286
		No	3	44			
	Previous experience choosing	Ys	1	19			.387
		No	5	27			
	Child's first choice	Yes	3	38			.121
		No	3	9			

	Marital status	Not married	3	6	.035*
		Married	2	39	
	Parent's school type	State	4	35	1.000
		Integrated/Private	1	9	
		Single sex	2	17	1.000
		Co-educational	3	27	
	Tertiary qualification	Yes	3	31	.655
		No	3	16	
ERO Reports	Gender	Male	4	6	.700
		Female	8	18	
	Student's school type	State	11	18	.146
		Integrated/Private	0	6	
		Single sex	2	10	.259
		Co-educational	9	14	
	Student's year level	Year 7	2	4	1.000
		Year 9	10	20	
	Relationship to student	Mother	8	18	.700
		Father	4	6	
	Special needs requirement	Yes	1	1	.508
		No	9	23	
	Previous experience choosing	Yes	5	9	1.000
		No	7	15	
	Child's first choice	Yes	9	8	1.000
		No	3	6	
	Marital status	Not married	5	3	.098
		Married	7	19	
	Parent's school type	State	10	18	.283
		Integrated/Private	0	4	
		Single sex	1	10	.106
		Co-educational	9	12	
	Tertiary qualification	Yes	8	14	1.000
		No	4	9	
Other	Gender	Male	5	0	.266
		Female	11	6	
	Student's school type	State	13	6	.532
		Integrated/Private	3	0	
		Single sex	3	2	.585
		Co-educational	13	4	
	Student's year level	Year 7	2	1	1.000
		Year 9	14	5	
	Relationship to student	Mother	11	6	.266
		Father	5	0	
	Special needs	Yes	1	1	.521

requirement	No	13	5	
Previous	Yes	7	4	.635
experience	No	9	2	
choosing				
Child's first	Yes	12	5	1.000
choice	No	4	1	
Marital status	Not married	5	0	.266
	Married	10	5	
Parent's	State	12	4	.549
school type	Integrated/Private	2	2	
	Single sex	3	4	.122
	Co-educational	11	2	
Tertiary	Yes	9	6	.121
qualification	No	7	0	

* $p<.05$

** $p<.01$

Appendix 15. Effectiveness/usefulness of sources: student by group

			Responses (n)		Value	*df*	*p*
			Not/Little	Some/Very			
School prospectus	Gender	Male	3	22			.318
		Female	7	23			
	School type	State	6	39			.161
		Integrated/Private	3	6			
		Single sex	4	16			.712
		Co-educational	5	29			
	Year level	Year 7	2	6			.627
		Year 9	8	39			
Websites	Gender	Male	6	13	.288	3	.962
		Female	8	19			
	School type	State	11	27			1.000
		Integrated/Private	2	5			
		Single sex	3	13			.322
		Co-educational	10	19			
	Year level	Year 7	4	5			.423
		Year 9	10	27			
Word-of-mouth	Gender	Male	4	21	3.393	3	.335
		Female	7	23			
	School type	State	10	35			.667
		Integrated/Private	1	8			
		Single sex	4	16			1.000
		Co-educational	7	27			
	Year level	Year 7	0	9			.650
		Year 9	11	35			
Posters (e.g. billboards, buses etc)	Gender	Male	9	2			.439
		Female	16	9			
	School type	State	23	5			.012*
		Integrated/Private	2	5			
		Single sex	9	4			1.000
		Co-educational	16	6			
	Year level	Year 7	4	3			.650
		Year 9	21	8			
Newspaper adverts	Gender	Male	10	4	2.255	3	.521
		Female	14	11			
	School type	State	21	10			.387
		Integrated/Private	3	4			
		Single sex	9	7	3.381	3	.336

		Co-educational	15	7		
	Year level	Year 7	5	3		.686
		Year 9	19	14		
Magazine adverts	Gender	Male	9	2		.447
		Female	16	8		
	School type	State	20	6		.195
		Integrated/Private	4	4		
		Single sex	6	7		.022*
		Co-educational	18	3		
	Year level	Year 7	6	1		.644
		Year 9	19	9		
Television adverts	Gender	Male	9	1		1.000
		Female	20	4		
	School type	State	23	3		1.000
		Integrated/Private	6	1		
		Single sex	10	2		.610
		Co-educational	19	1		
	Year level	Year 7	6	1		1.000
		Year 9	23	4		
School visits to contributing schools	Gender	Male	1	22		.362
		Female	4	24		
	School type	State	4	38		1.000
		Integrated/Private	1	7		
		Single sex	2	17		1.000
		Co-educational	4	28		
	Year level	Year 7	0	8		.580
		Year 9	5	38		
Open days	Gender	Male	1	24		1.000
		Female	1	31		
	School type	State	2	45		1.000
		Integrated/Private	0	9		
		Single sex	1	20		1.000
		Co-educational	1	33		
	Year level	Year 7	1	8		.293
		Year 9	1	47		
ERO reports	Gender	Male	5	9	6.810	3	.078
		Female	9	11			
	School type	State	13	12			.098
		Integrated/Private	1	7			
		Single sex	5	8			1.000
		Co-educational	9	11			

	Year level	Year 7	2	5	7.063	3	.672
		Year 9	12	15			
Other	Gender	Male	2	0	.467	2	1.000
		Female	4	1			
	School type	State	5	0	3.733	2	.286
		Integrated/Private	1	1			
		Single sex	4	0	1.556	2	.429
		Co-educational	2	1			
	Year level	Year 7	-	-	-	-	-
		Year 9	6	1			

*p<.05

**p<.01

Appendix 16. Parents' satisfaction with information needed—by group

		Responses (n)				Value	*df*	*p*
		Very dissatis fied	Slight dissatis faction	Fairly satisfie d	Very satisfie d			
Gender	Male	1	0	9	5	2.347	3	.504
	Female	2	1	19	25			
Student's school type	State	3	1	22	25	1.445	3	.695
	Integrated/Private	0	0	6	4			
	Single sex	0	1	9	11	3.702	3	.295
	Co-educational	3	0	19	18			
Student's year level	Year 7	0	0	6	3	2.250	3	.522
	Year 9	3	1	22	27			
Relationship to student	Mother	2	1	19	25	4.284	6	.638
	Father	1	0	9	4			
	Other	0	0	0	1			
Special needs requirement	Yes	0	0	3	1	1.607	3	.658
	No	2	1	24	29			
Child's first choice	Yes	2	9	24	22	5.016	3	.171
	No	1	1	4	8			
Marital status	Not married	1	1	4	5	4.915	3	.178
	Married	2	0	22	23			
Parent's school type	State	2	1	21	20	1.041	3	.791
	Integrated/Private	0	0	6	7			
	Single sex	0	0	11	12	2.219	3	.528
	Co-educational	2	1	16	15			
Tertiary qualification	Yes	2	1	19	18	.749	3	.862
	No	1	0	9	11			

Appendix 17. Parent factor analysis—by group

			n	Mean	SD
Quality	Relationship to student	Mother	48	3.61	.38
		Father	14	3.57	.33
	Special needs requirement	Yes	4	3.20	.53
		No	57	3.64	.33
	Previous experience choosing	Yes	23	3.48	.34
		No	38	3.66	.33
	Marital status	Married	11	3.72	.30
		Not married	48	3.58	.38
	School attended (funding)	State	45	3.60	.32
		Integrated/Private	13	3.60	.48
	School attended (type)	Single-sex	23	3.61	.41
		Co-educational	35	3.60	.32
	School child attends (funding)	State	52	3.61	.34
		Integrated/Private	10	3.57	.44
	School child attends (type)	Single-sex	21	3.71	.31
		Co-educational	41	3.56	.38
	Tertiary qualification	Yes	40	3.57	.39
		No	22	3.67	.32
Environment	Relationship to student	Mother	48	3.63	.38
		Father	14	3.56	.36
	Special needs requirement	Yes	4	3.32	.65
		No	57	3.64	.34
	Previous experience choosing	Yes	23	3.51	.42
		No	38	3.67	.33
	Marital status	Married	11	3.66	.36
		Not married	48	3.61	.38
	School attended (funding)	State	45	3.62	.36
		Integrated/Private	13	3.59	.39
	School attended (type)	Single-sex	23	3.63	.40
		Co-educational	35	3.60	.34
	School child attends (funding)	State	52	3.64	.37
		Integrated/Private	10	3.53	.38
	School child attends (type)	Single-sex	21	3.71	.35
		Co-educational	41	3.58	.37
	Tertiary qualification	Yes	40	3.58	.40
		No	22	3.70	.29
Sports	Relationship to student	Mother	48	2.30	.95
		Father	14	2.43	.86
	Special needs requirement	Yes	4	2.00	.55
		No	57	2.39	.95

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	Previous experience choosing	Yes	23	2.38	1.13
		No	38	2.35	.79
	Marital status	Married	11	2.18	.94
		Not married	48	2.41	.93
	School attended (funding)	State	45	2.36	.96
		Integrated/Private	13	2.55	.77
	School attended (type)	Single-sex	23	2.40	.91
		Co-educational	35	2.41	.94
	School child attends (funding)	State	52	2.39	.93
		Integrated/Private	10	2.23	.88
	School child attends (type)	Single-sex	21	2.63	.96
		Co-educational	41	2.23	.88
	Tertiary qualification	Yes	40	2.23	.98
		No	22	2.60	.77
Tradition	Relationship to student	Mother	48	2.77	.57
		Father	14	2.35	.77
	Special needs requirement	Yes	4	2.13	1.21
		No	57	2.71	.58
	Previous experience choosing	Yes	23	2.57	.68
		No	38	2.74	.62
	Marital status	Married	11	2.94	.60
		Not married	48	2.64	.63
	School attended (funding)	State	45	2.64	.69
		Integrated/Private	13	2.74	.77
	School attended (type)	Single-sex	23	2.79	.61
		Co-educational	35	2.57	.67
	School child attends (funding)	State	52	2.65	.65
		Integrated/Private	10	2.82	.56
	School child attends (type)	Single-sex	21	2.91	.57
		Co-educational	41	2.57	.65
	Tertiary qualification	Yes	40	2.55	.68
		No	22	2.91	.48

Appendix 18. Student factor analysis—by group

			n	Mean	SD
Quality	Gender	Male	29	3.06	.59
		Female	34	3.27	.60
	School attending (funding)	State	52	3.16	.58
		Integrated/Private	10	3.27	.76
	School attending (type)	Single-sex	32	3.03	.72
		Co-educational	42	3.25	.53
	Year level	Year 7	9	3.32	.39
		Year 9	54	3.14	.63
Environment	Gender	Male	29	3.32	.52
		Female	34	3.48	.47
	School attending (funding)	State	52	3.42	.46
		Integrated/Private	10	4.36	.72
	School attending (type)	Single-sex	32	3.35	.57
		Co-educational	42	3.44	.46
	Year level	Year 7	9	3.46	.52
		Year 9	54	3.40	.50
Sports	Gender	Male	29	3.01	.87
		Female	34	2.48	.92
	School attending (funding)	State	52	2.75	.94
		Integrated/Private	10	2.66	.82
	School attending (type)	Single-sex	32	3.08	.83
		Co-educational	42	2.58	.91
	Year level	Year 7	9	2.67	.93
		Year 9	54	2.73	.94
Tradition	Gender	Male	29	2.22	.54
		Female	34	2.49	.62
	School attending (funding)	State	52	2.35	.60
		Integrated/Private	10	2.43	.62
	School attending (type)	Single-sex	32	2.24	.54
		Co-educational	42	2.42	.62
	Year level	Year 7	9	2.60	.39
		Year 9	54	2.33	.62