MARKETING OF PUBLIC SCHOOLS IN NIGERIA FOR PUBLIC CONFIDENCE AND ACCEPTABILITY

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DECLARATION

I hereby declare that this thesis has been written by me, and that it is a record of my own primary research work. It has not been presented in any previous application for a higher degree. All quotations and sources of information as seen in this thesis are specifically acknowledged by way of the given references.

Date

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CERTIFICATION

This thesis titled "Marketing of Public Schools in Nigeria for Public Confidence and Acceptability" by AULE, MICHAEL MTOMGA meets the regulations governing the award of the degree of Masters in Business Administration (MBA) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the Almighty God for His guidance and protection throughout the duration of this programme.

Also to the memory of my late mother Mrs. NGIHUAN AULE who slept with the Lord on 24th February 1981 at the time I was preparing for my ordinary level exams.

Finally to the memory of my late friend Mr. Timothy Terwase Nahanga who secured the admission and did the registration for me to enable me commence the programme but couldn't live to see its completion.

May their souls and the souls of all the faithful departed through the mercy of God rest in peace. Amen.

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Finally, the efforts of Mr. Patrick 0. Agu, who handled the typing and production of this work is highly appreciated.

May the Almighty God reward all of you abundantly in Jesus name. Amen.

ABSTRACT

From the recorded history, marketing activities have traditionally been limited to goods producing industries. Services firms typically lag behind manufacturing firms in their use of marketing in view of the fact that marketing as a discipline developed initially in connection with selling physical products. The physical product focus, therefore, caused people to overlook the many other types of entities such as public schools that are marketed.

The major objective of this thesis was to examine thoroughly whether public schools in Nigeria employ marketing activities in rendering their services to the public and also to determine whether public schools offer quality services to the public and consequently reap the gains accruing from quality service offerings.

In order to facilitate the research work, data were collected from both primary and secondary sources. Personal interviews were also employed as an additional source of information as well as personal observation.

The study was conducted in five major chapters. Chapter one considered the introduction aspect of the study. Related literatures were reviewed in chapter two, chapter three states the methodology of the study, while chapter four shows the presentation and analysis of data, chapter five gave the summary and conclusion of the study after which appropriate recommendations were given.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND INFORMATION

In every highly industrialized society, the degree of competition between one manufacturer and other is often such that only the most economic methods of production will ensure survival. To achieve this required economy of production, high volume output is essential. To maintain high volume output, one obviously needs high volume sales.

Education in Nigeria is no more a private enterprise but a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation.

The Federal Government of Nigeria has adopted education as an instrument par excellence for effecting national development. It is only natural then that the government should then clarify the objective and philosophy that underline its current massive investment in education, and spell out in clear and unequivocal terms the policy that guide governments educational efforts.

It is the wish of government that any existing contradictions, ambiguities, and lack of uniformity in educational practices in the different parts of the federation should be removed to ensure an even and orderly development of the country.

Government has also stated that for the benefit of all citizens, the country's educational goals in terms of its relevance to the needs of the individual as well as in terms of the society desired in relation to the environment and the realities of the modern world and rapid social changes should be clearly set out.

These were the factors which led to the government summoning in 1973, a seminar of distinguished educational experts, under the chairmanship of Chief S. 0. ADEBO, former Permanent Representative of Nigeria to the United Nations and the then Chairman of the National Universities Commission (NUC), to deliberate on all aspects of a National Policy on Education. These experts who were drawn from a wide range of interests, included representatives from both Christian and Islamic religions organizations, the Universities, National Universities Commission, interested external agencies, ministries and organizations in private and public sectors who are interested in the end-products of education for purposes of employment, women's organization and others. Quite a good part of the present National Policy on Education document is based on the recommendations of the seminar, modified in its passage through the various organs of government which examined the recommendation's, as well as by the passage of time which made some recommendations either obsolete, having been overtaken by events, or no longer acceptable in the light of changed circumstances.

Marketing activities have traditionally been limited to goods producing industries. Thus, Public Schools in Nigeria may not deem it important to apply the concept of marketing in rendering educational services to the public. It is, however, important to emphasize that the world economy is fast becoming a service economy. Thus, a greater attention should now be focused on marketing of services than hitherto. Today, as a competition intensifies, as costs rise, as productivity stagnates, and as service quality deteriorates, more service firms are taking an interest in marketing.

Since education is a dynamic instrument of change, marketing activities should be carried out in public schools to ensure its adequacy and continued relevance to national needs and objectives and to ensure public confidence and acceptability.

1.2 STATEMENT OF THE PROBLEM

Service firms typically lag behind manufacturing firms in their use of marketing. George and Barksdale surveyed 400 service and manufacturing firms and concluded that in comparison to manufacturing firms, service firms appear to be:

1. Generally less likely to have marketing mix activities carried out in the marketing departments;
2. Less likely to perform analysis in the offering area;
3. More likely to handle their advertisement internally rather than go to outside agencies;
4. Less likely to have an overall sales plan;
5. Less likely to develop sales training programme;
6. Less likely to use marketing research firms and marketing consultants; and
7. Less likely to spend as such on marketing when expressed as a percentage of gross sales.

The problem of marketing has therefore been existing for too long. This problem is still with us to date and is a universal rather than a peculiar problem. Thus, it is not limited to a single organization but all business fora. It is not only limited to the private sector with its background motive of profit maximization, but

also to the public sector organizations, including public schools, even with their background principles of non-profit but social service maximization.

Many organizations the world over have not given marketing the prominence it deserves in spite of its varied importance. The problem may be attributable to the failure, on the part of top management officials to give the deserved attention to marketing activities as well as their inability to employ a well qualified marketers to take charge of marketing functions in the organization.

Public schools in Nigeria do not exist in isolation. The same problem as faced by other organizations both public and private is what public schools in Nigeria are facing, more so, being government enterprises which are not grounded on profit maximization principles, the neglect as well as improper care can be more terrible than required.

1 .3 THE RESEARCH QUESTION

In order to facilitate data collection so as to arrive at the correct conclusion, attention shall be focused on the following:

i. Does effective marketing of public schools create public confidence and acceptability?

ii. Do public schools require marketing activities since they do not operate on profit maximization principles?

iii. Is there any correlation between marketing of public schools and public confidence and acceptability?

iv. Does quality customer service, including enlightenment campaigns carried out by public schools enhance public confidence and acceptability?

It is hoped that the collection and analysis of data will help us to find appropriate solutions to the problems and answers as well some of the questions posed.

1.4 THE PURPOSE OF STUDY

Everybody sees a public property as a national cake which belongs to all and which nobody actually owns. Thus, there exists the laissezfaire and lackadaisical attitude towards public property. It is therefore the intention of this research work to:

i. examine the nature of marketing activities applied by public schools in Nigeria.

ii. Determine the viability of such marketing efforts;

iii. Determine the nature and extent of problems faced by public schools in ensuring public confidence and acceptability; and

iv. Attempt to provide alternative marketing strategies for effecting public confidence and acceptability, where necessary.

1.5 SIGNIFICANCE OF THE STUDY

The issue of marketing is crucial to public schools in ensuring public confidence and acceptability. The study is therefore significant because it is hoped that on the completion, it will provide further insights to the understanding of marketing of public schools in Nigeria.

Though using Public Schools as a reference point, the study will make interesting contributions to the understanding of the general and specific effects of marketing in private schools and even other public utilities.

Also, the study will further justify the need to strengthen marketing with anticipated benefit in view. In addition to helping the public schools to take decisions on marketing activities, it will also serve the interest of the private schools as well as the general public as a source of enlightenment since it will enlarge the existing literature on marketing of public schools.

1.6 HYPOTHESIS OF THE STUDY

In order to facilitate data collection so as to arrive at the correct conclusion, the following hypotheses were formulated and tested:

i. Effective marketing of public schools in Nigeria does not create public confidence and acceptability;

ii. Effective marketing of public schools in Nigeria creates public confidence and acceptability;

iii. There is correlation between effective marketing of public schools and public confidence and acceptability;

iv. There is no correlation between effective marketing of public schools and public confidence and acceptability.

It is hoped that the testing of these hypotheses will lead us to the appropriate solution to the problems.

1.7 SCOPE OF THE STUDY

The research project intends to look into the marketing of public schools for public confidence and acceptability. The study will cover Public School activities that sum up to effective marketing.

Public schools in Nigeria are many and spread throughout the geopolitical areas of the country. Though relevant references will be made to other geopolitical areas, the basic area of focus will be the public schools in Kaduna State.

1.8 LIMITATIONS OF THE STUDY

A research work is never an easy task to overcome. There are occasions when the research will encounter problems which are basic and unavoidable. This research work is not an exemption.

Considering the magnitude of time and finance involved in this study, and considering also the difficulties of data collection from the public, the study will be limited to only a few areas of Kaduna State.

It deserves mentioning that there are several other facts that would have been included in this research work but which will not be possible since it is not a standard textbook.

The last but not the least limitation is intellectual in nature since no work can be above the intellectual ability of its writer.

1.9 RESEARCH METHODOLOGY

This research work will be basically expository and explanatory. The research methodology will include the collection of data both from primary and secondary sources. The study will basically include the review of literature from textbooks, other reference materials, and lecture literatures.

The data so collected will be analysed using tables and percentages and based on the outcome of the analysis, conclusion will be made and recommendations given.

1.10 DEFINITION OF TERMS

i.	NPOE	-	National Policy on Education
ii.	Pre-Primary Education		education given to children aged 3 — 5 + prior to them entry into the Primary School.
iii.	Primary Education	-	education given for children aged usually 6 — 11 +
iv.	Secondary Education		education children receive after the primary education and before the tertiary stage.
v.	Higher Education	-	Post-Secondary education given in the Universities, Polytechnic, Colleges of education and Technology, etc.
vi.	Technical Education	-	education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge.
vii.	Adult Education	-	consists of functional literacy, remedial, continuing, vocational education for youths and adults outside the formal school system.
viii.	Special Education	-	Education of children and adults who have learning difficulties because of different sorts of handicaps.
ix.	Teacher Education	-	Education to prepare teachers for teaching at

various levels of education.

x. Macro-marketing - Marketing within the context of the entire economic system with special emphasis on its aggregate performance.

xi. Service - an intangible product that is performed rather than produced, bought and sold in a market place in a mutually satisfying manner.

xii. Image - an impression or a general perception about an object, a business firm or an individual.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter will review related literature under the following sub-headings:

i. The philosophy of Nigerian Education;

ii. Educational systems in Nigeria.

iii. The concept of marketing;

iv. Marketing activities in a non-business organization.

v. The nature and Marketing of service.

vi. Image enhancement in Public Schools in Nigeria.

2.2 THE PHILOSOPHY OF NIGERIAN EDUCATION

Since a national policy on education is a government way of achieving that part of its national objectives that can be achieved using education as a tool, no policy on education can be formulated without first identifying the overall philosophy and objectives of the Nation.

According to the National Policy on Education (NPOE) (1981), the five main national objectives of Nigeria as stated in the second National Development Plan, and endorsed as the necessary foundation for the National Policy on Education, are the building of:

i. a free and democratic society;

ii. a just and egalitarian society;

iii. a united, strong and self-reliant nation;

iv. a great and dynamic economy;

v. a land of bright and full opportunities for all citizens.

Nigeria's philosophy of education, therefore, is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at primary, secondary and tertiary levels, both inside and outside the formal school system.

In consequence, according to NPOE (1981), the quality of instruction at all levels has to be oriented towards inculcating the following values:

i. respect for the worth and dignity of the individuals;

ii. faith in man's ability to make rational decisions;

iii. moral and spiritual values in inter-personal and human relations;

iv. shared responsibility for the common good at the society;

v. respect for the dignity of labour; and

vi. promotion of the emotional, physical and psychological health of all children.

For the philosophy to be in harmony with Nigeria's national objectives, NPOE (1 981) notes that it has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress.

The National Policy on Education (1981) states further that the national educational aims and objectives to which the philosophy is linked are therefore:

i. the inculcation of national consciousness and national unity;

ii. the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;

ii. The training of the mind in the understanding of the world around; and

iv. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

The desire that Nigeria should be a free, just and democratic society, a land full of opportunities for all citizens, able to generate a great and dynamic economy and growing into a united, strong and self-reliant nation cannot be overemphasized. In order to realize fully the potentials of the contributions of education to the achievement of the objectives, all other agencies will operate in concert with education to that end. Furthermore, to foster the much needed unity of Nigeria, imbalances in inter-state and intra-state development have to be corrected. Not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources.

NPOE (1 981) further states that the government will take various measures to implement the policy. Accordingly;

i. Education will continue to be highly rated in the national development plans, because education is the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution;

ii. Life long education will be the basis for the nation's educational policies;

iii. Educational and Training facilities will be multiplied and made more accessible, to afford the individual a far more diversified and flexible choice;

iv. Educational activity will be centred on the learner for maximum self-development and self fulfilment;

v. Universal basic education, in a variety of forms, depending on needs and possibilities, will be provided for all citizens;

vi. Efforts will be made to relate education to overall community needs;

vii. Educational assessment and evaluation will be liberalized by basing them in whole or in parts on continuous assessment of the progress of the individual;

viii. Modern educational techniques will be increasingly used and improved at all levels of the education system;

ix. The education system will be structured to develop the practice of self-learning;

x. At any stage of the educational process after primary education, an individual will be able to choose between continuing his full-time studies, combining work with study, or embarking on full-time employment without excluding the prospect of resuming studies later on;

xi. Opportunity will continue to be made available for religious instruction. No child will be forced to accept any religious instruction which is contrary to the wishes of his parents; and

xii. Physical education will be emphasized at all levels of the education system.

According to the NPOE (1981), "in addition to appreciating the importance of language in the educational process, and as a means of preserving the people's culture, the Government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major languages other than his

own mother-tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba."

2.3 EDUCATION SYSTEMS IN NIGERIA

The educational system in Nigeria comprises Nine (9) functional areas including pre-primary education, Primary education, Secondary education, higher education including professional education, technical education, adult and non-formal education, special education, teacher education and educational services. The meaning and the philosophy of these levels of education in Nigeria will be discussed below:

2.3.1 **Pre-Primary Education**

According to NPOE (1981) Pre-primary education is the education given in an education institution to children aged 3 to 5 plus prior to their entry into the primary school.

NPOE (1981) further states that the purpose of pre-primary education should be:

a. effecting a smooth transition from the home to the school;

b. preparing the child for the primary level of education;

c. providing adequate care and supervision for the children while their parents are at work (on the farms, in the market, etc.);

d. inculcating social norms;

e. inculcating in the child the spirit of enquiry and creativity through the exploration of nature, and the local environment, playing with tap, artistic and musical activities, etc;

f. teaching co-operation and team spirit;

g. teaching the rudiments of numbers, letters, colours, shapes, forms, etc. through play; and

h. teaching good habits, especially good health.

2.3.2 **Primary Education**

As entrenched in the National Policy on Education (1981), primary education has been referred to as education given in an institution for children aged normally 6 to 11+. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system.

This being the case, NPOE (1 981) states that the general objectives of primary education are:

a. the inculcation of permanent literacy and numeracy, and the ability to communicate effectively;

b. the laying of a sound basis for scientific and reflective thinking;

c. citizenship education as a basis for effective participation in and contribution to the life of the society;

d. character and moral training and the development of sound attitudes;

e. developing in the child the ability to adapt to his changing environment;

f. giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;

g. providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

The policy states that "these will form the basis of primary education in all the states of the Federation."

2.3.3 **Secondary Education**

NPOE (1981) states that "Secondary education is the form of education children receive after the primary education and before the tertiary stage."

According to the policy, the broad aim of Secondary education within our overall national objectives should be:

i. Preparation for useful living within the society; and

ii. Preparation for higher education;

Furthermore, the policy states that in specific terms the secondary education should:

a. provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious, and ethnic background;

b. diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course;

c. equip students to live effectively in our modern age of science and technology;

d. develop and project Nigerian culture, art and language as well as the world's cultural heritage;

e. raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate these values specified under the broad national aims, and live as good citizens;

f. foster Nigerian unity with an emphasis on the common ties that unite us in our diversity;

g. inspire the students with a desire for achievement and self-improvement both at school and in later life.

2.3.4 **Higher education including professional education**

NPOE (1981) states that higher education covers the Post-Secondary section of the national education system which is given in Universities, Polytechnics and Colleges of Technology including such courses as are given in the Colleges of Education, The Advanced Teacher Training Colleges, Correspondence Colleges and such institutions as may be allied to them; but higher education of the "technical" type is separately treated.

The policy notes that "the teaching and research functions of the higher educational institutions have an important role to play in national development particularly in development of high level manpower. Furthermore, universities are one of the best means for developing national consciousness."

Higher Education should aim at:

a. The acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society;

b. The development of the intellectual capacities of individuals to understand and appreciate their environments;

c. The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;

d. The acquisition of an objective view of the local and external environments.

Furthermore, the policy states that "Higher educational institutions should pursue these goals through; teaching; research; the dissemination of existing and new information; the pursuit of service to the community; and being a storehouse for knowledge."

2.3.5 **Technical Education**

Technical Education, as defined by NPOE (1981), is "that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge."

According to the policy, the aims of technical education should be:

a. to provide trained manpower in applied sciences, technology and commerce particularly at sub-professional grades;

b. to provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development;

c. to provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;

d. to give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant; and

f. to enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

e. to give an introduction to professional studies in engineering and other technologies;

2.3.6 **Adult and Non-Formal Education**

NPOE (1981) documents that "Adult and Non-formal education consists of functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system."

The objectives of adult and continuing education should be:

a. to provide functional literacy education for adult who have never had the advantage of any formal education;

b. to provide functional and remedial education for those young people who prematurely dropped out of the formal school system;

c. to provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;

d. to provide in-service on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and

e. to give the adult citizens of the country necessary aesthetic; cultural and civic education for public enlightenment.

2.3.7 **Special Education**

According to the National Policy on Education (1981), Special Education is the education of children and adults who have learning difficulties because of

different sorts of handicaps: blindness, partial sightedness, deafness, hardness of hearing, mental retardation, social maladjustment, physical handicap, etc., due to circumstances of birth, inheritance, social position, mental and physical health pattern, or accident in later life. As a result, a few children and adults are unable to cope with the normal school class organization and methods.

There are also the specially gifted children who are intellectually precious and find themselves insufficiently challenged by the programme of the normal school and who may take to stubbornness and apathy, in resistance to it. Government has already directed that all children, including the gifted as well as those with physical, mental and learning difficulties, must be provided for under the educational system. The corollary of UPE, therefore, was that special education arrangements must be made for the handicapped and the exceptionally gifted.

The NPOE (1 981) states that the purpose and objectives of special education should be:

a. to give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, mental, emotional disabilities notwithstanding;

b. to provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation;

c. to provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological development.

2.3.8 **Teacher Education**

According to NPOE (1981), "Teacher Education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers."

The purpose of Teacher Education should be:

a. to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;

b. to encourage further the spirit of enquiry and creativity in teachers;

c. to help teachers to fit into the social life of the community and society at large and to enhance their commitments to national objectives;

d. to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world;

e. to enhance teachers' commitment to the teaching profession.

2.3.9 **Educational Services**

The Policy states that "Educational Services facilitate the implementation of educational planning and objectives and promote the efficacy of education."

The objectives of educational services are:

a. to develop, assess and improve educational programmes;

b. to enhance teaching and improve the competence of teachers;

c. to make learning more meaningful for children;

d. to reduce educational costs;

e. to promote in-services education; and

f. to develop and promote an effective use of innovative materials in schools.

2.4 THE CONCEPT OF MARKETING

2.4.1 **Introduction**

As noted by ELVY (1982), "at one time, there was no such thing as marketing. Blacksmithing, Stonemason, Saddler, carpenter, gosier and tailor all knew their customers personally. They were in position to discuss the size, the shape, the design, the colour and the price of the goods they made with the people who bought and used them." However, with the advent of the industrial revolution, this personal contact came to an end. Changes in production led to changes in distribution. The greatly increased production of goods which resulted in mechanization required a mass market for their consumption, and distribution became a major undertaking.

Arising from mass production as a result of the industrial revolution of the mid 18th Century, attention of the businessmen was focused on the technological aspects of manufacturing and marketing was relegated to a comparatively minor role. This situation remained about the same until the depression of the 1 930s, when the problem of disposing of the goods produced brought about a basic change in the thinking of the many forward looking manufacturers. From being absorbed with the problem of how to make more and more goods, they returned to the question of whether the goods that they had been producing were what consumers really wanted. Attempts were made to discover consumers' desires, and, where possible to redesign their products in greater conformity to their findings.

After the interruption to this movement by World War II, the quest was resumed by many producers of consumers' goods; and in the early 1 950s, this trend became known as consumer oriented management on the total marketing concept. This involved reversal of the marketing philosophies of many manufacturers. Where as formerly it was considered as the job of marketing to sell those things that production decided to make, now it became the duty of marketing to discover what consumers wanted and to inform production of its findings so that these goods could be produced. It was then the province of marketing, through advertising, sales promotion, and personnel selling to inform consumers of the availability of the goods and to urge them to purchase. Marketing thus assumed the vital burden of finding out what consumers wanted.

According to STANTON (1981), "marketing involves a two-fold task:

a. discovering what goods and services consumers need and want, and

b. providing these items for them in the places where they are at the times that they want them and at prices that they are able and willing to pay. And as with every other part of economic activity, this mission must be accomplished with a profit to the entrepreneurs who are engaged in it."

2.4.2 **Marketing Defined**

Many definitions of the word "Marketing" abound. One of the most straight forward says that "marketing is getting the right goods or services in the right quantity to the right place at the right time and making a profit out of the operations." Following this definition, it can be seen that marketing functions are extensive. Among the most important functions of marketing are the assessment of the market

to discover where the customers are to be found, how many they are, whether their number (which constitute the market) shows a tendency to grow or diminish. Enquiry must be made into the methods currently used to distribute and sell to that market and if these methods are likely to remain viable in the future. The attributes and the shortcomings of the competitors must be assessed to establish the degree of competitive merits which each of them enjoys in the market. It is also a function of the marketing to probe into the attitudes of consumer with regards to both the current products and those it is prepared to develop. What do the consumers need? What is their attitude to current product and the prices which they have to pay for them? Do they have marked preferences between one brand and another, and, if so, what are they? Marketing must look into the likely future pattern of demand. It must establish sales forecast, to ensure to correct allocation of marketing resources and also to provide essential information, not only for the planning and production departments, but for the overall budgeting of the company. It must also plan the sales of the product. It must concern itself with the promotion and presentation of the product, both through advertisement and merchandizing with the provision of samples, demonstrations, free trials and other forms of physical promotions.

ALEXANDER (1960) who was once a chairman of Committee of definition of marketing in America, defines marketing as "the performance of business activities that direct the flow of goods and services from producers to consumers or final users."

KOTLER (1983) define marketing as "human activities directed at satisfying needs and wants through exchange processes. Noting further, KOTLER (1984) sees marketing as "a social process by which individuals and groups obtain what

they need and want through creating and exchanging products and value with others."

DRUCKER (1 973), one of the leading management theorist, puts it this way, "The aim of marketing is to make selling superfluous. The aim is to know and understand the customer so well that the product or service fits him and sells itself." He went on to define marketing as "the distinguishing and unique function of the business."

McCARTHY (1971) perceives marketing as "the process of analysing consumer demand, developing a product to satisfy the demands, motivating the source of the product, and distributing the product into ultimate consumption."

To NICKELS (1 978) marketing is referred to as "those activities performed by individuals or organization, either profit or non-profit, to enable, facilitate, and encourage exchange to the satisfaction of both parties".

MARKIN (1979) looks at marketing and says, "a more modern definition of marketing would be the set of activities by which the demand structure for goods, ideas and services is managed in order to facilitate the exchange process satisfactorily."

Marketing, according to ENIS (1977) "is exchange activities conducted by individuals and organizations for the purpose of satisfying human wants."

HARM, STEHR and HARRIN (1972) view marketing as relating to those activities that direct the flow of goods and services into their appropriate utilization from manufacturer to the consumer.

STANTON (1981) defines marketing as "the total system of business activities designed to plan, price, promote and distribute wants satisfying goods and services to present and potential customers.

While OLATISE (1 974) looks at marketing as "the business process by which products are matched with markets and through which transfers of ownership are effected so as to maximize long-term earning per share", ODIA (1986) considers marketing as "the identification of customers' needs and the delivery of customer satisfaction at profit."

BECKMAN and DAVIDSON (1993) define marketing as "the performance of all activities necessary for ascertaining the needs and wants of consumers, planning product availability, effecting transfer of ownership of products, providing for their physical distribution and facilitating the entire marketing process."

To RYANS (1975), marketing is "the determination of the needs and desires of the market so that goods and services can be provided to satisfy these wants (desires) of the market."

A modern definition given by BARCUS (1996) defines marketing as "those activities performed by individuals or organizations, either for profit or non-profit, that enables, facilitate and encourage exchange to the satisfaction of both parties." This coincides with the definition given by NICKELS (1978).

From the foregoing, one would agree that there are many definition's of marketing. The above definitions are by no means exhaustive. Marketing means different things to different people. To some, marketing is the economic process whereby goods and services are exchanged and their values are determined in

monetary terms while to some, it is the exchange that takes place between the producing groups and the consuming groups and yet some, marketing is a social science which concerns with marketing and transactions.

In summary, marketing is a social, economic and managerial process focused on the creation and delivery of wants - satisfying ideas, goods and services. The basis of effective marketing are identifying changing consumption requirements, and managing organizational efforts required to supply ideas, goods and services to customers.

2.4.3 **Marketing: Science or Art?**

This is an age-long question, still being raised. Art is skill, an ability to perform. Science is knowledge, scientific procedures, then, simply are based on knowledge to seek further truth, by providing a set of rules to eliminate both chance and subjectivity (RISLEY, 1972).

RISLEY (1 972) states further that marketing is both an art in performance, from planning through selling to final decision making; a science in its body of truth, and an avid user of scientific procedures in data processing, logistics, research and innumerable areas of quantification.

According to HUNT and BURNETT (1982), the question "is marketing a science?" controversy culminated in 1976 with a model known as the Three Dichotomies Model by HUNT (1976), which proposed that all of the problems, issues, theories and research in marketing can be analysed using the three categorical dichotomies of:

a. Profit sector non-profit sector,

b. Micro-macro, and

c. Positive-normative.

The controversy was then analysed by demonstrating that those marketers who believed that marketing could not be a science were implicitly (and unnecessarily) restricting the scope of marketing to its profit - micro-normative (managerial) dimensions. HUNT (1976) concludes that the story of the positive dimensions of marketing can be appropriately referred to as marketing science since the positive dimensions of marketing have the following requisites of science:

a. a distinct subject matter drawn from the real world which is described and classified,

b. underlying uniformities and regularities interrelating the subject matter, and

c. Inter-subjectively certifiable procedures for studying the subject matter.

In the opinion of BAKER, et al (1983), to define marketing as an art puts the emphasis on doing; to define marketing as a discipline stresses the academic side; to define marketing as a science is to see it as a body of knowledge with concepts, theories, principles, and laws. It would seem that to consider marketing solely as an art is to deny the utility and functions of science and restrict marketing's development in future.

BAKER (1985) tacitly admits that marketing is not a science, although, he demonstrates his believe that marketing ought to be a science.

There is no gain saying the fact the issue of marketing being a science or an art will continue to attract divergent opinions from authors in the marketing literature,

in spite of the claim by HUNT and BURNETT that this controversy had been substantially resolved in the 1 970s.

2.4.4 **Macromarketing Vs Micromarketing Issue**

First and foremost, the macro-marketing and micro-marketing perspectives of some authors are examined as follows:

- MACRO-MARKETING studies marketing within the context of the entire economic system with special emphasis on its aggregate performance. MICRO-MARKETING is firm-oriented (MOYER, 1 972).
- MACRO-MARKETING suggests a higher level of aggregation usually marketing systems or groups of consumers. MICRO-MARKETING refers to the individual units, normally individual organizations (firms) and consumers or households (HUNT, 1976).
- Perhaps most widely, macro-marketing has meant marketing in general and the data that depict marketing in general. It has meant the marketing process in its entirety and the aggregate mechanism of institutions performing it. It has meant systems and groups of micro institutions, such as channels, conglomerates, industries and associations, in contrast with their individual component units. More recently, it has meant the social contest of micro-marketing, its role in the national economy and its application to the marketing of non-economic goods. It has also meant the uncontrollable environments of micro firms (BARTELS and JENKINS, 1977).

- Macro-marketing refers to the study of marketing systems, the impact and consequences of marketing systems and society and the impact and consequences of society and in marketing systems. Micro-marketing refers to the individual units: organizations, firms, consumers or households (HUNT, 1977).
- Macro-marketing is the study of exchange activities and exchange systems from a societal perspectives (SHAWVER and NICKELS, 1979).

From the foregoing, it is obvious that perspectives of authors differ on the concept of macro-marketing and micro-marketing, however, it will not be out of place to state that both macro-marketing and micro-marketing are two halves of the discipline of marketing. The following salient points emerged from the macro-marketing/micro-marketing perspectives of the said authors:

a Macro-marketing is bigger than micro-marketing and the basic function of macro-marketing is to evaluate, in a normative sense marketing within the society.

b. Macro-marketing is concerned with the relationship between marketing systems and the rest of the society.

c. Macro-marketing is not just a positive study of exchange systems per se, rather it is the study of exchange systems from a social perspective.

SMITH and KONAPA (1980) review the macro-marketing issue and conclude that clearly, there is a lack of consensus as evidenced by the multiple meanings of macro-marketing and its relationship to theory.

HUNT and BURNETT (1982) review the nature of macro-marketing/micro-marketing issue, analyze the controversy by examining empirically the domain of the macro-marketing and micro-marketing concepts, and attempt to resolve the controversy by proposing a taxonomical model incorporating both macro-marketing and micro-marketing. HUNT and BURNET (1982) conclude that marketers can and do categorize marketing phenomena, issues and research by way of the macro-marketing/micro-marketing dichotomy. The macro-marketing/micro-marketing dichotomy has been useful in resolving controversies in marketing.

2.4.5 The Role and importance of Marketing

Over the years, organizations in the different sectors of the economy have shown greater interests in marketing and now recognize its contributions towards improving their performances in the markets.

In Nigeria, organizations that belong to the business sector of the economy such as UAC of Nigeria PLC, U.T.C., Leventis Stores, Cadbury Nigeria PLC and Nestle Foods Nigeria PLC have intensified their efforts in marketing within the past three decades. Organizations that used to belong to the non-profit sector of the economy in the past such as NEPA, Water Corporation and NIPOST have stepped up their marketing activities in recent years. Such organizations have been commercialized, hence, they are currently expected to be making profits. At the international level, Multinationals such as Sony, Sanyo, Toyota, and Volvo have introduced and spread modern marketing practice globally.

Marketing can also play important role in ensuring the growth of economies of the developing countries, this can be made possible through the development of effective distribution systems to handle their raw materials and finished products.

Recently, communist countries are engaged in marketing activities so that their distribution system can be improved and ensure that they compete more effectively in the global market.

ETEMAD (1984) argues that marketing practices can result in organizing, augmenting, and accelerating economic development in developing countries.

In conclusion, the basic role of marketing is to enhance the growth of economies and the standard of living of individuals.

2.5 MARKETING ACTIVITIES IN A NON-BUSINESS ORGANIZATION

FERBER (1970); KOTLER (1972); KOTLER and LEVY (1969); KOTLER and ZALTMAN (1971); and LUCK (1969 and (1974) debate the issue that marketing should be broadened to include public and non-profit sector organizations and social causes.

Museums, charities, hospitals, educational institutions and political associations are examples of non-profit institutions that have begun to recognize the importance of marketing their services.

KOTLER (1979) suggests a number of strategies for introducing marketing into the non-profit institutions, such as appointing a marketing committee or task force, hiring an advertising agency or marketing research firms, hiring a marketing consultant or appointing a marketing director or marketing vice president. KOTLER (1979) concludes that the real contribution of marketing is to lead each institution to

search for a more meaningful position in the larger market, and that marketing offers a great potential to these institutions to survive, grow, and strengthen their contributions to general welfare.

SHAPIRO (1973) concludes that realistic marketing and planning can enable private organizations to substantially improve their operations.

Marketing by non-profit organizations is otherwise referred to as social marketing because these institutions generally market social services. In the USA educational institutions are beginning to view their programme as products that must be sold to students, especially as the struggle with decreasing enrolments and greater competition for restricted funds. Charitable organizations are developing more personalized means to collect funds through mail campaigns by recognizing the different motives of donors. Hospitals are beginning to show greater concern for their patients (ASSAEL, 1 983).

The non-business marketing controversy has been resolved. Indeed, the public and non-profit marketing has come of age. LOVELUCK and WEINBERG (1978) and DELENE (1981) corroborate this contention. LOVELUCK and WEINBERG (1978) conclude that non-business marketing has come a long way in a relatively short period of time. The subject is taken seriously in academia, is having a growing impact on management practice in a diverse range of applications, and is contributing to the general advancement of the field of marketing. In the same vein, DELENE (1981) concludes that non-profit marketing courses have been successfully incorporated into the curricular of a number of institutions in US and that enrolment in these courses are adequate to warrant their continuation for students in business programmes.

2.6. THE NATURE AND MARKETING OF SERVICES

2.6.1 **The Concept of Service**

NICKELS (1978) notes that there is really no widely accepted definition of services that marketers use. In fact, there is no boundary between those organizations that are part of the channel for goods and those that provide services. Restaurants, for example, are considered by some writers as part of the channel of distribution for foods because they are alternatives to super-market. But it is clear that the primary activities for a restaurant are service activities. Furthermore, some services are subject to free market exchanges and others, such as government services, are paid for through mandatory taxes.

NICKELS (1978) defines a service as "an intangible product that is performed rather than produced, bought and sold in a market place in a mutually satisfying manner."

According to KOTLER (1988) "a service is any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything." He went further to say that "its production may or may not be tied to physical product." Thus, renting a hotel room, depositing money in a bank, travelling on an aeroplane, visiting a psychiatrist, having a hair-cut, having a car repaired, watching a professional sport, etc., all involve buying a service.

To STANTON (1 981), "Services are those separated, identifiable, essentially intangible activities that provides wants - satisfaction and that are not necessarily tied to the sale of a product or another service." Thus, to produce a service may or may not require the use of tangible goods. However, when such use is required, he noted, there is no transfer of the title (permanent ownership) to these tangible goods.

From this definition, a service includes such activities as medical care, entertainment, and repair services but excludes credit, delivery and other services that exist only when there is the state of a product or another service. Also, the consumer of a service can take only temporary possession or make only temporary use of any goods required in the production of the service.

2.6.2 **Marketing of Service**

Marketing as a discipline developed initially in connection with selling physical products. The physical products focus may cause people to overlook the many other types of entities that are marketed. Such entities include services, organizations, persons, places and ideas.

STANTON (1981) notes that some people might argue that there is no such thing as service marketing. Many service organizations do not think of themselves as producers or sellers of goods but see themselves as producers of services.

In theory, product marketing and service marketing are essentially the same. In each case, a marketing programme is built around the part of a marketing mix the product or service, the price structure, the distribution system and the promotional programme. Moreover, there often are substantial similarities in practice. At the same time, however, significant differences do exist between product marketing and service marketing. The strategies and practices used in conventional products marketing often are inappropriate for services marketing. STANTON (1 981) notes that services marketing often calls for a different approach. Services are marketed based on their various characteristics.

2.6.3 **Characteristics of Service**

According to KOTLER (1988), there are four characteristics of services that must be considered when designing marketing programmes. This includes intangibility, inseparability, variability, and perishability. STANTON (1981) agreed with this as he enumerates his own to intangibility, inseparability, heterogeneity, and perishability and fluctuating demand.

2.6.3.1 Intangibility

Services are highly intangible. In view of this, it is impossible for customers to sample - to taste, feel, see, hear or smell - services before they buy them. This feature places some strains on our marketing organization. The burden falls mainly on a company's promotional programme. The sales force and advertising department must therefore concentrate on the benefits to be derived from the service rather than emphasizing the service itself (KOTLER, 1 988).

2.6.3.2 Inseparability

More often, a service is inseparable from the source, i.e., from the person (seller or a machine). Moreover, some services must be created and dispensed with simultaneously. From the market standpoint, inseparability frequently means that direct sales is the only possible means of distribution and a sellers services cannot be sold in very many markets (STANTON, 1981).

2.6.3.3 Variability or Heterogeneity

Services are highly variable, as they depend on who provides them and when and where they are provided. It is impossible for a service industry or even an individual seller of services to standardize output. Each unit of the service is some what different from another unit of the same service. For example, an airline does not give the same quality of service on each trip. A restaurant cannot serve the same soup in every lunch. All repair jobs a machine does on automobile are not of equal quality. An added complication is that it is equally difficult to judge the quality of a service (KOTLER, 1988; STANTON, 1981).

2.6.3.4 Perishability

Services are highly perishable and cannot be stored. Empty passenger seat in an airplane, an unsold quantity of meal in a restaurant, an idle machine in a garrage, and an unfulfilled business opportunities, all represent business that is lost for over. Furthermore, the market for services fluctuates considerably by season, by day of the week, and by hour of the day. The perishability of services is not a problem when demand is steady because it is easy to staff the services in advance. When demand fluctuates, service firms have difficult problems. For example, public transportation companies have to own much more equipment because of such hour demand than they would if demand is even throughout the day.

The combination of perishability and fluctuating demand offers product planning, pricing and promotion challenges to service company executives. They might look for new uses for idle plant capacity in off-seasons (STANTON, 1981).

2.6.4 ***Quality Service***

Customer services are important part of retailing throughout the world because they can so powerfully affect customer patronage.

JONES (1993) describes retail services thus: "in a broad sense all activities of a store are services since all store activities are directed to having the right merchandize, at the right place, in the right quantity at the right price and right time."

CARL et. al (1976) sees services as all those non-price activities undertaken by a retailer to assist him or her in carrying out the mission to achieve the twin objectives of customer satisfaction and higher sales volume.

RACHMAN (1987) defines service as all those non-price devices used to help the retailer differentiate his offerings in order to achieve higher sales and thereby maintain a certain segment of the market.

WINGATE and SAMSON (1993) stressed the importance of service policies in creating a certain image in the minds of customers before, during and after the sales. They believe all the services a store provides aid in creating the personality of the store.

PIERCE et al (1986) stated that for each store, the important first step is to determine exactly what services are basic for its clients. The fundamental reasons for offering customer service are to satisfy the customer, even after the sales are completed and to draw new customer to the store.

However, in setting strategies for retailing in a depressed economy, service policy is very important. This will enable the customer appreciate his value for the money spent on any item. It has been stated earlier that when the economy is poor, consumers go for quality and durable goods so also they will go for quality service.

2.6.5 **Classification of Services**

CARL et a! (1976) Classified services into three: The pre-purchase services, post-purchase services, and ancilliary services.

Pre-purchase services are those services offered before the buying, they include, accepting telephone orders, accepting main orders, advertising, window display, interior display, sitting rooms, shopping hours, fashion shows and tracking.

Post-purchase services are services offered after buying has taken place, they include delivery, regular wrapping and bagging, gifts wrapping adjustments, returns alterations, tailoring installations and engraving.

Auxiliary services are those services offered to further enhance the image of the shop, they include click chasing, general information, free packing restaurants, repairs, interior decorating, credit, rest rooms and baby attendant service.

CARL et a! (1 976) also classified services into essential, expected and optional services. Essential services are basic services that retailers must provide such as parking areas, store hours, sales person, advertising, display, wrapping and adjustment. Optional services such as children play rooms.

WINGATE and SAMSON (1993) state that there are four different types of services that a store may provide, they include: selling and shopping services, convenience services, profit services, and community services.

Selling and shopping services are associated with the actual merchandize carried by the store and are probably the most frequently used by the customer. The presence or lack of a selling or shopping service may influence the customer's decision to buy.

Selling services include personal attention and assistance, alterations, etc. Shopping services include mail orders, telephone orders, personal shopping, fashion shows, gift wrappings, returns, adjustments and delivery.

According to WINGATE and SAMSON (1 993), convenience services are the numerous non-profit services provided customers. Many stores provide such services to make shopping a pleasure, examples include provision of parking area for customers, use of doormen, information desk, lost and found departments, rest rooms, first aid stations, play rooms, play phones, parcels checking lockers and store hours.

Community services are those activities undertaken by the store on behalf of the community. This will help to attract the community's interest in the store. The store may also provide light entertainment or information lectures by well known person. Some stores include in their budgets financial contributions for community betterment.

COX and BRITTAIN (1989) share the same opinion that offering complementary services such as delivery, credit, installation and alteration will enhance the image of the store.

2.6.6 **Determinants of Services**

The extent to which a retailer provides consumers with extra help in purchasing a product or service will be determined primarily by the target market (and its expectations) and the retailers objectives with particular regards to store image.

According to CCX and BRITTAIN (1989), most of the common determinants of services include:

2.6.6.1 Types of Merchandize Handled

The type of merchandize handled by a store is a major determinants of service requirements, with bulky and heavy items requiring the retailer to offer a delivery service. CARL et al (1976) believe that to a large extent the kinds of retailing is determined by the type of merchandize carried.

2.6.6.2 Competition

McNAIR's wheel of retailing hypothesis claims new retailers enter the industry with a minimum of service because they seek to acquire a price advantage over the established retail stores. These new stores gradually add services which increase their cost, and soon begin to lose their price advantage. The store ultimately mature into high priced shops offering a maximum of service. The wheel of retailing continues to turn, and the retailers ultimately lay themselves open to the competition of aggressive new corners who feature low price and a maximum service. CARL et al (1976) also believe that competition plays an important role in determining the type of service to offer.

2.6.6.3 Types of Operation

A retailer who identifies with mass merchandize will provide fewer services with low quality discount although the offering may be entirely different from a store that sells higher quality goods.

2.6.6.4 Location

Location may also be an important determinant of services offered. Location is also important in identifying the class of the retailer and the influence of their customers. Some locations are elegant, and shops must provide many optional services to pamper the type of customer who shops there.

2.6.6.5 Financial Strength

Financial resource are another determinant of services rendered by shops, because many of the services the retailer may consider offering the customer can be very costly. It takes more than good intentions and desire to provide a delivery system, fitting rooms, restaurants, free parking or a number of other services.

PIERCE et al (1986) stated that specific factors that influence service policy include, types of merchandize sold, types of clientele and merchandizing aims and policies, store location and competition.

2.6.7 **Managing Customer Quality Services**

Attention to the customer is the most unifying principle in quality management. As observed by ARISTOTLE in the ages past, "excellence is a habit, an attitude." Contributing in line with the attitudinal dimension of quality management, CROSBY (1989) said "People hold the key to quality". He went on to say, "Through the years we have come to realize that there is a lot involved in running a company that has little to do with content of the management systems. It all has to do with people: If we take care of the customers and the employees,

everything else takes care of itself. It is hard to find an organization that both customers and employees regard with continuous affection and appreciation."

The international organization for standardization (8402) - 1 986) defines quality as, "The totality of features and characters of a product or service that bears on its ability to satisfy stated or implied news". JURAN (1988) defines quality as "fitness for purpose of use." To CROSBY, (1989)" quality means conformance". To ROBINSON, (1990), Quality is "meeting the agreed requirements of the customer, now and in the future." According to BADIRU and AYEN, (1989), "Quality refers to an equilibrium level of functionality passed by a product or service based on the producer's capability and the customer's needs."

FEIGENBAUM, (1991) sees quality as a way of managing the organization and that it has now become an essential element of modern management. He defines quality as "The single most important force in organization's success and growth."

To FORTUNA (1992), "what we mean by quality is more than the traditional notion of quality or products and services. Our definition simultaneously encompasses improvement in cost position, delivery performance, time taken to get products unto the market, and responsiveness to changes in the market place. It is a bottom line issue that addresses the very roots of a business, and it requires a change in thinking from the top of the organization to the bottom."

Quality service refers to how a product of service is packaged and how it is delivered. The entire focus of the quality customer service paradigm is customer satisfaction. For the service provider, it is not enough to say we stand for this or we stand for that. What the institution stands for must be translated into its customers.

WALKER (1 990) points out that "customers are constantly measuring actual or perceived service against the image you are projecting and the promises you are making. They are also telling other potential customers of their experiences and cheating their expectations and prejudices." He went on to say, "If customer service really differentiates you from your competitors, you need to tell your customers about it. But if you cannot match your own propaganda, you will not be treated kindly in the market place." According to him "advertising raises customer expectation to a certain level. If the product or service meets those expectations, the market position is strengthened but, at the same time, customers' expect even better service next time. If service fail to meet expectations, then customers are dissatisfied, particularly when an advertising campaigned had promised them something better."

Talking about quality assurance, OAKLAN (1 986) states "The reputation attached to a company for the quality of its products is accepted as a key to its success and the future of its employees. To prepare in today's economic climate, any manufacturing organization and its suppliers must be dedicated to never-ending improvements in quality and productivity. For industrial organizations, which are liable only if they provide satisfaction to the consumer, competitiveness in quality is not only central to profitability, but crucial to business survival."

LOCK, DENNIS and NIGER (1 990) also had this to say about quality service. "Quality is everyone's business" is an often quoted cliché. "Everything is everyone's business". And so quality becomes "Nobody's business". The responsibility for quality begins with determining the customers' quality requirements and continues until the product is accepted by a satisfied customer.

Managing quality customer service as SEWELL (1992) points out requires the key elements of strategy, systems, standards, staff, communication, co-ordination, co-operation, and measurement. A quality service strategy must be guided by a compelling vision, built around customers priorities, communicated throughout the organization and be subjected to frequent and formal measurement. Customer oriented systems are designed for the convenience of the customers; constantly reviewed, provide the customers with added value and allow swift and effective recovery.

2.7 IMAGE ENHANCEMENT IN PUBLIC SCHOOLS IN NIGERIA

Over the years, people have come to associate more patronage with several factors. Such factors range from purely objective attribute of individual stores to basically psychological oriented factors as well as traditional believes of individual consumers. However, the factors most generally chosen as major determinants of store patronage are more often than not influenced by the consumers' cognitive structure.

ENGEL et al (1995) notes that "whether a consumer patronizes a store depends both on the evaluative criteria of the consumer and the perception of how the store characteristics compare with these criteria". In other words, consumers are always around with standard which they use in evaluating sellers and their outlets. This evaluation is both instructive and circumstantial in nature, and consumers actively indulge in it to arrive at desired goals. The result is always an impression or a general perception about a seller and his store. This impression is very crucial to sellers because it constitutes the store image.

2.7.1 **Image**

Image has been given various definitions. MARTIREAL (1958) thought of image as the "personality of the store" and defined it as "the way in which a store is defined in the shopper's mind, partly by its functional qualities and partly by an aura of psychological attributes. ARONS (1961) defines image as a complex of meanings and relationships serving to characterize the store people. Others, for instance RICHERT et al (1954) defines image as "the impression, personality, or mental picture generally called to mind when the firm's name is mentioned."

As a result, a firm will either react with a lot of excitement to an invitation to visit a particular store, or turn down the invitation with excuses such as "that place is good for nothing" or "that place is good for the pigs". These descriptions express your friends feelings about this store. And since such feelings may be shared by a great majority of consumers, it becomes necessary for this store to embark upon a programme to erase this impression. This is what image enhancement is all about. But a store image is more complex than say the image or personality of an individual, because it is the accumulative effect of all the impressions made by all the firms, employees either directly or indirectly. For example, each time a Sales Clerk attends to a customer, each time a store advertises, each remark about the store made by an employee (or anyone else) all contribute to the store image. Since customers are aware of these characteristics, and their decision to patronage depends on whether such image is good or bad or in line with the company's mission, management has a responsibility of fine-tuning their policies to guide the employees in making day to day judgements in their work. However, at any given time, the current image of a store is likely to lag behind the reality of the store's

mission. For this reason, management has to continually assess the visibility cum-favourability position as well as the content of the stores image.

2.7.2 Image Assessment

KOTLER (1 988) notes that "no fruitful image work can be done with organization until research is conducted to determine how the organization is seen by the various key policies." "After the research, the stores management may be very happy with its measured image and simply strive to maintain it. On the other hand, the organization might discover that it has some serious image problems, in which case its interest lies in correcting and improving its image. "(KOTLER, 1 988). What is involved here is a reassessment of the specific functional elements of the store's image.

According to BERRY (1969), "These elements are many but the important ones are:

a. Store location

b. Store design

c. Product assortment

d. Store services

e. Store personnel.

These elements are vital to any image enhancement programme. Some of the highlights on these elements as given by BERRY (1969) are as follows:

a. Location: WALTERS (1968) defines location as the "physical placement of the enterprise in its environment." Today, many owners and management have realized the fact that the location of their establishments influences the way

customers perceive them and their operations, and are choosing their sites accordingly.

b. Store Design: The store design also creates impressions in the customer's mind. Indeed, the most obvious of the physical qualities of a store is the store design itself. According to WINGATE (1975), "the type of fixtures, arrangement of fixtures and equipment, and store decoration are all carefully planned to enhance a particular image." The customer is likely to feel that the stores mission is reflected in these facilities. As a result, the store should always be designed around a theme. Noting further, WINGATE (1995) states, "a men's store may want to stress a manly and athletic image. By use of solid wood fixtures, natural wood colours, a few autographed photos of local and national sports personalities, the store has the basis for the desired image." Some stores convey the children store image by using light colours, balloons, pictures of clowns, wildlife, and story book characters on the wall. WALTERS (1968) notes that "if the stores' exterior and interior are old fashioned, people tend to view the company as traditional and conservative." Modern facilities convey liberal images, and are viewed as willing to change and adopt new methods. Any management that allows its facilities to become run down, is conveying a message of incompetence and poor quality.

c. Product Assortment: According to WALTERS (1968) "Assortment refers to different classifications of goods, such as clothing, building materials, etc. The term is also used to refer to the range of the variations of a single product as for example, the different kinds of light bulbs that may be carried." "Laboratory experiments and surveys indicate that stores offering either a deep

assortment or a wide variety of product lines are preferred over stores having medium depth or breadth of assortment." However, as consumers continue to look for saving through one-stop shopping, the completeness of product assortment becomes an important evaluative criterion.

d. Store Services: RACHMAN (1969) defines service as a "non-price devices used to help the retailer differentiate his offerings in order to achieve high sales and thereby maintain a certain segment of the market." LARSON et al see services as" all those non-price activities undertaken by a retailer to assist him or her in carrying out the mission to achieve the twin objectives of customer satisfaction and higher sales volume." Unfortunately, Nigerian Store owners do not seem to consider service as an important aspect of their image. In most of these stores, services are either not existing or provided on preferential basis. There is no questioning the fact that firms that offer similar merchandize use services to make specialized appeal to customers.

e. Store Personnel: WALTERS (1968) notes that "store personnel are the living symbols of the company." "All the good effects of product assortment, location, store design, and service offerings can be destroyed by ineffective personnel." (BURSTINER, 1975). To OLSHARSKY (1973). "Many consumers consider the attitude of employees as the best guide to the true personality of the business." Following this, observers agree that "failure of stores to make sales is a direct result of the negative attitude of stores employees" (WALTERS, (1968). They also agree that an estimated 70% of customers who stop to patronize a particular store do so because of employees' attitude. In order, therefore, to create a favourable image of their company, employees

have to treat customers fairly. They have to show interest and attention rather than focus on the sales. It is part of an expected service for store employees to be able to direct, be friendly, courteous, helpful and knowledgeable in the area of product features. According to WALTERS (1 968), "any enterprise whether self-service or using sales personnel, can benefit from a company of friendly, courteous, and helpful customer relations."

2.7.3 **Image Enhancement Limitations**

If image enhancement is this important, why then are many companies not embracing it? Several factors are responsible for this. Notably are lack of capital, impatience on the part of management owners, the ignorance, the newness of the concept, fear, responsibilities, and the business environment.

2.7.3.1 Lack of Capital

Image enhancement programme can be capital intensive. A lot of capital is required to create the expected impact on customers. Several firms, especially the smaller ones find it difficult to acquire the necessary credits to do this. However, many owners are finding a way out of this situation by emphasizing the traditional themes. This way, they can use local materials at affordable prices to create the desired impression. The high cost of contracts is another inhibiting factor. The most effective way of getting out of this problem is for managers and owners to ask their own contractors through the use of direct labour. Research shows savings of 1 5 - 20% through the use of direct labour.

2.7.3.2 Impatience

Major renovation works and effective training programmes aside from being capital intensive take longer periods of time, and require some patience on the parts of owners and management. Owners must be willing to forgo a few weeks of sales for the required job. However, this problem can be properly solved by carrying out major renovation jobs in phases.

2.7.3.3 Ignorance

Not all retailers are aware of the enormous benefits accruing from customer satisfaction. A retailer re-education programme is necessary to create this awareness. Retailing organizations as well as the various city health units can play an important role here.

2.7.3.4 Newness of the Concept

The concept of image enhancement is still very new. It is hoped that with time, most retailers will embrace it. However, this adoption can only be feasible when retailing becomes competitive.

Experts believe that image enhancement comes as a result of competition and the need to keep customers. But where a seller's market is persistently in operation, coupled with scarcity of consumer items, the adoption appears unnecessary and wasteful to the owner.

2.7.3.5 Fear

The fear is on the part of the owners, and is justified because of the unpredictable nature of consumers, a store wearing a new image may signal the

advent of high prices. If this impression holds, the owner is bound to lose long standing customers.

2.7.3.6 Responsibilities

Two major responsibilities may prevent companies from embarking on image enhancement. They are, the responsibility to create awareness about the new image through mass advertising and the responsibility to maintain the image in terms of quality output and consistency of store operations.

2.7.3.7 Business Environment

Physical environments in which the business finds itself may discourage image enhancement at any meaningful level. It may not make any sense after all trying to give a face-lift to a one room store which areas mechanics, volcanizers, curvy and tomato grinders as well as beggars as its immediate neighbours. The collective negative image of these neigbours eventually makes nonsense of the whole endeavour.

Landlords are known to be very much against alterations in their houses or premises, and are quick to eject tenants on short notice. This situation works against most aspects of image enhancement.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The pre-occupation of this research work is to investigate the marketing of public schools in Nigeria for public confidence and acceptability.

The study aimed at finding out:

a. whether or not marketing activities are carried out by public schools in Nigeria in rendering services to the public;

b. the nature of marketing activities applied by the schools in marketing their services;

c. whether or not marketing strategies have any influence on public confidence and acceptability;

d. the extent to which marketing of public schools has affected public confidence and acceptability.

For the above reason, necessary data was collected through questionnaires. Personal (oral) interviews were also carried out as supplementary sources. Secondary data were also used requiring the review of available and relevant literatures, textbooks, journals, manuals, National Policy on Education, etc. This chapter, therefore, highlights the methods and procedures used in carrying out the research.

3.2 The Research Design

Generally, the research design is intended to specify the methods and procedures used for acquiring the information needed to structure the project work

and also states the sources of such information. There are three broad classes of designs. These are exploratory, descriptive and experimental.

Exploratory research is designed to assist in identifying problems, locating relevant variables and produce new hypothesis. There is the need for such studies to be flexible since the researcher is still uncertain about the true nature of the problem. The research provides a relatively low-cost, low-risk form of research that may pay very high dividends. The benefit is, however, the much clearer picture of the problem. It is historical in nature and a scholarly desire of scientists to arrive at an accurate account of the past. This may involve nothing more than a scholarly interest in truth that is the desire to know what happened in the past.

Descriptive research method is concerned with the collection of data for the purpose of describing, interpreting and analysing existing conditions. But the central purpose of descriptive research is the discovering of meanings. Descriptive research gives a true picture of a situation. A consideration of a phenomenon generally begins with a full understanding of the phenomena. Accurate descriptions are imperative for making a wide range of policy decisions. The ultimate goal of the scientific research is the deduction of generalizations that provide the basis for making prediction while generalizations are beyond the province of descriptive research. This type of research assumes a key role in the intermediate process encountered to find generalization.

Experimental research method is a systematic and logical procedure of identifying and evaluating the relationship between variables that create a particular state of affairs under controlled conditions e.g. H_20 represents two molecules of

hydrogen and one molecule of oxygen explaining a relationship which creates a particular state of affairs under controlled conditions.

At this juncture, therefore, it would suffice it to state that the presentation of this research work has been limited to only the exploratory and descriptive methods of research.

3.3 The Research Population

The study examined the marketing of public schools in Nigeria for public confidence and acceptability. The population of the study embraces all the workers in the Federal Ministry of Education, National Primary Education Commission, State Primary Education Boards, Local Government Education Authorities, principals of schools, Headmasters and teachers of both the primary and secondary schools in Nigeria.

3.4 The Sampling

Considering the largeness of the population involved in this study, the researcher had selected a sample from the population upon which the study was conducted and generalization made based on the assumption that the sample is the representative of the whole population.

Since a good sample must be as nearly as representative of the entire population as possible, care was taken in this research to make sample size relatively large in order to convey a measure of credibility to the outcome of the study. Care was also taken to choose members of the sample randomly because

when the choice of the subject is left to chance, the possibility of bias entering the selection of sample is reduced.

The questionnaires were administered on a simple randomly selected members of some selected schools. Based on this procedure, a total of 300 respondents were used for the study.

3.5 Description of the Instruments used

In order to facilitate this research work, data was collected through primary and secondary sources. Data from the questionnaires formed the primary data while secondary data were drawn from marketing textbooks, journals, magazines, lecture packs, and other related literatures. The questionnaires were framed on the basis of the research questions. The major set of questionnaires were for the staff of the Federal Ministry of Education, National Primary Education Commission, Principals and Headmasters.

A total of 350 questionnaires were designed for response and administered, out of which 300 were retrieved. Both open and close ended questionnaires were designed to facilitate easy responses and allow for a considerable degree of free expression on the respondents.

The researcher also used a non-structured form of interview as an additional instrument for collecting data. The major purpose of this instrument was to have personal touch with the respondents to investigate more into the role of marketing in public schools for confidence and acceptability. A free discussion was held with the respondents about marketing activities in their schools. The respondents were allowed to express their opinions freely, without any hindrance. As the discussions

were going on, the responses were being recorded by the researcher. Even though the interview was non-structured, the discussions were centred typically on the central problem being investigated.

3.6 **Statistical Analysis used**

The simple variable analysis was used in analysing the data collected from the primary sources. This method of data analysis was used to allow for a descriptive explanation of data collected in relation to the study.

Also, to analyse the data, percentage method was adopted through the circulation of frequency distribution of subjects' opinions on the issues raised. These were presented in contingency tables.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

This chapter is concerned with the presentation and analysis of data collected through the administration of questionnaires and personal interview. The data collected is presented in tabular form and the analysis of data carried out through the use of percentages.

The data presented here below is based on the questionnaires retrieved. A set of questionnaire was administered to respondents, however were retrieved.

4.2 Analysis of Data

In accepting or rejecting the research hypothesis, a critical look was taken on the responses of the respondents to questionnaire questions as follows:

4.3 Questionnaire question two

Table 4.1 Gender of Respondents

Sex	Respondent	Percentage
Male	200	67%
Female	100	33%
Total	300	100%

Source: **Questionnaire**

From the above table, a total of 300 questionnaires were retrieved from the respondents. Out of this number, 200 were males while 1 00 were females, representing 67% and 33% of the total respondents, respectively.

4.4 Questionnaire Question Three

Do you think that educational services in Nigeria should be marketed at all to the public?

Response	Respondent	Percentage
Yes	300	100%
No	-	-
Total	300	100%

Source: **Questionnaire**

Table 4.2 above shows the respondents' opinions on whether educational services in Nigeria should be marketed or not. Out of the 300 questionnaires retrieved, all the respondents agreed that educational services should be marketed to the public for confidence and acceptability, representing a total of 100% of the respondents.

4.5 Questionnaire Question Four

If your answer to question number three (3) above is "Yes", how do you think educational services should be marketed?

Response	Respondent	Percentage
Marketing committee	20	6.7%
Task force	60	23.3%
Advertising agency	120	40%
Marketing consultant	80	26.7%
Marketing director	10	3.3%
Total	300	100%

Source: **Questionnaire**

The information in table 4.3 above shows that 20 respondents opined that marketing of educational service should be through the marketing committee, representing 6.7% of the respondents. 70 of them favoured the use of task force, representing 23.3% of the respondents. While 1 20 opined that advertising agencies should be used, 80 opined that the services of a marketing consultant should be employed, and 1 0 suggested the use of a marketing director. These figures represented 40%, 26.7% and 3.3% of the total respondents, respectively.

4.6 **Questionnaire Question Five**

Who in your opinion should be charged with the responsibility of marketing public schools in Nigeria?

Table 4.4

Responsibility for Marketing	Respondent	Percentage
Fed. Ministry of Education/NPEC/SPEB	25	8.4%
Local Govt. Education Authority	15	5.00%
Principals and Headmasters	10	3.3%
All of the above	250	83.3%
Total	300	100%

Source: **Questionnaire**

From the above table, it is revealed that out of 300 respondents, 25 of them representing 8.4% agreed that the Federal Ministry of Education or National Primary Education Commission should be charged with the responsibility of marketing education in Nigeria. 1 5 of them representing 5% suggested the Local Government Education Authority while only 10, representing 3.3% suggested Principals and

Headmasters of Schools. However, an overwhelming number of 250 respondents opined that the marketing of public schools in Nigeria should be a collective responsibility by both the Federal Ministry of Education/National Primary Education Commission, Local Government Education Authority and the Principals and Headmasters of Schools. This represents 83.3% of the total respondents.

4.7 Questionnaire Question Six

How often do you think educational services in Nigeria should be advertised?

Table 4.5

Response	Respondent	Percentage
Daily	200	66.7%
Weekly	70	23.3%
Fortnightly	10	3.3%
Monthly	20	6.7%
Not at all	-	-
Total	300	100%

Source: **Questionnaire**

Table 4.5 above gives information about the frequency of advertising educational services in Nigeria. 200 respondents favoured 'daily', 70 favoured 'weekly', 10 favoured 'fortnightly' while 20 favoured 'monthly'. These figures represent 66.7%, 23.3%, 3.3% and 6.7% of the total respondents, respectively.

4.8 Questionnaire Question Seven

What media do you consider appropriate for advertising public schools

Media Source	Respondent	Percentage
Radio	60	20%
Television	25	8.3%
Newspapers	20	6.7%
Hand bills	15	5%
All of the above	180	60%
Total	300	100%

Source: **Questionnaire**

In the above table, out of 300 respondents, 60 of them gave 'radio' to be the media source of advertising public schools in Nigeria representing 20% of the respondents. 25 identified 'television" 25 identified with 'Newspapers" while 15 of them identified with Handbills, representing 8.3%, 6.7% and 5% of the total respondents, respectively. However, 180 respondents agreed that all the media sources should be employed in the marketing of educational services in Nigeria, representing 60% of the total respondents.

4.9 **Questionnaire Question Eight**

What method of promotion do you consider appropriate for public schools?

Media Source	Respondent	Percentage
Personal selling	-	-
Advertising	100	33%
Sales promotion	-	-
Public enlightenment	200	67%
Total	300	100%

Source: **Questionnaire**

From the above table, it is revealed that out of 300 respondents, 100 opined that 'advertising' should be the promotional used for marketing educational services in Nigeria, representing 33% of the respondents, while 200 opined that 'Public' Enlightenment" should be the source of promotional tools for marketing educational services, representing 67% of the respondents.

4.1 0 **Questionnaire Question Nine**

Do members of your community readily accept the services rendered by public schools if they are well informed?

Response	Respondent	Percentage
Yes	300	100
No	-	-
Total	300	100%

Source: **Questionnaire**

From the above table, we note that members of the community readily accept the services rendered by public schools if they are well informed through enlightenment campaigns and advertising. This is as attested to by 300 respondents out of 300 questionnaires retrieved, representing a total of 1 00% of the respondents.

4.11 **Questionnaire Question Ten**

In your opinion, do you consider the marketing activities of public schools in your locality adequate?

Response	Respondent	Percentage
Yes	50	16.7%
No	250	83.3%
Total	300	100%

Source: **Questionnaire**

Table 4.9 above reveals that marketing activities of public schools in various communities are inadequate. This is as attested to by 250 respondents out of 300, representing 83.3% of the total respondents. However, 50 of them attested that the marketing activities are adequate representing only 16.7%.

4.1 2 **Questionnaire Question Eleven**

In your own opinion, what do you think can cause lack of confidence and acceptability of public schools in Nigeria?

Table 4.10

Cause of lack of confidence	Respondent	Percentage
Lack of marketing efforts	150	50%
Poor services	20	6.7%
Lack of motivation	10	3.3%
Lack of community service	20	6.7%
Lack of Public enlightenment	100	33.3%
Total	300	100%

Source: **Questionnaire**

From the above table, 1 50 respondents out of 300 identified lack of marketing efforts by public schools as the factor responsible for lack of confidence in public schools. 20 of them identified poor services; 1 0 identified lack of motivation of the public; 20 identified lack of community services, while 100 respondents identified lack of public enlightenment. These figures represented 50%, 6.7%, 3.3%, 6.7% and 33.3% of the total respondents, respectively.

4.1 3 **Questionnaire Question Twelve**

What type of community services should public schools render in your locality?

	Respondent	Percentage
Free Educational services	30	10%
Environmental sanitation	20	6.7%
Public Enlightenment	50	16.7%
All of the above	200	66.7%
Total	300	100%

Source: **Questionnaire**

The above table, table 4.11 indicates the types of community services the respondents would prefer to be rendered e.g. public schools in their locality. Out of 300 respondents, 30 preferred free education services; 20, Environmental Sanitation; 50, Public Enlightenment; while 200 preferred all of the above services to be rendered. These figures represent 10%, 6.7%, 16.7% and 66.7% of the total respondents, respectively.

4.1 4 **Questionnaire Question Thirteen**

How would you rate the community services rendered by public schools in your locality?

Table 4.12

Response	Respondent	Percentage
Very high		8.3%
High		23.3%
Average		10%
Very low		8.3%
Low		50%
Total		100%

Source: **Questionnaire**

From the above table, we noticed that community services rendered by public schools in Nigeria are low. This is as attested to by 25 (very low) and 1 50 (low) respondents, making a total of 1 75, representing a total of 58.8% of the total respondents. 25 respondents attested "very high", 70, "High" while 30 of the

respondents attest "average". These represent 8.3%, 23.3% and 10% of the total respondents.

4.1 5 **Questionnaire Question Fourteen**

Marketing activities in the public schools will enhance more enrolment of pupils into public schools.

Response	Respondent	Percentage
Strongly agreed		50%
Agreed		33.3%
Strongly disagreed		6.7%
Disagreed		10%
Total		100%

Source: **Questionnaire**

The above table confirms that marketing activities in the public schools will enhance more enrolment of pupils into public schools in Nigeria. Out of 300 questionnaires retrieved, a total of 250 respondents agreed that this is true. However, a total of 50 respondents disagreed with the statement. These figures represented a total 83.3% and 1 6.7% of the total respondents, respectively.

4.1 6 **Questionnaire Question Fifteen**

What is the nature of your school?

Nature of School	Respondent	Percentage
Pre-primary	50	16.7%
Primary	100	33.3%
Secondary	80	26.7%
Tertiary (please specify)	70	23.3%
Total	300	100%

Source: **Questionnaire**

The table above shows the spread of questionnaire into the various types of public schools in Nigeria. From the information, 50 respondents were from the pre-primary schools, representing 16.7% of the total respondents. 100 were of the Primary school, representing 33.3%. While 80 representing 26.7% were from the Secondary Schools, 70 of the representing 23.3% were from the tertiary institutions made up of the University, Polytechnic, Colleges of Education and Technology, among others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The basic aim of this study was to investigate the marketing of Public Schools in Nigeria for public confidence and acceptability.

The study covered both the National Primary Education Commission, Kaduna State Primary Education Board and the Principals, headmasters and staff of some selected public schools in Kaduna state. Out of this, the population and sample were identified and anonymous questionnaires was the instrument used for data collection. In all, a total population of 800 were designated out of which 350 respondents were selected for the use through random sampling.

A total of 1 4 research questions were used for the study, while a total of 350 questionnaires were administered. Of this number, 300 were retrieved, representing 85.7% of the respondents.

Data derived from the exercise were also analysed based on frequency distribution of respondents' opinions. This was shown in contingency tables ranked in percentages as shown in tables 4.1 to 4.1 6

As a supplement to questionnaires, personal interviews were also used to illicit some additional information not covered in the questionnaires. Related literatures were also review extensively, covering such areas as the philosophy of Nigerian Education, educational systems in Nigeria, the concept of marketing, marketing activities in a non-business organizations, the nature and marketing of service and image enhancement in public schools in Nigeria.

5.2 Summary

The National Policy on Education (1981) (Revised) has specified five main National objectives of Nigeria based on the second National Development Plan and endorsed as the necessary foundation for the National Policy on Education.

The Educational system in Nigeria comprises nine (9) functional areas including pre-primary education, primary education, secondary education, higher education including professional education, technical education, adult and non-formal education, special education, teacher education, and educational services.

Marketing as a concept evolved through selling and has been given various shades of meaning. To some, it is the economic process whereby goods and services are exchanged and their values are determined in monetary terms while to some, it is the exchange that takes place between the producing groups and the consuming groups, and yet, some, marketing is a social science which concerns itself with marketing and transactions. However, marketing has been summarized to mean a social, economic, and managerial process focused on the creation and delivery of wants -satisfying ideas, goods and services.

The age-long question of whether marketing is a Science or Art is still being raised today. However, marketing has been seen to be both a science and an art.

Macro-marketing and micro-marketing controversy has shown that while macro-marketing refers to the study of marketing systems, the impact and consequences of marketing systems and society and impact and consequences of society and on marketing systems, micro-marketing refers to the individual units: organisations, firms, consumers or household.

The impact of marketing activities in a non-business organisations such as schools, museums, charities, hospitals, etc. has been very low. However, most of these non-profit institutions here begun to recognize the importance of marketing their services.

The term 'Services' has also been given different shades of meanings, one of which is that it is any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything. A service has four main characteristics which include intangibility, inseparability, variability, and perishability. A service can be classified into the pre-purchase services, post-purchase services, and auxiliary services. It can also be classified into essential, expected and optional services. Most of the major determinants of services include types of merchandize handled, competition, types of operation, location, financial strength, etc.

Quality service refers to how a product or service is packaged and how it is delivered. Managing quality service requires the key elements of strategy, systems, standards, staff, communication, combination, co-operation and measurement.

The image of the organization is of vital importance to the growth and success of the organization. A good quality service rendered to customers will enhance the image of the organization.

5.3 **Conclusion**

The following conclusions have been drawn from the study:

a. That marketing activities in the public and non-profit organizations, especially in the educational institutions is very poor.

b. The result of poor marketing activities and lack of enlightenment campaigns in the educational communities has resulted in low patronage of the members of the community. The consequence is lack of confidence and acceptability.

c. The concept of image enhancement is still very new, and more so, the public schools do not consider themselves as producers. Thus, marketing to them is not very necessary.

d. Public schools are not aware of the enormous benefits accruing from customer satisfaction and hence do not imbibe good quality management.

5.4 Recommendations

Based on the research findings, the following recommendations are made:

a. A re-education programme should be mounted for all staff of the Federal Ministry of Education, State Primary Education Board, Local Government Education Authorities, Principals and staff of Secondary schools as well as headmasters and staff of primary school on effective marketing strategies to be adopted by public schools in order to enhance confidence and acceptability.

b. Public schools should offer good quality services in addition to creating the needed awareness to maintain the image.

c. The question of total quality management should be seen as a responsibility of all involved in the public school right from the top management down to the lower cadre.

d. Community services rendered by public schools in Nigeria should be increased and in a variety form.

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APPENDIX A.

DEPARTMENT OF BUSINESS ADMINISTRATION
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA

October, 1 999

Dear Respondents,

A LETTER OF INTRODUCTION

I am conducting a research into the Marketing of Public Schools in Nigeria for Public confidence and acceptability. This questionnaire is, therefore, designed in order to illicit information from you for the purpose of this study.

In view of the above, it would be very highly appreciated if you would complete the attached questionnaire as appropriate. I guarantee that all information supplied will be treated with the strictest confidence and used only for the academic purpose for which it is intended.

It may not, however, be necessary that you disclose your name to the researcher if you so wish to remain anonymous. Thanking you for your cooperation and valuable contribution towards the success of this research.

Yours faithfully,

Aule, Michael Mtomga
(MBA 97 99)

APPENDIX B

QUESTIONNAIRE

Please kindly read through the following statements carefully and as sincerely as possible complete the blank spaces by putting a tick ( ) on the spaces provided as the case may be.

1. Name .....
2. Sex: Male .....( ) Female ..... ( )
3. Do you think that educational service in Nigeria should be marketed at all to the public?

   (a) Yes ( ) (b) No ( )
4. If you answer to question number three (3) above is "Yes", how do you think educational services should be marketed? Through:

   (a) appointment of a marketing committee ( )
   (b) task force ( )
   (c) advertising agency ( )
   (d) a marketing consultant ( )
   (e) appointing a marketing director ( )
5. Who in your own opinion should be charge with the responsibilities of marketing of public schools in Nigeria.

   (a) Federal Ministry of Education/NPEC/SPEB ( )
   (b) Local Govt. Education Authorities ( )
   (c) Principals and Headmasters ( )
   (d) All of the above ( )
6. How often do you think educational services in Nigeria should be advertised?

   (a) Daily ( )
   (b) Weekly ( )
   (c) Fortnightly ( )
   (d) Monthly ( )
   (e) Not at all ( )

7. What media do you consider appropriate for advertising public schools?

(a) Radio ( )

(b) Television ( )

(c) Newspapers ( )

(d) Hand bills ( )

(e) All of the above ( )

8. What method of promotion do you consider appropriate for public schools?

(a) Personal selling ( )

(b) Advertising ( )

(c) Sales promotion ( )

(d) Publicity ( )

9. Do members of your Community readily accept the services rendered by public schools if they are well informed?

(a) Yes ( ) (b) No ( )

1 0. In your own opinion, do you consider the marketing activities of public schools in your locality adequate?

(a) Yes ( ) (b) No

11. In your own opinion, what do you think can cause lack of confidence and acceptability of services rendered by public schools in Nigeria?

(a) Lack of marketing efforts ( )

(b) Poor Services rendered ( )

(c) Lack of motivation of the public ( )

(d) Lack of Community Services ( )

(e) Lack of public enlightenment ( )

1 2. What type of Community Service should public schools locality?

(a) Free educational services ( )

(b) Environmental Sanitation ( )

(c) Public Enlightenment Campaign ( )

(d) All of the above ( )

13. How would you rate the Community Services rendered by Public Schools in your locality?

(a) Very High ( )

(b) High ( )

(c) Average ( )

(d) Low ( )

(e) Very low ( )

1 4. Marketing activities in the public schools will enhance more enrolment of pupils into public schools.

(a) Strong Agreed ( )

(b) Agreed ( )

(c) Strongly Disagreed ( )

(d) Disagreed ( )

1 5. What is the nature of your schools?

(a) Pre-primary ( )

(b) Primary ( )

(c) Secondary ( )

(d) Tertiary (Please specify) ( )