



Navigating Competition: Evaluating the Strategic Marketing Initiatives of Private Schools in Davao City, Philippines

Florelyne S. Villamor¹, Marilou D. Junsay²

^{1,2}Davao del Norte State College, New Visayas, Panabo City, Davao del Norte, Philippines

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ABSTRACT

Purpose of the study: This study evaluated the perceived effectiveness of strategic marketing initiatives used by private schools to support student recruitment, retention, educational service quality, and institutional sustainability. The evaluation was anchored in Porter's Generic Competitive Strategies and an educational evaluation perspective that treats stakeholder evidence as a basis for judging the usefulness and contribution of institutional practices.

Methodology: The study employed a qualitative evaluative single-case design. Six school personnel directly involved in marketing, admissions, or administration were purposively selected from two private schools in each of the three districts of Davao City. Data were gathered through semi-structured interviews, expert validation, and pilot testing of the interview guide. Thematic analysis was used to identify strategic practices and evaluate their perceived effectiveness, drawing on evidence from stakeholder responses, enrollment support, service quality, institutional reputation, and sustainability.

Main Findings: The findings indicate that cost leadership, differentiation, and focus strategies were perceived as effective when they responded directly to learner and parent needs. Affordability measures supported access and enrollment; program specialization and reported academic outcomes strengthened perceived institutional distinctiveness; and targeted outreach improved the relevance of school communication. Community engagement emerged as the most influential relational dimension because participants associated teacher involvement, alumni and student feedback, and community outreach with trust, word-of-mouth promotion, reputation, and sustained interest in the school. However, the evidence reflects perceived effectiveness rather than objectively measured causal effects on enrollment or educational outcomes.

Novelty/Originality of this study: The study reframes school marketing as an evaluative concern within educational management. It extends Porter's competitive framework by linking strategic positioning to educational quality, stakeholder responsiveness, and institutional sustainability, thereby providing a localized evidence base for private basic education in Davao City.

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Corresponding Author:

Florelyne S. Villamor

Davao del Norte State College, New Visayas, Panabo City, Davao del Norte, Philippines

Email: villamorflorelynes@gmail.com

1. INTRODUCTION

Strategic marketing encompasses how organizations communicate their programs and services to the public to increase awareness, generate interest, and differentiate their offerings [1]. In educational institutions, however, marketing should not be viewed solely as a promotional function. It is also a management activity

through which schools identify stakeholder needs, communicate institutional value, and align services with evolving expectations [2], [3]. Recent scholarship on school marketing shows that institutions employ a wide range of practices, including branding, segmentation, digital communication, face-to-face events, and stakeholder engagement, particularly where competition for students is intense [4].

The educational significance of these practices becomes clearer when marketing initiatives are evaluated. Educational evaluation systematically gathers and interprets evidence to judge the value, quality, effectiveness, or usefulness of an educational activity and to inform improvement [5]-[9]. School self-evaluation, in particular, can support improvement when evidence is interpreted and used to identify strengths, weaknesses, priorities, and actions [10]-[12]. Thus, evaluating a school's marketing strategy should go beyond asking whether an activity was implemented; it should ask whether the activity responded to stakeholder needs, produced useful institutional effects, supported educational quality, and contributed to sustainable school improvement.

Private schools further distinguish themselves through specialized curricula, unique programs, learning experiences, and other forms of institutional positioning. Such differentiation may influence parental choice and perceived school value [4], [13]. International evidence also indicates that school marketing is more prevalent in competitive education markets, although marketing activity does not automatically translate into improved educational provision [4]. This distinction is important because effective educational management requires schools to ensure that the claims communicated to stakeholders are supported by the quality of the services delivered.

In the Philippines, private schools face pressures stemming from policy reforms, shifting enrollment patterns, public-sector competition, and families' financial circumstances [14]-[16]. Davao City offers a relevant context because private schools operate in a highly competitive environment and must balance affordability, program distinctiveness, stakeholder communication, and institutional sustainability. Localized evidence on how school personnel evaluate these strategies remains limited. More importantly, existing studies tend to describe marketing practices or competitive strategies rather than evaluate how these practices are perceived to contribute to educational quality and institutional sustainability.

The research gap therefore concerns not only geography but also the evaluative dimension of educational marketing. School evaluation literature emphasizes that evidence becomes useful when it informs decisions and improvement actions [10], [17]. Similarly, research on school self-evaluation highlights the value of using stakeholder evidence and multiple indicators rather than relying on a single performance measure [11], [12], [18]. Applying this perspective to school marketing allows strategic initiatives to be examined as institutional interventions whose effectiveness must be judged against educational and organizational purposes.

Accordingly, this study evaluated the effectiveness of strategic marketing initiatives in private schools in Davao City, Philippines. Specifically, it examined how cost leadership, differentiation, focus, and community engagement were implemented; how participants perceived their effectiveness in supporting recruitment, retention, educational service quality, and institutional sustainability; and the implications of these findings for school management and educational policy.

In this study, the effectiveness of a marketing strategy was assessed across four evaluative dimensions: (1) stakeholder responsiveness, defined as the extent to which the initiative addressed learners' and parents' perceived needs; (2) recruitment and retention support, as reflected in participants' accounts of enrollment interest, continued engagement, and word-of-mouth; (3) educational service value, as reflected in affordability, program quality, teacher engagement, and perceived academic credibility; and (4) institutional sustainability, as reflected in reputation, stakeholder trust, continued relevance, and the capacity to remain viable in a competitive environment.

This study used Porter's Generic Competitive Strategies as its strategic framework. Porter identifies cost leadership, differentiation, and focus as broad approaches to achieving competitive advantage [19]. In the school context, cost leadership is reflected in affordability measures such as competitive tuition, installment plans, and scholarships; differentiation is reflected in distinctive programs, academic outcomes, facilities, or learning experiences; and focus is reflected in tailoring services and communication to specific learner, parent, geographic, or socioeconomic segments.

To align the framework with educational evaluation, the study added an evaluative layer. Educational evaluation emphasizes using systematic evidence to make judgments and support improvement [5], [6]. School evaluation studies likewise show that evaluation is most useful when evidence is interpreted, communicated, and translated into improvement actions [7], [10]-[12].

This framework avoids equating marketing success with increased enrollment alone. Research on school effectiveness cautions against narrow outcome measures and supports a broader consideration of academic and socioemotional outcomes, as well as organizational conditions [20]. Likewise, quality assurance research emphasizes that educational quality should be examined in terms of inputs, processes, and outputs [21]. The evaluative framework used in this study therefore treats marketing as effective when it supports, rather than substitutes for, substantive educational value.

2. RESEARCH METHOD

This study employed an evaluative qualitative single-case design. A single-case design is appropriate for an in-depth examination of a bounded phenomenon within its real-world context [22]. The evaluative orientation distinguishes this study from a purely descriptive inquiry: the analysis did not stop at identifying marketing practices; it used participants' accounts as evidence to assess their perceived contributions to recruitment, stakeholder responsiveness, educational service value, and institutional sustainability. This approach aligns with the educational evaluation literature that emphasizes the interpretation and use of evidence for improvement [5], [10], [17].

2.1. Research Site

The study was conducted in Davao City, a major educational hub in the Southern Philippines with a wide range of private schools. Its diverse educational landscape and competitive environment provided a relevant setting for evaluating how private schools use strategic marketing initiatives to respond to evolving learner and parent expectations while maintaining educational and institutional viability.

2.2. Sampling Procedure

Purposive sampling was used to select information-rich participants [23]. Two private schools were selected from each of the three districts of Davao City, and one participant from each school was included, for a total of six participants. Participants were school heads, marketing heads, admission personnel, or staff directly involved in institutional marketing and promotional activities. Each participant had at least three years of service at the current school to ensure familiarity with its marketing practices. Each participant also had to be willing to participate. These criteria were intended to ensure that participants had direct knowledge of the strategies being evaluated.

Table 1. Participants Information

Pseudonym	Code	Designation	School District	Years of Experience
Ben	IDI_1	Marketing Member	District 1	6 years
Anna	IDI_2	Marketing Head	District 3	6 years
Cara	IDI_3	Administrative Director	District 2	26 years
Ella	IDI_4	Admission Officer	District 2	20 years
Dan	IDI_5	Marketing Member	District 1	8 years
Finn	IDI_6	Marketing Head	District 3	5 years

2.3. Research Instrument

The primary research instrument was a semi-structured interview guide designed to gather evidence on strategic marketing practices and their perceived effectiveness. The guide used open-ended questions and probing to elicit detailed accounts of participants' experiences. Its development, validation, and pilot testing were informed by the qualitative interviewing literature [22], [24] and by the principle that evaluation instruments should align evidence collection with the intended dimensions of judgment [21], [25]. Three field experts reviewed the guide for content relevance and clarity, and two individuals not involved in the study participated in pilot testing. The resulting instrument focused on strategic practices, stakeholder response, educational service value, and sustainability.

Table 2. Summarizes the Instruments and Materials Used in the Study

Instrument/Material	Description	Purpose
Semi-structured interview guide	A researcher-developed interview guide consisting of open-ended questions focusing on the strategic marketing initiatives of private schools. The questions were organized around Porter's Generic Competitive Strategies: cost leadership, differentiation, and focus, with additional questions exploring community engagement, perceived contributions, challenges, and strategies for sustaining competitiveness. The guide allowed the researcher to use probing questions to clarify responses and obtain detailed accounts of participants' experiences. It was reviewed by three field experts and pilot-tested with two individuals who were not included in the actual study.	To gather in-depth information from school heads, marketing heads, and marketing personnel regarding the implementation, perceived value, and contribution of strategic marketing initiatives to institutional competitiveness and sustainability.

Researcher-developed interview protocol	A structured protocol outlining the interview procedures, introductory statements, consent procedures, core questions, and probing questions to ensure consistency across the six interviews.	To ensure that interviews were conducted systematically and that all participants were asked questions relevant to the research objectives and evaluative framework.
Audio recording and interview transcripts	With participants' consent, interviews were recorded and subsequently transcribed for analysis. The transcripts served as the primary qualitative data for identifying recurring patterns, categories, and themes.	To preserve participants' responses accurately and provide the data for thematic analysis and evaluation of the strategic marketing initiatives.

2.4. Ethical Considerations

The study adhered to ethical principles for qualitative research by securing informed consent, protecting confidentiality and anonymity, emphasizing voluntary participation, and informing participants of their right to withdraw without penalty [26]. Ethical clearance was obtained from the appropriate institutional review board. Trustworthiness was addressed through credibility, transferability, dependability, and confirmability [27], [28]. Member checking and peer debriefing supported credibility; rich contextual description supported transferability; an audit trail supported dependability; and attention to researcher reflexivity and participants' accounts supported confirmability. These practices align with educational evaluation research that emphasizes transparent use of evidence and stakeholder participation [11], [12].

2.5. Data Collection Procedures

Formal permission was obtained from participating schools before data collection. After obtaining informed consent, semi-structured interviews were conducted with the six participants. Probing was used to clarify responses and elicit concrete examples of marketing practices and perceived outcomes. Interviews were recorded with permission and transcribed for analysis. Data collection focused not only on what schools did but also on why participants considered particular initiatives effective or ineffective, the stakeholder responses they observed, and how the initiatives were perceived to affect the quality of educational services and institutional sustainability.

2.6. Data Analysis

The data were analyzed using thematic analysis [29]. The analysis involved repeated reading, initial coding, grouping related codes, developing and reviewing themes, and interpreting the themes against the evaluative framework. Three a priori themes were derived from Porter's framework: cost leadership, differentiation, and focus. Community engagement emerged inductively as an additional theme. To make the analysis evaluative, each theme was examined for evidence of stakeholder responsiveness, support for recruitment or retention, educational service value, and institutional sustainability. This approach aligns with the broader educational evaluation principle that evidence should be interpreted in relation to explicit purposes and used to inform improvement decisions [5], [10], [17].

3. RESULTS AND DISCUSSION

The findings show that participating schools combined cost leadership, differentiation, focus, and community engagement. The evaluative analysis indicates that the strategies were not equally influential across all dimensions. Affordability was most directly associated with access and enrollment decisions; differentiation strengthened perceived institutional value and credibility; focus improved the relevance of outreach; and community engagement had the broadest relational influence across recruitment, reputation, trust, and continued stakeholder support.

Table 3. How do Private Schools Implement Strategic Marketing Initiatives?

A Priori/Emergent Theme	Core Evidence from Participants	Evaluative Interpretation
Cost Leadership	"We regularly review tuition rates to ensure it remains competitive without compromising quality... installment payment plans..." (IDI_6) "We are the most affordable next to a public institution... very affordable... one	High perceived effectiveness for access and recruitment; supports affordability and inclusivity when cost measures do not compromise educational quality.

	of the most important factors to convince students to enroll..." (IDI_4)	
	"We offer scholarships to indigenous and deserving students (IDI_1, IDI_2)	
Differentiation	"Our institution stands out because it is a medical school focusing on BS Nursing." (IDI_1) "Our institution is more focused on technical-vocational specialization (IDI_2) "Very high board exam results..." (IDI_4)	Effective for institutional distinctiveness and perceived credibility; strongest when differentiation is grounded in substantive programs and outcomes.
Focus	"We segment our campaigns based on socio-economic background and location." (IDI_6) "Our marketing strategies are directed toward millennial parents... social media is our main contact point." (IDI_3) "We conduct school-to-school visits to grasp the kind of students we will be getting." (IDI_1) "During barangay events, we tailor our presentations to show how our school supports local values." (IDI_6)	Effective for stakeholder responsiveness and targeted communication; improves fit between school offerings and specific learner communities.
Community Engagement	"Parents are convinced that we teachers are very hands-on in the learning process of their learners... they will market Davao Doc for us." (IDI_1) "Feedback from alumni and students is the best marketing strategy because they influence other parents." (IDI_5) "We integrate character formation with community outreach, teaching students social responsibility." (IDI_6)	Most influential relational strategy; supports trust, reputation, word-of-mouth, belonging, and sustained stakeholder relationships.

The results show that private schools adopt a mix of Porter's Generic Strategies: Cost Leadership, Differentiation, and Focus to attract and retain students in a competitive educational environment. Under Cost Leadership, schools emphasize affordability and accessibility through measures such as competitive tuition rates, flexible payment options, and scholarship programs. These strategies help maintain enrollment while keeping education within reach for students from diverse economic backgrounds. The emphasis on affordability reflects how schools balance financial sustainability with inclusivity, particularly through initiatives such as student assistantship programs and targeted scholarships for marginalized groups.

Meanwhile, Differentiation and Focus strategies highlight how schools set themselves apart through program specialization, strong outcomes, and targeted marketing. Institutions distinguish themselves by emphasizing flagship programs such as nursing or technical-vocational courses and by promoting high licensure exam performance to strengthen credibility and brand image. Focus strategies involve tailoring marketing campaigns to socioeconomic demographics, digital engagement, and localized outreach, such as barangay partnerships. Notably, an emergent theme, Community Engagement, underscores the value of stakeholder trust and word-of-mouth promotion. Teachers' hands-on approach, alum influence, and community service

integration serve as organic marketing channels, reinforcing the school's reputation and sustaining enrollment through relational and values-driven engagement.

The findings of this study affirm the relevance of Porter's Generic Competitive Strategies in the context of private basic education in Davao City. Schools strategically implement cost leadership, differentiation, and focus strategies to sustain competitiveness, confirming the theoretical framework's applicability in educational marketing [30]. This study examined how private schools in Davao City implement strategic marketing initiatives to sustain competitiveness and relevance in a dynamic educational environment. Anchored in Porter's Generic Competitive Strategies in 1980, the analysis revealed that participating schools operationalize cost leadership, differentiation, and focus strategies, complemented by an emergent theme of community engagement. These strategies reflect a multidimensional response to the challenges of declining enrollment, affordability, and competition, issues echoed across global and regional contexts of private education.

3.1. Cost Leadership-Balancing Affordability and Sustainability

Participants described competitive tuition, installment payment plans, and scholarships as key mechanisms for attracting and retaining students. The evaluative significance of these practices lies in their direct response to families' financial constraints. Participants explicitly linked affordability to enrollment decisions, suggesting high perceived effectiveness for recruitment and access. This finding is consistent with research showing that competitive strategy can be associated with institutional performance in private higher education, although the present study does not claim a causal effect [31]-[33].

From an educational evaluation perspective, affordability should be assessed alongside educational quality. Quality assurance literature emphasizes the relationship among inputs, processes, and outputs rather than treating a single indicator as evidence of quality [21]. Thus, a low-cost strategy is educationally effective only when affordability is paired with acceptable learning conditions and service quality. Participants' references to maintaining quality while reviewing tuition and providing scholarships suggest that this balance was an important criterion in their judgment of effectiveness. Evaluation evidence should therefore monitor both access outcomes and the quality of educational services delivered [10], [20].

3.2. Differentiation-Creating Distinct Educational Value

Differentiation emerged through specialized programs, technical-vocational offerings, and reported performance on licensure examinations. These initiatives strengthen institutional distinctiveness by providing parents and learners with concrete reasons to consider a school. This finding aligns with research showing that schools use differentiation and other marketing practices to respond to competition and parental choice [4], and with studies of educational strategy that link differentiation to institutional performance [30], [34].

The evaluative issue, however, is whether differentiation offers substantive educational value rather than merely serving as promotional positioning. Greaves, Wilson, and Nairn found that school marketing does not consistently align with pedagogical innovation, indicating that marketing can become detached from actual educational improvement [4]. In the present study, differentiation was perceived as more credible when it was linked to identifiable programs and academic outcomes. This suggests that school leaders should evaluate differentiated offerings based on evidence of program quality, learner outcomes, stakeholder satisfaction, and relevance to community needs, rather than on promotional reach alone. Broader school-effectiveness research similarly argues for multidimensional judgments of effectiveness [20].

3.3. Focus Strategy-Targeted Marketing

Participants described market segmentation by socioeconomic background, location, parental characteristics, and community context. School-to-school visits, social media, and barangay activities were used to tailor messages to specific groups. This strategy was perceived as effective because it enabled schools to align their communication with the characteristics and needs of their intended audiences. Research on school choice similarly shows that family preferences and school information shape school-selection decisions [6], [35].

From an evaluative perspective, targeted marketing is useful when segmentation improves responsiveness rather than when it serves exclusion. School evaluation literature emphasizes the importance of stakeholder voice and warns that evaluation and decision-making can become limited when parents and students are not meaningfully included [11], [12], [18]. Therefore, private schools should evaluate targeted marketing using evidence from parents and learners, rather than relying solely on internal judgments. This approach would help determine whether targeted communication improves understanding, satisfaction, and service fit while maintaining equitable access.

3.4. Community Engagement-The Relational Dimension of Marketing

Community engagement emerged as the strongest and most comprehensive theme in the evaluative analysis. Participants linked teacher involvement, alumni and student feedback, parent advocacy, and community outreach to trust and word-of-mouth promotion. Unlike strategies focused primarily on price or differentiation,

community engagement connected marketing to the everyday educational experience. Parents and alumni were described as organic advocates because their recommendations were based on direct or observed experiences with the school.

This finding is supported by evaluation research that emphasizes stakeholder participation as a source of meaningful evidence on school quality and improvement [11], [12]. It also aligns with research showing that evaluation data can strengthen school ethos and reinforce effective practices when stakeholders recognize and use evidence of institutional strengths [10]. In the present study, community engagement was perceived as effective because it strengthened relational assets—trust, reputation, belonging, and loyalty—that supported recruitment and sustainability. However, the findings should be interpreted as participants' perceived contributions rather than as proof of a direct causal relationship between community engagement and enrollment.

3.5. Comparative Evaluation of Strategy Effectiveness

When the four themes are evaluated against the study's criteria, community engagement demonstrated the broadest perceived influence, as it simultaneously supported stakeholder responsiveness, recruitment, reputation, and institutional relationships. Cost leadership showed the clearest direct link to access and enrollment decisions, while differentiation was particularly influential in building perceived educational distinctiveness and credibility. Focus strategies strengthened the relevance of communication by tailoring outreach to specific communities. These results suggest that effectiveness is multidimensional rather than reducible to a single "best" strategy.

The findings align with the educational evaluation literature, which emphasizes that effectiveness judgments should draw on multiple sources and indicators and lead to improvement-oriented decisions [5], [10], [17]. School self-evaluation research likewise indicates that evaluation becomes more useful when schools embed evidence collection, reflection, and action into regular routines [11], [12]. In this study, the strategic value of marketing was therefore strongest when marketing practices were closely connected to educational services, stakeholder relationships, and institutional improvement.

3.6. Educational Quality and Institutional Sustainability

The evaluative findings indicate that marketing strategies may indirectly support educational quality by helping schools remain financially accessible, communicate substantive program strengths, respond to stakeholder needs, and sustain relationships with their communities. Quality assurance research likewise frames quality as a continuous process encompassing inputs, processes, outputs, monitoring, and improvement [21], [25]. In private educational markets, accountability and quality assurance are particularly important because competition alone does not guarantee a minimum level of educational quality [35].

The study therefore suggests integrating school marketing with institutional quality assurance. Marketing claims should be supported by evidence on program quality, teacher engagement, student outcomes, facilities, and stakeholder satisfaction. Schools can use evaluation data to assess whether marketing messages accurately reflect educational practice and whether recruitment strategies attract learners whose needs the institution can effectively serve. This approach aligns with evidence-informed school improvement, in which different forms of evidence are collected, interpreted, acted upon, and evaluated iteratively [17].

3.7. Implications for School Management and Educational Policy

For school management, the findings support an integrated evaluation cycle for marketing initiatives: define the intended educational and institutional outcomes, identify indicators, collect stakeholder evidence, interpret results, implement improvements, and reassess effectiveness [36]–[38]. This cycle aligns with data-informed decision-making for school improvement [17] and with research on embedding school self-evaluation in institutional routines [12]. Schools should therefore maintain simple evidence dashboards that combine enrollment trends, inquiry-to-enrollment conversion, retention, scholarship utilization, parent and student feedback, program demand, and indicators of educational quality [39]–[41].

For educational policy, the findings suggest that private-school competition should be paired with mechanisms that promote truthful marketing, stakeholder voice, and quality assurance. Market competition can incentivize innovation and responsiveness, but research on school marketing also warns that competitive pressure may intensify selective targeting without necessarily improving educational provision [4]. Policy and accreditation bodies may therefore encourage private schools to link marketing claims to verifiable evidence of educational quality and to involve parents and students in institutional evaluation [11], [18].

The findings align with previous research in several respects. The school marketing literature indicates that schools use segmentation, branding, digital communication, and direct engagement to respond to competition [4]. Research on Porter's strategies in private higher education has likewise reported positive relationships among differentiation, focus, cost leadership, and institutional performance, though the strength of these relationships varies by context [30], [34]. The present study adds a qualitative, educationally focused

interpretation by showing how these strategies are perceived and experienced by school personnel in a private school setting in the Philippines.

The evaluative dimension is further supported by research on school evaluation. Brown et al. emphasized the potential of school self-evaluation for school improvement while noting concerns about implementation and the use of evaluation outcomes [8]. Faddar et al. highlighted the importance of parent and student voice in school self-evaluation [11], while Aderet-German and Ben-Peretz showed that evidence of school strengths can be used to reinforce effective practices and school ethos [10]. These findings support the present study's interpretation that community engagement and stakeholder feedback are not merely marketing resources; they can also serve as evidence for institutional improvement.

3.8. Impact and Limitations of the Study

The study contributes a localized evaluative perspective to educational marketing by linking competitive strategies to educational quality and institutional sustainability. It offers school leaders a practical basis for assessing whether marketing initiatives are responsive, credible, and aligned with the educational mission. It also contributes to the literature by demonstrating that community engagement can serve as a relational mechanism that strengthens the perceived effectiveness of cost, differentiation, and focus strategies.

Several limitations should be considered. First, the study included only six participants from private schools in Davao City; therefore, the findings are context-specific and should not be generalized statistically to all private schools. Second, participants were school personnel directly involved in marketing or administration, so the findings primarily reflect institutional perspectives. Parents, students, teachers not involved in marketing, and other community stakeholders were not directly interviewed. Third, the study relied on qualitative accounts and did not independently verify enrollment records, retention rates, financial data, or student achievement data. Consequently, the term "effectiveness" refers to the perceived and documented contributions in participants' accounts rather than to causal impact. Future evaluations should triangulate interview findings with administrative records, parent and student surveys, and longitudinal educational-quality indicators [42]-[44].

4. CONCLUSION

This study evaluated the perceived effectiveness of strategic marketing initiatives among private schools in Davao City. The findings show that cost leadership, differentiation, focus, and community engagement each contribute differently to institutional goals. Affordability was most directly linked to access and enrollment; differentiation strengthened perceived educational distinctiveness; focus improved the relevance of school outreach; and community engagement had the broadest influence, strengthening trust, reputation, word-of-mouth, and stakeholder relationships. The results further indicate that marketing is most educationally valuable when it is grounded in substantive educational services and integrated with quality assurance and institutional improvement.

The study concludes that private-school marketing should be evaluated as part of educational management rather than treated solely as promotion. School leaders should establish clear evaluation criteria, use stakeholder evidence, link marketing claims to educational quality indicators, and regularly review the outcomes of their strategies. Future research should examine these relationships using mixed-methods or longitudinal designs that combine stakeholder perceptions with enrollment, retention, student learning, satisfaction, and financial sustainability data across a larger number of private schools and locations.

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