

Stakeholders' Perception on Quality of Digital Marketing Strategies Adopted by Private Schools in Bengaluru Urban District

Ms. Akshaya Kumari M¹, Dr. S. Anguraj²

¹Ph.D. Research Scholar, Department of Commerce, Annamalai Nagar, Tamilnadu.

²Assistant Professor of Commerce, Annamalai University.

Abstract

The rapid growth of digital technology has transformed the way private schools communicate with parents and students and promote their educational services. This study examines the quality of digital marketing strategies adopted by selected CBSE private schools in Bengaluru Urban District from the perspectives of parents and students. A descriptive research design was adopted, covering 36 selected CBSE schools through proportionate sampling. The study collected usable responses from 459 parents and 475 students studying in Classes IX to XII. A structured questionnaire comprising 26 variables was used to assess seven dimensions of digital marketing quality, namely website and digital platform quality, content quality and attractiveness, information quality and credibility, communication quality, relationship building and retention, targeting and engagement effectiveness, and presentation quality. Mean, standard deviation, independent t-test and one-way ANOVA were employed for analysis. The findings indicate a generally favourable perception of digital marketing quality, with overall mean scores of 3.51 among parents and 3.62 among students. Parents rated communication quality highest, while students rated targeting and engagement effectiveness highest. Significant differences were observed across several socio-economic and digital platform usage characteristics. The study highlights the need for schools to strengthen website functionality, content quality, communication, targeting, engagement and presentation to make digital marketing more effective and stakeholder-oriented.

Key words: Digital Marketing, CBSE Schools, stakeholders, digital marketing quality, social media, digital engagement, educational marketing.

Introduction

The rapid advancement of digital technology has significantly changed the way private schools communicate with their stakeholders and present themselves to the public. Traditional promotional methods such as newspapers, brochures, banners and personal references are increasingly complemented by websites, social media, search engines, online advertisements, videos and other digital platforms. These channels enable schools to communicate information about academic programmes, infrastructure, student achievements, extracurricular activities, school facilities and admission opportunities in a timely and interactive manner. Consequently, the quality of digital marketing strategies has become an important aspect of school communication and institutional visibility. The importance of digital marketing is particularly evident in the private-school sector, where parents and students are exposed to several alternatives while making educational choices. Effective digital marketing requires more than simply maintaining an online presence. The quality of digital content, credibility of information, website usability, communication, engagement, targeting and presentation can influence how stakeholders perceive a school. Since parents are generally involved in admission and educational decisions, while students are direct recipients of the school's communication and digital content, considering both groups provides a broader understanding of the effectiveness of school-level digital marketing practices.

For the present study, the researchers selected CBSE-affiliated private schools in Bengaluru Urban District. The selection of CBSE schools was made to provide a relatively consistent educational framework and because CBSE schools generally cover schooling from the foundational levels through Senior Secondary education up to Class XII. This provides an opportunity to obtain the perceptions of students from different stages of secondary and senior secondary education and their parents within the same educational framework. Students studying in Classes IX to XII were considered for the study, as they are sufficiently exposed to digital platforms and can provide meaningful opinions regarding the digital communication and promotional activities of their schools. Their parents were also included because of their important role in school selection, admission decisions and evaluation of information communicated by schools. Bengaluru Urban District, with its competitive private-school environment and extensive

use of digital communication, provides a suitable context for examining these practices. Accordingly, the present study focuses on the quality of digital marketing strategies adopted by selected CBSE private schools in Bengaluru Urban District, based on the perceptions of both parents and students. The study examines dimensions such as website and digital platform quality, content quality and attractiveness, information quality and credibility, communication quality, relationship building, targeting and engagement effectiveness, and presentation quality. By incorporating the views of both stakeholder groups, the study seeks to provide a comprehensive assessment of the quality of digital marketing strategies and identify areas that require further improvement.

Literature Review

Sheremetyeva E.N., Gorshkova L.A., and Rodionova N.V.M. (2020) concluded in their study that key trends accelerating technological transformations in higher education (development of a culture of innovation, cross-institutional and cross-sectoral collaborations, development of open educational resources, new forms of interdisciplinary research, focus on measuring learning outcomes, redesign of educational spaces). Development of digital competencies, understanding of digital environments, adaptation to digital contexts, educational strategies for the development of digital competence, movement towards digital equality. Harbi A.H., and Ali M.A. (2022) found that majority of existing studies focused only on the usage of social media marketing and websites. Email marketing, content marketing, affiliated marketing, search engine marketing and marketing automation are not considered by the scholars. Mumbua K.E. (2022) found that 94% of the students utilize the hospitality college social media channels, only 37.7% use the colleges content marketing pages with only 15. % accessing the school websites. Regression established that 42% of the changes in student enrolment within hospitality colleges was predicted by the application of digital marketing communication tools.

Baltezarevic V. (2023) The study concluded that influencer marketing is an effective digital marketing strategy for educational institutions, as influencers can shape the opinions and decisions of their followers through recommendations and personal communication. By promoting educational institutions and their services in the digital environment, influencers can influence prospective students' choices regarding further education. Thakur S.K. (2023) in their paper explored key online marketing strategies such as SEO, content marketing, and social media engagement, analyzes the challenges and ethical considerations associated with digital marketing, and offers insights into best practices for educational marketers. The study concluded that the dynamics of online marketing in education were complex and constantly evolving. Educational institutions that prioritized digital marketing and invested in the necessary tools and resources were better positioned to succeed in an increasingly competitive market (Dwivedi, Ismagilova, & Hughes, 2021). Maayah L.A. (2024) evidenced that there was a statistically significant impact of digital marketing tools with its dimensions (social media, email, website, search engine optimization and search engine marketing, and content marketing) collectively on enrollment decisions (financial considerations, school reputation, and family influence) in private schools in Amman. Tuna S.A., et al (2024) made a study on "Exploring the influence of digital marketing strategies on private university selection". The results of the study showed a positive correlation between the decision to attend a private university and social media marketing, influencer marketing, and paid ads.

Yoganandham G. (2024) evidenced that digital marketing played a crucial role in democratizing access to high-quality education and promoting a knowledge driven society in India's higher education system, in addition to driving enrolment growth. Adhering to moral principles guarantees that these tactics have a beneficial effect on the industry's long-term viability and social influence. Arsyadona and Syahputra (2025) found that digital platforms provide wider market reach, stronger consumer interaction and opportunities for personalised communication, while print media continues to retain credibility among certain consumer groups. It also highlighted limited digital knowledge and technological resources as important barriers to effective adoption. The authors concluded that integrating digital and traditional media, supported by appropriate training and digital literacy, can help businesses respond to changing consumer preferences. Akriti A., and Kumar (2026) observed predominantly positive audience sentiment towards the advertisements. However, concerns regarding trust and emotional credibility suggest that human involvement remains important in educational communication. The study therefore highlights the potential of combining AI capabilities with human creativity and authenticity in digital advertising. Sianipar, Angelia and Damayanthi (2026) identified that digital strategies can support enrolment growth, engagement, donations and revenue diversification, while technology infrastructure and collaboration facilitate successful implementation. At the same time, skill shortages, privacy concerns and limited digital adoption were identified as major challenges.

Objectives

The study adopted the following objectives,

- To study the quality of digital marketing strategies adopted by sample schools in Bengaluru urban district as opined by the stakeholders and
- To examine the association between opinion of stakeholders on DMS adopted by sample schools and their socio-economic and digital platform usage variables.

Methodology

The study adopted a descriptive research methodology to examine the quality of digital marketing strategies adopted by sample schools. The area of study is Bengaluru urban district and selected a total of 36 CBSE schools are selected for the study as sample using proportionate sample method. From each sample school the researcher from each school, the researcher selected 15 parents and 15 students studying the standards between 9th and 12th. Questionnaires were distributed to the respondents, but responses from 459 parents and 475 students were received with usable responded questionnaires, hence they are the final sample size of the study. The researchers applied the statistical tools of descriptive statistics (mean, standard deviation), independent 't' test and One-way ANOVA.

Results and Discussion

The primary focus of this paper is to assess quality of digital marketing strategies adopted by sample schools in Bengaluru urban district. In the present study, 26 variables were identified to assess the quality of digital marketing strategies adopted by the selected schools in the study area. The same set of statements was administered to both parents and students to obtain their views. This section presents the analysis and discussion of the opinions of stakeholders, i.e., parents and students regarding the quality of digital marketing strategies adopted by the selected schools in the study area. In order to test reliability of questionnaire, the researcher applied Cronbach's Alpha Test. The results of the test showed that the calculated value of Cronbach's Alpha Value for the questionnaire examining the quality of digital marketing strategies as opined by parent respondents stood at 0.867 and it was 0.902 for student respondents for 26 items selected for the study. This result was more than the highest standard threshold, i.e., 0.9, hence the reliability of the questionnaire was good, and it is suitable for further statistical analysis.

The researcher identified a total of 26 variables representing the quality of digital marketing strategies (DMS) adopted by sample schools in the study area, these 26 variables are categorized under seven broad dimensions namely website and digital platform quality, content quality and attractiveness, information quality and credibility, communication quality, relationship building and retention, targeting and engagement effectiveness and presentation quality. The researcher applied descriptive analysis on the above dimensions such as mean, standard deviation and coefficient of variation and the dimensions of quality are ranked based on their respective mean values and the results are given in table 1.

Table 1: Descriptive Analysis of Quality of Digital Marketing Strategies

SN	Quality Dimensions	Parents			Students			Mean Dif.
		Mean	SD	Rank	Mean	SD	Rank	
1	Website & Digital Platform Quality	3.39	1.09	VII	3.55	0.90	V	-0.16
2	Content Quality and Attractiveness	3.50	1.06	IV	3.77	0.89	II	-0.27
3	Information Quality & Credibility	3.47	0.96	V	3.60	0.89	III	-0.13
4	Communication Quality	3.63	0.91	I	3.56	0.90	IV	0.07
5	Relationship Building & Retention	3.54	0.92	III	3.52	0.89	VI	0.02
6	Targeting & Engagement Effectiveness	3.61	0.91	II	3.92	0.88	I	-0.31
7	Presentation Quality	3.46	0.91	VI	3.43	0.89	VII	0.03
	Overall Mean	3.51			3.62			-0.11

The results of table 1 indicate a generally favourable assessment of the quality of digital marketing strategies, with an overall mean of 3.51 among parents and 3.62 among students. Parents rated Communication Quality highest (3.63), followed by Targeting and Engagement Effectiveness (3.61) and Relationship Building and Retention (3.54), suggesting that they particularly value effective communication and continued interaction with schools. Their comparatively lower rating for Website and Digital Platform Quality (3.39) points to scope for improvement in the accessibility and functionality of school platforms. Among students, Targeting and Engagement Effectiveness received the highest mean (3.92), followed by Content Quality and Attractiveness (3.77) and Information Quality and Credibility (3.60), while Presentation Quality recorded the lowest mean (3.43). The comparison suggests that students were more positive than parents regarding website quality, content, information and targeting, whereas parents reported slightly higher ratings for communication, relationship building and presentation. The overall mean difference of -0.11 indicates that, despite these dimension-level variations, the two groups held broadly comparable views about the quality of digital marketing strategies adopted by the selected schools.

Association between Quality of DMS and Other Variables

The opinion of stakeholders i.e., parent and student respondents may vary based on their socio-economic variables and variables related to digital platform usage pattern. To examine this, the below given null hypothesis was framed and tested the same applying 't' test and ANOVA.

Ho: There is no significant difference in opinion of respondents towards quality of digital marketing strategies and their socio-economic and digital platform usage pattern variables.

Table 2 presents the results of 't' test between socio economic variables of parent and student respondents and their opinion regarding quality of DMS adopted by sample schools

Table 2: 't' Test between Quality of DMS and Socio-Economic Variables

SN	Socio-Economic Variable	Parents			Students		
		't' Value	'p' Value	Sig.	't' Value	'p' Value	Sig.
1	Gender	2.597	0.010	Significant	3.527	0.000	Significant
2	Whether sibling is studying in same school	NA	NA	NA	2.311	0.021	Significant

Table 2 shows that the calculated 't' value was 2.597, its respective 'p' value was 0.010 between quality of DMS and gender of parent respondents, it was significant at 1% level so the H_0 was rejected therefore significant differences were found in opinion of parent respondents on digital marketing strategies adopted by schools in the study area based on their gender. Similarly, 'gender' of student respondents influenced significant difference in their opinion on quality of digital marketing strategies, since their calculated 't' value (3.527) was statistically significant at 1% level as shown by the result of its respective 'p' value (0.000), therefore the H_0 was rejected. Similarly, the variable whether sibling of student respondent was studying in the same school also made significant differences on quality of digital marketing strategies adopted by sample schools as shown by the results of 't' value (2.311) and 'p' value (0.021), the result was significant at 5% level, therefore the H_0 was rejected.

Table 3 presents the results of ANOVA between quality of digital marketing strategies adopted by sample schools and socio-economic variables of parent and student respondents.

Table 3: ANOVA between Quality of DMS and Socio-Economic Variables

SN	Socio-Economic Variable	Parents		
		'F' Value	'p' Value	Sig.
1	Age	3.139	0.025	Significant
2	Education	2.829	0.024	Significant
3	Family Size	2.920	0.055	Not Significant
4	Income	2.854	0.023	Significant
5	Occupation	2.295	0.045	Significant
6	Spouse Occupation	2.052	0.070	Not Significant
7	Number of Children	2.659	0.049	Significant

8	Looking Education for	2.842	0.047	Significant
9	Standard to Admit	2.525	0.040	Significant
10	Reason for Shifting	4.861	0.001	Significant

Table 3 reveals that parents' opinions regarding the quality of digital marketing strategies varied significantly across all the demographic and social variables examined. Age showed a significant difference ($F = 3.139$, $p = 0.025$), as did educational level ($F = 2.829$, $p = 0.024$) and monthly income ($F = 2.854$, $p = 0.023$). Significant differences were also observed for occupation ($F = 2.295$, $p = 0.045$), number of children ($F = 2.659$, $p = 0.049$), purpose of seeking education for children ($F = 2.842$, $p = 0.047$), and standard in which the child was admitted ($F = 2.525$, $p = 0.040$). The primary reason for shifting the child to another school also showed a significant difference ($F = 4.861$, $p = 0.001$). Since all the p-values are below 0.05, the null hypothesis was rejected in each case, indicating that parents' perceptions of the quality of digital marketing strategies differ significantly across these characteristics. On the other hand, the demographic variables of parents namely, family size and spouses' occupation did not make any significant differences on opinion on quality of digital marketing strategies adopted by sample schools in Bengaluru urban district, since their calculated 'F' values (2.920 and 2.052) were not statistically significant as shown by the results of 'p' values (0.055 and 0.070), therefore the null hypothesis was accepted.

Table 4 presents the ANOVA between quality of DMS as opined by student respondents and their socio-economic variables.

Table 4: ANOVA between Quality of DMS and Socio-Economic Variables

SN	Socio-Economic Variable	Students		
		'F' Value	'p' Value	Sig.
1	Standard studying	3.564	0.014	Significant
2	Family income	1.310	0.265	Not Significant
3	Number of sibling	7.008	0.001	Significant
4	Standard admitted to the school	2.559	0.049	Significant
5	Father occupation	2.411	0.048	Significant
6	Mother occupation	3.025	0.031	Significant

Table 4 indicates that students' opinions regarding the quality of digital marketing strategies adopted by the sample schools differed significantly across several demographic characteristics. A significant difference was observed based on the standard currently studying ($F = 3.564$, $p = 0.014$), leading to rejection of the null hypothesis at the 5% level. Number of siblings also showed a significant difference ($F = 7.008$, $p = 0.001$), significant at the 1% level. Similarly, significant differences were found based on the standard in which the student was admitted ($F = 2.559$, $p = 0.049$), father's occupation ($F = 2.411$, $p = 0.048$), and mother's occupation ($F = 3.025$, $p = 0.031$), all significant at the 5% level. Thus, the null hypothesis was rejected for all the variables, indicating that students' perceptions of the quality of digital marketing strategies varied significantly across these demographic characteristics. On the other hand, the demographic variables family income of student respondents did not make any significant differences on opinion on quality of digital marketing strategies adopted by sample schools in Bengaluru urban district, since their calculated 'F' value (1.310) were not statistically significant as shown by the results of 'p' value (0.265), therefore the null hypothesis was accepted.

Table 5 brings out the results of ANOVA between quality of digital marketing strategies and digital platform usage variables of parent and student respondents in the study area.

Table 5: ANOVA between Quality of DMS and Digital Platform Usage Variables

SN	Digital Platform Usage	Parents			Students		
		'F' Value	'p' Value	Sig.	't' Value	'p' Value	Sig.
1	Social Media Account	6.542	0.000	Significant	8.551	0.001	Significant
2	Preferred DMS	2.537	0.014	Significant	2.472	0.017	Significant
3	Preferred DMS through SM	2.434	0.019	Significant	2.763	0.008	Significant

4	Daily usage hours of SM	3.566	0.014	Significant	NA	NA	NA
5	Frequency of digital advertising	5.684	0.000	Significant	2.848	0.037	Significant
6	Behaviour on digital advertising	1.831	0.141	Not Significant	2.108	0.098	Not Significant
7	Experience in using SM	1.894	0.130	Not Significant	NA	NA	NA

Table 5 indicates that parents' opinions regarding the quality of digital marketing strategies adopted by the sample schools differed significantly across all the social media-related variables examined. A significant difference was found based on the social media platforms on which parents had an account ($F = 6.542$, $p = 0.000$), significant at the 1% level. Similarly, significant differences were observed for the preferred digital marketing strategy ($F = 2.537$, $p = 0.014$), preferred digital marketing strategy through social media ($F = 2.434$, $p = 0.019$), and daily hours of social media usage ($F = 3.566$, $p = 0.014$), all significant at the 5% level. The frequency of exposure to digital advertising also showed a significant difference ($F = 5.684$, $p = 0.000$) at the 1% level. Hence, the null hypothesis was rejected for all the variables, indicating that parents' perceptions of the quality of digital marketing strategies varied significantly according to their social media usage patterns and preferences. On the other hand, the variables behaviour of parent respondents towards digital advertising and experience of parent respondents in using social media did not make any significant differences on opinion on quality of digital marketing strategies adopted by sample schools in Bengaluru urban district, since their calculated 'F' values (1.831 and 1.894 respectively) were not statistically significant as shown by the results of 'p' values (0.141 and 0.130), therefore the null hypothesis was accepted.

In case of student respondents, students' opinions regarding the quality of digital marketing strategies adopted by the sample schools differed significantly across all the digital platform usage variables examined. A significant difference was observed based on the social media accounts held by students ($F = 8.551$, $p = 0.001$), significant at the 1% level. Similarly, significant differences were found for the preferred digital marketing strategy adopted by schools ($F = 2.472$, $p = 0.017$) and preferred digital marketing strategies through social media ($F = 2.763$, $p = 0.008$), significant at the 5% and 1% levels respectively. The frequency of digital advertising by sample schools also showed a significant difference ($F = 2.848$, $p = 0.037$) at the 5% level. Hence, the null hypothesis was rejected for all the variables, indicating that students' perceptions of the quality of digital marketing strategies varied significantly according to their social media usage, preferences and exposure to digital advertising. The variable "Behaviour on digital advertising" did not make significant difference in opinion of student respondents towards quality of digital marketing strategies as shown by the results of F value (2.108) and 'p' value (0.098), it was not statistically significant, therefore the H_0 was accepted for the above case.

Conclusion

Digital marketing has become an important communication and promotional tool for private CBSE schools in Bengaluru Urban District. Both parents and students expressed generally favourable perceptions of the quality of digital marketing strategies, with overall mean scores of 3.51 and 3.62, respectively. Pasted markdown Parents rated Communication Quality highest, whereas students gave the highest rating to Targeting and Engagement Effectiveness. Significant differences were observed in stakeholders' perceptions across several socio-economic and digital platform usage characteristics. Pasted markdown Pasted markdown Although some dimension-wise differences existed, the overall perceptions of parents and students were broadly comparable. The findings highlight the need for schools to improve website quality, digital content, communication, targeting, engagement and presentation. A credible, accessible and stakeholder-oriented digital marketing approach can therefore strengthen schools' digital communication and online presence.

References

1. Akriti, & Kumar, H. (2026). AI-driven communication: Exploring effectiveness of AI-generated educational advertisement on Facebook. *Journal of Public Relations and Advertising*, 5(1), 47–54.
2. Arsyadona, & Syahputra, A. (2025). Research on digital media marketing trends based on print media. *Z-CONOMICS*, 1(1), 43–60.

3. Baltezarevic V. (2023). The Role of Digital Marketing in the Education Sector. ISARC International Science and Arts Research, International Social Sciences and Innovation Congress, 25-26, February, 2023, 142-149.
4. Harbi A.H., and Ali M.A. (2022). Adoption of Digital Marketing in Educational Institutions: A Critical Literature Review. IJCSNS International Journal of Computer Science and Network Security, 22.4, 463-472. <https://doi.org/10.22937/IJCSNS.2022.22.4.55>
5. Maayah L.A. (2024). The Impact of Digital Marketing Tools on Enrollment Decision in Private Schools in Amman. Ph.D. Thesis, Department of Business, Faculty of Business, Middle East University.
6. Mumbua K.E. (2022). Effect of Digital Marketing Communication Tools on Student Enrolment in Private Hospitality Colleges in Kenya. Ph.D. Thesis, Strathmore University, <http://hdl.handle.net/11071/13083>.
7. Sheremetyeva E.N., Gorshkova L.A., and Rodionova N.V.M. (2020). Digital Marketing and Digital Transformation of the University. European Proceedings of Social and Behavioural Sciences, 158-166. DOI: 10.15405/epsbs.2021.04.02.20.
8. Sianipar, A., Angelia, W., & Damayanthi, N. (2026). Digital marketing strategies for enhancing revenue in educational institutions during the digital era: A systematic literature review. iMProvement: Jurnal Ilmiah Untuk Peningkatan Mutu Pendidikan, 13(1). <https://doi.org/10.21009/improvement.v12i1.52661>
9. Thakur S.K. (2023). Study of the Dynamics of Online Marketing Strategies in Educational Services. International Journal of Exploring Emerging Trends in Engineering, 10.2, 111-115.
10. Tuna S.A., et al (2024). Exploring the Influence of Digital Marketing Strategies on Private University Selection. Global Advances in Business Studies, 3.2, 83-91. doi.org/10.55584/Gabs.003.02.3.
11. Yoganandham G. (2024). Evaluating the Effectiveness of Digital Marketing Strategies in Higher Education in India: Impact on the Sector and the Construction of Quality Knowledge. Degres Journal, 9.7, 12-26.