

STAKEHOLDERS'S PERCEPTION TOWARDS DIGITAL MARKETING STRATEGIES ADOPTED BY PRIVATE SCHOOLS IN BENGALURU URBAN DISTRICT

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ABSTRACT

The increasing use of digital technology has changed the way private schools communicate with parents and students and present information about their educational services. This study examines stakeholders' perception towards digital marketing strategies adopted by private schools in Bengaluru Urban District, focusing on parents and students. A descriptive research design was adopted, covering 36 selected CBSE private schools through proportionate sampling. Usable responses were obtained from 459 parents and 475 students studying in Classes IX to XII. A structured questionnaire comprising 50 statements for parents and 39 statements for students was used to assess their perceptions of digital marketing strategies. Cronbach's Alpha values of 0.986 for parents and 0.988 for students confirmed excellent reliability. Factor analysis was employed to reduce the variables into ten dimensions, followed by descriptive statistics and multiple linear regression analysis. The findings indicate a moderately positive perception among both parents and students, with overall mean scores of 3.51 and 3.50, respectively. Parents gave greater importance to digital marketing implementation, reputation and information credibility, while students showed stronger perceptions regarding information quality, online visibility and website accessibility. Regression results revealed that digital marketing quality significantly influenced stakeholder perception, explaining 60.6% of the variation among parents and 52.7% among students. The study highlights the need for schools to strengthen content, communication, credibility, online visibility and stakeholder engagement.

Key words: Digital Marketing, Stakeholder Perception, Educational Marketing, Digital Communication, Social Media, Online Visibility, Digital Engagement, Information Quality.

INTRODUCTION

The rapid development of digital technology has brought significant changes in the way private schools communicate with their stakeholders. Traditional methods of school promotion, such as newspapers, brochures, banners and personal references, are increasingly supported by websites, social media, search engines, online advertisements, videos and mobile-based communication. These digital platforms enable schools to share information about academic programmes, infrastructure, student achievements, extracurricular activities, school facilities and admission opportunities with a wider audience in a timely manner. Digital marketing has become particularly relevant to private schools because parents and students are exposed to several educational choices and increasingly use digital platforms to obtain information before making decisions. However, the effectiveness of digital marketing does not depend merely on the presence of a school on digital platforms. The quality, credibility, accessibility and attractiveness of the information, together with the effectiveness of communication and stakeholder engagement, determine how digital marketing is perceived by its users. In the context of private schools, parents and students are important stakeholders with different but closely related roles. Parents are generally involved in evaluating schools and making admission and educational decisions, while students directly experience the school's communication, content and digital platforms. Understanding their perceptions therefore provides a broader view of how effectively schools use digital marketing to communicate and engage with their stakeholders. Bengaluru Urban District provides a suitable setting for examining these practices because of the presence of a large number of private schools and the increasing use of digital platforms for school communication and promotion. Against this background, the present study examines stakeholders' perception towards digital marketing strategies adopted by private schools in Bengaluru Urban District, with particular focus on parents and students. The study seeks to understand their perceptions of digital marketing practices and identify the areas that require greater attention for making school communication more effective, relevant and stakeholder-oriented.

LITERATURE REVIEW

Vyas C., and Sharma R. (2015) made a study on "Online and Offline Marketing Strategies by Indian Colleges and Universities: A Comparative Analysis of Students' Perception". The study found that the role of offline marketing techniques was significant and integral in the process of decision-making in the choice for college/university admission. Ikatrinasari Z.F., et al (2020) made a study on "Development of Digital Marketing Strategy in the Education Industry". The study was made in Indonesia. The study found that the institute has a strong internal position and responds well to opportunities and threats that existed. The institute's position was

in quadrant IV, meaning that the right strategy was to grow and develop and alternative priority strategies that had the highest weight is strengths – opportunities (SO). SO strategy, maximize its strength to seize opportunities, then the company's strategy was to have lots of customer satisfaction testimonials displayed on website and social media and the opportunity to make products easy to find, because the dissemination of information through the internet can quickly spread and reach all consumers. **Nadeem S.N. (2022)** found that the online reviews and institute website were very important for the referrals of the Institution. For 'Education Institution referrals' online reviews (21%) was preferred over all other mediums closely followed by institute website (19%) and SEO (17%) Moderately referred mediums were videos, mobile app which were on an average referred by 9% of the respondents. Majority (62%) of the respondents strongly agreed and agreed that digital marketing had an impact on selecting the education institution, 25% of responded are neutral and 13% disagreed and strongly disagreed that digital marketing never had impact on selecting the institution. **Dhanya., Amirtha., and Nithya (2022)** evidenced that there was no significant difference between qualification and source of awareness of Digital marketing. The study found that there was no significant difference between qualification and type of advertisements.

Rajkumar S.G., et al (2022) found that most respondents agreed that the use of digital platforms while selecting a higher education institute helped in decision making because of factors like easily accessible information, easier admission process and online payment of fees. Most higher education institutes in Coimbatore used digital tools like advertisements on Facebook, Instagram and YouTube, and third party websites like College Dunia to share information. **Chungu K., and Mwaanga C. (2022)** insighted into how universities can leverage their resources and employ marketing strategies that can increase their enrolment numbers and remain competitive in a target market in a Zambian context. The study established that the product strategy and promotional strategy had a significant impact on student perception and enrolment numbers However, the influence of pricing strategy and the physical evidence (learning environment) on enrolment numbers was not statistically significant. **Natalius Barus D.H. (2023)** found that students who perceived high levels of trust in an institution are more likely to enroll and recommend it to others. Students who had high levels of brand awareness of an institution were more likely to have a positive perception of it and consider enrolling. Digital marketing activities were found to be effective in attracting potential students, as they provide an accessible and convenient way for students to learn about institutions and their offerings.

Sherief A.R. (2024) concluded that the digital environment was an effective platform for promoting products and services, and that the educational sector utilizes the same method in order to reach a diverse group of students throughout the world. HEI enrolment decisions, whether locally or globally, could be facilitated with ease by parents and students, a commendable accomplishment. Digital marketing became a necessity in the education sector in an era of artificial intelligence and technology. As a result of digital marketing tools, students made decisions regarding enrolment in higher education institutions. **Verma C., and Jain V. (2024)** found notable differences in how various Digital Marketing Channel (Facebook) affected students' preferences for admission. Social media stood out as a particularly powerful medium because of its capacity to attract potential students and enhance universities' reputations. Kumar and Modi (2025) examined the role of digital marketing in higher education, particularly its influence on students' course and college selection decisions. The study highlighted the importance of social media, online advertising, search engine marketing, email and mobile marketing in reaching prospective students. It found that 62.5% of students used Instagram regularly, while ANOVA indicated significant differences between platform preferences and selection decisions. Correlation analysis also showed a strong relationship between awareness created through digital marketing and final course selection.

Sharma and Sharma (2025) examined the role of digital marketing in influencing student enrolment decisions in higher education institutions. The findings showed that social media marketing was the most influential factor, followed by SEO and PPC advertising, while website quality also played an important role in building student trust and interest. The study further found that authentic content, online reviews, transparent information and regular digital engagement contributed to students' enrolment decisions. Sarumaha (2026) emphasised that social media, SEO, targeted advertising, personalised content and interactive digital experiences can support student recruitment and institutional visibility. The study further highlighted that digital marketing effectiveness depends not only on technology but also on strategic planning, resource allocation, staff capabilities and coordination among academic, marketing and IT teams.

Objectives

The study adopted the following objectives,

- To study the stakeholders' perception towards digital marketing strategies adopted by sample schools in the study area and
- To examine the impact of quality of digital marketing strategies on stakeholders' perception,

METHODOLOGY

The study adopted a descriptive research design to assess the perception of parent and student respondents towards digital marketing strategies adopted by selected CBSE private schools in Bengaluru Urban District. The study covered 36 CBSE schools, selected using the proportionate sampling method. From each selected school, parents and students studying in Classes IX to XII were considered as respondents. Although 15 parents and 15 students

were approached from each school, usable responses were obtained from 459 parents and 475 students, which constituted the final sample. A structured questionnaire containing 50 statements for parents and 39 statements for students were used to assess the aspect. The researchers applied the statistical tools of descriptive statistics such as mean and standard deviation were used to assess the quality dimensions, applied Factor analysis to reduce the variables into various dimensions and also applied multiple linear regression analysis was employed to examine the influence of the seven quality dimensions on the perceptions of parents and students on digital marketing strategies.

RESULTS AND DISCUSSION

The study primarily examines stakeholders' perceptions of digital marketing strategies adopted by sample schools in Bengaluru Urban District, focusing on parents and students, who are directly involved in school selection and admission decisions. It also examines the quality of digital marketing strategies and the factors influencing school choice. For this purpose, 50 statements for parents and 39 statements for students were developed to assess their perceptions. Factor analysis was used to reduce these variables into meaningful dimensions, followed by appropriate statistical analysis to examine stakeholders' perceptions of digital marketing strategies. The researcher applied Cronbach's Alpha Test to examine reliability of questionnaire in the aspect of examining perception of parent and student respondents towards Digital Marketing Strategies (DMS) adopted by sample schools in the study area. the results indicated that the calculated value of Cronbach's Alpha for the questionnaire in the dimension of examining parent and student respondents' perception on digital marketing strategies adopted by sample schools in Bengaluru urban district stood at 0.986 for 50 items and 0.988 for 39 items selected respectively for parents and students, these results are more than the highest standard threshold, i.e., 0.9, hence the reliability of the questionnaire in the dimension of both parent and student respondents' perception on DMS was excellent and suitable for further statistical analysis.

Further, the researcher applied Factor Analysis to reduce the number of variables, since they were vast in numbers. The total number of 50 variables in parents point of view and 39 variables in the students point of view were reduced into 10 dimensions and they were labelled as "Digital Marketing Implementation & Frequency", "Advertising Contents & Attractiveness", "Digital Targeting, Reach & Lead Generation", "Digital Communication & Stakeholders Engagement", "Website Usability & Information Accessibility", "Information Quality & Credibility", "Admission Promotion & Decision Effectiveness", "Reputation, Brand Image & Social Proof", "Relationship & Communication Efficiency", and "Visibility & Online Admission Influence". The results of descriptive statistics of the above ten dimensions representing the perception of stakeholders towards DMS adopted by sample schools in the study area.

Table 1: Descriptive Analysis Perception on Digital Marketing Strategies

SN	Quality Dimensions	Mean	SD	Rank	Mean	SD	Rank
1	Digital Marketing Implementation & Frequency	3.88	1.12	I	3.44	0.99	VII
2	Advertising Contents & Attractiveness	3.53	1.11	IV	3.27	1.02	X
3	Digital Targeting, Reach & Lead Generation	3.46	0.94	VII	3.62	1.00	IV
4	Digital Communication & Stakeholders Engagement	3.11	0.86	X	3.46	1.01	VI
5	Website Usability & Information Accessibility	3.51	1.24	VI	3.65	0.98	III
6	Information Quality & Credibility	3.64	0.91	III	3.68	0.97	I
7	Admission Promotion & Decision Effectiveness	3.39	1.06	VIII	3.61	0.98	V
8	Reputation, Brand Image & Social Proof	3.78	0.88	II	3.41	0.99	VIII
9	Relationship & Communication Efficiency	3.52	0.86	V	3.29	1.01	IX
10	Visibility & Online Admission Influence	3.24	1.23	IX	3.67	0.98	II
	Overall Mean	3.51			3.50		

Table 1 shows that parents had a moderately positive perception of the digital marketing strategies adopted by the sample schools, with an overall mean of 3.51. Digital Marketing Implementation & Frequency received the highest mean (3.81), followed by Reputation, Brand Image & Social Proof (3.78) and Information Quality & Credibility (3.64), indicating favourable views regarding the schools' digital presence, reputation and credibility of information. Moderate perceptions were recorded for Advertising Content & Attractiveness (3.53), Relationship & Communication Efficiency (3.52) and Website Usability & Information Accessibility (3.51). The comparatively lower ratings were observed for Digital Communication & Stakeholder Engagement (3.11), Visibility & Online Admission Influence (3.24), Admission Promotion & Decision Effectiveness (3.39) and Digital Targeting, Reach & Lead Generation (3.46). This suggests that while parents were generally satisfied with the implementation and informational aspects of digital marketing, greater scope exists for improving stakeholder engagement, online admission visibility and targeted digital communication. The standard deviation values ranged from 0.86 to 1.24,

while the coefficient of variation ranged from 23.28% to 37.96%, indicating moderate variation in parents' opinions across the dimensions.

The table also indicates that students had a moderately positive perception of the digital marketing strategies adopted by the sample schools, with an overall mean of 3.50. Information Quality & Credibility ranked first (3.68), followed by Visibility & Online Admission Influence (3.67), Website Usability & Information Accessibility (3.65), Digital Targeting, Reach & Lead Generation (3.62) and Admission Promotion & Decision Effectiveness (3.61), indicating favourable views on the quality of information, online visibility, website accessibility and admission-related digital activities. Moderate perceptions were recorded for Digital Communication & Stakeholder Engagement (3.46), Digital Marketing Implementation & Frequency (3.44) and Reputation, Brand Image & Social Proof (3.41). The lowest ratings were observed for Relationship & Communication Efficiency (3.29) and Advertising Content & Attractiveness (3.27), suggesting scope for improvement in these areas. The standard deviation ranged from 0.97 to 1.02, while the coefficient of variation ranged from 26.29% to 31.15%, indicating a relatively low level of variation in students' opinions across all the dimensions.

Impact of Quality of DMS on Perception

An effective digital marketing strategy can reach a large number of stakeholders and attract their attention towards a particular school. The quality of digital marketing practices may therefore influence parents and students' perceptions of the strategies adopted by the sample schools in Bengaluru Urban District. In this context, the researcher formulated the following null hypothesis and tested it using linear regression analysis.

H₀: Various dimensions of quality of digital marketing strategies did not significantly influence the perception of stakeholders towards digital marketing strategies.

Table 2 brings out the results of Adjusted R square and ANOVA under regression analysis testing the impact of quality of DMS on perception of parents on digital market strategies adopted by sample schools in the study area.

Table 2: Adjusted R² and ANOVA - Impact of Quality of DMS on Perception of Parents

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	222.227	7	31.747	99.73	0.000
	Residual	140.949	451	0.312		
	Total	363.176	458			
	Adj. R ²	0.606				

a. Dependent Variable: Perception of Parent Respondents towards DMS

b. Predictors: (Constant), Website & Digital Platform Quality, Content Quality and Attractiveness, Information Quality & Credibility, Communication Quality, Relationship Building & Retention, Targeting & Engagement Effectiveness and Presentation Quality.

Table 2 shows that the Adjusted R² of the impact of various dimensions of quality of DMS on parents' perception stood at 0.606, it shows that after adjustment for the number of predictors, the model explained 60.6% of the variation in perception. The results of ANOVA for the regression model examining the impact of the quality of digital marketing strategies on parents' perception. The model showed a calculated F value of 99.73 with a p value of 0.000, it shows that the regression model was statistically significant at the 1% level. The regression sum of squares (222.227) compared with the residual sum of squares (140.949) expressed that a substantial proportion of the variation in parents' perception was explained by the seven dimensions of digital marketing quality considered in the model. Therefore various dimensions of quality of DMS namely, Website & Digital Platform Quality, Content Quality & Attractiveness, Information Quality & Credibility, Communication Quality, Relationship Building & Retention, Targeting & Engagement Effectiveness, and Presentation Quality collectively recorded a statistically significant impact on parents' perception towards digital marketing strategies. Hence, the model framed for the study is statistically fit.

Table 3 presents the results of regression analysis of the influence of quality of DMS on perception of parent respondents.

Table 3: Regression Analysis - Impact of Quality of DMS on Perception of Parents

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.841	0.205	-	4.125	0.001
	Website & Digital Platform Quality	0.141	0.044	0.147	3.165	0.002
	Content Quality and Attractiveness	0.213	0.042	0.217	4.975	0.000
	Information Quality & Credibility	0.147	0.045	0.154	3.263	0.001
	Communication Quality	0.176	0.041	0.187	4.293	0.000
	Relationship Building & Retention	0.128	0.041	0.134	3.122	0.002
	Targeting & Engagement Effectiveness	0.133	0.046	0.137	2.901	0.004

	Presentation Quality	0.099	0.044	0.108	2.279	0.023
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a. Dependent Variable: Perception of Parents on DMS

Table 3 presents the results of the multiple linear regression analysis examining the influence of the seven quality dimensions of digital marketing strategies on parents' perceptions. The constant was significant ($B = 0.841$, $p = 0.001$), and all seven dimensions showed a positive and statistically significant relationship with parents' perception, with p-values below 0.05. Among the predictors, Content Quality and Attractiveness had the strongest influence ($\beta = 0.217$, $t = 4.975$, $p = 0.000$), followed by Communication Quality ($\beta = 0.187$, $p < 0.001$) and Information Quality and Credibility ($\beta = 0.154$, $p = 0.001$). Website and Digital Platform Quality ($\beta = 0.147$, $p = 0.002$) and Targeting and Engagement Effectiveness ($\beta = 0.137$, $p = 0.004$) also showed significant positive effects. Similarly, Relationship Building and Retention had a significant positive influence ($\beta = 0.134$, $p = 0.002$). Presentation Quality recorded the comparatively lowest influence, although it remained statistically significant ($\beta = 0.108$, $p = 0.023$). Thus, the null hypothesis was rejected for all seven dimensions, indicating that each aspect of digital marketing quality contributes significantly to parents' perceptions when the effects of the other dimensions are controlled.

Table 4 brings out the results of Adjusted R square and ANOVA under regression analysis testing the impact of quality of DMS on perception of students on digital market strategies adopted by sample schools in the study area.

Table 4: Adjusted R² and ANOVA - Impact of Quality of DMS on Perception of Students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	217.831	7	31.119	79.84	0.001
	Residual	182.013	467	0.390		
	Total	399.844	474			
	Adj. R ²	0.527				

a. Dependent Variable: Perception of Parent Respondents towards DMS

b. Predictors: (Constant), Website & Digital Platform Quality, Content Quality and Attractiveness, Information Quality & Credibility, Communication Quality, Relationship Building & Retention, Targeting & Engagement Effectiveness and Presentation Quality.

Table 4 reveals that the Adjusted R² of the impact of various dimensions of quality of DMS on students' perception stood at 0.527, it shows that after adjustment for the number of predictors, the model explained 52.7% of the variation in perception. The results of ANOVA for the regression model examining the impact of the quality of digital marketing strategies on students' perception. The model showed a calculated F value of 79.84 with a p value of 0.001; it shows that the regression model was statistically significant at the 1% level. The regression sums of squares (217.831) compared with the residual sum of squares (182.013) expressed that a substantial proportion of the variation in students' perception was explained by the seven dimensions of digital marketing quality considered in the model. Therefore, various dimensions of quality of DMS collectively recorded a statistically significant impact on student respondents' perception towards digital marketing strategies. Hence, the model framed for the study is statistically fit.

Table 5 presents the results of regression analysis of the influence of quality of DMS on perception of student respondents.

Table 5: Regression Analysis - Impact of Quality of DMS on Perception of Students

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.282	0.283	-	4.520	0.001
	Website & Digital Platform Quality	0.110	0.053	0.097	2.078	0.038
	Content Quality and Attractiveness	0.133	0.049	0.125	2.713	0.007
	Information Quality & Credibility	0.144	0.051	0.130	2.819	0.005
	Communication Quality	0.162	0.039	0.169	4.155	0.000
	Relationship Building & Retention	0.134	0.042	0.140	3.265	0.001
	Targeting & Engagement Effectiveness	0.117	0.039	0.128	3.099	0.002
	Presentation Quality	0.128	0.038	0.135	3.306	0.000

a. Dependent Variable: Perception of Parents on DMS

Table 5 presents the results of the multiple linear regression analysis examining the influence of the seven dimensions of the quality of digital marketing strategies on students' perceptions of DMS. The results show that the constant was statistically significant, with a coefficient value of 1.282 and a p-value of 0.001. All seven

dimensions of the quality of digital marketing strategies recorded positive and statistically significant coefficients at the 1% level, indicating that each dimension made a significant contribution to students' perceptions when the effects of the other dimensions were controlled. Among the seven predictors, Communication Quality recorded the highest standardized Beta value ($\beta = 0.167$) and was statistically significant ($t = 4.155$, $p = 0.000$) at the 1% level. This indicates that communication quality had the strongest influence on students' perceptions of the digital marketing strategies adopted by the sample schools. It was followed by Relationship Building & Retention ($\beta = 0.140$, $p < 0.001$) and Presentation Quality ($\beta = 0.135$, $p = 0.001$), both of which also showed a strong positive influence on students' perceptions. A significant positive influence was also observed for Information Quality & Credibility ($\beta = 0.130$, $p = 0.005$), Targeting & Engagement Effectiveness ($\beta = 0.128$, $p = 0.002$), and Content Quality & Attractiveness ($\beta = 0.125$, $p = 0.007$). These dimensions made a moderate contribution to students' perceptions and were statistically significant at the 5% level. Website & Digital Platform Quality recorded the comparatively lowest influence ($\beta = 0.097$, $p = 0.038$), although its effect remained statistically significant at the 5% level. Therefore, the null hypothesis was rejected for all seven dimensions, confirming that each dimension of digital marketing quality had a significant positive influence on students' perceptions of the digital marketing strategies adopted by the sample schools.

CONCLUSION

The study concludes that digital marketing has become an important part of how private schools communicate with parents and students in Bengaluru Urban District. Both stakeholder groups expressed a moderately positive perception, with overall mean scores of 3.51 among parents and 3.50 among students. Parents viewed digital marketing implementation, reputation and information credibility more positively, while students placed greater emphasis on information quality, online visibility and website accessibility. The regression results further show that the quality of digital marketing strategies significantly influenced the perceptions of both parents and students, explaining 60.6% and 52.7% of the variation, respectively. For parents, content quality and attractiveness had the strongest influence, whereas communication quality was the strongest predictor among students. Overall, the findings suggest that schools need to give greater attention to meaningful communication, relevant content, credible information, online visibility and stakeholder engagement rather than focusing only on maintaining a digital presence.

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