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**APPLYING MARKETING THEORY IN EDUCATIONAL SETTINGS:
A STUDY OF COMMUNICATION PROCESSES
WITHIN SCHOOL-BASED HEALTH PROMOTIONS**

A thesis presented in partial fulfilment of the requirements for the degree of
Doctor of Philosophy

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虎穴に入らずんば虎子を得ず。

Koketsu ni irazunba koji o ezu.

If you do not enter the tiger's cave, you will not catch its cub.

Japanese Proverb

ABSTRACT

School-based health promotions targeted at improving nutrition and increasing physical activity are seen by governments and public health experts as integral to reducing obesity among children even though such promotions often produce disappointing results. This mixed methods research involving six case schools explored the application of marketing theory in educational settings and postulates that marketing communications processes are relevant when facilitating school-based health promotions. The research intention was to determine the impact of communication processes on the implementation of school-based health promotions by investigating children's exposure to promotions and outcomes of promotions. Hence stakeholder perceptions and expectations of promotions were analysed. Additionally, communication enhancers and inhibitors for promotions were identified and communication approaches used by Health Promoting Schools (HPS) were compared with those used by non-HPS. Principals and teachers were interviewed to discover selection, implementation and health promotion outcomes while parents were surveyed about the influence of school-based health promotions on their children's eating and exercise behaviours. Children participated in focus groups to determine their perceptions of health promotions, issues and behaviours. Data were analysed using a blended models framework combining best practice principles from marketing communications theory and behavioural theory. The framework was used to explore communication processes within school-based health promotions and behavioural outcomes of those promotions. It was discovered, first, that government policy and community priorities impact upon which health messages are promoted and why. Second, it was found stakeholder roles and relationships impact upon when and where health is promoted and by whom. Third, the extent to which health concepts are integrated into school life highlighted the importance of how health is promoted. Finally, it was established that communication processes and related behaviours, which take place within different environmental contexts, are influenced by communication noise, the skills and abilities of parents and children, and environmental conditions. Future research directions include examining how health priorities of school communities can be combined into a shared vision for health promotions. Clarifying stakeholder roles and examining formation, strength and success characteristics of stakeholder relationships in health promotions is a possibility too. Exploring the HPS initiative and environmental influences on healthy behaviours also warrants further investigation.

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FOREWORD

Style has always been, in my mind, the author's Self, the creative expression of that Self.
– Whit Burnett

Doctoral theses often appear to follow a conventional formula in terms of structure and writing style. Yet, each writer, and his or her writing, is unique. This thesis is the story-telling of my research and as such is characteristic of myself; my thinking and writing. Here, I outline key points regarding the language, stylistic conventions, graphic design and structure of this work.

A distinguishing feature is the use of personal pronouns (e.g. *I/we, me/us, myself/ourselves, my/our*) which appears somewhat uncommon in academic writing. I consider that it is an important characteristic which emphasises my roles as researcher and author, and my ownership of this thesis and the ideas herein. Similarly, although colour and design features also appear limited in the presentation of theses, I have taken such liberties in order to present a piece of work which provides interest and originality in addition to academic contributions.

The use of language is also noteworthy, particularly Māori which is the language of New Zealand's indigenous people. Māori words are included in this thesis because they are an integral component of New Zealand language and culture. Specifically, the words and phrases convey meaning for New Zealanders and emphasise the unique New Zealand context of the research. Indeed, some participants integrated Māori words into their dialogue, perhaps to express ideas within a New Zealand frame of reference or because they considered the Māori words would better encapsulate their sentiments. Māori words are shown in italics and where possible a translation is provided. Note the spelling of the word *Māori* includes a macron above the letter *a* (i.e. *ā*).

Italics are also used to indicate foreign words such as the Latin terms *per se* and *vice versa*. Two terms used specifically when referring to the conceptual frameworks in this thesis are *a priori* and *a posteriori*. The term *a priori* refers to presupposed knowledge, that is propositions knowable prior to, or independently of, experience (Sober, 2001). Hence my initial conceptual framework for the study is termed the *a priori* model as it was developed *before* the research was conducted. *a posteriori* is the reverse of *a priori* and refers to knowledge based on experience (i.e. empirical knowledge) (Sober, 2001). My revised conceptual framework presented in the second part of the thesis is, therefore, an *a posteriori* model, based on the findings of the research. Additionally, italics are used for emphasis and to highlight special terms such as the names of specific health promotions (e.g. *Jump Jam Kidz Aerobix*).

Footnotes are used for explanatory or supplementary information. There are a considerable number of footnotes, but these are intended to provide additional information without cluttering the text. Generally, the footnotes contain contextual information for readers who may be unfamiliar with the health and education sectors in New Zealand.

A glossary is included (p. xiv) to provide definitions of key terms, entities and constructs. Acronyms are used to represent organisations such as health and education service providers, health promotion programmes and theoretical concepts. In the first instance within each chapter, terms are written out in full with the acronym in brackets (e.g. 'Health Promoting Schools (HPS)'). For each successive use of that term within that chapter the acronym is used (e.g. 'HPS'). As overuse of acronyms is likely to reduce the flow of writing, I have opted *not* to use acronyms in all situations in which they may apply.

With respect to structure, the thesis consists of nine chapters, divided into four parts. Part One comprises Chapters One, Two and Three which collectively detail the research context and procedures. Chapters Four and Five form the second part of the thesis (Part Two) which pertains to the data collected and the application of the theoretical framework. Part Three, containing Chapters Six, Seven and Eight presents the results and findings of this research. The final part of the thesis, Part Four, comprises Chapter Nine which is the Conclusion. The content of each part is described in further detail at the outset of that part. References and Appendices are included at the end of the thesis.

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GLOSSARY

ANZA	Association of New Zealand Advertisers	ANZA was founded to provide advertisers with a collective voice in dealings with Government, advertising agencies and the media. ANZA is concerned with the development, promotion and advocacy of advertising and marketing communications for the benefit of New Zealand (Association of New Zealand Advertisers Inc., n.d).
ARPHS	Auckland Regional Public Health Service	ARPHS provides services for the population of the three District Health Boards covering the Auckland region - Auckland District Health Board (ADHB), Counties Manukau District Health Board (CMDHB) and Waitemata District Health Board (WDHB) (Auckland Regional Public Health Service, 2007).
BMI	Body Mass Index	BMI is a simple index of weight-for-height that is commonly used to classify underweight, overweight and obesity in adults. It is defined as the weight in kilograms divided by the square of the height in metres (kg/m ²). For example, an adult who weighs 70kg and whose height is 1.75m will have a BMI of 22.9. BMI = 70 (kg)/1.75 ² (m ²) = 22.9 (World Health Organization, 2006).
BOT	Board of Trustees	The BOT is the Crown entity responsible for the governance and management of a school. The board is the employer of all staff in the school, is responsible for setting the school's strategic direction in consultation with parents, staff and students, and ensuring that its school provides a safe environment and quality education for all its students. Boards are also responsible for overseeing the management of personnel, curriculum, property, finance and administration (Ministry of Education, 2008b).
CAANZ	Communications Agencies Association of New Zealand	CAANZ is the industry association for advertising and communication agencies (Communication Agencies Association of New Zealand, 2008).
ECE	Early Childhood Education	ECE services provide education and care for young children from babies to school age and include crèches, kindergartens, centre or home-based education and care, playgroups and playcentres (Ministry of Education, n.d.).
ERO	Education Review Office	The ERO is a government department whose purpose is to evaluate and report publicly on the education and care of students. The ERO reviews schools and early childhood education services every three years (Education Review Office, 2008).
FGC	Food and Grocery Council	The FGC represents New Zealand manufacturers and suppliers to the grocery industry (Food and Grocery Council, 2009).
FIG	Food Industry Group	FIG is responsible for driving the New Zealand Food Industry's Obesity Action Strategy. FIG comprises members of the New Zealand Food and Grocery Council (FGC), The Association of New Zealand Advertisers (ANZA), the Communications Agencies Association of New Zealand (CAANZ) and the Television Broadcasters Council (TBC) as well as a range of other media members (Food Industry Group, 2007).
FIS	Fruit in Schools	A government-sponsored initiative designed to encourage children to eat more fruit and adopt healthier lifestyles (Ministry of Health, 2007). Participating schools receive a free piece of fruit for each child each day (for up to three years).
FOE	Fight the Obesity Epidemic	FOE is a Charitable Trust aiming to stop and reverse the rise of obesity and type 2 diabetes in New Zealand (Fight the Obesity Epidemic, n.d.).
FOF	Feeding our Futures	A social marketing campaign launched by the Health Sponsorship Council (HSC) as part of the Ministry of Health's HEHA strategy. FOF is designed to help parents establish healthy eating practices for children and offers tips and advice consistent with the nutrition guidelines promoted in schools (Health Sponsorship Council, 2007).

HBM	Health Belief Model	The HBM is a model which posits that health behaviour is a function of the perceptions an individual has of vulnerability to an illness and the perceived potential effectiveness of treatment with respect to deciding whether to seek medical attention (Rosenstock, 1966, 1974a, 1974b).
HEHA	Healthy Eating - Healthy Action: Oranga Kai - Oranga Pumau	The New Zealand Ministry of Health strategy designed to address the areas of nutrition and physical activity in order to reduce the risk of non-communicable diseases such as cardiovascular disease, diabetes, cancer and obesity (Ministry of Health, 2004a).
HOI	Health Outcomes International	HOI is a healthcare management consultancy firm that provides support to health planners, funders and service providers to achieve their goals. HOI offers a wide range of services to both public and private sector clients, based on evidence based models of effective and efficient practices (Health Outcomes International, 2007).
HPS	Health Promoting School(s)	In HPS health is viewed as a holistic concept where members of the school community work together to identify and address health issues. Schools choose specific interventions to address issues of importance to their community (World Health Organization, 2003b).
HSC	Health Sponsorship Council	The HSC is a New Zealand government agency that promotes health and healthy lifestyles. We do this by developing and delivering health promotion and marketing programmes (Health Sponsorship Council, n.d.).
ICT	Information and Communication Technologies	ICT includes electronic information-processing technologies such as computers and the Internet, as well as fixed-line telecommunications, mobile phones and other wireless communications, networks, broadband, and various specialised application devices ranging from barcode scanners and Braille readers to global positioning systems (GPS). ICT devices can be embedded in other machines and appliances to increase their functionality, from watches and washing machines to cars (Digital Strategy, n.d.).
IM	Integrated Model of Behaviour Change	The IM is a framework which posits that performance of a given behaviour is a function of whether an individual has a strong intention to perform the behaviour, the necessary skills and abilities to do so and whether there are environmental constraints preventing performance of the behaviour (Fishbein, 2000; Fishbein, Hennessy, Yzer, & Douglas, 2003).
IMC	Integrated Marketing Communications	The coordination and integration of all marketing communications tools, avenues and sources within a company into a seamless program that maximises impact on consumers and other end users at minimal cost (Clow & Baack, 2002).
MPR	Marketing Public Relations	The marketing aspect of public relations. See also Public Relations (PR).
NAG	National Administration Guidelines	The NAGs for school administration set out statements of desirable principles of conduct or administration for specified personnel or bodies (Ministry of Education, 2008a).
NEG	National Education Guidelines	The NEGs are defined by Sections 60A of the Education Act 1989 and have four components: national education goals (desirable achievements and government policy objectives for the school system), foundation curriculum policy statements (concerning teaching, learning, and assessment), national curriculum statements (regarding areas of knowledge and skills for students) and NAGs (relating to school administration) (Ministry of Education, 2008a).
NZCER	New Zealand Council for Educational Research	The NZCER is an independent, educational research organisation that provides educators, students, parents, policy makers and the public with innovative research, analysis and advice (New Zealand Council for Educational Research, 2008a).
OECD	Organisation for Economic Co-operation and Development	The OECD is an inter-governmental organisation that provides the setting for democratic and market oriented countries to study and develop economic and social policies with the ultimate aim of maximising economic growth. New Zealand joined the OECD in 1973 (Ministry of Foreign Affairs and Trade, 2009).

PE	Physical Education	As in the Health and PE Curriculum, which focuses on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts (Ministry of Education, 1999).
PHA	Public Health Association	The PHA is a voluntary association which promotes public health and influences public policy (Public Health Association, 2008b).
PMP	Perceptual Motor Programme	PMP is a motor coordination programme which aims to develop children's motor skills that are foundation skills for many activities in the classroom (Moving Smart Ltd., 2009).
PMT	Protection Motivation Theory	PMT describes adaptive and maladaptive coping with a health threat as a result of two appraisal processes. Appraisal of a health threat and appraisal of coping responses result in the intention to perform adaptive responses (protection motivation) or may lead to maladaptive responses (Rogers, 1975; 1983).
PR	Public Relations	PR is promotional efforts targeted at corporate constituencies such as employees, stakeholders and consumers intended to create goodwill for a company's image (Chitty, Barker, & Shimp, 2005).
SCT	Social Cognitive Theory	SCT states that people learn from each other through methods such as observational learning and role modelling, which are mediated by cognitive processes (Bandura, 1977, 1986).
SPARC	Sport and Recreation New Zealand	SPARC is the government agency responsible for sport and physical recreation in New Zealand. Their mission is to see all sport and physical recreation organisations operating effectively, individually and collectively, as part of a sport and physical recreation system that achieves outcomes that matter to New Zealanders (SPARC, 2008b).
TBC	Television Broadcasters Council	The TBC is an industry organisation representing the non-competitive interests of free-to-air television broadcasters in New Zealand. The members are MediaWorks TV, Television New Zealand and Māori Television (Television Broadcasters' Council, n.d.).
TPB	Theory of Planned Behaviour	The TPB extends the TRA by adding perceived behavioural control as a determinant of intentions and behaviour (Ajzen, 1988, 1991).
TRA	Theory of Reasoned Action	The TRA was designed to explain all behaviour under voluntary control. Intention is the proximal determinant of behaviour, defined as the motivation required to perform a particular behaviour. A person's behavioural intention depends on their attitude about the behaviour and subjective norms (Ajzen & Fishbein, 1980).
WHO	World Health Organization	The WHO is the United Nations specialised agency for health. WHO's goal is the attainment by all peoples of the highest possible level of health.