

Classification & Types of Brand Engagement Activities with respect to K-12 International Schools in India

¹Abhijeet Wairagade,² Dr. Abhishek Mukherjee

¹Ph.D Research Scholar, Ramcharan School of Leadership, Dr Vishwanath Karad MIT World Peace University, Pune

²Assistant Professor, School of Business, Dr Vishwanath Karad MIT World Peace University, Pune

Abstract

Within the ever-evolving domain of education, K-12 international schools in India are progressively acknowledging the crucial significance of implementing strong brand engagement strategies to effectively navigate the competitive environment. This research study explores the changing importance of brand engagement initiatives in establishing relationships with a wide array of stakeholders, encompassing students, parents, educators, personnel, and the wider community. The research highlights the complex and diverse aspects of brand engagement, classifying various activities into several categories, both in the digital realm and in physical spaces, which collectively contribute to cultivating a robust sense of community, recruiting potential families, and demonstrating the school's dedication to achieving high standards.

Education professionals play a crucial role as primary stakeholders in this context, equipped with the expertise to classify and customize marketing tactics according to efficient approaches for diverse target audiences. There are significant implications for a series of engagement activities, too: prospect interaction; alumni reunions; co-operative partnerships and student projects. Each activity has its own important role in building healthy connections, strengthening community solidarity and creating conditions that give schools a competitive edge in the ever-changing educational market.

The objective here is to offer educationalists a comprehensive reference work that examines and explains successful methods of engaging with the brand in India's highly competitive K-12 international school market. The lessons learned can also help design targeted marketing plans, navigate cultural differences and refine educational opportunities. This is important information for those people responsible in the educational setting who put together brand engagement strategies.

Introduction

Surrounding the education industry in general, and K-12 International schools placed within India in particular, a noticeably more intense environment of building brand engagement strategies has taken shape. Brand engagement is the word now used instead for a process that was once termed image building. It involves creating powerful links with entrant, current and relevant audiences-this has become an integral part of educational institutions 'marketing strategies. This represents a big change in the way educational institutions relate to their many stakeholders.

With the importance of connecting with students, parents, teachers and staff in families as well as associations far beyond schools widely recognized these days there is a greater understanding that brand engagement activities need to be taken seriously within K-12 international private school contexts. In the endeavor to provide a holistic education, it is now necessary for these educational institutions to understand and execute brand engagement activities.

In this particular context, education experts are valuable contributors. A thorough understanding of the different categories of brands' involvement activities can help people to formulate appropriate and targeted marketing strategies. With this understanding, professionals can choose to engage in activities most compatible with the needs and interests of many parties-for example students, parents, instructors or teachers; staff members fighting for economic security; as well as neighbors within a global community.

These various forms of activities in brand engagement help education professionals develop and maintain connections with all related parties. Knowing successful engagement strategies, for different groups such as parents and the wider community will enable professionals to build relationships which transcend more structured educational exchanges.

On the other hand, education professionals are able to plug in or enhance both online as well as offline platforms for those with an interest by shaping them around their stakeholders 'interests and behavior. It assures that the communications get to their target audience in a way that is both engaging and impactful. Therefore, K-12 international school educational professionals must have an in-depth understanding of the different types and varieties of brand involvement activities. This understanding lets them tailor marketing techniques, deepen bonds with their stakeholders, pick efficient channels of communication; promote

community building for the school as a whole and build competitive advantage in joining forces to have your say. It also helps you negotiate cultural sensitivities and get more engagement among parents.

Literature Review

The development of technology and the digital world has impacted on various changes in brand engagement landscape; there is now a shift from traditional offline activities to dynamic online methods. This review of the literature considers important research that investigate differences between offline and online engagement activities, emphasizing their unique characteristics as well as brand management repercussions. Many studies have studied the intricate dynamics of brand involvement online, showing it is multifaceted and dynamic (**Brodie et al., 2013b; Dessart et al.**). This involvement is influenced by various elements such as social presence and characteristics of customer-brand connection (**Malciute et al., 2013**). According to **Osei-Frimpong and McLean (2018)**. Social media platforms, content marketing and influencer partnerships offer brands a chance to connect with customers instantaneously and interactively on an international scale in real-time (**Brodie et al., 2013b; Osei-Frimpong & McLean, 2018a**). As per **Brodie et al. (2013b)**, most of these techniques enhance customer satisfaction, loyalty, empowerment relationships connection emotional bonding trust and commitment. the authors (**Tiwari Garg, 2023**) emphasize that online and offline learning should be used in combination; they point to the issues of an exclusively online program. **Sutherland et al., (2018)** found that while social media can cultivate a sense of community among students in their academic environment, it is rarely used to facilitate offline connections. Although they both highlight the potential advantages of digital and online resources in boosting student learning and comprehension, (**Wong, 2013**) and (**Sivasankaran & Karthikeyan, 2021**) also draw attention to the difficulties and demands that students encounter in a typical classroom. All of these studies point to the importance of conventional offline engagement activities, but also the necessity of a well-rounded strategy that includes digital tools and resources. Numerous studies have looked into marketing plans for foreign schools, especially those serving K–12 students. The significance of having an online presence and marketing strategy is emphasized by both (**Gomes & Murphy, 2003b**) and (**Bunnell, 2005**), with Gomes stressing the Internet's role in student recruitment and Bunnell pointing out the widespread use of marketing strategies designed to draw in more students. Relationship marketing is covered in (**Ferguson et al., 2021**) and the expanded marketing mix is covered in (**Burton et al., 2022b**). Burton's work in Indonesia indicates that product and promotion are critical to any marketing tactic while Ferguson, through his study at the Singapore Intercultural School Bona Vista, emphasizes on how both traditional platforms and digital can be used for pre-sales activities as well those of after-sale in addition. All of these studies point to the importance of relationship marketing, strategic marketing strategy, and having a strong web presence for K–12 foreign schools looking to generate leads. Although there is little research on marketing engagement initiatives in Indian K–12 schools, studies conducted in higher education institutions highlight the value of social media outreach (**Swaminathan et al., 2013**) and the expanding significance of online marketing techniques (**Vyas & Sharma, 2013**). It has been observed that there is a movement towards a more strategic approach to marketing with the rise of marketing experts in schools (**McDonald et al., 2019**).

Both (**Manggarani, 2018**) and (**Nguyen et al. Sullivan, 2018 b**) provides a case study which shows the value of both formal and informal activities in promoting foreign student engagement at small, private institutions. 2024 (**Steinhoff et al., 2022**), however, offers a more comprehensive perspective by covering the institutional sociological cultural and economic factors that can influence customer engagement strategies in global marketplaces. This idea of the brand engagement journey is supported by numerous studies. As part of their research on the characteristics and forces behind customer engagement with firms, (**Malciute, 2013**) focuses on the role that online social media played in fostering such interaction. By identifying the underlying motives of consumers and providing a theoretical model that links involvement to its reflective features, as well as precursors (**Reyes, 2011**) and (**Freitas & De Almeida, 2017**) Collectively, these studies highlight the importance of understanding how to create and nurture brand engagement as a complex, ongoing process. Activities of building brand awareness outside and inside the instructional environment can take place as combined or separated activities. Community service projects, parent engagement programs and content marketing through various media channels also form part of the branding mix alongside their distinguishing visual elements such as logos, school colors and mascots. Due to every one of these projects, parents, students and the public in general have a range of interpretations regarding this brand.

The purpose of this study paper is to categorize K–12 international schools based on the diverse strategies they employ in terms of brand engagement. This study will help educational professionals in understanding better about the various types of brand engagement initiatives.

Research Purpose Statement

To analyze how are brand engagement activities classified and what types of activities are uniquely formulated for K – 12 International Schools

Research Objectives

- 1) To categorize Brand Engagement practices relevant to K-12 International Schools
- 2) Identifying the types of brand engagement activities chosen by K-12 International Schools

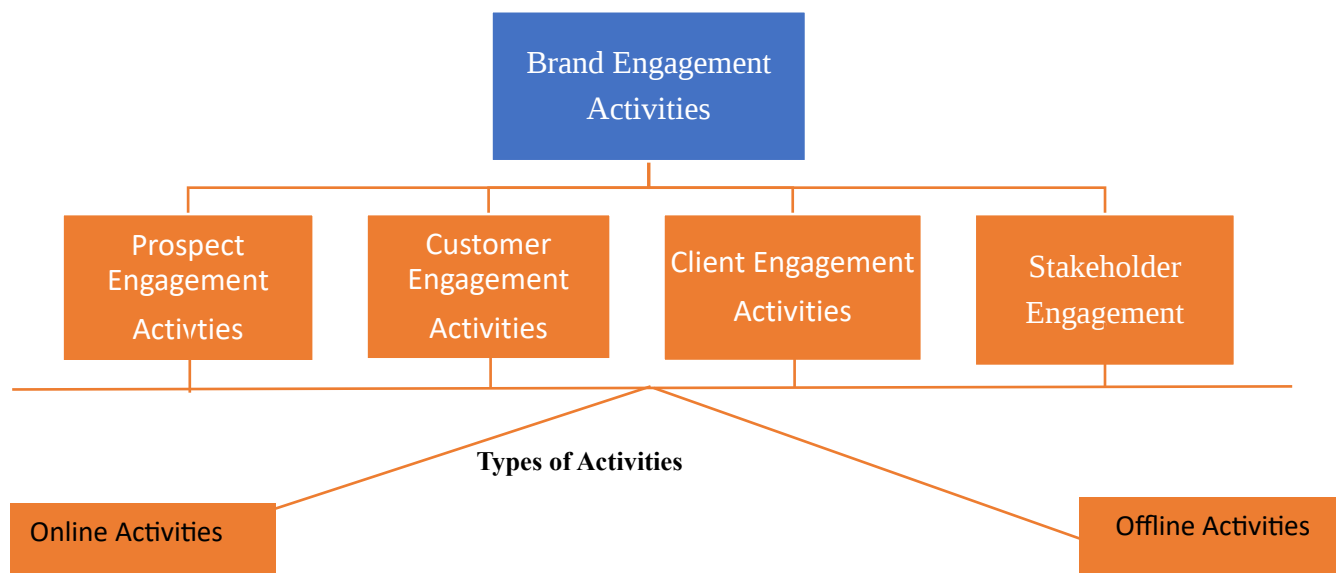
Research Methodology & Data Collection Method

The data was obtained through face-to-face online interviews with 15 education professionals, including marketing and academic experts, who are affiliated with K-12 international schools in Mumbai. Participants were chosen based on their specific positions and responsibilities in marketing, as well as their involvement in the development and implementation of brand engagement activities. A thorough examination of the available literature on brand engagement in K-12 international schools, marketing tactics, and educational practices was undertaken to categorize activities. This entailed doing a comprehensive analysis of scholarly publications and other literature to discern the distinctions among customer, prospect, client, and stakeholder involvement. In addition, the classification system underwent validation through face-to-face interviews with Marketing & Academic experts employed in K-12 International Schools. The feedback gathered during this procedure was integrated to enhance the categorization and guarantee its relevance and correctness. The qualitative responses underwent thematic analysis to extract significant insights and major themes pertaining to the classification and types of brand engagement in K-12 international schools. A purposive sample strategy was used to guarantee the inclusion of individuals from different positions within K-12 international schools. The objective was to encompass a wide array of viewpoints, encompassing those of educational professionals, marketing specialists, and administrators.

Research Findings

In view of the prevailing competitiveness in education sector, it has become necessary for K-12 international schools in India to develop strong brand engagement initiatives. Brand engagement means developing strong relations with potential and current students, parents etc. who have an interest in the school's success. Through active interaction with these target groups, schools have the potential to cultivate a favorable brand image and cultivate a sense of allegiance among stakeholders.

K-12 International schools in India have at their disposal a variety of brand engagement activities that can be employed to effectively accomplish their marketing objectives. These activities can be categorized into the following classifications.



Prospect engagement encompasses the processes of alluring, establishing connections with, and providing guidance to prospective students and their families, with the aim of facilitating a purposeful trajectory towards enrollment. Typically, these actions are undertaken with the aim of generating prospective leads and subsequently converting them into admissions.

Within the realm of educational institutions and their respective student bodies, the terminology "customer" or "client" is occasionally employed metaphorically; nonetheless, it fails to encompass the intricate nature of the association. Students are frequently regarded as more than mere clients, as they embody the role of learners, while educational institutions prioritize instructional aims rather than solely focusing on business-oriented goals.

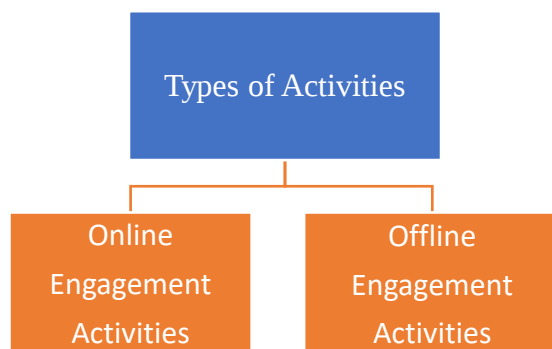
The term "stakeholder" is frequently employed to characterize the association between educational institutions and their student body. Students, in conjunction with parents, educators, school administrators, and the wider community, collectively constitute the various stakeholders involved in the educational process. This statement acknowledges the complex and diverse aspects of the educational relationship, wherein the emphasis is placed on the acquisition of knowledge, individual growth, and the overarching objectives of education, rather than a mere transactional exchange between a consumer and a seller.

Typically, the aforementioned categories of engagement activities are oriented on cultivating favorable connections with crucial stakeholders. This phenomenon can result in a multitude of advantages, such as heightened sales figures, enhanced levels of client contentment, and fortified alliances with partners and investors.

Presented below is a tabular representation that succinctly outlines the fundamental distinctions among prospect engagement, customer engagement, client engagement, and stakeholder engagement.

Sr.no	Engagement Type	Definition	Activities
1.	Prospect engagement	Building relationships with potential customers	Identifying target prospects, reaching out with personalized messages, nurturing through the sales funnel
2.	Customer engagement	Building relationships with existing customers	Providing customer support, responding to feedback, offering loyalty programs
3.	Client engagement	Building relationships with clients	Providing regular updates, seeking feedback, involving clients in project development
4.	Stakeholder engagement	Building relationships with all people with an interest in or are affected by an organization or project	Communicating with stakeholders, addressing their concerns, involving them in decision-making

Types of Activities



A) Online Engagement Activities

1) Engaging through social media platforms

Social media engagement encompasses a diverse range of tactics that entail actively engaging with an audience across several social media platforms, including but not limited to Facebook, Twitter, Instagram, and LinkedIn. A key component involves frequent and timely distribution of updates, news and announcements as a way towards developing an active-involved online presence for the K 12 International School. The regular posts serve the purpose of sharing pertinent information about school activities, student accomplishments and forthcoming events so fostering an atmosphere of transparency in facilitating open lines of communication. Also, the level of involvement goes beyond one-way communication by including interactive elements. The involvement of polls, questionnaires and quizzes creates an environment that is all inclusive whereby the participation from parents, students as well as stakeholders would have complete freedom to air their point s or preference.

2) Conducting Informative Webinars

International K-12 Schools use informative webinars as one of the proactive measures to ensure that students and parents get useful information across a broad spectrum of issues. These webinars serve a two-fold purpose; the internal school community's needs are met, as well as those of potential students and parents. These webinars are channels for further educational development among kids and opportunities to develop strong links with parents through the discussion of matters such as academic achievements, current trends in education or new approaches that have been developed regarding good parenting. These webinars are intentionally crafted to attract potential students and parents who might consider getting enrolled. In order to optimize engagement, schools use social media platforms as an effective tool for promotion. The use of such social media platforms as Facebook, Twitter, Instagram and LinkedIn by educational institutions allows them to reach out to much larger audiences for their webinars hence leading a higher registration rate. So this strategy ensures that the educational content delivered in the webinars does not only benefit those who are part of the present school community but also serves as an effective means to encourage individuals considering admission into K-12 international school's program.

3) Organizing Interactive & Virtual Events

The international k-12 schools organizes a variety of activities, including annual day performances flag raising ceremonies university connect programs Ted-ed presentations alumni engagement webinars guest speaker sessions online contests virtual career fair panel discussions and parents workshops. Most importantly, such events are broadcasted effectively in a virtual manner through platforms like Facebook and YouTube. the school community greatly benefit from using a composite virtual and physical strategy; they meet the needs of students as well as parents in an effective manner. These events contribute to the overall development of students and help strengthen a positive relationship with parents by providing helpful information and experiences. From an outside point of view, the use of virtual streaming technology is a powerful marketing tool for the school because it raises awareness and gives everyone access to information on its lively community life and all sorts of offers that are available through another platform. By using such platforms as Facebook Live or YouTube Live, K-12 international schools can broaden their audience; attract more attention to their brand and create a stimulating online environment that could positively affect the families' decision making.

4) Content Engagement

A content engagement strategy has proved to be a very effective marketing tool for K-12 International Schools. Its main idea includes the conscious production, distribution and communication with helpful Various platforms such as blogs, social media and newsletters allow schools to showcase their unique educational offers, accentuate student achievements and share the school's philosophy of education. This also strengthens the school in an authoritative figure related to education but at the same time builds proactive participation and interaction with parents, students and even other members of society. Additionally, the availability of coherent information that is educational in nature plays an important role as far increasing a website's visibility on search engines so as to attract potential parents and students. At its core, the act of interaction with material serves as a powerful tool to communicate values and beliefs associated with an educational establishment, create positive perceptions around branding strategy in order inspire interest among communities that are active or potentially vivid.

For instance, the process of spreading student's blogs, teachers', and even parents'. Furthermore by posting their respective links in different social media sites. Additionally, constant uploading of videos and pictures demonstrating what kids are doing on social media platforms.

5) Email Marketing – Application in K-12 International Schools

Email marketing is a method that involves the use of electronic mail in order to market products, services or events by reaching out to a specific audience. It entails using strategic email campaigns

The use of email marketing is worthwhile given that it allows the parents to engage actively in school related activities, prompting youngsters' interest and facilitating dissemination of critical information regarding K-12 international schools among all stakeholders.

Email marketing to external audience

Email marketing is one strategy that can greatly benefit the use of external marketing in K-12 foreign schools. This allows educational institutions to form relationships with others outside, such as prospective parents, alumni and the society at large. By utilizing clearly targeted marketing strategies, educational establishments have the potential to spread engaging information about their course offerings, achievements and future events. Efficient dissemination of admissions material, virtual tours and testimonials can yield engagement towards parents interested to learn about the institution. The use of outside email marketing strategies also helps to build up a positive image about the brand, attracting potential students and sustaining relationships with alumni in order for an educator community that is dynamic and supportive.

Email marketing to internal audience

Email marketing is one type of internal marketing that can be used to help create efficient communication and active involvement among the community members within an educational institution. Their newsletters sent regularly are a medium of communication to keep the present school parents updated about various issues concerning the school, such as events that took place in their learning institution and academic performing updates aside from major announcements. The platform works as a tool to promote the internal activities such as parent-teacher meetings or school shows, and increases participation and engagement. The use of the email as a tool for communicating directly between teachers and parents serves to improve this relationship, allowing information on student development activities to be transmitted easily while providing an environment in which cooperation can take place. Further, the alumni engagement activities like sending out newsletters or invitations to events help create a feeling of continuity and community in an educational institution. In relation to the K-12 international school market, internal email marketing is a key factor in helping establish and maintain strong relationships among students; parents; teachers; and graduates.

6) Utilizing Interactive Learning Platforms

Interactive learning systems do not only improve the educational experience of students but they are also powerful tools that show commitment in leading education towards innovative pedagogy by an education institution. By incorporating features including virtual classrooms, interactive simulations and collaborative projects schools can demonstrate their dedication to innovative teaching practices. The focus on active and technology-savvy learning matches the interests of prospective parents who are looking for a modern, all-encompassing pedagogical environment for their children. Additionally, using these platforms in promotional materials and incorporating their use during virtual open homes provides tangible evidence of the institution's focus on innovative educational technologies that set it apart from others in a competitive education market. Interactional learning platforms are one of the most important characteristics in terms of K-12 international schools.

7) Features of Interactive Websites

One of the critical marketing strategies used by K-12 international schools is to incorporate interactive features on their websites. Virtual tours see to give an immersive digital environment that creates a visual image of the school's facilities with its aesthetic introduction. Multimedia galleries can be used as platforms for displaying the activities and achievements generated by students and enable a colorful, comprehensive representation. The usage of online admission forms helps streamline the registration process, illustrating how the university is committed to efficiency in its operations. Live chat support has been seen as helpful in promoting user engagement since it offers timely help, resolves queries and enables direct interaction with potential parents.

The addition of event calendars and blog posts on the school website helps in passing to the community information about forthcoming activities. Further these parts provide some vital and regularly updated stuff implying that the school as an educational institution. Responsive design is a concept of designing any website in order to provide the best possible viewing experience across various devices, which essentially helps broaden its audience reach potential. The utilisation of social media sites broadens the reach to educational institution and promotes positive digital reputation. Parent portals enable enhanced communication and transparency between educational institutions and parents; this results in a flourishing, reciprocal relationship.

Chatbot integration improves the interactivity level. Chatbots provide instant answers to queries, customised assistance and enhance customer convenience. This characteristic improves positive and seamless digital interaction, showing the institution's commitment to technology-focused engagement and customer satisfaction. When considered collectively, the interactive elements combine to improve overall online presence of K-12 international schools and therefore have a positive impact on their marketing strategies.

B) Offline Engagement Activities

1) The meetings of the Parent Teacher Association

Parent-teacher meetings are crucial for the success of K-12 schools in creating trust, showing academic achievements and proving commitment to teaching by individual approach. These meetings provide such a platform to showcase the out of school activities, address complaints and encourage patronage with positive word-of mouth. Thus, the ability to ask for parents' opinions gives educational institutions a tool that could help them implement improvements as well as continuously show their commitment towards further development. Through these interactions, schools can connect with parents, build community relationships and demonstrate their commitment to ensure the all-around growth and success of their kids through a positive environment as well as both physical and digital platforms.

2) Parents Lectures and seminars

In-the person seminars and workshops for students and parents are good marketing strategies in K12 schools. As for the internal factors, these occasions contribute to enhancing school's reputation as they show its commitment to a holistic education. From outside the picture, these events are marketing tools that generate positive word-of-mouth since satisfied parents spread their story. Furthermore, the seminars can be attractive for potential parents and students thus generating queries and increasing interest to learn in this educational institution. These engagements make for terrific personal interactions that further strengthen communal loyalty and provide the institution with an apt platform to showcase its fields of competence, scholarly achievements, special services – thereby successfully promoting itself among both internal constituencies and offsite stakeholders.

3) School Events: Sports, Arts, Cultural, and Festivals

The K-12 International School effectively involves its pupils with a wide array of activities, encompassing sports competitions, Tech Fests, Arts Festivals, Science Festivals, Cultural Festivals, Career Fairs, and other similar events. Significantly, the educational institution offers invites to the parents of currently enrolled pupils, fostering a cooperative and all-encompassing atmosphere. These events not only contribute to the students' overall educational experiences but also provide an opportunity for parents to directly observe their children's accomplishments and skills. The implementation of an inclusive approach that involves parents contributes to the cultivation of a robust feeling of community and loyalty. As parents observe the school's dedication to delivering a comprehensive education, they naturally assume the role of advocates for the institution, so adding to positive word-of-mouth promotion. Consequently, this fosters the enhancement of the school's brand image, both internally among the current community and externally, thereby appealing to potential parents and students who desire a well-rounded and captivating educational setting. The K-12 International School is also successful in developing a positive image and fostering an atmosphere of enthusiasm that goes beyond its current student body, influencing therefore the overall marketing strategy.

4)The Alumni Reunion

These events help to create a sense of camaraderie, trigger memories and foster loyalty among the alumni. As physical proof of the school's capacity to foster talent and support long-term relationships, we can cite about alumni who have had great successes in various fields. When people associated with the school achieve something noteworthy, it contributes positively to the ratings and recognition of that university because they would demonstrate how seriously this higher institute takes providing good education. Further, the connections forged at these events often lead to valuable networking opportunities that help support an institution's long-term success and attract interested students and parents who are drawn by a strong sense of community spirit along with notable accomplishments by graduates.

5) Working collaboratively with preschools, schools and corporations.

The strategic marketing approach for international K-12 schools would be through the formation of alliances and associations with kindergartens, educational institutions, and companies. By partnering with preschools, K- 12 schools have the opportunity

to form relationships early on amongst future students and their families so that they can continue receiving quality education without hindering them. Collaboration with other educational institutions, especially those that function as feeder schools can improve the process of student transition between different levels in a shared education system. Establishing links with corporations could provide unique opportunities for internships, mentoring programs and sponsorships therefore enhance the services of an educational institution as well as strengthen its image. Furthermore, partnerships between corporations could possibly offer financial support and access to the relevant resources that can be used in developing specialized programs and infrastructure. More importantly, these partnerships often benefit the employees of the corporate partners by lowering fees while forming a symbiotic relationship that maintains school's place within educational ecosystem as well as enhances its appeal to prospective students and parents.

Sponsorships are financial help being given by either organisational or individual entities to individuals, activities and topics in return for promotion perks.

Sponsorships act as a powerful marketing mechanism for the K-12 international schools, providing opportunities for engagement within communities, development of awareness about their brands and concerted targeting campaigns. Promoting local events, sports clubs or cultural forums provides stronger brand visibility via both digital and physical media. Activities sponsored by the school are beneficial because they enable the establishment of contacts with parents, community representatives and other potential students.

7) Residential Societies Engagement Activities

K-12 international schools have potential opportunities of attracting the attention to prospective consumers through various captivating residential activities implanted. Some of the possible initiatives that could be set up include Boarding Experience Weekends, Cultural Immersion Programs , STEM or Arts Camps, Outdoor Education Retreats , Parent-Child Retreat Sand so on and forth. These residential experiences provide potential students and their parents with the first hand views at what an institution has on offer in terms of physical infrastructure, educational curricula as well uniqueness. By promoting cultural diversity and showing the school's dedication to academic excellence and personal growth, these activities become effective tools that bring out direct demonstrations of the institution values and community ethic. Therefore, they contribute to improving the promotional strategy of the school.

8) Student-led initiative

K-12 International Schools can employ student led initiatives that could serve as a notably effective means of marketing. Encouraging students to undertake leadership roles within the organization and implementation of events, projects and community activities increases a sense of ownership as well as esteem while demonstrating that the school cares about their growth. The student life at the school is active, involved in various activities such as clubs, projects community service and special events. In addition, there is a good chance that potential parents will be affected by the revealed qualities of leadership, creativity and initiative among students which would enhance the school's general appealability overall. The amazing story of student-led projects, as reflected by their authenticity and vitality facilitates a connection with prospective customers in terms of visualizing the school as an exciting place for learning where students are engaged participants.

9) Promoting Family Engagement

K-12 International Schools deliberately design the Family Connect Day as an effort to engage with outgoing prospective parents. In this event, parents are invited by the educational institution to have personalised interactions with teachers in order to address alluring questions and learn more about teaching strategies. Simultaneously, activities are carefully planned for the kids to ensure a highly beneficial and immersive experience. Adoption of that dual-focused strategy allows for not only direct and personal communication between parents and academic personnel but also acts as the proof of school's commitment to family engagement in general, comprehensive education. Family Connect Day functions as an efficient marketing tool because it creates positive, inclusive ideas among possible families through its focus on openness, communication and the nurturing atmosphere of education.

Conclusion

In the highly competitive environment of education, K 12 international schools in India are more and more recognizing that brand identification tactics is one of the most crucial areas to focus on. This switch is an important move on how these establishments make connections with a variety of people involved like students, parents, teachers and staff as well to the larger society. As educational institutions seek to provide wholesome educational experiences, the understanding of various facets associated with brand engagement activities has indeed become crucial. Education specialists play an important part in the distribution and individualization of marketing strategies, using effective engagement methods that have been adapted to suit

specific groups based on their features. The results underline various types of engagement strategies available to K-12 international schools in both the digital and physical planes, so they can build positive relations with stakeholders while boosting their overall marketing efforts. From the engagement of potential prospects to the organization of alumni reunions, collaborative partnerships, and student-led initiatives, each of these activities serves a vital function in cultivating a robust sense of community, enticing potential families, and demonstrating the school's unwavering dedication to achieving high standards of excellence. The thorough classification of these activities offers a great asset for education professionals who aim to customize their marketing strategies, manage cultural intricacies, and establish a competitive position for their institutions within a continuously expanding educational environment.

References

- [1] Dessart, L., Veloutsou, C., & Morgan-Thomas, A. (2015). Consumer engagement in online brand communities: a social media perspective. *Journal of Product & Brand Management*, 24(1), 28–42. <https://doi.org/10.1108/jpbm-06-2014-0635>
- [2] Malciute, J. (2013). Customer brand engagement on online social media platforms: a conceptual model and empirical analysis. <https://www.semanticscholar.org/paper/Customer-Brand-Engagement-on-Online-Social-Media-A-Malciute-Chrysochou/a883855fec75f5650f794f01065c1a8889093f>
- [3] Reyes, A. (2011). Brand engagement: an analysis on motivation. <https://www.semanticscholar.org/paper/Brand-engagement%3A-an-analysis-on-motivation-Reyes/eda80a5a37a995164f5fe1df3ee7373f7abf26f7>
- [4] Freitas, F. D., & De Almeida, V. M. C. (2017). Theoretical model of engagement in the context of brand communities. *Brazilian Business Review*, 14(1), 86–107. <https://doi.org/10.15728/bbr.2017.14.1.5>
- [5] Mollel, N. L., & Onyango, D. O. (2021). The role of adult education graduates in improving secondary school education: a case of Nyamagana District, Tanzania. *East African Journal of Education and Social Sciences*, Issue 2 (April to June 2021), 65–71. <https://doi.org/10.46606/eajess2021v02i02.0076>
- [6] Brodie, R. J., Ilić, A., Jurić, B., & Hollebeek, L. D. (2013b). Consumer engagement in a virtual brand community: An exploratory analysis. *Journal of Business Research*, 66(1), 105–114. <https://doi.org/10.1016/j.jbusres.2011.07.029>
- [7] Dessart, L., Veloutsou, C., & Morgan-Thomas, A. (2015b). Consumer engagement in online brand communities: a social media perspective. *Journal of Product & Brand Management*, 24(1), 28–42. <https://doi.org/10.1108/jpbm-06-2014-0635>
- [8] Malciute, J., & Chrysochou, P. (2013). Customer Brand Engagement on Online Social Media Platforms: A Conceptual Model and Empirical Analysis.
- [9] Osei-Frimpong, K., & McLean, G. (2018). Examining online social brand engagement: A social presence theory perspective. *Technological Forecasting and Social Change*, 128, 10–21. <https://doi.org/10.1016/j.techfore.2017.10.010>
- [10] Tiwari, S., & Garg, R. J. (2023). Technological impact of online and offline teaching in Indian context. *Veethika: An International Interdisciplinary Research Journal*, 9(1), 12–16. <https://doi.org/10.48001/veethika.2023.09.01.003>
- [11] Sutherland, K. E., Davis, C., Terton, U., & Visser, I. (2018). University student social media use and its influence on offline engagement in higher educational communities. *Student Success*, 9(2), 13–24. <https://doi.org/10.5204/ssj.v9i2.400>
- [12] Wong, L. (2013). Student Engagement with Online Resources and Its Impact on Learning Outcomes. *Journal of Information Technology Education : Innovations in Practice*, 12, 129–146. <https://doi.org/10.28945/1829>
- [13] Sivasankaran, P., & Karthikeyan, R. (2021). INDUSTRY 4.0 CHALLENGES AND IMPLEMENTATION IN EDUCATION SECTOR IN INDIA. *International Journal of Research - Granthaalayah*, 9(5), 74–85. <https://doi.org/10.29121/granthaalayah.v9.i5.2021.3911>
- [14] Gomes, L., & Murphy, J. (2003b). An exploratory study of marketing international education online. *International Journal of Educational Management*, 17(3), 116–125. <https://doi.org/10.1108/09513540310467787>
- [15] Bunnell, T. (2005). Strategic marketing planning in international schools. *International Journal of Educational Management*, 19(1), 59–66. <https://doi.org/10.1108/09513540510574957>
- [16] Ferguson, C. Y., Paramita, H., & Ratnasari, I. (2021). Relationship Marketing activities in building Customer-Oriented marketing services. *Kanal Ilmu Komunikasi*, 9(2), 65–69. <https://doi.org/10.21070/kanal.v9i2.1014>
- [17] Burton, R., Aprianingsih, A., & Ooi, S. K. (2022b). THE ROAD AHEAD FOR INDONESIA'S INTERNATIONAL SCHOOLS: THE EXTENDED MARKETING MIX PERSPECTIVE. *International Journal of Education, Psychology and Counseling*, 7(47), 148–165. <https://doi.org/10.35631/ijepc.747014>

- [18] Swaminathan, T. N., Harish, A., & Cherian, B. (2013). Effect of social media outreach engagement in institutions of higher learning in India. *Asia-Pacific Journal of Management Research and Innovation*, 9(4), 349–357. <https://doi.org/10.1177/2319510x14523101>
- [19] Vyas, C., & Sharma, R. (2013). Online and offline marketing strategies by Indian Colleges and Universities: A Comparative analysis of Students' perception. *Jindal Journal of Business Research*, 2(2), 116–126. <https://doi.org/10.1177/2278682115608459>
- [20] McDonald, P., Pini, B., & Bartlett, J. L. (2019). The emergence of the marketing professional in schools. *British Journal of Sociology of Education*, 40(7), 883–900. <https://doi.org/10.1080/01425692.2019.1608813>
- [21] Nguyen, T. D., Sun, Q., & Ganesh, G. (2019). Exploring the role of decision-making factors in international student marketing engagement. *Journal of Marketing for Higher Education*, 29(2), 230–250. <https://doi.org/10.1080/08841241.2019.1638483>
- [22] Manggarani, C. A. (2018). THE ROLE OF CUSTOMER ENGAGEMENT ON CUSTOMER LOYALTY: A STUDY AT A PRIVATE HIGHER EDUCATION INSTITUTION. *Hasanuddin Economics and Business Review*, 2(1), 71. <https://doi.org/10.26487/hebr.v2i1.1483>
- [23] Sullivan, J. W. D. (2018b). A case study exploring international student engagement at three small, private colleges. *Journal of International Students*, 8(2), 977–1001. <https://doi.org/10.32674/jis.v8i2.123>
- [24] Steinhoff, L., Liu, J., Li, X., & Palmatier, R. W. (2022). Customer engagement in international markets. *Journal of International Marketing*, 31(1), 1–31. <https://doi.org/10.1177/1069031x221099211>