

Evaluating the use of social marketing as a tool to affect  
people's attitudes towards water safety, in particular for the use  
of the Land PAWS programme in Irish national schools

*by*

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## Abstract

This dissertation has been conducted with the aim of identifying the social marketing carried out by Irish Water Safety, focusing specifically on children in national schools who can avail of the Land Primary Aquatic Water Safety (PAWS) programme. Social marketing has evolved as a marketing strategy which involves campaigns that aim to change individual behaviour as well as global behaviour in diverse fields, such as health promotion and environment protection.

The Land PAWS programme has risen in popularity from only 262 participants in 2004 to 42,348 participants in 2016. This dissertation evaluates the use of the Land PAWS programme by teachers in national schools across Ireland. It is identified which aspects of personal safety are taught in national schools, in this way the researcher explores the teacher's interest in teaching water safety and examines how Irish Water Safety can improve the PAWS course for increased uptake.

The researcher has chosen to use surveys and semi-structured interviews as the primary research data collection methods for this dissertation. Secondary research involved a systematic literature review on all relevant research topics. The surveys were designed to identify trends relating to personal safety teachings of national school teachers in addition to the teacher's overall knowledge and awareness of the Land PAWS programme. Meanwhile, the semi-structured interviews were created, fuelled by the results of these surveys, to provide more in-depth responses.

The overall conclusion accomplished by this research demonstrates that Irish Water Safety has more work to do in spreading awareness and ensuring national uptake of the PAWS programme. Increased teacher awareness, resources and training are all required to improve the numbers partaking in the Land PAWS programme. From the extensive primary and secondary research conducted in this dissertation, noteworthy and valid recommendations were achieved that aim to assist Irish Water Safety in furthering the Land PAWS programme for the continued safety of our children.

## Plagiarism Declaration

I, Oisín Foden, confirm that I understand the definition of plagiarism in the context of academic work. I confirm that I have not committed plagiarism, nor have I colluded with any other student, in the preparation and production of this dissertation. I confirm this dissertation, completed in fulfilment of the requirements for the Masters of Science in Marketing, is all my own work and any text or diagrams obtained from other sources have been duly acknowledged and referenced.

SIGNATURE: .....

DATE: .....

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# **Chapter 1**

## **Introduction**

## 1.1 Background and Motivation

This study was prompted by the lack of research into social marketing being utilised in Ireland to prevent deaths by drowning. This dissertation has been conducted by the researcher with the aim of identifying the social marketing carried out by Irish Water Safety, focusing specifically on children in national schools who can avail of the Land Primary Aquatic Water Safety (PAWS) programme.

Russell-Bennett *et al.* (2013) state that in social marketing an enactor is a person or entity that is directly involved in the behavioural change process. Irish Water Safety, the enactor of this case study, is directly involved in promoting behavioural change with respect to people's attitudes to water safety awareness. In this dissertation, the importance of the role of the enactor is considered, with a particular focus on those at the service touchpoint that interact with both the policymakers (i.e. governmental educational ministers and national school principals) and the consumers (i.e. the national school teachers) to achieve behaviour change goals.

Rundle-Thiele and Wymer (2010) have stated that many students fail to learn about social marketing when completing general marketing educational degrees. This can be attributed to the fact that very few universities or colleges include social marketing classes in their course offerings. This ultimately results in fewer academic students being introduced to the field of social marketing. As a direct result, students are deprived of a complete understanding of marketing and the advancement of the social marketing discipline is impeded (McKay-Nesbitt *et al.*, 2012).

Following this, the researcher was aware that there is a scarcity of published literature to date that specially focuses on social marketing topics. However, the majority of such available literature focuses on positive health promotion; in particular in promoting a change in diet, quitting smoking or reducing alcohol consumption. The researcher felt that adding to this field of research, in terms of promoting a healthier attitude to water safety, would be a suitable direction to focus this dissertation and indeed may aid in encouraging future studies in this field.

## 1.2 Rationale

Irish Water Safety is a statutory body which promotes water safety in Ireland through educating people of all ages in water safety best practices. Irish Water Safety is a voluntary organisation, it comprises of 4,738 members who provide a variety of services to their local communities, such as swimming lessons, lifesaving lessons, surf lifesaving clubs and water safety awareness promotion. Irish Water Safety develops public awareness campaigns to promote necessary attitudes, rescue skills and behaviour to prevent drownings and water related accidents.

Water Safety Area Committees processed 24,794 Swimming, Lifesaving and Water Safety certificates in courses ran all over the Republic of Ireland. Irish Water Safety also issued 28,549 Primary Aquatic Water Safety (PAWS) certificates to national school children who completed the Land PAWS programme. Irish Water Safety promotes at a national level with campaigns targeting multiple media sources such as radio, television, print, online and cinemas. Irish Water Safety's mission statement from its website is as follows:

*'Through education and training, promote a stronger safety culture, attitude and behaviour for people on, in or near water. We strive to reduce drowning fatalities by increasing water safety awareness so that our aquatic environments can be enjoyed with confidence and safety.'*

Irish Water Safety has found it has to compete with other personal safety initiatives such as road safety, food safety and fire safety but to name a few. Irish Water Safety also has to compete in water safety awareness with Irish Coast Guard and the Royal National Lifeboat Institute. Water safety awareness in Ireland is required due to the high drowning rates Ireland has seen. Irish Water Safety stated that in 2016 a hundred and twenty-two people drowned in Irish waters; with nine of these victims under the age of twenty and three under the age of fourteen (Irish Water Safety, 2016).

To combat this worryingly high rate of drowning deaths in Ireland, Irish Water Safety runs the Primary Aquatic Water Safety (PAWS) programme. This programme was established in 2004 and has annual usage in approximately 10% of national schools in the country. The PAWS programmes can be taught both in the swimming pools, the Pool PAWS programme, and the classroom, the Land PAWS programme. This

dissertation will primarily focus on the Land PAWS programme taught in primary school classrooms in Ireland.

Under the national school curriculum, the Land PAWS programme falls under two strands; the Social, Personal and Health Education (SPHE) strand and the Physical Education (PE) strand. The PE curriculum is broken down further into six strands; Games, Athletics, Dance, Gymnastics, Aquatics, and Outdoor and Adventure. The strand units for Aquatics are; hygiene, water safety, entry to and exit from the water, buoyancy and propulsion, stroke development, water-based ball games and understanding and appreciation of aquatics (Department of Education, 1999). However an Irish National Teachers Organisation survey released in 2006 found that, in the year 2005, 30% of schools reported that aquatics was never taught (Irish National Teachers' Organisation, 2006).

In the SPHE strand, water safety can be taught through Irish Water Safety's Primary Aquatic Water Safety (PAWS) campaigns. The Land PAWS programme is a selection of lesson plans that can be taught in the classroom by the national school teacher alone, with no additional need for external resources or professional lecturers. Irish Water Safety provides all resources required to complete this programme including all videos, leaflets and posters as well as certificates on completion for all students. All resources required for the Land PAWS programme are supplied to the national schools free of charge at [www.paws.iws.ie](http://www.paws.iws.ie).

### **1.3 Dissertation Title**

“Evaluating the use of social marketing as a tool to affect people's attitudes towards water safety, in particular for the use of the Land PAWS programme in Irish national schools.”

### **1.4 Research Questions**

The main research questions addressed in this dissertation are the following:

- To examine the use of the Land PAWS programme,
- To identify which aspects of personal safety are taught in national schools,

- To investigate national school's teachers interest in teaching students water safety, and,
- To examine how Irish Water Safety can improve the course for National school teachers and students.

## **1.5 Researcher's Personal Motivation**

The researcher has been an active member of Irish Water Safety for over twelve years, teaching water safety and instructing surf lifesaving in County Galway. The researcher currently holds the position of Education Development Officer for Irish Water Safety. The Land PAWS programme is one of the main duties of the position.

The researcher also has a passion for outdoor water sports such as surfing, kayaking and stand-up paddle boarding. The researcher would like to see more water users utilising water safety awareness training to reduce the number of unnecessary water-related deaths and incidents.

## **1.6 Dissertation Structure**

Chapter One, Introduction: This chapter provides the reader with an introduction to the chosen research subject matter for this dissertation. This chapter offers an outline of the intended design for the dissertation structure in addition to outlining the specific research questions addressed in this work. This chapter provides the reader with a rationale for the research topic as well as introducing Irish Water Safety and the Land PAWS programme to the reader.

Chapter Two, Literature Review: This chapter will provide a comprehensive literature review of all relevant secondary data in relation to the chosen research topic. This chapter will equip the reader with a better understanding of the definitions and the theoretical concepts associated with the topic of social marketing. The latter part of the literature review will examine the marketing mix strategy for social marketing, social marketing techniques and social marketing campaigns.

Chapter Three, Methodology: This chapter contains a comprehensive assessment of all the available research tools in order to address the chosen research questions and sub-questions. Both qualitative and quantitative techniques were utilised in this study; this

chapter will examine the advantages and disadvantages of both. This chapter also describes the primary data collection methods that the author considered most appropriate in conducting this research. Detailed information on the primary research investigations will be broken into two sub-sections, namely:

- Survey, and,
- Semi-structured interviews.

Chapter Four, Findings and Discussion: This chapter will examine the survey findings and the responses from the semi-structured interviews. The researcher will present the detailed findings of these two primary research investigations in the form of pie charts and in graphical formats in order to make the large quantity of data easily accessible to the reader. The combined results from these two sources, in addition to the findings from the literature review of Chapter Two, will provide the basis for the discussion in this chapter.

Chapter Five, Conclusions and Recommendations: The researcher will summarise the key findings of this dissertation, and will proposition this information in terms of recommendations. In particular, the author will offer strategic commentary to Irish Water Safety on the recommended best practice for the continued effective use the Land PAWS programme based on the primary and secondary research completed as part of this dissertation.

## **Chapter 2**

# **Literature Review**

## 2.1 Introduction

The function of this literature review is to provide the researcher with the current existing knowledge on the chosen research topic. This literature review will serve to enhance and consolidate the author's own knowledge base on the topic and will ultimately aid to integrate the findings of this dissertation with the existing body of knowledge available. In this chapter, the researcher will systematically assess all relevant information obtained from secondary sources such as online databases, academic books, journal papers, etc.

This literature review has been conducted by the researcher with the aim of identifying the social marketing carried out by Irish Water Safety, an Irish government funded body, focusing specifically on Teachers in Irish national schools who can avail of the Land Primary Aquatic Water Safety (PAWS) programme. The term "social marketing" has been utilised since the 1960's, however it does not have the same volume of published literature or information as general marketing. As a result, the researcher wished to explore this emerging area of social marketing further.

In order to gain a better insight into the broad field of social marketing, the researcher believes it is necessary to thoroughly review all available information on the topic to identify relevant information on the chosen research aim; i.e., to identify the social marketing carried out by Irish Water Safety with respect to the Land PAWS programme. This will be achieved in this chapter through establishing a better understanding and definition of significant terms, namely, marketing, sports marketing, social marketing, social marketing mix, in addition to social marketing techniques and campaigns.

Furthermore, the researcher feels it is necessary to examine the ethics of marketing specifically to children. The researcher believes that this is essential to include in this dissertation as the material of the Land PAWS programme is aimed at Irish national school children under the age of twelve years. This programme, organised and run by Irish Water Safety, aims to reduce the number of drowning deaths of children in Ireland through class room lessons and swimming pool instruction. By using the PAWS



programme, children become more water safety aware and to develop confidence and competence in, on or near water.

## 2.2 Marketing Defined

As this study is based on the subject of “marketing”, it is essential for the researcher to thoroughly understand what the term marketing means. Therefore, the researcher decided to start the literature review with a general definition of marketing. This definition has changed over time to cover the different sub-sections of the evolving marketing field. A prime example of this evolution is evident in the works of Philip Kotler, a well-known author on marketing topics. Kotler’s own original definition of marketing has even changed. In 1980, Kotler stated:

*‘Marketing is the human activity directed at satisfying needs and wants through an exchange process.’* (Kotler, 1980)

Kotler has since changed his definition to:

*‘Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products of value with others.’* (Kotler, 1991)

In a more recently published definition, the American Marketing Association expands this definition further in stating that marketing is the *‘activity, set of institutions, and processes for creating, communicating, delivering and exchanging offerings that have value for the customers, clients, partners and society at large’* (American Marketing Association, 2013).

## 2.3 Sports Marketing

The researcher also believes it is of significant relevance to understand what “sports marketing” is due to the topic of this research, the Land PAWS programme, specifically dealing with aspects of water sports such as swimming, surfing and kayaking. In this way, the reader is better able to better understand the chosen research topic. Shannon (1999) breaks sports marketing into two categories: the marketing of sports (marketing sporting events and equipment to spectators and participants) and the marketing with

sports (promotion of non-sport products at sporting events and using athletes to endorse non-sport products). Mullin, another key sports marketing researcher and author, breaks down the sport marketing into two similar distinct groupings:

*‘Sports marketing consists of all activities designed to meet the needs and wants of sports consumers through exchange processes. Sport marketing has developed two major thrusts: the marketing of sports products and services directly to consumers of sport, and the marketing of other consumer and industrial products or services through the use of sports promotions.’* (Mullin *et al.*, 1993)

## **2.4 Marketing to Children**

Marketing to children began in the 1950s. Before this time, children were not seen as a legitimate market segment to target. Kurnit (2005) states that the second half of the 20th century saw a new era emerge that moved from kids should be ‘seen and not heard’, to kids ‘seen, heard and heeded’ in their childhood roles, technological savvy nature and unique place in culture and family. Preston (2005) believes that younger children’s behaviour is indeed being influenced by advertising, yet these children may not be entirely clear as to what advertising is and how they are being targeted. As a result, advertisers should be concerned with the ethics of social responsibility, as a vulnerable section of society is targeted when advertising to children and it can be strongly argued that they should not (Preston, 2005).

Ward (1974) states that consumer socialisation refers to the process where young people obtain skills, knowledge and attitudes relevant to their functioning in the marketplace. Children are now learning skills, increasing knowledge and changing attitudes based on the products and/or services being marketed to them. This statement can be emphasised as true even more so in now the 21<sup>st</sup> century with the vast increase in children’s accessibility to media and marketing sources. Even in a commercial setting there is an ongoing cultural change occurring, where health aspects are becoming crucial and to satisfy consumer needs, producers and marketers have to be ethically responsible (Pettersson and Fjellstrom, 2006).

In a study by Cordy (2004), he examined how easily accessible materials such as magazines affected children. He found in his research that magazines help with the

social and educational development of a child as children's magazines are primarily about entertaining the child in a fun and colourful way by stimulating imagination and creativity. Kurnit (2005) identifies that in the "kid market space", responsible marketing essentially means marketing that balances commercial selling with the promotion of positive behaviour. Kurnit (2005) advises that:

*'Kid marketers and advertisers have a dual responsibility in this new world of kids marketing. It is all about doing well by doing good. We all need to extend the same marketing and communication expertise that sells our products and enriches the bottom line to new messages that balance product desire with responsible product practice.'*  
Kurnit (2005)

Kurnit takes this a step further and states that ethical marketing to children *'is about selling ideas and encouraging behavioural change rather than celebrating the purchase of some new fun plaything or delicacy.'* (Kurnit, 2005). In a similar manner, Pettersson and Fjellstrom (2006) also believe that both media and brands are becoming important sources of influence in a child's life in encouraging a healthier lifestyle. In addition, childhood safety is an important concern, and learning to recognise and avoid potential hazards is broadly considered a necessary dimension of young children's formal and informal learning (Barr *et al.*, 2009).

## **2.5 Social Marketing Defined**

For nearly five decades, social marketing has been the flag-bearer of the marketing discipline's contributions to ideas of social progress (Saunders *et al.* 2015). In the 1960s, marketing scholars wrote and carried out research on topics that today would be considered social marketing; for example, in the works of Simon (1968). During this time, marketing researchers began to transform marketing theory and practice into that which would be used to 'sell' ideas in place of physical market products or services. The origins of the term "social marketing" can be accredited to Kotler and Zaltman's in their article entitled "Social Marketing: An Approach to Planned Social Change" (Kotler and Zaltman, 1971). In this paper, they defined social marketing as:

*'the design, implementation and control of programs calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communication, distribution, and marketing research.'* (Kotler and Zaltman, 1971)

However, as this field of marketing evolved, most scholars and researchers believed that social marketing involved much more than just social ideas, namely, attitudes and social behaviours also. This broadened review of the topic is reflected in the later definition given by Kotler and Roberto (1989). Here, they define social marketing as:

*'an organized effort conducted by one group (the change agent), which intends to persuade others (the target adopters) to accept, modify, or abandon certain ideas, attitudes, practices, and behaviours.'* (Kotler and Roberto, 1989)

Kotler and Zaltman (1971) described social marketing to be a framework or structure that draws from many other bodies of knowledge such as psychology, sociology, and anthropology and communications theory to understand how to influence people's behaviour. This concept is mirrored by Andreasen who, in 1995, theorised that social marketing is the application of commercial marketing technologies to the analysis, planning, execution, and evaluation of programmes designed to influence the voluntary behaviour of target audiences in order to improve their personal welfare and that of their society (Andreasen, 1995). In this way, social marketing has evolved as a marketing strategy which involves campaigns that aim to change individual behaviour as well as global behaviour in diverse fields, such as health promotion and environment protection (Thaler and Helmig 2013).

Boyle and Proctor (2009) state that social marketing seems to have many overlaps with other forms of marketing strategies, it nevertheless differs from common commercial marketing approaches. This is primarily due to the fact that social marketing includes aspects of public education and communication and/or education strategies by which the ultimate goal is to influence and change social behaviour for the good of society. This belief is mirrored by the statement by Donovan and Henley (2010) that, in social marketing, the product is often information designed to bring about attitudinal and behavioural changes for the good of the population. For example, Irish Water Safety has helped reduce fatal drowning numbers in Ireland from one hundred and sixty-eight

in 2007 to one hundred and twenty two in 2015 through its social marketing programmes (Irish Water Safety, 2013 & 2016).

In the works of both Grier and Bryant (2005) and Andreasen (2002), they also confirm that social marketing has grown in popularity and usage within the public health community within the 21<sup>st</sup> century. Andreasen (2002) writes: '*it is widely believed that social marketing has played an important role in reducing national smoking rates, which have shown a long-term downward trend*'. More recently, Ayvaz and Torlak (2016) summarise how social marketing applications have become a frequently used method for being able to positively influence social issues in the entire world. These papers, echoing the original definition of social marketing by Kotler and Zaltman from 1971, further confirm that social marketing is the application of marketing for the solution of social and health problems.

In a similar manner, Lee and Kotler (2011) states that social marketing is primarily about:

- Influencing behaviours,
- Utilising a systematic planning process that applies marketing principles and techniques,
- Focusing on priority target audience segments, and,
- Delivering a positive benefit for society.

Lee and Kotler (2011) are not alone in this ideology, similar theories have been proposed since their work which identify similar key elements of social marketing. In the research completed by Saunders *et al.* (2015), similarities can be seen in their list of social marketing's key elements of:

- Social marketing's core competency is in the application of marketing principles.
- Social marketing is concerned with both the effects (efficiency and effectiveness) and the process (equity, fairness and sustainability) of social marketing programmes.
- The application of marketing principles occurs through participatory actions of all stakeholders.

- Social marketing programmes aim to enable individuals and foster collective ideas and actions that are meaningful and valuable to those they are intended to benefit.
- Social marketing programmes seek to enable a set of opportunities, or “substantial freedoms”, which individuals and collectives may choose to act upon.
- Social marketing recognises the rights of all individuals and collectives to act and bring about change that is self-defined and self-determined.
- Social marketing’s purpose is to transform society for the greater good.

Different theories and practices have been proposed for bringing up future generations of people who would have the ‘right’ behaviours and attitudes. Dibb and Carrigan (2013) state at one time, the Swedish government mounted a major effort to use their school system to teach the students not to smoke, say no to drugs, minimise alcohol consumption, eat more nutritiously, and exercise regularly. However, social marketing is distinct from social conditioning as social conditioning involves influencing behavioural change through social engineering. Dibb and Carrigan (2013) distinguish the definitions between social marketing and social conditioning:

*‘Social marketing is aimed at actively influencing behaviour change. We would position social marketing as a more formal discipline with explicit processes and tools for bringing about desirable behavioural changes.’* (Dibb and Carrigan, 2013)

Social marketing is a seductive concept. It serves as a common ground for media outlets, community groups, government agencies and advertisers to work together to achieve a common goal. Unfortunately, the condition for this co-operation is too often the avoidance of controversial issues and the definition of health in narrow disease-oriented terms. It tends to be non-controversial because it focuses on individual behaviours as the cause of disease and deflects attention away from harmful products and the environment through which these products are made available (Wallack, 1993).

### **2.5.1 Celebrity Endorsement**

It is important for the researcher to acknowledge that a social marketing approach to selling a product or service primarily translates as bringing about behavioural changes.

In particular, in bringing about behavioural changes in other key players of influence whose co-operative actions are required to insure the ultimate success of marketing programmes (Andreasen, 2002). This can include celebrity endorsements, which can have mixed results.

In a study by White *et al.* (2009), it was indicated that exposure to negative information about a celebrity can have an adverse impact on the endorsed product with which that celebrity is associated. Most famously, Tiger Woods lost his celebrity endorsement deals from Nike and Gillette due to infidelity in his marriage. These companies subsequently removed him from their associations to reduce the negative influence his destructive actions may have had on their companies. In their paper, White *et al.* (2009) clarify this in stating that as the pairing of the product and celebrity is continually repeated in advertisements, consumers begin to automatically associate the celebrity with the product s/he is promoting, setting up the potential for negative information transfer.

Nevertheless, there continues to be a disagreement in thought among researchers on whether celebrity endorsement are in fact an effective marketing tool. In a more recent study by Spry *et al.* (2011), they conclude from their research that celebrity endorsement is, overall, an effective marketing tool. In particular, for building brand equity indirectly through building brand credibility through such celebrity endorsement methodologies. In this work they also state one of the key issues of note with this strategy is the intelligent selection of an effective celebrity endorser; the authors provide suggested guidelines for this selection process in their work. However other researchers, such as Salmones and Dominguez (2016), observed that the marketing strategy of celebrity endorsement can influence the group of low involved people while having no significant effects on the population segment with high involvement.

## **2.6 The 4 P's of the Social Marketing Mix**

Social marketing campaigns involve the use of multiple strategies, such strategies include the four “P’s” of the traditional marketing mix: i.e., product, price, place and promotion (Evers *et al.*, 2013). In terms of social marketing programmes, Wettstein and Suggs (2016) state that the marketing mix strategy should include at least the promotion

of an actual (behaviour) and a core (benefits of behaviour) product, a deliberately chosen pricing strategy (incentives/disincentives), a place strategy (places/times) in addition to a promotion strategy (message and distribution channels).

### **2.6.1 Price**

Boyle and Proctor (2009) state that, in social marketing, as no money changes hands between the consumer and the marketer it could be questioned whether price is relevant to this discussion. As the price cannot be valued in a monetary term, an exact value for the price of a social marketing programme must be created in other forms. The Centre for Substance Abuse Prevention (Centre for Substance Abuse Prevention, 2002) suggests that in social marketing, price refers to necessary action on the part of the consumer to obtain the product – the cost could be monetary but it is most often time, effort or other intangible risks such as embarrassment or disapproval of peers. Guang and Borges (2012) similarly state that this price may be an economic value, however it is more likely to instead require the consumer to give up intangibles such as time or effort, or abandoning a harmful (yet beloved) activity. In a paper by Weinreich (2011), he gives the example of the price of engaging in a breast-check screening social marketing programme to include the monetary costs of the mammogram and physical medical exam, potential discomfort and/or embarrassment during this process, the customer's time and even the possibility of personal discomfort and stress caused if a lump was indeed found.

### **2.6.2 Place**

Gordon (2012) states that in traditional marketing terms, the place represents the location where by a product or service can be purchased, and can often be referred to as the distribution channel. The place, in terms of social marketing programmes, are the channels by which behavioural change is promoted and the places in which change is encouraged and supported (Andreasen, 2002). For example, in relation to Irish Water Safety's Land and Pool PAWS programme, the place in question refers to both the classroom and swimming pool locations in which the water safety lessons are taught by the national school teacher and the trained water safety professional, respectively. In addition, place may also refer to the home environment of the child who has completed the Land PAWS programme as parents and/or guardians are also encouraged to instil



water safety awareness in the children under their care in everyday scenarios. In the example in Section 4.2.2, Weinreich also gives an example of place being a physical location. In this example of the breast-check screening, Weinreich (2011) states place refers to the location such that these medical and educational services are offered, for example a mobile van, local hospitals, clinics or worksites, depending upon the needs of the target audience.

### **2.6.3 Product**

Doyle (2002) states that, in traditional commercial marketing, a product can be defined as anything that a firm offers to satisfy the needs or wants of customers. For a more applicable description for social marketing terms, Lee and Kotler (2011) identify a product as being the benefits derived from an exchange by the target audience and/or any goods or services required to support that which is desired. In this way, in social marketing terms, the product is not essentially a physical offering. Boyle and Proctor (2009) believe that in the case of social marketing, the product or proposition can be defined as the idea being suggested – that is, it is important for a small child to use a car seat to reduce the risk of injury or that it is socially unacceptable to drink and drive. Guang and Borges (2012) have stated that products existing for social marketing can range from tangible, physical products (such as an air purifier), to services (such as medical exams), practices (such as completing swimming lessons, or eating a heart-healthy diet), and still more intangible ideas (such as ‘don’t drink when you are driving’). For example, in the social marketing campaign described by Johnson *et al.* (2007), they state their ‘product’ was a child-friendly, colourful, interactive program designed to increase willingness to try new foods which took place in two channels: primarily in the centre, and with reinforcement in the home via parent education.

### **2.6.4 Promotion**

Promotion is often seen as the key part of social marketing to encourage behavioural and social change. Guang and Borges (2012) believe that, because of its visibility, promotion is often mistakenly treated as encompassing the entirety of a social marketing programme. However, in fact, it is only one of the four “P’s” of the traditional marketing mix which must all be considered independently significant in order to achieve a successful social marketing campaign. Promotion is the means by

which behavioural change is promoted to the target audience by the marketer, such as through advertising campaigns, media relations, direct mail and interpersonal communications (Andreasen, 2002). For example, if this crucial aspect of the four “Ps” is implemented properly, promotion can be a major tool for making health promotion products more acceptable to the general public and thereby enhancing product utilisation by the consumer (Lefebvre and Flora, 1988).

## **2.7 Other P’s of the Social Marketing Mix**

The other four “P’s” of social marketing, namely, partnership, policy, publics and purse strings, address some of the important issues that social marketing has in contrast to other more traditional forms of marketing.

### **2.7.1 Partnership**

Weinreich (2011) states that an organisation initiating a social marketing programme must identify other organisations which have similar goals to theirs in order to identify ways for the two companies to work together to achieve this common goal. As an example, a study by Tan (2009) provides an illustration of the many types of organisations directly responsible for the national blood programme; namely, corporate, civic and religious organisations in the community that all support blood donation.

### **2.7.2 Policy**

Social marketing programs have a proven track record in motivating individual behavioural change in society. However this behavioural change in a target audience is difficult to sustain unless the environment in which the individual is in supports this change for the long run (Weinreich 2011). Often, policy changes are required as an effective complement to a social marketing programme. For example, the policy aspects of the breast-check campaign may focus on increasing access to mammograms through lower costs, requiring insurance coverage of mammograms or increasing national funding for breast cancer research.

### **2.7.3 Publics**

Social marketers often have many different audiences and marketing programmes must address these audiences if they are to succeed. Weinreich (2011) states that external

publics include the target audience, secondary audiences, policymakers, and gatekeepers, while the internal publics are those who are involved in some way with either approval or implementation of the social marketing programme itself. In terms of the Irish Water Safety Land PAWS programme, the publics needed to be addressed include the target audience i.e. national school children under the age of twelve years, and the people who influence their decisions i.e. their national school principals and teachers, as well as their parents and/or guardians.

#### **2.7.4 Purse Strings**

Weinreich (2011) identifies that most organisations that develop social marketing programmes operate through funds provided by sources such as foundations, governmental grants or donations. In this way this adds another dimension to the strategy development of a social marketing campaign in terms of the intelligent use, for example Irish Water Safety's public funded, resources. The theme of social marketing economics will be discussed further in Section 4.3.2 of this chapter.

## **2.8 The 4 E's of the Social Marketing Mix**

The four "E's" of social marketing, namely, ethicality, expensiveness, exaggeration and effectiveness, directly address some of the key issues associated with social marketing.

### **2.8.1 Ethicality**

In addition to the ethics discussed in Section 3 of this chapter with respect to marketing with children as the target audience, Andreasen (2001) raises the follow question of ethics within marketing;

*'Is it ethical to manage the reproductive behaviours of citizens when some of these citizens pass along genetically based disabilities to their offspring. Such a policy might be seen by some as ethical on the basis of the economic savings for the overall society; it might be seen as unethical by the economics savings for the overall society; it might be seen as unethical by others on the basis of religious principles and the sanctity of life.'*

Pang and Kubacki (2015) found in their own research on alcohol, that when members of the study were questioned about the relationship between their freedom of choice,

personal liberties and the social good, participants began to soften their approach and began to identify circumstances in which they would find social marketing campaigns, and in extreme circumstances laws restricting their freedoms, acceptable.

### **2.8.2 Expensive**

Andreasen (2002) suggests that target audiences may believe social marketing to be an expensive practice, and object on the basis that most social marketing campaigns are implemented by governments and governmental organisations using public funds. Smith (2001) suggests that audiences will doubt whether scarce resources should be used to promote offerings that are intrinsically valuable, such as nutrition and healthy eating, or how much should be spent on campaigns that aim to influence the behaviours of a reluctant target audience. As discussed previously in Section 4.2.5.4, the transparent and intelligent use of funds and resources is a must for the best chance of success in a social marketing programme of a public-funded body.

### **2.8.3 Exaggeration**

The use of fear is widely used in social marketing campaigns. In a study by Brennan and Binney (2010), of all emotions the participants were more likely to accurately recall advertisements that used fear as a major appeal, especially a fear of personal consequences, fear for others and fear of loss. The link between emotional arousal, attitude formation and behavioural compliance is still theoretically problematic with only tentative links drawn between attitudes and intent, and some still ambiguous findings relating to intent and eventual behaviour (Chandon *et al.*, 2004). However, Pang and Kubacki's (2015) research revealed negative attitudes towards what was perceived as exaggeration in social marketing campaigns. In this study, they identified that a participant's scepticism towards the specific social marketing campaign was influenced by their belief that campaign designers deliberately stigmatised the image of alcohol consumption, and tried to over-state the harm caused by alcohol, so that the target audience will voluntarily change their behaviours.

### **2.8.4 Effectiveness**

Social marketers are beginning to accumulate data on a wide range of campaigns that can be cited as examples of social marketing, and are reporting positive results

(Andreasen, 2002). Stead *et al.* (2005) found that a sound theoretical framework, combined with the use of consumer research to help translate theoretical constructs into acceptable and persuasive interventions, is an important pre-requisite for effectiveness in a social marketing programme. However Pang and Kubacki (2015) found in their study that, the participants suggested that the ineffectiveness of some social marketing programmes are partially derived from perceived social norms, such as with national drinking norms and their respective Australian and American drinking cultures.

## 2.9 Social Marketing Techniques

Walsh *et al.* (1993), state the assumption behind social marketing was, and is, that well-honed and demonstrably effective techniques from the commercial business sector can successfully and efficiently be applied to advance social causes. Walsh *et al.* (1993) also state that the techniques associated with a successful social marketing programme can be summarised by the three main phases of research and planning, strategy design and with the final phase of implementation and evaluation; see Figure 1, Walsh *et al.* (1993) demonstrate how social marketing should be implemented to achieve success in a campaign. In a similar, yet distinct manner, Johnson *et al.* (2007) found one viable strategy for helping a campaign achieve its primary social goal was to first develop and implement a pilot programme that includes a comprehensive evaluation plan. In a recent study completed by Wymer (2017), focused on a public health education campaign, he offers the conclusion that such programmes benefit from the techniques of:

- Good design of the communication media used,
- Ensuring that targeted audiences are reached by the communication messages, and,
- Ensuring sufficient message exposure to facilitate audience learning.

In this study, Wymer (2017) expands on the technique of how social marketing plans are assessed to determine whether it did or did not include the following elements:

- Identification of behaviour change as the purpose of the social marketing plans,
- Explanation of the behaviour to be changed,
- Explanation of the benefits of the advocated behaviour,

- Identification of barriers to behaviour change,
- Identification of competing behaviour(s),
- Identify the target market, and,
- Identify strategies for each of the 4Ps.

An earlier study by McKay-Nesbitt *et al.* (2012) echoes this commentary by Wymer (2017) in specifically targeting one of the aspects mentioned; namely, the barriers to behavioural change. In their study, McKay-Nesbitt *et al.* (2012) identified the issues relating to active and passive learning in terms of effectively inducing behavioural change through a social marketing programme. In this study, active learning is distinguished from passive learning in that the student participates in his/her learning through some sort of activity other than listening and taking notes during a lecture. In this way, with Irish Water Safety's Land PAWS programme, it is important at the developmental phase to realise that both classroom lessons (passive learning) and swimming pool lessons (active learning) techniques are both required for the full retention of information given. Wymer (2011) supports McKay-Nesbitt *et al.* (2012), by stating:

*'Ignorance barriers are those that can be reduced by education and training. Individuals may have a lack of knowledge or they may have incorrect knowledge. Motivation barriers are those that cause knowledgeable individuals to have a lack of interest or desire to change their behavior or take a desired action.'* (Wymer, 2011)

In a similar manner, personal individual habits also represent a barrier to information retention and future behavioural change attempted by a social marketing programme as they are not easily changed through persuasive appeals. Yet such habits can be influenced if the techniques of systematic changes in environmental circumstances or modifications to the context in which behaviours are performed are initiated (Wood and Neal, 2007).

<b>Exhibit 1 Description Of Social Marketing Process Elements</b>	
<b>Social marketing process elements</b>	<b>Description of activities</b>
<b>Phase I: Research and planning</b>	
Planning	Specify realistic and measurable objectives Establish checkpoints for making go/nogo decisions Review existing research and map out a program prototype Select outcomes measures to judge progress and success
Consumer analysis	Conduct and analyze qualitative and/or quantitative consumer research Identify population segments of interest for whom the program may be most effective Study consumer motivational and resistance points
Market analysis	Designate the marketing mix (product, price, place, and promotion) Examine the fit between the chosen target group and the current product Analyze the market environment to identify competitors and allies
Channel analysis	Examine communication channels to determine which are best suited for reaching the target audience and achieving program goals Assess available vehicles to distribute the product Consider which organizations or institutions might collaborate
<b>Phase II: Strategy design</b>	
Development of marketing mix strategy	Translate the marketing mix into a program strategy by developing the product, generating methods of reducing the price (or increasing the benefits), selecting the place or system of distribution, and specifying the means of promotion Test the concepts and product prototypes with the target group Market test the strategy in a circumscribed area and refine as needed
Communication	Clarify ideas and information and develop pilot messages Test concepts and message strategies with the target group and refine Produce communication materials, testing and refining them as needed
<b>Phase III: Implementation and evaluation</b>	
Implementation	Enlist collaborators, clarifying the nature of their involvement and securing their commitment Train key players in executing the program and in product/service delivery Activate communication and distribution
Process evaluation	Assess quality of target group exposure to program communications Evaluate the delivery of the product or service Obtain data on use of the product (reasons for using/not using) Modify the product offerings or distribution and communication systems in response to consumer feedback
Outcome evaluation	Consider threats to the validity of research methodology and the degree to which the program assessment conforms to rigorous program evaluation design Assess program impact through statistical comparisons using preselected outcome measures Estimate cost-effectiveness of program

Figure 1: Description of how social marketing should be implemented to achieve success in a campaign, adapted from Walsh *et al.*, 1993.

## 2.10 Social Marketing Campaigns

As discussed, social marketing is a framework relying on its commercial marketing roots to address social issues (Kubacki *et al.*, 2015). Wymer (2017) discusses the root of many issues, for example tobacco usage, is their production and marketing. Until this changes, social marketing is an effective method to help promote social change for the benefit of the target audience.

*'The potential outcome of reducing human death and suffering, and reducing the societal costs associated with tobacco production, marketing, and consumption warrant rigorous efforts by social marketers.'* (Wymer, 2017).

One serious social issue is childhood obesity; the World Health Organization indicates that childhood obesity remains among the biggest global challenges to public health in the twenty-first century (World Health Organization, 2014). Kubacki *et al.* (2015) states that social marketing is one of the key tools used around the world to combat some of the problems associated with, and leading to, childhood obesity. In attempting to tackle obesity in young children, 'The Food Friends: Making New Foods Fun' programme is a blend of educational and marketing strategies with the primary objective of increasing children's willingness to try new foods and to establish a strong foundation for a more healthful diet. The twelve-week programme consisted of child-driven nutrition activities, food-related children's storybooks, repeated opportunities to try new foods, an activity outline to guide the teachers, and parent newsletters (Johnson *et al.*, 2007)

This campaign serves as an example of a social marketing programme that is only suited to a child, reflecting the developmental differences and adaptability between children and young adults; for young adults, a more direct and targeted approach is required. As previously defined, social marketing is the use of marketing to design and implement programmes to promote socially beneficial behaviour change. However, for younger children, an important component of a successful and effective social marketing campaign is the involvement of parents and/or guardians in the expectation that this knowledge will change their attitudes also to such issues. Therefore, influencing their own behaviour and the priority they assign when seeking to instil values into their children (Boyle and Proctor, 2009).



Peden *et al.* (2009) found that improved water safety information, particularly targeting river safety at rural schools, is required to ensure continued safety. In a study completed in Australia, Petrass and Blitvich (2014) discovered that they could provide insight into swimming and water safety knowledge, attitudes and the actual swimming ability of young adults following a twelve-week programme. They also illustrated that a short, comprehensive water safety intervention has the ability to significantly improve water safety knowledge and swimming ability in this group of young adults. This mirrors the work of Lawson *et al.* (2012) in which it was found that after an intense three-week programme participant children possessed more knowledge of water safety than previously held. In a similar manner, Solomon *et al.* (2013) adapted and evaluated an established and effective water safety programme for use in primary schools in Grenada. Their results showed that, for all children participants, a statistically significant increase in the child's assessment score after the educational training was identified. Teacher responses suggested that additional faculty preparation before the training and improved organisation and structure would be beneficial for future water safety training programmes (Solomon *et al.*, 2013).

In this way, social marketing has been shown to apply marketing concepts, commercial marketing techniques, and other social change techniques to achieve individual behavioural changes and societal structural changes that are consistent with the well-being of a target market (Guang and Borges, 2012). Fry (2014) states that breaking entrenched habits, creating new norms and developing social marketing interventions that are of value and relevance to target audiences is critical in the delivery of desired social improvement.

## **2.11 Conclusion**

A thorough review of existing relevant literature in the field of social marketing was completed to establish the theoretical roots of this dissertation in addition to clarifying the research topic. The researcher feels that, after completing this in-depth literature review, there are some key conclusions to be made.

There continues to be a rise in the number of social issues affecting the world, these include issues from a global to a local scale. Social marketing methodologies have the

ability to positively influence and alter social issues in the world, although it does have its limitations.

Social marketing campaigns have had success on a variety of issues, for example on health issues such as obesity, alcohol and tobacco abuse, and more poignant issues such as reducing child fatalities due to drowning at local and national levels across the globe.

Key to the success of social marketing campaigns are the expanded marketing mix and techniques that have been discussed in the social marketing campaigns as discussed above.

From the literature that the researcher has systematically read and reviewed, a structure is now in place to conduct relevant exploratory research in each of the identified areas with respect to the social marketing practices of Irish Water Safety for the promotion of the Land PAWS programme.

## **Chapter 3**

### **Methodology**

### **3.1 Introduction**

This chapter allows the researcher to present the methodology employed for this dissertation in order to obtain the required information to meet the research aims and objectives. This research project is aimed at evaluating the use of social marketing as a tool to change people's perception and attitude towards water. In particular, the attitudes of children under twelve years of age, through the implementation of Irish Water Safety's Land PAWS programme by national school teachers. Before commencing, approval was obtained from Irish Water Safety to complete this research.

This chapter will describe the methodology used to answer the research question and describe how it was done, justify the experimental design, and explain how the results were analysed (Kallet, 2004).

### **3.2 Research Objectives**

To evaluate the use of social marketing as a tool to change attitudes towards water safety awareness, in particular to the use of the Land PAWS programme in Irish national schools. The following sub-objectives of this research are:

- To examine the use of the Land PAWS programme,
- To identify which aspects of personal safety are taught in national schools,
- To investigate national school teachers interest in teaching student safety, and,
- To examine how Irish Water Safety can improve the course for national school teachers and students.

### **3.3 Methodology Defined**

Methodology is the systematic, theoretical analysis of the methods applied to a field of study (Creswell, 2014).

*'Methodology refers to a discussion of the underlying reasoning why particular methods were used. This discussion includes describing the theoretical concepts that inform the choice of methods to be applied, placing the choice of methods within the*

*more general nature of academic work, and reviewing its relevance to examining the research problem.*' (Bryman, 2008)

Methodology will provide the researcher with a guideline and structure which will obtain the information required to conduct this research project. The researcher felt it was necessary to find out exactly what the prerequisites defining research are in order to create an effective analysis that will provide useful information that can be utilised in a productive way by Irish Water Safety. In the process of doing this, the researcher obtained previously compiled definitions to gain greater insight into the parameters and methodology of an effective process that will provide the relevant data required. This data was crucial for the researcher to engage in the activity of actually completing the research.

*'A methodology is a model, which entails theoretical principals as well as a framework that provides guidelines about how research is done in the context of a particular paradigm. Methods refer to the tools or instruments employed by researchers to gather empirical evidence or to analyse.'* (Sarantakos, 1998)

### **3.4 Research Design**

A research design is a framework for conducting the research and outlines the procedures necessary for obtaining the relevant information needed to solve the research problem (Malhotra, 2007). Yin (1994) echoes this by stating that the research design represents the 'blueprint' or plan, which guides the data collection and analysis stages of the research project. This chapter will identify the research methods that the researcher has chosen to employ and will explain why the researcher chose to collect data using these particular methods.

### **3.5 Selection of Research Methodology**

The researcher has selected a combination of qualitative and quantitative research methods. The researcher will also utilise a number of primary and secondary data collection methods. Throughout this dissertation the researcher found it necessary to carry out different forms of research to build up a collection of data that is relevant to the investigation of evaluating the use of social marketing as a tool to change attitudes towards water, in particular to the use of the Land PAWS programme in Irish national

schools. While undertaking the research aspect of this project, given the time constraints of the dissertation period, it was necessary that both primary and secondary research was used.

### **3.5.1 Qualitative Research**

Qualitative research aims to explore and understand meaning for individuals or groups attribute to a particular subject topic. Aliaga and Gunderson (2005) state that qualitative research seeks to answer questions about why and how people behave in the way that they do. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014).

### **3.5.2 Quantitative Research**

Creswell (2014) states that quantitative research is an approach for testing objective theories by examining the relationship among variables. Quantitative research seeks to explain phenomena by collecting numerical data which are analysed using mathematically based methods, typically statistics. (Aliaga and Gunderson, 2005).

### **3.5.3 Combining Qualitative and Quantitative Research**

Combining both methods of research can improve a researcher's data and in turn improve the validity of the research project. Combining both research methods can complement the study while individually qualitative can be considered unfinished or weak without the research support quantitative studies carry. Similarly quantitative research can ignore the human perspective in a study.

*'Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.'* (Creswell, 2014)

## 3.6 Secondary Research

The first stage of the data collection phase of a research project is known as secondary research. This stage is concerned with collecting research and information that already exists. These sources can include comments, interpretations and discussion on original material. This secondary research lays the foundations for devising the type of primary research that would be most effective in this dissertation. From this initial investigation, the researcher will devise a questionnaire to be completed by a target audience. This research was gathered from different topics such as; marketing, social marketing and marketing to children, to give the researcher a better understanding of the research topic. The researcher utilised this information as part of the literature review. This information was used as part of the discussion in conjunction with the new information from the questionnaires.

### 3.6.1 Literature Review

The researcher will complete the secondary research with a literature review. The researcher will focus on available data related to the core topic of social marketing. This literature will utilise the following resources:

- Library catalogues
  - Journals
  - Books
- Search engines
- Theses abstracts

## 3.7 Primary Research

Primary research is the study of materials that the researcher has collected specifically for their particular research project. Primary sources include historical and legal documents, eyewitness accounts, results of an experiment, statistical data, pieces of creative writing and art objects (Ithaca, 2017). There are many different forms of primary research that the researcher can use; these include interviews, focus groups and surveys. The researcher has chosen to use surveys and semi-structured interviews as the primary research for this dissertation. Surveys can do a good job of describing a large

population, getting good, reliable answers to the same set of questions by all participants (Janes, 2001).

### **3.7.1 Surveys**

From the literature review carried out by the researcher, surveys appear to be the most commonly used method. The researcher, as the Education Development Officer for Irish Water Safety, has developed an online in-service course for the Irish National Teachers Organisation. This course, entitled 'No Splash', educates national school teachers on how to teach students on the topic of water safety awareness utilising the Land PAWS programme.

The 'No Splash' in-service course has been launched to improve participant numbers, to educate and improve participant's water safety knowledge. This course would host the online survey; a copy of the survey used can be found in Appendix A of this dissertations. This would allow the researcher access to over four hundred national school teachers. This would provide a large sample group for the researcher to survey. The researcher would utilise Survey Monkey, due to its simplistic design, as well as Irish Water Safety allowing the researcher use of their account. Survey Monkey is an online resource that can collect large quantities of data and in turn produce reports.

*'There are numerous advantages of a computer-administered survey, many of which are due to the greater ability to present or record information. Questions can be written with more complete descriptions because a computer survey is not space-constrained, as with a printed one.'* (Boyer *et al.*, 2001)

Other advantages of online surveys are that they are cheap, flexible in design and allow the user to complete it in their own time. Online surveys do have some disadvantages in that they allow for very little opportunity to examine answers as well as a low response rate. The survey will be a compulsory part of the course.

#### **3.7.1.1 Online Survey Design**

The first task with any survey is to define the objectives that the study is to answer (Brace, 2008). Grafton and Jones (2004) state there are three questions for the design stage of the survey:



- 1) What information do I need?
- 2) What questions do I ask?
- 3) How am I going to analyse the data?

The researcher needed to insure that the survey was clear and concise in both its purpose and intent. Boyer *et al.*, (2001) states that the following should be included in the survey design:

- Carefully targeting the sample,
- Careful explanation of the purpose and usage of the survey data, along with clear letters of endorsement from the sponsoring company,
- Provide a clear incentive for participating in the survey, and,
- Make it easy to complete.

Grafton and Jones (2004) state that there is a number of formats a researcher can utilise when designing a survey:

- Closed – Respondent is asked to pick one or more responses from a list of choices predetermined by the researcher,
- Opened – Respondents gives their answer without any prompting, or,
- Combined open and closed – Gives the respondent a chance to elaborate on a particular response.

### **3.7.1.2 Sampling**

Sampling involves making observations on only some of the members of a population, and using these to deduce characteristics of the whole population (Snijkers *et al.*, 2013). The two stages of sampling are defining the population that the researcher is interested in and determining the researchers sampling method. There are four types of sampling; random, stratified random, cluster and systematic.

- Random sampling - occurs when each sampling unit in a clearly defined population has an equal chance of being included in the sample.
- Stratified sampling - occurs when the researcher divides the population into subgroups (or strata) such that each unit belongs to a single stratum

(e.g., low income, medium income, high income) and then selects units from those strata.

- Cluster sampling - occurs when the sampling unit is not an individual but a group (cluster) that occurs naturally in the population such as neighbourhoods, hospitals, schools, or classrooms.
- Sampling using multiple probability techniques - involves the use of multiple quantitative (QUAN) techniques in the same study.

The researcher has decided on using the cluster method for its convenience through the Irish National Teachers Organisation summer course. Cluster sampling, occurs when the researcher wants to generate a more efficient probability sample in terms of monetary and/or time resources. The researcher is using cluster sampling as he is examining the responses of a group, in this case national school teachers. The Department of Education latest statistics state there are currently 34,576 qualified national school teachers in Ireland (Department of Education, 2016). The survey in this dissertation, with 403 participants, is represent of the national school teachers at a rate of 85.6 to 1. Instead of sampling individual units, which might be geographically spread over great distances, the researcher samples groups (clusters) that occur naturally in the population, such as neighbourhoods or schools or hospitals (Teddlie and Yu, 2009).

The Irish National Teachers Organisation summer course will provide 403 surveys, which will allow the researcher to gather the relevant information. The Land PAWS programme is taught by the national school teachers in the classroom in addition to, if possible, swimming lessons taught by a trained professional in a local swimming pool. Their feedback will allow the researcher to provide Irish Water Safety with feedback on the Land PAWS resources.

The sample will be made up of national school teachers, members of the Irish National Teachers Organisation, who are doing the 'No Splash' online in-service course as part of their continuous professional development. The course is being subsidised by Irish Water Safety to attract more users. The surveys will be completed between the 1<sup>st</sup> of July and the 21<sup>st</sup> of August 2017.

### 3.7.1.3 Pilot Survey

The pilot survey was completed on the 25<sup>th</sup> of June 2017 by ten national school teachers who were not participating in the online in-service course. This involved asking them to complete a test survey on Survey Monkey. Each teacher was then contacted individually to identify any issues they may have had. This is an important step for any survey as it identifies any questions that may be unclear to the users and assures the researcher that the survey is valid.

From the pilot study, the researcher identified a number of changes to be made. An example of a change was the layout:

‘Question 6: Have you heard of the pool based PAWS programme before this course? If yes, where did you hear about it?’

The researcher decided that the questionnaire should ask about the Pool PAWS programme to avoid confusion between the Land PAWS programme and the Pool PAWS programme. This would also provide Irish Water Safety with feedback on the Pool PAWS course.

‘Question 5: Have you heard of the Land PAWS programme before? If yes, where did you hear about it?’

The researcher felt it was important to add the secondary question to Question 5 and 6, mentioned above, identifying where they heard about Land PAWS and Pool PAWS. The results will assist with future marketing campaigns.

### 3.7.2 Semi-Structured Interviews

The second phase of the research was conducted using semi-structured interviews with three national school teachers, one of whom orders the Land PAWS resources (but does not order certificates), one of whom orders the Land PAWS resources and the certificates and the last which does not use any aspect of the Land PAWS programme. Semi-structured interviews were chosen as the preferred method as the semi-structured interview is based around a set of standard questions and the interviewer can expand on any question in order to explore a response in greater depth (Mitchell and Jolley, 2013).

A copy of the questions asked during the semi-structured interview process can be found in Appendix B of this dissertation.

The teachers were contacted through school contacts which the researcher has built up over the term of employment. The interviews took place over the phone, each interview taking up to thirty minutes. Teacher one, who uses Land PAWS material but does not order certificates was contacted on the 22<sup>nd</sup> of August. Teacher three, who uses Land PAWS material and orders certificates was contacted on the 22<sup>nd</sup> of August. Teacher two, who uses no Land PAWS resources was contacted on the 23<sup>rd</sup> of August. The interview results will be recorded using a word document for each interview, taking notes of the participants responses to the questions asked. The questions for the semi-structured interview have been formulated based on the results of the survey's results.

### **3.8 Ethical Concerns**

The researcher has identified ethical concerns that need to be addressed to validate this research project. The International Chamber of Commerce/European Society for Opinion and Market Research (ICC/ESOMAR) International Code on Market (2017) states the following duty of care a researcher must take into consideration:

- Researchers must ensure that data subjects are not harmed as a direct result of their personal data being used for research.
- Researchers must exercise special care when the nature of the research is sensitive or the circumstances under which the data was collected might cause a data subject to become upset or disturbed.
- Researchers must remain mindful that research relies on public confidence in the integrity of research and the confidential treatment of the information provided for its success, and therefore must remain diligent in maintaining the distinction between research and non-research activities.
- If researchers engage in non-research activities, for example promotional or commercial activities directed at individual data subjects, they must clearly distinguish and separate those activities from research.

Prior to beginning this study, the researcher received consent to operate using Irish Water Safety's name, statistics and use of the Irish National Teachers Organisation online in-service course. Prior to the commencement of the study and semi-structured interviews consent was sought and granted by all participants; a copy of the consent form signed by willing participants can be found in Appendix C (for survey participants) and Appendix D (for interview participants) of this dissertation.

Confidentiality for the surveys was simplified as using Survey Monkey each participant is only known by number. The participants from the semi-structured interview are recorded as numbered teachers. It was relayed to all participants that no one else other than the researcher would have the named records. It was also relayed to all teachers partaking in the semi-structured interviews that no record of their names would be kept to insure confidentiality.

### **3.9 Data Analysis**

The researcher will utilise Microsoft Word and Excel to present typed data. Both programmes have useful pie and bar charts to display the findings from the survey. The open questions from the surveys will be categorised and then presented. The researcher has physically transcribed the results from the semi-structured interviews. The researcher will compare and contrast the results of both semi-structured interviews and the surveys with the literature review.

### **3.10 Research Restrictions**

The researcher found a number of constraints in completing this dissertation. Firstly the time constraints, results from the online survey only became available on the 21<sup>st</sup> of August. This only allowed ten days to carry out the semi-structured interviews, analysis, discussion and conclusion. The second constraint of this study was the survey in that some participants had not completing the full survey. Finally, difficulty in finding similar research on water safety related social marketing material for the literature review.

### **3.11 Conclusion**

This chapter sought to define the objectives of the study through using relative methodology. The research deemed online surveys and semi-structured interviews as the most appropriate method of providing answers to the research questions posed by the researcher's objectives.

## **Chapter 4**

# **Findings and Discussion**

## **4.1 Introduction**

In this chapter, the researcher will present the findings of the research completed as part of this dissertation, as described previously in the methodology section, and will provide a discussion on their implications. This chapter will be broken into two main sections: section one will examine the findings of the online surveys, while section two will examine the findings of the three semi-structured interviews.

## **4.2 Section One: Surveys**

A total of 403 surveys were completed through the use of Irish Water Safety's online in-service course software, which is operated by the Irish National Teachers Organisation. A copy of the survey used in this research can be found in Appendix A of this dissertation. The information contained in this section summarises the national school teacher's responses obtained from these surveys. Resulting data generated from these surveys will be broken down by a question-by-question rational. The researcher will aim to provide a clear and concise breakdown of the all answers provided by the teachers during this survey by categorising secondary feedback.

The Department of Education latest statistics state there are currently 34,576 qualified national school teachers in Ireland (Department of Education, 2016). The survey completed as part of this research is representative of the opinions of national school teachers at a rate of 85.6 to 1. The first four questions were aimed at categorising the participants by gender, age, number of years teaching and teaching location. The researcher felt it was important to examine this thoroughly as to demonstrate that an efficient sample group was taken to accurately represent the national school teacher population of Ireland.

### **4.2.1 Question One: What is your gender?**

In the most recent data from the Central Statistics Office, the following breakdown of national school teachers is given: 84.9% of teachers are female and 15.1% are male (Central Statistics Office, 2012). From the gender breakdown of the participants in this research, it was found that the sample group consisted of the following: 85.86% (346) are female and 14.14% (57) are male. Figure 2 demonstrates this breakdown. As a result, the researcher was confident that a sufficient number of participants were



surveyed in order to capture the gender divide in national school teachers to ensure accurate results from the surveys.

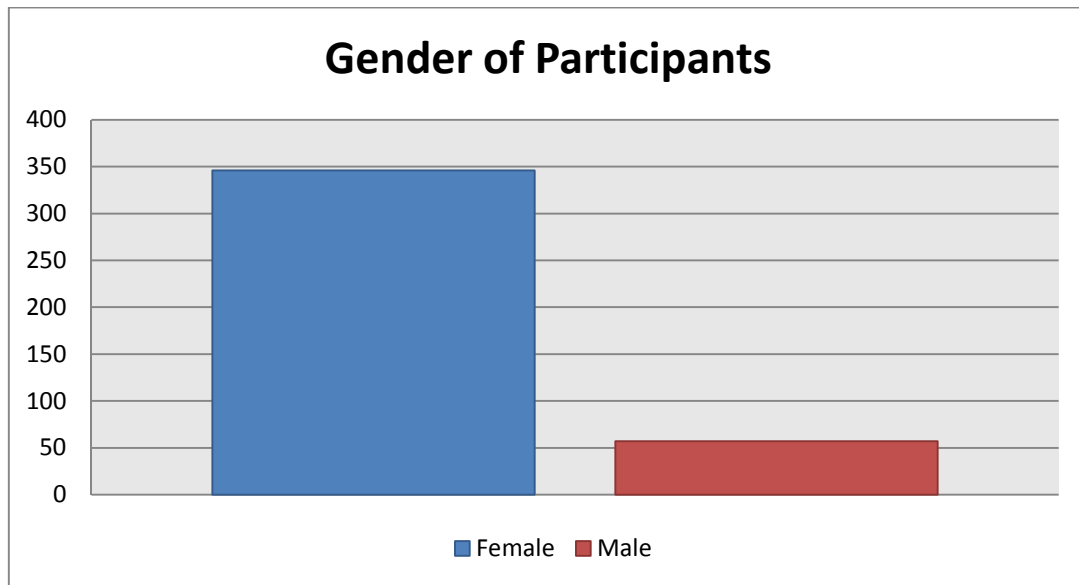


Figure 2: Gender breakdown of surveyed participants; 85.86% female to 14.14% male.

#### 4.2.2 Question Two: What is your age?

Figure 3 demonstrates the breakdown of the ages of the participants surveyed in this research. The two largest age brackets were twenty-five to thirty-four, who represented 38.46% (155) of the total sample group, and thirty-five to forty-four who represented 43.92% (177) of the total sample group. The survey found that 12.41% (50) of the participants were aged between forty-five and fifty-four, and 3.72% (15) of participants were aged between fifty-five and sixty-four. The survey found the smallest age brackets were between twenty and twenty-four with only 1.49% (6) of the total sample group. There are currently no statistics on the ages of national teachers publicly available, however a good range was identified which provides confidence in the accuracy of capturing the opinions of a broad spectrum of national school teachers.

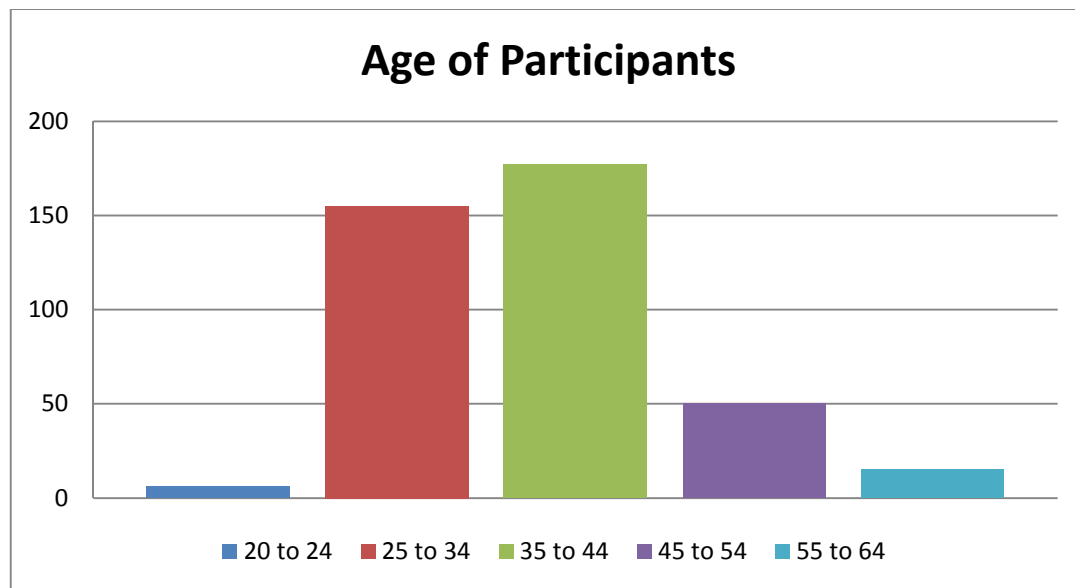


Figure 3: Age bracket breakdown of surveyed participants, aged between 20 and 64.

#### 4.2.3 Question Three: How many years have you been teaching?

The smallest group fraction of teachers categorised by the number of teaching years' experience was the group with less than five years teaching, at only 6.95% (28) of the total sample group. The largest group of teachers who completed this survey had been teaching between five years and ten years represented 31.27% (126) of the total group. Participants with between ten years and fifteen years teaching represented 27.54% (111) of the teachers surveyed. The percentage of teachers who have been teaching for between fifteen and twenty years is 21.84% (88) of the total sample group. Those who participated in the study with over twenty years of teaching represented 12.41% (50) of the total sample group. Figure 4 demonstrates the breakdown of the number of years each participant has been teaching at national school level.

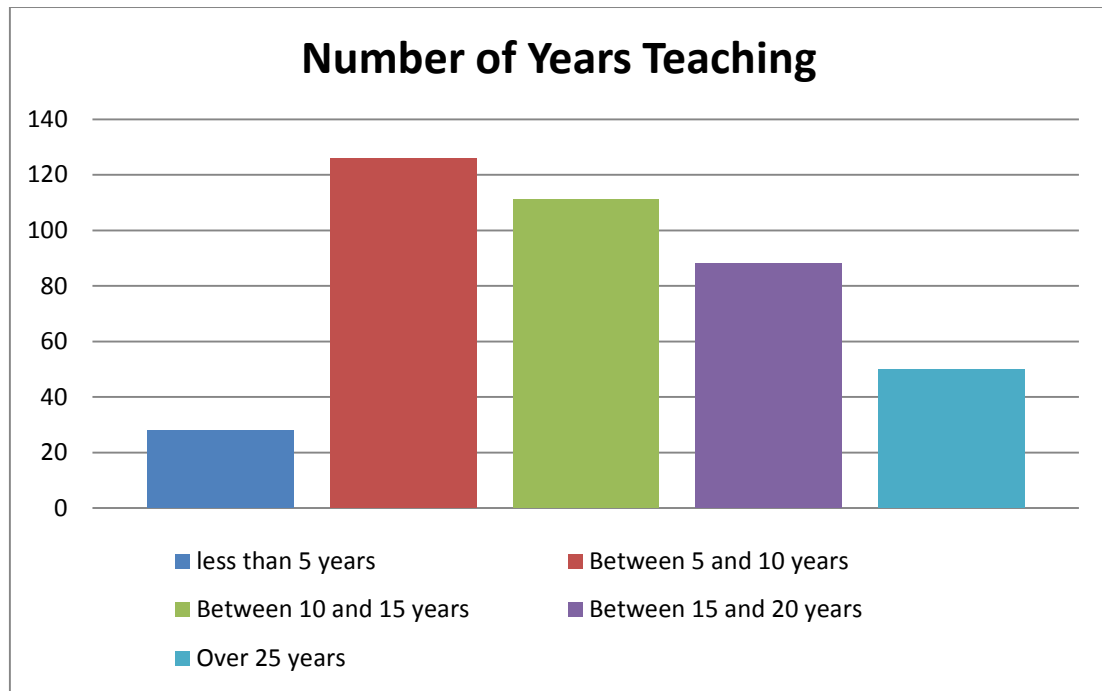


Figure 4: Participant breakdown by number of teaching years' experience; ranging from less than 5 years to over 25 years.

#### 4.2.4 Question Four: Location of current employment school by county?

Finally, the teaching location of each of the participants was identified. The researcher found no statistically available data detailing the breakdown of the number of teachers by county in Ireland. However, as shown in the table below, a wide variation in teaching location was identified in the surveyed participants:

Table 1: Teaching location breakdown of participants surveyed in this work.

Carlow	3	Louth	9
Cavan	13	Mayo	6
Clare	9	Meath	24
Cork	65	Monaghan	2
Donegal	6	Offaly	6
Dublin	99	Roscommon	3
Galway	12	Sligo	4
Kerry	16	Tipperary	5
Kildare	16	Waterford	28
Laois	5	Westmeath	9
Leitrim	1	Wexford	21
Limerick	10	Wicklow	10
Longford	4		

#### 4.2.5 Question Five: Have you heard of the Land PAWS programme before? If yes, where did you hear about it?

Figures 5 and 6 demonstrate the awareness of the Land PAWS programme amongst the national school teachers surveyed. The survey revealed that only 42.18% (178) of the participants were aware of the programme before attending the Irish Water Safety online in-service course, while 58.56% (225) of the participants had no previous knowledge of the programme.

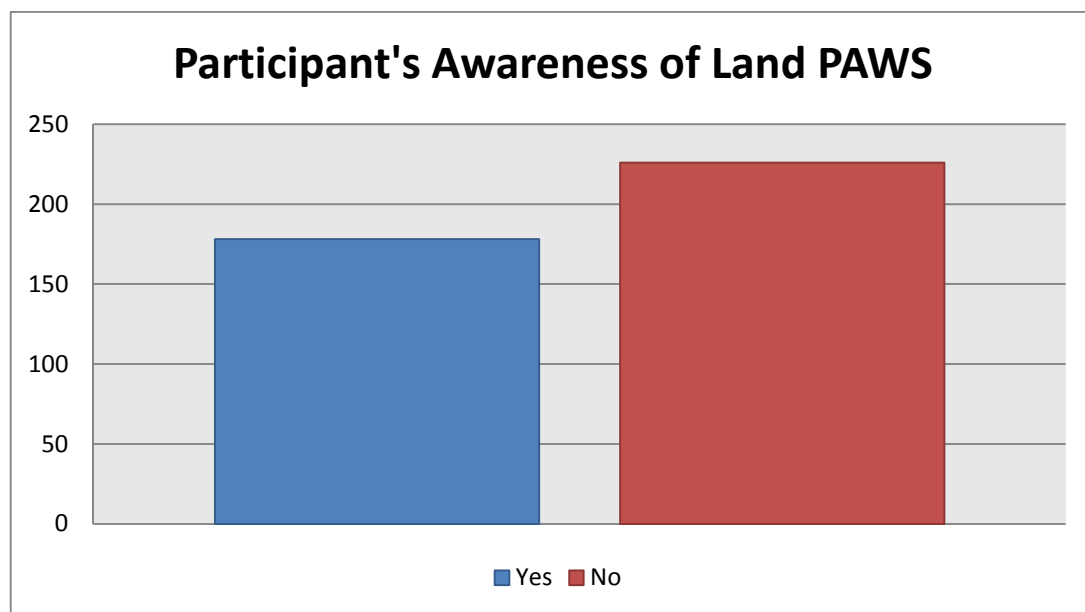


Figure 5: Breakdown of the surveyed participant's previous awareness of the Irish Water Safety Land PAWS programme.

If the participant identified having previous knowledge of the programme (answering 'yes' to the survey question), it was also clarified how the participants became aware of the course. The main source of 'word of mouth' between teachers, either at their own school or other teaching colleagues, represent the largest source of Land PAWS information for teachers, with 38.20% (68) of the total sample group identifying this as their primary source of initial information. The second largest group, with a total of 25.28% (45) of the participants, became aware of the course through Irish Water Safety campaigns; in that, Irish Water Safety's volunteers and staff had previously visited the schools in question and/or held open evenings. Other sources included online searches for water safety resources, teacher unions (Irish Teachers National Organisation and Irish Primary Principals Network), school organisations such as Active Flag, swimming pools and other outlets.

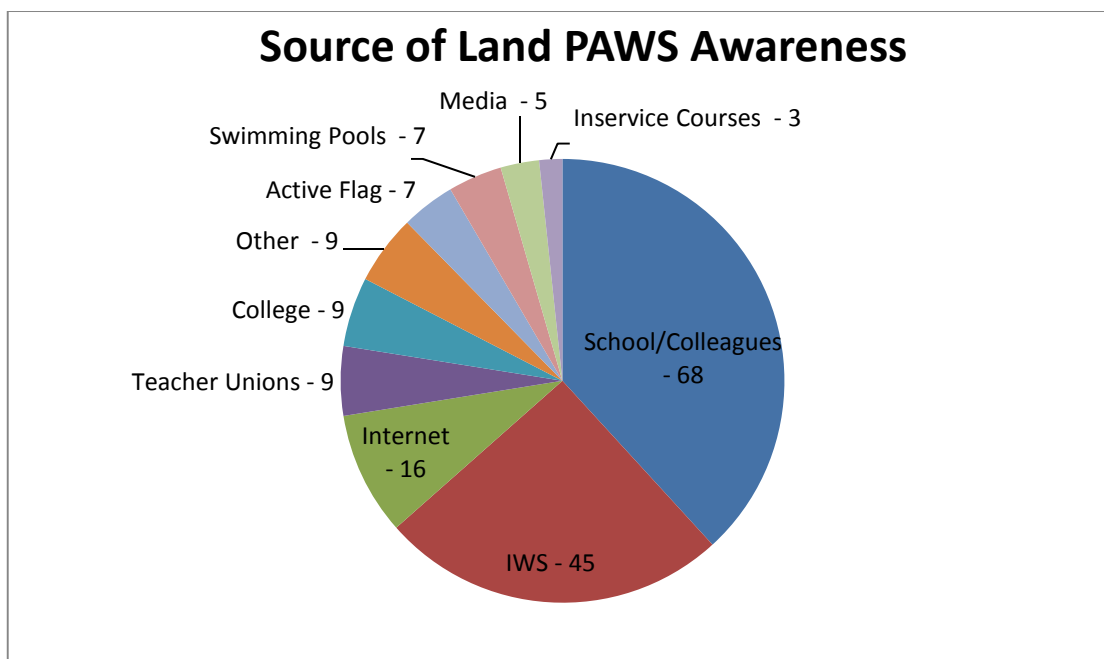


Figure 6: Breakdown of the source of information of the Land PAWS programme. Nine of those who stated they were unaware of the Land PAWS programme suggested in the comment section of the survey that Irish Water Safety should do the following to improve awareness:

- Improve website (one participant found it difficult to find the water safety resources for the class room),
- Send out more volunteers or staff to introduce it to schools,
- Improve teaching tools to make it more attractive for the teacher, and,
- Advertise in national school magazines.

#### 4.2.6 Question Six: Have you heard of the pool-based PAWS programme before this course? If yes, where did you hear about it?

Figures 7 demonstrate the awareness of the Pool PAWS programme amongst the national school teachers surveyed in this research. The survey revealed that only 42.18% (178) of the participants were aware of the programme before completing the Irish Water Safety online in-service course, while 58.56% (225) of the participants had no previous knowledge of the programme. This reflects the findings from question five of the survey, in that a similar number of teachers had no previous awareness of either the Land or Pool PAWS programmes.

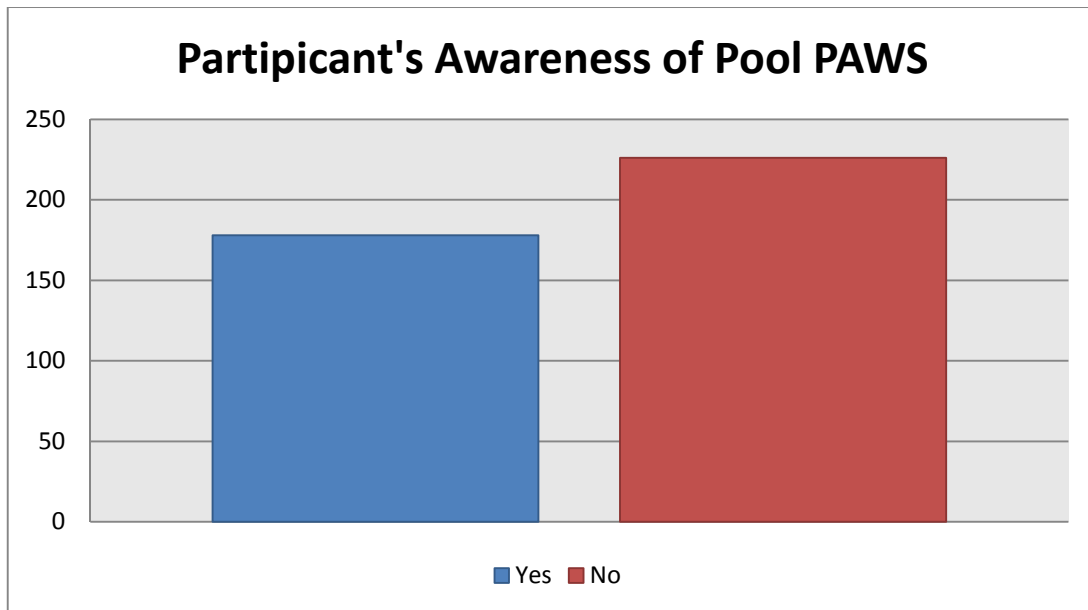


Figure 7: Breakdown of the surveyed participants previously awareness of the Irish Water Safety Pool PAWS programme.

In a similar manner to question five, the survey also identified where the participants became aware of the Pool PAWS course if they had identified previous knowledge of the course. Figure 8 identifies the different sources. Again, the vital source of 'word of mouth' between teachers, either at their own school or other teaching colleagues, represent the largest source of Pool PAWS information for the teacher, with 40.44% (72) of the sample group identifying this as the source of their initial information. A total of 22.47% (40) of the participants became aware of the course through local swimming pools. Irish Water Safety's volunteers and staff informed 19.1% (34) of the surveyed group through visiting the schools and holding open evenings. Other sources include teacher unions (Irish Teachers National Organisation and Irish Primary Principals Network), school organisations such as Active Flag, college and internet.

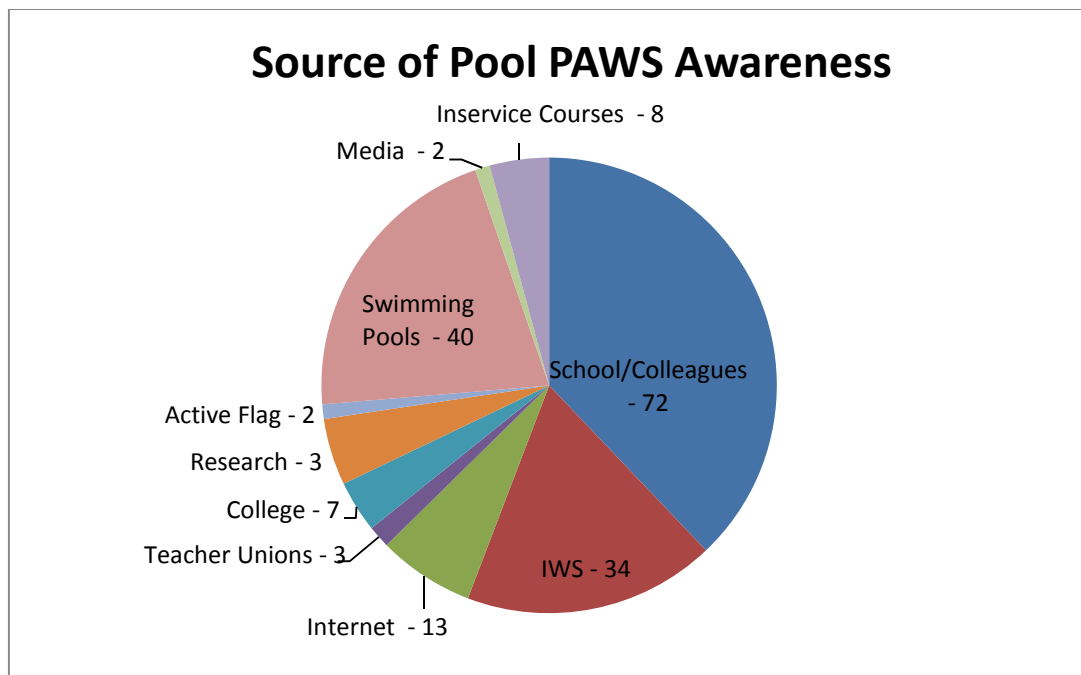


Figure 8: Breakdown of the source of awareness of the Pool PAWS programme.

Three of those surveyed, who had stated they were unaware of the Pool PAWS programme, suggested in the comment section of the survey that Irish Water Safety should do the following to improve awareness:

- Advertise to more schools and swimming pools, and,
- Provide swimming lessons in local lakes during the summer months as schools cannot afford transport to the nearest swimming pool.

#### 4.2.7 Question Seven: Do you teach water safety in your classroom as part of the SPHE syllabus? If yes, do you use Land PAWS resources?

The survey found that 78.2% (315) of the participants actively teach water safety in the classroom; meaning a total of 21.8% (88) of the participants do not teach any water safety awareness at all. Figure 9 illustrates these results. It should be noted that out of the 21.8% (88) of the participants that do not teach water safety awareness, six of the participants stated in the comment section that they were support teachers (i.e. they are hired to assist pupils with mild learning difficulties achieve their full potential with literacy and numeracy), and therefore not able to teach water safety awareness. The survey found that out of the 78.2% (315) of participants that actively teach water safety in the classroom, only 20.3% (64) of this group utilise the Land PAWS programme resources and materials. A further 21.3% (86) of the participants stated in the comment

section of this question that they would participate in the Land PAWS programme in the future after completing of the 'No Splash' online in-service course.

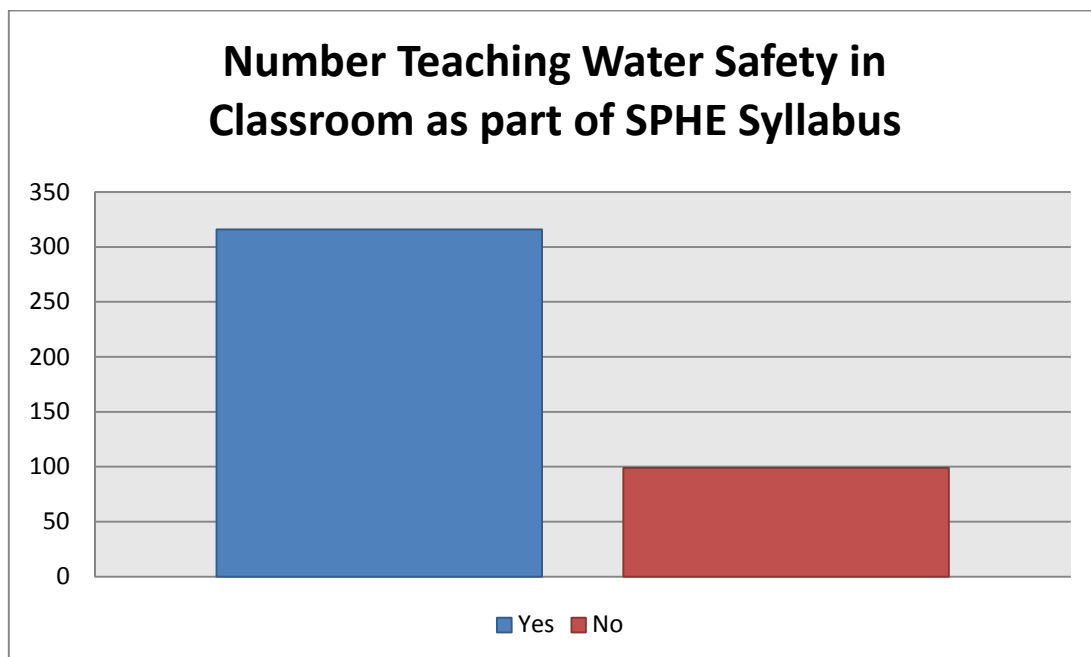


Figure 9: Breakdown of the number of participants who teach water safety awareness in the classroom.

#### 4.2.8 Question Eight: If no, what are the reasons or barriers stopping you from teaching water safety in the classroom?

The survey found that the 21.8% (88) of participants did not teach any form of water safety awareness in the classroom due to a range of factors. Such factors included time constraints, lack of resources, lack of awareness of resources available and the cost of resources. In this survey, one participant referenced the 'operational costs' as a factor for not teaching water safety awareness in the classroom. The cost of resources for teaching water safety is an unfortunate misconception, it is hypothesised that teachers will avoid utilising the Land PAWS resources due to expectations that Irish Water Safety will seek a fee. While, in fact, these services and resources are offered free of charge. Other factors include the participant's role in the school, such as not being either a support teacher or in a principal role; Figure 10 breaks down these identified factors.

Participants who did not teach water safety awareness suggested in the comment section of this survey that, to improve the up-take of the programme, Irish Water Safety could provide:



- More training for national school teachers to improve their understanding of the subject,
- School visits to teach the students about water safety awareness, and,
- More resources for teachers to teach the programme.

Interestingly, one participant specified the factor of ‘tradition’ in the survey as a barrier that would stop them from teaching water safety awareness in the classroom. As an explanation of term ‘tradition’, the participant referenced the lack of open body water near their school as a basis for not educating the children about water safety awareness.

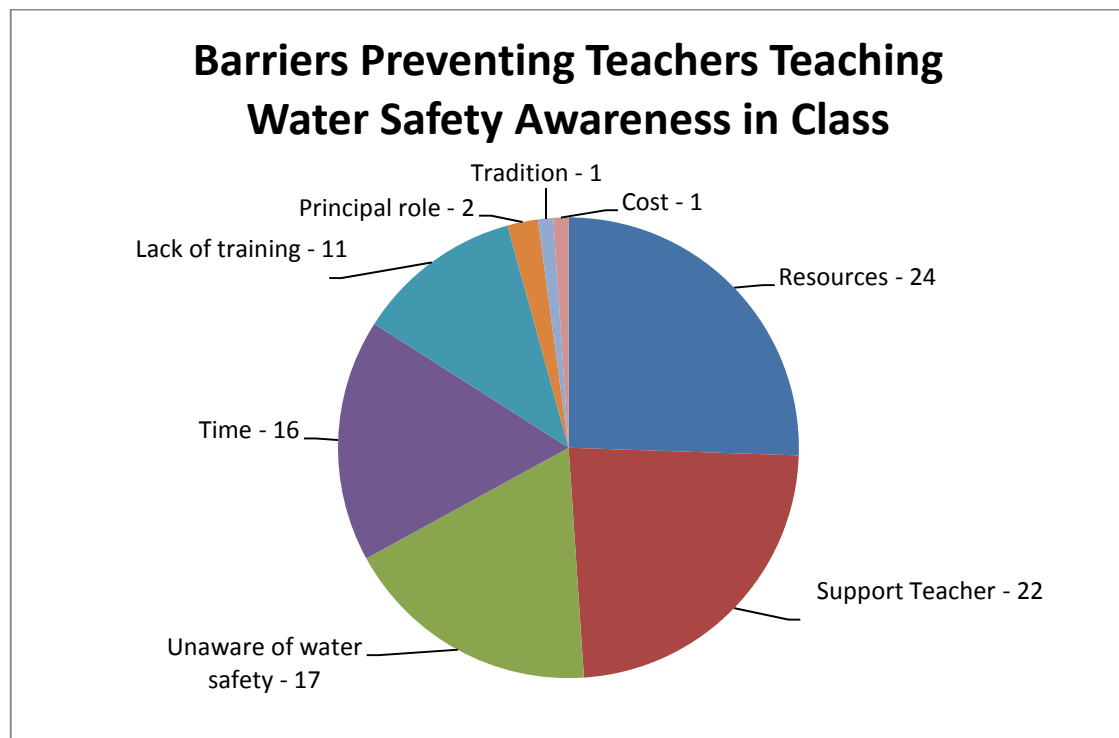


Figure 10: Breakdown of the barriers identified as reasons why teachers are not teaching water safety awareness in the class.

#### 4.2.9 Question Nine: If you teach water safety and don't use the Land PAWS resources, what resources do you utilise?

As identified in question seven of this survey, it was found that out of the 78.2% (315) of participants that actively teach water safety in the classroom, only 20.3% (64) of the group utilise the Land PAWS programme resources and materials. Participants who don't use the Land PAWS programme listed the following alternative sources of materials. A total of 12.4% (50) of the participants utilise the ‘Be Safe’ programme,

while 7.4% (30) of the participants utilise the ‘Stay Safe’ programme. Both programmes are funded and operated by the Irish Department of Education. Other sources of water safety awareness were also identified, with 13.6% (55) of the participants utilising resources online (from sites other than Irish Water Safety websites), 3.5% (14) of the participants used YouTube alone to teach water safety awareness in the classroom. Other classroom sources of information are teacher-made resources with 10.9% (44) of the surveyed teachers using these, while a further 2% (8) of the participants relied on guest speakers to inform the children of water safety awareness.

The final resource identified by teachers were swimming pools and leisure centres, with 12.7% (40) of those surveyed depending on such locations to supply them with water safety resources. In addition to this, 1.2% (5) of the participants relied on swimming pools and leisure centres staff to teach water safety to their students during school organised swimming lessons. A total of 11.2% (45) of the participants failed to input the resources that they utilise to teach water safety awareness. Figure 11 provides a full breakdown of the resources used by the national school teachers surveyed in this research to teach water safety in the classroom.

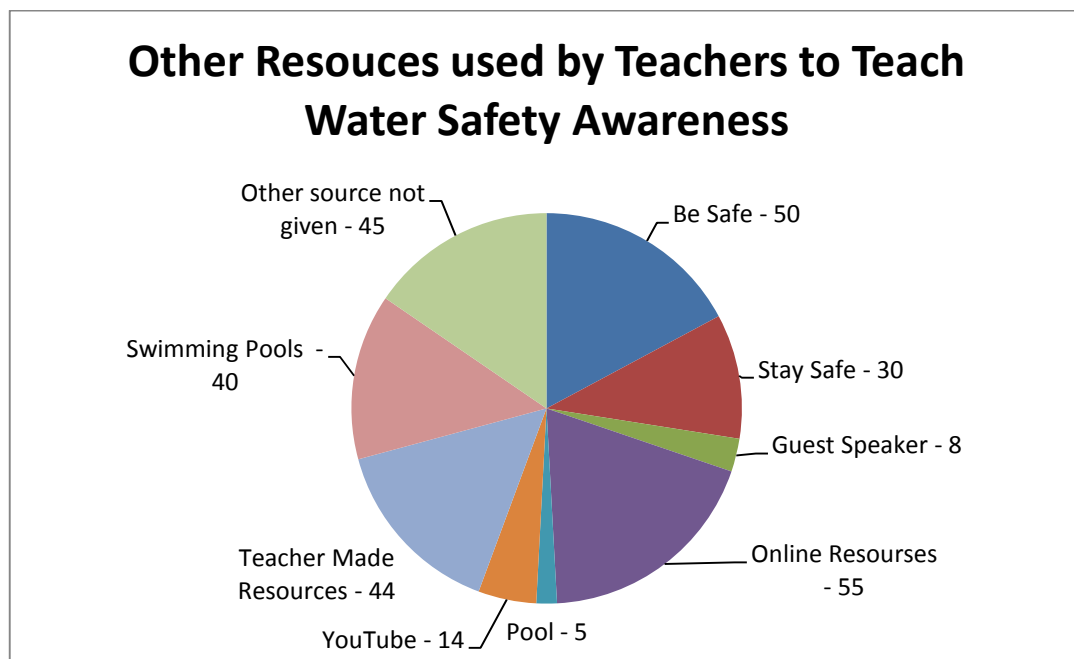


Figure 11: Breakdown of the resources used by the national school teachers surveyed to teach water safety in the classroom in place of the Land PAWS programme.

#### **4.2.10 Question Ten: Do you teach other types of personal safety such as fire/road/farm safety? If yes, which types?**

This question examined whether the participants surveyed taught other personal safety topics in their Social Personal Health Education (SPHE) programme. A total of 5.5% (22) of the participants did not teach any aspect of personal safety to their students. From the data collected in question eight, the researcher identified that these participants were support teachers who are not in a position to teach the SPHE programme.

The survey showed that a vast majority of the group, a total of 94.5% (381) of the participants, taught other personal safety awareness to students (in addition to, or in place of water safety). Some of these other personal safety awareness lessons included:

- Fire,
- Road,
- Farm,
- Internet,
- Halloween (fireworks and bonfires),
- Electricity,
- Food, and/or,
- Stranger danger.

#### **4.2.11 Question Eleven: Do you feel resources can be improved? If yes, how can Irish Water Safety improve the resources?**

Figure 12 shows the results of the question asked in the survey: “Do you feel resources can be improved? If yes, how can Irish Water Safety improve the resources?”. The majority of comments made by the participants in the comment section of the survey were in agreement that the resources can be improved, and to do so by improving the promotion of the Land PAWS programme to all schools. Specific responses from sixty of the participants can be summarised in the following answers:

- Twenty-nine participants suggested improving the resource packs to include flags for each school, posters on each of the topics and lesson plans. It was

also suggested that online tools such as interactive games, quizzes and videos be updated.

- *“Increase the number of quizzes.”*
- *“More videos and case studies as examples of what can go wrong.”*
- *“The interactive resources are okay, but need more for both teachers and children.”*
- Fifteen participants believed that Irish Water Safety would increase numbers partaking in the Land PAWS programme by increasing marketing to schools. It was also suggested that Irish Water Safety should improve existing partnerships and create new ones to increase participation.
  - *“All schools need to be made aware of the programme and the resources, especially that they are supplied to the schools for free.”*
- Five of the participants believe Irish Water Safety should provide more visits by instructors and/or staff to provide training to the children.
  - *“More Irish Water Safety personnel available to come into the classrooms on a systematic basis so that every child in Ireland gets the presentation at least once in primary school better liaison between Irish Water Safety and primary teachers at local level.”*
- Four participants felt it is necessary to improve the resources for each level. It was suggested that creating different posters, booklets and online tools for each level would improve student’s interactions with the Land PAWS programme.
  - *“I would recommend a Junior and a Senior level pack. The pack/booklet is really good but can be a bit tricky for younger classes. I loved using them for Senior classes to present projects on water safety which made a lovely summer display for the classroom.”*
- Three participants stated that interactive applications would improve student’s interaction with the Land PAWS programme.
  - *“Yes, include resources that can be used on class iPad/ interactive games and quizzes to use on classroom Ebeam touch screen board”*
- Two participants felt that more teacher training needs to be provided by Irish Water Safety.

- *“More teacher training is required for teachers to confidently teach this subject.”*
- Two participants believe that images need to be both cartoons and photos for students to recognize the real dangers.
  - *“I think some real life pictures would be good too - not just the cartoon ones, this would be especially helpful for children who are on the autistic spectrum, as they often take things very literally and might find it difficult to connect the real life situation with the cartoon picture.”*

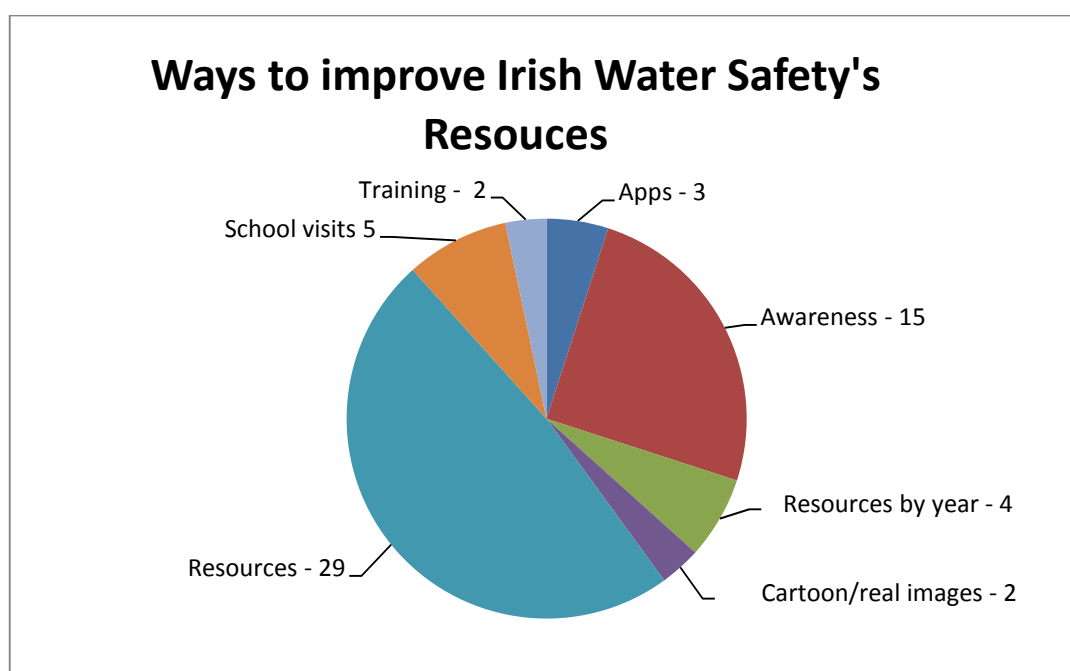


Figure 12: Breakdown of the responses offered by participants on ways to improve Irish Water Safety's resources for teaching water safety in the classroom.

#### **4.2.12 Question Twelve: If you use the Land PAWS resources, do you always order the Land PAWS certificate?**

The survey found out of the sixty-four participants who utilise the Land PAWS resources in the classroom, only thirty-nine of these teachers go on to order the certificates for the students who complete the programme. This reveals that there is only a 60.9% order rate of certificates out of those teachers utilising the Land PAWS programme in the classroom. This result may suggest one of two things: one, the initial resource materials are ordered but the teacher then fails to teach the Land PAWS

programme or, two, the teachers successfully completes the Land PAWS programme but does not order the certificates.

### **4.3 Analysis of Survey Findings**

This survey gathered valuable data with respect to the teaching of water safety in national school classrooms all over Ireland. The findings were analysed by the researcher with the main objective of “evaluating the use of social marketing as a tool to affect people’s attitudes towards water safety, in particular for the use of the Land PAWS programme in Irish national schools”. The information was also gathered under the following sub-headings:

- To examine the use of the Land PAWS programme,
- To identify which aspects of personal safety are taught in national school,
- To investigate national schools’ teacher’s interest in teaching students water safety, and,
- To examine how Irish Water Safety can improve the course for national school teachers and students.

#### **4.3.1 To identify the Use of the Land PAWS Programme**

The researcher identified that out of the 78.2% (315) participants that actively teach water safety in the classroom, only 20.3% (64) of the participants utilise the Land PAWS programme. This low number of teacher participation highlights the necessity for improvements within the social marketing campaign. From this research, it was found that 21.3% (86) of the participants stated that they would participate in the Land PAWS programme in the future following the ‘No Splash’ Irish Water Safety online in-service course. As a result it is suggested that additional faculty preparation in the form of training, with an improved organisation and structure, would be beneficial for future water safety training programmes for increased uptake.

#### **4.3.2 To identify which Aspects of Personal Safety are taught in National Schools**

Question ten of the survey examined whether the participants taught other personal safety topics such as fire safety, road safety, farm safety etc. as well as or in place of water safety. The survey showed that 94.5% (381) of the participants taught other

personal safety awareness programmes to students (in addition to, or in place of water safety). As previously discussed, social marketing combines marketing concepts with social change techniques to achieve individual behavioural changes for the benefit of the target market (Guang and Borges, 2012). The Department of Education has a clear focus to utilise social marketing to change behaviours around dangers for children. The survey identified several personal safety topics, highlighted in Section 4.2.10, under the Department of Education's SPHE programme. However, water safety awareness for some teachers was not a priority due to issues such as time constraints, lack of resources, lack of awareness of resources and water safety and lack of training.

### **4.3.3 To investigate National Schools Teacher's Interest in Teaching Water Safety**

The researcher identified that a total of 21.8% (88) of the participants surveyed did not actively teach water safety in the classroom. The research pointed to time constraints for both in class and receiving training to teach water safety as being an issue for some teachers. The literature review of chapter 2 of this dissertation identified 'cost' or 'price' (in this case, time and effort) as a major factor in social marketing. With a further 21.3% (86) of the participants stating they would participate in the Land PAWS programme in the future following the 'No Splash' online in-service course, it is believed the interest is there amongst teachers to teach water safety. However, key aspects such as teacher awareness of the course and clarity of the actual time requirements are needed.

### **4.3.4 To examine how Irish Water Safety can improve the Course for National School Teachers and Students**

The survey has identified the participant's ideas and suggestions in how to improve the Land PAWS uptake in national schools across Ireland and to improve the Land PAWS as a programme. Participant's main suggestions included improved training for teachers, improved resources and an increase of staff visiting schools to create awareness of the Land PAWS programme.

## **4.4 Summary of Survey Findings**

Section one of this chapter identifies the low usage of Irish Water Safety's Land PAWS programme. Out of the sixty-four participants who identified themselves as actively

utilising the Land PAWS resources, only thirty-nine go on to order the certificates for the children. This is an issue that Irish Water Safety are aware of. The surveys also revealed teacher's opinions on how to improve Land PAWS uptake by national schools across Ireland. Improving awareness, resources and training were all key suggestions by all participants. Another suggestion included increasing the number of school visits by Irish Water Safety staff to introduce the programme to schools. This information will assist the researcher in designing the semi-structured interviews which will be discussed in the second section of this chapter.

## **4.5 Section Two: Semi-Structured Interviews**

Three semi-structured interviews were conducted with three independent national school teachers. These three teachers represent one of each of the three major groupings identified in the surveys discussed in section one of this chapter. A copy of the questions asked during the semi-structured interview process can be found in Appendix B of this dissertation. The researcher utilised stratified sampling to select the subgroup of national school teachers, the interviewees were selected as follows:

- Teacher one, who uses Land PAWS material but does not order certificates,
- Teacher two, who uses Land PAWS material and orders certificates, and,
- Teacher three, who does not use any Land PAWS resources.

### **4.5.1 Identify the Use of the Lands PAWS Programme**

As discussed in the literature review of Chapter 2, behavioural change is typically accomplished through educational campaigns to increase or correct individual knowledge of the target subject (Wymer, 2017). All three interviewees agreed that standardisation of teaching methods and materials improve the standard of a student's overall learning experience and retention of source materials.

Teacher one, stated that:

*“Standardisation of safety insures teachers focus on local dangers such as weirs, but still teach the students about the dangers of the sea”.*



Teacher one also stated:

*“Land PAWS provides teachers with the resources, lesson plans and certificates to teach different elements of water safety. Teaching water safety provides children with an interactive life lesson on how to stay safe.”*

As previously discussed in Section 2.9, active learning encourages a higher uptake of information received by a student and with a greater chance of future usage. Active learning is distinguished from passive learning in that the student participates in his/her learning through some sort of activity other than listening and taking notes during a lecture (McKay-Nesbitt *et al.*, 2012).

Teacher two stated:

*“The resources both online and in the Land PAWS pack, allow me to teach on a subject that I had very little practical knowledge of before a colleague introduced me to it. I can see the difference it has made to the children’s behaviour around water, but has also changed my own attitude to waterways, particularly rivers.”*

This reflects the concept put forward by Boyle and Proctor (2009) in that, for younger children, an important component of a successful and effective social marketing campaign is the involvement of parents and/or guardians in the expectation that this knowledge will change their attitudes to such issues also. Therefore, influencing their own behaviour and the priority they assign when seeking to instil values into children under their care.

When the researcher asked about why teacher two did not order certificates on completion of the Land PAWS course, teacher two stated:

*“I teach the water safety in June, by the time I think to order the certificates I wouldn’t receive them in time to give them to the children.”*

Teacher three stated:

*“I currently don’t teach the Land PAWS programme, I do teach some water safety, but I do not have the time to go through the entire Land PAWS programme, I teach fifth*

*class, it would require three hours of class time and trying to organise use of ring buoys.”*

Teacher three followed up with:

*“I do see the importance, particularly with how close my school is to the sea and lakes, but there is almost too much for teachers to complete in the time given.”*

The reasoning given to this interview question can be identified as 'price' or 'cost' associated with a social marketing programme, as previously discussed in Section 2.6.2 of the literature review. As the cost cannot be valued in a monetary term when discussing social marketing campaigns, an exact value for the price of a social marketing programme must be created in other forms. In a paper by Guang and Borges (2012), the concept of the price of a social marketing campaign is discussed in terms of an intangibles item such as time or effort. In this case, the 'price' involved is the time and effort input by the teacher in planning and dedicating time towards completing the Land PAWS programme.

#### **4.5.2 Identify which Aspects of Personal Safety are taught in National Schools**

Kotler and Lee (2008) state that social marketing focuses on changing the individuals' behaviour in ways that benefit the individual; in a school environment, the individuals are the students themselves. As part of the standard curriculum Social, Personal and Health Education (SPHE) programmes aim to improve the student's ability to make better decisions around hazards, such as road and fire safety. All three teachers agree that the use of the Department of Education's SPHE programme in national schools is important for the student's personal safety. The Department of Education state that SPHE does not begin or end in school, that children's understanding of the world, their own role and place in society and ways of behaving are significantly influenced by the family and the home environment (Department of Education, 1999).

Teacher one stated:

*“The SPHE programme provides students with the “tools” to protect themselves from potential dangers, like road safety, not every student gets this awareness from their parents. The SPHE programme insures every student receives personal safety information.”*

Teacher two stated:

*“All students need to learn these rules for personal safety, there are the obvious ones like fire safety, water safety and road safety. Then there are dangers you don’t think of everyday, such as medicine, machinery and the internet.”*

Teacher three stated:

*“Parents are often learning some of this information for the first time when their child comes home after an SPHE lesson. Teachers are teaching subjects like internet safety who then tell their parents, potentially teaching them something they were unaware of. I often end up having parents ask me on these topics.”*

#### **4.5.3 Investigate National School Teacher’s Interest in Teaching Water Safety**

The term ‘place’ in social marketing infers the channels by which behaviour change is promoted and the places in which change is encouraged and supported, (Andreasen, 2002). As discussed in Section 2.6.3 of the literature review, the ‘place’ in relation to the Land PAWS programme refers to the physical classroom in which the water safety lessons are taught. In addition, place may also refer to the home environment of the child who has completed the Land PAWS programme as parents and/or guardians are also encouraged to instil water safety awareness in the children under their care in everyday scenarios; as discussed previously in Section 4.5.1. National schools offer a unique channel for social marketing campaigns to target the youth, and in this way this can help reduce poor behaviours or habits as the generation grows.

Teacher one stated:

*“National school is where we learn to basic skills, such as numeracy and literacy. These skills and lessons stick with us through life, I feel safety lessons and more importantly recognition of dangers particularly in water, should be included. It helps to keep everyone safe”*

Teacher two stated:

*“The issue of water safety in Ireland is not highlighted enough. As an island we are surrounded, there are lakes and rivers all over the land locked counties. There is just a*

*lack of awareness, no one checks the water before they enter, but they will check the road before they cross it. The message of water safety needs to be louder.”*

Teacher three stated:

*“I do think water safety should be relevant, but the Land PAWS programme focuses on dangers in the sea, I see it cover some dangers in rivers and lakes. The children I teach will more likely get in danger in a lake than at the seaside.”*

Teacher three echoes the thoughts of Wymer (2011), who states that marketing scholars focused on influencing individual consumers rather than improving societal well-being. In this way, the teaching of the Land PAWS programme should be tailored to the individuals being taught. For example, if the school is located on a coastal region of the country focus may be placed on dangers of the sea while schools in more midland regions may focus more on the dangers associated with lakes. Interestingly, the comments made by teacher two touches on the importance of the aspect of ‘promotion’ in highlighting the necessity of teaching water safety in Ireland. This will be discussed further in Section 4.5.4 of this chapter.

#### **4.5.4 Examine how Irish Water Safety can improve the Course for National School Teachers and Students**

As previously discussed in Section 2.6.1 of the literature review, in social marketing terms, Lee and Kotler (2011) identify a ‘product’ as being the benefits derived from an exchange by the target audience and/or any goods or services required to support that which is desired. In this research, the ‘product’ is the physical resources offered to the national school teacher by Irish Water Safety to teach the Land PAWS programme in addition to the affect those lessons have on the children’s attitudes towards water safety. In order to increase the success rate of the overall campaign, the three teachers were asked how they felt the product itself, i.e. the resources, could be improved.

Teacher one stated:

*“I would prefer an improved assessment, one that evaluates the students understanding of the material within the programme that is measurable. I would like more online materials such as quizzes, videos and demonstrations.”*

This reflects the theory put forward by McKay-Nesbitt *et al.* (2012), they state that at the end of a social marketing campaign students should be questioned on whether the programme:

- Increased their concern for the topic,
- Helped them identify ways to become responsible,
- Caused them to change their behaviour, or,
- Caused them to form intentions to change behaviour.

Teacher two stated:

*“I would like to see more defined materials and lesson plans for each level, rather than on patch fits all. This would be a better learning experience for a student who participates in each level, instead of seeing the same resource each time they complete the Land PAWS”*

In the study by McKay-Nesbitt *et al.* (2012) mentioned previously, they also state that students must first learn basic concepts before integrating those concepts into other disciplines. In this way, it could be applicable that students may benefit from understanding the basics of water safety in a beginner level Land PAWS programme and then to follow on from this with a more advanced Land PAWS programme to learn how this basic information integrates with other areas of water safety.

Teacher three stated:

*“Increase the number of visits to schools and promote the material more.”*

Teacher three had yet to utilise the material, but has agreed to try the Land PAWS programme with her second class students in this school years spring term. As previously mentioned in Section 4.5.3 of this chapter, this semi-structured interview process has highlighted the importance of ‘promotion’ in a success of Irish Water Safety’s social marketing programme. Promotion is the means by which behavioural change is promoted to the target audience by the marketer, such as through advertising campaigns, media relations, direct mail and interpersonal communications (Andreasen, 2002). This concept of promotion, previously discussed in Section 2.6.4 of the literature

review, is often seen as a key part of the success of a campaign to encourage behavioural and social change.

## **4.6 Summary of Findings**

From the two sections of this chapter, namely, the analysis of the 403 surveys and the 3 semi-structured interviews, vital information and feedback is supplied by national school teachers in relation to Irish Water Safety's Land PAWS programme. It is clear from this research that there are many issues relating to utilising social marketing in national schools. Data gathered from this research can be relayed back to Irish Water Safety and will assist in the examination of their four E's of the social marketing mix; namely, price, place, product and promotion.

Based on the results of this research, that which is related to the 'price' or 'cost' of a social marketing campaign (primarily the teacher's time and effort) are key areas for Irish Water Safety to investigate to improve the uptake of the Land PAWS programme. Such factors were identified as the major reasons for a lack of usage of the programme in national schools. For continued improvements in uptake, investigations will also be required by Irish Water Safety directly relating to the 'place' and 'product'; namely, the resources utilised within the classroom itself.

From the information provided by those surveyed in this work, it can be confirmed that teachers who utilise the programme are satisfied overall with the product in terms of the resources and tools Irish Water Safety provide. However, feedback was also provided by the teachers on how to optimise the resources available for use within the classroom. These recommendations focus on both the teacher's resources and training, as well as the resources for students.

From the findings of both the survey and the semi-structured interviews in this research, it is clear that more promotional work by Irish Water Safety is required to improve national school teacher's awareness of the Land PAWS programme. It was stated on both research platforms completed as part of this dissertation that more school visits and open evenings would improve teacher's awareness of these programmes which would, ultimately, improve the overall success of the programme.

## **Chapter 5**

### **Conclusions**

## 5.1 Introduction

This study evaluated the use of social marketing as a tool to affect people's attitudes towards water safety, in particular for the use of the Land PAWS programme in Irish national schools. This research was completed through directly comparing all data obtained from the following research methods:

- Secondary research in the form of the literature review, and,
- Primary research in the form of online surveys and semi-structured interviews.

The overall conclusions and recommendations derived from this research are based on the extensive analysis and discussion of the data obtained within this dissertation. The researcher's literature review systematically examined all available secondary sources relating to the core research topics of this dissertation. The researcher also successfully completed a qualitative research component with the use of both an online surveys and semi-structured interviews. The quantitative element of this study involved the analysis of the information, obtained from of both the online surveys and the semi-structured interviews, in order to answer the four main key research objectives, namely:

- To examine the use of the Land PAWS programme,
- To identify which aspects of personal safety are taught in national schools,
- To investigate national school teacher's interest in teaching student safety, and,
- To examine how Irish Water Safety can improve the course for national school teachers and students.

For clarity, the researcher will present the key findings of this research as per Irish Water Safety's social marketing plan.

## 5.2 Social Marketing Plan

### 5.2.1 Price

The survey, completed by 403 national school teachers as part of this research, found that 21.8% (88) of the participants do not teach any water safety awareness in the classroom. Furthermore, out of the 78.2% (315) participates who actively teach water safety only 20.3% (64) of this group utilise the Land PAWS programme resources and materials. Reasons given for not teaching water safety awareness included time



constraints and the cost of resources, which relate to the 'price' of the programme. The semi-structured interviews with 3 teachers, representing the 3 sub-groups of teachers identified in the survey, revealed similar results. It was suggested that, for some teachers, water safety was not a priority due to issues such as time limitations, lack of training and the operational costs involved.

Based on these findings, the researcher would make the following recommendations to Irish Water Safety relating to the issues associated with the 'price' aspect of the social marketing campaign can be made:

- Improve awareness of the zero financial cost of the Land PAWS programme's resources and certificates.
- Provide clarity on time requirements for the Land PAWS programme.
- Provide online training for national school teachers, for example as part of the INTO's in-service course, free of charge.

### **5.2.2 Place**

Irish Water Safety aims to provide teachers with an educational service to improve water safety awareness among national school children. The 'place' in this scenario refers to the national school classroom in which the Land PAWS lessons are taught. As a direct result, Irish Water Safety should provide all teachers with the "tools" to teach this programme in their classroom. As mentioned previously, it was identified from the survey that out of the 78.2% (315) of participants that actively teach water safety in the classroom, only 20.3% (64) of this group utilise the Land PAWS programme resources and materials. In addition, only 60.9% (39) of these teachers order the certification of completion for their students. The interviews revealed that, in addition to those factors mentioned previously, some teachers had a perception of a lack of relevance of the topic of water safety due to school location.

The researcher would therefore make the following main recommends to Irish Water Safety in relation to the 'place' aspect of the social marketing campaign:

- Improve awareness of the Land PAWS programme's resources to be utilised within the classroom.

- Provide online training relating to water safety for national school teachers free of charge.

### 5.2.3 Product

As discussed previously in Section 4.2.9, only 20.3% (64) of teachers who actively teach water safety use the Land PAWS programme. Utilising the data gathered from the survey, the researcher found that the other 79.7% (251) of teachers relied on alternative online resources (13.6%), teacher-made resources (10.9%) or other programmes such as ‘Be Safe’ (12.4%) or ‘Stay Safe’ (7.4%). During the interview process, the participants provided feedback on how Irish Water Safety could optimise the resources available for improved uptake. A key note was the suggestion of creating different posters, booklets and online tools for each level of the course; namely, a ‘junior’ and ‘senior’ level. It was suggested this would improve student’s interactions with the Land PAWS programme.

The researcher would therefore make the following recommends to Irish Water Safety in relation to the ‘product’ aspect of the social marketing campaign:

- Improve the resources packs to include:
  - Land PAWS level-specific resources,
  - Flags for each school, and,
  - Posters on each of the topics.
- Improve the online tools using:
  - Interactive games,
  - Quizzes (expand on all topics),
  - More videos for each topic (clearly defined by course level), and,
  - Examples of real scenarios and images to improve student’s awareness of dangers.

### 5.2.4 Promotions

From the survey completed as part of this dissertation, it was revealed that a total of 58.56% (225) of the participants had no previous knowledge of the Land PAWS programme. For those who had previous awareness, the survey found that the main source of information for teachers was ‘word of mouth’ between teachers, either at their

own school or other teaching colleagues. This was the by far the largest source of Land PAWS information for teachers surveyed, with 38.20% (68) of the participants receiving their information in this manner. Lack of awareness of the Land PAWS programme was also a key limiting factor identified during the interview section of the research. The 3 teachers interviewed strongly suggested that further promotion of the programme would increase uptake and improve teacher involvement significantly. In fact, it was revealed in the survey that 21.3% (86) of the participants stated that they would participate in the Land PAWS programme in the future after completing of the 'No Splash' online in-service course.

The researcher would therefore make the following recommends to Irish Water Safety in relation to the 'promotions' aspect of the social marketing campaign:

- Increase the number of staff visiting schools to present and introduce the Land PAWS programme to national school principals and teachers,
- Promote the 'No Splash' online in-service course to teachers during INTO conferences and/or similar events, and,
- Advertise in national school magazines (INTO, IPPN, Primary Times).

### **5.2.5 Other P's of the Social Marketing Mix**

The four other P's of social marketing, namely, partnership, policy, publics and purse strings, provide Irish Water Safety the opportunity to address issues that the traditional marketing mix do not explicitly examine. The researcher would therefore make the following recommendations in relation to the other P's of the social marketing mix:

- Partnership Recommendations: Develop improved partnerships with national school teacher unions, such as INTO and IPPN, to improve awareness and uptake of the Land PAWS programme.
- Policy Recommendations: The researcher recommends that the Land PAWS programme should be made a compulsory aspect of the SPHE curriculum to improve consistency of the water safety awareness training.
- Publics Recommendations: Increase student, parent/guardian, teacher and principal awareness of the Land PAWS programme through traditional forms of marketing such as radio, television, newspaper, etc.

- Purse strings Recommendations: Seek further funding from governing council such as the Department of Education and the Department of Rural and Community Development. Alternatively, Irish Water Safety could pursue private funding opportunities.

### **5.3 Limitations**

The researcher would like to take this moment to acknowledge the limitations associated with this study. Firstly, limitations for background research due to the lack of literature addressing social marketing campaigns for children. In particular, the lack of published literature related to improving children awareness of the dangers of water. Secondly, limitations due to the time restrictions on the researcher. Specifically, due to the nature of the in-service course, the results from the 403 surveys were only available to the researcher until the 22<sup>nd</sup> of August. As the data from these surveys was required to be analysed prior to the compilation and commencement of the semi-structured interviews, this also added to the time constraints placed on the researcher.

The researcher recommends further research carried on the topic of social marketing.

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# **Appendices**

## Appendix A: Land PAWS Survey Questions

### 1. What is your gender?

- Female  
 Male

### 2. What is your age?

- 20 to 24  
 25 to 34  
 35 to 44  
 45 to 54  
 55 to 64

### 3. How many years have you been teaching?

- Less than 5 years  
 Between 5 and 10 years  
 Between 10 and 15 years  
 Between 15 and 20 years  
 Over 25 years

### 4. Location of current employment school by county?

### 5. Have you heard of the Land PAWS programme before? If yes where did you hear about it?

Yes

No

### 6. Have you heard of the pool-based PAWS programme before this course? If yes, where did you hear about it?

Yes

No

**7. Do you teach water safety in your classroom as part of the SPHE syllabus? If yes, do you use Land PAWS resources?**

Yes

No

**8. If no, what are the reasons or barriers stopping you from teaching water safety in the classroom?**

**9. If you teach water safety and don't use the Land PAWS resources, what resources do you utilise?**

**10. Do you teach other types of personal safety such as fire/road/farm safety? If yes, which types?**

**11. Do you feel resources can be improved? If yes, how can Irish Water Safety improve the resources?**

Yes

No

**12. If you use the Land PAWS resources, do you always order the Land PAWS certificate?**

Yes

No



## **Appendix B: Semi-Structured Interview Questions**

**Qu. 1:** How many years have you been teaching?

**Qu. 2:** In what county is the national school by which you are currently employed?

**Qu. 2(a):** What would be the closest body of water to your school?

**Qu. 3:** Have you heard of the Land PAWS programme before?

**Qu. 3(a):** If yes, where did you hear about it?

**Qu. 4:** Have you heard of Irish Water Safety's pool-based PAWS programme before this course?

**Qu. 4(a):** If yes, where did you hear about it?

**Qu. 5:** Do you teach water safety in your classroom as part of the SPHE syllabus?

**Qu. 5(a):** If yes, what benefits do you find it brings to the classroom?

**Qu. 5(b):** If yes, do you use Land PAWS resources?

**Qu. 5(c):** If yes, do you always order the Land PAWS certificates?

**Qu. 5(d):** If no, what prevents you from ordering the Land PAWS certificates?

**Qu. 6:** If you teach water safety and don't use the Land PAWS resources, what resources do you utilise?

**Qu. 7:** Do you teach other types of personal safety such as fire/road/farm safety?

**Qu. 7(a):** If yes, which types?

**Qu. 7(b):** Do you find these lessons are of a benefit to the children in your class?

**Qu. 7(c):** Do you feel these lessons are of a benefit to more than just the child, i.e. do you feel it benefits the child's family?

**Qu. 8:** Do you feel teaching water safety, and other personal safety programmes, to children is important in national schools?

**Qu. 9:** How do you think water safety lessons can be improved to insure that the students fully grasp the dangers in and around water?

**Qu. 10:** Do you feel resources can be improved?

**Qu. 10(a):** If yes, how can Irish Water Safety improve the resources?

**Qu. 11:** How can Irish Water Safety increase the numbers of participants in the Land PAWS programme?

## **Appendix C: Participant Survey Consent Form**

### **SurveyMonkey Consent Form**

This survey is being carried out on behalf of Irish Water Safety to review its Land Primary Aquatic Water Safety (PAWS) programme. Your participation will assist Irish Water Safety improve the Land PAWS programme.

This survey will require approximately five to ten minutes of your time and is completed through the online survey development program, SurveyMonkey.

Taking part in this survey is mandatory as part of the INTO online in-service course 'No Splash', you must complete this survey to finalise the course.

Your responses will be kept strictly confidential, and all digital data will be stored in secure computer files. No reference of your personal details will be made available when this research is published.

If you have any questions on this survey please feel free to contact Irish Water Safety's Educational Development Officer, Oisín Foden by phone: 091 564400 or email: [oisinfoden@iws.ie](mailto:oisinfoden@iws.ie).

**Statement of Consent:** I have read the above information, and have received answers to any questions. I consent to take part in the survey on Irish Water Safety's Land PAWS programme.

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Participant's Signature

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Date

## **Appendix D: Participant Interview Consent Form**

### **Interview Consent Form**

This interview is being carried out on behalf of Irish Water Safety to review its Land Primary Aquatic Water Safety (PAWS) programme. Your participation will assist Irish Water Safety improve the Land PAWS programme.

The interview will require approximately twenty-five to thirty minutes of your time and is completed over the phone at a time convenient to you. Taking part in this survey is completely voluntary.

If you choose to participate in the interview, you can withdraw at any time without consequences. You can choose not to answer a question if you wish.

Your responses will be kept strictly confidential, and all data will be stored in secure computer files. No reference of your personal details will be made available when this research is published.

If you have any questions on this survey please feel free to contact Irish Water Safety's Educational Development Officer, Oisín Foden by phone at 091 564400 or email: [oisinfoden@iws.ie](mailto:oisinfoden@iws.ie).

**Statement of Consent:** I have read the above information, and have received answers to any questions. I consent to take part in the survey on Irish Water Safety's Land PAWS programme.

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Participant's Signature

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Date