University of Southampton

Marketing awareness among trainee teachers in Further Education

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Submitted in partial fulfillment of the MPhil. Research Methodology

Research and Graduate School of Education: Faculty of Social Sciences

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Abstract

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By Marcella Campbell

Operating within a qualitative paradigm, this research examines awareness of and attitudes toward marketing concepts among a class of eight trainee teachers.

The research methodology required the students to produce individual and group concept maps (two groups of four) entitled 'educational marketing' and the process was closely monitored. After consideration of information on the Marketing environment, planning, strategy and mix and extracts from a range of articles, another individual concept map was produced. Comparative data was compiled, arising from the maps, group transcripts and classifications of terminology suggested by the participants.

Findings indicated that whilst individual progress was influenced by group dynamics, all trainees improved their awareness of Marketing concepts and their applications within the educational sector. The least aware in the group made most progress, hence all trainees arrived at a similar point as a result of the session.

Awareness can be assessed with less ambiguity than attitude and creates a platform on which to base further research. The value of this research is twofold:

- It suggests a starting point for research into attitude formation and change with regard to marketing applications in the educational sector.

- The outcome of such research can help inform training provision, not just within education but in all public sector contexts.

1.0 Introduction:

Framed in the context of post-modernist educational theory and the marketplace, this M Phil research project is concerned with perceptions of, and attitudes toward, education. Specifically, it arises from an exploration into how the term 'marketing' was understood by eight trainee teachers (Further and Adult Education) attending the second year of a Certificate in Education. The case study was defined by its members, (Appendix 18), and very narrow time scale, six hours.

The last decade has seen the notion of accountability applied formally at all levels within the education system. Expectations that our institutions should ultimately deliver a highly trained workforce (Clarke,1996)[1] have led to a high degree of dissatisfaction[2] from many categories of stakeholders[3]. Providing satisfaction is difficult, as education is a service to be consumed by a large number of groups and individuals, sometimes with conflicting requirements. In the search for clarity regarding the terms of this service, commentators have looked to the commercial sector, where service provision fits within a management and marketing framework generally understood and accepted by provider and consumer alike (Foskett 1998[4]; Tuohy and Coghlan 1997[5]; Elliott and Crossley, 1997[6]).

This framework is comprehensive. Marketing theorists (Drucker, 1954[7]; Kotler, 1985) say that historically, business practice has been production and/or sales oriented and that customer orientation developed as the result of increasing competition. To

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[1] Clarke, A. Competitiveness, technological innovation and the challenge to Europe in Raggatt, P, Edwards, R. and Small, N. (Ed.) (1996) *The Learning Society* The Open University, Routledge, p59-77.
[2] The Guardian (30 September 1999) *Schools in Crisis* P15
[3] Kotler P and Fox. K (1985) *Strategic Marketing for Educational Institutions* Prentice Hall
[4] Foskett, N. Schools and Marketisation. *Educational Management and Administration. April, 1998. Vol. 26 No. 2*
[5] Tuohy D. and Coghlan D., Development in Schools, *Educational Management and Administration.* 1997 Vol. 25 No. 1
[6] Elliott G. and Crossley M. *Educational Management and Administration.* Jan, 1997. Vol. 25 No. 1.
[7] Drucker, P. (1954), *The Practice of Management.* New York:Harper and Row.

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explain, emphasis on the production process is possible when there are few providers and high demand; few of us now have this luxury. A sales orientation is marketing without the sensitivity, emphasizing sales volume without regard for long term consequences. This is the 'bums on seats' mentality, one which we in Further Education are familiar with. It almost seems that there is an evolutionary mechanism at work and that the process always develops according to this pattern. Nevertheless, industries and services respond at different rates and most of us will admit to having experienced poor customer orientation recently. But consumer expectations are growing (Gates,1999). These same theorists, and increasingly the consumer, will say that good commercial practice does imply a high level of customer awareness and an ability to respond to consumer needs. This is not altruism. Better results are achieved, (higher profits, better market share, higher level of customer awareness and satisfaction) where there is a high level of customer orientation (Johns, 1999)[8]. We might call this a marketing orientation.

If educational institutions seek better results (and increasingly they do if they are to reach mandatory and often external targets) then they need staff to understand and have sympathy with the notion that colleges are income-generating organisations. If we accept this argument it follows that these organisations:

- require financial security

- that appreciative stakeholders are the 'customers' responsible for generating that income, and

- that as employees of the organisation staff should be

  - aware of appropriate marketing principles and practice (probably adapted from commerce) and

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[8] Johns, T. (1999) *Perfect Customer Care*

- should use them as appropriate in order to profitably expand the institution.

This is a somewhat simplistic argument but summarises a perspective long accepted in business and growing in importance and acceptance in the educational sector, including Further Education. Therefore, staffing is fundamental. Teaching and support staff need to be trained in a level of awareness and marketing competence which, perhaps, they are not prepared for at present.

When considering the impact of awareness levels in the F.E. context there are two important issues to consider.

1. Clearly, professional behaviour springs from values and attitudes about the structure and processes within which we work. Values and attitudes, in turn, cannot exist without awareness of these structures and processes. It would be unusual to find a teacher, even one new to the profession, who does not have some understanding of the way in which teaching is structured and delivered. That understanding may encompass the immediacy of classroom activity, staff interactions and very little else. It may, on the other hand, be comprehensive and include all the influences both within and outside of the institution.

   Levels of awareness naturally differ from one individual to another as they do from one business sector to another and an understanding of the variations between breadth and depth of awareness would be useful. Data about marketing awareness is not readily available. In fact, I failed to find any applying specifically to teaching staff within Further Education in the process of this research.

   Hence, I began by asking whether trainee teachers had basic awareness of the implications of Marketing to Further and Adult Education. The level and breadth of awareness was measured by the collection of data arising from small group

discussion as well as group and individual concept mapping. Since the data collected would be directly affected by environmental conditions, such as specific data gathering techniques i.e./ concept mapping and group processes it was important that these should be closely monitored. The findings indicate that group interaction and levels of ability influence the process of awareness raising and that the quality of group interaction and concept mapping as measured in this study parallel the academic ability of individual students

2. Second, the relationship between awareness and attitude is a complex one which is explored further in the Methodology section of this report. 'Awareness' of information and concepts **may** be simultaneous with the attribution of value and of attitude toward the concept, and **will** depend on the world view of the concept holder and the attendant value qualities that are deemed to be consistent with the concept at the point of introduction. The measurement of attitude is entirely inferential, and conclusions rely on a number of complex and inter-related variables. 'Awareness', as a relatively simple concept, should be measurable in terms of empirical outcomes, and hence I have chosen it as my methodological focus, although I cannot entirely avoid the inclusion of attitudinal factors. Therefore, having understood existing levels of awareness I then considered how awareness could effectively be raised. Data measuring levels of awareness was collected before appropriate input and again after some tuition and group discussion on aspects of the Marketing process and its relevance to education. The tuition process succeeded in raising the awareness of all the students who took part and proved to be most effective with the weakest in the group who demonstrated a greater increase in awareness than did the more able.

Throughout the process there were a number of key issues identified by the groups as relevant to marketing in some way. Some of these are not issues normally considered by professionals to be central to the marketing process, although they are, as I will argue, at the core of the relationships and interactions which exist in all organisations including educational institutions. They are increasingly being talked about in the context of relationship marketing (Gummersson,1999).

My findings indicate that awareness of marketing principles is a pre-requisite for the conscious, consistent adoption by an organisation of such principles. It suggests a wide range of awareness levels among individuals new to the teaching profession and shows that specific tuition and discussion can lead to common and improved level of awareness. This must be a pre-requisite for attitude and behaviour change and for the development of a meaningful discussion within education with regard to the application and evaluation of marketing principles.

The case study exists, of course, within a temporal, ideological, social and geographical environment. Hence, the project is not designed to have universal significance since it could not be precisely replicated. The findings, therefore, are likely to highlight themes and concerns rather than universal truths, and to offer up hypotheses for further testing.

[1] See Appendices 12 and 14

2.0 Literature Review:

A cursory glance at the literature suggests that relatively little work has been done on applying business and market analysis to the education sector. Where this has happened it appears that theory generated within the commercial sector has been adapted and applied, often by educationalists with little actual marketing experience. The purpose of this literature review is initially to explore some key considerations within the social, historical and market context of the Further Education sector as a partial situation analysis, in order to set the scene. I begin with a brief overview of recent changes in policy within the sector and in stakeholder influence, accountability, competition and quality.

I then review established marketing theory drawn from the business environment and suggest that key problems stem from language and philosophy, before looking at how marketing theory is applied within the educational context. I review literature that indicates the inappropriateness of business marketing theory and suggest how some aspects of current marketing thinking would appear to be better suited to the educational environment and culture.

2.1 Further Education – a historical overview:

- Accountability:

The operational context for Further Education has changed dramatically during the

1990's, fuelled largely by the desire to trim expenditure by increasing production

rates and efficiency levels. (See Blunkett 23/11/99) This, combined with a philosophy

of personal accountability encouraged by the government during the 1980's, resulted

in Incorporation (1993), requiring colleges to take control of their own business

activities and finances, thereby increasing the stress within the system relating to

financial and competitive considerations and the need for management expertise

throughout the organisational structure. Educational management had become more

about running a business rather than being an educationalist:

> *'The traditional emphasis on professional accountability (accountability to the*
>
> *profession of teaching and its self established values and aims) has been*
>
> *replaced by both increasing political accountability and market*
>
> *accountability'.*[9]

Operational shift has resulted in the emergence of some key themes. Marketing has

become increasingly relevant within the educational sector. There has been greater

emphasis on student recruitment, on the idea of lifelong learning[10] and on

achievement and retention as well as the need to exploit an internal and an existing

market. Policy changes affecting the nature of stakeholder involvement has increased

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[9] Foskett, N. (1997). Linking Marketing to Strategy in *Strategic Management in Schools and Colleges.*
Middlewood, D. and Lumby J. (Ed.)
[10] Stock, A. 'Lifelong Learning: Thirty Years of Educational Change', in Raggatt, P, Edwards, R. and
Small, N. (Ed.) (1996). *The Learning Society,* The Open University, Routledge, pp10-25.

the level of accountability expected from the Further education sector by those

stakeholders.[11]

In the UK the Parent's Charter (Education Reform Act 1988) in the school sector

flagged a change of emphasis mirrored by similar Charters across educational

provision. There is one in the reception of my own college. These Charters are

consistent with a notion of consumer rights which took root in the USA before

arriving in the U.K. They encapsulate a concept of customer service and quality

assurance, promising a level of service and provider accountability which

fundamentally changes the relationship between the teacher and the taught. The

changes introduced by the 1986 Education Act, where parents were given greater

representation on School governing bodies were a starting point. There has been a

change in the membership of governing bodies to reflect greater representation of

consumers at the expense of the teaching staff. This was widely supported by

organisations such as ACE (Advisory Centre for Education), NAGM (National

Association for Governors and Managers), NUS, TECs (Training and Enterprise

Councils) and the Training Agency.[12] Tighter financial constraints have led to a wider

involvement of external sponsors and therefore more accountability.

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[11] Kotler, P. and Fox, K. (1985), *Strategic Marketing for Educational Institutions* Prentice-Hall.
[12] Gray, L. (1991). *Marketing Education,* Open University Press.

- Change in stake holder influence:

1. Central Government has always been a major stakeholder in educational provision. Apparent self-control after Incorporation did not mean that colleges were no longer dependent on central government. Colleges are funded through the Further Education Funding Council and the weightings given to particular kind of provision are revised annually. As a result colleges are as dependent as ever, and increasing use of inspection and quality determinants for funding allocation means that central government has the ability to effectively control every aspect of the Further Education sector. It can be argued that changes in the nature of government control are part of a cyclical process[13] and not special to this decade. Debates over such control have raged throughout the centuries[14] and probably will not be resolved to the satisfaction of all stakeholders. There is no doubt, though that all the available measures will be used to steer a precise route as thought appropriate by the dominant stakeholder – at this time central government.

2. Another major stakeholder in Further Education is the student. The relationship between the student and the college as provider is also undergoing change. New powers to the 'customer', a concept I will explore in more detail later, arise from the increased competition and accountability mentioned above and higher expectations. There are a number of reasons for this: our consumer culture, the increasing availability of education, an instrumental/ utilitarian focus and the negative media coverage received by education, teachers and educational institutions during the last decade. The negative messages continue, often

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[13] Campbell M., The Role of Textuality in Historical Analysis, in *History of Education Society Bulletin,* No. 63, May 1999.
[14] From a Correspondent (December 1917), *The Growth of Local Education Authorities,* Times Educational Supplement.

originating with central government, where standards are slighted and warnings

are given (Blunkett, 1999)[15] and sometimes originating with other players, for

example head teachers and unions[16]. Another reason for a change in ethos within

Further Education is that F.E. colleges were originally provided to cater for the

second quartile of ability of 16 – 19 years old young people. Adults now comprise

the majority of students in further education colleges and they bring with them

expectations and experience that make demands on the provision they receive.[17]

The strain resulting from these demands spans every level of education (David,

1995), although Further Education is probably the most vulnerable at this time,

Higher Education coming a close second.

• Competition:

In responding to change, FE has been coping with the contradictory influences of

apparent choice and individualism against central control. Marketisation has pointed

toward a higher degree of efficiency, economy and effectiveness within an

environment of increasing government controls. Markets, it is argued, introduce a

notion of competition which force a higher quality of response to the needs of the

customer/consumer/client. In the 'market-place' a sense of competition is growing;

indeed, competition in the FE sector has increased with diminishing funding.

> *"Underlying and intensifying all this government – promoted*
>
> *competition has been the impact of major demographic change. The*

[15] DFEE 23.11.99 *Blunkett announces biggest ever investment of £365M for Further Education* http://www.dfee.gov.uk/news/news/cfm?PR_ID=521 11/28/99
[16] Carvel J. (26.8.99), *GCSE results bring claims of polarisation.* The Guardian, P2.
[17] Tuckett, A. 'Scrambled Eggs: Social Policy and Adult Learning' in Raggatt, P, Edwards, R. and Small, N. (Ed.) (1996) *The Learning Society* The Open University, Routledge, p45-58.

total population of young people in Great Britain has declined by up to

one third since the 1970's.[18]

The advantages of competition are often cited as follows; more choice for the 'customer', prices driven downwards and quality up. Competition has other less positive effects; more work being done to win a greater share of a limited market; more emphasis being placed on more profitable courses, the less profitable ones being cut from the portfolio; a cut in resources, the most expensive element of which is the staffing.

● Quality:

Central government and the student body have increased their demands for a high quality education service. The concept of quality, however is not easily defined, since criteria shift depending on what it is one wishes to achieve; quality is linked to objectives. This is where opinions about ideals of educational provision begin to diverge. However, there are various means by which quality can be measured and these have been developed and accepted by business organisations. Quality can be evidenced by the achievement of a measurable standard of individual and organisational performance across a range of areas. A comprehensive list exists now in the form of the new FENTO[19] standards, which have adapted some of the principles of commerce and made them relevant to the educational context.

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[18] *Gray, L. (1991)*, Marketing Education. *Open University Press.*
[19] Further Education National Training Organisation, January 1999.

2.2 What is marketing as a discipline?

Marketing is defined by the Chartered Institute of Marketing as *'A management process responsible for anticipating, identifying and then satisfying consumer wants and needs with a view to making profit.'* [i] Whilst we might discuss the relevance of profit within state education, evaluation of departments and courses now includes income generation as an important factor. There can be no discussion about the value of the other elements in the definition; clearly we are in the business of anticipating, identifying and satisfying consumer wants and needs and we do need a process by which to do it.

This wide definition goes beyond the promotional activities often associated with the term 'Marketing' and incorporates all activities which lead to the anticipation, identification and satisfaction of consumer wants and needs. The overarching perspective which draws these elements together is that of a total consistent culture, which applies itself to the external as well as the internal market, is ethical and can be applied to a wide range of situations, including that experienced by non-profit making organisations.[20]

Indeed, this 'total consistent culture' (Whicher, 1990) is seen as a philosophy or ideology which works in the interests of the consumer rather than against them, and which obliges the practitioner to look at the needs and wants in fine detail in order that they should be satisfied. Traditional tools will include a Marketing Information System, an awareness of the marketing environment, strategic tools, manipulation of the 'Marketing Mix' and control mechanisms. [ii] However, marketing should not be

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[20] Varey, R, (Oct. 1993), *What is Marketing?* Business Studies.

defined solely in terms of a collection of tools or a process involving a small,

dedicated team or department, but the whole operation across the whole

organisation.[21] In his article on Total Marketing, Whicher says that the following

three conditions must be met:

- *Condition 1: The company must be externally focused on customers in all aspects*

  of organisation and operation

- *Condition 2: The company's efforts must be co-ordinated and matched with the*

  needs of target customers

- *Condition 3: Everybody who works for the company must participate in a total*

  marketing corporate environment.

Marketing, then, is more than just segmentation and targeting, and involves internal

communications, staff understanding and marketing relationships. It requires

participation at every level of the organisation, team working and a spread of

responsibility. Hence, the third condition is the most important. It is about the way a

company, when considered as a whole, is organised and co-ordinated so that a

favourable corporate climate and culture to marketing is established. A total approach

is necessary, if employee motivation is going to be positive enough to turn the

company into a customer responsive organisation, where individuals are going to be

proactive rather than passive, in their dealings with the outside world through shared

values, style, structure, skills/ staffing, systems and strategy. Within proactive

organisations internal marketing processes assist with the cascading of value

systems.[22] This is a theme I shall be returning to (p 52).

Applying marketing to the educational context presents certain difficulties. When we

discuss marketing in a transactional[iii] context we normally understand what form the

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[21] Witcher, *B.,* Total Marketing: Total Quality and the Marketing Concept *in The Quarterly Review of*

transaction takes, who the customer is, who the supplier is, the nature of the product

and something of the relationship between these in the marketplace.

Within education there are two problems arising from the semantic and philosophical

framework underpinning our use of marketing and educational language.

Marketing, (Winter 1990).

[22] Peters T. (1998), *Circle of Innovation,* Hodder and Stoughton.

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1) Definitions:

Let us draw up a list of generic marketing terms and match them with those more commonly associated with the learning environment e.g. Customer. Other commercial terminology might include *client/ consumer/ stakeholder/ publics.* Our notion of a student does not easily incorporate these meanings. We have the same difficulty with the concept of a product. What do we mean when we apply this term to education? Is it comparible with *achievement/ outcomes/ success.* What if we take 'Service provider' is this equated with *Academic/ support staff/ teacher/ lecturer / educationalist?*

So 'customer', 'product' and 'service provider' do not sit easily with educational parlance. It is a truism to state that definitions will vary depending on the speaker's perspective; they are not clinical but imbued with meaning by the user – meanings which often reach into the heart of our culture. Truism or not, we are faced with special difficulties when we try to agree on common meanings on the basis of which decisions can be made and actions taken without risk of ambivalence.

Marketing requires that we research the ' needs and behaviour of the consumer' so that they may be satisfied. At an individual level we would consider that customers must be dealt with individually and therefore there is no difficulty. When we wish to refer to cohorts, or classifications in the construction of generalities we do begin to experience difficulty, however. Many commentators find the educational target group resistant to definition and this is usually because they are applying marketing relationships where previously a complex and interactive relationship between teacher and taught might have been implied by the language used. When students are defined

as clients or consumers the relationship between students, lecturers and employers

changes. The terminology implies a simpler, less multi-faceted relationship on the one

hand and on the other, suggests a shift of power from the teacher to the student.

In trying to define the student, Gray distinguishes between a client (someone who

buys the personal services of a professional person such as a lawyer in what is a

relatively long-term relationship), and a customer (whose transactions are short term

or with a non-professional provider such as a shop). A further distinction can be made

between a customer and a consumer. The identity of the college's customers and their

needs are often unclear but have to be identified it we are to reach them and ultimately

satisfy their needs. Chapman[23] identifies three college markets; consumers, employers

and government LEAs. Students he refers to as consumers and all the others, clients.

These distinctions are deemed to be problematic. A private student receiving

individual tuition might be described as a client, but this may not be appropriate if the

same student were attending a conference organised by the same lecturer. Parents of

young children might be seen as the customer but not when the children reach sixteen.

Gray chooses to refer to students and their parents as customers, using the word

consumer occasionally and avoiding the word client.

These considerations are important if we wish to learn from marketing theory and

enter into a dialogue with education colleagues as to how it might appropriately be

applied within education. I suggest that the time has come for a reclamation of

educational terminology with a reaffirmation in the definition of such terms that

mutual respect, responsibility and accountability are central to any educational

relationship.

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[23] Adams Chapman M. (1986) *'Marketing the College: some benefits and barriers'* Educational
Management and Administration, 14 p107 – 111.

Nevertheless, a marketing orientation in an educational institution should be understood as one in which the interests and needs of a varied group of stakeholders must be recognised (Kotler and Fox; Gray (1991)), both in our practise and the language that we use.

One thing that is certain, is the importance of the relationship between the student, the institution and its representatives. We might describe this as an underpinning value, an ethic. Just as the commercial world is waking up to the importance of quality relationships in the maintenance of market advantage so we are doing the same. "It is not enough any more to be good on strategy without considering broader issues. Consumers are becoming interested (in ethics) because it indicates the quality of the company"[24]. As in other sectors our publics are looking for efficiency and effectiveness but are also looking at the quality of the relationships they encounter – they make their judgements accordingly[25]. Education stereotypes suggest that this was not always the case; the 'mad' professor, the aloof academic, the disciplinarian. These images are not always negative and may add character to one's memories of school life. But they are images that do not fit easily into the fabric of most lives; they are distant and impersonal. Such memories, whilst not barriers per se, do not encourage us to re-enter education as adults. Using reflective accounting as a learning device with trainee teachers indicates that it is more likely to be the memories of positive, funny or enlightening teachers and memories of a non-threatening environment that enable us to cross what is often seen as a divide.

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[24] Mazur L. (Sept 1991), On the Front Line, *Marketing Business.*
[25] Ibid.

So in education nothing is clear-cut. David Coates[26] explores the links between marketing models, as encapsulated in the CIM definition (above), and the ways that colleges and universities have addressed the issue of equal opportunity and wider access, without successfully reaching a conclusion. Conclusions are difficult to reach and since agreed definitions are at best woolly, I will illustrate the point further by paraphrasing a range of arguments put forward by my current group of trainee teachers, identifying terms commonly used but lacking in clarity (common terms in italics) and showing how arguments incorporate terms which hinder agreement. :

- *Standards* mean *exclusion* in the *traditional* sense. *High standards* imply careful gate-keeping, filtering and selection.

- In educational terms *success* means *qualification, certification, graduation.* Everyone should expect such success. The maintenance of high standards with regard to exam success would be considered essential for the individual student and their families. They do not dwell on the fact that the maintenance of high standards may mean that they are sifted out.

- As providers of an educational service we are there to *facilitate student success,* and the increasing number of appeals against *low results* are an indication of a shift of power in the direction of the student.

- The relationship in education between the *service provider* and the '*client*' is a complicated one. Students have become used to marketing strategies within the commercial sector and respond positively to them, but one very real response to *consumerism* within education is the increasing pressure to allow students to join

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[26] Coates D. Marketing Of Further and Higher education: an Equal Opportunities perspective. *Journal of Further and Higher Education,* Vol. 22, No. 2, 1998 Marketing Of Further and Higher Education: an Equal Opportunities perspective.

courses against advice, or to sweeten the advice in our desire to give everyone

maximum possibility of success. (Johns 1992).[27]

- The use of APEL[iv] is on the increase and entry requirements are becoming more

  flexible, to enable access *through non- traditional* routes. This again raises the

  question of *standards* – how far will we go to please the *client*?

- In industry, an emphasis on *quality* and *standards* is usually good Public

  Relations, but in education there are a number of complications. On the one hand,

  our publics tell us we are there to protect *standards*. We would therefore be

  looking for increasing numbers to succeed in competitive examinations. The

  recent disquiet expressed when the 1999 'A' level results were released and such

  success had apparently been achieved, highlights the scepticism concerning the

  nature of the evidence. The suggestion was that the examinations were getting

  easier; in other words, that standards were in fact being lowered. If there had been

  evidence to suggest that fewer people were succeeding then the belief would have

  been that students were not being prepared well enough, rather than standards had

  been raised. [28]

- The proposal that the *professional* is *expert* and therefore it is the provider who is

  the monitor of quality rather than the consumer still obtains within the educational

  context. This is further complicated by the fact that education provides services

  which do not only satisfy individual consumer wants but which may also respond

  to needs not appreciated by the consumer.(Gray, 1991:25)

The text above is the author's as are the italics. The point being made is that

arguments like these and terminology as used do appear not only as part of student

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[27] Ibid.

discussion but in academic texts and the media alike, and often arguments

overflowing with rhetoric but short on definition do help to form public opinion. The

lack of agreement with regard to definition arises from a philosophical debate at the

heart of educational provision.

2) The philosophical debate:

Many of the commentators who choose to discuss the role of marketing in education

are broadly in favour of it. However there are two opposing perspectives which can be

clearly defined and which create a tension whenever one raises the issue of marketing

practice with practising teachers. For those who see education as an unrestricted right,

marketing has no place[29]. There is a philosophical chasm between the concept of

education as 'product' and learner as ' customer' on the one hand, and education as

'enlightenment' and learner as 'supplicant' on the other. It is a sign of the times that

the former relationship is very familiar and easily digested, and the latter, strangely

alien. The division depends upon a value-laden and politically flavoured mind set.

One perspective sees the role of education as primarily utilitarian, responding readily

to the needs of the marketplace and employers, and fulfilling the needs of an

economically defined society. A democratic approach, it is argued has benefited

nobody and has resulted in a wholly inadequate educational system.[30] The focus

should be on outcome rather than process; educational achievement can be manifested

and therefore evidenced. It can be demonstrated with ease. (The growth of NVQ

qualifications is an example of such an approach.) Marketing tools fit neatly into this

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[28] Carvel J. (26.8.99), *GCSE results bring claims of polarisation.* The Guardian, p2.
[29] Ranson S. (1993), Markets or Democracy for Education? *British Journal of Educational Studies.* Vol. 41 (4), 333 – 352.

framework; they can be calculated, are systematic, but respond to the individual by placing the consumer (customer) at the centre of the process. If we consider epistemological arguments and established scientific enquiry, it is clear that marketing as an analytical procedure does not pose any problems. Hence, it would appear that in spite of the complications, it is the collector of systematic, 'scientific', 'objective' evidence, who would have no problem accepting marketing as an analytical tool and who is in the ascendant.

However, others believe such evidence cannot do justice to the complexity of human learning and experience; to the process of interaction and development[31]. Such a perspective puts the vagaries of the human condition at the centre of things. Education is a celebration of the development of individual human potential which enriches the communities and cultures it helps to inform; it should therefore be humanist, experiential, democratic, and student centred. The insufficiency of 'proof', post-modern scepticism about the nature of evidence and a multi-perspective world indicate that marketing is too formularised to be anything other than an extremely blunt tool. Proponents of this view are largely from the left of the political spectrum and perceive the concept of markets as one that can only increase inequality, representing *'a creeping tide of commercialism in the classroom' (National Consumer Council, May 1996)*; a move to the right which is ultimately undermining egalitarianism and democracy. [32] They are process rather than outcome focused.

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[30] Tooley, J. Markets or democracy for education? In *British Journal of Educational Studies.*Vol. xxxiii No. 1 March 1995.
[31] Walford, 1990; Simon and Chitty, 1993; Pring, 1983. Cited in Chitty.
[32] Chitty C., Privatisation and Marketisation. *Oxford review of Education,* Vol 23, No. 1, 1997.

But if we interpret maintenance of a high standard in terms of the fulfilment of an individual's potential we often fail to meet the burden of proof. The post-modernist would also highlight the epistemological question and might talk about the tenuous link between 'objective' demonstrable evidence and human experience but that doesn't satisfy those who are seeking hard evidence. The believer in human potential is struggling to come up with the evidence.

We have already looked at examples of marketing and educational terms. The difficulty of evaluating the two sides of the humanist/ qualitative and behaviourist/ quantitative argument can be demonstrated by the different interpretations attributed to any collection of education related terms. Below I counter-pose a list of educational terms below as bilateral concepts. Like the previous example they are all highly connotative, open to interpretation and contribute to a vision of the educational world that affects both the viewer and the viewed. We cannot escape the fact that each of these terms is emotionally laden and suggests a 'world view'. Even within the teaching profession, especially perhaps in F.E., they would be valued very differently by individual teachers, who may, nevertheless be responding to them within the same institution, perhaps even with the same students.

Debating/ arguing	Selling/ persuading/ manipulating
Thinking	Doing
Acting	Knowing
Describing	Analysing
Creating	Organising
Teaching	Learning
Philosophical	Utilitarian
Subjective	Objective
Evaluation	Assessment
Artistic	Scientific
Creative	Organised
Outcomes	Process
Educating	Training
Active	Passive

Table 2.3.1

The ethical arguments are important. Both sides claim ownership of 'best interests' and the argument as developed by both sides often seeks to present 'objective' evidence as proof. Ironically, it is often only with the acceptance of such evidence that a conclusion has been deemed to have been reached. The very tool we are asking to produce a resolution is the tool that is intrinsic to the problem.

The issue here is a shift in the definition of educational quality, as represented by student achievement (sometimes judged independently of the degree of control possible to the service provider) and no longer necessarily represented by high standards. In 1961 Raymond Williams discussed these characteristics as components of a system that was designed to support the:

> '*limited ruling class, a middle professional class, a large operative class, cemented by forces that cannot be challenged and will not be changed.. The privileges and barriers will in any case go down. It is only a question of whether we replace them by the free play of the market, or by a public education designed to express and create the values of an educated democracy and common culture'.* [33]

The style of the debate may have shifted slightly in the last thirty-five years but the underlying issues remain the same. The all important question is what we deem to be the purpose of education and then our decisions relating to objective setting as they cascade down through the rest of the implementation process.

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[33] Williams R. (1961). *The Long Revolution.* Harmondsworth, Penguin Books.

> *' Widening access might mean that entry qualifications would have to*
>
> *be reviewed and standards may not be maintained. If however we*
>
> *judge quality in terms of education as a product or service that is fit*
>
> *for a purpose we have a definition that is inclusive.*"[34]

The above-mentioned standards are evidence of the academic as well as pragmatic interest that has developed in the application of Marketing within the context of education. The context has, itself, been the source of disquiet for many; either because of the ethical issues involved or on economic grounds (Tett, 1993)[35]. The teaching institution has a contract to satisfy the needs of its clients; hence, students who do not receive adequate services have a right to complain. The problem lies in assessment: institutions provide the means for a judgement to be made; but they cannot guarantee that the student will succeed. And what does success mean? What purpose should education as a product or service be fit for?

---

[34] Coates D. Marketing of Further and Higher education: an Equal Opportunities perspective. *Journal of Further and Higher Education.* Vol. 22, No. 2, 1998.
[35] Tett, L. (1993), Education and the Marketplace in Raggatt, P, Edwards, R. and Small, N. (Ed.) (1996) *The Learning Society* The Open University, Routledge, p150-161.

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[i] Chartered Institute of Marketing

[ii] It is not my intention here to examine the range of tools but to look instead at a very specific aspect of the service interface.

[iii] Used here in the sense of receiving goods or service in exchange for money.

[iv] Accreditation of Prior Learning

2.3 Educational Marketing:

Established principles:

Within a college, customer responsiveness has not traditionally been afforded the attention that the 'customer service'[1] model now considers appropriate. In the past many students deemed acceptance onto a college course as a privilege and the emphasis was placed on the maintenance of standards rather perhaps than the quality of the student experience. It is because a systematic approach to these variables has been found helpful in other sectors that some educationalists have looked to business for guidance in developing an appropriate response to increasing demands referred to earlier. There is a growing literature showing how this framework can assist in the investigation of broad concepts; accountability, rights and responsibilities, ethics, consumer interests and need, corporate culture and quality issues (Kotler and Fox (1985); Gray (1991)). The same framework also guides strategic (Lumby, 1999) and operational activities (Gewirtz, Ball and Bowe (1995); Foskett (1996); Carroll and Walford (1997); FEFC, (1998)). Such approaches are relevant to F.E., which cannot operate without responding pragmatically and ideologically to market demands.

The concept of Marketing must encompass economic and power relations[2] [3]. The presence of a clear price mechanism is for some a pre-requisite for an authentic or free market which must form the basis of the debate[4] but Gewirtz, Ball and Bowe

[1] Hayes J. and Dredge F. (1998), *Managing Customer Service.* Gower Publishing.
[2] Tooley, J. *Markets or democracy for education? In British Journal of Educational Studies.Vol. xxxxiii No. 1 March 1995.*
[3] Williams, 1961; Tomlinson S. *Diversity Choice and Ethnicity: the effects of educational markets on ethnic minorities* Oxford review of Education *Vol 23 No. 1 1997;* Tooley, J.(1995).
[4] Gewirtz, Ball and Bowe (1995), *Markets, Choice and Equity in Education* Open University Press.

take the argument beyond economics. In the debate around marketing and education

the political perspective is never far away and often comes through in the language.

> *'The education market (like all markets) is intended to be driven by*
>
> *self-interest: first, the self interest of parents, as consumers, choosing*
>
> *schools that will provide maximum advantage to their children;*
>
> *second, the self interest of schools or their senior managers, as*
>
> *producers in making policy decisions, that are based on ensuring that*
>
> *their institutions thrive, or at least survive in the marketplace.' (Ibid.)*

Centralised control has usurped roles previously filled by Local Education Authorities

in relation to state education and hence it cannot operate freely in the marketplace,

hampered by controls which do not cater for its local conditions. These conditions

provide for '*a set of complex dynamics which mediate and contextualize the impact*

and effects of the Government's policy'.

Gerwirtz, Ball and Bowe are concerned with these relationships and focus on the

notion of choice mechanisms within secondary school provision. They see choice

leading to competition, which is ultimately damaging and a challenge to equity in

compulsory school provision. This shift toward marketisation represents a paradigm

shift in:

> *"first, the deconstruction of the principles of responsibility embedded,*
>
> *however weakly, in the welfare state after the second World War;*
>
> *second the replacement of professional control with managerial*

control; and third, the diminution of the roles and powers of the local

state and the concomitant diminution of local democracy." (Ibid.)

In hindsight we can see that in some areas choice did not exist. Hence, the dangers of

which they speak were perhaps only truly evolved in certain geographical districts.

The notion of schools or colleges fighting for the hearts and minds of their

stakeholder groups does not have to be a prerequisite for aspects of the marketing

concept to be of use to such institutions in understanding how they can better serve

the interests of their communities. Ultimately transactions of different kinds are taking

place, albeit indirectly sometimes, and the most powerful of the stakeholders are in a

position to make demands about the quality and service they expect in exchange for

their investment.

Marketing theory requires us to consider the nature of the exchange as part of the

definition of a market which in turn affects our analysis of the organisational process:

'The fact that people have needs and wants lays the groundwork for

marketing. Marketing exists when people decide to satisfy their needs

and wants through exchange...Exchange is the act of obtaining a

desired product or benefit from someone by offering something in

return. The institution offers satisfactions – goods, services or benefits

– to its markets. In return, it receives needed resources – goods,

services, students, volunteers, money, time and energy. '[5]

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[5] Kotler, P. and Fox, K. (1985), *Strategic Marketing for Educational Institutions,* Prentice-Hall.

Transactions and investments vary in kind, and I will return to the nature of the

transaction later in the text.

Even where it is accepted that principles of marketing might be adapted for use in the

educational sector the variables are many, encompassing both macro and micro

environments.

National Government has driven the efficiency factor to a new high, reflected in the

constant monitoring of data such as recruitment, enrolment, retention and

achievement[6] and policy is not catering for local variation. In general, all colleges are

obliged to meet performance targets. Local pressures vary enormously, however,

depending on local demand and need. This must lead to an unevenness of service

provision and of felt stress. Sensitivity to funding issues, then, means that most

colleges are now working hard to turn the culture around, from one of 'collective

responsibility' to hierarchies of accountability, involving:

> *'the replacement of near monopolistic forms of generic state provision*
>
> *with competitive individual ones: they all involve the devolution of*
>
> *budgets to the level of institutional provision... the insertion of the*
>
> *social psychology and culture of competition into the daily practice of*
>
> *service delivery (and) techniques of entrepreneurial management.*[7]

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[6] FEFC (1997)
[7] Gewirtz, Ball and Bowe (1995), *Markets, Choice and Equity in Education.* Open University Press.

In order to closely examine the role of established marketing principles within the Further Education sector, I will first look at what is meant by established principles (1), then identify some of the shortcomings of this approach within this specific context (2), before going on to explore some other, more appropriate models (3).

Marketing theory offers a structure which is systematic, widely tested within the commercial sector and comprehensively theorized. A look at published texts, for example Kotler, the availability of case study, a wide range of publications, bodies such as the Chartered Institute of Marketing, as well as journals *(Marketing; Campaign)* will evidence this. Equally, for the creation and implementation of Marketing strategy we have a wealth of commercial/ industrial experience and theory to draw on. [8]

We know that an understanding of the market is essential. Measurement of customer satisfaction and other forms of evaluation are necessary to inform our judgement of community requirements. The implementation must be considered and systematic; therefore a marketing plan to convert the analysis into a course of action is required. [9]

Such marketing plans which help to formalise the marketing process are structured under the general headings of Mission Statement; Objectives (where do we want to go?); Strategy (how are we going to get there?); Tactics and Control mechanisms. The framework is based on a standard planning model [10] and operates as a guide to

[8] Abell, Hammond, (1994). *Strategic Market Planning: Problems and Analytical Approaches;* Kotler and Andreason,(1994) *Strategic Marketing for Non-Profit Organisations;* Prentice Hall. Kotler P. and Fox. K, (1985), *Strategic Marketing for Educational Institutions,* Prentice Hall.
[9] Foskett N. (1997). Linking Marketing to Strategy in Middlewood and Lumby (Ed) *Strategic Management in Schools and Colleges*
[10] Gray L. (1991) *Marketing Education* Open University Press.

practice. Each section of the approach has been analysed carefully during the last fifty

years and in many industries and services has been found helpful in ordering what can

be a chaotic mass of functions and categories of information. Some of the advice

given to colleges by, for example, the FEFC with regard to their own Marketing

suggests that established marketing theory allows for adaptation and can be integrated

into the educational experience with a manageable level of compromise. Marketing

creates the impetus for a clarification of goals and provides a powerful set of tools for

the selection of markets which fulfil college objectives (Gray; Marland and Rogers[11];

Kotler and Fox; Chapman[12]).

" *Colleges need to apply the principles of good marketing practice to the particular*

context in which they work. Principals and those responsible for strategic planning

should develop a clear and coherent strategic view of marketing...The marketing plan

needs to be matched to a sound business analysis to create a curriculum portfolio

which is viable both in terms of student recruitment and the college's ability to deliver

and finance it " (FEFC) [13]

[11] Marland M. and Rogers R. (1991), *Marketing the School,* Heinneman.
[12] *Adams Chapman M.,* Marketing the College: some benefits and barriers. *Educational Management and Administration 14 (1986), 107 – 111.*
[13] FEFC. April 1998. *Marketing – a good practice guide.* The Stationery Office.

1. We can describe the process in terms of the following stages:

- A description of the business we are in (the **Mission**) followed by broad based **aims**.

- This is followed in the plan by clearly defined **objectives** which should be achievable and widely accepted within the organisation.

- This data gathering process also underpins the choice of **strategy**, which arises from an evaluation of two variables; the market and the product, often using the Ansoff matrix [14] as the primary model.

- Underpinning the choice of **objectives** is an **information system**, where contextual information is sought from the **macro-environment** (known as PEST factors[i]), the **proximate macro-environment** (suppliers, competitors and customers) and the **micro (or internal) environment**. These are organised as a SWOT analysis (strengths, weaknesses, opportunities and threats).

Tactical planning can be based on well established concepts:

- Target market strategy (an open or undifferentiated strategy or at the other extreme, a niche or highly differentiated strategy offering increasing degrees of specialisation) suggests a clear understanding of the needs of our consumer groups.

- Competitive positioning strategy (CPS) suggests a clear understanding of our own consumer identity in relation to the competitors operating in our locality. Within education our options may include differentiation in terms of structural, organisational or size, curricular style, religion or philosophy, gender, ability, age,

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[14] Ansoff I. I Strategies for diversification, *Harvard Business Review, Sept – Oct 1957.*

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achievement. Cost differentiation (cutting costs and overheads as much as possible in order to gain competitive advantage) is found less commonly in the education sector than in business largely because there is little margin for movement.

- Marketing mix strategy requires an understanding of the counter-balanced relationship between the following seven factors:[ii]

Place:

Where the course will be offered, impacting upon accessibility, transport and facilities for disabled students.

Price:

The latter includes a consideration of the Price to the student of college attendance (both fees and maintenance) as well as the implied cost of running a course.

Promotion (Marketing Communications):

What information will be made available to students and how?

Product:

Product considerations centre on the curriculum in the context of the courses we decide to run but also with regard to the package of benefits we are offering. The products' total benefits may include intangibles; such as status, self esteem, the tangible product i.e.certificates and the extended product; image, quality of instruction, exams, facilities, relationships, support[15].

One important factor in our tactical and strategic perspective is our understanding of education as a type of product. Borrowing from standard marketing theory, we can

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[15]*Adams Chapman M.* Marketing the College: some benefits and barriers. *Educational Management and Administration,* 14 (1986), 107 – 111.

distinguish between types of product. Education is a service, aligned according to Gray[16] to tourism and banking. As with any service, education as it is currently provided (in the form of courses taught primarily to groups at scheduled meetings), cannot be stored in a warehouse until required, but must be used when available, or made available when it can be used. This is known as *perishability* and it poses problems for the inequalities of supply and demand. It is non-controversial and pragmatic, and there are parallels between the seats on a plane and the seats in a classroom, a parallel which colleges are already beginning to learn from, for example, a strategy of infilling.

Education, like other services, is also experiential and interactive. Teachers bring their own unique personalities to the learning environment. The product cannot be separated from the personalities and skills of the people offering the service, and this is known as *inseparability*. Quality depends largely on the qualities of those at the personal interface of service provision.

The variables which affect the service being provided at every unique instant are numerous and effectively changes the service every time it is offered. Every service is subject to this *heterogeneity*. On the one hand it can be a huge strength. It can also be a huge weakness. The importance therefore of image, personnel, customer and consistency cannot be underestimated. What is the difference, therefore, in this context, between receiving a service in a restaurant, and receiving a plateful of learning in a classroom? In both cases ingredients and presentation are fundamental.

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[16] Gray, L. (1991). *Marketing Education*, Open University Press.

Education is not a physical object: it cannot be picked up and examined. It is *intangible* and it *defies ownership*. So there are difficulties for the customer in comparing what is on offer. How do they know they are comparing like with like? Does the college communicate its special benefits in a way that is meaningful? We cannot know if this course is the best on offer, any more than we could know that we would have had a better holiday if we had taken a different package deal. So we examine our impressions, our experience, listen to the accounts of other people, fall back on past experience and we make a judgement.

These observations are not artificial, nor are they meaningless. They describe some aspects of the relationship between the customer and the provider; or if we prefer, between the college and the student. The principles offer an insight into the experience of teachers and students alike and are drawn directly from marketing theory.

Physical evidence, Processes and People:

The inclusion of three other **P's**, Processes, People and Physical evidence arose originally from the limited and somewhat 'tangible' bias of the original four, which were not deemed to be flexible enough to reflect the more organic activities that formed the basis of service providers in particular. This is a theme I will pick up again later.

Services do require a different focus because of the nature of the offer, and many commentators respond to this[17]. There are a number of useful models which are

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[17] Reichfeld and Sasser, *Harvard Business review*, Sept/Oct 1990; Berry and Parasuraman (1991).

available to us, adapted for use within the educational context. One model we might

choose to adopt is that of a 'service station' (Duke, 1992)[18]. In this model the student

can be seen as the consumer of education and also the product that employers may

wish to recruit. Service provision is therefore multi-faceted, perhaps catering for the

needs of a number of stakeholders. Hence the focus becomes fitness of purpose which

re-orientates the debate to appropriate, quality outcomes rather than the definition of

the student as client or consumer.

Control mechanisms and research run as threads throughout the planning process.

Marketing and Quality Assurance are the basis of the control process, ensuring as they

do continual information refreshment, evaluation of the effectiveness of actions taken

and appropriate and timely response mechanisms. They underpin every aspect of both

strategy and tactical operations.

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[18] In Coates

2. Weaknesses of established marketing practice in an educational context:

There has been increasing use within educational parlance of market economy perspectives and language but I intend to show that research indicates this cannot be imported wholesale. The introduction of directly funded City Technology Colleges, Grant Maintained schools and private training organisations in Further Education have been the physical manifestation of attempts by governments to increase the accountability of education providers across the sectors by increasing their dependence on 'market forces'. Quality assurance systems, customer service departments and marketing departments may not be obvious to the casual observer but are now present in most educational establishments.

" *Competition, the market and self management have come to institutions hand in hand. The new managerialism (Clarke and Newman 1992) of the 1990,s is predicated on accountability and effectiveness in the marketplace and planning and strategy are now essential components of management...Linking strategy and planning to the market, however is problematical. Across education experience of planning is limited, knowledge of marketing as a concept and as a management skill is poorly developed and the reality of education markets mean government not only impose tight constraints but also move the goal posts quite frequently...In the context of FE the FEFC (1997) has identified a number of factors which impact on strategy, including the overall direction of the institution, needs and market analysis,*

> *the mix of staff skills, finance and estate management issues and broader*
>
> *factors of responsiveness, partnership and the local labour market*"[19].

My own observation indicates poor investment in the research and training process severely limits progress in the successful implementation of marketing activities. Staff, however, have been forced, often kicking and screaming, to accept a much higher level of accountability in terms of quality and standards than ever before and this has helped to provide a more consistent service.

In the last decade there has certainly been a tide of opinion suggesting that education lacks professionalism and that standards are not assured. Systems derived from the commercial or even the industrial sector should, therefore, be adapted for use within the educational context, including Marketing and Quality Assurance; QA now forms part of the core curriculum for the Certificate in Education we franchise from the University of Portsmouth. Within FE the idea of Quality has been absorbed into both policy and practice within colleges. This may be because the process is identified as part of the inspection process, and as such is unavoidable. Yet Quality is so tightly woven together with the marketing process that they can barely be identified as separate entities.[20]

Some of the key difficulties for the educational environment I have already alluded to:

As a service:

* The benefits are realised long after the service has been provided, therefore the cause/effect relationship is unclear

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[19] Foskett, N. *(1997)*. Linking Marketing to Strategy *in* Middlewood, D. and Lumby J. (Ed.) *Strategic Management in Schools and Colleges* .
[20] Witcher B. Total Marketing: Total Quality and the Marketing Concept. *The Quarterley Review of Marketing,* Durham University Business School. Winter 1990.

- The relationship between the client and the provider is a complex one

- Demand may outstrip supply and some organisations are local monopolies

With regard to experience:

- Educationalists are inexperienced at operational marketing [21]

Gray extends this list:

Much of the marketing practice within education is, Gray suggests, project based.

Project marketing, Gray indicates, is short term and not necessarily linked to strategy

(See figure 4.2). In the Educational context, marketing in practice tends to be:

- Variable and product centred

- Project focused rather than strategic

- Short-termist

- Without coherent marketing research

- Slow to be accepted

- Undifferentiated.

In the context of education, Gray defines marketing as an underpinning philosophy,

from which the organisational structure and the marketing plan derives; the process

follows three stages, *'each operationalised through a planning model of review,*

analysis, planning implementation/ monitoring and evaluation.'

He advocates:

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[21] *Foskett N.,* Conceptualising 'Marketing' in secondary schools – deconstructing an alien concept
Details req

- The development of an institutional plan driven by a marketing perspective and linked tightly to the school or college's mission which itself is market focused.

- The development of thematic plans for each broad component of the institutional plan e.g. curriculum.

- The production of a marketing plan which integrates the future marketing research needs of the institution with the short term and medium term marketing processes linked to promotion and external communications.

Gray refers to Marketing Communications within the educational context. Information, he argues, should be designed professionally, written with benefits in mind and distributed to those most likely to make key decisions. More mileage should be made out of differential pricing and sales promotions. Non-contact services (Distance learning) should be developed, segmentation used to supply services more closely designed to meet the need, and that these things are only possible if marketing is a central function organised in the form of research and analysis, product development, and communications. Central to this has to be the gathering of information.

A great deal of research into education provision does take place, motivated by the requirements and interest of research students and academics, the concerns of grant providers, the concerns of government bodies and other stakeholder groups. All of these groups have different agenda. The quality of the research varies enormously. Research often takes much for granted, exploring issues suggested by perceived problems in educational provision. For example, with the introduction of Grant Maintained schools and the widely promoted benefits of parental choice, choice

became the subject of many pieces of good research at the beginning of the 1990's.

Unfortunately, by focusing on the notion of choice (Power, Fitz and Halpin (1994);

West and Varlaam (1992); Hunter (1991); Coldron (1991)) and involvement

(Morgan (1992); Dye (1989)), the research tended to assume a degree of volition in

choice of institution and failed to explore more fundamental considerations of

parents' attitudes to, perceptions of and motivations regarding education and

schooling, in addition to the actual limitations of choice for the parent.

Marketing research is a different animal. It is not structured for the consideration of

issues but for action. In order to produce a systematic development plan, needs

analysis and market analysis are required to identify individual customer

requirements, market size parameters, character change, future development,

competition and buyer behaviour. A serious shortcoming, given the competitive

nature of institutions, is the inadequate research carried out by individual institutions

concerning their own specific strengths, weaknesses, opportunities and threats.

Although there are funds allocated to marketing activities within colleges, these are

usually not sufficient to support Marketing Research, which would normally

considered to be fundamental to an effective marketing programme.[22] This is

evidenced by my own college; 1% of turnover is allocated to marketing –

substantially below that enjoyed in industry.

There have been a number of studies that draw on and apply marketing theory to

educational institutions. Foskett has developed a model which might help in the

understanding of the role of marketing as a function. He perceives the school as

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[22] Kotler P and Fox. K (1985), *Strategic Marketing for Educational Institutions.* Prentice Hall.

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delivering the supply side of the relationship and focuses on a single key question –

how is the concept of marketing received and understood in secondary schools? He

takes a multi-site case study approach in three different regions and includes

interviews with the head teacher, the Chair of Governors, the member of staff

responsible for marketing, and a cross section of staff. The second part was a sample

of 20 expert schools as a partial Delphi study. Perceptual data was based on the

question: "What do you understand by the term marketing" followed by the terms

public relations, external relations and promotion. The qualitative data was analysed[23]

to identify key themes through categorisation of content. Key themes were then

identified.

Understanding of key terms varied widely, even among marketing managers, with

poor understanding of the chosen terms. Those with little experience in Marketing

were especially weak. The strongest were the Chairs of Governors who all

distinguished between the terms offered to them. Out of five representative schools

only in two cases was unanimity shown between the Head, the Marketing Manager

and the Chair of Governors, indicating poor communication. The findings indicated

that there were three perspectives among head-teachers: selling, client-focused

(quality) or client focused (responsiveness to the community). In the expert survey

there were two perspectives of marketing: selling and multiple focus.

Growing out of the research, therefore, was a model of 'focus' within secondary

institutions. Consideration of product, sales and market orientation, quality,

relationship marketing and consumer responsiveness are addressed in the Marketing

Triad Model (Foskett 1996), and help to describe some of the variables which exist in

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[23] From Foskett; Kitwood T.M. (1977). Unpublished PhD thesis; and Cohen L. and Manion L. (1994) *Research Methods in Education* London: Routledge.

the development of a marketing approach. We would expect all of the three components to feature at any level of marketing awareness. Two components are emphasised; those of quality and responsiveness and although this research showed that many schools are still product focused these elements do suggest a small shift in attitude and understanding within schools.

Quality

```
                          Internal
                          Quality
                          Issues
                          Dominat



              Pupil                    Community
              Recruitment              Communication
              Issues                   Issues
              dominate                 Dominate


Recruitment                                      Responsiveness
```
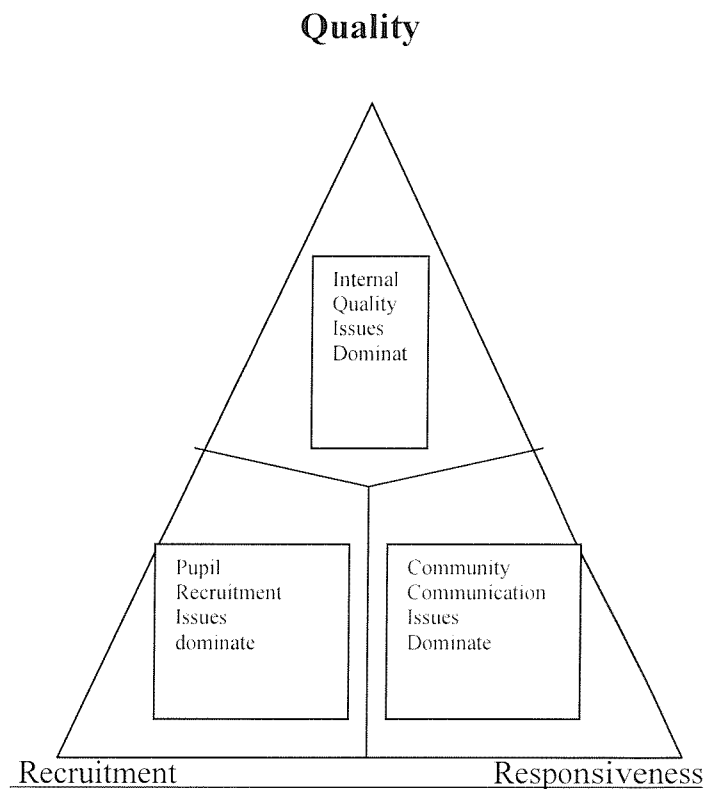
2.4.1

The triad represents short and medium term goals which tend to dominate marketing

processes within an institution, or in the case of a large college, even a department.

Many colleges have not yet mastered the art of disseminating a 'corporate approach'

down through every layer of the organisation, and departments often have their own

distinct ideologies within an institution.

> "The balances between processes at the centre of the model will reflect the
>
> contemporary priority objectives amongst the three key aims for a
>
> school......The model may represent........an interpretation of
>
> marketing which is of and for the educational community rather than
>
> imported from outside."

How close this model is to the Further Education context is not clear. Jackie Lumby,

in her research into Colleges of Further Education[24] sets the debate in the context of

accusations of managerialism within education – interpreted as uncritical adherence to

corporate and market led approached borrowed form the commercial environment.

She refers to the advice offered by central bodies and points out that colleges are

succeeding in spite of increasingly difficult operating conditions. They have increased

numbers, if not participation.

She found, when interviewing principals about their strategic processes and upon

looking at their planning and marketing documents that:

> "At the level of expressing the overall corporate aims and objectives,
>
> colleges referred to vision, missions, values, strategic aims, corporate
>
> aims, objectives, targets, strategic tasks, key commitments, key thems,
>
> crucial objectives, critical success factors, outcomes for students,
>
> motto, significant factors. There was no common usage of these
>
> words."

She found that the structure of the plans did not correspond clearly with the

systematic structure recommended in business. Some principals did not consider the

structure to be important; there was a consensus that the processes of liaison and

discussion were important and that therefore systematic planning was a worthwhile

activity. The dialogue was what was important. She identified some basic corporate

aims which applied to all the colleges and strategic aims which followed. They fell

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[24] Lumby J. (1999). Strategic Planning in Further Education in *Educational Management and Administration*, 27/1.

into four categories: Product/ curriculum; market; resources/costs; and building capability.

The colleges, however, failed to differentiate themselves. They had a historical presence, they were there to fulfil the needs of the immediate community and tended to make choices that were not necessarily finance driven but designed rather to add value to the service they could provide for their community. Most of the principals felt that they could not build strategy and were destined only to be able to make a lot of small moves in an otherwise largely consistent marketplace. Variations in the strategic offerings of specific colleges arose form historical and geographic contexts but they were otherwise limited in their choices: *'A college can flavour education but it can't strategically step away from it...'*

Securing adequate information was one important stumbling block for all of the colleges and the involvement of staff was the other. This was not through lack of trying:

> *'How do you get an organisation of 400 people who are all working in different ways, in different sets of people within the organisation, and don't appreciate each others' culture and values, to own something that is called a strategic plan?'*

Some of the principals felt that leadership was required and that some staff did not want ownership. Only one was attempting collaboration – the others favoured consultation, an indication that staff ownership was not considered to be very

important in the successful implementation of the plan. Indeed, some did not think

that their staff would even be aware of the strategic plan. Ultimately, if persuasion

didn't work principals resorted to telling staff how it would be. If this became

necessary, or the required change in behaviour resulted by some other means, that was

satisfactory.

Positively, all of the principals felt the process had resulted in:

- A greater sense of purpose

- An increased feeling of independence

- A benchmark against which all decisions could be measured

- Better systems and efficiency

- Better communication as there was something to communicate

Lumby concludes:

> *'Strategic planning in Further Education therefore differs greatly from that*
>
> *undertaken by private sector organisations in that the process is used to*
>
> *position not only ..... against competitors but .... government drift ....*
>
> *Criticising managers in Further Education for not conforming to private*
>
> *sector rational models .... is to underestimate the diversity of practice and*
>
> *to miss the opportunity to better understand and support those engaged in an*
>
> *almost impossible task.'*

Lumby's findings are echoed by Smith, Scott and Lynch, whose research concludes:

"Marketing is now a substantial, but still inchoate, presence in further and higher education. The survey demonstrated the tension between the aspirations of marketing departments – to perform a strategic role within their institutions, shape their corporate identities, modify institutional cultures, switch the focus from producers to customers – and the limitations by their often peripheral involvement in 'key' marketing decisions (although these are not always recognised as such), their fragile organisational base and their oblique, even oppositional, stance to traditional academic values and professional practices" [25]

The impossible task can be characterised by difficulties in terms of institutional culture, planning and management. Schools and colleges also lack experience and expertise in the planning process. Tertiary educational provision is vulnerable to fluctuations in the market as well as funding from central governement. This funding varies depending on what types of courses are currently being supported. In 1999 higher funding is available for GNVQ courses than for 'A' Level courses. This may change during 2000 as the government undertake as part of the implementation of Curriculum 2000. These anxieties are increased by quality funding issues: colleges as well as courses may lose accreditation if they do not perform to government determined standards.

It is no easy task to inject marketing orientation into education. Recognition of the institution's dependence on the commitment and competence of staff is not expressed often enough by stakeholders (Gummerson, 1999) and professional ethics do not

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[25] Smith D., Scott P. and Lynch J. (1995). *The role of Marketing in the University and College Sector* HEIST Research, p109.

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necessarily coincide with the values and the objectives of the organisation (Lumby, 1999). In addition, allegiance to subject areas or research rather than students' needs can get in the way of providing a quality service.

The issue of involving and motivating staff is a central one. The difficulties implied in this have been recognised in a small way by the Government and FEFC, who are attempting to re-orientate the perspectives of teaching and support staff, through re-organisation and training.[26] However, there is little funding available to seriously address these value laden complexities within the FE sector.

Marketing theory has been generated by the consideration of internal and relationship marketing.[27] Professionalism can be further improved with more in-house sales training, customer service, in-house distance learning facilities, incentive systems, and internal marketing; the importance of people and quality control cannot be underestimated.(Gray) It is in this context that Teacher Training courses become significant. Because of staff pressures, the luxury of time is in short supply. The opportunity afforded by the Certificate in Education/ PGCE for cultural shift is a valuable one. But it is also an opportunity to gauge the prevailing climate.

Fundamentally we have to consider our human resources. There has not been a great deal written about the human element in the marketing process within education even though without the support of our staff we cannot deliver, however good our planning and management marketing awareness.

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[26] FENTO; FEFC publications and training packs i.e. Inclusive Learning Quality Initiative

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Kotler does not sufficiently explore the importance of staff within colleges to the marketing effort. Gray does express its importance, and suggests that attitude formation should begin with first contact. He proposes ideas drawn from commerce, for example, suggestion boxes and performance related pay; this is a notion that does not find favour among professionals but is creeping in with the introduction of the 'super teacher' concept.

The FEFC refer to staffing in their good practice guide.

> '*At several colleges visited during the fieldwork stage of the study, the sense of purpose and enthusiasm was almost tangible: a powerful impression of staff sharing a common purpose; a belief in the college's aims and achievements, showing confidence in the brand; an unswerving pursuit of quality in every aspect of the organisation; a reliance on flexible teamwork within a coherent and widely understood structure; and the delegation of responsibility – even risk – to those staff best placed to judge the context and act accordingly.........*'

The text continues in this optimistic light in the hope that other colleges will learn from this outstanding example. What they are acknowledging is the fundamental nature of the staff contribution. There is no doubt that marketing is becoming part of the awareness of all staff, because it is part of the inspection process. That does not mean, however that this awareness is always a positive characteristic.

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[27] Witcher B. (1990) Total Marketing in *The Quarterly Review of Marketing Winter 1990*

Service providers are dependent on their employees to interpret and deliver within the given market environment. Hence, the attitudes of the employees and the nature of relationships[28] between the provider and the client group are central to the quality of the service provided. These perspectives have been carefully honed over generations and are based on the historic development of the educational system within our specific culture.

There are, therefore, deep-rooted value systems intertwined with the service we provide. It is clear that despite some of the rhetoric, managers and staff within educational institutions are trying to learn from received marketing theory and practice with results that are patchy at best, and wholly inappropriate at worst. Out of this there has been some attempt to develop an educational response. That response appears to focus on the human element – the importance of the relationships within education, the relevance of the planning process in connection with this relationship building and fundamentally the importance of the relationship between a school or a college and its immediate community.

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[28] Gummesson, E., (1999), *Total Relationship Marketing,* Butterworth Heinemann, Oxford. P 1-22.

3. Relationship marketing:

A new approach, which is more appropriate and flexible within the educational environment, is the notion of relationship marketing.[29]

Gummersson has suggested an alternative focus to that of the marketing plan. Instead of the 4 P's he turns our attention to the 30 R's. This stemmed from his experience working for a management consultancy company where he found that none of the marketing rules he had previously been taught were followed and yet the company was successful. Instead it was the different relationships that developed both outside of and within the company that were all important.

"Creating and maintaining a network of relationships - outside as well as inside the company - constituted the core marketing of the consulting firm"

The underpinning values of effective marketing are, as he sees it:

- common sense (the point at which all five senses meet including experience, intelligence, emotional intelligence, instinct)

- Good judgement

- Systematic analysis and experience

- Returning to the basics

---

[29] Gummesson, E. (1999) *Total Relationship Marketing* Butterworth-Heinemann, Oxford.p1-22.

> *"Relationship Marketing requires different values and services to the customer. These values establish that all customers are individuals and different in certain respects; that the outcome is the only thing that counts; that customers are the source of revenue and should be in focus; and that the supplier's task is to create value for the customer."*

Transactions marketing, what I have hitherto been calling established marketing theory, lacks history and memory and is the zero point of the Relationship Marketing scale, hence it should not be forgotten, but developed.

> *" In the loyalty ladder the lowest rung is the contact with a prospect who hopefully turns into a customer and a first purchase. Recurrent customers are clients; those who have come back and a long term relationship is in the making. In the next stages the client becomes a supporter and finally an advocate for the supplier."*

Properties of relationships, networks and interaction can be characterised in the following ways:

1/ Activity link - embracing activities of a technical, administrative and marketing kind

2/ Resource ties - exchanging and sharing tangible and intangible resources including knowledge

3/ Actor bonds created by the formation of opinion and influence.

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The underpinning values of these relationships are collaboration, commitment, dependency and importance, trust, risk and uncertainty, power, longevity, frequency, regularity and intensity, closeness and remoteness, formality, informality and openness, routinisation, content, personal and social properties.

The *30 relationships* of which he speaks fall into four categories. I deem these to be interesting in the context of education and therefore I have listed them below. I have commented on the most pertinent:

1. Classic relationship

  - Supplier/customer

  - Supplier/customer/ competitor

  - Distribution

2. Special relationship

  - **Relationships via Full Time Marketers/Part Time Marketers**

Most colleges now do employ someone who is responsible for dedicated marketing activity. However, the relationship between that person/s and the rest of the staff, all of who might be deemed to be engaged in marketing albeit on a 'part-time' basis, is crucial to the integration and potential success of the concept.

  - **Customer Service encounter**

Again, an important role within educational establishments – this may be the first contact a potential student or other stakeholder has with a college. Most colleges have resolved this relationship, in so far as they appreciate the importance of those 'at the front desk' and offer training accordingly.

  - Decision Making Unit

  - The customer's customer – distinguishing the end user

  - **Close/distant relationships**

Students may spend time at a college and their next contact may be years later, or through a family member. However, during their time at the college it is likely they will see their relationship with staff as a close one. This creates a tension which can be difficult to manage. 'Closeness' is particularly important in the measure of quality of the learning process. This may not be the case if we are offering distance or on-line learning, although it is still the case that there is an emotional closeness and investment that education demands and that must be responded to.

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- The dissatisfied customers.

- Monopolies as prisons

It is this difficulty that college principals were complaining of in Lumby's research. There are a limited number of options available to most colleges because they are there to serve their community. It remains to be seen, however, whether the way in which they serve their community could not be more effective if it were to embrace more radical and unconventional solutions.

- Customers as members

We are in the business of partnerships. Learning is by a participative process of agreement and negotiation. Even on examination subjects, there is a level of consensus and voluntary commitment which underpins the learning.

- The IT relationship

- Parasocial relationship (symbols ie brands)

- **Non-commercial relationship (families)**

The relationship between a student and the college is still deemed, by most stakeholders, to be primarily a non-commercial one. This is beginning to change, but the formation of relationships is still central to the education process. We have already mentioned the importance of stakeholder engagement in the support of the learning process – hence our communications must be directed at all those who feel themselves to be part of the community network.

- The green relationship

- The law-based relationship (legal considerations)
- The criminal relationship (Black markets)

3. <u>Mega relationship (existing above market relationships)</u>

- **Personal and social**

As an environmental concern, obviously we are there to provide a service at all levels and to all parties as part of our commitment to life long learning. Hence our understanding of the needs of all of these groups is paramount.

- **Mega relationship (ie gov't)**

In the case of state education provision, the contribution and intervention initiated by central government is of particular significance. Our primary stakeholder is the government even though as practitioners we do not often come directly into contact with government as a force. We need to be aware of government initiatives and how they may affect us.

- ## Company collaboration

Stakeholder collaboration, with for example the sponsors of part time students or providers of work experience is a key factor in the provision of a high quality learning experience. One of the relationships Gummerson is particularly interested in is that of collaboration with those conventionally in competition with ourselves. My own college is next door to another Further Education college, and although they serve a different market they feel themselves to be in competition with each other and this is a damaging thing. Such compettion can result in the sharing of a small market, making provision unviable and leading to an inferior service to the community than what would other wise have been possible.

- ## Knowledge relationship

Clearly, how knowledge is owned and the hidden messages that come through the way in which it is allocated is fundamental to the level of participation that is both encouraged and is, indeed, possible. 'Knowledge is power' and it is this notion that describes our relationship with our stakeholders and, specifically, the students.

- ## Mega alliences (ie EU)

- ## Mass media

4.   Nano relationship (existing below market relationships or inside the organisation)

- ## Market mechanisms ie profit centres brought within the organisation

Colleges increasingly operate on the basis of profit centres within departments and faculties. My own is no exception to this process.Colleges are increasingly holding their departments to account and operating separate profit centres. This does help to identify those areas that are weak and raises questions about the breadth of the product offer to the community.

- ## Internal customers/suppliers

Often, services are supplied between departments by staff who are internally sub-contracted. Hard ware of one kind or another is also often 'owned' within the institution. This is a system which, when properly used, leads to valuable liaison, and when improperly used, leads to conflict.

- ## The bridge of quality

Quality as a concept is growing in importance within education and measures of quality are now in place in most sectors. It is a fundamental part of college accountability to government.

- ## Internal marketing

The notion of selling pride in the organisation and the product are fundamental to the creation of advocates. Sadly, such pride is often missing within the Further education sector and it will take a great deal of morale raising activity by management and the government before pride can be restored. It is, however a pre-requisite if we want staff to fly the flag for their own institutions. Most staff would have no difficulty, however, in selling themselves, or the courses on which they have a direct input.

- **The matrix relationship**

Matrices are 'project' groups within industry that cross functions and expertise. Such groups exist within education, but in my own experience, are not encouraged sufficiently. The old subject or departmental divides still exist and can act as a barrier to innovation and change.

- The relationship to external suppliers of marketing services

- The owner/ financier relationship

The primary financial stakeholder continues to be central government and the way a college builds a supportive relationship through its dealings with ministers, inspectors and other representatives will affect its survival if not its growth.

These relationships are drawn from established marketing principles and do not offer anything staggeringly new. What they do, however, is reorganise accepted principles and focus attention on the organic, relationship factors, rather than fixed frameworks. Foskett[30] adopts a similar approach by deconstructing the notion of 'external relations' and by identifying three major categories:

- Transactional based external relations

- Relationship based external relations

- Public accountability external relations.

The centrality of the concept of internal marketing and the relationship between staff, quality and external relations is, he says, exemplified in the Investors in People movement and needs to be appropriately managed at a strategic, not merely an operational level.

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[30] Lumby J. and Foskett N. (1999) *Managing External Relations in Schools and Colleges* Chapman

Literature review - conclusions:

Whilst the marketing philosophy may not provide corrective measures for all the inefficiencies found to dog educational provision it may ultimately give a better information base (from both quantitative and qualitative sources) on which we can make informed decisions. In this respect the literature that arises from the commercial sector is very helpful.

It is clear that although institutionally colleges are waking up to the significance of marketing activity, there are sectors of the profession that are resistant to this trend and are fighting their corner. Demands from the government relating to demonstrable improvements in the delivery of quality are forcing all teaching staff to respond, whatever their personal point of view.

However, the literature does suggest that although during the last decade there has been a great deal of work on Marketing within education we are a still a long way off from a definitive model of the influences and processes that dominate the sector. We still do not know enough about the effect of quality demands on staff and the service they provide for students, and have not sufficiently clarified the appropriate concepts and definitions in order for a meaningful dialogue to take place between those with a vested interest. Marketing literature makes it clear that the role of personnel is fundamental particularly in the provision of services. However, we do not know what the awareness, attitudes and responses of existing staff are and, very importantly, the awareness, attitudes and responses of those currently being trained for entry into the profession, with regard to the application of marketing practices within the educational environment.

Without such knowledge it is impossible to move forward in any certain manner.

A fuller understanding is required of these conceptualisations, in order to properly appreciate the operation of education markets, and the gap between policy and implementation. Therefore it is the purpose of this research project to collect data relating to levels of marketing awareness among trainee teachers within the Further Education sector.

[i] A simplistic mnemonic, standing for Political/ Legal factors; Economic factors; Social and Cultural factors and Technological factors.
[ii] Four 'P's first suggested by McCarthy E. J. (1960)

Methodology:

Research paradigm:

Research data is most usually collected and analysed in order to gain a better understanding of a defined aspect of our environment. The intention is not to reproduce reality, but to sift those elements that are deemed to be essential in such a way that we see into reality more clearly and more deeply, hence we are able to learn more about it. But the selection of essential elements means making a judgement and it is this process that is most likely to leave the researcher open to criticism. A simplistic point may be that flawed judgement can be a feature of both qualitative and quantitative research methods alike.

Simply put, quantitative methodology sacrifices depth without the compensatory assurance of the existence of objective reality and truth. It has to be said that as historically, science has been based on assumptions about the existence of a provable objective reality, such thinking becomes habitual. Quantitative data feels safe.

Because of difficulties in our understanding of the relationship between subject and object, and our consequent need for a methodology which can respond to the demands of these relationships, there has been increasing acceptance of qualitative methods of research. Such research, by its very interactive nature, raises questions about evaluation and meaning which have a methodological as well as a philosophical significance.

Qualitative method enables us to better understand the processes operating in a given

situation, although we then unavoidably have difficulty with generalisation. Within

the field of Social Science a qualitative approach is widely adopted and there are

occasions where minimal analysis and even purely descriptive accounts are

considered to be the most valuable research methodology. The criticism here, then,

would be that the choice of subject involves use of judgement that could be flawed

and that the intense focus rules out transferability of relevance. In other words, the

result is specific rather than universal. Qualitative methodology is described by some

as overtly ideological (Lather,1986) and others accept such ideology as being entirely

unavoidable:

> *"If values do not enter into every enquiry, then the question immediately*
>
> *arises as to what values and whose values should govern. If the findings of*
>
> *studies can vary depending on the values chosen, then the choice of a*
>
> *particular value system tends to empower and enfranchise certain persons,*
>
> *while disempowering and disenfranchising others. Inquiry thereby becomes a*
>
> *political act.(Guba 1990a:24)"*[1]

A great deal of social research now attempts to placate such proponents by admitting

the ideological argument and recognising the inadequacy of the over-generalisation of

quantitative methods by triangulating, using both quantitative and qualitative

methods. The adoption of both perspectives enhances our understanding, although we

can never entirely escape from questions relating to the nature of individual human

experience and the distortion we impose as soon as we try to report it. Carspecken:

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[1] In Carspecken P. (1996), *Critical Ethnography in Educational Research* Routledge, New York. P5

"Some of us do not find the term 'variable' appropriate for any sort of social

research. This is partly because variables seek to measure actions, conditions,

and experiences that generalise across many social contexts. Yet we know that

social action and human experience are always, in every instance, highly

contextualised. Generalising across contexts is dangerous."[2]

I recognise this argument and do not make claims outside of the context as described

in this text. I accept that we only ever have a partial understanding of any social

situation. An architecturally accurate drafting of a twentieth century street conveys a

level of understanding about twentieth century life which is further enhanced by the

use of shadow, people in action and further still by smells, textures and sounds. In the

same way, in the field of Social Science especially, 'cold' numerical data is

'explained' by the use of case study, interviews and personal accounts, among other

qualitative methodologies[3].

I perceive this research process as a three-dimensional, twisting tornado of enquiry,

drawing in more data, sometimes broadening its field and sometimes tightening its

focus, depending on an organic response to environmental conditions. This

methodology would include four steps as follows:

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[2] Ibid. p 25
[3] Cohen and Manion, (1997). *Research Methods in Education,* Routledge

Diagram 3.1.1

1:
Contextual/ one
dimensional:
Secondary, both
quantitative and
qualitative

2:
Two Dimensional:
Primary quantitative

2 dimensional
shapes and
patterns giving
breadth

4:
Cinemascope:
Longitudinal studies over
time with increased depth
facilitated by a wide variety
of data gathering and
reporting techniques.

3:
Three dimensional:
Primary qualitative

3 dimensional shapes and
patterns giving depth

Such completeness is unfortunately difficult to achieve but with the increasing

sophistication of technologies capable of recording and analysing such data, what I

have referred to as a 'cinemascope' methodology is beginning to emerge. Sadly, such

a methodology is outside the range of this project.

Some of my data leads to a comparative analysis and is essentially quantitative, in so

far as it was necessary to count numbers and types of contribution. The comparative

analysis, which initially was merely of the first and the final concept maps, grew

quickly. It was of interest to compare the students' work with each others', the

groups' against each other and the data collected in the group map with that collected

in the transcripts. In this way, the case was not simply of the awareness of marketing

within an educational context as evidenced by a group of eight trainee teachers but

was also looking at a particular methodology as used in this situation in order to see

what could be learnt from it. However, this research is primarily qualitative, with a

close focus on a small sample group.

A range of devices enables us to measure attitudinal parts of this process and are

widely used. The range tends to use a quantitative approach and may draw from

various scaling devices (Likert, (1932); Osgood, (1957); Fishbein, (1961)).

Qualitative research methodology might include concept mapping, Focus groups,

Interviewing and textual analysis all of which were possibilities in my own choice of

methodology. The following is a summary of the type of primary data collection

which formed the basis of this report:

Data information			
Medium	Individual	Comparative	Group
Graphic	Concept maps	Style and content of maps	Concept maps
Numeric	Concept maps: table of results Transcription summary	Style and content of maps between individuals and groups	Concept maps; table of results Transcriptions Summaries
Oral	Individual contributions to discussions Brief profile	As above. Also see Appendices.	Discussion of group interaction

Table 3.1.2

This was a small-scale study of the cognitive and affective reactions of a group of trainee teachers to marketing concepts. The intention, simply stated, was to find out something of the knowledge and associations already held by my chosen sample about marketing within the educational[i] context. The question initially posed was how a group of eight Certificate in Education students perceived their market environment. The data collection process took five hours of exploration with them and evidence was collected in the form of concept maps and recorded discussion.[ii] Resources included a questionnaire[iii], articles, support materials, overhead projector and transparencies and two tape recorders to monitor group transactions.

The students were asked to produce individual concept maps entitled 'Marketing of Education'. They were provided with an example of a concept map similar to one produced by the students (App. 16) and the process was carefully explained. The respondents were guided by the interviewer with regard to the technical elements but not the content. The respondents completed the exercise within twenty minutes. They were also asked to complete a brief pre-coded demographic questionnaire.

In order to further develop their thoughts I then asked them to pool their ideas in the form of a group concept map, and the conversation during this process would be recorded. In this way, any information missed from the map would be captured on tape.

They would be given information on the marketing environment, planning, strategy and mix and then asked them to read and discuss the subject further basing the discussion on a number of articles (marked on bibliography using an asterisk). At the end of the process they would be asked to produce a final, individual concept map. The students remained in one room during this period and were not exposed to any external influences.

The collection of data was logistically unproblematic, but the analysis raised some important and complex issues including:

a) the efficacy of concept mapping as a data collection device

b) the depth of information available about the individuals (if indeed they were to be described as cases in their own right); and

c) group dynamics evidenced within the taped transcripts. These components served to refocus my thoughts onto the incomplete processes witnessed during the research process and the methodology itself.

A) Concept mapping:

This research deals with awareness of specific concepts. As I indicated at the start of this paper, a concept and an evaluation of the concept may emerge simultaneously. However, to analyse that evaluation requires inferences. Awareness of a concept,

perhaps incorporating an evaluation can be evidenced over any length of time. My own time scale, was, of course extremely short. Awareness, evaluative or otherwise cannot tell us how a person is likely to behave. It is, however a starting point for a description of how an individual might view their environment, and hence, how they might behave and suggest that attitudes follow a pattern which is observable and measurable:

"A very large share of the meaning of objects or concepts appears to be determined by the position which the object or concept is seen to occupy on a good-bad or pro-con continuum". [4]

Much of the meaning we draw from objects/ subjects and the relationships between them is evaluative and is therefore, it is argued, attitudinal. The difficulty lies in defining clear, unambiguous terms by which attitude can be measured. There has long been a methodological difficulty in finding a definition of attitude that would bring it into:

"closer harmony with the techniques by which attitudes are measured.....A conceptual system in which only the affective component is treated as attitudinal, and the other two components are linked to beliefs, should permit a more productive approach to the study of attitudes... (which is) a learned, implicit response which mediates evaluative behavior and had been operationally defined as a concept's position on the evaluative dimension". [5]

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[4] Fishbein M. (Ed) (1967) *"Attitude Theory and Measurement"* Wiley & Sons. P 257
[5] Ibid p257/8

Concept mapping was chosen as a device because it can help users to describe their

thoughts and associations graphically. The maps have been found to accurately define

such associations and can be utilised within an individual or group context as well as

being used comparatively.[6] Concept mapping can also be used to monitor change in

'mindset'.

A concept map is a diagrammatic representation of associated concepts generated by

the learner or 'knower', such that nodes represent the concepts, and lines and arrows

represent the relationships between them. Research indicates that the number of key

terms and complexity of the relationships between them is linked to the cognitive

'grasp' of the 'knower' (Jones 1997). Concept mapping as an aid to learning (Novak

and Gowin 1984), has been extended to and used effectively in the research process

(Markham et al 1994). The reliability and validity of the measurement of concept

mapping has been well documented, although the process remains controversial (Herl,

1996; Ruizprimo1996; Liu 1996). Novak and Gowin argue that concept mapping

follows the cognitive process and there is some evidence that this is the case (Thimor

1995). The participants in this research as in previous examples, found the process to

be easily grasped, even natural; suggesting that mapping is a meaningful 'shadowing'

of natural cognitive processes. Concept maps, far from simply describing a state of

affairs, usually do also express affective and conative inclinations and these can be a

valuable source of information for the researcher.

Concept mapping and its use sit comfortably with the following model. Simply put, a

concept is an idea about our internal or external environment which is likely to

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[6] Novak and Gowin (1996) *Learning how to Learn Cambridge University Press.*

contain cognitive, affective and conative components. Concepts inter-link to provide for us a picture of the world; the totality of an individual's beliefs about an object may be viewed as a belief system. These concepts are dynamic but the more complex they are the less likely they are to change in the short term.[iv] It is understood a stimulus-response relationship does exist between our environment and the belief system we adopt, suggesting a particular type of causal association. This system is hierarchical and the higher the response in the hierarchy the stronger the belief. Furthermore, not only do all stimuli have evaluative responses associated with them but:

"every time a new concept is learned, an attitude is automatically acquired with it. Attitude acquisition is an automatic, non-verbalized process that occurs in conjunction with concept learning......"

and is

"a result of both mediation and conditioning.....Thus it becomes apparent that beliefs about an object and the attitude toward that object are in a continuous, dynamic relationship. Changes in any one part of the system may produce changes in all the other parts......These mediating evaluative responses (attitudes) are viewed as summative;..." and the greater the reinforcement the stronger the belief."[7]

The general implications of these findings are as follows:

Attitude change will occur when an individual's belief about an object changes and/or the evaluative aspect of beliefs about an object change as a result of:

- new concepts being related to the object

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[7] Fishbein M. (Ed) (1967) *"Attitude Theory and Measurement"* Wiley & Sons p389 - 397

- a change in the strength of already held beliefs

- Such change will be a function of the number, strength and evaluative aspects of salient beliefs and the number, strength and evaluative aspects of new learned beliefs.

- Unlike consistency theory[8], attitude is a function not of cognitive averaging but of cognitive summation. In other words the more positive salient beliefs held the stronger the belief rather than a process of averaging.(Fishbein)[9]

- Measuring recall of new communications about the object will not result in attitude change; only acceptance of the communication.

The process was also designed to illustrate change in concept awareness as a result of the introduction of new material within a very limited time span. The fact that during this time students would not be exposed to other concepts was seen as a control mechanism. The purpose here was to illustrate that change in information access was possible in the short term at least. As discussed earlier, this is a prerequisite for attitude change.

In this context, the implications of previous research (Fishbein, 1967) into attitude formation suggest that attitudes toward Educational Marketing are likely to be associated with the quantity of positive or negative information that is made available to teachers and that attitudes are capable of change. Hence, for colleges to become more responsive to the marketing concept and the Market place then the attitudes of teachers should be as positive as possible to marketing practices. If change is required it will spring from exposure to new information/ communication leading to an

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[8] Rosenburg (1956) cited in Fishbein M. (Ed) (1967) *"Attitude Theory and Measurement"* Wiley & Sons
[9] Ibid. p389

alteration in the belief system. Such a change could be monitored through the use of concept mapping. Recall of information provided during the course of the research would, of course, not lead to a change in attitude or indicate a change in attitude. Even if a change in attitude were to be achieved, behaviour could not be predicted. But attitude does presuppose awareness, either conscious or unconscious, of information, attached to which there is a positive or negative evaluation. Hence, the first step in attitude change will be awareness of key concepts.

Clearly, whatever method we choose is likely to be a blunt instrument and largely inferential. Hence, I decided against using commonly used scaling methods and decided to use something I consider to be more flexible and organic. Concept mapping was used as a task oriented activity designed to focus the attention of the group on the issues at the centre of the activity. These were not initially clearly defined for the subjects since I considered it to be important for them to have the freedom to raise issues they considered to be significant.

B/ The case study; sample data:

The nature of the case requires elaboration. The group in question consisted of eight Certificate of Education students from one class and I was teaching them Current Issues in Education. (See also Appendix 18). The group does not constitute a case in any preordained sense, except that it is bounded in time and limited by quite specific parameters. The group has not been chosen to represent behavioural patterns that should be evident in other similar groups. The rationale is exploratory and it is hoped that something may be learned from this process of enquiry that could be further examined in other cases. So the focus of the research for myself as researcher and the

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student group was the collection of concepts associated by members of the group with Education Marketing. These, I considered, would be descriptive rather than conclusive.

What, then exactly is 'the case'? Whilst not necessarily typical of other such groups I did expect that they would express ideas which would be common to other groups of teachers new to the profession. In terms of case methodology I considered three possibilities: one, that the case consists of eight students, undergoing a particular course of study at a particular place and time. This study might therefore be of their behaviour within a very specific bounded context. Second, there might be eight individual cases, that within this context might be seen to interact in a specific way. Third, there might be eight cases, each consisting only of those specific aspects of the whole personality that would be discernable to me: that is to say, variables which are only minute subsections of the total number of variables that might be possible. I do not feel able to commit to one of these three, because I believe I have drawn on elements of all three.

It is useful to point out that:

- detailed and precise screening of respondents was not carried out

- the distorting effect of a wide number of variables being brought to bear on the complex group activity could not be avoided. We could argue that such distortion will always influence one's methodology, therefore one's findings.

- in a larger study it would be necessary to use matched groups as far as age, sex, socio-economic group, racial/cultural considerations and educational experience are concerned.

- There are a large number of other variables relating to psychological issues (motivation, personality, past experience) which clearly are not accounted for in this study.

- a basic demographic and training/ education questionnaire was carried out, the results of which were set against the rest of the collated data

I am treating the study as one case, since there is insufficient data available on each of the eight individuals for them to constitute cases in their own right. Had there been greater scope for the collection of a wider range of data then it is self-evident that the research might have been able to draw up more definitive conclusions.

My reluctance to define the process more tightly may appear to be avoiding certain important issues relating to relevance, significance and universality. I believe it is a note of caution. This research is about exploration and if conclusions are indeed possible, they will be at best, tentative. A full discussion of the nature of cases can be found in Platt's Cases of cases...of cases. (1992). Whilst I do, on the one hand, wish to avoid generalisations, nevertheless I accept Lieberson's point:

> *"At bottom, the logic of the case study is to demonstrate a causal argument about how general social forces take shape and produce results in specific settings. That demonstration, in turn, is intended to provide at least one anchor that steadies the ship of generalisation till more anchors can be fixed for eventual boarding".* [10]

My approach is therefore, one of theory elaboration.

> *'Each case analysis will consist of intricate, interconnected detail, much of it*
>
> *perhaps unexpected. It is the 'loose ends', the stuff we neither expect nor can*
>
> *explain, that pushes us towards theoretical breakthroughs………Since a case*
>
> *is whatever we decide it is, we can vary the organisational settings we select*
>
> *to explore our research question and systematically assess and compare the*
>
> *findings.'*[11]

This raises other questions about change in focus during the course of a study, and the question of whether or not one study might be an example of a number of cases. My own study contains a number of such anomalies. I prefer to see this project as a form of story telling. It leaves many details untold, and describes an incomplete process which raises questions yet to be answered.

C/ Group processes:

During the course of the data collection process group interaction became important.

Group members were required to explore issues rather than to make decisions. Nevertheless, the instrumental and social processes involved understanding of a problematic situation and a discussion aimed at establishing what the group members understood about the problem. Therefore, the objective was to attempt to reach some

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[10] Lieberson S (1992) 'Small N's and big conclusions: an examination of the reasoning in comparative studies based on a small number of cases' in Ragin and Becker (Ed) 1992 W*hat is a Case?* Cambridge University Press, p84-105

consensus as to the meaning of marketing within an educational context. Such a

process is consistent with Functional Communication Theory .[12]

One element of the research took small group interaction theory as the basis for the

exploration of ideas about Marketing and Education, and to identify limitations and

parameters posed by the nature of the research participants themselves. Such

limitations arise from the needs of individual group members (Murray, 1938;

Edwards, 1953)[13]

The groups were divided in terms of convenience within the room based on the

original arrangement around the room as chosen by the students themselves. The

following broad definition of the group dynamic can be applied to the resulting

groupings:

> 'an organised set of interrelated and interacting parts that attempts to
>
> maintain its own balance amid the influences from its surrounding
>
> environment'[14].

This organic concept implies a number of conditions that will apply in this case:

That:

---

[11] Vaughan 'Theory: the heuristics of case analysis' in Ragin and Becker (Ed) 1992 *What is a Case?*
Cambridge University Press, p173-202
[12] Poole M. and Hirokawa R. (1986) *Communication and group Decision making* Beverly Hills: SAGE
[13] Murray H. (1938) *Explorations in personality* Oxford University Press and Edwards A. (1953) *The
Edwards Personal Preference Schedule* New York: Psychological Corporation
[14] Wood, Phillips and Pederson (1986) *Group Discussion: A Practical Guide to Participation and
Leadership Harper Collins*

- Any part of a system can be understood only within the context of the whole system

- A system is more than the sum of its parts

- All parts interact dynamically and constantly

- An open system interacts with its environment in mutually influential ways[15]

Hence my small group of student teachers has a unique personality which results from its unique environment and which stands apart from a mere collective. Its personality is in a state of flux and not only are the various parts of the group affected by all others, constantly, but it is affected by and affects the environment from which it springs.

The components of a small group system might be described in the following way. Elements relating to the group's construction: members, group size, group history and group responsibility will be influenced by group processes: communication processes, norms, power, style, autonomy and by cohesion and finally by the outcomes: satisfaction, decision, effectiveness and change.[16] One of the outcomes, recognised as such by the participants, was a degree of de-individuation.[17]

In other words, one of the expected outcomes was that compromises would be reached and that group members may have to accept views that may differ from their own, in order to complete the task. By contrast, within these groups individuation was

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[15] Ibid
[16] Ibid
[17] Friedman (1984): Group Processes for Individual Development in Phillips and Woods (Ed)
Emergent Issues in Human Decision Making Southern Illinois University Press.

maximised by the use of small unstructured groups, where external observation and

self-evaluation was part of the process.

Group identity was encouraged by the nature of the task and by a degree of

homogeneity in group membership, although this was limited by the nature and

duration of the task itself. The subjects had known each other for 18 hours before this

exercise, although there was little cohesion since they had been an audience rather

than participants for much of that time. They also, therefore had negligible history in

terms of group identity.

Hence, the processes commonly found in group formation (Bales and Strodtbeck

(1951); Bennis and Shepherd (1956); Tuckman(1965); Poole (1981)) did not exist in

this case. The group type might be described as a temporary or ad hoc committee

(Bradford and Bradford, 1981) or a buzz group (Seibold, 1979). However, because of

the ad hoc nature of the group, structuration (the imposition of structure resulting

from members characteristics, external forces and structural dynamics) was not

examined. The group was not established and therefore lacked maturity (Krayer,

1981) Group member had not had time to develop roles or leadership styles within the

group. Nevertheless, the concept of group satisfaction (Marston and Hecht, 1978) was

found to be relevant in our evaluation of the process, showing that there had been an

emotional investment in the activity, even though it had taken a relatively short period

of time. Unfortunately, a detailed analysis of the communication process, which

emerged during this investigation, is outside the scope of the study, although they

were found to influence the research outcomes.

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The fact that the group and its tasks were imposed upon the individual group members within the constraints of a limited time span and classroom environment clearly influenced the process which resulted (Poole, 1986)[18].

In spite of their common course choice, their backgrounds were dissimilar. The complete group consisted of eight students but they were divided into two groups of four for the practical parts of the exercise. This is less than the recommended number of five to seven.[19] The processes involved will become evident later in the text and the group outcomes are as described in the allocated tasks. (See Appendix 18)

Such group division, at the very least, allowed the potential for discussions to develop, thus resulting in a wide range of responses.[20] Group processes emerged in the text analysis and although, as I have said, were not pursued indicated that a form of analysis suggested by Bales (interaction process analysis, 1953) would have proved informative. Bales work[21] required the analysis of non-verbal gestures as well as utterances, and the data gathering in this case did not extend to such minutiae. However, my interpretation and weighting of the data gathered followed his approach, stopping short of the production of a visual SYMLOG chart, designed by Bales to show group characteristics in a graphic space.

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[18] Cathcart R and Samovar L. (1992) *Small Group Communication* WCB Publishers
[19] Hare, Bales and Borgatta (1955) *Small Groups: Studies in Social Interaction* Knopf New York
[20] Cohen and Manion (1997) *Research Methods in Education* Routledge
[21] In Brown R.(1990) *Group Processes* Billing and Sons

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[i] The students were working from a very broad base line. Although all of them were following an FAE training route, their teaching backgrounds, and professional contexts varied enormously.

[ii] See appendices 11 and 14

[iii] See appendix 15

[iv] Hence, since ideas about Marketing and Education do belong to an elaborate belief system, the purpose here was never to bring about attitudinal change, since change in the short term would be very unlikely. Nevertheless, a change in the information available to the individual was considered to be both achievable and measurable.

3.2 Data analysis:

The analysis of the concept maps was based on Novak and Gowins's guidelines[1],

focusing on the comparative level of complexity of the maps themselves and referring to

previous research based on this approach (Jones, 1997). They were analysed in terms of

the number and type of concepts and the complexity and type of link made between them.

Indicative variations were sought in the respondent profile, the primary and secondary

concepts and the conduct of the interviews themselves. A number of variables were

identified in both the group and the individual concept maps and these were then

organised in the form of a grid, so that comparisons could be made between the various

outcomes. It was hoped that patterns would emerge in the course of this process that

would tell me something about both the way in which marketing was perceived and the

methodology that had been used in the data collection process.

The variables identified began with factors relating to the design of the concept map

itself; I later defined this as a process issue. Novak and Gowin found that there was a

correlation between the level of sophistication of the concept held and the occurrence of

circular loops and interrelationships indicated between concepts. Therefore, I counted the

number of primary legs, the number of branches with 2 or more offshoots, the number of

circular loops and the number of secondary inter-relationships.

I then counted what I considered to be content factors. I did not begin with a list of what

these factors would be. They emerged from the concept maps. I then listed them and

classified them as follows: the total number of different factors, 'educational' factors,

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[1] Novak and Gowin, (1996), *Learning How to Learn*, Cambridge University Press.

'commercial' and 'business-related' factors, 'strategic' factors, and 'research' factors.

The reason for classifying them in this way was that it became evident from the results

that the relationship between marketing and education was difficult for the students to

handle. Often they would mention wholly educational factors, many of which had

nothing to do with marketing, or they would mention aspects of business and commercial

practice which were not clearly linked to the educational sector. Marks were allocated to

the type of concept.[i] Those concepts that linked education in some way to the

satisfaction of need received two marks (Acquisition of skills and knowledge; Training;

Education and employability), as did concepts directly related to business/ commercial

practice (Private sponsorship; Gaps in the market). Where 'league tables' were

mentioned, for example, only one mark was allocated since although there was a link

with marketing, the link was implied. Educational issues with no clear relevance to

marketing were given no marks. An example of this might be 'teaching methods'. Any

mention of commercial or business relevance, for example 'sponsorship' or 'raising

awareness' were given two points and strategic or research issues were allocated three

points. My rationale is that these concepts suggested a good understanding not only of a

business perspective but also a management one.[ii]

I was looking for evidence of the ability of trainee teachers to clearly identify marketing

concepts, drawing on the work of Lumby, Foskett and Smith (1999), Scott and Lynch

(1995). Although substantial use of educational concepts may not necessarily indicate a

lack of marketing awareness, it may, however, indicate a relative lack of familiarity with

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marketing terminology and therefore probably some confusion about the content and boundaries of the marketing concept.

I was expecting to see a shift in the number and type of responses after some teaching about marketing within education had taken place. In terms of sophistication, I was also interested to see if students mentioned strategic factors rather than tactical ones and to identify the importance they gave to the role of research, the backbone of the marketing process.

The analysis of the discussion transcripts took a similar form. It bears a resemblance to a method developed by Bales[2], but arose independently from the content and nature of the transcripts themselves. Bales looked at group processes in terms of the quality of interactions taking place. Within my study, it was clear that the quality of the interactions within the groups was affecting the outcomes and ability of the groups to respond constructively to the task. Therefore, it was necessary to take these into account as part of my analysis. Because the purpose of the process was to look at student perceptions rather than to study group processes it did not engage in the kind of detail explored by Bales. Hence, although there are similarities the processes are quite different.

Each individual was identified from the discussion and process and content contributions identified. Students ended with a process and a content mark. Contributions designed to

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[2] Hare, Bales and Borgatta (1955) *Small Groups: Studies in Social Interaction* Knopf New York

assist the progress of the task were given a higher rating than 'neutral' contributions;

contributions, which negatively affected group activity, lost marks.

Process

Contributions were counted and identified against the following criteria: Were the

contributions -

- designed to assist with the group process
- practical
- in agreement or disagreement
- statements of opinion or questions
- completed
- ' stream of consciousness'
- repetition
- Interruption or change of direction

Table 3.2.1 The numeric values were allocated as follows:

No. contributions	Number of positive contributions
No. group contributions **(x2)**	Any contribution relating to the group process and intended to move the group forward. Group awareness and responsiveness was deemed in this exercise to be a characteristic likely to result in a positive end product, **therefore this was awarded a double score for process**
No. Practical	Task oriented
No. Agreement	Expression of agreement with other group members
No. Disagreement **(-x2)**	Expression of disagreement with other group members. **This was awarded a minus double.**
No. Statements of opinion	Opinion
No. Questions	Questioning – seeking information from the group
No. Incomplete	Incomplete contributions
No. Stream of consciousness	'Thinking aloud'
No. Repetition **(-)**	Repetition of points. **Awarded a negative.**
Content Score	**Related to the method of scoring in the concept mapping exercise**
Process	**Describing the style of the contribution and given a final score**
Total	**A final total**

Any research process which collects data from individuals where that data might be deemed to be of a personal nature, for example verbatim accounts, needs to be subjected to scrutiny. In this case the students were told what the data would be used for and I also added that when complete, they would be offered the opportunity to read the research report. Although I do not consider the nature of this data to be in any way sensitive, I have altered the names of the participants to preserve anonymity.

Summary:

The students were directed as follows:

Stage One: An explanation of the purpose and construction of concept maps as a learning tool.   20 minutes.

Stage Two: Completion of personal questionnaires.   10 minutes

Stage Three: Production of individual maps without conferring with colleagues. 20 minutes

Stage Four: Production of concept maps in groups of four. 30 minutes

Stage Five: Open discussion and comparison of findings, including response to the use of concept mapping.   20 minutes

Stage Six: Tutor presentation and group discussion of Marketing theory, articles, texts and other materials on aspects of the relationship between marketing and education.   2 hours 50 minutes

Stage Seven: Production of a final, individual concept map. 30 minutes

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[i] Appendices 12 and 14
[ii] For example, 'Quality and standards', 'Try out new ideas and monitor feedback'

Findings:

I began by asking whether trainee teachers had basic awareness of the implications of Marketing to Further and Adult education and how that awareness could effectively be raised. It was possible to summarise the main thrust of the findings succinctly, albeit at the end of a very detailed process of transcription and classification. More information relating to that process is catalogued in the appendices.

The analysis of the data falls into a number of initially separate categories:

1) **Categorisation of terms as they relate to education and training. These were not prescribed but arose from the research.[i]**

2) **The individual concept maps were summarised numerically with the results of a short questionnaire designed to indicate age, gender, FT and PT post 16 training/ education and level of qualification[ii].**

3) **The process and content data from the first of the individual maps (produced in the morning) were compared with that of the afternoon[iii].**

4) **The concept maps produced by each of the two groups of four students were analysed first as stand alone data and then compared to each other in terms of process and content.**

5) **The individual content of the concept maps was compared with the scores resulting from the transcripts.**

6) **The transcripts produced by each of the two groups were compared in terms of group processes and individual contribution.**

(1) Categorisation of terms as they relate to education and training. These were not

  prescribed but arose from the research.

Allocating numerical values was an untidy measure since in no way could any scoring be

deemed accurate, in any ordinary sense of the word. However, the students differed

markedly in their ability to consider marketing concepts within education, either as

education in terms of student benefits or college selling points, or in terms of more overt

business concepts. I therefore collected terms actually used by the students both before

and after tuition and grouped them according to my own understanding of the terms and

associated connotations. In processing data of this type there can be no framework in

existence because the data was unique to this particular piece of research. I am, therefore,

aware that there is scope for disagreement with regard to my scoring process.

Nevertheless, I would argue that the findings suggest consistency between the outcomes

of the scoring process and factors underlying such outcomes. I have tentatively scored the

'labels' used as follows and would wish to carry out substantial further research before I

could confidently speak of this method as a reliable tool:

Strategic perspective: **(3 marks/ one mention)**

Finance; Global audience; Government; Management policy; Market share; Policy/ Politics; strategy planning; Quality and standards Research: Compare individual subject areas; Evaluate current practices; Investigate other countries Geographical bias; Try out new ideas and monitor response; Feedback

Educational factors: Benefits   **(2 marks/ one mention)**

Acquisition of skills and knowledge; Training; Education and employability; Links; Lifelong learning; Needs employers; NVQ; Vocational/ academic; Skill opps; Specialisms; Unemployed; Returners; Money; ESF; Fees; FEFC; Funding; Subsidy; New deal; Student loans

Commercial/ Business factors: **(2 marks/ one mention)**

Target population; Attracting students; Advertising/ Image Raising awareness; Partnership advertising; 5 P's; Private sponsorship; Types of media advertising; Selling; New technologies; internet; Packaging; Incentives/ Promotion; Private sponsorship; Demand Meeting response; Gaps in the market price; New product development Design; Proximate environment; Competition; Customer /Customer services; Availability; Uniform quality; Human resources; Marketing specialists; What do people want? What should we provide?; What's been done so far?

Descriptors   **(1 mark/ one mention)**

Educational institutions; Course outlines and schedules; Grant maintained; League tables; Marketing issues: Stakeholders; Social opps; Feedback; Communication; Credibility; Differences; Diversity; Choice; Needs (Regional); Needs (Student); Student demands; Students opinions Facilities (accommodation Transport)

(Zero:)

Teaching methods; Experiential learning; School governors; Schools; Enjoyment; Behaviour and morals; Interpersonal awareness; Maturity; Self development; Personal perspectives Chamber of commerce; Marketing of business; Markets

Figure 4.0.1

A heavy weighting was given to Educational factors which placed the learning process in

a wide context, for example acquisition of skills and knowledge; employability; lifelong

learning. Significance was also given to concepts relating to student needs,

communication and credibility, diversity and choice. Obviously marketing concepts

received a higher value, since it was the acquisition and expression of these that was

being measured.

However, although very specific concepts were being monitored the awareness of

students with regard to relationships within education was apparent, although perhaps

expressed in different vocabulary. Student awareness of these relationships was not

measured and should form the basis of a later study:

C: So it needs to be attractively marketed; Right students

E: Any students

C: That's the policy **these days**........... Is it the right policy? **(Laughter)**

Ca: Getting them on the course, isn't it?

C: Yes but then you get Quality because there is a terrific drop out rate in

higher education - We should look at drop out rates.

Ca: The reasons why; yeah, because when you're selling the course

you've got to sell it to the people

A: What's worked well so far and what hasn't worked well.

C: Should you go back to your current students? Students opinions

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Ca: We have Questionnaires throughout the course. You have your initial

and then 2 or 3 while the course is going on then one at the end and that's

the marketing department

C: What about literature – the production of attractive literature?

Information... ... ...

E: New technology ... ...The way to deliver the courses as well, isn't

it?

This extract of dialogue (which preceded the tuition) indicates clearly an awareness

of relationships and marketing practices, both dedicated and indirect. A level of

cynicism is apparent in the conversation, suggesting a familiarity with both ideals and

pragmatism co-existing within the Further Education sector.   An apparent consensus

expressed here can be compared with differences in individual scores, both in

transcript analysis and concept map analysis.

(2) The individual concept maps were summarised numerically[iv] with the results of a short questionnaire designed to indicate age, gender, FT and PT post 16 training/ education and level of qualification

Questionnaire:

None of the sample was born after 1961 and half were born before 1950. This makes the group a mature one for trainees into a profession but this is typical of the intake for a part - time teacher training course into Further Education. Many of the students have spent time bringing up families and/ or acquiring skills which they now wish to pass onto others. All members of the group were female with one exception. Within this group there was the full range of qualification level from vocational training with GCSEs to Post-graduate study. The length of time spent in post 16 training or education varied a great deal (from two to sixteen years) but depended on how the individual defined training.

Three of the students achieved a low score on qualification plus training/ education although the fact they were on the Certificate of Education course suggests that these self assessment tallies may reflect low self esteem rather than a true record of training received. This would be consistent with adult students returning to education. Later, it can be seen that there is no direct relationship between the self assessment scores and the transcription scores, which did appear to predict a level of progress on the course itself.

Transcription scores:

Transcriptions were analysed in terms of process and content. The content score was calculated to show which students showed greatest familiarity with marketing during their discussions. This was a detailed process and was carried out for each contributor as shown in Figure 4.0.2.

Respondent <u>S</u>:

1. <u>They are always putting things in the local press. They are always promoting themselves.</u>
2. Parents have choice or should have - I don't know that it always works - <u>so schools are marketing themselves.</u>]
3. **Is that marketing though?**
4. <u>Maybe not, though. In the pre-school where I work they get a taste for it, do a basic course, get a new found confidence and away they go.</u>
5. **I think they all contribute.**
6. (I've got all the groups …...)
7. **But it's promoted to all levels.**
8. I see it at all levels because even at this level we promote to parents to come back to train.
9. We promote people to come onto our courses.
10. (A lot of secondary are community schools now are doing adult education ……..)
11. (It depends what field you're working in ………)
12. **We are enabling parents to go back.**
13. *Your course needs to be evaluated by students and fed back.*
14. *How much does this link in with funding? You have units, don't you and if you don't get enough units you can't run your courses the following year?*
15. **But schools doctor them all the students who are not going to achieve leave before they do their statistics.**
16. **The company I work for they market through all these levels.**
17. **They still have to fight to keep their students**
18. Yes
19. We can't agree
20. If we don't market ourselves the children won't come in.
21. **There are 5 primaries in our area.**
22. They are both marketing.
23. But we are handing promotional leaflets for us to give to parents
24. There are a multitude of ways of tasting it.
25. I went to Teacher Training college and never taught and then came back into through training at pre-school. I did the courses I had to do. I did go back to the college and get a prospectus.

S
25 contributions
324 words
7 group contributions
1 practical
0 agreement
5 disagreement
9 statements of opinion
2 questions
2 incomplete
0 stream of consciousness
1 repetition
Score – 9
Figure 4.0.2

2
1
2
2
2
Total 9
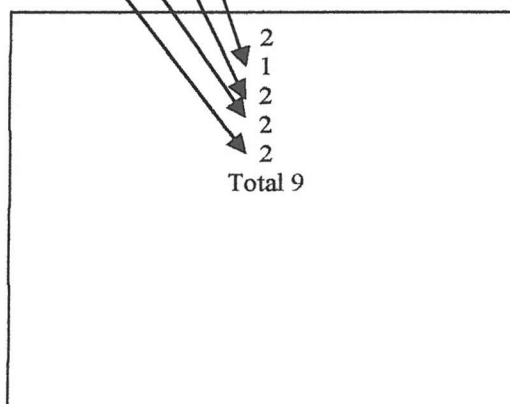
Contributions were colour coded as follows. This enabled me to evaluate the process score for each individual contribution to the taped discussion.

Repetition
(Brackets – incomplete contribution)
Italic – Question
Bold - Statement/ opinion/ subjective
Underline – Contribution to argument or group discussion/ fact
Colour red – agreement
Purple - disagreement
Green – comments relating to note taking or practical matters
[ ] – stream of consciousness
Interruption or change of direction - ********************

- The final summarised results are as follows in ranked order according to **content**;

  beginning with those students who contributed least:

M (Gp 2)	228 words	Content Score 6	Process 25	Total 31
S (Gp 2)	324 words	Content Score 9	Process 32	Total 41
Ca (Gp 1)	184 words	Content Score 12	Process 46	Total 58
CC(Gp 2)	378 words	ContentScore 15	Process 43	Total 58
A (Gp 1)	299 words	Content Score 22	Process 65	Total 87
G (Gp2)	606 words	Content Score 27	Process 71	Total 98
Ce (Gp 1)	391 words	Content Score 28	Process 96	Total 124
E (Gp 1)	263 words	Content Score 29	Process 46	Total 75

Table 4.0.3

- An interesting and unexpected relationship was indicated between the questionnaire findings, students' progress on the course and the transcripts. M, S, CC and Ca were in the bottom 50% of transcript content scores. They later proved to be academically the weakest of the two groups. M completed the course but did not pass. Ca chose to leave the course shortly after this exercise. S and CC both completed but found the coursework very demanding. These findings raise the question whether a sophisticated understanding of education and its wider environment including marketing is indicative of academic aptitude.

- The process score followed a similar pattern of achievement. Process was measuring the individual's ability to respond constructively to the demands of the discussion. The exception was E, who although was the best academically qualified in the group, was also the only male, and this may be indicative of a different, perhaps more direct communication style, which I have insufficient data on to comment on here.

- There is no relationship in the above figures between the amount spoken and either the content or the process score.

3. The process and content data from the first of the individual maps (produced in the morning) were compared with that of the afternoon[v].

Scores relating to content have been subjected to numerical evaluation as previously discussed.

Group 1

Individual Concept map 1				Group 1 Maps 1 and 2		Individual Concept map 2				
7	8	20	2	8	30	9	9	21	7	Process Data
0	9	2	2	2	0	0	(3)	3	2	
4	0	0	0	1	0	4	0	0	1	
10	0	6	4	3	3	(6)	7	7	(0)	
20	20	40*	7	39*	41*	33	24	(37)*	15	Total factors
6	11	5	1	20	11	(3)	(5)	(1)*	5	Educ.
6	8	14	6	14	18	12	10	(5)*	(4)	Com.
6	0	5	0	3	6	15	9	(0)*	6	Strat.
2	1	16	0	2	6	3	(0)	31	0	Researc
14	9	35	6			30	19	36	10	Tot. minus
Ce	E	A	Ca			Ce	E	A	Ca	Ed

Table 4.0.4 (Ce/E/A/Ca are members of group 1)

- With regard to the process (the structure) of the individual concept maps, in general there was an improvement in the quantity of structural components within group 1. This is not especially pronounced, but very little time was spent in introducing the students to this aspect of concept mapping, and they were not told that this data would be logged.

- Process notwithstanding, three out of the four students have fewer 'Education' mentions after having been taught about Marketing as a business and strategic process, and having discussed its relevance within an educational context.

- The number of references to commercial, strategic or marketing research issues have increased from the creation of the first individual concept map to the second map for each contributor as follows: 14 to 30; 9 to 19; 35 to 36; 6 to 10. These increases are impressive.

- Student 3 began with the largest number of such mentions (35) and has increased the least. The number of educational, strategic and commercial references fell in the case of this student as the day progressed. This could be explained by weariness but it is more likely that a process of group convergence[1] has taken place.

The average value in different (education and marketing) factors mentioned (including weighting) was 21.75 before tuition compared to 27.25 afterwards.

Group 2

Individual Concept map 1				Group 2 Map	Individual Concept map 2				
4	2	6	2	4	7	4	(2)	4	Process Data
3	2	2	1	0	3	3	2	3	
2	0	1	0	0	(1)	0	1	0	
0	7	5	3	0	6	(3)	6	4	
9	13	21	2	15	36	20	(16)	28	Total Factors
9	3	7	2	6	(4)	7	(5)	8	Educ.
0	10	4	0	4	10	(8)	6	6	Com.
0	0	6	0	0	12	3	(3)	6	Strat.
0	0	4	0	5	10	2	(2)	8	Researc
-9	7	14	-2		32	14	(11)	20	Tot. minus
G	M	CC	S		G	M	CC	S	Ed

Table 4.0.5 (G/M/CC/S are members of group 2)

- With regard to the structure of the individual concept maps, there was a greater improvement in the quantity of structural components within group 2, with an overall group total of 49 from 40. When combined with the figure from the other group this figure is not sufficiently different for us to conclude that a change has taken place.

- Two out of the four students have fewer 'Education' mentions after having been taught about Marketing as a business and strategic process. The number of references to commercial, strategic or marketing research issues have changed from the creation of the first individual concept map to the second map as follows: -9 to 32; 7 to14; 14 to 11; -2 to 20. In this case those with few commercial/ strategic or research references prior to tuition have increased most significantly.

The average value of different factors (education and marketing) mentioned (including

weighting) was 11.25 before tuition compared to 25 afterwards.

If we combine the results of both groups we find that the total number of increases in

marketing related mentions is 98. Taken by itself, this figure is not especially helpful.

However it is a starting point perhaps in the development of a comparative tool. Clearly,

the awareness of this group of contributors was raised within the time I spent with them

and it was possible to put a measure of sorts on the level of increased awareness.

**4. The concept maps produced by each of the two groups of four students were
analysed first as stand alone data and then compared to each other in terms of
process and content.**

The findings showed that process data varied to a huge degree, particularly in the case of

group one, who produced two concept maps charting the same process with very different

results in terms of map design.

	Group 1		Group 2	
	Average of all individual scores (before input)	Average of two group scores	Average of individual scores (before input)	Group score
Tot process	18.5	23	10	(4)
Tot factors	21.75	40	11.25	15
Ed	8.25	15.5	9.5	(6)
Com.	8.5	16	3.5	(4)
Strat.	2.75	4.5	1.5	(0)
Res.	4.75	(4)	1	5
Tot min ed (Marke ting)	16	24.5	2.5	9

Table 4.0.6

If however, you compare the findings, it is clear that group one was far more productive than group two, who in most cases did more badly as a group than as individuals in the production of their concept maps. Group scores were less than individual scores in the following categories: Educational factors; commercial factors; strategic factors. This compares with the individuals in group one, who showed enhanced performance when part of a group. The group dynamic in the second group had the effect of undermining the production of positive data with regard to the learning that took place. I express the

finding in this way, since evidence of learning is inferential, and it may be that learning

had taken place, which the data did not manage to capture.

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5. The individual content of the concept maps was compared with the scores resulting from the transcripts.

The table above clearly indicates that the group process was beneficial to group one but

not to group two in the production of the concept maps. This raises the question whether

the effect was the result of inadequate group interaction. Group interaction was measured

numerically in terms of process and content as described and a summary of the results is

as follows:

Group 1   1137 words   Content Score 91   Process   253   Total   344

Group 2   2466 words   Content Score 57   Process   171   Total   228

Group Two actually used more than twice the number of words than Group One.

However, their performance was less effective in terms of both interactive processes and

content. This result reinforces that found in the concept mapping process.

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6. The transcripts produced by each of the two groups were compared in terms of group processes and individual contribution.

Gp	words	Content Score	Process	Total
Ca 1	184	12	46	58
A 1	299	22	65	87
E 1	263	29	46	75
Ce 1	391	28	96	124
M 2	228	6	25	31
S 2	324	9	32	41
CC 2	378	15	43	58
G 2	606	27	71	98

Table 4.0.7

With the exception of E all the students who scored well in terms of interactive processes also scored well in terms of content. The three highest scorers in group 1 and the highest scorer in group 2 proved to be the four students who were also the highest achievers on the course, both formatively and summatively.

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Summary:

Scoring:

Underpinning the process of data gathering and analysis was the evaluation of concepts within the context of this research in terms of quantity. This approach always, and rightly so, gives rise to questions relating to the validity of the application of quantitative measures to terms which are both complex and open to interpretation. In adopting such an approach, therefore, I am assuming (without evidence) that there can be agreement on the meaning of such terms and on the contribution they make to a discussion around the subjects of education and marketing. I appreciate that I leave myself open to criticism in this respect.

The data has been exposed in this text for further analysis and can only be validated by further research.

The group and individual scorings, however, do relate to a range of variables within individual and group profiles and I believe can be explained by these rather than by any insufficiency in the scoring process itself. As I hope I have shown, the groups differed in their effectiveness and their analytical skills. This was due in part to the different individuals within the groups and in part to the relationships operating between members of the groups.

Although good analytical skills seemed to coexist with a student's awareness of marketing issues, my findings suggest that variables that may also be relevant in this case but for which insufficient data was collected, include demographic factors, education/ training factors and involvement either academically or practically with commercial activities. It is possible that psychographic elements (personality type,

learning style) may also play a part. Since the weakest in the class were those that made most progress, initial apparent ability cannot be equated with expected performance.

Group factors:

1. The performance of the two groups differed significantly, resulting from both interpersonal factors and levels of ability.

2. Group two found it difficult to reach consensus and this is expressed in the process data of the transcripts.

3. The ability of individuals in Group 1 was higher than in Group 2 and this may have influenced the interactive process.

4. It was clear that group one was far more productive than group two, who in most cases did more badly as a group than as individuals, in the production of their concept maps. This compares with the individuals in Group one, who showed enhanced performance when part of a group. The same findings arose from the transcripts. Group Two actually used more than twice the number of words than Group One. However, their performance was less effective in terms of both interactive processes and content.

5. The two groups, therefore, behaved quite differently and in their interaction there was some evidence of group convergence. Convergence may explain the performance of Student 3, who began with the largest number of marketing factors and increased the least, as the day progressed. Although this was not adequately researched, the way in which the individuals responded as group members was influenced by the characteristics of their group. Detailed reading of the transcripts shows that barriers

raised by some members of group 2 proved to be barriers for all members. By contrast, the co-operative spirit of group 1 benefited all members of the group. The group dynamic in the second group did not, however, undermine the learning that took place.

Methodology:

1. With regard to the process data of the individual concept maps, although there was evidence of an improvement in the quantity of structural components within both groups it is not sufficiently different for us to conclude that a change has taken place. However, emphasis had never been placed on the process of either methodology and the students did not attribute any significance to it.

2. It was expected that the tuition would result in a smaller emphasis on education and a greater emphasis on marketing issues and this was what happened. Five of the eight students had fewer 'Education' mentions after having been taught about Marketing as a business and strategic process, and having discussed its relevance within an educational context and a greater emphasis on commercial, strategic or marketing research issues. The results of both groups show total number of increases in marketing related mentions of 98, bringing an original figure of 65 to 163 (250% increase).

3. In our case, the group dynamics indicated one set of findings; that the groups differed in ability and interpersonal skills and that these differences had an impact on the quantity and quality of previous knowledge and of the learning taking place during this carefully defined period of time. It was also true that the comparative change in awareness of concepts related to Marketing was much larger within the weaker of the

two groups. Their individual level of awareness nearly matched that of the more able

group at the end of the six hours period. All the students' awareness of marketing

issues was raised during this process, particularly the awareness of those who were

least aware at the start. It may be that the group difficulties experienced by group 2

actually made them more alert and had the effect of enhancing their individual

awareness.

Individual performance:

1. The ability of individuals within the two groups was reflected in the results.

2. There is no direct relationship between student self-assessment, level of education

   and training and increase in awareness in this exercise.

3. A relationship existed between the education and training, students' progress on the

   course and the process/ content scores of the transcripts suggesting that a

   sophisticated understanding of education and its wider environment including

   marketing prior to overt tuition may be indicative of academic aptitude.

4. There is also no relationship between quantity and quality of individual interaction

   during group work although the quality of interaction was reflected later in progress

   on the course itself.

5. In most cases the quality of the process of individual interaction matched the content

   except E, who although was the best academically qualified in the group, was also the

   only male.

6. The content and the process pattern of the transcript proved to be an accurate

   indicator of the academic level and potential of the students.

Finally:

If we compare the groups it is clear in both transcript analysis and concept mapping

group dynamics enhanced the performance of group 1 but not of group 2. If, however, we

move our attention to the level of raised awareness evidenced by the quantity and quality

of different factors expressed by the individual concept maps, we see that the average

number of different factors mentioned in the individual concept maps (including

weighting) rose greatly after tuition. (21.75 before tuition and 27.25 after (group 1);

11.25 before tuition compared to 25 after (group 2)). In spite of the poor group dynamics

and relatively poor performance, therefore, the weaker of the two groups improved most

significantly as a result of the tuition and discussion process. These results remind us of

the importance of research methodology in the creation of data.

Conclusions:

This research project was designed to identify levels of awareness of marketing issues as they affect education. More specifically, it looked at how the term 'marketing' was understood by eight trainee teachers (FHE) attending the second year of a Certificate in Education. The sample group is constituted, of course, of stakeholders in the Further Education service, both as providers of the service, and as students within a Further Education College. This dual relationship gives group members an ambivalent perspective. On the one hand they are training to be among the teaching staff but most of them are not yet established. Because they are looking at the service as both teacher and student, however, they are very demanding, both of themselves and of the staff providing the service for them. They have notions of accountability and quality that may not be clearly formulated but that allocate rights to the service recipient and to which they see themselves as entitled.

The focus of my research was on awareness of marketing and related themes within my sample, beginning by asking whether trainee teachers had basic awareness of the implications of Marketing to Further and Adult education. The level and breadth of awareness was measured by the collection of data arising from small group discussion as well as group and individual concept mapping. Environmental conditions were closely monitored.

The research process and my findings lead me to a number of conclusions, which contribute to the discussion explored in the literature review. They fall into three broad categories; firstly the state of the dialogue taking place within education about marketing issues, secondly the degree to which an awareness of strategic planning is communicated through training for those responsible for delivering the product and thirdly the notion of relationship marketing in the education context.

- **Marketing parlance:**

One issue arising from the research and only becoming evident after the findings had been collated was the safety of the data and this should be discussed. It could be argued that as the researcher's method for evaluating the data was based on her own understanding of the terminology all she was measuring was the level of agreement between members of the sample group and her self. This would also perhaps explain why those with the highest scores were those with the most developed expressive skills and those who later did well on the Certificate course. It could be argued that these were the students who already had the appropriate skills and experience to do well on such a course and that these would also most closely match the skills of the researcher. These things being so, the conclusions of this research are not invalidated since the focus is not on the skills or otherwise of the students at the start of the **process but the changes that took place during it**.

Let us deal with the subject of terminology at this point. If we are to have a meaningful discussion about marketing in education then we have to define our terms. The nature and relationships between stakeholders and service providers are still not clearly defined, and

this sample group could hardly be expected to use common terms, when the 'experts' fail

to agree.

The ability to express oneself in marketing terms was a feature of the findings. I have

suggested that a lack of understanding or awareness of marketing terms does not mean

ignorance of the processes. However, an inability to employ common definitions means a

lack of meaningful dialogue. These findings are consistent with those of Lumby and

Foskett as discussed previously.

. The nature and quality of contributions before tuition did not necessarily indicate a lack

of marketing awareness where the quality of contribution was poor, but conceivably

ignorance of terms and phrases and of course, the quality of the discussion varied a great

deal. Hence, as discussed I imposed my own understanding of terms when I allocated

values and weightings to those used by the sample group, knowing as I did so, that this

would bring a personal quality to the research process

As a lecturer in Marketing in HE for the last five years I believe I understand the terms

used by the students in their responses but I cannot be entirely sure of that. This is

extremely important. The literature demonstrates difficulty in common understanding of

marketing language when applied to the education environment and the same difficulty

made the gathering of data especially insecure.

However, applying a common procedure to the scoring process both before and after

guided tuition, the systematic analysis resulted in an impressive 250% increase[2] in the use

of marketing terms and references as a result of the day's activities. It is evident,

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[2]. The results of both groups show total number of increases in marketing related mentions of 98, bringing
an original figure of 65 to 163 (250%).

therefore, that our ability as a group to use such terms in a way that group members would understand as common parlance had improved significantly. The ability to recognise and use such terms is evidence of awareness of their existence and their meaning and such awareness must precede the development of attitude and behavioural change.

In summary, therefore, we in education must take ownership of the theory, the practice and the dialogue before we can adopt coherent planning in pursuit of our objectives.

- **Human resource management:**

We can describe this sample group as new recruits, and like any new recruits they need to learn the culture and the expectations of the organisation within which they work. If we think of the Certificate in Education as an inductive process, and this exercise as, amongst other things, as a 'getting to know you', we can make some important observations.

Students' ability to quantify their own previous training and education was found to be weak, especially in terms of non- formal training. Therefore, self-reporting may not be helpful in determining knowledge or aptitude. The pre-test performance of our 'induction' groups differed significantly, resulting from both levels of ability and interpersonal skills. Those students who performed well on the Certificate of Education as it progressed, also performed well in the pre-test. Style of communication contributed to the process. Those students who communicated constructively also had good awareness of marketing issues. Hence, analytical ability went along with constructive contribution to group work in this case. This is not necessarily a feature of knowledge; it

may be behavioural. An individual with greater experience of educational processes at a more demanding level might respond more constructively in both style and content than someone with less experience in a discussion of this sort. Caution should be used when drawing any conclusions from transcripts or observed behaviour.

The two groups responded differently in their ability to reach consensus. Important factors may include the aptitude of the students as well as individual similarities and differences. Group identity began to form even in this short time. Barriers raised by individuals proved to be barriers for all members and created conflict. Similarly, a co-operative spirit benefited all members of the group. In addition, there was some evidence of group convergence.

Most interestingly, group dynamics did not undermine the learning that took place. The weaker of the two groups improved most significantly as a result of the tuition and discussion process, bringing both groups up to a common standard. It may be that the group difficulties experienced by group 2 actually made them more alert and had the effect of enhancing their individual awareness. The weakest individuals at pre-test stage 'improved' the most in terms of their marketing scores after tuition, even though these students tended not to perform well during the group interaction and perhaps did not enjoy a quality group experience. All the students' awareness of marketing issues was raised during this process, particularly the awareness of those who were least aware at the start.

We can conclude that lack of understanding or awareness of marketing terms does not mean ignorance of the processes and an improved, common standard of

awareness can be achieved in the short term for all trainees using exposure processes similar to the ones practiced in this research.

The third conclusion places these findings in the context of training needs and provision. The literature indicates that services are looking more and more to relationship management to provide a framework on which to work. There was awareness expressed in the recorded discussions of the sample group, albeit ill defined, of the environment within which colleges are required to operate and aspects of quality and accountability.

Gummersson overtly stresses the importance of employee relationships against four out of thirty identified relationships: Internal customers/ suppliers; the bridge of quality; internal marketing; the matrix relationship. As essential components in the creation of organisational relationships employee relationship building underpins all successful business activity. Therefore these skills must be nurtured; all staff needs opportunities for development. The sample group was very aware of the human interactions or relationships in the education process although this was not formalised in any way. It is likely that existing staff members are even more aware of relationships between themselves and other stakeholders.

If trainee teachers are also stakeholders, as are employees, then we might consider that they share similar needs in terms of training. At present there are limited opportunities within Further Education for training. This is partly a financial difficulty, made worse by increasing demands on teachers' time.

Recognition of the contribution made by employees in the successful satisfaction of stakeholder needs and expectations is crucial and must be built into the recruitment, selection, induction and training programmes for all staff. As previously pointed out, students coming into the profession are ideally placed to receive such training, although there should be provision for all existing staff to experience awareness training. This small piece of research indicates the wide range of awareness levels among individuals new to the teaching profession and shows that specific tuition and discussion can not only widen that awareness but also develop a common vocabulary to allow a meaningful dialogue to take place.

Hence, increased opportunities for the raising of awareness and the improving of comprehension are essential if we require our service providers to work together to provide consistent quality.

Without follow-up data the value of the above research cannot be determined. Simply raising awareness does not guarantee a positive attitude nor does it necessarily result in a change of behaviour, whether that behaviour is to be encouraged or not.

The research has not begun to explore the question of awareness among existing staff. Such research must be a prerequisite for an investigation into attitude, attitude change and training requirements for both groups.

It has shown, however that a common level of awareness of marketing issues within

education can be easily established as the result of group discussion and specific tuition.

The awareness of all participants can be easily and substantially raised as a result of this

process. This must be a pre-requisite for attitude and behaviour change and for the

development of a meaningful discussion within education with regard to the application

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* Articles made available to the students during the teaching element of the research.

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[i] See appendix 2-5, 7-10, 12, 14
[ii] See Appendix 15
[iii] See Table ?
[iv] See Appendix ?
[v] See Table ?, Appendix ?

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Appendices:

1. Group 1 transcript
2. Individual contributions to Group 1 transcript: A
3. Individual contributions to Group 1 transcript: Ca
4. Individual contributions to Group 1 transcript: C
5. Individual contributions to Group 1 transcript: E
6. Group 2 transcript
7. Individual contributions to Group 2 transcript: M
8. Individual contributions to Group 2 transcript: CC
9. Individual contributions to Group 2 transcript: G
10. Individual contributions to Group 2 transcript: S
11. Questionnaire and concept map coding
12. Values placed on factors mentioned in concept maps
13. Transcript analysis
14. Range of factors mentioned in concept maps (alphabetical)
15. Questionnaire

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1/

Data Tape 1 Students 1,2,3,4

Transcript of student conversation:

Repetition
(Brackets – incomplete contribution)
Italic – Question
Bold - Statement/ opinion/ subjective
Underline – Contribution to argument or group discussion/ fact
Colour red – agreement
Purple - disagreement
Green – comments relating to note taking or practical matters
[ ] – stream of consciousness
Interruption or change of direction - ********************

A: I like to write it down too so I can see it
(Ca: Think………visually)
A: Yes
**

C: Well, it starts with Marketing first in the middle……….and it looks at the customers? No?
(E: Well, yes eh………….)
**

A: Find out what there is at the moment
(C: – existing provision?)

**

[E: Is there any difference in marketing educationally and any other sort of marketing?
A: There are two bits there.
E: My approach is, if marketing education is similar to marketing anything else then I would start with the framework of marketing – you know, the 4 P's – Customers, Place, Promotion, Product, Price
C: But you've also got the politics in education
E: One of the things you've got in marketing education is a lot of places are trying to franchise it – you know that you didn't have before– on an international basis
(C: Widen the field………………………)]

**

Ca:You've got to look at who you're aiming the course at…..

**

[C: Don't you think that in education you've got the political – the government influence; restraints – government restraints, funding politics of what's in and where

E: Grant maintained; All the schools have got their little marketing area now as you walk in; school league tables

A: Competing for the same students
E: 6th form colleges and FE

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C: Higher education, Polys competing for university students]
Pause
**

A: We have to find out what people actually want

[C: What about going back to employers wants as well - Skills shortages

E: There are a lot more links between employers and education now than there used to be
Ca: Courses are actually designed with the modules put around certain job s – workplace apprenticeships

C: Some more links: Higher education still needs more links

(E: The NVQ system was a new approach, wasn't it, to try and broaden the……….)]

**

A: As well as employers needs, what about students needs as well?
**

C: And the regional situation

[CA: One of the things I put down was aiming at – who your'e aiming, at unemployed
C: That again goes with funding doesn't it - New deals –

A: European social fund
C: We could group those into what do you call them?

C/E: Funding initiatives
A: What does FEFC stand for?
Ca: Further education funding council]
**

[C: So it needs to be attractively marketed; Right students
E: Any students

C: That's the policy these days…………….. Is it the right policy? (Laughter)
Ca: Getting them on the course, isnt it?

C: Yes but then you get Quality because there is a terrific drop out rate in higher education - We should look at drop out rates.

Ca: The reasons why; yeah, because when you're selling the course you've got to sell it to the people

A: What's worked well so far and what hasn't worked well.
C: Should you go back to your current students? Students opinions

Ca: We have Questionnaires throughout the course. You have your initial and then 2 or 3 while the course is going on then one at the end and that's the marketing department]
**

[C: What about literature – the production of attractive literature? Information…………
E: New technology … … … ….The way to deliver the courses as well, isn't it?
A: Well, no.

[C: If you're marketing a graphic course make it very graphic.
C/A: And make it appropriate]

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**

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[E: There's an argument that says that small and medium size companies get very few approaches from colleges…………… They say people actually don't understand what they want….I don't know if that's true

C: And they don't know what is being taught ………… it needs to be a two way dialogue]
**
[E: And what about standards?
C: With government funding you tend to fill places regardless and then you get dropout of people who can't cope or it isn't the right course.
A: Bums on seats.
C: **I wasn't going to say that because there's a tape………………..You need to make sure that what you market you can provide because it soon fizzles out – if you over-market**

C: Internet advertising……………..and we're on the web
Ca: Everyone's on the web except me.
A: What actually works? The correct marketing for the correct course.
C: The correct level for the correct course?]

**
A: Be sure can meet response to marketing.
Ca: Staffing – If you are going to set up a course and then you market it you have to make sure you can staff it.

**
A: And funding. You can make all the promises in the world but if you only get 6 and you need 8……..
C: We've got 63 students this year in first year Geography and not enough machines.
E: Send them on field trips (laughter)]
Ca: Its getting extremely complicated…………..
C: **Do any of these run back in because we haven't done proper marketing have we?**
A: I think they probably all do……… We need a bigger piece of paper.
Ca: Do you want to use a white board?

**
[E: You've also got student loans.

**
C: Student rights……… Student demands - Fees – those ones in Oxford this week.
How did they get on?
Ca: What's happening? I don't know
A: Two particular students are refusing to pay the fees. They're fairly well off students. They said they would throw them off their course if they didn't conform. They decided to stick to their guns.
A: They've all joined them. They've extended their deadline - She'll probably become Prime Minister in a few years time.]
**
C: Anthing else?
A: Make it look polished
**
[E: Linking education and employability and higher salaries

C: Trying to give people a reason to do it. But that's the argument for fees
That they will earn a higher salary

E: Well if Life learn learning is going to take off what is going to encourage people to continue going on courses?

C.: Tax benefits
E: There is talk about individual learning accounts – you put in half and the government puts in half.]

**

[A: These super teachers as they are going to be called, it is the headmaster who decides – that is totally wrong.
C: Shouldn't it be the students who decide?
E: Well, it should be a number of people………

A: Some of the Headmasters I know shouldn't be where they are. So you've got to have some credibility really……..]
**

[C: Right ; So advertising appropriately
CA: Make sure your Equal opportunities is right

C: You want the wide market don't you

Pause
Ca: You have to be very careful when you do your advertising - For example where I used to teach people in wheelchairs couldn't do the computing course because the computers were upstairs. You have to have facilities for disabled.]
**

[C: *What about extra things?* You need to think about the whole package; residentials,
E: Swimming pools, tennis …………….massage between lectures.

C: The social side that's supposed to develop your learning. If you're comfortable and relaxed. Team spirit
A: You may like the course but you may get a better book shop discount somewhere else so you will go there.
C: They may offer Easier rail links
All: Transport …….communication and accommodation]
(Banter)
A: I think we're done. There are different things to what I wrote on my own

Ca: A lot more detail than I had on my other one
C: Much more of a commercial base this one

A – tends to summarise. Peremptory style
Ca – lacking in confidence. Exploratory style
C – Primarily suggesting in questioning tone
E – The broader picture

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Appendix 2:

A:

1. Find out what there is at the moment
2. I like to write it down too so I can see it
3. There are two bits there.
4. Competing for the same students
5. We have to find out what people actually want
6. **As well as employers needs, what about students needs as well**
7. European social fund
8. **What does FEFC stand for?**
9. What's worked well so far and what hasn't worked well.
10. C/A: And make it appropriate]
11. **Bums on seats.**
12. **Be sure can meet response to marketing.**
13. And funding. You can make all the promises in the world but if you only get 6 and you need 8……..
14. I think they probably all do……… We need a bigger piece of paper.
15. **Two particular students are refusing to pay the fees. They're fairly well off students. They said they would throw them off their course if they didn't conform. They decided to stick to their guns.**
16. **They've all joined them. They've extended their deadline – She'll probably become Prime Minister in a few years time.]**
17. Make it look polished
18. **These super teachers as they are going to be called, it is the headmaster who decides – that is totally wrong.**
19. **Some of the Headmasters I know shouldn't be where they are. So you've got to have some credibility really……..]**

20. You may like the course but you may get a better book shop discount somewhere else so you will go there.
21. I think we're done. There are different things to what I wrote on my own

```
2
2
1

2
2
3
2
2
3
3
Total 22.
```

A
23 contributions:
299 words
14 group contributions
3 practical
1 agreement
7 statements of opinion
2 questions
Score - 22

Appendix 3:

<u>Ca:</u>

1. (Think……… visually)
2. You've got to look at who you're aiming the course at…..
3. Courses are actually designed with the modules put around certain job s – workplace apprenticeships
4. [One of the things I put down was aiming at – who your'e aiming, at unemployed
5. Further education funding council]
6. *Getting them on the course, isnt it?*
7. The reasons why; yeah, because when you're selling the course you've got to sell it to the people
8. **Everyone's on the web except me.**
9. **Staffing – If you are going to set up a course and then you market it you have to make sure you can staff it.**
10. **Do you want to use a white board?**
11. *What's happening? I don't know*
12. Make sure your Equal opportunities is right
13. You have to be very careful when you do your advertising - For example where I used to teach people in wheelchairs couldn't do the computing course because the computers were upstairs. You have to have facilities for disabled.]
14. A lot more detail than I had on my other one

2
2
2
2
1
1
2
Total 12

Ca
14 contributions:
184 words
11 group contributions
3 practical
2 agreement
2 statements of opinion
1 questions
1 incomplete
1 stream of conciousness
Score 12

Appendix 4:

C:

1. Well, it starts with Marketing first in the middle..........and it looks at the customers?
2. No? – *existing provision?)*
3. But you've also got the politics in education
4. (Widen the field............................)]
5. [Don't you think that in education you've got the political – the government
    influence; restraints – government restraints, funding politics of what's in and where
6. Higher education, Polys competing for university students]
7. [What about going back to employers wants as well - Skills shortages
8. **Some more links: Higher education still needs more links**
9. And the regional situation
10. That again goes with funding doesn't it - New deals –
11. We could group those into what do you call them?
12. [So it needs to be attractively marketed; Right students
13. Yes but then you get Quality because there is a terrific drop out rate in higher
    education - We should look at drop out rates.
14. Should you go back to your current students? Students opinions
15. [What about literature – the production of attractive literature?
    Information............
16. Internet advertising................and we're on the web
17. The correct level for the correct course?]
18. [If you're marketing a graphic course make it very graphic.
19. With government funding you tend to fill places regardless and then you get dropout
    of people who can't cope or it isn't the right course.
20. **I wasn't going to say that because there's a tape....................You need to
    make sure that what you market you can provide because it soon fizzles out – if
    you over-market**
21. We've got 63 students this year in first year Geography and not enough machines.
22. **Do any of these run back in because** we haven't done proper marketing have
    we?
23. Student rights.........Student demands - Fees – those ones in Oxford this week.
24. Trying to give people a reason to do it. But that's the argument for fees
25. That they will earn a higher salary
26. Tax benefits
27. You want the wide market don't you
28. [*What about extra things?* You need to think about the whole package; residentials,
29. The social side that's supposed to develop your learning. If you're comfortable and
    relaxed. Team spirit
30. They may offer Easier rail links
31. Much more of a commercial base this one

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C
31 contributions
391 words
18 group contributions
4 practical
2 agreement
1 statements of opinion
11 questions
4 incomplete
6 stream of consciousness
1 repetition
Score - 28

1	- 2
2	- 3
3/5	- 3
6	- 2
7	− 1
8	− 3
10	- 2
12	- 2
13	− 3
14	− 1
15	− 2
16	−2
28	− 2
Total: 28	

Appendix 5:

E:

1. (E: Well, yes eh…………..)
2. *[Is there any difference in marketing educationally and any other sort of marketing?*
3. My approach is, if marketing education is similar to marketing anything else then I would start with the framework of marketing – you know, the 4 P's – Customers, Place, Promotion, Product, Price
4. One of the things you've got in marketing education is a lot of places are trying to franchise it – you know that you didn't have before– on an international basis
5. Grant maintained; All the schools have got their little marketing area now as you walk in: school league tables
6. 6th form colleges and FE
7. There are a lot more links between employers and education now than there used to be
8. (The NVQ system was a new approach, wasn't it, to try and broaden the……….)]
9. *New technology … … … ….The way to deliver the courses as well, isn't it?*
10. [There's an argument that says that small and medium size companies get very few approaches from colleges….. ………. They say people actually don't understand what they want….I don't know if that's true
11. *[And what about standards?*
12. [You've also got student loans.
13. [Linking education and employability and higher salaries
14. Well if Life learn learning is going to take off what is going to encourage people to continue going on courses?
15. There is talk about individual learning accounts – you put in half and the government puts in half.]
16. Well, it should be a number of people………
17. Swimming pools, tennis ……………massage between lectures.

E

17 contributions
263 words
9 group contributions
0 practical
1 agreement
0 statements of opinion
3 questions
3 incomplete
3 stream of consciousness
0 repetition
Score 29

2
8
3
2
2
2
2
3
2
3
Total 29

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Appendix 6:

Tape 2 Students 5,6,7,8

Repetition
(Brackets – incomplete contribution)
Italic – Question
Bold - Statement/ opinion/ subjective
Underline – Contribution to argument or group discussion/ fact
Colour red – agreement
Purple - disagreement
Green – comments relating to note taking or practical matters
[ ] – stream of consciousness
Interruption or change of direction - ********************

[M: Well I understood it to be Marketing – selling it and all the ways you could market it prospectuses, displays, open evenings, radio adverts, newspapers, the media.
CC: I didn't write any of those I have to say, but that's good ………..Lets just write media]
**

[G: I took it from a personal perspective as to what I thought education was about in a developing role at different stages in your life. That's what I put down.]
**

[M: But is not marketing selling?

CC: Yes it is absolutely. It just shows that different people have different ideas. I brought the government into it and policies and money basically, and choice you know, choice that comes out of that – whether you've got money and the Schools that are available, state and private H and FE and again I did put advertising but didn't expand on it.

M: I based my whole thing on advertising

G: I suppose if we were asked to go out and sell education we might say what it had done for us – the pluses and the minuses. I was looking at it from that point of view as a marketing tool I would guess – a personal development from nursery then schooling, formal, the academic and then vocational, returning to FE later on. You would have to look at the concepts of education. I don't know.

CC: I don't know where to start.

G: Well I put down selling, media, government; a personal view.
CC: I looked at research and who would do the research and what would come out of that choice and I linked choice with money.

M: *Is that marketing though?* I can only get this advertising thing going round in my head.] .
**
CC: Whether they have got facilities to sell, IT, if they can't provide what people want.
In the schools it's not a case of what people want it whether you're in the catchment area
**
[M: FE is the main thing that has to be sold
CC: I assumed it was general education - But they do market schools in a big way
S: They are always putting things in the local press. They are always promoting themselves. **Parents have choice or should have – I don't know that it always works** - so schools are marketing themselves.]
**

[G: I didn't think of it in these terms. But education is compulsory in this country.

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If we were marketing coffee we would have a cup of that coffee – unless we taste it we are not in a position to say we are going to market it [.......The personal thing ......What education can do for you ..... better pay, promotion, better jobs, flexibility of training, acquisition of new skills.......]

S: Is that marketing though?

: **Yes of course it is**

G: That's the carrot......**What is in it for me. It's not enough to say education is a wonderful thing and we should all have it. Going into the supermarket, if you pick up a product it is because your family like it – it's what you want. It is interesting how diverse an opinion we all have**

Cc: **I think they are all valid.**

M: Should we really be looking at it from a personal point of view? Education is a thing there – it's for everybody and it had to reach the media.

G: If you are going to research it you have to solicit personal views. If you tried to sell the idea of education to someone who had a particularly unhappy time at school, they might say education is for other people but not particularly for me.

S: Maybe not, though. In the pre-school where I work they get a taste for it, do a basic course, get a new found confidence and away they go.

G: Different stages of individuals; if we could relive our schooldays..... maybe we're more ready to take on education – we're all here doing this course because presumably we want something out of it and we're ready. Imagine tackling this when you're 16.

M: One of the things I forgot to put on my chart – targeting different age groups. Some people think they're too old to come back to education.
**

G: Yes I must admit this has completely turned my concept map on its head.
**

CC: There are many different areas we need to put down and link up.

S: **I think they all contribute.**
**

G: What have you got there?

(S: I've got all the groups .....)

G: You've got tertiary there.
**

S: **But it's promoted to all levels.**
**

M: But where does marketing come in there? .

S: I see it at all levels because even at this level we promote to parents to come back to train.
**

CC: Under all those different umbrellas you've got media advertising.

**
**

CC: See if you like the school you get invited in for a day.
**

(G: If you're marketing HE like us at the institute ....)
**

(S: A lot of secondary are community schools now are doing adult education ....)
**

CC: **We need to get something down.**
**

S: It depends what field you're working in ....
**

CC: If they don't get the children in then they will not be able to support the group and they will have to close.
**

S: **We are enabling parents to go back.**

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**

G: Why don't we have main pointers look and a bit of what people have been saying. You said advertising; you said something about choices and research, facilities.
**

CC: It comes down to money at the end of the day.
**

(G: Something about personal motivation; the carrot on the stick.)
CC: That's what they're offering again, isn't it?
G: What's in it for me.
**

G: How do they know they are offering what people want without talking to the people?
G: How do they know they are offering what people want without talking to the people?
CC: That's where the research comes in, isn't it?
S: Your course needs to be evaluated by students and fed back.
M: That already happens, though doesn't it?
CC: Statistics come into this as well, don't they?
**

S: How much does this link in with funding? You have units, don't you and if you don't get enough units you can't run your courses the following year?
**

CC: In schools you get an OFSTED report don't you and somewhere like ? which is a very good school it gets lots of money thrown at it so it can attract the students in. Other schools are perhaps not as well off.
**

G: Do we think league tables come into the process?
CC: It hinders or helps because people do take notice of them so schools have to find a way of getting around that.
**

S: But schools doctor them all the students who are not going to achieve leave before they do their statistics.
**

M: So where does marketing come into this then?

CC: Put advertising and media down there. They should all be linked together really.
**

S: I've got into a bit of a mess here.
**

[**M: You've got to have a good marketing team. You should put Marketing team down**
G: Are we talking about Marketing a particular college or marketing education in general? You see there is a different perspective.
M: That's why I had a job to marry up with what you were doing.
S: The company I work for they market through all these levels.
M: Schools don't really have to sell their courses do they? There is a compulsory element. This is non compulsory.
S: They still have to fight to keep their students
G: Are we saying it's for compulsory and non compulsory?]
S: Yes
M: No
S: We can't agree
G: This is what makes life interesting.
S: If we don't market ourselves the children won't come in.
G: It starts at nursery.
S: There are 5 primaries in our area.
G: Marketing is aimed at the parents. Colleges is marketing to the students.

S: They are both marketing.

G: The marketing focus changes. Are you happy with that?

If you have a college prospectus you put detail about courses and in schools you put information about the school in general.

……………….It's word of mouth with schools

CC: That happens even with colleges.

(G: But there is a perception about colleges ……)

S: But we are handing promotional leaflets for us to give to parents.

.

M: *Is that enough?*

S: *Its such a big area isn't it – do you do all of it or part of it?*

G: You see I got it wrong – but I do come back to the cup of coffee – we taste the coffee.

M: But even if you tasted it and liked it no-one else would know about it unless you advertised it. .

S: There are a multitude of ways of tasting it.

G: That may be the research bit – how do people come back into education – what made them come back into it. What taster did they have to come back?

S: I went to Teacher Training college and never taught and then came back into through training at pre-school. I did the courses I had to do. I did go back to the college and get a prospectus.

CC: I suppose there is so much competition for FE because it's not compulsory.

G: We are going to end up with a two tier system………………………..
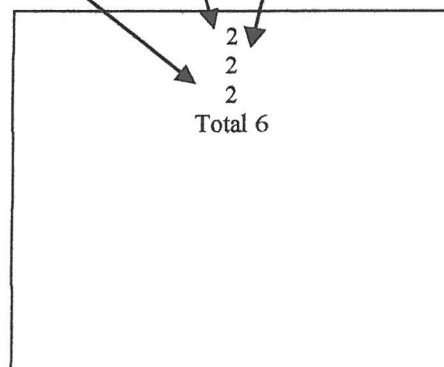
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Appendix 7:

M:

1. [M: Well I understood it to be Marketing – selling it and all the ways you could market it prospectuses, displays, open evenings, radio adverts, newspapers, the media.
2. *But is not marketing selling?*
3. I based my whole thing on advertising.
4. [*Is that marketing though?* I can only get this advertising thing going round in my head.] .
5. **FE is the main thing that has to be sold.**
6. *Should we really be looking at it from a personal point of view?* Education is a thing there – it's for everybody and it had to reach the media. .
7. One of the things I forgot to put on my chart – targeting different age groups. Some people think they're too old to come back to education.
8. *But where does marketing come in there?*
9. That already happens, though doesn't it?
10. **So where does marketing come into this then?**
11. **You've got to have a good marketing team. You should put Marketing team down.**
12. That's why I had a job to marry up with what you were doing.
13. Schools don't really have to sell their courses do they? There is a compulsory element. This is non compulsory.
14. No.
15. *Is that enough?*

16. But even if you tasted it and liked it no-one else would know about it unless you advertised it.

M

16 contributions
228 words
4 group contributions
2 practical
0 agreement
3 disagreement
2 statements of opinion
6 questions
0 incomplete
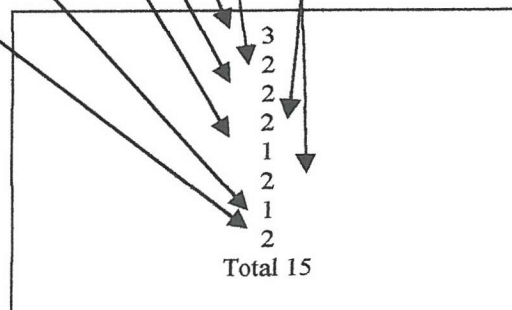0 stream of consciousness
3 repetition
Score - 6

2
2
2
Total 6

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Appendix 8:

CC:

1. I didn't write any of those I have to say, but that's good …………Lets just write media]
2. Yes it is absolutely. It just shows that different people have different ideas. I brought the government into it and policies and money basically, and choice you know, choice that comes out of that – whether you've got money and the Schools that are available, state and private H and FE and again I did put advertising but didn't expand on it.
3. I don't know where to start.
4. I looked at research and who would do the research and what would come out of that choice and I linked choice with money.
5. Whether they have got facilities to sell, IT, if they can't provide what people want.
6. **In the schools it's not a case of what people want it whether you're in the catchment area**
7. I assumed it was general education - But they do market schools in a big way
8. **I think they are all valid.**
9. There are many different areas we need to put down and link up.
10. Under all those different umbrellas you've got media advertising.
11. See if you like the school you get invited in for a day.
12. We need to get something down.
13. If they don't get the children in then they will not be able to support the group and they will have to close.
14. It comes down to money at the end of the day.
15. **That's what they're offering again, isn't it?**
16. **That's where the research comes in, isn't it?**
17. *Statistics come into this as well, don't they?*
18. **In schools you get an OFSTED report don't you and somewhere like ? which is a very good school it gets lots of money thrown at it so it can attract the students in. Other schools are perhaps not as well off.**
19. It hinders or helps because people do take notice of them so schools have to find a way of getting around that.
20. **Put advertising and media down there. They should all be linked together really.**
21. **That happens even with colleges.**
22. I suppose there is so much competition for FE because it's not compulsory.

CC
22 contributions
378 words
3 group contributions
3 practical
3 agreement
4 statements of opinion
3 questions
1 incomplete
1 stream of consciousness
0 repetition

3
2
2
2
1
2
1
2

Total 15

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Appendix 9:

G:

1. [I took it from a personal perspective as to what I thought education was about in a developing role at different stages in your life. That's what I put down.]

2. I suppose if we were asked to go out and sell education we might say what it had done for us – the pluses and the minuses. I was looking at it from that point of view as a marketing tool I would guess – a personal development from nursery then schooling, formal, the academic and then vocational, returning to FE later on. You would have to look at the concepts of education. I don't know.

3. Well I put down selling, media, government; a personal view.

4. I didn't think of it in these terms. But education is compulsory in this country.

5. If we were marketing coffee we would have a cup of that coffee – unless we taste it we are not in a position to say we are going to market it [.......The personal thing ......What education can do for you ..... better pay, promotion, better jobs, flexibility of training, acquisition of new skills.......]

6. That's the carrot......**What is in it for me. It's not enough to say education is a wonderful thing and we should all have it. Going into the supermarket, if you pick up a product it is because your family like it – it's what you want. It is interesting how diverse an opinion we all have**

7. If you are going to research it you have to solicit personal views. If you tried to sell the idea of education to someone who had a particularly unhappy time at school, they might say education is for other people but not particularly for me.

8. Different stages of individuals; if we could relive our schooldays..... maybe we're more ready to take on education – we're all here doing this course because presumably we want something out of it and we're ready. Imagine tackling this when you're 16.

9. Yes I must admit this has completely turned my concept map on its head. *G:*

10. *What have you got there*?

11. You've got tertiary there.

12. (If you're marketing HE like us at the institute ....)

13. Why don't we have main pointers look and a bit of what people have been saying. You said advertising; you said something about choices and research, facilities.

14. Something about personal motivation; the carrot on the stick.)

15. What's in it for me.

16. **How do they know they are offering what people want without talking to the people?**

17. **Do we think league tables come into the process?**

18. Are we talking about Marketing a particular college or marketing education in general? You see there is a different perspective.

19. **Are we saying it's for compulsory and non compulsory?]**

20. This is what makes life interesting.

21. It starts at nursery

22. Marketing is aimed at the parents. Colleges is marketing to the students.

23. The marketing focus changes. Are you happy with that?

24. If you have a college prospectus you put detail about courses and in schools you put information about the school in general.

25. ....It's word of mouth with schools

26. (But there is a perception about colleges ......)

27. You see I got it wrong – but I do come back to the cup of coffee – we taste the coffee.

28. That may be the research bit – how do people come back into education – what made them come back into it. What taster did they have to come back?

29. We are going to end up with a two tier system...........................

29 contributions

606 words

13 group contributions

3 practical

2 agreement

2 disagreement

3 statements of opinion

6 questions

4 incomplete

5 stream of consciousness

1 repetition

Score - 27

1	2
2	2
3	5
5	4
6	1
7	3
16	3
17	1
18	3
22	2
24	2
Total 27	

Appendix 10:

<u>S:</u>

26. <u>They are always putting things in the local press. They are always promoting themselves.</u>

27. Parents have choice or should have – I don't know that it always works - <u>so schools are marketing themselves.</u>]

28. Is that marketing though?

29. Maybe not, though. In the pre-school where I work they get a taste for it, do a basic course, get a new found confidence and away they go.

30. I think they all contribute.

31. (I've got all the groups …..)

32. But it's promoted to all levels.

33. I see it at all levels because even at this level we promote to parents to come back to train.

34. We promote people to come onto our courses.

35. (A lot of secondary are community schools now are doing adult education ……..)

36. (It depends what field you're working in . …….)

37. We are enabling parents to go back.

38. *Your course needs to be evaluated by students and fed back.*

39. *How much does this link in with funding? You have units, don't you and if you don't get enough units you can't run your courses the following year?*

40. But schools doctor them all the students who are not going to achieve leave before they do their statistics.

41. The company I work for they market through all these levels.

42. **They still have to fight to keep their students**

43. Yes

44. We can't agree

45. If we don't market ourselves the children won't come in.

46. There are 5 primaries in our area.

47. They are both marketing.

48. But we are handing promotional leaflets for us to give to parents

49. There are a multitude of ways of tasting it.

50. I went to Teacher Training college and never taught and then came back into through training at pre-school. I did the courses I had to do. I did go back to the college and get a prospectus.

S
25 contributions
324 words
7 group contributions
1 practical
0 agreement
5 disagreement
9 statements of opinion
2 questions
2 incomplete
0 stream of consciousness
1 repetition
Score – 9

2
1
2
2
2
Total 9
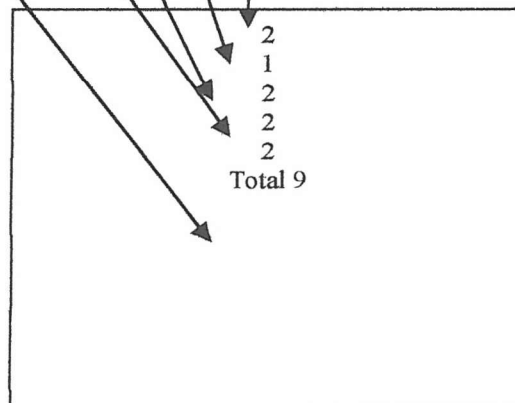
Appendix 11:
Questionnaire coding
Coding:
8 – 15 are frequency scores, based on the content, design and layout of the maps themselves.

1:              1971 – 75 = 01
                1965 –70 = 02
                1961 – 64 = 03
                1956 – 60 = 04
                1951 – 55 = 05
                1946 – 50 = 06
                1940 – 45 = 07

2:              Male = 01
                Female = 02

3:              Number of years cited
4:              Number of years cited
5:              S = 01
                T = 02
                U = 03
                V = 04
                W = 05

Concept map variables:

1. Q1
2. Q2
3. Q3
4. Q4
5. Q5
6. Q3+4
7. Number of legs
8. 2-4 branches
9. Circular loops
10. Inter-relationships (exc2)
11. Differing factors
12. Educational factors
13. Commercial/ business
14.

Appendix 12: Factors mentioned in concept maps
1:Educational factors:

Benefits
2 marks/ one mention
Acquisition of skills and knowledge; Training; Education and employability; Links; Lifelong learning; Needs employers; NVQ; Vocational/ academic; Skill opps; Specialisms;Unemployed; Returners
Money; ESF; Fees; FEFC; Funding; Subsidy; New deal; Student loans

1 mark/ one mention
Educational institutions; Course outlines and schedules; Grant maintained; League tables; Marketing issues
Stakeholders; Social opps; Feedback; Communication; Credibility; Differences; Diversity; Choice; Needs (Regional); Needs (Student);
Student demands; Students opinions Facilities accommodation Transport

Zero:
Teaching methods; Experiential learning; School governors; Schools; Enjoyment; Behaviour and morals; Interpersonal awareness; Maturity; Self development; Personal perspectives

2:Commercial/ Business factors:

2 marks/ one mention
Target population
Attracting students
Advertising/ Image Raising awareness
Partnership advertising; 5 P's;

Private sponsorship
Types of media advertising
Selling Whole ambience
New technologies internet
Packaging
Incentives/ Promotion
Private sponsorship
Demand Meeting response
Gaps in the market
price
New product development Design

Proximate environment
Competition
Customer /Customer services

Availability Uniform quality
Human resources
Marketing specialists

Zero
Chamber of commerce
Marketing of business
Markets

3: Strategic perspective:
3 marks/ one mention
Finance
Global audience
Government
Management policy
Market share
Policy/ Politics
strategy planning
Quality and standards

4: Research:
3 Marks/ one mention
Compare individual subject areas
Evaluate current practices
Investigate other countries Geographical bias

Try out new ideas and monitor response
Feedback

2 marks/ mention
What do people want?
What should we provide?
What's been done so far?

Marcella Campbell
May 1999
Supervisor: Nick Foskett
Appendix 13:

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M Gp 2 228 words

16 contributions
4 group contributions x2
2 practical
0 agreement
3 disagreement   -x2
2 statements of opinion
6 questions
0 incomplete
0 stream of consciousness
3 repetition   -

Content Score –   6
Process   25
Total   31

S Gp 2 324 words

25 contributions
7 group contributions x2
1 practical
0 agreement
5 disagreement   -x2
9 statements of opinion
2 questions
2 incomplete
0 stream of consciousness
1 repetition   -

Content Score –   **9**
Process   32
Total   41

Ca Gp 1 184 words

14 contributions:
11 group contributions
3 practical
2 agreement
2 statements of opinion
1 questions
1 incomplete
1 stream of consciousness

Content Score   12
Process   **46**
Total   **58**

CC Gp 2 378 words

22 contributions
3 group contributions
3 practical
3 agreement
4 statements of opinion
3 questions
1 incomplete
1 stream of consciousness
0 repetition

ContentScore   **15**
Process Score   **43**

A Gp 1 299 words

23 contributions:
14 group contributions
3 practical
1 agreement
7 statements of opinion
2 questions

ContentScore –   22
Process Score   65

G Gp2 **606 words**

29 contributions
13 group contributions
3 practical
2 agreement
2 disagreement
3 statements of opinion
6 questions
4 incomplete
5 stream of consciousness
1 repetition

Content Score -   27
Process Score   71

Ce Gp 1 391 words

31 contributions
18 group contributions
4 practical
2 agreement
1 statements of opinion
11 questions
4 incomplete
6 stream of consciousness
1 repetition

Content Score –   28
Process score   **96**

E Gp 1 263 words

17 contributions
9 group contributions
0 practical
1 agreement
0 statements of opinion
3 questions
3 incomplete
3 stream of consciousness
0 repetition

ContentScore   29
Process score   46

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Supervisor: Nick Foskett

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Appendix 14: Factors Mentioned:

5 P's
accommodation
Acquisition of skills and knowledge
Advertising
Attracting students
Availability
Behaviour and morals
Chamber of commerce
Choice
Communication
Compare individual subject areas
Competition
Course outlines and schedules
Credibility
Customer services
Customer
Price
Demand
Design
Differences
Diversity
Education and employability
Educational institutions
Enjoyment
ESF
Evaluate current practices
Experiential learning
facilities
Feedback
Fees
FEFC
Finance
Funding
Gaps in the market
Geographical bias
Global audience
Government
Grant maintained
Human resources
Image
Incentives
Interpersonal awareness
Investigate other countries
League tables
Lifelong learning

Links
Management policy
Market share
Marketing of business
Marketing specialists
Markets
Maturity
Media
Meeting response
Money
Needs (Regional)
Needs (Student)
Needs employers
New deal
New product development
New technologies internet
NVQ
Packaging
Partnership advertising
Personal perspectives
Policy
Politics
Private sponsorship
Promotion
strategy planning
Quality and standards
Raising awareness
Retention
Returners
School governors
Schools
Self development
Selling
Skill opps
Social opps
Specialisms
Stakeholders
Student demands
Student loans
Students opinions
Subsidy
Target population
Teaching methods
Training
Transport
Try out new ideas and monitor response

Types of media advertising
Unemployed
Uniform quality
Vocational academic

What do people want?
What should we provide?
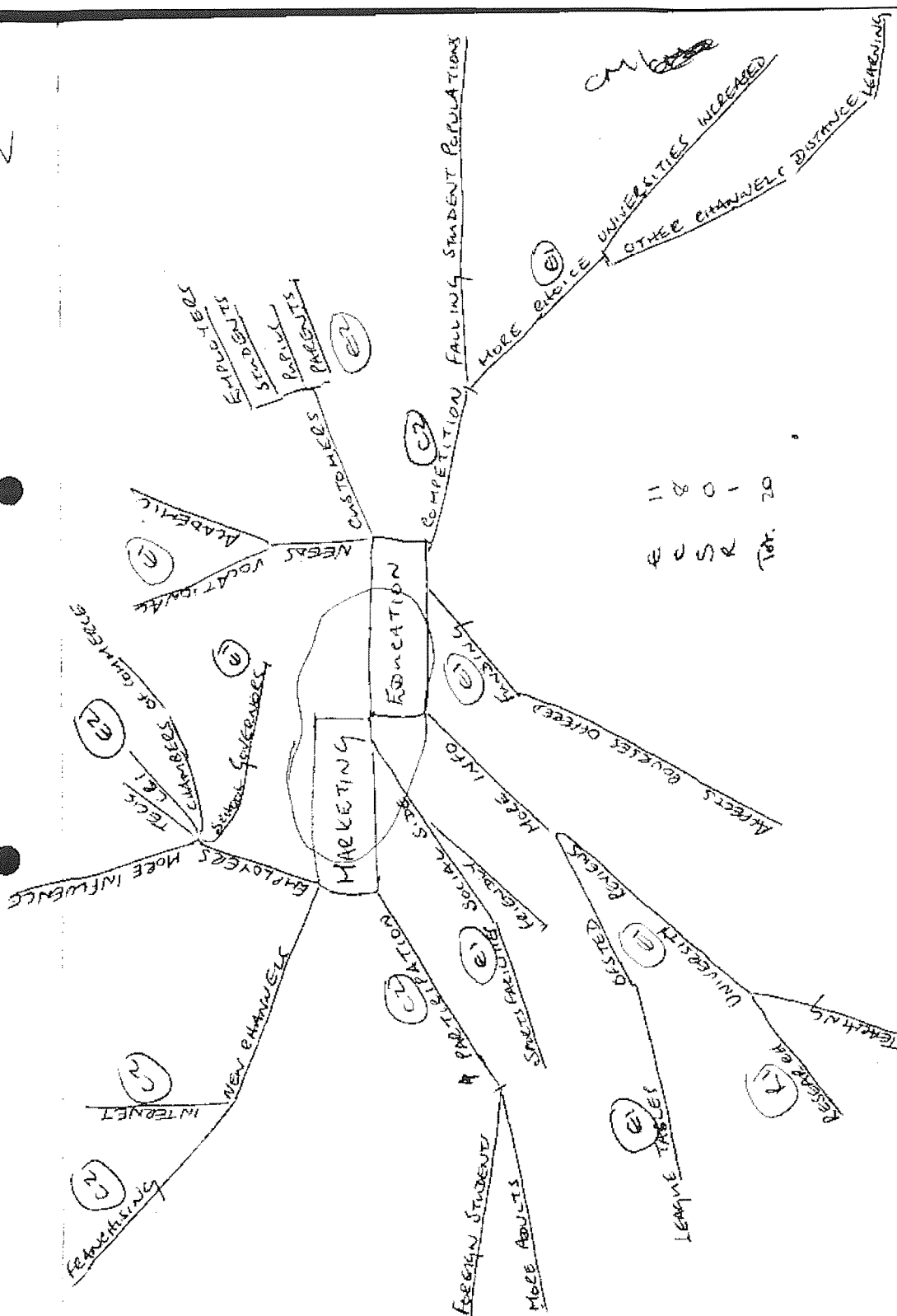*What's been done so far?*
Whole ambience

Appendix 15 - Questionnaire:

Appendix 1 ·

Questionnaire:

As part of this research project into attitudes toward education it would be helpful to have some background information about you. Would you please answer the following questions, which are completely confidential. Only answer questions 3 - 6 if you are aged 16 or more. Please do not write in the right hand column.

1 In which year were you born: Year: ＿ ＿ ＿ ＿

2 Sex: Male ＿   Female ＿

3 Please tick the category which best describes your primary occupation:

01	Craft/ Tradesperson	＿
02	Education/ Medical Services	＿
03	House wife/husband	＿
04	Manual/Factory worker	＿
05	Middle Management	＿
06	Office/ Clerical	＿
07	Professional/ Snr. Management	＿
08	Retired	＿
09	Shop worker	＿
10	Student	＿

4. FULL TIME EDUCATION/TRAINING
   How many years of full time education/ training
   have you completed after the age of 16?   ＿

5. PART TIME EDUCATION/TRAINING
   How many years of part time education/training
   have you completed after the age of 16?   ＿

6. QUALIFICATIONS
   Which of the following classifications best describes your experience?

01	CSE/GCSE achieved	＿
02	2 - 6 GCSE grades A - C	＿
03	'A' level/BTEC National	＿
04	HND/Degree	＿
05	Post graduate study	＿
06	No formal qualifications	＿

I WOULD LIKE TO THANK YOU FOR TAKING PART IN THIS RESEARCH, THE RESULTS OF WHICH WILL BE AVAILABLE FOR EXAMINATION AND COMMENT WHEN COMPLETED.

Marcella Campbell
May 1999
Supervisor: Nick Foskett
Example of concept map

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Gp	words	Content Score	Process	Total
Ca 1	184	12	46	58
A 1	299	22	65	87
E 1	263	29	46	75
Ce 1	391	28	96	124
M 2	228	6	25	31
S 2	324	9	32	41
CC 2	378	15	43	58
G 2	606	27	71	98

Appendix 17

Chart- individual contributions to transcript

• Appendix 18

<u>Sample group:</u>

The students themselves come from different backgrounds, but have all chosen to study

for the Certificate in Education as a part time option at a franchise centre. This fact alone

indicates a level of commonality. The students are all busy people professionally and

personally and cannot take time in their schedules for travel to a more central institution.

This commonality, however, has no obvious bearing on the purpose and methodology of

this piece of research.

Their professional and personal orientation to Further and Adult education varies

accordingly. Of the eight students, two were working a significant number of hours as

teachers; one of those (Ce) in both Further and Higher education. She was married with

an adult son. The other (A) was an I.T. teacher in a centre of Adult Education. She was

also married with two children of primary age.

Two were also working for a significant part of the week, both as trainers for pre-school

teachers. The first (T) worked with disadvantaged groups in the community and was less

forthcoming about her personal situation; the other (S) was married with children (details

unknown) and she later set up her own training business as a franchisee. One of the group

(G) had a full-time post in Training and Staff Development within a college of Higher

Education and was married with an adult son. One (CC) was looking to become

established as a lecturer in Catering and was married with primary and pre-school

children and one (E) was teaching a small number of hours in a sixth form college, as

well as working as a tutor for the Open University. He was not married at this time and

never spoke of children. The eighth had worked for many years teaching keyboarding

skills, had two daughters, one severely disabled and had been separated/divorced for

many years. She retired at the end of the course.

Their expectations of the course they were attending and their experience of education

previously varied enormously. In some respects they were a very disparate group, but

typical of the type of group one finds on such courses. Often, mature students choose to

retrain or move into a relatively new career because of changes in their personal or

professional lives and these changes often make such students particularly vulnerable,

both personally and professionally. Evidence goes back over some time (Tough, A.;

Mezirow, J.; Kidd, R.(1983))[1] and my own experience working with Adult students

substantiates it. Often the decision to re-enter a learning environment is symptomatic of

other enforced changes (in employment opportunities, for example), hence students may

feel their situation acutely, as a critical incident in their self-development and perhaps

their self-concept.

> *'Adults seem to be more interested in the directions in which their*
>
> *learning is taking them. The motivation of adults, since they engage in*
>
> *most activities through free choice and not by law, is dependent upon their*
>
> *being convinced that progress is being made toward some goal.......Adults*
>
> *want to know in what ways they have been changed.'* (Roby Kidd, 1983)

This theme is developed by Mezirow (1983), who talks of the 'consciencization'(Freire)

process which forms an intrinsic part of the adult education process.

> *'It is the learning process by which adults come to recognise their*
>
> *culturally induced dependency roles and relationships and the reasons for*
>
> *them and take action to overcome them."*

This level of transformation carries insecurity with it.

Such a group is also likely to include a wide range of specialisms, from the academic to the 'craft' teacher, where skills training is their primary purpose. There are social/ status issues here as well as issues of political ideology, and all of these create a complex sub-stratum of emotional and intellectual engagement. Nonetheless, Further and Adult Education employs a wide range of such teachers and therefore gauging their awareness of the role of marketing in educational provision, as well as their own contribution to it is a useful starting point.

College profile:

The college is a FE college which is remembered as the old 'tech college' within the local community. It is spread across a number of buildings, mostly old, although not unattractive. It is less successful in recruiting full time post sixteen students than the sixth form college/ Further Education college immediately next door. In order to remain viable, it has dealt with a very serious financial problem four years ago by adopting a focussed mission and positioning itself as the community college. It still successfully runs wide range of vocational, adult and special needs provision but is under constant and very real threat from the encroachment of the college next door and an entrenched reputation for being a second class college catering for the less able.

This continues to have an impact on numbers and profitability; in spite of major re-organisation and significant staff change during this period, informal discussion with staff members indicates relatively poor staff morale. The same informal discussions suggest that many other colleges have experienced a similar thing over the same period. It has been a time of insufficient financial and professional support coinciding with ever increasing demands on time, necessity for demonstrable improvement in standards, major changes and increasing levels of accountability throughout the sector.

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[1] In Tight, M. (Ed.);(1983). *Adult Learning and Education.* Croom Helm.