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Thesis

**MARKETING AND INITIAL TEACHER TRAINING IN HIGHER EDUCATION:
BRIDGING THE GAP**

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Abstract

This thesis assesses the link between marketing and Initial Teacher Training (ITT) in two higher education institutions. The study comprises a survey and case studies of all the ITT staff in the two universities. The case studies were carried out by semi-structured interviews with key members in the faculty of education and the marketing department of each of the HEIs. The link between marketing and ITT is examined through the application of strategic marketing theory and a theoretical framework for the link is presented.

The study showed that the link between marketing and education is dependent upon the stage of development of each institution in terms of marketing. There was no one simple model of marketing but it was found that both universities were well orientated in linking marketing strategy to ITT. The responsiveness of both HEIs to customer needs was found to be appropriate to their organisational structure and their existing culture. The study showed that there were several conflicting pressures faced by senior managers, many of which are similar to those experienced by other university faculties. The main tensions and conflicts faced by managers were to do with managing resources in a difficult economic climate; ensuring high quality student recruitment and retention; enhancing institutional image; addressing issues of competition; and developing partnerships. The need for the faculty of education to work closely with the marketing department was considered to be important.

The main difficulty which the ITT staff and the marketing staff experience is the lack of communication between them generated by work overload. This presents a challenge by all parties to consider the priority given to the link between marketing and education.

A number of initiatives for linking marketing and ITT are identified. These include fostering partnerships with schools and business partners; developing closer links with the marketing department and being more proactive in involving students in the development and organisation of ITT provision.

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Chapter 1 Introduction

The first chapter contains an overview which serves as the background to the study. An initial search of the literature relating to marketisation of education revealed a number of themes which led to the development of the research questions posed in this thesis. The main inter-connecting themes addressed in this chapter are the theoretical concepts to do with the market and marketing, the position of ITT in higher education, the purposes of the thesis and an outline of the two case studies.

Marketing in higher education

Markets and marketing

There is a distinction between the concepts of marketing and markets in Higher Education (HE). Davies and Ellison (1997) consider *marketing* to be about “*managing relationships through effective communication*” (p.3) whereas, the process of allocating resources lies with *markets*. Marketing of a sort exists in education which is “*neither a natural nor a neutral phenomenon and which is socially and politically constructed.*” (Ball, 1993, p.8).

The fact that people have needs and wants lays the foundation for marketing in HE. According to Kotler and Fox (1995, p.5), “ *marketing exists when people decide to satisfy their needs and wants through exchange.*” Higher Education Institutions (HEIs) depend on payments for financial support, on students as recipients of the organisation’s services and on staff as providers of the educational and other services for which it was established. Without the ability to attract students, money, staff, faculty, facilities and equipment, the institution would most likely cease to exist.

For modern institutions to survive and succeed, active marketing strategies need to be deployed and this means to know the markets, to attract resources and to convert these into appropriate programmes and services and, to effectively distribute them to various markets and publics. Kotler and Fox (1995) consider that these tasks should be undertaken on a voluntary basis by institutional staff. They state:

"The participants in these tasks (marketing activities) do so voluntarily because they expect to benefit personally and/or to contribute to the well being of society at large." (p.6)

Whether this voluntary service could be undertaken without any training in marketing or having any understanding of the concept of marketing and its relevance, are some of the issues considered in this thesis. Educationalists are often sceptical or suspicious of marketing because of the link with commercialism and selling (Gray, 1991; Davies and Ellison, 1997). But marketing is much more than this, it is about *"understanding, planning and managing exchanges"* (Kotler and Fox, 1995, p.6), which can be considered to be the core activities of the educational management process as well. The utility of marketing is explored in the following section.

The utility of marketing

A marketing oriented HEI is not just the one with an admissions tutor or a marketing staff dedicated to serve institutional needs. An institution with a marketing orientation will have a focus on satisfying the needs of its customers. Their characteristics are based on efficiency and provision of good programmes and services to satisfy target markets. Furthermore, the whole institution's ethos, drive, commitment and team effort are channelled to meet the needs of their specific markets and there is a *"focusing on creating a climate of service and continuous improvement."* (Kotler and Fox, 1995, p.9)

Kotler and Fox (1995, p. 26) consider the four main benefits of marketing in education to be:

1. Greater success in fulfilling the institution's mission.
2. Improved satisfaction of the institution's publics and markets.
3. Improved attraction of marketing resources.
4. Improved efficiency in marketing activities.

But there are equal numbers of critics who consider that there are flaws in marketing if it is only considered as an applied science and if its activities are directly transplanted into education from the industrial sector. Such critics may have to be persuaded that marketing is beneficial in both the profit and non-profit making sectors by demonstrating HEIs'

expertise in *“managing exchanges effectively and efficiently...(in)... educational as well as to profit-making firms.”* (ibid. p. 26)

The literature on marketing in higher education shows that the market concept is gaining increasing attention in HEIs (Litten, 1980; Ball, 1993, Bartlett and Le Grand, 1993) but the case for markets is not fully conclusive. Prior to the 1960s, HE enjoyed generous resources and excess demand and therefore the need to employ marketing strategies was not considered very important. There were those who, according to Pelletier and McNamara (1985), believed that *“education has such inherent value that it created its own demand.”* (p.62) There were others who linked marketing with aggressive selling, slogans and jingles, thus giving it a “bad press” (Murphy, 1980; Kotler, 1986).

With so many environmental changes impacting on HEIs, including increased competition amongst themselves, inflation, tuition fees and cuts in government funds, the usefulness of marketing in increasing institutional image has come in favour. Pelletier (1985) has shown that a positive marketing effort (in the context of schools) can unite *“the community spirit...resulting in power that can help solve...problems”* (p.61) The marketing literature believes that HEIs will become more responsive and adaptive as they adopt marketing concepts and practices.

Graham (1997, p.2) believes that markets are unlikely to “ ‘go away’. ” So, it is probably the right moment to:

“throw off the hand of state regulation and create a vibrant, thriving culture of innovation and cultural experimentation....and collectively seize the sites of knowledge production and consumption - the mass media, and the Internet” ...

before HEIs are relegated to a *“marginal training role.”* (ibid. p.2)

A series of educational markets (Kenway et al., 1993, Gewirtz, et al., 1995) have been identified through a programme of legislative reform. Bridges and McLaughlin (1994, p.1) have identified the following conditions for market relations to develop:

- provide a choice of service provider for customers and competition between providers;
- the removal of state support and subsidies...allowing whichever provider is genuinely the most efficient to succeed;

- the provision of reliable information to consumers (e.g. ...accurate and comprehensive descriptions of goods or comparative data about the costs and performance...);
- the creation of real opportunities for choice and an appreciation of that opportunity for choice among consumers.

The state, it seems, has systematically set about securing such market conditions in higher education. The reduction of student grant, and its replacement with loans, has underlined the element of personal investment in education as a commodity which will be negotiable in future in the labour market. The Student Charter for Higher Education (DfE, 1993) explicitly hints at students as consumers. The development of "*flexible specialisation and differentiation*" (Graham, 1997, p.7), is perhaps an indication of the diversity in the HE market.

Quasi-market in education

Given the many changes, can higher education be properly described as a free market? The state controls the funding and the nature of the provision. Le Grand and Bartlett (1993) adopt the term *quasi-market* to summarise the differences. Le Grand and Bartlett (1993) have begun the process of defining the supply and demand side with analysis of such concepts as efficiency, responsiveness, choice and equity by which to assess quasi-markets. Bottery (1996, p.186) poses the following questions in relation to these concepts:

- Do markets increase competition?
- Does competition improve efficiency?
- Do markets improve quality?
- Do markets depress labour costs?
- Do markets maintain equity of provision?

In education, the term profit is problematic because it seems to be more closely associated with profit-making organisations. Hence, the introduction of the term 'quasi markets' when applying the concept to education.

Bottery (1996) considers that, in HE, competition tends to decrease as time goes by, that transaction costs can be hugely inflated, that all forms of contracting have some kind of

insoluble problem attached to them, that salaries tend to inflate and increase in degree of variation, and that equity is very hard to maintain.

It seems apparent that a number of conditions have to be met if markets are efficiently to co-ordinate the production of goods and services. According to Thomas (1994), the market must be competitive, thus presumably allowing providers and consumers freely to enter or leave the market. They must also have information on all the available choices (Foskett and Hemsley-Brown, 1997; Allen and Roberts, 1997).

Thomas (1994, p.45) goes on to say that, without such knowledge, there is the risk that choices will not be fully efficient, with the costs of engaging in exchange, being quite low relative to price. Within the realms of markets and marketing, there is recognition that market failure and market imperfection exist. Furthermore, the application of market theory to the education system may be seen through the lens of an idealised market philosophy only, thus distorting the image.

Ball (1993) considers that we tend to get only one version of market theory, that of consumer sovereignty, with little consideration given to the political structure in explaining market distribution and force. Furthermore, Ball (1993, p.11), in quoting Gintis (1989), considers that not enough notice is taken of the “*power*” or “*political issues concerning structure*” in explaining economic institutions. The challenge for HEIs is to manage these fluctuations of mixed economies for the benefit of their customers.

The next section provides an overview of the relationship between ITT and HE. Conceptually, the marketing theories suggest that institutions will have to be more sophisticated in the way they enter into exchange between the producer and the customer (Reekie, 1984). HEIs may have a critical role in ensuring that they are reaching out to the customers more effectively and strategically, by employing various marketing tools, in order to stay ahead of the competitor HEIs. The case study HEIs seem to be continuing to ensure that they are providing choice in their ITT courses and also providing each potential student with the necessary information to make this choice easier, and they appear to be undertaking this within the realms of the ‘*customer care culture*’ (Graham, 1997, p.7)

The relationship between Initial Teacher Training (ITT) and HE

Before discussing the likely implications of marketing for ITT, some background information about the current status of ITT, role of HEIs, schools and the TTA in providing ITT is considered. The relationship between ITT and HE is seen as important in the way it is currently organised for providing future teachers.

Current ITT status

The foreword, by the Prime Minister, Tony Blair, to the Green paper, *Teachers - Meeting the Challenge of Change* (1998), highlights education as the top priority, with the teaching profession seen as “critical” to the education mission. The key messages in the Green paper are to do with ensuring that teachers are seen as professionals, have a clear understanding about pedagogy and are well led. This is backed up by Anthea Millett’s (the chief executive of the TTA) lecture, “Developing the Teaching Profession - Meeting the Challenge of Change,” (11 February 1999), in which she proposed that the Green paper offers a real opportunity to ensure that teachers are:

- better trained, initially
- better inducted
- better developed, after entering teaching
- better led.

Chapter 4 of the Green paper is directly significant for the purpose of this thesis in pointing out some of the issues of concern in ITT. The Green paper proposes to make ITT more flexible and more rigorous so that all new teachers have the skills to teach well, through:

- tests in literacy, numeracy and information and communications technology
- more pre-course and in-course study
- introduction of a fast-track scheme to attract more of the brightest and best into teaching
- more involvement in ITT from good and improving schools
- funding ITT partnership direct, in order to strengthen the commitment of schools to their HEI counterparts
- more flexible training courses
- extending employment-based routes into teaching.

Although not directly developed in the Green paper, the failure of the nation to produce enough mathematics and physical science graduates is a major concern and challenge for most ITT providers as well. As David Blunkett, Secretary of State for Education and Employment states:

“Our aim is to strengthen school leadership, provide incentives for excellence, engender a strong culture of professional development, offer better support to teachers to focus on teaching in the classroom, and improve the image, morale and status of the profession.” (Teachers - Meeting the Challenge of Change, 1998, Foreword)

The role of HEIs in ITT

The following introductory comment in *“The National Committee of Inquiry into Higher Education, Report 10, Teacher education and training: a study”*, by Stewart Sutherland (1997), indicates that HE plays a key role in arranging the training and education of teachers. Sutherland (1997) considers:

“The relationship between teacher education and HE is crucial not simply because of the role of HE as a major provider of ITT and of trained teachers, but also because the quality of entrants to the profession impacts on the attainment of students entering higher education.” (p.3)

The ways in which ITT training is arranged and what constitutes “educating teachers” have been contentious issues involving teacher unions, teacher training HEIs, academics and validators of teacher degrees, but are not dealt with here (see Furlong et al., 1988; Wilkin, 1996; Barnett, 1990).

Yet as different partnership arrangements are piloted, debate needs to continue on issues such as: who should be the lead partners in teacher training? and what are the cost and resources implications of partnership arrangements? Lunt et al (1993) take the view that teacher education is *“increasingly moving from a conservative paradigm to a technocratic one”* (p.159) because of an emphasis on training rather than education.

The Government's Proposals for the Reform of Initial Teacher Training, the so- called Blue Paper (DFE, 1993), set out proposals for the future administration and funding of ITT and proposed removing ITT from HEIs. Focusing on choice and diversity, the Blue Paper proposed a reduction of the length of undergraduate ITT courses from four to three years, with financial incentives being offered to encourage HEIs to offer three-year degrees.

Circular 14/93 (DfE 1993) saw the emergence of a variety of ways of providing ITT, from more intensive B.Ed degree courses to alternative routes into teaching (Hextall, et al., 1991); the use of profiles of teacher competence (Lunt, et al., 1993; Mahony and Whitty, 1994); shift of funding to TTA from the Higher Education Funding Council (HEFCE) (DfE, 1993) and the accreditation of courses and institutions from the Council for the Accreditation of Teacher Education (CATE) (Tomlinson, 1993).

The creation of the General Teaching Council (GTC) provides a body with an over-view of all aspects of teacher supply, recruitment, retention and retrieval. It also introduces the notion of a "*general professional*" (Sayer, 1993, p.37) and with it questions of how the political and economic forces could raise the profile of teachers as professionals, their morale and self-esteem in the eyes of the public and through the purse of the Chancellor.

Sutherland (1997) was given the task to study how English HEIs' contribution to teacher education and training (TET) and continuing professional development (CPD) could be most effectively organised and funded and what it should be achieving. The key areas of focus (p.4) were:

- applications and entrants to initial teacher training courses
- qualification routes and curricula
- institutional arrangements for teacher education and training
- quality assurance arrangements
- the structures for funding and supporting teacher education and training

A vision of a "*research-based' profession*" (Sutherland, 1997, p.4-5), much like doctors and nurses, is called for in the report. Higher education involvement is "*not just a matter of validation or of status*" says Barber (1993, p.258). Furthermore, if teaching is to be a genuine profession, then "*teachers must contribute to defining entry standards and to the provision of*

courses which lead to them.” (ibid. p.258) Whether the boundaries between school teachers and teacher education can “*wither away*” (ibid, p.258) remains to be examined.

The role of schools in the training and education of teachers

Sutherland (1997) considers that schools have a “*significant*” (p.17) role in the education of teachers. The schools should also provide:

“a context for reflection and opportunities for access to advice and support from trained mentors who, as accomplished teachers, should have extensive classroom experience,” (p.17)

and in relation to partnership, this may flourish where:

“...there is stability and sound, equitable financial support underpinning the arrangements.” (ibid. p.18)

Barber (1993) thinks that schools’ role should be on theory and practice, mentoring and developing an understanding in teacher trainees of how schools function as organisations. The HEI role, on the other hand, should be on admissions, validation, research facilities and broader perspectives.

A helpful insight into the objectives of ITT was undertaken by a DES - commissioned study of school-based training where a systematic attempt was made to analyse the constituent elements of ITT and to identify the respective role of HEIs and schools within the school-based training process (Furlong et al., 1988). The study concluded that each partner had a distinct role in sharing their expertise towards each of the different elements, that of practical training (teachers mainly) and reflective practitioner (HEI tutors mainly).

The role of The Teacher Training Agency (TTA) in ITT

The Teacher Training Agency (TTA) was established in 1994 with a budget of some £200 million (The Annual Report of the TTA 1994/95) and having a range of responsibilities

and control in relation to higher education institutions, local education authorities, schools, teachers and a range of external bodies with whom it has contractual or negotiated relationships. Since its inception, the TTA has generated a “*whirlwind of initiatives*” (Mahony and Hextall, 1997, p.270). These have impinged upon every stage of teacher education and professional development as described in a case study of the TTA by Mahony and Hextall (1997).

The main responsibilities of the TTA are as follows:

- Funding teacher training in higher education, schools and elsewhere.
- Attracting sufficient candidates of appropriate quality into teaching.
- Ensuring teachers are adequately prepared for their professional role by:
 - drawing up new standards for Qualified Teacher Status (QTS) and a National Curriculum for initial teacher training;
 - drawing up a framework of standards and qualifications for continuing professional development.
- Improving institutional arrangements for ITT through:
 - improving the quality and efficiency of routes into teaching;
 - securing a suitable balance between courses provided by schools, higher education and others;
 - securing the involvement of schools in all ITT.
- Improving teacher training quality through:
 - accrediting providers of training;
 - using Office of Standards in Education (OFSTED) data to inform accreditation and funding decisions.

(TTA, Corporate Plan 1996)

In the following section, the purpose of the study is discussed.

The purpose of the thesis

The purpose of the research is to examine the impact of marketing on initial teacher education in higher education institutions. The two main research issues are:

- 1) The nature of the link between marketing and Initial Teacher Training (ITT) in two Higher Education Institutions (HEIs).
and
- 2) To what extent marketing principles impact on ITT in the two HEIs.

Most HEIs seem to have admissions officers, fund-raising programmes, and alumni offices, and they may even include advertising and public relations experts on their staffs. They may also use some marketing tools, but they are not necessarily marketing-oriented. The researcher wanted to explore what distinguished an institution with a marketing orientation, hence the need to understand the relationship between marketing and ITT.

A number of specific objectives are identified. One of these is to explore to what extent the marketing concept is understood by the staff in the two HEIs (Kotler and Fox, 1995) and to what extent this is related to all the other management functions in HEIs (Gray, 1991). An additional purpose of the thesis is to examine staff attitudes to the perceived benefits and problems related to marketing in education. Another purpose is to ascertain the extent to which these two institutions appear to be at the leading edge of marketisation in this country.

In a competitive world where customers (students) have the opportunity to make decisions on what, when, how and why they consume, marketing in education is employed to facilitate these decisions. The type of marketing developed by an institution depends on many factors, one being the conditions surrounding the demand for and supply of its products. The two case studies chosen appear to be relatively marketised and were therefore investigated to understand how marketing best senses, serves and satisfies the needs of their customers within the constraints of their missions and budgets. An assumption here is that the adoption of marketing strategies will help institutions to maintain their vitality, growth rate and favourable image. (Kotler and Fox, 1995)

Central to ITT and the teaching profession is the need to address the issue of supply and demand of students, and therefore, lends support to why marketing has actually emerged as important for ITT institutions at this time. This is developed in the following section.

Supply and recruitment to ITT

a) Recruitment initiatives

The recruitment target for Primary teachers for 1996/97 was 11, 500, rising to 14, 500, by 2001 (TTA, 1996). The recruitment measures reported in the Green paper (DfEE, 1998) have attracted a £130 million package from the Government. This sum will support initiatives to target groups for Primary ITT courses in HEIs. Some of the recruitment initiatives of the TTA (1997, p. 12) appear to have a link between marketing and ITT, for example in the way of:

- providing marketing workshops;
- providing a new TTA recruitment website on the internet;
- providing the first ever national information telephone service;
- new (free) recruitment literature development;
- attending graduate and other careers events.

One of TTA's key achievement has been a new communication campaign on the theme : *"No-one forgets a good teacher."* (TTA, 1997, p.13) Clive Booth (chair of the TTA), at his annual review lecture (18 January 1999), reported that the TTA had 5000 calls per month to the teaching information line and 4000 user sessions per week were logged at the TTA's recruitment website. He went on to state the importance of boosting the public image of teaching and that the TTA was undertaking a *"customer-focused approach by looking for new product lines."* (Booth, 1999, p.3) So, like offering workshop training sessions to ITT providers on marketing, there was a hint in the speech about the link between marketing and teacher training to boost recruitment

b) The supply of teachers

Based on the target set by the TTA (1997, p.9) of attracting at least "three times as many candidates as there are places", the demand for teachers in the future is unlikely to decline. Therefore, to pursue quality will require maintenance of effective recruitment strategies. Clive Booth (1999) listed the following achievements of the TTA in 1998:

- funded an increased number of taster, returner and bridging courses. There were 89 taster courses, 27 returner courses and 8 bridging courses.
- sponsored conferences and attending career events. 2 conferences aimed at increasing the number of ethnic minority teachers, backed up by targeted advertising; 5 research projects; 2 special community projects and negotiations conducted with ITT providers for ethnic minority recruitment. Some 230 careers events attended where advice was given to individuals and groups, as well as targeting shortage subjects, men, ethnic minorities and people with disabilities.

The Green paper has proposed an introduction of a fast-track scheme which will attract more of the brightest and best into teaching. Anthea Millet (1999) suggested that this will not only apply to those entering ITT but shall also act as an incentive for "*earlier advancement for exceptionally able serving teachers.*" (p.2) A new network of advisers at regional level is proposed in the Green paper, charged to "*energise*" (p. 72) local recruitment activities in areas of the country with particular shortages and to, "*galvanise 'marketing' of the profession locally.*" (p.72)

c) The demand for subject specialists

Since the 1980s, research has shown that there were shortages of teachers of some subjects. Primary schools were coping with shortages in different ways and a number of initiatives commended by OFSTED (1993) and the National Curriculum Council (NCC) (1993) were introduced, like semi-specialist subject teaching. According to Fidler (1993), the survey evidence presented to the House of Commons' Education, Science and Arts Select Committee (ESAC II, 1990), showed that only 4% of primary teachers had Maths as the main subject of their highest qualification. Science and English were a little higher at 7% and 16% respectively. Lowering the qualification to A-Level increases the percentage for Maths only to 5.7%. Over the period 1996/97 to 2000/1, the DfEE (1996) expects an increase in trainee numbers by subject, in secondary to be up by 27% and primary by 26%.

From September 1999, the Green paper set aside a £5000 incentive for all graduates training and going on to teach the key shortage subjects of maths and science. This is expected to provide "*600 new maths and science teachers.*" (DfEE 1998, p.72, annexe A)

d) Wider access

Wider access, argues Scott (1992), is the key phenomenon in shaping the new higher education, organisationally and intellectually. The proportion of women students is increasing as is that of mature students, according to Bourner and Hamed (1987). Scott and Watson (1994) have found that non-standard entrants now make up one-third of new students.

What is not clear in the literature is to what extent HEIs collect and analyse hard data concerning for example, the quality of interview experience and student perceptions of an institution, so as to inform and further improve quality experience for future applicants (Kotler and Fox, 1995). Nor is it clear if HEIs are doing enough to fully address issues like:

- what are the experiences of applicants by gender, age and ethnicity?;
- how well prepared are the tutors (and school partners, where they are involved) for the interviewing process?;
- if staff training and development is required (all staff), what is it and how best could it be delivered?

These questions are not just an aspect of the wider access theme, but an issue of quality assurance and of ensuring a match of an institution's mission, values and equality dimensions to its admissions policy.

The number of students on BTEC courses has increased by 50% between 1982 and 1987 nationally. About 10, 000 of the 30, 000 who gain relevant BTECs move on to study a first degree (Haslum, 1993). Redpath and Harvey (1987) have suggested that people with BTEC qualifications are more likely to have taken them for vocational and career reasons than to gain access to HE. The literature indicates that the entry requirements for the BTEC students is currently five merits or above in the related subject they wish to pursue on an ITT course at most HEIs. At the time of writing, no (central and easily accessible) statistical data was available from HEIs running ITT courses to compare the outcomes of NQTs who came in with BTEC versus Advanced ('A') level qualifications. Haslum (1993) has found that widening access has a large impact on the resources of an HE institution in terms of time, effort and management of the admissions process. Haslum states that:

“ Widening access has a direct knock-on-effect on the already hugely expensive admissions process.” (p. 106)

What is clear from the literature is that the demand for information and guidance is increasing dramatically, it is becoming an increasingly labour-intensive service and it is too high a cost to be borne by the admissions team alone.

The General National Vocational Qualification (GNVQ) and NVQ was announced as the mainstream national provision for vocational education and training in a White Paper in 1991 (DFE, 1991). One of the main objectives is to provide an alternative to A levels (GNVQ Level 3). Level four would equate with degree-level work. The training implications for this qualification seems not to have been thought through and the new system is not without its critics.

Hodgkinson (1991) suggested that the NVQs are ill-equipped to meet the needs of students on full-time vocational courses and may not contribute significantly to student empowerment because of employer control of the system. Ashworth (1992) goes further, drawing a distinction between “having NCVQ competencies” and “being competent”.

e) Putting customers first

If marketing concepts and techniques are to have utility in HEIs, all ITT providers should continue to challenge their orthodox conception of its practice. It seems that the task of bringing together the ITT and marketing staff continues to be debated in HEIs. The existing practices should be informed by relevant ideas and concepts gleaned from the commercial sector, but shaped by individual HEIs. Duncan (1988) makes an important point about starting with the customers to establish what they think quality practice ought to be:

“We should have the confidence to start with the “consumers of education”- the acid test would be to ask our own students!” (p.9)

In conclusion, quality assurance systems which may be in place in HEIs will have to be communicated more widely so that staff feel more involved and willing to contribute to the on-going debate of good management practice in marketing ITT. Managing change

requires a clear understanding of current practice and the findings of this research should help in that dialogue to improve institutional quality, equality and visionary practice for the benefit of students and staff. This links to a consideration of the role of HE in ITT and its relationship with the Teacher Training Agency (TTA). Some of the main concepts highlighted earlier in this chapter discussed the role of markets and marketing and their utility for ITT. This was then developed to show the current status of ITT and the associated opportunities and dilemmas facing both the schools and the HEI providers in recruiting and retaining teachers. Further consideration is given in the next section to show what role HEIs and schools have in training future teachers.

The role of HE in Teacher Training and the Teacher Training Agency (TTA)

The Committee of Vice Chancellors and Principals (CVCP) represents the executive heads of all UK universities. It exists, in part:-

“to promote, encourage and develop UK universities to defend the important role of HE in teacher education/teacher training.” (Ambrose, 1994, p.23)

The key role for HE, according to the National Commission on Education (1993), involves a continuum of education and training spanning initial training, induction and continuing professional development. The Commission stated that:

“There seems to be no doubt that the most successful teacher training occurs when there is a genuine partnership between school and Higher Education institution, each playing a distinctive part according to individual strength.” (p. 214)

Barber (1993, p.258) considers that higher education can make a distinctive contribution to the preparation of teachers in these ways:

- ...be the link to the ferment of ideas and arguments about what makes good teachers and good education;
- ...provide a healthy scepticism...essential to a beginning teacher;

- ...HE involvement signals that each new teacher is setting out on a career of learning...which can...extend professionalism.

The implications for HEIs, schools and the TTA, in making “partnership” work in reality is challenging (Bines, 1994; Furlong, 1996; Whiting, et al., 1996; Mahony and Hextall, 1997; Evans, 1997). Barber (1993) calls for both HEIs and schools to face “*brutal honesty*” (p.259) as a first step to a problem-solving approach to partnership. Building a true partnership within the education sector, according to Barber (1993, p.262), may mean taking active steps in these four areas:

- 1) Some national forum which can diffuse tensions between ITT providers and schools;
- 2) Promoting ITT and HEI partnership more vigorously;
- 3) Develop serious negotiations at local level between HEIs and schools;
- 4) Promote a quality education service which is made up of qualified graduate teachers from early years to post-secondary teaching.

On the evidence of the Dearing report, 1997 and the Green paper, the thorny issue of partnership is unlikely to be abated in the future. The Dearing report (1997) recommends widening participation in the expansion of HE, which has implications for other partnerships, including those with the further education sector, to be developed. But without effective marketing and external relations, any participation strategy is unlikely to succeed (Roberts and Harvey, 1997). The Green paper is calling for better trained teachers emerging from HEIs, better inducted, better developed, and better led.

An evaluation of the articulated teacher scheme demonstrated that school-based ITT was more expensive, made more quality assessment demands and did not lead to higher quality training. An HMI report (OFSTED, 1992) concluded that:

“Higher Education institutions provide an academic and professional expertise which is crucial in the support both of individual students and of schools. They are also responsible for the resourcing of initial training, no straightforward and cost-effective way of devolving these functions successfully to a large number of schools is apparent.” (p.4)

According to Mahony and Hextall (1997), there have been many TTA initiatives generated and “*..these have impinged upon every facet of teacher education and professional development.*” (p.270)

The concern has not been about the high productivity rate of the TTA, but about the procedures through which these initiatives (recruitment, funding criteria, etc.) are being established and implemented. Given the central role of the TTA in shaping teachers’ work and in restructuring the teaching profession as a whole, the TTA seems to have access to power structures to distribute and control considerable “*cultural capital*” (Mahony and Hextall, 1997, p.270).

If the TTA (1995) is seen as a “customer” in the way it relates to schools and HEIs, then the partnership it claims to have with them is important.

“The TTA’s responsibilities relate closely to the work of schools and involve seeking ways of ensuring that most schools become involved in the initial training of teachers. Schools now have a significant involvement in helping to provide that training, in partnership arrangements with higher education institutions to provide a school-based experience for trainee teachers.” (p.12)

Mahony and Hextall’s (1996) research about what schools thought and understood about the TTA’s activities and operations showed that there was a distinct tone of silence from teachers. Lingard (1995) found the same in the Australian context - in what he calls “*the silence of teachers’ voices in policy production.*” (p.15). He notes:

“The call for a reinstatement of teachers’ and teacher educators’ voices in the relevant policy production process....is not about establishing professional barriers, but about providing a more inclusive and socially just form of education for all.” (Lingard, 1995, p.3)

The location of HE within a market culture suggests maintaining a market position and academic viability. It seems that the HEIs are constantly having to count the costs of resource allocation to schools. It is therefore imperative that the “*forms of representation and voice of entitlement*” (Mahony and Hextall, 1997, p.282) are heard by all the “partner”

customers. Whether this may lead to a development of a cohesive strategy to minimise the tensions of national, regional and local priorities remains questionable?

The role of university departments of education is likely to change in the next few years, according to McNamara (1996). Local education authorities (LEA's) and private consultancies are becoming the other competitive customers in the training of initial teachers. In response to the changing needs of society, universities (and other agencies) may have to change in order to continue to provide quality training and education of the teaching profession (Smith, 1996). Not only that, argues Smith (1996), but the University of the future will need to take heed of a diversity of voices and ideas which go "*beyond the dominant ones of the day.*" (p.211) Some of these ideas (developed below) perhaps need further research and the findings disseminated more widely than the sparsity demonstrated in the literature.

- What are the advantages and disadvantage to HEIs, schools and students in "grasping the gauntlet of partnership"? (Russell and Triesman, 1994; Wilkin, 1996);
- What does "to be more open-minded" suggest about HEIs? (Hare and McLaughlin, 1994);
- To look at "diversification" - what is the agenda for this? (Ball, 1991; Clayton, 1994)
- To apply market principles to educational provision and practice as representing a shift in social as well as educational culture (Chubb and Moe, 1990; Bridges and McLaughlin, 1994; Wringe, 1994).

The next section provides background information about the two case study institutions. These case study HEIs were chosen because they were apparently relatively highly marketised and gave the author a good opportunity to investigate in depth the extent of this marketisation and how applicable the marketing tools may be to ITT. With the role of the faculty of education likely to change in the future (Smith, 1996; McNamara, 1996, Graham, 1997), a critical appraisal of how marketing may or may not be useful for ITT provision is worth debating. Some of the key conceptual considerations of marketing and its utility to ITT are associated with partnerships between the ITT provider and schools, the role of HEIs providing ITT with other competitors, and what type of relationships are fostered between the HEIs providing ITT and their various customers like the TTA and other HEIs.

The Case Study HEIs

Case study 1 - University of Midland England (UME)

The faculty of education is one of the seven faculties which make up the UME. The UME has many sites, both central to the town centre and peripheral to it. The faculty of education is some two miles away from the town centre and six miles away from *the* main campus. A significant part of the student residential accommodation is at the site of the faculty of education. There are regular buses to and from other campuses.

There is a Learning Resources Centre, a library and an Information Technology Support Unit within the faculty of education.

The faculty of education offers the following full-time courses: BA Honours Primary Education (four year degree); BEd Music (secondary); PGCE (Primary); PGCE (Secondary); Diploma in Career Guidance and Postgraduate Diploma/MA Drama in Education. The part-time courses are of certificate through to doctorate programmes.

Most faculties are under the responsibility of a dean and, as is the case with many, but not all faculties, the faculty of education is organised on a school structure. It is within schools that technicians and forty academic staff are located for management purposes. The faculty schools are as follows: Arts; Humanities and the Environment; Language Studies and Vocational Training and Maths, Science and Technology. Notwithstanding the location of personnel in Schools, staff work across courses which are mainly of initial qualification or post-experience nature.

There were 410 students on the four - year Bachelor of Education (Honours) (BEd Hons) degree primary courses and 38 on the Postgraduate Certificate in Education (PGCE) course in 1994/95. The predicted recruitment figures placed the staff student ratio at approximately 20:1.

The newly-formed university marketing unit describes its role as:

“raising the profile of UME and strengthening its position in the increasingly competitive market for higher education service.” (The role of the university marketing unit, internal document, 1998)

The document goes on to state that this will be achieved through:

“a combination of corporate marketing activities such as compilation of University prospectuses and activities which are specific to the needs of individual faculties and their customer groups.” (ibid)

and goes on to describe how these objectives will be fulfilled. In addition to corporate activities, the university marketing unit *“will provide marketing support to the university’s faculties.”* (ibid)

Case study 2 -University College Hampshire (UCH)

The school of education at the UCH Michael campus is part of the faculty of Arts and Social Sciences. There are three other faculties. The school currently offers a range of courses in the field of education, including the Master’s courses in professional Education, Medical and Health care Ethics, the Postgraduate Certificate in Education at Primary and secondary level and a range of in service courses. The part-time courses are of certificate through to doctorate programmes.

There were 901 students on ITT primary courses (B.A.(QTS)), 84 on the Postgraduate Certificate in Education (PGCE) course and 817 on the four - year Bachelor of Education (Honours) (BEd Hons) degree in 1994/95 (OFSTED report on the Primary Initial Teacher Training, 1995).

Within the school of education, the staff - student ratio was at approximately 20:1 which was deemed favourable in comparison to other courses (UCH Academic Board Committee for Academic Standards minutes, 19 March 1996). There were thirty full-time academic staff (as of March 1998), supported by administrative staff and technicians in the school of education.

The school of education used to offer a four-year Bachelor of Education honours degree (BEd Hons) upto 1996 and then a new three-year Bachelor of Arts (Hons) BA (QTS Hons) from then on. The decision to move from four year to three-year degrees had been motivated by the DFEE Circular 14/93 (DFEE, 1993) which provided a clear steer to this length of provision. The new three-year BA (QTS) course was divided into two - an upper primary degree (7-11 age phase) and a lower primary degree (4-7 age phase) with equivalent numbers (as far as possible) recruited onto both courses.

The school was in line with many other HEIs which also changed to shorter degrees. The minutes of the UCH Academic Board Committee for Academic Standards (19 March 1996) back this move as stated below:

“A move which the panel was reminded was particularly sensible in light of increased financial pressure on students. Given the school’s background and confidence in teacher training it would be possible to deliver a quality course in three years.” (p.5)

Furthermore, the faculty dean confirmed that the three year provision had been a “*bottom-up*” initiative and had “*proven*” enthusiasm from the partnership schools (UCH Academic Board Committee for Academic Standards , 19 March 1996, p.5).

The UCH has a marketing and corporate affairs unit (MCAU) on site at the Michael campus. It has a staff of three, headed by the marketing manager and a budget of £0.25 million for all corporate activities. The marketing manager is a member of the UCH directorate along with the deans of each of the four faculties. The long-term strategy of the MCAU is to facilitate the UCH to become the new university of the town.

The challenges, according to the strategic plan of the unit,

“are substantial given the low base from which the UCH had begun its image building , that of a poor understanding nationally or regionally about its “college” status as opposed to an association with “universities” .”
(p.1)

The marketing and corporate affairs strategy and plan 1994/95 of MCAU puts it like this:

"The college's long term aim of becoming the new "university of Hamptonsire" offers a set of substantial challenges, not least to corporate affairs and marketing. The extent of these challenges is reinforced by our determination to be a new university which is distinctive and of high quality, which means that in effect we intend to out-perform and out-market a substantial number of rivals. The low base from which UCH started its marketing effort has meant that it has taken us three years to achieve something like parity with our other institutions in marketing investment."

(p.1)

Summary

This chapter provides an overview of marketing and the links between marketing and ITT in the higher education sector. The problem of defining marketing in relation to education is compounded by its diversity of meaning and interpretation which seems to be both culture and context bound within an institution.

Marketing is of growing interest to HEIs given the many environmental changes impacting on the education system. The driving philosophy of marketing is considered to be more than promotion, involving the skill of planning and managing institutions' exchange relations with the society. It is suggested that marketing has utility in assisting the institution to develop viable programmes and to price, communicate and deliver them effectively as part of the institution's development plan and mission.

To be successful, the marketing process must be adopted and implemented in an integrated marketing-oriented institutional structure. Staff at all levels in an institution have a role to play in developing marketing strategies which promote a positive institutional image.

ITT has undergone numerous changes since the 1980s and 1990s, as have the ITT courses taken at universities and colleges of higher education. Whatever the current debates about education versus training, or school - centred versus HEI - centred training, the view of a closer partnership between schools and ITT institutions has been considered crucial to the successful development of efficient and effective ITT.

The next chapter reviews the literature on marketing and its impact on ITT.

Chapter 2 Literature review

Introduction

The most relevant source of literature for this review is that body of work relating to the marketisation of higher education in this country. However, that body of work is quite limited in relation to its impact on ITT. Chapter 2 provides an overview of marketing as employed in education. This includes sections on the definition of marketing, the process of developing a market plan, and the features of service marketing. The chapter concludes with a consideration of the impact of marketing on teacher training.

Since the late 1970s, considerable attention has been given to the marketing of education, especially higher education (Ball, 1990; Coldstream, 1991; Glatter et al, 1993; Grace, 1994; Ranson, 1995; Tooley, 1995). The diverse and often innovative attempts by universities and further education colleges to commercialise many of their activities have drawn on the currency and enthusiasm expressed for marketing. Although this attention has been sporadic, it cannot be described as a tidal wave sweeping Higher Education Institutions (HEIs) in the United Kingdom, but many claim to use marketing strategies and the expertise of marketing staff to promote themselves (Sidgwick et al. 1994; Smith, et al., 1995; Allen and Roberts, 1996).

The USA and Australian sectors have been far more active in this field over the past decade with many more sources and therefore most of the relevant literature reflects these experiences (Kotler, 1986; Kotler and Fox, 1985, 1995; Belcher, 1987; Michael, 1991; Johnson and Sallee, 1994; Seddon, 1997). Theoretical discourse on the concepts of marketing culture (Holmes, 1996), supply and demand aspects of marketing (Gewirtz, Ball and Bowe, 1995; Foskett, 1996) and post-modernism and consumerism (Brown, 1995; Graham, 1997) are now beginning to emerge. There are critics who consider that the vast bulk of marketing professed to be practised by HEIs is “*unsophisticated, superficial and simplistic*” (Duncan, 1989, p.175) and, at worst, uncritical in transferring consumer marketing concepts and techniques to education.

This chapter is divided into two sections, one covering the nature of marketing within HEIs and the other relating to the extent that marketing activities have impacted on ITT in HEIs.

Definitions of Marketing

In both the profit- and non-profit making sectors, producers and consumers do not have one standard definition of marketing (Baker, 1987). Therefore, through an evolutionary process of marketing, various definitions have been put forward which are either time- and author- bound or are related under one of the three categories put forward by Crosier (1975) as: process definitions, philosophical definitions and orientation definitions.

Marketing is not considered to be concerned only with presentation, advertising and selling (Gray, 1991). It clearly also includes communicating and persuading as part of promotion and public relations, and to embrace qualities such as *"listening and responding."* (Bagley, et al., 1996, p.127) Through such processes, then, marketing is seen as improving the entire quality of service (The Open University, 1993).

In educational terms, marketing relates to the concept of the *"responsive school"* as described, for example, by the National Association of Head Teachers (1990):

"Schools can no longer operate in isolation...The expectations of society, whether expressed by individual parents, identifiable groups, or government legislation, mean that schools need to be aware of views being expressed. They must take account of the public perceptions of how well they are performing and be prepared to respond to those articulated concerns which are genuinely representative. Marketing is about this kind of responsiveness just as much as it is about responsibility to lead and educate the public view." (National Association of Head Teachers, 1990, Para.3.13)

Educational services can be thought to operate under any of the production, selling, marketing, or societal concepts or orientations. Given the plethora and complexity attached to the marketing concepts, it should not be a surprise to find a different level and spectrum of awareness within the educational sector in managing and promoting marketing strategies.

The importance of intangibility, and the problems this concept causes in the marketing of

services, cannot be underestimated either (Rushton and Carson, 1985). Uncertainty of knowing and understanding what the product is, and in not being able to distinguish between service features and service benefits, can well lead to inappropriate use of marketing techniques and confused messages.

Since marketing is an evolving field, arriving at a standard definition is difficult. There are elements of such characteristics as “management orientation”, “exchange relationship”, “determine needs and wants” and “effective communication” in various definitions. Kotler and Fox’s (1995, p.6) society - focused definition of marketing offers some integration of these ideas:

“Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution’s offerings to meet the target markets’ needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service these markets.”

Definition of marketing in higher education

Many universities have become increasingly concerned about their identity and competitive position in the market place (Wakerly, 1997). The expansion and growth of HEIs, and consequently the increasing heterogeneity of the ‘products’ they offer, have created an environment in which the functional need for explicit marketing is much greater (Duncan, 1983; Barnett, 1990; Ball, 1993; Thomas, 1994). HEIs have always had to interact with the external environment (Duncan, 1989; Michael, 1991; Kotler and Fox, 1995). They have always drawn their students from the external environment, they have had to appeal to external sponsors and they have always had to be concerned about their external image and reputation in a competitive environment. Consequently, HEIs, from their earliest days, have been engaged in some form of marketing (Pelletier, 1985; Kenway, 1993; Bridges and McLaughlin, 1994; Gewirtz, et al, 1995). In many HEIs now, marketing units or departments have been set up to carry out the marketing function (Smith et al, 1995).

Marketing unit functions

Most HEIs seem to organise marketing activity around a central marketing unit, section or department (Smith et al, 1995; Wakerly, 1997). It appears that these marketing units take a lead in a number of activities including corporate advertising, student recruitment advertising, alumni relations, press and public relations, schools liaison, organisation of campus-wide open days, marketing strategy and research, design services, publication, staff newsletters and fund raising. However, many marketing units provide marketing support to individual faculties through a variety of means. It also appears that there is concern that marketing units' remit may not be clear and job roles and responsibilities may not be well defined (Smith et al, 1995).

The theory of markets and of marketing are described in the following sections.

Theory of markets

The issue of the influence of markets on the public sector, and on education in particular, is one of the most important research topics of the 1990s. The theory of markets in particular has been advanced by a number of neo-liberal think tanks, research groups and advisers who have been influential in successive Conservative governments (Hayek, 1976; Ball, 1990).

In Britain, the Thatcher Government made a concerted effort to inject market values into the education system with the aims of increasing educational quality and productivity (Ball, 1990). Alan Howarth (1991), British parliamentary Under-Secretary of State for Education and Science, argued that:

“Properly activated, market forces are effective tools for improving the match between the services provided by the higher education system and the needs of its users and funders.” (p.5)

While admitting that the general propositions of market forces are admirable, the former Leader of the Opposition, Neil Kinnock MP (1986), noted that *“none of them belongs exclusively to the Conservative Party”* (p.86) and went on to discuss how problematic the implementation would be.

Market theory puts forward the notion of competition and individual choice being the key links. Reekie (1984) explains that there is an exchange of dynamics occurring between the consumer and the producer, where, through choice and substitution, the consumer:

"..begins with the advantage and passes on to the producer the striving to replace the less by the more sought after goods and substituting a better way of producing for a worse way. The essence of the whole process is choice by the consumer, emulation, rivalry and substitution by the producer." (p.37)

According to Bowe et al (1992), in this exchange process, all parties benefit, as the *"market empowers, 'frees' the consumer and provides incentive for the producer."* (p.25) Whether the processes of choice, exchange, emulation, rivalry and substitution do or might operate in these ways in the education market remains questionable.

If markets are "the only game in town," then higher education in the UK will need to be much more sophisticated in its approach to consumers (Graham, 1997). Accordingly, HEIs would be better off embracing the market by:

"entering into the stylised product and image making, branding, life-style marketing, segmentation and niching, product development and total customer care culture." (Graham, 1997, p.7)

Ritzer (1996), in his study of marketing practice in America is more blunt in his criticism. He commented that:

"A major problem facing today's university is that, in comparison to many of the modern means of consumption, it is a decrepit mode of educational consumption." (p.186)

Drawing on Levine's (1993) study of undergraduates in thirty US campuses, Ritzer concludes that students want procedures, good service, low costs, accessible premises, polite and efficient staff and "high quality" education. To achieve this, Ritzer (1996) goes

on to say that universities will need to change rapidly and to borrow liberally from marketing and organisational strategies of banks and fast-food chains, so that:

“in postmodern terms, they come to be a pastiche of diverse elements derived from all of them.. thus the university of the near future (will be) even more postmodern than it is today.” (p.185)

Kotler and Fox (1985) have noted that it is becoming increasingly difficult for any post secondary institution in a capitalist society to maintain vitality, growth rate and a favourable image, without an effective utilization of a marketing strategy. The impact of financial constraints; increasing competition by other HEIs on a dwindling revenue; increased participation rate (especially by mature students) and the introduction of compulsory tuition fees are changing behaviours and relationships in different ways (Litten, 1980; Pelletier and McNamara, 1985; Kotler and Andreason, 1987; Pilkington, 1994).

Kotler and Levy (1969) argued that:

“the choice facing those who manage non-business organizations is not whether to market or not to market, for no organization can avoid marketing. The choice is whether to do it well or poorly, and on this necessity the case for organizational marketing is basically founded.” (p.15)

Although most HEIs engage in some kind of marketing (Kotler and Fox, 1995), there is reluctance to identify these activities as marketing or even the notion of *market* in any kind of education is seen as an “*anathema to many academics*” (Graham, 1997, p.2). Given that HEIs do seem to engage in marketing, it would be appropriate to research its impact in this sector.

Theory of marketing

Basic marketing methods and techniques

The main aim of marketing is to bridge the gap between an organisation and its customers (clients/consumers/publics) in a way that will be mutually beneficial to both parties.

Glatter et al (1993) emphasise that this gap exists because of variations in space, time, perception, values and ownership. So, a geographical or spatial gap exists when a producer of a product or service is located far away from its consumers.

Kotler and Fox (1995) maintain that the marketing personnel must identify key markets, employ market segmentation, analyse consumer behaviour, develop an appropriate product mix, and evolve strategies. It is suggested that all of these can be applied to education and would be highly relevant activities for HEIs. To this end, a number of strategic marketing planning models have been developed in the literature (Gray, 1991; Michael, 1994; Kotler and Fox, 1995). Figure 2.1. identifies those specific organisational tasks and activities to which marketing methods and techniques could be usefully applied, and includes the four key elements of the marketing mix, known as the 'four Ps'.

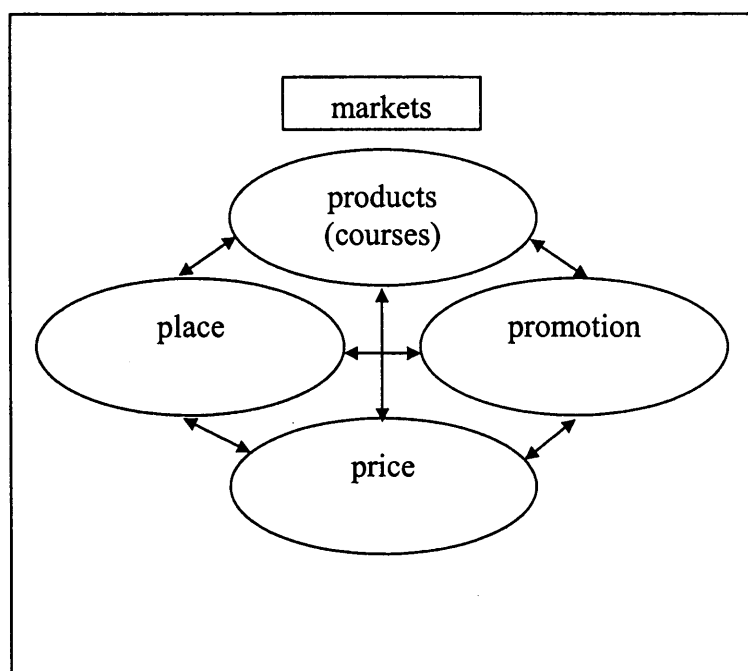


Figure 2.1. The elements of marketing mix (adapted from Michael, 1991)

Product mix

Product mix is the total of all offerings, goods and services of an educational establishment. There are three types of products identified by Kotler (1986): the core product (the core of education), the tangible product (branding and imaging) and the total product (service and

delivery). The teaching aspects form the core product, the relationship between faculty and students, the tangible product and all other services to students (grants, location), the total product. HEIs who have positioned themselves in terms of their unique strengths and the needs of their environment would enhance their effectiveness and reduce inefficiency, and duplication, if they raise public awareness of their products.

Place mix

Enhanced institutional image to give maximum impact to visitors and internal customers is an important consideration of “place mix.” Clear internal and external signposting, good lighting, improved car parking facilities, improved reception and foyer areas, improved organisation of enrolment procedures and open, clean and attractive restaurant facilities are now more commonly witnessed among the various HEIs (Kotler and Fox, 1995). Gray (1991) points out the need for making the intangible services more tangible by *“associating them as specifically as possible with a distinctive space”* (p.105) and what Kotler and Fox (1995) call paying closer attention to *“atmospherics.”* (p.345)

Price mix

Price is considered to be a key determinant of economic activities. What goods or services are produced, how they will be produced and for whom they will be produced are features of a price mechanism (Stanton, 1981). These are important management decisions as they have a direct effect on an organisation’s revenue, returns or rewards over a period of time. It is made up of strategies and tactics linked to achieving marketing objectives.

The managers need to understand the potential constraints of a pricing programme. Gray (1991) considers the two main constraints of a pricing policy are to do with resolving two tensions - whether the policy ought to maximise take - up or to emphasise selectivity?; or should it be developed to recover (most) costs or to maximise surpluses? (p.96)

Burton’s (1998) research on the cost of an undergraduate Initial Teacher Education course concludes that *“..all courses, indeed all activities within an institution, will need to be carefully costed.”* (p.268) Presumably then, these decisions are more likely to be based on:

- a) having systems in place to collect hard data and
- b) having the commitment of the management personnel who can act strategically on the market information received.

Promotion mix

Promotion is the combination of communication strategies to present the product or service. The variables of the promotion mix are shown in Figure 2.2.

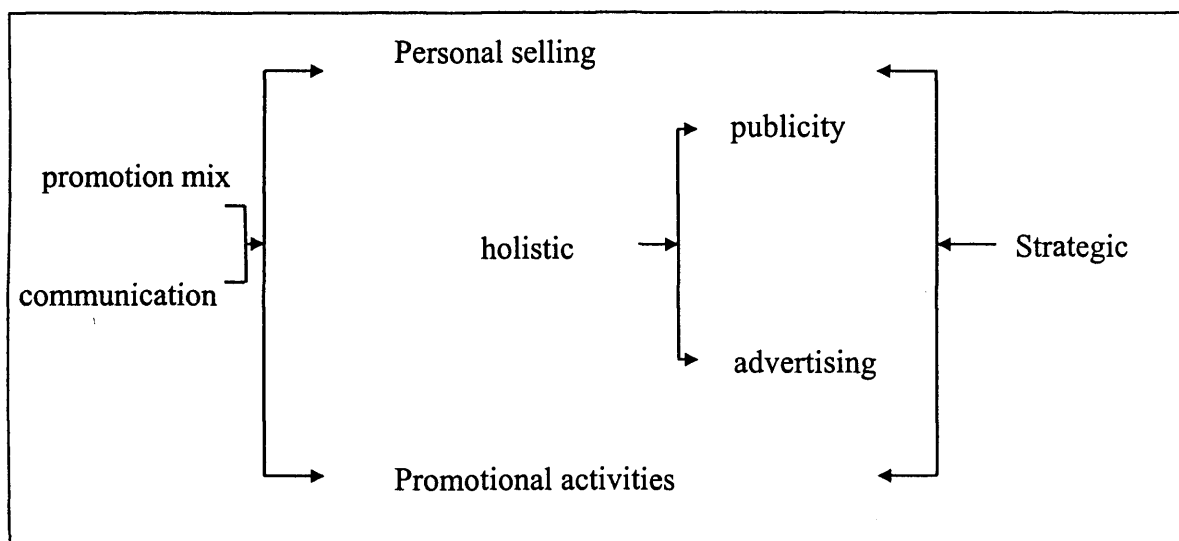


Figure 2.2. The variables of a promotion mix (adapted from Michael, 1991, p.32)

The projection of an HEI as a highly desirable commodity is an important promotional activity involving “*branding, market segmentation, carefully designed products for market niches and building institutional image and customer loyalty.*” (Graham, 1996, p.19)

Gray (1991) described a promotional mix as “*the relationship between advertising, promotional events, publicity materials and personal selling needs*” (p.132) and that the promotional plan needs “*to be properly managed.*” (p.133) Gray (1991) has added another “P” (People), to emphasise the central role of people and Kotler and Fox (1995) have extended this concept to “7 Ps” in the context of non-profit organisations by adding process and physical facilities.

Figure 2.2. shows that the main functions of an institution's promotion mix are to inform and persuade the public of its products in a strategic manner. Promotion may attempt to overcome customer ignorance by providing information concerning the institution, its courses and all its varied activities and services. It may also attempt to overcome customer inertia by using persuasion to create a favourable psychological association between the institution and its various customers. However, both these promotional functions have to be distinguished clearly when formalising promotional objectives.

Many HEIs have become increasingly aware of the need to diversify their communication systems (Duncan, 1983). This has led institutions to look at the evidence of student motivation and decision making and to target such groups earlier on in their decision making process. Furthermore, many HEIs have developed a communication plan to aid this process with appropriate 'messages' and design activities to reinforce and aid selection (Duncan, 1983; Michael, 1991). Kotler and Fox (1995) suggest that each stage of the promotion strategy be linked and integrated to specific actions or steps, and to set up techniques for evaluation and follow-up. This model (Figure 2.2.) can perhaps be expanded to identify the percentage of inquiries converted to applications, how many of the enrolled students graduated and to track their destinations.

In education, examples of personal selling and promotional activities are open days, school visits by the admissions tutor and advertising through the media, publications or the internet. Michael (1991) thinks that, although promotional strategies have been commonly used by HEIs, their "*integration, co-ordination and evaluation*" are rare in HEIs (p.33). Central to this strategy is the management of institutional budget allocations and cost-benefit analyses of this function. Effective promotional activities rely on being well planned, adequately funded, structured and timed (Kotler and Fox, 1995).

Strategic marketing process

The marketing literature suggests that good practice in managing the planning process involves a coherent, staged approach, to establishing the current market position, setting objectives and formulating strategies (Kotler, 1986; Gray, 1991; Devlin and Knight, 1990). Marketing is a process that can provide techniques for making complex management decisions in an exchange-dependent environment. The strategic marketing process is thus an aspect of an organisation's strategic management process.

Models of the Marketing Process

Models of the marketing process vary from author to author (Michael, 1991; Kotler and Fox, 1995; Holmes, 1996; Williams et al., 1997; Davies and Ellison, 1997). Cowell's (1984) model suggests that an organisation which is market-focused in culture will have these characteristics:

- an “attitude of mind” which locates the customer as a sovereign;
- existence of structures and systems in place to drive the marketing process;
- the use of an array of techniques to support these processes;
- the use of a range of promotional methods tailored to the market.

The implication of this model is that the organisation that has a clear marketing orientation is identifiable by the presence of all four of the characteristics suggested by Cowell (1984). Michael (1991) has incorporated in his model, see Figure 2.3, the environmental factors that are likely to impinge on the marketing activities of an institution.

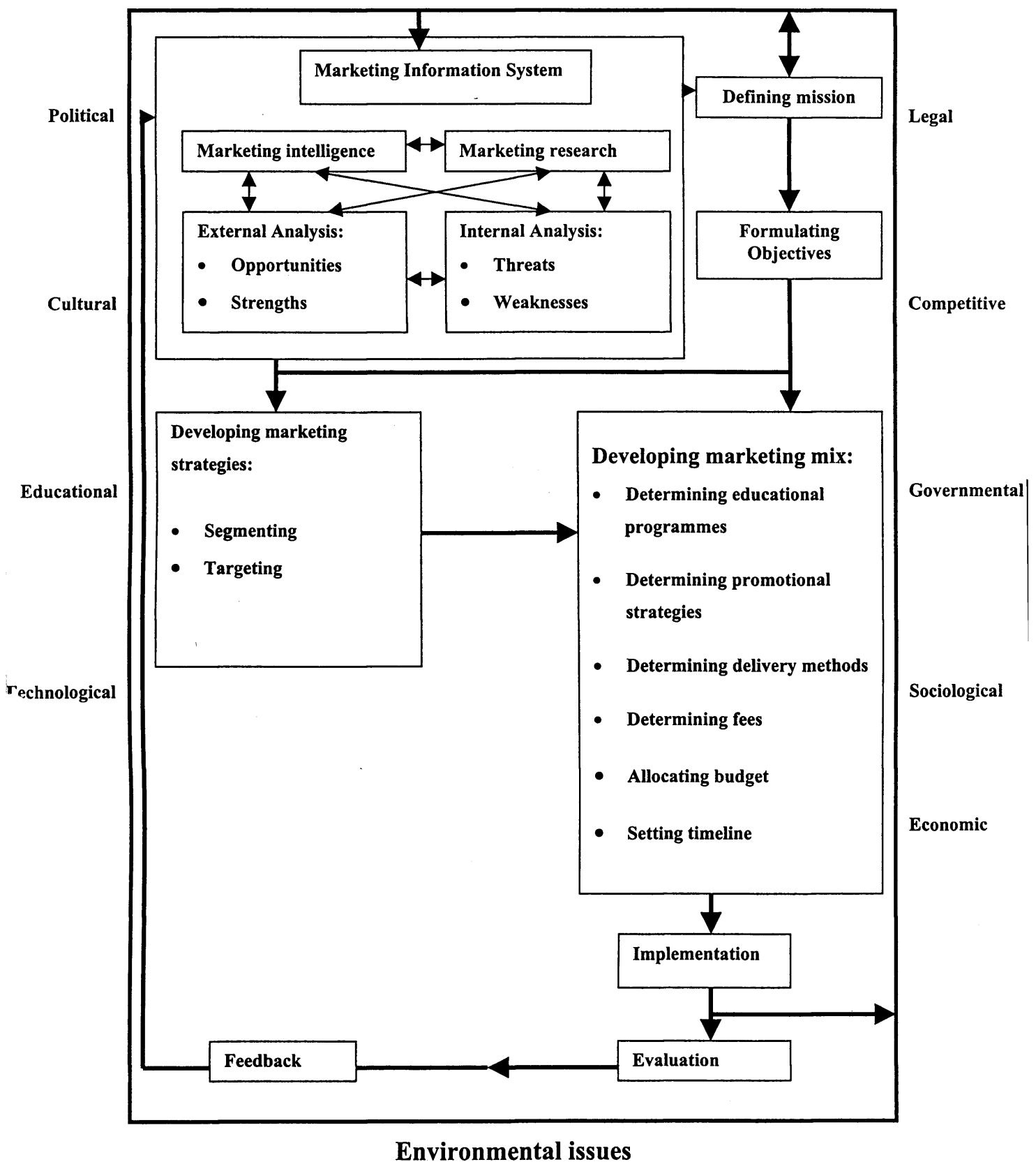


Figure 2.3 Marketing process in the educational sector (adapted from Michael, 1991, p.42)

The main features of Michael's (1991) model are discussed below:

The environmental factors – these are the external and the 'uncontrollable factors' (as presented in the Gilligan and Rowe (1995) model on p.164). Each of the social, technological, economic, competitive and political factors has an impact on the functioning of an HEI. For example, shifts in attitudes of people, changes in student demographics, and changes in student expectations have far reaching consequences for HEI managers. It seems that few HEIs can afford to be complacent about the advances in technology that have revolutionised life-styles and the likely influence on curriculum content and delivery in HEIs. The economic position of the nation may also affect all HEIs, as does the level of competition faced by an HEI. Both need careful assessment for institutional survival. The legal and cultural forces may affect any level of marketing process. For example, there are laws regulating competition, product development, pricing, promotion and distribution of products and services.

Marketing Information System – the task of a marketing information system is to provide information about threats and opportunities by scanning both the internal and external marketing environment and help to bridge the gap between the HEI and its environment. Whether or not an external factor is viewed as an opportunity or a threat depends on the steps taken by managers to convert the threats into opportunities. Marketing research focuses on systematic design, collection, analysis and reporting of data related to marketing (Kotler and Fox, 1995). Most HEIs have officers charged with the responsibility for conducting institutional research. However, Ingersoll (1988) criticises some institutions for lack of optimal utilisation of the data generated from their institutional research efforts. All the phases or stages of the marketing process are affected by these data, so institutional effectiveness may be dependent upon the information gained through the on-going situational analysis that the institution conducts on its environment.

Formulating objectives – specific goals are developed from the organisation's mission and, from these goals, even more specific marketing objectives are established. The success or failure of an institution may be influenced by such factors. The development of objectives also gives the criteria for developing a plan for evaluation.

Targeting consumers – most HEIs are realising the need to target specific customers and do so through market segmentation, identifying targets and positioning one's product

(Michael, 1991, p.48). It seems from the limited evidence in the literature that much more work is required by HEIs in targeting strategy.

Marketing mix – this is the next stage in the marketing process and is followed by implementation and evaluation stages. Kotler and Fox (1995) reinforce the need to have the right people doing the right things at this stage. Implementation is not restricted to any level, department or faculty, as all levels within the HEIs are involved in this exercise. The same applies to evaluation and feedback.

Duncan's (1983) model (Figure 2.4) provides an illustration of the two levels of marketing interaction: (a) macro-level: those political, social, technological and economic factors that will influence the release of resources for the educational purposes and (b) micro-level: the organisational activities and processes harnessed to meet the externally derived influences, opportunities and needs.

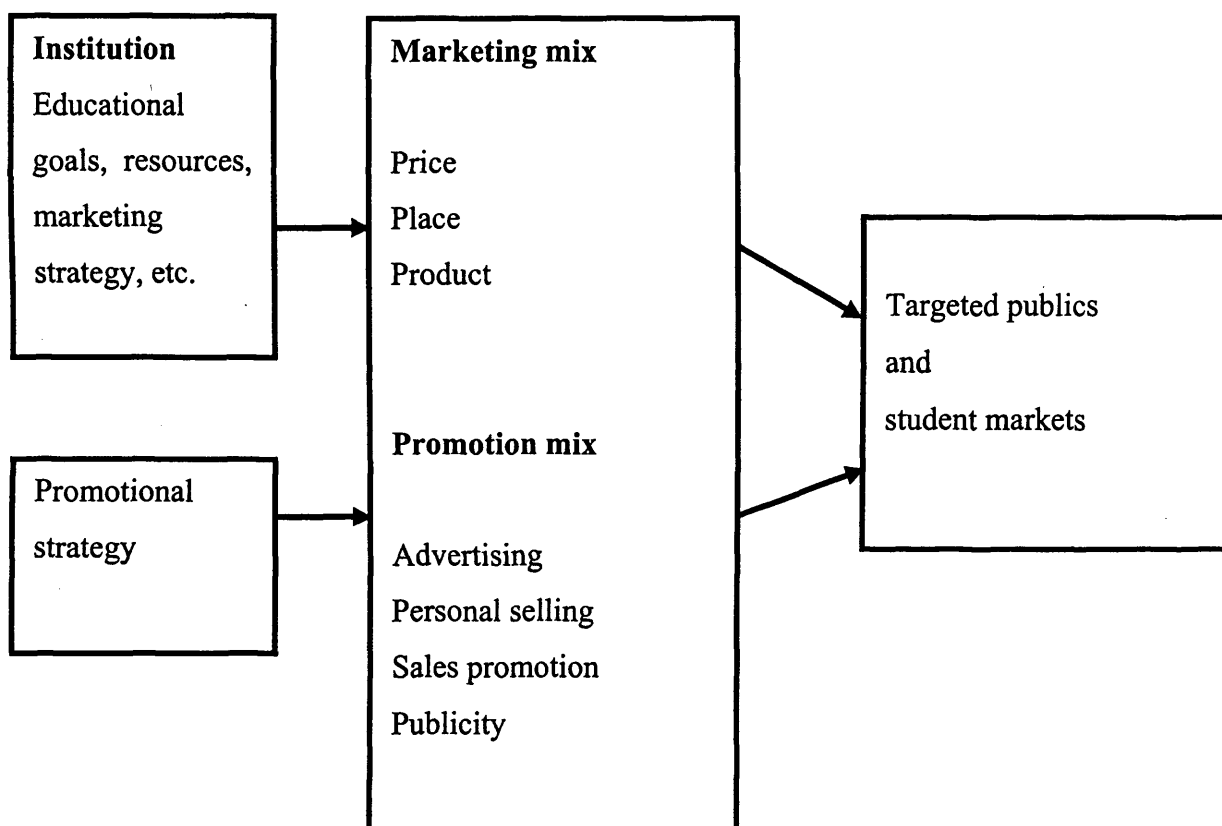


Figure 2.4 A simplistic model of the marketing process (adapted from Duncan, 1983, p.50)

The models presented are problematic in that they assume a high degree of rationality. For example, the importance of mission statements and objectives is overplayed in some HEIs. Earwalker (1991), in a survey of Polytechnic mission statements, found them to be no more than “*empty phrases*” and full of “*hurrah words and boo words.*” (p.14) Maden (1990) warns against the dangers of high gloss marketing in search of a “*quick fix.*” (p.26) West-Burnham (1994) adds caution in using models which may be normative or abstract and not based on “*extrapolation of successful practice.*” (p.84)

It may also be that the models give an impression of being limited by: time (short term vision of managers as opposed to long-term); by people (constant flow or static/ assumption here of new blood or not); reactive or proactive (e.g. dependent on the mercy of national political policy changes); accepted or not (by the stakeholders, if involved to do so?). The hypothesis, whether political overtones may or may not have an influence on the planning or consultation process when developing any kind of a “model,” remains to be tested. West-Burnham (1994) notes:

“ The planning process is much more likely to be a political process dealing in ambiguities in order to obtain necessary support.” (p.83)

Bush (1994) comments, “*ambiguity theories stress uncertainty and complexity in organisations.*” (p.45) This adds further doubt of accepting a model at face value, which may be presented as a static, incremental flow of events, one linked to the other. In reality, the dynamics of an institution can be varied, flexible, unstable or even unpredictable.

What is important from the literature, it seems, is the apparent need for an institution to understand itself and the environment in which it operates. It may be necessary, for example, to consider amending the mission statement as new opportunities or situations arise (Port and Burke, 1989).

Organisational structures, process and marketing

If marketing has usefulness in education, its success can apparently be gauged if it can be integrated into the structure and organisation of an educational institution. There is little consensus in the literature as to what model of organisation can adequately describe a

university or what could constitute an appropriate model of management in the educational context (Becher and Kogan, 1992; Clark, 1984).

Management support

The importance attached to management support and a proper organisational structure is evident in the marketing literature. A number of authors have pointed to the need for top level management involvement to embrace marketing concepts and to actively communicate these to all levels within the organisation (Kotler, 1986; Caldwell and Spinks, 1992; Gray, 1991). The need for an overall co-ordination of activities by specific personnel of senior ranking is further considered important for success (West-Burnham, 1994).

According to Mellot (1978), successful implementation of a marketing strategy requires that:

“all the activities...must support the strategy...But the action of ...people, and company style and culture must also be consistent with one another.”
(p.619)

Whatever the concept of marketing, be it seen as strategy, or as sales or as public relations, commitment to ownership by the staff has to be effectively managed (Smith et al., 1995). Promoting institutional values and commitment through a collaborative work force are also considered central to effective management:

“Internal marketing ensures that staff are committed to the values of the institution and therefore agreed as to the messages that they give intentionally and unintentionally to external groups.” (Coleman 1994, p.367)

Effective educational organisations are well led (Caldwell and Spinks, 1992) and are structured flexibly (Bush, 1994) to enable them to respond appropriately to a constantly changing scene. O'Neill (1994) argues that individual schools and colleges operate in a market environment and have to be responsive to the demands for survival, and the ones with *“a clearly defined and strongly articulated organizational culture”*, expressed through a *“code of conduct”* are the best placed market-oriented organisations (p.118).

Responsiveness

Bartlett and Le Grand (1993) consider the *responsiveness* (of providers and purchasers) to be one of four key criteria in judging institutional quality. Where an institution is *“unresponsiveness to the concerns of their clients”* (ibid. p.15), there is likely to be less *“productive efficiency.”* (ibid. p.16) They go on to state that in order to achieve the goals of improved responsiveness, institutions like hospitals and schools, may have to be far more open and responsive to their publics, in that, the institutions will need to:

“meet certain conditions.... providers and purchasers need to have access to accurate, independent information, providers primarily about costs, and purchasers about quality.” (p.33)

Marketing services

The literature on marketing refers to the unique nature of providing services to customers and draws attention to the problems encountered in the marketing of services. According to Ritzer (1996, p.186), there is a *“revolution in the way we consume,”* where the availability of goods and services are produced anywhere in the world *“24 hours a day, 7 days a week, 365 days a year.”* (P.186)

If HEIs are considered as a means of educational consumption, then the services offered to the customers, argues Platter (1995), will need to adapt to these new realities of a *“constituent-based service industry or profession.”* (p.25)

Levine (1993) sums up the needs of students as consumers as follows:

“All they want of higher education is simple procedures, good service, quality courses, and low costs...They are bringing to higher education exactly the same consumer expectations that they have for every other commercial enterprise with which they deal.” (p.4)

Successful marketing services are built around the qualities which promote good leadership and customer service. Gray (1991, p.59) suggests the need to use research to determine customer service through:

- researching the markets and their segments;
- examining the aspects of institutional responsiveness such as customer satisfaction;
- resolving specific marketing problems

Kotler (1986) identified periodic surveys, suggestion boxes and complaint handling systems as devices to gauge student satisfaction. Michael (1991) has identified the following characteristics that need to be considered in the marketing of a service in a non-profit organisation – intangibility, inseparability, variability and perishability (p.58), with all having unique problems when applied to educational marketing.

Education is intangible in that it cannot be seen, tasted, felt, or smelled before it is purchased. The provision of educational services cannot be separated from the provider and the quality of these services also varies with the mood, energy, and enthusiasm of the provider, and above all, these services cannot be inventoried, as the services are consumed at the time of their production. (Rushton and Carson, 1985; Michael, 1991) Perhaps strategies utilised by industry to reduce these problems may have applicability to HEIs, for example, the introduction of a logo may raise the tangibility of the services provided by an institution.

Relationship marketing

Drawing on the commercial sector, the concept of “relationship marketing” has entered into the famous, four, five or seven “P’s” features of marketing (James and Phillips, 1995). The short term transactional feature of the marketing mix and the four “Ps” of marketing have been criticised by Payne et al (1995). They suggest that the marketing mix concept is more to do with establishing longer-term relationships with customers rather than meeting existing short-term needs.

Gronroos (1990) defined relationship marketing as follows:

“The purpose of marketing is to establish, maintain, enhance and commercialise customer relationships so that the objectives of the parties are met. This is done by mutual exchange and fulfilment of promises.” (p.4)

The notion of Kotler’s (1986) exchange relationship is still in existence in this definition, but the concepts of nurturing relationships (Stokes, 1996), market networks (Palmer, 1995), supporters and partners (Payne et al, 1995) dominate in the above definition. Stokes (1996) considers the advocacy of “partnership” to be implicit within the relationship marketing and states that this is more *“in tune with the language of schools’ managers.”* (p.94) Glatter (1996) is in agreement with this notion and states:

“this (partnership) concept is much more in tune with traditional notions in education of viewing students and parents as partners rather than customers.” (p.12)

Stokes (1996) has developed a conceptual model for primary school marketing by adapting those distinctive factors which make marketing different in the public sector. The distinctive factors which make marketing different in the public sector are to do with the contextual setting, schools are compared to the private sector and fall into the “Small and Medium Enterprise”(SME) sector. The relationship concept in linking marketing with the HE sector could offer new and exciting opportunities for further research.

The higher education system in any society is a function of the economic and political conditions of that society. The stage of economic growth seems to affect the level of resources available for the higher education system. These issues are discussed in the next section.

The economic and political influences on higher education

As higher education has grown, so have the demands it makes on society for resources and the corresponding expectations which society has of the benefits it can offer in return (Becher and Kogan, 1992). The notion of systems of HE, according to Becher and Kogan (1992), consists of *“diverse and distinct components...with its own internal logic.”* (p.1)

The 1987 White Paper *"Higher Education: Meeting the Challenge"* made clear the new direction HE must pursue in order to contribute to the development of an economically stronger and more competitive Britain:

"Higher education has a crucial role in helping the nation to meet the economic and social challenges...Higher education should...

(a) serve the country more effectively;

(b) have closer links with industry and commerce and promote enterprise;....

and that:

The government and its central funding agencies will ..encourage approaches by higher education institutions which bring them close to the world of business." (p.iv)

Eurich (1981) considers that:

"perhaps even more formative than economic aspects in influencing higher education systems is the political structure and stance of the government"
(p.7)

and that :

"higher education systems, in overall structure, mirror the political form of their countries." (p.28)

Maynard (1982) believes that the higher education system depends largely on the ideological stance of the government. He identified the two competing ideologies found in every society as collective/socialist and market liberal. The former to allocate resources regardless of the ability of the recipients to pay, the latter to allocate on the basis of the ability to pay.

The role of Higher Education Institutions (HEIs)

HEIs are not only influenced by the political/economic structure, but also by the perceived role of education in society. The 1988 Education Reform Act set the scene for a radical overhaul of both the organisation and the philosophy of HE. Successive legislation, and a

White Paper on *"Education and Training for the 21st Century"* (DES, 1991), seemed to transform post-secondary education in a substantial way.

Within HE there has also been as radical a change. MacLure (1989) remarked:

"The idea of universities as independent centres of learning and research, capable of standing out against government and society...informed by learning and protected by the autonomy of historical institutions, is discarded. Instead universities are made the servants of the State and its priorities...are to be used in the attempt to create a nation of enterprise and to discredit the "dependency culture" associated with the forty years after World War II." (p.95)

Barnett (1990) argues that, in recent years, HE has been "swept up" by the State, so much so that a large amount of what goes on is now prescribed. He comments:

"Having expanded the system very rapidly and dramatically, (the state) came to have doubts about both the economic value of higher education and, in the wake of the radical movement, its wider social value. The state turned to maximising its investment in higher education...

There is a new emphasis on value for money, accountability, planning, efficiency, good management, resource allocation, unit costs, performance indicators and selectivity and reduced opportunities for tenure." (p.26)

Within the context of primary education, Circulars (DFE, 1993b) have explicitly limited the role of HE. Furlong (1996) considers that the role of ITT providers in the future is more than likely to be *"narrowly focused, functional and technical with HE playing a more limited role than in the past."* (p.153)

The concept and the role of marketing in HEIs

Marketing Systems

i) State-market system of higher education

The history of higher education shows that no one system, state-administered or market driven, is static. It seems that the higher education system in UK may be shifting from publicly funded and controlled towards what can be described as a user pay system. Although the British government still accords a high priority to education, government grants have not kept up with the needs of HEIs. Unless some positive economic upturn occurs, budget constraints may continue to be part of the experience of these HEIs in the future. Discussion next of some of the marketing systems seems pertinent to marketing and ITT.

Clark (1983) offers a classification of HE systems which he describes as a continuum of the unitary or unified state administration to market linkage. In this model, allocation of resources, including educational opportunities, may be carried out by the state, or alternatively, be left for the market to decide. The position of any country along this continuum is not static but dynamic (Clark, 1983).

Clark (1983) has identified three market scenarios in higher education - consumer markets, labour markets and institutional markets. Briefly, in consumer markets, "*people normally exchange money for desired goods and services*" (p.162), in labour market, individuals offer their skills, capabilities and energies for money, and in institutional markets, there is exchange among institutions.

The central importance of the customer is emphasised in marketing. Clark (1983) invites us to conceptualise higher education in consumer markets term. In the context of higher education, students and the TTA may be conceptualised as customers and therefore has relevance to this research. Students may be seeking a benefit like paper qualifications or new skills from higher education. HEIs in response, attempt to satisfy customers' requirements through a customer-focused service provision. In the market, for example, Thomas (1994) states that decisions made by customers are '*decentralised to the individual*' (p.43), and it is up to each person to choose whether or not to engage in the exchange process which the market provides. The TTA is considered to be an external customer because it provides the funding to HEIs running ITT courses. However, according to Mahony and Hextall (1997), the TTA has also played a strategic role in shaping the teaching profession and this gives it access to '*power structures*' (p.270) to '*control considerable cultural capital*' (p. 270) within the education sector. This implies

the need for mutual understanding and cooperation between the service providers and their customers.

ii) The reality of a market system for HE

Consumer markets, labour markets and institutional markets can exist under different market conditions (Michael, 1991). These market conditions are of two types - the perfect market and the imperfect market. The imperfect market conditions are further subdivided into monopoly, duopoly, oligopoly, and monopolistic competition and regulated competition. A perfect market requires many institutions of HE, operating in a completely free atmosphere (e.g. free entry and exit from sector).

Standard economic text books use the term *perfect* market to describe such conditions as competitive, allowing providers and consumers freely to enter or leave the market, have information on all the available choices and there must be an opportunity for profit-making. In real markets, imperfections exist, with limited information, barriers to entry and exit, and there are circumstances where these become severe and require regulatory intervention (Thomas, 1994).

A two-dimensional model for classifying all systems of HE is put forward by Michael (1991) and is illustrated in Figure 2.5.

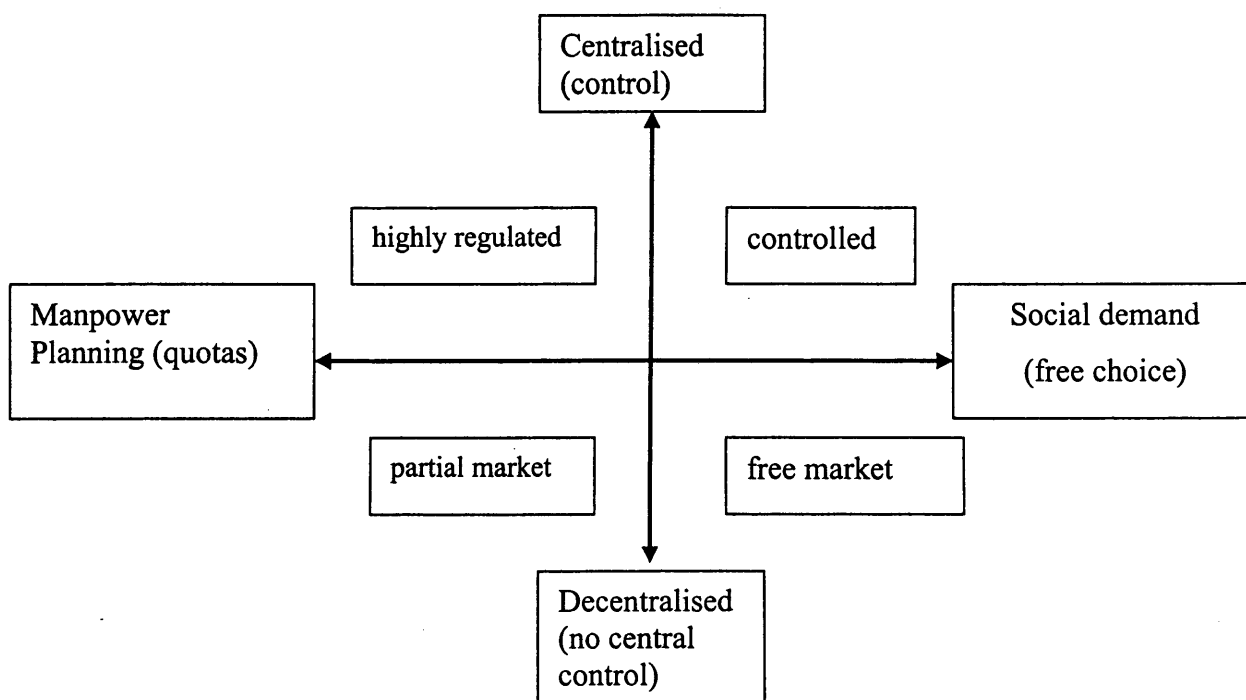


Figure 2.5 Types of market systems of higher education (adapted from Michael, 1991, p.66)

Only in the first quadrant (upper left) in which all decisions concerning matters such as the fields of study, the number of students and the type of institution are centrally made with no reference to consumer choice, can it be said that there are few or no market conditions. Only in the fourth quadrant (lower right) can the system be described as free market (free competition) system of higher education. The rest are either partial market or controlled competition types of market systems.

Thomas (1994) defines four ideal types of allocative mechanisms: what the society decides upon how much education it requires, what is to be provided, who is to provide it and to whom. He argues that it is the interrelationships of these allocative mechanisms which shape the production and distribution of educational resources in what is a mixed economy that needs to be understood and *“requires an eye to the detail in terms of their interrelationships.”* (p.42) Thomas (1994, p.41) states that:

“Debates juxtaposing the “market” against some alternatives are seen as over-simplistic. Instead, what is required is the more complex resolution of the balance(s) to be struck between the variety of means by which education services are produced and allocated in our society.” (p.41)

In a completely free market situation, HEIs perhaps would be responsive to and accountable only to the paying customer. The market for education is not free, but distorted by statutory controls and criteria for admission to HEIs which are other than financial. Scott (1989) stresses the importance of making the marketing process much more open and accountable:

“Market accountability can only be made to work by drastically simplifying the process and indeed the essence of education.” (p.19)

In addition, Scott (1989) comments that professional educators would experience difficulties in being entirely accountable to the customer in the market:

“No one seriously argues that teachers, doctors or engineers...should be unaccountable to those they ultimately serve. But it may be that this essential accountability is best captured within a web of professional obligations.”
(ibid.)

The merits and limitations of a market system in higher education are explored in the following section.

The merits and limitations of market systems for HEIs

The market system of HE has been criticised on several grounds, many of which are at the ideological level (Michael, 1991). Some of the criticisms are based on ethical values of the market system in education, and Michael (1991) goes on to consider the following issues in detail:

- Creation of competitive capitalism
- Excessive fees based on spurious consideration of qualifications
- Inequitable distribution of access to HE
- Use of voucher system

Plant (1990, p.10) argues that markets cannot be unjust because *“there can only be distributive injustice where there is a distributor.”* He presents the case for positive rights in terms of an entitlement to resources and that the state should finance these entitlements. As to the formal means of providing them, however, this could be through competition by institutions in the public and private sector (Plant, 1990, p.29).

Kotler and Fox (1995) argue that the application of marketing strategies by HEIs gives an edge in enhancing institutional image, and greater success in meeting the aspirations in their mission, compared to where there exists an unsophisticated marketing strategy. In the past, higher education perhaps tended to enjoy generous resources and excess demand and the need to market “education” was a lower priority. The marketing techniques employed in the 1980s improved institutional responsiveness by HEIs; they offered improved institutional responsiveness through better information input and better means of communication (Kotler and Fox, 1985).

Michael (1991) reports on Miklich’s (1981) study of how one community college increased its enrolment by eleven per cent because of a comprehensive marketing programme. There are limited studies available in UK to show if a statistically significant positive relationship exists between marketing and enrolment levels or what the outcomes are for those HEIs slow to adopt an intensive marketing programme.

Smith, Scott and Lynch (1995) have completed a wide scale research of how marketing is defined and organised in British universities and colleges, as compared with other service sectors. Their findings show a tension between the aspirations of marketing departments to focus on key marketing decisions and the stance maintained by traditional values and professional practices.

This tension, they say, is *“exacerbated by the failure to clarify the aims of marketing in further and higher education.”* (p.109) The main conclusion of their research is that there is a mixed economy of marketing practice amongst the HE and FE colleges. Basically, the two models proposed of how institutions approach marketing are the: *“integrated marketing”* and *“devolved marketing”* models (p.110).

Given the diversity of HEIs with equally diverse “products”, different external environments, different internal cultures, hierarchies of institutional prestige and diverse marketing approaches, no standard models of good practice can therefore be identified. This accords with the multiple definitions of marketing itself.

The impact of marketing on ITT

Context

The presence or absence of several indicators of marketing practices in an institution can reveal the extent to which the institution has adopted marketing concepts and practices. Drawing on the marketing literature, these indicators are:

- adoption of marketing philosophy
- appropriate organisational structure, culture and flexibility
- senior management involvement
- customer identification
- sufficient knowledge of marketing concepts
- staff commitment (Faculty/School of Education)
- marketing research
- marketing strategies
- comprehensive marketing plan

- resource commitment
- evaluation of marketing strategies and activities
- marketing course and management

After the formal planning process, HEIs can plan for implementation strategies. Kotler and Fox (1995) have identified three key marketing strategies that involve: targeting; positioning and marketing mix, which are considered here.

i) Target market strategy to attract students

Specific segments of student population are the focus for this strategy in order to maintain a limit on spend of total budget, staff time and other resources. It is therefore important to have a thorough understanding about the characteristics of current students, consumer decision-making processes, demographic trends and the impact of macro-environmental changes (Kotler and Fox, 1995). No one strategy is superior in all circumstances. The HEIs need to consider what their strengths are and position themselves to attract the segmented population.

Institutions must understand the decision-making process of applicants and understand how their strengths and weaknesses fit in with this. Wakerly (1997) found that an inability to provide accommodation for first-year students may lead to a more localised recruitment strategy and a particularly good employment record may be highlighted in promotional material. It is generally accepted that a potential student's choice of institution is a combination of academic and non-academic factors.

Course content is consistently ranked as the most important factor affecting choice of institution (Allen and Higgins, 1994;). According to Foskett and Hesketh (1996), the other factors which rank consistently highly are:

- guarantee of accommodation;
- quality of teaching;
- entry grades;
- graduate employment prospects;

- social life
- location and
- general atmosphere of the university or college.

The least important factors amongst potential students in Wakerly's survey (1997) were:

- students who come from a mix of ethnic backgrounds;
- institution based on one campus;
- knowing someone there;
- emphasis on vocational courses and
- welcomes mature students.

Wakerly (1997) goes on to state that many potential applicants see current students at the institution as the *"most credible vehicle for messages... past students, teachers and directors can [also] carry a lot of weight."* (p.6) Interestingly, these features were important to both those who chose to come to the university and those who rejected it.

These findings suggest that HEIs need to identify which people and publications/media coverage are most likely to affect the decision-making processes and plan the targeting and nature of marketing activity. Teachers are considered to be key people *where "relationship-building activity"* (Wakerly, 1997, p.7) can be targeted, in addition to publications and events. A poor visit experience or no visit to a university was often cited by rejecters.

ii) Competitive positioning

Positioning involves identifying possible positioning concepts for each target market, and then selecting, developing and communicating the chosen positioning concept through a carefully designed marketing mix. Institutional image is the *"sum of beliefs, ideas and impressions"* (Kotler and Fox, 1995, p.239). A number of indicators have been developed to measure the "image" of an institution (Kotler and Fox, 1995, p.232), and should not be under- or over-rated in developing the best image for the advantages it might bring.

iii) Marketing mix strategy

A brief discussion previously about the elements of the marketing mix (“4Ps”) indicated that these are the common strategies used by HEIs to attract potential customers and to promote themselves. A different marketing mix may be required for each selected target market. Kotler and Fox (1995), for example, describe how a Spanish department of an HEI developed a specific programme to attract Hispanic women, and how the institution could be sensitive to the special needs of these women. The admissions office has a key role in determining how all the features of an institution, for example, its courses, its price structure, its location and attraction of the campus, and its image, can be effectively communicated to prospective students in a *“timely, interesting and accurate manner.”* (Kotler and Fox 1995, p.403)

iv) Attracting and retaining students

Many HEIs tend to have an action strategy for attracting students (Kotler and Fox, 1995) and tactics, procedures and responsibilities identified for successful admissions (The Open College, 1992). Some of the features include:

- Dealing with applicants - requiring smooth procedures for responding to enquiries. A well trained and well-briefed admissions-office staff offer the first point of contact who can respond promptly and thoughtfully to requests for information.
- Processing applications - the admissions system is heavily dependent upon a schedule of activities to be completed in a fixed-time-scale. The most busy periods are in August and September when the A level results appear and there is frantic activity in managing the confirmation and clearance activities which follow.
- Interviewing - with the expansion of HE in recent years, it has become necessary to interview a smaller percentage of applicants for non-teaching courses. All ITT undergraduate courses leading to a teaching qualification (QTS) require applicants to have a face-to-face interview at the requisite HEI. This is in addition to organising visiting/touring events to the campus, meeting ITT staff; evaluating and analysing feedback about how and why students choose a particular institution and their personal experience of interview, and organising visits to local schools and other promotional activities to “talk-up” teaching as a career.

- The marketing and admissions functions overlap - hence ITT tutors, admissions staff, the registry staff and the marketing staff have to work close together. According to the Open College document (1992, p.43), marketing activity is most effective when an institution can:

- I. Define its “product”.
- II. Define its market(s).
- III. List its various types of customer and their needs
- IV. State clearly where its customers come from and how they came to apply to the HEI.
- V. Understand the expectations of those admitted.
- VI. Analyse the performance of existing students.
- VII. Identify fairly closely possible new markets.
- VIII. Use feedback - positive and negative, gained formally and informally - to modify both marketing and the provision itself.

Kotler and Fox (1995) give an example of how an American university integrated its admissions, financial aid, retention and advising services into a division of student affairs which implemented its strategy through a marketing framework. If such changes could be feasible, that is, of organisation structure (e.g. change of senior management or combined departments) or culture (e.g. through retaining old staff or employing new) or organisational activities (e.g. upgrading of computer technology for classroom presentations), then it is more likely that the integration of marketing with ITT can be successful.

The ITT providers are starting to assess more carefully the impact of customers’ needs and market analysis. But the studies in the FE sector by Smith et al (1995) and Foskett and Hesketh (1996) imply that there are gaps in the provision of staff expertise in managing marketing intelligence.

This picture may well be true in the higher education sector which provides ITT where academic tutors tend to have a limited understanding of the marketing philosophy and its specific links with ITT provision. So one cannot assume that there is a simple model of marketing and ITT linkage or indeed, one common practice in the HE sector.

v) Improving student recruitment and retention

Kotler and Fox (1995, p.395) have identified the following steps to be important in the student - recruitment process:

- Identify enrolment problems and needs in relation to resources and mission.
- Define enrolment goals and objectives in line with institutional strategy.
- Conduct research to segment the potential student market, to identify target markets, to understand decision process and to determine market size and potential.
- Determine the marketing strategy for recruitment, including the target market(s), marketing mix and marketing expenditure level.
- Plan and implement action programmes.
- Evaluate results and procedures, including cost-effectiveness of recruitment efforts and satisfaction of enrolled students.

Those marketing-oriented HEIs which are well placed to attract most students seem to be the ones which have clear systems in place to monitor and assess the impact of data such as: entry and (later, exit) qualifications, completion and wastage rates and employer satisfaction of Newly Qualified Teachers (NQTs). But further research still needs to be undertaken in the following areas to ascertain the link between marketing and recruitment and allied activities:

- a) What strategies can be adopted to alleviate any mismatch of applicants and place?
- b) How can quality be maintained across B.A. (QTS) courses (where there are distinct age-phase courses like early years and later years)?
- c) How adequate are the information systems which enable admissions tutors to make good decisions?
- d) Is there scope for further staff development in dealing with a large number of applicants?
- e) How can HEIs providing ITT be more effective and efficient in dealing with the interviewing process? (ITT applicants legally have to go through an interview)
- f) Accountability to various stakeholders is now much more to the forefront, how is this going to be managed?

Kotler and Fox (1995, p.409) state that “*attrition rates vary greatly by type of institution,*” hence it is an important management function to retain students. Student satisfaction surveys may indicate a general level of satisfaction, but it can be difficult to measure actual satisfaction. Exit interviews are often conducted in some HEIs to identify problems, and wherever possible, options are offered to a student of alternative courses within the same institution or allowed a gap year, with a guaranteed placement on return.

Some of the steps in a retention programme identified by Kotler and Fox (1995, p.415-421) include:

- Commitment across the whole institution to student retention.
- Everyone who has contact with the student becomes part of the solution.
- Set up a retention steering committee to commit themselves to improving programmes and services for students.
- Assess the retention situation.
- Determine why students leave.
- Encourage an attitude of service to students.
- Establish a good student-institution match in recruiting and admissions.
- Facilitate the student’s transition into the institution.
- Provide counselling and advice.
- Create a caring, responsive environment.

vi) Organizational constraints

Organizations are run by people and this results in constraints and opportunities and the need to manage these effectively and sensitively. It is acknowledged in the educational management literature that change does not happen easily nor, necessarily, in the manner intended by its planners. As Fullan (1992) points out, change “*is complex, frequently arbitraryand rife with unpredictable shifts and fragmented initiatives.*” (p. 12)

Some of the constraints and opportunities within the admissions procedures in an HEI are closely linked and influenced by external and internal factors. These factors may be to do with:

- fitting in within the annual admissions cycle;
- awaiting decisions regarding TTA recruitment targets;
- staff turnover;
- training new staff;
- matching applicants to admissions' requirements;
- time-tabling tutors and interview dates over at least a two-term period;
- room booking;
- availability of head teachers;
- handling late applications;
- liaising with the B.A. (QTS) Course leader(s) on matching application numbers to subject studies.

The interview time scale, spread over a two-term period, is arduous, very labour intensive and tends to tie up far too many of the HEI's resources. Haslum (1993) has found that tutors are already busy managing the curriculum, so the added burden of interviews on tutors needs to be sensitively handled and carefully balanced. Haslum (1993) notes:

".....many of the implementation costs of the changes in the HE curriculum are, and will continue to be, hidden, as they fall not on senior management but on the people who drive the system and deliver the courses." (p.103)

Advantages and Disadvantages of Marketing Higher Education

Advantages

Many authors have argued that the application of marketing strategies is not only compatible with the HEIs, but that marketing also provides greater success in the fulfilment of the institution's mission (Kotler and Fox, 1985). Dalili (1982) pointed out that colleges and universities would benefit from market analysis because it provides:

"A clear picture of institutional resources and estimating the costs and projected benefits of entry into or expansion in new markets." (p.9)

Whether any long-term research has been conducted into analysing how marketing tools, such as image-making, have actually enhanced institutional image remains somewhat questionable. Advertising, as one method of communication has had some influence in parents' "*buying*" behaviour according to a study in a secondary school sector (Barnes 1993, p.89).

Kotler and Andreason (1987) suggest that marketing provides the means to improve the satisfaction of the institution's publics - both external and internal groups. Customer satisfaction has been proposed as a key criterion of effectiveness as shown by various research instruments designed to measure it. Examples of this tool include the one used by the Staff College's Responsive College Programme (Parkes and Thomson, 1994) and the one used in the Edmonton Attitude Survey (Davies and Ellison, 1991).

Howarth (1993) claims that many of the quality assurance procedures being urged on universities by government bodies are likely to be counter-productive.

According to Kotler and Fox (1985), the University of Pittsburgh increased both its pools of applicants and the quality of the students admitted through effective marketing. Cohen (1985) in his study observed that the University of San Francisco was able to enhance its image and identity through the application of marketing strategies.

Disadvantages

The main disadvantages cited in the literature (Litten, 1980; Davies and Scribbins, 1985; National Association of Headteachers, 1990; Gray, 1991), are attributed to a slow adoption of marketing programmes by some HEIs for these reasons:

- lack of understanding by senior managers, like heads of school/department, of what marketing is;
- the fear that marketing may lead to unhealthy competition - a misconception held by many academics according to the literature survey conducted;
- the thought that marketing may not be compatible with the educational mission - this concept needs to be tested to seek its validity;
- the concern that marketing may lead to a waste of resources - but if marketing is a people-oriented and student-oriented concept, then this theory does not seem to be water tight.

It appears that some of these criticisms have been addressed in the literature of marketing in education. For example, to stem the fear of more extreme forms of cut-throat marketing, the National Association of Headteachers (1990) has published professional codes of conduct. Nevertheless, the future trends and impact of the market on equal opportunities, present the “*most daunting challenge*” for research in this area (Glatter et al, 1993, p.92).

Seddon (1997) expresses concern about inequality and institutional bias resulting from “*market organisation.*” (p.170) Ball (1993) argues that marketising reform is a “*class strategy which has as one of its major effects the reproduction of relative social class (and ethnic) advantages and disadvantages.*” (Ball, 1993, p.171) Are the UK reforms then producing cycles of educational consumption in which the “haves” are systematically advantaged over the “have nots”? (Ball et al., 1994).

Graham (1997) proposes that H.E. must project itself as a highly desirable commodity through “*branding, market segmentation, carefully designed products for market niches and building institutional image and customer loyalty*” (p.19) if it is to come out of the trapped “*anachronistic image*” (ibid.) of itself. He goes on to argue that many remain intransigently opposed to the very notion of a market in H.E. “*despite the de facto hierarchy of institutions in the consumer literature of league tables and student guides.*” (Graham, 1997, p.19) Others, he suggests, accept the inevitability of the market, but are deeply pessimistic about the creation of a “McUniversity” serving the educational equivalent of fast food (Ritzer 1996).

The impact of marketization on teacher training

The marketization of education has impinged on teacher training in several ways. Firstly, schools are more aware of the cost-benefit implications of their partnership with HEIs - although a much clearer picture is now emerging through discussion and appraisal of the issues involved. But there remains a tension between “*policies for school education which emphasises competition and the policy intentions for teacher education.*” (Bines, 1994, p.376) According to Hall and Wallace (1993), such tensions are likely to persist and enter into the debate about HEI-school partnership or, indeed, school-based consortia for training.

Miles and Middleton (1993) consider the case for more school-based training and closer partnerships between schools and HEI is well-taken, but there seems a gap in the

understanding of both partners of what exchange-partnership means in relation to financial remit. Miles and Middleton (1993) argue that financial arrangements in future will lead to schools and HEIs working through a business relationship, thus undermining *“any possibility of developing real co-operative partnerships.”* (p.119)

Secondly, HE is also located within a quasi-market, within which other HEIs bid and contract for student numbers (Le Grand and Bartlett, 1993). The need for even greater dialogue and strategic management on resource allocation to schools, planning for subject and phase specialisms and the consequences for teacher supply, are some of the issues with which HEIs and school managers are having to grapple.

Marketization is therefore likely to have a number of effects on the management and development of initial teacher training. There are a number of critics who have cited *“fragmentation”* and *“atomization”* (Bines, 1994, p.377) of schools through school-based training. They imply that this may have impact on quality and professionalism, both for schools and HEIs (Barber, 1993). Interestingly, issues concerning diversity of training provision and qualifications are also having an impact on the development of initial and in-service teacher education. Furthermore, Bines (1994) contests the notion that diversity *is* (my emphasis) the route to quality.

Research questions

A number of broad research questions were identified on the basis of the existing literature relating to the purposes outlined earlier. Although many HEIs engage in marketing (Kotler and Fox, 1995), there is a general reluctance to identify these activities as marketing (Michael, 1991), and it seemed appropriate to investigate what staff thought marketing is, what the merits of it are for ITT, what are current practices and any problems that may have arisen from these practices.

The key themes arising from the literature review which has outlined theories of markets and marketing are to what extent the marketing concept is understood by the staff in the two HEIs (Kotler and Fox, 1995) and to what extent this is related to the other key management functions in HEIs (Gray, 1991).

An additional purpose of the thesis is to examine staff views of the perceived benefits and problems related to marketing in education. The themes arising from the literature review lead to the following objectives and research questions.

1. Thesis objective:

To what extent is the term “marketing” understood by schools of education?

1.1 Specific Research Questions

- 1.1.1. What meaning is attached to the term marketing in education?
- 1.1.2. What understanding do participants have of the role of the marketing unit in promoting ITT?
- 1.1.3. Do the staff perceive marketing in ITT as an additional burden?
- 1.1.4. Do they consider partnership to be a function of marketing?

2. Thesis objective:

To what extent do staff in schools of education understand their customers?

2.1. Specific Research Questions

- 2.1.1. How can staff be made more aware of marketing techniques which could enhance ITT recruitment?
- 2.1.2. How can staff be more customer focused? More specifically, do they know how marketing could be done?; who does marketing?; when is marketing done?; and how is marketing monitored for effectiveness?
- 2.1.3. What training could be offered to staff in ITT recruitment, especially in relation to equal opportunities?
- 2.1.4. What might be desirable staff training in marketing so that they can be more aware of how to attract, retain and support ITT trainees (existing and new)?
- 2.1.5. What use is made of market research data to improve the quality of ITT student experience, for example, in responding to their opinions and needs about accommodation, recreational facilities, best time to hold classes; involving them in developing new courses or responding to special requests for school placements?

3. Thesis objective:

What are the advantages and disadvantages of using marketing in HEIs?

3.1. Specific Research Question

3.1.1. What are the benefits and problems when marketing is adopted by an HEI?

Summary

The definition of marketing used in this research is based on Kotler and Fox (1995), who state that marketing is:

“the analysis, planning, implementation, and control of carefully formulated programmes designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives.” (p.6)

This definition has its roots embedded in the philosophy that where there is a free society, then an organisation that is involved in an exchange with its environment is also more likely to be engaged in some form of marketing. The key variables in any type of marketing include product, price, promotion and place. The combination of marketing, management strategies, management and team leadership and technology perhaps allow the opportunities for diversification, development and growth.

Some of the important success factors of a marketing-oriented HEI are linked with the need to have a closely integrated, whole institution development plan. Together with a management strategy which implements and evaluates plans in a systematic manner. Education as a service industry, with its intangible quality has to be treated somewhat differently from the tangible product. The need for managers, tutors, support staff and others to have an understanding of marketing, and how best it can be adapted for individual institution's needs, is suggested if the benefits of marketing ITT are to be gained.

Chapter 3 Research methodology

Introduction

This chapter describes, explains and justifies the methods employed to collect the research evidence. The strengths and limitations for each of the research methods are given and wherever appropriate, the research methods literature is used to support the explanation. The research instruments were developed from close analysis of the literature.

A multiple methods strategy was adopted in this research. A survey was carried out of lecturers in the two chosen institutions. Follow up interviews took place. Documentary analysis was also conducted. A survey approach was used to address the quantitative aspects of the research and interviews to address the more qualitative aspects. The two institutions are case studies in terms of the boundaries of the research. The thesis presents individual case study reports on each of them, including interviews and documentary analysis, but the survey results are presented collectively. A survey approach was used to address the quantitative aspects of the research and a case study approach to address the more qualitative aspects.

Robson (1993) described the merits of a multiple methods approach as:

“...a research question can, in almost all cases, be attacked by more than one method. There is no rule which says that only one method must be used in an investigation. Using more than one method in an investigation can have substantial advantages, even though it almost inevitably adds to the time investment required...There is much to be said for multi-method enquiry.” (pp. 290-291)

Additionally, Robson (1993) goes on to say that:

“The combination of survey and case studies...provides useful complementary information giving valuable insights into the issues.” (p.54)

A few of the benefits of using multiple methods, cited by Robson (1993, pp. 290-91), are:

- 1) They allow *"The reduction of inappropriate certainty. Using a single method and finding a pretty clear-cut result may delude investigators into believing they have found the 'right' answer. Using other, additional, methods may point to differing answers which removes spurious certainty."*
- 2) *"assess the plausibility of threats to validity"* of the primary research technique used.
- 3) *"enhance interpretability"* - where the interpretation of statistical analyses may be enhanced by a qualitative account or a qualitative account may be enhanced by supportive quantitative evidence.
- 4) address different but complementary questions within a research study - the *"complementary purposes"* model.
- 5) permit triangulation.

In fact, it specifically allows "methodological" triangulation, defined by Cohen and Manion (1994) as:

"...the use of two or more methods of data collection in the study of some aspect of human behaviour." (p.233)

Cohen and Manion (1994) go on to say that the multi-method approach has these additional benefits:

- enables researchers to be confident that the data generated are not simply artefacts of one specific method of collection
- helps to overcome the problem of "method boundedness" - the tendency of methodologists to "push particular pet methods either because those are the only ones they have familiarity with, or because they believe their method is superior to all others." (p.234)

The survey

A survey approach was chosen for the first phase of the research because it would provide:

- meaningful data which could be used as a basis for the second, qualitative, phase of this research and possibly for future research

- a manageable means of obtaining the breadth of coverage involved in an examination of the complex and multi-faceted concepts of marketing and ITT in H.E.
- data suitable for quantitative analysis.

Robson (1993) defines a survey as:

“collection of data in standardised form from... groups of people.” (p.124)

Johnson (1994) states that a survey provides a means of:

“eliciting equivalent information from an identified population.” (p.13)

and that:

“...because the research tool is standardised, once the questionnaire or interview schedule have been designed, it is usually possible to approach a relatively large number of respondents.” (p.13-15)

The marketing and ITT link was the focus of the research. The specific research questions cited in chapter one were further developed into instrument questions/areas for exploration for the survey. The questionnaire intended to provide equivalent information from a group of people working in the same educational environment.

In order to *“approach a relatively large number of respondents”* (Johnson, 1994, p.14), the instrument chosen for data collection was the postal self-completed questionnaire.

Tull and Albaum (1973) suggest that surveys are concerned with understanding or predicting behaviour and offer as their definition:

“Survey research is the systematic gathering of information from (a sample of) respondents for the purpose of understanding and /or predicting some aspect of the behaviour of the population of interest.” (p.56)

Advantages and Disadvantages of surveys

Advantages

Alreck and Settle (1985) deem the main advantages of surveys to be that they are: comprehensive, customised, versatile, flexible and efficient. Robson (1993) considered the following advantages in general:

- They provide a relatively simple and straightforward approach to the study of attitudes, values, beliefs and motives.
- They may be adapted to collect generalizable information from almost any human population.
- Highly structured surveys have high amounts of data standardization.

Postal surveys in particular offer these advantages:

- Often this is the only, or the easiest, way of retrieving information about the past history of a large set of people.
- They can be extremely efficient at providing large amounts of data, at relatively low cost, in a short period of time.
- They allow anonymity, which can encourage frankness when sensitive areas are involved.

(After Robson, 1993, pp. 128-129)

If a survey is well constructed, the analysis process becomes easier according to Robson (1993):

“If the questionnaire has been well constructed, the time needed to code and analyse responses can also be short, particularly if computer coding or analysis is available.” (p.243)

Baker (1985) points out that:

“response errors, accidental or deliberate, may be reduced significantly through careful design and execution.” (p.89)

According to Munn and Drever (1996, p.19), carefully designed questionnaires should be:

- attractive to look at
- brief
- easy to understand
- reasonably quick to complete

Disadvantages

Surveys have two main disadvantages:

- data are affected by the characteristics of the respondents (e.g. memory; knowledge; experience; motivation; and personality).
- Respondents won't necessarily report their beliefs, attitudes, etc. accurately (e.g. there is likely to be a social desirability response bias - people behaving in a way which shows them in good light).

Postal surveys in particular offer these disadvantages:

- Typically have a low response rate. As you don't usually know the characteristics of non-respondents you don't know whether the sample is representative.
- Ambiguities in, and misunderstanding of, survey questions may not be detected.
- Respondents may not treat the exercise seriously and you may not be able to detect this.

Robson (1993) suggests an additional disadvantage:

"The data are necessarily superficial. There is little or no check on the honesty or seriousness of responses. Responses have to be squeezed into predetermined boxes which may or may not be appropriate. Whilst analysis may be easy, interpretation can be problematic." (p.243)

Furthermore, in a postal survey, where there is no direct contact, no opportunity for clarifying any issues, the likelihood of a smaller return is high. In order to improve on the return rate and to ensure that both respondent and researcher assign exactly the same meaning to a question, Tull and Hawkins (1987) suggest:

1. Are the words, singularly and in total, understandable to the respondent?
2. Are the words biased or “loaded” in any respect?
3. Are the alternatives involved in the questions clearly stated?
4. Are any assumptions implied by the questions clearly stated?
5. What frame of reference is the respondent being asked to assume?

Scaling

There are many types of scales which purport to measure a specific factor or factors, for example, nominal, ordinal, interval and ratio scales. Other scales quoted in the literature are Thurstone, Likert, Verbal Frequency, Semantic Differential and Stapel scales (Baker, 1991; Miles and Huberman, 1994).

A four point Likert scale was chosen for this study as it gave an opportunity to present the data collected as either a single, summated score or as a profile analysis. Neutral statements were avoided, but in an extended research exercise, the presentation could be varied between positive and negative statements in order to avoid the respondents getting into a mind set and automatically ticking the same box.

The survey data were analysed as follows. The data were entered onto a computer “Excel 5.0” spreadsheet for analysis. Each of the instrument questions were allocated row numbers and the responses were allocated to columns which were identified by letters (see appendix V). For each question in the questionnaire, the computer programme was used to generate the sum and the mean of the recorded values. This exercise was carried out separately for each of the HEIs.

The final results of both HEIs (side by side) were presented in a table, with the questions as set out in the questionnaire, followed by their individual mean figures. Ranking by mean for each university was undertaken to provide easy access to the results.

Research instruments

The development and piloting of research instruments occurred by applying the findings from the analysis of the literature to the aims and objectives of the study. Initially, two instruments were identified as being potentially useful: questionnaires, semi-structured

interviews. Versions of both were designed and were piloted in the author's own institution - University College Hampshire.

Piloting the survey questionnaire

Construction of the questionnaire was in the light of literature reviewed and aimed to complement the type of information obtained in the interviews. After developing a questionnaire of suitable length, of appropriate wording and order, it was initially piloted by six members of academic staff from a similar type of HEI in the North West of England. Some minor changes in wording at the beginning of each question were made as a result of the initial pilot, with the order of questions revised.

Robson (1993) suggests using more closed questions than open - ended as this cuts down on time analysing them. All 27 questions were of closed type (see appendix I). This format was used in order to obtain a cross-section view of perceptions held by ITT tutors about marketing and its application to ITT.

Goldgehn (1990) developed a questionnaire designed to report the use and perceived effectiveness of 15 marketing techniques, which were turned into 15 questions of closed nature, each then sub-divided into open-ended questions, thus prolonging the time for completion and return. A response rate of 38% was achieved by Goldgehn (1990, p.7) on sending 2,039 questionnaires to HEI administrators in the USA.

The limitation of closed questions on their own is acknowledged, but this study also used in-depth interviews to complement the findings of the survey. Perhaps on reflection, but at the risk of a poorer response rate, such as that achieved by Goldgehn (1990), open-ended questions in the survey should have been included to obtain a wider view of marketing concepts, techniques and applications to ITT.

For each of the areas listed in the questionnaire, respondents were asked to circle one from the four choices given to indicate the extent of their agreement or disagreement with the areas listed:

- Agree Strongly
- Agree
- Disagree
- Disagree Strongly

Questionnaire distribution

For the substantive study, the questionnaires were distributed through the internal mail system of both HEIs in March 1998, but enclosing a self addressed envelope for reply. In case study one, a total of 35 questionnaires were distributed to ITT tutors. In case study two, the total was 28 ITT tutors. The questionnaires were anonymous but the reply envelopes numbered in order to allow follow-up questionnaires to be sent to non-respondents. A covering letter (see appendix II) outlining the purpose, giving respondents the assurance of confidentiality and giving a specific return date was enclosed in each envelope. A follow-up cover letter appears in appendix III. An offer of distributing the research findings to anyone interested in contacting the author was made in the letter.

A small second batch was sent out at the end of April to non-respondents. A total of seven were sent to one HEI and five to the other. Overall, only three were returned. Two wrote back to apologise for the delay and said as they were not teaching on the BA (QTS) courses, they felt that they had little to respond to in the questionnaire.

The response rate was as follows. The first HEI returned 28 out of the 35 questionnaires, representing a response rate of 80%. The second HEI returned 17 out of the 28, a response rate of 61%.

There were also two spoilt questionnaires and these were not used in calculating the percentages. In total then, 45 questionnaires were fully completed and returned before the suggested return date.

Case Studies

A case is defined by Miles and Huberman (1994) as:

"... a phenomenon of some sort occurring in a bounded context. The case is, in effect, your unit of analysis. Studies may be of just one case or of several. There is a focus or, 'heart', of the study, and a somewhat indeterminate boundary defines the edge of the case: what will not be studied." (p.24)

Miles and Huberman (1994) offered some examples of cases: an individual, a small group, an organisation, a community, a nation or, importantly in the context of this work. *“A case may also be defined by a role.”* (p.26) In this study, the case is the individual faculty of education in the two HEIs.

Johnson (1994) offered the following definition of a case study:

“A case study is an enquiry which uses multiple sources of evidence. It investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident.”
(p.20)

She also emphasised the need for “multiple sources of evidence”:

“Several research tools may be used to accumulate data, for example, interviewing, observation, and use of records.” (p.20)

This study provided for the use of interviews as the main case study tool. It was also an important objective to study the concepts, understanding and the implications of marketing to ITT in a real context; the lived experiences of staff in the two HEIs. Through collecting evidence from institutional settings, and reflecting on the personal comments of the respondents, the naturalistic mode of research would be an approach developed, which according to Johnson (1994):

“ “investigates a phenomenon within its real life context”...The case study is a naturalistic type of enquiry. It involves the systematic gathering of evidence but does not require an experimental situation.”
(Johnson, 1994, p.20)

The research comprised a study of ITT staff and Marketing staff in the real life context of their institutions and their interactions with other staff and students. As in many other case studies, the:

“ “ boundaries between phenomenon and context are not clearly evident.”...Common sense perceived boundaries to case studies are not ring fences. As the study progresses, the boundaries appear increasingly

permeable. But where the phenomenon has an institutional form there is a more immediate sense of structure than for a more exploratory enquiry.”
(Johnson, 1994, p.21)

According to Johnson (1994), “*case studies are concerned with the interaction of factors and events over a period of time.*” (p.21)

Interviews with senior managers offer an opportunity to investigate, for example, the extent of impact of changes in funding on recruitment or of partnership arrangements with schools and HEI.

Johnson (1994, pp. 21-23) offered the following strengths and weaknesses of the case study approach:

1. Strengths

- a) copes with complexity - even a single case study can provide descriptive data, address problems of meaning, examine the record of past events and relate it to present activity. Moreover several different “units of enquiry” can be approached.
- b) intelligible, non-technical findings - because many sources of evidence are used, the picture which emerges is “in the round”, compared with the one-dimensional image provided by the average survey. Case study based reports tend to be easily readable, able to be understood by non-researchers, and hence provide a more widely accessible form of research outcome.
- c) can provide interpretations of other similar cases - the rounded picture a case study gives is sufficiently lifelike to be compared with other examples, when similarities and differences can be readily identified.

2. Weaknesses

- a) lack of scientific rigour - the chief criticism levelled at the case study approach. There is no “book of rules” for the design of a case study. Each must depend on the nature of the phenomenon investigated. Case studies rely heavily on the skill and industry of the individual researcher.

- b) possible uniqueness of the material - If a case study focuses on a unique institution or phenomenon, it may be of esoteric interest, but there is no bonus of “relatability” possibility of uneven access to all aspects of the phenomenon studied - although the intention is to make a study “in the round”, the exploratory nature of the work may tempt the researcher down a particular pathway to the detriment of other lines of enquiry. Being “led by the data” can result in an untidy bundle of findings, rather than a rounded picture.

In this work, a multiple case studies approach (surveys, interviews and some documents) was adopted in order to overcome, or at least reduce, the problems of the possible uniqueness of the material collected and of uneven access. Yin (1994, p.147) suggests that:

“The evidence from multiple case studies is often considered more compelling, and the overall study is therefore regarded as being more robust.”

Miles and Huberman (1994, p.29) add that:

“Multiple case sampling adds confidence to the findings. By looking at a range of similar and contrasting cases, we can understand a single-case finding...we can strengthen the precision, the validity, and the stability of the finding.”

In conclusion, some of the possible advantages of case study are that they are:

- i) strong in reality ..and in harmony with the reader’s own experience.
- ii) capable of offering some support to alternative interpretations.
- iii) a “step to action.”
- iv) a way of reaching to public who can make their own judgements on the implications of the study.

(Cohen and Manion, 1994, p.123)

Representativeness of the case study HEIs

The two case study HEIs were chosen because both HEIs were broadly 'typical' in terms of size and range of ITT courses and were similar in terms of their long history and perceived credibility of training teachers. Selection of these two case study HEIs was also made on the basis that they were geographically convenient for the author to visit during the case study phase of the work.

Initial teacher training is a highly regulated sector of higher education. Many of the parameters seem to be determined or influenced by the TTA. As these external variables impact on all ITT providers, the case study institutions both represent the current genre. Initial teacher education at the undergraduate level seems to be largely a preserve of the new universities and therefore the findings from this research may be generalisable to other ITT providers. The findings from the author's research are similar at the two case study HEIs. This adds to the reliability of the findings and gives support to the notion of representativeness.

Both the case study HEIs appear to be relatively highly marketised and this was another factor involved in selecting them for inclusion in the research.

Semi-structured interviews

The main research method within the two case studies was semi-structured interviews with key participants. The distinct feature of structured interviews, according to Johnson (1994, p.45), is that their main aim is in "*collecting equivalent information from a number of people*", whereas in the semi-structured interview, "*a more flexible style is used, adapted to the personality and circumstances of the person being interviewed.*"

The senior managers in the study were more confident and more reflective in their explanations compared to the less experienced respondents. The latter required prompting and probing in order to obtain a similar amount of equivalent information.

Some of the potential pitfalls of semi-structured interviews to avoid were to do with the language and content of the interview and also on taking care over "*subtle non-verbal cues, silences and practical organisation.*" (Powney and Watts, 1987, p.173) The use of

“probes”, “prompts” and “cues” may also change the direction of the interview (ibid. p.173).

In ensuring the validity of approach in undertaking the semi-structured interviews, Wolcott (1990) offers this advice:

“talking little and listening a lot; recording accurately; reporting fully; being candid; seeking feedback and rigorous subjectivity.” (p.34)

Robson (1993) seems to make similar recommendations:

“listen more than you speak...Put questions in a straightforward, clear and non-threatening way...eliminate cues which lead interviewees to respond in a particular way...Enjoy it (or at least look as though you do)...take a full record of the interview.” (p.233)

The literature points to the “response effect” which may reduce the advantage of using interviews. Borg and Gall (1983) define “response effect” as *“the tendency of the respondents to give inaccurate or incorrect responses.”* (p. 438) The likelihood of this happening depends on the state of mind of the respondent, the interviewer and the methods used during interviews (Borg and Gall, 1983, pp. 438-439). Reduction of this effect is achieved, according to the literature, by proper training of the interviewer. The researcher had gained experience of interviewing skills during: the pilot stage of this research, the conduction of BA (QTS) interviews as the admissions tutor and his role as a school governor.

Piloting the interviews

A pilot study of the understanding attached to marketing and its links with education for ITT providers involved conducting two in-depth interviews with the marketing manager and a senior manager in the school of education from one of the HEIs investigated. It was anticipated that the pilot interview schedule based on previous literature would act as a developmental tool for the pilot questionnaire and the interview data would complement the data obtained from the questionnaire.

In deciding on the research design, Bell (1999) suggests starting with the focus on what is the purpose and key research questions, and then deciding on the most appropriate research method for the sample chosen. The research questions stemming from the literature review on educational marketing focus on two main areas:

- 1) the definition of marketing in education
- 2) its application to ITT.

Much of the literature has focussed on the development of marketing in a secondary school environment (Gewirtz et al., 1995; Foskett, 1995; Glatter et al., 1996; Davies and Ellison, 1997) and only limited literature is related to marketing in HEIs (Duncan, 1984; Davies and Scribbins, 1985; Michael, 1991; Smith et al., 1995) and even less relating to marketing and ITT (Sidgwick et al., 1994; Thomas, 1994; Graham, 1997). It therefore seemed opportunist to explore the conceptual developments of educational marketing described in the literature, and relate them to ITT. The specific research questions arising from the research focus appear in the literature chapter and are not expanded further here.

Piloting a small population within the author's institution offered the ideal situation before expanding the research study. Both respondents were known to the author, they were easily accessible, being on the same campus, and they were willing to be involved with the pilot.

The pilot study gave the author a chance to explore further the themes identified in the literature review; to refine and clarify the questions where necessary when undertaking the substantive study; and to sharpen interview skills. However, the main reason for conducting the pilot was to clarify the research questions.

The interview schedule (see appendix IV) was constructed in order to cover all the areas of the research questions identified through the literature review. Each interview lasted approximately forty minutes. In conducting the interviews, the author was mindful of Robson's (1993, pp. 232) advice of avoiding:

“ long questions, double-barrelled or multiple-barrelled questions, questions involving jargon, leading questions and biased questions.”

It was also important to keep a balance of the nature of questions within the interview schedule which Tuckman (1972), quoted in Cohen and Manion (1994), categorise as: direct and indirect; specific and non-specific; inviting factual answers or inviting opinions and statements or questions.

Some of the main changes introduced in the interview procedure during the substantive study are a reflection of the pilot experience. Powney and Watts (1981, p.127) suggest that the following items need to be considered when reviewing the interview process:

1. a check that the structure, or organisation, of the interview meets the requirements of the research project
2. a practical test of the logistics of the interview
3. an opportunity to practise the social interactive skills necessary for the kind of interview chosen.

Pilot findings and changes made to the research instrument

Firstly, the main difficulty was not in the main wording or use of probes, but in the quality of audibility. Therefore, during the transcription stages, time and effort had to be put in to decipher the commentary as accurately as possible. Hopefully, these difficulties would be minimised by improved handling of technology and employing the services of experienced support staff in the transcription phase.

Secondly, to ensure brevity and focused interview questions whenever feasible. It was noted that both the respondents became absorbed in the detail of a key word or phrase of the question and it was difficult to control this even when note taking was stopped as a *“non-verbal cue to the interviewee.”* (Johnson, 1994, p.50)

Thirdly, the pilot finding showed that the respondents appeared to offer the information in an ad hoc manner, answering one part of the question in another question, thus making the task of categorisation more difficult. Precise ordering of questions may alleviate this, with the probe questions used if respondents ‘dried up’.

To sum up, piloting of the interviews was useful because it:

- prepared the author with sharpened interviewing skills
- enabled the author to be much more focused in his questioning
- gave the flexibility of approach when interviewing different members, with different experiences
- meant being aware of the limitations of using a tape recorder, and more specifically, how best to maximise audio quality on playback through use of quality tapes
- raised an awareness of issues being voiced which were not anticipated by the author, for example, naming names so that the “power” holders would know the general feelings about staff on specific matters.

The interview sample

The two case study HEIs were chosen because they both had a long track record of offering Primary ITT courses and the staffing complement in both institutions was similar. Both HEIs had a marketing department. Both institutions were within easy travelling distance. Also, both institutions were allocated a similar size target figure (cohort size) by the TTA.

The interview sample from each of the two HEIs was:

The dean of the faculty of education

The head of the marketing unit

The head of the school of education

The ITT course leader

The admissions tutor

Two BA (QTS) students

The dean was chosen in order to obtain an institutional wide view on marketing and ITT. The head of marketing offered a specific insight into marketing and the head of the school of education a more direct link with ITT and the likely impact of marketing strategies. The ITT course leader’s experience of ITT course structure and organisation, partnership patterns and quality of student experience, as indicators of a marketing oriented institution,

was an important consideration. The admissions tutor was expected to have greater first hand experience about the likely impact of marketing strategies, e.g. recruitment, interviews, publicity matters. The students' views provide a customer perspective.

The sampling procedure used in choosing the students for interviews was the same as that employed during the pilot stage. Namely, two fourth year BA (QTS) students were chosen based on their age, experience and their willingness to participate in this research. An assumption made from the piloting phase was that these students would be far better experienced and more articulate than newer students in voicing their opinions about the course, HEI-school partnership arrangements, the quality of relationships, accommodation, recreational and other related issues.

The main purpose of the interviews was to explore the relationships between marketing and ITT, and the extent to which the respondents felt that their institution was responsive to the customers in a fast changing higher education world. The interview schedules appear in appendix VI. All the questions have been developed from reviewing the literature and modified following the subsequent pilot study. In general, the aim was for the questions to be as open-ended as possible. However, there were a number of issues in the literature review, the pilot studies and the survey which required further investigation and had to be addressed specifically. Some questions were, therefore, intended to elicit very specific answers although interviewees were encouraged to elaborate on their basic answers. An example of this type of question, and by far the most 'closed' question was, *"What is the total marketing budget?"*

Different interview schedules were developed for each respondent as their role and experiences were thought to be different. For example, the question, *"How well placed is the school of education in meeting the challenge of choice or equity?"* was only put to deans since it relates to the head's perception of strategy and management. The questions to the senior managers (deans) were thus related more to strategic planning and development and the management of the constraints and pressures from the internal and external environment. The questions to the marketing manager addressed elements of strategy and management, but it was important to understand more about the role of marketing and its structure to support the institution. The questions, *"What is the role of the unit?"* and *"What are the priorities for the marketing unit?"* could only be answered in

some depth by the marketing managers because of their management role and on the basis of their observations and experience. This differential approach to interviewing is described by Johnson (1994, p.47) as 'specialised'.

Questions addressing day-to-day practice, and how marketing could be linked to these and other management functions, were appropriate for the head of the school of education, the ITT course leader and the admissions tutor. A specific question about recruitment and retention was asked of the head of the school of education, the ITT course leader and the admissions tutor because all have a responsibility for collecting and analysing this type of information. Thus, the question, "*What constraint is the school of education facing in terms of recruitment, retention, finances and external pressures?*"

There were six specific questions to the BA (QTS) students seeking a customer perspective on their institution. The question about responsiveness was, "*How responsive (or not) has the school of education been in providing quality experience for you?*" It was felt that they would be open and able to provide informed opinions (this was found to be the case in the pilot study interviews) from a customer perspective.

Access and ethics

Access to the HEIs was through the deans of the faculty of each case study institution. A letter of approval was received from the dean to enable the author to conduct the research in their faculty.

All the respondents chosen for the interviews were personally known to the author and therefore the approach made to them was that much easier. They all agreed willingly to take part in the research once the nature of the research was explained. Two people had asked to be sent some prior information about the general area of the questions, so that they could be prepared.

The interviews lasted 45 minutes each and were conducted in the respondents' own offices/work place. The time and date of the interview were decided by mutual agreement, but the convenience of the interviewees was of paramount importance. However, access to one of the deans was difficult to arrange because of this person's long-term illness. In the

event, after almost nine months delay, an acting dean of the same institution agreed to step in as a “replacement.”

Anonymity and confidentiality were guaranteed to the respondents. The availability of full transcripts of the interviews to the respondents was agreed upon, but no one took up this offer.

Foskett (1999) offers an interesting perspective on ethical dimensions researchers need to be aware of in researching education markets. Not only should the researcher consider their “*stance on key issues before setting foot into the market place*” (ibid., p.23), but they also need to be concerned with the “*inequitable benefit from the research and the ethics of researching real lives and autobiographies.*” (ibid., p.23)

Although the present research does not explore the personal histories of those interviewed, many did unintentionally make passing references to linked issues and the researcher was aware of the need to be objective, neutral, sensitive and equitable with all interviewees. Furthermore, all the interviewees acknowledged that they trusted the researcher’s motives and honesty in undertaking this research and in reporting the findings as accurately and as fully as possible. Furthermore, no one in the survey queried the motive for the research, with many offering good wishes with the eventual ‘outcome’.

Validity and Reliability

Both these concepts are linked to achieving a sense of truth or the accuracy of findings and conclusions through the research methods undertaken. Borg and Gall (1983, p.276) define validity as:

“the degree to which the sample of test items represents the content that the test is designed to measure.”

Bryman and Burgess (1994, p.99) consider that validity, generality and representativeness are inter-related concepts and leads one to consider these questions:

1. “*What do these data tell me about and, crucially, what can they not tell me about?*”

2. *How well* do these data tell me this? How convincing are claims I want to make on the basis of the data? How can I make the strongest claims possible, without pushing the data 'too far' by making claims which are beyond their capacity?"

There are several forms of validity cited by Gall et al (1996, p.250): *content*; *predictive*; *concurrent* and *construct*.

According to Gall et al (1996), content validity refers to "*the degree to which the scores obtained by a test adequately represent the content that these scores suggest to measure.*" (p.250) Predictive validity is "*the degree to which the predictions made by a test are confirmed by the later behaviour of the individuals to whom the test was given,*" (Gall et al., 1996, p.251) and is sometimes known as a type of criterion-related validity because it involves an explicit criterion. Concurrent validity is similar to predictive validity in all aspects except that the criterion test is administered at the same time that the first test is given, thus saving time in the long term.

Construct validity is the "*extent to which a particular test can be shown to assess the construct that it purports to measure.*" (Gall, et al., 1996, p.249) Construct is defined as "*a theoretical construction about the nature of human behaviour*" (ibid., p.249), and examples of construct are self-concept and motivation. Robson (1996) considers that no single item of evidence is sufficient to establish construct validity, therefore other types of evidence are needed to strengthen the case that a test measures the construct claimed by the researcher.

In claiming that this research is valid, the author states that the research instruments actually do measure and describe what they are supposed to measure and describe (Bell, 1999). In justifying the claims for internal validity, Cohen and Manion (1994) list a number of points that the author had considered. These points include the authenticity and credibility of the data, and the soundness of the research design. Equally, confidence in content validity is acknowledged as the research instruments cover the field in a fair and comprehensive manner (Cohen and Manion, 1994). Care was taken in reducing error and bias which could have threatened the validity of research by taking note of points raised by Cohen and Manion (1994): inconsistent recording of responses, handling difficult interviews, attention to wording, procedure, sequence, prompting and probing and rapport.

The author had sound interviewing experience through piloting and in the admissions tutor role.

Strategies identified by Cohen and Manion (1994) in minimising threats to validity were addressed in these ways:

- at the design stage, an appropriate sample was chosen based on the full-time number of staff and selected student numbers available at each of the case study HEIs.
- to improve validity at the stage of data gathering, additional responses were prompted by sending out a reminder letter and enclosing another questionnaire and a self addressed stamped envelope for reply.
- to avoid invalidity at the data analysis stage, care was taken to avoid making inferences and generalisations not supported by the data.
- to avoid invalidity at the data reporting stage, care was taken to avoid using the data selectively to promote favourite themes while ignoring others.

Reliability is defined by Borg and Gall (1983) as:

"the level of internal consistency or stability of the measuring device over time." (p.281)

In the interpretive, subjectivist research approach, even if all the requirements of validity and reliability have been attained, the subjective human features cannot be completely ruled out of any inquiry (Michael, 1991). Lincoln and Guba (1985, p. 290) recommended that in establishing the trustworthiness of an enquiry, the following features be taken into consideration: truth value; applicability; consistency and neutrality.

Several techniques to enhance credibility have been suggested by these authors and cited by Robson (1996, p.404): prolonged involvement to 'learn' the culture; persistent observation to give depth to the study; triangulation by using more than one source to generate data; peer debriefing to check for personal bias and thick description. Foskett (1999), considers that *"educational markets are ethical battlegrounds"* (p.23), which require meticulous attention by the researcher and he advocates the need to take care over ethical issues like *"negotiating access... concern with inequitable benefit from the*

research.. and... intentional and unintentional intervention in the market.” (Foskett, 1999, p.23)

The research instruments used and the data collected during this study are reliable to the extent that the author is confident that another researcher would obtain the same answers to the author’s questions if he or she used the author’s questions at another time (Bell, 1999), providing that the conditions facing the same group were still more or less the same as they are now. The author would also claim that his questionnaire and interview schedule are reliable instruments for research in that they provide similar data from different but similar conditions over time (Cohen and Manion, 1994), again providing that working conditions were similar. The author would also claim reliability by the relative consistency of responses from the two institutions, analogous to a split-half reliability procedure.

In summary, reliability and validity were achieved in this study through the following strategies: the development of questions based on the relevant literature review; ensuring familiarity with the research subject; ability to maintain high conceptual interest and ensuring sound investigative skills. Triangulation of findings between the data from the questionnaire and the interview, and the good response rate for the questionnaire indicate both reliability and validity. It may be that there is an element of subject bias introduced by respondents of the questionnaire because they were in sympathy with the subject explored.

The triangulation process of using multiple data- collection methods (the surveys, interviews and some documents), data sources and analysis enhanced the validity of case study findings. Triangulation helped to eliminate biases that might have resulted from relying exclusively on any one data-collection method, source, analyst or theory. According to Gall, Borg and Borg (1996, p.575), the key to triangulation is to vary in some way the approach used to generate the finding that one is seeking to corroborate. Mathison (1988) observed that triangulation in social science research sometimes does not produce convergence, but instead produces inconsistencies or contradictions among findings about the same situation. When this happens, Gall, Borg and Borg (1996) consider that, it still may be possible to validate the conflicting data by *“reconciling them within some explanatory framework”* (p.575).

The place of the researcher

When this research began, the author was an employee at UCH, and he subsequently became an employee at UME. This positions the author as an 'insider researcher' (Johnson, 1994, pp.9-11) for both case study HEIs. The negative side of this is that there is the possibility of subjectivity and mistakenly assuming that 'nobody will mind' (Johnson, 1994, p.9) if the author conducts research at his place of work, but the positive aspect is that the author was known to the staff and students, was acknowledged as a credible practitioner and, therefore, respondents were willing to contribute to the research. Familiarity with many of the participants helped in developing a rapport but the author was conscious of the need to avoid his previous knowledge influencing the nature of responses.

Moving from the research questions to interpretation

A flow diagram (fig. 3) explains the process of moving from a research question to interview questions and then to interpretation of the data captured through the interviews.

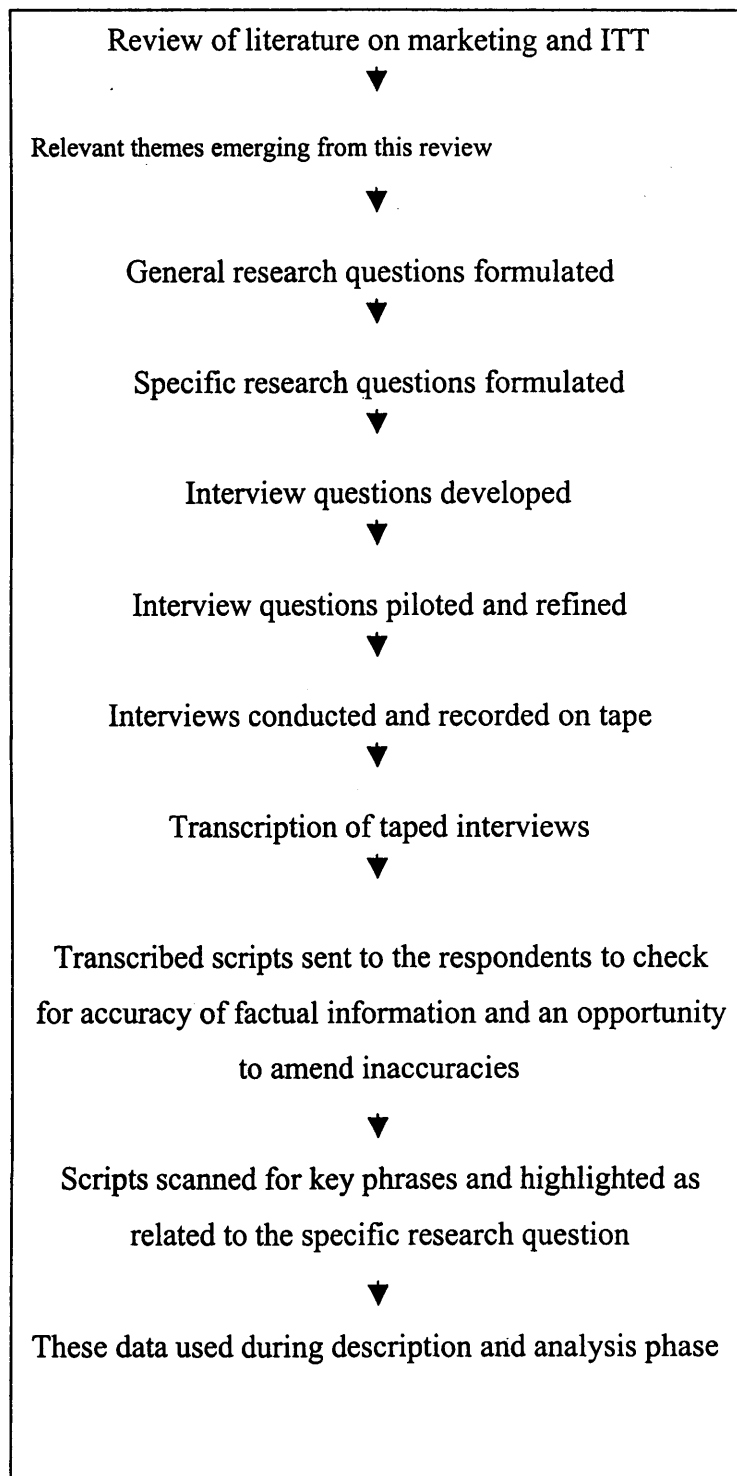


Figure 3.0 Moving from the Research Questions to Interpretation

The process of interpretation of the interview script is illustrated in appendix VII. The most relevant data related to the interview question were highlighted within the transcribed scripts. This could have been a phrase or a sentence or a key statement. Where the meaning was unclear, a true record as far as possible was presented from the original data.

Analysis

In developing an approach to analysing the qualitative data, note was taken of Robson's (1993, p.370) view that:

"there are no prescriptive formulae for this task...it looks on analysis...as mainly concerned with data reduction...and focuses on ways of displaying data to assist in drawing conclusions."

Even with a small sample, the data collected for comparisons and groupings was time consuming involving cutting and pasting activity, using the Word programme.

The pilot gave the opportunity to assess how qualitative analysis could be conducted using the three stages outlined by Miles and Huberman (1994) as:

- i) data reduction - to sharpen, sort, focus, discard and organise data in order to draw final conclusions;
- ii) data display - as an extended text, matrices, graphs, charts and networks;
- iii) conclusion drawing and verification - looking for validity of conclusions.

The pilot data allowed for similarities of responses to be noted in the form of extended text, editing for clarity, and conclusions to be drawn from emerging themes through data reduction.

Dey (1993) considers the qualitative process as an iterative spiral of data input, description, classification and connection. The analogy of climbing a mountain may be an apt view of analysis:

"This climb, with its circuitous paths, its tangents and apparent reversals, and its fresh vistas, reflects the creative and non-sequential character of the analytical process...In practice, of course, weather conditions may obscure

the view - reflecting the contingent character and potential frustrations of any analysis: unfortunately nothing can guarantee results - not even a computer.” (p.54)

In developing coding categories, Robson (1993, p.385) gave a useful clarification:

“A code is a symbol applied to a group of words to classify or categorise them. They are typically related to research questions, concepts or theme.”

Strauss (1987, p.81) offered the following guidelines:

“Coding is of categories in the data. Try to discover genuine categories and give them a name . Relate those categories as specifically and variably as possible to the contexts in which they occur. Relate categories to each other; construct sub-categories where appropriate. Always do this on the basis of specific data, underlining or highlighting each occurrence.”

A number of coding sub-categories could be identified from an examination of the transcripts and notes, and these could be grouped into several major categories. The major categories can be pre-determined by the interview schedule and related to the research questions. In the author's (pilot) research these were

- The understanding and adoption of marketing philosophy and activities;
- The perceived benefits and problems/costs of adopting marketing principles and strategies by the university;
- External constraints (e.g. budget, student numbers, recent Government reports) and impact on ITT;
- Link between marketing and ITT;
- Role of the marketing unit and its effectiveness in cross-faculty communication;
- Monitoring the effectiveness of university policies in relation to marketing and ITT;
- The role of schools and HEIs as partners in ITT.

Summary

The purpose of the study is to ascertain if there is a link between marketing and ITT using two HEIs as case study institutions. There is a large literature on marketing in education, but mainly aimed at schools. This study offers an opportunity to explore in some depth, the marketing-orientation of post-18 institutions.

Through the use of case studies, and a survey, a wealth of data was collected. Although using two HEIs as case studies may be limiting in terms of statistical analysis and validity, the triangulation approach did provide a foundation on which to explore the qualitative data.

Consideration is given to the design of the study through describing the research instrument and how the interview development occurred. The importance of piloting the instruments and the modifications resulting from these are detailed. Issues of validity and reliability, and access and ethics are referred to, as these lie at the heart of good practice in research methodology. The data analysis were carried out using content analysis with use of direct quotes from the respondents and cross-reference to documentation where appropriate.

Chapter 4 Survey findings

The purpose of this chapter is to present the survey findings. There are four key sub-headings in the questionnaire under which the findings are presented and discussed. Each of these sub-questions defines a thesis objective with specific research questions developed from this, followed by the instrument questions and then a summary table of the findings and an explanation of findings in the table.

Respondents were given the following scale to record their responses, where, 1= Strongly Agree; 2= Agree; 3= Disagree and 4= Strongly Disagree. The case study institutions were identified as UCH = University College Hamptonshire and UME = University of Midland England. A total of 28 respondents replied from UCH and 17 from UME.

1. Meaning of marketing in the context of higher education providing ITT

The meaning of marketing

All the respondents were asked an open-ended question, requesting them to explain what they understood by the term marketing, in the context of higher education. The purpose of this question was to find out what meaning was attached to marketing, as the literature had indicated an existence of a range of meanings and definitions of this term. The findings are shown in Table 4.1.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
Strategically marketing ITT (to target groups)	1.64	1.60
Jargon for publicity	2.86	2.90
Limited understanding for me	2.79	3.10

Table 4. 1: The meaning of marketing in Initial Teacher Training (ITT)

As shown in Table 4.1, the lower the mean score, the greater the level of agreement. The most common definition of marketing in ITT was seen as a strategy, judging from the high degree of agreement from both HEI respondents (each with an approximate mean score of

1.60). The understanding of marketing as a jargon for publicity was considered to be the least likely of the processes (approximately 2.90 scored by both HEIs). In considering if marketing had a limiting understanding, a mean of 2.79 was achieved by UCH and 3.10 by UME, suggesting a higher level of understanding in UCH.

Specific strategies that would address the issues of recruitment and retention were seen as a function of marketing. The respondents may have been involved in open days, visiting schools for talks to potential students, developing brochures, the media and other communication techniques. These experiences would have further consolidated their understanding about marketing being rooted in planning and management, rather than marketing seen as selling or promotion alone.

Most respondents did not consider marketing as a jargon term for publicity. Those respondents who did not think marketing had any direct relevance to the education sector may have done so because, in non-profit making institutions, the concepts of marketing and profit making are inter-linked.

The role of the marketing unit

The literature shows that there has been a gradual increase in educational establishments using the expertise of independent marketing consultants or, more commonly, setting up dedicated marketing facilities. The purpose of this question is to establish what is the role of the marketing unit in each of the case study institutions. The findings are presented in table 4.2.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
How aware were the respondents about the role of the marketing unit in their HEI?	2.82	2.70

Table 4.2: The role of the marketing unit

The extent of awareness about the responsibility of the marketing unit stood slightly higher for UME (2.70), than UCH (2.82). One possible reason for this greater awareness may be that UME has an office at the faculty of education campus, with named marketing personnel attached to it and serving its particular needs. This high visibility could be

thought of as being influential in raising the marketing profile of the institution. What cannot be categorically concluded from the evidence is what direct impact this office has on ITT developments, faculty development strategies or other functions. A more detailed discussion about the role and functions of the marketing unit is considered in the case studies.

Do the staff perceive undertaking marketing in ITT as an additional work load?

Some of the educational marketing literature in the secondary sector had shown that some staff considered marketing to impose a heavy work load, a view that was considered important to follow up even in the higher education sector. The purpose of this question is to ascertain to what extent the tutors felt that undertaking marketing activities, as part of their routine work, caused them added burden. The findings are presented in table 4.3.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
Marketing considered as more work for ITT staff	2.18	2.10

Table 4.3: Marketing considered as an added burden

The mean figures of 2.18 and 2.10 in Table 4.3 show that most staff in both HEIs regard marketing as an added burden. This suggests that marketing may be seen as promotion and “selling” activities requiring greater effort than strategic planning. This particular question needed to have been explored further to analyse what “more work” really meant. In a marketing-oriented organisation, there are planned, integrated marketing objectives with resource (staffing, funding) implications set out. If marketing is considered to be part of every tutor’s role within this plan, then the debate about role allocation might not be seen as a major issue.

Do staff consider partnership to be a function of marketing ?

Partnership is a key feature of marketing referred to in the literature, thus a crucial factor in institutional responsiveness. The purpose of this question is to understand to what extent the staff consider partnership is closely linked to marketing. The findings are shown in table 4.4.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
To understand to what extent the staff consider partnership is closely linked to marketing	1.75	1.80

Table 4.4: Partnership as a marketing function

Respondents of both universities recorded a high level of agreement that partnership is closely linked to marketing (UCH scoring a mean of 1.75 and UME, 1.80), as shown in Table 4.4. This was not surprising, as most tutors supervise student ITT practice in schools. It is possible to surmise from the low mean ratings that the respondents acknowledged marketing in ITT to be about forming links with businesses and other external agencies rather than partnerships with schools.

Overall, it can be concluded that both universities investigated in this study were generally aware of the meaning of marketing. Respondents of both institutions appear to understand the importance of marketing as a key aspect of strategy. Whether they understood how the marketing process was, or could be, linked with the strategic and management roles in education, could not be concluded from this part of the questionnaire.

Teaching practice visits to schools form part of a tutor's role. This gives ample opportunity for each tutor and the partner school to exchange information, thus raising further awareness, which can be considered as an element of marketing strategy. Whether schools view this exchange to be part of marketing remains to be explored.

2. Role of market research in the context of Initial Teacher Training (ITT)

Do tutors understand why students choose to come (or not) to the university?

The educational marketing literature stresses the importance of institutions understanding the needs and wants of consumers, and potential customers. The literature suggests that the level of market research undertaken by HEIs is gradually increasing, but what is not fully developed as yet, is the analysis of varied data received by the institutions which then becomes part of the institutional mission and management strategy. Market research is a function of the marketing process identified in the literature, and as such, considered vital

in assessing consumer wants and needs. The importance of consumer choice of an ITT provider, ultimately rests on meeting recruitment targets as set by the TTA, hence considered an important purpose of this question. The findings are presented in Table 4.5.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
The importance of 'market research' to assess:		
why students choose a particular ITT course	1.89	1.60
why students <u>do not</u> choose the particular ITT course once offered a place	2.18	1.80
What barriers are perceived by the students in applying for an ITT course at a particular university	2.00	1.90

Table 4.5: The role of market research within ITT to identify customer needs

Table 4.5 shows mean scores of 1.89 and 1.60 to demonstrate that respondents understand the importance of market research to establish why students choose their individual university. These figures seem to suggest a higher level of awareness of customer needs at UME. It may be that the recent investment on developing a webpage by UME could have led to greater number of 'hits' scored and thus an indication of greater consumer interest. What cannot be categorically stated is to what extent these 'hits' are translated into applications and final recruitment.

The mean figures of 2.18 and 1.80 for UCH and UME in Table 4.5, also show an awareness by the institutes of reasons why students opt not to attend their part of the university. Both universities have a system in place to monitor the experience of potential teacher training students from the application to interview stages. At UCH, in addition to the general university questionnaire about open days to be filled in by the applicants, there are short post-interview sessions arranged for the applicants to comment on their day's experience at the institution. They are asked to comment on issues like: their personal interview experience; feedback on the publicity material they used in making an application; if schools/colleges/parents influenced their choice; the speed of handling their applications and attitude of staff in handling enquiries; opinions about the institutional environment; the type of course on offer, and many others. At UME, the potential applicants fill in a

post-interview questionnaire on many of the same issues. Attracting and retaining students are major issues and the decisions made are likely to have crucial implications for the university because these decisions influence what resources it will have to carry out its mission.

Recognition that people have a choice is at the heart of marketing, and HEIs have to strive to understand the processes consumers use to decide what they want. The promotional material may be one means to enable students to decide where to apply, but HEIs must decide which consumers to seek and which to admit. Understanding consumer behaviour through such surveys, and evaluating different models of this process, may help institutions to work more effectively with potential students. The marketing literature suggests that institutions have to analyse such data in order to understand students' needs, wants and decision processes.

Assessing student satisfaction through periodic surveys is a task that can be undertaken by all staff. With in-service training and adequate staffing, the institutions can establish a good student -institution match in recruitment and admissions, facilitate the students' transition into the institution and provide counselling and advice. The role of market research is therefore crucial in creating a caring, responsive environment which fosters a sense of belonging and encourages student retention.

There is close agreement by both HEIs, as shown by the mean figures of 2.00 (UCH) and 1.90 (UME), of the need to find out real or perceived barriers in accessing ITT. Some of these barriers may be to do with the way in which the institutions communicate with the customers. As many services are delivered face- to -face, or through telephone service encounters between the customer and the provider, it may be important to empower front-line service staff. They could be given relevant training and assistance in developing a well-organised information package so that they can perform their tasks better. 'Bad attitudes' of staff, poor information, lack of expertise on academic advice by the front-line staff, can perhaps lead to customer frustration and probably as barriers by the institution. Indeed, admissions staff can also experience a sense of frustration at rejecting many suitable applicants after putting in so much effort.

A focus on customer satisfaction is advocated in the literature. The importance of matching customer expectations and perceptions with that of institutional expectations and

perceptions, should perhaps start with the front-line service providers. Selecting, training and motivating all staff, and empowering front-line staff through more support, and enhanced technology, should be an aim for continuous institutional improvement.

What understanding do tutors have about marketing and the student-recruitment process?

Attracting and retaining students on to an ITT course must be seen as an important target for ITT providers as it is linked to funding and resources. Developing the appropriate marketing mix calls on aspects of the entire institution, with staff involved in activities often linked to marketing. These include communication tasks; admissions duties; interviewing potential teacher trainees; handling enquiries about academic matters; making judgements about academic ability of incoming students, public relations and other functions. Therefore, the purpose of this question is to see why tutors should consider the recruitment process as a vital part of marketing strategy. Table 4.6 addresses this issue through the questions on entry qualifications; exit criteria and admissions staff training.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
How important do the respondents consider the quality of entrant's qualifications to be on entry to ITT	2.36	2.10
How important do the respondents consider the quality of the trained teacher to be on exiting ITT (as judged by their competency as a teacher)	2.46	2.90
How important is the inclusion of an understanding of marketing during the staff/tutors/heads training for the ITT admissions	2.25	2.10

Table 4.6: Understanding about the marketing and recruitment process

The literature suggests that to set a target market, as part of a marketing strategy, is an

important institutional function. It may be that targeting and attracting high ability students would enhance institutional image. Hence, entry qualification is considered to be an important measure of the abilities of student intake. A score of 2.36 (UCH) and 2.10 (UME) in Table 4.6 suggest that the respondents agree that actual or potential quality of qualifications on entry to ITT is a worthwhile factor to be obtained from market research generally and, more specifically, during interviews of ITT recruits.

On the other end of the spectrum, the quality of the product (student qualification), is considered to be an indicator of the institutional input, as is the final student destination. Exit criteria for newly qualified teachers (NQTs) are likely to become important issues in teacher training, as the new standards start to be implemented from 1999. Both HEIs considered this to be an important aspect of market research, with the mean score of 2.46 attributed to UCH and 2.90 for UME as shown in Table 4.6.

Providing training for admissions staff and others involved in different aspects of the recruitment and retention drive within HEIs is a good indicator of a market-oriented institution according to the literature. The responses from UME (mean 2.10) and UCH (mean 2.25), suggest moderate to high agreement on the issue of training.

What impact does an equal opportunity policy have on marketing ITT?

The purpose of the question is to ascertain the degree to which respondents consider equal opportunity policy to be an important function in the marketing process.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
The impact of equal opportunities policies on marketing, specifically, admissions and recruitment to ITT	1.96	2.10
The impact of equal opportunities policies on marketing ITT	1.89	1.90

Table 4.7: The relationship between equal opportunities and marketing ITT

On the data collected about the impact of equal opportunities policy on admissions and recruitment, UCH scores a mean of 1.96, and UME, a mean of 2.10 as shown in Table 4.7, suggesting a fairly strong approval of its existence within the framework of marketing strategy and institutional mission.

An assumption made here is that an institutional equal opportunity policy impacts on all areas of activities and functions. There appears to be a strong agreement by respondents of both HEIs that equal opportunity policy does impact on ITT.

The mean scores of 1.89 (for UCH) and 1.90 (for UME) as shown in Table 4.7 indicate support for this conclusion. What cannot be ascertained from these data is, what practical steps staff are taking, or are aware of, to ensure that a policy statement has reached implementation at all levels, starting at the level of customer contact and admissions.

Is there an effective level of communication between the marketing unit and the school of education?

The purpose of the question is to find out the level of inter-communication that exists between the marketing unit and the school of education.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
Effectiveness of internal communication regarding marketing ITT	2.32	2.20

Table 4.8: Level of effective communication between the marketing unit and the school of education

Both HEIs surveyed had a dedicated marketing unit serving the needs of all staff and institutional functions. The data in Table 4.8 show that there is only just agreement with means of 2.32 and 2.20 regarding the effectiveness of communication. The marketing literature stresses that educational institutions need effective communications with their markets and customers. The markets here could be schools, LEAs, the TTA and, internally, the faculties themselves. Developing good programmes and services, pricing

them attractively, and making them readily available to target consumers is not enough, according to the marketing literature. The need for the HEIs to inform the consumers about its mission and activities may motivate them to take an interest in the institution.

The survey indicates that there is some degree of agreement about effective internal communication regarding marketing in ITT. To communicate effectively, all the relevant parties need an understanding of the needs and wants of each. The question should have been widened to include other forms of communication. The marketing staff need to understand the nature of the ITT courses, the admissions process and the partnership arrangements a particular institution has with other institutions in order to help, support, guide and facilitate the marketing strategies. In turn, the tutors need to understand the principles of educational marketing like advertising, market publications, marketing strategies or public relations. These issues are essential for effective communications. For example, the literature on marketing states that to develop an effective advertising programme, an HEI must make decisions on setting advertising objectives, determining the advertising budget, deciding on the message, selecting media and evaluating effectiveness.

3. The importance of strategic market planning in ITT

What consideration is given by the school of education to customer needs?

The marketing literature (Kotler and Fox, 1995), states that the best organisation in the world will be ineffective if the focus on customers is lost. A focus on customer needs is the central concept of a responsive, marketing-oriented institution, so respondents were asked specifically about this issue. The findings are shown in Table 4.9.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
Consideration is given to customer needs	1.43	1.60

Table 4.9: The importance of customer focus

Table 4.9, with mean scores of 1.43 for UCH and 1.60 for UME, suggests that both HEIs are in strong agreement about taking into consideration customer needs. Staff strongly support a customer dimension but whether this is reflected in their practice remains to be investigated further.

What is the importance of institutional goals for marketing strategies in ITT?

An integrated strategic plan, understood and shared by all, is considered to be an ideal to strive for in the educational marketing literature (Davies and Scribbins, 1985; Kotler and Fox, 1995). Two specific questions are therefore included in the survey to ascertain the opinions of the tutors. The findings are shown in Table 4.10.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
There is an acceptance of shared institutional goals on marketing strategies in ITT	1.57	1.50
There is a shared sense of purpose to achieve these goals	1.50	1.50

Table 4.10: Importance of institutional goals

Staff are increasingly familiar with managing in the context of a mission statement which serves as a focus for all significant activities. Defining strategy, goals and objectives therefore lies at the heart of the management process. The mean figures for the acceptance of shared institutional goals for each of the two HEIs are, UCH, mean 1.57, and UME, mean 1.50, as shown in Table 4.10. Linked to above, staff believe that there is a shared sense of purpose to achieve these goals, both HEIs scoring a mean of 1.50.

To what extent is the implementation of a marketing strategy in ITT understood?

The literature on educational marketing (Kotler and Fox, 1985; Davies and Ellison, 1997) has shown that it is not sufficient to raise awareness of the process of marketing by the senior management, but the managers also need to drive the strategy using appropriate personnel. The extent to which this practice exist in the two case study institutions needs to be explored further. The findings are shown in Table 4.11.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
There is a drive to raise awareness of marketing strategies in ITT by the senior managers	1.68	1.80
There is a drive to implement marketing strategies in ITT by ITT staff	1.79	1.90

Table 4.11: Importance of managers to raise awareness of marketing strategies in ITT

Raising staff awareness of marketing strategies in ITT by senior managers scored fairly highly. UCH's mean was 1.68 and UME's mean was 1.80. This suggests the importance of senior management's role in driving such an awareness and bringing new people on board, so that the school of education is seen to be in an improved position to satisfy customer needs and aspirations.

A mean score of 1.79 by UCH staff and 1.90 by UME staff, was given for being aware of the drive to implement a marketing strategy in ITT. But the data do not infer knowledge and understanding about the effectiveness of the implementation process in marketing. More specific questions related to positioning strategy or target market strategy to increase the quality of student intake to ITT are addressed in the case studies.

The merit of including this question was to see if staff feel they have a role in knowing how to attract and best satisfy students. In this, the challenge is to bring closer together the culture(s) of the schools of education, the marketing unit and the rest of the institution. Furthermore, implementing marketing strategies usually has resource implications, so more staff (in processing admissions for example), and up-grading information technology systems, may be needed to carry out existing tasks more efficiently. Proper focus on serving the internal and external customers, as part of an implementation strategy, could further enhance institutional image.

What awareness is there of monitoring and feedback of marketing strategies in ITT?

Educational institutions operate in an environment of constant change. Highly responsive institutions, according to the literature, are constantly monitoring and evaluating their strategies as a part of continuous improvement. The purpose of the questions is to ascertain the degree of awareness about this issue in the institution. The findings are presented in Table 4.12.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
There is monitoring of marketing strategies in ITT	1.68	1.90
There is regular feedback on progress of marketing strategies in ITT	1.68	1.60

Table 4.12: Importance of monitoring and feedback of marketing strategies in ITT

The mean figures of 1.68 and 1.90 suggest that there is an awareness of monitoring by both institutes, with UCH showing a slightly higher awareness level. The literature suggests that institutes are focusing attention on student numbers and on budgets, but rarely take account of their successes and failures. The need to monitor overall institutional marketing effectiveness is thus put forward. Areas that could be monitored as indicated by the educational marketing literature are: the marketing problems; analysing marketing performance, including market-share analysis; analysis of competition; enrolment; student-satisfaction measures; retention/attrition measurement and other indicators of effectiveness.

4. The limiting factors for a marketing oriented educational institution?

Several limitations on marketing activities were found to exist in the HEIs investigated. These constraints include some of the directives of TTA; funding; Government policy and directives; opinions of schools, faculty and students. The marketing literature (Foskett, 1995; Smith et al., 1995), suggests that there is lack of research on the use of marketing in HEIs and this may also be considered as a major constraint. Those institutions providing ITT therefore have to meet the TTA targets on recruitment in order

not to incur financial penalties. To survive and succeed, institutions must know their markets; attract sufficient resources; convert these resources into appropriate programmes, services and initiatives; and effectively distribute them to various markets and customers.

The purpose of this section is to identify and discuss some of the limitations on institutional responsiveness. The findings are shown in Table 4.13.

	(UCH)	(UME)
<u>Specific questions</u>	<u>Mean</u>	<u>Mean</u>
Teacher Training Agency's directives	1.82	1.20
Financial constraints	1.82	1.40
Government policy and directives	1.96	1.40
Opinions of schools	2.68	2.60
Opinions of faculty staff	2.79	2.90
Opinions of students	2.79	3.10

Table 4.13: Limitations on institutional responsiveness

Are TTA directives likely to limit what the school of education does in providing ITT? If so, how?

The influence of TTA on ITT providers is considerable in terms of meeting set recruitment targets, hence the importance attached to this question in the survey. Table 4.13 shows UCH mean score of 1.82, with UME scoring 1.20, the latter thus considering this to be a stronger factor than any others. TTA directives have been reaching ITT providers at a rapid pace over the past few years, and the impact of each of these (and any future ones) is still being considered by most HEIs.

In estimating market demand, it is important to determine the present and future size of the available market for institutional courses. Furthermore, it is vital to target the groups one wishes to serve and to identify consumer behaviour through analysis like customer needs, perceptions, preferences and behaviour. By monitoring trends in the institution's own data against national trends and factors influencing the marketplace the institution can make a

judgement of future demand and make decisions about how to attract more students or adjust to smaller enrolments.

The institution's resources, such as teaching rooms, computers, halls of residences and staffing levels, may limit the number of students that can be served. The challenge for institutions is to market themselves effectively and then to ensure selection from a large number of applicants that would best match the institution's desired features. However, in order to attract the best candidates, institutions may have to look at the admissions criteria, review the teaching timetable in a more flexible manner, reduce costs and make the course more accessible.

The demand for primary education courses is very high, according to the TTA (1997). The implication for an institution is that it should examine its strategy for achieving its objectives and seek ways to strengthen its competitive position.

Are financial constraints likely to limit what the school of education does in providing ITT? If so, how?

A mean figure of 1.82 (UCH) and 1.40 (UME) suggests a strong agreement on funding being a limiting factor for ITT provision. The 'P' of pricing in the marketing context thus forms a very important issue for HEIs.

According to the literature (Cowell, 1984; Gray, 1991; Kotler and Fox, 1995), price plays a role in who will apply, who will attend, who the institution will serve, what the institution will be able to offer (courses and staffing) and whether enrolment targets and revenue needs will be met. A balance has to be maintained in providing value for money for the customers against the price of that product.

Are government policy and directives likely to limit what the school of education does in providing ITT? If so, how?

Table 4.13 shows that UME's (mean score of 1.40) assessment of government policy and directives limiting institutional responsiveness is stronger than that of UCH (mean score of 1.96). The literature on higher education suggests that both students and the society

benefit from educational investment (Furlong, 1997; Dearing, 1998). To what extent each of the parties pays for higher education remains a subject of debate.

To be responsive to the needs of students, schools of education have to be informed about the demand in shaping the nature of provision. In a consumerist model of education, fees have been introduced, a new phenomenon which many ITT providers are having to manage. Perhaps such financial restrictions, in addition to any other barriers to participation, are intended to exclude (as surely it must), some of those who wish to access higher education.

Are school opinions likely to limit what the school of education does in providing ITT? If so how?

There are neutral mean scores (2.68 and 2.60) on this question by respondents of the two HEIs. This suggests a high level of agreement about what schools may think about the ITT provision by HEIs. These opinions by schools may be informed through mentoring teacher trainees, through attending school mentor - HEI link tutor training, through the quality of moderation or by other means.

Are staff opinions likely to limit what the school of education does in providing ITT? If so, how?

A similar mean figure of 2.79 (UCH) and 2.90 (UME) in Table 4.13 was achieved when asked to rate the significance of staff opinions in limiting the responsiveness of senior managers to plan and manage ITT. This is somewhat surprising in that staff have to implement the School's plans, in which they may have had some input, yet the mean scores do not reflect a stronger body of agreement. It could be that many of the management decisions do not involve all the staff.

Are student opinions likely to limit what the school of education does in providing ITT? If so how?

Students' opinions were thought not to be influential in limiting institutional responsiveness by UME staff. In this response, UCH scored a mean of 2.79 and UME scored a mean of 3.10 (see table 4.16). What needs to be developed further are a set of

specific questions related to students' opinions about the quality of tutorial support, IT facilities, state of the library, students involvement on course developments, etc. These are developed in the case study chapters. Indeed, it may be that these questions may give a more accurate reflection of the quality of HEI provision.

Perhaps what the high mean figures show (compared to lower figures calculated for other opinions) is that the students opinions may not directly influence the strategic planning and management of the day to day provisions of ITT.

Summary

The population of tutors in two HEIs providing ITT were surveyed in respect of their understanding of marketing, market research, effectiveness of marketing to ITT and institutional responsiveness.

Marketing was not just seen as a jargon term but more a function of strategic planning and management of policies. Attracting students and resources to ITT courses was considered by the respondents of both case study HEIs to be the key strategy linked to marketing. An awareness of what market research could offer an ITT provider was generally high amongst the respondents. The freedom to respond to students needs, to school partnership and to the needs of faculty staff was seen to be much easier by the HEIs than tackling changing financial constraints.

The functions of the marketing units in the respective HEIs was understood by most respondents, but whether this was just limited to publicity and promotional activities, remains somewhat speculative. There was some concern about the inadequacy of internal communication networking between schools of education and the marketing units.

Overall, no negative consequences were perceived with respect to the understanding and adoption of marketing in HEIs, but a few concerns were expressed. There was an element of uncertainty about marketing having a direct benefit for ITT, but the majority agreed that there were more advantages than disadvantages in adapting marketing to ITT.

Chapter 5 Case study 1: The University of Midland England

Context

UME is a large “new” university based on several sites in a large Midlands city. The ITT courses are run at one of the campuses located in the leafy suburbs and close to the city centre. It has strong links with various partners, including schools, industry and other institutions locally and internationally. Its marketing unit and marketing staff are located at another campus, six miles away. The role of the marketing unit is institution-wide. Each faculty of the university has direct access to a qualified marketing specialist.

All the staff interviewed in the faculty of education had been long serving members and the marketing director had only been in post for about three months. All the members within the school of education came from an education background, as teachers, currently taught on the BA (QTS) programme and supervised teaching practice.

The faculty of education at UME is of medium size with over forty full-time academic staff headed by a dean, two associate deans and four school directors. Each of the four school directors lead a team of about ten academic and a number of associate staff. Each school director has a devolved budget and decision-making powers to manage the teams.

As one school director commented:

“Because of our autonomy as one of four schools, I can plan ahead as well as manage the daily needs of our team.”

The faculty of education runs higher education courses at sub-degree level, degree level and at post-graduate level and has a number of post-graduate research students. The ITT four-year Primary BA (QTS) programme has been offered at the institution for over twenty years and has good links with local primary schools. It also runs a two-year music B.Ed, a post-graduate primary programme and many other off-site vocational courses under the umbrella of Lifelong Learning.

The interviews

The interviews at the UME were conducted on three different days in April and May 1998, and were held with the dean of the faculty of education, an admissions tutor for the BA (QTS) course, a school director, a marketing director, a senior lecturer in charge of the ITT programme and two (second year) students.

Defining marketing

The most common definition of marketing in relation to the role of HE and ITT related to that found in the marketing literature. Marketing is perceived as a set of activities to attract either students, funds, a desired image, or all of these items.

The dean's response was:

"I guess it's a way in which we look at how we get the best people in to become teachers."

But he went on to justify the need to have the "best" students as it relates to attracting funds from the TTA and maintaining a strong institutional image within the educational league table. How the institution marketed itself in terms of getting the best people in also meant getting the relationships right. The dean was adamant in expressing that although the BA course *"had never had to market a lot really"*, he was not complacent and said that *"we have to "sell" ourselves by the way in which we treat people once they've got here."*

The dean, however, did think that much more needed to be done to develop a wider understanding about the concept of marketing and its impact on ITT within the university. The least successful strategy of marketing for the dean was that of going out to schools and doing careers' talks, careers fairs in schools, as this could not be satisfactorily be measured in terms of attracting students.

The marketing director defined marketing as:

"identifying and meeting needs of any customers or client base...and to do it better than our competitors...as competition is quite high."

When probed about the term “competition” and how she would consider marketing in relation to ITT, she went on to say that competition could come from various sectors - other universities, private sector or cultural organisations. She was a bit vague because she considered her role to be a corporate one.

An area highlighted in the marketing literature, but not explored in depth during the interviews, was that of market research (Kotler and Fox, 1985). The marketing director was fully aware of this and there was a high degree of market research undertaken by various faculties across the university. As the marketing unit had been in existence only since January 1998, the marketing director considered that there were priorities to be set, and one of the main priorities was about image building:

“A decision was taken some time ago that we needed to build a UME brand and build a profile for the UME and hence marketing activity has now been centralised so that we can reduce duplication across the university.”

One of the most important evaluation tools that the University uses is its own Student Satisfaction Survey (SSS) which gathers and analyses faculty based information to gauge students’ opinions, programme opportunities, how to position the institution within the locality, potential partners, student characteristics, retention factors and programme evaluation.

According to the admissions tutor, marketing is defined as:

“the selling of a product... offering something on the open market which will attract consumers/customers and thereby keep us in business basically.”

The admissions tutor demonstrated an awareness of the marketing concept and went on to explain the need to target a specific group of the population and why it was important to “know what to do with the product.” The survey findings did not go far enough in analysing the impact of market positioning and market planning, as effective strategic techniques identified in the literature (Kotler and Fox, 1985; Davies and Ellison, 1997) and further explained by the admissions tutor. He also pointed out that the faculty of education was very responsive to the opinions/needs of students and the staff worked

closely with primary schools, during interviews, to take into consideration other people's views, opinions and comments.

He was also aware of the need to *"do more work"* in taking on students' contributions to both academic and administrative decisions. He cited areas like: advertising new programmes, delivering new programmes, deciding on student accommodation, and deciding about recreational facilities.

The school director was also aware of the conceptual understanding behind marketing in that the institution needs to be in a good position to attract customers and that all concerned should be aiming to make this happen through better channels of communication. She considered that the faculty of education needs:

"to ensure that you've got something that others want and making sure that everybody knows about it."

The school director was visionary about what marketing was all about and how best to implement its many facets more strategically, centrally and by named personnel or a team within the faculty of education. She also thought that the faculty needs to be more outward looking in the current world of marketization. The four year B.A. (QTS) at UME may not *"withstand the test of time,"* and she thought that *"we need to think broader than ITT."* In relation to the way ahead for ITT and marketing in HEIs, she considered that with greater emphasis on lifelong learning, there would be a role in *"marketing ourselves for continuing professional development."*

The ITT Course leader was more concerned about ensuring that UME provided the following:

"Existing quality within the ITT programme; looking carefully at retention, support and partnership issues and how best to manage these."

The students' views about marketing as a concept differed from the academics in that they wanted something specific from the course (product) in the time limit available to them and in as *"smooth way as possible"* (process). One student was more philosophical in his

definition and understanding about marketing as a concept. He thought marketing was about:

“Getting a product out where it is needed...it’s about supply and demand....Teaching as a career has taken a lot of bashing lately and it’s important to make it look attractive.”

He considered that some of the youngsters (he was a mature student) applying for ITT had no *“clue as to what teaching involves.”*

The mature student went to explain that with even more choices about courses, and with so many diverse HEIs offering varied courses over three or four years, and with perceivably more disposable income, students and their parents can be more choosy, *“so you’ve got to project a positive image.”*

He considered that all potential students should weigh up the pros and cons of the courses, what the location has to offer, the safety of self in getting from one place to another (although all the ITT provision was centralised to one campus at UME), and the cost features. He said that he came to UME because it provided the:

“flexibility of the course that I wanted, the leafy location of the campus and it was close to the city. Some of the younger students would, I reckon, be looking for something else, the party scene, the nightlife. I weighed everything up before making up my mind.”

Benefits and problems of adopting marketing practices and philosophies

Generally, all the respondents were in agreement about the adoption of marketing practices and philosophies by the university. Most of them said that many more HEIs are adopting marketing strategies and this is likely to increase further in the near future. But their comments about the marketing philosophy and what it meant in “practice” showed different levels of knowledge and understanding about marketing.

The dean considered the problems of adopting marketing practices and philosophies to be closely linked with budget and priorities, thus:

"The problems are financial obviously...we don't have an awful lot to put into publicity for ITT but much more into our INSET work. When we look at our recruitment figures, we can plan and set aside some money for advertising."

The dean also felt that the university previously had an uncoordinated marketing strategy and each faculty *"was very much left to do its own marketing"* with perhaps a general steer from the pro-vice chancellor. Now, with a newly set up marketing unit for the whole university, the dean felt *"there's central control, co-ordination, appropriate budget and personnel to support each faculty."* The benefits of adopting marketing practices and ideals were seen by the dean to be associated with maintaining a tight control on numbers recruited and *"meeting the target"* without incurring heavy penalties by the TTA.

The marketing director associated the problems more with poor marketing rather than strategic marketing. It was important that:

"We get the right numbers through the doors and we also want people who are suited to the course... and to hit our target on the undergraduate programmes... or the Government will claw that money from us."

The benefits cited by the marketing director were to do with:

"...building a UME brand, what the University had to offer, the accommodation, the partnerships, the fund raising activities through fairs, visits and open days, and generally developing a portfolio to be more in line with what people want."

The school director's specific concerns were about having a much clearer understanding about what were the most appropriate marketing techniques to use effectively and whether *"a soft sell or a hard sell approach works or not."* The school director was also cautious in expressing the view that some people in the faculty may be cynical about the whole concept of marketing and likening it to a *"second hand car salesman."* She went on to say that this would need sensitive handling and *"to show people the benefits of actually having professionals in the field."*

The admissions tutor views were more general:

"Once people had understood what marketing was about...then they could see how to improve our systems and be more efficient."

The admissions tutor expected a lead to be given by the management on marketing activities and explained that people will need *"to be persuaded, to understand the issues which would benefit them in the long term."*

The ITT course leader felt that:

"Marketing and its associated activities need to be seen within the confines of the faculty's strategic plan and then one has to weigh up the pros and cons."

The students were not asked this question directly but the issue was explored within the context of how responsive the faculty was in providing quality ITT experience for them. Their comments raised from *"loved being in schools and being in the heart of it all"* to *"more relevance to the teaching world would be helpful but I understand the need for theory, practice, reflection and all that."*

Another important comment made by one of the mature student interviewees addressed the issue of wants and needs. He explained that the younger students consider that HEIs should provide them with all their needs, by giving them lecture notes, *"to be told everything"*, and when they realise that they are independent learners, then, *"some aren't ready for that."*

Pressures and tensions of delivering ITT

The dean was asked to comment on the pressures and tensions of delivering a quality ITT course in a fast changing world. His main concerns were about the ever-increasing squeeze on the finances which could inevitably have a negative influence on the quality and range of courses on offer at UME. He described that it was early days yet to comment in depth about the Dearing and Kennedy reports and that there was only:

“so much freedom that we have got in ITT to respond in any other way than to accept the official pronouncements like the 10/97.... The biggest worry is of diminishing resources and managing to maintain quality.”

The dean thought that the most difficult thing was to maintain a balance of funding between the university and partnership schools. A detailed account about how this could be managed was then described. But the main message was that:

“...if we we’re to operate a business style mentality to costings, rather than providing quality education and training as our core role, this would then not be possible.”

In relating an example of a secondary course he described the need for careful management and strategic planning, of managing funds and issues related to partnership with schools. He said it was *“important to manage pressures and sometimes tensions to do with managing such initiatives.”* The importance of getting the partnership process right and serving the needs of the students was stressed throughout.

The school director considered that the faculty needed to be more *“creative”* than just offering ITT and explained how continuing professional development (CPD) could be further promoted:

“...it’s all down to looking to wider audiences then just ITT and hoping that that can actually support our ITT work. I also think that we could market ourselves better for continuing professional development.”

But she added caution about maintaining the right balance of workload to avoid over burdening staff.

The ITT course leader was concerned about how best to maintain control over a vast amount of paperwork which she had accumulated daily from such sources as the Government, the TTA, course committees, etc...:

“There is mountain of paper work that I have to file away in order to satisfy the HMI, inspectors, the validating committee, the external examiners and

the rest. The pressure on the support staff as a result, I feel, is equally unfair. Some rationalisation is essential."

The marketing director was more philosophical in her comments about some of the pressures impacting on the whole institution. She described that the likely impact of tuition fees over the next few years will have to be monitored, especially the up-take of courses by full-time versus part-time students. As a new unit, her priority was to get the staffing levels right and to facilitate the process *"for everybody to gel."*

The marketing director also considered that the role of the marketing unit was not faculty based, but more of a corporate one, where everything *"we do corporately will have an impact on all faculties' activities."* Given that this unit is in its infancy in identifying corporate priorities, it had planned to share the unit's vision and activities over the short and medium term across the whole institution via the internal newsletter over the coming months.

The students were asked to comment on what might be the effect of reduced funding for instance, on the quality of ITT provision:

"In geography, we are subsidised to go on the fieldwork. I think that might be cut even further.... The biggest cost is getting to schools and I'm afraid that I wouldn't want any cuts there."

"The faculty has a class set of lap tops to use, and if they are stolen or damaged, then that's a major headache. I also think that more money should be spent on improving the corridors and the entrance, to make them look more inviting. Reduced funding is not going to make that happen."

Challenges and Opportunities of marketing in ITT

Some of the challenges faced by the faculty of education, according to the dean, were to do with managing the strategies identified in the faculty's development plan. He considered the partnership that UME had with its schools was crucial, especially in consulting them about course developments, how to improve partnership models and what type of teacher training was *"most relevant and what type of person would they employ."*

He also considered that UME had a “*good reputation at the TTA*”, through the type of courses on offer, past and current. If there was any doubt about the quality of a course or the quality of students that the university attracted, as judged by OfSTED inspection, then, “*we are not afraid to close the course.*”

The opportunities for marketing ITT, according to the dean, were varied, and to some extent, tied down by the TTA numbers. He also took a broader view about the willingness and capabilities of the faculty staff to develop new markets, new quality courses and to think even more imaginatively and flexibly so as to reach larger numbers of the population. He stressed that the faculty was responsive to the opinions and needs of students and thought that the links with the schools, local community, business and commercial sectors were moderate to high, but “*continually developing.*”

The dean expressed support for the amount of effort put in by staff in involving students “*to contribute to both academic and administrative decisions.*” Areas cited by him were - development of new programmes, quality audit, advertising new programmes, teaching and learning styles in delivering programmes, deciding about student accommodation, and deciding on recreational facilities.

The dean also pointed out that both the university’s student satisfaction survey and the faculty programmes’ course evaluations, gave the faculty “*a higher level of awareness of the student needs and a recognition of faculty’s achievement in its own right.*”

The school director was less enthusiastic about the faculty’s real commitment in prioritising resources to respond to the outcomes of market research. She said that she had built up good industrial links through personal contacts and running in-service courses. But the school director felt that these initiatives were “*not fully developed by the faculty because of a lack of an organised programme of marketing the faculty or the university.*” This was “*a shame*” as these opportunities offered an ideal base of “*getting credibility, sponsorships, and even more funding for the university.*”

The marketing director was able to offer a more holistic picture about the opportunities marketing generally had to offer. She pointed out that, as the unit had recently been set up, there were priorities to be developed and it was important that “*this has been led from the*

top and it has very much the backing of the vice-chancellor, right through to the directorates."

Resource allocation to various activities like: advertising, attracting high quality students, public relations, alumni affairs and enhancing the physical image of the campus were clearly high on her agenda. At the time of the research, funding was in place and work was to commence to improve the physical image of the site where the faculty of education is located.

Other interviewees were asked a more specific question about how the adoption of marketing enhances the university's image? Their views were:

"There are advantages and disadvantages if we try to sell ourselves rather than persuade and collaborate to develop a common understanding."

- the ITT course leader

"If we had a more desirable image, then we have the potential to increase our numbers. But all other HEIs are trying to do the same."

- the school director

"Healthy competition is not a bad thing, and it's everybody's role to publicise what we are good at and what we can offer."

- the admissions tutor

"It's up-to us to stand up for the university."

- a student

The dean made the point that there are disadvantages of marketing, if it is just seen as "selling." He expressed concern if marketing was seen by others as a negative image and where there *"may be a possibility of unethical practices developing."* There were comments by the dean about "over- marketing" and caution that such ideals may *"lead us to lose sight of what the role and function of the university is."* Whether the adoption of

marketing can be perceived to enhance the ability to recruit desired types of students as mentioned in the marketing literature remains debatable.

Monitoring the effectiveness of marketing policies on ITT

An essential management function is that of strategic planning which requires two-way communication and is focused on the core purpose and practical activities of the university. Closely related to this is the issue of how the strategic plan will actually function for the main areas of the university. The marketing activities of the university and the faculty of education identified will thus necessitate monitoring.

When asked to describe some of the major constraints on the link between marketing and ITT, the respondents' main concern as a whole was to do with lack of internal communication about the specific role and functions of the marketing unit and about budget

constraints. Most respondents wanted to have a clearer understanding about what marketing activities were most beneficial to the education faculty, in the student-recruitment process for instance. They expressed an interest in knowing how marketing would help the faculty in attracting more students, teachers and other customers on CPD and MA courses, and in attracting funds for research.

A number stated that the university's student satisfaction survey was deemed useful in showing trends about quality across all university faculties, but more assistance was required from the marketing staff to help the faculty to understand how to use such findings to enhance its course development and the services offered to students.

The admissions tutor explained how "initial" reactions were collected from students attending the BA (QTS) interviews and these were analysed to inform and improve future planning.

A few students also thought that the university could develop a more open and transparent image, where the work of its staff is acknowledged and praised more. One student echoed this sentiment by stating that:

"The university needs to be more open and honest in what it does, in describing its role of delivering ITT. This means sharing ideas and ideologies with schools and others and acknowledging the hard work of staff and students."

The dean pointed out that there was an informal structure in place for monitoring the effectiveness of marketing activities and ITT within the faculty of education and *"we may have to review this more formally as a result of your [the author's] research."*

Links between marketing and ITT

The final question for each respondent was about the link between marketing and ITT. Two main issues were raised which are significant in that they bear upon findings of other studies reported in the literature.

The school director commented on the need to respond specifically to recruiting ethnic minority students and men into primary education programmes:

"We have to target schools, some of the known secondary schools that have a high proportion of ethnic minority students, to target boys, in terms of primary teaching, to show good role models and send out good role models."

A number of comments were made with regard to institutional marketing and support from the marketing unit. The dean's comment when asked about the need to market the university more aggressively, said that it was paramount to attract the highest calibre students and to retain them. Because once these people are lost, he explained, *"it's very hard to get them back again."* However, he was cautious about not over-stating the impact that the local HEIs providing ITT may have on student recruitment, thus it was important that the faculty worked *"closely with the marketing unit in sensitively marketing"* itself.

Summary

There was general agreement that there was a link between marketing activities and the initial teacher training role at UME. The dean thought that the management of the faculty was a wider role than marketing alone, although he did consider that marketing activities involved a management role. His own understanding about the relationship marketing concept was clear, but in practice, according to a number of interviewees, the commitment to a strategic plan and delivery was perceived to be moderate.

The school director was more forthright about her commitment to applying the marketing philosophy and practice to ITT. All the academics interviewed had a limited awareness about the role of the marketing unit and how it could be more supportive to the cause of the faculty of education. This was not surprising as the history behind the effectiveness of marketing personnel attached to the faculty was somewhat chequered. The dean and the senior management team in fact had to vet everything that this person undertook on behalf of “marketing” the faculty. This led to much *“misunderstanding and mistrust”* amongst staff about marketing and its role within education.

The marketing unit had only been in existence since January 1998, and at the time of writing, had begun to show its presence inter-departmentally and across faculties on different sites of this large university. The marketing director admitted that her priority was to gel her own team members first, and then, with the support and backing of the vice-chancellor and the directorate, she would work through a strategic plan and be more pro-active in developing channels of communication. This would take time and some interviewees were sympathetic to this.

In relation to the link between marketing and ITT, managing funds and developing good partnerships were recurring themes. The need for all faculty staff to be more active in image building and developing quality links with local schools, and other communities particularly, was stressed by the senior management.

The question of the link between marketing philosophy and ITT was particularly difficult for some interviewees to answer because it touched upon wider issues that were foreseen from the beginning of the research, but had to be contained to maintain a focus. For example, does a shift in educational ideology imply that the Government is beginning to

place less emphasis on the importance of HEIs in delivering ITT rather than schools? Or, does a shift in ideology imply a perceived greater role to be played by schools in an educational input-output relationship? Any of these issues may result in a shift in ideology which may influence how the financial arrangements are likely to be managed between schools and HEIs.

In conclusion, UME seems to be well-placed to demonstrate a level of competence as a market-oriented HEI. Marketing is of growing interest to the university and it has found several ways, through the establishment of a marketing unit for example, to increase its effectiveness in attracting and serving students and in obtaining the resources they need. UME's faculty of education staff have developed viable programmes within the ITT provision, in partnership with its schools, to continue delivering them effectively.

Chapter 6 Case study 2: University College Hamptonshire (UCH)

Context

UCH has provided ITT for over twenty years in a large shire town. The ITT courses are run at its Michael campus, some two miles away from the town centre. It has good links with many different partners both locally and internationally. Its marketing unit and marketing personnel are located within the Michael campus. The work of the marketing unit is institution wide. There is a close link between the school of education and the marketing staff at UCH.

The interviews at UCH were conducted in May 1998 with the following interviewees: head of school of education (equivalent to a school director at UME); two BA (QTS) year 4 students; the UCH's marketing director of corporate affairs and marketing services (CAMS); an admissions tutor and the ITT course leader. Several attempts to interview the dean were unsuccessful because of his long term absence due to an illness. In order to minimise external interference, it was decided to wait until the situation at UCH had settled. This situation was finally resolved when an interview was granted in February 1999 with the new acting dean. The dean had been in this position for about six months at the time of the interview.

At the time of the interviews, the head of school had been in this temporary position for a year but had previously been a Principal Lecturer at the school of education. The ITT course leader interviewed had been in post for several years but the admissions tutor took over this post, from the author, in September 1997. The marketing director had been in his post for many years.

The school of education at UCH is of medium size with over thirty full-time academic staff headed by a dean, the head of school, and four principal lecturers (P.L.s). Each of the four P.L.s had specific leadership duties but, unlike UME, did not directly manage the academic staff or a devolved budget.

The school of education had been running the primary ITT course for over twenty years. The primary B.Ed course was recently the subject of a successful OfSTED inspection. Up-

to 1997 there were two types of primary education courses on offer, the four-year B.Ed and a three year BA (QTS) to be started in September 1997. For the new BA (QTS) course, there were two pathways, the upper primary course and a lower primary course, headed by two separate course team leaders and supported by two admissions tutors.

The faculty of education at UCH differs from the faculty of education at UME in that the two key interviewees, the dean and the head of school, had been in post for a relatively short time. However, the head of school had been a long serving member of the school of education before taking up the acting post, whereas the dean had been head of Humanities and Social Work prior to the acting dean post. This study also differs in that the dean was a woman and the university recently had to manage the loss of five good experienced tutors in a short time period. Another major difference between this case study and the other is that UCH is determined to obtain university status by the year 2002.

The interviews

Defining marketing

The dean's definition of marketing was *"to define our product and project it in the work place."* She was more specific in defining marketing in relation to ITT to be more akin to the process of relationship marketing where the needs of the customers were identified. She described the marketing process as a vehicle for *"picking the best students."*

The head of school thought that marketing was a wider concept than selling and promotions alone and was very much linked to the relationship marketing concept. He thought that marketing in relation to ITT involved a *"partnership with various stakeholders,"* like, the TTA, schools and others. He also considered marketing involved all the stages employed within the school of education's development plan, namely, prioritising, implementing, monitoring and evaluating outcomes.

The marketing director's view about marketing was that *"it's about identifying needs and meeting the wants of customers."* Furthermore, he also thought that UCH is well placed in enabling customers make informed choices which can be definitely *"turned into recruitment"* and this involves *"clarity"* about *"our message"* in the way we communicate to the customers.

The admissions tutor had a different opinion about marketing and he thought it to be more of a specific job one had to do and the conceptual understanding of marketing was less of a concern to him. So he thought marketing to be no more than *“just a responsibility”* and he envisaged the idea of marketing and management as *“ideals...outside my role.”*

The ITT course leader thought that marketing was not that important in ITT as it attracted such *“a large number of applicants,”* but did concede that it was important to ensure that *“our courses are attractive, relevant and meet customer needs.”*

The students were able to define marketing in terms of their personal expectations of an institution, the course and school experiences. So they confined their understanding to what personal comforts and advantages were attained from the university location and its high quality accommodation. One student said:

“The university was located in a beautiful setting and the living accommodation, when they were first years, was excellent.... The teaching rooms can be a nightmare...where we do maths, that’s a really good room, it’s big and cheerful...The school experience is really the best in giving me confidence.”

The issue of marketing as an ideological concept for the students was very much related to maximising their opportunities of “being” in a university. The need to enjoy the university and teaching experience in schools, as consumers, was far more important than looking for a job in a year’s time.

Benefits and problems of adopting marketing practices and philosophies

The dean considered the main benefit of marketing was to *“attract a wide range of people in, so that they can see what is on offer and identify what’s best for them.”* She articulated other benefits, but was cautious in not saying too much as she was “new” to the post and did not necessarily have *“all the information at hand”* to make informed comments.

The problems of adopting marketing practices, according to the dean, were attached to management issues. She explained the need to tap into any existing expertise within the

staff and then enabling that person or a team to take on the school of education priorities forward. The dean commented that:

"I have to ensure that the staff are not overburdened with tasks that could lead to undue stress. It's crucial that those who have the expertise and are willing to take on some of the marketing activities are enabled to do so."

The head of school considered the benefit of adopting marketing practices lay in making informed choices about who would gain from the ITT course. So he was aware of the marketing techniques which would assist in selecting the "best" students and, as past admissions tutor, understood the need to *"get the process and decision-making right."* He also considered the role of the school partners to be essential in making the recruitment process as *"fair"* as possible.

One potential problem lay in resolving the *"mismatch of what UCH thinks is a suitable person for teacher training and what schools think."* This was not really a major problem as the university had a policy of involving school teachers in ITT course development, mentor training and in many other functions, thus resolving any potential concerns amicably.

The admissions tutor offered several benefits which he thought *"fitted into marketing,"* one being the structured interview day where exchange of information was possible, the other, evaluating feedback from the BA (QTS) interviews. This gave the school of education an important monitoring tool for the effectiveness and efficiency of its admissions process, its liaison with teachers involved in interviews and where training needs were required.

The ITT course leader thought the benefits were sometimes considered to be *"long term ones"* and the disadvantages were more to do with not achieving personal aspirations whilst at the university. It was important therefore, according to the ITT course leader that *"poor quality experience, a poor degree or poor expectations,"* cited by some students, were carefully analysed to make appropriate changes, and in this, not forgetting that the university *"must also take a proportion of that blame as well."*

The question about benefits and problems of adopting marketing practices and philosophies in relation to ITT was not asked in this way of the marketing director. The question to the marketing director was about what the unit's priorities were and how these were communicated within the university and beyond. The marketing director considered the following to be the key priorities:

- *"Through market research activities, to undertake a commissioned research specifically in relation to name change for the university.*
- *To keep abreast of current general market research for educational change and development.*
- *To maintain a link with the university registry to make sure that they're understanding and interpreting and acting on trends in the national and local patterns.*
- *In the short term I think the recruitment issues have got to be the highest priority, in the medium term we want to develop a standing in this institution, particularly as a university, and in the long term I think we've got to take on our position of leadership in certain key areas."*

Pressures and tensions of delivering ITT

The dean thought that there were many competing pressures and tensions within a fast changing education world and some of these were related to the OfSTED inspection process bringing added pressure to busy and stretched staff. She was less than happy about the relationships between HEIs and the TTA, suggesting that they were becoming more *"bureaucratic and idiosyncratic compared to HEFCE."*

The dean pointed out that the TTA had become *"very prescriptive,"* for example, what goes in the standards. A sense of central TTA control had set in, and she felt that the ability to be self critical, with perhaps the guidance from the TTA, would have been more helpful, thus felt *"very strongly about this for myself and on behalf of my staff."* She went

to describe some of the pressures put on staff because of so much interference and lack of trust in HEIs, and that she felt concerned about *“staffs’ work loads and stress levels.”*

A challenge facing *“all of us”*, according to the dean, was that of continuing to manage good partnerships with schools and also how best for each partner to manage the budget that goes with it. She was not against this idea but felt that, as HEIs have an equal sense of responsibility about this development, each partner needed more time and effort to *“get this right.”*

The ITT course leader thought that the pressures and tensions on all staff were continuous. She thought that the most difficult things she had to deal with were:

“Having to keep documentation for everything, as if there wasn’t enough to do. We had a brand new course started in September 1997 and the amount of effort that a lot of people had put in was on top of any time that was “freely” given to us. I resent having to give up so much of my own time and other staffs’ time, without any real recognition.”

The admissions tutor referred to the same pressures as the dean and was unhappy about the competing demands on his time for teaching and admission role duties:

“You know the amount of time all the admin. takes up in admissions and no serious thought is given to how best to resolve this. I think this is a full time role requiring a small team.”

The marketing director thought that most HEIs were having to face similar pressures of having to manage ever decreasing budgets and, in a competitive environment, to recruit heavily. Therefore it was important to ensure that every offer was converted at a *“phenomenal rate”* and to ensure that there was no wastage of any applicant, thus requiring *“us to work extremely hard, but within the confines of ethics and to be realistic throughout.”*

The sources of pressure and tension came for the head of school from having to manage student targets set by the TTA. He thought that some of these pressures came as part of the

manager's role and it was therefore necessary to rely on *"good team work and good feedback about target numbers."*

This question of pressures about delivering ITT was not put to the students but it was interesting to hear their experiences as customers of the trials and tribulations of going through the application process for a university place. The need to know and being kept informed of their individual application were their main concerns:

"It seemed ages before we heard anything from UCAS...and you would hear that some of your friends had already got accepted and they had other offers as well...this was adding to the pressure."

"There were other stressful times.... people who got in had the first choice of accommodation and we would be left out. But now it seems that they were the least of our worries... more worrying is the work load and surviving financially."

Challenges and Opportunities of marketing in ITT

The dean thought that the most difficult challenge was that of the *"management of recruitment without incurring financial penalties for over or under recruitment on to the primary course."* She also stated that the school of education had to be even more vigilant in ensuring that *"we are placed in a favourable position in a cut-throat system."*

The dean also thought that the school of education had to become more proactive and *"market ourselves better without penny-pinching...and this means that we need to be much sharper and more professional."*

The ITT course leader's response supported the dean's view that, as a staff, they wanted more expertise to show them where opportunities for marketing ITT were greatest and how best to promote the school of education. She stated:

"We all need to understand the benefits for us, as a school, of marketing our courses, and the INSET we run more professionally."

The admissions tutor thought the different types of partnership models that were in operation caused some concern for school teachers. He noted that the school of education needed to develop a more open communication network so as to allay any difficulties or problems identified by either party. One particular difficulty lay in identifying exactly what the role of teachers and tutors was in supporting students on teaching practice. *"This needs to be resolved during regular mentor meetings or at training days,"* according to the admissions tutor.

The head of school's response also emphasised the importance of the university-school partnership:

"Through partnership with schools, the strengths are that each partner is getting a clearer view about what is its core business. The partnership enables the non ITT work that we do, the INSET work, to be developed in the right way, to ensure that any research being conducted is appropriate and relevant."

The marketing director identified a possible problem of conflicting challenges and opportunities of marketing ITT. On the one hand, it was the issue of recruiting enough students for courses to be viable and, on the other hand, it was ensuring that the right calibre or rather, those who were perhaps financially well-off, were admitted. He considered that many HEIs will have to deal with more cases of students in the category of *"bad risk."*

With the ever increasing popularity of teacher training, with the primary course attracting eight applicants for every place, he noted: *"there is a significant mismatch in other courses and it's the inability to recruit the academically ambitious that I think is the next challenge."*

The question about the equity of entry points for different courses was raised with the students. They thought that it was more important for an HEI to look at what personal qualities and experiences an individual applicant had, rather than just base an offer on A level or BTEC point system. Both the students voiced their opinion about maintaining high standards in teaching and that it was *"a great responsibility looking after children, their safety, the assessment and meeting parents."*

Monitoring effectiveness of marketing policies on ITT

The dean described the various ways in which the school of education, alongside the whole institution, monitored various events leading up-to and including BA (QTS) interviews. From monitoring UCAS applications to holding interviews and turning applications into real offers, the ITT tutors were also actively involved in monitoring the effectiveness of its publicity material, the way they reached out to niche markets and collecting feedback from schools about the quality of students on teaching practices.

She also said that the school of education staff were co-operating with CAMS over the production of a prospectus well before the annual cycle of admissions started, but they were *“rather patchy meetings”* and there was a faculty marketing group set up which was *“not terribly active, having only met once last year.”*

The head of school confirmed the dean’s view about the patchiness of the link between CAMS and the school of education:

“There is somebody named on the faculty marketing group, but because of his wider role of CPD developments, INSET and communications, the specific needs of the school of education are not satisfactorily voiced. I tend to be the person that organises things, the liaison with marketing, but it’s very patchy and not strategic.”

When asked how he could develop a strategic plan, linking marketing closely to the business of the school of education, he replied:

“One has to go back to the school of education’s strategic plan itself... there would be a complementary marketing strategy... I’m sure that what we have got here would help us do that quite comfortably.”

The strengths, weaknesses, opportunities and threats of monitoring the effectiveness of marketing policies on ITT were explored with the head of school. The main strengths lay in the partnership arrangements with local schools. Some of the positive characteristics of this were to do with clarifying expectations of the role the tutor, the teacher and the student had in the partnership. With so many changes introduced in the recent circulars, the head

of school said it was important to have a *“shared understanding between both of us (UME and the schools) on the implications of such changes for student support and development.”*

The threats to this were likely to be from all those involved in teacher training *“rushing into producing documents which did not conform to the TTA or DfEE regulations.”* He commented on the many opportunities that were available to jointly look at developing new forms of assessments, feedback to students on their teaching practices based on DfEE’s new standards document and how best to get involved in consultancies and post-teaching qualifications. He considered that time limitation was the biggest weakness, but it was important to continue having a dialogue on *“how best to develop models of partnership.”*

The ITT course leader explained that having the recruitment, retention and support strategy in place was a crucial indicator for monitoring the effectiveness of a quality ITT provider. She identified a number of strategies and some of them included:

“The need to attach the students with personal tutors was very important, to pick up on any real problems early on. Getting the recruitment process right and liaison with the admission tutors and registry is also a crucial factor.

It is inevitable that students will drop out for many different reasons and we try to understand why and see if we can do things better to prevent high losses. There are staff development programmes organised by the university related to student retention and attendance at them is very useful.”

The other interviewees also thought that monitoring the effectiveness of ITT and marketing strategies had to be done to show where the gaps are in current provision. They also made reference to the importance of the link between promotional aspects of marketing and strategies to improve institutional image and place, as identified in the literature.

The marketing director considered that having a quality physical environment would offer a sense of great appeal to students wanting to come to UCH. He considered that UCH's "great success stories" lay in its beautiful surroundings and quality teaching environment. Given that competition amongst the universities was so high in a rapidly changing market, it was important to demonstrate to students that:

"UCH had something unique to offer, apart from a very successful ITT programme it has run for more than two decades."

The admissions tutor considered that there has to be an equal weighting given to theory and practice in ITT and this means that *"UCH needs to make school experience an experimental culture rather than a get through culture."*

From a student's perspective, the quality of support, teaching and access to resources were seen to be essential ingredients if they were to progress through the ITT course. Both students felt that quality should exist in all areas like, subject studies, teaching practice, seminar feedback and tutorials and that it could be improved in offering more recreational facilities, cheaper accommodation and more parking facilities. One student's opinion about quality was that:

"Quality could be improved by having more time-tabled seminars to cover more of the subject knowledge, to get lectures at your level, to have directed tasks, you get to do hands on experience and to learn from a good teacher"

Link between marketing and ITT

Interviewees were asked if there were any other points they wished to make about the link between marketing and ITT. The dean commented that the university had a long tradition of providing ITT and allied courses for teachers and this would continue through stronger networking with other HEIs, schools, the TTA and others. In her short period of appointment at UCH, she considered that maintaining *"morale in the school of education was a priority, as we lost good staff in a short space of time."*

The head of school was more optimistic about the way forward for the school of education which had recently won large funding from the TTA to develop its CPD programme. He thought that it was crucial to publicise this to all our local schools and start developing other post-teaching qualifications, including offering *“courses on teaching and learning for all internal HEI staff without a teaching qualification.”*

The attainment of market leadership espoused by the marketing director will only happen if the *“gaps are resolved in terms of title”* and then *“there comes a more difficult strategic issue of developing market leadership.”*

Summary

The case study shows that the dean viewed marketing as a management strategy linked to its faculty development plan. There is a level of understanding about the concepts of marketing demonstrated by the majority interviewed, with one respondent saying that

“it is important to work together to deliver a quality ITT course despite what our belief is about marketing.”

The continuous *“bombardment”* of directives from the TTA, the financial squeeze upon HEIs, the need to generate income, the requirement for accountability for quality of courses and teaching and research were some of the pressures identified by all interviewees. Managing staff morale and their excess workload were recurrent themes of the interviewees.

There were limitations in the understanding and awareness of the role of the marketing personnel in the case study. Furthermore, some interviewees wanted to see *“better communication”* between the faculty and the marketing unit and more importantly, how best to utilise their expertise for the benefit of the faculty.

Chapter 7 Analysis

Introduction

This chapter analyses the data from two HEIs studied to see to what extent these institutions have incorporated marketing practices within their ITT courses. A direct comparison is not made mainly because there were no major differences between the two institutions. The chapter starts with data analysis procedure and then discussion of the meaning attached to marketing of ITT by the respondents of both HEIs. Analysis of survey and interview data are then presented concerning the extent to which these institutions are responding to their customers, and consideration is given to the role of the marketing unit within each of the HEIs. Discussion about the involvement of the institutional staff in marketing activities and in conducting market research studies is presented next. The importance of applying marketing to attract and retain students is analysed, as are the challenges and constraints of marketing ITT.

Data analysis

Since data were collected through different methods, different kinds of analyses were carried out. Data from the semi-structured interview were analysed using content analysis procedures. Content analysis involves a systematic description of the mode of communication (Borg and Gall, 1983). The summary of the analyses was supported with quotations from the respondents' oral responses, with some quotations paraphrased for clarity. Analysis of the survey data usually involved a comparison of means. For each survey question, the mean was calculated and presented against each response within the results table. In some cases, extracts from documents reviewed were used to enhance conclusions reached from the analyses.

The meaning of marketing

Marketing is a problematic concept not just in education but also in profit-related organisations. Diversity in interpreting the term leads to contradictions (Foskett, 1998), a theme that runs through the existing literature (Gray, 1991, Smith et al., 1995, Kotler and Fox, 1995).

Michael (1991) found that many respondents (administrators) stated that they knew marketing was different from selling, but very few admitted that they knew what the difference meant exactly. For the respondents surveyed in the current research, there was also reluctance in admitting that marketing was considered anything deeper than a set of strategies designed to advertise and promote institutional awareness. The survey findings further showed that the majority of the respondents (both HEIs had a mean of 1.60) considered marketing as a set of strategies or events rather than jargon. Even the students interviewed in both case studies understood marketing to be more to do with 'selling' the facilities of the campus than strategic thinking or marketing planning.

Many respondents surveyed considered the development of partnership between HEIs and schools to be an aspect of marketing. Some of the tasks highlighted by the respondents included mentoring, collaboration in course review and development and being visiting tutors on the BA (QTS) programmes.

Purposes of marketing

The precise function of marketing for an educational institution is riddled with contradictions and uncertainties, as found by Michael (1991). Two of the interviewees at UCH thought the marketing was somehow related to "profit making" and felt uncomfortable with the term. Most of the respondents surveyed in the current study thought that time would be taken up doing "unnecessary" jobs which, according to the course leader at UCH, might not ultimately benefit the students, directly or indirectly.

Existing research indicates that some HEIs are better than others in developing marketing opportunities, having been established longer and having larger marketing budgets (Smith et al. 1995). The survey data relating to the purposes of marketing ITT do not entirely support enthusiasm for marketing as many tutors indicated that they had other priorities

and responsibilities. Some of the senior managers in the case study were more positive, however. The head of school at UCH thought that marketing could be used to promote the quality and reputation of their courses. The dean at UME said that marketing should show them in the best light. The deans and the marketing managers interviewed from both HEIs considered marketing to be of vital importance in their institutional development plans. The students interviewed considered marketing to be important from the viewpoint of the quality of course on offer, the location and the image the institution had. The marketing literature also acknowledges that the location, cost and safety aspects are some of the most important indicators when students are making university and course choices. (Kotler and Fox, 1995)

Relationship marketing

The emergence of relationship marketing based on small business marketing literature, and built on the concepts of partnership, mutual trust and confidence, has recently entered the educational marketplace and has provided HEIs with some cumulative understanding of marketing (Payne et al., 1995, Stokes, 1996). In a similar development, Roberts (1994) reports on a number of HE institutions that have implemented policies and adopted marketing tools that have been borrowed from business to increase their effectiveness. The respondents did not use the term relationship marketing, instead, they commented on the need to foster good relationships with students and schools and in co-operating and involving teachers at BA (QTS) course reviews, at BA (QTS) interviews and as partner schools for teaching practice placements. The findings of Barber (1993), however, suggest that there is a fine divide between partnership and co-operation, with financial implications seldom explored with transparency by either partners. It is possible that any reduction in partnership may be due to the bulk of schools not having enough time to develop a more strategic partnership model since many are so stretched in managing the rapid changes in education.

Marketing and ITT

Most of the research on marketing in HEI seems to reflect a preoccupation with promoting a public image (Kotler and Fox, 1995, Davies and Ellison, 1997), and this may even be seen as having a central role within league tables. There is also a steady growth in the HE sector of strategic development in relation to the market (Smith et al., 1995, Kotler and Fox, 1995), but little appears to have been written about the marketing of ITT (Sidgwick et al. 1994). Foskett (1995) considers that some of the reasons may be that there is a slow cultural shift towards accepting the role of the market, or that, there is an absence of any coherent form of marketing research. The latter may not be a true reflection of development in a HE sector of late, because of the emergence of trained marketing personnel to manage such developments. The author's survey, however, shows that there may be different levels of awareness about marketing of ITT within both case studies, but no firm conclusions or generalisations can be made as to the extent of marketing expertise present within the respondents surveyed.

Commitment to marketing

Many of the respondents at UME considered that their institution was active and committed in promoting the ITT courses through its publicity machinery. UCH was also actively promoting itself, according to the marketing director, the course leader and the admissions tutor. Such activities were growing in number and in sophistication, according to the marketing directors of both HEIs. However, there was little evidence from the case studies or interviews to suggest that these institutions had fully adopted marketing as an institutional planning process or as an institutional philosophy.

Some writers warn against the dangers of rushing into a marketing effort, without a well thought out approach, which can lead to ineffective marketing and a waste of resources (Gray, 1991, West-Burnham, 1995). Indeed, Michael (1991, pp. 245-246) has found that in the process of adopting a marketing approach, institutions seem to pass through several (five) stages, from the initial awareness of marketing and auditing staff expertise to the final marketing thrust generated institution wide. Michael (1991) concluded that most were generally in the second stage, where recognition to do something and bringing in external marketing consultants, was the main strategy.

A small number of respondents from UME commented on the added workload and friction generated when undertaking some of the marketing activities to promote ITT, as did some of the respondents from UCH. The school director at UME thought that there is a likelihood of some cynicism about the commitment to marketing and needed sensitive management. The admissions tutor at UME further supported this view and stated that a more gentle approach and persuasion of staff was crucial. These findings back up Michael's (1991) study, where he goes on to explain that faculty members are more likely to resist at the implementation stage unless adequate involvement has been generated from the beginning of the process.

Responding to customers

The central theme in the literature on educational marketing is that of customer satisfaction (Crosier, 1975; Kotler, 1986; Cowell, 1984; Gray, 1991; Kotler and Fox, 1995). There is the underlying concept of consumer sovereignty (Smith, 1987) which focuses on enhancing customer satisfaction and customer value. Several questions were asked of respondents from both case studies to ascertain the extent to which each HEI is responsive. They were asked about the freedom to respond to their customers and the limitations of responsiveness.

Climate of responsiveness

Research indicates that educational institutions vary considerably in their level of responsiveness (Kotler and Fox, 1995) and these authors have identified three such levels as: unresponsive, casually responsive and those which are highly responsive. From the evidence of the current research in the two case study HEIs, it is apparent that they fit into the latter two categories. The current research indicates that the faculty of education at UCH is generally highly responsive to its customers, having established systems for handling BA (QTS) enquiries, organising interviews/campus tours in collaboration with the marketing department and in gathering marketing intelligence. UME is also considered highly responsive in relation to customer enquiries but seems to be casually responsive in disseminating the marketing intelligence to the faculty of education. This is because the internal communication network has been slow, and further, all the data that appears in the student satisfaction survey report produced annually is far too complex to access.

However, progress has been rapid, as there is a named marketing officer attached to each of the university's faculties to assist them in their marketing.

Responsiveness to TTA directives by the case study HEIs

The findings from UME suggest that it is influenced much more (mean 1.20) than UCH (mean 1.80) by TTA directives, for example, setting recruitment targets as a response to market forces. The freedom to respond to 'market forces' was therefore considered to be much greater by UME. UCH showed a higher level of responsiveness to the needs of students (mean 2.80) compared to a mean of 3.00 for UME. The responsiveness to TTA by HEIs cannot be taken too lightly. Sidgwick et al. (1994) argue that the shift in the centre of gravity away from HEIs towards schools in initial teacher training may undermine the potential source of HEI power. Further, there may be a concern that HEIs' activities are a drain on the resources of the economy and these need to be minimised. Therefore it is argued that there needs to be a sharing of activities between the public and private (business) sectors. Thus competition is created which might eradicate poor practice and eliminate inefficiency. (Sidgwick, et al. 1994, p.469)

Responsiveness to students by the case study HEIs

Michael's (1991) study commented on the high priority of students for quality accommodation and the need for personal safety through well-lit environment of the campus. The two student interviewees at UCH also referred to the need for improving the accommodation at one of the campuses and its parking facilities. Although the two students at UME raised similar issues, they were far more concerned about the cost of urban accommodation and personal safety.

The data suggest that UCH (mean 2.80) seemed to be more responsive than UME (mean 3.10) to the views of students. A number of open ended questions were put to the students about their experience of the quality of ITT and what changes had been made as a result of seeking their views. A student at UCH commented that the experience of the ITT programme was good, as did the student interviewed from UME. But concerning the quality of experience of the seminars, the tutorials, the quality of lectures, workshops, the teaching accommodation, and other related activities, each student offered different experiences. For example, the findings of the author's pilot study, based on comments of

three year four BA (QTS) students, suggested satisfaction with the quality of the ITT experience at UCH.

What cannot be stated categorically is that, if students voiced dissent on the above issues, would this mean that an institution is unresponsive? Kotler and Fox (1995) consider an unresponsive institution reflected a “bureaucratic mentality” (p.36) and was more concerned with “other things than customer satisfaction.” (p.37) By contrast, responsive institutions should realise that to attract students and other resources, they must provide courses and other benefits that their customers desire.

Responsiveness to staff by the case study HEIs

The UME’s course leader commented that its institution monitored its responsiveness through the university’s own student satisfaction survey. The admissions tutor added that one drawback of this survey was that the findings and analysis produced as an annual document rarely had an immediate impact on the current ITT students. This is because it would take considerable time, negotiation and resource allocation, as identified in the school development plan. Hence the perception that UME was apparently a casually responsive institution. Kotler and Fox (1995) point out that a highly responsive institution, compared to a casually responsive one, will have in place systems and processes to deliver quality in a routine manner and where the empowerment of the customer is its central concern.

The reasons for perceived limitations to institutional responsiveness were explored with the respondents of both HEIs. The TTA directives were ranked first among the factors limiting responsiveness. The deans and the heads of school of both case studies interviewed agreed that, with reduced finances, the pressure and burden on the institution to deliver quality education and services would be difficult to maintain.

The marketing director at UCH stressed the need for the university to ensure maximum attraction and retention of applicants. This alone did not necessary imply total responsiveness but it gave a positive signal to the customers.

Since the DfEE lays down policy and directives for HEIs, and allocates funds via the TTA to HEIs providing ITT, the perception of government policies as being restrictive, was expected. In the main, the deans of both universities made references to a “top - down”

mode of communication, and the relationship between their institution and the TTA was considered to be “luke-warm.” Michael (1991) concluded that the administrators of the HEIs he studied were found to limit institutional responsiveness more than the faculty members.

Responsiveness to schools by the case study HEIs

There was little difference between the two mean scores of the case studies when addressing the issue of responsiveness to school opinions, with UME having a mean score of 2.60 and UCH a mean of 2.70. Many respondents commented that the partnership arrangements between their institution and the schools had to be fostered for the benefit of students. The dean at UCH likened the partnership as the “process of relationship marketing,” with the dean at UME too focusing on getting the “relationships right” with the various partnerships. Many writers warn of the ‘cost’ to individuals and managers in embarking on relationship marketing where not only is the institutional structure necessary, one also needs to consider how best to bring the administrative and academic activities towards a marketing-orientation (Michael, 1991, Kotler and Fox, 1995, Davies and Ellison, 1997).

According to the head of school at UCH, the partnership arrangements that exist between the HEI and schools were sometimes difficult and led to some tension being created. Perhaps misunderstanding about the role of the mentor and the tutor occurred, or the finer points about the partnership arrangements were not well communicated by the HEI. Consequently, it was important to ensure that a close working relationship existed between the institutions, for the benefit of students who relied on a supportive network from all partners. (Barber, 1993)

Responsiveness to market research by the case study HEIs.

Most of the survey respondents agreed that market research is an important tool within ITT to identify customer needs. But another reason for a perceived limitation to institutional responsiveness is that of lack of expertise amongst the teaching staff to undertake market analysis and how best to “translate macroenvironmental analysis into action” to benefit an institution (Kotler and Fox, 1995, p.138). The survey findings suggest that UME has a higher level of awareness of customer needs than UCH. The admissions tutor at UME explained that this might be due to the recent introduction of the university webpage

generating a healthy rate of enquiry, but added a caution that this does not necessarily translate to actual applications and actual recruitment. As indicated by Graham (1997), higher education in the UK will need to be much more “sophisticated” to reach out to consumers, as government funding diminishes (Graham, 1997, p.18) The UCH admissions tutor was well aware of this development, but the structures set up at the institution had not been fully operational at the time of this research.

Both the heads of the schools of education stated that they would be looking more closely at ways of working with the marketing staff. Michael (1991) found that the students’ input to decisions concerning different areas of the institution were rated generally low or moderate and concluded that a full marketing model of operations was yet “to be adopted” (Michael, 1991, p.243). In general, most of the respondents of both case study institutions agreed that more could be done to involve the students in such decision-making areas. The dean at UME stressed the importance of student representation on many of the committees, but noted difficulty of attracting sufficient numbers of students. The admissions tutor at UCH welcomed full participation of students in the way the interview programme could be improved.

The role of the marketing unit

In order to determine the extent to which the role of the marketing unit was understood by the respondents of each case study institution, an open-ended question was included. The survey data reveal that there is little understanding about its role. The literature suggests that marketing functions are better undertaken by specialist units than by the departments/faculties (Stone and Thomson, 1987, Gray, 1991, Kotler and Fox, 1995, Smith et al, 1995, Foskett and Hesketh, 1996). In the current research, it is found that most of the marketing is undertaken jointly by the school/faculty of education and the marketing department/unit. Where consultants have been involved, as in the case of UME, they were attached to the marketing unit for the duration of their research period (Wakerly, 1997).

The dean at UCH wanted a better relationship with the marketing unit, with the dean of UME adding caution regarding the most sensitive ways to undertake this role. The admissions tutor at UME thought that the expertise of the marketing staff in statistical analysis would be helpful, whereas the admissions tutor of UCH felt that marketing would

not significantly increase recruitment. The course leaders at UCH and UME considered the image-making role to be important.

The internal communication between the marketing unit and the school of education was an issue raised by many of the respondents and highlighted in the literature (Pelletier and McNamara, 1985, Stone and Thomson, 1987, Michael, 1991). The dean of UME wanted 'openness' between the two groups of staff to avoid any misunderstandings about each other's role. The head of the school of education at UCH wanted greater co-operation to prevent marginalisation of the school.

The function of driving the policy was attributed to the marketing unit in both case studies. Both the marketing directors addressed the issue of internal communication. However, in both institutions, the effectiveness of communication was moderate, with UCH scoring a mean of 2.30 and UME a mean of 2.20. This is perhaps not too surprising, since the role of the marketing unit was not clearly understood by many respondents surveyed and those interviewed. Indeed, as the Smith et al. (1995) survey shows, this confusion was also a concern in established universities and, to a lesser extent, colleges of higher education and specialist colleges. They state:

"...marketing leaders in established universities...exhibited greater confusion about their institution's marketing remit and role definitions."
(p.34)

Further, the location aspect of the marketing unit in each of the HEIs may be of significance. At UCH, the marketing unit was located within the Park campus, as was the school of education, thus allowing for easy access and meeting opportunities. At UME, the marketing unit was located some five miles away from the faculty of education, thus making it that much less accessible. The UME strategy was to have a marketing person attached to the faculty of education, with the personnel's own office at this location. At UCH, there was an informal attachment between the two entities. In contrast, the dean of UME wanted the directorate to make this happen, at no cost to his faculty.

Despite the dominance of central units in the activity of marketing, the units remain generally small scale. Smith et al. (1995), found that 53% of HEIs employ between one and five people in their marketing units and only a small number of units employ more

than ten people. This is important in understanding how best to maximise the ways in which the marketing and ITT staff can work together. However, external consultants, in Smith et al's study, appear to have only a "minor role" (p.34) in all activities. The number of marketing staff has increased (or at least stayed the same) in most institutions that Smith et al. (1995) studied, and this is also the case in UME.

Information about student choice

In order to determine the extent to which the two HEIs under study have engaged in market research within ITT, specific questions were included in the survey. The results of the survey asking why students chose a particular ITT course showed that UME staff considered this to be an important question (mean 1.60) as it gave them some indication of their institution's responsiveness to the customers' needs and of the perception about their institution. The higher mean score (1.90) by UCH does not imply unresponsiveness, but it may suggest a different level of awareness or attitude amongst the staff to the importance of the research question.

A specific question regarding what research efforts were undertaken by the case study institutions to determine if there were any barriers perceived by students in applying for an ITT course showed that both HEIs undertook this activity, with UME scoring a mean of 1.90 and UCH a mean of 2.60. The admissions tutor at UCH explained that on interviewing mature students, issues of child care arrangements, time management, financial arrangements and management of their study skills surfaced repeatedly, as in the literature. (Farish et al., 1995) However, one has to be careful in interpreting these findings which are based on perceptions and require more research evidence.

Why students choose a particular ITT course may not be fully understood from the findings of this study. The dean at UME thought that it was crucial to maintain, develop or drop courses in the light of target markets and research evidence. The dean of UCH commented on planning ahead. The marketing literature supports this view, in that financial pressures and cutbacks have compelled many HEIs to make difficult decisions about investment in programmes (Kotler and Fox, 1995). Students choose to come to UME, according to the admissions tutor, because of its urban location, good transportation and its good reputation. But he admitted that there was no systematic way of collecting this data within the faculty.

The admissions tutor thought that students came to UCH because of the quality of the campus environment and its good reputation. It seems from the emerging evidence from the survey respondents of both case study HEIs that they are still developing ways in which marketing intelligence analysis can be best used in improving service provision.

This pattern was also found with respect to institutional research efforts to determine why students did not choose a particular ITT course. The UME dean observes that many of the students at interviews are demanding more information, which needs to be accurate and readily available, so that they can make informed choices. In light of this, Graham (1997) argues that universities will need to be more open or face relegation to a minor role for higher training. The TTA (1995), in its Corporate Plan, also advocates greater transparency in communication, responsiveness and accountability, as do Kotler and Fox (1995) and Mahony and Hextall (1997).

The marketing director at UCH considered that potential students might not choose their university because of having the term 'college' in its name. He explained that a specially commissioned research backed this impression. Kotler and Fox (1995), in describing the case of Yale University, introduced the idea of positioning and competitive analysis and noted that an image, which is the sum of beliefs, ideas and impressions, needs to be determined and, if negative or faulty, corrected.

Information about the quality of students

Research efforts to identify the quality of entry qualifications of potential applicants to ITT were perceived as higher (mean 2.10) for UME than for UCH (mean 2.40). The course leader at UCH explained that the recent requirement of the OfSTED inspection is that it is important to measure the quality of entrants, but ITT institutions will also have to provide evidence of the quality of the trained teacher through the use of profiles of teacher competencies. This may lead institutions to be selective in their choice of entrants to the ITT course, even leading to creaming (Sidgwick, 1994) of students, or perhaps at worse, an atmosphere of confusion and contradiction. As Sidgwick et al. (1993) note, planners will have to think hard about issues such as:

“what and who constitutes the market? What constitutes commodities in this market and what are their specifications? Who are the producers?”

Who are the consumers; parents, children, schools, new teachers? What are the units of exchange and the rates of exchange? What form or forms of competition prevail?" (p.106)

Indeed, if hurdles are put in place by the HEIs which limit people's accessibility to information about a certain university or a course, intentionally or unintentionally (Thomas, 1994), then it may discourage them to apply for ITT courses because of their perception of institutions being less responsive. It may be a case of what some writers (Le Grand and Bartlett, 1993) call market failures or market distortions caused by lack of information where students are unlikely to have the information necessary to "evaluate the relevance or value of the training." (Sidgwick et al., 1994, p.473)

Information about the quality of trained teachers

In terms of the research efforts to determine the use of teacher competencies as exit criteria specifying student's achievement, this was perceived to be lower for UME (mean 2.90) than for UCH (mean 2.50). UCH had recently undergone an OfSTED inspection (1995/96) of their Primary ITT and the report showed that the students' overall teaching competence met the requirements of the relevant circulars in the areas inspected. (OfSTED report, 1996, paragraph 9) No information regarding the quality of these criteria is available for UME, but the quality of the ITT provision at UME was rated highly by the recent OfSTED inspection (1997/8). This event was celebrated in the university's newsletter, with wider publicity in the national papers. Kotler and Fox (1995) would see this as an opportunity to maximise "customer orientation" (p.38), where quality customer service reflects management support.

Information about staff training to undertake BA (QTS) interviews

The importance of trained staff during the interview stage of admissions was emphasised by the Open College (1996). The mean score of 2.10 for UME compared to 2.90 for UCH, suggests a higher level of trained tutors at UME. This was a surprising result, in that the admissions tutor at UME had indicated the existence of a low level of training at the institution. The admissions procedure, like that at UCH, was described by the admissions tutor as being a very arduous process involving cooperation from different personnel, from the administration staff to the teachers in schools. No one particular reason for this higher

score for UME could be discerned. It may be that the dean had decided that the induction programme for staff conducting BA (QTS) interviews a few years ago was not working as well which made him think again, not only about the needs of the staff, but also how best to provide quality experience for students. In practice however, the admissions tutor was unable to explain what training programme was available for the staff, it was more an ad hoc, word of mouth exchange.

At UCH, in contrast, all personnel involved in formal interviews had to undertake a two day induction giving all the necessary background about the laws, policies and related issues on recruitment, retention and admissions procedures. Therefore it is surprising to see that UME's research efforts to determine the training needs for the ITT admissions staff was rated higher. Kotler and Fox (1995) note the need for institutions to have responsive relations (p.20), and this means motivating the staff and creating a positive climate so that they are facilitated to more effective performance.

Information about the impact of equal opportunities in marketing

The Open College (1996) advocates that higher education institutions develop an integrated approach to equal opportunities within their admissions policy. This particular issue was pursued through the survey and interviews. For example, both HEIs attained a common mean score of 1.90 in order to determine the impact of equal opportunities policies on admissions and recruitment to ITT. Both institutions had in their mission statement a very positive statement outlining the commitment to equal opportunities. The dean at UME was able to describe many initiatives, but said the university had some way to go in recruiting men and minority ethnic students on to the Primary ITT course. The dean of UCH expressed regret in not having a balanced representation of students from a wider pool within the ITT courses and noted the need to target specific groups and communities.

The Dearing Report (1997) recommended widening participation, and in response to equity issues, to "reduce the under-representation of certain ethnic groups and those with disabilities." (Recommendation 4) However, Roberts and Harvey (1997, p. 12) report that the track record for HEIs is not good in their ability to "access, manipulate for analysis, and monitor application, enrolment and progression data." The commitment to equal opportunities by both case study institutions is evident from the survey data, but how this

becomes an integrated activity within marketing remains an area for further investigation in all the areas of HE activities.

Nationally, the picture about recruiting minority ethnic people, those with disability, and men, has been fairly poor, hence the drive by the TTA (1997) to reach such audiences. Chapter 2 referred to the five targets set by the TTA to be achieved by 2002 in attracting potential students. Improving some of the perceptions by society of the status of teaching, and especially by minority ethnic people, is another approach. (Modood, 1994)

Information on the effectiveness of institutional communication

Establishment of effective channels of communication is an important management task. Evidence of current research efforts to determine the effectiveness of internal communication regarding marketing ITT produced the means for UME of 2.20 and for UCH, 2.30. Such a close agreement from the survey data is surprising because both the deans at the case study HEIs considered establishing communication channels as being important, but their effectiveness was challenged by some tutors. The distant siting of the marketing unit at UME might have been disadvantageous in enabling more regular contacts to be made, according to the admissions tutor at UME. However, the location of named marketing personnel attached to the faculty of education was considered to be a positive move by the admissions tutor, the school director, and the dean at UME. The head of the school of education and the admissions tutor at UCH considered those regular and more strategic meetings with the marketing staff would have to be developed. According to the head of school, this would constitute a more professional approach. Kotler and Fox (1995, p.386) consider that an effective communications programme requires strong professional skills and cannot be left to chance. There was a moderate level of agreement on this sentiment from most tutors surveyed.

Marketing activities and strategic market planning in ITT

Several authors agree that trained marketing staff better manage marketing strategies with specificity and understanding (Davies and Scribbins, 1985, Kotler and Andreasen, 1987, Canning, 1988, Kotler and Fox, 1995, Gewirtz et al., 1995). Michael (1991) found that the smaller institutions adopted marketing to attract more students, whereas the larger institutions concentrated more on attracting funds. The current research falls into the first

category but, according to the dean at UME, given the funding arrangements for HEIs, the need to attract funds is likely to become quite critical. This may become an important issue as the competition amongst ITT providers widens to reach out to more diverse targets, or as the potential customers become more selective.

It was observed from the survey that the staff of both HEIs considered it important to have a shared belief in the goals and a common sense of purpose in their delivery (both HEIs scoring a mean of 1.50). To this end, the UME's marketing director commented on the need for the faculty managers to review their programmes, promotion, pricing, and delivery of courses that integrated into institution-wide plans and their faculty development plans. The dean of UME considered that the faculty's main priority was to provide a quality learning environment and this meant attracting the highest calibre students which would help the faculty in assessment and quality terms. Kotler and Fox (1995) consider these to be important and necessary strategies.

The literature suggests that customers are more likely to use the attitudes of staff members to determine the quality of a service (Cowell, 1984, Gray, 1991, Michael, 1991, Davies and Ellison, 1997). The research question asked to what level was the respondents' awareness about marketing strategies raised by the senior managers? The level of perception was slightly higher in UCH (mean 1.70) compared to UME (mean 1.80). The admissions tutor at UCH considered the training offered to the headteachers involved in the BA (QTS) interviews to be an important aspect of marketing.

The ITT course leaders at UCH and at UME stressed highlighting the quality of ITT course and teaching expertise during promotion/interview stages. The head of the school of education saw this as a good opportunity for "showing off" the best qualities of the institution. The need for sensitively raising people's awareness of the integration between marketing and ITT was suggested by the school director at UME.

Kotler and Andreasen (1987) showed that the involvement of faculty staff in all marketing activities and stages is paramount to effective marketing in HEIs. The findings from the survey about the drive to implement marketing strategies by ITT staff showed that there was little difference of opinion with a UCH mean of 1.80 and a UME mean of 1.90. What this means is that the staff at both institutions consider it important to be involved in marketing strategies. However, what is not so clear from the results is the extent to which

this indicates knowledge and understanding about the effectiveness of the implementation process in marketing. The marketing director of UCH explained several initiatives for increasing student intake as a whole institution strategy.

In comparison, the marketing director of UME and the admissions tutor found that promotional events organised by the faculty of education generated considerable interest. But he thought that more cost-effective and labour intensive methods were needed, a role that could be explored with the marketing unit.

The constraints on marketing ITT

Financial penalties

The consequences of introducing fees (Dearing Report, 1997) for higher education in terms of market size, consumer behaviour and marketing practice will need careful and sensitive management.

The survey findings from both HEIs show that, as the ITT courses are dependent upon financial support from the TTA, the respondents were concerned about reaching the recruitment target set by the TTA. This was more evident at UME (mean of 1.40) than at UCH (mean of 1.80). Under- or over-shooting the target incurs financial penalties which, according to the dean of UME, would mean the institution “going under,” and would be a “very difficult situation to manage given the competition”. The dean at UCH was also concerned about the over-recruitment penalty it had recently incurred and was looking to recover any cost in the future by developing an early years course within its ITT programme. But, in both cases, the financial burden was a concern for most of the interviewees.

The head of school at UCH was also concerned about the partnership funding arrangements, as was the director at UME, who stated that not only was funding set aside for mentoring training for partner schools, it was also important to make good any shortfall if the TTA imposed a penalty by looking to attract more funds through initiatives like the technology Summer school and consultancies.

UCH’s marketing director considered it imperative to position the institution to attract the maximum number of students. The UME marketing director thought that, with the

introduction of tuition fees, it “couldn’t be complacent” in a competitive world. She thought, like the UCH marketing director, that UME should “utilise the merits of the city environment” much more to attract students, and also to promote “our academic excellence.”

Kotler and Fox (1995) consider that institutions have “significantly” (p.315) altered how they recruit and retain students in the climate of “the slow growth.” (ibid) Indeed, the admissions tutor at UCH commented on the necessity for the school of education to ensure a high level of completion of their ITT students, a problem that was highlighted by Roberts and Harvey (1997) when comparing initial participation and non-completion levels generally within undergraduate courses. However, as the admissions tutor at UME reported, the institution can generally improve its revenue in many different ways, but not at the expense of “turning students off because of the cost or poor quality”. This has implications for more collaboration with the marketing team to look carefully at the “revenue function and the marketing function of various courses of action, not just at tuition.” (Kotler and Fox, 1995, p.317)

Michael (1991) found that declining financial resources “limited” (p.252) the extent of marketing. Where no real outcomes from the investment of institutional funds are apparent, the dean at UME thought that this should be borne by a central university fund. The author’s research evidence suggests the need for greater joint training between the marketing unit and faculty/school of education staff on finance and their links with educational marketing so as to reduce any misconceptions.

TTA directives

All the respondents in the survey were asked an open-ended question, requesting them to state whether the TTA directives are likely to limit HEIs. The mean score of 1.20 for UME indicates a much stronger feeling than UCH (mean 1.80) on this matter, although both scores are high.

The TTA has many responsibilities, the central one relating to improving the training and professional development of teachers. What is central to this discussion are issues of funding criteria, recruitment and allocation of student numbers. The UCH dean acknowledged the major promotional role that the TTA and the Government have recently

played in the recruitment drive for teachers. Although expensive advertisements could not be managed, she considered it important “to define our product and project it in the marketplace.” The dean was, however, critical of the way in which the funding criteria and allocation of student numbers were handled. The dean of UME was concerned with attracting quality people, and suggested various initiatives to ensure funding followed the students.

The TTA has a “contractual” relationship with the “providers” of teacher education, and indirectly, with schools, through documentation and “partnership agreements” (Whiting, et al., 1996, Mahony and Hextall, 1997). According to Mahony and Hextall (1997, p.274), the “commercial style contracts” should be viewed with caution, as the tendency could be to oversimplify some very complex laws related to contract specifications. All the interviewees in this research whole-heartedly supported the importance of developing good relationships with all its partner schools. But a few noted that these might be jeopardised if budgets had to be managed. Indeed, a student commented that one of the many advantages of the ITT course was the opportunity of working both in schools and the university.

The TTA’s Corporate Strategy (1996/97 to 1998/99) states that the TTA will:

“support improvements in initial teacher training through the introduction of a new and more transparent funding system in which there are clear links between funding and quality.” (TTA, 1997, p.14)

The sum of nearly £200 million for the financial year 1996/97 was set aside as the proposed expenditure for ITT and related activities (TTA, 1997, p.44). There were conditions attached to the funding allocated to those institutions accredited by the TTA. These included the condition that HMI should have access “to inspect initial teacher training.” (TTA, 1997, p.47) The quality issue, especially in respect of the courses run and the partnership arrangements established, was important for all those interviewed.

A number of studies on partnership between HEIs and schools have shown that there is no single model which will provide all the components of an ITT course (Furlong et al., 1988, Miles et al., 1993, Department of Education in Northern Ireland (DENI) 1993). The implications for resourcing partnerships are varied and complex as found out by DENI (1993). This recognises that:

“School-based initial training is likely to have maintenance costs above those of conventional training and at least in the early stages there will be development costs.” (p.26)

Fidler (1994) suggests that transferring money from HEIs to schools will not solve the training problem, but extra money will also be required to improve training. Whether this extra money is specifically targeted to improve ITT partnerships, and in further developing the students, are issues currently debated by the TTA and its partners, and referred to by the school director at UME, and the head of school of education at UCH. Fitch (1994, p.45) observes that “free market economics” will be used to see what the market will bear in terms of what schools will accept and what HEIs can afford to pay in making the partnership work.

Government policy and directives

Policy initiatives by several governments over the past two decades have led to several changes, which have had implications for higher education. These include injecting market values into higher education (DES, 1987, Education Reform Act, 1988, McClure, 1989, DES, 1991), the move to bring closer together the world of business and higher education through financing of higher education and a leaning towards user-pay higher education system (DES, 1987, Dearing Report, 1997, DfEE, 1998). Roberts and Harvey (1997) remark that, although Dearing has put forward recommendations on the purposes, shape, structure, size and funding of higher education, they are sceptical about the timescale of change.

Case study respondents were asked about the extent to which government policy and directives limited institutional responsiveness. The UME mean score of 1.40 was stronger than that of UCH (mean score of 2.00). Financial constraints, for many of the respondents, seem to stem from the government reacting to economic pressure. The Labour government had, at least in theory, highlighted education as its key priority in the election manifesto. But the two deans interviewed expressed a sense of frustration, because of paucity of detail, in predicting the outcomes of the government announcement of the £19 billion to be made available to education (DfEE, 1998).

Michael's (1991) study showed that the consequence of the budget constraints had led many HEIs to resort to developing revenue-generating strategies (increasing fund-raising, alumni activities, increased government lobbying). This is also relevant for the two case studies where staff are having to field such enquiries about the cost of accommodation, fees, and other related matters.

Opinions of schools

Schools are more aware of the cost-benefit implications of their partnership with HEIs, but there remains a tension between school and ITT provider policies. (Bines, 1994, p.376) According to Hall and Wallace (1993), such tensions are likely to persist and influence the debate about the HEI-school partnership or, indeed, school-based consortia for training.

The survey data show that both UME and UCH staff are almost equally aware of the limitations of institutional responsiveness when considering the opinions of schools, as indicated by their mean scores of 2.60 and 2.70 respectively. Miles and Middleton (1993) have identified a gap in the understanding of both partners of what exchange-partnership means in relation to funding. The admissions tutor at UCH claims that more school-based training is likely if both the institutions are clear about each other's role. In this arrangement, he saw the student being the "central lynch pin" who "makes the partnership work".

Miles and Middleton (1993) argue that financial arrangements in future will lead to schools and HEIs working through a business relationship, thus undermining "any possibility of developing real co-operative partnerships." (p.119) This has opportunities for further research, but not explored in this study.

Some writers suggest that HE is located within a quasi-market, within which other HEIs bid and contract for student numbers (Le Grand and Bartlett, 1993). This has significant implications for future partnership models to be organised and developed. The UME school director and course director thought that the resource allocation to schools, planning for subject and phase specialisms and the consequences for teacher supply, will be some of the issues that their institution and school managers have to tackle.

Marketization is therefore likely to have a number of effects on the management and development of initial teacher training as identified in the literature (Sidgwick et al., 1994, Graham, 1997). There are a number of critics who have referred to “fragmentation” and “atomization” (Bines, 1994, p.377) of schools through school-based training. They imply that this may have an impact on quality and professionalism, both for schools and HEIs (Barber, 1993). The view of the dean at UME is that quality is likely to be affected if the partnership is not considered to be a joint responsibility of both partners.

Opinions of faculty staff

The two sets of case study respondents take a similar view about whether staff opinions are likely to limit what the school of education does in providing ITT (UME mean of 2.70 compared to UCH mean of 2.60). Given that the staff implement the school development plans in which they have had some considerable input, it is surprising that the mean scores do not reflect a stronger body of agreement. It could be that many of the management decisions do not involve all the staff, all the time. Indeed the marketing literature suggests that senior managers are charged to take a lead in all institutional activities, to deal effectively with its wide public and generate a high level of satisfaction (Kotler and Fox, 1995, p.21). A view that sums up the sentiments of the UME tutors is offered by the school director; “the general perception would be that, providing we continue to make the books balance, then the vice-chancellor would be supportive.” In contrast, the view of the head of the school of education at UCH is that sometimes putting pressure on some staff, which may not be desirable in the short term, does lead to reaping rewards in the long term, and has been beneficial for the whole school.

Opinions of students

Survey respondents were asked if students’ opinions are likely to limit what the school of education does in providing ITT. The data show that UME scored a mean of 3.10, whereas UCH scored a mean of 2.80. The view of one of the students from UME was that it is often difficult to decide which of the many faculty of education committees to join and it was also difficult to judge what influence your opinions may have. Another student’s view from UCH was that the large number of agenda items sometimes prevented one making a certain point, thus adding to frustration. Michael (1991) found that the faculty’s and administrators’ responsiveness to the opinions of students was considered to be moderate as the students’ contributions to both academic and administrative decisions were minimal.

Summary

The benefits of marketing are dependent upon the degree of respondents' awareness and the marketing-orientation of an HEI. For most, it had a much wider interpretation than "selling", with relationship marketing seen as a more helpful perspective.

The main benefits of applying market to ITT related to enhanced awareness of being customer-focused with the main pressure in the adoption of marketing being limited funding. Within the two case studies, there is evidence of market research informing institutional practice, but the way in which institutional and faculty research data are developed and co-ordinated remains to be further developed. The role of a marketing unit is also not fully understood.

The main challenges and opportunities of marketing ITT are considered to be in the development of a more integrated communication policy to deliver high customer satisfaction, quality services and effective and efficient ways of working with other partners.

Evaluating marketing performance in relation to ITT occurred at several levels in both institutions. The author's research has shown that there is a good link between marketing and ITT, but it needs vision, drive, commitment and communication from the managers to ensure that the benefits are passed on to their customers.

Chapter 8 Conclusion

Overview of Findings

The purpose of this research has been to investigate the link between marketing and ITT. The literature on higher education suggests that many universities are adopting marketing practices and strategies to increase their effectiveness in attracting and serving students and in obtaining the resources they need (Kotler and Fox, 1995; Allen and Roberts, 1996).

Most research on educational marketing is based in the secondary school sector (Foskett, 1995; Glatter et al, 1996), and further education (Smith et al, 1995; Foskett and Hesketh, 1996), and little research is available linking marketing with ITT (Sidgwick et al., 1994; Graham, 1997). Consequently, a major aspect of the research was to assess the experience of ITT tutors and marketing personnel about the extent to which their education faculties and the institution as a whole had adopted marketing practices.

The importance of marketing

The meaning of 'marketing' is context-bound, according to the literature. The survey data demonstrated an understanding and awareness of a number of the elements of marketing in both HEIs. Throughout the analysis of the data from the survey and interviews, the importance of top level involvement, to give a better sense of direction and co-ordination, was strongly identified as was the need for greater co-operation between education staff and marketing staff. The evidence appears to show that both case study HEIs are on the way to higher levels of recruitment, retention and success for students on their ITT courses.

Understanding the various dimensions of customer orientation

The data showed that each ITT institution had an understanding of the needs and expectations of customers and how they are likely to change, and what it is really capable of delivering. The marketing process was also clearly understood and articulated by managers.

Marketing planning and, more specifically, market analysis was one area identified in the current research where there is a gap, especially in turning managers' aspirations into action. Furthermore, the author's findings show that not all respondents understood how the various dimensions of marketing strategy could be adapted to the current and anticipated environment. This suggested the desirability of staff training in marketing to support current and potential ITT trainees.

The benefits and problems of adopting marketing in education

Those interviewed about the benefits and problems of adopting marketing in education were clear that recruitment was linked to financial penalties and management of this was their main priority. But they were also careful in stating that the institution had to understand their market so that any marketing effort would be focused and lead to greater student satisfaction.

The findings show that budget constraints had added to the pressure on HEIs to foster the partnership arrangements with schools even more tightly. Some of the potential benefits of marketing include an enhancement of institutional image; increasing recruitment of high quality students; improvement in student-oriented services and retention and enlargement of the institution's market share. There is also the potential for developing partnerships with customers, other than primary schools and local businesses to enhance institutional reputation.

The problems of adopting marketing techniques lie mainly in weak understanding of the role of marketing information systems. At UME, a student satisfaction survey is handed out to students and staff, but there is a lack of co-ordination between managers, tutors and the marketing staff on how best to use the results of surveys. For some, marketing results were not immediately tangible or visible, but for the majority of the respondents, the benefits from marketing outweigh the costs. Indeed, one interviewee noted that there was no choice but to incur the costs to survive in a competitive environment.

Understanding environmental pressures on marketing and their effect on ITT

Declining financial resources is a limiting factor for marketing activities (Kotler and Fox, 1995) and also reported by several of the interviewees. When the respondents were asked about the environmental challenges facing ITT, most referred to: inadequate government

funding; competition becoming more significant for the educational sector; attracting and retaining students; anxiety of students' ability to pay; impact of recent reports (e.g. Dearing, Kennedy); ability to provide quality accommodation and recreational facilities within an ever decreasing budget and the capacity of the case study HEIs to be even more creative in fostering partnership arrangements with schools. It is noteworthy that these were the kind of environmental issues identified in the literature (Michael, 1991, Miles and Middleton, 1993, Sidgwick et al., 1993, Graham, 1997). The findings of the survey endorse previous research by Michael (1991) in that responding to each of these changes (political, economic, social and cultural, and the technological environments) would require a major commitment from senior management, effective institutional networks and internal marketing training.

Marketing audit and the link with ITT

The indications from the survey are that a marketing audit is undertaken by senior managers within the school of education/faculty and within the marketing units in both case study HEIs. The use of a student satisfaction survey is a form of marketing checklist used at UME. What is not so clearly communicated to the staff, according to some respondents, is the best way to integrate market intelligence to institutional mission. There appears to be an external, internal and interactive marketing gap (Gilligan and Lowe, 1995) identified in both case studies, which can be resolved through better communication.

Links between marketing and ITT

Many of the survey respondents commented that partnership is a very important aspect of marketing, supporting the findings of other comparative studies. (Sidgwick et al., 1993, Miles and Middleton, 1993 and Barber, 1994)

Evidence from the current research suggests a broad awareness of the principles and concepts of marketing, and that it was closely linked to educational programme development where students gain optimum benefits. Litten (1980) supports this by stating that attention should also be given to the " attitudes and behaviour" (p.43) of the intended customers for these educational services. Here, market research and analysis is important, according to those surveyed.

Furthermore, the link between marketing and ITT for the senior managers at the two case study HEIs was seen as bringing closer together the resources of both the marketing unit and the school of education and in developing networks, collaborative research and consultancy. The latter is an area in which marketing has a good link with ITT, especially if an institution can demonstrate its ability to recruit and retain additional staff, as success in bids for research and consultancy will partly depend on this, and may even boost its public image. An understanding of consumer choice, and how to retain 'the customer', is a challenge that needs attention in non-profit making institutions. (Litten, 1990)

A theoretical model of the link between marketing and ITT

Several models of the marketing process were considered in chapter 2. These are helpful in developing a conceptual understanding of the link between marketing and education. (Stanton, 1981; Kotler, 1986; Gray, 1991; Michael, 1991, 1993; Davies and Ellison, 1997) However, there is no model that attempts to integrate all the steps commonly found in marketing literature and link them to ITT.

Michael's (1991) model considers the links between the environmental issues and the marketing process and offers a useful starting point within the educational sector, but is too general to apply to ITT. The concepts stemming from the study of relationship marketing (Payne et al., 1995; Stokes, 1996) offer helpful perspectives and a possible approach for establishing a link between marketing and education. As pointed out by Foskett (1998), the relationship aspect of marketing seems to be a less impersonal concept of marketing for many educationalists, thus, may be accepted more readily by some sceptics.

One model emerging from the current data, and directly linking marketing with ITT, is that based on the marketing mix concept, with its elements of product, positioning/place, price, promotion, and people. (Davies and Ellison, 1997)

Product

Product is considered to be the education service provided to the students and provides the basis for virtually all other marketing decisions linked to ITT. According to Kotler (1986), products can be divided into three categories: core, tangible and augmented. In education, the actual teaching would be the core product, the relationship between faculty and

students is the tangible and all other aspects like, relationships with schools, reputation and loans would be the augmented product.

Students are looking for added value - the programme benefits, not just programme features - according to the author's research. The BA (QTS) degree is the tangible product and offers features, quality level, packaging and brand name (Kotler and Fox, 1995, p.280). The augmented product offers convenience, guarantees, financing and other advantages (ibid). From the data analysis, it seems that both institutions are reviewing their current mix of products to see if they remain aligned with institutional plans and customer needs. Decisions about launching new programmes or modifying entry requirements, according to one manager interviewed, depend upon the best possible use made of market information, research and analysis.

Positioning/Place

The positioning/place of the higher education institution's marketing mix is concerned with three interrelated factors:

- the location of the institution
- its accessibility
- its ambiance, both internally and externally

The survey data show that both case study institutions considered these factors to be important. In both instances, the institutions heavily promoted the location in their publicity brochures from an aesthetically pleasing viewpoint, highlighting convenience to local amenities and transportation. Easy accessibility to campus was highlighted by both HEIs, as was the friendly and caring ambience the students would face on arrival. UCH was particularly strong on promoting the design, layout, safety and warmth of reception areas, according to many respondents interviewed.

Place, as a marketing concept, also stands for the mode of delivery function of an institution. All those surveyed gave a high priority to meeting the needs of students. But to achieve this, many factors need considering from the students' and institutional perspectives, including the right accommodation, right timing, right cost, premises management, communications management and the strengths and limitations of the HEIs.

Price

In reviewing the marketing literature, price proved to be the most difficult concept. In pricing a programme, HEIs have to identify both the internal and external factors that are likely to act as constraints. From the students' point of view, price is a key issue.

Customers are likely to compare and contrast the price of different ITT providers, so managers are having to emphasise quality, value-addedness and excellence in assisting customers to make choices. In looking at the price element of the mix, it is perhaps easier therefore to focus upon issues of cost and, in particular, on just how cost-effective each element of the organisation really is. Given this, the author's research indicates that significant activity is undertaken by senior managers in the process of developing a competitive advantage and a distinctive competitive stance based on:

- a cost/price-based strategy
- market focusing or niching
- a differentiated approach

Gilligan and Lowe (1995) note that low prices are very influential in buyers' choice of hospital services, that the low price message can be communicated effectively to the market and that a price-based strategy is sustainable over time and will not be eroded by other competitors. Virtually all those interviewed in the present study had referred to this. Indeed, one manager commented that it is important to concentrate on the strengths of the institution, rather than falling into the marketing wilderness (Gilligan and Lowe, 1995), where the result is a confused market position, insufficient clarity and no obvious distinguishing features that differentiate the institution. Revenue generation is important for institutional survival, therefore, in addition to understanding how customers perceive price, some interviewees also noted the need to understand how customers use price as a measure of quality of service or programme, and, how they face effort costs, psychic costs and time costs. (Kotler and Fox, 1995).

Promotion

It is clear from the data that the tutors and managers were aware of the variety of ways in which the institution can be promoted. Promotions encompass the planned/unplanned, the intended/unintended and formal/informal. The whole communications process raises many issues and touches on recruitment, employment, corporate image and so on.

Promotion attempts to overcome consumer ignorance by providing information concerning the institution, and also attempts to overcome consumer inertia by using 'persuasion' (Duncan, 1983, p.50) to create a favourable psychological association between the institution and its various customers. Both these functions have to be distinguished clearly when formalising promotional objectives.

People

The findings of the survey support what is in the marketing literature (Michael, 1991; Kotler and Fox, 1995; Davies and Ellison, 1997), in that the effective management of the people element of the mix was seen as a crucial part of the case study institutions' marketing effort, since it is capable of disrupting or building the marketing programme. Support staff empowerment improves service quality, according to Kotler and Fox (1995). These authors found that their congeniality, helpfulness and expertise help an institution to satisfy customers. Further, institutions need to consider relevant training and having a well-organised information system, coupled with the authority to resolve most problems, that can help the support staff to perform their jobs better.

Improving the ways in which the institutions communicate with the customers was acknowledged to be an on-going issue for all those surveyed. Some of the managers suggested the need to look at the effectiveness of the working relationships between academic and support staff. The implications for a service-oriented institution are that, not only is continuous training and communication important, but enhancing employee motivation, support and expressions of appreciation for a job well done is also vital.

In the following section, the model used to show the link between marketing and ITT is adopted from Gilligan and Rowe (1995). There are several reasons why previous models referred to in the literature are not developed further. Firstly, the data collected in this research fit more readily, and can be better illuminated, on the basis of the uncontrollable and controllable factors and their inter-relationships to the environment. Secondly, the 7 'p's forming the marketing mix (controllable factors) explain the characteristics and practice within ITT better than the models developed by Cowell (1984), Kotler and Fox (1995) or Davies and Ellison (1997). Thirdly, the link between the uncontrollable and controllable factors indicated by a double-edged arrow suggests that there is a dynamic,

fluid interaction between the two boundaries, which needs managing through audit of the environment and the marketing process.

The Gilligan and Rowe (1995) model was preferred to Michael's (1991) model as it showed more clearly the interaction between people, institution and their structures. For some time now, the health care organisations seemed to have developed a more radical customer-centred focus in these three areas than HEIs. Relationship marketing principles like a focus on customer retention, building long-term customer loyalty, an emphasis upon the product benefits that are most meaningful to the customer, and high customer commitment seem to be better managed in the health sector than the perceived transaction marketing principles (Christopher et al, 1993) used in HEIs and thus seemed to offer a better analytical tool to be used within the HEI sector.

Furthermore, the Gilligan and Rowe (1995) model offered an opportunity to understand the various dimensions of the macro and micro external environments, and how their patterns of interaction are capable of affecting the HEI environment. It also allowed an understanding of the need to review the environments on a regular basis and to appreciate how the environment creates opportunities and threats. It also offered an insight into the ways in which the HE environment is likely to develop and become more volatile over the next few years. This model also had the potential to offer an understanding of this for approaches to the management of an HEI.

The Gilligan and Rowe (1995) model also highlights the need to think about ways in which the customer base might be segmented and the marketing effort more readily focused. Also, the marketing process allows an opportunity for all not only to pay closer attention to the individual elements of marketing mix, but to do so in a co-ordinated fashion.

A detailed discussion of Gilligan and Rowe's (1995) model follows.

The link between the marketing mix and the educational environment

The model in Figure 8.1 shows the link between the marketing mix and the educational environment (ITT) and the external influences likely to impinge on institutional management functions.

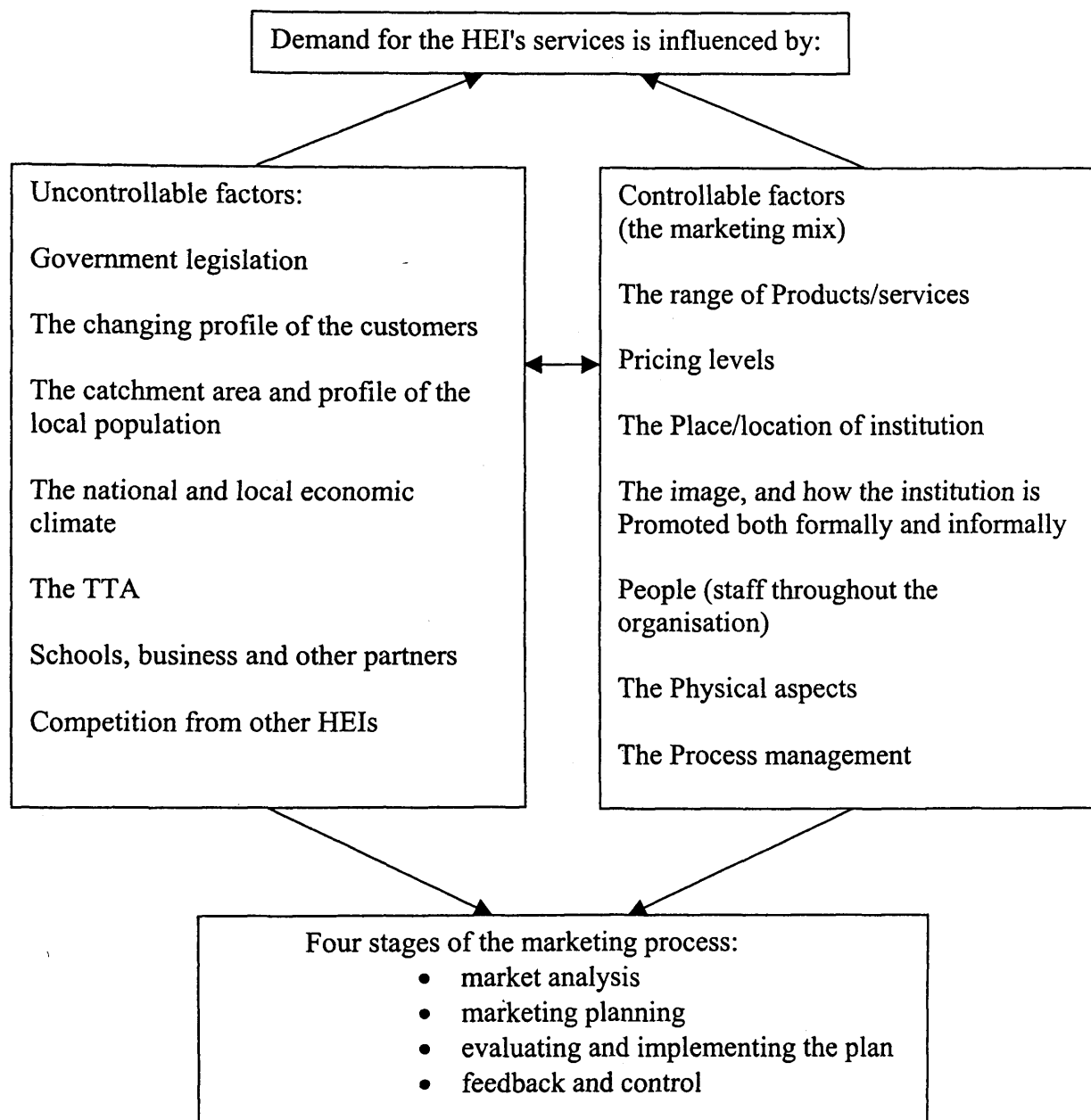


Figure 8.1 The marketing mix and the educational environment (adapted from Gilligan and Rowe (1995, p.27))

The uncontrollable factors are the environmental factors and are assumed to be largely beyond the control of the ITT providers. Changes in the political, economic, social or technological aspects, or a shift in attitudes of people, changes in student demographics and changes in student expectations, are likely to have far reaching consequences for ITT managers.

Figure 8.1 shows that marketing is about people, institutions and their structures, and the complex of relationships that exists between them as shown by the interlinking arrows

between the three boxes. The key to an institution's survival and growth lies in managing the continuous development of new and improved ITT programmes and how best to be customer-focused. Accepting the dynamic and problematic realities of the educational environment, this model suggests that both the ITT providers and their marketing departments will have to improve mutual understanding, if co-operative partnerships are to be established.

Although 5 'p's are described in the text, the two additional 'p's form the physical aspects and the process management in the Gilligan and Rowe model (1995). The reason for the additional 'p's is that both the literature and the data collected in this research have shown that customers are becoming more selective about the courses and HEIs they wish to choose and are demanding much more information about the quality of services on offer from HEIs. As such, managers are having to become even more responsive to the varied needs of customers by demonstrating that their institution is both customer focused and physically superior.

Each of the dimensions identified in figure 8.1 are related to the marketing of ITT courses in the following ways:

Uncontrollable factors

1. Government legislation - judging from the statements from government departments (DfEE, 1999), the Labour Government continues to make education a high priority. The gains from educational investment are thought to accrue to both the recipients of education and society as a whole. For HEIs providing ITT courses to be productive in their planning efforts, they need to compete effectively in the market place and need to know that the government is acting to reduce budgetary uncertainties.
2. Changing profile of customers - ITT providers are subject to social, economic and cultural factors such as the characteristics of the population, income distribution and the attitudes, beliefs and values of the people. The concept of consumerism and customer sovereignty continues to have an impact on HEIs as greater attention is paid in reaching out to potential students through active marketing, glossy publications and open days, which have an impact on institutional budgets. There are shifts in the attitudes of people, changes in student demographics and changes in student

expectations that have far-reaching consequences for HEIs. The ITT providers have to market themselves to appeal to all these various customers in creative and imaginative ways. The future of buying and selling products (and services) is changing with the development in the type and level of technology available and this may well influence curriculum content and delivery in HEIs.

3. Local population profile - There is emerging evidence of students applying to their local universities as costs rise. (Wakerly, 1997) This may lead to a different type of competition facing institutions which draw their students from the same area. Such environmental factors may affect the marketing process. Although some institutions attempt to appeal to a wider public with different socio-economic characteristics, demographic identities, ethnic minority affiliations and geographic attributes, many are realising the need to target specific consumers. Through the identification of institutional strengths, an HEI can position itself in the market through the formulation of a detailed marketing plan. It may be that poor marketing results from having obsolete data, misinterpreting customers' needs, poor assumptions and the inadequate involvement of marketing personnel.
4. The economic climate - Since the economy provides a background for every educational institution, its conditions affect all institutions, for example, the size of educational budgets depends, among other things, on the wealth of society. The implication of this for managers is to view the external factors as an opportunity or a threat and, through their marketing strategies, to turn these into opportunities and challenges.
5. The TTA - As the TTA sets the fees for each ITT student, managing the recruitment and retention process becomes a crucial activity of HEI managers. The quality of the ITT course provision, as judged by OfSTED inspection, is one indication of quality assessment and also influences the number of students allocated to a particular institution. Through marketing information systems, data about threats and opportunities can be assessed by scanning both the internal and external marketing environment. Marketing research allows the systematic design, collection, analysis and reporting of data related to marketing which can bridge the gap between the HEI and the TTA.

6. Schools, business and other partners - Marketing research also helps to develop the optimum conditions necessary for fostering partnerships with schools, businesses and other partners. Both the case studies researched actively involve and engage the partner community in areas like: developing their BA (QTS) programmes, participating in interviews, quality control, acting as visiting tutors and mentors during teaching practice. Therefore it is important to collect the feedback from such activities for the purpose of enhancing quality relationships and the quality of student services.

Controllable factors

The marketing mix, which consists of the seven elements, sometimes referred to as the 7P's, is shown as part of figure 8.1. This mix can be divided into the hard and soft elements. (Gilligan and Rowe, 1995) The hard elements form the product or service, the prices and fees charged, the forms of promotion, and the place and location in which the service is delivered. The soft elements form the people who deliver the service (educational, marketing and support staff), the form of process management (how customers are dealt with and service delivery) and the physical evidence (quality of rooms, furnishings, layout). From the student viewpoint, the perceptions of quality and value are largely on the basis of soft factors, such as the reception staff, the types of correspondence, the interview process, and the manner in which the staff relate to them. For this reason, in marketing ITT courses, particular care needs to be given to these areas. To be successful in marketing, it is important to provide a quality product (service), easy access to the product and good customer service, with the use of research to determine customer satisfaction.

1. The range of products/services - This is made up of its attributes (core delivery), its benefits or 'bundle of satisfactions' (Gilligan and Rowe, 1995, p.29) and the nature of the support service (relationships with the people). Each of these components is known from the author's research to impact on marketing ITT. The first of these is the extent to which the support services are capable of setting the tone for customers. Following on from this is the way in which product benefits are capable of being influenced not so much by reality, but by customer perceptions. The third factor is that, against this background, teaching competence, levels of expertise and issues of quality are perceived by customers to affect institutional reputation.

2. Pricing levels - From the customers' point of view, price is not an issue, as it is set by the TTA. By contrast, it is of very real significance to the HEI. The role of marketing is to provide a clear message to show what is on offer in terms of services, using excellence or expertise to demonstrate the quality of the institution, and giving emphasis to value-added elements, such as the total service.
- 3 and 6. The place and the physical aspects - There are three interrelated factors and they are to do with the location, its accessibility and the general ambience. Customers are becoming selective and it is essential to ensure that students receive educational services in the most satisfying manner. To achieve this, many factors including the right timing, right place and the strengths and limitations of the institution need to be considered.
4. Promotion - Amongst the spectrum of promotional activities, it is important to consider the image that is to be created for the institution as a whole and for each faculty. Hence the need to identify strengths, the competition involved and who to target through management of the promotional strategy.
5. People - The effective management of the people element of the mix is a crucial part of the marketing effort of ITT courses, since it is capable of making or breaking the marketing programme. Through analysis of staff experience, expertise, skill and knowledge gaps, appropriate training can be identified so that they project a positive image of the institution.
7. Process management - This is concerned with the ways in which the different types of customers and information are handled. Through identifying the good and bad points using market research and analysis, effective ways of delivering a high level of customer service and improvement in various systems could be identified. It is possible to identify from the survey and interview data how the four stages of the marketing process (analysis; planning; evaluation and implementation, and feedback and control) can influence the marketing of ITT.

Stage one: marketing analysis

The evidence from the author's survey shows that both HEIs understand the decision-making process of UCAS applicants and understand how their own strengths and weaknesses fit in with this and what they can be doing better. The survey data support findings in existing literature of the need for institutions to understand the processes consumers use to decide what and when to 'buy'. Whilst the consumers decide where to apply, there is reason to believe that managers of HEIs may have to decide which consumers to appeal to and which to admit. None of this is easy as indicated by the findings of this research. What is crucial, however, is that HEIs may want to develop an approach that is appropriate to their circumstances and builds from their existing culture, structures and processes so that the best possible market information, research and analytical techniques continue to be used in decision making.

The model in Figure 8.1 suggests a possible approach that links marketing activities and its relationship with ITT. This model does not show the several steps involved in the strategic marketing process, but the survey data show that each of the uncontrollable factors impinge on the way in which institutions manage them. For example, consumers will be assessing and making choices about individual institutions and courses by judging the quality of ITT courses; location in terms of the environment they offer (city/rural and distance from home); guarantee of accommodation; quality of teaching; friendly/supportive atmosphere; graduate employment prospects, and social life. In addition, the data from the survey show how strongly applicants considered the branding and perception of an institution. This may have implications for the ways in which the HEIs are presented in publicity material and in particular, their status as new or established universities.

Competition exists among HEIs, particularly those which draw their students from the same area. The author's research indicates that each institution, through its promotional activity, could possibly demonstrate to potential students a competitive advantage in terms of applications, admissions, reputed status in independent guides/directories, good employment record and links with employers and primary schools, Times league placings, and the quality of its ITT courses and teaching.

Stage two: marketing planning

Marketing planning involves strategy and tactics to ensure the overall direction of an institution and its response to its markets, opportunities and threats. This notion is not new to education and both HEIs studied had systems in place to take advantage of the marketing opportunities identified through strategic planning. Analysis of interview data show how a marketing information system may well bridge the gap between the uncontrollable and controllable factors, as indicated by the double edged arrow between the two boxes in Figure 8.1. The survey data suggest that both effectively communicated the information generated through their market research activity.

Stage three: evaluating and implementing the plan

Implementing the plan involves managing the seven 'P's of the marketing process (the marketing mix), marketing the plan internally and developing customer relationships. This is the most difficult part of the marketing planning process, according to those interviewed, who thought that it is only too easy to lose sight of the objectives and mission with the result that longer - term issues could be ignored. Many of the respondents had expressed concern, confirming Michael's (1991) study, that plans based on out of date data, poor assumptions about the quality of students or their background, misinterpreting consumers' needs and inadequate involvement of senior managers, are destined to fail. The author's research data indicate that the two HEIs could perhaps involve people at all levels in marketing, especially in key policy areas identified by Smith et al (1995), resource allocation and quality assurance, and maybe to continue liaising and co-operating with their marketing unit staff.

Stage four: feedback and control

The importance of a formal organisational structure to implement marketing strategy has been acknowledged in the literature (Kotler and Fox, 1995). The evidence from the survey endorses many of the findings in existing literature (Kotler and Fox, 1995; Davies and Ellison, 1997) which suggest that senior managers could ideally lead and co-ordinate marketing activities. This could well suggest attention being paid to measuring the performance levels being achieved, with a view to identifying where scope exists for modification and improvement. To be successful, data from this research indicate that the benefits of marketing ITT need to be understood by all, with recognition by each member,

perhaps facilitated by senior managers, of how best to meet the needs of their customers. Each of the dimensions shown in figure 8.1 influence the image that is presented to the customers, and it is possible that the HEIs need to ensure not only that each of the individual elements has been properly developed, but also that they have been pulled together into a coherent whole.

Significance of the study

This case study of two HEIs has contributed in a number of ways to the generation of both practical and theoretical knowledge. The high response rate to the survey gives confidence in the findings and allows some generalisations to be made and applied to other HEIs providing ITT.

The purpose of the thesis was to explore the link between marketing and ITT as little previous work focuses specifically on this relationship, although there is a growing literature on the link between marketing and pre-university institutions (Gray, 1991, Fosskett, 1995, Stokes, 1996). Both undifferentiated and differentiated perspectives and attitudes about marketing concepts exist within the pre-university sector of education. This study has demonstrated that the enhanced nature of ITT staff's relationships with schools and the TTA has made them more aware of marketing. In chapter 3, it was hypothesised that both the case study HEIs are believed to be relatively marketised. The findings demonstrate that both the case study institutions were customer – focused and responsive to their needs, suggesting that this hypothesis has been substantiated.

Furthermore, this study has shown that there are many benefits of linking marketing to ITT. Marketing activities enhance customer satisfaction, foster improved relationships between the TTA, local schools and other partnerships and show that the two HEIs are aiming to become responsive institutions. Through a better understanding of the process of marketing, both case study HEIs demonstrated a real drive to understand the customer's viewpoint. The evidence showed that both HEIs understood how marketing as a strategic planning tool, and market segmentation and market research, assisted them to recruit and retain quality students. These findings differed from previous work of Michael (1991), Sidgwick et al (1994) and Smith et al (1995), notably in linking HE and ITT, thus generating 'new knowledge'.

Each case study had its own strengths in establishing a climate of responsiveness. One of the major findings emerging from the research is that faculty staff and those in the marketing unit have different attitudes to, and perceptions of, the link between marketing and ITT. The education staff understood that marketing helped them to identify issues and plan responses that helped them to fulfil the institutional mission. They understood the need to attract and retain students and develop quality programmes as these would generate income from the TTA. They also understood that, if they failed to develop satisfactory programmes, maintain quality services and ensure customer satisfaction, the outcome may be a difficulty in attracting students, reduced morale, and a poor institutional image and reputation. In this respect, the findings clearly show a positive attitude to marketing in both case studies.

The evidence from this research suggests that there is a difference in the knowledge and understanding of the key concepts in marketing between the marketing staff and the faculty staff. There is a clear understanding by the marketing staff of the differences in the terms marketing, selling and promotion compared to the faculty staff who consider these as undifferentiated and synonymous terms. This places the marketing staff in an advantageous position to take a lead in staff development to improve faculty staff's understanding of marketing while, in turn, raising their own awareness about education.

The marketing staff thought that a conceptual grasp of the marketing process is an important pre-requisite to marketing success, more so than the faculty staff. The understanding of the process of marketing, especially the precise ways in which customer satisfaction and institutional responsiveness could be enhanced through practical strategies, needed to be better co-ordinated and communicated between the two units. The marketing staff could develop a more proactive approach to assist and guide the faculty staff on how best to develop the blend of marketing activities which both deliver competitive advantage and allow maximum exploitation of institutional strengths. (Smith et al, 1995)

Furthermore, through improved understanding of each others' roles and functions, the HEIs would be better placed to be more responsive to customer needs. The marketing staff should provide a lead in marketing strategy and in bridging the gap between marketing and ITT.

Summary

The findings showed the importance of marketing and its link with ITT. Using Smith et al's (1995, p.16) analogy of marketing in HE as "an archaeological site" is quite apt for this study. A three layer functional structure exists. The bottom layer is the primitive function of informal liaison, the middle layer the communication networking and lobbying, and the top layer the advertising, promotion and selling activities. Michael (1991) has shown that, depending on past histories, attitudes and the weight given to marketing, different HEIs will be at different levels of advancement within this 'archaeological site' model. The author's findings demonstrate that most progress has been made in the top layer with respect to: conceptual understanding about the marketing process, strategy, vision, leadership, organisational sensitivity and flexibility to market research, competitive understanding, and development of fostering relationships.

The model (Figure 8.1) shows that marketing and ITT are closely linked through the various steps, understanding of marketing variables, being aware of the complex management decisions involved in ensuring the flow of activities, and the relationships with the environment, both external and internal. The model suggests that there needs to be an integration of the uncontrollable and controllable factors with other variables which will help position an institution in a competitive environment. To be successful, Michael (1991, p.58) considers that the marketing process must be 'adopted and implemented in an integrated' manner, and the findings of the author's research shows that this needs to be undertaken across the whole institution, to all levels in the institution and communicated to all through an appropriate structure.

The significance of this research has been the added knowledge gained by an in-depth study of two HEIs showing the links between marketing and ITT. The faculty staff had a positive attitude to the benefits of marketing for ITT. Their perceptions about the marketing process, and what practical strategies constituted good marketing practice, varied amongst the respondents and depended much upon their previous experience. The findings show that the faculty staff had mixed perceptions about the roles and functions of the marketing staff. The marketing staff's perception was that of a differential awareness about the concepts of marketing, and they were therefore cautious in advancing ideas. The study found that there needed to be more open, regular and co-ordinated communication between the two groups of staff.

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Appendices

Appendix I Questionnaire

Survey of school of education staff in two Higher Education institutions to gain their understanding of marketing when applied to Initial Teacher Training (ITT)

Please **circle** the number that indicates the extent to which you agree or disagree with each statement using this scale:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

1. Marketing in ITT means:

Jargon for publicity	1	2	3	4
The responsibility of the Marketing Unit in the institution	1	2	3	4
Limited understanding for me	1	2	3	4
More work for ITT staff	1	2	3	4
Strategically marketing ITT (to target groups)	1	2	3	4
Forming partnerships (e.g. with businesses/schools) to promote ITT	1	2	3	4

2. Market research within ITT helps to identify:

Why students come to the ITT courses	1	2	3	4
Why students <u>don't</u> come to the ITT courses	1	2	3	4
The quality of qualifications on entry to ITT	1	2	3	4
The use of teacher competences as exit criteria specifying student achievement	1	2	3	4
What the barriers are to students in accessing ITT	1	2	3	4
The impact of equal opportunities policies on ITT	1	2	3	4
The impact of equal opportunities policies on admissions and recruitment to ITT	1	2	3	4
The training needs for the ITT admissions staff/tutors/heads	1	2	3	4
Effectiveness of internal communication regarding marketing ITT	1	2	3	4

3. Marketing of ITT is most effective if:

Consideration is given to customer needs	1	2	3	4
There is an acceptance of shared institutional goals on marketing strategies in ITT	1	2	3	4
There is a shared sense of purpose to achieve these goals	1	2	3	4
There is a drive to raise awareness on marketing strategies in ITT by the senior managers	1	2	3	4
There is a drive to implement marketing strategies in ITT by ITT staff	1	2	3	4
There is monitoring of marketing strategies in ITT	1	2	3	4
There is regular feedback on progress of marketing strategies in ITT	1	2	3	4

4. The following issues limit the responsiveness of senior managers (e.g. Dean, Directors of Schools, Head of School) to plan and manage ITT:

Government policy and directives	1	2	3	4
Teacher Training Agency's directives	1	2	3	4
Financial constraints	1	2	3	4
Opinions of faculty staff	1	2	3	4
Opinions of students	1	2	3	4
Opinions of schools	1	2	3	4

Thank you very much for completing and returning this questionnaire.

Krishan Sood

Appendix II

Covering letter

5, Cross Waters Close,
Wootton Fields,
Northampton,
NN4 6AL.

Date:
Ref: EdDThesis/KKS

Marketing and Initial Teacher Training Questionnaire

Dear Colleague,

I am currently registered for the Doctorate in Education at the University of Leicester. I am researching the impact of 'market' on initial teacher training in two higher education institutions.

There are two parts to the research. The first part is a survey by postal questionnaire and I would be grateful if you would be willing to spend a few minutes completing the enclosed questionnaire and returning it in the pre-paid, self-addressed envelope provided.

The second part of the work will consist of interviews with a number of people - the Dean of faculty, the Head of School (or the equivalent), Head of marketing, a member of the departmental teaching staff, a BA/BEd student.

Response to both the questionnaires and any subsequent interviews will be treated in confidence and no views or comments will be attributed to individuals or institutions in the thesis or in any publications arising from this work.

If you would like any further information about the project, please contact me either by letter or telephone.

Yours sincerely,

Krishan Sood,
Senior Lecturer in Education

Appendix III

Follow-up cover letter

5, Cross Waters Close,
Wootton Fields,
Northampton,
NN4 6AL.

Date:
Ref: EdDThesis/KKS

Marketing and Initial Teacher Training Questionnaire

Dear Colleague,

I am currently registered for the Doctorate in Education at the University of Leicester. I am researching the impact of 'market' on initial teacher training in two higher education institutions.

You may recall that, in March, I sent you a copy of the enclosed questionnaire. I acknowledge the pressure of time on all of us and appreciate how busy you are. However, if you could now find a few minutes to complete the questionnaire - either the original or the enclosed copy, and return it in the enclosed self-addressed envelope, I would be most grateful.

Response to both the questionnaires and any subsequent interviews will be treated in confidence and no views or comments will be attributed to individuals or institutions in the thesis or in any publications arising from this work.

If you would like any further information about the project, please contact me either by letter or telephone.

Thank you for your co-operation.

Yours sincerely,

Krishan Sood,
Senior Lecturer in Education

Example of an interview schedule - As the senior manager (the dean):

1. How would you define marketing in relation to ITT?
2. What are the benefits and problems for the school of education for adopting marketing practices and philosophies?
3. Choice, equity, responsiveness and efficiency cut across the marketing philosophy and institutional planning. How well placed is the school of education in meeting these challenges?
4. What are the pressures and tensions facing the school of education in delivering quality ITT in relation to the Dearing and the Kennedy report? How are these being managed?
5. What are the perceived penalties (financial, closure of courses, social, technological) for not taking the challenges and opportunities of the marketisation world?
6. To what extent is this university competing for students, resources, with other HEIs?
7. To what extent is this school of education responsive to customer needs (e.g. students, schools, the TTA, businesses)?
8. How does this university monitor the effectiveness of its policies on (e.g. recruitment, equal opportunities, staff training, course development, advertising programmes, student accommodation, recreational facilities)?
9. How are the students/schools voices heard on the school of education activities?
10. What are the major sources of constraints on marketing practices (e.g. lack of funds, lack of marketing personnel, government policy, undesirability of marketing)?
11. What do you consider to be the role of the marketing unit of the university?
12. How effective is the internal communication on marketing within and beyond the school of education?
13. How can this be further improved/co-ordinated?
14. Are there any other points you would like to make about the link between marketing and ITT?

Appendix V(a) Arrangement of survey data - UCH

Marketing in ITT means		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	m	sd	cov%	
a	Jargon for publicity	2	2	2	3	1	3	3	3	4	4	4	4	2	2	4	4	2	3	3	3	3	3	4	3	1	3	2	3	2.86	0.87	30.62	
b	The responsibility of the Marketing Unit in the institution	4	2	3	4	1	3	4	3	2	3	3	2	2	4	4	2	3	3	2	3	2	2	2	3	4	4	3	2	2.82	0.85	30.03	
c	Limited understanding for me	3	3	2	3	3	3	3	1	3	4	3	1	3	4	4	4	3	2	2	2	2	2	4	2	3	3	3	3	2.79	0.82	29.35	
d	More work for ITT staff	2	2	2	1	3	2	2	3	4	3	2	2	2	1	2	1	3	2	1	3	3	2	2	2	3	2	2	2	2.18	0.71	32.58	
e	Strategically marketing ITT (to target groups)	2	2	2	1	2	1	2	3	1	2	2	1	2	1	2	1	2	2	1	1	2	2	1	2	2	1	1	2	1.64	0.55	33.40	
f	Forming partnerships ...	2	1	2	3	2	1	2	3	1	3	1	1	1	1	3	1	2	1	2	1	1	2	1	2	4	1	2	2	1.75	0.83	47.38	
2	Why students come to the ITT courses	2	2	1	4	2	1	2	2	2	2	2	1	2	2	1	2	2	1	1	2	2	2	2	2	2	2	3	2	1.89	0.62	32.63	
	Why students don't come to the ITT courses	2	2	2	4	3	1	2	2	3	2	2	2	1	2	2	1	4	2	1	1	2	4	2	2	3	2	3	2	2.18	0.85	38.90	
	The quality of qualifications on entry to ITT	2	2	2	4	2	2	2	3	2	2	2	2	2	1	4	2	3	2	2	1	3	3	2	3	2	3	3	3	2.36	0.72	30.45	
	The use of teacher competences as exit criteria...	2	2	3	4	3	1	2	2	2	2	2	2	3	2	3	3	3	3	2	1	3	2	2	4	4	2	2	3	2.46	0.78	31.59	
	What the barriers are to students in accessing ITT	2	2	1	4	3	1	2	2	2	2	2	2	1	1	2	2	2	2	1	1	2	4	3	2	2	1	3	2	2	0.80	40.09	
	The impact of equal opportunities policies on ITT	2	2	2	4	2	3	2	2	2	2	2	2	1	1	2	2	2	1	1	1	2	2	3	2	2	1	3	2	1.96	0.68	34.64	
	The impact of equal opportunities policies...	2	2	2	4	2	2	2	2	2	2	2	2	1	1	2	2	2	1	1	1	2	2	3	2	2	1	2	2	1.89	0.62	32.63	
	The training needs for the ITT admissions ...	2	2	2	4	3	1	2	3	3	3	2	2	1	2	2	3	2	2	2	2	3	3	2	3	1	2	3	2	2.25	0.69	30.57	
	Effectiveness of internal communication ...	2	2	2	4	3	1	2	3	3	3	2	2	2	2	1	3	2	2	1	2	2	3	2	4	3	2	3	2	2.32	0.76	32.67	
3	Consideration is given to customer needs	1	1	2	1	2	1	1	2	1	1	1	1	2	2	2	1	1	1	1	2	2	1	1	2	2	2	1	2	1	1.43	0.49	34.64
	There is an acceptance of shared...	2	1	2	1	1	2	2	2	1	2	1	2	2	1	2	1	1	1	1	2	2	1	1	1	2	2	2	2	2	1.57	0.49	31.49
	There is a shared sense of purpose ...	2	1	2	1	1	2	2	2	1	2	2	2	2	1	1	1	1	1	1	2	1	1	1	1	2	2	2	2	1	1.5	0.50	33.33
	There is a drive to raise awareness on ...	2	1	2	1	1	1	2	2	2	1	1	1	1	1	2	1	2	3	3	2	2	1	2	3	2	1	2	2	1.68	0.66	39.17	
	There is a drive to implement marketing ...	2	1	2	2	2	1	2	2	2	2	2	1	2	1	2	1	2	2	2	2	2	1	2	3	2	1	2	2	1.79	0.49	27.42	
	There is monitoring of marketing strategies...	2	1	2	2	1	1	2	2	2	2	2	1	2	1	2	1	1	1	2	1	2	1	2	3	2	2	2	2	1.68	0.54	32.06	
	There is regular feedback on progress ...	2	1	2	1	1	1	2	2	2	2	2	2	2	1	2	1	1	1	1	2	2	1	1	2	3	2	2	2	1.68	0.54	32.06	
4	Government policy and directives	3	2	1	1	3	1	2	3	2	2	4	2	1	1	2	4	1	2	2	2	4	2	1	2	2	1	1	2	1	1.96	0.94	48.07
	Teacher Training Agency's directives	3	2	1	1	3	1	2	3	1	2	3	2	1	1	2	4	1	2	4	2	4	2	1	2	1	1	1	1	1	1.82	0.93	50.94
	Financial constraints	2	2	1	2	2	1	2	2	1	2	4	2	1	1	2	2	1	2	3	3	2	2	3	2	2	1	1	1	1	1.82	0.76	41.84
	Opinions of faculty staff	2	3	3	3	4	2	3	3	2	3	4	3	3	2	2	1	3	3	3	3	3	4	3	2	4	3	2	3	2.79	0.72	28.02	
	Opinions of students	2	3	3	3	3	2	2	2	3	3	4	3	3	2	2	4	3	3	3	3	3	4	3	2	4	2	2	3	2.79	0.67	24.19	
	Opinions of schools	2	3	3	1	3	2	2	3	3	3	4	3	2	2	2	4	3	2	3	2	3	3	3	2	4	3	3	2	2.68	0.71	26.50	

Appendix V(b) Arrangement of survey data – UME

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	m	sd	cov%
1 Jargon for publicity	3	4	1	4	3	3	4	2	4	2	4	4	2	3	4	2	1	2.9	1.06	35.89
The responsibility of the Marketing Unit in the institution	2	2	3	3	3	3	3	3	2	3	4	3	2	3	3	3	1	2.7	0.67	24.60
Limited understanding for me	2	2	3	3	4	3	3	3	4	2	4	3	4	3	3	3	4	3.1	0.68	21.68
More work for ITT staff	3	3	1	2	2	2	1	2	3	2	2	1	2	2	3	2	3	2.1	0.68	31.91
Strategically marketing ITT (to target groups)	3	1	3	1	2	1	1	2	1	3	1	1	1	2	1	1	2	1.6	0.77	48.57
Forming partnerships ...	2	1	3	1	2	2	2	2	2	3	2	1	2	2	1	1	2	1.8	0.62	33.83
2 Why students come to the ITT courses	1	1	2	2	2	1	1	2	2	2	2	2	2	2	2	1	1	1.6	0.48	29.01
Why students don't come to the ITT courses	1	1	3	3	2	1	2	2	2	2	1	3	2	2	2	1	1	1.8	0.71	38.71
The quality of qualifications on entry to ITT	2	2	2	2	4	3	1	3	3	2	2	2	2	1	3	1	1	2.1	0.83	39.28
The use of teacher competences as exit criteria...	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	4	1	2.9	0.64	21.73
What the barriers are to students in accessing ITT	2	2	4	2	2	1	1	2	2	2	2	3	2	2	2	1	1	1.9	0.73	37.36
The impact of equal opportunities policies on ITT	2	2	3	2	4	1	2	3	2	2	3	1	2	2	2	1	1	2.1	0.80	38.97
The impact of equal opportunities policies...	2	2	3	2	4	1	2	2	2	2	2	2	2	1	2	1	1	1.9	0.73	37.36
The training needs for the ITT admissions ...	2	2	3	2	2	1	2	2	3	3	3	2	2	3	2	1	1	2.1	0.68	31.91
Effectiveness of internal communication ...	3	2	2	3	2	1	2	2	3	3	3	2	2	4	2	1	1	2.2	0.81	36.08
3 Consideration is given to customer needs	1	1	1	2	2	1	2	2	2	2	1	1	1	2	4	1	1	1.6	0.77	48.57
There is an acceptance of shared...	1	2	2	1	2	1	1	2	1	2	1	1	1	1	4	1	1	1.5	0.78	52.76
There is a shared sense of purpose ...	1	1	2	1	2	1	1	2	1	2	1	1	1	2	4	1	1	1.5	0.78	52.76
There is a drive to raise awareness on ...	1	1	3	2	3	1	1	2	1	3	1	2	2	2	4	1	1	1.8	0.92	50.59
There is a drive to implement marketing ...	2	1	2	2	3	1	2	2	1	3	1	2	3	1	4	2	1	1.9	0.87	44.95
There is monitoring of marketing strategies...	2	1	3	2	3	1	1	2	1	3	1	2	2	1	4	2	1	1.9	0.90	47.80
There is regular feedback on progress ...	2	1	3	2	2	1	1	2	1	2	1	1	2	1	4	1	1	1.6	0.84	50.76
4 Government policy and directives	1	1	1	1	1	2	2	1	1	1	1	1	3	2	3	1	1	1.4	0.69	48.95
Teacher Training Agency's directives	1	1	1	1	1	2	2	1	1	1	1	1	1	1	2	1	1	1.2	0.38	32.40
Financial constraints	1	1	1	1	1	3	1	2	1	1	2	1	3	1	2	1	1	1.4	0.69	48.95
Opinions of faculty staff	3	3	3	2	3	3	3	3	3	3	2	2	4	4	3	4	1	2.9	0.76	26.29
Opinions of students	3	4	4	2	3	3	4	3	3	3	3	1	4	3	3	4	3	3.1	0.76	24.31
Opinions of schools	2	3	2	2	3	3	3	3	3	3	2	3	1	4	4	3	2	2.6	0.76	28.80

Appendix VI Interview questions and their significance

Questions to the dean

Question one, *“How would you define marketing in relation to ITT?”* was a direct question intended to elicit from interviewees a summative overview of the marketing definition before any cues were offered by the nature of the other interview questions. The literature had shown that there were many different definitions of marketing and it was therefore a legitimate question to raise to all interviewees.

Question two, *“What are the benefits and problems for the school of education for adopting marketing?”* To investigate the benefits and problems which can be anticipated from a management viewpoint.

Question three, *“Choice, equity, responsiveness and efficiency cut across the marketing philosophy and institutional planning. How well placed is the school of education in meeting these challenges?”* To investigate the extent of responsiveness to changes and challenges faced by senior managers. Although this question has numerous conceptual issues asked to be addressed and making the validity of responses difficult to analyse, in practice, the managers chose to focus on one or two of the concepts and then addressing the others, in other questions in the interview.

Question four, *“What are the pressures and tensions facing the school of education in delivering quality ITT in relation to the Dearing and the Kennedy report? How are these being managed?”* To determine what strategies are likely to be developed or already developed to manage such factors.

Question five, *“What are the perceived penalties (financial, closure of courses, social, technological) for not taking the challenges and opportunities of the marketisation world?”* To determine how these variables may influence the managers and staff.

Question six, *“To what extent is this university competing for students and resources with other HEIs?”* To determine the extent of competition between HEIs providing ITT.

Question seven, *"To what extent is this school of education responsive to customer needs (e.g. students, schools, the TTA, businesses)?"* To investigate the extent to which the school is customer - focused.

Question eight, *"How does this university monitor the effectiveness of its policies on (e.g. recruitment, equal opportunities, staff training, course development, advertising programmes, student accommodation, recreational facilities)?"* To determine the extent to which systems are in place.

Question nine, *"How are the students/schools voices heard on the school of education activities?"* To determine the extent to which the partnership arrangements are in place.

Question ten, *"What are the major sources of constraints on marketing practices (e.g. lack of funds, lack of marketing personnel, government policy, undesirability of marketing)?"* To investigate the extent to which these factors may impact the management decisions.

Question eleven, *"What do you consider to be the role of the marketing unit of the university?"* To determine the extent of communication between the school and marketing unit.

Question twelve, *"How effective is the internal communication on marketing within and beyond the school of education?"* To determine the extent of communication between the school and marketing unit.

Question thirteen, *"How can this be further improved/co-ordinated?"* To determine the extent of inter-departmental co-operation.

Question fourteen, *"Are there any other points you would like to make about the link between marketing and ITT?"* To offer opportunities to add to the research information.

Questions to the head of marketing unit

Question one, "*How would you define marketing in relation to ITT?*" as question one above.

Question two, "*What is the role of this unit?*" To determine the role of the marketing unit.

Question three, "*How many personnel do you have and do they have any marketing experience?*" To obtain facts.

Question four, "*What is the total marketing budget - (% breakdown) on publicity, merchandising, advertising, research, marketing staff salaries and expenses, exhibitions, training, other?*" To obtain facts.

Question five, "*What are the priorities for the marketing unit - short, medium and long term?*" To understand the developmental time plan and strategies of the unit.

Question six, "*How do you communicate the efforts of the marketing unit internally and externally (e.g. are there marketing information systems in place)?*" To determine to what extent the channels of communication exist.

Question seven, "*How do you audit (and how often) the university's marketing effectiveness?*" To gauge the extent of the marketing unit's monitoring and accountability strategies.

Question eight, "*What are the perceived penalties (financial, closure of courses, social, technological) for not taking the challenges and opportunities of the marketisation world?*" To determine how these variables may influence the managers and staff.

Question nine, "*Choice, equity, responsiveness and efficiency cut across the marketing philosophy and institutional planning. How well placed is the university in meeting these challenges?*" To investigate the extent of responsiveness to changes and challenges faced by senior managers.

Question ten, *“How does this university monitor the effectiveness of its policies on (e.g. recruitment, equal opportunities, staff training, course development, advertising programmes, student accommodation, recreational facilities)? What is the unit’s role in this?”* To determine the extent to which systems are in place and the stage of development it is at.

Question eleven, *“What are the major sources of constraints on marketing practices (e.g. lack of funds, lack of marketing personnel, government policy, undesirability of marketing)?”* To investigate the extent to which these factors may impact the management decisions.

Question twelve, *“What are the unique attributes of this institution (e.g. distinct identity, distinct mission)?”* To invite comments about the standing of institutional image.

Question thirteen, *“Are there any other points you would like to make about the link between marketing and ITT?”* To offer opportunities to add to the research information.

Questions to the head of school of education, ITT course leader and admissions tutor

Question one, *“How would you define marketing in relation to ITT?”* Same as question one above.

Question two, *“What are the benefits and problems for the school of education in adopting marketing practices and philosophies?”* As before, above.

Question three, *“What constraint is the school of education facing in terms of - recruitment, retention, finances, external pressures?”* As before, above.

Question four, *“How does the school of education monitor the effectiveness of its policies on (e.g. recruitment, equal opportunities, staff training, course development, advertising programmes, student accommodation, recreational facilities)?”* As before, above.

Question five, *“To what extent is this school of education actually responsive to customer needs (e.g. students, schools, the TTA, businesses) compared to perceived rhetoric?”* To determine to what extent to the practice and rhetoric exist.

Question six, *"How are the students/schools voices heard on the school of education activities?"* As before, above.

Question seven, *"What are the major sources of constraints on marketing practices (e.g. lack of funds, lack of marketing personnel, government policy, undesirability of marketing)?"* As before, above.

Question eight, *"How effective is the internal communication on marketing by this university?"* As before, above.

Question nine, *"How can this be further improved/co-ordinated?"* To elicit further ideas.

Question ten, *"What do you consider to be the role of the marketing unit of the university?"* To determine the awareness of the extent of marketing activities carried out across the whole institution.

Question eleven, *"What are the strengths, weaknesses, opportunities and threats of partnership with schools (and others - TTA, LEAs)?"* To determine the extent of developments of partnership.

Question twelve, *"Are there any other points you would like to make about the link between marketing and ITT?"* As before, above.

Questions to the BA(QTS) students

Question one, *"How would you define marketing in relation to ITT?"* As per question one above.

Question two, *"What is the quality of your experience of a) this university b) the ITT course c) the schools?"* To determine the extent of student/customer experience.

Question three, *"How responsive (or not) has the school of education been in providing quality experience for you?"* To determine to what extent the institution has been responsive.

Question four, "*What changes would you suggest in improving university responsiveness to your opinions/needs?*" To determine to what extent the student voice is heard.

Question five, "*Do you know if the university has a marketing unit? How effective are the strategies for marketing the university (e.g. advertisement, image, reputation, research profile)?*" To determine the extent of the knowledge and awareness of the marketing functions of the institution.

Question six, "*Are there any other points you would like to make about the link between marketing and ITT?*" To offer opportunities to add to the research information.

Appendix VII
achieved.

A page of script showing how interview transcript was

Interview between Krishan Sood and the Dean of UME on 7 May 1998

Krishan Right dean how do you define marketing in relationship to initial teacher training?

Dean Marketing in initial teacher training is I guess it's a way in which we look at **how we get the best people in to become teachers**. It operates at two levels I suppose there's the first level is **getting enough people in** because funding drives everything we've got to make sure we get enough students in. The next level though obviously we want to get the best people in, and the best people are necessary for a variety of reasons one of which is primarily for our own professional satisfaction, but secondly because of the nature of **quality assessments linked to funding being used by the TTA**. We want to make sure that the **people we get in will do well for us when it comes to inspection**. I mean that's a secondary thing really because we don't actually run these courses in order to be successful in inspection but it's a feature which now comes in which never use to so, for instance if, it all depends on in terms of **getting the best people in and how we actually market it**, but in terms of **getting the best people in there are going to be league tables** there are performance tables already but there you know there are going to be league tables. One of the things which going to be used in those league tables are the 'A' levels results of people who have come on courses so that's obviously a factor. In this Faculty it's got a very important factor because we've had a tradition of successful mature students and non traditional entry has been good. Marketing though in the sort of how we get folk in and how we sell teaching has always been done incredibly amateurishly here I think and it's been done because there's never really been a need to pull out the stops in terms of initial teacher training. Our post grad primary course we could fill four or five times over without any drop in quality whatsoever, we started that course with fifteen at one stage we had up to seventy students on it until they got quite tight on insisting on us sticking to our target so our target of thirty-eight, which has now gone up to forty, we now have to stick to exactly, but when it was seventy we had just as good a course just as good a quality pupil and presumable could have got even more, so we've never had to market it in any way and lots of people have rung up and said do you wantI know **marketing's more than just advertising** it because it also includes things like **relations with the local community, relations with schools** and things like that which are so good for our environment. **But on the BA course we have never had to market a lot really** because I mean an average year would be 1500-2000 applicants for 120 places 124 places although that's not a real figure in as much as that those 2000 people will be applying to four institutions and you don't know which one they're going to come to (No, no) so at a lower level of marketing one of the things that we have done over the years is **improve the way we sell ourselves when students come for interview**. All students have to be interviewed and that's always been equivalent of our open day, that's been the equivalent of our showing what we're really like and we use to have a system where students use to come, we'd put in at lunch time we weren't giving them anything to eat, we were made to wait, it was appalling we weren't shown around the place and we certainly got a lot of feedback that things weren't going well, that was over ten years ago and since then we definitely made the decision that we have to sell ourselves through the way we treat people once they've got here because those are obviously a self defined group by they have the potential of coming here there's a very good chance of them coming here if we treat them well and we also say to them you know we know that you're picking us and you might actually turn