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**MARKETING ACCEPTANCE LEVELS AND PRACTICES OF ONTARIO SCHOOL BOARD
CONTINUING EDUCATION INSTITUTIONS**

**by
Laura E. Pinto**

**A Thesis
Submitted to the College of Graduate Studies and Research
through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education at the
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ABSTRACT

MARKETING ACCEPTANCE LEVELS AND PRACTICES OF ONTARIO SCHOOL BOARD CONTINUING EDUCATION INSTITUTIONS

by

Laura E. Pinto

This study examined and described the levels of marketing acceptance and the marketing techniques and practices used by Ontario school board continuing education institutions. Much of the study was based on the "Four Stage Model Reflecting the Acceptance of Marketing in Higher Education Institutions" developed by Simmons and Lacznik (1992). The research instrument used was validated in a similar study performed by Narkawicz (1994) and modified by Pinto.

The primary purpose of the study was to identify the levels of marketing acceptance that Ontario school board continuing education institutions had achieved and in what marketing techniques they were engaging. A secondary purpose was to determine if levels of marketing acceptance and practices used differed as a result of various institutional characteristics. The characteristics examined were: enrolment size; regional location; and urbanity. Responses from twenty-four of the fifty-seven institutions in the population were used for data analysis.

Major findings included:

1. Half of the twenty-four responding continuing education institutions completed stages of marketing acceptance. Of the twelve that completed stages, two-thirds completed the fourth and highest stage.
2. A wide variety of specific marketing practices and techniques were used by Ontario school board continuing education institutions. In particular, newspaper advertising and brochures were used by the largest proportion of responding institutions and were used most frequently.
3. The levels of marketing acceptance achieved did not differ based on institutional characteristics of enrolment size, regional location, and urbanity.

Several recommendations were made. They focused on the need for further examination of the four stage model and on further research required regarding marketing and continuing education institutions.

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CHAPTER I

INTRODUCTION

Providing adults with educational programmes that meet their needs, making them aware of these programmes, and sustaining enrolment are three essential functions of continuing education institutions. These three crucial functions can be successfully achieved through marketing. Unless continuing education institutions implement strategic marketing management, they will continuously operate in a reactive mode (Litten, 1980; Narkawicz, 1994).

All continuing education institutions participate in some form of marketing, whether it is a formal, conscious effort or not. However, formal marketing is a relatively new paradigm to continuing education administrators. Not all continuing education administrators have accepted strategic marketing as a tool to meet organisational objectives. The search and implementation of a means to effectively market continuing education has not been a unified effort among continuing education administrators. Informal observation indicates that the marketing practices of continuing education administrators vary throughout Ontario, as do the levels of marketing acceptance.

Simmons and Laczniak (1992) developed a four stage model to describe the level of marketing acceptance of higher education institutions. Though developed with universities in mind, this framework is applicable to the marketing practices of continuing education institutions. Stage one, Marketing as Promotion, refers to the use advertising and public relations as the extent of marketing involvement. Stage two, Marketing as Market Research, refers to the use of research to determine who an institution's

consumers are, with a focus on advertising and promotion efforts to reach consumers. Stage three, Marketing as Enrolment Management, refers to an institution engaging in advertising and promotion, market research, and limited amounts of evaluation, in order to sustain or increase enrolment. Stage four, Strategic Marketing Management, refers to an institution having a marketing-orientation and engaging in the full marketing process. Each stage represents a progression indicating a stronger commitment to marketing as a central force of an institution's administration.

A. GENERAL STATEMENT OF THE PROBLEM

Some degree of marketing acceptance is necessary for continuing education administrators to meet the needs of their clientele and inform the public of their offerings. Levels of marketing acceptance, strategies, and techniques used by administrators vary greatly. This study examined the level of acceptance of marketing by public school board continuing education institutions in Ontario based on the four stage model developed by Simmons and Laczniak (1992). Differences in levels of marketing acceptance were examined according to: the size of the continuing education institution; the urbanity of the continuing education centre; and the regional location of the continuing education institution. Second, this study determined what marketing techniques and practices were being used by continuing education administrators. Administrators may use this information to compare the strategies being used by their respective institutions with those of other schools. Administrators may be exposed to new and innovative marketing strategies based on the results of the research.

B. SPECIFIC STATEMENT OF THE PROBLEM

This study was concerned with the specific types of marketing practices currently being used by public school board continuing education institutions in Ontario as well as the level of marketing acceptance they have achieved.

The purposes of this study were:

1. To determine specifically what marketing practices were being used by Ontario public school boards that run continuing education institutions.
2. To determine if there was a correlation between size of the continuing education institution and the level of marketing acceptance.
3. To determine if there was a difference between the level of marketing acceptance in continuing education institutions resulting the urbanity of location.
4. To determine if there was a difference between the level of marketing acceptance among continuing education institutions located in different regions of Ontario.

C. SIGNIFICANCE OF THE STUDY

This was the first study to document the continuing education marketing practices of Ontario school boards using a theoretical framework previously utilised for the study of universities and colleges. The practical significance of this project was in its capacity to provide school board and continuing education administrators with information about marketing techniques currently being used by their colleagues, as well as information pertaining to the marketing acceptance levels of similar institutions. Other research has

focused on the marketing of higher education institutions in the United States and the United Kingdom.

The information generated by this study can be applied by continuing education administrators in order to:

- **assist in adopting new practices, techniques, and procedures for marketing their services based on the practices of other continuing education departments.**
- **provide a means for continuing education administrators to compare marketing acceptance and techniques with other administrators.**

This study, though limited specifically to the population of public school board run continuing education institutions in Ontario, provided a methodology for investigation that can be transferred to other settings including:

- **marketing acceptance levels of continuing education institutions in other geographic regions in North America.**
- **marketing acceptance levels of successful private industry or unrelated non-profit organisations.**

Finally, the results of the study are useful to the Ontario Ministry of Education and Training and should provide the ministry with an overview of the current marketing practices and acceptance levels adopted by school board run continuing education institutions. This information may be compared to that of other Ministry of Education and Training institutions or that of other provinces and nations.

D. STATEMENT OF OBJECTIVES

The following seven objectives guided this study:

1. To locate and adapt a valid methodology for identifying the marketing practices currently used by school board continuing education institutions in Ontario.
2. To locate and adapt a valid instrument central to this methodology.
3. To provide a comprehensive and accurate description of the marketing practices of school board continuing education institutions.
4. To determine the level of marketing acceptance achieved by each continuing education institution in Ontario.
5. To determine if there was a correlation between the size of the continuing education institution and the level of marketing acceptance.
6. To determine what, if any, differences existed between the marketing acceptance level of urban and rural continuing education institutions.
7. To determine if there were regional differences in the levels of marketing acceptance among continuing education institutions.

E. RESEARCH QUESTIONS

This research was designed to seek answers to the following questions:

1. At what stage in the Simmons and Laczniak (1992) four stage model are most public school board continuing education institutions in Ontario found?

2. Do the marketing acceptance levels differ based on institutional characteristics of continuing education institutions?
3. In what specific marketing practices and techniques do public school board continuing education institutions in Ontario engage?

F. STATEMENT OF HYPOTHESES

The following four hypotheses were tested by this study:

1. Larger continuing education institutions achieve a higher level of marketing acceptance than smaller continuing education institutions.
2. Continuing education institutions located in urban communities achieve a higher level of marketing acceptance than those situated in rural communities.
3. There is a significant regional difference in the level of marketing acceptance of continuing education institutions.
4. There are many, varied marketing practices and techniques used by all public school board continuing education institutions in Ontario.

G. ASSUMPTIONS

The following assumptions guided this study:

1. All continuing education institutions engage in some form of marketing activity.
2. The model developed by Simmons and Laczniak (1992) is valid for classifying the marketing acceptance of continuing education institutions.
3. The instrument developed by Narkawicz (1994) is valid and reliable for measuring marketing acceptance levels of educational institutions.
4. The adjustments made to the instrument are reasonable and make it valid specifically for the purpose of measuring continuing education institution marketing acceptance levels and practices.
5. The marketing activities of some continuing education administrators are not conscious.
6. The marketing activities of some continuing education administrators are neither formal nor strategic.

H. RESEARCH SETTING

School board continuing education is a growing area in Ontario's educational landscape. A significant proportion of Ontario public school boards operate continuing education institutions. During the 1995-1996 school year, there were approximately fifty-seven continuing education institutions in the province.

The regional differences in marketing acceptance levels and practices of continuing education institutions in Ontario were examined in this study. The Ontario Ministry of Education and Training identifies six provincial regions: Central Ontario; Eastern Ontario; Midnorthern Ontario; Northeastern Ontario; Northwestern Ontario; and Western Ontario (see Appendix A).

Formal marketing of school board continuing education institutions was in its infancy at the time of this study. The practice of marketing among continuing education administrators was just beginning to gain popularity. Several guidebooks had been published to assist continuing educators in establishing marketing plans, but the depth and scope of the literature was, for the most part, limited.

The results of this study were intended to be valuable to school board continuing education administrators as well as the Ontario Ministry of Education and Training to provide an overview of the current marketing practices and acceptance levels adopted by school board run continuing education institutions. This information may be compared to Ministry institutions, other provinces, or other nations.

I. DEFINITION OF TERMS

The following operational definitions were applied for the purpose of this research proposal:

Marketing is the performance of activities in order to accomplish an organisation's objectives by anticipating the needs of its clientele, and directing a flow of need-driven products or services from the producer to the client. (McCarthy, Shapiro & Perrault, 1986; Sommers, Barnes, Stanton, Etzel & Walker, 1995)

Strategic planning refers to “developing and maintaining a strategic fit between the organisation and its changing marketing opportunities”. (Kotler & Murphy, 1981, p. 471)

A Marketing Acceptance Level, as defined by Simmons and Laczniak (1992), is the degree to which an educational institution takes on a marketing-orientation. Their Four Stage Model was developed to reflect the acceptance of marketing in higher education institutions (see Appendix B). Stage one, Marketing as Promotion, refers to the use advertising and public relations as the extent of Marketing involvement. Stage two, Marketing as Market Research, refers to the use of research to determine who an institution's consumers are, and focus on advertising and promotion efforts on reaching those individuals. Stage three, Marketing as Enrolment Management, refers to an institution engaging in advertising and promotion, market research, and limited amounts of evaluation, in order to sustain or increase enrolment. Stage four, Strategic Marketing Management, refers to an institution having a marketing-orientation and engaging in the

full marketing process. This stage encompasses all the previous stages, with the efforts being driven and co-ordinated by organisational strategic planning.

The term marketing practice refers to specific promotional strategies utilised to reach potential consumers such as: print advertising, brochures, and so forth.

The term marketing procedure refers to the method the organisation uses in planning and organising marketing efforts, such as the use of a marketing committee made up of staff members.

Media fees are the costs associated with purchasing the use of any form of advertising media, but not including the cost of design of the advertising. For example, the fee for purchasing time on a television station for a commercial is a media fee, but the cost of creating the commercial is not.

Continuing education institution refers to a learning institution dedicated exclusively to educating students over the age of eighteen years, operated by a public school board in Ontario and offering non-credit training courses, or secondary school credit courses.

A continuing education administrator is an individual who oversees the planning, management and day to day functioning of a continuing education institution. In Ontario, the official title for this position varies among school boards between principal, vice principal, and co-ordinator.

The regions identified in the study are those formulated by the Ontario Ministry of Education and illustrated in the Ontario Directory of Education (1993/1994). The regions

identified are Central Ontario, Eastern Ontario, Midnorthern Ontario, Northeastern Ontario, Northwestern Ontario, and Western Ontario (see Appendix A for detailed boundaries of each region).

For the purpose of this study, urbanity refers to a continuing education institution's location in either a rural or urban community. A rural community is a city or town with a population not exceeding 29,999. An urban community is a city or town with a population of 30,000 persons or more.

J. CHAPTER SUMMARY

This was a descriptive study of public school board continuing education institutions in Ontario. The results indicated the level of acceptance of marketing according to the four stages identified by Simmons and Lacznik (1992). A secondary outcome of this study indicated whether or not the marketing acceptance of continuing education institutions in Ontario was related to certain institutional characteristics. Finally, this study provided a comprehensive list of marketing techniques used by these institutions. The characteristics of the four stage model, as well as an overview of marketing, are covered in more detail in chapter two. Chapter three includes the methodology, with results to be provided in chapter four. Conclusions and recommendations are discussed in chapter five.

CHAPTER II

REVIEW OF LITERATURE

A. INTRODUCTION TO MARKETING

Marketing is both a set of activities performed by organisations and a social process. Marketing can be defined as the performance of activities in order to accomplish an organisation's objectives by anticipating the needs of its clientele, and directing a flow of need-driven products or services from the producer to consumers. (McCarthy, Shapiro & Perrault, 1986; Sommers, et. al., 1995)

Epistemology of Marketing

Lamoureux (1977) discusses marketing as both philosophical and operational in orientation. The foundation of marketing knowledge rests in engaging in market research, which is used to determine profiles, understand the needs, and predict the behaviours of consumers. Marketing relies heavily on using the results of research to adapt and co-ordinate a product or service offering, along with pricing strategies, distribution channels, and a promotion plan.

Axiology of Marketing

An organisation can either be marketing-oriented, sales-oriented, or production-oriented. Within the context of marketing-orientation, an organisation aims all of its efforts at satisfying its consumers while maintaining a profit. By contrast, a production-oriented organisation views its consumers as existing to buy a firm's product, rather than

the organisation existing to serve customers. A sales-oriented organisation is concerned with using the selling process (including advertising) to convince consumers to purchase the organisation's product or service. The sales-oriented organisation is not concerned with consumer needs, but rather is oriented towards what is available, and towards meeting organisational needs. By contrast, the objective of a marketing-oriented organisation is to thoroughly understand consumers and meet their needs in order to achieve the result of the product or service selling itself. A marketing-orientation ties the organisation together and provides direction (McCarthy, et. al., 1986).

Ontology of Marketing

Within the basic marketing context, two main agents exist: the consumer and the producer (Barry, 1986). The entire marketing philosophy and process centres around the interaction and exchange between these agents for personal gain. The object of exchange is the product or service offered by the producer.

Kotler and Andreasen (1987) provide a more detailed ontological framework, identifying publics encompassing the organisation. The input public consists of individuals and organisations supplying resources to the institution. Within Ontario's educational system, the input public consists of the Ministry of Education, the province of Ontario, suppliers to school boards, and all agencies and organisations who provide schools and school boards with resources and/or donations. Second, the internal public consists of management, boards of directors, paid staff, and volunteers. Third, the consuming public consists of current and potential students. Finally, the competitive

public is comprised of all agencies, school, and leisure activity organisations that make up the competitive environment in the process of attracting potential consuming publics.

Methodology of Marketing

Formal marketing begins with market research in order to determine the profiles, expected behaviours, and needs of consumers. Additional market research assesses the organisational position and resources of the organisation, and identifies and examines competitors (McCarthy, et. al., 1986).

Segmentation, or the classification of consumers into target groups based on market research, is generally the second phase of the marketing process. Consumers most likely to be influenced by the marketing effort for a given product or service type are identified. This information is used to refine and adapt the product or service, along with its price, distribution, and promotion, to meet the needs of those target groups.

The marketing process focuses on serving consumer needs with respect to the Four P's: product, price, place, and promotion. It is essential that each of these variables is adapted to suit the needs of consumers (see Appendix C).

The term product refers to the need-satisfying offering of the organisation. In an educational context, the product is the course offering(s) provided by the institution. Education is a service rather than a product. A service possesses several distinct characteristics that distinguishes it from a product. First, a service is intangible. Intangibility requires that the service must be portrayed in promotional activities by the benefits it produces, since it cannot be seen, touched, or heard. Second, a service is

characterised by inseparability. That is, a service cannot be separated from the organisation selling or providing it. Consequently, the employees delivering the service have a great deal of influence on the consumer. Third, services are heterogeneous. It is impossible to standardise the output that is delivered to each consumer. This is further complicated by the fact that the expectations of individual consumer differ. Finally, services are characterised by perishability. They cannot be stored or re-sold at a later date. When combined with fluctuating demand, perishability causes many planning difficulties for marketing managers.

Place involves making the product available in the right quantity at the right time where consumers can access it. Physical location of an organisation is one aspect of the price variable. For educational institutions, issues such as timing of courses, parking, and availability of other services such as computer labs and libraries must be considered when planning this aspect of the marketing mix. Distance education, particularly with the use of Internet technology, is an example of a creative place solution by educators.

Price refers to both the monetary and opportunity costs that consumers incur in obtaining the product or service. For certain types of programming offered by continuing education institutions, monetary cost is not an issue for potential consumers. Secondary school credit courses are available at no fee to the consumer. Many other educational programmes offered by continuing education institutions are also funded by other external sources.

Promotion refers to communicating information between the producer and the consumer in order to influence attitudes and behaviour. This variable in the marketing

mix involves informing, persuading, and reminding customers about the product or service offering. It is generally characterised by public relations, advertising, and sales.

In addition to careful analysis of consumer needs, marketers are subjected to uncontrollable factors that comprise the external environment. These external factors influence an organisation's marketing decisions and activities. This external environment consists of six forces: demography; economic conditions; competition; social and cultural forces; technology; and political and legal forces (Sommers, et. al., 1995). Successful marketing depends upon an organisation's ability to make effective marketing decisions within this environment.

Competition is a particularly important and influential external factor affecting the marketing of most organisations. Whereas manufacturing firms compete with other manufacturers for a consumer' limited buying power, educational institutions compete with other education providers for potential learners. Consequently, the number of existing competitors, as well as the marketing practices in which they engage, influence an organisation's marketing decisions.

Competitors are usually classified into one of two categories: direct competitors, and indirect competitors. Direct competitors are "marketers of similar and directly competing products or services" (Sommers, et. al., 1995). For instance, two educational courses offering the same sorts of courses in the same community are considered direct competitors. Indirect competitors are marketers who offer different types of products or services, but satisfy the same basic need (Sommers, et. al., 1995). A university and a continuing education institution are indirect competitors in that they both offer courses,

though the nature of each one's product offering is different, and likely caters to a different target market.

A third, more general, category of competition exists: the idea that every organisation competes for a consumer's limited buying power (Sommers, et. al., 1995). Within this model, a travel agent is considered a competitor of a continuing education institution, in that a potential student may choose to spend his or her limited time and resources on a trip instead of on a course.

In establishing a marketing plan and refining the marketing mix, the marketer must be aware of changing environmental conditions within that particular industry. Marketing variables should change throughout the product's life cycle in response to shifts in the competitive environment and consumer demand curve. Using the marketing framework, the marketer create an appropriate marketing mix by adjusting and refining each of the four P's to meet customer needs. Environmental analysis assists the marketer in determining further adjustments that have to be made.

Evaluation is an often neglected, yet crucial, component of the marketing process. Marketers must continuously evaluate the effectiveness of what they have done through continuous research. The aims of evaluation are to determine if consumers are, indeed, satisfied with the product or service offering; as well as to determine specifically which marketing strategies were effective. Evaluative data are key in making decisions as to which strategies to repeat, and what modifications must be made to either the product, service, or strategies used.

B. ORIGINS OF MARKETING

Until the Industrial Revolution, most individuals lived relatively self-sufficient lives. Goods were produced as they were needed and traded with other individuals if necessary. No apparent need for marketing was evident. However, British industrialists strove constantly to create new markets for the goods they produced and to reach potential new consumers in order to maximise profits. Manufacturers began to engage in what is now referred to as marketing: identifying and reaching consumers to satisfy their needs with a given product or service offering (McCarthy, et. al., 1986).

Marketing first emerged in North America in what was known as the "Age of Marketing Development" between 1870 and 1930 (McCarthy, et. al., 1986, p. 36). Most contemporary marketing practices and institutions originated during this period. Between 1930 and 1979, basic marketing practices and institutions were further developed and refined (McCarthy, et.al., 1986). New and emerging technologies, such as television and computers, have been quickly adopted by marketers during the latter half of this century. Formal marketing departments staffed by professional marketers currently exist within most private companies.

Not all industries have been quick to adopt a marketing-orientation. Producers of consumer goods (such as General Electric or Ford Motor Company) have adopted marketing-orientations, in part, to win in competitive situations. Producers of industrial commodities (such as coal or steel), and public and nonprofit organisations, have lagged in becoming marketing-oriented. This may be attributed to several factors. In the case of commodities, lack of visible branding for the consuming public may hinder a visible need

for marketing. Second, organisations operating in a monopolistic situation lack the external factor of competition to drive the need for formal marketing. Some continuing education institutions operate as monopolies on certain types of education in their own communities, and this may partially explain the lag in marketing acceptance. Finally, organisations with few employees and limited finances, such as nonprofit and charitable organisations, may be unable to take on formal marketing due to scarcity of resources and knowledge among existing staff.

Though educational institutions have traditionally engaged in some form of promotional activity, a marketing-orientation is a relatively new phenomenon, emerging in the social sector in the late 1960's (McCarthy, et.al., 1986). This is due, in part, to increased competition for student enrolments and increased service offerings by educational institutions. In the 1980's, a far stronger marketing emphasis in education emerged, particularly with respect to the growing popularity of conferences and continuing education. Market niching and personalised direct-mail campaigns met with success and further fuelled the movement toward a marketing-orientation in educational institutions (University of Georgia, 1995b). Other environmental factors, particularly changes in technology, the changing nature of jobs and careers, and changes to the Education Act, will result in the need for proactive marketing on the part of continuing education administrators in the near future.

C. MARKETING AS AN ESSENTIAL FUNCTION FOR CONTINUING EDUCATION

In today's society, marketing is an essential function for continuing education. It is necessary for the survival of continuing education in ensuring that student needs are met (Beder & Mason, 1992; Cotoia, 1986) while remaining competitive with commercial and private educational institutions (University of Georgia, 1995b). Additionally, it is an effective method to attract new students and retain existing ones (Cotoia, 1986). Finally, it is a valuable tool "for enhancing the utility of decisions" to meet organisational goals within a learning institution (Bond & Waltz, 1982; Cotoia, 1986; Simmons & Laczniak, 1992; Muston, 1985; Taylor, 1988; University of Georgia, 1995a).

Narkawicz (1994) points out that unless educational institutions implement strategic marketing, they will continuously operate in a reactive mode. With increased competition for the leisure activities of adults, and more learning institutions available for those who wish to participate, continuing education administrators have no choice but to engage in marketing in order to retain and attract students to sustain enrolments, and to meet institutional objectives. Proactive, marketing-oriented administrators foresee the needs of potential and existing students while providing appropriate programming to ensure enrolments are sustained and increased, thereby meeting institutional objectives.

The external environment must be examined in order to understand the need for formal marketing adoption among continuing education institutions. In particular, economic forces, social and cultural forces, rapidly emerging technology, and the changing competitive landscape should drive continuing education centres towards incorporating a higher level of marketing acceptance.

Shifts in unemployment, and retraining to keep up with rapidly changing technology represent two strong environmental factors further affecting the need for continuing education institutions to engage in formal marketing. Many communities have suffered lay-offs, corporate restructuring, and closures of manufacturing plants, resulting in increased unemployment. Many displaced workers look to various educational institutions to retrain for new careers. Existing workers often require continuing education services to keep up with new technology in the workplace. This increase in potential customers ought to trigger continuing education institutions to strive to meet these new needs, therefore underscoring the need for formal marketing to take place. Further complicating the external environment, increases in demand for educational services have prompted many privately-owned education and training providers to establish locations throughout Ontario. Some existing institutions, such as universities, have expanded their service offerings to include non-credit courses that directly compete with the services of continuing education centres.

External social and economic factors, coupled with a steady flow of new, privately-owned competitors necessitates marketing. At this point in time, the level of recognition of the need for marketing by continuing education institutions in Ontario is unknown. Since formal marketing is a relatively new issue in continuing education, minimal research has been conducted to date. Much of the literature has its roots in business theory and business research, which has been applied to education. Interestingly, the majority of literature written by and for educators does not reflect an accurate use of the term "marketing." For the most part, the literature discusses the use of

various advertising and promotion strategies in the name of marketing, but neglects to discuss key components including meeting consumer needs, market research, and evaluation (Bond & Waltz, 1982). Though the literature recommends advertising and promotional strategies to continuing education administrators, it neglects the aspects of formal market research and systematic evaluation to measure the effectiveness of the recommendations.

The Four Stage Model

Simmons and Lacznik (1992) developed a four stage model to describe levels of marketing acceptance in higher education institutions. This framework is also applicable to continuing education institutions as a result of the parallels between the two types of organisations.

The stages that comprise the model are generally progressive or hierarchical, with each phase representing a greater commitment to marketing (Simmons & Lacznik, 1992). As with most multiple stage models, this one is hierarchical, with individual institutions progressing to the next stage once the properties of an earlier stage are fulfilled (see Appendix B). Simmons and Lacznik (1992) caution that, though the model is usually hierarchical, they do not claim that the stage model is necessarily sequential for all institutions, citing that external factors (such as the appointment of a new administrator) can cause an institution to jump from stage one to stage four without having passed through stages two and three. Hence, the model possesses limited predictive ability.

Stage one of acceptance, Marketing as Promotion, refers to the use advertising and public relations to attract new clientele as the full extent of marketing involvement. This is the first, and lowest, of the four stages. It is characterised by the use of common-sense promotional activities to attract students to existing programmes.

Stage two, Marketing as Market Research, refers to the use of research to determine who an institution's consumers are, and focuses advertising and promotion efforts on reaching those individuals. Institutions operating in this stage generally support their admissions process with data about students obtained through research. Promotional efforts are then focused on the information gathered. Similar to stage one, stage two marketing efforts focus only on potential students.

Stage three, Marketing as Enrolment Management, refers to an institution engaging in advertising and promotion, some market research and limited amounts of evaluation, in order to sustain or increase enrolment. Enrolment management requires more comprehensive research than the type of research performed in stage two. It involves investigation of costs and benefits to the institution, consumer needs and perceptions, feasibility, and promotional effectiveness. Stage three activities not only focus on potential students, but incorporate information gathered from current and prior students.

Stage four, Strategic Marketing Management, refers to an institution having a marketing-orientation driving the strategic planning process and engaging in all phases of strategic marketing. The strategic planning process for higher education refers to a long run approach beginning with a resource and environment analysis; followed by goal

formulation, strategy formulation, organisation design, and systems design (Kotler & Murphy, 1981; Simmons & Laczniak, 1992). The desired result of stage four activities is a fully integrated service package that flows from the overall organisational mission and matched to the demonstrated needs of all target consumers. This fourth stage is considered the highest level of marketing acceptance as well as the most effective form of marketing.

According to the Simmons and Laczniak (1992), marketing in higher education is in far less practice than previously thought. Subsequent research by Narkawicz (1994) confirms that, of a random sample of colleges and universities in the United States, most have completed stage one; however, fewer than half have completed stage two; and even fewer have completed subsequent stages.

D. ETHICAL CONSIDERATIONS

Several ethical considerations arise with respect to marketing school board continuing education institutions. When ethical abuse of marketing takes place, the integrity and reputation of an educational institution is damaged (Simmons & Laczniak, 1992). First and foremost, when any organisation focuses its efforts on satisfying its target consumers, the overall effects of this action on society may be ignored. In the case of education, however, an educated and skilled population is generally considered an asset to that community. The effect of a society that consists of a population of educated, life-long learners is a benefit to society as a whole. Educators should not sacrifice

worthwhile and beneficial programmes simply because they are not yielding a high return, or because the demand is lower than others.

Second, the long-run welfare of the consumer may be neglected in favour of short-term wants. For instance, if an adult learning institution were to implement a programme simply based on what adult learners wanted to learn, would it be beneficial to those learners in the long run? Generally, skills acquired in any type of learning environment are transferable and will certainly not harm learners in the long-run. However, many continuing education institutions provide employment-specific curriculum, with the intent of preparing learners for specific careers. It is not unusual for educational institutions (including universities) to track employment statistics of graduates with the idea that successful programmes result in high employment rates. Marketers of any educational programme must be cautious not to make unsubstantiated claims or promises about an educational programme, its outcomes, or the future prospects of graduates that cannot be met.

The use of public funds budgeted specifically for "education" as used for marketing may be questioned (Kotler & Andreasen, 1987; Laczniak & Murphy, 1993). Laczniak and Murphy (1993) point out that social marketing activities are sometimes perceived as wasteful use of scarce resources. To ensure that public funds are used efficiently and to determine if an adequate return is yielded, constant evaluation of marketing efforts must take place. Kotler and Andreasen (1987) recommend that public agencies keep their funding sources and the public informed of the marketing efforts they are engaging in and offer explanations to those individuals.

Finally, marketing has received a reputation of encouraging unnecessary, conspicuous consumption (Brown, 1995) and being unnecessarily persuasive and manipulative (Kotler & Andreasen, 1987; Laczniak & Murphy, 1993). The ethical concern arises that marketing continuing education may advocate unnecessary or conspicuous consumption of educational services by using scarce resources to lure otherwise reluctant adults into educational programmes that they do not really need with promises of employment or advancement. However, in most cases, education is not detrimental to individuals. An educated population is considered an asset by most standards. Therefore, encouraging individuals to increase their education does not encourage unnecessary consumption, but rather seeks to augment public and social good.

E. CHAPTER SUMMARY

The first section of this chapter provided a general overview of marketing. Next, the origins of marketing were discussed. Though educational institutions have traditionally engaged in some form of marketing, a far stronger marketing emphasis in education emerged since the 1980's.

The need for marketing in continuing education as a tool for enhancing the utility of decisions and meeting organisational goals is then emphasised. Narkawicz (1994) points out that unless educational institutions implement strategic marketing, they will continuously operate in a reactive mode. Cotoia (1986) asserts that when marketing is done well, it can enable a continuing education institution to make intelligent decisions, retain students, refine the institution's mission, goals and objectives, attract new students,

and develop a well-informed community and student body. For marketing to be done well, both administrators and staff must be educated. To be successful, a marketing-orientation must be adopted throughout the organisation, and by each staff member.

The Simmons and Laczniak (1992) four stage model provides a framework to describe stages of marketing acceptance in educational institutions. As institutions progress in their use of marketing, they usually move from Marketing as Promotion (stage one), into Marketing as Market Research (stage two), to Marketing as Enrolment Management (stage three), and ultimately engage in Strategic Marketing Management (stage four). It is in this final stage that administrators can best lead their respective continuing education institutions toward successful fulfilment of organisational goals.

The literature suggests that the level of marketing acceptance and practices among educational institutions varies significantly. This study used the Simmons and Laczniak model as a framework to measure and describe the marketing acceptance levels of continuing education institutions in Ontario, answering the research questions posed. The results of this study provided descriptive information relative to the issues discussed in the review of literature as they pertain to continuing education institutions in Ontario.

The research questions, restated, were:

1. At what stage in the Simmons and Laczniak (1992) four stage model are most public school board continuing education institutions in Ontario found?
2. Do the marketing acceptance levels differ based on institutional characteristics of continuing education institutions?

3. In what specific marketing practices and techniques do public school board continuing education institutions in Ontario engage?

The research also tested hypotheses pertaining to the difference in levels of acceptance achieved based on institutional characteristics. The first hypothesis supposed that larger continuing education institutions achieved a higher level of marketing acceptance than smaller continuing education institutions due to resource availability. The second hypothesis supposed that institutions located in urban communities achieve a higher level of marketing acceptance than those situated in rural communities. The third hypothesis supposed that regional differences affect the level of acceptance achieved. A final hypothesis supposed that many, varied marketing practices and techniques were used by all public school board continuing education institutions in Ontario.

CHAPTER III

METHODOLOGY

A. RESEARCH DESIGN

This study was mainly descriptive, although some hypothesis testing was done. The results of the study were two-fold: first, the results were used to identify the current level of marketing acceptance among school board run continuing education institutions in Ontario. This information was then analysed to determine if marketing acceptance is related to certain institutional characteristics. Second, a comprehensive list of current marketing techniques and procedures used by these institutions was provided.

B. PROCEDURES

This study included the following steps:

1. A similar study by Narkawicz (1994) provided a valid measurement instrument to determine the marketing acceptance levels of continuing education institutions in Ontario. This instrument was modified and adapted to suit the purposes of this study.
2. A survey was administered to the population of Ontario public school board continuing education institutions. Nonrespondents were contacted after the first

mailing, and received a second copy of the survey either via mail or facsimile machine, depending upon the administrator's preference.

3. The survey responses were analysed, conclusions were drawn, and recommendations were made based upon the results.

C. SELECTION OF SUBJECTS

The sample for this study consisted of the entire population of Ontario public school board run continuing education institutions. The population was obtained by telephone inquiries to every public school board in Ontario (as indicated in the Ontario Directory of Education, 1993/1994). This resulted in a comprehensive list of all continuing education institution administrators in Ontario. The sample was grouped by provincial region as determined by the Ontario Directory of Education (1993/1994) (see Appendix A).

D. DATA COLLECTION AND INSTRUMENTATION

The data were collected by survey administered by mail and facsimile to all continuing education administrators by the researcher. The survey consisted of a questionnaire, conceived, and validated by Narkawicz (1994) and modified and adapted by Pinto to suit the purpose of this study (see Appendix D). Nonrespondents were contacted after the first mailing, and received a second copy of the survey. Several respondents agreed to complete the survey via telephone to ensure prompt completion.

Parts I and II of the research instrument were validated by Narkawicz (1994) in two ways: first, the instrument was reviewed by a panel of experts from a variety of disciplines. Second, a pilot study was conducted and the results compared to self-report scores. The pilot study data were analysed for internal reliability using a Cronbach alpha coefficient and were subsequently modified.

The modifications made by the researcher to parts I and II of the study were primarily semantic in that the terminology for type of institution and administrator titles were changed. Part III of the survey was created by the researcher to provide a means of collecting a comprehensive list of current marketing practices of continuing education institutions. Respondents identified the rate of use for twenty-two marketing techniques and practices on a five-point scale. The twenty-third option for "other" marketing techniques to be described was added. This allowed respondents to elaborate on any additional marketing techniques they used that were not identified in questions 45 through 66.

Part III of the survey did not require any instrument validation because it was used to identify the frequency of use of specific marketing techniques, not for statistical significance testing. Furthermore, the space provided for respondents to identify and describe other marketing techniques ensured that any significant omissions from questions 45 through 66 would be remedied.

Though regional results were identified, the identities of participants were not revealed in the results of the study. An individual profile of a given continuing education institution based on the completed questionnaire was provided to that institution's

administrator upon request. The administrator and the researcher were the only parties to have access to that information.

E. ANALYSIS OF DATA

The data were analysed by coding a score ranging between 1 and 5 for each of the four stages in Part II of the questionnaire. A mean score for each stage was calculated by summing the scores of all pertinent statements for that stage and dividing by the total number of statements for that category (see Appendix E). Thus, each continuing education institution received a mean stage score ranging from 1.0 to 5.0. A score greater than or equal to 1.0 and less than or equal to 2.0 for a given stage indicates that the institution has fulfilled the elements of that stage. This data provided the level of marketing acceptance for each of the continuing education institutions surveyed.

The data analysed in Part III of the questionnaire were coded using a score ranging between 1.0 and 5.0, indicating the frequency of use of each marketing technique listed. This data provided a comprehensive list of the marketing practices currently being used by continuing education institutions and their frequencies.

For hypothesis testing, the data were treated at the ordinal level. Chi-square tests were performed comparing the frequencies of stage completion among different descriptive groups. To provide further confirmation of results, differences in the aggregate mean ranks between descriptive groups were tested using a Mann-Whitney U-Test when only two groups were compared. A respondent's mean rank for a given stage

was calculated using the scores for all statements pertaining to that stage. The Mann-Whitney U-Test is a nonparametric alternative to a t-test designed to analyse ranked data. This test intermingles the scores of two groups, then produces a U-value that indicates the probability of occurrence. The U-value was used to determine the statistical significance of the data through the use of statistical tables (Fraenkel & Wallen, 1993).

A Kruskal-Wallis analysis of variance (ANOVA) was used when more than two groups were compared. This was done to indicate if stage completion differs among the various descriptive groups of continuing education institutions. The Kruskal-Wallis analysis of variance analyses ranked data by intermingling the scores of more than two groups. The sums of the ranks for the separate groups were added, then compared. This produced a chi-square value, which was used to determine the statistical significance through tables (Fraenkel & Wallen, 1993).

Summary statistics were used to interpret the data derived in part III of the survey. This provided information about the frequency of use of the marketing techniques currently used by continuing education institutions. As well, a mean score for each technique was derived from the rate of use by each of the respondents. This score represented the mean rate of use of each marketing practice by the response pool as a whole. Comparisons of the rates of use for each technique were conducted using this statistic.

F. LIMITATIONS OF THE DESIGN

The following limitations were recognised:

1. The accuracy of the responses was limited to the knowledge of the respondent, who is selected by the primary continuing education administrator contacted to participate in the study.
2. Though the entire population of Ontario school board run continuing education institutions was approached to participate, the population is relatively small (fifty-seven institutions). The response pool totals twenty-four out of the population of fifty-seven, therefore limiting the accuracy of multiple analyses.
3. Finally, some respondents may give an answer that will result in their responses appearing more progressive from a marketing and administrative standpoint.

G. CHAPTER SUMMARY

This chapter presented the methodology to be used in this study. The study was descriptive, utilising the entire population of public school board continuing education institutions in Ontario as the sample. Data were gathered in order to answer three research questions and test four hypotheses.

CHAPTER IV

RESULTS

This chapter presents the results of the research. First, the response pool is discussed and the descriptive statistics presented. The research questions and hypothesis testing results are reported. Finally, the data results are summarised.

A. RESPONDENTS

Forty continuing education administrators were contacted, one at each of the forty Ontario public school boards identified as operating one or more continuing education institutions. This represented a total of fifty-seven continuing education institutions. Fourteen responses were received from the first mailing. Follow-up telephone calls and faxes to non-respondents resulted in ten more responses. This brought the total number of responses to twenty-four.

Three boards of education each returned multiple surveys, representing several continuing education institutions within that board.

All twenty-four surveys received were usable, with the exception of one question for three respondents. Three administrators were unable to provide a response to question six of the survey ("What was your institution's fall 1995 full-time-equivalent enrolment?"). These three respondents were used in the results with the exception of the hypothesis testing regarding school size as a characteristic.

Zero responses were received from continuing education institutions located in the Midnorthern Ontario region and in the Northeastern Ontario region.

B. CHECKS FOR NON-RESPONSE

All members of the population were contacted by the researcher at least twice to solicit responses. The first contact was a letter of permission mailed to the administrator requesting participation in the study (see Appendix F). The letter was mailed along with a survey, a self-addressed, stamped return envelope, and facsimile return sheet. Two weeks after the mailing, non-respondents were telephoned to ensure they had received the letter and survey. If the information was lost, a second survey was either mailed or faxed to those interested in participating. If they had received the information, administrators were asked to complete and return it. Reasons cited by administrators who chose not to participate were:

1. Lack of time.
2. Continuing education programs recently eliminated / no longer offered by that school board.
3. Continuing education about to be eliminated by that board, resulting in lack of interest by administrators in participating.
4. No reason given.

C. RESPONSE POOL

Forty surveys were mailed to school board administrators overseeing fifty-seven continuing education institutions. A total of twenty-four responses representing eighteen boards of education and twenty-four different continuing education institutions were received. 45.0% of all boards of education in Ontario who operate continuing education institutions participated in the research. A total of twenty-four individual adult learning institutions responded, representing 42.1% of the population. This represents 47.1% of the schools within the four participating boards of education. Results of the number of responses received compared to the total population are presented in Table 1.

Table 1

Response Rate

Category	Population	Response Rate	
		n	%
School Boards	40	18	45.0
Adult Education Institutions	57	24	42.1

Table 2 presents a comparison of the sample and the population with respect to the number of members in each of the Ontario regions. The largest proportion of responses (61% of boards, 70% of schools) are from the Central Ontario region. This representation is higher than that of the population (50% of boards, 52.6% of schools). No responses were received from the Midnorthern and Northeastern regions. The Western Ontario region had the smallest proportion of responses (2.2% of boards, 1.7% of schools). This was much lower than the representation in the population (20% of

boards, 21.2% of schools). Tests for statistical significance of sample pool bias were not performed on these data as a result of the small sample size.

Table 2

Response Pool Compared to Population by Region

Region	Population Characteristic		Sample Characteristic	
	n	%	n	%
Central Ontario (boards)	20	50.0	11	61.1
Central Ontario (schools)	30	52.6	17	70.1
Eastern Ontario (boards)	6	15.0	2	7.1
Eastern Ontario (schools)	7	12.3	2	8.3
Midnorthern Ontario (boards)	1	2.5	0	0.0
Midnorthern Ontario (schools)	2	3.5	0	0.0
Northeastern Ontario (boards)	3	7.5	0	0.0
Northeastern Ontario (schools)	4	7.0	0	0.0
Northwestern Ontario (boards)	2	5.0	1	5.6
Northwestern Ontario (schools)	2	3.5	1	4.2
Western Ontario (boards)	8	20.0	4	2.2
Western Ontario (schools)	12	21.1	4	1.7
Total (boards)	40	100.0	18	100.0
Total (Schools)	57	100.0	24	100.0

D. MEASUREMENT OF VARIABLES

The research instrument was tested and validated by Narkawicz (1994). The validation procedure is discussed in chapter three. The instrument provides a valid measurement instrument to determine the marketing acceptance levels of continuing education institutions in Ontario. Part I of the instrument provided descriptive data about respondents. Categories of descriptive data collected were: board of education affiliation;

type of programming offered; region; urbanity; and position of survey respondent (refer to Appendix D).

Part II of the instrument consisted of thirty-eight descriptive statements with responses measured on a five-point scale (see Appendix D). Each statement related to one of the four marketing acceptance levels. Based on data obtained in part II, a set of mean scores was calculated for each respondent, indicating the level of completion in each stage. These scores were compared to descriptive data using analyses of variance to determine which institutional characteristics affected the level of marketing acceptance. Question sixteen of the survey was dropped from analysis after consultation with Narkawicz. This particular question was identified by Narkawicz as not bearing significance to any of the four stages after the 1994 study was completed.

Part III of the instrument was added by Pinto to identify the marketing techniques used by continuing education institutions in Ontario and the rate of use of each. Respondents identified the frequency of use of twenty-two marketing techniques and practices on a five-point scale. A twenty-third option allowed respondents to identify any other marketing techniques they were using that were not listed in the instrument. The results of Part III provided a summary of the techniques used and the rates of use.

Question 2 of the instrument (describing the types of programming offered by the responding institution) was collapsed into fewer categories as a result of the small response pool. Part and full time credit courses were collapsed into one category called "Credit Courses". General interest and corporate training were grouped into a category called "Non-credit Courses". Adult basic literacy and English as a second language were

collapsed into a category called "Basic Skills". This was eventually dropped as zero respondents offered basic skills programming only. A category for "Other" courses was maintained. This category also had zero respondents. A sixth category was created that indicated whether more than one of the above programming categories is offered.

Question 6 of the instrument was divided into three categories of enrolment size: "0 to 500" students; "501 to 1,000" students; and "over 1,000" students. These numbers represent each institution's fall 1995 full-time-equivalent enrolment.

The five frequencies in part III of the questionnaire were collapsed into three to provide more usable data. A frequency measure called "monthly or more" was created by combining the "monthly" and "more than monthly" responses. A frequency measure called "yearly or per semester" was created by combining the "yearly" and "once per semester" responses. The "never" category remained unchanged.

E. RESEARCH QUESTIONS

The purpose of this study was to determine the answers to the following research questions:

1. At what stage in the Simmons and Laczniak (1992) four stage model are most public school board continuing education institutions in Ontario found?
2. Do the marketing acceptance levels differ based on institutional characteristics of continuing education institutions?

3. In what specific marketing practices and techniques do public school board continuing education institutions in Ontario engage?

The first research question sought to identify the marketing acceptance stage in which continuing education institutions in Ontario were found. This was determined through analysis of the frequency distributions of the mean scores of all respondents. A mean score greater than or equal to 1.0 and less than or equal to 2.0 on a particular stage indicated that an institution has completed that stage. Respondents who received a mean of greater than 2.0 on a stage were considered to be operating in that stage without having completed it.

The distribution of completion of the response pool is: no stages completed (n=12, 50.0%); stage one completed (n=2, 8.33%); stage two completed (n=1, 4.2%); stage three completed (n=1, 4.2%); stage four completed (n=8, 33.3%). This indicates that only half of the responding institutions completed stages. Those who did not complete stages are considered to be operating in stage one. Two-thirds of institutions who completed any stages had completed stage four. This represented a bimodal distribution, as half of respondents had completed no stage (and were therefore operating in stage one), two-thirds of the remaining respondents had completed the fourth and final stage. The results of stage completion are presented in Table 3.

Table 3

Continuing Education Institutions Completing the Four Stages

Stage	n	%
No Stage Completed	12	50.0
Stage One	2	8.3
Stage Two	1	4.2
Stage Three	1	4.2
Stage Four	8	33.3
Total	24	100.0

Analysis at the case level showed that of the eight responding institutions who completed stage four, only one had completed all three previous stages. This result was contrary to expectation. The four stage model dictates that institutions evolve from one stage to the next in sequential order. If this is so, the overall percentage of completions should have declined from one stage to the next. All fourth-stage completions ought have been preceded by completion of the previous stages. A sharp increase in completions occurred in stage four among seven of the eight respondents completing stage four, without completion of all previous stages. Three explanations are possible to account for this phenomenon. First, the conditions of the four stage model may be too rigid to effectively describe the marketing acceptance process. That is, perhaps it is possible to complete stages of acceptance in a non-sequential way. The validity of the model is further discussed in chapter five.

A second explanation may lie within the marketing practices of continuing education administrators, who are the primary drivers in the marketing process. This

possible explanation is two-fold. First, anecdotal evidence suggests that these administrators have no formal training in the discipline of marketing. No prerequisite exists dictating that administrators within boards of education must have any form of business training. As a result, many individuals leading the marketing efforts of these institutions do not have an understanding of the marketing procedures prescribed by researchers, academics, and theorists. Consequently, they may have simply engaged in stage four processes that they had heard or read about, without having completed the earlier stage requirements. Secondly, certain stage four procedures (such as the use of certain types of research activities) may be required by the supervising board of education. Hence, these individuals may be performing functions for the board of education without awareness of the marketing significance and without having completed earlier stage requirements usually associated with earlier stages. Because the results of these processes go directly to the school board, institutional administrators may not be using much of the information they have gathered.

A third explanation may be found by examining the model of marketing that concerns uncontrollable, external forces affecting the marketing process. The competitive environment affecting the population may be a likely explanation for this phenomenon. This is further discussed in chapter five.

In order to fulfil the second research question, respondents who completed stages were also examined based on institutional characteristics. The results indicated that no statistically significant correlations existed between stage completion and the institutional characteristics examined. Each institutional characteristic is individually examined below.

The results of chi-square analyses for each descriptive institutional characteristic compared appear in Appendix G.

Respondents were first examined based on the type of programming offered. Institutions offering only one type of programming (credit courses only or non-credit courses only) did not complete any of the marketing stages. Only those who offer two or more types of programming completed stages. A chi-square analysis of the results indicated that the differences in stage completion are not statistically significant. The frequency results are illustrated in Table 4.

Table 4

Stage Completion by Programming

Type of Programming Offered	No Stages Completed		Stage One		Stage Two		Stage Three		Stage Four	
	n	%	n	%	n	%	n	%	n	%
Credit courses only (n=2)	2	16.7	0	0.0	0	0.0	0	0.0	0	0.0
Non-credit courses only (n=1)	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0
Two or more different types of programming (n=21)	9	75.0	2	100.0	1	100.0	1	100.0	8	100.0
Total	12	100.0	2	100.0	1	100.0	1	100.0	8	100.0

Stage completion was next compared to regional location. Only those respondents located in the Central and Western Ontario regions completed marketing acceptance stages. Of respondents who completed stage one, half were located in Central Ontario, and half in Western Ontario. All completions of stages two and three were

located in Central Ontario. Of stage four completions, the majority (87.5%) were located in Central Ontario, with the remainder in Western Ontario. A chi-square analysis showed that the differences were not statistically significant. The results of stage completions by region are presented in Table 5.

Table 5

Stage Completion by Region

Region	No Stages Completed		Stage One		Stage Two		Stage Three		Stage Four	
	n	%	n	%	n	%	n	%	n	%
Central Ontario (n=17)	7	58.3	1	50.0	1	100.0	1	100.0	7	87.5
Eastern Ontario (n=2)	2	16.7	0	0.0	0	0.0	0	0.0	0	0.0
Northwestern Ontario (n=1)	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0
Western Ontario (n=4)	2	16.7	1	50.0	0	0.0	0	0.0	1	12.5
Total	12	100.0	2	100.0	1	100.0	1	100.0	8	100.0

In examining stage completion based on urbanity, the largest proportion of respondents who completed stages were located in rural communities (67.0% of all completions). Stage one completions were divided evenly among rural and urban institutions. The only stage two completion was in a rural community, while the only stage three completion was in an urban community. Three-quarters of stage four completions were rural, with the remaining quarter by urban continuing education institutions. The results are presented in Table 6.

Table 6

Stage Completion by Urbanity

Urbanity	No Stages Completed		Stage One		Stage Two		Stage Three		Stage Four	
	n	%	n	%	n	%	n	%	n	%
Rural (n=9)	1	8.3	1	50.0	1	100.0	0	0.0	6	75.0
Urban (n=15)	11	91.7	1	50.0	0	0.0	1	100.0	2	25.0
Total	12	100.0	2	100.0	1	100.0	1	100.0	8	100.0

Stage completion was examined with respect to enrolment size. Generally, continuing education institutions with smaller enrolments represented a greater proportion of higher stage completion than those with larger enrolments. The largest proportion of stage one completions were by the largest institutions. Respondents with enrolments of over one thousand students accounted for 41.7% of stage one completions. Those with fewer than five hundred students and those with over five hundred but less than one thousand students each represented 25.0% of stage one completions. Stage two completions were equally divided between institutions with enrolments of up to five hundred students and those with between five hundred and one thousand. The only stage three completion was achieved by an institution with an unknown enrolment. Finally, stage four completions were dominated by institutions with enrolments of fewer than one thousand. The largest proportion of stage four completions (62.5%) was comprised of institutions with fewer than five hundred students. The chi-square analysis indicated that these results are not statistically significant. The results of stage completion by enrolment size are presented in Table 7.

Table 7

Stage Completion by Enrolment Size

Region	No Stages Completed		Stage One		Stage Two		Stage Three		Stage Four	
	n	%	n	%	n	%	n	%	n	%
0 - 500 students (n=10)	3	25.0	1	50.0	1	100.0	0	0.0	5	62.5
501 - 1,000 students (n=6)	3	25.0	1	50.0	0	0.0	0	0.0	2	25.0
Over 1,000 students (n=5)	5	41.7	0	0.0	0	0.0	0	0.0	0	0.0
Enrolment not available (n=3)	1	8.3	0	0.0	0	0.0	1	100.0	1	12.5
Total	12	100.0	2	100.0	1	100.0	1	100.0	8	100.0

The third and final research question sought to identify the specific marketing practices and techniques employed by Ontario school board continuing education institutions. This was accomplished through part III of the research instrument. The responses indicated that, with the exception of paid television advertising, all techniques and practices were used by at least some of the respondents.

Four marketing techniques were each used by over ninety percent of respondents: paid newspaper advertising; fliers and brochures distributed in the community; community cable bulletins; and presentations to local referral agencies. The two marketing techniques used by the largest proportion of respondents were paid newspaper advertising and fliers or brochures distributed in the community. All but one respondent (95.8% of the sample) used newspaper advertising at least yearly. Over 40% of the sample advertised in newspapers at least monthly. Similarly, all but one respondent

(95.8% of the sample) used fliers or brochures distributed in the community at least yearly. One-third of respondents distributed fliers or brochures at least monthly.

Community cable bulletins and presentations to referral agencies (such as Human Resources Canada) were each used by 91.6% of respondents. The frequency of use of community cable bulletins was equally distributed between use "more than monthly" and "more than yearly" (29.2% each).

The least used marketing techniques were: paid television advertising (0% use); high-profile fundraising events (12.5% use); newsletters available to the general public (16.7% use); and mass mailings to target groups (25% use).

An interesting observation arose when contemplating the results of this research question. With the exception of paid newspaper advertising, the marketing techniques used by the largest proportion of respondents were low-cost options. Media fees are not associated with community cable bulletins, fliers or brochures, personal selling, and presentations. Some costs are associated with the production of the promotional materials, but these are usually minimal.

Conversely, the least-used marketing techniques have a slightly higher cost associated. Television advertising has both significant media and production costs compared with the costs of newspaper advertising. Mailings and newsletters require time and research. Costs associated with these include production of materials, mailing costs, and possibly the purchase of mailing lists. Fundraising events require significant time commitments from individuals within an organisation. Depending on the nature of the event, an initial outlay cost may be associated.

Further investigation is required to determine if there was a correlation between the type of marketing technique used and the cost associated with it. The instrument used in this research did not obtain the appropriate types of expenditure data to provide an answer to this question. This is further discussed in chapter five.

Several additional responses appeared in question 67 ("other (describe)"). Unpaid radio announcements were cited as used at least monthly by four respondents (16.7% of the sample). One responding institution produced an educational video series that was being broadcast on a community cable station. Another respondent organised community breakfasts once per semester. Finally, one respondent hosted an annual student conference each year.

The results of the marketing practices and techniques and the frequency of use are illustrated in Table 8.

Table 8

Marketing Practices and Techniques by Rate of Use

Marketing practice or technique	Monthly or more		Yearly or per semester		Never	
	n	%	n	%	n	%
Paid newspaper advertisements	10	41.7	13	54.2	1	4.2
Co-operative newspaper advertisements	2	8.3	10	41.7	12	50.0
Unpaid newspaper articles	8	33.3	11	45.8	5	20.8
Community cable bulletins	7	29.2	15	29.2	2	8.3
Merchandise	8	33.3	9	37.5	7	29.2
Fliers/brochures in the community	8	33.3	15	37.5	1	4.2
Fliers/brochures to elementary schools	1	4.2	19	4.2	4	16.7
Mall displays	1	4.2	16	4.2	7	29.2
Participation in charity events	1	4.2	13	4.2	10	41.7
Staff representation on local committees	12	50.0	9	37.5	3	12.5
Guest lecturing by staff at other organisations	9	37.5	11	45.8	4	16.7
Paid television advertising	0	0.0	0	0.0	24	100.0
Information sessions for the public	7	29.2	13	54.2	4	16.7
Personal selling to target groups	11	45.8	10	41.7	3	12.5
High profile fundraising activities	0	0.0	3	12.5	21	87.5
Presentations to referral agencies	11	45.8	11	45.8	2	8.3
Mailings to referral agencies	7	29.2	10	41.7	7	29.2
Special events open to the public	4	16.7	16	66.7	4	16.7
Newsletters to student body	9	37.5	7	29.2	8	33.3
Newsletters to general public	0	0.0	4	16.7	19	79.2
Mass mailings	0	0	6	25.0	18	75.0
Internet Advertising	9	37.5	2	8.3	13	54.2

F. HYPOTHESIS TESTING

Hypothesis one stated:

Larger continuing education institutions achieve a higher level of marketing acceptance than smaller continuing education institutions.

This hypothesis was rejected. In fact, as shown by the summary statistics, smaller continuing education institutions achieved higher levels of marketing acceptance (see Table 7), though this was not a statistically significant difference. Besides the chi-square test, the mean ranks of stage scores of each of these descriptive groups were compared using a Kruskal-Wallis analysis. This was done because accuracy was sacrificed in converting stage scores into nominal data. The results of the Kruskal-Wallis analysis confirmed the chi-square test, also indicating that there is no significant difference between stage completion and enrolment size. The results of the Kruskal-Wallis analysis are presented in Table 9.

Table 9

Mean Rank by Size of Enrolment

Subscale	Mean Ranks by Enrolment Size			X ²	Probability
	0 – 500	501 - 1,000	Over 1,000		
Stage One Statement Score Mean	9.55	10.67	14.30	2.00	0.368
Stage Two Statement Score Mean	9.55	10.42	14.30	2.29	0.318
Stage Three Statement Score Mean	10.50	9.92	14.20	1.76	0.415
Stage Four Statement Score Mean	9.50	9.67	15.60	3.65	0.161

$\alpha=0.05$

Hypothesis two stated:

Continuing education institutions located in urban communities achieve a higher level of marketing acceptance than those situated in rural communities.

This hypothesis was rejected. As indicated by the chi-square test, no significant difference existed in the marketing acceptance levels of continuing education institutions based on urbanity (see Appendix G). The summary statistics disclosed earlier show that responding rural adult education institutions achieved higher levels of marketing acceptance than those situated in urban communities (see Table 6). The results of the Mann-Whitney U Test confirmed those of the chi-square test. No significant difference was observed in the mean ranks between urban and rural continuing education institutions. These results are presented in Table 10.

Table 10

Mean Rank by Urbanity

Subscale	Mean Ranks Urbanity			Probability
	Rural	Urban	<u>U</u>	
Stage One Statement Score Mean	7.78	15.53	25.0	0.011
Stage Two Statement Score Mean	9.89	14.07	44.0	0.160
Stage Three Statement Score Mean	8.28	15.03	29.5	0.023
Stage Four Statement Score Mean	8.50	14.90	31.5	0.031

$\alpha=0.05$

Hypothesis three stated:

There is a significant regional difference in the level of marketing acceptance of continuing education institutions.

This hypothesis was rejected. No statistically significant difference existed between the level of marketing acceptance achieved by continuing education institutions in different regions of Ontario as indicated by the chi-square analysis of stage completions (see Appendix G). The results of the Kruskal-Wallis analysis confirmed the absence of statistically significant differences based on region. Examination of the summary statistics located in Table 5 showed that only Central Ontario and Western Ontario continuing education institutions completed staged. Central Ontario accounted for the largest proportion of completions (ten out of the twelve completions). Seven stage four completions were by Central Ontario continuing institutions, while one was completed by a Western Ontario institution. These results, however, were not statistically significant. The results of the Kruskal-Wallis analysis are presented in Table 11.

Table 11

Mean Rank by Region

Subscale	Mean Ranks by Region				X ²	Probability
	Central Ontario	Eastern Ontario	Northwestern Ontario	Western Ontario		
Stage One Statement Score Mean	10.97	17.25	18.00	15.25	2.94	0.401
Stage Two Statement Score Mean	10.97	14.25	24.00	15.25	4.19	0.242
Stage Three Statement Score Mean	11.21	15.25	17.00	15.50	2.01	0.570
Stage Four Statement Score Mean	11.29	17.25	20.00	13.38	2.60	0.456

$\alpha=0.05$

Hypothesis four stated:

There are many, varied marketing practices and techniques used by all public school board continuing education institutions in Ontario.

This hypothesis was retained. A wide variety of marketing practices were used by continuing education institutions in Ontario. The results of part III indicated that twenty-one of the twenty-two types of marketing techniques listed in the survey instrument were used by all boards in the sample. Several additional marketing techniques used by the sample were identified in the final question. These were discussed earlier. The data gathered, therefore, indicated that all continuing education institutions in the response pool participated in similar types of marketing activities (see Table 7). Differences in patterns of use exist in the rates of use of each of the marketing techniques. For instance, paid newspaper advertising was used by twenty-three of the twenty-four respondents.

The rate of use varied among them, in that some respondents used newspaper advertising only once per year, while others relied on it on a weekly basis.

When the mean rates of use of each of the marketing techniques were examined, over 70% of the marketing techniques investigated were used, on average, more than once per year. Conversely, only one technique (paid television advertising) was not used at all by respondents. Table 12 presents the marketing practices grouped by the mean rate of use.

Table 12

Mean Rates of Use of Marketing Practices and Techniques

Used more than once per semester (6 techniques, 31.8%)		Used at least yearly but less than once per semester (9 techniques, 40.9%)		Used less than yearly or never used (6 techniques, 31.8%)	
Technique	Mean	Technique	Mean	Technique	Mean
Presentations to referral agencies	2.50	Unpaid newspaper ads	3.13	Co-operative advertisements	4.00
Personal selling	2.54	Merchandise	3.13	Charity events	4.17
Paid newspaper advertisements	2.63	Guest lecturing	3.17	Mass mailings to target groups	4.54
Community fliers	2.71	Student newsletters	3.21	Newsletters to the public	4.67
Local committees	2.79	Special events	3.25	High-profile fundraising	4.87
Cable bulletins	2.92	Mailing to referral agencies	3.33	Television advertisements	5.00
Information sessions	2.96	Fliers to schools	3.38		
		Internet	3.38		
		Mall displays	3.88		

n=24

G. CHAPTER SUMMARY

The results of the study were presented in chapter four. The response pool from whom the results were derived represented over 42% of population. Data were summarised with frequency counts and descriptive statistics. Chi-square tests and analyses of variance were also used to interpret results and in hypothesis testing. The research questions were answered using descriptive statistics comprised of percentages of stage completions and frequencies of marketing practice and technique responses.

The results of the research showed that half of respondents completed stages of marketing acceptance, indicating bimodal distribution. Of the twelve respondents who completed stages, two-thirds completed the fourth and highest stage of marketing acceptance. One respondent completed stage three, one completed stage two, and two respondents completed stage one. Chi-square tests were performed to indicate if any statistical significance existed in the differences. The results indicated that, though differences existed in the frequencies of stage completions based on institutional characteristics, no statistically significant differences were found. The analyses of variance confirmed these results.

Specific marketing practices and techniques used by the population were identified using part III of the research instrument. The results showed that all techniques listed, with the exception of paid television advertising, were used by virtually all respondents. Several additional marketing techniques used by some respondents but not listed on the instrument were identified.

Three of the hypotheses tested compared levels of stage completion with specific institutional characteristics. No statistical significance existed between the levels of stage acceptance and the institution's size of enrolment, urbanity, and regional location. A final hypothesis examined the breadth of marketing techniques used by continuing education institutions in Ontario. This hypothesis confirmed that there are many, varied marketing practices and techniques used public school board continuing education institutions in Ontario using statistics describing the frequencies of use and the mean scores of rates of use of each technique.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. SYNOPSIS

This study was concerned with describing the levels of marketing acceptance achieved by public school board continuing education institutions in Ontario, as well as the specific types of marketing practices and techniques that were being used. The Simmons and Lacznia (1992) four stage model of marketing acceptance was used as a theoretical model for measurement. This framework postulates that organisations advance through four stages of marketing acceptance. Stage one, Marketing as Promotion, refers to the use advertising and public relations to attract new clientele. Stage two, Marketing as Market Research, refers to the use of research to determine who an institution's consumers are, and focuses advertising and promotion to reach those individuals. Stage three, Marketing as Enrolment Management, refers to an institution engaging in advertising and promotion, some market research and limited amounts of evaluation, in order to sustain or increase enrolment. Stage four, Strategic Marketing Management, refers to an institution having a marketing-orientation driving the strategic planning process and engaging in all phases of strategic marketing.

A study by Narkawicz (1994) was replicated for the purpose of determining marketing acceptance. The original instrument created and validated by Narkawicz was

refined, and a third section designed to identify marketing practices and techniques used was added by Pinto.

Some hypotheses testing was performed to determine if institutional characteristics such as enrolment size, urbanity, and region affected the level of marketing acceptance achieved. Based on the data gathered, conclusions were drawn and are detailed below.

B. CONCLUSIONS

This section focuses on the outcomes of the study. Any conclusions that could be made from the data are discussed, and information regarding the research methodology is included.

Response Pool

The response pool was somewhat disappointing. Because the population was relatively small (forty school boards containing fifty-seven continuing education institutions), a larger and more representative response rate was anticipated. Alone, the response rate appeared relatively high at over 40% of the population. However, the size of the response pool (twenty-four) was not sufficient to produce strong variance analyses.

The response pool may not have been entirely representative of the population with respect to descriptive institutional characteristics. Two of the six boards of education that comprised the population were not represented in the response pool. The Central Ontario region was over-represented in both responding boards and individual

institutions. Consequently, the lack of significance determined by variance analyses was questionable.

Measurement

The survey developed by Narkawicz (1994) had been validated as a reliable and valid measurement instrument. A third section was added by Pinto in order to measure the marketing practices and techniques employed by continuing education institutions. The response pool appeared able to complete all sections of the survey with the exception of enrolment size. This might have been avoided with a multiple-choice response tool to ease the difficulty of obtaining specific enrolment statistics.

Part III of the instrument could have been improved upon by adding a section requiring respondents to estimate the approximate annual expenditure on each marketing practice or technique. This would have allowed for further analysis to determine if cost was a factor in the types of marketing techniques a particular institution used.

Four Stage Model and Stage Completion

The model created by Simmons and Laczniak (1992) appeared to have validity based on previous research (Narkawicz, 1994). However, the results of this research questioned the validity of the model.

Stage completion of respondents was established by averaging the responses to a series of statements relating to a given stage. A mean score of greater than or equal to 1.0 and less than or equal to 2.0 indicated stage completion. Respondents were then classified as members of the category of the highest stage they had completed. Half of

the twenty-four responding institutions did not fully complete any stages. This indicated that they were operating in stage one, though they had not completed all the elements of that stage. Of the twelve respondents who completed stages, eight (or two-thirds) completed the fourth and highest stage. Two respondents completed stage one only, one respondent completed stage two, and one respondent completed stage three. These results represented a bimodal distribution. Examination of the results indicated that the descriptive institutional characteristics considered (urbanity, region, enrolment size, and type of programming offered) did not correlate with the bimodal groupings. Similar descriptive characteristics were observed between the grouping of respondents who completed no stages and those who completed stage four. Further research is required in order to determine the reason for this distribution, and determine which, if any, other institutional or environmental characteristics accounted for the difference.

The proportion of completions in stage four was much higher (at two-thirds of respondents) than completion of stages two and three. Analysis of individual respondents showed that only one of the eight respondents who completed stage four had also completed all three previous stages. This was contrary to expectation. The four stage model dictates that, usually, institutions evolve from one stage to the next in sequential order. If so, the percentage of total completions should have declined from one stage to the next for most respondents. However, a sharp increase in completions occurred in stage four, without the completion of previous stages.

Hypotheses testing indicated that no significant differences were present in the marketing acceptance levels of continuing education institutions based on institutional characteristics.

The level and characteristics of stage four completions were somewhat of an anomaly given the conditions of the Simmons and Laczniak (1992) model. Though the authors recognised that some circumstances could result in non-sequential stage completion, this was considered an unusual occurrence. Three possible explanations may have accounted for this.

First, the four stage model may have been invalid. One aspect of validity questioned by the results of this study was with respect to the condition stating that institutions usually progress from one stage to the next. That is, perhaps stage completion in a non-sequential fashion was more common for continuing education institutions. The data obtained through this study indicated that, of the institutions who completed stage four, the vast majority (87.5%) did not complete all three previous stages. Further investigation is required to determine if this aspect of the four stage model is valid.

A second explanation may have existed within the lack of marketing knowledge and practices demonstrated by continuing education administrators, who were the primary drivers in the marketing process. This possible explanation is two-fold. First, anecdotal evidence suggested that these administrators have had no formal training in the discipline of marketing. No prerequisite existed dictating that administrators within boards of education must have acquired any business training. As a result, many

individuals leading the marketing efforts of these institutions did not have any understanding of the marketing methodology nor procedures prescribed by researchers, academics, and theorists. As a result, they may have been simply engaging in stage four processes that they had heard or read about, without having completed the earlier stage requirements, and without having applied this information to the institution's processes. Secondly, certain stage four procedures (such as the use of certain types of research activities) may have been required by the supervising board of education. Hence, these individuals may have performed functions for the board of education without awareness of the marketing significance, and without having completed earlier stage requirements. Because the results of such research processes were forwarded directly to the supervising board of education, administrators may not have used the information toward marketing at the school level.

A third explanation for the phenomenon may have existed in the external environment affecting the institutions surveyed. The competitive environment affecting each continuing education institution may have influenced the types of marketing in which respondents engaged. Institutions experiencing high levels of competition within their communities may have adopted some stage four practices in order to keep up with other education providers. Competition may have been the reason for establishing certain types of comprehensive research regarding programme effectiveness and creation of new programming. Further research is required to confirm or reject this possible explanation.

Marketing Practices and Techniques

This section of the study examined the marketing practices and techniques used by continuing education institutions, and the rates and frequencies of use. The evidence suggested that these institutions use a variety of marketing techniques, most of them on a frequent basis. All marketing techniques, with the exception of paid television advertising, listed in the questionnaire were used by at least some of the respondents. Four marketing techniques were each used by over ninety percent of respondents: paid newspaper advertising; fliers and brochures distributed in the community; community cable bulletins; and presentations to local referral agencies.

The least used marketing techniques were: paid television advertising (not used); high-profile fundraising events; newsletters available to the general public; and mass mailings to target groups.

An interesting observation arose when contemplating the results of this research. With the exception of paid newspaper advertising, the marketing techniques used by the largest proportion of respondents were low-cost options. Media fees are not associated with community cable bulletins, fliers or brochures, personal selling, and presentations. Some costs are associated with the production of the promotional materials, but these are usually minimal. An analysis of the advertising or marketing budgets used by responding institutions would have provided insight into this issue.

Conversely, the least-used marketing techniques have a slightly higher cost associated. Television advertising has both significant media and production costs compared with the costs of newspaper advertising. Mailings and newsletters require time

and research. Costs associated with these include production of materials, mailing costs and possibly the purchase of mailing lists. Fundraising events require significant time commitments from individuals within an organisation. Depending on the nature of the event, there may be an initial outlay cost associated. Once again, an analysis of the institutional marketing budget may provide further detail on the advertising choices made by individual respondents.

The competitive environment of responding institutions' communities was not examined by this study. The promotional activities of competitors may have influenced the types of marketing techniques responding institutions chose to use. As well, certain other environmental factors may have had some influence on marketing practices and techniques used.

An examination of the economic conditions of the communities in which respondents were located may have provided additional insight into the marketing choices made. For instance, a community with a sharp increase in unemployment may have influenced a continuing education institution to increase marketing to attract newly displaced workers for retraining. The appearance of a new business or industry in a community (such as a casino) may have prompted institutions to offer certain new types of educational programming, followed by promotional campaigns to inform the public of the service.

Finally, availability and use of new and emerging technologies may have affected the marketing activities for certain respondents. For some continuing education institutions, distance learning via the Internet provided new opportunities to capture

potential consumers that would have otherwise been unable or unwilling to participate in continuing education. This type of change in the nature of course would have resulted in the need to use promotion as a tool to inform and entice potential customers of availability, thus affecting marketing practices and techniques being used.

The external environmental factors that may have affected the marketing practices and techniques used in this study were not addressed in the research instrument. Further research would be required to determine the effect of these factors on marketing practices, as well as on stage acceptance.

C. RECOMMENDATIONS

The following recommendations are being made:

1. The Simmons and Laczniak (1992) four stage model should be re-examined and tested to determine if the stages must be achieved in progression. The results of this research indicated that completion of a given stage in the model may be independent of completion of other stages. This can be examined by conducting similar research on a larger population (such as a national study of continuing education institutions, or a study involving other categories of educational institutions such as colleges and universities). Observation of a larger population would provide insight into the frequency of non-sequential stage completion, thus confirming or refuting the hypothesis that stage completion of this model is not normally sequential.

2. **Further research should be done to determine if institutional characteristics other than those examined affect stage completion. Such research ought to focus on the reasons for the bimodal distribution observed in this study. This might be accomplished by replicating this study with additional institutional characteristics examined in the demographic section of the instrument.**
3. **A follow-up, replication study should be conducted in three to five years to measure if any progression to other acceptance stages has taken place among the response pool. The four stage model suggested that advancement into higher stages should take place over time. This would assist in further validation of the framework.**
4. **Further research should be performed to investigate how the competitive, economic, and social environments faced by continuing education institutions affect marketing acceptance levels, marketing practices, and techniques in which they engage. This study did not examine external environments. Consequently, questions were raised regarding external environments as possible influencing factors in stage completion and the types of marketing practices and techniques used. This might be accomplished by replicating this study with a revised instrument that includes a section allowing respondents to describe various external factors, including rates of unemployment and direct competition within the community.**
5. **Further research should be performed to evaluate the effectiveness of various marketing techniques and practices for educational institutions. This study**

indicated that all continuing education institutions in the response pool (and possibly in the population) engaged in some advertising and promotional activities. Based on their level of stage completion, most institutions were not formally evaluating effectiveness. A study to determine which are economically effective would be of practical significance to the population. This could be accomplished through research performed on behalf of a school board, testing the effectiveness of given marketing practices in meeting organisational goals over a specific period of time.

6. Further research should be performed to test for correlation between frequency of use of specific marketing techniques and their cost to the institution. This study did not measure the cost of specific marketing techniques to the institution engaging in them. The results of this study implied that, perhaps, a correlation between the cost of a marketing technique and the frequency of use may have existed. This could be accomplished through a study that examines the specific frequencies and rates of use of marketing techniques and practices correlated against institutions' marketing budgets and expenditures.

D. CHAPTER SUMMARY

This study examined the level of marketing acceptance that public school board continuing education institutions in Ontario had achieved and the sorts of marketing practices and techniques they were using. The Simmons and Laczniak (1992) four stage model of marketing acceptance was used as a theoretical model for measurement. This

framework postulates that organisations advance through four stages of marketing acceptance. This was based a similar study by Narkawicz (1994). The research instrument was developed and validated by Narkawicz in the 1994 study. It was modified by Pinto to include a section designed to gather data describing the marketing practices and techniques used by the population and their respective rates of use.

The research sought to determine which stages of marketing acceptance Ontario public school boards that operated continuing education facilities had achieved, which descriptive institutional characteristics affected the levels of achievement, which marketing practices and techniques were being used, and how frequently. Major findings included:

- 1. Half of the responding continuing education institutions had completed at least one stage of marketing acceptance.**
- 2. One-third of all responding continuing education institutions had completed the fourth and highest stage of marketing acceptance.**
- 3. Stage completion did not appear to be achieved in sequential order, as prescribed by the Simmons and Laczniak (1992) model.**
- 4. No statistically significant differences in the levels of marketing acceptance achieved by respondents were observed based on the following descriptive institutional characteristics: student enrolment size, type of programming offered, urbanity, and regional situation.**

5. Ontario continuing education institutions participated in a variety of marketing techniques and practices. Individual institutions participated in a variety of techniques, though the rates and frequencies of use over time varied.

Several recommendations were made. These focused on the theoretical framework and additional research required.

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APPENDICES

APPENDIX A:

**ONTARIO MINISTRY OF EDUCATION AND TRAINING
REGIONAL BOUNDARIES**

Northwestern Ontario Region

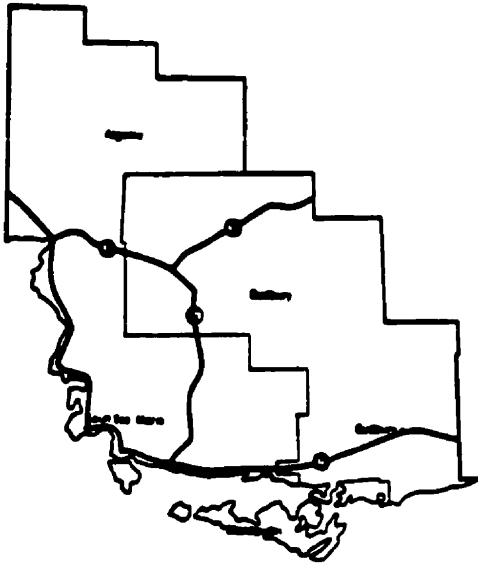


Central Ontario Region

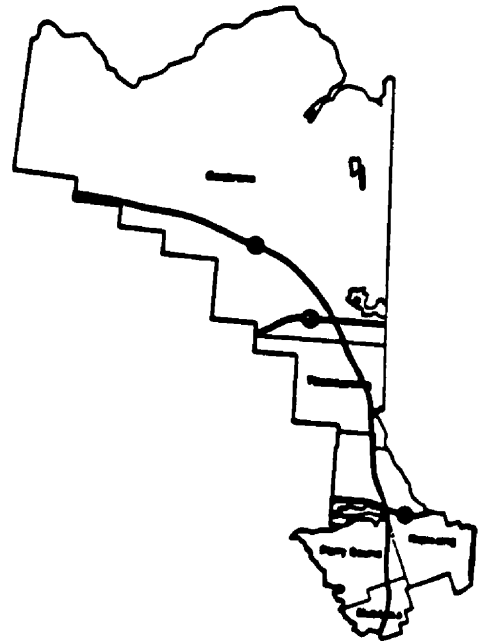


Western Ontario Region

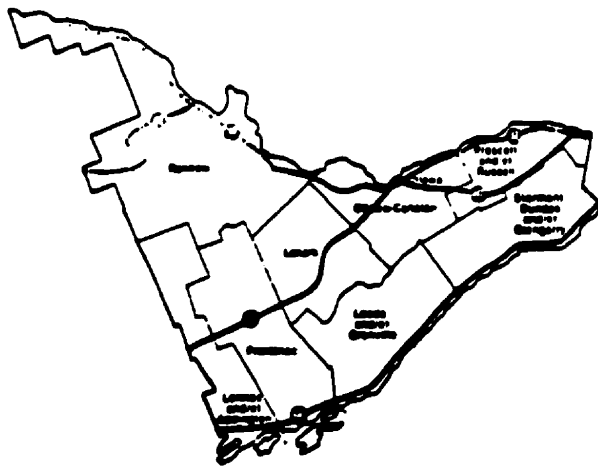
Midwestern Ontario Region



Northeastern Ontario Region



Eastern Ontario Region



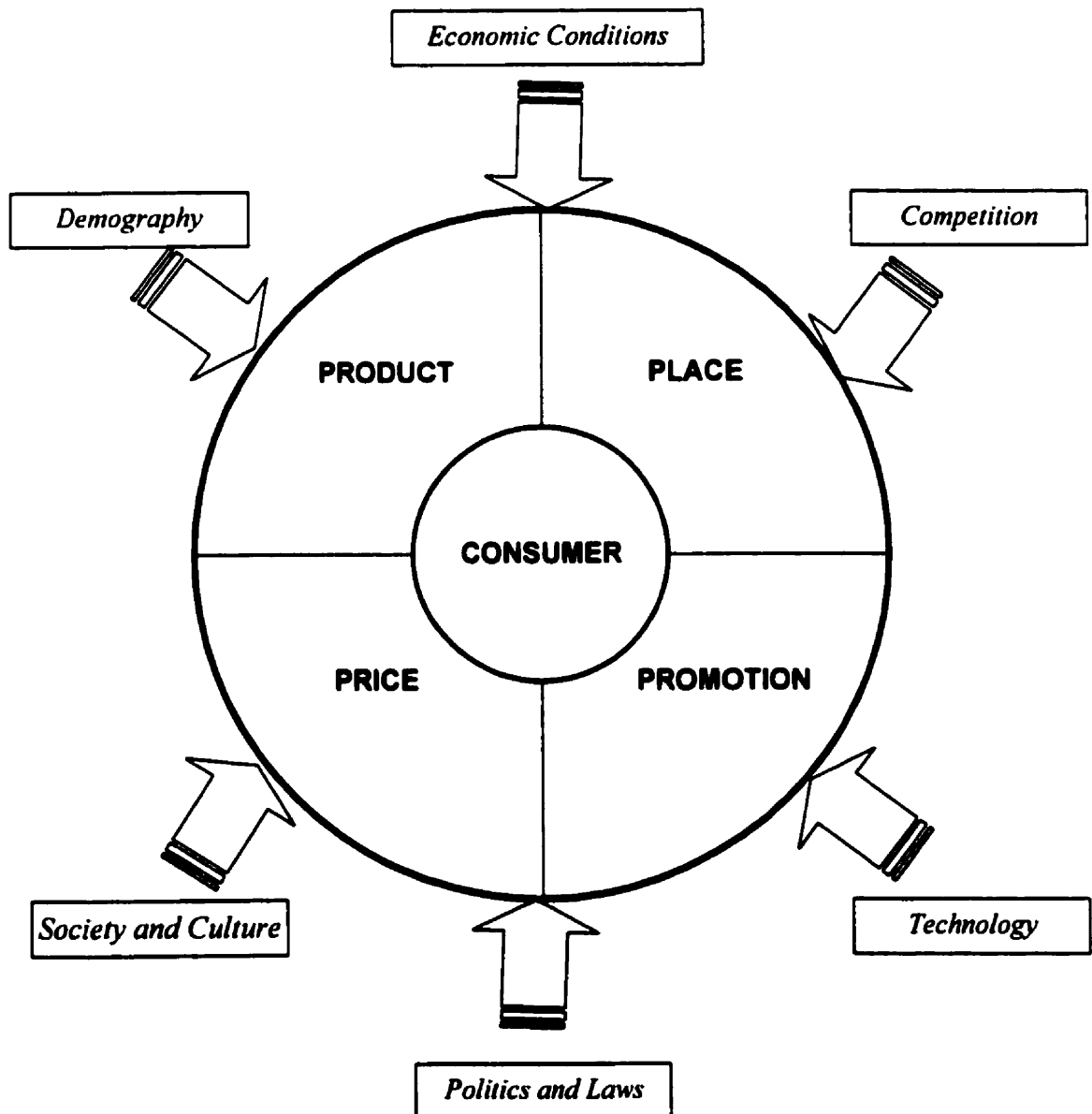
APPENDIX B:**FOUR STAGE MODEL****A STAGE MODEL REFLECTING THE ACCEPTANCE OF MARKETING IN HIGHER
EDUCATION**

(Simmons & Laczniak, 1992, p. 266)

	Stage 1: Marketing as Promotion	Stage 2: Marketing as Marketing Research	Stage 3: Marketing as Enrolment Management	Stage 4: Strategic Marketing Management
Primary Focus of Research	Prospective students	Stage 1 elements, plus current and future students, and institutional characteristics	Stage 2 elements, plus comprehensive data about current and past students	Stage 3 elements, plus relevant research concerning organisational objectives
Administrative Co-ordinator	Admissions director	Director of institutional research or marketing director	Vice president of enrolment management	Vice president of marketing
Scope of Research System	<i>Ad hoc</i>	Marketing Information System (MIS)	Decision Support System (DSS)	Institutional research for strategic planning and control
Key Marketing Activities	Advertising, personal selling, and public relations	Stage 1 elements, plus systematic marketing research	Stage 2 elements, plus pricing and program research	Stage 3 elements plus new programs and innovative distribution
Relative Cost	Low	Medium	High	Very high

APPENDIX C:**MARKETING FRAMEWORK****THE MARKETING FRAMEWORK**

(McCarthy, Shapiro & Perrault, 1986, p. 58; Sommers, Barnes Stanton, Etzel & Walker, 1995, p. 27)



APPENDIX D:**MARKETING ACCEPTANCE LEVELS AND PRACTICES OF ONTARIO SCHOOL BOARD
CONTINUING EDUCATION INSTITUTIONS SURVEY**

Participation in this study is voluntary, and withdrawal is possible at any time.

Identities of participants will not be revealed in the results of the study.

I. INSTITUTIONAL CHARACTERISTICS

1. With which board of education is your continuing education institution affiliated?
-
-

2. What types of programming does your continuing education institution offer?

- a. Full time credit courses
- b. Part time credit courses
- c. General interest non-credit courses
- d. Corporate/Private training
- e. Adult basic literacy/numeracy
- f. ESL
- g. Other
- h. Other

3. Within which Ontario Ministry of Education region are you located?

- a. Central Ontario
- b. Eastern Ontario
- c. Midnorthern Ontario
- d. Northeastern Ontario
- e. Northwestern Ontario
- f. Western Ontario

4. Which is the best description of the urban location of your continuing education institution?

- a. Rural/small town (population under 30,000)
- b. Urban fringe/large town (population 30,000 +)

5. What is your position at the continuing education institution?

6. What was this institution's fall 1995 full-time-equivalent enrolment?

II. CURRENT INSTITUTIONAL PRACTICES

Please indicate the extent to which you agree or disagree with the descriptive statements as they pertain to your institution.

Key:		SA	A	N	D	SD
		= Strongly Agree	= Agree	= Neutral	= Disagree	= Strongly Disagree
7.	Research data are collected on a regular basis (at least annually) from potential students.	SA	A	N	D	SD
8.	We assess student satisfaction through a systematic research effort.	SA	A	N	D	SD
9.	We assess institutional characteristics such as the internal and external images of the continuing education institution through a systematic research effort.	SA	A	N	D	SD
10.	Accessible and usable data in the form of alumni satisfaction, career placement studies and retention studies are available for tracking current and past students.	SA	A	N	D	SD
11.	Whether or not school objectives are being attained is determined through systematic research.	SA	A	N	D	SD
12.	An appointed individual or committee oversees the promotional and recruitment efforts of the continuing education institution.	SA	A	N	D	SD
13.	An appointed individual or committee is in charge of our research efforts.	SA	A	N	D	SD
14.	The areas of promotion, recruitment, research, programme pricing, and financial aid are directed by an individual in an administrative capacity such as a principal, vice principal or superintendent.	SA	A	N	D	SD
15.	The strategic planning process of this school is integrated with promotions, research and enrolment management under the director of an individual in an administrative capacity within the school or school board such as a principal, vice principal or superintendent.	SA	A	N	D	SD
16.	Informal methods are used to conduct research pertaining to students or institutional characteristics.	SA	A	N	D	SD
17.	We have a computerized marketing information system which is used to gather and evaluate research data.	SA	A	N	D	SD
18.	Data are evaluated relative to the "big picture" and "what if" scenarios are manipulated through a decision support system.	SA	A	N	D	SD
19.	Research is conducted school board-wide and by this continuing education institution to provide information for strategic planning and control.	SA	A	N	D	SD
20.	Promotional efforts to attract students which are conducted at this continuing education institution include: advertising, personal selling, or public relations.	SA	A	N	D	SD
21.	Target markets (student segments, curricula, etc.) are identified and evaluated through systematic market research efforts.	SA	A	N	D	SD
22.	Programme pricing is the focus of research efforts.	SA	A	N	D	SD
23.	Programme modification is the focus of research efforts.	SA	A	N	D	SD

24.	Starting a new programme is decided upon after the collection and analysis of research data.	SA	A	N	D	SD
25.	The decision to start a new distribution system (ie: new time or location) for a programme is made after collection and analysis of research data.	SA	A	N	D	SD
26.	Prospective students are the subject of annual research efforts.	SA	A	N	D	SD
27.	Information gathering and evaluation regarding student satisfaction are ongoing, organized efforts.	SA	A	N	D	SD
28.	Information gathering and evaluation regarding continuing education institution characteristics (such as internal and external image) are ongoing efforts.	SA	A	N	D	SD
29.	A system is in place for tracking current and past students through research such as alumni satisfaction surveys, career placement studies and retention studies.	SA	A	N	D	SD
30.	Research data are gathered to determine if institutional objectives are being met.	SA	A	N	D	SD
31.	Promotion and recruitment is co-ordinated by an appointed individual within the continuing education institution.	SA	A	N	D	SD
32.	Overseeing the research efforts at this continuing education institution is an appointed individual or committee.	SA	A	N	D	SD
33.	Directing the institutional efforts in promotion, recruitment, research, pricing, and financial aid is an individual in a high-level administrative position within the continuing education institution such as principal or vice principal.	SA	A	N	D	SD
34.	A school board level administrator at the superintendent level is responsible for integrating institutional efforts in promotions, research and enrolment management with the strategic planning process.	SA	A	N	D	SD
35.	The research system used by this continuing education institution pertaining to students or institutional characteristics consists of informal information gathering.	SA	A	N	D	SD
36.	This continuing education institution uses a computerized marketing information system to gather and evaluate the research data.	SA	A	N	D	SD
37.	This continuing education institution has a decision support system which is used to evaluate data relative to the "big picture" and to manipulate "what if" scenarios.	SA	A	N	D	SD
38.	Strategic planning and control are based on research efforts.	SA	A	N	D	SD
39.	Advertising, personal selling, or public relations are part of our promotional efforts used to reach students.	SA	A	N	D	SD
40.	Data is gathered and evaluated relative to target markets through systematic research efforts.	SA	A	N	D	SD
41.	Research extends into the area of programme modification.	SA	A	N	D	SD
42.	Research extends into the area of programme pricing.	SA	A	N	D	SD
43.	Systematic data collection and analysis are used to decide on new programmes.	SA	A	N	D	SD
44.	Systematic data collection and analysis are used to decide on new ways to deliver programmes.	SA	A	N	D	SD

III. CURRENT MARKETING TECHNIQUES USED

Indicate the frequency that most closely reflects your centre's use of each of the following marketing techniques.

Key:	A	= More than Once per Month	M	= Once per Month	S	= Once per Semester	Y	= Once per Year	N	= Never
45. Paid Newspaper Advertisements	A	M	S	Y	N					
46. Co-operative Newspaper Advertisements	A	M	S	Y	N					
47. Unpaid Newspaper Articles	A	M	S	Y	N					
48. Community Cable Bulletins	A	M	S	Y	N					
49. Merchandise - mugs, pens, magnets, etc.	A	M	S	Y	N					
50. Fliers/Brochures Posted or Delivered in the Community	A	M	S	Y	N					
51. Fliers/Brochures to Elementary Schools	A	M	S	Y	N					
52. Mall Displays	A	M	S	Y	N					
53. Participation in Charity Events	A	M	S	Y	N					
54. Staff Representation on Local Committees, Boards	A	M	S	Y	N					
55. Guest Lecturing by Staff at Outside Organisations	A	M	S	Y	N					
56. Paid Television Advertising	A	M	S	Y	N					
57. Information Sessions for the Public	A	M	S	Y	N					
58. Personal Selling to Target Groups	A	M	S	Y	N					
59. High Profile Fundraising Activities such as Bingos, Fashion Shows, etc.	A	M	S	Y	N					
60. Presentations to Referral Agencies such as CEC	A	M	S	Y	N					
61. Mailings to Referral Agencies	A	M	S	Y	N					
62. Special Events (Open Houses, Debates, Speakers), open to the public	A	M	S	Y	N					
63. Newsletters to Student Body	A	M	S	Y	N					
64. Newsletters to General Public	A	M	S	Y	N					
65. Mass Mailings	A	M	S	Y	N					
66. Internet or World Wide Web advertising	A	M	S	Y	N					
Other (describe)	A	M	S	Y	N					

APPENDIX E:**STATEMENTS FOR SUBSCALE SCORING OF SURVEY**

The following statement key will be used in data analysis and hypothesis testing to calculate subscale scores of acceptance levels in section II of the survey:

Stage One of Acceptance **Statements:** 7, 12, 20, 26, 31, and 35

Stage Two of Acceptance **Statements:** 8, 9, 13, 17, 21, 27, 28, 32, 36, and 40

Stage Three of Acceptance **Statements:** 10, 14, 18, 22, 23, 29, 33, 34, 37, 41, and 42

Stage Four of Acceptance **Statements:** 11, 15, 19, 24, 25, 30, 38, 39, 43, and 44

Note: question sixteen was eliminated based on advice from the creator of the research instrument.

APPENDIX F:**LETTER OF PERMISSION*****Laura Elizabeth Pinto***

**4383 Ashfield Crescent
Windsor, Ontario
N9G 2G8**

April 15, 1996

Name and Title

Name of School Board

Address

City, Province

Postal Code

Dear Mr. or Ms. _____:

In partial fulfilment of the requirements of the Master of Education Degree at the University of Windsor, I am doing a study of marketing acceptance levels and practices of school board continuing education institutions in Ontario.

I hereby request permission to administer the enclosed survey to your continuing education co-ordinator(s). The results of this research will be useful in providing your board with additional marketing strategy ideas, as well as providing your continuing education department with a profile of their marketing acceptance level.

Permission to complete this study has been obtained from the Faculty of Education Graduate Committee and the University of Windsor Ethics Committee. All information will be held in confidence, and the results of the study will be available upon request. The identities of respondents will not be revealed in the results. Participation in the study is voluntary, and withdrawal is possible at any time.

If you have any concerns or questions about the Marketing Acceptance Levels and Practices Survey, please feel free to contact me before, during and after the study at (519) 966-4014. You may also contact my faculty advisor, Dr. Noel Hurley, at the University of Windsor at (519) 253-4232, extension 3815. If you have any concerns of an ethical nature, please contact Dr. L. Morton, chair of the Ethics Committee, at (519) 253-4232, extension 3800.

Thank you for your assistance in my research.

Sincerely,

Laura E. Pinto

APPENDIX G:

CHI-SQUARE TEST RESULTS

Table A

Chi-Square Test for Stage Completion by Urbanity

Urbanity	Expected (ef) and Observed (of) Frequencies				
	No Stage	Stage One	Stage Two	Stage Three	Stage Four
Rural (n=9)	ef=4.50	ef=0.75	ef=0.38	ef=0.38	ef=3.00
	of=1.00	of=1.00	of=1.00	of=0.00	of=6.00
Urban (n=15)	ef=7.50	ef=1.25	ef=0.63	ef=0.63	ef=5.00
	of=11.00	of=1.00	of=0.00	of=0.00	of=2.00
Chi-Square Probability Result	0.0367	0.7150	0.1967	0.4386	0.0285

$\alpha=0.05$

Table B

Chi-Square Test for Stage Completion by Region

Region	Expected (ef) and Observed (of) Frequencies				
	No Stage	Stage One	Stage Two	Stage Three	Stage Four
Central (n=17)	ef=8.50	ef=1.42	ef=0.71	ef=0.71	ef=5.67
	of=7.00	of=1.00	of=1.00	of=1.00	of=7.00
Eastern (n=2)	ef=1.00	ef=0.17	ef=0.08	ef=0.08	ef=0.67
	of=2.00	of=0.00	of=0.00	of=0.00	of=0.00
Northwestern (n=1)	ef=0.50	ef=0.08	ef=0.04	ef=0.04	ef=0.33
	of=1.00	of=0.00	of=0.00	of=0.00	of=0.00
Western (n=4)	ef=2.00	ef=0.33	ef=0.17	ef=0.17	ef=1.33
	of=2.00	of=1.00	of=0.00	of=0.00	of=1.00
Chi-Square Probability Result	0.6226	0.6356	0.9378	0.9378	0.7062

$\alpha=0.05$

Table C

Chi-Square Test for Stage Completion by Enrolment Size

Enrolment Size	Expected (ef) and Observed (of) Frequencies				
	No Stage	Stage One	Stage Two	Stage Three	Stage Four
0 - 500 students (n=10)	ef=5.24 of=3.00	ef=0.95 of=1.00	ef=0.48 of=1.00	ef=0.00 of=0.00	ef=3.33 of=5.00
501 - 1,000 students (n=6)	ef=3.14 of=3.00	ef=0.57 of=1.00	ef=0.29 of=0.00	ef=0.00 of=0.00	ef=2.00 of=2.00
Over 1,000 students (n=5)	ef=2.62 of=5.00	ef=0.48 of=0.00	ef=0.24 of=0.00	ef=0.00 of=0.00	ef=1.67 of=0.00
Chi-Square Probability Result	0.2094	0.6703	0.5769	0.0000	0.2865

 $\alpha=0.05$

Note: non-respondents of enrolment size were dropped from this analysis.

VITA AUCTORIS

Laura Elizabeth Pinto was born in Windsor, Ontario in 1969. She graduated from Vincent Massey Secondary School in 1987. From there, she earned an Honours Bachelor of Commerce degree (1992) and a Bachelor of Education degree (1994), both from the University of Windsor.

She held the position of Marketing Consultant for adult education programs through the Peel Board of Education's Computer Technology Institute. She also worked for the Bank of Montreal's Personal and Commercial Financial Services division in marketing and product management. To date, she has taught secondary school credit and general-interest, non-credit courses for the Simcoe County, Windsor, and Toronto District Boards of Education.

She is currently a candidate for a Master of Education degree from the University of Windsor and hopes to graduate in Spring, 1998.