

UNIVERSITY OF STRATHCLYDE

DEPARTMENT OF MARKETING

MARKETING OF MANAGEMENT EDUCATION: A CASE STUDY RELATED

TO THE STRATHCLYDE BUSINESS SCHOOL

By:

D Palihawadana, BSc (Hons), Dip in Computer Systems  
Design, MCom in Marketing

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DEDICATION

This thesis is dedicated to my dear wife  
Renuka and my little son Dhanushka

## ABSTRACT

This thesis examines the role of market orientation within the field of postgraduate management education in the UK. A detailed study of student expectations and outcomes was undertaken at the Strathclyde Business School in order to test the hypothesis that British management educational institutions are not adequately market orientated. The study was carried out in relation to MCom in Marketing, MSc in Marketing and MBA programmes offered by the SBS.

Thus the study involved:

- a. A survey of the entering students: In addition to the basic purpose of examining the levels of academic, career, social and personal expectations students have when they embark on a study programme, the study attempted to examine the expectations students have about the course, the institution and the study environment.
- b. Current student survey: The same students surveyed at the entering stage were surveyed again after six months of enrolment to ascertain the extent to which they feel their expectations are fulfilled by the programmes, the institution and the study environment.
- c. Past graduates survey: The purpose of carrying out this survey was to ascertain the extent to which past graduates feel their expectations are fulfilled by the programme, the institution and the study environment some time after the completion of the programmes.

Analysis of the responses received at the three stages of the survey revealed that there are certain gaps that exist between expectations and outcomes. The direction of the relationship between expectations and outcomes was found to be curvilinear, suggesting that students change their evaluative criteria over time. The major thrust of the study is the necessity to conduct continual research of the market for management education and setting up and maintaining a database of both current and past students. Other recommendations which evolve from the findings of the study are related to internal marketing, staff/student interaction, promotion of programmes and the organisation and management of the programmes.

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## CONTENTS

	<u>PAGE</u>
Dedication	ii
Abstract	iii
Acknowledgements	iv
Contents	v
Appendices	xiv
List of Tables	xv
List of Figures	xviii

### CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 Preamble	2
1.2 Research Problem and Research Objectives	9
1.3 Research Methodology	11
1.4 Limitations of the Study	13
1.5 Organisation of the Study	15

### CHAPTER TWO: MANAGEMENT EDUCATION IN BRITAIN

2.1 Introduction	19
2.2 Evolution of Management Education	20
2.2.1 Before the Second World War	20
2.2.2 After the Second World War	23
2.2.3 Developments Since Early 1960's	28
2.3 The Demand for and Supply of Management Education	35
2.3.1 The Demand for management Education	35
2.3.1.1 Demand for Undergraduate Business Courses	37
2.3.1.2 Demand for Diploma in Management Courses	39
2.3.1.3 Demand for MBA Courses	40
2.3.1.4 Demand for Post-experience Courses	41

2.3.1.5	Perception on Demand of Those Who Have Experienced Management Education and/or Training	42
2.3.1.6	Employer's Perception of Management Education and Training	48
2.3.2	Supply of Management Education	54
2.3.2.1	Provision of Undergraduate Courses	54
2.3.2.2	Provision of Postgraduate Business and Management Degrees	57
2.3.2.3	Provision of Diploma in Management Studies and Higher National Diploma in Management	59
2.3.2.4	Provision of Post-experience Management Education	60
2.3.2.5	In-company Provision of Management Training	67
2.3.2.6	The Role of Professional Institutes	74
2.4	Summary	79

### **CHAPTER THREE: MARKETING OF HIGHER EDUCATION**

3.1	Introduction	85
3.2	Marketing and the Marketing Concept	89
3.3	Market Research and Assessment of Educational Needs	97
3.4	Designing Educational programmes	105
3.5	Pricing Educational Programmes	109



3.6	Making Educational Programmes Available (Distribution and Delivery)	118
3.6.1	Location Decision	120
3.6.2	How are Educational Programmes Made Available?	121
3.7	Communicating With the Educational Markets	127
3.7.1	Publicity and Public Relations	130
3.7.2	Advertising Educational Products	137
3.7.3	Personal Selling and Academic Marketing	141
3.7.4	Other Communication Methods	144
3.8	Ethical Issues in Academic Marketing	146
3.9	Summary	149

#### CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1	Introduction	163
4.2	An Overview of the Literature Review	164
4.3	The Research Problem and Research Objectives	168
4.4	The Research Design	170
4.4.1	Qualitative Research	170
4.4.1.1	Strengths of Qualitative Research	170
4.4.1.2	Weaknesses of Qualitative Research	171
4.4.2	Quantitative Research	172
4.4.2.1	Strengths of Quantitative Research	172
4.4.2.2	Weaknesses of Quantitative Research	173

4.4.3	Choice of Data Collection Method	175
4.4.3.1	Observation	175
4.4.3.2	Experimentation	177
4.4.3.3	Surveys	178
4.4.3.3.1	Personal Interviews	179
4.4.3.3.2	Telephone Interviews	180
4.4.3.3.3	Mail Interviews	181
4.4.3.4	Selection of a Survey Method	184
4.4.4	The Survey Process	187
4.4.4.1	Sampling Process	188
4.4.4.2	Questionnaire Design	190
4.4.4.3	Development of the Questionnaires	196
4.4.4.3.1	Entering Students Questionnaire	196
4.4.4.3.2	Continuing Students Questionnaire	197
4.4.4.3.3	Past Graduates Questionnaire	199
4.4.4.4	Pretesting the Questionnaires	201
4.4.4.5	Questionnaire Administration	202
4.4.4.6	Response Rates	204
4.5	Summary	207

**CHAPTER FIVE: METHODOLOGICAL CONSIDERATIONS FOR  
DATA ANALYSIS**

5.1	Introduction	214
5.2	Data Preparation	214
5.2.1	Editing	214
5.2.2	Coding	215
5.2.3	Tabulation	217
5.3	Analysis of Research Data	217
5.3.1	Analytical Techniques Used	218
5.3.1.1	Frequency Distributions	218
5.3.1.2	Cross-tabulations	219
5.3.1.3	Profile and Summation Analysis	219
5.3.1.4	Graphical Representations (Line Graphs and Bar Charts)	220
5.3.1.5	ANOVA (Analysis of Variance) and Scheffe's Procedure	220
5.3.1.6	Spearman's Rank Correlations	221
5.4	Summary	223

**CHAPTER SIX: ANALYSIS OF THE FINDINGS**

6.1	Introduction	226
6.2	Sample sizes	227
6.3	Respondent Profiles	228
6.3.1	Entering Students	228
6.3.2	Past Students	231
6.4	Expectations and Outcomes of Postgraduate study in Management	232
6.5	ANOVA (Analysis of Variance) and Scheffe's Test Related to Goals/Outcomes of Postgraduate Study in Management	239

6.6	Expectations/Outcomes About the Programme, SBS and other Facilities	241
6.7	Analysis of Variance and Scheffe's Test Related to Expectations/Outcomes About the Course and the SBS	247
6.8	Expectations/Outcomes About Some Key Aspects of the City of Glasgow	249
6.9	Analysis of Variance and the Scheffe's Test Related to Expectations/Outcomes of the City of Glasgow	254
6.10	Factors that influenced institution Choice	256
6.10.1	Entering Stage	256
6.10.2	Past Stage	257
6.10.3	Spearman rank Correlations- Factors that influenced institution choice	259
6.11	How respondents learned about SBS and the Course	260
6.11.1	Entering students	261
6.11.2	Past stage	262
6.11.3	Spearman Correlations- Information sources	262
6.12	Evaluation of the Effectiveness of Teaching staff	265
6.13	Overall Evaluation about the course and SBS, and the workload	268
6.14	Value/Benefit of Attending SBS	272
6.14.1	Continuing stage	273
6.14.2	Past stage	275
6.14.3	Comparative Analysis -Effects on Earnings	275

6.15	How respondents were financed	276
6.15.1	Entering students	276
6.15.2	Past students	278
6.15.3	Comparative analysis - How the programme was financed	278
6.16	Initiation of the idea of the course and the employers' view about the qualification	279
6.16.1	Entering stage	279
6.16.2	Past stage	282
6.16.3	Comparative analysis - Initiation of the idea of the course and the employers' attitude	283
6.17	Priority given to SBS	284
6.17.1	Entering stage	284
6.17.2	Past stage	286
6.17.3	Comparative analysis - Priority given to SBS	286
6.18	Recommendation of SBS and the course to others	287
6.18.1	Continuing stage	287
6.18.2	Past stage	288
6.18.3	Comparative analysis - Will they recommend it?	289
6.19	Summary	290

**CHAPTER SEVEN: SUPPLIERS' ATTITUDES TO MARKETING  
HIGHER MANAGEMENT EDUCATION**

7.1	Introduction	296
7.2	Methodology	297
7.3	Attitudes towards academic marketing	298
7.4	Researching the market	299

7.5	Marketing mix	300
7.5.1	Programme design	300
7.5.2	Promoting the programme	301
7.5.3	Pricing	302
7.5.4	Making the programme available	303
7.6	Views on student expectations and their outcomes	306
7.6.1	Why outcomes fall short of expectations?	306
7.6.2	Why past graduates show higher outcome levels than continuing students?	308
7.6.3	Action being taken and planned to bridge the gap between expectations and outcomes	309
7.7	Excessive demand - Oversubscribed?	312
7.8	Summary	313

#### **CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS**

8.1	Introduction	316
8.2	A re-statement of the Research Problem and the Research Objectives	317
8.3	Conclusions	319
8.4	Recommendations	326
8.4.1	Assessment of Market Needs	326
8.4.2	A Data Base of Current/Past Students	328
8.4.3	Internal Marketing	328
8.4.4	Promoting Programmes and the Institution	329
8.4.5	Provision of Related Facilities	329
8.4.6	Organisation and Management of the Programmes	330

8.4.7	Teaching Effectiveness	330
8.4.8	Staff/Student Interaction	331
8.5	Managerial Implications of the Survey Findings	333
8.5.1	Teaching Effectiveness Studies	334
8.5.2	Staff Development	335
8.5.3	Dealing With Staff Absence from Scheduled Classes	336
8.5.4	Other Implications	337
8.6	Proposed Further Research	339
	BIBLIOGRAPHY	438

## APPENDICES

	<b>PAGE</b>
4.1 Entering Students Survey	347
4.2 Continuing Students Survey	358
4.3 Past Graduates	368
6.1 Respondents Profile: Entering Students	380
6.2 Goals of Postgraduate Study in Management: Entering Students	385
6.3 Expectations About the Course and the SBS: Entering Students	391
6.4 Expectations Related to the City of Glasgow: Entering Students	397
6.5 Outcomes Related to Postgraduate Study in Management: Continuing Students	400
6.6 Outcomes Related to Expectations About the SBS and the Staff: Continuing Students	406
6.7 Evaluation of the Effectiveness of the Teaching Staff: Continuing Students	412
6.8 Outcomes Related to Various Aspects About the City of Glasgow: Continuing Students	416
6.9 Respondent Profile: Past Graduates	419
6.10 Outcomes of Postgraduate Study in Management: Past Graduates	423
6.11 Outcomes Related to the Study Programme and the SBS: Past Graduates	429
6.12 Outcomes Related to the City of Glasgow: Past Graduates	435



## LIST OF TABLES

	PAGE
2.1 First Year Intakes Into Undergraduate Courses in Business	38
2.2 Course Attendance for DMS Courses	39
2.3 Attendance for MBA Courses	41
2.4 Initiation of Training Decision	44
2.5 Employer Support in Gaining Management Qualification	46
2.6 Output of Business and Management Undergraduate Degrees from Universities, Colleges and Polytechnics 1984/85	55
2.7 Output of Accountancy & Economics Undergraduate Degrees 1984/85	56
2.8 Output of Postgraduate Degrees in Business and Management (1984/85)	58
2.9 Output of Accountancy and Economics Postgraduates (1984/85)	59
2.10 Output of DMS and HND Courses	60
2.11 Open General Management Courses	61
2.12 Open Specialised Management Courses	62
2.13 Other Management Development Activities	65
2.14 Main Reasons for Non-training	68
2.15 Membership of Professional Institutes	74
2.16 Availability of Training in Particular Management Topics	76
2.17 Proportion of Management Education Content in Professional Qualifications	77
5.1 Scale of Measurement and Statistical Techniques	222
6.1 Course Enroled	229
6.2 Goals of Postgraduate Study in Management and their Outcomes: Comparative Mean Scores at the Three Three Stages of the Survey	233

6.3	Goals/Outcomes of Postgraduate Study in Management: A Comparison of Summated Means	237
6.4	One-way Analysis of Variance and Scheffe's Test Related Goals/Outcomes of Postgraduate Study in Management	240
6.5	Expectations About the Course and the SBS: Comparative Mean Scores at the Three Stages of the Survey	243
6.6	Expectations Outcomes About the Course and the SBS: Comparison of Summated Means	245
6.7	One-way Analysis of Variance and Scheffe's Test Related to Expectations/ Outcomes of About the Course and the SBS	248
6.8	Expectations About Various Aspects of the City of Glasgow: Mean Scores for Comparative Analysis	250
6.9	Expectations/Outcomes About Some Key Aspects of the City of Glasgow: Summated Means	252
6.10	One-way Analysis of Variance and Scheffe's Test Related to Expectations/ Outcomes About the City of Glasgow	255
6.11	Factors That Influenced Institution Choice	258
6.12	Spearman Rank Correlations-Factors That Influenced Institution Choice	259
6.13	Information sources about SBS and the course	262
6.14	Rankings of Information Sources	263
6.15	Spearman Rank Correlations-Information Sources Used	264

6.16 Evaluation of Lecturers' and Tutors' Performance	266
6.17 Evaluation of Course and SBS	269
6.18 Workload	272
6.19 Benefits Vs. Costs	273
6.20 Effects of The Course on Earnings Capacity	274
6.21 Source of Finance	277
6.22 Initiation of the Idea of the Course	279
6.23 Employers' View About the Course	280
6.24 Support Received from the Employer	281
6.25 Employers' View About the Qualification	283
6.26 Applications to Other Institutions	284
6.27 Priority Given to SBS	285
6.28 Willingness to Recommend the Course to Others	288
6.29a Recommendation of SBS and the Course to Others	288
6.29b If Not Recommended Would You Do It?	289

## LIST OF FIGURES

	<b>PAGE</b>
3.1 A Hypothetical Example of Promotion co-ordination	130
3.2 Dynamic Relations Between a University and Its Publics	135
4.1 Probability and Non-probability Sampling Methods	188
6.1 Comparison of Summated Means	238
6.2 Comparison of Summated Means	246
6.3 Comparison of Summated Means	253

CHAPTER ONE

INTRODUCTION TO THE STUDY

## 1.1 Preamble

There is a wide consensus today, that management education adds value to the society as well as to an individual. It has been argued that the most important asset possessed by a nation is its human resources and the possession of managerial skills specifically is considered as a significant factor in the economic well-being of an individual or a country as a whole (Schultz, 1961; Constable and McCormick, 1987).

Throughout the history of management, the innate ability to manage was seen as the crucial factor for a managerial career. The researcher does not deny that innate ability is a useful factor for effective management, but under today's turbulent business, economic and political environment, innate ability alone is not adequate for a successful managerial career. Domestic as well as international competition, complexities in the financial markets, technological developments, revolution in communication methods, growth of unionism etc., have made the managerial job impossible without the proper education of managers. There is a need for the managers to gain knowledge and skills in human relationships in order to motivate subordinates and improve their morale to achieve increased or sustained productivity. In order to safeguard or increase the firm's market share, in the face of both domestic and international competition, managers have to gain knowledge and skills in marketing. Complexities in the financial markets imply the need for financial management skills. Rapid advances in information technology call for the manager to gain skills in management information systems (MIS).

Management education has two roles to play; firstly, it should be able to educate practising managers to gain skills and knowledge to improve their managerial

effectiveness, and secondly, it should be able to prepare young men and women for future managerial careers.

The origin of management or business education in an organised way took place in the USA in the second half of the 19th century, with the establishment of the Wharton School of Finance and Commerce at the University of Pennsylvania, in 1881. Today there are over 500 business schools in the USA, producing more than 70,000 postgraduates and 200,000 undergraduates a year.

Though management education, in some form or other existed in Britain even before the Second World War, organised management education, which is called a 'management education revolution' took place in this country only after 1963, with the publication of the Robbins Report and the Franks Report. The first two British Business Schools were established in Manchester and London in 1965 and today there are over 100 university business schools, Polytechnics or independent institutions offering management education in Britain.

It is estimated that there are 2.75 million people exercising managerial duties, and 90,000 are estimated to be joining the managerial workforce every year in Britain (Constable and McCormick, 1987). Based on these estimations, recent studies have recommended an increase in the number of management graduates produced by British educational institutions (Constable and McCormick, 1987; Handy 1987). But the problem is whether the increased output alone will be adequate without improving the quality of management graduates produced by British educational institutions. There is no argument about the small quantity of graduates being produced by British institutions.

However, the quality aspects have been ignored to a great extent in these recent studies (Baker and Palihawadana, 1987). This perhaps can be explained by the fact that the demand for many management education programmes, such as the MBA, exceeds supply (Golzen, 1988). According to the Guide to Business Schools, published by the Association of MBAs, '...the most popular courses and institutions will fill up their places with a rate of over-subscription of 10-12 applications for each place available' (Paliwoda, 1990, p.5). For example in the academic year 1990/91, Strathclyde full-time MBA programme recruited only 9.7% of the applications received. Number of applications refer to actual demand and the potential demand is much more higher than this, as 90,000 individuals are estimated to join the managerial workforce every year (Constable & McCormick, 1987).

But this excessive demand alone, does not justify educational institutions in not gearing to the market needs of industry/commerce and the prospective students. The sellers' market situation which management educational institutions enjoy at present will no doubt gradually turn into a buyers' market by the end of the decade or so, with more and more institutions entering the 'management education industry'. As evidence, a recent FT survey suggests that 'once a near monopoly supplier of education and development services for business, business school is finding that the market for these services is fragmenting' (Holberton, 1991). On the other hand there is evidence which suggests that industry and commerce are not happy with the type of management education offered by British management institutions. The relevance of British management education is being questioned and criticised by students, industry and commerce (Griffiths and Murray, 1985; Ascher, 1984; Al-Sarraf, 1988). A recent study into industry attitudes towards management education, conducted by the Warwick University, reports that 77% of



the employing organisations believe that MBAs do not meet their expectations (Warwick Manufacturing Group, 1991). Evidence in these reports and others suggests that the market views British management education as 'stuffed with jargon and academic theory, much of it unrelated to practical needs'. The general argument is that British management education is not tailored to meet the needs of industry, and the educational institutions are not providing the appropriate training for effective performance. Of course these criticisms about the 'quality' of management education in the UK, have been amplified by critics from the educational institutions also! They believe that British Business Schools are of 'faulty design and need radical change' (Griffiths and Murray, 1985;

Cassandra, 1985). Both past and present students also have criticisms against the type of business education offered by British institutions (Ascher, 1984; Forrester, 1986; Al-Sarraf, 1988).

In light of this evidence, the researcher's view is that the problem of British management education is not only a problem of quantity but also a problem of quality. Unless the quality of management education is improved it is very doubtful that British industry and commerce will continue to absorb the graduates and trainees produced by British institutions. Evidence suggests that industry and commerce does not see management graduates to be any superior than graduates from other fields (BIM, 1981, p.4).

The researcher's contention is that the institutions of management education should be more concerned with market needs if they are to improve the quality of their management graduates. There is a wide consensus among the academics that they know best what the managers should know. It is true that education is not something that can

be adjusted exactly to what the market is asking for, as in marketing toothpaste or toilet soap. For example management institutions cannot rely entirely upon what customers are seeking, as it could vitiate the intellectual tradition of these institutions. The researcher agrees with the view that employers or managers in Britain do not necessarily know what their managers should know as most of them do not have any formal education in management. But if there is a mismatch that exists between the market needs and what the educational institutions supply, it is a matter of concern.

The rapid growth and prosperity in management education, in the 1960's started to slow down in the 1970s. 1980s saw a decade of growth at 'breakneck' speed due to such factors as labour market deregulations and rapid economic growth. The present economic recession and political changes in Europe however makes future uncertain. As time passes by institutions of higher education face problems and pressures. There is increased competition between universities themselves and between them and the non-university sector in almost every field including management education (Doyle, 1976). Together with environmental change, it is argued that educational institutions require to be market orientated. The competition, and uncertainty will continue into the 1990's, and the fact that the EEC becomes a single market in 1992, will pose new opportunities and threats for the British higher educational institutions. Many studies have already pointed out the need for market orientation of British management education (Azzam, 1979; Forrester, 1986, Al-Sarraf, 1988, Thomson, 1987, McCullum, 1987). In spite of this, many educational institutions are still not responding adequately to the market and national needs and seem to be production driven rather than market driven (Lloyd, 1990). However, there is evidence that many business school heads feel that the search for relevance

is at the top of the agenda today (Holberton, 1991).

On the other hand, all higher educational institutions, whether they realise it or not do some sort of marketing. But what they do is mostly publicity and promotion, but not marketing. There are some important reasons for lack of market orientation of British management institutions (1) marketing is viewed as inappropriate for institutions of higher education; (2) marketing is seen as a panacea, that can save an institution when it is in trouble; (3) the marketing function is improperly organised and staffed. The first one of these is the most important obstacle that makes academics including academics in management believe that marketing is incompatible with the educational mission of the institution. Another argument is that 'when an organisation markets a product, it is willing to sell the product to anyone desiring to purchase it. A university should not be willing to market to everybody'. The critics who hold this view assume that marketing is selling and advertising under a different label. Because administrators and faculty members, including many faculty members of business schools are of this view, it is difficult to build up a proper marketing culture in these institutions. But the researcher believes that if an adequate understanding of marketing as the identification and satisfaction of the market needs, could be established then it should not be that difficult to overcome this 'hostility' towards academic marketing.

With the increasing competition for management education both from within the UK and from abroad, and increasing financial pressures, the time is ripe now for the higher educational institutions in management to be market-oriented. There is no inherent contradiction between marketing and the professional, academic or ethical standards of educational institutions. Marketing should be seen as a central activity of the institutions of

higher education if they are to serve the specific needs of the educational markets. To survive and succeed, these institutions should know their markets, attract sufficient resources and convert them into appropriate programmes and deliver them to the customers.

Students form an important part of the market for management education and they have to be seen as customers of management education who spend resources and time with the expectation of achieving satisfactions by consuming management education, (Barry, Gilly and Schucany, 1982). This being the case, suppliers should examine students' academic, career, social, and personal development goals and other expectations they have regarding management education and the extent to which they are fulfilled by the programmes, institutions and the study environment.

## 1.2 Research Problem and Research Objectives

A considerable amount of work has already been done in the area of management education in Britain. Nevertheless, marketing of management education has been neglected or inadequately researched to a great extent, though numerous research projects have been undertaken in this area in the USA. Again the reason for this inadequacy of research work in the marketing of management education in Britain can be partly explained by the fact that most higher educational institutions offering management educational programmes are production oriented due to high demand for such programmes when compared with limited provision.

The essence of the research problem, or the hypothesis to be tested is that management educational institutions in Britain are not adequately market oriented. Though the market for management education consists of students, employers, funding agencies and other publics, the study

concentrates on identifying the specific goals of postgraduate students; specifically those on three postgraduate programmes in management offered by the Strathclyde Business School (Full-time MBA, Full time MSc in Marketing and Full-time MCom in Marketing Programmes), and their expectations about the institution and the study environment. Consequently, the research aims to fulfil the following objectives:

1. To find out the levels of academic, career preparation and career improvement, social and cultural, and personal development expectations students have when they embark on a study programme.
2. To find out the levels of expectations students have of the course, the school, other amenities, and the study environment, when they embark on a study programme.
3. To ascertain the extent to which the various goals and expectations are fulfilled by the programme, the SBS and the study environment.
4. To identify factors that influence institution choice, and the sources of information about the programme and the SBS.

### 1.3 Research Methodology

The research takes the form of a longitudinal research firstly to identify the motivations and expectations of the entering students and then to study the extent to which these motivations and expectations are fulfilled after six months of the one year study programme, and to assess the extent to which such motivations and

expectations are realised by the programme and the SBS in relation to those who have already graduated from the three programmes.

A combination of census survey method and judgement sample survey method are used as follows at the three stages:

1. At the Entering Stage, all the students who attended the inaugural session of the three programmes.
2. Those who responded (at the entering stage), minus those who dropped out from the courses at the Continuing Stage.
3. A judgemental sample of students from the 1984/85 and 85/86 courses who have already graduated.

The fully structured questionnaire survey method was used in all the three surveys. At the entry stage the respondents from the three courses received questionnaires at the inaugural sessions of the programmes and completed questionnaires were collected on the spot. At the continuing stage questionnaires were put into the pigeon holes of the respondents along with an internal return envelope. At the third stage the respondents were mailed the questionnaire, without self addressed stamped envelopes, partly because of financial constraints and partly because of logistical problems as the respondents come from more than 30 different countries in the world.

The returns were edited and coded on University of Strathclyde coding sheets and analysed using the SPSSx Research Analysis Package for Social Sciences, on the University of Strathclyde main computer system VAX 3600. The analysis used frequency distributions both in terms of absolute figures and percentages, cross-tabulations, graphical representations, measures of central tendency and one-way analysis of variance and the Scheffe test.

In addition to the field studies undertaken, qualitative interviews were conducted with programme managers, in order to find out their view, of academic marketing and their reactions to the findings of the field surveys.

#### 1.4 Limitations of The Study

The researcher wishes to point out certain limitations, under which he had to carry out this study.

##### a. Time Constraints

The researcher worked on this study under a 3 year Studentship Award granted by the Department of Marketing, University of Strathclyde. This limitation forced the researcher to review the relevant literature, design research methods, conduct the surveys, analyse the survey results on computer and prepare the thesis, within 3 years.

Though the research takes a longitudinal approach in studying the gaps that exist between expectations and satisfactions, the researcher could not afford to study the same sample of respondents at the three stages of the survey. In other words he could not wait until the respondents finish their study programme, and work for sometime in order to study their satisfaction levels sometime after the completion of the study programme. Due to this limitation the researcher, opted to study a similar sample of respondents who graduated in 1984/85 and 1985/86 from the three programmes. The researcher however realises the fact that this is a serious limitation in the study, which is caused entirely by time constraints.

#### b. Cost Constraints

The researcher carried out the study under certain financial constraints as a postgraduate research student. This forced the researcher to select respondents from only the 1984/85 and 1985/86 programmes for the Past graduates survey. If not for this limitation more respondents could have been selected to ensure a higher number of questionnaire returns and increase the representativeness of the sample. On the other hand partly due to financial constraints self addressed stamped return envelopes were not enclosed, which might have increased the response rates.

#### c. Other Commitments

Under the afore-mentioned Studentship Award the researcher had to be involved in the study while contributing to the Department of Marketing by taking a minimum of six hours of teaching commitments a week and supervision of the Market Research Laboratory of the Department of Marketing. Though this provided ample experience and skills for the researcher, it was a constraint on the part of the research programme as he did not enjoy the luxury of being engaged 'full-time' in the study.

#### d. Limitations on generalisation of research findings

The research is a Case Study of only three postgraduate programmes in management offered by the Strathclyde Business School. Though the researcher believes that the results can be generalised to a certain extent, it has to be noted that such generalisations should be done with some caution.



## 1.5 Organisation of The Study

### Chapter 1

Chapter 1 introduces the study and it deals with a statement of the background of the study, research problem and research objectives, limitations of the study and organisation of the study.

### Chapter 2

Chapter 2 reviews the relevant literature on Management Education in Britain. It includes material on the evolution of management education in Britain, the demand for management education and the supply of management education.

### Chapter 3

Chapter 3 reviews the relevant literature on the marketing of management education. The chapter starts with a discussion of the marketing concept, and it includes sections on: researching the educational markets, designing educational programmes, pricing educational programmes, making educational services available and communicating with the educational markets. Lastly it includes a section on ethical issues related to academic marketing.

### Chapter 4

Chapter 4 presents a discussion on the research methodology undertaken in the study. It discusses such areas as an overview of the study, the research problem and research objectives and research methodology and design.

## Chapter 5

Chapter 5 deals with the methodological considerations for data analysis, and it deals with how raw data were prepared for analysis and a discussion on the specific analytical techniques used in the data analysis.

## Chapter 6

Chapter 6 presents a comparative analysis of the findings of the field surveys undertaken.

## Chapter 7

Chapter 7 attempts to summarise the findings of the qualitative interviews conducted with the three programme managers.

## Chapter 8

Chapter 8, which is the last chapter of the thesis deals with Conclusions and Recommendations.

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CHAPTER TWO

MANAGEMENT EDUCATION IN BRITAIN

## 2.1 Introduction

Having introduced the study in Chapter 1, this chapter, attempts to discuss, how management education evolved in Britain from early stages to its present stage and the current demand for and supply of management education. The sections that follow, therefore, will address the following two issues:

1. Evolution of Management Education in Britain.
2. The Demand for and Supply of Management Education.

## 2.2 Evolution of Management Education in Britain

In any discussion of management education it is helpful to briefly examine its background and development from early stages to its present state.

Before moving on to the discussion of the evolution of management education in Britain, it would be worthwhile to examine the origins of business education in the USA. The origin of management or business education in an organised way took place in the USA, in the second half of the 19th century. The Wharton School of Finance and Commerce was started at the University of Pennsylvania in Philadelphia in 1881. In 1898 the other business schools were started in Chicago and California. Harvard Graduate School of Business Administration was inaugurated in 1908 and by then, there were thirteen Business Schools in the USA. This number grew very rapidly and by the end of 1914 there were thirty one, by 1920 sixty five and by 1951 there were 166. Now the number exceeds 500, producing more than 70,000 postgraduates and 200,000 undergraduates a year.

When compared with the US, adoption of scientific management in industry and also any kind of formal education in management was much slower in Britain. A few universities offered degrees in commerce and economics at this time, but formal management education as found today was not even considered by industrialists or academics until recently.

### 2.2.1 Before the Second World War

During the four years of the First World War, some steps were taken to apply scientific management techniques in the factories and interest was seen in the area of industrial psychology. As increase of supply of labour to increase output was limited, every attempt was made to



increase productivity. The relationship between optimum working hours and maximum output, effects of introducing rest periods etc., were experimented with, by industrial psychologists and much attention was paid to the question of whether workers should also participate in management.

The period between the two wars saw a considerable increase of interest in new management methods on the part of a few progressively minded businessmen and a great deal of interest in the improvement of human relations in industry. However, it was only a minority who were involved, and on the whole British industry was still conservative and suspicious of formal management education. But there were a few who were interested in trying the new management techniques. For example in 1921, the National Institute of Industrial Psychology was founded by Seebohm Rowntree and Dr Charles Myers to study the application of psychological methods to the problems of industry. (Wheatcroft, 1970).

Colonel Lyndall Urwick was an important figure during this time and had some influence on formal management education. He had been impressed by the methods of organisation and management used by the military and he tried to develop some of these methods such as the staff and line system of organisation into industry. In 1926 Urwick along with Rowntree started the Management Research Group which experimented on other areas of management and management education.

Still there was very little formal education in management, except for the new courses in management offered by the technical colleges, leading to the qualifications of various professional bodies. (Rose, 1970). A very few companies ran short internal courses for managers. Only a few courses were available for practising managers or to young people who wanted to take

management as a career. The Polytechnic, Regent Street, was one of the first of the colleges to pioneer part-time courses for practising managers. Some Universities offered undergraduate courses in commerce or in economic aspects of business. But only the University of Manchester Institute of Science and Technology (then the Manchester College of Science and Technology) and the London School of Economics offered full time postgraduate courses for managers or aspiring managers during the 1930s. But these pre-war courses in 'commerce', 'business' or 'industrial economics' were designed for broader purposes than a career in management.

As the Rose Report (Rose, 1970) points out this pre-war absence of education for management outside the professions could be explained in terms of both demand and supply. The hostility of businessmen to the suggestion that education except in technical fields, could successfully develop or strengthen managerial skills, was a basic reason for the absence of management education in Britain. This must be why even the Urwick Report (Urwick, 1942) started with the declaration that 'there is no implication in this Report that young men or women can be trained as managers in industry and commerce by following certain courses of study... Theoretical study alone cannot make a manager'. The validity of the latter statement has never been questioned by anybody, as everyone believes that personality and experience are important for a managerial role. But the advocates of management education believe that management education has a role of developing more fully the personality and experience of a manager. As far as the supply side is concerned, the development of effective courses for management before the war was also held back by the unwillingness of most universities to admit that such courses were suitable for inclusion in institutions traditionally averse to what might be regarded as

vocational education. As Prof. Rose (1970) points out 'the intellectual climate of the country as a whole, indeed, was unsympathetic to the idea that management, especially in industry, offered a worthwhile career to the talented graduate, who turned instead to research and teaching, public service or the professions. The social climate, which might be said to have been composed of a snobbish class attitude towards 'trade' on the one hand and a political prejudice against business on the other, reinforced the disposition to regard university education in this country as being suitable only for an intellectual elite seeking careers outside the business world' (p.2).

During the Second World War, there was an increasing awareness of the extent to which the majority of progressive and efficient firms in the use of modern management methods. As in the First World War much effort was made to increase productivity in the industrial sector, and all this led to a substantial development in the interest in management education during and after the war.

### 2.2.2 After the Second World War

After the Second World War there was an urgent need to train managers in order to reconstruct industry, and restore economic life to normal. Prof. Rose (Rose, 1970) has given three possible reasons for this interest in management education after the war. Firstly, once the war was over, the scale of business operations accelerated rapidly. Secondly, the importance of family business declined due to the new big business enterprises established as joint stock companies. Thirdly, the increased emphasis on increasing industrial productivity also contributed to change the negative attitude of the business community towards management and management education.

It has been estimated that at the end of the war there were some 450,000 managers in Britain, with an annual intake of at least 12,000 (Ministry of Education, 1965). Abraham (1961) estimated that the national ratio of graduates in management was not more than 10 per cent just after the war, but in the 1950s it rose to about 15 per cent. This shows that after the war there was a significant increase of both demand and supply for University graduates with a wide variety of first degrees. According to Prof. Rose (Rose, 1970), the rise up of the management ladder of men sympathetic to the ideas of higher education in general was bound sooner or later to be favourable to the development of management education in particular. Another important development after the war was management training schemes adopted by large companies in Britain. It has been estimated (Fisher, 1960) that in 1960, 400 out of 11,000 public and 310,000 private firms in the United Kingdom had some kind of management training, and that about 50 had their own residential staff training centres.

Another important development in management education after the Second World War was the outcome of an investigation by the Urwick Committee in 1947. The Committee which was set up by the Ministry of Education was chaired by Colonel Urwick and had the following terms of reference -

'to advise the Minister of Education on educational facilities required for management in industry or commerce, with particular reference to the steps to be taken in regard to the organisation of studies, bearing in mind the various requirements of professional organisations and the need for their co-ordination' (p.89) (Urwick, 1947).

One basic reason for setting up this committee was that various professional management bodies had developed their own examinations, creating considerable chaos with regard to subjects taught, standards and examination requirements. The report of the Committee was published in 1947, entitled 'Education for Management, but generally known as the 'Urwick Report'.

The report recommended a two-stage course leading to a qualification in management, to be established through the technical college system. The intermediate course leading to a certificate was intended to be suitable as the first part of the examinations of many of the professional institutions. This was to include an introduction to management, economics, law, psychology, accountancy, statistics and office organisation and methods. The second part of the course was to be of two types; one for those requiring qualifications in general management and one for those intending to work in a specialised field such as factory management, personnel or distribution. This scheme lasted for about 15 years and by 1961, 810 certificates and 640 diplomas as the second and final qualification, were awarded. At least 100 colleges were offering courses for the certificate and 62 for the diploma (Wheatcroft, 1970).

But criticisms grew, and a working party was set up to examine progress in 1959 and in 1961 the syllabus was revised and a new diploma was created to be known as the Diploma in Management Studies (Mosson, 1965).

As Wheatcroft (1970) puts it 'perhaps the basic difficulty with the first scheme was the attempt to get too many subjects into a course which turned out to be mainly taken part-time; inadequacy of teaching facilities and poor quality of teaching' (p.90). Too many colleges were teaching for the examinations. To

complete the course part-time five years of study was needed and this long duration made it difficult to keep the interest of the students, making the drop-out rate very high. However this scheme made a giant step forward in the development of management education in this country.

In spite of the above shortcomings, in any quantitative sense, the main burden of management education from 1945-60 was carried out by the technical colleges.

Two other important developments which were to have long term effects took place in 1946-47. One of these was the setting up of the Administrative Staff College at Greenland, Henley-on-Thames, in 1946. It was established as an independent institution by a group of men who had experience in industry, commerce and public service. The pattern of Henley has been copied by an increasing number of countries, including many who already have business schools and active University departments of management studies. The second important development took place in 1947 with the establishment of the British Institute of Management (BIM), as a result of the recommendations of the Baillieu Committee, which comprised businessmen and educationalists. It was meant to be a centre for the dissemination of information about scientific management methods and stimulation of interest in management education by means of conferences, discussions and publications. It is regarded as the national 'clearing-house' for management practices, policies and techniques. Every year the Institute organises an annual conference at which policy and recent progressive management education are discussed by representatives from industry and educational institutions.

Management education in the British Universities is relatively new. Mosson (1965) discussing management education in Universities, says that in terms of '... the problem of whether or not the study of management has a proper place in the universities and whether or not the teaching of management by the universities would assist the development of management education generally, much of what has been said appears to be partisan or irrelevant, and much of course, has depended on particular views as to the proper function and role of a university in modern life'. Both before and after the war, it appears that the opponents of university management education outnumbered the supporters. But later, many argued that management education should be incorporated in the universities. For instance, in a paper (King, 1956) offered to a conference in 1956, it was suggested that taken overall management education in Britain was not satisfactory, as it had not been properly integrated into the educational system other than in technical colleges. It was claimed that what was most needed, was a greater contribution by the universities. As a result, during the 1950s, full-time postgraduate courses of one year's duration were established in seven universities. Thirteen universities established short courses, including residential courses and 'sandwich' courses as well as lectures and seminars for experienced managers (Rose, 1970).

Industry gave scant support to postgraduate management courses while short residential courses for managers were often oversubscribed. Only a few firms gave their support for postgraduate courses and even by 1960 less than 200 students were attending these programmes, which made it impossible to develop economically viable management schools or departments. In other words management education was seen as a means of developing existing managers but not as a means of preparing young

men and women for managerial careers. (Rose, 1970).

### 2.2.3 Development since Early 1960s

It was at the end of the 1950s and the beginning of the 1960s that a real push developed towards management education in Britain. During this period, what Wheatcroft referred to as a 'management education revolution' took place and the attitudes of industry towards management education changed. A number of businessmen and industrialists felt that management education should be made available for their managers. They were dissatisfied with the United Kingdom Advisory Council on Education for Management and the undergraduate output entering their firms. A number of these people attended advanced management programmes at US business schools and questioned why such courses were not available in Britain. They questioned why the US had so many business schools while Britain had none. The demand was for courses to be developed at university level, but there was considerable doubt as to which university was equipped to carry out this task of meeting industry's needs. It was being argued that both postgraduate and undergraduate education in management should be made available, as in the US, as well as post experience courses for middle and senior management levels.

A group of men who discussed this problem started as a House of Commons dining group (Wheatcroft, 1970), in the late fifties and amongst others the group included Sir Noel Hall, Lord Heyworth, Sir Keith Joseph and Sir Philip Morris. The group was joined by Mr J W Platt, whose patient and untiring work in the interests of management education had a considerable influence on management education in Britain, in the 1960s. This group was responsible for establishing the Foundation for Management Education in 1960. the Foundation collected



money from industry and used it to finance management teaching experiments at a number of universities.

In 1961 the National Economic Development Council was established. The Council had three purposes -

- a) to examine the economic performance of the nation with particular concern for plans for the future in both the private and public sectors of industry;
- b) to consider together what are the obstacles to quicker growth, what can be done to improve efficiency and whether the best use is made of our resources;
- c) to seek agreement upon ways of improving economic performance, competitor power and efficiency - in other words to increase the rate of economic growth.

The Council was to be tripartite in nature representing government, management and trade unions of industry. The first report of the Council, 'Growth of the UK Economy to 1966', was published in early 1963. The second report 'Conditions Favourable to Faster Growth', dealt with the relationship that exists between education and economic growth and emphasised the importance of management education to economic development. The Report stated:

'There is need for at least one very high level new school or institute, somewhat on the lines of the Harvard Business School, or the School of Industrial Technology. This should help to provide better trained managers for industry, more trained teachers for the technical colleges and a much needed national centre for research into problems of management and education. More immediately the development and co-ordination of the work already

proceeding in the technical colleges, colleges of advanced technology (CATS) and the universities would help to meet the urgent problems of providing better and more widely used educational facilities for management' (p.1-2) (NEDC, 1963).

Though the report suggested the establishment of a business school or a similar institution, it did not go into detail as to how, where, when and by whom such a school should be set up. Many individuals and institutions showed their interest in the proposed school including the Federation of British Industries, British Institute of Management and the Foundation for Management Education. Their discussions, comments and suggestions were related to the questions of the type of school, type of courses to be run and to what university it should be attached to.

Another important report known popularly as the Robbins Report was published in 1963, and it had considerable impact on the future of management education in Britain. The report was an independent one, but it reflected the views of a number of business leaders as well as corporate bodies such as the NEDC, BIM, CBI and FME, all of which had been arguing the inadequacy of the existing system. The Report went on to say:

'... the present educational arrangements for management education are deficient. This country, it is argued, does not provide the training for management, that is needed if it is to hold its own in the modern age. Education in individual techniques is provided at the undergraduate level, but this is not specifically directed at management. At the post-graduate level, where education of this sort should be chiefly at home, there is nothing comparable to the great business schools of the US'

(para.408) (Robbins, 1963).

The report recommended that two major postgraduate schools should be built up in addition to other developments already proposed in universities and other institutes. However two conditions were laid down if the schools were to prosper. Firstly, they should be linked to well established institutions and secondly, they should be situated in the neighbourhood of large industrial and business centres. But it was recognised that these two conditions explicitly were likely to meet a major problem of salary differentials between academia and business (Griffiths & Murray, 1985). The report went on to say on this issue that 'problems will arise in such an association; the difficulties about pay differentials in universities may certainly hinder the recruitment of suitable staff ... (para. 41). The limitation on salary differentials... must make it extremely difficult to recruit certain kinds of talent and expert knowledge on a full-time basis' (Para.412).

As a growing public, industrial and academic interest in the idea of management education and the proposition that one or more business schools of the highest quality should be started in this country, the Federation of British Industries, The British Institute of Management, the Foundation for Management Education and the National Development Office, in summer 1963, invited Lord Franks to assist, give evidence and advice which would enable the formulation of a plan to select a suitable university or universities for a business school or schools. (Franks, 1963).

Thirty five educational institutions including twenty one universities, seventy companies and individuals in industry and commerce and twenty three representative bodies of various kinds communicated with Lord Franks, in

response to a press notice. During October 1963, Franks had interviews with sixty of the above groups made up of eleven universities, five other educational institutions, twenty five business enterprises, seven individuals in commerce and industry and twelve groups representing several institutes and associations.

Franks suggested that two business schools, one attached to the University of London and the other attached to the University of Manchester, should be established (paras.45-48).

The summary of Lord Franks recommendations is as follows.

1. That two business schools of high quality be established in Britain.
2. That each be part of a University but enjoying considerable autonomy as a partnership between the University and business.
3. That these business schools be situated within major industrial and commercial conurbations.
4. That these business schools offer courses for both post-graduation and post-experience students.
5. That one business school be associated jointly with the London School of Economics and Imperial College of the University of London, and the other with Manchester University.

As a result of the Franks report London and Manchester Business Schools were established in 1965. But as Griffiths & Murray (Griffiths & Murray, 1985) point out the implementation of the Franks Report, differed radically from his original suggestions in five ways.

1. Joint responsibility for the running of the business schools.

Instead of the equal partnership proposed in paragraph 20 of the Franks Report, with industry as an equal partner jointly controlling policy and finance, the constitution of the schools resembled, rather, a sole proprietorship.

2. Autonomy within Universities.

The failure of the partnership ideal has inevitably diminished the autonomy of business schools. Even the London Business School, the most autonomous in the UK, sought more autonomy from the University of London through a Royal Charter.

3. Recruitment of Staff.

Though Franks proposed an academic/business mix of business school staff, the schools primarily recruited academics. Only a very small proportion of full-time staff has had experience in industry or commerce. The growing salary differential between industry and business schools has made the situation worse and people from industry or commerce generally join a business school only after retirement.

4. Value System.

From their inception, UK business schools recruited staff primarily from related university disciplines. This has made the staff carry over the same expectations, value systems and career ambitions into what they generally thought of as just another department. The market demands for the staff and the school to be vocationally oriented was not a reality so recruitment and promotion was primarily done by internal academic criteria.

5. Course Content and Direction.

The content and the direction of the courses also were basically determined by the schools, and not by business.

Though Franks specifically recommended that the duration of the post-graduation courses to be one year both London and Manchester Business Schools made their courses of two year's duration. He suggested the post-experience courses to be of 20 weeks duration, but the actual duration of the courses are much shorter.

Business education in Britain is by no means, a monopoly of the university business schools. A variety of institutions such as polytechnics, technical colleges, independent management colleges and management consultants provide education in management in Britain at present (Constable & McCormick, 1987). Meanwhile at least 40 companies in Britain have their own management training centres (Ascher, 1983). Nevertheless, business schools form an important part of the whole scene of management education in Britain, especially in postgraduate and post-experience courses.

Since the London and Manchester Business Schools were set up in 1965, numerous other business schools and departments of management have come into existence. By 1987 there were nearly 30 university business schools, departments or independent institutions offering postgraduate education in management at present. According to a recent Financial Times survey (Holberton, 1991) this number increased to 113 by the beginning of 1991. They produce a number of separate products: full-time, part-time and distance learning MBA programmes, undergraduate degrees in business, research degrees in business, post-experience courses, tailor made programmes for companies and even programmes specifically tailored for overseas students. Information in relation to the amount and type of provision in management education will be dealt within the next section of this chapter.

## 2.3 The Demand for and Supply of Management Education

Having discussed management education and how management education evolved in Britain, we are ready now to examine the demand for and supply of management education in this country.

### 2.3.1 The Demand for Management Education

Many studies such as Rose (1970), Leggart (1972), Azzam (1979) and Constable & McCormick (1987) have referred to the issues related to the demand for management education in Britain, and almost all these reports have highlighted the fact that, both conceptual and practical difficulties make it difficult to assess the demand for management education. As the Constable & McCormick Report (1987) points out, a distinction has to be drawn between the need for management education and the actual demand for such education. It is obvious that demand is less than the need for management education.

Management or business education on the other hand is heterogeneous in nature, as there is a wide variety of courses available throughout the educational and training institutions. In addition, the demand itself for these courses is heterogeneous. What is demanded by the employing organisations and by the individuals also, might not be the same. This difference can be seen not only in volume but also in what is obtained by following the courses of management and business education. Employers might be more interested in gaining managerial skills whereas the individuals are more interested in gaining qualifications.

In this discussion on demand for management education, it would be worthwhile, first to examine the managerial workforce in Britain.

According to the Constable & McCormick Report (1987), there are about 2.75 million people who exercise managerial duties. 350,000 of them are regarded as senior functional and general managers, 800,000 are regarded as middle managers and 1,600,000 (1.6 million) are regarded as junior managers. Census 1981, estimates the number of managers in Britain to be 2.23 million. According to 1971 census there were 1.67 million managers and this means the compound growth rate of managers during this period was 2.9 per cent. If we assume the same rate would continue, then we can estimate the total number of managers by the end of 1987 to be 2.73 million. As this is very similar to the estimate given in the Constable Report we can assume that the number of people exercising managerial duties in Britain to be between 2.5 and 3.0 million. It is assumed that 90,000 new people enter management each year.

The Constable & McCormick Report (1987) has identified four main categories of demand for management education as follows:

1. Formal initial education and training

This is the process of educating and training all new intake into management. It takes place largely between the ages 18 and 25 and may include undergraduate degrees, qualifications for professional institutes, and, in many companies training programmes provided for graduate intakes.

2. Basic training for those without initial education and training

A large proportion of existing managers of all ages have little or no formal management education or training. Most would benefit significantly from training designed to provide basic skills and knowledge. Many of the short, post-experience



management programmes are designed to meet this need.

3. Advanced education and training

Those who have the potential to reach senior management positions can benefit from formal education and training at an advanced level. This includes postgraduate degrees, advanced/senior general management programmes (usually 6 to 12 weeks in length) and other forms of internal development programmes.

4. Continuing in-service training

Those who receive appropriate early education and training will have a managerial career spanning perhaps 30 years. During this period they will require continuing development, which will include formal management training. 'Again, short post-experience programmes meet this demand' (pp.12-13).

2.3.1.1 Demand for Undergraduate Business Courses

The Stoddart Working Party Report (1987) discusses, what undergraduate business studies courses prepare young men and women for, as follows:

'What it (BA Business Studies) does qualify you for is, it gives you an introduction to the background of the various aspects of commerce and business and therefore gives you the best opportunity to choose a specialist route into management. And people go up ... they go into sales and they become sales managers; they go into systems, they go into computer management; they go into accountancy and become accountant managers and so. And eventually you come all together at the top of the general manager level. But the route into management is through a specialism, so there are two benefits there.' (p.15).

Both for sandwich courses and full-time courses student enrolments increased during the past few years. Table 2.1 shows a breakdown of the relevant figures from 1982 up to 1986 for polytechnics/colleges and universities. These figures show increased interest in business studies and the number enrolled at undergraduate courses shows an upward trend. In addition to the full-time courses twenty-one polytechnics run part-time undergraduate courses in business studies and as the table shows the number has been rather constant over recent years. In 1984 the number declined considerably and again increased to over one thousand followed by another decline in 1986. These figures show that the polytechnics and colleges intake into undergraduate courses in business is more than three times as much as the universities intake. On the other hand the university enrolments are increasing at a slower rate than the polytechnics and colleges rate.

Table 2.1

First Year Intakes into Undergraduate Courses in Business

Year	1982	1983	1984	1985	1986
Polytechnics/ Colleges	3179	3220	3247	3511	3754
Universities	1290	1315	1354	1341	N.A.
Part-time Provision	725	947	837	1006	977

Source: Stoddart, J., The Making of British Managers, Working Party Report, BIM, 1987, p.117.

### 2.3.1.2 Demand for Diploma in Management Courses

Table 2.2 shows the statistics for total course numbers for Diploma in Management, over the five years from 81/82 to 85/86. The part-time enrolment figure for 85/86 was 5126. Out of these 85 per cent were males and the modal age range was 28-40. Almost all of them were in full-time employment while about half of them were employed in managerial capacities. Their educational background varies widely, 32 per cent having a degree and about 15 per cent having postgraduate qualifications, 22 per cent having an HND or HNC. But about 30 per cent of them have less advanced qualifications.

According to the table full-time course attendance figures seem to be slightly decreasing while the opposite is true with part-time course attendance. The total number of course attendance for Diploma in Management Courses is well over 5000. In relation to entry standards, Bond (1987) comments that 'entry to the DMS is not normally competitive or highly selective.'

Table 2.2

#### Course Attendance for DMS Courses

Mode of Attendance	81/82	82/83	83/84	84/85	85/86
Block release	94	82	38	73	75
Part-time day & evening	3244	3155	3344	3187	3589
Part-time evening	1032	977	981	1092	1043
Full-time	534	445	588	504	491

Source: Stoddart, J., The Making of British Managers, The Working Party Report, BIM, 1987, p.118.

### 2.3.1.3 Demand for MBA Courses

Table 2.3 shows the relevant statistics of student registrations for MBA courses from 82/83 to 84/85.

Out of the total number of students registered for full-time MBA courses in 84/85, 980 were UK students while 529 were overseas students. (UK figure includes numbers of non-UK EEC students also). Forrester (1986) allowing 8 per cent for non-completions and failures, calculated the outputs as 900 MBAs for UK and 490 for overseas. The total number registered for part-time courses was about 550 in 1985, but when the average number of years to complete (about 2 1/2 years) is taken into account with the drop-outs, it gives an output of 200 approximately. This makes the total university MBA output to be around 1100 per year. Over the years from 82/83 to 84/85 the UK student figures have not changed at all while the overseas student numbers increased along with the UK full-time student figures. The overseas student intake is different from school to school while some schools report a rate of about 15 per cent while some other schools have a majority of overseas students in MBA courses. According to Forrester (1986) approximately there are 11000 people graduated with MBA or equivalent from UK schools by end of 1985. When a 30 per cent rate of overseas students is assumed, this makes the total UK MBAs to be around 8,000. However, with the increase in the number of institutions offering MBAs, some sources estimate that the annual intake of MBA students should be around 10,000 by the end of the century (Barry, 1989).

Table 2.3

A t t e n d a n c e   f o r   M B A   C o u r s e s

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Mode of Attendance	82/83	83/84	84/85
Full-time UK (Inc. other EEC)	1000	980	980
Full-time Overseas	479	437	529
Part-time (Virtually all UK)	118	136	220

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Source: Forrester, P.G., Post Graduate Management Education in UK Universities, CUMS, 1986, p.10.

Approximately 82 per cent of the students have been found to be males, and 82 per cent had an undergraduate degree. The others had professional or other qualifications. The average age of the students ranged from 25-35, while most (80 per cent) had at least 3 years work experience prior to enrolling in the course. (Forrester, 1986, p.11).

Approximately 17 per cent of the students (except for LBS, MBS and Henley) are financed by the employers, while 57 per cent finance themselves. The rest are financed by research councils such as ESRC and SERC. (Forrester, 1986, p.14).

2.3.1.4 Demand for Post-experience Courses

The term 'post-experience courses', is used to imply any course not leading to a qualification, and therefore embraces a range of non-qualification courses from one day and part-day to several months. The LBS-Sloane Programme lasts for 9 months. The precursor of such programmes was the Henley General Management Programme, which has run since 1948. However, according to Forrester (1986) the terms post-experience (is rather misleading, since about 80% of MBA students in British schools are post-experience'. (p.24). Various institutions, including

university business schools, polytechnics, college and independent schools and consultants offer such programmes in Britain. Forrester, estimates the total attendance at such courses to be at least 12,000 per year, with a total number of participant weeks 20,000. The trend of demand, in recent years is toward tailor-made programmes rather than public programmes.

#### 2.3.1.5 Perception on demand of those who have experienced management education and/or training

The Stoddart Working Party (1987) studies the views of individuals who had followed management education and training courses and particularly its relevance to their present responsibilities and future career developments. A sample survey of 4,000 UK members of the BIM, gave a response rate of 857 (21.5%); and the questionnaire survey was followed by panel discussions and in-depth interviews.

Managers, as respondents were found to be heterogeneous, working in different organisations with varied occupational and educational backgrounds. Motivation for undertaking management courses was basically stemmed from the expectations of individuals on improving present job performance and enhancing future career opportunities. They believe that the range and variety of existing provision is an important factor in meeting individual needs and aspirations.

Overall, respondents expressed a very high level of satisfaction with the management education and training they had undergone. In another study of MBA Graduates in the UK (Berry, 1986), it was revealed that nearly 80 per cent of the business graduates placed high or higher value of the MBA to their career and they reported a salary gain ratio of 1.60 after graduation. Another study of the

practical use of the MBA (Forrester, 1984) also says 'insofar as the customer of the business schools is the individual student, the evidence suggests that these customers are generally well satisfied' (p.4). Yet another study (Ascher, 1984) also revealed that the students are generally satisfied with the MBA education they have had. Individuals specifically valued courses leading to qualifications. Criticism on subject content, relevance or curriculum balance was limited, while some appreciated the value of acquisition of specific skills or tools of analysis relevant in management. Amongst, in-house provision of management courses, respondents particularly appreciated training in specific skills and professional updating.

Respondents stressed the importance of having sufficient experience of practical management tasks and responsibilities to make use of the academically based knowledge and skills acquired. Overall, the view of management teachers was also favourable.

As to the initiation of the need to acquire a management qualification, respondents revealed that the primary initiation is done by the individual himself. But for in-house programmes, decisions are evenly shared by the employers and the individuals. Table 2.4 shows the relevant statistics of this issue. It shows that for qualification courses the company initiative is considerably less than for in-house courses.

Table 2.4

Initiation of Training Decision

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INITIATIVE	TYPE OF PROGRAMME					
	All	In-house	Qualification	MBA	DMS	Other
Own initiative	54	29	71	87	78	66
Company's initiative	19	30	10	7	9	11
Mixture	27	40	19	7	14	23

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Source: Stoddart, J., The Making of British Managers, Stoddart Working Party Report, BIM, 1987, p.59.

Though the managers discuss their future career plans with a line manager, one third of the respondents said that there was no appraisal scheme in their organisations. Respondents felt that qualification-bearing courses provide a base for further career development, increasing their potential range of jobs, while non-qualification courses were considered as helping them to do their present jobs more effectively. Many of the respondents regarded formal management qualifications as a form of 'portable credential', allowing them a higher degree of mobility between organisations.

Factors enhancing the importance of gaining a qualification include:

1. A strong career drive and a high degree of personal ambition.
2. Need for 'portable credentials' in career planning, e.g. those who have to plan for



mobility in order to integrate their career moves with those of their partner.

3. High value attached to the acquisition of educational qualifications for their own sake.
4. Uncertainty about firm/sector's economic prospects or dissatisfaction with present organisation' (Stoddart, 1987) (p.78).

The Stoddart Report gives the following factors as having negative implications on gaining a qualification in management.

1. Ambivalent or antagonistic attitudes towards education.
2. Recognition by the individual and/or their organisation that they have reached a plateau.
3. Awareness of the prestige attached to being on a stable career path within a company with a good training record as evidence, for example, in being 'head hunted' periodically.

Support provided by the employer was another factor that influences managers in gaining management qualifications. Payment of fees obviously was regarded as the most important factor in this sense in addition to time off for study. The findings of Stoddart Working Party study in this regard are summarised in Table 2.5.

Table 2.5

Employer Support in gaining management qualifications

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Support	All	MBA	MDS	Other
None	30	47	21	33
Fees only	36	33	45	32
Other financial support	34	20	35	35

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Source: Stoddart, J., The Making of British Managers,  
Stoddart Working Party Report, BIM 1987, p.59.

Time off for qualification courses was 19 per cent while it was 69% for in-house courses.

As far as constraints on demand for management education are concerned, the Stoddart Working Party Report identified 4 types of constraints (pp.80-100).

1. Personal Resistance:

This occurs when the individual doesn't have enough evidence from their own career or of the careers of others including their colleagues, suggesting that training and education in management help them to do their present job effectively and enhance future prospects.

2. Biographical Constraints:

These constraints are the outcome of the interaction between the personal and working lives of manager. Until recently except for work done by Phal and Phal (1972) and Bartolome's study (Evans and Bartolome, 1980) of career and family relationships of European managers, this phenomena had been taken for granted. Age, health, marital status, family size, etc., will have direct influence on a person's ability to

complete, especially a full-time course in management.

3. Organisational Resistance:

Negative attitudes of the organisation to management education and training, also can be an important hindrance for managers from joining such courses. This is serious when the chief executive and the other top managers of an organisation haven't had any formal education or training in management. Where the top management consists of people with education in management, normally there's encouragement for the junior staff to take qualification courses.

4. Organisational Constraints:

These constraints occur when the organisational structure itself, impact in a more 'objective' way on the possibilities and limitations on management development. Highly functionalised organisations, in which general management education is 'ill-attuned' to the nature of the functional roles of managers, large organisations where recruitment for higher management positions is limited to individuals in smaller units of the organisation, small organisations and organisations who experience very rapid growth have organisational constraints for management development, especially for external management development programmes.

The number of students applying and enrolling in management courses is somewhat an arbitrary and a misleading indication of demand. This is because, a lot of students do not apply or enrol in courses due to certain constraints, which haven't been considered adequately by the suppliers of management courses. For example the

Stoddart Study revealed that the workload of courses was difficult to fit in with family and other personal commitments and courses being too 'academic' and unrelated to working life of a manager, among other constraints. If courses can be designed in such a way that these constraints can be overcome, then the number of applications and enrolments would rise, undoubtedly. This shows the necessity for the educational institutions to identify such constraints on demand and respond to them by designing appropriate courses which can effectively overcome the constraints on demand. As far as resource considerations, as a limitation, are concerned greater involvement of the national planning bodies also is essential. It had to be emphasised that unmet demand cannot be met only by increasing the provision of courses under the same mode of provision.

The reasons for taking a course of management education or training, vary from individual to individual and this implies the need for diversity in the provision. Evidence shows that part-time provision for management education at postgraduate level is a major growth area. Distance learning provision of such courses also has been introduced by schools such as Strathclyde and this effectively overcomes some important constraints on demand for management education.

#### 2.3.1.6 Employers' Perception of Management Education & Training

The Thomson Working Party of the BIM/CBI Study (Thomson, 1987) surveyed 206 major organisations in the UK in order to establish, as accurately as possible, the views of employers concerning the demand for management education and training. The organisations that came under the study were located in all industrial sectors other than agriculture and these organisations included about 400,000

managers. The field work was carried out by Makrotest, a reputable professional marketing research firm. In addition to this some interviews were carried out by the working party itself.

About 85 per cent of the organisations surveyed (representing the largest organisations in Britain) had explicit management development policies. Most of the policies provided were far from comprehensive while initiation of these policies was fairly evenly split between personnel department and the CEO. Four fifth of the organisations in the survey had an 'explicit management training budget', varying from £100 to £1000 per manager with a mean expenditure of £482.

There was clear evidence that external and internal modes of developing managers were perceived as complementary, though internal training was considered to be more important. Of the external inputs, short- courses and consultant provision of in-company training were regarded as more important. Previous research conducted especially of postgraduate management education (Ascher, 1984; Forrester, 1984, Griffiths & Murray, 1985) also support this view. Yet another study (Whitley, Thomas and Marceau, 1981) notes that 'business education seems to be perceived by many employers as the formal sanction given to qualities obtained from quite other bases, rather than as an extra item of 'cultural capital' that systematically distinguishes its holders from those who do not possess it' (p.214).

However, almost half of the organisations interviewed in the Thomson study, said that 60 per cent of management education should be considered as investment for the future, while a third said at least 60 per cent should be an immediate contribution to the present job of the manager. About three quarters of the organisations

believed that it is desirable and feasible that in-company and external modules of training and education be combined in management development. Respondents believed that nearly 30 per cent of weightage should be given to general management skills, while another 30 per cent of weightage was considered to be appropriate for specific management skills. Knowledge of management theories and knowledge of the management environment both received weights of approximately 20 per cent each (pp.64-65).

With respect to whether in-company and external course modules have to be combined, 76 per cent said it is desirable and feasible, while 19 per cent said it is desirable but not feasible and only 5 per cent were against the idea. On the question of how external elements of management education should be carried out only 7 per cent favoured full-time attendance for a period like one year, while 17 per cent said the same time duration should be spread over about 3 years. But 76 per cent favoured equivalent commitment on a modular basis with full-time attendance for limited periods like 3-6 weeks. Thirty per cent believed that an equivalent commitment by a distance learning programme is desirable. The modular programme therefore is the most favoured choice for long-term programmes like the MBA, and the least favoured were the full-time programmes.

As regards to advice on entry into management, 57 per cent said that they would advise his/her son or daughter to take any degree followed by joining a company with an effective internal management development programme while only 7 per cent said they would advise taking an undergraduate degree in business. Twenty two per cent said they would advise taking any degree followed by job experience, followed by a full-time MBA, while 20 per cent said they would advise taking any degree followed by job-experience followed by a part-time MBA. Four per cent

said they would advise taking any degree followed by a full-time MBA. These results show that a good internal management development programme is perceived as better than external qualification courses such as the MBA.

As far as the importance of formal management education is improving the quality of British managers, is concerned, 84 per cent of the organisations scored 4 or 5 (a scale of 1-5 was used, with 1 representing not important and 5 representing very important), 10 per cent were neutral while 6 per cent scored 1 or 2. This supports the proposition that the country needs more managers who are formally educated in business and management.

But with regard to the importance of formal management qualifications in management only 29 per cent said that it was important, scoring 4/5 on the 1-5 scale, while 30 per cent said it had some importance, scoring 3, and 41 per cent said that it was unimportant, scoring 1/2. This shows that though the employing organisations believe that management education and training is necessary, they don't favour strongly, qualification courses. On the other hand the majority (41%) believed that demand should be determined by setting a training budget on a per-capita basis and discussing each individual's training needs with him/her. 27 per cent said that demand has to be determined by ensuring that most senior managers have either a management qualification or have attended a significant number of training programmes, while 9 per cent believed that the present scale of demand is satisfactory.

These figures indicate that the present scale of demand for management education is not sufficient.

The views of respondents on various structural dimensions of management education, were examined in the Thomson Working Party Study and they are summarised below (pp.76-95):

Fifty five per cent of the respondents said that they prefer a number of qualifications, relating to different levels of management, to a single qualification, while 26 per cent did not agree with this opinion.

Forty eight per cent of the respondents said that they prefer a limited number of institutions providing management education to this being done by most higher educational institutions, while 37 per cent did not hold the same view.

Fifty two per cent of the respondents preferred management education to be internal within the educational institutions rather than separated or privatised, while 29 per cent believed that it could be separated or privatised.

Thirty two per cent said that there should be a limited number of types of programmes available, while 45 per cent said that it should be a matter between the individual company and the institution.

Twenty per cent said that the qualifications are the best means of identifying standards of quality in management while 45 per cent management skills are unexaminable and therefore not appropriate to examinations.



Only 13 per cent, as opposed to 69 per cent said that institutions of higher education should see training for industry as their main role.

Sixty one per cent of the respondents believe that the quality of faculty is not good enough to raise the standards of British management while only 12 per cent believe that the quality of faculty is satisfactory enough.

Mean scores calculated for seven supply aspects which were on a 1-5 scale with 1 being poor and 5 being good are given below:

Quality of business graduates	3.28
Balance of supply of management education across specialised area	2.90
Marketing of management courses to industry	3.00
Management education institutions knowledge of industrial practice	2.64
Value for money of management education institutions	2.84
International perspectives of management education institutions	2.55
The value system of higher education vis-a-vis industry	2.51

As far as financial implications for management education and training are concerned a response of £877 per person annually was evidenced. On the issue of the costs of increasing the provision of management education, 54 per cent of the respondents said that companies should pay the direct costs of expansion but the government should bear the costs for infrastructural expansion. Seventeen per cent said that all the costs of expansion should be borne by the companies. Another 17 per cent said that it should

be equally borne by the companies and government while 8 per cent said that individuals should pay a substantial proportion of the costs of any external education. Half of the respondents felt that tax incentives for management training and education should be made available.

Seventeen per cent were neutral on the issue while 31 per cent said that they don't need such assistance.

### 2.3.2. Supply of Management Education

An attempt is made in this section to document the current position of management education and training in the UK. The discussion will concentrate on undergraduate courses, postgraduate courses, post-experience courses and in-company training. Precise data are often difficult to obtain, nonetheless it is assumed that the data and facts collected from existing literature provides a useful guide as to the amount of provision in comparison to the demand for management education.

#### 2.3.2.1 Provision of Undergraduate Courses

Universities, colleges and polytechnics provide undergraduate courses in business and management in the UK. Table 2.6 shows the relevant figures for 1984/85.

Table 2.6

Output of Business & Management Undergraduate Degrees  
from Universities and Colleges/Polytechnics 1984/85

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Institution Type	No of instit- ution	Total Annual Output	Overseas %	Growth 1975/85
Universities	23	1250	10	120
Polytechnics/ Colleges	41	3250	2	300

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Source: Constable, John, The Making of British Managers,  
BIM, 1987, Appendix 3.

The total output of undergraduates with business and management degrees from 23 universities was 1250 in 1985. Forty one polytechnics and colleges produced 3250 business and management undergraduate degrees in the same year, showing a share of almost 72 per cent of the total provision. While the university provision increased only by 120 per cent between 1975 and 1985 the polytechnics and colleges sector showed an increase of approximately 300 per cent during the same period. As the Constable Report (1987) points out, the total output of 4500 business and management undergraduate degrees represented 3.6 per cent of all graduates, 1.8 per cent of university graduates, 8.6 per cent of polytechnic and college graduates and 11.0 per cent of Scottish Central Institutions graduates. Approximately 5 per cent of the total figure has been estimated as non-EEC students.

Table 2.7 shows undergraduate output of related subject areas, namely economics and accountancy. According to the table, 25 universities produced 980 undergraduate degrees

in accountancy in 1985, while 23 polytechnics and colleges produced 1000. Approximately 100 from universities and 50 from polytechnics and colleges were overseas students. As far as the period from 1975-85 is concerned universities showed an increased output of 450 per cent while the polytechnics and colleges showed an increase of 1150 per cent.

Forty one universities produced 2010 undergraduate degrees in economics in 1985, while 19 polytechnics and colleges showed a comparative figure of 850. About 7 per cent of the university output and 8 per cent of the polytechnic and college output were overseas students. The growth from 1975-85 was not as impressive as with accountancy output, as universities showed a 10 per cent increase and polytechnics and colleges showed a 50 per cent increase.

Table 2.7

Output of Accountancy & Economics undergraduate degrees  
1984/85

	No. of Institutions	Total Annual Output	Overseas %	Growth 1975/85 %
<b>Accountancy:</b>				
Universities	25	980	10	450
Polys/Colleges	23	1000	5	1150
<b>Economics:</b>				
Universities	41	2010	7	10
Polys/Colleges	19	850	8	50

Source: Constable, John, The Making of British Managers,  
1987, Appendix 3.

BIM,

In addition to the above figures, Appendix 2.1 shows the total student loads in business and management studies courses for the university sector in 1985/86.

According to the data given in Appendix 2.1, the total undergraduate student load for business and management degrees was 8842 in 1985/86. This figure relates to 34 UK universities.

#### 2.3.2.2 Provision of Postgraduate business and management degrees

There are three types of postgraduate degrees offered by UK educational institutions. The MBA degree is a broad based taught degree, which covers a wide range of management subjects. Secondly there are specialist postgraduate degrees offered in Marketing, Accounting and Finance, Industrial Relations etc. Finally, there are research degrees leading to Masters or Doctoral Degrees.

Table 2.8 shows the relevant figures for postgraduate output from universities and polytechnics. According to this table, there was an output of 3100 postgraduates in taught courses in 1984/85. Out of this, 2400 or approximately 77 per cent came from the polytechnics. But, it is important to note that 35 per cent of the university graduates were overseas students, while only 3 per cent of the polytechnics graduates were overseas students. As far as the growth between 1975 and 85 is concerned, the total of 3100 in 1985 can be compared with 1000 approximately in 1975. This is a 210 per cent increase over a period of 10 years. In 1984/85 the output of postgraduate degrees by research was approximately 300, out of which 33 per cent were overseas students. But if we refer to Appendix 2.1, we can see that the student load figures for postgraduate degrees in management and business are much higher, in the university sector. The

total student load at postgraduate level was 4355 out of which 3724 were students in taught courses.

Table 2.8

Output of Postgraduate Degrees in Business & Management (1984/85)

	No. of Institutions	Total Annual Output	Overseas %	Growth 1975/85 %
<b>Taught:</b>				
Universities	30 + 1*	2400	35	110
Polytechnics	16	700	3	n.a.
<b>Research:</b>				
Universities/ Polytechnics	-	300	33	n.a.

Source: Constable, John, The Making of British Managers, BIM, 1987, Appendix 3.

By 1985, 21 universities in the UK provided MBA or equivalent programmes. The European Management Education Guide, 1988 gives a formation as to the number of places available, duration, dates, course fees, experience required and age ranges of students, with regards to MBA courses. But it has to be noted that this is an incomplete guide as it has failed to give information on many institutions who offer MBA or equivalent programmes.

In addition to the postgraduate degrees in business and management, UK educational institutions offer postgraduate degrees in Accountancy and Economics. Table 2.9 shows the output of such degrees in 1984/85. According to the table, 17 universities produced .130 accountancy

postgraduates, out of which 45 per cent were overseas students. Seven polytechnics and colleges produced 30 accountancy postgraduates in economics, out of which 45 per cent were overseas students. Ten polytechnics and colleges, meanwhile, produced 50 postgraduates in economics.

Table 2.9

Output of Accountancy and Economics Postgraduates (1984/85)

	No. of Institutions	Total Annual Output	Overseas %	Growth 1975/85
<b>Accountancy:</b>				
Universities	17	130	45	190
Polys/Colleges	7	30	-	-
<b>Economics:</b>				
Universities	44	89	45	50
Polys/Colleges	10	50	-	-

Source: Constable, John, The Making of British Managers,  
BIM, 1987, Appendix 3.

2.3.2.3 Provision of Diploma in Management Studies and the  
Higher National Diploma in Management

The Diploma in Management Studies (DMS) and the Higher National Diploma (HND) in management are offered only by the polytechnics and colleges. The relevant figures for 1984/85 are given in Table 2.10. The DMS output in 1984/85 was approximately 1800 and it was relatively constant over the period 1975-85. It has to be noted that

90 per cent of the enrolments for the DMS are part-time. There are 49 main centres and 21 'extra mural' centres offering courses with an average annual output of about 25 per institution. The Higher National Diploma is offered by some 110 polytechnics and colleges and the output in 1984/85 was approximately 3900. Of both the DMS and the HND, about 3 per cent were overseas students.

Table 2.10

Output of DMS and HND Courses

Course	No. of Institutions	Total Annual Output	Overseas %
DMS	70 +	1800	3
HND	110 +	3900	3

Source: Constable, John, The Making of British Managers, BIM, 1987, Appendix 3.

2.3.2.4 Provision of Post-experience Management Education

The Osbaldeston Working Party Report of the BIM/CBI Study (Osbaldeston, 1987), studied the provision of post-experience management education and training by Universities, Polytechnics, private sector organisations, management consultants and Professional Institutes. The study used postal questionnaires which were sent to 241 organisations and received a response of 140 returns.

Provision of quantity measured by participant weeks for general management courses is given in Table 2.11. Accordingly, the UPC (Universities, Polytechnics and Colleges) sector provides 77 per cent of the general management courses followed by the PSO (Private Sector



Organisations), providing 20 per cent and PI sector (Professional Institutes) 2 per cent and MCs (Management Consultants) 1 per cent. Of all the four sectors 59 per cent of the courses are middle management courses while 22 per cent are junior management courses and 19 per cent are senior management courses.

Table 2.11  
Open General Management Courses

Supply Sector	<u>Level of Courses</u>			All Levels	
	Junior	Middle	Senior		
Universities, Polytechnics and Colleges (UPC)	12,746	28,409	11,500	52,655	(77%)
Private Sector Organisations (PSO)	1,560	10,712	1,121	13,393	(20%)
Management Consultants (MC)	74	644	242	960	(1%)
Professional Institutes (PI)	486	823	160	1469	(2%)
All Supply Sectors	14,866	40,588	13,023	68,477	(100%)
	22%	59%	19%	100%	

Source: Osbaldeston, 1987, The Making of British Managers,  
Working Party Report, BIM, p.14.

As far as open specialised management courses are concerned (see Table 2.12) courses in Personnel, Human Resources Management and Organisational Behaviour contributed for 26 per cent of the total number of participant weeks offered, followed by 19 per cent Industry Sector Courses and 16 per cent Finance/Accounting courses. Marketing/Sales courses contributed for 12 per cent of the total number of participant weeks while courses in Production/Operations contributed 8 per cent. The UPC sector provided 45 per cent of these courses while PSO provided 42 per cent of the courses. PIs and MCs provided 10 per cent and 2 per cent respectively. The total number of participant weeks for such open specialised courses exceeded 62,000.

Table 2.12

Open Specialised Management Courses

Subject area	Supply Sector				All Sectors	
	UPC	PSO	MC	PI		
Finance/Accounting	2309	6659	155	944	10065	16%
Marketing/Sales	3296	2835	93	973	7197	12%
Production/Operations	3302	998	209	290	4799	8%
Personnel/HRM/OB	9380	4829	284	1652	16145	26%
Strategy/Business Policy	592	397	100	300	1389	2%
Qualitative/IT	1535	1396	216	327	3474	6%
Industry Sector	5395	6476	143	0	12014	19%
Other	2502	2935	224	1735	7396	12%
All specialised courses	28309	26,525	1424	6221	62479	100%

When both open general and specialised courses are taken together 62 per cent of the courses are offered by the UPC sector, followed by PSO offering 30 per cent and 2 per cent respectively. Of all the sectors 52 per cent of the courses are open general courses while the rest are open specialised courses.

When all the UPC sector is taken separately, Universities provide 43 per cent of the General Management Courses while 57 per cent of such courses are offered by the Polytechnics and Colleges. Of the Specialised Open Courses the University provision is 36 per cent whereas the Polytechnics and Colleges provision is 64 per cent.

Of the total provision of open courses of 131,000 participant weeks, 32,700 or 40 per cent are provided by the Universities while 48,200 or 60 per cent are provided by the Polytechnics and Colleges. This shows a very big difference from Forrester's estimates of 20,000 total participant weeks of open courses of which 12,000 were ascribed to universities. (Forrester, 1986) (p.24).

The Osbaldeston Report, makes an attempt to compare the above 'participant weeks' figures with MBA full-time student equivalents. On the assumption that a full-time MBA programme requires approximately 500-600 teaching hours per year, the conversion of 131,000 participant weeks to full-time student equivalents will be:

$$\frac{131,000 \times \underline{5 \text{ days} \times 7 \text{ hours a day}}}{500-600 \text{ hours}} = 7,500-9,000$$

If this conversion is regarded as at least approximately correct, it indicates that the total provision of post-experience courses is equivalent to about 5 to 6 times the current annual output of MBAs in the UK.

The report then moves on to relate to 121,000 participant weeks of open courses with the number of managers in the UK. 'The MSC has estimated that there are up to 3.5 million individuals in the UK exercising management functions. The Labour Force Survey of 1981 suggested there were 2.6 million managers at all levels. Forrester prefers to use the concept of managerial ranks developed

by Jacques (General Theory of Bureaucracy, Heinmann, 1976) to estimate the managerial population for whom a business school education is appropriate. There are more than 1.0 million managers in ranks 3-5 (middle manager to managing director)', (Osbaldeston, 1987) (p.23).

Using 2.6 million as the total number of managers in the UK, it is estimated that only 0.25 days of post-experience management courses is available per manager per year. The report concludes that 'When this estimate is doubled to take account of closed courses provided externally, a generous estimate of the total external provision amount to no more than half a day per year' (p.23).

All the other management development services, in addition to open courses, are given in Table 2.13. Among all these other management services, closed courses rank at the top of the list, as these courses are provided by 90 per cent of the responding institutions. Management Development Consultancy is done by 87 per cent of the institutions followed by Management Development Seminars/Conferences conducted by 80 per cent. Distance Learning activities were done by only 32 per cent of the institutions, but this is a potential area of further development.

Revenue generated from management development activities shows that closed courses provide 36 per cent of the revenue followed by 29 per cent from open courses and 12 per cent from MD consultancy. MD Conferènces provides 7 per cent of the revenue while client sponsored Research and Governmental Grants provides 5 per cent each, of the revenue. Revenue from all other sources has been estimated to be 6 per cent.

Table 2.13

Other Management Development Activities

Management Development Activity	Percentages			
	UPC	PSO	MC	All Sectors
Closed Courses (tailor-made course)	91	91	78	90
MD Consultancy	94	75	100	87
MD Seminars/Conferences	80	75	100	80
Organisation Development	50	53	78	54
Client Sponsored Research	67	25	56	51
Action Learning	50	41	44	46
Distance Learning	37	28	22	32
Total	46	32	9	87

Source: Osbaldeston, 1987, The Making of British Managers, working Party Report, BIM, 1987, p.23.

Working on the basis of £300-400 per participant week, the Osbaldeston Report has estimated (p.26) that the total revenue generated by open and closed courses, seminars and conferences across the supply sector to be more than £100 million in 1985.

As far as staff resources are concerned the Osbaldeston Report estimates 500 full-time and 800 part-time staff to be working in management development in private sector organisations and management consultancies. No such estimate is given for the UPC sector due to the staff being involved in a range of activities including undergraduate, postgraduate and other qualification courses and not dedicated solely for post-experience

courses. However, excluding the full-time research staff the University business schools have about 900 academic staff and the Polytechnic Business Schools and Business Management Departments have about 2300 permanent academic staff. The total number of staff involved in management education in the UPC sector has been estimated to be at least 3500.

As far as physical resources are concerned the PSO sector has got 97 lecture rooms of less than 50 in capacity and 10 with more than 50 in capacity. Management Consultants have got 16 rooms of 50 in capacity and 6 rooms of more than 50 in capacity. In addition to this the PSO sector had 534 on-site bedrooms in 1985. Ten University B-Schools claimed to have a total of 800 bedrooms available for residential courses. Considerable expansion of especially smaller capacity rooms is planned over the next five years. While PSO sector plans a moderate increase the MCs plan a very significant increase in comparison to their present small provision.

On average the overseas student participation has been estimated to be only 5 per cent for post-experience courses. This can be compared with 30 per cent of overseas participation for full-time MBA courses.

The UPC sector has a proportion of 1:1.7 public sector to private sector participants, while the MCs ratio is 1:4 and PSO sector ratio is 1:3.1. All sectors have a public to private participation ratio of 1:2.3. These figures show that the public sector organisations send less participants than the private sector, to post-experience management courses.

#### 2.3.2.5 In-Company Provision of Management Training

An ESRC sponsored study (Mangham & Silver, 1986) focussed on the extent and quality of in-company management training in the United Kingdom. The study, which was implemented in two stages used a postal survey of 12,000 UK companies and detailed personal interviews with 250 UK companies.

It was revealed that just over one half (56.1%) of the companies provide nor formal management training for their managers. There is a clear inverse relationship between the percentage of non-trainers and the size of the company. For example nearly three fourths of the companies with 20-49 employees were non-trainers while only one fourth of the companies with 1000+ employees were non-trainers. Companies in food, drink, tobacco and chemical manufacturing industries have lower proportions of training and service industries show greater proportions of training than the others.

As far as reasons for non-training are concerned 23 per cent of the companies believe that they cannot spare the manager's time while 16 per cent believed that on-the-job experience was sufficient for their managers. Thirteen per cent said that they cannot afford it and another 13 per cent said, managers are already efficiently qualified. These results, along with other reasons for non-training are given in Table 2.14.

Table 2.14

Main Reasons for Non training

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<u>Reason</u>	<u>%</u>
1. We cannot afford it	13
2. The expense involved is not justified	6
3. We cannot spare the manager's time	23
4. Managers can't spare the time to be trained	6
5. Managers are already sufficiently qualified	13
6. We only take sufficiently trained managers	6
7. On the job experience is all our managers need	16
8. We don't know if suitable courses exist	3
9. Courses suitable for us don't exist (locally)	5
10. Some other reason	9

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Source: Mangham, I L & Silver, M S, Management Training: Context and Practice, Sponsored by the ESRC and the DTI, 1986, p.8.

With regard to expenditure on training, of those who train their managers, the median expenditure is less than £600 per manager per annum, and 1.8 per cent of the total labour costs, But for high technology firms such as IBM it shows a comparative percentage of about 10. There is a marked peak in expenditure on training for companies with 50-99 employees, but it falls off to a relatively stable level for companies with 500+ employees. This fall-off is unlikely to arise purely from economics of scale and may partly stem from an appreciation of the need for a wider range of more technical skills, when the companies move from 20-49 employee category to 50-99 category. Beyond this, managers with specialist skills may be mixed instead of training existing managers.

As far as the relationship between managerial level and training is concerned 32.9 and 36.1 per cent of middle and junior managers respectively received training whereas



only 21.7 per cent of the senior managers received such training. But for companies employing over 1000 people, only 8.3 per cent of the senior managers and 25.8 per cent of middle managers received training. 41.4 per cent of the junior managers of such companies received training. On the other extreme small companies with 20-49 employees trained 22.8 per cent senior managers, 34.5 per cent middle managers and 35.4 junior managers.

To assess attitudes held by companies, toward management training, attitude statements on a scale of 1 = totally disagree to 5 = wholeheartedly agree, were used.

What emerges from these scales is that more than half of the responding companies appear to agree that without up-to-date knowledge of management techniques, British management will always be second rate. About 18 per cent showed some level of disagreement to this. Over 70 per cent believed that a formal training policy was a good means of upgrading the manager's performance in order to achieve company objectives, Although it was found that there were clear differences in attitudes toward training, these differences do not appear to affect the 'incidence of training' actually undertaken. In other words they show what companies believe desirable or undesirable, but not what they actually do.

Concerning the relationship between performance and training the study concludes that 'there is no clear evidence that an association exists between return on capital and the proportion of managers trained (p.20). It was revealed that not only companies with very low rates of return do no training but also those with higher rates of return are non-trainers. So the simple generalisation that more profitable companies do more training was not supported by the research findings.

During Stage II of the survey, the study sought to determine, which companies had formal written training policies and roughly one third of the respondents were found as having such a written policy. (But over 70 per cent of the companies believed that such a policy is desirable). Another fifth of the companies had an 'understood policy' and less than one in ten companies replied that they had no training policy. Nearly 40 per cent said that they 'don't know' whether such a policy exists in their companies.

As far as type of training is concerned, companies who train their managers do so predominantly in areas such as 'Marketing and Sales', 'General Management', and 'Finance and Accounting'. About 61 per cent of the companies with 20-49 employees undertook training in Marketing and Sales followed very nearly (58%) by General Managerial skills and Data Processing and Information Technology (49%) and Finance and Accounting (38%). Larger companies tend to emphasise Interpersonal Skills, Personnel Management, Data Processing and Information Technology than the other areas. Larger companies with 100+ employees considered training in General Managerial Skills to be the most important area of training (27%). Data Processing & Information Technology and Interpersonal Skills were assigned notable rankings by both sizes of companies. Production management was felt to be more important than Purchasing & Stock Control by the larger companies. Overall, Marketing & Sales are regarded as priority areas for training for smaller companies with larger companies recruiting new staff with updated skills as a substitute for training.

As far as quantity of training is concerned, what is apparent is that hardly any of the companies indicated that the quantity of training in any way is excessive. About half of the companies thought that the amount of

training provided was 'about right'. But for formal in-company training the figure was a little lower (44%). Over one third of the companies thought that the training is 'less than necessary' and around 10 per cent regarded training to be 'far too little'.

With regard to quality of training, 61 per cent of the companies were pleased with external training and 67 per cent were pleased with in-company training. But the figure for on-the-job training was lower with 50 per cent of the companies being pleased with such training. Satisfaction with the quality of formal in-company training appears to increase clearly with the size of the company with 47 per cent of the companies in the 20- 47 employee category finding the quality of in-company training 'above average' compared with 85 per cent of the 1000+ employees category. The reason, for this difference is due to, larger companies having better in- company facilities than the smaller ones. According to another study (Ascher, 1983) at least 40 large companies in Britain have their own management training centres.

Finally with regard to trainers and non-trainers, the survey probed into respondent's perceptions of their future management training needs. A fifth of all non-trainers, ranked General Managerial Skills and Marketing and Sales to be top of their training needs. Companies in the 500-999 employee category gave 41 per cent to General Managerial Skills as top ranking and Marketing and Sales show a fairly consistent pattern across all company sizes. Only 14 per cent of the non-trainers ranked Accounting & Finance first and Data Processing & Information Technology also received a similar response. Larger companies with 1000+ employees gave greater importance to interpersonal skills development than the smaller companies.

Ten big companies have been surveyed in another study of in-company management training (Mangham, 1987). The following were the companies subjected to the study.

Shell UK Ltd  
National Westminster Bank Plc  
Unilever Plc  
Dixons Group plc  
Cooper & Lybrand plc  
British Petroleum Company plc  
Courtaulds plc  
British Airways  
STC International Computers Ltd

It was revealed that these big companies have informal development programmes associated with new strategic initiatives, which are participated in by almost all the managers of the company. They see in-company management training to be more effective than an MBA, especially with their younger managers.

It was further revealed that there is an inadequacy of the language used to describe education, training and development of managers. Even the term 'management' was found to be used interchangeably with leadership and management. This lack of clarity makes it impossible, to identify costs on training and allocation of funds for different types of training.

Training expenditure in these big companies were seen as an investment rather than a cost. It has been identified that the CEO is playing an important role in management training decisions while some take the initiative at Board level and senior management level.

Unlike in Mangham's earlier ESRC/DTI Report, it was revealed that the bigger companies focus much more attention on the education and training of senior managers. But this includes US business school programmes and other European business school programmes rather than the UK programmes. When compared with senior managers it was found that there is a common neglect of middle managers.

Training designed to meet business development as opposed to individual development is a common theme among these companies. All the ten companies in the study feel that their in-house training is substantial and of high quality, though they seek continuous improvement. In-company provision is complemented by the use of business schools and often hiring faculty members from both overseas and UK Universities to design and deliver programmes. Although the MBA is seen as a useful qualification, it is also seen as a highly transferable qualification which is primarily used to further the individual's career through contacts made on such a programme. Most believe that in-company training is worth a large part of an MBA and more closely related to organisational needs. The inflexibility of MBA programmes has been seen as a reason for little sponsorship of such programmes by these companies. They further feel that it is an over-rated qualification and MBAs to be over-priced.

The future of all forms of management education, including MBAs and other qualification courses need to be in line with modular, part-time, flexible, transferable, both in-company and external and by direct or distance methods subject to some form of accreditation, as is the case in the US.

### 2.3.2.6 The Role of Professional Institutes

There are many professional bodies whose activities, mainly through the organisation of courses for their examinations and seminars and conferences organised for both members and non-members, include a significant element of management education. Rose (1970) estimated the total membership of the main professional bodies (13 institutes) to be 203,400 in 1969, and he estimated the annual overall growth rate to be 10 per cent.

Another recent study (Osbaldeston, 1987) has documented the extent and direction of professional institutes' role in management education. According to this study by 1985 there were over 1.1 million members in these institutes. The figures are given in Table 2.15.

Table 2.15

#### Membership of Professional Institutes

Membership Category	<u>No of members</u>				% Increase
	1980	%	1985	%	
Student	181,248	21	322,851	29	78
Graduate	98,099	11	121,537	11	24
Full-professional	414,389	48	449,554	41	9
Fellow (or equivalent)	77,697	9	96,383	9	24
Other	99,276	11	114,672	10	16
All members	870,709	100	1,104,997	100	47

Source: Osbaldeston, 1987, The Making of British Managers, Working Party Report, BIM, 1987, appendix H, p.1.

The figures in the table relate to professional institutes with some involvement in management education. The total membership has increased by 27 per cent during the period 1980-85. The highest increase, is in the student category (78%) with the full professional percentage having actually decreased from 48 to 41.

During 1980-85 the total membership has increased by a compound rate of 5 per cent approximately. When compared with findings of the Rose Report (1970), the growth rate of membership is decreasing.

Table 2.16 shows the percentage of emphasis professional institutes give to various aspects of business and management. The analysis involved is based on a sub-sample of 36 institutes which responded to this question, from the usable sample of 42 respondents.

Finance/Accounting and Personnel/OB/IR and Human Resources Management were given a ranking of 75 per cent followed by Quantitative Techniques and Information Technology (72%).

General Management received an emphasis of 67 per cent followed by 64 per cent for Strategy and Business Policy. Marketing/Sales and Production/Operations received respectively 42 per cent and 33 per cent of importance. More than 50 other specialist management topics were listed by one or more of the institutes as contributing to the specific management qualifications.

Table 2.16

Availability of Training in Particular management Topics

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Management Topic	%
Finance/ Accountancy	75
Personnel/OB/IR/Human Resources Management	75
Quantitative Techniques/IT	72
General Management	67
Strategy/Business Policy	64
Other Management topics	61
Marketing/Sales Management	42
Production/Operations Management	33

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Source: Osbaldeston, 1987, The Making of British Managers, The Working Party Report, BIM, 1987, Appendix H, p.2.

As far as the proportion of professional qualifications directed towards management education is concerned 36 institutes said that such proportions range from 0 per cent to 95 per cent. The relevant figures are given in Table 2.17. Two institutes said the proportion of management education is 0 per cent in their professional qualifications, while 7 institutes said it was 95 per cent. Almost half of the responding institutes gave a proportion of more than 50 per cent, while the mean proportion for all the 36 institutes was 45 per cent. This shows that some institutions have a very minor management education content while the others say that their professional qualifications consist of virtually all management education.



Table 2.17

Proportion of Management Education Content in Professional Qualifications

	Proportion	No. of Institutes
	0%	2
	5%	4
	15%	11
	35%	1
	55%	5
	75%	6
	95%	7
Total	Mean= 45%	36

Source: Osbaldeston, 1987, The Making of British Managers, Working Party Report, BIM, 1987, Appendix H, p.2.

Overall management education activities provide a relatively small proportion of the total revenue of the professional institutes. However, the range of income generated from providing management courses and conferences varied from a few thousand pounds to one and a half million pounds. In total the institutes (28) generated over £5 million from the provision of management education in 1985.

With regard to future trends of management development activities, most professional institutes are optimistic about future growth in both the overall size of their membership and their management education activities. Of the various management education activities that were mentioned, the greatest growth is expected in conferences

and seminars rather than in larger 'foundation' or 'continuing' education courses.

Finally only a minority of the professional institutes surveyed claimed to have an agreed policy on management education, while an even smaller number was able to demonstrate the existence of such a policy by reference to some published document.

## 2.4 Summary

Business education practices in the US have had considerable impact on the way management education was developed in Britain. However, the real thrust for management education was seen only after the Second World War, during the 1950s and 60s. Management education received official recognition after the Franks Report in 1963. It was followed by the establishment of two business schools in London and Manchester, which was the beginning of the present era of management education in Britain.

There are about 2.75 million people who exercise managerial duties in Britain today. The demand for management education is four types; i.e. (1) formal initial education and training, (2) basic training for those without initial education and training, (3) advanced education and training, and, (4) continuing in-service training.

Provision of management education stems from university business schools, colleges and polytechnics, independent institutions, management consultants, in-company training and professional institutes. In 1985 Britain produced 4500 undergraduate degrees and 3500 postgraduate degrees in business and management. In the same year the output of Diplomas in Management Studies was 1800 and there were 2900 Higher National Diplomas. The post-experience provision of management education was 131,000 participant weeks for open-courses in addition to other management development activities offered by the educational companies.

Just over one half of the British Companies provide no formal management training for their managers. There is no evidence that an association exists between return on

capital and the proportion of managers trained. Smaller companies do more training in Marketing & Sales while the larger companies emphasise more on Interpersonal Skills Development.

There were 1.1 million members of professional institutes involved in some way in management education in Britain, by 1985. The membership number increased at a rate of 5 per cent during the period 1980-85. Finance/Accounting, Personnel/OB/IR/Human Resources Management and Quantitative Techniques are the most important topics included in their professional qualifications. The proportion of management education in professional qualifications ranged from 0 to 95 per cent.

In the next chapter an attempt will be made to examine how the modern marketing concept can be applied to management education to link the customer demands with the interests of the supplying institutions.

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CHAPTER THREE

MARKETING OF HIGHER EDUCATION



### 3.1 Introduction

Having discussed, in the previous chapter, the history and the present situation of management education and training in Britain, an attempt is made in this chapter, to examine the marketing of higher education.

In the 1960s the British higher educational institutions experienced rapid growth and prosperity in almost all fields including business and management education. But since the 1970s this growth and prosperity have slowed down and in the 1990s, the future still seems to be uncertain. As time passes by, these institutions increasingly face problems and pressures. Doyle (1976) suggested that the 1980s will be a period of increasing competition between universities themselves and between them and the non-university sector of higher education. This, together with rapid environmental change, Doyle said, will require universities to become market orientated. New business schools have sprung throughout the 1980's, and one source observes that 'Scarcely a week goes by without the announcement of some new MBA' (Richards, 1989). A recent Financial Times survey reported that there are over 100 institutions offering MBA programmes in the UK, by the beginning of 1991 (Hoberton, 1991). The competition and uncertainty, Doyle mentioned, will undoubtedly continue into the 1990s and the fact that the EEC becomes a single market in 1992, will pose new opportunities and threats for the British higher educational institutions. Many subsequent studies (Azzam, 1979; Forrester, 1986; Constable and McCormick, 1987; McCallum, 1987; Al-Sarraf, 1988; Thomson, 1987) reiterated the need for higher educational institutions to be more responsive to the needs of their markets. In spite of this, many educational institutions are still not responding adequately to the market and national needs.

Most Universities and Colleges, whether they realise it or not, engage in marketing. Each have an admissions office, most of them advertise for their post-graduate and post-experience courses and may have publicity and public relations offices. The problem is that, most of these institutions see marketing as promotion and student recruitment only. As Berry and Kehoe (1980), contend there are at least three common obstacles that make university marketing impossible or difficult.

1. Marketing is viewed as inappropriate for institutions of higher education.

Marketing is viewed by many educators as appropriate for business firms, but the value of higher education, they think, places a university above, the use of marketing. They believe that 'marketing is incompatible with the educational mission' (Kotler and Fox, 1985, p.13) of these institutions. Another argument is that 'when an organisation markets a product, it is willing to sell the product to anyone desiring to purchase it. A university should not be willing to market to everybody'. The critics who hold this view assume that marketing is selling and advertising under a different label. Because administrators, and faculty members including many members of business schools are of this view, it is difficult to build up a proper marketing culture in these institutions. Research conducted by Goldgehn (1985) uncovered feelings of hostility and apprehension not only from administrators, but also from faculty members. But, it is believed that if an adequate understanding of marketing as the identification and satisfaction of the market needs could be established, then it should not be that difficult to overcome the 'hostility' towards academic marketing.

2. Unrealistic expectations are held for marketing.

Often those who practise marketing expect too much from it leading to inevitable disappointment. Berry and Kehoe go ~~on~~ say that 'marketing is not a panacea for a university or any other type of institution' (p.6). It cannot solve all the problems of the institution and the results of marketing, usually cannot be seen immediately. It takes time to build up a proper marketing culture in the organisation and the fruits of such a system may be seen only in the long-run.

3. The marketing function is improperly organised and staffed.

If the responsibility for marketing is assigned to somebody who has no qualification or experience in marketing or if assigned to someone as part responsibility (for example the admission officer may be assigned the marketing responsibility also), such an institution cannot expect much from marketing. Marketing should not be placed too low in the institution and, it should be assigned to someone who is qualified in marketing and ideally someone qualified in academic marketing. As Berry and Allen (1979) say, unless qualified people are formally or informally given the responsibility and authority for carrying out the marketing task of educational institutions, effective results cannot be achieved.

What British Business Schools and other higher educational institutions should realise is that marketing is not merely a function of selling and recruitment promotion. Marketing should be viewed as identifying market needs, designing need satisfying programmes, pricing them, informing the market about the programmes and making them available to the market when and where necessary in such a way that the institutional objectives are achieved.

To this end, the sections that follow in this chapter will make an attempt to examine:

1. Marketing and the Marketing Concept.
2. Market Research and Identification of Training/Education Needs.
3. Designing Educational Programmes.
4. Pricing Educational Programmes.
5. Making Educational programmes Available.
6. Communicating with the Educational Markets.
7. Ethical Issues in Academic Marketing.

Though our main focus here, is on marketing of management or business education and training, the facts, the arguments and the material presented in the chapter are believed to be equally relevant to other areas of higher education also.

### 3.2 Marketing and the Marketing Concept

The word 'marketing' has a wide range of usages. There are numerous definitions giving various viewpoints on the nature of marketing. These definitions vary according to the viewpoints from which they are presented. For example, it can be defined narrowly, applicable to business firms or broadly, applicable to business as well as non-business and non-profit organisations. Some definitions see marketing as a function while some others see it as a philosophy. As Crosier (1975) points out 'marketing certainly has not lagged behind in the definition game' (p.21). Baker (1985) supports this view by saying that 'virtually every text on marketing starts with a definition' (p.3). An examination of some of these definitions in circulation demonstrates the variety of such definitions (Baker, 1985; Crosier, 1975).

Despite the multiplicity of definitions, Baker (1977) suggests that we should distinguish between the marketing concept, which he sees as a managerial philosophy, and the marketing function through which marketing as distinct from research, production or finance activities are managed and controlled in the day to day operations of a business.

It is widely accepted that the functional role of marketing is well known and is an old activity. From this view Baker (1977) goes on to say that marketing, given the definition of being a process of exchange relationships, is as old as exchange relationships themselves. But marketing as a philosophy, namely the marketing concept began to emerge after 1950. The Marketing concept was actually developed from the evolution of the role played by marketing as a function. More specifically after the separation of the producer from the consumer, as a result of job speculation, division of labour and the application of technology to production and mass production of goods

it became more important and vital to a firm to determine what the consumer wants and, that is the core of the marketing concept.

Marketing existed therefore, as a function long before any philosophy was formally stated. Markets existed in 'antiquity', whenever goals and services were exchanged while the marketing concept as a philosophy began to emerge in the 1950s.

The marketing concept implies that the key to success or survival could not rest solely on governments and other institutions adopting fiscal and monetary policies only. Business firms had to do a good job of identifying consumer needs, innovating better products and promoting and delivering them efficiently. In the past, many firms saw marketing simply as a selling activity. When consumer demand for a product dropped they prodded their sales people to hard-sell products while spending more on advertising. This approach is a sales approach which is product centred or product oriented. This may work in the short run but not in the long-run. In the long-run firms should monitor the customer's changing needs and wants and adjust the firms' offering and the methods of promoting, pricing and distributing the product to the market in such a way that the market needs and wants are met. This is what we call the marketing concept or the marketing philosophy. It is not product centred but customer centred or consumer oriented.

Since the early 1970s there has been a growing interest in extending the marketing concept to new areas other than business firms who sold consumer goods. The first attempt of this 'broadening' of the marketing concept started with an article by Kotler and Levy (1969) in which they said that 'marketing is a pervasive societal activity that goes considerably beyond the selling of toothpaste, soap and

steel' (p.10). Until then marketing was seen as the task of finding and stimulating buyers for a firm's products through product development, pricing, distribution and promotion. The extension of marketing first took place in the industrial sector (Baker, 1977) and this, according to Baker, led many people to suggest that marketing is a universal activity which can be applied with equal success to the sale of services also. Today, writers like Kotler suggest that marketing is just as applicable to non-profit making organisations such as hospitals, libraries, museums, politics, churches, charitable organisations and of course educational institutions as well as profit-making organisations (Kotler, 1982). But this doesn't mean, as Foxall and Driver (1982) say, going to absurd lengths to squeeze into the mould of 'exchangeology' into anything and everything. They say that some marketing writers go to such lengths as asserting that watching television also involves transition and exchange and subsequently marketing. If this view is taken marketing should be a panacea for everything and anything.

Now, moving onto institutions of higher education, marketing can be seen as being practised either as a sales function or a promotion function. Bowden (1974) comments that the number for higher education is not independent of the supply side. The number of students who will be in higher education in 2000 will be determined by a host of factors on the supply side by the number and kinds of institution available, the relevancy and attractiveness of programmes, the convenience of the times and places at which higher education is offered, the character of the admission requirements, the tuition fees, the terms for financial aid, arrangements for those who cannot attend daytime or full-time programmes etc. He goes on to say that demand for higher education is highly flexible and expansionable depending on the kinds of education available and the terms on which it is made available.

Though the above observation is made on the market for higher education in the US, the comments seems to be equally plausible for higher education in the UK. Berry and Allen (1977), believe that the time is ripe for higher education to become more involved in the formal practice of marketing. O'Brien (1983) discussing the need for universities and colleges to be involved in marketing say that, with the realisation that higher education has lost its position in the eyes of the public, the administrators of the institution must be prepared to enter into competition with all other suppliers who market educational or non- educational products. He goes on to say that there is no inherent contradiction between marketing and professional standards or ethical conduct. As evidence, he suggests that engineers, accountants and advertising professionals actively are engaged in marketing their services, while adhering to high professional standards.

Robinson (1984), p.11) defining marketing as 'the creative process of satisfying customer needs profitably/effectively', says that the word 'profitably' is appropriate for business firms and as far as education is concerned, it might be substituted by the word 'effectively''. He goes on to say that the marketing concept places the customer for education at the centre of the business/college/university department's strategy. A marketing orientated educational institution is proactive. It aims to identify customer needs and wants and to design its courses in a manner that will satisfy the customer needs. So, marketing is a creative process and a market orientated institution welcomes the challenge of tailoring its courses to suit the customer needs.

Marketing though, is not practised very much by educational institutions. Murphy and McGarity (1978) quoting a study of 300 educational administrators, say



that 61 per cent of the 300 viewed marketing as a combination of selling, advertising and public relations. Another 28 per cent viewed it as only one of these three activities, and only a few per cent knew that marketing had something to do with need assessment, marketing research, product development, pricing and distribution. The organisational structure of the universities and colleges is seen as an inhibiting factor on the 'formal practice of marketing'. Handy (1978) says that university academics belong to an organisational culture termed as Dionysian, the one preferred by artists and professionals, while the university administrators may prefer an Apollonian organisational culture, Apollo being the god of order and bureaucracy.

To most educational administrators, therefore, marketing is synonymous with selling and promotion. Marketing is not selling. As Drucker (1973) wrote, the aim of marketing is to make selling superfluous. Marketing is to know and understand the customers for educational products, so well that the product fits the customer and sells itself. According to Drucker marketing ideally, should result in a customer who is ready to buy.

Marketing is a central activity of modern educational institutions, if they are to serve specific needs of the educational market, such as making effective managers and administrators. To survive and succeed, these institutions must know their markets, attract sufficient resources, convert them into appropriate programmes and deliver them to the customers. Kotler and Fox (1985), give the following definition of marketing relevant to educational institutions:

"Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing

involves designing the institution's offerings to meet the target market's needs and desires, and using effective pricing, communication and distribution to inform, motivate and service the markets' (p.7.).

They note five specific aspects of this definition.

1. Marketing is a managerial process involving analysis, planning, implementation and control.
2. Marketing manifests itself in carefully formulated programmes, not just on actions.
3. Marketing seeks to bring about voluntary exchanges of values. Thus, an educational institution that is seeking students will offer a strong academic programme, financial aid, jobs and other benefits to those who choose to attend.
4. Marketing means the selection of target markets rather than an attempt to be all things to all people
5. Marketing helps institutes survive and prosper through serving their markets more effectively.
6. Marketing relies on designing the institution's offering in terms of the target market's needs and desires.
7. Marketing utilises and blends a set of tools called the marketing mix-program design, pricing, communication and distribution.

Berry and George (1975), writing on the same lines say that 'the challenge for marketing is providing the right product at the right place and time, to the right market segment and effectively communicating this offering to that market segment' (p.5).

Many writers argue that the decreasing or stagnating traditional college/university age students and the increasing costs of operations caused by inflation and

increasing competition, has made educational institutions turn to marketing as a means of survival (Grabowski, 1981; Doyle, 1976; Mathews & Blackwell, 1980; Berry & Kehoe 1980; Urban and Neslin 1976; Goldgehn, 1985). But still to many academics, the concept of marketing has the negative connotations of hucksterism, flashy advertising and publicity, and insensitivity to the academic process (Grabowski, 1981).

For a marketing programme to succeed in a college or a university, the institution must not only be able to attract enough students to maintain its enrolments, but to attract the type of students who will successfully complete the course of study. In the long run, therefore, the success of the institution, and its marketing programme depends on the institution's ability to develop a sound academic program that meets the educational needs of its students as the primary market and the employers as the ultimate market. In order to do this the institution needs to define its primary and secondary markets. As Fox and Ihlanfeldt (1980), say the primary market is a high-yield market in terms of the number of applications while the secondary market is a low-yield market.

In order to establish a proper marketing culture in an educational institution, a series of steps have to be taken. Goldgehn (1982) say that there are eight steps in this process.

- Step 1 Define the University's mission.
- Step 2 Identify Publics and Markets.
- Step 3 Research the needs, wants and perceptions of the target market(s).
- Step 4 Differentiate the market segment(s).
- Step 5 Choose which market segment(s) to serve.
- Step 6 Define the University's market niche.
- Step 7 Evaluate the product, price, place and promotion and formulate into a marketing plan.
- Step 8 Implement and Control the marketing plan.

The sections that follow make an attempt to examine the key steps in marketing educational institutions.

### 3.3 Market Research and Assessment of Educational Needs

Marketing starts with the identification of customer needs. As Krachenberg (1977) puts it 'if marketing is to be carried out, there must first be recognition of markets. The uncovering of distinct markets and their needs is the starting point of good marketing' (p.370).

There are different types of markets for universities and colleges. For a business school, students, employing organisations and funding agencies are the major markets. The student market could be broken down into various segments as home and overseas students, male and female students, those who are already employed and not employed etc. Market research should provide information as to how big they are, what are their interests and needs, how are these changing, what courses we can provide them with, when, how and for what purposes they want them.

Educational institutions, Kotler and Fox (1985) say, should seek answers to such questions as:

- '- What are the demographic characteristics of residents of this community college district?
- How many high school seniors might be interested in attending this college?
- What proportion of graduates of regional high schools select this college?
- Would a job-skills course for re-entry women be well received? How many students might be enrolled?
- How much should the college charge for the computer skills course? How much would/could potential students pay -' (p.55).

Johnson (1979), in addition to the above, says that in order to formulate a market position, an educational institution's market research should answer the following questions also:

- ' \* Why are the current students attending this institution?
  - \* Why do the students continue at this institution?
  - \* What are the prospective students looking for?
  - \* Why do some admitted students not enrol?
  - \* Why do students withdraw from this institution?
  - \* Is the institution ignoring possible new markets?'
- (p.13).

Arnfield (1984) says that understanding marketing can apply the concept of four O's.

What does the market buy?	Objects
Why does it buy?	Objectives
Who buys?	Organisation
How does it buy?	Operation

But before answering what does the market buy (Objects), it is necessary to establish who is in the market (Occupants). Only then we can get to know what the market needs.

Why the market buys, needs an examination of student choice of an educational institution. (Campbell, 1977; Lay and Maguire, 1980). A study done by Lay and Maguire for the Boston College, found seven factors related to the choice of the educational institution: financial aid, parents' preference, specific academic programmes, size of the institution, location of campus, athletic facilities and social activities.

Grabowski (1981) after a review of a number of studies lists a variety of factors that may contribute to students choice of the educational institution:

- Athletic facilities
- Academic reputation of the institution
- College faculty
- Economic status of family
- Financial aid
- Former students
- Geographic location
- High school teachers and Counsellors
- Effectiveness of the institution in getting jobs for its graduates
- Institution's competition
- Interviews
- Older brothers and sisters who attended the institution
- Parents and family preference
- Physical plant and facilities
- Recruiters
- Size of school
- Social activities
- Specific activities
- Specific academic programmes
- Visits to campus. (p.16)

Hunt and others (1977) produced similar results from a more extensive study of University choice criteria. They identified 16 factors which they organised in an order of importance.

Dembowski (1980) developed a model of students' college/university choice, which has three basic components as follows:

$$E_i = f (S_i, P_i, C_i) + U,$$

where E = the probability of student i entering college x.

S = a vector (or set) of student characteristics

P = a vector of College x admissions process components student i expended,

C = a vector of average scores of the characteristics of the other college choices of student i, and

U = an error term.

With such a model, Dembowski, argues, it is possible to obtain an estimated probability of a student entering institution X, as well as to define the effect of the various characteristics on the student's choice decision. the model has been successfully used by Dembowski, to predict the student college admissions, for the Midcity College in New York.

Chapman (1981) attempting to model the student college choice criteria identified 4 factors that influence institution choice decision: (1) student characteristics such as level of educational aspiration and high school performance; (2) the influence of significant persons such as friends, parents and high school teachers; (3) institutional characteristics such as costs, location, financial aid, availability of desired courses in the programme, and; (4) efforts of the institution to communicate with students.

Geographical location of the University/College has been identified as a primary factor influencing choice of an institution (Lucas, 1980). Yet another study attempted to study why those who made inquiries did not apply, and found that distance from student home, and cost were the two principal reasons followed by location, lack of desired study programmes and the school facilities, that



influenced the decision to apply (Baker and Meganathan, 1979).

Although there is no agreement on what factors are the most important in choosing an educational institution, individual institutions can ascertain for themselves which factors apply particularly to them.

These studies, however show the necessity of the educational institutions to pay close attention to factors influencing a student's decision to enrol in the institution. Kotler (1976), suggests that an institution pursue; '(1) programs to influence the inclusion or exclusion of specific criteria as factors in choosing a college, (2) programs to influence the perceived relative importance of different criteria in choosing an institution, (3) programs to influence the beliefs commonly held about a particular criterion, (4) programs to influence students to prefer one type of logic to another in arriving at their decision on an institution'. (pp.70-71).

Grabowski (1981) quoting Gilmour, Spiro and Dolick (n.d) have identified six phases a prospective student goes through in selecting a college or a university:

1. making the decision to attend college/university
2. developing a list of institutions
3. deciding where to apply
4. completing the application(s)
5. receiving acceptance(s), and
6. making the final college choice. (p.14).

Another study (Saunders and Lancaster, (n.d) found through cluster analysis, that student-benefit segments could be identified based on student attitudes towards higher education.

They used 12 student attitudes to arrive at four clusters of student segments as follows:

1. Familiar-interest oriented. Those who choose courses that appear to be interesting to them by looking at the subjects they already have interest in. They seek short-term gains without much thought for long-term implications.
2. Escapists. Those who want to go to college to delay making up their minds about a career and to 'get away from home'. They also, seek short-term gains rather than long-term gains.
3. Career-oriented. Those students who are seeking help with their career interests by taking courses of value and interest. They have long-term goals.
4. Security-oriented. Those who seek future career security, but are not particularly interested or stimulated by their courses (pp.8-10).

Grabowski (1981) contends that institutional research is as important as market research and are intimately connected and inseparable. According to Krachenberg (1972), the institutional research departments which were established initially, looked primarily within the university system and the concern with the external environment was very limited. Market research, which looks at the external environment covers all those elements that directly or indirectly affect attracting students and graduating them. It includes identification and location of target markets, definition of an institution's markets, the extent of demand for programmes and courses by various market segments, seasonal patterns of enrolment, the effect of competition on both the

institution and the prospective students, institutional image, consumer satisfaction and promotional effectiveness.

Data for market research can be generated from four sources (Allen, 1978, p.7).

- Internal records, including enrolments, retention rates, dropouts, financial aid inquiries, applications, and demographics about students and alumni.
- Secondary sources, such as census data, Department of Education Statistics, other studies and publications of other colleges and universities.
- Empirical studies, the institution conducts on aspects such as the image, market segments, motivation of applicants and enrollees, student and alumni satisfaction and promotional effectiveness.
- Management science applications, using data obtained in the first three categories to do forecasting and simulations. For example Dembowski's afore-mentioned student prediction model, can be simulated by computer, using data collected in the first three categories.

As far as management education and training are concerned the identification of training/education needs of the institution's various markets is of crucial importance, as it is widely believed that British management education and training do not meet the real needs of industry and commerce.

However, this discussion on the need for market research and needs assessment should end up with a word of caution. Though market research, in order to identify student and employer needs, is necessary, any form of higher education cannot rely solely upon what customers are seeking.

Grabowski (1981), says that 'it would vitiate the intellectual tradition of colleges and universities', to go just by what the market says. As far as management education and training in Britain is concerned, one cannot confidently say that the employers or the managers know what they really need, because of the very low percentage of employers and senior managers being formally educated in any field of management. Therefore, although obtaining information from potential students and employers is fundamental in assessing the training/education needs, an institution should not believe that the 'customer is always right'. In-depth probing research and experimentation backed by creativity will be the ideal solution.

As Ash (1986) suggests, 'there are important prerequisites for the development of a marketing philosophy related to education, but it must be designed to fit the needs and operational philosophy of a given institution' (p.32).

Krachenberg (1972) says that in 'discussing the role of market research in education, we are also touching a subject not easily handled, namely, the role of a university in a free society' (p.373). Clearly, a university or a college must not be too responsive to its various markets and nod to the beck and call of everything that the market says about what is to be taught and how it is to be taught. Especially, a university has a great responsibility of providing leadership and direction to a nation. But as with any other institution serving society, a university must be alert to the needs and wants of the society, in relation to the services it offers. A well developed market research programme, therefore, does much to help an institution to maintain the needed perspective within its institutional mission and objectives.

### 3.4 Designing Education Programmes

The educational courses offered by the institution are its products. 'The most basic decision an educational institution makes is what programmes and services it will offer to students ... and other markets' (Kotler and Fox, 1985, p.221). An educational institution's programme mix establishes its position vis-a-vis other educational institutions in the minds of its various markets and determines how the market will respond. An innovative educational institution should always be watchful about the student/employer needs, competitive offerings and innovate programmes instead of sitting back and offering the same ones year after year. This might imply new programme development, modification of existing programmes, and the elimination of unproductive programmes.

As far as management education is concerned, an effective course programme should achieve the objective of producing effective and educated managers and administrators with the ability to perform at the required level of competence. A programme in management education, therefore, should fill in the gap between the performance of a manager without management education and desired performance expected by educating managers (Palihawadana, 1986).

This makes the process of developing programmes one of continual experimentation with design and mode of presentation (Lenz, 1980). The audience for higher education for management is made up for the most part, of voluntary learners who seek to relate what they learn to their present or future needs and, therefore, it emphasises the learner rather than the teacher. The researcher believes that the realisation of this fact is very important with regard to post-experience and post-

graduate management education and training. Higher education in any area, focuses on learning, not on schooling or teaching and not on any particular educational institution, but on what kinds of constructs, what kind of groups, what kind of educational purposes can be harnessed for the purposes of creating a situation in which learners can grow (Lenz, 1980).

The underlying implication of the last sentence of the preceding paragraph is how knowledge is communicated becomes as important as the knowledge itself. So, to accomplish a successful mix of medium and message, the people responsible for developing educational programmes should have a sound grasp of both substance and techniques.

For an educational institution, however, since it has only a limited set of resources, once it has taken a broad view of its product-market opportunities, it must then go about the task of deciding which markets it can most effectively serve and with what programmes (Berry and George, 1975). The product decisions therefore, has to be taken in the light of: (1) institutional resources and capabilities, (2) institutional goals and objectives, and (3) societal needs and wants (Krachenberg, 1972).

Lenz (1980) presents the following programme development process or continuing education programmes, which the researcher finds useful for programme development in any field and at any level.

1. Developing a profile of the prospective audience and assess its needs and interests.
2. Choosing the programme content: the theme, title, and format that crystallises the programme's specific response to the needs and interests assessed.

3. Developing the marketing campaign.
4. Delivery of the Programme.
5. Gathering and analysing feedback. (pp.49-68).

In spite of the importance of adopting a systematic process in developing new programmes, most educational institutions do not take the new programme development task very seriously (Kotler and Fox, 1985). The faculty might meet, list the existing programmes, discuss what new programmes can be introduced and decide on a programme without adhering to a systematic approach. Ironically, business schools and management departments teach their students that an introduction of a new product, should follow a systematic process. But, in most cases they don't practise what they preach! In such an approach faculty members ignore the important considerations in planning for new programmes and services. Most probably they would not consider what would be the best programme ideas based on career possibilities, student interests or employer's needs. Such an approach, Kotler and Fox (1985) call, a 'shot-gun' approach which is highly doubtful in effectiveness' (p.227).

Most educational institutions believe that new-programme development must be informal, because they lack the time and money to do the job in the right manner. On the contrary, precisely because they have scarce resources, they should not waste them on 'thrown-together' programmes. Consumer-products companies can afford to launch many new products that fail, because they can recoup the losses and make a profit on those that succeed. Even then, effective consumer products companies invest heavily in developing each new product (Kotler and Fox, 1985).

All these arguments call for a systematic and formal process for programme development in management or any

other field of education.

Lee and Gilmour (1977), review a successfully implemented programme development process at three Pennsylvania State University Commonwealth campuses. The procedure draws on principles used by market researchers in the development of new products and services. They believe that the procedure discussed can provide institutional decision makers, planners, and faculty with a systematic approach for identifying areas for new programmes and for estimating the demand for these programmes before they are implemented. The procedure seems to be an adaptation of Booz, Allen and Hamilton's process of new product development.

Kotler and Fox (1985) also provide a very similar approach after adopting a procedure developed by Urban and Hauser (1980). this approach includes the following steps to new programme development:

1. Market Definition.
2. Idea Generation and Screening.
3. Concept Development and Testing.
4. Marketing Strategy Design.
5. Program Design.
6. Market Testing & Test Marketing.
7. Introduction and Management (pp.227-234).

Based on these approaches, the subsections that follow, will make an attempt to present a systematic procedure for educational programme development.



### 3.5 Pricing Education Programmes

Pricing educational programmes include assessing programme costs and determining tuition fees and other fee charges such as residence fees. It necessarily affects the credibility of the product (Thomson, 1987).

For higher education in the UK, home students have their fees paid by the government with a maintenance grant, being paid direct to students. Overseas students however pay full fees, generally with no restriction being placed on numbers admitted. Many institutions, particularly universities have been 'touting' for business in this sector (Thomson, 1987). The result has been Thomson, goes on to say, increased promotion expenditure, appointment of overseas recruitment personnel, representatives and in a number of cases setting up of overseas offices.

Government policy on funding seems to be unclear and there is wide speculation that government funding will fade away gradually in the future. If student loans instead of government funding, and charging tuition fees directly to the student, will be the case in the future, this obviously would affect enrolments. Significant changes such as these may result in pricing strategy becoming an important factor in marketing educational programmes. It seems likely that in the future, pricing strategy will be regarded as more important in the academic office (Thomson, 1987). Even now, as most institutions have moved into non-traditional student markets such as post-experience education, continuing education and tailor made training programmes for business and non-business organisations, pricing should be given adequate consideration in the marketing mix.

Price is seen as the monetary cost of obtaining a good or service (Kotler & Fox, 1985). Price for educational programmes includes other elements except tuition fees. The 'list price' may be greater or smaller, An institution can set its list price, (tuition price) but for outstanding applicants, scholarships, studentships and assistantships might be given. The 'effective price' is always different from the 'list price'. The effective price includes tuition fees, living expenses and other expenses, minus any financial assistance the student receives. (As mentioned in Chapter 2 'this effective price' is not the only cost the student has to expend. In addition to all these visible costs, the foregone earnings or the lost earnings/benefits during the educational programme is also a part of the total cost).

However, to arrive at a pricing policy for education, three factors have to be taken into consideration:

- '1. The effects of a given pricing policy on the nature and mission of the institution.
2. The effects of a given pricing policy on enrolments.
3. The degree to which a particular pricing policy may unnecessarily encourage 'acceleration' and therefore decrease revenue.'

(Ihlanfeldt, 1980, p.115).

Thompson (1978), places the issue of tuition pricing into the framework of economic theory, relating demand, tuition and institutional costs. Under demand theory, economists make a distinction between movements along a demand curve and shifts of the demand curve. The former is the result of a change in price, while the latter situation is experienced when price is constant, but the demographic forces such as consumer tastes, and consumption change. Given this distinction, it is possible to put forward two propositions about institutional costs. Firstly, holding

constant the quality of services, provided the terms on which the service is provided (admission standards, tuition, etc.), if student demand curve shifts to the right, marginal costs will decrease as, enrolments increase. Secondly, holding the student demand curve constant, enrolments can only be increased by reducing the cost, or increasing the benefit to the student of enrolling in a college.

Here the law of diminishing returns should apply and consequently, holding the student demand curve constant an institution's marginal cost increases as enrolments increase.

The private American universities today face particularly sensitive pricing decisions as their tuition rates steadily climb to meet rising costs and so they face head-to-head competition from state institutions with significantly low tuition rates (Berry & George, 1975). This is not to imply that public colleges and universities in the U.S, or in the U.K. face insignificant pricing decisions in the future. Indeed, in many institutions, especially in business schools, in the years ahead, price may well be the decisive factor in determining which of several institutions a particular student selects.

In the U.K., lack of attention given to pricing in higher education is described by Crabbe (1984) as, 'academics seem perfectly happy to identify training needs, visit clients' premises, decide on programmes etc., ... (but)... they call in administrators to work out the price' (p.49).

Kotler and Fox (1985), discussing the pricing of educational programmes say that educationalists have to consider five pricing issues:

1. How do consumers perceive price?
2. What pricing objectives are appropriate?
3. How should the institution select a pricing strategy?
4. How should prices be set.
5. What are the effects of price changes?

Crabbe (1984) in a similar vein, contends that, as far as the pricing strategy is concerned there are three major issues to consider: (a) pricing information; (b) pricing objectives, and (c) pricing alternatives.

As far as the first issue, mentioned by Kotler and Fox is concerned, first of all it is important to know that consumers often use the price of a product or service as an indicator of quality (Kotler and Fox , 1985). Consumers generally tend to rely on price more often in making an important buying decision, especially when they lack confidence in making the decision. When a school charges a significantly lower price for a post- experience management course than comparable schools, the consumer may well come to the conclusion that the school with lower tuition fees offer poor quality programmes. It is important, however, to note that price is just one element of the marketing mix that influences consumer choice of an institution. Prospective students will look at the programme's quality, features, the location and promotion made by the institution. Many will be prepared to pay a higher price for higher quality. This is very true with post- experience management programmes. At the same time the institution's attractiveness, location and its reputation also affects the consumer choice.

As far as setting the pricing objectives is concerned, Kotler and Fox (1985, P.507) says that the clearer the organisation is about its objectives, the easier it is to set price. Pricing policy begins therefore with deciding

the objectives the institution wants to achieve. In setting the pricing objective a number of questions must be raised:

- '- How much money can be put up front to get into a market?
- How much has to be recovered to meet local authority requirements?
- Can development costs be spread over a number of course repeats?
- Does one need to add an element to costs to cover abortive efforts, fruitless visits and negotiations?  
(Crabbe, 1984, p.51).

These questions, are more relevant to post-experience and continuing education courses rather than to long-term undergraduate and post-graduate courses.

Three pricing objectives can be identified; (1) surplus maximisation, (2) usage maximisation, and (3) cost recovery. An institution can select one or a combination of these pricing objectives, for different educational programmes (Kotler and Fox, 1985). The following paragraph briefly examine these objectives.

Firstly, most educational institutions in the U.K., are regarded as non-profit making organisations. But still an educational institution, for example, a university business school might need to set its price to yield the largest possible surplus in order to finance further expansion. Secondly, some institutions might want to maximise the total number of students taking a particular course in order to benefit students and the country, as a whole. Most U.K. educational institutions might need to attract the greatest number of students to justify the amount of funds they receive. For instance, a business school, running a young executive development programme,

funded by the Manpower Services Commission, might be interested in getting a full house attendance to its programme. Thirdly, many institutions are interested in breaking- even each year, if not ending up with a surplus. In such a situation, the aim is to provide as much service as possible, as long as the revenue covers the costs.

Once the institution has defined its pricing objective, it should consider an appropriate pricing strategy. It is likely that considerable imagination will be shown by many universities and colleges in the future. For example, increasing mention is being made in the literature of variable pricing strategy used by educational institutions (Krachenberg, 1977; Arule, 1972; Grabowski, 1981). Typically, universities follow one or two-price policy for post-graduates and undergraduates or home students and overseas students. The British University courses are priced variably according to the faculty type of the programme also. Normally the programmes offered by the science and engineering faculties are higher priced than programmes of the arts faculty. It has to be noted however, that the pricing policy of higher educational institutions in the U.K. is based on government guidelines.

Grabowski (1981), examines six pricing strategies that can be useful for universities and colleges:

1. Stratified pricing. Under this approach, tuition is based on a student's major, reflecting a better proportion of the institutional costs associated with the programme. An engineering major, for example, requiring tutorials, laboratory work etc. with a faculty member, would be higher priced than an arts or theology major.

2. Scaled pricing. This approach would require the student to pay higher tuition for the first course with decreased tuition for additional course.

3. Two-part pricing. This strategy divides the cost of overheads, which is prorated among all the students, from the cost per each course. The fixed non-institutional costs can also be varied for majors to reflect differences in overhead costs associated with particular programmes.

4. Semester pricing. Under this plan a student would pay a flat fee for each semester regardless of the number of courses taken. This is equivalent to instalment pricing or term pricing, a facility allowed for students who are unable to pay the full tuition fee at the beginning of the programme.

5. Unit pricing. In this strategy a student pays on a per course basis regardless of the number of courses taken. This method particularly is used in pricing part-time programmes.

6. Variable pricing. This strategy allows flexibility in the tuition depending on whether a student is full-time, part-time or whether the course is given during the day or night, on campus or off campus.

In selecting, and developing an appropriate pricing strategy, Ihlanfeldt (1980), suggests four considerations institutions should follow:

- '1. Is the tuition sufficient to maintain or improve the quality of offerings?
2. Is the tuition reasonable enough to preserve or increase the present market?

3. Are tuition costs equitable for all students so that one group is not subsidising substantially other groups of students?
4. Is the price charged, maximising income from price supports available through government student aid without reducing the size of the potential market?'.  
(p.101).

Financial aid for students, is fast becoming a serious problem for most institutions of higher education. Rising tuition costs and cutbacks in government funding and full tuition fees from overseas students have made it impossible for a growing number of students to afford the cost of a university/college education. This is especially an important issue, as far as students from the developing countries who come for long-term programmes are concerned. Many U.K. educational institutions are seeking to increase the types of financial assistance provided to such students, by getting students to do some work for the university departments. In this regard working closely with funding agencies such as the British Council, the Overseas Development Agency (ODA) and the EEC, which some institutions are already doing, can be a useful exercise. The U.S. Universities and Colleges have long been offering such assistance to meet the cost by direct labour, outside aid programmes, teaching/research assistantships, scholarships, etc. (Kotler and Fox, 1985, p.255).

With regard to the way financial aid is to be packaged, Huddleston and Batty (1978) suggests four ways of doing so:



1. Self-help percentage where a percentage of needs is met by a student and the rest by gift aid.
2. Self-help fixed where the student gets a fixed amount through a loan and/or job aid.
3. Self-help variance where the amount of aid is determined by a student's attributes, such as ability, experience, and academic qualification.
4. Self-help restrictive where freshmen are excluded from such aid, or where students from certain countries only are eligible to get such aid.

Based on the above discussion, it can be concluded that though some students who take undergraduate and postgraduate programmes are funded to a great extent by the government (fees and living expenses based on parental income) there are important issues, the U.K. educational institutions have to consider in setting prices for their programmes.

### 3.6 Making Educational Programmes Available (Distribution and Delivery)

Every organisation has to think about how it will make its products and services available to its target consumers. Distribution is involved in taking the necessary actions to make the product available at the right time and the right location desired by the market.

Traditionally, the universities and colleges have distributed their products largely by asking the market to come to the institution, instead of taking the institution or the product to the market (Berry and George, 1975). This tradition is beginning to erode as increasing numbers of institutions are recognising the potential for extension centres, programmes in client organisations, distance learning, open learning etc. The idea of taking the university and its programmes to the market is one that holds much potential in the seeking of competitive advantage. For example, companies located far from a university business school might strongly support an MBA programme if it could be handled by correspondence literature and/or televised lectures rather than a traditional MBA.

For any organisation, educational or non-educational, the capacity for getting its products and services to consumers when and where they want them, is typically a critical variable, in influencing the level of success to be achieved by the organisation.

Though one might think that distribution is not that relevant to educational products, Krachenberg (1972), says that 'in today's world distribution should be of as much concern to a university as it is to a consumer goods manufacturer' (p.375). He goes on to say, 'to a state supported institution, the problem of distribution is one

of how to meet more effectively the educational needs of all the students in the state. Should branch campuses be considered; should there be extension centres; or should a TV network be established? If so, how many and where? In more generalised terms, the distribution concept is one of them, and how, to get the product to the market in an acceptable and efficient manner. Do you have, the market come to you, or do you go to it? If you go, how far do you go, and in what form do you carry and present? Branch campuses, extension centres, remote TV outlets, 'the university without walls' concept are all the manifestations of contemporary concern with the distribution function' (pp.375-376). Though a British educational institution might not be able to do all these, Krachenberg's observations highlight the need for the educational institutions to be innovative in delivering their services, in order to be competitive in the educational market.

When an institution realises the need to extend its services beyond its campus, beyond its locality and even beyond the country, it will have to adopt new programme schedules, delivery systems, and locations to serve those markets. Especially, as far as post-experience management education is concerned the normal day-time programmes are not usually acceptable to the participating managers. The institution will have to offer evening, weekend or in-company programmes rather than day-time programmes on campus. Realistically, few institutions can make fundamental changes in the short-term. They can, however, consider how to improve their use of existing resources in making educational programmes available to the satisfaction of the target market. Kotler and Fox (1985) say that this involves three basic issues:

- '1. How do educational institutions tend to select their locations?
2. How are educational programmes and services made available to consumers?
3. How should educational institutions develop their distribution strategy?' (p.261).

### 3.6.1 Location Decision

As far as the location issue is concerned, British educational institutions are generally located at one single place. American business schools on the other hand have branch campuses, in other locations in the U.S. and even in other countries. For example, Hertford University, Connecticut, has a branch business school in Paris. Many other business schools have taken pains to export programmes to Europe (Osbaldeston, 1985). Location of an institution however, can have tremendous symbolic and political significance. Past decisions about the location may create later imbalances, due to shifts of population, decay of industrial estates etc. Due to these reasons some institutions flourish while others struggle and close down departments. But still those who struggle may find it difficult to leave behind the existing facilities and move into a new location.

An institution which wants to set-up a single location or a multi-location delivery system, must take into consideration the following decision issues (Kotler and Fox, 1985):

1. What should the building look like on the outside? This depends very much on what message the institution wants to convey to potential students and course participants.

2. What should be the functional flow characteristics of the building? In this regard, how the building is to be used, what types or sizes of space needed for class rooms, conference rooms, syndicate rooms etc. have to be considered.
3. What should the building feel like on the inside? In designing the interior, the planners need to consider whether it should be bright and modern, sombre and businesslike or warm and relaxing.
4. What materials would best support the desired feeling of the building? the colour, brightness, size, shapes, aural cues such as volume and pitch, olafatory cues such as scent, freshness and tactile cues such as softness, smoothness and temperature, have to be considered.

In addition to the above, facilities for students, teachers and the support staff also have to be taken into consideration.

### 3.6.2 How are educational programmes made available?

In responding to the above question posed by Kotler and Fox, most British educational institutions think first of providing class-room instruction on campus. But some innovative British educational institutions have introduced new forms of making programmes available to the markets. For example an institution can offer its undergraduate programmes in business, on campus and an MBA distance learning, while having a traditional MBA running at the business school premises.

For an innovative educational institution, there is a wide range of options available in making its programmes available. Telephone, television, radio, newspapers,

computers, tape recorders are used by some educational institutions to attract and serve certain markets.

A main feature of the Strathclyde Distance Learning MBA programme, for example, is the tutor contacts with the students over the phone (Kinsey, n.d). In the early 1980's a third of a million Chinese were enrolled in courses given by 29, 'television universities', and many other students took courses by radio. The Stanford Instructional Television Network (SITN) provides more than 170, Stanford graduate courses in all fields of engineering and in computer science, mathematics, applied physics and statistics. Oakton Community College in suburban Chicago offers telecourses in accounts, child psychology and other subjects, while Foothill College in Los Altos Hill, California, offers courses by newspapers and audio cassettes (Kotler and Fox, 1985).

Some institutions go to the extent of appointing agents and middlemen also for marketing educational products. For example the Strathclyde MCom in Marketing, Distance Learning Programme has representatives appointed, in Hong Kong, Singapore and Kuala Lumpur. They actually are facilitating agents.

With the introduction of the Open University, Open Tech and video technology and distance learning, higher education could have been made available off-campus, for those who live far away from the university and those who cannot attend traditional programmes due to their full-time job commitments. Therefore, as one writer observes 'the decision as to whether new facilities should be offered and new channels utilised such as 'distance learning' could be key questions', (Thomson, 1987, p.102) the British Universities have to ask themselves today. As the drive for the non-traditional student intensifies, institutions might need to study how new channels would

look, the impact they will have on the image of the institution, and what competitive action can be expected.

There are a few impressive examples of innovative distribution in educational market in Britain (Ellis, 1985). The Open University, has been offering distance learning or open learning programmes in almost every field since 1971. Some describe it as the most important innovation in British education in 50 years and the most sophisticated and challenging correspondence school in the world (Lenz, 1980). Preparations are now being made to run an MBA programme through an Open Business School (Richards, 1988). It will use established Open University media, distance learning techniques supplemented by summer and week-end schools. It is the strong belief of Professor Andrew Thomson, Open Business School's Director, that the OU's experience in distance learning resources will guarantee quality. He says 'the OU has unparalleled experience in developing materials and a superb network of regional support, based on regional centres and 500 business tutors with a wide range of business and academic experience' (Richards, 1988, p.34).

National trends are towards the part-time MBA rather than the traditional full-time MBA. Managers find it difficult to leave work for a year or two required for full-time study. But still the part-time MBA is regarded as a 'hard slog', which takes three or four years, resulting in a high percentage of dropouts. Merril Harris of the Association of MBAs welcomes the OU course as an ideal response to the needs of many managers who find it difficult to attend a full-time MBA or to spend 3-4 years for a part-time MBA (Richards, 1988, p.34).

Another good example of innovative distribution of educational programmes, comes from the Strathclyde Business School. In addition to the full-time MBA, they

offer a part-time MBA and a distance learning MBA, the first of its kind in Britain. The Strathclyde Business School, one of Europe's largest management learning centres, claims that its Open Executive Programme (OEP), is a major new initiative. As opposed to residential courses, centring on lectures and tutorials, the distance learning or open learning option is basically, a remote learning procedure based on printed study material. In addition to the OEP, Strathclyde offers a distance learning MCom Programme in Marketing, for the developing country students, along with its very successful full-time version. The Distance Learning MCom Programme is a course of two years duration, which relies basically on self study units, twenty each per course. Apart from the study materials, summer schools are conducted in Hong Kong and Singapore. Though, some competitors of Strathclyde such as Henley and Cranfield have criticised (Ellis, 1985), the remote form of learning made available, this undoubtedly is a successful and effective way of responsiveness that can be shown by a British Business School, to the needs of its various markets.

Constable and McCormick (1987) revealed the lethargic attitude of the employing organisations towards the traditional management education programmes. Therefore, Strathclyde Business School obviously has set an excellent example for the others to follow.

The British Institute of Inn-keeping was reported to be attempting to develop a way of training U.K. innkeepers who are tending to lose customers to competitive developments like wine bars. Publicans need to improve their management skills but work long hours and are very resistant to 'training' as conventionally devised. Open Tech was asked to study the problem and they took a careful look at the circumstances in which publicans operated. Though, publicans were resistant to training,



it was realised that nearly all the publicans had video players in their pubs and audio cassette players in their cars. The publicans were motivated by the fact that training will improve their profitability and competitiveness. The study material (video and audio cassettes) were prepared taking into account limited time, literacy etc. Learning consultants were used to arrange individual group meetings. the system was based on needs where a conventional approach would have been 'bogged down' in issues of staff/student ratio (Coffey, 1984).

The Export Marketing Project of Buckingham college of Higher Education is another example of moving away from the traditional delivery methods of education. The participants for this programme, are extremely mobile, isolated and unable to slot into rigidly programmed courses but usually involved with operations of high monetary value.

Technologies such as PRESTEL are being used to a great extent by export marketers for updated information for commodities, currency rates and other information. As access to PRESTEL is via a micro-computer, and they are already being used by them, they can afford to download the teaching programmes by Telesoftware. The participants can then pick up the teaching programme at his own home and send the completed tasks through the computer terminal. Coffey (1984) says, 'there are of course other tutorial aspects of this programme, but a very innovative approach has resulted from a careful study of the needs of this client group. Superficially, the costs seem very high but in fact are very small in relation to the benefits which result' (p.57).

Henley, the Management College, bases its distance learning courses on super-slick videos, often fronted by nationally known figures like television presenter Cliff

Michelmore. Cranfield is working with the Open University on a high tech video package and has developed a computer-based 'Micro-tutor', in association with Longmans (Ellis, 1985).

These examples from Britain and other examples from the U.S. and elsewhere, show the possibility of extending traditional types of courses; offerings to non-traditional markets. Especially as far as business and management education and training is concerned innovative delivery systems such as these would undoubtedly provide means of access to markets which has got higher potential to be exploited.

### 3.7. Communicating with the educational markets

An educational institution, like any other organisation, needs to communicate effectively with its markets and public. Programme development, pricing and distribution are not enough and the institution should inform the market and other publics, about the institution, its activities and special offerings, and motivate them to take an interest in the institution and its activities. It should be a two-way process of communication, because it involves interactions among people (Fram, 1974/75; Grabowski, 1981). The best marketing approach provides two-way communications between the institution and its various constituencies. Magill (1974), perhaps addressed this broader issue by mentioning that 'admission is the eyes and ears of the college and a voice to the world outside' (p.16).

An effective communication system should start internally. As Ivens (1979) has pointed out, without an effective internal communications system it is impossible for an educational institution to carry out an organised and effective external communications effort. Once, a co-operative effort has been created through an internal communication process, the institution can engage in external communications.

According to Krachenberg (1972), communication activity can be subdivided into two areas, personal and non-personal. Personal communications (selling) with students and others frequently starts with visits by faculty or admissions officers to high schools, companies and when students visit the campus. Non-personal communication includes catalogues, brochures, descriptive pamphlets, newspaper articles and even advertisements and direct mail campaigns.

Understandably most communication efforts are directed at the ultimate goal of enrolling an adequate number of students (Krachenberg, 1972). In the communication process for admission promotion, he goes on to suggest that the institutions should follow six steps.

1. Establish awareness of the existence of the institution.
2. Create inquisitiveness about the nature of the institution.
3. Build interest to a peak.
4. Stimulate the prospect to act.
5. Obtain prospects commitment.
6. Provide pre-institution orientation.

This process is very similar to popular communication models such as Strong's AIDA model.

Attention --> Interest --> Desire --> Action.

In communicating with the market and other publics, an institution must manage to get attention, hold interest, arouse desire, and obtain action. For example, a prospective student of an MBA programme offered by a Business School, may have first contacted the school by requesting the school to send him the MBA prospectus and an application form. Impressed by going thorough the prospectus, he might try to reinforce his interest by inquiring knowledgeable sources such as his teachers, colleagues and those who have already obtained MBAs from the school about the faculty, the course, accommodation facilities, the school rank etc. If he receives favourable opinion as to these aspects, he might develop a desire to be enrolled and as a result would apply for the course.

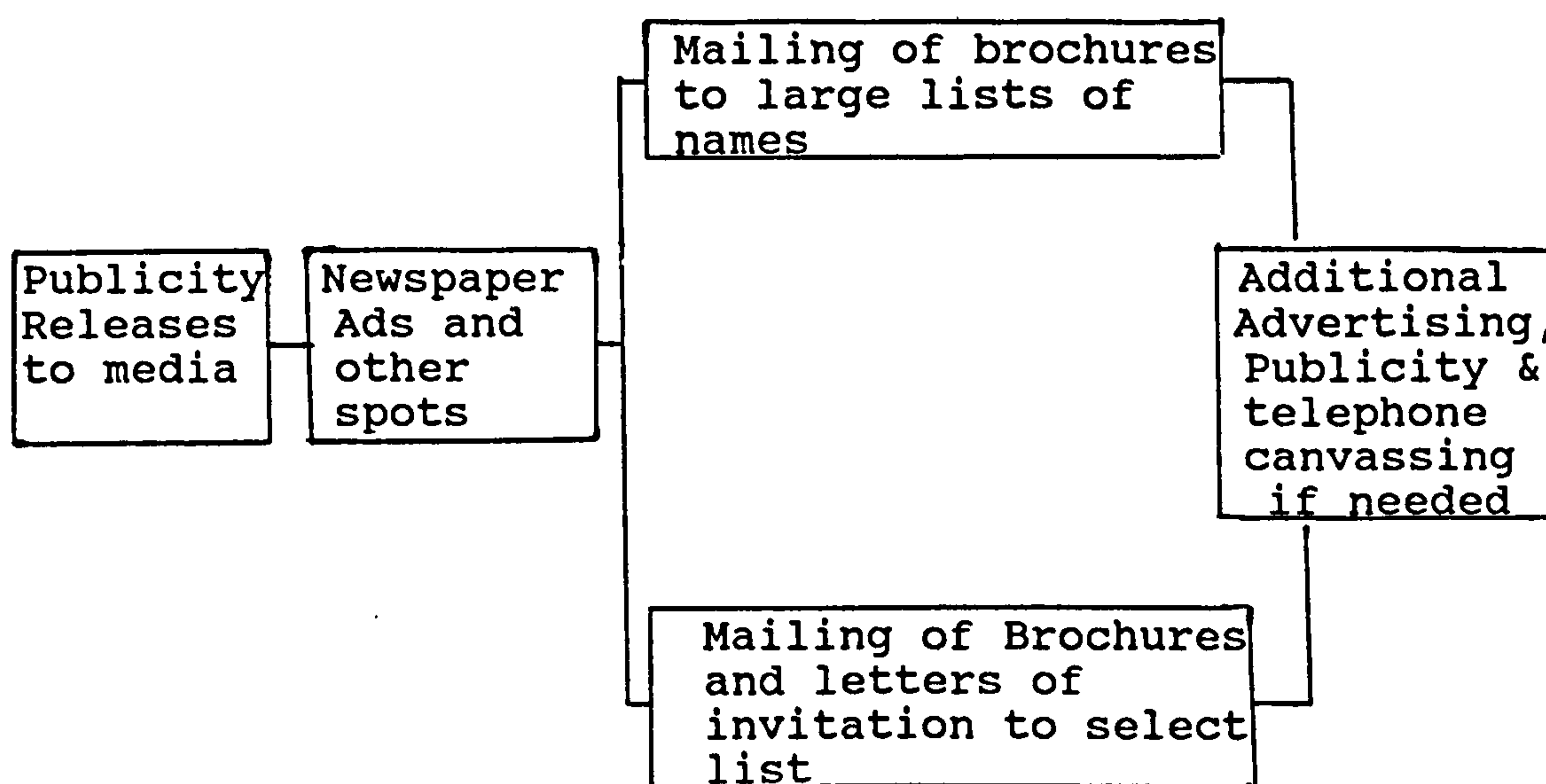
Though, the institution's basic aim is to have increased enrolments, there are other purposes also, that communication should serve. Kotler and Fox (1985) suggest six communication tasks facing an educational institution.

- '1. to maintain or enhance the image of the institution
2. to build alumni loyalty and support
3. to attract prospective donors
4. to provide information about the institution's offerings
5. to attract prospective students and encourage application and enrolment
6. to correct inaccurate or incomplete information about the institution' (p.278).

As far as educational programmes are concerned, it is important to identify what communication/promotion methods to be used. Berry (1973) says that personal selling, advertising and publicity are the most important element that should be used in promoting educational programmes. In promoting a programme, only one tool might be used, or they might be used in combination. When used in combination it is necessary to consider the importance of 'meshing' communication efforts so that one effort builds on another. Greenall (1974), on this issue says that 'what does work is the cumulative effect, one item on another' (p.64). He goes on to say that it is of little value relying on, (say), an advertising campaign by itself, or a press relations campaign, or a leaflet campaign. Each of these, he says, does have some effect but if planned carefully and executed so that each of these can have a reinforcement on the other the results would always be better. Berry (1975) gives such a 'meshing' up of communication efforts, shown in Fig. 3.1.

An educational institution might use, as suggested above, various personal and non-personal communication methods in communicating with their publics. The subsections that follow examines these communication methods briefly.

Fig. 3.1. A Hypothetical Example of Promotion Co-ordination



Source: Berry (1975), 'Marketing Continuing Education Programs', Business Education Forum, April, pp.8-11.

### 3.7.1 Publicity and Public Relations

A distinction between publicity and public relations is necessary at the outset because so many institutions mistakenly equate public relations with publicity.

The publicity aspect of an educational institution, has been defined by Greenall (1984), as 'any printed, broadcast, or oral information that is produced about (an) institution. It may be accurate or inaccurate. It may be initiated by (the) institution or by someone outside. It

may be under the control of the (institution) or it may not' (p.62). Kotler and Fox (1985) say that publicity is obtaining publications for favourable stories about the institution, but it is only a part of the public relations task of an institution.

As Farlow (1979) puts it public relations is a blanket word for efforts and activities which enhance the 'halo-effects' - the ways of presenting the institution and its programmes which result in goodwill on the part of others. Greenall (1984) goes on to define public relations as 'the state of mutual understanding and respect - or lack of it which exists between (the) institution and various sections of the public such as (the) local authority or other colleges ... etc' (p.62). He says that public relations exist whether they are good or bad. In the effort of publicity and public relations the institution should do whatever it can do to 'cultivate working relationships with the press and other media' (Freels, 1986, p.6). Public relations, however, involves understanding the institution's students, and other publics and the execution of programmes of action to earn public understanding and acceptance, of the institution, its staff and its products.

Firstly, we will examine the publicity aspect of communications. In the strictest sense, Farlow (1979) goes on to say that publicity implies working through the media. Greenall (1984) says that both press relations and advertising are different aspects of an institution's publicity. Publicity is a form of promotion in which the marketer uses such tools as press releases and press conferences to encourage favourable media coverage relative to the institution or its specific offerings. Not only can publicity aid the educational institution in letting its pertinent public know how the institution can be of service, but also publicity tends to be a

particularly powerful form of communication because it is presented to the market by a third party (the media) not directly by the institution itself. (Berry and George, 1975).

The potential impact of a well-managed publicity programme raises for at least some universities the question of whether more systematic efforts are needed to stimulate media coverage for significant faculty and student achievements and accomplishments. At least some university and college administrators who have traditionally thought of publicity and public relations function as a low-level, peripheral activity, are beginning to change their minds about publicity and its effects on the institution and its products (Bacon and Pride, 1971).

Greenall (1984), summarises the objectives of publicity, related to educational institutions as follows:

- '(i) raising public awareness of (the) institution;
  - (ii) recruiting students, clients and customers to the institution's courses or teaching materials  
...;
  - (iii) promoting research and other facilities'
- (p.62).

An educational institution, Greenall(1984) goes on to say, needs to use publicity for other purposes too. But the focus is mainly on creating awareness of the institution and its products and especially student recruitment. When undertaking publicity, it is necessary to be clear on what the institution wants to do. Is it increasing awareness or recruitment of students. On the whole public awareness of the institution builds up slowly. A satisfactory level of awareness is usually achieved only after a period of years rather than weeks or months of hard work. It is a



cumulative result of a series of activities, events and, publicity campaigns. A single newspaper report or a magazine article about the school's activities would not significantly build up the desired awareness level of an institution, though it does help in an incremental way to build up awareness. Publicity directed at student recruitment on the other hand has to be effected quickly.

Greenall, says that 'this distinction between awareness publicity and recruitment publicity is not clearly recognised as it ought to be' (p.63). therefore institutions who are anxious to recruit students for a programme, immediately find themselves putting great effort into activities, which while excellent in building up awareness, are highly unlikely to produce an adequate number of student recruitments.

As far as an institution's public relations are concerned Kotler (1982) suggested a process which consists of five steps:

- '1. Identifying the organisation's relevant publics.
  2. Measuring images and attitudes of the relevant public towards the organisation.
  3. Establishing image and attitude goals of the publics.
  4. Developing cost-effective public relations strategies.
  5. Implementing actions and evaluating results'.
- (p.382).

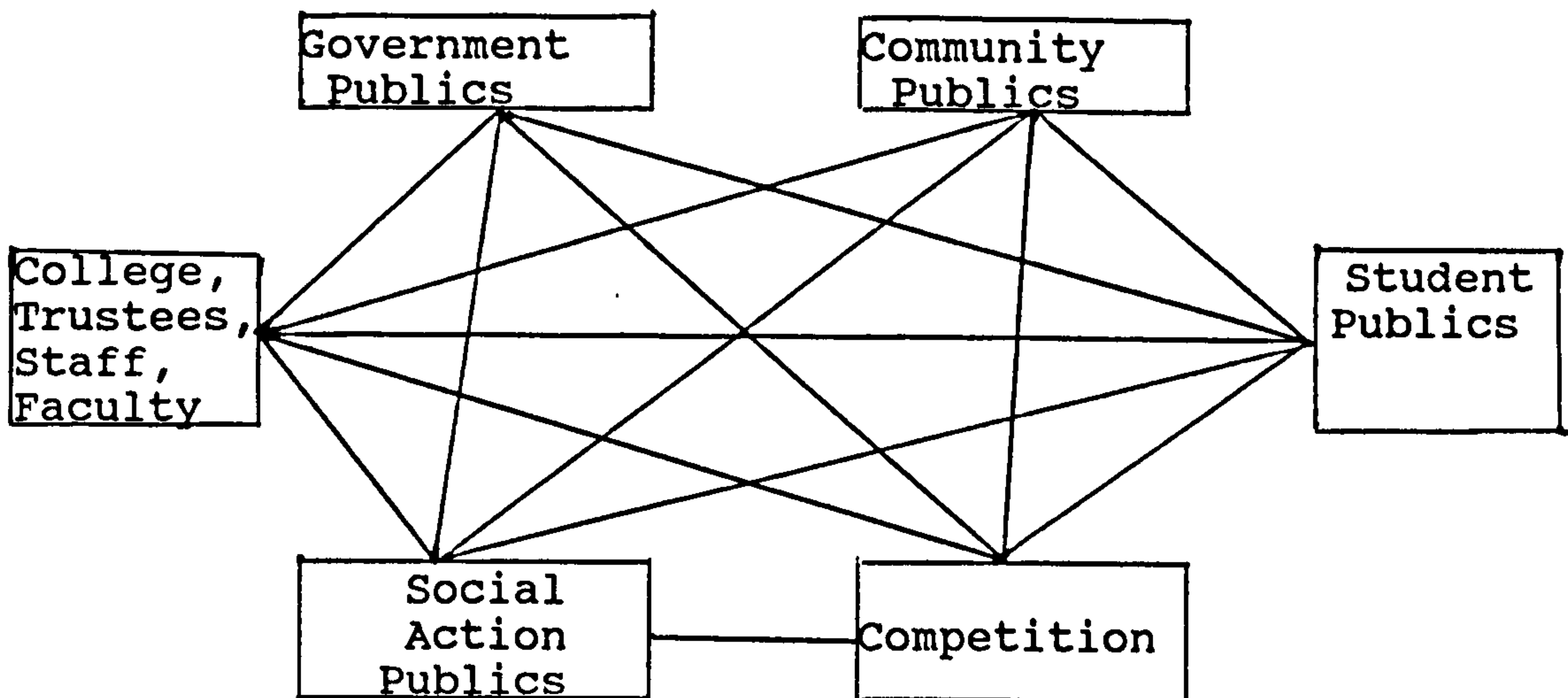
Educational institutions can use many public relations tools including, written material, news releases, personal contacts, special events and speeches. The public relations function of an educational institution should carry out the following objectives.

- Press relations. The aim of press relations is to place news-worthy information into the news media to attract attention to the institution's academic programmes and other services.
- Product publicity. This involves various efforts to publicise specific products.
- Corporate communications. This covers internal and external communications directed toward understanding of the institution.
- Lobbying. Lobbying involves dealing with legislators and government officials to promote or defeat regulations affecting the institution.
- Counselling. This involves advising management about student, staff and alumni issues and the image of the institution. (Adapted from Cutlip and Center, 1964).

In the process of meeting the above mentioned objectives, an educational institution should develop relations with its various publics in order to produce the desired satisfactions. The 'dynamic relations' that should exist between the institution and its various publics are given in Fig. 3.2.

Accordingly the institution firstly, should try to negotiate a better policy with the administrative staff and faculty.

Fig. 4.2 Dynamic Relations between a University and Its Publics



Source: Kotler, Philip (1982), Marketing for Nonprofit Organisations, Prentice-Hall, Englewood Cliffs, New Jersey, p.384.

Secondly, the institution should attempt to win the sympathy and interest of the community to bring effective responses to the institution. Thirdly, public relations may attempt to get government support for the institution's academic and non-academic activities. Fourthly, they may solicit the support of various social action publics. Fifth, they might need to establish good relations with competitors. Above all it should develop effective relations with its present students, alumni and prospects.

Some of the specific publicity and public relations tools that might be of use to educational institutions are given below:

1. Written material, such as annual reports, catalogues, newsletters, alumni magazines, flyers etc.
2. Audio visual material such as films, slides and sound and audio cassettes.
3. Institutional identity media can be carried through stationery, brochures, signs, business forms, business cards, buildings and uniforms.
4. News. This is creation of favourable news about the institution and marketing it to the appropriate media.
5. Events such as hosting conferences that attract favourable attention from the target markets.
6. Speeches on national or local TV and radio by the Principal/Vice Chancellor or by heads of departments.
7. Telephone information services such as setting up a telephone number that gives recorded information about the institution, registration times and costs, or a simple system of answering telephone queries.
8. Personal contacts such as the roles played by admission officers, development officers, faculty, staff, current students and alumni.  
(Kotler and Fox, 1985, pp.283-291).

### 3.7.2 Advertising Educational Products

The idea of advertising might seem new to some educators, though there is evidence that it had been used as long as 2000 years ago (Kotler and Fox, 1985). But always there have been critics of advertising educational institutions and their programmes. In 1869 when Harvard College advertised in the Harper's Magazine, one critic said, 'such a thing had never been heard of before. It was as if Noah had put up posters on the cliffs of Armenia to announce that the ark was open on such a day' (Hale, 1909). Even now some educators resist the idea of paid advertising, feeling that it demeans educational programmes and should be unnecessary.

Despite the above situation many universities and colleges are using some form of advertising today. As far as undergraduate programmes are concerned the Open University is the only British University which advertises for enrolments. But, those who run post-graduate programmes, generally advertise in local, national and even in international media. Greenall (1984) says that the considerations in this regard are similar to those of commercial organisations. The educational institutions also need readers to be attracted to the advertisements; to be informed about what is being offered; to consider the relevance of the institution's courses for the public; and to be interested enough to make further enquiries.

Advertising is a non-personal form of communication conducted through paid media, under clear sponsorship. It is non-personal in the sense that advertising messages, visual, spoken or written, are directed at a mass audience, and not directly at the individual as is the case in personal selling. Advertisements are identifiable from publicity, as the former always has a

clear sponsor while the latter is not always the same (Berry and George, 1975; Baker, 1985).

Broadly, there are two types of advertisements in newspapers and magazines - display and classified. The Open University experience is that classified advertisements are not effective enough and a waste of money (Greenall, 1984).

One important issue worthwhile considering is whether to employ an advertising agency or to design and place the advertisement by the institution itself. As advertising requires the services of a professional in buying media space and preparation of the copy, it is advisable to employ an advertising agency (Farlow, 1979). Maybe a single shot advertisement can be handled by the programme co-ordinator with the help of an advertising salesman of the particular type of media, to be used. But it is always advisable to use an agency due to certain benefits of using an agency.

Firstly, most agencies work on a commission basis under which their main charges are paid by receiving a percentage of cost of buying space from the media, usually 10 to 15 per cent. This means that the institution doesn't incur any primary extra cost.

But if the advertisement was placed by the institution the newspapers will not allow such a discount. However, the institution will have to pay a charge for preparing finished artwork and working blocks or plates. Secondly, when using the agency, the institution receives the benefit of the experience of the agency. The agency might have handled advertisements for education before or not. But still, they can bring in a more objective mind as to what and how the message should appear.

Another important suggestion made is to look around the same institution and see if the course co-ordinator can tie in with some other agency or unit within the institution or outside the institution which already is placing advertisements for the institution. (Farlow, 1979).

Regardless of whether the institution uses an agency or not, there are certain good advertising practices that should be followed by the institution.

- Target the most promising audiences.
  - Frame the right message for the right audience.
  - State the benefits to the reader of making a positive response.
  - Send the message at the appropriate time.
  - Tell the reader what the institution wants.
  - Plan follow-up mailings or other contacts.
  - Measure the advertising results. (effectiveness).
- (Lenz, 1980).

John Greenall, Director of Information Services of the Open University suggests the following guidelines for effective advertising.

- Firstly, the headline must make very clear what the institution is offering. Clever, off-beat, tangential headlines are fine if the institution can afford to run a long series of advertisements to build up familiarity. The headline can be devised as to clarity or cleverness. If a choice is to be made between clarity and cleverness, the former always happens to be the most important.
- Secondly, the message conveyed by both the headline and the body copy must be very clear as regards what the institution is offering. As the reader goes

through the newspaper or the magazine, he rarely looks at one particular advertisement. His glance alights on the institution's advertisement as he scans through, and in the few seconds before his eyes move away from the advertisement, it should be able to convince him of what is being offered by the institution.

- Thirdly, the size of the advertisement also matters. The Open University experience is that the larger the space the higher the effectiveness. A full-page in a tabloid such as Daily Mail or a quarter page in the Telegraph.
- Fourthly, illustrations such as pictures or symbols also have been found to be useful. It helps to attract attention and convey complementary and reinforcing message to the reader. For example, the advertisement may include a picture of an outstanding head of a department or a symbol such as a pen or a book.
- Fifthly, one essential element for recruitment advertising can be to include a cut-out coupon on the advertisement (Berry and George, 1975). Coupons have the effect of motivating the reader into immediate action, and the number of coupons received is a helpful guide in assessing the effectiveness of the advertisement also.



### 3.7.3 Personal selling and Academic Marketing

Personal selling involves direct, personal contact with the students, employers or funding agencies. Despite the importance of other communication methods such as advertising, personal contacts might prove to be useful in certain circumstances. As Baker (1985), puts it '...most advertising is generalised, and so, cannot answer all the consumer's information needs; it cannot elaborate upon specific points perceived as significant by the individual, nor can it resolve doubts as to suitability in a particular context' (p.370).

Especially, at the initial stages of promoting a programme, Smith (1980), says that personal contacts produce a higher benefit-cost ratio than newspaper advertisements or direct mail promotion. However, it should be important to note that personal contacts are only supplementary to the other forms of promotion.

In the recruitment efforts the educational institutions should be aware of the effectiveness of various contacts and individuals. Both current students and past satisfied students are effective recruiters when they speak to high school seniors, colleagues and other prospects. Prospective students usually prefer the past students of a course, as a reliable source of qualitative information about an institution and the course (Litten, 1980). The author's personal experience is that, prospective students of a British or an American Business School, normally make inquiries from past graduates about the school, faculty, and facilities such as accommodation, both before applying to the institution and before confirming an offer of a place. Keeping continuous contact with the past students, setting up alumni associations overseas, dispatching school information regularly to them, are therefore important in

encouraging the past students to 'sell' the school and its products.

Alumni, therefore, if they are trained, can be used as a very effective form of recruitment when working with parents, employers and high school personnel, though Ihlanfeldt (1975), says that they are not that effective in dealing directly with prospects.

College/University staff such as admission officers, have been found to be poor student recruiters, as they are not knowledgeable enough about the programmes and services of the institution. For example, when asked for details about a particular programme, they might not be able to give a 'good judgmental' view about it (Fischer, 1978).

If they are used as recruiters, they should be provided with adequate training and full information about the courses, the faculty and the facilities such as computing.

Litten (1980), argues that parents are good recruiters provided that they are provided with appropriate information as parents could have some influence upon their children's choice of an institution. This might be effective with undergraduate recruitment rather than with post-graduate recruitment.

Very effective 'salesmen' for educational programmes are the course co-ordinator and faculty members themselves, who are directly involved in planning, organising, implementing and controlling the programme. They are the heart of the curriculum and the reputation of the departments and their programmes (Campbell, 1977). They are the people who know best, what to say. Campbell, goes on to recommend that when employing faculty members for recruitment promotion, they should be used more in

campus than off-campus. In marketing short-term courses by the Cranfield School of Management, staff were expected to undertake 'two or three visits' with the view to selling programmes, but the results were not impressive (Wills, 1981). On the other hand, if faculty members visit high schools, employing organisations or even a foreign country to 'sell' a programme, it should be important to select such members carefully. The prospects will see the institution, through them. The faculty member who visits the market to promote a particular programme should be an expert in that area. For example, an energy physicist should not be sent to recruit students for a marketing course and vice versa. The most effective way the faculty members can serve a department's recruitment efforts is by meeting visiting prospects and answering queries about programmes, faculty, facilities etc., available in a particular department. They can play an important role on Open Days, by talking to prospects. This is useful both with long-term undergraduate or post-graduate programmes and short post-experience programmes.

In addition to recruitment promotion, personal contacts are important in soliciting funds for research assignments and funding tuition fees and other expenses for students who have financial difficulties.

Such contacts may induce companies to provide the institution with equipment free or at concession prices. This kind of 'personal solicitation', as Kotler and Fox (1985) calls it, should use credible 'spokespersons' of the institution. Personal solicitation involves five steps; (1) identification, (2) introduction; (3) cultivation; (4) solicitation; and (5) appreciation. Contacts in this regard may be made with organisations such as DTI, MSC, European Social Fund, the British Council and other organisations during academic

endeavours.

#### 3.7.4 Other Communication Methods

Another important method of promoting programmes is direct mail method. This is a very popular device in publicising and promoting programmes, especially short post-experience programmes (Farlow, 1979). Farlow goes on to say how direct mail can be effectively used by an institution. Firstly, the mailing piece should be an eye-catcher, both in design and in whatever words are placed on the material. Secondly, it should be written in a clear and catchy style. Thirdly, it should be specific as to what the programme will include and how the programme can benefit the individual and the organisation. Fourthly, it should be 'inclusive' as possible, the lecturers and other resource personnel involved in the programme. Fifthly, it should 'play up' any plusses the institution can offer, such as attractive location, and expertise not available elsewhere. Sixthly, the material, should include an application or a registration form. Seventhly, updated mailing lists should always be used. (pp.69-71).

The computer has made it possible to categorise members of an audience with remarkable precision, in terms of their potential for a particular institution (Lenz, 1980). Mailing lists have to be compiled and updated regularly. A micro-computer with a simple data base package will be sufficient for a small institution to maintain its mailing addresses. The possibility of using data bases such as ACORN, CLS (Consumer Location System) and Yellow Pages Business Data Base etc. are worth considering. Especially the Yellow Pages Business Data Base which provides information on business names, full postal addresses, telephone numbers for the U.K., might prove to be useful in compiling suitable mailing lists

for post-experience and continuing education programmes.

In addition, getting mailing lists from GMAT, Educational Testing Service also may be useful, especially with regards to MBA programmes. For example American Business Schools send brochures and application forms to those who have received acceptable GMAT scores.

The university catalogue or the programme brochure which is another important medium of communication, is generally mailed to prospects who request them. The catalogue, with its detailed description of courses, is the basic tool, and in recent years as marketing efforts have intensified, these once 'staid' publications have become 'showier' and more extravagant, with colour covers, tantalising titles, seductive copy and bold eye-catching graphics (Farlow, 1979). For most prospects, especially for overseas students the catalogue or the programme brochure may be the only piece of information available for evaluating the institution, its staff, the programme and other facilities available. Therefore, every effort needs to be taken to present the student with the information he needs in aiming the institution choice. They should have, Farlow, goes on to say, 'immediate eye appeal and copy which will trigger an unhesitating response and which represents a product that meets a need or a desire' (p.69).

Whatever, the communication method or methods used they should as Wills (1981) has pointed out serve three basic purposes:

1. create awareness of the institution
2. generate a quality image of the institution
3. generate enquiries (and enrolments) for the programmes. (p.38).

### 3.8 Ethical Issues in Academic Marketing

It is true that educational institutions, like other organisations should be market oriented and practice marketing. However, it should be noted that educational institutions should use all techniques and approaches in marketing in an honest and ethical manner (Grabowski, 1981; Litten, 1981; Farlow, 1979). Farlow, for example, says that 'ethics are crucially important to those who work in education-related P.R. This is an area in which you can't make exceptions based on preferences and personalities. You've got to play it straight, right down the middle of the path' (p.27). It is always better to prefer quality over quantity and anything that demeans honesty and quality should be avoided.

When institutions become competitive in their admission efforts, in the face of declining or stagnating college/university age students, concern over unethical or undesirable recruiting and marketing practices, is a mounting issue (Litten, 1981). Perhaps excesses in academic marketing might arise due to the wrong conception that marketing is a panacea for universities and colleges. Marketing if seen as only a remedy for conditions of crisis, an institution might be prompted to go beyond the ethical limits of marketing. As Berry & Kehoe (1980) point out, 'the underpinnings of effective marketing - solid research, formal planning, good organisation - are not readily visible, and in any case, take time to achieve. Once in place these underpinnings forge the way to marketing achievement which takes even more time' (p.6). If used as merely a recruitment campaign, when the applications go down, marketing might become unethical and excessive. This may be why, Greenall (1984), believes that 'the task of all of us is to co-operate to make the educational cake very much bigger, not to try to take a bigger slice of the same

size cake' (p.70). Grouping institutions as confederations might alleviate aggressive, competitive marketing, which in turn will be an indirect way of coping with excessive recruitment promotion.

In the U.S., more thoughtful consideration has been given to the problems that greater competition for students might induce, by the American Assembly and the Carnegie Council. Both these bodies dealt with a wide range of disorders and abuses in higher education, and each has touched on the basic ethical issues regarding recruitment and admission marketing. More recently, the problems of marketing were comprehensively addressed in the Wingspread Colloquium on 'Marketing, Student Admissions and the Public Interest' (Litten 1981).

The Wingspread Colloquium examined the current problems facing recruitment of students and went on to give the following recommendations to avoid excesses and abuses of academic marketing (Litten, 1981, pp.106-114).

- '1. 'Understand and appreciate the existing system of higher education more fully through continuing scholarship on its functions, its institutions, and its market. Educate both academicians and the public about the nature and requirements (financial and otherwise) of higher education and its institution.'

2. 'Clarify our understanding of the marketing of higher education and promote discussions among marketers, market researchers (in and out of academia), academics, administrators, faculty and students.'

3. 'Organise institutions internally for effective academic marketing.'

4. 'Provide appropriate training for those who conduct (our) marketing. Training should focus on increased understanding of higher education, as well as on market analysis and marketing techniques.'

5. 'Establish specific norms and guidelines for conduct of market research and marketing activities (pricing, promotion, quality control).' Litten (1981), says 'that subterfuge and concealment are undesirable in any research' (p.115).

Some critics who believe that marketing is inappropriate to higher educational institutions contend that it is a significant philosophical change which threatens the basic mission of higher education (Fiske, 1979). Very strong critics such as Atac (1990) go on to say that 'in short let us take marketing out of the classroom where students are treated as customers and courses products, and put it where it belongs. Institutions of higher education have a serious responsibility about the future of this society and the world' (p.70).

Most abuses of academic marketing are related to promotion. Grabowski (1980) quotes some of these blatant excesses as follows:



### 3.9 Summary

Most educational institutions, knowingly or unknowingly practice some kind of marketing. But the problem is that they see marketing, mostly as admissions promotion. There are three obstacles that make proper marketing impossible or difficult in educational institutions: (1) Marketing viewed as inappropriate; (2) Unrealistic expectations are held about marketing; (3) The marketing function is improperly organised and staffed.

The word 'marketing', has a wide range of usages. Some view it narrowly as a function while others view it broadly as a philosophy. Since the 1970's, there has been increased interest in extending the marketing concept into non-profit making organisations. Marketing could be applied to educational institutions, for prosperity or survival and to serve the market effectively.

Market research and identification of the needs of the educational market, should be the starting point of the marketing policy of educational institutions. However, most British higher educational institutions have ignored and neglected this important aspect of marketing.

Market research and identification of the needs of the educational market, should be the starting point of the marketing policy of educational institutions. However, most British higher educational institutions have ignored and neglected this important aspect of marketing.

Designing programmes, if they are to satisfy the market needs, should follow a formal procedure. The theories and procedures, used by market researchers, in developing new products for manufacturing goods companies could be modified to provide such a procedure for the educational institutions.

Pricing educational programmes, include assessing programme costs and determining tuition fees and other fee charges such as residence fees. With the government funding, fading away, the importance of pricing will be of importance to the academic institutions in the future.

Traditionally, the Universities and Colleges have distributed their products largely by asking the market to come to the institution. Now, it is time, for these institutions to go to the market, rather than asking the market to come to them. Many British educational institutions, have been brave enough to introduce new distribution channels to make their programmes available to non-traditional markets.

An educational institution, like any other organisation, needs to communicate effectively with its markets. Institutions shouldn't rely on one method of communication, but should have a meshing-up of a mix of communications methods which will reinforce one method on the other. The mostly used promotion methods in education are public relations, advertising and personal selling.

Though, it is true that educational institutions, like other organisations, should be market oriented, they should be careful that their marketing activities are within the ethical limits of marketing. Usually excesses of marketing, can be seen when marketing is mistakenly interpreted as a selling activity. On the other hand though educational institutions need to be market

oriented, they shouldn't be too responsive to the market's desires, as it might lure an institution from its scholastic responsibility to the society.

Having examined the relevant literature on management education in Britain and marketing of management education, we are now in a position to plan for primary research to be undertaken in this study. The next chapter therefore, deals with designing a research programme to be undertaken in the study.

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CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

#### 4.1 Introduction

In the previous chapters literature related to management education in Britain, and marketing of management education were examined. The purpose of this chapter is to discuss the plan of the field study and the methodology used in collecting the relevant data. The chapter therefore, includes the following sections:

1. An overview of the literature review.
2. The formulation of the hypotheses.
3. The plan of the field study.

#### 4.2 An overview of the literature review

Education and specifically management education is seen as a worthwhile investment, which is a significant factor in the economic well-being of an individual, an individual firm or a country as a whole. There is no doubt therefore, that one of the most important assets a country possesses is its managerial skills. It was concluded that, without effective managerial skills, it is impossible to organise ideas into wealth creating ventures. Failure to ensure that a country has the best possible managerial labour force is shortsighted. Though some large business organisations in the UK have shown some interest in formal management education and 'educated managers', the interest shown is inadequate and 'scanty' when compared with her major competitors (Handy et al, 1988).

In chapter two, two major dimensions of management education were identified: the career dimension and the vocational dimension of management education. Career dimension refers more to the preparation of an individual for a future managerial career while the vocational dimension refers to the education of existing managers in order to update their knowledge and skills in management. It was concluded that undergraduate courses and to some extent even postgraduate courses in management education serve the career dimension while post-experience courses and postgraduate courses, to a great extent serve the vocational dimension.

As far as demand for and supply of management education is concerned a few important observations have been made:



1. Demand is less than the need for management education.
2. Demand for management education is heterogeneous in nature, which implies that the market for management education can be divided into distinct segments. What is demanded by individuals seems to be different from the employers' demand. Employers are more interested in skills development while the individuals are more interested in qualification courses. Therefore, employing organisations may support short, non-qualification, post-experience, skill specific courses and task specific training such as in-company training and on-the-job training, more than long term postgraduate and undergraduate courses.
3. Individuals, both students and graduates, show very high satisfaction with regard to the type of management education made available by the British educational institution.
4. Employers believe that the external mode of management education and training, especially long term undergraduate and postgraduate education is less important than the internal mode of training, though they agree that they are complimentary.
5. Supply for management education is inadequate both in terms of quantity and quality. There are more than 2.5 million managers in Britain and about 90,000 individuals enter managerial careers every year (Constable & McCormick, 1987). But the Universities and colleges in Britain produce only 4500 undergraduate degrees and 2400 postgraduate degrees in business and management every year. Most of the management education programmes therefore, are 'over-subscribed', in some cases by 10-12 times (Golzen, 1988; Paliwoda, 1990).

In the fourth chapter an attempt was made to examine the transferability of marketing principles into management education. The following conclusions/observations can be made based on the literature included in this chapter:

The changing economic, business, political and competitive environment suggests that business education in Britain should be more responsive to the market needs.

Though proper market orientation should start with an identification of market needs, British management educational institutions have so far paid little or no attention to researching the market needs for management education.

Designing effective management educational programmes is crucial in meeting the needs for management education. But British management educational institutions, teach (or preach) their customers that product development should follow a systematic procedure, but they themselves do not practise a systematic procedure in developing their own products.

With the increasing trends of cuts in government funding, the management educational institutions will find pricing an important decision area in the years to come. However, as far as the present situation is concerned, pricing strategies are more related to post-experience courses than with other types of management educational programmes.

The traditional delivery method of asking the market to come to the supplier is still being widely used by British management educational institutions. But some institutions have taken steps to identify different methods of distribution, such as the distance learning

option. As most employing organisations feel that they cannot spare the managers' time to attend full-time education, especially for long periods, institutions should explore the possibility of making management education available through non-traditional methods. Part-time option, distance learning option and collaboration with business organisations in running programmes, modular programmes etc., are some of the options preferred both by the employing organisations and prospective students for management education programmes.

Promotion is the element of the marketing mix which receives the most attention by the educational institutions in marketing their programmes. Promotion itself is mostly in advertising and most educational institutions seem to equate advertising with marketing. Other promotional methods such as using alumni relations as a personal selling technique, especially as far as the overseas students are concerned, have been overlooked to a great extent.

The lack of market orientation of the management educational institutions, can perhaps be explained by the fact that most of the management educational courses such as the MBA are 'over-subscribed' (Golzen, 1988; Paliwoda, 1990). But this 'over-subscription', doesn't justify that the educational institutions should not gear to the market needs of the industry/commerce and the prospective students. The sellers' market situation which the management educational institutions enjoy at present will no doubt gradually turn into a buyers' market in the next decade or so.

Based on the above summary, it can be confidently deduced that there is a mismatch between the interests of the educational institutions and their markets.

#### 4.3 The research problem and research objectives

From the literature review, it is evident that a considerable amount of work has already been done in the area of management education.

Nevertheless, marketing of management education has been a neglected or an inadequately researched area in Britain to a large extent. This perhaps can be explained by the fact that there is more demand for management education when compared with the limited amount of provision made by the British management institutions. Most educational institutions are, therefore happy with their provision and do not see a need to 'market' management education. Consequently, the essence of the research problem or hypothesis is that management educational institutions in Britain are not adequately market orientated.

The study is related to three postgraduate programmes offered by the Strathclyde Business School (MCom in Marketing, MSc in Marketing and the MBA) and it concentrates on the present and past students of these three programmes. Consequently, the research objectives are:

1. To find out the levels of academic, career, social and personal development expectations the students have when they embark on a study programme.
2. To find out the levels of expectations students have of the course, the School, other amenities and the study environment, when they embark on a study programme.
3. To ascertain the extent to which the various expectations are fulfilled by the programme, the SBS, and the study environment.

4. To identify the factors that influence institution choice, and the sources of information about the programme and SBS.

#### 4.4 The research design

The review of material on research design suggests that it is of three types: exploratory which often produces findings as hypotheses to be later tested, descriptive which produces findings that explain consumers, organisations, objects, concepts or events and causal or explanatory which yields findings showing that a change in one variable produces a change in another (Nelson, 1982; Tull and Hawkins, 1987; Chisnall, 1986; Churchill, 1979). This implies that research must be designed to contend with the nature of the data sought. In the case of the current study, we need all three types of data as we have to find out what the student motivations and expectations are and the extent to which they are satisfied.

There are two basic methods that can be used for the collection of necessary data: qualitative approach and quantitative approach. Before explaining the choice of method, a brief overview of the advantages and disadvantages of each of these two approaches is given.

##### 4.4.1 Qualitative research

Parasuraman (1986) defines qualitative research as the collection, analysis and interpretation of data that cannot be meaningfully quantified. Qualitative research generally involves non-structured questioning and/or observation, and the relatively small number of respondents make it distinguishable from quantitative research.

##### 4.4.1.1 Strengths of qualitative research

Miles (1979) contends that qualitative data are attractive for many reasons. They are rich, full, earthy, holistic, and 'real' (p. 590).

There is a lot more to research than numbers and statistics. Quantification by itself does not make research any more accurate or valuable than soft research (qualitative research). Qualitative data provide greater depth of understanding and meaning, especially in the social sciences. (Parasuraman, 1986; Davis, 1976; Moser and Kalton, 1971).

The basic advantage of qualitative research methods is that they can elicit ideas, feelings, reactions and the creative potential of people in relation to specified issues or stimuli or things (Belson, 1986).

According to Chisnall (1986) qualitative research is diagnostic, seeking to discover certain types of behaviour, seeking a deeper understanding of factors, sometimes covert, which influence decisions.

#### 4.4.1.2 Weaknesses of qualitative research

The basic weakness of qualitative research is that the analysis of such research data is not well formulated. Even the use of qualitative research analysis packages such as 'Ethnograph' is cumbersome and more complicated than using packages such as SPSSX, SNAP or SAS which are used for quantitative data analysis.

Critics of qualitative research, mention that qualitative research has been misused by careless, and at times unscrupulous, researchers. The most frequent misuse is making generalisations from research that is primarily intended to provide preliminary insights about a given research setting (Parasuraman, 1986, p. 243).

A number of practical issues may also be considered as weaknesses in qualitative research methods. Qualitative data collection is labour-intensive and requires a good deal of skill to be carried out satisfactorily. It can

also be very time consuming. The data itself is of the kind which is not easy to analyse.

The qualitative research method therefore, is used basically for the following purposes, according to Calder (1977):

1. 'To generate or select hypotheses about consumer behaviour for later investigations by quantitative psychological research.
2. To investigate aspects of consumer behaviour when quantitative psychological research is inappropriate.
3. To understand consumers from the standpoint of consumers' (pp. 353-64).

#### 4.4.2 Quantitative research

As the name implies quantitative research methods attempt to quantify research information. It therefore, calls for very specific information capable of suggesting a final course of action. Survey research is the most widely used quantitative data collection method which takes the form of personal interviewing, telephone interviewing and mail interviewing. These three aspects will be examined in detail later in the chapter.

##### 4.4.2.1 Strengths of quantitative research

The obvious strength of quantitative data is that the numerical form makes comparison easy, data can be standardised, visible and amenable for statistical testing. (Cooper and Branthwaite, 1977). Samples are more representative in quantitative studies as large samples are drawn from the population. The confidence and reliability increases to a greater extent because of the representative sample size.



As there are well-documented formalised guides for analysis, there is less room for subjective interpretation, and the internal validity of research findings can be more easily assessed (Miles, 1979).

According to Babbie (1973), the concepts under investigation have to be operationalised and, quantitative methods are both 'specific' and 'parsimonious' and 'deterministic', which is the basis of scientific investigation. These aspects of quantitative research highlight the scientific rigour that accompanies such research methods. In addition, when quantitative researchers fail to provide adequate explanations of their research approaches, there is a body of well-drawn guidelines to assist the research consumer in deciding on the quality of the research (Adams and Schvaneveldt, 1985).

#### 4.4.2.2 Weaknesses of quantitative research

Critics of quantitative methods seem to centre on the nature of the data they provide. Cooper and Branthwaite (1977) for example suggest that quantitative methods are able to investigate only the more rational aspects of motivation and behaviour, but miss the subtleties and idiosyncrasies of individual or organisational behaviour.

Some critics such as Mintzberg (1979) contend that quantitative data is superficial and often without theoretical direction.

A general sentiment echoed throughout marketing literature is that quantitative methods are more inclined to describe and interrelate verbally expressed sentiments rather than describe actual conduct. They focus on, according to Ames (1970), the 'trappings' of behaviour, not its 'substance'.

Content validity (which exists when a panel of experts considers the measuring instrument appropriate for obtaining the information desired) of quantitative data is uncertain to a great extent.

The research in hand uses to a great extent a research design which is quantitative in nature due to the following reasons:

- In order to test the hypothesis that higher educational institutions in management are not market orientated.
- To synthesize a large number of variables in order to test the above hypothesis.
- To control construct validity.
- To control reliability.
- To save time and resources while getting information from fairly large sample sizes.

However qualitative research also was carried out in the sense that the course directors of the three programmes were interviewed using a semi-structured personal interview method. Moreover, open ended questions included in the questionnaires serve the purpose of collecting qualitative information, which cannot be measured by quantitative means.

#### 4.4.3 Choice of data collection method

Broadly there are three methods of primary data collection:

1. Observation
2. Experimentation
3. Surveys.

##### 4.4.3.1 Observation

In the observation technique the researcher and the respondents do not share spoken or written communication during data collection. The researcher collects data not by questions but by perceptions (Nelson, 1982).

Observation involves observing potential objects' behaviour. The method attempts to avoid asking questions because it might affect the behaviour of the respondents. A good example of this approach is the measurement of customer flow patterns within retail outlets, from which many principles of store layout have been developed.

There are five ways observational studies are generally classified (Weirs, 1984; Tull and Hawkins, 1987; Kinnear and Taylor, 1987);

1. whether the observation is made under natural or contrived circumstances (natural versus contrived observation),
2. whether the persons being observed are aware or unaware of their participation in the research process (disguised versus undisguised observation),
3. whether the observation process is structured or unstructured (structured versus unstructured observation),

4. whether or not behaviour is observed as it actually takes place (direct versus indirect observation), and
5. whether the observations are made by people or by mechanical devices (human versus mechanical observation).

There are certain obvious advantages of using observation method in data collection. Firstly, it does not rely on the respondents' willingness to provide information. Secondly, the interviewer bias and the bias of the interviewing process could be reduced if not eliminated completely. This makes observational data more accurate. Thirdly, certain types of data can be collected only by observation. For example, behaviour patterns of which the respondents are unaware of can be collected only by observation.

But there are certain weaknesses of the observation method which limits significantly its use. Firstly, such things as awareness, beliefs, feelings, and preferences cannot be observed. Secondly, it is difficult to observe certain intimate activities such as applying makeup and deodorant, family games, eating etc. Thirdly, the observed behaviour patterns must be of a short term duration, occur frequently, or be reasonably predictable if the data collection costs and time requirements are to be competitive with other data collection methods.

In the current research the observation method was not selected as the method of data collection simply because, the basic purpose of the study was to identify the respondents' motivations and attitudes regarding postgraduate study in management at SBS, which cannot be collected through observational techniques.

#### 4.4.3.2 Experimentation

Experimentation is described as a relatively new method of collecting marketing information (Kinnear and Taylor, 1987). Tull and Hawkins (1987) define experimentation as 'the manipulation of one or more variables by the experimenter in such a way that its effect on one or more other variables can be measured' (p. 143). The variable being manipulated is called the independent variable and the variable that will reflect the impact of the independent variable is called the dependent variable.

Experimentation attempts to identify the cause and effect relationships between variables which is the primary concern of researchers involved with causal studies. In order to make sound decisions regarding products, price, distribution and advertising, marketing managers often rely on experimental designs to determine the effect a particular strategy would have on independent variables such as sales, market share, and consumer attitude.

There are two kinds of settings in which marketing research experiments can be conducted: laboratory and field. In the laboratory experiment, the treatment is administered to the test units, typically consumers in an artificially contrived setting for the purpose of the experiment. This allows the researcher to avoid or control the unwanted effects of extraneous variables. But this artificiality tends to weaken the external validity of the experimental designs. (Weiers, 1984). A field experiment is a research study conducted in a natural setting in which one or more independent variables are manipulated by the experimenter under as carefully controlled conditions as the situation will permit (Parasuraman, 1986). As a result, consumers are less likely to react to the experimental situation

alone, but control of extraneous variables may be diminished, thus tending to reduce internal validity.

Experimental techniques were rejected in this study as the purpose of the research and the type of data to be collected are such that they cannot be collected by means of experimental designs.

#### 4.4.3.3 Surveys

The survey research method is normally used when the researcher feels that he/she must talk directly to the respondent in order to gather information. Tull and Hawkins (1987), define survey research as 'the systematic gathering of information from the respondents for the purpose of understanding and/or predicting some aspect of the behaviour of the population of interest' (p. 96). Typically some version of a questionnaire is used for gathering information, and therefore the researcher who chooses to use this method has to be concerned with sampling, questionnaire design, questionnaire administration and data analysis.

There are three major types of survey methods:

1. Personal Interviews
2. Telephone Interviews
3. Mail Interviews

It has to be noted that the term 'interview' is used to denote that the survey method uses some form of communication with the respondents unlike observation or experimentation techniques.

#### 4.4.3.3.1 Personal Interviews

In personal interviews the interviewer asks questions from one or more respondents in a face to face situation. This is the most expensive, but at the same time most versatile and productive method of surveys. The interaction between the interviewer and the respondent, plus the fact that the interviewer can probe, gives the personal interview method, versatility and productivity (Dodge, Fullerton, and Rink, 1982).

However, the personal interaction between the interviewer and the respondent can be a major source of bias and sampling variance (Boyd and Westfall, 1978; Mckenzie, 1978; Bailer, Bailey and Stevens, 1978). Even rapport building in personal interviewing is regarded by some critics as a major cause of bias (Dexter, 1956).

According to Bailor, Bailey, and Stevens (1978), interviewer variance could arise from, (1) willingness to accept nonresponses, (2) misunderstanding of questions, (3) misinterpretation of answers, and (4) wrong recording of answers.

On the other hand it is the most expensive and time consuming method of data collection, which needs to be done very carefully. According to Peterson (1982), often a personal interview is four times more expensive than a telephone interview, and eight or nine times more expensive than a mail interview. This is because personal interviewing is very labour intensive and frequently there are considerable travel expenses involved in locating and approaching respondents.

Luck and Rubin (1987) propose the following plan to be followed in order to reduce bias and improve versatility:

- '1. Fulfil the sampling plan by covering the designated areas or locations and reaching the designated persons.
2. Administer the questionnaire with strict accordance with instructions.
3. Record the responses precisely as given, in terms of the measurements that are called for by instructions.
4. Return the information to the central point of editing and data processing by the stipulated time.
5. Complete the field work within budgeted costs' (p.299).

#### 4.4.3.3.2 Telephone Interviews

In this method there is only a vocal interface between the interviewer and respondent. This is the fastest and the most timely method of collecting data. The use of the telephone permits highly structured interviews, as they take less time than personal interviews. As far as the respondents are concerned, the telephone interview is easier and quicker to do, and does not require a visit by an interviewer. Balanced against this, is the fact that the respondent does not know who he/she is talking to, and most people do not like to respond to questions asked on the telephone (Groves, 1979).

Telephone interviewing has been used since the early days of broadcasting, when coincidental telephone calls were made to measure the radio audiences. It was expanded when television was introduced in the mid-1940s. During the last 25 years technological advances in telecommunications and the widespread use of computer technology have expanded the horizons of telephone interviewing. Two such new developments are random-digit dialling and computer assisted telephone interviewing (CATI). Random-digit dialling is used to



obtain representation of households having unlisted telephone numbers. However, empirical tests show that while the demographic characteristics of telephone subscribers with listed numbers are usually significantly different from those of subscribers with unlisted numbers, the differences are so small that the additional accuracy obtained from random-digit dialling may be of no practical significance (Rich, 1978). CATI on the other hand has made significant advances in telephone surveys.

When speed and timeliness are paramount, the telephone interview is favoured over the personal or mail interview. However there are such disadvantages as the possible brevity and lack of 'definitiveness' in respondents' answers, in telephone interviews. On the other hand some potential respondents might not have telephones in their homes. (Schmiedeskamp, 1962). But potential bias in telephone interviews is minimal as the social interaction between the interviewer and the respondent is very much less than with personal interviews.

#### 4.4.3.3.3 Mail Interviews

The mail interview method involves the mailing of a questionnaire to the respondents and the return of the completed questionnaire by mail to the researcher. Once the questionnaire is set and tested the tasks involved in a mail interview are as follows;

1. compiling the mailing list of the desired kind of respondents,
2. addressing envelopes, stuffing them with the questionnaires and other materials and mail them,
3. mailing follow-up questionnaires to those who do not respond by a selected date, and
4. editing the questionnaires and preparing them for data processing.

The advantages of mail interview method according to Kanuk and Berenson (1978) are as follows:

1. Relatively low cost even when completed questionnaires are considered.
2. Implied or promised anonymity encourages respondents to answer questions that cover private, personal, or specially undesirable areas.
3. Validity is enhanced, because the respondent can check by his or her records, consulting with other members of the family or associates, or making a leisurely and thoughtful reply.
4. Opportunity is provided to survey difficult-to-reach respondents, such as top-level executives, farmers and professionals.
5. Absence of the costs and time consumption normally associated with interviewer bias and variability.
6. No problems of interviewer access or the possibility of information distortions due to time lags.

However, balanced with these advantages there are certain disadvantages of mail questionnaires, the major one being the low response rate and the resulting non-response error. Other disadvantages of the method include, difficulty of developing mailing lists, the time involved, particularly if additional mailings are required, and a lack of versatility. With regard to the last disadvantage, once a mail questionnaire is posted it cannot be changed, and the same questionnaire format has to be used with each respondent. This lack of versatility, places a great deal of importance on preparation of the questionnaire. Finally, there is a chance that the questionnaire is completed by one other than the desired respondent (Dodge, Fullerton and Rink, 1987).

The low response rate in mail interviews is a formidable problem which has been the subject of concern in many research papers (Goodstadt and Chung, 1977; Armstrong, 1975; Robertson and Bellenger, 1978). Some means of increasing the response rate are as follows:

- guaranteeing anonymity.
- personalising the cover letter.
- inclusion of a stamped, self-addressed envelope, or stamps.
- use of first class postage.
- specification of a deadline.
- sending follow-up reminders.
- preliminary notification of the survey and the questionnaire.
- using shorter questionnaires.
- premiums and rewards for participating in the survey.

(Read Kanuk, and Berenson (1978) for a comprehensive discussion on the issue of non-response and the various methods available to increase it).

A comparison of the three survey methods as to their cost, versatility, amount of information that can be collected, speed and administration are given in the following figure:

Type of Surveys Ranked(\*)

Method	Cost	Versatility	Amount of Information	Speed	Administration
Personal	3	1	1	2	3
Telephone	2	2	2	1	1
Mail	1	3	3	3	2

\* (Ranked from most advantageous to least advantageous).

Adapted from Dodge, Robert H, et al (1982), Marketing Research, Bell & Howell, Columbus, p. 120.

4.4.3.4 Selection of a survey method

As we have discussed in the preceding discussion, each of the survey approaches -personal, telephone and mail- has its own distinct set of strengths and weaknesses. The criteria suggested widely in the selection of a particular survey method are discussed briefly now.

Speed of responses is one important criterion, which refers to the time between selection of a survey method and completion of data collection operations. In comparison to this, personal interviews which normally use non-structured or semi-structured questionnaires, take more time to process. Holding the budget and other survey design aspects constant, mail and telephone

interviews increase the speed of response when compared with personal interviews. But the concern for speed can be argued to be going beyond the completion of data collection. For example, in mail surveys normally fully structured questionnaires are used which can be edited, coded and processed speedily.

Cost is another criterion the researcher has to take into consideration and refers to the expenses connected with survey data collection. Such expenses are usually totalled and expressed as an amount per usable questionnaire collected in the survey. For most surveys variable costs include, paper, printing, and collating costs. Mail surveys introduce additional costs of envelopes, clerical activities of folding, stuffing, sealing, stamping, and postage. Telephone interviews include as costs, the interviewers' wages and benefits and telephone expenses. Personal interviews require a substantial cost for travelling. So, other aspects of the survey design process being equal, mail surveys cost less than telephone and personal interviews. However the actual costs depend on survey design details.

Data collection control is the third criterion of the selection of the survey method and this refers to a survey method's potential for gathering information according to the procedures established by the researcher. Personal interviews which use field interviewers, lack control over data collection, but telephone and mail surveys offer somewhat more data collection control.

Sampling control is another criterion, which describes the ability of the survey to collect data from and only from members of the target population. Telephone interviews offer the researcher a higher degree of sampling control because even if the respondent is not at home that respondent can be interviewed later without

much inconvenience as in personal interviews. On the other hand in personal interviews the researcher has less sampling control as the interviewers may mistakenly or intentionally interview the wrong person from the right household or interview the wrong person from a block of houses. (Nelson, 1982).

Such is not the case with mail interviews. However, sampling control may suffer to some extent in mail surveys for two reasons. First is the lack of an adequate list of mailing addresses for members of the target population. Second is the inability to control the identity of the actual respondent.

Versatility is another important criterion in the selection of the survey method, and it describes the potential of a survey method to apply to a variety of marketing problems. The most versatile is the personal interview as it can collect data on virtually any research topic from just about any population. Interviewers can probe to get beneath vague and superficial responses. They can follow complex research designs. On the other hand, telephone interviews are less versatile, because they present only auditory research materials. Because a telephone interview cannot take as much time as a personal interview, it cannot probe much into vague responses. Mail surveys are the least versatile. They cannot probe, use complex questions, or present anything other than the printed research material. They cannot study as many areas as the researcher wishes, as lengthy questionnaires will result in high non-response rates. Erdos (1970), contends that in mail surveys involving the general public, eight pages is the maximum one can go for.

No survey method emerges as superior to others on all survey evaluation criteria. However, in the research in hand the researcher selected the mail questionnaire

method in order to study the present and past students, due to the following reasons:

1. The respondents from the Past Graduates Survey are distributed all over the world.
2. The sample sizes in the surveys were too large to justify the use of personal interviews.
3. The limited amount of financial resources available for the researcher.
4. It was the understanding of the researcher that the type of information to be collected from the respondents was such that they cannot be collected by using any other method, specifically personal interviews. For example the degree to which the respondents are satisfied with the course, the staff and the SBS as a whole, would be affected if the data were collected by means of a personal interview as the researcher himself was involved in the teaching programme of the MSc Marketing and MCom in Marketing Courses.

The details of the administration of the questionnaires will be discussed later in the chapter.

#### 4.4.4 The survey process

Having discussed the data collection methods and the rationale in selecting the method of data collection, attention is now turned to the method of implementation of the survey. There are three areas of concern here - sampling process, questionnaire design, administration of the questionnaire survey and the response rates received.

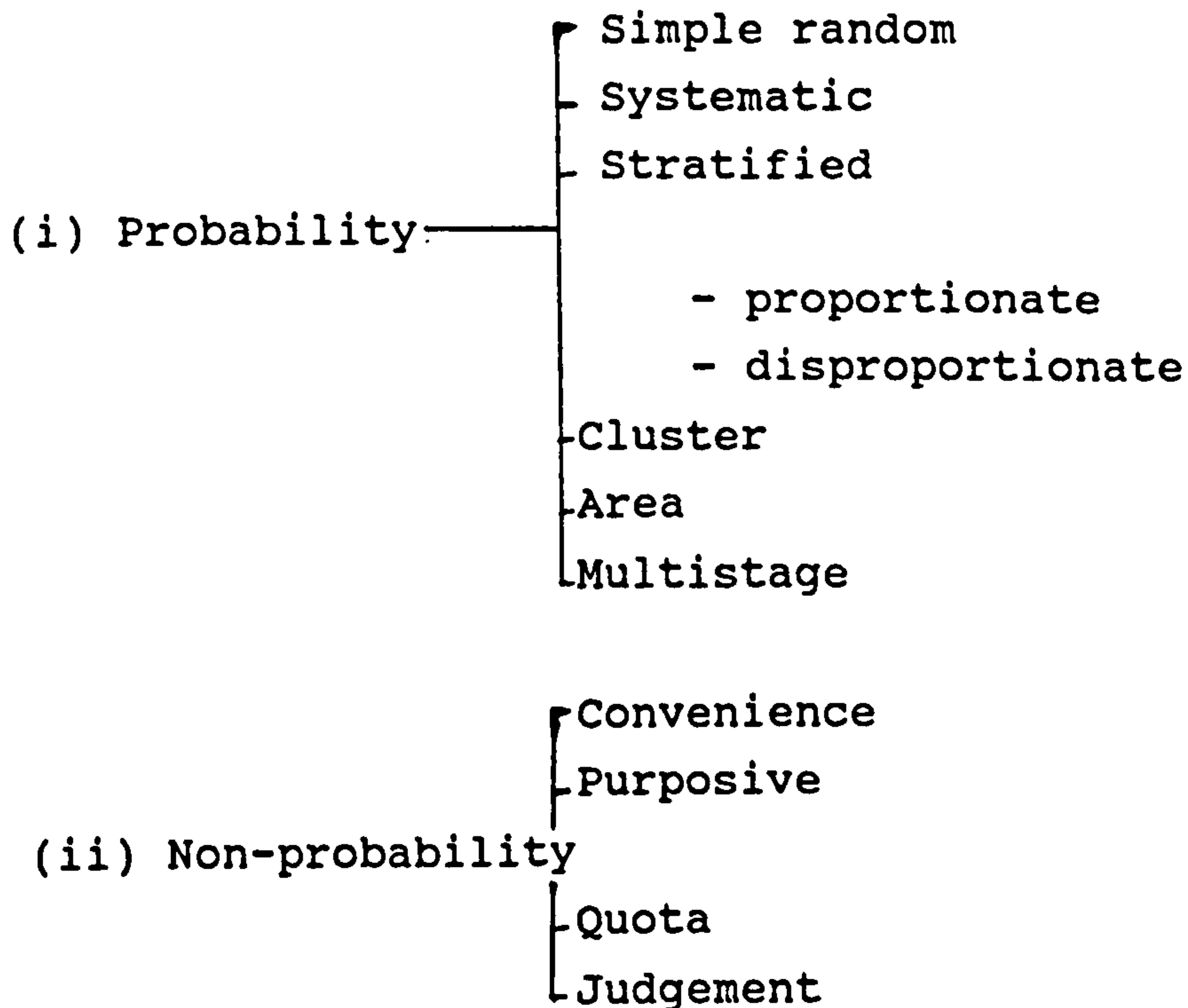
#### 4.4.4.1 Sampling process

In order to study a certain population one could use the census method or the sample method. When the population consists of not a very high number of elements, a census survey which involves the study of the whole population, is possible. But in most of the cases we have to deal with populations with a considerable number of elements, which does not permit us to do a census survey.

There are two broad methods of sampling: probability and non-probability. A summary of probability and non-probability methods of sampling are given in Figure 4.1.

FIGURE 4.1

#### Probability and Non-probability Sampling Methods



The researcher selected a combination of census survey method and non-probability judgement sampling method in this study, and the procedure followed is given below:



1. Firstly, the following three full time postgraduate programmes in management offered by the Strathclyde Business School (SBS) were selected for the study.

- MCom in Marketing/Diploma Com in Marketing Programme
- MSc in Marketing/Diploma in Marketing Programme
- MBA/Diploma in Business Programme

(But for convenience, hereafter the three programmes will be referred to as MCom in Marketing, MSc in Marketing and MBA programmes).

2. The 1988/89 programmes of the three above were selected for a longitudinal study, to be conducted at the entering stage and after six months of the programme. Those who attended the introductory session of the three programmes were taken as sample elements, who were spread among the three courses as follows:

MCom Programme - 42

MSc Programme - 69

MBA Programme - 73

But in the second stage of the survey, as some students of the three courses dropped out the sample sizes were reduced to following sizes:

MCom Programme - 41

MSc Programme - 68

MBA Programme - 67

3. A sample of past graduates were selected from the 1984/85 and 1985/86 courses of the three programmes as follows:

MCom Programme - 75

MSc Programme - 45

MBA Programme - 70

All the names that could be obtained from the Alumni Office were included in the sample. It has to be noted that the lists obtained were incomplete, and most of the addresses were invalid. Some of the addresses in the lists were student residences or sponsoring organisations such as the British Council. The records in the Departments were also incomplete to a great extent. This is the very reason for selecting sample elements from two academic years, in order to get a large enough sample to be studied.

#### 4.4.4.2 Questionnaire design

Before proceeding to describe the actual construction of questionnaires, a researcher should first consider the research objectives that the research aims to achieve. The information to be collected depends on the objectives of the research. On the other hand we should determine what particular survey method to be used as the type of questionnaire is dependent on the method of data collection. In addition to this, the researcher should know the type of respondents from whom the data are to be collected as the questionnaire wording is dependent on the age, educational background, and the field of expertise of the respondents.

According to Luck and Rubin (1987), the questionnaire design should be done carefully following a step by step process.

1. Determine the specific data to be sought.
2. Determine the interviewing process.
3. Evaluate the question content.
4. Determine response format.
5. Determine wording of the questions.
6. Determine questionnaire structure.
7. Determine the physical characteristics of the form.
8. Pretest, revise and final draft.

Courtenay (1977) says that, among other things, a questionnaire has to be designed in such a way to persuade respondents to respond. To do this it should (1) engage their interest, (2) persuade them to co-operate, (3) try to get answers as close as possible to the truth. The questionnaire wording, layout and the physical appearance, all should try to maintain "respondent orientation", according to Festinger and Katz (1983).

Three questionnaires were designed in the current research, for the "Entering Students", "Continuing Students" and the "Past Graduates" stages of the research. The wording of these questionnaires had to be specifically concerned with as a large proportion of the respondents come from abroad whose mother tongue is not English. instructions were given in the simplest form of English, in a descriptive way. On the other hand, as it was assumed that at least a small proportion of the respondents were not used to scaled questions, ranking etc., specific instructions were included in the questionnaires. With respect to the entering students questionnaire, a covering letter was not included as the questionnaire was administered at the inaugural session of each programme, at which the researcher had the opportunity to explain what the research is, what its objectives are, and how the research findings are going to be helpful for the future students of the SBS.

With respect to the type of questions, open-ended, multiple choice and dichotomous, all three alternatives available were used in all three questionnaires (Tull and Hawkins, 1987; Kinnear and Taylor, 1987; Luck and Rubin, 1987).

Open-ended questions leave the respondent free to offer any reply that seems appropriate in the light of the question. For example among the open-ended questions included in the questionnaires one asked the respondents to give any relevant comments, suggestions that they think are not covered by the questionnaire.

Many multiple choice questions were also included in the questionnaires. The essential feature of the multiple-choice questions is that it represents, either in the question proper or immediately following the question, a list of possible answers from which the respondent must choose one. For example one of the multiple choice questions included in the past graduates questionnaire is as follows:

What is your overall evaluation of the course?

Extremely satisfied

Satisfied

Neither satisfied nor dissatisfied

Dissatisfied

Extremely dissatisfied


The respondents were to tick the appropriate box that best describes their opinion about the course. There is a slight variation to multiple choice questions, which is termed as multi response or multi punch questions

where the respondents are asked to tick one or more of the boxes given. For example one such question included in the questionnaires was as follows:

How were you financed?

Self	<input type="checkbox"/>	Employer	<input type="checkbox"/>	British Council	<input type="checkbox"/>
Parents	<input type="checkbox"/>	DES/SED	<input type="checkbox"/>	Other	<input type="checkbox"/>

The third alternative, dichotomous questions were also included in all three questionnaires. A dichotomous question is an extreme form of the multiple choice question in which only one of two responses is allowed, usually framed as yes-no, agree-disagree, or did-did not (Tull and Hawkins, 1987).

As a variation of the multiple choice question, scaled questions were used widely in the questionnaires. Dodge, Fullerton and Rink (1982) say that 'scales permit objective measurement of attitudes' (p. 215). The motivations for postgraduate study in management and how the respondent feels that these motivations are fulfilled by the programme, and their expectations and their satisfactions were chosen to be measured by means of scaled questions. It has to be noted however that measurement scales are directional, which means that a respondent can hold positive, negative or neutral attitude toward a product, idea or an institution (Summers, 1970).

Measurement represents a means of assigning numerical values to judgements on attributes of products, ideas or institutions (Oppenheim, 1966). It has to be noted however that it is not the products, ideas or institutions measured, but their attributes. So the researcher is not attempting to measure the SBS or the

three programmes but their attributes.

Use of measurement scales however is not free from errors. One significant problem is that respondents have different frames of reference. For example, a respondent from the MSc course has a different frame of reference of the facilities offered by a British Business School, than a respondent coming from a developing country. Another problem is that a halo effect may develop and influence the respondent's answers. So, for example if a respondent is dissatisfied with the programme, his responses for all the variables could be affected by that halo effect. Another type of halo effect may occur when the physical arrangement of the scales themselves lead to what is termed as a position bias. If all the scales are arranged from good or desirable from the left hand side to bad or undesirable on the right hand side, a respondent may go down the page ticking the same numerical value without giving any notice to the attribute being measured. It was seen by the researcher in testing stage of the first questionnaire. There are various methods available to alleviate this problem, and where possible the current research attempted to use one such method by not including attributes which are related to each other separately, rather than one after the other (Oppenheim, 1966).

There are four levels of measurements pertinent to measurement scales: (1) nominal scales, (2) ordinal scales, (3) interval scales, and (4) ratio scales (Dodge, Fullerton and Rink, 1982; Chisnall, 1986; Sellitz et al, 1966).

A nominal scale is the simplest of the four which attempts to identify or categorise individuals or objects. An ordinal scale provides a rank ordering without regard to the interval between ranks. It does

not say how much better or worse the flavour of one brand of ice cream from another, but merely shows what is better. An interval scale on the other hand not only will rank the products or ideas, but also will show the distance between any pair. But it does not show the relative magnitude of these differences. A ratio scale, on the other hand permits the measurement of position magnitudes and differences.

Of the different types of scales available the current research used widely the scale popularly known as the Likert scale, which is an interval scale. This involves a series of statements relative to an attribute, a product, or an institution. The respondents are required to indicate the degree of agreement or disagreement to the statements by selecting a numerical score that will consistently reflect the direction of the respondent's attitude on each statement.

The positions on the scale are assigned numerical values, such as 5 = strongly agree, to 1 = strongly disagree or vice versa, or a + 2 through - 2 system could be applied.

Like the semantic differential scale or the Stapel scale, which are two other popular scales among researchers in marketing, Likert scales may be analysed in two ways. The first of these is to analyse item by item, which is called a profile analysis method. Under the profile analysis method the frequencies received by each position of the scale and a mean score can be calculated by multiplying the frequencies by the appropriate numerical values assigned to each position of the scale, adding them up and dividing the sum by the sum of frequencies. The second method is called a summated method, under which each frequency is added up to give an aggregate analysis (Hawkins, Albaum and Best, 1974). Both these analysis methods are used in the

current research with slight variations with regard to the summated analysis.

#### 4.4.4.3 Development of the questionnaires

Having discussed the key points under questionnaire design, attention is now turned to discuss briefly, what each question in the three questionnaires attempted to elicit. (The detailed questionnaires are included in Appendix 5.1, 5.2 and 5.3).

##### 4.4.4.3.1 Entering students questionnaire

Questions 1 - 4 attempt to identify personal information such as sex, age and marital status of the respondents.

Questions 5 and 6 attempt to identify the geographical origin of the respondents.

Questions 7 - 9 were asked to examine the educational background of the respondents, while the purpose of question 10 was to identify the course on which they have enrolled.

Question 12, which serves a major purpose of the study attempts to identify what academic, career, social and personal development goals respondents had when they embarked on the course of study. Question 13 which is related to question 12 was asked to examine the way respondents rank the order of importance of the various goals mentioned in question 12.

Question 14 examines the factors that influenced the respondents' institution choice.

Question 15 aims to understand the sources of information available to the respondents about the SBS and the course.



Question 16 asked the respondents to indicate whether they applied to other academic institutions, while question 17 asked them to say what they are. Question 18, simply identifies whether respondents gave priority to SBS.

Question 19 was devoted to identify the sources of finance available to the respondents.

Question 20 identifies the persons who initiated the idea of the course.

Question 21 attempts to understand the view of the employer concerning the study programme, while question 22 examines the extent of support employers made available to the respondents to attend the course.

Question 23, which is another important question in the questionnaire attempts to identify the level of expectations the respondents have on 18 key aspects of the SBS, the staff, the course and other amenities.

Question 24 aims to study the level of expectations the respondents had about some key aspects of the City of Glasgow, at the entering stage.

Question 25 which is the last question in the questionnaire seeks to elicit any other relevant information, in the form of suggestions and comments.

#### 4.4.4.3.2 Continuing students questionnaire

This questionnaire avoided questions relating to personal, educational and employment data of the respondents as the same sample used at the entering stage, was approached at this second stage also.

Question 1 in this questionnaire attempts to study the level of satisfaction they attach to various academic, career, social and personal development outcomes after spending six months at SBS.

Question 2 which was related to question 1, attempts to identify the way respondents rank the order of importance of these outcomes.

Question 3 aims to identify how the respondents see how their expectations on various aspects of the SBS, staff, course and other amenities have been realised.

Questions 4(a) and 4(b), attempt to study the overall satisfaction the respondents have about the course, and if dissatisfied why.

Question 5 is a rating scale where the respondents are asked to indicate how heavy or light the workload of the programme is, on a scale ranging from 5 = too heavy to 1 = too light.

Question 6 specifically aims to study how strong or weak the lecturers and the tutors are.

Question 7 examines whether the respondents would recommend the course to others, while question 8 seeks to identify reasons for negative responses to question 7.

Question 9, attempts to study the extent to which the respondents are satisfied with the various aspects of the City of Glasgow.

Questions 10-12 attempt to identify how ambitious the respondents are about future employment level, the benefits the course offers and earnings capacity.

Question 13 seeks to elicit any suggestions or comments related to the questionnaire.

#### 4.4.4.3.3. Past Graduate questionnaire

Questions 1-3, of this questionnaire attempt to gather information on sex, age and marital status of the respondents.

Question 4 and 5 aim at information on respondents' geographical origins.

Question 6 asks the respondents to indicate the specific qualification they obtained from SBS.

Questions 7-11 examine the sector of employment, the size of the organisations, areas of specialisation, and the level of operation.

Question 12 examines the extent to which the respondents believe that participation in the course has fulfilled their academic, career, social and personal development goals. Question 13 which is related to question 12 attempts to understand how the respondents rank the order of importance of the various goals mentioned in question 12.

Question 14 examines the factors that influenced the institution choice decision.

Question 15 aims to understand the various sources of information available to the respondents about the SBS and the course.

Questions 16, 17 and 18 are asked to determine whether respondents had applied to other institutions also, and if so what institutions and whether they gave priority to SBS.

Question 19 examines the sources of finance available to the respondents when they followed the course.

Question 20 aims to understand who initiated the idea of the course.

Questions 21-23 attempt to understand whether the respondents ever had an opportunity to recommend the course to others, if not whether they would do so, and if the response is negative, why.

Question 24 tries to get information as to what sort of attitude the respondents' employers have on the qualification obtained from SBS.

Questions 25 and 26 respectively requires the respondents to indicate the value the course offered in terms of costs, and how did the qualification affect their earnings capacity.

Question 27 which is an attitudinal question examines the extent to which the respondents believe the course, SBS staff and the amenities were strong or weak.

Question 28 asks the respondents to indicate how they found various aspects of Glasgow when they were students at SBS.

Question 29, requests the respondents to provide any additional comments and suggestions related to the questionnaire.

(In developing the three questionnaires adapted versions of sample questionnaires designed by the National Centre for Higher Education Management Systems, Colorado were used with regard to the questions related to motivations/goals of postgraduate study in management (Ewell,1983)).

#### 4.4.4.4 Pretesting the questionnaires

'Only on rare occasions and for specific, explicit reasons should a questionnaire be administered without a thorough pretest' (Tull and Hawkins, 1987, p. 269). According to these authors a pretest involves five decisions:

1. What items should be pretested?
2. How should the pretest be conducted?
3. Who should conduct the pretest?
4. Which respondents should be involved in the pretest?
5. How many respondents should be used?

When all the questions had been assembled, they were ordered so that a logical progression of inquiry was presented to the respondent. This was typed in the three cases of the questionnaires, and discussed with the researchers two supervisors, course directors of the three programmes who the researcher believes are not only experts in questionnaire design and administration but who also had a lot of interest in the research programme. Their comments and suggestions were incorporated to modify certain questions included in the questionnaires. Those suggestions that were not used were because their incorporation would have interfered with the objectives of the study.

The questionnaires were copied and then tested as follows:

- Entering students questionnaire was tested with three MCom, two MSc and three MBA students from the 1988/89 programmes who were in the school prior to the commencement of the programmes.

- Continuing students questionnaire was tested with the same students who participated with the testing of the first questionnaire.
- Past graduates questionnaire was tested among one former MBA who is a staff member of the Business School, two postgraduate students of the marketing department who had obtained their MBA degrees from elsewhere, and with three former MCom students who are PhD students of the Department, and with an MPhil student who was a student in 1987/88 MSc programme.

The main criticism that the test participants pointed out was the questionnaire wording, and instructions given. The tests were timed in all cases and it was found that the average time taken to complete a questionnaire was 15 minutes with regard to any of the questionnaires. The suggestions were incorporated, questionnaires were re-typed and sent for reproduction.

#### 4.4.4.5 Questionnaire administration

The Entering students questionnaire was administered first in October 1988, at the inaugural sessions of the three programmes. The course directors of the programmes kindly allowed the researcher to spend 20 minutes with respondents before the formal inauguration commenced. The researcher in this case, explained what the survey is, what its purpose is and how the study is going to be beneficial to the future participants of the courses, the SBS and the researcher. The questionnaires were distributed and all the completed questionnaires were collected. Response rate was an excellent 100 per cent!

The past graduates questionnaire was posted to

respondents in the first half of January 1989. The questionnaire was enclosed with a cover letter explaining what the research is, what its purpose is and how it is going to help the SBS and the future students of the SBS, plus a self addressed return envelope. The envelope was not stamped basically because the questionnaire was posted to respondents from more than thirty different countries in the world.

The continuing students questionnaire was placed in the respondents' pigeon holes in the business school in mid April. The questionnaire material were enclosed with a self addressed internal envelope and a cover letter explaining (reminding) what the research is, what its purpose is and how beneficial it would be for the parties involved.

In the case of the Past graduates questionnaire and the Continuing students questionnaire, a second mailing had to be made to those who did not respond within a reasonable time duration.

#### 4.4.4.6 Response rates

Response rates received in comparison to the sample sizes are given below:

	Entering Stage		Current Stage		Past Stage	
	n	%	n	%	n	%
Sample size	184	100.0	176	100.0	190	100.0
MCom	42	22.8	41	22.3	75	39.5
MSc	69	37.5	68	38.6	45	23.7
MBA	73	39.7	67	38.1	70	36.8
Returns	184	100.0	110	62.5	84	44.2
Discarded	-	-	-	-	11	-
Usable no. of questionnaires	184	100.0	110	62.5	73	38.4
MCom	42	22.8	25	60.9	32	42.7
MSc	69	37.5	41	60.3	18	40.5
MBA	73	39.7	44	65.7	23	32.8

#### Notes:

- 1 Sub-sample percentages are based on the total sample sizes.
- 2 Sub-sample percentages of usable no. of questionnaires are based on the total no. of usable questionnaires received.



Response rates received, especially with regard to the entering Students' Survey and the Current Students' Survey are excellent, with 100 per cent response rate with the first survey and 62.5 per cent with the second survey. The response rate received for the past graduates survey is 44.2. When compared with other surveys undertaken with students as respondents, the response rates received by the current survey, can be regarded as very satisfactory. (Ng & Chee (1988), and Al-Sarraf(1988), received, response rates of 42.2% and 38% respectively).

The following actions were taken in order to ensure satisfactory response rates.

1. A cover letter signed by Professor Michael J Baker was attached to the Continuing Students questionnaire and the Past Graduates Questionnaire. It was expected that Professor Baker's reputation would have a favourable effect on the response rate.
2. With regard to the Entering Students Questionnaire, the researcher personally appeared before the respondents at the inaugural sessions of their programmes to seek support for the survey.
3. Self addressed return envelopes were included in case of the Continuing and Past Graduates Surveys.
4. The researcher developed a rapport with the respondents of the three programmes which helped to increase the response rates.

5. The course directors' and course administrators' help and advice was sought in developing the questionnaires, which helped to develop good 'links' with them. Course Directors of the three programmes introduced the researcher to the entering students and requested them to co-operate with the survey.

#### 4.5 Summary

The essence of the research problem or hypothesis is that management educational institutions in Britain are not adequately market oriented. The study concentrates on present and past postgraduates of the Strathclyde Business School, related to three programmes.

A longitudinal approach, at three stages, is used to study the motivations for postgraduate study and other expectations and their outcomes.

The research uses a quantitative research design and a combination of census survey method and judgemental sampling method is used to select sample members for the three sample surveys undertaken. In addition to the quantitative research, qualitative interviews are also conducted with the programme managers.

The mail questionnaire survey method is used and satisfactory response rates were received, with 100 per cent at the entering stage, 62.5 per cent at the Current (Continuing) stage and 44.2 at the Past stage.

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CHAPTER FIVE

METHODOLOGICAL CONSIDERATIONS FOR DATA ANALYSIS

## 5.1 Introduction

The purpose of this chapter is to present a discussion on the analytical issues related to the three surveys undertaken in the study. The purpose of data analysis is to obtain meaning from the collected data. However the steps preceding data analysis and the analytical techniques to be adopted are intimately connected. The analytical procedure can take many forms, according to the type of research (qualitative or quantitative) and what the researcher thinks is desirable. However, in any research the first step in data analysis is to prepare the data, in a form that can be analysed by means of a suitable analytical technique. In this sense the chapter includes sections on;

1. data preparation, and
2. analytical techniques used.

## 5.2 Data Preparation

The data preparation process involves three major steps: editing, coding, and tabulation.

### 5.2.1 Editing

Editing involves verifying response consistency and accuracy, making necessary corrections, and deciding whether some or all parts of a questionnaire should be discarded' (Parasuraman, 1982, p.561). Editing looks at completeness, legibility, comprehensibility, consistency and uniformity (Churchill, 1979).

In case of the three questionnaire surveys undertaken, some editing had to be done. A few questionnaires had to be discarded due to incompleteness with regard to the Continuing students survey and the Past graduates

survey. In some cases, questionnaires had to be edited, due to more than one response given for multiple choice questions. For example, where the respondents' highest qualification was asked some respondents had listed down all their academic qualifications, and in the editing process, only the highest qualification had to be retained, on the questionnaire. In addition to this, responses given for open ended questions had to be edited as to find out similar responses and group them together.

### 5.2.2 Coding

The questionnaire responses had to be coded in order to prepare them for computerisation. Coding was done in accordance with the requirements of the Statistical Package for Social Sciences (SPSSx), in case of all three questionnaires. University of Strathclyde Coding Sheets, of 80 columns, were used for this purpose. Only numerical codes were used for each question in the three questionnaires. For example question 24 of the Past graduates questionnaire was coded as follows.

Very favourable	1
Favourable	2
Unfavourable	3
Difficult to judge	4

In converting the codes onto the coding sheets the particular code corresponding to the appropriate option the respondents had ticked, was entered at the appropriate column of the coding sheet.

There are three widely used computer packages in marketing research.

## 1. SNAP - Survey Analysis Package for General Data Analyser

The SNAP survey analysis package consists of a suite of computer programmes written for micro computers running the CP/M, MSDOS and PCDOS operating systems. It has been designed, primarily with the market researcher in mind, for the analysis of small to medium sized surveys. The programmes have been written to provide facilities required for the definition, collection, validation, correction and subsequent analysis of such data. Once the questionnaire variables have been set, and data entered, the package can produce output documents such as hole count analysis, statistics, bar charts and cross tabulations. Statistical tests (such as t tests, z tests chi-squared tests etc., cannot be done on the package, which is a serious limitation in extensive data analysis). (SNAP, User Manual, 1984).

## 2. SPPSx - Statistical Package for Social Sciences.

SPPSx offers an integrated system of computer programmes that are extremely easy and flexible to use because of the simple syntax of its control and procedure commands. The number of programmes that it offers serves for most types of analysis, and it is by far the most widely used in social research, including, of course marketing. Although there are numerous features available in the package, the variable labelling and output features appear to be the most outstanding. A brief primer is available for learning about the package, and also a manual, which is a thick volume supplying a complete description of the package and its programmes. (Minno, 1985).

### 3. SAS - Statistical Analysis System.

SAS is another widely used statistical package for data analysis. It is known for its statistical sophistication and data manipulation capabilities. Like SPSSx, SAS is easy to learn and use. However it does not have the same variable labelling capabilities of SPSSx (Carpenter, Deloria and Morganstein, 1984).

The researcher opted to use the SPSSx package, because of its versatility in research data analysis. The way the package was used in the analysis will be discussed later in the chapter.

#### 5.2.3 Tabulation

Once the data were entered and processed, frequency distributions in the form of absolute figures and percentages were obtained by sending the output to a computer printer.

These tables formed the major part of the analysis used in case of the three questionnaires.

#### 5.3 Analysis of Research Data

A brief description of most widely used computer packages for research analysis, and what the researcher opted to use was given in section 6.2. In this section an attempt is made to discuss in detail the process followed in the analysis, and the analytical techniques used.

The processing of data was done by the researcher through an Amstrad PC 1512 micro computer, at the Market Research Laboratory of the Department of Marketing, which was connected to the University's main frame computer system VAX 8600 series, by means of the KERMIT

package. The specific version of SPSSx used was the SPSSx Release 3.0.

After the coding of the questionnaires was completed, the first task to be attended was to create the SPSSx control files, firstly the Data List, secondly the Variable Labels and, thirdly the Value Labels. A second file was created which is the Data File by entering the coded data one by one for all the questionnaire returns. This process had been done three times for the three survey questionnaires.

The completion of the above tasks allowed the researcher to proceed to the analysis stage where SPSSx commands had to be sent to the main computer, to print frequency distributions, means as a measure of central tendency, and standard deviations as a measure of dispersion for each variable.

### 5.3.1 Analytical Techniques Used

The basic analytical techniques used were frequency distributions, profile and summation analysis techniques, cross-tabulations, Spearman Rank Correlation, ANOVA (Analysis of Variance), and Scheffe's Procedure as a range test. An attempt is made now to briefly discuss the manner in which these analytical techniques were used in the analysis of the research findings.

#### 5.3.1.1 Frequency Distributions

Frequency distributions both in terms of absolute frequencies and percentages are used widely in the analysis. The frequency distributions allowed the researcher to examine the actual distribution of responses in terms of the alternatives included in each variable in the questionnaires. It has to be noted

however that the frequency distributions for the scaled statements are included not in the text, but in the appendices. Examining the frequency distributions served two purposes. Firstly, it familiarised the researcher with the raw data and the patterns therein. Secondly, the frequency distributions allowed the researcher to move conveniently onto profile and summation analysis techniques, and significance tests, which were based on the detailed frequency distributions.

#### 5.3.1.2 Cross-Tabulations

Cross-tabulations allow matching individuals or groups in all other respects than that being examined (Stacey, 1969). 'It is an extension of the one-dimensional form in which the researcher can investigate the relationship between two or more variables by simultaneously counting the number of responses that fall in each of these classifications' (Luck and Rubin, 1987). In the current research, cross-tabulations were used in order to categorise responses according to the course type (MCom, MSc, MBA). This allowed the researcher to make comparisons of the response patterns given for each variable according to the course type.

#### 5.3.1.3 Profile and Summation Analysis

Profile analysis is used to depict attribute by attribute differences in how two or more groups of subjects view a specified object. It can also be used to show how object A is different from object B on several dimensions such as honesty, cleanliness, helpfulness etc. Summation analysis on the other hand attempts to sum up the responses given for each attribute, and compare the summed up values between the groups. Both these techniques are widely used in semantic differential, Likert and Stapel scales. In the

current research mean scores computed for each scaled statement among the three courses are compared in the profile analysis, and the mean scores are summed up to make a summated analysis, among the three courses.

#### 5.3.1.4 Graphical Representations (Line Graphs and Bar Charts)

It is said that 'a picture is worth a thousand words'. This is true with research analysis also. When appropriately selected and designed, a graphic representation is worth more than one thousand words of discussion in an analysis. Graphic representations are very useful when the researcher wants to communicate research findings that require emphasis, and clarity. The mostly used graphic representations are pie graphs, line graphs, bar charts and stratum charts (Churchill, 1979).

Graphical representations were obtained as output documents, from the SPSSx package but the researcher opted not to include them in the analysis as they were not presentable. Instead, graphic representations (bar charts only), were made by using the HARVARD PRESENTATION GRAPHICS package on a micro computer. Line graphs developed manually, are also used widely in the analysis.

#### 5.3.1.5 ANOVA (Analysis of Variance) and Scheffe's Procedure

Once research data are converted into summary form with statistical descriptors or cross-tabulations, it is often desirable to reach some conclusion about the significance of the results. As the current research takes a longitudinal approach, it is necessary to compare the response patterns received at the three stages of the survey. Selecting the appropriate



statistical test, requires answering the following questions:

1. The number of variables being examined.  
(The number of variables being examined could be from one to several. Analytical method depends on the number of variables being tested).
  - i. Univariate, in which only one variable is analysed.
  - ii. Bivariate, in which the association between two variables is measured.
  - iii. Multivariate, where simultaneous relationships between three or more variables are measured.
2. Scale by which variables are measured (nominal, ordinal, interval or ratio). (Sellitz et al, 1966; Tull and Hawkins, 1987).
3. Number of samples involved in the analysis.
4. Whether the sample(s) to be compared independent.
5. The size of the samples taken.

#### 5.3.1.6. Spearman's Rank correlation

Spearman's Rank Correlation Coefficients were calculated for two specific areas of the questionnaire survey undertaken; factors that influenced institution choice and sources of information. This test was conducted in order to find out whether students from the three programmes show the same factors of influence and sources of information.

Table 5.1 provides a summary of statistical techniques available.

Table 5.1: Scale of Measurement and Statistical Techniques

Scale	Typical Tests
Nominal	Chi-square test McNemar test Cochran Q test
Ordinal	Mann Whitney U test Kruskal Wallis test Rank order correlation
Interval	z test t test Analysis of Variance Product moment correlation
Ratio	Same as interval

Adapted from: Churchill, Gilbert A (1979), Marketing Research: Methodological Foundations, Dryden Press, Hinsdale, Illinois, p.215 and Tull, Donald S and Hawkins Del I (1987), Marketing Research: Measurement and Method, MacMillan, New York, p.465.

Analysis of variance technique was used in the current research to compare the mean scores computed at the three stages of the survey, related to the student goals/outcomes, expectations about the study programme, the SBS and the facilities, and the expectations related to the City of Glasgow. The One-Way ANOVA technique was used to test whether there is any significant difference among the results at the three stages of the survey. The Kruskal-Wallis one-way analysis of variance test is

not suitable for the analysis, as the scales used in the questionnaires are of interval scale nature. The Kruskal-Wallis test is used with ordinal data (Tull and Hawkins 1987, p.465).

However ANOVA provides an answer only to the question whether the mean scores are statistically significant or insignificant. It does not say where the difference lies. For example ANOVA test might say the three mean scores at the three stages related to a particular academic goal are significantly different, but it does not say whether the difference lies between means 1 and 2, 2 and 3, or 1 and 3. For this reason another statistical test called the Scheffe's Procedure was used to ascertain where the significance lies. (Scheffe's Procedure can be used with any alpha between 0 and 1. The default alpha is .05. The researcher opted to use .01 in the analysis).

#### 5.4 Summary

The analysis of the research findings was done by means of SPSSx - Statistical Package for Social Sciences. The tasks involved editing, coding and tabulating the responses and the creation of a control file and a data file in case of each survey.

The analytical techniques used were, frequency tables on absolute and percentage terms, cross-tabulations, profile and summation analysis techniques and line graphs and bar charts and Analysis of Variance and the Scheffe's Procedure.

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CHAPTER SIX  
ANALYSIS OF THE FINDINGS

## 6.1 Introduction

Having set down the research design and methodology and analytical considerations for data analysis, in this chapter an attempt is made to provide an analysis of the findings of the primary research undertaken in the study. The analysis that follows uses frequency distributions both in absolute values and percentages. Profile and summation analysis techniques similar to that of the semantic differential scale method will be used to compare results at the three stages of the survey. The profile and summation analysis is based on the mean scores computed for variables which are on five point scales. For easy comparison and clarity, graphical representations are used wherever necessary. ANOVA (Analysis of Variance) technique along with Scheffe's Test and Spearman's Rank Correlation are used on a selective basis to test the statistical significance of the results.

## 6.2 Sample Sizes

The sample sizes, based on the actual usable number of responses received, at the three stages of the survey are given below.

	<u>Entering</u> <u>Stage</u>	<u>Continuing</u> <u>Stage</u>	<u>Past</u> <u>Stage</u>
MCom	42	25	32
MSc	69	41	18
MBA	<u>73</u>	<u>44</u>	<u>23</u>
	184	110	73

Detailed figures on sample sizes are given in section 4.4.4.6 of Chapter Four.

### 6.3 Respondent Profiles

The profiles of respondents are given in detail in this section in order to provide a market description based on the results obtained in the surveys. Market description in this case will be based on the following:

- Distribution of respondents among the three courses
- Age
- Marital Status
- Geographical origin
- Highest educational qualification obtained prior to joining SBS
- Main subject of previous highest qualification
- Year the highest qualification was received
- Employment sector and area.

#### 6.3.1 Entering Students

As the same students participated in the first two stages of the survey, this description represents students from both surveys. However, it should be noted that some respondents who participated in the first stage of the survey did not participate at the second stage, which would make the description more accurate for the first stage. Detailed tables of data related to the profile, are included in Appendix 6.1.

#### Overall Profile

On average, 60 per cent of the respondents were male and 77 per cent of them were between the ages 20-29. Seventy two per cent of them were single. Most of the respondents (53%) come from overseas, while 39 per cent come from Scotland. Those who come from overseas are mainly from the developing countries. Seventy per cent of the respondents who come from Scotland are from the Strathclyde region.



The majority of the respondents had a Bachelors degree (60%) while 49 per cent of the respondents had their highest previous qualification in business or a related discipline. A large proportion (70%) of the respondents received their highest qualifications in 1985 or thereafter. Before joining the course they were mostly employed in the private sector (57%).

Table 6.1 shows the distribution of the respondents among the various postgraduate courses enroled at SBS.

Table 6.1

Course Enroled

Courses	F	%
MBA	73	39.7
Diploma in Marketing	58	31.5
MSc in Marketing	11	6.0
Diploma Com in Marketing	16	8.7
MCom in Marketing	26	14.1
Totals	184	100.0

Course Enroled

It has to be noted that the Diploma in Marketing and MSc students (69 in total) are referred to as respondents from the MSc course, and the Diploma Com in Marketing and MCom in Marketing students (42 in total) are referred to as respondents from the MCom course throughout the analysis. The respondents from the MBA course amounted to 73.

### MCom Students' Profile

Of the respondents from the MCom course, 57 per cent were male, 79 per cent were between the ages 20-29, 74 per cent single, originating entirely from the developing countries. Twenty four per cent of them come from Malaysia, followed by 14 per cent from Hong Kong. Thirty six per cent of them had a Bachelors degree as their highest qualification, and 75 per cent of their highest qualification was in business or a related discipline. Seventy eight per cent of those qualifications were obtained in 1985 or thereafter. They were employed mostly in the private sector (62%).

### MSc Students' Profile

The respondents from the MSc course are predominantly female (61%), very young (96% of them are in the age range 20-29), single (96%) and they come mostly from Scotland (67%). Those who come from overseas are mainly from Greece followed by France and Norway respectively. Of those who come from Scotland, the majority are from Strathclyde region (71%). Nearly 80 per cent of them had a Bachelors degree as their highest academic qualification and 45 per cent of such qualifications are in business or a related discipline. Nearly 96 per cent of them earned this qualification in 1985 or thereafter. Most of them were unemployed (43%) and 40 percent were employed in the private sector, before joining the course.

### MBA Students' Profile

Of the respondents from the MBA course, 82 per cent were male, 59 per cent were between the ages 20-29 years, and mostly married (51%). Most of them come from overseas (52%), followed by 36 per cent from Scotland. Those who are from overseas are mainly from Norway (11%), followed by Malaysia and Cyprus (8% each). The majority of them had

a Bachelors degree as their highest qualification, which was 39 per cent in business or a related area. Forty two per cent of them had earned this qualification in 1985 or thereafter. Nearly 70 per cent of them were employed in the private sector.

### 6.3.2 Past Students

The market description of the respondents from the third stage of the survey is based on such variables as sex, age group, marital status, geographical origin of the respondents, qualifications obtained from SBS, and employment background.

The detailed tables of data in relation to the profile of the third stage of the survey are given in Appendix 6.2.

#### MCom Students

The respondents who graduated from the MCom course are predominantly male (76.7%), young, mostly single (63.3%), originating entirely from the developing countries. Most of them received Masters degrees (80%) and they are primarily employed in areas related to marketing and sales in private sector organisations (60%) and are employed in smaller organisations at middle management level.

#### MSc Students

Those respondents who graduated from the MSc course are predominantly male (77.8%), young (83.4% are between the ages 20-29 years) and single (72.2). They mostly come from Scotland (77.8%) and specifically from the Strathclyde region (44.4%). Most of them received a Masters degree (61.1%) and are employed mostly in the private sector (66.7%). The majority of them are employed in marketing (50%), at junior management level (53.3) in smaller organisations.

## MBA Students

The respondents who graduated from the MBA course are also predominantly male (90%), older than the respondents from the other two courses, and married (55%). They come mostly from Scotland (45%) with a strong overseas representation as well. Those who come from Scotland are mainly from the Strathclyde region (44.4%). Most of the respondents had obtained an MBA (95%) from SBS and they are mostly employed in private sector organisations (75%) which are both small and large. They are predominantly employed in the area of Finance and operate at middle (52.9%) and senior (23.5%) levels of management.

### 6.4 Expectations and Outcomes of Postgraduate Study in Management

At the three stages of the survey seventeen statements related to academic, career preparation, career improvement, social, and personal development expectations/outcomes were included in the questionnaires. They were organised on a five point scale ranging from, 1 = strongly disagree to 5 = strongly agree, of which 3 was the mid point. Table 6.2 gives the mean scores received by each of the seventeen statements. Any mean score that lies above the mid point (3) shows positive expectations/outcomes, whereas mean scores below the mid point show negative expectations/outcomes. The Table is self explanatory as to what happened at the three stages of the survey, and therefore only the key points will be raised in the discussion that follows. Throughout this section, the three stages of the survey will be referred to as "Entering Stage", "Continuing Stage", and "Past Stage". Detailed tables of data are given in Appendix 6.3 for entering stage, 6.4 for continuing stage, and 6.5 for past stage.

Table 6.2

Goals of postgraduate study in management and their outcomes:  
Comparative mean scores at the three stages of the survey

Statement	ENTERING				CURRENT				PAST			
	MCom	MSc	MBA	Total	MCom	MSc	MBA	Total	MCom	MSc	MBA	Total
a. Improve knowledge	4.785	4.782	4.888	4.825	4.040	3.902	4.318	4.100	4.200	4.722	4.200	4.340
b. Obtain PG degree	4.121	4.391	4.25	4.274	4.360	3.872	3.950	4.019	4.357	4.412	4.353	4.371
c. Move into higher degree	3.25	2.676	2.436	2.759	3.708	2.821	2.757	3.010	3.808	3.133	3.000	3.339
d. Prepare for new career	4.052	4.594	4.042	4.258	3.760	3.707	3.930	3.807	3.200	3.778	3.778	3.541
e. Formulate long-term plans	4.35	4.289	4.472	4.375	3.750	3.366	3.864	3.651	3.678	3.055	3.687	3.500
f. Identify career Interests	3.794	3.782	3.828	3.803	3.680	3.366	3.512	3.495	3.038	3.667	4.055	3.452
g. Improve knowledge for present career	4.421	4.716	4.436	4.514	3.857	3.579	4.326	3.951	3.896	4.000	4.150	4.000
h. Increase chances for raise/promotion	3.540	3.616	4.071	3.790	3.810	3.579	4.238	3.901	3.577	3.706	4.059	3.750
i. Increase organisational mobility	3.621	3.666	4.041	3.806	3.750	3.421	4.238	3.830	3.857	3.562	4.389	3.935
j. Actively involve in student life	3.707	3.260	2.819	3.197	2.840	2.659	2.302	2.560	2.621	2.667	2.474	2.591
k. Increase cultural/ social participation	3.487	3.463	2.916	3.252	3.208	2.707	2.395	2.694	2.621	2.833	2.778	2.723
l. Meet people	3.75	3.710	3.876	3.785	4.680	4.000	3.930	4.128	4.233	4.111	4.111	4.167
m. Increase self confidence	4.536	3.840	4.082	4.087	3.880	3.146	3.930	3.624	4.414	3.778	4.053	4.151
n. Improve leadership skills	4.268	3.739	4.333	4.093	3.480	2.878	3.651	3.321	3.931	3.055	3.778	3.646
o. Improve ability to get along with others	4.225	3.507	3.859	3.75	3.680	3.098	3.535	3.404	3.310	3.125	3.555	3.635
p. Learn skills that will enrich daily life	4.048	3.217	3.527	3.527	3.440	2.634	3.163	3.028	3.862	3.278	3.353	3.469
q. develop ability to be independent	4.560	3.840	3.722	3.921	4.040	2.976	3.535	3.440	4.133	3.722	3.529	3.861

### Academic Goals/Outcomes

The first three statements in Table 6.2 refer to academic goals. The first academic goal 'improve knowledge' shows a very high level of motivation with a mean score of 4.825 as the highest mean score, at the entering stage. At continuing stage it is down to 4.1 though the past graduates reported a higher level of outcome.

The second academic goal also had a high motivation level at the entering stage with a mean score of 4.274, but it went down to 4.019 at the continuing stage, while it went up to 4.371 at the past stage. But it is clear that with respect to the respondents from the MCom course, it went up to 4.360 at the continuing stage.

The third academic goal received a low motivation level at the entering stage (2.759), but it went up slightly above the mid point at the continuing stage (3.010) while it further rose to 3.339 at the past graduates stage. With respect to the respondents from the MCom course, the rises of the mean scores are above these average increases.

### Career Preparation Goals/Outcomes

Statements d, e and f in Table 6.2 refer to career preparation goals/outcomes. The first of these 'prepare for new career' received a motivation level of 4.258 at the entering stage but it went down to 3.807 and 3.541, respectively at the continuing and past stages of the survey. A higher motivation level (4.375) was shown to the second career preparation goal 'formulate long-term career plans' but it also went down to 3.651 and 3.5 respectively at the two subsequent stages. The third career preparation goal had a motivation level under 4 (3.803) at the entering stage but it went down further to 3.495 at the continuing stage and 3.452 at the past graduate stage.

### Career Improvement Goals/Outcomes

Statements g, h and i in Table 6.2 refer to career improvement goals/outcomes. The first of these, 'improve knowledge for present career' received a high motivation level of 4.514 at the entering stage but it went down to 3.951 and 4 at the continuing and the past stages. The respondents from the MSc course had the highest motivation level (4.716) as most of them were unemployed before joining the course, but their satisfaction levels have gone down by higher proportions than with the other two courses. The third career improvement goal received a motivation level of only 3.790 at the entering stage, though it went up to 3.901 at the continuing stage. But it went down to 3.750 at the past graduates stage. The third goal of this category, 'increase organisational mobility' received a motivation level of 3.806 at the entering stage but it went up to 3.830 and 3.935 at the two subsequent stages.

### Social Participation Goals/Outcomes

Statements j, k and l in Table 6.2 are related to social participation goals and subsequent outcomes. The first of these, 'actively involve in student life' received a motivation level of 3.197, just above the mid point of the scale (which is 3), but it went down well below level 3, to 2.560 and 2.591 respectively at the subsequent stages, showing dissatisfaction. The second social participation goal 'increase social/cultural participation' received a motivation level of 3.252 at the entering stage but it went down below the mid point 3, to 2.694 and 2.723 respectively at continuing and past stages of the survey. The third goal in the category, 'meet people', which is an exception, received a motivation level of 3.785 and it went up to 4.128 and 4.167 respectively at the subsequent stages of the survey. This shows that this particular goal has been fulfilled more than what the students had expected.

## Personal Development Goals/Outcomes

The last five statements m, n, o, p and q in Table 6.2 relate to personal development goals and their subsequent outcomes.

The first of these 'increase self confidence' received a motivation level of 4.087 at the entering stage, but it went down to 3.624 at the continuing stage. With regard to the past graduates it went up to 4.151. This goal however is the most important of all five statements in this category according to the magnitude of the mean scores received.

The other four statements in this category has the same pattern of comparative mean scores, with high levels of motivation at the entering stage which go down at the continuing stage and rising again at the past graduates stage.

Overall, the picture from this analysis is that students come with high expectation levels regarding academic, career, social and personal development goals but their subsequent outcomes or satisfactions fall short of their expectations.



This situation can be further explained by comparing the summated means received by the three courses at the three stages of the survey. Table 6.3 and Figure 6.1 deal with the relevant data for this comparison. It has to be noted that the total maximum achievable score by any course should be 85 (as  $5 \times 17 = 85$ ) and the minimum achievable score should be 17 (as  $1 \times 17 = 17$ ). Any summated score above 51 (as  $3 \times 17 = 51$ ) shows agreement, whereas summated scores below this shows disagreement. When the summated scores related to the respondents from the MCom course are examined, it is clear that they have a very high motivation level (68.515) at the entering stage, which goes down to 63.926 at the continuing stage and 62.736 at the past stage. Respondents from the MSc course and the MBA course had the same level of motivation (65.288 and 65.571 respectively) at the entering stage, but with respect to the respondents from the MSc course, it has gone down, at the continuing stage more than that of the respondents from the MBA course. It has to be noted specifically that the satisfaction levels shoot up again at the past stage. The same picture can be seen with regard to the average summations.

Table 6.3

Goals/Outcomes of Postgraduate Study in Management: A Comparison of Summated Means

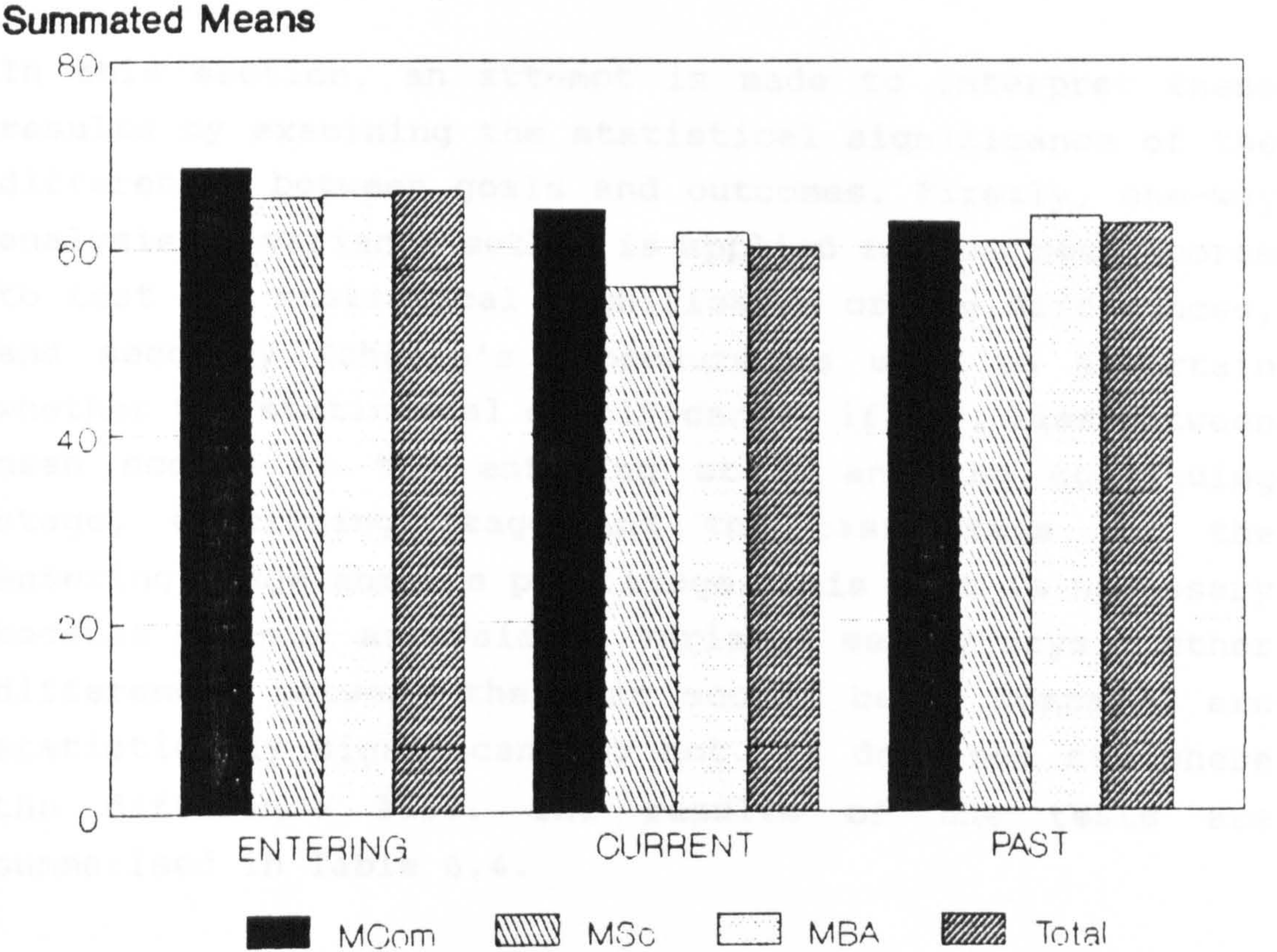
Stage	MCom	MSc	MBA	Total
Entering	68.515	65.288	65.571	65.996
Continuing	63.926	56.152	58.041	58.771
Past	62.736	60.604	63.302	62.471

ANALYSIS OF EXPECTATIONS AND OUTCOMES RELATED TO GOALS/OBJECTIVES OF POSTGRADUATE STUDY

Section 6.1 of this chapter made an analysis of the research findings related to expectations and outcomes of postgraduate study in management education, based on the mean scores received by the three degrees at the three stages of the survey. The analysis indicates that the respondents have very high expectation levels regarding postgraduate study in general and the outcomes in short of what they expect when they entered on the

**Figure 6.1**

**Comparison of Summated Means**



The first thing to be noted is that though the comparison of mean scores in section 4.4, indicated very strong expectation levels and low outcomes, these differences are not significant with seven statements out of the seventeen. Where the F ratio is high and the F Probability is low (for example, statement 8), it represents very high significance. On the other hand, where the F ratio is low and the F Probability is high (for example 1), it represents insignificance.

### 6.5 ANOVA (Analysis of Variance) and Scheffe's Test related to Goals/Outcomes of Postgraduate Study in Management

Section 6.4 of this chapter made an analysis of the research findings related to expectations/outcomes of postgraduate study in management education, based on the mean scores received by the three courses at the three stages of the survey. The analysis indicates that the respondents have very high expectation levels related to postgraduate study in management, but the outcomes fall short of what they expected when they embarked on the study programme.

In this section, an attempt is made to interpret these results by examining the statistical significance of the differences between goals and outcomes. Firstly, one-way analysis of variance method is applied for the mean scores to test the statistical significance of the differences, and secondly Scheffe's procedure is used to ascertain whether the statistical significance, if any, lies between mean scores at the entering stage and the continuing stage, continuing stage and the past stage, or the entering stage and the past stage. This test is necessary because one-way analysis of variance merely says whether differences between the mean scores being compared are statistically significant or not. It does not say where the difference lies. The results of the tests are summarised in Table 6.4.

The first thing to be noted is that though the comparison of mean scores in section 6.4, indicated very strong expectation levels and low outcomes, these differences are not significant with seven statements out of the seventeen. Where the F ratio is high and the F Probability is low (for example, statement a), it represents very high significance. On the other hand, where the F ratio is low and the F Probability is high (for example i), it represents insignificance.

Table 6.4

One-way Analysis of Variance & Scheffe's Test Related to Goals/Outcomes of Postgraduate  
Study in Management

Goal/Outcome	F Ratio	F Prob.	Significance	Scheffe's Test		
				G1 & G2	G2 & G3	G1 & G3
a. Improve knowledge	44.5057	.0000	Y	*	-	*
b. Obtain PG degree	3.4552	.0327	N	-	-	-
c. Move into higher degree	4.1518	.0166	N	-	-	-
d. Prepare for new career	12.1532	.0000	Y	*	-	*
e. Formulate long-term plans	27.9320	.0000	Y	*	-	*
f. Identify career interests	2.9563	.0533	N	-	-	-
g. Improve knowledge for present career	17.0496	.0000	Y	*	-	*
h. Increase chances for raise/promotion	.4318	.6497	N	-	-	-
i. Increase organisational mobility	.3112	.7328	N	-	-	-
j. Actively involve in student life	12.5131	.0000	Y	*	-	*
k. Increase cultural/social participation	9.3659	.0001	Y	*	-	*
l. Meet people	5.6557	.0038	N	-	-	-
m. Increase self confidence	8.6192	.0002	Y	*	*	-
n. Improve leadership skills	18.2516	.0000	Y	*	-	-
o. Improve ability to get along with others	3.6812	.0262	N	-	-	-
p. Learn skills that will enrich daily life	6.3256	.0020	Y	*	-	-
q. develop ability to be independent	5.7771	.0034	Y	*	-	-

Notes:

1. G1 = Entering Stage, G2 = Current Stage, G3 = Past Stage.
2. Scheffe's test is based on alpha = .01.
3. Y = Significant, N = Not Significant.

When the results of the Scheffe's test, are examined it is clear that the differences between mean scores at the entering stage (G1) and the continuing stage (G2) are higher than the differences of means between the entering stage (G1) and the past stage (G3). It further indicates that the differences between the mean scores at the continuing stage (G2) and the past stage (G3) are insignificant except for statement m.

These results are similar to earlier research undertaken to study what the researchers term as the 'expectancy - performance paradigm' (Anderson, 1973; Ortinau, 1980; Ortinau and Anderson, 1986; Palihawadana, 1991). For example, Ortinau and Bush (1986) suggest that students' satisfaction or dissatisfaction with an educational service is multidimensional in nature, having a propensity to change over time, as more experience is gained from consuming the services. Similar results are reported in a study (Ewell, 1983) carried out in a Community College Attrition Study in the United States in 1977.

The findings in the current study, suggest that the results are curvilinear. In other words, expectations are high at the entering stage, outcomes are lower at the continuing stage, but at the past stage when graduates of the three courses put into practice what they have learnt in the course, the outcomes go up than that of the continuing stage. This shows that the evaluative criteria students use with regard to various academic goals change over time. A longitudinal study carried out by Ortinau, Anderson and Klippel (1987) in a large Southwestern University in the United States, report similar results of student expectations and their outcomes.

## 6.6 Expectations/Outcomes About the Programme, SBS and Other Facilities

Eighteen statements related to expectations/outcomes about the programme, SBS and the amenities were included at the three stages of the survey. They were organised on a five point scale ranging from, 1 = very weak to 5 = very strong, of which 3 is the mid point. Mean scores were computed for each of these statements and they are given in Table 6.5. Any mean score above the mid point (3), shows positive expectations/outcomes, whereas mean scores below the mid point show negative expectations/outcomes. (Detailed tables of data are given in Appendix 6.6 for entering stage, 6.7 for continuing stage, and 6.8 for past stage).

It is clear from the data in the table that all aspects directly related to the study programme had very high expectation levels at the entering stage with mean scores above level 4. On the other hand 'religious facilities' which has no direct relevance to the study programme, received a mean score (2.541) less than the mid point of the scale while all the other amenities received mean scores below level 4 but higher than the mid point 3.

At the second stage of the survey the satisfaction of the expectations have gone down, when compared with the expectations for almost every aspect included in the question, and especially those which received high expectation levels above level 4 at the entering stage, received satisfaction levels just above the mid point at the continuing stage. Dissatisfaction is shown with refectory facilities and career advisory services which received satisfaction levels less than the mid point on the scale. Though the expectation level for religious facilities was only 2.541 at the entering stage the satisfaction level has gone up to 3.011 at the continuing stage. Non-academic staff received an expectation level of 3.420 at the entering stage but it went up to 3.537 at

the continuing stage. It has to be noted that the dissatisfactions are higher with regard to the respondents from the MSc course than with the other two courses.

**Table 6.5**

Expectations about the Course and the SBS: Comparative Mean Scores at the Three stages of the Survey

Statement	ENTERING				CURRENT				PAST			
	MCom	MSc	MBA	Total	MCom	MSc	MBA	Total	MCom	MSc	MBA	Total
Lecturers' professionalism	4.452	4.464	4.411	4.411	3.760	3.098	3.364	3.355	3.833	3.667	3.684	3.746
Course content	4.536	4.462	4.630	4.621	4.040	3.268	3.727	3.627	3.700	4.055	4.000	3.882
Relevance to present or future career	4.317	4.623	4.534	4.519	4.120	3.550	3.860	3.806	3.759	4.294	3.700	3.879
Tutors' competencies	4.190	4.265	4.246	4.240	3.680	3.268	3.125	3.311	3.267	3.500	3.737	3.463
Facilities for study	4.143	3.942	4.068	4.027	3.600	2.951	2.814	3.046	3.241	3.555	3.250	3.328
Library facilities	4.452	4.029	4.329	4.245	3.440	3.024	3.884	3.459	3.367	3.555	3.750	3.529
Refectory facil.	3.415	3.000	3.070	3.122	3.160	2.829	2.750	2.877	3.207	2.722	3.300	3.104
Student union faci.	3.404	3.203	2.990	3.142	3.200	3.049	3.000	3.066	2.900	2.555	2.882	2.769
Religious facili.	2.905	2.238	2.597	2.541	3.333	2.800	3.000	3.011	2.769	2.667	3.307	2.882
Security	3.610	2.896	3.167	3.167	3.760	2.974	2.732	3.067	3.241	3.187	3.250	3.229
Accommodation	4.190	2.985	2.914	3.305	3.720	3.147	2.677	3.144	2.733	2.812	2.917	2.793
Social life	3.810	3.632	3.479	3.608	3.440	3.244	3.116	3.239	3.200	3.647	3.500	3.393
Practical nature of the course	4.366	4.118	4.139	4.182	3.680	2.780	3.214	3.157	3.300	3.389	3.400	3.353
Computing facil.	4.219	3.642	4.042	3.933	3.708	3.439	3.349	3.463	3.034	3.286	3.200	3.069
Career advisory facilities	3.857	3.838	3.764	3.834	2.545	2.625	3.263	2.850	2.586	2.941	2.413	2.635
Non-academic staff	3.675	3.261	3.430	3.420	3.760	3.244	3.690	3.537	3.233	3.562	2.850	3.197
Health service	3.976	3.176	3.464	3.392	3.480	3.237	3.152	3.271	3.400	3.000	3.454	3.333
Recreation & sports facili.	3.846	3.840	3.521	3.698	3.500	3.625	3.324	3.485	3.667	3.333	3.357	3.435



With regard to the past graduates survey, all the aspects directly related to the study programme received higher satisfaction levels when compared with the continuing stage. But 'student union facilities', 'religious facilities', 'accommodation' and 'career advisory facilities' received mean scores less than the mid point of the scale, showing dissatisfaction with these services. Though 'computing facilities', 'non-academic staff' and 'recreation & sports facilities' received mean scores above the mid point 3, they are lower when compared with the satisfaction levels shown at the continuing stage of the survey. General observation that can be made about these statements is that the outcomes decline with the course of time, in comparison to their expectations.

The above analysis shows that the respondents had high expectations especially with regard to the study programme related aspects, but their satisfaction levels have gone down after experiencing the study programme half way, or completely.

The above conclusion is strengthened by examining the summated means received by the three courses, for these aspects at the entering, continuing and past stages of the survey. Table 6.6 gives the relevant mean scores for this comparison and they are graphically represented in Figure 6.2. In interpreting the table and the figure, it has to be noted that the maximum achievable score by any course should be 90 (as  $5 \times 18 = 90$ ) and the minimum achievable score should be 18 (as  $1 \times 18 = 18$ ). Any score above 54 (as  $3 \times 18 = 54$ ) shows positive expectations/outcomes, whereas summated scores below that show negative expectations/outcomes.

The summated means given in Table 6.6 and the graphical representation in Figure 6.2, shows that all the three courses had high expectation levels at the entering stage. Except with regard to the MCom course, the other two courses show that at the continuing and past stages of the

survey the summated scores go down, showing a gradual drop of the level of satisfaction. With regard to the MCom course, the satisfaction level drops at the continuing stage but it rises up again at the past graduates stages. However the overall picture is that the programme, the staff and the other amenities are not up to the level of expectation of the respondents.

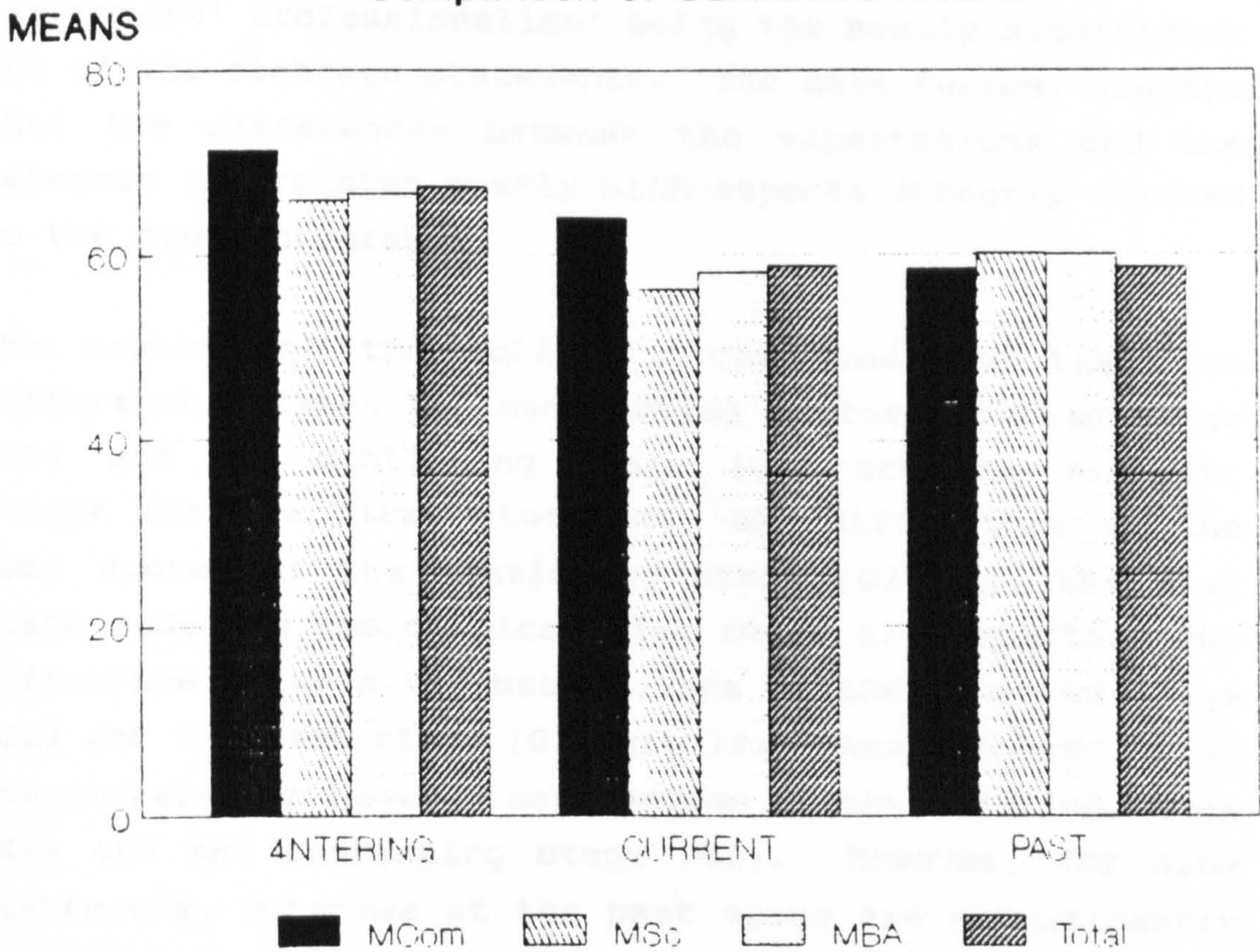
Table 6.6

Expectations/Outcomes About The Course and The SBS:  
Comparison of Summated Means

Stage	MCom	MSc	MBA	Total
Entering	71.363	65.814	66.595	67.436
Continuing	58.437	60.102	59.951	58.519
Past	63.926	56.152	58.041	58.771

**Figure 6.2**

**Comparison of Summated Means**



## 6.7 Analysis of Variance and Scheffe's Test Related to Expectations/Outcomes About The Course and The SBS.

One-way analysis of variance and Scheffe's procedure are used in order to test the statistical significance of the difference of the mean scores at the three stages of the survey. The results of the tests are summarised in Table 6.7.

The data in the table suggest that except for seven statements, the mean scores at the three stages are significantly different. Those with F Probability values of .0000 represent very high significance, with 'lecturers' professionalism' being the mostly significant out of the eighteen statements. The data further suggest that the differences between the expectations and the outcomes are related mostly with aspects directly related to the study programme.

The results of the Scheffe's test indicate that the difference between the mean scores at the entering stage (G1) and the continuing stage (G2) are the highest. Except for the first statement, the differences of the mean scores at the continuing stage (G2) and the past stage (G3) are insignificant for other all aspects. The difference between the mean scores at the entering stage (G1) and the past stage (G3) are less when compared with, the differences between mean scores at the entering stage (G1) and the continuing stage (G2). However, for nine statements, outcomes at the past stage are significantly different from the expectations.

These results suggest the same pattern of results as discussed in section 6.5.

Table 6.7

One-way Analysis of Variance and Scheffe's Test Related to Expectations/Outcomes  
about the Course and the SBS

Expectation/Outcome	F Ratio	F Prob.	Significance	Scheffe's Test		
				G1 & G2	G2 & G3	G1 & G3
Lecturers' professionalism	77.7559	.0000	Y	*	*	*
Course content	68.4412	.0000	Y	*	-	*
Relevance to present or future career	31.9470	.0000	Y	*	-	*
Tutors' competencies	47.7046	.0000	Y	*	-	*
Facilities for study	36.8819	.0000	Y	*	-	*
Library facilities	22.6524	.0000	Y	*	-	*
Refectory facil.	2.4939	.0841	N	-	-	-
Student union faci.	3.5178	.0307	N	-	-	-
Religious facili.	6.3130	.0021	Y	*	-	-
Security	.4542	.6353	N	-	-	-
Accommodation	3.8332	.0226	N	-	-	-
Social life	5.4812	.0045	Y	*	-	-
Practical nature of the course	43.0997	.0000	Y	*	-	*
Computing facil.	19.5315	.0000	Y	*	-	*
Career advisory facilities	41.9524	.0000	Y	*	-	*
Non-academic staff	2.3657	.0954	N	-	-	-
Health service	.5091	.6015	N	-	-	-
Recreation & sports facili.	3.0487	.0487	N	-	-	-

Notes:

1. G1 = Entering Stage, G2 = Current Stage, G3 = Past Stage.
2. Scheffe's test is based on alpha = .01.
3. Y = Significant, N = Not Significant.

These findings can be summarised as follows:

1. The students have high expectations about the course and the SBS at the entering stage.
2. The outcomes of the expectations are lower at the continuing stage than in the past stage.
3. Student's evaluative criteria change in magnitude over time.
4. The directional movement of the relationship between expectations and outcomes are curvilinear.

These results are similar to the findings of previous studies undertaken in the United States (Ortinou, Anderson and Klippel, 1987; Ortinau and Bush, 1986).

#### 6.8 Expectations/outcomes About Some Key Aspects of the City of Glasgow

Nine statements related to expectations/outcomes of some important aspects of the City of Glasgow were included in the questionnaires at the three stages of the survey. These statements were organised on a five point scale ranging from 1 = very poor to 5 = very good, of which 3 was the point. Mean scores were computed for each of these statements and they are given in Table 6.8. In interpreting the data given in the table, it has to be noted that any mean score above the mid point (3) shows positive expectations/outcomes, whereas mean scores below this shows negative expectations/outcomes. (Detailed tables of data are given in Appendix 6.9 for entering stage, 6.10 for continuing stage, and 6.11 for past stage).

**Table 6.8**

Expectations about Various Aspects of the City of Glasgow: Mean scores for Comparative Analysis

Statement	ENTERING				CURRENT				PAST			
	MCom	MSc	MBA	Total	MCom	MSc	MBA	Total	MCom	MSc	MBA	Total
People's attitudes to foreigners	4.293	4.507	4.383	4.410	4.360	4.439	3.364	4.391	4.067	4.055	4.210	4.104
Social/cultural & recreational facil.	3.927	4.246	4.233	4.169	3.958	4.171	3.955	4.037	3.690	4.421	3.895	3.777
Banking facilities	4.268	4.027	4.055	4.093	4.240	4.122	3.955	4.082	4.433	4.278	4.053	4.209
Shopping facilities	4.195	4.072	4.109	4.115	4.280	4.171	4.045	4.145	4.133	4.167	4.210	4.164
Postal/telephone facilities	4.268	3.869	4.014	4.016	4.400	4.317	3.864	4.155	4.267	3.889	4.210	4.150
Transport facil.	3.975	3.884	4.068	3.978	4.160	3.975	3.744	3.926	4.103	4.055	4.210	4.121
Accommodation	4.025	3.265	3.629	3.579	3.960	3.711	3.150	3.553	3.267	3.278	3.105	3.224
Cleanliness	3.951	3.391	3.403	3.522	3.080	2.976	3.000	3.009	3.310	2.647	3.158	3.092
Other facilities (police, health etc.)	4.000	3.500	3.549	3.612	3.739	3.625	3.500	3.600	3.678	3.500	3.470	3.571

It is clear from the table that the first five aspects, 'people's attitude to strangers', 'social/cultural & recreational facilities', 'banking facilities', 'shopping facilities' and 'postal/telephone facilities', all received mean scores above level 4, at the entering stage, showing very high levels of expectation of these aspects. 'Transport facilities' received a mean score just under level 4, while 'accommodation', 'cleanliness' and 'other facilities such as police, health etc.' received mean scores above the mid point, but still not very high expectation levels.

At the continuing stage, all the first five aspects, which received mean scores above level 4 at the entering stage continued to have mean scores above level 4 showing high levels of satisfaction. Actually, the mean scores received by 'shopping facilities' and 'postal/telephone facilities' went up slightly at the continuing stage, showing very high satisfaction levels (more than they expected!). The satisfaction levels of 'transport facilities', 'accommodation' and 'other facilities' went down slightly, while the mean scores received for 'cleanliness' went down substantially, to a level just above the mid point of the scale.

At the past graduates stage, the satisfaction levels for 'banking facilities', 'shopping facilities', 'transport facilities', and 'cleanliness', have gone up when compared with the satisfaction levels at the continuing stage. Satisfaction level for 'social/cultural and recreational facilities', only have gone down to a level below level 4 on the scale.

The above analysis shows that the respondents are satisfied with the facilities offered by the City of Glasgow except 'social/cultural facilities', 'accommodation' and 'cleanliness'.



This can be further elaborated by examining the summated means given in Table 6.9 and the graphical representation in Figure 6.3. It has to be noted that the maximum achievable summated score by any course should be 45 (as  $5 \times 9 = 45$ ), and the minimum achievable score is 9 (as  $1 \times 9 = 9$ ). Any summated score above 27 (as  $3 \times 9 = 27$ ) shows overall positive expectations/outcomes whereas summated scores below this show negative expectations/outcomes.

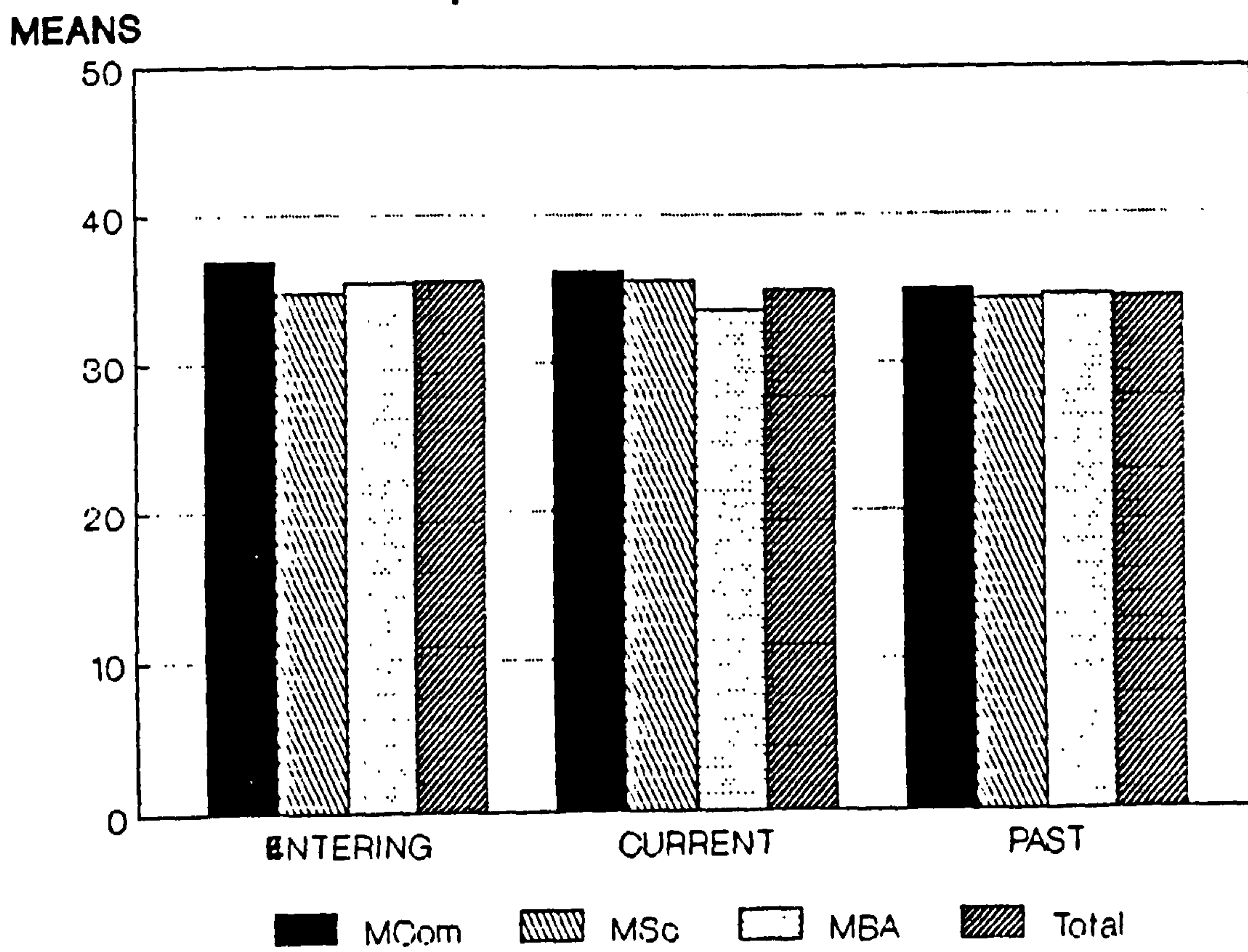
The data in the table and the figure show that the expectation levels and the levels of outcomes are not significantly different, which implies that the respondents are satisfied to a great extent with what the City of Glasgow has on offer to postgraduate students in management, while they are in Glasgow.

Table 6.9  
Expectations/Outcomes About Some Key Aspects of The City  
of Glasgow: Summated Means

Stage	MCom	MSc	MBA	Total
Entering	36.902	34.763	35.443	35.494
Continuing	36.177	35.507	33.577	34.898
Past	34.948	34.290	34.521	34.412

Figure 6.3

Comparison of Summated Means



## 6.9 Analysis of Variance and The Scheffe's Test Related to Expectations/Outcomes of The City of Glasgow

In the analysis presented in section 6.8, at the three stages of the survey, the differences related to expectations/outcomes of the City of Glasgow, were found to be very little. In this section, an attempt is made, however to test whether there is any significance in these differences. In this regard, summary data on one-way analysis of variance and the Scheffe's procedure are included in Table 6.10.

The data indicate that except with 'cleanliness', with all the other aspects, the differences are insignificant. On the other hand, the general direction of the relationship between expectations and outcomes is linear. This is why Ortinau, Anderson and Klippel (1987) in their study concluded that the directional movement of student expectations and outcomes, could be either linear or curvilinear.

Table 6.10

One-way Analysis of Variance and Scheffe's Test related to Expectations/Outcomes

About the City of Glasgow

Expectation/Outcome	F Ratio	F Prob.	Significance	Scheffe's Test		
				G1 & G2	G2 & G3	G1 & G3
People's attitudes to foreigners	4.4692	.0121	N	-	-	-
Social/cultural & recreational facil.	3.0959	.0465	N	-	-	-
Banking facilities	1.4734	.2305	N	-	-	-
Shopping facilities	.0955	.9090	N	-	-	-
Postal/telephone facilities	1.0496	.3511	N	-	-	-
Transport facil.	1.0253	.3598	N	-	-	-
Accommodation	2.9941	.0514	N	-	-	-
Cleanliness	9.4894	.0001	Y	*	-	-
Other facilities (police, health etc.)	.0499	.9513	N	-	-	-

Notes:

1. G1 = Entering Stage, G2 = Current Stage, G3 = Past Stage.
2. Scheffe's test is based on alpha = .01.
3. Y = Significant, N = Not Significant.

## 6.10 Factors That Influenced Institution Choice

At the entering stage and the past stage of the survey respondents were given an identical list of 17 well known factors that influence the institution choice decision, and they were asked to select the factors that they think were important and rank them in the order of importance. The results are given Table 6.11.

### 6.10.1 Entering Stage

The respondents at the entering stage reported that academic reputation of SBS, was the most important factor and course offering and content, was the second most important factor that influenced the institution choice. Former students' advice and lecturers' professionalism both received the third rank. The respondents from the MBA course ranked these factors, the same as the overall ranking given under the 'Total Rank' column. However, there was some variation with regard to the respondents from the MSc and the MCom courses.

Respondents from the MSc course, still considered the academic reputation of SBS, and course offerings and content respectively as the most important factors in their choice decision. But as the third most important factor, they selected 'availability of financial support', which received the fourth ranking according to the overall responses. The respondents from the MCom course regarded the 'course offerings and content' as the most important factor, 'academic reputation of SBS' as the second most important factor and 'lecturers' professionalism' as the third most important factor. This received the third ranking in the overall analysis also. It is important to mention here that most of the 'other' responses included 'one year duration of the course in comparison to two year post graduate degree in management'. The least important factor in institution choice is 'had no choice because no other school accepted me'. This implies that the

respondents were confident that they would have got acceptance elsewhere, had they applied.

#### 6.10.2 Past Stage

At the past stage, on average 'course offerings and content' is the most important factor that influenced the institution choice followed by 'academic reputation of SBS' and 'Costs'. The pattern of ranking given for these three factors by the respondents from the MSc course is the same as the average ranking while the respondents from the, MCom course rank 'cosmopolitan environment' as the third influential factor. The respondents from the MBA course rank 'academic reputation of SBS' as the most important factor followed by 'course offerings and content'. They rank 'Close to home' as the third most important factor. These results are similar to a recent study related to Strathclyde MBA programmes, which found that the reputation of the institution, location, and personal recommendations were the most important factors influencing institution preference (Al-Sarraf, 1988). These results have some similarities with other research undertaken in the United States which are dealt with some detail in Chapter 3 (Campbell, 1977; Lay and Maguire, 1980; Grabowski, 1981; Dembowski, 1980; Lucas, 1980; Vaughn and others, 1977; Chapman, 1981).

Table 6.11

Factors that Influence Institution Choice

Factor	Entering Stage				Past Stage			
	MCon	MSc	MBA	Total	MCon	MSc	MBA	Total
Academic reputation of SBS	33(2)	66(1)	61(1)	160(1)	26(2)	16(2)	18(1)	60(2)
Course offerings and content	37(1)	62(2)	52(2)	151(2)	28(1)	18(1)	15(2)	61(1)
Former students' advice	15(5)	21(5)	25(3)	61(3)	19(4)	6(7)	5(6)	30(7)
Teachers' advice	16(4)	15(7)	10(9)	41(7)	16(7)	4(9)	4(7)	24(9)
Employers' suggestion	12(7)	6(12)	17(6)	35(10)	15(8)	3(10)	3(8)	21(12)
Costs	11(8)	10(10)	17(6)	38(8)	19(4)	10(3)	9(4)	38(3)
Institution's social reputation	14(6)	15(7)	8(11)	37(9)	16(7)	5(8)	2(9)	23(10)
Close to home	7(9)	19(6)	19(5)	45(6)	15(8)	8(5)	13(3)	36(4)
Range and availability of student services	12(7)	13(8)	9(10)	4(11)	17(6)	8(5)	3(8)	28(8)
Inconvenient to go elsewhere	7(9)	12(9)	12(8)	31(12)	19(4)	7(6)	8(5)	34(5)
Campus scenery and location	14(6)	9(11)	8(11)	31(12)	16(7)	4(9)	3(9)	22(11)
Lecturers' professionalism	24(3)	22(4)	15(7)	61(3)	18(5)	9(4)	4(7)	31(6)
Friends from home country	12(7)	9(11)	17(6)	38(8)	14(9)	4(9)	4(7)	22(11)
Cosmopolitan environment	15(5)	15(7)	17(6)	47(5)	21(3)	5(8)	4(7)	30(7)
Availability of financial support	14(6)	23(3)	22(4)	59(4)	18(5)	8(5)	8(5)	34(5)
Had no other choice	5(10)	3(13)	6(12)	14(14)	10(10)	4(9)	2(9)	16(13)
Other	2(11)	2(14)	12(8)	16(13)	3(11)	2(11)	1(10)	6(14)

Note: Different sample sizes at the two stages. Refer to section 6.2.

6.10.3 Spearman Rank Correlations - Factors that Influenced Institution Choice

In order to ascertain the similarity or dissimilarity of the rankings given to the various factors by the respondents from the three courses, between past and entering stages, it is necessary to conduct a rank correlation analysis. The computed coefficients and significance levels are given in Table 6.12.

Table 6.12  
Spearman Rank Correlations - Factors that Influenced Institution Choice

	MCom1	MSc1	MBA1	MCom2	MSc2	MBA2
MCom1	-	.7656	.4224	.6582	.4449	.3960
	-	.0022	.0911	.0085	.0751	.1132
MSc1	-	-	.6440	.7149	.7730	.7095
	-	-	.0100	.0042	.0020	.0045
MBA1	-	-	-	.5547	.5458	.7993
	-	-	-	.0265	.0290	.0014
MCom2	-	-	-	-	.7604	.6999
	-	-	-	-	.0024	.0051
MSc2	-	-	-	-	-	.7839
	-	-	-	-	-	.0017
MBA2	-	-	-	-	-	-
	-	-	-	-	-	-

Note: 1. MCom1, MSc1, and MBA1 relate to Entering stage whereas MCom2, MSc2 and MBA2 relate to Past Stage.

2. The first figure in each cell is the correlation co-efficient and the second figure indicates the significance level.



The Spearman Rank Correlation Coefficients ranges from -1.0 to +1.0 with an interpretation similar to the sample correlation coefficient in that positive values near 1.0 indicate a strong association between the rankings (as one rank increases other rank also increases). On the other hand, rank correlations near -1.0 indicate a strong negative association in the ranks (as one rank increases other rank decreases). On the other hand higher the significance level, lower the association between two rankings, and lower the significance level higher the association between the two ranks.

If the cell values given in the table are closely examined it is clear that MBA1 and MBA2 show the highest association in their rankings which indicate that there is a high degree of similarity in the way they ranked the various factors that influence institution choice. Rankings between MSc2 and MBA2 also show a high association, followed by MSc1 and MSc2 (.7730), MSc1 and MCom1 (.7656), MCom1 and MSc2 (.7604) and MSc1 and MCom2 (.7149). However there is a lower association between MCom1 and MSc2 (.4449) and MCom1 and MBA2 (.3960). The other important observation that can be made is that between past and entering stage rankings, all three courses show quite high associations in the way they have ranked the factors that influence institution choice. The overall picture therefore is that there is a high similarity in the choice criteria and their rankings between the three courses and the two stages of the survey.

#### 6.11 How Respondents Learned About SBS and the Course

A series of possible sources of information were included in the questionnaire and the respondents were asked to tick the ones that they consider were important information sources for them in making the decision to come to SBS.

### 6.11.1 Entering Students

Table 6.13 gives the data relevant to the responses received in relation to the entering students survey. In interpreting the data given in the table, it has to be noted that the frequencies are those which were recorded as valid information sources. The number of responses received is not equal to the sample size as this was a 'multiple response' type question where respondents were asked to tick as many boxes as they think are relevant.

It is obvious from the table that 'former students of SBS' was the most important information source, as far as the three courses are concerned. This supports the findings of Al-Saraff's (1988) study into the Strathclyde MBA programmes, where he concludes that former students are not only a source of information but also an important factor influencing institution preference. This implies that the school should pay more attention to its past alumni, by keeping in contact with them on a regular basis and possibly gaining their support in student recruitment. The second most important source is regarded as 'friends and acquaintances', including relatives, other family members and friends. The respondents from the MCom and the MBA courses attach the same degree of importance to this source as with the first source (former students of SBS). The third most important source is 'from a school brochure'. But for the respondents of the MCom course only, the third most important source of information is 'from newspaper/magazine' rather than the school brochure. This is understandable because the overseas students don't get the chance of seeing a school brochure in the first instance, and they request a brochure, perhaps after seeing a newspaper/magazine advertisement only. The fourth most important information source is newspaper/magazine' and the least important source is the employer as a source of information. 'Other' sources mostly included the career office of the former academic institution of the respondents.

Table 6.13

Information Sources About SBS and the Course

Sources	Entering Stage				Entering Stage											
	MCom N	%	MSC N	%	MBA N	%	Total N	%	MCom N	%	MSC N	%	MBA N	%	Total N	%
From a teacher	9	30.0	1	5.6	2	10.0	2	17.6	11	26.2	10	14.5	3	4.5	24	13.0
From friends and acquaintances (who were not former students of SBS)	11	36.7	4	22.2	4	20.0	19	27.9	14	33.3	27	39.1	27	37.0	68	37.0
From a school brochure	10	33.3	8	44.4	8	40.0	26	38.2	10	23.8	12	17.4	21	28.8	43	23.4
From a newspaper/magazine	8	26.7	5	27.8	10	50.0	23	33.8	11	26.2	7	10.1	15	20.5	33	18.0
From employer	2	6.7	-	-	3	15.0	5	7.4	3	7.1	-	-	7	9.6	10	5.5
From British Council	6	20.0	2	11.1	1	5.0	9	13.2	9	21.4	3	4.3	14	19.2	26	14.2
From former SBS students	11	36.7	5	27.8	4	20.0	20	29.4	14	33.3	28	41.2	27	37.0	69	37.7
From an exhibition	1	3.3	1	5.6	1	5.0	3	4.4	4	9.5	5	7.4	1	1.4	10	5.5
From a colleague	6	20.0	1	5.6	3	15.0	10	14.7	3	7.1	2	2.9	7	9.6	12	6.6
Other	2	6.7	10	55.6	3	15.0	15	22.1	3	7.1	9	13.2	5	6.8	17	9.3
Total no. of respondents	30	-	18	-	20	-	68	-	42	-	69	-	73	-	184	-

### 6.11.2 Past Stage

The same list of information sources was presented to the respondents of the past stage of the survey and the results are summarised in Table 6.13.

Data from the table suggest that 'school brochure' was the most important source of information followed by 'newspaper/magazine' advertisements. the third most important information source was 'former SBS students' and the fourth factor was 'other friends and acquaintances' who were not former SBS students. The least important source is 'exhibitions', and this was the case for all the three courses.

As far as the respondents from the MCom course are concerned, the most important sources were both former students and other friends and acquaintances who were not former SBS students. For the respondents from the MSc Course school brochure was the most important information source. 'Newspaper/magazine advertisements' was the most important source for the respondents from the MBA course.

### 6.11.3 Spearman Correlations - Information Sources

Data given in Table 6.13, can be ranked as shown in table 6.14.

Table 6.14

Rankings of Information Sources

---

Source	Entering Stage				Past Stage			
	MCon	MSc	MBA	Total	MCon	MSc	MBA	Total
From Former SBS students	1	1	1	1	1	3	3	3
From friends and acquaintances (who were not former SBS students)	1	2	1	2	1	4	3	4
From a School brochure	3	3	2	3	2	2	2	1
From a newspaper/magazine	2	6	3	4	4	3	1	2
From British Council	4	8	4	5	5	5	6	7
From a teacher	2	4	7	6	3	6	5	6
Other	6	5	6	7	6	1	4	5
From a colleague	6	9	5	8	5	6	4	7
From employer	6	-	5	9	6	-	4	9
From an exhibition	5	7	8	9	7	6	6	10

---

If the rankings given in Table 6.14 are used to compute Spearman Rank Correlations, it is possible to ascertain whether there is agreement or disagreement between the three courses at the two stages of the survey. A summary of these computations are given in Table 6.15.

Table 6.15

Spearman Rank Correlations - Information Sources Used

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	MCom1	MSc1	MBA1	MCom2	MSc2	MBA2
MCom1	-	.8026	.6398	.8599	.2947	.4403
	-	.0160	.0549	.0099	.3767	.1866
MSc1	-	-	.5427	.7951	.6278	.4754
	-	-	.1035	.0171	.0097	.1538
MBA1	-	-	-	.8000	.4613	.7268
	-	-	-	.0164	.1664	.0292
MCom2	-	-	-	-	.3758	.6075
	-	-	-	-	.2596	.0684
MSc2	-	-	-	-	-	.5737
	-	-	-	-	-	.0852
MBA2	-	-	-	-	-	-
	-	-	-	-	-	-

---

Note:1. MCom1, MSc1 and MBA1 relate to the Entering stage whereas MCom2, MSc2 and MBA2 relate to the Past stage.

2. The first figure in each cell represents the correlation coefficient and the second figure indicates the significance level.

When examining the cell values in Table 6.15 it is worth reminding again that the Spearman Rank Correlation Coefficient lies between -1 and +1. The closer the coefficient to +1 the higher the association between two rankings and the lower the coefficient the lower the association between the rankings. On the other hand the lower the significance level the higher the association and higher the significance level the lower the association.

The data suggest that the highest association is found between MCom1 and MCom2 (.8599), followed closely by MCom1 and MSc1 (.8026). However MCom1 and MSc2 (.2947) show the lowest association. It is notable to observe that there is a high degree of association (high similarity) between the rankings at the two stages for all three courses. The disassociation lies to a significant extent between MCom1 and MSc2 (.2947) and MCom2 and MSc2(.3758). Overall, the figures show that there is a high degree of similarity in the way students seek information about the institution and the course.

#### 6.12 Evaluation of the Effectiveness of Teaching Staff

A specific question was included in the questionnaire used at the continuing stage of the survey, to elicit general evaluation of the teaching staff involved in the study programmes. Ten statements were included and the respondents were requested to rate various aspects related to the teaching staff, on a five point scale, ranging from 5 = strongly agree to 1 = strongly disagree. The detailed responses received for these statements are included in Appendix 6.12. The summarised responses in the form of mean scores calculated for each statement, are given in Table 6.16.

**Table 6.16****Evaluation of Lecturers' and Tutors' Performance**

Statement	Means	Means	Means	Means
	MCom	MSc	MBA	Total
a. Stimulate interest and motivation	3.560	3.220	3.488	3.404
b. Well prepared/organised	3.440	2.976	3.465	3.275
c. Presentations properly organised	3.520	3.195	3.465	3.33
d. Demonstrate mastery of the subject	3.760	3.366	3.581	3.541
e. adequate emphasis is given to key points	3.720	3.220	3.512	3.450
f. Welcomes questions and discussion in class	3.880	3.300	4.182	3.789
g. Available for advice and consultation	3.440	2.902	3.727	3.355
h. Make use of visual aids effectively	4.000	3.488	3.659	3.673
i. Hand-out material provided is very useful	3.360	3.195	3.614	3.615
j. Recommended texts are very useful	3.520	3.512	3.767	3.615
<b>Summated Means</b>	<b>36.200</b>	<b>32.374</b>	<b>36.367</b>	<b>34.841</b>
<b>Total achievable Score</b>	<b>50.000</b>	<b>50.000</b>	<b>50.000</b>	<b>50.000</b>



The mid point of the scale is 3 and the scores below this imply dissatisfaction and scores above this show satisfaction. On average, all ten statements received mean scores above this mid point, while 'welcome questions and discussion during class' (3.789) was the most satisfactory aspect of the teaching staff followed by 'make use of visual aids effectively' (3.673). 'Well prepared/organised for lectures' was the statement which received the lowest score of 3.275, which implies that the respondents believe that the teaching staff are not organised/prepared enough for lectures.

Of the respondents from the MBA course, 'welcome questions and discussion during class' received the highest score (4.182) while 'presentations properly organised' received the least score (3.372).

Respondents from the MSc course scored the statement 'recommended texts are very useful' to be the strongest aspect (3.512), which was closely followed by 'make use of visual aids effectively' (3.488). (Some went on to say that they learnt more from reading text books rather than from formal lectures!). They see two aspects of the course to be unsatisfactory 'well prepared/organised' (2.976) and 'available for advice and consultation' (2.902).

The respondents from the MCom course report that they strongly agree with the statement 'make use of visual aids effectively' (4.000) followed by the statement, 'welcome questions and discussion during class' (3.760). The least agreed aspect for them is the statement 'hand-out material provided is very useful'. Most of the respondents complain that some lecturers didn't give hand-out material at all while most of the hand-out material given by others were photocopies from text books and journals.

Table 6.16 suggest that the total achievable score by any of the three courses is 50.000. The minimum achievable score is 10. The mid point is 30. As all the summated scores are above this, it implies that the respondents have overall satisfaction with the teaching staff. The respondents from the MBA course are the most satisfied (36.367) while the respondents from the MSc course (32.373) are the least satisfied. However it is clear that all these summations are less than the third quartile 40.0 (10x4 =).

### 6.13 Overall Evaluation About the Course and SBS, and the Workload

At the continuing stage of the survey respondents were asked two questions in this regard. In the first question the respondents were asked to show their overall evaluation of the course they are following, and the SBS, on a scale ranging from 5 = extremely satisfied to 1 = extremely dissatisfied. The responses received are summarised in Table 6.17.

Table 6.17

Evaluation of Course and SBS

Level of Satisfaction	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Extremely satisfied	2	8.0	2	4.9	2	4.7	6	5.5
Satisfied	11	44.0	11	26.8	30	69.8	52	47.7
Undecided	9	36.0	10	24.4	5	11.6	24	22.0
Dissatisfied	2	8.0	15	36.6	6	14.0	23	21.1
Extremely dissatisfied	1	4.0	3	7.3	-	-	4	3.7
Totals	25	100.0	41	100.0	43	100.0	109	100.0
Mean	3.44	-	2.85	-	3.65	-	3.30	-

The table suggests that 53 per cent of the respondents are satisfied with the course and the SBS, while 22 per cent are undecided and 25 per cent are dissatisfied. But the level of satisfaction is higher with respondents of the MBA course (74.5%) whereas it was very low (31.7%) with respect of the respondents from the MSc course. Those who are dissatisfied are the lowest with respect to the MCom course (12%) while it is the highest with respect to the MSc course (43.9%). When the mean values are examined it is evident that the respondents from the MBA course show the highest level of satisfaction (3.65) followed by the respondents from the MCom course (3.44). The low mean score of 2.85 which is lower than the mid point 3 with regard to the MSc course indicates that on average they are dissatisfied with the course and the SBS.

Those who are dissatisfied with the course were asked to give reasons for their dissatisfaction. Overall, 30.0 per cent of the respondents have given reasons for dissatisfaction.

Only 16 per cent of the respondents from the MCom course gave reasons for their dissatisfaction and they are summarised below:

- \* low quality of lectures.
- \* lectures cancelled without reason or replacements.
- \* no proper communication between the (course) administration and students.
- \* politicking among lecturers at students' expense.
- \* racial discrimination - certain lecturers.
- \* ... failed to keep the students attention and interest ...
- \* unnecessarily too heavy (work load).

Nearly sixty per cent of the respondents from the MSc course gave reasons for their dissatisfaction which included the following:

- \* the whole year seems to have been big blunder and full of disorganisation ... .
- \* some lectures were cancelled without any advance notice.
- \* some lectures did not last one hour and some were reading from the text books (Marketing Research Course).
- \* a few lecturers were incompetent or ignorant of the needs of the students.
- \* too many students in core classes.
- \* greater attention was given to the needs of non-MSc/Dip students.
- \* lecturers are more concerned with their professional (consultancy) interests rather than students.
- \* communication with MSc/Dip students on the part of the Department is pathetic.
- \* a very unorganised Department.
- \* courses are too superficial.
- \* more theoretical and less practical.

- \* workload too heavy and unevenly distributed throughout year. More quantity conscious rather than quality. Lecturers seemed to have little idea of what quantity of work their colleagues were handing out.
- \* severe problems of organisation and co-ordination.
- \* course work has been marked unfairly with too great a discrepancy between various lecturers' marking standards.
- \* non-availability of lecturers for consultation and advice.

Only 18.6 per cent of the respondents from the MBA course gave reasons for dissatisfaction and they included the following:

- \* too heavy workload.
- \* feedback of students performance is very poor.
- \* subject areas are very superficially covered.
- \* course did not meet expectations.
- \* faculty not competent enough.
- \* lecturers very poor and course content inappropriate.
- \* the quality of the (MBA) administration is very poor.
- \* the general attitude is "it isn't their problem".
- \* lacks customer orientation.
- \* going for quantity rather than quality.

It has to be noted however that the above comments do not reflect the attitude of the whole sample as the comments were made by only a few dissatisfied respondents.

A second question asked the respondents to show how light or heavy the workload is. The results are summarised in Table 6.18. Ninety six per cent of the respondents from the MCom course believe that the workload is heavy or too heavy, while 80.5% of the respondents from the MSc course and 69.8% of the respondents from the MBA course think

that the workload is heavy or too heavy. Those who think that the workload was just right (neither light nor heavy) was the highest with regard to the MBA course (25.6%) while it was the lowest with the respondents from the MCom course (4%). However, when interpreting the data it has to be noted that the three courses were one year intensive postgraduate programmes.

Table 6.18

Workload

Category	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Too light	-	-	-	-	-	-	-	-
Light	-	-	-	-	2	4.7	2	1.8
Neither light nor heavy	1	4.0	8	19.5	11	25.6	20	18.3
Heavy	16	64.0	20	48.8	24	55.8	60	55.0
Too heavy	8	32.0	13	31.7	6	14.0	27	24.8
Totals	25	100.0	41	100.0	43	100.0	109	100.0

6.14 Value/Benefit of Attending SBS

Both at the continuing stage and the past stage of the survey two questions were included in this regard. The first question attempted to find out how the respondents would compare the costs spent on the course (both direct and indirect) and the benefits the course would offer. The second question asked the respondents to indicate the extent to which the qualification would affect their earnings capacity. The following sub-sections deal with the responses received for these two questions at the two stages of the survey.

### 6.14.1 Continuing Stage

The responses received in relation to the first question are given in Table 6.19. Forty four and a half per cent of the respondents believe that the course offers greater benefit than the costs spent on it. Nearly 18 per cent say that the course offers less benefit than the costs spent on it, while 15.5 per cent say that the benefits equal the costs spent on the course. The respondents from the MBA course show the highest benefits (61%) to costs percentage followed by 36 per cent and 32 per cents respectively by the respondents from the MCom course and the MSc course. More respondents from the MSc course (29.3%) believe that the course offers less value than the costs spent on it, whereas the comparative percentages for the MCom and the MBA courses are 20% and 6.8% respectively. This again implies that the respondents from the MBA course are the most satisfied while the respondents from the MSc course are the least satisfied. But it has to be noted that the percentages of those who are unable to judge are higher with regard to the MCom and MSc courses than the MBA.

Table 6.19  
Benefits Vs. Costs

Category	Continuing Stage								Past Stage							
	MCom		MSc		MBA		Total		MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Greater value	9	36.0	13	31.7	27	61.4	29	44.5	14	48.3	15	83.3	11	55.0	40	59.7
Equal value	3	12.5	6	14.6	8	18.2	17	15.5	8	27.6	1	5.6	5	25.0	14	20.9
Less value	5	20.0	12	29.3	3	6.8	20	18.2	3	10.3	1	5.6	2	10.0	6	9.0
Unable to judge	8	32.0	10	24.4	6	13.6	4	21.8	4	13.8	1	5.6	2	10.0	7	10.4
Totals	25	100.0	41	100.0	44	100.0	110	100.0	29	100.0	18	100.0	20	100.0	67	100.0

In another question the respondents were asked to indicate the extent to which the qualification they would obtain was expected to affect their future earnings capacity. The responses received are summarised in Table 6.20.

The data suggest that, on average 63.6 per cent of the respondents are of the view that their earnings would increase from 1% to over 100%. Only 6.4 per cent think that the qualification would make no change in their earnings. When the variation of the responses among the three courses is examined, it is clear that 78.8 per cent of the respondents from the MBA course and 58.6 per cent of the respondents from the MSc course and 56 per cent of the respondents from the MCom course expect their earnings to go up at least by 1 per cent.

Table 6.20

Effect of The Course on Earnings Capacity

Effect	Continuing Stage								Past Stage							
	MCom		MSc		MBA		Total		MCom		MSc		MSc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Over 100%	1	4.0	-	-	4	9.1	5	4.5	1	3.7	2	11.1	3	15.8	6	9.4
Between 50-100%	7	28.0	7	17.1	9	20.5	23	20.9	4	14.8	4	22.2	3	15.8	11	17.2
Between 25-50%	4	16.0	7	17.1	15	34.1	26	23.6	9	33.3	2	11.1	2	10.5	13	20.3
Between 1-25%	2	8.0	10	24.4	4	9.1	16	14.5	2	7.4	1	5.6	5	26.3	8	12.5
Make no change	2	8.0	1	2.4	4	9.1	7	6.4	6	22.2	1	5.6	1	5.3	8	12.5
Unable to judge	9	36.0	15	36.6	8	18.2	32	29.1	5	18.5	8	44.4	5	26.3	18	28.1
Totals	25	100.0	40	100.0	44	100.0	109	100.0	27	100.0	18	100.0	19	100.0	64	100.0



#### 6.14.2 Past Stage

Table 6.19 deals with the responses received in relation to the value/benefits against the costs of attending the course. The respondents in this case were instructed to make a rough judgement as to what the course offered them when compared with both direct and indirect costs spent on it. 59.7% of the respondents are of the view that it offered greater value/benefits than costs, while 20.9% think that the course offered less value than costs spent on it.

It has to be specifically noted that 83.3% of the respondents from the MSc course said that the course offered greater value than costs.

Table 6.20 summarises the responses received in relation to the question, how the qualification obtained from SBS affected their earnings capacity. For 20.3% of the respondents the qualification helped to increase their earnings by 25-50%. In relation to the respondents from the MCom course, for 33.3% of the respondents the qualification helped to increase their earnings by 25-50%. It has to be noted however that a lot of respondents were unable to judge whether the qualification affected their earnings or not. However for 59.4% of the respondents, the qualification increased their earnings between 1% to over 100%. Only 12.5% of the respondents said that the qualification did not affect their earnings. A large proportion (28.1%) of the respondents reported that it was unable for them to make a judgement.

#### 6.14.3 Comparative Analysis - Effects on Earnings

If the data given in Tables 6.19, for continuing stage and past stage are compared, it is clear that the past graduates believe that the course offered greater value than what the continuing students expect. It is especially important to note that only 32% of the continuing MSc

students expect the course to offer greater value whereas 83% of the past MSc graduates believe that the qualification offered greater value than costs. With regard to the continuing MCom students the comparative percentage is 36% while 48% of the past MCom graduates reported that the course offered greater value.

When the data given in Tables 6.20 (which deal with effect on earnings capacity) are compared for continuing stage and the past stage, it is clear that on average the expectations of continuing students match with the past graduates experience. The percentages of respondents who believe that the course would increase or has increased their earnings from 1 - 100% are given below:

	<u>MCom</u>	<u>MSc</u>	<u>MBA</u>	<u>Total</u>
Continuing	56	61	73	65
Past	59	50	68	60

These figures show however, that apart from the MCom students, the continuing students on the other two courses are a little over-enthusiastic about the effect the course would have on their earnings capacity, when compared with past graduates' experience.

#### 6.15 How Respondents were Financed

At the Entering Stage and the Past stage of the survey a question was asked in relation to how the respondents were financed. The following sub-sections deal with the responses received.

##### 6.15.1 Entering Students

The responses received in this regard are summarised in Table 6.21.

Table 6.21

Source of Finance

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Source	Entering Stage				Past Stage											
	MCom	MSc	MBA	Total	MCom	MSc	MBA	Total								
Self	12	28.6	26	38.2	41	56.9	79	42.9	10	33.3	5	27.8	13	65.0	28	41.2
Parents	20	47.6	22	32.3	4	5.5	46	25.0	18	60.0	5	27.8	4	20.0	27	39.7
Employer	5	11.9	1	1.5	12	16.7	18	9.8	-	-	-	-	2	10.0	2	2.9
British																
Council	1	2.4	-	-	12	16.7	13	7.1	4	13.3	-	-	-	-	4	14.7
DES/SED	-	-	24	35.3	1	1.4	25	13.6	-	-	9	50.0	1	5.0	10	14.7
Other	8	19.0	7	10.3	15	20.1	30	16.3	5	16.7	1	5.6	3	15.0	9	13.2

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Total no.of  
respondents 42 - 68 - 72 - 184 - 37 - 20 - 23 - 80 -

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The percentages given in Table 6.21 refer to the number of respondents who ticked the particular source of finance, in the questionnaire. But it has to be noted that for some respondents, especially those who were not financed by the British Council, employer or any other funding institution, respondents ticked more than one source of finance. In most of the cases such respondents ticked both 'self' and 'parents' as sources of finance.

However, 43 per cent said that they financed their course and other expenses fully or partly by themselves. Twenty five per cent said that they get full or part support from their parents. Sixteen per cent identified other sources such as the UNDP, ODA, EEC etc. The fourth most important source was SED/DES funds, which was the second highest source of finance for respondents from the MSc course. Respondents from the MSc and the MBA courses identified 'self financing' as the most important source of finance. But for the respondents from the MCom course parents provided the bulk of their financing. British Council supports more to the MBA (16.7%) than the MCom (2.4%).

### 6.15.2 Past Students

Table 6.21 gives data related to the sources of finance available to the respondents when they were following their postgraduate programmes at SBS. On average 41.2% of the respondents had been financed by themselves followed by 39.7% by parents. DES/SED grants were a source of finance for 14.7% of the respondents. For the respondents from the MCom course the most important source of finance (60%) was 'parents' while for the respondents from the MSc course it was DES/SED grants (50%). But for 65% of the respondents from the MBA course 'self financing' was the most important source of finance. (It has to be noted that the sum of 'n' equals the number of responses rather than the sample sizes, as this variable was a multi-response variable).

### 6.15.3 Comparative Analysis - How the Programme was Financed

When the data given in Tables 6.21 are examined, it is apparent that on average the respondents from both entering stage and the past stage report that the programme was mostly financed by themselves (43% for entering stage and 41% for past stage). However, it seems that more students financed themselves at the entering stage rather than at the past stage, with regard to the MSc course, while the opposite is true with the MBA students. Overall, DES/SED support also seems to be more or less the same while the British Council support has shifted from MCom students to MBA students. Another important observation that can be made is that more employers finance students currently, than in the past. Parental financial support has increased with regard to the MSc and MBA students while it has gone down with regard to the MCom students.

6.16 Initiation of the Idea of the Course and the Employer's View About the Qualification

Questions related to the initiation of the idea of the course and the employer's view about the course were included both at the entering students' and past graduates' surveys. The following sub-sections deal with the responses received.

6.16.1 Entering Stage

Data related to, 'who initiated the idea of the course' is summarised in Table 6.22.

Table 6.22  
Initiation of The Idea of The Course

Initiator	Entering Stage								Past Stage							
	MCom		MSc		MBA		Total		MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Self	34	81.0	62	89.9	56	76.7	152	82.6	22	62.9	18	100.0	17	68.0	57	73.1
Employer	4	9.5	-	-	9	12.3	13	7.1	2	5.7	-	-	2	8.0	4	5.1
Parents	2	4.8	6	8.7	-	-	8	4.3	4	11.4	-	-	4	32.0	8	10.3
Teacher	2	4.8	-	-	4	5.5	6	3.3	3	8.6	-	-	1	4.0	4	5.1
Other	-	-	1	1.4	4	5.5	5	2.7	4	11.4	-	-	1	4.0	5	6.4
Totals	42	100.0	69	100.0	73	100.0	184	100.0	35	100.0	18	100.0	25	100.0	78	100.0

The data suggest that, for 83 per cent of the respondents it was their own decision. Seven per cent said that the employer initiated the idea of the course. Four per cent said that parents instilled the idea while for 3 per cent of the respondents a teacher initiated the idea. Most of the 'other' responses were a combination of 'self and employer' as the initiator of the idea of the course.

It is important to note that no respondent from the MSc course said that the employer initiated the idea. This is most probably related to the fact that respondents from this category were either unemployed or had little work experience before joining the course. The results imply that, as the individual student himself/herself initiates the idea, promotional efforts should be directed to a great extent at the prospective students themselves.

Table 6.23 deals with the employer's view about the programme.

Table 6.23  
Employer's View About The Course

Response category	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Enthusiastic	19	73.1	20	80.0	36	55.4	75	64.7
Indifferent	7	26.9	5	20.0	23	35.4	33	30.2
Against	-	-	-	-	6	9.2	6	5.2
Totals	26	100.0	25	100.0	65	100.0	116	100.0
Total sample size	42	-	69	-	73	-	184	-

This shows that the employers have a favourable attitude towards the respondents embarking on a postgraduate course in management (65%). In interpreting the results, it is important to note that the number of respondents who gave responses to this question was the least when compared with other questions. Most of the respondents from the MBA course responded to the question (89%) while only 66 per cent of respondents from the MCom course and 36 per cent of respondents from the MSc did respond. The very low response rate with MSc, is explainable as most of the

respondents were unemployed before joining the course. However, out of those who responded, it is clear that a higher number of respondents from the MCom and MSc courses (73% and 80% respectively) said that their employers were 'enthusiastic' whereas only 55 per cent of the respondents from the MBA course reported that their employers were enthusiastic at the idea of the MBA. Above all, it has to be noted that 9 per cent of the respondents from the MBA reported that their employers were against it.

Another question was included to study what support the employers offered the respondents when they decided to join the course. Table 6.24 summarises the responses received.

Table 6.24  
Support Received from The Employer

Type of support	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Time off study	9	52.9	1	11.7	18	66.7	28	56.0
Time off with salary	7	41.2	3	50.0	6	22.2	16	32.0
Payment of fees	-	-	1	16.7	2	7.4	3	6.0
Other	1	5.9	1	16.7	1	3.7	3	6.0
<b>Total</b>	<b>17</b>	<b>100.0</b>	<b>6</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>	<b>50</b>	<b>100.0</b>
<b>Sample size</b>	<b>42</b>	<b>-</b>	<b>69</b>	<b>-</b>	<b>73</b>	<b>-</b>	<b>184</b>	<b>-</b>

The first thing, that has to be noted in Table 6.24 is the very low responses received. This is related to the fact that most of the respondents from the MSc course were not employed, and a substantial percentage of the employers

were not enthusiastic about the course. However, out of those who have responded 56 per cent received time off study, while 32 per cent received time off study with salary. Only 3 respondents said that their fees were paid by the employer. This is less than 2 per cent of the total sample size. 'Other' responses included both payment of fees and time off with salary. The low response was also due to the fact that most of those who responded, said that they resigned from their job in order to join the course.

#### 6.16.2 Past Stage

Table 6.22 summarises the responses related to the initiation of the idea of the course. Seventy three per cent say that it was self initiated, while for 10.3%, parents initiation was also important. For the respondents from the MSc course it was 100% self initiated, while the comparative figures for self initiation was 62.9% and 68% respectively for the MCom and MBA courses.

Table 6.25 deals with the responses received in relation to the employer's view about the qualification obtained from SBS. For 86.7% of the respondents, their employers were very favourable or favourable about their qualification while only 1.7 per cent said that it was unfavourable. It has to be noted however that no respondent from the MCom course or the MSc course said that the view of the employer was unfavourable.



Table 6.25

Employers View About The Qualification

View	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Very favourable	7	25.9	8	50.0	6	35.3	21	35.0
Favourable	12	44.4	6	37.5	7	41.2	25	41.0
Unfavourable	-	-	-	-	1	5.9	1	1.7
Dif. to judge	8	29.6	2	12.5	3	17.6	13	21.7
Totals	27	100.0	16	100.0	17	100.0	60	100.0

6.16.3 Comparative Analysis - Initiation of the Idea of the Course and the Employers' Attitude

Table 6.22 shows that for both entering (82.6%) and past students (73.1%) the idea of the course was initiated by themselves. Except for the MSc course, for the other two courses self initiation seems to have increased. Another notable observation is that the employers' initiation has increased from 5.1% at the entering stage to 7.1% in the past stage.

Though the data given in Tables 6.23 and 6.25 with regard to the employers' view cannot be directly compared, it is evident from the data that both for past graduates and entering students the employers' view about the course was a positive one.

## 6.17 Priority Given for SBS

Both at the entering stage and the past stage of the survey, questions were asked to find out the extent of priority students had given to SBS. Results of these questions are summarised in the sub-sections that follow.

### 6.17.1 Entering Stage

Respondents were asked three questions in this regard, and the first question was whether they applied to any other institutions. The summary of the responses received for this question is given in Table 6.26.

Table 6.26

#### Applications to Other Institutions

Responses	Entering Stage								Past Stage							
	MCom		MSc		MBA		Total		MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	36	85.7	38	55.9	31	43.1	89	48.9	17	58.6	7	38.9	7	35.0	31	46.3
No	6	14.3	30	44.1	41	56.9	93	51.1	12	41.4	11	61.1	13	65.0	36	53.7
Total	42	100.0	68	100.0	72	100.0	182	100.0	29	100.0	18	100.0	20	100.0	67	100.0

The table shows that 49 per cent of the respondents from the three courses had applied to other institutions, in addition to SBS. Of the respondents from the MCom course 86 per cent had applied to other institutions also, while the respondents from the MSc course said that 56 per cent of them applied to other institutions. But of the respondents from the MBA course, only 43 per cent had applied to other institutions. These responses might have two different implications. Either respondents from the MBA course had more preference of SBS and the course

rather than the respondents from the MCom and the MSc courses and/or most of the other institutions they applied to, rejected them.

Another question was asked to elicit the names and the countries of other institutions respondents had applied to. Most of these were English institutions such as Bradford, Warwick, London Business School, City Business School, Aston and Scottish institutions such as Stirling, Heriot-Watt and Edinburgh Universities. Quite a lot of overseas students had applied to US Business Schools also.

Table 6.27 gives information as to whether SBS was the respondents' first choice.

Table 6.27  
Priority Given for SBS

Response	Entering Stage								Past Stage							
	MCom		MSc		MBA		Total		MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	36	85.7	63	95.4	60	84.5	159	88.8	15	53.6	15	83.3	16	84.2	46	70.8
No	6	14.3	3	4.6	11	15.5	20	11.2	13	46.4	3	16.7	3	15.8	19	29.2
Totals	42	100.0	66	100.0	71	100.0	179	100.0	28	100.0	18	100.0	19	100.0	65	100.0

This gives responses very favourable for SBS and the three courses. Eighty nine per cent of the respondents said that their first choice was SBS. Over 95 per cent of the respondents from the MSc said that their first choice was SBS, while 86 per cent of the respondents from the MCom course and 84 per cent from the MBA said that was their first choice. This suggests, that the two implications arrived, based on the data in Table 6.26, with regard to the entering students, are not valid.

### 6.17.2. Past stage

Table 6.26 summarises the results received for the question whether the respondents made applications to other institutions. The majority of the respondents (53.7%) had not applied to other institutions though the respondents from the MCom course said that 58.6% of them applied to other institutions. The comparative figures for the MSc and the MBA courses were only 38.9% and 35%, respectively.

Those who applied to other institutions, had applied to British institutions such as Bradford, Warwick, London Business School, City Business School, Aston, Stirling, Heriot-Watt and Edinburgh Universities. A lot of MCom respondents had applied to US institutions also.

Table 6.27 summarises the responses received in relation to the question whether the respondents gave priority to SBS. On average, 71 per cent said 'yes' while 83.3% of the respondents from the MBA course said 'yes'. But only 53.6% of the respondents from the MCom course said 'yes'.

### 6.17.3 Comparative Analysis - Priority Given to SBS

A close examination of the data given in Table 6.26 shows that there is an overall similarity in the percentage of respondents who applied to other institutions in addition to SBS, which was a little below 50% both at the entering and past stages of the survey. However those who applied to other institutions have gone up with regard to the MCom course and the MBA course considerably while the opposite is true with the MSc students.

Data given in Table 6.27, on the other hand show that in overall priority given to SBS increased from 71% to 89%. While it has remained the same with regard to the MBA

course (84%) the MCom (54% to 86%) and the MSc (83% to 95%) students report considerable increases in the priority percentages given to SBS. This shows that, though students have criticisms of the SBS and the course, in general their loyalty toward SBS has gone up.

#### 6.18 Recommendation of SBS and The Course to Others

Both at the entering and past stages of the survey questions were raised as to whether the respondents would recommend the course to others.

##### 6.18.1 Continuing Stage

The respondents were asked whether they would recommend the course and the SBS to others if they get a chance to do so. The responses received are summarised in Table 6.28. It is clear from the table that 38 per cent of the respondents said that they would recommend the course to others if they get the chance, while 52 per cent said they would do it 'with some reservation'. Ten per cent said that they would not recommend it to others at all. The variation of responses among the three courses has to be examined carefully. Sixty per cent of the respondents from the MCom course said that they would recommend, while the comparative figures for the MBA and the MSc courses were 50 per cent and 12 per cent respectively. It has to be particularly noted that 71 per cent of the respondents from the MSc course would recommend the course 'with some reservation' and 17 per cent would not recommend the course at all.

Respondents gave similar reasons as given for reasons for dissatisfaction (see section 6.13), for not recommending or recommending 'with some reservation'.

Table 6.28

Willingness to Recommended The Course to Others

Willingness category	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Yes	15	60.0	5	12.2	22	50.0	42	38.2
With some reservation	8	32.0	29	70.7	20	45.5	57	51.8
No	2	8.0	7	17.1	2	4.5	11	10.0
Totals	25	100.0	41	100.0	44	100.0	110	100.0

6.18.2 Past Stage

Table 6.29a deals with the question whether the respondents recommended the course to anyone else. On average, 64.2% of the respondents said 'yes' while the comparative figure for the MCom course was 68.9%. Respondents from the MSc course and MBA course said that respectively 61.1% and 60% of them recommended the course to others.

Table 6.29a

Recommendation of SBS and the Course to Others

Responses	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Yes	20	68.9	11	61.1	12	60.0	43	64.2
No	9	31.3	7	28.9	8	40.0	24	35.8
Totals	29	100.0	18	100.0	21	100.0	67	100.0

Those who said that they did not recommend the course to anyone else, were asked to indicate whether they would recommend the course if they get a chance to do so. Table 6.29b gives a summary of the responses received. It is evident that 45.8% of the respondents said that they would recommend the course and the SBS while 45.8% said that they would do it with some reservation. But only 8.4% of the respondents said that they would not do so. It has to be noted that no respondent from the MBA course said that they would not recommend the course to others.

Table 6.29b

If not Recommended Would You Do It

Response	MCom		MSc		MBA		Total	
	N	%	N	%	N	%	N	%
Definitely	3	33.3	4	57.1	4	50.0	11	45.8
With reservation	5	55.5	2	28.6	4	50.0	11	45.8
No	1	11.2	1	14.3	-	-	2	8.4
Totals	9	100.0	7	100.0	8	100.0	24	100.0

6.18.3 Comparative Analysis - Will They Recommend It?

When the data given in Tables 6.28 and 6.29b are examined it is clear that in overall those who said they would recommend the course has fallen from 46% to 38%. however it has to be noted that 60% of the MCom respondents and 50% of the MBA respondents at the entering stage said that they would recommend the course to others. The comparative figure for MSc students has fallen down from 57% to 12%.

## 6.19 Summary

The analysis made in the preceding sections show that the respondents come to SBS with very high motivations related to academic, career, social and personal development goals. But they believe that these goals are not satisfied by the programme, and the SBS. The general pattern of the directional movement of the goals and outcomes is curvilinear.

The respondents have high expectations related to the staff, the programme and other amenities, but their satisfactions fall short of the expectations. The directional movement of expectations and outcomes, was found to be curvilinear.

Expectations about the City of Glasgow have been realised to a great extent. The directional movement of the expectations and the outcomes, however, is linear.

The most important factors that influenced institution choice were academic reputation of SBS, course offerings and content, former students' advice and costs. The most important information sources used were former students' advice, friends and acquaintances, school brochure and newspaper/magazine advertisements.

Students evaluate lecturers' and tutors' performance somewhat positively. MBA faculty received the highest evaluation score and the MSc programme received the lowest score. Overall evaluation of the programme and the institution on the other hand received quite satisfactory responses.

The general feeling about the workload was that it was too heavy, with Mcom students finding it the heaviest. On average about 70% of the respondents reported that the



course offers greater or equal benefit than costs. Over 60% of the respondents believe that the course would have a positive effect on the earnings capacity.

The majority of the respondents were financed by themselves, while employer support was minimal. Meanwhile, the initiation of the idea of the course was done by students themselves to a great extent. However, the employers' view towards the programme was quite positive, though only a few respondents received support in the form of time off with or without salary.

A very high percentage of the respondents had given priority to SBS, though only 38% said that they would recommend the course to others, in relation to the 1988/89 students. However 64% of the respondents from the past graduates said that they would recommend the course to others.

Having analysed the results of the three student surveys on a comparative basis, in the next chapter, attitudes of programme managers to academic marketing will be examined.

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CHAPTER SEVEN

SUPPLIERS' ATTITUDES TO MARKETING HIGHER MANAGEMENT  
EDUCATION

## 7.1 Introduction

Having presented an analysis of the findings of the questionnaire surveys undertaken, this chapter attempts to summarise the results of the semi-structured interviews conducted with the programme managers of the three courses subjected to the study. The purpose of this chapter is to present a discussion on the suppliers' view on marketing education and their reactions to the key findings of the surveys undertaken with the students. The chapter therefore includes sections on the following:

- a. Methodology
- b. Attitudes towards academic marketing
- c. Attitudes to researching the market
- d. Views on elements of the marketing mix in relation to the three programmes ,
- e. Reactions to the findings of the surveys undertaken with the students.

## 7.2 Methodology

Semi-structured personal interviews were conducted with the three programme managers who were responsible for the programmes when the questionnaire surveys were undertaken. However, since the programme manager for the MBA was not available in the country at the time interviews were conducted, the assistant programme manager (who had previously been the programme manager for about ten years), was interviewed. Additionally, at the suggestion of the assistant programme manager for the MBA, the Director of the Strathclyde Graduate Business School (referred to as SGBS hereafter) was also interviewed by telephone to clarify certain points. All three programme managers were briefed on the key findings of the questionnaire surveys at the outset, as one important purpose of the interviews was to find out the programme managers' reaction to the findings. Interviews with the programme managers lasted between 45 minutes and one hour while the telephone interview with the Director of SGBS took 20 minutes. All interviews were recorded on tape and transcribed for analysis. A copy of the questions/issues raised at these semi-structured interviews is given in Appendix 7.1.

### 7.3 Attitudes Towards Academic Marketing

All three programme managers defined marketing in general, in an admirable manner, which shows that they are very well aware of the marketing concept. All three believe that marketing applies not only to manufacturing industry, but also to service industries as well as to management education. However, all believe that marketing should be applied to higher education, with a different emphasis from traditional marketing. In other words it is not just a question of listening to the customers and giving them what they want. Higher educational institutions have the responsibility of leading the market as well.

The belief of the programme managers was that institutions do engage in marketing in one sense but do not practise marketing in another. Whilst they promote and publicise their programmes more or less effectively, they fail generally to undertake systematic marketing research, and programme design is not based upon an assessment of client/student needs. Clearly, they are engaged in 'selling' rather than 'marketing' the programmes of higher education.

When asked whether the programme managers market their programmes, the responses received were somewhat different. The programme manager for the MSc in Marketing said that marketing is 'too shallow' for the programme as demand exceeds supply. As far as the other two programmes are concerned programme managers said that they market their programmes in the sense that they advertise and publicize their programmes on a world-wide basis. This implies that the MBA and the MCom programmes are at least 'sold' whereas the Msc is not even sold.



#### 7.4 Researching the Market

The MCom Programme manager said that by monitoring the reaction of the students on the course, through written evaluations and through the staff student consultative committee, the department secures a lot of important customer feedback concerning both the programme and the institution.

As far as the MBA programme is concerned, market information is collected by keeping in touch with what other schools are doing and by studying the other schools' brochures. One important forum for the useful exchange of views and the development of new ideas for the improvement of course provision is that of CUMS. The Director of the SGBS believes that it is necessary to listen to and study all three markets: students, employing organisations and consortium market.

The MSc in marketing programme manager believes that there is 'no real need to study the market' as the market 'comes to us'. In other words, there were not many other institutions offering a Masters degree in Marketing and there was therefore a tremendous market pressure on the Department to offer a suitable programme.

In relation to all three programmes there is no formal market research undertaken. One problem of undertaking such research is the difficulty in defining the potential market. Another problem is that the market is highly fragmented and spread globally. One solution though not an ideal one, according to the Director of the SGBS is to analyse the information given in the applications.

## 7.5 Marketing Mix

In the context of the three programmes, several questions and issues relating to the various elements of the marketing mix, were raised at the interviews, and the following sub sections attempt to summarise the results of these discussions.

### 7.5.1 Programme Design

The MCom programme was designed in the late 70's and early 80's as a market opportunity was seen in the developing countries for a programme with special emphasis on issues related to marketing in these countries. Marketing in the context of Western European and American marketing was seen as inappropriate to students from the developing world. Since its inception in 1981, the course has undergone a continuous evolutionary development and this process continues. In 1989/90 the course title was changed from MCom in Marketing to MSc in International Marketing. This involved changes in syllabi and an extension of the target market from that of 'developing countries' to a broader global market.

In redesigning the MCOM programme, employers' views are difficult to take into consideration as the employers are widely dispersed across numerous countries. However, student evaluations are taken into considerations in this regard. Even the employers' views are informally gathered during visits to the far east.

As far as the MSc in Marketing is concerned it has been designed with the young conversion type students, who have not had working experience, specifically in mind. In that sense the MCom programme is designed for older students with some work experience. The Msc programme manager said

that during recent years there was no need radically to redesign the programme as it was felt to be meeting the demand of the student market satisfactorily.

The MBA programme had been designed at the initial stage, on the basis that the US MBA programmes were not catering for and appropriate to the needs of the UK students. It was not based on formal marketing research, but by talking to industry, the School managed to secure a significant amount of information about the specific needs of the market. Apart from this, the programme manager mentioned that the School felt that they have to make an input themselves, while listening to the market. Periodic discussions with senior managers from industry and organisations such as BIM and IPM were helpful in addition to monitoring what other institutions were already doing.

#### 7.5.2 Promoting the Programme

The programme manager for the MCOM programme reported that the programme is promoted internationally through the British Council, mailings to other Universities, advertising on the Economist, and a few other journals and in the local press in the overseas market. Additionally, for the past 3/4 years the alumni directory has been used as a vehicle of promotion for both maintaining contact with the past students and attracting and securing new students through word of mouth advertising.

On the issue of promotion, the Director of the SGBS said that the main vehicle of promotion is the School brochure which is sent in response to demand. The Director acknowledged that the School and the MBA are well known in Scotland but not that well known in England. He recognised the importance of word of mouth advertising especially in attracting overseas students. Other methods of promotion

are through the British Council and advertisements in the national press as well as the Economist. In addition, the School is involved in promotional activity; especially via Educational Fairs such as the AMBA fair. At present the School does not make use of its alumni as a vehicle of promotion. However, with the appointment of a new marketing manager in autumn 1991, the School will be committed to formally setting up an alumni relations system, which is at present run by former MBAs.

The MSc in Marketing programme manager said that promotion is done mainly through advertising. He further said that alumni have not been used as a vehicle of promotion yet, though he acknowledged the importance of alumni in promoting the programme and the Department. The overall impression of the programme manager's response was that buoyant demand makes it less vital for the Department to undertake promotional activity.

### 7.5.3 Pricing

MCom programme was an important source of funding or a cash cow for the department about 3 years ago. But now the scenario has changed and the main concern today is to make a small surplus or at least break-even. The MCom programme manager raised concern about sterling appreciation during the past six years and said that prices had gone up by 130% in relation to the US dollar. This is caused by fee increases in sterling to some extent but mainly due to exchange rate movements in the international market. Especially those countries, such as South East Asian countries where the primary market for the programme lies, the local currency is tied formally or informally to the US dollar and for them the price has gone up by 130% over the past 6 years. This factor is less likely to be significant within the European market as membership with

EMS makes it less likely for high fluctuations in exchange rates to occur. Competitive prices also has to be taken into account in pricing. Though it is difficult to estimate cost, price charged should at least break-even with the cost.

As far as the MBA programme is concerned, the Director of SGBS believes that while demand is buoyant the school should be increasing their price. SGBS is a self funded unit and therefore they have to recover the cost, though it is not easy to estimate actual cost, especially overhead costs. However when compared with Ashridge's price of £25,000 and LBS' price of £10,000, SGBS price of £6,200 for the academic year 1991/92 seems to be a competitive price. Minimum price for all postgraduate courses without laboratory work is set by UFC around £2,200. However CUMS is of the view that the full cost is between £7,000 - 8,000. The programme manager believes that the SGBS price includes a small profit margin as well.

The MSc in Marketing programme manager's view was that pricing does not come into effect as the MSc in Marketing prices have been fixed to date. He explained that since the department does not operate as a private profit making operation, pricing is only important to the extent that a fee is charged which enables the course to break even.

#### 7.5.4 Making the Programme Available

Another issue discussed at the interviews was whether programme managers had any plans for other modes of delivery in addition to the present methods of delivery. The MCom is presently delivered in two modes, full time and Distance Learning. The MBA is offered in three modes: full time, part time and distance leaning. The Msc in

Marketing is offered only as a full time programme.

The programme manager for the MCom programme thinks that in the short run there will be no fundamental difference to the existing delivery methods. However, he mentioned the possibility of extending the geographical areas and perhaps the type of students to whom both full time and distance learning programmes are made available. More expansion in continental Europe and perhaps in Eastern Europe as well is a possibility being considered by the Department. Another possibility under review is extending the student base to whom the educational benefits are available to include people who do not wish to gain formal qualifications. This would allow individuals to gain access to specific modules of the course rather than the whole course. There was a change of geographical coverage of the market from 1990/91. The programme was formerly made available only to those who came from developing countries, but now the market is a global one.

The MBA programme manager also emphasised on the importance of having more than one mode of delivery. This he believes, is necessary to cater for the learning needs of the potential clients in various kinds of organisations. Firstly, under the new structure, in addition to the MBA, there are other qualifying courses such as the Diploma in Business and the Certificate in Business. These are designed for those who cannot have direct entry to the MBA programme itself. As far as the geographical expansion is concerned the School already has on going programmes in Hong Kong, Malaysia and Singapore, while developing markets elsewhere. Additionally to this there are company specific programmes also, which are run for organisations such as IBM and British Rail. There is a lot of development taking place in making the programmes modular and giving credit to the training and development

individuals have already undergone. These developments seem to be very much in line with the recommendations made by Constable and Handy in 1987.

As far as the MSc in Marketing is concerned the programme manager reported that they have not yet thought about making the programme available in any other mode except the full time version. However, he believes that there will be a good market for the programme if offered as a distance learning version in addition to the present mode of delivery.

## 7.6 Views on Student Expectations and Their Outcomes

The key findings of student expectations and outcomes in relation to the questionnaire surveys, were outlined to the three programme managers. Three issues: why outcomes fall short of their expectations, why past graduates show higher outcome levels than the continuing students, and what actions being taken and planned in order to bridge the gaps between expectations and outcomes were then raised in the discussions.

### 7.6.1 Why Outcomes Fall Short of Expectations?

The MCom programme manager gave the following reasons which possibly could have contributed to this situation.

- a Overseas students often have expectations believing that British Universities offer an Utopian environment, which is clearly not the case.
- b Students come from a wide catchment area and from a variety of background which make it impossible to tailor the course to meet everybody's ambitions to an equal degree.
- c Those who enter postgraduate education tend to be the high achieving minority who generally have high expectations.

The MBA programme manager gave the following reasons which he believes could explain why outcomes are below expectations.



- a Building and facilities. The building (Sir William Duncan Building) built in 1976 was adequate for student needs at that time. But the programme has grown considerably, which makes it inadequate for today's needs. On the other hand until recently the Department of Administration also shared this building with the MBA programme.
- b There are some administrative problems which again are mainly a function of size.
- c The assessment format was examination based rather than group work and assignment based.
- d The problems of variable teaching quality of teaching staff, which is the same in any other Business School.
- e Perhaps some personal animosity towards one or more staff members could have produced poor student evaluations.

The MSc programme manager believes that the following reasons caused low outcome levels.

- a There is a tendency for young people to have high expectations which could be unrealistic.
- b At school pupils and teachers develop a close personal relationship. At University, however, the student is expected to be more self-sufficient and become responsible for their own learning. The change in personal relationships can be a problem for some.

- c There may be very little interest on the part of lecturers in teaching well, as they are promoted on the basis of everything except teaching.
- d Poor teaching quality. At present about 30% of the staff have less than satisfactory delivery and communication skills and need staff development in these areas.

#### 7.6.2 Why the Past Graduates Show Higher Outcome Levels Than Continuing Students?

MCom programme manager gave the following reasons for this.

- a The 1988/89 class was at a temporary disadvantage as the Department resources were particularly thin and stretched at this time.
- b From 1988/89 the MCom and the MSc groups were mixed. Some of the problems that occurred with the MSc in Marketing could have caused MCom students to express dissatisfaction.
- c The past students came from a largely African dominated course, whereas the 1988/89 course were more dominated by South East Asian students.
- d Half way through the course students often face stress due to examination and assignment commitments, depressing weather conditions and the length of absence from their loved ones. At this stage, therefore, student moral is at its lowest.

- e 1988/89 students were subjected to problems caused by the banning of marking examination scripts by AUT, which created some unsettling effect on the students.

MBA programme manager believes that higher student numbers and administration problems were greater in 1988/89 than with 1984/85 and 1985/86 (two years from which past graduates were chosen for the study) which made expectations and outcomes look curvilinear.

The programme manager for the MSc in Marketing said on the issue that unless one is able to hold constant all the course variables and all the teachers it is natural to get variations in outcomes. One unpopular teacher could have a profound effect on the whole student group which could cause low satisfactions. On the other hand students generally realise the value of what they have gained from the course only when they get a chance to apply it in a practical work environment.

#### 7.6.3 Action Being Taken And Planned To Bridge the Gap Between Expectations and Outcomes

The MCom programme manager said that the following action has already been taken or planned.

- a Enhanced communication between students and staff from day one of the course. Every student is assigned to a staff member who will do a personal tutor's role to a maximum of 4 students.
- b A staff-student consultative committee is to be set up which meets periodically to discuss problems and issues.

- c Looking at such things as job opportunities and trying to take up projects leading to potential areas of employment.
- d All students now spend a leadership weekend in the country- side in October/November to learn a lot about themselves by interacting with each other.
- e There is a positive change in attitude towards students to treat them as customers.

MBA programme manager gave the following actions taken to alleviate the expectation outcomes gap.

- a A central professorate of 7-8 professors in the SGBS who will monitor very carefully such matters as teaching quality.
- b A new building which will open during academic year 1991/92 will solve the present accommodation and other problems related to facilities for students.
- c A marketing manager is to be appointed in Autumn 1991, whose responsibility will be to market the SGBS and its MBA.
- d The organisation is being restructured so that a new MBA administration is set up with the appointment of an administrative manager, who will be responsible for all operations of the MBA. The Administrative office is to be heavily computerised to alleviate problems related to data management.
- e Assessment will be more group based. Earlier assessment was based on examinations (70%) and assessed course work (30%). This is changing and

more group work is also planned, with fewer examinations and more group work and assignment based assessment.

The MSc programme manager mentioned that a staff- student consultative committee is set up to identify weakness in courses and teaching. In addition, more formal student evaluations are also to be used to secure feedback on teaching quality.

## 7.7 Excessive Demand - Oversubscribed?

All three programme managers suggested that their programmes receive far too many applications in relation to the number of places available. MCom programme receives five times more applications than the number of offers made. The MSc programme also is 'oversubscribed' by 4-5 times. The MBA programme received over ten times more application than the number of places available in the course, in the academic year 1990/91.

All programme managers believe that this situation makes it possible to be more selective in recruiting students to the programmes. Although the programmes are oversubscribed, all programme managers believe that marketing is not a waste of time and money. It is necessary, they believe, to maintain the reputation of the programmes and the institution nationally and internationally. It is also better to have oversubscription in order to maintain a high standard of student intake.

## 7.8 Summary

All programme managers have a positive attitude towards academic marketing and they all are very well aware of the marketing concept. Researching the market was seen by all three programme managers as important, but there is no systematic, formal procedure in doing this.

Programme design is based on informal inquiries on needs/requirements and much seems to depend on judgement of the faculty concerned. All three programmes do use promotion both in international and national media. However, alumni have not yet been used formally as a vehicle of promotion by any of the three programmes. Pricing is based to a great extent on break even strategy, where management attempts to break even revenue with costs, if not making a little surplus. Both MBA and MCom programmes have done quite a lot in offering these programmes in non-traditional methods in addition to the full time version. There is a lot of work going on in expanding market coverage for the two programmes.

There were a host of reasons, according to the programme managers, which could have contributed to low outcomes on student expectations. Apart from the fact that postgraduate students are over-enthusiastic, there had been such problems as accommodation problems, problems related to facilities as well as disruptions caused by banning of marking examination scripts by AUT.

Though there is not much being done or planned by the MSc programme management to bridge the gap between expectations and outcomes, both MCom and MBA programme management have already taken or planned several important steps in alleviating student dissatisfactions.

Having examined the attitudes programme managers have towards the key findings of the study, the next chapter attempts to provide conclusions of the study and recommendations in order to bridge the gaps that exist between student expectations and their satisfactions.



CHAPTER EIGHT  
CONCLUSIONS AND RECOMMENDATIONS

## 8.1 Introduction

Having examined the relevant literature on management education in Britain and the marketing of management education, and analysing the research findings, this last chapter attempts to summarise the research findings and conclusions and provide recommendations in order to bridge the gap that exists between student motivations/expectations and their satisfaction. The chapter includes sections on;

- 1 a re-statement of the research problem and the research objectives,
- 2 conclusions,
- 3 recommendations,
- 4 managerial implications of the findings of the study, and
- 5 proposed further research.

## 8.2 A re-statement of the research problem and the research objectives

A considerable amount of research has already been done in the area of management education in Britain. However, the marketing of management education has been largely neglected or inadequately researched. This perhaps can be explained by the fact that there is more demand for higher education in management when compared with the limited amount of provision. Under these circumstances there is evidence that institutions are becoming quantity conscious at the expense of quality of teaching (Baker and Palihawadana, 1987; Richards, 1989). Excessive demand over supply is a potentially important reason for management educational institutions in becoming product oriented rather than market oriented. Therefore, the essence of the research problem examined in this study was the hypothesis that management educational institutions in Britain are not adequately market orientated.

The study was conducted in relation to three postgraduate management programmes offered by the Strathclyde Business School (MCom in Marketing, MSc in Marketing and the MBA). A longitudinal approach was used to survey the students at three stages as follows:

- a. Students of the three programmes in the academic year 1988/89 were surveyed at the beginning of the academic year, and this survey is referred to as the 'entering stage'.
- b. The same students were surveyed after six months of the first survey, and this survey is referred to as the 'continuing stage'.

- c. A sample of students who graduated from 1984/85 and 1985/86 were surveyed and this survey is referred to as the 'past stage'.

In addition to this, programme managers of the three programmes were interviewed on the basis of semi structured personal interviews in order find out their attitudes towards marketing higher education and to assess their reactions to the key findings of the questionnaire surveys undertaken.

The research objectives are;

- a. to find out the levels of academic, career preparation and career improvement, social, and personal development expectations students have when they embark on a study programme,
- b. to find out the levels of expectations students have of the course, the school, other amenities, and the study environment, when they embark on a study programme,
- c. to ascertain the extent to which the various goals and expectations are fulfilled by the programme, the SBS, and the study environment, and
- d. to identify the factors that influence institution choice, and the sources of information about the programmes and SBS.

### 8.3 Conclusions

The research findings show that postgraduate students in management embark on a study programme with very high academic, career, social and personal development goals and other expectations about the study programme, the institution and the study environment. The findings further suggest that the goals of management education and other expectations are fulfilled to a lesser extent than the students expect when they embark on a course of study. Such a mismatch however, could be the result of various factors other than lack of market orientation of an educational institution. Nevertheless, assessment of market needs and gearing the institution and its programmes towards fulfilling those needs satisfactorily, will undoubtedly minimise the gap that exists between expectations and performance. Given these circumstances, the findings of the study support to some extent the research hypothesis that British management educational institutions are not adequately market orientated. The results further support similar results found in other research related to British management education (Azzam, 1979; Ascher, 1984; Forrester, 1986; Al-Sarraf, 1988; Ng and Chee, 1988). The results of the current research and other research undertaken in Britain suggest that there is a mismatch between the market needs and the provision of management education.

Academic goals were seen as the most important goals of postgraduate study in management. Both career preparation goals and career improvement goals were also seen as important, but social and cultural, and personal development goals were not seen as important as academic and career goals. The results of the continuing stage of the survey show that the outcomes of the different goals fall short of their expectations. The general direction

of the expectations and outcomes related to the various goals at the three stages of the survey is curvilinear. In other words expectations at the entering stage are very high and the outcomes at the continuing stage are low, while the outcomes are higher at the past stage than at the continuing stage. However except for social participation goals of 'involving in student life' and 'cultural/social participation', all other goals register expectation and outcome levels above the neutral level (neither agree nor disagree) which implies that though respondents believe that their outcomes fall short of the expectations, the programmes still satisfy the goals of postgraduate study in management.

The above findings support earlier longitudinal research carried out in the United States (Anderson, 1973; Ortinau, 1980; Ewell 1983; Ortinau and Anderson, 1986; Ortinau, Anderson and Klippel, 1987). The research further suggests that students' satisfactions/ dissatisfactions have a propensity to change over time, as more experience is gained in consuming the educational service over time. The respondents were asked to comment on their general satisfaction/dissatisfaction and it is evident from these comments that factors such as workload, course administration/co-ordination and support facilities such as library and computing facilities were the criteria which affected the downward movement in outcomes at the continuing stage. On the other hand once students graduate and start working they perhaps tend to assess the course in terms of relevance to their career, and the practicality of the knowledge and skills gained rather than other aspects. Thus the carryover effects of higher education could perhaps be the reason why expectations/ outcomes are curvilinear (Tauber, 1974).

Expectations and outcomes related to the study programme and the institution also show a curvilinear pattern of results, with high expectations at the entering stage, low satisfaction at the continuing stage, but slightly higher satisfaction at the past stage. Though the overall direction is curvilinear, in case of the MSc in Marketing and the MBA courses there is a linear direction with high mean scores at the entering stage and gradually decreasing mean scores at the later stages. Though the overall difference between the entering stage and the continuing stage is significant, the difference between the continuing stage and the past stage is insignificant except for lecturers' professionalism. The differences are significant between the entering stage and the continuing stage. This again shows the overall curvilinear direction of the relationship between expectations and outcomes.

The expectations/outcomes related to various aspects (9 in all) of the City of Glasgow, on average do not seem to change significantly over time. However the direction of the expectations and outcomes is linear, with very high expectations decreasing slightly at the later stages. Except for 'cleanliness' of the City, the difference of means related to all the other aspects were found to be statistically insignificant. In other words the respondents tend to hold the same high levels of expectation/satisfactions at the three stages of the survey.

The most important factors that influence the institution choice were found to be the academic reputation of the institution, course offerings and content, costs, former students' advice, lecturers' professionalism, closeness to home and availability of financial support. Employers' suggestion, friends from home, campus scenery and location

etc., were found to be unimportant factors in making the institution choice. These results support a recent study related to Strathclyde MBA Programmes, which found reputation of the institution, location and personal recommendations to be the most important factors influencing institution preference (Al-Sarraf, 1988). The results have similarities with other research undertaken in the United States (Campbell, 1977; Lay and Maguire, 1980; Grabowski, 1981; Dembowski, 1980; Lucas, 1980; Baker and Meganathan, 1979). Spearman rank correlation analysis shows that respondents from the MBA programme at the entering stage and the past stage are influenced by the same factors to a very great extent. However, there is a disassociation of choice criteria, between MCom entering stage and MSc past stage, and Mcom entering stage and MBA past stage.

School brochure, newspaper/magazine advertisements, former students of the institution, and other 'friends and acquaintances who were not students of the same institution, were the most important sources of information about the course and the institution. Former teachers and colleagues were also found to be sources of information to some extent. Employers, and exhibitions were found to be unimportant sources of information, while educational exhibitions were found to be the least important source of information. Among the three programmes and different samples subjected to the study, there is a high degree of similarity in the way students seek information about the institution and the courses. However, these similarities are higher with MCom entering stage and MCom past stage, and MCom entering stage and MSc past stage.



Though nearly half of the students were found to have applied to other educational institutions also, the majority of them had given priority to Strathclyde Business School. (Nearly 71 per cent of the respondents of the entering stage and 89 per cent at the past graduate stage).

The most important source of finance was students themselves, followed by parents and DES/SED. Employers were reported to have financed only 2.9 per cent of the respondents at the continuing stage while at the past stage of the survey it was 9.8 per cent. For a great majority of the respondents the idea of the course was initiated by themselves. This finding is similar to the findings in a recent study related to Scottish Business Schools (Cuthbert, 1988). However both at the entering stage and the past stage of the survey, it was found that the employers had a favourable view about the qualification gained/to be gained. Nearly 60 per cent of the respondents (past graduate survey) reported that the course offered greater value than the costs spent on it. Further, nearly 60 per cent think that the qualification helped to increase their earnings from 15% to over 100%.

More than half of the respondents were found to be satisfied with the course and the institution, while those who were dissatisfied gave a variety of reasons for their dissatisfaction. Too heavy workload, low quality of lectures, poor administration, poor organisation and co-ordination of the course, and lack of interaction between staff and students were seen as the important reasons for dissatisfaction. Nearly 80 per cent report that the workload is too heavy.

Though the overall evaluation of the course programme and the institution is not negative, the results show that the student motivations and expectations are not fulfilled adequately by the course, the institution and other amenities. This suggests that there should be more recognition and concern given to orienting the programme and other amenities to satisfy student needs.

The lack of market orientation is basically due to high demand for postgraduate courses in management, beyond what the institution can supply at present. This is true with regard to all three programmes subjected to the study. In other words the institution, like most other British Business Schools, is enjoying a seller's market situation at present. But this does not justify the lack of market orientation, under which market needs and wants are ignored to a great extent. On the other hand, growing competition from other British Universities, Polytechnics and Colleges and growing financial pressures will undoubtedly change the seller's market situation into a buyers' market in the next decade or so.

Market orientation of an educational institution does not mean simply catering for what the students are asking for. The institution also has a responsibility to lead the market. But a systematic procedure is necessary to understand what the students need and how they want it in order for them to be successful in their present/future managerial careers. The current research revealed that the students are satisfied to a great extent as to what they are taught. But what seems to be the problem is how it is packaged and delivered. Students should be seen as customers who come to an institution with specific needs and wants, which have to be catered for by the institution (Barry, Gilly and Schucany, 1982). Institutions should intensify efforts of integrating the marketing concept in

the management of today's higher educational institutions (Litten, 1980). In order to serve the student market, institutions should gain clearer understanding and insights into the specific educational needs and wants of students (Hampton, 1983). Realising the importance of measuring levels of students' satisfaction/dissatisfaction is of paramount importance in treating students as customers of higher education (Morstain, 1977; Madden, Little and Dolich, 1979). A compulsory aspect of measuring student satisfactions/dissatisfactions is understanding students' post purchase evaluation processes and performance measures (Ortinou and Anderson, 1986).<sup>1</sup>

An integrative approach to marketing which involves the basic resources of the institution - faculty, curriculum, research etc., should replace the present promotion and selling orientation, which is a plague of the British higher educational institutions who see marketing as selling (Times Higher Education Supplement, 25th August 1989). Faculty, curriculum and other amenities should be adaptive to the needs of the market which provides funding to the institution. Concerted efforts are needed to overcome the 'academic arrogance' of 'we know best what the market needs'.

## 8.4 Recommendations

The following recommendations suggest guideline for market orientation of SBS with regard to its postgraduate programmes, but it should be noted that procedural aspects as to how these recommendations are to be carried out should be based on further research, which will be suggested at the end of this chapter. These recommendations may look simplistic but the researcher believes that due consideration should be given to these recommendations if the institution is to satisfy its student customers.

### 8.4.1 Assessment of Market Needs

The major thrust of the research findings is the need for continuous assessment of the market needs in order to identify the market, its segments and their specific needs. A systematic procedure in researching the student market is essential for the institution to be market orientated. Research should look at aspects as what the market is, what its size is, what are the market needs etc. Once students start consuming the educational service until they are settled down in their prospective careers continuous study of the market is necessary to determine the level of satisfaction/dissatisfaction students have of their needs/expectations. The most feasible method of studying institution's market and its expectations and satisfactions is to survey the current students on a continuous basis.

A longitudinal approach in studying the market, as being used successfully by many academic institutions in the United States, is recommended. This will allow the institution to assess student goals/motivations, and expectations and the extent to which they are fulfilled by

institution (Anderson, 1973; Ortinau, 1980; Ortinau and Anderson, 1986; Ortinau, Anderson and Kllipel, 1987). Such longitudinal studies could have several stages, but the following plan would serve as a basis for the institution to obtain adequate information:

- a. Before students come to the institution they can be surveyed by mailing a short questionnaire along with admission materials.
- b. When students have completed half the course, they can be surveyed again to find out the extent to which their goals/motivations/expectations and needs are being fulfilled by the programme, the institution and other amenities.
- c. When students have completed the course.
- d. After 1-2 years of completion of the.

The procedure used in this research could be used as a guideline in implementing such a system. The other important aspect of this sort of research is that it should be continuous, as market needs may change over time as well as changes in relation to the faculty, curriculum and other amenities.

In addition to the above, research should attempt to understand such aspects as factors that influence institution choice, the most important information sources available to prospective students and why students who were accepted did not join the course as well as why some students who joined the course drop out before the completion of the course.

#### 8.4.2 A Data Base of Current/Past Students

The researcher found that no systematic or complete data base is maintained by the individual departments, the careers office or the alumni office. The lists of former student names and addresses provided by these sources related to 1984/85 and 1985/86 of the three courses were incomplete and misleading. For example, some of the so called 'valid addresses', included university residence halls, in which students lived when they were following their study programmes. These data bases have to be updated annually for each course, which requires much effort and cost, but such a data base would undoubtedly help the institution in catering for the needs of the future students as well as gaining support from past alumni in promoting the institution and its postgraduate programmes in management.

#### 8.4.3 Internal Marketing

It was pointed out in this thesis that one basic reason for lack of market orientation of educational institutions is the belief of administrators and some academics that marketing is inappropriate for educational institutions. This creates hostility towards the marketing of education and it can be overcome only by creating an understanding of marketing and its potential contribution to the institution's success and survival, among the administrative staff and faculty. Without gaining overall support from everyone involved, it is difficult to establish a proper market orientation within the institution. Perhaps some understanding of the need for the staff to be market orientated and treat students as customers of higher education could be provided during staff orientation programmes.

#### 8.4.4 Promoting Programmes and the Institution

This is obviously the element of the marketing mix which receives the highest attention by the institution at present. The researcher does not argue that the institution should not promote and publicise. But it is necessary for the institution to explore the possibility of using past alumni as promoters of the institution and its programmes, as the current research revealed that past students are a major information source available and sought by prospective students. This is why it is necessary to create a complete data base of the institution's graduates and continue to 'keep in touch' by keeping them informed of important developments in the institution. Especially when a prospective overseas student makes an inquiry the student could be sent an address of a past graduate in his/her region or country so that the past graduate can provide the necessary information and recommendations about the course and the institution. Word of mouth advertisements and personal recommendations of former students are seen by the researcher to be the most important method of promoting the institution and its programmes.

#### 8.4.5 Provision of Related Facilities

Students as customers of higher education expect the institution to provide not only knowledge and skills in a chosen field, but also an environment and facilities conducive to higher education in management. It was revealed in the current study that the students are less satisfied with aspects that are indirectly related to the study programme, such as career advisory facilities, accommodation, library facilities, computing facilities etc. Student dissatisfaction with these indirect aspects could have a negative effect on the overall satisfaction

of a study programme. Therefore, the researcher believes that the improvement of the provision of such facilities as accommodation, library services, computing facilities, career advisory services etc., could improve student satisfaction considerably. The researcher recognises however that the individual departments do not have much control of most of these indirect aspects.

#### 8.4.6 Organisation and Management of Programmes

Comments and suggestions received for open ended questions imply that there are certain minor inadequacies in the organisation, co-ordination and management of the programmes subjected to the study. Personal interviews conducted with the programme managers revealed that they also have recognised this problem. For example, respondents have pointed out that there have been numerous instances where lectures and tutorials have been cancelled without prior notice. Though cancellation of classes are unavoidable due to reasons such as staff illness, minimising such situations would definitely improve student satisfaction. Cancellation and postponement of classes should preferably be done always with the consent of the Programme Manager of the individual programmes.

#### 8.4.7 Teaching Effectiveness

Respondents from all the three programmes have pointed out that there are some inadequacies related to teaching effectiveness of both lecturers and tutors. It is essential for programmes of this kind, to provide highly qualified staff with relevant industrial/commercial experience. Communication skills and teaching effectiveness need to be monitored on a continuous basis, in order to ensure programme quality and student satisfaction. One such way of monitoring teaching



effectiveness is using student evaluations of the teaching staff.

However, considerable care should be taken in planning and implementing such a system to avoid misunderstanding among staff and some staff becoming 'entertainers' rather than teachers in order to gain good evaluations. Awarding high grades to students is another form of academic dilution which could perhaps be the result of student evaluations (Jolson and Barry, 1977). In other words favourable student evaluation may be purchased by modifications which are essentially dilutions of the educational experience (McGann, Raymond, Marquardt and Jakubauskas, 1974). Therefore, in setting up a system of evaluation of teaching effectiveness such questions as, who should be evaluated, what variables should be evaluated, what is the format of such evaluations, how should the findings be interpreted, who should the evaluation be made available to etc., should be considered carefully.

#### 8.4.8 Staff/Student Interaction

It was revealed in the study that there is a lack of interaction between staff and students, especially with regard to the MSc in Marketing programme. The following action could be taken to alleviate this problem.

- i Formation of student/staff committees, which meet at least once a month to discuss problems and issues.
- ii Each staff member could allocate a certain number of hours a week for student consultation.

iii Student parties, evenings, outings, and gatherings could be encouraged and faculty members should be encouraged to participate in these events as much as possible.

iv Assigning each student to one faculty member in relation to the students academic and related matters.

Programme managers report that some these actions are now being implemented.

## 8.5 Managerial Implications of the Survey Findings

The student surveys undertaken show that outcomes fall short of student expectations, in relation to most aspects included in the Likert scale type questions. The theoretical underpinnings of the 'expectation - performance paradigm' imply that levels of student satisfactions are a direct function of the extent to which expectations are realised (Ortinou, Anderson and Klippel, 1987). If perceived faculty or course outcomes meet or exceed the expected levels, then confirmation or positive disconfirmation is said to have occurred. In situations where perceived outcomes fall short of their expectations, then negative disconfirmation occurs resulting consumer dissatisfaction (Anderson, 1973; Madden et al, 1979; Schiffman and Kanuk, 1991).

The researcher acknowledges though the fact that many postgraduate students, particularly those from overseas, may have unreasonably high expectations, and/or enter a programme with a degree of enthusiasm which cannot be sustained. On the other hand programme managers raised concern about the industrial dispute in 1989, which caused disruptions to the marking of examination scripts and that this could well have contributed to student dissatisfaction. It seems evident to the researcher, however that such specific factors alone do not explain the gaps that exist between expectations and their outcomes, and therefore it should be a matter of concern for the management of the school/Department as well as programme managers to take action to alleviate this mismatch. Most of these actions were raised under section 8.4, and therefore only the key points will be emphasised in this section.

### 8.5.1 Teaching Effectiveness Studies

There is much concern in the part of students about the quality of teaching and communication skills of academic staff. This view was supported by the programme managers also. Teaching quality therefore needs to be addressed with some urgency by the management of the School/Department.

It is useful and important to secure critical feedback from students, who after all are the customers and consumers of a School's programmes and related services. An important part of this 'customer appraisal' must be student perceptions of the standard/quality of delivery and the skills displayed by the academic staff teaching the programme. Whether students are inexperienced or not in the essentially difficult task of assessing individual professional skills, it is beyond contention, one would suggest, that as the receivers and consumers of teachers' didactic competence they are in a perfect position to make a judgement. Postgraduate students have a range of experience both within higher education and the working environment to make effective judgement about the ability of tutors both to convey knowledge and ideas effectively and also to stimulate interest and motivate the student. In the teaching situation, the significant factor is whether the student perceives the tutor as credible, as competent in his/her area, as able to communicate effectively and as having the skill to develop an enthusiasm in others. If the perceptions fall short of what the student expects, the teacher, and ultimately the institution, has failed.

The management task therefore is to develop effective schemes of student evaluation of teaching effectiveness in order to identify good teaching practices and poor

teaching practices. Though it is not necessary to extend this as far as decisions related to staff promotions, salary and tenure as in the United states, student evaluations could be used to identify areas for staff development. The results of these evaluations could be reviewed by the staff member concerned and the management on a mutual basis, and remedial action if necessary could be discussed, planned and implemented. Peer evaluations, self evaluations and management evaluations could also be used in conjunction with student evaluations.

#### 8.5.2 Staff Development

It was raised in both student surveys and the interviews with the programme managers that some staff members fall short of an acceptable standard in terms of delivery and communication. This may be why some staff were reported to have read text books at lectures. These staff members very clearly need remedial staff development, which could be carried out perhaps during summer vacations. Another potentially beneficial practice would be to encourage such staff to attend lectures and seminars conducted by staff who have been evaluated as good performers by the students. This should not embarrass any staff member as this is just a matter of form but not content. Student ratings given also showed this very clearly as the gaps between expectations and outcomes were less in relation to content but they were higher in relation to form and delivery. Continual staff development should become an integral part of the School's/Department's strategic planning in order to upgrade teaching performance.

### 8.5.3 Dealing with Staff Absence from Scheduled Classes

This has been a problem raised by many students which obviously contributed to low outcome levels. Management therefore, should develop a scheme of guidelines which should be followed by each staff member. It has to be emphasised that under no circumstances should staff miss a class as it will lead to very severe student dissatisfaction. Following is a possible scheme that could be used in relation to staff absence.

- a If a staff member is going to be absent from a class due to illness etc., the staff member should try to arrange for another member to cover the class.
- b Staff who are ill or unavoidably absent should arrange for the programme manager or his representative to be contacted as soon as possible.
- c The programme manager or his representative should immediately inform the students of staff illness/absence and indicate what work should the students be involved with during staff absence if a suitable substitute cannot be found.
- d Where an absence can be predicted, for example when a member of staff has an important commitment ahead, he/she should ideally arrange a substitute, or at the minimum ensure that the class/group is aware of the situation and are given advice on how best they might use their time. The class should as a general rule be rearranged with the programme manager's knowledge, so that the least disruption to the programme occurs. No staff member should arrange extra classes or postponements, without the knowledge of the programme manager.

There are some important information implications of the above procedures.

- a Programme managers should know their staff timetables and contact phone numbers.
- b Staff should know the important phone numbers of the School/Department and the home numbers of the programme manager, course administrator and other staff who teach on the course.
- c Programme administration office should have a copy of the time table of all academic staff, so that they can be contacted during day. Additionally programme administration office should know the home phone numbers of each staff involved in the programme.

#### 8.5.4 Other Implications

- a Given the strong orientation towards research, external liaison, consultancy, etc., priorities assigned by the institution to teaching should be defined.
- b Perceived criteria for progression, upgrading, promotion, etc. Research should be undertaken into how staff perceive priorities in relation to career progression.
- c More weight perhaps could be given within job descriptions and short-listings and interviews to the quality of the individual as a teacher. Referees can be asked to make an assessment of teaching skills. Questions can be focused at interview on teaching methods, and how potential lecturers would espouse and tackle specific situations. eg. case study

workshops with a group of 40 students.

- d Management should consider carefully the extent to which expectations are perhaps falsely raised via the literature sent to students in response to enquiries. It is perhaps self evident that outcomes may be perceived as failing to match expectations either because the absolute standards of teaching, accommodation, facilities, or organisation are deficient, or because the standards that students have been led to expect cannot be delivered. The 'promises' either made or implied in such communications should therefore be objectively assessed to determine whether the gap between outcomes and expectations has not been created before the student even arrives.



## 8.6 Proposed Further Research

The current research basically attempted to identify student motivations and expectations and examine the extent to which they are fulfilled by the specific programme and the institution. In conducting the research the researcher identified the following areas which are worthy of further examination.

- i Continuous assessment of student motivations/expectations and their outcomes.

The researcher strongly recommends that the School adopts a longitudinal approach as discussed under recommendation 8.3.1. of this chapter, in order to identify market needs and the extent to which they are fulfilled in order to bridge the gaps that exist between needs and their satisfactions. As the researcher could not study the same sample at all the three stages, it would be useful to study the 1988/89 student samples after 1-2 years of completion. This should be continued to the future years as an on-going research undertaking, and it should be extended to other areas of the School not covered by the current research. As the researcher has already evolved and tested some questionnaire models and computer files for analysis of such research, implementation problems of such a research system would be minimal.

- ii price sensitivity studies.

It is necessary to undertake further research to study the price sensitiveness related to postgraduate programmes in management. This is especially important, with regard to oversubscribed programmes such as the MSc in Marketing and the MBA programmes.

iii Studies related to employing organisations.

Employing organisations of the present/past graduates are recommended to be researched, to determine what their specific needs are and the extent to which graduates produced by the School are seen to meet such needs.

iv Studies of variations of living costs in different geographical areas.

Variation of living costs in different geographical locations of Great Britain could be a useful research exercise to determine the relative costs of living in Glasgow. A comparison of costs among the major competitors for management education would be another important research exercise as cost might be a determinant factor in institution choice.

v. Factors influencing institution choice.

The current research examined only superficially, the factors that influence institution choice. No extensive study in this regard has been undertaken in Britain related to management education, whether it is undergraduate or postgraduate. An extensive research project should be undertaken to study this aspect in detail. Such a study will reveal not only the criteria students use in evaluating various institutions and their educational programmes, but also will allow the institution to decide the degree of emphasis that should be given to various aspects of a study programme.

vi. Sources of information available to prospective students.

Similar to 'v' above sources of information available and sought for by postgraduate students in management should be another aspect that should be studied thoroughly. The identification of the importance prospective students give to various information sources would allow the institution to plan its promotional campaigns more effectively.

vii. Staff attitude towards the marketing of higher education.

Faculty members and other staff who are directly involved with the programmes could be surveyed to find out what attitudes they have towards marketing of higher education. This would reveal the extent of understanding, of the marketing concept among the non-marketing academic staff and other staff, so that corrective action such as 'internal marketing' as discussed under recommendation 8.4.3., could be taken if necessary.

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# APPENDICES



APPENDIX 4.1

ENTERING STUDENTS SURVEY



5. Please state where you come from.

Scotland  England  Wales  N. Ireland

Other.....  
(please specify)

6. If you are from Scotland, state from what region.  
(e.g., Lothian)

.....

7. What is your highest educational qualification?

Diploma	<input type="checkbox"/>
Bachelors degree	<input type="checkbox"/>
Post-grad. diploma	<input type="checkbox"/>
Masters degree	<input type="checkbox"/>
Professional qualification	<input type="checkbox"/>
other..... (please specify)	<input type="checkbox"/>

8. Please give the main subject area of the above qualification. (e.g., accountancy, economics, engineering etc.)

.....

9. Please state the year you received the above qualification.

19.....

10. Please state the course for which you have enrolled.

Dip. in Business Administration	<input type="checkbox"/>
MBA	<input type="checkbox"/>
Dip. in Marketing	<input type="checkbox"/>
MSc	<input type="checkbox"/>
Dip. Com in Marketing	<input type="checkbox"/>
MCom in Marketing	<input type="checkbox"/>

11.(a) What was your employment sector prior to enrolment in the course?

Public

Private

Unemployed

(b) If employed what was the area of employment?

Marketing	<input type="checkbox"/>	Administration	<input type="checkbox"/>
Finance	<input type="checkbox"/>	General Management	<input type="checkbox"/>
Sales	<input type="checkbox"/>	Personnel	<input type="checkbox"/>
Distribution	<input type="checkbox"/>	Legal	<input type="checkbox"/>
Production/Engineering	<input type="checkbox"/>	Lecturer/Teacher	<input type="checkbox"/>
Research & Development	<input type="checkbox"/>	Other..... (please specify)	<input type="checkbox"/>

12. The following statements reflect some possible goals of students enrolling in postgraduate courses in management. How important do you think these goals are to you?

Academic Goals:

	Very important		Unimportant		
	5	4	3	2	1
a. To improve my knowledge and understanding in the chosen field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. To obtain a post-grad. degree in the chosen field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To complete a course necessary to move into a higher degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (please specify).... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Question 12 continued to next page.)

Career Preparation Goals  
(Future Career):

Very  
Important                      Unimportant  
5                      4                      3                      2                      1

e. To prepare for a new career.

--	--	--	--	--

f. To formulate long-term career plans and/or goals.

--	--	--	--	--

g. To identify my career interests.

--	--	--	--	--

h. Other (please specify)....  
.....  
.....

--	--	--	--	--

Career Improvement Goals  
(Present Career):

i. To improve my knowledge, technical skills and/or competencies required for my job or career.

--	--	--	--	--

j. To increase my chances for a raise and/or promotion.

--	--	--	--	--

k. To increase mobility between organisations.

--	--	--	--	--

l. Other (please specify)....  
.....  
.....

--	--	--	--	--

Social and Cultural Goals:

m. To be actively involved in student life and campus activities.

--	--	--	--	--

n. To increase my participation in cultural and social life.

--	--	--	--	--

o. To meet people.

--	--	--	--	--

p. Other (please specify)....  
.....  
.....

--	--	--	--	--

( Question 12 continued to next page.)

Personal Development Goals:

Very Important                      Unimportant  
 5                      4                      3                      2                      1

q. To increase my self confidence.

r. To improve my leadership skills.

s. To improve my ability to get along with others.

t. To learn skills that will enrich my daily life or make me a complete person.

u. To develop my ability to be independent, self reliant and adaptable.

v. Other (please specify)....       
 .....  
 .....

13. From the above list of statements (a-v) in question 12, list down the three most important reasons for you.

Most important       Second most important       Third most important

14. The decision to attend a particular management educational institution, is usually influenced by a variety of factors. Please indicate the importance of them to you in making your decision to attend Strathclyde. First circle all the factors that influenced your choice. Then rank their order of importance to you. For example, if you feel 'd' is the most important factor, write 1 in the box in front of the statement. Please continue doing the same for the other factors you have circled as 2,3,4 etc.

(Question 14 continued to next page.)

- a. Academic reputation of Strathclyde Business School.
- b. Course offerings and their content.
- c. Former student's advice.
- d. Teacher's advice.
- e. Employer's suggestion.
- f. Costs.
- g. Institution's social reputation.
- h. Close to home.
- i. Range and availability of student services.
- j. Inconvenient to go elsewhere.
- k. Campus scenery and location.
- l. Lecturers' professionalism.
- m. Friends from home country or where you come from.
- n. Cosmopolitan environment.
- o. Availability of financial support.
- p. Had no other choice as no other school accepted me.
- q. Other (Please specify).....
- .....

15. How did you learn about Strathclyde Business School and the course? (Please circle all items that apply.)

- a. From a former teacher.
- b. From friends, relatives or acquaintances.
- c. From a School brochure.
- d. From material I read in a Newspaper or magazine.
- e. From my employer.
- f. From the British Council.
- g. From other student(s) who studied at Strathclyde.
- h. From an education exhibition or a fair that I attended.
- i. From a colleague.
- j. Other(Please specify).....
- .....

16. Did you apply to other institutions also?

Yes  No

17. Which other institutions did you apply to? (Please give the name of the institution and the country where it is situated.)

Name of the Institution	Country
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

18. Was Strathclyde your first choice?

Yes

No

19. How are you financed?

Self

Parents

Employer

British Council

DES/SED

Other.....  
(Please specify)

20. Who initiated the idea of the course?

Self

Employer

Parents or other  
family members

Teacher

Other (Please specify)

.....

21. What was your employer's view concerning your study programme?

Enthusiastic

indifferent

Against

22. If you are still with your employer, what support do you get from them?

Time off study with salary

Time off study without salary

Payment of fees

Other.....  
(Please specify)



23. What are your expectations of the following aspects of your study programme and the University?

Very strong                      Very weak  
 5                      4                      3                      2                      1

a. Lecturers' competencies.  
 (Lecturers are those who take formal lectures.)

--	--	--	--	--

b. Course content.

--	--	--	--	--

c. Relevance of the course to my present and/or future career.

--	--	--	--	--

d. Tutors' competencies.  
 (Tutors are those who take tutorials, exercises etc.)

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e. Facilities for study.  
 (lecture/discussion rooms, teaching aids etc.)

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f. Library facilities.  
 (availability of the necessary books, journals etc.)

--	--	--	--	--

g. Refectory facilities.

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h. Students' union facilities.

--	--	--	--	--

i. Religious facilities.

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j. Security.

--	--	--	--	--

k. Accommodation.

--	--	--	--	--

l. Social life.

--	--	--	--	--

m. Practical nature of the course.

--	--	--	--	--

n. Computing facilities.

--	--	--	--	--

o. Career advisory service.

--	--	--	--	--

(Question 23 continued to next page.)

Very strong                      Very weak  
 5                      4                      3                      2                      1

- p. non-academic staff.
- q. Health service.
- r. Recreation and sports facilities
- s. Other (please specify)  
 .....  
 .....


24. What are your expectations of the following aspects of the city of Glasgow?

Very good                      Very poor  
 5                      4                      3                      2                      1

- a. People's attitude towards strangers.
- b. Social/Cultural and recreational facilities.
- c. Banking facilities.
- d. Shopping facilities.
- e. Postal/Telephone facilities.
- f. Transport.
- g. Accommodation.
- h. Cleanliness.
- i. Other facilities such as police, health etc.


25. Please give your comments, suggestions on any issue or topic that is not covered by this questionnaire.

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Thank you very much for your co-operation.

APPENDIX 4.2

CONTINUING STUDENTS SURVEY

**MAR  
KET  
ING**



University  
of Strathclyde

11th April 1989.

Head of Department  
Professor Michael J. Thomas, BS, MEd, FRSA, FIE, CMI  
Professor Michael J. Baker, PhD, BA, BS, FIE, FIEA, FIEA, FIEA, FIEA  
Professor Thomas J. Calbery, OBE, MS, FIEA, FIEA, FIEA, FIEA  
Professor Gordon R. Foxall, BS, MS, PhD, FIEA, FIEA, FIEA, FIEA  
Professor Neil Hood, MA, MEd  
Professor Stephen Young, BCom, MSc  
Visiting Professor Nicholas D. Kniesberg, BA, FIEA, FIEA  
Visiting Professor George Mathewson, CBE, BS, PhD

Strathclyde Business School

DEPARTMENT OF MARKETING

Stobhouse Building, 175 Cathedral Street,  
Glasgow G4 0RQ, Tel: 041 552 4400, Telex: 7747, UNSTRIB G, Fax: 041 552 4400

Dear Student,

Marketing of Management Education-Continuing Students' Survey

Let me take this opportunity to thank you again for the co-operation you extended to us in the first stage of this survey.

Now that you have spent more than six months at the Strathclyde Business School, you will be able to tell us the extent to which you believe your expectations and motivations are fulfilled/will be fulfilled by the course you are following at Strathclyde. I would be grateful if you would complete the enclosed questionnaire so that we can compare your experience with your expectations.

Meanwhile, I am very happy to inform you that a third questionnaire is already being conducted with those who graduated from the MBA, MSc and the MCom in Marketing Courses at Strathclyde.

The data from the three stages of the survey will be used to identify student motivations for postgraduate study in Management and the extent to which they are fulfilled by the Strathclyde Business School.

Your responses will be kept confidential and they will be used only for group analysis. Your name will not be disclosed for any reason, to anyone else, other than the researcher, Mr. D. Palihawadana (Pali). So, please feel free to give your most genuine feelings about the course and Strathclyde.

As the successful completion of this study depends entirely on your co-operation, I will be grateful to you if you could complete the enclosed questionnaire at your earliest convenience and pass it on to the person/persons mentioned on the last page of the questionnaire.

Yours sincerely,

*M. J. Baker*

---

M.J. Baker.

Encl.

CONTINUING STUDENTS' QUESTIONNAIRE

When you go through this questionnaire, you perhaps will remember that some of the following questions were asked in the first questionnaire you kindly completed for us. The purpose of asking the same questions again is to see whether you hold the same views after six months of exposure to the course, the Business School (referred to as SBS hereafter) and its surroundings.

(Please note that this questionnaire is not conducted by the MBA, MCom or MSc Administration).  
-----

Please answer all the questions. Tick the appropriate box(es) where necessary.

1. The following statements reflect some possible goals of postgraduate students in management. Now that you have spent more than six months at SBS, you should be able to tell us the extent to which the degree course and SBS have fulfilled/will fulfil the following. Please tick the appropriate box on the scale for each statement.

Academic Goals:

	Strongly Agree			Strongly Disagree	
	5	4	3	2	1
a. Has increased/Will increase my knowledge and understanding in the chosen field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Will help me to obtain a postgraduate degree in the chosen field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Will help me to move on to a higher degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other..... (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career Preparation Goals:

e. Will prepare me for a new career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Has helped/Will help me to formulate long-term career plans and/or goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Has helped/Will help me to identify my career interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other..... (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career Improvement Goals  
(Present career):

Strongly Agree      Strongly Disagree  
 5      4      3      2      1

- i. Has improved/Will improve my knowledge, technical skills and/or competencies required for my job/career. 

--	--	--	--	--
- j. Will increase my chances for salary raise and/or promotion. 

--	--	--	--	--
- k. Will increase my mobility between organisations. 

--	--	--	--	--
- l. Other.....  
 (Please specify) 

--	--	--	--	--

Social and Cultural Goals:

- m. Has helped me to be actively involved in student life and campus activities. 

--	--	--	--	--
- n. Has increased my participation in cultural and social life. 

--	--	--	--	--
- o. Has helped me to meet new people. 

--	--	--	--	--
- p. Other.....  
 (please specify) 

--	--	--	--	--

Personal Development Goals:

- q. Has increased my self confidence. 

--	--	--	--	--
- r. Has improved my leadership skills. 

--	--	--	--	--
- s. Has improved my ability to get along with others. 

--	--	--	--	--
- t. Helped me to learn skills that will enrich my daily life or make me a complete person. 

--	--	--	--	--
- u. Developed my ability to be independent, self reliant and adaptable. 

--	--	--	--	--
- v. Other.....  
 (please specify) 

--	--	--	--	--

2. From the above list of statements (a-v) in question 1, list down the three most important outcomes that you think you have achieved/will achieve. For example if statement "a" is the most important outcome to you, write "a" in the first box. If statement "e" is the second most important outcome write "b" in the second box. If statement "u" is the third most important statement write "u" in the third box.

Most important       Second most important       Third most important

3. After being exposed to the course and SBS for more than four months how do you rate the following aspects now?

Very strong      Very weak  
5      4      3      2      1

a. Lecturers' competencies.  
(lecturers are those who take formal lectures).

--	--	--	--	--

b. Course content.

--	--	--	--	--

c. Relevance of the course to my present and/or future career.

--	--	--	--	--

d. Tutors' competencies.  
(tutors are those who take tutorials, exercises etc.).

--	--	--	--	--

e. Facilities for study.  
(lecture/discussion rooms, teaching aids etc.)

--	--	--	--	--

f. Library facilities. (Availability of books, journals etc.).

--	--	--	--	--

g. Refectory facilities.

--	--	--	--	--

h. Student Union facilities.

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i. Religious facilities.

--	--	--	--	--

j. Security.

--	--	--	--	--

k. Accommodation.

--	--	--	--	--

l. Social life.

--	--	--	--	--

m. Practical nature of the course.

--	--	--	--	--

n. Computing facilities.

--	--	--	--	--

o. Career advisory service.

--	--	--	--	--

(Question 3 is continued to page 4).





6. The following statements reflect some aspects of the lecturers' and tutors' performance in the specific programme you are following at SBS. Please indicate the extent to which you agree or disagree with them by ticking the appropriate box for each statement.

Strongly Agree                      Strongly Disagree  
 5            4            3            2            1

a. They stimulate my interest and motivation in the area of study.

b. They are well prepared/organised for lectures/tutorials/exercises.

c. Their presentations are organised properly.

d. They adequately demonstrate mastery of the subject matter.

e. Adequate emphasis is given to key points.

f. They welcome questions and discussion during class meetings.

g. They are available for advice and consultation.

h. They make use of the visual aids (black-board, overhead projector, flip chart board etc.) effectively.

i. The hand-out material provided is very useful in understanding the subject.

j. The recommended texts are very useful in understanding the subject.

7. Will you recommend the course to others if you get a chance to do so?

Yes       With some reservation       No

8. If your response to question 7 was "with some reservation" or "no", please say why.

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

9. What do you think about the following aspects of the City of Glasgow now?

Very good                      Very poor  
 5                      4                      3                      2                      1

a. People's attitude towards strangers.					
b. Social/Cultural and recreational facilities.					
c. Banking facilities.					
d. Shopping facilities.					
e. Postal/Telephone facilities.					
f. Transport.					
g. Accommodation.					
h. Cleanliness.					
i. Other facilities such as police, health etc.					

10. Please indicate in column 1, the level at which you expect to operate in, once you have completed the course. Please also indicate, in column 2, the level at which you operated before joining the course. If you were unemployed before joining the course, please leave the second column blank.

	Expected	Before
Senior		
Middle		
Junior		
Supervisory		
Other..... (please specify)		



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Now please put the completed questionnaire in the envelope provided and seal it carefully.

Please hand over the Questionnaire to the following persons:

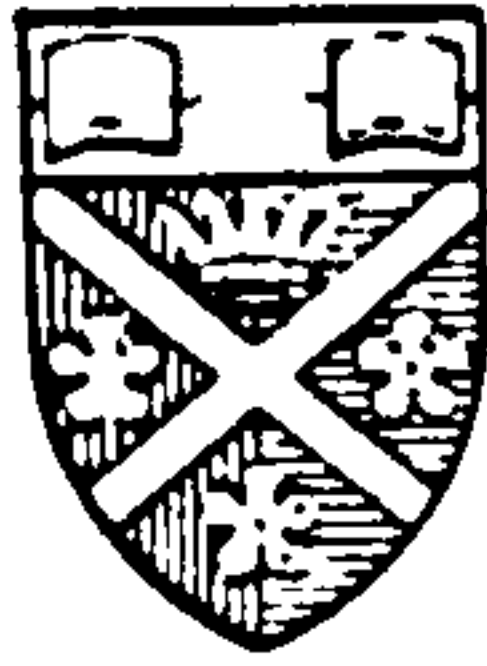
1. If you are from the MBA Programme, please hand over the completed questionnaire to Ms. Linda O'Donnell of the MBA Office (Room 3.04).
  
2. If you are from the MSc or MCom in Marketing Programmes, please hand over the completed questionnaires to any one of the following:
  - \* Ms. Fiona Ward of the MSc Office (Room S5.33)
  - \* Ms. Christine Donald of the MCom Office (Room S5.32)
  - \* Pali (Room S2.14)

Thank you very much for your co-operation.

APPENDIX 4.3

PAST GRADUATES SURVEY

**MAR  
KET  
ING**



University  
of Strathclyde

Head of Department  
Professor Michael J Thomas, BSc MBA FRSA FInstM

Professor Michael J Baker, TD BA BSc Econ. DBA FInstM FCAM FRSA  
Professor Gordon R Foxall, BSc MSc PhD FInstM AFBPsS CPsychol  
Professor Neil Hood, MA MLitt  
Professor Douglas S Leather, PhD MA  
Professor Stephen Young, BCom MSc  
Visiting Professor Nicholas C D Kuenssberg, BA FCIS FBIM  
Visiting Professor George Mathewson, CBE BSc PhD

Strathclyde Business School

DEPARTMENT OF MARKETING

Stenhouse Building, 173 Cathedral Street,  
Glasgow G4 0RQ Tel 041-552 4400 Telex 77472 UNSLIB G Fax 041-552 0771

11th January 1989.

Dear

*I am writing to request your support in documenting an area which has been the subject of much discussion and concern but little factual comment - the Marketing of Management Education.*

*The study is conducted as a case study of the Strathclyde Business School and we concentrate on the full-time MBA, MCom in Marketing and MSc in Marketing programmes offered by the School.*

*The accompanying questionnaire forms part of a series of surveys being carried out to study the market orientation of the School. This questionnaire is basically aimed at studying the extent to which your academic, career and other motivations, as well as your expectations, were realised by the specific postgraduate programme you followed at Strathclyde.*

*All information provided will be held in the strictest confidence and the responses will be used only for group analysis.*

*The successful completion of this study depends very much on your cooperation and, therefore, I would be grateful if you could complete the enclosed questionnaire and return it to me at your earliest convenience.*

*Yours sincerely,*

*M. J. Baker*

*M.J. Baker.*

*Encl.*

FORMER STUDENT QUESTIONNAIRE

Please tick the appropriate boxes and write down your responses where necessary.

1. Sex: Male  Female

2. Age: .....years.

3. Marital status: Single  Married

4. Where do you come from?

Scotland  England  Wales  N. Ireland

Other.....  
(please specify)

5. If you are from Scotland please state from what region.  
(eg. Lothian)

.....

6. Please state which of the following qualifications you received from SBS.

Postgraduate Diploma in Marketing

MSc in Marketing

Postgraduate Diploma in Marketing for Industrialising Countries

MCom in Marketing

Diploma in Business Management

MBA

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



7. In which sector are you employed?

Public  Private  Other.....  
(please specify)

8. Please state approximately the total number of employees in your organisation.

.....

9. Which of the following best describes your current employment?

Marketing	<input type="checkbox"/>	Administration	<input type="checkbox"/>
Finance	<input type="checkbox"/>	General Management	<input type="checkbox"/>
Sales	<input type="checkbox"/>	Personnel	<input type="checkbox"/>
Distribution	<input type="checkbox"/>	Legal	<input type="checkbox"/>
Production/Engineering	<input type="checkbox"/>	Lecturer/Teacher	<input type="checkbox"/>
Research & Development	<input type="checkbox"/>	Other..... <input type="checkbox"/> (please specify)	

10. What is your job title?.....

11. At what level do you operate in your organisation?

Senior management	<input type="checkbox"/>	Middle management	<input type="checkbox"/>
Junior management	<input type="checkbox"/>	Supervisory	<input type="checkbox"/>
Other..... <input type="checkbox"/> (please specify)			

12. The following statements reflect some of the outcomes or goals possibly fulfilled by the Postgraduate Degree you obtained from SBS. Please indicate the extent to which you think these goals were realised by the course. (Please tick the appropriate box on the scale for all the statements relevant to you.)

Academic Goals:

Strongly Agree                      Strongly Disagree  
 5            4            3            2            1

- a. Improved my knowledge and understanding in the field of study undertaken. 

--	--	--	--	--
- b. Provided the chance to obtain a postgraduate degree in the chosen field. 

--	--	--	--	--
- c. Prepared me to move into a higher degree. 

--	--	--	--	--
- d. Other.....  
(please specify) 

--	--	--	--	--

Career Preparation Goals:

- e. Prepared me for a new career. 

--	--	--	--	--
- f. Helped me to identify my career interests. 

--	--	--	--	--
- g. Helped me to formulate long-term career plans and/or goals. 

--	--	--	--	--
- f. Other.....  
(please specify) 

--	--	--	--	--

Career Improvement Goals:

- g. Improved my knowledge, technical skills and/or competencies required for my job/career. 

--	--	--	--	--
- h. Increased my chances for a salary raise or promotion. 

--	--	--	--	--

(Question 12 continued to next page.)

Strongly Agree                      Strongly Disagree  
 5                      4                      3                      2                      1

- i. Enhanced my mobility between organisations.
- j. Other.....  
(please specify)

Social and Cultural Participation Outcomes:

- k. Became actively involved in student life and campus activities.
- l. Increased participation in cultural and social events.
- m. Met people I otherwise might not have met.
- n. Other.....  
(please specify)

Personal Development and Enrichment Outcomes:

- o. Increased my self confidence.
- p. Improved my leadership skills.
- q. Improved ability to get along with others.
- r. Learned skills that will enrich my daily life or make me a complete person.
- s. Developed ability to be independent, self-reliant and adaptable.
- t. Other.....  
(please specify)

13. From the list of outcomes in question 12, please select the three that now seem to be the most important outcomes of having attended SBS and enter the correct letter in the following boxes. For example, if you think 'a' is the most important outcome enter 'a' in the first box.

Most important       Second most important       Third most important

14. The decision to attend a particular management educational institution, is usually influenced by a variety of factors. Some of these factors are listed below. Please indicate the importance of these factors to you when you decided to attend Strathclyde, by ranking them as 1,2,3 etc., in the appropriate boxes.

- a. Academic reputatation of Strathclyde Business School.
- b. Course offerings and their content. ....
- c. Former student's advice. ....
- d. Teacher's advice. ....
- e. Employer's suggestion. ....
- f. Costs. ....
- g. Institution's social reputation. ....
- h. Close to home. ....
- i. Range and availability of student services. ....
- j. Inconvenience to go elsewhere. ....
- k. Campus scenery and location. ....
- l. Lecturers' professionalism. ....
- m. Friends from home country or where you come from. ....
- n. Cosmopolitan environment. ....
- o. Availability of financial support. ....
- p. Had no other option as no other school accepted me. ....
- q. Other .....   
(please specify)

15. How did you learn about SBS and the course? (Please tick all the appropriate boxes.)

- a. From a former teacher. ....
- b. From friends, relatives or acquaintances. ....
- c. From a School brochure. ....
- d. From material I read in a Newspaper or magazine. ....
- e. From my employer. ....
- f. From the British Council. ....
- g. From other student(s) who studied at Strathclyde. ....
- h. From an education exhibition or a fair that I attended. ....
- i. From a colleague. ....
- j. Other.....   
(please specify)

16. Did you apply to other institutions also?

Yes  No

17. If your response to question 16 was 'Yes', what other institutions did you apply to? (Please give the name of the institution and the country where it is situated.)

Name of the Institution	Country
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
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.....	.....
.....	.....
.....	.....

18. Was Strathclyde your first choice?

Yes  No

19. How were you financed?

Self  Parents  Employer   
British Council  DES/SED  Other.....  
(Please specify)

20. Who initiated the idea of the course?

Self  Employer  Parents or other family member   
Teacher  Other.....  
(please specify)

21. Did you ever get an opportunity to recommend the course to anyone else?

Yes  No

22. If 'NO', would you recommend the course to anyone else?

Definitely  With some reservation  No

23. If your response to the above question is 'With some reservation' or 'No', please say why briefly.

.....  
.....  
.....  
.....  
.....  
.....

24. What is your employer's view about the qualification you obtained from Strathclyde?

Very favourable	<input type="checkbox"/>	Favourable	<input type="checkbox"/>	Unfavourable	<input type="checkbox"/>
Difficult to judge	<input type="checkbox"/>				

25. How do you evaluate the qualification you obtained from SBS, in terms of its value/benefits against the costs (i.e time, effort and resources) spent on it? Please tick the most appropriate box.

a. It offered greater value/benefits than the costs spent on it.	<input type="checkbox"/>
b. It offered value/benefits just equal to the costs spent on it.	<input type="checkbox"/>
c. It offered value/benefits less than the costs spent on it.	<input type="checkbox"/>
d. Unable to judge.	<input type="checkbox"/>

26. How did the qualification obtained from SBS affect your earnings capacity? Please tick the most appropriate box.

a. Increased my earnings capacity by over 100%.	<input type="checkbox"/>
b. Increased my earnings capacity by 50% - 100%.	<input type="checkbox"/>
c. Increased my earnings capacity by 25% - 50%.	<input type="checkbox"/>
d. Increased my earnings capacity by 1% -25%.	<input type="checkbox"/>
e. Did not make any difference.	<input type="checkbox"/>
f. Unable to judge.	<input type="checkbox"/>

27. How do you rate the following aspects of the University of Strathclyde and the course you took?

	Very Strong 5	4	3	2	Very Weak 1
a. Lecturers competencies.					
b. Course content.					
c. Relevance to your career.					
d. Tutors' competencies.					
e. Facilities for study.(lecture/ discussion rooms, teaching aids etc.)					
f. Library facilities (availability of books, journals etc.)					
g. Refectory facilities.					
h. Student Union facilities.					
i. Religious facilities.					
j. Security.					
k. Accommodation.					
l. Social life.					
m. Practical nature of the course.					
n. Computing facilities.					
o. Career advisory service.					
p. Non-academic staff (efficiency, helpfulness etc.)					
q. Health service.					
r. Recreation and sports facilities.					
s. Other..... (please specify)					



28. What do you think about the following aspects of the city of Glasgow?

	Very Good			Very Poor	
	5	4	3	2	1
a. People's attitudes towards strangers.					
b. Social/Cultural and recreational facilities.					
c. Banking facilities.					
d. Shopping facilities.					
e. Postal/Telephone facilities.					
f. Transport.					
g. Accommodation.					
h. Cleanliness.					
i. Other facilities such as police, health etc.					

29. Please add any comments or suggestions on any relevant issue that is not covered by this questionnaire.

.....

.....

.....

.....

.....

.....

.....

.....

Now please return the completed questionnaire to:

Professor M J Baker  
 Department of Marketing  
 University of Strathclyde  
 173 Cathedral Street  
 Glasgow G4 ORQ  
 UK.

## APPENDIX 6.1

### Respondent Profile: Entering Students

#### Distribution of Respondents Among MCom, Msc and MBA of Programmes by Sex

Sex	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Male	24	57.1	27	39.1	60	82.2	111	60.3
Female	18	42.9	42	60.9	13	17.8	73	39.7
Totals	42	100.0	69	100.0	73	100.0	184	100.0

#### Age Distribution of the Respondents

Age group	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
20-24	20	47.6	54	78.3	9	12.3	83	45.1
25-29	13	31.0	12	17.4	34	46.6	59	32.1
30-34	5	11.9	3	4.3	18	24.7	26	14.1
35-39	3	7.1	-	-	9	12.3	12	6.5
40-44	1	2.4	-	-	3	4.1	4	2.2
Totals	42	100.0	69	100.0	73	100.0	184	100.0

#### Marital Status of Respondents

Status	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Single	31	73.8	66	95.7	36	49.3	133	72.3
Married	11	26.2	3	4.3	37	50.7	51	27.7
Totals	42	100.0	69	100.0	73	100.0	185	100.0

Geographical Origin of Respondents

Country of origin	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Scotland	-	-	46	66.7	26	35.6	72	39.1
England	-	-	-	-	7	9.6	7	3.8
Wales	-	-	1	1.4	-	2.7	1	.5
N. Ireland	-	-	5	7.2	2	-	7	3.8
Other	42	100.0	17	24.6	38	52.1	97	52.7
Totals	42	100.0	69	100.0	73	100.0	184	100.0

Respondents from Overseas

Country of origin	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Malaysia	10	23.8	-	-	3	8.3	13	13.7
Greece	-	-	12	64.7	-	-	12	12.6
Hong Kong	6	14.3	-	-	-	-	6	6.3
France	-	-	2	11.8	-	-	6	6.3
Norway	-	-	3	17.6	4	11.1	6	6.3
Cyprus	5	11.9	-	-	3	8.3	5	5.3
Egypt	2	4.8	-	-	3	5.6	5	5.3
India	3	7.1	-	-	2	5.6	5	5.3
Nigeria	4	9.5	-	-	-	-	4	4.2
Singapore	1	2.4	-	-	2	5.6	3	3.2
China	1	2.4	-	-	2	2.8	3	3.2
Ethiopia	-	-	-	-	2	5.6	2	2.1
Malawi	1	2.4	-	-	1	2.8	2	2.1
Pakistan	1	2.4	-	-	1	2.8	2	2.1
Thailand	2	4.8	-	-	-	-	2	2.1
Liberia	-	-	-	-	2	5.6	2	2.1
S.Africa	-	-	-	-	2	5.6	2	2.1
Kenya	-	-	-	-	2	5.6	2	2.1
USA	-	-	-	-	2	5.6	2	2.1
Germany	-	-	-	-	1	2.8	1	1.1
Zambia	1	2.4	-	-	-	-	1	1.1
Lesotho	1	2.4	-	-	-	-	1	1.1
Turkey	1	2.4	-	-	-	-	1	1.1
Tanzania	1	2.4	-	-	-	-	1	1.1
N.Zealand	-	-	-	-	1	2.8	1	1.1
Ireland	-	-	-	-	1	2.8	1	1.1
Ghana	-	-	-	-	1	2.8	1	1.1
Other	1	2.4	-	-	3	8.3	3	3.2
Total	40	100.0	17	100.0	38	100.0	95	100.0

Regional Distribution of Respondents from Scotland

Region	Msc		MBA		Total	
	n	%	n	%	n	%
Strathclyde	32	71.1	17	68.0	49	70.0
Lothian	2	4.4	3	12.0	5	7.1
Dumfries & Gall.	3	6.7	1	4.0	4	5.7
Highland	2	-	1	4.0	1	1.4
Central	4	4.4	1	4.0	3	4.3
Tayside	2	8.9	1	4.0	5	7.1
Fife	-	4.4	1	4.0	3	4.3
Totals	45	100.0	25	100.0	70	100.0

Highest Qualification of the Respondents

Qualification	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Diploma	13	31.0	3	4.3	1	1.4	17	9.5
Bachelors	15	35.7	55	79.7	41	56.9	111	60.5
PG. Diploma	3	7.1	-	-	9	12.5	12	6.6
Masters	3	7.1	10	14.5	6	8.3	19	1.4
Prof. Qualifi.	8	19.0	-	-	14	19.4	22	12.0
Other	-	-	1	1.4	1	1.4	2	1.1
Totals	42	100.0	69	100.0	72	100.0	183	100.0

Main Subject Area of the Highest Qualification

Subject	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Accountancy	2	5.0	3	4.3	11	15.7	16	8.9
Economics	5	12.5	11	15.9	3	4.3	19	10.6
Business Stud.	15	37.5	9	13.0	7	10.0	31	17.3
Marketing	8	20.0	5	7.2	6	8.6	19	10.6
Engineering	2	5.0	3	4.3	13	18.6	18	10.1
Science	1	2.5	6	8.7	8	11.4	15	8.4
Music	-	-	2	2.9	-	-	2	1.1
Text.Techno.	1	2.5	-	-	-	-	1	.6
History	1	2.5	4	5.8	5	7.1	10	5.6
Languages	-	-	7	10.1	1	1.4	8	4.5
Mathematics	-	-	1	1.4	-	-	1	.6
Int. Business	-	-	3	4.3	-	-	3	1.7
Geography	1	2.5	3	4.3	-	-	4	2.2
Law	-	-	1	1.4	11	7.1	6	3.4
Food Science	1	2.5	-	-	-	-	1	.6
Other	3	7.5	11	15.9	11	15.7	25	1.4
<b>Totals</b>	<b>40</b>	<b>100.0</b>	<b>69</b>	<b>100.0</b>	<b>70</b>	<b>100.0</b>	<b>179</b>	<b>100.0</b>

Year the Highest Qualification was Received

Year	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
71-75	-	-	1	1.5	8	11.1	9	4.9
76-80	1	2.4	1	1.5	12	16.7	14	7.7
81	2	4.8	-	-	4	5.6	6	3.3
82	2	4.8	-	-	4	5.6	6	3.3
83	1	2.4	-	-	6	8.3	7	3.8
84	3	7.1	1	1.5	8	11.1	12	6.6
85	5	11.9	1	1.5	13	18.1	19	10.4
86	8	19.0	7	10.3	4	5.6	19	10.4
87	6	14.3	14	20.6	4	5.6	24	13.2
88	14	33.3	43	63.2	9	12.5	66	36.3
<b>Totals</b>	<b>42</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>	<b>182</b>	<b>100.0</b>

Employment Sector of Respondents

Sector	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Public	8	20.5	11	16.4	19	26.0	38	21.2
Private	24	61.5	27	40.3	51	69.9	102	57.0
Unemployed	7	17.9	29	43.3	3	4.1	39	21.8
Totals	39	100.0	67	100.0	73	100.0	179	100.0

Area of Employment

Area	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Marketing	7	25.0	6	15.8	6	8.7	19	14.1
Finance	1	3.6	-	-	14	20.3	15	11.1
Sales	4	14.3	7	18.4	1	1.4	12	8.9
Distribution	-	-	1	1.4	-	-	1	0.7
Production/ Engineering	1	3.6	-	-	11	15.9	12	8.9
R & D	1	3.6	-	-	6	8.7	7	5.2
Administration	2	7.1	7	18.4	1	1.4	10	7.4
G. Management	3	10.7	2	5.3	15	21.7	20	14.8
Personnel	-	-	-	-	1	1.4	1	0.7
Legal	-	-	-	-	3	4.3	3	2.2
Lecturer/ Teacher	4	14.3	2	5.3	5	7.2	11	8.1
Other	5	17.9	13	34.2	6	8.7	24	17.8
Totals	28	100.0	38	100.0	69	100.0	135	100.0

**APPENDIX 6.2**

**Goals of Postgraduate Study in Management: Entering Students**

**Improve Knowledge and Understanding in the Chosen Field**

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	34	81.0	57	82.6	64	88.9	155	84.7
Agree	7	16.7	11	15.9	8	11.1	26	14.2
Neither agree nor disagree	1	2.4	-	-	-	-	1	0.5
Disagree	-	-	-	-	-	-	-	-
Strongly disagree	-	-	1	1.4	-	-	1	0.5
Totals	42	100.0	69	100.0	72	100.0	183	100.0

**Obtain a PG Degree**

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	19	46.3	37	53.6	36	50.0	92	50.5
Agree	14	34.1	25	36.2	19	26.4	58	31.9
Neither agree nor disagree	4	9.8	4	5.8	16	22.2	24	13.2
Disagree	2	4.9	3	4.3	1	1.4	6	3.3
Strongly disagree	2	4.9	-	-	-	-	2	1.1
Totals	42	100.0	69	100.0	72	100.0	182	100.0

**Move on to a Higher Degree**

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	11	27.5	7	10.3	8	11.3	26	14.5
Agree	8	20.0	16	23.5	9	12.7	33	18.4
Neither agree nor disagree	10	25.0	13	19.1	22	31.0	45	25.1
Disagree	2	5.0	12	17.6	8	11.3	22	12.9
Strongly disagree	9	22.5	20	29.4	24	33.8	53	29.6
Totals	40	100.0	68	100.0	71	100.0	179	100.0

Prepare for a New Career

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	17	44.7	51	73.9	38	53.5	106	59.6
Agree	11	28.9	12	17.4	12	16.9	35	19.7
Neither agree nor disagree	7	18.4	3	4.3	11	15.5	21	11.8
Disagree	1	2.6	2	2.9	6	8.5	9	5.1
Strongly disagree	2	5.3	1	1.4	4	5.6	7	3.9
Totals	38	100.0	69	100.0	71	100.0	178	100.0

Formulate Long-term Career Plans and Goals

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	21	50.0	39	56.5	43	59.7	103	56.9
Agree	12	28.6	18	26.1	21	29.2	51	28.2
Neither agree nor disagree	7	16.7	8	11.6	7	9.7	22	12.2
Disagree	-	-	1	1.4	1	1.4	2	1.1
Strongly disagree	-	-	3	4.3	-	-	3	1.7
Totals	40	100.0	69	100.0	72	100.0	181	100.0

Identify Career Interests

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	10	25.6	20	29.0	26	37.1	56	31.5
Agree	17	43.6	26	37.7	18	25.7	61	34.3
Neither agree nor disagree	8	20.5	14	20.3	16	22.9	38	21.3
Disagree	2	5.1	6	8.7	8	11.4	16	9.0
Strongly disagree	2	5.1	3	4.3	2	2.9	7	2.9
Totals	39	100.0	69	100.0	70	100.0	178	100.0



Improve knowledge/skills for present career

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	25	65.8	46	76.7	41	57.7	112	66.3
Agree	9	23.7	8	13.3	21	29.6	38	22.5
Neither agree nor disagree	3	7.9	3	5.0	8	11.3	14	8.3
Disagree	-	-	3	5.0	1	1.4	4	2.4
Strongly disagree	1	2.6	-	-	-	-	1	.6
Totals	38	100.0	60	100.0	71	100.0	169	100.0

Increase Chances for a Salary Increase/Promotion

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	11	29.7	16	26.7	31	44.3	58	34.7
Agree	11	29.7	18	30.0	20	28.6	49	29.3
Neither agree nor disagree	8	21.6	16	26.7	14	20.0	38	22.8
Disagree	1	2.7	7	11.7	3	4.3	11	6.6
Strongly disagree	6	16.2	3	5.0	2	2.9	11	6.6
Totals	37	100.0	60	100.0	70	100.0	167	100.0

Increase Mobility Between Organisations

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	9	24.3	15	26.3	29	40.8	53	32.1
Agree	14	37.8	22	38.6	22	31.0	58	35.2
Neither agree nor disagree	9	24.3	10	17.5	14	19.7	33	20.0
Disagree	1	2.7	6	10.5	4	5.6	11	6.7
Strongly disagree	4	10.8	4	7.0	2	2.8	10	6.1
Totals	37	100.0	57	100.0	71	100.0	165	100.0

Actively Involve in Student Life

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	10	24.4	10	14.5	4	5.6	24	13.2
Agree	16	39.0	17	24.6	16	22.2	49	26.9
Neither agree nor disagree	9	22.0	31	44.9	27	37.5	67	36.8
Disagree	5	12.2	5	7.2	13	18.1	23	12.6
Strongly disagree	1	2.4	6	8.7	12	16.7	19	10.4
Totals	41	100.0	69	100.0	72	100.0	182	100.0

Increase Cultural/Social Participation

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	19.5	13	18.8	7	9.7	28	15.4
Agree	11	26.8	21	30.4	17	23.6	49	26.9
Neither agree nor disagree	17	41.5	25	36.2	24	33.3	66	36.3
Disagree	3	7.3	5	7.2	11	15.3	19	10.4
Strongly disagree	2	4.9	5	7.2	13	18.1	20	11.0
Totals	41	100.0	69	100.0	69	100.0	72	100.0

Meet people

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	11	27.5	18	26.1	22	30.1	51	28.0
Agree	14	35.0	26	37.7	26	35.6	66	36.3
Neither agree nor disagree	11	27.5	15	21.7	21	28.8	47	25.8
Disagree	2	5.0	7	10.1	2	2.7	11	6.0
Strongly disagree	2	5.0	3	4.3	2	2.7	7	2.8
Totals	40	100.0	69	100.0	73	100.0	182	100.0

Increase Self Confidence

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	22	53.7	21	30.4	30	41.1	73	39.9
Agree	11	26.8	24	34.8	31	42.5	66	36.1
Neither agree nor disagree	7	17.1	17	24.6	9	12.3	33	18.0
Disagree	-	-	6	8.7	3	4.1	9	4.9
Strongly disagree	1	2.4	1	1.4	-	-	2	1.1
Totals	41	100.0	69	100.0	73	100.0	183	100.0

Improve Leadership Skills

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	21	51.2	21	30.4	38	52.8	80	44.0
Agree	13	31.7	20	29.0	23	31.9	56	30.8
Neither agree nor disagree	5	12.2	20	29.0	9	12.5	34	18.7
Disagree	1	2.4	5	7.2	1	1.4	7	3.8
Strongly disagree	1	2.4	3	4.3	1	1.4	5	2.7
Totals	41	100.0	69	100.0	72	100.0	182	100.0

Improve Ability to Get Along With Others

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	17	42.5	15	21.7	18	25.4	50	27.8
Agree	16	40.0	21	30.4	25	35.2	62	34.4
Neither agree nor disagree	6	15.0	20	29.0	20	28.2	46	25.6
Disagree	1	2.5	10	14.5	6	8.5	17	9.4
Strongly disagree	-	-	3	4.3	2	2.8	5	2.8
Totals	40	100.0	69	100.0	71	100.0	180	100.0

Learn Skills That Will Improve Daily Life

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	18	43.9	11	15.9	14	19.4	43	23.6
Agree	13	31.7	19	27.5	26	36.1	58	31.9
Neither agree nor disagree	6	14.6	21	30.4	20	27.8	47	25.8
Disagree	2	4.9	10	14.5	8	11.1	20	11.0
Strongly disagree	2	4.9	8	11.6	4	5.6	14	7.7
Totals	41	100.0	69	100.0	72	100.0	182	100.0

Develop Ability to be Independent

Scale Description	Mcom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	20	48.8	27	39.1	24	33.3	71	39.0
Agree	15	36.6	19	27.5	23	31.9	57	31.3
Neither agree nor disagree	5	12.2	14	20.3	11	15.3	30	16.5
Disagree	1	2.4	3	4.3	9	12.5	13	7.1
Strongly disagree	-	-	6	8.7	5	6.9	11	6.0
Totals	41	100.0	69	100.0	72	100.0	182	100.0

**APPENDIX 6.3**

**Expectations About the Course and the SBS: Entering Students**

**Lecturers' Professionalism**

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	24	57.1	34	49.3	34	46.6	92	50.0
Strong	15	35.7	33	47.8	35	47.9	83	45.2
Neither strong nor weak	2	4.8	2	2.9	4	5.5	8	4.3
Weak	-	-	-	-	-	-	-	-
Very weak	1	2.4	-	-	-	-	1	.5
Totals	42	100.0	69	100.0	73	100.0	184	100.0

**Course Content**

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	26	63.4	47	69.1	46	63.0	119	65.4
Strong	13	31.7	19	27.9	27	37.0	59	32.4
Neither strong nor weak	1	2.4	2	2.9	-	-	3	1.6
Weak	-	-	-	-	-	-	-	-
Very weak	1	2.4	-	-	-	-	1	.5
Totals	41	100.0	68	100.0	73	100.0	182	100.0

**Relevance to Present or Future Career**

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	23	56.1	46	66.7	42	57.5	111	60.7
Strong	12	29.3	20	29.0	28	38.4	60	32.8
Neither strong nor weak	4	9.8	3	4.3	3	4.1	10	5.5
Weak	-	-	-	-	-	-	-	-
Very weak	2	4.9	-	-	-	-	2	1.1
Totals	41	100.0	69	100.0	73	100.0	183	100.0

Tutors' Competencies

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	17	40.5	28	41.2	27	37.0	72	39.3
Strong	18	42.9	30	44.1	37	50.7	85	46.4
Neither strong nor weak	6	14.3	10	14.7	9	12.3	25	13.7
Weak	-	-	-	-	-	-	-	-
Very weak	1	2.4	-	-	-	-	1	.5
Totals	42	100.0	68	100.0	73	100.0	183	100.0

Facilities for Study

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	15	35.7	16	23.2	23	31.5	54	29.3
Strong	22	52.4	33	47.8	32	43.8	87	47.3
Neither strong nor weak	2	4.8	20	29.0	16	21.9	38	20.7
Weak	2	4.8	-	-	2	2.7	4	2.2
Very weak	1	2.4	-	-	-	-	1	.5
Totals	42	100.0	69	100.0	73	100.0	184	100.0

Library Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	26	61.9	20	29.0	36	49.3	82	44.6
Strong	13	31.0	33	47.8	28	38.4	74	40.2
Neither strong nor weak	1	2.4	14	20.3	6	8.2	21	11.4
Weak	-	-	2	2.9	3	4.1	5	2.7
Very weak	2	4.8	-	-	-	-	2	1.1
Totals	42	100.0	69	100.0	73	100.0	184	100.0

Refectory Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	3	7.3	4	5.9	3	4.2	10	5.6
Strong	17	41.5	11	16.2	12	16.9	40	22.2
Neither strong nor weak	17	41.5	36	52.9	44	62.0	97	53.9
Weak	2	4.9	15	22.1	11	15.5	28	15.6
Very weak	2	4.9	2	2.9	1	1.4	5	2.8
Totals	41	100.0	68	100.0	71	100.0	180	100.0

Student Union Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	9.5	8	11.6	3	4.2	15	8.2
Strong	13	31.0	19	27.5	15	20.8	47	25.7
Neither strong nor weak	22	52.4	28	40.6	35	48.6	85	46.4
Weak	2	4.8	7	10.1	12	16.7	21	11.5
Very weak	1	2.4	7	10.1	7	9.7	15	8.2
Totals	42	100.0	69	100.0	72	100.0	183	100.0

Religious Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	9.5	1	1.6	3	4.5	8	4.7
Strong	9	21.4	9	14.3	8	11.9	26	15.1
Neither strong nor weak	14	33.3	19	30.2	31	46.3	64	37.2
Weak	9	21.4	9	14.3	9	13.4	27	15.7
Very weak	6	14.3	25	39.7	16	23.9	47	27.3
Totals	42	100.0	63	100.0	67	100.0	172	100.0

Security

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	8	19.5	7	10.3	8	11.1	23	12.7
Strong	15	36.6	9	13.2	18	25.0	42	23.2
Neither strong nor weak	13	31.7	29	42.6	30	41.7	72	39.8
Weak	4	9.8	14	20.6	10	13.9	28	15.5
Very weak	1	2.4	8	11.8	6	8.3	15	8.3
Totals	41	100.0	67	100.0	72	100.0	180	100.0

Accommodation

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	22	52.4	9	13.8	9	12.9	40	22.6
Strong	12	28.6	14	21.5	14	20.0	40	22.6
Neither strong nor weak	4	9.5	20	30.8	27	38.6	51	28.8
Weak	2	4.8	11	16.9	13	18.6	26	14.7
Very weak	2	4.8	11	16.9	7	10.0	20	11.3
Totals	42	100.0	65	100.0	70	100.0	177	100.0

Social Life

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	8	19.0	9	13.2	8	11.3	25	13.8
Strong	20	47.6	36	52.9	29	40.8	85	47.0
Neither strong nor weak	12	28.6	16	23.5	25	35.2	53	29.3
Weak	1	2.4	3	4.4	7	9.9	11	6.1
Very weak	1	2.4	4	5.9	2	2.8	7	3.9
Totals	42	100.0	68	100.0	71	100.0	181	100.0



Practical Nature of the Course

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	20	48.8	22	32.4	27	37.5	69	38.1
Strong	16	39.0	34	50.0	34	47.2	84	46.4
Neither strong nor weak	5	12.2	10	14.7	7	9.7	22	12.2
Weak	-	-	2	2.9	2	2.8	4	2.2
Very weak	-	-	-	-	2	2.8	2	1.1
Totals	41	100.0	68	100.0	72	100.0	181	100.0

Computing Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	18	43.9	11	16.4	20	27.8	49	27.2
Strong	15	36.6	28	41.8	40	55.6	83	46.1
Neither strong nor weak	7	17.1	22	32.8	8	11.1	37	20.6
Weak	1	2.4	5	7.5	3	4.2	9	5.0
Very weak	-	-	1	1.5	1	1.4	2	1.1
Totals	41	100.0	67	100.0	72	100.0	180	100.0

Career Advisory Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	14	34.1	21	30.9	18	25.0	53	29.3
Strong	15	36.6	20	29.4	28	38.9	63	34.8
Neither strong nor weak	9	22.0	23	33.8	21	29.2	53	29.3
Weak	2	4.9	3	4.4	1	1.4	6	3.3
Very weak	1	2.4	1	1.5	4	5.6	6	3.3
Totals	41	100.0	68	100.0	72	100.0	181	100.0

Non-Academic Staff

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	8	20.0	5	7.2	8	11.1	21	11.6
Strong	13	32.5	19	27.5	25	34.7	57	31.5
Neither strong nor weak	17	42.5	37	53.6	32	44.4	86	47.5
Weak	2	5.0	5	7.2	4	5.6	11	6.1
Very weak	-	-	3	4.3	3	4.2	6	3.3
Totals	40	100.0	69	100.0	72	100.0	181	100.0

Health Service

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	12	29.3	5	7.4	6	8.3	23	12.7
Strong	18	43.9	17	25.0	24	33.3	59	32.6
Neither strong nor weak	9	22.0	34	50.0	31	43.1	74	40.9
Weak	2	4.9	9	13.2	5	6.9	16	8.8
Very weak	-	-	3	4.4	6	8.3	9	5.0
Totals	41	100.0	68	100.0	72	100.0	181	100.0

Recreation and Sports Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	9	23.1	19	27.5	9	12.7	37	20.7
Strong	17	43.6	27	39.1	23	32.4	67	37.4
Neither strong nor weak	11	28.2	18	26.1	36	50.7	65	36.3
Weak	2	5.1	3	4.3	2	2.8	7	3.9
Very weak	-	-	2	2.9	1	1.4	3	1.7
Totals	39	100.0	69	100.0	71	100.0	179	100.0

**APPENDIX 6.4**

**Expectations related to the city of Glasgow: Entering Students**

**People's Attitudes Towards Strangers**

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	17	41.5	40	58.0	39	53.4	96	52.5
Good	19	46.3	24	34.8	26	35.6	69	37.7
Neither good nor poor	5	12.2	5	7.2	6	8.2	16	8.7
Poor	-	-	-	-	1	1.4	1	.5
Very poor	-	-	-	-	1	1.4	1	.5
Totals	41	100.0	69	100.0	73	100.0	183	100.0

**Social/Cultural and Recreational Facilities**

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	11	26.8	31	44.9	21	28.8	63	34.4
Good	17	41.5	25	36.2	29	39.7	71	38.8
Neither good nor poor	12	29.3	12	17.4	22	30.1	46	25.1
Poor	1	2.4	1	1.4	1	1.4	13	1.6
Very poor	-	-	-	-	-	-	-	-
Totals	41	100.0	69	100.0	73	100.0	183	100.0

**Banking Facilities**

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	21	51.2	23	33.3	25	34.2	69	37.7
Good	11	26.8	31	44.9	30	41.1	72	39.3
Neither good nor poor	8	19.5	10	14.5	15	20.5	33	18.0
Poor	1	2.4	4	5.8	3	4.1	8	4.4
Very poor	-	-	1	1.4	-	-	1	.5
Totals	41	100.0	69	100.0	73	100.0	183	100.0

Shopping Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	16	39.0	29	42.0	30	41.1	75	41.0
Good	20	48.8	21	30.4	24	32.9	65	35.5
Neither good nor poor	2	4.9	15	21.7	16	21.9	33	18.0
Poor	3	7.3	3	4.3	3	4.1	9	4.9
Very poor	-	-	1	1.4	-	-	1	.5
Totals	41	100.0	69	100.0	73	100.0	183	100.0

Postal/Telephone Facilities

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	23	56.1	21	30.4	26	35.6	70	38.3
Good	9	22.0	25	36.2	24	32.9	58	31.7
Neither good nor poor	7	17.1	17	24.6	21	28.8	45	24.6
Poor	1	2.4	5	7.2	2	2.7	8	4.4
Very poor	1	2.4	1	1.4	-	-	2	1.1
Totals	41	100.0	69	100.0	73	100.0	183	100.0

Transport

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	14	35.0	21	30.4	25	34.2	60	33.0
Good	15	37.5	26	37.7	28	38.4	69	37.9
Neither good nor poor	8	20.0	16	23.2	20	27.4	44	24.2
Poor	2	5.0	5	7.2	-	-	7	3.8
Very poor	1	2.5	1	1.4	-	-	2	1.1
Totals	40	100.0	69	100.0	73	100.0	182	100.0

Accommodation

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	13	32.5	11	16.2	17	24.3	41	23.0
Good	17	42.5	15	22.1	18	25.7	50	28.1
Neither good nor poor	8	20.0	26	38.2	28	40.0	62	34.8
Poor	2	5.0	13	19.1	6	8.6	21	11.8
Very poor	-	-	3	4.4	1	1.4	4	2.2
Totals	40	100.0	68	100.0	70	100.0	178	100.0

Cleanliness

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	13	31.7	10	14.5	12	16.7	35	19.2
Good	17	41.5	18	26.1	17	23.6	52	28.6
Neither good nor poor	8	19.5	31	44.9	33	45.8	72	39.6
Poor	2	4.9	9	13.0	8	11.1	19	10.4
Very poor	1	2.4	1	1.4	2	2.8	4	2.2
Totals	41	100.0	69	100.0	72	100.0	182	100.0

Other Facilities Such as Police, Health etc.

Scale description	MCom		Msc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	10	33.3	7	10.9	12	16.9	29	17.6
Good	12	40.0	22	34.4	20	28.2	54	32.7
Neither good nor poor	7	23.3	31	48.4	35	49.3	73	44.2
Poor	-	-	4	6.3	3	4.2	7	4.2
Very poor	1	3.3	-	-	1	1.4	2	1.2
Totals	40	100.0	69	100.0	73	100.0	182	100.0

**APPENDIX 6.5**

**Outcomes related to Postgraduate Study in Management:  
Continuing Students**

**Improved/Will Improve Knowledge**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	32.0	12	29.3	17	38.6	37	33.6
Agree	10	40.0	18	43.9	25	56.8	53	48.2
Neither agree nor disagree	7	28.0	7	17.1	1	2.3	15	13.6
Disagree	-	-	3	7.3	1	2.3	4	3.6
Strongly disagree	-	-	1	2.4	-	-	1	.9
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>

**Will Obtain A PG Degree**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	12	48.0	14	35.9	15	37.5	41	39.4
Agree	10	40.0	13	33.3	14	35.0	37	35.6
Neither agree nor disagree	3	12.0	7	17.9	7	17.5	17	16.3
Disagree	-	-	3	7.7	2	5.0	5	4.8
Strongly disagree	-	-	2	5.1	2	5.0	4	3.8
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>104</b>	<b>100.0</b>

**Will Help to Move into a Higher Degree**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	33.3	4	10.3	4	10.8	16	16.0
Agree	6	25.0	6	15.4	6	16.2	18	18.0
Neither agree nor disagree	7	29.2	14	35.9	10	27.0	31	31.0
disagree	1	4.2	9	23.1	11	29.7	21	21.0
Strongly disagree	2	8.3	6	15.4	6	16.2	14	14.0
<b>Totals</b>	<b>24</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>37</b>	<b>100.0</b>	<b>100</b>	<b>100.0</b>

Prepare for a New Career

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	7	28.0	8	19.5	10	23.3	25	22.9
Agree	8	32.0	18	43.9	24	55.8	50	45.9
Neither agree nor disagree	8	32.0	11	26.8	5	11.6	24	22.0
Disagree	1	4.0	3	7.3	4	9.3	8	7.3
Strongly disagree	1	4.0	1	2.4	-	-	2	1.8
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Helped to Formulate Career Plans

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	33.3	8	19.5	11	25.0	27	24.8
Agree	5	20.8	10	24.4	21	47.7	36	33.0
Neither agree nor disagree	8	33.3	14	34.1	7	15.9	29	26.6
Disagree	3	12.5	7	17.1	5	11.4	15	13.8
Strongly disagree	-	-	2	4.9	-	-	2	1.8
Totals	24	100.0	41	100.0	44	100.0	109	100.0

Helped to Identify Career Interests

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	32.0	10	24.4	8	18.6	26	23.9
Agree	9	36.0	8	19.5	16	37.2	33	30.3
Neither agree nor disagree	3	12.0	15	36.6	12	27.9	30	27.5
Disagree	2	8.0	3	7.3	4	9.3	9	8.3
Strongly disagree	3	12.0	5	12.2	3	7.0	11	10.1
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Improved Skills for Present Career

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	5	23.8	4	10.5	20	46.5	29	28.4
Agree	9	42.9	9	50.0	17	39.5	45	44.1
Neither agree nor disagree	6	28.6	11	28.9	6	14.0	23	22.5
Disagree	1	4.8	3	7.9	-	-	4	3.9
Strongly disagree	-	-	1	2.6	-	-	1	1.0
Totals	21	100.0	38	100.0	43	100.0	102	100.0

Increased Chances for Salary Raise/Promotion

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	6	28.6	6	15.8	17	40.5	29	28.7
Agree	10	47.6	17	44.7	19	45.2	46	45.5
Neither agree nor disagree	2	9.5	10	26.3	5	11.9	17	16.8
Disagree	1	4.8	3	7.9	1	2.4	5	5.0
Strongly disagree	2	9.5	2	5.3	-	-	4	4.0
Totals	21	100.0	38	100.0	42	100.0	101	100.0

Increase Mobility Between Organisations

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	7	35.0	4	10.5	17	40.5	28	28.0
Agree	4	20.0	15	39.5	18	42.9	37	37.0
Neither agree nor disagree	7	35.0	14	36.8	7	16.7	28	28.0
Disagree	1	5.0	3	7.9	-	-	4	4.0
Strongly disagree	1	5.0	2	5.3	-	-	3	3.0
Totals	20	100.0	38	100.0	42	100.0	100	100.0



Helped to Involve in Campus and Student Life

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	3	12.0	3	7.3	2	4.7	8	7.3
Agree	4	16.0	7	17.1	5	11.6	16	14.7
Neither agree nor disagree	8	32.0	14	34.1	10	23.3	32	29.4
Disagree	6	24.0	7	17.1	13	30.2	26	23.9
Strongly disagree	4	16.0	10	24.4	13	30.2	27	24.8
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Increased Participation in Cultural and Social Events

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	5	20.8	3	7.3	1	2.3	9	8.3
Agree	6	25.0	9	22.0	5	11.6	20	18.5
Neither agree nor disagree	5	20.8	10	24.4	14	32.6	29	26.9
Disagree	5	20.8	11	26.8	13	30.2	29	26.9
Strongly disagree	3	12.5	8	19.5	10	23.3	21	19.4
Totals	24	100.0	41	100.0	43	100.0	108	100.0

Helped to Meet New People

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	20	80.0	17	41.5	11	25.6	48	44.0
Agree	3	12.0	11	26.8	23	53.5	37	33.9
Neither agree nor disagree	1	4.0	10	24.4	5	11.6	16	14.7
Disagree	1	4.0	2	4.9	3	7.0	6	5.5
Strongly disagree	-	-	1	2.4	1	2.3	2	1.8
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Increased Self Confidence

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	32.0	4	9.8	13	30.2	25	22.9
Agree	9	36.0	14	34.1	20	46.5	43	39.4
Neither agree nor disagree	5	20.0	12	29.3	6	14.0	23	21.1
Disagree	3	12.0	6	14.6	2	4.7	11	10.1
Strongly disagree	-	-	5	12.2	2	4.7	7	6.4
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Improved Leadership Skills

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	5	20.0	2	4.9	8	18.6	15	13.8
Agree	7	28.0	11	26.8	16	37.2	34	31.2
Neither agree nor disagree	9	36.0	16	39.0	16	37.2	41	37.6
Disagree	3	12.0	4	9.8	2	4.7	9	8.3
Strongly disagree	1	4.0	8	19.5	1	2.3	10	9.2
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Improved Ability to Get Along With Others

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	6	24.0	2	4.9	6	14.0	14	12.8
Agree	9	36.0	15	36.6	17	39.5	41	37.6
Neither agree nor disagree	6	24.0	15	36.6	15	34.9	36	33.0
Disagree	4	16.0	3	7.3	4	9.3	11	10.1
Strongly disagree	-	-	6	14.6	1	2.3	7	6.4
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Helped to Learn Skills to Enrich Daily Life

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	5	20.0	4	9.8	6	14.0	15	13.8
Agree	5	20.0	8	19.5	8	18.6	21	19.3
Neither agree nor disagree	12	48.0	10	24.4	18	41.9	40	36.7
Disagree	2	8.0	7	17.1	9	20.9	18	16.5
Strongly disagree	1	4.0	12	29.3	2	4.7	15	13.8
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Developed Ability to be Independent

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	7	28.5	5	12.2	3	7.0	15	13.8
Agree	13	52.0	11	26.8	25	58.1	49	45.0
Neither agree nor disagree	4	16.0	11	26.8	9	20.9	24	22.0
Disagree	1	4.0	6	14.6	4	9.3	11	10.1
Strongly disagree	-	-	8	19.5	2	4.7	10	9.2
Totals	25	100.0	41	100.0	43	100.0	109	100.0

**APPENDIX 6.6**

**Outcomes Related to Expectations About the SBS and the Staff:  
Continuing Students**

**Lecturer Competencies**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	5	20.0	-	-	3	6.8	8	7.3
Strong	11	44.0	15	36.6	17	38.6	43	39.1
Neither strong nor weak	8	32.0	16	39.0	18	40.9	42	38.2
Weak	-	-	9	22.0	5	11.4	14	12.7
Very weak	1	4.0	1	2.4	1	2.3	3	2.7
Totals	25	100.0	41	100.0	44	100.0	110	100.0

**Course Content**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	8	32.0	2	4.9	6	13.6	16	14.5
Strong	11	44.0	14	34.1	23	52.3	48	43.6
Neither strong nor weak	5	20.0	19	46.3	13	29.5	37	33.6
Weak	1	4.0	5	12.2	1	2.3	7	6.4
Very weak	-	-	1	2.4	1	2.3	2	1.8
Totals	25	100.0	41	100.0	44	100.0	110	100.0

**Relevance to Present/Future Career**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	9	36.0	6	15.0	6	14.0	21	19.4
Strong	11	44.0	18	45.0	26	60.5	55	50.9
Neither strong nor weak	4	16.0	9	22.5	10	23.3	23	21.3
Weak	1	4.0	6	15.0	1	2.3	8	7.4
Very weak	-	-	1	2.5	-	-	1	.9
Totals	25	100.0	40	100.0	43	100.0	108	100.0

Tutors' Competencies

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	5	20.0	3	7.3	2	5.0	10	9.4
Strong	10	40.0	17	41.5	11	27.5	38	35.8
Neither strong nor weak	7	28.0	12	29.3	19	47.5	38	35.8
Weak	3	12.0	6	14.6	6	15.0	15	14.2
Very weak	-	-	3	7.3	2	5.0	5	4.7
Totals	25	100.0	41	100.0	40	100.0	106	100.0

Facilities for Study

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	7	28.0	1	2.4	3	7.0	11	10.1
Strong	8	32.0	14	34.1	8	18.6	30	27.5
Neither strong nor weak	5	20.0	13	31.7	12	27.9	30	27.5
Weak	3	12.0	8	19.5	18	41.9	29	26.6
Very weak	2	8.0	5	12.2	2	4.7	9	8.3
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Library Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	6	24.0	5	12.2	12	27.9	23	21.1
Strong	7	28.0	11	26.8	18	41.9	36	33.0
Neither strong nor weak	7	28.0	13	31.7	9	20.9	29	26.6
Weak	2	8.0	4	9.8	4	9.3	10	9.2
Very weak	3	12.0	8	19.5	-	-	11	10.1
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Refectory Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	16.0	3	7.3	-	-	7	6.6
Strong	3	12.0	7	17.1	8	20.0	18	17.0
Neither strong nor weak	11	44.0	17	41.5	20	50.0	48	45.3
Weak	7	28.0	8	19.5	6	15.0	21	19.8
Very weak	-	-	6	14.6	6	15.0	12	11.3
Totals	25	100.0	41	100.0	40	100.0	106	100.0

Student Union Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	2	8.0	4	9.8	-	-	6	5.7
Strong	6	24.0	6	14.6	13	32.5	25	23.6
Neither strong nor weak	12	48.0	20	48.8	16	40.0	48	45.3
Weak	5	20.0	10	24.4	9	25.5	24	22.6
Very weak	-	-	1	2.4	2	5.0	3	2.8
Totals	25	100.0	41	100.0	40	100.0	106	100.0

Religious Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	16.7	1	2.9	1	3.2	6	6.7
Strong	4	16.7	1	2.9	8	25.8	13	14.4
Neither strong nor weak	12	50.0	26	74.3	14	45.2	52	57.8
Weak	4	16.7	4	11.4	6	19.4	14	15.6
Very weak	-	-	3	8.6	2	6.5	5	5.6
Totals	24	100.0	35	100.0	31	100.0	90	100.0

Security

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	5	20.0	1	2.6	1	2.4	7	6.7
Strong	11	44.0	8	20.5	10	24.4	29	27.6
Neither strong nor weak	7	28.0	23	59.0	15	36.6	45	42.9
Weak	-	-	3	7.7	7	17.1	12	11.4
Very weak	2	-	4	10.3	8	19.5	12	11.4
<b>Totals</b>	<b>25</b>	<b>100.00</b>	<b>39</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>105</b>	<b>100.0</b>

Accommodation

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	6	24.0	5	14.7	1	3.2	12	13.3
Strong	9	36.0	5	14.7	4	12.9	18	20.0
Neither strong nor weak	8	32.0	16	47.1	14	45.2	38	42.2
Weak	1	4.0	6	17.6	8	25.8	15	16.7
Very weak	1	4.0	2	5.9	4	12.9	7	7.8
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>	<b>31</b>	<b>100.0</b>	<b>90</b>	<b>100.0</b>

Social Life

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	16.0	4	9.8	1	2.3	9	8.3
Strong	7	28.0	12	29.3	13	30.2	32	29.4
Neither strong nor weak	10	40.0	18	43.9	21	48.8	49	45.0
Weak	4	16.0	4	9.8	6	14.0	14	12.8
Very weak	-	-	3	7.3	2	4.7	5	4.6
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>

Practical Nature of The Course

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	7	28.0	4	9.8	2	4.8	13	12.0
Strong	7	28.0	9	22.0	17	40.5	33	30.6
Neither strong nor weak	8	32.0	10	24.4	13	31.0	31	28.7
Weak	2	8.0	10	24.4	8	19.0	20	18.5
Very weak	1	4.0	8	19.5	2	4.8	11	10.2
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>	<b>108</b>	<b>100.0</b>

Computing Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	7	29.2	4	9.8	3	7.0	14	13.0
Strong	7	29.2	18	43.9	22	51.2	47	43.5
Neither strong nor weak	6	25.0	12	29.3	9	20.9	27	25.0
Weak	4	16.7	6	14.6	5	11.6	15	13.9
Very weak	-	-	1	2.4	4	9.3	5	4.6
<b>Totals</b>	<b>24</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>108</b>	<b>100.0</b>

Career Advisory Facilites

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	1	4.5	2	5.0	3	7.9	6	6.0
Strong	2	9.1	6	15.0	14	36.8	22	22.0
Neither strong nor weak	11	50.0	15	37.5	13	34.2	39	39.0
Weak	2	9.1	9	22.5	6	15.8	17	17.0
Very weak	6	27.3	8	20.0	2	5.3	16	16.0
<b>Totals</b>	<b>22</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>100</b>	<b>100.0</b>



Non-Academic Staff

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	16.0	5	12.2	7	16.7	16	14.8
Strong	11	44.0	11	26.8	20	47.6	42	38.9
Neither strong nor weak	10	40.0	17	41.5	11	26.2	38	35.2
Weak	-	-	5	12.2	3	7.1	8	7.4
Very weak	-	-	3	7.3	1	2.4	4	3.7
Totals	25	100.0	41	100.0	42	100.0	108	100.0

Health Service

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	16.0	6	15.8	1	3.0	11	11.5
Strong	6	24.0	3	7.9	8	24.2	17	17.7
Neither strong nor weak	14	56.0	26	68.4	20	60.6	60	62.5
Weak	-	-	-	-	3	9.1	3	3.1
Very weak	1	4.0	3	7.9	1	3.0	5	5.2
Totals	25	100.0	38	100.0	33	100.0	96	100.0

Recreation and Sports Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	5	20.8	7	17.5	1	2.7	13	12.9
Strong	9	37.5	15	37.5	16	43.2	40	39.6
Neither strong nor weak	5	20.8	14	35.0	15	40.5	34	33.7
Weak	3	12.5	4	10.0	4	10.8	11	10.9
Very weak	2	8.3	-	-	1	2.7	3	3.0
Totals	24	100.0	40	100.0	37	100.0	101	100.0

**APPENDIX 6.7**

**Evaluation of the Effectiveness of the Teaching Staff:  
Continuing Students**

**Stimulate Interest and Motivation**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	4	16.0	2	4.9	2	4.7	8	7.3
Agree	9	36.0	17	41.5	19	44.2	45	41.3
Neither agree nor disagree	9	36.0	13	31.7	20	46.5	42	38.5
Disagree	3	12.0	6	14.6	2	4.7	11	10.1
Strongly disagree	-	-	3	7.3	-	-	3	2.8
Totals	25	100.0	41	100.0	43	100.0	109	100.0

**Well Prepared/Organised**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	2	8.0	-	-	2	4.7	4	3.7
Agree	9	36.0	12	29.3	19	44.2	40	36.7
Neither agree nor disagree	12	48.0	18	43.9	19	44.2	49	45.0
Disagree	2	8.0	9	22.0	3	7.0	14	12.8
Strongly disagree	-	-	2	4.9	-	-	2	1.8
Totals	25	100.0	41	100.0	43	100.0	109	100.0

**Presentations Properly Organised**

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	3	12.0	2	4.9	2	4.7	7	6.4
Agree	9	36.0	18	43.9	16	37.2	43	39.4
Neither agree nor disagree	12	48.0	11	26.8	21	48.8	44	40.4
Disagree	-	-	6	14.6	4	9.3	10	9.2
Strongly disagree	1	4.0	4	9.8	-	-	5	4.6
Totals	25	100.0	41	100.0	43	100.0	109	100.0

Demonstrate Mastery of the Subject

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	5	20.0	3	7.3	2	4.7	10	9.2
Agree	10	40.0	20	48.8	23	53.5	53	48.6
Neither agree nor disagree	9	36.0	11	26.8	16	37.2	36	33.0
Disagree	1	4.0	3	7.3	2	4.7	6	5.5
Strongly disagree	-	-	4	9.8	-	-	4	3.7
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>

Adequate Emphasis Given to Key Points

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	6	24.0	2	4.9	5	11.6	13	11.9
Agree	8	32.0	19	46.3	15	34.9	42	38.5
Neither agree nor disagree	9	36.0	10	24.4	20	46.5	39	35.8
Disagree	2	8.0	6	14.6	3	7.0	11	10.1
Strongly disagree	-	-	4	9.8	-	-	4	3.7
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>

Welcome Questions and Discussion During Class

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	6	24.0	2	5.0	15	34.1	23	21.1
Agree	12	48.0	18	45.0	22	50.0	52	47.7
Neither agree nor disagree	5	20.0	13	32.5	7	15.9	25	22.9
Disagree	2	8.0	4	10.0	-	-	6	5.5
Strongly disagree	-	-	3	7.5	-	-	3	2.8
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>

Available for Advice and Consultation

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	3	12.0	3	7.3	7	15.9	13	11.8
Agree	11	44.0	13	31.7	24	54.5	48	43.6
Neither agree nor disagree	6	24.0	9	22.0	8	18.2	23	20.9
Disagree	4	16.0	9	22.0	4	9.1	17	15.5
Strongly disagree	1	4.0	7	17.1	1	2.3	9	8.2
Totals	25	100.0	41	100.0	44	100.0	110	100.0

Make Use of Visual Aids Effectively

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	7	28.0	4	9.8	6	13.6	17	15.5
Agree	14	56.0	20	48.8	20	45.5	54	49.1
Neither agree nor disagree	2	8.0	11	26.8	15	34.1	28	25.5
Disagree	1	4.0	4	9.8	3	6.8	8	7.3
Strongly disagree	1	4.0	2	4.9	-	-	3	2.7
Totals	25	100.0	41	100.0	44	100.0	110	100.0

Handout Material Provided is Very Useful

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	4	16.0	4	9.8	5	11.4	13	11.8
Agree	6	24.0	12	29.3	20	45.5	38	34.5
Neither agree nor disagree	11	44.0	16	39.0	16	36.4	43	39.1
Disagree	3	12.0	6	14.6	3	6.8	12	10.9
Strongly disagree	1	4.0	3	7.3	-	-	4	3.6
Totals	25	100.0	41	100.0	44	100.0	110	100.0

Recommended Texts are Very Useful

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	6	24.0	7	17.1	8	18.6	21	19.3
Agree	8	32.0	14	34.1	19	44.2	41	37.6
Neither agree nor disagree	5	20.0	15	36.6	14	32.6	34	31.2
Disagree	5	20.0	3	7.3	2	4.7	10	9.2
Strongly disagree	1	4.0	2	4.9	-	-	3	2.8
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>

## APPENDIX 6.8

### Outcomes Related to Various aspects about the City of Glasgow: Continuing Students

#### Peoples Attitude Toward Foreigners

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	11	44.0	20	48.8	22	50.0	53	48.2
Good	12	48.0	19	46.3	16	36.4	47	42.7
Neither good nor poor	2	8.0	2	4.9	6	13.6	10	9.1
Poor	-	-	-	-	-	-	-	-
Very poor	-	-	-	-	-	-	-	-
Totals	25	100.0	41	100.0	44	100.0	110	100.0

#### Social/Cultural and Recreational Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	5	20.8	17	41.5	13	29.5	35	32.1
Good	13	54.2	17	41.5	19	43.2	49	45.0
Neither good nor poor	6	25.0	4	9.8	9	20.5	19	17.4
Poor	-	-	3	7.3	3	6.8	6	5.5
Very poor	-	-	-	-	-	-	-	-
Totals	24	100.0	41	100.0	44	100.0	109	100.0

#### Banking Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	12	48.0	17	41.5	13	29.5	42	38.2
Good	8	32.0	18	43.9	21	47.7	47	42.7
Neither good nor poor	4	16.0	3	7.3	6	13.6	13	11.8
Poor	1	4.0	-	-	3	6.8	4	3.6
Very poor	-	-	3	7.3	1	2.3	4	3.6
Totals	25	100.0	41	100.0	44	100.0	110	100.0

Shopping Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	11	44.0	19	46.3	13	29.5	43	39.1
Good	11	44.0	12	29.3	23	52.3	46	41.8
Neither good nor poor	2	8.0	8	19.5	6	13.6	16	14.5
Poor	1	4.0	2	4.9	1	2.3	4	3.6
Very poor	-	-	-	-	1	2.3	1	.9
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>

Postal/Telophone Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	12	48.0	17	41.5	9	20.5	38	34.5
Good	11	44.0	21	51.2	25	56.8	57	51.8
Neither good nor poor	2	8.0	2	4.9	6	13.6	10	9.1
Poor	-	-	1	2.4	3	6.8	4	3.6
Very poor	-	-	-	-	1	2.3	1	.9
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>

Transport

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	9	36.0	12	30.0	8	18.6	29	26.9
Good	13	52.0	19	47.5	22	51.2	54	50.0
Neither good nor poor	1	4.0	5	12.5	8	18.6	14	13.0
Poor	2	8.0	4	10.0	4	9.3	10	9.3
Very poor	-	-	-	-	1	2.3	1	.9
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>43</b>	<b>100.0</b>	<b>108</b>	<b>100.0</b>

Accommodation

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	7	28.0	9	23.7	3	7.5	19	18.4
Good	13	52.0	15	39.5	12	30.0	40	38.8
Neither good nor poor	3	12.0	9	23.7	16	40.0	28	27.2
Poor	1	4.0	4	10.5	6	15.0	11	10.7
Very poor	1	4.0	1	2.6	3	7.5	5	4.9
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>38</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>103</b>	<b>100.0</b>

Cleanliness

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	3	12.0	4	9.8	2	4.5	9	8.2
Good	8	32.0	11	26.8	14	31.8	33	30.0
Neither good nor poor	4	16.0	13	31.7	14	31.8	31	28.2
Poor	8	32.0	6	14.6	10	22.7	24	21.8
Very poor	2	8.0	7	17.1	4	9.1	13	11.8
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>44</b>	<b>100.0</b>	<b>110</b>	<b>100.0</b>

Other Facilities Such as Police, Health

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	4	17.4	6	15.0	3	7.1	13	12.4
Good	11	47.8	17	42.5	19	45.2	47	44.8
Neither good nor poor	7	30.4	14	35.0	17	40.5	38	36.2
Poor	-	-	2	5.0	2	4.8	4	3.8
Very poor	1	4.3	1	2.5	1	2.4	3	2.9
<b>Totals</b>	<b>23</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>	<b>105</b>	<b>100.0</b>



## APPENDIX 6.9

### Respondent Profile: Past Graduates

#### Distribution of Respondents According to Sex

Sex	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Male	23	76.7	14	77.8	18	90.0	55	80.9
Female	7	23.3	4	22.2	2	10.0	13	19.1
Totals	30	100.0	18	100.0	20	100.0	68	100.0

#### Age Distribution of Respondents

Age Group (years)	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
20-24	3	10.7	3	16.7	-	-	6	9.1
25-29	14	50.0	12	66.7	5	25.0	31	42.0
30-34	4	14.3	2	11.1	5	25.0	11	16.7
35-39	3	10.7	-	-	7	35.0	10	15.2
40-44	2	7.1	-	-	2	10.0	4	6.1
45-49	1	3.6	1	5.6	-	-	2	3.0
50+	1	3.6	-	-	1	5.0	2	3.0
Totals	28	100.0	18	100.0	20	100.0	66	100.0

#### Marital Status of Respondents

Marital Status	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Single	19	63.3	13	72.2	9	45.0	41	60.3
Married	11	36.7	5	27.8	11	55.0	27	39.7
Totals	30	100.0	18	100.0	20	100.0	68	100.0

Geographical Orientation of Respondents

Origin	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Scotland	-	-	14	77.8	9	45.0	23	33.8
England	-	-	1	5.6	4	20.0	5	7.4
Other	30	100.0	3	16.7	7	35.0	40	58.8
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>

Respondents from Overseas

Country	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Hong Kong	5	16.7					5	12.5
Singapore	2	6.7					2	5.0
Cyprus	3	10.0					3	7.5
Nigeria	9	30.0			4	57.1	13	32.5
Egypt	2	6.7					2	5.0
Malaysia	2	6.7					2	5.0
Greece			2	66.7	1	14.3	3	7.5
Malawi	1	3.3					1	2.5
Thailand	1	3.3					1	2.5
Tanzania	1	3.3					1	2.5
France			1	33.3			1	2.5
Japan					1	14.3	1	2.5
USA					1	14.3	1	2.5
Sri Lanka	2	6.7					2	5.0
Jordan	1	3.3					1	2.5
Algeria	1						1	2.5
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

Geographical Origin of Scottish Respondents

Region	MSc		MBA		Total	
	n	%	n	%	n	%
Strathclyde	8	44.4	4	44.4	12	52.2
Lothian	2	11.1	2	22.2	4	17.4
Dumfries & Galloway	-	-	1	11.1	1	4.3
Grampian	2	11.1	-	-	2	8.7
Tayside	1	5.6	2	22.2	3	13.0
Boarders	1	5.6	-	-	1	4.3
<b>Totals</b>	<b>14</b>	<b>100.0</b>	<b>9</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>

Qualification Obtained from SBS

Qualification	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
PG Diploma in Marketing	-	-	7	38.9	-	-	7	10.3
MSc Marketing	-	-	11	11.1	-	-	11	14.7
Dip Com in Marketing	6	20.0	-	-	-	-	6	5.9
MCom in Marketing	24	80.0	-	-	-	-	24	36.8
Dip in Business	-	-	-	-	1	5.0	1	2.9
MBA	-	-	-	-	19	95.0	19	29.4
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>

Employment Sector of Respondents

Sector	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Public	8	26.7	4	22.2	2	10.0	14	20.6
Private	18	60.0	14	66.7	15	75.0	45	66.2
Other	4	13.3	2	11.1	3	15.0	9	13.2
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>

Number of Employees in The Organisations Where Respondents are Employed

Employee Group	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
0-100	11	44.0	2	15.4	4	26.7	17	32.1
101-500	7	28.0	3	23.1	3	20.0	13	24.5
501-1000	4	16.0	4	30.8	1	6.7	9	17.0
1001-2000	2	8.0	1	7.7	1	6.7	4	7.5
3001-4000	-	-	-	-	1	6.7	1	1.9
4001-5000	-	-	-	-	2	13.3	2	3.8
5000+	1	4.0	3	23.1	3	20.0	7	13.2
<b>Totals</b>	<b>25</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>	<b>53</b>	<b>100.0</b>

Current Area of Employment

Area	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Marketing	12	42.9	8	50.0	1	5.6	21	33.9
Finance	1	3.6	3	18.8	10	55.6	14	22.6
Sales	4	14.3	-	-	-	-	4	6.5
R & D	1	3.6	1	6.3	-	-	2	3.2
Administration	1	3.6	-	-	-	-	1	1.6
G. Management	4	14.3	1	6.3	3	16.7	8	12.9
Personnel	1	3.6	-	-	1	5.6	2	3.2
Lecturer/Teacher	3	10.7	1	6.3	-	-	4	6.5
Other	1	3.6	2	12.5	3	16.7	6	9.7
<b>Totals</b>	<b>28</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

Level of Operation

Level	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Senior Management	3	11.1	-	-	4	23.5	7	11.9
Middle Management	12	44.4	4	26.7	9	52.9	25	42.4
Junior Management	6	22.2	8	53.3	1	5.9	15	25.4
Supervisory Management	1	3.7	1	6.7	1	5.9	3	5.1
Other	5	18.5	2	13.3	2	11.8	9	15.3
<b>Totals</b>	<b>27</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>59</b>	<b>100.0</b>

## APPENDIX 6.10

### Outcomes of Postgraduate Study in Management: Past Graduates

#### Improved Knowledge and Understanding in The Chosen Field

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	12	40.7	13	72.2	7	35.0	32	47.1
Agree	14	46.7	5	27.8	10	50.0	29	42.6
Indifferent	3	10.0	-	-	3	15.0	6	8.8
Disagree	-	-	-	-	-	-	-	-
Strongly disagree	1	3.3	-	-	-	-	1	1.5
Totals	30	100.0	18	100.0	20	100.0	68	100.0

#### Obtained A Postgraduate Degree in The Chosen Field

Level Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strong agree	16	57.1	11	61.1	9	52.9	36	58.1
Agree	6	21.4	4	22.2	6	35.3	16	25.8
Indifferent	6	21.4	1	5.6	1	5.9	8	12.9
Disagree	-	-	-	-	1	5.9	1	1.6
Strongly disagree	-	-	1	5.6	-	-	1	1.6
Totals	28	100.0	17	100.0	17	100.0	62	100.0

#### Prepared to Move into a Higher Degree

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	9	34.6	2	13.3	3	16.7	14	23.7
Agree	9	34.6	4	26.7	4	22.2	17	28.8
Indifferent	4	15.4	5	33.3	5	27.8	14	23.7
Disagree	1	3.8	1	6.7	1	5.6	3	5.1
Strongly disagree	3	11.5	3	20.0	5	27.8	11	18.6
Totals	26	100.0	15	100.0	18	100.0	59	100.0

Prepared for a New Career

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	6	24.0	5	27.8	5	27.8	16	26.2
Agree	5	20.0	6	33.3	8	44.4	19	31.1
Indifferent	7	28.0	6	33.3	3	16.7	16	26.2
Disagree	2	8.0	-	-	-	-	2	3.3
Strongly disagree	5	20.0	1	5.6	2	11.1	8	13.1
Totals	25	100.0	18	100.0	18	100.0	61	100.0

Identified Career Interests

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	4	15.4	5	27.8	7	38.9	16	25.8
Agree	5	19.2	4	22.2	7	38.9	16	25.8
Indifferent	10	38.5	5	27.8	3	16.7	18	29.0
Disagree	2	7.7	2	11.1	-	-	4	6.5
Strongly disagree	5	19.2	2	11.1	1	5.6	8	12.9
Totals	26	100.0	18	100.0	18	100.0	62	100.0

Formulated Longterm Career Plans

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	9	32.1	3	16.7	2	12.5	14	22.6
Agree	11	39.3	4	22.2	9	56.3	24	38.7
Indifferent	2	7.1	5	27.8	4	25.0	11	17.7
Disagree	2	7.1	3	16.7	-	-	5	8.1
Strongly disagree	4	14.3	3	16.7	1	6.3	8	12.9
Totals	28	100.0	18	100.0	16	100.0	62	100.0

Improved Knowledge, Skills for Present Career

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	10	34.5	5	27.8	6	30.0	21	31.3
Agree	12	41.4	10	55.6	11	55.0	33	49.3
Indifferent	4	13.8	1	5.6	3	15.0	8	11.9
Disagree	-	-	2	11.1	-	-	2	3.0
Strongly disagree	3	10.3	-	-	-	-	3	4.5
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>

Increased Chances for Salary Raise/Promotion

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	30.8	5	29.4	7	41.2	20	33.3
Agree	6	23.1	6	35.3	5	29.4	17	28.3
Indifferent	7	26.9	3	17.6	4	23.5	14	23.3
Disagree	3	11.5	2	11.8	1	5.9	6	10.0
Strongly disagree	2	7.7	1	5.9	-	-	3	5.0
<b>Totals</b>	<b>26</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

Enhanced Mobility Between Organisations

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	11	39.3	4	25.0	9	50.0	24	38.7
Agree	10	35.7	5	31.3	7	38.9	22	35.5
Indifferent	3	10.7	5	31.3	2	11.1	10	16.1
Disagree	-	-	-	-	-	-	-	-
Strongly disagree	4	14.3	2	12.5	-	-	6	9.7
<b>Totals</b>	<b>28</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>

Became Activity Involved in Student Life

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	2	6.9	2	11.1	1	5.3	5	7.6
Agree	5	17.2	2	11.1	2	10.5	9	13.6
Indifferent	9	31.0	6	33.3	8	42.1	23	34.8
Disagree	6	20.7	4	22.2	2	10.5	12	18.2
Strongly disagree	7	24.1	4	22.2	6	31.6	17	25.8
Totals	29	100.0	18	100.0	19	100.0	66	100.0

Improved Participation in Cultural and Social Events

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	2	6.9	2	11.1	2	11.1	6	9.2
Agree	4	13.8	3	16.7	3	16.7	10	15.4
Indifferent	10	34.5	5	27.8	6	33.3	21	32.3
Disagree	7	24.1	6	33.3	3	16.7	16	24.6
Strongly disagree	6	20.7	2	11.1	4	22.2	12	18.5
Totals	29	100.0	18	100.0	18	100.0	65	100.0

Met People Otherwise Might not Have Met

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	16	53.3	8	44.4	8	44.4	32	48.5
Agree	7	23.3	4	22.2	4	22.2	15	22.7
Indifferent	6	20.0	6	33.3	6	33.3	18	27.3
Disagree	-	-	-	-	-	-	-	-
Strongly disagree	1	3.3	-	-	-	-	1	1.5
Totals	30	100.0	18	100.0	18	100.0	66	100.0



Increased Self Confidence

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	19	65.5	2	11.1	7	36.8	28	42.4
Agree	7	24.1	13	72.2	8	42.1	28	42.4
Indifferent	1	3.4	1	5.6	3	15.8	5	7.6
Disagree	-	-	2	11.1	-	-	2	3.0
Strongly disagree	2	6.9	-	-	1	5.3	3	4.5
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>66</b>	<b>100.0</b>

Improved Leadership Skills

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	27.6	1	5.6	6	33.3	15	23.1
Agree	15	51.7	7	38.9	6	33.3	28	43.1
Indifferent	4	13.8	4	22.2	4	22.2	12	18.5
Disagree	-	-	4	22.2	-	-	4	6.2
Strongly disagree	2	6.9	2	11.1	2	11.1	6	9.2
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>65</b>	<b>100.0</b>

Improved Ability to Get Along With Others

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	11	37.9	1	6.3	2	11.1	14	22.2
Agree	9	31.0	6	37.5	8	44.4	23	36.5
Indifferent	7	24.1	4	25.0	7	38.9	18	28.6
Disagree	1	3.4	4	25.0	-	-	5	7.9
Strongly disagree	1	3.4	1	6.3	1	5.6	3	4.8
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>63</b>	<b>100.0</b>

Learned Skills That Will Enrich Life

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	8	27.6	2	11.1	2	11.8	12	18.8
Agree	13	44.8	4	22.2	5	29.4	22	34.4
Indifferent	6	20.7	6	33.3	8	47.1	20	31.3
Disagree	-	-	3	16.7	1	5.9	4	6.3
Strongly disagree	2	6.9	3	16.7	1	5.9	6	9.4
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>64</b>	<b>100.0</b>

Developed Ability to be Independent, Self Reliant and Adaptable

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Strongly agree	12	40.0	8	44.4	4	23.5	24	36.9
Agree	13	43.3	1	5.6	4	23.5	18	27.7
Indifferent	3	10.0	6	33.3	7	41.2	16	24.6
Disagree	1	3.3	2	11.1	1	5.9	4	6.2
Strongly disagree	1	3.3	1	5.6	1	5.9	3	4.6
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>65</b>	<b>100.0</b>

## APPENDIX 6.11

### Outcomes Related to the Study Programme and the SBS: Past Graduates

#### Lecturers' Competencies

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	7	23.3	1	5.6	2	10.5	10	14.9
Strong	12	40.0	11	61.1	9	47.4	32	47.8
Indifferent	10	33.3	5	27.8	8	42.1	23	34.3
Weak	1	3.3	1	5.6	-	-	2	3.0
Very weak	-	-	-	-	-	-	-	-
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>

#### Course Content

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	7	23.3	4	22.2	6	30.0	17	25.0
Strong	11	36.7	11	61.1	8	40.0	30	44.1
Indifferent	9	30.0	3	16.7	6	30.0	18	26.5
Weak	2	6.7	-	-	-	-	2	2.9
Very weak	1	3.3	-	-	-	-	1	1.5
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>

#### Relevance to Career

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	7	24.1	8	47.1	4	20.0	19	28.8
Strong	12	41.4	7	41.2	8	40.0	27	40.9
Indifferent	8	27.6	1	5.9	6	30.0	15	22.7
Weak	-	-	1	5.9	2	10.0	3	4.5
Very weak	2	6.9	-	-	-	-	2	3.0
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>66</b>	<b>100.0</b>

### Tutors' Competencies

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	3	10.0	1	5.6	4	21.1	8	11.9
Strong	9	30.0	9	50.0	7	36.8	25	37.3
Indifferent	12	40.0	6	33.3	7	36.8	25	37.3
Weak	5	16.7	2	11.1	1	5.3	8	11.9
Very weak	1	3.3	-	-	-	-	1	1.5
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>

### Facilities for Study

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	6	20.7	3	16.7	5	25.0	14	20.9
Strong	7	24.1	6	33.3	2	10.0	15	22.4
Indifferent	7	24.1	7	38.9	7	35.0	21	31.3
Weak	6	20.7	2	11.1	5	25.0	13	19.4
Very weak	3	10.3	-	-	1	5.0	4	6.0
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>

### Library Facilities

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	10	33.3	6	33.3	7	35.0	23	33.8
Strong	5	16.7	1	5.6	7	35.0	13	19.1
Indifferent	5	16.7	9	50.0	2	10.0	16	23.5
Weak	6	20.0	1	5.6	2	10.0	9	13.2
Very weak	4	13.3	1	5.6	2	10.0	7	10.3
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>68</b>	<b>100.0</b>

Refectory Facilities

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	2	6.9	-	-	3	15.0	5	7.5
Strong	10	34.5	3	16.7	4	20.0	17	25.4
Indifferent	11	37.9	8	44.4	9	45.0	28	41.8
Weak	4	13.8	6	33.3	4	20.0	14	20.9
Very weak	2	6.9	1	5.6	-	-	3	4.5
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>

Student Union Facilities

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	2	6.7	-	-	2	11.8	4	6.2
Strong	7	23.3	2	5.6	-	-	8	12.3
Indifferent	11	36.7	7	44.4	10	58.8	29	44.6
Weak	6	20.0	8	38.9	4	23.5	17	26.2
Very weak	4	13.3	1	11.1	1	5.9	7	10.8
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>65</b>	<b>100.0</b>

Religious Facilities

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	1	3.8	-	-	3	23.1	4	7.8
Strong	3	11.5	2	16.7	-	-	5	9.8
Indifferent	14	53.8	5	41.7	8	61.5	27	52.9
Weak	5	19.2	4	33.3	2	15.4	11	21.6
Very weak	3	11.5	1	8.3	-	-	4	7.8
<b>Totals</b>	<b>26</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>

Security

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	13.8	2	12.5	3	18.8	9	14.8
Strong	6	20.7	2	12.5	2	12.5	10	16.4
Indifferent	14	48.3	9	56.3	7	43.8	30	49.2
Weak	3	10.3	3	18.8	4	25.0	10	16.4
Very weak	2	6.9	-	-	-	-	2	3.3
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>61</b>	<b>100.0</b>

Accommodation

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	3	10.0	-	-	1	8.3	4	6.9
Strong	7	23.3	5	31.3	3	25.0	15	25.9
Indifferent	8	26.7	4	25.0	4	33.3	16	27.6
Weak	3	10.0	6	37.5	2	16.7	11	19.0
Very weak	9	30.0	1	6.3	2	16.7	12	20.7
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>12</b>	<b>100.0</b>	<b>58</b>	<b>100.0</b>

Social Life

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	1	3.3	4	23.5	3	21.4	8	13.1
Strong	11	36.7	4	23.5	3	21.4	18	29.5
Indifferent	11	36.7	8	47.1	6	42.9	25	41.0
Weak	7	23.3	1	5.9	2	14.3	10	16.4
Very weak	-	-	-	-	-	-	-	-
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>	<b>61</b>	<b>100.0</b>

Practical Nature of The Course

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	5	16.7	1	5.6	4	20.0	10	14.7
Strong	6	20.0	8	44.4	6	30.0	20	29.4
Indifferent	14	46.7	6	33.3	4	20.0	24	35.3
Weak	3	10.0	3	16.7	6	30.0	12	17.6
Very weak	2	6.7	-	-	-	-	2	2.9
Totals	30	100.0	18	100.0	20	100.0	68	100.0

Computing Facilities

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	3	10.3	1	7.1	1	6.7	5	8.6
Strong	8	27.6	4	28.6	5	33.3	17	29.3
Indifferent	10	34.5	7	50.0	5	33.3	22	37.9
Weak	3	10.3	2	14.3	4	26.7	5	8.6
Very weak	5	17.2	-	-	-	-	9	15.5
Totals	29	100.0	14	100.0	15	100.0	58	100.0

Career Advisory Service

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	3	10.3	2	11.8	2	11.8	7	11.1
Strong	3	10.3	3	17.6	1	5.9	7	11.1
Indifferent	8	27.6	6	35.3	6	35.3	20	31.7
Weak	9	31.0	4	23.5	1	5.9	14	22.2
Very weak	6	20.7	2	11.8	7	41.2	15	23.8
Totals	29	100.0	17	100.0	17	100.0	63	100.0

Non-academic Staff

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	6	20.0	4	25.0	3	15.0	13	19.7
Strong	6	20.0	4	25.0	4	20.0	14	21.2
Indifferent	11	36.7	6	37.5	5	25.0	22	33.3
Weak	3	10.0	1	6.3	3	15.0	7	10.6
Very weak	4	13.3	1	6.3	5	25.0	10	15.2
Totals	30	100.0	16	100.0	20	100.0	66	100.0

Health Service

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	4	13.3	1	7.7	1	9.1	6	11.1
Strong	10	33.3	3	23.1	5	45.5	18	33.3
Indifferent	10	33.3	5	38.5	4	36.4	19	35.2
Weak	6	20.0	3	23.1	1	9.1	10	18.5
Very weak	-	-	1	7.7	-	-	1	1.9
Totals	30	100.0	13	100.0	11	100.0	54	100.0

Recreation and Sports Facilities

Level of Agreement	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very strong	3	10.0	4	22.2	2	14.3	9	14.5
Strong	14	46.7	4	22.2	3	21.4	21	33.9
Indifferent	9	30.0	7	38.9	8	57.1	24	38.7
Weak	6	13.3	-	-	-	-	4	6.5
Very weak	-	-	3	16.7	1	7.1	4	6.5
Totals	30	100.0	18	100.0	14	100.0	62	100.0



## APPENDIX 6.12

### Outcomes Related to the City of Glasgow: Past Graduates

#### Peoples Attitudes Towards Foreigners

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	12	40.0	6	33.8	9	47.4	27	40.3
Good	11	36.7	7	38.9	5	26.3	23	34.3
Indifferent	5	16.7	5	27.8	5	26.3	15	22.4
Poor	1	3.3	-	-	-	-	1	1.5
Very poor	1	3.3	-	-	-	-	1	1.5
Totals	30	100.0	18	100.0	19	100.0	69	100.0

#### Social/Cultural & Recreational Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	6	20.7	4	22.2	5	26.3	15	22.7
Good	8	27.6	7	38.9	7	36.8	22	33.3
Indifferent	15	51.7	6	33.3	7	36.8	28	42.4
Poor	-	-	1	5.6	-	-	1	1.5
Very poor	-	-	-	-	-	-	-	-
Totals	30	100.0	18	100.0	19	100.0	69	100.0

#### Banking Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	3	10.0	2	11.1	3	15.8	8	11.9
Good	9	30.0	5	27.8	2	10.5	16	23.9
Indifferent	12	40.0	8	44.4	9	47.4	29	43.3
Poor	5	16.7	2	11.1	4	21.1	11	16.4
Very poor	1	3.3	1	5.6	1	5.3	3	4.5
Totals	30	100.0	18	100.0	19	100.0	67	100.0

Shopping Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	10	33.3	6	33.3	7	36.8	23	34.3
Good	15	50.0	9	50.0	9	47.4	33	49.3
Indifferent	4	13.3	3	16.7	3	15.8	10	14.9
Poor	1	3.3	-	-	-	-	1	1.5
Very poor	-	-	-	-	-	-	-	-
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>

Postal/Telephone Facilities

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	15	50.0	3	16.7	10	52.6	28	41.8
Good	10	33.3	10	55.6	3	15.8	23	34.3
Indifferent	3	10.0	5	27.8	6	31.6	14	20.9
Poor	2	6.7	-	-	-	-	2	3.0
Very poor	-	-	-	-	-	-	-	-
<b>Totals</b>	<b>30</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>67</b>	<b>100.0</b>

Transport

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	10	34.5	4	22.2	7	36.8	21	31.8
Good	13	44.8	11	61.1	9	47.4	33	50.0
Indifferent	5	17.2	3	16.7	3	15.8	11	16.7
Poor	1	3.4	-	-	-	-	1	1.5
Very poor	-	-	-	-	-	-	-	-
<b>Totals</b>	<b>29</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>66</b>	<b>100.0</b>

Accommodation

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	3	10.0	2	11.1	3	15.8	8	11.9
Good	9	30.0	5	27.8	2	10.5	16	23.9
Indifferent	12	40.0	8	44.4	9	47.4	29	43.3
Poor	5	16.7	2	11.1	4	21.1	11	16.4
Very poor	1	3.3	1	5.6	1	5.3	3	4.5
Totals	30	100.0	18	100.0	19	100.0	67	100.0

Cleanliness

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	2	6.9	2	11.8	2	10.5	6	9.2
Good	11	37.9	1	5.9	4	21.1	16	24.6
Indifferent	11	37.9	6	35.3	8	42.1	25	38.5
Poor	4	13.8	5	29.4	5	26.3	14	21.5
Very poor	1	3.4	3	17.6	-	-	4	6.2
Totals	29	100.0	17	100.0	19	100.0	65	100.0

Other Facilities Such as Police, Health etc.

Response Category	MCom		MSc		MBA		Total	
	n	%	n	%	n	%	n	%
Very good	4	14.3	2	11.1	4	23.5	10	15.9
Good	15	53.6	6	33.3	1	5.9	22	34.9
Indifferent	6	21.4	9	50.0	11	64.7	26	41.3
Poor	2	7.1	1	5.6	1	5.9	4	6.3
Very poor	1	3.6	-	-	-	-	1	1.6
Totals	28	100.0	18	100.0	17	100.0	63	100.0

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