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Marketing and marketing effectiveness perceptions of Ohio vocational education planning district (VEPD) superintendents

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The Ohio State University, 1993
Marketing and Marketing Effectiveness Perceptions of Ohio Vocational Education Planning District (VEPD) Superintendents

Dissertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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The Ohio State University 1993

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To my husband, Jeffrey Alan Catri, I dedicate this work.
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CHAPTER I
INTRODUCTION

Background and Setting

The field of school and community relations has grown rapidly in recent years. This growth is evident in the large number of school systems that employ a community relations director and a supporting staff of technical specialists. It is likewise evident in course offerings of colleges and universities, where provisions for exposure to the field are made in teacher-education programs for educational administration. Then an overwhelming amount of evidence is found in the rising number of school publications, television programs, lay advisory committees, school-made videotapes, special events, and various types of exhibits (Kindred, Bagin, Gallagher, 1990).

This growth has been stimulated to a considerable extent by the cultural changes taking place in society and by the emergence of new and critical problems confronting schools today. It has been stimulated further by a deepening appreciation on the part of educational and community leaders of
the necessity to establish better communication between school personnel and citizens and to increase involvement in affairs of the school.

Studies conducted in the late seventies and early eighties by Phi Delta Kappa, the National Institute of Education, the Nation's Schools Report, and the New York State Department of Education have shown that superintendents have been recognizing the value of public relations and communications skills. These studies asked superintendents which courses they wish they had taken more of when they were preparing for their administrative careers. In all the studies, communications and community relations were listed as first or second choices (Kindred et al, 1990).

Why? A strong possibility could be that more and more of the administrator's time is spent dealing with people. In most communities, taxpayers are letting it be known that they care about the quality of education and about its cost. The interest in better communications skills has also been sparked by strong teacher associations and unions that provide public relations help for members.

An administrator may provide excellent leadership for the schools' curriculum and he or she may be a financial wizard; but if that administrator cannot communicate with the school board, a concerned taxpayers' group, or the staff, days in the district may be few.
An indication of the importance placed on community relations skills comes from the sample interview questions published in a book by the American Association of School Administrators (AASA) and the National School Boards Association (NSBA). After a category of questions addressing the candidate's philosophy of administration, the second category of seven deals with community relationships. The book suggests that two questions be asked: (1) How do you see the role of your position in developing community support for the schools? and (2) How would you contribute to keeping the community informed (AASA and NSBA, 1981).

With the competition for public funds on the local, state, and national levels, it is imperative that educational leaders be effective spokespersons for education. With only so many dollars available, the question facing legislators is whether those dollars should go for roads, bridges, health care, welfare, or education. Impressions are made daily by administrators--impressions that influence legislators' decisions on public education.

In the spring of 1983 the slumbering educational enterprise was jolted awake with the report *A Nation at Risk: The Imperative for Educational Reform*. The major message brought forth was that public education was engulfed in a "rising tide of mediocrity." Almost overnight, education vaulted to the forefront of the national agenda. State by state, community by community, citizens, educators, public officials and media responded en masse.
to the report. A tidal wave of reform was initiated. Yet, public education emerged from this frantic public and political scrutiny with its greatest public support in 20 years. As a result, education today is on center stage. Educational support is strong. Expectations are high (National School Public Relations Association (NSPRA), 1986).

Yet the restoration and retention of public confidence and support of education is a continuing complex problem. Confidence, by its nature, is fragile, fleeting, fickle. It is readily influenced by the action, or inaction, of the education enterprise at local, state, and national levels. Its retention of credibility is a year-round, everyday, 24-hour endeavor (NSPRA, 1986, p. 11).

Wayson et al (1988) furthered the case for developing confidence in our schools through interview data from Ohio, New Jersey, Tennessee, Indiana and Illinois. Data were placed in themes which were ranked according to the number of times that a particular theme appeared. Of the 15 themes reported, themes three and four are relevant to this discussion. These themes were:

3. Communications from the school to the community help raise public confidence and
4. communications among neighbors and others in the community has much impact on the attitudes citizens express about confidence or lack of confidence in the schools. John H. Wherry, NSPRA executive director, stated "Building and maintaining public confidence in education is the most important single task we face. And the effort demands that educators develop sophisticated understanding of the public relations process" (NSPRA, 1986, p. 14).
Statement of the Problem

During his term of office as the American Vocational Association (AVA) president, Francis Tuttle showed the significance of positive image for vocational education when he stated "Improving the image of vocational education may well be the most important issue before us today. Those who hold a positive image of vocational education support it. Those for whom the image is tarnished by myth or blurred by lack of knowledge may well oppose it. If your profession does not step forward to project a clear and up-to-date image of vocational education, who will" (Tuttle, 1987, p. 11)?

Tuttle continues the argument by stating "We must take our image-building seriously. We must have strategic plans at every level to improve the image of vocational education and our professional organizations. But the key to an effective comprehensive plan is what happens at the local and state level. When vocational education has a positive image locally, local boards and administrators respond with equipment, buildings and general support. When the state program has a positive image the Congress responds with support" (p. 11).

In response to Ohio Senate Bill 140, Section 3313.901 the State Board of Education produced a ten-year strategic plan for vocational education entitled *Ohio's Future at Work: The Action Plan for Accelerating the Modernization of Vocational Education*. Development of the action plan began
with the convening of the Modernization Forum (an advisory body, comprised of 43 individuals representing business, industry and education) in February and March of 1990. The Modernization Forum came to consensus on ten priorities for vocational education in the next decade. The number one ranked priority was improving the image and public understanding of vocational education. Imperative 10 thus found its place among the eleven imperatives found in the action plan (State Board of Education, 1990).

Imperative 10 provides the genesis for emphasis on successful marketing/public relations efforts in Ohio VEPDs. No research of this nature has been done with Ohio superintendents or more specifically superintendents responsible for vocational education delivery.

**Purpose of the Study**

The purpose of this study was to describe Ohio vocational education planning district (VEPD) superintendents perceptions of their role in the marketing function in their planning district and their perceptions of effectiveness for the marketing function for secondary vocational education in their VEPDs.

The study was guided by the following research objectives.
Research Objectives

1. Describe subjects on the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary vocational enrollment, number of feeder schools in the VEPD, and type of vocational delivery system (e.g. joint vocational school district, major city district, compact/contractual district, single district).

2. Describe subjects' perceptions toward their role in the marketing function of their VEPD.

3. Describe subjects' perceived effectiveness of marketing efforts in their VEPD.

4. Describe relationships between subjects' perceptions toward their role in the marketing function of their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary vocational enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

5. Describe relationships between subjects' perceptions of effectiveness of marketing efforts in their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent,
VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

Definition of Terms

The criterion variables of interest in this study include the population’s perception of their role in the marketing function and perception of marketing effectiveness.

Perception

S.H. Fine (1981) stated that "perception is the ability with which an individual grasps a concept; it is a process of organizing a picture in one’s mind about some situation; and at the same time a learning process that depends upon the experience and cognitive style the individual brings to the situation (p. 150)."

Fine noted that with "social goods, perception stems from one’s own picture rather than that presented by the product itself (p. 150)." Marketers of the idea of pursuing additional education became aware during the 1970s that the youth market had modified its perceptions regarding that product. Consumers making up this market have reassessed alternative ways of expending time, effort, and money in quest of career preparation (Fine, 1981).
Perception of the Role in the Marketing Function

Kotler and Fox (1985) constitutively defined perceptions toward marketing of educational institutions by noting that "some administrators believe that marketing is for profit-making businesses, and that educational institutions should be [above] marketing. They feel that educational values and techniques are direct opposites of the values and techniques of business and that the two worlds cannot and should not be brought closer together.

"Even when administrators of educational institutions accept the usefulness of marketing, they may believe that marketing should be unnecessary. Administrators, board members, and others often feel that people should want the educational experiences and services the school has to offer. After all, they reason, people [know what is good for them,] and education is good for people.

"An institution that understands its markets realizes that people's attitudes and preferences change. Rather than presuming that it will always hold the pride of place once afforded to it, the institution carries out marketing research in order to continue to satisfy its markets" (p.14).

Role in the marketing function, for this study, is operationally defined as the VEPD superintendents' perception of their role in the marketing function of the district as measured by their responses to a five-point Likert-type scale.
Perceived Effectiveness of the Marketing Function

Kotler (1982) constitutively defined effective marketing in non-profit organizations as "the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets" (p. 6).

Kotler felt that "marketing is not just a management function: it is total organization orientation. Organizations which are market oriented have five characteristics: a customer philosophy, integrated marketing organization, adequate marketing information, strategic orientation, and operational efficiency. These characteristics create an organization that is highly responsive, adaptive, and entrepreneurial in a rapidly changing environment" (p. 27).

The following subconstructs were used in instrumentation development for the construct marketing effectiveness.

Customer Philosophy

Does administration acknowledge the primacy of the marketplace and of customer needs and wants in shaping the VEPD's plans and operations (Kotler, 1982, p. 23)?
Integrated Marketing Organization

The degree to which an institution’s structure supports and encourages effective marketing; the extent to which the institution facilitates performance of marketing functions throughout the organization, and marketing functions' impact on organizational decisions and activities (Berry, Conant, and Parasuraman, 1991).

Strategic Marketing Planning

Planning process which relies on developing a clear institutional mission, supporting goals and objectives, and a sound strategy. The strategy includes selection of a target market, the choice of a competitive position, and the development of an effective marketing mix (product, place, price, promotion, people) to reach and serve the chosen market (Kotler and Fox, 1985).

Operational Efficiency

Are marketing activities selected and handled in a cost-effective manner? (Kotler, 1982, p. 23).

Effective marketing, for this study, is operationally defined as the VEPD superintendent’s perception of the marketing function of the district as measured by the responses to a five-point Likert-type scale.

For purpose of clarity and understanding the following terms are defined:

Vocational Education Planning District

The vocational education planning district (VEPD) is a school district, or group of districts, organized to provide state mandated vocational education programs and services (Ohio statute 3301-61-01).
Marketing

"Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target markets' needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service the markets" (Kotler and Fox, 1985, p. 7).

Target Marketing

"The institution distinguishes among the different segments that make up the market, chooses one or more of these segments to focus on, and develops market offers specifically to meet the needs of each selected target market" (Kotler and Fox, 1985, p. 176).

Feeder Schools

The number of Ohio school districts that added together become a specific vocational education planning district (VEPD).

Type of Delivery

Four types of delivery are identified by the Division of Vocational and Career Education of the Ohio Department of Education. Definitions follow.
• **Major City**—Eight major city districts are identified by the Ohio Department of Education. Districts included are: Cleveland, Cincinnati, Dayton, Canton, Akron, Toledo, Youngstown, and Columbus.

• **Single District**—An individual district which delivers at least the state required minimum vocational program offerings.

• **Joint Vocational School District**—A VEPD which includes a joint vocational school facility to which feeder schools send students to attend vocational program offerings.

• **Compact/Contract**—A group of school districts enter into a contractual agreement to offer the state required minimum vocational program offerings.

**Limitations**

The study was limited by the choice of using a census of Ohio VEPD superintendents in that findings are confined to a single-limited population at a single point in time.

**Basic Assumptions**

Ohio has a diverse delivery system for secondary vocational education. Subject choice of VEPD superintendents covers the entire delivery system but may find that some superintendents in fact have vocational directors who carry the primary vocational education administrative responsibility including the marketing function. For the purposes of this study, however, it is assumed that the completer of the instrument is the VEPD superintendent and not a subordinate administrator.
Significance of the Problem

Francis T. Tuttle (1987), during his term as AVA president, noted that "our image is what people think of when the subject of vocational education comes up. What does your community think about vocational education? What is their image of your school or your program? What do students think of you as a vocational teacher or administrator? How about their parents? Your colleagues? What do employers of your students think? Or your advisory council? How do economic developers see your program? What image of vocational education prevails on your school board?"

"This is a call for action. If local teachers and administrators develop and implement a plan to create a positive image for their programs, and call for state associations and state directors to show interest, support and leadership, then I know that the image of vocational education will improve" (p.11).

It is time for vocational educators and administrators to take image-building seriously. A good image begins with good programs that meet the needs of students, employers and the community. To sustain that image, vocational education must make sure positive signals are being sent out.

Kotler and Fox (1985) noted that a small but growing number of educational administrators have undertaken a genuine marketing response. These "institutions analyze their environment, markets, and competition;
assess their existing strengths and weaknesses; and develop a clear sense of mission, target markets, and market positioning. By doing this, they hope to develop the capability to attract students and other resources they want from their target markets" (p. 10). They go on to say that institutions that are marketing advocates feel marketing actually helps the institution "carry out its educational mission by increasing the satisfaction it offers its target markets. Marketing helps the institution to develop viable programs and to price, communicate, and deliver them effectively" (p. 16).

Therefore, it is important to discover if superintendents, responsible for vocational education delivery, are responsive to the marketing concept and what the current status is of their present marketing program effectiveness.
CHAPTER II
REVIEW OF LITERATURE

Essentials of Marketing

Marketing emerged as a discipline following the industrial revolution, when the supply of goods began to exceed consumer demand. Before then, merchandise was generally made to order. As mass production increased, the supply of merchandise was far more than enough to meet society’s basic needs and it became necessary to simulate demand to take up the excess. Thus, people began to acquire things not only because they needed them, but also because they wanted them. Those wants were created by marketers (Fine, 1990).

Marketing Defined

Marketing, as a concept, is complex and in order to be well understood must be viewed from both a macro and a micro perspective (Runyon, 1982). Macromarketing referred to “the economic system that characterizes a society” (Runyon, 1982, p. 6). Generally there are two polar approaches
nations have taken in ordering their economic affairs--planned economies and free economies. Runyon (1982) went on to state that planned economies and free economies differ in three major dimensions:

- the ownership of productive capacity
- the extent to which the government allocates resources and provides for the welfare of its citizens through government-sponsored programs to equalize income
- the extent to which the political affairs of the society are rooted in relatively free, democratic processes, or dominated by an authoritarian political system.

In a planned economy someone in society such as a central committee or government identifies goals beneficial to society as a whole and then allocates resources to achieve those goals during a specified period of time. Salaries and wages are controlled by the government. The government uses prices to regulate demand.

In a free economy (commonly referred to as a "marketing" economy) planning is done primarily at the level of the individual business firm, within broad constraints established by the government. The basic assumption in a "marketing" economy is that members of the society are best able to determine their own needs, and should be left free to pursue their own self-interest without government interference. Supply and demand are regulated by the price mechanism. Products are produced that consumers are willing to purchase. The only restriction on producers' actions is their ability to induce
consumers to purchase their products. The entire thrust of the "marketing" economy is based on four concepts: 1) freedom of choice, 2) freedom to produce, 3) freedom of competition, and 4) freedom from government.

Runyon (1982) notes the basic concept of the marketing system has survived as the driving force in many industrialized countries, particularly in the United States and, to a lesser extent, in South America, Western Europe, and parts of Asia. The United States is a leading exponent of the marketing system. Competition among producers exists as a national policy of the United States government, and federal legislation has been enacted to discourage monopolies and unfair competition.

Micromarketing is concerned with the performance of activities that seek to accomplish an organization's objectives by anticipating customer or client needs and directing a flow of need-satisfying goods and services from producer to customer or client (Pride and Ferrell, 1989). Micromarketing functions within the constraints and under the economic philosophy of the macromarketing system.

The focus of this review of literature is on micromarketing--the activities of individual businesses/educational institutions as they compete for the purchasing power of consumers within the framework of a free or marketing economy.
Marketing Concept

The marketing concept "is a philosophy of business whereby the business aims all of its efforts at satisfying its customers while making a profit" (Lynch, 1986, p. 4). The marketing concept is not a second definition of marketing. Pride and Ferrell (1989) and Hisrich (1990) agree that customer satisfaction is the major aim of the marketing concept. Hisrich (1990) states "the basic philosophy operant within the firm's management should center on the satisfaction of the target customer--the heart of the marketing concept (p. 6)." Pride and Ferrell (1989) go on by stating that it is a way of thinking--a management philosophy about an organization's entire activities. This philosophy affects all efforts of the organization, not just the marketing activities.

Marketing Concept Evolution

The philosophy of the marketing concept emerged in the third major era in the history of United States business, preceded by the production and the sales eras. Although Pride and Ferrell (1989) note that "nearly forty years after the marketing era began, many businesses still have not adopted the marketing concept (p. 16)." Hise (1965), reporting on a survey of the nation's 500 largest manufacturing firms as identified by Fortune magazine, notes that
the vast majority of companies having an annual sales volume in excess of $10 million generally adopt the marketing concept.

The production era begins in the second half of the nineteenth century when the Industrial Revolution came into its own in the United States. Mass production made it possible for products to be manufactured more efficiently due to electricity, rail transportation, the division of labor, and the assembly line. This production orientation continued into the early part of this century, "encouraged by the scientific management movement that, to increase worker productivity, championed rigidly structured jobs and pay based on output" (Pride and Ferrell, 1989, p. 16).

The sales era began in the 1920s when strong consumer demand for products subsided. Businesses realized that products would have to be "sold" to consumers. From the mid-1920s to the early 1950s, businesses looked on sales as the major means of increasing profits. As a result, this period came to have a sales orientation.

The early 1950s brought on the marketing era with businesses recognizing that efficient production and extensive promotion of products did not guarantee that customers would buy them. Businesses found they must first determine what customers want and then produce it (Kollat et al, 1972). As more and more businesses adopted this customer orientation philosophy the United States moved into the marketing era.
While the marketing discipline still regards consumer behavior as a worthy perspective, a movement is in progress to elevate strategic marketing to the position of dominance once held by consumer behavior (Sheth et al, 1988). Fundamentally, strategic marketing has emerged in response to criticisms that marketing has failed to consider adequately the development of long-term competitive advantage (Wind and Robertson, 1983). Thus we witness the following definitions that strategy involves the judicious matching of a business’ resources with environmental opportunities and constraints so as to achieve a long-run competitive advantage:

• Strategy is the match between an organization's resources and skills and the environmental opportunities and risks it faces and the purpose it wishes to accomplish (Hofer and Schendel, 1978, p. 11)

• Strategic management is a manner of thinking that integrates broadly defined strategic and operating viewpoints and decisions for the purpose of directing resources toward opportunities consistent with enterprise capabilities to achieve a sustainable differential advantage (Kerin and Peterson, 1983, p.4)

Bagozzi (1986) notes in the midst of this transition from domination by the consumer behavior perspective to an emphasis on the strategic marketing perspective, the emergence of a viewpoint that posits that marketing should be founded on two pillars—a thorough understanding of consumer needs and behavior, and a critical analysis of opportunities for competitive advantage.

The Relationship Between Organizational Strategy and Marketing Planning
Organizational strategy defines the organization's mission and purpose, reveals the objectives management wants to achieve, and indicates how the organization's activities are to be managed so as to achieve chosen objectives. The development of an organizational strategy begins with an agreement of a definition or purpose of the organization. A mission statement tells what an organization intends to do and how it plans to do it. According to Mason and Ezell (1987) a statement of mission or purpose normally includes the following:

- The fields of activity for the organization, including the kinds of products, services, or ideas to be offered; customers to be served; and geographic areas to be covered.
- How the physical assets, financial assets, and human resources will be used to help create customer satisfaction.
- How the organization intends to compete in its chosen arena (p. 39-40).

The common thread among organizations' mission statements is to show in a general sense how management plans to create and serve satisfied customers.

Management's task after agreeing on the organization's mission statement is to establish objectives. "Objectives are statements of results to be achieved. They help force agreement on (1) action priorities for an organization, (2) how resources will be used in carrying out the purpose of the organization, and (3) how responsibilities will be assigned" (Mason and Ezell, 1987, p. 44).
Once objectives are set, management must think about a plan for achieving them within the context of the organization's mission. Management makes decisions about what markets offer strong opportunities for growth and profitability. Formulation of the marketing plan then commences.

**Marketing Planning**

A marketing plan is the central planning and control document for all marketing activities of the business. It identified marketing's contribution to the achievement of corporate objectives and spells out the strategies that will be used (Kollat et al, 1972).

Formalized approaches to marketing planning first received widespread publicity in the early 1950s. Large companies in consumer-oriented industries were the innovators. Since that time marketing planning has been adopted and adapted by companies of every size and in every segment of the industry (Kollat et al, 1972). By the late 1960s an American Management Association survey of 163 companies found that 77 percent developed marketing plans (Miller, 1967).

In general, a marketing plan is a "written document designed to provide the framework for a coordinated and integrated effort to implement marketing programs developed to achieve marketing objectives, which in turn make the necessary contributions to the achievement of corporate objectives" (Kollat et
Generally both long-range and short-run marketing plans follow this pattern.

**Marketing Strategy**

Marketing strategy is concerned with the key decisions required to reach an objective or set of objectives. A marketing strategy articulates a plan for the best use of the organization's resources and advantages to meet its objectives. Specifically, a "marketing strategy encompasses selecting and analyzing a target market (the group of people whom the organization wants to reach) and creating and maintaining an appropriate marketing mix (product, distribution, promotion, and price) that will satisfy those people" (Pride and Ferrell, 1989, p. 19).

A market is a group of people with purchasing power who are willing to spend money to satisfy their needs (Runyon, 1982). Few product markets are entirely homogeneous. Rather, they tend to be composed of groups of people who seek somewhat different attributes in the products they buy. Market segmentation is the act of dividing a market into distinct and meaningful groups that merit separate products, place, promotion, price or other elements of the marketing mix. Jerome McCarthy (1978) has referred to these variables as the four P's, a designation that is widely used in marketing circles. Market segmentation requires identifying the different bases for segmenting the
market, developing profiles of the resulting market segments, and measuring each segment’s attractiveness.

Market segmentation comes in two forms: differentiated marketing and concentrated marketing. Under differentiated marketing, business divides markets into two or more segments, and offers each a different product, a different marketing program, or both. Runyon (1982) feels this strategy is appropriate when:

- markets are heterogeneous
- subdividing the market into smaller segments offers an opportunity for increased sales and profits.
- the business has sufficient resources to market two or more products simultaneously.

Concentrated marketing is a strategy where a business selects one market segment, become experts on this segment, and direct their marketing activities toward it to the exclusion of other segments. Runyon (1982) feels this strategy is appropriate when:

- a firm has limited resources and cannot afford to attack the entire market
- a particular segment is being neglected by major competition.

The next step is target marketing; that is, selecting one or more of the market segments and developing a positioning and marketing mix strategy for each (Lynch, 1986). Decisions on how to compete in chosen markets are made in the context of what are known as the marketing mix variables. These
variables are those elements of the marketing strategy under the control of management. The marketing mix variables include:

- **Product**—A product can be a good, a service, or an idea. The actual physical production of products is not a marketing activity. However, marketers do research consumers' product wants and design products to achieve the desired characteristics. Product variable decisions and related activities are important because they are involved directly with creating want-satisfying products. To maintain a satisfying set of products that will help an organization achieve its objectives, a marketer must be able to develop new products, modify existing ones, and eliminate those that no longer satisfy buyers and yield acceptable profits (Pride and Ferrell, 1989).

- **Place**—Place of sale is the second controllable marketing variable. To satisfy consumers, products must be available at the right time in a convenient and accessible location. The particular sequence of intermediaries used in getting a product from the producer to the ultimate consumer is called the channel of distribution (Runyon, 1982).

- **Promotion**—Promotion involves making the buyer aware of the offering, persuading the individual to buy, and instilling customer loyalty (Mason and Ezell, 1987). Traditionally, personal selling, advertising, sales promotion, and product publicity are included in the definition of promotion (Runyon, 1982).

- **Price**—Price is the value the business attaches to the products or services it offers (Mason and Ezell, 1987). Within limits, a business may price its products at whatever level it chooses. The limits, of course, are costs and consumer acceptance (Runyon, 1982). Price also helps establish a product's image. Pricing strategy is one of the more complex decisions in marketing.
Marketing research involves the systematic and objective collection and analysis of primary data needed to support the decision-making process of management (Mason and Ezell, 1987). Marketing research involves specific inquiries into problems. Its purpose is to guide marketing decisions, and it does this by gathering information not available to decision makers. Market research is conducted on a special-project basis, and research methods are adapted to the problems studied (Pride and Ferrell, 1989). The American Marketing Association (1960) defines marketing research as

the function which links the consumer, customer, and public to the marketer through information—information used to identify and define marketing opportunities and problems; generate, refine, and evaluate marketing actions; monitor marketing performance; and improve understanding of marketing as a process (p. 210).

Corporate budgets for marketing research are estimated to be increasing three times as fast as America’s GNP, three times a fast as marketing expenditures in general, and considerably faster than amounts spent on advertising (Blankenship and Doyle, 1965). Many marketing executives rely heavily on marketing research in making marketing decisions; others do not. Two major reasons for these diverse reactions are the limitations to what marketing research can do; and the fact that the world is full of bad research (Runyon, 1982).

Runyon (1982) sees the limitations of marketing research to include the following:
• Marketing research can only measure the past—not the future.

• Research can only report findings—it cannot make decisions.

• Research can only deal with the problem it is given—not the problem it should have been given.

• Research techniques are sometimes inadequate for their tasks.

Ernest (1973) notes that marketing and advertising executives' are sometimes disappointed by the contributions that research has been able to make. She notes that although the executives' expectations are often unrealistic or that their use of marketing research is inappropriate, the fact remains that their disappointment weakens their acceptance of marketing research as an essential element of the marketing process.

As noted above Runyon (1982) sees a second barrier to use of marketing research being caused by the fact that "the field of marketing research, like every other field of human endeavor, has its share of charlatans, rip-off artists, and incompetents. Much of the marketing research that is done is excellent. A great deal is adequate. Far too much is badly conceived, poorly executed, or misrepresented" (p. 210). He goes on to state that the American Marketing Association has worked steadily and effectively to establish standards of research and to upgrade the quality of the work.

Malhotra (1981) states that "the use of measures and scales without due attention to their reliability and validity is one of the major factors contributing to the mass of equivocal findings in marketing research" (p. 456). Greenbert
et al's (1977) research findings on techniques used by marketing researchers in business indicate that of the responding firms half use some form of internal analysis of company records, analysis of trade journals data and basic measures of central tendency as research tools. Similarly, mail and telephone surveys as well as person interviews are used by more than half of the firms for data collection in primary research, as opposed to more costly approaches, such as store audits and consumer panels. It appears that simple random sampling and stratified sampling are the more commonly used sampling techniques when compared with cluster and quota sampling. As techniques become more complex or sophisticated, the percent of responding firms which use the technique diminishes. From 25 percent to 50 percent use statistical tests of significance, focus group interviews, consumer panels, store audits, test marketing, informal experimental designs, analysis of variance, time series analysis, semantic differential, cluster sampling, judgmental sampling, quota sampling or life style analysis. Less than 25 percent indicate use of such advanced techniques as formal experimental design, discriminant analysis, factor analysis, canonical analysis, cluster analysis, projective tests, Thurstone scale, Likert scale, Q-sort techniques, multi-dimensional scaling, Bayesian analysis, Delphi technique or simulation. The researchers go on to state that although "simpler" techniques are most widely used that this may suggest that
the more complex techniques are perhaps not necessary in many of the research problems in which the business community is involved.

Marketing Audit

The marketing audit concept is firmly anchored in the managerial marketing literature since its introduction by Shuchman in a 1959 article. Following the lead of management consultants who had been using marketing audit techniques for some time, marketing scholars began to document the strategic value organizations could realize by evaluating and improving their marketing activities on a periodic basis (Reynolds, 1959).

The role of marketing audits in the validation and/or revision of operating assumptions is an issue of paramount importance in the 1990s. To summarize, the marketing audit literature reveals (1) scholars generally agree on the meaning of a marketing audit (2) the literature is largely conceptual and normative (3) a checklist of open-ended questions is the predominant measurement approach proposed and (4) the distinguishing characteristics of services are generally overlooked (Berry et al. 1991).

Early marketing audit definitions still form the basis for more contemporary definitions. As Shuchman (1959) initially proposed, and both Kotler, Gregor, and Rogers (1977) and Mokwa (1986) acknowledge, a marketing audit is a systematic, critical, and impartial review. However,
whereas Shuchman's (1959) definition focuses on the "marketing operation," Mokwa (1986) indicates that the marketing audit has an organization-wide scope. Mokwa's definition explicitly acknowledges the valuable role marketing plays in organizational adaptation and is more in line with the contemporary strategic market planning literature (e.g., Day 1986; Wind and Robertson 1983).

Although the more current literature extends the application of marketing audits beyond the marketing department, overall the similarities in conceptualization are more striking than the differences. According to Berry et al (1990) most scholars agree with Shuchman (1959) that marketing audits are (1) programmed appraisals, (2) critical evaluations of the assumptions that underlie objectives and policies, (3) prognostic as well as diagnostic, (4) designed to identify opportunities and weaknesses, and (5) preventive as well as curative medicine.

Band (1984) provides the following definition for a marketing audit "a systematic examination of the marketing objectives, strategies, organization and performance. The marketing audit does not concern itself with the firm's marketing position because that is the purpose of the firm's marketing plan. Rather, the marketing audit evaluated how effectively the marketing organization performed its assigned functions" (p. 24).
A marketing audit may be specific and focus on one or a few marketing activities, or it may be comprehensive and encompass all of a company's marketing activities. Pride and Ferrell (1989) state the marketing audit should aid evaluation by doing the following:

- Describe current activities and results related to sales, costs, prices, profits, and other performance feedback
- Gather information about customers, competition, and environmental developments that may affect the marketing strategy
- Explore opportunities and alternatives for improving the marketing strategy
- Provide an overall database to be used in evaluating the attainment of organizational goals and marketing objectives.

Berry, Conant, and Parasuraman (1991) state that service firm marketing audits must "assess the marketing department's effectiveness in facilitating marketing throughout the organization, not just its effectiveness in performing marketing for the organization" (p. 259).

In its fullest form and concept, a marketing audit has four basic characteristics (Kotler et al, 1977) which include the following:

- broad rather than narrow in focus
- conducted by someone who is independent of the operation that is being evaluated
- systematic--orderly sequence of diagnostic steps
- conducted periodically.
The marketing audit process follows three simple steps including (1) agreement on objectives, scope and approach, (2) data collection, and (3) report preparation and presentation (Kotler et al, 1977). The possible findings of an audit include detecting unclear or inappropriate marketing objectives, inappropriate strategies, inappropriate levels of marketing expenditures, needed improvements in organization, and needed improvements in systems for marketing information, planning, and control. Companies that are most likely to benefit from a marketing audit include production-oriented companies, companies with troubled or highly vulnerable divisions, young companies, and nonprofit organizations (Kotler et al, 1977).

**Strategic Marketing for Educational Institutions**

In recent years, marketing has attracted the attention of college presidents, school principals, trustees, admissions and development officers, educational planners, public relations directors, faculty, and other educators. Many are interested in how marketing ideas might be relevant to the issues they face—such issues as attracting more and better students, increasing student satisfaction with the institution, designing excellent programs which carry out the institution's mission, and enlisting the financial support and enthusiasm of alumni and others (Kotler and Fox, 1985, preface).

Educational institutions face marketing problems. Many face changing student needs and societal expectations, increasing competition from scarce client and funding resources, and unabating financial pressures. Board members, legislators, and community groups are putting tough questions to
educational administrators about their institutions' mission, opportunities, and strategies. One result is that educators are often forced to take a hard look at marketing to see what this discipline might offer to keep their institutions viable and relevant.

It is the purpose of this section, of the review of literature, to lay out the elements of marketing as they relate to educational institutions, and to demonstrate their application to educational settings.

**What is Marketing for Educational Institutions?**

When the question of what does the term marketing mean was put to 300 education administrators of colleges facing declining enrollments, spiraling costs, and rising tuition, 61 percent said they viewed marketing as a combination of selling, advertising, and public relations. Another 28 percent said that it was only one of these three activities. Only a few knew that marketing had something to do with needs assessment, marketing research, product development, pricing, and distribution (Murphy and McGarrity, 1978).

"Marketing is a central activity of modern institutions, growing out of their quest to effectively serve some area of human need. To survive and succeed, institutions must know their markets; attract sufficient resources; convert these resources into appropriate programs, services, and ideas; and effectively distribute them to various consuming publics" (Kotler and Fox, 1985, p. 7).
Kotler and Fox define marketing for an educational institution as:

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 offering 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).

The authors identify several parameters to accompany their definition which include the following:

- Effective marketing manifests itself in carefully formulated programs, not just random actions
- By formulating a package of benefits sufficiently attractive that the target market (students) will choose to attend (voluntary exchange)
- Marketing means the selection of target markets rather than an attempt to be all things to all people
- Effective market planning requires that an institution be very specific about its objectives
- Marketing relies on designing the institution's offerings in terms of the target market's needs and desires
- Marketing utilizes and blends a set of tools called the marketing mix--program design, pricing, communications, and distribution.

**Marketing Concept for Educational Institutions**
Many educational institutions have public-relations experts on staff, do student recruitment activities, advertise, and work with alumni. They are using some marketing tools, but they are not necessarily following the philosophy of the marketing concept. What distinguishes an educational institution that follows the marketing concept is that it holds "that the main task of the institution is to determine the needs and wants of target markets and to satisfy them through the design, communication, pricing, and delivery of appropriate and competitively viable programs and services" (Kotler and Fox, 1985, p. 10).

An educational institution utilizing the marketing philosophy concentrates on satisfying the needs of its constituencies. These educational institutions recognize efficiency and good programs and services are all means or results of satisfying target markets. The employees involved in the marketing concept work as a team to meet the needs of their specific target markets.

What the Marketing Concept Is Not

Even though most educational institutions want to be responsive to the needs of their students and other constituencies, they often get sidetracked by their traditions and institutional culture (Kotler and Fox, 1985). Instead of utilizing the marketing concept or orientation, they may reflect a preoccupation with their product (a product orientation), with efficiency (a production
orientation), or with pushing consumers to select the institution's current programs (a selling orientation).

A brief description of each of these alternative orientations follows:

- **Product orientation**—presumes the school's major task is to offer programs that it believes are "good for" its clients. Although educational institutions should hold high standards of quality, they should periodically test their assumptions about the suitability and attractiveness of their programs.

- **Production orientation**—based on the belief that the major task of an educational institution is to produce and distribute its program and services as efficiently as possible, but efficiency at the expense of failing to serve customers' wants and needs is misguided.

- **Selling orientation**—assumes that the main task of an educational institution is to stimulate the interest of potential consumers in the institution's existing programs and services. Selling efforts alone will prove ineffective if more basic problems are ignored.

Educational administrators may find elements of the marketing concept in their institutions. Each element has its place, but to implement the marketing concept, an administrator must clearly differentiate the marketing concept from those that emphasize only part of the task—production, product, selling.

**Strategic Marketing Planning**

Strategic planning is new to most educational institutions. Kotler and Fox (1985) define strategic planning for educational institutions as follows:

Strategic planning is the process of developing and maintaining a strategic fit between the institution's goals and capabilities and
its changing marketing opportunities. It relies on developing a clear institutional mission, supporting goals and objectives, a sound strategy, and appropriate implementation (p. 73).

The definition suggests the appropriate steps an educational institution can take to improve its effectiveness.

**Mission**

An educational institution "must begin the marketing planning process by defining its mission. It must answer "What business are we in?" A broad answer such as "meeting educational needs" is incomplete because it fails to define a character for the particular institution. "Providing competitively priced, private education, leading to the Bachelor of Arts degree in select disciplines of the liberal arts" is a more accurate definition of the marketing mission (Goldgehn, 1982, p. 23). A helpful approach to defining mission is establishment of the institution's scope along three dimensions. Kotler and Fox (1985) characterize these dimensions in the following way.

- consumer groups--namely, who is to be served and satisfied
- consumer needs--namely, what is to be satisfied
- technologies--namely, how consumer needs are to be satisfied.

In reexamining its mission, an educational institution should take into account five key elements. First is the history of the institution. In reaching for a new or expanded mission, the institution must honor the salient
characteristics of its past history. The second consideration is the current preferences of the institution's constituencies--board members, administrators, faculty, alumni, students, and others. Third, the institution must be prepared to adapt its mission in response to its environment. For example, birth rates, business and industry openings or closings will change who will need vocational training. Fourth, the institution's resources make certain missions possible and others not. Finally, the institution should base its choice of purpose on its distinctive competencies. A vocational school might hire more faculty and become college-preparatory oriented, but that would not be making use of its main competence--providing vocational skills to people who want to enter the work force as rapidly as possible.

Kotler and Fox (1985) state that an institution should strive for a mission that is feasible, motivating, and distinctive, and avoid a "mission impossible." They go on to say that a well-worked-out mission statement provides everyone in the institution with a shared sense of purpose, direction, significance, and achievement. The mission statement acts as a guide to the institution's activities.

Goals/Objectives

An institution's mission describes what the institution stands for and whom it will serve. To guide its efforts the educational institution needs to
develop goals and objectives that are separate but consistent with its mission statement.

For example, goals of interest might include the following:

- improved classroom teaching
- increased enrollment
- better-qualified applicants
- increased public awareness of program offerings.

According to Kotler and Fox (1985) formulating institutional goals consists of two steps: determining what the current goals are, and determining what they should be. Once goals are determined, objectives are written which restate the goals in an operational and measurable form. For example if the goal "increased enrollment" was chosen the objective might be "a 15 percent enrollment increase in occupational training programs." A stated objective permits the institution to think about the planning, programming, and control activities required to achieve that goal. Such questions as these arise: Is a 15 percent increase feasible? What strategy should be used? What resources will it take? Who would be responsible and accountable? Answers to questions such as these must be given to determine whether to adopt a proposed objective. Once the objectives are agreed upon the institution is ready to move on to marketing strategy formulation.
Marketing Strategy

According to Kotler and Fox (1985) marketing strategy for educational institutions can be defined as follows:

Marketing strategy is the selection of a target market, the choice of a competitive position, and the development of an effective marketing mix to reach and serve the chosen market (p. 132).

The first step to preparing a marketing strategy is to thoroughly understand the market. Kotler and Fox (1985) define market as follows:

A market is the set of all people who have an actual or potential interest in a product or service... (p. 149).

When looked at quite closely every market is heterogeneous; that is, it is made up of quite different types of consumers, or market segments. An educational institution would benefit from constructing some market segmentation scheme that would reveal the major groups making up the market. Then it could decide whether to try to serve all these segments (mass marketing) or concentrate on a few of the more promising segments (target marketing) (Kotler and Fox, 1985).

Abell (1980) recognizes five basic patterns of market coverage possible with a program/market segmentation scheme. They are as follows:

- program/market concentration--consists of concentrating on only one market segment

- program specialization--consists of deciding to offer only one program for all markets
• market specialization--consists of deciding to serve only one market segment with all programs

• selective specialization--consists of working in several program markets that have no relation to each other except that each constitutes an individually attractive opportunity

• full coverage--consists of undertaking the full range of programs to serve all the market segments.

Competitive Positioning Strategy

Once an educational institution has selected its target market it is ready to develop its competitive positioning strategy. Not utilizing a competitive positioning strategy leaves the institutions' market share to chance. Kotler and Fox (1985) define competitive positioning as follows:

Competitive positioning is the art of developing and communicating meaningful differences between one's offer and those of competitors serving the same target market (p. 152).

The key to competitive positioning is to identify the major attributes used by the target market to evaluate and choose among competitive institutions or secondary educational tracts.

Marketing Mix

The next step in marketing strategy is to develop a marketing mix. Kotler and Fox (1985) define the marketing mix for educational institutions as follows:
Marketing mix is the particular blend of controllable marketing variables that the institution uses to achieve its objectives in the target market (p. 153).

Although McCarthy's (1978) "four P's" are the most popular classification system for the variables of the marketing mix, Lynch (1986) adds an additional "P" when dealing with educational institutions. The five P's of marketing, according to Lynch, include the following: Product, Place, Price, Promotion, and People. The five P's in relationship to educational institutions are discussed below.

**Product**

Although few educators think of their programs and services as products, marketers use the word product as an all-inclusive term for what the institution offers to a customer. Kotler and Fox (1985) define product as follows:

A product is anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a want or need. It includes physical objects, programs, services, persons, places, organizations, and ideas. Other names for a product would be the offer, value package, or benefit bundle (p. 221).

An institution's product mix consists of all the product lines and items that the institution makes available to its customers. For example, many secondary vocational delivery systems offer educational products (classes, library, and so on), recreational products (athletic facilities and clubs, films,
parties, and the like), personal-growth products (counseling, advisors), and future-planning products (career counseling, placement service, and so on).

Educational institutions should evaluate their product mix periodically. In assessing the quality, centrality, and market viability of various products, educational institutions will find some products are essential (that it cannot do without), and others, such as recreational activities, are ancillary products. Certain products may play a major role in attracting students (consumers) which are called product leaders. Often an institution will seek to add a star product to its mix, and then showcase that in its literature and promotion. The star product may be an outstanding student, a renown instructor, or some other person or program that establishes the institution's quality or uniqueness.

**Place**

The basic distribution question for an educational institution is, How can we make our programs and services available and accessible to our target consumers? The location and scheduling of programs are critical. Offering a high quality, appropriately priced program is not enough. Students may avoid classes in rundown, dangerous urban areas because the surroundings are unpleasant and unsafe. Likewise, they may avoid rural campuses that seem isolated and boring. "In the 1980s, few educational institutions can claim a
captive market; students have many educational options" (Kotler and Fox, 1985, p. 261).

Educational institutions should also consider the "look" of their facilities, because the atmosphere in which educational services are delivered can affect consumers' attitudes and behavior. Each educational facility will have a look that may add or detract from consumer satisfaction and employee performance.

**Price**

Educational institutions routinely make price decisions. Administrators who set prices often overlook the meaning of price and price changes to the consumer. Consider the case of encouraging tenth grade students to enroll in a vocational training program at a joint vocational school. Although public school funds cover the price of the class additional costs for transportation, laboratory equipment, and the psychological pressure of leaving the traditional home school may become a deterrent to enrolling. The consumer is interested in the effective price, not just the "list price."

Price is just one component of the marketing mix that influences consumers' choices. Prospective students will be interested in the school's program, quality, and features; the location; and communications by and about the institution. Many students will pay a higher "effective price" for a
high-quality education at an attractively, conveniently located institution. An educational institution that is well-known and well-respected will command more attention and attract more applications than one that is a well-kept secret (Kotler and Fox, 1985).

**Promotion**

Educational institutions need effective communication with their markets and publics. Developing good programs and services, pricing them attractively, and making them readily available to target customers is not enough. The institution must also inform consumers and other about its goals, activities, and offerings and motivate them to take an interest in the institution.

Lynch (1986) feels that promotion is often considered the heart of the marketing mix. He defines promotion as "all the activities in which an organization engages to communicate to its markets" (p. 41). He recommends the following tips for effective communicating:

- Set operational goals—figure out exactly what it is that you want to accomplish; be realistic; be specific; be results-or outcome-oriented

- Plan a blend of promotional activities—use good planning and a good blend of media and methods; poor planning is the reason most cited for promotion failures

- Promote systematically, consistently, and comprehensively—promotion should be organized systematically; communications must be consistent
• Target your promotional activities—to be effective, communications must be positioned, or targeted; understand well the needs and motives of your target audience, and focus your message accordingly

• Emphasize benefits—be sure that promotional activities discuss clearly the benefits of vocational education to the targeted audience

• Be creative—select words, illustrations, photos, role models and a format consistent with goals and perceived benefits to your targeted audience; use colors; use music; use slogans and tag lines

• Include an action statement in promotional activities—an action statement may include a phone number, an address to write to for further information, the number of a room to visit, or directions to return a contact card filled in with the respondent’s phone number or address.

• Research and evaluate—periodically determine what has been effective.

Most educational institutions use both public relations and advertising. Public relations consists of efforts to obtain favorable interest in the institution and/or its programs by planning significant news about them in publications or obtaining favorable unpaid presentation on radio, television, or in other media. Advertising consists of paid presentation and promotion of ideas, products, programs, or services—whether in magazines or newspapers; on television, radio, billboards, or bus cards; or through catalogs, direct mail, or some other medium.
People

Both business and educational research essentially say the same thing—it is the people in the organization who often determine success or failure (Lynch, 1986). Peters and Waterman (1982) state "Treat people as adults. Treat them as partners; treat them with dignity; treat them with respect. Treat them—not capital spending and automation—as the primary source of productivity gains. These are fundamental lessons from the excellent companies research" (p. 238).

According to Lynch (1986) studies in teacher education say essentially the same thing. Teachers are apt to be evaluated quite highly by both students and administrators when they work in a positive, supportive environment. If the administrators treat teachers with dignity and with respect, then the particular faculty or program is likely to be evaluated as good to excellent.

Householder (1985) states that good vocational teaching "is differentiated from poor teaching by teacher dynamism, teacher delivery, time spent with students, positive reinforcement of students, and positive attitudes toward students.

Professional competencies highly ranked . . . include developing and maintaining rapport with students, working cooperatively with business and industry and with advisory committees, recruiting students, and vocational program development (p. 21).

It is the contention of Lynch (1986) that vocational education simply does not have the luxury to permit poorly evaluated or even mediocre teachers
to begin or remain in the classroom. "Students do not have to take vocational education. And they probably won't if the teachers aren't considered pretty good--that is, if they don't possess the characteristics or competencies of a good teacher as reported through research" (p. 71).

Most companies or educational institutions with a reputation for teamwork seem to have managers (principal, vocational director, supervisor, etc.) who create the spirit of a winning team. Managers motivate employees and give constant supportive feedback. The employees (teachers) like the managers and the team; they like each other. They have pride in their work and a strong desire to produce a quality product. The public or customers (students) appreciate the quality product and professional service. They return for repeat sales, spread the good word, and generate a good profit (enrollments) for the company.

Marketing Research

Kotler and Fox (1985) provide the following definition for marketing research.

Marketing research is the systematic design, collection, analysis, and reporting of data and findings relevant to a specific marketing institution or problem facing an institution (p. 55).

Lynch (1986) states that
good marketing research and its findings are crucial to the success of a school as well as a business. Good marketers are
in tune with current marketing practices, consumer studies, new
and revised products and services, business and economic
trends, historical and projected sales data, and competitors' strategies. They make heavy use of such secondary sources as
government documents; internal records; trade, business, and
professional journals; reports from universities or business
research foundations; analytical reports completed by consulting
firms; and information obtained in seminars, conferences,
conventions, and trade shows (pp. 7-8).

From time to time, administrators need marketing research studies to make
specific marketing decisions. Examples of questions educational institutions
delivering vocational education might ask follow:

• What are the demographic characteristics of residents of this school
district?

• How many students might be interested in enrolling in vocational
education?

• What proportion of sophomore students from feeder high schools
select vocational education?

• What is the employment picture for surrounding counties?

• What are the characteristics of applicants who are accepted but do
not enroll?

Marketing Audit

Marketing audits have been conducted in the for-profit sector for at least
30 years (Goldgehn, 1982). A marketing audit is an effort to assess the
effectiveness and efficiency of marketing policies, strategies, practices, and
procedures against the firm's opportunities, objectives, and resources (Kotler et al, 1977).

How does an educational institution determine how well it is performing? Some schools and colleges rarely take a long look at their accomplishments and problems. They wait for major problems to overtake them before considering how to alter their course. Other educational institutions want to take steps to improve their performance, but the administration and faculty may be unsure how to proceed. The institution that seeks to be excellent, to be distinctive, and to provide a high level of satisfaction usually develops a strategy in line with its mission, resources, and potential (Kotler and Fox, 1985).

Evaluating marketing performance can take place at several levels in the institution. The type of evaluation will depend on the institution's commitment to marketing and on its stage in the implementation process. Analyzing marketing performance might include attitude tracking, student-satisfaction measures, or retention-attrition measurement. But from "time to time, educational institutions should undertake a critical review of their overall marketing effectiveness. Each school and college should periodically reassess its performance in serving its desired markets. Two assessment tools are available—a marketing-effectiveness rating review and a marketing audit" (Kotler and Fox, 1985, p. 380).
The marketing effectiveness of an institution is reflected in the degree to which it exhibits four major attributes of a marketing orientation:

1. **a consumer-oriented philosophy**—Does management acknowledge the primacy of the marketplace and of customer needs and wants in shaping the organization's plans and operations (Kotler, 1982, p. 23)?

2. **an integrated marketing commitment**—The degree to which an institution's structure supports and encourages marketing; the extent to which the institution facilitates performance of marketing functions throughout the organization, and marketing functions' impact on organizational decisions and activities (Berry, Conant, and Parasuraman, 1991).

3. **a strategic orientation to marketing planning**—Planning process which relies on developing a clear institutional mission, supporting goals and objectives, and a sound strategy. The strategy includes selection of a target market, the choice of a competitive position, and the development of an effective marketing mix (product, place, price, promotion, people) to reach and serve the chosen market (Kotler and Fox, 1985).

4. **effective implementation**—Are resources and communication strategies adequate to reach the market? (Kotler and Fox, 1985 and Kotler, 1982, p. 23).

**Marketing Audit**

Kotler and Fox (1985) maintain the four characteristics for the marketing audit for educational institutions as described for business and industry in Kotler's (1977) previous article entitled "The Marketing Audit Comes of Age." The four include the following:
• comprehensive—marketing audit covers all the major marketing-related issues facing the institution, not just the admissions office, or student services, or some other component of the institution's contact with markets.

• systematic—involves an orderly sequence of diagnostic steps covering the institution's marketing environment, internal marketing organization, programs and services, and specific marketing activities.

• independent—normally conducted by an inside or outside party who has sufficient independence to obtain the confidence of the administration and to exercise the needed objectivity.

• periodic—should be carried out periodically instead of only when there is a crisis.

A marketing audit for educational institutions consists of examining the major components of the institution's marketing situation. A list of these components is offered from the marketing audit for higher education developed by Goldgehn (1982).

• **Historical and cultural analysis** includes current information, history of the institution, history of programs and services, the events leading to the initiation of the study, and the current institutional climate. This part of the audit places the current institutional environment in historical perspective.

• **Marketing environment analysis** is an assessment of the internal and external trends and significant groups that affect the institution. The following aspects of the institution's environment are analyzed: curricular programs, student services, publics, markets, students, distribution, competition, demographic trends, economic and political factors, social and cultural factors, and technology.

• **Marketing planning analysis** assesses how the institution's mission has been translated into planning, including a marketing plan. This phase includes an evaluation of the planning function and planning mechanisms of the institution.
• **Marketing strategy analysis** reviews the institution’s strategies relating to program selection, positioning, market segmentation, and competition, and the extent to which the current strategy is appropriate in the light of the existing and anticipated environment and opportunities.

• **Marketing organization analysis** is an evaluation of the formal marketing structure of the institution, or, when no formal marketing structure exists, of the various functions that support marketing.

• **Marketing information analysis** evaluates the information and research capabilities and needs of the institution.

• **Pricing analysis** evaluates the monetary and budgetary needs of the institution, including an analysis of tuition, costs, fund-raising effectiveness, and the market response to tuition.

• **Administrative-department analysis** reviews the administrative departments that support the marketing effort of the institution, typically including admissions, financial aid, development, and institutional relations.

• **Curricular-program analysis** considers the institution’s programs, degrees, majors, and courses in relation to student markets, publics, and societal trends. This analysis has implications for recruitment programs in the various program areas. Supporting resources, including the library and student services programs, can be reviewed in this phase.

Kotler and Fox (1985) note the complexity of the marketing audit will vary with the size and complexity of the institution and its current situation.
Marketing Vocational Education

The Problem of Status

These are hard times for secondary vocational education. Leaders of the new school reform movement do not give it high priority. They assume that it is separate from general education, has little educational value, and should be replaced by a predominantly academic curriculum. At best, vocational courses are expected to provide students who are not college-bound with minimal training for low status jobs at entry level (Silberman, 1986).

While educators were talking about the need for higher standards, many did not realize that the cost of raising standards would include targeting a lot of elective courses as "non-essential." Juniors who would have enrolled in courses like Advanced Power Mechanics are now advised to take a third year of math instead. Colleges have chimed in, too: we want applicants to have solid college preparatory courses, they say, not Business Law, Accounting, Marketing, or even Journalism, in many cases (Shields, 1989).

One reason vocational education has such low status is that it is not a requirement for admission to a university. Sixty percent of high school graduates enter the work force directly after graduation and need the skills that vocational education can provide (O'Connor and Trussell, 1987). Vocational
education is seen as having no place in the career path of the young urban professional. "In their pursuit of fame and fortune, the best and brightest high school students have little time for elective vocational courses" (Silberman, 1986, p. 6). Future lawyers and financiers do not take courses with "shop" components.

The status of a credential is determined more by its contribution to personal success than by its social contribution. Robert Reich (1983) has written about the dysfunctional economic consequences of the "best and brightest" students avoiding economically productive jobs in favor of more comfortable and prestigious "paper entrepreneurial" positions in law and finance. Janet Spence (1985), in her presidential address to the American Psychological Association, expressed concern that in our country "getting ahead" is so important that nothing else matters; it transcends all other values, including health, family, community, integrity, and quality of work.

Silberman (1986) notes that "the problem grows progressively worse as success driven graduates assume positions of adult leadership. Those who ascend to policy-making positions from strictly academic backgrounds have never experienced and will not comprehend the value of secondary vocational education. They have accepted the popular rationale that early specialized skill training somehow interferes with general education. They associate secondary vocational education with "short education" (p. 6).
Shields (1989) feels the goals of many minority families have changed. Parents are suspicious of courses that sound like they lead to low-paying, semi-skilled jobs. "When a cooperative education program includes leaving school at two o'clock to go work the counter at MacDonald's, some parents tell their youngster, "No way--you take some other class" (p. 3).

Shields (1989) has the opinion that feminism has "catapulted young girls right past vocational education" (p. 3). High school girls, instead of opting for drafting, which formerly was seen as "male" dominated, are shooting for careers in engineering, architecture, computer programming and similar fields. So again they go for that third or fourth year of math, or physics, or Advanced Pascal, but not anything that smacks of vocational education (Shields, 1989).

Shields (1989) lastly notes that boys and girls who are not going after a four-year degree but want a marketable skill, seem to be attending two-year colleges. These students have not had the time or the opportunity to take vocational education electives in high school.

Marketing Approach

In recent years, industries such as health care, finance and law have been aggressively marketing their services. This departure from tradition is a response to sweeping changes in technology, demographics, and new customer demands. Vocational education, like other service industries, must
respond to such change. Vocational education has much to gain from capitalizing on the benefits of a comprehensive marketing approach.

O'Connor and Trussell (1987) note four factors which support the urgency for greater support of marketing vocational education today. They are as follows:

- continued federal commitment and resources through the Carl D. Perkins legislation needed to fulfill vocational education's mission of educating and training productive citizens
- establishing a clear, favorable image
- threat to secondary programs because of expanded academic requirements for graduation
- rapid changes in technology, and accelerating shift to a service economy, and changes in the composition of the work force will inevitably bring change to vocational education programs and delivery methods in the next 10-15 years. Never has it been more important for vocational educators to understand whom they serve and how to best serve their clientele.

Shields (1989) feels the way vocational education can weather the assaults on its contributions to schooling is to come out swinging and market itself differently. He offers these ten steps for marketing vocational education:

1. Identify internal (teachers, counselors, students, school board members) and external (parents, taxpayers, civic groups and professional organizations) audiences you want to "sell" on vocational education.

2. Build your network and tap into it. Assign each staff person the responsibility for maintaining contact with one or more organizations.
3. Target areas that need improvement or misconceptions that require explanation.

4. Set your goals. These might include: to provide information concerning the nature of vocational programs; to clarify the philosophy, goals, and objectives of programs; to publicize program activities; and to create awareness of program needs. Make your desired outcomes specific: to increase enrollment, for example, or to attract more females into the program.

5. Design a marketing plan to meet those goals.

6. Set a timetable.

7. Outline a calendar of activities that runs throughout the school year.

8. Coordinate resources, people, and activities. Put staff members in charge of specific events.

9. Follow up. Meet regularly as a way of monitoring your progress and keeping the momentum going.

10. Evaluate the results.

Achilles et al (1989) in their research on schools who have high public confidence note that marketing is the most pervasive mode of building high-confidence schools. Their research also notes that current school and community relations practices emphasize the passive, school-oriented communications mode, or primarily cognitive approaches, and rely less on public relations or marketing thus showing the corollary that confidence in public schools has been relatively low in the 1970s and early 1980s.

Cooper (1986) observes that the public image of schools is determined first by how well the schools do their job. The public's perception of how well
the schools are doing their job comes in second. Charles H. Buzzell (1987),
executive director of the American Vocational Association states the "surest
formula for improving image, the experts say, is to: 1. Do a good job; 2. Do
a good job; 3. Do a good job; and 4. Tell people about it" (p. 11). Certainly a
case for the promotion component of the marketing mix.

Francis T. Tuttle (1987), past president of the American Vocational
Association, states "we must have strategic plans at every level to improve the
image of vocational education. . ." (p. 11). Ohio, in developing its ten-year
strategic plan to accelerate the modernization of vocational education, included
a tenth imperative which calls for enhancing the public's understanding of, and
support for, vocational education (State Board of Education, 1990). The
enabling objectives under this imperative call for marketing strategies to be
built into the local vocational education planning district documents and for the
development and implementation of a statewide marketing and
communications plan.

O'Connor and Trussell (1987) feel that marketing has a major role to
play in developing a positive response to vocational education which will
enable vocational educators to hold securely to their mission. They go on to
say that a careful examination of the vocational education enterprise itself must
be part of the marketing effort. Reexamination of the purposes and goals of
specific vocational programs is a starting point. This might include such
questions as the following: From the customers' point of view, are the programs closely aligned to the training needs of business and industry? Do the programs offer career opportunities to students? Are the curricula up-to-date? Do they utilize current equipment and facilities? Are the programs taught by enthusiastic, professional personnel?

O'Connor and Trussell point out that regardless of the level or the specific institution, the basic marketing approach is the same. It requires an internal marketing effort, a marketing plan, and a fully committed administration. Marketing cannot be an "add-on" activity. Rather, it must be interwoven into the fabric of the institution.

Broadhead (1991) in his article "Image 2000: A vision for vocational education" indicates that vocational educators must tell the world about what we are doing—and be prepared to spend some money to do it. He goes as far as to recommend that schools lacking resources to accomplish this goal should solicit resources from business and industry. He states "create a vision, build a plan, take it to them and show them how it's in their best interests to fund it. Our product is their lifeblood" (p. 25)!

By the year 2000, our image must indeed accurately reflect who we are (Broadhead, 1991). Today's schools are finding that traditional methods of gaining support for education are no longer enough in light of today's challenges. A marketing program is sharply focused, designed to stimulate
specific action by specific publics. Educators now find that they can effectively borrow, adapt and use many marketing techniques first developed by business (National School Public Relations Association, 1987).
CHAPTER III
METHODOLOGY

Purpose of the Study

The purpose of this study was to describe Ohio vocational education planning district (VEPD) superintendents' perceptions of their role in the marketing function in their planning district and their perceptions of effectiveness for the marketing function for secondary vocational education in their VEPDs.

The study was guided by the following research objectives.

Research Objectives

1. Describe subjects on the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary vocational enrollment, number of feeder schools in the VEPD, and type of vocational delivery system (e.g. joint vocational school district, major city district, compact/contractual district, single district).

2. Describe subjects' perceptions toward the marketing function of their VEPD.

3. Describe subjects' perceived effectiveness of marketing efforts in their VEPD.
4. Describe relationships between subjects' perceptions toward the marketing function of their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary vocational enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

5. Describe relationships between subjects' perceptions of effectiveness of marketing efforts in their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

Design

Descriptive survey research will be utilized to accomplish the research objectives. The purpose of survey research is to "sample populations in order to discover the incidence and distribution of, and the interrelationships among, sociological, psychological, and educational variables" (Ary et al, 1985, p. 337). Descriptive surveys basically inquire into the status quo; they attempt to measure what exists without questioning why it exists.

Fowler (1988) noted there are four reasons for conducting survey research. They include the following:

- Probability sampling enables one to have confidence that the sample is not a biased one and to estimate how precise the data are likely to be. Data from a properly chosen sample are a great improvement over data from a sample of those who attend meetings, speak loudest, volunteer to respond, or happen to be convenient to poll.

- Standardized measurement that is consistent across all respondents ensures that one has comparable information about everyone involved
in the survey. Without such measurement, analyzing distributions or patterns of association is not meaningful.

- As noted above, although record data can be used for some research purposes, a main reason for surveys is to collect information that is available from no other source.

- Analysis requirements may dictate a special-purpose survey. Even if there is information about some set of events, it may not be paired with other characteristics needed to carry out a desired analysis (p. 11-12).

The choice of instrument was the questionnaire. The questionnaire obtains information through the respondent's written responses to a list of questions. For the purposes of this study, the instrument was self-administered and mailed allowing for a larger number of subjects in more diverse locations than the interview process would have allowed (Ary et al, 1985, p. 344).

**Subject Selection**

The target population of this study were superintendents of VEPDs. The Ohio Revised Code Section 3301-61-03 requires that all students in the state of Ohio have available to them 12 different vocational programs. The VEPD, a state Department of Education structure, was put in place in 1970 to allow districts to join efforts in providing the required 12 programs. Therefore, the choice of superintendents of vocational education planning districts becomes viable as a subject of study with 22 years of vocational education
administrative history behind the structure. As of September 1992, there were 97 VEPDs operating in Ohio.

With such a small number found in the target population, this study involved a census of the VEPD superintendents. A current mailing list of VEPD superintendents was secured from the Division of Vocational and Career Education of the Ohio Department of Education.

Outcome Measures

Instrument One

Instrument one measured VEPD superintendent's perception of their role in the marketing function in their VEPD. Specifically, the instrument was in the form of a five-point Likert-type scale with response categories ranging from Strongly Agree = 5 to Strongly Disagree = 1.

Content and construct validity of the instrument was assessed by a panel of experts. The panel membership included: Dr. Joseph Davis, retired Columbus City School's superintendent and executive director of the Ohio Council on Vocational Education who teaches school and community relations at The Ohio State University; Dr. Robert Berns, associate professor, Bowling Green State University; and Dr. Patrick O'Connor, associate professor, Kent State University recommended changes in content; Dr. R. Kirby Barrick, department chair, Department of Agricultural Education, The Ohio State
University and Dr. Gregory S. Miller, Agricultural Education faculty at Iowa State University recommended changes according to research methods; and Dr. G. James Pinchak, associate director, Ohio Department of Education and Dr. Dewey A. Adams, Department of Agricultural Education, The Ohio State University made recommendations related to the population. Revisions were made on the basis of recommendations made by the panel of experts. This instrument was then field tested with a group of ten Ohio assistant/associate superintendents with vocational education responsibilities who were not included in the census of the population. The field tests for instruments one and two were conducted simultaneously. The ten assistant/associate superintendents were asked to assess the content and face validity of the instrument. Furthermore, they were asked to complete the instrument, note any problems with the format and wording, and list other concerns which might compromise the validity of the instrument. Revisions were made at the discretion of the researcher and the panel of experts based on the results of the field tests. Appendix C lists field test accepting sample members.

Instrument one and two were pilot tested concurrently to assess reliability and internal consistency. Procedures for carrying out the pilot test of instrument one and two are identical. Ten Ohio assistant/associate superintendents, with vocational education responsibilities, not included in the census to be studied or the field test were asked to complete the instrument.
Cronbach's Alpha was calculated using scores obtained during the pilot test. Cronbach's Alpha for instrument one was .87. No items were discarded from the initial instrument although several were reworded for better clarity. No items were removed based upon recommendations received during the field test or as a result of the reliability estimation process. The researcher was careful to maintain a balance of positive and negatively worded items. The panel of experts was asked for their opinions in regard to the item analysis and deletion process. Appendix C lists pilot test accepting sample members.

**Instrument Two**

Instrument two measured VEPD superintendents' perceived effectiveness of their VEPDs marketing efforts. The scale utilized in the instrument was in the form of a five-point Likert-type scale with response categories ranging from Strongly Agree = 5 to Strongly Disagree = 1.

Instrument two was developed around four sub-constructs as defined in chapter one. Sub-constructs were measured using the following items on the mail questionnaire: customer philosophy--items 11-19; integrated marketing organization--items 20-30; strategic marketing planning--items 31-51; and operational efficiency--items 52-56.

Content validity of instrument two--marketing effectiveness was assessed by the panel of experts as described for instrument one--role in
marketing. Revisions were made on the basis of recommendations made by the panel of experts. Field tests for instrument one and two were conducted simultaneously with a group of ten assistant/associate superintendents who were not included in the census of the population. The ten assistant/associate superintendents were asked to assess the content and face validity of the instrument. Furthermore, they were asked to complete the instrument, note any problems with the format and wording, and list other concerns which might compromise the validity of the instrument. Revisions were made at the discretion of the researcher and the panel of experts based on the results of the field tests.

Instrument two--marketing effectiveness was pilot tested concurrently with instrument one--role in marketing to assess reliability and internal consistency. Procedures for carrying out the pilot test were identical. Ten assistant/associate superintendents not included in the census to be studied or the field test were asked to complete the instrument. Cronbach's Alpha was calculated using scores obtained during the pilot test. Cronbach's Alpha for instrument two was calculated by sub-construct. Scores were as follows: customer philosophy was .82, integrated marketing planning was .88, strategic marketing planning was .89 and operational efficiency was .93. Five items were ultimately discarded from the initial instrument. All five items were removed following review by the panel of experts. No items were removed
based upon recommendations received during the field test or as a result of the reliability estimation process. The researcher was careful to maintain a balance of positive and negatively worded items. The panel of experts was asked for their opinions in regard to the item analysis and deletion process.

The questionnaire consisted of instrument one--role in marketing and instrument two--marketing effectiveness. Demographic questions were placed at the end of the questionnaire and these questions sought data regarding age, gender, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent. Data for the remaining three attribute variables--VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system--were obtained from the Ohio Department of Education, Division of Vocational and Career Education, Vocational Management Information Systems unit.

**Conditions of Testing**

A mail questionnaire was utilized to gather all data. Many of Dillman's (1978) suggestions were utilized to ensure good response. With respect to postage, two strategies were used: 1. the researcher provided a stamped, self-addressed return envelope for respondents to use in returning their questionnaires, and 2. commemorative stamps were placed on all return correspondence. The cover letter was on Ohio Department of Education,
Division of Vocational and Career Education letterhead, personalized, and signed in blue ink. Respondents were offered a summary of results, given a reasonable deadline for returning the completed questionnaire, given directions on what they should do if they had questions, and were assured of confidentiality. The questionnaire was printed in booklet form on quality 80-pound paper of yellow color. No questions were printed on the front or back pages, and "white space" was readily visible.

The complete questionnaire package included the following items: 1. cover letter, 2. questionnaire, and 3. stamped, return addressed envelope. One week prior to the mailing of the package a postal card was sent to those in the census to announce the forthcoming package. Corresponding artwork on the questionnaire booklet and postal card was utilized. A reminder postal card was mailed to non-respondents 10 days after mailing the initial package. A second complete package was mailed to non-respondents seven days after the first follow-up postal card. A final follow-up postal card was sent to non-respondents seven days after mailing the second complete package. Data analysis commenced 10 days after the final follow-up postal card had been mailed. The entire data collection process was completed within a 41-day period. Questionnaires received after the 41-day period were not included in the data analysis.
Non-response error was controlled by comparing early to late respondents (Miller and Smith, 1983). These respondents were defined as follows:

- **early respondents**--persons who returned the questionnaire before the first postal card reminder was mailed
- **late respondents**--persons who returned the questionnaire after the first postal card reminder was mailed.

There was no statistically significant difference between early and late respondents allowing the data provided by the respondents to be generalized to the target population.

All persons returning the questionnaire constituted the accepting sample. The data sample consisted of those respondents providing usable information. Generalization of results were only made to VEPD superintendents in the state of Ohio, the original target population.

**Data Analysis**

All data were analyzed with the SPSS/PC+ statistical package for the social sciences. The magnitude of all relationships reported in this study were interpreted using Davis' (1971) descriptors.
A description of the statistical procedures used to accomplish each objective follows.

Research Objectives

1. Describe subjects on the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary vocational enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

   Frequencies and percentages were used to describe subjects on these attribute variables.

2. Describe subjects' perception of their role in the marketing function of their VEPD.

   Frequencies, percentages, means, and standard deviations were used to describe subjects' perception of their role in the marketing function of their VEPD.

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>.70 or higher</td>
<td>Very Strong Relationship</td>
</tr>
<tr>
<td>.50 to .69</td>
<td>Substantial Relationship</td>
</tr>
<tr>
<td>.30 to .49</td>
<td>Moderate Relationship</td>
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<td>.10 to .29</td>
<td>Low Relationship</td>
</tr>
<tr>
<td>.01 to .09</td>
<td>Negligible Relationship</td>
</tr>
</tbody>
</table>
3. **Describe subjects' perceived effectiveness of marketing efforts in their VEPD.**

Frequencies, percentages, means, and standard deviations were used to describe subjects' perception toward effectiveness of marketing efforts in their VEPD.

4. **Describe relationships between subjects' perceptions of their role in the marketing function of their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary vocational enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.**

Pearson correlations were used to describe the relationships between subjects' perception of their role in the marketing function and age, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, number of feeder schools in the VEPD, and enrollment. **Point-biserial correlation was used to describe the relationship between subjects' perceptions toward their role in the marketing function and gender. Mean scores were used to describe the differences between subjects' perceptions toward their role in the marketing function in their VEPD and type of vocational delivery system.**
5. Describe relationships between subjects' perceptions of effectiveness of marketing efforts in their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

Pearson correlations were used to describe the relationships between subjects' perceptions toward the effectiveness of marketing efforts and age, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, number of feeder schools in the VEPD, and enrollment. Point-biserial correlation was used to describe the relationship between subjects' perception of effectiveness of marketing efforts and gender. Mean scores were used to describe the differences between subjects' perceptions of effectiveness of marketing efforts and type of vocational delivery system.
CHAPTER IV
FINDINGS

Purpose of the Study

The purpose of this study was to describe Ohio vocational education planning district (VEPD) superintendents' perceptions of their role in the marketing function in their planning district and their perceptions of VEPD marketing effectiveness for secondary vocational education.

The study was guided by the following research objectives.

Research Objectives

1. Describe subjects on the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system (e.g. joint vocational school district, major city district, compact/contractual district, single district).
2. Describe subjects' perceptions toward their role in the marketing function of their VEPD.

3. Describe subjects' perceived effectiveness of marketing efforts in their VEPD.

4. Describe relationships between subjects' perceptions toward the marketing function of their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

5. Describe relationships between subjects' perceptions of effectiveness of marketing efforts in their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

The findings of the study are presented under six headings:

(1) Superintendents' attributes (age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent)

(2) VEPD characteristics (enrollment, number of feeder schools in the VEPD, and type of delivery system)

(3) Superintendents' perceived role in the marketing function
(4) Superintendents' perception of VEPD marketing effectiveness

(5) Relationships between superintendents' perceived role in the marketing function and superintendent attributes and VEPD characteristics

(6) Relationships between superintendents' perception of VEPD marketing effectiveness and superintendent attributes and VEPD characteristics.

The headings correspond to the research objectives described in Chapter I.

Response Rate

Overall response rate for this study was 97.9 percent. Breakdown of that response rate by delivery method was as follows: single district = 100 percent, JVSD = 100 percent, major city = 87.5 percent, compact = 94.1 percent. The data sample for this study included 96.7 percent (94) of the population under study.

Non-response error was controlled by comparing early to late respondents (Miller and Smith, 1983). A t-test procedure was run with no statistical significance shown on any variables. Two superintendents out of 97 were non-respondents representing one compact district and one major city district or 5.8 percent (1 out of 17) of the compact delivery method and 12 percent (1 out of 8) of the major city delivery method. No follow-up procedure was done on the two non-respondents. Data related to vocational education
delivery method may contain non-response error at the compact and major city level.

Superintendents' Attributes

Age

The 94 VEPD superintendents included in the study ranged in age from 37 to 62 years. The mean age for superintendents was 50.67 with a standard deviation of 5.12 (Table 1).

Table 1

Superintendents' Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
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<tr>
<td>61-64</td>
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</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Mean = 50.68    Std. Dev. = 5.09

Gender

Of the 94 superintendents included in this study 93.6 percent (88) were male and 6.4 percent (6) were female (Table 2).
Table 2

Superintendents' Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>88</td>
<td>93.6</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Length of Tenure in Present Superintendency

Length of tenure in present superintendency ranged from a low of .08 years (one month) to a high of 18 years. The mean number of years of tenure for the 94 superintendents under study was 6.51 with a standard deviation of 4.64 (Table 3).

Table 3

Length of Tenure in Present Superintendency

<table>
<thead>
<tr>
<th>Length of Tenure</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>24</td>
<td>25.4</td>
</tr>
<tr>
<td>4-6</td>
<td>28</td>
<td>30.0</td>
</tr>
<tr>
<td>7-10</td>
<td>22</td>
<td>23.4</td>
</tr>
<tr>
<td>11-14</td>
<td>13</td>
<td>14.0</td>
</tr>
<tr>
<td>15-18</td>
<td>7</td>
<td>7.2</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean = 6.51 Std. Dev. = 4.64
**Length of Tenure as an Ohio VEPD Superintendent**

Length of tenure as an Ohio VEPD superintendent ranged from a low of .08 years to a high of 20 years. Nearly all (92.8 percent) of the respondents had served 14 or fewer years as an Ohio VEPD superintendent. The mean number of years of tenure for the 94 superintendents in the study was 7.11 with a standard deviation of 5.17 (Table 4).

**Table 4**

**Length of Tenure as an Ohio VEPD Superintendent**

<table>
<thead>
<tr>
<th>Length of Tenure</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>23</td>
<td>24.5</td>
</tr>
<tr>
<td>4-6</td>
<td>24</td>
<td>25.5</td>
</tr>
<tr>
<td>7-10</td>
<td>25</td>
<td>26.5</td>
</tr>
<tr>
<td>11-14</td>
<td>13</td>
<td>13.7</td>
</tr>
<tr>
<td>15-18</td>
<td>6</td>
<td>6.6</td>
</tr>
<tr>
<td>19-22</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean = 7.11  Std. Dev. = 5.17

**Vocational Education Planning District (VEPD) Characteristics**

Three attribute variables were included under this heading. They included (1) VEPD secondary enrollment, (2) number of feeder schools in the VEPD, and (3) the type of vocational delivery system. Information for these variables was obtained from the Ohio Department of Education, Division of
Vocational and Career Education, Vocational Management Information System unit.

Secondary Enrollment

Table 5 shows that VEPD secondary enrollment ranged from a low of 794 to a high of 27,162 students. Over 90 percent of the VEPDs enrolled 500 to 10,500 secondary students. The mean for secondary enrollment was 5,205.38 with a standard deviation of 4,412.24.

Table 5

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-5,500</td>
<td>60</td>
<td>64.0</td>
</tr>
<tr>
<td>5,501-10,500</td>
<td>27</td>
<td>28.5</td>
</tr>
<tr>
<td>10,501-15,500</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>15,501-20,500</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>20,501-25,500</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>25,501-30,500</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean = 5,205.38  Std. Dev. = 4,412.24
Range = 794 - 27,162

Number of Feeder Schools in the VEPD

Table 6 shows the number of feeder schools in a given VEPD ranged from a low of 1 to a high of 35. The mean number of feeder schools in the
VEPD was 6.43 with a standard deviation of 6.00. The majority (51 percent) of the VEPDs had 5 or fewer feeder schools (Table 6).

**Table 6**

**Number of Feeder Schools in the VEPD**

<table>
<thead>
<tr>
<th>Number of Feeder Schools</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>48</td>
<td>51.0</td>
</tr>
<tr>
<td>6-10</td>
<td>28</td>
<td>29.7</td>
</tr>
<tr>
<td>11-15</td>
<td>12</td>
<td>12.8</td>
</tr>
<tr>
<td>16-20</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>21-25</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>25-30</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>31-35</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mean = 6.43  Std. Dev. = 6.00

**Type of Vocational Education Delivery System**

Table 7 shows that 24.5 percent (23) of the VEPDs are single districts, 52.1 percent (49) of the VEPDs are Joint Vocational School Districts (JVSDs), 7.4 percent (7) of the VEPDs are major city districts, and 16.0 percent (15) of the VEPDs are compacts.
Table 7
Type of Vocational Education Delivery System

<table>
<thead>
<tr>
<th>Type of Delivery System</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single District</td>
<td>23</td>
<td>24.5</td>
</tr>
<tr>
<td>JVSD</td>
<td>49</td>
<td>52.1</td>
</tr>
<tr>
<td>Major City</td>
<td>7</td>
<td>7.4</td>
</tr>
<tr>
<td>Compact</td>
<td>15</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Superintendents' Perceived Role in the Marketing Function

VEPD superintendents' perception toward their role in the marketing function was measured with a five-point Likert type scale with response categories ranging from strongly disagree to strongly agree. All interpretation of scores was done using the following scale: strongly disagree = 1 to 1.5, disagree = 1.5 to 2.5, undecided = 2.5 to 3.5, agree = 3.5 to 4.5, strongly agree = 4.5 to 5. Superintendents' perception scores ranged from a low of 2.70 to a high of 5.00. Table 8 shows that 78.8 percent (74) of the superintendents provided perception scores greater than 3.50. The mean for perception scores was 4.02 with a standard deviation of .51 (Table 8).
Table 8

Superintendents’ Perceived Role in the Marketing Function

<table>
<thead>
<tr>
<th>Perception Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.51-3.00</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>3.01-3.50</td>
<td>15</td>
<td>15.9</td>
</tr>
<tr>
<td>3.51-4.00</td>
<td>27</td>
<td>28.7</td>
</tr>
<tr>
<td>4.01-4.50</td>
<td>30</td>
<td>31.9</td>
</tr>
<tr>
<td>4.51-5.00</td>
<td>17</td>
<td>18.2</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>98.0</td>
</tr>
</tbody>
</table>

Mean = 4.02  Std. Dev. = .51

Note. Based on scale: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Superintendents’ Perception of VEPD Marketing Effectiveness

Superintendents’ perception of VEPD marketing effectiveness was measured with a five-point Likert type scale with response categories ranging from strongly disagree to strongly agree. Tables 9-12 show superintendents’ perception of VEPD marketing effectiveness by the four sub-constructs measured in instrument two.

Customer Philosophy

Table 9 shows superintendents’ perception of marketing effectiveness related to customer philosophy. Perception scores ranged from a low of 2.22 to a high of 4.33. Table 9 shows that 49 percent (46) of the superintendents provided perception scores within the range of 3.01 to 3.50. The mean for
perception scores--customer philosophy was 3.09 with a standard deviation of .32 (Table 9).

Table 9
Superintendents' Perception of Marketing Effectiveness: Customer Philosophy

<table>
<thead>
<tr>
<th>Perception Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.01-2.50</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td>2.51-3.00</td>
<td>33</td>
<td>35.1</td>
</tr>
<tr>
<td>3.01-3.50</td>
<td>46</td>
<td>49.0</td>
</tr>
<tr>
<td>3.51-4.00</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>4.01-4.50</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>97.9</td>
</tr>
</tbody>
</table>

Mean = 3.09 Std. Dev. = .32

Note. Based on scale: 1 - strongly disagree; 2 - disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Integrated Marketing Organization

Superintendents' perception of marketing effectiveness--integrated marketing organization provided scores which ranged from a low of 2.91 to a high of 4.27. Table 10 shows that 63.8 percent (60) of the superintendents provided perception scores greater than 3.50. The mean for perception scores--integrated marketing organization was 3.60 with a standard deviation of .27 (Table 10).
Table 10
Superintendents' Perception of Marketing Effectiveness—Integrated Marketing Organization

<table>
<thead>
<tr>
<th>Perception Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.50-3.00</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>3.01-3.50</td>
<td>30</td>
<td>31.9</td>
</tr>
<tr>
<td>3.51-4.00</td>
<td>56</td>
<td>59.5</td>
</tr>
<tr>
<td>4.01-4.50</td>
<td>4</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>98.9</td>
</tr>
</tbody>
</table>

Mean = 3.06       Std. Dev. = .27
Note. Based on scale: 1 - strongly disagree; 2 - disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Strategic Marketing Planning

Superintendents' perception of marketing effectiveness—strategic marketing planning provided scores which ranged from a low of 2.52 to a high of 3.43. Approximately 79 percent (74) of the superintendents provided scores within the range of 2.76-3.25 which falls in the undecided range. The mean for marketing effectiveness—strategic marketing planning was 3.06 with a standard deviation of .18 (Table 11).
Table 11
Superintendents' Perception of Marketing Effectiveness—Strategic Marketing Planning

<table>
<thead>
<tr>
<th>Perception Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.51-2.75</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>2.76-3.00</td>
<td>33</td>
<td>35.0</td>
</tr>
<tr>
<td>3.01-3.25</td>
<td>41</td>
<td>43.6</td>
</tr>
<tr>
<td>3.26-3.50</td>
<td>13</td>
<td>14.4</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>96.3</td>
</tr>
</tbody>
</table>

Mean = 3.06  Std. Dev. = .18
Note. Based on scale: 1 - strongly disagree; 2 - disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Operational Efficiency

Superintendents' perception of marketing effectiveness—operational efficiency provided scores which ranged from a low of 2.20 to a high of 4.20. Table 12 shows that 73.4 (69) percent of the superintendents provided perception scores between the range of 2.76 and 3.50 which falls in the undecided range of the Likert scale. The mean for perception scores—operational efficiency was 3.22 with a standard deviation of .37 (Table 12).
Table 12

Superintendents' Perception of Marketing Effectiveness—Operational Efficiency

<table>
<thead>
<tr>
<th>Perception Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.01-2.25</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>2.26-2.50</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>2.51-2.75</td>
<td>3</td>
<td>3.2</td>
</tr>
<tr>
<td>2.76-3.00</td>
<td>25</td>
<td>26.6</td>
</tr>
<tr>
<td>3.01-3.25</td>
<td>32</td>
<td>34.0</td>
</tr>
<tr>
<td>3.26-3.50</td>
<td>12</td>
<td>12.8</td>
</tr>
<tr>
<td>3.51-3.75</td>
<td>10</td>
<td>10.6</td>
</tr>
<tr>
<td>3.76-4.00</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>4.01-4.25</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mean = 3.22      Std. Dev. = .37

Note. Based on scale: 1 = strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Relationships Between Superintendents' Perceived Role in the Marketing Function with Superintendent Attributes and VEPD Characteristics

A census of the population under study was used for data collection.

For analysis purposes the population was used as a slice of time sample with statistical significance reported.

Superintendents' Attributes

Age, Gender, Length of Tenure

Pearson product-moment-correlation coefficients were calculated to describe relationships between superintendents' perceived role in the VEPD
marketing function with age, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent. Point-biserial correlation was used to describe the relationship between subjects' perceptions toward their role in the marketing function and gender.

Low and positive associations were found between age, gender, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent (Table 13). Statistical significance was found on the coefficients calculated to describe relationships between perception and length of tenure in present superintendency and length of tenure as an Ohio VEPD superintendent.

Table 13

<table>
<thead>
<tr>
<th>Variable</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>.11</td>
</tr>
<tr>
<td>Gender</td>
<td>.13</td>
</tr>
<tr>
<td>Length of tenure in present superintendency</td>
<td>.27*</td>
</tr>
<tr>
<td>Length of tenure as an Ohio VEPD superintendent</td>
<td>.27*</td>
</tr>
</tbody>
</table>

* p less than .05
VEPD Characteristics

Enrollment, Number of Feeder Schools

Pearson product-moment-correlation coefficients were calculated to describe relationships between superintendents' perceived role in the marketing function with enrollment and number of feeder schools in the VEPD.

The positive relationships between perception of role in the marketing function with enrollment and number of feeder schools were low and moderate, respectively (Table 14). Statistical significance was found on the calculated coefficient between perception of role in the marketing function and number of feeder schools.

Table 14

Relationship Between Superintendents' Perceived Role in the Marketing Function with Enrollment and Number of Feeder Schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>.13</td>
</tr>
<tr>
<td>Number of Feeder Schools</td>
<td>.37*</td>
</tr>
</tbody>
</table>

* p less than .05

Vocational Delivery System

Means scores were calculated to illustrate the differences among superintendents' perception of their role in the VEPD marketing function by type of vocational delivery system. Table 15 shows that only the major city
form of vocational delivery scored a mean in the undecided range (2.5-3.5) of the Likert scale with a mean of 3.47.

Table 15

Differences Among Superintendents’ Perception of Their Role in the Marketing Function by Type of Vocational Delivery System

<table>
<thead>
<tr>
<th>Type of Delivery</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single District</td>
<td>3.96</td>
</tr>
<tr>
<td>JVSD</td>
<td>4.25</td>
</tr>
<tr>
<td>Major City</td>
<td>3.47</td>
</tr>
<tr>
<td>Compact</td>
<td>3.66</td>
</tr>
</tbody>
</table>

Relationships Between Superintendents’ Perception of VEPD Marketing Effectiveness with Superintendents’ Attributes and VEPD Characteristics

A census of the population under study was used for data collection. For analysis purposes the population was used as a slice of time sample with statistical significance reported.

Superintendent Attributes

Age, Gender, Length of Tenure

Pearson product-moment-correlation coefficients were calculated to describe relationships between superintendents’ perception of VEPD marketing effectiveness and age, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent. Point-biserial correlation was used
to describe the relationship between subjects' perceptions of VEPD marketing effectiveness with gender.

Relationships between superintendents' perception of marketing effectiveness and superintendent attributes will be discussed by marketing effectiveness sub-construct.

Customer Philosophy

The relationships between perception of marketing effectiveness--customer philosophy were negative and negligible for length of tenure in present superintendency and length of tenure as an Ohio VEPD superintendent. Low and negative associations were found between perception of customer philosophy with age and gender. Statistical significance was shown for the relationship between gender and marketing effectiveness--customer philosophy.

Integrated Marketing Organization

A positive and negligible association was found between perception of marketing effectiveness--integrated marketing organization with gender. The positive relationships between perception of integrated marketing effectiveness with length of tenure as an Ohio VEPD superintendent and length of tenure in
present superintendency were low. No association was found between perception of integrated marketing effectiveness and age.

**Strategic Marketing Planning**

The relationships between perception of marketing effectiveness—strategic marketing planning with age, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent were negligible, with length of tenure as an Ohio VEPD superintendent showing a negative correlation. No relationship was found between gender and perception of strategic marketing planning.

**Operational Efficiency**

Relationships between perception of marketing effectiveness—operational efficiency with age, gender, and length of tenure as an Ohio VEPD superintendent were negligible, with age and length of tenure as an Ohio VEPD superintendent showing a negative correlation. No relationship was found between perception of operational efficiency and length of tenure in present superintendency.
Table 16

Relationships Between Superintendents' Perception of VEPD Marketing Effectiveness and Age, Gender, Length of Tenure in Present Superintendency, and Length of Tenure as an Ohio VEPD Superintendent

<table>
<thead>
<tr>
<th>Sub-construct</th>
<th>Age</th>
<th>Gender</th>
<th>Length of Tenure in Present Superintendency</th>
<th>Length of Tenure as an Ohio VEPD Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Philosophy</td>
<td>-.22</td>
<td>-.25*</td>
<td>-.07</td>
<td>-.10</td>
</tr>
<tr>
<td>Integrated Marketing Organization</td>
<td>-.00</td>
<td>.08</td>
<td>.10</td>
<td>.23</td>
</tr>
<tr>
<td>Strategic Marketing Planning</td>
<td>.01</td>
<td>.00</td>
<td>.06</td>
<td>-.03</td>
</tr>
<tr>
<td>Operational Efficiency</td>
<td>-.03</td>
<td>.02</td>
<td>-.00</td>
<td>-.02</td>
</tr>
</tbody>
</table>

*p less than .05

VEPD Characteristics

Enrollment, Number of Feeder Schools

Pearson product-moment-correlation coefficients were calculated to describe relationships between superintendents' perception of VEPD marketing effectiveness with enrollment and number of feeder schools in the VEPD (Table 17).

Relationships between perception of marketing effectiveness--customer philosophy, --integrated marketing effectiveness and --strategic marketing
planning with enrollment were negligible with customer philosophy and strategic marketing planning showing a negative correlation. A negative and low association was found between perception of marketing effectiveness--operational efficiency and enrollment. Low associations were found between perception of marketing effectiveness--customer philosophy and--integrated marketing organization and number of feeder schools, with customer philosophy showing a negative correlation. The relationship between perception of marketing effectiveness--operational efficiency and number of feeder schools was negative and negligible. No relationship was found between perception of marketing effectiveness--strategic marketing planning and number of feeder schools. The coefficient calculated to describe the relationship between marketing effectiveness--customer philosophy with number of feeder schools was found to be statistically significant.
Table 17
Relationships Between Superintendents' Perception of VEPD Marketing Effectiveness with Enrollment and Number of Feeder Schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>Enrollment</th>
<th>Number of Feeder Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Philosophy</td>
<td>-.09</td>
<td>-.27</td>
</tr>
<tr>
<td>Integrated Marketing Organization</td>
<td>.02</td>
<td>.14</td>
</tr>
<tr>
<td>Strategic Marketing Planning</td>
<td>-.05</td>
<td>-.00</td>
</tr>
<tr>
<td>Operational Efficiency</td>
<td>-.10</td>
<td>-.03</td>
</tr>
</tbody>
</table>

Vocational Delivery System

Mean scores were calculated to illustrate the differences among superintendents' perception of VEPD marketing effectiveness by type of delivery system. Table 18 shows that all delivery methods fell within the undecided range (2.5 to 3.5) on all sub-constructs except single districts and JVSDs which showed means in marketing effectiveness--integrated marketing organization slightly in the agree range (2.5 to 4.5).
Table 18

Differences Among Superintendents’ Perception of VEPD Marketing Effectiveness by Type of Vocational Delivery System

<table>
<thead>
<tr>
<th>Sub-Construct</th>
<th>Single District</th>
<th>JVSD</th>
<th>Major City</th>
<th>Compact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Philosophy</td>
<td>3.12</td>
<td>3.03</td>
<td>3.20</td>
<td>3.17</td>
</tr>
<tr>
<td>Integrated Marketing Organization</td>
<td>3.57</td>
<td>3.68</td>
<td>3.44</td>
<td>3.49</td>
</tr>
<tr>
<td>Strategic Marketing Planning</td>
<td>3.07</td>
<td>3.05</td>
<td>3.00</td>
<td>3.07</td>
</tr>
<tr>
<td>Operational Efficiency</td>
<td>3.33</td>
<td>3.23</td>
<td>3.00</td>
<td>3.12</td>
</tr>
</tbody>
</table>
CHAPTER V
SUMMARY, CONCLUSIONS, DISCUSSION OF FINDINGS, AND RECOMMENDATIONS

Purpose of the Study

The purpose of this descriptive study was to describe Ohio vocational education planning district (VEPD) superintendents' perceptions of their role in the marketing function in their planning district and their perception of VEPD marketing effectiveness for secondary vocational education.

The study was guided by the following research objectives.

Research Objectives

1. Describe subjects on the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system (e.g. joint vocational school district, major city district, compact/contractual district, single district).
2. Describe subjects' perceptions toward their role in the marketing function of their VEPD.

3. Describe subjects' perceived effectiveness of marketing efforts in their VEPD.

4. Describe relationships between subjects' perceptions toward the marketing function of their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

5. Describe relationships between subjects' perceptions of effectiveness of marketing efforts in their VEPD and the following attribute variables: age, gender, length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent, VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system.

Limitations

The study was limited by the choice of using a census of Ohio VEPD superintendents in that findings are confined to a single-limited population at a single point in time.
Design

Descriptive research techniques were used to address research objectives. One source of invalidity (response error) was considered. Response error was controlled by careful construction of the questionnaire (control for random and non-random error), planned follow-up mailings (deal with non-response), comparing early to late respondents through a t-test statistical procedure, and developed strategies to deal with respondent errors. Since a census (study of all subjects in the population) of subjects was used, there was no sampling error.

Subject Selection

The target population of this study was superintendents of vocational education planning districts (VEPD) in Ohio. The Ohio Revised Code Section 3301-61-03 requires that all secondary students in the state have available to them 12 different vocational education programs. The VEPD, an Ohio Department of Education structure, was put into place in 1970 to allow districts to join efforts in providing the required 12 occupational programs. As of September 1992, there were 97 secondary VEPDs operating in Ohio. With such a small number in the target population, this study involved a census of VEPD superintendents. A 97.9 percent response rate was achieved. Ninety-four VEPD superintendents constituted the data sample in the study.
Outcome Measures

Instruments one and two were developed from a review of the literature on marketing effectiveness and from marketing audit checklists which used a variety of measurement techniques from open-ended questions to seven-point Likert scales.

Instrument one, a five-point Likert type scale with 10 items, was designed to measure perceptions of VEPD superintendents toward their role in the VEPD marketing function. Content and construct validity of instrument one were assessed by a seven-member panel of experts with expertise in research and statistics, marketing, and vocational administration. Instrument one was field tested with a group of ten Ohio assistant/associate superintendents with vocational education responsibilities who were not included in the census of the population. Pilot testing of instrument one was done to assess reliability and internal consistency. Ten Ohio assistant/associate superintendents with vocational education responsibilities, not included in the census to be studied or the field test, were asked to complete the instrument. Cronbach's Alpha coefficient for instrument one was .87.

Instrument two, a five-point Likert type scale with 46 items, was designed to measure VEPD superintendents' perception of VEPD marketing effectiveness. Marketing effectiveness was broken into four sub-constructs as
follows: customer philosophy, integrated marketing organization, strategic marketing planning, and operational efficiency. Content and face validity were assessed by the same panel of experts as used for instrument one. Field testing was done simultaneously with instrument one with the same sample. Pilot testing was done simultaneously with instrument one with the same sample. Cronbach's Alpha coefficients were calculated on responses to the pilot test by sub-construct as follows: customer philosophy = .82, integrated marketing organization = .88, strategic marketing planning = .89, and operational efficiency = .93.

The mail questionnaire consisted of instrument one--role in marketing, and instrument two--marketing effectiveness. Demographic questions were placed at the end of the questionnaire and sought data regarding age, gender, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent. Data for the remaining three attribute variables--VEPD secondary enrollment, number of feeder schools in the VEPD, and type of vocational delivery system--were obtained from the Ohio Department of Education, Division of Vocational and Career Education, Vocational Management Information Systems unit.
Conditions of Testing

A mail questionnaire was utilized to gather all data. One week prior to the mailing of the questionnaire package a postal card was sent to those in the census to announce the forthcoming package. Three follow-up procedures were implemented after the initial questionnaire package was mailed. The entire data collection process was completed within a 41-day period. Questionnaires received after the 41-day period were not included in the data analysis. A t-test statistical procedure was run comparing early to late respondents with no statistical significance shown. The data sample constituted 96.9 percent of the census under study.

Data Analysis

All data were analyzed with the SPSS/PC+ statistical package for the social sciences. Appropriate statistics including frequencies, percentages, means, standard deviations, Pearson correlations, and point-biserial correlations were used to address the research objectives. All correlation coefficients were interpreted utilizing Davis' (1971) descriptors.
Summary of Findings

Superintendents' Attributes

Age

Superintendents ranged in age from 37 to 62 years. The mean age for the VEPD superintendents was 50.67 with a standard deviation of 5.12.

Gender

Of the 94 superintendents included in this study 93.6 percent (88) were male and 6.4 percent (6) were female.

Length of Tenure in Present Superintendency

Length of tenure in present superintendency ranged from a low of .08 years (1 month) to a high of 18 years. The mean number of years of tenure was 6.51 with a standard deviation of 4.64.

Length of Tenure as an Ohio VEPD Superintendent

Length of tenure as an Ohio VEPD superintendent ranged from a low of .08 years (one month) to a high of 20 years. The mean number of years of tenure was 7.11 with a standard deviation of 5.17.
Vocational Education Planning District (VEPD) Characteristics

Secondary Enrollment

VEPD secondary enrollment ranged from a low of 794 to a high of 27,162. The mean for secondary enrollment was 5,205.38 with a standard deviation of 4,412.24.

Number of Feeder Schools in the VEPD

Number of feeder schools in a given VEPD ranged from a low of 1 to a high of 35. The mean number of feeder schools in the VEPD was 6.43 with a standard deviation of 6.00. The majority (51 percent) of the VEPDs had 5 or fewer feeder schools.

Type of Vocational Education Delivery System

Statistics for vocational education delivery method show that 24.5 percent (23) of the VEPDs were single districts, 52.1 percent (49) of the VEPDs were Joint Vocational School Districts (JVSDs), 7.4 percent (7) of the VEPDs were major city districts, and 16.0 percent (15) of the VEPDs were compacts.
Superintendents’ Perceived Role in the Marketing Function

On a five-point Likert type scale designed to measure superintendents’ perception of their role toward the marketing function in their VEPD, superintendents provide scores ranging from a low of 2.70 to a high of 5.00. Approximately 79 percent (74) of the superintendents provided perception scores greater than 3.50. The mean for perception scores was 4.02 with a standard deviation of .51.

Superintendents’ Perception of VEPD Marketing Effectiveness

Superintendents’ perception of VEPD marketing effectiveness was measured by four sub-constructs with a five-point Likert type scale.

Customer Philosophy

Perception scores for marketing effectiveness—customer philosophy ranged from a low of 2.22 to a high of 4.33. Forty-nine percent (46) of the superintendents provided perception scores within the range of 3.01 to 3.50. The mean for perception scores—customer philosophy was 3.09 with a standard deviation of .32.
Integrated Marketing Organization

Superintendents' perception of marketing effectiveness--integrated marketing organization provided scores which ranged from a low of 2.91 to a high of 4.27. Approximately 63 percent (60) of the superintendents provided perception scores greater than 3.50. The mean for perception scores--integrated marketing organization was 3.60 with a standard deviation of .27.

Strategic Marketing Planning

Superintendents' perception of marketing effectiveness--strategic marketing planning provided scores which ranged from a low of 2.52 to a high of 3.43. Approximately 79 percent (74) of the superintendents provided scores within the range of 2.76-3.25. The mean for marketing effectiveness--strategic marketing planning was 3.06 with a standard deviation of .02.

Operational Efficiency

Superintendents' perception of marketing effectiveness--operational efficiency provided scores which ranged from a low of 2.20 to a high of 4.20. Approximately 73 percent (69) of the superintendents provided perception scores between the range of 2.76 and 3.50. The mean for perception scores--operational efficiency was 3.22 with a standard deviation of .37.
Relationships Between Superintendents' Perceived Role in the Marketing Function with Superintendent Attributes

A census of the population under study was used for data collection. For analysis purposes the population was used as a slice of time sample with statistical significance reported.

Age, Gender, Length of Tenure

The relationships between superintendents' perception of their role in the marketing function and age, gender, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent were low and positive. Statistical significance was found on both the coefficients calculated to describe tenure.

Relationships Between Superintendents' Perceived Role in the Marketing Function and VEPD Characteristics

Enrollment, Number of Feeder Schools

The relationships between superintendents' perception of their role in the marketing function with enrollment and number of feeder schools were low and moderate, respectively.
Vocational Delivery System

Means scores were calculated to illustrate the differences among superintendents' perception of their role in the VEPD marketing function by type of vocational delivery system. Mean scores showed that all delivery methods except major city fell within the agree to strongly agree category (3.6-5.5) with scores ranging from 3.66 to 4.25.

Relationships Between Superintendents' Perception of VEPD Marketing Effectiveness with Superintendents' Attributes—Age, Gender, Length of Tenure

A census of the population under study was used for data collection. For analysis purposes the population was used as a slice of time sample with statistical significance reported.

Customer Philosophy

The relationships between perception of marketing effectiveness—customer philosophy were negative and negligible for length of tenure in present superintendency and length of tenure as an Ohio VEPD superintendent. Low associations were found between perception of customer philosophy with age and gender with age showing a negative correlation. Statistical significance was shown for the relationship between gender and marketing effectiveness—customer philosophy.
Integrated Marketing Organization

A positive, negligible association was found between perception of marketing effectiveness—integrated marketing effectiveness and gender. The relationships between perception of integrated marketing organization with length of tenure in present superintendency and length of tenure as an Ohio VEPD superintendent were low. No association was found between perception of integrated marketing organization and age.

Strategic Marketing Planning

The relationships between perception of marketing effectiveness—strategic marketing planning with age, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent were negligible. No relationship was found between gender and perception of strategic marketing planning.

Operational Efficiency

Relationships between perception of marketing effectiveness—operational efficiency with age, gender, and length of tenure as an Ohio VEPD superintendent were negative negligible. No relationship was found between perception of operational efficiency and length of tenure in present superintendency.
Relationships between Superintendents' Perception of VEPD Marketing Effectiveness and VEPD Characteristics--Enrollment, Number of Feeder Schools

Relationships between perception of marketing effectiveness--customer philosophy, --integrated marketing organization and --strategic marketing planning with enrollment were negligible. A negative low association was found between perception of marketing effectiveness--operational efficiency and enrollment. Marketing effectiveness--customer philosophy and --strategic marketing planning associations with enrollment were negative. Low associations were found between perception of marketing effectiveness--customer philosophy and --integrated marketing effectiveness with number of feeder schools. The relationship between perception of marketing effectiveness--operational efficiency and number of feeder schools was negative and negligible. No relationship was found between perception of marketing effectiveness--strategic marketing planning and number of feeder schools. The coefficient calculated to describe the relationship between marketing effectiveness--customer philosophy and number of feeder schools was found to be statistically significant.

Relationships between Superintendents' Perception of VEPD Marketing Effectiveness with Type of Delivery System

Mean scores were calculated to illustrate the differences among superintendents' perception of VEPD marketing effectiveness by type of
delivery system. For the perception of marketing effectiveness—integrated marketing organization sub-construct all types of delivery systems scored (3.44-3.57) within the agree range (3.5-4.5). All other sub-constructs scored between 3.00 and 3.33 which falls in the undecided (2.5-3.5) range.

Conclusions

Based upon the findings of the study the following conclusions were drawn.

1. The typical respondent in this study was a VEPD superintendent between the ages of 45 and 56, male, with ten years or less tenure in their present superintendency as well as ten years or less tenure as a VEPD superintendent.

2. The typical VEPD in this study had less than 5,501 students enrolled in grades 9-12 with enrollment drawing from 5 fewer feeder schools.

3. The most frequent type of delivery system seen in Ohio was the joint vocational school district followed by single district delivery.

4. It was concluded that the majority of superintendents had positive to strongly positive perceptions toward their role in the marketing function within their VEPD.
5. It was concluded that the majority of superintendents are undecided as to their perceptions of how effective their marketing efforts are in regard to acknowledging a customer philosophy in shaping VEPD plans and operations.

6. It was concluded that the majority of superintendents had positive to strongly positive perceptions towards their VEPD's integrated marketing organization.

7. It was concluded that the overwhelming majority of VEPD superintendents were undecided as to their perception of strategic marketing planning effectiveness.

8. It was concluded that the majority of superintendents were undecided as to their perception of marketing operational efficiency in their VEPD.

9. The magnitude of the relationship between superintendents' perceived role in the marketing function with age, gender, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent was moderate. Statistical significance was found on the coefficients calculated to describe relationships between perception and length of tenure in present superintendency and length of tenure as an Ohio VEPD superintendent. It was concluded that the more years of tenure in present superintendent
position or as an Ohio VEPD superintendent the more positive the perception will be of their role in the marketing function.

10. The magnitude of the relationship between superintendents' perceived role in the marketing function and enrollment and number of feeder schools was low and moderate respectively. Statistical significance was found on the calculated coefficient between perception of role in the marketing function and number of feeder schools. It was concluded that VEPDs with larger numbers of feeder schools could result in more positive superintendent perceptions of their role in the marketing function.

11. Differences among superintendents' perception of their role in the marketing function by type of vocational delivery system shows that only the major city form of vocational delivery scored means in the undecided range (2.5 to 3.5); other delivery methods all scored in the agree range (3.5 to 4.5). It was concluded that superintendents of VEPDs under the major city delivery system remain undecided as to perceptions of their role in the marketing function.

12. The magnitude of the relationship between superintendents' perception of marketing effectiveness--customer philosophy with length of tenure in present superintendency, length of tenure as an Ohio VEPD superintendent were negligible. Low associations were
found between perception of customer philosophy with age and gender. Statistical significance was shown for the relationships between gender and marketing effectiveness--customer philosophy. It was concluded that male superintendents in this study have a more positive perception of their marketing effectiveness related to customer philosophy.

13. The magnitude of the relationship between superintendents' perception of marketing effectiveness on the integrated marketing organization sub-construct with gender was negligible. The relationships between perception of integrated marketing organization with length of tenure in present superintendency and length of tenure as an Ohio VEPD superintendent were low. None of these attribute variables were related to superintendents' perception of marketing effectiveness--integrated marketing organization.

14. The magnitude of the relationship between superintendents' perception of marketing effectiveness on the strategic marketing planning sub-construct with age, length of tenure in present superintendency, and length of tenure as an Ohio VEPD superintendent were negligible. None of the superintendents'
attributes were related the superintendents' perception of marketing effectiveness--integrated marketing effectiveness.

15. The magnitude of the relationship between superintendents' perception of marketing effectiveness on the operational efficiency sub-construct with age, gender, and length of tenure as an Ohio VEPD superintendent were negative negligible. None of the superintendents' attributes were related to the superintendents' perception of marketing effectiveness--operational efficiency.

16. The magnitude of the relationship between superintendents' perception of marketing effectiveness with enrollment was negligible for the sub-constructs customer philosophy, integrated marketing organization, and strategic marketing planning. A negative low association was found between perception of marketing effectiveness--operational efficiency and enrollment. Enrollment was not related to the superintendents' perception of marketing effectiveness.

17. The magnitude of the relationships between superintendents' perception of marketing effectiveness and the sub-constructs customer philosophy and integrated marketing organization with number of feeder schools were low. The relationship between perception of marketing effectiveness--operational efficiency and
number of feeder schools was negative negligible. The coefficient calculated to describe the relationship between marketing effectiveness--customer philosophy with number of feeder schools was found to be statistically significant. It was concluded that as the number of feeder schools increases in the VEPD the perception of superintendents towards marketing effectiveness--customer philosophy becomes less positive.

18. Differences among superintendents' perception of VEPD marketing effectiveness by type of vocational delivery system showed that all delivery methods fell within the undecided range (2.5 to 3.5) on all sub-constructs except single districts and JVSDs which showed means in marketing effectiveness--integrated marketing organization slightly in the agree range. It was concluded that delivery method provided no practical significance in understanding superintendents' perception of their marketing effectiveness.

Discussion of Findings

Ohio’s Future at Work: The Action Plan to Accelerate the Modernization of Vocational Education (State Board of Education, 1990) provided the genesis for marketing of vocational education. Imperative 10 of the action plan requires that each Ohio VEPD develop a written marketing plan. Fiscal year
1994 will be the fourth year of implementation of Ohio's Future at Work and the marketing component.

Studies conducted in the late seventies and early eighties by Phi Delta Kappa, the National Institute of Education, the Nation's Schools Report, and the New York State Department of Education (Kindred et al, 1990) have shown that superintendents have been recognizing the value of public relations and communications skills. Seventy-nine percent of the superintendents in the current study indicated positive or strongly positive perceptions toward their role in the marketing function within their VEPD.

Kotler and Fox (1985) have stated that "some administrators believe that marketing is for profit-making businesses, and that educational institutions should be [above] marketing. They feel that educational values and techniques are direct opposites of the values and techniques of business and that the two worlds cannot and should not be brought together" (p.14). Kotler and Fox (1985) state that "an institution is not likely to develop a strong marketing orientation until its [superintendent] believes in it, understands it, wants it, and wins the support of other high-level administrators for building this function" (p. 30). Findings of the current study suggest that the majority of VEPD superintendents have embraced the idea of marketing vocational education through their positive perceptions of their role in the marketing function.
The current study also shows statistical significance between number of feeder schools and level of positive superintendent perception of their role in the marketing function. Findings in the current research show that superintendents in VEPDs dealing with multiple school districts (feeder schools) increases positive perceptions of their role in the marketing function. Vocational education planning districts (VEPDs) with multiple feeder districts have increased marketing challenges. These challenges include an increased numbers of communities, increased numbers of local school board members, increased enrollments, and increased numbers of vocational program offerings to name a few (Larry Daniels, personal communication, January 28, 1993). Perhaps VEPD superintendents with more feeder schools have recognized the increased challenges and recognize the positive impact marketing can have on reaching the needs of the variety of markets it serves.

Differences in superintendents’ perception of their role in the marketing function by type of delivery system provided data showing that VEPDs under the major city delivery system remain undecided as to their perception of their role in the marketing function. Dr. G. James Pinchak notes that VEPD superintendents in major cities are further removed from vocational education than in any other form of delivery because their administrative structure generally involves vocational directors who provide leadership for all components of vocational education including marketing (personal
communication, January 22, 1993). This could perhaps explain the difference noted in mean scores. Tenure of superintendents in major cities was calculated to show a mean of .85 with years of tenure ranging from a low of .25 to a high of 2. Relative newness to the VEPD might also explain major city perception scores on their role in the marketing function.

Kotler and Fox (1985) posture that "an institution with a marketing orientation concentrates on satisfying the needs of its constituencies. These institutions recognize that efficiency and good programs and services are all means or results of satisfying target markets. Without satisfied target markets, institutions would soon find themselves 'customerless'..." (p. 10). The current study shows that the majority of superintendents are undecided as to their perceptions of how effective their marketing efforts are in regard to the customer philosophy sub-construct. The current study showed statistical significance on two attribute variables--gender and number of feeder schools--with the customer philosophy sub-construct. These findings would suggest that male superintendents with more feeder schools in their VEPD have less positive perceptions toward the customer philosophy sub-construct.

Berry et al. (1991) services-marketing audit process assumes that preparedness is a prerequisite for effectiveness. Their instrumentation developed around characteristics consistent with a comprehensive conceptual framework of the "market orientation" construct developed by Kohli and
Jaworski (1990) includes the following two customer-related categories: new customer marketing and existing customer marketing. Berry et al (1991) feel that an organization without 1. a prime focus on the customer, and 2. without senior managers who interact with customers and employees who serve customers, and 3. without a customer focus pervading the organization will find that organization critically deficient in organizational marketing effectiveness. A concern must be registered in the current research that the customer philosophy sub-construct of marketing effectiveness is not being perceived as being effective by the majority of superintendents under study.

Kotler and Fox (1985) feel that marketing effectiveness of an educational institution is reflected in the degree to which it exhibits the major attributes of a marketing orientation. They report that few educational institutions, when formally reviewed, achieve scores within the superior range (26 to 30 points on a 30-point scale) in each attribute area. Most receive scores in the fair range (11-15), indicating that people in the institution see room for marketing improvement. The scores on each attribute indicate which elements of effective marketing action need the most attention. Findings from the current study show that for three of the four sub-constructs the majority of superintendents were undecided as to their perception of marketing effectiveness. Those three sub-constructs were customer philosophy, strategic marketing planning, and operational efficiency. Although the current
investigation utilized a different marketing effectiveness rating instrument than Kotler and Fox (1985), a similar inference might be made that superintendents are indicating which sub-constructs of effective marketing, according to their perception, may need the most attention.

O'Connor and Trussel (1987), Shields (1989), and Achilles (1989) all feel that vocational education has much to gain from capitalizing on the benefits of a comprehensive marketing approach. Findings from the current research would show VEPD superintendents in favor of using the marketing approach but uncertain of their present organizational marketing effectiveness.

O'Connor and Trussel (1987) feel that regardless of the specific institution the basic marketing approach is the same. It requires an internal marketing effort, a marketing plan, and a fully committed administration. According to the current research findings, only a committed administration is in place in Ohio VEPDs. To find marketing "interwoven into the fabric of the institution" (O'Connor and Trussel, 1987, p. 30), superintendents must effectively borrow, adapt and use marketing techniques first developed by business (National School Public Relations Association, 1987).

**Recommendations**

1. Results of this study must be confined to Ohio VEPD superintendents surveyed during December 1992-January 1993.
Caution must be exercised in reading results involving type of vocational education delivery method as non-response error may exist.

2. Findings of the study show superintendents with positive to strongly positive perceptions of their role in the marketing function. It is recommended that this positive perception base by VEPD superintendents be used to expand the positive perception toward VEPD marketing to other VEPD administrators.

3. Concern must be shared about the general findings that the majority of superintendents are undecided as to their perception of VEPD marketing effectiveness. Inservice education should be provided to VEPDs to assist marketing effectiveness. A clear understanding of how to develop an educational institution with a strong marketing orientation is essential to accomplishing VEPD marketing effectiveness.

4. Through Ohio’s Future at Work the Ohio Department of Education has the foundation to provide leadership across all VEPDs for marketing efforts in vocational education. Technical assistance and high quality planning materials coupled with inservice education will promote and improve effectiveness of the marketing initiative across the state.
Recommendations for Future Research

1. Replication of the current research should be undertaken with two different populations, with those populations being VEPD secondary vocational directors and VEPD marketing network representatives. The marketing network has been in place for two years. The network representative is identified by the VEPD superintendent and is part of the local requirement for marketing efforts found in Ohio’s Future at Work. Correlating findings from the current study with the network findings and vocational directors’ findings would provide a body of knowledge that would help VEPDs understand the marketing concept from the administration-planning perspective versus the network-implementation perspective.

2. Formal marketing audit research for secondary vocational education should be undertaken to determine how secondary vocational education can improve their marketing efforts.

3. Research should be undertaken for secondary vocational education to determine why certain school districts achieve marketing objectives and others do not.
APPENDIX A

QUESTIONNAIRE
A Survey of VEPD Superintendents on the Marketing Function

Directions: The following pages contain statements about your perceptions of your role in the marketing function for your VEPD.

The marketing function for the purposes of this survey is defined in a broad sense to include the following parameters:

- effective, formulated plans, not random actions
- formulation of a benefits package for the target markets sufficiently attractive to influence attendance
- selection of target markets rather than an attempt to be all things to all people
- specific marketing objectives
- designing the institution's offerings based upon needs and desires of the target markets
- utilize and blend a set of tools (the marketing mix--program design, pricing, place of delivery, promotion, and people).

For each statement, show your level of agreement or disagreement with the statement by circling the answer that most nearly represents your perception.

Your responses should be based on the following scale:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

Example:

I believe the marketing function in my VEPD directly relates to my success as a superintendent.

The response of [D] indicates that this individual disagreed with the statement.
Please begin:

<table>
<thead>
<tr>
<th>LEVEL OF AGREEMENT</th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
</tr>
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<td></td>
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</table>

1. Marketing secondary vocational education is a major part of my superintendent responsibilities.  
SD  D  U  A  SA

2. As superintendent, I feel comfortable with my own performance in the realm of marketing secondary vocational education.  
SD  D  U  A  SA

3. In the 1990s, marketing secondary vocational education will be very important.  
SD  D  U  A  SA

4. Before making decisions, I consider the marketing implications.  
SD  D  U  A  SA

5. I think that marketing considerations should be a component of institutional policy-making.  
SD  D  U  A  SA

6. I believe the VEPD is best served when the staff member responsible for the marketing function reports directly to the superintendent.  
SD  D  U  A  SA
LEVEL OF AGREEMENT

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Circle your answer)</td>
<td></td>
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</table>

7. The percentage of time I devote to marketing secondary vocational education is directly related to the marketing objectives identified in the VEPD marketing plan.

8. I frequently meet with the staff member responsible for the marketing function.

9. I believe that the marketing planning process begins by defining the VEPD's mission.

10. I insist that the marketing planning be integrated with other planning processes in this VEPD.

Directions: On the following pages are statements regarding your perceptions about the effectiveness of the marketing function in your vocational education planning district (VEPD).

For each statement, show your level of agreement or disagreement with the statement by circling the answer that most nearly represents your perception.

Your responses should be based on the following scale:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
Please begin:

<p>| | | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>11. Decision-making in this VEPD is influenced strongly by student needs.</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
<td>(Circle your answer)</td>
<td>SD</td>
<td>D</td>
</tr>
<tr>
<td>12. In the process of developing new programs, employer needs are monitored continually.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>13. In this VEPD formal research on student needs is rarely used.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>14. Everyone in the VEPD understands how his/her job influences student satisfaction.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>15. In our VEPD there is little relationship between the new programs that are developed and the genuine needs of perspective students and employers.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>16. Everyone in the VEPD is dedicated to providing high quality student service.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>17. Formal marketing strategies for existing students do not exist.</td>
<td>SD</td>
<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
</tr>
</tbody>
</table>
18. When students have problems or specific needs, they often experience difficulty in reaching appropriate VEPD personnel quickly.

19. Administrators in this VEPD understand why students choose to enroll in vocational programs.

20. This VEPD is engaged in comprehensive marketing planning.

21. Marketing strategy implementation is not given priority in this VEPD.

22. There is a formal method in place which identifies and deals with student dissatisfactions.

23. Administration seeks suggestions from employees to better serve students.

24. In this VEPD, marketing is everyone's responsibility including staff not assigned to the marketing function.

25. Staff members assigned to the marketing function in this VEPD play an important role in formulating marketing strategy.
LEVEL OF AGREEMENT

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Circle your answer)</td>
<td></td>
</tr>
</tbody>
</table>

26. There are not enough staff assigned to the marketing function to "get the job done".
   SD  D  U  A  SA

27. In this VEPD, staff assigned to the marketing function do little to help other employees in this VEPD become effective marketers.
   SD  D  U  A  SA

28. Administration in this VEPD place considerable emphasis on communicating with employees.
   SD  D  U  A  SA

29. In this VEPD, employees who provide excellent service are rewarded for their efforts.
   SD  D  U  A  SA

30. The relationship between administration and staff assigned the marketing function is good.
   SD  D  U  A  SA

31. Administration develops a detailed written, annual marketing plan.
   SD  D  U  A  SA

32. Marketing planning is integrated with other planning processes in the VEPD.
   SD  D  U  A  SA

33. The administration of this VEPD poorly communicates strategic goals to employees.
   SD  D  U  A  SA
### LEVEL OF AGREEMENT

<table>
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<tr>
<th>SD</th>
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<th>SA</th>
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</table>

34. Formal marketing strategies are in place in this VEPD to attract new students.

35. No estimates of annual average growth/decline of potential student enrollment for our programs have been estimated for the next five years.

36. In this VEPD we market our programs to specific "target markets" rather than to one overall market.

37. No periodic review and revision is done to the VEPD marketing plan.

38. Marketing objectives are quantifiable and measurable.

39. Administration does little or no formal marketing planning.

40. Present VEPD programs reflect the desired VEPD image.

41. Location of VEPD program facilities is a deterrent to enrollment.

42. Start-up for new programs is timely.
<table>
<thead>
<tr>
<th>LEVEL OF AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<tr>
<td>Strongly Agree</td>
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</table>

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<tbody>
<tr>
<td>43. Relevant administrators do not have copies of the marketing plan.</td>
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<td>44. Potential students are unaware of the full range of programs available in this VEPD.</td>
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<td>45. Promotion activities emphasize program strengths.</td>
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<td>46. The VEPD's market share (number of students served by vocational education) is appropriate for the available market size (total eligible student population in the VEPD).</td>
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<td>47. Administration in this VEPD keeps abreast of economic, social, or political changes which may affect program offerings.</td>
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<td>48. Image perceptions of the VEPD held by potential students are based on direct experience.</td>
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<td>49. Target markets and objectives for promotion methods have qualitative and quantitative measures of effectiveness.</td>
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<td></td>
<td>Strongly Disagree</td>
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<tr>
<td>50.</td>
<td>The current VEPD marketing plan does not allow for modifications.</td>
<td>SD D U A SA</td>
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<tr>
<td>51.</td>
<td>A clear mission answering the question &quot;What business are we in?&quot; has been developed for this VEPD.</td>
<td>SD D U A SA</td>
<td></td>
<td></td>
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<tr>
<td>52.</td>
<td>Marketing resources are inadequate for the job to be done.</td>
<td>SD D U A SA</td>
<td></td>
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<tr>
<td>53.</td>
<td>Expenses for all marketing activities are planned according to the marketing objectives.</td>
<td>SD D U A SA</td>
<td></td>
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<tr>
<td>54.</td>
<td>All marketing activities are formally evaluated in terms of cost effectiveness.</td>
<td>SD D U A SA</td>
<td></td>
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<tr>
<td>55.</td>
<td>Marketing resources are deployed efficiently.</td>
<td>SD D U A SA</td>
<td></td>
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</tr>
<tr>
<td>56.</td>
<td>Sufficient resources are not devoted to attracting new students.</td>
<td>SD D U A SA</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Demographics

Finally, please complete the following questions about yourself and your VEPD. This information will help us more fully understand marketing and marketing effectiveness of VEPDs in Ohio.

Please record the appropriate response in the space provided below.

1. What is your age? _______

2. What is your gender? (Circle your response)
   1. male
   2. female

3. What is the length of tenure in your present superintendent position?
   ______ years and ______ months

4. How many years have you been an Ohio vocational education planning district (VEPD) superintendent?
   ______ years and ______ months
APPENDIX B

PANEL OF EXPERTS MEMBERSHIP
### PANEL OF EXPERTS MEMBERSHIP

<table>
<thead>
<tr>
<th>Panel Member</th>
<th>Institution</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Dewey A. Adams</td>
<td>The Ohio State University</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td>Dr. R. Kirby Barrick</td>
<td>The Ohio State University</td>
<td>Agricultural Education, Chair</td>
</tr>
<tr>
<td>Dr. Robert Berns</td>
<td>Bowling Green State University</td>
<td>Business Education</td>
</tr>
<tr>
<td>Dr. Joseph Davis</td>
<td>The Ohio State University</td>
<td>Educational Policy and Leadership</td>
</tr>
<tr>
<td>Dr. Gregory S. Miller</td>
<td>Iowa State University</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td>Dr. Patrick O'Connor</td>
<td>Kent State University</td>
<td>Vocational Education</td>
</tr>
<tr>
<td>Dr. G. James Pinchak</td>
<td>Ohio Department of Education</td>
<td>Planning and Administration</td>
</tr>
</tbody>
</table>
APPENDIX C

FIELD TEST AND PILOT TEST ACCEPTING SAMPLES
## Field Test Accepting Sample

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>VEPD</th>
<th>Location</th>
<th>Delivery System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cliff Migal</td>
<td>Associate Superintendent</td>
<td>Great Oaks JVSD</td>
<td>Cincinnati, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Dennis Hales</td>
<td>Assistant Superintendent</td>
<td>Four County JVSD</td>
<td>Archbold, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Ronnie Blair</td>
<td>Assistant Superintendent</td>
<td>Lawrence County JVSD</td>
<td>Chesapeake, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Shelley Gaffga</td>
<td>Assistant Superintendent</td>
<td>Polaris JVSD</td>
<td>Middleburg Heights, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Michael Maiorca</td>
<td>Assistant Superintendent</td>
<td>Buckeye JVSD</td>
<td>Carrollton, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>David Behner</td>
<td>Assistant Superintendent</td>
<td>Canton City</td>
<td>Canton, OH</td>
<td>Major City</td>
</tr>
<tr>
<td>Nancy Bushman</td>
<td>Assistant Superintendent</td>
<td>Parma City</td>
<td>Parma, OH</td>
<td>Compact</td>
</tr>
<tr>
<td>Twila Rowe</td>
<td>Assistant Superintendent</td>
<td>Madison Local</td>
<td>Mansfield, OH</td>
<td>Single District</td>
</tr>
<tr>
<td>Frank Binni</td>
<td>Assistant Superintendent</td>
<td>Lancaster City</td>
<td>Lancaster, OH</td>
<td>Single District</td>
</tr>
<tr>
<td>Michael Del Signore</td>
<td>Assistant Superintendent</td>
<td>Sandusky City</td>
<td>Sandusky, OH</td>
<td>Single District</td>
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</tbody>
</table>
### Pilot Test Accepting Sample

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>VEPD</th>
<th>Location</th>
<th>Delivery System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosemary Kolde</td>
<td>Assistant Superintendent</td>
<td>Great Oaks JVSD</td>
<td>Cincinnati, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Barbara Marshall</td>
<td>Assistant Superintendent</td>
<td>Penta County JVSD</td>
<td>Perrysburg, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Ramon A. Rounds</td>
<td>Assistant Superintendent</td>
<td>Lorain County JVSD</td>
<td>Oberlin, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Sam Martin</td>
<td>Assistant Superintendent</td>
<td>Delaware City</td>
<td>Delaware, OH</td>
<td>JVS</td>
</tr>
<tr>
<td>Wenifort Washington</td>
<td>Assistant Superintendent</td>
<td>Akron City</td>
<td>Akron, OH</td>
<td>Major City</td>
</tr>
<tr>
<td>Willard Cale</td>
<td>Assistant Superintendent</td>
<td>Centerville City</td>
<td>Centerville, OH</td>
<td>Compact</td>
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<tr>
<td>Sherry Lahr</td>
<td>Assistant Superintendent</td>
<td>South-Western City</td>
<td>Grove City, OH</td>
<td>Single District</td>
</tr>
<tr>
<td>Ronald Morvai</td>
<td>Assistant Superintendent</td>
<td>Mansfield City</td>
<td>Mansfield, OH</td>
<td>Single District</td>
</tr>
<tr>
<td>Ronald Morgan</td>
<td>Assistant Superintendent</td>
<td>Ohio Valley Local</td>
<td>West Union, OH</td>
<td>Single District</td>
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</tbody>
</table>
APPENDIX D

CORRESPONDENCE
Dear <Name>,

You have been chosen to participate in a very important study titled "VEPD Superintendents' Perceptions of Their Role in the Marketing Function and Marketing Effectiveness in Their Districts." The study is being sponsored by the Division of Vocational and Career Education of the Ohio Department of Education.

In about five days you will receive a package containing a cover letter, a questionnaire, and a stamped, return-addressed envelope. Participation in the study will only take a few minutes of your time. Thank you in advance for your participation.

Sincerely,

Darrell L. Parks
Director, Vocational and Career Education
Initial Cover Letter

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First Postal Card Reminder

Dear <Name>,

Approximately ten days ago you should have received a mailing concerning a study of marketing secondary vocational education for your VEPD. If you have already completed and returned the questionnaire to us, please accept our sincere thanks. If not, please do so today. It is important that all superintendents chosen to participate respond to the study so that the results will accurately portray the perceptions under investigation.

If by some chance you have not received your mailing or you have misplaced the instruments please call me at 614-466-3430 and I will mail another package to you. Thank you for your cooperation.

Sincerely,

Darrell L. Parks  
Director, Vocational and Career Education
<Date>

Dear <Name>,

About two weeks ago you should have received a mailing regarding your perceptions about marketing secondary vocational education in your VEPD. As of today we have not received your completed questionnaire.

This study has been undertaken to gather information to help the public image of vocational education in Ohio. All selected participants need to participate to accurately portray the perceptions under investigation.

In the event your questionnaire has been misplaced, a replacement questionnaire is enclosed. Please use the enclosed stamped, return-addressed envelope to return your completed questionnaire.

If you have any questions, please call 614-466-3430. Thank you for your participation.

Sincerely,

Darrell L. Parks
Director, Vocational and Career Education
Final Follow-Up Postal Card

Dear <Name>,

Approximately 25 days ago you received a mailing concerning a study of marketing secondary vocational education for your VEPD. If you have already completed and returned the questionnaire to us, please accept our sincere thanks. If not, please do so today. It is important that all superintendents chosen to participate respond to the study so that the results will accurately portray the perceptions under investigation.

If by some chance you have not received your mailing or you have misplaced the instruments please call me at 614-466-3430 and I will mail another package to you. Thank you for your cooperation.

Sincerely,

Darrell L. Parks
Director, Vocational and Career Education
APPENDIX E
TABLE 19
### Table 19

Responses to Individual Items on the Perception Scale (N = 94)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1. Marketing secondary vocational education is a major part of my superintendent responsibilities.</td>
<td>1</td>
<td>1.1</td>
<td>20</td>
<td>21.3</td>
<td>7</td>
</tr>
<tr>
<td>2. As superintendent, I feel comfortable with my own performance in the realm of marketing secondary vocational.</td>
<td>0</td>
<td>0.0</td>
<td>10</td>
<td>10.6</td>
<td>16</td>
</tr>
<tr>
<td>3. In the 1990s marketing secondary vocational education will be very important.</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>4.3</td>
<td>2</td>
</tr>
<tr>
<td>4. Before making decisions, I consider the marketing implications.</td>
<td>1</td>
<td>1.1</td>
<td>4</td>
<td>4.3</td>
<td>4</td>
</tr>
<tr>
<td>5. I think that marketing considerations should be a component of institutional policy-making.</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>6.4</td>
<td>11</td>
</tr>
<tr>
<td>6. I believe the VEPD is best served when the staff member responsible for the marketing function reports directly to the superintendent.</td>
<td>3</td>
<td>3.2</td>
<td>15</td>
<td>16.0</td>
<td>8</td>
</tr>
<tr>
<td>Item</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<tr>
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</tr>
<tr>
<td>7. The percentage of time I devote to marketing secondary vocational</td>
<td>0</td>
<td>21</td>
<td>14</td>
<td>53</td>
<td>6</td>
</tr>
<tr>
<td>education is directly related to the marketing objectives identified in the VEPD marketing plan.</td>
<td>0.0</td>
<td>22.3</td>
<td>14.9</td>
<td>56.4</td>
<td>6.4</td>
</tr>
<tr>
<td>8. I frequently meet with the staff member responsible for the marketing function.</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>56</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>9.6</td>
<td>1.1</td>
<td>59.6</td>
<td>26.6</td>
</tr>
<tr>
<td>9. I believe that the marketing planning process begins by defining the VEPD's mission.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>46</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>1.1</td>
<td>3.2</td>
<td>48.9</td>
<td>46.8</td>
</tr>
<tr>
<td>10. I insist that the marketing planning be integrated with other planning processes in this VEPD.</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>48</td>
<td>37</td>
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<tr>
<td></td>
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<td>3.2</td>
<td>6.4</td>
<td>51.1</td>
<td>39.4</td>
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<tr>
<td>11. Decision-making in this VEPD is influenced strongly by student needs.</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>36</td>
<td>51</td>
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<tr>
<td></td>
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<td>1.1</td>
<td>6.4</td>
<td>38.3</td>
<td>54.3</td>
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<tr>
<td>12. In the process of developing new programs, employer needs are monitored continually.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>51</td>
<td>40</td>
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<tr>
<td></td>
<td>0.0</td>
<td>1.1</td>
<td>2.1</td>
<td>54.3</td>
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</table>
Table 19 (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
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<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>13. In this VEPD formal research on student needs is rarely used.</td>
<td>14 14.9</td>
<td>56 59.6</td>
<td>6 6.4</td>
<td>17 18.1</td>
<td>1 1.1</td>
</tr>
<tr>
<td>14. Everyone in the VEPD understands how his/her job influences student satisfaction.</td>
<td>1 1.1</td>
<td>17 18.1</td>
<td>25 26.6</td>
<td>44 46.8</td>
<td>7 7.4</td>
</tr>
<tr>
<td>15. In our VEPD there is little relationship between the new programs that are developed and the genuine needs of prospective students and employers.</td>
<td>51 54.3</td>
<td>38 40.4</td>
<td>2 2.1</td>
<td>2 2.1</td>
<td>1 1.1</td>
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<tr>
<td>16. Everyone in the VEPD is dedicated to providing high quality student service.</td>
<td>1 1.1</td>
<td>10 10.6</td>
<td>15 16.0</td>
<td>45 47.9</td>
<td>23 24.5</td>
</tr>
<tr>
<td>17. Formal marketing strategies for existing students do not exist.</td>
<td>24 25.5</td>
<td>53 56.4</td>
<td>7 7.4</td>
<td>8 8.5</td>
<td>1 1.1</td>
</tr>
<tr>
<td>18. When students have problems or specific needs, they often experience difficulty in reaching appropriate VEPD personnel quickly.</td>
<td>30 31.9</td>
<td>53 56.4</td>
<td>5 5.3</td>
<td>5 5.3</td>
<td>1 1.1</td>
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</table>
Table 19 (continued)

<table>
<thead>
<tr>
<th>Item</th>
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<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>19. Administrators in this VEPD understand why students choose to</td>
<td>1 1.1</td>
<td>7 7.4</td>
<td>5 5.3</td>
<td>59</td>
<td>62.8</td>
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<tr>
<td>enroll in vocational programs.</td>
<td></td>
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<td>21 22.3</td>
</tr>
<tr>
<td>20. This VEPD is engaged in comprehensive marketing planning.</td>
<td>0 0.0</td>
<td>8 8.5</td>
<td>5 5.3</td>
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<td>59.6</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25 26.6</td>
</tr>
<tr>
<td>21. Marketing strategy implementation is not given priority in this</td>
<td>22 23.4</td>
<td>63 67.0</td>
<td>5 5.3</td>
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<td>VEPD.</td>
<td></td>
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<tr>
<td>22. There is a formal method in place which identifies and deals</td>
<td>0 0.0</td>
<td>10 10.6</td>
<td>11 11.7</td>
<td>64</td>
<td>68.1</td>
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<tr>
<td>with student dissatisfactions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9 9.6</td>
</tr>
<tr>
<td>23. Administration seeks suggestions from employees to better serve</td>
<td>1 1.1</td>
<td>1 1.1</td>
<td>2 2.1</td>
<td>55</td>
<td>58.5</td>
</tr>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35 37.2</td>
</tr>
<tr>
<td>24. In this VEPD, marketing is everyone's responsibility including</td>
<td>0 0.0</td>
<td>3 3.2</td>
<td>1 1.1</td>
<td>51</td>
<td>54.3</td>
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<tr>
<td>staff not assigned to the marketing function.</td>
<td></td>
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<td></td>
<td></td>
<td>39 41.5</td>
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<tr>
<td>25. Staff members assigned to the marketing function in this VEPD</td>
<td>0 0.0</td>
<td>1 1.1</td>
<td>3 3.2</td>
<td>55</td>
<td>58.5</td>
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<tr>
<td>play an important role in formulating marketing strategy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35 37.2</td>
</tr>
<tr>
<td>Item</td>
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<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
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</tr>
<tr>
<td>26. There are not enough staff assigned to the marketing function to &quot;get the job done.&quot;</td>
<td>4 4.3</td>
<td>45 47.9</td>
<td>24 25.5</td>
<td>12 12.8</td>
<td>9 9.6</td>
</tr>
<tr>
<td>27. In this VEPD, staff assigned to the marketing function do little to help other employees in this VEPD become effective marketers.</td>
<td>15 16.0</td>
<td>62 66.0</td>
<td>13 13.8</td>
<td>4 4.3</td>
<td>0 0.0</td>
</tr>
<tr>
<td>28. Administration in this VEPD place considerable emphasis on communicating with employees.</td>
<td>0 0.0</td>
<td>2 2.1</td>
<td>6 6.4</td>
<td>54 57.4</td>
<td>32 34.0</td>
</tr>
<tr>
<td>29. In this VEPD, employees who provide excellent service are rewarded for their efforts.</td>
<td>1 1.1</td>
<td>11 11.7</td>
<td>17 18.1</td>
<td>51 54.3</td>
<td>13 13.8</td>
</tr>
<tr>
<td>30. The relationship between administration and staff assigned the marketing function is good.</td>
<td>0 0.0</td>
<td>0 0.0</td>
<td>6 6.4</td>
<td>55 58.5</td>
<td>33 35.1</td>
</tr>
<tr>
<td>31. Administration develops a detailed written, annual marketing plan.</td>
<td>1 1.1</td>
<td>18 19.1</td>
<td>11 11.7</td>
<td>52 55.3</td>
<td>12 12.8</td>
</tr>
<tr>
<td>Item</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Undecided</td>
<td>Agree</td>
<td>Strongly Agree</td>
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</tr>
<tr>
<td>32. Marketing planning is integrated with other planning processes in the VEPD.</td>
<td>1 1.1</td>
<td>3 3.2</td>
<td>4 4.3</td>
<td>71 75.5</td>
<td>15 16.0</td>
</tr>
<tr>
<td>33. The administration of this VEPD poorly communicates strategic goals to employees.</td>
<td>18 19.1</td>
<td>62 66.0</td>
<td>9 9.6</td>
<td>5 5.3</td>
<td>0 0.0</td>
</tr>
<tr>
<td>34. Formal marketing strategies are in place in this VEPD to attract new students.</td>
<td>0 0.0</td>
<td>6 6.4</td>
<td>1 1.1</td>
<td>57 60.6</td>
<td>30 31.9</td>
</tr>
<tr>
<td>35. No estimates of annual average growth/decline of potential student enrollment for our programs have been estimated for the next five years.</td>
<td>20 21.3</td>
<td>54 57.4</td>
<td>11 11.7</td>
<td>7 7.4</td>
<td>0 0.0</td>
</tr>
<tr>
<td>36. In this VEPD we market our programs to specific &quot;target markets&quot; rather than to one overall market.</td>
<td>0 0.0</td>
<td>35 37.2</td>
<td>11 11.7</td>
<td>46 48.9</td>
<td>1 1.1</td>
</tr>
<tr>
<td>37. No periodic review and revision is done to the VEPD marketing plan.</td>
<td>18 19.1</td>
<td>62 66.0</td>
<td>7 7.4</td>
<td>7 7.4</td>
<td>0 0.0</td>
</tr>
</tbody>
</table>
Table 19 (continued)

<table>
<thead>
<tr>
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<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Marketing objectives are quantifiable and measurable.</td>
<td>0 0.0</td>
<td>15 16.0</td>
<td>25 26.6</td>
<td>47 50.0</td>
<td>7 7.4</td>
</tr>
<tr>
<td>39. Administration does little or no formal marketing planning.</td>
<td>25 26.6</td>
<td>58 61.7</td>
<td>6 6.4</td>
<td>4 4.3</td>
<td>1 1.1</td>
</tr>
<tr>
<td>40. Present VEPD programs reflect the desired VEPD image.</td>
<td>2 2.1</td>
<td>15 16.0</td>
<td>14 14.9</td>
<td>57 60.6</td>
<td>6 6.4</td>
</tr>
<tr>
<td>41. Location of VEPD program facilities is a deterrent to enrollment.</td>
<td>22 23.4</td>
<td>43 45.7</td>
<td>11 11.7</td>
<td>16 17.0</td>
<td>2 2.1</td>
</tr>
<tr>
<td>42. Start-up for new programs is timely.</td>
<td>2 2.1</td>
<td>5 5.3</td>
<td>9 9.6</td>
<td>65 69.1</td>
<td>13 13.8</td>
</tr>
<tr>
<td>43. Relevant administrators do not have copies of the marketing plan.</td>
<td>18 19.1</td>
<td>55 58.5</td>
<td>7 7.4</td>
<td>14 14.9</td>
<td>0 0.0</td>
</tr>
<tr>
<td>44. Potential students are unaware of the full range of programs available in this VEPD.</td>
<td>21 22.3</td>
<td>47 50.0</td>
<td>7 7.4</td>
<td>17 18.1</td>
<td>2 2.1</td>
</tr>
<tr>
<td>45. Promotion activities emphasize program strengths.</td>
<td>3 3.2</td>
<td>1 1.1</td>
<td>2 2.1</td>
<td>69 73.4</td>
<td>22 23.4</td>
</tr>
</tbody>
</table>
46. The VEPD's market share (number of students served by vocational education) is appropriate for the available market size (total eligible student population in the VEPD).

47. Administration in this VEPD keeps abreast of economic, social, or political changes which may affect program offerings.

48. Image perceptions of the VEPD held by potential students are based on direct experience.

49. Target markets and objectives for promotional methods have qualitative and quantitative measures of effectiveness.

50. The current VEPD marketing plan does not allow for modifications.
<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree f</th>
<th>Disagree f</th>
<th>Undecided f</th>
<th>Agree f</th>
<th>Strongly Agree f</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. A clear mission answering the question &quot;What business are we in?&quot; has been develop for this VEPD?</td>
<td>0</td>
<td>8</td>
<td>15</td>
<td>51</td>
<td>20</td>
</tr>
<tr>
<td>52. Marketing resources are inadequate for the job to be done.</td>
<td>4</td>
<td>46</td>
<td>11</td>
<td>22</td>
<td>11</td>
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<tr>
<td>53. Expenses for all marketing activities are planned according to the marketing objectives.</td>
<td>2</td>
<td>14</td>
<td>16</td>
<td>58</td>
<td>4</td>
</tr>
<tr>
<td>54. All marketing activities are formally evaluated in terms of cost effectiveness.</td>
<td>2</td>
<td>18</td>
<td>19</td>
<td>48</td>
<td>7</td>
</tr>
<tr>
<td>55. Marketing resources are deployed efficiently.</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>69</td>
<td>7</td>
</tr>
<tr>
<td>56. Sufficient resources are not devoted to attracting new students.</td>
<td>9</td>
<td>54</td>
<td>13</td>
<td>16</td>
<td>2</td>
</tr>
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</table>
LIST OF REFERENCES


