

A Study of Internal Factors Contributing to Marketing of Management Education in India

¹Harish B. Bapat

ABSTRACT--*The present paper investigates in to the details of internal factors affecting the marketing of education. The paper plans to underline the fundamental attributes required for educational market and their manner in which they occur to the Market (target Audiences). To study the role of marketing initiatives in the domain of educational institutes is very crucial and contemporary. We could make out a differentiation between the external marketing and the intrinsically engaged marketing initiatives, on the bases of the service marketing standards, that are conventional yet moderately new in the education field. The results of the present investigation lead to the factors that influence (In relative order of significance) the decision of choosing the professional education institutes by students and their parents. The study also focuses on the investigation of the components which guardians from selected region consider significant when choosing the mentioned educational institutes.*

Keywords-- *Intrinsic Marketing, Organization, Service, Quality, Professional Education.*

I. INTRODUCTION

A nation's long-term developmental goals are to be achieved through Education. Business analysts once contended that the reason for education was to create equipped HR all together for a nation to create (Mok et al., 2009; Kotler, 2006; Eunec Conference, 2003; Tan, 1998). India is a fast-changing nation wherein comprehensive, excellent education is of most significance for its future development. The nation is presently in a young stage. It has the biggest youth populace on the planet—a genuine armed force of 600 million youngsters. According to a report 'Reviving Higher Education in India' (Shamika Ravi, Neelanjana Gupta, and Puneeth Nagaraj; 2019), The Indian economy is opening up its horizons as it continues to integrate with the world economy. There are right now around 1.29 billion individuals in India, making it the second most crowded country on earth. The number of inhabitants in the nation is anticipated to develop to around 1.69 billion individuals by 2050. Over half of India's population is under 25; by 2030 around 140 million individuals will be in the advanced education age. Just 25% of the higher education age segment took admissions in higher education institutes in India starting at 2013, in contrast with the UK or France where the number is around 60% or Brazil, another BRICS nation, where the rate was around 36% in 2009.

India has an exceptional level of poverty, with 69% of the populace living on £2 per day. At present the Indian white-collar class makes up 5% of the populace, in any case, it's anticipated that this will develop quickly in the following two decades. Colleges in India will in general can be categorized as one of four classifications: focal colleges, state colleges, regarded colleges and private colleges. Likewise, one can discover foundations assigned as Institutes of National Importance. As a result of the nation's enormous interest for education, the

¹Professor & Dean, Medi-Caps University, Rau, Indore, M.P.(India), 453331, prof.harishbapat@gmail.com

quantity of private and revenue driven private universities has heightened as of late, however the nature of training they offer fluctuates broadly and has reliably been raised doubt about.

The of higher education in India has delivered an alarming assessment – that just around 30% of Indian alumni are at present thought about employable (at an alumni level). One of the objectives declared by India a month ago is to make 20 'world-class' colleges in the nation.

1.1 The Future of Management Education

In a study it is contended that, next to China and United States India has the third largest higher education system in the world in terms of size and its diversity and largest in the world in terms of number of educational institutions (Sharma S, Sharma Sharma Purnendu;2015). The future of Management Education will be shaped with the technology. Artificial Intelligence, Machine learning, Augmented Reality, Virtual Reality, quicker broadband, internet and Mobile Apps are going to have an effect on the destiny of management training. During the 1980s, researchers contended that the reason for education was to prepare people to become equipped for adding to the monetary and social development of a nation that would eventually give a reasonable national development just as taking care of the necessities of mankind. In any case, one question is rarely officially replied: what is the item of instruction? Casual agreement acknowledges that information is the result of education, despite the fact that an all-inclusive meaning of information doesn't exist (Eunec Meeting, 2003). The digitalization of enterprise is another thing. The machines will take over a variety of basic managerial functions. The future of management education must be primarily based on dynamic competencies of a B- School and the same goes for the employer also. The concept described by David Teece, Gary Pisano, and Amy Sheen, as “the firm's ability to integrate, build, and reconfigure internal and external competencies to address rapidly changing environments”. Peter Lorange, Jagdish Sheth and Howard Thomas (2013) in a piece of writing in the book ‘The Business School in the Twenty-First Century’ (2013) suggested to use this idea to B-Schools. They write “If business schools are to be persuaded to embrace the strategic management concept of dynamic capabilities two perspectives are involved: Such capabilities may include expertise in the areas of leadership, strategy, innovation, people management and delivery/customer service.” These represent special skills, organizational systems, routines and so on. An assessment of the maximum relevant, appropriate and beneficial competencies and features that management educators have to develop in their students. These constitute an organization's capability to deploy assets.

1.2 Typical differences between traditional marketing and educational marketing

There are sure predominant differences among the traditional and educational marketing. The first one refers to the reality that college, as an institution that gives services is different from a business organization that offers items. So, exceptional forms of merchandise are to be advertised. Secondly, the purchase of the academic offerings' purchaser is not tangible. As they're no longer bodily products, the academic offerings are exclusively analyzed through the influence they make at the capability patron. These services can't be attempted or previewed. The third difference states the fact that the instructional services may additionally rely upon the interaction people have with the tangibles and the people at the line of visibility

The fourth difference consists of the fact that it's very hard to examine the best of comparable instructional services. The comparative analyses are implicitly subjective. The fifth difference states a simple fact: The client can't return the educational product as soon as it became selected and consumed. The instructional services mean a blind task based on external analyses.

The final distinction refers back to the impossibility of repeated consumption of an educational service, as one may additionally do with any other service product such as travel and hospitality.

II. REVIEW OF LITERATURE

2.1 General reviews: On marketing of services A study by Parasuram A, Zelthaml V.A. and Berry L.L (1990), reveals that, over two-third of the customer dissatisfaction is because of perceived indifference to their problem or concerns on the part of service providers. Cristopher and Ballntyne (1991) reported that it is the relationship marketing that brings quality, customer service and marketing. Brown and Swartz (1989) reported that the consistent delivery of superior service is the key to the service provider to position themselves more effectively. Parasuraman, Zithmal and Berry (1988) provide a terse definition of service quality. They defined service quality as a "global judgment, or attitude, relating to the superiority of the service", and explicated it as involving evaluation of the outcome (i.e. what the customer actually receives from the service) and process of the service act (i.e. the manner in which service is delivered). Bapat, Harish et al (2014) in their study on based on SERVQRAL dimension. "A Comparative Study of Service Quality of Selected Indian Banks" revealed that few organizations have strong performances in some dimensions and they became their USP. In line with the propositions put forward by Gronroos (1982), Parasuraman, Zithmal and Berry (1985, 1988) posited and operationalized service quality as a difference between consumer expectations of „what they want“ and their perceptions of “what they get”.

2.2 Committed Studies The gap between expected and observed service is described as a disconfirmation (Oliver, 1980) or service quality gap (Parasuraman et al., 1985). Parasuraman et al. (1988) offered a Service quality instrument, the SERVQUAL as a broadly applicable measure of service Quality expectations and observed quality. Although there is not much work done in this field but the footsteps of the few experts in marketing and education are still traceable.

It is accepted that educational institutions have many customers: students, staff, faculty, alumni, donors, and others. A drop in student retention without a compensating enrollment increase impacts all the above customers. Hence, the need to manage the college retention process from student entrance to graduation has become increasingly important (Seymour, 1993). Research consistently demonstrates that it costs more to attract a new customer than it does to retain one (Gemme, 1997), which makes customer retention a crucial factor for the success of every business. Due to the economics of retention (Reichheld, 1996) and to insulate the organization from competition (Anderson and Sullivan, 1993), colleges, universities and businesses need to emphasize extending the duration of the relationship with the end users Not many models are to be discovered where state arrangement is accessible for the management control of promoting and notice (Coulson, 2003).Measuring the quality of education services is complex (Joseph, 1998). Motwani, Kumar and Zubair (1996) have suggested the use of Quality Functional Deployment (QFD) as an aid to the planning undertaken within education institutions.

QFD method focuses on the needs of the student/consumer and is best delivered by a 'cross-functional' team. For example, marketing, enrollments, teaching and learning (academic faculty) and student services (e.g., parking, accommodation) all need to collaborate to ensure that the student's needs are met at each point of contact.

Shoemacher (1997) advocated the application of business practices to higher education, suggesting that the use of marketing concepts is essential to survival of private institutions. Tinto (1993) found that faculty actions within the traditionally defined classroom combine with faculty actions outside the classroom to provide a foundation by which the individual judges the quality of the institution. Such actions also contribute to student persistence at the institution. In the view of Kotler and Fox (1995), the educational marketing represents the analysis, planning, implementation and control of certain programs aiming to ensure the voluntary exchange of values on the targeted market in order to reach the institutional objectives. The marketing involves the design and management of educational institution so that the needs and expectations of the target group will be met as well as the use of effective means for the valorization, communication and distribution of educational products and services for serving, motivating and informing the community.

III. RATIONALE

This paper presents investigation of the ideas of internal factors contributing to the marketing of services and specifically the education product. The paper expects to underline the fundamental on-screen characters required for an educational institute to offer to the potential customers. we present a piece of study and an examination on the elements that lead to choices in picking the management institutes, in their overall reference of significance. The exploration investigates the components which are typical to the Undergraduate, post graduate and Doctoral studies in Management, which are specific to the Indian context but may be perceived around the world. The exploration demonstrates that variables, for example, job placements and disciplined environment makes a lot of difference as against the infrastructure and location of the B-School. We will display the most pertinent factors contributing to marketing of management education that lead to the illustrating of a solid and appealing picture for the institutes. the present work will outline the importance of a correct definition of institute's mission and vision, which are essential elements in brand image and a decision factor for a potential customer.

IV. EXPERIMENTAL, MATERIALS AND METHODS

4.1 Research Methodology

The research hypotheses aim at the analysis of the criteria to choose a business management institute. The Present study depicts the position of any institute as an education destination in to the minds of the target audience. This is an effort to capture the relative perceptions of the respondents regarding UG, PG and Doctoral study with other preferred destinations of the vicinity. This research is demonstrating not only about the tentative perceptual mapping of the public in general but also brings forth some interesting findings. The researchers have kept in mind the variables to be itemized and then designed an instrument. The respondents had freedom for anonymity and not to respond any/all questions. It was also assured to them that the survey is being conducted for the sake of research and no other intention is there. There was a combination of open and closed ended questions. The findings and recommendations are based on the collected data and its interpretation.

4.1 Demographics of the respondents

The respondents were the members of the public including alumni, parents, industry people, ex-employees etc. We have taken a sample size of 400 respondents. Most of the respondents (147) are from service class followed by Business persons (128). All income levels of the respondents are taken in to consideration and more than 300 respondents were either undergraduates or post graduates. 43 respondents were students and 45 respondents belong to Home maker category. The respondents had a balanced demographic representation. They were asked about their preferred criterion for choosing a B-School for UG, PG and Doctoral studies in Management.

Table 4.1: Criteria for comparison between UG, PG and Doctoral studies in Management.

Rank	Undergraduate Criteria	Post Graduate Criteria	Ph.D. Criteria
1	FACPER	FACPER	GUIDE
2	INFRLOC	JOBPL (Campus)	ELIB
3	DISENV	DISENV	REPRO

4.2 Expected Parameters

The item 9 of the instrument was for capturing the responses regarding top universities/Institutes traits. It has been clear from the responses that people perceive the 'Quality of teaching' FACPER as the most dominating trait for judging any University/ institute as top ranked which is followed by Placements JOBPL, Disciplined Environment DISENV, lab, library and internship facilities ISHIP respectively. It is worth noting that the infrastructure is the 5th ranked parameter as perceived by the respondents. The lowest rank is given to the research, projects REPRO and canteen facilities HOSCAN the reason of this may be because the layman least understands about their importance. Although, we have given substantial weightage to this aspect.

The third major parameter which we can figure out is the disciplined environment (DISENV). As a parent/guardian they look for this trait while making the choice of the education institute/University for their ward. The sports and cultural activities SPCULT (Combined) are also significant in the view of the respondents as they have rated it second to the infrastructure. The results collected are presented below as a combined image of the hierarchy of respondents' options:

1. Availability of Quality of Instructions (Teaching) 71.75%: FACPER
2. Job Placements (Campus) 61%: JOBPL
3. Disciplined Environment 44%: DISENV
4. Library & E learning resources 42.5%: ELIB
5. Infrastructure & Location 34%: INFRLOC
6. Sports and cultural activities 29.5%: SPCULT
7. Internship Facilities 27.75%: ISHIP
8. Research & Projects 21.75%: REPRO
9. Hostel & Canteen Facilities 19.75%: HOSCAN

10. Availability of Domain Supervisor 7% (Doctoral Students): GUIDE

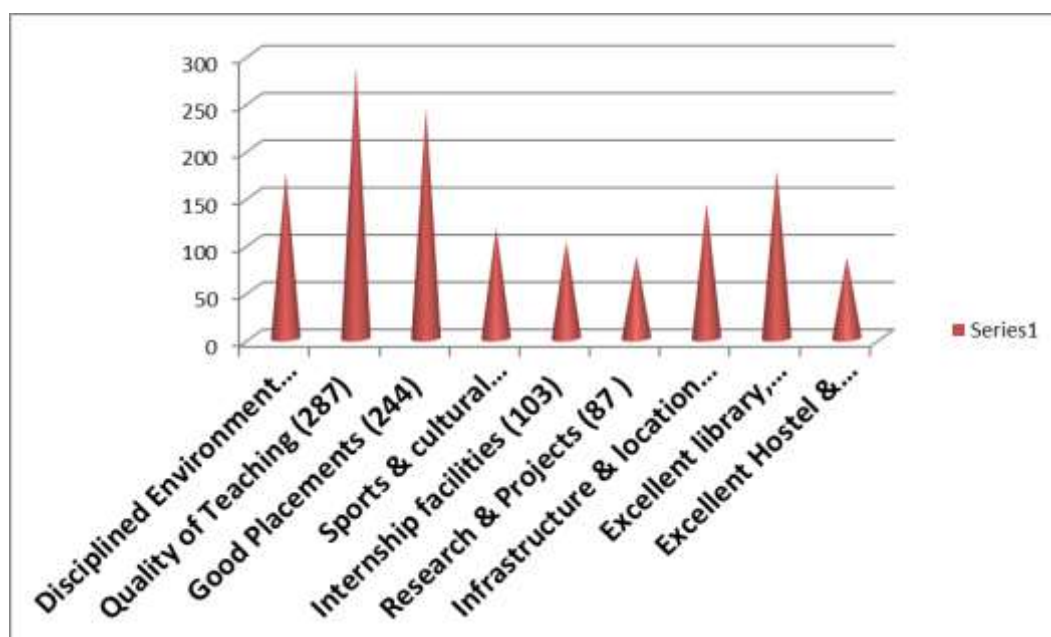


Figure 4.1: Decision making factors in Management School selection.

The most relevant factors we found between the two hierarchies of undergraduate and Post Graduate programs refers to the quality of Instructions FACPER and Job Placements JOBPL closely followed by disciplined environment DISENV and infrastructure and school location INFRLOC, while for the doctoral studies most important factors are availability of domain supervisor GUIDE and Library and e Learning resources ELIB.

The correlational analyses show that the quality of Instructions and Job Placements correlate with disciplined environment and Infrastructure. We consider this situation as specific to any professional educational system where the prestigious B-Schools usually give emphasis on quality of Instructions and Job Placements which results in to getting a greater number of admissions.

School location correlates with Risk Factors, in the sense that parents prefer to select the school that is closer to home in order to avoid the school specific risks.

Table 4.2: Correlation between peers of variables

Correlation coefficient		FACPER JOBPL	DISENV INFRLOC
First pair of variables	Pearson correlation coefficient	0.472	

	Sig.	0.01	
	No of subjects	383	
		ELIB	REPRO
Second pair of variables	Pearson correlation coefficient	0.424	
	Sig.	0.01	
	No of subjects	383	

We used the option “Bivariate Correlation” of SPSS, in order to calculate the correlation coefficient Pearson. The value of correlation coefficient we obtained is (+) 0.472, and (+) 0.424, indicating a positive correlation between the two sets of variables. In other words, the positive correlation between the scores demonstrates the fact that variables are selected in tandem by respondents. The majority of respondents placed in the top of their preferences the Quality of Instructions FACPER and Job Placements JOBPL and they placed, in the same top of preference disciplined environment DISENV and infrastructure and school location INFRLOC. Situation is the same in case of variable Library & E learning resources ELIB, we identifying a positive correlation with Research & Projects REPRO.

V. RESULT AND DISCUSSION

As a result of the study, we may state the following:

1. There are differences between the Institute selection criteria at different levels of selection: Undergraduate studies, Post graduate studies and Doctoral studies. These differences are rather related with the specific of each school and with the concrete actions of internal marketing school undertake.
2. Specific correlations for the management educational system may be identified, as the correlation between Availability of Quality of Instructions (Teaching), Job Placements and Disciplined Environment, Infrastructure & Location, and also between option for a Library & E learning resources and Research and Project Facilities.
3. A tendency of inclusion of criteria amongst Doctoral Studies is quite different as per their specific requirements. The availability of domain specialists is predominant over the quality of instructions and job placements as compared to the Post graduate studies. The campus job placement is not an option exercised by the Undergraduate studies as one of their selection criteria which are ranked amongst top order.
4. The main limit of the study is the fact that it had as a definitory assumption the fact that the internal Marketing (and Interactive) are the major contributors to the selection criterion. The study has been conducted in a limited geographical area which is presumed to have representation of India.

REFERENCE

1. AMA. (1985), AMA Board Approves New Marketing Definition, Marketing News, March 1985, p.1.
AMA. (1998). The American Marketing Association Releases New Definition for Marketing. Chicago: AMA On-line Archive.
2. Oliver, B., &Jorre de St Jorre, T. (2018). Graduate attributes for 2020 and beyond: recommendations for Australian higher education providers. *Journal ofHigher Education Research & Development*, 37(4), 821–836.
3. Bonner, Ch. Caro, J. (2012). What Makes a Good School? Kensington, Australia: University of New South Wales Press,
4. Kotler, Ph. Fox, K. (1995). Strategic Marketing for Educational Institutions (2nd Edition). New Jersey: Prentice Hall.
5. Durkin, M., McKenna, S. and Cummins, D. (2012), "Emotional connections in higher education marketing", *International Journal of Educational Management*, Vol. 26 No. 2, pp. 153-161.
6. Gotzamani, K.D. (2004) 'A thorough analysis of ISO 9000 contribution to small and medium size enterprises: a comparison with large enterprises', *International Journal of Management Practice*, Vol. 1, pp.41–56.
7. Mazzarol, T. (1998). Critical success factors for international education marketing. *International Journal of Educational Management*, Vol. 12 Iss: 4, pp.163 – 175.
8. Mittal, R., Meena, B.L. and Mittal, M.L. (2002)'ISO 9000 standards in Indian industries', *Indian Journal of Quality Management*, Vol. 2, 33–37.
9. Newman, St., Jahdi, Kh. (2009). Marketisation of education: marketing, rhetoric and reality. *Journal of Further and Higher education*. Vol. 33, No. 1, February 2009, 1 – 11.
10. Teelken, Ch. (1999). Market Mechanisms in Education: School choice in The Netherlands, England and Scotland in a comparative perspective. *Comparative Education Journal*, Volume 35(3),9-13
11. Oplatka, Izhar and Hemsley-Brown, Jane (2020) A systematic and updated review of the literature on higher education marketing 2005-2019: Handbook of Operations Research and Management Science in Higher Education. International Series in Operations Research and Management Science. Springer, pp. 23-34
12. Parasuraman, A., Zeithaml, V. A., Berry, L. L., 1985. A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49 (4), 41-50.
13. Pimpa, N., 2003. The influence of family on Thai students' choice of international education. *The International Journal of Educational Management* 17 (4/5), 211-219.
14. Pokarier, C., Ridings, S., (1998). Slow learners: Australian universities in the international market. *Policy* 14 (2), 9-14.
15. Porter, M. E., (1985). Competitive Advantage: Creating and Sustaining Superior Performance, Free Press, New York.
16. Samiksha R., Gupta N., & Nagraj P, (2019). A Report on 'Reviving Higher Education in India'.