

PERCEPTIVENESS OF STUDENTS/PARENTS-MARKETING OF EDUCATIONAL SERVICE

Sonali Khatua

Abstract

India being the second largest educational system in the world next to China and USA in student enrolment procedures. The nature and standard of education is always different whether one is a student of government school or schools funded by private.

Marketing, according to Kotler, is "the science and art of exploring, creating and delivering value to satisfy the needs of a target market at a profit".

Marketing is a process of inventing a demand and the way of pursuing existing as well as efficient customers. Education has achieved attractive marketing potential .Once upon a time marketing of educational services was a neglected area but now it has been activated once again.

This paper attempts to identify the strategies to be implemented by educational institutions in marketing their ideas

Introduction

Education came into existence in pre-history, as adults imparted skills to expertise the young in the society. Formal Education occurs in a structured environment whose explicit purpose is teaching students. With the expansion of globalization and privatization, the education system is overloaded with private institutions which include international and world schools imparting luxurious ambience and extraordinary benefits to students. Since pre-historic times, education is being transmitted from one generation to other.

Education being a purely service sector, has been characterised by in tangibility, heterogeneity, inseparability and perishability .Education can fulfil the need for learning, acquiring knowledge and skills to expertise in a particular domain.

The need for marketing of educational sector has been felt because there is always demand greater than supply. Education is a facility which accelerated the consumer market. Marketing of educational bodies is possible by brand development and creation by fulfilment of students' needs.

The need to evolve a marketing approach in higher education system is necessitated due to change in perception of higher education system in knowledge economy. The students and parents are willing to spend more to acquire knowledge if it can help them in fetching a commensurate award.

Key Definitions

1. Attitudes:

- An organism state of readiness to respond in a characteristic way to a stimulus(Merriam Webster)
- It is a mental position or emotional feelings about products, services, ideas, issues and institutions.
- A complex mental state involving beliefs and feelings and values and dispositions to act in certain ways.(Collins English Dictionary)

2. Education:

The modification of the attitude and behaviour through learning systems.

3. Perception:

Perception is an intellectual process of transforming sensory stimuli to meaningful information .It is the process of interpreting something that we see or hear in our mind and we use it later to judge and give a verdict on a situation, person, group etc.

In the context of education, the customer only buys access to education, or derives the learning benefit from the services provided (Bado and Nyangau, 2012)

Most of the hubs in education focus on students rather than market. They feel themselves as makers of educational programs which lacks market orientation.

Marketing of education services:

Marketing of educational services is speeding up through existing and upcoming private bodies which is changing the attitude of people, parents towards education. The education service can be described as a high contact, consumer and people based service (Gibbs and Maringe,2008).

Unconventional and new programmes of varied disciplines are coming up, therefore marketers can facilitate to ignore these areas. Educational marketers are required to ensure that educational services are effectively availed to meet the diversified need of customers.

Purpose of the paper

- Study schooling pattern in Odisha.
- To analyse the perception of the students and parents about excellent schools.

Scope of the study

- The study is confined to understand the perceptions of respondents about the various types of schools in Balasore district in the state of Odisha.

Period of study

The time taken for collection of primary data is approximately five months i.e. from November 2017 to April 2017.

Methodology

The details of methodology used are :

- Source of Data Collection:

Primary and Secondary sources are used for collecting data for study.

1. Primary Data: Primary Data is collected from the students and parents in form of a questionnaire.
 2. Secondary Data: Secondary Data sources include publications by Government of India, Government of Odisha, other related journals, organizations and articles.
- Sample Selection

Based on krejcie morgan model (with certainty of 95%), the sample size taken here is 250.

Tools for Analysis

Simple mathematical tools like Ratio, Averages and percentages are used for analysis.

Limitations of the study

- The excellency and supremacy of the schools varies which results in change of perception.
- The parents/students were not selected randomly for sampling.
- The scope of paper is confined to the district of Balasore (Odisha).

Literature Review

The previous research work will definitely assist a researcher to present the report very clearly with useful derivations on the topic. In-fact, a brief history of the previous reports, surveys and articles in the same domain helps as support for the present study.

[1] studies about the scenario of the present education system.[2]studies about financial aspects in education, correlation between education and socioeconomic status.[3]examines parental influence on students' educational choices, emphasizes on vocational behaviour[4]reports articles of yesteryears related to remedial and special education[5]focuses on behavioural sciences[6]analyses on the perception of students and market penetration program sustainability is generally lower in correspondence courses.[7]reports on the quality of educational services and satisfaction of students to rebuild the sense of community ownership of schools.

Research Gap

The above review of literature figures out research that has been made on schooling system. It would be appropriate to take correct measures like implementing schemes to improve overall standards, proper coordination so as to achieve a better result, review and feedback systems and reforms in curriculum to address the gap.

History of the Indian Education system

An inter-mutual learning framework has always been a yardstick in India. As believed the education in ancient India was given by the sages to the students and scholars that were being

passed from generation to generation. With the passage of time, the education was provided in temples and community centres.

Later ,the Gurukuls came into existence which were considered as the most effective system of education at that period of time. This system of education imparts students the knowledge of subjects such as literature, history, philosophy, warfare, statecraft, medicine and many more.

The first university of the world was established in 700 B.C was Takshila Nalanda University. After India's Independence, The Educational Policy and Planning was framed by the central government with the help of Ministry of Human Resource Department's Department of Education.

Education in India

The Educational Policy is prepared by the Central Government and State Government at national and state levels respectively.

National Policy on Education

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

The recent developments in the National Education Policy include:

- Sarva Shiksha Abhiyan (SSA)/Right to Education (RTE)
- National Programme for Education of Girls at Elementary Level (NPEGEL)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for development of secondary education,launched in 2009.
- Inclusive Education for the Disabled at Secondary Stage (IEDSS IEDSS)
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA) for development of higher education, launched in 2013.

In India, there are multiple ways and methods of imparting primary education. There are different curriculums, methods of teaching, authorities to oversee the functioning of the

organizations (schools or educational institutions) and different evaluation methods. The Government of India is putting efforts to stream line the education system, including the primary education system.

Educational Boards

➤ National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) is an autonomous organisation of the Government of India that was established on 1 September 1961 as a literary, scientific and charitable Society under the Societies' Registration Act (Act XXI of 1860). Its headquarters are located at Sri Aurobindo Marg in New Delhi. Dr. Hrushikesh Senapathy is director of the council since September 2015.

➤ State Government Boards of Education

Most of the state governments have at least one "State board of secondary school education". However, some states like Andhra Pradesh have more than one. Also the union territories do not have a board. Chandigarh, Dadra and Nagar Haveli, Daman and Diu, and Lakshadweep and Puducherry share the services with a larger state. The boards set curriculum from Grades 1 to 12 and the curriculum varies from state to state and has more local appeal with examinations conducted in regional languages in addition to English - often considered less rigorous than central curriculums such as CBSE or ICSE/ISC. Most of these conduct exams at 10th and 12th level, and some even conduct board level exams at 5th, 6th and 8th level.

➤ Central Board of Secondary Education (CBSE)

The CBSE sets curriculum from Grades 1 to 12 and conducts examinations at the 10th and 12th standards that are called board exams. Students studying the CBSE Curriculum take the All India Secondary School Examination (AISSE) at the end of grade 10 and All India Senior School Certificate Examination (AISSCE) at the end of grade 12. Examinations are offered in Hindi and English.

➤ Council for the Indian School Certificate Examinations (CISCE)

CISCE sets curriculum from Grades 1 to 12 and conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/Grade 10); The Indian School Certificate (ISC - Class/Grade 12) and the Certificate in Vocational Education (CVE -

Class/Grade 12). CISCE English level has been compared to UK's A-Levels; this board offers more choices of subjects. CBSE exams at grade 10 and 12 have often been compared with CICSE and ISC examinations. CICSE is generally considered to be more rigorous than the CBSE AISSE (grade 10) but the CBSE AISSCE and ISC examinations are almost on par with each other in most subjects with ISC including a slightly more rigorous English examination than the CBSE 12th grade examination. The CBSE and ISC are recognized internationally and most universities abroad accept the final results of CBSE and ISC exams for admissions purposes and as proof of completion of secondary school.

- **International schools:** It provides education in an international environment by following a curriculum that differs from that country's school of residence. Curriculum such as The International Baccalaureate, Cambridge Senior Secondary Examination systems or under their home nation's school boards (such as run by foreign embassies or the expat communities) is adopted.
- **Special education:** A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 which provides an environment for focusing on primary education.

Levels of Schooling

Pre-Primary Education:-

- Pre nursery /Play group
- Nursery
- LKG
- UKG

Primary Education:-

It is commonly referred to as an elementary education to children between 6 to 14 years old.

Secondary Education:-

The secondary education consists of children aged 12 to 18 years old.

Types of Schools

- Government aided Private Schools: Largest system of aided schools is run by DAV college management committee.
- Private Schools (unaided): Not funded by central or state government.
- International Schools: Schools imparting international education environment.
- Navodaya Schools: Schools run by the Navodaya Vidyalaya Samiti, New Delhi ,an autonomous body under Department of School Education and Literacy, Ministry of Human Resource Department, Government of India.
- Kendriya Vidyalaya Schools: Schools run by the Central Government of India under MHRD.
- Sainik Schools: System of schools established and managed by the Sainik school society under Ministry of Defence.

Outstanding Schools-Perception of Parents

- School: A school is an institution designed to provide learning spaces and learning environments for the directions of teachers.
- Parent: A parent is a caregiver of the offspring in their own species.
- Student: A student is a learner or someone who attends an educational institution.

There are different gaps in the educational services imparted by educational institutions:

- Educational Institution don't know the expectation of the students.
- Educational Institutions are not delivering service standards as required to deliver.
- They are not matching performance they are supposed to and promises communicated to students.
- There are a lot of differences between expectations of students and their perceptions.
- Perceptions of parents and students towards outstanding school

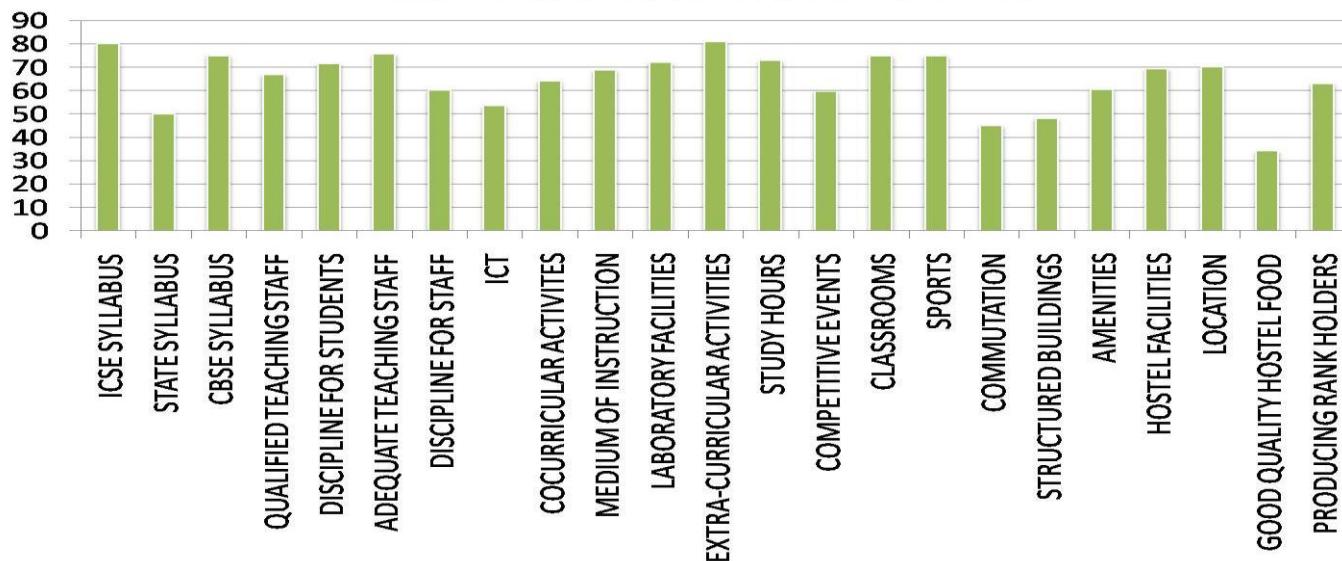
Table 1: Perception of Respondents towards Outstanding Schools

Sl.No		SD	D	N	A	SA	DON'T KNOW/ CAN'T SAY
1	Excellent School- ICSE Syllabus	5	15	20	75	125	10

2	Excellent School- STATE Syllabus	9	42	50	85	41	23
3	Excellent School- CBSE Syllabus	3	5	49	91	96	6
4	Excellent School-Qualified Teaching Staff	9	18	45	110	57	11
5	Excellent School-Discipline for Students	6	14	40	82	97	100
6	Excellent School-Adequate Teaching Staff	4	29	26	98	91	2
7	Excellent School-Discipline for Staff	7	21	66	91	59	6
8	Excellent School-ICT	4	27	70	104	30	15
9	Excellent School-Co-curricular Activities	12	10	56	101	59	12
10	Excellent School-Medium of instruction for students	6	18	50	87	85	4
11	Excellent School-Laboratory Facilities	9	12	35	54	126	14
12	Excellent School- Extra-curricular Activities	8	12	28	88	114	0
13	Excellent School-Study Hours	10	12	41	102	80	5
14	Excellent School-Competitive Events	10	20	121	85	64	3
15	Excellent School-Classrooms	2	13	41	106	81	7
16	Excellent School-Producing Rank holder	28	21	40	89	70	2
17	Excellent School-Sports	2	13	41	106	81	7
18	Excellent School-Commutation	17	6	54	110	4	23
19	Excellent School-Structured Buildings	5	31	86	70	50	8
20	Excellent School-Amenities	17	12	52	101	50	18
21	Excellent School-Hostel Facilities	8	25	40	115	58	4
22	Excellent School-Location	12	8	50	58	118	4
23	Excellent School-Good Quality Hostel Food	20	35	100	55	30	10

SD-Strongly Disagree ,D-Disagree ,N-Neutral ,A-Agree, SA-Strongly Agree

Source:Primary Data

GRAPH SHOWING VARIOUS FACTORS

Source:Primary Data

From the above table i.e. Table 1, which shows the rating perceptions of respondents towards the factors required for making an outstanding school. Majority of the people agreed to the questionnaire that was circulated helped in accessing the schools which fulfilled the criteria to stand as outstanding schools. The observations from Table 1 and Chart 1 depicts the best rating being given to the implementation of ICSE Syllabus followed by better co-curricular activities and the lowest rating being given to State Syllabus. The least rating among various factors was given to the quality of hostel food that is being served in hostels.

Table 2 - Ratings for different types of schools

Sl.No	School	Yes	No
1	Private Schools	78.12	10.96
2	Govt.Aided Private Schools	72.62	12.17
3	Kendra Vidyalaya Schools	76.68	9.42
4	Navodaya Schools	75.34	11.80
5	Sainik Schools	62.31	21.25
6	State Government Schools	14.23	66.85
7	International Schools	61.20	15.28

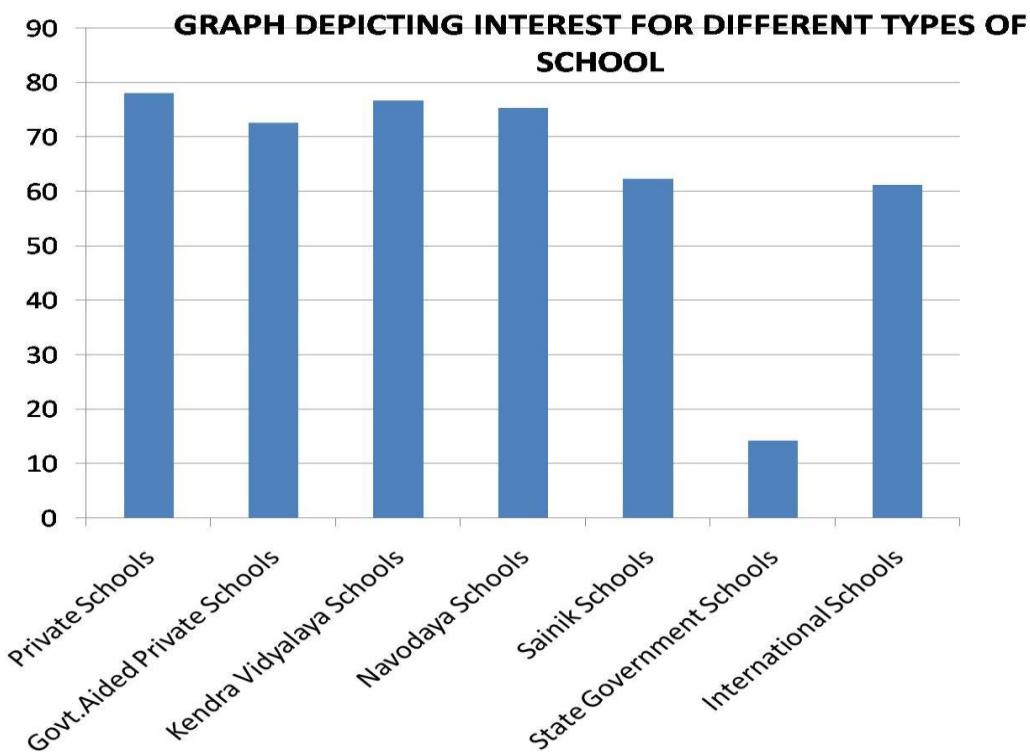


Chart 2 - Ratings of interest for different types of schools

Source:Primary Data

In Table 2 and Chart 2 depicts that the best rating is provided to Private Schools followed by Kendra Vidyalayas. The least rating is given to State Government Schools due to poor performance in many rating factors by the respondents of Balasore.

Conclusion

- The Private Schools and Kendra Vidyalaya Schools are rated above good where as the performance of State Government Schools is rated as lowest to which the state government must put emphasis so as to improve their associated schools.
- No uniformity is found in the syllabus, regulation, tangibles and the cost of educational Services.
- All the twenty three factors are taken into consideration for the identification of outstanding schools.

Suggestions

Since education forms a type of backbone in a student's life, hence the following points need to be considered for the marketing of educational services:

- For schools such as State Government schools proper steps must be taken and implemented by the state government improve the overall standards.
- Proper coordination needs to be implemented by all schools so as to achieve a better result.
- Review and feed-back system needs to be implemented so that correct measures can be opted out.
- Proper reforms in curriculum and overall development of students must be done so that the expectation of parents should be fulfilled.

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