MARKET ORIENTATION AND MARKETING EFFECTIVENESS IN BUSINESS SCHOOLS OF HYDERABAD AND RANGAREDDY DISTRICTS OF TELANGANA STATE

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By

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THESIS COMPLETION CERTIFICATE

This is to certify that the thesis on **— Market Orientation and Marketing Effectiveness in Business Schools of Hyderabad and Rangareddy Districts of Telangana State** by **Arijit Santikary**, in Partial fulfilment of the requirements for the award of the Degree of Doctor of Philosophy is an original work carried out by him under our joint guidance. We also certify that the thesis complies with the Plagiarism Guidelines of the ICFAI University, Jharkhand. It is certified that the work has not been submitted anywhere else for the award of any other diploma or degree of this or any other University.

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DECLARATION OF AUTHORSHIP

I declare that this thesis titled "**Market Orientation and Marketing Effectiveness in Business Schools of Hyderabad and Rangareddy Districts of Telangana State.**" submitted by me in partial fulfilment of the requirements for the award of the degree of Doctor of Philosophy in Management of the ICFAI University Jharkhand, Ranchi is my own work. It contains no material previously published or written by another person nor material which has been accepted for the award of any other degree or diploma of the university or another institute of higher learning, except where due acknowledgment has been made in the text. I further state that I complied with the Plagiarism Guidelines of the University while preparing the thesis.

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EXECUTIVE SUMMARY

After experiencing a growth phase of over 10 years, Business Education in India has been seeing a steady drop, both in terms of number of B Schools and the student enrolments. While this is generally ascribed to the slow-down of the Indian Economy, but lack of Marketing Orientation of the B Schools could be another reason or simply lack of absolute professionalism.

The current study examines the issue in the context of B-schools'. while obtaining responses from faculty members and the non-teaching staff on one hand as important front-line people in B-school, also students as co-creators of services or primary customers who receive the services and the corporate executives who visit campus for seeking young talent as ultimate customers of B-schools on the other hand. Therefore, there is a need to understand such marketing efforts, particularly the market orientation of the faculty members and students' views on B-Schools' marketing orientation and also the marketing effectiveness as perceived by both of them in their institution as stakeholders

This thesis is presented in eight chapters. The first chapter explains the current scenario of Business Schools in India and challenges faced by the B-Schools in the current environmental context. It elaborates the background and need for the study highlighting the two major variables, namely market orientation and marketing effectiveness, while introducing and elaborating them in this chapter followed by the scope of the study.

Market Orientation is an organization wide philosophy which concentrated on identifying and meeting the needs and desires of its customers through its offering. Measuring market orientation and marketing effectiveness in a B-School is an elusive concept, as there are multiple stakeholders with variant expectations. Therefore, it means different things to different people. In B-School, it is perplexing to define who the customer is. In this regard, many stakeholders identified and introduced who are staking claim in B-Schools, in this chapter.

Marketing effectiveness as a tool to evaluate marketing activities and to increase marketing awareness and its comprehension, leads to the marketing practice improvement. In the perspective of Business Education industry, the awakening among the administrators seems as an instrument that presents itself with interest to educators and the management of B-Schools or Universities. In the context of marketing effectiveness of education, the stakeholders' satisfaction plays a major role and thus explained in the chapter.

Further, this chapter presents the background of the study as a dismal scenario of the institutions meant for offering management education. It could be due to certain explicit and implicit reasons of internal and external business environmental influences. Most pertinently, the internal reasons might be structural and functional issues of these institutions including

their management functions like, marketing, HR, Finance and operations of these institutions (Warren G. Bennis & James O'Toole, 2005). B-Schools are facing myriad challenges, encompassing marketing of the institutions to students for admissions and recruiters for placements, managing internal operations, recruitment and motivation of human resources. Most of these institutions have realized the need for establishing marketing function to address some of these challenges. Marketing function addresses inclusions of all the employees with market orientation, through training and development activities, to ensure that the institutions perform effectively year after year. Institutional performance determined by the efforts of all other functional areas. However, this study is confined to the concept of marketing effectiveness, which is a subset of overall organizational effectiveness.

Thus, the need for this study highlights that the current environmental changes are creating pressures on management institutions in India. Owing to increased competition, it is becoming increasingly important for the B-schools to consider their market and competitive environment. More recently, it is noticed through various online forums and literature survey that the students and faculty satisfaction is lowering. Consequently, the satisfaction of corporate clients is also affected.

The second chapter presents Business Education scenario in the world in general and in India in specific. It also discusses the opportunities and challenges faced by the Indian Business Schools and it also reviewed the higher education in India and the economic contribution of higher education in the country. It also discussed regulatory framework of the higher education in India. This chapter gave an overview of the Business Management Education in the state, country and in the world.

The third chapter presents the concept of marketing, market orientation and marketing effectiveness in the context of educational institution. A detailed description of the unique aspects of marketing in higher education contextualizing the debate on who is customer for higher education is also made as a prelude to the literature review on market orientation and marketing effectiveness. Various studies were review from various sources from the internet and also from the published works in the popular press. One of the central features of this chapter is to present the concept of market orientation in relation with marketing effectiveness and performance in higher education institution context. Each of the study variables reviewed in details. Further, a detailed review is made on student satisfaction with educational services while considering it as an important outcomes of market orientation. Various issues on the relationship between market orientation, marketing effectiveness and performances scrutinized in this chapter.

Fourth chapter, presents a premise for conducting research on the impact of market orientation in the Business Schools of Hyderabad and Rangareddy Districts of Telangana State. This chapter attempted to provide an overall perspective on the need and relevance of the study with respect to present scenario of Business Schools in India and in the state of Telangana. Further, it examined the research problem and identified the study objectives from the point of Business School types. To be more specific, research on market orientation of Business Schools in India is a dire need. In addition, studies from the marketing perspective of Business Schools in general and market orientation in specific have been very scanty.

Thus, there is a wide gap in research on market orientation, implementation of business school and the marketing effectiveness of such efforts. Inspired by this thought, this study was conducted. In this chapter, the statement of the problem elaborated highlighting the gaps prevalent in the research on B-Schools' market orientation followed by the research questions, objectives and the formulation of hypotheses. The statement of the problem focuses the prominent issues like research idea, questions, objectives and hypotheses. Research idea of this study is to addressed the status of market orientation and marketing effectiveness in the context of B-schools**.** In view of the research idea presented, the following objectives are formulated in this study.

1. To study market orientation of faculty members, student and the corporate expectations from the B-schools.
2. To assess marketing effectiveness of B-schools, as perceived by the faculty members.
3. To assess student's satisfaction and corporate satisfaction with the B-Schools.
4. To analyze the relationship between market orientation and marketing effectiveness of the B-Schools, perceived by the faculty members.
5. To analyze the relationship between market orientation and student satisfaction of the B-Schools, perceived by the student.
6. To analyze the relationship between market oriented corporate expectation and corporate satisfaction with recruited B-School's students.

Hypotheses were formulated and tested and the results were analysed to meet the research objectives.

Fifth chapter describes the research design of the study. The design details presented in order to show the scientific rigor of the study. Thus, study area, sampling technique employed, methods and tools of data collection, data processing and analysis presented in detail. Various descriptive and inferential statistics employed in this study to test the hypotheses, elaborated. Further, reliability tests conducted on the scales used in this study. The profile of the B-Schools and participants presented while covering personal characteristics such as age, gender, designation, qualification, type of company, type of institute etc., analyzed.

The Sample units are drawn from three different strata of B-Schools namely AICTE Approved Institutes, University affiliated colleges, University departments in Hyderabad and Rangareddy Districts of Telangana state, namely, students, faculty and recruiting companies (human resource executives and line managers in companies). Data collected from 150 faculty members, 360 students, and 150 corporate executives. Three sets of structured questionnaires were developed and finalized for three type of respondents based on the pilot study results. The primary data collection was spread over 12 months from June 2016 to July 2017.Structured questionnaires separately designed for B-School staff (including faculty and non-teaching), Students and Corporate Executives consisted of at least three parts. Part I included questions relating to personal background and institutions background, Part II included standardized scales to measure market orientation and Part III included standardized

instruments to measure marketing effectiveness, student satisfaction and corporate expectations. It also presents profiles of the faculty members and the non-teaching staff and students of B-schools under study, and the corporate executives separately. Two focus group discussions were conducted to supplement the analysis of results. In this study, the purpose of the focus group discussion considered as an additional tool for getting additional inputs from groups of select faculty, corporate executives and students, to understand the reasons of the broad findings of the research, which in turn helped the researcher to write the discussion chapter.

Sixth chapter presents the results of the study in three parts. In Part A, results pertaining to market orientation presented in various sections. In this part, Section I presents, Market orientation according to faculty members and non-teaching staff's personal characteristics with the type of B-Schools were presented under Section II, Market Orientation perceive by the student according their personal characteristics were presented whereas in Section III, Corporate perception towards a B-school market orientation were presented.

In Part B, results pertaining to Marketing Effectiveness and Satisfaction are presented from the perspectives of three types of stakeholders in various sections. In Section I of this part, Marketing Effectiveness perceive by faculty members presented and in Section II, Student Satisfaction towards the B-Schools were presented and Section III, Corporate Satisfaction on the B-School student after placement were presented. In Part C, results pertaining to the relationship among study variables were analysed in order to study the nature and extent of relationship among them. In this research it was found that market orientation of AICTE Approved B-School is higher compare to University affiliated institute and University department and same results also found for the overall marketing effectiveness of three types of B-Schools. This chapter highlighted the fact that out of fifteen null hypotheses formulated, eight null hypotheses were rejected and balance seven null hypotheses were accepted.

With regard to market orientation, as perceived by employees and student, AICTE approved institution found higher followed by University affiliated and University Department. With respect to corporate executives' view on their expectation from the B-School, for some of the market oriented expectation namely curriculum, faculty, AICTE approved B-Schools is higher than other two types of B-School but whereas governance and infrastructure University Department is found to be higher. As regards employee perception of marketing effectiveness, AICTE approved B-School were found to be better compared to University affiliated and it was observed to be the lowest in University Departments.

As regards market orientation among B-Schools, academicians and administrative staff scored more than the expected levels. Nevertheless, administrative staff scored less when compared with the academicians across all three types of B-schools namely, AICTE approved, University departments and University Affiliated ones.

As regards market orientation among B-Schools perceived by their students, Male student with 22-23 years of age have scored high in all the three types of B-School. However, with respect to other student profile and Institute types AICTE Approved institute scored more than the expected levels compare to other two types of institution. With respect to corporate

expectation, executives invariably expect more from AICTE Approved than University affiliated colleges and University department across all the sectors. However, except the executive of IT sector and Logistic sector where University affiliated colleges score more than AICTE Approved and University Department. With regard to Marketing Effectiveness of the B-School perceived by the faculty and staff, Faculty and staff scored more than the expected levels. Nevertheless, faculty score more than the staff across all the three types of B-Schools. As regards to satisfaction of the student among B-Schools perceived by students found no significant differences in overall satisfaction but AICTE Approved B-Schools score little higher over University affiliated colleges and University department. With regard to corporate satisfaction from the student of different type of B-School, surprisingly there are not noticeable differences found across all the three types of B-Schools. However, across all the sectors

Seventh chapter primarily presents the justification and support for the results and the hypotheses testing presented in the previous chapters. There are a myriad issues involved in the discussion of market orientation and marketing effectiveness of three important stakeholders' namely faculty and staff, Students and Corporation in B-Schools of Rangareddy district of Telangana state. This chapter discussed the results pertaining to three different types of Business School and respondents' personal characteristic with regard to all the study variables.

Secondly, it also discussed the issues regarding perceived market orientation by faculty and student and the differences thereof, due to their personal characteristics and types of business schools. Various pertinent discussions on results were also made with regard to different types of corporate expectations from the Business Schools and also their perceived satisfaction with the recruited students. The discussion was presented with the support of earlier research and also personal interaction with the different types of respondents. Lastly, discussions were presented on the relationship between each of the study variables and market orientation and marketing effectiveness, as perceived by the faculty and market orientation and student satisfaction relationship, as perceived by the students and lastly, corporate market oriented expectations and corporate satisfaction with recruited students' relationship. Discussions pertaining to the correlations and regressions of market orientation with marketing effectiveness, market orientation with satisfaction, market oriented expectations with corporate satisfaction were justified with the rationale provided by earlier researchers and with the support of personal interaction with experts from different groups such as faculty, director, corporate executives and students.

The results pertaining to the relationship status of market orientation and marketing effectiveness significantly adds to the body of knowledge, which support positive effect of market orientation on marketing effectiveness of business school in Indian context. Furthermore, the study also broadens the scope of relationship of each market orientation dimension with each marketing effectiveness dimensions individually. Earlier studies on the subject majorly concentrated on overall market orientation and effectiveness relationship.

Eighth chapter addressed the dire need of research into the importance of a market- oriented organization, more specifically, investigating the current market orientation landscape in

Business Schools of India. This research identified the contribution of market orientation towards marketing effectiveness of the business schools. This study has also taken in-to consideration perception of three important stakeholders on business school's market orientation and also on the outcomes namely marketing effectiveness and stakeholder satisfaction. It was also found that market orientation is an organizational culture, which is cultivated by placing utmost importance on their customers' needs and also adapting to the changing preferences and needs of the customers.

The outcomes of this study further suggest that market orientation in a B-School has a positive impact on marketing effectiveness, in terms of outcomes like admissions and student satisfaction. Furthermore, it extends to corporate recruiters, as one of the important stakeholders of the B Schools, though their needs and expectations are different. In summary, marketing is the act of finding a match between a B-Schools' offer with what market demands. Market orientation goes further by building a culture in B-School that places student needs as a central point and responds to those needs to create superior value for the students. As a result, a highly market oriented institution would command a high level of student loyalty and corporate satisfaction. Eventually, it will ensure business outcomes in terms of long-term revenue growth and sustainability of the B-Schools.

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CHAPTER I

INTRODUCTION

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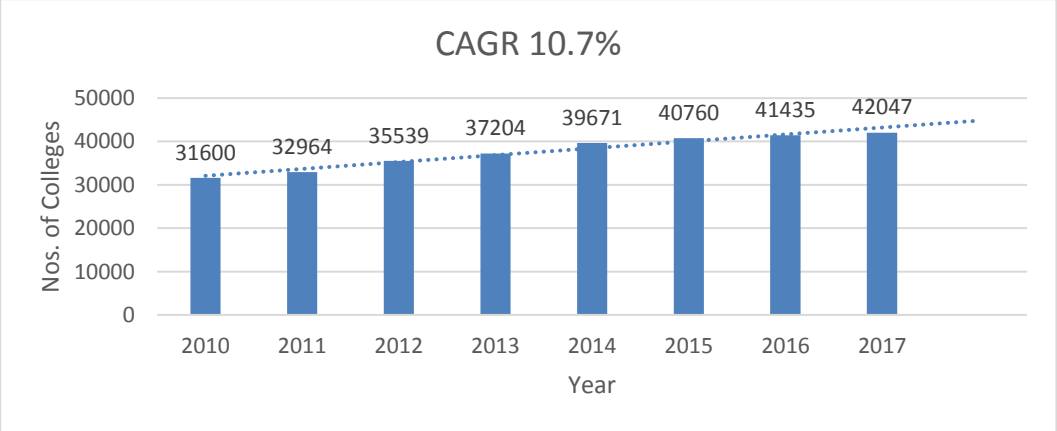
1.0 Introduction

Business Management, as an educational and training avenue has obtained new dimensions in the present economic scenario. Business Management is an exciting and popular field of study among the students as the employment opportunities are more and have direct application of the knowledge in the day to day life. The growth of Business Schools offering business management courses are also thriving year after year throughout the world. Apart from delivering, business management education, Business Schools has extensively involved in doing research, consultancy and training projects on and for various corporations which aid them in their decision making. However, efforts are very scanty and publications on B-Schools are very sparse, often presenting an ironic picture. Encouraged by such scenario, this research was initiated to understand the managing of modern B-Schools in general and the marketing functions in specific. Therefore, in this chapter a primer to the research on market orientation and effectiveness is presented.

1.1 Background of the Study

India has witnessed immense growth in the higher education sector due to the demand for skilled workforce and growing service industries. Between 2007 and 2017 the number of universities has grown at a Compound Annual Growth Rate (CAGR) of 8.31%, higher education institutions have increased at a CAGR of 10.7 % (AICTE,2017).

FIGURE 1.1: GROWTH IN NUMBER OF COLLEGES

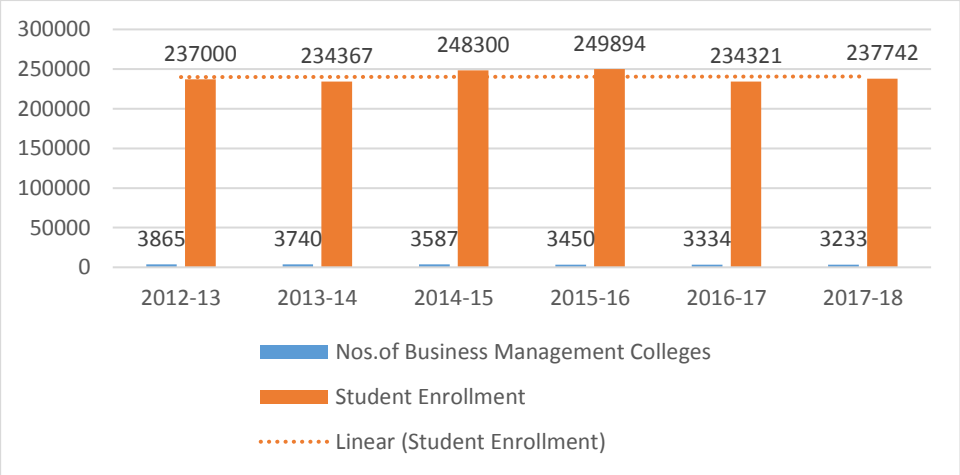


Source: Compilation from AICTE website (2017)

Student enrollment has risen in higher education institutions at 2012-13 from 29.18 million to 34.58 million at 2016-17 (IBEF, 2017). The Gross Enrollment Ratio (GER) at 24.5% (of the

Proportion of population below 25 years of age) is low compared to developed economies (IBEF, 2017). Government has a target Gross Enrolment Ratio of 30 percent to be achieved by 2020.

FIGURE 1.2: TREND IN NOS.OF BUSINESS SCHOOL AND STUDENT ENROLLMENT AT PG LEVEL



Source: Compiled from AICTE website (2017)

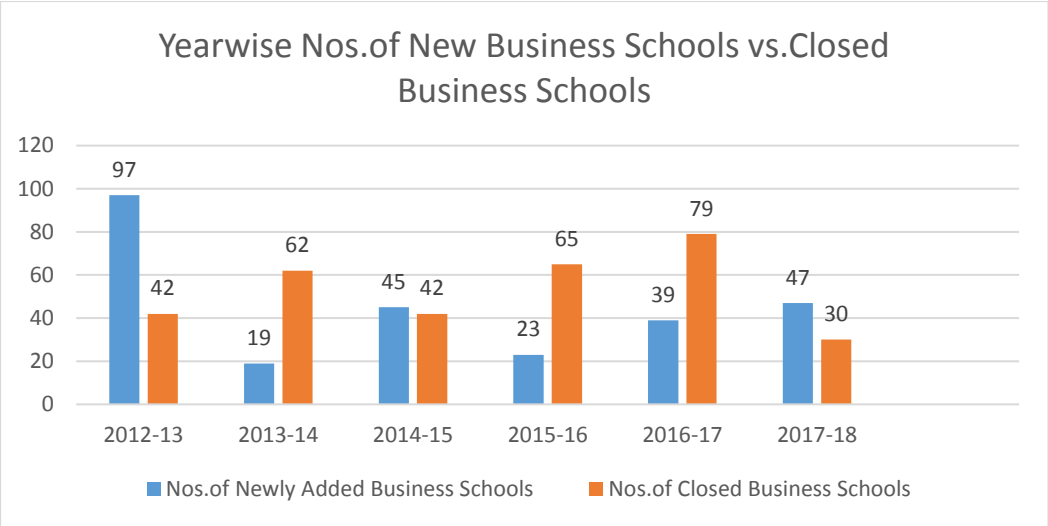
In higher education, particularly business education has seen a tremendous growth in the last decade. The first business program was started in 1954 by the Indian Institute of Social Welfare and Business Management in Calcutta. There were 135 B-Schools in 1985, 712 B-Schools in September 2000 (Prasad, 2006) and 1761 B-Schools in 2007 (National Knowledge Commission Report, 2007). Presently AICTE (2017) revealed that there are 3233 B-Schools or Management Colleges in India with total of student enrollment into PG program in management is 2,37,742.

Business Management education has come of age. It has celebrated it's more than century old existence across the world (Colby, Anne, et al., 2011). Nevertheless, the top ten institutions offering Business Management are outside of the Asian continent (The Economist, Business Insider, and Forbes 2014), despite the Asian Economy being the emerging economy.

In India, until 90s, not many Universities and Institutes of national repute were offering Management education. Consequently, the post liberalization era has witnessed a mushroom growth of institutions offering management education at graduate, post-graduate and PhD levels, in addition to post experience certificate programs (Dayal Ishwar, 2006).

On the contrary, during the last five years around three hundred institutions offering business education have withdrawn offering the courses by winding up their operations (AICTE, 2014; The Times of India, 2015). In 2017 there are 23 institutes offering business education has closed their operation. A good number of them are still struggling for survival while the matured established institutes are thriving. Figure 1.3 has shown the trend of new addition of Business management institution against closed institution year wise.

FIGURE 1.3: TREND OF NEW ADDITION OF BUSINESS SCHOOLS VS. CLOSED BUSINESS SCHOOLS



Source: Compiled from AICTE Website (2017)

Perhaps, such dismal scenario of the institutes meant for offering management education could be due to certain explicit and implicit reasons of internal and external business environment. Most pertinently the internal reasons may be related to structural and functional issues of these institutions including their management practices like, marketing, HR, Finance and operations of these institutions (Warren G. Bennis & James O'Toole, 2005). B-Schools are facing varied challenges, encompassing marketing of the institutions to students for admissions and recruiters for placements, managing internal operations, recruitment and motivation of human resources. Many of these institutes have realized the need for establishing marketing function to address some of these challenges. Marketing function addresses inculcating all the employees with market orientation, through training and development activities, to ensure that the institutions perform effectively year after year. Institutional performance is determined by the efforts of all other functional areas, however, the present study is confined to the concept of marketing effectiveness which is a subset of overall organizational effectiveness of these institutes. Thus, it is assumed that market orientation will affect marketing effectiveness (Craig C. Julian,2010).

However, managing educational institutions specifically B-Schools, has become more complex because of changing environmental factors. While internal reasons for the current state of affairs are frequently discussed, external reasons also need focus. MBA education is facing the same challenges as business. Globalization has influenced and changed businesses and their functioning in India. The same effect of globalization also seen by education sector. Education sector, specifically MBA education sees paradigm shifts in all aspects of functions.

The steep increase in B-Schools has raised serious concerns over the quality output that they churned out. The specific issues are dearth of quality faculty, infrastructure and funding. The major concerns are curriculum, research and development, problems associated with going global and lack of well-trained faculty (Guha and Nikhil, 2006).

Other issues are financial and cash flow-planning, co-ordination with regulatory authorities like All India Council for Technical Education, University Grants Commission, National Assessment and Accreditation Council etc.

Educational institutions are also subject to vagaries of market forces like stiff competition, demanding students and corporates. As India signed the General Agreement on Trade in Services [GATS], including higher education, there will be tough competition from international universities when all four modes of supply become functional under GATS (Somiah, 2003).

There are various stakeholders of a B-School namely students, recruiters, society, nation, professionals and parents. The role of faculty and the brand equity of the B-School is important. Managing brand equity is complicated because of the needs of diverse stakeholders of a B-School. A brand can mean many things to one person and nothing at all to another. A brand is the creator of images in the mind of the customer. The customers in the education industry are primarily students and the corporate world. Therefore, brand equity has to be built and maintained for both these stakeholders. High brand equity attracts skilled faculty and staff.

The following features-characterize the education industry, as a services industry (Kotler, 2002)

1. Intangibility- Education cannot be seen, touched, heard or felt, before enrolling, it has to be experienced.
2. Inseparability- There is immediate consumption of the service (education) provided.
3. Variability- The quality of service varies, depending upon who provides it and Changes in the market environment.
4. Perishability- Education provided last semester/ year cannot be stored for consumption next semester/ year.

Managing services is tougher and more rigorous than managing a tangible product, successfully managing educational services every year is more demanding as many stakeholders have to be satisfied (P. Joshi,2016). According to literature review, the following are the important stakeholders of a B-School.

Students: The students are prime beneficiaries of the service. Placement assumes paramount significance today for any graduate/postgraduate student of any discipline like engineering, medicine, management, hotel management, biotechnology etc.

Faculty: Faculty is the unseen force behind the quality of service provided by the institution. The quality of students, who graduate from the institution, is largely influenced by the talent and commitment of the faculty.

Recruiters: The task of the educational institution is to reduce the gap between academics and essential skill needed by the market (technical, analytical, conceptual, life skills etc.) and ensure that the fit between students' skills and industry requirements is perfect.

Parents: Parents are indirect beneficiaries of this service, In India most of the time they are actual buyers (they pay for the education of their children, either partly or fully).

Society: The standards for social responsibility are probably the highest for an educational institution, as the task is to, not only provide skilled, global manpower but also a well-rounded personality (of the student) who can meet society's expectations (moral, ethical, legal, social, environmental etc.)

1.1.1 Market Orientation

Consumer behavior deals with various kinds of attitudes of customer, supplier and distributor which are critical to many outcomes of marketing efforts. Market orientation is a company philosophy focused on discovering and meeting the needs and desires of its customers through its product mix. Measuring market orientation and effectiveness in a B-School is a complicated process as there are multiple stakeholders with different expectations. There are multiple processes, which have to be measured such as teaching-learning, industry interaction, extracurricular activities, admissions process, research and development, placements etc.

Market Orientation is measured rigorously in the business world be it a product or service. But literature reviews indicate that there are no concrete measures to check the marketing functions in educational services like B-Schools. The literature survey indicates that no authoritative, comprehensive and integrated study, has so far, been made on measuring Market Orientation of B-School in India in general and Telangana in particular. B-Schools in India have been studied from other perspectives, but not from the Market Orientation and Marketing Effectiveness perspective. Therefore, there is an increasing need to develop a comprehensive measurement tool to measure Market Orientation of B-School in the current scenario wherein the state has witnessed a sudden drop in the number of B-Schools. There are a few pertinent questions to be answered

i. Who is the customer of the B-School?
ii. Can a student be treated as the customer of the B-School or a product produced in B-School?
iii. What is the role of faculty, corporate, top management and society in Business School?

As there is no clear-cut definition of student, there is a need to address these issues at conceptual as well as empirical levels. The present study attempts to clarify these concepts.

1.1.2 Marketing Effectiveness

It is in general, understand that a good marketing oriented organization tend to be more successful in making customer satisfied and generate a stream of sequence flow. Such organizations are characterized as effective marketing organization. Marketing effectiveness is

the measure of the extent marketer's strategy toward meeting the goal of maximizing their spending to achieve positive results in both the short- and long-term. In simple words marketing effectiveness is a measure for performances of marketing functions. Marketing effectiveness can be viewed as a tool to evaluate activities and to increase market awareness and comprehension which leads to practice improvement. In the perspective of Business Education industry, the awakening seems to be achieved of an instrument that presents itself with interest to educators and the management of B-Schools or Universities. The most notable trend in higher education is Marketing and Branding. Now a day's higher education institutes are dedicating more time and investment to these functions than in previous years. In fact, many Universities have hired Marketing Professionals from corporate to manage marketing and branding functions. In Higher Education Specifically, Business Education realizes the importance of marketing functions at an early stage due to stiff competition for creating a unique institutional brand.

Investment in marketing and communications by B-Schools is fast becoming a critical activity where the measurement of value and the effective deployment of resources are under the spotlight as never before. As a result of market changes and potentially declining student admissions, many B-Schools started investing more in marketing and communications. This is to maintain their market share and ensure profitability in long run.

Some recent studies suggest that in Higher Education, evaluation of marketing and communications activity is difficult, as traditional effectiveness metrics used to measure such activity in other section of company, is not applicable in education industry (J. Kim,2018; Sujchaphong.2017; O'Neill, et.al.,2004; Litten,1980). To evaluate or measure such marketing effectiveness of B-Schools the more emphasis is given either on individual marketing initiatives or on measuring from the major stakeholders' point of view such as Students, Corporates and Faculty member than on overall programs. The literature survey indicates that there is not a single research so far made to measure marketing effectiveness of B-School in India, having a huge gap.

Therefore, there is an increasing need to develop a measurement tool to measure Marketing Effectiveness of B-School in India.

1.2 Need for the Study

The business management education continues to enjoy higher status among all kinds of education in spite of the drop in the number of aspirants for CAT, MAT and other management aptitude test in 2013 and 2014. As a result, the percentage of admissions among these institutes is wavering (India Today, 2014; Career 360, 2014). Although, the aspirants for CAT and other management aptitude test started increasing from 2015 but nos. of admissions with intake capacity of B-Schools has never matched.

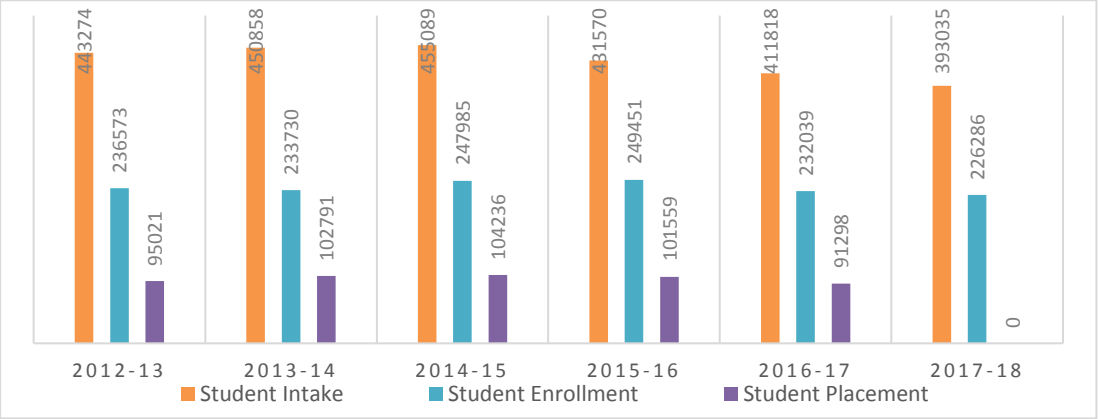
TABLE 1.1: YEAR-WISE NUMBER OF CAT REGISTRATION VS. CAPACITY

CAT year	No of IIMs	No of seats	Total registration in lakhs	Availability of Seats per Thousand Candidates
2010	10	2650	2.04	13.0
2011	13	2750	2.05	13.5
2012	13	2946	2.14	14.0
2013	13	3220	1.95	16.5
2014	13	3335	1.97	17.0
2015	19	3695	2.19	17.0
2016	**20**	**4200**	**2.32**	18.0
2017	**20**	**4200**	**2.31**	18.0

Source: Compilation from IIM CAT (2018); MBA Universe (2015,2016) and Career 360 (2014,2013)

The student intake slowly grew up till 2014-15 but again started falling down from 2015-16 to till current year. It is also observed that over the years B-Schools of all types in India not able to fill their student intake and the gap between student intake and student enrollment is wider year after year.

FIGURE 1.4: TRENDS IN STUDENT INTAKE AND ENROLLMENT



Source: AICTE 2017

On the other hand, corporate expectations during campus placement from the B-schools and their students are not completely met (Krishna Kishore and Mousumi Majumdar, 2012). It is observed from the above figure (1.5) that the number of placed students compare to enrolled students are very less and to be specific not even fifty percent of the enrolled students got placed over the last 6 years.

The current environmental changes are creating pressures for management institutions in India. Due to increased competition, it is becoming important for the B-schools to consider their market and competitive environment. More recently, it has been also noticed through various online forums and also through literature that the students and faculty satisfaction is lowering. Consequently, the satisfaction of corporate clients is also affected. All these could be due to lack of organized efforts in establishing functions of management like marketing, human resource, finance and operations etc. B-schools should adopt a market or customer oriented

approach that focuses primarily on students to improve the service provider-customer relationship. The objective of market oriented institutions is to satisfy customers by coordinating activities around their needs (Levitt, 1960; Boyd & Walker, 1990). A market orientation reflects an organization's culture, shared values, and beliefs about putting the customer first (Desphande, 1999). Nevertheless, market orientation can be a source of competitive advantage if imparted superior value to the customers though it is hard to replicate (Slater & Narver, 2000). Consequently, it is also confirmed by the literature that firms which implement a customer intensive strategy usually enjoy improved performance (Hult, Ketchen & Slater, 2005).

Many a b-school has realized the importance of professionalizing management practices particularly the marketing function in response to the challenges faced by them (Argenti, Paul, 2000; Hemsley-Brown,et.al.,2006; Shahaida, P, et.al.,2009). With the strong evidences about benefits accumulated by the organizations due to adoption of market orientation, it is important for an organization to understand and appreciate the marketing function (Maringe,et.al.,2008;Hemsley-Brown,et.al.,2010; Schierenbeck,2013).

The present study intends to examine this issue in the context of B-schools' faculty on one hand, who are important front-line people at any B-schools and also students, on the other hand, as they are co-creators of services and also primary customer who receive the services. Therefore, there is a need to understand such marketing efforts, particularly the market orientation of the faculty members and students and also the marketing effectiveness as perceived by them in their institutions. Thus the present study has a three-fold purpose. Firstly, it will address the market orientation of the faculty members, students and corporate of B-schools. Secondly, it will address marketing effectiveness of the b-schools perceived by them. Lastly, it will address the relationship between the two variables namely market orientation and marketing effectiveness.

1.3 Research Framework

A literature study was carried out to identify factors influencing market orientation and its consequences in detail. Literature survey was also briefly focused on market orientation practices in business educational context. Literature sources include primary sources comprising reports, thesis, and websites of different Business Schools, AICTE website, MHRD website etc. Secondary sources include newspapers, books, journals, internet, etc. Following this, an appropriate framework of factors involved in measuring market orientation and marketing effectiveness of B-Schools were developed for the data collection from three important stakeholders of B-Schools. Data collection is a multi-pronged approach. It covers a comprehensive search of secondary literature available in the public domain, to determine the efforts of all the stakeholders and current-state of the work in the sector, followed by primary research. The study is basically a cross-sectional, partly descriptive and partly quantitative in nature. The primary data collection techniques broadly include a quantitative study through questionnaire survey and qualitative study through focus group discussion and depth interview. Data on variables is collected from Business Schools in the study area. Based on the type of

data–quantitative or qualitative, different analyses techniques are used to analyse and interpret the data. The analysis was carried out by using standard analysis techniques, descriptive and inferential statistics. The key analyses techniques are frequency distribution, Mean and standard deviation, two-way ANOVA, correlation and regression analysis etc. The software primarily used for analyses is MS-Excel and SPSS.

1.4 Thesis Outline

The thesis has been divided into Eight major chapters. In addition to that an executive summary at the beginning of the thesis and references and appendices at the end of the thesis. The details of the layout are as follows:

I. **Introduction**
This chapter gives the basic framework of the study and presents the technical details of the study report. It includes need for the study and statement of the problem. It has also covered the scope and limitation of the study. This chapter also represents the organization of the study briefly.

II. **Business School in India: An Overview**
In the second chapter an attempt is made to understand management education from a global, Indian and regional perspective. A historical review and status of management education in the country and state are discussed in this chapter.

III. **Literature Review**
In this chapter, various research papers published in national and international journals and articles have been reviewed from a conceptual perspective. The various gaps existing in the literature have been identified to find out the necessity of the present study. Starting with the conceptual analysis of market orientation in higher education, the chapter reviews some of the pioneer works, which have a great bearing on the present study.

IV. **Research Objectives and Hypothesis**
This chapter deals with the research questions, objectives and hypothesis formulation of the study.

V. **Research Methodology**
This chapter presents the detail methodology of the study and also demographic profile of the management education in Rangareddy Districts of Telangana state.

VI. **Analysis of the Data Collected**
This chapter deals with the analysis of the field surveys undertaken for this study. The analysis is presented in three sections: The first section deals with the market orientation and marketing effectiveness perceived by the faculty of B-Schools, the second section deals with market orientation perception and expectation of students of B-Schools. The third section deals with the perceptions and expectations of recruiting companies.

VII. **Discussion**

This chapter presents the observations made by the researcher based on the analysis and interpretation of data collected through questionnaire and secondary sources.

VIII. **Finding, Implications, Future Scope and Conclusions**

This chapter presents the suggestions given by the researcher based on the current market orientation prevalent in B-Schools of Telangana and the critical analysis of the findings. This chapter also includes the concluding observations of the study.

1.5 Summary

This chapter explains the current scenario of Business Schools in India and challenges faced by the B-schools in the current context. The chapters elaborate the background and need for the study. The two major variables namely market orientation and marketing effectiveness were also introduced in the chapter and explains the scope of the study. The identified research area for the study and delimitation of scope will also be discussed in the succeeding chapters.

CHAPTER II

BUSINESS SCHOOLS IN INDIA: AN OVERVIEW

CHAPTER II

BUSINESS SCHOOLS IN INDIA: AN OVERVIEW

2.0 Introduction

This chapter will introduce the Business education world over in general and in India in specific. It also presents recent trends in the Business education in India and the challenges faced by the Business Education in India. The world economy is growing at very fast pace. As a result, growth of the industries and growing need for skilled workforce to manage operation in such industries also grow. Business education provides those require knowledge and skills to the business graduates to make them suitable to the organization. All organizations and their departments, functions, or groups use knowledge gained through business education, such as problem solving techniques and guidelines for various related activities. The field of Business Education is evolving in nature in which new subjects, tools and techniques are continually being researched to accelerate the efficiency, productivity, and profitability of any organization.

2.1 Higher Education Status in India

Higher Education sector in India is the world's third largest, next to United States and China with respect to number of student enrolment. Post-Independence higher education sector has witnessed exponential growth in the number of Universities, Colleges and institutes of both government and private universities. The prospect in terms of growth in higher education in India is highest compare to any other country. The number of Universities has increased from 20 in 1950 to 864 in 2017. The classification of 864 Universities are given in the following tables:

TABLE 2.1 CATEGORIES OF INDIAN UNIVERSITIES

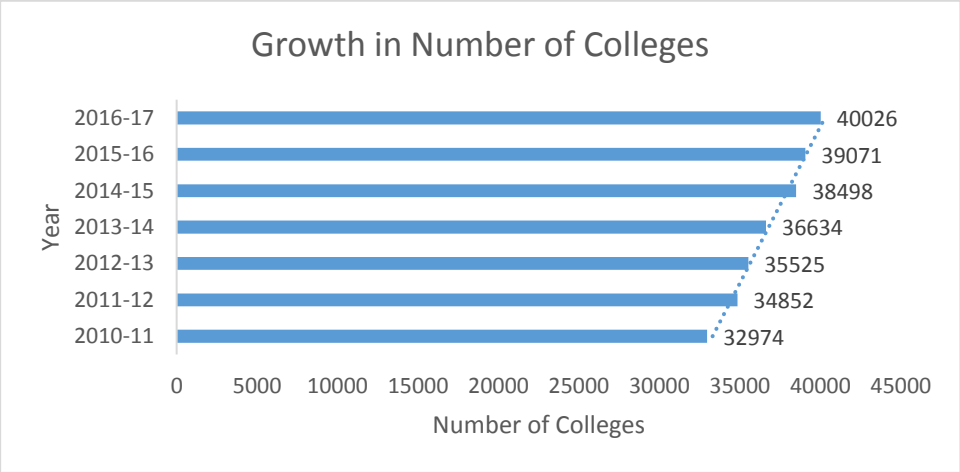
S.No.	University Type	Nos.
1	Central Open University	1
2	Central University	44
3	Government Deemed University	33
4	Institute Under State Legislature Act	5
5	Institution of National Importance	100
6	State Private university	233
7	Private Deemed University	79
8	State Government University	345
9	State Government Open University	13
10	State Private Open University	1
11	Govt.Aided Deemed University	10
	Total	864

Source: Compiled from AISHE published data in 2018

75 Institutions of National Importance under MHRD (includes IITs, NITs, AIIMS and IISERs etc.) and five Institutions (established under various State legislations) such as Nijam Institute of Medical Science and Indira Gandhi Institute of Medical science etc. All Universities are permitted to grant degrees. State Government Universities are the only institutions that are allowed to grant affiliation to private and Government colleges under them.

The number of colleges has also increased from mere 500 in 1950 to 40026 in 2017. The colleges counted as only affiliated and constituent of central and state Universities. The growth of colleges is shown in the below figure.

FIGURE 2.1: GROWTH IN NUMBER OF UNIVERSITY AFFILIATED COLLEGES



Source: Compiled from AISHE Published Data 2018

The standalone institutions have slightly decreased in number is 11923 in 2016 and 11669 in 2017.The standalone institutes are those under five categories such as Polytechnic or diploma level Institutes, diploma level teacher training institutes, diploma level nursing institutes, post graduate diploma in management institutes under AICTE and also institutes directly under central ministry. The classification of such standalone institutions are shown in table below:

TABLE 2.2: CLASSIFICATION OF STANDALONE INSTITUTION IN INDIA

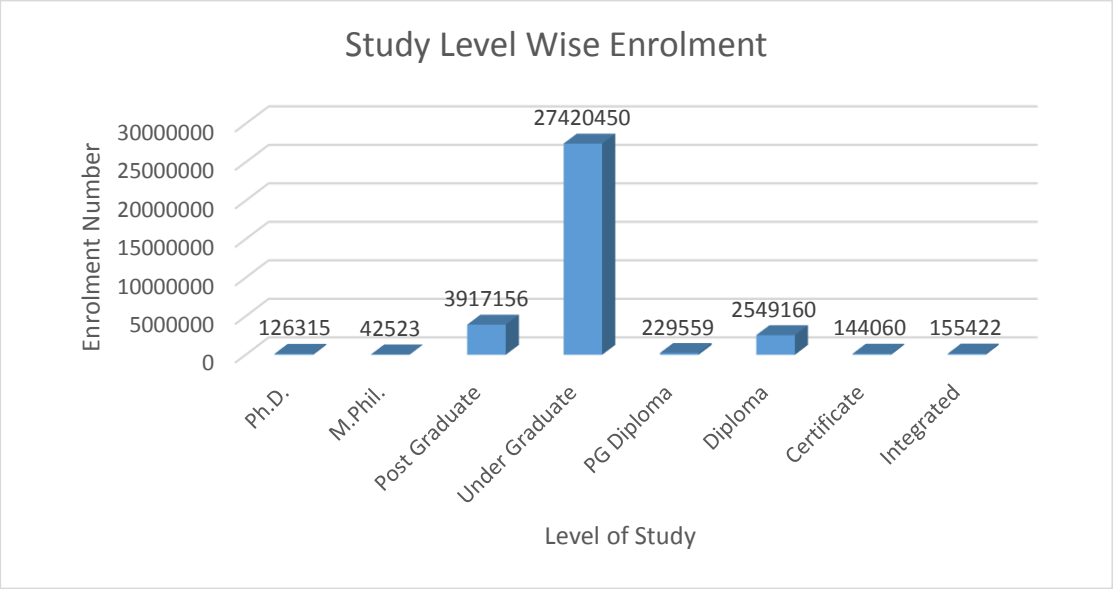
S.No.	Type	Number
1	Technical	3672
2	Teacher Training	4308
3	Nursing Institution	3077
4	PGDM Institute	433
5	Institute Under Central Ministries	179
	Total	11669

Source: Compiled from AISHE published data 2018

Higher Education growth is front lead by Universities, which have highest number of seats for learning. University in India is affiliated to University Grant Commission under the UGC Act, 1956. UGC advises the central government and also maintain coordination between the centre and the state. Higher education in India made much of progress with contributions from privately owned institution. However, there is no doubt that the education system in India work

hand in hand with the simultaneous coordination between both public and private sector. 78 percent colleges in India are privately managed whereas 22 percent colleges are managed by Government. In India, student enrolment which is very important for any country to grow against their population, has also gone up by multi folds in India. The Level of study wise enrolment is shown in the below figure.

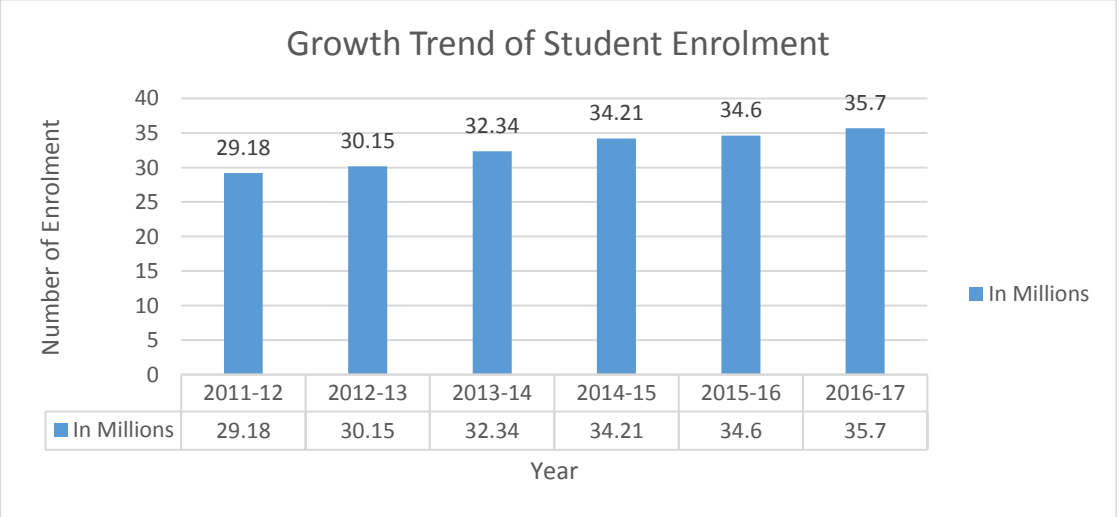
FIGURE 2.2: STUDY LEVEL WISE STUDENT ENROLMENT



Source: Compiled from ASCHE Report 2016-17 published in 2018

Higher education in India is growing considerably during the last five years. In 2011-12 it was 29184331 increased to 34584781 in 2015-16 with CAGR of 3.5. Enrolment at all levels has grown substantially over the years. The growth in student enrolment has shown in the below figure.

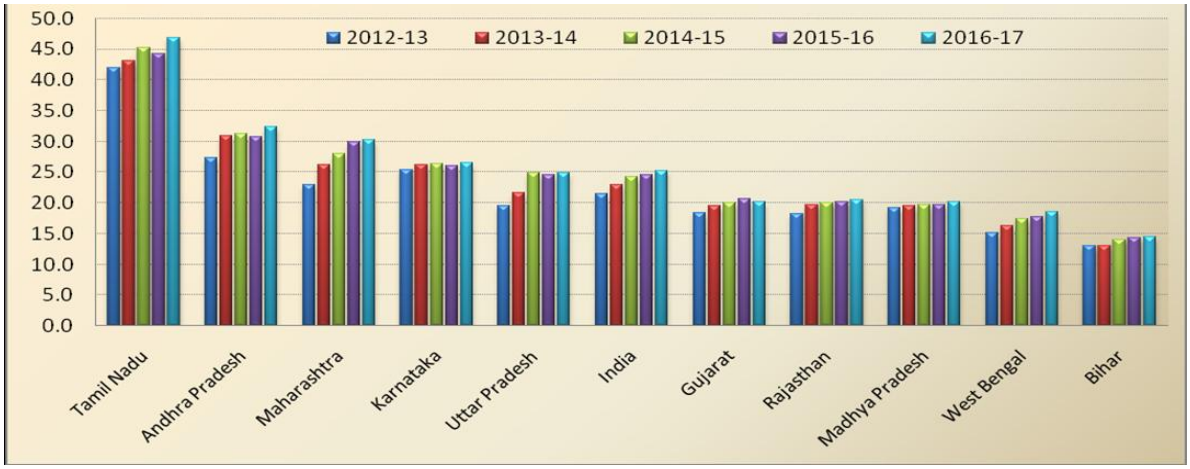
FIGURE 2.3: GROWTH TREND OF OVERALL STUDENT ENROLMENT



Source: Compiled from MHRD Report (2015-16) published in 2017

The Gross Enrolment Ratio in higher education has registered an increase from 20.8 percent in 2011-12 to 24.5 percent in 2015-16 to 25.2 percent in 2016-17. According to the data published by All India Survey of Higher Education in 2017, Gross Enrolment Ratio is a statistical measure to determine the student enrolment number in different level of study. Gross Enrolment ratio for each of the state in India for last five years is shown below:

FIGURE 2.4: STATE WISE TREND IN GROSS ENROLMENT RATIO



Source: AISHE report 2016-17 Published on 2018

It is quite evident from the above figure that student enrolment is increasing across the states in India. Discipline wise, India has universities for General courses (488), Technical (114), 67 Agriculture & Allied, 52 Medical, 19 Law, 13 Sanskrit and 9 Language Universities and rest all 63 Universities are in other Categories. According to AISHE report in 2017 as per the College density (number of colleges per lakh eligible population in the age-group 18-23 years) varies from lowest 7 in Bihar to 59 in Telangana as compared to All India average of 28. Higher education at Ph.D. level only 2.6 percent colleges have Ph.D. programs and at post graduate level 36.7 percent colleges have Post-Graduate program. Student Teacher ratio in Universities and colleges is 22 which is considered to be good ratio.

2.1.1 Higher Education in India-Challenges & Opportunities

Indian higher education has not developed fully compare to many other countries like US, China, Europe, Australia etc. Even after 70 years of independence, not a single University from India placed in top 100 Universities of the world. Although central government Ministry of Human Resource Development tried to develop the education system in India by implementing various policies but not able to reach a position compare to the global standard. This could be due to many problems in Indian higher education system which are presented below:

1. The student enrolment in India has undoubtedly grown up from last decades and currently have 25.2 percent of Gross Enrolment Ratio which surely a significant growth but quite low as far as other developing countries. China had 43 percent GER in 2015 which is much higher than India's present status. The reason for not increasing GER in India at higher percentage is due to school dropouts. During the last few years, around

25 percent students dropped at secondary level or intermediate level, which needs to be addressed and bring down to as less as possible. The growth trend in number of colleges and Universities shown positive increase in gross enrollment ratio.

2. The equity in student enrolment has shown meaningful state such as women enrollment grew by 22.15 percent compare to men 17.3 percent, 14.3 percent SC students, 5.2 percent ST student and 34.4 percent OBC student out total enrolment has also grown up significantly from previous years. The matter of concern here is a significant imbalance noticed in state and region wise student enrolment and also in terms of number of Universities and colleges. Some states have high GER like Tamil Nadu whereas some states have very low GER compare to average GER of India like Bihar. College density in India has grown in 2017 as 28 per 100,000 students but many states like Bihar is having 7 per 10000 students and Bengal 11 per 1,00,000 students are actually lagging from the country's average. There should be equal opportunity for everyone and every place to be provided to increase the student enrolment in higher education.

3. The quality of higher education in India is always having the question mark as compare to global quality standard. Quality in higher education means quality curriculum, experience and knowledgeable faculty, quality of output and maintaining the minimum requirement expected by regulatory body etc. Many higher education institutions in India not able to maintain the minimum standard expected by the regulatory and accreditation agencies like UGC, NAAC etc. resulted in closing down the operation or stopped taking admission. Globally also our quality of education not being recognized as we are not able to match the quality standard of the global education system.

4. Indian higher education also faced a new problem as University and Colleges are understaffed when it comes to teacher. The teacher is the backbone of entire education system. Quality teacher in sufficient quantity is required to scale up our education system in accordance with global standards. Pupil-Teacher ratio in Indian Universities and Colleges has come down from 24:1 (2012-13) to 22:1 in 2016-17 but not significantly. Compare to other developed country it's not good like in US the PTT ratio is 12.5:1 in 2014 and in China it was 19.5:1 in 2011.

5. In India infrastructure is another challenge for higher education system due to the shortage of empty space. Especially Government Universities have very poor infrastructure and facility which are not in accordance with increasing number of courses and enrolments in the campus. There are a large number of institutions of public as well as private sector does not have the minimum requirement of physical space and managing by taking a few floors in a building. Infrastructure issues have to be addressed because that is having importance to facilitate the education process.

6. In India, there are many qualified teachers available but not getting a job as continuous recruitment to fill the vacancies never happened. As a result, the lack of teacher is being observed by the institute. Private institutes generally do not pay according to the standard set by the government and as a result quality faculty are not continuing their profession and switch to other professions which is big blow to Indian higher education.

7. Higher education in India has also one more major challenge in the field of research and innovation. Indian faculty members are not able to contribute significantly in research and not being cited by other countries. Higher education will only grow in many aspects if the research and innovation takes place at its full potential. Many accreditation agencies and ranking agencies give rank to the higher education institutions on many dimensions. Research being one of the major dimensions for them.
8. National Assessment and Accreditation Council is one of the important accrediting agencies for higher education mention that only 25 percent of the total higher education institute was accredited, which signifies the poor system prevails in higher education in almost all the dimensions.

In India, there are many issues and challenges pertaining to higher education but majority of these can be sorted out by making the system less bureaucratic and less intervention of political parties and by giving more focus on to student development and research (Kumar 2015).

Mukhopadhyay (2016) has suggested some steps to improve quality of education in India. He has pointed out i) Quality of Input or admission to be ensured by the institute to reduce the skill gap in India. ii) Quality of teacher to be recruited and retained by providing required compensation and facilities. iii) Innovative and modern teaching methodology, technology and pedagogy to be adopted by the HE institution to make the student learn more with fun as new generations demand. iv) Content and Curriculum is the backbone of any education system so quality content and curriculum to be developed in all new frontier of education and also which is having practical usage in life. v) Examination and evaluation system should be revamped with innovative methods of evaluation and making it more teacher centric than the affiliated body. vi) India should give more institute autonomous status to bring quality in all aspects and incentives for maintaining quality also to be implemented in higher education system. vii) Good and modern infrastructure and facilities to be ensured among higher institution to get approval from the Government and also govt. spending should be more in govt. owned colleges to develop good infrastructure and facilities. vii) Intensive focus to be given on quantity and quality of research in India and make it mandatory across all institutes to maintain minimum level of research contribution to the significant journal of globally accepted quality. viii) Easy and structured administrative policy to be made to ensure quality and growth of HE in India. ix) Distance education quality and areas of discipline also need to be increased and maintained. Last but not the least, x) Indian higher education needs to have a robust control mechanism by the Government not as a policy but at execution of the policy too.

2.1.2 Higher Education in India- Legislation and Institute Regulatory and Accreditation Bodies

Ministry of Human Resource Development (MHRD) is the sole responsible body for entire Indian education system including planning and execution. MHRD has a department of Higher Education which looked after overall development of higher education in India. The UGC (University Grant Commission) act as coordinator and also as regulator of higher education in India. The UGC has few mandates to follow as per the UGC act 1956. UGC has responsibility to promote University education, coordinate Central and State Universities, Maintaining and

managing quality Universities in terms of teaching-learning, examination, research and innovation, providing grants to universities and colleges, framing regulations to manage minimum required standard etc. However, UGC is not the only regulatory body, with support to UGC there are 15 regulatory and statutory body in India for instance AICTE, ICAR, DEC, CCIM etc.

All the councils except Indian Council of Agricultural Research are statutory bodies. The responsibility for promotion of respected professional education and recognition of the courses, providing grants, imparting different levels and discipline of education etc. are some of the key functions of these regulating bodies. However, the role of UGC and these councils are not clearly differentiated and some of the cases overlap in functions was noticed (The Hindu,2017; Financial Express,2017).

Indian higher education sector has a major challenge in quality assurance. To address this problem and to ensure quality the National Policy on Education (1986) initiated the quality assurance process and it resulted in forming two major accreditation body in India. One is National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) was formed under the UGC and AICTE respectively. The objective of such accreditation bodies is to inform all stakeholders of the Institute such as student, faculty, management, parents, alumni, industry about the quality standard of a higher education institution and improvements through self-assessments and recommendation provided by the accreditation bodies.

There are few other accreditation bodies operating in India such as Washington Accord which was a body formed amongst engineering accreditation bodies of fifteen countries – US, UK, New Zealand, Russia, Australia, Chinese Taipei, China, Japan, Malaysia, Korea, Ireland, Canada, Singapore, South Africa, and Turkey. Accord members agree to give India provisional member status in 2007, represented by NBA accreditation body in India. Another few agencies such as ICRA, CRISIL and CARE ratings grade educational institute at small scale. Another important Accreditation agency for global education is AACSB, it provides internationally recognized specialized business education accreditation. For business related higher education Association to Advance Collegiate Schools of Business (AACSB) accreditation is quite important form of professional accreditation to an institute and its business and accounting related programs. However, AACSB accreditation is applicable for only highest ranked in terms quality business education institutes.

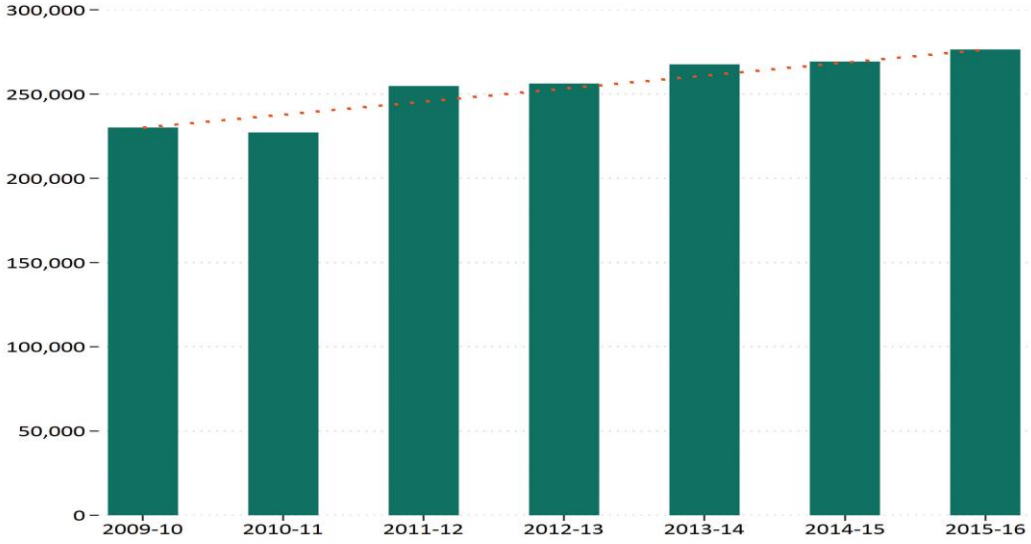
2.2 Business Management Education in the World

According to Financial Times (2018) although global economic recovery is very weak, the growth in US and Europe is only two to three percent after 10 years of the crisis but education particularly business education industry has been able to raise prices continuously through the decade. The fees for two year MBA program have risen by an average of 5 percent or more in a year. The reason for such growth probably due to the increasing demand of such knowledge and skill by the Industry. It has become a major profession that attracts considerable attention across the world.

In 1872 EMLYON Business School in Lyon (France) was the first B-School established by Lyon Chamber of Commerce and Industry. In 1881 University of Pennsylvania has started its first collegiate school Wharton School of Business by the successful American industrialist Joseph Wharton. In 1898 Booth school of Business was set up by University of Chicago. In 1900 Tuck School of Business was set up at Dartmouth College. In 1908, Harvard university set up Harvard Business School. The very same year Kellogg School of Management started by North-Western University. In 1914 (MIT Sloan), 1916 (Columbia Business School), 1925 (Stanford Graduate School of Business) were established. The trend grown up after 1950 like INSEAD was established in 1957, IESE Business School was established in 1958, Indian Institute of Management, Ahmedabad started in 1961, London Business School was started in 1964, In 1965, National University of Singapore School of Business came in and in 1973 I E Business School was founded, in 1976, Yale School of Management was established. All of these Business Schools are leading Business school of the world. Some of the important players in Business education include IMD Switzerland (1990), Hong Kong UST Business School (1991), China Europe International Business School (1994), Saïd Business School at Oxford University (1996) and Indian School of Business (1996). The growth of Business School in the world is continuing although this sector is facing greater scrutiny (Onzonol, 2010) from a wider group of stakeholders than at any time in its history. There is not a question of doubt that management education is growing and also continues to grow in the future.

According to AACSB there is an increasing demand for business management education globally whether it is a degree program or at post graduate levels.

FIGURE 2.5: NOS. OF UNDERGRADUATE ENTRANTS YEAR WISE



Source: AACSB Report 2016

From the above figure, it is very clear that number of students pursuing business management education is increasing year after year. AACSB also confirms that 61.7 percent admission offered against applications across all undergraduate programs during last seven years. The estimated numbers of business school across the regions are confirming the ever increasing demand for business management education across the globe.

The International Association of Universities (IAU) in 2010 estimated 17000 and more institution offered business management programs around the world. Whereas, AACSB estimated and identified 12,600 institutions offer at least one business management program whether at under graduate or graduate level. The global management education is a big business. There are nearly 16,000 business schools across the globe, offering undergraduate degrees, masters degrees (e.g. MBA, EMBA, MIM etc.), certificates, and also executive education. According to Association to Advance Collegiate Schools of Business, there were 7622 Business schools offering business management degrees in the year 2005.In which 20 percent of these schools are from United States and 18 percent are from China and 14 percent operating in India. In the year 2015 the nos. of Business schools are 15731 offering business management programs are just more than doubled. Now the landscape of Business school got changed from larger nos. represented institution in US shift to India with 3902 business management education institute, has the 25 percent of all business degree offered institution in the world. In comparison with US has estimated 1624 business school, 1259 business schools in Philippines, 1082 in China and 1000 in Mexico put together represent 56 percent of all business degree offering institutes across the world. It is evident that the rapid evolving nature of business management education states opportunities as well as threats for business schools and Universities. New players or providers in the business education market are entering and student also have opportunity to choose from wide array of offerings. The evolving need for global managers is increasing and the industry is questioning about the value business schools are providing in terms of student skills and research. Technology to deliver education is rapidly changing and its becoming the new capabilities or potential of institutes offering business management education to make them winners or losers in the business education market (Margaret Andrews, 2015).

2.3 Business Management Education in India

In India, Business Administration/Management Education started way back in the beginning of 19th Century. Colonial Government in India has the needs for business administration and commerce skilled workforce for their administration role. The graduate at that time joined as clerical roles in the British administration. The first Business School was set up in Chennai and named as Commercial School of Pachiappa Charities in the year 1903.The first college level business education provider started in Bombay currently known as Mumbai as Sydenham College in the year 1913. In the year 1920, Delhi laid its foundation in management education with Shri Ram College of Commerce. In the initial years of business and commerce education it was not gaining popularity as all the bright students were aspired for science and engineering stream. The reason for such preferences was to join a company as a technical supervisors and slowly moved up to the ladder and take up managerial roles. Business Management education gain popularity in the hands of India's first prime minister Pandit Jawaharlal Nehru. He is credited with creating center of excellence in higher education outside the purview of University system. The two important Institution IITs and IIMs were thus born with an intention to establish quality education like MITs and Harvard Business Schools were providing. In the early years Business education started as commerce discipline. However, Business

Management education have truly begun as a part time education for practicing managers by Xavier Labor Relation Institute (XLRI) founded in the year 1949 as pioneer institution in the field. In 1953, Indian Institute of Social Welfare & Business Management (IISWBM) have started its operation as a Business School in Kolkata. Andhra University, Waltair was the first University to offer Postgraduate program in Management in the year 1954. In 1957 Administrative Staff College, Hyderabad, was set up on the lines of Henley Management College, England. In the year 1959, nine universities started offering Business Management education as part time or full time MBA programs. In 1962 two IIM's were launched. IIM Calcutta with collaboration from Sloan school of Management at MIT and IIM Ahmadabad started with collaboration of Harvard business school. With the start of two IIMs full time Postgraduate Program in Management was started gaining attention of the aspirants. Govt of India in 1949 has set up an institution All India Council of Technical Education (AICTE) to regulate technical and management education and later in the year 1987 this body was given statutory powers under the provisions of AICTE Act. In the year 1953, AICTE set up the Board of Management Studies to control and regulate management studies in India to bring the quality process in terms of admission and academics.

Afterward various Commerce Departments of Universities reorient their curriculum to offer MBA degrees. During 1969 to 1979 forty-four more programs were added and the total nos. programs increasing to 87 by 1989. Two more IIMs were also added during this time. IIM Bangalore in the year 1973 and IIM Lucknow in the year 1984. The fifth Indian Institute of Management was established in Kozhikode (IIMK) under government of India and the state government of Kerela. IIM Lucknow (IIML) was started in 1981. Rajiv Gandhi Institute of Management Studies, Shillong started its' first batch in 2008. After that till today there were 20 Indian Institute of Management in India. The following table shows the chronologically years of establishment of all the IIMs and their location.

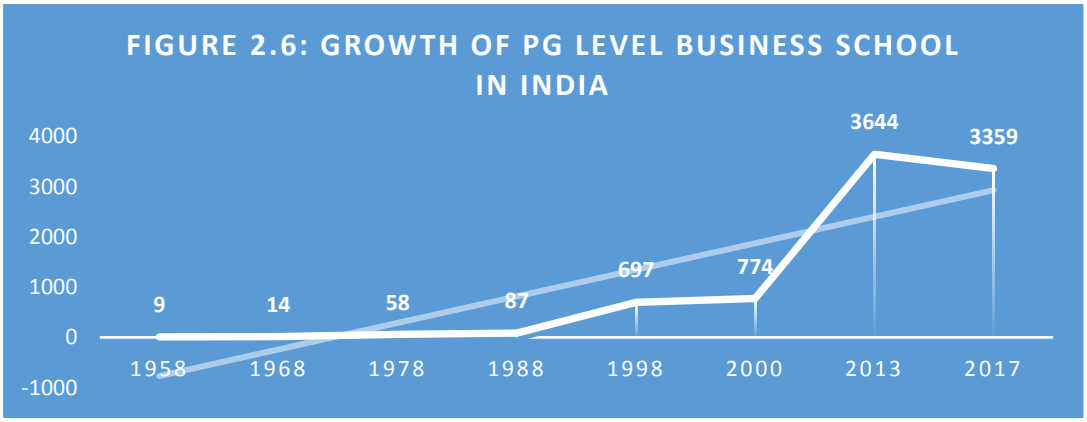
TABLE 2.3: INDIAN INSTITUTES OF MANAGEMENT ESTABLISHMENT

S. No	Name	Short Name	Established	Location	State/UT
1	Indian Institute of Management Calcutta	IIM-C	1961	Kolkata	West Bengal
2	Indian Institute of Management Ahmedabad	IIM-A	1961	Ahmedabad	Gujarat
3	Indian Institute of Management Bangalore	IIM-B	1973	Bangalore	Karnataka
4	Indian Institute of Management Lucknow	IIM-L	1984	Lucknow	Uttar Pradesh
5	Indian Institute of Management Kozhikode	IIM-K	1996	Kozhikode	Kerala
6	Indian Institute of Management Indore	IIM-I	1996	Indore	Madhya Pradesh
7	Indian Institute of Management Shillong	IIM-S	2007	Shillong	Meghalaya
8	Indian Institute of Management Rohtak	IIM-R	2010	Rohtak	Haryana

9	Indian Institute of Management Ranchi	IIM-Ranchi	2010	Ranchi	Jharkhand
10	Indian Institute of Management Raipur	IIM-Raipur	2010	Raipur	Chhattisgarh
11	Indian Institute of Management Tiruchirappalli	IIM-T	2011	Tiruchirappalli	Tamil Nadu
12	Indian Institute of Management Kashipur	IIM-Kashipur	2011	Kashipur	Uttarakhand
13	Indian Institute of Management Udaipur	IIM-U	2011	Udaipur	Rajasthan
14	Indian Institute of Management Nagpur	IIM-N	2015	Nagpur	Maharashtra
15	Indian Institute of Management Visakhapatnam	IIM-V	2015	Visakhapatnam	Andhra Pradesh
16	Indian Institute of Management Bodh Gaya	IIM-BG	2015	Bodh Gaya	Bihar
17	Indian Institute of Management Amritsar	IIM Amritsar	2015	Amritsar	Punjab
18	Indian Institute of Management, Sambalpur	IIM Sambalpur	2015	Sambalpur	Odisha
19	Indian Institute of Management, Sirmaur	IIM Sirmaur	2015	Sirmaur district	Himachal Pradesh
20	Indian Institute of Management, Jammu	IIM Jammu	2016	Jammu	Jammu and Kashmir

Source: Compiled from IIM Websites

The inception of post liberalization in 1991 has witnessed the business administration/management programs mushrooming and the number of Business Schools increased many folds. At present, according to AACSB (The Association to Advance Collegiate Schools of Business), India has world's highest number of business management programs. By 2013, there were 3644 MBA colleges in India, from a mere 87 in 1989, to 3359 MBA Colleges in India by 2017.



Source: Compiled from AICTE Reports

Earlier in the initial years, the Indian Business schools, most of them have followed the US type of systems in terms of pedagogy, curriculum and interfacing with industry. Further with, post economic liberalization and IT revolution, the scope of B-Schools has increased in terms of specializations offering. The growth of corporate sector is the reason for phenomenal growth of MBA or PGDM. As Business graduates played a critical role in scaling up the competitiveness of industry. The industry requirements for practicing managers are growing year after year, which in turn fueled the growth of Business Management Education in the country and around the globe.

The All India Council for Technical Education (AICTE) is assigned with the responsibility of executing, regulating and controlling business management education in the country. The formation of the National Board of Accreditation (NBA) is also ensuring the quality education, it's becoming must for an institutes to get accreditation for the requirement of approval renew with AICTE.

B-Schools in India are broadly classified as:

1. B-Schools which are approved by Ministry of HRD and AICTE such as Indian Institutes of Managements (IIMs), Indian Institute of Technologies (IITs) Xavier's Labor Relations Institute, (XLRI) Jamshedpur, S P Jain Institute of Management and Research Mumbai, Xavier's Institute of Management (XIMB) Bhubaneshwar.
2. Management schools and departments in Universities come under the purview of national university education system. They are regulated and monitored by University Grants Commission (UGC). Central Universities are monitored by UGC and state universities are monitored by state governments and partially by UGC.
3. University Affiliated Colleges are guided by University rules and regulations and also affiliated to AICTE.
4. Private Universities sponsored by societies/ trusts/ corporate bodies are guided and regulated by UGC.

According to the AICTE official data, there are more than 10000 post-graduate and under-graduate levels B-Schools running in India. The state wise breakup for the number of business management institute are given below as on 30th April 2016.

TABLE 2.4: STATE WISE BREAK-UP OF NUMBER OF BUSINESS SCHOOLS IN INDIA

S.No.	State	Number	Percentage
1	Assam	47	0.45
2	Jammu & Kashmir	51	0.49
3	Jharkhand	62	0.6
4	Himachal Pradesh	72	0.7
5	Delhi	77	0.74
6	Others	113	1.09
7	Bihar	119	1.15

8	Chhattisgarh	119	1.15
9	Uttarakhand	183	1.77
10	West Bengal	278	2.69
11	Orissa	302	2.92
12	Kerala	374	3.61
13	Punjab	376	3.63
14	Rajasthan	417	4.03
15	Gujarat	420	4.06
16	Haryana	427	4.12
17	Madhya Pradesh	551	5.32
18	Karnataka	747	7.22
19	Telangana	753	7.27
20	Andhra Pradesh	841	8.12
21	Uttar Pradesh	1129	10.91
22	Tamil Nadu	1344	12.98
23	Maharashtra	1550	14.97
	Total	**10352**	**100%**

Source: AICTE List of Management Colleges as on 30th April,2016

Others States includes Andaman Nicobar, Arunachal Pradesh, Puducherry, Manipur, Mizoram, Meghalaya, Goa, Tripura, Daman and Due, Dadra and Sikkim etc.

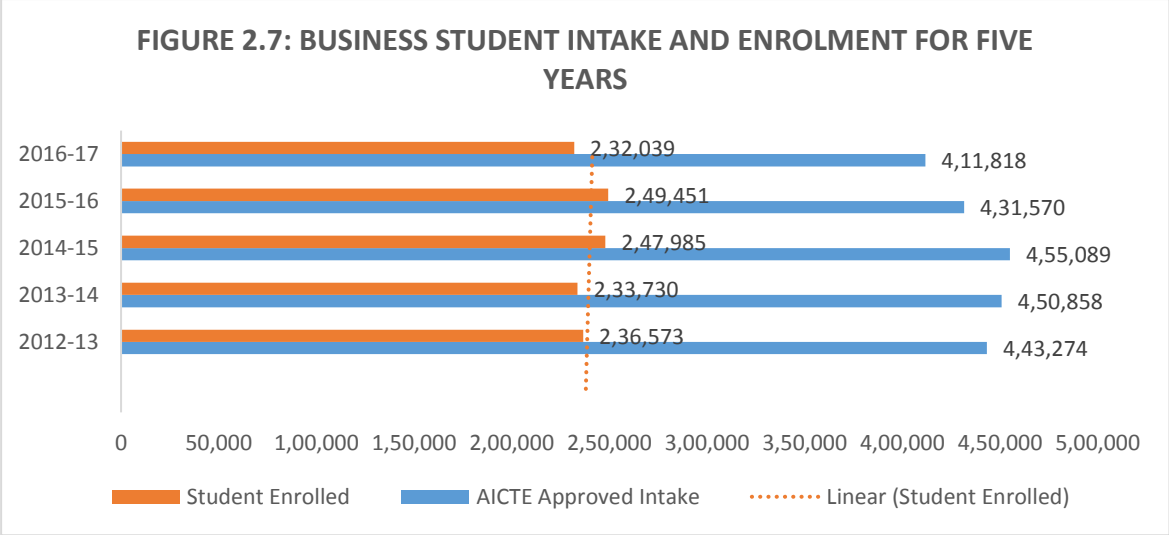
The total number of AICTE approved seats in B-schools has increased till 2013-14 and then started decreasing in the last 3-4 years. While, the number of AICTE approved seats in management education was 4,43,274 in 2012-13, decreased up to 3,93,035 in 2017-18. In fact, the gap in intake and student enrolment also widening. It shows the challenges faced by the B-schools across the country to filled their intake capacity.

TABLE 2.5: STUDENT INTAKE INCREASE OR DECREASE VS. STUDENT ENROLMENT OF AICTE APPROVED B-SCHOOL

Year	AICTE Approved Intake	Student Enrolled	% Enrolled	% Increase or Decrease Intake (YOY)	Gap in Intake Vs. Student Enrolment
2012-13	4,43,274	2,36,573	53	1.71	2,06,701
2013-14	4,50,858	2,33,730	52	0.94	2,17,128
2014-15	4,55,089	2,47,985	54	-5.17	2,07,104
2015-16	4,31,570	2,49,451	58	-4.58	1,82,119
2016-17	4,11,818	2,32,039	56	-4.56	1,79,779

Source: Data Compiled from AICTE Website 2018

The year wise trend of student intake and student enrolment is presented in the below figure.



Source: Compiled from AICTE webpage

2.3.1 Salient Features of Indian Management Education

The Indian MBA education started by imitating United States' MBA curriculum, pedagogy and it is a poor imitation of American MBA (Shetty,2014). The following are some features stand out in our Business Education:

Over 80 percent institutes are privately managed Un-aided institute (AICTE Website).

Annual enrolment is about 2, 40,000 against approximately 4,00,000 intake capacity (AICTE Website).

Over 70 percent of enrolment in management education at Business Schools are from engineering graduates followed by Commerce Graduate and business management graduate (AISHE,2017).

Majority of the students in fact more than 90 percent students are fresher not having any prior work experience before pursuing management programs (AISHE,2017). Cost of Business Education varied widely from 1,00,000 INR to 20,00,000 INR for the two years. Majority of the Institutes have intake capacity of 60 to 120 (The Economist,2016; AIMA,2016).

2.3.2 Different Types of Post-Graduation in Management or MBAs:

Presently, in India, there are broadly five different types of B-Schools.

1. Institutions of National importance- MHRD directly governs institutes such as IIMs (20), IITs (9 of them have Department of Management Studies)
2. Government promoted B-schools like IIFT, IRMA etc. AICTE Approved Private Institute offers PGDM.
3. Private University MBA Schools
4. Public University MBA Departments or Affiliated Colleges

5. Autonomous/Non-regulated players like ISB, SOIL

Private and Government Universities MBA are regulated and guided by UGC norms. Whereas, Business School offering PGDM work directly under AICTE with autonomous status and IIMs and IITs work directly with Ministry of Human Resource Development (MHRD). There are Business Education provider initiated by the state government and several ministries like IRMA in Gujrat and IIFT in Delhi. There are also institutes which are not approved by Indian Government but compete with Top Indian B-School such as Indian school of Business in Hyderabad.

2.3.3 Indian Business Education (MBAs) Admission Procedures

In India, applicant must appear for any one of the below mentioned Entrance Tests.

1. CAT (Common Admission Test conducted by IIMs for Admission in to IIM)
2. XAT (Admission Test of Xavier Group of Management Institutes)
3. IBSAT for IBS Group/SNAP for Symbiosis group, NMAT for Narsee Monjee group.
4. JMET (Joint Management Entrance Test) for IITs.
5. ATMA (AIMS Test for Management Admission)
6. MAT (Management Aptitude Test conducted by (Association of Indian Management Schools) AIMA)
7. CMAT (Common Management Admission Test Conducted by AICTE)
8. GMAT (Graduate Management Aptitude Test conducted by GMAC for Admission into ISB and alike institutes)
9. State Level Test also conducted to take admission into University affiliated MBA colleges.

For admission into MBAs or Management programs any of these above mentioned test or Institute's self-administered test to be qualified followed by generally Group Discussion and Personal Interviews are held.

2.4 Growth of Business Education in India -Factors

There are many reasons for the tremendous growth in numbers of Business Management Institutes in India. The following are some factors (Ashutosh Priya,2006) directly or indirectly contributing to the growth of management education in India.

1. India's economic growth is tremendous. From the GDP of 5 percent to 6.3 percent in the year 2017. India is world's third largest economy in terms of purchasing power with 1.27 billion people.
2. The emerge of service oriented economy from an agro based economy. (IBEF 2017)

3. According to International Monetary Fund outlook that India is growing at 6.7 percent compare to the world growing at 3.6 percent. India's economy is projected to grow at high growth rate compare to the rest of the world. (IMF outlook 2017)

4. India was seeking for aids from the World Bank and IMF earlier now India is giving aids to the under-developed nations.

5. Indian Companies are now giving neck to neck competition to the multinational companies and many India Companies raised themselves to become Indian MNCs.

6. The government support to start up India or make in India initiatives bring many new entrepreneurs in the business world. India is the third largest start up base in the world with over 4,750 new technology corporations and 1,400 new start-ups being founded in 2016. (NASSCOM Report 2016).

7. India was once noticed slow industrialization compare to develop countries now become the fastest growing knowledge economy and industry modernization. India has improved its ranking by 30 spots in the World Bank's Ease of Doing Business Report and ranked 100 among 190 countries in 2018 edition of the report.

8. In terms of demographic dividend India has great youth population of 64.4 percent are aged between 15 to 59 years in 2015 (Sample Registration Survey of India 2015). India will remain the youngest country for the next 20 years according to the projection made by the Hindu – Business Line in the year 2017.

2.5 Issues and Challenges of Indian Business Management Education

There is no doubt that India is one of the largest markets for Business Management Education and that can be easily traced by the growth of business education in India. However, in terms of quality we stand further low on the global platform. Our top ranked B-Schools are far behind the International Standards. The parameters for rankings and accreditation are not in the list of top 20 institutes globally. Even in the list of top 100 business schools in the world ranking given by Financial Times 2016 (FT) only three Business Schools namely IIM Ahmedabad (24), ISB Hyderabad (29) and IIM Bangalore (62) found their place. As per the ranking given by Economist Top 100 in the year 2013 there is only one Indian B-school – IIM-A stands from India. Indian mid-tier and bottom level Business Schools are fighting for their survival. For mid-tier and bottom-tier B-Schools demand for doing business education dropped significantly in last 7 years. Consequently, the supply in terms intake capacity are more but demand becoming less resulting compromise the quality standards of Business Education aspirants and which in turn lead to low employability. According to the study conducted by ASSOCHAM (2016) only 7 percent management degree pass-outs are employable except those very few top institutes graduates.

In this turbulent period of Indian Business Management Education where top level institutes are not able to scale up in terms of quality as per the global standard and in fact lagging behind the Asian competition such as China and Singapore and mid-tier B-schools are not getting students easily to survive in the market place whereas bottom-tier B-schools were lacking in direction with not having definite purpose and presence in the business education market. It is

important to understand those challenges briefly. Some of those problems and key challenges faced by the Indian Management Education are stated below:

1. Association to Advance Collegiate of Business (AACSB) is having one of the most robust system of giving accreditation to the global business schools. Among thousands of B-schools globally, only 799 schools from 53 countries have AACSB accreditation (Live Mint 2017). According to the AACSB accreditation which is considered to be the global benchmark of quality in management education only five institute namely ISB, Hyderabad TAPMI, XLRI Jamshedpur, IMT Ghaziabad and IIM Calcutta got accreditation from AACSB. The other top management institute in India such as other IIMs, XLRI, IRMA, SPJIMR, JBIMS, FMS, TAPMI, BIMTECH etc. don't have problems in admission or placement but they lag behind on global comparison even, with the Asian peers' country like China, UAE etc. Out of 86 business schools in the world hold the *"triple crown"* accreditation from the most sought-after international accreditations: AACSB, AMBA, EQUIS, one among them is IIM-C which is the only Indian school to have the prestigious *"triple crown"*. The below table have shown analysis on the AACSB accreditation on how India compared with the other Asian countries its clearly stated in the below table:

TABLE 2.6: NUMBER OF B-SCHOOLS ACCREDITED BY AACSB AMONG ASIAN COUNTRIES

Country	Total Number of B-Schools	AACSB Accredited B-Schools	Percentage of Total Number of B-Schools
Singapore	3	3	100
South Korea	240	16	6.7
UAE	24	7	29.2
Chinese Taipei	122	22	18.0
Thailand	108	4	3.7
China	1082	27	2.5
India	3359	5	0.1

Source: Compiled from AACSB Website 2018 Feb.

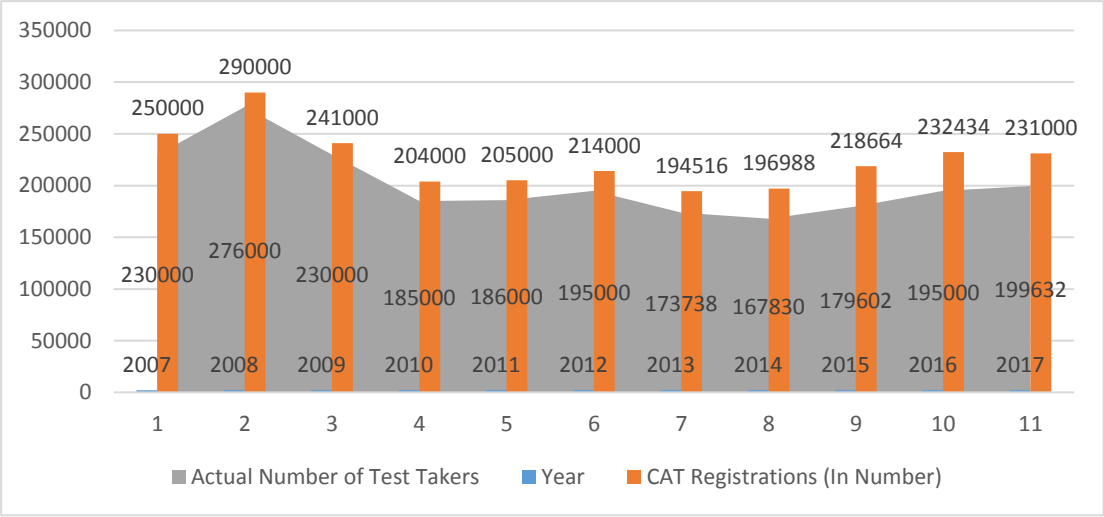
The problems associated with Indian B-School not getting international accreditation is majorly related to its standing in management research (MBA Universe 2014). Our top most management institutions are not able to find place in international rankings. Not a single B-School in India is able to get a spot in UT Dallas Top 100 Business School research ranking (UT Dallas Published Ranking 2017).

There is another challenge faced by the front-runner management institutes in India in terms of global diversity of the students. There are many IIMs or top notch B-Schools in India could not attract a single student from abroad on its campus to study business management programs. The reason could be, as per the expert opinion, is lack of global appeal, inadequate foreign faculty and average teaching standards have given the perception that Indian B-schools are not having a global standard for overseas students (Economic Times 2017). As per the foreign student admission is concerned the best performer in India was SPJIMR admitted only four students in the year 2014 but slowly

Indian School of Business are able to attract more than 20 students from overseas in the year 2017 (MBA Universe,2014).

2. The problems are more complicated in case of the middle level categories of B-Schools in India in which there is a group of AICTE Approved Institutes within Private Universities. Majority of them are facing the negative consequences of unplanned expansion of PGDM or MBA seats. During the last decades India witnessing tremendous growth of Business Education market here intake capacity increased by more than four times. As a result, the demand for management education has gone down at the same time. Business Schools those are already facing problems to fill their capacity are stared facing more demand constraint with the registrations for MBA entrance exam started dipping down at that time though registrations for entrance exam started growing up now but it still not matches the capacity for mid-tier and bottom-level institute. After witnessing exponential growth of MBA market where seat availability increased by more than four-fold in the last decade, the B-Schools which are already struggling to fill their capacity are now face further demand constraint with registration for major MBA entrance exams including CAT dipping further. To further analysis below chart for CAT registration will throw some light on to the demand fluctuations in India.

FIGURE 2.8: TREND OF CAT REGISTRATIONS VS. ACTUAL TEST TAKERS



Source: Compiled from CAT Result Declarations Year-wise

From the above chart it is evident that overall CAT registrations and CAT takers number gone down compare to last decade but it also noticed that last three years slowly the number of CAT registration and CAT takers going up. Even though the problem of demand supply gap is noticed due to the increased number of seats by four times compare to 2007. Consequences to the problems in not getting admission almost 500 Business Schools had to close in the last 7 years.

The same problem persists with the bottom tier B-Schools especially public University Department and University Affiliated colleges offering MBA programs. Even though this type of institute charge very less fees from the students still they are not able to filled their

capacity as student do not find much value in terms of employability is concerned. The major problems with bottom-tier B-Schools is they have little direction and contribution. Since they are affiliated to Universities and the AICTE being the only approving authority for their programs having very little interference on overall academic quality, faculty quality and industry interface, maximum of them failed to satisfy employers with their management graduates.

3. Evidences suggest that less than 10 percent Indian MBAs were employable (ASSOCHAM 2016, MeritTrac-MBA Universe 2012). The reasons for such failure in placement of management graduate is poor in industry specific curriculum, less application oriented learning, unable to employ quality and industry experienced faculty due to lack in compensation standard and poor in industry and academic collaborations. Lack in providing placement is the major cause for not able to get admission by many B-Schools and which lead to closure of almost 500 Business School over the years. Now the time is demanding survival for the fittest in this category of business. This is quite evident that this is the time to rethink about Business Education in all the major aspects such as Academic Quality, Faculty, Quality Input, Quality Output and right positioning in the B-School market.

4. Indian B-schools have another important concern to ponder upon where the competition of such institutes is not only with the domestic business education provider but also the eminent international player. Indian economy is growing and also the Indian students going abroad especially to US and Europe for business education is largest group along with China. This trend makes India an attractive destination for Global Business School. Harvard and Chicago University have already started research centers in India. Many other B-Schools like Ivey, Schulich School of Business are very active in India to set up their centers. There could also be further consolidation by some Indian B-schools with International B-schools to make the entry easy for International player. There will be some opportunities due to that but threat will be more in terms of competition. Entry of those international business education provider will further worsen the situation for the B-Schools to attract MBA aspirants if proper strategies not being able to develop and implement.

5. Business Schools also facing competition from the top Business Schools like IIMs which has increased by the Government from 07 to 20 IIMs and also slowly all IITs are getting in to Business Education. Demand for those top institutes are increasing whereas mediocre and bottom tier institutes are facing huge problems to survive in the market. The competition has also increased due to MOOCs (Massive Open Online Courses). The top quality content and education available in free of cost online obviously lead to less preference given by the students to bottom-tier B-Schools which was actually survived so far due to the advantage of less cost degree provider.

2.6 Business Education in Telangana

As on date (18-06-18) in Telangana state there were total of 360 Institutes offering management education at PG level (AICTE 2018). Business Management Education in Telangana was

founded by Osmania University as a Department of Management Education in the year 1971 followed by Jawaharlal Nehru University of Technology in 1989. The first AICTE Approved B-School in the state named Siva Sivani Institute of Management was founded in 1992 followed by Vignana Jyothi Institute of Management in 1993 and Institute of Public Enterprise in the year 1994. The University of Hyderabad also started business education department in the year 1999. There were many colleges affiliated to Osmania University and Jawaharlal Nehru University Technology started management education by then. To name a few which spearheaded in Telanagana were Loyola Academy Degree and PG college and Badruka College PG Center in 1984. Shadan Institute of Management Studies in1993, Chaitanya Bharathi Institute of Technology in 1996, Sreenidhi Institute of Science and Technology; Wesley PG college; Gokharaju Rangaraju Institute of Engineering and Technology; all of this three institute in 1997.

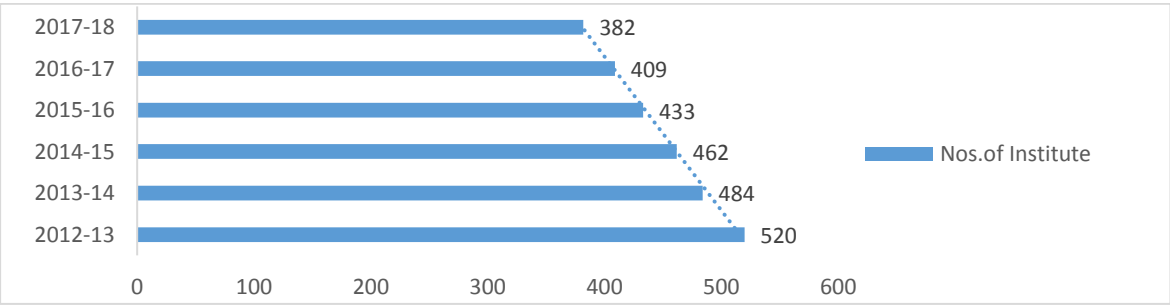
In 2018, Telangana had 11 state University departments having different management programs, 02 Central University Department Management Programs, One Institute of National Importance NIT Warangal under MHRD offers management program, 348 Private Colleges affiliated to universities, 23 Autonomous B-Schools (AICTE list, 2017). In 2017, Telangana had a total estimated number of 382 management programs (AICTE 2017) although there are institutes offering management program having different time affiliation from AICTE is also included in the list.

The autonomous institute (Privately Managed and Funded) which are in the forefront of management education in Telangana is Indian School of Business (ISB) in Hyderabad. There are other leading private B-Schools such as ICFAI Business School, Hyderabad, Siva Sivani Institute of Management (SSIM), Hyderabad, Institute of Management Technology (IMT), Hyderabad, Institute of Public Enterprise, Hyderabad, Symbiosis Institute of Business Management, Hyderabad, Narsee Monjee Institute of Management, Hyderabad etc.

The different universities offering MBA programs are Osmania University, Hyderabad Jawaharlal Nehru Technical University, Hyderabad, Telangana University, Nizamabad, Satavahana University, Karimnagar, Mahatma Gandhi University, Nalgonda, Kakatiya University, Warangal, Nalsar University of Law (NALSAR), Hyderabad etc.

The below figure will explain the trend in number of institute offering management education at PG level before and after the bifurcation of Telangana state on June, 2014.

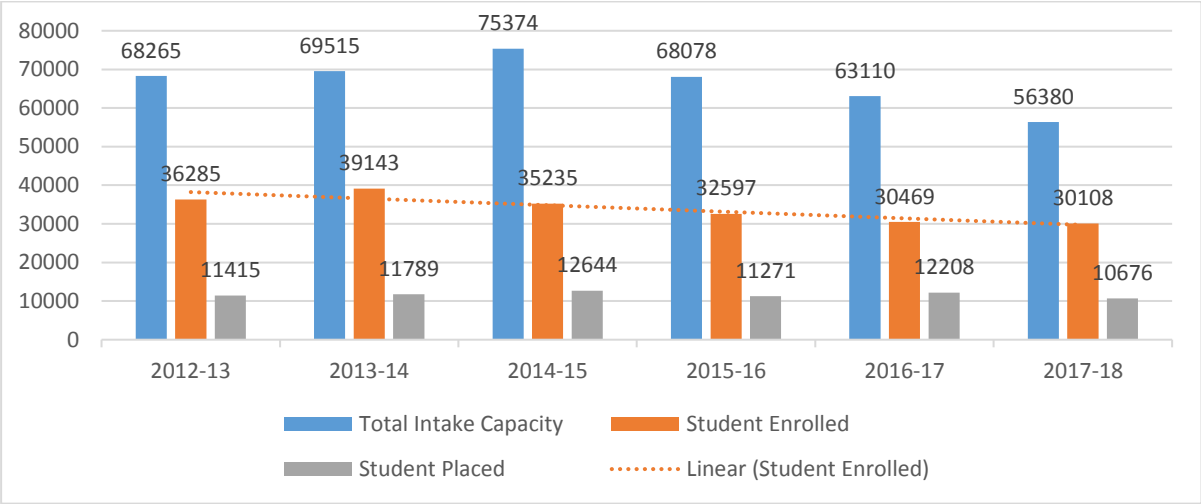
FIGURE 2.9: TREND IN NOS.OF BUSINESS INSTITUTE IN TELANGANA STATE



Source: Compiled from Year Wise AICTE database

While it is visible from the above figure that each year before and after the bifurcation of Telangana state the number of institute offering management education declining and to understand the trend in student intake capacity and student enrollment the below figure will make it clear and also will throw some light on the placement of the management students in Telangana state against the student enrollment in to management programs.

FIGURE 2.10: TREND IN BUSINESS STUDENT INTAKE VS. BUSINESS STUDENT ENROLLMENT VS. BUSINESS STUDENT PLACED IN TELANGANA STATE FOR LAST 6 YEARS



Source: Compiled from AICTE database 2018

The state of Telangana noticed increasing rate of intake capacity before the bifurcation of the state in 2014 but decreasing rate of intake capacity after the state bifurcation whereas the student enrollment into PG program in Management decreasing continuously except the year of 2013. Placement of the business student in Telangana shows a linear trend where it sometime increased or decreased.

2.7 Summary

Business education has seen exponential growth globally. American B-Schools are most lucrative for MBA aspirants from all over the world. The largest number of business students studied in US compared to any other country. The European B-Schools such as London Business School, INSEAD etc. are also preferred by international students. Last 2 decades B-Schools in India have grown significantly. Karnataka, Kerala, Orissa, Delhi, Maharashtra and Andhra Pradesh, Telangana have the largest number of B-Schools in India. There were more than 3300 B-Schools (in 2017) in India and 753 in Telangana (in 2017). The Business education sector is growing leaps and bounds both in the world and in India.

This chapter presents the Business Education scenario in India as well as in global perspectives. It also discussed the opportunities and challenges faced by the Indian Business Schools and at the same time it also reviewed the higher education in India and contribution of higher education to the economy of the country and also discussed the regulatory framework of the higher education in India. This chapter gave an overview of the Business Education or Business Schools in the state, country and in the world.

CHAPTER III

MARKET ORIENTATION AND MARKETING EFFECTIVENESS: A REVIEW OF RESEARCH STUDIES

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MARKET ORIENTATION AND MARKETING EFFECTIVENESS: A REVIEW OF RESEARCH STUDIES

3.0 Introduction

This chapter intends to review the research studies on marketing functions in business schools and also presents a comprehensive and critical overview of marketing concepts, particularly the study variables namely, market orientation and marketing effectiveness. This chapter will also present the relationship of market orientation with the performances of business. Empirical and conceptual papers related to marketing of higher education. The process of literature survey is depicted in the below figures:

FIGURE 3.1: LITERATURE REVIEW BEFORE FINALIZATION OF RESEARCH TITLE AND OBJECTIVES

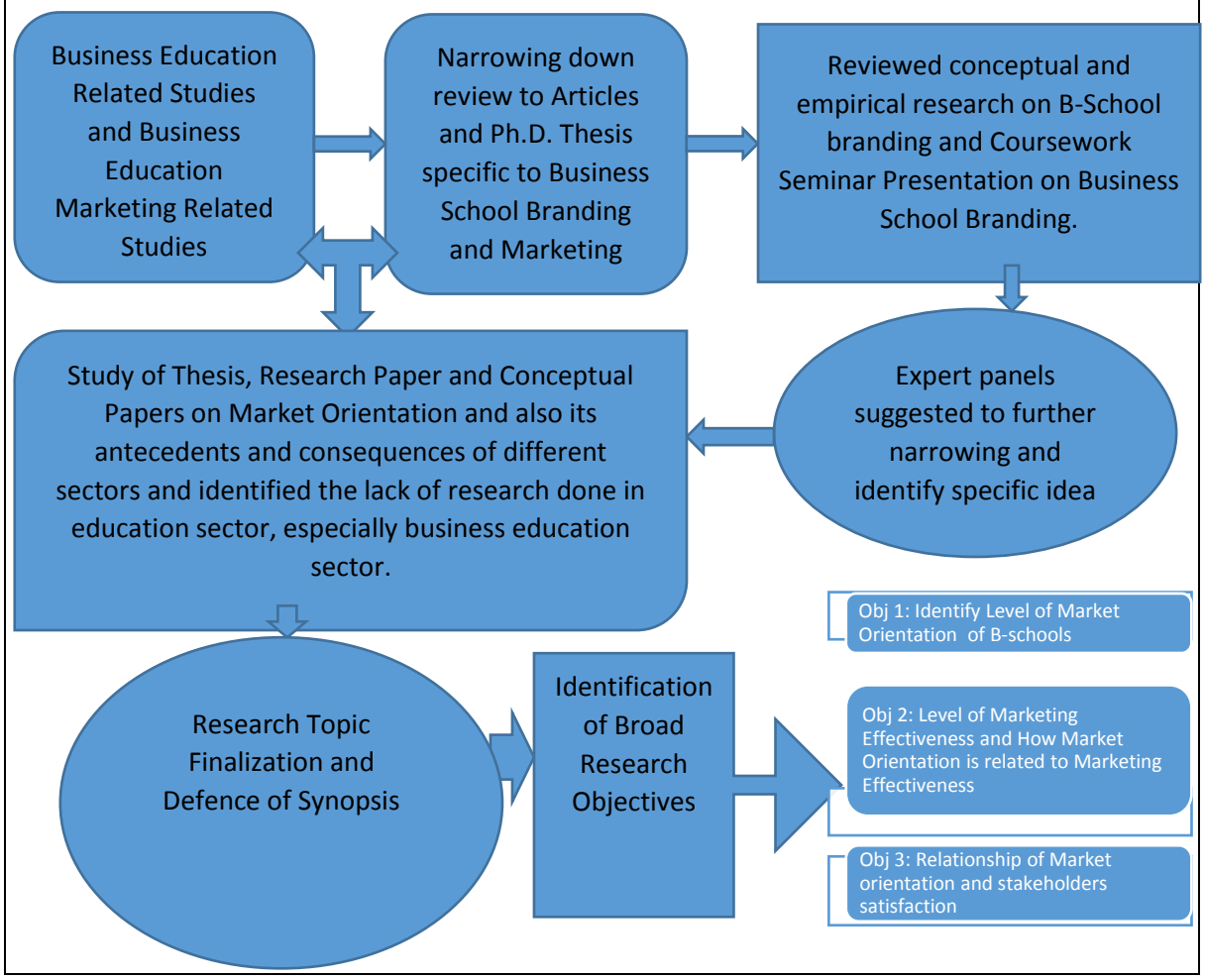
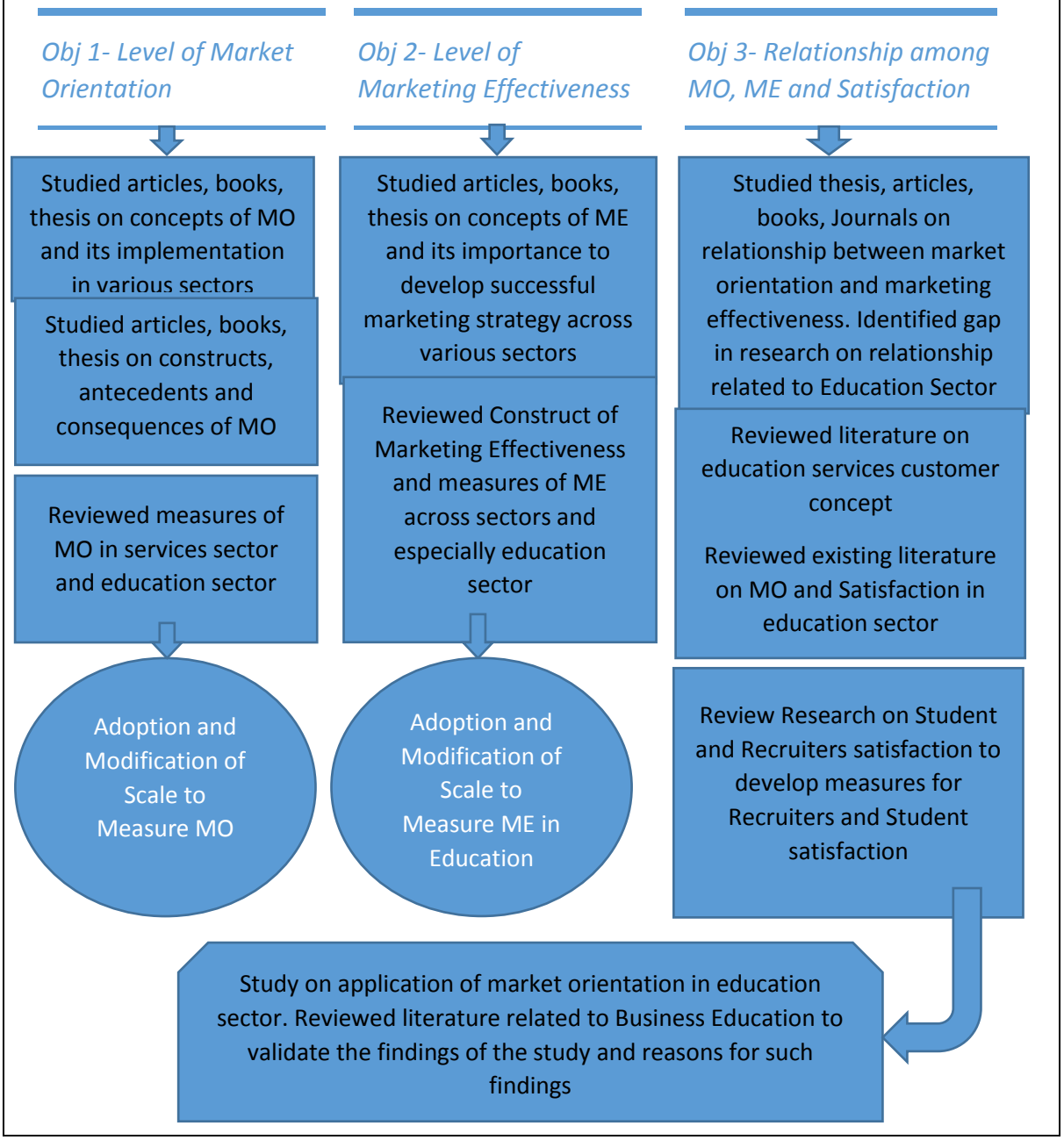


FIGURE 3.2: LITERATURE REVIEW AFTER OBJECTIVES FINALIZATION



3.1 Professionalism in Business Schools

The business management education once a top choice of students in India are presently lost its sheen (Dholakia, 2014). The top ranked B-Schools in India have good demand from the aspirants but majority of the B-Schools have the problems of filling their intake capacity. This is evident from the fact that the intake capacity of majority of Business Schools is not utilized during the last few years. There could be many reasons for such scenario. One major reason could be that market is saturating. This obviously means that Business School management and staff needs to think more on how to attract students for business education and also how to differentiate one's offering from others b-schools to sustain in the market. Antunes and Thomas (2007), have stated in their article that Business Schools are facing an identity and image crisis

from the student and the society at large whether B-schools are to be considered as an academic institution or as professional schools.

The best way to adopt a holistic marketing approach to differentiate and position B-Schools in the market (Lazar, Virginia, and Iasi CEA,2009). The need for marketing department arises to address such issues related to identifying a target group and to rightly position it in the market (Peter Trim,1994).

The marketing department of any organization plays a major role in identifying and fulfilling the need of the customers or various stakeholders through market research, promotion and also continuous product or service development. The sole responsibility of the marketing function is to create a distinctive positive image about the brand (Tomczak et.al., 2018). According to Moorman & Rust (1999) marketing is the function that used to manages connection between the organization and customer as the customer- product/service, Customer-Service Delivery and the Customer-Financial Accountability connections.

Business Education offered by many types of Business Schools in India. Out of those types, only few top tier institutions namely IIMs, IITs and few more are able to get sufficient enrolment for their intake capacity. Although they do face problems of quality student admission and also with regard to failing to attract foreign students' admission. But, majority of the Business schools fall in the B-category or in fact bottom tier category of Business Schools such as many University affiliated Institute and AICTE Approved institutes and also University Departments are considered to be in Tier Two or Tier Three. These categories of B-schools face real problems in filling their intake capacity. As a result, many B-Schools have terminated their operations. One of the reasons for such dismal scenario is lack of marketing strategy in business schools. Many institutes have realised such problem and started thinking about marketing and branding aspects of the business schools. In the United States, higher educational institutes including business education have realized the same before. In United States, Newman, Couturier and Scurry (2010), have suggested any higher education institution should shift toward a market based approach, where universities and colleges are in competition to supply education as a service. They also mentioned that the subsequent list of evidences to support the market based approach in the United States are i) The emergence of new competition, ii) marketing to students, recruiting by amenities, iii) competition to get better ranking, iv) identifying new source revenue, student is targeted as customer and v) the globalization of higher education. Bennis and O'Toole (2005), Ghoshal (2005), Pfeffer and Fong (2004), and Mintzberg and Gosling (2002) have suggested business schools to functions as a market driven or simply customer driven organization. It is quite clear from many evidences cited at different times in different countries that the business education institution needs to be market driven because their success depends on how well they identify the needs of their target customer and satisfy those needs (Driscoll, Cathy, and David Wicks,1998). The concern is to ensure that the marketing functions to work in the higher education or business education market. This study will focus on to understand what extent it is important to be market driven B-schools and how marketing strategy can take a shape by giving concern to the B-Schools different customer group or stakeholders and also how market driven or market oriented institutes effect the marketing effectiveness of the Business Schools.

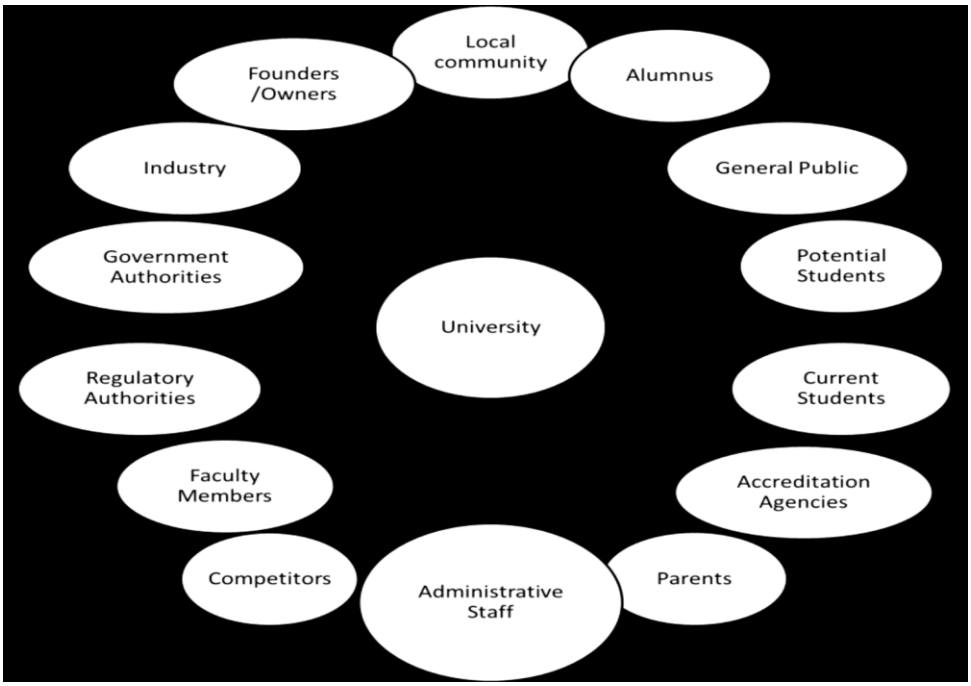
3.2 Stakeholders of Business Schools

In general terms, stakeholders in business are those who fund the company and held the shares of the company to collect the dividend. However, there are various views on the definition of stakeholders in business organization. Freeman et. al. (2010) refer stakeholder as those groups who have interest in organizations success or failure. Some of the examples for businesses the major stakeholders could be shareholders or owners, directors, employees, government agencies, suppliers, creditors, unions, and the community from where the business is belonging. Any person or groups, public and private organization, Government and private institution, societies and natural environment can be stakeholders of an organization if they are able to influence the objectives and activities of an organization (Mitchell, Agle and Wood, 1997; Alves, Mainardes, & Raposo, 2010). However, the universally accepted and most cited definition of stakeholders is considered to be Freeman's 1984 definition which says "a stakeholder in an organization is (by definition) any group or individual who can affect or is affected by the achievement of the organization's objectives".

In higher education, many groups or individuals can influence the institutions strategic and operational objectives, related activities like teaching, curriculum design or placement etc. and the processes. Necessarily, those groups or individuals who influence the objectives, activities and processes in higher education can be termed as stakeholders. The very existence of any higher education institution can be evaluated through stakeholders' relation and satisfaction. If there are changes in stakeholders' requirements, the higher education institution evaluates and analyses the feedback, redefines its objectives to improve its processes and to meet their needs (Benneworthe & Jongbloed, 2010; Kettunen, Juha,2015).

Burrows (1991), stated that higher education institution must use categories of stakeholders than to identify as groups. However, he has given few categories of stakeholders for higher education institutions namely Governing bodies or university board of trustees, administration as vice-chancellor or president etc., employees as faculty, staff, clients as recruiter, students, parents etc., suppliers as previous education institution, coaching institutes etc. competitors as peer institution and other substitute education provider, donors as alumni, industry, parents etc., communities as different educational group, chamber of commerce etc., government and non-govt. regulators as different accreditation bodies etc., financial intermediaries and partners of joint venture as corporate co-sponsoring. Kotler and Fox (1985) has presented and listed 16 Stakeholders and their role in a University system. The following figure have shown all the 16 stakeholders:

FIGURE 3.3: STAKEHOLDERS OF UNIVERSITY



Source: Kotler and Fox, 1985

The above figure has shown all the stakeholders of a University system. The same group of stakeholders can also be considered in Business Schools context. In higher education or for that matter any business organization have two type of stakeholders: Internal Stakeholders and External stakeholders. Internal stakeholders are those who work within the system on regular basis and who largely control the activities and processes of the business organization or educational institution. For B-schools they include faculty, staff, students and management and to some extent governing body. Whereas, external stakeholders are those from outside who have interest in organizations or institutions outcomes but not involved directly in planning, strategy and execution to get those outcomes. For B-schools, they include parents, corporate (Recruiter), Alumni, Outside agencies, Government regulatory authority, supplier and distributors, accreditation agencies and competitors etc.

Some of the key stakeholders of Business Schools are discussed below:

1. **Students:** Students are the heart of any educational program. They are the prime beneficiaries of the education service and also representative of the college and program. They have obtained and used such knowledge to the working place and to the community. It is really important to satisfy their needs and wants. Providing placement to the students is the unitary focus of all. Students always is motivated and excited to study in any institute which creates environment and continually work towards satisfying their core needs. In turn, an institute will benefit from them by getting positive word of mouth and more student enrolment.
2. **Faculty and Staff Members:** Faculty members as one of the first and foremost criteria for selecting a college or institution to study. Faculty member is the major quality parameter to know how the image of educational institution. Quality faculty is the

unseen force behind the quality graduating students. Talent, commitment and motivation of the faculty make students life better. Faculty and staff are the primary contact of an educational institute and students develop their positive and negative opinion about an institute is largely influenced by them.

3. **Recruiters:** Any business management educational providers' objective is to reduce the gap between academics and the required essential skill such as technical, analytical, conceptual skill etc. needed by the employer. If a Business School is able to match the skills needed by the corporate and the education and skills provided by the institute, placement will be successful in that institute, in turn student will be satisfied and institute will also gain reputation in the market.
4. **Parents:** Parents are the external stakeholder and indirect beneficiaries of the educational institute. More often they are the actual buyers since they pay the education fee for their children. Parents look for identical development of their wards in case of Business Education. They also calculate the return on investment by looking at the kind of placement the institute is offering.
5. **Society:** An educational institute must have highest social responsibility. Society should get benefit from the passed out students of the institute in terms of skills and the ethical values they have obtained during the program. Society also contributes to building the reputation of an educational institute.
6. **Regulatory Authority:** An institute cannot run its operations if they are not approved and affiliated to the government regulatory institute. An institute should always try to follow the process and activities required to get accreditation. In India B-schools must get approval from AICTE to sustain in the market.
7. **Alumnus:** Graduated students are the brand ambassador of any educational institute. An institute should always try to maintain the relationship with their alumni. Satisfied pass out students will not only help in promoting their institute but also they come back to their institute to help in placement and also to build industry connect. Some of the institute are also getting lump sum donations from their alumni to develop the institute further.

3.3 B-School Students: Customers, Products, Partners or Stakeholders?

3.3.1 Students as Customers

Higher Education Institutions are in service business. There is no doubt that the creation of quality service in education is important for satisfying many customers or stakeholders. The question arises who is the key customer out of many stakeholders in Higher Education. According to Ostrom et al. (2011) student are the key customer for the Higher Education as they are the one who pay and experience the service directly. He also discussed services marketing typologies and strategies pertaining to service blueprinting, physical evidence etc. for education from the student (customer) point of view. Higher Education institutes seriously trying to market themselves to the student is also proved that student as their customer (Cuthbert, 2010). Where there is financial

exchange taking place in education between student and the institute is supporting the view of student as customer (Molesworth et.al.,2009), also wherever higher education institute or Universities trying to enhance the quality of student experience throughout the student lifecycle is fully supporting the concept of customer satisfaction and customer experience management (Hemsley-Brown and Oplatka, 2006).Students certainly view themselves as customer but educationalist most of the time do not want to accept it as they believe that customer centricity is only applicable to commercial environment (Corts, 1992; Owlia, Mohammad S, 1996; Sallis, 2014). Student is customer or not is very complex to the academician as student play different roles during their education service experience, as students are considered to be inputs and recipients of education as well. According to Harris (1992), Students are main customers of higher education institute but they are also raw material, supplier, co-creators and products. Although, some administrators do not accept the idea of student as customer but research evidences suggest the opposite view. An empirical study conducted by Koris and Nokelainen (2015); M Tomlinson (2017), found that students are expected to be treated as customers in terms of student feedback, communication and classroom studies whereas in terms of curriculum design, academic rigor, examination and degree is concerned they do not want to look themselves as customers. Due to stiff competition in higher education service any University or colleges trying to act as a seller of their courses and degrees, student are buyers who pay for their courses and also sometime make donations as a successful alumnus. This relationship will continue to grow as long as the transactions between them are satisfactory (Bejou, 2005).

The literature classifies any higher education institutes in the "not for profit" service category and so the performance indicators (Kotler and Fox, 1995) for education institute are not similar to business sectors but as the competition increasing in this sector and survival become difficult, it is necessary to view student as customer and maintain good customer relationship and enrich customers experience is must. The threat of viewing student as customers are always there to maintain and increase the quality of education as the study conducted by Delucci and Korgen (2002) stated that higher education institutes compromise on quality of student benefits such as, professionalism, good citizenship, ethical values, life skills etc. while treating student as their customer. There is also negative effect on curriculum design and teaching methods if students are being treated as customer (Carlson and Fliesher, 2002).

The student-customer model has some drawbacks and benefits as well. Major drawback are students may have tendency to pass on the responsibility towards the institute (Clayson and Haley, 2005) and faculty for learning and placement success or failure. If success it will have positive impact, but if it is failure it will resulting in student dissatisfaction, resulting in the spread of negative word of mouth. Student will be judgmental to the institute for each and every activity of the institute and adversaries may arise in academic quality and rigor. Poor quality and academic rigor may result in failure to secure desired employment and dissatisfaction prevails with the students even at that moment the shifting accountability towards the higher education institute not by

themselves. The student-customer model may have more success or benefits than the drawbacks if the service logic is implemented correctly than student as customer or co-creator of services (Finney and Finney, 2010). For education service student engagement as co-creator is challenging task, but it has to be ensured by sharing the responsibility and commitment to student to get desired outcome by them as customer. However, the debate over who is the customer for any higher education institute has never come to an end as there is ample of research given different viewpoint. Therefore, it is quite clear that marketing of higher education institutes in general and business schools in specific to survive profitably in the market is need of the hour.

3.3.2 Students as Products

Students come to higher education to develop their knowledge and skill and thus student is an input to any higher education institution and institution have a major role to transform the students, and as output, graduate them with imparting required knowledge and skills. In view with the manufacturing organization where input, process and output are the activities and major functions to produce final product, a higher educational institution and especially business education follow the similar activities as manufacturing organization. Thus, students may be considered as product. According to Belohav (1984) Students can be considered as final customer in higher education in one view or Public and Private sector can be considered as final customer in another view. If public and private sector companies considered as customer, then obviously student will be viewed as product as student get recruited by the corporate. Emery, Kramer, Tian, (2001), stated the advantages and results of those two different educational philosophies adopted by business management educational institutions: the customer oriented approach and product oriented approach. Kramer, Robert Tian, (2001), commented that business schools who follow customer oriented approach will view student as their customer and the required customer treatment will be given to the students and the objectives of the business schools will be satisfying the students and get enrollment sometimes at the cost of education and program quality. Whereas, if students are viewed as product then the focus will be given to the students' capabilities and enrollment will be based on the students' certain level of skills and knowledge and business schools will be responsible for producing skillful and knowledgeable students which will satisfy the private and public sector company's skill and talent requirement.

3.3.3 Students as Producers or Partners

Education is a service and in service sector customer can be co-creator of services. Education service can be satisfactory to the stakeholders if students are considered to be collaborative partner or producer (Mike Neary and Joss Winn, 2009; Bell and Emery,1971; Bay and Daniel, 2001). There may not be general agreement, but it is clear to some extent that any higher education institutions primary activity is teaching and research (Brew,2006). According to Boyer,1990, the primary activities of a higher education institution must be teaching and research but with some objectives and

relationship between these two are debated for creation of four categories of this relationship: the scholarship of discovery research, the scholarship of integration, interdisciplinary connection; the scholarship of application and engagement; and lastly scholarship of teaching, research and evaluation of teaching. However, students' engagement in research related activities will give positive result of output on teaching and research both. There are arguments on how the quality of teaching and research will improve with the student's active engagements. Wieman (2004), stated that research based learning effectively develops students analytic and evaluative skills and which in turn help in problem and enquiry based learning. It is also viewed that research based learning will encourage participation and retention (Pascarella and Terenzini 2005) of the students than passive view of learning where teacher teaches and student act as a passive listener (Cole 1990; Scribner 1985). The idea of student as producer encourages the development of collaborative relations between student and academics for the production of knowledge. The student participation must be including development of curriculum, research support to the faculty, participating in administrative role and positive matured feedback provider to the higher education institutions. According to Groccia (1997), student must be real learner and which in turn make a student a producer and co-creators of education service and not as consumer of education service.

3.3.4 Students as Clients and Partial Employees

Students as customer or product or partner was discussed in the previous sections. Nevertheless, student can also be considered as partial employee and they can be treated as human resource for an education institution is being argued in this section. According to Mills and Morris (1986), any service organization if they found customers are skillful and knowledgeable to complete a specific task they used their customer skills and making them 'partial employees'. Armstrong (2003) has given students-as-client model as clients who pay to receive professional services from the firm and also define client as a person who engages the professional advice or services of another. According to Litten (1980) student as a client is a part of the process, and a quasi- product at the end of the process. Pittman (2000), confirm that faculty and administrative staff perceive student as internal customer which also agreed to the fact of being student as partial employees.

3.3.5 Students as Stakeholders

In the previous section, it was discussed that an education service has many stakeholders and it is always important for an educational institution to satisfy and maintain a balance between all the stakeholders rather than a particular interest group. Not only that, if student viewed as customers there is a probability in compromising academic rigor and curriculum. On the other hand, if students are considered to be product may be viewed as object or passive learner. If educational institution, consider student as their partners may equalize them with the learned faculty at same level. Extent of literature supports that student may be considered as one of the key stakeholders among many must solve

the purpose of education as service. There was perceptual research conducted among the business students and invariably found that as per the student perception they prefer to view themselves as customer and product at the same time (Obermiller, Fleenor and Raven, 2005). The question is if the students were not treated as customer or product or partner then what should they be treated in business education sector? Another question is that what should be the treatment towards other beneficiaries namely- faculty, parents, alumni, corporate and society in education? Literature review suggest that there is no conclusive and acceptable clarity of who is the customer of B-Schools. But student viewed as one of the key stakeholders gives balance approach to this debate and arguments for the development of business schools.

3.4 Concept of Marketing

The concept of marketing is changing more than ever before due to transitions of business from traditional channels to digital channels. Market orientation concept originated from the philosophy of marketing and being market oriented means implementation of marketing functions. It is more than the customer centricity and closeness to the customer. Before discussing the concept of market orientation it is important to understand marketing in general and also to understand marketing in relation to the market orientation concept. The American Marketing Association (AMA) is the authority of developing, adapting, and modifying all marketing definitions. Since 1935, the marketing definition changed three times. The last updated definition was coined in 2004. Each definition is uniquely specific to the underlying processes of marketing.

In the year 1935, the definition marketing was 'Marketing is the performance of business activities that direct the flow of goods, and services from producers to consumers'. The concept of marketing from this definition understood as a business function responsible of coordinating demand and supply for companies producing goods or services.

In 1985, the marketing takes another direction where the main goal of marketing is now to achieve objectives by using the four elements of the marketing mix (Product as conception, Pricing, Promotion and Place as distribution) Marketing is also seen as both an individual and organizational function. Moreover, this definition goes further as not only services and goods are taken into account but also ideas. Marketing is not limited to companies producing and/or selling goods but also to individuals and ideas.

The last revisited definition in 2004 by the AMA is as follows "Marketing is an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders" Marketing is an organizational function again and not an individual one anymore. The purpose of marketing is to gain and create value. This goes further than simply satisfying objectives. Besides, it is the first time that the notion of stakeholders is taken into account. Today, marketing goes beyond objectives and organizational concerns, it is also about customers, value creation and other stakeholders.

3.5 Market Orientation

Market orientation is the action used as a philosophy to understand the underlying needs of a customer in the choices they make rather than tailoring the marketing campaign to set selling points for the customer. In fact, it is the exact opposite of that, as it uses the understanding of customer's needs to tailor the products according to the customer's desires. This is an orientation, which starts from the customer's end. The basic underlying objective behind implementing market orientation is to design and manufacture the products according to the needs of the customer to satisfy the customers to the fullest. This orientation helps the companies to analyse their customers with the slightest difference in their preferences so that the product can be designed in such a fashion that it can be transformed according to any individual's desire.

Market orientation has helped companies to grow in several of ways. Since the products are not prepared in advance and are tailored according to the customers, the scope of customer satisfaction is more as well as the inventory problems can be solved. Along with this the balance between the supply and demand can be maintained as well as JIT theories can be applied for faster delivery. The contemporary way of marketing is a lot more intriguing to the customers since the market has become saturated and the marketers need to grab the attention of the customers with all the possible ways. This is the best option possible as it not only allows the companies to collect the data from the customers willingly but can also use the data in order to exactly pin point the areas where the chances of sales are high and thus exploit the opportunity as well as satisfy the customer.

This orientation is very much useful for the new starters as in the beginning they are unable to compete the big players already present in the market when there is already a lot of clutter in the market. So a point of difference has to be prepared by these marketers in order to gain a niche competitive advantage. Knowing about different customer's needs and desires can be very challenging as well as very interesting because the normal people who are not thinking from a marketing viewpoint may have some pretty unique ideas which can be sometimes out of the box and can have a possibility to become a big hit. As the market is now, people are finding things which are more and more different and unique which can set themselves apart from the crowd and this can be factor which can be utilised by the marketers using this orientation.

Every now and then the concept is evolving. The primary reason behind this is the growing needs and exposure to a lot of diverse environment and elements to the customer. The trend rises in a short period of time and as soon as a new trend comes people tend to move in that direction. Now the era is gone where customers used to be very loyal regarding brands and products. Now when they have a lot of option to choose from and also of comparable price range, customers are having no brand loyalty and to survive in an environment like this means to introduce the customer with a new trend every now and then and then concentrate on something new. This orientation can really help the marketers to gain some pretty vague but innovative ideas with the help of customers as who is a better option than a customer in terms of getting new ideas. So it

serves both the purposes of gaining new ideas as well as customer feels privileged when the idea is implemented and thus a loyal customer can be formed out of generosity where the sense of privilege in the customer will make it stick to the company a little longer than usual.

The concept of market orientation is becoming important in many industries which had a customer or competitor orientation as a basic requirement for the market. As the market environment is changing companies need to switch their strategy in order to make them compatible to the customer. So the current understanding of the market orientation strategy is helping companies to do a deep research about the product first and then of the market (Protcko and Dornberger, 2014). Technology based companies which were technologically focused in the beginning are now focusing more on the research about the product and are gaining a fruitful outcome by increasing the production as well as consumption and thus creating an excess supply over demand. The complicated environment in the technology based industries need to have competencies over the competitors in order to improve their performance which is now becoming possible through market orientation. Similarly, other knowledge intensive companies which primarily rely on their intellectual property and competencies are becoming more and more precise through market orientation. Thus in accordance to the knowledge intensive companies the market orientation strategy is a sequential process of gathering market intelligence of the companies over the years followed by the dissemination of intelligence across different functions of the company and the organizational responsiveness towards the market. Regarding the orientation strategy, it is becoming possible in the countries with transitional economies as these economies are giving the opportunities to evolve.

3.5.1 Introduction to Market Orientation Concept

The definition given by AMA, is clear that market orientation is the implementation of the marketing concept. Research evidences suggest that marketing orientation and market orientation appear to be the same. For a reason of simplicity, and clarity to the term "market orientation" term in this part. Moreover, the term "market orientation" seems more accurate than "marketing orientation" as 'the construct is not only a concern of marketing function, it does not inflate the importance of the marketing department in an organization and it focuses the attention on markets' in general and by consequence takes into consideration all actors.

An organization considered to be market oriented when they keep the customer at the heart of the business and all business functions, processes and activities are based around the customer. A market oriented firm keep on understand the customer needs and wants through market research of customer insight and then develop and execute strategies to satisfy them. Key marketing strategies such as product or service development, selling of a product, distribution of a product, marketing communication related strategies of a product and service and relationship management related strategies of the organization must be made with a view to keep customer delight as per their expectation. In this regard, Shapiro (1988) in his article "What the hell is 'market oriented'?" defined market orientation as the co-ordination among all the functional department in an organization

to make decision on any tactical and strategical issues related to customer buying situation and purchase experience. Today high competition prevails in almost all the industry whether it is manufacturing sector or service sector, to sustain in the business it is becoming necessary to be market oriented. In this internet age customer are easily able to search any product or services if a company not able to provide what exactly looked by customers there are competitors those are ready to sale it to the customer.

Market orientation is also considered as part of organizational culture than an individual process. Culture consist of values, beliefs, norms and behavior aligned with the organizations' system, structure and control. When an organization called market oriented organization it means all their activities are aimed at satisfying their customers. The main objectives of a market oriented firms are to continuously giving best services to the customer as per their needs and wants. To summarize market orientation as culture, it is an organization corporate business philosophy that put the customer's need satisfaction as first and then considering the role played by other market actors.
Market Orientation can also be looked as a set of strategic and operational marketing capabilities, activities, processes and behaviors required to implement a strong market orientation.

Traditional marketing concept discussed above has limited possibilities to provide guidance for the organization in today's context. Many studies after 1980s confirm the need for reorientation of marketing concept. According to Day and Wind (1980) for a company customer oriented approach for getting differential advantages is not a balanced approach to formulate strategy and suggested to give concentration to competitors and other stakeholders while formulating strategy.

Review of more than 100 studies on market orientation, suggest that there are three different concepts or perspectives of market orientation were observed. The most significant contribution made by Lambin (1996,2000); Kohli and Jaworski (1990); Narver and Slater (1990); Day (1994, 1999); Deshpande & Farley (1998); Langerak (2003); Baker and Sinkula (2005); Gotteland (2007). In this regard the three different conceptualization of market orientation is presented in below.

3.5.1.1 Market Orientation Concept by Kohli and Jaworski

Market orientation is very elusive. Kohli and Jaworski (1990) explain market orientation is an application and implementation of marketing concept. To implement marketing concept in any organization the author has given an operational definition of market orientation in which he considers the two most important factors of marketing called customer focus and integration of departments and functions. According to their operational definition market orientation is a process of generating market intelligence to clearly gain knowledge about customers' current and future needs, dissemination of the customer knowledge across the departments and functions and organization wide required response to the knowledge. The three major element authors focuses on generation of

market intelligence, dissemination of market intelligence and responsiveness to the gain insight. Each of these three elements are discussed below:

1) Generations of Market Intelligence is not only the present and future customer insight but it also includes the knowledge of competitors, government regulators, technology and other environmental factors.
2) Dissemination of Market Intelligence means the author meant is the importance of communicating and coordinating the knowledge of market intelligence across all the departments and functions through formal and informal mode to get active participation from all the department of an organization.

3) Responsiveness is the action taken by the organization in response to the collected market intelligence and dissemination. Action may be in the form of deciding the market segment to target or developing a product or service according to the needs of the customer and also promoting it in the market.

Kohli and Jaworski (1990) define market orientation in a behavioral perspective as "Market orientation is the organization wide generation of market intelligence pertaining to current and future customer needs, dissemination of the intelligence across departments, and organization wide responsiveness to it."

However, the market orientation model developed by Kohli and Jaworski have shown profit as a consequences of effective market orientation not a part of market orientation. Subsequently Kohli, Jaworski and Kumar (1993), by considering those three most important factors discussed above the authors have developed a 20 item market orientation scale to measure the market orientation of a firm and take corrective actions to be market driven organization. However, the authors did not mention about the detail type of market intelligence required by the firm and also the kind of action a firm has to take to satisfy the customer. In operational viewpoint this concept of Market Orientation gives limited scope to the practitioners to get the benefit out of it.

3.5.1.2 Market Orientation Concept by Narver and Slater

As the concept is further elaborated by many more researchers, Narver and Slater (1990) has defined and conceptualize market orientation with the reference of three key dimensions: Customer Orientation, Competitors Orientation and Interfunctional Coordination with the intention achieve profit in long-run and continuous growth. Customer and competitor orientation includes any activities which involved in acquiring customers and competitors' information in the firm's target market and communicating it across the department and functions. Interfunctional coordination refers to the organization wide coordinated efforts by involving all the business functions and departments than to give only focus on marketing department to satisfy the customers. The eminent author Narver and Slater (1990) define market orientation from the cultural perspectives as "Market orientation is the organizational culture that most effectively and efficiently creates the necessary behaviors for the creation of superior value for buyers and, thus, continuous superior performance for the business."

Although, there are many similarities with Kohli and Jaworski model but in this model substantial importance given to customer and competitors and at the same time restricted the model on only two actors than others. This model was tested by Narver and Slater and many more authors at later stage have found that application of Market Orientation will certainly give continuous profit to any organization. However, a balance of the two orientation namely, customer and competitors' orientation is required to achieve success.

3.5.1.3 Market Orientation Concept by Lambin

Previously, it is understood as an attitude, Lambin et.al. (2007), have presented an extended market orientation model and define market orientation as a business corporate culture, shared in the organization through interfunctional coordination with the objective of develop and promote a product or service for the customer and deliver continuous superior value to all the stakeholders profitably. Closer look to this definition and the way author explained will give new dimension to the market orientation execution.

The term design and develop is an activity performed by strategic marketing and whereas promotion generally is an activity or functions of operational marketing.

Superior value refers to product or service offering to satisfy customers must be better offering than the competitors.

This definition also includes all the other stakeholders such as direct and indirect customer, society, government etc.

Interfunctional coordination refers to the coordinated effort of all the department and function used to create market orientation culture in an organization.

The question arises how this concept extended market orientation model is different from the traditional market orientation model. To answer this particular question, we have to understand four differentiations visible in the extended market orientation from traditional market orientation. The differences between traditional and extended market orientation is presented below.

TABLE 3.1: DIFFERENCE BETWEEN TRADITIONAL MARKET ORIENTATION VS. EXTENDED MARKET ORIENTATION

S.No	Traditional Marketing Concept	Extended Market Orientation
1	Focuses on Customer	Focuses on Competitors, distributors, influencers and other stakeholders
2	Based on Response Strategic Marketing	Based on Proactive Strategic Marketing
3	Action Strategies on 4 Ps and 7 Ps of Marketing	Solution based approach and Customer Relationship Management
4	Confined to Marketing Department and Functions	Extended to the all department and functions and create customer oriented organizational culture

3.5.2 History of the Concept of Market Orientation

Market orientation has a long history as the concept is primarily based on marketing concept. The marketing concept is again derived from the managerial concept which is quite popular in the business of the 50s of the last century. The eminent management philosopher Peter Drucker (1954) has first time discuss about customer orientation and satisfaction and stated that business should be seen from the customer viewpoint and from then many researchers over time confirms the importance of market orientation. In 1948 the first definition of marketing was retrieved by American Marketing Association as "The performance of business activities toward, and incident to, the flow of goods and services from producer to consume". Comparing and understanding todays marketing definitions and earlier definitions it is quite understood that marketing is viewed as specialist function that manage customer needs and wants by fulfilling those to achieve firm's objective.

The market orientation is considered to be a new concept that develops over recent years as systemic adoption of marketing concept. The term 'market orientation' was described by many authors. One of the description given by Peter Drucker (1954) which says that customer is the one and only judge to analyse an organizations capability to satisfy their needs and wants. According to Levitt (1960) Market orientation is a central element of business philosophy. In 1987 there was a conference organized by Marketing Science Institution (MSI) with a theme of 'Developing Market Orientation' discusses and deliberate many issues pertaining to adoption of market orientation and implications to that (Bloom,1987). Deshpande (1999), stated that the conference was majorly focusing on market orientation correct definitions and the development of the model. After 1990, when the two major studies were being developed by Kohli and Jaworski (1990) and Narver and Slater (1990), the topic of market orientation well regarded by many researcher and studies taken place on adoption of market orientation in different sectors and relating with the performance also. Those two studies were very apt and become a framework for the market orientation theory into formal business research. These two research will be discussed in detail at later stage.

3.5.2.1 The Process of Evolution of Market Orientation

In this section, the evolutionary process of market orientation and brief analysis of different stages of business orientations are explained.

1. **The Production Orientation Phase**

This phase of production orientation starts from 1870 to till 1930. This philosophy says if a firm have good product it will automatically get satisfactory consumer response in terms of sale and it does not require promotion to market the product. This production orientation states the philosophy of no push if there is a good product with reasonable price. According to Fullerton (1988) there are many features of this philosophy and mentioned that a firm of that production orientation primarily give importance to physical production to manage constraints of supply and use technology to improve production process and output but distribution of the products in to the market got least

attention by those firms. This philosophy also gives least importance to consumer research to find out the needs of the customer as they believe whatever product has efficiently produced by the firm will be accepted by the customer. To some extent this philosophy works well as there is increasing demand for any product due to economic improvements and increase disposable income of the society in large and also due to little competition in any product line. Finally, Fullerton (1988) explains, since the product sale by themselves there are no innovation takes place in distribution channels such as retailer and wholesalers marketing efforts. Kotler (1998) described production concept in similar way and stated that in this orientation managers used to believe in mass production and making products widely available in the market to make customer buy those products conveniently. Most recent article on production orientation by Miller and Layton (2001) explain production concept with few assumptions such as i) Produced anything can be sold in the market. ii) Reduction of cost in production is major function of the firm. iii) Produce product which fulfill the basis needs of the customers not the specific one.

Until 1930, the production orientation was followed extensively by many firms' business philosophy in several countries but slowly due to great depression happened in 1930 the production philosophy has changed from being the core philosophy although (Miller and Layton,2001) there are few firms still follow this philosophy.

2. The Sales Orientation Phase

The failures of the production orientation philosophy of 1930s due to depression has changed the business outlook during 1930 to 1950s. This reshaped philosophy was sales orientation that holds hard selling, as core philosophy to a certain extent even today. In this sales oriented phase managers understand that customer need to pursued and require promotional efforts continuously to sale firms' product. Fullerton (1988), stated that in this era of depression firms use some people to meet the customer and show them sales manual to sale the product and those who have done that got success at that point of time. The essence of this orientation is push marketing where it says goods are sold not bought. In this orientation the main importance given to the aggressive salesmanship and sales promotion and advertising. This sales concept has few assumptions such as i) Best product to be produced. ii) Identify the buyer for the product iii) Major functions of management to convince the buyer to buy the product.

There are articles where it mentions that convincing or creating pressure on customer to buy any product may lose the customer for the future even though it makes the immediate sale (Comyns and Jones,1927). At the beginning of 1950s when economy already recovered from the depression many firms or business organization realize that with sales orientation philosophy it will be difficult for any firm to get long term growth. Also started believing that customer satisfaction is more important than sale of a goods for sustainability. However, still there are many firms who believe in hard selling even today.

3. **The Phase of Marketing Concept**

This philosophy was followed by many business organization during 1950s and points out that the fundamental task of business is to understand the needs, wants, desires and values of customers and produce the goods and make it available to the customer in the light of those result of consumer research to meet consumer specifications. In this connection, there are many researchers contributed to the concept marketing orientation. McKitterick (1957) mentioned that marketing functions in any business is to have the philosophy of customer orientation and make the firms do what suits and match the expectations of the customers. In similar line, Keith (1960), opined that any business organization focus has shifted from addressing the problems in production to marketing problems such as the quality of customer insight before producing a product. The eminent author Levitt (1960), explain 'marketing myopia' where he stated that marketer do not realize the changes in the market place if they are profitable. In this context of marketing orientation, the concept of marketing mix was introduced to guide the strategies related to marketing (McCarthy, 1964; Borden, 1964; Booms and Bitner, 1982; Kotler 1986).

The seed of marketing concept started in 1950s although gaining popularity in the world of business and research in 20th century. Shaw (1912), mentioned that the progress of any business is in searching out the unconscious needs of the consumer and then produce goods to satisfy them.

3.5.2.2 Market Orientation versus Marketing Orientation

Market orientation and marketing orientation are viewed by some researcher as being synonymous and there is no difference between these two term (Doyle et al., 1986;1989; Brown, 1987; Payne, 1988; Lichtenthal and Wilson, 1992; Golden et al., 1995). However, there are many researchers such as Shapiro, 1988; Webster, 1988; Jaworski and Kohli, 1990; have noted that market orientation is an expanded form of marketing orientation. Research evidences suggest that the reason for viewing market orientation as an expanded form of marketing orientation is threefold: i) marketing orientation is a concern for marketing department but market orientation is organization-wide philosophy, ii) marketing orientation says the coordination between function of marketing in the marketing department but in market orientation all the activities and functions are coordinated in any business to achieve the goal of customer satisfaction, iii) market orientation also emphasise on market and competition including customer (Kohli and Jaworski, 1990) but marketing orientation only based on customer and the functions and activities within the department. Narver and Slater (2004) stated that a business is market oriented only when entire organization have a philosophy to create superior value to the customer and also gave a construct called interfunctional coordination to give importance of the coordination across the department, functions and activities. In simple terms, Market orientation is more than simply 'getting close to the customer.' An organization can be market oriented only if it completely understands its market. Customer information must go beyond research and promotional functions

to permeate every organizational function. Market orientation is generally regarded as the implementation of the 'marketing concept'. The marketing concept is a philosophy of doing business, which puts the customer's needs at the centre of the organization. Thus, market orientation is considered as a very comprehensive concept which includes marketing culture (Drysdale.L.1999). Therefore, in this study market orientation have been used as a variable over marketing orientation.

3.5.3 Market Orientation Models-Antecedents and Consequences

The study of market orientation necessarily depends on understanding of antecedents or the factors which influence market orientation and also the consequences or the results of implementing market orientation**.** There are ample research was done on antecedents (Kohli and Jaworski, 1990; Kelly, 1992; Ruekert, 1992; Jaworski and Kohli, 1993; Wood and Bhuian, 1993; Gounaris and Avlonitis, 1997; Avlonitis and Gounaris, 1999; Harris,1999; Harris and Piercy, 1999; Cervera et al., 2001; Siguaw, Judy A., et al.2015; Guo, Chiquan, et al.2017; Józsa, T., 2017) and consequences (Narver and Slater,1990; Deshpande, Farley and Webster, 1993; Jaworski and Kohli, 1993; Siguaw, Brown and Widing, 1994; Chen, Yang, et al.2015; Lee, Yong-Ki, et al.2015; Glaveli, N. and Geormas, K., 2018.) of market orientation. Therefore, to understand these two important roles of antecedents and outcomes and the model of market orientation, review of literature pertaining to antecedents and consequences has been discussed in two different sections.

3.5.3.1 Antecedents of Market Orientation

In this section, it explores different factors of antecedents of market orientation from the research reviews until today. The factors such as management characteristics, organizational characteristics, interdepartmental dynamics and external factors etc. which have effect to implement or adopt market orientation. The following factors are the principle factors to influence adoption of market orientation.

3.5.3.1.1 Senior Management Philosophy or Characteristics

There are ample research evidences suggest that senior management philosophy plays a major role in adoption of market orientation. Kohli and Jaworski (1990), state that to implement successful market orientation required the commitment of top management. Felton (1959) mentioned market orientation as philosophy and an organization can attain market orientation if top management have that state of mind or philosophy. Levitt (1969) and Webster (1988) has stated that any chief executive officer or chief operating officer should clearly explains and establish clear values and beliefs to serve the customer and treat them as most important. Any organization culture and orientation is greatly impacted by the top management commitment (Chaganti and Sambharya, 1987). The top executives and strategic people in an organization inject the concept of market

orientation (Harris, 1996). The top management behavior is a barrier to implement market orientation if they don't believe in such orientation (Harris and Ogbonna, 2001). Therefore, it is important to have positive attitude and belief system of top management consisting of top executives towards market orientation for successful implementation of such concept. Top management characteristics may encourage or discourage the adoption of market orientation includes several factors such as the emphasis of top management, management training, risk aversion and formal marketing education. These characteristics are explained in the following:

1) **Top Management Commitment:** In any organization the role of strategic level people is vital for any strategic changes in the organization. If the changes required for the philosophy or culture of the organization human resource plays the important role. To make such attitude or cultural change in the organization the first level of change in orientation should take up by the top management (Payne,1988). Top management should commit towards market orientation and then gives clear signal or instruction to human capital of the organization to adopt the market oriented culture or customer centric attitude. According to Muffatto and Panizzolo (1995), an organization-wide people will prioritise customer satisfaction as first and foremost task if management of that organization are committed to the same objective. An organization will response to customer needs if instructions and signals given by the top executives of any firm (Levitt, 1969; Webster, 1988). Jaworski and Kohli (1993) opined that top management emphasis on satisfying customer needs greatly helps other employees to adopt that orientation. The author (Kohli and Jaworski, 1993) also proved that strong relationship with top management emphasis and market orientation. There are many researches was being carried out to prove the researcher's (Kohli and Jaworski, 1993) recommendations and findings on the importance of top management emphasis to be a market oriented organization. To name a few (Bhuian,1998; Horng and Chen, 1998; Pulendran et al.,2000) researcher who tested the Kohli and Jaworski (1993) findings and found strong relationship between top management commitment with overall market orientation. Narver and Slater (1994b) has noted that top management plays a facilitative role to develop communication throughout the organization and gives guidelines to the organization to adopt customer oriented culture in the organization. In the similar line Harris (1998) stated that weak understanding of top management about market oriented culture is a barrier to adopt market orientation and on the other hand if management are enthusiastic to adopt market orientation gives boost to imbibed the market oriented culture. In an organization if managers feel that marketing and customer centricity is undesirable or unacceptable it is quite difficult for the organization to embrace the market oriented culture (Lovelock and Weinberg,1984). Thus it is clear from the discussion and research evidences that top management emphasis is a pre-condition to implementations of market orientation.

2) **Management Training and Development:** An organization will be market oriented if they give better and efficient services to the customers. To give services better than the competitors and continuously trying to achieve customer delight required service

orientation and skills. Managers should be trained to give such level of services to the customer. Training to the managers helps in developing skills to serve customer and also serve customer differently from the competitors to create positive image about the firms' commitment towards the customer. Recruiting trained people will not serve the purpose because the customer orientation needs to be done organization-wide and it will cost the organization to change the entire workforce and time consuming also (Liu and Davies, 1997). Wood and Bhuian (1993) stated that marketing concept can deeply rooted in an organization through training and development activities on regular basis. Today for the many modern firms training and development is continuous activity for their organization (Harris and Piercy, 1997). There are research evidences (Young 1981; Wolf, 1984; Wong et al.,1989; Ruekert,1992) which show that management training has positive and strong relationship with market orientation. Top management after training on market orientation gave emphasis on customer satisfaction, changes in the environment and also quickly took action on competitors move towards customer satisfaction (Levinson,1987). Morgan (1990) and Morgan and Piercy (1991) stated that no or less training is one of the major factors that restricts marketing orientation. In this connection Horng and Chen (1998), found that if top executives are sent to attend marketing training are positively influenced by market orientation. Wood and Bhuian (1993) stated that an organization should give training to all their front-line employees to be oriented towards marketing and consider customer as the primary important stakeholders of any organization. Thus, it is clear from the research evidences that training and development activity is a pre-requisite and ongoing process to adopt market orientation.

3) **Management's Risk Taking Capacity:** Management which is risk aversive is less like to take high risk to achieve high rate of return, generally does not adopt market orientation culture. Risk averse managers less likely to concentrate on customer needs and response to customer needs. There are many studies suggest that risk averse managers tend to give less importance to information generation and dissemination and also towards the market responsiveness and negatively correlate with market orientation (Wood and Bhuian,1993). Kohli and Jaworski (1990; 1993) stated that in any organization where top management are risk averse and have fear to failure, employees are also not showing interest to gather market or customer information or discriminating information and response to the customer needs. The results shown in their study that risk aversion are negatively associated with the responsiveness component of market orientation. The discussion for such results explain that if an organization is willing to adopt market orientation there would be little amount of unknown risk and risk aversive top management never willing to take such unknown risk. Various studies also shown the finding of negative association between risk aversion and market orientation (Ansoff, 1984; O'Neill, 1989; Avlonitis and Gounaris, 1999). Although there are very less studies found no significant relationship between risk aversion and market orientation (Pulendran et al. 2000) but many studies concluded that top management risk aversion attitude plays a role as a barrier to market orientation. Thus, risk aversion is an antecedent to the market orientation.

4) **Marketing Knowledge through Professional Education in Marketing:** An organization which decides to be market oriented, required knowledge and insight about their customers and competitors and dissemination of such knowledge in the organization to the full extent (Day,1994; Narver and Slater, 1996). Marketing knowledge is prerequisite to gain insights about the customer (Gronhaug,2002). Marketing knowledge can be gathered through formal education and can make a person expert in domain knowledge of marketing. In this regard, Meldrum (1996) opined that an organization needs specialist in marketing domain who can use domain knowledge in all the marketing activities and processes such as product development or customer research or setting right price for the offering or promotion of the product and services. On the other hand, if a manager is not having marketing skills and knowledge, can create a barrier to any organization willing to adopt market orientation (Wong et al.,1989). These finding lead to describe importance of professional marketing education to the managers. Kohli and Jaworski (1990), found that formal education in marketing is having significant impact on market orientation. Kohli and Jaworski's finding was further tested by Horng and Chen (1998) and concluded that there is positive association between marketing education and market orientation. In this connection, Harris (2000) has stated that top executives who are largely responsible to implement market orientation needs to have marketing education background. Thus, research evidences cited above suggest that professional marketing education is an antecedent of market orientation.

3.5.3.1.2 Organizational Structure, System and Processes

Market orientation is also influenced by organizational climate or organizational culture and to be specific the characteristics of the organization such as organization structure-centralization or decentralization, Organization's people politically influence behavior and performance measurement and reward system. Organization climate consist of organization structure, processes, values, norms and reward system. All of the above characteristics are the predictor of market orientation. A market oriented organization where customer satisfaction is the primary objectives surely need to alter the organization structure to implement customer centric culture (Lear,1963). The similar findings suggested by Ruekert (1992) that organization process plays a role of major influencer on market orientation positively and negatively. Ruekert (1992) also suggested that the degree of market orientation always depends on the degree of changes adopted in organizational structure and processes to facilitate market orientation. Therefore, each components of organizational characteristics and their relationship with market orientation is discussed below:

1. **Organization Structure**: There are two major structure of organization found in literature – centralization and decentralization or formalization. According to Martin and Glisson (1989), Centralization is the nature and degree of delegation given for decision making. According Zeffane (1989), formalization is the system which defines

organizational roles, communication process, norms, hierarchy and authority procedures. Aiken and Hage (1968) commented that centralization is not only delegation of decision making authority but also the extent of participation by the people in the organization. The question is how centralization or formalization affected market orientation. There are research evidences confirmed that centralization and formalization are negatively related to intelligence generation and intelligence dissemination but positively related to responsiveness to the information dimension of market orientation (Zaltman et al., 1973). Whereas, Kohli and Jaworski (1993) found that all the three dimension of market orientation is negatively associated with centralization (Hage and Aiken, 1970; Deshpande, 1982; Deshpande and Zaltman, 1982; Avlonitis and Gounaris, 1999; Harris, 2000). Pelham and Wilson (1995) stated that there is a significant relationship between market orientation and organization structure and prove that there is positive relationship between market orientation and decentralization of organization, but negative relationship with centralization and market orientation. However, there are few studies which does not accept the relationship between market orientation and centralization and formalization (Pulendran et al.,2000; Matsuno et al.,2002). One of such studies conducted by Pulendran et al. (2000) argued and found that there is no significant relationship between market orientation and organization structure. Although, there are limited studies which do not accept the relationship between market orientation and organizational structures but there is ample research confirmed that relationship. Thus, it could be said that, centralization or formalization and decentralization of an organization can influence market orientation.

2. **Political Self-Centric Behavior:** Political behavior tend to promote self-interest of an individual at the cost of abandoned interest of others (Porter et.al.1981). Self-interest of many people in an organization is detrimental to the organization (Ralston, 1985). Kohli and Jaworski (1990); Wood and Bhuian, 1993 stated that the acceptable level of politics in an organization does not have any problem but excess level of politics may increase the interdepartmental conflict and that will influence implementation of market orientation. There are empirical evidences which suggest the negative relationship between political self-centric behaviour with market orientation. Harris and Piercy (1999), found the same inverse relationship for retailing companies. Thus, it is clear from the literature that political behaviour leads to conflict and conflict resulted in damaging market orientation. Therefore, political behaviour is a barrier to market orientation and have negative relationship with market orientation.

3. **Performance Measurement and Market Based Reward System:** There is significant number of researches available which show that organization reward system have influenced on attitude and behavior of employees (Anderson and Chambers, 1985; Jaworski, 1988; Siguaw, Brown and Widing, 1994). Webster (1988) stated that a customer driven organization or market oriented organization can only be built if managers performance measurement and reward system is also linked customer or market orientation. In this regard, Pulendran et. al. (2000), opined that

performance measurement scheme and reward system determine the degree of adoption of market orientation. Organizations where rewarding system is based on the customer related metrics namely customer satisfaction, customer relationship and retention tend to have successful market orientation (Jaworski and Kohli, 1993; Wood and Bhuian,1993). The type of reward system suggested by the above authors also reduce job ambiguity and role conflict (Pulendran et al.,2000). Hence, research evidences suggest that Performance measurement scheme and reward system related to market will have significant influence on market orientation of a firm.

3.5.3.1.3 Inter-departmental Coordination

Inter-departmental coordination is the process of departmental interaction and connectedness. The major component of departmental coordination is inter-departmental conflict and connectedness. Inter-departmental coordination is a visible platform.

1. **Departmental Conflict**: Implementing and adopting market orientation in an organization requires great amount of coordination among all the department and functional units of an organization. Organization functional units and departments having lack of coordination and cooperation is plays a role of a barrier to the adoption of market orientation (Wong et.al.,1989). The absence or lack of cooperation and coordination lead to departmental conflict and creates dissatisfaction among the members representing functions of the organization (Ruekert,1992). The conflict in an organization results in reducing interfunctional performances (Weinrauch and Anderson, 1982; Dutton and Walton, 1966). There are number of empirical literature available which confirms that market orientation of an organization greatly influenced by interdepartmental conflict and the nature of relationship is inverse where if interdepartmental conflict is more it is impossible to implement customer driven culture or market orientation (Levitt, 1969; Lusch and Laczniak,1987). Kohli and Jaworski (1993) have explain that interdepartmental conflict has great amount of negative effect on the intelligence dissemination and responsiveness of the organization. In this connection, there are many researchers who have confirmed that interdepartmental conflict has negative association to the extent of market orientation (Harris and Piercy,1999; Pulendran et.al. 2000). Communication flow in an organization got disturbed if there is presence of departmental conflict. Therefore, it is obvious from the previous available research that interdepartmental conflict is a barrier to implement market orientation.

2. **Cooperation, Communication and Coordination:** Organization have good cooperation and communication among the employees and various departments if direct formal and informal contacts are more with each other to establish connectedness. Many researchers have confirmed that market orientation is deeply and positively influenced by departmental coordination and communication especially information dissemination and responsiveness of any organization has greater

dependency to departmental coordination (Deshpande and Zaltman, 1982). Research evidences suggested that interdepartmental communication and coordination is the perception of any organization that connects every departments and functions to achieve the common objective of that organization (Blake and Mouton,1964; Lawrence and Lorsch.1967; and Ruekert and Walker.1987). Harris and Piercy's (1999), stated in their research paper on barriers to market orientation in retail organization found a positive relationship between the retailers' inter- departmental communication and the degree of market orientation. Iinterdepartmental connectedness is very significant to determining the components of market orientation such as intelligence dissemination and responsiveness (Kohli and Jaworski,1993). Extent of literature suggest that departmental connectedness through communication and coordination is a great influencing factor to market orientation and the relationship between these two is always positive (Wong et.al.,1989; Pulendran et.al.,2000; Ignacio et.al.,2002).

3.5.3.1.4 Other Factor as Antecedents to Market Orientation

The few research studies on market orientation have confirmed that there is an environmental factor which plays a moderating role in determining market orientation and also the performance of the organization (Kohli and Jaworski,1990; Narver and Slater,1990; Jaworski and Kohli 1993; and Slater and Narver,1994b). There are studies which actually consider and proved macro-environmental factor is an antecedent to market orientation (Cervera et al.,2001; Avlonitis and Gounaris, 1999). Faherty (1985) and Wood and Bhuian, (1993) opined that any organization operate in a highly complex and dynamic external environment so it is having influence to implementing market orientation. External environment considered to be combination of many factor such as market turbulence, technology, competition and general economy, all of these can have tremendous influence market orientation and the firm's performances (Au and Tse, 1995). Thus, a brief discussion on all those environmental factor is as follows:

1. **Market Turbulence:** Market turbulence is volatile or changing nature of customer and their preferences (Jaworski and Kohli,1993). There are many studies which have confirmed the role of market turbulence in implementing market orientation program (Felton,1959; Levitt, 1960; Kotler, 1977). It is evident from the study that if an organization does not have volatile nature of customer and their needs or simple terms, a stable market then there is no need to be market oriented organization. In this connection, Levitt (1960) pointed by arguing that the organization do not need to be market oriented if it operates in stable, familiar and predictable market. However, a problem comes when market needs and response started changing then it is obvious to take more effort to cope with this instability and unpredictability and company should adopt market-orientation 'while those who fail to do, simply die' (Day, 1990). Companies operate in turbulent market require to put continuous effort to develop new product according to the customer to satisfy them and that require customer centric

culture or market orientation (Kohli and Jaworski,1993). It confirms that turbulent market conditions necessarily and positively influence adoption of market orientation (Davis et al.,1991).

Appiah-Adu (1997) commented that market turbulence ensures level of market orientation and market orientation ensure performance of the organization. With regard to that Pulendran et al. (2000) opined that firms having great degree of market orientation in the conditions of market turbulence and to intelligently and strategically handle such conditions management must undertake market-oriented activity whilst maintaining the flexibility to shift resources and adapt to potentially variable market trends. Thus, they also suggested that a focus must be placed on listening and responding to customer needs and a failure to adapt will render an organisation competitively unstable. Therefore, according to the literature market turbulence should be considered as an influential factor in determining the level of market orientation.

2. **Competition:** An organization will be successful if it understands competition and create competitive advantage. A company in competitive environment always monitors competitors and understand or predicts the strategies and react on to give customer satisfaction better than competitors do (Simkin and Cheng, 1997). The competitive advantage can also be gained through offering better than competitors product and services to serve customer needs (Wong and Saunders,1996). An organization should have willingness and strategies to collect information about the competitors' current and future activities and strategies (Aaker,1995). According to Schwartz, 1989, Organizations which recognize and give importance to competition have a tendency to understand and evaluate the competition in depth. It can be concluded that the tendency to perceive competition means tendency adopt market orientation (Wood and Bhuian,1993). Research evidences pointed that in relationship between market orientation and performance competition plays a moderating role (Jaworski and Kohli,1993). Avlonitis and Gounaris (1999) stated that competition and market orientation positively and strongly related to each other if there is higher competitive intensity. The absence of competition like monopoly market a company may not need to market oriented approach since customer is not leaving the company as they don't have any option but on the other hand if there is high competition where customer have many alternatives company must be market oriented to understand their customer' needs and desire and provide solution better than the competitors (Kohli & Jaworski,1990,1993).Thus, literature suggest that competition is antecedent to the market orientation as the nature of competition determines the level of market orientation.
3. **Technology and Economy:** Grewal and Tansuhaj (2001), opined that the emphasis on technological orientation, as a means of competing, should reduce the importance of market orientation**.** According to Hayes and Wheelwright (1984) stated that the high tech firms in markets have high technological uncertainty and compete more on the basis of technology than on the basis of market orientation, compared with the low in technology firms in markets. Thus, technological characteristics should be

identified as pre-condition to determine the level of market orientation of an organization.

Countries' economies have the impact on purchasing power of the customer in that country. Strong economy has always had strong demand towards the product and services and that is why an organization selling anything in a developed economy is able to survive without having market orientation (Kohli and Jaworski,1990) but in weak economy customers' disposable income is less so they are very much value conscious and to satisfy those customers an organization must be tuned to market oriented strategies. This moderating role of economy strength on the relationship between market orientation and performance of the company was tested by Slater and Narver (1994b) and found that company operates in weak economies with decreasing market are most likely to adopt market orientation than those who are operating in strong economies. Hence, it is quite justified to consider economy of a country is a barrier or antecedents to the market orientation.

3.5.3.2 Consequences of Market Orientation

The barriers to implement market orientation had discussed in the previous section but this section will focus on the outcomes of market orientation. In simple words, what is/are the results or consequences an organization should get after adoption of market orientation. Marketing literatures suggest that there are two major types of consequences an organization may get after implementing market orientation: economic or business performance and non-economic performance such as employee and customer's response, commitment and satisfaction. There is ample research evidence which addresses the understanding about the relationship between market orientation and business performance but comparatively very less research available on identifying relationship between market orientation with non-economic performance. According to Kohli and Jaworski, (1990,1993), the successful implementation of market orientation in a firm has at least three consequences. Firstly, improvement in business performance. Secondly, gaining employees' commitment and lastly more customer satisfaction and increasing rate of repeat purchase (Raju et.al.,1995). Matsuno and Mentzer (2000) argued that performance means not only as economic or business performance rather it should also be viewed as non-economic performance (customer satisfaction, customer retention, social acceptance, corporate image, and employee satisfaction).

Literature review on consequences suggest that financial or economic performance for an organization can be measured by financial performance indicator namely profit, market share, return on investment, sales and overall financial position whereas non-economic performance is measured by indicator such as customer satisfaction, customer loyalty, employees' commitment, esprit de corps, corporate image and social acceptance etc. (Narver and Slater, 1990; Jaworski and Kohli, 1993; Matsuno and Mentzer, 2000). Research evidences suggest that subjective measures of business

performances are not less than the objectives measures. Researchers' such as Deng and Dart (1994), Kohli et al. (1993), Narver and Slater (1990), Ruekert (1992), Greenley (1995), and Caruana, Pitt, and Berthon (1995) have used subjective measures in their studies, whereas, similar results were found from both subjective and objective measures also research carried out by Dess & Robinson, 1984 and Pearce & Robbins, 1987. Drysdale, 2002 has explained the different measure of performance from the available literatures at that time. The table no 4.2 has shown the all subjective and objective measure of performance from the existing literature review.

TABLE 3.2: PERFORMANCE MEASURE FOR BUSINESS

Business Performances Dimension	Existing Empirical Research
Retuen on Assets	Narver and Slater (1990); Slater and Narver (1994)
Growth of Sales	Slater and Narver (1994); Apaiah-Adu and Singh (1998); Pelham and Wilson (1996); Pelham (1997)
New Product Success	Slater and Narver (1994); Apaiah-Adu and Singh (1998); Pelham and Wilson (1996); Pelham (1997)
Financial Performance	Pelham and Wilson (1996); Van Egeren and O'Connor (1998)
Market Share	Jaworski and Kohli (1993); Pelham (2000)
Salesperson Customer Orienation	Menguic (1996); Siguaw, Brown and Widing (1994)
Commitment	Caruna,Rameswarm and Ewing (1997); Drummond, Ensor, Laing and Richardson (2000); Jaworski and Kohli (1993); Ruekert (1992); Wood, Bhuian and Kiecker (2000)
Customer Retention	Balakrishnan (1996); Kumar, Subramanian and Youger (1997)
Customer Satisfaction	Webb, Webster and Krepapa (2000)
Innovation	Atuahene-Gima (1995;1996); Deshpande and Farley (1999); Hurley and Hult (1998)
Return on Investment	Appiah-Adu and Singh (1998); Raju,Lonial and Gupta (1995)

Source: Drysdale,2002 and Arifin, Daniel Nicolas. *Understanding market orientation in Victorian schools*. Diss. 2016

3.5.3.2.1 Business Performance (Economic)

The good amount of research on market orientation was carried out to explore the relationship between market orientation and business performance and in maximum findings it was proved that market orientation has positive effect towards business performance and profitability of an organization (Narver and Slater.1990; Kohli and Jaworski,1990; Dawes, 2000). Narver and Slater (1990), stated very clearly that business those have strong market orientation always offer superior value to the customer which will create competitive advantage and lead to better profitability. There is ample of research evidence has recorded different types of performance measure to

understand business or financial performances such as return on asset, sales growth, new product success, financial performance-profit, market share, employees commitment and coordination, customer satisfaction, innovation, return on investment etc. Bueno et.al.,2016 has summarized few exemplary previous research on the relationship between market orientation and firms' performances. Although researcher used subjective and objective measure both to understand the firm's performance. The below table no.4.3 has shown the relationship between market orientation and organization performance.

TABLE NO 3.3: MARKET ORIENTATION AND FIRM'S PERFORMANCE

Author	Year	Result
Narver and Slater	1990	positive relationship
Pitt, Caruana and Berthon	1996	positive relationship
Chang and Chen	1998	positive relationship
Raju, Lonial, Gupta and Ziegler	2000	positive relationship
Slater and Narver	2000	positive relationship
van Wood, Bhuian and Kiecker	2000	strong positive relationship
Harris and Ogbonna	2001	positive relationship
Ramaseshan, Caruana and Pang	2002	strong positive relationship
Pulendran, Speed and Widing	2003	positive relationship
Qu and Ennew	2003	positive relationship
Caruana, Pitt and Ewing	2003	weak positive relationship
Santos-Vijande et al.	2005	positive relationship
Tomášková	2005	positive relationship
Martin-Consuegra and Esteban	2007	positive relationship
Panigyrakis and Theodoridis	2007	positive relationship
Haugland, Myrtveit and Nygaard	2007	strong positive relationship
Farrell, Oczkowski and Kharabsheh	2008	positive relationship
Megicks and Warnaby	2008	strong positive relationship
Nwokah	2008	weak positive relationship
Singh	2009	positive relationship

Source: (Bueno et.al. 2016) Arifin, Daniel Nicolas. *Understanding market orientation in Victorian schools*. Diss. 2016

Few studies in particular to the financial measure and business performance measure are presented in the following sections:

Esslemont & Lewis (1991), stated that there is no association between market orientation and business performance. Researcher concluded that after three surveys conducted to check the changes in Return on Investment over the period and found there is no relation between market orientation and return on investment of a firm.

While supporting earlier study, Deshpande, Farley and Webster (1993), has done a research with a sample of 50 Japanese firms representing different industries to evaluate relationship between market orientation and business performance (profit, market share, growth etc.). The authors found that there is a positive association between market orientation and business performances.

Similarly, Jaworski and Kohli (1993), have done a similar study in US with a sample of 222 business units representing varied industries and found positive significant association between market orientation and overall business performance but also found weak association between market orientation and market share of those firms.

Greenley (1995), stated in their article that there may be positive or negative relation between market orientation and business performance completely depend on the firms' competitive environment. The authors have measured the performance by using return on investment, growth on sales and new product success with representing sample of 240 UK based firms.

In hotel industry, Au & Tse (1995), conducted a research on 41 Hong Kong hotels and 148 New Zealand hotels to understand the association between market orientation and hotel occupancy rate, surprisingly, concluded that there is very weak association between these two variables.

In hospital industry, Raju et. al. (1995) has researched on market orientation among 176 hospitals in the USA adopted Kohli and Jaworski's (1993) MARKOR scale to measure. The purpose of their research is to understand the relationship between market orientation and hospitals performance. To measure performance researcher used Return on Investment, Service Quality and Morality and found that all of these performance variable individually as well as collectively has strong positive influenced by market orientation.

Surprisingly, Slater and Narver (1996) have found that market orientation has positive effect on sales growth but not profit which is little contradicting their previous study (Narver and Slater,1990). In this study they have used 228 manufacturing firm as their sample for the study.

The similar results found by Balakrishnan (1996), who researched with a sample of 139 firms from machine tool industry and found market orientation has positive association with relative profit, customer retention and repeat purchase.

In this regard, Deshpande & Farley (1998), opined that from their study with a sample of 82 managers from US and European companies that market orientation has positive association with business performance. Business performance measured in their study as sales growth, customer retention, return on sales and return on investment. Whereas, Appiah-Adu (1998), has found environment as moderator to market orientation and business performance and found positive association between this two with sample drawn from 74 Ghanaian firm across sectors and performance measured through sales and return on investment.

However, Tse (1998), has collected financial data from external agency for 13 property developers in Hong Kong and found no association between market orientation and financial performances.

A study conducted by Homburg and Pflesser (2000), market orientation is measured with MARKOR scale (Kohli and Jaworski,1993) and used performance scale from

Irving (1995) and concluded that there is significant positive effect of market-orientation on market performance. They also stated that presence of high market dynamism makes market oriented culture very important and significant to the performance outcomes.

In this connection, Kumar (2002) studied on market orientation, organisational competencies and performance with sample 159 critical care hospitals. The study found that market orientation has significant contribution to the organization competencies such as market efficiency, employee education and efficiency, effective personnel policies, and operating efficiency etc. which also contribute to better performance in the areas of cost containment and success of new service.

In corroborating with previous studies, Lonial and Carter (2015), conducted a study to investigate relationship between these three orientation namely market orientation, learning orientation and entrepreneual orientation with business performance in Small and Medium-sized enterprises (SMEs) and found that there is a significant positive relationship between these three orientation with business performances and suggested not to view these three orientation in isolation.

Bhuian (1998), Appiah-Adu (1998b) and Akimova (2000) in their study at different times measured performance of developing countries using items including return on investment, profit, sales growth, market share, sales volume, revenues, product quality, and financial position. However, there is a good amount of research has confirmed the positive relationship between market orientation and business economic performances but there are many differences in economic performance tools for measurement used by different researchers.

3.5.3.2.2 Business Performance (Non-Economic)

Previous section discussed about economic measurement of business performances and the relationship with market orientation, in this section review on non-economic performance measurement criteria or indicators and their relationship with market orientation is made.

Non-economic performances of a business considered to be increasing employee morale, higher organizational commitment and also increase in customer satisfaction and repeat purchase and increase in new customer acquisition (Raju et.al.,1995).According to Kohli and Jaworski (1990), market orientation has two major non-economic consequences, one that employee response which consist of organizational commitment and spirit de corps and two is customer response, which consist of greater customer satisfaction and repeat business from the customer.

Organisational commitment is defined in many ways in the previous literatures. Buchanan (1974), defined organizational commitment as an internal feeling, belief, or set of intentions that enhances an employee’s desire to remain with an organisation

(Porter et al., 1976; Hunt et al., 1985; Hackett et al., 1994; Bhuian and Abdul-Muhmin, 1997). Becker (1960), defined organizational commitment as reflection of recognised, accumulated interests e.g. pensions and seniority that bind an individual to a particular organization and Allen and Meyer (1990) has defined the concept as the employee's feelings of obligation to stay with the organisation (Bar-Hayim and Berman, 1992; Meyer et al., 1993; Hackett et al., 1994).

In Non-profit organizations, José Carlos Pinho et.al. (2014), studied to identify the relationship between corporate culture, market orientation and organizational commitment to the organization performance by using sample of Portuguese non-profit organisations related to healthcare sector and found that market orientation has positive and significant effect to the organizational commitment which simply means higher the market orientation resulted in higher organizational commitment.

José L. Ruizalba et.al.(2014), in their study with the objectives of identifying relationship between internal market orientation with job satisfaction and organizational commitment, found that the presence of internal market orientation improves the level of job satisfaction and organizational commitment.

Kevin ZhengZhou et.al.(2005), has conducted a study to know antecedents and consequences of innovation and market orientation in a transition economy. In their study they have used sample of 2754 employees from 180 firms in China and found that innovation and market orientation both individually and collectively improve employee job satisfaction and employee commitment to the organization.

Lings (2004), has conducted a study to develop internal market orientation construct and also explore the consequences of that construct and found that internal market orientation has significant influence to job satisfaction and organizational commitment.

Ruekert (1992) identified the relationships between the market orientation and organizational processes to employee attitude and also the organization financial performance and found there is a positive association between market orientation as capability with individual attitude towards their job.

Kohli and Jaworski (1990) in their study mention that market orientation has influence towards employees psychological and social benefits. Market oriented culture in an organization leads to sense of pride among employees to be a part of that organization. Market orientated culture means everyone in the organization representing any functions and departments should work towards a common goal to satisfy customers and that sense of responsibility and oneness brings organizational commitment. The authors empirically proved it in the year 1993 (Kohli and Jaworski,1993) that market orientation has positive and strong relationship with organizational commitment.

Caruana et.al.(1997), tested the relationship between market orientation and

organizational commitment by using Kohli and Jaworski's (1993) MARKOR scale to measure market orientation and Allen and Meyer (1990) 24-item scale to measure organizational commitment and adopt a stepwise regression analysis and determined the positive effect of market orientation towards organizational commitment. In this connection, Blankson and Omar (2002) conducted an exploratory research and identified the positive relationship between market orientation and organizational commitment.

Kim et.al.(2005) has conducted a study to identify how customer orientation is related to job satisfaction and employee commitment and argued that through empirical investigation that customer orientation leads to organizational commitment but not to job satisfaction whereas job satisfaction has positive association with organizational commitment.

Similarly, Siguaw et.al.(1994), in their empirical study proved that there is no significant relationship between customer orientation and organizational commitment. However, out of very few research done in this specifically but in maximum of those literature confirm organizational commitment as consequences of market orientation.

With regard to 'esprit de corps' which means employee morale and sense of pride among employees in an organization has positively influenced by implementing market orientation. According to Kohli and Jaworski (1993) found positive relationship between market orientation and esprit de corps in their empirical investigation. Similar study conducted by Selnes et al. (1996) determined positive effects of market orientation on esprit de corps in both USA and Scandinavian cultures. Further, Shoham and Rose (2001) found strong relationship between market orientation and business performance among 250 Israeli food, plastics, constructions, and agriculture firms and also identified a positive and significant association between market orientation and esprit de corps. Arthur, Emmanuel (2016) has conducted a study to understand the relationship between market orientation and business performance of Ghana's telecommunication industry and identified the positive association between market orientation and asprit de corps among employees and also influenced employees commitment and customer satisfaction and business performance. In this regard Pratik Modi & Gurjeet Kaur Sahi (2017) in their study adopted the Kohli and Jaworski (1993) model to develop Internal Market Orientation and asserted that esprit de corps has significant influence by market orientation.

Further, there is an important component of non-economic performance of any firm is customer satisfaction and repeat purchase as an outcome to market orientation. There are few research evidences present to address that in following reviews.

Doyle (1995) stated that the most prominent and important measures of performance are customer satisfaction and customer loyalty since those in turn gives sustainable profits and increasing market share to any organization. Hence, a company should

always work towards satisfying their customers by fulfilling their latent needs and continuously creating value and regularly listen to customer complaints by collecting information, sharing information among various departments of the company addressing those complaints. Thus, there is a clear relationship between market orientation and customer satisfaction. Satisfied customer have positive word of mouth to other customers and in turn acquiring new customer is becoming easy (Kohli and Jaworski,1990) and also company might get repeat business from those satisfied customer (Kotler, 1998). Chiquan Guo, Yong Wang, (2015), Dorn, (2015), has conducted an empirical study to know how manufacturer's market orientation influences B2B customer satisfaction and retention with the sample of 279 manufacturing firms in USA, found that two component of market orientation that is customer orientation and competitor orientation both influence customer relationship outcomes whereas interfunctional coordination does not have influence. Researchers also found in the study that competitor orientation has stronger impact on customer satisfaction than customer orientation, which has an indirect relationship with customer retention through customer satisfaction.

Thus, in this section it is quite clearly explored the relationship between market orientation and economic performances of the business and non-economic performances of the business as well.

3.5.4 Market Orientation Measurement Tools

Marketing literatures have witnessed good amount of market orientation model developed by various researchers. The most significant and widely used models will be discussed in this section namely Narver and Slater construct of market orientation and Kohli and Jaworski's market orientation construct and their perspective in details.

3.5.4.1 MKTOR Construct

In pursuit of a measure, Narver and Slater (1990) have developed a construct to measure and understand the effect of market orientation on business performance with an assumption that market orientation will improve business performance.

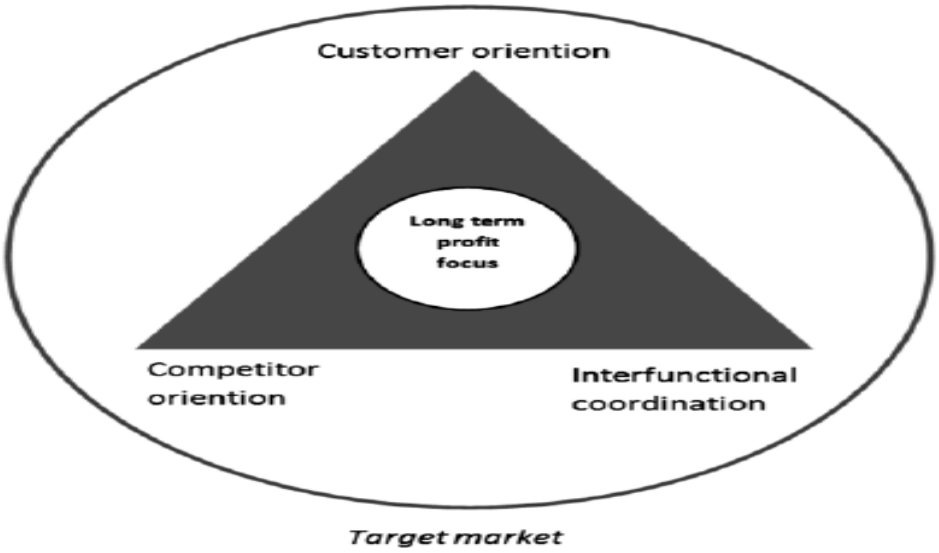
Day (1999), explains that market orientation adopted a firm can create sustainable competitive advantage which lead to create superior value for customer consistently. According to Zeithaml (1988), value is perceived by the customer and customer will only perceive superior value if the offering whether its product or services is able to provide higher benefit than the cost. In this connection Deshpande and Webster (1989) give a new dimension to market orientation and argued that market orientation is the organization culture where everyone in the firm adopt the required philosophy and behavior to create superior value to the customer.

Reviewing many conceptual papers on market orientation, Narver and Slater (1990) prescribed a new concept of market orientation where the primary purpose is to understand market through three important components: Customer Orientation,

Competitor Orientation and inter-functional coordination which intended to have two major outcomes: long-term focus and profitability.

Customer orientation is the capacity to continuously satisfying the customer by providing superior value and that is only possible if the core focus of the organization to deeply understand their customer. A firm can truly be customer oriented if they able to understand customer present needs and latent needs to provide better perceived value to the customer than the competitors. Customer-orientation is a way of thinking, which makes traditionalists marketer strategically uncomfortable and new innovative customer centric firms are excited about doing things differently for customers and with partners. By continuous gaining insight about customer and the market to find new ways of providing better product and services to customers for sustainable growth and customer value.

FIGURE 3.4: NARVER AND SLATER MODEL OF MARKET ORIENTATION



Source: Adapted from Narver and Slater (1990)

Narver and Slater (1990) also stated that the competitor orientation as second component of market orientation is equally important as customer orientation. Competitors play a vital role in any business and when a firm continuously strive to give superior value to the customer then obviously the offering of the firm should be better than competitors. In pursuit of that the organizations should be able to identify and understand the strengths and weaknesses of the competition, and their short-term and long-term agendas and also to identify future competitors. Competition orientation essentially guided on the following questions (Narver and Slater,1994):

1. Who are the competitors?
2. What technology do they offer?
3. Do they represent an attractive alternative from the perspective of target customers?

To summarize competitor orientation, consist of insights on these three questions. The core methodology suggested for that is typically consists of measuring a company directly against its target competitors. (Day and Wensley, 1988).

According to Narver and Slater (1990), Inter-functional coordination was the final element of market orientation and have equal importance like customer orientation and competitors' orientation. They suggested that strong inter-functional coordination is must when all functions of a firm strive to ensure customer satisfaction. Zaltman, Duncan and Holbek (1973) gave an assertion of clear and open communication across functions facilitates and resulted responsiveness to customers. As functions are integrated across departments in an organization, the problem solving capabilities potentially are enhanced by employees working towards common goal; however, if personnel in different departments don't open up to one another, they are more likely to confirm their routine mode of problem solving and less likely to be creative and take risks.

3.5.4.2 MARKOR Construct

Similarly, Kohli and Jaworski (1990) developed the MARKOR construct as a measure of market orientation – which focuses on the generation, dissemination, and responsiveness on market intelligence. Through a review of the literature combined with field interviews, Kohli and Jaworski (1990) defined market orientation as: "an organization-wide generation of market intelligence pertaining to current and future customer needs, dissemination of the intelligence across departments, and organization-wide responsiveness to it" (Kohli & Jaworski, 1990).

They stated in their model that to implement market orientation an organization should understand four major factors: 1) antecedents of market orientation which means the factors which have positive or negative influence on market orientation, 2) the construct of market orientation, 3) consequences or outcomes of market orientation and lastly, 4) Other moderating or mediating variables that has significant impact on business performances.

Senior management factors, interdepartmental dynamics, and organizational systems were the three factors which either have positive or negative influence to the implementation of market orientation which describe many sub-factor such as top mange emphasis, coordination and conflicts between the department and people and overall organization process.

Customer response, business performance and employee response are the three possible outcomes of adoption of market orientation. Market orientation depicts three activities of an organization: intelligence generation, intelligence dissemination and responsiveness to the intelligence gathered which have positive influence on all the consequences with a moderating role played by the supply and demand as constraint and facilitator.

Narver and Slater (1990) model and Kohli and Jaworski (1990) model both viewed profit as an important part of market orientation construct but they approach differently on the role of profit in the model. Kohli and Jaworski (1990) model suggest that profit is an outcome or result of market orientation, whereas Narver and Slater (1990) view it as business objective and hence they have not included profitability and long term focus

in the main areas of market orientation model. The similarity in both the constructs is in their models give priority to collect information about customer and competitors and also place importance to departmental coordination. However, Narver and Slater (1990) described market orientation as organizational culture which lead to certain behaviour with the aim of long term profitability whereas, Kohli and Jaworski (1990), explain market orientation as implementation of marketing concept and not depicting as organizational culture (Hurley & Hult, 1998).

3.5.5 Market Orientation and its Measurement Tools

Market Orientation concept get attention by many researchers to understand how to measure it and what could be the consequences of implementing it. There are many approaches to the measurement of market orientation:

1. The decision making approach (Shapiro,1973,1988)

   Shapiro (1988), has opined the decision making approach to measure market orientation. In his approach suggested three characteristics to make an organization market driven and these are i) information on all-important buying influences permeates every corporate function; ii) strategic and tactical decisions are made interfunctionally and interdivisional; and iii) 'divisions and functions' make well-coordinated decisions and execute them with a sense of commitment.

FIGURE 3.5: DECISION MAKING PERSPECTIVE

Source: Shapiro (1988)

2. The Behavioral Perspective (Narver and Slater, 1990)

   Narver and Slater (1990) asserted market orientation as the organizational culture that most effectively and efficiently creates the necessary behaviors to satisfy the customer. They suggested three behavioral component of market orientation: These are: (1) customer orientation, (2) competitor orientation, and (3) interfunctional coordination.

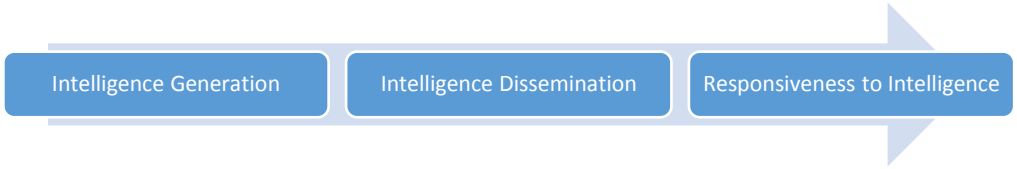
FIGURE 3.6: NARVER AND SLATER (1990) BEHAVIORAL PERSPECTIVE

Source: Narver and Slater (1990)

3. The Market Intelligence Perspective (Kohli and Jaworski,1990)

   Kohli and Jaworski (1990) developed the intelligence perspective of market orientation and stated that market orientation is successful implementation of marketing concept. According to them, market orientation consists of three major activities: organization of market intelligence pertaining to current and future needs of the customer, dissemination of intelligence within the organization and also responsiveness to it.

FIGURE 3.7: MARKET INTELLIGENCE PERSPECTIVE

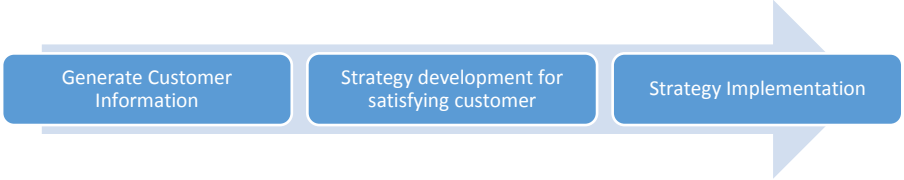


Source: Kohli and Jaworski (1990)

4. The Strategic Perspective (Ruekart,1992)

   Ruekert (1992) explained the strategic perspective of market orientation and asserted that obtaining and using information with regard to customers should be the primary measurement criteria of a business unit's market orientation. Collected information, regarding customers, will then help a business unit to make strategy to satisfy their customers. This approach was influenced by Kohli and Jaworski (1990) and Narver and Slater (1990).

FIGURE 3.8: STRATEGIC PERSPECTIVE



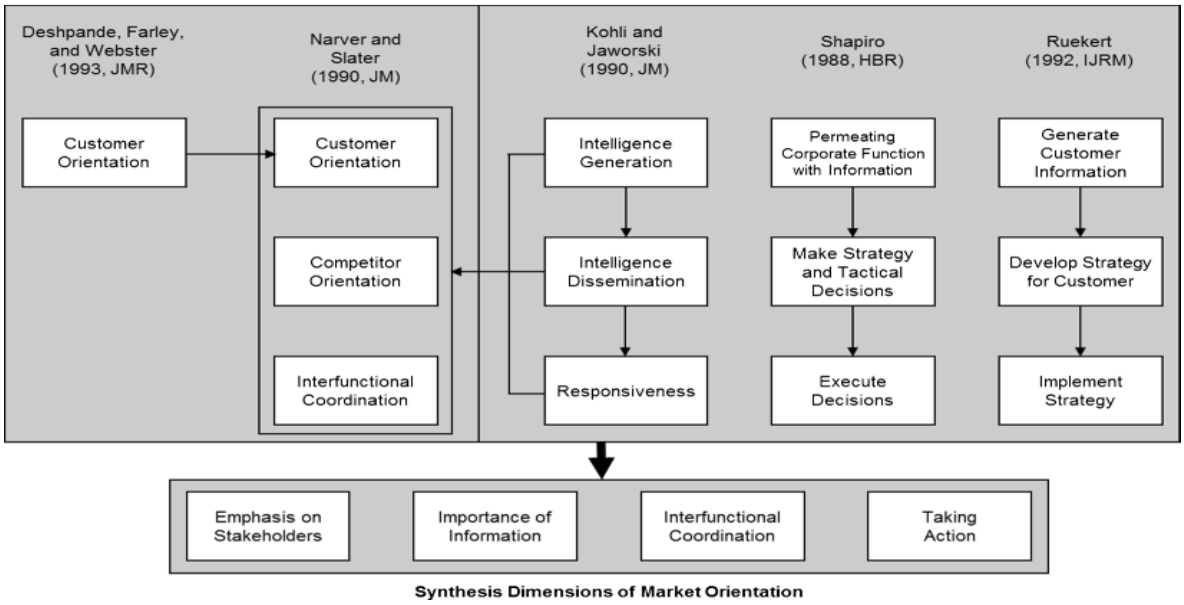
Source: Ruekert (1992)

5. The Customer Perspective (Deshpande,1999; Deshpande, Farley & Webster,1993)

   Deshpande, Farley, and Webster (1993) proposed this customer orientation perspective. In their perspective, they mention that to develop long-term profitable venture, an organization should always put the customer interest as priority and then towards all the other stakeholders. They opined that customer orientation is important whereas they also consider other stakeholders as their customer.

Previous literature on market orientation discussed five perspectives which were briefly reviewed. The synthesis of those five approaches to measure market orientation has shown in the below figure.

FIGURE 3.9 SYNTHESIS MODEL OF MARKET ORIENTATION PERSPECTIVES



Source: Hult, G.T.M. & Ketchen, D.J. AMS Rev (2017)

Among these above approaches, two approaches are widely used and almost all the researchers are influenced by their measurement tools to adopt in their study. These two approaches are culturally based behavioral perspective by Narver and Slater (1990) with the MKTOR construct, and the market intelligence perspective by Kohli and Jaworski (1990) with the MARKOR construct. Details of these two measurement tools is discussed below:

3.5.5.1 MARKOR (Kohli, Jaworski and Ajith, 1993)

The MARKOR construct was developed by Kohli et.al.(1993) with an objectives of measuring market orientation where they take in to consideration the importance of information regarding customer, competitors and all the specific activities and behavior that represent market orientation.

The MARKOR scale consist of four areas i) Intelligence generation which means gathering information about customer needs and preferences and also the macro environmental forces which influence the customer to develop their needs. In the process of gathering information they also suggested to collect customer and environmental information through all the departments and functions to enrich the quality of collected intelligence. ii) Intelligence dissemination which means transferring and exchanging those collected customer insight across the departments and functions horizontally as well as vertically and collected information should be discussed with all the departments, divisions and functions formally and informally both to get increased involvement and engagement from all the people in an organization. iii) Responsiveness refers to the strategy and actions taken on the collected uncovered information. It also mentions that possibility of marketing programs implementation at fast pace.

3.5.5.2 MKTOR (Narver and Slater,1990)

MKTOR instrument was developed by Narver and Slater (1990) with an objective to measure market orientation in an organization. Developing the scale with an assumption, market orientation consists of three behavioural factors and two decision making factors. The three behavioural factors are customer orientation, competitor orientation and interfunctional coordination whereas the decision making factors are profitability and long term focus. The MKTOR scale is a 15-item, 7-point Likert-type scale, is conceptualised as a one-dimensional construct where simple average scores of those three components is market orientation score. The first two components, customer orientation and competitor orientation construct aimed at information collection about customer and competitors with a purpose to know level of knowledge about customer and competitors by an organization. The third component, interfunctional coordination aimed at the effort and activities of an organization with the available information to create superior customer value.
Extremely popular and widely accepted these two construct have few differences with many similarities. The main differences and features between MARKOR (Kohli and Jaworski,1990) and MKTOR (Narver and Slater,1990) instruments are: i) focus on customer and competitors not just customer ii) market intelligence dissemination relate to departmental coordination iii) MARKOR scale are concentrating on different consequences rather than only profitability.

MARKOR and MKTOR are the two most popular instruments were extensively discussed by marketing literature and widely used in various sectors. Both the scale has received criticism and observations with regard to reliability (Pelham, 1993), validity (Farrell and Oczkowski, 1997) and the one-dimensional construct of market orientation (Siguaw and Diamantopoulos, 1995). Oczkowski and Farrell (1998), has conducted a comparative analysis of these two instruments and found that MKTOR (Narver and Slater, 1990) is superior to the MARKOR model (Kohli, Jaworski and Kumar, 1993) and the reason being discussed as MKTOR explain better aspects with regard the performance of the organization and incorporate the notion of value offered to the consumers.

3.6 Marketing of Educational Institution

In the previous chapter the challenges for higher education in general and business management education in particular was reviewed. The literatures in higher education has accepted the fact that today higher education institution and especially Universities face many challenges. There are many threats, these Institutions are facing, the competition between HEI in terms student enrollment and recruitment of intellectual capital is an important concern for HEI. To overcome these particular challenge institutions started focusing on marketing functions (Newman, 2002; Oplatka, Foskett and Hemsley-Brown, 2002; Flavián and Lozano, 2007) and observed paradigm shift towards customer or stakeholders focus in the educational marketplace. Hemsley-Brown and Oplatka (2006), asserted that the drive started towards ggetting competitive edge over the competitors through adoption of marketing strategy and improve institutional performance to the beneficiaries. The students became the primary beneficiaries and considered as customer and adopting a customer-driven organizational

culture by the institute. Oplatka and Hemsley-Brown (2007), opined that marketing of educational institution increasingly getting attention of the researchers and scholars. The extensive available research on education marketing focusing on all the major concern of marketing in educational market. Teixeira et.al.(2004) and Brown and Scott (2006) have discussed the concept educational marketplace and importance of customer needs or student needs whereas, marketing mix in educational institution and strategies related to education marketing was a being topic of in-depth research (Cowburn, 2005; Ho and Hung, 2008; Ivy, 2008). However, there was also research on criticizing marketization of educational institution and also debate over whether to view student as customer or not (Bok, 2009; Molesworth, Scullion and Nixon, 2011). Despite having criticism of educational marketing it is accepted by almost all of higher educational institution. The only way out to sustain in a market is possible through increasing enrollment and that is where marketing is obvious for many University managements. Krachenberg (1972), opined that marketing is always practiced by the Universities whether to accept it or not but it remains the fact that student enrollment, or any research proposal or any action undertaken by the University underlying marketing philosophy.

An exemplary research was being conducted by Litten (1980) in support to the Krachenberg (1972) and stated some marketing components related to higher education industry. Firstly, the institutional presentation which means advertising and communication to the stakeholders is a marketing activity. Secondly, gathering information about students and other stakeholder was getting utmost attention by the educational institution is also considered to be oriented towards marketing. Thirdly, the very basic thought in marketing is to identify the needs and desire and satisfy those needs and desire by offering services and educational institution also do the same by providing intended service by delivering education as they desire for a price. Fourthly, the responsiveness shown by educational institution are doing good in the competition by rewarding and providing placement to the student for their acquired knowledge and skills. Lastly, marketing concepts of "market segmentation", "targeting" and "positioning" are major activities of educational marketing to achieve institutional goal and to gain competitive advantage. In education also different orientation and concepts were evolved in marketing. According to Kotler (2010), marketing has got shift towards product centric to customer centric and customer centric to human centric where it focuses on satisfying all the stakeholders of business. The similar view has shared by Oplatka et.al.(2002) as educational institution should try to increase image not only in the eyes of students but parents and other stakeholders. Thus, a higher educational institution should first focus on customer and be customer oriented institution then let marketing facilitates to confirm exchanges between customer and the institutes (Motekaitienė and Juščius, 2008).

Marketing strategy is the combination and coordination of all the functions of marketing or the elements in marketing mix which intended to satisfy customer needs and desire and create superior value (Mowen, 1995; Camilleri et al.,2018). Marketing mix traditionally means the strategies towards product, price, place and promotion (Mckarthy, 1960) for any goods as offering but for the services marketing mix was extended to process, people and physical evidence (Goldsmith, 1999) due to the nature of services as intangible. According to Grovè, et.al., (1996), argued that marketing mix is the most important factor in educational marketing

as marketing has got influence on consumer's behaviour and services marketing mix will help educational institution to offer services as customer want. Marketing mix strategies for higher education services will be discussed in the following sections:

3.6.1 Educational Services as Product Strategy

Any University or higher education institution offered courses at undergraduate or post graduate levels and basic decision about which course to offer to the students has become decision regarding service product of the higher education institution. The decision about the service product gives higher educational institutes, an identity and position and also to make the institute understand the responses of the customers-parents, students and corporates. Service product is not easy as services are intangibles and inseparable from the service provider unlike goods. It is the act of performance to the customer matter most (Irons,1997; Lovelock and Wright,2002). In any service, the major components are intangible although there is importance of tangible element in services. For an educational institution intangible components are teaching process, interaction with the stakeholders etc. Whereas tangible components are learning materials, technology used in teaching, library, infrastructure etc.

According to Lovelock and Wright (2002), the characteristics of services are explained below:

i) In services ownership never transferred to customer rather customer get value of the service without owning the service.
ii) Service is basically performances and performances is intangible, it cannot be stored, however some tangible evidences includes in services.
iii) In services customer need to participate either to create the service with the provider or to help themselves to receive the service unlike goods where marketer will deliver the product.
iv) Service personnel has to deliver the service and an organization have many different kind of service personnel so the services offered does not have uniformity and people in organization plays major role to make a customer satisfy or dissatisfy with the service.

Hence, in education, student and other stakeholders derive value from the performances and activity offered by the educational institution by actively participating in creation of satisfactory desired outcome. Since education is perishable and cannot be stored, students must be physically present to receive education. Educational institution designs the programs by taking in to consideration of the course objective, title of the course, duration of the course, pre-requisite for the course, course curriculum, course structure, student intake capacity, evaluation of the course and desired outcome from the course. Higher education institution also offers support services and facilitating services such as hostel, canteen, transport, library, sport, physical fitness programs etc. Core services, facilitating services and support services put together make an education service product attractive to the students and other stakeholders. Kotler and Fox (1995), stated that there are different programs offered by institutes to the students, some are core programs which are essential to the course and some are auxiliary programs such as cultural clubs or entertainment related programs and some are flagship programs where they attract their students more than the competitors. Students' needs to have

updated information on all the courses and value addition provided by institutions along with all facilitating and support services to take a decision on availing the services.

3.6.2 Educational Services as Pricing Strategy

Pricing of any services is a complex decision. The pricing strategy of educational institution is taken by considering few factors such as pricing objectives, demand of the courses, competitor institution pricing, quality perception of the customer and cost associated with infrastructure, faculty requirement, development cost and maintenance cost. Price is the currency which is given up in exchange to acquire goods and services (Lamb et.al.,2004). Students see the price as different type of cost they need to bear to avail the services such as monetary cost and other costs. For example, effort cost to fill the application form which is long and complex, psychological cost like stress of enrolling in an institution far from home and time cost as searching and attending open courses or counselling at different institutions (Kotler & Fox, 1995). First and foremost, service pricing is deciding the pricing objectives based on the analysis of present situation, to decide the price. Pricing objectives such as maximizing profit, increasing market share, build value perception of the customers, positioning of service in to the minds of the customer etc. can influence the price of the service product. Higher education institutions may have more than one of such objectives while analysing the current situation with respect to demand and competition. Institutions must also evaluate their pricing strategy at the time of enrolment to see whether it creates positive impression or negative impression to the students and other stakeholders (Kotler and Fox,1995).

Price is always an important factor for the students and parents to select an institute for the education (Cosser and Du Toit,2002). They state that it is quite important to know the cost associated to produce and deliver the service, researching on competitor pricing against offering and consider students value perception about the education institution and then decide the price which should attract the target population. J. Ivy (2008) asserted that while higher education institutions decide their price policy, should closely monitor the facilities needed, quality of education and competitiveness. In many cases students see price as an indicator of quality. There are instances where most expensive institutions may be viewed as providing better and quality education. An institution always tries to increase their prestige and it attract many students to pay premium to avail the education service. Higher education institutions often give scholarship to talented students and maintain their competitive advantage. According to Laurer (2006), Students and their parents are always looking for the best overall deal in terms of educational quality and prices.

3.6.3 Educational Services as Communication Strategy

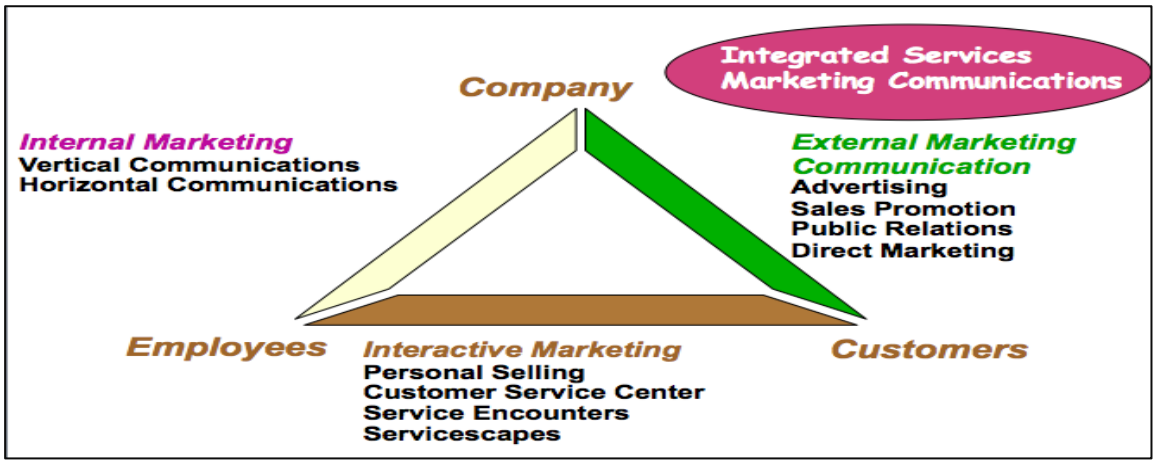
Educational institutions have not given sufficient importance to promotion. Distribution intermediaries act as sole communicator of various courses offered by any educational institution. Higher education institution use advertising in print media to give notification about the admission and procedures. One of the communication tools got good attention from the educational institution is direct mailing to the students and also to the other stakeholders. Internet and digital media are getting huge attention by the educational institution as customer

(students) is spending more time on internet than any other media. It is observed by the many marketing researcher, word of mouth marketing is very important for higher education sector since students are seeking information from the existing students or friends, relatives and so on than to believe a traditional advertising.

The goodwill and image of the institution are very important for any stakeholders to associate with an educational institution as a customer or as the other beneficiaries. Institution has to put systemic efforts to develop positive image. Some of the measures to build positive image are discussed as: Incorporating changes to modify and update curriculum periodically, Using upgraded teaching aids to facilitate learning, recruiting quality faculty and also provide an environment to continuously develop their knowledge, research should be promoted as quality research bring good image to institution, Introducing new courses is in response to the changes in environment, following the academic schedule meticulously, providing good placement services, maintain relationship with the alumni and focusing student oriented quality education.

The communication tools used by the educational institution is determined by the expectations and exposure of the students and communication required by different stakeholders as per their expectation. Any organization must pay attention to coordination of all the promotional mix elements and adopt the concept of Integrated Marketing Communications (Du Plessis & Rousseau, 2005). Higher education institutions are not exceptional to Integrated Marketing Communication strategies, and coordinate all their communication related activities to promote uniformity by using different tools of communication. According to Laurer (2006), Institutions must coordinate all the promotional elements so that they meet the communication needs of students and parents who will pay for their products and services. Bitner et.al., (2000) stated that communication and services marketing triangle which asserted complex integrated form of communication for services. Services Marketing Triangle requires a complete communication strategy that involves teaching and non-teaching staff, every interface the institution has with its students, stakeholders and the community at large. Thus, the services marketing triangle is shown in the below figure.

FIGURE 3.10: SERVICES MARKETING TRIANGLE AND COMMUNICATION



Source: Adapted from Zeithaml and Bitner (2000).

The three important component of services marketing triangle is internal marketing communication, external marketing communication and interactive marketing. Internal marketing means the process and communication required by the organization to plan and execute strategies within organization. Internal marketing helps to deliver promises made by the marketing function of higher education institutions to the customers. Internal marketing will only be effective if there are required number of exchange processes are happening such as, discussion between top management and all the departments, communication among different departments, and communication among the employees. This approach requires that everyone involved with communication clearly understand the promise made to students and the marketing strategies. JH Park, TBH Tran (2018), mention that a service marketing triangle should give importance to internal marketing to get require results.

External marketing refers to the delivering of promises to the customer and also the communication made to the customers about their promises. To deliver messages regarding the education services an educational institution can use many communication tools which facilitate sufficient communication through increased reach and frequency. Some of the communication tools used in external marketing communications are advertising, sales promotion, publicity or public relation and direct marketing. The importance of delivering messages about the courses and other auxiliary services is of prime importance as if the target population does not about the institution certainly, they will not show interest to such institution for study.

Interactive marketing refers to the students of any educational institution interacting with staffs, classrooms, equipment, teachers, system, procedures, support services, co-students etc. During the period of study student have many experiences to remember and have moment of truth to talk good about the institution. To create such moment of truth, interactive marketing is important. The tools used in interactive marketing communications are service-scapes, personal selling, service encounter. Each of those communication tools helps to enrich experience of the students.

3.6.4 Educational Services as Distribution Strategy

The major concerns related to education services distribution are how to make Institution offered programs available and accessible to the target students. Distribution means making the products and services of offered by a company available to their customers (Strydom et.al.,2000). In case of services time for distribution is short and services should be consumed while producing the service (Zeithml and Bitner,2000). Hence, for higher education institution, service delivery means making the offered programs accessible and convenient to the potential students. Accessibility certainly means for education is to reduce the obstacles of availing an education service. Higher education institution has many obstacles to successful delivery of their offered courses such as distance, time taken and the cost related issues. Reducing all those obstacles is the primary objectives of education service distribution like for distance related problems solution could be offering courses through distance mode, e-learning methodology, video lectures and online evaluation etc. at the same time cost related

problems can be solved by facilitating education loans and some cases Government grant approval or may be giving easy monthly instalment options to the students etc. and time obstacles can be reduced by evening or weekend lectures and recorded lectures and materials etc. (Best, Kahn,2016). It is important for higher education institution to have distribution strategy for each programs. For instance, if a University offering a course on digital marketing or business analytics to post-graduate and under-graduate students the distribution of the programs is possible through University location, through affiliated colleges or through correspondence or distance mode or may be a short term course on same subject offered online. Since, the typical delivery system for education is in the Institute premises and class-room teaching, it is also important for an Institute to have locational strategy to decide the location of campus to facilitate the potential student's convenience.

According to Kotler and Fox (1995), the distribution decision of educational institution should consider the following issues:

1) The delivery system objective for a higher education institution should be set by considering three major decisions: i) locational strategy which must consider accessibility and atmosphere. ii) Service delivery schedule strategy which must consider the potential students' convenience, likelihood and iii) the mode of delivery which must consider technology adopted for the delivery and the instruction manuals. The objective for delivery system must ensure the convenience of the potential students and the cost determinant to do that.

2) Determine the need for establishing new facilities in new locations. Institutions must look at the possibilities of opening new facilities in new locations or to change delivery systems. The reasons for doing so could be the saturation observed in the local market or may be expansion to earn more revenue.

3) The third decision and education institution should adopt the technology to facilitate the delivery of the service. For instances, some University facilitate discussion and presentation to their scholar by using video-conferencing technology whereas some institution offers video lectures to their students and so on. However, it is important for the higher education institutions to evaluate the technology used for the purpose was being effectively served or not.

   Distribution strategy plays key role to differentiate the service offering from the competitors' institute however, it should be noted that institutions may not have full freedom on distribution mode of their service offering as in some cases it was regulated by the ministry of education.

3.6.5 People Strategy of Educational Services

People are the employees of the organization and the customer (Blooms & Bitner,1981). According to Goldsmith (1999), the people are those who actively participate in the

services production and service delivery. The first impression of students and parents about the educational institutes comes from the people or employees they have interacted. Any student forms a perception about an institute by looking at the peoples, the way they interact, the way they dress, their attitude etc. along with the infrastructures and other things. Employees are the core strength of any organization and in case of services organization employees plays a major role to attract the customer and increase quality of interaction and delivering services in an efficient way. The employees of an educational institution can be categorized into three groups: faculty, management and administration. All these three categories of people in an educational institution should have a high level of coordination in performing the task. According to Jordaan & Prinsloo (2004), any service organization needs to consider three important factors to plan their people strategy are as follows:

1) Employee Management: In services, employees play a major role in creating value for the customer. Any service organizations have two categories of employees: i) Frontline employee or contact personnel who are actually interact with the customer and provide desired services to them. Customer can be happy with the way they interact and perform the services or unhappy with the interaction quality and service performances. ii) Back-end people or support personnel those who are not come in direct contact customer but influence the quality of service delivery. Both these type of employee is important to provide satisfaction to the customer and needs to have a service or customer orientation. Managing employees is very important for a service organization to continuously satisfy customer along with the other capabilities of the organization. According to Yap and Webber (2015), Unhappy, unskilled and demotivated employees cannot deliver satisfactory services to the customer. Service organization must give importance to recruitment, selection, training, evaluating and rewarding their employees. Recruiting the skillful and committed employees, training them with additional technical and interpersonal skills and service knowledge, evaluating and controlling their performances, motivating them by giving financial and emotional support and rewarding them on their better performances should be the primary task to manage employees. Service offering can be differentiated by the people element of services. In higher education also it implies where a faculty plays a major role to differentiate an institute with others. To manage employees and make them centered around customer, internal marketing is must for any service organization (Robinson and Long,1987). Marketing literature supports that in education people element is the most important component of marketing mix due to education service delivery done by faculty and staff and they should be considered as valuable assets to the institutes (Pheng and Ming,1997). Customer or students in education they evaluate the quality of the service by evaluating the performances of the service employees (Sohail and Shaikh,2004).

2) Interaction quality of employees and customer: Another most important factor in any service organization, is the interactive quality of employee and customer. The

nature of service is the employees who directly interact and provide service cannot separate themselves from the customers. In services, as customer are influenced by the employees and in similar way employees are also influenced by customer and quality of the service also depend on the customer as they also need to play certain roles in creating the satisfactory services (Rafiq and Ahmed,1995). For instances, in education service, to improve service quality for the students, themselves have some important role to play and participate such as student must attend all classes, must prepare for the class, must sit on the chair provided to them, must listen and interact with the faculty, must pose question to understand and so on. Educating the customer in education is students is must to make them aware about their role and do's and don'ts. For example, educating students on the use of library etc.

3) Customer Management: The third important factor is managing customer. The delivery of the services is influenced by the customer may be directly or indirectly. Direct participation is mostly help in creating the quality services whereas indirectly they can help the service organization may be by communicating their actual desire to get satisfaction (Tsou, Huang,2018). In higher education services students has extreme level of involvement (Cavusgil,1984). Thus, it is very important for a higher education institution to manage service encounters efficiently and create satisfaction among students and other stakeholders. According to Rothschild and White (1995), Higher education is having higher level of customer-organization interface.

Therefore, people element of services marketing mix should be recognizing by the higher education institutions along with all other functions of marketing.

3.6.6 Process Strategy of Educational Services

Educational marketing has various procedures which are designed and planned for implementation. According to Palmer (2005), procedures, mechanism and activities flow by which services are consumed is very essential strategy in services marketing mix. If a service organization are effectively delivering services is because of their perfect process of service delivery functions. The process is the way in which the user receives the service (Webber,2005). According to Goldsmith (1999) stated that process facilitates customer to acquire and consume the services and satisfy. In other way every activity to produce and deliver the services to the customer as they want is process. Well planned and smooth running service operation could offer competitive advantage to a service organization. For education service, process plays an important role for instance enrollment process, systems and examination process etc.

The activities of educational institutions are categorized as front stage activities such as classroom discussion by the faculty or backstage activities to support front line activities such as faculty and students preparing for the class. Organization must prepare the blueprint for the processes by taking into customer action into considerations (Goldsmith,1999). Service blueprint is an important element to design a well-planned process by identified list of critical

incidents takes place in delivery of the service at each contact point. The service blueprint makes the management and employees aware about the possible problems may occur in the process. To avoid such problems, service organizations should try to find solution well in advance before actual delivery takes place. Education technology also plays an important role making the entire process simple. For instance, student can fill admission form online, student can use the virtual library for their study instead of waiting at library etc. Higher education institutions need to develop their process to facilitate all stakeholders' interaction at different times for different purpose. Institutions generally develop process for each and every activity and educate the beneficiaries about those process such usage of facilities, examination, attendance, placement process etc.

Therefore, educational institutions must understand their design of service product and importance of procedures and continuously develop the procedures to facilitate students and other stakeholder's usage of the services and also maintain consistency on doing so.

3.6.7 Physical Evidence Strategy of Educational Services

Service is intangible in nature and therefore it is important to make services visible through tangible cues. The environment where service is delivered physical cues is required to make the customer know about the service product and get satisfaction in consuming the service. Physical evidence can be considered as tangible assets that accompany or surround the service, for instance, reports, music, signage, decor, equipment etc. (Goldsmith,1999). According to Booms and Bitner (1981) stated that in service delivery physical evidence facilitates the communication and performance of the service. Physical evidence include ambience, design, social and communication factors. Ambience is very important as it has physiological effect on customers and employees and it includes noise, lighting, music, sounds and air quality and the design includes exterior appearance, interior decor, layout, furniture and equipment and so on. According to Moore et.al.(2005), the positive perceptions of atmospherics increase the positive word of mouth. Physical evidence in services plays many roles such as packaging, facilitating, socializing and managing trust etc. to the service organization and customer as well. For educational services physical cues such as campus, facilities and overall infrastructure plays role of packaging. Socializing roles of physical evidence in education service is the direction board and levelling of different facilities etc. which help the students to act in a way it was intended to. According to Rafiq and Ahmed (1995), physical evidence is essential as customer use tangible cues to assess the service quality of the offering. Therefore, the more intangible dominant a service is, the greater the need to use physical cues. Students also evaluate service quality of an educational institute by looking at the tangible cues such as layout of classrooms, lighting of classrooms, the appearance of buildings and grounds and the overall cleanliness etc.

Hence, for higher education institution, it is important to have right physical evidence strategy to get positive perception about the institute by the stakeholders and importantly from the students.

3.7 Market Orientation in Educational Sector

This section will present on market orientation construct and its implementation in the educational sector and especially with higher education institution. For almost three decades' market orientation has been the interest and focus area. In marketing research, in general and specific to the higher education institution to improve their student-institute and industry-institute relationship. According to Hammond et.al.(2006), an institutes it is important to know market orientation by measuring how the marketing concept is being implemented. It is essential for a higher educational institutes to create superior value to their students and other stakeholders and gain competitive advantage to sustain and increase performance. The fact of the matter is management emphasizes on market oriented approach and strategies are alarmingly low in higher education institution (Webster et.al.,2006). There are few positive evidences of applying market orientation in higher education institution (Platis,2009; Pitic & Dragen,2010) but in maximum case research did not address the way an educational institution can successfully adopt market oriented strategy. The detail concept and models for market orientation were discussed in the previous sections and it was found from the discussion that there is no concrete acceptance or agreement on the definition, concept and construct of market orientation (Rivera & Ayala, 2010; Ross et.al., 2012). In higher education, the market orientation literature mostly suggest that adoption of market orientation can lead to some important benefits and also identify the degree to which market orientation related to those benefits for some higher education institutions. The next section will focus on the benefits an educational institution can get by implementing a market orientation.

3.7.1 Benefits of Market Orientation Implementation

Higher educational institution, if successfully implement the market orientation, the most important benefit an institution can get is higher performance and overall growth, as suggested by Narver and Slater (1990) and Kohli et.al.(1993). Particularly research on educational marketing also suggests the same. The degree of increase performance is affected positively by degree of market orientation implemented in University context (Caruana et.al,1998a, b). According to Hammond et.al.(2006), implementation of market orientation in an educational institute largely depend on the emphasis given the management towards market orientation approach. Caurana et.al.(1998), stated that capacity of a University to raise funds can also increase by raising the degree of market orientation adoption. According Webster et.al.(2010), number of benefits a higher educational institute can get by implementing market orientation and focusing on students (Current, Pass-out and Potential) and industry recruiter (past and potential) as customers. A higher education institute can get benefits such as increase in student enrollment, increase in retention rate of current batch students, increase alumni participation and involvement for the betterment of the institute by increasing industry interaction and take part on recruitment, knowledge sharing for curriculum development and be guest lecturer for the benefit of current batch students to develop their skills and knowledge, and attracting good corporation to recruit students from the Institutes and so on.

Market orientation also have positive effect on institutes academic and research activities such as teaching, consulting and get sponsorship for research Flavian & Lozano (2007). According to Voon (2008), market orientation is also influence service quality perception, customer satisfaction and as an ultimate result customer loyalty. University management plays an important role to creation of market oriented organizational culture and this culture will certainly improve all the important activities which lead to performances of a University (Siu & Wilson, 1998). Undoubtedly, market orientation culture of an educational institution increases the performances of an institutes and increase the quality perceptions of their stakeholders towards the educational institute but the question is how market orientation can be adopted in higher educational institution and what should be the construct of it and how it can be measured in that environment. The next section will focus on those issues pertaining to higher education.

3.7.2 Construct and Measures of Market Orientation in Higher Education Institution

Market orientation being a topic of research for many years. There are different conceptual understanding and models or constructs found which were discussed in detail in the previous sections. However, the two main views and construct suggested by Narver and Slater (1990) and Kohli and Jaworski (1990,1993) that are applicable to all the industry and widely accepted will be discussed in this section in relation to higher education sector.

Narver and Slater (1990), mentions three important components of market orientation namely customer orientation, competitor orientation and interfunctional coordination to gain long term growth and profitability. Customer orientation refers to the deep understanding of target customer and their needs and desire to offer them superior value continuously. In higher education it refers to understanding the needs of different stakeholders and most importantly potential students and current batch of students and provide them the better solution to satisfy their needs. To identify the needs of the student and to satisfy that what objectives, system and processes an educational institution should follow is also an important factors of customer orientation. Competitor orientation refers to the level of understanding their competitors-direct, indirect and potential, with respect to their capacities, strategies, strengths and weaknesses (Porter,1985; Day and Wensley,1988). With regard to higher educational institutes competition orientation is knowing about the offering of peer institution and their unique features and also what potential student and current student like about them and strength and weaknesses related to their strategy and capacity. Follow the good strategies of a competitors' institution and modify the strategies and implement where they're not doing well in terms of satisfaction. With regard to third component, interfunctional coordination is the coordination among department, divisions and functions towards collecting customer and competitors' information and also sharing those information across the functions and departments and put a coordinated effort to make the strategy to satisfy their customer by offering superior value. In higher educational institution also where it was being argued that the responsibility to make a customer driven strategy and information gathering is not the job of only marketing department rather it should be done by each and every functions and department to be market oriented (Akonkwa,2009).

Narver and Slater 1990) stated market orientation as culture of an organization whereas Kohli and Jaworski (1990) view market orientation as behaviour of an organization through which marketing concept can be implemented. According to Kohli and Jaworski (1990), there are three major components of market orientation: generation of market intelligence, dissemination of intelligence and responsiveness to the intelligence. Generation of market intelligence refers to information generation about the current and future needs of the customers and also the factors internal and external which lead to such needs and behaviour. Generating and gathering information is the responsibility of all the departments of an organization. In higher educational institute also same behaviour applied where student considered as customer and collecting information about students' needs and latent desire is a responsibility to faculty, staff, and management and also the reasons behind such desire also needs to be analysed. The dissemination of information means the management of knowledge regarding customer or student in higher education across the departments and functions. Shared knowledge and information will help the institute to respond in a better way to satisfy their potential and current students. Whereas, with regard to responsiveness component, it means response to the information gathered about the market by performing certain activities and actions. Action plan after the strategy formulation is major concern in responsiveness elements. However, there are many research evidences suggest that in higher education, adoption of market orientation will certainly give long-term benefit to the institution and it is also necessary to understand the fact that any organization has to allocate time and resources to adopt market orientation (Siu & Wilson,1998). For educational institution, the first step is to identify all their stakeholders and prioritise them based on their contribution to the institutes performances and then identifying needs of all those stakeholders and then satisfy those needs. According to Hemsley-Brown and Oplatka (2010), a University should include student centric approach in their mission statement and meeting the expectations of the students should be the objectives of the institute. Market oriented culture of a higher education institute certainly represent the construct which support the understanding and assimilating institution's values and principles by all their faculty and staff which includes market oriented objectives as core of it along with other necessary objectives, to ensure the development of sustainable relations with the institute's stakeholders and provide them superior value to gain competitive advantage.

3.7.3 Market Orientation Measurement in Higher Education Institution

This section will discuss and review measurement instruments to measure market orientation and also try to explore those measures with respect to applicability in higher educational institutions. Extent of literatures suggest that MARKOR instruments which was developed by Kohli and Jaworski (1993) and MKTOR scale (Narver and Slater,1990) quite popular and widely accepted across all the sectors including non-profit organization such as Educational Institution. Researcher have mostly adopted MARKOR and MKTOR scale in the education sector and in many cases the scale remains same but modified the items on the scale to make it suitable to their environments. MKTOR scale consist of three dimensions namely customer orientation, competitors' orientation and interfunctional coordination with 15 items 7 point

Likert scale whereas MARKOR scale consist of three dimensions namely intelligence generation, intelligence dissemination and responsiveness with 20 items,5 point Likert scale. Voon (2008), argued and develop a tool to measure market orientation in higher educational institutions by adding service perspectives to it. Voon's (2008) instrument called as SERVMO scale has six dimensions namely customer orientation, competitor orientation, inter-functional coordination, performance orientation, long-term orientation and employee orientation.

The focus of these SERVMO instrument is to give focus on competitor orientation, employee orientation not only to customer orientation. A study on international student conducted by Ross et.al.(2012) suggest that with regard to international recruitment inter-functional orientation is most important to enhance the outcomes rather than customer orientation. There are instruments developed by many researchers to measure market orientation in education sector by adopting Narver and Slater (1990) scale. One of such important and widely used instrument is Market Orientation Inventory Instrument developed by Oplatka and Hemsley-Brown (2007). This MO inventory instrument has also had three dimension like MKTOR scale (Nerver and Slater,1990), customer orientation, competitor orientation and interfunctional coordination with 31 items to be measured in a continuum unlike Likert scale used by Narver and Slater (1990). Oplatka and Hemsley-Brown (2007), stated an argument that all the dimensions of market orientation is not have equal importance and customer orientation should get more importance than competitor orientation and interfunctional coordination. The SEVMO instruments have three sections which was developed by Oplatka and Hemsley-Brown (2007).

3.7.4 Review of Literature on Market Orientation in Education Sector

The purpose of this section is to review few important studies related to market orientation in education sector. Siu, Noel YM, and Richard MS Wilson (1998), tested Narver and Slater model (1990) found that the model comprises of customer orientation, competitor orientation and interfunctional coordination is applicable in education sector and has significant relationship with long term survival of educational institutions and also mention that the construct influenced by the external environment such as educational reform and local management of colleges etc.

Jeffrey Pfeffer and Christina T. Fong (2004), documented problems faced by US business school and show the arousal of such problems due to lack of professional ethos and market-like orientation to education. In the year 2002 according to them that MBA, unless from a topnotch B-school, does not appear to increase the chances of career success. He also opined through literature survey that B-school research does not have acceptance in management practice.

Izhar Oplatka, Jane Hemsley-Brown (2006), stated that higher education marketing with the objective to explore the nature of higher education marketing in an international context. Author has systemically collect, document, and analyze the literature on HE marketing and looked upon the scope of HE marketing. They found after thorough literature survey that

Higher Education market has realized the benefit of applying marketing theories and concepts and gradually started to apply in their business context. However, it was also proved through existing literature reviewed by the researcher that there is very limited research carried out to describe the strategic marketing perspective of HE market and the nature of services.

Santiago Iniguez de Onzono and Salvador Carmona (2007), suggested that changes occurred in the broad context of B-schools and Universities indicate a paradigm shift in their business model. Researcher has also reviews position of a B-school holds traditional view of business model to the extent of regular changes in their institutional environment. Their paper proposes some actions which B-schools might follow to gain competitive advantage and also identified some structural measures which probably B-schools wish to address to cope with the changes occurred in their wider environments. Authors has identified the key drivers signal change in the wider context of the business model of B--schools are structure of the MBA programs, the sources of income of B-schools, market concentration, new profile of customers, and the changing distribution and promotion channels. To mitigate such problems due to changes in the business model researcher has suggested two structural measures like institution should adopt an entrepreneurial mind set and also consider diversity in their structure and functions to help mobilize concrete actions, such as a focus on a portfolio of financial sources, segments of activities depicts entrepreneurial mind set, geographical markets and strategic alliances depicts diversity.

Hampton, Gerald M, et. al. (2009), mention that market orientation and service professionalism in higher education has medium strength relationship. The professionalism in higher education was surveyed on professors as service professional at Universities.

Herington, Carmel, and Yulia Yeni (2009), concluded with results that higher education institutions performances greatly impacted by marketing planning and market orientation of an institute.

Hemsley-Brown, Jane, and Izhar Oplatka (2010) that market orientation in higher education of both in Israel and England are mostly similar and observed that both the countries higher education oriented towards meeting students' needs and desires, and cares for students' well-being, teaching and learning and importance of internal marketing and promotion of their higher education by the internal customer.

Vauterin, et.al.(2011) suggested that University needs to concentrate on and communicate to their potential international student during international student recruitment about employability and industry linkages of the University and deliver employment by maintaining good relationship with the industry with respect to placement and student's orientation towards industry and create competitive advantage.

Deyun Yang (2011), adopted a quantitative and qualitative research techniques in his comparative study and found that for profit schools had more mature understanding of marketing and focused on market needs compare to not for profit school who do not consider

marketing as a function.

Ma, Jun and Zelimir Todorovic (2011), that to align internal resources of an University adoption of market orientation is necessary and conducted a survey by adopting MKTOR instrument (Narver and Slater,1990) with a sample of 3072 department chairs of engineering, health and computer science department in US and found that market orientation has positive correlation with the commercialization of University however surprisingly result supported the role of external community or potential students than internal students. The study suggests that emphasis to market orientation should be given more towards external community rather than internal stakeholders.

Webster, Robert L., and Kevin L. Hammond (2011) conducted to know market orientation level in general and customer orientation level to be specific. They found that higher level of market orientation result in higher level of organizational performance and suggested that to satisfy customer and increase the performance of any Business School it is necessary to coordinate all the functions, individuals and departments to provide superior value to the student and parents. This research crosses a benchmark in education research in terms of population used as sample at different levels.

Hammond, Kevin L., and Robert L. Webster (2011), conducted a survey by using Narver and Slater (1990) MKTOR instrument for the three dimensions of customer orientation, competitor orientation and interfunctional coordination and for overall performance used Jaworski and Kohli (1993) MARKOR instruments within the context of business education. Responses collected from student, parents and corporate recruiters and these three respondents' responses compared with created clusters of market focus. They found each of those clusters are significantly different from each other and found relative high importance to students than other stakeholders.

Carlos, et.al.(2012), mention and stated that in the context of higher education, commitment, satisfaction and performance have moderate effect by internal market orientation whereas organizational citizenship behavior is close to highly affected by internal market orientation.

A similar study was done by Ross, et.al.(2013), with an objective to find out the degree to which market orientation adopted for higher education student recruitment practices and how it affected positively or negatively the performances. They investigate this objective by adopting Narver and Slater (1990) MKTOR instrument and collected responses from international student recruitment practitioners in higher education institution of Australia and found that there is significant positive impact on performance if there is higher degree of market orientation implemented.

Peralt-Rillo, et.al.(2013) in their conceptual work stated that any higher education institute offer postgraduate programs must develop as precedent proactive market orientation and logically prove it by reviewing market orientation literature with respect to higher education and found postgraduate decision making process largely influence by proactive market

orientation and adoption of such orientation and the paper explore the framework with student as customer and corporate employers and Universities and their interaction in proactive market orientation framework with the result of consequences as successful innovation policy in order to gain competitive advantage.

Hammond, Kevin L., and Robert L. Webster (2014), reported that gender wise there is a difference in consequences of market orientation among marketing department chairs in AACSB business schools in US. Consequences researched on as Business Schools performance, Employee Esprit De Corps and organizational commitment of employees.

Webster, Robert L., and Kevin L. Hammond (2014), researched on the levels of market orientation toward students and explores its impact on business school performance with two different level of respondent as Business Schools Deans and Accounting Department Chair and found that market orientation toward student has significant positive impact on overall performances of a business school.

Abbate, et.al. (2014), stated that academic spin-off firms due to less concentration and importance given to marketing capabilities most of the time they show low-growth rate. The purpose of their study is to identify the effect of market orientation implementation on such firms' economic and innovation performances. They have collected responses from Italian and Spanish spin-off firms and found from their empirical research that information generation on customer and competitors and dissemination of those information among all the individual and department significantly impact firms' capability to develop innovative technology.

Daniel N. Arifin (2015), conducted an exploratory study to determine the principles of market orientation in schools and give guidance to understand school's strength and weaknesses on five factors of market orientation namely customer orientation, competitor orientation, interfunctional coordination, long-term growth focus and market intelligence.

Gluić, Jasna, and Zoran Mihanović (2016), an objective to understand whether any institute having market orientation culture impacted the management of stakeholders for the internationally active institutes. The empirical results reported that institutions who establish international cooperation, direct their marketing activities toward all their target groups and implement marketing concept and have greater degree of market orientation.

Sefnedi, Sefnedi (2017), found that all three dimension of market orientation have significant impact on overall performances of the University and also concluded that compare to competitor orientation and interfunctional coordination, student orientation has greater impact on overall performance of the private universities.

3.8 Marketing Effectiveness

3.8.1 Effectiveness Concept in Business

To understand marketing effectiveness, there is a need to explore the meaning of effectiveness. Effectiveness is measure of success of any firms or activities purposes. It's in simple term for any work and activities or functions there are objectives and effectiveness means is to check performance alignment with those objectives. According to Robbins (2007), it is the measure of success achieve against the intended purpose of any firm. Effectiveness literally mean 'doing things right' (Drucker,1974). In business and management literature, effectiveness and efficiency has two different meaning, where effectiveness means 'doing things right' and efficiency explains the concept of 'doing the right things'. According to Mortazavi (2011), effectiveness explains qualitative aspects whereas efficiency explains quantitative aspects of success to attend purpose. There are many models and construct has been developed by the management researcher over the period to measure effectiveness. Some of those important and widely accepted models have been discussed below:97

1) Resource system model: This effectiveness model measures the resource allocation ability of the decision maker among the firm's sub-systems.
2) Improvement Model: This model generally follows human resource perspective and describe corporation ability to estimate their people in the workforce.
3) Management process model: This model is more comprehensive and explains the evaluation of all the management decisions, planning and processes to achieve their varied objectives or purposes.
4) Kotler's Effectiveness Model: This model is particular to marketing functions and describe the tools by which effectiveness of marketing as a capability can be measured.
5) Bargaining Model: This model has it implications towards the resource procurement of any firm and it evaluates that how a firm making decision in achieving the resources and the importance of procuring such resources.
6) Structural-functional model: This model evaluates the firm's activities to measure its usefulness to the social groups.

3.8.2 Marketing Effectiveness Concept

Modern day business needs to be very cautious about competitive environment and needs to focus on marketing concept to gain competitive advantage in which successful implementation of the marketing concept may generate positive perception of differentiation from the customer of their chosen market segment. Research on marketing effectiveness has got attention of the practitioners and academic researcher over the last few decades (Norburn et al., 1990; Ambler et al., 2001; Mavondo, 2004; Nwokah, Ahiauzu, 2008; Nwokah, Ahiauzu, 2009; Gao, 2010; Halim, 2010; Solcansky, Simberova, 2010; Žostautienė, Vaičiulėnaitė, 2010).

Marketing effectiveness has several definitions given by many researchers. The first one was given by (Kotler, 1977). He opined that claiming marketing effectiveness required strategic managers should recognize the primacy of studying the market, distinguishing many opportunities, selecting the best sections of the market to serve, and gearing up to offer superior value to the target market with respect to their needs and wants. (Webster, 1995)

stated that managers need to have adequate information for planning and allocating resources properly to different markets, products, territories, and marketing tools to be considered as effective marketing.

Powell (2008), stated that the purpose of marketing effectiveness is to optimize marketing spending for the short and long term in support of the brand strategy by building a market model using valid and objective marketing metrics and analytics. Finally, Adu et.al. (2001), marketing effectiveness is influenced by the ability to implement marketing plans successfully at various levels of the organization. Norburn et. al. (1990), opined that companies with high degree of marketing effectiveness are close to consumers and established a common set of values which demonstrate external market orientation. Generally, such kind of companies involve customer for creating the services and give proper attention to the quality and innovations, also transparent to the consumer.
It was also confirmed that importance of marketing effectiveness tremendously grown in service companies (Webster, 1995). Few definitions of marketing effectiveness have shown chronologically in the below table:

TABLE 3.4: DEFINITIONS OF MARKETING EFFECTIVENESS

Author and Year of Publication	Definitions and Concepts
Kotler (1977)	Understanding the market in depth and identify the needs or opportunity prevails in the market and choosing a specific market to target and create superior value for the customer in that particular market.
Norburn et. al. (1990)	It is a process to getting close to customers and achieve marketing success through customer satisfaction.
Webster (1995)	It is the process of gathering information about different market to plan for allocation of resources, products and territories to serve distinguished market.
T. Ambler et.al. (2001)	Achieving business goals and purposes with the help of different marketing actions.
Adu et.al. (2001)	It is the ability and action for successful implementation of marketing plan in an organization at different levels.
F. T. Mavondo (2004)	Marketing effectiveness is a capability of a firm to attain their short-term goals and which will be reflected on increasing market share, growth in sales revenue and success in new product introduction.
N. G. Nwokah, A. I. Ahiauzu (2008) and (2009)	This is the function, process and activities with the goal of optimizing their spending on marketing and to achieve better results to fulfill their organizational objectives and also to gain competitive advantage by scoring higher market share, advertising share etc. than the competitors

Y. Gao (2010)	Marketing effectiveness helps a marketer to compare their performances with the formulated goals and objectives.
R. Pramanik, G. Prakash (2010)	It is the measure of identifying rationality behind the marketing cost incurred and price taken from the customer.
D. Žostautienė, L.Vaičiulėnaitė (2010)	It is the process of utilizing organization resources for marketing activities to create superior value and gain competitive advantage.
M. Solcansky, I. Simberova (2010)	It is the process of optimizing marketing spending to attain positive results in short-term and long-term.

The marketing effectiveness definitions cited on the above table (4.4) can be summarized and found list of approaches such as, attainment of business objective through marketing activities, increasing market share to measure position against competitors, Pricing approach, optimization of marketing spending or cost and it's a value creation process. It was observed there is no concrete and accepted view on marketing effectiveness definitions. However, to understand the concept of marketing effectiveness in detail its required to understand the different dimensions of marketing effectiveness. According to Nwokah & Ahiauzu (2009), there are four important elements of marketing effectiveness:

1) Company: Marketing effectiveness has to consider the factor where they have the limitation of using resources as each company has certain limitations which determined from the company budget, size and adaption to make organizational change.
2) Competitive: Another precedent of marketing effectiveness is to gather information about the competition and competitor. It is becoming important for the marketers to have information about the competitors' action along with their own. Many industries information related to competitors is hard to get.
3) Consumers: Information about the consumer buying decisions behavior and segment them according to their needs would help the marketers to improve their marketing effectiveness. Consumers are received information from various communication tools about the attributes of the product which helps building a brand.
4) Exogenous factors: Corporate, competitive and customer environmental factors can influence marketing effectiveness. However, there are other environmental factors which can affect marketing effectiveness such as Interest rate, weather, government regulations and so on.

Further, (Nwokah & Ahiauzu, 2009), stated five driving factors of marketing effectiveness. These are:

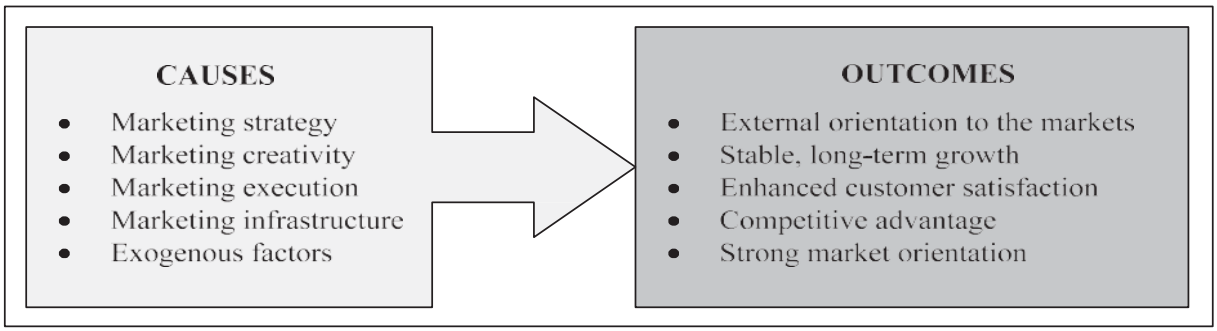
1. Marketing strategy. Marketing effectiveness is a result of superior marketing strategy related to segmentation, targeting and positioning and all other marketing programs to gain edge over the competitors.
2. Marketing Creative. Innovation and creative concepts can help to improve results.
3. Marketing execution. Step by step execution at all levels and required changes time to time is important to gain higher degree of effectiveness.
4. Marketing infrastructure. Management of agencies, budgeting, motivation, and coordination of marketing activities can lead to improved competitiveness and improved

results.

5. Exogenous factors. Exogenous factors also influence marketing effectiveness, for example, seasons, climate etc. also have impact on sales and marketing.

Considering the above mentioned driving factors D. Norburn et.al.(1990) and C. Webster (1995) has identified the outcomes of those factors. The below figure has shown those factors with outcomes.

FIGURE 3.11: DRIVING FACTORS AND OUTCOMES OF MARKETING EFFECTIVENESS



Source: Irena Daukševičiūtė et.al., 2011; Norburn et al., 1990; Webster, 1995; Nwokah, Ahiazu, 2009

From the outcomes perspective, any business organization shall be able to perform according to external orientation to its markets, stable, long-term growth, enhanced customer satisfaction, competitive advantage and strong market orientation to attain the very purpose of marketing effectiveness.

Marketing effectiveness research evidence proposes two schools of thought. The first school of thought stated the concept of marketing effectiveness and identifies its components related to perceptual measures. Whereas, the other school of thought study marketing effectiveness as an objective measure by using marketing metrics.

First viewpoint: This subjective measure of perception of marketing effectiveness was first developed by Philip Kotler (1977). He mentioned that marketing effectiveness of a company, division, or product line depends largely on a combination of five activities: Customer philosophy, Integrated marketing organization, Adequate marketing information, Strategic orientation and Operational efficiency. Kotler's marketing effectiveness and its components are outlined in below table.

TABLE NO 3.5: KOTLER`S MARKETING EFFECTIVENESS MODEL

Attributes	Components
Customer philosophy	• Management`s commitment to market needs and wants • Market segmentation strategy • Holistic marketing approach
Integrated marketing organization	• Marketing integration and control • Synergy with other marketing units • New product process
Adequate marketing information	• Conduct of market research • Management knowledge of the market • Cost-effectiveness of marketing expenditure
Strategic orientation	• Extent of formal marketing planning • Quality of marketing strategy • Extent of contingency planning
Operational efficiency	• Top-down communication of marketing thinking • Effectiveness of marketing resources • Responsiveness to uncertainties

There are ample of evidences in marketing literature was found who support subjective measures of marketing effectiveness and adopted more or less similar factors to measure marketing effectiveness. Kotler's marketing effectiveness model has been tested empirically by many researchers where they examine the impact of various factors on marketing effectiveness (Dunn *et al*, 1994; Webster, 1995 and Nwokah and Ahiauzu, 2008, 2009). Also, others have investigated Kotler`s (1977) amalgam of five components presented in Table 4.5, and applied it to a certain country or industry (Yoon and Kim, 1999; Stefanov and Todorov, 2004; Cizmar and Weber, 2000 and Adu et al, 2001). The adoption of the factors to measure marketing effectiveness by different researcher have presented below table.

TABLE 3.6: COMPONENTS OF MARKETING EFFECTIVENESS

Marketing Effectiveness Component	Author	Difference with Kotler (1977) ME components
Customer philosophy, organizational marketing proficiency, strategic perspective, information processing capability.	P. Connor, C. Tynan (1999)	Except operational proficiency all other elements used from Kotler (1977), marketing effectiveness component, however, organizational marketing proficiency covered operational efficiency to some extent.
Customer philosophy, integrated marketing organization, adequate marketing information, strategic orientation, operational efficiency.	K. Appiah-Adu *et al.* (2001)	Same as Kotler (1977)
Customer philosophy, integrated marketing organization, adequate marketing information, strategic orientation, operational efficiency.	M. O. Azabagaoglu *et al.* (2006)	Same as Kotler (1977)

Customer philosophy, integrated marketing efforts, marketing information, strategic orientation, operations efficiency.	N. G. Nwokah, A. I. Ahiauzu (2009)	Same as Kotler except the title of the component change a little as integrated marketing effort rather integrated marketing organization.

Therefore, P. Kotler's (1977) construct for marketing effectiveness is a foundation to measure marketing effectiveness of a firm.

The second school of thought mostly consists of evaluating and measuring marketing performance. Since 2000 this view gained importance because Marketing Science Institute has made Accountability and ROI of marketing expenditure as important dimension to measure. Research has been conducted in this view attempts to identify and represent various measures and metrics of evaluating marketing effectiveness. There are some researches which identified variety of marketing metrics. Some of them are like, Clark (1999) identifies about 20 measures, 38 metrics were tested by Ambler and Riley (2000), while Davidson (1999) considers ten more useful metrics of marketing effectiveness and Meyer (1998) mentions hundreds. Also, Barwise and Farley (2004) examine six metrics in five industrial countries. However, Clark (1999) suggests that it is better to use existing metrics rather than present new ones. Kokkinaki and Ambler (1999) identify marketing success in six main categories:

1. Financial measures (such as turnover, contribution margin and profit).
2. Competitive market measures (such as market share, advertising and promotional share).
3. Consumer behaviour measures (such as consumer penetration, loyalty and customer gained).
4. Consumer intermediate measures (such as brand recognition, satisfaction and purchase intention).
5. Direct costumer measures (such as distribution level, profitability of intermediaries and service quality). And
6. Innovativeness measures (such as products launched and their revenue).

Marketing effectiveness refers to internal and external marketing processes. The benefit of marketing effectiveness to the company is huge: estimates of sales potential and assessments of the cost effectiveness of various marketing expenditures; monitoring of consumer satisfaction, includes internal communication, internal coordination and internal implementation of marketing activities. Marketing effectiveness results consumer's satisfaction, while consumer's satisfaction results in repeat consumers who purchase on a regular basis and this, in turn, contribute to profitability and growth (Appiah, Adu et al., 2001) as well as having an influence on company to reach marketing goals, which are: market growth, sales growth, overall profitability.

There were many researches was conducted by using the metrics provided by Ambler (1999), some of them are Ambler & Riley (2000), has conducted a comparative study to measure marketing success between two countries UK and Spain and found that compare to UK,

respondent from Spain give less importance to financial metrics and found to be more marketing oriented. Eusebio et.al.(2006), conducted an exploratory study have used all the six measures of marketing performances suggested by Kokkinaki and Ambler (1999) in Spain among two types of industry –tourism and hospitality industry and also industrial firms and found that in tourism and hospitality industry consumer based measure to evaluate marketing effectiveness have more importance than industrial companies.

The above discussion revealed the concept of marketing effectiveness which reflects upon many organizational outcomes such as increase rate of customer satisfaction, long-term growth, competitive advantage and strong market orientation (Webster,1995). According to Lamberti & Noci (2010), marketing effectiveness not only evaluated by considering return on marketing spending but financial performance too as sales, profit etc. Lamberti & Noci (2010), proposes three main variables to measure marketing performance:

1) Performances of marketing unit to fulfill the corporate goals and performance.
2) Corporate adopted measures defined
3) Design control systems by corporate under their performance management system.

According to Clark (1999) marketing measures could be divided in to four main categories:

1) Financial Output Measures: Comparing marketing output with the cost incurred in to that.
2) Non-Financial Measures: Use qualitative metrics to measure performance such as market share, customer satisfaction, brand equity, customer loyalty etc.
3) Input Measures: With the help of marketing audit and control system to measure the behavior of marketing units in terms of budget and resource utilization.
4) Multiple Measures: It explains all the macro dimensions of efficiency, effectiveness and the relationship between them.

Any measures, metrics or performance system is developed under the purview of corporate objectives and every measures should contribute to match the objectives of the firm. However, research evidences suggest that marketing success is often measured by marketing effectiveness by considering the attainment of objectives or whether intended results are achieved or not. That means marketing effectiveness influence performances.

3.8.3 Marketing Effectiveness and Performances in Higher Education

This section presents aspects related to higher education institutions performances and marketing effectiveness. Any organization whether it is commercial firm or not for profit firms both give importance to organizational performances and the major concern goes with identifying the factors which contribute to performances with regard to their perspective (Abu-Jarad et.al.,2010). Performances can be measured in number of ways and traditional concept of measuring performance rely on productivity, profit and stability whereas, new concepts of performances explain perceived quality and customer satisfaction (Hong, Donald and Szurgyi, 2006). According to Enders et.al. (2013), performance is a dependent variable in higher education sector as the result of higher education system made contribution to the society. In higher education, performance measuring indicators should be analysed to see that

whether higher education institute is promoting quality education, operational standard are maintained, finding a desired place in competition or not (Chen et.al.,2009).

There are variety of measurement instruments are found today but a higher education institute should design their own performance indicator with respect to the activities and plans institute have to achieve some objective. Any higher education institution must define their objectives and plan for achieving those objectives and comparing accomplishment with their own measures against action taken (Kyrilidou,2002).

In higher education it is always difficult to develop indicators as the objectives were general in maximum cases such as objective of any B-School could be achieving top 10 rank in the country given by the Business Today ranking. The institutes' nature as not-for-profit is also restricted to have measurement metrics on financials. Any not for profit organization including higher education always have the difficulties to develop quantitative tools for measuring performances because they do not have precise quantitative objectives (Forbes,1998; Kaplan,2001). In this connection, according to Caurana et.al.(1998), mention that objective measures of performances for higher education are impractical as maximum objective measures are pre-defined and cannot be changed due to regulations and also time taken to get desired results. Most importantly, as Slater and Narver (1994), argues that in private sector subjective methods should be used to measure performances and also stated that subjective measure results are strongly influence the financial performances which can be considered as equivalent to objective measures result.

Marketing literatures in education support the measure of marketing effectiveness by considering subjective criteria (Caurana et.al.,1998; Hammond et.al.,2006 and 2012). Marketing effectiveness is the quality of how marketers go to market with the goal of optimizing their spending to achieve good results for both the short-term and long-term. It is also related to Marketing ROI and Return on Marketing Investment (ROMI). Generally, to measure marketing effectiveness one of the widely used scale developed by Kotlar (1982) as 'effectiveness rating instrument' (ERI), can be used to measure subjective criteria. The ERI scale consists of fifteen questions arranged in five sets of three. Each set attempts to measure five 'marketing attributes'. These factors are customer philosophy, an integrated marketing organization, adequate marketing information, a strategic orientation and operational efficiency. Each of the five factors will have scoring and sum of all the five factors score attributed to marketing effectiveness. However, the objective measure of marketing effectiveness includes 1. Nos.of application received 2. Nos. of seats 3. Nos.of admissions 4. Nos. of Companies visited for placement 5. Nos.of job offered for the last 5 years 6. Revenue generated and so on depend on the nature of higher education.

3.8.3.1 Student Satisfaction as a Measure of Marketing Effectiveness in Higher Education

In higher education, there is a continuous debate on whether to consider the student as customer or not. A direction towards it by reviewing higher education literature was given in preceding sections of the chapter. The student as customer model has tremendous acceptance from the previous literature. Marketing literature suggest that customer satisfaction is a

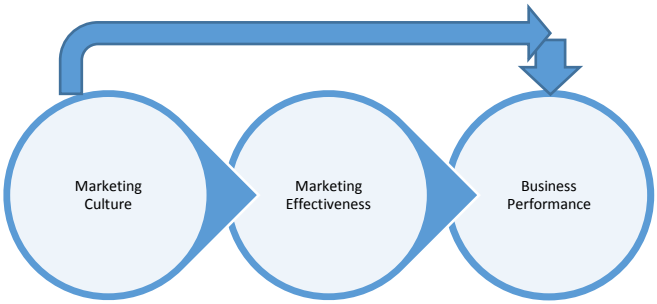
measure of marketing effectiveness and it has positive influence by market orientation. In this section effort is made to explore customer satisfaction and market orientation relationship within the context of higher education by considering student as a customer. Diaconu et.al. (2012), has conducted a study titled as "Student satisfaction, resultant of marketing orientation of university under current conditions" with the purpose of exploring the importance of marketing activities and market orientation as behaviour towards identifying the student needs and satisfying those needs. He confirmed that student satisfaction has significant influence by marketing orientation of a University. Fernando de Oliveira Santini et.al.(2017), has conducted a meta analytic study on student satisfaction to identify the major antecedents and consequences of student satisfaction from the previous literatures and found several factors such as perceived value of educational services, resources provided to the student, service quality perception, marketing orientation, identity of the higher education institution, university environment, which have significant influence to student satisfaction and out of those several factors one important factor is marketing or market orientation. Tanrikulu, C., Gelibolu, L. (2015), stated that perceived market orientation and the elements of market orientation has significant influence to student satisfaction and building brand equity. They also confirm that student satisfaction has fundamental roles in forming perception of market orientation and brand equity. Inés Küster et.al. (2010), has conducted a study to identify market orientation in University context and its effect towards teaching and non-teaching staff satisfaction and found positive relationship between employees' satisfaction and market orientation but also concluded that market orientation does not have effect towards employees' market orientation.

Tran, et.al, (2015), has conducted an exploratory research with an objective to test the market orientation concept and develop a construct by reviewing existing education related literature and investigate the effects of market orientation on student satisfaction at University. The new revised instrument has validated through exploratory and confirmatory factor analysis. They found in their empirical research using the revised scale that market orientation strategy in a University positively relates to student satisfaction and also to their University selection for admission. Boo Ho Voon (2006), stated that service-driven market orientation which is having six components as customer orientation, competitor orientation, interfunctional orientation, performance orientation, long-term orientation, and employee orientation has significant impact on the service quality in higher education context. In this study survey 558 Malaysian University student participated. Kevin M Elliott (2002), researched on the determinants of student satisfaction and found that the key determinants of student satisfaction are student centeredness and instructional effectiveness with respect to students' educational experience. Farzad et.al. (2008), stated that market orientation and performances have positive relationship even with higher education context like any other industry. Jeffrey S Conant et.al. (1985), in their study they found that student satisfaction should be the measure to check performances of any higher education where student should be considered as customer. It is evident from literature on marketing of higher education that successful implementation of market orientation resulted in student satisfaction and it should be considered to measure effectiveness or performances in higher education.

3.9 Market Orientation and Marketing Effectiveness and Performance

Market Orientation considered as marketing culture by creating necessary behaviour to satisfy the customer in most efficient way (Narver & Slater,1990). This concept of market orientation was widely accepted by the marketing researchers and also used to measure market orientation in cultural perspectives. Marketing literatures (Webster,1995; Appiah-Adu & Singh,1997 and 1999) observed that marketing effectiveness is influenced by marketing culture or market orientation and found the coherence between this two greatly influenced performance (Sin & Tse,2000). According to Sin & Tse (2000), business performance will do well if there is a presence of achieved marketing effectiveness and the marketing effectiveness will be found positive when there is a presence of marketing culture and behaviour (Apaiah-Adu & Singh,1997). The relationship shows by Sin & Tse (2000) is presented in the below figure.

FIGURE 3.12: MARKETING CULTURE, MARKETING EFFECTIVENESS AND BUSINESS PERFORMANCES RELATIONSHIP



Source: Sin & Tse (2000)

The above figure explores the relationship of marketing culture and marketing effectiveness. Marketing literature suggests that evaluation of marketing culture depend on the firms' orientation towards customer, competitors and their functional coordination (Narver and Slater,1990) and the activities such as internal communication, interpersonal relationship, maintaining service quality and innovativeness (Webster, 1995; Appiah-Adu & Singh, 1997; Appiah-Adu & Singh, 1999; Appiah-Adu *et al.*, 2000). According to Žostautienė & Urbanskienė (2002), Marketing culture can also have influenced by exogenous factors. Implementation of market oriented culture or marketing culture in any firm determines many benefit considered to be marketing effectiveness such as financial or economic benefit (profit, sales growth, new product success etc.) consumer benefit (such as customer satisfaction, loyalty etc.), employee benefits (employee retention, employees' organizational commitment etc.) and competitive advantages (Žostautienė, Urbanskienė, 2002). The performance of any firm depend on the measures used in marketing effectiveness as it directly affects the corporate objectives and expenditure towards it. The Kotler (1977) given criteria of marketing effectiveness are consumer philosophy, strategic orientation, adequate marketing information, operational efficiency, integrated marketing organization.

The discussion so far leads to the benefit of marketing effectiveness as the measures of sales

potential and cost effectiveness of various marketing expenditures; understanding and controlling consumer satisfaction whereas it also includes internal communication, functional coordination and internally implementing marketing concepts. Implementing marketing effectiveness through all of those components have impact in achieving marketing goals as mentioned like results market share growth, sales growth and profitability and in turn overall business performance (Appaih-Adu & Singh, 1999; Matsuno *et al.,* 2005). The positive relationship between market orientation and marketing effectiveness has confirmed by David Norburn,et.al. (1990), in a four nation comparative study that corporate culture, market orientation has a significant relationship with marketing effectiveness. Hassan Ghorbani et.al.(2014), has conducted a study to test the impact of market orientation to marketing effectiveness in hotel industry and confirmed that each component of marketing effectiveness influenced by market orientation. In this connection Aydin Kayabasi, Thandiwe Mtetwa, (2016), in their study on the effect of export market orientation and marketing effectiveness towards the export performances and found that market orientation has significant impact on marketing effectiveness and marketing effectiveness has significant impact on the performances of export companies. Scigliano et.al.(1979), studied on marketing effectiveness in junior and community colleges where they also check the marketing effectiveness with the performances of those colleges with respect to student enrolment and found that there is no significant relationship between marketing effectiveness and performances (enrolment) of junior and community colleges.

Temesgen B Zerihun and V. Shekhar (2011), has conducted an empirical study to investigate the effect of marketing effectiveness and efficiency on the marketing performances of financial services with the sample of 200 top level managers and analysis of the data found that marketing effectiveness and efficiency both together and individually have significant effect on marketing performances. Don Esslemont and Tony Lewis (1991), stated in their empirical study that there is no relationship between marketing effectiveness and financial success of a firm. A. Jeyanthi (2015), conducted a study to find out the relationship between marketing effectiveness and the components of effectiveness stated by Kotler (1977) with marketing performance, customer satisfaction and customer loyalty in financial service company and found there is significant positive relationship were observed between the study variables. Sayyed Akbar et.al. (2014), in their study identified the moderating role of marketing effectiveness between organizational culture and business performances. N. Gladson Nwokah, (2009), studied with the objective to determine the influence of customer and competitor orientation on marketing performances of food and beverages companies in Nigeria. Their finding suggests that there is a strong positive relationship among customer orientation, competitor orientation and marketing performances. Webster (1995), in his article titled as "marketing culture and marketing effectiveness in service firms" opined through empirical research that there is strong relationship between marketing culture and marketing effectiveness even if the other factors such as firm size and geographical scope were removed.

3.10 Summary of the Relevant Literature Survey and Identification of Research Gaps

The below table is presented to summarized the literature review done in the market orientation in services sector, not for profit sector and education in particular and also provide explains the Gaps identified to formulate the objectives of the study.

Table 3.7: Summary of Relevant Literature Survey Conducted in Chronological Order of Research Articles Relevant to this Study

S.No	Title of the paper	Literature Type	Author/s	Publishing Year	Contribution	Gaps
1	The Best Business Schools: A Market Based Approach	Research Paper	Joseph Tracy Joel Waldfogel	1994	Author presented a new methodology for ranking B-schools. Data they have used from the labor market for management graduates with the intention of distinguishing the program quality from its incoming student's quality. The researchers found as a result that variables were co-relates of value added like a school connection with the business community is a positive force in determining a schools ranking and Schools having research intensity and attractive faculty salaries have a stronger impact on the quality of its students and finally the tuition fees of a program has stronger connection with the perceived value added to the program compare to the adjusted salary received from the corporates.	Focuses on the quality aspects for branding not market based approach and marketing functions is a gap found to study further.
2	Modelling MO An Application in the Education sector	Research paper	Noel YM.Siu and Richard M.S. Wilson	1998	The researchers used three case studies in the midland area of UK to develop MO in FE colleges. To know the MO of the FE College's author has researching on three major attributes-customer orientation, employee orientation and organizational coordination. The finding of the study stated that three colleges invariably wish to follow customer (students and corporates) cantered approach. To understand the extent of customer orientation by understanding four issues such as the interaction among customers; the interaction between customer and college staff; the interaction among tangible aspects and customer; the interaction among intangible aspect	This study was done with three colleges as case study to develop market orientation and suggestion given with this regard. The scope of this research can be explored by using quantitative techniques.

					and customers. An examination of three case studies helped the researcher to understand the employee orientation and organizational coordination, found that it is the role of management to be aware of employee's demands, to develop appropriate rewards within resource limitations, to establish appropriate system for information flows and to provide continuous training so that employees can be integrated in to the change process and develop a customer focus culture.	
3	The Business School business': Some Lessons from the US Experience	Research Paper	Jeffrey Pfeffer and Christina T. Fong	2004	Documented problems faced by US business school and show the reasons for such problems due to lack of professional ethos and market-like orientation to education. In the year 2002 according to the author that MBA unless it is from a topnotch B-school does not appear to increase the chances of career success neither from the MBA degree nor from the grade students receives in the degree	Hinted the reason for failure of B-Schools in US. Those reasons could be further studied.
4	Reinventing Business Schools: The Contribution of Critical Management Education	Research Paper	Christopher Grey	2004	Proposed a solution to the problems encountered by management education. The proposed solution is a body of educational practices known as Critical Management Education (CME) which were found from a tradition of research called Critical Management Studies (CMS). He argued that CME may benefit business schools by stressing two important elements that are value and context. In practice B-schools leads to an explicitly debated version of management studies where issues of power and politics are seen as overt and inescapable.	General study on the value and the context of business education and possible area of research is strategies which was not touched by the researcher.

5	How Business Schools Lost Their Way	Conceptual Paper	Warren G. Bennis and .James O'Toole	2005	B-school is focusing much on scientific research and hiring faculties who are rich in qualification and academic research but very limited practical experience to deal with all complex and unquantifiable issues. They have also argued that crisis in management education occur due to the adoption of self-defeating model of academic excellence which judge a faculty from their scientific research and ignoring the faculties limited practical experience on understanding key drivers of business performance. The author suggested that there should be a perfect balance between scientific rigor and practical relevance to make the management education more practical.	Focused on academic quality only to manage crisis of B-Schools. There is a need to understand other aspects to manage crisis.
6	The future of business schools	Conceptual paper	Gabrirel Hawawini	2005	Reviewed some of the challenging issues B-school are facing such as globalization effect on business education, the shortage of qualified faculty, the need to introduce soft skills to the students, the need to achieve financial balance, the need to adopt more effective governance structures and the need to strengthen reputation and build up the school brand in order to secure its long term competitive position.	Further study is required to understand each of those challenging issues identified by the researcher.
7	Market orientation in a multiple stakeholder orientation context: implications for marketing capabilities and assets	Research Paper	Gordon E et. al.	2005	Researcher has investigated whether market orientation approach in an organization concentrated more on customer at the cost of other important stakeholders. They addressed this issue by using multiple stakeholder orientation profile (MSOP) which means simultaneously looked upon the each stakeholder's interest and serve those interests with expected managerial behavior.	This study concentrated on multiple stakeholders as customer for an organization which is quite apt in educational perspective. Researcher did not focus on the impact of MO.

8	Students Satisfaction in Management Education: Study and Insights	Research paper	Roma Mitra Debnath et al	2005	Studied the overall expectation and satisfaction of the management students. They also give importance to student's feedback system for the enhancement of teaching learning experience. They have also discussed and debated that acceptable expectation and expectation with abnormality has to be segregated to measure the overall satisfaction more accurately.	Researcher did not focused on the antecedents and consequences of student satisfaction, which needs further research.
9	Pitfalls in evaluating market orientation: an exploration of executives' interpretations	Research Paper	Mason and Harris	2005	Investigated and found that many practitioners faced difficulties on interpreting the marketing orientation concepts and also at the time of implementation of this concept.	This paper gives insights on MO implementation and the same can be discussed with education perspective.
10	Universities in a Competitive Global Market Place-A systematic review of the literature on higher education marketing	Conceptual paper	Izhar Oplatka, Jane Hemsley-Brown	2006	Researcher found in their paper after thorough literature survey that Higher Education market has realized the benefit of applying marketing theories and concepts and gradually started to apply in their business context. However it is also proved through existing literature that there is very limited research carried out to describe the strategic marketing perspective of HE market and the nature of services.	Conceptually explained the importance of higher education marketing, which can be explored through empirical studies.
11	Market Orientations in the Nonprofit and Voluntary Sector: A Meta-Analysis of Their Relationships With Organizational Performance	Research Paper	Aviv Shoham et.al.	2006	Has done a meta analytical research to understand theoretical grounds and rationality of MO strategies, advantages of MO strategies and applicability of MO in Voluntary and nonprofit organizations (VNPOs).Researcher found that in VNPOs has stronger impact of MO strategies than from profit organizations.	Strong linkage with my research but done on different service sector not education sector.
12	The changing business model of B-schools	Conceptual Paper	Santiago Iniguez de Onzono and Salvador Carmona	2007	Authors has identified the key drivers signal change in the wider context of the business model of B--schools are structure of the MBA programs, the sources of income of B-schools, market concentration, new profile of customers, and the changing distribution and promotion channels. To	Researcher focuses on few key drivers of business model of B-Schools from the external perspective but ignored the importance of B-schools orientation towards

					mitigate such problems due to changes in the business model researcher has suggested two structural measures like institution should adopt an entrepreneurial mind set and also consider diversity in their structure and functions to help mobilize concrete actions, such as a focus on a portfolio of financial sources, segments of activities depicts entrepreneurial mindset, geographical markets and strategic alliances depicts diversity.	customers could be a possible area needs further study.
13	A synthesis model of market orientation constructs toward building customer value: A theoretical perspective	Conceptual paper	Wail Alhakimi and Rohaizat Baharun	2009	Has built a synthesis model for market orientation constructs through a systematic and exhaustive review of literature. This model has integrated all the popular scale used in measuring Market Orientation of any organization such as Kohli & Jaworsky's (1990) MARKOR scale, Narver & Slater's (1990) MKTOR scale, Deshpande & Farley's (1998) MORTN scale and Carr & Lopez's (2007) MOCCM scale etc. This Model developed a conceptual framework by considering integration of attributes namely Customer Orientation, Competitors Orientation, Profit Orientation, Intelligence Generation, Interfunctional Coordination, Intelligence Dissemination and Responsiveness.	This paper is instigated the important variables of market orientation but empirically not tested.
14	The impact of internal and external market orientations on firm performance	Research Paper	Ian N Lings and Gordon E Greenley	2009	Empirically investigated the impact of internal market orientation on external market orientation and organizational performance. Data collected from UK retail managers were analyzed and found significant relationships between internal market orientation, employee motivation and external marketing success and customer satisfaction.	MO and Business performance relationship established with regard to retailing in UK. Helps to understand the important variables for profit sector but not for educational sector.

15	Market Orientation in Schools in Harbin,China.	Research Paper	Deyun Yang	2011	Studied market orientation of two schools where one is Govt.School (not for profit) and another is private school (for profit) in Harbin city of China. Researcher adopted a quantitative and qualitative techniques in comparative study and found that for profit schools had more mature understanding of marketing and focused on market needs compare to not for profit school who do not consider marketing as a function.	Researcher has conducted a comparative study on market orientation of two school, govt. school and private school not focused on the consequences of market orientation for a school.
16	Customer orientation in higher education: the missing link in international student recruitment? A relationship marketing approach	Research Paper	Vauterin, et.al	2011	Concluded that University needs to concentrate on and communicate to their potential international student during international student recruitment about employability and industry linkages of the University and deliver employment by maintaining good relationship with the industry with respect to placement and student's orientation towards industry and create competitive advantage.	This study only discusses the customer orientation but ignores competition and internal people coordination.
17	Making Universities Relevant: Market Orientation as a Dynamic Capability within institution of Higher Learning	Research Paper	Jun Ma, Zelimir Todorovic	2011	Has explored the role of Market Orientation (MO) in Universities by using Narver and Slater (1990) scale. They found positive correlation between MO and University commercialization. More surprisingly it also confirms external community as university customer rather than students or internal stakeholders.	Discuss commercialization of education but not the customer driven strategies as precondition to that.
18	A proactive market orientation for the postgraduate programs	Conceptual Paper	Peralt-Rillo, et.al	2013	This paper explores the framework with student as customer and corporate employers and Universities and their interaction in proactive market orientation framework with the result of consequences as successful innovation policy in order to gain competitive advantage.	Conceptually framework developed by reviewing existing literature but not empirically tested, is an area to focus in the study.
19	Come on higher ed… get with the programme! A study of	Research Paper	Ross, et.al.	2013	Studied with an objective to find out the degree to which market orientation adopted for higher education student recruitment practices and how	This study identified the impact of MO on international student recruitment as

	market orientation in international student recruitment				it affected positively or negatively the performances and concluded that there is positive relation between MO and Student recruitment.	performance measure but ignores other non-economic performance measure is a gap to be addressed.
20	Market Orientation Effects on Business School Performance: Views from two management levels.	Research Paper	Robert L. Webster, Kevin L. Hammond	2014	Investigated Market Orientation towards students and the MO impact on B-school performance in USA. This research confirmed that market orientation has a significant impact on organizational performance as reported by accounting department chairperson and B-schools' deans. This research also stated that improved market orientation approach may increase the organization performance.	This research addresses the economic performances but not discussed about the non-economic performances of B-schools.
21	Market Orientation and Academic spin-off firms	Research Paper	Abbate, et.al.	2014	Researcher have concluded from their empirical research on the academic spin-off firms that information generation on customer and competitors and dissemination of those information among all the individual and department significantly impact firms' capability to develop innovative technology.	This research focusing on functional coordination to disseminate information but do not discuss the customer centricity could be area of further study.
22	Marketing Department Chairs as Key Informants-the Role of Gender in Judging the Consequences of Student Market Orientation within AACSB Member Schools	Research Paper	Hammond, Kevin L., and Robert L. Webster	2014	Researcher concluded that there is a gender wise difference in consequences of market orientation among marketing department chairs in AACSB business schools in US.	Researcher did not studied on other demographic factor which may influence the consequences of MO.
23	A Market Oriented School	Research Paper	Daniel N. Arifin	2015	Conducted an exploratory study to determine the principles of market orientation in schools and give guidance to understand school's strength and weaknesses on five factors of market orientation namely customer orientation, competitor orientation, interfunctional coordination, long-term Growth focus and market intelligence.	Consequences and impact of MO was not discussed by the researcher.

24	The Market Orientation and Performance Relationship: The Empirical Link in Private Universities	Research paper	Sefnedi, Sefnedi	2017	The researcher found that all three dimension of market orientation have significant impact on overall performances of the University and also concluded that compare to competitor orientation and interfunctional coordination, student orientation has greater impact on overall performance of the private universities.	Overall performances discussed by the author as subjective manner and not checked with various stakeholders. Found to be an area to explore further.
25	Students as customers in higher education: The (controversial) debate needs to end	Conceptual Paper	Melodi Guilbault	2018	This study examines the debate of student should be considered as customer or not by using the framework of market orientation, customer orientation and service and relationship marketing. It also includes recommendations about ways to resolve the dispute and concludes that students must be considered customers in the development of marketing strategy.	Confirming and supporting the adaptation of MO scale by considering student as customer but not empirically shown in this study.

3.11 Gaps in Research and Identification of Research Areas

The below table identifies the research gaps and validation of research topics.

TABLE 3.8: SUMMARY OF LITERATURE REVIEWED AND VALIDATION OF THE RESEARCH TOPIC AND OBJECTIVES

S.No	Research Conducted	Research Required	Validation of Research Topic
1	Previous Researches indicates implementation of Market Orientation in various sector and very few researches were conducted in higher education in general and business education in specific across the globe	There is a need to understand market orientation in business education perspective in India	Identified the gap and validate to know market orientation level of B-Schools in India
2	Previous MO researches were conducted in education sector by considering only one type of stakeholder either administrator of the institution or student	There is a need to explore the market orientation from the perspectives of internal and external stakeholders of education .	Gap identified and framed research objectives as to know MO of B-School from three important stakeholder viewpoint as employees, students and corporate recruiters.
3	Previous researches on MO in higher education is only discusses the importance and adoption of MO with a view to have certain consequences as satisfactory performances or satisfaction of stakeholders.	There is a gap to explore the extent of relationship MO has with the consequences such as marketing effectiveness or stakeholders satisfaction	Identified the Gap and frame the objective of understanding the possible consequences of market orientation and extent of relationship with them.
4	Previous researches of Marketing Effectiveness in business education perspectives are very scarce and in India no research conducted on Marketing Effectiveness.	This research identified an opportunity to explore the marketing effectiveness of B-School	Gap identified and explore marketing effectiveness from the service provider i.e. employees perspectives
5	The relationship of MO and ME and Satisfaction were established by the previous researches in services sector but not done in education sector	Identified the opportunity to explore such relationship of MO with ME and MO with satisfaction	Gap identified and objectives formulated to analyses such relationship in business education.

3.12 Summary of the Chapter

This chapter present the review of conceptual and empirical researches which are relevant to this study. In this regard the summary with respect to number of literature reviewed is

presented in the below table.

TABLE 3.9: SUMMARY OF LITERATURE SURVEY (NUMBER)

S. N0	Broad Topic	Type of Literature Surveyed				
		Articles	Thesis /Dissertation	Conference/Seminar Proceedings	Total	Relevant to Topic
1	Higher Education/Business Education related study	60	03	05	68	50
2	Marketing and Market Orientation General study	85	05	01	91	60
3	Marketing Effectiveness, Satisfaction related study	25	01	00	26	15
4	Market Orientation in Services Sector and Not for Profit sector	28	01	01	30	25
5	Market Orientation in Educational Sector	35	05	02	42	30
6	Market Orientation and Marketing Effectiveness and Satisfaction relationship related study	40	01	00	41	25
7	Market Orientation and Marketing Effectiveness and Satisfaction Construct related study	50	00	01	51	30
8	**TOTAL**	323	16	10	349	235

This chapter attempted to present the concept of marketing, market orientation and marketing effectiveness from education perspective. A detailed note on the unique aspects of marketing in higher education context with the review of debate on who is customer for higher education has also been made as a prelude to the review of literature on market orientation and marketing effectiveness of educational services, review was done from various sources from the internet and also from the published works from popular press. One of the central features of this chapter is to introduce the concept of market orientation in relation with marketing effectiveness and performance in higher educational institution context. Each of the study variables have been reviewed in details. Further, a detailed review has been made on student satisfaction as an important aspect of educational services and considered to be one of the important outcomes of market orientation. Issues on the relationship between market orientation, marketing effectiveness and performances have also been explored in this chapter.

CHAPTER IV

RESEARCH OBJECTIVES AND FORMULATION OF HYPOTHESES

CHAPTER IV

RESEARCH OBJECTIVES AND FORMULATION OF HYPOTHESES

4.0 Introduction

The present study aims at examining the market orientation of Business Schools and the effect of market orientation, perceived by the three important types of stakeholders namely Student, Employees of B-School and Corporate Recruiters of Business Students. The research attempts to study the present status of market orientation and the relationship of market orientation with marketing effectiveness prevalent in B-School. More specifically, the research aims to develop a framework for implementing market orientation in the Business Schools of Telangana State. The study identifies aspects that can help Business School in India to overcome the challenges relating to admissions, placement and marketing of B-Schools.
Literature review shows that market orientation has become an important aspect of any business and also not for profit organizations, including educational institutions. Therefore, research requires an understanding of market orientation and its impact on the marketing effectiveness of Business Schools.

4.1 Statement of the Problem

B-Schools require planned efforts to build and sustain quality efforts which focus not only on increasing admissions but building on overall quality of education and services to the society. There is a need to analyse in depth the relationship between the stakeholders' perceptions about market orientation and quality marketing practices adopted by the B-Schools. The marketing philosophy and practices of the B-School have to be researched in depth in order to enable them to sustain in the competitive environment. There is also a need to understand the influence of Market Orientation on the Marketing Effectiveness of a B-School.

Thus, the present study will be relevant and useful to analyse the marketing factors affecting performance of B-Schools and recommend suggestions to improve market orientation in B-School and consequently its influences on marketing effectiveness which contributes to overall organizational effectiveness.

4.2 Relevance of the Study

An extensive review of literature was made covering the two major study variable namely market orientation and marketing effectiveness. These studies are presented in succeeding chapters. Based on the review of literature the following are the gaps identified in the literature.

Evidences suggest that understanding market orientation of the b-schools in our country is grossly under represented by research fraternity as excepted owing to their focus on most important aspects like education, curriculum, pedagogy on one hand and pursuing consulting and training assignments in other business sectors. Though, there are scanty evidences of

studies on market orientation which are either in bits and pieces or cursorily carried out, there is a need for understanding market orientation of B-schools which forms the first step in diagnosing what's ailing the b-schools of today and also to explore what it takes to make their schools effective.

From the review of research, there is ample evidence of poor student satisfaction, (Oscar W. DeShields Jr,et.al 2005, Erik Nesset et.al.2007, Karemera et. al.2003,) faculty satisfaction (Sabharwal,et.al.2009; Tabassum Azmi, et.al. 2012; Bhavna R Shetty. et.al.2012; Shun-Hsing Chen 2006; Alvesson,2016) and also corporate client's satisfaction (Neha Bhatnagar,2017; KS Srinivasa Rao,2016; Srivastava,2016; R.Tewari 2016). Evidences also suggest that B-schools, by and large, have never had a system of tracking grievances of all the stake holders in place. Besides, when such challenges were to be addressed, they did not have a proper perspective of addressing them. All these reflect lack of market orientation which includes customer and service orientation. Therefore, firstly this study will attempt at examining market orientation and marketing effectiveness of B-schools is the need of the hour as there are no concrete evidences of measuring market orientation and marketing effectiveness of B-schools in India. Thus, in this study market orientation of the faculty members, students and corporations will be examined.

In this study, the research methodology includes both the major variables namely market orientation and marketing effectiveness in a relational manner. It is proposed in the model that every organization must give importance to customer. In order to have focus on the users, there is need for market orientation as a conscious and systematic effort to promote it among employees of the organization. However, as a result of these efforts, marketing effectiveness can be realized year after year.

4.3 Research Idea

The problem addressed in this study is that there is limited evidence in the marketing literature linking the practice of market orientation and its consequences as stakeholders' satisfaction and overall marketing effectiveness in higher education sector in India. While many researchers have studied the adoption of market orientation in higher education in American and European context but very limited research was done in Indian context (Newman, Couturier, Scurry, 2004; Kirp, 2004; Bok, 2009). However, there are sufficient evidences found citing the effect of market orientation in business sectors (Yoon & Lee, 2005; Jaworski & Kohli, 1993; Slater & Narver, 2000). While the higher education literature focuses on the business aspects of higher educational institution and the importance of implementing market orientation, but not on the influences of market orientation on various consequences as economic performances such as increase enrolment or return on investment or as non-economic performances such as the effectiveness of marketing strategy and stakeholders satisfaction. This research is initiated due to the lack of evidence on such aspects in business education context. Therefore, the present study has a broad idea to understand the influencing market orientation and marketing effectiveness on B-Schools performances and also to explore the relationships among them.

4.4 Research Questions

In light of the research idea identified in the statement of the problem in chapter 1 and literature review in chapter III and chapter IV, this study addresses the following research questions:

1. What is the status of market orientation of the B Schools in Hyderabad and Rangareddy districts of Telangana state as viewed by their employees, students and corporate recruiters?
2. What is the status of marketing effectiveness of Business School as viewed by their employees?
3. What is the status of satisfaction among students and corporate recruiter with the Business Schools?
4. How are the components of market orientation and the components of overall marketing effectiveness and satisfaction are related?
5. How does the market orientation have its effect on marketing effectiveness and satisfaction among students and corporation with B-Schools?

4.5 Objectives of the Study

In view of the challenges of B-Schools, considering the above five research questions, the present research addresses the following objectives.

1. To study market orientation of employees, student and the corporate from the B-Schools.
2. To assess marketing effectiveness of B-Schools, as perceived by the employees.
3. To assess student's satisfaction and corporate satisfaction with the B-Schools.
4. To analyze the relationship between market orientation and marketing effectiveness of the B-Schools as perceived by the employees.
5. To analyze the relationship between market orientation and student satisfaction of the B-Schools as perceived by the student.
6. To analyze the relationship between market oriented corporate expectation and corporate satisfaction as perceived by the Corporate.

4.6 Hypotheses for the Study

B-Schools are reviewed periodically by the press with fall of criticism for their style of functioning and of course their contributions to the society. Evidences show that B-schools lack market orientation (Pitman, 2000; Melodi Guilbault,2016). There are several cases on problems of student teacher relationship and virtually non-existent of faculty and industry interaction. Sometimes the perplexity of B-schools is who is their customer (M Guilbault ,2010; MAC Pereira, 2003) the students or the corporates? To analyses such perplexity there is a need to understand Market Orientation of all of these people.

The existing media reports have evidence (Economic Times,2012; US News and World Report

2015) on even the top B-schools seeking services from the consultancies for admission and placement process. It is also clear from the reports that many B-schools now appointing external experts as advisors, for the overall growth including Marketing Effectiveness despite having learned faculty. To know such problem in detail there is a need to understand Marketing Effectiveness of B-Schools.

Ambler et al. (2001) defined marketing effectiveness as the extent to which marketing actions have helped the company to achieve its business goals. Philip Kotler (1977) mentioned marketing effectiveness as multi-dimensional construct having strategic orientation, customer philosophy, integrated marketing organization, adequate marketing information and operational efficiency is some of the most important elements of marketing effectiveness. Therefore, there is a need to understand the extent of influence of market orientation on marketing effectiveness in B-Schools.
In the light of the above, the following null hypotheses are formulated:

Hypothesis 1. *Employee perception about Market Orientation do not vary according to the types of B-School.*

Hypothesis 2. *Market Orientation among employees of B-Schools does not vary according to the B-school Characteristics namely, courses offered and employees characteristics such as designation, gender, qualification, teaching and industry experience.*

Hypothesis 3. *Student perception about Market Orientation do not vary according to the types of B-School.*

Hypothesis 4. *Students perception about B-Schools market orientation does not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program.*

Hypothesis 5. *Corporate Executive perception about market orientated expectations do not vary according to the types of B-School.*

Hypothesis 6. *Market Oriented Corporate expectations from B-Schools do not vary according to their Type of company and also Type of Institute visited for placement.*

Hypothesis 7. *Employee perception about Marketing Effectiveness do not vary according to Types of B-School.*

Hypothesis 8. *Marketing effectiveness among employees of B-Schools does not vary according to the employees' characteristics such as designation, gender, qualification, teaching and industry experience.*

Hypothesis 9. *Student perception about satisfaction with B-School do not vary according to Types of B-School.*

Hypothesis 10. *Students satisfaction with B-Schools does not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program.*

Hypothesis 11. *Corporate Executive perception about satisfaction with B-School do not vary according to Types of B-School.*

Hypothesis 12. *Corporate satisfaction from B-schools do not vary according to their Type of company and also Type of Institute visited for placement.*

Hypothesis 13. *There is no relationship between perceived Market Orientation and perceived Marketing Effectiveness among B-Schools.*

Hypothesis 14. *There is no relationship between Market Orientation and perceived Student Satisfaction among B-Schools.*

Hypothesis 15. *There is no relationship between market oriented Corporate Expectation from B-School and perceived Corporate Satisfaction.*

4.7 Summary

This chapter presents a premise for conducting research on the impact of market orientation in the Business Schools of Hyderabad and Rangareddy Districts of Telangana State. This chapter made an attempt to provide an overall perspective on the need and relevance of the study with respect to present scenario of Business Schools in India and in the state of Telangana. Further, this chapter has examined the research problems and identified the study objectives from the perspective of Business School types. To be more specific, research on market orientation of Business School in India is in dire need. Moreover, studies from the marketing perspective of Business School in general and market orientation in specific have been very scanty. Thus, there is a wide gap in research on market orientation and its implementation of business school and the marketing effectiveness of such market orientation efforts. Encouraged by this thought, this study has been initiated. In this chapter, the statement of the problem was elaborated with the gaps prevalent in the research on B-School's market orientation and marketing effectiveness followed by the research questions, objectives and hypotheses formulation.

CHAPTER V

RESEARCH METHODOLOGY

CHAPTER V

RESEARCH METHODOLOGY

5.0 Introduction

Research methodology forms the backbone of any research activity (Malhotra,2008), it provides the rigor of science observed in all the steps while conducting the study. Therefore, this chapter is further divided in two sections. Section one presents the Research Method, to reflect the scientific rigor that has been observed while preparing the blue print of the study. It presents the research design adopted for carrying out the study. Various issues like the design of the study, sampling, method and tool of data collection, data processing and analysis and various statistical tests used are dealt with in detail in this section. Secondly, a section of this chapter presents the profile of the respondents such as Faculty, Student, and Corporate Recruiter.

5.1 Research Design

A descriptive-diagnostic-analytical research design (Sridhar,2010; Malhotra, 2008) has been adopted for the present study in order to explore the effect of Market Orientation on Marketing Effectiveness of select B-schools. This design is also helpful in describing the phenomena of market orientation among B-Schools and marketing effectiveness. Secondly, it also helps in analysing the interrelationships among the study variables.

5.1.1 Study Area

This study is conducted in the greater city of Hyderabad and Secunderabad and Rangareddy district of Telangana state. Hyderabad and Rangareddy district of Telangana state has many educational Institutes and Universities offering Business Management Education. The type of Business School offering Management Education are categorized in to three categories as per the AICTE approved. University Affiliated Institutes, University Department and Autonomous B-School. My chosen population is from each of these selected type of B-Schools in Hyderabad and Rangareddy District of Telangana.

5.1.2 Profile of Study Area

Greater Hyderabad city is geographically located in Telangana state. A general profile of greater Hyderabad presented in the following section.

Ranga Reddy district is one of the 31 districts in Telangana state of India. The headquarter of this districts are located in the city of Hyderabad. The size of this district is 2,900 square miles. The name of Rangareddy district is originated from the former deputy chief minister of the joint state of Andhra Pradesh, Konda Venkata Ranga Reddy. **Hyderabad district** is a smallest district in the Telangana state occupies an area of 84 square miles. Hyderabad district partly represents metropolitan area of Hyderabad city. This district has the highest human density in

the state of Telangana. Hyderabad does not have a district headquarter as it is considered as city district.

The two district is located in the Central Part of the Deccan Plateau and lies between 16° 30' and 18° 20' of North Latitude and 77° 30' and 79° 30' of East Longitudes. The District is bounded on the North by Medak District, East by Nalgonda District, South by Mahaboobnaga District, West by Gulbarga District & North West of Bidar District of Karnataka State. It covers an area of 7564.88 Sq. kms.

This is the most urbanized district of all and it occupies the smallest geographical area (7,53,000 ha). It has the least area under forest coverage (4.7%) and net sown area (15.5%). The district has a population of 35,75,064 with the highest population density (477/ km2).

Rangareddy district probably due to higher urbanization had higher per capita income of Rs. 24346.

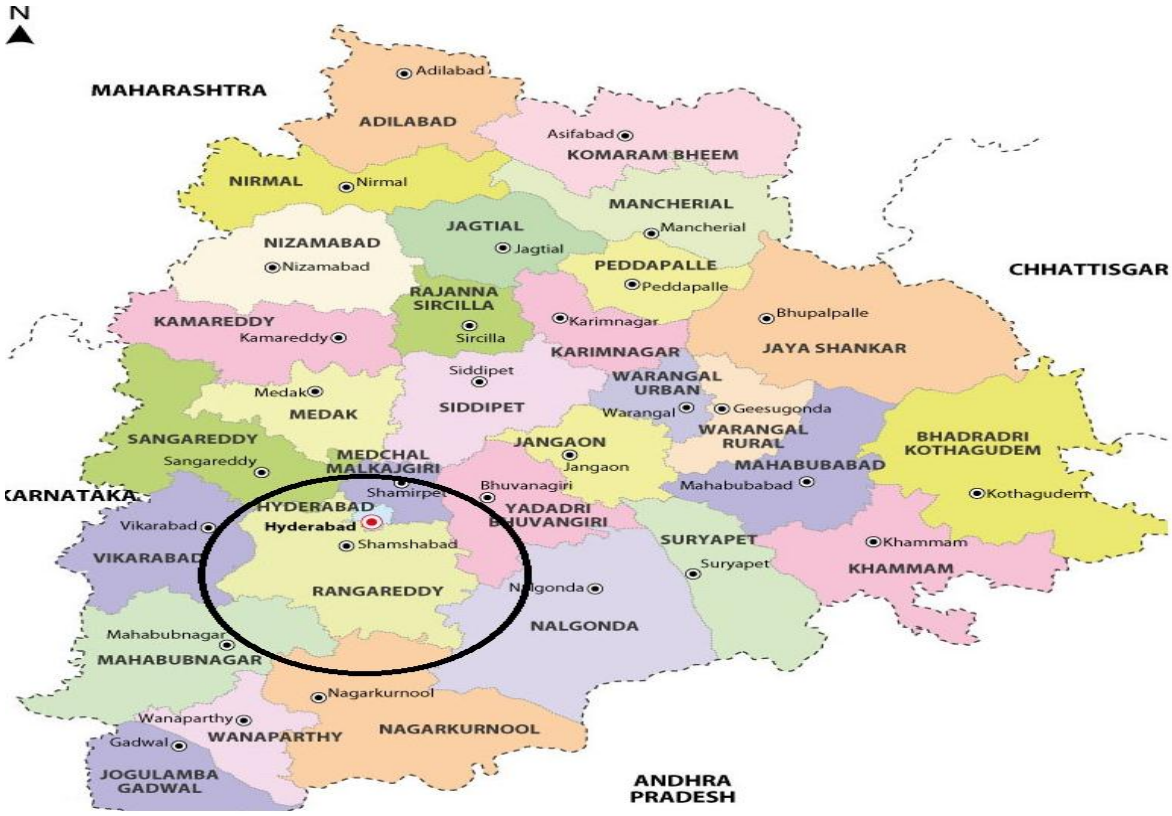
TABLE 5.1: THE FACT SHEET OF RANGAREDDY AND HYDERABAD DISTRICT

	K. V. Ranga Reddy District	Hyderabad District
District	Rangareddy	Hyderabad
Headquarters	Hyderabad	Hyderabad
Population (2011)	5296396	3943323
Area ((/km^2))	7493	217
Density ((/km^2))	707	18000
Literacy	0.7805	80.96
Forest Area under the control of Forest Department (Area in Hectares)	73075	0
Colleges	395 colleges	487 Colleges
Hospitals	662 (457 Govt.Hospitals and Sub-centres and 165 private hospital)	350 (50 Govt.Hospitals, 300 Private and charity Hospital)
Languages Official	Telugu	Telugu
Mandalas	Basheerabad, Balanagar, Bantwaram, Chevella, Dharur, Manchal, Marpalle, Malkajgiri, Mominpet, Medchal, Moinabad, Nawabpet, Pudur, Pargi, Peddemul, Quthbullapur, Rajendranagar	Ameerpet, Amberpet, Asifnagar, Bahadurpura, Bandlaguda,Charminar,.Golconda,.Himayatnagar,.Khairtabad,Marredpally,Musheerabad,Nampally,Saidabad, Secunderabad,shaikpet,Trimulgherry

Source: Maps of India, AISHE Report 2016-17

The Ranga Reddy and Hyderabad District is playing an important role in the development of industries in the State because it is highly urbanized. Out of these two district Hyderabad is already developed with many industries and commercial house, schools and colleges but Rangareddy district have scope of further expansion of the Hyderabad city and also is in advantageous position for setting up of industries as the location is nearer to the market and also the easy availability of human resources. Rangareddy District has a strong industrial base with public sector undertakings like BHEL (R&D) ECIL, HCL, HAL, HMT Bearings and NFC etc. There are 4118 Large & Medium Scale Industries existing in the District with an investment of Rs.9048 Crores, providing an employment of 139483 persons. The new Industrial areas have been established for setting up of the Industrial Units in Rangareddy District. Telangana state largely depends on these two districts as the revenue generated from these two districts are more than 70 percent of the state economy.

FIGURE 5.1: TELANGANA STATE MAP WITH ALL THE DISTRICTS



Source: Map of India website

In Rangareddy District, Hyderabad is a hub of education. Hyderabad have many Public and private schools which are under Central Board of Secondary Education, ICSE and also state government board. About two-thirds of students attend privately run institutions. In Hyderabad and Rangareddy district have many professional graduation colleges, many of which are affiliated with either Jawaharlal Nehru Technological University Hyderabad (JNTUH) or Osmania University (OU). Osmania University, established in 1918, was the first university in Hyderabad and as of 2012 is India's second most popular institution for international students.

The Dr. B. R. Ambedkar Open University, established in 1982, is the first distance-learning open university in India. There are 13 universities in Hyderabad: two private universities, two deemed universities, six state universities and three central universities. The central universities are the University of Hyderabad, Maulana Azad National Urdu University and the English and Foreign Languages University.

Hyderabad is also home to a number of centres specialising in particular fields such as biomedical sciences, biotechnology and pharmaceuticals, such as the National Institute of Pharmaceutical Education and Research (NIPER) and National Institute of Nutrition (NIN).Hyderabad has five major medical schools—Osmania Medical College, Gandhi Medical College, Nizam's Institute of Medical Sciences, Deccan College of Medical Sciences and Shadan Institute of Medical Sciences and many affiliated teaching hospitals. The Government Nizamia Tibbi College is a college of Unani medicine. Hyderabad is also the headquarters of the Indian Heart Association, a non-profit foundation for cardiovascular education. It has also agricultural engineering institutes such as the International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) and the Acharya N. G. Ranga Agricultural University. Hyderabad also has schools of fashion design including Raffles Millennium International, NIFT Hyderabad and Wigan and Leigh College.

Institutes in Hyderabad include the National Institute of Rural Development, the Indian School of Business, the Institute of Public Enterprise, the Administrative Staff College of India and the Sardar Vallabhbhai Patel National Police Academy. Technical and engineering schools include the International Institute of Information Technology, Hyderabad (IIITH), Birla Institute of Technology and Science, Pilani – Hyderabad (BITS Hyderabad) and Indian Institute of Technology, Hyderabad (IIT-H). The National Institute of Design, Hyderabad (NID-H. Rangareddy Districts and specifically Hyderabad is an important seat of learning in southern India. The state of Telangana has 360 PG level Business Management schools out of which 247 Business Schools is in Hyderabad and Rangareddy district.

5.1.3 Selection of Business Schools

The areas of this study is greater Hyderabad and Rangareddy district in Telangana state. In this study, the Business Schools termed as educational institutes which provide business education. There are three types of Business School namely, University Department, University Affiliated Colleges and Autonomous B-School. This classifications of B-School covers all type of institute offering Business and Management education. Total number of B-schools in Hyderabad and Rangareddy district of Telangana is 247 including all these three types in this state (AICTE,2016). This study selected B-schools covers all this three types of B-School proportionately. The following table shows the number of B-Schools of all this types.

TABLE 5.2: B-SCHOOL IN HYDERABAD AND RANGAREDDY DISTRICT

Type of Business School	Rangareddy District	Hyderabad District	Total
AICTE Approved B-School	13	10	23
University Affiliated Colleges	129	86	215
University Departments	6	3	09
Total	148	99	247

The following table shows the name and type of the selected B-Schools district wise and also shows their years of establishment.

TABLE 5.3: LIST OF SELECTED B-SCHOOLS IN HYDERABAD AND RANAGAREDDY DISTRICT OF TELANGANA

LIST OF 30 SELECTED B-SCHOOL											
AICTE Approved Institute					University Affiliated AICTE Approved				University Department		
SL. NO	Names of B-School	Location/ District	Establishment Year	SL. NO	Names of B-School	Location/District	Establishment Year	SL. NO	Names of B-School	Location/ District	Establishment Year
1	SIVA SIVANI INSTITUTE OF MANAGEMENT	Kompally, Rangareddy	1992	1	TKR COLLEGE OF ENGINEERING & TECHNOLOGY	Meerpet,Rangareddy	2002	1	OSMANIA UNIVERSITY	Amberpet, Hyderabad	1971
2	NMIMS SCHOOL OF BUSINESS MANAGEMENT	Tarnaka, Hyderabad	2010	2	ACADEMY OF MANAGEMENT STUDIES	Kismatpura, Rangareddy	2009	2	JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY	Kukatpally ,Rangareddy	1989
3	AURORA'S BUSINESS SCHOOL	Panjagutta,Hyderabad	2005	3	SHADAN INSTITUTE OF MANAGEMENT STUDIES	Khairatabad, Hyderabad	1993	3	UNIVERSITY OF HYDERABAD	Gachibowli,Rangareddy	1999
4	DHRUVA COLLEGE OF MANAGEMENT	Medchal, Rangareddy	1995	4	LOYOLA ACADEMY DEGREE & P.G. COLLEGE	old Alwal,Rangareddy	1976	4	NALSAR UNIVERSITY OF LAW	Shameerpet,Rangareddy	2003
5	INSTITUTE OF PUBLIC ENTERPRISE	Shamirpet ,Rangareddy	1994	5	AURORA'S TECHNOLOGICAL & MANAGEMENT ACADEMY	Peerzadiguda,Hyderabad	2010	5	SYMBIOSIS INSTITUTE OF BUSINESS MANAGEMENT,HYDERABAD	Shamirpet, Rangareddy	2014
6	SYNERGY SCHOOL OF BUSINESS	Somajiguda,Hyderabad	2008	6	SREENIDHI INSTITUTE OF SCIENCE & TECHNOLOGY	Ghatkesar,Rangareddy	1997				
7	VIGNANA JYOTHI INSTITUTE OF MANAGEMENT	Bachupally,Rangareddy	1993	7	BADRUKA COLLEGE PG CENTRE	Kachiguda,Hyderabad	1984				
8	VISHWA VISHWANI INSTITUTE OF SYSTEMS & MANAGEMENT	Hakimpet ,Hyderabad	2006	8	CHAITANYA BHARATHI INST. OF TECHNOLOGY (MBA)	Gandipet,Rangareddy	1996				
9	ISTTM BUSINESS SCHOOL	Madhapur,Hyderabad	2009	9	ST.MARTIN'S INSTITUTE OF BUSINESS MANAGEMENT	Dhulapaale, Rangareddy	2001				
10	DAVID MEMORIAL BUSINESS SCHOOL	Tarnaka, Hyderabad	2008	10	MALLA REDDY COLLEGE OF ENGINEERING & TECHNOLOGY	Kandlakoya, Rangareddy	2002				
11	INSTITUTE OF MANAGEMENT TECHNOLOGY	Shamshabad,Rangareddy	2011	11	WESLEY POST GRADUATE COLLEGE	Secunderabad,Rangareddy	1997				
12	ICBM SCHOOL OF BUSINESS EXCELLENCE	Upparapally,Hyderabad	2006	12	ICFAI BUSINESS SCHOOL	Donthanpally ,Rangareddy	2008				
				13	NOVA BUSINESS MANAGEMENT	Hayath Nagar ,Rangareddy	1998				

5.1.4 Sample Size, Frame & Method

The Sample units are drawn from three different strata of B-Schools namely AICTE Approved Institutes, University affiliated colleges, University department in Telangana and Rangareddy Districts, namely, students, faculty and recruiting companies (human resource executives and line managers in companies). According to AICTE (2016) there are 247 management institutes operated in Hyderabad and Rangareddy districts of Telangana state. In this study three types of Business School namely AICTE Approved, University Affiliated B-School and University

Department will be considered and respondents from internal and external environment will be considered as sample units from the B-school in Hyderabad and Rangareddy districts. Details of the sampling frame mention in the below table:

TABLE 5.4: SAMPLING FRAME

Type of B-School	Total Nos. of Respondent			Sample Contacted			Sample Responded		
	Faculty	Student	Corporate Executive	Faculty	Student	Corporate	Faculty	Student	Corporate
AICTE Approved	411	1781	130	100	130	89	60	128	79
University Affiliated	5063	19175	110	200	200	60	63	194	57
University Department	414	665	60	61	47	20	27	38	14
Total	5888	21621	300	361	377	169	150	360	150

Source: Data collected from AICTE Annual Reports and AISHE reports and University and College website to define total population

The sample sizes for each strata were determined from the **Krejcie and Morgan (1970) sample determination table** at 95 percent level of confidence and ±5 percent level of precision. The sample sizes were determined by using following formula. Sample size, n = N/1+ N e2 where N = population, e = 0.05 (at 95% confidence level). The sample size is 361 teaching and non-teaching staffs, 377 students, and 169 corporate executives as sample contacted shown in table 5.4.

Due to all practical reasons the data collected from 150 faculties, 360 students, and 150 corporate executives. The following table shows the revised sample size based on the responses received and the compromised confidence level with the margin of error or level of precision.

TABLE 5.5: REVISED SAMPLE SIZE WITH THE LEVEL OF CONFIDENCE AND PRECISION.

Respondent Type	Sample Population	Revised Sample Size	Confidence Level	Precision level/Confidence Interval
Faculty	5888	150	95%	±7.9 %
Student	21621	360	95%	±5.12 %
Corporate Executive	300	150	95%	±5.67 %

The stratified random sampling method were used to collect the data as there are three types of

B-Schools and also three types of respondents the representative sample with equal number in each strata is not feasible. The sample of the study is from the B-schools of Hyderabad and Rangareddy district of Telangana.

5.1.5 Sources of Data Collection

Data collection was done through both secondary and primary sources. Primary data sources included Interview method for each respondent by using structured questionnaire. Secondary data sources mainly covered publications, All India Council of Technical Education published annual reports and All India Council of Higher Education published reports. Secondary data was also collected through AICTE website and also by webpages of selected B-Schools. Secondary data covered different sources and provided an essential preparation for the interviews. Data was also collected through focus group discussion with the key informants which supported to explore details of particular responses during interviews.

5.1.6 Characteristics of Sample Unit

In this section, the profiles of the participants namely faculty members, students and corporate executives are presented. Various personal characteristics of the respondents like age, gender, designation, education, experience, type of company and program offered etc. are presented in the following tables.

5.1.6.1 Profile of Faculty

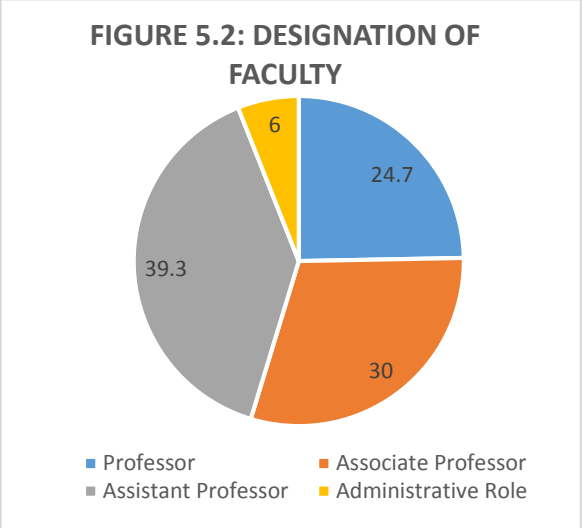
In this section, the profiles of faculty respondent are presented in the following table. Various personal characteristics of faculty like designation, gender, educational qualification, teaching and industry experience, area of specialization and their working institute types are presented in table no 5.6.

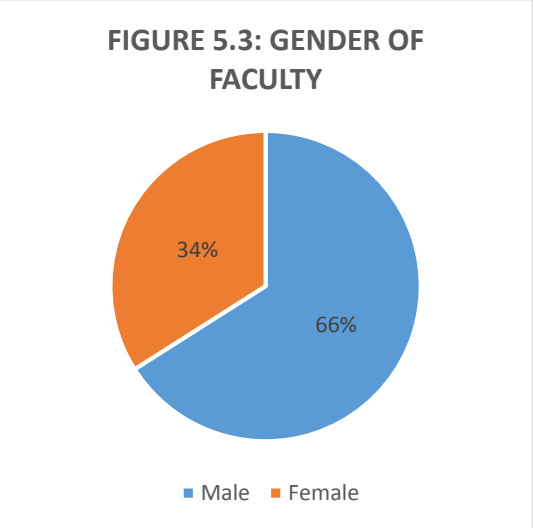
TABLE 5.6: PROFILE OF FACULTY

S.No	Variables	Percentage (%)
1	Designation:	Professor (24.7%) Associate Professor (30%) Assistant Professor (39.3%) Administrative Role (6%)
2	Gender:	Male (66%) Female (34%)
3	Educational Qualification:	MBA or Equivalent (35.3%) Ph.D. (56.7%) Post-Doctoral (4%) M.Phil. (4%)
4	Teaching Experience(Years)	0-10 Years (40%) 11-20 Years (34.7%) 21-30 Years (24%) More Than 30Years (1.3%)

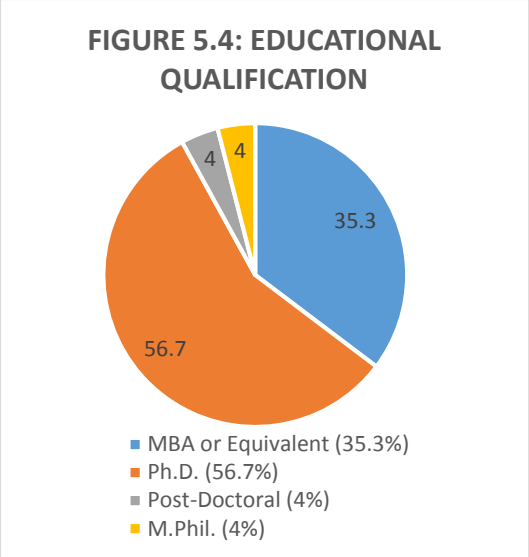
5	Industry Experience(Years)	0-10 Years (82%) 11-20 Years (13.3%) 21-30 Years (2.7%) More Than 30 Years (2%)
6	Area of Specialization	Marketing (28%) HRM (21.3%) Econ.& Finance (20.7%) Operation & Production (9.3%) Logistic & SCM (8%) Statistic(4%) Strategy(4.7%) International Business(1.3%) Other (2.7%)
7	Faculty's Institute Type	AICTE Approved (40%) University Affiliated (40%) University Department (20%)

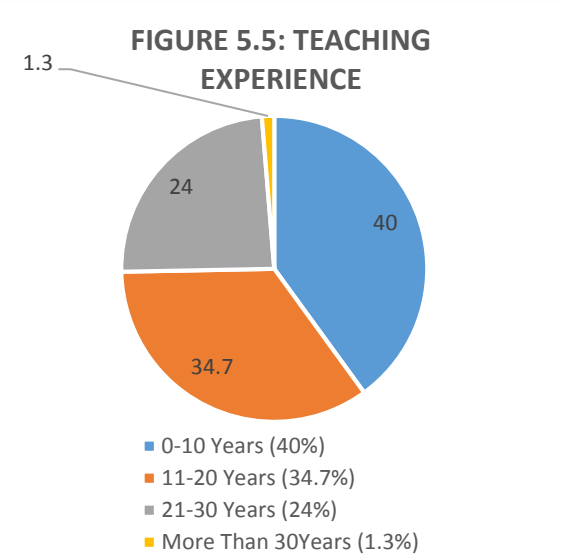
The following pie chart will represent the profile of faculty. According to the designation 39.3 percent of the faculty are assistant profeesor and only 6 percent administrative staff.



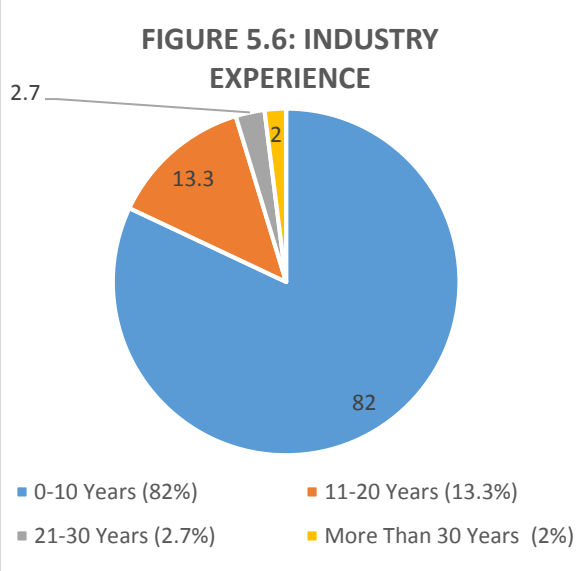


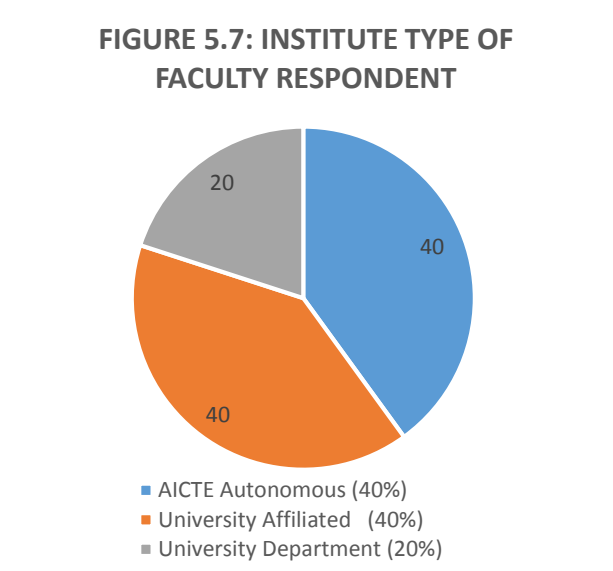
With regard to gender 66 percent of the faculty are male. With regard to educational qualification of the faculty 56.7 percent of the faculty respondent have Ph.D. With respect to teaching experience of the faculty majority of 40 percent faculty have less than 10 years of teaching experience.



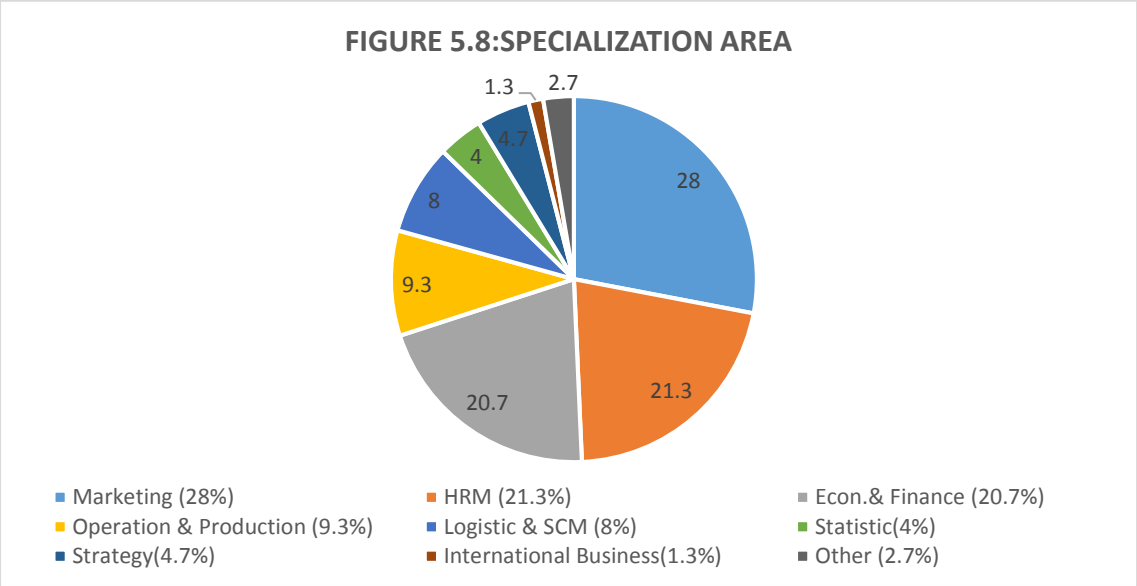


Whereas, with regard to industry experience of the faculty respondent 82 percent of faculty have less than 10 years of experience.





Faculty respondent from autonomous B-Schools and University affiliated college represent equal percentage as 40 percent.



With regard to specialization area of the faculty majority of them are from marketing specialization.

5.1.6.2 Profile of Student

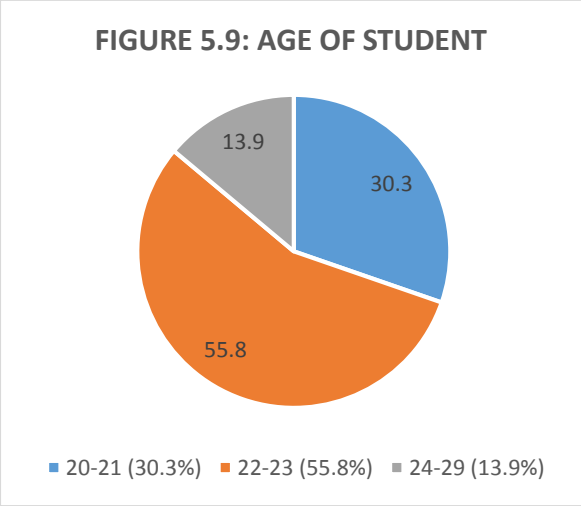
In this section, the profile of students presented. Various personal characteristics of student like age, gender, educational qualification, level of studies, pursuing program and their institute types are presented in table no 5.7.

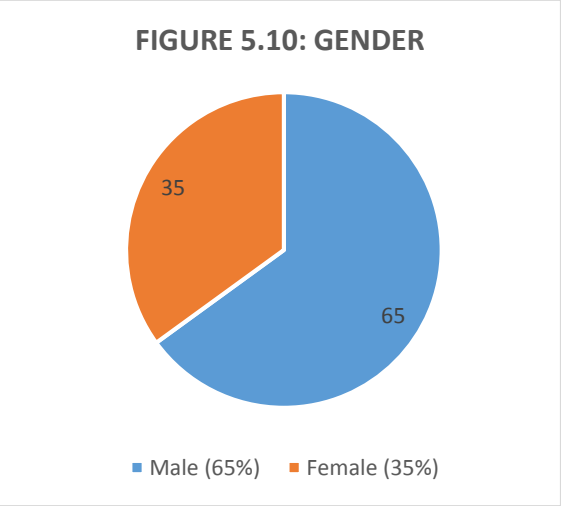
TABLE 5.7: PROFILE OF STUDENT

S.No	Variables	Percentage (%)
1	Age Group	20-21 (30.3%) 22-23 (55.8%) 24-29 (13.9%)
2	Gender	Male (65%) Female (35%)
3	Graduating Program	BA (3.9%) B.Com (27.5%) BSc. (12.5%) B.Tech (35.6%) BCA (2,8%) BBA (15%) Others (2.8%)
4	Student's Institute Type	AICTE Approved (35.6%) University Affiliated (53.9%) University Department (10.6%)

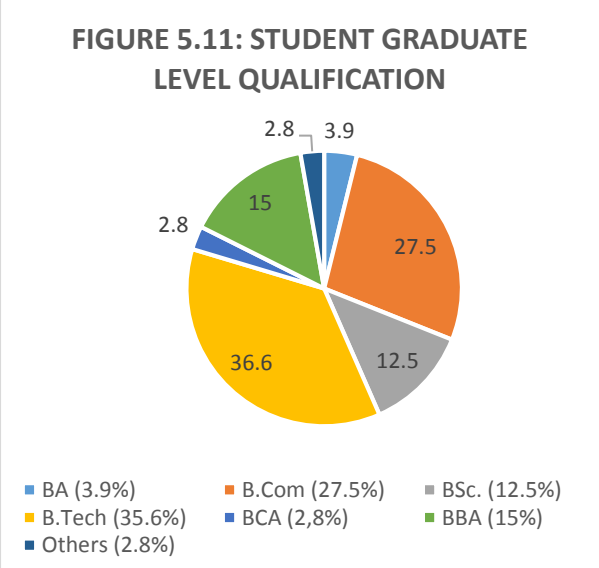
5	Currently Pursuing Program	MBA (64.4%) PGDM (35.6%)
6	Level of Study (Year)	1st Year (42.8%) 2nd Year (57.2%)

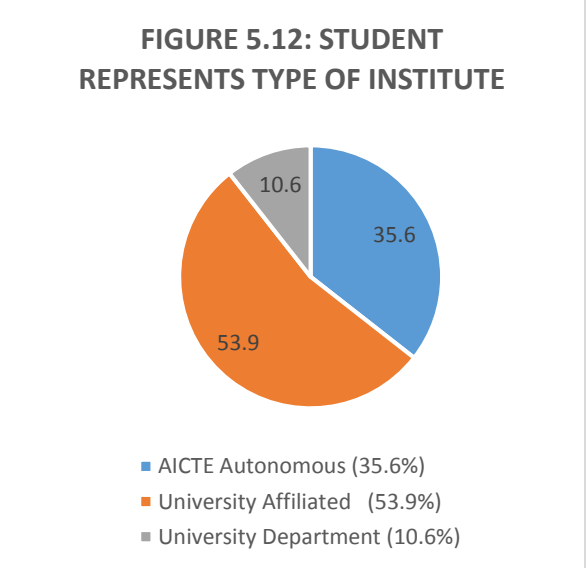
The student profile shows that, with regard to the age of the students, a majority (55.8%) are between 22 and 23 years of age, followed by (30.3%) is 20 and 21 and (13.9%) is 24 to 29 years of age. With regard to the gender of the respondents', majority is male (65%) and the rest all are female (35%).





With regard to the qualification of the respondent, a little over one third is B. Tech (35.6%). With regard to the type of institute from where students are studying represents majority (53.9%) are from University Affiliated Colleges.





With regard to the type of education MBA represents the majority of (64.4%) and rest (35.6%) are studying PGDM.

FIGURE 5.13: STUDENT PURSUING PROGRAM

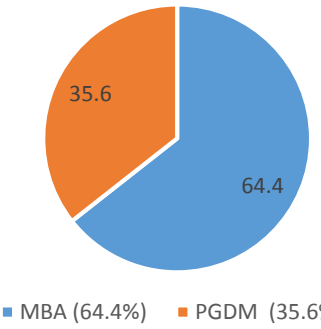
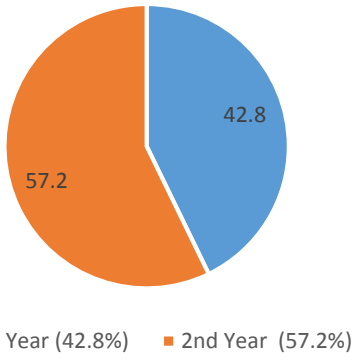


FIGURE 5.14: LEVEL OF STUDY



With regard to the level of study of the student majority (57.2%) are in 2nd Year remaining are (42.8%) are in 1st Year.

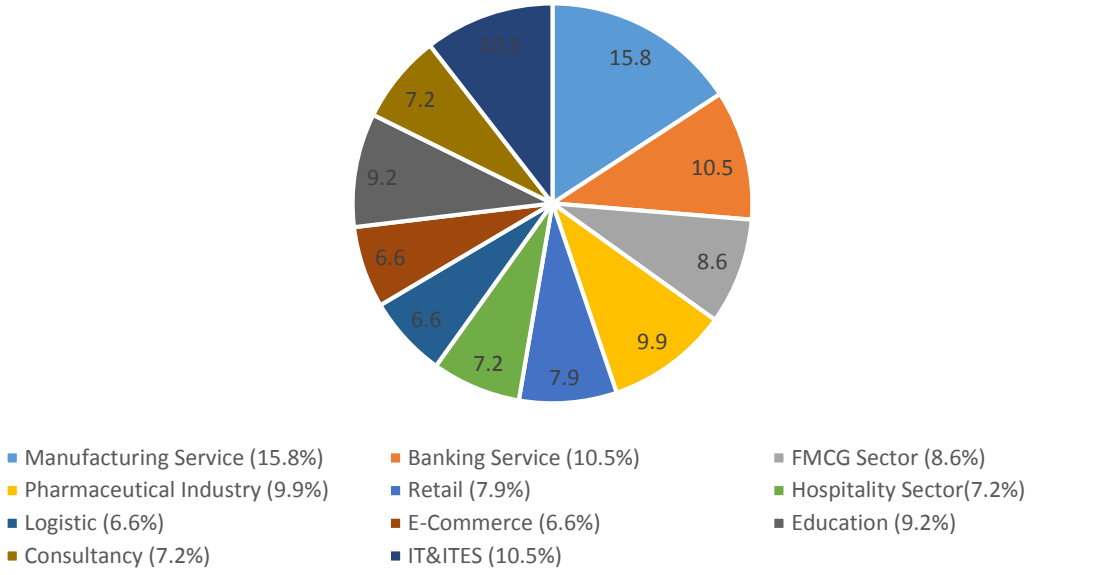
5.1.6.3 Profile of Corporate Executives

In this section, the profiles of corporate and their executive respondents are presented. Various personal characteristics of corporate executives like type of company, level of corporate representative and the B-School types they visit for placement are presented in table no 5.8.

TABLE 5.8: PROFILE OF CORPORATE EXECUTIVES

S.No	Variables	Percentage (%)
1	Type of Company	Manufacturing Service (15.8%) Banking Service (10.5%) FMCG Sector (8.6%) Pharmaceutical Industry (9.9%) Retail (7.9%) Hospitality Sector(7.2%) Logistic (6.6%) E-Commerce (6.6%) Education (9.2%) Consultancy (7.2%) IT&ITES (10.5%)
2	Type of Institute Visited for Campus Placement	AICTE Approved (53.3%) University affiliated (37.5%) University Department (9.2%)
3	Level of Corporate Executive	Senior Level (23.7%) Middle Level (57.5%) Junior Level (18.8%)

FIGURE 5.15: TYPES OF COMPANY



As regard to the type of industry, majority of the corporate executives are from manufacturing sector (15.8%) followed by other sectors.

FIGURE 5.16: TYPE OF INSTITUTE FOR CAMPUS PLACEMENT

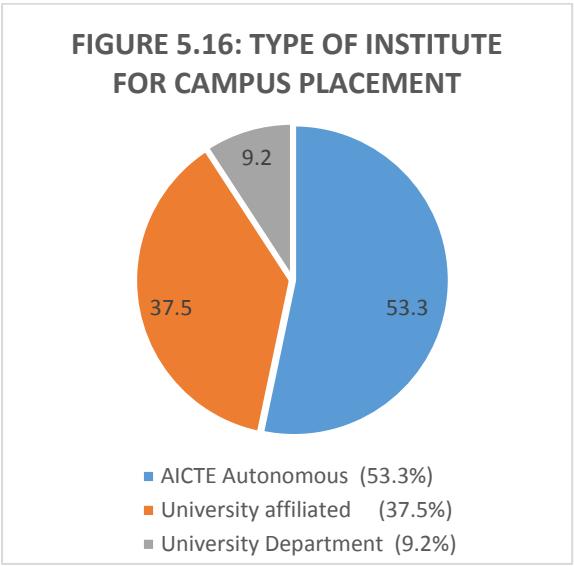
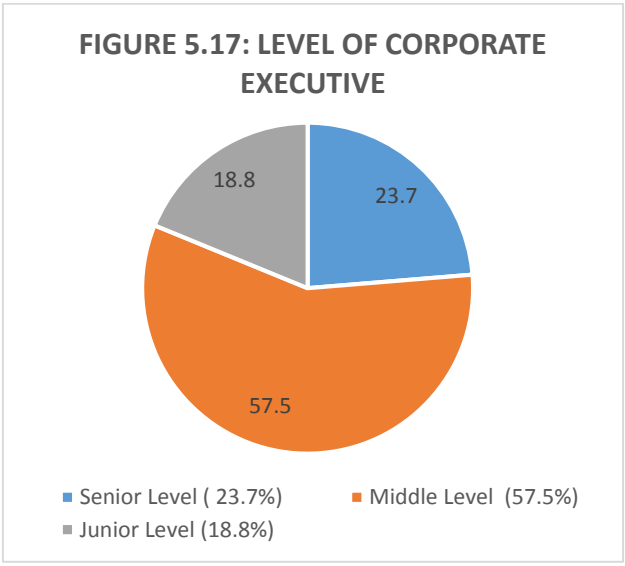


FIGURE 5.17: LEVEL OF CORPORATE EXECUTIVE



With regard to the type of Institute visited for campus recruitment represent majority of them are AICTE Approved (53.3%). According to the level of corporate executive as per the organizational hierarchy shows that majority of them are from Middle Level (57.5%) management followed by Senior Level (23.7%) and Junior Level (18.8%) management.

5.2 Data Collection Method and Tools

A questionnaire method of data collection was considered as an appropriate tool of data collection for this study since the participants are all educated to comprehend and respond to the questions on their own. In this study three types of participants were used as sample namely

faculty, student and corporate recruiter. Three sets of structured questionnaire were developed for three type of respondents on the basis of the pilot study results. The primary data collection duration was over 12 months from June 2016 to July 2017.The data was collected personally from all the three types of respondent through interview method and also collected through email by using Google Forms. The details about three set of questionnaire for three types of respondents are given below:

5.2.1 Questionnaire for Students: The questionnaire for students included four parts. Part A is meant for personal characteristic namely name, age, gender, qualification at graduation level, current post graduate program and level of study. Part B is meant for eliciting institute profile such as name, type of institute, years of establishment etc. Part C included a scale to measure market orientation. In this part a 16-item scale used (1= SDA and 5=SA). The perceptions of market orientation were measured in 03 constructs (16 items): Customer Orientation, Competitors Orientation and Inter-functional coordination. Part D included a scale to assess perceived student satisfaction of the institute as an indirect measure of marketing effectiveness. In this part the perception of student satisfaction was measured through a 29 item five point Likert type of questionnaire (1=Very Dissatisfied and 5=Very Satisfied) used in 3 constructs (29 item): Educational Experience, support services and facilities, campus life. The items were drawn from conceptual papers (A Gibson 2010), empirical papers (Athiyaman, 1997), (OW DeShields,2005), and interviews with students from AICTE Approved B-Schools. Data was collected through personal interview and e-mail. Details of the measures adopted for asserting study variables are presented in the following sections.

Two standardized measures were employed in order to measure the study variables namely perceived market orientation and perceived student satisfaction. Details of these measures are presented below:

5.2.1.1 Market Orientation Scale

Market Orientation means the process by which an organization become customer centric to deliver product or services as per the customer needs and desire. In case of services it is important to understand whether the institution culture is customer centered or not. In order to understand such customer centric culture, the scale developed by Narver and Slater (1990) for Market Orientation is adopted in this study. The scale is slightly modified in order to make it more student centric than of general customer centric. The modified scale has 16 items covering 3 dimensions of market orientation like customer orientation, competitor orientation and interfunctional coordination. Each item is measured with 5-point Likert type scale (strongly agree =5, strongly disagree= 1). The overall scale yielded a coefficient of alpha of 0.933, indicating that the scale is highly reliable. This scale has adequate market orientation properties as reported in the following table.

TABLE 5.9: STUDENT PERCEIVED MARKET ORIENTATION SCALE DETAILS				
S.No	Scale	Details	Items	Alpha
1	Customer Orientation	Extent to which student perceive institutes objectives is student centric, whether systemically and frequently measures of student satisfaction ,Institute recruitment and retaining strategy, level of attention to service, faculty and staffs level of commitment to the student needs and desire etc.	7	0.875
2	Competitors Orientation	Perception on institutes adoption of right mix services from the other similar institute, reaction on other institutes strategies pertain to the student satisfaction, encouraging other institutes faculty and staff to interact with students etc.	5	0.792
3	Inter-functional Coordination	Perception on departmental coordination at all level towards creating value for the student, satisfying their needs and upliftment of services etc. Motto to serve students at all levels.	4	0.872
4	Overall Market Orientation	Sum total of all the above dimension	16	0.933

5.2.1.2 Student Satisfaction Scale

Customer satisfaction refers to the extent in which a product or services offered to the customer is able to meet the customer expectation. Customer satisfaction is an important metric to know whether a company is able to supply products or services according to the customer needs and desire. Here, in this study satisfaction of the student is measured with their perceived market orientation in a relational manner. In order to measure student satisfaction, the scale was developed from the existing literature and also adapted from B-School rating agencies (Gibson,2010; Business Line,2015; Forbes,2015; Business Today,2016) was adopted and modified to make it more suitable and easily comprehensible for the student. The modified scale has 29 items covering 3 major dimensions of student satisfaction like Educational Experience, Support Services and Facilities and Campus life. Each item is measured with 5-point Likert type scale (Very Satisfied =5, Very Dissatisfied= 1). The overall scale yielded a coefficient of alpha of 0.949, indicating that the scale is highly reliable. This scale has adequate student satisfaction properties as reported in the following table.

TABLE 5.10: STUDENT PERCEIVED STUDENT SATISFACTION SCALE DETAILS				
S.No	Scale	Details	Items	Alpha
1	Educational Experience	Extent to which students are satisfied with the teaching quality, mentoring activity, chosen course or programs, faculty accessibility, academic reputation etc.	7	0.842
2	Support Services and Facilities	Extent to which students are satisfied with the infrastructure,parking,classrooms,library,lab,cantene,transportation etc.	15	0.915
3	Campus Life	Student satisfaction on student diversity, sports and recreation, student clubs, student festivals etc.	7	0.908
4	Overall Student Satisfaction	Sum total of all the student satisfaction dimension	29	0.949

5.2.2 Questionnaire for Employees: The questionnaire for employees included four parts. Part A is meant to assess personal characteristic namely name, designation, gender, qualification, industry and academic experience and specialization area. Part B is meant for eliciting institute profile such as name, type of institute, years of establishment, type of course offered, institutes department, student intake etc. Part C included a scale for measuring Market Orientation of the B-Schools perceive by the faculty members. In this part a 22-item scale was used (1= SDA and 5=SA). 19 statements measured perception of market orientation in 3 constructs namely Customer Orientation, Competitors Orientation and Inter-functional coordination. Part D included a scale to measure Marketing Effectiveness. In this part Marketing Effectiveness were measured through a 35 item five point Likert scale (1= SDA and 5=SA) was used with five constructs namely User Philosophy, Integrated Marketing Organization, Market Intelligence, Strategic Orientation and Operational Efficiency.

The items for Part C and Part D were drawn from previous empirical studies: Kotler (1982) Narver and Slater (1990), Weinstein (2017), Khuwaja(2017), Samani (2017) and Papadas et. al. (2017), conceptual papers: Dursun (2017) and SM Yildiz (2017) interviews with senior professors from three types of B-Schools. Data was collected through emailing google docs and personal interview.

Two standardized measures were employed in order to measure the study variables namely perceived market orientation and perceived marketing effectiveness. Details of these measures are presented below:

5.2.2.1 Market Orientation Scale

The same scale which was developed by Narver and Slater (1990) for Market Orientation is adopted for the faculty respondent. The scale is modified in order to get the perceived information from the faculty towards institutes market orientation with respect to the stakeholders' such as student, faculty, corporate etc. orientation. The modified scale has 19 items covering 3 dimensions of market orientation like customer orientation, competitor orientation and interfunctional coordination. Each item is measured with 5-point Likert type scale (strongly agree =5, strongly disagree= 1). The overall scale yielded a coefficient of alpha of 0.942, indicating that the scale is highly reliable. This scale has adequate market orientation properties as reported in the following table.

TABLE 5.11:EMPLOYEE PERCEIVED MARKET ORIENTATION SCALE DETAILS

S.No	Scale	Details	Items	Alpha
1	Customer Orientation	Extent to which faculty perceive institutes objectives is student centric, whether systemically and frequently measures of student satisfaction ,Institute recruitment and retaining strategy, level of attention to service, faculty and staffs level of commitment to the student needs and desire etc.	6	0.904
2	Competitors Orientation	Institute strategy adoption from the competitors, closely monitoring competitors strength and student betterment strategy, similar type of B-School faculty and student exchange program etc.	8	0.895
3	Inter-functional Coordination	Perception on departmental coordination at all level towards creating value for the student, and other stakeholders, satisfying their needs and upliftment of services etc. All the departments service orientation etc.	5	0.904
4	Overall Market Orientation	Sum total of all the above dimension	19	0.942

5.2.2.2 Marketing Effectiveness Scale

Marketing Effectiveness means how effectively a given marketer go to market strategy towards meeting the objectives of achieving results in long term and short term both. To measure the marketing effectiveness in short term a marketer needs to evaluate all spending against revenue. But to understand the marketing effectiveness in long term marketer needs to understand the impact of all strategic marketing decision from the customer. In this study the scale intends to measure marketing effectiveness of B-School. Since there is no scale available to measure

marketing effectiveness for B-School, therefore a general very widely used scale is being adopted from Kotler (1982) which termed as 'effectiveness rating instrument' (ERI), and modified to make the scale suitable to B-School context.

The modified scale has 35 items covering 5 dimensions of marketing effectiveness like User Philosophy, Integrated Marketing Organization, Marketing Information, Strategic Orientation and Operational Efficiency. Each item is measured with 5-point Likert type scale (strongly agree =5, strongly disagree= 1). The overall scale yielded a coefficient of alpha of 0.946, indicating that the scale is highly reliable. This scale has adequate marketing effectiveness properties as reported in the following table.

TABLE 5.12: EMPLOYEE PERCEIVED MARKETING EFFECTIVENESS SCALE DETAILS

S.No	Scale	Details	Items	Alpha
1	User Philosophy	Does management give importance to primary stakeholders needs and wants while making the plan and strategy .	9	0.915
2	Integrated Marketing Organization	Institution capability on carry out marketing analysis,planning,execution and control.	12	0.805
3	Marketing Information	Institutes efforts and willingness toward collecting and managing quality information for effective marketing.	4	0.854
4	Strategic Orientation	Institution strategy and plan for long term success and sustainability through innovation	3	0.829
5	Operational Efficiency	Marketing plans implemented in cost effective manner by the institute or not. Whether any monitoring and corrective action initiated time to time.	7	0.847
6	Overall Marketing Effectiveness	Overall Marketing Effectiveness based on the above parameters.	35	0.946

5.2.3 Questionnaire for Corporate Recruiters: The questionnaire for corporate recruiter was prepared in three parts. Part A is meant for Company and the recruiter personal characteristic namely name, designation, type of company, type of institute visited for placement. Part B is meant for eliciting corporate expectation from the B-School as a recruitment source. In this part 17 item five point Likert type questionnaire was used (1= SDA and 5=SA) to measure market oriented corporate expectations from B-School and Part C is meant to assess Corporate satisfaction from the recruited students as effectiveness measure to their expectation. In this part a 33 statements five point Likert scale questionnaire was used (1= SDA and 5=SA) to measure corporate satisfaction of quality from B-School student's performance. The items were drawn from conceptual and empirical papers: MH Kavanagh (2008), D Vidaver-Cohen (2007). Data was collected through personal interviews with recruiter company manager and also through personally sending e-mail by using self-made google form link.

In this questionnaire two standardized measures were employed in order to measure the study variables namely perceived corporate market oriented expectation and perceived corporate satisfaction from the student quality and skillset. Details of these measures are presented below:

5.2.3.1 Corporate Recruiter Market Oriented Expectation Scale

Corporate recruiter expectations from B-School means what does corporate expect from the B-school as a stakeholder. Since there is no concrete scale available to measure market oriented corporate expectation, the scale was developed by adopting primarily major components taken from Mousumi Majumdar (2012) and also from various rating agencies used scale to measure corporate expectation such as the economist (2012), the business today (2014) etc.

The developed scale has 17 items covering 5 dimensions of corporate expectation from Business School like Market Oriented Governance, Market Oriented Curriculum, Market Oriented Faculty, Market Oriented Infrastructure and Market Oriented Entrepreneurship Development. Each item is measured with 5-point Likert type scale (strongly agree =5, strongly disagree= 1). The overall scale yielded a coefficient of alpha of 0.850, indicating that the scale is highly reliable. However, infrastructure and entrepreneurship development yielded coefficient of alpha of greater 0.60 which is also considered to be reliable according to (Manerikar & Manerikar, 2015) This scale has adequate corporate expectation properties of B-Schools as reported in the following table.

TABLE 5.13: PERCEIVED MARKET ORIENTED CORPORATE EXPECTATION FROM B_SCHOOL SCALE DETAILS				
S.No	Scale	Details	Items	Alpha
1	Market Oriented Expectation from Governance	Extent to which a B-School involve industry at their decision making and planning-School have governing body with industry practitioner or not.	4	0.664
2	Market Oriented Expectations from Curriculum	Extent to which curriculum developed with consultation with industry. Industry exposure and application oriented curriculum is there or not etc.	6	0.739
3	Market Oriented Expectation from Faculty	Faculty involvement with corporate to the extent of being a consultant, trainer and governing body member. Whether Faculty have industry experience or not.	4	0.75
4	Market Oriented Expectation from Infrastructure	Extent to which infrastructure support corporate environment and useful infrastructure for campus drive etc.	2	0.622
5	Market Oriented Expectation from Entrepreneurship Development	Extent to which institute have Entrepreneurship development cell supported by the industry.	1	0.60
6	Overall Market Oriented Expectation	Sum total of all the above attributes	17	0.85

5.2.3.2 Corporate Recruiter Satisfaction with the B-School Scale

Corporate recruiter satisfaction means that whether the organization are happy with the student performance and also with required skill. Corporate being an employer of the pass out student evaluate any higher education institution based on their product i.e. students' quality of delivering the task and also in comparison with other recruitment sources. In this study to measure satisfaction with B-School students a scale was developed in consultation with the corporate recruiter and also by reviewing some literature published by different corporate houses (Deloitte 2002; Bridget Wibbrow,2011 and fastcompany,2016) etc.

The developed scale has 33 items covering 7 dimensions of corporate satisfaction from B-School student like Communication Skill, Critical Thinking and problem solving skill, Entrepreneurship skill, Ethics and professional moral skill, leadership skill, learning and information management skill and Team working skill. Each item is measured with 5-point Likert type scale (strongly agree =5, strongly disagree= 1). The overall scale yielded a coefficient of alpha of 0.963, indicating that the scale is highly reliable. This scale has adequate corporate satisfaction on student quality properties of B-Schools as reported in the following table.

TABLE 5.14: PERCEIVED CORPORATE SATISFACTION FROM B-SCHOOL STUDENT SCALE DETAILS				
S.No	Scale	Details	Items	Alpha
1	Satisfaction on Students Communication skill	Student presentation skill, writing skill, interpersonal skill ,expressing idea clearly etc. are measured in the communication skill.	8	0.847
2	Satisfaction on Students Critical thinking and problem solving skill	Students ability to identify and analyze problem, finding alternative solution, thinking out of the box etc. Are covered in critical thinking skill.	7	0.873
3	Satisfaction on Students Entrepreneurship Skill	Student capacity to identify business opportunities, making a business plan etc. are measured in the entrepreneurship skill.	4	0.8
4	Satisfaction on Students Ethics and Professional Moral Skill	Students ability to identify and analyze ethical issues and ability to practice professional ethics etc. are covered in Ethics and professional moral skill.	3	0.772
5	Satisfaction on Students Leadership Skill	Student s ability to lead and manage team to get the required work done, student capability of motivating people and also a self-motivating ability etc. are covered in leadership skill.	4	0.822
6	Satisfaction on Students Learning and Information Management Skill	Students ability to search manage information at the time of decision making and also degree of learning ability is measured in student learning skill.	3	0.795
7	Satisfaction on Students Team working Skill	Students ability to perform in a team, switching capacity between the roles etc. are measured in team working skill.	4	0.81
8	Overall Satisfaction	Corporate satisfaction on sum total of all the above skill.	33	0.963

5.3 Data Processing and Analysis

Data collected from the respondents are entered on to the computer and processed. Statistical tests are computed with the help of statistical package in order to test the hypotheses. Testing of hypotheses was done by selectively using descriptive and inferential statistics. Descriptive statistics like means and standard deviations for all the study variables were computed. Inferential statistics were used to draw sample from the entire population. Some of the tests carried out in this study are mentioned in the following section.

5.3.1 Mean: Mean or statistical average is the average score of a sample on a given variable. In this study mean of all the responses to each variable was calculated according to the different type of B-Schools describing the central location of the data. The formula to calculate mean is as follows:

$$\overline{X} = \frac{\Sigma X}{n}$$

Where $\sum X$ is sum of all data values

n is number of data items in sample

5.3.2 Standard Deviation: Standard deviation is a measure of the dispersion of a set of data from its mean. It is calculated as to know the variance by determining the mean variation between each data values. In this study the standard deviation was used to establish a scale for determining the significance of differences between scores. The formula to calculate standard deviation is as follows:

$$\sigma = \sqrt{\frac{\Sigma (X - \overline{X})^2}{n - 1}}$$

Where, σ is Standard Deviation
$\sum$ is sum of
n is number of data items in sample
X is each value in the data set
X bar is mean of all values in the data set

5.3.3 Cronbach alpha: Cronbach alpha is a measure of internal consistency to know how different attributes in a group are closely related. It is used to check the reliability of a scale. (Malhotra,2004) Here, in this study Cronbach alpha used to assess the reliability of summated scale namely market orientation, marketing effectiveness, student satisfaction and corporate satisfaction. For assessing the internal consistency of the scales, Cronbach's alpha reliability formula was used. The formula is as follows:

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\Sigma Vi}{Vtest}\right)$$

- n = number of questions
- Vi = variance of scores on each question
- Vtest = total variance of overall scores on the entire test

5.3.4 ANOVA: Analysis of variance or ANOVA is a statistical tool which assesses potential differences among means of two or more independent samples. In order to know the mean differences, F values were computed by using multivariate ANOVA tests to test the hypotheses. The formula is as follows:

$$SS = \sum (x - \overline{x})^2$$

$$MS = \frac{\Sigma (x - \overline{x})^2}{df}$$

x = measurement
$\overline{x}$ = group mean
df = degrees of freedom

Variance is the mean of the squared deviations about the mean (MS) or the sum of squared deviations about the mean (SS) divided by the degrees of freedom. F value is a byproduct of analysis of variance; it is simply the ratio of the two variance estimates:

$$F_s = \frac{MS_{(between)}}{MS_{(within)}}$$

5.3.5 Correlation: Correlation analysis was used to measure the closeness of the relationship between variables. It measures the degree to which changes in one variable are associated with changes in another. In this study Pearson coefficients of correlation were computed to know the significance of relationship among the study variables, market orientation with marketing effectiveness, student satisfaction and corporate satisfaction. The statistic was computed by using following formula.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

N	=	number of pairs of scores
Σxy	=	sum of the products of paired scores
Σx	=	sum of x scores
Σy	=	sum of y scores
Σx^2	=	sum of squared x scores
Σy^2	=	sum of squared y scores

5.3.6 Multiple Regression Analysis: Multiple regression analysis is a powerful statistical technique used for predicting the unknown value of a variable from the known value of two or more variables- also called the predictors. In this study, in order to explore the impact of all

market orientation variables on marketing effectiveness, multiple regression analysis was conducted. A series of regression equation of the following form were developed and tested.

$$Y_i = b_0 + b_1X_{1i} + b_2X_{2i} + \ldots + b_kX_{ki} + \varepsilon_i$$

where:

Y_i = ith observation of the dependent variable Y, i = 1, 2, …, n
X_j = independent variables, j = 1, 2, …, k
X_{ji} = ith observation of the jth independent variable
b_0 = intercept term
b_j = slope coefficient for each of the independent variables
ε_i = error term for the ith observation
n = number of observations
k = number of independent variables

In this study 'Y' is marketing effectiveness and 'X' is market orientation variables.

5.4 Qualitative Study

This study adopted a quantitative research design to understand the variables of market orientation and marketing effectiveness from three different respondent group. Since the study is perceptual based study qualitative research design was used to understand in depth the results and finding of the quantitative study. Qualitative study helps to identify the meaning of the findings with the help of respondents' experience and expertise. In this study, two focus group discussion was conducted to comprehend the data results. The methods of Focus Group Discussions are stated below.

5.4.1 Focus Group Discussion

A focus group discussion is a qualitative research technique used in social science research. In this study the purpose of the focus group discussion is to understand the reasons for the broad findings of the research which in turn help in augmenting the findings of the study. In this study two focus group discussion were conducted.

TABLE 5.15: DETAILS OF FOCUS GROUP DISCUSSION CONDUCTED

Particulars of Focus Group Discussion	**Focus Group Discussion 1**	**Focus Group Discussion 2**
Date of FGD	9th December,2017	30th December,2017
Place of FGD	SSIM Campus	SSIM Campus
Nos.of Participant	5	6
Type of Participant	Faculty and Administrator, Alumni, Student	Corporate Executives,Alumni
Name and Profile of the Participant	1. Dr.SV Ramana Rao Head of the Department SSIM	1. Madhusudan Kota Trainer at The Placementor
	2. G.Madhu Prashanth General Manager Guttula Marketing Services	2. Badri Vishal Vice President HSBC Bank

	3. WS Govindnath Head Marketing-South Reliance Jio	3. Gubba Prashanth Director Gubba Cold Storage
	4. S. Samkarpad CSR Associate Head Tech Mahindra	4. Lakshmipathi Itha, Associate Vice President HR Dr.Reddys Lab
	5. Dr. Bhavani Professor Vignan Jyothi Institute of Management, Hyderabad	5. S. Abhirama Krishna Director South State Business school
		6. Sourav Dhar, Associate Research Analyst Deloitte India
Discussion Topic	Market Orientation meaning, Market Orientation practices in their B-school, Market Orientation results according to them, opinion to the statement-market orientation brings satisfaction, Opinion about Study.	Opinion about Recruitment from the B-school, B-School Curriculum, Relationship with the College and Expectation with regard to B-Schools, Expectations from the students, Suggestions to the B-School, Opinion about the Study.

The outcome of the discussion will be presented in discussion chapter VII as a support to the researcher opinion and literature review.

5.5 Summary

The purpose of this chapter is to describe the research design of the study. The design details were presented in order to show the scientific rigor of the study. Thus study area, sampling technique employed, methods and tools of data collected, data processing and analysis were presented in detail. Various description and inferential statistics were employed in this study to test the hypotheses have been elaborated. Further reliability tests were also explained for the scales used in this study. The profile of the B-Schools and study participants presented while covered personal characteristics such as age, gender, designation, qualification, type of company, type of institute etc. have been analyzed under study.

CHAPTER VI

MARKET ORIENTATION AND MARKETING EFFECTIVENESS – ANALYSIS OF DATA COLLECTED

CHAPTER VI

MARKET ORIENTATION AND MARKETING EFFECTIVENESS –ANALYSIS OF DATA COLLECTED

6.0 Introduction

The main purpose of this chapter is to analyse data on market orientation of B-Schools in Hyderabad and Rangareddy district of Telangana state, as perceived by their major internal stakeholders such as faculty, staff and students. Secondly, this study also covers the marketing effectiveness of B-School, as perceived by the faculty and students addressed. Besides, internal stakeholder's perceptions, this study also focuses on the corporate expectations as Corporations is an important external stakeholder for a B-School.

In order to present these results, systematically this chapter is divided into three parts. Part A, presents results pertaining to the perceived market orientation by faculty and student and also, corporate expectation perceived by the recruiting organization from the B-School. Further, Part A subdivided with sections, Section I for market orientation of faculty and staff. Section II market orientation perceive by students and section III for corporate expectation about market orientation of B-Schools.

Part B, presents results relating to marketing effectiveness which is further divided in to three sections. Section I presents results relating to marketing effectiveness perceive by faculty member. Section II presents result relating to marketing effectiveness perceive by student and Section III presents results relating to corporate satisfaction from the B-School student.

Lastly, Part C, presents results pertaining to the relationships among study variables namely market orientation and marketing effectiveness.

PART A

6.1 Market Orientation in B-Schools: Responses of Employees, Students and Corporate Executives.

In this part, results pertaining to the status of market orientation perceived by the employees, student and corporate executives are presented. There are six null hypotheses that have been proposed and tested in this part. They are:

H_O1 *"Employee perception about Market Orientation does not vary according to the types of B-School."*
H1 "*Employee perception about Market Orientation does vary according to the type of B-School."*

Ho2 "*Market Orientation among employees of B-Schools does not vary according to the B-school Characteristic namely, B-School Type, Courses Offered and Faculty's Gender, Qualification, and Teaching and Industry Experience."*

H2 **"***Market Orientation among employees of B-Schools does vary according to the B-School Characteristic namely, B-school Type, Courses Offered and Faculty's Gender, Qualification, and Teaching and Industry Experience."*

H_O3 *"Student perception about Market Orientation does not vary according to the types of B-School."*
H3 "*Student perception about Market Orientation does vary according to the types of B-School."*

Ho4 *"Students perception about B-Schools market orientation does not vary according to their personal characteristics namely, Gender, Qualification at Graduate Level and Currently pursuing PG program."*

H4*"Students perception about B-Schools market orientation does vary according to their personal characteristics namely, Gender, Qualification at Graduate Level and Currently pursuing PG program."*

Ho5 *"Corporate Executive perception about market orientated expectations does not vary according to the types of B-School."*

H5 *"Corporate Executive perception about market orientated expectations does vary according to the types of B-School."*

H_O6 *"Market oriented corporate expectations from B-Schools does not vary according to their companies' characteristics namely*, Type *of company and Type of Institute visited for placement."*

H6 *"Market oriented corporate expectations from B-Schools does vary according to their companies' characteristics namely, Type of company and Type of Institute visited for placement."*

In order to test these hypothesis, means and standard deviations are computed for all the dimensions of market orientation and corporate expectation according to the independent variables. Further to examine the significance of mean variation in their market orientation and corporate expectation scores, F-values are computed. Results in this regard are presented in the following sections.

SECTION I: Market Orientation: Employees' Perception

One of the objectives of this study is to understand whether employees namely faculty and administrative staff vary in their market orientation and also whether it vary according to type of B-Schools. To understand the market orientation, firstly it was hypothesized that *"Market Orientation does not vary according to the type of B-School."* Secondly, it was hypothesised that "*Market Orientation among employees of B-Schools does not vary according to the B-school Characteristic namely, B-school Type, Courses Offered and Faculty's Gender, Qualification, and Teaching and Industry Experience."*

In order to test of hypotheses, means and standard deviations are computed for all the dimensions of market orientation according to the independent variables. Further to examine the significance of mean variation in their market orientation, F-values are computed. The arithmetic mean and minimum and maximum mean score has shown in the below table.

TABLE 6.1: ARITHMETIC MEAN OF MARKET ORIENTATION AS PERCEIVED BY EMPLOYEES

S.No.	Variables	Minimum	Maximum	Arithmetic Mean
1	Customer Orientation	6	30	18
2	Competitors Orientation	8	40	24
3	Interfunctional Coordination	5	25	15
4	Overall Market Orientation	19	95	57

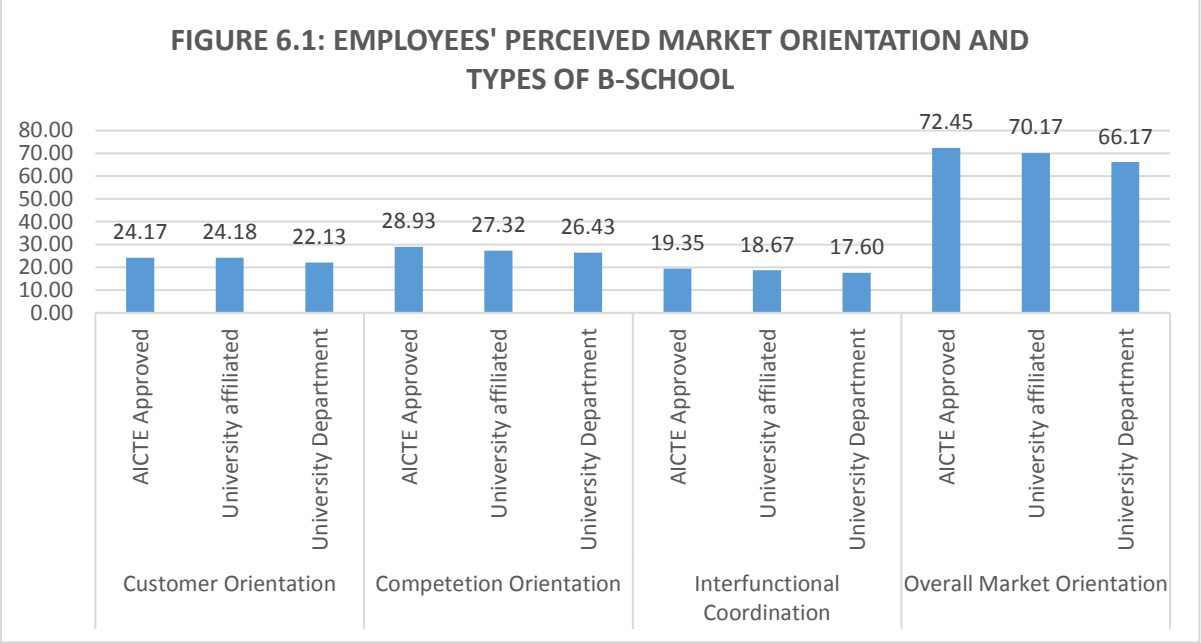
As shown in the above table, in case of customer orientation, the arithmetic mean is 18.0. If respondents score more than 18, their customer orientation is high and vice versa, if it is below 18.0. In case of competitors' orientation, the arithmetic mean is 24. If respondents score more than 24, their competitors orientation is high and vice versa, if it is below 24.0. Whereas, in case of inter-functional coordination, the arithmetic mean is 15.0. If respondents score more than 15, their interfunctional coordination is high and vice versa, if it is below 15.0. Overall market orientation arithmetic mean is 57. If respondent score is more than 57, their overall market orientation is high. Results in this regard are presented in the following tables and figures.

6.1.1 Market Orientation and Type of B-School: Employee Perception

Means, SD and F-values were computed for market orientation according to respondents' type of B-Schools. Results in this regard are presented in table 6.2.

TABLE 6.2: MARKET ORIENTATION BY TYPE OF B-SCHOOL ACCORDING TO EMPLOYEES

Factors	Types of B-School	N	Mean	SD	F Value	DF	P Value
Customer Orientation	AICTE Approved	60	24.17	3.84	2.99	2,149	0.05
	University affiliated	60	24.18	3.74			
	University Department	30	22.13	5.15			
Competition Orientation	AICTE Approved	60	28.93	4.17	3.28	2,149	0.04
	University affiliated	60	27.32	5.08			
	University Department	30	26.43	5.04			
Interfunctional Coordination	AICTE Approved	60	19.35	3.20	2.97	2,149	0.05
	University affiliated	60	18.67	3.25			
	University Department	30	17.60	3.20			
Overall Market Orientation	AICTE Approved	60	72.45	11.10	2.9	2,149	0.06
	University affiliated	60	70.17	12.02			
	University Department	30	66.17	12.12			



It can be seen from the above table and figure, with regard to customer orientation AICTE approved institution (mean=24.17) and University affiliated colleges (mean=24.18) scores similar whereas University department scored (mean=22.13) less. In case of competition orientation AICTE approved scored higher (mean=28.93) compare to University affiliated (mean=27.32) and University department (mean=26.43). With regard to interfunctional coordination also AICTE approved institutions were scored higher (mean=19.35) compared to University affiliated (mean=18.67) and University department (mean=17.60) B-schools. With regard to overall market orientation AICTE approved institutions scored higher (mean=72.45) than University affiliated and University Department B-School. Interestingly, the calculated F-value suggest that mean variation of customer orientation, competition orientation and interfunctional coordination is statistically significant but whereas in case of overall market orientation is statistically not significant.

6.1.2 Market Orientation by Designation of the Employees and Type of B-School

Means, standard deviation and F values were computed for market orientation according to the respondents' designation and type of B-Schools. Result in this regard are presented in table 6.3.

TABLE 6.3: MARKET ORIENTATION AMONG FACULTY MEMBERS BY THEIR DESIGNATION AND TYPE OF B-SCHOOL

Factors	Type of the Institute	Designation	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	Professor	24.5	4.40	14	0.548	6,149	0.771
		Associate Professor	24.43	5.07	21			
		Assistant Professor	23.61	5.18	23			
		Administrative	25.5	3.54	2			
	University affiliated	Professor	24.27	5.30	15			
		Associate Professor	24.53	4.47	17			
		Assistant Professor	24.3	5.34	25			
		Administrative	21	1.73	3			
	University Department	Professor	22.8	6.50	8			
		Associate Professor	24.8	6.18	7			
		Assistant Professor	19.8	6.94	11			
		Administrative	21.5	3.70	4			
Competition Orientation	AICTE Approved	Professor	27	6.47	14	0.983	6,149	0.439
		Associate Professor	29.76	5.23	21			
		Assistant Professor	28.96	6.69	23			
		Administrative	34	7.78	2			
	University affiliated	Professor	28.4	6.00	15			
		Associate Professor	26.59	7.53	17			
		Assistant Professor	27.5	7.22	25			
		Administrative	24.67	11.02	3			
	University Department	Professor	30.13	6.17	8			
		Associate Professor	25.3	9.5	7			
		Assistant Professor	25.7	8.21	11			
		Administrative	24.5	5.80	4			
Inter-functional Coordination	AICTE Approved	Professor	19.21	3.68	14	0.924	6,149	0.48
		Associate Professor	19.67	4.44	21			
		Assistant Professor	18.96	4.76	23			

		Administrative	21.5	2.12	2			
	University affiliated	Professor	19.2	4.60	15			
		Associate Professor	19.35	4.17	17			
		Assistant Professor	17.6	5.82	25			
		Administrative	21	1	3			
	University Department	Professor	20.13	5.08	8			
		Associate Professor	19	4.16	7			
		Assistant Professor	16.7	6.45	11			
		Administrative	13.8	3.40	4			
Market Orientation	AICTE Approved	Professor	70.71	12.57	14	0.583	6,149	0.743
		Associate Professor	73.86	13.25	21			
		Assistant Professor	71.52	14.42	23			
		Administrative	80.5	2.12	2			
	University affiliated	Professor	71.87	14.25	15			
		Associate Professor	70.47	13.64	17			
		Assistant Professor	69.4	16.39	25			
		Administrative	66.67	11.85	3			
	University Department	Professor	73	16.06	8			
		Associate Professor	69	18.92	7			
		Assistant Professor	62.27	20.67	11			
		Administrative	59.8	4.11	4			

FIGURE 6.2: CUSTOMER ORIENTATION BY EMPLOYEES' DESIGNATION

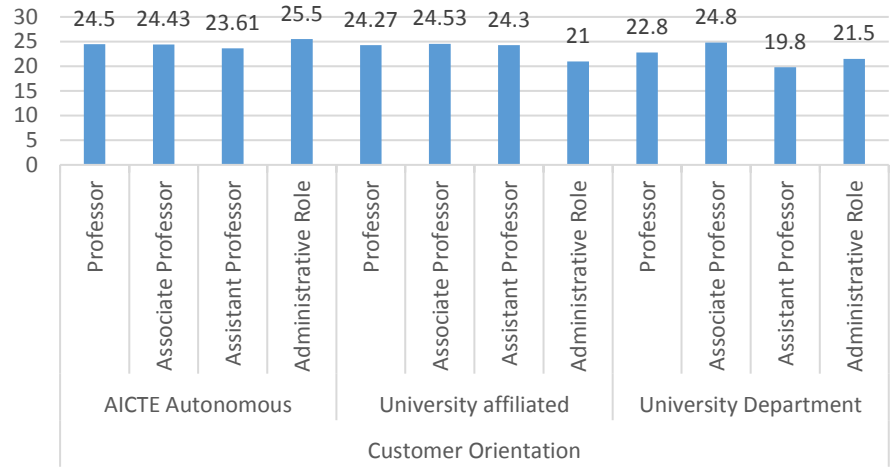


FIGURE 6.3: COMPETITION ORIENTATION BY EMPLOYEE'S DESIGNATION

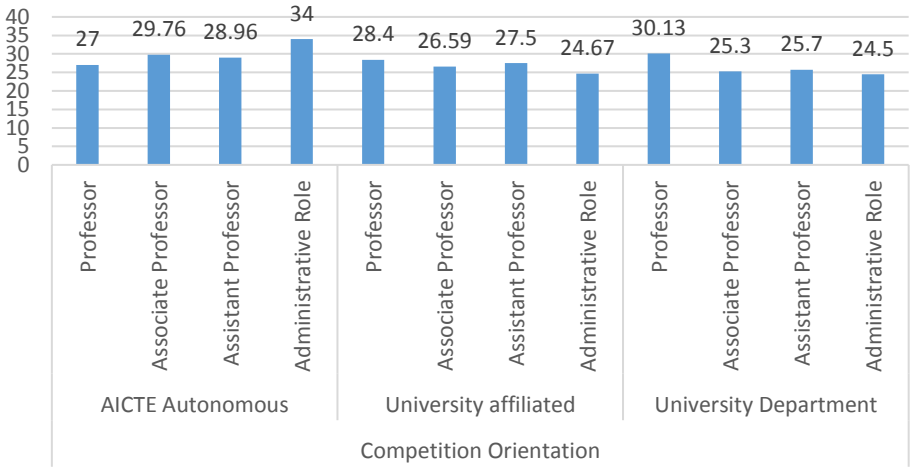


FIGURE 6.4: INTERFUNCTIONAL COORDINATION BY EMPLOYEES' DESIGNATION

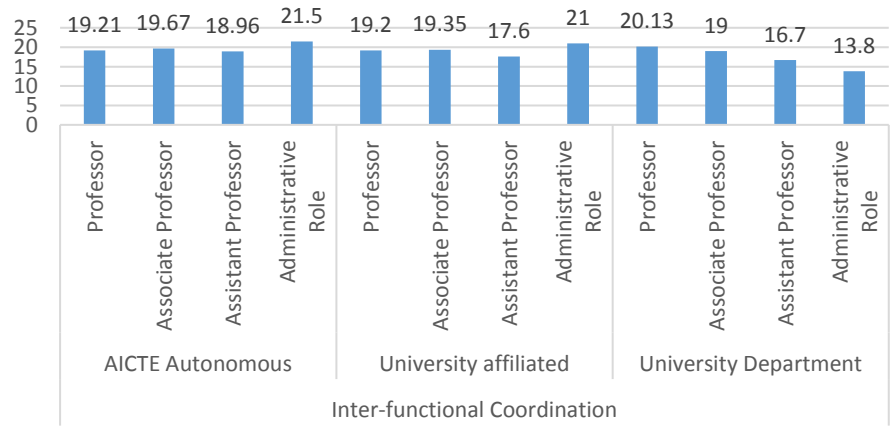
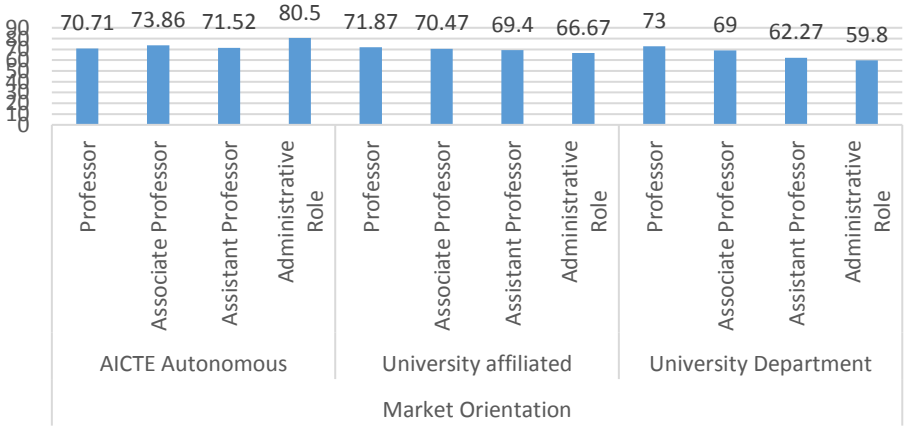


FIGURE 6.5: DESIGNATION WISE MARKET ORIENTATION AND INSTITUTE TYPES



Customer Orientation

The above table and figures shows the market orientation among faculty members by their designation and the type of institutes. It can be seen from the table that with regard to customer orientation, faculty members from AICTE Approved institutes, have scored uniformly (mean =24) irrespective of their designations as opposed to administrative staff whose score is more (mean=25.5). Interestingly, both scored very high when compared with the benchmark (mean=15.0). The trend is similar among University affiliated colleges, wherein the faculty members, have scored an average of (Mean=24) irrespective of their designation, which is more than the administrative staff (mean=21). Surprisingly, faculty members from University department scored high (24.5), indicating that their customer orientation is high when compared with the administrative staff (mean=21). Interestingly, the calculated F-value suggest that mean variation in Customer orientation of faculty members of various types of Business schools is not statistically significant.

Competition Orientation

In terms of Competition orientation, it is visible that, faculty members from AICTE Approved institutes have scored mean value ranging from 27 to 30 as per their designation whereas the administrative staff have scored significantly higher (Mean =34). University affiliated college's faculty members have shown a similar trend with mean values varying among their designation between 26 to 29 but administrative staff in this segment have scored (Mean =24.67). Coming to University departments, the values are significantly differentiated between the Professors with a value of 30.13 and other faculty members as per their designation who have scored (Mean =25). Whereas the administrative staff have scored (Mean =24.5). However, the calculated F value suggest that the mean variation in Competition orientation perceived by faculty members of various types of Business schools is not statistically significant which indicates uniformity in competition orientation. The below figure has shown the trend in competitor orientation according to the designation and type of Institute.

Interfunctional Coordination

It is observed from the table that with regards to interfunctional coordination faculty members from AICTE Approved institutes have shown uniformity with a mean score of 19 whereas comparatively the administrative staff have scored a little higher (mean =21.5). Faculty members from University affiliated colleges have scored almost similar mean scores of around 19, but the administrative staff have scored a little higher (mean 21). Faculty members from University department have scored mean score ranging from 16 to 20 but the administrative staff have scored comparatively less (mean =13.75). However, the calculated F value suggest that mean variation in Interfunctional coordination perceived by faculty members of various types of Business schools is statistically not significant. In other words, there is uniformity in their inter-functional coordination across all institutes.

Market Orientation

It can be seen from the table that the faculty members as per their designation from the AICTE Approved institutes have got mean score varying from 70 to 74 whereas the administrative staff have got a significantly higher value with a score of 80.5. Also it is visible that the scores of

faculty members from the University affiliated colleges have got somewhere near scores to AICTE Approved institutes with a mean score ranging from 69 to 72 whereas the administrative staff have got a slightly less mean value with a score of 66.67. Interestingly, the University department's faculty members mean scores varying from 62 to 73 and the administrative staff got even lesser value with a mean score of 59.75. Interestingly the calculated F value suggest that mean variation in Overall Market Orientation perceived by faculty members of various types of Business schools is not statistically significant. It also depicts that there is a uniformity in overall market orientation among faculty members and administrative staff.

6.1.3 Market Orientation by Gender of the Employees and Type of B-Schools

Means, standard deviation and F values were computed for market orientation according to the respondents' gender and type of B-Schools. Result in this regard are presented in below table.

TABLE 6.4: MARKET ORIENTATION BY EMPLOYEES' GENDER AND TYPE OF INSTITUTES.

Factors	Type of the Institute	Gender	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	Male	24.05	4.41	39	0.25	3,149	0.863
		female	24.38	5.65	21			
	University affiliated	Male	24.36	4.73	44			
		female	23.69	5.61	16			
	University Department	Male	22.33	4.95	16			
		female	20.83	7.74	14			
Competition Orientation	AICTE Approved	Male	28.15	6.54	39	1.39	3,149	0.247
		female	30.38	5.25	21			
	University affiliated	Male	26.86	7.36	44			
		female	28.56	6.27	16			
	University Department	Male	28.53	6.56	16			
		female	24.58	8.20	14			
Interfunctional Coordination	AICTE Approved	Male	19.03	4.35	39	1.16	3,149	0.326
		female	19.95	4.24	21			
	University affiliated	Male	18.66	5.15	44			
		female	18.69	4.51	16			
	University Department	Male	18.53	4.78	16			
		female	16.5	6.49	14			
Overall Market Orientation	AICTE Approved	Male	71.23	13.33	39	0.93	3,149	0.428
		female	74.71	13.15	21			
	University affiliated	Male	69.89	14.68	44			
		female	70.94	14.98	16			
	University Department	Male	69.4	13.51	16			
		female	61.92	21.35	14			

FIGURE 6.6: CUSTOMER ORIENTATION BY EMPLOYEES' GENDER

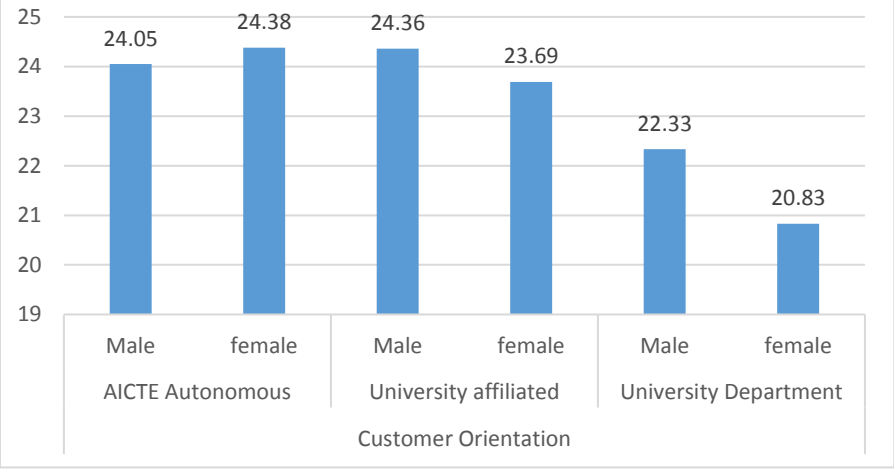


FIGURE 6.7: COMPETITION ORIENTATION BY EMPLOYEES' GENDER

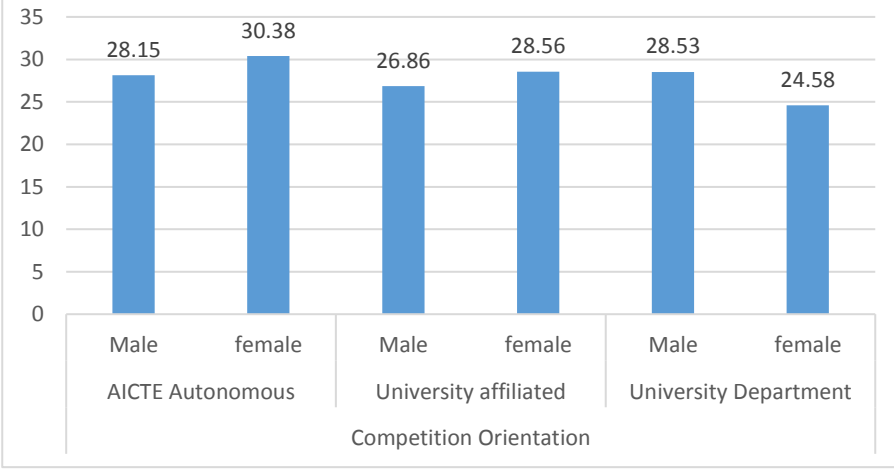


FIGURE 6.8: INTERFUNCTIONAL COORDINATION BY EMPOYEES' GENDER

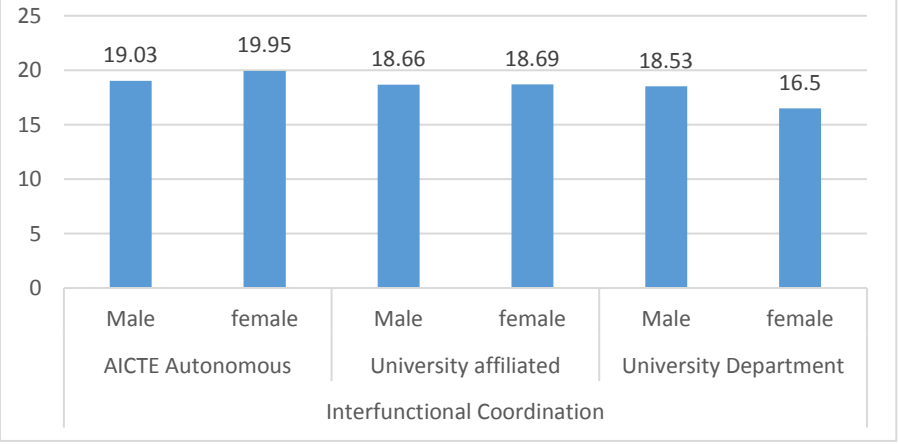
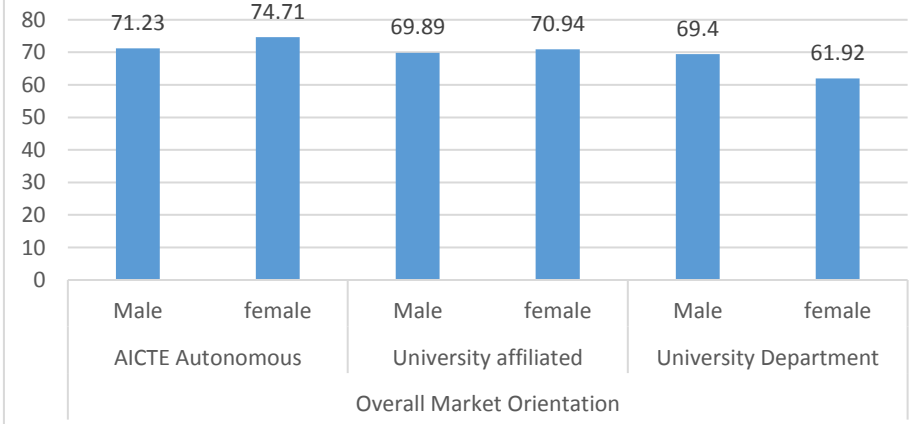


FIGURE 6.9: OVERALL MARKET ORIENTATION BY EMPLOYEES GENDER AND INSTITUTE TYPES



Customer Orientation

It is visible from the table and figures that with regards to customer orientation, male and female faculty members of AICTE Approved institutes have scored uniformly with a mean score of 24. The trend is similar among the faculty members of University affiliated colleges as both male and female have scored a mean score of around 24. But, the trend is different in University department colleges as male faculty members (Mean= 22.33) have scored more than the female faculty members (Mean=20.83). The calculated F value suggests that the mean variation in customer orientation perceived by faculty members of various types of Business schools is not statistically significant.

Competition Orientation

It can be seen from the figures that in terms of Competition Orientation, female (mean=30.38) of AICTE Approved institutes have scored more than the male (mean=28.15). The trend is similar in University affiliated colleges where the females scored higher (mean =28.56) than the males (mean=26.86). The trend is reversed in case of faculty members of University department where the males (Mean 28.53) more than the females (Mean 24.58). The calculated F-value from the table suggests that the mean variation in Competition Orientation perceived by the faculty members of various types of Business schools is not statistically significant. It also suggests that there is a uniformity among competition orientation among faculty and administrative staff of the B-Schools.

Interfunctional Coordination

With regard to Interfunctional Coordination, it is visible from the table that the mean scores of both the genders of AICTE Approved institutes are nearly identical scores of 19.03 (male) & 19.95(female). The trend is pretty much similar in case of faculty members of University affiliated colleges where the males (mean=18.66 and females (mean=18.69). In case of faculty members of University departments, the trend is reversed where the male scored higher (mean=18.53), then the female (Mean 16.5). Thus, the calculated F value suggests that the mean variation in Interfunctional Coordination perceived by the faculty members of various types of Business schools is statistically not significant.

Market Orientation

As it can be seen from the table that in AICTE Approved institutes, female faculty members (74.71) have scored higher than the male faculty members (71.23).The change in trend can be seen in the University affiliated college's faculty members where the mean score of male faculty members with a value of 69.89 is very close to the mean score value of the female faculty members whose mean score is 70.94.In University department faculties the difference in scores is clearly visible from the table where the male faculty members have scored 69.4 which is much higher than the mean score value obtained by the female faculty members which is 61.92. The calculated F value from the table suggests that the mean variation in Overall Market Orientation perceived by the faculty members of various types of Business schools is not statistically significant. It also depicts the uniformity on perceived overall market orientation by faculty and staff.

6.1.4 Market Orientation by Educational Qualification of Employees and Type of B-School

Means, standard deviation and F values were computed for market orientation according to the respondents' educational qualification and type of B-Schools. Result in this regard are presented in below table

TABLE 6.5: MARKET ORIENTATION BY EMPLOYEES' EDUCATIONAL QUALIFICATION AND TYPE OF INSTITUTES.

Factors	Type of the Institute	Educational Qualification	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	MBA /M.Phil.	24.4	5.94	26	3.425	6,149	.004
		Ph.D. and above	23.9	4.01	34			
	University affiliated	MBA /M.Phil.	24.6	4.46	23			
		Ph.D. and above	23.7	5.41	37			
	University Department	MBA /M.Phil.	16	6.16	10			
		Ph.D. and above	25.1	3.85	20			
Competition Orientation	AICTE Approved	MBA /M.Phil.	30.1	6.49	26	0.8	6,149	0.57
		Ph.D. and above	27.8	5.91	34			
	University affiliated	MBA /M.Phil.	27.3	7.82	23			
		Ph.D. and above	26.7	6.86	37			
	University Department	MBA /M.Phil.	23.3	7.92	10			
		Ph.D. and above	27.5	6.85	20			
Interfunctional Coordination	AICTE Approved	MBA /M.Phil.	19.1	5.20	26	2.04	6,149	0.06
		Ph.D. and above	19.7	3.32	34			
	University affiliated	MBA /M.Phil.	18.1	5.76	23			
		Ph.D. and above	18.5	4.79	37			
	University Department	MBA /M.Phil.	13.9	6.39	10			
		Ph.D. and above	19.7	3.99	20			
Overall Market Orientation	AICTE Approved	MBA /M.Phil.	73.6	15.69	26	2.07	6,149	0.06
		Ph.D. and above	71.4	11.40	34			
	University affiliated	MBA /M.Phil.	70	15.59	23			
		Ph.D. and above	68.9	14.69	37			
	University Department	MBA /M.Phil.	53.2	19.70	10			
		Ph.D. and above	72.3	12.45	20			

FIGURE 6.10: CUSTOMER ORIENTATION BY EMPLOYEES EDUCATIONAL QUALIFICATION AND TYPE OF INSTITUTE

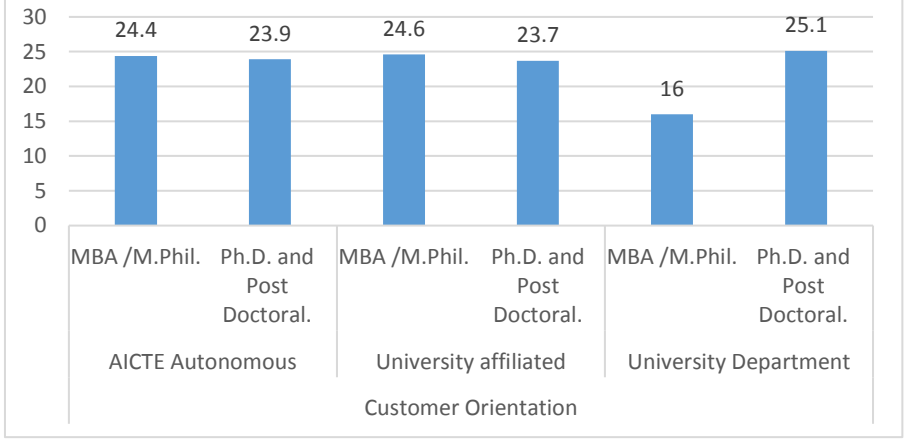


FIGURE 6.11:COMPETITOR ORIENTATION BY EMPLOYEES' EDUCATIONAL QUALIFICATION AND TYPES OF INSTITUTE

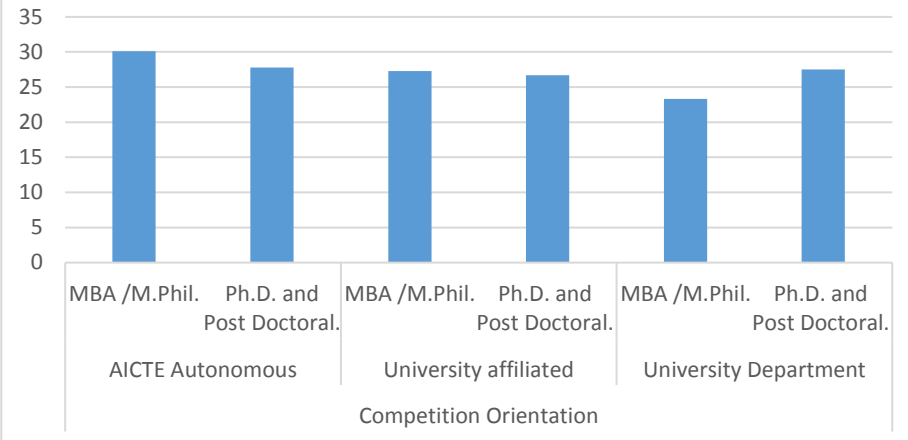


FIGURE 6.12: INTERFUNCTIONAL COORDINATION BY EMPLOYYES EDUCATIONAL QUALIFICATION AND TYPE OF INSTITUTE

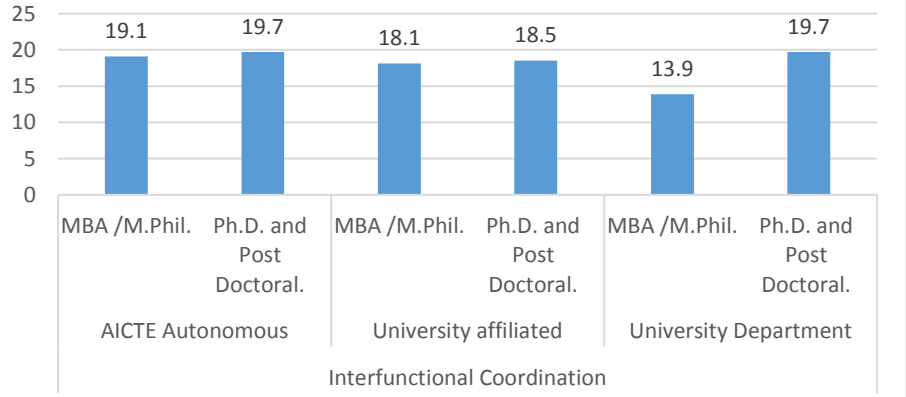
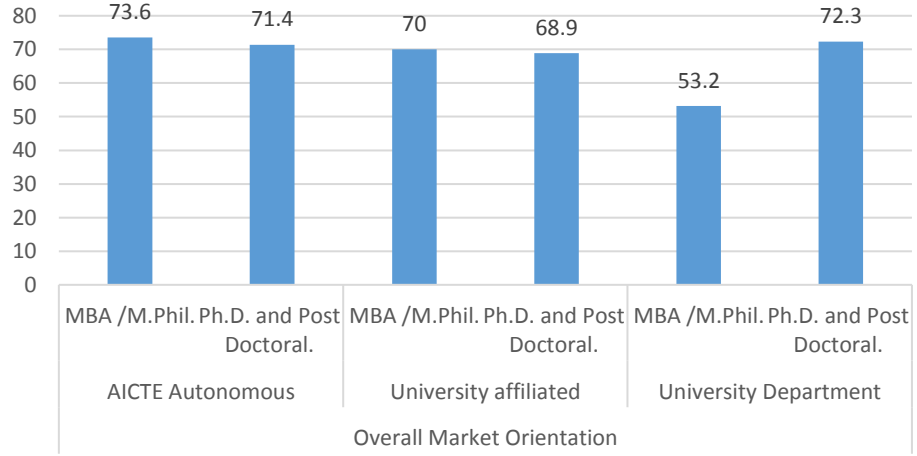


FIGURE 6.13: MARKET ORIENTATION EMPLOYEES' EDUCATIONAL QUALIFICATION AND INSTITUTE TYPES



Customer Orientation

It can be seen in the above figure that with regards to customer orientation faculty members from AICTE Approved institutes have scored uniformly with mean score of around 24. The trend is similar in case of faculty members from University affiliated colleges, who have scored uniformly around 24 across the qualification. In case of faculty members of University Departments, the mean score ranged between MBA (Mean=16) and Ph.D. (Mean=25.1). Interestingly, the calculated F value suggests that mean variation in Customer Orientation perceived by faculty members of various types of Business schools and their educational qualification is statistically significant. The F value suggest that there is no uniformity among the faculty and staff on customer orientation.

Competition Orientation

It can be seen from table that the faculty members of AICTE Approved institutes differ greatly on competition orientation where MBA/M.Phil. (Mean 30.1) and Post-Doctoral/Ph.D. (Mean 27.8). Whereas in case of faculties of University affiliated colleges, have scored uniformly around 27. With regard to University departments, the faculty members have Ph.D. scored higher mean value (27.5) than MBA/M.Phil. (23.3). Thus, the calculated F value suggest that mean variation in Competition Orientation perceived by faculty members of various types of Business schools is statistically not significant.

Interfunctional Coordination

It is visible from the table that in case of interfunctional coordination faculty members of AICTE Approved institutes scored similar between MBA/M.Phil. and Ph.D./Post-Doc. mean score of around 19. Similar trends noticed in University Affiliated colleges. University department's faculty members have scored higher in Ph.D. (19.7) compare to MBA (13.9). The calculated F value suggest that mean variation in Interfunctional Coordination perceived by faculty members of various types of Business schools is not statistically significant.

Market Orientation

With regard to educational qualification, AICTE Approved institute's faculty members have scored higher in MBA/M.Phil. (73.6) compare to Ph.D./Post-Doctoral (71.4) The trend is similar in University affiliated college's faculty members University department's faculty members have scored higher in Ph.D. (72.3) compare to MBA/M.Phil. (53.2). The calculated F value suggest that mean variation in Overall Market Orientation perceived by faculty members of various types of Business schools is statistically not significant.

6.1.5 Market Orientation by Teaching Experiences of the Employees and Types of Institutes

Means, standard deviation and F values were computed for market orientation according to the respondents' teaching experiences and type of B-Schools. Result in this regard are presented in below table.

TABLE 6.6: MARKET ORIENTATION BY EMPLOYEES YEARS OF TEACHING EXPERIENCE AND TYPE OF INSTITUTES.

Factors	Type of the Institute	Years of Teaching Experience	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	0-10 Years	24.46	5.23	24	1.738	6,149	0.12
		11-20 Years	23.76	5.15	21			
		More than 21 Years	24.79	3.49	15			
	University affiliated	0-10 Years	24.75	4.92	28			
		11-20 Years	23.06	6.31	16			
		More than 21 Years	24.31	3.24	16			
	University Department	0-10 Years	17.17	8.11	8			
		11-20 Years	21.64	5.18	15			
		More than 21 Years	26.67	3.5	7			
Competition Orientation	AICTE Approved	0-10 Years	30.17	5.25	24	0.689	6,149	0.66
		11-20 Years	28.81	5.85	21			
		More than 21 Years	27.86	7.5	15			
	University affiliated	0-10 Years	28.36	7.61	28			
		11-20 Years	25.94	5.97	16			
		More than 21 Years	26.88	7.27	16			
	University Department	0-10 Years	25.67	9.05	8			
		11-20 Years	25.86	7.94	15			
		More than 21 Years	30	5.18	7			
Interfunctional Coordination	AICTE Approved	0-10 Years	20	4.11	24	0.783	6,149	0.59
		11-20 Years	18.76	5.16	21			
		More than 21 Years	19.29	3.36	15			
	University affiliated	0-10 Years	18.25	5.96	28			
		11-20 Years	17.88	4.8	16			
		More than 21 Years	20.19	2.46	16			
	University Department	0-10 Years	15.33	6.77	8			
		11-20 Years	17.21	5.86	15			
		More than 21 Years	20.83	2.79	7			
Overall Market Orientation	AICTE Approved	0-10 Years	74.63	12.9	24	1.056	6,149	0.39
		11-20 Years	71.33	14.6	21			
		More than 21 Years	71.93	11.5	15			
	University affiliated	0-10 Years	71.36	16.2	28			
		11-20 Years	66.88	15.5	16			
		More than 21 Years	71.38	10.7	16			
	University Department	0-10 Years	58.17	23.2	8			
		11-20 Years	64.71	16.6	15			
		More than 21 Years	77.5	9.89	7			

FIGURE 6.14: CUSTOMER ORIENTATION BY EMPLOYEES' TEACHING EXPERIENCE

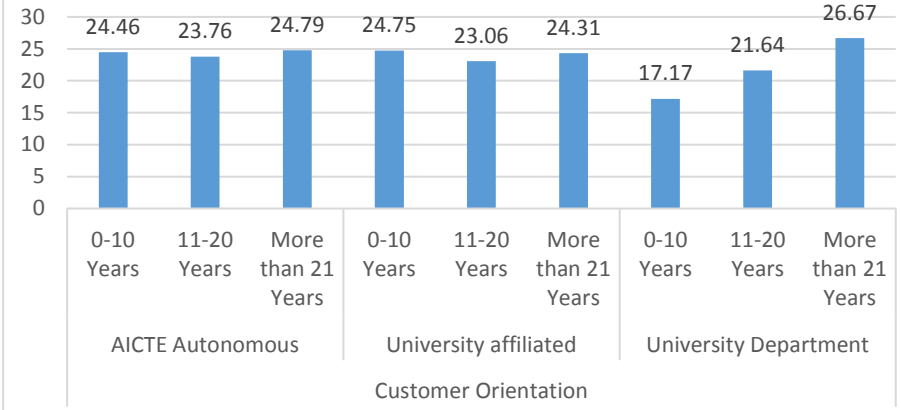


FIGURE 6.15: COMPETITOR ORIENTATION BY EMPLOYEES' TEACHING EXPERIENCE

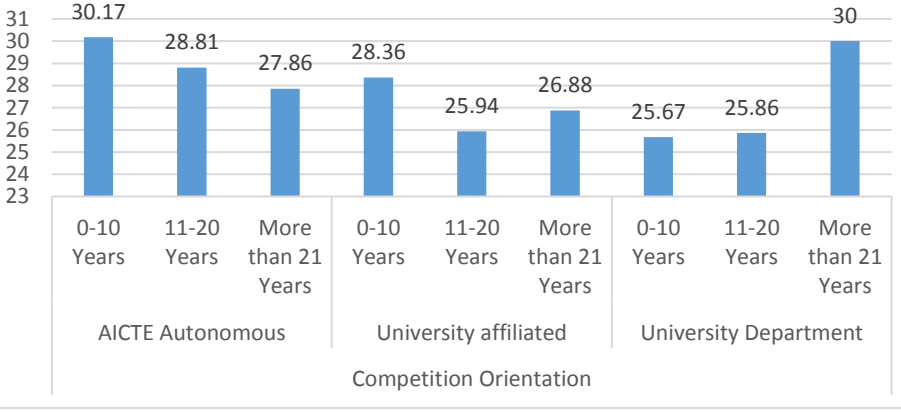


FIGURE 6.16: INTERFUNCTIONAL COORDINATION BY EMPLOYEES' TEACHING EXPERIENCE

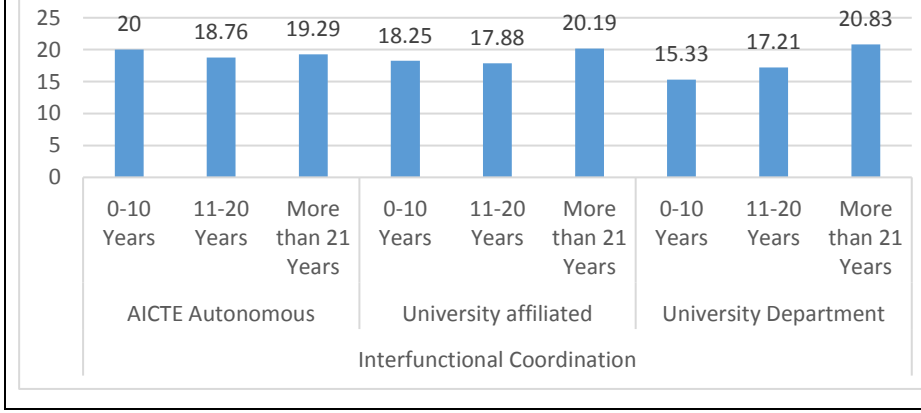
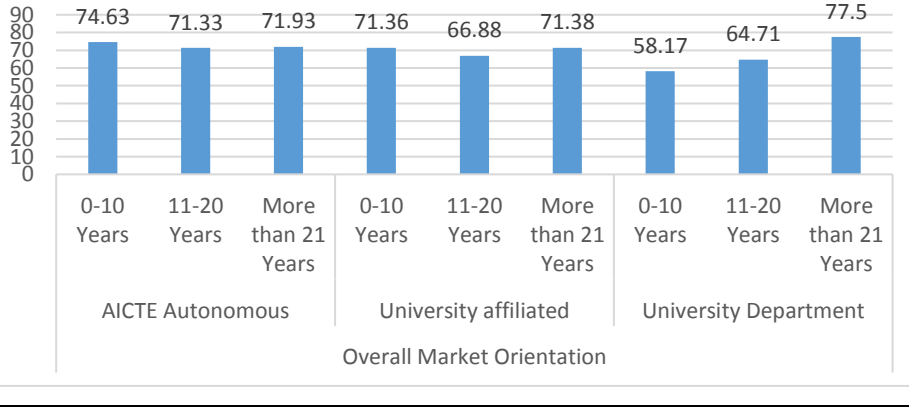


FIGURE 6.17: MARKET ORIENTATION BY EMPLOYEES' TEACHING EXPERIENCE AND INSTITUTE TYPES



Customer Orientation

The above table and figures shows that the faculties of AICTE Approved institutes and University affiliated colleges have scored uniformly around 24, whereas, the faculty members from University department have variation among different experience groups. The calculated F value suggests that the mean variation in Customer Orientation perceived by faculty members of various types of Business schools is statistically not significant.

Competition Orientation

The faculty members of AICTE Approved institutes have mean score values with increasing years of teaching experience with the highest mean score value of 30.17 to the lowest mean score value of 27. As opposed to that, faculty members of University affiliated colleges have scored uniformly 25 and 26 according to their teaching experience. Faculty members from University department have scored according to years of teaching experience ranging from 25 to 30 where faculties with teaching experience of more than 21 years have scored the highest (mean=30). The calculated F value suggest that mean variation in Competition Orientation perceived by faculty members of various types of Business schools is statistically not significant.

Interfunctional Coordination

With regard to interfunctional coordination, faculty members from AICTE Approved institutes have scored uniformly. Whereas, faculty members of University affiliated colleges have scored different values ranging between 17 to 20 as their years of teaching experience. The trend is similar in faculty members in University departments have scored mean value between 15 to 21, where the highest score of (mean=20.83), faculty having teaching experience of more than 21 years. The calculated F value suggest that mean variation in Interfunctional Coordination perceived by faculty members of various types of Business schools is statistically not significant.

Market Orientation

With regard to overall market orientation, faculty from AICTE Approved institute have scored higher in 0 to 10 years of teaching experience (mean=74.63) compare to 11-20 years of experience (mean=71.33) and more than 21 years of experience (mean=71.93). The similar trend has shown in University affiliated college faculty but in case of University department faculty having less than 10 years scored less (mean=58.17) compare to 11-20 years (mean=64.71) and more than 21 years (mean=77.5) of teaching experience.

The calculated F value suggest that mean variation in Overall Market Orientation perceived by faculty members of various types of Business schools is statistically not significant.

6.1.6 Market Orientation by Industry Experience and Type of B-School

Means, standard deviation and F values were computed for market orientation according to the respondents' industry experiences and type of B-Schools. Result in this regard are presented in below table.

TABLE 6.7: MARKET ORIENTATION BY EMPLOYEES YEARS OF INDUSTRY EXPERIENCE AND TYPE OF INSTITUTES.

Factors	Type of the Institute	Years of Industry Experience	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	0-10 Years	24.29	4.72	51	0.318	7,149	0.95
		11-20 Years	22.2	5.59	5			
		21 Years and More	25	7.07	4			
	University affiliated	0-10 Years	23.85	5.23	49			
		11-20 Years	25.11	3.76	9			
		21 Years and More	28	.	2			
	University Department	0-10 Years	21.48	6.04	23			
		11-20 Years	21.6	8.2	6			
		21 Years and More	26	.	1			
Competition Orientation	AICTE Approved	0-10 Years	28.63	6.11	51	1.05	7,149	0.4
		11-20 Years	33	2	5			
		21 Years and More	30	4.24	4			
	University affiliated	0-10 Years	27.19	7.29	48			
		11-20 Years	28	6.48	9			
		21 Years and More	34	.	2			
	University Department	0-10 Years	26.48	7.45	23			
		11-20 Years	30	6.82	6			
		21 Years and More	17	.	1			
Interfunctional Coordination	AICTE Approved	0-10 Years	19.18	4.31	51	0.71	7,149	0.66
		11-20 Years	21.6	3.36	5			
		21 Years and More	19.5	2.12	4			
	University affiliated	0-10 Years	18.65	5.02	48			
		11-20 Years	18.11	5.35	9			
		21 Years and More	24	.	2			
	University Department	0-10 Years	17.76	5.58	23			
		11-20 Years	17	6.82	6			
		21 Years and More	18	.	1			
Overall MO	AICTE Approved	0-10 Years	72.1	13.2	51	0.5	7,149	0.83
		11-20 Years	76.8	8.76	5			
		21 Years and More	74.5	13.4	4			
	University affiliated	0-10 Years	69.69	15.4	48			
		11-20 Years	71.22	12.2	9			
		21 Years and More	86	.	2			
	University Department	0-10 Years	65.71	17.4	23			
		11-20 Years	68.6	21.6	6			
		21 Years and More	61	.	1			

FIGURE 6.18: CUSTOMER ORIENTATION BY EMPLOYEES' YEARS OF INDUSTRY EXP.

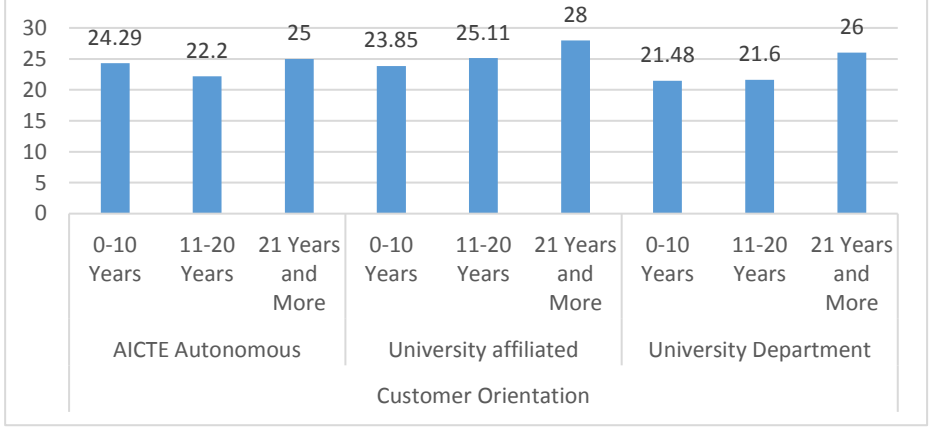


FIGURE 6.19: COMP.ORIENTATION BY EMPLOYEES' YEARS OF INDUSTRY EXP.

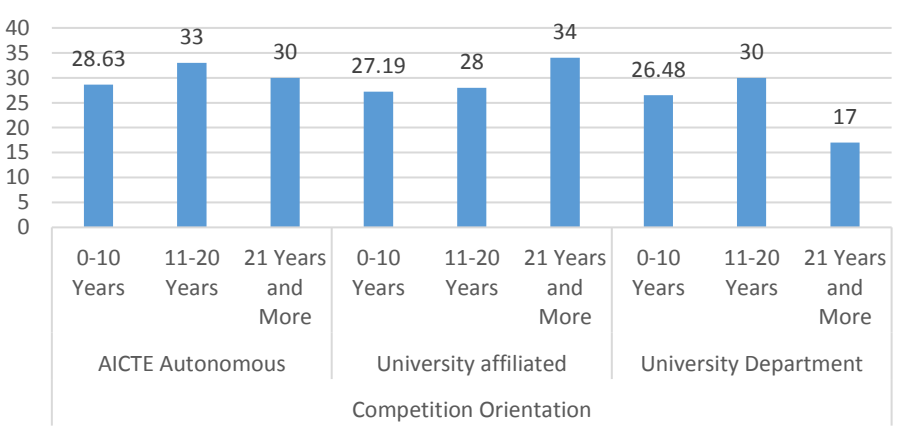


FIGURE 6.20: INTERFUNCTIONAL COORDINATION BY EMPLOYEES' INDUSTRY EXP.

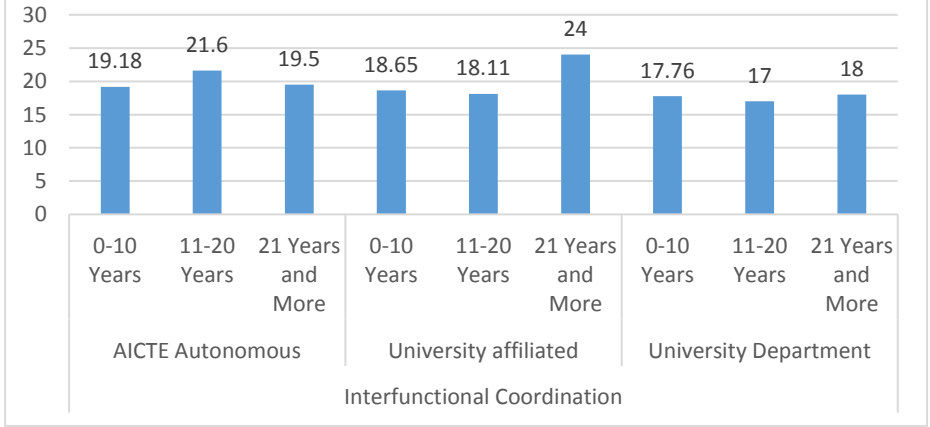
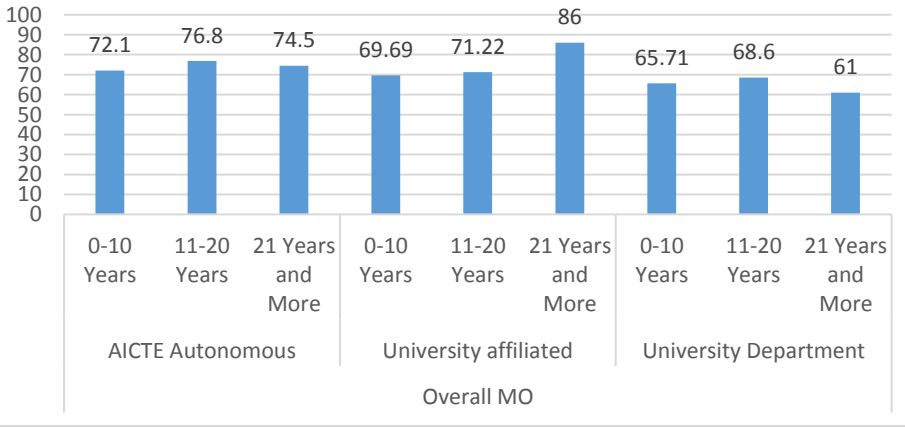


FIGURE 6.21: MARKET ORIENTATION BY EMPLOYEES' INDUSTRY EXP. AND TYPE OF INST.



Customer Orientation

The table shows the market orientation among faculty members by their years of industry experience and type of institutes. It is visible from the table that faculty members have scored decreasing mean score values with increase in their industry experience ranging from 29 to 20 except the faculty members with industry experience of 21 to 30 years who have scored more than the faculties of other categories. As opposed to the above stated trend University affiliated college's faculty members have scored mean between 23 to 28 according to different years of industry experience they possess. In terms of University department's faculty members, they have shown uniformity in mean score values in 0-10 years and 11-20 years of industry experience whereas faculties with 21-30 years of experience have scored higher with a mean score value of 26. The calculated F value suggest that mean variation in Customer Orientation perceived by faculty members of various types of Business schools is statistically not significant.

Competition Orientation

Interestingly in terms of competition orientation, faculty members have scored with comparatively less while there is increase in industry experience, except one within the bracket less than 10 years of industry experience have score (Mean 21.63) but the highest mean score value of 32.50 belongs to the faculty members with no industry experience and the lowest value of 21.50 belongs to faculty members with more than 30 years of industry experience. The trend was opposed in University affiliated college's faculty members where they have scored increasing values with increase in their industry experience with values between 19 to 34 except faculties with more than 30 years of experience who have scored an above average value of 29 in the segment. University department's faculty members have scored random values between 17 to 30 where faculty members with 11-20 years of experience have scored the highest with a mean score of 30. The calculated F value suggest that mean variation in Competition Orientation perceived by faculty members of various types of Business schools is statistically not significant.

Interfunctional Coordination

AICTE Approved institute's faculty members have scored mean value of 17 to 24 range in terms of interfunctional coordination but the highest value is achieved by the faculty members with 11-21 years of industry experience and the lowest value is achieved by the faculty members having more than 21 years of experience. University affiliated college's faculty members have scored uniform mean values except faculty members with no industry experience who have scored above average (mean=18.65) value within that segment and faculty members with more than 21 years of experience who have scored the highest value of 24. University department's faculty members have shown uniformity with mean score value of around 18. The calculated F value suggest that mean variation in Interfunctional Coordination perceived by faculty members of various types of Business schools is statistically not significant.

Market Orientation

With regard to overall market orientation faculty from AICTE Approved institute have higher score in 11-20 years of experience whereas in case of University affiliated colleges have highest

score in 21-30 years of age and with respect to University department 21-30 years of age group faculty scored less. The calculated F value suggest that mean variation in Overall Market Orientation perceived by faculty members of various types of Business schools is statistically not significant.

6.1.7 Market Orientation by Type of Courses offered by the B-Schools and Type of B-School

Means, standard deviation and F values were computed for market orientation according to the courses offered by the institute and type of B-Schools. Result in this regard are presented in below table.

TABLE 6.8: MARKET ORIENTATION BY THE TYPES OF COURSES OFFERED BY THE INSTITUTE.

Factors	Type of the Institute	Courses	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	PGDM	24.1	4.85	59	0.32	2,149	0.73
		Other	28		1			
	University affiliated	MBA	24.05	4.97	57			
		Other	26.67	4.16	3			
	University Department	MBA	22.13	6.15	30			
Competition Orientation	AICTE Approved	PGDM	28.95	6.22	59	0.33	2,149	0.72
		Other	28		1			
	University affiliated	MBA	26.96	7.08	57			
		Other	34	2	3			
	University Department	MBA	26.43	7.14	30			
Interfunctional Coordination	AICTE Approved	PGDM	19.29	4.31	59	0.23	2,149	0.8
		Other	23		1			
	University affiliated	MBA	18.46	4.98	57			
		Other	22.67	2.31	3			
	University Department	MBA	17.6	5.42	30			
Overall Market Orientation	AICTE Approved	PGDM	71.75	13	59	0.22	2,149	0.81
		Other	87		1			
	University affiliated	MBA	69.32	14.7	57			
		Other	83.33	8.33	3			
	University Department	MBA	66.07	17.5	30			

FIGURE 6.22: CUSTOMER ORIENTATION AND COURSES OFFERED BY THE INSTITUTE

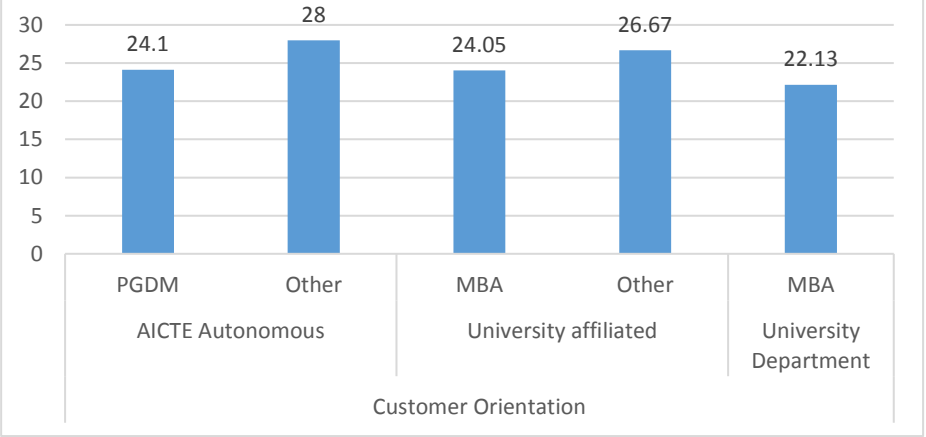


FIGURE 6.23: COMPETITION ORIENTATION AND COURSES OFFERED BY THE INSTITUTE

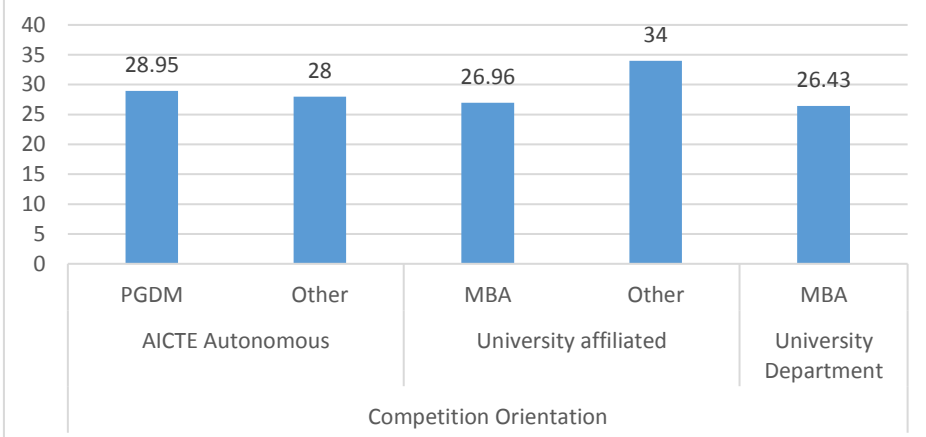


FIGURE 6.24: INTERFUNCTIONAL COORDINATION AND COURSES OFFERED BY THE INSTITUTE

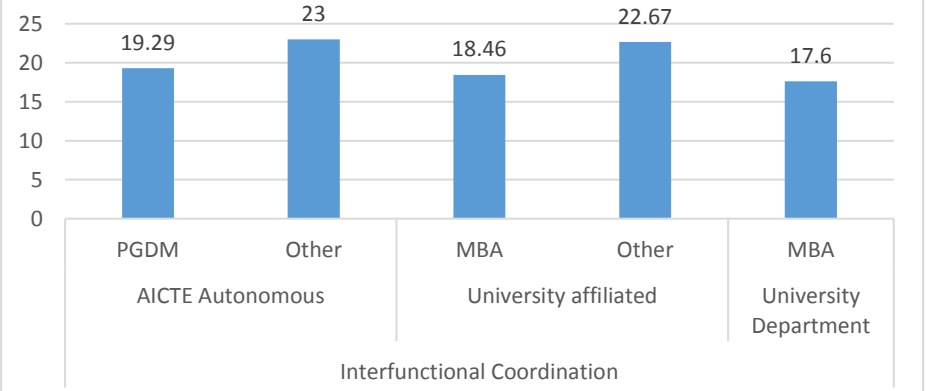
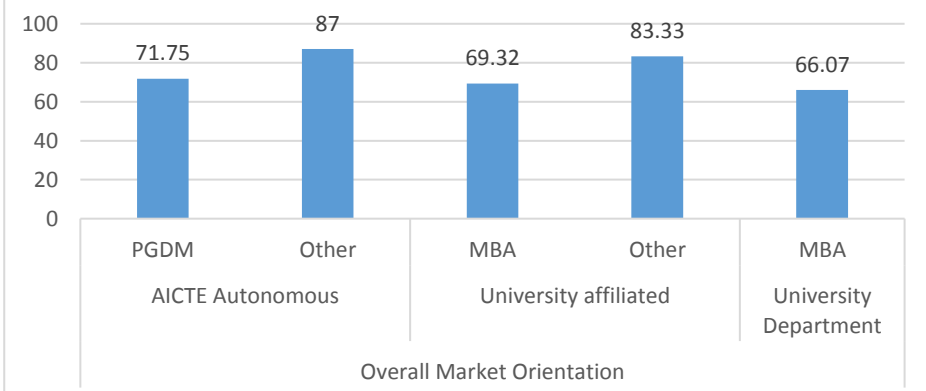


FIGURE 6.25:MARKET ORIENTATION AND COURSES OFFERED BY THE INSTITUTE



Customer Orientation

The table shows the market orientation by the types of courses offered by the Institute and the Type of Institute. With regards to the courses offered it is clearly visible from the table that all the types of institutes have got near to equal mean score values between 22 to 26, where AICTE Approved institutes have scored just above the least values for PGDM but other management courses have got the highest score in the segment with a mean score of 28 then University affiliated colleges have scored the second highest mean score value of 24.05. Interestingly University department have scored the least mean score value of 22.13. The calculated F value suggest that mean variation in Customer Orientation perceived by faculty members of various types of Business schools is not significant.

Competition Orientation

In terms of competition orientation, AICTE Approved institutes have shown uniformity with mean score values of around 28. The calculated F value suggest that mean variation in Competition Orientation perceived by faculty members of various types of Business schools is not significant.

Interfunctional Coordination

Regarding interfunctional coordination, AICTE Approved institutes have scored increasing mean score values for different courses offered by the institutes which are PGDM, MBA & Other management courses respectively. The highest value was obtained by other management courses with a mean score value of 24. University affiliated colleges have also shown the similar trend of increasing values for MBA & Other management courses respectively. The calculated F value suggest that mean variation in Interfunctional Coordination perceived by faculty members of various types of Business schools is not significant.

Market Orientation

In overall market orientation, AICTE Approved institutes have scored highest with a mean score value of 87 whereas University affiliated colleges have scored random mean score values for different courses offered with values between 69 to 83. The calculated F value suggest that mean variation in Overall Market Orientation perceived by faculty members of various types of Business schools statistically is not significant.

SECTION II: Market Orientation: Students' Perception

One of the objectives of this study is to understand the perception of student on market orientation and whether perceived market orientation vary according to their demographic variables and also according to the type of B-School. To understand the market orientation, firstly it was hypothesized that *"Market Orientation does not vary according to the type of B-School."* Secondly, it was hypothesized that **"***Students perception about B-schools market orientation does not vary according to their personal characteristics namely, Gender, Qualification at Graduate Level and Currently pursuing PG program.* "

In order to understand market orientation and test of hypothesis, means and standard deviations are computed for all the dimensions of market orientation according to the independent variables. Further to examine the significance of mean variation in their market orientation, F-values are computed.

TABLE 6.9: ARITHMETIC MEAN OF MARKET ORIENTATION, AS PERCEIVED BY STUDENTS

S.No.	Variables	Minimum	Maximum	Arithmetic Mean
1	Customer Orientation	7	35	21
2	Competitors Orientation	5	25	15
3	Interfunctional Coordination	4	20	12
4	Overall Market Orientation	16	80	48

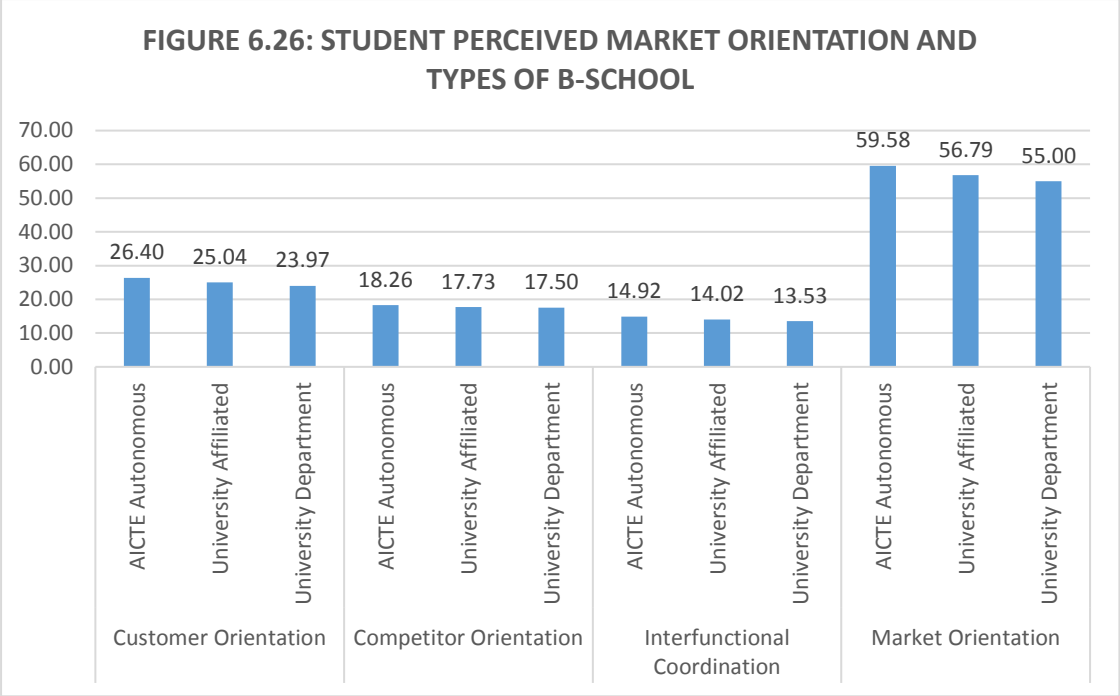
In case of customer orientation, the arithmetic mean is 21. If respondents score more than 21, their customer orientation is high and vice versa, if it is below 21. In case of competitors' orientation, the arithmetic mean is 15. If respondents score more than 15, their competitors orientation is high and vice versa, if it is below 15.0. Whereas, in case of inter-functional coordination, the arithmetic mean is 12.0. If respondents score more than 12, their interfunctional coordination is high and vice versa, if it is below 12.0. In case of overall market orientation, the arithmetic mean is 48. If respondents score more than 48, their overall market orientation is high and vice versa, if it is below 48. Results in this regard are presented in the following tables.

6.1.8 Market Orientation and Type of B-School: Student Perception

Means, SD and F-values were computed for market orientation according to respondents' type of B-Schools. Results in this regard are presented in table 6.10.

TABLE 6.10: MARKET ORIENTATION ACCORDING TO TYPE OF B-SCHOOL AS PERCEIVED BY STUDENT

Factors	Type of B-School	N	Mean	SD	F Value	DF	P Value
Customer Orientation	AICTE Approved	128	26.40	5.80			
	University Affiliated	194	25.04	5.20			
	University Department	38	23.97	6.05	3.785	2,359	0.02
Competitor Orientation	AICTE Approved	128	18.26	4.24			
	University Affiliated	194	17.73	3.77			
	University Department	38	17.50	4.02	0.886	2,359	0.41
Interfunctional Coordination	AICTE Approved	128	14.92	3.62			
	University Affiliated	194	14.02	3.55			
	University Department	38	13.53	3.63	3.425	2,359	0.03
Market Orientation	AICTE Approved	128	59.58	12.84			
	University Affiliated	194	56.79	11.11			
	University Department	38	55.00	12.53	3.127	2,359	0.05



It can be seen from the above table and figure, with regard to customer orientation AICTE approved institution (mean=26.40) scored higher followed by University affiliated colleges (mean=25.04) whereas University department scored (mean=23.97) less. With regard to competition orientation also AICTE approved institutions were scored higher (mean=18.26) compared to University affiliated (mean=17.73) and University department (mean=17.50). In case of interfunctional coordination AICTE approved scored higher (mean=14.92) compare to University affiliated (mean=14.02) and University department (mean=13.53). With regard to overall market orientation AICTE approved institutions scored higher (mean=59.58) than University affiliated and University Department B-School. Interestingly, the calculated F- value suggest that mean variation of customer orientation, interfunctional coordination and overall market orientation is statistically significant but whereas in case of competition orientation is not statistically significant.

6.1.9 Market orientation by Students' Age and Type of B-School

It was hypothesized that perceived market orientation will vary according to the age of the students. Therefore, market orientation has been analysed according to the student's age. Result in this regard are presented in below table.

TABLE 6.11: MARKET ORIENTATION BY STUDENTS' AGE GROUPS AND TYPE OF B-SCHOOL

Factors	Type of Institute	Age Group (In years)	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	20-21	25.2	6.29	38	1.549	4,359	0.187
		22-23	27.1	5.65	71			
		24-29	26.1	5.20	19			
	University Affiliated	20-21	23.9	5.63	58			
		22-23	25.3	4.99	111			
		24-29	26.6	4.63	25			
	University Department	20-21	24.2	6.30	13			
		22-23	22.6	6.19	19			
		24-29	28	3.35	6			
Competitor Orientation	AICTE Approved	20-21	17.4	4.22	38	1.729	4,359	0.143
		22-23	18.7	4.22	71			
		24-29	18.1	4.31	19			
	University Affiliated	20-21	17.1	4.18	58			
		22-23	17.9	3.55	111			
		24-29	18.7	3.63	25			
	University Department	20-21	18.5	4.91	13			
		22-23	16.2	3.60	19			
		24-29	19.3	1.37	6			
Interfunctional Coordination	AICTE Approved	20-21	14.7	3.60	38	1.055	4,359	0.379
		22-23	15.3	3.55	71			
		24-29	14.1	3.91	19			
	University Affiliated	20-21	13.2	3.51	58			
		22-23	14.3	3.51	111			
		24-29	14.5	3.63	25			
	University Department	20-21	13.6	3.86	13			
		22-23	13.1	3.78	19			
		24-29	14.8	2.71	6			
Market Orientation	AICTE Approved	20-21	57.4	13.45	38	1.626	4,359	0.167
		22-23	61.1	12.55	71			
		24-29	58.2	12.50	19			
	University Affiliated	20-21	54.1	11.89	58			
		22-23	57.5	10.61	111			
		24-29	59.8	10.54	25			
	University Department	20-21	56.3	14.24	13			
		22-23	51.8	12.05	19			
		24-29	62.2	6.91	6			

FIGURE 6.27: CUSTOMER ORIENTATION ACCORDING TO STUDENT'S AGE

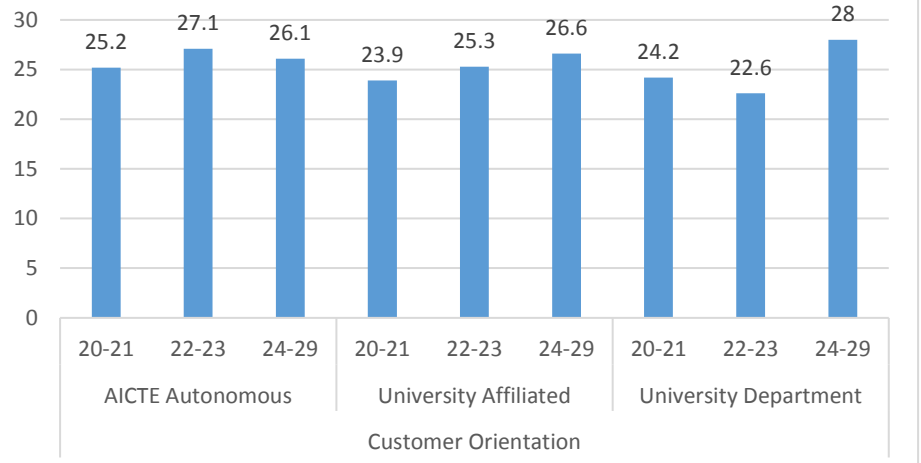


FIGURE 6.28: COMPETITORS ORIENTATION ACCORDING TO STUDENT'S AGE

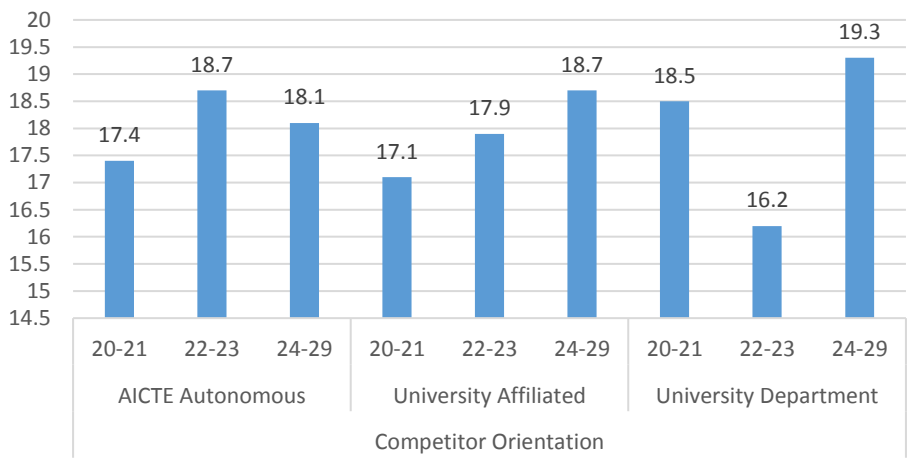


FIGURE 6.29: INTERFUNCTIONAL COORDINATION ACCORDING TO STUDENT'S AGE

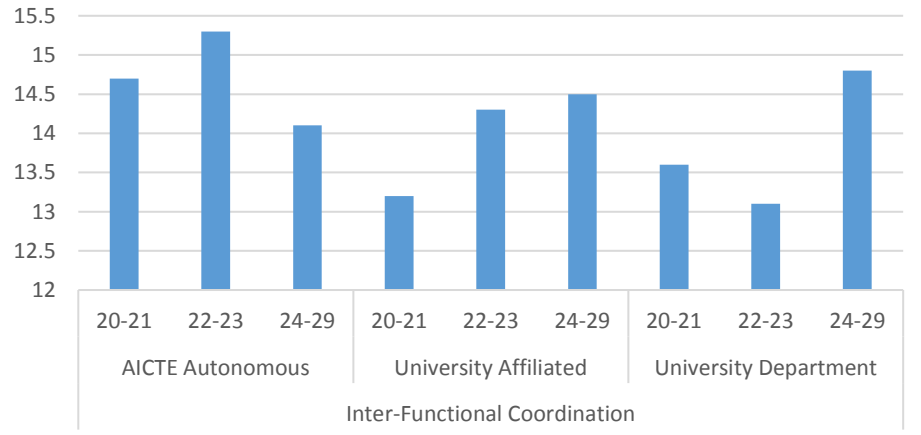
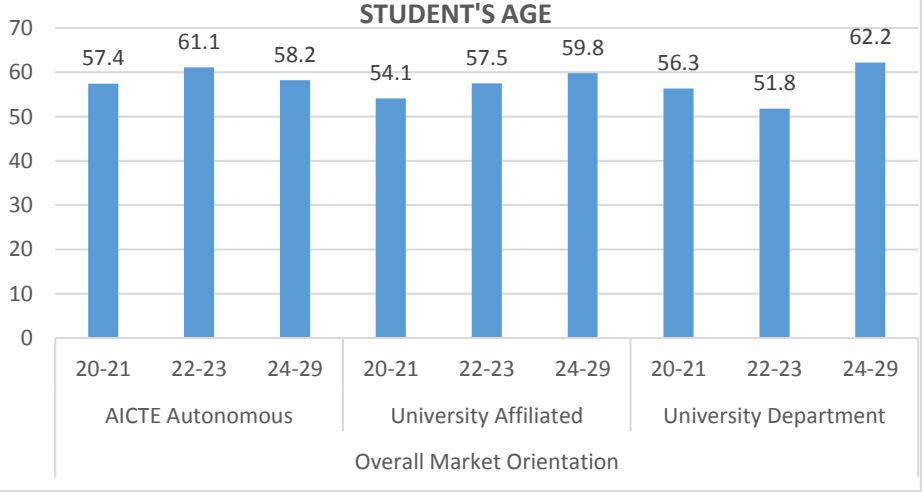


FIGURE 6.30: MARKET ORIENTATION ACCORDING TO STUDENT'S AGE



Customer Orientation

The above table shows the Market Orientation among students by their age groups and type of institutes. It is evident from the table that the students of AICTE Approved institutes have scored ranging between 25 to 27 where the highest mean score of 27.4 is scored by students between age group of 22-23 and the lowest mean score of 25.2 is scored by students between age group of 20-21. The trend is followed by the students of University affiliated colleges also where the values are scored with highest mean of 26.6 scored by the students of age group 24-29 and the lowest mean of 23.9 is scored by the students of age group 20-21. Whereas University department's students has highest (mean=28) scored by the students of age group 24-29 and the lowest mean 22.6 scored by the students of age group 22-23. The calculated F value suggest that mean variation in Customer Orientation perceived by students of various types of Business schools is not significant.

Competitor Orientation

The trend continues in competitor orientation also where the values ranging between approx. 17 to 19. In AICTE Approved institutes highest mean score value is 18.7 scored by the students of age group 22-23 and the lowest mean score value is 17.4 scored by the students of age group 20-21. In University affiliated colleges the highest mean score is 18.7 scored by the students of age group 24-29 and the lowest mean score value is 17.1 scored by the students of age group 20-21. In University department the highest mean score value is 19.3 scored by the students of age group 24-29 and the lowest mean score value is 16.2 scored by the students of age group 22-23. The calculated F value suggest that mean variation in Competitor Orientation perceived by students of various types of Business schools is not significant.

Inter-functional Coordination

In inter-functional coordination the values scored are less in compare to customer orientation and competitors orientation within the range of 13-15. In AICTE Approved institutes highest mean score value is 15.3 scored by the students of age group 22-23 and the lowest mean score value is 14.1 scored by the students of age group 24-29. In University affiliated colleges the highest mean score is 14.5 scored by the students of age group 24-29 and the lowest mean score value is 13.2 scored by the students of age group 20-21. In University department the highest mean score value is 14.8 scored by the students of age group 24-29 and the lowest mean score value is 13.1 scored by the students of age group 22-23. The calculated F value suggest that mean variation in Inter-Functional Coordination perceived by students of various types of Business schools is not significant.

Overall Market Orientation

In case overall market orientation mean scored ranging between 51 to 61. In AICTE Approved institutes highest (mean=61.1) scored by the students age group of 22-23 and the lowest (mean=57.4) scored by the students age group of 20-21. In University affiliated colleges the highest mean is 59.8 scored by the students age group of 24-29 and the lowest mean is 54.1 scored by the students age group of 20-21. In University department the highest mean 62.2 scored by the students age group of 24-29 and the lowest mean 51.8 scored by the students age group of 22-23.

The calculated F value suggest that mean variation in Market Orientation perceived by students of various types of Business schools is not significant.

6.1.10 Market Orientation by Gender and Type of B-School

It was assumed that market orientation will vary according to the gender of the students. Therefore, market orientation has been analysed according to the student's gender. Result in this regard are presented in below table.

TABLE 6.12: MARKET ORIENTATION BY STUDENTS' GENDER AND TYPE OF INSTITUTES.

Factors	Type of Institute	Gender	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	Male	26.6	5.55	89	1.079	2,359	0.341
		female	26.1	6.41	39			
	University Affiliated	Male	24.8	5.46	120			
		female	25.4	4.74	74			
	University Department	Male	23.1	5.89	25			
		female	25.7	6.22	13			
Competitor Orientation	AICTE Approved	Male	18.2	4.10	89	1.877	2,359	0.155
		female	18.4	4.59	39			
	University Affiliated	Male	17.6	3.84	120			
		female	17.9	3.69	74			
	University Department	Male	16.6	4.27	25			
		female	19.2	2.97	13			
Interfunctional Coordination	AICTE Approved	Male	15.0	3.56	89	1.079	2,359	0.341
		female	14.8	3.79	39			
	University Affiliated	Male	13.7	3.69	120			
		female	14.6	3.27	74			
	University Department	Male	12.7	3.83	25			
		female	15.2	2.64	13			
Market Orientation	AICTE Approved	Male	59.7	12.17	89	1.877	2,359	0.155
		female	59.3	14.41	39			
	University Affiliated	Male	56.1	11.58	120			
		female	57.9	10.27	74			
	University Department	Male	52.4	12.76	25			
		female	60.0	10.82	13			

FIGURE 6.31: CUSTOMER ORIENTATION AND GENDER OF THE STUDENTS

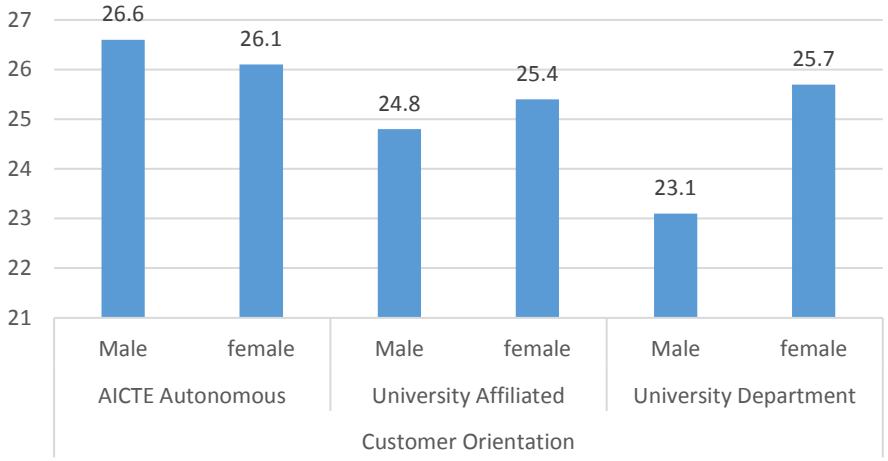


FIGURE 6.32: COMPETITORS ORIENTATION AND GENDER OF THE STUDENTS

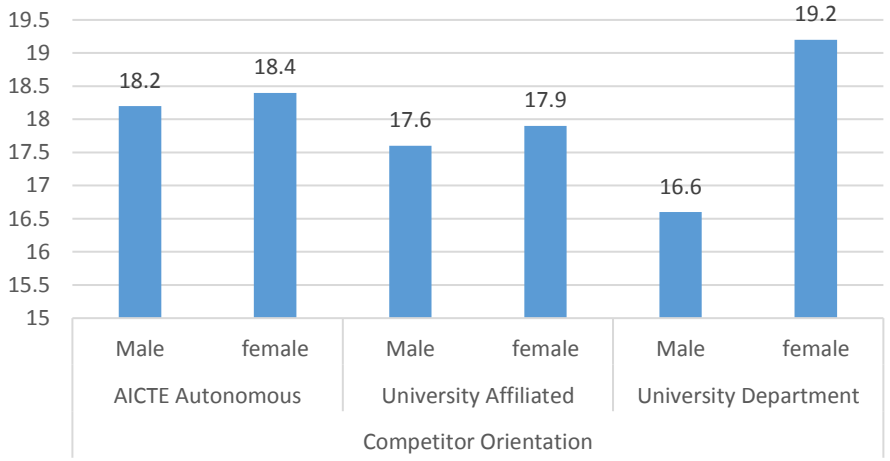


FIGURE 6.33: INTERFUNCTIONAL COORDINATION AND GENDER OF THE STUDENTS

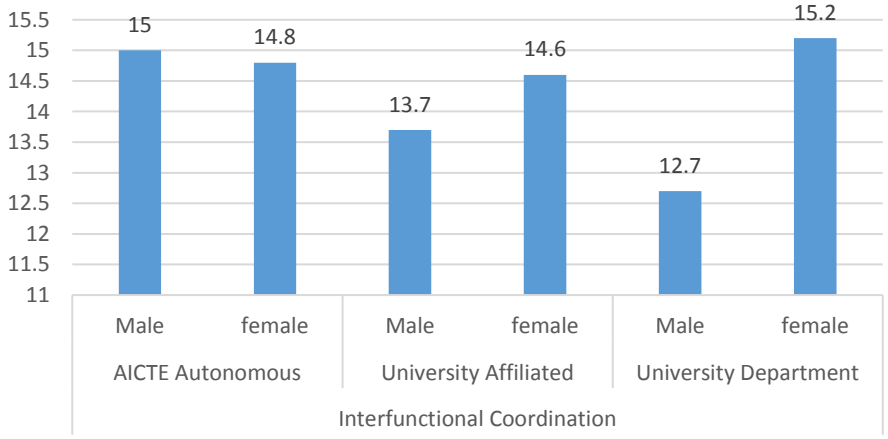
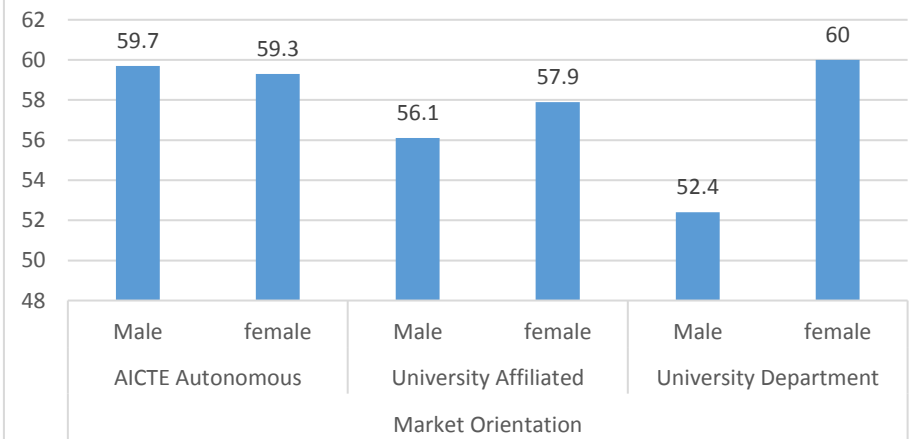


FIGURE 6.34: MARKET ORIENTATION AND GENDER OF STUDENT



Customer Orientation

The table shows the Market Orientation among students according to their gender and type of Institutes. It is visible from the table that in AICTE Approved institutes male students have scored more than the female students with mean score of 26.6. However, in rest of the type of institutes Female student score higher mean compare to Male student. The calculated F value suggest that mean variation in Customer Orientation perceived by students of various types of Business schools is not significant.

Competitor Orientation

It can be seen from the table that in case of competitor's orientation all the three type of B-School namely AICTE Approved institute, University Affiliated College and University Department female students have scored more than the male students with a lead value of 0.4 approx. The calculated F value suggest that mean variation in Competitor Orientation perceived by students of various types of Business schools is not significant.

Interfunctional Coordination

Whereas in case of Interfunctional coordination AICTE Approved institutes male students have scored (mean=15.0) more than the female student (mean=14.8). and in University affiliated colleges female students (mean=14.6) have scored more than the male students (mean=13.7). University department female students (mean=15.2) have scored more than the male students. The calculated F value suggest that mean variation in Inter-Functional Coordination perceived by students of various types of Business schools is not significant.

Overall Market Orientation

In case of overall market orientation, it is evident from the table that in AICTE Approved institutes male students (mean=59.7) have scored more than the female students (mean=59.3) and in University affiliated colleges and also in University Departments female students have scored more than the male students with a respective mean score of 57.9 and 60.0. The calculated F value suggest that mean variation in Market Orientation perceived by students of various types of Business schools is statistically not significant

6.1.11 Market Orientation by Students' Educational Qualification and Type of B-School

It was assumed that market orientation will vary according to the educational qualification of the student. Therefore, market orientation has been analyzed according to student's educational qualification. Result in this regard are presented in below table.

TABLE 6.13: MARKET ORIENTATION BY STUDENTS' EDUCATIONAL QUALIFICATION AND TYPE OF INSTITUTES.

Factors	Type of Institute	Qualification	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	BA	26.2	5.23	6	0.607	11,359	0.823
		B.Com	27.2	6.42	30			
		BSc.	26.1	6.36	17			
		B.Tech	26.0	5.27	44			
		BCA	30.2	3.13	6			
		BBA	25.3	6.41	22			
		Others	27.0	2.83	2			
	University Affiliated	BA	25.1	5.98	7			
		B.Com	24.6	5.26	54			
		BSc.	25.0	6.90	21			
		B.Tech	25.3	4.18	71			
		BCA	29.5	3.79	4			
		BBA	24.8	5.35	30			
		Others	24.1	7.97	7			
	University Department	BA	32.0	.	1			
		B.Com	22.7	5.97	14			
		BSc.	21.7	6.21	7			
		B.Tech	25.9	6.29	13			
		BCA	23.5	3.54	2			
		BBA	25.0	.	1			
		Others	25.0	.	1			
Competitor Orientation	AICTE Approved	BA	18.3	5.57	6	0.273	11,359	0.99
		B.Com	18.4	4.59	30			
		BSc.	18.4	4.82	17			
		B.Tech	17.8	3.90	44			
		BCA	21.5	1.87	6			
		BBA	18.1	4.21	22			
		Others	16.0	0.00	2			
	University Affiliated	BA	17.6	4.89	7			
		B.Com	17.9	3.39	54			
		BSc.	17.9	4.74	21			
		B.Tech	17.4	3.26	71			
		BCA	21.3	2.22	4			
		BBA	17.8	4.77	30			
		Others	17.7	3.40	7			
	University Department	BA	21.0	.	1			
		B.Com	17.1	5.11	14			
		BSc.	18.1	2.41	7			
		B.Tech	17.9	3.77	13			
		BCA	15.5	3.54	2			

		BBA	14.0	.	1			
		Others	14.0	.	1			
Interfunctional Coordination	AICTE Approved	BA	15.0	2.53	6	0.463	11,359	0.925
		B.Com	15.3	3.72	30			
		BSc.	15.1	3.84	17			
		B.Tech	14.7	3.54	44			
		BCA	17.5	1.87	6			
		BBA	14.5	3.97	22			
		Others	11.0	2.83	2			
	University Affiliated	BA	14.6	2.64	7			
		B.Com	14.1	3.46	54			
		BSc.	13.7	4.10	21			
		B.Tech	14.3	3.44	71			
		BCA	15.8	1.89	4			
		BBA	13.7	3.69	30			
		Others	10.6	3.41	7			
	University Department	BA	19.0	.	1			
		B.Com	12.6	3.73	14			
		BSc.	13.1	3.39	7			
		B.Tech	14.5	3.80	13			
		BCA	13.0	1.41	2			
		BBA	11.0	.	1			
		Others	11.0	.	1			
Market Orientation	AICTE Approved	BA	59.5	12.21	6	0.412	11,359	0.951
		B.Com	60.8	14.06	30			
		BSc.	59.6	14.16	17			
		B.Tech	58.5	11.96	44			
		BCA	69.2	6.65	6			
		BBA	57.8	13.55	22			
		Others	54.0	5.66	2			
	University Affiliated	BA	57.3	12.39	7			
		B.Com	56.6	10.49	54			
		BSc.	56.5	14.65	21			
		B.Tech	57.0	9.36	71			
		BCA	66.5	7.77	4			
		BBA	56.3	13.00	30			
		Others	52.4	12.99	7			
	University Department	BA	72.0	.	1			
		B.Com	52.4	14.11	14			
		BSc.	53.0	9.49	7			
		B.Tech	58.4	12.93	13			
		BCA	52.0	8.49	2			
		BBA	50.0	.	1			
		Others	3.1	.	1			

FIGURE 6.35: STUDENT GRAD.LEVEL QUALIFICATION AND CUSTOMER ORIENTATION

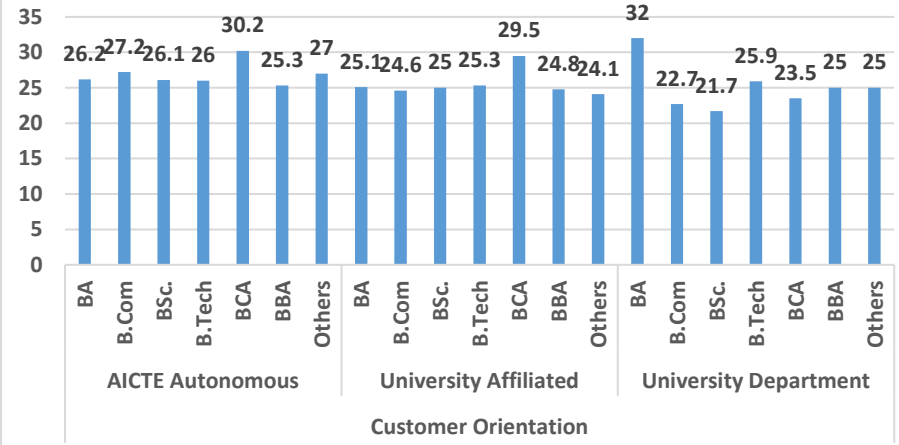


FIGURE 6.36: STUDENT GRAD.LEVEL QUALIFICATION AND COMPETITORS ORIENTATION

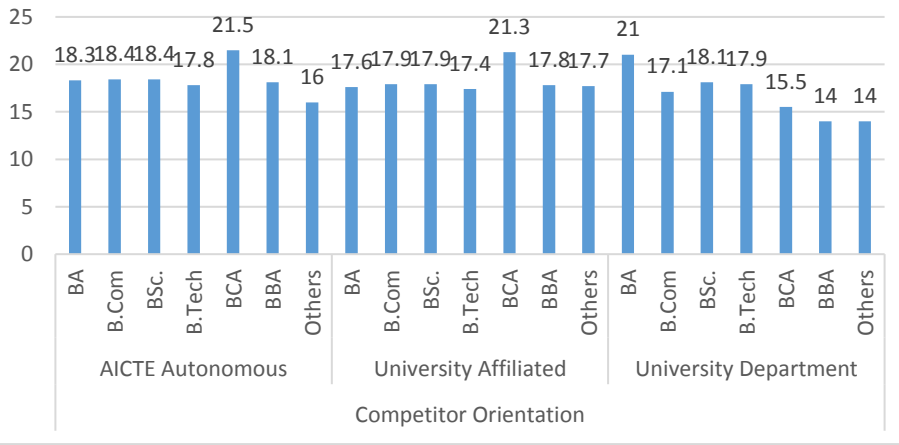


FIGURE 6.37: STUDENT GRAD.LEVEL EDU.QUALIFICATION AND INTERFUNCTIONAL COORDINATION

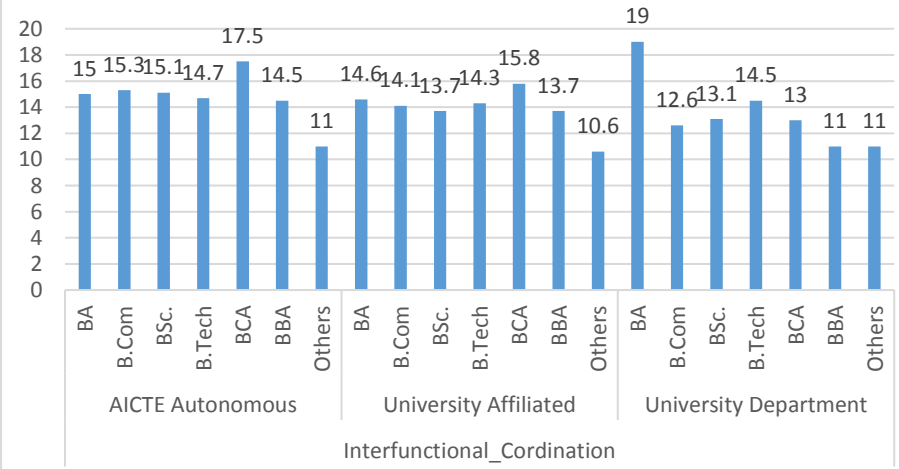
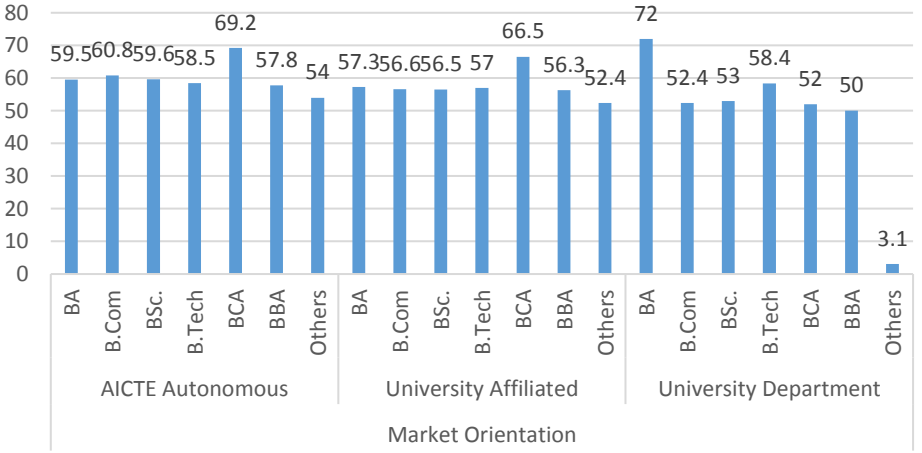


FIGURE 6.38: STUDENT GRADUATE LEVEL EDUCATIONAL QUALIFICATION AND MARKET ORIENTATION



Customer Orientation

The table shows the market orientation among students by their educational qualification and type of institutes. It can be seen from the table that the students of AICTE Approved institutes having different educational qualifications have scored ranging between 25 to 30 with the highest mean of 30.2 scored by the students having BCA whereas the lowest mean of 25.3 scored by the students having BBA. as their educational qualification. Following to the above trend students from University affiliated colleges BCA scored higher mean of 29.5. University department's students have scored with the highest mean score value of 32 scored by the BA student. The calculated F value suggest that mean variation in Customer Orientation perceived by students of various types of Business schools is not significant.

Competitor Orientation

AICTE Approved institute's students have scored highest mean of 32 scored by the students having BCA as their educational qualification and the lowest mean 16 scored by the students having others as their educational qualification. In case of University affiliated college's BCA student score higher mean of 21.3 compare to lower mean of 17.6 scored by BA student. Surprisingly University department high mean of 21 scored by BA student. The calculated F value suggest that mean variation in Competitor Orientation perceived by students of various types of Business schools is not significant.

Inter-Functional Coordination

In case of interfunctional coordination similar trend as customer orientation and competitor orientation average mean score according to the qualification continues for all the three type of B-School. The calculated F value suggest that mean variation in Inter-Functional Coordination perceived by students of various types of Business schools is not significant.

Overall Market Orientation

The overall market orientation among students have shown similar trend in mean scores. For instance, in AICTE Approved institutes BCA (mean=69.2) and Other (mean=54) with respective number of students (N) are 6 and 2 whereas B. Com (N=30) and B. Tech (N=44) are more in number but their respective mean scores are 60.8 and 58.5. In case of University affiliated colleges BCA (mean=66.5) and Other (mean=52.5) with number of students (N) are only 6 and 7 respectively whereas relatively less mean scored by B. Com (mean=56.6) and B. Tech (mean=57) but has higher respondent for B. Com (N=54) and B. Tech (N=71). Same trend continues in case of University department with varied mean score due respondent size of number. The calculated F value suggest that mean variation in Market Orientation perceived by students of various types of Business schools is not significant.

6.1.12 Market Orientation by Students' Year of Study and Type of B-School

It was assumed that market orientation will vary according to the year of study of the student. Therefore, market orientation has been analyzed according to student's year of study. Result in this regard are presented in below table.

TABLE 6.14: MARKET ORIENTATION BY STUDENTS' YEAR OF STUDY AND TYPE OF B-SCHOOL

Factors	Type of Institute	Year of Study	Mean	SD	N	F Value	DF	P Value
Customer Orientation	AICTE Approved	1st year	25.9	6.02	58	0.16	2,359	0.852
		2nd year	26.8	5.61	70			
	University Affiliated	1st year	24.8	5.36	83			
		2nd year	25.2	5.09	111			
	University Department	1st year	24.0	7.72	13			
		2nd year	24.0	5.16	25			
Competitor Orientation	AICTE Approved	1st year	17.7	4.42	58	0.48	2,359	0.619
		2nd year	18.7	4.06	70			
	University Affiliated	1st year	18.0	3.54	83			
		2nd year	17.6	3.95	111			
	University Department	1st year	18.0	4.49	13			
		2nd year	17.2	3.82	25			
Interfunctional Coordination	AICTE Approved	1st year	14.7	3.47	58	0.16	2,359	0.852
		2nd year	15.1	3.75	70			
	University Affiliated	1st year	14.3	3.41	83			
		2nd year	13.8	3.66	111			
	University Department	1st year	13.9	4.72	13			
		2nd year	13.3	3.01	25			
Market Orientation	AICTE Approved	1st year	58.3	13.14	58	0.48	2,359	0.619
		2nd year	60.6	12.58	70			
	University Affiliated	1st year	57.0	11.01	83			
		2nd year	56.6	11.23	111			
	University Department	1st year	55.9	15.89	13			
		2nd year	54.5	10.72	25			

FIGURE 6.39: CUSTOMER ORIENTATION AND STUDENT STUDY YEAR

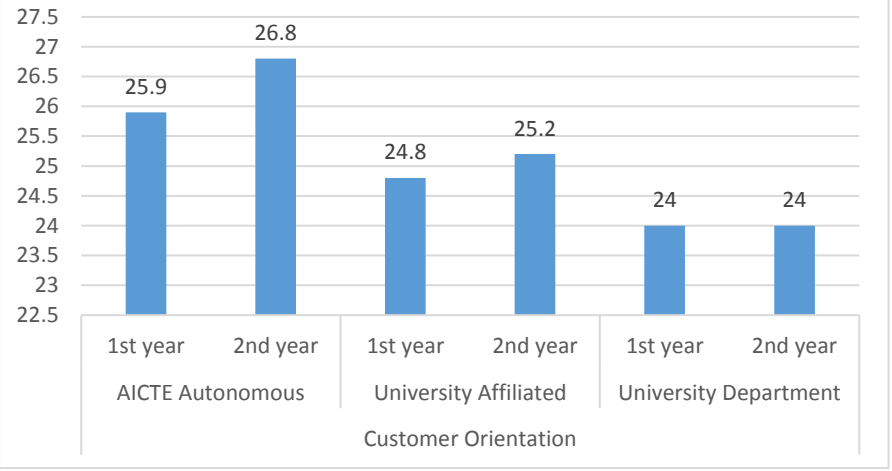


FIGURE 6.40: COMPETITOR ORIENTATION AND STUDENT STUDY YEAR

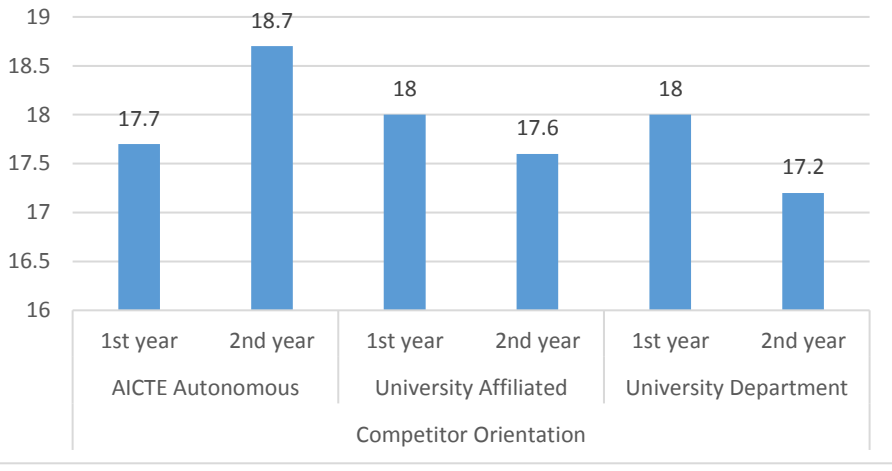


FIGURE 6.41: INTERFUNCTIONAL COORDINATION AND STUDENT YEAR OF STUDY

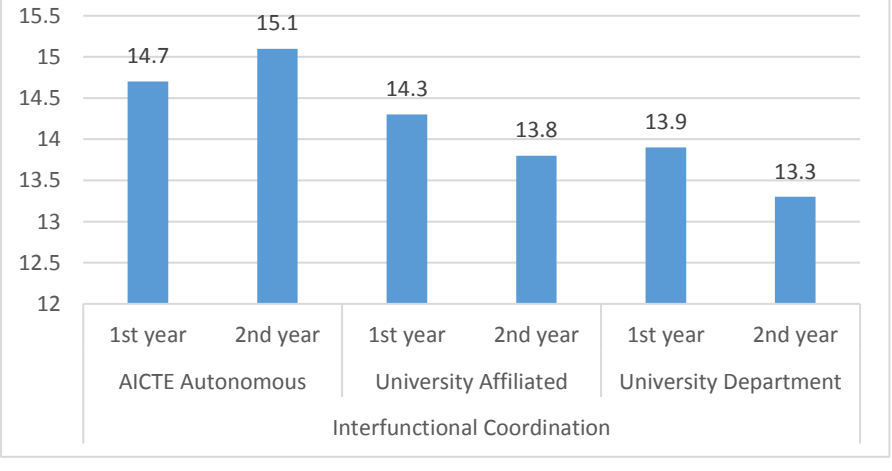
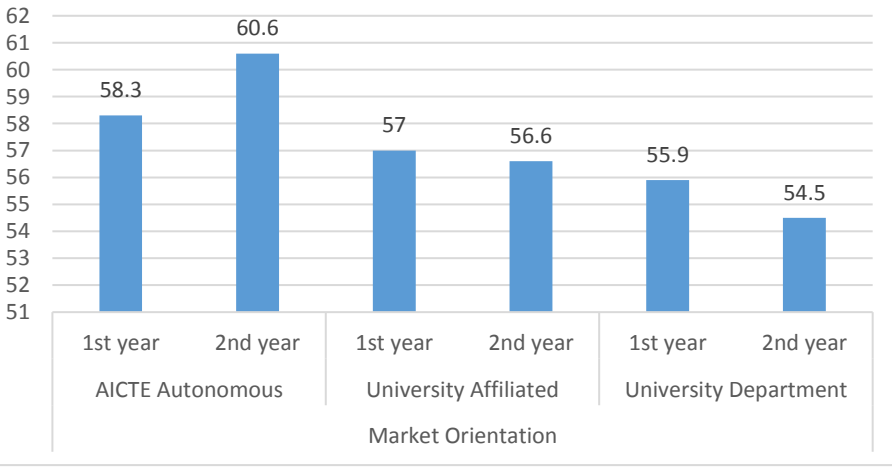


FIGURE 6.42: MARKET ORIENTATION AND STUDENT YEAR OF STUDY



Customer Orientation

The table shows the market orientation among students by their Year of study and type of institutes. It can be seen from the table that the 1st year students (mean=25.9) of AICTE Approved institutes have scored less than the 2nd year (mean=26.8) students and in University affiliated colleges also 2nd year students (mean=25.2) have scored more than the 1st year students with a lead of 1.4 but the students of University department have shown uniformity with a mean score of 24.0.The calculated F value suggest that mean variation in Customer Orientation perceived by students of various types of Business schools is not significant.

Competitor Orientation

In AICTE Approved institutes students of 1st year have scored a mean of 17.7 which is lesser than the students of 2nd year (mean=18.7) whereas in University affiliated colleges the 2nd year students have scored a mean of 17.6 which is lesser than the 1st year students (mean=18.0) and in University department 1st year students have a lead over 2nd year students with a value of 0.8. The calculated F value suggest that mean variation in Competitor Orientation perceived by students of various types of Business schools is not significant.

Inter-Functional Coordination

In AICTE Approved institutes students of 2nd year have scored (mean=15.1) more than the students of 1st year (mean=14.7) but in University affiliated colleges the 1st year students have scored (mean=14.3) more than the 2nd year students (mean=13.8) and in University department 1st year students (mean=13.9) have a lead over 2nd year students (mean=13.3) with a value of 0.6.The calculated F value suggest that mean variation in Inter-Functional Coordination perceived by students of various types of Business schools is statistically not significant.

Overall Market Orientation

In case of overall market orientation AICTE Approved institutes students of 2nd year (mean=60.6) have scored more than the students of 1st year (mean=58.3) but in University affiliated colleges the 1st year students have scored (mean=57) more than the 2nd year students (mean=56.6) and in University department 1st year students have scored (mean=55.9) over 2nd year students (mean-54.5). The calculated F value suggest that mean variation in Market Orientation perceived by students of various types of Business schools is statistically not significant.

SECTION III: Market Orientation: Corporate Executives Responses

The below section analysed the corporate executive perception on market orientation of B-School with respect to the expectation corporation have from the Business School. One of the objectives of this study is to understand the perception of corporate executives' expectation from the B-School and whether perceived corporate expectation vary according to the corporate sectors and the type of B-School visited for placement. To study this, firstly, it was hypothesized that, "*Corporate Executive perception about market orientated expectations do not vary according to the types of B-School."* Secondly, it was hypothesized that *"Corporate expectations from B-School do not vary according to their companies' characteristics namely*, Type *of company and Type of Institute visited for placement."* In order to understand corporate expectation and test of hypothesis, means and standard deviations are computed for all the dimensions of market orientation according to the independent variables. Further to examine the significance of mean variation in market oriented corporate expectations, F-values are computed.

To interpret market oriented corporate expectation the arithmetic mean, minimum and maximum value are computed in the below table.

TABLE 6.15: ARITHMETIC MEAN OF CORPORATE EXPECTATION, AS PERCEIVED BY CORPORATE EXECUTIVES

S.No.	Variables	Minimum	Maximum	Arithmetic Mean
1	Governance	4	20	12
2	Curriculum	6	30	18
3	Faculty	4	20	12
4	Infrastructure	2	10	06
5	Entrepreneurship Development	1	5	03
6	Overall Corporate Expectation	17	85	51

In case of Governance, the arithmetic mean is 12. If respondents score more than 12, their expectation from governance is high and vice versa, if it is below 12. In case of curriculum, the arithmetic mean is 18. If respondents score more than 18, their expectation from curriculum is high and vice versa, if it is below 18.0. Whereas, the expectation from faculty, the arithmetic mean is 12.0. If respondents score more than 12, their expectation from faculty is high and vice versa, if it is below 12.0. In case of expectation from infrastructure, the arithmetic mean is 06. If respondents score more than 06, their expectation from infrastructure is high and vice versa, if it is below 06. Whereas expectation with regard to entrepreneurship development, the arithmetic mean is 03. If respondent score more than 03, their expectation from entrepreneurship development is high and vice versa, if it is below 03.

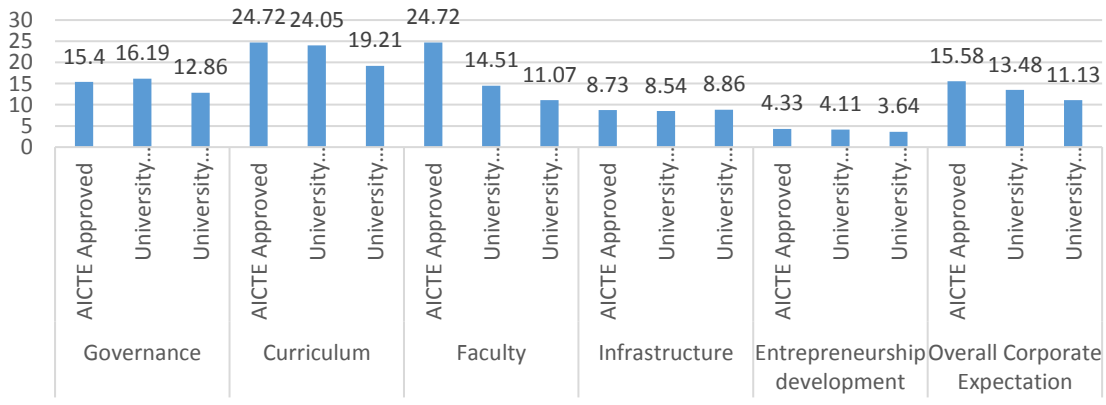
6.1.13 Corporate Executive Perception on Market Oriented Corporate Expectation by Type of B-School

It was assumed that the dimension of market oriented corporate expectation such as governance, curriculum, faculty, infrastructure and entrepreneurship development will vary according to the type of b-school. Therefore, all the variables of market orientation corporate expectation have been analysed according to the type of B-School. Result in this regard are presented in below table.

TABLE 6.16: MARKET ORIENTED CORPORATE EXPECTATION BY TYPE OF B-SCHOOLS.

Factors	Type of B-School	N	Mean	SD	F Value	DF	P Value
Governance	AICTE Approved	80	15.40	2.70	8.843	2,149	0.00
	University affiliated	56	16.19	2.09			
	University Department	14	12.86	4.24			
Curriculum	AICTE Approved	80	24.72	3.18	14.664	2,149	0.00
	University affiliated	56	24.05	3.06			
	University Department	14	19.21	6.25			
Faculty	AICTE Approved	80	24.72	3.24	7.1523	2,149	0.00
	University affiliated	56	14.51	3.32			
	University Department	14	11.07	5.01			
Infrastructure	AICTE Approved	80	8.73	1.35	0.465	2,149	0.63
	University affiliated	56	8.54	1.35			
	University Department	14	8.86	1.23			
Entrepreneurship development	AICTE Approved	80	4.33	0.88	3.271	2,149	0.04
	University affiliated	56	4.11	1.08			
	University Department	14	3.64	1.08			
Overall Corporate Expectation	AICTE Approved	80	15.58	2.27	27.208	2,149	0.00
	University affiliated	56	13.48	2.18			
	University Department	14	11.13	3.56			

FIGURE 6.43: MARKET ORIENTED CORPORATE EXPECTATION WITH THE TYPES OF B-SCHOOL



The above table and figure explains that in case of market oriented governance University affiliated colleges (mean=16.19) score more than AICTE approved (mean=15.40) and University department (mean=12.86). F value for governance suggest that there are significant differences among the types of B-Schools. With regard to market oriented curriculum AICTE approved scored highest (mean=24.72) followed by University affiliated (mean=24.05) and University department (mean=19.21). F statistic suggest that there are significant differences among types of B-School with respect market oriented curriculum perceived by corporate executives. With regard to market oriented faculty AICTE approved scored very high (mean=24.72) compared to average score by University affiliated (mean=14.51) and University department (mean=11.07). In case of market oriented faculty, F statistic suggest that there are significant differences among types of B-School as perceived by corporate executives. With respect to infrastructure all the three types of B-Schools scored similar approx. mean of 8. F statistic suggest that there are no statistically significant differences among the type of B-School. In case of market oriented entrepreneurship development also all the three types of B-School score uniformly approx. mean of 4 whereas AICTE approved score higher mean score of 4.33. In case entrepreneurship development F value suggest that there are statistically significant differences among the types of B-Schools.

With regard to overall corporate market oriented expectation AICTE approved score higher (mean=15.58) compare to University affiliated (mean=13.48) and University Department (mean=11.13). According to F statistics there are significant differences among type of B-Schools as perceived by the corporate executives.

206.1.14 Market Oriented Corporate Expectation by Type of Company and Type of B-School as Perceived by Corporate Executives

It was assumed that the dimension of market orientation corporate expectation such as governance, curriculum, faculty, infrastructure and entrepreneurship development will vary according to the type of type of company. Therefore, all the variables of market orientation corporate expectation have been analysed according to the type of corporation and also the Type of B-School. Result in this regard are presented in below table.

TABLE 6.17: CORPORATE EXPECTATION FROM B-SCHOOLS AMONG TYPE OF SECTOR AND TYPE OF B-SCHOOL.

Type of Company	Type of Institute visited for Campus Placement-		MO Governance	MO Curriculum	MO Faculty	MO Infrastructure	MO Entrepreneurship Development	Overall MO
Manufacturing Service	AICTE Approved	Mean	14.25	23.25	13.13	8.75	4.44	60.268
		N	16	16	16	16	16	80
		SD	4.63	3.7	4.94	1.48	0.96	14.942
	University affiliated	Mean	16	26	15.71	8.86	4	67.37
		N	7	7	7	7	7	35
		SD	2.65	2.31	3.35	0.69	0.82	9.164
	University Department	Mean	13	26	11	7	2	57.4
		N	1	1	1	1	1	5
		SD	.	.	.	.	.	0
Banking Service	AICTE Approved	Mean	16	26	16.5	8	4.25	67.35
		N	8	8	8	8	8	40
		SD	2.27	3.96	2.27	2.07	1.04	10.778
	University affiliated	Mean	17.5	24.63	13.75	8.88	3.75	65.51
		N	8	8	8	8	8	40
		SD	1.2	1.51	3.58	1.36	1.04	7.858
FMCG Sector	AICTE Approved	Mean	16.5	26	15.67	9	5	68.17
		N	6	6	6	6	6	30
		SD	1.22	1.79	2.58	0.89	0	6.48
	University affiliated	Mean	17	25	14.86	9.14	4.57	66.914
		N	7	7	7	7	7	35

		SD	0.58	2.08	3.76	1.07	0.53	7.596
Pharmaceutical Industry	AICTE Approved	Mean	16.29	25.14	16.14	9	4.71	67.512
		N	7	7	7	7	7	35
		SD	1.7	4.71	3.53	1.15	0.76	11.242
	University affiliated	Mean	13.33	20.5	14.83	8	3	57.26
		N	6	6	6	6	6	30
		SD	1.21	3.89	1.47	1.1	1.79	8.028
	University Department	Mean	14.5	25	13	8	3	61.1
		N	2	2	2	2	2	10
		SD	2.12	1.41	2.83	1.41	1.41	8.052
Retail	AICTE Approved	Mean	14.67	24.78	14.44	8.78	4.33	63.536
		N	9	9	9	9	9	45
		SD	1.5	3.23	2.24	1.48	0.87	8.624
	University affiliated	Mean	16	21.5	11	7.5	4	56.8
		N	2	2	2	2	2	10
		SD	1.41	2.12	1.41	0.71	1.41	5.932
	University Department	Mean	15	25	15	9	4	64.8
		N	1	1	1	1	1	5
		SD	.	.	.	.	.	0
Hospitality Sector	AICTE Approved	Mean	16	26.57	14.14	8.57	3.57	65.994
		N	7	7	7	7	7	35
		SD	1.63	1.81	3.44	0.98	0.98	8.056
	University affiliated	Mean	15	23	16	9	4	63.8
		N	2	2	2	2	2	10
		SD	1.41	1.41	0	0	1.41	3.102
	University Department	Mean	17.5	20.5	16	9.5	4.5	64.4
		N	2	2	2	2	2	10

		SD	3.54	2.12	1.41	0.71	0.71	7.922
Logistic	AICTE Approved	Mean	16.14	25.57	15.86	9.14	4.14	67.538
		N	7	7	7	7	7	35
		SD	1.35	1.51	1.07	0.69	0.69	4.758
	University affiliated	Mean	16.33	24.33	17.33	9.33	4.67	68.254
		N	3	3	3	3	3	15
		SD	0.58	4.62	1.53	0.58	0.58	7.426
E-Commerce	AICTE Approved	Mean	15.75	24	15.5	8.25	4.25	64.35
		N	4	4	4	4	4	20
		SD	1.5	2.45	3.11	2.22	0.5	9.38
	University affiliated	Mean	16.67	23.5	13.83	7.67	4.5	62.57
		N	6	6	6	6	6	30
		SD	1.03	2.88	4.36	1.21	0.55	9.59
Education	AICTE Approved	Mean	16.5	25.17	16.5	8.5	4.67	67.604
		N	6	6	6	6	6	30
		SD	2.59	2.04	1.76	0.84	0.82	7.394
	University affiliated	Mean	17.33	26.17	14.5	7.83	4.33	66.696
		N	6	6	6	6	6	30
		SD	1.03	1.33	4.81	2.64	0.82	9.974
	University Department	Mean	13.5	19.5	11.5	7.5	3.5	52.7
		N	2	2	2	2	2	8.4
		SD	4.95	3.54	6.36	0.71	2.12	15.984
Consultancy	AICTE Approved	Mean	14.75	24	14.75	9.75	4	64.05
		N	4	4	4	4	4	20
		SD	1.89	0.82	2.22	0.5	0.82	5.594
	University affiliated	Mean	14.25	21.5	13.75	9	3.5	59.2
		N	4	4	4	4	4	20

		SD	4.03	4.43	3.2	1.41	1.73	13.416
	University Department	Mean	10	15.67	8	9.33	4	43.8
		N	3	3	3	3	3	15
		SD	4.58	8.62	6.08	1.15	1	20.63
IT&ITES	AICTE Approved	Mean	14.29	22.71	13.29	8.57	4.14	59.688
		N	7	7	7	7	7	35
		SD	2.5	3.3	1.89	1.51	1.07	9.414
	University affiliated	Mean	16.67	24.67	13.83	8.67	4.83	64.806
		N	6	6	6	6	6	30
		SD	2.16	2.5	2.79	1.03	0.41	8.562
	University Department	Mean	10.33	13.67	8	10	3.67	42.734
		N	3	3	3	3	3	15
		SD	5.13	5.51	6.08	0	0.58	16.836
Significance		F Value	2.37	2.12	1.4	1.36	1.18	2.95
		DF	10,150	10,150	10,150	10,150	10,150	10,150
		P Value	0.01	0.03	0.19	0.21	0.31	0.15

The above table shows that corporate expectation from B-Schools among type of sector and type of B-School.

It is evident from the table that with regard to recruiters from manufacturing sectors who visited the type of B-Schools found Governance is better in University affiliated colleges (16.0) compare to AICTE Approved (14.25) and University Department (13). They felt curriculum is better in University affiliated colleges and University department (26) when compared to AICTE Approved (23.25). This sector thinks better Faculty services are available in University affiliated college (15.71) as compared to AICTE Approved (13.13) and University department (11). According to this sector, Infrastructure is better in University affiliated colleges (8.76) followed by AICTE colleges (8.75) and least in University department (7). Manufacturing sector ranks AICTE Approved colleges high in Entrepreneurship Development (4.44) followed by University affiliated (4) and least in University department (2).

When it comes to banking sector, University affiliated colleges rank high in Governance (17.500 compared to AICTE (16). The said sector feels Curriculum is better in AICTE (26) compared to University affiliated (24.63). Banking service thinks Faculty is better in AICTE (16.50) compared to University affiliated (13.75). They feel Infrastructure is uniform in both AICTE and University affiliated (8). They think more Entrepreneurship Development happens in AICTE colleges (4.25) compared to University affiliated (3.75).

FMCG sector ranks Governance high in University affiliated (17) compared to AICTE (16.50). They think Curriculum is better in AICTE (26) compared to University affiliated (25). They feel availability of Faculty is better in AICTE (15.67) compared to University affiliated (14.86). Infrastructure is uniformly available in both AICTE and University affiliated (9). Entrepreneurial Development is ranked uniformly in both AICTE and University affiliated (5).

According to Pharma Sector, Governance is better in AICTE (16.29) followed by University department (14.5) and University affiliated (13.33). Pharma companies think, Curriculum is uniformly better in AICTE and University department (25) compared to University affiliated (20.50). Pharma sector feels Faculty is superior in AICTE (16.14) compared to University affiliated (14.83) and University department (13). They feel Infrastructure is tad better in AICTE (9) compared to University affiliated and University department (8). Entrepreneurial Development is better in AICTE (4.57) compared to University affiliated and University department (3).

According to Retail industry who visited B-Schools, Governance is ranked higher in University affiliated (16) followed by University Department (15) and least in AICTE (14.67). They feel Curriculum is better in AICTE and University department (25) and least in University affiliated (21.50). Retail sector think Faculty is better in University department (15) followed by AICTE (14.44) and least in University affiliated (11). Infrastructure is ranked higher in University department (9) followed by AICTE (8.78) and University affiliated (7.5). Retail sector thinks AICTE, University affiliated and University department ranks equally in Entrepreneurship development (4).

According to Hospitality sector, Governance is superior in University Department (17.5) followed by AICTE colleges (16) and University Affiliated colleges (15). They prefer

Curriculum present in AICTE colleges (26.57) followed by University Affiliated colleges (23) and least in University department (20.50). Hospitality sector felt Faculty was superior in University affiliated and University departments (16) compared to AICTE (14.14). They think Infrastructure is better in University Department Business courses (9.5) followed by University affiliated (9) and AICTE (8.57). Hospitality sector felt r development was better in University department (4.5) followed by University affiliated (4) and AICTE (3.57)

When Logistics sector visited B-Schools, they felt, Governance is uniformly available in AICTE colleges and University affiliated colleges (16). They though Curriculum was better in AICTE colleges (25.57) compared to University affiliated (24.33). Logistics companies felt better Faculty was available in University affiliated (17.33) compared to AICTE (15.86). They thought Infrastructure was uniformly available in both AICTE and University departments (9). They thought Entrepreneurship Development was better in University affiliated (4.67) compared to AICTE (4.14).

According to Ecommerce industry, Governance is better in University Affiliated (16.67) compared to AICTE (15.75). They felt Curriculum is better in AICTE (24) compared to University affiliated (23.5). They thought Faculty is better in AICTE (15.5) compared to University affiliated (13.83). Ecommerce companies felt Infrastructure is better in AICTE (8.25) compared to University affiliated (7.67). They thought Entrepreneurship Development is uniform in AICTE and University affiliated (4).

According to Educational Sector, it is evident that, Governance is better in University affiliated (17.33) followed by AICTE (16.5) and University department (13.5). They felt curriculum is better in University affiliated (26.17) followed by AICTE (25.17) and least in University department (19.5). Education institutes thought Faculty is superior in AICTE (16.5) compared to University department and University affiliated (14.5). They thought Infrastructure was better laid in AICTE (8.50) compared to University affiliated (7.83) and University department (7.5). They concluded Entrepreneurship development is superior in AICTE (4.67) followed by University affiliated (4.33) and University department (3.5).

When Consultancy companies visited B-Schools, they felt, Governance is better in AICTE (14.57) followed by University affiliated (14.25) compared to University department (10). They said Curriculum is superior in AICTE (24) followed by University affiliated (21.5) compared to University department (15.67). They felt Faculty is better availed by AICTE (14.75) followed by University affiliated (13.75) compared to University department (8). They thought Infrastructure is better in AICTE (9.75) compared to University affiliated and University department (9). They felt Entrepreneurship Development was better practiced in AICTE and University department (4) compared to University affiliated (3.5).

According to IT/ITES industry, Governance is best in University affiliated (16.67) followed by AICTE (14.9) compared to University department (10.33). They thought Curriculum is better in University affiliated (24.67) followed by AICTE (22.71) compared to University department (13.67). They felt, Faculty services are better in University affiliated (13.83) followed by AICTE (13.29) compared to University department (8). They felt Infrastructure is better available in University department (10) compared to AICTE and University affiliated (8.5).

The calculated F Values for the expectation variables namely expectation from Governance, Curriculum is statistically significant but whereas other variables namely Faculty, Infrastructure and Entrepreneurship Development suggest that mean variation in corporate expectation perceived by the corporate executives of various types of company is statistically not significant

6.1.15 Summary of Hypothesis Testing for Part A.

Firstly, it was hypothesised that *"Employees Perception on Market orientation of B-School do not vary according to the type of B-School"*. Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.18: STATUS OF FIRST HYPOTHESIS PERTAINING TO MARKET ORIENTATION ACCORDING TO TYPES OF B-SCHOOLS

S. No	Variable	F Value	Degree of Freedom (DF)	P Value	Status
1	Customer Orientation and Type of B-School as Perceived by Employee	2.99	2,149	0.05	Significant
2	Competitor Orientation and Type of B-School as Perceived by Employee	3.28	2,149	0.04	Significant
3	Interfunctional Coordination and Type of B-School as Perceived by Employee	2.97	2,149	0.05	Significant
4	Overall Market Orientation and Type of B-School as Perceived by Employee	2.9	2,149	0.06	Not Significant

It is evident from the table that all the market orientation variable as perceived by employees is significantly varied according to the type of B-School, indicating that null hypothesis is rejected and alternate hypothesis stands accepted.

Secondly, it was hypothesised that **"***Market Orientation among employees of b-schools do not vary according to the B-school Characteristic namely, B-school Type, Courses Offered and Faculty's Gender, Qualification, and Teaching and Industry Experience."* Thus, the summary of results pertaining to the status of second hypothesis is presented in the following table.

TABLE 6.19: STATUS OF SECOND HYPOTHESIS PERTAINING TO MARKET ORIENTATION ACCORDING TO EMPLOYEES PERSONAL PROFILE

S.No	Variable	F Value	Degree of Freedom	P Value	Status
1	Customer Orientation and Designation of the Employees	0.548	6,149	0.771	Not Significant
2	Competitor Orientation and Designation of the Employees	0.983	6,149	0.439	Not Significant
3	Interfunctional Coordination and Designation of the Employees	0.924	6,149	0.48	Not Significant

4	Overall Market Orientation and Designation of the Employees	0.583	6,149	0.743	Not Significant
5	Customer Orientation and Gender of the Employees	0.248	3,149	0.863	Not Significant
6	Competitor Orientation and Gender of the Employees	1.393	3,149	0.247	Not Significant
7	Interfunctional Coordination and Gender of the Employees	1.163	3,149	0.326	Not Significant
8	Overall Market Orientation and Gender of the Employees	0.93	3,149	0.428	Not Significant
9	Customer Orientation and Educational Qualification of the Employees	3.425	6,149	0.004	Significant
10	Competitor Orientation and Educational Qualification of the Employees	0.804	6,149	0.568	Not Significant
11	Interfunctional Coordination and Educational Qualification of the Employees	2.04	6,149	0.064	Not Significant
12	Overall Market Orientation and Educational Qualification of the Employees	2.067	6,149	0.061	Not Significant
13	Customer Orientation and Years of Teaching Experience of the Employees	1.738	6,149	0.117	Not Significant
14	Competitor Orientation and Years of Teaching Experience of the Employees	0.689	6,149	0.659	Not Significant
15	Interfunctional Coordination and Years of Teaching Experience of the Employees	0.783	6,149	0.585	Not Significant
16	Overall Market Orientation and Years of Teaching Experience of the Employees	1.056	6,149	0.392	Not Significant
17	Customer Orientation and Years of Industry Experience of the Employees	0.318	7,149	0.945	Not Significant
18	Competitor Orientation and Years of Industry Experience of the Employees	1.047	7,149	0.401	Not Significant
19	Interfunctional Coordination and Years of Industry Experience of the Employees	0.709	7,149	0.664	Not Significant
20	Overall Market Orientation and Years of Industry Experience of the Employees	0.502	7,149	0.831	Not Significant
21	Customer Orientation and Type of Courses Offered by the Institutes	0.322	2,149	0.725	Not Significant
22	Competitor Orientation and Type of Courses Offered by the Institutes	0.325	2,149	0.723	Not Significant
23	Interfunctional Coordination and Type of Courses Offered by the Institutes	0.23	2,149	0.795	Not Significant
24	Overall Market Orientation and Type of Courses Offered by the Institutes	0.218	2,149	0.805	Not Significant

It is quite evident from the table that all the personal characteristics except one are not significantly associated with the perceived market orientation, indicating that the null hypothesis stands accepted and the alternative hypothesis is rejected.

Thirdly, it was hypothesised that *"Student perception about Market Orientation do not vary according to the types of B-School."*

Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.20: STATUS OF THIRD HYPOTHESIS PERTAINING TO MARKET ORIENTATION PERCEIVED BY STUDENT

S. No	Variable	F Value	Degree of Freedom (DF)	P Value	Status
1	Customer Orientation and Type of B-School as Perceived by Student	3.78	2,359	0.02	Significant
2	Competitor Orientation and Type of B-School as Perceived by Student	0.88	2,359	0.41	Not Significant
3	Interfunctional Coordination and Type of B-School as Perceived by Student	3.42	2,359	0.03	Significant
4	Overall Market Orientation and Type of B-School as Perceived by Student	3.13	2,359	0.05	Significant

It is quite evident from the table that all the market orientation variable except one namely, competitors' orientation is significantly associated with the perceived market orientation, indicating that the null hypothesis stands rejected and the alternative hypothesis is accepted.

Fourthly, it was hypothesised that *"Students perception about B-Schools market orientation do not vary according to their personal characteristics namely, Gender, Qualification at Graduate Level and Currently pursuing PG program."*

Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.21: STATUS OF FOURTH HYPOTHESIS PERTAINING TO MARKET ORIENTATION AS PERCEIVED BY STUDENT

S.No	Variable	F Value	Degree of Freedom (DF)	P Value	Status
1	Customer Orientation and Age of the Student	1.549	4,359	0.187	Not Significant
2	Competitor Orientation and Age of the Student	1.729	4,359	0.143	Not Significant
3	Interfunctional Coordination and Age of the Student	1.055	4,359	0.379	Not Significant
4	Overall Market Orientation and Age of the Student	1.626	4,359	0.167	Not Significant

5	Customer Orientation and Gender of the Student	1.079	2,359	0.341	Not Significant
6	Competitor Orientation and Gender of the Student	1.214	2,359	0.298	Not Significant
7	Interfunctional Coordination and Gender of the Student	1.877	2,359	0.155	Not Significant
8	Overall Market Orientation and Gender of the Student	1.493	2,359	0.226	Not Significant
9	Customer Orientation and Educational Qualification of the Student	0.607	11,359	0.823	Not Significant
10	Competitor Orientation and Educational Qualification of the Student	0.273	11,359	0.99	Not Significant
11	Interfunctional Coordination and Educational Qualification of the Student	0.463	11,359	0.925	Not Significant
12	Overall Market Orientation and Educational Qualification of the Student	0.412	11,359	0.951	Not Significant
13	Customer Orientation and Year of Study Level of the Student	0.16	2,359	0.852	Not Significant
14	Competitor Orientation and Year of Study Level of the Student	1.44	2,359	0.238	Not Significant
15	Interfunctional Coordination and Year of Study Level of the Student	0.48	2,359	0.619	Not Significant
16	Overall Market Orientation and Year of Study Level of the Student	0.623	2,359	0.537	Not Significant

It is quite evident from the table that all the personal characteristics are not significantly associated with the student's perceived market orientation of the Institute, indicating that the null hypothesis stands accepted and the alternative hypothesis is rejected.

Fifthly, it was also hypothesised that *"Market Oriented Corporate expectations from B-schools do not vary according to Type of Institute visited for placement."*

Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.22: STATUS OF FIFTH HYPOTHESIS PERTAINING TO CORPORATE MARKET ORIENTED EXPECTATION BY THE TYPE OF B-SCHOOL AS PERCEIVED BY CORPORATE EXECUTIVES.

S. No	Variable	F Value	Degree of Freedom	P Value	Status
1	Market Oriented Governance among Type of Institute	8.843	2,149	0.00	Significant
2	Market Oriented Curriculum among Type of Institute	14.66	2,149	0.00	Significant

3	Market Oriented Faculty among Type of Institute	7.153	2,149	0.00	Significant
4	Market Oriented Infrastructure among Type of Institute	0.465	2,149	0.63	Not Significant
5	Market Oriented Entrepreneurship Development among Type of Institute	3.271	2,149	0.04	Significant

It is quite evident from the table that majority of the corporate expectation variable are significantly associated with the type of Institute, indicating that the null hypothesis stands rejected and the alternative hypothesis is accepted.

Sixthly, it was also hypothesised that *"Market Oriented Corporate expectations from B-schools do not vary according to their companies' characteristics namely, Type of company and Type of Institute visited for placement."*

Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.23: STATUS OF SIXTH HYPOTHESIS PERTAINING TO CORPORATE MARKET ORIENTED EXPECTATION FROM THE B-SCHOOLS AS PERCEIVED BY CORPORATE EXECUTIVES.

S. No	Variable	F Value	Degree of Freedom	P Value	Status
1	Market Oriented Governance among Type of Institute and Type of Company	2.37	10,150	0.01	Significant
2	Market Oriented Curriculum among Type of Institute and Type of Company	2.12	10,150	0.03	Significant
3	Market Oriented Faculty among Type of Institute and Type of Company	1.4	10,150	0.19	Not Significant
4	Market Oriented Infrastructure among Type of Institute and Type of Company	1.36	10,150	0.21	Not Significant
5	Market Oriented Entrepreneurship Development among Type of Institute and Type of Company	1.18	10,150	0.31	Not Significant

It is quite evident from the table that majority of the corporate expectation variable are not significantly associated with the type of Institute and type of Company, indicating that the null hypothesis stands accepted and the alternative hypothesis is rejected.

Thus, out of six null hypotheses, three null hypothesis pertaining to the market orientation and the personal characteristics are accepted and alternate hypotheses for all those are rejected and three null hypotheses pertaining Business School types were rejected and alternate hypotheses are accepted.

PART B

6.2 Marketing Effectiveness of B-Schools: Responses of Employees, Students and Corporate Executives.

In this part, results pertaining to the status of marketing effectiveness perceived by the faculty, administrative staff are presented along with the student satisfaction with B-School and corporate satisfaction from the students' placed of B-School perceived by the Corporate Executive are also presented. There are six null hypotheses that have been proposed and tested in this part. They are:

Ho1 *"Employee perception about Marketing Effectiveness do not vary according to Types of B-School."*
H1 *"Employee perception about Marketing Effectiveness do vary according to Types of B-School."*
H_O2 *"Marketing effectiveness among employees of B-School do not vary according to the B-school Type, Courses Offered and employees' characteristics such as designation, gender, qualification, teaching and industry experience."*

H2 *"Marketing effectiveness among employees of B-School do vary according to the B-school Type, Courses Offered and employees' characteristics such as designation, gender, qualification, teaching and industry experience."*

Ho3 *"Student perception about satisfaction with B-School do not vary according to Types of B-School."*

H3 *"Student perception about satisfaction with B-School do vary according to Types of B-School."*

H_O4 *"Students satisfaction with B-School do not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program."*

H4*"Students satisfaction with B-School do vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program."*

H_O5 *"Corporate Executive perception about satisfaction with B-School do not vary according to Types of B-School."*

H5 *"Corporate Executive perception about satisfaction with B-School do vary according to Types of B-School."*

H_O6 *"Corporate satisfaction from B-schools do not vary according to their Type of company and also Type of Institute visited for placement."*

H6 *"Corporate satisfaction from B-schools do vary according to their Type of company and also Type of Institute visited for placement."*

In order to test these hypothesis, means and standard deviations are computed for all the dimensions of marketing effectiveness, student satisfaction and corporate satisfaction according

to the independent variables. Further to examine the significance of mean variation in their market orientation and corporate expectation scores, F-values are computed. Results in this regard are presented in the following sections.

SECTION I: Marketing Effectiveness Perceived by Employees

One of the objectives of this study is to primarily understand whether type of B-School vary in their marketing effectiveness as perceived by employees. Secondly, whether marketing effectiveness vary according to the personal profile of the employees. In order to understand, data collected in this regard are computed. Means, standard deviations and f-values were computed.

TABLE 6.24: MARKETING EFFECTIVENESS ARITHMETIC MEAN

S.No.	Variables	Minimum	Maximum	Arithmetic Mean
1	User Philosophy	9	45	27
2	Integrated Marketing Organization	12	60	36
3	Marketing Information	4	20	12
4	Strategic Orientation	3	15	9
5	Operational Efficiency	7	35	21
6	Overall ME	35	175	105

In case of user philosophy, the arithmetic mean is 27.0. If respondents score more than 27, their perceived user philosophy is high and vice versa if it is below 27.0. In case of IMO the arithmetic mean is 36. If respondents score more than 36, their perceived integrated marketing organization is high and vice versa if it is below 36.0. Whereas, in case of marketing information the arithmetic mean is 12.0. If respondents score more than 12, their perceived marketing information is high and vice versa if it is below 12.0. In case of strategic orientation, the arithmetic mean is 09. If respondent score more than 09, their perceived strategic orientation is high and vice versa if it is below 09. Whereas in case of operational efficiency, the arithmetic mean is 21. If respondent score more than 21, their perceived operational efficiency is high and vice versa if it is below 21. For overall marketing effectiveness, the arithmetic mean is 105. If respondent score is more than 105, their perceived overall marketing effectiveness is high and vice versa if it is below 105. The respondents namely designated faculty and administrative staff score on marketing effectiveness have been analysed according to the type of B-school in order to test the hypotheses proposed in this chapter. Results in this regard are presented in the following tables.

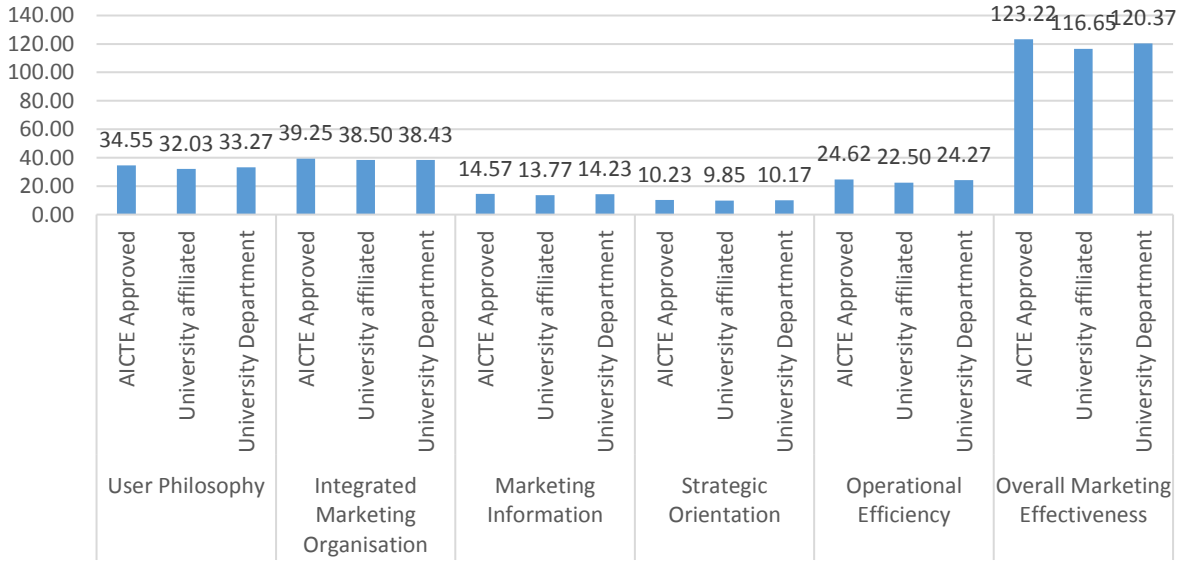
6.2.1 Marketing Effectiveness by Types of B-School

It was assumed that marketing effectiveness will vary according to the types of B-School. Thus, marketing effectiveness of B-Schools types are presented in below table.

TABLE 6.25: PERCEIVED MARKETING EFFECTIVENESS ACCORDING TO TYPE OF B-SCHOOL

Factors	Type of B-School	N	Mean	SD	F Value	DF	P Value
User Philosophy	AICTE Approved	60	34.55	5.04	2.895	2,149	0.058
	University affiliated	60	32.03	6.15			
	University Department	30	33.27	6.18			
Integrated Marketing Organisation	AICTE Approved	60	39.25	6.33	0.19	2,149	0.828
	University affiliated	60	38.50	8.53			
	University Department	30	38.43	7.65			
Marketing Information	AICTE Approved	60	14.57	1.22	3.978	2,149	0.021
	University affiliated	60	13.77	2.01			
	University Department	30	14.23	1.02			
Strategic Orientation	AICTE Approved	60	10.23	2.52	0.291	2,149	0.748
	University affiliated	60	9.85	3.23			
	University Department	30	10.17	2.76			
Operational Efficiency	AICTE Approved	60	24.62	4.40	3.174	2,149	0.045
	University affiliated	60	22.50	5.62			
	University Department	30	24.27	3.70			
Overall Marketing Effectiveness	AICTE Approved	60	123.22	13.24	2.926	2,149	0.057
	University affiliated	60	116.65	16.28			
	University Department	30	120.37	15.03			

FIGURE 6.44: MARKETING EFFECTIVENESS BY TYPE OF B-SCHOOL



It can be seen from the above figure and table that with regard to user philosophy AICTE approved B-School scored higher (mean=34.55) followed by University department (mean=33.27) and University affiliated (mean=32.03). In case of integrated marketing organization AICTE approved institutions scored higher (mean=39.25) followed by University

affiliated (mean=38.50) and marginally less scored by University department (mean=38.43). With regard to marketing information, strategic orientation and operational efficiency AICTE approved B-schools scored higher whereas University department and University affiliated B-schools were scored uniformly. In case of overall marketing effectiveness AICTE approved B-Schools scored highest (mean=123.22) followed by University department (mean=120.37) whereas, University affiliated colleges scored comparatively less (mean=116.65).

However, the calculated f value suggests that mean variation of marketing effectiveness variables except two variables namely integrated marketing organization and strategic orientation were statistically significant.

6.2.2 Marketing Effectiveness by Employees' Designation and Type of B-School

It was assumed that marketing effectiveness will vary according to the designation of teaching and non-teaching staff. Therefore, marketing effectiveness has been analysed according to respondents' Designation. Result in this regard are presented in below table.

TABLE 6.26: MARKETING EFFECTIVENESS BY EMPLOYEES' DESIGNATION AND TYPE OF B-SCHOOL.

Factors	Type of the Institute	Designation	Mean	S.D	N	F Value	DF	P Value
User Philosophy	AICTE Approved	Professor	31.86	8.12	14	0.89	6,149	0.5
		Associate Professor	35.95	3.89	21			
		Assistant Professor	34.43	7.58	23			
		Administrative	40	1.41	2			
	University affiliated	Professor	31.53	6.31	15			
		Associate Professor	31.53	9.37	17			
		Assistant Professor	32.72	8.06	25			
		Administrative	31.67	6.66	3			
	University Department	Professor	34.88	8.32	8			
		Associate Professor	35.25	9.22	7			
		Assistant Professor	31.55	6.55	11			
		Administrative	29.5	9.43	4			
Integrated Marketing Organisation	AICTE Approved	Professor	37.86	5.46	14	0.87	6,149	0.52
		Associate Professor	39.71	7.88	21			
		Assistant Professor	39.48	5.51	23			
		Administrative	41.5	4.95	2			
	University affiliated	Professor	39.2	7.49	15			
		Associate Professor	37.76	8.51	17			
		Assistant Professor	37.92	9.53	25			
		Administrative	44	5.29	3			
	University Department	Professor	40.75	3.81	8			
		Associate Professor	35.25	9.03	7			
		Assistant Professor	40.36	10.34	11			
		Administrative	35.25	2.99	4			
		Professor	14	3.53	14	0.34	6,149	0.91

Marketing Information	AICTE Approved	Associate Professor	15.24	2.34	21			
		Assistant Professor	14.48	4.20	23			
		Administrative	12.5	4.95	2			
	University affiliated	Professor	12.47	4.84	15			
		Associate Professor	14.29	4.30	17			
		Assistant Professor	14.04	3.49	25			
		Administrative	15	1.73	3			
	University Department	Professor	13.75	4.33	8			
		Associate Professor	13.25	5.38	7			
		Assistant Professor	14.55	3.70	11			
		Administrative	14.5	2.38	4			
Strategic Orientation	AICTE Approved	Professor	9.5	1.87	14	0.28	6,149	0.95
		Associate Professor	11.14	1.96	21			
		Assistant Professor	10	2.98	23			
		Administrative	8.5	4.95	2			
	University affiliated	Professor	9.13	3.34	15			
		Associate Professor	10.18	3.23	17			
		Assistant Professor	10.16	3.29	25			
		Administrative	9	3	3			
	University Department	Professor	9.875	3.18	8			
		Associate Professor	9.75	4.11	4			
		Assistant Professor	10.64	2.62	11			
		Administrative	9.25	2.5	4			
Operational Efficiency	AICTE Approved	Professor	23.5	4.86	14	0.48	6,149	0.83
		Associate Professor	25.95	4.27	21			
		Assistant Professor	24.30	6.41	23			
		Administrative	22	8.49	2			
	University affiliated	Professor	22.47	6.73	15			
		Associate Professor	21.41	8.32	17			
		Assistant Professor	23.32	5.68	25			
		Administrative	22	4	3			
	University Department	Professor	23.75	5.06	8			
		Associate Professor	22.75	6.13	7			
		Assistant Professor	25	5.59	11			
		Administrative	24	2.16	4			
Overall Marketing Effectiveness	AICTE Approved	Professor	116.71	19.86	14	0.39	6,149	0.88
		Associate Professor	128	16.98	21			
		Assistant Professor	122.7	23.41	23			
		Administrative	124.5	12.02	2			
	University affiliated	Professor	114.8	24.20	15			
		Associate Professor	115.18	29.91	17			
		Assistant Professor	118.2	27.25	25			
		Administrative	121.67	10.12	3			
	University Department	Professor	123	20.01	8			
		Associate Professor	116.3	32.72	7			

			Assistant Professor	122.09	24.89	11		
			Administrative	112.5	14.53	4		

FIGURE 6.45: USER PHILOSOPHY AND EMPLOYEES' DESIGNATION

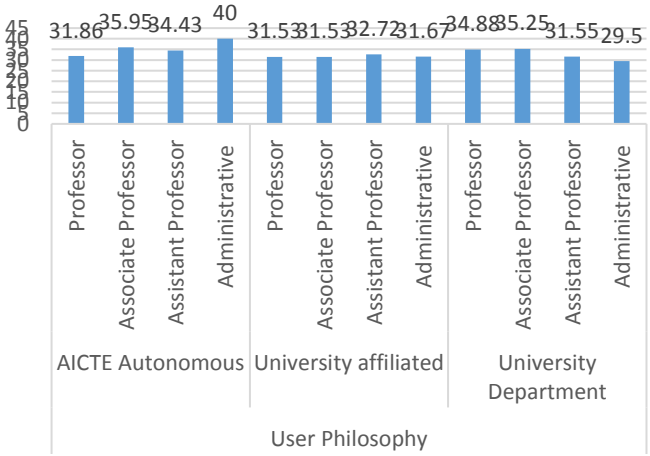


FIGURE 6.46: IMO AND EMPLOYEES' DESIGNATION

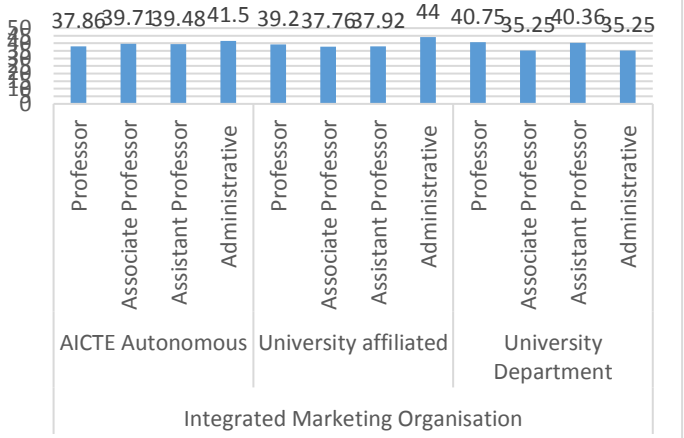


FIGURE 6.47: MI AND EMPLOYEES' DESIGNATION

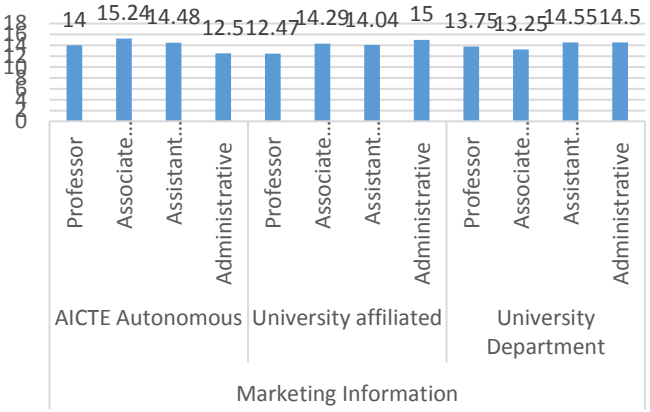


FIGURE 6.48: SO AND EMPLOYEES' DESIGNATION

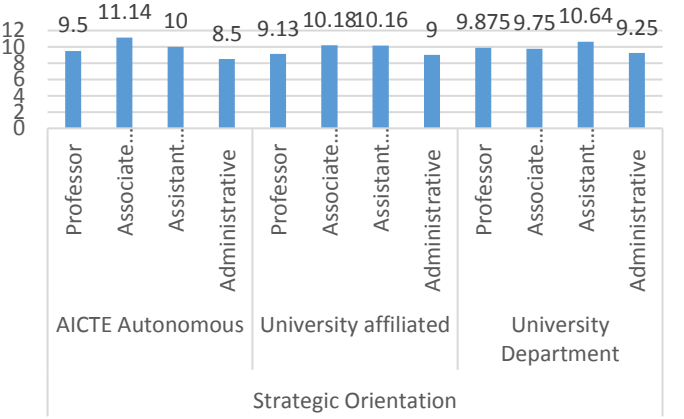


FIGURE 6.49: OE AND EMLOYEES' DESIGNATION

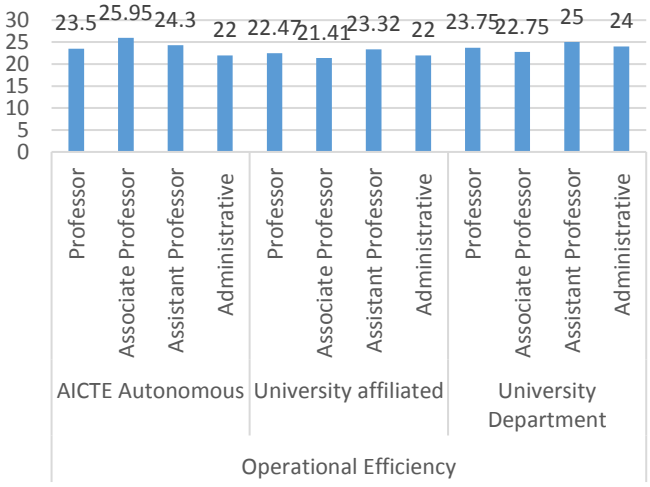
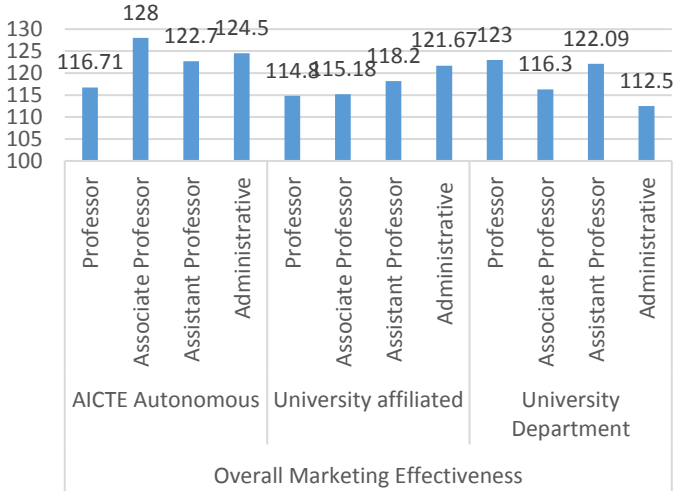


FIGURE 6.50: ME AND EMPLOYEES' DESIGNATION



User Philosophy

The above table and figures shows the market orientation among faculty members by their designation and type of institutes. It is evident from the table that with regards to user philosophy, faculty members from AICTE Approved institution have shown variations in mean scored ranges from 32 to 36 as opposed to administrative staff whose score is 40.The trend for university affiliated colleges have shown uniformity with a mean score of 32(approx.).Surprisingly, faculty members from University department have shown variations from 31.5 to 35(approx.), whereas the administrative staff have scored only 29.5.Interestingly the calculated F value suggest that mean variation in user philosophy perceived by faculty members of various types of Business schools is not significant.

Integrated Marketing Organization

It is visible from the table that with regards to an integrated marketing organization, faculty members from AICTE Approved institutes have scored values with not much variation from 38(approx.) to 40(approx.) as opposed to administrative staff with little higher score of 41.5. University affiliated institute's faculty members have also scored values with not much variations from 38(approx.) to 39(approx.) but the administrative staff have scored much higher value with a mean score of 44. Interestingly, University department's faculty members have shown significantly random variation scores from 35 to 41 and the administrative staff have scored slightly closer value to faculty members with a mean score of 35.25. Interestingly the calculated F value suggests that mean variation in integrated marketing organization perceived by faculty members of various types of Business schools is not significant.

Marketing Information

It can be seen from the table that with regards to marketing information, faculty members from AICTE Approved institutes have scored values with not much variations from 14(approx.) to 15(approx.) whereas the administrative staff have scored a little lesser mean score of 12.5. Surprisingly, University affiliated faculty members have shown random variations from 12(approx.) to 14(approx.), whereas the administrative staff scored little higher mean score of 15. The trend is similar for University department's faculty members where they have also shown random variations from 13(approx.) to 15(approx.) but the administrative staff have scored quite similar mean score of 14.5. Interestingly the calculated F value suggest that mean variation in marketing information perceived by faculty members of various types of Business schools is not significant.

Strategic Orientation

It is visible from the table that with regards to strategic orientation, faculty members from AICTE Approved institutes have scored values with random variations from 9(approx.) to 11(approx.) whereas the administrative staff have scored a little lesser mean score of 8.5. Surprisingly, University affiliated faculty members have scored values with not much variations from 9(approx.) to 10(approx.), whereas the administrative staff have scored quite closer mean score of 9. The trend is similar for University department's faculty members where they have also scored values with not much variations from 9.5(approx.) to 10.5(approx.) but the administrative staff have scored a little lesser mean score of 9.25. Interestingly the calculated F

value suggest that mean variation in strategic orientation perceived by faculty members of various types of Business schools is not significant.

Operational Efficiency

It can be seen from the table that with regards to operational efficiency, faculty members from AICTE Approved institutes have shown variations in scores from 23 to 26 approximately whereas the administrative staff have scored a little lesser mean score of 22. The trend is similar for University affiliated faculty members where they have scored ranges from 21(approx.) to 23(approx.), whereas the administrative staff scored little closer mean score of 22. University department's faculty members where they have also variations in mean score from 23(approx.) to 25 but the administrative staff have scored quite closer mean score of 24. Interestingly the calculated F value suggest that mean variation in operational efficiency perceived by faculty members of various types of Business schools is not significant.

Overall Marketing Effectiveness

It is evident from the table that in case of the overall marketing effectiveness in AICTE approved B-School Admin staff scored higher (mean=122.7) compared other designated faculty and with regard to University affiliated B-School also the similar results were noticed whereas University department professor scored higher (mean=123) compared to administrative staff and other designated faculty. However, F-value suggest that mean variation of overall marketing effectiveness is statistically not significant.

6.2.3 Marketing Effectiveness by Employees Gender and Type of B-Schools

It was assumed that marketing effectiveness will vary according to the gender of teaching and non-teaching staff. Therefore, marketing effectiveness has been analysed according to respondents' gender. Result in this regard are presented in below table.

TABLE 6.27: MARKETING EFFECTIVENESS BY EMPLOYEES' GENDER AND TYPE OF B-SCHOOLS.

Factors	Type of the Institute	Gender	Mean	S.D	N	F Value	DF	P Value
User Philosophy	AICTE Approved	Male	33.4	7.25	39	0.54	3,149	0.653
		female	36.6	4.98	21			
	University affiliated	Male	31.8	7.85	44			
		female	32.8	8.05	16			
	University Department	Male	31.6	7.5	16			
		female	34.3	8.09	14			
Integrated Marketing Organisation	AICTE Approved	Male	38.2	5.74	39	0.86	3,149	0.462
		female	41.2	7.01	21			
	University affiliated	Male	38.4	8.64	44			
		female	38.8	8.5	16			
	University Department	Male	39.9	7.39	16			
		female	37.8	8.57	14			
Marketing Information	AICTE Approved	Male	13.8	3.82	39	0.55	3,149	0.65
		female	16	2.13	21			
	University affiliated	Male	13.7	4.34	44			
		female	14	3.12	16			
	University Department	Male	13.8	3.71	16			
		female	14.5	4.08	14			
Strategic Orientation	AICTE Approved	Male	9.62	2.61	39	0.3	3,149	0.824
		female	11.4	1.91	21			
	University affiliated	Male	9.66	3.26	44			
		female	10.4	3.16	16			
	University Department	Male	9.4	3	16			
		female	10.9	2.61	14			
Operational Efficiency	AICTE Approved	Male	23.6	5.73	39	0.24	3,149	0.867
		female	26.5	4.23	21			
	University affiliated	Male	21.9	6.56	44			
		female	24.2	6.7	16			
	University Department	Male	23.9	4.76	16			
		female	24.5	5.35	14			
Overall Marketing Effectiveness	AICTE Approved	Male	119	20.7	39	0.38	3,149	0.766
		female	132	16.8	21			
	University affiliated	Male	115	26.4	44			
		female	120	26.5	16			
	University Department	Male	119	20.8	16			
		female	122	25.4	14			

FIGURE 6.51: UP AND EMPLOYEES' GENDER

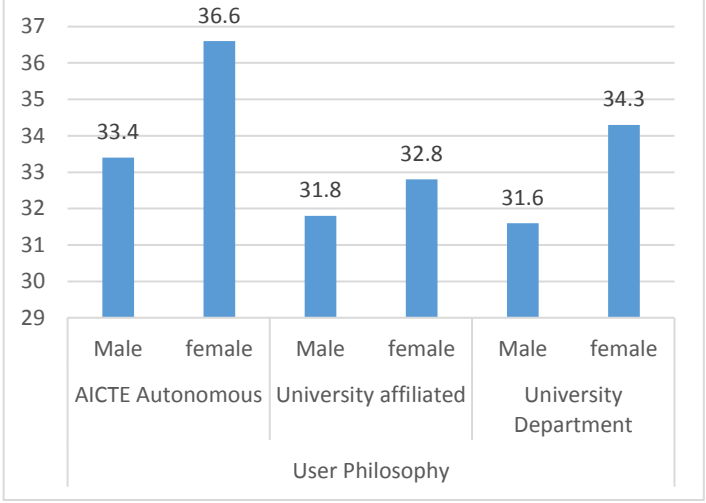


FIGURE 6.52: IMO AND EMPLOYEES' GENDER

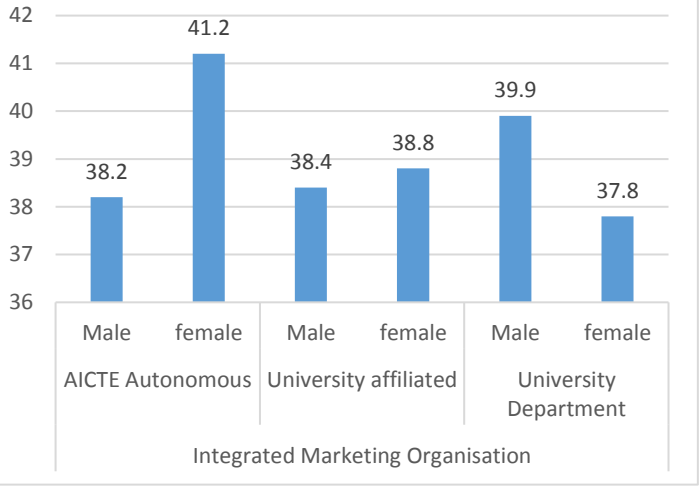


FIGURE 6.53: MI AND EMPLOYEES' GENDER

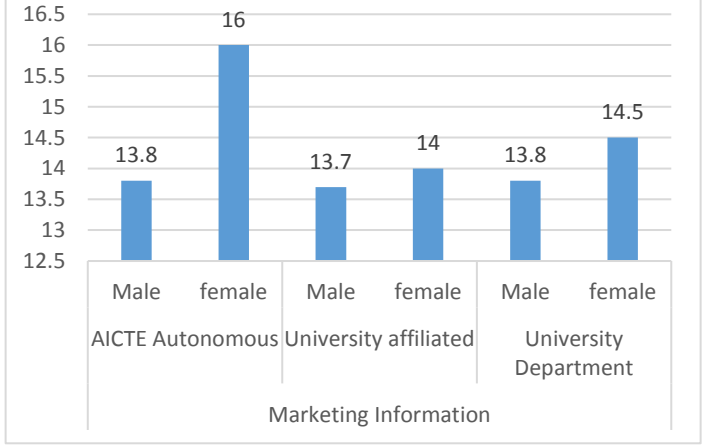


FIGURE 6.54: SO AND EMPLOYEES' GENDER

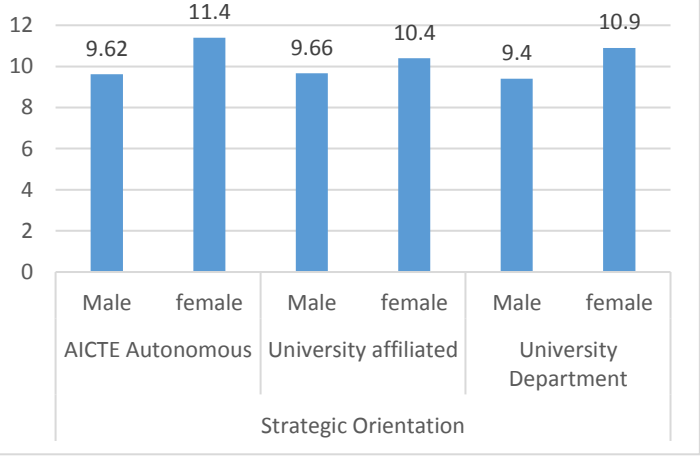


FIGURE 6.55: OE AND EMPLOYEES' GENDER

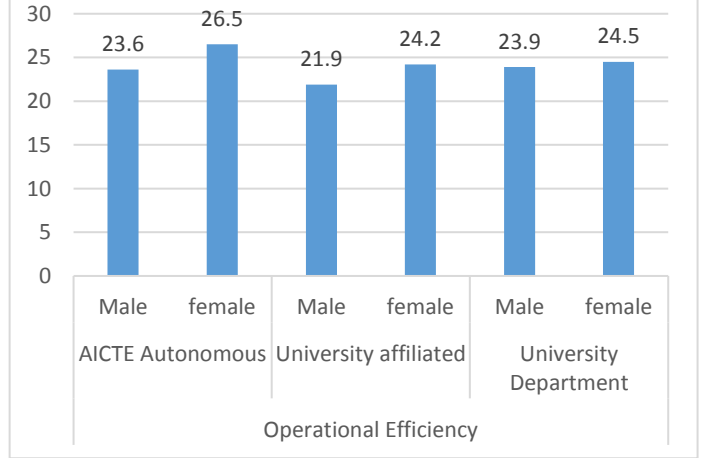
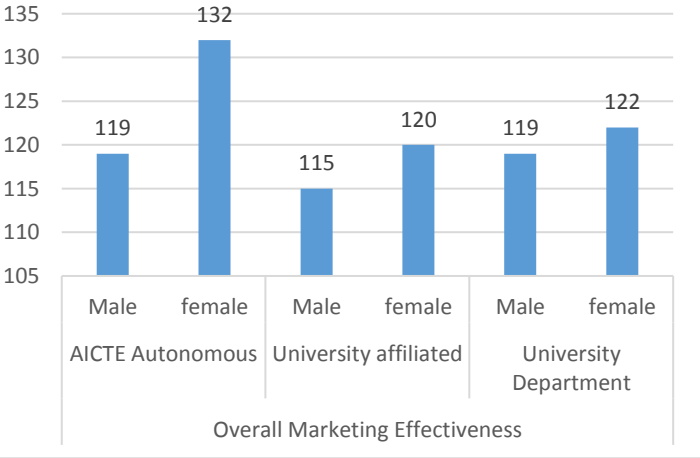


FIGURE 6.56: ME AND EMPLOYEES' GENDER



User Philosophy

The table shows the Market Orientation among faculty members according to their gender and type of Institutes. It is visible from the table that with regards to user philosophy female faculty members of AICTE Approved institutes have scored more with a mean score value of 36.6 than the male faculty members who got a mean score value of 33.4. The trend continued in faculty members of University affiliated colleges where female faculty members have scored slightly higher than the male faculty members with a mean score value of 32.8 over 31.8 I.e. male faculty's score. The above stated trend continued even more with University department's faculty members also where female faculties scored significantly higher than the male faculty members with a mean score of 34.3 over 31.6. The calculated F value suggest that mean variation in User Philosophy perceived by faculty members of various types of Business schools is not significant.

Integrated Marketing Organization

In terms of integrated marketing organization, male faculty members of AICTE Approved institutes have scored lesser than the female faculty members where male faculty members scored a mean score value of 38.2 & female faculty members scored a mean score value of 41.2 In University affiliated colleges faculty members of both the genders have shown uniformity with a mean score value of around 38. Opposing to the above trend, in University department's faculties, males have scored higher than the females with a mean score value of 39.9 over 37.8 The calculated F value suggest that mean variation in Integrated Marketing Organization perceived by faculty members of various types of Business schools is not significant.

Marketing Information

It is visible that in AICTE Approved institutes, female faculty members scored more than the male faculty members with a mean score value of 16 over 13.8. The trend was similar in University affiliated college's faculty members also as here also females scored higher than the males with a mean score value of 14 over 13.7. The trend continued with female faculty members scoring higher than the male faculty members in University department's faculty members but here the gap between the values shrined as females scored a mean score value of 14.5 and males scored 13.8. The calculated F value suggest that mean variation in Marketing Information perceived by faculty members of various types of Business schools is not significant.

Strategic Orientation

In terms of strategic orientation, the trend of female faculty members scoring more than the male faculty members continued in all the types of institutes whereas, the least mean score value of 9.4 was obtained by male faculty members of University department. The calculated F value suggest that mean variation in Strategic Orientation perceived by faculty members of various types of Business schools is not significant.

Operational Efficiency

The trend is the same in case of operational efficiency also with respect to all the types of institutes and thus in this segment also female faculty members scored more than the male

faculty members where female faculty members from AICTE Approved institutes scored the highest mean score value of 26.5 and the least mean score value was scored by the male faculty members of University affiliated colleges with a value of 21.9. The calculated F value suggest that mean variation in Operational Efficiency perceived by faculty members of various types of Business schools is not significant.

Overall Marketing Effectiveness

Overall marketing effectiveness also ended up showing up the same trend as mentioned earlier with the largest mean score value of 132 scored by the female faculty members of AICTE Approved institutes and the least value was scored by the male faculty members of University affiliated colleges. The calculated F value suggest that mean variation in Overall Marketing Effectiveness perceived by faculty members of various types of Business schools is not significant.

6.2.4 Marketing Effectiveness by Educational Qualification and Type of B-School

It was assumed that marketing effectiveness will vary according to the educational qualification of Faculty. Therefore, marketing effectiveness has been analysed according to respondents' educational qualification. Result in this regard are presented in below table.

TABLE 6.28: MARKETING EFFECTIVENESS BY EMPLOYEES' EDUCATIONAL QUALIFICATION AND TYPE OF B-SCHOOLS.

Factors	Type of the Institute	Educational Qualification	Mean	S.D	N	F Value	DF	P Value
User Philosophy	AICTE Approved	MBA/M.Phil.	34.7	6.2	26	1.451	6,149	0.2
		Ph.D. and above	34.1	7.1	34			
	University affiliated	MBA/M.Phil.	32.6	7.4	23			
		Ph.D. and above	30.7	8.2	37			
	University Department	MBA/M.Phil.	27.4	5.2	10			
		Ph.D. and above	35.9	7.8	17			
Integrated Marketing Organisation	AICTE Approved	MBA/M.Phil.	38.7	5.5	26	0.966	6,149	0.45
		Ph.D. and above	39.6	7	34			
	University affiliated	MBA/M.Phil.	37.2	9.2	23			
		Ph.D. and above	38.5	8.1	37			
	University Department	MBA/M.Phil.	40.8	10	10			
		Ph.D. and above	37.7	7.2	17			
Marketing Information	AICTE Approved	MBA/M.Phil.	14.6	4	26	0.287	6,149	0.94
		Ph.D. and above	14.4	3.1	34			
	University affiliated	MBA/M.Phil.	13.4	4.4	23			
		Ph.D. and above	13.8	4	37			
	University Department	MBA/M.Phil.	13.3	4.1	10			
		Ph.D. and above	14.6	3.8	17			
Strategic Orientation	AICTE Approved	MBA/M.Phil.	10.6	2.7	26	0.493	6,149	0.81
		Ph.D. and above	9.94	2.4	34			
	University affiliated	MBA/M.Phil.	9.84	3.5	23			
		Ph.D. and above	9.6	3.2	37			
	University Department	MBA/M.Phil.	9.78	2.9	10			
		Ph.D. and above	10.4	2.8	17			
Operational Efficiency	AICTE Approved	MBA/M.Phil.	24.4	6	26	0.433	6,149	0.86
		Ph.D. and above	24.7	5.1	34			
	University affiliated	MBA/M.Phil.	22.2	6.5	23			
		Ph.D. and above	21.9	6.8	37			
	University Department	MBA/M.Phil.	24.1	6.4	10			
		Ph.D. and above	24.4	4.2	17			
Overall Marketing Effectiveness	AICTE Approved	MBA/M.Phil.	123	19	26	0.338	6,149	0.92
		Ph.D. and above	123	21	34			
	University affiliated	MBA/M.Phil.	115	27	23			
		Ph.D. and above	115	26	37			
	University Department	MBA/M.Phil.	115	28	10			
		Ph.D. and above	123	23	17			

FIGURE 6.57: UP AND EDU.QUALIFICATION OF FACULTY

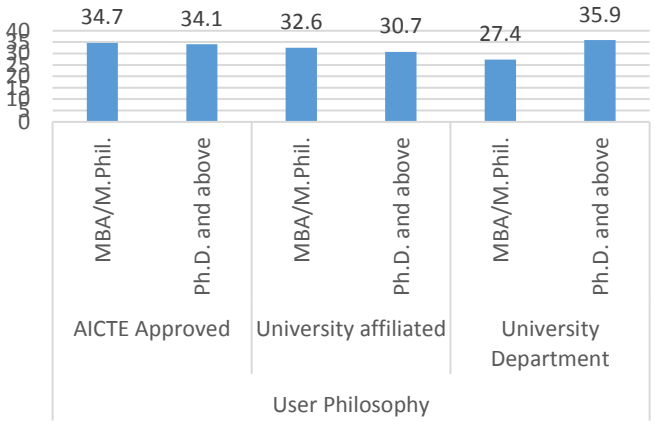


FIGURE 6.58: IMO AND FACULTY EDU.QUALIFICATION

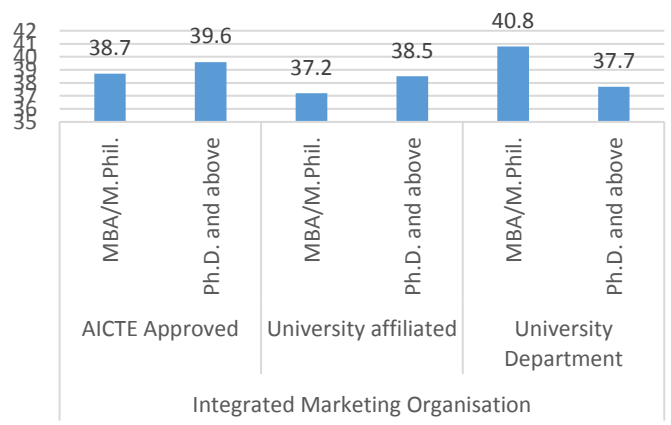


FIGURE 6.59: MI AND FACULTY EDU.QUALIFICATION

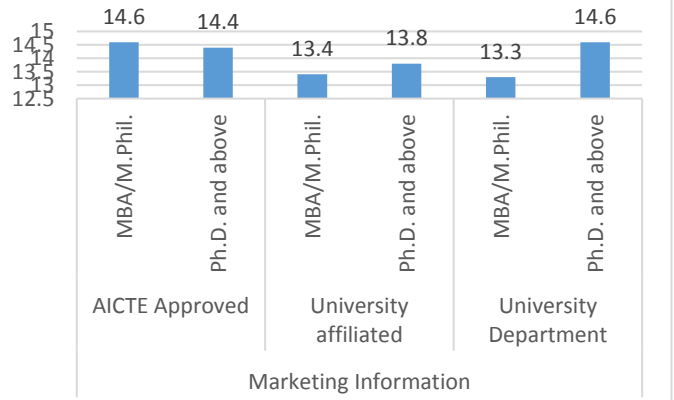


FIGURE 6.60: SO AND FACULTY EDU.QUALIFICATION

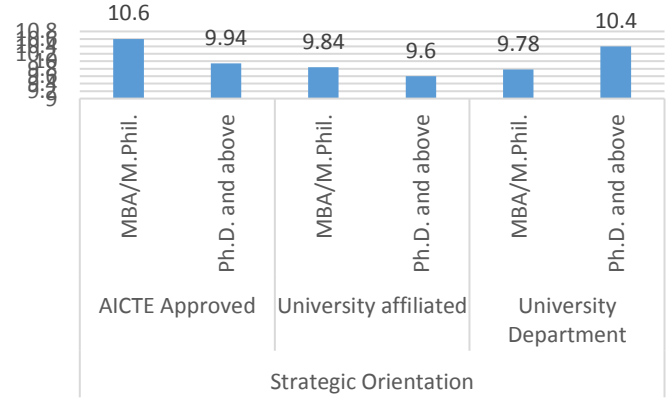


FIGURE 6.61: OE AND FACULTY EDU.QUALIFICATION

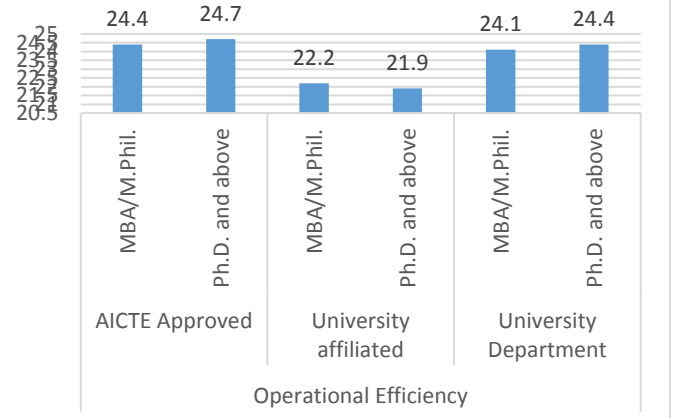
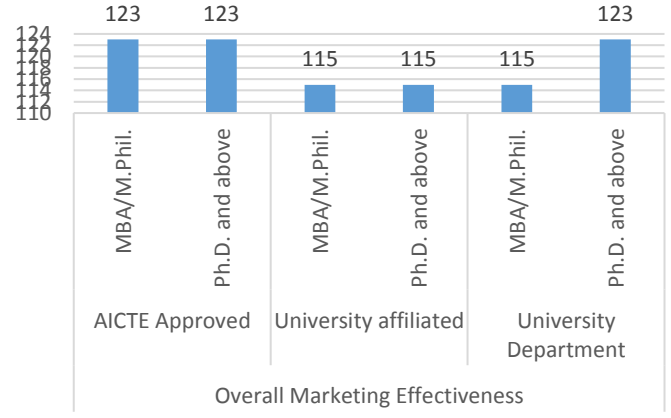


FIGURE 6.62: ME AND FACULTY EDU.QUALIFICATION



User Philosophy

The table shows the market orientation among faculty members by their educational qualification and type of institutes. It is visible from the table that the faculty members from AICTE Approved institutes have scored random values ranging from 34 to 43 according to different educational qualifications they possess where faculty members with M.Phil. qualification has scored the maximum mean score value of 43. The trend is the same in University affiliated college's faculty members also where faculty members with M.Phil. qualifications have scored the maximum mean score value of 39.3 and the rest have scored random values ranging from 30 to 39. The trend remains the same for University department's faculty members also where the lowest score of 27.4 is obtained by the faculty members with MBA or equivalent educational qualification and the maximum value of 39 was scored by the faculty members having M.Phil. qualification. The calculated F value suggest that mean variation in User Philosophy perceived by faculty members of various types of Business schools is not significant.

Integrated Marketing Organization

It is visible from the table that the faculty members of AICTE Approved institutes have scored random values according to different qualifications they possess between 36 to 46. The trend continues as University affiliated college's faculty members also have scored random values with lowest mean score value of 35 obtained by faculty members having Post-Doctoral qualification and the maximum value of 46.3 was obtained by the faculty members having M.Phil. qualification. In terms of University department's faculty members, the values range between 35 to 41 with least value of 35 scored by faculty members having M.Phil. qualification and the maximum value of 40.7 was scored by the faculty members having Post-Doctoral qualification. The calculated F value suggest that mean variation in Integrated Marketing Organization perceived by faculty members of various types of Business schools is not significant.

Marketing Information

In AICTE Approved institutes, faculty members with MBA or equivalent & Ph.D. qualification showed uniformity in the mean score around 14 whereas faculty members with Post-Doctoral & M.Phil. qualification have shown uniformity in the mean score value with a value of 17. In terms of University affiliated college's faculty members, faculty members have scored random values between 12 to 16. University department's faculty members have also followed the trend by scoring random values according to their different educational qualifications with values ranging from 12 to 18. The calculated F value suggest that mean variation in Marketing Information perceived by faculty members of various types of Business schools is not significant.

Strategic Orientation:

In AICTE Approved institutes random values were scored by the faculty members according to their educational qualifications but the least score was obtained by the faculty members with Ph.D. qualification with a mean score value of 9.94 and the maximum value was obtained by the faculty members having Post-Doctoral qualification with a mean score value of 12. In

University affiliated colleges faculty members have scored with very less gap and values between 9 to 12. The trend in University department's faculty members is nearly the same except the range of score is between 9 to 13. The calculated F value suggest that mean variation in Strategic Orientation perceived by faculty members of various types of Business schools is not significant.

Operational Efficiency

In AICTE Approved institutes, faculty members have scored uniform scores of around 24 except faculty members with Post-Doctoral educational qualification who have scored significantly higher with a mean score value of 30. In terms of University affiliated colleges, faculty members have scored random values ranging from 21 to 28. In University department's faculty members, the faculties with educational qualifications of MBA or equivalent & Ph.D. have scored uniform values of around 24, whereas the least score of 22 was scored by the faculty members with Post-Doctoral qualification and the highest mean score value of 27 was obtained by the faculty members with M.Phil. qualification. The calculated F value suggest that mean variation in Operational Efficiency perceived by faculty members of various types of Business schools is not significant.

Overall Marketing Effectiveness

In AICTE Approved institutes the faculty members with MBA or equivalent & Ph.D. qualification have scored a uniform mean score value of 123 whereas faculty members with an educational qualification of Post-Doctoral have scored the maximum value of 143. In terms of University affiliated college's faculty members, the faculties have scored uniform values of around 115 whereas the faculty members with M.Phil. qualification have scored significantly higher than others with a mean score value of 142. University department's faculty members have scored random mean score values with values between 115 to 132. The calculated F value suggest that mean variation in Overall Marketing Effectiveness perceived by faculty members of various types of Business schools is not significant.

6.2.5 Marketing Effectiveness by Teaching Experience and Type of B-School

It was assumed that marketing effectiveness will vary according to the teaching experience of faculty. Therefore, marketing effectiveness has been analysed according to respondents' teaching experience. Result in this regard are presented in below table.

TABLE 6.29: MARKETING EFFECTIVENESS AMONG FACULTY MEMBERS BY THEIR YEARS OF TEACHING EXPERIENCE AND TYPES OF B-SCHOOLS.

Factors	Type of the Institute	Years of Teaching Experience	Mean	SD	N	F Value	DF	P Value
User Philosophy	AICTE Approved	0-10 Years	34.8	6.2	24	0.97	6,149	0.45
		11-20 Years	35.3	5.7	21			
		21 Years and More	33.8	8.5	15			
	University affiliated	0-10 Years	32.8	8.1	28			
		11-20 Years	30.2	7.2	16			
		21 Years and More	32.5	8.2	16			

	University Department	0-10 Years	30.7	8.5	6			
		11-20 Years	31.9	8.1	14			
		21 Years and More	37	6.4	7			
Integrated Marketing Organisation	AICTE Approved	0-10 Years	38.8	4.2	24	0.79	6,149	0.58
		11-20 Years	39.4	8.2	21			
		21 Years and More	40.3	6.5	15			
	University affiliated	0-10 Years	39.5	9.2	28			
		11-20 Years	36.7	8.1	16			
		21 Years and More	38.6	7.9	16			
	University Department	0-10 Years	43.7	5.4	6			
		11-20 Years	37.1	9.4	14			
		21 Years and More	37.7	4.2	7			
Marketing Information	AICTE Approved	0-10 Years	14.8	3.1	24	0.43	6,149	0.86
		11-20 Years	14.5	3.9	21			
		21 Years and More	14.4	3.6	15			
	University affiliated	0-10 Years	14.5	4.1	28			
		11-20 Years	13.3	3.3	16			
		21 Years and More	13	4.5	16			
	University Department	0-10 Years	14.7	4.1	6			
		11-20 Years	13.4	3.9	14			
		21 Years and More	14.7	3.9	7			
Strategic Orientation	AICTE Approved	0-10 Years	11	2.1	24	0.71	6,149	0.64
		11-20 Years	10.2	2.5	21			
		21 Years and More	9	2.8	15			
	University affiliated	0-10 Years	10	3.6	28			
		11-20 Years	9.38	2.8	16			
		21 Years and More	10	3	16			
	University Department	0-10 Years	11	2.8	6			
		11-20 Years	9.36	3.1	14			
		21 Years and More	10.7	2.9	7			
		11-20 Years	12	.	1			
Operational Efficiency	AICTE Approved	0-10 Years	25.4	4.4	24	0.2	6,149	0.98
		11-20 Years	24.2	6.8	21			
		21 Years and More	24.1	5	15			
	University affiliated	0-10 Years	24	6.2	28			
		11-20 Years	21.6	6.3	16			
		21 Years and More	20.8	7.4	16			
	University Department	0-10 Years	25.5	5.2	6			
		11-20 Years	23.3	5.3	14			
		21 Years and More	24.3	4.5	7			
Overall Marketing Effectiveness	AICTE Approved	0-10 Years	125	16	24	0.42	6,149	0.87
		11-20 Years	124	23	21			
		21 Years and More	122	22	15			
	University affiliated	0-10 Years	121	27	28			
		11-20 Years	111	24	16			
		21 Years and More	115	27	16			
	University Department	0-10 Years	126	24	6			
		11-20 Years	115	24	14			
		21 Years and More	124	19	7			

FIGURE 6.63: UP AND FACULTY TEACHING EXPERIENCE

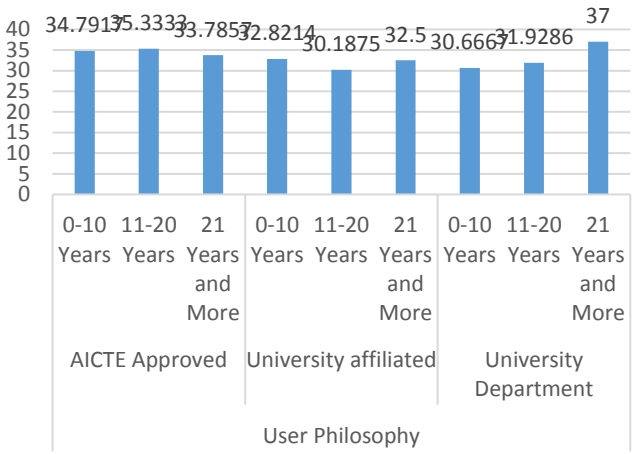


FIGURE 6.64:IMO AND FACULTY TEACHING EXP.

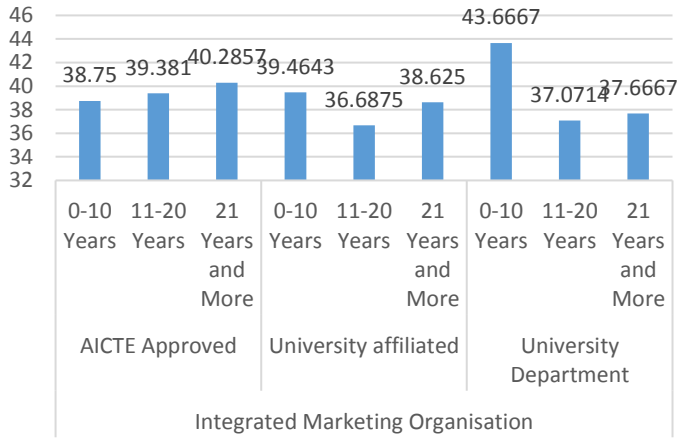


FIGURE 6.65: MI AND FACULTY TEACHING EXP.

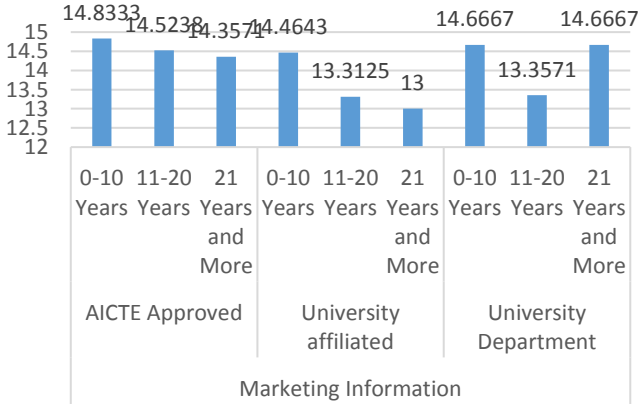


FIGURE 6.66: SO AND FACULTY TEACHING EXP.

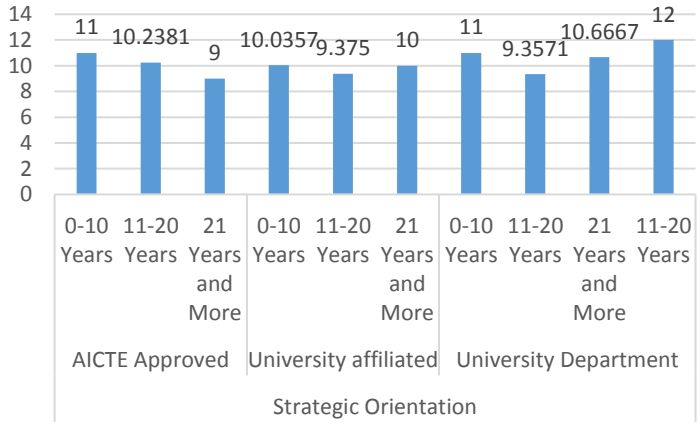


FIGURE 6.67: OE AND FACULTY TEACHING EXP.

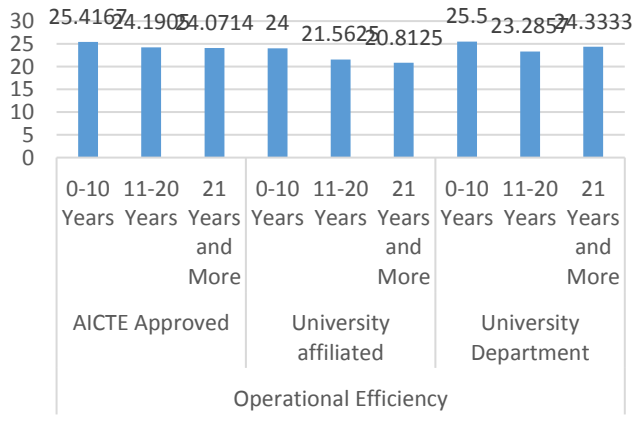
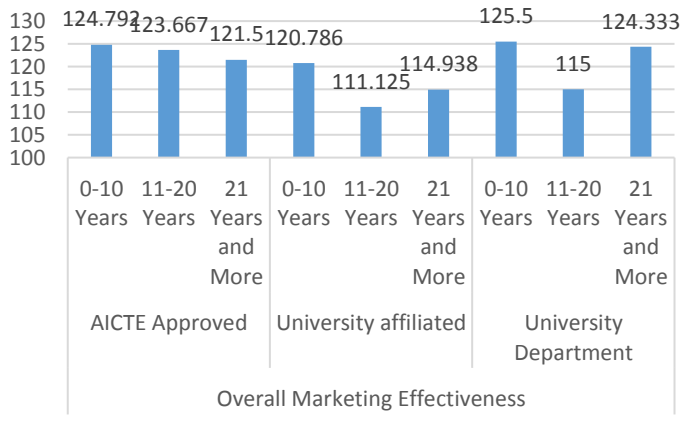


FIGURE 6.68: ME AND FACULTY TEACHING EXP.



User Philosophy

The table shows the market orientation among faculty members by their years of teaching experience and type of institutes. It is visible from the table that faculty members from AICTE Approved institutes have scored between 23 to 35 where faculty members having 11-20 years of experience have scored the highest with a mean score value of 35.3 whereas faculty members with the most teaching of more than 30 years have scored the least with a mean score value of 23.The trend is somewhat similar in University affiliated college's faculty members also where random values are scored but the distinct factor is that faculty members with the least and most teaching experience I.e. faculties with 0-10 years and 21-30 years of teaching experience have scored similar values of around 32 whereas the value differs in other segments. The trend of scoring similar still prevailed in University department's faculty members but the difference is that initially faculties scored increasing values with increase in teaching experience i.e. the mean score values increased from 31 to 32 but then the values showed a down trend after faculties attained a teaching experience of 21 years and above where values decreased from 37 to 32.The calculated F value suggest that mean variation in User Philosophy perceived by faculty members of various types of Business schools is not significant.

Integrated Marketing Organization

AICTE Approved institute's faculty members scored increasing values with increase in teaching experience with score ranging from 38 to 41 except the faculty members with the most teaching experience of 30 years and above, who scored the least mean score value of 34.

University affiliated college's faculty members scored with increase in their teaching experience ranging from 36.6 to 39.4. University department's faculty members scored more where faculty members with 0-10 years of experience scored above average mean score value in the segment with a value of 43.6 whereas faculty members with teaching experience of 11-20 years and 21-30 years have scored a mean score value of around 37 and the faculty members with the most teaching experience of more than 30 years have scored the highest mean score in the segment with a value of 45. The calculated F value suggest that mean variation in Integrated Marketing Organization perceived by faculty members of various types of Business schools is not significant.

Marketing Information

AICTE Approved institute's faculty members have shown uniformity in mean score value with values of around 14 except faculties with the most teaching experience of more than 30 years, who have scored the least with a mean score value of 12.University affiliated college's faculty members have scored decreasing values with increase in their teaching experience with the highest mean score value of 14.4 scored by faculty members with 0-10 years of teaching experience and the least mean score value of 13 scored by faculty members with 21-30 years of teaching experience. University department's faculty members have scored random values where faculties with 0-10 years and 21-30 years of teaching experience have scored same values of 14.6 whereas faculties with 11-20 years of teaching experience have scored the least mean score value of 13.3 and the faculty members with the most teaching experience of more than 30 years have scored the most with a mean score value of 18. The calculated F value suggest that mean variation in Marketing Information perceived by faculty members of various types of

Business schools is not significant.

Strategic Orientation

AICTE Approved institute's faculty members have scored decreasing mean score values with increase in their teaching experience with values ranging between 11 to 9. University affiliated college's faculty members have shown uniformity in the least and the most years of teaching experience by scoring mean score values of around 10 whereas faculties with 11-20 years of teaching experience have scored slightly lower with a mean score value of 9.4. University department's faculty members have shown the same trend as the University affiliated college's faculty members by scoring uniform scores in the segments having the least and the most teaching experience with a mean score value of 11 whereas other faculties have scored random values of around 9 and 10. The calculated F value suggest that mean variation in Strategic Orientation perceived by faculty members of various types of Business schools is not significant.

Operational Efficiency

AICTE Approved institute's faculty members have scored decreasing values with increasing teaching experience with the highest mean score value of 25.4 and the lowest mean score value of 22. The above mentioned trend was followed by the faculty members of University affiliated colleges also as they have also scored decreasing values with increase in teaching experience with the highest mean score value of 24 and the lowest mean score value of 20.8.

The trend changed in University department's faculty members as they have scored with increase in teaching experience score ranging between 23 to 27 where the least value of 23.3 is scored by faculty members with 11-20 years of teaching experience and the highest value of 27 is scored by the faculty members with the most teaching experience of more than 30 years. The calculated F value suggest that mean variation in Operational Efficiency perceived by faculty members of various types of Business schools is not significant.

Overall Marketing Effectiveness

AICTE Approved institute's faculty members have shown a down trend in mean score values with increase in their teaching experience with the highest mean score value of 124.8 obtained by the faculty members with the least teaching experience of 0-10 years and the lowest mean score value of 100 is obtained by the faculty members with the most teaching experience of more than 21 years. The trend altered in University affiliated college's faculty members as they have scored random values ranging between 111 to 120. The trend of scoring continued as University department's faculty members also scored similar with the highest mean score value of 133 scored by the faculty members with the most teaching experience of more than 30 years and the least value of 115 was scored by the faculty members with 11-20 years of teaching experience. UGC autonomous institute's faculty members have scored increasing values with increasing teaching experience with the highest mean score of 126 and the least mean score of 121.5. The calculated F value suggest that mean variation in Overall Marketing Effectiveness perceived by faculty members according to the years of teaching experience of various types of Business schools is not significant.

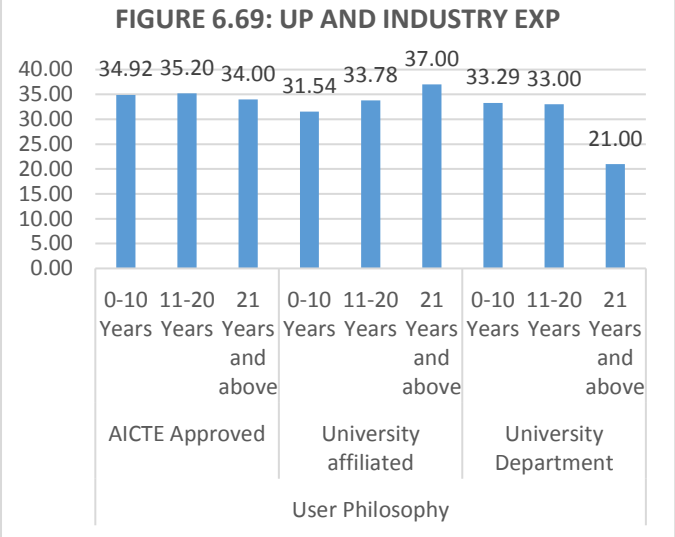
6.2.6 Marketing Effectiveness by Employees' Industry Experience

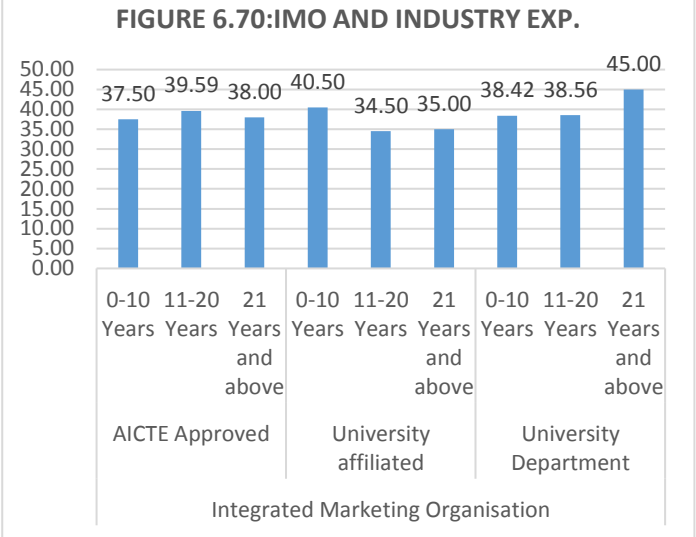
It was assumed that marketing effectiveness will vary according to the industry experience of faculty. Therefore, marketing effectiveness has been analysed according to respondents' industry experience. Result in this regard are presented in below table.

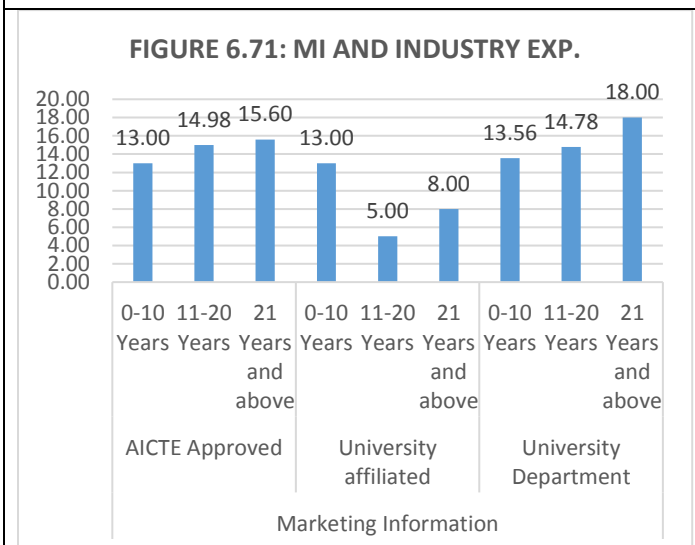
TABLE 6.30: MARKETING EFFECTIVENESS AMONG FACULTY MEMBERS BY THEIR YEARS OF INDUSTRY EXPERIENCE AND TYPES OF INSTITUTES.

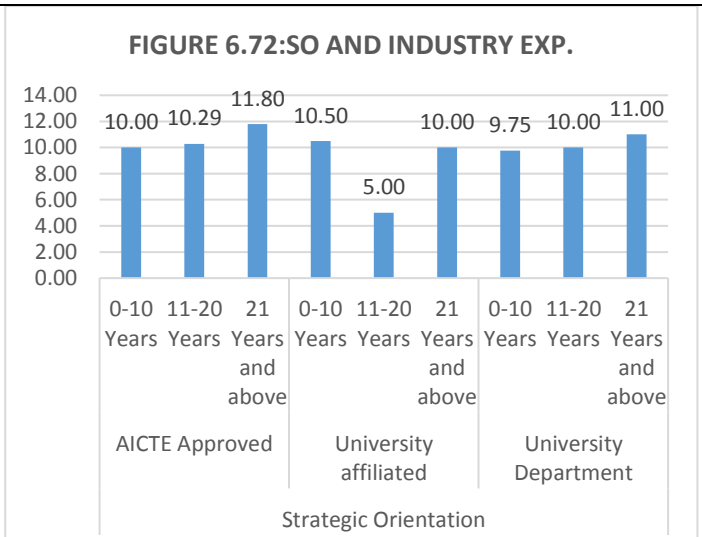
Factors	Type of the Institute	Years of Industry Experience	Mean	S.D	N	F Value	DF	P Value
User Philosophy	AICTE Approved	0-10 Years	34.92	6.57	51	1.049	7,149	0.4
		11-20 Years	35.20	7.01	5			
		21 Years and above	34.00	5.66	4			
	University affiliated	0-10 Years	31.54	8.43	49			
		11-20 Years	33.78	5.21	9			
		21 Years and above	37.00	0.00	2			
	University Department	0-10 Years	33.29	7.05	21			
		11-20 Years	33.00	10.20	5			
		21 Years and above	21.00	0.00	1			
Integrated Marketing Organisation	AICTE Approved	0-10 Years	37.50	0.71	51	0.38	7,149	0.91
		11-20 Years	39.59	6.65	5			
		21 Years and above	38.00	6.04	4			
	University affiliated	0-10 Years	40.50	0.71	49			
		11-20 Years	34.50	4.95	9			
		21 Years and above	35.00	0.00	2			
	University Department	0-10 Years	38.42	8.70	21			
		11-20 Years	38.56	9.23	5			
		21 Years and above	45.00	0.00	1			
Marketing Information	AICTE Approved	0-10 Years	13.00	0.00	51	1.499	7,149	0.17
		11-20 Years	14.98	3.07	5			
		21 Years and above	15.60	1.82	4			
	University affiliated	0-10 Years	13.00	5.66	49			
		11-20 Years	5.00	1.41	9			
		21 Years and above	8.00	0.00	2			

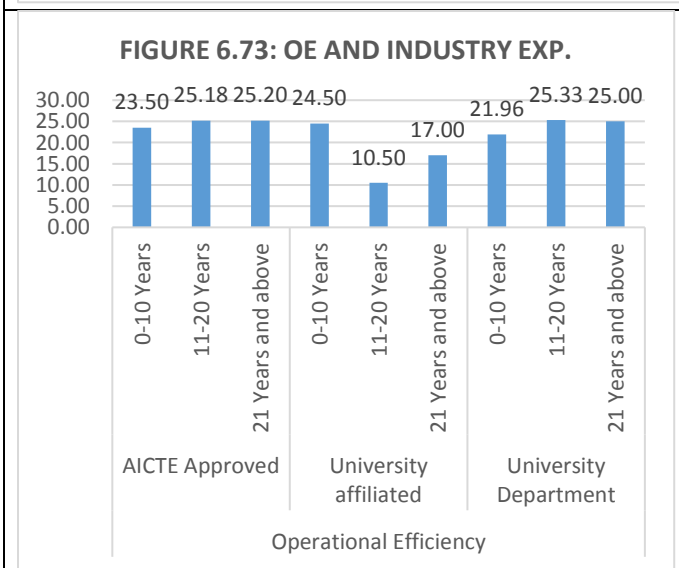
	University Department	0-10 Years	13.56	4.17	21			
		11-20 Years	14.78	3.03	5			
		21 Years and above	18.00	0.00	1			
Strategic Orientation	AICTE Approved	0-10 Years	10.00	1.41	51	1.132	7,149	0.35
		11-20 Years	10.29	2.42	5			
		21 Years and above	11.80	2.17	4			
	University affiliated	0-10 Years	10.50	2.12	49			
		11-20 Years	5.00	0.00	9			
		21 Years and above	10.00	0.00	2			
	University Department	0-10 Years	9.75	3.28	21			
		11-20 Years	10.00	3.57	5			
		21 Years and above	11.00	0.00	1			
Operational Efficiency	AICTE Approved	0-10 Years	23.50	3.54	51	1.226	7,149	0.29
		11-20 Years	25.18	4.68	5			
		21 Years and above	25.20	7.40	4			
	University affiliated	0-10 Years	24.50	2.12	49			
		11-20 Years	10.50	3.54	9			
		21 Years and above	17.00	0.00	2			
	University Department	0-10 Years	21.96	6.89	21			
		11-20 Years	25.33	5.22	5			
		21 Years and above	25.00	0.00	1			
Overall Marketing Effectiveness	AICTE Approved	0-10 Years	119.0	5.66	51	0.901	7,149	0.51
		11-20 Years	125.0	19.54	5			
		21 Years and above	125.8	16.90	4			
	University affiliated	0-10 Years	122.5	16.26	49			
		11-20 Years	79.0	16.97	9			
		21 Years and above	102.0	0.00	2			
	University Department	0-10 Years	115.2	27.25	21			
		11-20 Years	122.4	24.33	5			
		21 Years and above	136.0	0.00	1			

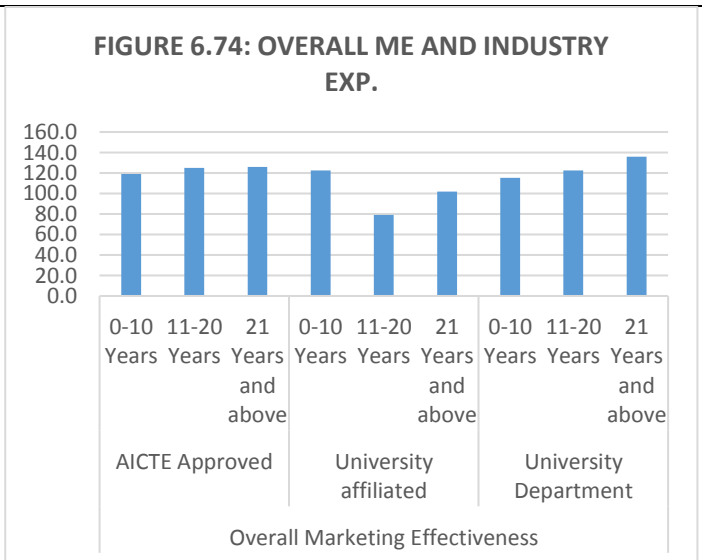












User Philosophy

The table shows the market orientation among faculty members by their years of Industry

experience and type of institutes. It can be seen from the table that the faculty members from AICTE Approved institutes have shown uniformity in the mean score values by scoring a value of around 35 except faculty members with 21-30 years of industry experience who have scored slightly less with a mean score value of 34 and the faculty members with the most industry experience of more than 30 years have scored the least with a mean score value of 24.
University affiliated college's faculty members have scored ranging between 31 to 37 with the highest mean score of 37 scored by the faculty members having industry experience of 21-30 years and the lowest score of 31.5 is scored by the faculty members with 0-10 years of industry experience. University department's faculty members have shown a change in trend by scoring decreasing values with increase in industry experience where the highest value of 33.3 is scored by faculty members with 0-10 years of industry experience and the lowest score of 21 is scored by the faculty members with 21-30 years of industry experience.
The calculated F value suggest that mean variation in User Philosophy perceived by faculty members of various types of Business schools is not significant.

Integrated Marketing Organization

AICTE Approved institute's faculty members have scored random values with values ranging between 34 to 41 with the lowest mean score value of 34.5 scored by faculty members with the most industry experience of more than 30 years and the highest mean score value of 40.5 scored by the faculty members with 21-30 years of industry experience. University affiliated college's faculty members have continued the trend as they have also scored ranging between 35 to 45 where faculty members with no industry experience have scored the least mean score value of 35 and the faculty members with 21-30 years of industry experience have scored the highest with a mean score value of 45.University department's faculty member's mean scores are uniform with a mean score value of around 39 of faculties having 0-10 years and 11-20 years of industry experience whereas the score drastically dropped for the faculty members with 21-30 years of industry experience who have scored a mean score value of 31
The calculated F value suggest that mean variation in Integrated Marketing Organization perceived by faculty members of various types of Business schools is not significant.

Marketing Information

AICTE Approved institute's faculty members have scored between 5 to 16 with the highest value of 15.6 scored by faculty members having 11-20 years of industry experience and the lowest score of 5 is scored by the faculty members with the most industry experience of more than 30 years. University affiliated college's faculty members have scored increasing values between 8 to 18 with increase in their industry experience except faculty members with more than 30 years of industry experience who have scored an above average score of 16. University department's faculty members have scored between 13 to 15 with the highest value of 14.8 scored by faculties having 11-20 years of industry experience whereas the least mean score value of 13 was scored by faculty members with 21-30 years of industry experience. The calculated F value suggest that mean variation in Marketing Information perceived by faculty members of various types of Business schools is not significant.

Strategic Orientation

AICTE Approved institute's faculty members have scored between 5 to 12 with the highest mean score value of 11.8 scored by faculties having 11-20 years of industry experience and the lowest score of 5 is scored by the faculty members with the most industry experience of more than 30 years. University affiliated college's faculty members have shown uniformity in mean score values scored with initial increase in industry experience with a value of around 10 whereas there is a slight increase in mean score values after faculties obtaining 21-30 years of industry experience who have scored a mean score value of 11 and the faculties with more than 30 years of experience who have scored a mean score value of 12. University department's faculty members have scored random values with values between 6 to 11 with the highest mean score value of 11.4 scored by the faculties with 11-20 years of industry experience and the lowest score of 6 is obtained by the faculties having more than 30 years of industry experience. The calculated F value suggest that mean variation in Strategic Orientation perceived by faculty members of various types of Business schools is not significant.

Operational Efficiency

AICTE Approved institute's faculty members have scored near to 24 and 25 except faculties with more than 30 years of industry experience as they have scored the least with a mean score of 10.5. University affiliated college's faculty members have scored increasing mean score with increase in their industry experience with the highest mean score of 26 scored by the faculties having more than 30 years of industry experience and the lowest mean score of 17 is scored by faculties with no industry experience. University department's faculty members have continued the trend and have scored increasing values with the highest mean score value of 26 scored by faculties with 21-30 years of industry experience and the lowest score of 24 is scored by faculties with 0-10 years of industry experience. The calculated F value suggest that mean variation in Operational Efficiency perceived by faculty members of various types of Business schools is not significant.

Overall Marketing Effectiveness

AICTE Approved institute's faculty members have shown increase in mean score values scored with initial increase in industry experience with a values between 119 to 126 whereas there is decrease in mean score for faculties obtaining 21-30 years of industry experience who have scored a mean score value of 123 and the faculties with more than 30 years of experience who have scored the least with a mean score of 79. University affiliated college's faculty members have scored increasing mean score with increase in their industry experience except faculties with more than 30 years of industry experience who have scored an above average score of 128 and the highest mean score of 136 is scored by the faculties having 21-30 years of industry experience and the lowest mean score value of 102 is scored by faculties with no industry experience. University department's faculty members have scored between 97 to 123 with the highest mean score value of 123 scored by the faculties with 11-20 years of industry experience and the lowest score of 97 is obtained by the faculties having 21-30 years of industry experience. The calculated F value suggest that mean variation in Overall Marketing Effectiveness perceived by faculty members of various types of Business schools is not significant.

6.2.7 Marketing Effectiveness by Type of Courses Offered

It was assumed that marketing effectiveness will vary according to the type of course offered by the institute. Therefore, marketing effectiveness has been analysed according to the type of courses offered by the type of institute. Result in this regard are presented in table 6.31.

TABLE 6.31: MARKETING EFFECTIVENESS BY THE TYPES OF COURSES OFFERED BY THE B-SCHOOL AND THE TYPE OF B-SCHOOLS.

Factors	Type of the Institute	Courses Offered	Mean	SD	N	F Value	DF	P Value
User Philosophy	AICTE Approved	PGDM	34.5	6.7	59	0.03	2	0.969
		Other	38		1			
	University affiliated	MBA	31.7	7.8	57			
		Other	39	4.4	3			
	University Department	MBA	33.3	7.7	30			
Integrated Marketing Organisation	AICTE Approved	PGDM	39.2	6.4	59	0.36	2	0.701
		Other	41		1			
	University affiliated	MBA	38.2	8.6	57			
		Other	44	5.6	3			
	University Department	MBA	38.4	7.7	30			
Marketing Information	AICTE Approved	PGDM	14.6	3.5	59	0.58	2	0.562
		Other	15		1			
	University affiliated	MBA	13.6	4.1	57			
		Other	16.7	1.2	3			
	University Department	MBA	14.2	3.6	30			
Strategic Orientation	AICTE Approved	PGDM	10.2	2.5	59	0.73	2	0.484
		Other	12		1			
	University affiliated	MBA	9.7	3.2	57			
		Other	12.7	2.1	3			
	University Department	MBA	10.2	2.8	30			
Operational Efficiency	AICTE Approved	PGDM	24.6	5.4	59	0.69	2	0.502
		Other	24		1			
	University affiliated	MBA	22.3	6.7	57			
		Other	27.3	3.2	3			
	University Department	MBA	24.3	4.7	30			
Overall Marketing Effectiveness	AICTE Approved	PGDM	123	20	51	0.38	2,149	0.682
		MBA	122	26	7			
		Other	127	5	2			
	University affiliated	PGDM	124	.	1			
		MBA	115	27	56			
		Other	140	14	3			
	University Department	MBA	120	23	27			

FIGURE 6.75: UP AND COURSES OFFERED

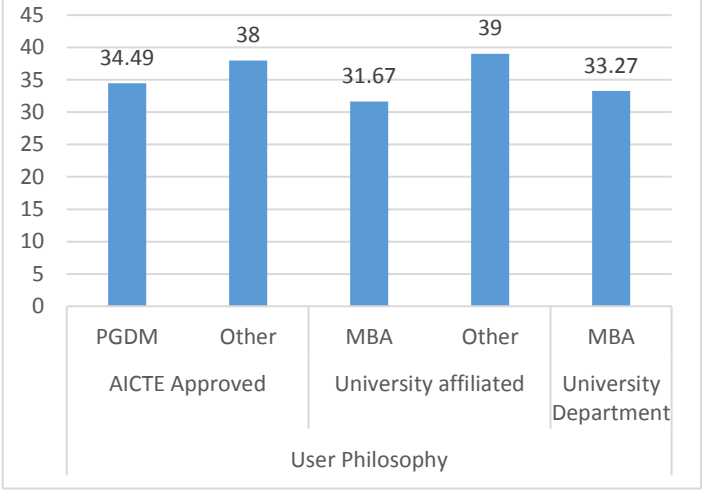


FIGURE 6.76: IMO AND COURSES OFFERED

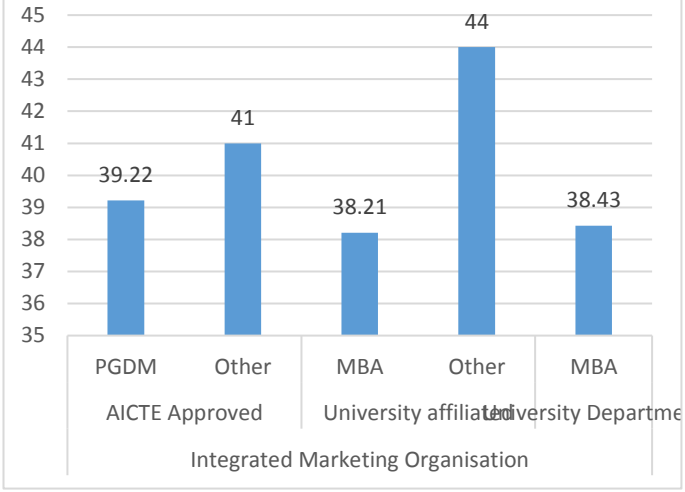


FIGURE 6.77: MI AND COURSES OFFERED

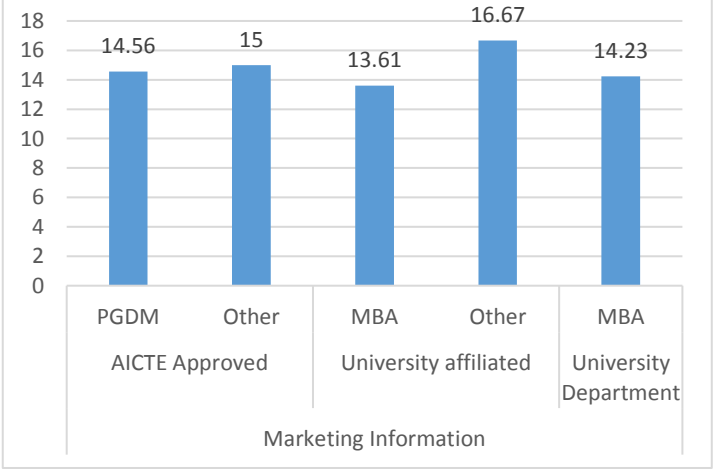


FIGURE 6.78: SO AND COURSES OFFERED

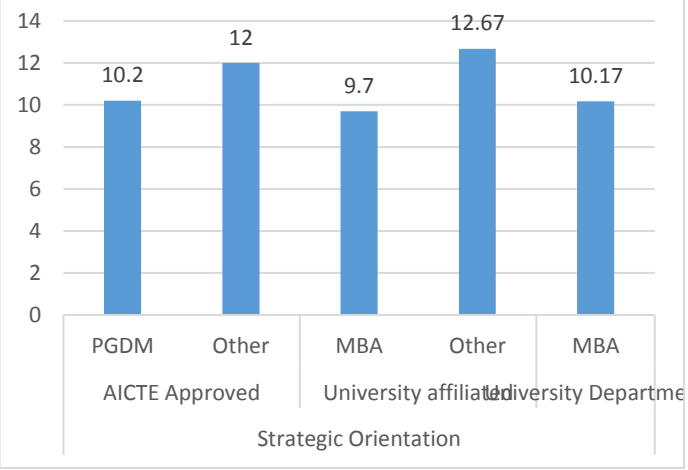


FIGURE 6.79: OE AND COURSES OFFERED

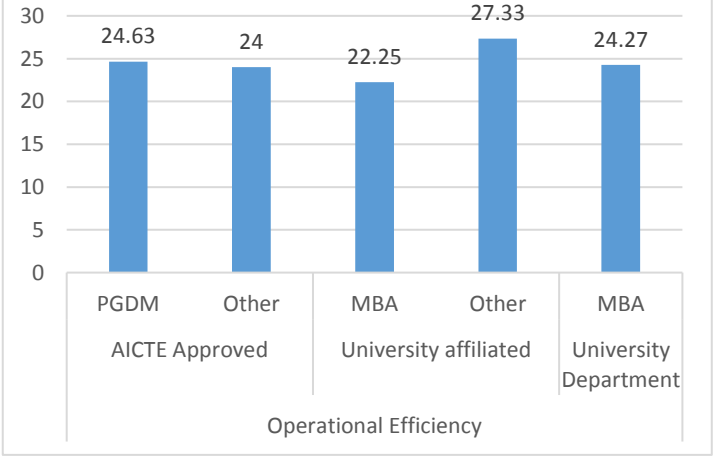
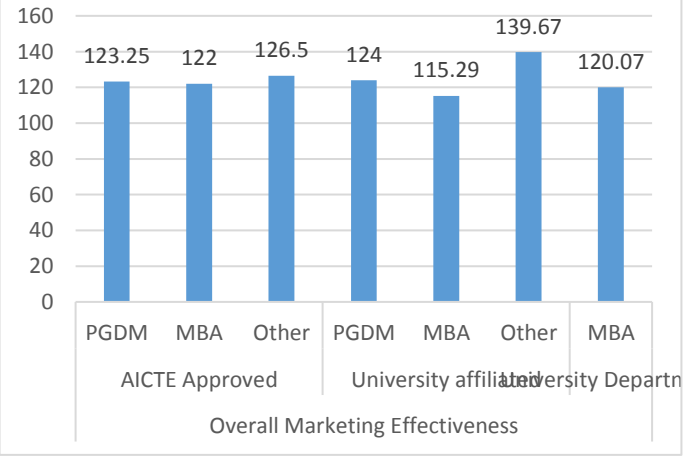


FIGURE 6.80: ME AND COURSES OFFERED



User Philosophy

The table shows the market orientation by the types of courses offered by the Institute and the Type of Institute. It can be seen from the table that AICTE Approved institutes have scored ranging from 33 to 39 with the highest mean score of 39 scored by institutes offering other management courses whereas the least mean score 32.8 is scored by institutes offering MBA. University affiliated colleges have scored highest mean of 39 scored by institutes offering other management courses whereas the least mean score of 31.61 is scored by institutes offering MBA. University department institutes have scored a mean score of 32.78 with MBA as an offering. The calculated F value suggest that mean variation in User Philosophy perceived by faculty members of various types of Business schools is not significant.

Integrated Marketing Organization

AICTE Approved institutes have shown uniformity by scoring mean score values of around 39 for all types of offered courses. University affiliated colleges have scored increasing mean score with the highest mean score of 44 scored by institutes offering other management courses whereas the least mean score of 36 is scored by institutes offering PGDM. University department institutes have scored a mean score of 38.96 with MBA as an offering. The calculated F value suggest that mean variation in Integrated Marketing Organization perceived by faculty members of various types of Business schools is not significant.

Marketing Information

AICTE Approved institutes have shown uniformity by scoring mean score of around 14 for all types of offered courses. University affiliated colleges have scored 16.67 scored by institutes offering other management courses whereas the least mean score value of 13.57 is scored by institutes offering MBA. University department institutes have scored a mean score of 14.11 with MBA as an offering. The calculated F value suggest that mean variation in Marketing Information perceived by faculty members of various types of Business schools is not significant.

Strategic Orientation

AICTE Approved institutes have scored increasing mean score with the highest mean score of 11.5 scored by institutes offering other management courses whereas the least mean score of 10.1 is scored by institutes offering PGDM. University affiliated colleges have scored 12.67 scored by institutes offering other management courses whereas the least mean score of 9.66 is scored by institutes offering MBA. University department institutes have scored a mean score of 10.07 with MBA as an offering. The calculated F value suggest that mean variation in Strategic Orientation perceived by faculty members of various types of Business schools is not significant.

Operational Efficiency

AICTE Approved institutes have scored decreasing mean score with the lowest mean score of 22.5 scored by institutes offering other management courses whereas the highest mean score of 24.7 is scored by institutes offering PGDM. University affiliated colleges have scored 27.3 scored by institutes offering other management courses whereas the least mean score 22.2 is

scored by institutes offering MBA. University department institutes have scored a mean score 24.15 with MBA as an offering. The calculated F value suggest that mean variation in Operational Efficiency perceived by faculty members of various types of Business schools is not significant.

Overall Marketing Effectiveness

AICTE Approved institutes have scored lowest of 122 scored by institutes offering MBA whereas the highest mean score 126.5 is scored by institutes offering other management courses. University affiliated colleges have scored random mean score values with the highest mean score of 139.6 scored by institutes offering other management courses whereas the least mean score of 115.2 is scored by institutes offering MBA. University department institutes have scored a mean score of 120.07 with MBA as an offering. The calculated F value suggest that mean variation in Overall Marketing Effectiveness perceived by faculty members of various types of Business schools is not significant.

SECTION II: Student Satisfaction with B-School: Students Perception

Marketing effectiveness of an institute can be measured by measuring satisfaction with the B-School among the student. In this regard one of the objectives of this study is to understand the perception of student on their satisfaction with the B-School and whether perceived student satisfaction vary according to the Business School types and also according to their personal profile. In order to understand, data collected in this regard are computed. Means, standard deviation and f-values were computed.

TABLE 6.32: STUDENT SATISFACTION ARITHMETIC MEAN

S. No	Variables	Minimum	Maximum	Arithmetic Mean
1	Educational Experience	7	35	21
2	Support Facility	15	75	45
3	Campus Life	7	35	21
4	Overall Student Satisfaction	29	145	87

In case of educational experience, if respondents score more than 21, their satisfaction towards educational experience is high and vice versa if it is below 21. In case of satisfaction on support facility, if respondents score more than 45, their satisfaction on support facility is high and vice versa if it is below 45.0. Whereas, in case of campus life, if respondents score more than 21, their satisfaction towards campus life is high and vice versa if it is below 21.0, If respondents score more than 87, their overall student satisfaction is high and vice versa if it is below 87.

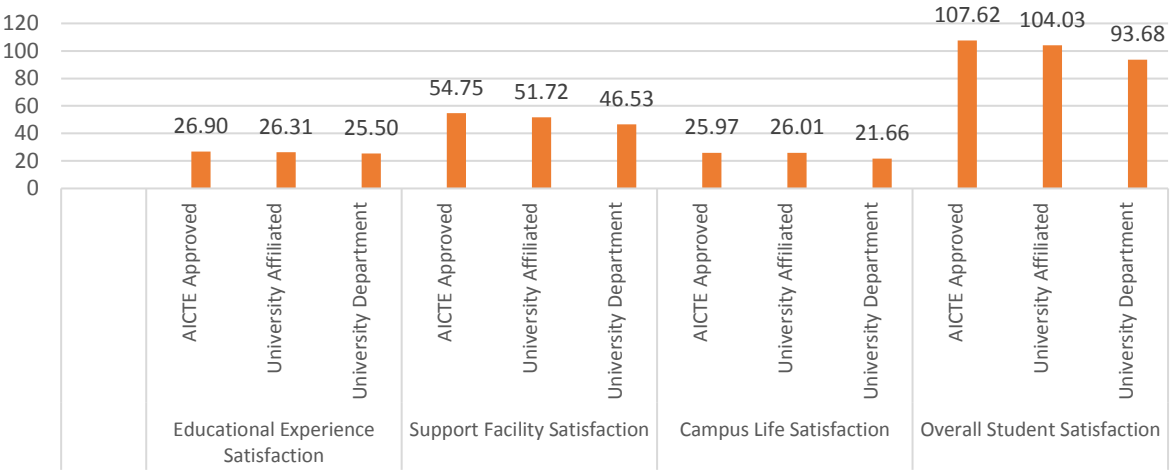
6.2.8 Student Satisfaction and Types of B-School

The respondents namely student perception on student satisfaction have been analysed according to the type of B-school in order to test the hypotheses proposed in this chapter. Results in this regard are presented in the below table.

TABLE 6.33: STUDENT SATISFACTION BY B-SCHOOLS' TYPES

Factors	Types of B-School	N	Mean	SD	F Value	DF	P Value
Educational Experience Satisfaction	AICTE Approved	128	26.90	3.35	2.865	2,359	0.058
	University Affiliated	194	26.31	3.16			
	University Department	38	25.50	4.01			
Support Facility Satisfaction	AICTE Approved	128	54.75	12.32	6.824	2,359	0.001
	University Affiliated	194	51.72	12.32			
	University Department	38	46.53	13.12			
Campus Life Satisfaction	AICTE Approved	128	25.97	6.79	7.427	2,359	0.001
	University Affiliated	194	26.01	6.44			
	University Department	38	21.66	6.36			
Overall Student Satisfaction	AICTE Approved	128	107.62	22.41	6.135	2,359	0.002
	University Affiliated	194	104.03	20.86			
	University Department	38	93.68	22.14			

FIGURE 6.81: STUDENT SATISFACTION AND TYPES OF B-SCHOOL



It is evident from the above figure and table that, with regard to the educational experience satisfaction AICTE approved scored higher (mean=26.90) compared to University affiliated (mean=26.31) and University department (mean=25.50). In case of support facility also AICTE approved scored higher (mean= 54.75) followed by University affiliated (mean=51.72) and University department (mean=46.53). Interestingly, with regard to campus life satisfaction University affiliated scored higher (mean=26.01) followed by AICTE approved (mean=25.97) and University department (mean=21.66). However, in case of overall satisfaction AICTE approved scored higher (mean=107.62) followed by University affiliated (mean=104.03) and the least scored by University department (mean=93.68). The calculated F value suggest that mean variation of all the dimensions of satisfaction is significantly associated with the type of B-Schools.

6.2.9 Satisfaction according to Students Age and B-School Types

It was assumed that perceived student satisfaction will vary according to the age of the students. Therefore, student satisfaction has been analysed according to the student's age.

TABLE 6.34: SATISFACTION WITH B-SCHOOLS AMONG STUDENTS BY THEIR AGE GROUPS AND TYPE OF B-SCHOOLS.

Factors	Type of Institute	Age Group (years)	Mean	SD	N	F Value	DF	P Value
Satisfaction with educational experience	AICTE Approved	20-21	26.03	5.90	38	0.685	4,359	0.603
		22-23	27.48	4.94	71			
		24-29	26.47	5.68	19			
	University Affiliated	20-21	25.53	4.45	58			
		22-23	26.65	4.58	111			
		24-29	26.60	4.57	25			
	University Department	20-21	24.23	8.81	13			
		22-23	25.37	4.95	19			
		24-29	28.67	1.97	6			
Satisfaction with Support Facility	AICTE Approved	20-21	54.42	11.35	38	1.144	4,359	0.336
		22-23	55.41	12.88	71			
		24-29	52.95	12.47	19			
	University Affiliated	20-21	49.12	12.50	58			
		22-23	52.04	12.29	111			
		24-29	56.32	10.93	25			
	University Department	20-21	47.31	13.17	13			
		22-23	45.11	14.16	19			
		24-29	49.33	10.78	6			
Satisfaction about campus life	AICTE Approved	20-21	24.79	7.34	38	0.63	4,359	0.641
		22-23	26.58	6.55	71			
		24-29	26.05	6.56	19			
	University Affiliated	20-21	25.78	6.96	58			
		22-23	25.85	6.58	111			
		24-29	27.24	4.20	25			
	University Department	20-21	21.85	5.64	13			
		22-23	20.68	7.08	19			
		24-29	24.33	5.47	6			
Overall Satisfaction	AICTE Approved	20-21	105.24	22.12	38	0.729	4,359	0.573
		22-23	109.46	22.65	71			
		24-29	105.47	22.63	19			
	University Affiliated	20-21	100.43	21.38	58			
		22-23	104.53	20.86	111			
		24-29	110.16	18.67	25			
	University Department	20-21	93.38	23.85	13			
		22-23	91.16	22.62	19			
		24-29	102.33	17.49	6			

FIGURE 6.82: EDUCATIONAL EXPERIENCE AND STUDENT'S AGE

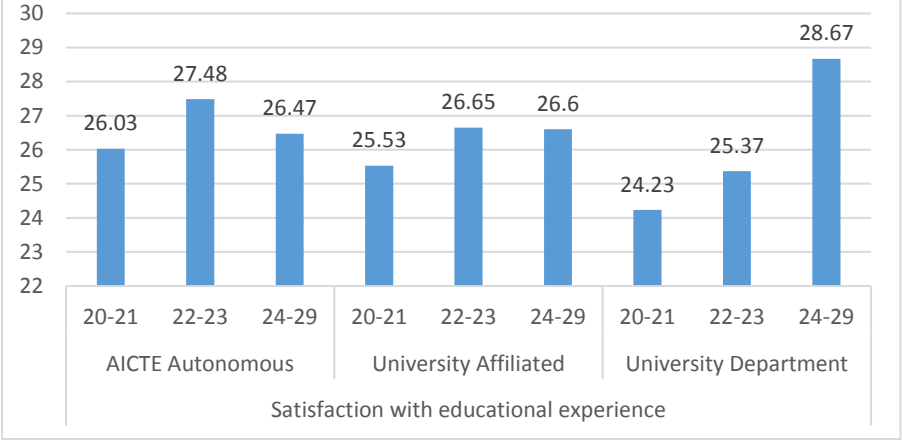


FIGURE 6.83: SUPPORT FACILTY AND STUDENT'S AGE

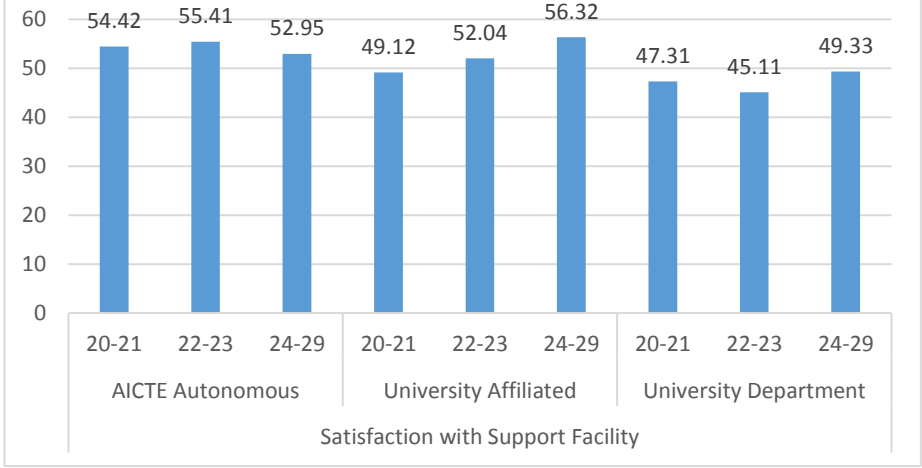


FIGURE 6.84:CAMPUS LIFE AND STUDENT'S AGE

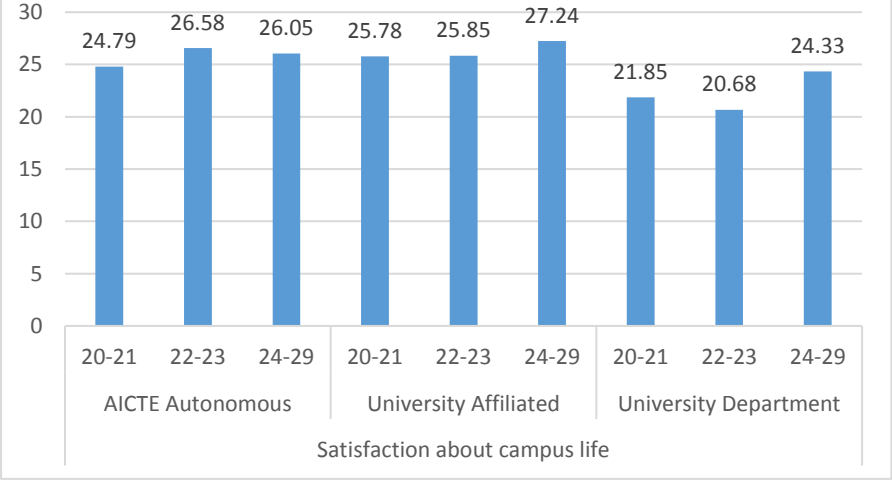
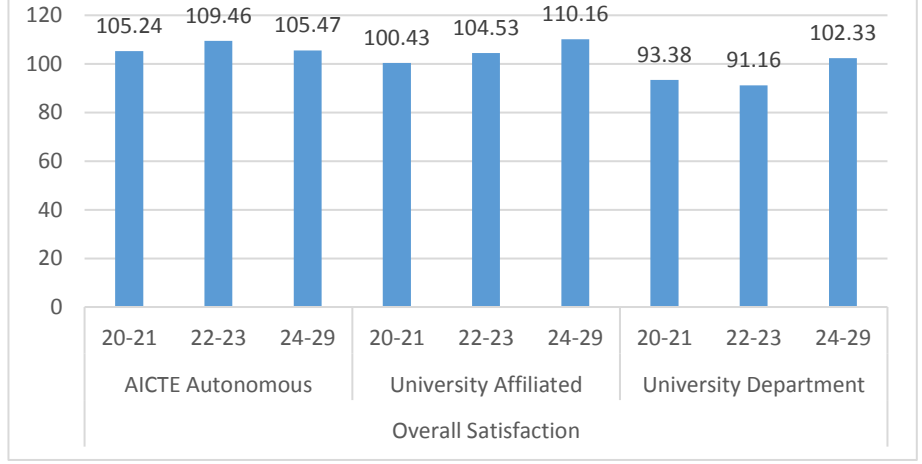


FIGURE 6.85: OVERALL SATISFACTION AND STUDENT'S AGE



Satisfaction with Educational Experience

The table shows the market orientation among students by their Age groups and type of institutes. It can be seen from the table that students of AICTE Approved institutes of have scored uniform in terms of their satisfaction with educational experience with a mean score of around 27. University affiliated college's students have also shown uniformity with a mean score of around 26. University department's students have scored 28.6 is scored by the students of age group 24-29 and the lowest mean score of 24.2 is scored by the students of age group 20-21. The calculated F value suggest that mean variation in Satisfaction with Educational experience perceived by students of various types of Business schools is not significant.

Satisfaction Support Facility Expectation

In terms of students of AICTE Approved institutes it is visible that the students have scored decreasing mean score with the increase in their age groups where the highest mean score of 54.4 is scored by the students of age group 20-21 and the lowest mean score of 52.9 is scored by the students of age group 24-29. The trend got changed in case of University affiliated college's students where the students have scored increasing mean score with increase in their age groups where the highest mean score of 56.3 is scored by the students of age group 24-29 and the lowest mean score of 49.1 is scored by the students of age group 20-21. The trend altered in University department's students who have scored 49.3 is scored by the students of age group 24-29 and the lowest mean score of 45.1 is scored by the students of age group 22-23 The calculated F value suggest that mean variation in Satisfaction Support Facility Expectation perceived by students of various types of Business schools is not significant.

Satisfaction about Campus life

In terms of satisfaction about campus life the students of AICTE Approved institutes, students have scored 26.5 is scored by the students of age group 22-23 and the lowest mean score of 24.7 is scored by the students of age group 20-21. The trend differed in University affiliated college's students who have scored increasing mean score of 27.2 is scored by the students of age group 24-29 and the lowest mean score of 25.7 is scored by the students of age group 20-21.

The trend again changed for the students of University department who have scored where the highest mean score of 24.3 is scored by the students of age group 24-29 and the lowest mean score of 20.6 is scored by the students of age group 22-23. The calculated F value suggest that mean variation in Satisfaction about Campus life perceived by students of various types of Business schools is not significant.

Overall Satisfaction

In terms of Overall satisfaction of the students of AICTE Approved institutes, students have scored 109.4 is scored by the students of age group 22-23 and the lowest mean score of 105.2 is scored by the students of age group 20-21. The trend differed in University affiliated college's students who have scored increasing mean score of 110.1 is scored by the students of age group 24-29 and the lowest mean score of 100.4 is scored by the students of age group 20-21.

The trend again changed for the students of University department who have scored 102.3 is scored by the students of age group 24-29 and the lowest mean score value of 91.1 is scored by

the students of age group 22-23.
The calculated F value suggest that mean variation in Overall Satisfaction perceived by students of various types of Business schools is not significant.

6.2.10 Satisfaction according to Students Gender and Type of B-School

It was assumed that perceived student satisfaction will vary according to the gender of the students. Therefore, student satisfaction has been analysed according to the student's gender. Result in this regard are presented in below table.

TABLE 6.35: SATISFACTION WITH B-SCHOOLS AMONG STUDENTS BY THEIR GENDERS AND TYPE OF B-SCHOOLS.

Factors	Type of Institute	Gender	Mean	SD	N	F Value	DF	P Value
Satisfaction with educational experience	AICTE Approved	Male	27.03	5.03	89	1.117	2,359	0.328
		female	26.59	6.07	39			
	University Affiliated	Male	26.18	4.67	120			
		female	26.53	4.37	74			
	University Department	Male	24.64	6.96	25			
		female	27.15	4.63	13			
Satisfaction with Support Facility	AICTE Approved	Male	54.46	11.39	89	6.873	2,359	0.001
		female	55.41	14.34	39			
	University Affiliated	Male	51.04	12.75	120			
		female	52.81	11.6	74			
	University Department	Male	40.48	10.68	25			
		female	58.15	8.93	13			
Satisfaction about campus life	AICTE Approved	Male	25.72	6.78	89	3.802	2,359	0.023
		female	26.54	6.84	39			
	University Affiliated	Male	25.49	6.73	120			
		female	26.84	5.87	74			
	University Department	Male	19.08	5.71	25			
		female	26.62	4.35	13			
Overall Satisfaction	AICTE Approved	Male	107.21	20.76	89	5.444	2,359	0.005
		female	108.54	26.06	39			
	University Affiliated	Male	102.71	21.6	120			
		female	106.18	19.55	74			
	University Department	Male	84.2	18.94	25			
		female	111.92	15.71	13			

FIGURE 6.86: EDUCATIONAL EXPERIENCE AND STUDENT'S GENDER

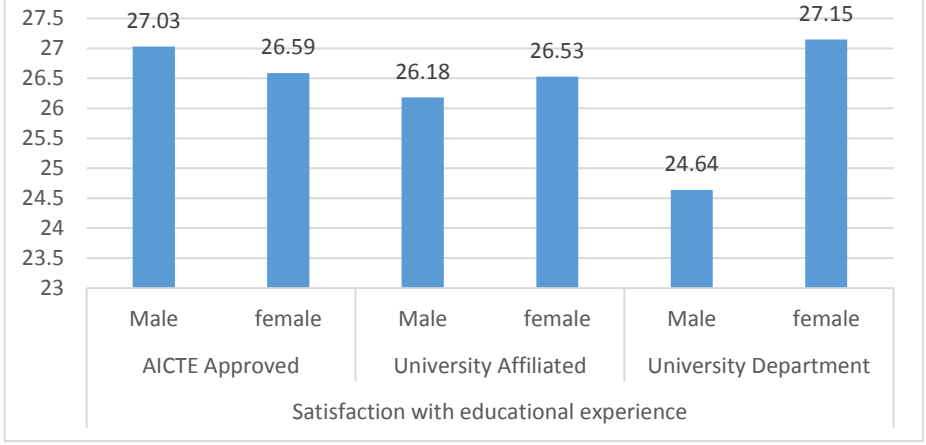


FIGURE 6.87: SUPPORT FACILITY AND STUDENT'S GENDER

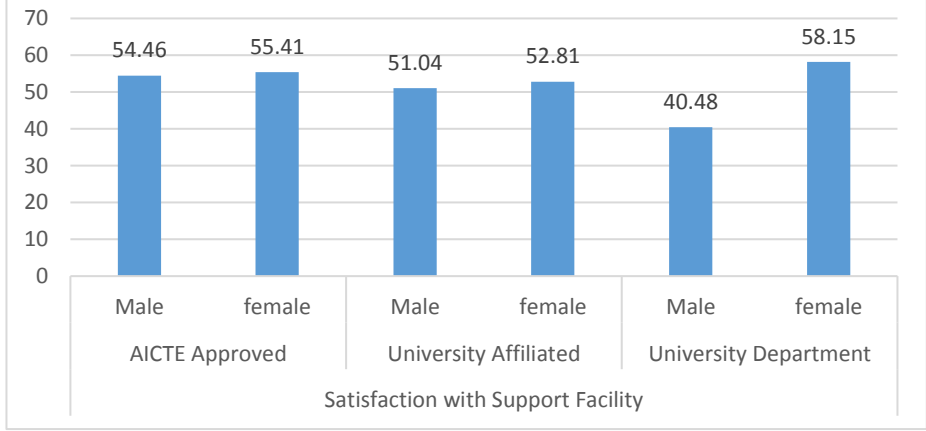


FIGURE 6.88: CAMPUS LIFE AND STUDENT'S GENDER

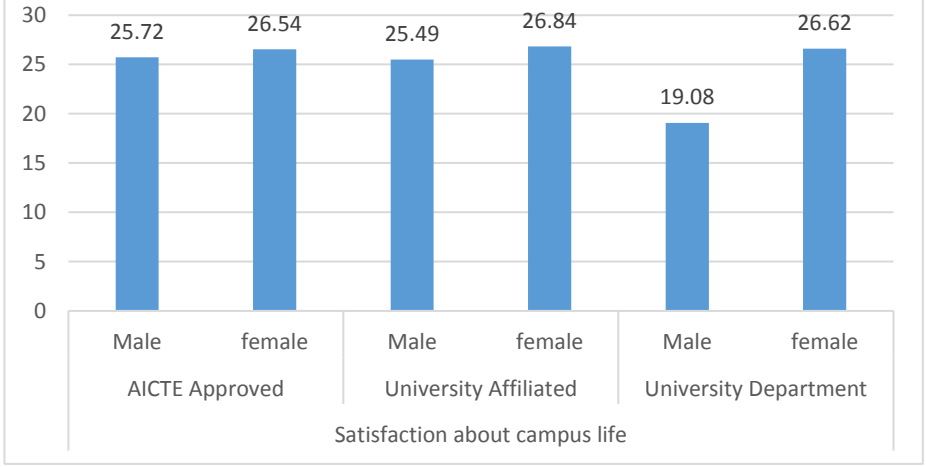
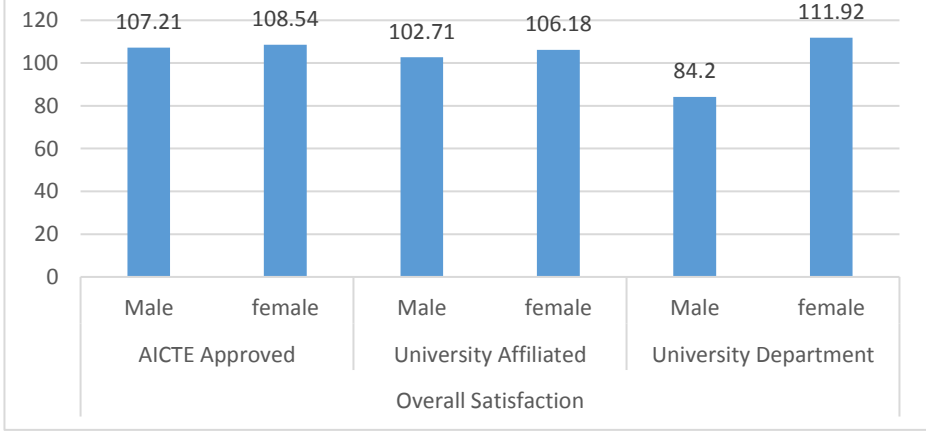


FIGURE 6.89: OVERALL SATISFACTION AND STUDENT'S GENDER



Satisfaction with Educational Experience

The table shows the market orientation among students by their Genders and type of institutes. It can be seen from the table that in AICTE Approved institutes male students have scored a mean score value of 27 which is greater than the mean score of female students which is 26.6, whereas in University affiliated college female students have scored more than the male students with a mean score of 26.5 over a score of 26.1 scored by male students. In University department also female students have scored more than the male students with a mean score of 27.1 as compared to the male students who only scored 24.6. The calculated F value suggest that mean variation in Satisfaction with Educational experience perceived by students of various types of Business schools is not significant.

Satisfaction Support Facility Expectation

In AICTE Approved institutes female students have scored a mean score of 55.4 which is greater than the mean score of male students which is 54.5. Also in University affiliated college's student's female students have scored a mean score of 52.8 which is greater than the mean score of male students which is 51.4. The trend continued as in University department also female students took a lead over male students by scoring a mean score of 58.1 over 40.4. The calculated F value suggest that mean variation in Satisfaction Support Facility Expectation perceived by students of various types of Business schools is significant.

Satisfaction about Campus life

In all of the types of institutes the female students have scored more than the male students as in AICTE Approved institutes the female students scored 26.5 over the male student's score of 25.7, also in University affiliated colleges the female students scored 26.8 over the male student's score of 25.4 and in University department the female students scored 26.6 over the male student's score of 19. The calculated F value suggest that mean variation in Satisfaction about Campus life perceived by students of various types of Business schools is significant.

Overall Satisfaction

The trend continued as in overall satisfaction also female students scored higher mean score values than male students in all types of institutes. In AICTE Approved institutes the female students scored 108.5 over the male student's score of 107.2, also in University affiliated colleges the female students scored 106.1 over the male student's score of 102.7 and in University department the female students scored 111.9 over the male student's score of 84.2. The calculated F value suggest that mean variation in Overall Satisfaction perceived by students of various types of Business schools is significant.

6.2.11 Satisfaction and Students Educational Qualification

Student satisfaction has been analysed according to the student's educational qualification. Result in this regard are presented in below table.

TABLE 6.36: SATISFACTION WITH B-SCHOOL AMONG STUDENTS BY THEIR EDUCATIONAL QUALIFICATION AND TYPE OF B-SCHOOLS.

Factors	Type of Institute	Educational Qualification	Mean	SD	N	F Value	DF	P Value
Satisfaction with educational experience	AICTE Approved	BA	26.17	5.19	6	1.256	11,359	0.249
		B.Com	26.90	6.11	31			
		BSc.	27.53	5.72	17			
		B.Tech	26.98	5.00	44			
		BCA	30.67	4.03	6			
		BBA	25.64	5.14	22			
		Others	24.50	0.71	2			
	University Affiliated	BA	25.86	4.53	7			
		B.Com	26.87	4.03	54			
		BSc.	24.48	6.88	21			
		B.Tech	26.55	3.90	71			
		BCA	29.75	4.57	4			
		BBA	25.83	4.83	30			
		Others	25.57	4.20	7			
	University Department	BA	31.00	.	1			
		B.Com	23.00	8.17	14			
		BSc.	23.14	5.21	7			
		B.Tech	28.62	3.38	13			
		BBA	27.50	3.54	2			
		Others	27.00	.	1			
Satisfaction with Support Facility Expectation	AICTE Approved	BA	55.33	13.26	6	0.993	11,359	0.452
		B.Com	55.45	13.43	31			
		BSc.	54.06	12.60	17			
		B.Tech	53.95	11.72	44			
		BCA	63.50	8.60	6			
		BBA	53.55	12.90	22			
		Others	52.50	10.61	2			
	University Affiliated	BA	56.14	8.41	7			
		B.Com	51.96	12.56	54			
		BSc.	50.33	16.59	21			
		B.Tech	51.00	10.68	71			
		BCA	62.25	11.53	4			
		BBA	52.07	12.47	30			
		Others	49.29	15.34	7			
	University Department	BA	66.00	.	1			
		B.Com	40.71	10.79	14			
		BSc.	46.71	13.24	7			
		B.Tech	53.31	12.16	13			
		BBA	38.50	17.68	2			
		Others	35.00	.	1			

Satisfaction about campus life	AICTE Approved	BA	28.83	7.03	6	0.936	11,359	0.506
		B.Com	25.84	6.87	31			
		BSc.	24.88	8.34	17			
		B.Tech	26.61	5.17	44			
		BCA	30.50	3.21	6			
		BBA	23.55	8.35	22			
		Others	27.50	7.78	2			
	University Affiliated	BA	29.71	2.87	7			
		B.Com	26.06	6.63	54			
		BSc.	24.86	8.19	21			
		B.Tech	25.70	5.75	71			
		BCA	30.00	3.56	4			
		BBA	26.87	5.86	30			
		Others	22.43	10.18	7			
	University Department	BA	31.00	.	1			
		B.Com	19.07	5.58	14			
		BSc.	19.71	6.26	7			
		B.Tech	24.69	6.06	13			
		BBA	21.50	9.19	2			
		Others	23.00	.	1			
Overall Satisfaction	AICTE Approved	BA	110.33	24.05	6	1.021	11,359	0.427
		B.Com	108.19	23.93	31			
		BSc.	106.47	24.98	17			
		B.Tech	107.55	20.04	44			
		BCA	124.67	15.31	6			
		BBA	102.73	24.44	22			
		Others	104.50	19.09	2			
	University Affiliated	BA	111.71	14.65	7			
		B.Com	104.89	20.23	54			
		BSc.	99.67	29.97	21			
		B.Tech	103.25	17.53	71			
		BCA	122.00	19.37	4			
		BBA	104.77	21.94	30			
		Others	97.29	25.57	7			
	University Department	BA	128.00	.	1			
		B.Com	82.79	18.92	14			
		BSc.	89.57	20.46	7			
		B.Tech	106.62	19.93	13			
		BBA	87.50	30.41	2			
		Others	85.00	.	1			

FIGURE 6.90: EDUCATIONAL EXPERIENCE AND STUDENT GRADUATION

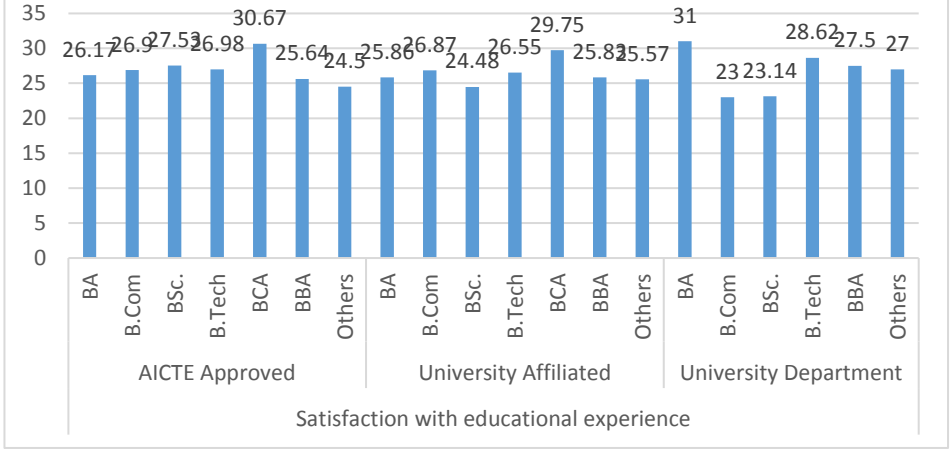


FIGURE 6.91: SUPPORT FACILITY AND STUDENT GRADUATION

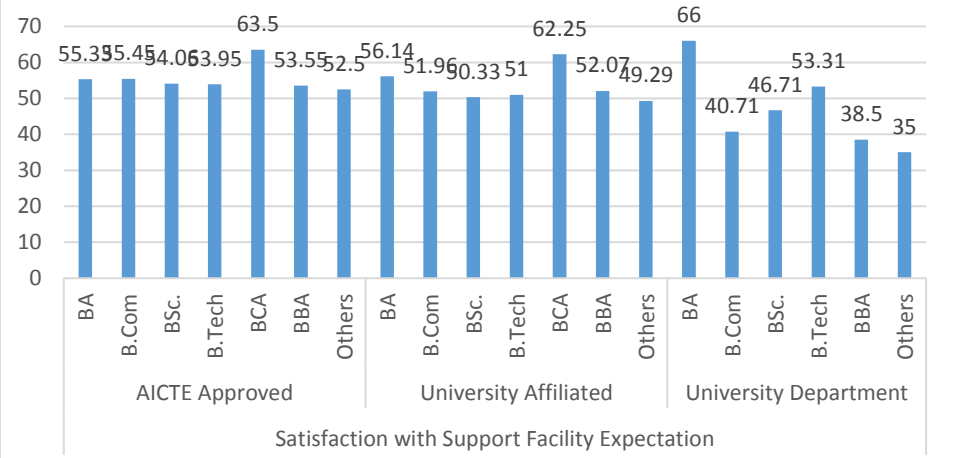


FIGURE 6.92: CAMPUS LIFE AND STUDENT GRADUATION

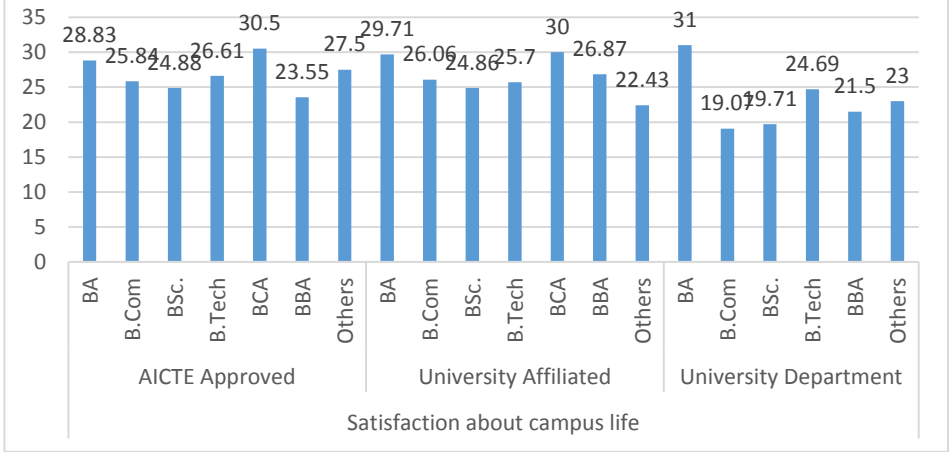
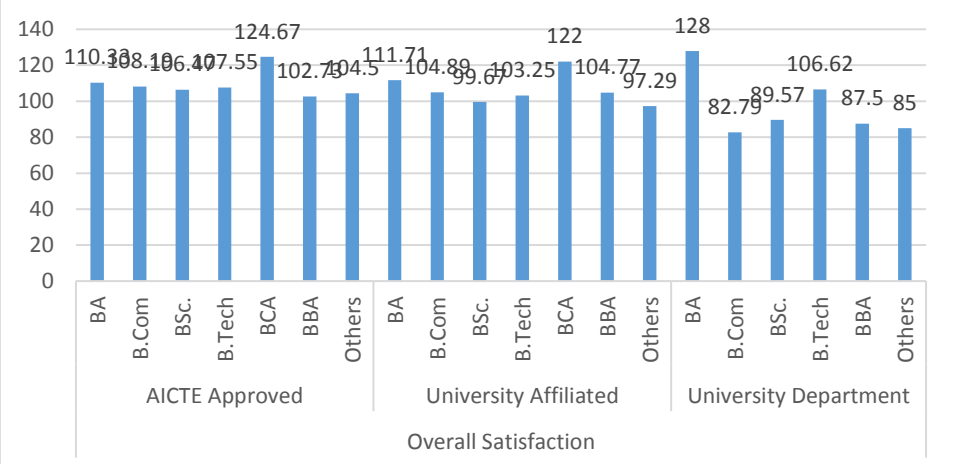


FIGURE 6.93: OVERALL SATISFACTION AND STUDENT GRADUATION



Satisfaction with Educational Experience

The table shows the market orientation among students by their Educational qualification and type of institutes. It can be seen from the table that in AICTE Approved institutes students have scored ranging from 24.5 to 30.6 where the highest mean score value of 30.6 scored by the students having BCA as their educational qualification and the lowest mean score of 24.5 is scored by students having other educational qualifications to those which are mentioned in the table. The trend is followed by University affiliated college's students also who have scored between 24.5 to 29.7 where the highest mean score is scored by students with BCA as their educational qualification and the lowest mean score is scored by students with B.Sc. as their educational qualification. The trend remained the same as University department's students also scored between 23 to 31 where the highest mean score of 31 is scored by BA students and the lowest mean score of 23 is scored by B. Com students. The calculated F value suggest that mean variation in Satisfaction with Educational experience perceived by students of various types of Business schools is not significant.

Satisfaction Support Facility Expectation

In AICTE Approved institutes students with BCA as their educational qualification have scored the highest mean score of 63.5 whereas students with other educational qualifications to those which are mentioned in the table have scored the least mean score of 52.5 and the rest of the students with different educational qualifications have scored near to 54 & 55 with very slight differences. The trend continued in University affiliated college's students also where BCA students took the lead again with a mean score value of 62.2 and students with other educational qualifications have again scored the least mean score of 42.3 while the rest of the mean score scored by students with different educational qualifications. The trend differed a little bit in University department's students as the lead is took by BA students this time with a mean score of 66 whereas the least score is still obtained by the students with other educational qualifications with a mean score of 35. The calculated F value suggest that mean variation in Satisfaction Support Facility Expectation perceived by students of various types of Business schools is not significant.

Satisfaction About Campus Life

AICTE Approved institutes scored between 23.5 to 30.5 where the highest mean score of 30.5 is scored by the students with BCA as their educational qualification and the least mean score of 23.5 is scored by the students with BBA as their educational qualification. University affiliated college's students also scored ranging between 22.4 to 30 where the highest mean score of 30 is scored by the students with BCA as their educational qualification and the least mean score of 22.4 is scored by the students with other educational qualifications. University department's students also scored between 19 to 31 where the highest mean score of 31 is scored by the students with BA as their educational qualification and the least mean score of 19 is scored by the students with B. Com as their educational qualification. The calculated F value suggest that mean variation in Satisfaction about Campus life perceived by students of various types of Business schools is not significant.

Overall Satisfaction

Different values are scored by all the types of institutes where, In AICTE Approved institutes the highest mean score of 124.6 is scored by the students with BCA as their educational qualification and the least mean score of 103 is scored by the students with BBA as their educational qualification. In University affiliated colleges the highest mean score of 122 is scored by the students with BCA as their educational qualification and the least mean score value of 97.2 is scored by the students with other educational qualifications. In University department the highest mean score 128 is scored by the students with BA as their educational qualification and the least mean score of 82.7 is scored by the students with B. Com as their educational qualification. The calculated F value suggest that mean variation in Overall Satisfaction perceived by students of various types of Business schools is not significant.

6.2.12 Satisfaction and Students Present Year of Study

It was assumed that perceived student satisfaction will vary according to the present year of study of the students. Therefore, student satisfaction has been analysed according to the student's year of study. Result in this regard are presented in below table.

TABLE 6.37: SATISFACTION WITH B-SCHOOL AMONG STUDENTS BY THEIR YEAR OF STUDY AND TYPE OF B-SCHOOL.

Factors	Type of Institute	Year of Study	Mean	SD	N	F Value	DF	P Value
Satisfaction with educational experience	AICTE Approved	1st year	26.64	5.17	58	1.698	2,359	0.185
		2nd year	27.11	5.52	70			
	University Affiliated	1st year	26.49	4.30	83			
		2nd year	26.17	4.74	111			
	University Department	1st year	23.46	8.74	13			
		2nd year	26.56	4.44	25			
Satisfaction Support Facility	AICTE Approved	1st year	54.03	12.03	58	0.671	2,359	0.512
		2nd year	55.34	12.60	70			
	University Affiliated	1st year	52.47	11.59	83			
		2nd year	51.15	12.86	111			
	University Department	1st year	48.77	14.45	13			
		2nd year	45.36	12.52	25			
Satisfaction about campus life	AICTE Approved	1st year	25.90	6.65	58	0.607	2,359	0.546
		2nd year	26.03	6.94	70			
	University Affiliated	1st year	26.87	5.62	83			
		2nd year	25.36	6.94	111			
	University Department	1st year	22.46	7.84	13			
		2nd year	21.24	5.57	25			
Overall Satisfaction	AICTE Approved	1st year	106.57	21.89	58	0.524	2,359	0.593
		2nd year	108.49	22.95	70			
	University Affiliated	1st year	105.83	19.30	83			
		2nd year	102.68	21.94	111			
	University Department	1st year	94.69	25.67	13			
		2nd year	93.16	20.63	25			

FIGURE 6.94: EDUCATIONAL EXP. AND STUDENT YEAR OF STUDY

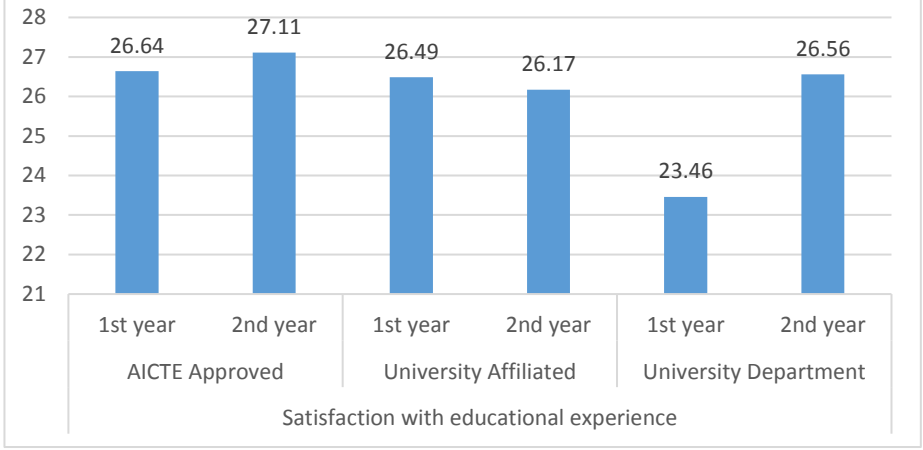


FIGURE 6.95: SUPPORT FACILITY AND STUDENT YEAR OF STUDY

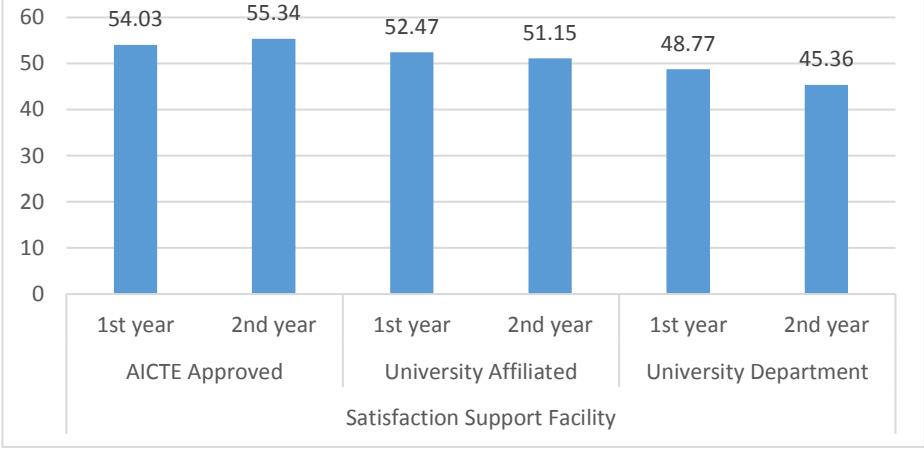


FIGURE 6.96: CAMPUS LIFE AND STUDENT YEAR OF STUDY

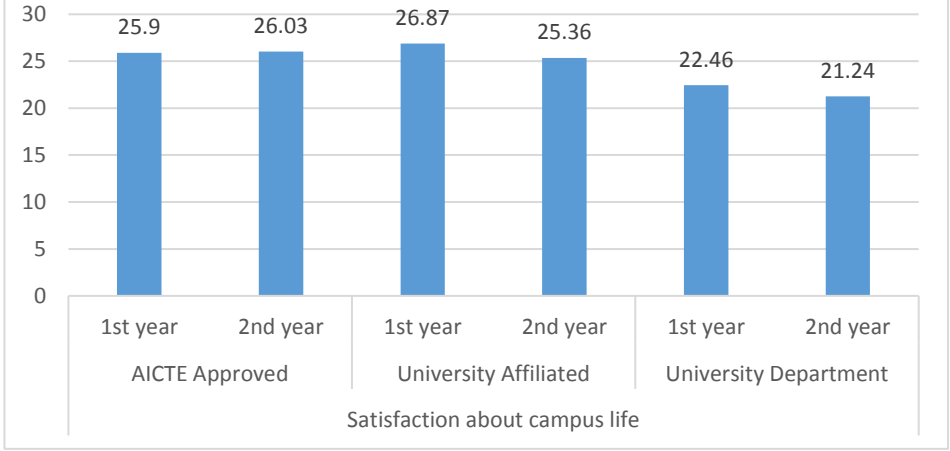
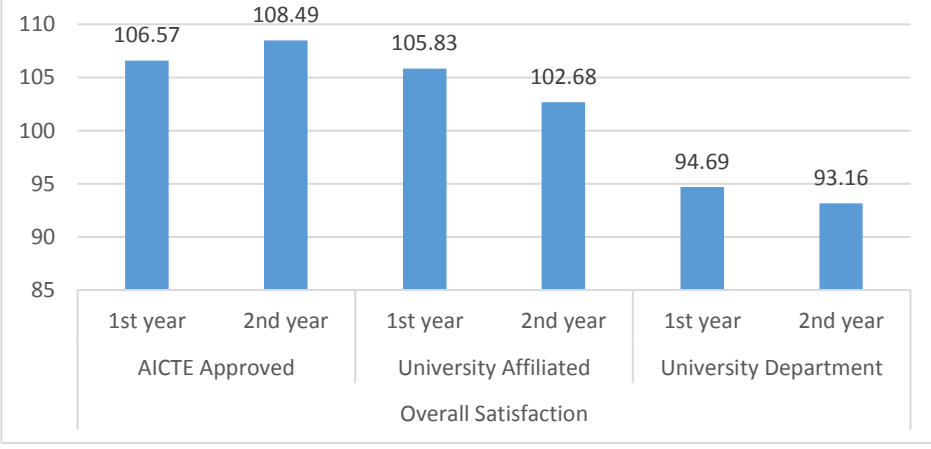


FIGURE 6.97: OVERALL SATISFACTION AND STUDENT YEAR OF STUDY



Satisfaction with Educational Experience

The table shows the market orientation among students by their Year of Study and type of institutes. It can be seen from the table that in AICTE Approved institutes 2nd year students have scored more than the 1st year students with a lead of 0.5 whereas in University affiliated colleges there is a very slight difference in the mean score but 1st year students took a lead by 0.3, then University department's 2nd year students took a lead over 1st year students with a lead value of 3.1. The calculated F value suggest that mean variation in Satisfaction with Educational experience perceived by students of various types of Business schools is not significant.

Satisfaction with Support Facility

The trend is again the same where in AICTE Approved institutes 2nd year students have scored more than the 1st year students with a lead of 1.3 whereas in University affiliated colleges there is same difference in the mean score values but here 1st year students took a lead by 1.3, then University department's 1st year students took a lead over 2nd year students with a lead of 3.4. The calculated F value suggest that mean variation in Satisfaction Support Facility Expectation perceived by students of various types of Business schools is not significant.

Satisfaction About Campus Life

In terms of satisfaction about campus life in AICTE Approved institutes both year's students have scored nearly equal with just a slight difference of 0.1 where 2nd year students took the lead whereas in University affiliated colleges 1st year students took a lead by 1.5 over 2nd year students, then in University department also 1st year students took a lead over 2nd year students with a lead value of 1.2 The calculated F value suggest that mean variation in Satisfaction about Campus life perceived by students of various types of Business schools is not significant.

Overall Satisfaction

In terms of overall satisfaction also the trend remained the same and thus, in AICTE Approved institutes 2nd year students have scored more than the 1st year students with a lead of 1.8 whereas in University affiliated colleges there is a difference in the mean score values of 3.1 where 1st year students took a lead, then University department's 1st year students took a lead over 2nd year students with a lead value of 1.4. The calculated F value suggest that mean variation in Overall Satisfaction perceived by students of various types of Business schools is not significant.

SECTION III: Corporate Satisfaction with B-School: Corporate Executive Perception

Corporate Satisfaction from the B-school student is indirect measure of marketing effectiveness of B-School. One of the objectives of this study is to understand the satisfaction of corporate recruiter on their expectation from the B-School's student and whether perceived corporate satisfaction vary according to the type of B-School and also according to the type of

corporation. In order to understand, data collected in this regard are computed. Means, sds and f-values were computed.

To interpret corporate executive's satisfaction, the arithmetic mean, minimum and maximum value are computed in the below table.

TABLE 6.38: ARITHMETIC MEAN OF CORPORATE SATISFACTION, AS PERCEIVED BY CORPORATE EXECUTIVES

S.No.	Variables	Minimum	Maximum	Arithmetic Mean
1	Communication Skill	8	40	24
2	Critical thinking ability	7	35	21
3	Entrepreneurial Skill	4	20	12
4	Ethics and Morality	3	15	9
5	Leadership Skill	4	20	12
6	Learning and Information Management	3	15	9
7	Team Working ability	4	20	12

In case of satisfaction on communication skill, the arithmetic mean is 24. If respondents score more than 24, their satisfaction on student's communication skill is high and vice versa if it is below 24. In case of student's critical thinking ability, the arithmetic mean is 18. If respondents score more than 18, their satisfaction on critical thinking ability of student is high and vice versa if it is below 18.0. Whereas, the satisfaction on entrepreneurship skill, the arithmetic mean is 12.0. If respondents score more than 12, their satisfaction on student's entrepreneurial skill is high and vice versa if it is below 12.0. In case of satisfaction from student's ethics and moral values, the arithmetic mean is 09. If respondents score more than 09, their satisfaction from ethics and moral values of the student is high and vice versa if it is below 09. Whereas satisfaction with regard to leadership skill, the arithmetic mean is 12. If respondent score more than 12, their satisfaction on student's leadership skill is high and vice versa if it is below 12. In case of satisfaction on learning and information skill, the arithmetic mean is 09. If respondent score more than 09, their satisfaction from student's learning and information skill is high and vice versa if it is below 09. Whereas satisfaction with regard to team working skill, the arithmetic mean is 12. If respondent score more than 12, their satisfaction from student's ability to work as a team player is high and vice versa if it is below 12.

6.2.13 Corporate Satisfaction with B-School by B-Schools' Types

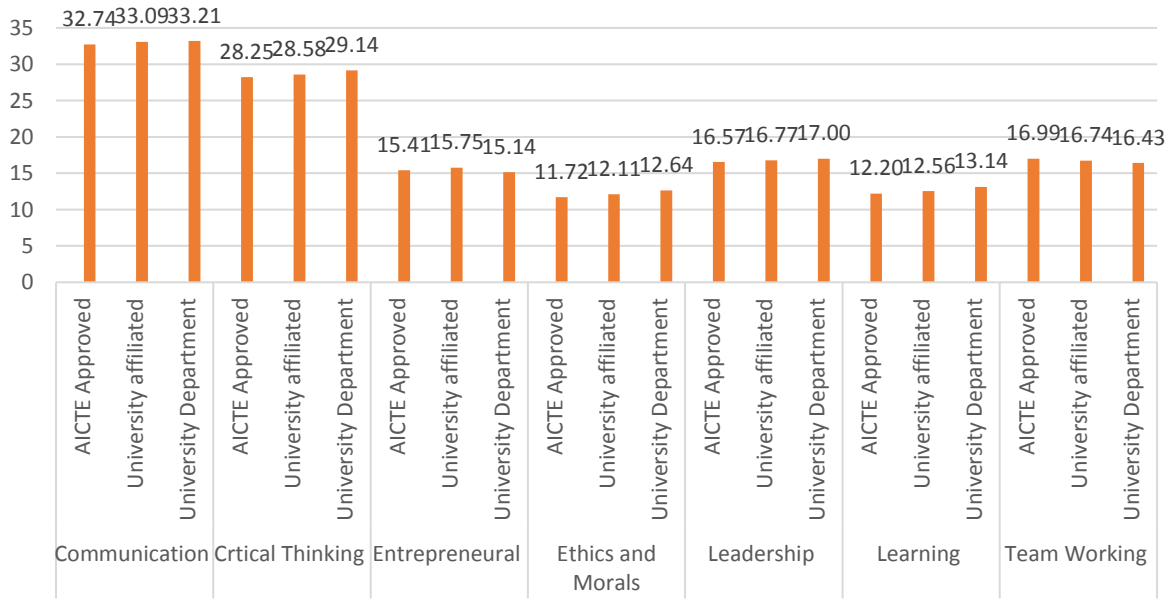
The respondents score on satisfaction with the B-School have been analysed according to the type of B-School in order to test the hypotheses proposed in this chapter. It was hypothesized that the dimension of corporate satisfaction on performance from the B-school's student such as their communication skill, critical thinking ability, entrepreneurial skill, ethics and morality,

leadership skill, learning and information skill and team working skill will not vary according to the type of B-School. Results in this regard are presented in the following tables.

TABLE 6.39: CORPORATE SATISFACTION ACCORDING TO TYPES OF B-SCHOOL

Factors	B-School Type	N	Mean	SD	F Value	DF	P Value
Communication Skills	AICTE Approved	80	32.74	5.34	0.115	2,149	0.892
	University affiliated	56	33.09	4.09			
	University Department	14	33.21	4.81			
Critical Thinking and Problem Solving Skill	AICTE Approved	80	28.25	5.12	0.249	2,149	0.78
	University affiliated	56	28.58	4.10			
	University Department	14	29.14	4.42			
Entrepreneurial Skills	AICTE Approved	80	15.41	3.52	0.302	2,149	0.74
	University affiliated	56	15.75	2.90			
	University Department	14	15.14	2.03			
Ethics and Morals	AICTE Approved	80	11.72	2.66	1.131	2,149	0.325
	University affiliated	56	12.11	2.02			
	University Department	14	12.64	1.50			
Leadership Skills	AICTE Approved	80	16.57	3.05	0.181	2,149	0.835
	University affiliated	56	16.77	2.55			
	University Department	14	17.00	2.80			
Learning and Information Management	AICTE Approved	80	12.20	2.64	1.183	2,149	0.309
	University affiliated	56	12.56	1.70			
	University Department	14	13.14	2.21			
Team Working Skills	AICTE Approved	80	16.99	2.63	0.337	2,149	0.714
	University affiliated	56	16.74	2.61			
	University Department	14	16.43	2.93			

FIGURE 6.98: CORPORATE SATISFACTION AND B-SCHOOL TYPES



It can be seen from the above table and figure that, with regard to satisfaction on communication ability of the recruited students AICTE approved scored higher (mean=32.74) followed by University affiliated and University department but whereas in case of critical thinking and problem solving skill University Department scored higher (mean=29.14) than University department and AICTE approved. With regard to entrepreneurial skill University affiliated scored higher (mean=15.75) than University department and AICTE approved whereas, in case of ethics and moral University department scored higher (mean=12.64) than AICTE approved and University affiliated. With regard to leadership skill University affiliated scored higher (mean=17) compared to University department and AICTE approved. In case of learning and information management University department scored higher (mean=13.14) followed by University affiliated and AICTE approved whereas, with regard to team working skill AICTE approved score higher (mean=16.99) than University affiliated and University department. The calculated F value suggest that there is no significant variation among the types of B-School on corporate executives perceived satisfaction with B-School.

6.2.14 Corporate Satisfaction with B-School by Type of Company and Type of B-Schools.

It was hypothesized that the dimension of corporate satisfaction on performance from the B-school's student such as their communication skill, critical thinking ability, entrepreneurial skill, ethics and morality, leadership skill, learning and information skill and team working skill will not vary according to the type of corporation and B-School. Therefore, all the variables of corporate satisfaction from students have been analysed according to the type of Corporation and Types of B-School. Result in this regard are presented in below table.

TABLE 6.40: CORPORATE SATISFACTION WITH B-SCHOOL BY TYPE OF COMPANY AND TYPE OF B-SCHOOL									
Type of Company	Type of B-School		Communication Skills	Critical Thinking Skill	Entrepreneurial Skills	Ethics and Morals	Leadership Skills	Learning Management	Team Working Skills
Manufacturing	AICTE Approved	Mean	32.81	28	15.13	11.63	16.5	13	17.5
		N	16	16	16	16	16	16	16
		SD	6.2	6.36	3.98	3.1	3.46	2.68	2.63
	University affiliated	Mean	32.71	28.43	15.29	11.57	16.71	12.29	16.86
		N	7	7	7	7	7	7	7
		SD	3.64	3.55	2.81	1.81	2.21	1.6	2.34
	University Department	Mean	33	28	17	13	18	13	18
		N	1	1	1	1	1	1	1
		SD	.	.	.	.	.	.	.
Banking	AICTE Approved	Mean	33.38	27.5	14.75	11.63	15.88	11	16.5
		N	8	8	8	8	8	8	8
		SD	5.55	6.44	4.03	3.02	3.76	3.12	3.3
	University affiliated	Mean	33.38	29.38	17.38	13.13	17.5	12.5	17.5
		N	8	8	8	8	8	8	8
		SD	2.2	3.2	1.77	1.36	2	1.31	2.8785
FMCG	AICTE Approved	Mean	35.33	29	16.67	11.83	18.17	13.83	17.833
		N	6	6	6	6	6	6	6
		SD	2.5	2.97	2.34	2.64	2.56	0.98	1.72
	University affiliated	Mean	35.43	29.57	15.86	12.57	16.71	12.86	16.71
		N	7	7	7	7	7	7	7
		SD	1.99	2.44	2.54	1.13	1.8	1.68	1.7
Pharmaceutical	AICTE Approved	Mean	27.71	24	12.71	9.57	14.43	9.14	15.14
		N	7	7	7	7	7	7	7
		SD	10.23	9.49	5.88	4.12	5.29	4.41	4.95
	University affiliated	Mean	30.83	29.33	16.5	12	17.33	12.5	17.5
		N	6	6	6	6	6	6	6
		SD	4.07	4.5	3.73	3.1	3.14	2.95	3.02
		Mean	34.5	29	17	13	16	12	16

	University Department	N	2	2	2	2	2	2	2
		SD	2.12	1.41	0	0	1.41	2.83	2.83
Retail	AICTE Approved	Mean	32.89	30	16.22	12.67	17.44	12.33	16.89
		N	9	9	9	9	9	9	9
		SD	3.69	4.53	3.9	2.55	2.7	2.45	2.15
	University affiliated	Mean	33	26	13.5	12	17.5	12	15.5
		N	2	2	2	2	2	2	2
		SD	0	2.83	0.71	2.83	3.54	0	3.54
	University Department	Mean	31	29	17	13	16	14	16
		N	1	1	1	1	1	1	1
		SD	.	.	.	.	.	.	.
Hospitality	AICTE Approved	Mean	33.14	27.43	15.57	10.86	17.29	12.57	17.57
		N	7	7	7	7	7	7	7
		SD	3.24	2.07	2.76	2.91	2.29	1.72	1.99
	University affiliated	Mean	34	29.5	15	11.5	16.5	12	15.5
		N	2	2	2	2	2	2	2
		SD	4.24	0.71	0	0.71	2.12	1.41	0.71
	University Department	Mean	29.5	26.5	15	11.5	15	11	14.5
		N	2	2	2	2	2	2	2
		SD	4.95	0.71	0	0.71	1.41	2.83	2.12
Logistic	AICTE Approved	Mean	34.43	30.29	16.43	13.43	17.43	12.43	18
		N	7	7	7	7	7	7	7
		SD	1.9	1.6	2.57	0.98	1.27	1.72	0.58
	University affiliated	Mean	34.67	31.33	16.33	12.33	16.67	12	17.33
		N	3	3	3	3	3	3	3
		SD	2.08	2.08	2.52	1.15	2.08	1	1.15
E-Commerce	AICTE Approved	Mean	33.25	27.5	16.25	11.5	15.5	11	16.5
		N	4	4	4	4	4	4	4
		SD	2.87	2.38	1.71	1.29	1.29	2.16	0.58
	University affiliated	Mean	34.33	30.67	16.83	12.83	17.83	13.17	17.5
		N	6	6	6	6	6	6	6
		SD	4.27	1.63	2.32	1.94	1.94	1.17	1.38

Education	AICTE Approved	Mean	35.33	31.17	17.33	12.67	18	13.67	17.5
		N	6	6	6	6	6	6	6
		SD	2.42	2.14	1.21	0.82	1.1	1.03	1.87
	University affiliated	Mean	32.83	26.83	14.17	12.33	16.33	12.67	16.5
		N	6	6	6	6	6	6	6
		SD	5.04	6.01	4.45	1.97	2.42	1.75	1.05
	University Department	Mean	27.5	22	12.5	10.5	13.5	11.5	12.5
		N	2	2	2	2	2	2	2
		SD	7.78	5.66	3.54	2.12	4.95	3.54	4.95
Consultancy	AICTE Approved	Mean	29.5	26.25	14	11	15.5	11	15.25
		N	4	4	4	4	4	4	4
		SD	7.33	4.92	4.32	2.31	3.11	1.83	2.87
	University affiliated	Mean	29.25	24.5	13.75	10	14	11.25	12.75
		N	4	4	4	4	4	4	4
		SD	7.18	7.33	4.35	3.74	4.55	2.5	5.19
	University Department	Mean	36.67	32.33	15.33	13.67	19.33	15	18.67
		N	3	3	3	3	3	3	3
		SD	3.06	3.06	2.31	1.15	1.15	0	1.15
IT&ITES	AICTE Approved	Mean	31.71	28.86	14.86	11.71	15.57	12.71	16.86
		N	7	7	7	7	7	7	7
		SD	3.9	2.41	1.35	1.6	2.15	1.7	2.85
	University affiliated	Mean	33.17	27.33	15.83	11.5	16.5	13.5	17.5
		N	6	6	6	6	6	6	6
		SD	5.85	4.72	2.14	1.64	3.33	1.52	2.43
	University Department	Mean	36	33	14.33	13.33	19	14.33	18
		N	3	3	3	3	3	3	3
		SD	4	2	0.58	1.53	1.73	1.15	2
Significance		F Value	1.24	0.66	0.6	0.92	0.38	1.46	0.84
		DF	10,150	10,150	10,150	10,150	10,150	10,150	10,150
		P	0.27	0.76	0.81	0.51	0.95	0.16	0.58

The above table shows that with regard to communication skill of students' executives from manufacturing sector satisfied with students of University department (33) compared to students of AICTE B-School (32.81) and University affiliated (32.71). They perceive uniform levels of satisfaction with Critical thinking and problem-solving skills in AICTE, University affiliated and University department students (28). They satisfy with students' Entrepreneurship skills in University department (17) compared to University affiliated (15.29) and AICTE (15.13) which is evident from mean score. They feel Ethics and Moral are better in University department students (13) compared to AICTE (11.63) and University affiliated (11.57). Leadership skills are better in University department students (18) compared to AICTE and University affiliated (16.5). They reported that Learning and Information management skills are better in AICTE and University department (13) compared to University affiliated (12.29). Team Working skills are better in University department students (18) compared to AICTE (17.5) and University affiliated (16.86).

Executives of Banking sector said that, both AICTE and University affiliated students are expected to have uniform communication skills (33.38). They felt Critical thinking and problem-solving skills are expected more in University affiliated (29.38) compared to AICTE (27.5). They perceive better Entrepreneurship skills in University affiliated students (17.38) compared to AICTE (14.75). They think Ethics and Moral are more in University affiliated (13.13) compared to AICTE (11.63). They think leadership skills are better in University affiliated (17.5) compared to AICTE (15.88). They expect more Learning and Information management skills in University affiliated students (12.5) compared to AICTE (11). They perceived better Team working skills in University affiliated students (17.5) compared to AICTE (16.5).

Executives of FMCG sector felt communication is equally good in both AICTE and University affiliated students (35.4). They felt critical thinking and problem solving skills are more satisfactory in University affiliated students (29.57) compared to AICTE (29). They felt Entrepreneurship skills better in AICTE students (16.67) compared to University affiliated students (15.86). They perceived Ethics and Morals better in University affiliated students (12.57) compared to AICTE (11.83). They felt leadership skills more satisfactory in AICTE students (18.17) compared to University affiliated (16.71). Learning and information management skills are better in AICTE students (13.83) compared to University affiliated (12.86). Team working skills better in AICTE students (17.833) compared to University affiliated (16.71).

Executives of pharmaceutical companies' view communication skills more in University department students (34.5) followed by University affiliated (30.83) and AICTE (27.71). Critical thinking skills in University affiliated students (29.33) is higher followed by University department (29) and AICTE (24). Entrepreneurship skills in University department students (17) scored higher followed by University affiliated (16.5) and least in AICTE (12.71). Ethics and moral values more in students of University department (13) followed by University affiliated (12) and least in AICTE (9.57). Leadership skills among students in University affiliated (17.33) is better followed by University department (16) and AICTE (14.43). Learning and information management skills are better in University affiliated (12.5) and

University department students (12) compared to AICTE Approved students (9.14). Team working skills are more in University affiliated students (17.5) followed by University department (16) and AICTE (15.14).

Executives of Retail companies view on students 'communication skills in AICTE students and University affiliated students (33) is better compared to University department (31). Better critical thinking skills found in AICTE students (30) compared to University department (29) and University affiliated (26). Entrepreneurship skills in University department students (17) is better followed by AICTE (16.22) and University affiliated (13.5). Ethics and morals from University department students (13) is higher compared to AICTE (12.67) and University affiliated (12). Uniform leadership skills possesses among AICTE students and University affiliated (17.5) compared to University department (16). Better learning and information management skills are observed in University department students (14) compared to AICTE and University affiliated students (12). Team working skills in AICTE students (16.89) are more followed by students of University department (16) and University affiliated (15.5).

Executives of Hospitality sector found more communication skills in University affiliated students (34) followed by AICTE (33.14) and University department (29.5). They found better critical thinking in University affiliated (29.5) followed by AICTE (27.43) and University department (26.5). Uniform Entrepreneurship skills found in AICTE, University department, University affiliated students (15). Ethics are better in students of University department and University affiliated (11.5) compared to AICTE students (10.86). Leadership skills in AICTE students (17.29) found better compared to University affiliated (16.5) and University department (15). Learning and Information management skills are more in AICTE students (12.57) followed by University affiliated (12) and University department (11). Team working skills in AICTE approved B-Schools' students (17.57) compared to University affiliated (15.5) and University department (14.5).

Executives of Logistics sector feel communication skills are observed more in University affiliated (34.67) compared to AICTE (34.43). Critical thinking skills (31.33) found more in University affiliated colleges compared to AICTE (30.29). They feel Entrepreneurship skills is more in University affiliated (16.33) compared to AICTE (15). Ethics and moral in University affiliated students (12.33) are better compared to AICTE approved (11.5). Better leadership skills are found in University affiliated students (16.67) compared to AICTE (15). More learning and information management skills observed in University affiliated students (12) compared to AICTE approved (11). Team working skills observed more in University affiliated students (17.33) compared to AICTE (14.5).

Executives of Ecommerce industry witnessed better communication skills in University affiliated students (34.33) compared to AICTE (33.25). Better critical thinking skills in University affiliated students (30.67) compared to AICTE (27.5). Better Entrepreneurship skills found in University affiliated (16.83) compared to AICTE (16.25). They found more Ethical and moral skills in students of University affiliated (12.83) compared to AICTE students (11.5). Leadership skills found better in University affiliated (17.83) compared to AICTE students (15.5). They observe University affiliated students are better in Learning and

information management (13.17) compared to AICTE (11). Team working skills are more in University affiliated students (17.5) compared to AICTE students (16.5).

Executives of Education sector found more Communication skills in AICTE students (35.33) followed by University affiliated (32.83) compared to University department (27.5). Critical thinking skills are better in AICTE students (31.17) compared to University affiliated (26.83) compared to University department (22). AICTE students have more Entrepreneurship skills (17.33) compared to University affiliated (14.17) and University department (12.50). Ethical skills are observed more in AICTE students (12.67) followed by University affiliated (12.33) and University department (10.50). They witnessed more leadership skills in AICTE students (18) followed by University affiliated (16.33) and least in University department (13.5). Learning and information management skills found higher for AICTE students (13.67) followed by University affiliated (12.67) and least in University department (11.5). Team working skills found more in AICTE students (17.5) followed by University affiliated (16.5) and least in University department (12.5).

Executives of Consultancy companies found better Communication skills in students of University department (36.67) compared to AICTE (29.5) and University affiliated (29.25). They observed better Critical thinking skills in University department students (32.33) compared to AICTE (26.25) and University affiliated (24.5). Entrepreneurship skills are more in University department students (15.33) compared to AICTE students (14) followed by University affiliated (13.75). Ethical and moral skills in University department students (13.67) are better compared to AICTE (11) and University affiliated (10). Observed more leadership skills in University department students (19.33) compared to AICTE students (15.5) and University affiliated (14). They found better learning and information management skills in University department students (15) compared to University affiliated and AICTE students (11). They perceived more Team working skills in University department students (18.67) followed by AICTE (15.25) and University affiliated (12.75).

Executives of IT/ITES industry viewed communication skills is more in University department (36) followed by University affiliated (33.17) and AICTE (31.71). Better Critical thinking skills in students of University department (33) compared to AICTE (28.86) and University affiliated (27.33). Entrepreneurship skills in University affiliated (15.83) found better compared to AICTE (14.86) and University department (14.33). Ethics and moral values are more in University department (13.33) compared to AICTE (11.71) and University affiliated (11.5). Leadership skill found more in University department (19) compared to University affiliated (16.5) and AICTE (15.57). Learning and information management skills in students of University department (14.3) are higher followed by University affiliated (13.5) and least in AICTE (12.71). Team working skills found higher in University department (18) followed by University affiliated (17.5) and AICTE (16.86) by IT/ITES industry.

6.2.15 Summary of Hypothesis Testing for Section II.

It was hypothesised that *"Employee perception about Marketing Effectiveness do not vary according to Types of B-School."* Thus, the summary of results presented in the preceding

sections pertaining to the status of hypothesis is presented in the following table.

TABLE 6.41: STATUS OF FIRST HYPOTHESIS PERTAINING TO MARKETING EFFECTIVENESS ACCORDING TO B-SCHOOL TYPES PERCEIVED BY EMPLOYEES

S.No	Variable	F Value	Degree of Freedom	P Value	Status
1	User Philosophy and Types of B-School	2.9	2,149	0.058	Significant
2	Integrated Marketing Organization and Types of B-School	0.19	2,149	0.827	Not Significant
3	Marketing Information and Types of B-School	3.98	2,149	0.021	Significant
4	Strategic Orientation and Types of B-School	0.29	2,149	0.748	Not Significant
5	Operational Efficiency and Types of B-School	3.17	2,149	0.045	Significant
6	Overall Marketing Effectiveness and Types of B-School	2.93	2,149	0.057	Significant

It is quite evident from the table that majority of the marking effectiveness variables are significantly associated with the types of B-Schools, indicating that the null hypothesis stands rejected and alternate hypothesis is accepted.

Secondly, it was hypothesized that *"Marketing effectiveness among employees of b-schools do not vary according to the B-school Type, Courses Offered and employees' characteristics such as designation, gender, qualification, teaching and industry experience."* Thus, the summary of results pertaining to the status of hypothesis is presented in the following table

TABLE 6.42: STATUS OF SECOND HYPOTHESIS PERTAINING TO MARKETING EFFECTIVENESS ACCORDING TO EMPLOYEE PERSONAL CHARACTERISTICS PERCEIVED BY EMPLOYEES

S.No	Variable	F Test (f value)	Degree of Freedom (DF)	P Value	Status
1	User Philosophy and Designation of the Employees	0.891	6,149	0.503	Not Significant
2	Integrated Marketing Organization and Designation of the Employees	0.867	6,149	0.521	Not Significant
3	Marketing Information and Designation of the Employees	0.344	6,149	0.912	Not Significant

4	Strategic Orientation and Designation of the Employees	0.279	6,149	0.946	Not Significant
5	Operational Efficiency and Designation of the Employees	0.475	6,149	0.826	Not Significant
6	Overall Marketing Effectiveness and Designation of the Employees	0.39	6,149	0.884	Not Significant
7	User Philosophy and Gender of the Employees	0.544	3,149	0.653	Not Significant
8	Integrated Marketing Organization and Gender of the Employees	0.863	3,149	0.462	Not Significant
9	Marketing Information and Gender of the Employees	0.548	3,149	0.65	Not Significant
10	Strategic Orientation and Gender of the Employees	0.301	3,149	0.824	Not Significant
11	Operational Efficiency and Gender of the Employees	0.242	3,149	0.867	Not Significant
12	Overall Marketing Effectiveness and Gender of the Employees	0.382	3,149	0.766	Not Significant
13	User Philosophy and Educational Qualification of the Employees	1.451	6,149	0.2	Not Significant
14	Integrated Marketing Organization and Educational Qualification of the Employees	0.966	6,149	0.451	Not Significant
15	Marketing Information and Educational Qualification of the Employees	0.287	6,149	0.942	Not Significant
16	Strategic Orientation and Educational Qualification of the Employees	0.493	6,149	0.813	Not Significant
17	Operational Efficiency and Educational Qualification of the Employees	0.433	6,149	0.856	Not Significant
18	Overall Marketing Effectiveness and Educational Qualification of the Employees	0.338	6,149	0.916	Not Significant
19	User Philosophy and Teaching Experience of the Employees	0.965	6,149	0.452	Not Significant
20	Integrated Marketing Organization and Teaching Experience of the Employees	0.788	6,149	0.581	Not Significant
21	Marketing Information and Teaching Experience of the Employees	0.431	6,149	0.858	Not Significant
22	Strategic Orientation and Teaching Experience of the Employees	0.712	6,149	0.641	Not Significant
23	Operational Efficiency and Teaching Experience of the Employees	0.196	6,149	0.977	Not Significant
24	Overall Marketing Effectiveness and Teaching Experience of the Employees	0.417	6,149	0.867	Not Significant

25	User Philosophy and Industry Experience of the Employees	1.049	7,149	0.4	Not Significant
26	Integrated Marketing Organization and Industry Experience of the Employees	0.38	7,149	0.913	Not Significant
27	Marketing Information and Industry Experience of the Employees	1.499	7,149	0.173	Not Significant
28	Strategic Orientation and Industry Experience of the Employees	1.132	7,149	0.347	Not Significant
29	Operational Efficiency and Industry Experience of the Employees	1.226	7,149	0.293	Not Significant
30	Overall Marketing Effectiveness and Industry Experience of the Employees	0.901	7,149	0.508	Not Significant
31	User Philosophy and Courses Offered by the Institute	0.031	2,149	0.969	Not Significant
32	Integrated Marketing Organization and Courses Offered by the Institute	0.355	2,149	0.701	Not Significant
33	Marketing Information and Courses Offered by the Institute	0.578	2,149	0.562	Not Significant
34	Strategic Orientation and Courses Offered by the Institute	0.729	2,149	0.484	Not Significant
35	Operational Efficiency and Courses Offered by the Institute	0.692	2,149	0.502	Not Significant
36	Overall Marketing Effectiveness and Courses Offered by the Institute	0.384	2,149	0.682	Not Significant

It is quite evident from the table that all the personal characteristics are not significantly associated with marketing effectiveness of the B-Schools, indicating that the null hypothesis stands accepted and alternate hypothesis is rejected.

Thirdly, it was hypothesised that *"Student perception about satisfaction with B-School do not vary according to Types of B-School."* Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.43: STATUS OF THIRD HYPOTHESIS PERTAINING TO STUDENT SATISFACTION ACCORDING TO TYPES OF B-SCHOOL PERCEIVED BY STUDENT

S.No	Variable	F Value	Degree of Freedom	P Value	Status
1	Satisfaction with Educational Experience and Types of B-School	2.865	2,359	0.058	Significant

2	Satisfaction with Support Facility and Types of B-School	6.824	2, 359	0.001	Significant
3	Satisfaction with Campus Life and Types of B-School	7.427	2, 359	0.001	Significant
4	Overall Satisfaction of the Student and Types of B-School	6.135	2,359	0.002	Significant

It is quite evident from the table that all the satisfaction variables are significantly associated with the types of B-Schools, indicating that the null hypothesis stands rejected and alternate hypothesis is accepted.

Fourthly, it was hypothesised that *"Students satisfaction with B-Schools do not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program.* Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.44: STATUS OF FOURTH HYPOTHESIS PERTAINING TO STUDENT SATISFACTION ACCORDING TO STUDENTS PERSONAL CHARACTERISTICS

S.No	Variable	F Value	Degree of Freedom	P Value	Status
1	Satisfaction with Educational Experience and Student's Age Group	0.685	4,359	0.603	Not Significant
2	Satisfaction with Support Facility and Student's Age Group	1.144	4,359	0.336	Not Significant
3	Satisfaction with Campus Life and Student's Age Group	0.63	4,359	0.641	Not Significant
4	Overall Satisfaction of the Student and their age Group	0.729	4,359	0.573	Not Significant
5	Satisfaction with Educational Experience and Student's Gender	1.117	2,359	0.328	Not Significant
6	Satisfaction with Support Facility and Student's Gender	6.873	2,359	0.001	Significant
7	Satisfaction with Campus Life and Student's Gender	3.802	2,359	0.023	Significant
8	Overall Satisfaction of the Student and Student's Gender	5.444	2,359	0.005	Significant
9	Satisfaction with Educational Experience and Student's Educational Qualification	1.256	11,359	0.249	Not Significant
10	Satisfaction with Support Facility and Student's Educational Qualification	0.993	11,359	0.452	Not Significant
11	Satisfaction with Campus Life and Student's Educational Qualification	0.936	11,359	0.506	Not Significant
12	Overall Satisfaction of the Student and Student's Educational Qualification	1.021	11,359	0.427	Not Significant
13	Satisfaction with Educational Experience and Student's Year of Study Level	1.698	2,359	0.185	Not Significant

14	Satisfaction with Support Facility and Student's Year of Study Level	0.671	2,359	0.512	Not Significant
15	Satisfaction with Campus Life and Student's Year of Study Level	0.607	2,359	0.546	Not Significant
16	Overall Satisfaction of the Student and Student's Year of Study Level	0.524	2,359	0.593	Not Significant

It is quite evident from the table that out of thirteen personal characteristics of the students eleven are not significantly associated with the student satisfaction of the B-Schools, indicating that the null hypothesis stands accepted and alternate hypothesis is rejected.

Fifthly, it was also hypothesised that *"Corporate Executive perception about satisfaction with B-School do not vary according to Types of B-School."* Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.45: STATUS OF FIFTH HYPOTHESIS PERTAINING TO CORPORATE SATISFACTION ACCORDING TO TYPES OF B-SCHOOL PERCEIVED BY CORPORATE EXECUTIVES.

S.No	Variable	F Value	Degree of Freedom	P Value	Status
1	Satisfaction with Communication Skills among Type of B-Schools	0.115	2,149	0.892	Not Significant
2	Satisfaction with Critical Thinking and Problem Solving Skill among Type of B-Schools	0.249	2,149	0.78	Not Significant
3	Satisfaction with Entrepreneurial Skills among Type of B-Schools	0.302	2,149	0.74	Not Significant
4	Satisfaction with Ethics and Morals skill among Type of B-Schools	1.131	2,149	0.325	Not Significant
5	Satisfaction with Leadership Skills among Type of B-Schools	0.181	2,149	0.835	Not Significant
6	Satisfaction with Learning and Information Management skill among Type of B-Schools	1.183	2,149	0.309	Not Significant
7	Satisfaction with Team Working Skills among Type of B-Schools	0.337	2,149	0.714	Not Significant

It is quite evident from the table that all the satisfaction variables are not significantly associated with the types of B-Schools, indicating that the null hypothesis stands accepted and alternate hypothesis is rejected.

Sixthly, it was also hypothesised that *"Corporate satisfaction on performance from Students of B-schools do not vary according to their Type of company and also Type of Institute visited for campus placement."* Thus, the summary of results pertaining to the status of hypothesis is presented in the following table.

TABLE 6.46: STATUS OF SIXTH HYPOTHESIS PERTAINING TO CORPORATE SATISFACTION WITH THE B-SCHOOL ACCORDING TO THE TYPES OF CORPORATION.

S.No	Variable	F Value	Degree of Freedom	P Value	Status
1	Satisfaction with Communication Skills among Type of Company and Type of Institute.	1.24	10,150	0.27	Not Significant
2	Satisfaction with Critical Thinking and Problem Solving Skill among Type of Company and Type of Institute.	0.66	10,150	0.76	Not Significant
3	Satisfaction with Entrepreneurial Skills among Type of Company and Type of Institute.	0.6	10,150	0.81	Not Significant
4	Satisfaction with Ethics and Morals skill among Type of Company and Type of Institute.	0.92	10,150	0.51	Not Significant
5	Satisfaction with Leadership Skills among Type of Company and Type of Institute.	0.38	10,150	0.95	Not Significant
6	Satisfaction with Learning and Information Management skill among Type of Company and Type of Institute.	1.46	10,150	0.16	Not Significant
7	Satisfaction with Team Working Skills among Type of Company and Type of Institute.	0.84	10,150	0.58	Not Significant

It is quite evident from the table that all the corporate satisfaction variable is not significantly associated with the type of B-School and type of Company, indicating that the null hypothesis stands accepted and alternate hypothesis is rejected.

PART C

6.3 Relationship Among Study Variables

In this part, results pertaining to the relationship among study variables of marketing orientation and marketing effectiveness are presented and relationship of market orientation with student satisfaction and relationship of corporate perceived market orientation with corporate satisfaction perceived by the corporate are also presented. There are three null hypotheses that have been proposed and tested in this part. They are:

H_O1 *"There is no relationship between Market Orientation and Marketing Effectiveness among B-schools according to the employee perception"*

H1 *"There is significant relationship between Market Orientation and Marketing Effectiveness among B-schools according to the employee perception"*

H_O2 *"There is no relationship between Market Orientation and Student Satisfaction among B-schools according to the student perception"*

H2*"There is significant relationship between Market Orientation and Student Satisfaction among B-schools according to the student perception"*

H_O3 *"There is no relationship between Corporate Expectation from B-School and Corporate Satisfaction on Performance from the B-School's students according to the corporate perception"*

H3 *"There is significant relationship between Corporate Expectation from B-School and Corporate Satisfaction on Performance from the B-School's students according to the corporate perception"*

In order to test these hypotheses and study variables correlation coefficients were computed, results in this regard are presented in three sections and tables. Additionally, there is another section which shows the relationship of Market Orientation and Marketing Effectiveness with actual data on capacity utilization and market share of types of B-School.

SECTION I: Market Orientation and Marketing Effectiveness

6.3.1 Relationship between Market Orientation and Marketing Effectiveness Perceived by Employees.

It was hypothesized that *"There is no relationship between Market Orientation and Marketing Effectiveness among B-schools".* Thus in order to test hypothesis, correlation coefficients were computed between these variables. Results in this regard are presented in the following table.

TABLE 6.47: CORRELATION AMONG STUDY VARIABLES

SL.NO			Customer Orientation	Competetion Orientation	Interfunctional Coordination	Overall Market Orientation	User Philosophy	Integrated Marketing Organisation	Marketing Information	Strategic Orientation	Operational Efficiency	Overall Marketing Effectiveness
1	Customer Orientation	Pearson Correlation	1	.614**	.686**	.865**	.636**	.226**	.461**	.432**	.389**	.504**
		Sig. (2-tailed)		0	0	0	0	0.005	0	0	0	0
		N		150	150	150	150	150	150	150	150	150
2	Competetion Orientation	Pearson Correlation		1	.620**	.885**	.708**	.499**	.481**	.595**	.498**	.666**
		Sig. (2-tailed)			0	0	0	0	0	0	0	0
		N			150	150	150	150	150	150	150	150
3	Interfunctional Coordination	Pearson Correlation			1	.860**	.615**	.440**	.471**	.533**	.421**	.588**
		Sig. (2-tailed)				0	0	0	0	0	0	0
		N				150	150	150	150	150	150	150
4	Overall Market Orientation	Pearson Correlation				1	.756**	.456**	.541**	.605**	.507**	.681**
		Sig. (2-tailed)					0	0	0	0	0	0
		N					150	150	150	150	150	150
5	User Philosophy	Pearson Correlation					1	.491**	.673**	.708**	.661**	.843**
		Sig. (2-tailed)						0	0	0	0	0
		N						150	150	150	150	150
6	Integrated Marketing Organisation	Pearson Correlation						1	.537**	.569**	.620**	.795**
		Sig. (2-tailed)							0	0	0	0
		N							150	150	150	150
7	Marketing Information	Pearson Correlation							1	.778**	.852**	.863**
		Sig. (2-tailed)								0	0	0
		N								150	150	150
8	Strategic Orientation	Pearson Correlation								1	.770**	.855**
		Sig. (2-tailed)									0	0
		N									150	150
9	Operational Efficiency	Pearson Correlation									1	.898**
		Sig. (2-tailed)										0
		N										150
10	Overall Marketing Effectiveness	Pearson Correlation										1
		Sig. (2-tailed)										
		N										
	**. Correlation is significant at the 0.01 level (2-tailed).											

It is clear from the above table that all the dimensions of Market Orientation are positively and strongly correlated with the dimension of Marketing Effectiveness. Thus.it is also evident from

the above table that the overall scale of Market Orientation is positively and significantly correlated with overall marketing Effectiveness. Interestingly, all the study variables are significantly correlated, qualifying them for further analysis. Further, to test the Hypothesis multiple regression analysis is used treating market orientation as independent variable and marketing effectiveness as dependent variable. Results in this regard are presented in the following table:

TABLE 6.48: MULTIPLE REGRESSION MODEL

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (P=)
		B	Std. Error	Beta		
S.No	(Constant)	47.481	6.789		6.994	0.00
1	Customer Orientation	0.073	0.382	0.016	0.19	0.849
2	Competition Orientation	1.654	0.272	0.485	6.093	0.00
3	Interfunctional Coordination	1.326	0.414	0.276	3.203	0.002

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**F-Statistic**	**DF**	**P= (Sigma)**
1	**.702[a]**	**0.493**	**0.483**	**16.6127**	**47.413**	**3,149**	**.000[b]**
a. Predictors: (Constant), Interfunctional Coordination, Competition Orientation, Customer Orientation							

From the above table it is interesting to note that of all the predictors variables except customer orientation the other two namely competition orientation (Beta=0.485, P=0.00) and interfunctional coordination (Beta=0.276, P=0.002) yielded significant beta coefficient. To be more specific if competition orientation improves by one unit, marketing effectiveness will increase by 0.48 units significantly. Similarly, if interfunctional coordination improves by one unit, marketing effectiveness will increase by 0.27 units significantly.

The coefficient of determination yielded a value of 0.483 which is statistically significant as evident from F statistic presented in the table. This means all the predictor variables namely customer orientation, competitor orientation and Interfunctional coordination put together explained 48 percent of change in marketing effectiveness. The remaining 52 percent of change may be because of extraneous variables, like marketing departmental structure, marketing process and strategies related to marketing programs.

Thus, the null hypothesis *"There is no relationship between Market Orientation and Marketing Effectiveness among B-schools"* stands rejected and the alternative hypothesis *"There is significant relationship between Market Orientation and Marketing Effectiveness among B-schools as per the faculty perception"* is accepted.

SECTION II: Market Orientation and Student Satisfaction

6.3.2 Relationship between Market Orientation and Student Satisfaction perceived by Students.

It was hypothesized that *"There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception"*. Thus in order to test hypothesis, correlation coefficients were computed. Results in this regard are presented in the following table.

TABLE 6.49. CORRELATION AMONG STUDY VARIABLES

Sl. No.			Customer Orientation	Competitor Orientation	Inter Functional Coordination	Overall Market Orientation	Campus Life Satisfaction	Support Facility Satisfaction	Educational Experience Satisfaction	Overall Student Satisfaction
1	Customer Orientation	Pearson Correlation	1	.741**	.761**	.939**	.575**	.727**	.644**	.743**
		Sig. (2-tailed)		0	0	0	0	0	0	0
		N	360	360	360	360	360	360	360	360
2	Competitor Orientation	Pearson Correlation		1	.716**	.891**	.587**	.720**	.635**	.741**
		Sig. (2-tailed)			0	0	0	0	0	0
		N		360	360	360	360	360	360	360
3	Inter Functional Coordination	Pearson Correlation			1	.892**	.525**	.678**	.634**	.697**
		Sig. (2-tailed)				0	0	0	0	0
		N			360	360	360	360	360	360
4	Overall Market Orientation	Pearson Correlation				1	.620**	.780**	.700**	.801**
		Sig. (2-tailed)					0	0	0	0
		N				360	360	360	360	360
5	Campus Life Satisfaction	Pearson Correlation					1	.769**	.499**	.864**
		Sig. (2-tailed)						0	0	0
		N					360	360	360	360
6	Support Facility Satisfaction	Pearson Correlation						1	.677**	.967**
		Sig. (2-tailed)							0	0
		N						360	360	360
7	Educational Experience Satisfaction	Pearson Correlation							1	.774**
		Sig. (2-tailed)								0
		N							360	360
8	Overall Student Satisfaction	Pearson Correlation								1
		Sig. (2-tailed)								
		N								360
	**. Correlation is significant at the 0.01 level (2-tailed).									

It is clear from the above table that all the dimensions of Market Orientation are positively and strongly correlated with the all the dimension of Student Satisfaction. This means as market orientation improves student satisfaction will also improve significantly. Thus.it is also evident from the above table that the overall scale of Market Orientation is positively and significantly correlated with overall Student Satisfaction. Interestingly all the study variables are significantly correlated, qualifying them for further analysis. Further, to test the Hypothesis multiple regression analysis is used treating market orientation as independent variable and Student Satisfaction as dependent variable. Results in this regard are presented in the following table.

TABLE 6.50: MULTIPLE REGRESSION MODEL

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
S.No	(Constant)	17.461	3.453		5.056	0.00
1	Customer orientation	1.302	0.218	0.33	5.985	0.00
2	Competitor Orientation	2.024	0.285	0.366	7.094	0.00
3	Inter-functional coordination	1.2	0.337	0.194	3.559	0.00

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**F Statistic**	**DF**	**P= (sigma)**
1	**.815[a]**	**0.665**	**0.662**	**12.97755**	**222.046**	**3,359**	**.000[b]**
a. Predictors: (Constant), Inter-functional coordination, Competitor Orientation, customer orientation							

From the above table it is interesting to note that of all the predictors variables namely customer orientation (Beta=0.33, P=0.00), competition orientation (Beta=0.366, P=0.00) and interfunctional coordination (Beta=0.194, P=0.00) yielded significant beta coefficients. To be more specific, if customer orientation improves by one unit, student satisfaction will increase by 0.33 units significantly. Similarly, if Competitor orientation and interfunctional coordination improves by one unit, student satisfaction will increase by 0.36 units and 0.19 unit respectively.

The coefficient of determination yielded a value of 0.662 which is statistically significant as evident from F statistics presented in the table. This means all the predictor variables namely customer orientation, competitor orientation and Interfunctional coordination put together explained 66 percent of change in student satisfaction. Their remaining 34 percent of change may be because of extraneous variables like student perception about academics and administration.

Thus, the null hypothesis *"There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception"* stands rejected and the alternative hypothesis *"There is significant relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception"* is accepted.

SECTION III: Relationship of Market Oriented Corporate Expectation and Corporate Satisfaction

6.3.3 Relationship between Corporate Expectation from B-School and Perceived Satisfaction on B-Schools' Student's Post Recruitment Performance.

It was hypothesized that *"There is no relationship between Corporate Expectation from B-School and Corporate satisfaction with the B-School's students' performance".* Thus in order to test hypothesis, correlation coefficients were computed. Results in this regard are presented in the following table.

TABLE 6.51: CORRELATION AN STUDY VARIABLES

SL. No			Communication Skills	Crtical Thinking and Problem Solving Skill	Entrepreneural Skills	Ethics and Morals	Leadership Skills	Learning and Information Management	Team Working Skills	Overall Satisfaction
1	Market Oriented Governance	Correlation	.319**	.231**	.437**	.273**	.223**	.212**	.259**	.323**
		Sig. (2-tailed)	0	0.004	0	0.001	0.006	0.009	0.001	0
		N	150	150	150	150	150	150	150	150
2	Market Oriented Curriculam	Correlation	.215**	.178*	.386**	.170*	.181*	0.048	.179*	.230**
		Sig. (2-tailed)	0.008	0.028	0	0.037	0.025	0.557	0.027	0.004
		N	150	150	150	150	150	150	150	150
3	Market Oriented Faculty	Correlation	.170*	.167*	.392**	0.157	.162*	0.039	0.144	.207*
		Sig. (2-tailed)	0.037	0.04	0	0.054	0.046	0.63	0.076	0.01
		N	150	150	150	150	150	150	150	150
4	Market Oriented Infrastructure	Correlation	.442**	.510**	.670**	.483**	.441**	.436**	.412**	.557**
		Sig. (2-tailed)	0	0	0	0	0	0	0	0
		N	150	150	150	150	150	150	150	150
5	Market Oriented Entrepreneurship Development	Correlation	.428**	.468**	.621**	.391**	.445**	.394**	.407**	.520**
		Sig. (2-tailed)	0	0	0	0	0	0	0	0
		N	150	150	150	150	150	150	150	150
6	Communication Skills	Correlation	1	.806**	.665**	.695**	.733**	.722**	.675**	.895**
		Sig. (2-tailed)		0	0	0	0	0	0	0
		N	150	150	150	150	150	150	150	150
7	Crtical Thinking and Problem Solving Skill	Correlation		1	.755**	.787**	.821**	.740**	.738**	.941**
		Sig. (2-tailed)			0	0	0	0	0	0
		N		150	150	150	150	150	150	150
8	Entrepreneural Skills	Correlation			1	.697**	.700**	.648**	.582**	.830**
		Sig. (2-tailed)				0	0	0	0	0
		N			150	150	150	150	150	150
9	Ethics and Morals	Correlation				1	.751**	.617**	.658**	.846**
		Sig. (2-tailed)					0	0	0	0
		N				150	150	150	150	150
10	Leadership Skills	Correlation					1	.715**	.744**	.892**
		Sig. (2-tailed)						0	0	0
		N					150	150	150	150
11	Learning and Information Management	Correlation						1	.707**	.834**
		Sig. (2-tailed)							0	0
		N							150	150
12	Team Working Skills	Correlation							1	.825**
		Sig. (2-tailed)								0
		N							150	150
13	Overall Satisfaction	Correlation								1
		Sig. (2-tailed)								
		N								150
		Note: *. Correlation is significant at the 0.05 level (2-tailed).								

It is clear from the above table that all the dimensions of Market Oriented Corporate Expectation from the B-School are positively and strongly correlated with the all the dimension of Corporate Satisfaction with B-School Students' performance. Thus.it is also evident that the overall scale of corporate expectation is positively and significantly correlated with overall corporate satisfaction. Interestingly, all the study variables are significantly correlated, qualifying them for further analysis. Further, to test the hypothesis multiple regression analysis is used treating market oriented corporate expectation as independent variable and overall Corporate Satisfaction with students as dependent variable. Results in this regard are presented in the following table:

TABLE 6.52 : MULTIPLE REGRESSION MODEL

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
S.No	(Constant)	37.779	10.961		3.447	0.001
1	Market Oriented Governance	1.084	0.599	0.173	1.808	0.073
2	Market Oriented Curriculum	0.022	0.638	0.003	0.035	0.972
3	Market Oriented Faculty	-2.362	0.948	-0.246	-2.491	0.014
4	Market Oriented Infrastructure	6.687	1.318	0.392	5.073	0
5	Market Oriented Entrepreneurship Development	5.375	1.376	0.349	3.906	0

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Statistic	DF	P=Sigma
1	.637a	0.405	0.385	15.666	19.898	5,150	.000a
a. Predictors: (Constant), mo governance, mo curriculum, mo infrastructure, mo faculty, mo entrepreneurship							

From the above table, it is interesting to note that of all the predictors variables namely Market Oriented Governance (Beta=0.173, P=0.073), Market Oriented Curriculum (Beta=0.003, P=0.972), Market Oriented Faculty (Beta= 0.246, P=0.014), Market Oriented Infrastructure (Beta=0.392, P=0.00) and Market Oriented Entrepreneurship Development (Beta=0.349, P=0.00) yielded significant beta coefficient. To be more specific, if Market Oriented Governance improves by one unit, Corporate Satisfaction will increase by 0.17 units significantly. Similarly, if Market Oriented Curriculum, Market Oriented Faculty, Market Oriented Infrastructure and Market Oriented Entrepreneurship Development improves by one unit, corporate satisfaction with the student performance will increase by 0.03 units, 0.24 units, 0.39 units and 0.34 units respectively.

The coefficient of determination yielded a value of 0.405 which is statistically significant as evident from F statistics presented in the table. This means all the predictor variables namely

market oriented Governance, market oriented Curriculum, market oriented Faculty, market oriented Infrastructure and market oriented Entrepreneurship Development initiative put together explained 40 percent of change in Corporate satisfaction with performance of the placed students. Their remaining 60 percent of change may be because of extraneous variables like work system and work culture etc.

Thus, the null hypothesis *"There is no relationship between Corporate Expectation from B-School and Corporate Satisfaction on Performance from the B-School's students according to the corporate perception"* stands rejected and the alternative hypothesis *"There is significant relationship between Corporate Expectation from B-School and Corporate Satisfaction on Performance from the B-School's students according to the corporate perception"* is accepted.

6.4 B-Schools' Capacity Utilization, Market Share and Market Orientation, Marketing Effectiveness

The researcher is curious to know that how the market orientation of B-School of is currently as consequences of its capacity utilization and change in market shares of B-Schools over the last four years. Therefore, secondary data pertaining to the approved intake and the actual intake (market share) for the academic year 2013-14, 2014-15, 2015-16, 2016-17 was collected. Capacity utilisation is not the physical capacity but it is the maximum number of students that are permitted to be admitted as per regulatory authorities, considering infrastructure as well as faculty members whereas market share is considered to be the number of admissions by the same B-Schools, on the basis of secondary data captured by the scholar, from the respective B-Schools in the study area.

In order to note the trend in capacity utilization as on date, the approved intake for 2017 is deducted from the approved intake of 2014, considering it as base year. Similarly, the trend in market share as on date is computed by subtracting the actual admission for 2017 from the base year 2014.

TABLE 6.53: B-SCHOOLS' CAPACITY UTILIZATION AND MARKET SHARE VS. MARKET ORIENTATION AND MARKETING EFFECTIVENESS

Type of Institute	% capacity utilisation					% of market share					Overall MO	Overall ME
	2014	2015	2016	2017	Trend in Capacity Utilization	2014	2015	2016	2017	Trend in Market Share		
Total AICTE Approved	0.509	0.517	0.644	0.733	0.224	0.587	0.587	0.634	0.658	0.071	72.45	123.22
Total University affiliated	0.646	0.686	0.722	0.736	0.089	0.344	0.360	0.317	0.296	-0.048	70.17	116.65
Total University dept.	1.000	1.000	1.000	1.000	0.000	0.069	0.053	0.049	0.046	-0.023	66.17	120.37

A detailed picture of the trends in capacity utilization and market share against the market orientation and marketing effectiveness is presented in the above table. From the table it is observed that the capacity utilization which is approved intake is increasing for all the three

types B-School from year after year from the base year 2014. Further, that trend in capacity utilization has improved by 22 percent in case of AICTE approved B-School and 8.9 percent in case of affiliated colleges. Surprisingly, there is no change in capacity utilization in University department. It signifies that AICTE approved B-Schools are better in capacity utilization compared to affiliated colleges. University department is continuing with same approved intakes for last four years signifies that the motive of increasing seats for business courses are lacking and also lack in aspirations to earn more profits through admissions.

As regards market share of B-Schools, the AICTE approved B-Schools has improved by 7 percent as on date over the last four years. Whereas, affiliated colleges has decreased by 4 percent over the last four years. With regard to University department also decreased by 2 percent over the last four years. It signifies that AICTE approved positively improving on attracting students to take admission whereas, University affiliated colleges ad University departments are not able to attract aspirants to pursue business courses resulted in decreasing trends over the last four years.

It is interesting to note regarding market orientation and marketing effectiveness, according to type of B-School and capacity utilization and market share. The AICTE approved B-School Market Orientation is far higher (mean=72.45) when compared with expected arithmetic mean score of 57. Interestingly, capacity utilization and market share also increasing in case of AICTE approved B-School over the last four years. Whereas, the affiliated colleges market share is decreasing by 4 units yet, they are standing second on market orientation compared to AICTE approved colleges. University department is further reduced by 2 percent market share compared to affiliated colleges even the mean score of market orientation also less than the affiliated colleges. With regard to Marketing Effectiveness, it is observed from the table that University affiliated colleges scored less than AICTE approved colleges and University department. It signifies as University department is poor in market orientation compared to other two types of B-School and University affiliated is poor in marketing effectiveness compared to other B-schools.

From the above interpretation, we can visually have noticed the change in the capacity utilization and market share over the years for each type of B-School. In other words, there is visual significance in the changes of capacity utilization, market share, market orientation and marketing effectiveness correspondingly. However, we are curious to know the statistical significance of such observation. In order to do that Pearson correlation coefficient was conducted. Result in this regard is presented below:

TABLE 6.54: CORRELATION BETWEEN B-SCHOOLS' MARKET SHARE AND OVERALL MARKET ORIENTATION

B-Schools' Market Share		Overall Market Orientation
Percentage Market Share 2014	Pearson Correlation	**.156**
	Sig. (2-tailed)	.050
	N	150
Percentage Market Share 2015	Pearson Correlation	**.157**
	Sig. (2-tailed)	.050
	N	150

Percentage Market Share 2016	Pearson Correlation	**.153**
	Sig. (2-tailed)	.061
	N	150
Percentage Market Share 2017	Pearson Correlation	**.151**
	Sig. (2-tailed)	.065
	N	150
**. Correlation is significant at the 0.05 level (2-tailed).		

It's very interesting note from the table that market orientation is very positively and significantly correlated (P=0.05) with market share of 2014 and 2015 even though there is correlation between 2016 and 2017 with market orientation but not significant at 0.05 level of significance.

While the objective of the study is to analyse the perceptions on market orientation and marketing effectiveness, an attempt was made to study the correlation with the outcomes objectively. Conclusion on this aspect is consistent with literature survey findings in different sectors.

6.5 Summary of the Chapter

In this chapter, the results of the study have been presented in three parts. In Part A, results pertaining to market orientation is presented in various sections. In Section I, Market orientation according to employee's personal characteristics with the type of B-Schools were presented and in Section II, Market Orientation perceive by the student according to their personal characteristics were presented. Whereas, in Section III, Corporate perception about B-schools' market orientation was presented. In Part B, results pertaining to Marketing Effectiveness and Satisfaction were presented according to three type of stakeholders in various sections. In Section I, Marketing Effectiveness perceive by employees were presented and in Section II, Student Satisfaction towards the B-Schools were presented and in Section III, Corporate Satisfaction with B-School students was presented. In Part C, results pertaining to the relationship among study variables were analysed in order to study the nature and extent of relationship among them. In this chapter, total of fifteen null hypotheses were formulated and tested which was shown in three parts, out of which eight null hypotheses were rejected and seven null hypotheses were accepted. Thus, eight alternate hypotheses were accepted and seven alternate hypotheses were rejected. Last part of the chapter also explored the market orientation and marketing effectiveness relationships with actual data pertaining to B-schools' capacity utilization and market share.

CHAPTER VII

RESULTS AND DISCUSSIONS

CHAPTER VII: RESULTS AND DISCUSSIONS

7.0 Introduction

This chapter discuss on the results of the study presented in the previous chapter. As the main variables of this study are market orientation, marketing effectiveness, student and corporate satisfaction with the B-Schools in Hyderabad and Rangareddy district of Telangana State, the discussions are presented in three parts. Part A discusses about market orientation of employees, students and the corporations. Part B discusses about Marketing Effectiveness, students' and corporate' satisfaction with B-School. Lastly, Part C discusses about relationship between Market Orientation and Marketing Effectiveness

PART A: MARKET ORIENTATION

In this section, discussions pertaining to the market orientation, by internal stakeholders such as employees, student and external stakeholders like corporate recruiters explore the reasons behind the findings and also correlate such findings with the earlier research studies and also with the expert views.

7.1 Market Orientation

In order to analyses the market orientation according to the faculty and staff, firstly, it was hypothesized that *"Employee perception about Market Orientation do not vary according to the types of B-School."* And secondly, it was hypothesized that "*Market Orientation among employees of B-Schools do not vary according to the B-school Characteristic namely, B-school Type, Courses Offered and Faculty's Gender, Qualification, and Teaching and Industry Experience."* Discussions pertaining to testing of this hypothesis are presented in the following sections.

7.1.1 Employee Perceived Market Orientation and Types of B-School

This study brought to light that according to employees the AICTE approved B-Schools are more market oriented than University affiliated and the least is University department. There are significant differences noticed in the results of market orientation of three types of B-School. The reason for such result could be that AICTE approved B-Schools are general charging high prices for the education and the challenges to filled the intake capacity of B-School is also thriving year after year. Realizing such problems AICTE approved B-School need to be customer centric and also competitor oriented to know and adopt the development happened with the same category institution. AICTE approved B-Schools recruit employees with higher remuneration to deliver better education services compared to other types of B-School and gain competitive advantage. Employees of B-School understand the importance of satisfying the primary beneficiary to sustain in the market and their livelihood due to that understanding and responsibility they seem to be more market oriented than the other two types

of B-school who generally charges very less and attracted different segment of student to pursue their education. While discussing with a faculty from University department mentioned that they do not have any sort of problems even if they are not able to filled the seats. However, the professor also mentioned that the problem of filling the seats are not there as there are very few University who offer the course and fees for those programs are very reasonable and service orientation they do not have much as the student expectations are also less from those University departments.

7.1.2 Market Orientation and Demographic Profile of Employees

This study brought to light that employees slightly varied on their market orientation according to their demographic characteristics namely gender, educational qualification and industry and teaching experience. However, the results reported in the preceding chapter suggest that market orientation does not vary according to demographic characteristics namely gender, work experience of the employees. Surprisingly, employees' educational qualification was found to have significant effect on the perceived customer orientation.

According to Lambert et.al (1990), if employees are highly educated, they seem to have better understanding about customers and competitors and thus, they are more market oriented than the employees that are less educated but there are also symptoms of less focusing on customer by highly educated employees. However, influence of demographic factor such as gender, experience and education levels influence on market orientation have been ignored by the researcher. Therefore, there is not much evidence to support the linkage between demographic characteristics and market orientation of the employees.

Market orientation is not influenced by employees' personal characteristics like gender and work experience. The reason could be due to the fact that employees or faculty in B-schools do not have any difference between male and female in terms of their job roles, workload and the interaction with the students. In fact, in business education the ratio of male and female students are near equal and so the interaction time and frequency with the male and female faculty is near to equal. Experience whether it is teaching or industry related, also does not have any effect on market orientation. This is probably due to the fact that any employee's work experience does not change the nature of the job description and job role. Interaction opportunity with the students is same like the faculty having more experience or less experience, however, it is also noticed that any departmental communication from the management is to inform everyone without differentiating people on their work experience.

Experts from the business schools mention that there may be difference between experienced faculty and less-experienced faculty on perceived market orientation in earlier days where information was not so available and it was believed that experienced people are more informed but today due to availability of the resources it is obvious that there is no significance difference on the understanding and thus no difference found according to their work experience. With regard to employees' educational level it is obvious that people those have education related to marketing management will be more market oriented than rest of the employees. It is also truth that more educated employees will show much interest in market orientation and specifically, customer orientation and competitors orientation.

7.1.3 Market Orientation and B-School Profile

This study also found that there is no significant difference noticed in market orientation according to different types of Business Schools and courses offered by those business schools. These results are probably due to the reason that any Business School whether offering PGDM or MBA, their very purpose of getting enrolment and trying to satisfy the students in terms of providing development opportunity or placement opportunity does not change. Whatever, may be the courses offered by the Business School, it will influence students' behaviour but does not influences the behaviour of faculty and staffs. Since, faculty in any type of business schools has similar role to play and may be the reason for less significance variance among three types of business school. However, there is no single evidence found from the existing literature in the education sector which agree or disagree with the findings that the type of business schools and courses offered by those business school have any kind of influence on the perceived market orientation.

Experts say that the autonomous business schools should be more market oriented than University affiliated colleges or University Department and reasons given by those expert as AICTE Approved institutes generally charge more fees than other type of colleges and so they can utilize their resources to satisfy their stakeholders and also an autonomous institutes' has autonomy to modify their curriculum, students' activities and placement process and strategy as per the students' needs. However, the results in the study shows differently and the reason stated by experts is that today whether it is University affiliated or University Department all are facing problems in admission and every institute started defining their target market and try to satisfy them to continue admission flow. University affiliated colleges and AICTE Approved B Schools may not have the same target group as customer. Students studying in autonomous business schools are less price sensitive than University affiliated colleges. Since there is a different market segment for each type of business schools, their market orientation is also aligned with their own markets.

7.1.4 Students' Perceived Market Orientation and Types of B-School

This section brings to light the discussion pertaining to the third hypothesis as *"Student perception about Market Orientation do not vary according to the types of B-School."* The finding with particular to this hypothesis was presented in the previous chapter and the results and rationale of those finding are presented below. This study brought to light that Student perceived market orientation of B-School also AICTE approved B-School found higher followed by University affiliated and University department. The reason for such results could be due to the fact that student receives a certain amount of concentration and attention in AICTE approved B-School which they might not experience in previous education. Students are the primary stakeholders of any educational institution and also the co-creator of services. Students in AICTE approved B-School used participate in admission and promotion process and also plays a role of a brand ambassador for the college. In fact, these kind of practices are noticed mostly in AICTE approved institution than University affiliated and University department. AICTE approved institution always try to make the student happy and at the same time tries to fulfil the purpose of their education to get positive word of mouth about the B-School. Student of AICTE approved institution understand that they are the customer and they

also demand from the college if anything is supposed to have but not there. Such realization and the initiatives taken by the B-School make the students looked AICTE approved institution more market oriented than others.

7.1.5 Market Orientation and Student's Personal Characteristics

Students' demographic characteristics namely age, gender, qualification at graduate level and present level of study does not have any influence on their perception about market orientation consisting of customer orientation, competitor orientation and interfunctional coordination. However, the results reported suggest that students view about B-Schools' market orientation does not vary according to demographic characteristics of the students.

With regard to the age of the students most of the respondents are in the age group of 20 to 25 year and thus there is no difference noticed according to their age. With regard to students' gender also it was found from the study that there is no difference found as per their gender. The slight differences were noticed as per their level of study but not significant. It is evident from the personal interview conducted with some students that the reason for no difference found in market orientation is primarily because of all the students irrespective of their demographic profile is being involved in college or University similarly. An institute also passing the information regarding their offering and facilities, rules and regulations to every student in the same way and most of the time as per the Universities standard format. Moreover, students are getting treated also same way irrespective of their background and thus the perception are not influenced by student's personal characteristics. Any student form perception about an institute's market orientation depend on the amount of involvement and interaction happened with them by the institute management, faculty and administrative staff. Where most of the time it was found that student involvement and interactions are guided to student group irrespective of their personal characteristic. There may be differences in understanding of certain components of market orientation according to their educational background and age but since it was discussed before responding to the questions makes no difference in the results. Student perceived market orientation is similar also due to the fact that in any college or university the group of student in any class as respondent have similar understanding of any factor or questions as they influence each other by interacting and spending long time together in the same group.

7.1.6 Market Orientation expectation from Corporate Recruiters and its linkage with Company Characteristics

The finding of the study brought to light that there are significant differences found in corporate expectations namely Governance and Curriculum. But perception on three variables of corporate expectation namely institute's faculty, infrastructure and entrepreneurship development initiatives are not significantly difference according to the type of institute and the type of company. The reason for such findings are that the expectation about institute's curriculum development is more from the AICTE Approved institution than affiliated colleges and university department. Most of the time, AICTE Approved institution are involving corporates in deciding the syllabus and subjects for their post-graduation program. This is probably due to the autonomy given by the AICTE to design their own course and methodology

but with regard to University affiliated colleges and University department has to depend on University Grant Commission or University for development of their course curriculum.

With respect to Governance also AICTE Approved institute have more interaction with industry and involve industry in the advisory board or governing committee whereas other type of institute is involving less industry people on their management or governance committee and relationship limited with placement and some amount of guest lectures. However, all the other component such as faculty, infrastructure and entrepreneurship development there is not significant difference noticed and the reasons could be as mentioned by the corporate executives' that the recruitment of faculty depend entirely on management and as per the standard guideline given by the AICTE irrespective of their type of institute. Recruitment of the faculty as per the guidelines needs to have some industry and teaching experience and thus everyone looking for faculty who ae eligible. Thus, not much difference was observed in the findings according to the type of institute and the company type. With respect to infrastructure, corporates expect infrastructure like facility for group discussion and personal interview. It was noticed that the infrastructure does not depend on the type of institute irrespective of their financial capacity and willingness to provide. It was visible in Indian perspectives that there is no difference in Infrastructure according to the type of B-schools and the matter of fact corporate recruiter mention during the personal interview and focus group discussion that the quality of student is most important than the campus facilities for the recruitment. If there is no facility than also they don't mind recruiting student from any type of business school if they found the value by recruiting from such particular business school. Most of the time if corporate does not find a good infrastructure to recruit they call interested student through the placement department to their own campus for the selection or also inform them to participate in the pooled campus which is generally organised by one college who has the facility and infrastructure support to facilitate campus drive.

During the focus group discussion with few corporate recruiters who visited many colleges for recruitment where one of them has mentioned that the factors of corporate expectations largely goes by the experience of corporate recruiter and it is difficult to find differences among the type of business schools as it is not possible to find a corporate person who has experienced with several b-schools. Corporate recruiter generally experiences with few business school, limited to maximum of 4 or 5 business schools in one region during the placement time and thus the differences in all the dimensions of market orientated expectations according to the type of company usually have the similar expectations from the MBA graduate and B-Schools' of any type take efforts to improve that. To conclude the argument on the differences in the corporate expectation according to the type of B-schools and type of Company, recruiter's objective is to recruit student those who have required skill-set and thus their expectations towards any type of business schools is that whether they have system and processes in place with the required involvement of industry experts to provide knowledge to the student and develop such skill set. Thus, there is no difference on corporate expectation from the business school was noticed according to the type of Business School.

PART B: MARKETING EFFECTIVENESS

In this part, various findings, pertaining to the marketing effectiveness perceived by employees, secondly, student satisfaction as a measure of marketing effectiveness by student and corporate satisfaction with the students' performances by the corporate recruiters from the Business Schools in Rangareddy District of Telangana State have been discussed to explore the reasons behind the findings and also to substantiate such findings with the earlier similar research studies and expert views on such findings.

7.2 Marketing Effectiveness

In order to analyses the marketing effectiveness according to the faculty and staff, it was hypothesized that *"Employee perception about Marketing Effectiveness do not vary according to Types of B-School."* And "*Marketing effectiveness among employees of b-schools do not vary according to the B-school Type, Courses Offered and employees' characteristics such as designation, gender, qualification, teaching and industry experience*." Discussions pertaining to the findings of testing this hypothesis are presented in the following sections

7.2.1 Perceived Employees' Marketing Effectiveness and Types of B-School

This study brought to light that the perceived marketing effectiveness is vary according to the types of B-School. It was found that AICTE approved B-Schools are having higher marketing effectiveness compare to other two types of B-School whereas University affiliated institution are having least marketing effectiveness. The reason of such results is primarily the competition scenario. Although there is competition found in AICTE approved B-School but they are still much less in number than University affiliated colleges. University affiliated colleges due to the less fees are not able to spend money on the marketing and promotion expenditure resulted in losing marketing effectiveness in the neck to neck competition whereas in case of AICTE approved institution due to the high revenue generated by them by taking higher fees started investing the money on leveraging student by doing extensive promotion and also creates brand equity. Similar results found in University department despite of not invest much money on promotion they are high in Marketing effectiveness as the number of the University department is very less and possibility of building a brand equity is easier than those where competition is high. There are other reasons also to have such results like locational strategies of B-schools, employees service orientation training, upgradation and also the operational efficiency of the teaching and non-teaching staffs.

7.2.2 Marketing Effectiveness according to Employee's Demographic Characteristics

This study brought to light that employees do not vary on their marketing effectiveness according to their demographic characteristics namely gender, educational qualification and industry and teaching experience. There could be number of reasons for that but there are lack of research evidences which explains the impact of demographic factors on marketing effectiveness. However, after discussing with some experts few reasons were found and those reasons are as follows:

Firstly, any Business school has three levels of faculty and designated as professor, associate professor and assistant professor. All these three level of faculty irrespective of their education and work experience observe college and the style of working in the college in similar way. It is the management or head of the institution who guides them for any administrative work starting from recruiting student or organising any event or day to day academics work. Thus the understanding about the college and marketing effectiveness of their institutions is not influenced by their demographic profile such as gender, designation, education and work experience.

Secondly, there are always peer influences in business school since any business school has limited number of employees with only one or two groups certainly have an influence on each other and there thinking towards the institute will also have a similarity. Thus, peer influence and peer relation may be a reason for uniformity in perception of marketing effectiveness. One of the senior faculty mentions that whatever good or bad happening in the college, there is always discussions followed by the incidents among colleagues.

Thirdly, the perception of marketing effectiveness depends on few factors such as management philosophy or integrated marketing organization or strategic orientation etc. and almost all of those factors largely associated with a business schools' mission or vision. The communication about institute's mission, vision is same to entire workforce. Therefore, employees' demographic characteristics does not have any significant influence on marketing effectiveness.

Fourthly, in our country any educational institution is considered as temple of learning and most of the faculty does not put their mind on the administration and also marketing philosophy. However, by default they need to pursue some administrative roles. While faculty and staffs were asked to give their views on how their institutes marketing effectiveness is, they gave general understanding of institutes' marketing effectiveness and avoided any controversial remarks where they need to think about effectiveness. Thus there is no difference found in perceived effectiveness according to their demographic characteristics.

Lastly, the interaction between faculty, staff member and management tend to have it on the same fashion. If there is faculty meeting every member will have to attend and understand the management views on some aspects and those meetings helps to shape up thoughts of the individuals for instance if debating opportunity in decision making provides by the college management, it will be given to every employee in a meeting. Therefore, the difference is not noticed on the thinking of the employees.

7.2.3 Student Satisfaction according to Student's Demographic Characteristics

In order to analyses the student satisfaction according to the students, it was firstly hypothesized that *"Student perception about satisfaction with B-School do not vary according to Types of B-School."* And secondly hypothesized that *"Students satisfaction with B-schools do not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program".* Discussions pertaining to the findings of testing this hypothesis are presented below.

Student satisfaction was measured by some important component of satisfaction in a business school context namely education experience, support facility, campus life and overall student satisfaction. This study brought to light that there is slight difference in student satisfaction according to the student's demographic profile such as age, gender, educational qualification at graduate level, their present level of study and their post graduate program. Surprisingly, satisfaction with support facility, satisfaction with campus life and overall satisfaction of the students according to student's gender found significant difference presented in the previous chapter. This results are consistent with Tzu-Hui Kao et.al., (2008) where he has conducted a study on student satisfaction in University and found that there was no difference in student satisfaction according to demographic profile except gender wise there was some differences noticed. The reason could be as mentioned by Bern (1981) and Major (1987) that the behaviour of men and women differ with respect to personal choice and experiences in many situations. Sanjay K Parahoo et.al. (2013) has conducted a study exclusively to find out the influence of gender in student satisfaction in private University in Gulf region and confirmed that there is significant difference between male and female in the perceived satisfaction related to all services outside the classroom. Renzi et al. (1993); Umbach and Porter (2002) and Perry, Sekelsy and Skarsten, (2003), in their study confirm that student perceived satisfaction differ according to the gender of the students. According to Oluwunmi A.O (2016), confirmed that except college all other factors such as gender, age, year of study, religion did not have any influence on student satisfaction in Nigerian private universities. However, the study where no perceived differences found on satisfaction have many evidences from the existing literature (Ilias, Hasan, Rahman and Yasoa, 2008) but there are also research evidences which says there are differences in perception of satisfaction (Nara Martirosyan,2016). Experts views on such results are presented below.

Firstly, with regard to satisfaction with educational experience, starts in a business school during admission time right after qualified an entrance exam and it was believed that all of the students pursuing PG program in business management have more or less minimum aptitude and thus their satisfaction towards the educational experience does not differ according to their age, gender or graduate level educational qualification. There are colleges who conduct induction and orientation program before starting the regular class to make the students at similar level of understanding the subjects in the program. Satisfaction towards the methodology, classrooms, facilities to support education, qualified faculty, accessibility of the faculty etc. experienced by the students. These facilities made available to all the students irrespective of their demographic background. Therefore, they expressed uniformity in their satisfaction level.

Secondly, with regard to support facility such as infrastructure, library, parking, hostel, public transportation, career counselling and placement assistance etc. does not have vary according to demographic characteristics. The reason for such results are as mentioned by the students. The facilities whether good or bad are same according to their view. When everyone is receiving the same services with same facilities their opinion also same towards those except in case of gender differences as there are behavioural differences among them so it varies on their perception. There could be another reason for not getting varied perception among different demographic is their group influence and group interaction. Student's share their

opinion on any facilities to their classmates and thus their discussion on that come to a common understanding in their opinion. There is another reason such as any satisfaction is depending on the respondents' expectation. If expectation met or not is the first criteria to measure satisfaction. The differences do not show in the results probably due to not having difference in their expectations from a particular institute.

Lastly, with regard to student campus life which was determined by the items such as sports and recreation, student clubs, student diversity, students' safety and student's sense of acceptance etc. The results found that except gender, all other demographic factors did not have influences on satisfaction with campus life. This is probably due to the fact that students gender differences have some influence on campus life for example, in a college campus safety and security in the campus have importance for female students compare to male. Whereas for sports and recreation male students aspiring for outdoor sports compared to female students. However, according to other demographic factors there is no influences found in the students' satisfaction with campus life. As it was mentioned by Corts et al. (2000) in his study that there are no significant differences between a junior and a senior student with respect to experiences thus their perceived satisfaction also not varied. Carey, et al., (2002), mentioned that there are no differences in perception of satisfaction according to the age of the students.

Existing literature also support this results, it was found that there are no significant differences were observed in student satisfaction according to student's demographic characteristics (Minh-Quang Duong, 2015; Azleen Ilias et.al.,2008).

7.2.4 Corporate Satisfaction according to Corporate types and Institute Types

Corporate satisfaction with the students' communication skills, critical thinking and problem solving skill, entrepreneurial skill, ethics and moral, leadership skill, learning and information management skill and team-working skill. Lowden, Hall, Elliot, and Lewin (2011), stated that employers are more satisfied with graduates having skills on attributes namely teamwork, leadership, critical thinking and problem solving skills. Zaharim, et al., (2009) also mentioned similar attribute but focused more on good organizational and business management skills. This study explored the differences and similarities found according to the different corporations representing various sectors and three types of business schools from where corporate recruit students during campus placement. In this study there is no effects on corporate satisfaction according to different types of company and also different types of institutes. The reasons for such findings are as follows.

Firstly, the process of getting a job in any company from any type of business school is by going through several elimination and selection criteria and corporation used to select those students who are able to qualify all the criteria and match their profile with the job roles. Since the process is similar to any types of business schools and the process is always decided by the corporation taking in to consideration their requirement, recruited students also perform their job as per their knowledge and skills but not according to their business school. Therefore, there is no difference on corporate satisfaction according to types of company and size of the corporations. Dr. Deepak Bhootra, Director, Hewlett-Packard in an online chat with career 360

in the year 2013, responded to a question asked by one of the student is, what corporate look for in the candidate while recruiting, mentioned that communication skill, critical thinking skill and student's self-motivation. He also pointed out that maximum business schools are failed to do that but there are business school who is able to develop students' analytical skill but not sufficient for the corporate. Focus group discussion also confirm the same logic and mentioned that if a business school are able to make their student employable, corporate may recruit more students from them but the business school is not able to impart skills to their students then corporate may recruit less students those who are employable or might not recruit if they do not found particular match.

Secondly, all types of corporate after recruiting the students usually give some training related to job and skill-set required for the job. The training and development activities of the corporate make the students learn to perform their responsibilities in the job irrespective of where they are graduating from. During the focus group discussion, it was found that a student from a good business school might be learning quickly than of other business school and corporation will be happy with that but does not have significant differences in all attributes required for job and satisfaction is measured based on many attributes than one or two in particular.

Thirdly, the reason for such findings may vary due to the fact that every business school whether, it is AICTE Approved, University affiliated colleges and University Department, all established a process of campus placement and also every institute trying to improve student skills to get the required job at their levels. Corporations are getting the benefit out of it and able to find some students as per the capacity of the business school for the selection during placement drive. The effort behind students' placements are almost same in every business school. For example, as a process in MBA education irrespective of their types supposed to send students for two months' internship at a company. Obviously, there is difference in the overall process but the intentions on which it built were always same. Therefore, corporate does not have varied responses according to the types of institution.

Lastly, recruited students generally work in a team and teams consisting of different employees those who are qualified from different business schools. Since, they are working in a team there are cohesiveness and similarities found and at the same time there are lot of influences on each other as a team. Corporation always look for the performances of the individuals and the team not as a group from different business schools. Therefore, there is no varied perception on satisfaction with the sources or business schools and all type of corporations follow the same process of working in a team thus no differences found according to the type of company. In a personal interaction with one of the recruiter he mentions that the environment of the company set the students to perform and develop their skills in few days.

PART C: RELATIONSHIP AMONG STUDY VARIABLES

In this part, various finding pertaining to the relationship among study variables such as market orientation with marketing effectiveness perceive by employees and market orientation with student satisfaction perceive by students and corporate expectation with corporate satisfaction perceive by corporate recruiter in the context of Business Schools in Rangareddy District of

Telangana State have been discussed. This section will through light on the reasons behind the findings presented in the previous chapter and substantiate such findings with the earlier similar research studies and with the expert views on such findings.

7.3 Market Orientation and Marketing Effectiveness

In order to understand the relationship between market orientation and marketing effectiveness according to the faculty and staff, it was hypothesized that *"There is no relationship between Market Orientation and Marketing Effectiveness among B-schools as per the faculty perception".* Discussions pertaining to the findings of testing this hypothesis are presented in the following sections.

7.3.1 Relationship between Market Orientation and Marketing Effectiveness

The major finding of the study is the positive impact of market orientation on marketing effectiveness of business schools in Rangareddy district of Telangana. The finding of the study offers empirical support for the basic propositions and main objective of the thesis, which states that relationship between market orientation and marketing effectiveness in Business School context. Broader perspectives used in the conceptualization of B-schools market orientation equips the present study to explain the relationship between different dimensions of market orientation with different dimensions of marketing effectiveness. The finding also demonstrates that market orientation is precondition to enhance marketing effectiveness in the business school context. Thus, this research outcome is important to discuss further.

Market orientation in the study comprises of three dimensions' student/customer orientation, competitor orientation and interfunctional coordination, on the other hand marketing effectiveness have five dimensions namely customer philosophy, integrated marketing organization, adequate marketing information, strategic orientation and operational efficiency. It was found from the study that all dimensions of market orientation have significant relationship with overall marketing effectiveness and its components. Further, regression analysis confirm that market orientation has positive and significant impact on marketing effectiveness. This similar results were found from the existing marketing literatures, Webster,1995; Appiah-Adu & Singh,1997; Sin & Tse (2000); David Norburn,et.al. (1988); Hassan Ghorbani et.al.(2014). Norburn et.al (1988) has confirmed that there is positive impact on marketing effectiveness in a comparative study of four countries and in each country the impact of market orientation towards marketing effectiveness were found. Webster (1995) in a study conducted with service based firms found that market oriented culture has significant impact on marketing effectiveness of a service firm. This finding are also consistent with Hassan Ghorbani et.al. (2014), who found the same results in the hotel industry. However, to analyse such findings the probable reasons could be in the context of business schools are as follows.

Impact of market orientation on customer philosophy of marketing effectiveness was found statistically significant. If we look at the business school context it means student to be considered as a customer and management should have developed customer philosophy on every aspect of their functions. As Kotler (1988) says that any businesses whether its related to goods or services or non-profit organization, investment made first on the customer and then

the front line employees. The Business school also have to focus on student first and then their other stakeholders and that can be achieved by implementing market orientation successfully in the institution. Market orientation also have impact on integrated marketing organization and the reason could be if a business school is developed their system to provide superior value to the student as their customer compare to competitors, each employee and department has to have intentions and contributions to do that which in return business school will have integrated marketing organization structure with adequate marketing information to create customer intelligence which is a backbone to organizational success. With regard to another two important component of marketing effectiveness is strategic orientation and operational efficiency, it is the need of the hour to strengthen market orientation and achieve marketing effectiveness through excellency in service operation.

In services, since its intangible in nature, successful service operation will create differentiation in the minds of the customer. In Business School context the operational efficiency could be achieved by using technology to provide education services, different important processes to facilitate students (attendance, admission, placement etc.) and providing them the facility which will help their development and will create a distinctive image of the educational service offering than the competitors. Strategic orientation means to business school is the processes and functions work towards analysing the competitors' strategies and identifying a blue ocean strategy to survive in the competition and also identifying new means to make the student happy and other stakeholders happy with the services offering. Moreover, strategies of the business school must be based on the issue that how it is possible to be valuable for the stakeholders and create continuous value for them, which is actually result of market oriented or customer driven culture.

To conclude the discussion, it is obvious that market orientation culture is like a heart which makes any organization to strategize and function in such a fashion so that it continuously provides superior value to the customer and to do that marketing effectiveness is like a brain to implement strategies and activities to achieve competitive advantage.

7.3.2 Relationship between Market Orientation and Satisfaction

It was hypothesized that "*There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception"*. It was found that perceived market orientation positively and strongly correlated with perceived student satisfaction. Further, the regression analysis suggested that market orientation will contribute to higher student satisfaction among the Business Schools of Rangareddy district of Telangana state.

This study brought to light the most important connection between perceived market orientation and perceived student satisfaction of Business School. Significant importance is given to market orientation and its relationship with satisfaction in the existing marketing literature in higher education context (Trang P. Tran,et.al., 2015; Bock, Poole, & Joseph, 2014; Stokes, 2002). However, no initiative was taken in past research to identify such relationship in Indian Business School and specific to particular regional business schools. This study contributes to a better understanding of the role of perceived market orientation in the business education sector. Until now, many studies have been done to investigate market orientation

from the customer perspectives (Baker et al., 1999; Corbitt et al., 2003; Gounaris et al., 2003) in general and student from university to be specific (Voon, 2006, 2008; Hemsley-Brown J.V. and Oplatka, I,2010). This study intends to fill this gap by exploring market orientation from the student perspective in business school and its impact on satisfaction.

Market orientation has emerged as a marketing philosophy with a purpose to maintain and create superior customer value and long-term relationship aimed at understanding their needs and satisfy them to create competitive advantage (Hinson & Mahmoud, 2011; Mahmoud et al., 2012). As mentioned earlier several studies reported a positive significant relationship between market orientation and customer satisfaction (Agarwal et al., 2003; Mahmoud et al., 2011). In Business School context the primary beneficiaries are students and they are considered to be customer. Market orientation explains about customer centricity and customer driven strategies to be implemented in an organization, thus, for business schools also student driven strategies and philosophy to be adopted and it was confirming by this study if a business schools adopted student driven strategy then their students are more satisfied than those who are not having such strategies.

The changing nature of the higher education marketplace and to satisfy their customer (students) encourage college administrators to apply the customer centric principles that are traditionally used by profit oriented organizations. According to Voss and Voss (2000), conducted a study on non-profit theatre industry and suggested the distinctive features which suits to higher education as the value creation to the students should be based on the long-term interest of students and aligning with the institute's goals and commitment. Market orientation means the same philosophy of having an objective of customer centricity and gaining long term benefit. With respect to business school market orientation, leader and staff in the business school should develop their structure, processes and procedures in such a fashion that students and other stakeholders must get satisfaction and thus become more customer oriented (Lovelock and Wirtz, 2004).

According to Saif, N. I., 2014, satisfaction is a feeling of happiness that felt when needs and desires is fulfilled. It is the outcome of an experiences towards performances which satisfy a person's expectation. Ilyas.M and Arif.S (2013). Therefore, by the very definition of satisfaction it was mentioned that when expectations are met satisfaction felt. Market orientation discusses about the activities and processes which keep working on meeting the customer needs and desire and as outcome customer will get satisfaction. In business school context, it is the same logic which confirms that if a business school is able to develop a market oriented culture with processes and activities to fulfil student and other stakeholders needs and desire as a result student satisfaction will be noticed. Students' satisfaction is a short term attitude which developed from student's educational experiences and its outcome of an educational system (Zeithaml, 1988). Elliot & Shin (2002), explains student satisfaction as subjective evaluation of educational outcomes and experience. Market orientation is a culture which continuously built a system to provide services according to the expectations of the students. In this process students' expectations will be fulfilled and experience better services thus their satisfaction level will go up.

7.3.3 Relationship between Market Oriented Corporate Expectations and Satisfaction with B-Schools.

It was hypothesized that *"There is no relationship between Corporate Expectation from B-School and Corporate Satisfaction on Performance from the B-School's students as per the corporate perception"*. It was found that perceived corporate expectations from business schools are positively and strongly correlated with perceived corporate satisfaction with regard to recruited students' performances in the corporation. Further, the regression analysis suggested that market oriented corporate expectations from business school will contribute to higher corporate satisfaction of the placed students' performances.

This study attempts to explore how business schools can work closely with industry, identified dimensions of academia-industry collaboration and investigate all the possible areas where business education needs support and contribution from the industry. This study involves first-hand information from corporate executives from varied industries about their expectations from the business school with regard to industry-academia interface in the context of Indian business education in general and business education in Telangana state in particular. Further, this study also contributed to the consequences of such activities related corporate expectation with the recruited students' performances which lead to corporate satisfaction.

Business Schools needs to collaborate with corporates for the achievement of mutually inclusive goals. Business schools are generally looking for placement and internship opportunities for their students and corporations are always in need for well-trained skilled, knowledgeable graduates for their job who are able to contributes towards the organization growth. Corporations are putting efforts to find right fit for their job roles and such corporation's emphasis on the skills forces business schools to think about new ways to develop students with such skills and knowledge, which makes institutes to strengthen relationship and collaboration with the industry (Bisoux,2003).

Industry expect a business education institute should have collaboration in terms of their involvement in curriculum development, industry experienced faculty, industry representative in the governing body, different crucial committee members such as placement committee, event management committee etc., industry and academic interaction preferences through guest lectures and live projects etc., and standard infrastructure which facilitate such interaction. With regard to satisfaction with the recruited management graduates there are many agencies who conducted research with the corporate executives on their satisfaction with the recruited business students gives alarming results and indicate the importance of industries involvement in the business education process.

The report prepared by Top MBA.com (2018)-Jobs and salary trend report, mentions that most of the recruiters of business schools are happy with the hard skills of the students from business school but lack in soft skills such as inter-personal skill, leadership skill, communication skill etc. In connection to that PayScale and Future Workplace (2016), reported that only half of the management graduates are confident to do a job and confirmed that leadership skill, working in team and critical thinking and problem solving skills are found very poor among recruited students. The reasons for such gaps was also mentioned that lack of importance given by the

business schools on soft skills and never make the students realize the importance of such skill is the major problems behind such conditions. According to Greenberger (2001), that corporations today are aspiring for trained students where they no need to invest much money on developing the skills of the recruited students. Business school should find new ways to develop their students as per the industry requirement with the necessary industry collaboration. On the other hand, Industry observed the advantages of collaborative learning opportunities and ready to play significant roles in activities related business education to develop the talent they need. According to Vazquez & Ruas (2012), business education programs are highly valued and regarded by the managers in corporations as they have think that management graduates are well trained and highly motivated to deal with uncertainty in business. The value given by the corporations in turn raise their expectations and business schools are facing challenges to develop managerial skills of the students at that level (Varela, Burke, & Michel, 2013). Leslie J. Davison, et.al. (1993), have done a study to compare satisfaction levels of corporates from the recruited business student and found mixed result where for some skill they found satisfactory results but other skillset they found lacking and they mentioned that such lacking is there due to not or less involvements of corporate with the academics of business education. According to Vazquez & Ruas (2012), there are significant challenges towards management graduates' skills and capabilities but there is also importance of realization among them to perform and directly contribute to the company's performances which has to be imparted by the business schools. Survey conducted in India suggest that few business schools in India match the expectations of the recruiter and also found only few top business schools are imparting basic skills to their students which is alarming fact (Aspiring mind report,2012) and needs to be looked upon.

Therefore, the results of this study where it was found that corporate expectations from business schools are strongly correlated with the skillsets needed by the graduate students to perform well in the industry was confirmed by many researchers.

The similar responses were found during the interaction with few corporate recruiters that the performances in the organization makes them realize the quality of their management education and business schools' efforts to develop them. It was also found from the discussion that being corporate representative they are happy to collaborate with business schools to find out the possible ways to develop required skills and also mentioned that only one or two business schools have a right policy and practices of quality collaboration with industry. As K. Partners (2006), mentions that "There is huge gap between the rapidly evolving skill need of Indian businesses and those provided by our higher education system, there is a growing realization amongst the government, academic institutions and the industry, of the urgent need to bridge these skill gaps" is still have significance in Indian context where there is urgent need to develop required industry-academia interface to close the skill gaps found during employment.

Bhandarker (2008), in her book "*Shaping business leaders: What B-schools don't do"* mentioned that recruiters expect from business schools' students to have analytical power, self-confidence, excellent communication and presentation skills, ability to handle work pressure and quick thinking ability but what actually corporates get from the Indian business schools are not in accordance with their expectations in maximum cases. The author also pointed out

that business schools' education to be driven by industry and their requirement and the mentality of the business schools to be changed from providing placement to supplying skill full, competent students to the corporate to make the recruiting manager satisfy by their performances.

7.4 Summary of the Chapter

This chapter primarily presented that justification and support for the results and the hypothesis testing presented in the previous chapters. As there are myriad issues involved in the discussion of market orientation and marketing effectiveness of three important stakeholders' namely faculty and staff, Students and Corporation in B-Schools of Rangareddy district of Telangana state. This chapter discussed on the results pertaining to three different types of Business School and respondents' personal characteristic with regard to all the study variables.

Secondly, it also discussed the issues regarding perceived market orientation by faculty and student and the differences with regard to their personal characteristics and types of business school. Various pertinent discussions on results were also made with regard to different types of corporation expectations from the Business School and also their satisfaction with the recruited students perceived by them. The discussion was made with the support of earlier research and also personal interaction with the different types of respondents. Lastly, discussions were made on the relationship between all the study variables where it starts with market orientation and marketing effectiveness perceived by the faculty and market orientation and student satisfaction relationship perceived by the students and at last corporate market oriented expectations and corporate satisfaction with recruited students' relationship. Discussions pertaining to the correlations and regressions of market orientation with marketing effectiveness, market orientation with satisfaction, market oriented expectations with corporate satisfaction were justified with rational provided by various researchers and with the support of personal interaction with experts from different groups such as faculty, director, corporate executives and students.

CHAPTER VIII

FINDINGS, IMPLICATIONS, FUTURE SCOPE OF RESEARCH AND CONCLUSION

CHAPTER VIII: FINDINGS, IMPLICATIONS, FUTURE SCOPE OF RESEARCH AND CONCLUSION

8.0 Introduction

This chapter presents the summary, implications and conclusions of the study and recommendations categorized according to the testing of each of the hypotheses. The variables under the study include market orientation, marketing effectiveness, student satisfaction and corporate satisfaction of Business Schools of Rangareddy district of Telangana. These variables were analysed in relation to the personal profile of the respondents and types of business schools. Further, the implication towards the development of Business School by adopting market orientation and implications towards the corporate have been drawn. Implications for future research also presented in this chapter. Lastly, the conclusion of the study has been presented.

This chapter includes the summary of findings presented in the preceding cha and conclusions drawn from the study includes recommendation and implementation of effective market orientation for Business Schools at Rangareddy district of Telangana state.

Business education in India are not very new started it origin approximately five decades ago. In India the most popular and renowned business schools are few Indian Institute of Management and few Indian Institute of Technology offering PG program in business management apart from those, there are thousands of Business Educational Institutions which offers Master of Business Administration (MBA) or Post Graduate Diploma in Management (PGDM). The reasons for such quick growth is liberalization, privatization and globalization of Indian Industry post 1990s. The growth of business educations was also noticed during that time. Globalization and liberalization policy of Indian economy plays a major role in industrial development in India and therefore emergence of corporate sector has been noticed during that period. Requirement of the talent pool in industry has gone up and as a result growth in professional education especially business education also started rising.

The reason is also the liberal education policy where collaboration with foreign Universities started in which many business schools has started their operation in India. Another factors for growth of business school is unemployment in India. Graduates are not getting employment due to that many students are started focusing on business education as an option to get a job. Thus, the thriving demand for management education lead to open up many business school. These days' management degree especially MBA is the most sought after course in India. Business schools started facing demand crisis from 2009-10 where many business schools were not able to fill their intake capacity. There are many reasons for that but one of the most important reason is the differentiation in education service offering were lacking. However, in this huge competitive market of business education business schools are started commercialized their business schools through advertisement and aggressive selling techniques. Advertisement in different media like internet, magazines, newspaper, hoardings and even television and radio also being used by the business schools to promote their courses regarding package offered in placement or infrastructures and facility, faculty and rank given by the ranking agencies etc. There is no doubt by doing so business schools are getting some

results but not at the expected mark. Since the challenges of filling the intake capacity and sustained in the market is becoming necessary for majority of the business school.

Business school started realizing the importance of marketing concepts in the business school. Marketing concept which says that any offering should be based on the customer needs and wants and business organization should make their processes and strategies to satisfy those needs and wants better than the competitors. The question arises in business school context who is the customer? Or whether student will be considered as customer or not. There were debate on that issue but finally agreed upon that education business must consider primarily student as customer and also corporation as their customer.

In today's challenging environment business schools have to change the way they traditionally think. Existing literatures on Universities and higher education has accepted that higher education and specially business education are facing great challenges and business schools' survival is mostly depending on the way they respond to the environmental threats. One of the most crucial threats is the competition between business school for student enrolment and attracting resources. Due to such stiff competition institutes are increased focusing on marketing and paradigm shift towards customers' centric strategies in educational marketplace (Newman, 2002; Flavián and Lozano, 2007). Thus, this study explored the level of market orientation in business schools of Hyderabad and Rangareddy district of Telangana from the employees and students of business school perspective.

Implementation of market orientation in higher education has many consequences and one of the most significant benefits is that market orientation will improve performances of higher education (Caruana, Ramaseshan and Ewing,1998a, 1998b). According to Narver and Slater (1990) and Kohli,Jaworski and Kumar (1993), the major consequences of market orientation is increased performance and profitability for an organization. And improve their performances to continuously satisfy their stakeholders. Thus, this study focusing on the benefits of market orientation in business school by evaluating marketing effectiveness of business school and student level of satisfaction with the business school.

The present study examined the importance of market orientation implementation in business school and to what extent employees and student of the business school perceive their institutes level of market orientation and whether its differ or not according to their demographic characteristics and types of Business School. The study also evaluate the market oriented corporate expectation from the business school according to the type of company and type of business school. Lastly, it examines the influence of market orientation to marketing effectiveness and student satisfaction and corporate satisfaction and also relationship between the study variables.

This study presented the influence of market orientation towards the marketing effectiveness and variation of the variables according to demographic characteristics such as gender, educational qualification, years of experience etc. and with the different types of business schools. This study also focuses on the relationship or influence of market orientation to the student perceived satisfaction in accordance with demographic profile of the students and types of business school. This study also presented the influence of corporate perceived expectation

from the business schools to the corporate perceived satisfaction from the recruited business schools' student. Discussions were also made about the results of relationship between the variables as reported by the findings and lastly this study discusses the rationale behind such finding with the support of existing available literature and also presented the expert views on such results.

8.1 The Findings

8.1.1 Market Orientation of B-School by Employees

It was hypothesized that "Employee perception about Market Orientation do not vary according to the types of B-School." The finding pertaining to this hypothesis are as follows:

1. Employee of B-School perceive with regard to market orientation and its variables namely customer orientation, competitor orientation and interfunctional coordination found high in AICTE approved B-School whereas, University department found to be less market oriented compared to University affiliated B-School and AICTE approved B-School.
2. Employees perception towards B-Schools' market orientation is varied among the three types of B-School.

8.1.2 Market Orientation of Employees

It was hypothesized that "Market Orientation among employees of B-Schools do not vary according to the B-school Characteristic namely, B-school Type, Courses Offered and Faculty's Gender, Designation, Qualification, and Teaching and Industry Experience." The finding pertaining to this hypothesis are as follows:

1. With regard to customer orientation, competitors' orientation and interfunctional coordination, it was found high among faculty compared to staff. Thus, faculty perceive high market orientation compared to staff in all the three types of business school.

2. Faculty member with respect to AICTE Approved institute, associate professor perceive market orientation high compared to assistant professor and professor whereas in University affiliated colleges and University department professor perceive high market orientation than associate professor and assistant professor. However, the mean variation of perceive market orientation by all the three levels of faculty and staff is not statistically significant in all the three types of business school.

3. With regard to gender of the faculty and staff members in AICTE Approved institute female faculty has got high perceived market orientation compared to male faculty member. The same results were found in University affiliated colleges but in case of University department male faculty perceive higher market orientation than female faculty. However, the mean variation of perceive market orientation is not statistically significant according to the types of Business School and the gender of the employees.

4. According to qualification of the employees, perceive market orientation in AICTE Approved institute found higher among Post-Doctoral faculty followed by those who have MBA degree and Ph.D. whereas with respect to University affiliated colleges M.Phil. candidate has got higher perceive market orientation followed by post-doctoral, Ph.D. and MBA degree holder and with respect to University department similar results were found with regard to perceive market orientation as University affiliated college. However, the variation in mean scores are not statistically significant with respect to educational qualification and the types of business school.

5. With regard to faculty's teaching experiences and their market orientation, faculty having less than 10 years of teaching experience perceive higher market orientation followed by those who have more than 10 years, 20 years and 30 years of teaching experience in AICTE Approved institute. The similar results were noticed in University affiliated colleges but with regard to University department faculty having 21-30 years of teaching experience perceive high market orientation whereas faculty having less than 10 years of experience perceive lower market orientation compare to 11-20 years and more than 30 years of teaching experience. However, the mean variation in perceived market orientation according to years of teaching experience statistically not significant.

6. According to market orientation among faculty members by their industry experience, in AICTE Approved institute faculty having no industry experience perceive market orientation is higher followed by faculty those who have 11-20 years of industry experience. With respect to University affiliated colleges the faculty having 21 to 30 years of experience perceive higher market orientation whereas faculty with no industry experience perceive lowest market orientation. In University department also faculty having 11 to 20 years of industry experience perceive higher market orientation compare to 0 to 10 years or 21-30 years and more than 30 years of experience. However, the uniformity is found in perceive market orientation as the mean variation is not statistically significant according the faculty industry experience.

7. Market orientation according to the courses offered by the different types of institute, AICTE Approved institute offering PGDM or Similar course found high in market orientation compare to University affiliated colleges where MBA and equivalent course were offered and MBA offered by University department perceive comparatively lowest market orientation. The mean variation of perceive market orientation according to the courses offered by the different types of the business school is statistically not significant.

8.1.3 Market Orientation of B-School by Students

It was hypothesized that "Student perception about Market Orientation do not vary according to the types of B-School." The finding pertaining to this hypothesis are as follows:

1. Student of B-School perceive with regard to market orientation and its variables namely

customer orientation, competitor orientation and interfunctional coordination found high in AICTE approved B-School whereas, University department found to be less market oriented compared to University affiliated B-School and AICTE approved B-School.

2. Student perception towards B-Schools' market orientation is varied among the three types of B-School.

8.1.4 Market Orientation of Students

It was hypothesized that "Students perception about B-schools market orientation do not vary according to their personal characteristics namely, Gender, Qualification at Graduate Level and Currently pursuing PG program." In order to test this hypothesis, four personal background variables of students were employed to see their influence on perceived market orientation. The finding pertaining to this hypothesis are as follows:

1. According to the student's age perceive market orientation in AICTE Approved institution is found higher among 22-23 years of age whereas in University affiliated colleges and University department perceive market orientation is higher among the age bracket of 24-29 years of age compare to other age groups.

2. With respect to gender of the student and their perceived market orientation female student perceive higher market orientation compare to male students in all the three types of B-schools.

3. According to the student qualification at graduate levels perceive market orientation does not differ much according to types of business school. However, student those who have BCA degree at graduation level perceive slightly higher market orientation in AICTE Approved and University affiliated colleges but in University department student those who have BA degree perceive higher market orientation compare to other graduation program.

4. With regard to students' year or level of their post graduate program perceive market orientation was observed high in 2nd year student at AICTE Approved college whereas in University affiliated college and University department 1st year of students perceive higher market orientation compare to 2nd year.

8.1.5 Corporate Expectations on Market Orientation from the Business Schools

Firstly, it was hypothesized that *"Corporate Executive perception about market orientated expectations do not vary according to the types of B-School."* Secondly, it was hypothesized that *"Corporate expectations from B-schools do not vary according to their companies' characteristics namely*, Type *of company and Type of Institute visited for placement."* The finding with regard to this hypothesis are as follows:

1. With regard to market oriented governance University affiliated colleges score more than AICTE approved and University department. With regard to market oriented

curriculum AICTE approved scored highest followed by University affiliated and University department. With regard to market oriented faculty AICTE approved scored very high compared to other types of B-School. With respect to infrastructure all the three types of B-Schools found similar. In case of market oriented entrepreneurship development also all the three types of B-School found similar. With regard to overall corporate market oriented expectation AICTE approved score higher compare to University affiliated and the least found in University Department. With regard to three types of B-school, there are significant differences were noticed as perceived by the corporate executives.

2. With regard to recruiters from manufacturing sectors who visited the type of B-Schools found Governance is better in University affiliated colleges compare to AICTE Approved and University Department. They felt curriculum is better in University affiliated colleges and University department when compared to AICTE Approved. This sector thinks better Faculty services are available in University affiliated college as compared to AICTE Approved and University department. According to this sector, Infrastructure is better in University affiliated colleges followed by AICTE colleges and least in University department. Manufacturing sector ranks AICTE Approved colleges high in Entrepreneurship Development followed by University affiliated and least in University department.

3. According to banking sector, University affiliated colleges perceived higher Governance compared to AICTE Approved institute. The said sector feels Curriculum is better in AICTE Approved compared to University affiliated. Banking service thinks Faculty is better in AICTE Approved compared to University affiliated colleges. Infrastructure is perceived same in both AICTE Approved and University affiliated colleges. According to banking sector perceived entrepreneurship development found high in AICTE Approved institutes compared to University affiliated colleges.

4. FMCG sector perceive high Governance in University affiliated colleges compared to AICTE Approved institution. Curriculum is found better in AICTE Approved institute compared to University affiliated colleges. With regard to Faculty is perceive better in AICTE Approved institute compared to University affiliated colleges. Infrastructure was perceived similar in both AICTE Approved and University affiliated colleges. Same results in perception found in perceived Entrepreneurial Development is same in both AICTE Approved and University affiliated colleges.

5. According to Pharma Sector, Governance is better in AICTE Approved college followed by University department and University affiliated college. Pharma companies think, Curriculum is perceived better in AICTE Approved institute and University department compared to University affiliated colleges. Pharma sector perceive Faculty is superior in AICTE Approved institute compared to University affiliated and University department. They feel Infrastructure and Entrepreneurship development is better in AICTE Approved institute compared to University affiliated and University department.

6. According to Retail industry perception of expectation Governance is ranked higher in University affiliated college followed by University Department and least in AICTE Approved institute. They perceive Curriculum is better in AICTE Approved and also in University department compared to University affiliated colleges. Retail sector think Faculty is better in University department followed by AICTE Approved and least in University affiliated colleges. Infrastructure is ranked higher in University department followed by AICTE Approved institute and University affiliated. Retail sector thinks AICTE Approved, University affiliated and University department ranks equally in Entrepreneurship development.

7. According to Hospitality sector, Governance is superior in University Department followed by AICTE Approved colleges and University Affiliated colleges. They perceive better Curriculum present in AICTE Approved colleges followed by University Affiliated colleges and least in University department. Hospitality sector felt Faculty was superior in University affiliated and University departments compared to AICTE Approved institute. They think Infrastructure is better in University Department followed by University affiliated and AICTE Approved institute. Hospitality sector felt entrepreneurship development was better in University department followed by University affiliated and AICTE Approved colleges.

8. With regard to logistic sector perception, they felt, Governance is better in AICTE Approved colleges and University affiliated colleges and also found Curriculum was better in AICTE Approved colleges compared to University affiliated colleges. Logistics companies perceived better Faculty in University affiliated compared to AICTE Approved colleges. They thought Infrastructure was uniformly available in both AICTE Approved college and University departments. They thought Entrepreneurship Development was better in University affiliated compared to AICTE Approved institute.

9. According to Ecommerce industry, Governance is better in University Affiliated college compared to AICTE Approved institute. They felt Curriculum is better in AICTE Approved institute compared to University affiliated colleges. They thought Faculty is better in AICTE Approved institute compared to University affiliated colleges. Ecommerce companies felt Infrastructure is better in AICTE Approved institutes compared to University affiliate colleges. They thought Entrepreneurship Development is similar in AICTE Approved college and University affiliated colleges.

10. According to Educational Sector, it is evident that, Governance is better in University affiliated colleges followed by AICTE Approved institute and University department. They felt curriculum is better in University affiliated colleges followed by AICTE Approved institute and least in University department. Education institutes thought Faculty is superior in AICTE Approved college compared to University department and University affiliated colleges. They thought Infrastructure was better laid in AICTE Approved institute compared to University affiliated colleges and University department. They concluded Entrepreneurship development is superior in AICTE

Approved college followed by University affiliated colleges and University department.

11. With regard to market oriented expectations of Consultancy companies, they felt, Governance is better in AICTE Approved institute followed by University affiliated colleges compared to University department. They said Curriculum is superior in AICTE Approved institute followed by University affiliated colleges compared to University department. They felt Faculty is better in AICTE Approved institute followed by University affiliated colleges compared to University department. They thought Infrastructure is better in AICTE Approved colleges compared to University affiliated and University department. They felt Entrepreneurship Development was better practiced in AICTE Approved and in University department compared to University affiliated colleges.

12. According to IT/ITES industry, Governance is best in University affiliated colleges followed by AICTE Approved colleges compared to University department. They thought Curriculum is better in University affiliated colleges followed by AICTE Approved colleges compared to University department. They felt, Faculty services are better in University affiliated colleges followed by AICTE Approved institute compared to University department. They felt Infrastructure is better available in University department compared to AICTE Approved and University affiliated colleges.

Market oriented corporate expectation variables namely expectation from Governance, Curriculum, Faculty, Infrastructure and Entrepreneurship Development suggest that for two variables Governance and Curriculum mean variation is statistically significant but for all the other three variables namely faculty, infrastructure and entrepreneurial development mean variation are not statistically significant. Therefore, the finding shows that market oriented corporate expectation does not vary according to type of company and type of business school. This indicates that the null hypothesis "Corporate expectations from B-schools do not vary according to their companies' characteristics namely, Type of company and Type of Institute visited for placement" stands accepted and alternative hypothesis is rejected.

8.1.6 Perceived Marketing Effectiveness of B-School

It is hypothesized that *"Employee perception about Marketing Effectiveness do not vary according to Types of B-School."* The findings with regard to this hypothesis are presented below:

1. With regard to user philosophy AICTE approved B-School found higher followed by University department and University affiliated. In case of integrated marketing organization also AICTE approved institutions scored higher followed by University affiliated and marginally less scored by University department. With regard to marketing information, strategic orientation and operational efficiency AICTE approved B-schools scored higher whereas University department and University affiliated B-schools were scored uniformly. In case of overall marketing effectiveness AICTE approved B-Schools scored highest followed by University department

whereas, University affiliated colleges scored comparatively less.

2. The variation of marketing effectiveness variables except two variables namely integrated marketing organization and strategic orientation were found to be significant.

8.1.7 Marketing Effectiveness of Employee

It is hypothesized that *"Marketing effectiveness among employees of b-schools do not vary according to the B-school Type, Courses Offered and employees' characteristics such as designation, gender, qualification, teaching and industry experience."* The findings with regard to this hypothesis are presented below:

1. Marketing effectiveness with regard to designation of the faculty and types of business school, it was found that in AICTE Approved colleges associate professor perceives higher marketing effectiveness followed by assistant professor, professor and administrative staff whereas in University affiliated colleges administrative staff perceive higher marketing effectiveness than all levels of faculty. With respect to University department perceive marketing effectiveness were found higher among professor compared to others. However, the mean variation of marketing effectiveness between the different levels of faculty and staff is statistically not significant.

2. According to gender of the employees, female faculty and staff perceive higher marketing effectiveness compared male faculty members among all the three types of business schools. Mean variation of perceived marketing effectiveness statistically not significant according to the gender of the employees.

3. With regard to marketing effectiveness according to educational qualification of the employees in types of business school. It was noticed that in AICTE Approved institute post-doctoral faculty perceive higher marketing effectiveness followed by Ph.D. and MBA or equivalent. Whereas, in University affiliated colleges and University department M.Phil. qualified faculty perceive higher marketing effectiveness followed by post-doctoral and Ph.D. However, mean variation in perceive marketing effectiveness according to faculty's qualification is statistically not significant.

4. According to faculty's teaching experience perceived marketing effectiveness in AICTE Approved institution and University affiliated colleges found higher among faculty having less than 10 years of teaching experience whereas in University department faculty with more than 30 years of experience perceive higher marketing effectiveness compared to others. However, according to faculty teaching experience mean variation on perceived marketing effectiveness is statistically not significant.

5. According to faculty's industry experience perceived marketing effectiveness in AICTE Approved institution and University department found higher among faculty having 11 to 20 years of experience whereas in University affiliated colleges faculty with more than 20 years of experience perceive higher marketing effectiveness

compared to others. However, according to faculty industry experience mean variation on perceived marketing effectiveness is statistically not significant.

6. Marketing effectiveness according to the courses offered by the different types of institute found AICTE Approved institute offering PGDM or Similar course found high in marketing effectiveness compared to University affiliated colleges where MBA and equivalent course were offered and MBA offered by University department perceive comparatively lowest marketing effectiveness. The mean variation of perceive marketing effectiveness according to the courses offered by the different types of the business school is statistically not significant.

8.1.8 Perceived Students Satisfaction by B-School Types

It is hypothesized that, "Student perception about satisfaction with B-School do not vary according to Types of B-School." The findings with regard to this hypothesis are presented below:

1. With regard to the educational experience satisfaction AICTE approved scored higher compared to University affiliated and University department. In case of support facility also AICTE approved scored higher followed by University affiliated and University department. Interestingly, with regard to campus life satisfaction University affiliated scored higher followed by AICTE approved and University department. However, in case of overall satisfaction AICTE approved scored higher followed by University affiliated and the least scored by University department.
2. It was also found that all the dimensions of satisfaction are significantly varied with the type of B-Schools.

8.1.9 Perceived Students Satisfaction

It is hypothesized that, "Students satisfaction with B-schools do not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program." The findings with regard to this hypothesis are presented below:

1. According to the student's age perceive student satisfaction in AICTE Approved institution is found higher among 22-23 years of age whereas in University affiliated colleges and University department perceived student satisfaction is higher among the age bracket of 24-29 years of age compared to other age groups. However, mean variation in student satisfaction according to the age of the student is statistically not significant.

2. With respect to gender of the student and their perceived student satisfaction female student perceive higher satisfaction compare to male students in all the three types of B-schools. However, mean variation in student satisfaction according to the gender of the student is statistically significant.

3. According to the student qualification at graduate levels perceived student satisfaction does not differ much according to types of business school. However, student those

who have BCA degree at graduation level perceived slightly higher satisfaction in AICTE Approved and University affiliated colleges but in University department student those who have BA degree perceived better satisfaction compare to other graduation program. However, mean variation in student satisfaction according to the educational qualification at graduation level of the student is statistically not significant.

4. With regard to students' year or level of their post graduate program perceived satisfaction was observed high in 2nd year students at AICTE Approved college whereas in University affiliated college and University department 1st year of students perceive higher market orientation compare to 2nd year. However, mean variation in student satisfaction according to their level of study in PG Program of the student is statistically not significant.

8.1.10 Corporate Recruiter Satisfaction with the Students of Business School

Firstly, it is hypothesized that *"Corporate Executive perception about satisfaction with B-School do not vary according to Types of B-School."* Secondly, it is hypothesized that *"Corporate satisfaction on performance from Students of B-schools do not vary according to their Type of company and also Type of Institute visited for campus placement."* The finding with regard to this hypothesis are as follows:

1. With regard to satisfaction on communication ability of the recruited students AICTE approved scored higher followed by University affiliated and University department but whereas in case of critical thinking and problem solving skill University Department scored higher than University department and AICTE approved. With regard to entrepreneurial skill University affiliated scored higher than University department and AICTE approved whereas, in case of ethics and moral University department scored higher than AICTE approved and University affiliated. With regard to leadership skill University affiliated scored higher compared to University department and AICTE approved. In case of learning and information management University department scored higher followed by University affiliated and AICTE approved whereas, with regard to team working skill AICTE approved score higher than University affiliated and University department. This study also found that there is no significant variation among the types of B-School on corporate executives perceived satisfaction with B-School.

2. With regard to recruiters from manufacturing sectors who visited the type of B-Schools found better Communication skills in University department students compared to AICTE B-School students and University affiliated colleges. They perceive uniform levels of satisfaction on Critical thinking and problem-solving skills in AICTE Approved institute, University affiliated and University department students. They satisfy with better Entrepreneurship skills in University department compared to University affiliated colleges and AICTE Approved institute. They feel Ethics and Moral skills are better in University department students compared to AICTE Approved institute and University affiliated colleges. They thought Leadership skills are better in

University department students compared to AICTE Approved and University affiliated colleges. They thought Learning and Information management skills are better with AICTE Approved college and University department compared to University affiliated colleges. They feel Team Working skills are better in University department students compared to AICTE Approved and University affiliated colleges.

3. According to Banking sector, both AICTE Approved institute and University affiliated college students have better communication skills. They felt Critical thinking and problem-solving skills are found more in University affiliated colleges compared to AICTE Approved institute. They perceive better Entrepreneurship skills in University affiliated college students compared to AICTE Approved institute. They think Ethics and Moral skills found are more in University affiliated colleges compared to AICTE Approved institutes. They think leadership skills better in University affiliated college students compared to AICTE Approved and University department students. They are satisfaction is found higher in Learning and Information management skills in University affiliated students compared to AICTE Approved institute. They perceive better Team working skills in University affiliated students compared to AICTE Approved institute.

4. According to the FMCG sector, they felt that communication skill is equally satisfied in both AICTE Approved institute and University affiliated college students. They felt critical thinking and problem solving skills are more satisfactory in University affiliated students compared to AICTE Approved institute. They felt Entrepreneurship skills is better satisfied in AICTE Approved institute students compared to University affiliated college students. They perceive better Ethics and Morals skill in University affiliated college students compared to AICTE Approved institute. They felt leadership skills is more satisfactory in AICTE Approved college students compared to University affiliated college. They felt learning and information management skills are better satisfied in AICTE Approved college students compared to University affiliated college student. They satisfied more on Team working skills in AICTE Approved college students compared to University affiliated college students.

5. The pharmaceutical companies satisfied on communication skills in University department students followed by University affiliated college and AICTE Approved students. Perceive satisfaction is better on critical thinking skills in University affiliated students followed by University department and AICTE Approved college. They satisfy more on Entrepreneurship skills in University department students followed by University affiliated (16.5) and least found in AICTE Approved college. They feel Ethics and moral values is more satisfied in University department followed by University affiliated and least in AICTE Approved colleges. They perceive more leadership skills in University affiliated colleges followed by University department and AICTE Approved college. They think better learning and information management skills are satisfied in University affiliated college and University department students compared to AICTE Approved students. Team working skills more in University affiliated students followed by University department and AICTE Approved institute.

6. Retail companies perceive satisfaction on communication skills found similar in AICTE Approved college students and University affiliated college students compared to University department. Their satisfaction level is better on critical thinking skills in AICTE Approved students compared to University department students and University affiliated college students. They perceive more Entrepreneurship skills in University department students followed by AICTE Approved college and University affiliated college. They perceive more Ethics and morals from University department students compared to AICTE Approved college students and University affiliated colleges. They think uniform leadership skills on perceived satisfaction in AICTE Approved students and University affiliated college students compared to University department. Better learning and information management skills are observed in University department students compared to AICTE Approved college and University affiliated college students. This sector depicts more Team working skills in AICTE Approved college students followed by University department and University affiliated colleges.

7. According to Hospitality sector, more communication skills are observed in University affiliated students followed by AICTE Approved and University department. They found better critical thinking in University affiliated college students followed by AICTE Approved students and University department students. They think uniform Entrepreneurship skills in AICTE Approved college students, University department, University affiliated students. Ethics are better satisfied in University department and University affiliated college students compared to AICTE Approved students. They observe superior leadership skills in AICTE Approved students followed by University affiliated college students and University department students. Learning and Information management skills are satisfied more in AICTE Approved students followed by University affiliated college students and University department students. They noticed superior Team working skills in AICTE Approved students compared to University affiliated college and University department students.

8. Logistics sector feels communication skills are observed more from University affiliated college students compared to AICTE Approved institute students. According to them, University affiliated college students perceived satisfaction have more on critical thinking skills compared to AICTE Approved students. They feel Entrepreneurship skills is more in University affiliated college students compared to AICTE Approved students. They observed better Ethics and moral skills in University affiliated college students compared to AICTE Approved students. Better leadership skills are found in University affiliated college students compared to AICTE Approved college students. They found more learning and information management skills in University affiliated students compared to AICTE Approved students. Team working skills observed more in University affiliated students compared to AICTE Approved and university department student.

9. The Ecommerce industry witnessed better communication skills in University affiliated college students compared to AICTE Approved college students. They found better critical thinking skills in University affiliated students compared to AICTE Approved

college students. Ecommerce companies observed slightly better Entrepreneurship skills in University affiliated college students compared to AICTE Approved college students. They found more Ethical and moral skills are in University affiliated college students compared to AICTE Approved students. Leadership skills were found better in University affiliated college students compared to AICTE Approved students. They observe University affiliated students are better in Learning and information management skills compared to AICTE Approved students. They found more Team working skills among University affiliated college students compared to AICTE Approved students.

10. With regard to Education Industry, evidently satisfied more on Communication skills of AICTE Approved college students followed by University affiliated college students compared to University department students. They noticed more Critical thinking skills in AICTE Approved college students followed by University affiliated college and University department students. They found AICTE Approved students should have more Entrepreneurship skills compared to University affiliated college student and University department students. Ethical skills are more satisfactory in AICTE Approved students followed by University affiliated and University department students. They witnessed more leadership skills in AICTE Approved students followed by University affiliated college students and least in University department students. Their satisfaction on learning and information management skills are higher for AICTE Approved college students followed by University affiliated college students and least in University department students. Team working skills found more in AICTE Approved students followed by University affiliated college students and least found in University department students.

11. According to Consultancy companies, Communication skills of recruited students are found to be superior in University department compared to AICTE Approved college and University affiliated college. They observed better Critical thinking skills in University department students compared to AICTE Approved college students and University affiliated college students. Entrepreneurship skills are more in University department students compared to AICTE Approved students followed by University affiliated college students. They perceived better Ethical and moral skills in University department students compared to AICTE Approved college students and University affiliated college students. They perceive more leadership skills in University department students compared to AICTE Approved students and University affiliated college students. They found more learning and information management skills in University department students compared to University affiliated college and AICTE Approved college students. They satisfied with Team working skills in University department students compared to AICTE Approved college students and University affiliated college students.

12. According to IT/ITES industry, communication skills is perceived more in University department students followed by University affiliated college students and AICTE Approved college students. This industry observes better Critical thinking skills in

University department students compared to AICTE Approved college students and University affiliated college students. They notice better Entrepreneurship skills in University affiliated college students compared to AICTE Approved college and University department students. Ethics and moral values are perceived more in University department compared to students from AICTE Approved college and University affiliated colleges. Their satisfaction regarding leadership skills is more in University department students compared to students from University affiliated college and AICTE Approved college students. They perceived satisfaction is more on learning and information management skills in University department followed by University affiliated college students and least found in AICTE Approved college students. Team working skills among recruited students are found to be superior in University department followed by University affiliated colleges and AICTE Approved colleges.

8.1.11 Finding pertaining to relationship between Market Orientation and Marketing Effectiveness.

It was hypothesized that "There is no relationship between Market Orientation and Marketing Effectiveness among B-schools as per the faculty perception". It was found that all the attributes of market orientation and marketing effectiveness is positively and significantly correlated with each other. Further, it was also found from regression analysis that market orientation and its attributes has significant influence on marketing effectiveness of a business school. Thus, the null hypothesis *"There is no relationship between Market Orientation and Marketing Effectiveness among B-schools"* stands rejected and the alternative hypothesis is accepted.

8.1.12 Finding pertaining to relationship between Market Orientation and Student Satisfaction.

It was hypothesized that, "There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception". It was found that all dimensions of market orientation and student satisfaction are significantly correlated with each other. Further, it was also found from regression analysis that market orientation and its attributes has significant influence on student satisfaction of a business school. Thus, the null hypothesis "There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception" stands rejected and the alternative hypothesis is accepted.

8.1.13 Relationship between Corporate expectation from B-Schools with regard to Market Orientation and Corporate Satisfaction on the Recruited Students of B-School.

It was hypothesized that, "There is no relationship between Corporate Expectation from B-School and Corporate satisfaction from the B-School's students' performance". It was found

that all dimensions of market oriented corporate expectation and corporate satisfaction with the recruited students are significantly correlated. Further, it was also found from regression analysis that corporate expectation and its attributes has significant influence on corporate satisfaction of a business school. Thus, the null hypothesis "There is no relationship between Corporate Expectation from B-School and Corporate Satisfaction on Performance from the B-School's students as per the corporate perception" stands rejected and the alternative hypothesis is accepted. The below table summarizes the status of acceptance and rejection for all the hypotheses formulated in this study.

TABLE 8.1: SUMMARY STATUS OF ALL THE HYPOTHESES

S.No	*Hypotheses*	*Status*
1	*Ho1. "Employee perception about Market Orientation do not vary according to the types of B-School."*	*Ho Rejected*
2	*Ho2. "Market Orientation among employees of B-Schools does not vary according to the B-school Characteristics namely, B-School Type, courses offered and employees characteristics such as designation, gender, qualification, teaching and industry experience."*	*Ho Accepted*
3	*Ho3. "Student perception about Market Orientation do not vary according to the types of B-School."*	*Ho Rejected*
4	*Ho4. "Students perception about B-Schools market orientation does not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program."*	*Ho Accepted*
5	*Ho5. "Corporate Executive perception about market orientated expectations do not vary according to the types of B-School."*	*Ho Rejected*
6	*Ho6. "Market Oriented Corporate expectations from B-Schools do not vary according to their Type of company and also Type of Institute visited for placement."*	*Ho Accepted*
7	*Ho7. "Employee perception about Marketing Effectiveness do not vary according to Types of B-School."*	*Ho Rejected*
8	*Ho8. "Marketing effectiveness among employees of B-Schools does not vary according to the B-School Type, and employees' characteristics such as designation, gender, qualification, teaching and industry experience."*	*Ho Accepted*
9	*Ho9. "Student perception about satisfaction with B-School do not vary according to Types of B-School."*	*Ho Rejected*
10	*Ho10. "Students satisfaction with B-Schools does not vary according to their personal characteristics namely, Age, Gender, Qualification at Graduate Level and Currently pursuing PG program."*	*Ho Accepted*
11	*Ho11. "Corporate Executive perception about satisfaction with B-School do not vary according to Types of B-School."*	*Ho Accepted*
12	*Ho12. "Corporate satisfaction from B-schools do not vary according to their Type of company and also Type of Institute visited for placement."*	*Ho Accepted*
13	*H013. "There is no relationship between perceived Market Orientation and perceived Marketing Effectiveness among B-Schools"*	*Ho Rejected*
14	*Ho14. "There is no relationship between Market Orientation and perceived Student Satisfaction among B-Schools as per the student perception"*	*Ho Rejected*

15	*Ho15. "There is no relationship between market oriented Corporate Expectation from B-School and perceived Corporate Satisfaction."*	*Ho Rejected*

In this study total of fifteen null hypotheses were formulated out of which eight null hypotheses were rejected and seven null hypotheses were accepted. Thus, eight alternate hypotheses were accepted and seven alternate hypotheses were rejected.

8.2 The Implications

The implications of market orientation attitude and behaviour for Business School differ widely from the perspectives of Business School facilities and also pertaining to internal, external stakeholders behaviour. In this section adoption of market orientation on business education institution and how they organized processes and activities is explored. Implication that derive from market orientation to business schools, their employees and students and also external stakeholders as such corporate recruiters are added in the following sections.

8.2.1 Contribution to the Management domain

This study contributes to the marketing literatures of higher education and specifically contribute to business education. Broadly, this study contributes on the study on market orientation and its consequences as marketing effectiveness and satisfaction. The broader topic contributed in two key areas. The first contribution is the development of three instrument that measures a Business School's level of market orientation, marketing effectiveness and student and corporate satisfaction with the business school. The second contribution expands the body of knowledge with respect to relationship status among the study variables namely market orientation and marketing effectiveness, market orientation and student satisfaction, corporate market oriented expectation and corporate satisfaction. As per the knowledge of the Researcher, this is the first study that provides empirical evidence of market orientation in Business Schools of Telangana state of India.

8.2.1.1 Development of Research Framework

Market orientation, marketing effectiveness and customer satisfaction are the three most important streams of work found in marketing literatures. Market orientation emphasised keeping the customer interest first while determining organization behaviour (Narver and Slater, 1990, Slater and Narver,1992,2000; Deshpande & Farley,2004; Lindgreen,2010). Market orientation measurement tools are widely available with respect to business sector but there are not many readily available instruments of market orientation which can measure market orientation of business management institutes. While there is instruments to measure market orientation in schools and higher education (Arifin, Daniel Nicolas,2016; Oplatka and Hemsley-Brown,2010; Pulendran et al.,2000;) but not in business management education perspectives. It is important that an instrument is needed in the business education sector to

measure market orientation which will also assist further important research related to market orientation in a business management institution.

Narver and Slater (1990), developed a three-dimension model of market orientation in the business sector, and which was adapted by many researchers for different context and sectors. This study used the same tools developed by Narver and Slater (1990) and adapted the tools in Business Management Education context by taking into consideration the processes and activities of a business school where students were considered as customer. The reliability measures of the adapted and modified tool were found to be statistically strong and used in this study as perceived by faculty, staff and student. There are no concrete evidences on the application of adopted Narver and Slater model to B-Schools across the world even though the concept of student as customer to higher education which includes B-schools is also not found sufficiently. For instance, Customer orientation in a B-School is very much clamoured for by the students as the immediate customers and the corporate executives as the ultimate customers. Both of these as the stakeholders of the B-Schools have placed much premium on the concept of customer orientation. They desire that they are treated as customers and service their needs.

Similarly, Competitor Orientation is very relevant today in the context of attracting he prospective students, existing students' skills and the employability of the outgoing in relation to higher education institutions which are competing with each other at the time of student placement. Traditionally, the institutions were working in isolation of the conept of competition with each other. In the present times, they are compelled to compete with each other for their place in the eyes of the prospective students and also in the eyes of the corporations desirous of better survey ranking and attraction of future admissions.

Lastly, Interfunctional Coordination is one of the most cardinal concerns of the management f B-schools today, In general the functional units of the B-School work in isolation of each other. For example, admissions department works on its own to complete the admissions. Academic division plans and executives' academic activities like almanac design, regular classes, etc. Evaluation department works on its own to conduct exams and announce the results. Due to such isolated working, often they run into conflicts with the other departments due to the delays in exchange of dire information for decision making resulting in huge waste of time for all particularly for the head of the institution in resolving the conflicts. Therefore, all the departments are now formally defined to coordinate each other so that they are focused on the quality outcomes for the benefit of the customers.

The framework developed to measure corporate expectation was also developed after discussing with the corporate executives about their expectations from the business school. Eventually, noticed there were five dimensions where corporate recruiter has given importance namely governance, curriculum development, faculty, infrastructure and entrepreneurship development, which was further confirmed by pilot study. Reliability test of the instrument was conducted and found statistically strong. The said instrument is also going to be useful for further related research in future.

The relevance of the corporate expectations model to B-Schools can be explained as the value addition in the study. The corporates expect value from their visit to the B-Schools separately

from institutions and the students. To be more specific, they expect B-schools to be professional and supportive to the corporations in their pursuit of quality students to man executive positions in with them. On the other hand, corporations also expect students to be fundamentally good in the subject, willing to learn New skills, technologies and commit long term to the organisations employing them. These expectations are evaluated by independent magazines across the world to giving ranking to the B-schools

Study on satisfaction and its measure were one of the major area where many researchers have significant contribution. There is significant importance given by higher education literatures on student satisfaction and also there is many tools developed by researcher at different times to measure student satisfaction (Pop et al., 2008; Alves and Raposo, 2007; Petruzzellis et al., 2006; Forrester,2006; Mai, 2005; Mavondo et al., 2004; Thomas and Galambos, 2004; Umbach and Porter, 2002). Student satisfaction in B-Schools were measured by many rating and ranking agencies such as Business today, career 360, HT campus, mingle box, times of India etc. In this study the scale developed to measure student satisfaction of business school majorly used compiled dimensions used by rating agencies which is exhaustive and suitable. The reliability measures of student satisfaction instrument were found statistically very strong and can be used by researcher in future.

There are two schools of thoughts on measuring marketing effectiveness. One school of thoughts discusses the measurement of marketing effectiveness objectively and used financial measures (profit, sales, return on investment etc.) and marketing metrics (market share, return on marketing investment, customer retention rate etc.) to measure marketing effectiveness in business sector. Another school of thought explains measuring marketing effectiveness as subjective measures with a philosophy considering marketing effectiveness as behaviour and actions. Kotler (1972), developed a scale on marketing effectiveness called effectiveness rating instrument for the purpose of measuring marketing effectiveness in the manufacturing sector. In this study, this scale was adopted and modified to use in the context of business education sector. So far, this scale was used with adaptation in education sector only once (Scigliano, Virginia L & Scigliano, John A.,1979) and named it as marketing index for higher education (MIHE). The modified Kotler (1972) scale was found reliable and used in this study. Scholars in future can used this scale in the business school context for further research.

Corporate satisfaction with the recruited students of Business Schools were a topic of discussion for many years. This is becoming important for any B-School to know whether corporate are happy with the students they have recruited with respect to skills and traits students have to perform and contribute to organizational growth. In this study a scale was developed to measure corporate satisfaction with respect to students' skills and performances. The dimensions of the scale were taken from the discussion with corporate executives and from the existing literatures. The scale was found statistically highly reliable and empirically tested through pilot study. This scale can also be used to measure corporate expectations from the students of Business School.

8.2.1.2 Relationship among Study Variables

Previous studies in business sectors it is observed that market orientation has positive effect on organizational performances and profitability. Further, there are studies which confirmed the positive relationship of market orientation and organizational performance in non-profit sector, education sector and health sectors (Bueno et al.,2016; Ellis,2006). Marketing in higher education sector has received exponential attention from the researcher (Hemsley-Brown & Oplatka, 2010; Mainardes et. al., 2014; Webster et. al., 2014). There is very limited research was found in business education context and especially in India. Previous studies on market orientation and performances in business management context has been conducted through a qualitative study (case study method). There is scarce noticed in higher education literatures about the relationship between market orientation and marketing effectiveness. Therefore, this study contributes to the body of knowledge in higher education and marketing.

The results pertaining to the relationship of market orientation and marketing effectiveness significantly adds to the body of knowledge supporting by the positive effect of market orientation on marketing effectiveness of business school in Indian context. Furthermore, the study also broadens the scope of relationship by showing correlation coefficient of each market orientation dimension with all the marketing effectiveness dimension individually. Previous studies majorly concentrate on overall market orientation and effectiveness relationship.

This study also contributes to the body of knowledge on relationship of market orientation and student satisfaction in business education context. There are very few studies found where such relationship was tested globally. In India there is no study found in the marketing literatures of higher education where it tested the impact of market orientation on student satisfaction. Therefore, the results of this thesis has significant contribution to the marketing of higher education literatures.

Employability of the business students is much discussed and widely used phenomena in the higher education literatures. This study identified a relationship between industry expectation from the institute with their satisfaction from the recruited students of such institute. The research was attempted before by identifying the relationship between students' educational activities and recruiters' satisfaction with the recruited students. There was no research in the perspective of improvement of business school on certain behaviour with the corporate and their (Recruiter) satisfaction with the students. Therefore, the positive results with regard to relationship of market oriented corporate expectation and corporate satisfaction with the students has significant contribution to the body of knowledge in business educational sector.

8.2.2 Managerial Implications for a Business School

The present study offers a number of practical managerial implications for administrator, faculty and staff, top management and department chairs within a Business School. Previous studies (Narver and Slater,1990; Kohli, Jaworski and Kumar,1993; Slater and Narver,1994) recommended with respect to business that if practitioners identify degree of market orientation with the objective of improving their market orientation would be beneficial to achieve higher organizational performance. The present study confirm that market orientation of B-Schools has positive and significant impact on marketing effectiveness of the Business school and also

resulting in higher student satisfaction. Thus, it is strongly recommended to the Business School that they should consider market orientation as one of the primary consideration while formulating strategy.

Especially, in India competition among B-schools are very high due to high in number of Business Schools and also competition from distance education and education through digital mode. Many Business School in India are shut down due to not getting required number of enrolment. The trend of closure in Business schools has been noticed every year since 2009. During 2018, 101 business schools in India applied to AICTE for shutting down (Hindustan Times,2018) their operations, as they are not able to attract students for enrolment in to their programs. In order to reduce such problems related to attracting students to business schools in India, market orientation can be practiced. Many Business Schools are not fully aware of the concept of market orientation and how to implement marketing concepts to face such challenges. The findings of the study have uncovered the link between market orientation and marketing effectiveness will certainly motivate business school to adopt such strategy to attract more students to their offered programs.

According to Davies (1997), any educational institution whether its profit making institution or not, survival always depend on ability to attract students with the help of marketing to the external environment.

Adoption of market orientation in business schools is possible when the top management, staff and faculty have completely understood the concept and involve themselves to create market oriented B-Schools. Each of the three dimension namely customer (student) orientation, competitor orientation and interfunctional coordination of market orientation has a deep dependency on the faculty, staff participation and also top management's customer centric philosophy. The study results are drawn from perception of faculty and staff has major implications while implementing market orientation in any business school. In this study when student as customer orientation were checked from the service provider point of view and also from receiver as students' point of view. Therefore, it's very important for the top management to know their current status with respect to market orientation perceives by their staff and faculty and students as well to improve level of market orientation. Closer look at the market orientation dimensions it says a B-school should be student oriented and continuously gather information about student's needs and problems and work towards offering or solving those needs and problems whereas the focus also given on competitors' orientation to gather information about competitors, their offerings and strategies to create superior value for the students. All these are possible when there are functional and departmental coordination and everyone in the institution is always put student interest first than anything. High level of inter-functional coordination mean that the system of information collecting, sharing and responsiveness to the information as actions taken is effective, that all vertical and horizontal departments within the institution are coordinating and participating in the process. There are few implications and recommendations are made from this study are as follows:

1) The mission statement of Business school should be formulated or reformulated with clear articulation of commitment to the market oriented principles. To be specific,

mission statement should reflect the commitment towards the students and other stakeholders.

2) Market orientation culture to be practiced and utmost importance should be given to marketing planning as part of Business School's strategic planning.

3) Top management philosophy towards market oriented principles is the most important pillar to implement market orientation. Top management support to adopt market orientation have significant influence on implementing market orientation and getting the commitment and cooperation from the staff and faculty. Marketing plan and strategic decisions to implement market orientation should be communicated to all levels of employee by the top management.

4) The major problems in Business schools to implement market orientation is lack of knowledge in marketing domain by the employees and especially front line employees such as counsellor, faculty, head of the department, coordinator of different programs is a major obstacle to adopt market orientation and have a negative impact on desired outcome. The training program must be conducted by the marketing experts to implement market oriented culture with the help of change management program.

5) It is recommended that leadership of the Business School should make a proactive attempt to educate and train the program coordinator and administrative staffs and faculty through workshops, seminar etc. Staffs, Program Coordinator and Academic Director, Registrar and faculty need to understand and apply marketing principles focusing on students and stakeholders needs. Services marketing strategies to satisfy students and stakeholder must be updated abreast with the other profit making service industry.

6) The results with regard to Business School processes and activities to engage with corporate sectors are also very significant in this study. There is need for continuous association between B schools and Corporates in the entire value chain of education so that employability of the students is enhanced. B-school's partnership with corporate must be taken in to consideration.

7) Business Schools must include corporate executive in governing body of the business school, ensure members from corporate in advisory board, and allow faculty to associate with corporate as an advisor or board members.

8) Business School must involve corporate executives on curriculum development and detailing of the courses offered in a particular program. Business School must recruit reach industry experienced individuals as their faculty to bring practical approach in the class room delivery. Business School must allow faculty to attend various corporate programs and involve themselves for the consultancy activity. Business School must provide required infrastructure to the corporate to facilitate interaction with the students. B-Schools must involve corporate in their entrepreneurship development cell and Business School's must associate with the industry for their project completion, research support and regularly encourage corporate participation to interact with the

students by various forms like guest lectures, panel discussion, live projects, viva-voce, in-house training etc.

9) With respect to skill-set required by the corporate Business School should train the students not only on the technical skills but also soft skills and leadership skills. This study demonstrated corporate satisfaction or dissatisfaction with few skill sets of the recruited students. The results of the study must contribute to the Business School to incorporate changes to facilitate development of such skills.

10) Market orientation ensures activities to satisfy customers. In educational institute student must be considered as customer and to satisfy students institute need to adopt total service concept where it implies student service ranging from first time contact with the students, to admission, instructional related service, academic services and process, placement and internship process, interaction quality of the faculty and staff, empathy towards students, involving students on some decision making process, make students feel better and safe with the institute and so on which is only possible if market orientation implemented in an efficient way.

11) Market orientation in education is easy if the fact of student being a customer is accepted by the institute fully. Collecting feedback from the student, improve the problem areas and regularly update the institute as per the changing trends in terms of offering, infrastructures and ensuring desired outcome for the students. Considering student as customer is not going to hamper the education quality rather it will improve the quality of education by adopting new methodologies to make the students adjust and understand the courses in better way. Students do expect quality education but in a conducive and happy environment which market oriented culture can ensure.

12) Last but not the least making students happy and satisfied with successful implementation of market orientation resulting in positive word of mouth with the people in external environment and will increase student enrolments. Maintaining relationship with the pass-out students or alumni will continuously benefit the institute in terms of placement, industry collaboration, reference and collecting donation, getting sponsorship for the development of the institutes and so on.

Therefore, the present study has extended the literature on Business School marketing effectiveness and market orientation in several areas. First, the results of this study suggest that market orientation construct is three dimensional, namely, student (customer) orientation, competitor orientation, and interfunctional coordination, with all three dimensions being significant predictors of marketing effectiveness and student satisfaction of Business School. This finding is supported to the notion to create superior value for students, enabling business schools to achieve a sustainable competitive advantage, student satisfaction which in turn produces demand for student enrolments. Second, the study has contributed to a more comprehensive understanding of the marketing effectiveness and market orientation as a key success factors in Business School marketing and should be included in strategic marketing planning and decision making. Finally, the study provides empirical evidence of the impact of

market orientation on Business School's marketing effectiveness and student satisfaction in Indian context.

8.2.3 Managerial Implications to Industry

The relationship between Business School and Industry is required for the benefit of both with the objective Industry have attracting managerial talents from Business School and for the Business School the relationship sustained as they look for employment for their students. Industry of any types is generally use a competency framework while recruiting and selecting suitable talents for the job. Corporate leaders and managers required employees those who have open and flexible mind set, inquisitiveness, continuous learning attitude, team working skill and leadership skills (Rhinesmith 1996; Gregersen et al.,1998; Rosen et al. 2000). Business Schools in India are failed to groom students on such required skills. According ASSOCHAM (2017) only 20 percent students are getting employment in Indian Business Schools except few top Business School all other Business Schools are failed to develop their students to make them employable. The opportunity for getting in an industry is easy due to increased requirement of Industry but Business schools in India not able to supply required number of management graduates to industry as majority of them produce unfit graduates for the industry. The findings of this research shows that what Business Schools are expected to do to make the industry happy by providing skilled talents to industry. Undoubtedly, B-Schools has to improve their interaction with Corporate houses and follow a process to develop students as per the requirement of Industry. In this connection, the results of this thesis also reflect on how industry can play a significant role for the purpose of developing a business school and students of them to fill the demand and supply gap of employment for management graduates.

The corporate world has been criticizing the quality of the professional and technical education in this country is not a new phenomenon. Their common and general arguments on the unrealistic, theoretical, impractical education which is of no or less applicable in the practical scenario of industry. Deeper examination of the role of industry and alumni to support higher education and technical education is disappointing in India. However, the scenario is different in western countries where the Govt.supports with grants to the higher education and corporate supports for research, case writing, industry assignments, trainings etc. Higher educational institution is considered to be most respected and have high esteem among corporate and bureaucrats in the Western countries where even highest administrator of the country or presidents of the countries feel honoured to interact with faculty and students of B-Schools. However, in India the scenario is very different where only few corporate houses and executives come forward to support B-Schools by different means and ways. Since the corporate getting the benefit from quality education or having direct loss or disadvantages of not getting suitable students for employment, they must involve in B-Schools to help them bring quality and skilful talents. Active participation and involvement of the industry will not only help them to get best fit employees for the job offered but also reduce the training cost of the companies. With regard to alumni participation and engagement the story is not very different in India. There is no concept or willingness of giving back from where they learned. However, there are very few alumni who come back to their institute and help his decedent students and faculty in many ways to uplift the quality of education. The contribution made in

this research is majorly helpful to the business schools to comprehend and works towards maintaining good collaboration with industry and also the corporate world needs to rethink about their initiatives to engage with the business schools' development.

8.3 Limitation of the Study

This study undoubtedly provided relevant and significant insights on the level of market orientation and two important consequences of market orientation namely marketing effectiveness, satisfaction of students and corporates in business schools of Hyderabad and Rangareddy district of Telangana state in India. However, there are few limitations of this study are as follows:

- The data collected for the study was in Business schools of Hyderabad and Rangareddy districts of Telangana state which may not have generalised view according to India or other parts of India.
- The data in this study were obtained from faculty and staff, students, corporate executives of selected Business Schools. Alumni, parents and top management of the institutes were not covered d as respondents
- The study was focused only post graduate program in management such as PGDM, MBA, thus the results cannot be generalised with other degree programs, doctoral degree etc. offered by the institute.
- Another limitation has found lack in understanding the concept of marketing by respondents while responding to the questionnaire. Respondents such as faculty taken extra caution to respond some questions as they fear the management may intervene into their perception.
- The study was conducted by measuring market orientation and effectiveness as perceptual measures which was supported by the previous researcher but it could have been extended to objective measures of performance which was practically very difficult to get information due to the attitude of colleges not to share their privacy on certain aspects.
- With regard to the research design of the study is cross-sectional, the findings do not give details of the process of change to market orientation over time. The study can be done with a longitudinal study to examine the changes over time and its effect on marketing effectiveness, can be a limitation of the study.

8.4 Scope for Future Research

The finding of the study raised both theoretical and methodological questions requiring further research. In this regard, the areas for further research are recommended.

This study can be replicated by taking a larger sample in order to generalize the result. Finally, a replication of this study should examine whether the relationships between the variables still would hold true on other higher education category.

This study can be replicated in Engineering colleges to know the market orientation and its effect related their environment.

This study provides an opportunity for the future researcher to do a comparative study on market orientation of urban or metro city Business Schools with Semi-Urban or rural and comparative study between highly ranked B-School and low ranked B-Schools as per NIRF ranking.

The opportunity for future research could be taken the viewpoint of other stakeholders of management education system such as parents, alumni, regulatory agency and governing body members to make the study more comprehensive.

There is an opportunity for future researcher to research on comparative study of two different programs or in two different states.

It also opens the door for extension of the research by identifying satisfaction and loyalty relationship in business education and also further can be investigated the impact satisfaction on student enrolment.

Market orientation can be dominantly checked with new dimensions and future research can focus on practical implementation of market orientation in business schools. For example, do market orientation levels vary between different levels of administrative responsibility within the business school? Or determining the impact or influence of variables by the size of a Business school, affiliation and accreditation of business school (NBA, NAAC, AIU etc.), admission criteria, placement records, or promotional efforts may have on market orientation. Additionally, testing market orientation effects on objective performance measures can be a good opportunity for future researchers.

8.5 Conclusion

This thesis addressed the dire need of research into the importance of being a market oriented organization, more specifically, investigating the current market orientation landscape in Business Schools of India. This study identified the contributions of market orientation towards the marketing effectiveness of the business school. This study has taken in to consideration the three important stakeholder perception about business school's market orientation and also their perception on the outcomes namely marketing effectiveness and their satisfaction. Market orientation is an organizational culture which develops by placing utmost importance on their customers' needs and adapts to changing preferences and needs of the customer.

The results of the study have been presented and discussed. In regards to the perceived market orientation of Business Schools according to the employee's and students' personal characteristics and types of business schools in India. Further, with regard to industry what they consider market oriented business schools with their perception on expectations from business schools are presented. Furthermore, this study focuses on the causal relationship between market orientation and the consequences to the B-Schools namely, marketing effectiveness measured by employees' perception, student satisfaction perceived by students and lastly, corporate satisfaction of the recruited students were discussed.

The findings from this study further suggest that market orientation demonstrate positive influence on institutes marketing effectiveness and student satisfaction. Furthermore, confirming the concept of market orientation extends to the corporate recruiter as one of the important stakeholders of the institute with different needs and expectations taken into consideration.

In summary, marketing is the act of finding a match between a B-School's offer with market demand. Market orientation goes further by building a B-School culture that places student needs as a priority and responds to those needs to create superior value for the students. As a result, a highly market oriented institutions would lead to a high level of student and corporate satisfaction and loyalty. Eventually, assist in yielding long-term growth and sustainability for institution of higher learning.

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APPENDICES

APPENDIX I

Questionnaire for Employees (Teaching and Non-Teaching Staff)

Dear Friends,
Greetings!
I am Arijit Santikary, pursuing Ph.D. from ICFAI University, Jharkhand. I am working on a project to study the market orientation and marketing effectiveness and their impact on performance of the B-schools. This data will be used for academic purpose only. Your input in this research will be of great help in completing my thesis and contributes towards the improvement of the performance and services to all the stakeholders of such justification in the future. Kindly participate in this study and it will take 15 to 20 minutes to complete it.
Thanking you,
Arijit Santikary

PART-A (Profile)

Name: Gender- Male / Female

Designation:

Qualification/Education:

Years of Experience: Area of Specialization:

Type of Courses Taught:

PART-B (Institute Profile)

Name of the Institute: Years of Establishment:

Type of Institute:

AICTE Autonomous	University Affiliated	University Department	UGC Autonomous

Type of Courses Offered:

PGDM	MBA	PGPM	EXECUTIVE MBA	PGDBM	OTHERS

Staff strength in Nos.:

Faculty	Non-Teaching Staff

Student intake in Nos.:

Whether you have the following department:

Admission & Promotion		Placement		Corporate Relation /Communication	
Examination		Internal HR		Student Counseling	

PART C (MARKET ORIENTATION SURVEY):

As per the practices followed in your organization/prevalent situations, please express your degree of agreement/disagreement of the following statements. Please write the number in the given box that most closely represents your perception.

Strongly Disagree (1)	Moderately Disagree (2)	Neither agree nor Disagree (3)	Moderately Agree (4)	Strongly agree (5)

1. Student satisfaction is a major objective of our institute.	
2. We measure satisfaction of our students systematically.	
3. We measure satisfaction of our students frequently.	
4. The aim of our marketing activities is to offer better value to students	
5. We constantly monitor our performance vis-à-vis the commitments made to students	
6. Our service commitment to students remains the same before and after enrolment	
7. Our strategy for competitive advantage is based on the understanding of our student's needs.	
8. Information about competitors' strategies is collected systematically by our institution.	
9. Market intelligence on competitors' strategies is a key input in formulating our institute's marketing strategy.	
10. We respond rapidly to competitive actions that threaten us.	
11. There is a regular sharing of information on recruitment and admissions with all stakeholders in the institution.	
12. Faculty and students who are not formally involved in recruitment/ admissions are also encouraged to interact with students to generate information about students' needs.	
13. Our marketing strategies are based on logical ways of segmenting and targeting potential students.	
14. Our marketing efforts are proportionate to the potential of different segments	
15. All levels of administration understand and contribute to creating value for students.	
16. All of the departments at our institute are responsive to serving students.	
17. Our processes facilitate coordination among different departments while serving students.	
18. Issues relating to recruitment and admission are shared periodically with all members to seek appropriate solutions	
19. Our systems are designed for coordinated used of resources for serving student needs	
20. Our institution is (highly) marketing oriented.	
21. Stakeholders within our institution have (a high level of) marketing orientation.	
22. Our institution's systems and processes have (a high degree of) customer focus.	
Overall Performance Measurement Dimension (Below question answered on a 5-point scale: 1=Very Dissatisfied, 5= Very Satisfied)	
How do you rate the overall performance of your institution based on all of the above parameters?	

PART-D (Marketing Effectiveness Survey): As per the practices followed in your organization/prevalent situations, please express your degree of agreement/disagreement of the following statements. Please write the number in the given box that most closely represents your perception.

Strongly Disagree (1)	Moderately Disagree (2)	Neither agree nor Disagree (3)	Moderately Agree (4)	Strongly agree (5)

1. Management of your institution recognizes the importance of designing the function of marketing and promotion to serve the needs and wants of the market.	
2. We primarily think in terms of improving and creating current and new services to our students.	
3. We think in terms of serving a wide range of market and needs of the students with equal effectiveness.	
4. We think in terms of serving the needs and wants of well-defined segmented market of students.	
5. Management develops specific offerings and marketing plans for different segments of the students.	
6. Management takes a whole marketing system view (Students, sources of students, competitors, environment and corporates) in planning the services of the institute.	
7. We concentrate on serving our primary stakeholders i.e student.	
8. We take an ample view of our all stakeholders, although the bulk of our efforts go to servicing the major stakeholder.	
9. We think of a whole marketing systems view, recognizing the threats and opportunities created for the department by changes in any part of the system	
10. There is a high level of marketing integration and control of the major marketing functions.	
11. Promotion and other Marketing functions are not integrated at the top level due to some differences.	
12. There is formal integration and control of the major marketing functions but less than satisfactory coordination and cooperation.	
13. The major marketing functions are effectively integrated among each other.	
14. Marketing strategies are accepted well by the staff.	
15. There are complaints that marketing is unreasonable and useless.	
16. The relations are amicable although some employees feel it is not necessary.	
17. All the employees cooperate effectively and resolve issues in the best intent of the department as a whole.	
18. The new service development process like courses, syllabus, facilities, and evaluation are well defined.	
19. The system is ill defined and poorly handled.	
20. The system formally exists but lacks sophistication.	
21. The system is well structured and professionally staffed.	
22. Regular survey of student satisfaction, student sources requirement, market trends are conducted.	
23. Regular survey of faculty satisfaction, corporate expectations is conducted.	
24. Management knows the use of potential and profitability of different market segments of the student.	
25. Effort is made to measure the cost effectiveness of different services offered.	
26. Formal strategic marketing planning is practiced in our institutes.	
27. The quality of current strategic marketing plan is early conveyed to all.	
28. The (situational) contingency thinking and planning is practiced here in our institute.	
29. The marketing focused at the top is communicated and implemented down the line.	
30. Management is doing an effective job with given marketing resources in our institute.	
31. The marketing resources are adequate but they are not employed optimally.	
32. The marketing resources are adequate and are deployed efficiently.	
33. Management has a good capacity to react quickly and effectively to carry out on the spot development.	
34. Market Information is very current and our reacting time is quick.	
35. We fairly up-to-date in market information and respond regularly.	

Remarks: (If you have any comments on the above questions, please write in the following space.) ----------
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APPENDIX II

Questionnaire to Students

Dear Students,

Greetings,

I am working on a project to study the market orientation and marketing effectiveness and their impact on performance of the B-schools. This data will be used for academic purpose only. Your input in this research will be of great help in completing my project and contributes towards the improvement of the performance and services to all the stakeholders of such justification in the future.

Kindly participate in this study and it will take hardly any time to complete it.

PART A (Profile of the Students)

Name-

Age- Gender- Male / Female

Qualification at Graduate Level- Year of Graduation-

Program- PGDM/MBA

Category	First Year	Second Year

PART B (Institute Profile)

Name of the Institute: Years of Establishment:

Type of Institute:

AICTE Autonomous	University Affiliated	University Department	UGC Autonomous

Type of Courses Offered:

PGDM	MBA	PGPM	EXECUTIVE MBA	PGDBM	OTHERS

PART C (MO)

As per the practices followed in your organization/prevalent situations, please express your degree of agreement/disagreement to the following statements. Please write the number in the given box that most closely represents your perception.

Strongly Disagree (1)	Moderately Disagree (2)	Neither agree nor Disagree (3)	Moderately Agree (4)	Strongly agree (5)

PART D (Student Satisfaction) As per the practices followed in your organization/prevalent situations, please express your degree of agreement/disagreement to the following statements. Please write the number in the given box that most closely represents your perception.

1. Institute's objective is driven by student satisfaction.	
2. Institute measures satisfaction of students systematically.	
3. Institute measures satisfaction of students frequently.	
4. Institute recruits and retains faculty and staff who provide value to the students.	
5. Institute constantly monitors staff and faculty's level of commitment towards students.	
6. Institute gives close attention to service of students after enrollment.	
7. Institute's strength lies in fulfilling and satisfying students' needs.	
8. Admissions and student counselling departments always share information within Institute concerning other similar Institute's /B-school's Plans/ strategies.	
9. In comparisons with others, my institute delights students through innovative activities.	
10. Institute regularly discusses and adopts other similar institutes' strengths and strategies for the sake of development of the students.	
11. Institute encourages faculty or staff from other institutes to provide knowledge inputs to the existing students if it is required.	
12. Institute focuses more on branding or promoting the name of the institute through advertising, promotion, attending education fairs.	
13. All levels of administration at the institute understand the students' needs.	
14. All levels of administration at the institute contribute to creating value for students.	
15. All the department in the institute is ready to serve students.	
16. All the department in the institute is united to serve students.	
Overall Performance Measurement Dimension (Both questions answered on a 5 point scale: 1=Poor, 5=Excellent	
17. How do you rate the overall performance of your Institute's based on all of the above parameters?	
18. The overall performance of your Institute's in comparison to other similar Institutes.	

Very Dissatisfied (1)	Moderately Dissatisfied (2)	Neither satisfied nor Dissatisfied (3)	Moderately Satisfied (4)	Very Satisfied (5)

Educational experience: Please rate your level of satisfaction with each of the following items below.

	I am Satisfied with….	
1	Quality of the teaching by the faculty	
2	Choice of Course availability	
3	Academic mentoring to the students	
4	Accessibility of teaching faculty	
5	Other students' seriousness in your class	
6	Academic reputation of the B-school	
7	Value of the education for the cost	
8	Student Examination/ evaluation system	

Support services and facilities:

	I am Satisfied with….	
9	Financial aid services	
10	Physical infrastructure of the campus	
11	Classroom facilities	
12	Computer Lab facilities	
13	Availability of technology resources	
14	Library facilities	
15	Parking facilities	
16	Availability of institute's transportation	
17	Availability of Public Bus facility from the institute's location	
18	Hostel facilities	
19	Food services	
20	Career counseling facility	
21	Placement assistance	
22	Exposure to the extra-curricular activities	

Opinions about campus life:

	I am Satisfied with….	
23	Sports and recreational facilities	
24	Inter-collegiate sports and recreational programs	
25	Student clubs	
26	Student Participation in different programs at the Institute	
27	Diversity of the students	
28	Safety and security on campus	
29	Your sense of acceptance and belonging	

Do you recommend your institute to others? If yes, why?

If no, why?

Thanking You

APPENDIX III

Questionnaire to Corporate Executives (Recruiter)

Dear Sir/Madam,

Greetings,

I am Arijit Santikary, pursuing Ph.D. from ICFAI University, Jharkhand. I am working on a project to study the market orientation and marketing effectiveness and their impact on performance of the B-schools. One of the objectives of my study is to assess B-school's marketing effectiveness experienced by Corporate. To fulfill this important objective, I seek your kind participation. This data will be used for academic purpose only. Your input in this research will be of great help in completing my thesis and contributes towards the improvement of the performance and services to all the stakeholders of such justification in the future.

Kindly participate in this study and it will take 15 to 20 minutes to complete it.

Part A (Brief Profile)

Name-

Designation-

Company Name-

Type of Company-

Manufacturing Sector	Banking Sector	BPO/KPO Service Sector	FMCG Sector	Pharma Sector	Other

Type of Institute visited for Campus Placement-

AICTE Autonomous	University Affiliated	University Department	UGC Autonomous

Nos.of candidates selected through campus placement in the present year- ☐

Part- B (Corporate Expectations from B-School)

As per the practices followed in your organization/prevalent situations, please express your degree of agreement/disagreement with the following statements. Please write the number in the given box that most closely represents your perception.

Strongly Disagree (1)	**Moderately Disagree (2)**	**Neither agree nor Disagree (3)**	**Moderately Agree (4)**	**Strongly agree (5)**

Governance:	
Members from Industry on the governing board will contribute well to the institute.	
Industry members on the various committees of the institute will increase mutual understanding.	
Industry constituted professor chair at the institutes will bring innovativeness to both the concerns.	
Industry's fund to the institute for the development could be great CSR initiative.	
Expectations from Curriculum:	
Industry expects their involvement in curriculum design	
Industry expects a practice based curriculum	
Involving corporate executives as visiting professors will mutually benefit.	
Industry expects minimum duration of Industry Internship from the institute	
Industry expects to be involve in evaluating student performance at industry internship	
Industry expects institution to send students for various live projects	
Faculty:	
Industry expects faculty involvement in advising the corporates.	
Faculty should be on the board of the companies	
Faculty should conduct training programs and consulting to the industry.	
Faculty should work for some time in corporate which helps them in teaching practically	
Infrastructure:	
Institute should have adequate infrastructure for the campus drive.	
Institute should have facilities for the development of the institute in the lines of industry.	
Entrepreneurship Development:	
Institute should have entrepreneurship development cell supported by the industry	

Part- C (Corporate Satisfaction from the B-school's student)

As per the practices followed in your organization/prevalent situations, please express your degree of agreement/disagreement with the following statements. Please write the number in the given box that most closely represents your perception.

Strongly Disagree (1)	**Moderately Disagree (2)**	**Neither agree nor Disagree (3)**	**Moderately Agree (4)**	**Strongly agree (5)**

The candidates whom, we interviewed and employed are….

1. Able to deliver idea clearly with confidence, both in written and oral forms.	
2. Able to practice good listening skills and give response.	
3. Able to give presentation clearly with confidence, according to the level of the audience	
4. Able to use technology during presentation	
5. Able to negotiate and reach a consensus	
6. Able to communicate with people from different cultural background	
7. Able to expand one's own communicative skill	
8. Able to use non-verbal skills	

9. Able to identify and analyze problems in a complex situation and make justifiable evaluation	
10. Able to expand and improve one's thinking skills such as to explain, analyze and evaluate a discussion	
11. Able to find ideas and alternative solutions	
12. Able to think out of the box	
13. Able to make conclusions based on valid proof	
14. Able to keep going and give full attention to the given task	
15. Able to understand and adapt oneself to the culture of the community and new working environment	
16. Able to identify business opportunities	
17. Able to estimate business plan	
18. Able to create, explore, and seek business and job opportunities	
19. Able to take initiatives	
20. Able to understand the effects of economic, environmental and socio-cultural factors on the professional practice	
21. Able to analyze and make decisions in solving ethics-related issues	
22. Able to practice ethical behavior, and to have a sense of responsibility towards society	
23. Able to lead	
24. Able to understand and act interchangeably as a group leader and a group member	
25. Able to contribute to teambuilding and work	
26. Able to work with team members	
27. Able to search and manage relevant information from various sources	
28. Able to receive new ideas and capable of self-learning	
29. Able to develop an inquiring mind, and thirst for knowledge and learning	
30. Able to build good relations and have good interaction with other people and work with them effectively to achieve common goal	
31. Able to understand and switch between the roles of the group leader and a team member	
32. Able to recognize and respect the attitudes, behaviors, and beliefs of other people	
33. Able to contribute to the planning and to coordinate the group work	

Remarks: (If you have any comments on the above questions, please write in the following space.) ----------
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APPENDIX IV

LIST OF ABBREVIATIONS

1. AICTE- All India Council of Technical Education
2. CAGR- Compound Annual Growth Rate
3. IBEF- India Brand Equity Foundation
4. GER- Gross Enrolment Ratio
5. CAT-Common Admission Test
6. MHRD- Ministry of Human Resource Development
7. ANOVA- Analysis of Variance
8. IIT- Indian Institute of Technology
9. IIM- Indian Institute of Management
10. AIIMS- All India Institute of Medical Science
11. PGDM- Post Graduate Diploma in Management
12. AISHE- All India Survey on Higher Education
13. UGC- University Grant Commission
14. NAAC- National Assessment and Accreditation Council
15. ICAR- Indian Council of Agricultural Research
16. DEC- Distance Education Council
17. CCIM- Central Council of Indian Medicine
18. NBA- National Board of Accreditation
19. ICRA- Investment Information and Credit Rating Agency of India
20. AACSB- Association to Advance Collegiate Schools of Business
21. AIMA- All India Management Association
22. ASSOCHAM- Associated Chambers of Commerce and Industry of India
23. MBA- Master of Business Administration
24. AMBA- Association of MBAs
25. GMAT- Graduate Management Aptitude Test
26. MOOC- Massive Open Online Course
27. AMA- American Marketing Association
28. JIT- Just in Time
29. MSI- Marketing Science Institution
30. SERVMO- Service Driven Market Orientation
31. ROI- Return on Investment

APPENDIX- V

Research Publication by the Scholar in the Research Area

S.No.	Paper Publication in Journal	Published Journal	ISSN No
1	Impact of Market Orientation on the Student Satisfaction of Business School in Hyderabad and Rangareddy District of Telangana State by Arijit Santikary and Dr.SF Chandrasekhar	Journal of Social Welfare and Management, Volume 10 Number 2, May - August 2018	0975-0231
2	Market Orientation and Marketing Effectiveness in B-Schools: A study of B-Schools in Hyderabad by Arijit Santikary and Prof.ORS Rao	MTC Global Journal of Management and Entrepreneurship, Volume 5 Number 13, April- June 2017	2231-3710
3	Branding Business Schools : A Literature Review and Research Agenda by Arijit Santikary	IUJ Journal of Management, Volume 3 Number 1, May 2015	2347-5080

S.No.	Paper Publication in Conference Proceeding	Conference Details	ISBN No
1	Corporate Expectation from B-School of Greater Hyderabad: A Descriptive Analytical Study	International Conference on Data Analytics, Samaroh, Feb 2018, organized by Siva Sivani Institute of Management	Awaiting for the print
2	Market Orientation and Marketing Effectiveness in Select B-schools: Preliminary Results	International Conference on Strategies for Business Excellence: Challenges and Opportunities, Dec,2016, Organized by Malla Reddy College of Engineering and Technology	978-93-83038 47-3
3	Marketing Effectiveness as a Function of Organizational Culture and Marketing Orientation in B-Schools Context: A Conceptual Model	International Conference on Strategies for Business Excellence: Challenges and Opportunities, Dec,2015, Organized by Malla Reddy College of Engineering and Technology	978-93-83038-29-9

Market Orientation and Marketing Effectiveness in B-Schools: A study of B-Schools in Hyderabad

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Abstract: A s*hake-out in the Business School segment in the recent times has been forcing the mid-rung B-Schools to relook at their marketing practices and customer focus, in particular, to improve admissions into their programs. Faculty Members play a critical role in this process. This paper goes into two important aspects of Marketing, Market Orientation and Marketing Effectiveness, and measurement of the same. The paper also validates the scales used for the same, on the basis of a survey conducted among faculty Members of select B-Schools in the twin cities of Hyderabad and Secunderabad. The study also establishes positive correlation between Market Orientation and Marketing Effectiveness. Implications are drawn for future research and practices.*

Keywords: B-Schools, Marketing, Market Orientation, Marketing Effectiveness, Customer Focus

Introduction

The landscape of B-School education in India has been changing dramatically over the past few years. Post liberalization, there has been a mushroom growth of B-Schools, offering Business Education at different levels (Dayal Ishwar, 2006). However, during last five years many B-Schools have pulled their curtains down (AICTE, 2014: The Times of India, 2015), due to inadequate admissions. Despite such reversal in fortunes of the B-School segment, reputed B-Schools continue to be the premium choice for the graduates. However, for most of the institutions, survival itself has been a challenge. Also, the ability to satisfy their stakeholders such as students, faculty members and industry has increasingly become a "Gordian knot to untie". Perhaps, such a scenario has arisen due to various systematic reasons. Foremost among them is the lack of Market Orientation, which calls for understanding the changing requirements of customers (students) and ensure that they are met. In any competitive industry, an organization with customer centric strategies will be more successful in terms of customer acquisition and retention, which in turn generates more revenue and grows market share. Most pertinently, there are structural and functional issues in managing these institutions, besides lack of professionalism among the administrators, reflected in the nascent stage of their functional management practices (Warren G. Bennis & James O'Toole, 2005). More importantly, market orientation and marketing practices of these institutes need a radical change.

Background and the Purpose

Having missed the bus of being the most sought-after B-school by the students, management of mid-rung B-schools have started paying attention to the institutionalization of various management systems and processes. Besides improving general systems, marketing function started becoming a priority for them. In order to beef-up marketing, some have deployed marketing consultants, whereas some have employed marketing professionals on a full time basis. A few of them assigned the job to faculty members in the department of marketing. On the other hand, the managements of the B-Schools across the board have been expecting quick "Return on Investment" in terms of steep increase in admissions. Hence, marketing effectiveness of the schools has become the buzzword for them.

The faculty members and the non-teaching members of the B-Schools are expected to work in tandem with each other, thereby creating a culture of marketing, in general and a customer centric focus, in specific.

Besides, all are expected to ensure that such orientation is extended to not only to the students and their parents, but also to the corporate executives (that visit B-Schools for campus placements) and all other guests, who visit the school. In such a scenario, there is a need to understand the professional efforts made by B-schools to bring-in market orientation and its impact on marketing effectiveness. A survey on these aspects was conducted among the faculty members in select B-Schools in Hyderabad. In this paper, findings of the survey are presented.

Defining Market Orientation:

The central objective of marketing is to match the B-school's offerings with the wants and needs of its customers (students, parents and corporates) communicate the same effectively to its potential customers. Marketing activities aimed at promoting the B-School include distribution of marketing material like brochures, pamphlets, prospectus etc., placing newspaper advertisement, creating informative website, social media, direct mailing, hoardings, word of mouth publicity, participation in educational fairs etc.

While most B-Schools highlight quality education and excellence, an emerging marketing approach is to emphasize distinctive aspects of the B-School and unique / special features of the program; like industry relevant curriculum (for example, business analytics program or digital marketing program) or pedagogy (like case method of teaching etc) and give them good media exposure. Thus, B-schools need to do more than just conduct routine marketing activities, which may not produce expected tangible results in the short-term. B-schools need to become 'market oriented.' Increasing the range and level of sophistication in marketing activities and engaging in 'the trappings of marketing' does not guarantee that a school is market oriented. Research in industry suggests that while engaging in marketing activities may be important, 'market orientation' of the organization is a vital ingredient in determining its success. Market orientation is more than simply 'getting close to the customer.' An organization can be market oriented only if it clearly understands its customers and their needs. Customer Focus must go beyond market research and promotional functions to permeate every organizational function.

Market orientation is generally regarded as the implementation of the 'marketing concept', which places the customer's needs at the center of the organization. With respect to B-school, the marketing concept starts with the learning needs of the students and ends with corporate needs from a potential employee so that the student is made employable. The school must identify these needs and then decide which ones it should try to satisfy and also concentrate closely on external business environment like competitors and their offering and marketing strategies. Everyone in the organization should focus on creating positive customer experience and satisfaction.

Table-1 gives multiple facets of Market Orientation, a comprehensive marketing concept, as defined in literature and it includes marketing culture (Drysdale.L.1999).

Table-1 Definitions of Market Orientation

Shapiro (1988)	A company is market oriented if information related to all important buying influences goes to every functional department and any strategic and tactical decisions are made after the consultation with every functional division and also execute them with sense of commitment.
Deshpande & Webster (1989)	Market orientation is defined as an organization-level culture of attempting to put the customer first in business planning
Narver and Slater (1990)	Market orientation is defined as "the business culture that most effectively and efficiently creates the necessary behaviors for the creation of superior value for customers." Market orientation consists of three behavioral components – customer orientation, competitor orientation, and interfunctional co-ordination – and two decision criteria – long-term focus and profitability."
Ruekert (1992)	The degree of market orientation in a business unit is "the degree to which the

	business unit (1) obtains and uses information from customers; (2) develops a strategy which will meet customer needs; and (3) implements that strategy by being responsive to customer needs and wants."
Deshpande, Farley, and Webster (1993)	Customer or market orientation is "the set of beliefs that puts the customer's interest first, while not excluding those of all other stakeholders such as owners, managers, and employees, in order to develop a long-term profitable enterprise."
Day (1994b)	"Market orientation represents superior skills in understanding and satisfying customers."
Drysdale. (1999)	Market orientation in an organization is a "culture which ensures total commitment of all members in an organization to a marketing or customer centric philosophy."

Measurement of Market Orientation:

MKTOR Scale by Narver and Slater (1990) includes a measure to assess the market orientation of B-schools. This scale consists of three components - customer orientation, competitor orientation and inter-functional coordination. Customer Orientation refers to sufficient understanding of one's target buyers and also be able to create superior value for them continuously. Competitor orientation is the need of the organization to keep its focus on competitors along with the customer needs. Analysis of competitors' long-term capabilities, strengths and weaknesses is a key factor in determining market orientation and culture. Inter-functional coordination is to create superior customer value by way of coordinating and integrating organization's resources. In a B-School scenario, coordination among teaching staff, non-teaching staff, business development/admissions department and managerial staff is critical to develop superior market orientation in the B-School.

Marketing Effectiveness:

Marketing effectiveness is the outcome, wherein value is created using organization's resources for marketing activities and creation of competitive advantage. (Kotler, 1977) Marketing effectiveness, by an organization requires that strategic managers should recognize the primacy of studying the market, distinguishing the market opportunities, selecting the best sections of the market to serve and gearing up to offer superior value to the target market with respect to customer needs and wants. Webster (1995) stated that managers , having adequate information for planning and allocating resources properly to different markets, products, territories and marketing tools to be considered as effective marketing. Norburn et al. (1990) opined that companies with high degree of marketing effectiveness are close to consumers and established a common set of values which demonstrate external market orientation. Nwokah & Ahiauzu (2009), stated following five driving forces for marketing effectiveness.

6. Marketing strategy: Marketing effectiveness is a result of superior marketing strategy related to segmentation, targeting and positioning and all other marketing programs to gain edge over the competitors.
7. Creative Marketing: Innovation and creative concepts can help to improve results.
8. Marketing execution: Step by step execution at all levels and required time to time changes are important to gain higher degree of effectiveness.
9. Marketing infrastructure: Management of agencies, budgeting, motivation, and coordination of marketing activities can lead to improved competitiveness and improved results.
10. Exogenous factors: Seasons, climate etc., which also have an impact on results of sales and marketing.

Research on Marketing Effectiveness evidences two schools of thoughts. While the first school of thought covered the concept of marketing effectiveness and its components, the second school went into measurement of marketing effectiveness through different metrics.

First viewpoint was developed by Philip Kotler (1977), who mentioned that marketing effectiveness of a company, division, or product line depends largely on a combination of five activities: Customer

philosophy, Integrated marketing organization, Adequate marketing information, Strategic orientation and Operational efficiency. Kotler's marketing effectiveness and its components are outlined in Table 2.

Table 2: Kotler`s Marketing Effectiveness model

Attributes	Components
Customer philosophy	• Management`s commitment to market needs and wants • Market segmentation strategy • Holistic marketing approach
Integrated marketing organization	• Marketing integration and control • Synergy with other marketing units • New product process
Adequate marketing information	• Conduct of market research • Management knowledge of the market • Cost-effectiveness of marketing expenditure
Strategic orientation	• Extent of formal marketing planning • Quality of marketing strategy • Extent of contingency planning
Operational efficiency	• Top-down communication of marketing thinking • Effectiveness of marketing resources • Responsiveness to uncertainties

Second View:

The second view of Marketing Effectiveness consist of objectively measuring and evaluating marketing performance. This school of thought gained importance as Marketing Science Institute has prioritized Accountability and ROI of marketing expenditure to measure marketing effectiveness since the year 2000. Some more important metrics have been found by the researcher to measure marketing performance over the years. Clark (1999) identifies about 20 measures, 38 metrics were tested by Ambler and Riley (2000), while Davidson (1999) considers ten more useful metrics of marketing effectiveness and Meyer (1998) mentions hundreds. Also, Barwise and Farley (2004) examine six metrics in five industrial countries. However, Clark (1999) suggests that it is better to use existing metrics rather than present new ones. Kokkinaki and Ambler (1999) identify marketing success in six main categories and which is mostly significant and have comprehensive cover for evaluating marketing performance in all aspects.

7. Financial measures (such as turnover, contribution margin and profit).
8. Competitive market measures (such as market share, advertising and promotional share).
9. Consumer behavior measures (such as consumer penetration, loyalty and customer gained).
10. Consumer intermediate measures (such as brand recognition, satisfaction and purchase intention).
11. Direct costumer measures (such as distribution level, profitability of intermediaries and service quality). And
12. Innovativeness measures (such as products launched and their revenue).

Marketing effectiveness refers to internal and external marketing processes. The benefit of marketing effectiveness to the company is huge: estimates of sales potential and assessments of the cost effectiveness of various marketing expenditures; monitoring of consumer satisfaction, includes internal communication, internal coordination and internal implementation of marketing activities. Marketing effectiveness results consumer's satisfaction, while consumer's satisfaction results in repeat consumers who purchase on a regular basis and this, in turn, contribute to profitability and growth (Appiah, Adu et al., 2001) as well as have influence on company to reach the marketing goals: market growth, sales growth, overall profitability.

Objectives of the Study

In view of the challenges of B-Schools, this study addresses the following objectives on the basis of survey of faculty members of the B-Schools.

1. To assess the reliability of scales adapted to measure Market Orientation (MO) and Marketing Effectiveness (ME).

2. To study the relationship between market orientation and marketing effectiveness.

Methodology

Data for the study were collected from full-time faculty members of three Business Schools in the twin cities of Hyderabad and Secunderabad using a structured questionnaire. A self-reporting questionnaire was distributed to the target respondents, along with an enclosed letter, which clearly stated the purpose of the study. Of the 200 questionnaires that were distributed, 80 questionnaires were returned out of which 38 questionnaires were incomplete and discarded, leaving behind the sample of 42 full-time faculties from the participating B-Schools.

Profile of Respondents:

There were slightly more male faculty (n=22) compared to female faculty (n=20) in the sample. The majority of the respondents have work experience between 0-10 years (n=20), followed by 11-20 years (n=12) and 21-30 years (n=10). Out of three B-Schools taken for the study, two of them were AICTE autonomous B-School offering PGDM course and one is University affiliated B-School offering MBA program.

Reliability Analysis:

In this study, MKTOR Scale by Narver and Slater (1990) was adopted after suitable modifications, to measure the market orientation of B-schools. This scale consists of three components, which are customer orientation, competitor orientation and inter-functional coordination. The modified scale is 5- point Likert scale, derived out of responses to 19 questions.

Cronbach Coefficients of alpha are computed for each sub scale and the overall scale. The results of such analysis are presented in the table 3.

Table 3. Reliability Test for Market Orientation

Sl.No	Market Orientation Dimension	No.of Items	Alpha (a)
1	Customer Orientation	05	0.89
2	Competitors Orientation	09	0.87
3	Interfunctional Coordination	05	0.89
4	Overall Market Orientation	19	0.93

The Cronbach coefficients of alpha presented in the table suggest that all of these scales to measure MO are highly internally consistent and therefore reliable.

Marketing Effectiveness:

In order to measure marketing effectiveness, one of the widely used scale developed by Kotler (1982) as

'effectiveness rating instrument' (ERI), was modified and used to examine whether the B-schools are pursuing the best opportunities with respect to markets and services. The ERI scale consists of 35 questions with five subscales in it. Each sub-dimension attempts to measure five 'marketing attributes'. These sub dimensions are customer philosophy (Management`s commitment to market needs and wants, Market segmentation strategy, Holistic marketing approach), an integrated marketing organization (Marketing integration and control, Synergy with other marketing units), adequate marketing information (Conduct of market research, Management knowledge of the market, Cost-effectiveness of marketing expenditure) , a strategic orientation (Extent of formal marketing planning, Quality of marketing strategy, Extent of contingency planning) and operational efficiency (Top-down communication of marketing thinking, Effectiveness of marketing resources, Responsiveness to uncertainties). Each of the five factors have scoring and sum of all the five factors score attributed to marketing effectiveness.

Cronbach Coefficients of Alpha are computed for each sub scale and the overall scale. The results of such analysis are presented in the table 4.

Table 4: Reliability Test for Marketing Effectiveness.

Sl.No	Marketing Effectiveness Dimension	No.of Items	Alpha (a)
1	User Philosophy	09	0.83
2	Integrated Marketing Organization	12	0.85
3	Marketing Information	04	0.78
4	Strategic Orientation	03	0.85
5	Operational Efficiency	08	0.78
	Overall Marketing Effectiveness	35	0.78

The Cronbach coefficients of alpha presented in the table suggest that all, the scales to measure ME are highly consistent and therefore reliable.

Relationships between Market Orientation and Marketing Effectiveness:

In order to examine the relationships between Market Orientation (MO) and Marketing Effectiveness (ME), the composite scores obtained for all the subscales of MO and ME were correlated. Results relating to their inter-correlation are presented in the table 5.

Table 5. Relationship between Market Orientation and Marketing Effectiveness

	Customer Orientation	Competetion Orientation	Interfunctional Coordination	Overall Market Orientation	User Philosophy	Integrated Marketing Organisation	Marketing Information	Strategic Orientation	Operational Efficiency	Overall Marketing Effectiveness
Customer Orientation	1	0.556**	0.755**	0.878**	0.490**	0.054	.338	0.363*	0.153	0.304
		0.001	0.000	0.000	0.003	0.763	0.050	0.035	0.387	0.080
Competition Orientation		1	0.537**	0.845**	0.612**	0.131	0.460**	0.461**	0.365*	0.459**
			0.001	0.000	0.000	0.460	0.006	0.006	0.034	0.006
Interfunctiona			1	0.859**	0.395*	-0.106	0.249	0.377*	0.025	0.172

l Coordination				0.000	0.021	0.550	0.156	0.028	0.890	0.329
Overall Market Orientation				1	0.595**	0.045	0.420*	0.472**	0.234	0.382*
					0.000	0.799	0.013	0.005	0.184	0.026
User Philosophy					1	0.418*	0.757**	0.693**	0.589**	0.809**
						0.014	0.000	0.000	0.000	0.000
Integrated Marketing Organisation						1	0.555**	0.441**	0.675**	0.796**
							0.001	0.009	0.000	0.000
Marketing Information							1	0.789**	0.723**	0.883**
								0.000	0.000	0.000
Strategic Orientation								1	0.623**	0.783**
									0.000	0.000
Operational Efficiency									1	0.884**
										0.000

As can be seen from the table-5, all the dimensions of MO are positively and significantly correlated with the dimensions of ME, except internal communication. Interestingly, though some of the dimensions of MO, though correlated with the dimensions of ME, yet they are not significant. However, the overall scale of MO is positively and significantly correlated with overall ME.

Significance of the results:

The study contributes a new direction in the research on Market Orientation by opening up a debate on the importance of MO practices in Business Schools and understanding the relative importance of MO components which affect the Marketing Effectiveness of B-Schools. For practitioners and academicians, the study presents a list of factors, which may be considered to generate a greater degree of MO among B-Schools. It is also interesting to note that the measures used in the study fit very well in the B-School context, assessed by the statistical measure of accuracy tests implemented in the study, which should provide avenues for further research to explore the components of MO in business education context. This result also depicts that Market Orientation is positively correlated with Marketing Effectiveness as shown in the above table, specifies that how practitioners and management can now have redesigned their Market Orientation strategies, workshops, functions and programs.

Conclusion:

To summarize, faculty and marketers should be encouraged to acquire skills, knowledge, experience and other capabilities continuously to chalk out their Market Orientation strategies to attain higher level of Marketing Effectiveness. Finally, a B-School can achieve higher degree of Market Orientation and higher Marketing Effectiveness, if it understand its students' needs clearly and accordingly develops its service

offerings , which are distinct from the competitors and ensure that all of its departments work together to cultivate a marketing culture, which is a valuable asset for its survival and growth .

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Impact of Market Orientation on the Student Satisfaction of Business School in Hyderabad and Rangareddy District of Telangana State.

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Abstract: *The turbulent business environment today is challenging both to the corporations and also to the higher education in general and business management education in particular demanding focus on strategies to face them. Therefore, this study was conducted to investigate the effects of such strategy namely, market orientation on the student satisfaction of Business Schools in Hyderabad and Rangareddy district of Telangana State. The effects of perceived market orientation are visualized on different dimensions of student satisfaction which were developed for Business School specifically. Data was collected 360 students of 30 randomly selected from AICTE approved B-Schools. The correlation and regression analysis was performed to test the hypothesis. The findings confirm the relationship of market orientation and student satisfaction. It was also found that market orientation has positive and significant influence on student satisfaction. This study points out the importance of market orientation in Business Management Institute. The Business educational institute with high level of market orientation will have higher level of student satisfaction and that will lead to growth in admission enrolment, increase student retention and create positive word of mouth.*

Keywords - *Business School, Market Orientation, Student Retention, Word of Mouth*

1. INTRODUCTION

The last few decades have witnessed growing number of researches aiming at operationalizing the concept of market orientation. The study of market orientation has been extended from manufacturing sector to service sector and even to not-for-profit organizations. (Caruana et.al.,1998 [1]; Keneley and Hellier,2001 [2]; Webster et.al.,2006 [3]). In this dynamic environmental changes higher educational institutions face many challenges. Marketing literatures on market orientation suggest that those challenges can be overcome by implementing market orientation to such institution. This paper contends the relevance of market orientation strategy in Business educational institution, especially it effects on major stakeholder (student) satisfaction of business school. In business education context there are enough reasons for the implementation of market orientation strategy like moving towards professionalization of Business schools, budget cuts and constraints, Stakeholders changing requirement and so on. Business education or higher education has to respond to those changes (Bricall,2001 [4]; Coaldrake,2002 [5]) and implement marketing strategies.

2. REVIEW OF LITERATURE ON MARKET ORIENTATION

Market orientation is a topic of interest for many researchers in recent times. However, a brief review of market orientation research is presented in this section. According to Kotler (1972) [6] and Kohli and Jaworski (1990) [7], market orientation is implementation of marketing concept. Market orientation in conceptualization has focused two important approaches and considered to be widely used and tested by the researchers at different times like Kohli and Jaworski's (1990) [7] model of market orientation and Narver and Slater (1990) [8] model of market orientation. According to Kohli and Jaworski (1993) [9,10], market orientation is explained by three behavioural dimensions as i) organization-wide generation of market intelligence pertaining to current and future needs of customer, ii) dissemination of intelligence within the organization and iii) responsiveness to it. Market intelligence generation refers to collection and analysis of the data regarding customer needs and wants and the environmental forces which influence the development of customer needs. Intelligence dissemination refers to the process of communicating and involving all the functions, divisions and departments of the organization for the collection and assessment of market information. Whereas, responsiveness refers to the action taken to response the gathered market information. The second model given by Narver and Slater (1990) [8], defined market orientation as customer driven organizational culture where all the department, divisions and functions will work closely to create superior value for the customer on regular basis. They mentioned three behavioural components namely customer orientation, competitor orientation and interfunctional coordination and two decision criteria

namely long-term focus and profitability in their model. Customer orientation refers to the sufficient understanding of customer's needs and wants to create superior value for them. Competitor orientation refers to analysing and understanding competitors and their strength and weaknesses and long-term capabilities and their market strategies to compete and gain competitive advantage in the eyes of customer (Porter,1985[11]). Interfunctional coordination means coordinated effort by all the department and functions right from gathering information of customer and competitors and take action. Thus, both the model explains superior customer value creation by all the function and departments and also confirm that creating value to the customer is not the primary job of only marketing functions but all the other functions also. The above discussed models have been extensively used in empirical research (Carr and Lopez, 2007 [12]; Ellis, 2005 [13]; Pitt et al., 1996 [14]; Greenley, 1995 [15]; Deshpande et.al.,1993 [16] and so on).

There is considerable amount of research done on the relationship of market orientation and business performances. Narver and Slater (1990), investigated that market orientation has significant influence on business profitability and they also mention that market orientation creates knowledge and coordination in an organization to perform better (Slater and Narver,1998 [17]). Importance of market orientation in different socio-economic environments to get better business performance was explored by Zebal & Quazi (2011) [18]. The relationship between market orientation and business performances was confirmed by many other researchers at different times (Snoj et. al., 2007 [19]; Hammond et al, 2006 [20]; Kaynak and Kara, 2004 [21]). Market orientation has significant impact on financial and marketing performances regardless of different organizational structure were confirmed by Green et.al., (2005) [22]. In this connection Sin et.al., (2005) [23], mentioned the positive relationship of market orientation and financial performances such as sales growth, return on investment, market share and return on sales etc. and also marketing performances such as customer satisfaction, customer retention and customer trust and loyalty. Market orientation creates learning organization which reinforce performances with regard to economic and non-economic outcomes of an organization (Santos-Vijande et.al., 2005 [24]).

3. Market Orientation in Higher Education

The existing literature on higher education and market orientation suggest that market orientation is necessary to face the changing environment of higher education. The governance of the higher education must adopt market orientation (Braun and Merrien,1999 [25]). There is considerable amount of literatures available where it says market orientation and customer orientation should have evolved in quality system of any higher educational institution to achieve sustainability in performances (Hooley et al., 2001 [26]; Davies, 2001 [27]; Day,1994 [28]; Wong and Saunders,1993 [29]; Barney,1991 [30]). According to Haug (2001and 2002) [31,32], higher educational institutions face many challenges for increasing competition among national and international institutions and students have variety of institutes and courses to choose for their studies which may affect the sustainability of a higher educational institute. He opined that institutions with such challenges must adopt market orientation in the strategic process to overcome those challenges and get greater performances. Many researchers who empirically tested the Kohli and Jaworski's (1990) construct and Narver and Slater (1990) construct on market orientation in higher educational institution and found its significant relationship with institute's performances (Flavian and Lozano, 2006; [33] Webster et.al., 2006 [3]; Kenely and Hellier, 2001 [2;] Wasmer and Bruner, 1999 [34]; Caruana et. al., 1998 [1]). According to Siu & Wilson, 1998 [35], University management plays an important role in creation of market oriented organizational culture and this culture will certainly improve all the important activities which lead to performances of a University. Any higher educational institute or University should include student centric approach in their mission statement and meeting the expectations of the students should be the primary aim of the institute and thus market orientation will be developed (Hemsley-Brown and Oplatka,2010 [36]).

4. Student Satisfaction as a Performance Measure in Higher Education

The literatures in higher education shows continuous debates on who is customer? However, the student as customer of higher education was accepted by many researchers (Ostrom et. al.,2005 [37]; Hemsley-Brown and Oplatka, 2006 [38]; Cuthbert, 2010 [39]; Caru and Cova, 2003 [40]). Marketing literatures suggests that customer satisfaction as performance measures while identifying the impact of market orientation on customer satisfaction (Patterson, Johnson and Spreng,1997 [41]; Grönroos,1990 [42]; Krepapa, Areti, et. al.,2003 [43]; Narver and Slater, 1990; Kohli and Jaworski,1990). Since students are considered to be customer, it is important to understand the relationship of market orientation and student satisfaction in higher education sector. Diaconu et.al.(2012) [44], opined that market orientation has significant impact on student satisfaction. Tanrikulu, C., Gelibolu, L.

(2015) [45], stated that perceived market orientation and the elements of market orientation has significant influence on student satisfaction and building brand equity. They also confirm that student satisfaction has fundamental roles in forming perception of market orientation and brand equity. Therefore, existing literature has confirmed that market orientation has significant effect on student satisfaction.

5. Relevance of the Study

The business management education enjoys higher status among all kinds of education. In higher education, business education has seen a tremendous growth in the last decade. Presently AICTE (2017) [46] revealed that there are 3232 B-Schools or Management Colleges in India with total of intake of 3,93,035 students. On the contrary, during the last five years around three hundred institutions offering business education have withdrawn offering the courses by winding up their operations (AICTE, 2014; [46] The Times of India, 2015 [47]). In 2017 there are 23 institutes offering business education had closed their operation. A good number of them are still struggling for survival while the matured established institutes are thriving.

Perhaps, such dismal scenario of the institutes meant for offering management education could be due to certain explicit and implicit reasons of internal and external business environment. Most pertinently the internal reasons may be related to structural and functional issues of these institutions including their management practices like, marketing, HR, Finance and operations of these institutions (Warren G. Bennis & James O'Toole, 2005 [48]). B-Schools are facing varied challenges, encompassing marketing of the institutions to students for admissions and recruiters for placements, managing internal operations, recruitment and motivation of human resources. More recently, it has been also noticed through various online forums and also through literature that the students and faculty satisfaction is lowering consequently the satisfaction of corporate clients is also affected. B-schools should adopt a market or customer oriented approach that focuses primarily on students to improve the service provider-customer relationship. The objective of market oriented institutions is to satisfy customers by coordinating activities around their needs (Levitt, 1960 [49]; Boyd & Walker, 1992 [50]). Many of these institutes have realized the need for establishing marketing function to address some of these challenges. Marketing function addresses inculcating all the employees with market orientation, through training and development activities, to ensure that the institutions perform effectively year after year. Institutional performance is determined by the many financial and marketing measures, however, the present study is confined to one of the marketing performance measures as student satisfaction.

The present study intends to examine the market orientation in the context of the B-schools' students, as they are co-creators of services and also primary customer who receive the services. Therefore, there is a need to understand such marketing efforts, particularly the market orientation perceived by the students and their satisfaction with their institutions.

The main objective of the Study is to addresses and analyzes the relationship between market orientation and student satisfaction of the B-Schools, perceived by the student.

Oliver (1997 [51]) defined satisfaction is the fulfilment of consumer needs. In higher education, student satisfaction means a short-term attitude formed after evaluating their experiences in the institution. Student will be satisfied if their desired expectations are met (Elliott & Healy, 2001[52]). According to Voon (2006, 2007 [53,54]), an organization should perform activities to satisfy its customer. In higher educational context it was found from the previous studies (Casidy, 2014 [55]; Voon, 2006 [53]) that all the dimensions of perceived market orientation positively influenced student satisfaction. Students will be happy and satisfied if their educational institution provide superior value with respect to offering overall experiences of quality on a continuous basis which can be ensured through adoption of market orientation philosophy and practices. Thus, there is a need to understand the extent of relationship of market orientation with student satisfaction in a business school context. Therefore, it is hypothesized that *"There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception".* Following sections will discuss the analysis and results pertaining to test this hypothesis.

6. Research Methods

The study was carried out in 30 AICTE-approved select business schools of Greater Hyderabad district of Telangana state in which 13 of them were autonomous business school, 13 were University affiliated business schools and 4 were University departments. While adopting descriptive-analytic research design this study

presents the understanding of the status of business school in relation to their market orientation perceived by their very students.

With regard to sampling, students were chosen randomly using their admission numbers allotted by their respective B-schools. As such, the total number of student is 360. A structured questionnaire was prepared to collect the data from students about their personal profile and the modified Narver and Slater (1990) MKTOR scale were used to measure market orientation. Another scale was prepared to measure student satisfaction from the existing satisfaction instruments different rating agency sources. Response collected through structured interview and also through email by using google docs. Statistical tools such as means, standard deviations, f-values, correlation coefficients and regression analysis were used and the results of the study were presented.

7. Measures

A 16-item five point Likert type questionnaire was used (1= SDA and 5=SA) to collect responses for each item. The perceptions of market orientation were measured in 03 constructs (16 items): Customer Orientation, Competitors Orientation and Inter-functional coordination. The students' satisfaction was measured through a 29-item five point Likert type of scale items (1=Very Dissatisfied and 5=Very Satisfied) used in 3 constructs namely Educational Experience, support services and facilities, campus life. The items were drawn from the B-school survey questionnaires of Career 360, Business Line, Business today. Particularly, the student satisfaction scale items from these three surveys were culled to prepare an exhaustive list of scale items. Data was collected through personal interview and e-mail. Data processing and analysis was done using SPSS v25. Details regarding reliability of the scales are presented in the following section.

The internal consistency of market orientation scale of measurement was assessed by calculating Cronbach alpha coefficients for three dimensions of market orientation individually and also for overall market orientation. The Table 1 shows the Cronbach alpha coefficients for each scale are ranged from .792 to .933, which confirms the reliability of scale (Nunnally, 1978 [56]; Santos, J [57]).

TABLE 1: Details of Market Orientation Scale

S.No	Scale	Conceptualization	Items	Alpha
1	Customer Orientation	Extent to which student perceive institutes objectives is student centric, whether systemically and frequently measures of student satisfaction ,Institute recruitment and retaining strategy, level of attention to service, faculty and staffs level of commitment to the student needs and desire etc.	7	0.875
2	Competitors Orientation	Perception on institutes adoption of right mix services from the other similar institute, reaction on other institutes strategies pertain to the student satisfaction, encouraging other institutes faculty and staff to interact with students etc.	5	0.792
3	Inter-functional Coordination	Perception on departmental coordination at all level towards creating value for the student, satisfying their needs and upliftment of services etc. Motto to serve students at all levels.	4	0.872
4	Overall Market Orientation	Sum total of all the above dimension	16	0.933

Internal consistency of Student satisfaction scale of measurement was tested by Cronbach alpha coefficients for three sub-scales of student satisfaction and also for overall satisfaction. Table 2 shows the Cronbach alphas for each dimension ranging from .842 to .949, which confirms the reliability of scale.

TABLE 2: Details of Student Satisfaction Scale

S.No	Scale	Conceptualization	Items	Alpha

1	Educational Experience	Extent to which students are satisfied with the teaching quality, mentoring activity, chosen course or programs, faculty accessibility, academic reputation etc.	7	0.842
2	Support Services and Facilities	Extent to which students are satisfied with the infrastructure, parking, classrooms, library, lab, canteen, transportation etc.	15	0.915
3	Campus Life	Student satisfaction on student diversity, sports and recreation, student clubs, student festivals etc.	7	0.908
4	Overall Student Satisfaction	Sum total of all the student satisfaction dimension	29	0.949

8. Results

The analysis of the data was done in two sections. First section presents the results relating to the profile of the students followed by the next section focusing on the relationships between marketing orientation and student satisfaction in b-schools.

8.1 Profile of the Student

In this part, the profiles of student respondent are presented. Various personal characteristics of student like age, gender, educational qualification, level of studies, pursuing program and their institute types are presented in table no 3.

TABLE 3: Profile of the Student

S.No	Variables	Mean / %	SD
1	Age Group	20-21 (30.3%) 22-23 (55.8%) 24-29 (13.9%)	0.644
2	Gender	Male (65%) Female (35%)	0.477
3	Graduating Program	BA (3.9%) B.Com (27.5%) BSc. (12.5%) B.Tech (35.6%) BCA (2,8%) BBA (15%) Others (2.8%)	1.521
4	Student's Institute Type	AICTE Autonomous (35.6%) University Affiliated (53.9%) University Department (10.6%)	0.632
5	Currently Pursuing Program	MBA (64.4%) PGDM (35.6%)	0.479
6	Level of Study (Year)	1st Year (42.8%) 2nd Year (57.2%)	0.495

The above table shows that according to the age of the student, majority (55.8%) are between 22 and 23 years of age, followed by 20 and 21 (30.3%) and 24 and 29 is (13.9%). According to the gender of the respondents', majority is male (65%) and the rest female (35%). According to the qualification at graduation level are B. Tech

(35.6%) followed by B. Com (27.5%), BBA (15%), B.Sc. (12.5%), BA (3.9%), BCA (2.8%), the remaining few other graduating program (2%). According to the type of institute from where students are studying, majority (53.9%) are from University Affiliated Colleges, followed by (35.6%) AICTE Autonomous B-School and (10.6%) University Department. As per the students currently pursuing program, MBA represents the majority (64.4%) and rest (35.6%) are studying PGDM. According to the level of study of the student majority (57.2%) is in 2nd Year and 42.8% are in 1st Year.

8.2 Correlation and Regression Analysis

It was hypothesized that *"There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception"*. Thus in order to test hypothesis, correlation coefficients were computed in order to explore whether all the study variables were positive and statistically significant as this is a precondition for regression analysis. Results in this regard are presented in the following table 4.

TABLE 4: Correlation of Market Orientation and Student Satisfaction

Sl. No.			Customer Orientation	Competitor Orientation	Inter Functional Coordination	Overall Market Orientation	Campus Life Satisfaction	Support Facility Satisfaction	Educational Experience Satisfaction	Overall Student Satisfaction
1	Customer Orientation	Pearson Correlation	1	.741**	.761**	.939**	.575**	.727**	.644**	.743**
		Sig. (2-tailed)		0	0	0	0	0	0	0
		N	360	360	360	360	360	360	360	360
2	Competitor Orientation	Pearson Correlation		1	.716**	.891**	.587**	.720**	.635**	.741**
		Sig. (2-tailed)			0	0	0	0	0	0
		N		360	360	360	360	360	360	360
3	Inter Functional Coordination	Pearson Correlation			1	.892**	.525**	.678**	.634**	.697**
		Sig. (2-tailed)				0	0	0	0	0
		N			360	360	360	360	360	360
4	Overall Market Orientation	Pearson Correlation				1	.620**	.780**	.700**	.801**
		Sig. (2-tailed)					0	0	0	0
		N				360	360	360	360	360
5	Campus Life Satisfaction	Pearson Correlation					1	.769**	.499**	.864**
		Sig. (2-tailed)						0	0	0
		N					360	360	360	360
6	Support Facility Satisfaction	Pearson Correlation						1	.677**	.967**
		Sig. (2-tailed)							0	0
		N						360	360	360
7	Educational Experience Satisfaction	Pearson Correlation							1	.774**
		Sig. (2-tailed)								0
		N							360	360
8	Overall Student Satisfaction	Pearson Correlation								1
		Sig. (2-tailed)								
		N								360
	**. Correlation is significant at the 0.01 level (2-tailed).									

It is clear from the above table that all the dimensions of Market Orientation are positively and strongly correlated with the all the dimension of Student Satisfaction. Thus.it is also evident from the above table that the overall scale of Market Orientation is positively and significantly correlated with overall Student Satisfaction, qualifying them for further analysis. Thus, multiple regression analysis was conducted treating market orientation

as independent variable and Student Satisfaction as dependent variable. This way, the testing of the hypothesis will be complete. Results in this regard are presented in the following table 5.

Table 5: Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Sl.No	(Constant)	17.461	3.453		5.056	0.00
1	Customer orientation	1.302	0.218	0.33	5.985	0.00
2	Competitor Orientation	2.024	0.285	0.366	7.094	0.00
3	Inter-functional coordination	1.2	0.337	0.194	3.559	0.00

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Statistic	d.f	P= (sigma)
1	.815[a]	0.665	0.662	12.97755	222.046	3,360	.000[b]

a. Predictors: (Constant), Inter-functional coordination, Competitor Orientation, customer orientation

From the above table it is interesting to note that of all the predictors variables namely customer orientation (Beta=0.33, P=0.00), competition orientation (Beta=0.366, P=0.00) and interfunctional coordination (Beta=0.194, P=0.00) yielded significant beta coefficient. To be more specific if customer orientation improves by one unit, student satisfaction will increase by 0.33 units significantly. Similarly, if Competitor orientation and interfunctional coordination improves by one unit, student satisfaction will increase by 0.36 units and 0.19 unit respectively.

The coefficient of determination yielded value of 0.662 which is statistically significant evident from F statistics presented in the table. This means all the predictor variables namely customer orientation, competitor orientation and Interfunctional coordination put together explained 66 percent of change in student satisfaction. Their remaining 34 percent of change may be because of extraneous variables.

Thus, the null hypothesis *"There is no relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception"* stands rejected and the alternative hypothesis *"There is significant relationship between Market Orientation and Student Satisfaction among B-schools as per the student perception"* is accepted.

Market orientation is an attitude of employees of an organization has a potential to determine quite a number of possible outcomes both for the organization and for its stakeholders, particularly, the user or consumer. One such positive outcome is satisfaction with the service offered by such organizations. Interestingly, attitude begets attitude. This study brought to light an observation of relationships between market orientation as an attitude of employees which was observed by the users. The case in point is the B-Schools' students reflecting upon market oriented nature of the faculty and staff of the business schools and thereupon its influence on the satisfaction with the overall services offered in the institute. In other words, as market orientation of employees increases student satisfaction improves positively and significantly. All dimensions of market orientation namely customer orientation, competitor orientation and interfunctional coordination are the real predictor of satisfaction.

9. Implication and Conclusion

The purpose of the study is to identify the association between market orientation and student satisfaction of B-Schools in Hyderabad and Rangareddy district of Telangana state. It is evident from the correlation that there is positive association between market orientation and satisfaction of the students. This study also confirms that when the Business School become student (customer) oriented they need to develop strategies and perform activities to bring satisfaction among students regarding their educational experience, campus experience and experience from the support services of business school. Developing market oriented strategies means to develop strategies to fulfil the current and future needs of the customer more than the competitors do. For a business school, strategy must be formulated according to students needs and desires and by doing so student will get satisfaction and satisfaction will lead to positive word-of-mouth from the students to potential students which will help the Business School to get demand for the enrolment of the courses offered and such demand will help to ensure quality student intake in the business school. Student satisfaction can also ensure student retention by number of withdrawal during the course can be minimized. This value offering gives a market oriented Business School a privilege of students' satisfaction which give reason to students to stay loyal with the Business School. All this will consequently help B-Schools to achieve higher financial performances such as good number of enrolment bring revenue to the institute and student retention means minimum occurrence of losing revenue, achieving student loyalty means gaining preferences for the institute compare to competitor institutes means gaining higher market share (Niculescu et. al.,2009 [58]; Zebal and Goodwin, 2012 [59]). All these outcomes are possible if students are continuously satisfied and Business Schools' successfully adopting market orientation.

With the development of Business Educational Institution in India as well as in the World, the importance of market orientation to provide students' satisfaction was emerged in the marketing literature. In the light of findings from the results it can be concluded that market orientation increase student satisfaction in business schools. The managers in business educational institutions must make concrete efforts to promote market oriented culture in their institutions by taking into consideration of student orientation, information collection about changing needs and preferences of students and provide superior value from the competitor by improving their inter-functional coordination and immediate responsiveness to enable B-Schools to satisfy their students and profitability through growth in enrolment and enhance B-schools performance.

This study offered potential opportunities for future research, firstly, as this research was done only on Business Schools of Hyderabad and Rangareddy district of Telangana state, it can be extended to the B-schools of entire country. Secondly, the research can be done on how to improve market orientation in business schools. Thirdly, it can be investigated that the effect of market orientation towards financial performances of business school and also a longitudinal study can be done to see the effect of student satisfaction towards increase in enrolment and financial performances. Lastly, there are more avenues of future research available to the same topic right from developing a new construct or identifying antecedents and consequences of both the study variables. Such efforts, in the long run will enhance professionalization in B-Schools resulting in increased corporate client satisfaction and student satisfaction. Eventually, long-term survival in instuition of higher learning.

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