Chapter-3

Review of Literature

Education is the most vital input for the growth and prosperity of a nation. It provides strength and resilience to enable people to respond to the changing needs of the hour. Education is the backbone of all national endeavors. It has the power to transform human beings into human resource. We cannot build a sustainable and prosperous nation without human resource development which mainly depends on the health and vitality of higher education. Apart from primary and secondary education, higher education is the main instrument for development and transformation. Higher education has the omnipotent role of preparing leaders for different walks of life: social, political, economic, cultural, scientific and technological. Higher education has special value in the contemporary knowledge society which contributes both directly and indirectly to the wealth of a nation (Report to the People on Education, 2010-11).23

Traditionally, higher education catered to the requirement of few select communities like priests, lawyers and doctors. The objective of higher education was to provide specific skills. During the medieval age, emphasis of higher education was laid on liberal arts and study of religion. In the late 17th and 18th century, with the industrial revolution there was a need for education in science and technology. However, during the 20th century, education started acquiring an open character. With a knowledge force becoming an essential requirement for national development, there was an increased demand for professional education. With the advent of information and communication technology, higher education saw a paradigm change in both philosophy and pedagogy (Powar, K B, 2012).24

This literature review explores topics relevant to higher education. First, the concept of privatization and its influence on higher education is analyzed. Second, the concept of higher education in an era of globalization is explored at both institutional and national level. Third,


24 Powar K B, Expanding Domains in Indian Higher Education, Association of Indian Universities, New Delhi, 2012.
studies that had been conducted on marketing of higher education nationally and internationally are discussed.

3.1 Privitization and Higher Education

Growing interest in the trade in higher education services has prompted numerous studies that compare various aspects of higher education services. With increasing curbs on public expenditure around the world private higher education is expected to expand. This section focuses on the survey of literature related to the privatization of higher education services.

Wertz et al (1998) developed a firm grasp of the current state of play in higher education institutions worldwide, issues to be dealt with, and difficulties that have to be transcended. As the ability of each higher education system to produce the highly-skilled citizens required in the twenty first century becomes crucial, governments are recognizing and responding to global, as well as local, economic and cultural changes. Moreover, as the effects of globalization spread, their impact upon individual governments and their higher education institutions are becoming steadily more apparent. The concluding section consists of two case studies: the first is a detailed discussion of the Australian government’s introduction of higher education reform; the second assesses the transformation of higher education in South Africa in the face of contemporary global and local change.

Gupta (2004) expressed that extremely dynamic business world and the rapidly developing knowledge based service economy have put in an increased demand for professionals to manage the business effectively. This is precisely the reason why amongst the various fields of knowledge, the desire for acquiring management qualifications is growing rapidly, both amongst the fresh graduates and working executives. It is in this context that the proposed corporate-academic tie up becomes crucial.


Wallach (2005) discussed the issues and concerns of the concept of the privatization and outsourcing of campus services. The paper reviewed pressures to privatize; the current status of privatization in higher education; how the decision to privatize is made and what is involved before making that decision; what services are being privatized more than others; the importance of the relationship between the service provider and the institution; and, more generally, the issues involved in the privatization process itself. The role of the campus administrator responsible for the supervision of campus services was explored and how that role is changing with the expansion of privatization in higher education. Different campus services require different approaches in the privatization process and these services are discussed. The paper then deals with the future of the privatization movement and the implications for colleges and universities as a result.

Liu (2005) stated that despite the remarkable rate of change that marks our world today, six forces were undeniably spurring the spread of privatization in higher education: the rise of an information-based economy, changes in demographics, an increase in public scrutiny, the advent of new technologies, the convergence of knowledge-based organizations, and a decline in public trust in government. Governors can help state postsecondary education systems respond to these forces by helping define academic quality and student achievement, eliminating overlap and duplication, ensuring accountability, and more efficiently utilizing the capacity of private providers of postsecondary learning.

Altbach (2007) stated that with growing commercialization of higher education, the values of the marketplace intruded into campus. The objective of the study was to examine that changing relationship, explored the essential issues surrounding it, and identify strategies and tactics to help college and university leaders respond effectively. The discussion focused on whether the privatization of higher education threatens public college and university capacity


to ensure academic success for an ever-expanding share of the population and to conduct unbiased research that fuels discovery and economic development.

**Gupta et al. (2012)** stated, the need to satisfy consumers in any commercial enterprise is obvious, more so in today's context. One doubts whether there is any need to establish the importance of creating Customer Centric Organization. Well, there is. Customer's satisfaction is true not only for any organization, but also for provider of management education- the Business School (B School).

In the 21st century, with the impact of globalization, due to increased trade investments and mobility of people across borders, there has been a need to adopt higher education to the changed global reality. Altbach argues that all of the contemporary pressures on higher education, from the pressures of massification to the growth of the private sector, are the results of globalization.

### 3.2 Globalization and Higher Education

The global era within the last century has witnessed a rapid expansion of a global higher education market, based on the discourse of global competition (**Yang, 2010**). Globalization has ushered in a new era of changes and reforms for higher education. In the face of global economic retrenchment and relatively weakened state capacity in social service and policy provision, there has been pressure for restructuring and reforming education driven by growing expectations and demands of different stakeholders in society (**Mok, 2005**). According to

---


31 Yang, Ying (2010), Higher Education Evaluation System in Four Chinese Societies: Taiwan, Mainland China, Hong Kong and Macao. Taipei: Higher Education Evaluation & Accreditation Council of Taiwan.

neo-liberal economics, the provision of education as a “public good” paid for through taxation is unjustified (Yuan, 2008).33

The user-paying principle is advocated, and deregulation, widened access, funding, accountability, quality and managerial efficiency are perceived as prominent global trends for tertiary education (Tiffin & Rajasingham, 1995). In addition, the further expansion of higher education institutions is built upon the basis of greater accountability but with lesser autonomy. Collegial processes of democracy within institutions are taken over by stronger corporate management. Too often, university leaders believe that, to survive and prosper in a rapidly changing world, they must embrace the marketplace and become customer-focused, business enterprises (Currie, 1998). The role of universities has changed in such a way that they act less as critics of society but more as servants responding to the needs of the economy, while contrasting its main functions to supply qualified manpower and undergoing applied research in response to market demands.

For some analysts, the impact of globalization on higher education offers exciting new opportunities for study and research no longer limited by national boundaries, while others see the trend representing an assault on national culture and autonomy (Altbach, et al., 2009). The opportunities for higher education institutions can be explained by the argument that universities are international and global by nature (Yuan, 2013). Higher education institutions have long served international learners and communities. The recent development of globalizing higher education, some observe, is simply a pendulum swinging back to the

---


reconvergence of what Clark Kerr calls the “cosmopolitan-nation-state university” (Kurasha, 2007)\textsuperscript{38}, where universities best serves their nations by serving the world of learning.

The challenges, meanwhile, mainly focus on the inequality in the world of globalized higher education (Altbach, 2004)\textsuperscript{39}. The globalization of higher education is ultimately based on market-driven fundamentals of globalization, which creates more challenges than opportunities, particular for the non-western developing countries. Since the end of 1990s, there is strong concern in the Asia Pacific region about the potential negative impact of globalization in leading to the homogenization of national identities and cultures (Back, et al., 1997\textsuperscript{40}; Knight & de Wit, 1997\textsuperscript{41}). While the powerful universities have always dominated the production and distribution of knowledge, weaker institutions and systems with fewer resources and lower academic standards have tended to follow in their wake. Major international academic centers – namely the leading research-oriented universities in the North, especially those that use one of the key world languages (particularly English) – occupy the top tier. Academic institutions at the periphery and indeed the entire academic systems of developing or in some cases small industrialized countries depending on the centers for research, the communication of knowledge, and advanced training. The most prominent challenges those higher education institutions face, therefore, include quality control, information management, its fitness for local societies, and costs and benefits. When all of these aspects accompany each other, it raises the danger of a total lack of the genuine educational value, quality control and regulation.

Despite the contradictory views, globalization has exerted massive impact on higher education today, with increasingly distinguished global nature (Maringe & Foskett, 2010)\textsuperscript{42}.


\textsuperscript{41} Knight, Jane and De Wit, Hans, eds. 1997. Internationalisation of Higher Education in Asia Pacific Countries. Amsterdam: The EAIE.

The first indicator of the global nature of higher education today is the number of international students. Globally, it is estimated that there were about 150 million students in higher education across the globe in 2008, up from 68 million in 1991 (Bennell et al., 2008). At the same time many countries, especially the less developed ones, are failing to keep up with the demand for higher education places. Demand for university places in China, for instance, is said to have doubled in the last five years, outstripping the number of available places in the system (Altbach et al., 1999). This partly explains why the developing countries have become the major exporting countries in the higher education marketplace today (Maringe & Foskett, 2010).

A second indicator is the two-pronged approach to the internationalization process many universities have adopted, encompassing home–based (internationalization at home) and overseas-based (internationalization abroad) activities. The various forms of home-based international programs, which have been developed over the years, aim at providing cost-effective forms of international learning with limited or no overseas travel. Such programs include distance education, joint degrees, branch campuses and sandwich programs involving limited study-abroad provision. The overseas-based activities, on the other hand, refer to those activities that happen abroad or across borders, such as international linkages, partnerships and networks, and alumni-abroad program (Knight, 1997).

A third indicator is the financial contribution of higher education. Universities have now become key players in the global economy, contributing significantly to the knowledge stock of the world and to the financial economy of their countries (Maringe & Foskett, 2010).

---


46 Knight, Jane and De Wit, Hans, eds. 1997. Internationalisation of Higher Education in Asia Pacific Countries. Amsterdam: The EAIE.

Globalization has undoubtedly precipitated higher education reforms all over the world. The positive consequence of economic globalization and the subsequent pressure on higher education to function internationally has been the necessity for effective (and more transparent) systems of accountability, shared benchmarks, and standards for ethics and quality. This section explored the various studies that had been conducted on Globalization and Higher Education.

**Mohsin and Kamal (2012)**[^48] examined current strategies, reforms and quality framework relating to quality higher education employed by Singapore and Malaysia and to put forward some policy recommendations to higher educational institutions, governments, policymakers and all other stakeholders of Bangladesh for enhancing the quality in higher education. This study had been based on secondary data by reviewing official publications, both national and international, on quality aspects of higher education of these countries. The review findings of this paper showed that though the higher education sector of Bangladesh, both public and private, is regulated by the Ministry of Education, there is no legal body in Bangladesh except University Grant Commission to ensure the quality of higher education. In addition to this, this study has also found that there is no accreditation agencies, no accountability system and no academic auditing system in Bangladesh to ensure the quality of higher education though these three key important factors has already been ensured both in Singaporean and Malaysian system of higher education.

**Kim (2002)**[^49] discussed some of these developments, including (1) the rise of global university rankings, (2) declarations by nations to have a world-class university, (3) the development of regional units of control and reform, (4) the development of cross-border quality assessment practices, and (5) the internationalization of universities. It was found that The peripheral universities are undergoing extensive reform measures to “catch up” with and attain some of the prestige that American universities seem to have achieved. However, there are great


universities in the world that do not conform to the standard criteria of rankings, quality assessment etc., whose missions include spreading higher education to the great masses of the country

**Bhatia and Dash (2010)** had done the comparative study of components of globally competitive higher education system of six countries - UK, China, USA, Australia, Brazil and South Africa with India. The paper proposed educational reforms and explained the critical aspects of managing, and delivering superior value of the higher education system in India. India has certain advantages and certain disadvantages towards globalization of higher education. This study gave a view of the need of value in higher education system in India in order to make Indian higher education system globally competitive.

**Mishra et al. (2009)** discussed the impact of globalization on higher education with the analysis of the opportunities and threats. She explained even after all the remarkable development in the areas of Information Technology, space science, nuclear technology, oil exploration, industrial production etc., India is still not able to eradicate its problems of poverty, ignorance and underdevelopment completely and successfully due to various reasons. Now as the country has opened its door to the foreign contributors in the fields like education, the country has to face challenges of globalization and pressures of liberalization while continuing its fight against poverty, illiteracy and disadvantages to upgrade its stature from developing to a developed economy.

Similarly **Sharma (2012)** analyzed the effect of globalization on education and also discusses about the impact of globalization on higher education, regulations, culture, allocation of operation funds etc.

---


Selvam (2009) examined the impact of globalization on higher education in India and also discussed the major challenges that the globalization brought to higher education. The study used data over twenty five years, 1981/82-2004/05 and applied Ordinary Least Square (OLS) analysis with inclusion of various functional variables that may contribute to the higher education in the post reform period. A regression model is developed using the perspectives of the heterodox model which does not conclude that the non-significant variables necessarily imply that the hypothesized causal links are invalid. The study reveals that the relationship between globalization and higher education was fragile revealing a gap between what the country has achieved on globalization and what it has achieved on higher education. A mandatory compliance policy should evolve to ensure a strong network and congenial interface between the institutions of mediocre and of excellence and also between the higher education institutions and industries, so that the application oriented education and employability could be effectively offered to meet out the challenges of globalization

Burnett (2008) explored how and why higher education institutions in Ontario, Canada had responded to aspects of globalisation. It examines the policy context and the processes and priorities in institutional responses. First, the varying meanings and interpretations of the concept of globalisation were examined, alongside its relationship to terms such as globacalisation, internationalisation, cross-border and borderless education. One particular element of globalisation: the recruitment of non-domestic students, is determined as the anchor point for the empirical research. Using a predominantly qualitative, mixed-methods approach, documentary research provide a foundation and framework of understanding from which detailed, empirical research was used to explore globalisation at each university studied. Several similarities and many differences were revealed in the institutional responses that were explained in terms of policy context, institutional culture, strategic planning, institutional characteristics and settings. From these are derived some suggested adjustments to institutional strategies for each of the case study universities. More general recommendations follow, aimed at policy makers and institutional leaders, which if acted upon would improve the impact of universities’ responses to globalisation across Ontario.


Marginson (2006) explored the dynamics of competition in higher education. In global competition, the networked open information environment has facilitated (1) the emergence of a world-wide positional market of elite US/UK universities; and (2) the rapid development of a commercial mass market led by UK and Australian universities. Global competition is vectored by research capacity. This is dominated by English language, especially US universities, contributing to the pattern of asymmetrical resources and one-way global flows. The paper used Australia as its example of system segmentation and global/national interface. It closed by reflecting on a more balanced global distribution of capacity.

Marginson (2004) theorized social competition in higher education, and traces inter-university competition and stratification on the national and global planes with the help of figures and tables. It argues that social competition is much broader than economic exchange, but in the neo-liberal era marketisation is becoming more important, particularly cross-border markets. Globalisation and markets together are changing the competition for status goods (positional goods) in higher education. The competition is becoming more ‘economised’ because mediated by private capacity to pay, and intensified because there is diminished attention to public good objectives such as equality of opportunity: in any case transnational markets are configured as a trading environment where such objectives are irrelevant. The outcome is the steepening of university hierarchies, the formation of a ‘winner-take-all’ world market in elite and mostly American university education, a tighter fit between social hierarchy and educational hierarchy at the national level, and global patterns of domination/subordination that are as yet scarcely modified by global public goods. This suggests the need to rework the equality of the educational project and situate it globally as well as nationally.

---


3.3 Marketing and Higher Education

Most educational institutions now recognise that they need to market themselves in a climate of competition that for universities was frequently a global one, and substantial literature on the transfer of the practices and concepts of marketing from other sectors to higher education has been developed (Gibbs, 2002)\(^{57}\). For example, Nguyen & Le Blanc (2001)\(^{58}\) focused on the image and reputation of the institution and referred to the crucial role these factors played in the development of market positioning – they drew on the well-established concepts and theories in business sector marketing for their study. Binsardi & Ekwulugo (2003)\(^{59}\), who claimed that “a centrally important principle of marketing is that all marketing activities should be geared towards the customer”, also relied on the literature used in business sector marketing, and applied it to the context of higher education. Various studies had been conducted on marketing of higher education nationally and internationally. Some of these are discussed below:

**Gatfield (1999)**\(^{60}\) Few investigations had been directed to measuring the effectiveness of international advertising and promotional material. This article examined this aspect with a focus on content analysis of the international student study guides. The investigation used a qualitative research approach comprising a blend of the convergent interview technique and Delphi method. A total of 20 per cent of Australian universities are ranked in the top 500 exporters and since 1987 international student growth in Australia has exceeded 60 per cent each year. The outcomes were that there was a significant disparity between students perceived needs and those communicated by the universities printed material. Although the methodology was created to investigate the effectiveness of promotional publications in higher education,

---


the methodology can be applied to other industries where there is a high interface between written advertising material and the recipient.

**Umashankar Venkatesh (2001)** established the need to consider programmes of higher education as services that require to be marketed as per the tenets of service marketing. Debates conceptually, based on extant literature, the relevance of various semantic issues related to such terms as Service Encounter, Points-of-Marketing and Moments-of-Truth, which have been used by various authors, as there are certain overlaps needing clarification. It delineates the evolution of managing and marketing of higher education programmes in India, setting the agenda for discussion. The paper specially focuses on the service encounters occurring during the choice making phase on part of the consumer, before deciding to join a programme of study. Certain observations have been put forth in the form of specific conclusions facilitating the effective management of these encounters, under such heads as – responsibility, attitude, physical setting and process and communication.

**Ivy (2001)** focused on higher education institutions (HEIs) in the UK and South Africa; describes the challenges facing these institutions in both countries; highlights the resulting priority given to marketing activities. Spotlights the importance for HEIs of positioning and image; describes a study looking at how HEIs project their image for student recruitment in the UK and South Africa; reports on a questionnaire sent to the marketing, public relations and admissions officers of all HEIs; details the identification of 27 different marketing tools; features a table giving the mean score of the effectiveness of various marketing tools. Describes the use of a mapping tool (correspondence analysis) to provide visual relationships and differences in data (diagram provided); compares the situation of HEIs in the UK and South Africa; believes the study shows the benefits of using correspondence analysis in assessing HEI positioning.

---


Gomes and Murphy (2003) investigated the internet role in communicating the educational opportunities from two perspectives: student’s internet use to facilitate information search and decision making and educational institutions’ e-business adoption and implementation. Two surveys of international students and face to face interviews with marketing executives from nine Australian Institutions explored the Internet’s role in marketing International education. The results showed that prospective overseas students do indeed use the internet and thus institutions should immediately establish procedures for answering e-mail and review changing their web sites to appeal to overseas students.

Jongbloed (2003) While government intervention in the higher education market may be justified, it may come at the cost of lower consumer sovereignty and restricted producer autonomy. Through marketisation policy, students and higher education providers have more room to make their own trade-offs and interact more closely on the basis of reliable information. This article discussed eight conditions for a market and the extent to which these are met in Dutch higher education. It was argued that there was a key role for the government to co-design framework conditions and facilitate interaction in a more demand-driven and liberalised higher education sector.

Bhowal (2005) provided a practical framework for making the services that contribute to 'human development work' for poor people. In the backdrop of the above-mentioned International Prescriptions, the paper attempted to explore about the rationality of application of Principles of Service Marketing and lessons to be learned from World Development Report 2004 regarding Marketing of Education Service. The Report advocated for MES at basic level. There is no word in the report on the marketing of higher education for the poor. The report brought into light the three different dimensions of marketing of Education Service: Internal marketing dimension, External Marketing dimension, Interactive Marketing or Real-time Marketing dimension. According to the report elements of Education Service marketing like


product, price, place, people, physical evidence, process, participation, and policy are important but, not the promotion aspect. This needs a re-look. The report has also advocated for punching of Principles of ‘Service Marketing’ and ‘Social Marketing.’

**Brown and Oplatka (2006)**[^66] aimed to explore the nature of the marketing of higher education (HE) and universities in an international context. The objectives of the review were to: systematically collect, document, scrutinise and critically analyse the current research literature on supply-side higher education marketing; to establish the scope of higher education marketing; to identify gaps in the research literature, and make recommendations for further research in this field. The approach for this study entailed extensive searches of relevant business management and education databases. It was found that the potential benefits of applying marketing theories and concepts which have been effective in the business world are gradually being recognised by researchers in the field of Higher Education marketing.

**Adriana Zait (2007)**[^67] intended to identify the main stakeholders' perceptions towards Romanian higher education and to estimate their degree of trust in Romanian universities; also, he analyzed the stakeholders’ opinions concerning the main abilities required for business students (especially marketing students). Five categories of stakeholders were analyzed: high school students (the future university candidates), present university students, former students (graduates), university professors, employers and public opinion, in general. The total sample was of 922 respondents.

**Nicolescu (2009)**[^68] focused on applying marketing concepts to the higher education sector. It reviewed some of the main marketing concepts and continues with an overview of how such marketing concepts can be relevantly used for the higher education sector. The extent and limits in their application were identified and discussed and the paper also suggest which of the


[^68]: Luminita Nicolescu (2009), Applying Marketing To Higher Education: Scope And Limits, Management & Marketing 01/2009; 4(2).
marketing ideas were already highly used in higher education and which ones still have to be developed.

Oscar Guerra et al. (2009)\(^{69}\) opined that the cultural and learning environment of an institution stimulate the possible transition of students to undergraduate study in a preferred institution. The objective of this study is to investigate the factors involved in selection of institutions for the post-high school studies, role of buying centers in influencing the choice of institutions. The arguments in this study are woven around the factors that determine the perceptions of ideal university for post-schooling education based on socio-cultural determinants. The buying centers which influence prospecting students to decide on the institutions of higher education have been discussed in this study in the context of various stages of marketing educational programs.

Munteanu et al. (2009)\(^{70}\) perceived that in recent years, higher education has been experiencing a new trend. The struggle for high quality level in enrolling students has created competition between and within universities. This paper concentrates on the management of educational programs, viewed from an intra-organizational competitive perspective. This empirical paper has been developed considering the assumption regarding the coexistence of competition. It focuses on managing marketing specialization in a Romanian university and resumes a four-year teamwork research on analyzing and influencing students’ options for business administration programs. Comparative results show major improvements in both quality and quantity of students who choose the marketing specialization.

Barnes and Mattson (2009)\(^{71}\) compared social media use by admissions officers at American colleges from 2007 to 2008. Using a list generated from a directory compiled by the University of Texas, the researchers conducted a telephone survey of admissions officers of all accredited institutions.

\(^{69}\) Guerra, Oscar and Rajagopal, Dr., Factors Influencing Choice of Educational Institutions during Post-Schooling Transitions (December 29, 2009). Available at SSRN: http://ssrn.com/abstract=1529520


four-year institutions in the United States. A total of 453 phone interviews were conducted with admissions officers in 2007, followed by 536 additional interviews in 2008. Data were analyzed quantitatively and qualitatively, and the findings reveal that admissions officers:

- Are increasingly using social media to recruit and research potential students;
- Are increasingly familiar with social media (63% in 2008 as compared to 55% in 2007);
- Are using different types of media platforms such as blogging, video blogging, and social networking sites to market their institutions. For example, institutions of higher education use videos to give virtual tours of campuses, showcase their dorms, or show prospective students sample lectures;
- Feel that social media are important to their future admissions strategy (89%).

The researchers concluded that there is genuine enthusiasm among admissions officers concerning the use of social media for recruiting potential students. However, they also found that admissions officers need to learn the rules of engagement in online environments in order to be effective.

Mukherjee et al. (2009) examined the relationship between student perceptions of different types of educator power and different modes of student complaining behaviour in the case of university education. A large sample of marketing students in the business school responded to the study from a state university in Northeastern United States. Factor analysis and canonical correlation analysis are used to explore the relationships between five bases of power perceptions (referent, expert, reward, legitimate, and punishment) and four modes of complaining behaviour (voice, negative word of mouth, third party, and exit). The results indicate that students engage in different modes of complaining as they perceive different types of educator power. The predominant complaining mode is found to be voice under referent or expert power, third party under legitimate power, and exit under reward or punishment power. Our findings offer important implications for student satisfaction, retention, and completion rates in higher education.

---

Alphin Jr. (2010) claimed that Duke University’s vision of internationalization is unlike that of other universities. Duke effectively utilizes partnerships in a manner that promotes long term focus through research collaboration, student exchange programs, and joint efforts in the production of educational services that export Duke’s brand, and the use of strategies that involve local and national governments and foster an investment opportunity that promotes sustainable economic development. The strength of Duke’s brand is international in scope, and university leaders use this as a competitive advantage. Accordingly, one of the main reasons that Duke has earned such strong brand identity is through a willingness to not only welcome change, but to embrace innovation.

Stagno (2010) carried out a study to empirically test this assumption, investigating the use of social media by 403 prospective students in the Netherlands and the role that these media play in their decision-making process for choosing a particular college or university. The results showed that 95% of the participants had at least one social media profile. The most widely used social networking site was Hyves (88.4%), followed by YouTube (60.1%), and Facebook (40.3%). Interestingly, however, the study reported that social networking sites were last on the list of resources potential students rely on to find information about institutions of higher education. Instead, students still use traditional methods including campus visits, university websites, and brochures as primary sources of information. Stagno perceived this apparent discrepancy as a marketing strategy problem. Put differently, having a presence on a social networking site is not a marketing strategy in itself; instead institutions of higher education should develop a clear marketing strategy for social networking sites, define their goals, and make decisions based on them.

Merrill (2010) sought to determine if universities are utilizing social media for international recruitment and outreach efforts. Thirty institutions of higher education responded to an online survey.

---


Stagno, M. C. Z. (2010). Potential of the social media as instruments of higher education marketing: Guidelines for a social media marketing strategy for the University of Twente. (Unpublished thesis). University of Twente, Enschede, the Netherlands.

survey, including some from Germany, New Zealand, and Canada. Similar to other studies, Facebook, Twitter, YouTube, and LinkedIn were the social media tools of choice for Internet recruiting and international outreach. The respondents indicated that social media provide greater potential than traditional methods, such as international travel, for recruitment events and direct mailings. In other words, advertising on social media is more cost-effective as compared to traditional methods. Admissions officers also preferred social media as a recruitment strategy because (1) it allows them ‘direct contact’ with prospects, and (2) it expands the recruitment base, especially with respect to international students.

Barnes and Mattson (2010)

conducted a follow-up study in order to further investigate social media use by admissions officers at institutions of higher education. A total of 478 admissions officers responded to a telephone survey concerning their use of social media for institutional marketing. Findings confirmed previous results in that:

- Social media use by admissions officers continues to increase;
- Social media familiarity continues to increase (83% in 2009 as compared to 63% in 2008);
- 95% of admissions officers use at least one form of social media, up from 85% in 2008;
- 91% of participants reported that social media is “somewhat important” to their future recruitment strategy, an increase of 3% from 2008.

Ruschman (2010)

conducted a study on the use of social media by admissions officers in private and public institutions of higher education. A total of 170 college admissions officers participated in the study; 119 came from private and 51 from public institutions. Consistent with previous findings, the results of this study revealed that social media use by admissions officers is on the rise. In addition, 62% of the participants said that they would dedicate more resources to social media use in the future. Among the major social networking sites, Facebook was the most widely used (66%), followed by Twitter (41%), and YouTube (27%). Facebook seemed to be the social networking site of choice for advertising, because the site affords

---


institutions the opportunity to create a fan page, and a forum that allows them to connect with potential students through updates on admissions and current events on campus. For social media to be effective, however, Ruschman recommends that institutions of higher education make the contents of their Facebook pages engaging, and maintain a social presence in order for this platform to be an effective marketing strategy. Finally, increased use of social media platforms has not diminished use of traditional methods of recruitment, as 97% of admissions officers still prefer traditional fairs as their main recruitment method.

**de Jager et al. (2010)**78 aimed to investigate the information sources used by South African students when selecting a Higher Education Institution and further to establish whether statistical significant differences occur between the perceptions of high and medium performing students from two Universities of Technologies. This paper provides an explanation of students’ decision making process and the utilisation of sources of information when selecting a Higher Education Institution. Three hundred and ninety self-administrated questionnaires were completed and analyzed. The findings indicated that students in South Africa prefer to be informed about Higher Education Institutions by web sites. A high premium is also placed on campus visits and open days followed by high school teachers to obtain information.

This implies that although impersonal methods (web site) are the most preferred method, a great premium is placed on personal interaction to obtain information. In terms of the perceived performance of the information sources, the same sequence was measured. However significant differences were measured between the expectations of the students and the perceived performance of the information sources which applies that their expectations were not met. Consequently it needs clear planning from the authorities. Some practical implications for Higher Education Institutions, limitations and suggestions for future studies were articulated.

**Mariana Nicolae (2010)**79 argued that positioning of universities on the different educational markets is critical for academic survival, role definition and status clarification on the present

---


education markets. The latter are defined by the globalization of educational services, an increased number of players and their almost fierce competition to attract students and funding. The ever increasing competitiveness all over the world, the new missions that universities have to assume due to pressures from stakeholders, and also from global processes (among which demographics and technology are ever more uncomfortable) are important issues that call for a clear organisational communication, as well as for an effective interorganisations information exchange.

The present paper explores the importance of identity building for a coherent communication process meant to ensure the adaptability of a Romanian university to the needs of both its Romanian public, and also to those of an international audience. The case study under discussion is The Bucharest Academy of Economic Studies (BAES), its identity, vision and mission and strategies development. The analysis of the identity building process in the BAES starts from the definition of the university as a “research and teaching university which organises higher and scientific preparation in the area of economic and administrative studies”, as approved by the Senate in 2007. As an important dimension of the identity building process refers to its reception by the public involved, a questionnaire was given to a number of staff and students. The findings of this questionnaire, as well as several opinions verbalised during formal and informal meetings and personal conversations are included in this study.

Hawary et al (2010) aimed to identify the effect of marketing communication tools on non-Jordanian students' choice of Jordanian public universities, and to identify the relative importance of the effect of marketing communication tools. The sample of the study consisted of (n=286) non-Jordanian students studying in Jordanian public universities. A questionnaire was developed, which, from the viewpoint of the researcher, was viewed adequate for the purposes of this study. The questionnaire contained (13) words. The Statistical Program for Social Sciences (SPSS) was used to answer the questions of the study. The results of the study noted that "Web sites play an important role in the promoting of educational services in the Jordanian universities" where it had the greatest impact on the decision of the selection of students coming to study in Jordanian universities. It is clear that a student can use the internet in his/her search for a university where he/she can learn programs offered by universities and,

---

also, offers the exemptions, and scholarships offered by universities as a means of saving time and effort. So, universities must realize the importance of websites and invest heavily in their websites and work constantly to enrich them with information and keep them updated and maintained to help the student make the appropriate decision.

**Jungki Lee (2011)**\(^{81}\) opined that students are known to experience significant amounts of stress and challenges during their academic pursuit at college. This study explores a way to enhance student satisfaction by incorporating a concept called perceived control to the existing service quality model. To be specific, this study proposes and tests that perceived control could be a promising factor which may enhance service quality, satisfaction, and recommendation intention among college students. Data were collected a major college in South Korea. A set of three hypotheses developed for this study were partially supported. Managerial implications are provided.

**Fusch (2011)**\(^{82}\) interviewed three social media and marketing experts to find out how specific digital tools can be used to achieve specific marketing purposes. He found that different tools can be used for different purposes. Online video sharing sites, such as YouTube, provide institutions of higher education with invaluable platforms to reach out to prospective students; Facebook can be used to generate desires for campus visits; and Twitter allows admissions officers to provide personalized services to prospective students who are in advanced stages of the application process. Another tool discussed by Fusch is Quora, a website that allows institutions to promote their academic strengths in the public domain. According to the author, an institution’s reputation can rise quickly if faculty from that institution provide quick and high-quality responses to questions posed on Quora.

**Stageman (2011)**\(^{83}\) conducted a case study to understand how prospective students use social media to communicate with higher education institutions from the beginning of the application

---


process up to the decision-making point. Thirteen incoming freshmen at Marquette University participated in focus group interviews to get a better understanding of their experiences while going through the application process. The findings of the study were eye-opening as the university’s social media sites did not appear to have had a substantial influence on the participants’ decision to attend. However, Stageman’s study also revealed that incoming freshmen find university-sponsored social media useful in helping them to establish two-way communication with university officials, build a network of friends, establish a personal identity, and make a smooth transition from home life to campus life. These findings imply that social media may not be important in the college search process, but become important once prospective students have made the decision to attend a particular institution.

**Varsity Outreach (2011)**[^84] surveyed 2,000 colleges and universities to determine if they were using Facebook to recruit new students. A total of 150 colleges and universities completed the survey. Despite the low response rate (7.5%), the results were consistent with findings from previous studies pointing towards growth regarding the use of social media in recruitment. College admissions officers and marketing staff are increasingly utilizing social media platforms to reach out to potential students. Of the institutions that responded, 93% had a Facebook presence, while nearly 80% of those used the social networking site as one of its recruitment tools. Also, more than half of the respondents considered Facebook a “very important” admissions tool.

Colleges and universities further reported using other social networking platforms including Twitter, YouTube, and blogs. Finally, the findings also provided some reasons as to why institutions of higher education are not using Facebook as a recruiting tool: 69% of respondents did not know enough about Facebook; 50% did not see much potential for student recruitment; 47% reported fear of losing control/brand; 28% reported concerns about invading privacy; and 16% cited a lack of resources. Fear of losing brand perhaps stems from the fact that conversations on social media are very fluid, and as such, an institution may not have control over what users post on their profiles. A student who has had an unpleasant experience with an

institution, for example, may take to ranting on social media and under such circumstances, an institution can essentially lose control of the conversation.

Spraggon (2011) investigated the use of social media as marketing tools for undergraduate business schools, collecting data from 20 undergraduate business school websites and conducting interviews with marketing officers at selected institutions. The data were analyzed qualitatively. The findings of this study suggest that a disconnection exists between theory and practice when it comes to marketing on social media platforms. While the main websites of the institutions tended to be linked to university-branded social networking sites, most homepages of undergraduate programs were not. This problem, according to the author, is due to the fact that institutions of higher education do not take the time to develop a social network marketing strategy before adopting the tools. Based on these findings, Spraggon recommended admissions officers draft a strategy that takes into consideration audience, objectives, tactics, tools, and metrics before engaging in social media marketing.

Barnes and Lescault (2011) investigated the adoption of social media among higher education admissions officers for marketing purposes. Using purposeful sampling of accredited colleges and universities in the United States, they conducted a total of 456 telephone surveys with admissions officers at sample colleges and universities. The data were analyzed quantitatively and the results confirmed the findings of Barnes and Mattson (2009; 2010): Admissions officers at colleges and universities in the U.S. are utilizing social media to research and recruit potential students. The findings also revealed that Facebook is the most widely used, with 98% of respondents indicating that their institutions were taking advantage of it as a recruitment tool. Other social media platforms used include YouTube (86%), Twitter (84%), and blogs (66%). These results represent a substantial increase compared to previous years. The study also reported that institutions that use social media platforms tend to have social media policies in place, indicating who is in charge of maintaining their accounts.

---


Plaias et al. (2011)\textsuperscript{87} claimed that one of the current concerns of the academic environment in economics is highlighting the importance of competences that higher education graduates should display when they step across the threshold of the real economy. To this effect, the identification of those competences which are compatible with the needs of the real economy may serve as a solid basis for developing adequate curricula and obtaining remarkable educational outcomes reflected in the graduates’ performance as entry level employees. It is undeniably true that the said competences must meet the standards set by the real economy or by the regulations of accreditation bodies. The process by which these standards are defined or identified requires a strong sense of coherence between the academic curriculum and the needs of employers, as basis for the graduates’ comprehensive training in knowledge based economy.

In this context, researchers set to conduct an exploratory research by means of which they may emphasize how the corporate world perceive the marketing training received by the entry level employees as graduates of professional higher education institutions, and how to adjust the curriculum to improve graduates employability. The survey was conducted by using the face-to-face questionnaire administration. Data were collected in the Transylvania counties during October 2010, as part of a field survey. The employer’s perception, as highlighted by the answers received from the surveyed corporate entities, gives us reasons to state that practical experience cannot be substituted for the academic training in knowledge based economy; it can, however, strengthen its fundamental role in establishing the guidelines of moral and professional conduct such as learning and the theoretical approach to some practical situations of the real economy. Moreover, they appreciate that a continuous correlation between the practical needs and the academic training is imperative.

Anand Agrawal (2011\textsuperscript{88}) worked on service quality measurement in higher education. The approach of developing a generic scale to measure service quality found in quality measurement literature has long been overlooking the fact that marketing in almost all industries has adopted a segmental approach. A generic scale may not provide sufficient


insights to the determinants of customers’ satisfaction or quality evaluation. This paper proposes a segmental approach to develop and validate the quality measurement instrument. The study is carried out in two phases to extract and validate the dimensions impacting the students’ perception of higher education service quality. The segmental approach is used to validate the dimensions across different segments of the students. The results suggest that not all dimensions of perceived service quality are valid for all student segments. Further, implications of this research are also discussed.

Allan Chia (2011) in her research achieved the twin research objectives of 1) To determine what influences students’ choice of private educational institutions in Singapore and 2) To ascertain what are the marketing implications for private education providers in Singapore. The design of this study is to understand the importance of the factors affecting students’ decisions on the institutions chosen for further studies. A self-administered questionnaire was given to targeted respondents at a private educational institution in Singapore. A sample comprising 245 students took part in the study. The questionnaire contains interval scales, ranging from 1 (least important) to 7 (most important). Descriptive statistics and factor analysis were conducted. Subsequently, cluster analysis was performed to identify the clusters of students who placed different levels of emphasis on those factors identified for choosing the institutions.

Factor analysis showed that seven factors were discovered, including academic reputation and recognition, campus environment, reference group influence, programme relevancy, promotional information, financial cost, and accessibility and location. Each factor had Eigenvalues which were greater than one, and together these seven factors explained 64.62% of the overall variance. Cronbach’s alpha coefficients were above 0.7. Subsequently, cluster analysis was performed on the sample using the seven factors. A 3-cluster solution was generated. These three clusters were identified as high expectation seekers, independent thinkers and rational decision makers. The research provided useful and practical insights into the primary and secondary inputs that influence students’ choice and how these higher

---

education providers can use this information to improve marketing strategies, educational products, pricing, distribution and promotions to segment and target potential students.

**Messah and Namulia (2011)**\(^{90}\) aimed to identify the effect of selected marketing communication tools in terms of enhancing student enrolment in private universities in Kenya. The study adopted a descriptive research design. Correlation was undertaken to determine the relationship between the dependent (student enrolment) and independent variables (public relations, advertising, personal selling, and direct marketing) addressing the effect of selected marketing communication tools on student enrolment in private universities. Descriptive data was analyzed using descriptive statistics and inferential statistics (Chi-Square test of significance). The results revealed that print media; newspapers, brochures and alumni networks were rated highly as the most effective marketing communication tools to provide information to prospective students. The study found out that advertising plays a critical role in enhancing student enrolment in private universities. The study also found out that most universities have not embraced the use of social networks to use as student recruitment tools.

**Schuller (2012)**\(^{91}\), the purpose of this paper was to analyze how marketing communication (MC) activities were managed at public universities and their economics faculties in the Czech Republic. The main emphasis was placed on the process of planning and control. The further aim was to identify the main issues in this field. It will also seek to specify new marketing communication tools for use in higher education (HE) in the future. This paper was based on qualitative research, whereby management and communications staff working for marketing departments at higher educational institutions were questioned by way of an individual structured interview. The results were summarised and elaborated on in written and tabular form. The qualitative research revealed that many Czech universities do not have a systematic management procedure for marketing communication planning and control. Furthermore, there were several areas in the marketing communication management of higher educational institutions which should be substantially improved upon. These primarily include higher

---


involvement of professionals such as marketing experts from the private sector; implementation of market orientation tools; more widespread use of integrated marketing communications etc.

**Mateo (2012)** believed that both ‘marketing’ and ‘marketisation’ are features of the UK Higher Education (HE) sector. Whilst there is a close and often symbiotic relationship between marketisation and marketing, they represent distinctive aspects of the HE managerial discourse. Nevertheless, they have become part of an indivisible vocabulary that habitually misunderstands these distinctive concepts. The aim of this paper is to recapture marketing from the marketisation discourse and demonstrate its contribution as a valid ideological perspective in HE.

**Mahrous et al. (2012)**\(^92\) aimed at revisiting the market orientation philosophy, through examining the impact of organizational culture on market orientation within Egyptian business schools. Data were gathered from 46 informants in three business schools in Egypt. The informal and implicit nature of the marketing phenomena under investigation and the need to gain scientific insight into them called for using Grounded theory methodology. Grounded theory analysis helped to identify three distinct models in higher education in Egypt. The models show distinct ways in which organizational culture affect market orientation mechanism, which capitalizes on students' evaluation to fulfill the strategic agenda of business schools within their operating marketing environment.

**Bamfo and Atara (2013)**\(^93\) investigated the role of marketing communications in attracting students to enroll in private universities in Ghana. The study employed questionnaire and interviews in collecting data form current students and officials of selected private universities in Ghana. A sample of 126 respondents was selected for the study; comprising students and admission/marketing officers from the selected private universities. Convenience sampling technique was adopted. The statistical Package for the Social Sciences (SPSS) software was


\(^{93}\) Bamfo, Bylon Abeeku and Atara, Bede Akorige (2013), The role of marketing communications in student enrolment in private universities in Ghana, Global Advanced Research Journal of Management and Business Studies (GARJMB), May 2013 Vol. 2(5), pp 268-278
used for the analysis. The study among other things revealed that advertising was the most important tool in attracting students to enroll in private universities in Ghana. It is thus recommended that private universities rely heavily on advertising as a marketing communication tool in attracting prospective students into their institutions. However, considering the importance of the other elements of marketing communications, there is the need for integration. It can therefore be concluded that, for effective positioning and/or sustainable competitive advantage, private universities in Ghana will be better off if they invest more in advertising.

Chung (2013) measured the spillover effect of intercollegiate athletics on the quantity and quality of applicants to institutions of higher education in the United States — an effect popularly known as the "Flutie effect." He treated athletic success as a stock of goodwill that decays over time, similar to that of advertising. A major challenge is that privacy laws prevent us from observing information about the applicant pool. He overcome this challenge by using order statistic distribution to infer applicant quality from information on enrolled students. Using a flexible random-coefficients aggregate discrete choice model that accommodates heterogeneity in preferences for school quality and athletic success, as well as an extensive set of school fixed effects to control for unobserved quality in athletics and academics, he estimated the impact of athletic success on applicant quality and quantity.

Overall, athletic success has a significant, long-term goodwill effect on future applications and quality. However, students with lower-than-average SAT scores tend to have a stronger preference for athletic success, whereas students with higher SAT scores have a greater preference for academic quality. Furthermore, the decay rate of athletics' goodwill is significant only for students with lower SAT scores, suggesting that the goodwill created by intercollegiate athletics resides more extensively with lower-scoring students than with their higher-scoring counterparts. But, surprisingly, athletic success impacts applications even among academically stronger students.

---

Changani et al. (2013)\textsuperscript{95} opined that India's higher education system is the second largest in the world, after the United States. It has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 Million students in a decade from 2000-01 to 2010-11. In this paper they focus on the effect of marketing strategies of institutions on the student decision making process. The key respondents considered in this research are Management students, Institute’s faculty members and the marketing heads. The sample size of respondents are 65 and a semi structured interview will be conducted with the marketing head and faculty members of various institutes. The main intention in gathering the required primary information is to evaluate the role of marketing segment, market positioning and the market mix against the student enrolment at their institution and also the key marketing strategies they are using to evaluate the effectiveness of both latest and traditional marketing strategies.

Also, they are trying to find that after completion of the management course, how satisfied the student is in respect to the marketing strategies of the institute? Whether the student's own objectives and expectations were fulfilled? The study also attempted to understand whether there is any relation between marketing strategies of MBA institutes and the effect on the quality of students and curriculum. A survey questionnaire was developed using adaptation from earlier study done on the similar topic. Also an interaction with Faculty members and marketing team was held to understand the underlying issues, if any. They used this hypothesis to determine the relation between the expectation and satisfaction level of management students. Unfortunately, Indian business schools differ widely in terms of the caliber of faculty, quality of curriculum, infrastructure and placement records. Many business schools and management colleges are considering these factors when developing their marketing strategies to attract more students for management courses.

Gunawardana V. (2013)\textsuperscript{96} aimed to examine the information requirements and the importance of various types of information for potential students when selecting a university. Using data from 200 pupils studying at various degree awarding institutions with affiliations to foreign universities that are located inside Colombo, Sri Lanka with APIIT, ACBT, ANC, RI and IIT

\textsuperscript{95} Changani, Jagdish G. and Swadia, Dhwani, Examining the Marketing Strategies for Business Schools and Management Institutions in Gujarat (January 12, 2013). Available at http://dx.doi.org/10.2139/ssrn.2199860

being the key institutions taken into the population. It also revealed that the ranking from the most important to the least important of factors and the statements relating to the factors that affect their selection of their degree awarding institute with foreign affiliations. Tertiary education has become more competitive in recent years due to reductions in government funding and higher student fees. As the nature of the environment grows more competitive, the role of marketing, previously non-existent in most universities, has grown significantly. One of the key pieces of information that would assist a university’s marketing effort is an understanding of what determines a student’s university preference.

Results indicate that the four most important determinants of university preference were facilities provided, duration of the degree, cost of the degree, and teaching quality, which has significance for education managers developing marketing strategies and programs. Initial pilot study was completed and when it was checked for reliability, it recorded a Cronbach’s α value of 0.8157 which was very high considering as any value above 0.70 is considered to be very reliable. Friends Joining the same Uni (Mean Value: 2.4300), Duration of the degree program (Mean Value: 3.1200), Cost of the entire degree program (Mean Value: 3.5300) are considered to be the most important aspects, while Semester Break/Summer Holidays (Mean Value: 7.8300) and Friendliness of Locals in the area (Mean Value: 7.8950) are considered to be the least important aspects of selection criteria for the students in the selection of degree awarding institutions with foreign affiliations in Sri Lanka.

Ali Abbas (2014)\textsuperscript{97} focused on brand management, marketing & promotional practices which are incorporated in Higher Education Institutions (HEIs), more specifically with reference to universities in hyper competitive geographic regions where demand and supply between students & HEI show considerable variations. To cope with this, the prime objective of this study is to create a promotional strategy for the Higher Education Institutions/Universities, which ultimately leads to their brand management in the wider perspective. Thus, the literature reviewed at first hand comprises of Branding concepts i.e. Brand identity, brand personality, Identity vs. Image, brand perception etc. Also, the primary sources of data collection contributes to comprehensive and self-explanatory questionnaires which have been targeted at graduate and post graduate students, so as to get a better idea of their perception, expectation

and beliefs about the effects of branding & promotional strategy on their selection process. These questionnaires, though close ended in nature depicts valuable observations, which are then further carried to create an effective promotional strategy.

Also, few unstructured yet informative interviews had been conducted with higher management of various universities in Pakistan, so as to get a profound picture of their view and expectations regarding branding of HEIs. The results in the study have been graphically evaluated in detail using SPSS (statistical Package for Social Sciences), which has increased the essence of results quantitatively in a meaningful way for justifying the basis of this study that “branding has become an integral aspect for Universities to survive in hyper competitive environment”.

Adam (2014)\(^9\) conducted research to discover how the influence of the performance of service marketing mix and customers trust to the value of education services and the image of private universities as well as its implications customer trust. The method used is a method of descriptive survey and methods of explanatory survey. Unit analysis in this study is the private universities contained in Aceh province which are at Kopertis I, amounting to as much 95 PTS. Number of samples had taken as much 50 PTS consisting of the University, High School, Academy, and Polytechnic.

Respondents in this study consist of 550 students from the number of PTS selected as the analysis unit. The method of data analysis is using the Partial Least Square-Path Modeling (PLS-PM). The results hypothesis testing descriptive show that the performance of service marketing mix, customers trust, the value of education services, the image of universities and customer trust has not go good for private universities in Aceh Province. Hypothesis testing verification showed that variable value services customers and the image of college is variable full intervening in which proved that the performance of service marketing mix and customers trust do not have direct influence of the customer trust.

---

3.4 Research Gaps

A summary of review of literature can be discussed at this place. Broadly it can be seen that a lot of research has been conducted globally in relation to advertising by higher education institutes. The research has focused on many areas primarily advertising in social media, media access by students, changing media technology for advertisements and finally various sources consulted by students and their parents before going for enrolment with an institute. However, there have been limited number of studies in India in this context. Even these studies have not covered the marketing aspect of higher education.

Furthermore, no comprehensive study covering all stakeholders at one place like teachers, students, parents and media persons has been found. However, in today’s scenario, all these stakeholders play a big role and are elements of marketing communications. Hence, this study has been provided. Moreover, this study also covers advertisements and edit contents published by higher education institutes in newspapers. This way the study is unique as it covers actual level of disclosure of various pieces of information by higher education institutes in one hand and the perceived reliability and usefulness of this information by various stakeholders. Hence, this study targets at filling the discussed gaps.