CHAPTER II

REVIEW OF LITERATURE
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A literature review is a survey and discussion of the literature in a given area of study. It is a concise overview of what has been studied, argued, and established about a topic, and it is usually organized chronologically or thematically. A literature review is written to highlight specific arguments and ideas in a field of study. By highlighting these arguments, the writer attempts to show what has been studied in the field, and also where the weaknesses, gaps, or areas needing further study are present. The review should therefore also demonstrate to the reader why the writer’s research is useful, necessary, important, and valid.

This Review highlights the problems that plague the distance education, and increase the distance education market share. Development of a distance learning through administration model, distance education through internet, re-engineering, implementing and evaluating the distance education, introduction of online programmes via information technology, application of branding strategies to distance learning programme, globalization of marketing of distance education, the quality of distance education programme and cost effectiveness, distance education through TV media, quality service in effective market, overview of the problems of distance education, overcoming the problems and developing competitive advancing, market efforts and seven P’s of marketing mix, etc., are discussed in detail.
Adams Jonathan (Germany (2006)) has noted that a content analysis was conducted through university extension and commercial correspondence course literature printed between 1898 and 1945. A total of 140 articles were collected from scholarly journals and popular publications listed in the JSTOR and Reader’s Guide to Periodic Literature. The content analysis shows that many of the driving forces and problems that exist with distance education today existed in the early years of correspondence programmes offered through university extension programmes. The principal reasons for supporting distance education were improved access to education, non-residence programmes for working families and new opportunities for universities to expand enrollments. The problems that hamper the credibility of distance courses were spurious diploma programmes, aggressive sales and marketing techniques and unresolved questions regarding whether residence programmes should accept credit given for distance courses. Many of the problems that plague distance education programmes today existed in the early years of distance learning.

Andrea D. Beesley and Doyle L. Cavins (USA) (2002) point out that the Marketing is increasingly essential to distance learning programmes as we endeavor to survive and compete in a crowded marketplace, where new providers with large budgets are constantly entering the scene. Skillful marketing strategies can help maintain and increase market share, change or improve a programme’s image, and create public awareness. However, the personnel of distance learning programmes and

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11 Marketing Distance Learning with an Ad Agency — Data obtained from the Website http://www.westaga.edu/%7Edistance/ojdl/summer52/beesley_cavins52.html June 29, 2002
their parent institutions are often too busy to give marketing the time and attention it
deserves, and frequently lack the necessary expertise to market effectively alone.
Working with an outside agency can be the answer.

Daniel P. Compora (USA) (2003)\textsuperscript{12} has noted in his research titled Current Trends in
distance education as follows: An Administrative Model that the Current practices and
procedures of distance education programmes at selected institutions in higher
education in Ohio were studied. Relevant data was found in the areas of: (1) content of
the distance education programme's mission statement; (2) needs assessment
procedures; (3) student demographics; (4) course acquisition, development, and
evaluation criteria and procedures; (5) hierarchical approval of courses; (6) delivery
systems; (7) selection of distance education course instructors; (8) distance education
course teaching/management procedures; (9) matriculation of distance learners; (10)
budgeting; (11) marketing procedures; and (12) formative and summative evaluation
of the individual courses and the entire distance education programme. This research
has led to the development of a Distance Learning Administrative Operational Model.

Linda Christine Fentiman (USA) (2004)\textsuperscript{13} has stated that the article provides a
candid appraisal of her experiences in creating Pace University Law School's

\textsuperscript{12} \textit{Current Trends in Distance Education: An Administrative Model}, Online Journal of Distance Learning
Administration, Volume VI, Number II, summer 2003, Distance Education Centre, State University of West
Georgia, USA,

\textsuperscript{13} \textit{A Distance Education Primer: Lessons from my life as a Dot.Edu entrepreneur – North Carolina Journal of
Law and Technology}, Vol 6, No.41, 2004, Pace University, USA.
pioneering Health Law Distance Education program, the first totally asynchronous legal education programme offered by an American Bar Association (ABA) an accredited law school. The Pace program offered courses in health law via the Internet, which were accessible 24/7 by law students, lawyers, and health care professionals. This article was extremely timely in the light of the ABA's recent approval of new standards for distance education that permit law students to take twelve credits of law school courses asynchronously. Particularly in rapidly changing fields such as health law, distance learning offers law schools the opportunity to serve as judges, the practicing bar professionals in the field, and also permits law students to take specialized courses not regularly offered on campus. This article provides an insider's perspectives on the challenges of marketing, developing, and administering a new form of legal education, and offers some cogent lessons to others who are contemplating innovation in this area. These include the need for clearly articulated and widely shared goals in developing a distance education program, the need for legal educators to understand better how students learn, and the need for a well-developed and adequately funded long-term business plan.

Kotler, Phillip and Gary Armstrong (USA)(1996)\(^{14}\) have pointed out that the Marketing is the business function that identifies customer needs and wants, determines which target markets the organization can serve best, and designs appropriate products, services, and programmes to serve these markets. It guides the entire organization. The goal of marketing is to create customer satisfaction by building value-based relationships with customers, in conjunction with other internal

and external business units. The end-result is gaining market leadership by understanding consumer needs and finding solutions of superior value, quality, and service. The objective of this course is to take a practical, managerial approach to marketing. It gives the student a comprehensive and innovative, managerial and practical introduction to marketing. The Principles of Marketing provides in-depth exposure to practical examples and applications about managerial decisions. These include the trade-off between the organization's objectives and resources against needs and opportunities in the marketplace.

Course Objectives are; to understand the marketing concept, to recognize and suggest applications of the marketing concept, to identify implications of the marketing concept for the accounting, finance, research and development, purchasing, production, and personnel functions for marketing and service functions and to evaluate the effects of the marketing concept on the firm, consumers and society. In this seminar, the topics discussed are Marketing Management Process, Analyses of Market Opportunities, Selection of Target Markets, Development of Marketing Mix, Management of Marketing Effort and Careers in Marketing. The most important element one will acquire from this course is not a list of formulae, definitions, and properties, but it is the gain of a cognitive approach to synthesize information about various alternatives to economic decisions.

M'hammed Abdous and Wu He, (USA) (2008) These authors have proposed a conceptual and operational framework for process reengineering (PR) in higher education (HE) institutions. Using a case study aimed at streamlining exam scheduling

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and distribution in a distance learning (DL) unit, that outline a sequential and non-linear four-step framework designed to reengineer processes. The first two steps of this framework — initiating and analyzing — are used to initiate, document, and flowchart the process targeted for reengineering, and the last two steps — reengineering/implementing and evaluating — are intended to prototype, implement, and evaluate the reengineered process. The early involvement of all stakeholders, and the in-depth analysis and documentation of the existing process, allowed them to avoid the traditional pitfalls associated with business process reengineering (BPR). Consequently, the outcome of their case study indicates a streamlined and efficient process with a higher faculty satisfaction at substantial cost reduction.

Naimuddin Shaik (Georgia) (2005)\(^\text{16}\) has pointed out that the relationship marketing has emerged as a dominant paradigm with consequences for marketing and management of a relationship-type marketing strategy. A number of researchers have advocated a move towards relationship marketing in the corporate world but application of relationship marketing strategies towards educational services has received little attention. This paper is an attempt to addresses the gap. The relevance of relationship marketing paradigm to student recruitment and retention in distance learning programmes is described. Theory of student retention and the relationship marketing paradigm reinforce similar strategies to promote student retention and are complimentary to each other. A comparison of the roles and responsibilities of the marketing and non-marketing staff in implementing the relationship marketing strategy is discussed. Also included is a brief discussion of Service Center, an online

\(^{16}\)Marketing Distance Learning Programs and Courses: A Relationship Marketing Strategy-This paper was one of three selected as a "Best Paper" among DLA 2005 proceedings, Jekyll Island, Georgia, June 5-8, 2005.
application developed by the academic outreach staff of University of Illinois at Urbana-Champaign, and the service management strategies by departments of three online graduate degree programmes to build long-term relationship with the student and other collaborating partners.

Nita Paden (USA) and Roxanne Stell (USA) (2006)\textsuperscript{17} have pointed out that Although University goals for adding distance learning programs vary, decisions about development and marketing of the programs can have an impact on traditional on campus programmes and influence the overall perceptions of the University. As Universities develop distance programmes, it is important that (a) there is a clear understanding of the University’s brand Image and the elements contributing to that image; (b) the University ensures that the distance program maintains/improves the image of the University; or (c) the University makes a decision to develop a separate identity/brand for the distance programme that will stand on its own merit and not harm the University’s image if it malfunctions or fails. This Paper explores issues relating to the application of branding strategies to distance learning programmes.

Raquel Benbunan-Fich (USA), Héctor R. Lozada (USA), Stephen Pirog (USA) and Joseph Wisenblit (USA) (2001) in their article presented a framework for integrating Information Technology (IT) into the marketing curriculum in the context of the specific objectives of an undergraduate business program. The authors propose integration of IT via five technological modules: (1) Web-based communication among instructors and students, (2) use of the marketing department’s Web site as an educational resource, (3) the Internet as a marketing medium, (4) computer-supported

\textsuperscript{17} Branding Options for Distance Learning Programs: Managing the Effect on University Image – Data obtained from the website- www.distance-educator.com/dnews/Article15128.phtml, August 2006.
market analysis and decision making, and (5) computer-enhanced business presentations. As an illustration, this article details the use of the five modules according to the specific programme objectives at Seton Hall University. The article also outlines practical guidelines for the application of IT in teaching and learning and outcomes and assessments measures. Marketing educators can use this paradigm to promote more efficient teaching and better learning, and consequently students will be better prepared to manage and use IT in their professional careers.

Sandra Frieden, (USA) (1999)\(^\text{18}\) has highlighted that the creation and operation of a distance education support infrastructure requires the collaboration of virtually all administrative departments whose activities deal with students and faculty, and all participating academic departments. Implementation can build on where the institution is and design service-oriented strategies that strengthen institutional support and commitment. Issues addressed include planning, faculty issues and concerns, policies and guidelines, approval processes, scheduling, training, publicity, information-line operations, informational materials, orientation and registration processes, class coordination and support, testing, evaluations, receive site management, partnerships, budgets, staffing, library and e-mail support, and different delivery modes (microwave, compressed video, radio, satellite, public television/cable, video tape and online). The process is ongoing and increasingly participative as various groups on campus begin to get involved with distance education activities. The distance education unit must continuously examine and revise its processes and procedures to

\(^{18}\) Support Services for Distance Education-Educational Technology & Society -2(3) 1999 ISSN 1436-4522 Texas (USA)- E-Journal.
maintain the academic integrity and service excellence of its programmes. It's a daunting prospect to revise the way things have been done for many years, but each department has an opportunity to respond to new ways of serving and reaching students.

Thomas G. Ponzurick (USA), Karen Russo France (USA) and Cyril M.Logar (USA) (2000) have stated that the Model Marketing Education may be delivered through a number of different methods from face-to-face to distance education. This study analyzes MBA student perceptions and preferences with regard to face-to face versus distance education methods for delivering a course in marketing management. The results indicate that consistent course structure can be developed across delivery formats but some pedagogical adjustments may be required for the distance education format, particularly in the areas of class participation and course-related activities. The findings also show that students appear to select the distance education delivery method because of convenience, not quality, since distance education has been found to be the least effective and least satisfying method of delivery for the students studied. The study concludes by discussing the implication of these results.

Ugur Demiray (Turkey), Judy Nasy (Australia) and Ayhan R Yilmaz (Turkey) (2006), have pointed out that the Education is now a global product with institutions worldwide competing for students and finding even more creative ways to satisfy the student's needs and preferences. With the continuing rise in the preference for flexible distance learning, educational institutions are finding that when students and faculty

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20 Strategies for the marketing of Higher Education with comparative contextual references between Australia and Turkey, Published in Bologna National Seminar, September 2006, Australian National University.
have significantly different cultural backgrounds and learning styles that the expectations of the learning experience can be unfulfilled. In Australia, international students have made education Australia’s third largest service export, earning $5.8 billion. This means that student populations have moved from being homogenous and captive to domestic constraints and expectations, to being multi-cultural, dispersed and subject to a plethora of constraints and expectations. Today in Turkey, education is the responsibility of government. However, in recent years, the private sector has entered the market providing educational services at all levels. In particular, after the 1990s, private higher education institutions (HEIs) with a commercial focus have mushroomed. In 2007, there were 25 private universities in Turkey with more than 2,000,000 students enrolled in these universities. Of these students, more than 1,000,000 registered in distance education. With such large student numbers competition between private universities for students has intensified particularly over the last 15 years. As a consequence the need to develop strategies for attracting students has become more important. Marketing strategies in Turkey have tended to concentrate on three distinct categories: strategies between governmental HEIs, Private HEIs and distance education HEIs. The contribution of technologies to education processes has been immense with students and faculty each learning to adapt to an environment of continuous change and opportunities. This paper sought to explore the notion that a competitive advantage in marketing of higher education can be attained by customizing learning experiences for particular student cohorts in a proactive and constructive way.
Willis B (USA) (2008)\textsuperscript{21} stated that when analyzing the cost/benefits of distance learning systems and services, we tend to focus on technology costs (including infrastructure), faculty pay, and instructional development/adaptation. Other cost variables leading to program success or failure include student/academic support, marketing, assessment, and continual research/development. Too often, these critical variables are either minimized or ignored. This presentation highlighted the results of a related study of these often neglected 'success' variables based on cost analysis, program evaluation, and student/faculty focus group input. The discussion will end with a "best practices" summary intended to improve program quality and cost effectiveness.

Young H Clifton (Canada) (1989)\textsuperscript{22} highlighted in his research that Distance educators find themselves in a growth segment of the education industry. Distance educators must understand why the industry is growing. This growth presents a number of challenges. Four contributing factors are: (1) changes in educational delivery and regulations; (2) changes in technology; (3) changes in society; and (4) environmental pressures on education. These factors have resulted in an increasing demand for courses and programs; an increasing sophistication of clients; pressures on resources and shifts in demand; a rise of special interest groups; and an overall demand for improvement in programs, courses, and delivery. In response to these challenges, distance educators must conduct both external and internal analysis of their institutions to identify problems and resources, with a focus on improving the

\textsuperscript{21} Assessing the costs and benefits of distance learning programs, in proceedings of world conference on educational multimedia, hypermedia and telecommunications, 2008 (PP 893-896) – Jan 30\textsuperscript{th} 2008.

\textsuperscript{22} The Marketing and Management of Distance Education challenges of the 1980's and 90's – Paper presented at the Distance Education Symposium (Edmonton, Alberta, Canada, July 6-10, 1989)
image of the organization and its programs, courses, and instructors, and on providing services that adequately meet clients' needs. "The Marketing Decision Environment," a tool for the review and analysis of an organization's structure, can be utilized to accomplish these goals. Starting with the external environment, the four key external variables are the market, competition, government, and economic conditions. The internal side includes organizational constraints such as goals, objectives, and resources. Allocation decisions are made based on the objectives which have been set and the external environment that the organization faces. Creative management using such tools can result in more efficient use of resources, and expanded research can lead to a better understanding of clients, which should improve courses, delivery systems, and client satisfaction.

**Yusra Laila Visser, Michael Simonson, & Ray Amirault (USA) (2004)** have pointed out that the Distance Learning has quickly become a multi-billion dollar market, as a result, it is no wonder many are looking for ways to capitalize in one of America's newest trends. Although current revenue figures for international distance education are extremely limited, one can be sure the market for education abroad via web based courses is very enticing. With the expansion of for-profit (higher) education in recent years a new kind of entrepreneur has entered the market. John Sperling, founder of the University of Phoenix, the most successful of these ventures and the biggest name in for-profit education turned himself into billionaire almost overnight. His company has amassed nearly 8 billion in capitalization and continues to grow serving national and international students with competitive tuition prices and

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23 Educational Entrepreneurs- Percentage of 18-24 year olds enrolled in higher education - From scholars attending the International Learning Conference in 2002-2004 in the book titled "Issues and Trends in Distance Education," Page 173,
flexibility (Vedder). Problems arise however when education is viewed more as a marketing ploy than for its true intention of personal and professional development.

Department of Telecommunications, Ministry of Communications & IT, Govt. of India, Department of Information Technology, Ministry of Communications & IT, Govt. of India, VSAT Services Association of India, Internet Services Association of India, Telecom Equipment Manufacturers Association of India and Department of Space ISRO & Space Commission (2003) (India) jointly organized a one day international conference titled “Distance Learning – The New Frontiers”. In this conference, the various participants presented their articles. The objectives and themes were as follows:-

Distance Learning is an emerging industry that utilizes high technology to provide and administer corporate training, higher education, and K-12 (Kindergarten through 12th Grade -US) education. Its rapid growth is propelled by the space technology, Internet and the enormous opportunity embedded in a global education. Distance learning is in the early stages of an extended upswing and its growth should significantly outpace that of the market for years to come. We believe that e Learning across the corporate training, higher education, and K-12 sectors can generate compound annual growth rates (CAGRs) of 20%-60% in the foreseeable future. The market opportunity for distance learning is vast. In India alone there are about 70 distance teaching units called Correspondence/Distance Education Departments.

24 Distance Learning – The New Frontiers – International Conference, held on 22nd August 2003, Le Meridien Hotel, New Delhi, India.

Besides these, distance-teaching programmes are offered by some private institutions and television companies (e.g. ZED programmes by Zee TV, the management programmes offered by Jain TV, Sun TV and others). Roughly about 20% of the student population at the higher education level is already taken care of by the correspondence/distance/open learning systems in India. The World Bank is working with its partners-government agencies, foundations and private companies-to create a Global Distance Learning Network (GDLN). This independently operated network will provide courses, seminars, and discussion opportunities from a variety of global resources to participants around the world at Distance Learning Centers linked by satellite networks.

Dinesh K Gupta (India) (2006) in his article titled "Marketing in Distance Education: Towards Developing a Conceptual Framework has stated that in recent years the marketing concept has been gaining importance in distance education sector throughout the world. The factors responsible for this are self-support policies, increasing competitiveness in the market place, rising customer expectations, widening access to education, etc., In order to survive in such an environment, distance education institutions need to evaluate their activities within the external environment, get in touch with the learners’ need, and integrate this analysis into every day working of the organization – in short they need to adopt the marketing

concept. Thus, the motivation for applying the marketing concept in any organization is not just to increase profit, but to achieve high level of customer satisfaction and to enhance the perceived value of the services and products. The increased customer satisfaction will result in the increased willingness to use and pay for the services offered. Enhanced perception of the value of the organization will translate into increased level of support of the organization. Despite the interest in marketing, there remains for the most part, a lack of familiarity with the total marketing concept. Many myths still persist in the minds of distance education providers about the marketing concept. It is argued in this paper that anyone involved in marketing, particularly in marketing of distance education must understand that it is an organization – wide philosophy which does not work unless everyone believes in it. Internal marketing is equally important and Distance Education staff should have some marketing skills. Moreover, quality service is the driving force in effective marketing. It is contended that such an approach is very much the need of the hour for managing the distance education institutions.

Manivannan K.V. (India) (2005) in his study has stated that the innovation of open and distance education system is a boon to the learners who are unable to accomplish their educational goals by the conventional mode. It is a learner-centred system of education for which the attitudes of distance learners may be varied in most of their aspects about this system. The study is aimed to identify the learners' attitude towards their studies through open and distance education system. This study belonged to normative survey and approximately 150 samples (Distance Education students) were

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26 Attitudes of Distance Learners Towards Open and Distance Education system (2005) ICDE, (November 15-21, 2005) Intl. Conference, New Delhi, India
collected by the stratified random sampling techniques. The samples were selected from the study centres of IGNOU, Alagappa University and Annamalai University at Salem. The learners’ views about their Universities, courses, delivery of study material, curriculum design, seminar programmes, grievance handlings, examinations and evaluation, certificate distribution etc. were considered as influencing their attitudes in various ways. The investigator acquired the relevant data from samples through interviews, questionnaires, attitude scales, etc. The collected data was analysed by applying suitable statistical techniques. The “t” test, correlations and percentage were applied according to the needs to find out the solution for the problems. The study helped the University authorities, educational planners, administrators, and academic counsellors etc., to know the learners’ attitudes about the Distance Education system. This enabled them to rectify the learners’ problems and take appropriate measures for the improvement of the Distance Education system.

Neeti Agrawal (India)(2005)\textsuperscript{27} has pointed out that Change is inevitable, but are we ready for change? It is a known fact that today’s world is fast changing and highly competitive. To survive in this highly competitive environment, it is essential for the business as well as service organisations to adopt strategies for coping with the changing conditions. Strategy is a kind of a plan, which an organisation chooses from the given alternatives to achieve certain goals/objectives using the resources available. The effectiveness of the organisation is characterised by a proper coordination between the objectives of the organisation and its strategy. A sound strategy helps in building a sustainable competitive advantage.

\textsuperscript{27} Distance Education: Strategy for Developing Competitive Advantage (2005) ICDE) (November 15-21, 2005) International Conference, New Delhi, India
Distance education has come a long way since its inception and has gained momentum in the recent years. The education system is fast changing and so is the distance education. It is the need of the hour that the Universities/Institutes offering distance education should have a sound strategy so as to develop competitive advantage over its competitors. This paper has attempted to present an overview of the problems of distance education and formulate a strategy to overcome the problems and develop competitive advantage.

Sudalaimuthu S. (India) (2002)\textsuperscript{28} has highlighted in his research that an Open and Distance Education has come to stay as an accepted form of education throughout the world. More than 70 countries are offering educational programmes through Open and Distance Learning today. In India, at present 72 Universities are offering distance education programmes, catering to more than 7 lakh students at present. It is expected that this growth would outnumber the formal system itself in the near future. The existing market for open and distance education reveals the following features: \textbullet{} The number of suppliers of the distance education programmes is quite large. \textbullet{} The consumers of distance education programme are highly heterogeneous with varied needs and requirements. \textbullet{} There is acute competition among the Distance Education Institutes in attracting the students. \textbullet{} There is 'buyers market' and consequently the distance education learners have wide choice in choosing a particular Distance Education Institute and specific programme. All these would mean that unless the Distance Education Institutes are sensitive to the requirements of the learners and their

\textsuperscript{28} Marketing of distance education programmes - In access and equity: challenges for open and distance learning. Papers presented at the XV annual conference of the Asian Association of Open Universities 21-23, Feb 2002, New Delhi (India), Published by IGNOU.
marketing strategies are ‘learner-oriented’, it would be difficult for them to withstand the onslaught of competition not only from the Distance Education Institutes within the country but also from abroad. Hence, appropriate marketing strategies need to be evolved for marketing distance education programme. This paper has attempted to explain the marketing strategies to be adopted by the Distance Education Institutes and examined the application of seven elements of marketing mix such as, Product, Price, Place, Promotion, Process, Physical evidence and the People for effective marketing of distance education programmes.

Similarly a lot of resources are available to make the present study a successful one. Almost all the previous related resources reveal the benefits of distance education, problems faced by the institutions and the problems faced by the faculty and students.

But no research has highlighted the real problems of marketing of distance education. The present study has been made to fill-up that gap in research. In this research, the problems connected with marketing of distance education have been analysed and suggestions are made based on the opinion given by the Student Community, Faculty Members and the Parents’ of Students, thereby, a successful launching of distance education in the market will be possible.