CHAPTER 1
INTRODUCTION AND DESIGN OF THE STUDY

“Education is not complete if it does not concern itself with others in our society and the world around us.”

1.1 INTRODUCTION

As India moves increasingly towards a services economy, marketers need to know more about marketing of services. On a simplistic note, one can say that services are activities or benefits that one party can offer to another that are essentially intangible and do not result in the ownership of anything. During the past decades services have increasingly assumed an important role in the Indian economy. Ever since this trend was set in the nineties, services have gained dominance. The competition, simultaneously, in services organisations, is becoming intense and severe. As a result these organisations have a more professional approach to manage their business. Perhaps it is in this content that the role of marketing is gaining important in services organisations. Service is an activity which has some element of intangibility associated with it, which involves some interaction with customers or with property in their possession and does not result in a transfer of ownership. A change in condition may occur, and production of the service may or may not be closely associated with a physical product.¹

The quality of the service may be perceived by the consumer in terms of how well the interaction is managed. This is the essential factor in “service” product design. The consumer judges the service on the quality of its outcome. This may depend on the expectations of the consumer.

Introduction and Design of the Study

consumer. Education as a service is said to be fulfilling the needs for learning, acquiring knowledge providing an intangible benefit produced with the help of a set of tangible and intangible components, where the buyer of the Service does not get any ownership. One may have tangible physical evidence to show for the Service exchange transaction but the actual benefit accrued in nature. It is obvious that the growth in the services sector has been substantive.²

In short, today one can find a large variety of services being offered in the market by services providers. These services are extremely heterogeneous and varied. GATS (General Agreement on Trade in Services) identified as many as 155 activities as services and classified them into 11 major categories Viz., Business services, Communication, Construction and Engineering, Distribution, Education, Environment, Finance, Health, Tourism, Recreation and Transport.³

³Services Marketing-The Indian Context: R.Srinivasan, Prentice Hall of India, New Delhi, Pg: 1 to 19.
1.2 STATEMENT OF THE PROBLEM

Literacy paves the way for education which engineers a sound foundation for the development of knowledge. If we succeed in developing knowledge, our success in developing professional excellence cannot be neglected. If we succeed in developing professional excellence, the managerial proficiency would help profit or non-profit making organisations in sub serving the organisational interests’ vis-à-vis the interest of consumers and society. Mahatma Gandhi focused on removing illiteracy and expanded its purview to the development of knowledge. He considered illiteracy a sin and strongly advocated assigning number one priority to its eradication on the agenda of social transformation.\(^4\)

The elementary schools generally managed by the state government and contributing to the literacy rate sizably bear the responsibility of offering to the children the elementary education. Private schools and formal and informal agencies are also engaged in offering elementary education to the children. Despite multi-cornered efforts to promote elementary education all of us are well aware of the contribution of these centers learning to a defined goal, the parents living in the rural areas and specially coming from weaker sections promote their children to make a good-bye to school and to support financially. The dropout ratio in schools located in villages is found increasing fast since the teachers do not evince personal interests in motivating them since the policy makers are not to fix accountability on their shoulders. This necessitates innovation in the policy decisions in which teachers and parents both are made jointly responsible for the upward moving drop-out ratio. The teachers should also be motivated to literate adults, of course, in the off hours. Thus, the need of the hour is to

market literacy programme in such a way that with the minimum possible investments, we succeed in getting the maximum possible results.\(^5\)

The crying need of the hour is to remove the mismatch and imbalance which necessitates an innovative marketing strategy. This gravitates our attention on marketing education. Here the emphasis is not on selling education since we name them not-for-profit making organisations. In a very natural way, the emerging problems focus attention on marketing such a provision or adopting such a policy for the fees-structure which offers an opportunity even to the poorer and weaker section of the society to taste the sweetness and fragrance of reputed schools, offering world class services. Once the services provided in the best schools (high result) is identified then it can be asked to be implemented in other schools for showing a positive change in the growth of education in India.\(^6\)

**1.3 SIGNIFICANCE OF THE STUDY**

India became Independent in 1947 and became republic in 1950. The Tamil Nadu government began its experiments on education as early as India became independent. Its aim was to produce better citizens to rule over India so the Syllabus and curricula’s were changed to suit the present need. The main aim was to give importance to the universalisation of education. As a result of that many new schools were started. Every village should have a school, every citizen should be educated, and because education lifts up once standard of living, good standard of living will make the country a developed country.\(^7\) A developed country will always be an educated country with 100% literacy rate. To change our country

---


from developing to developed first of all is to provide good and quality education to the citizen of the country followed by it is to irradiate poverty, unemployment so on. Thus the need for the study has been important not only for the research scholar to complete the research work but also to the individuals in the county to know how important education is and for the government who can make changes in order to develop the nation. The services for the study were selected on the basis of the following

a) Development in the Indian scenario

b) Nature of service

c) Nature of services act

d) Relationship with customers

e) Customisation and judgments

f) Nature of Demand and Supply and

g) Method of service Delivery.

The education scenario is not less complex. Institutions have been mushrooming an alarming rate with no regard for quality and values. Once considered a noble service, the education services have now succumbed to commercialisation. The in-roads created by foreign university beside a wide range of opportunities to study abroad have had a powerful impact on education in India but the question is who is benefited, why only particularly they, why not others, what is the reason is a very big question mark.  

Since Primary Education occupies significant positions concerned with Socio-Economic development the study tries to find out various cases that influence the academic performance besides it also tries to identify the working conditions and pecuniary difference

---

in various institutions. Today’s generation’s intelligence is not only measured on the basis of the academic activities but also the Extra-curricular and talents of an individual, there is a common talk among the people in general that a person with good subject knowledge along with English knowledge (communication skill) and computer knowledge and a bit of extra talents can shine where ever they go. This statement is true, this can be achieved only when a individual gets good education and a good guide (parents, teachers or elders) to guide in future.

1.4 SCOPE OF THE STUDY

The study titled “A STUDY ON SERVICES MARKETING OF EDUCATIONAL INSTITUTIONS AT SOUTHERN PART OF TAMILNADU” encompasses the services from Indian services industry, Viz Education. To know the market behaviors, service quality and its determinants, customers’ expectations and satisfaction level, service quality gaps, demographic influence, customer management and service marketing strategies of educational institutions in Southern part of Tamilnadu the researcher selected all the schools (HSS and HS) both from state board (English and Tamil medium) and matriculation each from the eleven Taluks of Thirunelveli District. Secondary data was collected from the educational district offices of the three educational districts namely Tirunelveli, Cheranmahadevi and Tenkasi. Tirunelveli being the Oxford of South India and one of the largest district regarding Education the study is conducted in Tirunelveli District in Particular.

---

1.5 OBJECTIVES OF THE STUDY

The study entitled “A STUDY ON SERVICES MARKETING OF EDUCATIONAL INSTITUTIONS AT SOUTHERN PART OF TAMILNADU” made a clear study on Southern part of Tamilnadu especially in Tirunelveli District which is the Oxford of South India and one of the largest districts regarding education. This study in general has the objectives of analysing the service provided by the service providers viz the educational institutions (only schools) and the level of achievement of the service receivers – the students in the select area and in particular has the following objectives:

✓ To know the general profile of the Sample Unit, Service Providers and Service Receivers in the selected Sample area.
✓ To study the level of Achievement of the Services receivers (Students).
✓ To examine the Academic and Non-Academic services rendered by the services providers and its impact on the service Receivers in the sample area.
✓ To scan out the causes for the Dropouts service receiver (students) in the sample area.
✓ To offer suggestions for the betterment of service offerings of the service providers viz, (government, Aided and Matriculation Schools) in the Sample area.
1.6 METHODOLOGY

The methodology part of the study consist of

✓ Selection of the Sample
✓ Formation of the Questionnaire
✓ Collection of Data
✓ Consolidation of Data
✓ Analysis of Data

In the primary stage, the selected Sample area was divided into three zones which have been already divided by the government as educational districts namely, Tenkasi, Cheranmahadevi and Thirunelveli. Proportionate Stratified sampling method and Random sampling method was adopted for the purpose of selection of Sample units by the researcher.

1.6a Selection of the Sample

Out of the total schools in sample district the top best 15 higher secondary schools and 15 High schools were selected, wherein 8 schools offer both HS and HSS courses, thus these 8 were considered as the best schools in the selected sample area.

1.6b Formation of the Questionnaire

The second stage of methodology is related to the formation of Questionnaire to obtain necessary particulars pertaining to the study. Four set of interview schedule and one Questionnaire has been-framed to collect information from the respondents - Head Master and Teachers being the Service Providers and Parents and Students being the Service Receivers

1.6c Collection of Data (methods of data collection)

With the aid of interview Schedule and structured Questionnaire both Primary and Secondary data are collected in the respective Schools, related offices, service Providers and
Service receivers, the researcher also collected necessary particulars from various documents and records which are maintained in various schools and education offices. Academic performances of school have been directly collected from the members and staff of those particular schools. Unstructured interviews were also conducted to gather informations for the study.

1.6d Consolidation of Data

The collected data has been consolidated in the form of schedules for the purpose of interpretation; tabulation and formation of master table for analysis purpose was the work done in this step. After the classification, the data have been processed (analysis) by using various statistical tools and diagrammatic illustration are given for easy understanding.

1.6e Analysis of Data

Observational designs and Ex-post-facto research design was followed in the study. The Following Tools were applied to analyse the data

a. Simple percentage Analysis: Helps to simplify the collected data, All the data collected through the Questionnaire and interview schedule was converted to percentage, one main reason is many of the tool in the statistics rely upon percentage and next when data is converted to percentage it is easy to understand and draw inference.

b. Graphic rating Scale: was helpful to judge an object in absolute terms against some specific criteria.

c. Likert-type Scale: has helped to evaluate how well a particular item discriminates between those particulars whose total score is high and those whose score is low.
Introduction and Design of the Study

d. **Measures of central tendency (Mean):** was calculated to support for the calculation of Chi-Square, Spearman’s ranking correlation and person’s ranking technique.

e. **Measures of Dispersion (Standard Deviation):** this is similar to Mean was calculated to support for the calculation of Chi-Square, Spearman’s ranking correlation and person’s ranking technique.

f. **Chi-Square:** was employed to know whether the attributes are associated with each other. All the Five services in the study were associated with the results to know the relationship.

g. **Spearman’s and Pearson’s Rank Correlation:** this tool is a measure of correlation that exists between the two sets of ranks, it is a measure based on the observation and not on the numerical values of the data.

h. **Factor Analysis:** Correlation Matrix was used to find out the degree of relationship of variables on one and each other. Principal Component Analysis and Varimax of Orthogonal Rotations Method were used to find out the Eigen values and loadings of development factors respectively. Eigen value is 1. Before using the Factor Analysis, Kaiser-Meyer-Olkin and Bartlett’s Test were used to find out the sampling adequacy.

i. **Simple Ranking:** was adopted to find out the top ranked and least ranked variable out of the list of variables this helps to find out which variable is responsible for a particular activity.

j. **Mean Score:** was used to find out the score for the factors and that score was helpful to calculate Chi-Square and other techniques.

k. **Growth Rate – Annual and Compound:** was adopted in order to analyse the growth of the school result for the past ten years.
1. **Simple Average:** In order to have an appropriate analysis the simple average was calculated for the results of school for the past ten years.

m. **Statistical Diagrams:** For diagrammatical representation of Data this tool was adopted, even a layman can understand the data if it is presented diagrammatically.

### 1.7 PILOT STUDY

The researcher made a pilot study before conducting the Final study. All the offices related to educational institutions were visited to get the secondary data. In each and every Block, Taluk, Panchayat and various educational institutions helped the researcher to get the details related to list of schools, results of the schools, population census, literacy rates, profile of each Taluks and the district as a whole and various other information’s related to teachers – salary, appointment, laws and regulations regarding education, the education structure etc. While visiting various places for data collection the researcher did not forget to make interaction with public to collect the general details like - which school is top in the areas, why is it so, what can be the reasons for joining in a particular school, reasons for dropouts so on and so forth. Best Five schools was identified in each category in both HS and HSS, selection of schools was done with the help of the 4 year results (2007-2010) given from the CEO office, information collected from the public regarding the school, and other extra goodwill the school possess based on this the **Final study** was started.
1.8 FRAMED HYPOTHESES

The following hypotheses has been framed for the purpose of the analysis

**Ho:** There is no relationship between Achievements of students and the Infrastructure facilities provided in the schools for the students.

**H₁:** There is relationship between Achievements of students and the Infrastructure facilities provided in the schools for the students.

**Ho:** There is no relationship between Achievements of students and the Co-curricular activities offered in the schools for the students.

**H₁:** There is relationship between Achievements of students and the Co-curricular activities offered in the schools for the students.

**Ho:** There is no relationship between Achievements of students and Extra-curricular activities offered in the schools for the students.

**H₁:** There is relationship between Achievements of students and Extra-curricular activities offered in the schools for the students.

**Ho:** There is no relationship between Achievements of students and Additional activities offered in the schools for the students.

**H₁:** There is relationship between Achievements of students and Additional activities offered in the schools for the students.

**Ho:** There is no relationship between Achievements of students and Recreational activities offered in the schools for the students.

**H₁:** There is relationship between Achievements of students and Recreational activities offered in the schools for the students.
1.9 FINAL STUDY

Immediately after the completion of the pilot study the best schools identified were studied. Data collection was started with the help of the Questionnaires framed. Once the data collection was over all the data were tabulated and master table was framed for easy analysis, then the variables were compared, analysed and results were drawn. Finally interpretation was made for each case.

The researcher selected all the schools (HSS and HS) both from state board (English and Tamil medium) and matriculation each from the eleven Taluks of Thirunelveli District. Primary and Secondary data was collected from the selected educational institutions and educational district offices of the three educational districts namely Tirunelveli, Cheranmahadevi and Tenkasi. Primary data were collected from Head masters, Teachers, Parents and Students of each school through Questionnaire and Interview Schedule. The reasons for being best were identified all the academic, non-academic activities, infrastructure facilities, services and drop outs were evaluated and that school was compared with the other schools of that particular Taluk and then the whole district. Conclusions, recommendations, suggestions were drawn.
1.10 LIMITATIONS OF THE STUDY

- The study services marketing of educational institutions mean only the services marketing of schools providing education at high school and higher secondary level.

- Though the study was on south part of Tamilnadu the researcher has restricted her study within Tirunelveli district only, since this district is considered as the Oxford of South India hence any findings, suggestions and recommendations can be extrapolated for other districts or regions.

- The primary data were collected through interview method which is subjected to recall bias. However, sufficient care was taken at every stage to reduce the error through cross checks.

- The schools selected for the study was limited to Government, Aided and Matriculation schools. The other schools of CBSE and ICSE schools were not taken as they are minimum and the student population is very low compared to other schools.
1.11 CHAPTER SCHEME

The chapterisation of the study has the following chapters,

- **CHAPTER I: INTRODUCTION AND DESIGN OF THE STUDY**: The First chapter deals with, Introduction, Statement of the Problem, Significance of the Study, Scope of the Study, Objectives of the Study, Methodology, Pilot Study, Framed Hypotheses, Final Study and Limitations of the Study followed by Chapter Scheme and Conclusion.

- **CHAPTER II: REVIEW OF LITERATURE**: The Second chapter encompasses a brief summary of previous research and the writings of recognised experts which provide evidence that the researcher is familiar with what are already known and with what are still unknown and untested. It has been divided into three parts such as Review of researchers, Research Gap identified and Conclusion.

- **CHAPTER III: SERVICES MARKETING AND SCHOOL EDUCATION - AN OVERVIEW**: This chapter covers the conceptual framework of Services, Services Marketing and Education in association to Services which include Education in India, Education in Tamilnadu, Education in Tirunelveli district, System of formal education, Strategies and factors determining education, Boards available for schools in Tamilnadu, School administration, Various types of school in India and so on.

- **CHAPTER IV: PROFILE OF THE STUDY AREA, SAMPLE UNITS AND RESPONDENTS**: The Fourth chapter presents the Profile of Study area (Tirunelveli district), Sample units (twenty two schools) and the Profile of Respondents (Headmasters, Teachers, Parents and Students).
CHAPTER V: MARKETING OF EDUCATIONAL SERVICES IN STUDY AREA – AN ANALYSIS: The primary and secondary data collected for the study is analysed through the application of various tools. Various services rendered under the school education, relationship with service providers and the level of achievement obtained by service receivers were analysed., this chapter is divided into four phase

- PHASE – I : Academic Services
- PHASE – II : Non-Academic Services
- PHASE – III : General Activities or Services
- PHASE – IV : Achievement of the students

CHAPTER VI: SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION: The final chapter encompasses the summary of Findings, Suggestions and the Recommendations drawn.
1.12 CONCLUSION

It is now obvious that most economies, the world over, are increasingly becoming service economies and therefore there is a need to manage services in the best possible way. Services are activities which are intangible in nature; therefore standardisation is one of the major issues in services. Service marketing is sticking with a process until one breaks through: It is commitment more than creativity. The job of practitioners and marketers is to find the processes that individuals are comfortable doing and to fit programs to them without dissipating overall strategy. This is difficult but achievable. It requires flexibility and firmness to adapt processes without compromising messages. Across-the-board consistency is achieved one professional at a time.¹⁰

One starts where he or she is allowed to begin and builds over a period of years. This resolves as well as bane of service marketing departments. They can become centralized units functioning autonomously out of view of professionals who don’t trust them. When marketers are out of sight, they are out of mind. Service marketers should remain in the line of sight of professionals they serve and attached to departments or practices where they see firsthand what works and what doesn’t. The marketing head coordinates their efforts – an easier job today, even with multi-office firms. Service marketing is like the old miner who ripped the heart out of a mountain with a pick and a mule. The miner’s secret was that he went to work every day and did the same job over and over and over.¹¹

---