Chapter 4

Literature Study and Knowledge Gap
SYNOPSIS

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LITERATURE STUDY AND KNOWLEDGE GAP

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4.1 Review of Some Relevant Research Work

The literature and research related to marketing of management institutions is not adequate qualitatively as well as quantitatively in India. Most of the research works are extremely general in nature and not specific to management institutions. Some of the investigations are related to management institute/education highlighting a few aspects of marketing but a comprehensive research work includes all the aspects of marketing of management institution in India has not been found in an integrated manner. However, extensive research work carried out by the foreign research scholars for marketing education in general or opportunities and challenges to internationalize the M.B.A education in particular are available as guideline to the research scholars.

4.2 Major Findings of The Relevant Research Work

1. Tim Mazzarol who has studied the critical success factor for international education marketing has reported the model of the factors that are critical to the establishment and maintenance of sustainable competitive advantage for education services enterprises in international markets. It draws together theories of competitive advantage developed by industrial economics and management theory, with literature relating to services marketing. The paper discusses the concepts involved and presents a model of the process involved in achieving it. The model seeks to explain the strategic decision making environment in which the education exporter operates, and the outcome ideal in achieving a competitive advantage.¹

2. Another study conducted by Tim Mazzarol; Geoffrey Norman Soutar; Michael Sim Yaw Seng entitled “The Third Wave: Future Trends In International Education” explains how the second half of the twentieth century saw the development of a global market in international education. Following the Second World War, the flow
of international students undertaking courses at all levels grew rapidly as developing countries sought to educate their populations. By the century's end, there were an estimated 1.5 million students studying internationally at the Higher Education (HE) level. Driving this market expansion was a combination of forces that both pushed the students from their countries of origin and simultaneously pulled them toward certain host nations. By the 1990s, the HE systems of many host nations (e.g. Australia, Canada, the USA, the UK and New Zealand) had become more market focused and institutions were adopting professional marketing strategies to recruit students into fee-paying programs. For many education institutions such fees had become a critical source of financing. The study suggests that the international education industry, HE administrators and managers and academic staff face very significant challenges in the next few years.²

3. Study conducted by Tim Mazzarol; Geoffrey N Soutar entitled “Push-Pull Factors Influencing International Student Destination Choice” reveals that as the competition increases in the education industry, public and private schools increasingly view students as consumers and market their institutions. This paper investigates the Internet's role in communicating educational opportunities from two perspectives: students' 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.³

4. Asunción Beerli Palacio; Gonzalo Díaz Meneses; Pedro J Pérez research entitled “The Configuration Of University Image And Its Relation With The Satisfaction Of The Students“ reveals that the work centers on the study of the image of universities, with the aims of explaining the process of image forming by means of its different components, both in its cognitive and affective dimensions and of analyzing its relationship with the students' satisfaction with the university. The results of the empirical work carried out on a representative sample of 6,775 students studying at a Spanish university demonstrate that the cognitive component of image is an
antecedent of the affective component. In turn, both of these components influence the forming of the overall image of the university. 4

5. Gabrial Hawawini who investigated on "The Future Of Business Schools". The study made by them aims to explore the future of challenges and opportunities for business schools. The study reported that in the rapidly developing markets the traditional business school model will most likely to survive, assuming that it can be scaled up successfully to meet strong but standard demand for management education. In mature country it will have to evolve to satisfy more complex environment with peculiar demands from both students and their employers.

The study revolves around the seven challenges and opportunities viz

- The effects of globalization on business education and how to respond this phenomenon.
- The shortage of highly qualified faculty and what to do to make up for the shortfall.
- The need to introduce softer skills in to the curriculum while preserving the more analytical and concept-based courses.
- The effect of information and communication technology on teaching and learning method.
- The need to achieve the financial balance and whether current or alternative funding models are sustainable.
- The need to adopt more effective governance structure and to make appropriate choices that will allow to school better to coup-up with competitive pressure, and
- The need to strengthen reputation and build up the school brand in order to secure its long term competitive position.5

6. The study conducted by Izhar Oplatka et al related to "The Research On School Marketing Current Issues And Future Directions" The research provides the
synthesis of the scholarship that has sought to expand the understanding of education marketing practices in schools.

The following are the core areas of studies

- The common themes and characteristics that emerge from research and marketing in school
- What remain underdeveloped in the characterization of the school marketing and what are the topics for future research?
- The study was based on twenty five studies identified as pertinent to the current review, the topics of marketing perception, marketing planning; marketing strategy and promotion are also discussed.

The research includes an analysis of limitation of the current research and discussing future direction for research on school marketing.

7. The article entitled "The Practice of Management Education in Australian Universities" by Rosalie Holian mainly focused on the following three broad questions

- Can management be taught or do management educators simply teach those who are or wish to become managers?
- Can management educators and scholars become effective managers?
- Can manager become effective management educators and scholars?

The roles of management educators in Australia include those employed in staff development in organizations, management consultant and academic staff in business schools and management departments of universities. The paper focuses on management education in Australia, where educators may be academic discipline experts, teachers who have come into management departments or managers who have moved into academia. They may teach management theory, explore the links between theory and practice, focus on development of assessable competencies, or all of these. Regarding current challenges facing management education are we avoiding
changes necessary in tertiary education or resisting the erosion of important educational values and standards? Considering the future of management education, both locally and globally, what part can universities play? 

8. Yehuda Baruch et al carried out the study entitled “Programming the M.B.A. Programme- the Quest for Curriculum” have reported that

- A significant aspect of an M.B.A. which distinguishes from its competitors is the content of its programme the nature of its curriculum and how it meets the needs of business life. The aim of the study is to present the result of an empirical study which explored the issue of the design of an M.B.A. curriculum.
- When evaluating the quality of business schools not only are teaching excellence and research output important, but also the curriculum and the value of its graduates to business are taken into account. 

9. The study conducted by W. Stewart Howe and Graeme Martin entitled “Internationalization Strategies for Management Education” revolves around four key areas.

- The competing rationales for the internationalization of management education.
- The related but uncertain notion of transferring best practices across borders.
- The way in which an internationalization strategy might be pursued that accommodates the interest of western business schools and those of the host countries.
- The problems that both “present” and “host country” collaborates are likely to face in setting up joint venture.

10. The article entitled “Marketing Schools and Consumer Choice” by Janet A Harvey and High Busher investigated on the concept of marketing is regarded with suspicion by many in education because of its commercial implications. Marketing is
seen as a potential tool for the application of market forces and therefore regarded as ethically undesirable. Many experts argue that the methods and ideology of commercial marketing, if properly understood and correctly applied by professionals in education, can be beneficial rather than harmful and may be imperative for scholars and colleges wishing to attract students and to offer them the most relevant provision.

11. The study conducted by Siriginidi Subba Rao on "Distance Education And The Role Of IT In India" highlighted India's efforts in raising literacy levels through distance education (DE) by utilizing various technological choices, including information technology (IT), available in the country. This article discusses the education scenario, emergence of correspondence courses/open universities, government initiatives for IT enablement of education and DE, participating institutions and technology choices available in India. It examines the preparedness of participating institutions, status of networks facilitating virtual classrooms, technological solutions, educational channels, etc., for the spreading of DE in India. The paper strongly suggests the need for digital libraries (DLs) and their integration, and the initiation of INTEND-OPENET as an exclusive network for DE. The needed policy guidelines to use IT for education are now in place in India. The backbone for developing DLs already exists. Declining prices of PCs and networking devices makes it economically feasible to use IT to deliver quality education to previously unreachable populations and to enhance the quality of education. This paper offers practical solutions for the spread of DE for policy makers and implementers, participating institutions and distance learners.

12. Anne Leeming and Yehuda Baruch conducted research entitled "The MBA as A Bridge over The Troubled Waters Of Discrimination" accepted that women managers are not catching up on their male peers with regard to seniority of position and pay. To learn more about the problem a study was conducted into the career development of MBA graduates from one of the leading UK business schools. Of the 344 alumni who took part in the study, 96 were women. The respondents came from the UK and from many nations around the world. The career development of the
graduates, their competencies and their career aspirations were compared across those
variables. Differences in performance based on discrimination due to gender were
studied. Variables of career development of the graduates, their competencies and
career aspirations were compared for women and men. The findings indicate that
studying for an MBA has a vehicle to reduce discrimination and increase self-
confidence of the individual. Results also indicate the potential value of having an
MBA in dealing with discrimination due to gender in organizations.12

13. The study on "Unlearning Gender Blindness: New Directions In Management
Education" by S. Mavin and P. Bryans argue that business and management schools
continue to operate a gender blind approach (or at best gender neutral) to management
education, management research and the development of management theory. This
echoes a pattern repeated in the practice of management, which closes down and
inhibits opportunities for management to be "done differently" and for organizations
to be different. Reflecting on the author's experiences within two business schools
and on their empirical research carried out over six years, the paper provides
substantive arguments for the authors' position relating to the masculine nature of
management; the place of academic women in management, the male dominated
processes of management education and management research and the need to place
gender on the agenda in management education. The paper concludes with a call for
an "unlearning" and a "rethinking" of gender blind management education and
provides some examples of how this might be achieved.13

14. Eddie Blass and Pauline Weight studied on "The MBA Is Dead – Part 1: God
Save the MBA!" argue that the Master of Business Administration (MBA) is
becoming increasingly publicly criticized by the likes of Mintzberg and other
management writers. Much of their criticism is based on personal experience and
opinion rather than any systematic research, and ready-made solutions are proposed
as alternatives. These papers (and its counterpart) are the result of a year of research
into the future of the MBA. Its purpose is to question whether its current market
decline is terminal or if indeed it can be resurrected. A year-long future study was
undertaken at Cranfield School of Management combining a range of traditional
research methods and samples including literature review, surveys of alumni, academics and futurists, interviews with recruiters and human resources (HR) managers, a Delphi study with international participants, and interviews and a focus group with business leaders. The results were then analyzed and combined to form the pictures developed in this article and its counterpart. The findings include – The MBA is positioned here as a qualification that is plagued by market confusion as to what it actually represents and what its value is. A pre-emptive post-mortem is carried out into the future of the MBA and the future senior manager/leader, which highlights the gap between research and practice, league tables, e-learning and attempts at internationalization as some of the causes of the current malaise. The paper also looks at how some business schools are starting to address these issues in order to maintain the MBA as a valued qualification in the management marketplace. This paper provides a comparison of MBA offerings and potential substitutes. It opens the arena of senior management education for debate by charting the future decline of the MBA, challenging business schools to make changes or witness the death of their cash-cow.14

15. Ebrahim anderee conducted research on “Structural Barriers: Redesigning Schools To Create Learning Organizations” The purpose of this paper is to focus on schools and address the structural dimensions of the organization as well as the hierarchical design of information flows between stakeholders. The paper highlights current structural barriers to create learning organizations. This paper utilizes a conceptual model. The analysis shows that the previous process and perception changes as they relate to learning are moderated by structure, and that success in building the learning organization is limited without redesign of the learning environment. Practical implications – While restructuring is not the solution by itself (although some administrators like to think so), the restructuring of the school is a moderator of all the changes occurring in the path to creating a learning organization. The paper provides a look at the barriers within schools and provides a practical agenda for action that enables the creation of learning organizations.15
16. The research "Outsourcing In Higher Education: An Empirical Examination" by Atul Gupta, S. Kanthi Herath and Nathalie C. Mikouiza measure the degree of implementation and satisfaction level with the outsourcing initiatives from higher education institutions. This research uses a survey questionnaire to measure the levels of satisfaction with the institutions' services and the questionnaire was based on six factors that are deemed significant in making a privatization decision. It was tested for validity and was then e-mailed to a total of 138 presidents and/or vice-presidents of all private and public schools in the states of Maryland, North Carolina, and Virginia in the USA. It was observed that the vast majority of institutions in all three states surveyed hold on to the concept of outsourcing according to their position in the system. The research shows that the possible motivations for outsourcing are cost savings and budgetary constraints, improvement of quality of services and staffing, lack of capability, safety concerns or liability of service, command from governing bodies, and pressure from peer institutions.

17. The study on "A Seminal Framework of Marketing Schools" by Stefan Lagrosen U and Goran Svensson provide a conceptual description and positioning of old, modern and recent marketing schools. Recent developments in marketing – such as services marketing, industrial marketing and relationship marketing – do not fit into the seminal framework of marketing schools. However, the authors have limited the discussion to the human practice of marketing and the academic discipline of marketing. In addition, the authors' focus is on marketing as part of business. The updated framework of marketing schools may assist practitioners to understand the current status of marketing by connecting to the past, and the future by revealing unexplored areas of the marketing discipline. The updated framework of marketing schools builds on and extends the seminal framework in question to incorporate the recent developments in marketing. In extension, it reveals a white spot in the research of the marketing discipline – a field of further research that may focus on a combination of economic and relational dimensions of marketing.

18. Lindsay String and Sean Ennis conducted research entitled "Mind The Gap The Relevance Of Marketing Education To Marketing Practice" The aim of this paper is
to review the debate on the purpose, focus and necessity of UK undergraduate marketing education. Assumptions in this debate are challenged by the collection and analysis of interview data from practitioners, alongside additional data from UK Higher Education Institutions (HEIs) in respect of their current marketing programmes. The results indicate that there is a large degree of commonality between the offerings at UK HEIs, and that some significant gaps between the teaching offered by the academy, and the knowledge and abilities required by practitioners do exist. The data sets have limitations of depth and scope. Further research is needed in which the details of marketing education and the requirements of marketing practice are examined more closely, and at levels other than undergraduate, and in countries other than the UK. This paper should be of interest to marketing programme managers, and also to marketing module co-coordinators as a basis on which to consider the future development of their educational practices. The collection of data about marketing modules offered by UK HEIs will be of interest to most marketing teachers.

19. The study conducted by V.K. Kumar on "Indian Management Education in Ferment" mentioned the changing context of management education, Indian business schools are reacting in a way that is more likely to cause injury to the wider interest of society, business and students. It is argued that they will have to be proactive and develop strategies to deliver educational and research services that are relevant, in demand and reflective of the best scholarship. It is also argued that one of the ways to do that is to reexamine the relationship between business and business schools. Then it is further argued that both the content and delivery of management knowledge designed to develop management skills have to undergo radical change. When the business is moving away from the disintegrated model of doing business into integrated model, how is it that business schools still offer educational and research services in a disintegrated model? This question is addressed and suggested for a change towards integration of knowledge focusing on the processes to better serve the "customer" during the era of customer orientation.

20. The research on "Measuring the Relative Efficiency of Some Indian MBA Programme-A Dea Approach" by Sreekumar and G.N Patel studied that severe
budgets cuts of government funded business schools in recent years and upcoming of many self-financed management schools in India has necessitated measuring the efficiency of these schools. This paper is an application of Data Envelopment Analysis (DEA) to calculate the relative efficiency of some Indian B-schools. The data has been taken from Outlook- C fore survey published in outlook September-2004 to illustrate the method.20

21. The research article entitled “Management Education – Present Scenario in Indian Context” by Dr. T.Ramesh and Mr. P. Sreenath reveals that management is of the most integrated, dynamic and civilized education system. The concerning aspect of management education are of high standard and yield oriented approach. AICTE which is know as highest apex body, is controlling the institution for achieving high quality with genius professionalism. The scholars and eminent personalities feel that, management education is not of specialized. The practical and result oriented attitude is missing in the system. To empower the education system many experts have suggested some points towards a dynamic mode. Management education will not suit anyone. There are specialized skills and characteristics features are required in the mindsets of people. The institution should not dilute education system by adding the identity of institutions. The programme is more effective in the mode of regular teaching and training rather than distance mode. The nature of management education must convey the ethical values and human values among the students. 21

22. The article written by Dr. Meenu Varma entitled “Quality Management Systems in B-Schools: Towards Globally Competitive Faculty in India” mentioned that every year, a large number of students graduate form Indian B-Schools. But very few Indian Companies can boast of globally competitive managers. This can partially be attributed, if not wholly, to a dearth of quality faculty. The need of the hour is quality management systems in B-Schools if India has to emerge as an economic superpower.22

recently, with the bursting of clicks as well as ethics bubbles, the credibility the business education has taken a beating. The rapid growth and proliferation of business schools, has led to the emergence of some schools having dubious quality – and business education has come under scrutiny. Outside of the US, India now trains largest number of MBAs with about 75,000 degrees annually. The Indian government has liberalized the business education market over the 1990s, resulting in a rapid growth of business schools offering programs at both undergraduate as well as graduate levels. Indian business schools have sought to replicate the US-based organizational, pedagogical, curricula, industry-interface, and academic research models, but are struggling to introduce several adaptations because of the differences in the work culture system. Therefore, it would be fruitful to investigate the challenges for enhancing the quality of business education in India. In the first section of paper, it describes a shift from a commerce-focus to management-focus in the popular business education in India. Thereafter, quality status of the contemporary business education in India is discussed. Subsequently, it discusses broad issues and challenges. Finally, research implications for the academic quality dialogue are highlighted. 23

24. The article written by Rajesh.S.Modi and Raju Rathod entitled “New Version of Education: Seed of Development” is mainly focused to address the key issues of current education system and how a new version of education can address the problems and bring a quality improvement in education, which is considered, to be a seed of development. The impact of liberalization, globalization and privatization and decentralization has thrown up new challenges in India, not only for business houses, agriculture, banking, insurance but also for education. However, our system of imparting education makes the students bore. Our students do not understand the applicability of the theoretical inputs. Certainly, the defect lies in the system and not in the students. We have many engineers, technocrats and management graduates but India is still a developing country. Western education put equal emphasis on practical exposure and there by students enquire both the power of learning and the power of execution. We have to go beyond this benchmark and come out with full proof education system, which not only sharpen the intellect but also brings balance and all
round development of our students. In order to make a country a developed nation we must improve the quality of our Human Resources. Right kind of education can only develop such type of Human Resource.24

25. Prof Pankaj Chandra of IIM-A written a paper on “Elements of World Class Management School” delineates the best practices that are commonly followed by world class management schools in their governance and pursuit of scholarly activities. It tries to highlight the processes required to become a world class institution and draws implication for school in India that aspire to become world class. This paper is based on visit to a number of such schools around the world and discussion with faculty and administrators at these schools. It also discusses issues like autonomy, research, governance, compensation and financial independence which are critical for academic development of institutions in India.25

26. The research paper entitled “Management Education and Case Method as a Pedagogy” by Arunkumar Jain, attempts on the use of case studies in management education is now universal and ubiquitous. So much so, this pedagogy is now taken for granted by the B-Schools. With ready availability of instructor accessories such as test banks, case teaching notes, and slides, instructors often miss out on the philosophical and scientific foundations of this important teaching pedagogy. They continue to emphasize the rational strategic analysis dimensions of case studies and end up in making the session a ‘do-it-yourself’ programmable kit. This paper argues that case methodology is highly context-specific in terms of effectiveness; therefore, the instructors must be careful about the choice and age of the case, keep in perspective the participants’ (students’) profiles, their background, and the lessons (conceptualizations) sought to be realized. This paper also highlights the second curve in the life of a typical MBA student and the process of his becoming a T-shaped knowledge-owner and a problem-solver. Later, through a matrix framework, the author brings forth the nature of problems faced by the managers. It is illustrated that unlike engineering solutions where usually there is one right way of doing things and the outcomes are fairly predictable, in strategic management cases, the problem complexity is often enormous and solutions could be multiple without a priori (or
even post-priori) categorical answer about the correct course of decision and action. This paper essentially deals with the following issues of case study method:

- Foundational, philosophical, and scientific bases of case method as a pedagogical tool, and
- The need for instructors to be sensitive to the possibility of using case method with a good mixture of theoretical conceptualizations and lectures for arriving at inductive or deductive frameworks and heuristics.

The author shows how the case methodology seeks to overcome the limitations of the lecture method where one 'guru' comes and delivers 'known' knowledge in a highly structured format. In an ever-evolving dynamic scenario, it is important that the students develop heuristics and algorithmic capabilities (that is being 'approximately right') by thinking through the problem complexity and the likely impact of a managerial decision on a variety of forces in the near medium and long-terms. The focus, thus, must not only be on the analysis of the content of strategy, but also on the underlying strategy-making processes. This ought to be clarified to the students of management that there are seldom situations in the corporate and public contexts that can be neatly-summed up in standard answers. The author argues that a case method class is a mission on creativity where many perspectives and backgrounds cross each other to produce a mix of strategic and innovative ideas. The role of case instructors ought to be to help students appreciate various viewpoints, harness the workable ideas, and then arrive at a common solution. This paper closes with the following recommendations:

- Case instructors must act like ideas- and perspectives-brokers and harnessers rather than imposing their own views in the classroom, and
- Sessions could be a great fun and learning experiences for all if, with prior preparation, instructors can bring forth examples\textsuperscript{26}
4.3 The Knowledge Gap

The literature review clearly shows research on role of any P in isolation with respect to management institutes but no single component and research convey any meaning in enhancement of the performance of management institute in India. There is a sufficient scope for research in the area of seven Ps of marketing of management institutes with respect to type and category of the management institutes. Type includes self-financed and grant-in-aid and category includes ‘A’, ‘B’ and ‘C’ in consonance with COSMOD model.

No research scholar has done such work covering seven Ps of service marketing vis-à-vis type and category of institutes. It is significant to develop relationship of various components of seven Ps with respect to type and categories of management institutes in India.

From the literature overview made, it can be stated that there is no specific investigation made on all the components of marketing practices for management institutes with respect to India.

The research made by the foreign authors mostly revolves around

1. How to develop the competitive advantage for educational service enterprise in international markets?
2. Future opportunities and challenges for educational industry. But how the B-Schools practices market to take the advantages of future challenges and opportunities has not been addressed.
3. The role of universities in management education and how to bring differentiation through innovative curriculum. and
4. Internationalization of management education and also raise question on “marketing is ethically desirable in education”?

In India business magazines like India Today, Business World, Outlook, Indian Management, Dalal Street, and Business Today conduct market survey to rank the
institutes. The ranking of the B-Schools reveals the hardware and software aspect of the B-Schools. The following parameters have been considered while ranking the B-Schools

- Academic Facility
- Academic Expenditure
- Faculty.
- Programmes.
- Admission.
- Programme Delivery.
- Placement.
- Industry Interface.
- Networking.
- Ph.D Produced.
- Faculty Publication.

But how the B-Schools market their institutions with reference to seven P’s of service marketing – Product, Price, Place, Promotion, Physical Infrastructure, Process and People has not been addressed comprehensively.

Moreover, the structure of the institute also plays an important role in marketing of the institute. Self financed institutions are not funded by the government and they have to depend upon the fee and non-fee income. Secondly the numbers of self financed institutions are more in number and they are increasing which make them to thinks in terms of business. Therefore, the practices and the perception of self financed and grant in aid with respect to marketing of their institutes need to be studied. To improve their performance of the components in which they have been found weaker relatively in their marketing efforts.
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