CHAPTER V
DISCUSSION AND CONCLUSION

“In this chapter, a summary of the study and the findings in relation to the literature reviewed is briefly discussed. The chapter is concluded with scope for further study and conclusion.”

5.1 INTRODUCTION

This study is based upon the data and evidence collected from 342 faculty members from 52 MBA colleges of Tamilnadu as a representative to the universe of 445 Management institutions. The research design comprises of examining the factors influencing Employee Branding in MBA institutions in Tamilnadu and also to find out the ways to build Employee Branding for MBA institutions in Tamilnadu. It also examines the influence on various dimensions of Employee branding of MBA institutions by the age, gender, experience, income of the respondents, designation, age of the department and the constitution of the college. It also helps to find out the influence on various dimensions of Employee brand Building of MBA institutions by the age, gender, experience, monthly income of the respondents, designation, age of the department and constitution of the college. It studies the significance in relationship between the dimensions of Employee branding and those of Employee brand Building and the inter relationship among the dimensions of Employee brand Building. It also studies the influence of Employee branding dimensions on Employee Brand rating and the Employee brand Building
dimensions on Employee brand rating. To analyse the data the following statistical tools were felt appropriate to be used, to get pertinent results: Percentage Analysis; Correlation; Multiple Regression; Independent Sample ‘t’ test and One–way ANOVA.

Following are some of the important findings derived out of the research:

5.1.1 Sample Profile

- The demographic variables such as gender, age, experience of the respondents, monthly income, designation, age of the MBA Institution and the constitution of the college are analysed with the help of percentage analysis. The analytical results of the data collected from the faculty members of MBA Institutions reveal that a majority of the respondents are female faculty members and they dominate the survey. Three fourth of the respondents are up to the age of 50 years, with nearly one fourth of the respondents having high teaching experience. Moreover nearly 90% of the respondents earn below Rs 50,000 per month. A majority of the faculty members are Assistant Professors. A majority of the MBA Institutions surveyed are newly started as they are less than 10 years old and nearly two thirds of the faculty members are employed in self-financing colleges.

5.1.2 Factors Influencing Employee Branding

- The dimensions identified by the Researcher show that the variables related to the study, from the review of literature for the factors influencing Employee branding are: Communication, Recruitment and Selection, Motivation, Management Contribution, Rewards and Recognition, Training & Development, Performance Evaluation and Work Environment. The dimensions identified by the Researcher for the Employee brand Building are: Institutional Culture, Brand
Correlation is used to study the extent of relationship between the Employee branding dimensions and Employee brand Building dimensions. As the significant value among the above 14 dimensions is less than 0.05, the correlation is considered to be significant. Positive correlation between Communication and Institutional Culture implies the soundness of the Educational Institutions in the process of Employee Branding. The positive relationship between Recruitment and Selection and Brand Knowledge enables the Institution to transform their brand vision into brand reality. The significant value between Motivation and Brand Knowledge fosters the success of the Institution. Correlation between Management contribution and Brand Internalization shows that the Educational Institutions play a crucial role in making the employees live the brand. The positive relationship between Rewards & Recognition and Employee Commitment & Loyalty implies that there is reduced absenteeism, turnover and higher employee productivity. The positive relationship between Rewards & Recognition and Brand Internalization portrays that the employees are the Brand ambassadors of the Institution. The significant value between Training & Development and Brand Equity depicts that the training programmes inculcate Employee Brand values. A positive correlation between Performance Evaluation and Employee Commitment & Loyalty shows that Employee Commitment and loyalty towards the institution is positively influenced by the performance evaluation mechanism adopted by the Institution. Correlation between Work Environment and Institutional Culture implies that the work environment has a great impact on organisational culture in Higher Educational Institutions. Thus there is a perfect correlation between the different dimensions of Employee...
Branding and Employee Brand Building and they are more suitable to be employed in Higher Educational Institutions.

- Multiple regression is computed to find out the Employee Brand rating on factors influencing Employee Branding dimensions and reveals the fact that more than forty-eight percent of variance exists in the dimensions of factors influencing Employee Branding. It corroborates the fact that the dimensions analysed are highly accurate for implementation. Among all the dimensions of factors influencing Employee Branding, Communication has significant influence towards Employee Branding. It reveals the fact that if there is an increase of one unit in Communication, the Employee Brand value of the institution will be increased by 0.164. Similarly increase of one unit in Management contribution creates an increase of 0.141 in the employee brand value of the institution. Likewise one unit increase in Performance Evaluation will pave the way for 0.135 increase in the Employee Brand value of the institution. In the same way, if there is an increase in Motivation by one unit, it will lead to 0.121 increase in the employee brand value of the institution. It also reveals the fact that an increase of one unit in Recruitment and Selection will lead to increase of 0.121 in the Employee Brand value of the institution.

On the contrary, it reveals that the Working Environment dimension has a negative influence, thus explaining the fact that an increase of one unit in Working Environment will lead to a decrease of 0.080 in the Employee Brand value of the institution. In the same way if there is an increase in Training and Development by one unit, it will lead to 0.061 decrease in the Employee Brand value of the institution. Likewise one unit increase in Rewards and Recognition will pave way for 0.040 decrease in the Employee Brand value of the institution.
While analysing the influence of the gender of the respondents on each dimension of Employee Building, it has been observed that all the dimensions of factors influencing Employee branding, except the Management Contribution dimension, has no relationship with the gender of the respondents. Thus it corroborates the fact that the male and female respondents have different opinion towards Management Contribution. But the dimensions of Communication, Recruitment and Selection, Motivation, Rewards and Recognition, Training & Development, Performance Evaluation and Work Environment have no impact on factors influencing Employee branding.

While analysing the opinion of sample respondents about the age of the respondents and the Employee branding dimensions, it has been found that the age of the respondents do not have a significant relationship with dimensions of Motivation, Rewards and Recognition, and Training and Development. However the age of the respondents have a significant effect at 0.05 level and also have a significant relationship with the F value of Communication, Recruitment and Selection, Management Contribution, Performance Evaluation and Work Environment. As the majority of dimensions have significant relationship, the null hypothesis is rejected and it is concluded that the age of the respondents has significant impact on Employee branding dimensions. The Mean score of the respondents shows that those who are below 30 years are more influenced than the other age groups.

While analysing the opinion of sample respondents about the experience of the respondents and the Employee branding dimensions, it has been found that, the experience of the respondents does not influence the opinion regarding the dimensions such as Communication, Recruitment and Selection, Motivation, Rewards and Recognition, Training and Development, Performance Evaluation and Work Environment, except the Management Contribution dimension.
So the experience of the respondents has no impact on Employee branding dimensions and the null hypothesis is accepted.

➢ While analysing the differences between the income of the respondents and the Employee branding dimensions, it has been inferred that the income of the respondents has no impact on Employee Branding dimensions.

➢ While analysing the differences between the designation of the respondents and the Employee branding dimensions, it has been observed that the designation of the respondents has no impact on Employee Branding dimensions.

➢ While analysing the differences between the age of the MBA department and the dimensions of Employee branding, it has been found that, the age of the department have a significant effect with the Management Contribution alone. Hence the age of the MBA department has no significant impact on all other Employee branding dimensions, except Management Contribution.

➢ While analysing the differences for each dimension across the Constitution of the college, it is inferred that the constitution of the college has no significant difference with all the dimensions of factors influencing Employee Branding.

5.1.3 Employee Brand Building

➢ The dimensions identified by the Researcher showing the variables related to the study from the review of literature for Employee Brand Building are: Institutional Culture, Brand Knowledge, Brand Internalization, Employee Loyalty and Commitment, Brand Equity and Employee Satisfaction.

➢ Correlation is used to study the extent of relationship among the Employee brand Building dimensions of Institutional Culture, Brand Knowledge, Brand Internalization, Employee Loyalty and Commitment, Brand Equity and Employee Satisfaction. As the
significant value between (i) Institutional Culture and Brand Knowledge (ii) Brand Knowledge and Brand Internalization (iii) Brand Internalization and Employee Loyalty & Commitment (iv) Employee Loyalty & Commitment and Brand Equity (v) Brand Equity and Employee Satisfaction (vi) Employee Satisfaction and Institutional Culture is less than 0.05, the correlation is considered to be significant. Thus there is a significant correlation between the different dimensions of Employee Brand Building and they are more suitable to be employed in Higher Educational Institutions.

- Multiple regression is computed to find out the influence of Employee Brand building dimensions on Employee Brand rating for Higher Educational Institutions and it reveals the fact that more than forty-two percent of variance exists in the Employee Brand Building dimensions. It corroborates the fact that the model analysed is highly accurate for implementation. Among all the dimensions of Brand Building, Employee satisfaction has got significant influence towards Employee brand Building. It reveals the fact that if there is an increase of one unit in Employee satisfaction, the Employee brand Building of the employee will be increased by 0.954. In the same way if there is an increase in Brand Internalization by one unit, it will lead to 0.337 increases in the Employee Brand Building. Likewise one unit increase in Brand Knowledge will pave the way for 0.322 increase in the Employee Brand Building of the employees. Similarly an increase of one unit in Brand Equity creates an increase of 0.255 in the Employee Brand Building. Similarly an increase of one unit in Institutional Culture creates an increase of 0.236 in the Employee Brand Building.

- While analysing the influence of the gender of the respondents across each dimension of Employee Brand Building of MBA Institutions, the results show that the gender of the respondents does not reveal any change in dimensions such as Institutional Culture, Brand Knowledge,
Brand Internalization and Brand Equity. So the gender of the respondents has no significant impact on Employee brand Building dimensions.

- While analysing the difference between the ages of the respondents across each dimension of Employee Brand Building, it has been found that the age of the respondents does not reveal any significant difference with respect to the dimensions such as Brand Internalization, Brand Equity and Brand Knowledge. But the age of the respondents have significant difference with the respect to dimensions of Institutional Culture, Employee Commitment & Loyalty and Employee Satisfaction.

- While analysing the differences between the experience of the respondents across the dimensions of Employee brand Building, the results reveal that all the dimensions such as Institutional Culture, Brand Knowledge, Brand Internalization, Employee Loyalty & Commitment, Brand Equity and Employee Satisfaction do not reveal any significant difference with respect to the experience of the respondents. Hence the experience of the respondents has no significant impact on Employee brand Building dimensions.

- While analysing the significant differences between the income of the respondents across the dimensions of Employee Brand Building, it is inferred that the income of the respondents does not reveal any significant difference with each and every statement or variable in all the dimensions of Employee Brand Building. So the null hypothesis is accepted and the income of the respondents has no significant impact on Employee brand Building.

- An interesting fact revealed is that no differences exist in the opinion of the respondents of different designations with each and every variable in all the dimensions of Employee brand Building.

- It is also inferred that the age of the MBA departments do not have effect on all the dimensions of Employee brand Building and hence
the age of the department has no significant impact on Employee brand Building dimensions.

- Finally when the analysis was made to find out the significant differences between the Constitution of college across each dimension of Employee Brand Building of MBA Institutions, the results reveal that the dimensions such as Institutional Culture, Brand Knowledge, Brand Internalization, Employee Loyalty & Commitment, Brand Equity and Employee Satisfaction have no significant impact on Employee brand Building dimensions.

5.2 SUMMARY OF THE STUDY

Employee Branding, a relatively new approach, enables the organisations to focus on its vision, mission and values. In today’s competitive environment, Educational Institutions continue in their struggle to carve out their competitive niche in the market place. The creation of a strong brand and the deliverance of perceived service quality are premised by employees’ ability to deliver on customer expectations. So the adoption of employee brand building initiatives, directed at employees, by implementing certain influencing factors and bringing the brand to life, is advocated in this study. The strategies influencing and sustaining Employee branding initiatives through Employee brand Building are analysed.

The hypothesis framed to study the significance in relationship between the dimensions of Employee branding and those of Employee brand Building, and the inter relationship among the dimensions of Employee brand Building have been proved through’ test. It is found that there a is relationship between and among all the fourteen dimensions.

In the demographic variables, respondents of different age groups alone have a significant impact on Employee branding and Employee brand Building dimensions. However the respondents of different genders, experience, income,
designation, department age and constitution of the college have no impact on Employee branding and Employee brand Building dimensions.

The result of the Multiple Regression shows that Communication, Motivation, Performance Evaluation, Management Contribution and Recruitment & Selection as in the order, are significant components of factors influencing Employee branding. And the result of the Multiple Regression of Employee brand Building dimensions shows that Employee Satisfaction, Brand Knowledge, Institutional Culture, Brand Equity, Brand Internalization and Employee Loyalty & Commitment as in the order, are significant components of Employee brand Building dimensions.

5.3 DISCUSSION

Here the findings presented have been discussed in conjunction with support from the theory presented in the literature review chapter. The influential aspects of Employee branding are first discussed. Following this, the Employee brand Building model in Higher Educational Institutions is discussed.

- Factors influencing Employee branding

The researcher has established from the findings that Communication is an important dimension, influencing the employees of Higher Educational Institutions. It was suggested by James (2000), Mitchell (2002) and Beagrie (2003) that employees needed to be made aware of the vision and values through proper communication. A.Mitchell (2002) David Horrigan and Peter Juskiw (2010) offer insight into corporate culture, employee values and internal communication processes, to provide the employees with an understanding of shared values and group success. Findings from the present research study indicate that there is consistency of both internal and external targeted communications generated within the system to allow the faculty members of MBA Institutions to get aligned with the Institutional mission and values.
leading to Employee branding. This tool of communication is not only useful for conveyance of the organisation’s mission to faculty members, but also useful in the re-enforcement of these principles.

Next, Motivation of the faculty members has been identified as another important factor influencing the growth of Employee branding. S. Beagrie(2003), G. Boyd and M. Sutherland(2006), Ralf Wilden, Siegfried Gudergan and Ian Lings (2006) and Ahmed Hamed Hamada (2010) confirm in their findings that, motivation is one among the several drivers of Employee Brand Equity and helps to change the employees behaviors and thinking to achieve the organisational goals. The findings reveal that the faculty members are talking optimistically about the future of their Institutional brand, as their Institution encourages the faculty members to take on new responsibilities within their capabilities, and are encouraged to approach the management with their work-related concerns and suggestions.

Performance Evaluation was identified as another important dimension influencing Employee branding in MBA Institutions. M. Armstrong (2000), J.Mullich, Noe, Hollenbeck, Gehart and Wright (2003), Mullich(2003), Boyd and Sutherland(2006), and Philpott and Sheppard(2000) propose that employees must behave in a way that is representative of their company’s brand, values and culture and they must be evaluated, rated and given feedback on how they have performed against their goals and the company’s goals. Findings from the study also reveal that Employee branding has influenced the attitude of the employees towards the Institutional brand and their work performance. The faculty members play a pivotal role in Employee branding, as their Institution evaluates their performance and gives them due recognition, which helps them to make best possible returns. Thus when the Employees are evaluated, rated and given due feedback on how they have performed against their goals and Institutional goals, they get aligned with Institutional vision and mission.
The role of Management Contribution is another dimension of factors influencing Employee branding in MBA Institutions. F. Mahnert Kai and Torres M. Ann (2007), T.W. Aurand, L. Gorchels and T.R. Bishop (2005), and Asha Binu Raj and Dr. P. Jyothi (2011) had postulated that the successful promotion of the employee branding doctrine is dependent on the management and HR initiatives. The research findings also portrays that management support is considered essential for successful employee outcomes through internal marketing programmes like in-room group training, tertiary or vocational courses or mentoring and coaching by senior employees, as the management internalize the Institution’s mission and values. They also assist the faculty members in knowing how the mission and vision are relevant to the responsibilities they undertake.

The next dimension of factors influencing Employee branding in MBA Institutions is the Recruitment and Selection policies. Evidence from D. Carey (2007), Nina MacLaverty, Patricia McQillan and Hugh oddle (2007) and F. Mahnert Kai and Torres M. Ann(2007) provides a summary of Internal Branding tools and techniques, which includes Recruitment and Selection practice as one of the factors of successful Internal Branding. The findings of the study reveals that the MBA Institutions are concerned with hiring people with the right attitude because attitudes are more difficult to change, whilst skills can always be taught. During the Recruitment & Selection process, they are clearly introduced to the Institutional values and culture, turning them to be the positive advocates of the Institution. Experienced faculty members are considered in the selection process as they assist in conveying the Institutional brand values to the newly appointed faculty members and the students.

Next, the Work Environment has been identified as another important factor that showed a negative impact on factors influencing Employee branding amongst the faculty members. Ahmed Hamed Hamada (2010), Dr. Ceridwyn King and Dr. Debra Grace (2009) and Ralf Wilden, Siegfried Gudergan and Ian Lings (2006) confirm in their findings that Work Environment is one among the several drivers of Employee Brand Equity. But the findings show that the
working environment was not a key factor in making the employees to live the brand of the organisation. The employees expect a well equipped and sophisticated environment to improve their teaching experience.

While discussing the factors influencing Employee branding in MBA Institutions the employees rarely mentioned the Training and Development schemes. Regarding the Training and Development, John Hoover (2004), Bill Faust and Beverly Bethege(2003), Nadler L, John Wiley and Sons Ed (1984) and Elwood F. Holton II, W. James, Jr. Trott (1996) in their paper work recommend the employees to undertake a higher level of work, organized learning over a given period of time through proper training and development to exhibit the on-brand behavior in the work place. The findings provided that, a very structured, systematic and procedural approach to knowledge building is adopted, ensuring that employees have the necessary skills to satisfactorily perform their roles. These training initiatives are seen as a means by which Educational Institutions can increase the consistency of the service provided, thereby increasing their control over the service imparted by the faculty members, which has a negative impact on employees.

In addition, when discussing the key tools to engender the on-brand behaviour, the employees rarely mentioned the Reward mechanisms and Recognition schemes. The findings of Ralf Wilden, Siegfried Gudergan, Ian Lings(2006), Boyd and M. Sutherland (2006), D.Blumenthal (2003) and Sharon Groom, Nina MacLaverty, Patricia McQillan and Hugh Oddle (2008) exhibit that, to ensure that the employees can enact brand values to fulfill the brand promise, the managements have to put an additional effort on their reward mechanism. The research findings also reveal that the pay mechanism is another powerful tool for aligning employee interest with the Institutional goals. The depth interviews during pilot study suggested that the reward and recognition system in their Institutions was established to induce their loyalty and commitment rather than attempting to directly influence their behaviour. This is an area that needs to be explored further in future studies.
Thus the perception of the researcher towards Work Environment, Training and Development schemes and Reward mechanisms and Recognition schemes are congruent with the previous research. Summing up, the study underlines the significant factors influencing Employee branding in MBA Institutions. This suggests a considerable need for the coordination of Marketing and HR activities within an Educational Institution to establish and reinforce the alignment of employees' behaviour with the Institution brand image and values.

- **Employee brand Building**

  The Employee brand Building model for Higher Educational Institutions framed by the researcher has been discussed with the findings of authors stated in the review of literature.

  Culture has also been defined by several authors, (e.g. Clark 2006, Chandler 1998, Barry 2000, Kornberger 2010), in a much concrete and simple manner, “the way things are done here”. The findings of the researcher shows that Employee brand Building strategy has been made possible by the MBA Institutions, by making a wide comprehension of the Institutional culture followed in the organisation, with regard to the work experiences of candidates, the drivers of talent, external perspectives of the organisation, vision of the organisation, the leadership issues and also the management practices. Strong Institutional culture enables the employees to play a great role in building the Institutional image and values.

  Corace (2007), Schappe (1996), Keller (1998) and Berry (2000), Miles & Mangold (2004) have stated that the key to employees being able to deliver the brand promise is Brand Knowledge. Individuals, who recall information about a brand, will ultimately influence their consumption behavior as well as brand-related decisions. The researcher in his findings states that the institutional messages are cautiously planned and designed and internalized in employees, so that the faculty members understand what their Institutional brand stands for. Regular staff club meetings, workshops, seminars and
conferences inculcating the Institutional values facilitate the faculty members to have more brand knowledge and internalize the Institutional brand values.

Joseph (1996), Reardon & Enis (1990), Simoes (2005), Meyer & Allen (1997), Wiener (1982) postulate that by involving employees in the nurturing and caring of the brand, this Brand Internalization process begins. When the messages are consistent and credible, the employees fulfill the explicit and implicit promises inherent in the brand name and organisational image. In the research work as the faculty members find the Institutional brand image and values to be realistic, their values towards the Institution also changed, which have converted them to be the brand ambassadors of the institutions with loyalty and commitment. This internalization of the brand is the most important driver of Employee brand Equity.

Larsen (2003), Fuller, Barnett, Hester & Relyea (2003), Garbarino and Johnson (1999), Mitchell (2002) and Boyd & Sutherland (2006) believe that organisations that try to achieve employee Loyalty & Commitment, need to create an emotional connection with employees to make the brand come alive and persuade them to align their values and behaviors with that of the company’s brand. Providing a conducive environment, appreciation, incentives and engaging employees within the organisation influences their willingness to exert extra effort towards reaching the brand goals. The findings of the study reveal that, as the employees started living the brand, they represent the Institutional brand, values and culture. They spend a great deal of time and energy to equip themselves, so as to reflect the brand’s core values. Thus loyal employees are likely to engage in brand championship, leading to Employee brand equity.

Keller (2003), Banumgarth and Schmidt (2009), Vogel Evanschitzky and Ramaseshan (2008), Taylor (2004) and Papasolomou and Vrontis (2006) state that organisations with higher Brand Equity will exhibit characteristics such as higher brand loyalty, name awareness, perceived quality, strong brand associations and credibility. In this research the findings shows that Employee brand equity is characterized by brand citizenship behavior, positive employee
word of mouth and intention to stay within the organisation. The faculty members recommend their Institution to their friends and relatives, thus presenting a positive image of the Institution. They also present their suggestions to the management for the improvement of brand performance. Thus the Employee brand equity can either be built or destroyed by employee behavior, which deserves the serious attention of the management and their efforts.

Spector (1997), Mayer, Stanley, Herscovitch and Topolnitzky (2002) and Boselie and Van der Wiele (2002) infer that Employee Satisfaction is associated with better job performance, lower absenteeism, higher organisational citizenship, greater organisational commitment and loyalty, lower intention to leave, lower turnover and better safety. The researcher found that as the employees of MBA Institutions are made to realize that they are the important constituent of the service brand and are ultimately responsible for delivering its promise, they are more committed and responsible and are ready to face challenging tasks every day. They are more satisfied with the Institutional policies and practices, which reduces absenteeism and employee attrition rates.

These six dimensions give a base for Employee brand Building. It gives insight into what an Educational Institution must take into account in order to urge the employees to take the brand in, live it and eventually transmitting it to the end user. With employee branding, the Higher Educational Institution can position the organisation in the minds of customers, employees, and other stakeholders of the Institution.
5.4 IMPLICATIONS OF THE RESEARCH TO HIGHER EDUCATIONAL INSTITUTIONS AND SOCIETY

The messages conveyed by Higher Educational Institutions’ should be carefully thought out and planned in much the same way as mission and vision statements are thought out and planned. The Institutional messages should reflect the organisation’s mission and values. Messages directed towards external constituencies must be in line with the messages sent to employees i.e. messages directed toward external constituencies should be sent internally as well. The Institution should internalize their mission and values thereby helping the employees to understand how the mission and values pertain to their roles in their organisation. This should enable them to articulate messages more effectively so that they consistently and frequently reflect the brand and organisational image. The design of recruitment and selection systems as well as the compensation system should incorporate messages that consistently and frequently reflect the brand and organisational image. Advertising and public relations systems should also communicate messages that reflect the brand and Institutional image. Performance management systems should address inconsistencies between practices and policies to minimize violations of employees’ psychological contracts. The Institution should create an environment of growth. It should encourage employees to take on new responsibilities within their capabilities. The employees should be given opportunities to expand their capabilities through education and training. Training and development systems should help all the employees. The employees should be encouraged to approach the management with their work-related concerns and suggestions. The management should share their authority and give the employees latitude in solving problems and in performing their tasks. They can share the planning and include the employees who are responsible for meeting objectives and goals in the process of developing them. The Higher Educational Institutions should lead by example. It is not what you say or believe. It is about what you do.
5.5 DIRECTIONS FOR FURTHER RESEARCH

Having reviewed the literature related to Employee branding or Internal branding or Internal Marketing in product or service industries, several directions for further research is possible. The current research has been carried out in order to give significant contributions from both theoretical and practical point of view, as described below:

First, the dimensions which have been taken into consideration for Employee Branding are only for the faculty members of MBA Institutions. Hence further research can be conducted from the point of the stakeholders of the Institutions such as the Parents, Students, Alumni and Industries.

Secondly, this study has been undertaken in AICTE approved MBA colleges in Tamilnadu. Hence further research can be extended to other states in India and to other programmes in Educational Institutions.

Thirdly, this study can serve as a starting point for future analysis such as Impacts of Employee Branding on customers who give meaning to a brand-the company or the consumers, economic benefits from a branded workforce, how to create employee loyalty, how to implement an effective communication and feedback system in Educational Institutions, Operationalizing Employee Branding metrics in relation to performance management. Focused research can be carried out with HR managers, marketing managers, branding experts and the like.

Fourthly, as the data were collected from only one culture, the extent to which these findings can be extended to other states or countries is questionable. National and International cultural differences may influence Employee Branding and Employee Brand Building in the educational context. Thus, generalizations to other cultures may be limited, and future researchers can examine this model in other cultural contexts.
5.6 CONCLUSION

From the study, one can understand the role of Employee Branding in the global economic slowdown. Employees are the central core element of any growing organisation. For almost three decades in India, the employees were not given their due share in the growth of organisation, both in monetary and developmental terms. If this is the case in the manufacturing and services sectors, it goes without saying that Education Industry has not been treating their employees in the right way. Industries taught that they can develop branding only through external communication and they forgot to understand, all communications should have a strong back-in support. From review of literatures it is known that the back-in support is given by ‘Employees of the organisation’. But unfortunately, employees were not aware of the branding of the organisation. If Educational Institutions want to withstand the competition from either internal or foreign countries, the only way out is to create a brand for the institution. From discussed earlier, this created brand has to be supported by a strong branded faculty team. This study has tried to shed light on some variables which should have been important variables for Employee Branding in Educational Institutions. We all accept now that branding is not a onetime and overnight exercise. It needs continuous nourishment and care. Otherwise these Educational Institutions are not going to make the stakeholders to feel the brand for the Institutional growth. The important stakeholders of the Educational Institutions are their faculty members. They bridge the gap between the students, parents and the management. If these faculty members are clearly aware of the brand and feel the brand, then that will help the Educational Institutions to sustain and promote the brand.