Study of factors affecting an Educational Brand in Chhattisgarh

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Abstract

Introduction: The present status of Indian education system commanded awe and respect in the ancient world. Important seats of learning like Nalanda and Takshashila attracted the best students and academics from across the globe. Unfortunately, over a period of time, our education system lost its global competitiveness.

Discussion: Today stressed the need to arrest the declining standards of education in the country and sought quality improvement by engaging focused attention of academic leaders, policy makers and other stakeholders to this end. Education is one amount the necessary service of human beings, whenever we buy a single product / service we do lots of research and may be brand is one of the factors which distinguishes one product to other product.

Methodology: The objective of study is to analyze how various factors has influences on the decision of students in selecting educational brand. For details study, the questionnaire was developed and all the factors which can affect the selection decision of educational brand. The study was undertaken with sample of 294 students.

Conclusion: However, establishing an educational brand there are various factors like quality, reposting, well balanced communication, being first, long term prospective, internal marketing etc.

Keywords: Educational Brand, brand equity, higher education, internal branding, value of brand, university brand

Introduction :

Education branding worldwide is still largely at the stage of differentiation, which is based on self-defined sets of attributes and benefits. Universities in India are still striving to establish their own differentiated value proposition. Currently they are focusing more on functional attributes – which are 'parity points' rather than 'differentiators', but they need to uncover the intangible attributes on which they can position themselves. In a global market where functionally similar products and services are available from a wide range of suppliers, the 'brand name' has become an important differentiating tool, as it offers promise of value and quality to consumers (Kartono & Rao, 2008). Strong brands help consumers cut through the proliferation of choices available in product and service categories.

The goal of brand building in educational institutions is to create awareness in the minds of target audiences and focus on the intersection of the institution's core values and the

expectations of target audience. Branding is about finding the sweet spot between what the institution is and what their audience wants (Sevier & Sickler, 2004). Parameswaran and Glowacka (1995) in their study of university image conclude that higher education institutions need to maintain or develop a distinct image to create an advantage in an increasingly competitive market. It is this image that will impact students' willingness to apply to that institution for enrolment or for other research and developmental activities. The image portrayed by the institution of higher education plays a critical role in the attitudes of the institution's publics toward that institution (Yavas & Shemwell, 1996).

In today's complex and highly competitive marketplace, universities are turning to branding as a solution in dealing with global challenges. Topor (2005) suggests that universities need to build reputation, which can be done by enhancing brand equity and goodwill. Brand equity measures the value of the brand. However, the concept has been less explored in the service sector, especially in higher education (Mourad, Ennew, & Kortam, 2010).

Purpose / Objective of the study :
The purpose of this study is to contribute toward brand equity literature adopting a descriptive approach to empirically measure the customer-based brand equity of private universities in Chhattisgarh. Specifically, the study at identifying the key antecedents and consequences that could be hypothesized in the prediction of customer-based brand equity after controlling for mediators. Therefore, the present study aims at empirically examining two issues:
1. Various factors to establishing educational brand
2. What parameter students / parents selection while choosing the UG / PG courses.

Discussion:
The research instrument consists of structured questionnaire which was prepared on the basis of the literature survey. The objectives of the study were kept in mind and also the coverage of the secondary data analysis. An attempt was made to cover all the variables linked to influence and the respondents were required to indicate their level of involvement. The words were reduced to be simple, precise and direct and related to the topic keeping in mind the respondents in particular. It was assured that they would not face problem in understanding the questions and thus provided clear unambiguous responses.
The structure of subjects and questions in the questionnaire were in chronological order and broadly organized in to various sections, which are as follows;
➢ The *first* section of the questionnaire contained questions on demographics and was necessary to generate the profile of the sample.
➢ The *second* section of questions in the research instrument dealt with brand equity measurement parameters..
Since separate questionnaires were administered to respondents, there were independent responses to the same questions.

Methodology:

The researcher has collected the data for the comparative income profile of various respondents. it is indicated in the table below.

Comparative Income Profile

Income Age	Respondents	
	No	%
0-2 lakh	88	30
2-4 lakh	53	18
4-6 lakh	91	31
6-8 lakh	40	14
8-10 lakh	28	07

The sample comprised of Income Profile of Respondents. The total numbers of respondents were 294 where 88 respondents were from the income group 2 lakh to 4 lakh. 53 were from Income group 2 to 4 lakh. 91 respondents were from income group 4 to 6 lakh 40 are from income group 6 to 8 lakh and 28 are from income group 8 to 10 lakh respectively. The graphical representation is also provided herewith in Graph below.
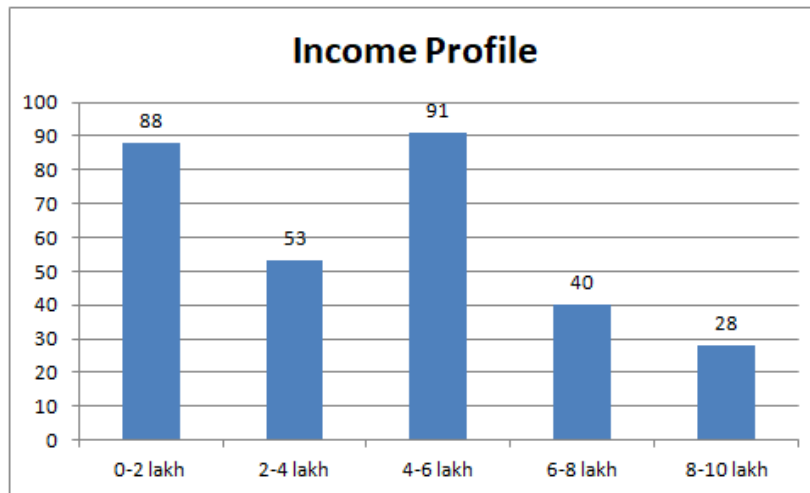
**Characteristics of Respondents on the basis of Gender (N=294)**

Sector Gender	Steel	
	No	%
Male	167	56
Female	127	44
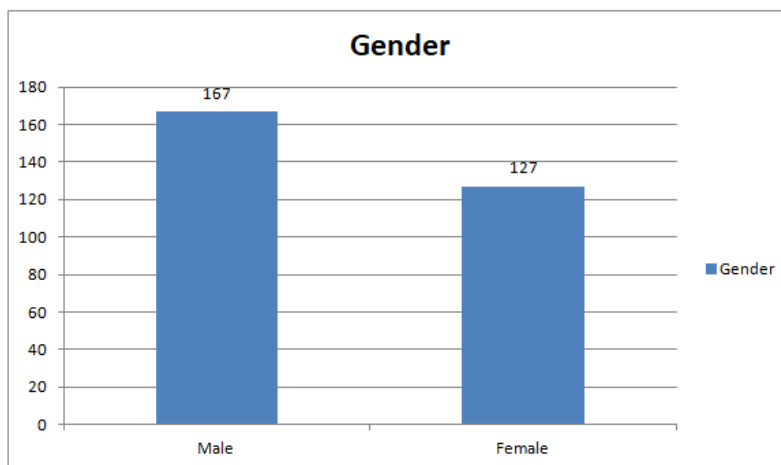
The second important demographic variable was gender which is an important variable for in more than one aspect. In this chapter it is proposed to discuss demographic and socio-economic profile of the Respondents. Demographic characteristics deal with vital statistics about the Respondents. such as their age, sex, religion, location, marital status and education whereas socio-economic characteristics deal with financial position, occupation, income, wealth and other such attributes. The total number Respondents was 294 where 167 (56%) were males and 127(44%) were Females as shown in table 5.2. The graph also represents that there was a fair percentage of male Respondents.

Table : Characteristics of Respondents on the basis of Universities Preference (N=294)

S.No	Universities	No	Percentage
1	Amity	53	18
2	CV Raman	37	13
3	ICFAI	11	4
4	ITM	58	20
5	Kaalinga	32	11
6	Mats	73	25
7	O P Jindal	29	10
	Total		
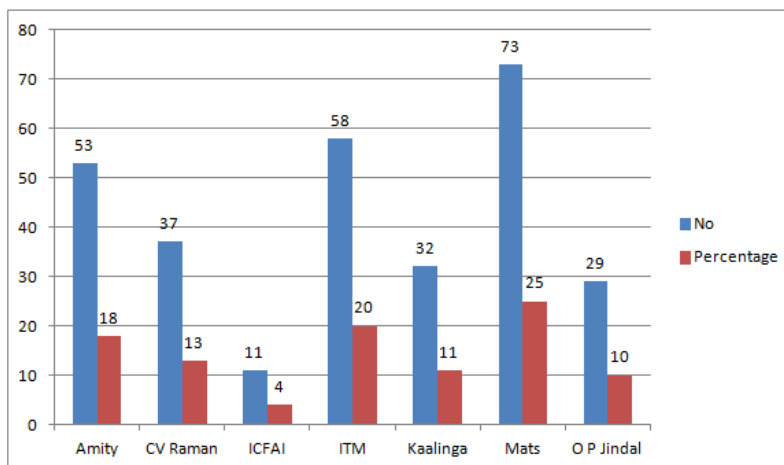
The rapid social and economic development taking place in the country is more apparent in the economic activities of respondents in education. With growth in urbanization large number of respondents s entering in the job market. As shown in the above table respondents were surveyed from different universities. Fifty Three (18%) respondents were from Amity, 37 (13%) respondents were from CV Raman, 11 (4%) respondents were from ICFAI, 58 (20%) respondents were from ITM , 32 (11%) respondents were from Kaalinga , 73 (25%) from MATS and 29 (10%) from O P Jindal University. The graph also represents that there was a fair percentage of respondents who preferred Mats university followed by ITM and Amity university respectively. This analysis

Conclusion:

The findings of this research provided evidence that the brand equity can be applied to the private university context and used to guide marketing activities for Universities. Following this, the implications for branding theory and private university marketing are discussed, before concluding with the limitations of this study and opportunities for further research.

The intent of this research was to identify the elements of consumer-based brand equity applied in a private university context by using existing theory. Despite the large amounts of research into brand equity, none appeared to have focused on private university context, which is how I arrived at the purpose for this research. The purpose of this study was to explore the application of existing brand equity theory to private universities in Chhattisgarh and what are various factors influencing consumer to choose any private universities in Chhattisgarh. The study used Keller's (2001 & 2008) model on building customer-based brand equity and established how it could be transferred to private university context. The findings of the research related to selection of private or public universities for undergraduate courses in Chhattisgarh, researcher has found that out of 30 students, 47 % students are looking for private universities, whereas 36 % students are interested for public universities and 17 % students are not decided yet. One more question asked randomly what parameter you check while selecting of any

universities, so researcher has found that out of 30 students, 40 % students are focus for placement, 23% prefer ranking of institute, 20 % prefer faculties and 17 % prefer good campus.

Opportunities for further research exist in researching the elements of customer-based brand equity from the demand-side as well as developing a theoretical model to measure it. This could be performed by a longitudinal study of students undertaking private university in Chhattisgarh. This would provide for better insight into building brand equity in different educational contexts, thus increasing the transferability of findings to more cultures. It is hoped that this research will encourage further investigation into the area of customer-based brand equity in private university specially in Chhattisgarh.

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