

An empirical study on impact of advertising on branding of higher education institutes with special reference to engineering colleges of Nagpur

¹Shiney Chib, ²Astha Shukla

¹Director & Research Supervisor, Datta Meghe Institute of Management Studies, Nagpur, Maharashtra

²Research Scholar, Datta Meghe Institute of Management Studies, Nagpur, Maharashtra

Abstract

Education Branding is similar to the Academic reputation/prestige of the Institution. Hence once the choice on who we are and what we want to become is decided the Branding strategy needs to be carefully weaved around it and based on this strategy other decisions are taken like Resource allocation, hiring, Strategic direction, curriculum development etc. The objective of this paper is to find the effectiveness of advertisement on branding of engineering colleges. For this purpose the data has been collected from 500 students. It is found that advertising helps in creating the positive brand image of the institute.

Keywords: Branding, Higher education, advertisement, etc.

I. Introduction

Establishing a company's identity is easier when it has a well-known name to identify it with. A brand, as defined is anything that identifies a particular set of goods and services or a certain group of sellers while simultaneously attempting to set them apart from their rivals. These distinctions may be functional, logical, physical, or intangible, but they all have an impact on the brand's product performance.

For an organization's brand to grow, it must understand and manage all of its network's components thoroughly. "An effective brand ecosystem has the ability to not only distinguish a product/service experience in a meaningful way for the customer, but also to develop great brand equity for the producer," he said. These days, brands play a critical role in helping companies thrive and helping people live better lives.

If it has identifiable qualities, such as a name, logo, symbol, design, idea, image, or concept. Products and services offered by a particular brand are also distinct from those offered by its rivals in terms of the characteristics they provide. This means that in addition to getting the most value from a product's instrumental meaning, acquiring a specific brand may also help consumers express their individuality and boost their self-esteem by virtue of the product's symbolical significance (Slaughter et al., 2004). During the implementation of brands, firms are held responsible for the relevance of the fundamental message sent to the public.

Branding of Higher education institutes:

According to a research by Kokhar and Singh (2000), people in an organisation have specific expectations, and whether or not those expectations are met relies on how well the environment of the company matches their requirements. An individual's satisfaction or

dissatisfaction with their work environment is influenced by the organisational climate. The environment of an organisation may be argued to have a direct influence on an individual's performance because of how important job satisfaction is in determining an individual's efficiency.

A company's brand serves to set it apart from the competition by giving it a symbolic identity. Those institutions that have a certain sign, logo, and slogan are easily recognised by students. It gives the institution the obligation of guiding students' careers in the appropriate path, reducing the likelihood of students facing an uncertain future.

Students' happiness and stress levels may be greatly improved by the use of branding. After they've been accepted, students have every right to demand high-quality assistance in every way.

2. Literature Review:

The researcher underlined that the purpose of institutions should not be restricted to merely attracting students to attend classes, but also maintaining them through graduation and beyond as devoted alumni by developing lifelong links. In a separate research, Hesel (2004)⁷ outlined five ways to sell a college of higher education.

According to the findings, education should be viewed as a branded product with unique attributes that pique the attention and arouse the aspirations of its target audience. (students and stakeholders). Focusing on the brand's quality and differentiation, setting out substantial objectives, using strong empirical data to guide crucial decisions and making consistent efforts over time may make a dramatic improvement in higher education.

By encouraging stakeholders to voice their expectations and gauging service quality through effective feedback, organisations may better serve their constituents. A different school of thought on branding, articulated by Whisman (2007)

According to Kumar and Jha (2012), the number of MBA aspirants at various universities has decreased over the past several years. The number of candidates for the Common Admission Test (CAT) dropped from 2,75,000 in 2008 to 2,04,000 in 2010 and 2,05,000 in 2011 (Sarkar 2011) Several B-schools were found to be located in the U.P., according to the statistics.

Several management colleges have formed a team of specialists to assist students in finding jobs in the corporate sector, providing training and placement assistance. Instead of job searchers contacting firms with employment offers, Prasad (2008) said that employers should approach most qualified potential prospects with meaningful job offers. Several factors have been identified by Nair and Ghosh (2006) that impact MBA students' job chances.

2.1 Research Objectives:

1. To understand the issues and challenges in Branding of Engineering Institutions.
2. To study the scope & limits of Branding in Engineering Institutions.

2.2 Research Hypothesis:

H0: Aggressive Branding in Engineering Education Institutes may backfire.

2.3 Research Design:

A research design is a comprehensive strategy outlining how data will be gathered and analysed. In order to gather and analyse data, this framework serves as a guide. Exploratory, Descriptive, or Informative types of research are all possible. In this research, descriptive research design method has been used to describe the issues and challenges in Branding of Engineering institutions.

2.4 Sampling Technique:

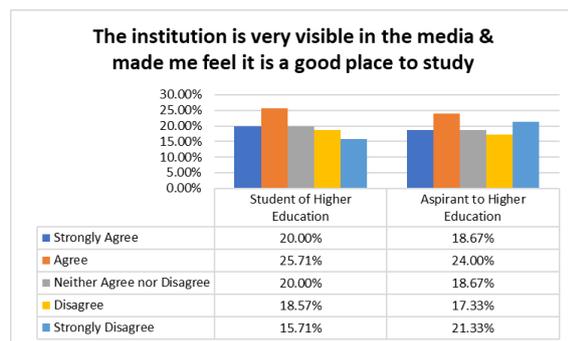
In the present research, convenient sampling technique has been used to collect the data from engineering students and representatives of engineering colleges. The data was collected from 350 students.

2.5. Data Collection:

For the purpose of this research, primary data has been collected through structured questionnaire distributed to students and representatives of engineering colleges.

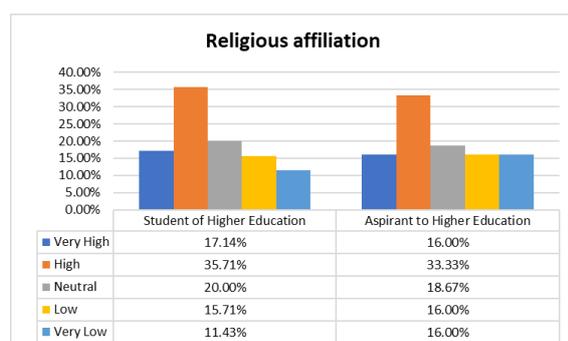
3. Data Analysis:

The data collected through structured questionnaire has been analyzed as follows:



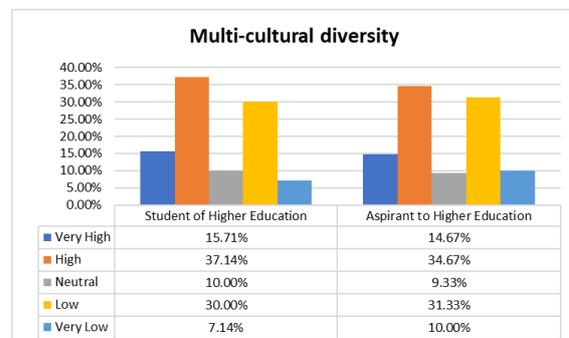
Interpretation:

Out of the total respondents, majority i.e. (20.00%) are Strongly agree in rank 1 for the student of higher education, (18.67%) is the aspirant to higher education, (25.71%) are Agree in rank 2 for the student of higher education, (24.00%) is the aspirant to higher education, (20.00%) are Neither agree nor disagree in rank 3 for the student of higher education, (18.67%) is the aspirant to higher education, (18.57%) are Disagree in rank 4 for the student of higher education, (17.33%) is the aspirant to higher education, and remaining (15.71%) are Strongly disagree in rank 5 for the student of higher education, (21.33%) is the aspirant to higher education, where the institution is very visible to the media even.



Interpretation:

Out of the total respondents, majority i.e. (17.14%) are very high in rank 1 for the student of higher education, (16.00%) is the aspirant to higher education, (35.71%) are high in rank 2 for the student of higher education, (33.33%) is the aspirant to higher education, (20.00%) are neutral in rank 3 for the student of higher education, (18.67%) is the aspirant to higher education, (15.71%) are low in rank 4 for the student of higher education, (16.00%) is the aspirant to higher education, and remaining (11.43%) are very low in rank 5 for the student of higher education, (16.00%) is the aspirant to higher education, for having religious affiliation in the college for higher education.



Interpretation:

Out of the total respondents, majority i.e. (15.71%) are very high in rank 1 for the student of higher education, (14.67%) is the aspirant to higher education, (37.14%) are high in rank 2 for the student of higher education, (34.67%) is the aspirant to higher education, (10.00%) are neutral in rank 3 for the student of higher education, (9.33%) is the aspirant to higher education, (30.00%) are low in rank 4 for the student of higher education, (31.33%) is the aspirant to higher education, and remaining (7.14%) are very low in rank 5 for the student of higher education, (10.00) is the aspirant to higher education, in also having various multi-cultural programmes in the college for higher education.

Hypothesis Testing:

To test the hypothesis —Aggressive Branding in Engineering Education Institutes may backfire, one way ANOVA test is applied preference of college as fixed factor and factors

representing level of satisfaction from advertisement in media as dependent variables, where following results were obtained:

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
The advertisements in the newspapers were informative & impressed me.	Between Groups	658.377	4	164.594	861.843	.000
	Within Groups	94.535	495	.191		
	Total	752.912	499			
The advertisements in the radio ensured that I always had the institution in my mind	Between Groups	627.248	4	156.812	924.354	.000
	Within Groups	83.974	495	.170		
	Total	711.222	499			
Their stall at the education fair helped me clear all my doubts about the institution.	Between Groups	824.866	4	206.216	642.227	.000
	Within Groups	158.942	495	.321		
	Total	983.808	499			
Their website is easy to access & provided all the information that is seeking	Between Groups	525.256	4	131.314	524.614	.000
	Within Groups	123.902	495	.250		
	Total	649.158	499			
The institution is very visible in the media & made me feel it is a good place to study	Between Groups	757.726	4	189.432	486.413	.000
	Within Groups	192.776	495	.389		
	Total	950.502	499			

The above table gives that F-value and sig. value i.e. p-value of factors representing level of satisfaction from advertisement in media, it is found that the p-value obtained less than 0.05 ($p < 0.05$), which states that advertising helps in creating the positive brand image of the institute. Hence, the hypothesis —Aggressive Branding in Engineering Education Institutes may backfire is rejected.

4. Conclusions

In the Brand association dimension, the respondents like to study in well associated and reputed University/Colleges with approvals and recognition. Majority of the respondents agree that their college is associated to a top university, they also feel that their college is gives them a feeling of security and also their colleges gives them social approval.

The result of hypothesis testing show that advertising helps in creating the positive brand image of the institute. Hence, the hypothesis —Aggressive Branding in Engineering Education Institutes may backfire is rejected.

It is found that students and aspirants are aware of the quality of the brands they choose and feel deeply associated with them, their recognition of the brand features are quite high. This proves that Higher Education Institutes are doing much to create distinctive and memorable brand identities.

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