A Study of Marketing Activities Adopted by Engineering Institutions Regarding Motivate and Development of Rural Students with Special Reference to Bhandara District

Dr. Parihar Suresh Dahake,
Assistant Professor,
G H Raisoni College of Commerce, Science & Technology,
Nagpur

Dr. Abhijit R. Gajghate
Associate Professor,
Madhukarrao Pandav College Of Engineering Bhandara

Contact No: 9764921163, 9970886217
Email: Parihar.dahake@raisoni.net / parihar_dahake@rediffmail.com
Address: Plot No.12, Rajendra Nagar,KDK College Road, Nandanwan ,Nagpur

Abstract: Education has been considered as the corner stone of economic and social development. Since investment in education has a direct and positive effect on productivity as well as development, therefore investment in education is imperative. this education serves selflessly in both urban and rural areas and 70% of Indian population living in rural regions which has a huge potential to contribute in economy, but this area is yet to be untapped and various facilities and knowledge yet to approach. Rural students' potential for completing postsecondary education include, among other areas, their study strategies, success with college work, high school preparation for college and their personal views toward attendance in college but Rural college students experience difficulties in college, due in part to poor study habits as well as poor high school preparation for the transition into college, Due to which they don't have exact knowledge about further and technical education, while Examining the perceptions of teenagers, This research report summarizes the results of survey designed to identify Bhandara district rural college students' perceptions toward aspects related to these four critical areas, quality of college instruction, and personal feelings towards further education, technical education, study habits, and high school preparation for college. Utilizing information on student engagement will help educators develop strategies to promote student motivation and student engagement, thus leading to student academic success. This study is a quantitative, descriptive statistical study in which the researcher examined to focused on student engagement and student engagement predictors.

_____*****_____

1.1 Introduction:

Successful learning to achieve life and career success requires active engagement. Engagement is defined as a school participant's involvement in both learning and overall activities. Education and career planning for students are decisions that should be made while students are in middle schools and high schools. The majority of children from rural background do not have systematic assistance while planning for their education and career development beyond high school and graduation. Downing and D'Andrea (1994) stated that career development in schools in the United States could be characterized as "run until you hit the wall" (p. 115), meaning that children, from their early years, are encouraged to attend college without relating the formal education to the world of work. Students are encouraged to attend a postsecondary institution until they graduate, to quit going to work for economic reasons, or until they cannot pass the curriculum and have to leave. Students may experience a loss of academic motivation, which leads to detachment from school and its expectations, while reducing

effort, and classroom involvement. Students in prosperous environments, when they become disengaged, may learn less than they could or miss opportunities; however, they are often provided supplemental chances to meet expectations. But after identifying this lacuna engineering colleges in Bhandara district took initiatives to serve knowledge and opportunities in Technical education and its importance in economies and development of rural India. Through which researcher trying to find it out that, are students attracting towards technical education or not? This report presents the findings of the survey "Examining students Perceptions of Career and Technical Education (CTE) and its contribution in rural development."

1.2 Student's awareness about education in Bhandara District:

Most of the students living in rural areas of Bhandara Districts, these students are belongs from low class, Middle class and upper middle class families and these students do not have much information about their career decisions,

1

these students rarely participates in educational activities because these students wasting their time in other thing which are unrelated to studies, thus these students are not much aware about further education so when at the time of selection of their course post HSSC they got confused and went in wrong direction.

1.3 Literature review:

Student engagement is significant in relation to the academic success of students (McMahon & Portelli, 2004), Hurlburt, Gade, and McLaughlin (1990) found that prospective Indian teachers held less than positive views toward their own study skills. These authors suggested that more comprehensive efforts in study skills training be provided to these college students. Also, Lollis and Eftink (1990) wrote that college students experience difficulties in college, due in part to poor study habits as well as poor high school preparation for the transition into college.

Maringe and Gibbs (2009) found that in Europe, higher education specific to knowledge - based society has become a good and therefore it recourse to the use of marketing tools. Levy (2006) believes that competition features differ from region to region and from country to country as marketing tools implementation is different compared with the acquired market experience. The changes in higher education from public and private sectors where presented by authors like Kirp (2004), Maringe and Gibbs (2009), Levy (2002, 2003, 2004, 2006a, 2008), Kinser and Levy (2005).

(Hemsley-Brown & Oplatka, 2006) In order to be successful and to attract students in the tough competitive environment, many universities incorporate different kinds of educational marketing into their strategies (James & Phillips, 1995; Oplatka, 2002), even though there is a consistent lack between educational marketing and business marketing theories. It has even been said that tough competition will increase performance of students and the quality of research and teaching will be streamlined for HEIs as an effect of educational marketing (Tooley, 2000). This growing competition and internationalization between HEIs has strengthened the need for marketing approaches that increases the probability of attracting foreign students (Binsardi & Ekwulugo, 2003).

1.4 Research Methodology:

The target population consisted of Secondary and higher secondary students and under graduates those who belongs to rural areas of Bhandara district and survey period was during the **2016-2017** academic school year. **Total 300 students were taken as a sample by random sampling method.** A survey research study was conducted to assess the perceptions of rural area students of Bhandara districts,

this study based on descriptive research study. In this study all villages of Bhandara Districts are taken into consideration. The primary purpose of the study was to identify self-perceptions toward college instruction, personal feelings about attendance at college, and study skill abilities. In addition, feedback related to high school preparation for college was solicited. The identification of differences and similarities among students by various breakdown classifications was also a component in the design of the study. The hypothesis is test by one sample t-test in SPSS-20

1.4.1 Objective of Study:

1) To study marketing activities of engineering institutions in Bhandara District.
2) To identify the factors to attract rural students towards technical education
3) To find rural students higher preferences about which Technical education.
4) To suggest suitable measures about problems of students.

1.4.2 Hypothesis of Study:

1.4.2.1 Null hypothesis:
Ho. Rural students do not prefer technical education post motivational awareness.

1.4.2.2 Alternate hypothesis:
H1. Rural students prefer technical education post motivational awareness.

1.5 Engineering Institution initiatives as marketing activities:

As these students not have much information about studies that's why engineering colleges took initiative for motivates students for further education specially for Technical education viz. Engineering, Polytechnic, B.Sc, BCA, MBA etc. these Engineering institutions made a committee for giving right way of orientation towards technical field. These activity makes students aware about global world, technological impacts, jobs opportunities, efforts to take for making bright future, role of technical education in rural development, motivation to students about quality enhancements in studies and decision making about courses which making them mentally strong at the time of selecting education at important phase of life(i.e. teenage).

Efforts to take to influence student's decision about technical education:

i)   Technical education awareness:
   Engineering institutions makes students aware about need of technical education in present era; this

2

education awareness makes students rigid about their further education.

ii) **Free form filling of Entrance examination of technical education:**

Most of the students are children of Farmers or belongs from poor families those works as labor, they do not have enough money to pay the fees. So engineering institutions founds that reason due to which students took feet back from technical education so engineering colleges bared their entrance exam fees.

iii) **Free guest lecture:**

Student doesn't have any capacity to go for tuition classes, so they do not known about complete syllabus of study as well as entrance examination so Engineering Institutions makes arrangements of guest lecture through which students get complete knowledge.

iv) **Awareness about government facilities and Scholarships information:**

Most of the students thought that they do not have enough economical ability to take admission in technical courses, these things are happened due to lack of knowledge about government facility but counselors make them aware about Scholarships as well.

v) **Money concessions for economical background students:**

Engineering Colleges of Bhandara Districts are giving money concessions to the students for their development, this money concession schemes is run by college itself there is no government funding included at all, in which all category students those are economically backward they gets extra scholarships which resulted into free technical education facility.
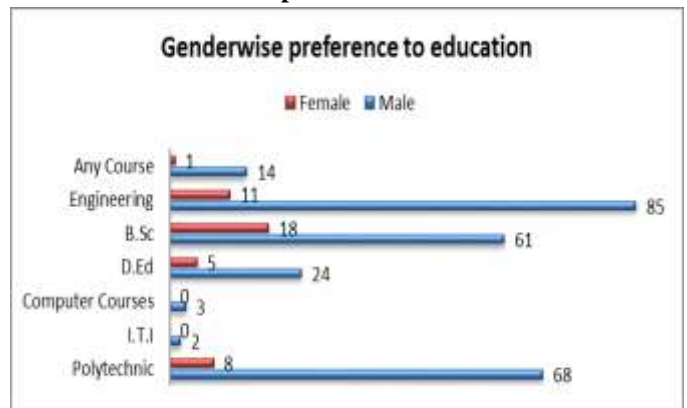
vi) **Free test series and exams:**

Practice makes man perfect in this direction urban students join test series for their knowledge up gradation bur rural students can't pay for it. That's why engineering colleges took practice examinations for their knowledge enhancement

1.6 Impact of marketing activities by engineering colleges on rural students:

1.6.1 Analysis of Gender wise further education preferred:

Gender	Further Education preferred							Total
	Polytechnic	I.T.I	Computer Courses	D.Ed	B.Sc	Engineering	Any Course	
Male	68	2	3	24	61	85	14	**257**
Female	8	0	0	5	18	11	1	**43**
Total	**76**	**2**	**3**	**29**	**79**	**96**	**15**	**300**

Source: Primary Survey data Collection
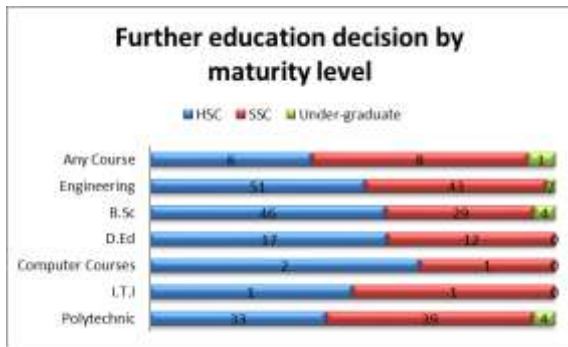**Table: Crosstabs of gender with Further Education preferred**

Source: Primary Survey data Collection
Graph: Composition of Gender with Further Education preferred

In this gender wise preference to courses that most of the male candidates giving preferences to the Enginering, Polytechnic and Bs while females are concerns they gives preference to the B.Sc, Engineering and polytechnic bt the ratio of females are very less as compare to males.

1.6.2 Analysis of studying class wise further education preferred:

Studying Class	Further Education preferred							Total
	Polytechnic	I.T.I	Computer Courses	D.Ed	B.Sc	Engineering	Any Course	
HSC	33	1	2	17	46	51	6	**156**
SSC	39	1	1	12	29	43	8	**133**
Under-graduate	4	0	0	0	4	2	1	**11**
Total	**76**	**2**	**3**	**29**	**79**	**96**	**15**	**300**

Source: Primary Survey data Collection
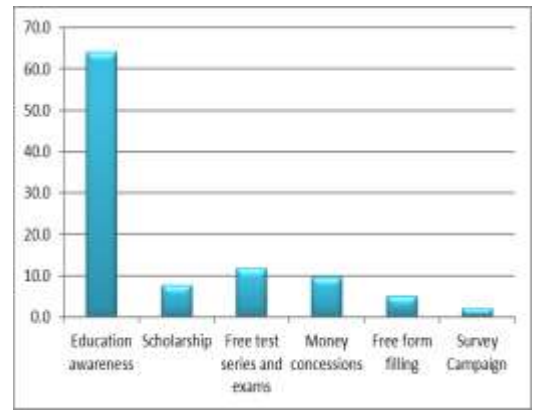**Table: Crosstabs of Studying Class with Further Education preferred**

Source: Primary Survey data Collection
Graph: Composition of maturity level with
Further Education preferred

Most of the HSSC students prefer Engineering, then B.Sc, and then polytechnic course, SSC students are having same proportions but they prefer B.Sc rather than polytechnic after completion of their HSSC.

1.6.3 Analysis of attracting factor for rural students towards technical education

Attracting factor towards technical education			
	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Education awareness	192	64	64	64
Scholarship	23	7.7	7.7	71.7
Free test series and exams	35	11.7	11.7	83.3
Money concessions	29	9.7	9.7	93
Free form filling	15	5	5	98
Survey Campaign	6	2	2	100
Total	**300**	**100**	**100**	

Source: Primary Survey data Collection
Table: Attracting factor towards technical education

Source: Primary Survey data Collection
Graph: Ratio of attracting factor towards technical education

From above survey and analysis it is found that the students influenced due to counseling about further education it is nothing but educational awareness, rest of the factors are on secondary place.

1.7 Testing of Research hypothesis:

One-Sample Statistics				
	N	**Mean**	**Std. Deviation**	**Std. Error Mean**
Information about Technical Education	300	1.72	.700	.040

One-Sample Test						
	Test Value =1					
	t	**df**	**Sig. (2-tailed)**	**Mean Difference**	**95% Confidence Interval of the Difference**	
					Lower	**Upper**
Information about Technical Education	42.563	299	**.00298**	1.720	1.64	1.80

From the above one sample T-Test the **Sign value = 0.00298 < 0.05, Thus**, the null hypothesis **H0** is rejected **at 5% level of significance** and hence the **alternate hypothesis is accepted.** The alternate hypothesis is **H1. Rural students prefer technical education post motivational awareness.**

1.8 Findings of Study:
1) Students prefer technical education after getting proper information

4

2) Ratio of technical education students raised level of literacy in rural area of Bhandara.

3) Rural students are hard worker and clever than urban students but proper motivation is required.

4) Lack of resources is hurdle in advance education in rural area.

1.9 Limitations:

1) The research was limited only for Bhandara district rural area.

2) The period for this research was this academic year 2016-2017

3) The opinion of respondents are not confirm because they are not adults.

2.0 Suggestions:

1) Rural high schools and junior colleges have to take initiatives for student's development.

2) Students should gets facilities in their colleges without any fees.

3) Students parents should be get awareness about need of education and development of rural area due to technical education

Conclusion:

For the professional educational institutes suitable placement for students after completion of the course should be the first and foremost consideration. Later on, placement can be used as a marketing tool for the institution. Student Relationship Management (SRM) must be maintained systematically for the long run benefit of the institution. Alumni are the most important For Career and Technical Education programs and for rural students an implication revealed tensions in students' career decision-making as they gained knowledge, and learned about their varied options, allowed students to be more open to their future and the limits of the specialized program. The researcher determined that students should be allowed to advocate control over their educational career programs to fit their personal goals. So students are clever but they need proper orientation for future life and this things makes good literacy level which is resulted into rural development of Bhandara district.

References:

[1] Kanoy, K.W., Wester, J., & Latta, M. (1989). Predicting College Success of Freshmen Using Traditional, Cognitive, and Psychological Measures. *Journal of Research and Development in Education, 22*(3), 65-70.

[2] Lollis, T.J., & Eftink, S. (1990). Parent-Student Support Program Promotes Academic Success. *Journal of College Student Development,* July, Vol. 31, 377-379.

[3] Shelton, D. M., & Mallinckrodt, B. (1990). Test Anxiety, Locus of Control, and Self-Efficacy as Predictors of Treatment Preference. *College Student Journal,* Winter, Vol. 25, 544-551.

[4] Brand, B. (2003). Rigor and relevance: A vision for career and technical education. Washington, D. C.: American Youth Policy Forum. (ERIC Document Reproduction Service No. ED 478344)

[5] Daggett, W. R. (2003). The future of career and technical education. Rexford, N.Y. International Center for Leadership in Education. (ERIC Document Reproduction Service No. ED 476028)

[6] Dixon, K, A., Duck, S., & Van Horn. (2002). American's attitudes about work, employers and government. New Brunswick, NJ: John L. Heldrich Center for Workforce Development, Rutgers University

[7] Baran, Galka, and Strunk (2008), *Customer Relationship Management,* Cengage Learning, India Edition, New Delhi.

[8] Kumar and Meenakshi (2009), *Marketing Management,* Vikash Publishing House Limited, New Delhi.

[9] Berry L(2002) -*Relationship Marketing of Services Perspectives from 1983 and 2000,*JournalofRelationshipMarketing, http://dx.doi.org/10.1300/J366v01n01_05

[10] Veres Zoltan, Hetesi Erzsebet,Vilmanyi (2009), *Competences versus risk reduction in higher education ,*International Review on Public and Nonprofit Marketing, Springer-Verlag 2009

[11] Marzo Mercedes, Pedraja Marta,Rivera Pilar (2007)- *The customer concept in university services:a classification*, International Review on Public and Non Profit Marketing, vol. 4, nº 1/2 (December 2007), pp. 65-80

[12] Schiller, D., & Liefner, I., (2007) Higher education funding reform and university-industry links in developing countries: The case of Thailand. *Higher Education*. Volume 54, Issue 4, pp. 543-556.

[13] Schramm, W. (1971) Notes on case studies of instructional media projects. *Working paper for the Academy for Educational Development, Washington, DC.*

[14] Scott, S.V (1999) The Academic service provider: is the customer always right? *Journal of Higher education policy and management*. Vol. 21. No. 2, pp. 193-203.

[15] Soderqvist, M. (2007) Internationalization and its management at higher-education institutions: Applying conceptual, content and discourse analysis. *Helsinki, Finland: Helsinki School of Economics.*

[16] Teixeira, P., & Amaral, A. (2001) Private higher education and diversity: An exploratory survey. *Higher Education Quarterly.* Volume 55. No 4, October, pp. 359-395.

[17] Wilkins, S., & Huisman, J (2011) International student destination choice: the influence of home campus experience on the decision to consider branch campuses. *Journal of Marketing for Higher Education.* Vol. 21. No 1. pp. 61-83.

[18] Zeithaml, V., A., Parasuraman, A., & Berry, L., L., (1985) Problems and strategies in services marketing. *Journal of Marketing*. Vol. 49. pp. 33-46.

Web sources

1) American Marketing Association (2013). Resource library, Dictionary. Retrieved March 18, 2013 from http://www.marketingpower.com/_layouts/Dictionary.aspx?dLetter=M BUIC (2013a). Visit us, history of BU International. Retrieved March 19, 2013 from

2) http://www.buic.bu.ac.th/index.php/about-buic-creative/the-buic-story www.google.com

3) www.wikipedia.com

4) www. http://files.eric.ed.gov/fulltext/EJ901315

5) www. http://digitalcommons.unl.edu/cgi

6) www. http://udini.proquest.com/view/perceptions-of-career-technical-pqid:1967827071