IMPACT OF 4FS ON EDUCATIONAL INSTITUTION/5-10-7-9 MODEL OF EDUCATIONAL MARKETING MIX

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ABSTRACT

To satisfy the students’ need and make them competitive, self financing educational institutions are came up after liberalization and parents are also accepted the self financing institutions. After, about one and half decade the students are not attracted towards these institutions, except few. To find out the reason a study has been conducted through survey method as every moment the choice, taste, and demand of the human beings are changing. About 20,000 respondents such as, institutional authority, students, and parents of different categories of various places were approached to find out the reason for non acceptance of the institution for the present. There are so many reasons but all the respondents have paid much importance to the 4Fs (Food, Facility, Faculty, and Factor ‘X’). In this article we try to justify the importance of 4Fs in educational marketing. The role of 4Fs in educational marketing, it has been implemented on experimental basis. After implementing the 4Fs it has been marked tremendous improvement on those institutions with regard to student admission.

Key words – Need, Competitive, Self financing educational institutions, Liberalization, 4Fs

Introduction

The beginning of 1990s witnessed the start of the era of globalization. During that period higher education system faced a massive cut in public expenditure. In the beginning of this decade, even the payment of salaries to the teaching and non-teaching employees became difficult (Sharma 2005). It becomes difficult on the part of the government to meet the requirements of the students to make them competitive and growing choice of the elite, neo-rich and affluent sections in this regard. For the reason of liberal educational policy of the government, private self financing institutions were set up to satisfy the need of the students and parents at that time, as every parent tries their level best to provide quality education to their wards and to fulfill their
dreams. They come forward without hesitation to spend a lump sum amount of money so that their ward is able to study in the best educational institution. Up to one decade those institutions were run and managed very meticulously and able to provide better education and also fill up their seats. But after that most of the self financing institutions are running with 30 to 40 percent intake only due to non fulfillment of required need of the students. At the present scenario to run an educational institution become very difficult due to stiff competition among the institutions and non fulfillment of real need of the customer’s i.e. students. It is true after liberalization self financing institutions are came up very fast but with old marketing strategy. This has been studied by a group of research scholars to find out the reality of the situation. They have approached more than 20,000 respondents such as authorities, students, parents of various states of 10 big cities where 90 percent of the educational institutions are running with self financing to know the reason of non-fulfilling of strength. At last they come to the conclusion of 4Fs. The 4Fs stands for - Food, Facilities, Faculty, and Factor 'X'. During our study one of the parent respondent opined that "No, I want my child to study. I want him to get what I did not get in my childhood. I will give him education even if I have to pay a huge amount of money to the educational institutions subject to availability of better facilities, better faculty, and employment scope after completion of study. "

Scope and objective of the study

Scope of the study is vast. As at present every town and city there are schools running with self financing system. We have only covered ten big cities. The main objectives of the study are –

- To find out the cause of lessening interest of the students towards self financing educational institution,
- To suggest some remedial measures to overcome the problem facing by the self financing educational institution at present to fill up their strengths,

Methodology

We have adopted the survey method for this study. Twenty investigators were recruited from different areas and provide them appropriate training. Their services have been used for the purpose. They have collected the information through questionnaire and self approaching method from the respondents. Randomly they have collected the information from the students, parents, authorities, government officials, etc. They took more than two years to complete the study. Total about 15,000 students, 4,000 parents, 800 institutional officials and 200 government and other official respondents’ opinions are considered valid. The data were classified and tabulated. The researchers have considered the 4Fs as independent variable and respondents’ willingness as dependant variable. We have correlated the variables by using the statistical tools to know the reality of the situation.

More or less all the respondents ventilated that at the time of counseling the representatives of institutional authorities are promising that each and every kind of facilities shall be extended and due care of the wards shall be taken as if they will feel that they are staying with their family only. Through their fluctuate tongue they are motivating the parents and subsequent to admission the institution is forgetting all the promises. After analyzing and interpretation of the perpetual views of the respondents the reason for non fulfilling of seats, now days, in the self financing
educational institution, we consider the importance of food inside and outside of the college, facilities, faculty and factor ‘X’ (4Fs) on the basis of the following factors.

**Food** - A good food attracts student with this they gets energy to remain alert during class time. This is true whether the student is in elementary school, high school or college by taking hygienic and quality food students are getting mental satisfaction and they become well motivated. From our study it has been confirmed that students are more willful to take admission in that institution where good and nutrition food is provided by the authority. Most the parents and authority have also admitted their lacuna in this respect during the study. The previous studies conducted by the Tufts University School Nutrition have confirmed that who are not satisfied with their food are distracted in the classroom. In addition, studies have shown that malnutrition from habitual underrating can interfere with normal physical and mental development. Those who have admitted in the college and staying hostels, the students were explained that they done a mistake to join in the college and also staying in the hostel as the hostel and institution canteen food is not acceptable where acceptable but not affordable. At the time of counseling, the authority has explained that best food and facilities will be provided with minimum and affordable price as per the choice. But in real it is not. During the study it comes out that male college students are more likely to meet dietary intake recommendations for the meat, poultry, fish, dry beans, and nuts group; from the bread, cereal, rice, and pasta group; and from the vegetable food group than are females. Males seem to consume more food overall and thus have higher energy (calorie) intakes. Female college students tend to eat too few breads, grains, and dairy products. Both the category of students admitted and expressed their preference on good food and their first choice institution is where the institution offers them food on the basis variety of meal plans.

**Facilities** – Stands for infrastructure facilities such lodging, boarding, better and well ventilated, species with very good sitting arrangements. Sanitation plays an important role in any educational institution the clean and non polluted environment with well sanitation facilities attract the customers which inter alia provides mental and psychological peace and creates motivational attitudes among the students. Library is knowledge’s paradise. A book on contemporary issues, recent publications of different publishers and authors with news papers and journal of repute is very essential to attract the customers towards the educational institution. Modern technological facilities i.e. wi-fi, high power computer laboratory, digital library, internet discussions (face-book), recreation centers and scope to expose inherent qualities is very essential now days through which educational institutions can able attract more customers towards them. Cent percent respondents opined positively the importance of above infrastructure facilities. It is believed of all the respondents that library, literacy, and education affect on national development. The importance of the library in educational development cannot be overestimated. Akinpelu (1994) described books as, “the shrines where the saint is believed to be, and having built an ark to save learning from the deluge, deserve in propriety any new instrument or engine whereby learning should be advanced”. Education has been defined as a complex of social processes of acquiring knowledge and experience, formally or otherwise. Ogunsheye (1981) states that it involves the total apparatus used for the development of the individual. The library enables the individual to obtain spiritual, inspirational, and recreational activity through reading, and therefore the opportunity of interacting with the society’s wealth and accumulated knowledge (Omojuwa 1993). The respondents have also paid much important
towards the electronic media facilities to the students inside the college and hostels. They also believe that where these facilities are extended the students are showing interest to that institution in comparison to that institution where such facilities are not available. Students understand the importance of wi-fi for their growth and development of intra and extra knowledge through which they can be more competitive. A few impressive facts from a 2008 survey conducted by Wakefield Research for the Wi-Fi Alliance and fully ninety percent respondents believe Wi-Fi access is as essential to an education as a classroom or a computer. Such types of facilities regulate a maximum life cycle student. In order to fulfill their objectives, educational institutions require an environment where teachers, students and other personnel will enjoy their stay and perform their duties effectively. According to Akubue (1991), good school environment would foster desirable behavior, creativity, harmonious relationship and problem-solving skills among students. In the educational institutions, facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives. This has also been supported by Olagboye and Ojedele (2004) that educational facilities refer to non-human and non-financial resources. They also include all movable and immovable materials, which are used for teaching, learning and other school activities. They are synonymous with school physical facilities, school material resources, and school plant and school facilities. Olagboye (2004) stated that educational facilities consist of instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure. In another dimension Ojedele (2004) identified three components of educational faculties. These are school infrastructure, such as buildings and playgrounds; instructional Facilities (teaching-learning materials, equipment and furniture) and school physical environment (beautification of the school environment).

Faculty – Directly or indirectly faculty are more helpful to the educational institution in the field of marketing for their employer. Students prefer to take admission in the institution where good, effective, and talented faculties are and parents also want the same. Students are just like clay. With the knowledge and skill faculty can give beautiful shape as per requirement of the market so as to it help them to face any type of challenges in future. It requires skill of effective teaching. The good faculty can only teach effectively. Effective teaching implies teaching based upon sound pedagogy, from designing course syllabus, articulating learning outcomes, developing course activities, encouraging student interactivity, utilizing classroom assessment activities, to modifying teaching based upon student learning feedback. One main point for good faculty is curriculum design and classroom teaching within the theoretical framework of the Multiple Intelligence (Gardner, 1993), which recognizes and encourages students to utilize their ‘stronger’ intelligences and cultivate and develop their ‘weaker’ intelligences. Implications for today’s faculty from this first assumption are that they will need to be pedagogically knowledgeable and capable of becoming effective teachers in order to facilitate student learning. Because of changing scenario, in today’s college students’ demographics and society call for more fitting educational delivery in the classroom. The three types of abilities for knowledge, discovery and application of knowledge also presuppose the development of the ability in college students to comprehend, apply, and synthesize massive amounts of information. Faculty, therefore, would need to help students develop such abilities through innovative classroom pedagogies. In other words, teaching knowledge in the form of lecturing needs to be
complemented with other methods that encourage students to also discover new knowledge themselves and be able to synthesize it. Then only the students can only be more attractive to join in the particular institution where the faculties are more effective. On the basis of the effectiveness of the faculties the educational institutions are also maintaining their goodwill in the market. To make the faculty effective management’s role is also called for.

**Factor – X** – it relates main with the tuition fees, student’s employment after completion of their study, value added education such as; industrial exposures during their study, research analytical guidance, seminars, conference, foreign tour, different types of training facilities, interaction with other institution of same, scope to expose of hidden qualities, appreciation, and encouragement. The term ‘value-added’ is derived from economics, where it is often used to describe the additional value a business generates or contributes to a product or service. In education it has most commonly been used to describe the additional value colleges bring to the learning outcomes of their students – in other words, the contribution a school or college makes to the learning of students. ‘Value-added’ has also been used more broadly to encapsulate all contributions colleges make to student’s development. Value-added measures are those that attempt to indicate the educational value that the school adds over and above that which could be predicted given the backgrounds and prior attainments of the students within the school (Hill 1995). Value-added measures seek to quantify the ‘value’ of gains in educational attainment, usually by comparing student test results in one year with those in a subsequent year or years. They provide summary longitudinal measures, at the school level, of ‘learning gains’ which have occurred as groups of students have moved from one year level to another Schartz, VonSecker and Alban (2005). Value added is considered as a tool for student and school improvement. A value-added analysis could identify those teachers who are more effective in raising the performance of disadvantaged students (Drury & Doran 2003). A value added education is also considered as a tool for accountability, informing policy-making, and reporting to parents and community. Value-added measures can also assist policy-makers to more closely align policies, resources and teaching strategies with the needs of individual schools (Drury & Doran 2003) or help select schools for particular initiatives. The more recent OECD (2006) report on value-added approaches arrived at a similar conclusion: that a value-added model ‘could best be introduced as a tool to enhance school improvement efforts rather than as a basis for regulatory oversight’. McDougall (2004), a Victorian primary school principal, argues for a two-phase accountability system that measures different kinds of progress. The first is an absolute measure providing an assessment of progress against standards and meeting those standards. The second is a value-added measure providing a fair assessment of those who do the best job of getting there. Value-added measures can also assist policy-makers to more closely align policies, resources and teaching strategies with the needs of individual schools (Drury & Doran 2003) or help select schools for particular initiatives. A value-added measure could provide parents with a more accurate impression of how well a school is improving the learning outcomes of its students (Fitz-Gibbon, CT 1997b). Seminars and workshops are forums in which issues are raised and explored, but not necessarily resolved; they (students) require to think, to practice the skills of analysis and synthesis, and by doing so, possibly leave with more and better ideas than the ones with which student came. Seminars are integral to most academic programs at Evergreen. They are the pistons which drive the intellectual heart of the college. Seminars are not intended as a mechanism for transmitting information; they serve as a means for groups of students to obtain a set of common experiences, usually based on a text, piece of art, film, etc. Seminars are
not a place for the transmission of data. Ideally they go beyond the sharing of facts and probe the depths of the subject matter at hand. The fundamental aim of the industrial visit is to expose the students to a different landscape, variety of people thereby encouraging interaction, exchange of ideas and to acquire the knowledge about the basic functionality of a company. Such visits help the students get an opportunity to observe the working process of various industries. More importantly in today’s world practical knowledge is more often than not given its due credit and corporate are on the look for students who are well-versed with the working environment. Thus over-all such Industrial tours are aimed to keep the students in constant touch with the actual practice followed in business organizations and also to make them visualize their own futurisic role in discharging their duties towards the business world. Through foreign tour and industrial tour students understood the importance of the cross functional communication, team work and commitment and also how to continuously deliver values at each stage of production. With an aim to go beyond academics, these visits are arranged to develop the insights of the students – attaining practical knowledge and their theoretical applications thereof. Industrial and foreign visit is a vital part of the curriculum. It helps to bridge the gap between classroom and the real working world. The visit also provides first-hand knowledge about the organizational structures and modes of operation in different industries. Through this students can be customaries. Student is a learner, through learning they will make themselves perfect so as to enable them to take any type of challenges at any situation. It can only be possible where above facilities are availed by the students.

5-10-7-9 Model of Educational Marketing Mix

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<th>Food</th>
<th>Facilities</th>
<th>Faculty</th>
<th>Factor X</th>
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| 1. Hygienic  
2. Tasty  
3. Quality  
4. Choice  
5. Timely | 1. Infrastructure (Internal and external)  
2. Environment  
3. Library facilities  
5. Recreation centers  
6. Safety & security  
7. Research & Develop  
8. Lab  
9. Net facilities(W  
10. Medical facilities | 1. Knowledge and skill  
2. Personality  
3. Perception  
4. Approachable  
5. Communication  
6. Analytical mind  
7. Research oriented | 1. Fee package  
2. Employment opportunity  
3. Scope of exposing hidden talent  
4. Training facility  
5. Seminar and workshop  
6. Industrial and foreign tour  
7. Encouragement  
8. Research guidance  
9. Regular health checkup |

5-10-7-9 Model
Conclusion
Parents are not declined to spend money towards their wards education. But they need qualitative education. Providing qualitative education cannot fulfill the need of the students. There are so many supportive factors without which the students cannot acquire the required knowledge even though there are better teaching facilities. Hygienic and qualitative food, better infrastructure and environment facilities which controls psycho magnetic function of individual in a systematic matter inter alia helps to motivate the student for better grasping of skill and knowledge in the class room as well as from the internal and external environment of the institution. Apart from food, facilities, faculty students and parents are more interested with fee package, employment opportunities and so many other factors which can make the student customaries so as to enable them to stand at any place, at any time, at any situation to take up of any type of challenges. Hence, food, facility, faculty and factor ‘x’ are the real instrument that can help the self financing educational institution to get good number of better students. With this we can conclude that if all the 4Fs (Food, Facility, Faculty, and Factor ‘X’) is available, as per the requirement, the self financed educational institution will never face any trouble to fill up the strength of different branches without any hindrance and will sustain in the market for a longer period which is the main motto of a business. In other words it can be called 4Fs of educational marketing mix. The above model 5-10-7-9 exhibits the importance of 4Fs.

Limitation
The researchers have depended on the information so collected through the investigators. The scope of the subject is so vast that it cannot be possible to complete within a period of two years. There is no guarantee that information is un-biased. There are more than twenty thousand private educational institutions providing higher and professional education to the students all over India. We have opted only ten big cities that to, 90 percent institutions randomly from the total institutions of ten cities. So the findings cannot be taken as cent percent correct. Further study in this matter is highly essential.

Reference


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