

The Impact of Integrated Marketing Communication (IMC) Tools on Learning in B-Schools : A Study

* *Geeta Nema*
** *Kavita Kasliwal*

Abstract

Management education in India is facing huge domestic and international competition. Question arises of differentiation of B-schools from their competitors. The experience of students with staff of the B-school decides their perception and level of satisfaction while learning in a B-school. The major purpose of this study was to explore whether B-schools were using integrated marketing communications (IMC) tools for learning, and if so, what were the perceptions of students regarding how relevant and appreciable the learning tools were for them. Thus, the objective of this paper was to study the adoption of IMC tools for learning in B-schools of Indore ; 121 respondents of various undergraduate and post graduate courses of government and private B-schools were interviewed with a structured questionnaire. Data analysis, after applying frequency distribution, chi-square, and ANOVA showed that age, course, and income did affect learning in B - schools. The category of B-schools, that is, government or private also affected the learning outcomes. The effect of IMC tools on the learning of students was effective when they were in direct contact in the classroom with the teacher ; whereas, other learning tools, when there was indirect contact between the student and teacher, did not have a positive effect on learning. Accordingly, B-schools must focus on using their resources effectively for only the identified learning tools as mentioned in this paper and thereby, improve the experiences of the students studying in B-schools. This will help in avoiding wastage of resources of B-schools.

Keywords : ANOVA, B-school, Chi-square, integrated marketing communication, learning tools

JEL Classification : I21, M10, M31

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Business schools across the country are faced with declining enrolment and shrinking budgets. One solution for this problem may be that business schools should become more marketing oriented. A key issue of concern is the degree to which marketing has actually been adopted and, as a result, what activities have been implemented in attracting and retaining business students. This differentiation in B - schools is created with the help of various integrated marketing communication tools in the form of sales promotion, direct marketing, advertising, public relations, and personal selling.

Business schools provide various educational facilities that offer specialization in teaching material relevant to businesses or business services. The development of B - schools in national economies is an important element of political and national life. Thus, the ways these institutes tackle their marketing and marketing communications activities justify a detailed investigation. Hence, the major objective of this study is to explore whether B - schools

* *Reader*, The International Institute of Professional Studies, Devi Ahilya University, Takshshila Campus, Khandwa Road, Indore, Madhya Pradesh. E-mail : geetanema@rediffmail.com

** *Assistant Professor*, Arihant Institute of Management and Technology, 453, Khandwa Road, Opp. Radha Soami Satsang, Indore, Madhya Pradesh. E-mail : kavitakasliwal@gmail.com

are using IMC, and if so, how relevant and applicable IMC is to them. Thus, the focus is on studying the adoption of IMC tools in B-schools of Indore.

Learning tools that are adopted by various B - schools include whiteboard/ chalkboards ; modern teaching aids ; role plays ; case studies ; participation in management association's activities ; industry visits ; industry training ; alumni interactions ; GD, PI, and other grooming sessions ; opportunities to attend various workshops, seminars, and conferences ; learning as per changing community needs ; faculty research, etc. Various promotional tools (IMC tools) help B-schools increase the student intake. It also assures a constant flow of enquiries/admissions in the B-school.

Using a blend of communication tools to achieve marketing goals is also known as integrated marketing communication. There are several ways to define integrated marketing communication. Business Dictionary has defined integrated marketing communication as : "coordinated promotional messages delivered through one or more channels such as print, radio, television, direct mail, and personal selling" (para 1).

The American Association of Advertising Agencies defined integrated marketing communications (IMC) as :

A communication planning that recognizes the added value of a comprehensive plan that evaluates the strategic roles of a variety of communication disciplines, e.g. general advertising, direct response, sales promotion, and public relations. It combines these disciplines with the concept of marketing to provide clarity, consistency, and maximum communications impact. (as cited in Pelsmacker, Geuens, & Bergh, 2001, p. 8)

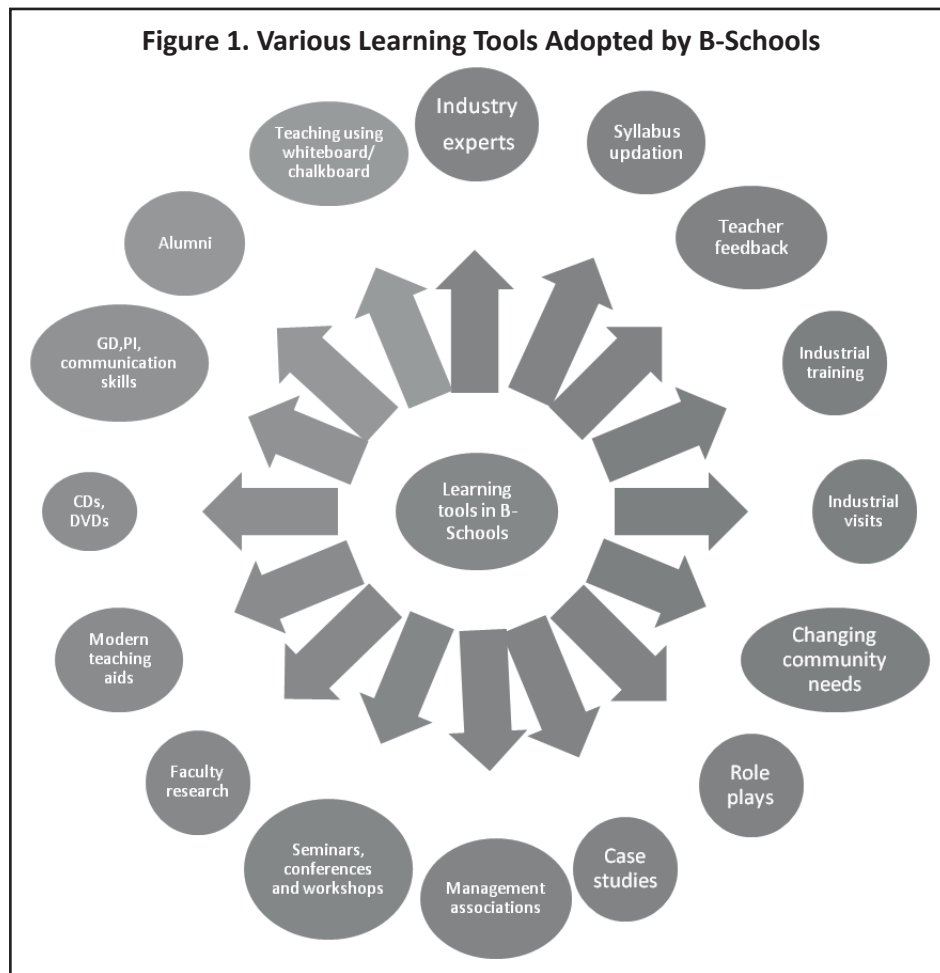
Many companies are using the online mode of advertising along with traditional ones. Ads can be in the form of banners, ads through social networking sites like Facebook, online classified ads, pay-per-click ads, pop-ups, scrolling slogans, search engine pages, and e-mail advertising, etc. In fact, an online ad can be a duplicate version of a print ad already published in newspapers or magazines. Website operators who ethically use online advertising typically use a small number of advertisements that are not intended to distract or irritate the user, and do not detract from the design and layout of their websites. Many website owners deal directly with companies that want to place ads, meaning that the website linked to by the advertisement is legitimate.

Leppäniemi and Karjaluoto (2008) defined mobile marketing as the use of the mobile medium as a means of marketing communication or the distribution of any kind of promotional or advertising messages to customers through wireless networks.

Constantinides and Stagno (2011) shared how potential students used social media and what their role was in the decision-making process of choosing a program of study, a university, or a college. This paper identified market segments among future students based upon the use of social media and examined the impact of social media on the choice of a higher - education program and institution.

Peltier, Schibrowsky, and Schultz (2015) said that interactive integrated marketing communication combined the power of IMC, the new media, and database marketing. It stated that the interactivity of the new electronic media required that a database - driven segmentation approach to communication strategy be employed to take advantage of its uniqueness. To accomplish this, an interactive IMC process model called "Interactive IMC" was made. In this term, the firms must develop ways of collecting information at the individual level by traditional and/or electronic means, and of using that data to create information - intensive customer communication strategies. These strategies should then employ new media to generate interaction with customers.

Personal selling, sometimes also called as salesmanship, involves the presentation of goods or services before potential buyers and convincing them to purchase them. Personal selling can be defined as the face to face interaction between company representative and a customer for the purpose of identifying and solving customer problems, and convincing them to purchase. Consumer durables is a sector where personal selling is very



essential. Personal selling is important in many retail consumer markets, especially in FMCG markets such as ready to eat or mix products. Customers need to be convinced about two-minutes cooking time, nutritional value, etc. The objective is not only just to sell the product to a person, but also to make him/her a permanent customer.

Saeed, Naeem, Bilal, and Naz (2013) expressed that IMC is best performed in synergy rather than in isolation. IMC is associated with some positive results like brand awareness, customer satisfaction, brand loyalty, positive brand image, unique brand association, greater profitability, increased sales, and cost savings. IMC has a major impact on organizational performance and brand equity.

The various learning tools as adopted by B - schools are depicted in the Figure 1. This study would help B-schools to understand students' experience while learning and the impact of IMC tools on learning in B-schools. It would also aid in policy-making and future strategic planning for the development of B-schools.

Review of Literature

In order to carry out the present study, several earlier studies were reviewed. Some of them are as follows:

Gruber, Reppel, and Voss (2010) talked about the important role of professors in general and the characteristics of effective professors in particular. The study utilized the well - established Kano model of satisfaction to reveal the

preferred attributes of professors. Swanson and Frankel (2002) explored how students perceived the attributes of professors and how satisfied they were with them. In particular, the research examined attributes of professors that were likely to cause satisfaction and which dimensions predominately led to dissatisfaction. Knowing what students regarded as satisfactory and dissatisfactory helped professors improve the classroom experience either by improving interpersonal skills or by just having a better understanding of students' perspective.

Desai, Damewood, and Jones (2001) suggested that the more faculty members knew about students, the better they could be provided with educational services. These insights could then be used to be more responsive to students during student - professor encounters without compromising integrity. Hagenauer and Volet (2014) stated the important role of professors in general and the characteristics of effective professors in particular. The study used the well- established Kano model of satisfaction to reveal the preferred attributes of professors. Universities should, therefore, try to monitor students' levels of satisfaction and decrease sources of dissatisfaction, if possible, in order to retain students.

Kalia (2017) studied the relevance and importance of social media, which is an in-thing in the educational sector. The study concluded that our education system needs change, and social media should be widely utilized for educational purposes. It could be mainly used for the purpose of making presentations followed by assignment updates, better research, and connectivity. Childers, Kim, and Kemp (2014) stated that education shared many similarities with service delivery in the business sector. Students often experienced total service within the classroom. The study considered the role of environmental factors and students' affective responses in contributing to overall student satisfaction. Chouhan (2013) discussed that a model, when supported by programs customized to the characteristics, vision, and objectives of schools, had wider scope for other education systems too.

Douglas, Douglas, McClelland, and Davies (2015) discussed areas of teaching, learning, and the supporting service environment. The study also assessed whether the experiences of B - school students were likely to influence their loyalty behaviours with respect to remaining on their chosen course of study; recommending the university; and continuing at a higher level of study. Kumar and Shekhar (2017) observed from their study that the educational hotspots were highly responsible for knowledge creation, information storage, knowledge sharing, learning, and reuse. Knowledge had a high impetus in higher education.

Objectives of the Study

- (1) To understand the awareness about the use of IMC tools by B-schools among the sample respondents.
- (2) To identify the various learning tools used in B-schools.
- (3) To study the impact of demographic variables like course, age, category, education, and income level on the understanding of different learning tools used by B-schools.
- (4) To study the effectiveness of learning tools in B-schools.

Hypotheses

- ↻ H_{01} : Age does not significantly affect the learning tools used by B-schools.
- ↻ H_{a1} : Age does significantly affect the learning tools used by B-schools.
- ↻ H_{02} : Course does not significantly affect the learning tools used by B-schools.
- ↻ H_{a2} : Course does significantly affect the learning tools used by B-schools.

- ↪ H_{03} : Category does not significantly affect the learning tools used by B-schools.
- ↪ H_{a3} : Category does significantly affect the learning tools used by B-schools.
- ↪ H_{04} : Income does not significantly affect the learning tools used by B-schools.
- ↪ H_{a4} : Income does significantly affect the learning tools used by B-schools.
- ↪ H_{05} : IMC tools do not significantly affect the learning tools used by B-schools.
- ↪ H_{a5} : IMC tools do significantly affect the learning tools used by B-schools.

Research Methodology

Research methodology is the framework of the research. It includes:

(1) Research Design : The research design used for the present study was descriptive in nature as it was conducted on primary data. A descriptive study is a statistical study to identify patterns or trends in a situation, but not the causal linkages among its different elements.

(2) Sampling Technique : Convenience sampling (non-probability sampling) was used in the present study. Non-probability sampling is a sampling method in which some elements of the population have no chance of selection (these are sometimes referred to as 'out of coverage'/'under-covered'), or where the probability of selection cannot be accurately determined. It involves the selection of elements based on assumptions regarding the population of interest, which forms the criteria for selection.

(3) Sample Size: One hundred and twenty one respondents studying in various undergraduate and post-graduate management courses in various government and private B-schools of Indore, Madhya Pradesh were taken as sample respondents for the present study. The data included in this study were collected from January - March 2016.

Data were collected through a structured questionnaire comprising of two sections. Section A dealt with the demographic profile and Section B was related to awareness and understanding about learning tools adopted by B-schools, which was designed to meet the objectives of the study.

(4) Data Analysis Tests : Data were analyzed using appropriate qualitative and quantitative techniques like Cronbach's alpha for checking reliability, frequency distribution, and chi-square test for analyzing demographic variables, and ANOVA (analysis of variance) for analyzing the effectiveness of learning tools.

Analysis and Results

The reliability of the study was tested using Cronbach's alpha, the results of which are presented in Table 1 and Table 2.

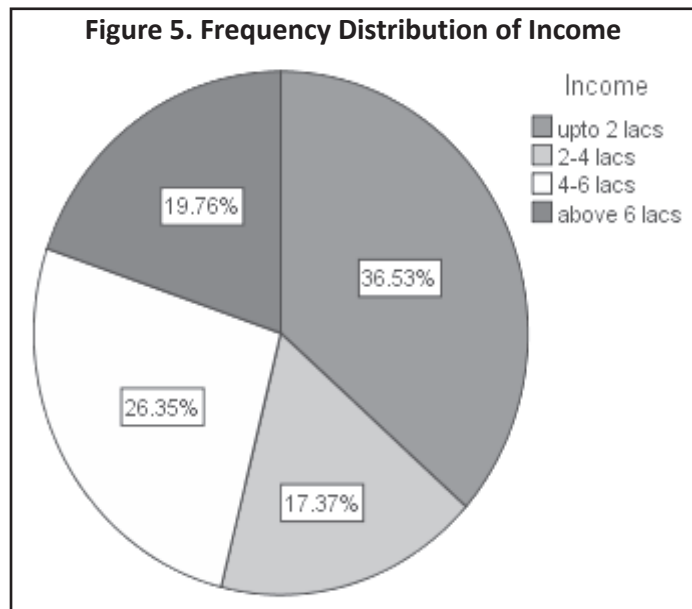
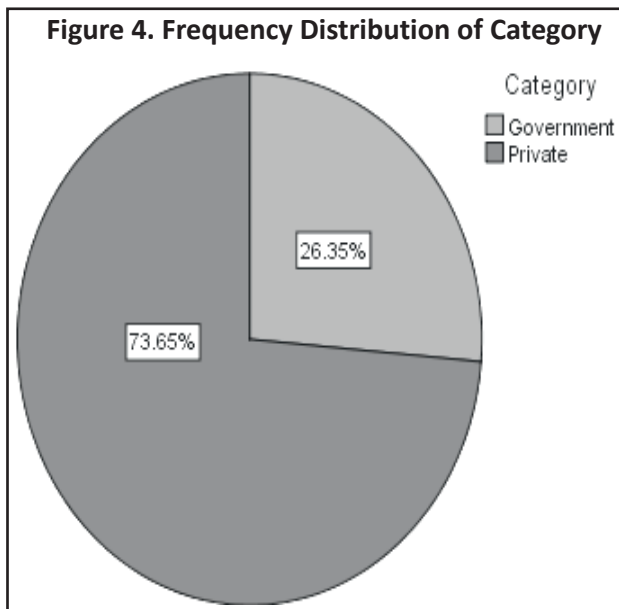
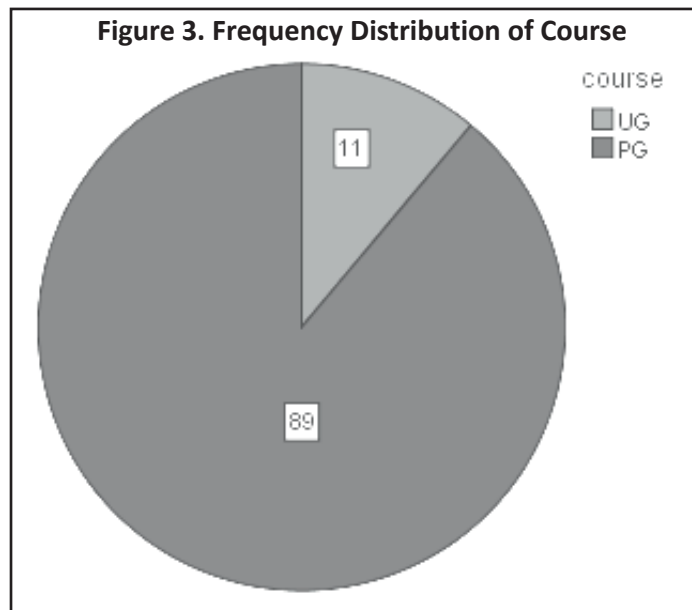
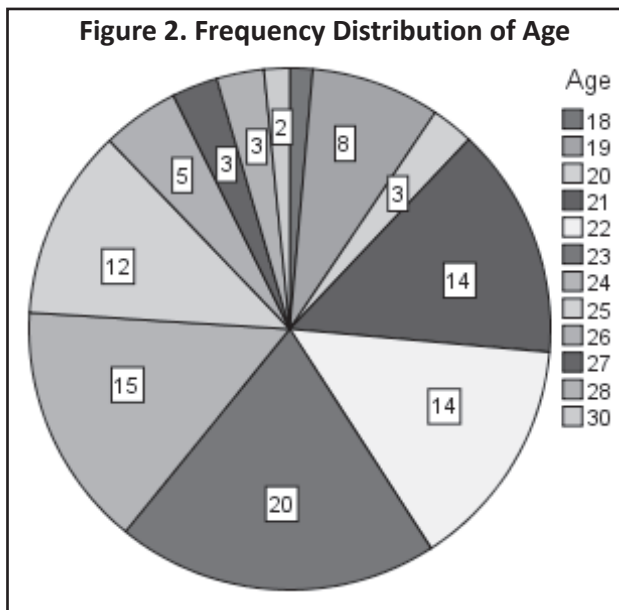
Table 1. Case Processing Summary

		<i>N</i>	%
Cases	Valid	121	100.0
	Excluded ^a	0	.0
	Total	121	100.0

a. List wise deletion based on all variables in the procedure.

Table 2. Reliability Statistics

Cronbach's Alpha	<i>N</i> of Items
0.908	35



As the value of Cronbach's alpha is 0.908 which is close to 1, the research instrument was reliable to carry out data analysis. The demographic variables of the study are explained by using frequency distribution. The distribution of demographic variables is shown with the help of pie-charts.

From the Figure 2, it can be observed that the sample distribution with respect to age varied from 18 years to 30 years. The Figure 3 shows that there was greater understanding of the concept of IMC tools among post-graduate students with 89 respondents of B-schools ; whereas, only 11 respondents of undergraduate courses of B-schools responded to this question.

The Figure 4 shows that there was greater understanding of the concept of IMC tools among students ; 73.65% of the private B-school students responded to this question as compared to 26.35% of the respondents from government B-schools.

Table 3. Chi-Square Test for Age, Course, Category, and Income

	Age	Course	Category	Income
Chi-Square	96.36	94.620	9.000	39.760
Df	10	1	1	3
Asymp. Sig.	.000	.000	.003	.000

The Figure 5 shows the income profile of the respondents. There were 36.53% of the students who had a family income of upto ₹ 2 lakhs, about 26.35% of the students had a family income band of ₹ 4 - 6 lakhs, 19.76% students had a family income level above ₹ 6 lakhs, and 17.37% students belonged to the ₹ 2- 4 lakhs income level.

In order to achieve the third objective, that is, to study the impact of demographic variables like - course, age, category, education, and income level on the understanding of different learning tools used by B-Schools, chi-square test was applied on the data to test the hypotheses H_{01} to H_{04} . The results of this test are presented in the Table 3.

From the Table 3, it can be interpreted that the value of chi-square with respect to age is 96.364, the degree of freedom is 10, and asymptotic value is 0.000. As this value is less than 0.05, the null hypothesis H_{01} that age does not significantly affect the learning tools used by B-schools is rejected. Thus, it may be concluded that respondents belonging to different age groups thought differently about the learning tools used by B-schools.

From the Table 3, it may be interpreted that the value of chi square with respect to course is 94.620, the degree of freedom is 1, and asymptotic value is 0.000. As this value is less than 0.05, the null hypothesis H_{02} that course does not significantly affect the learning tools used by B-Schools is rejected. Thus, it may be concluded that thinking of an undergraduate and post graduate student varied with respect to learning tools used by B-schools.

From the Table 3, it may be interpreted that the value of chi square with respect to category is 9.000, the degree of freedom is 1, and asymptotic value is 0.003. As this value is less than 0.05, the null hypothesis H_{03} that category does not significantly affect the learning tools used by B-schools is rejected. Thus, it may be concluded that thinking of respondents belonging to private and government B-schools varies.

From the Table 3, it may be interpreted that the value of chi square with respect to income is 39.764, the degree of freedom is 3, and asymptotic value is 0.000. As this value is less than 0.05, the null hypothesis H_{04} that income does not significantly affect the learning tools used by B-schools is rejected. Thus, it may be concluded that income significantly affected the learning tools used by B-schools.

In order to achieve the fourth objective, that is, to study the effectiveness of learning tools in B-schools, ANOVA test was applied on the data to test the H_{05} . The results of this ANOVA test are shown in Table 4. From the Table 4, the values of ANOVA with respect to the following learning tools can be interpreted: the evaluation of studies and projects; assessment criteria; arrangement of programmes; regular syllabus updation; teacher feedback; opportunities for industrial training, industrial visits, internship for practical learning; changing community needs; collaboration with management associations; talks, interactions, seminars, conferences with industry experts; use of modern technology like smart boards for teaching in classrooms; use of DVDs/ CDs or any other educational material; access to international digital books, journals, online databases in B-school library; library assignments; research collaboration with other institutions; case study discussions; programmes for personality development like GD, PI communication skills, mock interviews; feedback from industry, recruiters, and corporate leaders on projects and internship presentations is less than 0.05, thereby rejecting the null hypothesis H_{05} that IMC tools do not significantly affect learning tools used by B-schools.

Indirect learning tools like encouragement given to faculties and students to attend seminars, conferences, paper presentations, or any other developmental session organized outside B-schools; development of research skills of faculties; use of library and reading room; exchange programme with other national or international schools; use of chalk board /white board; role-plays; group projects; placement training by industry experts;

Table 4. IMC Tools Used by B-Schools and Their Effect on Learning Tools (Tested Using ANOVA)

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
The evaluation of studies and projects is done with the help of industry experts.	Between Groups	46.314	4	11.578	11.286	0.000
	Within Groups	119.008	116	1.026		
	Total	165.322	120			
The assessment criteria for the studies is explained at the beginning of the session.	Between Groups	14.673	4	3.668	3.162	0.017
	Within Groups	134.566	116	1.160		
	Total	149.240	120			
Programmes are arranged for the development of managerial skills for practical work, group work, co- curricular activities etc.	Between Groups	13.988	4	3.497	2.588	0.040
	Within Groups	156.756	116	1.351		
	Total	170.744	120			
The syllabus is updated every year.	Between Groups	28.899	4	7.225	3.689	0.007
	Within Groups	227.183	116	1.958		
	Total	256.083	120			
I get the opportunity to give the teacher feedback about his/her classroom teaching.	Between Groups	23.262	4	5.816	3.901	0.005
	Within Groups	172.936	116	1.491		
	Total	196.198	120			
B-School provides opportunities for industrial training, industrial visits, internship for practical learning.	Between Groups	18.447	4	4.612	3.045	0.020
	Within Groups	175.702	116	1.515		
	Total	194.149	120			
The programmes offered by the B-School respond to changing community needs.	Between Groups	11.354	4	2.838	2.921	0.024
	Within Groups	112.712	116	.972		
	Total	124.066	120			
The B-School keeps in continuous touch with various management associations to seek and update opportunity information.	Between Groups	18.337	4	4.584	4.157	0.003
	Within Groups	127.928	116	1.103		
	Total	146.264	120			
B-School arranges numerous talks, interactions, seminars, conferences with industry experts.	Between Groups	12.114	4	3.029	2.580	0.041
	Within Groups	136.150	116	1.174		
	Total	148.264	120			
Faculties and students are encouraged and sponsored to attend the seminars, conferences, paper presentations, or any other developmental session organized outside B-School.	Between Groups	7.141	4	1.785	1.439	0.226
	Within Groups	143.917	116	1.241		
	Total	151.058	120			
B-School focuses on developing research skills.	Between Groups	8.737	4	2.184	1.462	0.218
	Within Groups	173.263	116	1.494		
	Total	182.000	120			
Teachers use modern technology like smart boards for teaching in classrooms.	Between Groups	52.872	4	13.218	8.755	0.000
	Within Groups	175.128	116	1.510		
	Total	228.000	120			
DVDs/ CDs or any other educational material is provided by teachers.	Between Groups	41.177	4	10.294	5.385	0.001
	Within Groups	221.749	116	1.912		
	Total	262.926	120			
We get access to international digital books, journals, etc. in the library.	Between Groups	24.771	4	6.193	3.220	0.015
	Within Groups	223.064	116	1.923		
	Total	247.835	120			

Online databases are available in the B-School library.	Between Groups	22.268	4	5.567	2.751	0.031
	Within Groups	234.708	116	2.023		
	Total	256.975	120			
Teachers give library assignments.	Between Groups	6.782	4	1.696	1.121	0.350
	Within Groups	175.482	116	1.513		
	Total	182.264	120			
Library and reading room are open for sufficient hours for our learning.	Between Groups	4.537	4	1.134	.743	0.564
	Within Groups	176.984	116	1.526		
	Total	181.521	120			
B-School has exchange programme with other national or international schools.	Between Groups	16.333	4	4.083	2.148	0.079
	Within Groups	220.477	116	1.901		
	Total	236.810	120			
B-School has research collaboration with other institutions.	Between Groups	18.098	4	4.525	3.252	0.014
	Within Groups	161.373	116	1.391		
	Total	179.471	120			
Teachers use chalk board /white board while teaching in the classroom.	Between Groups	12.671	4	3.168	2.295	0.063
	Within Groups	160.139	116	1.381		
	Total	172.810	120			
Case studies are discussed in the classrooms.	Between Groups	13.673	4	3.418	2.593	0.040
	Within Groups	152.889	116	1.318		
	Total	166.562	120			
Role- plays are performed in the classrooms for learning.	Between Groups	9.123	4	2.281	1.512	0.203
	Within Groups	175.026	116	1.509		
	Total	184.149	120			
Group projects are provided to us for developing team spirit.	Between Groups	7.868	4	1.967	1.294	0.277
	Within Groups	176.364	116	1.520		
	Total	184.231	120			
B-School organizes sufficient programmes for personality development like GD, PI communication skills, mock interviews, etc.	Between Groups	47.034	4	11.758	8.788	0.000
	Within Groups	155.214	116	1.338		
	Total	202.248	120			
Placement training is provided by industry experts.	Between Groups	14.728	4	3.682	2.157	0.078
	Within Groups	198.048	116	1.707		
	Total	212.777	120			
Feedback is obtained from industry, recruiters, and corporate leaders on projects and internship presentations.	Between Groups	27.378	4	6.845	4.396	0.002
	Within Groups	180.622	116	1.557		
	Total	208.000	120			
Alumni supports the B-School wherever required.	Between Groups	11.395	4	2.849	2.215	0.072
	Within Groups	149.217	116	1.286		
	Total	160.612	120			
B-School caters to the diverse learning needs of the students.	Between Groups	7.962	4	1.991	1.607	0.177
	Within Groups	143.724	116	1.239		
	Total	151.686	120			

Support is provided to teach real world practices based on content outside of syllabus.	Between Groups	4.296	4	1.074	0.673	0.612
	Within Groups	185.209	116	1.597		
	Total	189.003504	120			

alumni support ; diverse learning needs of the students ; real world practices based on content outside syllabus have values more than 0.05, thereby accepting the null hypothesis that IMC tools do not significantly affect the learning tools used by B-schools. This shows that students did not get directly affected by indirect learning tools and were concerned (affected) with (by) direct interaction with the faculty.

The hypotheses are accepted or rejected based on standard statistical norms of values less than 0.05 being considered as significant, thereby leading to the acceptance of the particular hypothesis. With this, we find that age, course, category, and income (H_{01} - H_{04}) significantly affect the learning tools used by B - schools or IMC tools.

On the other hand, IMC tools (H_{05}) have a differential effect. Factors like the evaluation of studies and projects ; assessment criteria ; arrangement of programmes ; regular syllabus updation ; teacher feedback ; opportunities for industrial training, industrial visits, and internship for practical learning ; changing community needs ; collaboration with management associations ; talks, interactions, seminars, conferences with industry experts ; use of modern technology like smart boards for teaching in classrooms ; use of DVDs/ CDs or any other educational material ; access to international digital books, journals, online databases in B-school library ; library assignments ; research collaboration with other institutions ; case study discussions ; programmes for personality development like GD, PI communication skills, mock interviews ; feedback from industry, recruiters, and corporate leaders on projects and internship presentations have a significant effect on the learning tools used by B - schools. However, indirect learning tools like encouragement given to faculties and students to attend seminars, conferences, paper presentations, or any other developmental session organized outside B-schools ; development of research skills of faculties ; use of library and reading room ; exchange programme with other national or international schools ; use of chalk board /white board ; role-plays ; group projects ; placement training by industry experts ; alumni support ; diverse learning needs of the students ; real world practices based on content outside syllabus etc. do not have a significant effect on learning tools used by B-schools.

Managerial Implications

The present study states the effectiveness of learning tools like the evaluation of studies and projects ; assessment criteria ; arrangement of programmes ; regular syllabus updation ; teacher feedback ; opportunities for industrial training, industrial visits, and internship for practical learning ; changing community needs ; collaboration with management associations ; talks, interactions, seminars, conferences with industry experts ; use of modern technology like smart boards for teaching in classrooms ; use of DVDs/ CDs or any other educational material ; access to international digital books, journals, online databases in B-school library ; library assignments ; research collaboration with other institutions ; case study discussions ; programmes for personality development like GD, PI communication skills, mock interviews ; feedback from industry, recruiters, and corporate leaders on projects and internship presentations are effective learning tools used by B-schools, and students were greatly affected by these tools.

Students were not concerned with the research skills of the faculty. In this digital world, students were also not much concerned with reading hard copy textbooks in libraries. The students were not affected by exchange programmes and were concerned with direct teaching adopted in the classrooms of the B - schools. Role-plays and group projects are no longer an effective learning tool. Students were not interested in getting placement training

by industry experts. They were not affected by alumni support, and were also not much concerned with diverse learning, and were not interested in learning outside syllabus content. Hence, B - schools must focus on using their resources effectively for only the identified learning tools as mentioned in this paper to improve the experiences of the students studying in the B-schools as this will help in the growth of the business schools.

Conclusion

In the present competitive environment where B-schools are facing tough competition, it is very essential for them to use suitable IMC tools so that the learning abilities and skills of students can be enhanced, making them fit to face the challenges of the competitive environment. The study shows that demographic variables like course, age, category, and income level did affect the learning in B - schools. On the other hand, amongst different IMC tools, there is a variation. As discussed above, students do not seem to be concerned with encouragement given to faculty and students to attend seminars, conferences, paper presentations, or any other developmental sessions organized outside B - schools, or more importantly, real-world practice-based content outside syllabus. These primarily reflect the attitude of students towards a syllabus oriented approach. Additionally, development of research skills of faculties, use of library and reading room, exchange programme with other national or international schools, use of chalk board /white board, role plays, group projects, etc. as well show no effect on the learning tools used by B - schools, which may primarily demonstrate the content ready culture prevalent amongst the students of today. We conclude that in these competitive times, wherein funding any particular programme is challenging, B-schools must look into effective ways of engaging students to not only ensure maximum learning, but their own survival as well.

Limitations of the Study and Scope for Further Research

This study has the following limitations. On the basis of these limitations, the scope for further research has been suggested.

↳ **Geographical Coverage** : The geographical area selected for this study was restricted to the city of Indore, which proved as a limitation.

↳ **Sample Size** : The present study is based on a sample size of 121 respondents. It is further suggested that if the study is conducted on a large sample size equally distributed in all types of institutions, the results would be more specific and directive.

↳ **Too Many IMC Tools** : The study is based on various IMC tools. These elements themselves have many sub-elements which are inter-related and complimentary to each other. A study, if carried out on each specific element of IMC, would give more specific results compared to the present study. There is further scope of research in this direction.

↳ **Too Many Learning Tools** : The study is based on various learning tools used in B-Schools. The effectiveness of the tools depends upon the teacher who is delivering the lecture and the level of the student who is attending the class. Hence, it is difficult to generalize the effectiveness of each learning tool. A study, if carried out on each specific learning tool, would give more specific results compared to the present study. There is further scope of research in this direction.

↳ **All the IMC Tools Working Simultaneously** : Another limitation of this study was that all the IMC tools were working simultaneously. For example, the satisfaction of a student in a B-school is not only dependent on the effective learning tools adopted by the faculty, but also on various other factors and experiences in the B-school. The collaborative efforts and satisfaction of various stakeholders of a B-school ultimately lead to the satisfaction level of the student. All these factors can be examined in future studies.

↳ **Different Expectation Levels from Different Types of Institutions** : The expectation levels of the students studying in autonomous B - schools, or a management department of a university, or a university affiliated college, or a private university sponsored by society/trust/corporate bodies are different. This happens because the level and background of each of these students is different. Hence, it is difficult to generalize the effectiveness of the learning tools or the effectiveness of the IMC tools adopted by the B-schools.

↳ **Different Understanding of the IMC Tools** : The understanding level of IMC tools of an undergraduate student pursuing BBA and that of a post-graduate student pursuing MBA is different. A study, if carried out on effectiveness of IMC tools amongst undergraduate students or on post-graduate students, would give more specific results compared to the present study. There is further scope of research in this direction.

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About the Authors

Dr. Geeta Nema is working as a Reader in Management in International Institute of Professional Studies, Devi Ahilya University, Indore, Madhya Pradesh. Her area of specialization is Marketing. Under her guidance, five Ph.D. Scholars have been awarded their Doctorate degrees. These scholars have worked on different topics related to Marketing Management. At present, eight scholars are working under her guidance. She has guided more than 80 students in their major research projects in their MBA curriculum. She has published more than 65 research papers in national and international journals, and she has also presented papers in national and international conferences. She is serving on the Editorial Board of several journals also.

Kavita Kasliwal is M.Com from Mumbai University, an MBA from Institute of Management Studies, DAVV, Indore, PGD in Public Relations & Corporate Communications from St. Xavier Institute of Communications, UGC- NET qualified, FDP from IIM Indore, and is pursuing her Ph.D. in Management from DAVV, Indore. She is currently working with Arihant Institute of Management & Technology as an Assistant Professor, and she has an academic experience of 10 years and industry experience of 4 years. She has presented many research papers /case studies in national/international seminars and conferences. She has been a proud recipient of Women's Excellence Awards - 2016, Women Achiever's Awards - 2015, and DNA Woman of Substance Award.