

To study The role of Integrated Marketing Communication Tools and Its Effect on Learning Tools in B-Schools of Madhya Pradesh

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ABSTRACT: Management education in India is facing huge domestic and international competition. The students' experience with staff of the B-School will decide their perception and level of satisfaction while learning in the B-School. The major purpose of this study is to explore if B-Schools are using Integrated Marketing Communications (IMC) tools for learning and if so, the effectiveness of each tool. Thus, the focus is to study the adoption of IMC tools for learning in B-Schools across Madhya Pradesh. 167 respondents of various undergraduate and post graduate courses of Government and Private B-Schools were interviewed with a structured questionnaire. The results presented in this study will aid the B-Schools in focusing their resources effectively to only the identified learning tools and thereby improve the experiences of the students studying in B-Schools.

Keywords: *Integrated Marketing Communication, Learning tools, B-School, ANOVA*

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I. Introduction

Management education has witnessed tremendous growth all over the world. US B-Schools are the most sought after programmes for MBA aspirants. US has the largest number of foreign students pursuing MBA. The European B-Schools such as London Business School, INSEAD etc are preferred by international students. B-Schools in India have grown significantly since 2000 onwards. More than 2 lac students appeared for the Common Admission Test conducted by the IIMs in 2008. Kerala, Orissa and Andhra Pradesh have the highest number of B-Schools. There were more than 1700 B-Schools (in 2008) in India, 187 in Karnataka (in 2008). The B-School education sector is growing rapidly both in the world and in India.

Business schools across the country are faced with declining enrollment and shrinking budgets. One solution to this disturbing trend may be for business schools to become more marketing oriented. A key issue of concern is the degree to which integrated marketing has actually been adopted for learning and, as a result, what activities have been implemented in them. Promotion is the essence of every organization. B-Schools need to understand the needs and requirements of the students and develop their promotion mix to match these needs. To communicate their facilities, features, quality, technology, achievements, offers, placements and schemes etc. the B-Schools keep searching out for new ways of communication with the target students.

It is vital for the B-School to position itself in the obvious path of potential students who are seeking admissions. This effort might involve sponsoring or participating in seminars, workshops, and/or community events related to the marketer's offering of knowledge-based services. Student satisfaction creates a halo effect on the institutional image. When students are satisfied, their attitudes towards the B-Schools are improved. This attitude then affects the image. Thus, the B-School's image is the accumulated attitude derived as a result of satisfaction. Student perception of B-School image is important as it summarises students' insights of the standing of a B-School in the market. Since B-School image is a guide to and a simple way for a student to evaluate its programs, services offered and overall value in the market, it is important to know whether student trust contributes towards B-School image. Students develop cumulative effects of trust over the years with their academic and administrative staff and with their institution. Their cumulative trust develops thorough cognitive impressions and builds a positive image about the B-School.

Integrated Marketing Communication includes direct and indirect interaction with the target student. A unique combination of promotion elements like Advertising, Direct Marketing, Personal Selling, Public Relation & Publicity programmes and Sales Promotion is known as "Integrated Marketing Communications". To make the promotion strategy effective, it is essential to design the communication process in such a way that it fulfils the B-Schools' objective.

Practices are continually being developed by universities that suit the ever changing and evolving student cohort who requires 24/7 access to learning. The emergence of Integrated Marketing Communication (IMC) is evolutionary, both for marketing as a discipline and as a practice in terms of its significant contribution to the changing face of the 20th Century business environment. Integrated marketing communication is integration of all marketing tools, approaches, and resources within a company which maximizes impact on consumer mind and which results into maximum profit at minimum cost. Generally marketing starts from “Marketing Mix” and also includes internet marketing, sponsorship marketing, direct marketing, database marketing and public relations. And integration of all these promotional tools along with other components of marketing mix to gain edge over competitor by knowing the right touch-points using to reach highest level of consumer satisfaction is referred as Integrated Marketing Communication. However, numerous questions have emerged about its implications for today's college students. Perhaps the most important one is, How significantly does it affect their learning?

New teaching methods and flexible learning approaches are constantly being researched in education. Many educators are now implementing new technology into their courses such as online syllabus, Internet term project and online homework assignments. The use of technology in online classrooms can encourage creative teaching and promote learning within smaller classes with students who can work on their own and, require learning flexibility.

Teaching in higher education is a profession. It is a form of public service that require expert knowledge and specialized skills acquired and maintained through rigorous and lifelong study and research. It calls for a sense of personal and institutional responsibility for the education and welfare of students and of the community at large and for a commitment to high professional standards in scholarship and research. B-School faculty should maintain and develop knowledge of their subject thoroughly and improved pedagogical skills, possibly with latest technological aids.

Learning tools that are adopted by various B-Schools are teaching through whiteboard/ chalkboards, modern teaching aids, role plays, case studies, participation in management associations 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 the B-School to increase the student intake. It also assures a constant flow of enquiries/admissions in the B-School.

The emergence of a large number of business schools in India over the past decade, has raised issues of quality and sustainability in the education sector. The students have a wide range of options to choose from which B-School to pursue their interests. As the students bear the complete expenditure of education, they deserve the best education. Therefore, quality and student satisfaction has become a competitive weapon for the institutions to serve and attract their prospective students. Given all the above points, it has become vital for the B-Schools to keep students attracted along with ensuring effective learning.



Figure 1: Various learning tools adopted by B-Schools

Source: Created by Kavita Kasliwal

Thus, the major purpose of this study is to explore the awareness amongst the respondents regarding the use of IMC tools by the B-Schools. Additionally, it focuses on identifying the various learning tools adopted by the B-Schools and study the effectiveness of each tool with regard to the students studying in various B-Schools of MP, India. This study will aid the B-Schools in determining the most efficient learning tool with respect to acceptability and satisfaction amongst students and thereby, have effective solutions towards image enhancement and positioning of the B-School.

II. Review Of Literature

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

Gruber, Thorsten ,Reppel, Alexander and Voss, Roediger (2010) 'Understanding the characteristics of effective professors: the student's perspective', Journal of Marketing for Higher Education has stated the important role of professors in general and the characteristics of effective professors in particular. the study has utilized the well-established Kano Model of Satisfaction to reveal the preferred attributes of professors.

Swanson& Frankel (2002), "A View from the Podium: Classroom Successes, Failures, and Recovery Strategies" explores how students perceive the attributes of professors and how satisfied they are with them. In particular, the research has examined which attributes of professors are likely to cause satisfaction and which dimensions predominately lead to dissatisfaction. Knowing what students regard as satisfactory and dissatisfactory attributes helps professors improve the classroom experience either by improving interpersonal skills or by just having a better understanding of the student's perspective.

Desai, Dame wood, and Jones (2001), have suggested that the more faculty members know about students, the better they can be provided with educational services .These insights gained can then be used to be more responsive to students during student–professor encounters without compromising integrity.

Hagenauer Gerda and Volet and Simone (2014) in article "Teacher-student relationship at University: an important yet under-researched field" have stated the important role of professors in general and the characteristics of effective professors in particular. The study has 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.

Gitanjali Kalia, Chitkara University, Punjab, in "Social media: an innovative education tool" has studied the relevance and importance of social media which is an in-thing among the educational sector. The study concludes that our education system needs change and social media should be widely utilized for the educational purposes. It could be mainly used for the purpose of making presentations followed by assignment updates, better research and connectivity.

Carla Childers, Kim Williams & Elyria Kemp (2013) in "Emotions in the Classroom: Examining Environmental Factors and Student Satisfaction" in 'Journal of Education for Business' has stated that Education shares many similarities with service delivery in the business sector. The student often experiences the total service within the classroom. The study has considered the role of environmental factors and students' affective responses in contributing to overall student satisfaction.

Chauhan in his article, "A Review of Sustainable Human Resource Management in Schools" published in Prabandhan: Indian Journal Of Management, has discussed that "a model when supported by programs customized to the characteristics, vision, and objectives of schools will have wider scope for other education systems too"

Jacqueline Ann Douglas, Alexander Douglas, Robert James McClelland & John Davies, (2014), in "Understanding student satisfaction and dissatisfaction: an interpretive study in the UK higher education context" has concluded the areas of teaching, learning and the supporting service environment. The study has also assessed whether the experiences of the 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.

According to the paper "Invigorating Knowledge Sharing in Higher Education: Indian Initiatives" authored by A. Arun Kumar and VedulaShekhar(2017) published in Prabandhan: Indian Journal of Management, "Higher education institutions are temples of learning and repositories of knowledge. These are the educational hotspots which are highly responsible for knowledge creation, information storage, knowledge sharing, learning, and reuse. Knowledge has a high impetus in higher education."

III. Objectives Of The Study:

1. To understand the awareness about the use of IMC tools by B-Schools among sample respondents of Madhya Pradesh
2. To identify the various learning tools used in B-Schools in Madhya Pradesh in India

3. To study the effectiveness of learning tools in B-Schools in Madhya Pradesh in India

In order to fulfill the above objectives, the following hypotheses are formulated:

Hypotheses:

H₀₁ - IMC tools does not affect significantly on the learning tool namely "The evaluation of studies and projects is done with the help of industry experts".

H₀₂ - IMC tools does not affect significantly on the learning tool namely "The assessment criteria for the studies is explained at the beginning of the session."

H₀₃ - IMC tools does not affect significantly on the learning tool namely "Programmes are arranged for the development of managerial skills for practical work, group work, co- curricular activities, etc"

H₀₄ - IMC tools does not affect significantly on the learning tool namely "The syllabus is updated every year"

H₀₅ - IMC tools does not affect significantly on the learning tool namely "I get the opportunity to give the teacher feedback about his/her classroom teaching"

H₀₆ - IMC tools does not affect significantly on the learning tool namely "B-School provides opportunities for industrial training, industrial visits, internship for practical learning"

H₀₇ - IMC tools does not affect significantly on the learning tool namely "The programs offered by the B-School respond to the changing community needs"

H₀₈ - IMC tools does not affect significantly on the learning tool namely "B-School keeps in continuous touch with various Management associations to seek and update opportunity information"

H₀₉ - IMC tools does not affect significantly on the learning tool namely "B-School arranges numerous talks, interactions, seminars, conferences with industry experts"

H₁₀ - IMC tools does not affect significantly on the learning tool namely "Faculties and students are encouraged and sponsored to attend the seminars, conferences, paper presentations or any other developmental session organized outside B-School"

H₁₁ - IMC tools does not affect significantly on the learning tool namely "B-School focuses on developing research skills"

H₁₂ - IMC tools does not affect significantly on the learning tool namely "Teachers use modern technology like smart board for Teaching in classrooms"

H₁₃ - IMC tools does not affect significantly on the learning tool namely "DVDs/ CDs or any other educational material is provided by the teachers"

H₁₄ - IMC tools does not affect significantly on the learning tool namely "We get access to international digital books, journals, etc in the library"

H₁₅ - IMC tools does not affect significantly on the learning tool namely "Online databases are available in the B-School library"

H₁₆ - IMC tools does not affect significantly on the learning tool namely "Teachers give library assignments"

H₁₇ - IMC tools does not affect significantly on the learning tool namely "Library and reading room is open for sufficient hours for our learning"

H₁₈ - IMC tools does not affect significantly on the learning tool namely "B-School has exchange programme with other National or International Schools"

H₁₉ - IMC tools does not affect significantly on the learning tool namely "B-School has research collaboration with other Institutions"

H₂₀ - IMC tools does not affect significantly on the learning tool namely "Teacher's use chalk board /white board while teaching in the classroom"

H₂₁ - IMC tools does not affect significantly on the learning tool namely "Case studies are discussed in the classrooms"

H₂₂ - IMC tools does not affect significantly on the learning tool namely "Role- plays are performed in the classrooms for learning"

H₂₃ - IMC tools does not affect significantly on the learning tool namely "Group projects are provided to us for developing team spirit"

H₂₄ - IMC tools does not affect significantly on the learning tool namely "B-School organizes sufficient programmes for Personality Development like GD, PI communication skills, mock interviews etc."

H₂₅ - IMC tools does not affect significantly on the learning tool namely "Placement training is provided by Industry experts"

H₂₆ - IMC tools does not affect significantly on the learning tool namely "Feedback is obtained from Industry, recruiters and corporate leaders on projects and internship presentations"

H₂₇ - IMC tools does not affect significantly on the learning tool namely "Alumni supports the B-School wherever required"

H₂₈ - IMC tools does not affect significantly on the learning tool namely "B-School caters to the diverse learning needs of the students"

IV. Research Methodology:

Research methodology includes various steps that are adopted by researchers in studying research problem along with logic behind them. The various elements of research methodology include:

Research design: The research design used for the present study is descriptive in nature as it is 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.

Sampling technique: Convenience sampling (non- probability sampling) is used in the present study. Non-probability sampling is a sampling method where 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 can't be accurately determined. It involves the selection of elements based on assumptions regarding the population of interest, which forms the criteria for selection.

Sample Size: 167 respondents studying in various undergraduate and post-graduate management courses in various Government and Private B-Schools of Indore, Jabalpur, Bhopal, Ujjain and Gwalior in Madhya Pradesh, India are taken as sample respondents for the present study.

Data is collected through a structured questionnaire comprising of questions related to awareness and understanding about learning tools adopted by B-School which is designed to meet the objectives of the study

Data analysis tests: Data has been analysed using appropriate qualitative and quantitative techniques like Chronbach alpha for checking the Reliability and ANOVA (Analysis of Variance) for analysing the effectiveness of learning tools.

Findings and Discussion:

Findings:

- 1) The reliability of the study is tested using Chronbach alpha, the results of which are presented as under:-

Reliability Statistics

Cronbach's Alpha	N of Items	n
.908	35	167

Findings:

The questionnaire comprises of various questions associated with the use of learning tools by the B-School. This part has been analyzed using **ANOVA**. Analysis of Variance (ANOVA) is a collection of statistical models used to analyze the differences among group means and their associated procedures (such as "variation" among and between groups). It is useful for comparing (testing) three or more means (groups of variables). The purpose of ANOVA is to find out those variables of Integrated Marketing Communication which have a major contribution on learning in the B-Schools.

The IMC tools used by B-Schools and its effect on learning tools is shown 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	4	14.284	16.745	.000
	Within Groups	138.192	.853		
	Total	195.329	166		
The assessment criteria for the studies is explained at the beginning of the session	Between Groups	4	6.697	6.307	.000
	Within Groups	172.037	1.062		
	Total	198.826	166		
Programmes are arranged for the development of managerial skills for practical work, group work, co-curricular activities, etc	Between Groups	4	6.244	5.072	.001
	Within Groups	199.444	1.231		
	Total	224.419	166		
The syllabus is updated every year	Between Groups	4	10.599	7.336	.000
	Within Groups	234.046	1.445		
	Total	276.443	166		
I get the opportunity to give	Between Groups	4	10.701	8.467	.000
	Within Groups	42.803			

the teacher feedback about his/her classroom teaching	Within Groups	204.742	162	1.264		
	Total	247.545	166			
B-School provides opportunities for industrial training, industrial visits, internship for practical learning	Between Groups	13.296	4	3.324	2.235	.067
	Within Groups	240.884	162	1.487		
	Total	254.180	166			
The programmes offered by the –School respond to the changing community needs	Between Groups	25.285	4	6.321	5.870	.000
	Within Groups	174.463	162	1.077		
	Total	199.749	166			
B-School keeps in touch with various Management associations to seek and update information	Between Groups	10.762	4	2.691	3.096	.017
	Within Groups	140.782	162	.869		
	Total	151.545	166			
B-School arranges numerous talks, interactions, seminars, conferences with industry experts	Between Groups	14.767	4	3.692	4.066	.004
	Within Groups	147.089	162	.908		
	Total	161.856	166			
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	7.837	4	1.959	1.636	.168
	Within Groups	193.996	162	1.198		
	Total	201.832	166			
B-School focuses on developing research skills	Between Groups	20.286	4	5.071	3.803	.006
	Within Groups	216.026	162	1.333		
	Total	236.311	166			
Teachers use modern technology like smart board for Teaching in classrooms	Between Groups	69.891	4	17.473	11.708	.000
	Within Groups	241.774	162	1.492		
	Total	311.665	166			
DVDs/ CDs or any other educational material is provided by the teachers	Between Groups	60.927	4	15.232	9.363	.000
	Within Groups	263.540	162	1.627		
	Total	324.467	166			
We get access to international digital books, journals, etc in the library	Between Groups	22.976	4	5.744	3.248	.014
	Within Groups	286.449	162	1.768		
	Total	309.425	166			
Online databases are available in the B-School library	Between Groups	45.513	4	11.378	6.505	.000
	Within Groups	283.373	162	1.749		
	Total	328.886	166			
Teachers give library assignments	Between Groups	20.100	4	5.025	3.691	.007
	Within Groups	220.558	162	1.361		
	Total	240.659	166			
Library and reading room is open for sufficient hours for our learning	Between Groups	6.676	4	1.669	1.233	.299
	Within Groups	219.228	162	1.353		
	Total	225.904	166			
B-School has exchange programme with other National or International B-Schools	Between Groups	12.463	4	3.116	2.002	.097
	Within Groups	252.088	162	1.556		
	Total	264.551	166			
B-School has research collaboration with other Institutions	Between Groups	14.926	4	3.732	2.804	.028
	Within Groups	215.613	162	1.331		
	Total	230.539	166			
Teacher's use chalk board /white board while teaching in the classroom	Between Groups	17.863	4	4.466	3.247	.014
	Within Groups	222.843	162	1.376		
	Total	240.707	166			
Case studies are discussed in the classrooms	Between Groups	20.347	4	5.087	4.305	.002
	Within Groups	191.437	162	1.182		

	Total	211.784	166			
Role- plays are performed in the classrooms for learning?	Between Groups	11.366	4	2.841	1.989	.099
	Within Groups	231.436	162	1.429		
	Total	242.802	166			
Group projects are provided to us for developing team spirit	Between Groups	15.631	4	3.908	3.011	.020
	Within Groups	210.262	162	1.298		
	Total	225.892	166			
B-School organizes sufficient programmes for Personality Development like GD, PI communication skills, mockinterviewsetc.	Between Groups	48.333	4	12.083	9.582	.000
	Within Groups	204.290	162	1.261		
	Total	252.623	166			
Placement training is provided by Industry experts	Between Groups	27.114	4	6.779	4.610	.001
	Within Groups	238.203	162	1.470		
	Total	265.317	166			
Feedback is obtained from Industry, recruiters and corporate leaders on projects and internship presentations	Between Groups	33.126	4	8.282	6.603	.000
	Within Groups	203.185	162	1.254		
	Total	236.311	166			
Alumni supports the B-School wherever required	Between Groups	21.075	4	5.269	4.435	.002
	Within Groups	192.469	162	1.188		
	Total	213.545	166			
B-School caters to the diverse learning needs of the students	Between Groups	18.833	4	4.708	3.801	.006
	Within Groups	200.664	162	1.239		
	Total	219.497	166			

Table 1: The IMC tools used by B-Schools and its effect on learning tools is shown using ANOVA
The above table can be interpreted in the following:

V. Hypotheses:

H_{01} – IMC tools does not affect significantly on the learning tool namely “The evaluation of studies and projects is done with the help of industry experts”.

Interpretation: From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool The evaluation of studies and projects is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis - “IMC tools does not affect significantly on the learning tool namely “The evaluation of studies and projects is done with the help of industry experts”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. This shows that the students of B-Schools are influenced with evaluation being done by industry experts.

Hypotheses:

H_{02} – IMC tools does not affect significantly on the learning tool namely “The assessment criteria for the studies is explained at the beginning of the session.”

Interpretation: From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool assessment criteria is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis- “IMC tools does not affect significantly on the learning tool namely “The assessment criteria for the studies is explained at the beginning of the session”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. This shows that the students find it convenient when the assessment criteria is explained in the beginning of the session.

Hypotheses:

H_{03} – IMC tools does not affect significantly on the learning tool namely “Programmes are arranged for the development of managerial skills for practical work, group work, co- curricular activities, etc”

Interpretation: From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘arrangement of programmes criteria’ is coming to be 0.001 which is less than 0.05, thereby rejecting the null hypothesis - “ IMC tools does not affect significantly on the learning tool namely Programmes are arranged for the development of managerial skills for practical work, group work, co- curricular activities, etc”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. As the main purpose of B-Schools are to make effective managers, developing managerial skills through group work, co- curricular activities is a useful tool for learning.

Hypotheses:

H_{04} – IMC tools does not affect significantly on the learning tool namely “The syllabus is updated every year”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool 'regular syllabus updation' is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis - IMC tools does not affect significantly on the learning tool namely "The syllabus is updated every year". Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. As the student is studying in the B-School for getting successful placements, it is very important that his syllabus is updated every year to make him/her industry ready when he/she passes out of the B-School.

Hypotheses:

H₀₅ – IMC tools does not affect significantly on the learning tool namely "I get the opportunity to give the teacher feedback about his/her classroom teaching"

VI. Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool 'teacher feedback' is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis –"IMC tools does not affect significantly on the learning tool namely I get the opportunity to give the teacher feedback about his/her classroom teaching". Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. The student is more likely to get satisfied when he gets the opportunity to have a two-way communication with the faculty and is able to give him/her his feedback directly.

Hypotheses:

H₀₆ – IMC tools does not affect significantly on the learning tool namely "B-School provides opportunities for industrial training, industrial visits, internship for practical learning"

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool 'opportunities for industrial training, industrial visits, and internship for practical learning,' is coming to be 0.067 which is more than 0.05, thereby **not rejecting** the null hypothesis – "IMC tools does not affect significantly on the learning tool namely B-School provides opportunities for industrial training, industrial visits, internship for practical learning". Hence proving that IMC tools used by B-School does not affect the learning outcome of the B-School. Internships, industrial visits and industrial training provided to the students while studying proves to be not very useful tool for learning.

Hypotheses:

H₀₇ – IMC tools does not affect significantly on the learning tool namely "The programs offered by the B-School respond to the changing community needs"

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool 'changing community needs' is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis – "IMC tools does not affect significantly on the learning tool namely The programs offered by the B-School respond to the changing community needs". Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. These business managers in the making are studying to work successfully in the corporate world. Eventually these corporates have to work in the community. Hence it is important they are taught how to respond as per the changing community needs.

Hypotheses:

H₀₈ – IMC tools does not affect significantly on the learning tool namely "B-School keeps in continuous touch with various Management associations to seek and update opportunity information"

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool 'collaboration with Management associations' is coming to be 0.017 which is less than 0.05, thereby rejecting the null hypothesis – IMC tools does not affect significantly on the learning tool namely "B-School keeps in continuous touch with various Management associations to seek and update opportunity information". Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. In India, B-Schools are members of Management associations like All India Management Association (AIMA), Indore Management Association (IMA), Ahmedabad Management Association (AMA), etc. The main purpose of these associations is to serve as a link between the management students, B-School and the corporates. The associations arrange lots of activities, events thereby giving opportunities for the b-school students to interact with corporate world managers, leaders, etc. This type of indirect learning is also essential for increasing the exposure of the B-School students.

Hypotheses:

H₀₉ – IMC tools does not affect significantly on the learning tool namely “B-School arranges numerous talks, interactions, seminars, conferences with industry experts”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘talks, interactions, seminars, conferences with industry experts’ is coming to be 0.004 which is less than 0.05, thereby rejecting the null hypothesis – IMC tools does not affect significantly on the learning tool namely “B-School arranges numerous talks, interactions, seminars, conferences with industry experts”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Seminars, conferences, talk shows provide the B-School students with opportunity to have direct interaction with the industry personnel and help them solve their doubts, queries straight from the industry representatives.

Hypotheses:

H₁₀ – IMC tools does not affect significantly on the learning tool namely “Faculties and students are encouraged and sponsored to attend the seminars, conferences, paper presentations or any other developmental session organized outside B-School”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘encouragement given to Faculties and students to attend the seminars, conferences, paper presentations or any other developmental session organized outside B-School’ is coming to be 0.168 which is greater than 0.05, thereby **not rejecting** the null hypothesis – IMC tools does not affect significantly on the learning tool namely “Faculties and students are encouraged and sponsored to attend the seminars, conferences, paper presentations or any other developmental session organized outside B-School”. Hence proving that IMC tools used by B-School does not affect the learning outcome of the B-School. Opportunities like attending seminars, conferences outside the B-School are more important a learning tool for improving the research skills of the faculty. Student however don’t feel like this. Students are happiest when they get direct lectures in the classroom environment only.

Hypotheses:

H₁₁ – IMC tools does not affect significantly on the learning tool namely “B-School focuses on developing research skills”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘development of research skills of faculties’ is coming to be 0.006 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely B-School focuses on developing research skills.” Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Development of research skills is very important as in today’s competitive world continuously there is a new innovation happening somewhere in the world and innovation is the key to success of any business.

Hypotheses:

H₁₂ – IMC tools does not affect significantly on the learning tool namely “Teachers use modern technology like smart board for Teaching in classrooms”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘use of modern technology like smart board for Teaching in classrooms’ is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Teachers use modern technology like smart board for Teaching in classrooms.” Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Teaching in the classrooms through smart boards is a modern teaching pedagogy where student gets to see images of the topic he is being taught. This visual learning stays in the mind of the student longer and hence student gets more impressed with this pedagogy.

Hypotheses:

H₁₃ – IMC tools does not affect significantly on the learning tool namely “DVDs/ CDs or any other educational material is provided by the teachers”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘use of DVDs/ CDs or any other educational material’ is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis – ‘IMC tools does not affect significantly on the learning tool namely “DVDs/ CDs or any other educational material is provided by the teachers”’. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Learning through DVDs/CDs or any educational material increases the scope of learning of the student. It helps him/her to get learn from more available experts opinions

on the topic being taught in the classrooms. This increases the student's exposure and hence improves his learning.

Hypotheses:

H₁₄ – IMC tools does not affect significantly on the learning tool namely “We get access to international digital books, journals, etc in the library”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘access to international digital books, journals’ is coming to be 0.014 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely “We get access to international digital books, journals, etc in the library”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Getting access to international digital books, journals in the library helps students get access to the vast literature available online for improving his research work on any given topic and accordingly help him increase his scope of studies.

Hypotheses:

H₁₅ – IMC tools does not affect significantly on the learning tool namely “Online databases are available in the B-School library”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘Online databases in the B-School library’ is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Online databases are available in the B-School library”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Online databases are very useful for any information regarding census/population centered studies based on secondary data. This is useful for research work of the student.

Hypotheses:

H₁₆ – IMC tools does not affect significantly on the learning tool namely “Teachers give library assignments”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘library assignments’ is coming to be 0.007 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely “Teachers give library assignments”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Library assignments help the student to collect more information on any topic from the material like newspapers, books, journals, articles, etc available in the library. This increases his scope of learning.

Hypotheses:

H₁₇ – IMC tools does not affect significantly on the learning tool namely “Library and reading room is open for sufficient hours for our learning”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘use of Library and reading room’ is coming to be 0.299 which is greater than 0.05, thereby **not rejecting** the null hypothesis – “IMC tools does not affect significantly on the learning tool namely “Library and reading room is open for sufficient hours for our learning”. Hence proving that IMC tools used by B-School does not affect the learning outcome of the B-School. Today's generation is on the internet for most of the time. This is the reason they are not really using the textbooks or any material available in the library much for their reference. Instead they prefer to search additional information on the internet. Hence, opening of the library for sufficient hours is quite immaterial for the student's learning.

Hypotheses:

H₁₈ – IMC tools does not affect significantly on the learning tool namely “B-School has exchange programme with other National or International Schools”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘exchange programme with other National or International Schools’ is coming to be 0.097 which is more than 0.05, thereby **not rejecting** the null hypothesis – “IMC tools does not affect significantly on the learning tool namely B-School has exchange programme with other National or International Schools”. Hence proving that IMC tools used by B-School does not affect the learning outcome of the B-School. Exchange programmes with other national or international B-Schools does not help the student in his expected learning.

Hypotheses:

H₁₉ – IMC tools does not affect significantly on the learning tool namely “B-School has research collaboration with other Institutions”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘research collaboration with other Institutions’ is coming to be 0.028 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely B-School has research collaboration with other Institutions”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Collaboration with other institutions helps the student to get easy access about the methods, techniques, learning pedagogy, etc adopted in that school. This is useful for learning new techniques by the students.

Hypotheses:

H₂₀ – IMC tools does not affect significantly on the learning tool namely “Teacher’s use chalk board /white board while teaching in the classroom”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘use of chalk board /white board’ is coming to be 0.014 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Teacher’s use chalk board /white board while teaching in the classroom”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Use of chalk board/ white board still impresses the student and helps them in gaining their attention for longer duration.

Hypotheses:

H₂₁ – IMC tools does not affect significantly on the learning tool namely “Case studies are discussed in the classrooms”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘Case studies discussions’ is coming to be 0.002 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Case studies are discussed in the classrooms”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Case studies are methods in which love examples of real business or situations are discussed and students are expected to suggest the solution of the problem. This pedagogy improves the analytical skills of the students and help them to take correct steps for solving any problems of the business.

Hypotheses:

H₂₂ – IMC tools does not affect significantly on the learning tool namely “Role- plays are performed in the classrooms for learning”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘role plays discussions’ is coming to be 0.099 which is greater than 0.05, thereby **not rejecting** the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Role- plays are performed in the classrooms for learning”. Hence proving that IMC tools used by B-School does not affect the learning outcome of the B-School. Role-plays are methods where in the students are made to perform a play where each one is asked to act like the role given. However, this type of learning does not widen the scope of learning of the student.

Hypotheses:

H₂₃ – IMC tools does not affect significantly on the learning tool namely “Group projects are provided to us for developing team spirit”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘group discussions’ is coming to be 0.020 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Group projects are provided to us for developing team spirit”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. To become effective managers, student need to learn how to work in groups/ teams so that the best can be brought on the table from each team member in order to achieve the organisation goals. This type of group projects improves the communication, co-ordination, analytical and team spirit of the students.

Hypotheses:

H₂₄ – IMC tools does not affect significantly on the learning tool namely “B-School organizes sufficient programmes for Personality Development like GD, PI communication skills, mock interviews etc.”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘programmes for Personality Development like GD, PI communication skills, mock interviews’ is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect

significantly on the learning tool namely B-School organizes sufficient programmes for Personality Development like GD, PI communication skills, mock interviews etc.” Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. The main objective of the B-School is to make students ready for placements. Hence Personality Development programmes like GD, PI communication skills, mock interviews helps to students in developing their overall personality and get prepared for their internships and placements interviews.

Hypotheses:

H₂₅ – IMC tools does not affect significantly on the learning tool namely “Placement training is provided by Industry experts”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘Placement training by Industry experts’ is coming to be 0.001 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Placement training is provided by Industry experts”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. When industry experts provide placement training, it helps the students to get insights regarding what is the actual requirement of the corporates, and how the students need to develop themselves to get good placements. This type of knowledge sharing session is required by the students to become industry-ready and improves their doubt-clearing about the corporates too.

Hypotheses:

H₂₆ – IMC tools does not affect significantly on the learning tool namely “Feedback is obtained from Industry, recruiters and corporate leaders on projects and internship presentations”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘Feedback from Industry, recruiters and corporate leaders on projects and internship presentations’ is coming to be 0.000 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Feedback is obtained from Industry, recruiters and corporate leaders on projects and internship presentations”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. In most of the B-Schools, students are sent for internships after their second semester in MBA. This practice is done to make the students get equipped with the corporate culture and learn its functions. This is followed by the presentations or projects which the students have to submit on completion of their training and feedback is obtained by the B-School from the industry under whom the student has undertaken the training/internship. This increases the practical learning of the student.

Hypotheses:

H₂₇ – IMC tools does not affect significantly on the learning tool namely “Alumni supports the B-School wherever required”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘Alumni support’ is coming to be 0.002 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely Alumni supports the B-School wherever required”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Alumni are very important stakeholders of the B-School. They serve like brand ambassadors of the B-School. Hence when alumni support the B-School, it shows their satisfaction with the B-School and hence the students prefer to listen to their advice, opinions, experiences of their alumni and increase their learning.

Hypotheses:

H₂₈ – IMC tools does not affect significantly on the learning tool namely “B-School caters to the diverse learning needs of the students”

Interpretation:

From the above table, it may be interpreted that the value of ANOVA with respect of following learning tool ‘diverse learning needs of the students’ is coming to be 0.006 which is less than 0.05, thereby rejecting the null hypothesis – “IMC tools does not affect significantly on the learning tool namely B-School caters to the diverse learning needs of the students”. Hence proving that IMC tools used by B-School does affect the learning outcome of the B-School. Every student comes with a different academic background. There are times when some student requires special efforts to understand some topic. Hence it is important that their individual needs also get satisfied while studying in the B-School.

VII. Conclusions:

This study demonstrates that all learning tools described herein are effective apart from the following:
1) B-School provides opportunities for industrial training, industrial visits, internship for practical learning
2) Faculties and students are encouraged and sponsored to attend the seminars, conferences, paper presentations or

any other developmental session organized outside B-School 3) Library and reading room is open for sufficient hours for our learning 4) B-School has exchange programmes with other National or International B-Schools 5) Role- plays are performed in the classrooms for learning. Perhaps the reason for these tools failing to make a mark is that they do not have a direct impact on the students. The students are more concerned with direct interaction with the subject faculty in a more traditional classroom-based environment.

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