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Validation of the Relationship

Highlights

Effectiveness of Social Media

Low Value High Volume Goods

Discovering Thoughts, Inventing Future

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Empirical Validation of the Relationship between Sustainable Involvement and Family Purchase Behavior

By Nadira Bessouh & Yamina Grari
University of Tlemcen

Abstract- The present research aims to explain how sustainable involvement can influence the behavior of Algerian families for the purchase of a new car. The main hypothesis of this study was tested on a sample of 210 families. The data obtained were analyzed using structural equation models. The principal results that emerged from this investigation show that the identification of the cognitive and/or emotional purchase process, adopted by family members, could be a relevant avenue for companies to develop and enhance their products. The findings obtained could offer an opportunity to create strong and durable brands.

Keywords: *family structure; decision-making process; sustainable involvement.*

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Empirical Validation of the Relationship between Sustainable Involvement and Family Purchase Behavior

Nadira Bessouh [α] & Yamina Grari [σ]

Abstract- The present research aims to explain how sustainable involvement can influence the behavior of Algerian families for the purchase of a new car. The main hypothesis of this study was tested on a sample of 210 families. The data obtained were analyzed using structural equation models. The principal results that emerged from this investigation show that the identification of the cognitive and/or emotional purchase process, adopted by family members, could be a relevant avenue for companies to develop and enhance their products. The findings obtained could offer an opportunity to create strong and durable brands.

Keywords: family structure; decision-making process; sustainable involvement.

I. Introduction

Understanding and explaining the actions of family members in buying or consuming situations represent some of the most fruitful areas of marketing, as previously reported by numerous theoretical and empirical studies. The ever-increasing interest expressed by researchers around the world in explaining this theme is due to the centrality of the family in the marketing strategy of any company. This is also the view of Bree (1992) who considers the family as the main unit of consumption. Other authors, such as Davis & Rigaux (1974) and Sherfi (2010), pointed out that accurate, in-depth and exhaustive studies on family purchase are rare; some were only conducted under a single, essentially individual angle. Yet buying and consuming decisions are usually made by a group of people, particularly members of the family unit. In addition, research conducted by the Credoc (an institution that specializes in statistical, economic and sociological studies) indicates that families today tend to manage their resources in time, money and physical effort in a rigorous and effective manner. It is therefore easy to understand the interest of manufacturers and car dealers in knowing the family buying process so that they can invest in strategies that help them control and manipulate the behavior of family members in a way that is favorable to them. It is therefore essential to study the process of family purchasing, knowing that there is no typical decision-making approach by which each family member must pass before buying a product; there is a multitude. Indeed, some members go through a lengthy *decision-making process*, involving many steps; while others need only two or even three steps in the *decision-purchase procedure*. It is worth noting that family decision-making involves several steps that depend on the type of products to be purchased, the buying habits of those products, and the circumstances of purchase. All this justifies our choice for this fundamental subject who, in our opinion, has not been sufficiently explored (the Algerian academic literature relative to the subject of family purchase is very poor and almost absent) (Bessouh et al, 2017; bessouh and Omar Belkhir, 2018a). This is one of the reasons that led us to clarify the gray areas related to the complex behavior of family purchase. The family purchase approach that is adopted in the present study is based on three types of behavior that can illustrate and clarify the buying process, namely:

Cognitive Behavior that relates to product knowledge; it involves information seeking (Cooper, 1983);

Affective Behavior which represents all positive and negative feelings about the product (Lekoff - Hagius and Mason, 1993);

Conative Behavior that lies in intention, decision-making and the act of purchase (Filser, 1994).

The present study takes into account sustainable involvement, and attempts to adapt the P.I.A scale, proposed by Strazzieri (1994), to the Algerian context. It provides an efficient tool to analyze and better understand the purchasing behavior of members within the Algerian family. An attempt is therefore made, through this research, to answer the following problematic:

How does sustainable involvement influence the buying behavior of members of the Algerian family to buy a new car?

To study this problematic, it was decided to consider a hypothesis that can be subdivided into three other sub-hypotheses. This presentation stems from the fact that our issue deals with the subject of purchase behavior within the family triad (father, mother and child)

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for the purchase of a new car. The research hypothesis may therefore be stated as follows:

H1: Sustainable involvement of one of the family members in the purchase of a car has an impact on his behavior.

H1.1: A causal link exists between the sustainable involvement of the father and one of the cognitive, affective and conative behaviors when buying a car.

H1.2: A causal link exists between the sustainable involvement of the mother and one of the cognitive, affective and conative behaviors when buying a car.

H1.3: A causal link exists between the sustainable involvement of the child and one of the cognitive, affective and conative behaviors when buying a car.

The figure below illustrates the path adopted in this study.

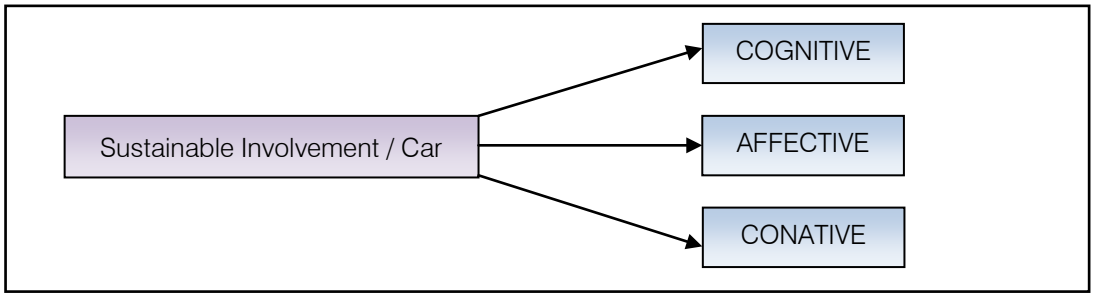


Figure 1: Conceptual Model of Research

This study begins with a review of the literature that identifies the variables driving family purchases. Next, the methodology used in collecting and processing the data is presented; the interpretation of the results obtained is given at the end.

a) Review of the literature on family purchasing behavior and sustainable involvement

i. *Family Buying Behavior*

The decision-making theory within the family has significantly evolved (Riley, 2012; Bessouh et al, 2016). It has shifted from unilateral decision-making to a more hybrid, more collective and complex decision that involves both individual and collective decisions. Indeed, before 1950, the perspective that prevailed in research on the purchase behavior was that the husband, as head of the family, unilaterally took all decisions concerning his family (Tissier-Desbordes, 1982; Putman & Davidson, 1987, Bessouh et omar Belkhir, 2018b). Over time, this attitude has been superseded by the popular concept of the woman as "the buying agent" of the family (Davis, 1976). This concept, which may obviously be verified through the observation of this new characteristic, associates, perhaps incorrectly, the act of purchase with the responsibility and authority to make purchasing decisions within the family. These two approaches are based on the belief that one, and only one person, is responsible for making all decisions in the family. Moreover, the family unit has become the focus of many purchase decisions as each spouse tries to adapt as much as possible to the buying and consuming customs and habits of the other. In addition, the purchases made by children are directly or indirectly influenced by the parents. It therefore seems rather artificial to analyze the purchase and consumption decisions independently of the context that created them. It is urgent to understand the two actions of buying and consuming because they are part of the lifestyle of households. To be understood, these activities require a good knowledge of how tasks are identified and responsibilities are assigned within the family.

ii. *Impact of involvement on the purchase decision*

Involvement was initially developed in several social psychology studies, particularly with the founding works of Sherif and Cantril (1947), as well as those of Sherif and Hovland (1961), within the framework of social judgment theory. For these authors, involvement is "*the perceived importance with which an individual establishes a relationship with some aspects of his world*". Later, in 1967, Krugman introduced this concept into marketing. For him, involvement is primarily a way of reacting to advertising. In addition, involvement expresses the level of interest that the consumer puts on a product or service. The degree of involvement depends on the consumer's profile, as well as on the type of product or service, perceived situation and level of perceived risk. On the other hand, Mitchell (1992) believes that involvement is the main element that influences the level of stimulation, interest, or impulse. Bloch (1982) defined involvement as a personal and determining variable in the consumer's affective relationship with the product. It significantly affects the consumer's behavior and purchase decision. It is important to distinguish between sustainable involvement and situational implication, and between cognitive implication and emotional implication, in order to better understand the purchase behavior of the consumer. Therefore, motivation and involvement level are very important factors; the efforts made by the consumer through his decision-making process depend on these factors. This research work attempts to examine the temporal aspect of involvement. Sustainable involvement is thus studied due to its

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importance. Moreover, a great number of researchers in the field of marketing give it considerable importance when studying the consumer's behavior.

II. Methodology of Empirical Research

The test used to validate the research hypotheses leads us to adopt a research method that makes better use of the data collected. The relevance of this method depends on the choice of the sample, the measurement scales used, and the processing of the questionnaire. The results obtained are then analyzed in order to confirm or refute the hypotheses. To better understand the purchase decision within the family when buying a car, a questionnaire was sent to 210 nuclear families.

a) Choice of the Sample

Our survey was conducted with a sample of 210 families, consisting of both parents and at least one teenager between 12 and 19 years old, residing in the Wilaya of Tlemcen. The constitution of the sample was one of the key stages of the present research. It was decided that the data collection instrument is a self-administered questionnaire, which was distributed to all three family members in November of the year 2016.

b) Scales of Measurement

The objective of this study is to empirically test the measurement scales and then compare their psychometric qualities in order to determine which of them is capable of keeping the factor structure validated in the theory (Akremi, 2005). The questionnaire, whose purpose is to measure the latent variables constituting our theoretical model, consists of two parts; the first one covers the following four nominal variables, namely sustainable involvement (IMPL), cognitive behavior (COG), affective behavior (AFF) and conative behavior (CON), and the second one is composed of the items that make up the measurement variables. The distribution of items is presented in Appendix 1.

Through this questionnaire, the respondents were asked to give their opinion on the progress of the purchase process of a new car and to specify their degree of agreement or disagreement on a scale of Likert which consists of 5 points. It is important to note that the items selected in this study were taken from the literature review on family purchase, while the others were developed specifically for analysis. For the processing of collected data, the English variant of SPSS version 20.0 and STATISTICA version 12.0 were used.

III. Results of the Study

a) Exploratory Data Analysis

The assessment of *scale reliability* makes it possible to statistically determine the parameters that should be released in order to appreciably improve the adjustment quality of the measurement model. The number of dimensions can be determined using two separate and complementary tools, namely the Principal Component Analysis and *Cronbach's Alpha* coefficient, which allow checking the reliability of the dimensions identified. However, this complementarity finds its own limits during the successive iterations of these two tools.

Table 1: Internal consistency of measurement scales for the purchase of a car

	Father			Mother			Child			Household
Variables	KMO	A	Total Variance	KMO	α	Total Variance	KMO	A	Total Variance	Bartlett Spherit
VIMP	0.838	0.933	75.069	0.816	0.926	73.469	0.864	0.956	82.009	0.000
VCOG	0.888	0.945	75.274	0.852	0.912	65.124	0.907	0.950	77.140	
VAFF	0.739	0.834	60.700	0.719	0.819	60.224	0.841	0.889	69.390	
VCON	0.750	0.814	55.150	0.834	0.878	64.157	0.859	0.929	74.205	

Source: Developed by the authors using the software SPSS20.0 Software (Sample of 210 Families)

The Cronbach's alpha of the long-term commitment scale is excellent (>0.9), which reveals good internal consistency. The alphas for each factor are also good (they range from 0.830 to 0.939). The KMO values are all greater than 0.7, confirming the results obtained with Cronbach's alpha. Bartlett's sphericity test is significant, and communities are high (>0.5), except for Item VCON7, in the mother and adolescent measurement scales, for which there is a weak community rate.

b) Confirmatory Factor Analysis

To test our theoretical model, a confirmatory factor analysis was carried out using the structural equation model. The questionnaire data were processed using the software Statistica 12.0. The purpose sought is to verify and validate the unidimensionality, reliability and factorial contributions of the constructs by means of the confirmatory factor analysis. The results of adjustment of the measurement model and structural model are summarized in Table 2. Note that sequential chi-square difference tests were carried out to ensure the discriminant validity of each variable, and to check the degree of freedom.

c) Model Fit Evaluation

The adjustment indices are generally good, whether they are classical statistics that are calculated

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on the values of the sample (GFI, AGFI, CFI, NFI, RMR) or even model adjustment indices, such as the Population Gamma Index (PGI), Adjustment Population Gamma Index (APGI) and RMSEA. These indicators make it possible to evaluate only the quality of the model in absolute terms, but do not stipulate, in any case, the rejection of the model. Therefore it becomes possible to confirm that the fit is good, and that the estimated values and those observed empirically are close to each other. Therefore, one can say that the studied constructs of the measurement and structural models have acceptable results.

Table 2: Les indices d'ajustement du modèle théorique aux données empiriques

Absolute Adjustment Indices				Absolute Adjustment Indices			
Indices	Value Father	Value Mother	Value Child	Indices	Value Father	Value Mother	Value Child
Chi_2	1228.29	1153.64	1667.2	Bentler-Bonett Normed Fit Index	0.760	0.804	0.650
Degree of freedom DF	272	272	272	Bentler-Bonett Non-Normed Fit Index	0.781	0.825	0.655
Level p	0000	0000	0000	Bentler Comparative Fit Index	0.801	0.842	0.688
RMS Standardized residues	0.0999	0.0927	0.143	Bollen's Rho	0.735	0.784	0.614
(GFI). Joreskog	0.651	0.671	0.561	Bollen's Delta	0.802	0.843	0.689
(AGFI). Joreskog	0.583	0.607	0.475	*Parsimonious* Fit *Indices*			
Population Noncentrality Parameter	5.398	5.385	8.480	James-Mulaik-Brett Parsimonious Fit Index	0.689	0.729	0.589
Mc Donald Noncentrality Index	0.067	0.089	0.014	Ch2 /DF	4.515	4.24	6.129
RMSEA Index Steiger-Lind	0.141	0.133	0.177				
Gamma Population Index	0.720	0.744	0.616				
Adjusted Population Gamma Index.	0.666	0.694	0.541				

Source: Elaborated by the authors using the software Statistica 12.0 (Sample of 210 families)

Despite the existence of some values lower than the ones recommended by a number of researchers in the field (Fox, 2006, Hu & Bentler, 1999), one can say that the adjustment indices are rather satisfactory. According to Ping (1995), the results obtained do not preclude performing the *advanced hypothesis testing* .

Table 3: Form indices of the structural model for the purchase of a car

Car	Father		Mother		Adolescent	
Variables	S	K	S	K	S	K
VIMP 1	- 2.564	0.235	-0.112	-1.257	-0.499	-0.988
VIMP 2	-2.151	0.075	0.075	-1.222	-0.210	-1.306
VIMP 3	-2.127	0.153	0.153	-1.272	-0.240	-1.438
VIMP 4	-2.091	0.260	0.260	-1.112	-0.305	-1.222
VIMP 5	-1.629	0.261	0.261	-1.221	-0.244	-1.396
VIMP 6	-1.244	-0.030	-0.030	-1.016	-0.481	-0.781
VCOG 1	-1.797	-0.063	-0.063	-0.574	-0.158	-0.996
VCOG 2	-2.576	-0.394	-0.394	-0.906	-0.769	-0.691
VCOG 3	-1.676	0.643	0.643	-0.848	-0.197	-1.469
VCOG 4	-1.644	0.690	0.690	-0.636	-0.231	-1.405
VCOG 5	-1.721	0.447	0.447	-0.648	-0.034	-1.419
VCOG 6	-1.522	0.596	0.596	-0.795	-0.073	-1.485
VCOG 7	-1.930	-0.203	-0.203	-0.825	0.609	-0.634

Car	Father		Mother		Adolescent	
Variables	S	K	S	K	S	K
VAFF 1	-2.456	0.253	-0.488	-0.794	-0.824	-0.348
VAFF 2	-1.155	0.777	0.697	-0.390	-0.188	-1.233
VAFF 3	-0.612	-0.478	0.880	-0.358	0.270	-1.267
VAFF 4	-1.211	0.900	0.027	-1.175	-0.285	-1.133
VAFF 5	-0.305	-1.335	0.654	-0.751	0.469	-1.113

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VCON 1	-1.578	2.569	-0.238	-1.009	-0.585	-0.774
VCON 2	-0.897	0.213	0.303	-0.879	0.154	-1.211
VCON 3	-1.003	0.749	0.327	-0.783	0.154	-1.082
VCON 4	-0.826	0.260	0.311	-0.922	0.159	-1.196
VCON 5	-0.152	-1.458	-0.100	-1.202	-0.297	-1.304
VCON 6	-1.211	0.394	0.006	-1.233	-0.085	-1.301
VCON 7	-0.147	-1.403	…….	…….	…….	…….

Source: Elaborated by the authors using the software Statistica 12.0 (Sample of 210 families)

d) Factorial Contributions of Measurement Scales

The factorial contribution allows measuring the factorial weight of manifest variables (indicators or items) on the latent variables of a theoretical model. Thus, the Student's t-test must statistically be greater than 1.96, with a 5% significance level for each factorial contribution of indicators related to a construct in order to check if the relation between items is positive. The contributions of each item are around the value 0.6, except for VCON 5-6-7 of the father.

The values of λ are satisfactory and important, which means that a significant link exists between each indicator and its construct.

e) Correlations and Modeling of Structural Equations

Table 4: Regression coefficients of the structural relations for the purchase of a car

Relations	βi	Ei	T>1.96	βi	Ei	T>1.96	βi	Ei	T>1.96	P<0.05
(VIMP)->(VCOG)	0.892	0.205	50.350	0.718	0.484	19.533	0.758	0.425	23.889	0.000
(VIMP)->(VAFF)	0.867	0.248	34.614	0.825	0.319	26.657	0.823	0.323	29.522	
(VIMP)->(VCON)	0.602	0.638	12.120	0.731	0.466	19.773	0.629	0.604	14.167	

Source: Elaborated by the authors using the software Statistica 20.0 (Sample of 210 families)

Factor analysis indicates that there is a strong correlation between the explanatory variable and the explained variables of the structural model. It is therefore possible to say that sustainable father involvement has a positive influence on his behavior for buying a car. The hierarchy of effects for the father's buying process for this product category follows a thoughtful process (βcog = 0.892). These results are in good agreement with those reported by Cooper (1983) and Kaplan (2000). The factorial correlations between the latent variables of the structural model show satisfactory scores, which means that the mother is also involved in the car purchase process. She has a rather emotional behavior (βi = 0.825). Since the factorial weight of the conative behavior (βi = 0.731) and that of the cognitive behavior (βi = 0.718) are quite close to each other, it is difficult to decide on the hierarchy of effects for the mother's buying process. The adolescent's purchasing process for such products is divided between a positive feeling vis-à-vis the products considered and a rigorous search for information before proceeding to the act of purchase (βi > 0.50).

IV. Conclusion

Family buying behavior remains a poorly explored topic in Algeria. As part of this research, we have drawn from several studies that highlight the leading role of sustainable involvement to explain the hierarchy of effects of individuals in the same household during the family purchase decision-making process. Involvement certainly has consequences, for all the cognitive, affective and conative behaviors mentioned above, on each member of the household. According to the results obtained in this study, it is easy to see that the analysis of the role structure in Algerian families reveals divergences in the decision-making process. It is on this basis that we can, therefore, make two recommendations:

- Companies must continually *seek* out new and better ways of offering their products or services. This is the only way they can successfully maintain their competitive edge and remain at the forefront of business innovation.
- Companies need to carry out a new kind of family studies, which should not be limited only to understanding or measuring the consumer's post-purchase satisfaction; it must also aim to satisfy the consumer's pleasure during the consumer experience.

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Appendix 1

Coding	Formulation of items : Sustainable Involvement / Car
VIMP 1	Buying a car is an activity that matters a lot to me
VIMP 2	Purchasing a car is an activity to which I attach exceptional importance
VIMP 3	I particularly like to buy a car
VIMP 4	Purchasing a car is an activity that interests me
VIMP 5	I am particularly attracted by a car purchase
VIMP 6	Seeking information about a car is a pleasure for me

Codage	Formulation of items: Cognitive/Car
VCOG 1	In general, I have enough elements to make a judgment
VCOG 2	Overall, I know what the product looks like
VCOG 3	I have the necessary information about the cars that are on the market
VCOG 4	Generally, I am well informed about all the characteristics of the car
VCOG 5	The information I have about the car gives me a good overall idea
VCOG 6	I get the required information about the car
VCOG 7	I have got an idea about the car

Codage	Formulation of items: Affective/Car
VAFF 1	I am pleased when buying a car
VAFF 2	I prefer the area of automobile
VAFF 3	Buying a car is a passion for me
VAFF 4	I like to be asked to help purchase a car
VAFF 5	I like buying a car even if it is not for me

Codage	Formulation of Items: Conative /Car
VCON 1	I intend to make purchases
VCON 2	There is a 99% chance for me to make purchases
VCON 3	There is a 99% chance that I will make the purchase
VCON 4	I am probably going to carry out the purchase.
VCON 5	There is very little chance that I will not buy a car myself
VCON 6	It is in my interest to buy a car
VCON 7	There is very little chance that someone else in my family decides to buy a car

Appendix 2

Factorial Contribution of Measurement Scales

Les Variables	γi	T>1.96	γi	Ti.96	γi	T>1.96	P<0.05
(VIMP)→[vimp1]	0,889	54.483	0.776	26.237	0.840	38.451	0.000
(VIMP)→[vimp2]	0.949	102.53	0.812	31.616	0.920	74.829	
(VIMP)→[vimp3]	0.809	31.659	0.847	38.908	0.905	64.250	
(VIMP)→[vimp4]	0.897	58.483	0.895	55.221	0.920	74.848	
(VIMP)→[vimp5]	0.703	19.179	0.914	64.666	0.910	67.107	
(VIMP)→[vimp6]	0.705	19.317	0.631	14.520	0.809	31.968	
(VCOG)→[vcog1]	0.743	22.708	0.663	16.529	0.802	31.263	
(VCOG)→[vcog2]	0.820	33.568	0.431	7.481	0.640	15.306	
(VCOG)→[vcog3]	0.929	79.862	0.948	101.14	0.961	140.46	
(VCOG)→[vcog4]	0.831	35.870	0.957	112.99	0.949	115.30	
(VCOG)→[vcog5]	0.915	68.752	0.806	31.378	0.937	96.607	
(VCOC)→[vcog6]	0.802	30.384	0.880	51.346	0.922	80.182	
(VCOG)→[vcog7]	0.856	42.363	0.516	9.915	0.711	20.182	
(VAFF)→ [vaff1]	0.825	29.922	0.515	9.280	0.757	23.727	
(VAFF)→ [vaff2]	0.856	34.639	0.837	29.957	0.860	38.026	
(VAFF)→ [vaff3]	0.631	13.691	0.811	26.754	0.798	27.411	
(VAFF)→ [vaff4]	0.666	15.529	0.625	13.275	0.829	32.086	
(VAFF)→ [vaff5]	0.473	8.155	0.604	12.353	0.687	17.167	

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(VCON)→ [vcon1]	0.667	15.677	0.991	24.115	0751	23.871	
(VCON)→ [vcon2]	0.844	33.030	0.941	37.980	0.931	84.564	
(VCON)→ [vcon3]	0.899	43.586	01955	55.773	01955	113.12	
(VCON)→ [vcon4]	0.777	24.252	0.980.	50.255	0.946	101.53	
(VCON)→ [vcon5]	0.346	5.337	0.610	7.558	0.642	15.262	
(VCON)→ [vcon6]	0.456	7.765	0.724	9.921	0.698	18.932	
(VCON)→ [vcon7]	0.182	2.570	……..	……..	……..	……..	

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Social Media Advertising Response and its Effectiveness: Case of South Asian Teenage Customers

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Abstract- Social media, a new dimension of marketing promotion mix, has made it possible for users to express their views about the companies, as well as their advertising. The purpose of this study was to test four hypotheses regarding the effects of young social media users' attitude, behavioral response, and purchasing intention toward social media advertising in South Asian perspective. The study selected four popular social networking sites such as Facebook, Twitter, YouTube and Google Plus which indicated the highest Asian visitor and surveyed with a structured questionnaire, asking respondents to mention their attitudinal views and responses about social media and social media advertising. The result identifies variation in predictors of users' buying decision and provides some indications for using and developing social media platform for advertisement in the developing country and describes how to reach more user response in a regular time frame with the ultimate success of purchasing goal.

Keywords: social media, social media advertising, attitude, behavioral responses, and purchase intention.

GJMBR-E Classification: JEL Code: M37



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Social Media Advertising Response and its Effectiveness: Case of South Asian Teenage Customers

Mohammad Mazibar Rahman[α] & Md. Mamunar Rashid[σ]

Abstract- Social media, a new dimension of marketing promotion mix, has made it possible for users to express their views about the companies, as well as their advertising. The purpose of this study was to test four hypotheses regarding the effects of young social media users' attitude, behavioral response, and purchasing intention toward social media advertising in South Asian perspective. The study selected four popular social networking sites such as Facebook, Twitter, YouTube and Google Plus which indicated the highest Asian visitor and surveyed with a structured questionnaire, asking respondents to mention their attitudinal views and responses about social media and social media advertising. The result identifies variation in predictors of users' buying decision and provides some indications for using and developing social media platform for advertisement in the developing country and describes how to reach more user response in a regular time frame with the ultimate success of purchasing goal.

Keywords: social media, social media advertising, attitude, behavioral responses, and purchase intention.

I. Introduction

In the past few years, social media have become perhaps the popular communication channels for college-aged Internet users (Pelling and White, 2009). The aspect of communication most recently under the spotlight is that driven by the social media phenomenon. User-centric multimedia applications such as Facebook, Twitter, MySpace, LinkedIn, and YouTube are flourishing (Bond Camilla et al. 2010). At the technological age, most of the valuable company doing business in developing countries in South Asia such as Bangladesh depends more on social media advertising for persuading consumer and branding their companies. The value of social media advertising in Bangladesh is increasing due to a rapid increase of teenage internet users which is approximately 16 million (BTRC, 2014). The study was designed to know whether the social media advertising is useful or not and how consumer showed their attitude and behavior on social media advertising.

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Marketers spend millions of dollars each year on online advertising. It is important to understand that global online advertisement expenditure grew from 6 to 10 percent between 2006 and 2009 all over the world (Keller, 2009), and social media marketing expenditure in USA was $716 million in 2009 which extended $3.1 billion by 2014 (Humphries, 2010). Forrester Research (Martinez, 2010) claim that around 70 percent of companies now have Facebook accounts, and more than half use Twitter to promote their brand. Considering that, social media enables college-aged population to learn about products; it represents a positive trend for advertisers that hope to persuade or influence a consumer (Ferguson, 2008).

The rise of social media has captured the attention both of companies and customers, and together with this changing communications environment companies now confront new challenges regarding our understanding of consumer behavior and consumption patterns in the new millennium (Bond Camilla et al., 2010). A recent study notes that the rapid growth of social media globally and its revolutionary impact on young generation's attitude, the research in this area from marketing communications perspective is still exploratory stage particularly in developing countries of South Asia. The majority of studies that have examined consumer attitudes toward social media marketing have conducted in developed countries (Imran, 2012). Imran (2012) also investigated that favorable attitudes toward social media advertising significantly influence consumers' advertisement clicking behavior, which in turn positively affects their buying behavior and multinational companies intend more to advertise their products and services through social media channels in South Asia.

Current research is unique because it examines four questions of college-aged students' attitudes, behavior and purchase decision on a broad basis. Firstly, the study investigates that if any differences exist in the psychological variables. Secondly, this study explores predictors influence on social media users to make a purchase decision. The findings provide valuable implications for the advertiser, researcher and academician on social media as a part of advertising platform in developing countries.

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II. Literature Review

a) Social Media

To explore social media, one must first establish an accepted definition (James "Mick" and zulis et al. 2012). Social media describes online resources, include blogs, vlogs, social networks, message boards, podcasts, public bookmarking, that people use to share 'content': video, photos, images, text, ideas, insight, opinion, gossip, news (Glen Drury, 2008). Social media has been acclaimed for having dramatic influences on every stage of the consumer decision-making process as well as influencing general opinions and attitude formation (Mangold and Faulds, 2009). Christian Maurer and Rona Wiegmann (2011) stated social media as marketing tools give marketers the unique advantage to be at the same place as their customers, to interact with them and to gain access to their attitudes, needs, interests, preferences, wants and buying patterns.

Facebook is one of the largest and fastest growing social network sites, which has developed into a global network. Their goal is to become the operating system of the Internet and to make the world more open and transparent by giving everyone the right to share and connect (Facebook, 2010d; Laudon & Traver, 2008). Networks (e.g., Facebook) are services on which users can find and add friends and contacts, send messages to friends, and update personal profiles. Micro-blogs (e.g., Twitter) are social networking services that enable users to receive and read short message, which are usually restricted by the number of characters, while video-sharing websites (e.g., YouTube) permit users to upload and share videos (Pierre R. Berthon et. al, 2012).

b) Social Media Advertising

In the digital age, more and more people in western cultures are finding new ways to connect with like-minded individuals and more interested in satisfying their needs for pleasure and self-actualization (Keller & Kotler, 2009). Many people have their own personal website where they fill out information about themselves, post pictures, create their own blogs, and upload their own videos which are important for advertisers to understand the self-esteem and self-actualization (Elizabeth Wright et al., 2010). Taylor, Lewin, and Strutton (2011) defined social media advertising as "a general term capturing all forms of advertising-whether explicit (e.g., banner advertising and commercial videos) or implicit (e.g., fan pages or firm-related "tweets")-that are delivered through social networking sites." Also, marketers use social media advertising (e.g., display ads on social networking sites) to persuade users to buy their products (Neti, 2011). Despite the rapid growth of social media and its revolutionary impact on young generation's attitude, the research in this area is still in exploratory stage particularly in developing countries (Imran, 2012). Consumers deem advertising as a valuable source of information because product information shown in advertisements help them in making the informed and right purchase decisions (Polly and Mittal, 1993). Imran (2012) also find her study that social media advertising was useful for the multinational companies which intended to advertise their products and services through social media channels in South Asia.

Consumer product companies that market nationally branded products or services might invest millions if not billions of dollars to build brands over the lifetime of their products' or services' life cycles (Keller 2008). The change prompted by the emergence of social media also applies to the consumer decision-making process and marketing communications (Hennig-Thurau et al. 2004; Shankar and Malthouse, 2007). For example, social media websites provide a public forum that gives individual consumers voices, as well as access to product information that facilitates their purchase decisions (Kozinets et al., 2010).

III. Conceptual Framework and Research Questions

a) Attitudes toward Social Media Advertising

Advertising and marketing professionals have tapped into social media differently, recognizing the potential of these venues for conveying their campaign strategies (Hyoungkoo Khang et al., 2012). Attitude toward the advertising defined as, "a predisposition to respond in favorable or unfavorable to a particular advertising stimulus during an exposure occasion (Lutz, 1985). The attitudes that are formed toward the advertising can influence consumers' attitudes toward the brand as well as their purchase intent (Hormer, 1990; Lord et al., 1995; Mackenzie et al., 1986). A variety of studies show that the positive emotional response of linking an ad is positively related to subsequent brand-related cognitions, brand attitudes, and purchase intention (Brown & Stayman, 1992; Stone et al., 2000). Daugherty, Eastin, & Bright (2008) also find that a positive attitude toward user-generated online content increases a person's creation and consumption of such content. Also, with a wide variety of commercial information available through social media, users with a higher level of brand consciousness may maintain a more favorable attitude toward social media advertising (Shu Chuan et al. 2013). In general, research suggests that those consumers who have a positive attitude toward advertising are more able to recall it than those with a negative attitude (Donthu et al., 1993; Mehta, 2000). So, the difference in participants' overall attitudes towards social media and social advertising could assist the marketer to determine target audiences. Hence,

H1: Are there significant differences in the attitudes toward social media and advertising in social media?

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b) Behavioral Responses and Purchase Intention

The awareness in advertising literature denotes that when consumers perceive that advertising contains useful information, they become more likely to respond to it (Ducoffe, 1995; Muehling and McCann, 1993). The more relevant the advertising message to the media context, the more likely it can affect consumers' attitudes positively and influence their behavioral responses to the advertising (Zeng Fue et al., 2009). Advertising scholars tend to agree on the importance of advertising message relevancy for advertising effectiveness (Lee and Mason 1999). Conceptualization, behavioral responses to social media advertising refer to users' behavioral interests (e.g., click the link and seek more information), responses (e.g., ignore or pay attention), and offense level toward social media advertising (Wolin et al., 2002). According to Mehta (2000) provides evidence that attitudes toward advertising are positively associated with brand recall and buying intention.

Camilla Bond, Carla Ferraro, Sandra Luxton, & Sean Sands (2010) examined the effects of social media consumption, experiences, and engagement with brands (including via advertising) on behavioral outcomes such as brand awareness, word-of-mouth, and purchase intention. Understanding consumers' behavioral response is essential because a behavioral response/purchase intention assists in predicting the consumers' purchase behavior (Engel, Blackwell, and Kollat, 1978; Fishbein and Ajzen, 1975; Warshaw, 1980). Similarly, the product/service strategy is a beneficiary of the social media push because customers get one more mechanism, or channel for direct interaction with the firm when it comes to about purchasing related issues. (James "Mick" A. et al., 2012). Consumers are turning more frequently to various types of social media to conduct their information searches and to make their purchasing decisions (Lempert, 2006; Vollmer & Precourt, 2008). Social media is perceived by consumers as a more trustworthy source of information regarding products and services than corporate-sponsored communications (Foux, 2006). The next research questions aim to determine how behavioral responses to social media advertising are related to participants' purchase intention. According to Xia Wang, Chunling Yu and Yujie Wei (2012) Members of a social networking group face conformity pressures when they make purchase decisions. Informational influences instead drive people to learn about some product/ service by seeking information from peers. They might search for information from knowledgeable peers or learn by observing others' behavior. Informational influences thus affect consumer decision processes and product evaluations. Social media provide a new channel to acquire product information through peer communication, from many peers or third parties (Kozinets, 1999) at a very low or no cost. Thus, the following two questions are:

H2: Are there users' attitudes toward social media advertising positively related to their behavioral responses?

H3: Are there users' behavioral responses to social media advertising are positively related to their purchase intention toward products?

Also, attitudinal and behavioral factors may closely associate with social media users' tendency to make a purchase decision. With more information obtained from agents, newcomers become more interested in a product, as well as more eager to learn about it (Franke, Keinz, and Steger, 2009). High involvement newcomers thus are more likely to show positive attitudes toward the product (Kim, Haley, and Koo 2009) and purchase it than are those with low involvement (Martin and Stewart, 2001; Zaichkowsky, 1985). To understand the impact of purchase decision and variation of users' decision, the last research question is:

H4: What factors influence social media users to make a purchase decision?

IV. Methodology

a) Sampling and Data Collection Procedure

Most research on social networking has used data from one university (Ellison, Stein field, and Lamp, 2007). The study's setting was Bangladesh, which contained large internet users approximately 43.64 million (BTRC 2014). Out of this 33.52 million people use Facebook as their daily social networking site. The most frequently mentioned were Facebook, Twitter, Google Plus and YouTube, all social networking sites for young people in Bangladesh. Most of the corporate and multinational company set their target customer based on the top four social media sites and promote their advertising campaign. The idea of this study developed from a variety of previous western social media advertising research. The data collected for this study using convenience sampling method from postgraduate and undergraduate students at a science & technology university in Bangladesh. A total of 10 students of BBA completed the questionnaire and obtained the answer to the question from undergraduate and postgraduate students of the same gender as themselves. The data gathering effort yielded 306 usable questionnaires. There were 183 men (70%) and 123 women (30%). Ages of the students range from 20 to 30. Most of the sample (90%) was between the ages of 18 and 25, with mean of 21.1 years (SD = 2.2). There were 101 freshmen, 219 seniors, and nine others. There was no statistically significant ($p<0.05$) difference in mean age between men and women. The time needed to complete the whole questionnaire was about 15 minutes. The data collection period spanned approximately three weeks, from February 2 to February 27, 2015.

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b) Questionnaire and Measurement

At the beginning of the survey, a definition of social media and social advertising provided to participants. The questionnaire divided into four parts. The first part of the questionnaire dealt with a pre-set list of weather members was using social media sites or not, which social media sites participants visited most and how many time per week participants logged in to social media sites. The second part described the attitude measurement toward social media and advertising in social media. The attitude measurement toward social media and toward advertising in social media measures instead used five-point semantic differential scales. Five-point semantic differential items indicated social media users' attitudinal responses to social media advertising therein: "like/dislike," "negative/positive," and "unfavorable/unfavorable." The third part of the questionnaire designed to measure the participants' behavioral responses toward social media advertising and purchase intention. For this purpose, participants rated statement such as "Advertising in social media is useful to me and pay close attention," "I click advertisement shown in social media sites for more and related information," "I pay attention to best-selling brands" and "I prefer valuable and essential brands for buying." All items used 5-point Liker t Scale (1= 'strongly disagree' and 5= 'strongly agree'). Finally, the questionnaire included demographic information such as name, gender, age, states, school classification as well as their university. The statistical programme SPSS was used for the data analysis.

V. Analysis and Result

RQ-1 stated that there were significant differences in the attitudes toward social media and advertising in social media. To find a conclusive answer, a t-test was examined to compare the mean number of participants' attitudes toward social media and advertising in social media. The participants were asked: "In general, for attitude measurement of social media and advertising in social media: 1= dislike/negative/unfavorable, 3= undecided and 5= like/positive/favorable." Thus, the overwhelming opinion of these consumers was either attitude toward social media and advertising in social media had a great difference or not. Men and women did not differ in perception of the social media sites, almost evenly divided between the positive and neutral opinions. The result showed that a significant difference emerged regarding attitude toward social media (M = 14.01, SD = 2.52) and advertising in social media (M= 11.77, SD= 4.48, t = 8.77, df = 304, p< 0.00001, two-tailed). Thus, tested result was not supported, suggesting that consumers had same attitude responses in media and social media advertising.

RQ-2 stated that social media users' attitude on social media advertising was positively related to their behavioral responses. The questionnaire was specified for participants to report their behavioral response in two questions "Advertising in social media is useful to me, and I pay close attention," and "I click advertisement shown in social media sites for more and related information." Five options presented which indicated "1 = strongly disagree" and "5 = strongly agree". For the first question, 23 participants (7.55%) strongly disagreed, 22 participants (7.23%) disagreed, 30 participants (9.84%) undecided, 179 participants (58.69%) agreed, and 51 participants (16.71%) strongly agreed. On the other hand, the second question indicated 29 participants (9.51%) strongly disagreed, 58 participants (19.02%) disagreed, 40 participants (13.12%) undecided, 150 participants (49.18%) agreed, and 28 participants (9.18%) strongly agreed with the statement.

In this study, a t-test was used to compare the mean number of attitude on social media advertising and behavioral responses. Social media users' attitude on social advertising (M=11.77, SD=4.48) were positively related to behavioral responses (M= 7.01, SD= 1.98), df= 304, p< 0.00001, two-tailed). This result suggested that there was a significant difference in the users' attitude of social advertising and their behavioral response and the calculated value has not supported the result. That was participants' who showed the same attitude toward social media and social media advertising tended to have distinct behavioral responses which indicated the advertising attitude and behavioral response are not positively related to each other.

Table 1: Regression Analysis: Predictors of participants' purchase intention

Independent variable	t	Standardized Coefficient	Adjusted R^2	F
The Attitude on Social media	0.012	0.001	0.264	37.39
Attitude on Social media Advertising	2.831	0.146		
Behavioral response of Social media Advertising	9.808	0.485		

To examine RQ-3 whether social media behavioral responses to social media advertising were positively related to their purchase intention toward products, another t-test conducted. For this purpose, using questionnaire, again asked participants to report their purchase decision in two questions format: "I pay attention to best quality products" and "I prefer valuable and essential products for buying." However, 29 participants (9.51%) strongly disagreed, 46 participants (15.08%) disagreed, 46 participants (15.08%) undecided, 148 (48.53%) participants agreed, and 36 participants (11.81%) strongly agreed with the first

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question. But, for the second question, 25 participants (8.19%) strongly disagreed, 29 participants (9.51%) disagreed, 48 participants (15.74%) undecided, 141 participants (46.23%) agreed, and 62 participants (20.33%) strongly agreed with the statement. Social media users' behavioral responses (M= 7.01, SD= 1.98) to social media advertising were positively related to their purchase intention (M= 6.98, SD= 1.99) and this difference was statistically significant (t= 0.175, df=304, p= 0.8612, two-tailed). The result, however, showed that participants' behavior influenced their purchase decision and the tested result supported.

For RQ4, a regression analysis was examined the predictors influenced social media users to make a purchase decision. The multiple regression models were significant (R adj =.264; F (3, 301) = 37.394, p< 0000). Attitude toward social media (B= .001, t= .012, p<.05), attitude toward advertising in social media (B= .146, t= 2.831, p<.05) emerged as a significant predictors of social media users to make purchase decision. However, behavioral responses (B= .485, t= 9.808, p<000) did not produce a significant influence on users' purchase decision.

VI. Discussion and Conclusion

Social media has influenced various aspects of both individuals' lives and society as a whole. The impact of these new technologies on our society is evident in news articles with headlines such as "Universities Use Social Media to Connect" (Alice Pfeiffer, 2010). Social media has acclaimed for having dramatic influences on every stage of the consumer decision-making process as well as influencing general opinions and attitude formation (Mangold and Faulds, 2009). The Current study aimed to identify belief about social media advertising and their influence on consumers' attitude toward social media advertising. Also, past studies from various researcher provided consumers' insights from Western and European university perspective whereas current study represented consumer views from a South Asian university-based teenage consumers' context. However, no prior research has addressed to identify the behavioral response on South Asian University based teenage consumers'. The effectiveness of social media advertising depends on consumers' participation in social media and the understanding of their psychological characteristics which were an important indicator of their overall attitude toward social media advertising (Shu Chuan et al. 2013).

This research examined the linkage between the attitude toward social media and social media advertising and their relation to behavioral and purchase intention. Based on the scholarly literature, the study formulated four hypotheses and tested those using data from a survey (Ronald E. et al. 2002) of 306 students' at large Science and Technology University in Bangladesh. By exploring the difference among social media advertising, behavioral responses and purchase intention, the study also had detailed which factors influence teenage consumers to make a purchase decision. The first set of findings illuminates the similarities and differences in attitude related psychological characteristics of participants. Relation to behavioral and purchase intention. Based on the scholarly literatures, the study formulated four hypotheses and tested those using data from a survey (Ronald E. et al 2002) of 306 students' at large Science and Technology University in Bangladesh. By exploring the difference among Social media users maintain a favorable attitude toward social media and advertising in social media. The result indicated that user does not differ in their attitudes toward social media and advertising in social media which seemed reasonable to postulate that students who like social media tend to be more receptive to various types of application.

Also, this study contributed a better understanding of the relationship among social media advertising, behavioral responses, and purchase intention of participants'. However, product and valuable brand consciousness shared a positive relationship with both behavioral responses to social media advertising, such as clicking through ads and interacting with brand page content, and intention to purchase branded products (Shu Chuan et al. 2013). That is, a high level of involvement and knowledge about products or brands may be related to appreciation for media world containing brands. Therefore, attitude toward social media advertising and behavioral responses included seeking information about products or brands which encouraged users to make a purchase decision. The regression analysis results represented variation in predictors of users' purchase decision of products. It should note that attitude toward social media and social media advertising were a significant predictor of users' purchase decision. On the other hand, favorable behavioral responses influenced participants' which affects their purchase intention.

This study provides implications for companies who use social media as part of their overall advertising campaign. Companies' advertiser should emphasize more on encouraging social media users who have a positive/favorable attitude toward social media advertising because these consumers are more likely to engage actively in companies' social media pages by liking or subscribing of these pages. The Advertiser should announce an upcoming promotion, prices, offers, and incentives into their pages or videos to grow more attention and retention consumers. Consumer privacy is a crucial part of social media sites, the advertiser should focus privacy option and avoid complexity.

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Quality Enhancement of Internal Customers and Relationship with External Customers in Management Education: An Elucidate Study

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Abstract- Success of any organization lies in the Quality of Service particularly in the Management Education Service. External Customers (Students) needs are given due priority accordingly internal customers (Teachers) are engaged in service with reference to their qualities. Quality should not be static but should be dynamic which undergo continuous improvement in the internal customers' capabilities which should bring positive result in the performance of external customers. Improvement in the Quality of internal customers is necessary in the development of the future human resources.

This paper raise questions on the quality of internal customers and relationship with the quality of external customers. Primary data were collected from top 10 MESPO of Assam. The data were collected with the help of a set of two different questionnaires from 100 internal and 510 external customers of top 10 MESPO of Assam. Hypothesis established for the purpose of the study was tested with the help of both parametric and non parametric test of correlation.

Keywords: internal marketing, external marketing, internal customers, external customers management education services providing organizations.

GJMBR-E Classification: JEL Code: M39



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It was found that an attempt made by the internal customers in improving their quality by taking part in seminars, workshop, FDP programs, publication of research work, refresher course, and training in software handling etc. were very low, not up to the required standard thus does not have any relationship with the external customers. Internal Customers should understand needs of the external customers accordingly develop will have to Qualities.

Keywords: internal marketing, external marketing, internal customers, external customers management education services providing organizations.

I. Introduction

Quality of Service is the main mantra of many Management Education Service Providing Organizations to attract the External Customers (Students). Reengineering of quality is necessary to improve the quality of internal customers (Teachers) since it aims to bring dramatic improvement in the performance of internal and external customers. Improvement of the Quality of internal customers has no upper limit since they deals with the development of human resources of future. Hence, the internal customers have to continuously improve their quality to bring desired result. Internal marketing emphases best practice of quality of service which focuses on the development the quality of internal customer services. According to Hassan et al (2013), in their research found that internal marketing has direct relation with quality of services. Because, organization is conscious enough to monitor employees performance, the performers are highly rewarded, therefore internal marketing ensure quality because the employees who delivers quality service are retained by the organizations. Thus quality and internal marketing has direct relation.

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II. Quality of Service

'Quality' comes from the Latin word 'Qualitas', which refers to the nature of a person or the nature of an object. In the past Quality meant accuracy and perfection (Al-Dararkah, 2002). Service Quality and its components are actionable in the workplace is an important endeavour that an organization should seriously execute it. This give unambiguous direction to employees improves service quality in the workplace. Fortunately, there are researchers such as Grönroos (1983), Lehtinen and Lehtinen (1982), and Parasuraman, Zeithaml and Berry (hereafter referred to as PZB) (1985) who are working to determine service quality and to provide a number of actionable tools that a marketer can use to gauge organization performance. Webster's dictionary defines quality as not only the basic character or characteristic that makes something good or bad, commendable or reprehensible, but also the degree of excellence a thing processes, or superiority. Webster's goes on to define quality control system for maintaining desired standards. The two definitions comprise the most simplistic basis for achieving quality assurance in any organization, including higher education. Obviously an organization must define itself, as through a mission statement and then set goals and objectives that will support that mission before it can hope to measure its outcome against the stated goals. This is quality assurance.

III. Components of Service Quality

Parasurama Zeltham, I & Berry (1985) that there exist ten criteria and dimensions through which service quality can be assessed:

- *Reliability:* The ability of an organization to accurately achieve its services in the proper time and according to the promises it has made to its clients.

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- *Responsiveness:* The tendency and willingness of service providers to help clients and satisfy their needs, immediately reply to their inquiries, and solve their problems as quickly as possible.
- *Competence:* Having adequate skills and knowledge that enable the employees to perform their jobs properly.
- *Accessibility:* Providing easy access to a service in terms of location and through services provided via the telephone, the internet, or any other means of communication.
- *Courtesy:* Treating clients respectfully in a polite friendly manner, understanding their feelings, and answering their phone calls gently.
- *Communication:* This occurs through gentlemanly listening to the client conveying information to them clearly and facilitating external communication with workers.
- *Credibility:* This can be achieved through full trust and confidence in the service provider as well as his honesty and straight forwardness.
- *Security:* This depends on whether the service is free from risks and hazards, defects or doubts so that it provides bodily safety, financial security as well as privacy.
- *Understanding/Knowing the Customer:* This can be made achievable through the ability to pinpoint the customers' needs as well as understanding their individual problems.
- *Tangibility:* This includes physical aspects connected with service such as instruments and equipment, persons, physical facilities like buildings and nice decoration and other observable service facilities.

IV. Review of Literature

According to Philip et al (1997) "Quality is conformance to requirements". In the same direction Parasuraman and Berry (1991) defines "Quality is exceeding what customers expect from the service". In addition to these, Garvin (1984) defines, "Quality can be defined from different prospective-user based, product based, manufacturing based, value based and transcendent view". Service organizations therefore evaluate certain components of a service to determine its quality. According to Gronroos (2001) any service has two important components-functional and technical. The functional component involves interaction between the customers and the service personnel. The technical component refers to the output of the service operation. According to Parasuraman and Berry (1991) service quality is determined by customers using various criteria like credibility, security access, communication, tangibility, responsiveness, competence, reliability, etc. Thus the quality indeed will have to be measured for business success. Hassan et al (2013) emphases on internal marketing for quality service in their research. Even Cronin et al (1992) measure the service quality in terms of service output in their research. Thus, Quality of Service must be one of the components of internal marketing. On the other hand, various research work under taken by various author advocates that Internal Marketing brings better performance on employees. The article by Tim R.V. Davis examines the impact of consultative and participative styles of management on internal marketing which increase employee involvement in reaching decisions, making commitments and taking action. David Ballantyne explores the structural relationships through which internal marketing can create value for an organization, its customers and its employees. Marelise Pitt, Johan Bruwer, Deon Nel and Paul Berthon state that internal marketing is a critical issue facing marketing professions, human resources and other executives. They argue that if poor service is provided between employees it is unlikely that good service will ultimately be provided to the external customer.

a) Literature Gap

This literature review shows that sufficient amount of research work is done on internal marketing in different field of corporate business. But no research work had been done in the context of improvement of quality of internal customers and the relationship with external customers in management education service providing organization in Assam.

V. Need/Importance of the Study

The main objective of this study is to understand the relationship between the improvement of the quality of internal customer and external customers. This paper believes that improvement in the quality in many areas of education service by internal customers may have a direct relationship with external customers. When internal customers fail to produce good quality external customers, become liabilities rather than employable human resources in the society.

VI. Statement of the Problem

According to Sheela Singh et al. (2013), the variation in terms of academic, administrative and financial arrangement in the India Higher Educational Institutions fail to provide quality service the external customers. Gandhi. M. M, (2013) in his research paper pointed out that 'Mushroom growth of universities and colleges has been the main cause of lack of quality in Management Education. This paper attempt to study on the improvement of quality of internal customer and the relationship with external customers is a need of an hour since the internal customers put all efforts not only to develop them but also to develop external customers.

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When the internal customers learn new knowledge through training it will be shared with the external customers. The new knowledge enable the external customer perform well in their studies.

VII. Objective of the Study

Given the survey of literature and scope, the objective established for the purpose of the study is:

To ascertain relationship between 'The improvement of quality of Internal Customers' in one hand and "Relationship with External Customers' on the other hand.

Hypotheses

Given the objective, the following working hypothesis considered for the study:

H_0: The improvements in the quality of Internal Customers' and the relationship with the external customers' have inverse relationship.

VIII. Research Methodology

Primary data with help of a set of two different questionnaires from 100 internal and 510 external customers of top 10 MESPO of Assam was collected. The values are allotted for strongly agree, agree, neutral, disagree and strongly disagree in the order of 5,4,3,2 and 1 respectively in the 5 point scale. The samples were as follows:

Table 1: Sample Selected

S. No.	Name of the Institutes	Teachers	Students
1	Bosco Institute of Management	10	40
2	Royal School of Management	10	60
3	Guwahati University	5	63
4	Dibrugrah University	11	50
5	Assam Kaziranga University	12	53
6	Tezpur University	10	40
7	Assam Institute of Management	10	56
8	Girijananda Chowdhury Institute of Management	9	38
9	North Eastern Regional Institute of Management	18	70
10	Assam University	5	40
	Total	100	510

Source: Survey

a) Latent Variable Considered for the Study

(a) 'Improvement of quality of Internal Customers' - This variable has been considered to measure the degree of Degree or intensity of improvement of quality of Internal Customers as perceived by internal customers in the 'Management Education Service Providing Organizations'.

(b) 'Relationship with external customers' - This variable has been considered to measure the degree of Degree or intensity of Relationship between external customers and the internal customers as perceived by the External customers of the 'Management Education Service Providing Organizations'.

IX. Results and Discussion

Improvement in the quality of internal customers and relationship with the external customers.

Table 2: Data Generation

Name of Institute	Degree of Quality of Internal Customers (Teachers) as perceived by Teachers	Degree of Relationship with External Customers as perceived Students
AIM	6.30	59.46
AU	1.56	49.10
DBIM	3.36	49.60
DU	3.44	49.44
GIMT	6.40	57.84
GU	4.25	52.87
KU	3.83	58.33
NERIM	5.91	56.75
RSM	6.90	57.80
TU	6.30	58.18

Source: Based on Survey Data

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The association between the variable and related data are tested with the help of z-test.

$P > 0.05$ Accept

$P < 0.05$ Reject

Table 3: Z-Test: Two Sample for Means

	Quality of Internal Customers	Relationship with External Customers
Mean	5.95	55.54705882
Known Variance	19.017	79.136
Observations	100	510
Hypothesized Mean Difference	0	
z	-84.39823097	
z Critical two-tail	1.959963985	

Compiled from Survey Data

1.96 = 1.96, calculated p value is equal to table value, thus there is a relationship between Quality of Internal Customers (Teachers) and the Quality of External Customers (Students). The further analysis attempt to finds the level of relationship between these two variables.

The measure of correlation [both Parametric / Non Parametric] between the variable and related data are tested.

Table 4: Pearson Correlations

		Degree of Quality of Internal Customers (Teachers) as perceived by Teachers	Degree of Relationship with External Customers as perceived Students
Degree of Quality of Internal Customers (Teachers) as perceived by Teachers	Pearson Correlation	1	.836**
	Sig. (2-tailed)		.003
	N	10	10
Degree of Relationship with External Customers (as perceived Students)	Pearson Correlation	.836**	1
	Sig. (2-tailed)	.003	
	N	10	10

Source: Based on Survey Data

Table 5: Spearman's rho Correlations

			Degree of Quality of Internal Customers (Teachers) as perceived by Teachers	Degree of Relationship with External Customers as perceived Students
Spearman's rho	Degree of Quality of Internal Customers (Teachers) as perceived by Teachers	Correlation Coefficient	1.000	.663*
		Sig. (2-tailed)	.	.037
		N	10	10
	Degree of Relationship with External Customers (as perceived Students)	Correlation Coefficient	.663*	1.000
		Sig. (2-tailed)	.037	.
		N	10	10

**. Correlation is significant at the 0.05 level (2-tailed)*

Source: Based on Survey Data

From the above Table No 3 & 4 it is disseminate that there exists low relationship between Degree of Quality of Internal Customers (Teachers) as perceived by Teachers and Degree of Relationship with External Customers as perceived by the students.

X. Findings

From the above it can be inferred that the relationship between [a] Degree of Quality of Internal Customers (Teachers) as perceived by Teachers and [b] Degree of Relationship with External Customers (as perceived Students) is very low. In other words, Quality of Internal Customers (Teachers) does not lead to better Relationship with External Customers. Thus, the improvements in the quality of Internal Customers' and the relationship with the external customers' have inverse relationship between them.

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XI. Recommendations/Suggestions

This is indicative of the fact that Interactive marketing dimension in respect of Management Education Service providing organization is in neglected dimension. Thus internal customers continuously should arrange the seminar, workshop, FDP programs, refresher course, training in software handling etc. to students and the significance of improving the quality in them associated with profession should be elucidated.

XII. Limitations

This research paper did not collect any feedback from the students and internal customers of Management Institutions which are not practicing internal marketing components are taken for the study. Internal Customers too have not made any comment on improving the quality in them.

XIII. Conclusions

Quality of Service must directly like with the improvement of the quality of internal customers which should bring positive relationship with the external customers. Thus internal customers continuously should arrange the seminar, workshop, FDP programs, refresher course, training in software handling etc. to students and the significance of improving the quality in them associated with profession should be elucidated.

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World Class Manufacturing Principle(S): A Study on Low Value High Volume Goods (FMCG)

By Dr. Sunil Kant Verma

Abstract- The paper is the development of a framework based on a field study of four companies in the Fast Moving Consumer Goods (FMCG) manufacturing industry in India. The study was concerned with the phenomenon of failure or success in the implementation of World Class Manufacturing (WCM) principle(s). The Eisenhardt's Model of developing theory from case studies was used in this qualitative study. The process of data collection and analysis was heavily iterative using the Grounded Theory approach. NVIVO 10 software was used to analyse data and develop emerging themes and subsequently for development of a framework embedded in the data. The study draws upon WCM principles that had been developed as way back as the 1950's, yet companies in India were still struggling to implement them successfully, more than 60 years later.

The key challenges as experienced by the case study-companies were established and their interrelationships developed. The WILGOR Framework of Manufacturing Excellence was developed. The six step framework towards constructing the WILGOR House of Manufacturing Excellence is presented. The framework uses the "house metaphor" in ensuring the construction of a strong house, signifying, successfully implementing appropriate WCM principles. The framework has not been fully tested, apart from some aspects of it, during consultancy work. This paper adds to the body of knowledge by providing empirical evidence of key challenges faced by case study companies mainly in the FMCG sector in India.

Keywords: *effective value - addition, fast moving consumer goods, ISO 9001, world class manufacturing units.*

GJMBR-E Classification: *JEL Code: M39*



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Enfolding literature established similarities and differences with other models. These were used to strengthen the WILGOR Framework of Manufacturing Excellence. Organisations are thus presented with a suitable framework that they can use, to increase their chances of successfully implementing WCM principle(s).

Keywords: effective value - addition, fast moving consumer goods, ISO 9001, world class manufacturing units.

I. Introduction

The development of a framework suitable for implementing World Class Manufacturing (WCM) principle(s) is discussed. The paper seeks to highlight the main challenges that were established in a study featuring four (4) case study companies, all in the Fast Moving Consumer Goods (FMCG) sector in India. The study companies had taken initiatives to attain world-class status through implementation of WCM principle(s).

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Manufacturing companies in India were not spared from stiff competition resulting from the globalisation phenomenon. Many companies faced closure while others had reduced capacity utilisation due to lack of competitiveness. India went through over a decade of economic decline, reaching its worst year in 2008. While some organisations closed shop, others remained operational and there was need to establish the challenges they faced and the success factors that led them to their survival and competitiveness. This study aimed at proffering a suitable framework for successfully implementing WCM principles. The emphasis was on the FMCG sector. The Grounded Theory approach as informed by the Eisenhardt Model was used in this multiple case study.

Success factors and challenges that the organisations experienced in their bid to successfully implement WCM principle(s) are highlighted in this paper and were used in the development of the WILGOR Framework for Manufacturing Excellence. This framework is recommended for use by organisations that aspire to successfully implement WCM principles.

Becoming a World Class Manufacturing (WCM) company is a common industrial goal Muda and Hendry (2002) which compels organisations to be among the best in the world in their type of business Todd (1995). They become competitive on a global basis, Kanter (1995) cited in Muda and Hendry (2002). The term "World Class" was coined way back in 1984 by Hayes and Wheelwright (1984) to describe the capabilities which had been developed by Japanese and German companies, as well as the United States of America (USA) firms which had competed equally with the Japanese and German firms, Salaheldin and Riyad (2007).

Bjurek and Durevall (2000) noticed that India had a well-developed manufacturing sector, which by the late 1980s' contributed about 25% of Gross Domestic Product (GDP) and produced over 7000 different products. This picture changed negatively due to the economic decline that followed the land reform program in year 2000 and the associated political standoff in the country, Mlambo and Raftopoulos (2010). These drawbacks resulted in shrinkage of the economy by low growth due to privatization high inflation, which spiralled out of control to unprecedented levels. Privatization initiated Growth % by July 2008, Jones (2010), severe capacity under utilisation of below 10%,

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resulting in reduced manufacturing output. This combination of circumstances contributed to the collapse of the manufacturing sector.

Bond and Masimba (2002) cited in Carmody and Scott (2003) noted that, "a long period lies ahead in which damage done to a once strong industrial base must be repaired." There was need to revitalise the manufacturing base, among other industrial concerns. However Carmody and Scott (2003) argue that the change necessary to revitalise the India economy requires political solutions. This goes to show that the operating environment is an important factor for the manufacturing industrial subsector.

a) Theoratical Framework

It is has been noticed by many authors and world-class practitioners Cannon, (1996); Confederation of British Industry, (1997); Morton (1994); Wickens (1995); Womack and Jones (1996); Womack, Jones and Roos (1990) that, as global competition intensifies, achieving world-class performance is not just a desirable goal, but a necessity for survival.

Salaheldin and Riyad (2007: 552) points out that, "WCM companies are those that continuously outperform the industry's global best practices and which know intimately their customers and suppliers, know their competitors' performance capabilities and know their own strengths and weaknesses". Implementation and adoption of some WCM principles in developing countries have resulted in challenges and hence loss of competitiveness.

Globalisation is a process by which regional economies, societies and cultures have become integrated through a global network of communication, transportation and trade Dreher, Gaston and Martens (2008). Companies from anywhere in the world have access to markets in the global village thereby increasing competition.

i. *WCM Models*

Some WCM Models have been developed and used over the years to implement WCM principles. The Hayes and Wheelwright (1984) model cited in Salaheldin and Riyad (2007) identifies 6 dimensions that make up WCM. Incremental improvement approaches are key in attaining world-class status and should be driven by a workforce that has the requisite skills.

The Schonberger (1986a) model cited in Muda and Hendry (2002) is based on sixteen (16) main principles which were compressed into eight (8) main categories. The human resources factor also features in this model and in addition, he introduces consideration of the market. The processes and their capacity were established to be contributing towards world-class status.

The Kearney (1997) model identifies seven elements that are critical for success in attaining WCM status. These elements are shown in Table 1.

Table 1: The Seven Elements of World Class Manufacturing Adapted from (Kearney, 1997)

Element	Brief Description
Leadership	The driving force, the voice behind the change initiatives
Production Cells	The organisation of people, materials, and machine tools to optimize information and product flow
Employee Involvement	Engaging the hearts and minds of the organisation to achieve Continuous Improvement
Materials Requirements Planning	Master planning, scheduling and performance feedback tool
Just In Time (JIT)	System for planning the details of the production system
Total Quality Management	The focus is on prevention, rather than detection
Standardization	A common focus and discipline to spread improvements across the organisation and sustain them.

ii. *World Class Manufacturing Principles*

WCM principles have been developed by different scholars. Organisations in pursuit of WCM status have implemented these principles at various stages in response to the globalisation phenomenon. Success results projected some challenges along the way.

Table 2 shows the timelines of development of some important WCM principles and concepts. The major point to note is that while some of these WCM principles have been developed as way back as the 1950's, some organisations in India are still struggling to Successfully utilise them for competitiveness.

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Table 2: Summary of World Class Manufacturing Principles

Principle	Brief Notes on Principle	Year of Introduction
Total Quality Management (TQM)	Introduced by Feigenbaum through his concepts of Total Quality Control. Pycraft, Singh, Phihlela, Slack, Chambers, Harland, Harrison and Johnston, 1997)	1957
Quality	Emphasis on improving Quality of both product and service in order to be competitive	Late 1970's
Total Productive Maintenance (TPM)	Introduced by Seichi Nakajima (Nakajima, 1988); (Wang, 2006)	1971
Just In Time (JIT)	Value Addition should be done based on demand. Waste should be mitigated	Early 1980's
People related practices	Such as Teamwork, continuous Improvement, employee involvement	mid-1980's
World Class Manufacturing (WCM)	A term coined by Hayes and Wheelwright (1984) cited in Salaheldin and Riyad (2007) Popularized by Schonberger (1986b)	1984
Six Sigma (6σ)	Companywide improvement initiatives aspiring for excellence. Quality and defect reduction is key. Developed by Bill Smith at Motorola (Porter, 2002)	1986
Lean Manufacturing	Becoming a Lean Organisation calls for elimination of waste and wasteful activities in the organisation. Developed in the1950s from the Toyota Production System (TPS) Further developed in the 1990's (Womack, et al., 1990)	1990's
Lean Six Sigma	Combining the benefits of Lean Manufacturing and Six Sigma.	2000

II. Methodology

A multiple case study featuring four case-companies in the FMCG were studied using the Eisenhardt's Model of building theory from case studies. The case- companies are identified in this paper by their pseudonyms, X Pharm, Tea Bread, Good Life and Y Products. It was with the view that implementation of WCM principle(s) had not always produced favourable results as intended. All the four case companies have implemented and/or attempted to implement WCM principle(s) with differing levels of success.

Data collection for the study was guided by the Grounded Theory as informed by the Eisenhardt's Model steps. The study involved collecting data to answer the research questions. Being guided by the research constructs, document analysis, key informant interviews and Focus Group Discussions (FGDs) were conducted. This was done in the four case companies until theoretical saturation was reached. The observation technique was also used whenever necessary.

III. Results and Discussions

It was established that while there were over 22 WCM principles that have been developed over the years, the case- companies had implemented those shown in Table 3.

Table 3: WCM Principles Implemented

Good life	X Pharm	Tea Bread	Y Products
TPM	TPM	Preventive Maintenance	ISO 9001: 2000 QMS (Expired, certificate revoked)
ISO 9001: 2008 QMS	ISO 9001:2008 QMS	QA (Not certified)	Impromptu improvement initiatives
ISO 14001:1996 EMS	cGMP	PIP	
World Class Manufacturing	PIP		
MRP II & ERP	ERP		

Key: Abbreviations

cGMP	current Good Manufacturing Practices
ERP	Enterprises Resources Planning
ISO 14001:1996	1996 version of the Environmental Management System
ISO 9001: 2000	2000 version of the Quality Management System (QMS) standard
ISO 9001:2008	2008 version of the Quality Management System (QMS) standard
MRP II	Manufacturing Resources Planning
PIP	Productivity Improvement Program
QA	Quality Assurance
QMS	Quality Management System
TPM	Total Productive Maintenance

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a) Key Challenges

Sixteen key challenges were established across the four case companies. These were ranked into levels according to a ranking model by Chong Hooi Cheah, et al. (2012). The levels show the relationships that exist among the challenges. Level I challenges are those that are highly dependent and influenced by other challenges. They are at the top of the hierarchy. Level II challenges are those that are influenced by Level III challenges. Level III challenges influence all the others and are independent in their nature. Figure1 shows the hierarchical relationships of the key challenges in this study.



Figure 1: Hierarchical Relationships to Key Challenges

Level III challenges in Figure 1 were found to be the environmental factors that influence Level II challenges. While the organisation and its employees have control over Level I and II challenges, they have no control over Level III challenges. In the prevailing economic and political environment, management needs to create a conducive environment that will assist in increasing the chance of success in the implementation of WCM principles. They need to put strategies in place that mitigate the impact of Level III challenges.

b) Themes

Eight (8) themes emerged from cross case analysis and the associated themes are shown in figure 4.These themes were the important indicators from case- evidence of the important considerations by organisations during implementation of WCM principles.

Linkages between the emerging themes and key challenges was established. The challenges being addressed by each of the emerging themes were identified. This relationship was used in developing a framework for implementing WCM principle(s).

c) WILGOR Framework of Manufacturing Excellence

A framework that enables organisations to successfully implement appropriate WCM principle(s) emerged. Lessons were learnt from all the four case-companies, but of significance were success traits from the Good Life case and failure traits from the Y Products case. Case-evidence lessons from X Pharm and Y Products were not ignored as they were consolidated in the resultant cross-case analysis.

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Table 4: Emerging themes and associated theme statements

Theme	Refined Theme Statement
Source of Motivation to implement	Commitment to successfully implement WCM principles revolves around the source of motivation.
Communication	Effective communication at all levels of the organization supports the successful implementation of WCM principles.
Employee Involvement, Empowerment and Motivation	An empowered and motivated workforce contributes positively towards the success of WCM principles implementation.
Capacity Building	Capacity building is required for successfully implementing WCM principles.
Cultural Dynamics and Adaptation	Successfully implementing WCM principles revolves around Cultural Dynamics and Adaptation of the principles to local environment.
Processes	Aspiration for improvement of processes to world's best practices increases the chances of successfully implementing WCM principles.
Structures and Systems	Successful implementation of WCM principles revolves around sound structures and systems that support sustainability.
Momentum and Sustainability	WCM principles implementation requires maintenance of momentum and structures that ensure their sustainability.

This evidence together with identified gaps in literature formed the basis of the WILGOR Framework of Manufacturing Excellence.

The house metaphor was used in the framework. A strong house withstands adverse environmental conditions and continues to serve while a weak one gives-in to the same environmental conditions. In much the same way, organisations that aspire for WCM status, implement principles that would be effective and sustainable. A six-step framework to constructing the WILGOR House of Manufacturing Excellence emerged. Its main purpose is to mitigate and overcome the key challenges that were established from the study as well as ensuring continued sustainability of the implemented WCM principle.

i. *WILGOR Steps for implementation of WCM Principles*

The framework consists of six steps with each step label signifying the first letter of that step. Ultimately the steps in the WILGOR framework sets an organisation to construct the WILGOR House of Manufacturing Excellence. The six (6) WILGOR steps of implementing WCM principle(s) are shown in Figure2 and each step explained thereafter.

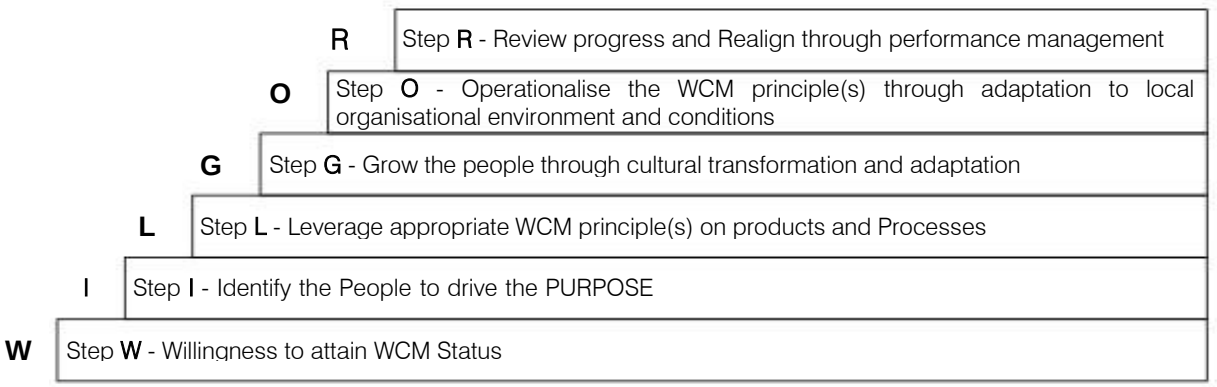


Figure 2: WILGOR Steps in WCM principle(s) Implementation

Each step leads to the other, making the sequence of the steps an important feature of the WILGOR Steps.

Step W is the first step that sets the foundation of the WILGOR House of Manufacturing Excellence. It addresses those issues which will ensure the continued existence of the implemented WCM principle(s) as long as it continues to be relevant.

Step I is the second step that considers people in the organisation.

Step L, the third step is about the products and the processes that make them. The important considerations in the value- addition steps are discussed.

Step G and O are the fourth and fifth steps that deal with systems. The systems synthesise the people, products and processes in the value-adding chain.

Step R while being the last step in the WILGOR Framework of Manufacturing Excellence ensures that there is continuous improvement by maintaining momentum and fostering sustainability.

It also emerged that the WILGOR Steps of Implementing WCM principle(s) result in the construction of the WILGOR House of Manufacturing

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Excellence and the major features of the house are illustrated in Figure 3.

The WILGOR Framework of Manufacturing Excellence reflects how the established key challenges are overcome in implementing WCM principle(s) with special reference to the FMCG manufacturing in the India an context.

In order to complete the sustainable implementation of any chosen WCM principle(s), organisations should follow the six WILGOR steps that would result in the WILGOR House of Manufacturing Excellence shown in Figure3. Each building block is important and is completed by following the WILGOR Steps.

ii. *Comparison with other models*

The WILGOR Framework of Manufacturing Excellence was compared with other models to identify similarities and differences.

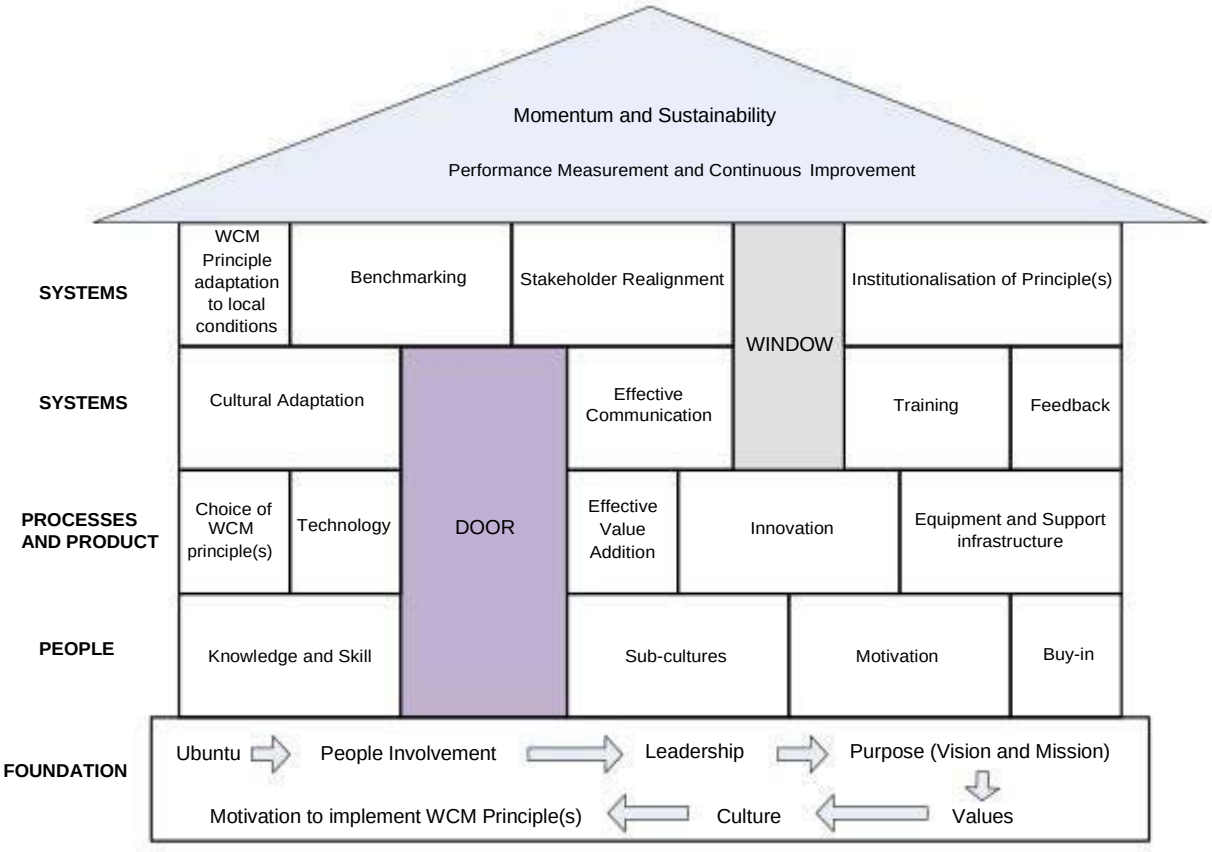


Figure 3: WILGOR House of Manufacturing Excellence

It shares some similarities with the Madzivire Collaborative Transformation (MaCoTra) Model, Madzivire: (2011b) though some differences exist. The MaCoTra Model addresses organisations that transform and the WILGOR Framework addresses organisations that aspire to attaining WCM status. Moving from their current status to WCM status requires transformation of an organisation.

In comparison with the SHINGO Model, The Shingo Institute (2014), some similarities were identified. The SHINGO Model was designed to guide organisations aspiring for transforming organisational culture towards achieving ideal results as shown in Figure 4.

The SHINGO Model introduces "Guiding Principles" on which to base improvement initiatives towards "ideal results and enterprise excellence". Compared to the WILGOR Framework, the aspiration in the SHINGO Model is to drive organisations towards WCM status.

The SHINGO Model emphasises the importance of people and culture in implementing improvement initiatives. This is reflected in the WILGOR Framework in Steps I and G where people are identified and developed through cultural transformation, The Shingo Institute (2014) highlights that when the required results are not achieved, we often try to change systems or implement new tools. This, they say, is incomplete when there are no people. "Tools and Systems alone do not operate a business. People do" The Shingo Institute (2014: 7).

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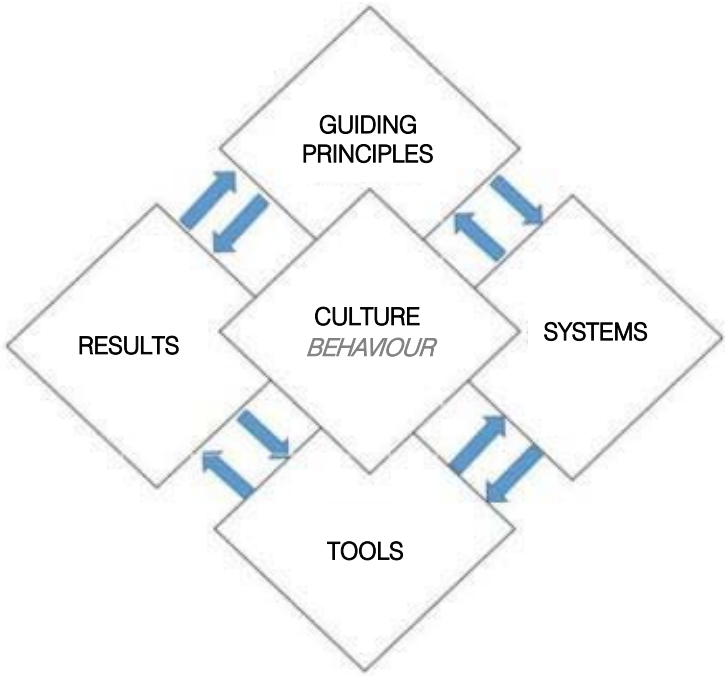


Figure 4: The SHINGO Model (The Shingo Institute, 2014)

Another model cited in Cagnazzo, et al. (2010: 166) shows that Critical Success Factors (CSF) that frequently arise in Quality Improvement Initiatives are the following:

1. "Management involvement and organisational commitment
2. Project selection, management and control skills
3. Encouraging and accepting cultural change, and
4. Continuous education and training".

Management involvement is highlighted as it relates to the source of Motivation to implement improvement initiatives. The WILGOR Framework insists that success in implementation is attained if management has an intrinsic source of motivation and not being forced from outside. This self-motivation should be passed on to all employees through their buy-in.

However, there were some differences with the WILGOR Framework found in enfolding literature. While the WILGOR Framework picks on communication as a vehicle towards successful implementation of WCM initiatives, Worley and Doolen (2006) established that improved communication was a result of lean manufacturing implementation. In the same study, they concluded that, "increased communication with employees on the factory floor was a positive outcome of the lean manufacturing initiative, but many examples of poor communication were also collected" Worley and Doolen(2006:243). Their conclusion makes it a key challenge as established in the WILGOR Framework and hence an important building block of the WILGOR House of Manufacturing Excellence. When used as a building block, communication will further improve as a result of implementation of WCM principles. Their argument brings communication and improvement into the "chicken and egg story".

IV. Conclusion

This paper presents empirical evidence on the challenges and successes faced by manufacturing companies as they aspire for World Class Manufacturing (WCM) status in India with special reference to the FMCG. Using constructs developed from initial related literature review, the key challenges and emerging themes were established.

The Eisenhardt's Model of Building Theory from case studies was successfully applied in this study. A multiple case study of four companies in the FMCG was conducted. A framework emerged that led to the development of the WILGOR Framework of Manufacturing Excellence. The framework consists of the WILGOR steps of implementing WCM principles that result in the WILGOR House of Manufacturing Excellence. The framework was validated by enfolding literature. The six steps in the WILGOR framework borrow the UBUNTU principle as each step's first letter coincides with the shortened name of the researcher.

The researcher recommends that the WILGOR Framework be tested in the implementation of WCM principles in the FMCG as well as in other manufacturing setups.

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16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

19. Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

20. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

21. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

22. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

23. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.



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- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.



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Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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