Impact of Website Marketing on Business Exposure and Customer Response: A Study on Educational Institutes of Chhattisgarh

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Abstract: *In the present era, human capital development is a prerequisite to the economic growth of any nation. Education plays an important role in human capital development and hence the economic development. At the outset, the education industry has increased tremendously, worldwide. This makes the establishment of education services and the demand for it, highly competitive especially in the developing countries. Hence, there is a need to develop global marketing strategy in order to strive in such a competitive market. Web marketing is one of the most economical and widely used marketing tool in this era of technology. Hence, this study aims to determine the impact of Website Marketing on Business Exposure and Customer Response for Education Institutes of Chhattisgarh. Business Exposure and Customer Response are considered as the dependent variable & Website Marketing is considered as the independent variable. A survey-based exploratory and causal research design was used. The data was collected from students of selected educational institutes of Chhattisgarh through structured questionnaires. Principal component analysis with varimax rotation was used to determine the validity and Cronbach's coefficient alpha to determine the reliability of the instrument. Regression analysis was used to determine the causal relationship between both the independent &dependent variables. The study also suggests strategies to increase the Business Exposure and Customer Response of the Educational Institutes.*

Keywords: Website Marketing, Business Exposure, Customer Response, Technical Education Institutes

1. Introduction

With the advent of time, many new innovations and practices started adding to the vast stream of marketing. Due to the development of the internet, a growing body of research has been generated in marketing and its implications on various business has been discussed widely (Childers et al., 2001; Lee & Overby, 2004; Pavlou & Fygenson, 2006; Dholakia & Zhao, 2009; Wang et al., 2010; Lien et al., 2011; Luo et al., 2012; Dickinger & Stangl, 2013; Zhang, 2013). Internet has become an important channel for every organization to effectively reach their target customers or expand into new markets (Hu & Chuang, 2012). Therefore, it seems essential, for organizations, to understand the benefits and consequences induced by Internet. The last few years have witnessed a technological revolution fueled by the wide spread use of the Internet, web technologies and their applications. The literature is replete with accounts about organizations from various types and sizes integrating web technologies into their operations. The wide interest in the subject is attributed to the fact that organizations are becoming aware of the possible implications of the Internet on their work.

According to Ivy (2008), the concept of marketing in higher education is certainly not new. Kotler and Fox (1995) described it as the "analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of value with target markets to achieve institutional objectives". According to Kotler and Fox (2002), "marketing exists when people decide to satisfy their needs and wants through exchange". In educational institutes,

the exchange is obtaining the necessary product or advantage while offering something in return. Institutes offer their courses and programs, academic disciplines, in exchange for which students offer their time, commitment and money in the form of tuition fees. The emergent popularity of web technologies and their applications have created vast opportunities for organizations, including institutions of higher education, to stretch out for broader customers and create greater networking relationships. The global and far reaching nature of the web, its various interactive capabilities, and the rapid growth worldwide have made it more essential for promotion to enhance business exposure and customer response.

Today, educational Institutes are also becoming more proactive to carefully manage students that are admitted in their institutions – a trend which has also been observed internationally. Owing to competitive pressures, institutions therefore need to become more proactive in their marketing endeavors (Wonders and Gyuere, 1991; Zemsky, Shaman & Shapiro, 2001) and, in response; many institutions have already turned to corporate principles to run their operation and to recruit their 'customers' (i.e. the students). In recent years, institutions of higher education globally have experienced a number of significant changes taking place in the political, economic, social and technological environment. One of the major changes is the squeeze of government funding given to universities. As a result, universities have to behave as rival firms and compete intensely for market share and revenue (Caruana *et al.*, 1998; Scott, 2003; Soutar & Turner, 2002).With this in mind, it is quite obvious that the

issues of performance, accountability, and marketing strategies have become more important and the need of the hour. It has been suggested that educational institutes/universities that are more market or customer orientated perform better than others (Caruanaet al., 1998).

Therefore, the aim of this study is to explore the concept of Website Marketing & examine its impact on Business Exposure and Customer Response for education institutes of Chhattisgarh. The study would also provide guidelines to the education institutes to uncover the process by which potential students uses the Websites and more specifically what role it plays in increasing the student response rate of the institutes through Website.

2. Literature Review

An institution's marketing orientation will establish the role of website marketing and the level of its application. Marketing orientation has been discussed on two levels by Jarowski, Kohli and Sahay (2000). The first level is the 'traditional market driven approach' which calls for segmentation, targeting and focusing on the needs of customers while proactively dealing with competition. The second level examines the market structure and engages in activities that influence the industry and behaviour of firms to the advantage of organizations (Jarowski et al., 2000). These theories direct the educational institutes to for the right marketing strategy. A market driven institution will use strategic marketing to steer affairs to the benefit of stakeholders. A review of a number of studies reveals that applying strategic marketing concepts can effectively enhance the performance of educational institutes (Ivy and Naudé, 2004, 1999; Maringe, 2004; Maringe and Foskett, 2002; Ivy, 2001). A holistic approach should be adopted to cover all areas pertinent to the management and promotion of the institution while meeting the needs of customers (students, parents and interested parties). Eckel (2007), Levy (2006) and Bok (2003) have observed that marketing education services using techniques, models and tools invariably leads to strategic planning and management. Therefore, to survive in a competitive industry like education services, strategic marketing, planning and developing coherent marketing mix for managing activities is the only solution. Eckel (2007), Levy (2006) and Sallis (2002) concluded that marketing education services using techniques, models and tools lead to positive results in student inflows, finances, quality of services provided, facilities, the image and reputation of institutions. These positive reflections of marketing education services take on more of a business approach.

3. Strategic Marketing Tools

Marketing is at the core of every business though it is not every firm that makes it a part of their most important function. Kotler and Fox (1985), Gibbs (2002) and Binsardi and Ekwulugo (2003) have used marketing concepts to examine higher education approach to combating competition. Naudé and Ivy (2006) in their study found that educational

institutions have now recognized the importance of marketing and practice it using various techniques. Models, theories and concepts developed for the business sector were transferred and used in education services marketing (Oplatka et al., 2004; Gibbs and Knapp, 2001; Ivy, 2001; Nguyen and LeBlanc, 2001; Mazzarol, 1998). Another study by Hemsley-Brown and Oplatka (2006) reviewed 63 empirical and theoretical studies and concluded that marketing is recognized as a beneficial tool in the field of educational marketing. Strategic marketing techniques were employed in identifying and resolving problems and developing strategies in an adhoc manner. Tools and techniques range from market segmentation, targeting, focusing, position, market planning and other techniques to differentiation and building image. The need to use strategic marketing tools cannot be over emphasized. The environment for education is now changing and more institutions are changing with the times to meet needs and requirements of the customers. This is making the industry highly competitive especially in the developing countries where the numbers of higher education institutions are limited. Applying strategic marketing and management tools in education services is a precursor to competitive advantage.

Strategic marketing basically calls for a systematic or logical planning, strategizing and using tactics to manage a business entity. It entails a series of well thought out fundamental issues that are pertinent to the organization's survival. The fundamental issues include type of business the firm conducts and what business they are into, who the target customers are and what they want, the level or future plans and how to get there. This involves understanding the competencies of the organization and its environment and developing marketing programmes and strategies.

3.1 Website Marketing

Commercialization of the Internet, Web technologies and their applications since 1990, has brought a phenomenal development in business-to-customer (B2C) electronic commerce (Lin & Lu, 2000; Liu & Arnett, 2000; Ranganathan & Ganapathy, 2002). Organisations use the Web for many purposes such as marketing, promoting, transacting products or services, or simply delivering a selected quantity of quality content to a target reader. This target reader can be the organization's customers, prospective customers, employees, prospective employees, or other stakeholders of the organization, including the general public. It has been suggested that the Web is a valuable tool for commercial purposes (Huizingh, 2000). Web technologies enable organizations to reach out for broader customers and create more networking opportunities. However, the benefits of Web site utilization are rather hard to pin down.

Potentialities of web applications are remarkable leading many organizations to spend awesome amounts of money on these technologies. Using web technologies, an organization can reach out to customers and provide them with not only general information about its products or services but also the opportunity of performing interactive business transactions. Organizations investing in web technologies and applications

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are looking forward to realize the benefits of these investments Research attempted to place empirical evidence upon the theoretical views that suggest that the Internet enhances business performance, in terms of sales performance and efficiency, affecting both the "top line" (total sales) and the "bottom line" (net profit margin). Studies show that the Internet facilitates product management activities that lead to product customization and innovations' acceleration. Additionally, the findings show that market-driven product management activities are highly affected by the sales force's use of the Internet. The benefits of interactivity in sales management activities are highly reflected upon customized product strategies. Consumer Response has received considerable attention of researchers since the 1980s as an important surrogate measure of information systems success (Ives et al. 1983; Bailey and Pearson 1983; Baroudi et al. 1986; Benson 1983). Response is, in fact, an important variable to consider especially in an online context as it predicts favorable intentions toward the website (Anderson & Srinivasan, 2003; Notebart, 2005; Chang & Wang, 2008; Kim et al., 2009; Lien et al., 2011; Belanche et al., 2012; Dickinger & Stangl, 2013; Audrain-Pontevia et al., 2013).

It has been suggested that the Web is a valuable tool for commercial purposes (Huizingh, 2000). Web technologies enable organisations to reach out for broader customers and create more networking opportunities. However, the benefits of Web site utilisation are rather hard to pin down. Almost always there are many alternating Web sites that users or customers can go to. Simply using Web sites does not guarantee a success. Electronic commerce relies on its ability to attract and keep both existing and potential customers, and hence an understanding of the online users' mindset is critical to designing a usable Web site. The chances of gaining the benefits from the implementation of Web technologies are higher if careful emphasis is put in place on the quality.

The basic goal of a website is to provide information (Angehrn, 1997; Bhatti*et al.*, 2000). Information refers to processed data that is organized, meaningful, and useful to the users (Cushing & Romney, 1994). This is possible because websites reside in cyberspace and they are not restricted by geographical location. There are different dimensions of information quality according to the context it is being referred to (Fox *et al.*, 1994). However, as a basis of any information quality initiative, the quality of information is commonly accessed via evaluation of its generic characteristics (Xu & Koronios, 2005). Ideally, website structures are supposed to be informative and their contents should be adequate, complete and relevant with respect to the needs of the expected users. Websites should also have interactive environments that communicate contents in a satisfactory way to users (Marsico and Levialdi, 2004).

Organizations create websites for many purposes such as marketing, promoting, transacting products or services, or delivering information to the target audience (Djajadikerta and Trireksani, 2006). Hence, websites are gateways to organizations' information, products and services. As such, it is important for organizations to have websites that live up to the expectations of the target audience so as to achieve the intended goals (Iwaarden, 2004). In addition, organizations are required to provide high quality websites because there is no human contact offered through websites; the interaction is through technology. Organizations try to emulate human behaviour with technology but some aspects of human interaction such as courtesy, helpfulness and flexibility cannot be achieved with technology. Furthermore, since customers have ever changing expectations, it is necessary for organizations to improve the quality of their website continuously (Cox and Dale, 2001). The primary means of delivering the Web experience is the website, as they are designed not only to address the customers' needs and expectations but also assist them in buying process. In this respect, the back-office e-commerce infrastructure is also of crucial importance (O'Keefe and Mc Eachern, 1998). Websites must be seen therefore as vital instruments of customer service and persuasion rather than simply as online brochures or catalogues of the company's products.

3.2 Website Marketing in Educational Institutes

Educational Institutes website are often informational and promotional as they provide information to current students and staff about courses, timetables, and other relevant contents, and notify prospective students and other users about a particular university and its programs. Institutions websites can also be used for transacting services such as online applications and access to library services. These websites are expected to enhance the core functions of Institutes which are teaching, research and consultancy. Institutes should therefore ensure that their websites help the target audiences to meet their information and communication requirements in relation to the universities' core functions. In view of this, some universities have developed guidelines that help units such as faculties and departments design proper websites/webpages and post relevant information the websites. There are various reasons that make Website marketing the best means of reaching out to the majority of the student population today. Some of these are:

- Students generally prefer to search online for their preferred course and institute to collect information.
- Students spend more time on the internet rather in front of other media including television.
- Advertisements displayed on the internet are comparatively effective as compared to traditional advertising.
- Students and their parents have now-a-days started to judge a school/college based on its website and its online presence.
- The internet is today the most favored channel for applying and making admission queries.
- Expatriates and outstation students rely heavily on the website for school/college admissions.
- Students and their parents now consider website as the most convenient means for carrying out admission processes.

The website is a vital communication instrument for any education institute, because it is designed to offer a vast amount of information which can be easily brought to day. At the same time, the cost of dissemination is clearly lower than the one imposed by printed materials and it can be distributed virtually to an unlimited number of persons. The interactive features of the website allow students to have a glimpse not only to the academic program, but also to the location, facilities and resources of the university, as the site can have pictures, movies, virtual tours of the institution and information about the academic staff.

Thus, for an educational institute to be successful today, it must utilize and implement an all-encompassing well thought about website marketing strategy. This website marketing strategy must be such that the educational institute is able to get all the benefits in terms of more student enrolment, cost effectiveness and also more returns on the investment made.

4. Research Methodology

4.1 Research Objectives

The study has been undertaken with the following research objectives:

1) To describe the importance of Website Marketing in Educational Institutes of Chhattisgarh.
2) To analyze the impact of Website Marketing on Business Exposure and Customer Response for Educational Institutes of Chhattisgarh.
3) To suggest strategies to the management of Educational Institutes of Chhattisgarh to enhance Business Exposure and Customer Response through Website Marketing.

4.2 Research Variables

As a starting point, Aladwani and Palvia's (2002) 25-item instrument was used for measuring website quality. There were two main reasons for this. Firstly, this instrument has been derived from users' perspectives; it has also encompassed the importance of 'content'. Secondly, this instrument has been developed and validated systematically in their study. They started with a conceptualisation process in delimiting the domain of the constructs and identifying indicators of each construct based on academic literature. It was then followed by a scale design step that analysed the validity and reliability of the constructs and their respective indicators. Finally a normalisation process was performed to verify and validate the constructs.

Therefore, in this study, few adjustments have been made to suit the instrument for evaluating educational institute's websites. Subsequently, Churchill's (1979) recommendations were followed by applying a reliability analysis and a normalisation process to ensure the validity and reliability of the adjusted instrument.

The first adjustment to Aladwani and Palvia's (2001) 25-item instrument was an exclusion of the security indicator. While many institute/university websites were promotional (Brody, 1999), they practically did not involve much the carrying out of transactions (e.g. used of SSL, digital certificates, etc.) The second adjustment to the instrument was fine-tuning the specific content of a few indicators to suit academic environment (e.g. owners were changed to academic and administrative staffs, products and/or services were changed to courses and/or subjects, etc.) The result of the adjustment was a 24-item instrument consisting of four constructs: Technical Adequacy, Information Quality, Service Ability, and Web Appearance.

An appropriate instrument is required to formulate the questionnaire. The instrument needs some base and background of independent and dependent variables. Website marketing is independent variable having four antecedents viz. Technical Adequacy, Information Quality, Service Ability, and Web Appearance which have an impact on Business Exposure and Customer Response as explained by Aladwani and Palvia's (2002) shown in table 1.

Table 1: Research Variables for Website Promotion

Antecedents	Source	Dependent Variable
Technical Adequacy	Aladwani and Palvia's (2002)	Business Exposure/Customer Response
Information Quality		
Service Ability		
Web Appearance		

4.3 Research Hypothesis

The study postulates two research hypothesis corresponding to the dependent and independent variables as explained below:

H_1: Website marketing has significant impact on business exposure.
H_2: Website marketing has significant impact on customer response.

4.4 Research Instrument

The description of independent and dependent variables helps in developing the research instrument, which is further utilized to formulate the questionnaire. 24 items research instrument was formulated for four antecedents of website marketing (independent variable) as developed by Aladwani and Palvia's (2002). 6 items research instrument was formulated for Business Exposure (dependent variable) with the help of Doll and Torkzadeh (1988) and 5 items instrument was designed for Customer Response (dependent variable) with the help of Kim and Ko (2012). Therefore, 35 items research instrument have been generated for the purpose of the study including both dependent and independent variable as depicted in Table 2, 3 and 4.

Table 2: Research Instruments for Website Promotion

Variables	Items	Scale	Source
Technical Adequacy (TA)	TA1	Ease of navigation	
	TA2	search facilities	
	TA3	Availability	
	TA4	valid links	
	TA5	personalisation or customisation	
	TA6	speed of page loading	
	TA7	Interactivity	
	TA8	ease of accessing the site	
Information Quality (IQ)	IQ1	Usefulness	Aladwani and Palvia's (2002)
	IQ2	Completeness	
	IQ3	Clarity	
	IQ4	Currency	
	IQ5	Conciseness	
	IQ6	Accuracy	
Service Ability (SA)	SA1	Finding contact information,	
	SA2	finding general information,	
	SA3	Finding courses/subjects details,	
	SA4	finding academic policies,	
	SA5	Finding research information	
Web Appearance (WA)	WA1	Attractiveness	
	WA2	Organisation	
	WA3	proper use of fonts	
	WA4	proper use of colours	
	WA5	proper use of multimedia	

Table 3: Research Instruments for Business Exposure

Variables	Items	Scale	Source
Business Exposure	BE1	Satisfied with the website	
	BE2	Adequate information	
	BE3	Able to gather every information without going physically	Doll and Torkzadeh (1988)
	BE4	I trust on the information I receive	
	BE5	Information that exactly fits the needs.	
	BE6	Accurate information	

Table 4: Research Instruments for Customer Response

Variables	Items	Scale	Source
Customer Response	CR1	Intention to choose for admission	
	CR2	Intend to take admission	
	CR3	Consider for taking admission as per the information received	Kim and Ko (2012)
	CR4	Helpful in decision making	
	CR5	I am likely to take admission on the basis of information received	

4.5 Research Methods

The exploratory and causal research design was adopted in this study to explore various web-based promotional tools and to analyze the impact of those tools on business exposure and customer response. Under conclusive research design, causal study was adopted to analyze the impact between variables. Descriptive research design was adopted to gather information regarding web based promotional tools through educational institutes. Secondary data collection method was adopted to identify various web-based promotional tools, whereas primary data collection method was adopted to explore the importance of web based promotional tools and to analyze their impact on business exposure and customer response.

The data were collected firstly through structured questionnaires for the variables to generate causal relationship and were asked on seven point likert scale from the respondents inclusive of students and parents likely to take admissions in various educational institutions. Secondly, data was collected through face to face interview to explore about web based promotional tools from various educational institutions of Chhattisgarh. The questionnaire consisted of two sections i.e. firstly, questions regarding antecedents of web based promotional tools (website marketing,), business exposure, customer response and secondly, questions regarding respondents' demographic characteristics. Respondents for the purpose of data collection have been identified through the list of prospective customers taken from various educational institutions of selected district of Chhattisgarh State. The sample frame consist of three districts of Chhattisgarh for the purpose of the study i.e. Raipur, Durg and Bilaspur due to the more availability of educational institutions. The sample respondents were selected through convenience sampling technique and questionnaires were distributed online through emails. Structured telephonic and face-to-face interview was conducted with the educational institutes to explore various aspects of web based promotional tools.

For the purpose of this study, Statistical Package for the Social Sciences (SPSS - Version 17) was adopted as analytical tool to analyze the data. The data was first checked for its validity and reliability. Validity of the instrument and the data was checked through exploratory factor analysis and reliability was checked through Cronbach's coefficient alpha. Further multiple linear regression analysis was utilized to analyze the impact of independent variable on dependent variable. Descriptive analysis was utilized to analyze various other aspects of web based promotional tools.

5. Data Analysis and Interpretation

5.1 Reliability & Validity of Measures

Exploratory Factor Analysis (EFA) was conducted for the purpose of data reduction. It is used to remove redundant (highly correlated) variables from the instrument, perhaps rearranging the entire data with a smaller number of uncorrelated variables. The purpose of structure detection is to examine the underlying (or latent) relationships between the variables.

EFA was conducted on 35 items instrument for the purpose of this study inclusive of 24 items for website marketing as independent variable and 6 items for Business Exposure and 5 items for Customer Response as dependent variables with the help of SPSS (version 21). Maximum Likelihood method of extraction was chosen to extract the factors, with squared multiple correlations used as prior communality estimates. As

suggested by Fabrigar, Wegener, Mac Callum, and Strahan (1999), an oblique rotation using promax with Kaiser Normalization was at first performed to determine the size of the correlations between the extracted factors. When correlations existed between the factors, the oblique solution was retained. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is a statistic that indicates the proportion of variance in the variables that might be caused by underlying factors. For the KMO statistic, Kaiser (1974) recommends a bare minimum of 0.5 and that values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb (Hutcheson Sofroniou, 1999). For these data the value is 0.864, which is considered as good degree of common variance and so it can be considered that sample size of 305 is adequate for factor analysis. The Bartlett's test of Sphericity is used to examine the hypothesis that the variables are uncorrelated in the population. In other words, the population correlation matrix is an identity matrix i.e. each variable correlates itself (r=1) but there is no correlation with the other variable (r=0). Small values (less than 0.05) of the significance level indicate that a factor analysis may be useful for the data and the hypothesis is accepted (Field, 2000). For these data, Bartlett's test is highly significant (p < 0.001), and therefore factor analysis is appropriate and each variable correlates itself but there is no correlation with the other variable i.e. the data is free of multicollinearity as shown in table 5.

Table 5: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.864
Bartlett's Test of Sphericity	Approx. Chi-Square	4341.466
	Df	210
	Sig.	0.000

EFA resulted into the convergence of six factors as hypothesised in this study based on theoretical understanding along with their respective total percentages of variance explained as shown in table 6. The cumulative percentage sum of square loadings is 67.75%, which is under the acceptable range. h² (communality coefficient) values indicate the proportion of each variable's variance that can be explained by the retained factors. The communality coefficients (suppression below 0.3) for all the items are good and above 0.3, so all the items can be retained. Pattern coefficient matrix (using promax rotation), is preferable to interpret, since it includes the coefficients that only represent the unique contribution of each variable to the factor, thus accounting for the inter-factor correlations. All the items of a particular exogenous variable as hypothesized on the basis of theory are loaded under same factor with high loading values; hence all the items are retained in the instrument for further analysis. The factor analysis yielded six components corresponding to the six variables including independent and dependent variables both as shown in table 6. The result of factor analysis shows that 6 items of TA (Technical Adequacy) will be considered, which are loaded under 4th component, whereas two items were discarded due to low loading values. All the 5 items of IQ (Information Quality) will be discarded due to scattered loading values. Only 3 items out 5 items will be considered for Service Ability (SA). Four items were considered for Web Appearance (WA). Four items were considered for Business Exposure (BE) and one item was discarded due to scattered loading value whereas, four items were considered for Customer Response and one item was discarded. Therefore, after factor analysis, 21 items were considered for both independent and dependent variables for further multivariate analysis.

Table 6: Exploratory Factor Analysis – Pattern Coefficient Matrix

	Factor						
	1	2	3	4	5	6	h²
% Variance explained eliminating other factors (after rotation)	22.519	12.561	16.052	7.897	5.333	3.393	
TA1				0.555			0.507
TA2				0.926			0.684
TA4				0.439			0.384
TA5				0.455			0.592
TA6				0.455			0.445
TA8				0.907			0.998
SA1					0.422		0.341
SA4					0.791		0.607
SA5					0.938		0.857
WA1		0.733					0.531
WA2		0.974					0.908
WA3		0.975					0.915
WA4		0.555					0.473
BE1			0.856				0.697
BE2			0.652				0.538
BE5			0.925				0.838
BE6			0.882				0.763
CR2	0.735						0.635
CR3	0.945						0.800
CR4	0.965						0.836
CR5	0.923						0.877

Notes. Total variance explained = 67.754%.
h² = Extraction Communality Coefficient.

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The coefficients of the inter factor correlations among the variables indicates that the independent and dependent variables are not correlated with each other as all the values are below 0.7 as shown in table 7.

Table 7: Exploratory Factor Analysis – Inter-Factor Correlations

Variables	TA	IQ	SA	WA	BE	CR
TA	1.000					
IQ	0.310	1.000				
SA	-0.044	-0.108	1.000			
WA	0.607	0.380	0.152	1.000		
BE	0.267	0.210	-0.404	0.027	1.000	
CR	0.649	0.298	-0.118	0.559	0.325	1.000

Finally, internal consistency reliability to test unidimensionality was assessed by Cronbach's alpha. Maximum likelihood estimated matrices were used, because they do not have to be inverted prior to the computation of Cronbach's alpha (van Horn, 2003). The resulting alpha values ranged from 0.70 to 0.87, which were above the acceptable threshold 0.70 suggested by Babbie (1992). According to Babbie (1992), the value of Cronbach Alpha is classified based on the reliability index classification where 0.90-1.00 is very high, 0.70-0.89 is high, 0.30-0.69 is moderate, and 0.00 to 0.30 is low. The analysis showed the Cronbach Alpha value, higher than 0.70, falls into the classification of high.

The table 8 indicates that the total 21 items will be considered comprising of both independent and dependent variables after data screening and factor reduction (exploratory factor analysis). The mean and standard deviation of the data for each variable were also estimated. The mean values for the all the variable are above average (greater than 3), whereas, the data are not very much deviated from the mean.

Table 8: Mean, SD and Cronbach's Alpha

Variables	Sample Size	Items	Mean	SD	α
TA	305	6	5.69	0.890	0.839
SA	305	3	3.22	0.839	0.766
WA	305	4	5.44	1.195	0.886
BE	305	4	3.45	1.418	0.898
CR	305	4	5.73	0.988	0.927

SD - Standard Deviation
α – Cronbach's Alpha

The chi-square test for Goodness-of-fit was estimated for the data and the result shows that the P-value (sig,) is 0.000 (<0.05) is highly significant, hence the model is fit for the data collected as shown in table 9.

Table 9: Goodness-of-fit Test

Chi-Square	df	Sig.
170.493	99	0.000

Hypothesis Testing – Website Marketing on Business Exposure

The Statistical Package for the Social Sciences (SPSS) (Version 21) was used to facilitate the analysis. The regression analysis was conducted to determine the impact of four antecedents of website marketing on business exposure and customer response.

Regression statistics in table 10 shows that correlation value R is 0.42, which depicts that there is moderate relationship between website marketing and business exposure. The value of R Square is 0.18 i.e. the model explains only 18% of variables and there may be many other parameters of business exposure. The values of Durbin Watson test (1.78) depicts that the model is fit as the value must be near to 2.

Table 10: Regression statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.424	0.180	0.171	1.291	1.788
Independent Variable - WA, SA, TA &Dependent Variable – BE					

Table 11reveals that website marketing has a significant impact on business exposure as F (calculated value) (21.96) is greater than F (table value) (2.184), moreover the p value (significant value) is 0.000 which is less than 0.05 significance level. Therefore, research hypothesis H₁ is accepted.

Table 11: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	109.873	3	36.624	21.969	0.000
	Residual	501.802	301	1.667		
	Total	611.675	304			
Independent Variable - WA, SA, TA &Dependent Variable – BE						

Among all the three antecedents of website marketing only one antecedent i.e. Service Ability (SA) have significant impact on business exposure with p values of 0.000 (p<0.05) as shown in table 12.

Table 12: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.321	0.542		9.811	0.000
	TA	0.135	0.090	0.085	1.493	0.136
	SA	0.711	0.090	-0.420	-7.869	0.000
	WA	0.065	0.067	-0.055	-0.962	0.337
Independent Variable - WA, SA, TA &Dependent Variable – BE						

The beta coefficients for significant antecedent of website marketing i.e. Service Ability (SA) is -0.711. It depicts that if service ability is increased by 0.71 units, the business exposure will be increased by 1 unit.

Hypothesis Testing – Website Marketing on Customer Response

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.726	0.528	0.523	0.683	2.084
Independent Variable - WA, SA, TA &Dependent Variable – CR					

Table 13 reveals that website marketing has a significant impact on Customer Response as F (calculated value) (112.042) is greater than F (table value) (2.184), moreover the p value (significant value) is 0.000 which is less than 0.05 significance level. Therefore, research hypothesis H_2 is accepted.

Table 14: ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	156.656	3	52.219	112.042	0.000
	Residual	140.285	301	0.466		
	Total	296.941	304			
Independent Variable - WA, SA, TA &Dependent Variable – CR						

Among all the three antecedents of website marketing two antecedents i.e. Service Ability (SA) and Technical Adequacy have significant impact on business exposure with p values of 0.000 (p<0.05) and 0.010 (p<0.05) as shown in table 14.

Table 14: Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.860	0.287		3.000	0.003
	TA	0.771	0.048	0.694	16.132	0.000
	SA	0.123	0.048	0.105	2.585	0.010
	WA	0.016	0.036	0.019	0.439	0.661
Independent Variable - WA, SA, TA &Dependent Variable – CR						

The beta coefficients for significant antecedent of website marketing i.e. Service Ability (SA) are -0.711 and Technical Adequacy (TA) is 0.123. It depicts that if service ability is increased by 0.71 units, and Technical Adequacy by 0.12 units the Customer response will be increased by 1 unit.

6. Discussion and Recommendations of the Study

In this competitive world, educational institutes require effective marketing tactics for their business exposure as well as to get adequate customers response in terms of admissions. The result of this study was in the hypothesized direction in which the web based promotional tools used by the educational institutes with reference to the institute website to promote their business has significant impact on business exposure and customer response. The results was found similar with results of the various studies done by other researchers in the past as mentioned in the literature review like Aladwani and Palvia's (2002); Robinson et al, 2005; Park and Lee, 2009. Both the research hypothesis has been accepted i.e. confirming that website marketing has significant impact on business exposure and customer response. Out of four antecedents of website marketing only one antecedents i.e. Technical Adequacy has significant impact on Business Exposure, whereas only two antecedents i.e. Technical Adequacy and Service Ability have significant impact on customer response.

The results of the study depicts that customers of educational institutes are more concerned with the technical ease of the website and the details of the information received through website. Hence, websites of educational institute must fulfill the criteria of easy navigation to other webpages, easy search facilities within website, valid links to other websites, speed of loading of website as well as easy asses to website through internet. These are certain important technical features of the website as far as Technical Adequacy of the website is concerned, which must be taken care for better exposure of their educational business and hence better customer response in terms of visiting the campus and taking admission.

Providing accurate and relevant information must be the purpose of any website and the need of the customer too. Hence, any website will fulfill the objective of web based promotion only when it is able to provide the required, relevant, correct, and timely information. As far as Service Ability of the website is concerned, the website must be formed such that it provide the details of contact information of the institute, information of the course/progarmmes offered by the institute, academic policies and other relevant information to the customers easily, which helps to get better customer response.

Therefore, management of the educational institutes must focus on formulating and implementing strategies related to those antecedents of website marketing which have significant impact on business exposure and customer response as mentioned in the results of the study. This study suggest few strategies in order to enhance business exposure and customer

response on the basis of significant variables of web base promotional tools and hence recommend the management of the institutes to implement them as mentioned below:

1) Website is the most important and in fact the first interface between the organization and the customers. The image of the organization largely depends on the website in this technological era. As far as educational institute is concerned, they must have the finest website with all the relevant information in order to reach out maximum customers and to impress them by large.
2) In today's competitive market of education, the management must focus on building an impressive and stunning website which must be able to attract customers to visit the institute physically, which can further compel them to take admission and also help to create positive word of mouth in the market.
3) Customer's collects the information before taking any purchase decision; hence, promotion is a tool to expose any business to create an image of the organization in their minds. Whereas, web based promotion, now-a-days is the most convenient & preferred tool of promotion and collection of information. Therefore, management of the educational institutes must focus on marketing through website, hence, making an effort to provide all the required information to the customers at just one click. Focusing on certain critical aspects of website marketing can fulfil the objective of marketing and hence, educational institutes can experience the enhancement of business exposure and customer response.

7. Limitations

The major limitation of the study was the population factor. Only Students of educational institutes of Chhattisgarh were considered leaving out the general public. This poses a threat to generalizability of the study in relation to prediction of Website Marketing of the institutes. It is not certain that similar results would be obtained when a study is conducted using all their customers like faculty members, students of other states, their parents, financial supporters, and the general community that is in one way or another influenced by the Institutes activity for estimation of business exposure of educational institutes. Moreover, the sample size was low. More accurate results can be obtained by sampling more number of students.

8. Conclusion

The study was aimed to evaluate the impact of Website Marketing on Business Exposure and Customer Response of education institutes of Chhattisgarh. The influx of higher education services in Chhattisgarh has attracted the attention of many in recent times. This is leading to education institution paying more attention to marketing of their activities. Though some expert would not encourage website marketing of education services, it is becoming a part of their planning process. The case specific examination of the website marketing activities of an institution provides an avenue to peep into a real situation. The study revealed that the institutions today are market oriented and follows strategy of marketing through website. Today, the Institutes derive a Website marketing plan which it uses in managing and promoting its activities (Kotler et al., 1995; Port et al., 1989). The implication of this study is that institutions must re-examine the website marketing process and practice to ensure that the right procedures are followed and utilized to benefit education services if they have to overcome the intense competition.

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