

Exploring the Models for linking Micro Marketers and the Management Faculty: An Institutional Case study

Shivany, S.
Department of Marketing
Faculty of Management Studies & Commerce
University of Jaffna
shansshivany@yahoo.com

Introduction

The concept 'universities as anchor institutions', has long been recognised in many countries, is growing in support across Sri Lanka. There has been a strong trend towards understanding the social and economic impact of a university beyond the campus boundary. Traditionally, universities have concentrated on teaching and research, but a few years ago, a new model of universities 'enterprise' universities recognised that it was the positive impact on their local area that made them so distinctive and successful. Universities across Sri Lanka were beginning to consider the way in which their activities could create and build stronger cities and communities. They were beginning to articulate the impact of their teaching and research on the communities that were hosting them.

Northern Sri Lanka suffered a lot due to the prolonged war, which made a mark on the social as well as the business sustainability. Transformation of livelihoods needs to withstand for community development. Micro marketers are the people who suffered a lot due to war and lost their family heads and started Micro marketing activities to fulfil their day to day needs by initiating livelihood income generating activities as micro business (Sandeep, 2012). Many of them are women and lost their husbands, owing to war. They are the contributors to the economy for many ways; markedly they reduce unemployment rate. Even though Post War Sri Lanka has been considered for business development, many micro marketers still not received the sustainable development in their business units (Dasanayaka, 2009). University is a social institution has the social responsibility to recover the community by helping them from the identified problems. This is a team spirit should come up with the joint work of undergraduates and staff as the stakeholders of the community. Undergraduates, for instances Medical, Engineering, Technology, and Agriculture undergraduates willingly to go for field visits and contribute a lot to society. But in the management curriculum undergraduates don't admittance to the business society necessarily. And due to prolonged war, this gap further enlarged.

University is a social institution have the rights and duties to reshape the path of the affected community, it has many specialized faculties and very active students who can help the society by consulting them to overcome their problems. Faculties of universities are directly linked with the business society and has the duty to mend the wounds of the business society. Institution support is must for recovery of any country (Hall & Jones, 1999; Acemoglu, Johnson & Robinson, 2001).

University participation and institution link is must for economy recovery of affected society (Gough, 2007). Academicians' should actively engage and promote the active research with the participation of the relevant bodies (Brindis, Ralph, Spertus, & John, 2006). Many market related strategies should be supported by institutions (Wijesinha, Ekanayake, & Mahendra, 2013). Personal and professional link should be integrated to have solutions to the society (Macduff and Netting, 2005), Staff should create value through innovative research and teaching (Piercy, 2011). Rather than passive learning, active learning is important (HETC/World Bank 2013).

Research Problem

Nowadays graduates and their employers realised that, something is missing in their graduation, which lacks the engagement with the community. Management undergraduates and their employability rate express the weak point on the curriculum, where lacks of external linkage with the business people, who suffer lot for continuous growth. Knowledge should be translated into application mode which gives a straightforward enthusiastic towards the goal of self-employment.

The UGC's goal in promoting outcome-based approaches is simple and straightforward improvement and enhancement in student learning and teaching quality (UGC Report, 2015). The quality of teaching is judged by the quality of learning that takes place (David, Paul, Kira, & Marissa, 2008).). To fill this gap on this researchable area, this research tried to develop a model to link the micro marketers with the management faculty to strengthen the idea on the revising curriculum with business community participation.

An important role of universities is to develop new ways of understanding physical and social worlds. One approach to develop new research perspectives on the world is to involve a greater number of voices in the interpretation, use and conduct of research. Research helps to understand the world and if this research is only led and understood by certain sections of society, its approach and findings are likely to be limited by the ideological and conceptual assumptions and priorities of those groups. Therefore, applied oriented, community based, research can fill the gap. This study is an intention to explore the models to link management faculty and the micro marketers in the Northern Province. "University is a social institution, which has a responsibility to serve community, therefore this is a needy to have a link with these micro marketers and the management faculty staff and students for the practical interaction". What are the models appropriate to have these link?

Objectives

To find out the constraints and insights of the faculty for having a linkage with the micro marketers Exploring the models for linking management faculty and micro marketers at the undergraduate level and staff level

Methodology

The model of the research is inductive. The present study focuses on the qualitative methodology, institutional case study for exploring the model for linking micro marketers and management faculty. 20 staff, and 40 students, who were willingly to participate with

this study were selected. 30 micro Marketers were selected from the registration list of Business Incubation cell of the faculty, based on purposive sampling method. Micro marketers were selected on the basis of their micro scales and who have registered for assistance from the Faculty, and who market products for their livelihood purposes, have home made products with lack of facilities, and seeking for helps from institutions. Secondary data were collected from the institutional documents, primary data were collected using 4,5, 3 in-depth interviews with staff, students and micro marketers respectively and 2, 4, and 5 focus group discussions with the staff, students, and micro marketers respectively. Data were collected and digitally recorded, and coded in the computer with the help of the NVIVO (version 09) software.

Conclusions and Recommendations

In interpretive study, researchers work to understand the phenomenon under the study (Charmaz, 2006). At the initial coding researcher found 155 initial codes/concepts then at the second stage via axial coding 52 categories or concepts identified, then 08 core categories were identified as the constrains on having link with the micro marketers, such as reluctant participation for social contribution, rigid administrative procedures, lack of motivation about social participation, curriculum not supported with student field visits, lack of infrastructure facilities, work overload with academic activities, instructive methods not facilitated the voluntary social work, and negative attitude towards the community participation among the staff and students.

08 different models were explored for linking Management Faculty and micro marketers at the undergraduate level and staff level, such as altering the pedagogical methods in students centred learning, social network creation for self-learning, field work for creation of knowledge and practising knowledge, diversified networking for attitude change for risk-taking in privatization, critical solutions for real case studies of micro marketers in lecture rooms, outcome based measures for academic performance, Service quality assurance with community interaction, and student business partnerships.

Model 1: Altering the Pedagogical Methods in Students Centred Learning

It should focus of activity from the teacher to the learners. It includes active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class on micro marketers' problems; cooperative learning, in which students work in teams on problems and projects of micro marketers that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges of micro marketers.

Model 2: Social Network Creation for Self-Learning:

Faculty should have an integrated web link with the business community and the institutions to gain and share knowledge.

Model 3: Field Work for Creation of Knowledge and Practising Knowledge

Student should be aware of the importance of field work, and they can share their knowledge with the business people and also they can gain knowledge on their experiences

Model 4: Diversified Networking for Attitude Change for Risk-Taking in Privatization

Students should be able to change their attitude by having success stories in micro marketers and they have to be motivated to risk taking in privatization.

Model 5: Critical Solutions for Real Case Studies of Micro Marketers in Lecture Rooms

During the field visits, students should be able to collect micro business cases and they will be allowed to present solutions at the lecture discussion.

Model 6: Outcome Based Measures for Academic Performance

Academic staff of the faculty should be encouraged to make outcome based performance, for instances number of micro marketers incubated by each staff, no of publications on solving the issues of micro business people, no of consultations listed on micro marketers, no of participations at the workshops for local business community.

Model 7: Service Quality Assurance with Community Interaction

Faculty should consider the quality assurance policing insuring the links between faculty and the business community.

Model 8: Student Business Partnerships

Students should be encouraged to have partnerships with micro businesses, and they can be allowed to make profit during their under graduation

The identified models can be integrated, implemented as synergy models. Model 2, 3, 4, 5, and 8 can be linked to have good consequences form model 1, because those models support to deliver student centred learning methods at the faculty. Model 7 should be integrated with all other models, for the reason that quality assurance makes other models confrontable with quality policies. Model 6 can be integrated with model 1 for the staff performance vis students' performance on micro marketers'successes.

Working with business community groups, benefits extend to all parties, whether in terms of research collaboration, building community relations, being good neighbours or making a positive contribution to the life of the faculty, Community engagement is important on many levels, not only from an ethical consideration of corporate social responsibility but from a learning and teaching perspective: collaboration with community yields rewards to students and community partners alike.

Incorporate synergy models in all levels of curriculum revision, quality assurance and strategic documents. Promote the benefits of cooperation at Regional National, and Country level, according to the need and analysis of the regional economy, can tackle the links between Higher education andmicro level business as well as others

Key words: Academic Performance; Management Faculty; Micro Marketers; Outcome Based Measures; Student Centred Learning; Social Network Creation

References

- Acemoglu, D., Johnson, S., & Robinson, J.A. (2001): The colonial origins of comparative development: An empirical investigation. *American Economic Review*, 91 (5), 1369-1401.
- Boyce., Mary E. (2003). Organizational learning is essential to achieving and sustaining change in higher education. *Innovative Higher Education*, 28 (2), 119-136.
- Brindis., Ralph G., Spertus, John. (2006). The role of academic medicine in improving health care quality. *Academic medicine*, 81 (9) 802-806.
- Creswell, J. W. (2007). *Qualitative inquiry & research designs* (2nd Ed.). Thousand Oaks CA: Sage.

- Charmaz, K. (2006). *Constructing grounded theory: A practical, guide through Qualitative Research*. London:
- David, H., Paul, L., Kira, P., & Marissa, H. (2008). It takes a curriculum: Preparing students for research and creative work, summer, 2008, *Liberal Education*, 94 (3).
- Dasanayaka, S. (2009). Small and medium scale enterprises in informal sector in Pakistan and Sri Lanka with research agenda. Kathmandu, Nepal: IARIW-SAIM Conference.
- Department of Census & Statistics. (2007). *Annual survey of industries*. Colombo: Author.
- Gough, D. (2007). Giving voice: Evidence - informed policy and practice as a democratizing process in M Reiss, R De Palma and E Atkinson (Eds) "Marginality and Difference In Education and Beyond", London: Trentham Books.
- Hall, R., & Jones, C. I. (1999). Why do some countries produce so much more output per worker than others?" *Quarterly Journal of Economics*, 114 (1), 83 - 116.
- HETC. (2012/2015). *Handbook of world bank project, higher education for twenty first century*.
- Silver, H. (1999). Managing to innovate in higher education. *British Journal of Educational Studies*, 47 (2), 145 - 156.
- Strauss, A. L. & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd Edition) London: Sage.
- Sandeep, S. (2012). Problems faced by rural entrepreneurs and remedies to solve it, IOSR, *Journal of Business Management*, 3 (1), 23-29.
- UGC report (2015)
- Uthayan. (2013). Local marketers boycott against the penetrated marketers, an article published on 12-08.2013, at the local newspaper of Northern Province.
- Wijesinha, A., Ekanayake, A., & Mahendra, E. (2013). Incentivizing foreign investment in to Sri Lanka, and the role of Tax incentives, *Research Studies /Working paper series*, 17.