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Market orientation of teachers and researchers in higher education institutions: a new approach

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Abstract

While the market orientation strategy has been widely studied in commercial sector, its use in other type of organizations such as Higher Education Institutions is still unsatisfactory. The main objective of this paper is related the concept of individual market orientation (IMO) and adapt the I-Markor scale to measure the IMO of Teachers and Researchers in Higher Education Institutions. This paper, based on an extensive literature review on Market Orientation and IMO, conceptualizes the market orientation strategy, taking into account higher education peculiarities and discusses the principle dimensions of the IMO concept in Higher Education Institutions.

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Keywords: Market Orientation; Individual Market Orientation; I-Markor Scale; Higher Education.

1. Introduction

In particular, in Europe there have been profound changes in how education is delivered in Higher Education Institutions (HEI), according to *Bologna*, allowing students to move freely between European HEI. Also, the tendencies for decreasing of student's population and the growing budgetary constraints, made the environment of these institutions highly turbulent. In this context, the educational market has undergone changes and competition among institutions of higher education worldwide was established (Kirp, 2003; Maringe & Gibbs, 2009; Bugandwa-

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Mungu-Akonkwa, 2009).

The changing context of higher education and its confrontation with market forces are exerting intense pressures (internal and external pressures) on the management of these institutions (Rip, 2002; Kirp, 2003; Todorovic, McNaughton & Guild, 2005; Maringe & Gibbs, 2009; Bugandwa-Mungu-Akonkwa, 2009). The employees of the organisation contributes to various information about the market that can create competitive advantages. Thus, the understanding of how employees define and see the behaviour of market orientation is a key success to promote a market orientation (Schlosser & McNaughton, 2007, 2009).

In particular, the literature on market orientation currently offers little understanding of market-oriented perspectives and behaviours of individuals within service organisations. An impediment to empirical research was the lack of a scale to measure the market orientation of individuals. Hence, Schlosser and McNaughton (2009) developed the scale I-Markor to measure how employees acquire, share and respond to market information. This scale fits the definitions of Kohli and Jaworski (1990a, 1990b, 1993) of organisational orientation to the market to reflect the characteristics of individual employees. Thus, the market orientation of individuals reflects the attitudes and behaviours of employees while gaining, share, and responding to the market.

The main contribution of this article, through an extensive literature review, is to develop the concept of individual market orientation (IMO) to adapt the I-Markor scale to the HEI environment, to identify market oriented teachers and researchers in HEI.

This paper conceptualizes the market orientation strategy, taking into account higher education peculiarities and discusses the principle dimensions of the Individual Market Orientation concept in Public Higher Education Institutions.

2. Literature Review

2.1. The context of higher education

With the globalization of markets, there is virtually no sector where competition has not grown significantly (Campbell-Hunt, 2000), also including higher education. Higher education has been the focus of significant growth in recent decades, requiring changes in their culture, governance, and administration (Rip, 2002; Todorovic, McNaughton & Guild, 2005). In this context, the educational market has undergone changes and competition among institutions of higher education worldwide was established (Kirp, 2003; Maringe & Gibbs, 2009; Bugandwa-Mungu-Akonkwa, 2009).

The changing context of higher education and its confrontation with market forces are exerting intense pressures (internal and external pressures) on the management of these institutions, as summarized in Fig. 1 (Bugandwa-Mungu-Akonkwa, 2009).

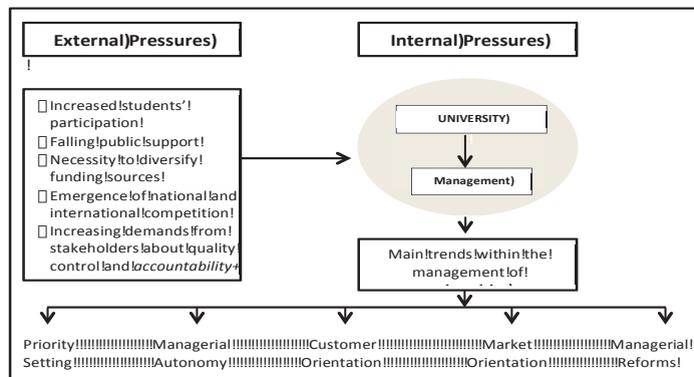


Fig. 1. Environmental Pressures and Higher Education Management
Source: Adapted from Bugandwa-Mungu-Akonkwa (2009)

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