

A Study on “Does Edupreneurs Rely on the Kind of Strategy to Outperform in Their Performance in Assam?”

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ABSTRACT:

BACKGROUND: Educational domain has become attractive for entrepreneurs. Due to the change in technology, education offers new opportunities related to autonomy, decentralization and customization. New forms of education such as virtual educational institutions, online courses or distance learning encourage development of a new category of entrepreneurs interested to invest in educational domain in the same way as they would initiate businesses in other domains more market oriented. To convert the educational institution into a profitable venture, edupreneurs take up different kind of strategies. Miles and Snow’s typology has identifies four archetypes: Prospectors, Analyzers, Defenders, and Reactors.

OBJECTIVE: In the present study the researcher has tried to find the relationship between the type of strategy and Institutional performance of the private junior colleges in Assam.

METHODS: In the study, the researcher has selected 20 “best” private junior colleges recognized by government for the purpose of the study. The study is carried out in Assam, considering the 20 best junior colleges. A questionnaire is made to solicit the necessary information. Further the data is analyzed in SPSS. The Researcher had developed a five point likert scale for rating the answers to the questions. Further the researcher has deeply analyzed the responses and a meaningful conclusion is drawn from the study.

RESULT AND CONCLUSION: Education Institutions are kind of organization which differ from the other business organization in terms of strategy implementation. An educational institution cannot be grouped into a kind of organisation which get influenced by the kind of strategy used by them to enhance their institutional performance.

KEYWORDS: Edupreneurs, Stragtgy, Strategic Management

1. INTRODUCTION:

Education plays a dynamic role in all of our lives and facilitates a way for all of us to reach our highest potential. The magnitude and the importance of education in life are huge as well as multifold. It is a fundamental instrument that helps an individual to lead for a better future. It is the uninterrupted process of learning things – from easy knowledge to complex information. To be able to survive in the competitive world, we all need education as a torch that leads the way. This education sector has a huge prospective to be new engine of growth in the background of the competitive global scenario. The growing competition among education institution to attract more and more students has initiated the concept of strategic management in the educational institution. The Strategic Management can be described as the identification of the purpose of the organization and the plans and actions to achieve the goal of the institutions. It is that set of managerial decision and action that determine the long term performance of an enterprise. In education institution, strategic management must be developed with a “keen eye on the specific organizational characteristics of that sector” (Tavernier, 2005); educational management has to be with the purpose or aims of education (Bush, 2007). Strategy-making is concerned with formulating and applying strategies for promoting a “superior alignment between the organization and its environment and the achieving of strategic goals” (Griffin, 1990). Strategy-making

is concerned with formulating and applying strategies for promoting a “superior alignment between the organization and its environment and the achieving of strategic goals” (Griffin, 1990).

There is a need in modern times for strategies to achieve agreed goals and objectives, giving a sense of purpose and direction to the organization, because of recent technological and social changes and competition from rival organizations. According to D. Watson (2000), managing strategy is vital for educational institutions, as it provides the realization of its core activities. H. Koontz and H. Weihrich (2010) define strategy as determination of the main long-term goals in an organization and the implementation of sequences of actions and distribution of resources that are necessary to accomplish these objectives. A strategy is all about integrating organizational activities and utilizing and allocating the scarce resources within the organizational environment so as to meet the present objectives. While planning a strategy, it is essential to consider that decisions are not taken in a vacuum and that any act taken by a firm is likely to be met by a reaction from those affected, competitors, customers, employees or suppliers. Implementation of strategy needs a lot of risk taking ability of the firm. Because of these reason, educational institutions need entrepreneurs in their organization. Entrepreneurs need to change and innovate themselves in order to meet requirements regarding education and employment. This is one of the reasons why edupreneurs are much appreciated in education today. Managerial approach is considered not enough for schools to effectively face challenges existing in our times. Educational institutions need innovation, creativity and action.

Chandler (1962), a pioneer of research in this field, concluded that strategy was the key mechanism used for charting a new direction, and its impact on organizational structure and performance was substantial. In Chandler’s view, strategy refers to “the determination of the basic long term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals” (1962, p.13). Ansoff (1965) viewed strategy as “decision rules and guidelines “required by a firm for its “orderly and profitable growth”(p.103). According to Mintzberg (1978), the concept of strategy has been defined as a “pattern in a stream of decisions”(p.935). These decisions will usually be directed at maintaining an organization’s alignment with its environment and managing its major internal interdependencies. As noted by Namiki (1989), there are two major streams of research on strategy typologies. Strategy typologies are classification schemas that provide “a means for ordering and comparing organizations and clustering them into categorical types” (Rich 1992, p.758). Researchers use strategy typologies “to provide a parsimonious

framework for describing complex organizational forms and for explaining outcomes” (Doty & Glick 1994, p.230).

Two important typologies that have emerged from such efforts are those of Porter (1980 & 1985) and Miles and Snow (1978). In coping with the five competitive forces, Porter (1980) suggested three types of strategy to be used to match particular industry foci and in turn build competitive advantage, namely: (i) cost leadership; (ii) differentiation; and (iii) focus. In cost leadership, a firm aims to become the low cost producer in its industry. When adopting a differentiation strategy, a firm seeks to be distinctive in its industry through features of its product quality, design, brand name, service, and so on. When adopting a focus strategy, a firm concentrates on a narrowly defined market niche and undertakes either the cost leadership or differentiation approach in its industry. As noted by Walker and Ruekert (1987), Porter’s (1980 & 1985) typology concentrates on exploring the appropriate fit between the three strategies and aspects of an industry environment, particularly the forces driving industry competition.

Miles and Snow’s (1978) typology of strategy overcomes the above-mentioned criticism. Their typology focuses on the processes an organization adopts to adapt to the external environment in which it operates (Namiki, 1989). Miles and Snow’s typology (1978) identifies four archetypes: Prospectors, Analyzers, Defenders, and Reactors. Each type is discussed briefly within the context of the three sets of problems identified above.

- Prospectors are defined as firms that “continually search for market opportunities and which regularly experiment with potential responses to emergent environmental trends”(Miles & Snow, 1978, p.29). These firms continually create changes to which their competitors must respond. Because prospector firms are more concerned about product and market innovation, they are unlikely to be efficient in operations (Miles & Snow, 1978).

- Analyzers are firms that “operate in two types of product-market domains, one relatively stable and the other changing. In their stable areas, these firms operate routinely and efficiently through the use of formalized structures and processes. In their more turbulent areas, these firms watch their competitors closely for new ideas and then rapidly adopt those which appear to be most promising”(Miles & Snow, 1978, p.29). These firms have a greater preference to adopt a “second-but-better” strategy (Desarbo et al., 2005, p.47). They are rarely “first movers” (Miles & Snow, 1978, p.29).

- Defenders are firms that attempt to maintain a secure niche for a narrow range of products or services in a relatively stable market, adopting a conservative view of new product and market

development (Miles & Snow, 1978). Due to this narrow focus, these firms “devote primary attention to improving the efficiency of existing operations”(Miles & Snow, 1978, p.29).

- Reactors are the firms that frequently perceive changes and uncertainty occurring in the external environment, but are unable to respond to them effectively (Miles & Snow, 1978). Because these firms lack consistency in their strategic approach, and strategic responses to environmental pressures are usually inappropriate, they “seldom make adjustments of any sort until forced to do so by environmental pressures” (Miles & Snow, 1978, p.29).

Miles and Snow (1978) postulated that firms within a given industry are heterogeneous, exhibiting identical patterns of behavior. The key factor underlying this typology is the manner in which each solves the entrepreneurial program, that is, the strategic management of its products and markets (Hambrick, 1983).

2. Review of literature:

Mrs.Prajakta Ganesh Mondkar (2017) in her doctoral thesis entitled “A Study of Strategic Management of Higher Educational Institutes and its Impact on their Brand Image with Special Focus on Management Colleges in Mumbai and Pune” has found that Students in today’s world are more aware of the various educational institutes and the variety of courses, and they make a wise selection by analyzing several well defined parameters, that influence their decision making process. Government initiatives and policy decisions for improving the enrollment ration in Higher education has changed the overall functioning of the Higher education sector. If the Institutions of Higher Education follow the correct and systematic process of strategic planning, then it will not only help them to enhance their Brand Image but also result in sustainability.

Persson.A(2007) in his thesis “*Strategic Management of Higher Education Enterprises*” states that Educational institutions are becoming increasingly important for regional and national economies. Recent developments in Europe have drawn attention to the need for elite institutions. As a contribution to these discussions, the researcher has found it is of general interest to understand why and how educational institutions become successful. The purpose of this study is to investigate what strategy and external factors that has made one particular institution – Massachusetts Institute of Technology – successful. The findings of the study show that MIT’s success depends on the possession of several important strategic resources: faculty and student quality, endowment, reputation and campus location. Thanks to these resources, in combination with some external factors, primarily the influx of large amounts of federal research funding and the (entrepreneurial) success of MIT alumni, the Institute has

been able to attract: federal and private research funding, donations and more high quality faculty and students. Faculties are motivated to excel through a well devised promotion and incentive system. There is a strong virtuous cycle dynamic between the resources. For example, an institution with strong reputation will attract good students and faculty. This will lead to increasing faculty and student quality which will improve the reputation further. To enter the virtuous cycle, significant financial resources are required.

Ammar Saleh Habtoor et al (2019), in their study “Do competitive strategies moderate the relationship between learning organization and performance of higher education institutions?” found that cost leadership strategy positively moderates the relationship between learning organization and performance of yemeni heis, while differentiation strategy and focus strategy don’t moderate this relationship.

Jashim Uddin Ahmed et al (2016), in their research “Managing Strategies for higher education institutions in the UK: An Overview” found that the principle and practice of strategic management are not only the concerns of senior management, but also an essential requirement at all levels of management of higher education

Kisato clyde reuben ambatsa (2016), in his study “Competitive Strategies Adopted by Universities in Kenya” found that Industry factors affect the universities under study to a higher extent than macro environment forces. Further, the generic strategies were found to be adopted to a higher extent than the grand strategies. Differentiation and integration were found to be the most adopted strategies from the two groups of strategies.

Simon Mwaura Kamau(2013), in her research “Competitive strategies adopted by private universities in Kenya” revealed that the competitive strategies were: product differentiation, cost leadership, customer focus, use of internet to market, offering e-learning, online registration and release of results, strategic alliances, vertical integration such as acquiring secondary schools, horizontal integration such as acquiring other colleges to ease competition, product development such as introduction of new courses, concentrated growth such as concentrating on one key area of expertise, diversification either in related or unrelated areas, market development such as opening new campuses in new cities and counties and international markets, and strategic partnership with international universities.

3. Objective of the study

- 1. To examine the relationship between nature of strategies adopted and Institutional Performance of Private junior colleges in Assam.**

4. Research methodology:

The present study is descriptive as well as analytical in nature. Both primary and secondary data have been used in the study. According to Donald and Pamela (1998) a descriptive study is concerned with finding out the what, where and how of a phenomenon. For the study, the researcher has gathered information from both primary and secondary sources.

Primary sources: Primary data refers to the first hand data gathered by the researcher himself. Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research. The data for the study has been collected from the principal or the management staff of the private junior colleges from Assam. Furthermore, the purpose of the interview using the questionnaire cum schedule was also thoroughly explained to the respondents.

The Researcher had developed a five point likert scale for rating the answers to the questions. In the present study the researcher has used the secondary data to gain in depth knowledge about the types of strategies and various theories related to it. The researcher has also studied the annual reports of the sample private colleges to gain more insights about the colleges regarding the annual results, rate of admission, achievements and other relevant information useful for the study. Annual reports of AHSEC has also been studied from 2014-15 to 2019-20 for the research.

In the study the researcher has selected 20 “best” private junior colleges recognized by government for the purpose of the study. The criteria for selection of the “best” colleges are taken on the basis of the number of rank holders produced in the post secondary results. Best colleges are taken for the study because; in Assam education sector is considered to be one of the challenging sectors in the society. Those colleges that out perform in academics, earn a goodwill and students try to get enroll in these colleges to ensure a bright future. Therefore the researcher has tried to find out the relationship between the type of strategies used by the different educational institutions and their performance.

The universe of the study consists of all private junior colleges of Assam (both recognized and unrecognized). The universe of the study consists of 481 colleges as reported by AHSEC. The researcher has used non probability sampling method i.e purposive sampling. Purposive sampling is a form of non-probability sampling in which researcher rely on their own judgment when choosing

members of the population to participate in their surveys. In the present study, the researcher has considered only those colleges for data collection, which has been recognized by government and those private junior colleges which are producing rank holders in the year 2014-2015 to 2019-2020. The sample size for the present study is 20 private junior colleges in Assam.

On receipt of the data collected using the questionnaire, the data was further tabulated both in an excel sheet as well as in a SPSS data sheet. Statistical Package for Social Science (SPSS16.0) was used for the purpose to analyze the data. . After collection of required data, the collected data is tabulated and analyzed with the help of following statistical tools. Factor analysis, multiple regression analysis, and post hoc test are used to analyze the collected data.

5. RESULTS AND DISCUSSION:

The performance of an organization varies to a great extent depending on how effectively and efficiently a firm formulates strategy (Miles & Snow, 1978; Davig, 1986; Smith et al.,1989; Conant et al., 1990; Saaty& Vargas, 1994; Andrews, Boyne & Walker, 2006). Defenders, Analyzers and Prospectors are viable strategic types and equally likely to perform well, whereas Reactors perform poorly. The findings pertaining to this section of the study are as follows:

1. Marketing Approach of the institution

Table 1: table showing responses regarding the statement, “the Marketing Approach of my institution is to only maintain a good stakeholder(students/parents) base.”

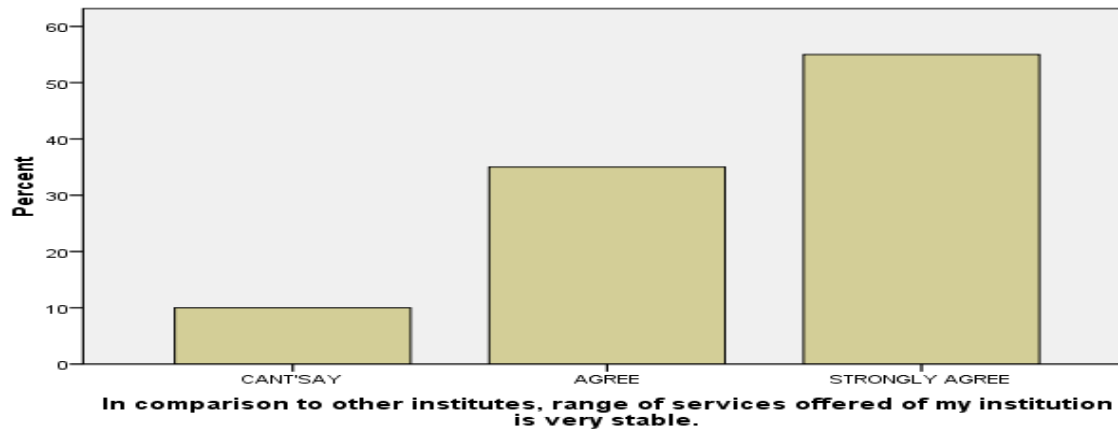
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DISAGREE	1	5.0	5.0	5.0
CANT'SAY	1	5.0	5.0	10.0
AGREE	9	45.0	45.0	55.0
STRONGLY AGREE	9	45.0	45.0	100.0
Total	20	100.0	100.0	

Source: Compiled from Field Survey

The above table presents the nature of strategy adopted by the sample private colleges. The table shows that 45% respondents strongly agree and 45% respondents agree, that the marketing strategy adopted by their institution is to only maintain a good stakeholders base.

2. RANGE OF SERVICE

In comparison to other institutes, range of services offered of my institution is very stable.



Analysis and Interpretation: The above fig presents views of the respondents regarding the range of service offered by the institution. 55% respondents strongly agree that in comparison to other institutes, range of services offered by their institution is very stable. And 3% respondents agree that range of service offered by their institution is very stable.

Fig 53: Fig showing responses regarding the statement, “In comparison to other institutes, range of services offered by my institution is very stable”

3. The market definition (mission and vision)of the institution

Table 2: table showing responses regarding the statement, “In comparison to other institutes, the market definition (mission and vision) of my institution is narrow.”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	5	25.0	25.0	25.0

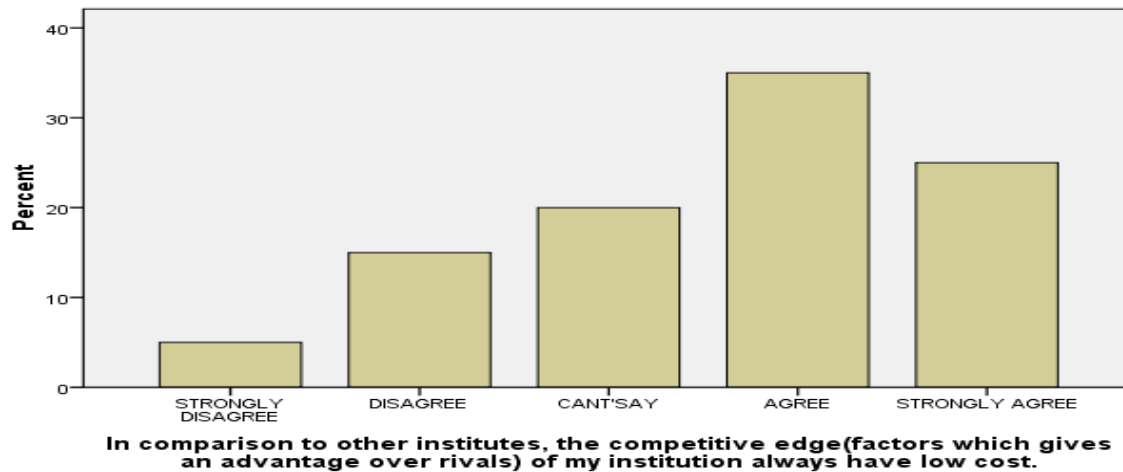
DISAGREE	5	25.0	25.0	50.0
CANT'SAY	6	30.0	30.0	80.0
AGREE	2	10.0	10.0	90.0
STRONGLY AGREE	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Source: Compiled from Field Survey

Analysis and Interpretation: The above table presents views of the respondents regarding the market definition of their institution. 25% respondents strongly disagree that in comparison to other institutes, the market definition of their institution is narrow. And 25% respondents disagree that market definition of their institution is narrow.

4. THE COMPTITIVE EDGE OF THE INSTITUTION

In comparison to other institutes, the competitive edge(factors which gives an advantage over rivals) of my institution always have low cost.



The above fig presents views of the respondents regarding the competitive edge of their institution. 35% respondents agree that in comparison to other institutes, the competitive edge which means the factors which gives an advantage over rivals of their institution always have low cost. Whereas 25% respondents strongly agree that in comparison to other institutes, the competitive edge always has low cost. 20% respondents preferred to stay neutral in this regard.

5. Effort and time the institute puts on environment monitoring.

Table 3: table showing responses regarding the statement, “In comparison to other institutes, the effort and time my institute puts on environment monitoring is very little”.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	6	30.0	30.0	30.0
DISAGREE	11	55.0	55.0	85.0
CANT'SAY	1	5.0	5.0	90.0
AGREE	1	5.0	5.0	95.0
STRONGLY AGREE	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Analysis and Interpretation: The above table presents views of the respondents regarding the effort and time the institute puts on environment monitoring. 55% respondents disagree to the statement that, in comparison to other institutes, the effort and time their institute puts on environment monitoring is very little. 30% respondents strongly disagree that in comparison to other institutions, the effort and time their institute puts on environment monitoring is very little.

6. The attitude towards growth of the institution.

Table 4: table showing responses regarding the statement, “In comparison to other institutes, the attitude towards growth of my institution is very cautious.”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	1	5.0	5.0	5.0
DISAGREE	1	5.0	5.0	10.0
CANT'SAY	1	5.0	5.0	15.0

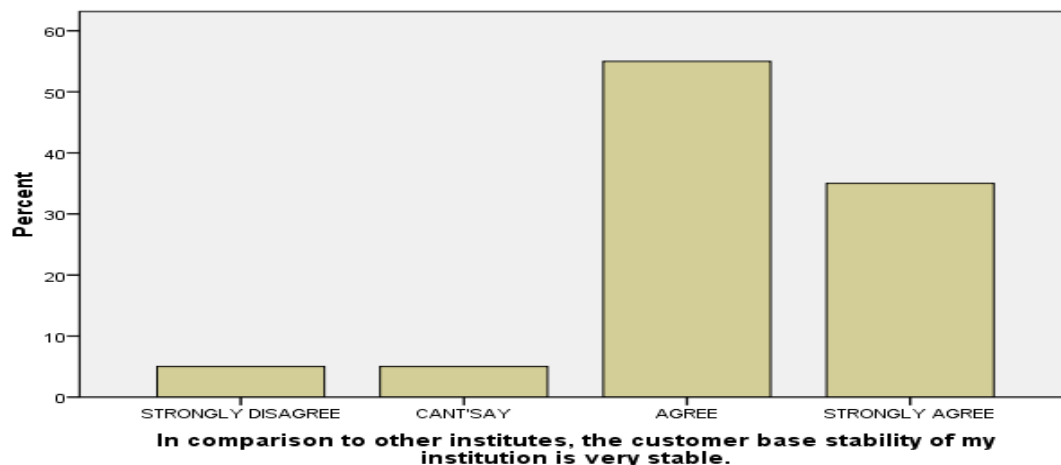
AGREE	11	55.0	55.0	70.0
STRONGLY AGREE	6	30.0	30.0	100.0
Total	20	100.0	100.0	

Source: Compiled from Field Survey

Analysis and Interpretation: The above table presents views of the respondents regarding their attitude towards growth of their institution. 55% respondents agree that in comparison to other institutes, the attitude towards growth of their institution is very stable. And 30% respondents strongly agree that the attitude towards growth of their institution is very stable.

7. The customer base stability of the institution

In comparison to other institutes, the customer base stability of my institution is very stable.



The above fig presents views of the respondents regarding the stability of their customer base. 55% respondents agree that in comparison to other institutes, the customer base stability of their institution is very stable. And 35% respondents strongly agree that, the customer base stability of their institution is very stable.

8. The growth pattern of the institution.

Table 5: Table showing responses regarding the statement, “In comparison to other institutes, the growth pattern of my institution is very stable.”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	1	5.0	5.0	5.0
	CANT'SAY	2	10.0	10.0	15.0
	AGREE	9	45.0	45.0	60.0
	STRONGLY AGREE	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

Source: Compiled from Field Survey

Analysis and Interpretation: The above table presents views of the respondents regarding the growth pattern of their institution. 45% respondents agree that in comparison to other institutes, the growth pattern of their institution is very stable. And 40% respondents strongly agree that in comparison to other institutes, the growth pattern of my institution is very stable.

Ho: There is no significant association between nature of strategies adopted and Institutional Performance of Private junior colleges in Assam.

Hypothesis proposed that there is no significant association between nature of strategies adopted and Institutional Performance of Private junior colleges in Assam. The researcher has used multiple regression analysis to test the hypothesis. Table below illustrates the results of the multiple regression analysis. Three strategy types were considered for the study namely defender, prospector and analyzer. No respondents were found to follow the reactor strategy in the study. Therefore reactor strategy was not considered for the study. The multiple regressions of the three strategy types namely defender, prospector and analyzer with the five factors of institutional performance registered highly significant F-ratios. The Durbin-Watson values fell within the acceptable range of 1.5 to 2.5 approximately, indicating that there is no significant autocorrelation in the residuals (Durbin & Watson, 1950 & 1951). The analysis shows that the type of strategy used by the institutions has no association with the institutional performance. The institutions which outperform in their academic results do not follow a

specific type of strategy. Hypothesis was accepted that there is no significant association between nature of strategies adopted and Institutional Performance of Private junior colleges in Assam.

Table 6: Table showing relationship between strategy types and Institutional Performance

strategies	IP	Alumni experience		Institutional Identity		Admission rate		Institutional Reputation		Pass Percentage	
		Sig.	Durbin Watson	Sig.	Durbin Watson	Sig.	Durbin Watson	Sig.	Durbin Watson	Sig.	Durbin Watson
Defender		0.72	1.79	0.27	2.50	0.07	2.45	0.77	2.30	0.50	2.20
Prospector		0.63	1.77	0.79	2.50	0.48	2.26	0.91	2.39	0.74	2.09
Analyzer		0.54	1.84	1.00	2.43	0.82	2.23	0.35	2.32	0.76	2.12

6. FINDINGS:

This section of the study tries to focus the findings on the relationship between the nature of strategy adopted and institutional performance.

1. A majority of the respondents agree that that the marketing strategy adopted by their institution is to maintain a good stakeholder's base. From this it can be inferred that the institution falls in the category of defender. A defender strategy entails finding, and maintaining a secure and relatively stable market. Rather than being on the cutting edge of technological innovation, product development, and market dynamics; a defender tries to insulate themselves from changes wherever possible. It can be concluded that the institution try to devote their primary attention to improve the efficiency of existing stakeholders. They operate in less dynamic form of organization. They prefer to operate in an environment that is more stable and predictable. The institution focuses primarily on providing excellent service to the present stakeholders before expanding their area of operation.

2. The respondents strongly agree that in comparison to other institutes, the range of services offered by their institution is very stable. Institution tries to maintain a stable structure of courses/services offered by them. The institutions do not prefer to take much risk, rather they stick to that kind of courses which guarantees them maximum success. From this it can be concluded that the institution falls in the category of defender.
3. A great number of the respondents disagree that in comparison to other institutes, the market definition of their institution is narrow. They aggressively enter new market where they foresee opportunity and try to broaden their area of operation. It can be concluded from this, that the institution falls in the category of prospector. Prospectors are defined as firms that “continually search for market opportunities and which regularly experiment with potential responses to emergent environmental trends”(Miles & Snow, 1978, p.29). These firms continuously try to create changes.
4. 50% of the respondents feels that in comparison to other institutes, the competitive edge, which means the factors which gives an advantage over rivals of their institution always have low cost. This implies that the institution does not depend insistently on innovation. These institutions watch their competitors closely for new ideas and then rapidly adopt those which appear to be most promising. From this it can be concluded that the institution falls in the category of analyzer.
5. Majority of the respondents disagree to the statement that, in comparison to other institutes, the effort and time their institute puts on environment monitoring is very little. The study finds that the institution devotes a considerable amount of time to study the internal and mostly the external environment. A lot of effort is given by the institution to the institution fall in the category of prospector.
6. Majority of the respondents agree that the attitude towards growth of their institution is very stable. The institutions follow a very cautious way for growth of their institution. From this it can be concluded that the institution falls in the category of defender
7. Education systems have many different types of customers such as students, teachers, parents, and other stakeholders (like the government, board members, or taxpayers).Majority of the respondents agree that the customer base of their institution is very stable.They prefer to maintain a good and stable customer base so that they can grow very steadily in the market. From this it can be concluded that the institution fall in the category of defender.

8. Education institutions has developed more and more than the previous times and it is one of the leading systems in the world. But unlike other business institutions education institution cannot focus solely on profit making. The pattern of growth of the education institution cannot be a robust. A steady growth is more appreciated for an education institution. Majority of the respondents in the study agree that in comparison to other institutes, the growth pattern of their institution is very stable. They adopt a steady way of growth. It can be concluded that the institution fall in the category of defender.

Conclusion:

Educational domain become attractive for entrepreneurs. Due to the change in technology, education offers new opportunities related to autonomy, decentralization and customization. New forms of education such as virtual educational institutions, online courses or distance learning encourage development of a new category of entrepreneurs interested to invest in educational domain in the same way as they would initiate businesses in other domains more market oriented. Education at the H.S level is of utmost importance since it turns out as the key to the future of batches after batches of teenage students on the eager look for a place in life. Edupreneurs bears the risk in these educational institutions to gain some financial returns Organizational performance varies to some extent depending on how effectively and efficiently a firm formulates strategy (Miles & Snow, 1978; Davig, 1986; Smith et al., 1989; Conant et al., 1990; Saaty & Vargas, 1994; Andrews, Boyne & Walker, 2006). According to Miles and Snow (1978), Defenders, Analyzers and Prospectors are viable strategic types and equally likely to perform well, whereas Reactors perform poorly. A number of previous studies have confirmed this assertion. Education Institutions are kind of organization which differ from the other business organization in terms of strategy implementation. An educational institution cannot be grouped into a kind of organanisation which get influenced by the kind of strategy used by them to enhance their institutional performance.

According to Sollish and Semanik (2011), some organizations believe on the importance of the implementation of strategic management for its development and success. On the other hand, some other organizations are of the opinion that it is necessary to focus on the results regardless of how attractive and perfect the strategy is and that results should be monitored as a strategy. These organizations believe that there are many different ways to achieve the goals, which could be through flexibility and experiences that are adequate to attain the corporate goals without getting the risk of changing management approach and be committed to a strategy (Sollish & Semanik, 2011). Educational

institution can be considered in the category which does not solely rely on the kind of strategy to excel in their institutional performance.

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