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THE BEHAVIORAL PERSPECTIVE OF THE MARKET ORIENTATION OF THE TEACHER OF THE BACHELOR'S DEGREE IN INTERNATIONAL LOGISTICS OF THE TECHNOLOGICAL UNIVERSITY OF NAYARIT (UTN)

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Abstract: The objective of this research is to determine the OM index (OM) from the behavioral perspective of the teacher of the Academic Program in International Logistics of the UTN. The theoretical current of OM from the behavioral perspective considered in this research is the one developed by Kohli and Jaworski (1990) and the instrument used was the one developed by Flavian and Lozano (2006), this work projects the constituent actions of OM in its three dimensions (information generation, information dissemination and response) to the reality of the Academic Program from the teacher's approach, and applies a measurement index to the context of the Higher Education Institution with survey data, and the results obtained are consistent with those shown in the literature, thus confirming the importance of the market-oriented behavior of the teacher, and it is also observed that there is a degree of OM and not the presence or absence of such Orientation. Despite the favorable results, there are areas of opportunity in the Dissemination of Market Intelligence that deserve attention. **Objective:** To determine the OM index of the teacher who teaches in the Bachelor's Degree in International Logistics at the Technological University.

Keywords: Market Orientation, Higher Education Institutions, Teacher.

INTRODUCTION

Research in the area of Market Orientation has its origin in the 90's, its theoretical framework is based on two approaches: Behavioral and Cultural, these approaches are initially applied in for-profit organizations, where they sought the relationship with performance and the results show a strong relationship. Such results generate interest to be applied in non-profit organizations and in Public Administrations, which, as in the first research, such Orientation presents a strong relationship

with performance. This orientation is not exclusive to large organizations, but its effect has also been seen in small organizations. However, research in this Strategic Orientation is also being generated in Higher Education Institutions, where the nature of this sector is undergoing radical changes, it presents a turbulent environment, competition is more intense every day, customers are increasingly demanding and without losing sight of the budget cuts they face and the struggle for different sources of funding. All this has generated a change in the management of organizations and therefore, the search for a better competitive position to remain in the market.

It is for all these reasons that at the Technological University of Nayarit, the first research was conducted to determine the OM index of teachers who teach in the Bachelor's Degree in International Logistics, and the results obtained are promising with certain areas of opportunity to strengthen this Strategic Orientation.

THEORETICAL FRAMEWORK

MARKET ORIENTATION

Prior to the 1990s, marketing theory focused on determining the degree of marketing orientation, compiling the important points this orientation focused on three themes: a complete focus on the customer, departmental coordination, and profit growth, and considered the marketing department rather than all departments in the organization as the main point of reference (Kohli and Jaworski 1990).

In the early 1990s, the theoretical current of market orientation emerged, with two important contributions by Narver and Slater (1990) and Kohli and Jaworski (1990). Despite the many approaches that have been made to market orientation, the literature has taken as a reference point the contributions made by the aforementioned researchers.

Kohli and Jaworski (1990) adopt a perspective based on market information generation activities. The basic premise of this model is that they consider market orientation as the implementation of the marketing concept. They define it as:

“The generation of organization-wide information related to current and future customer needs, the dissemination of intelligence across all departments of the organization, and the responsiveness of the organization.”

There are many definitions and meanings of the term MO. However, Küster (1999) explains that there is some consensus among scholars with the most significant contributions by Kohli and Jaworski (1990). This study advocates [49] Kohli et al. (1993, p. 467), which to some extent combines the most significant and widely agreed contributions in the literature:

market orientation is the broad generation of market intelligence within the organization with reference to current and future customer needs, the horizontal and vertical dissemination of that intelligence within the organization, and the broad capacity for action or response to that market intelligence.

Kohli and Jaworski (1990) propose that a market orientation involves three sets of activities, which are:

- *Market intelligence generation.* The starting point of a market orientation is the generation of market intelligence and it is generated by all members of the organization, through a variety of formal as well as informal means, and may involve primary or secondary data. The generation of market intelligence is a broader concept than the needs and preferences put into words of the customer, it also analyzes the exogenous factors (government regulation, technology, competitors, and other environmental forces, etc.) that influence the needs and preferences of customers and consumers.

- *Dissemination of information.* Market intelligence doesn't just disseminate from the marketing department to other departments, it can flow in the opposite direction, depending on where it originated. The dissemination of market intelligence creates a shared knowledge base among all departments. The dissemination procedure can be by both formal and informal means. Horizontal communication plays an important role in the organization. Effective dissemination generates a climate of harmony among the organization's departments, leading to better use of information and creating collective learning.

- *Response to market intelligence.* An organization can generate intelligence and disseminate it internally, however, unless it responds to meet customer needs very little has been accomplished. The answer is the ability to plan and execute actions. Select market segments, to design and deliver products/services to meet current and future customer needs. Producing, distributing, and promoting products to your target customers. Virtually all departments - not just marketing - participate in responding to market trends in a market-oriented firm.

In addition, the need to assess OM in organizations has brought about numerous attempts to develop reliable scales to measure OM, so there is no single multipurpose scale that can be used to measure all OM propositions (Bello et al., (1999); Küster, (2000)). For the present research and to be more consistent with the theoretical meaning of the construct (Kohli and Jaworski, 1990), Flavián and Lozano (2001) use the MARKOR scale to develop a scale for the educational sector, which aims to quantify the extent to which teaching orients its activity towards the environment. This scale will be used

for the present research, because it is more appropriate to the objectives of the study.

MARKET ORIENTATION IN HEIS

Now, OM in the field of Higher Education Institutions (HEI) has been studied from two perspectives, the first one is the cultural one developed by Narver Slater (1990), which has been used by Hemsley-Brown and Oplatka (2010), Ma and Todorovic (2011), the second perspective is the behavioral one developed by Kohli and Jaworski (1990), which has been used by Baber and Upadhyay (2015), Caruana et al (1998a), Flavián and Lozano (2006), Flavián and Lozano (2005), Flavián and Lozano (2007b).

This current has been applied in different countries, for example: Spain (Flavián and Lozano (2006), Flavián and Lozano (2005), Flavián and Lozano (2007a), Flavián and Lozano (2007b)), United States (Hampton et al (2009), Webster et al (2014)), England and Israel (Hemsley-Brown and Oplatka (2010)), United Kingdom (Yu et al. (2018)), Mexico (Küster, and Avilés (2010), Küester and Avilés (2011), Küester and Avilés (2012)), India (Baber and Upadhyay (2015)), South Africa (Mokoena et al. (2015)), Bangladesh (Mostaque and Goodwin (2012))

In HEIs, research has been developed both in public (Flavián and Lozano (2006), Flavián and Lozano (2005), Flavián and Lozano (2007a), Flavián and Lozano (2007b), Küster, and Avilés, (2010), Küester and Avilés (2011)), and private (Baber and Upadhyay (2015), Mostaque and Goodwin (2012)).

As can be seen, marketing research applied to HEIs is still scarce, but the results are promising, mainly because the environment is becoming unstable and HEIs need to develop strategies that allow them to adapt to changes.

Budget cuts, increased competition and changes in customer behavior have caused HEIs to change their management system

and begin to implement the principles and practices of enterprise OM. One of the changes that is causing great concern is the change in the belief that the student is the customer and the recommendation that universities need to become more customer-centric. On the other hand, there is also a growing realization of Harvey and Bushe's (1996) proposition that, if understood and used correctly, the marketing concept can be beneficial to schools and colleges in the hope of attracting students and making their offerings more meaningful so that they become imperative to students.

From the perspective of MO and in view of the above, there is no doubt that HEIs can and need to apply marketing concepts and theories since, as they are organizations, their level of MO will be determined by their ability to: generate intelligence in their broader environment, disseminate that intelligence throughout the organization, and act in response to the intelligence generated and disseminated. Furthermore, as Kohli and Jaworski (1990) and Narver and Slater (1990) point out, the degree of MO is a continuum rather than a presence or absence, meaning that, as with for-profit organizations, universities have to a greater or lesser degree MO.

H1. The teachers of the Bachelor's degree in Business Innovation and Marketing, carry out a Market Oriented behavior.

METHODOLOGY

SAMPLE DETERMINATION

Teacher	14
Academic Program	International Logistics
Shift	Evening
Semester	Indistinct
Type of contract	PTC and HSM
Cross section	June 2024

Table 1. General research data

The teachers considered for the present study teach in Learning Units in the Professionalizing Dicipinary Training Area.

In the Bachelor's Degree in International Logistics there are a total of 16 teachers who teach in the Professionalizing Area, and for the present investigation a response rate of 88% was obtained.

INSTRUMENT

The construct used to determine the degree of Market Orientation was developed by Flavian and Lozano (2007). It consists of 16 items and uses a five-point Likert scale.

The level of market orientation of the teachers of the International Logistics Academic Program was calculated following the indications of Gaski and Etzel (1986), and an index was elaborated to determine the level of market orientation of each of the elements of the sample under study. This index was constructed from the total scores obtained in relation to each of the different items of the subscales, that is, the market orientation factors, according to the process represented in the following formula:

$$\sum_{j=1}^n \left(\sum_{i=1}^m x_{ij} \right)$$

where:

ij = response given by individual i to item in dimension/subscale j ;

m = number of items in subscale j ;

n = number of subscales.

To make the scores more comprehensible, and given that each of the 16 items has a score between 1 (*strongly disagree*) and 5 (*strongly agree*) for each aspect of market orientation under consideration, which means a minimum total score of 16 and a maximum of 80, four intervals were generated to determine the same number of levels of market orientation (*not oriented*, *somewhat oriented*, *fairly oriented*, and *very oriented*). In this way, the "indifference" bracket was eliminated, which

was taken over by its surrounding brackets in order to improve the interpretation of the index.

RESULTS

The index of Market Orientation from the behavioral perspective of the teachers in the International Logistics Academic Programs is shown in Graph No. 1, where it can be seen that 50% of the teachers have a medium-high level of market orientation (that is, they are in the *fairly oriented* category), and an additional 21% have a high level in relation to the orientation (category, *very oriented*). Likewise, 29% of teachers have a low level of market orientation (*somewhat oriented* category). It should be noted that in the present study 0% of teachers are in the category of *not oriented*.

No.	Categories	% S/sample
1	Not oriented (16-31)	0.00
2	Somewhat oriented (32-47)	28.57
3	Fairly oriented (48-63)	50.00
4	Very oriented (64-80)	21.43
		100

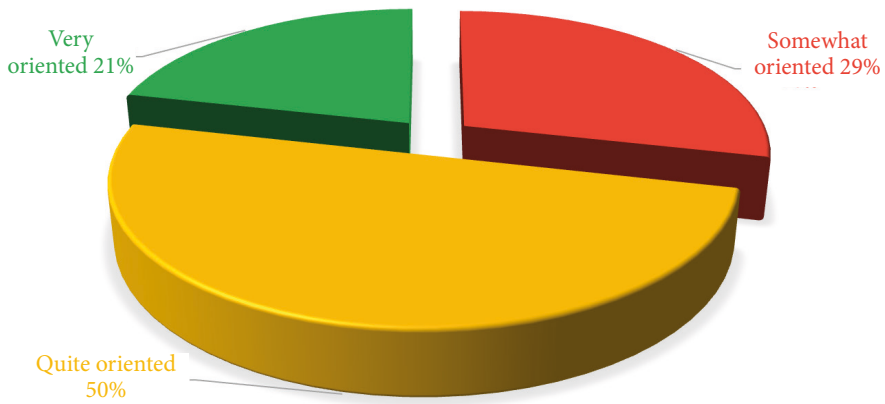
Table 1. Level of market orientation of teachers of the Business Innovation and Marketing Academic Program.

Source: own elaboration

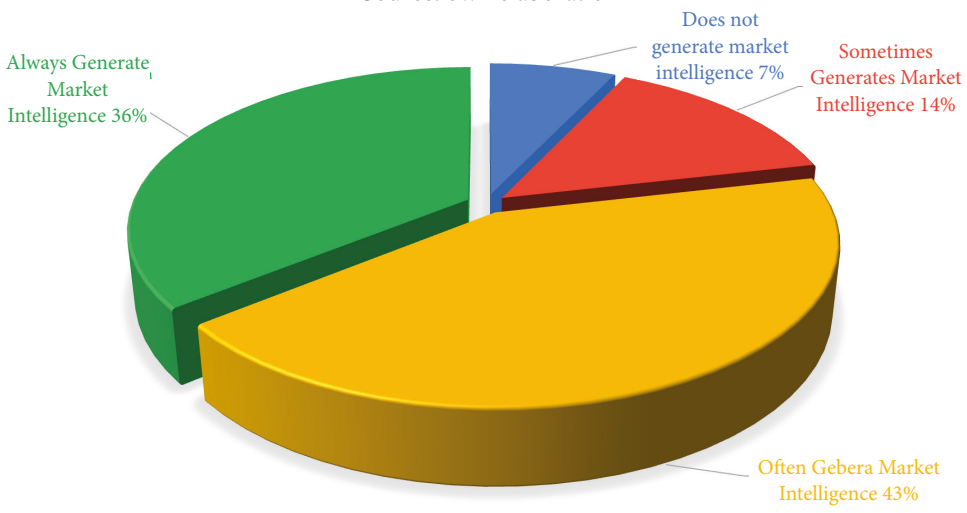
Now, taking this type of analysis to each of the subscales, the results indicate the following:

INTELLIGENCE GENERATION

In view of graph No.2, the results indicate that 36% of the teachers of the International Logistics Academic Program have a high level of Market Intelligence Generation (category *Always Generates Market Intelligence*), and an additional 43% have a medium-high level in relation to the same Generation (category *Often Generates Market Intelligence*). Likewise, it is observed that 7% of the teachers in the sample *do not generate market intelligence*.



Graph 1. Level of market orientation of the teachers of the Business Innovation and Marketing Academic Program.
Source: own elaboration



Graph 2. Level of Market Intelligence Generation of the teachers of the International Logistics Academic Program.
Source: own elaboration

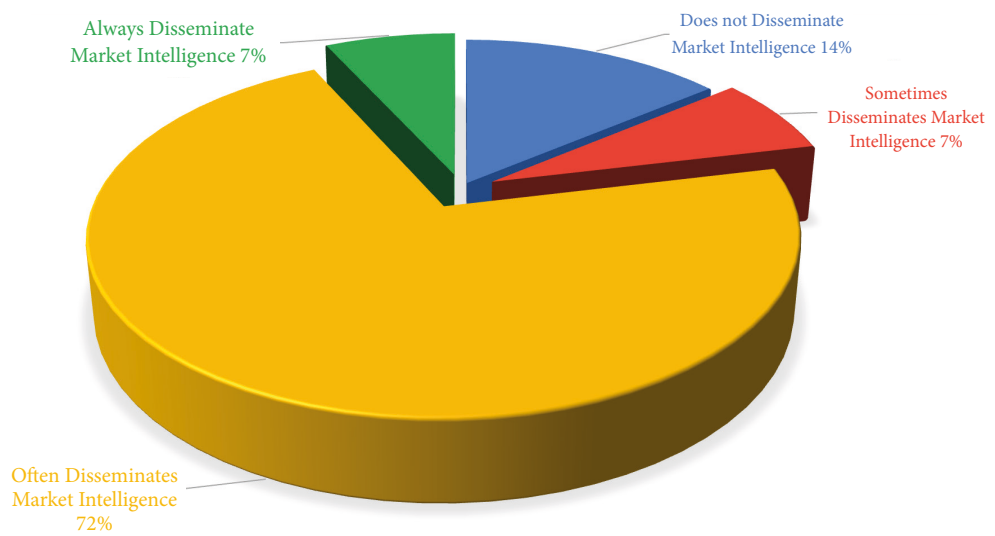


Figure 3. Level of Market Intelligence Dissemination of the teachers of the International Logistics Academic Program.
Source: own elaboration

Range	Class	% S/sample
(5-9)	Does not generate market intelligence	7.14
(10-14)	Sometimes Generates Market Intelligence	14.29
(15-19)	A Menudo Generates Market Intelligence	42.86
(20-25)	Always Generate Market Intelligence	35.71
		100

Table 2. Level of Market Intelligence Generation of the teachers of the International Logistics Academic Program.

Source: own elaboration

MARKET INTELLIGENCE DISSEMINATION

In view of Graph No. 3, it is observed that 72 % of the teachers of the Academic Program of International Logistics have a medium-high level of Market Intelligence Dissemination (category *Often Disseminate Market Intelligence*), and with the similar percentage (39 %) have a medium-low level in relation to the same Market Intelligence Dissemination (category *Sometimes Disseminate Market Intelligence*) and only 17 % present a high level of Market Intelligence Dissemination (category *Always Disseminate Market Intelligence*). A low percentage of 5% of teachers in the analyzed sample with the category *Do Not Disseminate Market Intelligence* was found.

Range	Class	% S/sample
(5-9)	No Disseminates Market Intelligence	14.29
(10-14)	Sometimes Disseminates Market Intelligence	7.14
(15-19)	A Menudo Disemina Market Intelligence	71.43
(20-25)	Always Disseminate Market Intelligence	7.14
	Total	100

Table 3. Level of Market Intelligence Dissemination of the teachers of the International Logistics Academic Program.

Source: own elaboration

MARKET INTELLIGENCE RESPONSE

Graph No. 4 shows that 7% of the teachers of the International Logistics Academic Program have a high level in the index of Response to Market Intelligence (category *Always Respond to Market Intelligence*), 57% have a medium-high level of Response to Market Intelligence (category *Often Respond to Market Intelligence*) and only 29% have a medium-low level of Response to Market Intelligence (category *Sometimes Respond to Market Intelligence*). It is worth noting that 7% of the teachers in the sample analyzed are in the category of *Not Responding to Market Intelligence*.

Range	Class	Total sample % S/sample
(6-11)	No Disseminates Market Intelligence	7.14
(12-17)	Sometimes Disseminates Market Intelligence	28.57
(18-23)	A Menudo Disemina Market Intelligence	57.14
(24-30)	Always Disseminate Market Intelligence	7.14
		100

Table 4. Level of response from the teachers of the International Logistics Academic Program.

Source: own elaboration

CONCLUSIONS

In the present research, based on the model of behavioral Market Orientation (Kohli and Jaworski (1990), and Jaworski and Kohli (1993, 1996)), of the teacher of the Academic Program of International Logistics, and taking into consideration the specific characteristics that govern the operation of the IES, it has been concluded that the Market Orientation of the university teacher consists of the generation, dissemination and response to information for the satisfaction of the needs of the target market.

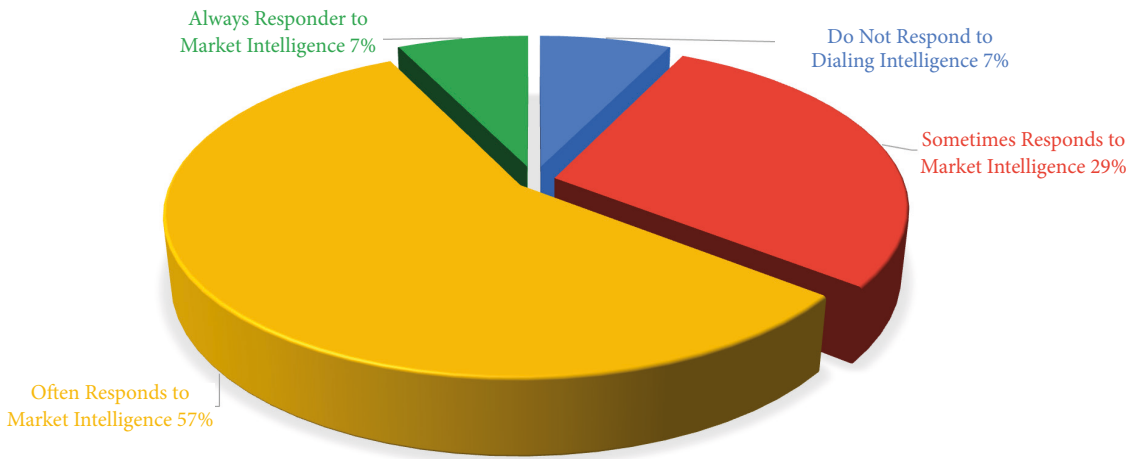


Figure 4. Level of Response to Market Intelligence from faculty members of the Business and Marketing Innovation Academic Program.

Source: own elaboration

What was described in the previous paragraph allowed us to determine the index of Market Orientation of the teachers of the International Logistics academic program. The results of the present research indicate that 33% of the teachers have a high level of Market Orientation, while the highest concentration of teachers is in the category of Fairly Market Oriented, there is also an area of opportunity, since 5% of the teachers present an index of No Market Orientation.

Now, at the level of the Market Orientation components, a strength is observed in the Generation of Market Intelligence given that 39% of the teachers exhibit the index of Always Generate Market Intelligence; the area of opportunity is presented in the Dissemination of Market Intelligence where only 17% of the teachers present a high level of Dissemination of Market Intelligence, in said component the areas of opportunity are concentrated in three variables, which are:

- 1) Periodic meetings for information exchange and decision making
- 2) exchange of information with the Academic Programs of other Universities in the area.

3) flow of information among the academic program's teachers.

Based on the above, we can conclude that the hypothesis of this research is fulfilled, although there are areas of opportunity to increase the behavior of market-oriented teachers.

The results obtained in this study are relevant in the area of Market Orientation of the Higher Level teacher, but they cannot be generalized since they are specific to the Market Orientation of the teacher of the International Logistics Academic Program of the Technological University of Nayarit.

Implications of the research: the present research strengthens the theoretical current of Market Orientation, since it was developed in an underdeveloped country and the results obtained are consistent with those observed in the literature. Likewise, the results obtained in this research cannot be generalized because the sample size of the teaching staff of the Educational Institution is not representative.

Originality and value: this is the first study carried out at the Technological University of Nayarit where the Market Orientation index is determined from a behavioral perspective and the results can strengthen this theoretical current.

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