

PARTICULARITIES OF THE EDUCATIONAL MARKETING STRATEGY

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ABSTRACT: *THE ANALYSIS OF THE LEARNING PROCESS FROM THE POINT OF VIEW OF THE TEACHING-LEARNING-EVALUATION RELATION, FOCUSING ON CHANGES IN THE PERSONALITY OF THE STUDENT - THE CLIENT OF THE UNIVERSITY, BRINGS ABOUT THE CHANGE OF THE PERSPECTIVE OF THE RELATIONSHIP BETWEEN THE TRAINING AND THE BENEFICIARY OF THE EDUCATIONAL SERVICES, DETERMINING THE ORIENTATION TOWARDS MEETING THE NEEDS OF THE "CLIENT" MARKETING AT THE LEVEL OF EDUCATIONAL INSTITUTIONS.*

FOCUSING THE INSTITUTION ON KNOWING AND SATISFYING THE NEEDS OF THE BENEFICIARIES DOES NOT MEAN THAT THE INSTITUTION WILL NEGLECT ITS DISTINCT MISSION AND SKILLS TO PROVIDE ONLY EDUCATIONAL PROGRAMS THAT ARE TRENDY AT A TIME, BUT RATHER THE INSTITUTIONS WILL LOOK FOR EDUCATION CONSUMERS INTERESTED IN THE CURRENT OFFER AND THEN WILL ADAPT THIS OFFER TO MAKE IT AS ATTRACTIVE AS POSSIBLE.

THE STRATEGY OF PROMOTING EDUCATION MUST HAVE AS ITS MAIN OBJECTIVE THE BUILDING OF THE BRAND OF THE BRAND OF INSTITUTIONS AND SALES PRODUCTS THROUGH A UNIQUE APPROACH.

KEY WORDS: *STRATEGY, EDUCATION, MARKETING, MANAGEMENT, INSTITUTION, PROMOTION.*

The educational product

Any educational product, identifiable on the formal education market, has the following components²:

1. educational services themselves, respectively didactic teaching activities - assessment according to study programs / cycles, curricula, analytical programs on subjects materialized in courses, seminars, laboratories, lessons, projects, theses, and appreciate the efficiency and student performance).

2. Ancillary education services are identified with all the general management activities meant for the normal development of the educational process and for the management of the material resources necessary for the didactic activity (economic-financial activities, managerial activities, secretarial activities, administrative-household activities, activities bursuses and / or parauniversities that support and / or complete didactic activity);

3. Human educational capital consists of all the knowledge, skills, abilities and skills acquired by the direct consumer of educational services. This type of capital highlights the production capacity of the economy, it develops over time and can have long-term effects, being subject to depreciation; therefore, the decision to invest in human capital is not simple, often the collective decision. Educational human capital is formed by a relatively sustainable process of reception, internalization, relation to its own system of values, transformation, adaptation and use of message education by the schoolmaster, which is itself a factor of production. By alternation,

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² Gh. Militaru, *The Management of Serials*, Editura C. H. Beck, Bucuresti, 2010

because of the inverse connection, the pupil is the object and object of education, he is also the receiver and transmitter of ideas, knowledge, scientific truths already established. Evidence that the student / consumer of education is not a passive element of education is that the educational service provider (the teacher) needs to provide more assistance in the learning process by "playing" the didactics of roles: the learning creator, the organizer and leader of the education act, university performance assessor, etc.

Educational services, object of marketing strategy³

Product peculiarities in higher education⁴

Conceptual bases

The key concepts with which the higher education institution operates - the university - are: qualification, learning outcomes, knowledge, skills and competencies.

Qualification is a result of an assessment and validation process that is obtained when a competent body determines that a person has obtained results as a result of learning to certain standards⁵.

Qualification is therefore the official recognition of the value of individual learning outcomes for the labor market, as well as continuing education and training through a study (diploma, certificate, attestation) conferring the legal right to practice a profession / profession.

The learning outcomes mean what the learner recognizes, understands and can do when the learning process ends. These are defined in the form of knowledge, abilities and competencies. Learning outcomes are therefore the set of knowledge, abilities and competencies that a person has acquired and is able to demonstrate after completing the learning process on a particular schooling cycle.

Knowledge is the result of assimilation, through learning, of information. Knowledge is the set of facts, principles, theories and practices related to a particular field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and / or factual.

Ability means the ability to apply and use knowledge to carry out tasks and solve problems. In the view of European specialists ("European Qualifications Framework for Lifelong Learning"), abilities are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical thinking (involving manual dexterity and the use of methods, materials, tools and tools). Ability includes certain types of operator structures, from skills to problem-solving and interpretation.

Competence is the proven ability to select, combine and use appropriate knowledge, skills and other acquisitions (values and attitudes) in order to successfully solve a certain category of work or learning situations, as well as professional or personal development under conditions effectiveness and efficiency. Competencies can be classified into two categories: a) professional skills and b) cross-skills⁶.

³ Bulat G., - *Marketing educațional*. Editura Balacron, Chisinau, 2011

⁴F. Pînzaru, *Notions of Fundamental Alliance Economics. Introduces in managment and marketing*. Economic Edict, Bucuresti, 2007

⁵ N. Niculescu, O. Puiu, *Promotional Technology*, Issue a-II-a, Edited Indispensable Economic, Braila, 2004

⁶ I. Nicola, *Managment of Public Works*, Issue 2, Edita C. H. Beck, Bucuresti, 2010

Professional competencies - We understand the proven ability to select, combine and use appropriate knowledge, skills and other acquisitions (values and attitudes) to successfully solve a certain category of work or learning situations, circumscribed to the profession in question efficiency and effectiveness.

Transversal competencies - are those capacities that transcended a certain field, namely study program, having a transdisciplinary nature. These consist of teamwork skills, oral and written communication skills in native / foreign languages, use of information and communication technology - ICT, problem solving and decision making, recognition and respect of decisions, recognition and respect of diversity and multiculturalism, learning autonomy , initiative and entrepreneurship, openness to lifelong learning, respect and development of professional values and ethics, etc.

Professional competencies - represents the unitary and dynamic assembly of knowledge and skills.

Knowledge, as cognitive dimension and structural element of competence, is expressed by the following descriptors:

1. Knowledge, understanding and use of specific language;
2. Explication and interpretation.

Skills, as functional-action dimension and element of competence, are expressed by the following descriptors:⁷

3. Apply, transfer and solve problems;
4. Critical and constructive reflection;
5. Creativity and innovation;

Transversal competences are value acquisitions and attitudes that transcend a specific field / program of study and are expressed by the following descriptors:

6. Autonomy and responsibility
7. Social interaction
8. Personal and professional development

Each qualification is correlated to a particular study cycle (license, master, doctorate) that is defined based on the general description of the learning outcomes and is expressed by:⁸

- General professional skills, which are developed within the broader field of study;
- Specific professional competencies that develop within a narrower study program.

Level descriptors introduced into the layout indicate the expected activities, results, and performances for each skill level. They allow the description of qualifications and, at the same time, formulate the necessary benchmarks for assessing the level of achievement or learning outcomes.

Higher education system

The overall objective of the higher education system is to develop competence through both the provision of operational knowledge and skills and the permanent development of adaptability skills to the new demands of the world in the professions.

⁷ Ciobota Gh., - *Marketing intranational Strategies and Policies*, Ediitura Pro University, Bucuresti, 2014

⁸ M. Baker, *Marketing, edition a-II-a*. Edited by Stiinta si Tehnica, Bucuresti, 2003

The general objective of higher education has two components:

- the direct productive component linked to the acquisition of new knowledge and skills, in line with the latest developments in contemporary science and technology, the maintenance and development of capabilities already on the labor market, through special training or retraining programs when problems arise on a particular professional route;
- the socio-cultural component designed to provide behaviors and attitudes that are conducive to adapting to change behaviors and attitudes known as adaptive-flexible and participatory, open to the infusion of innovation and creativity and capable of self-regulation at the same time.

In the sense of the law, and according to academic practice, the "core unit" of higher education is the specialization, as it assumes the task of forming a distinct category of specialists, defined by a self-employed professional profile. The essence of the specialization is expressed through a distinct higher education plan, in other words, the specialization is the basic level at which the curriculum operates.

All three meanings of the education unit, higher education institutions, faculties and specializations are in a relationship of interdependence.

The university education process takes place from the moment of selection of candidates (potential clients / students) with a certain level of general and specific knowledge and until reaching the minimum knowledge required for the specialist, certified by the bachelor or graduate exam (dissertation, doctorate etc.). The learning process aims at passing the knowledge (optimum knowledge) from the teacher to the students with the lowest social costs.

In order for this transfer to be done as efficiently as possible, the teacher (university) must prepare. The more the teacher is the custodian of more knowledge, the more he can become more attractive to the student and more efficient for the teaching process. The accumulation of knowledge by the teacher takes two aspects⁹:

- that of the bibliographic study, when the teacher is also a receiver of knowledge, like the student;
- that of his own scientific or collective scientific research, when the teacher enriches his knowledge baggage because of his own experiences or discovery.

A. Body parts are those that have a direct material body.

Typology of tertiary services (university)

Education process

Study program: A program of study / specialization consists of all the activities of design, organization, management and effective achievement of teaching, learning and research in a field leading to a university qualification.

The study / specialization programs are differentiated according to¹⁰:

- (a) the level of university qualification: license, master, doctorate;

⁹Danciu V., - *Marketing intranational. Challenges and Tendency at Millennium Existence*, Issue II, Economic Edict, Bucuresti, 2009

¹⁰ V. Anghelache, *Manegementul change educațională*, Editura European Institute, București, 2012 Editura European Institute, București 2012

(b) education: day, evening, low frequency, distance learning, etc .;

(c) the field of knowledge specialization, according to the academic division of knowledge and the professional division of labor.

A curriculum consists of:

(a) the curriculum which includes all the subjects contributing to the achievement of a university qualification, broken down successively by years of study and with weightings expressed in study credits of the ECTS type;

(b) curriculums or charts of the subject areas in which they are formulated: teaching and learning themes and teaching, learning and evaluation-related practices;

(c) organizing students and teaching staff during the study program period;

(d) the academic quality assurance system of the curriculum development activities.

In drawing up curricula and curricula within curricula / study cycles, attention should be paid to issues that concern:¹¹

1. the socio-cultural relevance of the content - respectively the adequacy to the contemporary national and international context, as well as the permeability to the current evolutions;

2. Enhancing content - but avoiding overloading and encyclopedicism. It is recommended to apply the "law of decreasing useful knowledge" so that the student can easily assimilate that information with sustainability over time;

3. Staggering knowledge and ensuring consistency (vertically and horizontally). Schedule takes into account both the order of the disciplines in the curriculum by years of study, ensuring the fluidity of learning and its logic, and consistency involves placing the disciplines horizontally so that the ones in the basic cycle form the foundation for those in the specialization (ensuring continuity of learning). Horizontal coherence must also be ensured in order to transfer knowledge and components from one training to another, ensuring interdisciplinary approaches that are so important in training the future specialist.

What actually purchases the buyer is not the product, but the satisfaction he offers.

Consultancy for scientific research projects

The research topics within the projects (grants, structural funds, World Bank funds and other similar institutions - EBRD, EBRD, ICF, etc.) are included in the annual plans (strategic management of the university) and enrolling in the scientific area of the field of study, the study program, etc.

Other extrinsic activity

Other activities (in-depth studies, in-service training, specialization studies, refresher courses, etc.) - represent all applied didactic activities (not included in the curriculum), internships, initial liberal professions training, etc.

B. Components are those that do not have a direct material body (name, brand, price, instructions for use, product-related services);

Branding (university brand)

¹¹ Kotler, Ph. - *Marketing Management*, Edited by Téora, Bucuresti, 1999

Trademarks (brand) are made by all types of organizations and take many forms. The brand can be defined as: a distinct identity that differentiates a promise of relevant, sustainable, and credible value associated with a product, service, or organization and indicates the source of that promise.

According to Philip Kotler (1994, Marketing Principles), the brand is "a name, term, sign, symbol or design, or a combination thereof, with the intention of identifying the goods and services of a seller or a group of sellers and you have to differentiate them from the competitors' goods. "

Brands are tangible assets of organizations with market values that exceed goodwill. Branding facilitates product / service identification, provides customers with assurance of a certain level of quality, and performs other valuable functions.

The brand is considered to be a legal tool, a logo, an organization, an identity, a perception of the consumer, a personality or a relationship. Therefore, he has many perspectives.

The advantages of a strong branding:

- Allows organizations to ask for a higher price;
- It is required on marketing channels;
- Indicates high quality;
- Makes the purchasing decision process easier for the consumer;
- Facilitates market positioning;
- It is a barrier to entry.

The brand is a valuable means of differentiating, recognizing and memorizing products.

B. Product communications are information that the manufacturer and distributors send to potential buyers (advertising, sales promotions, merchandising, etc.);

C. The image of the product, which means the synthesis of mental representations of cognitive, emotional, social and personal nature of the product among consumers, and which is a result of a complex process in which the other three components of the product occupy an important place.

Life Cycle of Study Products / Programs

The importance of the product lifecycle concept is highlighted by two product management rules (diversity of study programs) that an organization chooses¹²:

Rule 1 - Define the purpose (mission and vision) of the institution in terms of customer satisfaction (student / employer / stakeholders etc. or social need - labor market: skills) and not in relation to a product. This optics allows to "adhere to demand" and to better anticipate technical developments (scientific research activity) and commercial (purchasing power); sometimes it may even force the institution to change the structure of faculties / study programs / specializations.

Rule 2 - Quickly renew its products (curricula, discipline sheets, teaching form, etc.) It is very dangerous to expect the decline of a product / specialization to move on to a possible launch of new products. Resistance to change is a common process in the university environment.

Phases of product life cycle.

In the literature, most authors mention four life stages of products:¹³

¹² M.R.Solomon, Consumer, Behavior. Buying, Having and Being, Pearson Education, New Jersey, 2004

¹³ Lê Gall-Ely M., Urbain C., *The price and the strategy of marketing*, Editura C. H. Béck., Bucuresti, 2011
Militaru Gh., - *The Management of Serials*, Editura C. H. Beck, Bucuresti, 2010

-the launch phase: the stage of placing the new product on the market, through which the public (stakeholders) is informed of its existence, must learn to accept it growth phase: stage of mass communication and competition development.

-Increases demand.

-the maturity phase: the stage in which the organization reached its potential target customers but the emergence of competition on the market has prompted a stabilization of the number of customers.

-the decline phase: the phase in which new products are emerging that better satisfy consumers and replace current products.

The growth phase is followed by a period of transition to the maturity phase, called the turbulence period.

Organizational resistance to the activity of innovation and design of study programs can be defined as the individual or collective attitude that generates the instability of the process of renewal (change) and delays in its development. In general, four ways to overcome resistance to change can be followed, namely:

- Understanding and supporting those who oppose the process of renewal and change;
- communication
- participation and direct involvement of university members (stakeholders);
- achieving the desired behavioral changes in individuals and groups.

Quality of the product / study program

Defined as "the extent to which the performance of a product meets the expectations the customer is entitled to have, product quality is a relative concept in the sense that it is related to legitimate "expectations of consumers and that they evolve at the same time.

The quality of education is defined as a set of features of a study program and its provider that meet the expectations of the beneficiaries¹³ as well as the quality standards. In other words, according to the new approach, quality is directly related to learning outcomes (level of knowledge, skills and generic skills, values, beliefs, attitudes).¹⁴

Areas of Quality Assurance

In ensuring the quality of education, three fundamental areas of organization and functioning of an organization that wants to become or is already a higher education institution are considered. Criteria, standards and performance indicators are formulated so that the emphasis is not only on the compliance of an organization with a predetermined or predefined set of quantitative and qualitative conditions but also on the deliberate, voluntary and proactive engagement of the institution to achieve some demonstrable performance through actual results. The role of the external evaluator, respectively ARACIS, is to take action and evaluate the educational and educational managerial capacity of the education provider in order to be able to find and then validate or invalidate documented and public operation.

Strategies and technology are marketing in the educational market¹⁵

¹⁴ Lă Gall-Ely M., Urbain C., *The price and the strategy of marketing*, Editura C. H. Béc., Bucuresti, 2011

¹⁵ Militaru Gh., - *The Management of Serials*, Editura C. H. Beck, Bucuresti, 2010

The strategy of the market for eEdukative marketing policy is a broad strategy both by the nature of objects and by the scale of the mathematical and organizational commitment, it is the starting point of all the other strategy and the ultimate goal of the institution's educational activity. The success of the stratum is subordinated to realism, the degree of foundation, the efficiency of the means used.

The edukative market is a viable and profitable niche in which few institutions can skip to ignore it, but that can be elusive and difficult to target, which requires unique and instructive solutions. The strategy of marketing requires that it has as its main objective to build the notoriety of the institution's brand and product vendor through a unique approach¹⁶.

The strategy of the policy of e-marketing is a broad strategy both by the nature of objects and by the scale of material and organizational engagement. It points to the whole point of the whole strategy and aims at the very finality of the institution's educational activity. The success of the stratum is subordinated to realism, the degree of foundation, the efficiency of the means used.

The stabilization of the target audiences in the e-learning markup aims at establishing the target groups entering the education institution, identifying the problems with which it is confronted, and the solutions identified by the problem solving problem.

An ascetic déosebit is important in the payer's system of the money, depending on the age, nationality, place of residence, place of residence or residence of all the citizen.

It is important to know the educational opportunities (kindergarten, schools, libraries, university, public or private) that it is important to know the promotions that it is intended to train, and that it is necessary to follow the birth rate, but also the migration of the population into different areas and even, the units give private education, the evolution of the differences of the population differs in the population.

The policy of educational education through which the institution of education can dominate the competition in the end or the repertoire, must follow:

- Extreme influence on the structure and the structure of the crane;
- the "blueprint" is designed so that the institution can benefit from the area of action;
- Correct measurement of the capacities of the profession, stabilizing the level of mathematical, human and financial resources, so that the institution controls the compression in the space and the effector;
- the rigorous rigor of the market forecast, estimates of how much of the pottery can be consumed over the long term and long, at the edukative product.

The established forms of action on the target groups within the market strategy of the marketing policy make it possible to differentiate between the differentiated strategy, the differentiated stratum or the concerted strategy.

The ineffective strategy in the euceric marketization is based on the charge of attracting most of the beneficial agents by treating general patterns and the recommendation of widely accepted solutions.

¹⁶ D. Pătrașcu, Standardization and standardization in education, Ediitura Univers Pédagogic, Chisinau, 2006.

The most pre-eminent institutions of education are all who would like to use this kind of strategy, because they can use imagined dangers among target groups, institutions that can not succeed in meeting the needs of the beneficiaries.

Differentiated strategy is actually a stratagem of an attack in which the reversal of energy (time, effort and cost) does not always lead to the expected outcome as it may give rise to a problem of coexistence and credibility¹⁷.

The concerted strategy consists in the accent on a single scale or a number of lines of all target groups in the task of attracting the still unfinished beneficial resources or because of the desire to attract certain categories of beneficiaries. The strategy may, however, have a negative effect on unbridled categories and does not lead to a successful outcome through its application, since the number of attracted borrowers is not sufficient to ensure the success of the institution of education. With regard to the attitude of the institution of education to the competitors, it is possible to establish that it takes an attitude of indifference, concurrence or collaboration.

Amongst the popularity of the people, the origin of certain services or the distribution of the educational services, the institution of education can manage to take over the distribution of the service or to cooperate with certain organizations, the aged people. In any case, the manufacturer of the service is not in a hurry and the operator or the seller of the vehicle. Spre exemplu a poate universitate apela to serviciile unei agenții de publicitate specializate in promovarea ofertei educaționale.

The edukative market is a viable and profitable niche in which few institutions can skip to ignore it, but that can be elusive and difficult to target, which requires unique and instructive solutions.

The strategy of marketing requires that it has as its main objective to build the notoriety of the institution's brand and product vendor through a unique approach.

Advantages of implementing an effective strategy

As direct benefits we can list¹⁸:

- greater success in fulfilling the institution - based marketing tools offered can make a comparison between what the institution is truly and action directions specified mission and objectives institutției. Marketing helps identify problems and plan responses to support the institution in fulfilling its mission.

- increasing the satisfaction of the public and the service market - the way in which the institution satisfies the direct beneficiaries through the programs offered is directly reflected in the subsequent attraction of the new students / master students / doctoral students and in attracting financial resources.

- Improves the attraction of market resources / the level of attraction of resources is directly proportional to the satisfaction offered in return.

- increasing the efficiency of market action - if the university makes decisions without taking into account the market ties, it could result in higher costs for the same result or it could lead to the removal of many to be attracted (the efficiency of the educational institutions above).

¹⁷ I. Paying, Certification of Marketing, Edisura Risoprint, Cluj Napoca, 2008

¹⁸ F. Voiculăscu, Analysis of Neuroscience and Strategic Management in Education, Edited by Aramis, Bucuresti, 2004

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