

SEGMENTATION OF THE EDUCATIONAL MARKET

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ABSTRACT: FROM A MARKETING POINT OF VIEW, IT IS NOT EFFECTIVE FOR A SCHOOL TO HAVE THE OBJECTIVE OF FULFILLING ALL THE REQUIREMENTS AT THE SAME TIME. TRYING TO GIVE EVERYONE WHAT THEY WANT LEADS TO REAL DISSATISFACTION. IF ALL SCHOOLS WANT TO PROVIDE THE BEST EDUCATION FOR ALL STUDENTS, THE COMMUNITY WILL NOT BE ABLE TO DIFFERENTIATE BETWEEN SCHOOLS AND NO SCHOOL WILL HAVE A RECOGNIZED PROFILE. THE SCHOOL WILL NEED TO DO ITS BEST TO ATTRACT THOSE CHILDREN WHO, BY VIRTUE OF THEIR DESIRES, WOULD FIT IN WITH WHAT THE SCHOOL HAS TO OFFER AND WITH WHICH THEY CAN MAKE PARTICULARLY STRONG CONNECTIONS. INSTEAD OF TRYING TO EXCEL IN ALL ASPECTS, THE SCHOOL WOULD DO BETTER IF IT FOCUSED ON ITS SPECIFIC QUALITIES, WHICH WOULD MAKE IT THE BEST SCHOOL FOR A SPECIFIC TARGET GROUP, EVEN AT THE RISK OF OTHER GROUPS PREFERRING OTHER SCHOOLS. MARKET SEGMENTATION IS USEFUL IN MARKET SHARING. THIS MEANS THAT THE SCHOOL DIVIDES ITS TARGET GROUPS INTO SUBGROUPS OR SEGMENTS WHOSE MEMBERS HAVE THE SAME EDUCATION NEEDS OR DESIRES. THUS, THE SCHOOL CAN IDENTIFY WHICH IS THE MOST SUITABLE TARGET GROUP, TO PROVIDE THE HIGHEST QUALITY EDUCATION, ACCORDING TO THE NEEDS AND WISHES OF THIS GROUP. SEGMENTATION IS THE STARTING POINT FOR THE DESCRIPTION AND DEVELOPMENT OF TARGETED EDUCATION FOR CERTAIN GROUPS AND THEIR SPECIFIC APPROACH. ONCE THE MARKET HAS BEEN DIVIDED INTO SECTORS, A SCHOOL CAN CHOOSE DIFFERENT PARTICULAR STRATEGIES: MARKET HOMOGENEITY, FINANCIAL PURPOSE, EXPERTISE, FACILITIES AVAILABLE TO THE SCHOOL, ETC.

KEY WORDS: MARKET, SEGMENTATION, EDUCATIONAL INSTITUTIONS, EDUCATION, UNIVERSITY.

Introduction

Market segmentation is an activity that allows accurate identification of the needs of a selected group of customers². The curricula of many universities are often developed based on the needs perceived by the decision makers, rather than the real ones.

Applying market segmentation principles allows universities to more accurately identify the benefits that customers are really looking for, so that their needs can be met as faithfully as possible.

The distinction of the educational institutions from the competitors is realized even from the content of the mission stated in the university charter.

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² G. Niculescu, *Marketing. Synthesis*, Brâncusi Academic Publishing House Târgu-Jiu, 2015 p. 361

Thus, the first five universities³ (identified by the number of Nobel laureates among their staff over the last 30 years) emphasize the specificity of their mission⁴. For example, Cambridge University is trying to create the "questioning spirit"; Harvard's educational experience is meant to "explore, create, challenge and lead"; at Princeton, the commitment is "to study and teach academically"; at the Massachusetts Institute of Technology, his focus is on developing "the ability and passion to work wisely, creatively and efficiently." The current mission must adequately reflect the prevailing circumstances. These missions are mainly manifested to enable students to contribute directly to the economy of the society, mainly in finding jobs in accordance with their preparation.

1. Market segmentation approaches

The starting point in the realization of the market segmentation is to identify the natural segments within the market. Obviously, within these large groups of students there are a variety of subgroups or segments that can be achieved by identifying the factors that make them distinct and unique from the other segments. However, because segments can be defined by several variables, it is important to consider the factors that affect the feasibility of segmentation. Wilson and Gilligan⁵ have identified six such factors that can be considered when justifying a particular market segment. The segments that are worth pursuing in the market should be:

a. Measurable: it is possible to apply the measurement of the segment variables. Therefore, the criteria used to identify the segments should be operational. It may include estimating the statistical and demographic information about the segment in terms of population size and structure, the segment's attitude towards higher education, purchasing behavior and anticipated benefits.

b. Accessible: For a segment to be viable, there must be ways in which its members can be accessed or at least there is a plan for contacting them. In higher education, there are known "hard to reach" segments that have become the markets of choice for some universities. For example, traditionally, students from modest socio-economic backgrounds have a low level of participation in higher education. Some institutions have made the decision to pay special attention to these students in their enrollment policies. This has led to the development of customized packages to meet the unique needs of these students.

c. Substantial: the issue of segment size is described, which should be considered in relative terms rather than in absolute terms. Therefore, the main question should be whether there is sufficient justification for investing time and resources in developing products and services for the new market segment. Drummond and Ensor⁶ argue that "the group must be large enough to ensure the return on investment required for the organization."

³ www.oxbridge courses.co.za (accessed on 23.04.2019)

⁴ J., Walton, (2005) *Would the real corporate university please stand up?*, Journal of European and Industrial Training, 29(1), p.18.

⁵ R., Wilson, C., Gilligan, (2002) *Strategic Marketing Management: Planning Implementation and Control*. London: Butterworth, p.95

⁶ G., Drummond, J., Ensor, (2003) *Strategic Marketing, Planning and Control*. Oxford: Butterworths, p.45

d. Unique: The group should be different from any other and sufficiently homogeneous among the members.

e. Suitable: The new segment must be in line with the overall mission and objectives of the organization, as well as its resources.

f. Stable: The purchasing behavior of the segment should be reasonably stable so that it is predictable over time. This should not ignore the fact that purchasing behavior changes over time and must be constantly monitored.

2. Basis of market segmentation

There are essentially four broad categories in which segmentation strategies can be grouped. These are:

- a. geographical or geodemographic;
- b. demographic;
- c. behavioral;
- d. psychological.

a. Geodemographic segmentation

The oldest and most frequently used method, geodemographic segmentation, involves the division of markets into geographical areas such as countries, cities, regions and even postcode areas. Its essential purpose is to provide the basis for targeting customers in certain areas with similar behavioral patterns.

In international higher education, the Asia-Pacific region is known for its relative economic stability and growth potential and sends almost 50% of migrants from higher education in the world to different parts of the world⁷. A key feature of geodemographic segmentation is that it uses constituency data as basic units for analysis and tries to investigate the profiles of people within these sets and their behavioral or purchasing patterns. Postal address codes are probably the most popular geodemographic application. In higher education, the distribution of applicants' postal codes is used as proof of correct admission. For example, if the institution does not provide adequate evidence that it has recruited from the postal codes associated with the disadvantaged, it may be assumed that the recruitment strategy was biased and possibly elitist. In general, data based on a classification system show that, while socio-economic status remains the best predictor for higher and higher education participation, other factors, such as distance from home to institution, family experience of education superior and the model of choice of courses in different locations of postcode have an impact on the related decisions. The large number of people belonging to these subgroups within certain zip code locations suggests that these groups are critical to government strategic planning and funding concentration. They also represent an objective for developing specific portfolios of courses in some institutions, including a reorientation of marketing activities and approaches⁸. For institutions that have an interest in international markets within the EU, a

⁷ <https://www.chea.org/> (accessed on 11.03.2019)

⁸ M., Farr, (2003), *Extending participation in higher education: an investigation into applicant choice using postcode analysis*. Unpublished dissertation, Lancaster University, p.104

wide geodemographic segmentation has been proposed, which identifies several groups of Europeans based on their demographic age, income, languages, and geographical location. The ranking shows that certain potential consumers in higher education have common characteristics throughout Europe, making it possible for institutions to target relatively large geodemographic segments that cross national borders.

Demographic segmentation

Age, sex and family life cycle are considered the key variables in this type of segmentation. However, neither age nor gender is a good predictor of consumer behavior in a variety of contexts. There is growing evidence that women's participation in higher education is growing at a faster rate than men's and that this may be associated with lower engagement, motivation, interest and performance in boys⁹. This has implications for teaching and learning, both at primary and secondary level, as well as at the level of higher education, including the need to develop support strategies for the male segment. Choosing in higher education is another aspect that continues to reflect gender trends, most students opt for studies in the arts, humanities, fashion, music, dance and media, while the fields of science, mathematics and engineering remain male-dominated¹⁰.

However, applied science and medical fields, such as medicine, pharmacology and oceanography, are becoming more and more preferred areas of higher education for students. While most students in higher education are in the 18-24 age group, more emphasis is placed on those in the 25-35 age category for morality, economic and social reasons. Thus, a new segment for higher education has been created for which new types of provisions must be developed, because the needs and characteristics of this group are different from the traditional group. The life cycle concept has become the most widespread variable for segmentation based on demographics. It is based on the assumption that, throughout life, consumers can go through quite predictable life stages and that these stages require different buying behaviors. In the case of higher education, the typical phases of the life cycle could include: young people and young people (most of the students in higher education); young people married with or without children (most postgraduate students); middle age with or without children (most late post graduates, for example doctoral students); and the oldest / isolated retirees (most graduates or postgraduates). Some of these groups are more vulnerable than others and could be considered as disadvantaged and can thus be incorporated into an institutional strategy framework for broadening participation in these segments¹¹. Other demographic variables often used to segment higher education groups are income and social class. Rose and O'Reilly¹² developed a seven-level social class system, with higher managerial and professional occupations at the top and routine occupations at the bottom. However, income does not necessarily determine educational aspirations. An installer can earn more money than a teacher, but the children of teachers and other like-minded professionals tend

⁹ L. Barker, Op. cit. p. 49.

¹⁰ Foskett et al., Op. cit. p.86.

¹¹ P.E., Murphy, W., Staples, (2009) *A modernised family life cycle*, Journal of Consumer Research, June, p.72

¹² D., Rose, K., O'Reilly, K. (eds) (2009) *Constructing Class: Towards a New Social Classification for England*. ESRC/ONS, p.60

to be more willing to engage in higher education. Thus, as Drummond and Ensor¹³ noted, social class and income are a less important factor of behavior in today's society than other segmentation methods. The geodemographic and demographic bases of segmentation thus use the characteristics of the consumer or the environment as a way of identifying the market segments. They were criticized for being inaccurate factors in the segments. However, it has been found that loyal supporters of competent segmentation are based on consumer behavior.

Behavioral segmentation

This encompasses a wide range of behavioral measures, including consumer attitudes, knowledge, consumer seeking benefits and usage rates. The "sought after benefits" are the most used framework for behavioral segmentation and it is assumed that the key reason the consumer buys for a product or service is to offer solutions to their problems. These solutions are the intended benefits and constitute the most appropriate basis for segmenting a market.

A "one-size-fits-all" approach to understanding the benefits of the higher education loan system would certainly be inadequate, as it would not meet the different needs of the various segments in terms of financial debt aversion.

Behavioral segmentation offers the highest promise for identifying specific segments that can be targeted, both in terms of marketing and communicating messages for recruitment purposes, and for customer retention purposes.

Psychological segmentation

While the behavioral basis for segmentation highlights issues such as the benefits demanded by customers, brand loyalty and perceptions of product usefulness, psychographic segmentation uses variables such as the activities of the applicants, their interests, opinions, attitudes and values. It is a lifestyle approach for differentiating educational markets. The basic assumption behind the psychological systems of lifestyle classification is that it portrays something beyond the social class or character of a person - "trying to identify how to be and act in the world."¹⁴ Research in the field of education based on psychological analysis is limited¹⁵.

The current university culture is increasingly characterized by the requirement to demonstrate a strong sense of competitiveness. A starting point for developing this is to fully understand consumers' opinions about the institution's products and services. The answer lies in segmentation, a process whereby the market is divided into smaller homogeneous groups, with similar purchasing characteristics and behavior.

This becomes the basis for developing a sound institutional positioning strategy. Decisions at several levels of the university strategy require a complete understanding of the main client of the institution, the students. Quality assurance is the key factor of competitiveness, and the only vision of quality that really matters is that of the customer. Synthesizing, the attention and

¹³ G., Drummond, (2004) *Consumer confusion: reduction strategies in higher education*, International Journal of Educational Management, 18(5): p. 317

¹⁴ P., Kotler, (2005) *Marketing Management*, 11th edn. New Delhi: Pearson Education, p. 176

¹⁵ Adrian Gorun, *Some epistemology references that influence the university scientific research of today*, Annals of the „Constantin Brâncuși” University of Târgu Jiu, Letter and Social Science Series, Supplement 1/2018, p. 3

monitoring of educational service providers must be from admission and recruitment, to the departments of teaching and training, accommodation, transport and services, from broadening the participation and retention of students, recruiting on international student markets, developing and providing services. quality rest, until the clients' needs are understood and then continuing to meet these needs.

3. Market segmentation strategies

Institutions attempting to undertake market segmentation and positioning strategies require a sound understanding of the nature of their market¹⁶. The key to this understanding is to conduct market segmentation research. Although the concept has been defined differently in the last 20 years, the market segmentation mainly starts from a fundamental hypothesis: buyers or consumers in a specified market are not a homogeneous entity. They differ in many respects and some of these differences are large enough to justify differentiated approaches in studying subgroups within the market.

Marketing should stop thinking of its customers as part of a massively homogenous market. He must begin to think of them as numerous small islands of distinctive character, each requiring his own unique strategies in product policy, promotion strategy, pricing, distribution methods and direct selling techniques¹⁷.

Three major distinct groups are identified for the higher education licensing sector for which differentiated marketing strategies are required. The largest group is the local students segment, which includes, in principle, the local students entering for the first time in higher education. The second is the group of international students, a rapidly growing segment in many countries, especially in developed economies on the front line. The United States, Canada, the United Kingdom, Australia and New Zealand are major importers of higher education students worldwide¹⁸. A third major segment is the mature age group, which consists of adults who do not come to higher education directly from the school. These three segments have very different motivations for joining higher education and may have inconsistent expectations about the gains that will be achieved through higher education. They also differ in many other ways, such as age, culture, ethnicity, gender, and language that determine them to become distinct individuals and groups in the higher education market. Thus, differentiated marketing strategies will be needed at different levels of life cycles and higher education experience. In the context of this broad assumption regarding markets, segmentation was defined as¹⁹:

a. the means of classifying potential clients into similar groups based on common characteristics;

¹⁶ T., Mazzarol, (2009) An examination of the factors critical to the establishment and maintenance of competitive advantage for education services enterprises within international markets. Unpublished PhD thesis, Curtin University of Technology, p.88

¹⁷ T., Levitt, T. (1974) Innovative imitation, Harvard Business Review, 44(5):p. 63

¹⁸ Altbach și Knight, Op. cit., p. 163.

¹⁹ Ibidem, pp. 182-185

b. grouping of customers and non-customers with similar characteristics - in particular the purchasing behavior;

c. dividing a market into different homogeneous groups of consumers.

In essence, market segmentation is the process of dividing a large group of consumers into smaller groups, where there are generally similar consumption patterns. The idea is to divide the group of heterogeneous consumers into more manageable parts from a strategic point of view, which can be better targeted and satisfied by properly involving the elements of the marketing mix.

The purpose and value of market segmentation

Doyle and Stern²⁰ identified five general reasons for the market segmentation that we will briefly examine in the context of higher education:

a. To better meet the needs of consumers.

b. To increase profit.

c. To win the segment lead.

d. To keep customers.

e. Development and orientation of marketing communications

a. In higher education, students' needs and needs differ from individual to individual. For example, some students have well-founded reasons, such as preparation for promotion and more demanding roles at their jobs²¹, and a significant number of high school graduates come to university for the traditional continuation of their studies²². The same curriculum may not have the same attractions for all groups of learners. It is necessary to develop distinct marketing strategies for each group, specifically, to meet the specific needs of the customers.

b. To increase profit

The concept of profit is naturally associated with price, especially in the commercial sense. The idea is to set the price of the service or the good, so that the clients accept the values offered at a cost, while the organization makes a profit²³. Consumers do not react uniformly to the prices of services and goods. Some will enjoy goods and services at discounted prices. Others will only buy when the price is high, as this tends to be associated with high quality, prestige and class. The development of the "executive" MBA, which targets aspiring directors of companies and which is more advantageous than the general MBA degrees, was developed in the understanding that there is a consumer segment that will accept to pay a high price for the product. Therefore, a key to increasing profitability is understanding the purchasing or consumption behaviors of different market segments and developing products and services that correspond to those behaviors.

c. To get the segment lead

²⁰ P., Doyle, P., Stern, 2006 Marketing Management and Strategy. London: Financial Times/Prentice Hall, p 155.

²¹ J., Ivy, (2001) Higher education institution image: a correspondence analysis approach, The International Journal of Educational Management, 15(6), p. 276

²² G., Rodgers, D., Finley, T., Kline, (2001) Understanding individual differences in university undergraduates: a learner needs segmentation approach, Innovative Higher Education, 25(3): p. 196

²³ Drummond și Ensor, Op. cit. p. 48.

It is difficult for new entrants in a market to immediately intend to lead the market segment. Market leadership is often attributed to brands that have dominant market share and are thus profitable for the organization. For example, the dominant brands of higher education in the United Kingdom are the universities of Oxford and Cambridge. However, new market players may take a dominant share in a particular market segment²⁴. For example, Open University has a dominant presence on the market for older students, while others establish themselves as dominant actors within specific groups of disciplines.

d. To keep customers

After identifying certain market segments an organization wants to serve, the challenge is to keep customers for life. However, their needs are dynamic, consumers' needs are constantly changing. Therefore, it is important for the institution to invest the time and resources in a continuous process of identifying new customer needs, going through different phases of their life cycle. Postgraduate students have different needs from those of students. As post-graduates, they can have their own families, have graduate loans and have urgent needs for employment in the market. New experiences designed to meet these new needs thus become a prerequisite for maintaining customers for longer periods. Thus, a key aspect of segmentation is the continuous identification of customer needs, as a strategy for the development of improved products and services along the value chain²⁵.

e. Development and orientation of marketing communications

The key to reaching customers is the use of appropriate communication channels. Not all customers have the same access and preferences to communication channels. Students are more likely to read a fashion magazine, while their male counterparts browse the Internet. To target students as a specific segment of higher education, fashion magazines may be a preferred communication channel rather than a computer. But, the excessive consumption of the Internet creates addiction and becomes harmful, and some really useful information is ignored.

Market segmentation helps institutions identify appropriate communication needs and target environments targeted at certain consumer groups.

4. Analytical tools used in segmentation

Segmentation offers a mechanism for understanding the client of higher education through a solid knowledge of their demographic and behavioral profiles, their personality and their lifestyle²⁶. It is important to examine in detail some of the key approaches and analytical tools that are used in defining and developing market segments in higher education. In particular, the rationale and application of the following analytical tools frequently used in market segmentation studies will be examined²⁷:

a. Factor analysis;

²⁴ J., Everett, R., Armstrong, (2003) *A case study of MBA market in Western Australia*, Journal of Marketing for Higher Education, 4(1-2), p. 309.

²⁵ G. Drummond și Ensor, *Op. cit.* p.166.

²⁶ Adrian Gorun, Horațiu Gorun, *The viruses of the mind*, Annals of the „Constantin Brâncuși” University of Târgu Jiu, Letter and Social Science Series, Supplement 2/2017, p 21.

²⁷ ²⁷ Ibidem, p. 221

- b. Group analysis;
- c. Profiling;
- d. Regression analysis;
- e. Analysis of correspondence;
- f. The combined analysis.
- a. Factor analysis

Factor analysis is an umbrella term used to describe the processes used to gain a better knowledge and understanding of databases that are presented as discrete entities. For example, a survey that looks at why potential students have opted for higher education can identify a long list of different reasons. The task is to find out if the reasons presented form a certain model for certain groups of respondents.

Questions that lead to such an analysis might include: Do girls have the same motives as boys? Does the age of potential students relate to some answers?

Can the reasons lead to the creation of a geographical model?

Thus, factor analysis is a group of techniques used to achieve two key goals: data reduction and structural detection. Factor analysis attempts to identify homogeneous subgroups within a population and is thus an indispensable tool for market segmentation.

b. Analysis of the group

While factor analysis refers to individual variables and how they relate to other factors within a certain range, group / cluster analysis goes a step further to investigate the relationship that may exist between groups of variables. The purpose is similar to that obtained by analyzing the factors, that is, reducing and interpreting data. However, the unit for cluster / group analysis is no longer an individual variable, but a group of variables. Thus, the group analysis aims to identify a set of groups that minimize variation within the group, maximizing the variation between groups. These clusters justify [distinct and differentiated communication and marketing strategies and messages.

c. The profiling

The profiling is probably one of the most controversial techniques developed as a data surveillance strategy aimed at using personal data systems in investigating and monitoring the actions of one or more persons. It attempts to predict the tendency of individuals or groups to behave in a certain way by carefully analyzing a wide range of group characteristics, as is known from official data sets.

The profile of clients in higher education allows fairly accurate predictions about people who have similar or different characteristics²⁸. They also have implications on a wide range of issues, including identifying equal opportunities, participation rates between different socio-economic groups, and barriers to participation for different categories of people. Profiling uses the data systems that the organization already owns or may be owned by other organizations to facilitate data concentration or matching. It has the long-term purpose of predicting the buying behavior of the different segments and, more precisely, it targets marketing and communication

²⁸ P. Doyle, P. Stern, *Op. cit.*, p 61.

messages to suitable groups and individuals. Its most important application is the use of direct correspondence to groups and individuals who should present the profile of the target market.

d. Regression analysis

Regression analysis is a statistical tool for investigating relationships between variables. Often, we want to determine if there is a causal relationship between the variables or simply to determine the intensity of the relationship between the variables. If a strong relationship is found, it may be assumed that the presence of one variable may suggest the simultaneous presence of the other. We could discover and quantify the factors that determine the adult learners' decision to apply to higher education. Among the many factors could be: occupation and earnings, sex, age, experience, previous educational level, motivation, etc. Regression analysis allows us to determine the relative influence of a number of factors on a dependent variable to be determined, in this case, the decision to enroll in higher education. Knowing the relative influence of factors can be an invaluable tool for marketers to make decisions. Similarly, regression analysis can allow us to understand the relative influence of different factors on different market segments. When the analysis is based only on the relationship between two factors, simple regression analysis techniques are applied. When involving a number of factors, multiple regression techniques are applied. In both cases the starting point is the representation of the data obtained on a two-dimensional dissemination diagram to determine the nature of the relationship between variables. Subsequently, appropriate statistical formulas can be applied to determine the intensity and relative influence of the range of factors.

e. Analysis of correspondence

Correspondence analysis is a set of techniques that aim at visual representation of comparative data that results in grouping of categories of data to facilitate display and interpretation. Therefore, it is a descriptive and exploratory technique for analyzing data in tabular form, providing information similar to that obtained by factor analysis. Ivy²⁹ used this technique to provide a perceptual mapping showing the positioning of business schools. Based on 22 attributes, the average scores of the business school attributes were compared with the mean scores of the importance ratings to determine if the aspects of the business school offer were met.

The same attributes were then evaluated by the respondents regarding the importance of the attributes in the selection of a business school to register for the MBA diploma. Six factors were identified, in order of importance, which exert a significant influence on the selection of business schools:

- a. reputation and recognition
- b. academic quality
- c. academic standards
- d. the opinions of current students and MBA graduates
- e. value (in relation to costs)
- f. physical facilities.

²⁹ J., Ivy, *Op. cit.*, p. 207

Correspondence analysis thus provides answers to those who wish to understand the preferences of choice in certain segments of the market. It is therefore possible to use a correspondence analysis to identify institutions that are favored by those who consider reputation and recognition as essential factors in their decision to choose a particular institution. Similarly, institutions can start from these data to decide which aspects they would like to design more visibly, as part of their positioning strategy.

f. The combined analysis

Combined analysis is a tool that allows the use of a set of possible product feature combinations to determine the relative importance of each feature in the purchase decision. The product should be viewed as a combination of the attributes that consumers consider either alone or together, to make a purchase decision. The purpose of the conjugate analysis is to provide certain options available to a consumer when making a purchase decision. For example, a student might be involved in making a decision regarding the choice of a particular university to enroll. Among a number of factors that can be considered, some will be more important than others, and the final choice often reflects a compromise between factors. Therefore, the combined analysis allows us to identify the major factors that influence choice and preferences, the relative importance accorded to these preferences and whether there are consumer groups for which some factors were more important. In order of university preferences, the most important determinants are the skills acquired following the attendance of the courses, the academic reputation, the job prospects and the quality of teaching. The combined analysis provides an accurate picture of the decision-making process of students and the attributes that are more likely to create positive preferences, while providing a perspective on the presence of groups that need specific targeting³⁰.

It is one of the best ways to measure the benefits demanded by buyers. Today we no longer have to carry out statistical analyzes on our own. There are organizations that can do such statistical analysis using a variety of software packages. Most of the described analyzes can be performed with the help of numerous second generation software packages, designed for specific types of analysis. The institution's task is to decide what data it wants to obtain. Decisions on how to collect data and their quantity are better made with software and analysis consultants.

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³⁰ G., Soutar, J. Turner, *Students' preferences for university: a conjoint analysis*, *The International Journal of Educational Management*, 16(1), 2002 p., 42

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