Mapping Educational Marketing

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Abstract: Associating the ‘educational’ term to the ‘marketing’ generates a specialized domain, by applying methods, politics and marketing strategies in the area of education. Due to cultural, social and complex role of the education, the educational marketing represents a part of the services marketing, social marketing and non-profit organizations. By offering mandatory educational services, financed by the state budget, the school units’ through their activity the principles of social marketing, regardless of the financial benefits that result out of performing those services.

This article proposes to place under educational marketing under conceptual level in the area of services marketing, the works of references in the area of educations marketing not being too many, a consequence of the fact that this is a new domain.

Keywords: education, educational marketing, social marketing, service marketing,

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Introduction

Education is a human oriented activity and a mean to develop the human personality which determines the development of the society. Firstly, education occurs inside the family, afterwards taking a new shape inside the school units, inside the church, but the mass media influence is not to be avoided neither, which cannot be controlled by the human being, but has a very strong impact. Learning inside the educational units is a

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systematic activity, managed with the objective to gain as much knowledge, aptitudes, personality shaping competences, as possible.

The purpose of the educational marketing is to maximize the effects of an educational process and bring into harmony the individual interests together with the collective ones, when it comes to learning. Thus, by a larger definition of education, this presumes the process that develops the capacities, ideas and human behaviors. (Gyönös, 2011).

1. Educational Marketing – conceptual determinations

In 1985, the „Strategic marketing for Educational Institutions” by Philip Kotler and Karen F. A. Fox appeared and it offered solid foundations of marketing for the basis activities of the school units. In 1993, the work of John H. Holcomb came to surface, named “Educational marketing”, referring to the public schools systems in America. His work offers methods for more efficient educational services by improving the activities of the pupils, the members of the administrative council, the school directors etc. Andrew Hockley in his book entitled “Educational management”, tacked subjects related to the organizational culture, human resources, the consumer behavior, the financial management and also the projects management in the school units.

In 1976, in the “Magazine of Pedagogy” from Romania, was published the article of M. C. Demetrescu - ‘Social marketing for education`. Among the most important paper works in Romanian language, we can name the ones belonging to the university professors Gabriel Brătucu and Ana Ispas, “Introduction into the Social Marketing” respectively „Social Marketing“ (At the beginning of 1990, a study has been conducted showing that the educational marketing was interpreted in a very narrow context of the communications marketing definition. The standpoint of this study is a hypothesis supporting the idea that in order to ensure the success of the market universities, there is a great need for the managers to examine the process of decision taking and also to examine how it is perceived by the potential student. Also in that time, the conclusion came up, that any student can be considered also client for the educational product. (Manea, 2015)

Only after two decades since the first debates on the introduction of the marketing subject into the practice of educational management, the adepts of the educational marketing have strongly claimed that the education can be ‘marketed’ in a social, ethical and educationally responsible way (Stachowski, 2011), so that the educational marketing term has become a formal one, being introduced in the second half of 1980 in the United States of America and Great Britain, moment marked by launching of some publications, like ‘how to promote your school’, that were based on marketing models previously developed in the lucrative sector. The emergence of the marketing term into the university management lexicon is also framed by Maringe and Mourat (2012) at the beginning of 1980.

Educational Marketing, component of the services marketing

In definition context, the service can be defined, by facts, processes and performance, of being composed by all those actions and reactions that the consumers perceived to have
purchased (Agrawal, 2001). By larger definition, the services represent any act or performance that can be offered to any other party, an act that is essential and intangible and does not lead to obtaining the property right over anything, and the production of that act can be or cannot be related to a physical product (Enasel, 2012). Referring to the essence of services, those are defined by economical activities that create value and offers benefits to the consumers in certain moments, specific places, as a result of the action to generate the desired change in the name of the one that receives the service (Lovelock & Wright, 1999).

From all ranges of definitions encountered in the major literature, the most representatives for the different stages of the conceptualization of services marketing are considered to be the ones made by the Marketing American Association (1960), Leonard L. Berry (1980) and Philip Kotler (1986). According to the American Association, the services represent activities, benefits or utilities that are offered on the market or performed in close relation to the sale of a good.

The definition given by L. L. Berry proves to be particularly concise and it tells that the service is an activity, an effort, a performance. According to the definition provided by P. Kotler, the service represents any activity or advantage that can be offered to the other and that in essence, it has an intangible character, not having as a result the property right of one thing over the other. Most of the definitions encountered in the specialty literature are emphasizing on the fact that services are ‘activities with a result that is not material and cannot stocked”; they do not apply to products that have an independent existence. (Enache, 2003).

2. Educational Marketing, component of social marketing

The main purpose of social marketing is the development of constructive approaches that stand as a support for the desired changes of behavior and it stands of the grounds of the principle of emphasizing the perception of the audience, of the fact that the benefits of the new behavior are surpassing the costs of adopting the respective behavior (Kotler & Lee, 2009). The social marketing concept has its roots in the rhetorical question of the american academician Wiebe of 1951: ‘Why can’t we sell our brotherhood in the same way as we are selling the soap?’, an idea that found productive grounds in the paper work of Kotler, in 1969, sustaining that marketing is a social activity, universally spread, which goes beyond the spectrum of tooth paste, soap or iron sale (Kotler & Levy, 1969).

Those first steps are representing the foundation of the introducing the formal term of ‘social marketing’ by Kotler and Zaltman, when by their pioneer work, they have formed the ground of the demonstration of marketing use for analysis, planning and control of the social changes problems.

An argument stands as a pillar for the embracing of the concept of philosophy and marketing tools in the case of social causes and it resides from the marketing discipline that offers the context for the development of new solutions for the social problems we are facing and that most commonly dazzle and frustrate the society (Lefebvre, 2013).
At bottom, social marketing stands on two main pillars: firstly, it focuses on people, their needs and domains, aspirations, lifestyle and freedom of choice; and secondly, social marketing main objective is changing the involved behavior, the target of all the social marketing projects being the segments of priority population and not the people (Lefebvre, 2011) and it is a systematic process of management for the strategical allocation of the resources to solve social problems at wide scale (Lefebvre, 2013).

![Figure 1: Evolution of the social marketing concept](image)

Source: Adaptation to the classification of Dibb & Carrigan, (2013)

Into a more recent definition, the social marketing is a process that applies the principles and techniques of the marketing to create, communication and deliver value in order to influence the audience target behavior for the benefits of the society (public health, safety, environment, community), as well as the respective target audience (Kotler & Lee, 2009, p.51).

From a more practical approach, the social marketing defines an organized effort led by a group with the intention of this group to convince the others to accept, change or give up to some ideas, attitudes, practices and behaviors (Cihovska, 2013). Being a field enriched with challenges and opportunities, the social marketing has become in the last years an instrument to change the largely recognized behavior that is used by nonprofit organizations and governments for the social welfare promotion. (Pang & Kubacki, 2015).

**Conclusions**

Educational marketing represents the extension of the application of marketing into the educational sector, approached by the school units for differentiating on the education market and to develop ling term relations with all the stakeholders, from all categories. Marketing orientation has as main arguments that the higher education passes through an era of change, affirmation that gives the impression to be part of the TINA syndrome (“There-Is-No-Alternative”), maybe even an era of the radical changes (Stensaker & D'Andrea, 2007). Therefore, in front of the environment challenges, the paradigm of the higher education to be continuously restructured from the grounds in order to facilitate the entrepreneurial spirit and a coordinated strategy, that focuses on the consumer (Judson et al., 2009).

Taking into account in this chapter the numerous defining characteristics of the approached sectors until now, there can be enunciated a series of conclusions regarding the context of educational marketing. On one side, having the characteristics of the educational act related to the intangibility of its finality (excepting one diploma that is in fact a way of certifying that the educational objectives related to knowledge,
competences and abilities have been accomplished), the involvement of the `client` in delivering the service (educational objectives that cannot be reached but only with the help of contact people, for the accomplishment of the education objectives; it can be proved the point that the educational marketing represents an area of the big sector of services marketing.

**References**


