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MODERN INNOVATION IN MARKETING OF EDUCATIONAL SERVICES¹

Summary

The purpose of the study is to explore ways to improve the marketing of educational services based on an innovative approach. The analysis of innovations in the marketing of educational services, the assessment of the level of competitiveness of the educational product and the public-private management of education. It is determined that educational services are transformed into human capital in the process of use. It is justified that the quality of human capital and the efficiency of its use depend on both the

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amount of educational services consumed and the quantity and quality of personal labour expended in the process of consuming these services, personal abilities, the extent of their realization and other subjective factors. It is proved that the effectiveness of implementing the latest innovative developments in the field of educational marketing depends not only on the processes of formation of a full-fledged market of educational services, its infrastructure, rules of the game, but also to a great extent on the economic, legal, moral and other public and private institutional frameworks that provide them protection.

Introduction

Recently, innovations have become increasingly important in the marketing of educational services. This is primarily due to the intensification of competition between higher education institutions (HEI) and the proliferation of private education. In order for HEI to win in competition, its services must be competitive in the higher education market. But the competitiveness of an educational service cannot be judged as a competitive commodity, it has some specific features. For this purpose, the concept of educational marketing is introduced into the modern education system as an integral part of the organization of the educational process.

The value and level of HEI itself is characterized by such permanent concepts as the quality of the services provided, the number of students graduated, and the list of indices and ratings that characterize HEI in terms of established educational standards.

The relevance and practical implication of the study is due to a number of reasons. Firstly, there is a gap in the Ukrainian education system in marketing management of HEI now, which requires the development and implementation of innovations. Secondly, in the context of competition in the market for higher education services, marketing and its components are the main tools for addressing the positioning of an institution and its place on the market.

Due to relevance, the authors have devoted their work to the research of innovations in educational marketing, such as [14; 15; 16; 17; 18; 20]. Despite the completeness of the research conducted by the aforementioned authors, the issue of modern educational marketing innovations as a tool for advancement in the highly competitive market of higher education services is still poorly understood. Also in the writings of these authors, ways of introduction of innovative approach to studying of problems of competitiveness of the market of higher education services as a direction of modern marketing researches are insufficiently researched. It should be noted that the authors began to explore these problems in their previous works [2; 4].

It is important to note the lack of analytical studies to address the strategic objectives of HEI using a set of innovative marketing tools and processes to resolve socially important issues in public relations.

Part 1. Theoretical aspects of marketing of educational services: an innovative approach

In today's world of specialties and innovations, a significant number of products and services have been created that need to be marketed. The consumer, in turn, wants to get the most out of the created product, without spending too much basic resources of time and money. The issue of higher education is also covered here, since the provision of educational services is a clear example of resource sharing (time / knowledge, money / knowledge). Of course, this example can somehow simplify the model of relations between the subjects of the market of higher education services, but the key problem remains – how to determine the optimal balance between the two most costly resources: time and costs? It is here that marketing has an impact, as an aggregate activity to ensure that the right goods and services are available to the right audience, at the right place, at the right time, and at the right price, when making the necessary communication.

Educational marketing is interpreted as one of the areas of activity in the management of an educational institution in a market economy, which provides research into the demand for educational services and certain knowledge above state-established standards, influences the development of educational needs of citizens by developing and implementing the concept of providing them with a quality educational product [3].

Educational services mean a holistic system aimed at fulfilling the mission of an institution that promotes the development of a student (learner) through the formation of his/her vital competence. Educational services are mainly aimed at fulfilling the mission of the educational institution [5]. Based on recent research, it can be defined that educational institutions provide a range of educational services aimed at meeting the needs of consumers related to changing their educational attainment or training and providing the resources of this educational institution [6]. This set of services is called an educational program, which is also a product of an educational institution. Creating of the product of an educational institution (educational service) is greatly influenced by marketing components, including the marketing environment: internal and external.

Nowadays, in the period of changes in economy and stabilization of market relations, there is a problem in the relations between functions and content of marketing, as the problems of commodity policy and pricing are gaining weight. It is the correlation of these two elements that defines the modern market economy. There is also a general imbalance in the development of advertising policies as one of the cornerstones of marketing.

In turn, one can trace the specific problem of the following: in many HEIs where marketing is taught, it is very rarely used for direct implementation in the educational system. This problem, in its general aspect, is due to the fact that the management staff is not ready or willing to allocate a special group of persons who would be engaged in marketing the educational services of this

educational institution, or in most cases the educational institutions do not budget for the research data, which is the most likely option.

If one is to clearly consider the issue of marketing research on educational services and its further implementation in HEI, it is necessary to understand and identify the main issues, what to do and offer to the market of educational services in what quantity, at what price, to whom and other important issues. Solving these questions will determine the nature and purpose of marketing of educational services.

As it is noted above, there is a problem that many educational institutions teach marketing but do not use it themselves in the system and structure of educational services. This problem is particularly delicate because it defines a set of marketing choice issues as a starting tool. In general, questions arise: who is to be taught to study the marketing of educational services, whom to focus on the responsibilities for researching educational services in a particular educational institution? The question also needs to be addressed: why to study and for what purpose, when it is necessary to reduce or increase the length of study, can the principle of external be used in this situation? The answers to these questions require systematic and interdependent analysis, so they must be characterized in turn, taking into account the subsequent impact of the solution on the following questions.

It is clear that there is no single and common key to addressing these issues, and neither can exist, because if all educational institutions use the same traditional systems of promotion of educational services, without introducing innovations in marketing, the market for higher education services will not develop dynamically.

Let us pay attention to the existing systems for managing the promotion of higher education services in HEI of Ukraine. Usually the rector or his deputies are usually engaged. This gives the opportunity, under the direction of the manager, to appoint responsible persons to carry out separately set tasks. This is because all the elements and steps involved in disseminating and promoting educational information are difficult and inefficient to implement on their own. But do those charged with promoting educational services have some practice or access to the resource to keep up with the changing educational market? They usually do not. Therefore, one of the alternatives is the prospect of choosing one or more lecturers with a degree in marketing, inviting a PR and advertising specialist, and concentrating all knowledge and experience to work together to create a single point from which to start development of the educational and marketing activities in education. Hence the question: is it not advisable for the management of an educational institution to engage in the promotion of educational services personally with the partial involvement of a specialist in the field of PR? Of course, no decision to implement marketing concepts in the field of education can be made without the permission of the management: the rector of the educational institution or his/her deputy, but granting authority for these actions only to the top management. Therefore, it

can be stated that this model can take place in a marketing management system in an educational institution. There are quite a few examples of how it is possible to organize activities in the sector, but there is no need to focus on this now, as each model is tailored to the personal goals and objectives of each educational institution.

It is also simply impossible to circumvent the related problems that are included in the system of both internal and external marketing of higher education institutions, namely: cooperation with public administration bodies, communication with modern entrepreneurs to attract entrants, and what is the most importantly: intensification of contacts with potential employers for further employment of students in their chosen specialty, including the traineeship that would not only support the student in the correct choice of his/her specialty but also stimulate the further professional development in the long term. After all, in today's labor market there is a glut of monotonous trend specialties and a shortage of students in the areas that are needed even in government bodies and services.

Therefore, based on the above options for solving urgent issues, it is possible to formulate the main goals of educational marketing, in particular: to provide the educational institution with modern innovative tools to ensure the study of demand for educational services; to develop and implement advanced concepts for providing quality educational services in the educational market, etc.

By educational services we can understand the system of knowledge, information, skills and practices used to meet the needs of the individual, society and the state. The result of education is called the system of knowledge, skills and practices that are transferred to a person in the learning process [8].

An educational service or product of educational activity is the result of various (pedagogical, educational, scientific, organizational and managerial) activities of education workers to meet the educational needs of individuals and the entire society. Educational service is a special intangible service as a sphere of human activity, which creates a useful productive effect, not embodied in the material form, its qualitative and professional qualities. As you can see, a large number of interpretations of the concept of "educational service" indicate that "products, such as high schools, do not belong to new knowledge and skills, because they are not sold and bought, but are the property of their own work or qualification specialists, or labor, because it is also not for sale, only its service (labor) can be sold, but not by the educational establishment, but the direct carrier of labor: the person [12].

Therefore, "educational service is an organized learning process to obtain the necessary knowledge, skills and competences. It is a particular intellectual product that is provided by a party that organizes and conducts a learning process and is held by another party, who may be both a learner and a controller of the quality of the service and the payer for it" [1].

Given the above, it is advisable to consider an educational service as a specific product, which is able to satisfy the need of people to acquire certain knowledge, skills and pfor their further use in professional activity.

Thus, this diversity of interpretations of educational services makes it possible to summarize that educational services are specific economic benefits that are provided to a person to meet his/her educational needs and are of mutual interest to society as a whole and to each individual in particular for their continued use in professional activity. It should be noted that the terms “educational service” and “educational product”, in contrast to the relevant concepts of “information service” and “information product”, have not received a clear interpretation and have not acquired legislative status. The diversity and ambiguity or lack of a unified definition of key concepts of educational marketing suggest that marketers lack a clear and definitive description of the concepts of “educational service” and “educational product”. Therefore, we will assume that an educational service is the process (activity) of an educational institution to create an educational product.

Part 2. Modern innovative methods of assessing the level of competitiveness of the educational product

The competitiveness of the educational service is determined only by those properties that are of considerable interest to the consumer. All service indicators that fall outside this scope should not be considered in the competitiveness assessment as characterizing the value of the service in specific circumstances [21].

Various differentiated methods are used to assess the competitiveness of services. The sectoral affiliation of each of them distinguishes the individual approach and the most important elements of a particular methodological system. As a result of research of literary and scientific-methodological sources it is revealed that the most effective and recommended methods for assessing the competitiveness of services include:

1. A rating score that involves developing key points, scoring on a certain scale, and summing up those points. The highest score will match the most competitive service.
2. A rating score based on the significance of the indicators, which involves ranking the indicators and evaluating them by the degree of significance.
3. Engineering method of forecasting. The application of this method involves the implementation of a number of steps.

In the first stage, it is necessary to formulate the client's requirements for the service and determine the list of indicators to be evaluated.

The second stage is the ranking of indicators. At the same time there is a rank evaluation of indicators from the positions of clients. First of all, this is the most significant indicator. A reliable result can be obtained with the help of experts from the target market consumers.

The third stage involves evaluating each of the competing services or groups of services provided to each of the main competitors. Where direct quantitative estimates are possible, indicators are presented in units or other quantitative indicators (fractions, indices, specific weight). Qualitative indicators are displayed by conditional quantitative scores: points.

In the fourth step, a benchmark is selected for comparison. It is a set of metrics for any of the comparative HEI services. For example, the points at national, sectoral or regional level can be used as benchmarks.

The comparative analysis is performed in the fifth stage. Here, each of the competitors is consistently compared with a similar benchmark. The criteria for such comparisons are the indices of the individual competitiveness indices, which show how different each of the indices is from the same competitor.

At the last (sixth) stage, a generalized (integral) competitiveness index is calculated for each competing service or competitor institution.

4. Kano method is one of the tools used in conceptual engineering (Fig. 1), which was designed to help to understand what consumers want or do not want better.

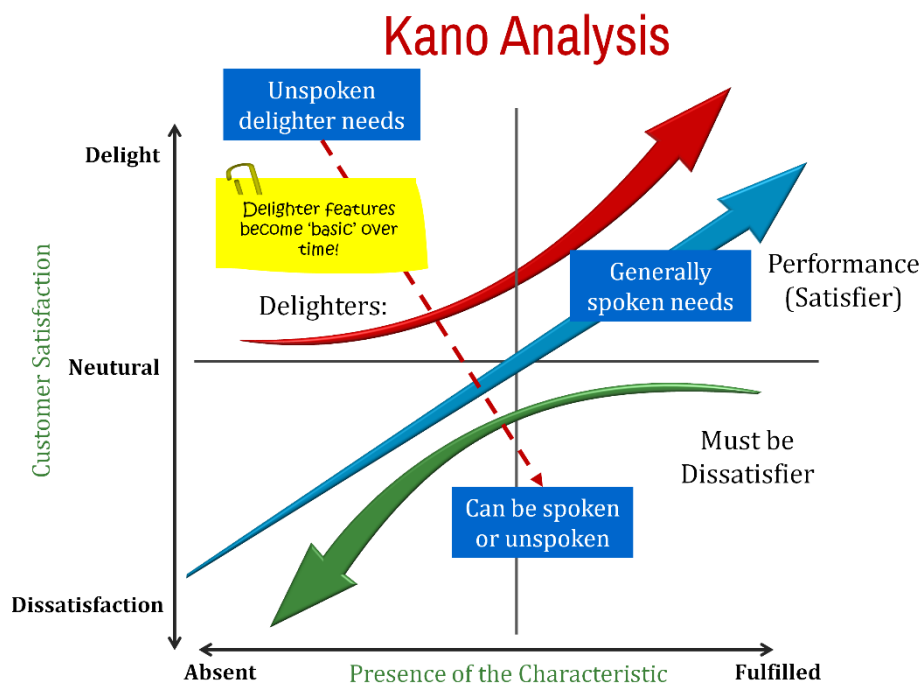


Fig. 1. Diagram of the Kano Analysis

This model is used both as a qualitative research tool (simple answers: yes / no / required / not required) and quantitative (for example, how a property of the service is necessary, etc.).

This method is now widely used to develop company strategies and meet customer satisfaction and loyalty challenges. Taking into account all the

individual features of the educational services market, this model can be interpreted to evaluate intra-industry competition and to distinguish characteristics in the HEI segment.

The Kano model is analyzed and set up into 8 steps [7].

Step one. Forming a list of service properties. Using this method involves creating a list of current or possible service properties. Usually, a list is formed after consumer surveys and focus group discussions.

Step two. Creating a questionnaire and summary of results. It is necessary to analyze each property in terms of two issues, one of which concerns the functional side (positive formulation) and the other is dysfunctional (negative formulation).

Step three. Questionnaire: can be both offline, through the filling of forms, and online. A telephone interview is possible for promptness.

Step four. Initial processing of results. The results obtained from the respondents are summarized in the table, where five rows are five possible answers to the questions formulated positively on delight indicators and five columns are five possible answers to the questions formulated in the negative.

Step five. Grouping by type and filling in the frequency table. For further grouping, it is necessary to fill in a frequency table according to each characteristic of the service according to the interpretation of characteristics types.

Step six. Calculation of potentials of delight and dissatisfaction. Form a table of coordinates of properties for the analytical map. Frequency of delight and dissatisfaction for each of the characteristics is calculated based on the frequency of assignment of each of the characteristics to a particular category.

Step seven. Building an analytical map of consumer delight and dissatisfaction (Fig. 2). All the properties are divided into 4 clusters and displayed on the graph, where on the X axis is the presence of the property (missing, poorly made, implemented), and on the Y axis is the user satisfaction (dissatisfied, still, very satisfied).

Step eight. Managing customer delight and dissatisfaction. Each property of a separately defined service is analyzed to understand which one is attractive, one-dimensional, necessary or insignificant. The data obtained allow us to gain inside the needs of the consumer and to maximize the focus on both production and marketing.

So, if we summarize the general and necessary methods, models of assessing the level of competitiveness of the educational product, then we can group all the recommended proposals into the main ways (factors) of improving the quality and competitiveness of the educational product (service):

1. Innovative: the use of the achievements of science and technology in the process of providing educational services, the provision of adequate technical equipment, the improvement of applied internal standards and generally accepted principles.

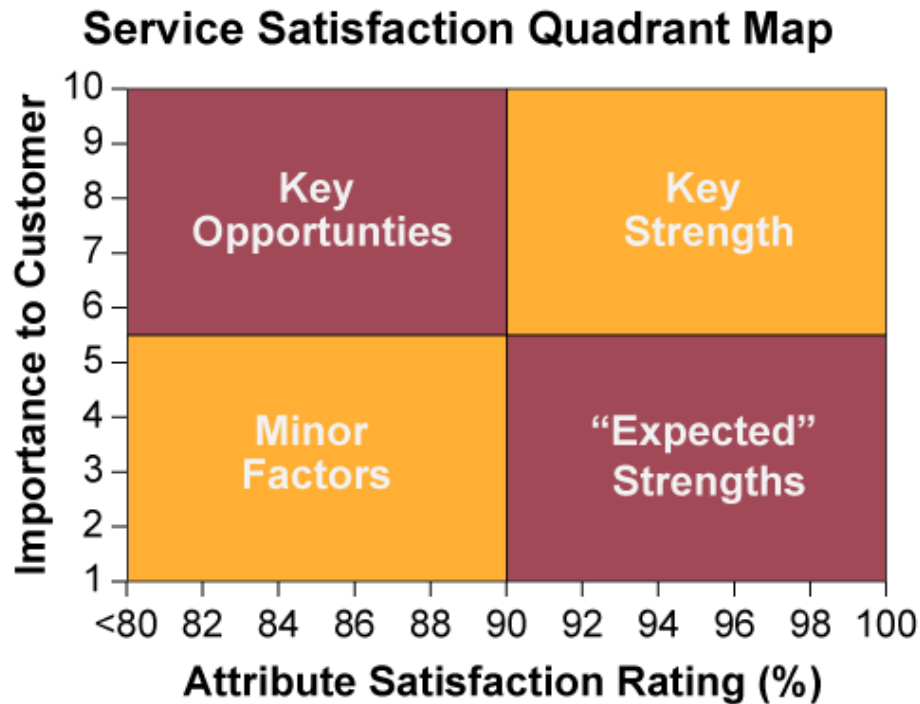


Fig. 2. Customers' satisfaction chart

2. Organizational: introduction of modern forms and methods of management, improvement of methods of control and development of mass self-control at all stages of providing educational service, widening of direct links and overcoming the “barrier of direct influence”, generalization and use of best domestic and foreign experience in the field improving the competitiveness of education.

3. Economic and social: applying a coherent system of forecasting and planning the required level of quality of educational service, the use of effective work motivation, the full activation of the human factor and the implementation of personnel policy.

**Part 3. Marketing in education and public-private administration:
innovations in quality management of educational services**

Rapid changes put the problem of changing the approaches, methods, styles of industrial relations on the agenda and require the gradual transformation of inflexible subordination management into a more mobile one. This requires a major overhaul and reform of the education management system, which should become public-private.

What kind of education can be considered as the public-private? Public-private management of education is a process of combining diverse activities of public and private organizations, connected with the functioning and development of an educational institution, in the interests of the subjects of the educational process, society, and the state.

In essence, the concept of “public-private administration in education” is today appropriate to separate the phenomena of new, more democratic relations, coordinated interaction between the state and civil society. These parties are involved in addressing important issues in educational development. In particular, the managerial aspects of this interaction, which are linked to the ability to responsibly and effectively influence education policy, the primary priority of which is to ensure the quality of education based on the preservation of fundamental concepts and relevance to the actual and perspective needs of the individual, society and state [9].

Content of public-private administration is the activity of its subjects in the integration of three directions of work:

- democratization of the activity of public authorities and management of education;
- development of self-governing associations of participants in educational activities (professional associations of teachers, bodies of student and parent self-government at all levels, etc.);
- creation and organization of activities of public education management bodies, where all social classes are represented [13].

Thus, the urgency of public-private administration of education is determined by changes in the socio-political structure of our country, which necessitate a new educational policy aimed at building a democratic, rule of law and meeting the educational needs of citizens of an independent Ukraine. The model of typical interaction is shown in Fig. 3.

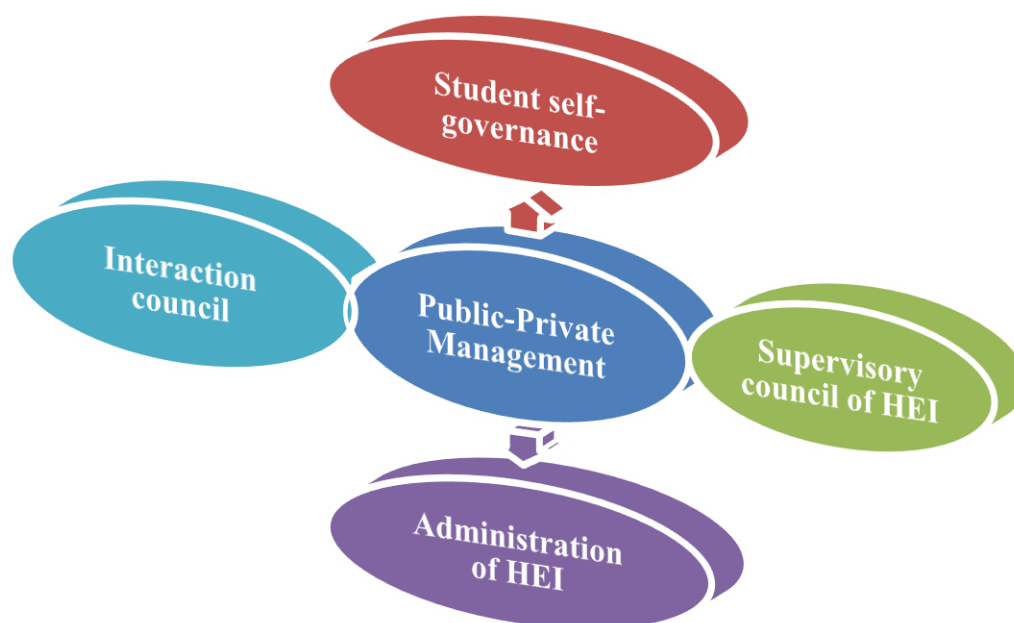


Fig. 3. A typical model of public-private administration in higher education

Based on the objective development of society, a radical transformation of the social institute of education requires drastic changes in the preparation of a new generation of executives with a high level of professionalism and general culture, innovative creative thinking style.

It is here that the origins of the influence of marketing on the formation of a new system of public-private administration originate. After all, when, if not during the transformation of the general education management system, it is necessary to implement modern innovative methods and measures in the marketing management of the educational institution.

The formation of the educational system of Ukraine is consciously or less consciously followed by certain intellectual, socially balanced, legally motivated schemes, models that we can call approaches [10].

Thus, the existing state policy aimed at organizing the work of educational management structures on a scientific basis. This led to the further development of the scientific foundations of management education, which are noted in the works of many scholars.

The current normative and regulatory framework for the development of education declares the need for modernization of education management, which provides:

- optimization of state administrative structures;
- decentralization of management;
- redistribution of functions and powers;
- transition to program-target management;
- combination of state and public control;
- creation of a system for monitoring managerial decisions, their impact on the quality of educational services at all levels [13].

The result of the modernization of governance is the development and implementation of an open democratic model of governance that is built on active engagement with the environment. The constitutional principles underpinning the modernization of educational management require a clear understanding of their implementation [11].

It is also important to keep in mind the personal influence of the person representing the HEI as the overarching denominator of the whole institution. After all, the management of HEI, in formulating a strategy for the development and strengthening of its own competitive position in the higher education market, should take into account a number of factors that influence the choice of students of HEI. Conditionally, all these factors can be divided into three interrelated groups, namely:

1. Factors that are not subject to the impact of HEI:
 - professional orientation of entrants;
 - geographical position;
 - financial position of the entrant's family;
 - the volume of state-finances openings in the HEI;
 - form of education.

2. Factors that HEI may have an indirect effect on:

- mass media;
- presence of famous graduates;
- competitive educational programs;
- the possibility of obtaining additional qualifications, etc.

3. Factors to be influenced and controlled by HEI:

- tuition;
- logistic support of the educational process;
- exterior and interior of premises;
- teaching staff;
- information policy of the institution;
- practice bases;
- promotion of employment of graduates, etc.

One of the factors that is subject to the control and influence of HEI is the teaching staff, and in our case, its image. Creating a positive image of HEI increases the efficiency of its activity, enables to satisfy the needs of clients, which are parents of students and students, as much as possible. Each parent wants to choose the best educational institution and will not be disappointed with his/her choice. On the other hand, every director and his/her teaching staff dream that their institution stands out from among others, causes the desire to get a job or study in it. However, one desire is not enough, it is necessary to have a scientific and theoretical basis: to know the essence of the concepts of imageology, features of the structural components of the image of the educational institution, to have a clear understanding of the logic and mechanisms of image formation [19].

Of course, the best option for enhancing the overall image of the educational establishment is the support of image makers and PR agents. But it is also possible to develop without the use of an external resource.

The intensification of efforts to shape and reform the image of HEI must be paramount in the internal and external system of interaction.

Internal interaction is in the process of forming a creative environment and social and psychological mood in the team, namely when:

- substantiation and implementation of innovative approaches to the activities of administration members, teachers, students (competitions, presentations, etc.);
- formation a creative team, establishing optimal interpersonal relationships in the team, establishing the spirit of HEI, a sense of patriotism among teachers and students.

External interaction is the relationship of HEI with the social environment. Here you need to pay attention to: clothing, appearance, design of forms, certificates, design of the room. Particular attention is needed to prepare business papers, information projects, booklets, HEI presentations, and develop a project for its development.

In addition, it is important to pay attention to the components of the image that are formed during its genesis at different stages, namely:

Stage I: the initial image (creation of a personal image of the leader, own conception of HEI, which would be attractive with novelty and relevance; work with personnel, their selection and placement, concluding agreements with schools, colleges; creating optimal conditions that would ensure the universality and elitism of education);

Stage II: progressive image (measures for creating advertising through mass media and modern communication channels);

Stage III: sustainable image (sustainable positive public opinion formed from evidence based on high learning outcomes; accreditation or licensing of educational programs; recognized popularity).

Therefore, the purpose of the image is to increase competitiveness, attract investment, establish and expand partnerships. Students, parents, and then the superstructures that govern them, must first determine the effectiveness of HEI. It will be appropriate to bring the management system of any educational organization in line with the external environment. Management should be flexible, mobile, without losing focus on the strategic goal and taking into account the features of the organizational structure.

Conclusions

The research of modern innovations in marketing of educational services allows to conducted draw the following conclusions.

Firstly, the introduction of the latest technologies in the production of competitive higher education services necessitates the search for a new form of managerial decision-making regarding their promotion into the education markets and entering HEI at a new competitive level. The socio-economic importance of improving the quality and competitiveness of educational products lies in the fact that measures of this direction contribute to the formation of a more efficient system of management under the conditions of market relations. The concept of “educational product” can be divided into a separate category and defined as the result of scientific and pedagogical work, which, in turn, is a kind of scientific work. At the same time, the educational product is part of an intellectual product (along with scientific and engineering products) adapted to the relevant segment of the educational services market.

Secondly, a specific problem can be traced to the fact that in many HEIs where marketing professionals are trained, this marketing is rarely used to directly integrate it into the educational system. This problem, in its general aspect, is due to the fact that the management staff is not ready or willing to allocate a special group of persons who would be engaged in marketing the educational services of this educational institution, or in most cases the educational institutions do not budget for the research data, which is the most likely option.

It is proved that the effectiveness of implementing the latest innovative developments in the field of educational marketing depends not only on the processes of formation of a full-fledged market of educational services, its infrastructure, rules of the game, but also to a great extent on the economic, legal, moral and other public and private institutional frameworks that provide them protection.

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AND MACROECONOMIC LEVELS**

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