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**INNOVATIONS IN MARKETING OF
ECONOMIC EDUCATIONAL SERVICES****ІННОВАЦІЇ У МАРКЕТИНГУ ЕКОНОМІЧНИХ
ОСВІТНІХ ПОСЛУГ**

Urgency of the research. The quality of the provided educational services determines the competitiveness of the workforce and the state as a whole, therefore, marketing of educational services and innovative approaches to it become of paramount importance, which determines the urgency of the chosen topic of research.

Target setting. The number of entrants in Ukraine is decreasing every year. This tendency has a negative impact on the formation of intellectual capital in Ukraine and explains the expediency of the use of innovative marketing technologies by institutions of higher education.

Actual scientific researches and issues analysis. The publications of such economists as R. Veerappan, V. Johnson, S. Ilyashenko, N. Kalenska, F. Kotler, I. Mashtakov, A. Oberdhain, K. Fox and others are devoted to the problems of innovations and marketing in education.

Uninvestigated parts of general matters defining. The approaches to marketing of educational services based on new technologies which influence on consumers' choice of higher education institution, should be developed and substantiated.

The research objective. The purpose of the paper is to substantiate the list of innovative technologies and types of marketing of economic educational services, taking into account the characteristics of segments of their consumers, based on the study of the opinions of graduates of schools, technical schools and colleges and their attitude to sources of information about institutions of higher education

The statement of basic materials. A survey of graduates of schools, technical schools and colleges in various cities of Ukraine was conducted. Segments of potential consumers of economic educational services were selected. The set of innovative technologies and types of marketing for each segment are substantiated taking into account the characteristics of consumers and their attitude to sources of information about institutions of higher education.

Conclusions. The scientific novelty of the results is in the developed sequence of stages of substantiation of innovative marketing technologies, which are expedient to be used by institutions of higher education, depending on the characteristics of the segments of consumers.

Keywords: innovations; marketing; educational services; institutions of higher education; needs of consumers.

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Актуальність теми дослідження. Якість наданих освітніх послуг визначає конкурентоспроможність робочої сили та держави в цілому, отже маркетинг освітніх послуг і інноваційні підходи до нього набувають провідного значення, що обумовлює актуальність обраної теми дослідження.

Постановка проблеми. В Україні з кожним роком зменшується кількість абітурієнтів. Така тенденція негативно впливає на формування інтелектуального капіталу в Україні та обумовлює доцільність використання вищими навчальними закладами інноваційних маркетингових технологій.

Аналіз останніх досліджень і публікацій. Проблемам інновацій та маркетингу у освітній галузі присвячені праці таких вчених-економістів, як Р. Веррапан, В. Джонсон, С. Ілляшенко, Н. Каленська, Ф. Котлер, І. Маштакова, А. Обердхейн, К. Фокс та ін.

Виділення недосліджених частин загальної проблеми. Розроблення та обґрунтування потребують засновані на нових технологіях підходи до маркетингу освітніх послуг, що впливають на вибір їх споживачами навчального закладу.

Постановка завдання. Мета статті полягає у обґрунтуванні переліку інноваційних технологій та видів маркетингу економічних освітніх послуг з урахуванням особливостей сегментів їх споживачів, виокремлених на основі дослідження думок випускників шкіл та коледжів та їх ставлення до джерел інформації про вищі навчальні заклади.

Виклад основного матеріалу. У роботі проведено опитування випускників шкіл, технікумів та коледжів у різних містах України. Виокремлено сегменти потенційних споживачів економічних освітніх послуг. Обґрунтовано сукупність інноваційних технологій та видів маркетингу для кожного сегменту з урахуванням характеристик споживачів та їх ставлення до джерел отримання інформації про вищі навчальні заклади.

Висновки. Наукова новизна результатів полягає у розробленій послідовності етапів обґрунтування інноваційних маркетингових технологій, які доцільно застосовувати вищим навчальним закладом, залежно від характеристик сегментів споживачів.

Ключові слова: інновації; маркетинг; освітні послуги; вищі навчальні заклади; потреби споживачів.

Urgency of the research. The processes of globalization of many socio-economic phenomena and the European integration of Ukraine make it necessary to improve the quality of goods and

МАРКЕТИНГ

services. Educational services are not an exception. The quality of the provided educational services determines the competitiveness of the labor force and the state as a whole. Among the most numerous specialties in Ukraine the leading place belongs to economic specialties, which is confirmed by the data of the State Statistics Service of Ukraine (Fig. 1).

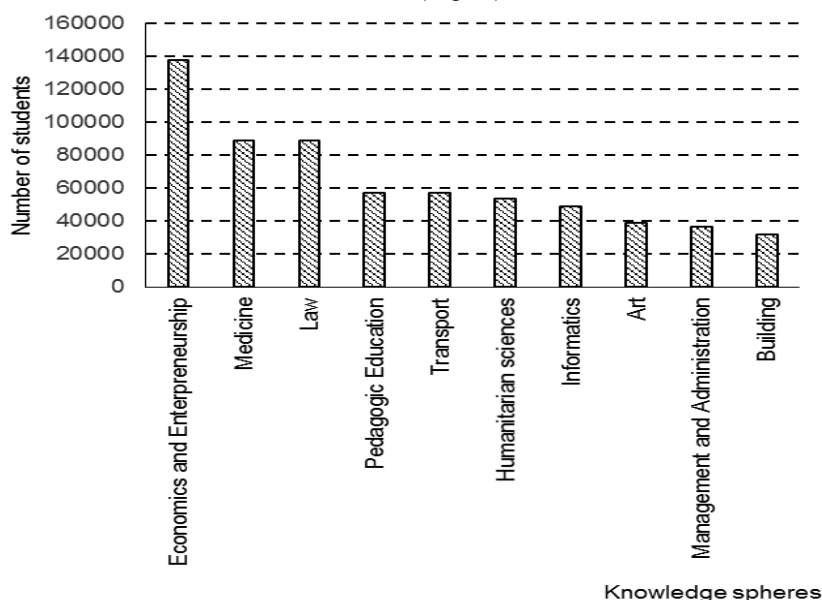


Fig. 1. Training of specialists at institutions of higher education (IHE) by knowledge spheres in 2016-2017 (10 most numerous spheres)

Source: created by the authors on the basis of [1]

The popularity of economic education is due to a wide range of applications of the received knowledge, but each year the number of entrants decreases. It is affected by many factors, including the lack of complete and necessary information in the educational services market. In the conditions of granting institutions of higher education more autonomy in decision-making on the planning of educational programs, marketing of educational services and innovative approaches to it become of the highest importance, which determines the urgency of the chosen topic of research.

Target setting. In addition to the demographic factors, migration processes also affect the decrease in the number of entrants. Thus, according to the CEDOS analytical center, the number of Ukrainians traveling abroad for education has increased by 176% in the period from 2009 to 2016, while the growth rate of those who go to study to other countries has increased in recent years [2]. Such a tendency has a negative impact on the formation of intellectual capital in Ukraine and explains the expediency of using innovative marketing technologies by institutions of higher education in the market of educational services, as well as the necessity to identify the needs of entrants and their expectations in order to stimulate their studies at national universities.

Actual scientific researches and issues analysis. The works of foreign and Ukrainian scientists-economists are devoted to the problems of marketing in the educational sphere, research of innovative approaches in marketing. Thus, Ph. Kotler and K. Fox studied strategic marketing for educational institutions [3], M. Ray, M. Ragurman, R. Verappan [4], M. Immaisy [5], V. Shukla [6], N. Kalenska [7], I. Mashtakova [8] paid their attention to marketing of educational services. A. Oberdhein and V. Johnson [9], S. Ilyashenko analyzed marketing innovations [10], and O. Romanovsky studied the phenomenon of entrepreneurship at universities of the world [11].

Uninvestigated parts of general matters defining. However, Ukrainian economic education still has many problems that require analysis and solution. Among them there are such as the study of the expectations and needs of graduates of secondary schools, technical schools and colleges when

МАРКЕТИНГ

entering universities which offer economic specialties, the introduction of new technologies in marketing of educational services, identification of the most significant for potential entrants information sources, reference groups, influencing the choice of a particular IHE.

The research objective. The purpose of the paper is to substantiate the list of innovative technologies and types of marketing of economic educational services, taking into account the characteristics of the segments of their consumers, selected on the basis of study of the opinions of graduates of secondary schools, technical schools and colleges and their attitude to the sources of information about IHE.

The statement of basic material. One of the key marketing tasks in any sphere is to influence consumers to increase their loyalty and stimulate a certain buying behavior. Potential consumers of economic educational services are mostly graduates of secondary schools, technical schools and colleges. Identification of ways to influence their behavior by marketing tools involves the need to study their characteristics and peculiarities of responding to the messages received in the process of marketing communications. A survey of graduates from secondary schools, technical schools and colleges in cities such as Dnipro, Kharkiv, Zaporozhye, Kropivnitskii, Romny and Poltava was conducted to achieve the aim. The questionnaire included questions about the most popular types of economic specialties, the goals and motives of choosing the future profession by consumers, the criteria used by them to choose the IHE, reference groups, life values and types of occupation in their free time, material condition, as well as the attitude to various sources of information. The latter determines the choice of the most effective channels of marketing communications by consumers of educational services. Among the potential consumers of educational services, the females were prevailing (53,8% among graduates of secondary schools and 76,1% among graduates of colleges and technical schools), compared with males (46,2% among graduates of secondary schools and 23,9% among graduates of colleges and technical schools). The motives for choosing a profession by graduates of secondary schools, as well as technical schools and colleges are shown in Fig. 2.

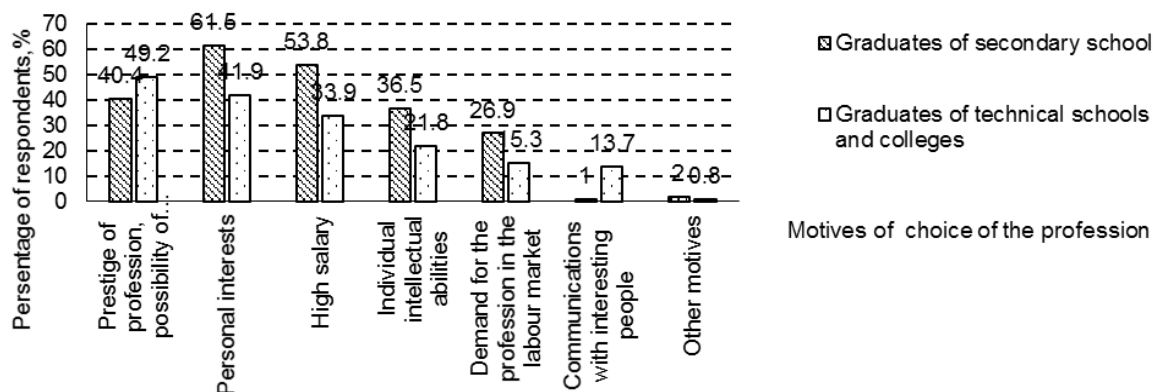


Fig. 2. Motives for choosing a future profession by graduates of secondary schools, technical schools and colleges

Source: created on the basis of the survey, conducted by the authors

A separate question in the questionnaire addressed the reasons according to which respondents, determine the need for obtaining higher education. The answers were distributed as shown in Fig. 3.

Interesting information for selection of marketing tools in the process of promoting economic educational services provide respondents' answers as to the criteria for choosing IHE. The most frequently mentioned of which are the following: the opportunity to study on budget funds, the availability of the specialty at institution of higher education in which the entrant is interested, a contract with foreign universities and the opportunity of additional study abroad, size of tuition fees and convenient location, as well as a well-developed material and technical base.

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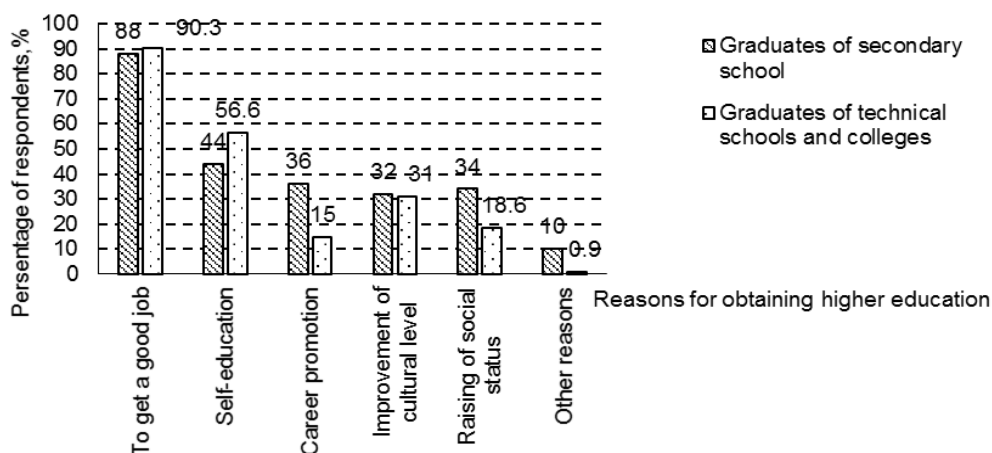


Fig. 3. Reasons for obtaining higher education (opinion of graduates of secondary schools, technical schools and colleges)

Source: created on the basis of the survey, conducted by the authors

The majority of respondents give the determining role in choosing IHE to their opinions (86,5% of school graduates and 76,3% of graduates of technical schools and colleges). But the opinion of reference groups, which include parents (36,5% of school graduates and 31,6% of graduates of technical schools and colleges), professionals (19,2% and 20,2% respectively), friends and acquaintances (13,5% and 3,5% respectively), brothers and sisters (1,2% and 0,8% respectively) is also important for respondents. The list of life values in both groups of respondents also turned out to be similar. The most frequently mentioned life values are health (85,4% of school graduates and 78,4% graduates of technical schools and colleges), family (79,2% and 77,3%), love (64,6% and 61,8% %) and friends (64,6% and 38,2%), material well-being (50% and 41,8%), interesting work (43,8% and 40,9%), education (43,8% and 40%), sense of humor (20,8% and 26,4%), discipline (16,7% and 18,2%), and other values (6,3% and 1,8% respectively). Among the main types of occupation in their free time, the most frequently mentioned are listening to music (56% of school graduates and 44,7% of graduates of technical schools and colleges), watching films (51% and 48,2%), sports (47,1% and 43%), reading literature (39,2% and 34,2%), travel (33,3% and 39,5%), dance classes (11,8% and 15,8%), and other hobbies (11,8% and 3,5% respectively). The given information about potential consumers of economic educational services is necessary for segmentation of the market, effective planning of the complex of marketing communications.

Of particular interest for this study are respondents' responses to their attitude to various sources of information. During the survey the respondents assessed on a five-point scale the significance for them of various sources of information about educational services. Using the obtained survey results, a factor analysis based on the application of the principal component method is used, which is used in cases where it is necessary to exclude the excess of input data, highlight the most important factors influencing one or the other result and confirm the significance of the influence of these factors. In this paper, the use of the principal component method has made it possible to identify the most important sources of information for potential consumers of economic educational services and identify the key factors of information influence. Statistical data processing has been performed with the use of STATISTICA 10.0. The accumulated percentage of variation, which is explained by the selected factors, is 63, 93%. This allows us to conclude that the result of the analysis is sufficient to determine the main macro attributes in relation to the importance of the sources of information for respondents. Presented in table 1 matrix of factor loads demonstrates selected factors. The selection of informative variables is based on the study of the loads of individual factors, which takes into account the proximity of the values of loads to one. The load value of at least 0,7 is considered to be sufficient [12].

МАРКЕТИНГ

Table 1

Matrix of factor loads

Variables (sources of information about IHE)	Factor 1	Factor 2	Factor 3	Factor 4
1	2	3	4	5
Var1 (printed editions)	0,127174	- 0,653141	0,092027	0,153045
Var2 (information about the university received from parents and acquaintances)	-0,049011	- 0,366454	0,722701	0,234247
Var3 (information received from teachers in their school)	0,099143	0,076713	0,845239	0,052837
Var4 (information from university representatives who provided professional counseling and guidance at school)	-0,065708	0,728332	-0,143515	0,230616
Var5 (participation in open-door days)	0,835850	- 0,129829	0,045668	0,054632
Var6 (university websites)	0,764164	0,074404	0,036542	0,200527
Var7 (mass media)	0,200766	0,224116	0,229926	0,658304
Var8 (information obtained from university directories)	0,172511	- 0,042425	0,164078	0,804568
Var9 (other sources)	-0,141612	- 0,488825	-0,277212	0,503583
General dispersion	1,405435	1,410603	1,425846	1,511755
Part of general dispersion explained by the factors	0,156159	0,156734	0,158427	0,167973

Source: created on the basis of the survey, conducted by the authors

Based on the factor analysis process, six out of nine sources of information are identified, which are grouped into four factors. The first factor is the most influential. It explains 24,25% of the overall variation of the indicators. The most significant influence (from the point of view of limiting the significance is 63,93% of the load) to this factor is made by such sources of information as "participation in Open Door Days" (0,836) and "review of universities' sites" (0,764). The first factor is recommended to be interpreted as individual one. The second factor explains 15,47% of the overall variation of the indicators, and is characterized by a variable such as "information from university staff who conducted professional counseling and vocational guidance at school" (0,728). Proceeding from the content and essence of this factor, it is expedient to interpret it as reference. The third factor is characterized by variables such as "information about institution of higher education from parents and acquaintances" (0,723); "information from teachers in their school" (0,845). It explains 12,6% of the overall variation and is influential. This factor is recommended to be interpreted as mixed reference. The fourth factor explains 11,61% of the total variation of the indicators. This factor is characterized by one variable: "information obtained from university directories" (0,805). This factor should be interpreted as neutral. The results of factor analysis show that the sources of information such as printed booklets, mass media and other sources are the least important for respondents. After identifying the importance of information sources for educational services users, it is advisable to determine whether there are patterns in their perception of information depending on other items being studied. To achieve it, it is necessary to distinguish consumer clusters and give them a characteristic. The clustering of potential consumers of economic educational services by the importance of their sources of information, combined into four factors, was carried out on the basis of cluster analysis by the K-medium method [12]. The error (p-level) did not exceed 5% (0,05), which confirms the reliability of the results. Thus, 3 clusters are distinguished. Factored profile of the centers of selected clusters, compiled on the basis of average values of factors in each of the clusters, is shown in Fig. 4.

МАРКЕТИНГ

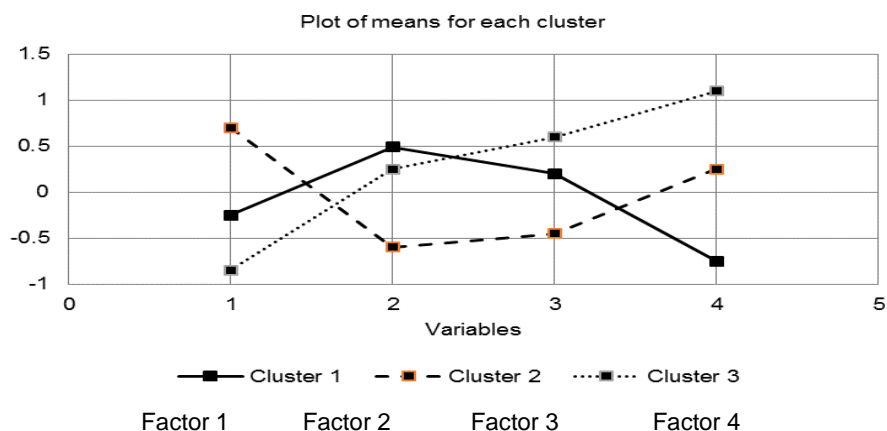


Fig. 4. Factored profile of the centers of selected clusters

Source: created on the basis of the survey, conducted by the authors

Visualization of received clusters indicates their differences. Descriptive characteristics of each cluster are shown in Tab. 2.

Table 2

Descriptive characteristics of clusters

Descriptive Characteristics	Cluster 1	Cluster 2	Cluster 3
Percentage of respondents	40%	36,5%	23,5%
The most important motives for choosing a profession	1. Prestige of profession, possibility of career growth; 2. Personal Interests 3. Individual intellectual abilities 4.High salary	1. Prestige of profession, possibility of career growth; 2. Personal Interests 3.High salary 4. Individual intellectual abilities	1. Personal interests 2. High salary 3. Demand for a profession in the labor market 4. Prestige, the possibility of career growth
The most important criteria for choosing IHE	1. Possibility of training on a budget 2. Availability of the specialty of interest in the university 3. The convenience of location 4. Contacts with foreign universities	1. The possibility of training on a budget 2. Availability of the specialty of interest in the university 3. Contacts with foreign universities 4. High qualification of teachers	1. Possibility of training on a budget 2. Strong material and technical base 3 Size of payment 4. Availability of a specialty of interest
Defining opinion of the choice of the university	1. Own (74.9%) 2. Parents (38.2%) 3. Professionals (20.6%) 4. Friends and acquaintances (5.9%)	1. Own (70%) 2. Parents (33.3%) 3. Professionals (26.7%) 4. Friends and acquaintances (16.7%)	1. Own (95%) 2. Parents (15%) 3. Professionals (30%) 4. Friends and acquaintances (5%)
The most important life values (main)	1. Health (75%) 2. Family (61.3%) 3. Interesting work (61.3%) 4. Love (54.8%)	1. Health (86.7%) 2. Family (83.3%) 3. Love (76.7%) 4. Friends (53.3%)	1. Family (78.9%) 2. Health (73.7%) 3. Love (52.6%) 4. Friends (47.4%).
Free time occupation (hobbies)	1. Reading (52.9%) 2. Watching movies (50%) 3. Music (47.1%) 4. Sport (47.1%)	1. Watching movies (55.2%) 2. Sport (44.8%) 3. Music (41.4%) 4. Travelling (37.9%)	1. Watching movies (55%) 2. Travelling (55%) 3. Music (52.6%) 4. Reading (45%)

Source: created on the basis of the survey, conducted by the authors

МАРКЕТИНГ

Significant differences between clusters with such characteristics as the reasons for higher education, gender identity and material state of the family are not observed. The third cluster is the least numerous, it is significantly different from the first and second by motives for choosing a profession. The main criterion for choosing IHE in all clusters is the opportunity to study on the budget, but other criteria for representatives of the third cluster are also different. Differences between clusters in relation to reference groups, the reasons for higher education, life values and occupation in their free time are mainly in the percentage of the choice of certain characteristics, but their significance in three clusters is almost the same. This confirms that the attitude to sources of information about IHE is expedient to be chosen as the main feature of the differentiation of clusters, and, hence, the definition of segments of consumers of economic educational services. Cluster 1 corresponds to a segment that is appropriate to call "Trust-Oriented". For consumers included in this cluster, the information received from the university's representatives, as well as from the parents and teachers of the school, is of the greatest value. The information from university directories is the least important for such consumers. Cluster 2 unites the consumer segment, which is appropriate to define as "Observers". For these consumers, the information gained during the "Open Door Days" and as a result of the university site's review is of the greatest value, the information in the directories of IHE is also considered important. Cluster 3 is defined as "Statistics-Oriented" segment. This category of consumers considers the information contained in the university directories to be the most relevant. The least important is the information received during the visit of the "Open Door Days" and viewing of universities' sites. According to the peculiarities of three distinct segments, it is expedient to choose one or the other innovative technologies and types of marketing of economic educational services. Stages of the choice of innovative marketing types and technologies in accordance with the market segment of economic educational services are shown in Fig. 5.

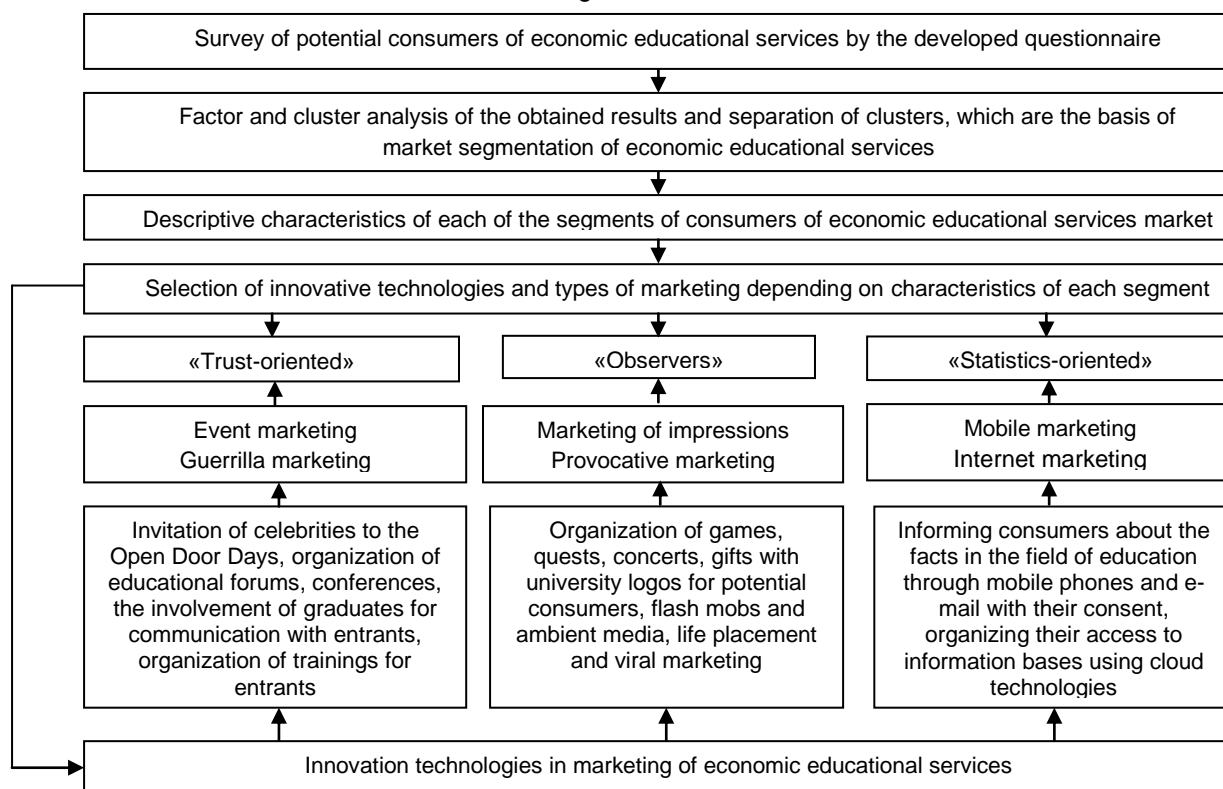


Fig. 5. Stages of the choice of innovation technologies and types of marketing in accordance with the segments of consumers in the market of economic educational services

Source: created by the authors

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So, since a segment of trust-oriented consumers gives preference to personal communication then such innovative types of marketing as event marketing (its purpose is to establish a direct emotional contact between the consumer and the representatives of the IHE), guerrilla marketing (does not involve significant costs and often contains hidden unobtrusive advertising, which causes more trust, uses word-of-mouth advertising) will be effective. The second segment of consumers is more focused on observation, and therefore such innovative types of marketing as provocative marketing (based on the transfer of information in original unusual ways) and marketing of impressions (aimed at applying the show technologies and causing additional strong impressions from receiving services) can be effective for them. The third segment is focused on processing statistics and facts, therefore, to access these consumers it is expedient to focus on mobile marketing (address sending of information and use of special mobile applications) and Internet marketing (creation of sites containing official information, statistics, gives an opportunity to search for important data).

Conclusions. The effectiveness of marketing tools in the market of economic educational services depends to a large extent on the effective research of thoughts and peculiarities of attitudes of their potential consumers towards information about these services. The article develops a sequence of stages of substantiation of innovative marketing technologies, which are expedient to be used by IHE, depending on the characteristics of segments of consumers. The scientific novelty of the results lies in separating the main segments of potential consumers of economic educational services by their grouping in accordance to perceiving the importance of various sources of information about institutions of higher education, conducted with the help of using cluster analysis. The prospects for further research are focused on identifying effective marketing tools for lifelong learning programs based on the development of cooperation and social partnership between institutions of higher education, employers, the state, public organizations and other participants interested in developing a qualitative system of education in Ukraine.

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