

DEVELOPMENT OF A MODEL OF EFFICIENT MARKETING COMMUNICATIONS OF UNIVERSITIES FOR ATTRACTING THE APPLICANTS IN THE CONDITIONS OF DEMOGRAPHIC TRANSFORMATIONS

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Abstract

The goal: development of an integrated approach to building a model of marketing communications and evaluating its effectiveness through the identification of external and internal factors affecting professional self-determination and university choice by entrants.

The relevance of research. High competition in the market of educational services, related to a decrease in the solvency of entrants, demographic situation in general leads to the need for active use of marketing communications in universities. Development of a comprehensive tool for assessing marketing communications and their impact on the choice of applicants will increase the attractiveness of the university in a competitive market.

Methods of research. To solve the problem, the authors proposed to use a comprehensive approach, including traditional and special sociological methods. To traditional methods we refer: system, comparative and logical analysis, methods of observation, written and oral interview of entrants and students to identify the causes and sources of information when choosing a university. As special methods we see the application of content analysis of electronic media and the method of SWOT-analysis for determining students' values.

The result of the research will be the approbation of the proposed approach based on the study of motivating motives, the reasons for the professional definition of applicants, sources of information that affect the choice of the institution.

Key words: marketing communications, life guides, model, attracting entrants.

JEL Codes: M30, M31, I30

Introduction

In the conditions of the development of market mechanisms in the economy of higher education, the competitive struggle of educational subjects intensifies. For successful operation in these conditions, active use of marketing tools for more effective

positioning in the market of educational services is required. One of the directions is the formation of a model of effective marketing communications of universities.

According to statistical data, in 2010 the number of school leavers (11 cells) was 803.5 thousand people, in 2018, will be 650.7 thousand people. According to forecasts in 2025. the number of graduates of the senior school will be 749.4 thousand people (Savinkov VI, Klyucharev G.A., 2014). The number of potential applicants is constantly decreasing since 2005. The forecast for a slight increase in the number of graduates can not change the situation in a favorable way for universities. Under the conditions of the mentioned demographic transformations, the importance of the effective effective management decisions, having a strategic and tactical character for the development of educational organizations of various levels, sharply increases.

Modern approaches to the development of effective marketing communications of universities offer new value orientations of the vocational education system. The goal of vocational education is the development and formation of an integral personality with social and professional mobility, the ability to develop and creativity, and to plan one's own way of life.

1. Values of entrants and students

When choosing a professional educational institution, entrants are influenced by a variety of internal and external factors. Such factors include the formation of motivation for work, life goals, changes in demand and supply in the labor market, and the decline in the prestige of professions (Tsaritsentseva OP, 2012). This determines the relevance of methodical and informational support for the professional choice of students in the process of vocational guidance and vocational training, training in their skills of conscious choice, and the variable construction of career paths.

To date, there are several traditional approaches to professional orientation (Tsaritsentseva OP., 2009):

- information - providing information about professions, educational institutions, the demand for a profession, career planning;
- diagnostic and consulting - establishing the correspondence of the individual and the requirements of the profession with the help of diagnostic tools;
- developing approach - formation of knowledge, abilities and skills for mastering the profession and further employment;
- active - the formation of internal readiness to build their professional and life path.

A narrow understanding of professional orientation as a set of methods for assessing the professional predisposition of entrants dictates the need to take into account the factors of social

and financial implementation within the recommended profession, which we directly link to the broader concept of the value approach to marketing communications of universities.

The effectiveness of professional self-determination can be represented by the level of coordination of personal and psychological properties of a person with requirements for professional activity, the ability to adapt to the external conditions of the labor market.

The process of professional self-determination can traditionally be built in two ways (Talanova S. I., 2012):

- 1) on the basis of taking into account the socio-psychological aspects, but without taking into account personal, i.e. professional motivation is built on external stimulation;
- 2) on the basis of personal psychological characteristics, i.e. through personal relations with the society about professional development.

The modern approach to the problem of marketing orientation of attracting entrants is seen not so much in the choice of the profession and the institution as such, but in choosing the trajectory of getting a profession, the ways of training, professional and information mobility. Professional mobility should be viewed more broadly, not only as territorial mobility and movement along the career ladder, but also as a deepening of specialization, mastering related and fundamentally new professions, moving along the social ladder and changing income that higher education can provide.

The value aspects of consumer behavior in various consumer markets (and educational services, among others) are explored by such scientists and practitioners as G.V. Astratova, R.D. Blackwell, B.L. Gross, T.B. Ivashkevich, G.V. Kalmuchin, K.J. Lancaster, P.U. Miniyard, V.S. Nifontov, V.I. Newman, A.A. Ovsyannikov, A. Pazurman, I.I. Pyatay, D.I. Hawkins, L.G. Schiffman, J.N. Shet, O. Attanasio, K. Kaufmann (Attanasio, Orazio P.; Kaufmann, Katja M. 2017), E.A. Hanushek, G. Schwerdt, L. Woessmann (Hanushek, Eric A.; Schwerdt, Guido; Woessmann, Ludger. 2017), J. Jungblut, M. Vukasovic (Jungblut, Jens; Vukasovic, Martina. 2018), O. Kethuda (Kethuda, Onder. 2017), K. Nasseh, M. Vujicic (Nasseh, Kamyar; Vujicic, Marko 2017) and others.

We believe that in order to determine and coordinate the interests of the individual and the manufacturer of educational products and services (for example, a university), it is necessary to know the system of values of the consumer, which determines his choice in the education market.

As a basis, let us take the adapted known positions of the Shet-Newman-Gross-Astratova value system in relation to the educational service of higher professional education and offer a description of the content of six factors of motivation for consumer choice: functional, emotional, associative, relative, cognitive and representative values (Lagutina E.E., 2011):

- functional value: the need for education, the confirmation of personal abilities and capabilities, the modeling and implementation of life goals, the choice of personal and professional development, self-realization, the impact of the characteristics and purpose of the educational service in the process of its acquisition;
- associative value: the possibility of acquiring a social status in the society and the corresponding income through education, the impact of the received status on self-esteem, the acquisition of the status of a graduate of a prestigious university;
- emotional value: emotions from the consumption of educational services, emotions received in the learning process, emotions from positive memories of learning;
- cognitive value: knowledge of the entrant about the category "educational service of higher professional education" and related definitions, the nature of information about educational services as a sale and purchase object, satisfaction with educational products on the market, awareness of applicants about products on the market of educational services;
- relative (associative) value: the motive for obtaining higher education, identification with an idealistic social group that consumed educational services;
- representative value: the availability of desired educational services, the size of the competition, the possibility of free education, discounts and benefits when paying, the desired location of the acquisition of educational services.

Thus, having analyzed the approaches of different authors in determining the needs, motives and values that determine consumer behavior, we can conclude that the consumer in the market of educational services is interested in the following tasks:

1. Finding the necessary resources for obtaining educational opportunities.
2. Satisfy personal needs in education, starting from a system of six independent values (functional, emotional, associative, relative, cognitive and representative).
3. Obtaining guarantees of the quality of consumer characteristics of the received educational products and services.

2. Methods of researching the values of applicants and students

External market and internal personal factors act on the consumer of educational services.

When choosing the methodology, it was revealed the need to develop an integrated approach to the formation of a model for effective marketing communications of universities when attracting entrants.

The integrated approach includes traditional sociological methods: subject, system, comparative and logical analysis, questioning, modeling, special research methods.

The authors of the study suggest a comprehensive application of sociological methods for studying the value orientations of entrants in terms of the tools used. Experts identify three main tools for collecting sociological information: a survey, an analysis of documents and observation. Most studies of professional communities are conducted using statistical analysis and quantitative sociology. This approach, according to the authors of the study, should be supplemented by the use of special analytical methods. So to confirm the hypotheses of the study at the final stage, the authors used the method of SWOT-analysis of the value orientations of students completing studies at the university (Koropets O., Melnikova A., 2016).

Using questionnaires, we collected data on the reasons for the selection of applicants by a particular university in 2017. 213 entrants of the Ural State Economic University who entered the full-time department for economic specialties participated in the selection. A continuous sample was used during the period of submission of documents to the admission committee for the specialty "management" and "personnel management". Among the respondents, 76% (162 people) were girls, 24% (51 people) of young men, which roughly corresponds to the sex composition of university students. 91% of respondents finished secondary school in 2017.

The purpose of the study: to identify the reasons for choosing a university and a profession for training. The research tasks included the study of the priority of values in professional self-determination.

Table 1 shows the results of the correlation analysis of the reasons for the selection of applicants for a particular university for admission.

Table 1 - Reasons for applicants to choose a particular university for admission to training in economic areas (N = 213; n = 213)

Reason name	1	2	3	4	5	Medium importance ball	The most common answer	Ranking importance
Prestige of the University	37	38	61	44	33	3,01±0,12	3	5
Acceptable price of training	39	38	39	54	43	3,29±0,14	4	3
Quality education	25	32	42	61	53	3,89±0,1	4	1
A small contest	33	38	62	38	42	3,21±0,12	3	4
Convenient location	40	31	42	33	67	3,63±0,16	5	2
Presence of a hostel	76	28	28	32	49	2,53±0,18	1	8
Recommended by parents	50	46	43	33	41	2,72±0,15	1	7
Recommend friends	54	39	38	40	42	2,78±0,16	1	6
Recommended students of USUE	66	34	41	31	41	2,49±0,16	1	9

Source: Authors

The results of the research showed the relevance of the quality of education, the territorial location of the university, prices. This means that the leading choices are associative and representative values.

Table 2 presents an analysis of the importance of the reasons for choosing the specialization of training. In our study, this entrants are economic specialties.

Table 2 - The degree of importance of the reasons for choosing economic directions (N = 213; n = 213)

Reason	1	2	3	4	5	Medium importance ball	The most common answer	Ranking importance
Interesting specialty	-	3	5	28	65	4,53±0,07	5	1
It is interesting to study in this direction	1	2	15	37	46	4,27±0,08	5	3
This specialty is necessary for a successful career	-	5	17	30	49	4,22±0,089	5	4
I have work experience, etc.	44	18	17	8	14	2,32±0,14	1	7
I expect to get a good salary in the future	-	3	9	21	68	4,51±0,07	5	2
Because so want my parents (relatives)	66	12	13	4	6	1,73±0,11	1	9
I'm going to study with my friends	57	11	16	7	10	2,01±0,14	1	8
In demand, in the future it will be easy to find a job	2	4	16	30	49	4,18±0,1	5	5
Useful for self-development	1	5	18	35	42	4,06±0,1	5	6
This is a pure accident	76	8	7	3	7	1,58±0,12	1	10

Source: Authors

The leaders of the answers: an interesting specialty, a high salary in obtaining a profession, an interesting learning process. This means that the leaders in the selection are emotional and associative values. Thus, the results of the survey as important noted associative, emotional and representative values. These values can be defined as stereotypes, emotions and access to education. The listed values, according to the authors, are subjective factors of choice. The subjective nature of the choice of vocational training leads to disproportions in the choice and expectations of students in the learning process. The results of the study revealed the need to take into account subjective and emotional factors in developing a model for effective marketing communications of universities to attract applicants.

In order to assess the suitability of university choice factors and the realization of students' expectations for students, in 2017 a study was conducted among students of senior courses at the Ural State Economic University using the SWOT analysis method. The aim of the study was the students' self-evaluation of their qualities to date (strengths and weaknesses) and life perspectives (threats and opportunities). 90 university students (64 girls and 26 boys) took part in the study. By systematizing the survey data of entrants and SWOT-analysis, we were

given the opportunity to compare the motivating motives for obtaining vocational education, changing the values of professional and personal development.

As a result of the SWOT analysis, the following were noted as strengths: communicability (53.6%), responsibility (44.6%), purposefulness (35.7%), sociability (32.1%). The weak points are: insecurity (35.7%), emotionality (30.4%), difficulty in communication (23.2%), difficulties in concentrating on one goal (21.4%). It should be noted almost identical meanings of strengths and weaknesses. So, marked "communicability" and "sociability", as strengths, is compensated by "difficulty in communication". "Purposefulness" is compensated by "difficulty in concentrating on one goal". This indicates that there is no clear personal positioning and the priority of the emotional approach.

After analyzing the threats and opportunities, we correlated the importance of the reasons for choosing a specialty (Table 2) and the results of the SWOT analysis. Graduates see their opportunities in the process of decreasing importance in:

- advanced training 41.1%, which corresponds to the possibility of self-development in the survey of applicants at the 6th place in importance;
- achievement of the goal (23.2%) of the opportunity to find a good job (23.2%) - corresponds to the demand for a specialty in the future (5th place) and career success through education (4th place);
- the answer "work with people" was not reflected in the priorities of the entrants.

Students named threats as threats: poverty (14.3%), choice of business was not to the liking (14.3%), stress, pessimism (14.3%). In the answers of applicants, the possibility of obtaining good wages in the future is in the second place in importance.

Thus, it can be concluded that the importance of motivating life motives for applicants and students does not match, as well as the predominance of the emotional component in choosing a life path.

Almost complete lack of vision of the stages of the life path, both in the personal plan and in the professional one, is noted. To date, most students, despite the approaching graduation of vocational training, there are no specific plans for their lives, even for the near future. Issues of social implementation and planning of the financial sphere, as creating opportunities for realizing life plans, are practically not affected.

The research has shown the need to take into account subjective (emotional, associative) and objective (functional, cognitive) values when developing a model of effective marketing communications of universities for attracting entrants in conditions of demographic transformations. The system was based on the Sheeta-Newman-Gross-Astratova value system,

adapted to the value orientations of Russian entrants, taking into account the expectations of students in the learning process.

3. Model of effective marketing communications

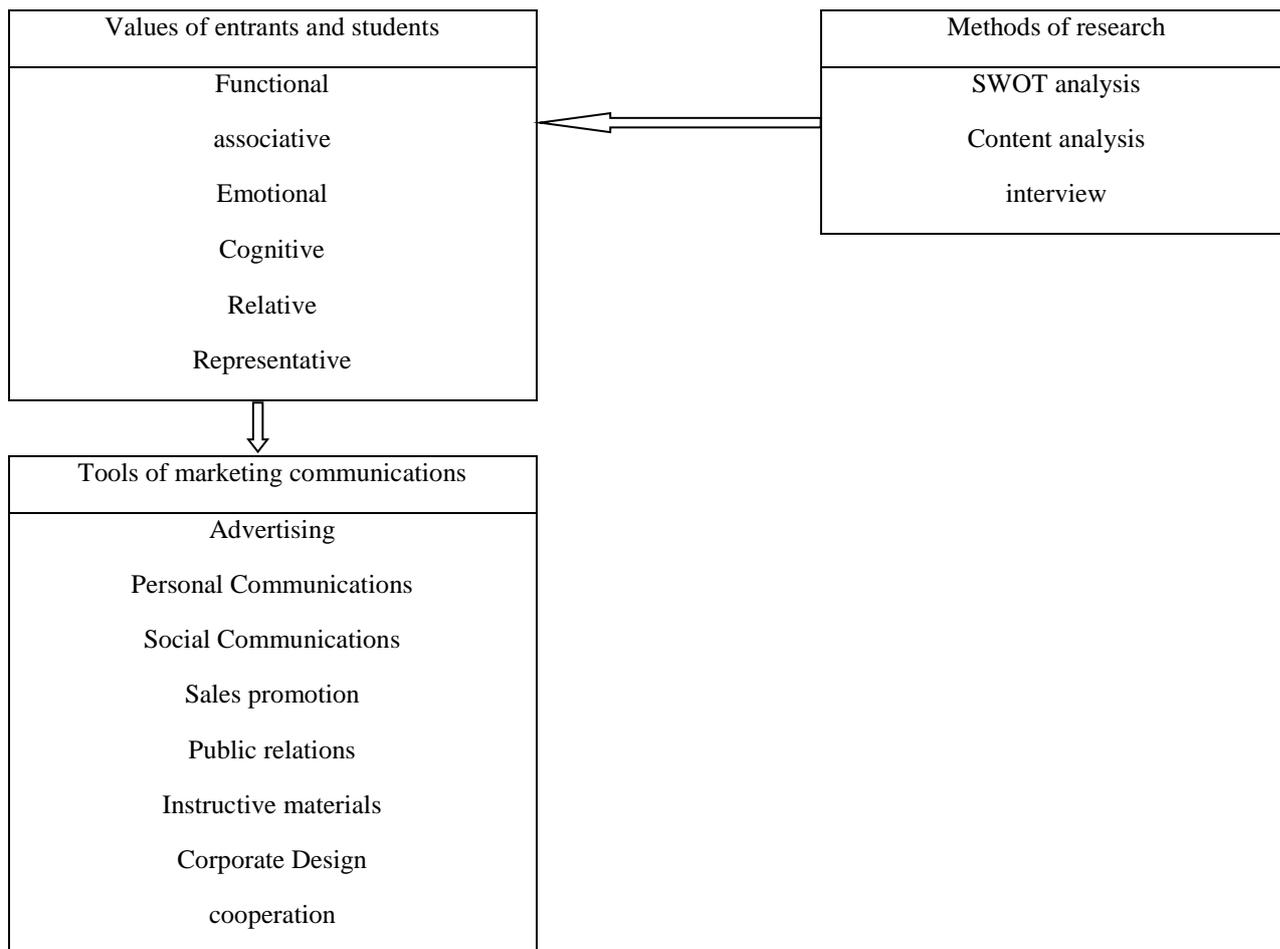
The approach to developing a model of effective marketing communications involves the combination of three elements that form a systematic approach to the promotion of educational services (see Figure 1):

The first element is the value orientations of students and students. Formation of the image of ideal education for entrants implies a transition from an emotional approach to career orientation, when initially a future student stands up a model of expectations from vocational training, including personality-psychological aspects, social and economic. In the case of such an integrated approach, it is possible to minimize differences in the expectations of applicants and graduate students.

The second element - methodological approaches - includes a complex of socio-economic methods of analysis. With the broad involvement of sociological methods, one should pay attention to the importance of using economic methods. Thus, economic methods can be used to assess the attractive price of training, assess future income after education

The third element - the tools of marketing communications - as well as other elements, includes personal, social, image and economic methods of influencing entrants.

Fig. 1 Model of effective marketing communications of the university



Source: Authors

Conclusion

The results of the research made it possible to propose an author model of effective communication of the university, which will allow to form a complex of tools for influencing entrants in the process of forming their professional and life priorities. Empirical results showed the immaturity of the system of value orientations of both entrants and senior students. The author's approach allows defining priority directions of marketing communications for work with entrants on the basis of the value approach, offering tools for assessing students' expectations from studying at the university. Further research implies the continuation of approbation of existing instruments, development of new mechanisms for effective marketing communications.

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