



## **Marketing within the Boundaries of Psychology: What Influences the Choice Whether to go for International Education?**

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### **ABSTRACT**

Procurement of international educational services is caused by the special social importance of education in life of modern society, namely realization of such functions by it, as broadcasting and dissemination of culture in society, socialization, social selection, social and cultural change of society in general, and in life of the specific person, in particular. Research objective: Theoretical justification and empirical studying of international procurement of educational services as social and psychological phenomenon. For validation of a hypothesis and the solution of objectives the following methods of research were used: Theoretical analysis of literature, content analysis of documents, modeling, supervision, methods of polls (conversation, questionnaire). The theoretical importance of work is expressed in development of the complete social and psychological concept of procurement of educational services in system of international education. And also in a contribution to development of social psychology of marketing and economic psychology; in the field of studying of international educational services as social and psychological phenomenon of economic consciousness and behavior of consumers; in the social and psychological analysis and psychological definition of such initially economic categories, as “Advance,” “Demand,” “Educational service;” in the field of the theoretical and empirical analysis of groups of consumers of educational services, in development of psycho-diagnostic tools on a problem, in a contribution to an imagology as new interdisciplinary area of scientific knowledge.

**Keywords:** Marketing, Procurement, Open Education, International Education, Psychological Factors

**JEL Classifications:** I23, M16, M31

### **1. INTRODUCTION**

Characteristic feature of modern development of society is formation of global open information systems, including educational. The developing system of “Open” education offers society the maximum range of services. Which are directed on satisfaction of informative needs of people, education in the field of the latest developments in various spheres of scientific and applied knowledge.

Nowadays not only teachers engaged in the solution of practical problems of education, but also psychologists, sociologists, economists, etc. Lots of scientific researches on economy of education development of bases of pedagogical management and marketing of educational services are available nowadays. The focus of the studied problems - The market of educational services, consumers of educational services and consumer behavior, demand for educational services, questions of pricing,

marketing communications and questions of advance of educational services.

Procurement (promotion in other words) in modern literature is considered as the activity organized by producers or intermediaries more often, it happens in system of marketing communications and provides adjustment of communications, exchange of information, understanding, achievement of consent with the consumer of goods and services, and as a result, forms and stimulates consumers demand and improves image of goods and service (Banslova, 2009; Drucker, 1999; Kotler, 1967; Sergienko, 2012).

Within marketing approach typologies of the consumer are developed, the consumer behavior, its motives, individual determinants, ways of management is studied by Avtonomov (2002), Aleshina (2000), Blekuell (2007), Kahneman and Tversky (1973), Kotler (1967). It testifies to a considerable psychology of this area of knowledge.

On the other hand interest in this perspective grows from psychology. In foreign psychology psychological questions of marketing are intensively studied, fundamentals of psychology of behavior of consumers were developed by several scientists such as Livingstone (2006), Lunt and Livingstone (1992), Kahneman and Tversky (1973), Lunt and Furnham (1996).

Thus, relevance of studying of psychological problems of procurement of educational services is connected with degree of its social importance and caused by the general condition of development of psychological problems of marketing in science. Development of a subject is directed on overcoming of contradictions between a tendency of a psychology of the theory of marketing, on the one hand, and an insufficient readiness of problems of marketing in psychology, on the other hand.

The aforesaid causes need of carrying out researches of social and psychological problems of advance of educational services for system of international aspects of education.

Subject of given research is social and psychological problems of educational services in system of international formation of modern global education - Case study TRNC in particular.

The assumption became a primary hypothesis of research that international procurement of educational services in system of open education is the difficult social and psychological phenomenon which is carried out by social institute of education in the presence of certain social and psychological prerequisites, conditions, driving forces and mechanisms of influence on mentality of the potential consumer. Social and psychological factors of advance of educational services are multilevel system objective and subjective a process determinant at the level of the personality, small and big groups. Advance is carried out during natural and marketing communications as impact on cognitive, social and perceptual, valuable and motivational and affective components of mass mentality which are shown in change the corresponding social views and behavior of people.

According to the perseverance and hypothesis the subsequent research questions were defined:

1. To reveal the nature and social and psychological components of international procurement of educational services as social and psychological phenomenon.
2. To define psychology of educational services as independent area of applied social and psychological researches, having revealed the central problems of the scientific analysis.
3. To prove the social and psychological concept of procurement, having defined social and psychological prerequisites, conditions, determinants, mechanisms, ways, forms and consequences of marketing educational services.
4. To develop a typology of consumers of educational services.
5. To study social and psychological determinants of educational services, having empirically opened individual and psychological and social-group features of the consumer of educational services.
6. To characterize social and psychological and marketing features of perception, understanding of functioning of educational services in system of international education at the level of group and mass consciousness.

7. To analyze formation of demand for educational services in frame of international education within the developed social and psychological approach.

### 1.1. The Provisions Submitted for Protection

1. Promotion of educational services in system of international education has a triple form of existence: Communicative, professional and activity of social and psychological spheres. The most important cultural and historical prerequisites of promotion is existence of "Open" education as social institute, wide range of educational services, groups of potential entrants, a zone of professional self-determination of experts of a certain qualification.
2. Representation in mass consciousness of public educational ideals, opinions, valuable orientation and behavioral installations concerning institute of education in general, separate higher education institutions and forms of educational process, in particular acts as the most important social and psychological consequence of procurement and at the same time a source of formation of own views of the person of education and educational services as a form of its realization. The perception of educational services in mass consciousness is carried out in system of universal factors coordinates: Importance, assessment and status of education.
3. From a position of the realized complex and synergetic approach is the difficult developing social and psychological phenomenon of transformation of system from spontaneous formation of the market of educational services to its current synergetic state. It is characterized by domination by orientation to the consumer and certain changes of individual, group and mass consciousness and behavior and the consumer which are carried out as a result of impact of both purposeful, and spontaneous social communication.
4. Social and psychological factors of procurement of educational services form multilevel system of the objective and subjective factors which are shown at the level of the personality, small and big groups. Procurement is carried out under the influence of objective (customs and traditions, fashion, mass manifestations, standard, comparative and estimated, valuable and expressional, information and simply compulsory influence of reference groups - Parents, relatives, age-mates and friends) and subjective (implicit representations, the acquired stereotypes, the created installations, the relations and preferences of the personality in education) factors.
5. Consumers of educational services differ on an orientation of the personality in education. Six main social and psychological types of consumers (spontaneous, professional, informative, formal, status can be allocated and communicative), each of which is interconnected with development such social and psychological features of the personality as: Leading motivation, live sense orientations, system of values, social installations, self-assessment, etc.
6. Efficiency of promotion is shown in increase of demand and formation of positive image of educational service. In mass and group consciousness are created and there

are in dynamics interconnected images representations about various forms of international education and types of educational services.

7. Demand for educational service arises at the personality under the influence of elaborate system of social, economic and psychological factors and is under construction on the basis of an assessment of educational service in two integrated factors, first, measure of demand for educational service, relevance of need for it and, secondly, its availability, opportunity and reality of education by means of consumption of this educational service. Demand is interconnected with social and psychological type of the consumer, his individual and psychological and group characteristics.

## 2. LITERATURE REVIEW

First to discuss takes place “Theoretically-methodology fundamentals of psychology of educational services” are covered theoretic-methodological basics of psychology of educational services: The current state of scientific studying of a perspective of services is lit, the category “Advance” in system of scientific knowledge is opened. The comprehensive, interdisciplinary analysis of the category “Advance” testifies to the triple nature of its existence - communicative, is professional - activity, phenomenological.

Advance as a psychology and pedagogical phenomenon is considered within pedagogical and age psychology and reveals in enrichment of the personality intellectual actions, concepts, behavior forms, emergence of new growths, development of personal qualities and abilities, formation of educational activity. Advance as an economical and psychological phenomenon is considered in economic psychology and is defined as change of economic consciousness of the personality, group, society and economic behavior of various segments of the population. Advance as an economic phenomenon is considered in the theory of marketing and is defined by formation and increase of demand for goods and services, emergence loyal to goods, service, a trademark of consumers, increase in sale and profit markup. Advance as a professional phenomenon is an increase of level of professionalism, steps on the ways to achievement of career development.

The history and dynamics of philosophy of the concept “Open education” originates in the middle of the XX century from the theory of “Open society” and concepts “Open training” (Marsh, 2011). The main features which paramount problems of emotional development and moral education, a freedom of choice pupils of activity, educational programs, changes of the relations between the teacher and pupils towards “Openness,” honesty are. Development of ideas of open education in the second half of XX - The beginning of the XXI centuries in connection with informatization of society, development the Internet - The World Wide Web and introduction the internet - Technologies in education. There is an education transformation, both on world and on regional levels in open system. The modern understanding is connected by the educational public of the category “Open education” with use of new information technologies in training.

Open education is the uniform educational space with use of network technologies covering all forms of education (internal, correspondence, the external studies). Open education gives to the personality opportunity of out-of-competition receipt in higher education institutions, freedom in a choice of places, time and rates of training, individual trajectories of training, expands age brackets of education.

Marketing in education is defined as “Process of identification of needs of the certain citizen, the enterprise and society (state) in the corresponding services and production and satisfaction of demand for them by means of an exchange in the best way” by Zinnurov and Sorokozherdev (2011). In the context of open education: “Management of the offer of educational institution focused on requirements of labor market with active formation of demand for progressive educational services and ensuring employment of the trained staff” (Karpov, 2003; Dementiev, 2002; Karpov et al., 2002). Object of marketing in education are educational services and products. Subjects of marketing of education are all subjects of the market of the education which is in interrelation with labor market. The marketing purpose - “Satisfaction of requirements: Persons - in education; educational institution - in development and welfare of his employees; firms and other organizations of customers in growth of personnel potential; societies - in expanded reproduction of cumulative personal and intellectual potential” by Pankrukhin (2005).

Modern marketing of educational services differs from marketing of goods, and differences are caused by economical and psychological feature of service (Saginova, 2005; Novatorov, 1998; Pankrukhin, 2005; Chelenkov and Sonin, 1999). The complex of marketing of educational services, or “7P,” includes not only four basic marketing mix components: Service (product), price (price), distribution system (place) and advance (promotion), but also, in addition, process of rendering service (process), material proofs (physical evidence) and people (people).

Marketing of educational services develops together with development of uniform information and education space, introduction in formation of Internet technologies, the Internet as channel of advanced educational services (Polilova and Ponomareva, 1997). At the present stage of development of marketing in education development of marketing tools, in distribution system - Expansion of channels and approach to consumers, creation of branches in places of a potential demand, creation of branches of chairs at the enterprises and in the organizations is observed. There was a new form of sale of educational services - franchising. Such form of advance of educational services as branding developed.

Second peace of discussion is “Advance of educational services as the social and psychological phenomenon.” Social and psychological specifics of educational services follow from special mission of education in society, namely from realization of such functions by it, as broadcasting and dissemination of culture in society, socialization, social selection, social and cultural change of society.

Procurement of educational services as a social and psychological phenomenon from positions of system and structural approach is understood as the complete, spontaneous system which is characterized by dynamic sequence of three states. The first initial condition of system is characterized by spontaneous formation and distribution of educational services. The second state - Formation of the market of educational services and emergence of professional activity on management of advance of educational services; the third current state is a synergetic condition of system of educational services in system of open education which is characterized by domination personally and group - Focused approaches concerning consumers of educational services and some other social and psychological features.

Next "Social and psychological features of the consumer of educational services" is devoted to research of social and psychological features of the consumer of educational services. The behavior of consumers is a subject of studying of a number of sciences, in particular economics, sociology, and psychology. First of all, works of economists and marketing specialists are devoted of studying consumer's behavior. The main directions of research in marketing are: Studying the needs and the motivators defining a consumer demand and a choice by Aleshina (2000), Blekuell (2007), Drucker (1999), Kotler and Armstrong (2006), creation of the models of consumer behavior analyzing both process of adoption of the consumer decision, and considering influence on it of various, first of all, marketing factors - Characteristics of goods, the price, marketing communications, sales promotion, etc., the typological analysis of consumers for the purpose of segmentation of the market on groups of consumers and solutions of problems of positioning of goods and services is carried out, at the heart of typologies social and economic, demographic and psychographic factors, and also vital style, training of consumers, that is formation of knowledge, the relations and installations, preferences in relation to goods or services, development of group of consumers loyal or committed to brand of goods and service are presented by Bloch (1995), Aaker et al. (1992), Hawkins and Coney (1992). The psychology of the consumer is the section of economic psychology - Intensively developing branch of social psychology (Spasennikov, 2006; Poznyakov, 2000; Pryazhnikov and Ozhogova, 2014; Uledov et al., 1988; Fofanov, 1986). In system of the social and psychological factors influencing behavior of consumers at the level of big groups' features of cultural development and subcultures - Sociocultural models of consumption and system of cultural values, etc., are considered. The problem of socialization of the consumer, a role in this process of social institutes - Families, religions and education systems is studied, the main instruments of transfer of cultural and social values - Television, cinema, advertising, fashion and the Internet are analyzed (Sobkin and Belova, 2014; Berger, 1999). At the level of small groups - social norms and factor of reference group, and at the level of the personality - social installations.

For the consumers focused on a profession (a scale "Profession"), realization in the sphere of training and formation value of achievement of concrete results is characteristic, and in the professional sphere realization of values of self-development, spiritual satisfaction is important and active social contacts

aren't significant. For the consumers focused on the status of the student of higher education institution (a scale "Status") the sphere of training and education, valuable orientations realized in - Identity preservation, own prestige, active social contacts, high financial position is significant. For the consumers focused on communication in collective (a scale "Collective") realization in the sphere of training and formation of value of preservation of identity characteristic, and in the sphere of public life realization of values of self-development, the organization of active social contacts is important. For the consumers focused on educational activity (a scale "Doctrine") the sphere of training and education, and the valuable orientations realized in - Identity preservation, own prestige, self-development, achievements of concrete results is significant. For the consumers focused on the diploma (a scale "Diploma") the sphere of public life, and the value realized in - self-development is significant. In general at students as groups of consumers of educational services, prevail orientations on personal development, on a profession, on the doctrine. Thus students of full-time tuition, in comparison with students of other forms of education, have more expressed orientation to the status of the student of higher education institution and to collective; students internally - The correspondence form are more focused on personal development in process training in higher education institution; the students who are trained in the external studies are more expressed and focused on professional formation, on personal development and on the diploma.

Also one of important issues is "Image as a factor of procurement in education" features of image of educational services at their promotion in system of "Open" (in my study international) education are considered. The image problem in open education is new area of research for domestic psychology, an imagology of stated country. The central questions of studying image in education are: The analysis of the image existing in this historical time point of fields in education, their contents, measure of a semi equality, dynamism, etc. characteristics. The description of interrelations between various images of the young specialist, the educational organization, education, educational service, etc., identification of their interference, interaction; disclosure of social and psychological mechanisms, regularities, conditions and factors, dynamics of formation and transformation of images in education; development of effective technologies of formation favorable images in education, correction and managements of image, on the basis of methods and approaches of marketing, public relations, social psychology, an imagology, etc.

And last but not least important is "Formation of demand for educational services as area of applied social and psychological researches." In particular, are considered: Social and psychological approach to formation of demand for educational services, social-group features of demand and a choice of educational services by the consumer (on the basis of empirical research), influence of advertising on demand for educational services (on the basis of empirical research).

Traditionally the perspective of demand for educational services was studied within education economy, in particular, the theory of marketing as one of characteristics of functioning of the market

for educational services. In the general, social psychology and in work psychology the problem of demand for educational services is studied from the point of view of professional self-determination of the personality which can be considered as one of basic psychological conditions of formation of demand for educational services (Klimov, 2007; Bozovic, 1986; Zabrodin and Sosnovskiy, 1989; Pryazhnikov and Ozhogova, 2014; Shadrikov and Dikova, 2013; Gurevich, 1985; Loginova and Ponomareva, 2009; Dikaya, 2011; Ananyev, 1980). In social psychology, psychology of management and psychology of behavior of the consumer the problem of choice of profession and educational service is considered from the point of view of the theory of decision-making (Morgenstern, 1972; Morris, 1971; Karpov, 2012; Zhuravlev and Ushakov, 2011). Due to the emergence of international education nature of demand changed, such educational needs of the personality as need for an individual approach, for out-of-competition receipt in higher education institutions, in free drawing up individual programs of training, in a choice of rates, time and a place of training, in identity development, in transportation of knowledge to be trained were brought to statistical info. Distinguish objective and subjective determinants of demand for educational services: Social and economic, demographic, political, cultural, social and psychological, personal, subjective and psychological.

Thus, demand for educational service is considered as a social and psychological phenomenon which evolves the personality from perception and an assessment, first, a measure of demand for educational service, relevance of need for it and, secondly, availability of educational service, opportunity and reality of education by means of consumption of this educational service. Efficiency of procurement of educational services as communication impacts on potential consumers is shown in change of estimates on social and psychological components of demand for educational services and formation of their positive image. The technique "A factorial and graphic assessment of educational services" was developed for studying of advertising efficiency for educational services. The greatest efficiency of communicative impact on the potential consumer of remote educational services is observed at complex use of qualitative samples of a print advertising for educational services and the direct convincing communicative impact on the identity of the consumer "Face to face" in a situation of direct sale.

### 3. MATERIALS AND METHODS

The complex from three blocks of methods of research was used:

The first block included the methods directed on studying social and psychological determinant of procurement of international educational services. Technique "Psychological factors of demand for educational services of higher education institution," questionnaire "Type of the consumer of the higher education" (Karpov, 2004).

The second block - Psychosomatic methods of research. Technique "Psychosomatic assessment of images of education, higher education institution and educational services." (Karpov, 2003).

The third block - psychodiagnostic methods. For diagnostics of the valuable and semantic and motivational sphere, an orientation and the vital purposes of the personality. A technique "Valuable orientations" (Rokich, 2015), a questionnaires "Motivation of an affiliation" and "Motivation of achievement" of Mohamed-Eminov (2007), a questionnaire "A scale of social desirability" by Crowne and Marlowe (1960), the live defined orientations - SZHO test provided by Leontyev (1996). For diagnostics of cognitive characteristics of the personality and "P" - characteristics of individuality: Methodic "Self-assessment" by Peysakhov and Shevtsov (1991), Budassi (1971). For diagnosis of individual-psychological features of the personality in general: Technique "Eysenck personal questionnaire" developed by Eysenck (1990). For diagnostics of features of interpersonal communication and the relations: A technique "Self-control and success of interpersonal communication - SUMO" by Kunitsyna (1991), a questionnaire "The interpersonal diagnosis" by Leary (2007). For social and psychological diagnostics status - role characteristics of the personality: Technique "Sociometer" by Moreno (1934).

### 4. OUTCOMES

1. It is shown that the current state of scientific studying of psychological problems for educational services is characterized by a contradiction between a tendency of "Psychologization" of marketing approach and an insufficient readiness of psychological problems of procurement, dissociation of the scientific data obtained within various scientific directions and schools.
2. The main problems to which the social psychology addresses when studying educational services, are problems of studying social perception and understanding of educational services; formations of opinions, representations and the relations in education; increases of efficiency of marketing communications; formation and demand management on educational services at various groups of consumers; and also problem of assignment by the identity of cultural values, socialization problem, etc. The solution of these problems can be carried out at three levels of scientific knowledge: At the level of the personality, group and society in general, in their unity and specifics.
3. Implementation of the complex and synergetic analysis of educational services in system of modern open formation of TRNC allowed, having integrated cultural and historical, system and structural and synergetic approaches, to prove a role of psychological components in education, formation of demand and consumer behavior in education; to describe specifics of its social and psychological nature and the contents, to reveal psychological prerequisites, conditions and determinants of efficiency of process.
4. The main channel for procurement of educational services are social communications which it is carried out as purposefully (advertising, public relations, personal communicative contact with the consumer, etc.), and spontaneous (hearings and gossips, conversation or conversation, news, granting council, the description of personal experience, expression of opinion, the message of personal estimates and relations, etc.). Advance functions as a result of activation of such social

and psychological mechanisms of influence as: Infection, imitation, suggestion and belief. Influences affect affective, cognitive and behavioral components of mentality and are shown in changes of system of representations of the person and in formation of its demand for services.

5. Public educational ideals, opinions, valuable orientations and behavioral installations in the relation of institute of education, separate higher education institutions and forms of educational process are the most important social and psychological consequence of educational services and at the same time act as a source of formation of the individual relation to education. The perception of educational services in mass consciousness is carried out in system of universal factors coordinates: Importance, assessment and creation of status.
6. Social ideas of education and educational services differ according to the contents, fullness of characteristics and degree of differentiation at different groups of consumers. Empirical research of perception and an assessment in mass consciousness of "open" education confirmed existence of three universally allocated semantic factors which are modified depending on group accessory of recipients and the estimated object.
7. On the basis of features motivational demanding spheres and orientations of the personality in education the social and psychological typology of the consumer of educational services was revealed. Six types of consumers are allocated: Spontaneous, professional, informative, formal, status, communicative. Interdependence between certain types and social and psychological features of people are empirically investigated and described.
8. One of subjective psychological conditions of formation of demand for educational services is professional self-determination of the personality. Thus demand for educational service can be shown by the personality in a situation of the delayed professional self-determination, and training to be considered as peculiar "The psychosocial moratorium." The realized demand for educational service evolves personality from perception and an assessment, first, a measure of a subjective demand of educational service, relevance of need for it and, secondly, availability of educational service, opportunity and reality of education by means of consumption of this educational service. Demand is interconnected with social and psychological type of the consumer, his individual and psychological and group characteristics and arises at the personality under the influence of elaborate system of social, economic and psychological factors.
9. Efficiency of international educational services as communication impacts on potential consumers, it is shown at the affective, cognitive and behavioral levels in the sphere of representations and demand, in change estimates on social and psychological components of demand for educational services and formation of their positive image. The greatest efficiency of communicative impact on the potential consumer of educational services is observed at complex use of qualitative samples of a print advertising of educational services and the direct convincing communicative impact on the identity of the consumer "Face to face" in a situation of direct sale of educational services.

## 5. CONCLUSION

The psychology of procurement of educational services is defined as the independent area of social and psychological researches of education directed on studying of such scientific and practical and significant problems as: Social perception and understanding of educational services; formation of opinions, representations and the relations in education; increase of efficiency of marketing communications; formation and demand management on educational services at various groups of consumers;

The social and psychological concept of educational services explores formation of demand and consumer behavior in education; describing specifics of its social and psychological nature and the contents, revealing psychological prerequisites, conditions and determinants of efficiency of marketing process;

It is shown that procurement of international educational services is determined as specifics of their perception and understanding what is carried out within spontaneous and marketing social communications, and specifics of a current state of mass consciousness (the dominating ideals, norms, values) in education;

It is shown that social and psychological factors of educational services form multilevel system of the objective and subjective factors which are shown at the level of the personality, small and big groups;

New social and psychological tools of diagnostics educational services are developed, namely: Social and psychological type of the consumer, social representations, opinions, attitude their specifics of entrants, their parents and students of various forms of education in system of international education are also empirically opened;

For the first time offered: The typology of consumers of educational services education which basis features motivational desiring made spheres, an orientation of the personality in education;

It is proved that mass and group consciousness are created and there are constant dynamics images representations of various categories of international education (education in general, separate types of service, types of higher education institutions);

It is confirmed that efficiency of procurement of educational services as communication impacts on potential consumers is shown at the affective, cognitive and behavioral levels (in the sphere of representations and demand).

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