

Correlation Between Educational Marketing and Principles Quality Management Associated with Education

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Abstract

In the current environment of increased competitiveness and marketing development, educational institutions need an innovative approach to providing genuine services that increase the organization's visibility on the market. Educational marketing, as a responsible and profitable management structure, means gaining confidence among the direct or indirect beneficiaries of education, hence resulting in quality assurance.

Analyzing marketing as a fundamental element of strategic management, this study aims to establish a connection between theory and practice, using a number of methodological activities such as literature, identifying pedagogical issues, analyzing the difficulties faced by educational management, formulating ideas and generating conclusions.

At the same time, the result of this research is a conceptual model of "Perpetual Educational Marketing" for shaping a marketing strategy adapted to the principles of quality management and new requirements in the field of education with social impact on the consolidation of a collaborative organizational culture.

Key words: Quality management, interdependence, reliability, adaptation, "perpetual educational marketing"

J.E.L. classification: I2, J5, M5

1. Introduction

Current, public and private education institutions, organized on the basis of marketing principles, are responsible for solving the acute problem of the company's work-based training, which means meeting the concrete and real needs. In a competitive environment, in the context of marketing development and in the educational environment, the lack of marketing association to quality management in education could make it more difficult to achieve the organization's strategic goals and mission, difficulties in finding new human and financial resources.

Over the years, Management development has come to meet these concerns by formulating clear strategic objectives, setting the conditions for achieving and achieving performance, prioritizing resources, taking decisions, delegating authority, investing the manager as a protagonist of the organization, focusing on the results obtained and their rigorous analysis.

From the point of view of Ioan Jinga, educational marketing can associate three meanings: the "science" - existing in the concepts, values and complex processes that take place in the leadership of organizations, that of "art" - reflected in the manager's talent to apply a sustainable and authentic quality management in the educational system, starting from the rhetoric and reality of education as well as the "specific state of mind" found in a certain perspective of seeing, seeking, seeking and especially of accept the change.

The interest in managing educational change, with marketing strategies and tactics, is present in this study. It has been found that the reality of education at national level shows a number of gaps in international education systems. Thus the study proves the need to develop a sustainable, feasible and current quality management structure. Emphasis has been placed on research on quality assurance as a quality management structure for the education system, which means gaining confidence among direct or indirect beneficiaries of education and creation plus value.

The need for quality assurance originally emerged in the economic field, with the manufacturer being interested in the quality of the products offered and the satisfaction of the consumer's needs in order to obtain profit. The new organizational systems specific to society and economy based on knowledge and learning, corresponding to the 20th-21st centuries, in the context of globalization, have led to changes in the school organization as well.

2. Theoretical background

Many authors believe that management science is in a process of modernization and improvement, given the multitude of definitions offered by the literature, starting with the set of concepts and strategies that ensure the optimal use of the human, material and financial factor within an organization, and reaching processes, management relationships and the environment.

A most complex, meaningful and meaningful definition of management is the science that studies both the processes that have top marketing policy and the relationships within organizations and the environment in which they operate in order to discover the principles that govern them, and creating methods, techniques and leadership ways to increase efficiency.

- Changes in society as well as new social trends have a strong impact on Romanian education, which tends to align with international requirements, both theoretically and practically, by adapting development strategies at national level and by adopting organizational quality standards, through appropriate performance indicators.

- International professional organizations, including UNESCO, have identified three important moments in educational reforms that have produced changes in the quality management paradigm since 2000, namely:

- The 1970s reform of governmental initiatives has pursued the internal quality of education and improving the performance of school organizations by enhancing the informal education and training process, and no marketing policy is needed in the absence of alternatives.

- The 90's reform added to the previous one the refinement of educational structures and practices from the perspective of the relationship between education and society, public expectations and exigencies towards educational organizations. Quality in formal education implies the development of a personal, academic and global perspective through the formation of competencies that enable the social integration of young people, the strategies used being integrative, active-participative, value-centered (Șoitu et al, 2006, p.25). This has made it necessary to increase the visibility of the organization by promoting it in order to maintain the number of beneficiaries and attract other clients, taking into account the educational alternatives that arise with the expansion of private education and increased competition.

- The reform of the 21st century has crystallized the management of education based on a new paradigm of the curriculum, the continuing education of teachers, a new concept of the quality of education, which is meant to meet the future needs of the individual and the community in was globalization and computerization, with a strong emphasis on non-formal education and the training of young people as proactive European citizens (Șoitu et al, 2006, p.13). This requires strategic planning, improvement and implementation of the marketing process in the educational field in order to be able to keep up with the changes of society, to meet the needs of the different and multiple beneficiaries by anticipating and gaining consumer confidence, influencing it so selecting and choosing the right offer.

3. Methodology

The research, through the analysis of the literature and the comparisons carried out in various fields, has shown that the school's theory as an organization is inspired by the corporate sector and adapted to other economic domains. Starting from the economic function of education, which implies the training and professional training of the involved human resources, according to the economic, scientific and cultural guidelines and provisions, this way the social integration and social adaptation of the subjects involved is ensured. It has been observed that the educational reforms of the last decades have aimed to change the way of working in the school through the participation and involvement of teachers in the decision-making process, the design of school time

according to the scheduling methodology, the introduction of interdisciplinary, transdisciplinary and cross-curricular programs (Ciolan, 2008, p. 87).

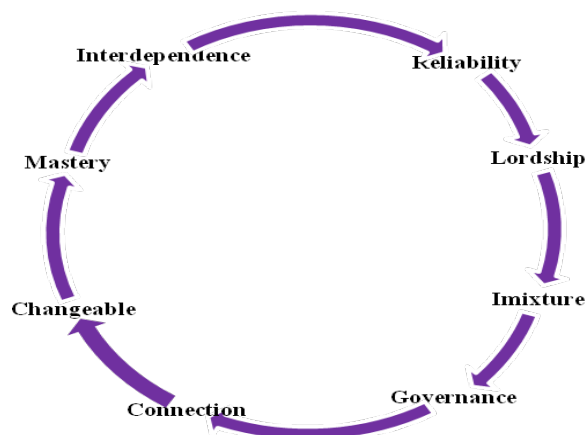
By making a connection between theory and practice, it is noted that the theoretical aspects of the concept of educational management encounter in practice a series of methodological difficulties arising from the emergence of the concept in the field of economics. It can be said that the specificity of education makes it difficult to translate as accurately as possible in education. Also, for the comparisons, the American model has been used and it has been shown that it does not exactly conform to the European context, making it very difficult to adapt, and the pedagogical practice of leadership is insufficient, hence the need to adapt concepts in other fields. Last but not least, issues such as bureaucracy have been addressed, and it has been recognized that insufficient communication or lack of efficiency makes it difficult to translate management science as accurately as possible.

The increasing preoccupations of the last decades to outline the relationship between pedagogy and management science show the interdependence between them, but also the differences that arise from specific reporting to the ends of education, to the human resources involved, to the specific educational strategies. In this respect, the main findings indicate that the science of leadership includes elements and concepts of pedagogy: initial assessment and continuous training, improvement of the methodology. Conversely, the concepts of management pedagogy are as follows: providing, planning, organizing, controlling, coordinating, guiding, making decisions and analyzing them.

Through a series of methodological activities of study, direct observation and comparisons, the author proposed to observe how this relationship between pedagogy and management science increases the essence of education, what techniques and methods are useful to the teacher as manager for the development of a management structure of quality. It has come to the conclusion that all these are related to educational marketing. If economic marketing considers economic efficiency, by studying and meeting market requirements, with all specific activities, including promotion, advertising to maximize sales and profit, by analogy with this field, then educational marketing refers to the educational offer. The educational programs offered start from the study of needs and wishes with a motivational and emotional substrate in order to develop educational projects and services aimed at developing education and increasing the motivation for learning as well as improving the teacher's managerial work.

The research methodology focused on developing a conceptual model of "Perpetual Educational Marketing", adapted to the eight principles of quality management, making a correlation between the latter and educational marketing.

Figure no. 1. "Perpetual EducationalMarketing "



Source : (The author's own concept based on ISO 9001Principles of Quality Management)

At the level of the organization, especially at the micro-pedagogical level, the elaboration of the marketing strategy starts from the careful analysis of the internal and external factors, which means identifying the needs of training, information, education through school and extra-curricular programs. These are done through formal, informal and non-formal education activities, the latter gaining ground among educational organizations that want to be among the preferences of educational service recipients. An effective strategy takes into account the initial expectations assessment by analyzing the current lifelong learning requirements through critical and constructive knowledge and appreciation of a theoretical and practical pedagogical base that is both tough and resilient.

The expectations and needs of direct and indirect beneficiaries are correlated with the content of the curriculum. If the curricular offer is below expectations, then the organization, by promoting a strategic management as a quality management process, defines the possibilities of adapting the curricular offer to the concrete needs by developing optional programs and implementing educational projects that meet a diversified palette on the demand for training and personal development of those involved. Ideally, the offer would be larger than demand, have something new, which means that the organization has earned the trust of the beneficiaries or possible customers.

The second stage involves the presentation of the strategy with the intentions of realization, the formulation of the objectives according to the expectations, the consideration of the difficulties that can occur along the way, subject to the attention of the students and the parents in order to find and validate the ways of solving the reasons for keeping the performance criteria. The manager is considering at the stage after accepting the offer by the beneficiary, providing human resources, material, didactic, informational. Very important are the relationships established in the implementation of the marketing strategy, for efficient communication, respecting the authority, ways of development, alternative programs, possibilities of professional integration.

After presenting and discussing the offer of "educational services", it is promoted through a range of means such as school and extra-curricular activities, educational projects and others, which increase the visibility and publicity of the strategy at the community level. Continuous improvement and continuous evaluation of service offerings through thorough planning of adaptation to concrete conditions through activation, differentiated treatment and specific approach.

The strategy depends on "the art of the manager" to "present the offer" and "sell and value the services" as well as the "freedom" of choice and the interest for certain "educational products" and tends to constantly improve them. Given that the school is an organization providing educational services, the product offered is the formation and development of skills, skills and abilities specific to age and levels of learning, skills development, requirements that meet demand in national organizations but which complies with international standards.

By correlating the principles of quality management with educational marketing, the author has found new concepts of conceptual approach to this.

Table no. 1 New trends of conceptual approach

Steps Perpetual Educational Marketing	Principles of quality management according to ISO 9001	New trends
Reliability	Customer orientation	Understanding, safe, trust, authenticity, rezistance, innovating, novelty, solidity, unic, original
Lordship	Leadership	Encouragement, cheer, assistance, support, contest, cooperation, lord quality
Immixture	Staff involvement	Jointing, mixt, emphaty, motivation, harmony, participating, action,
Governance	The procedural approach	Stability, responsibility, reference, policy, critical thinking, government, risk-taker, value, strategy, alliance
Connection	Systemic approach	Link-up, relevancy, tehnology, network, benefit, adaptability, progress, dynamic, gathering

Changeable	Continuous improvement	Changeableness, mutation, creativity, conversion, transformation, fluctuation, mutability
Mastery	Understand all data	Pertinence, artistry, art, powerfull, authority, relevance, accomplishment
Interdependence	Mutually beneficial relationship	Conjunction, contact, connection, league, confederacy, agnation

Source : (The author's own concept adapted to ISO 9001 Principles of Quality Management)

4. Findings

By analyzing educational management as an art, it is necessary to strengthen a collaborative organizational culture in which the "human resource quality" is at the center of attention, focused on finding team solutions, rationalizing and humanizing decisions.

School organizations need a management that is based on effective communication, participatory planning, promotes self-evaluation, feedback and feedforward, valorizes competencies and offers opportunities for continuous development, promotes partnerships with the community.

Research in the field has shown how important the strategies are used to achieve the desired outcomes, the real and effective involvement of human resources, the fulfillment of the criteria for educational success. It can be said that art is the harmonization of theory with practice through the formation of managers, the establishment of guidelines for educational management, the elaboration of specific managerial projects, the organizational development using the values of the educational system. Management can be a way of approach, attitude, status, mentality, culture. Pedagogical management implies a melange of management concepts in other areas, taking into account equally or complementary percentages between elements of novelty but adapted to old practices, between authority and freedom, between control and responsibility, between rules, rules and climate open, flexible, stimulating and cooperative.

Both pedagogy and management have social implications as important parts of public and social culture. At this level, educational marketing is an important part of the strategic management structure of the organization, in a broad sense, and of the teacher in a narrow sense, and at the psychosocial level is the conscious motivation and learning of the direct beneficiaries of education as well as the satisfaction of the indirect beneficiaries (Joita, 2001, p. 584).

The teacher as a manager needs detailed information about the expectations of the service providers offered, to participate in the organization in the development of marketing strategies in educational management, both at the institution level, especially at the level of class, discipline or course offered (Joita, 2001, p. 531).

Among the educational marketing strategies offered by the literature, as well as the experience as a teacher in an international school, the author reminds us of the rigorous analysis of the current society's requirements for the development of the personality of the beneficiaries under the influence of computerization and globalization, careful selection of resources, alternative programs to meet the highest possible range of them, optimal relationships, follow-up of educational packages offered by other institutions, analysis of the trends in the statistics provided at local, national and international level. It is very important to evaluate the achieved results and progress, to engage in strategic partnerships and adaptation to the social, economic and cultural environment of the respective community (Țoca, 2007, p.138).

5. Conclusions

Educational practice has always had managerial aspects, but under a different approach, and not in a generalized fashion, in a conceptual unit, oriented towards achieving optimal performance by clearly establishing the directions and principles. A marketing policy works best by permanently observing the dynamics and market structure, by its malleability and ability to adapt to its changes and fluctuations, meeting the market's demands through loyal competition.

Effective practices have shown that if until recently the manager's investment as a protagonist of the organization was very important, the need to diminish this role is now felt, focusing on cooperation, involvement, creativity and activation of all the human resources involved, and focusing on the results obtained and has changed its direction to motivating and streamlining human resource efforts.

It is absolutely necessary for human resources to be preoccupied with change and capable of adapting, creativity and multiple professional skills. If in the traditional conception these resources were considered as a source of costs that was required to be minimized, within the current organizations, human resources management is considered a priority, which needs optimization, given the management at the macropedagogical level, the educational organization, especially the micro pedagogy, namely the teacher regarded as an educational manager.

Starting from two decades of pedagogical practice, through a comparison of private and public education in Romania, as well as studying the literature at national and international level, the author observed that a particularly important role of successful management, in order to achieve the objectives of the organization, the teacher holds it as a manager, an integral part of a marketing structure. Private marketing organizations in Romania have their own marketing department, which is lacking in the public sector, coupled with subjectivism and minimal concerns in this respect, lack of provisions in education reforms, poor adaptation to the needs of today's society and minimization of anticipations of the requirements of the society that will come. Montessori said she did not teach young people to the present world. "This world will not exist anymore and nothing allows us to know how their world will be. Then, to teach them to adapt. "At this micro-educational level educational management presupposes the efficient use of didactic, informational, human, financial, material, temporal resources in order to achieve the educational ideal and create plus value.

As a further development, it is desirable to conduct a causal study of student orientation towards certain programs, as well as the lack of interest for others, of behavioral analysis in various formal and non-formal activities.

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