

# SOME ASPECTS RELATED TO EDUCATION AND MARKETING

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**REZUMAT.** Lucrarea prezintă mentalitatea educației de succes pentru a înțelege și genera știința în cazul educației de succes, considerațiile despre rolul și profilul educatorului, însă se ocupă de asemenea cu legătura dintre educație și marketing, toate acestea fiind văzute prin ochii autorului lucrării.

**Cuvinte cheie:** educație de succes, rolul și profilul educatorului de succes, marketing și marketing social.

**ABSTRACT.** The paper is presenting the situation of successful education mentality one uses in order to understand and to generate science when using such successful education, considerations about the role and profile of the educator but is also dealing with the link between the education and marketing, all these such as seen by the author of the paper.

**Keywords:** successful education, role and profile of the successful educator, marketing and social marketing.

## 1. INTRODUCTION

The paper is structured in two parts, where the first part provides perspective on the situation of successful education mentality but also on the situation of the attitudes generating science, as sought by others and through the eyes and personal experience of the author. The second part is dealing with aspects related to the role and profile of the educator in generating successful education. The third part of the paper deals with aspects related to the link between the education and marketing and what advantages could be derived by using the marketing concepts when approaching the education process.

## 2. ON THE EDUCATIONAL SUCCESS, ROLE AND PROFILE OF THE EDUCATOR AND MARKETING FOR EDUCATION SERVICES

### 2.1 About the successful education

Whereas one definition of successful education, such as seen by the author, is the education that is generating science and by carefully analysing the scientific personalities who influenced the recent science and their ideas and opinions on becoming a successful scientific researcher, the author is quoting such ideas and opinions:

When asked by a mother who wanted to have an intelligent son, the scientist replied: „tell him fairy tales”, then when the mother asked what should she do to have a very intelligent child, the scientist asked: „tell him more fairy tales”.

It seems that our scientist remarked and recognized the important and vital role that the imagination plays when new science is to be generated.

In addition to this, the same scientist also considered important for knowledge and science the fact „to never stop asking questions”, recognizing the importance of being always curious about the facts around us.

I would dare to complete the vision of the great scientist with some personal considerations to the matter.

Based on his own experience, the author is of belief that a great deal of the knowledge of the world is gained by making mistakes and interacting with the surrounding world.

The author's additional recommendation for having a future successful child, would be to let the child make enough mistakes. So, if you want your child to be successful, let him to make enough mistakes when still young in order to have future success and in order to balance the science and knowledge he receives with proper experience. There is also an additional explanation to this author's point of view: very much of the science is gained from and related to trial and error processes. If the child is not scared to make errors then he logically has more chances of success. This concept is related also to the learning by doing effect.

### 2.2 Role of the educator

In the four years time period when teaching in school I often wondered and asked myself about the role of the educator.

Due to my previous experience I know pretty much about the importance of the strong presentation skills. One of the persons I had contact with, was representing the opinion that once you have understood the principles of the marketing and you master strong presentation skills then „the sky is the limit”. He meant of course the money.

As for myself, I had never strong presentation skills, I do not believe that the educator is employed to act in front of the students and I am sooner representing the opinion of an american marketing professor, who, when asked about the science taught to his students answered „I teach them to speak and to write”.

If we are discussing in terms of a movie, I was never considering that the role of the educator is to be an actor or to entertain students during his class. The educator, in my opinion, is neither the scenarist because almost always is about the science and knowledge (screenplay) generated by other scientists and I also believe that he is nor the director of the movie called „class”.

I believe that the educator is only the mediator of the science and knowledge and he should intermediate and facilitate the transfer of the science he possess, as good as he can.

The educator should always admit his limits, the limits of his knowledge but also the limits of the science he teaches, as well. Therefore modesty is required.

One should always understand that we all know only a small part of the world, somehow as the visible part of the iceberg. The more one knows, the more one understands the very little science he really understands.

And thus, we are returning again to the main fact that is characterizing the scientist, and that is not the amount of science he possess, but merely the curiosity to „never stop asking question”, curiosity admitted by our renowned scientist in the first section of this paper.

### 2.3 Education and Marketing

The history of business and market economy is characterized by three main stages, ages or eras:

In the production era, the goods respectively the services were firstly produced and then sold, assuming that the demand always exceeded the supply.

The second stage is characterized by the orientation to client, which is assuming that the needs, interests and demand on the market is taken into consideration. In this era, named the marketing age, the reverse way is gone through, namely, going out from the demand on the market and the products

necessary for the customers, the respective product (service) is elaborated in accordance with such needs and wishes of the clients, willing and capable to pay for the products.

This marketing era is shortly characterized by three marketing concepts and also actions, namely: segmentation of the market, aiming the target market (targeting) and positioning on the market.

The segmentation of the market is consisting in the identification of the main groups of clients (segments) on the market, taking into account certain characteristics of the clients in the respective market (financial power, age, life style of the customers, a.s.o.)

Targeting has the meaning to choose (mainly one) segment of the interest for the company supplying the goods or services, taking into account the fact well known that one company does not have usually enough strength and resources to satisfy very numerous segments of the market or the entire market.

The last step, positioning, is meaning to create the image of the company, in the mind of their clients, as being a brand dedicated to the segment chosen above. That is to say, it is not enough to target the chosen segment, but also to create in the mind of the clients the image of a company, with the best suitable offer for the client's demand.

In the social marketing era, in addition to the client orientation the social concept is added into recipe.

The social marketing, one of the recently (some twenty years ago) concepts appeared, assumes beside the client orientation also the concept of durability.

Thus, the social marketing is assuming and is recognizing the realities bound and connected to the environment and other important matters for the future generations. This social marketing concept has at his ground the truth that our world is not actually ours, or better said is not only our world, but is the world of our children and future generations to come.

If in the marketing age the motto was „profit at any cost!”, disregarding the social effects and the concept of durability, in the social marketing it becomes very clear that the profit should not be made at any cost, but respecting and taking into consideration all the aspects related to the future and to the life of the next generations.

By borrowing the aforementioned concepts, it is becoming more and more obvious that regarding the educational services, we already entered the marketing era. It is not sufficient anymore only „to teach” but is becoming more and more important to consider the market, the competitors and the clients of the education services.

This facts could be applied three times for the case of the education services, and namely: once, firstly for the education services provided by the

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schools, secondly for the products generated by using the services (graduates) and thirdly for the foundation of new schools or universities.

The demand on the labor market has to generate firstly the profiles of the absolvents and out of this, automatically, the abilities and competences which are to be gathered and accumulated by the students, and consequently the content of the teaching programmes and courses.

Moreover, the marketing could apply when due to a certain demand (uncovered by the existing schools) one or more companies (corporations) could join their efforts to found new schools with the purpose to provide the missing education services on the market.

### 3. CONCLUSIONS & APPLICATIONS

One of the first conclusions would be that imagination and curiosity are very important driving forces for the process of generating new science.

The trial and error processes which are also very often generating new science should be also encouraged in the children, in order to learn but also to fear not mistakes.

The educator could be a very good showman and could have strong presentation and acting skills in order to attract students, but he always should not forget his main role, that is to say to intermediate, mediate, facilitate and made available science and knowledge to the students.

The educator should always admit his limits, the limits of his knowledge but also the limits of the science he teaches, as well. The more the educator knows, the more humble he should be.

The last conclusion is regarding the importance of the marketing concepts for education services, since we already entered the marketing age for these services.

The marketing principles and concepts used in the paper could be obviously easy applied in the

education sector and to the educational services, in the following senses:

a) The „production era” of the education in Romania is already gone, because of the over-production of the educational services and because of their production, that has not taken into account the demand and the needs of its clients, the students

b) For the „marketing era” nowadays: each university (school) should have clear stated in its strategy and in the educational program the answers to the following questions:

- What are the segments of the clients (students) present on the local, national or even international market ?
- What are the segments of students interesting for the university (school)? or What for student’s market segments is willing the university (school) to aim?
- How is the university (school) positioning itself, by its courses offer, on the market? or How could the university create its own proper image, inclusively by the abilities and competences of its graduating students, in order to attract the targeted market segment of the students?
- Based on the present and future development of the economy, what kind of new educational services could be created and brought on the education market in order to ensure the future competitiveness of the university, the profitability and the safety of the university (school) on the market of the educational services ?

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