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Josip Miletić, Ph. D., Assistant Professor

Department of Croatian Studies

University of Zadar

jmiletic@unizd.hr

THE ROLE OF MARKETING IN THE MANAGEMENT OF UPBRINGING AND EDUCATION INSTITUTION

***Summary:** The paper addresses the role of marketing in the management of upbringing and education institution. We analyzed the characteristics of upbringing and education seen as a public good as well as the characteristics of marketing seen as business philosophy and business function. Furthermore, the paper explains the compatibility of marketing and education analyzing the specifics of these two activities. We identified the problems the management of upbringing and education institution faces, which all can be resolved in a quality manner by marketing approach. Marketing of upbringing and education institution has an increasing role and importance, marketing approach being the basis for the effective functioning of upbringing and education institutions.*

***Keywords:** management, upbringing, education, school*

INTRODUCTION

A majority of class teachers, subject teachers and professors have a mostly negative attitude towards marketing, and generally reject the very thought of introducing this “profitable instrumentation” into noble and humanistic activities such as upbringing and education. The reasons for these negative attitudes should be sought in their scarce knowledge of economy, or better yet, lack of (marketing) education, as well as in the unfortunate transition that instead of affirming the entrepreneurial climate in society has led to a negative attitude toward entrepreneurship in general (Luketić, Rogić, 2016). Such thinking in the segment of society that educates and brings up young people, at the same time developing their entrepreneurial competences, can cause far-reaching negative consequences.

Contemporary theory and practice confirm the marketing approach in business based on the effective performance of profit and non-profit organizations. In this paper we will determine the problems that educational institutions face in their everyday work, which all can be resolved through marketing approach.

The use of marketing in education is based on the undeniable fact that upbringing and education institutions have their own market and their consumers whom their product or service is intended to. This is intellectual service, i.e. the knowledge that pupils and students, as consumers, acquire during their schooling and study. Consequently, the basic role of marketing in education is the design of services, more precisely of acquiring knowledge, in a way that will optimally meet consumers' intellectual needs, and thus the needs of society as a whole. Extremely rapid changes in the surrounding elements occurring in the last decades have led to the insecurities of educational institutions visible in the complexity of modern market conditions.

Educational institutions are forced to adopt and implement marketing principles to adapt to contemporary market conditions (Nicolescu, 2009). The dependence of the education system on the economic situation and the means which the state can allocate for it forces the educational institutions to expand their interests beyond the exclusively educational area. The key question is how, in the period facing huge market problems, it is possible to successfully conduct the education process and manage a complex education system as well as how to create an adaptable educational organization that will be able to survive, grow and develop at the same time. In order to improve the management of upbringing and education institution in new conditions, marketing management approach can be chosen. For making such decisions, it is necessary to possess basic knowledge of marketing principles and its specifics in educational activities. The objective of the paper is to contribute to a better understanding and importance of marketing in the field of education in order to overcome the opinion regarding the incompatibility of these two activities in view of their different roles, goals and means of achieving those goals in society.

UPBRINGING AND EDUCATION AS A PUBLIC GOOD

Syllabuses and curricula have changed over time, yet the basic task of the school remained unchanged. Along with reproducing socially desirable norms, values, customs, this task included mediating new knowledge (Alfirević, Relja, Popović, 2016). Upbringing and education are characterized by a series of specifics setting them apart from other social segments, and it is necessary to know them in order to lead a quality and efficient education policy. When speaking of education, Jašić (1979) notices the simultaneity of consumption and investment characteristics. Looking at the short term, an individual who uses the limited resources from his/her education budget at the same time misses the opportunity to meet some of his/her other needs. Similarly, for the society as a whole, investing in common funds in education means missing the possibility to invest for numerous other useful purposes. It is very easy to approach education as an investment, quantifying the results generated by education, which are the results of previous

investments, i.e. the consumption of each individual and society as a whole (ibid). Jurković (1986) considers it necessary to use and engage the limited available material and human resources to maximally satisfy the needs related to upbringing and education as well. In that context, he points out two key reasons for questioning the criteria of economic efficiency and the functioning of economic laws in social activities, hence in upbringing and education. The economic criteria are limited by the fact that the fundamental task of social activities is regularly determined beyond the economic domain in the narrow sense. Since the primary social role of upbringing and education is to increase the amount of knowledge, this social function must never be questioned and it must not be overshadowed by insisting on the economic efficiency, i.e. the economic calculus as to with which resource engagement this function is realized. He sees the second limiting factor of applying economic rules in upbringing and education in the very economic specificity of this activity and the range of specifics of education itself as another activity. In upbringing and education, there is no simultaneity of investment with regard to increasing the supply of services and realizing the social benefits of these investments, thus it is simply not possible to apply economic laws connected with the spontaneous functioning of the market mechanism and price elasticity, such as supply and demand laws, law values, and law substitution of more expensive inputs with cheaper ones (ibid). Jašić (1979) adds to these the numerous external economies generated by upbringing and education as public activities, such as enriching the life of an educated person, developing their independence and creativity, contributing to science and education through the emergence of innovations, developing interpersonal relationships, more efficient and better management, etc. In all these circumstances, the market is not perceived as the appropriate resource allocation instrument, therefore public sources of funding are preferred rather than self-financing, i.e. the costs paid by the learner and his/her family.

Polić (1974), as one of the most important features of modern education, points out precisely the mutual dependency and connection with economic development. The prospect of modern society and its survival is seen in mastering the necessary knowledge of the entire community. That is why investing in education is a necessary factor in increasing economic development and creating a prosperous community. The cooperation of educational institutions with the community through the implementation of various programs has a dual purpose. The goals of the educational organization itself are achieved by strengthening student outcomes through practical work. The community is empowered by directing action towards its needs, especially towards disadvantaged groups, the socially excluded or those who may become such: the poor, people with disabilities, minorities and the like (Alfirević, Relja, Popović, 2016).

The educational system should be seen as one of the key factors of economic and overall social development, yet never separated from other developmental

factors. Barić (1999) notes that only in interaction with all the other complex social systems, in complementary action, the educational system will be able to realize its catalytic function of solving the accumulated social and economic problems. He believes that education policy can be considered a subset of economic policy if it is defined as a conscious state activity in the field of education, concluding that “The logical structure of education policy presupposes the existence of economic policy carriers, goals and instruments (measures). In the functioning of each of these three elements, as well as in their relationship, one must look for the causes of (non) effectiveness of the educational system” (Barić, 1998: 927-928).

Educational policy carriers include all those factors that in some way participate in the choice and realization of educational policy goals. At the macro level, the main carriers of the educational policy are the Parliament, and the Ministry of Education and Sports (ibid). Their task is to create an institutional framework, relevant legal regulations, and to make strategic decisions in science, upbringing and education. The micro level of decision-making in upbringing and education includes the lower constitutional territorial units, those of the regional self-government, that is, the counties and the units of local self-government, i.e. cities and municipalities. County, city and municipal bodies cooperate with the management of upbringing and education institutions to align educational goals with the possibilities of regional and local budgets. The issue of decentralization level in the management of educational system is a constant neuralgic point of controversy among different system participants (ibid). The purpose of education is seen in preparation for the uncertain conditions of a changing market, with an increase in the competitiveness of the community (Alfirević, Relja, Popović, 2016). The main task of the education system should be to create such an output that will meet the needs of the economy and society as a whole. The system must be able to anticipate the needs of the economy and the state for certain educational profiles (Barić, 1998). As we have already pointed out, in the case of valorization of the effect of education, the market has not proved to be an appropriate mechanism. At least not in all cases. Accordingly, we are trying to find an appropriate education financing model according to the well-known principle of *equality of opportunity in education*. The latest knowledge in this area relates to sharing the cost of education between the state and the individual himself/herself (ibid). In order to mitigate discrimination at the individual's entry into upbringing and education system, various forms of intervention are designed, particularly regarding the student standard (student scholarships, student loans, student service center mediated work, transportation subsidies, accommodation in dormitories, student saving banks, subsidized meals, supply and purchase of books etc.). Mainly, we distinguish the social and the motivational student standard. The social emphasizes the material status of the participants, while the motivational focuses on the success achieved during schooling or studying. The two forms of student standard are commonly combined (Barić,

1999). Taking into account the specific features of upbringing and education, it is necessary to accept interdisciplinarity as an approach in solving many dilemmas in the field of upbringing and education.

MARKETING PROBLEMS IN EDUCATION

We live in a time of imposed cliché that the amount of world knowledge doubles every five years, and in certain areas even in two years (Jošt, 2012). Such period sees a greater amount of knowledge than mankind could produce from the time of ancient Greeks to the present. Ninety percent of all the scientists who ever existed are still alive today. Such a pace of scientific and technological discoveries is unprecedented in history. The time gap between new scientific ideas and their practical application in the economy has drastically reduced. The education system seeks to keep track of these changes, which is neither simple nor cheap. The upbringing and education system is an organization with a large number of employees. Such a plant with a multitude of elements with highly educated employees, who daily use the most modern technique and technology in the teaching process, especially in natural sciences, is a significant consumer of state, regional and local budgets. The Constitution of the Republic of Croatia guarantees every individual the right to education, while the price of the educational product is mainly paid indirectly, thus the state in addressing the relationship between the necessary and available educational resources seeks to control consumption within upbringing and education system by choosing alternatives, setting priorities and mechanisms for achieving them. An upbringing and education organization (whether it be primary, high school or higher level of education), aware of its limited ability to act in such circumstances, turns to the market, participants and their needs as well as potential financial sources. In other words, it starts to behave in a marketing way. Large colleges and universities in the United States began to use marketing in the late 1970s, faced with numerous problems on the market (Kotler and Fox, 1985). “Marketing is more common when an educational institution forms the level of desired transactions with the target market. At any given time, the level of demand may be below, equal to or above the desired level of demand. The task of marketing is to attain the level, timing and characteristics of demand in a way that will help the institution achieve its goals” (Meler, 1994a: 59, according to Kotler P. and Fox K. F. A., 1985: 52).

The primary task placed before an educational institution, i.e. its marketing management is to set up a balance, that is, to harmonize the actual demand with the desired one. Demand for products or services of educational institutions may be different (according to Kotler and Clark, 1987). In cases where *there is no demand* (an individual is not interested in continuation of schooling) or when *the demand is negative*, it is necessary to more closely link the benefit to the prospect of a potential trainee. An upbringing and education institution must also take into account the

latent demand. Namely, there is no a human who is not interested in anything, but if there are no products and services, in this case teaching contents that would be interesting and acceptable to the individual, the latent demand would remain unfulfilled. *An uneven demand* is the most common situation in which an upbringing and education institution can be found and can lead to the excessive or insufficient use and utilization of its capacities. An uneven demand can sometimes be caused by the very nature of the service provided as well as its inappropriate distribution (e.g. certain courses are organized only in a certain part of the year, evening classes are organized only in the afternoon and evening hours), inadequate organization of work at school or college, or insufficient activity to change behavior and habits of the attendees. Marketing activities should enable achieving an even demand. *Excessive demand* presents a demand for services provided by educational organization which is greater than it can or wants to meet. Attractive schools and faculties regularly receive applications from a significantly larger number of candidates interested in enrollment than the upbringing and education institution can objectively receive due to capacity constraints. In such situations, selective demarketing will be applied, which will take into account the benefits of pupils or students, but also of the institution itself. Different forms of classification procedures are used to select the best participants of the offered educational program. The society as a whole feels the consequences of the demand for harmful products such as drugs, alcohol, cigarettes, which can be associated with deviant behavior, especially in the younger part of the population. One of the marketing tasks in the field of education is systematic action in the direction of changing habits and behavior of people, with the ultimate goal of reducing *the harmful demand* (ibid). This is achieved through education and teaching contents that point to the harmfulness of certain products and the unacceptable behavior, through training of participants for an active role in society and for changes, through extension of the range of interests in various fields and through action directed at overcoming prejudices and wrong role models. Upbringing and education institutions assist parents in developing parenting skills or adequate health care, through psychological counseling for them and their children, with emphasis being placed on establishing parent-institution cooperation in various teaching and extracurricular activities (Alfirević, Relja, Popović, 2016).

An upbringing and education institution faces many problems through an analysis of its work. The most common are the following¹⁶:

- *growth of business expenses* (Fast technological development is causing the ever-growing emergence of sophisticated teaching materials and aids (computers, video projectors, software, laboratory equipment, etc.) that are getting out of date and must be replaced by newer, more contemporary

¹⁶ Elaborated according to Miletić, 2002.

devices and computer programs, increasing business costs of educational institutions.);

- *the number of pupils/students is decreasing* (It is not uncommon for the emergence of new competitive institutions in the vicinity to lead to a substantial drop in the number of students. The cause can also be inflexibility in offering new teaching contents.);
- *bad image of an educational institution* (Potential candidates and their parents perceive a school as an upbringing and education institution which receives candidates who fail to enroll at any other institution.; A school is attended by students with problematic behavior.; Students having finished certain schools rarely manage to enroll in a college.; A certain faculty has been designated as an institution that does not educate high-quality experts.; A faculty is known as an institution where getting a diploma does not require much effort, thus its graduates are not highly valued on the market; There are rumors that an exam or a diploma can be purchased at a faculty.);
- *demotivating school space* (The interior and exterior of an educational institution is not comfortable and does not encourage the lecturers to work or motivate students to learn.);
- *how to attract quality scientists and lecturers?* (People, especially in upbringing and education, make a difference. Quality lecturers will motivate students and increase the number of students by “mouth to mouth” marketing. In higher education institutions the scientific reputation of the lecturer is also important.);
- *attendees complain of an uninteresting, boring material* (It is very important which contents the curriculum offers to the attendees of the upbringing and education institution, especially in higher education. It is necessary to constantly modernize the curriculum adding recent scientific facts, but also adequately adapt it to the auditorium in terms of methods.);
- *what new services (programs, contents) should be provided?* (Educational service is not sufficiently tailored to potential users, especially in terms of lifelong learning, enabling students to progress or get jobs.);
- *where to locate new schools or faculties?* (Upbringing and education institution is in dilemma if it should or should not open a new branch, district school or laboratory. Where to locate them specifically? Is it more useful to engage in building or buying an own property or taking another property for rent? A tough decision is also whether any of the components should be extinguished because of the insufficient number of attendees.);
- *how to motivate employees to be more helpful?* (The management board of the educational institution must take measures to maintain an adequate level of motivation provided by employees to the attendees. The problem

of upbringing and education institutions, especially the state institutions providing higher education, is a large number of unmotivated uneducated staff who sometimes reach up to 30% of the total number of employees. Certain services have retained the arrogant behavior inherited from the previous social system, whether it is the service provided to the employees of the institution or the attendees, whereby accounting and IT services are underlined.);

- *how to change the bureaucratic attitude towards the candidates (pupils/ students)?* (As explained in part in the previous issue, the upbringing and education institution includes not only teachers, but all employees, especially those who come in direct contact with students. Employees of admissions office and libraries in some institutions give students more stress than exams do.);
- *certain classes and technical aids are insufficiently used* (Due to the poor work organization, some teachers work in inappropriate classes while other spaces remain empty. Expensive devices and instruments are used too rarely for their purposes.);
- *uncertain future* (Modern school, as well as other economy and non-profit subjects, operates in a turbulent environment. Due to these pronounced changes, Drucker calls this period a *period of discontinuity*, while Toffler describes it as *the time of the shock of the future* (Kotler, 1994);
- *how to improve the relationship with the regional and local community?* (School must build and maintain good relations with the founder who directs decentralized resources and delegates its members to the institution's administration. The cities are the founders of primary schools, while the counties are the founders of high schools as well as of those primary schools located outside the regional centers.);
- *how to more actively engage parents in school work?* (Parents are a group of participants who are most concerned about their children's success, and this potential should also be used for the successful work of the upbringing and education institution.).

The role of marketing in education is to find answers to these questions. Meler (1994) notices the greatest shortcoming of the current school system is a consequence of insufficient change from the communist system, and relates to neglecting the development of skills. He claims: "Teaching programs, textbooks, lectures are overwhelmed by data, facts, factography. Teachers mostly interpret the material, and the students listen, read, remember. Reproductive tasks prevent the productive ones. Ready data is being learned, and rarely skills develop. This is a major weakness in school work" (Meler, 1994: 172). Upbringing and education institutions have at their disposal tangible (resources, people, money) and intangible (good reputation, long history, tradition, position on the life cycle curve, and

adaptive potential) resources (Meler, 1994). Whether a particular school or college will accept marketing as a means of addressing these problems or not, it depends on the size of the accumulated marketing problems, as well as the attitudes of management and their ability to apply marketing in education.

Marketing of upbringing and education institutions is a recent and valuable area of research where students are increasingly viewed as customers or service users, emphasizing thereby the market aspect. Namely, the students have their own needs and expectations to be met, which means an educational institution accepts the market concept (Guilbault, 2016).

THE SPECIFICITY OF MARKETING IN EDUCATION

A common feature of marketing and education as service industry is to satisfy and develop human needs. Kotler and Fox (1985: 7) define marketing as follows: “Marketing is the analysis, planning, implementation and control of carefully prepared programs designed to enhance the exchange of certain values with the target market on a completely voluntary basis, intending to realize objectives of the educational institution. Marketing includes designing an offer of the institution to meet the needs and desires of the target market, as well as to efficiently determine pricing, communications and distribution aiming to inform, motivate and serve the market.” Though the term marketing is often used today, the general public is not fully acquainted with what marketing really is. Marketing is usually seen just as a promotion, or a kind of public relation, or just an endeavor to sell a product or service. There is misunderstanding among educators and scientists that marketing as such is incompatible with the nature of humanistic activities such as upbringing and education. However, despite such a limited viewpoint of marketing, it still functions as a combination of researches on consumer needs, product policy, pricing policy, distribution, etc.

Meler (1994) states that marketing in education due to the specificity of this activity has some of its particularities that are conditioned by the following reasons: the product that appears in the form of intellectual service must be considered as a total product, i.e. as the integrity of material and non-material elements; the price of the product is paid indirectly; “mouth-to-mouth” promotion is the best form of promotion, especially combined with personal observations and personal expectations of the individual; decision-making for a particular product is the result of rational rather than emotional motives; once gained, loyalty to a particular educational institution is hardly discarded.

Educational services, better yet, intellectual services, have all the features of any other service: intangibility, indivisibility, changeability and transience. Educational services are numerous and various. Some are more related to equipment, others to people (Kotler, Keller, Martinović, 2014). Educational services

require the presence of service users - attendees - pupils or students, which means that the processes of providing and using the services occur at the same time.

It is generally accepted that everyone has the right to upbringing and education. The need for knowledge and education must be fulfilled regardless of the material condition and social status of an individual. State regulation and public control over the work of educational institutions play a very important role in creating a specific strategy in the field of upbringing and education. Upbringing and education organizations are often not allowed to work and develop in the direction they want or are permitted under certain conditions. Therefore, the supply-related strategies will be focused in two directions: the source of funding and the market to which they provide their services, unlike business-oriented organizations exclusively targeted at the market. Price as a marketing mix element is used in a different way than in business entities. The price in upbringing and education, in most cases, except for schools and colleges with tuition fees, is a result of a certain form of standardization, and the attendee is mostly indifferent to it because he/she does not pay directly, as we have already emphasized. For this reason, the possibilities of price differentiation, which are quite used in traditional marketing, are limited in education. The specificities of promotional activities differ significantly from those in other activities and are often aimed at promoting knowledge, enlightenment, humanism and better life quality. We emphasized that "mouth-to-mouth" propaganda is the best way to promote an educational organization. Thus, a good product or a service, that is, a satisfied student is the best medium of promotion of the educational institution.

There are two main problems occurring in the marketing strategy in education:

Unlike the profit sector where the basic goal is profit, an educational institution strives to achieve much more goals. Therefore, it is necessary to choose among alternative goals and define appropriate strategies accordingly.

The second problem is the difficult choice of appropriate strategy due to the problem of aligning the opinions of the two groups that have influence on decision-making. Educational activity is characterized by a dual hierarchy of authority. This means that the authority is divided between the administration of a school or faculty on the one hand and the teaching staff on the other hand, in the form of a faculty or a teaching council. Before applying certain marketing strategies these two groups should agree on the optimal strategy to be chosen for the progress of the educational institution (Miletić, 2002).

There are numerous opportunities to successfully apply marketing concepts in education. Although basic marketing principles do not change, marketing in educational institution must take on different characteristics in relation to traditional marketing, in order to respect and preserve traditional relationships in education (Flaviane and Lozano, 2007). Lafroge and Haynie (2006) point out that educational institutions operate in a specific market situation characterized by business and

education informatization, needs for differentiation of the program and specific knowledge, various institutional and market changes, which come as a result of globalization in general. In this context, Sarkana and Sloka (2015), state that world global competition “forces” educational institutions to apply marketing to education since it is the most effective response to modern market conditions.

Accepting marketing philosophy in upbringing and education institutions requires the whole institution to start thinking about marketing. The key terms to focus on are consumer needs, market sharing, competitors and their positioning, as well as the development of new products or services following the market trends (Leko Šimić and Čarapić, 2007).

THE CONNECTION BETWEEN AN EDUCATIONAL INSTITUTION AND MARKETING

There are numerous marketing definitions and no single definition that would be accepted by all theoreticians. Undoubtedly, marketing is science and skill interrelated with other disciplines. With regard to this, we can see marketing as a business philosophy and a concept as well as a business function.

MARKETING AS A BUSINESS PHILOSOPHY AND A CONCEPT

Every business entity, whether for-profit or not-for-profit, has certain potentials and resources, and seeks to increase the degree of business efficiency and meeting consumer needs (Furudić, Drašković, 2016). Objectively there are no reasons for not accepting the marketing concept of all business entities in our society, both for-profit and not-for-profit ones, regardless of the ownership structure. Still, marketing has not gone far enough to the extent to which it could and should. The key problem lies in misinterpretation of business philosophy, i.e. the approach to business problems and ways of thinking. The relationship towards business in negotiated economy was largely different from what modern marketing demands and offers. In society like ours, recently emerged from socialism, all segments of society still feel the anomalies of this past social model. Many business organizations will formally accept the marketing concept and even organize a marketing department, but there is often a lack of knowledge and desire to realize such a business activity. They are characterized by vain and irresponsible behavior, as if the whole world existed because of them and as if everybody had to adapt to them. Contrary to this, the marketing concept of business puts in the first place the needs of people who are receiving services or products. The primary goal of the institution must be to meet the needs of its users. It must constantly monitor social changes, observe its role and adapt to changes.

Upbringing and education institutions are service-oriented in their activities. The dominant form of the dull *ex cathedra* lectures puts in the foreground certain material to be presented, while less important remain the competences the students need to acquire. It is important that the number of hours provided in the curriculum and the syllabus is administratively fulfilled, while the individual needs of pupils and students are largely neglected. Such behavior in which the primary interests of pupils and students are subjected to the teaching content proves that we tend to forget they are the most important part of the education system. Service orientation is perceived in the work of many teachers and lecturers from primary school to university level. It is forgotten that the auditorium is a mixed group of people with different previous knowledge, abilities and tendencies. Often, the lecturer adjusts to himself/herself rather than to listeners, thus individual learners find it hard to follow and understand, some already knowing the content, and others being bored. If an upbringing and education institution as well as any of its employees totally accept the business-philosophical component of marketing, they will be able to see the real needs of people and choose the appropriate way to satisfy them. In this way, a pupil or a student will be seen as a full being with specific upbringing and education needs. Every employee of an upbringing and education institution should think in this way, not just teachers. Educational services also include services provided by library, student canteen, admissions office, accounting department, doorkeeper, etc.

Numerous challenges are faced by modern educational institutions, which must respond quickly and efficiently, the introduction of marketing concepts being a major and fundamental starting point (Chapleo and O'Sullivan, 2017). Polkinghorne et al. (2017) state that the marketing of educational institutions allows growth of information on specific educational programs, based on which future students can better decide on a particular upbringing and education institution and its educational program.

Upbringing and educational institutions are increasingly focusing on marketing and building their own brand. To this aim, they employ or outsource marketing experts. In order to follow technology and modern trends, online and digital marketing channels are increasingly used, while the main and basic advertising tool is a quality website (Hanover Research, 2015). Online advertising significantly influences the choice of upbringing and education institution, which confirms the importance of recognizing and efficiently using the available online marketing channels (Tahir Jan and Ammar, 2016).

Universities increasingly notice that their students are "buyers" to whom they need to deliver value throughout the entire educational process. To attract their "buyers", universities must keep up to date with technological trends and communication channels. This is particularly true of digital strategies, given that pupils and students are growingly using the possibilities of modern technology (Hanover

Research, 2015). Štimac and Leko Šimić (2012) state that private educational institutions are at the forefront of introducing marketing concepts and are more adaptable to market conditions. In their work, Miletić and Bosna (2016) point out that failure to implement marketing in education leads to numerous social and economic consequences, which reduces efficiency of the labor market but also of the economy as a whole.

MARKETING AS A BUSINESS FUNCTION

In every business organization, marketing should be accepted as a business philosophy or a way of thinking but it also should be present functionally. In other words, a certain marketing organization must be established. Marketing can improve the business of an institution only if there is a well-organized marketing department and if the management structure of the institution actually, and not just declaratively, accepts the marketing concept of the business.

The marketing function has developed over time. It is closely related to the elements of marketing mix: price, product or service, distribution and promotion. Optimally combining these elements, the organization creates its offer. Thus, the consumer, in this case a pupil or a student, forms an attitude about a particular upbringing and education institution and on that basis makes decisions. Through programming the elements of a marketing mix, an institution can affect the change of attitudes and behaviors of pupils or students and set them in the desired direction.

Whether it be a pre-school, primary, secondary or university level, the structure of an educational institution consists of two services: the professional-pedagogical and the administrative-technical (Levačić, 2016). Marketing as a business function must be linked and aligned with other functions in the organization. Moreover, marketing as a business function in a modern business organization has an integrating function as well: it unifies the activity of all other business functions and directs them towards the realization of the set goal of the organization. The quality design of integral marketing business function in a business organization prevents the loss of its resources and enables the use of its potentials. In this way, the human needs are met more satisfactorily realizing the purpose of the business organization. In addition to taking care of student upbringing and education, the headmaster of the educational institution must certainly be a good manager (Furudić, Drašković, 2016).

Marketing as a business function enables constant focus on the market to meet the needs of the present and future customers. Moreover, the marketing business function in a dynamic and turbulent environment allows for adaptation to market conditions, which indicates its role and importance, as well as the necessity of being included in the organization in order for the organization to survive, grow and develop. The introduction of marketing function implies taking into account

the needs of society as a whole, of individuals and organizations. Certainly, the marketing function serves the customer suiting customers' needs and expectations (Negrut and Mihartescu, 2016).

Meler (1994) describes the scope of work of a marketing director who would, along with the marketing leadership and counseling of senior university officials (rectors, vice rectors, deans, heads of university departments), among other things prepare the information required by any university officials for a particular market segment, make studies on the needs, perception, preferences and satisfaction of individual markets, assist in planning, promoting and launching new study programs. In addition, such marketing director contributes to the design and development of communication and promotional campaigns, creates analyses, and accordingly advises on the formation of the prices of individual educational services, as well as on the enrollment policy, the work of university funds and the current meeting participants' needs, assesses the feasibility and justification of new management plans from a marketing point of view. If a higher education institution is not able to set up an appropriate marketing organization, it may include marketing experts in the administration, use marketing agency services, or expert assistance provided by the marketing departments of the faculty of economics, while it is certainly desirable for management staff to attend seminars addressing marketing topics (Meler, 1994a).

The introduction of a marketing concept in educational institutions means the orientation of educational institutions to continuously implementing and controlling strategies of promotion, public relations and other marketing activities. Successful management of educational institutions through adopting marketing concept also seeks to meet the needs of their own market by improving business processes within their educational institution (Oplatka, 2007).

CONCLUSION

Contemporary theory and practice confirm that the marketing approach in business is the basis for efficient functioning of both for-profit and not-for-profit organizations. The objection is that the implementation of such marketing strategies would cause competition among educational organizations. In the developed world, but also in our country due to the emergence of private schools, this is increasingly happening regardless of whether or not marketing strategies are applied. Humanistic orientation of upbringing and education institutions does not necessarily exclude their mutual competition. The justification and the gravity of the above critiques can only be assessed if marketing is viewed as a whole and if its benefits and advantages are defined. Indeed, with the emergence of competing institutions, each upbringing and education institution, unlike in the time of the monopoly, would have to seriously reflect on its position and strive for a higher quality of education as well as of all accompanying services to attract the candidates.

Yet, even without competition the turbulent changes in the surrounding force the educational institutions to start implementing marketing behavior. The demand for the services offered by upbringing and education institutions may be different, therefore the basic task of the management of these institutions is to strike a balance, that is, to align the actual demand with the desired one.

The application of marketing in education is based on the indisputable fact that upbringing and education institutions have their own market and their consumers to whom they have intended their intellectual service, that is, the knowledge that pupils and students, as consumers, acquire during their schooling and study. Consequently, the basic role of marketing in education is to design services, more precisely the process of acquiring knowledge, in a way that will optimally meet consumers' intellectual needs, and thus the needs of society as a whole.

Upbringing and education should be viewed as a public good with a number of specificities that must be known in order to be able to pursue a high-quality and effective educational policy, such as the simultaneity of consumption and investment characteristics, the limited economic criteria, since the basic task of social activities, including education, is regularly determined outside the economic domain in the narrow sense. The primary role of upbringing and education as activities is to increase the amount of knowledge in society.

Upbringing and education institutions in their work face numerous marketing problems on a daily basis, such as rising business costs, declining attendance, poor image of the institution, unstimulating interior and exterior, uninteresting teaching materials, employee demotivation, bureaucratic attitude towards participants, inadequate utilization of halls and teaching aids, uncertain future, introduction of new services, cooperation with regional and local community, involvement of parents in the work of the institution etc. If they decide on a marketing management concept, the administrations of upbringing and education institutions can successfully solve such problems. The application of marketing principles will also result in greater efficiency and rationality of activities carried out by upbringing and education institution. In order for an educational institution to function effectively, it is necessary to adopt a marketing philosophy, that is, for all individuals in the institution to start thinking about marketing, but also to set up a marketing department.

Upbringing and education services have all the characteristics of every other service (intangibility, indivisibility, changeability and transience), but have also special features, thus marketing in education has certain specifics that must be taken into account in order to preserve the traditional relations in upbringing and education. The cost of applying the marketing concept must be less than the benefit this implementation brings, which makes any fear of wasting money on marketing in education unfounded.

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