

Introduction

1. Premises of research

The increasing social diversity generated first of all by the differences of economic status between the members of the society, by the manner of satisfying the consummation needs, strengthened much more the differences between people, at school age, this extreme phenomenon being a real danger.

As the family role in educating the young diminishes, mostly before the age of adolescence, when the need of support is supposed to be great, school has an important task, that of drawing the trajectory of a clear social and professional life for each of them.

Strangely, the engine of evolution, the education, the educational system, really needs the greatest stability in this dynamic process, so that the interventions brought to its structures should have an effect during the minimum period of an educational cycle.

In this context we think that it is useful to change something within the process of the educational intervention and a determining role is played by the school and the education realized by all its forms, formal, non-formal and informal. From the positive experience which it proved practically, in different fields of economic and social life, the marketing could respond efficiently to the challenges of the reforms that are going to be realized in the educational system. Obtaining the professional success, satisfying the individual and collective needs, optimizing the results and the resources involved in the educational process are only some of the objectives which could find solutions by using marketing in education.

2. Motivation, aim, objectives and problems of research

Motivation

A teacher from the preuniversity system will consider school education through the eyes of his/her pupils but with the mind of an adult person, having psycho-pedagogical competences that could model the processes in order to reach the operational objectives initially established. He/she is aware of the fact that the education realized in school has never been the child's greatest joy.

Essentially, finding a solution, from the marketing perspective, to the problems of educational process which were identified anteriorly constituted the motivation of this scientific research.

Aim

The aim of this research is to establish a number of correlations between the variables of the marketing-mix that were identified by qualitative researches (survey and observation) and the tendency of the pupils to recommend to their acquaintances the school they attend.

Hypothesis

The educational marketing-mix influences the intention of the pupils to recommend to their acquaintances the school they attend. The connections determined between the educational

marketing-mix and the intention of the pupils to recommend the school they attend have different intensity, according to the importance attached to each mix variable.

Objectives

The objectives of the research will aim at:

- Identifying the practices of educational marketing used in preuniversity school;
- Establishing a number of variables of the educational marketing-mix according to the bibliographic analyse and of filed research;
- Establishing some statistic correlations between the educational marketing-mix and the tendency of the pupils to recommend the school.

Problems of research

Reaching the declared aim and the objectives proposed imposed necessarily the orientation of the study towards several concrete research directions like:

- Researching the preuniversity educational process and understanding the identified problems;
- Analysing the knowledge of the marketing in the preuniversity school;
- Identifying the action lines of the educational marketing in order to increase the satisfaction of the beneficiaries of the process of preuniversity education;
- Identifying the variables of the marketing-mix and establishing its elements;
- Determining the pupils' perception on the variables of the educational marketing-mix;
- Analysing the intention of recommend the school they attend;
- Analysing the influence of the variables of the educational marketing-mix on the pupils' intention to recommend the school they attend.

Methodology of research

The present research was realized during the following stages:

- Studying the specialty literature, by bibliographic documentation;
- Realizing a direct research, based on systematic observation;
- Realizing unstructured qualitative interviews with managers of preuniversity schools, having as subject the present problems of education and the role of the educational marketing in improving contemporary education;
- Building a questionnaire and analysing the structure items from the perspective of their understanding by pupils, by a research type focus-group;
- Applying the questionnaire on a number of pupils in the inferior and superior cycle of high-school, from the specializations Science, Humanistic, Services, Natural Resources and Protection of Environment, and Technical from Tg. Neamț.
- Analysing and interpreting the results by the programme SPSS – 17;
- Formulating conclusions.

Chapter 1. Educational organization – provider of services

Features of educational services

The features of the educational services have their origin in the specificity of the work carried on and can be enumerated as follows:

- Intangibility (because the educational services cannot be physically felt especially they cannot be seen, the confidence of the customers is gained by the quality of the didactic personnel, the information about the educative, school and extra-school processes, the level of the price paid for the expected performances).

- Simultaneity of the production and consumption (the presence of the pupil in the same place with the teacher, with the non-didactic personnel, in school or during extra school activities).
- Impossibility of stocking the educational service results from its consumption in the same time with the realization of the didactic process.
- Heterogeneity (determined by the different content of the processes carried on).
- Perishability of the educational process (because it is “consumed” partially even from the moment of its providing).

Preuniversitary school in the contemporary period

The state schools face a dilemma especially when a single school serves a local community: either they respond to the needs of the entire community or they aim to the education of certain groups of pupils. If a school is addressed only to some specific groups of pupils, it is probable that the needs of the other groups of pupils within the community, which are not aimed at directly by its offer, should be satisfied in less measure.

The demand of private education, in a certain community, is realized by the market; in these conditions, the beneficiaries of the private education will have to pay for the supplementary services they will receive, in addition to those of acquisition the compulsory curriculum. It is possible, by law, to grant a financial portfolio to each pupil in the compulsory system, which he/she could use as he/she considers, according to his/her capacities, aptitudes, and abilities, similar to a moral credit, discounted in life-time performances. The pupil can choose, during compulsory school, between state and private education.

The image of the school

The image of the firm represent a patrimony good, immaterial, having a monetary value and being included in the totality of its goods. The elements that form the school image are:

1. The quality of teachers: the professional knowledge, the level of approaching education as well as the attitudes of teaching and evaluation of teachers.
2. The quality of pupils: the attitudes of pupils towards study and the development of their own personality.
3. Physical facilities: school equipment and material supplies.
4. School atmosphere: the way the general morale in school is present.
5. The achievements and the performances of the school, like the administrative efficiency, the percentage of pupils who follow a superior cycle of training and who enter the work market, the activities organized by the school concerning the solutions to the social, economic and environmental issues, as well as the social achievements of graduates.

Developing the school image aims at increasing the number of beneficiaries, improving the negative perceptions and the quality of pupils’ life.

Democratisation of decisions in Romanian school system – approach of the orientation towards marketing

The democratisation of the decision in Romanian school system represents an important vector of the reforms realized lately in the educational field. Creating some functional internal democratic organisms has become priorities for a modern European education system.

Organizing the activity in Romanian school system

The marketing organization of the school system consists in realizing an organisational structure where each employee, didactic or not, no matter his/her specialisation, attributions, training level etc., may act according a marketing conception, previously elaborated, admitted and assimilated.

Insuring the quality of education in Romanian school system

Insuring the quality has appeared as a necessity, first in economy and then in the other domains of activity, including at the level of the preuniversitary system. Thus, the school system could not stay far from the theoretical and applicative acquisitions of economy, borrowing several concepts like: control, quality, inspection, audit, conformity with the necessities, monitoring, efficiency, and excellence etc. This new vision aims at replacing the unorganized and pointless activities by an organized, coherent and predictable action, taken by some standards.

The extension of the functions (activities) of school is determined by its fundamental position of institution of knowledge in society, by the implication in realizing and optimizing the partnership with the family and the community, by the multiple plans in which the educable is manifested.

Chapter 2. The marketing-mix in the preuniversitary system

The education realized by the education system

The education represents a social activity, realized in a conscious and organized way, targeting to an individual or groups of individuals, in order to transform the anonymity in a personality adjustable to the realities of a historic period.

The education must be considered from two perspectives: one historical, epistemological, in order to understand the evolution of the relationship between the educated person and the educator during some development periods, and one methodological.

The functions of the educational marketing

The educational marketing is a leading function without which school could not survive in its present competition milieu, a holistic process of administration which aims at improving the efficiency of each activity realized, by satisfying the needs and the wishes of its customers.

The functions of the marketing include both the customer's education and the sales of the services. From this perspective, the schools can explain what opportunities offer to the future pupils, including the information about what and how they learn.

1. Researching the economic and social needs

Without the research of the need of work force of the society, of the concrete requirements concerning the results of the educational system, we cannot talk about the adaptability, the productivity and the efficiency of the educational system. The identification of the professions which will develop in a larger way during the years to come, of the essential tendencies in the dynamic of the professions is connected to the study of the main factors which determine the social need for work, the mutations that will occur within the structure of the national and European economy, the professional mobility etc.

2. Investigating the individual aspirations and options

The study of the demand of education of the young people, the motivational analyse of school and professional options are activities of marketing that have a particular importance within a market economy. Knowing the education demand and especially the school and professional options, the modifications taking place in the structure of these options, both as sense and as necessity, represents a premise of the future actions carried on the marketing activity.

3. Increasing the adaptability of the educational system to the needs of the contemporary society

Developing competences aims at centring the activity of teaching-learning-evaluating on the insurance of the flexibility of the educational programmes, on the training of teachers and on the introduction of several active methods of teaching and learning. For example, in elaborating the education plans and the programmes of training within the professional and technical system, a great importance is attached to technologies as they detain the biggest value in the training which is offered to pupils.

4. Satisfying in superior conditions the individual aspirations of education (the school and professional options).

The educational marketing has to stimulate, on one hand, the approaching of the demand of education by the social and economic needs, and, to the other hand, to support the realization of the educational processes, so that the school losses should be reduced, losses that are generated by the school abandon and the professional incompatibility.

5. Evaluating the efficiency of the educational system

The evaluation the efficiency of the educational system can be permanent, starting from the elaboration of the educational decision, to the effective realisation of the actions.

The educational marketing vs. the educative marketing

Within the school education, the marketing plays the role of strategic negotiator of the educational organization in its relations with the beneficiaries of the services to be offered. It represents a psychological expression of projecting a favourable image concerning the products and the services to be offered to the market.

The educative marketing aims at educating several groups of individuals by concrete and efficient actions according some clear objectives.

The educational offer – element of school option

The school offer provides the informative support of the schools concerning the educational finalities and objectives: the number of classes on types of specializations and years of study; the compulsory subjects and the number of hours allocated to them by the frame-plan; the optional courses/the packages of optional courses that the school can offer; the methodology of selection and option concerning the curriculum decided by the school; the modalities of evaluating pupils at the optional subjects and the criteria according to which pupils are selected.

The 7 Ps of the educational marketing-mix

The particularities of the educational services proved that in education there are a lot of variables which influence the interaction with its beneficiaries. In this context, the educational marketing-mix comprises:

The educational Product, characterized by the whole of the elements achieved by the educational organization, its offer (the profile of the graduate and his/her cognitive and non-cognitive acquisitions, the teacher, the type of education, the schooling plan, the events achieved, the information, the educational publications, the projects and the programmes carried on, the

diplomas and the certificates offered, the corporal and non-corporal elements realized in the didactic activity, the mark etc.)

The Price which emphasises the totality of the decisions of the educational organization concerning the entirety of the activities to be paid during the achievement of the services, expressed in costs engaged by the bearers of the demand of educational services (the price of the transport home-school and back, the price of the school supplies and of the curriculum auxiliaries, the price of the compulsory school symbols, of the accommodation and meal at the school cantina, the price of the rent services, copying, or participating to certain school and extra-school actions etc.). An interesting approach is that of the psychological price discounted by the pupil during the educational process, concretized by the effort made in order to reach the performances imposed by the school;

The placement (the distribution) which refers to the whole of the activities of providing the costumer with educational services, necessary utilities in order to achieve the processes, being structured on two components: the premises of the school and the manner of realizing the courses (the education form), on one hand, and the concrete modalities of realization of the instructive-educative process, of transmitting the information and of acquisition of the competences necessary to the becoming and the developing of the main educational product, the object of education (the didactic methods to be used in order to reach the objectives), on the other hand. An important role in the differentiation of the distribution of the educational services is played by the school ergonomics (the school building, the design, the ambiance, the comfort and facilities offered, furniture and educational utility etc.) and the capacity of integrating upstream and downstream the politics of school;

The Promotion/communication which refers to the concrete modalities of informing the market about the offer and the activities carried on (publicity, sales promotion, sale force, public relations, school fairs and exhibitions).

The personnel/the staff which is represented by the human structure in the school (didactic and auxiliary personnel involved in the teaching action, characterized by competence professionalism, confidence, efficient communication etc.) and administrative personnel whose purpose is to provide the functional frame in good conditions of the educative process realized in school. Also very important is the way the teachers are recruited and promoted, the modalities of improvement and evaluation from the institutional and social perspective.

The Educational Process which can be defined largely as being the totality of the activities realized by the school during the educative process: teaching, learning, evaluating, non-formal activities, individual study, as well as the administrative alternatives to obtain school documents and information concerning the activities carried on, evaluations etc., elements that generally have a great impact on pupils', parents' and community's morale.

The Partnership school-family-society which emphasises the efforts of the actors involved in order to insure the continuity of the educational processes beyond the school "frontiers". It also refers to the relations established between school and pupils' families, their degree of implication and frequency, the relations between school and community, the importance attached to it in its space through the results obtained.

The marketing-mix aims at applying practically the strategic orientations specific to each organization according to its type (general school, high-school, technical high-school, professional school etc.), the level of school training realized (primary school, middle school, high-school – low and up level, college etc.), the extent or the geographic area, by integrating efficiently the 7 elements.

Chapter 3. The radiography of the marketing-mix in the preuniversitary school system

The educational marketing in Romanian preuniversitary system

As a result of the responses formulated by the managers of the preuniversitary schools, we identified three major problems: firstly, the educational marketing is considered an indispensable activity within the conception and the organization of the management processes of the school, secondly, this is identified as a number of actions by which is stimulated the “school commercialization”, by creating attractive school offers, and finally, the educational marketing is described by the elements specific to the education activities: product of education, educational price, school promotion, process of education and teacher. For the managers these are the variables which contribute to increasing the quality of the processes achieved in schools.

The preuniversitary educational product

Beyond the differences that exist as far as concerns the opportunity of using the term of “educational product”, the school managers identify also differences concerning its sphere of content, as it is defined in the economy of the present work. Identifying the “educational product” with “the man itself”, namely the graduate, its complex definition as “achievement of an harmonious education from several perspectives”, concretized in useful information, abilities, skills, knowledge and competences of systematic and profitable work which to facilitate him at graduation a job or the possibility to continue the studies at university, allows the utilization of a number of syntagms that largely describe this concept.

The price – variable of the educational marketing-mix

Thus, after the discussions that we had with the school managers, we understand that beyond the financial price of schooling, the high psychological and social costs of mediocre pupils, admitted at good high-schools on the basis of the average in middle school, oblige them to make a considerable intellectual effort, very often beyond their powers, in order to remain at that school.

In the same way, the price too high paid by some pupils determines them to abandon school. Thus, the educational price is an indicator of the product efficiency. For each option chosen by the pupil, a price is to be paid. So, the price paid for schooling has to be much less than the price paid for abandoning:

$$\mathbf{P\ school < Opportunity\ of\ not\ going\ to\ school}$$

The rationality manifested at school age in choosing each variant will start from the benefices expected and less from the costs to be paid.

Placement of the educational services

The discussions that we had with the managers of schools lead to the idea of the utility, the role and the importance of the school infrastructure, for the good achievement of the education process and for reaching the expected educational objectives; their different opinions concern on the other hand the attitude towards the modality to do it. While some managers try also by own efforts to increase their budget, some others wait and are happy with the budget resources allocated by the government or the mayor.

Promoting the school

In the dynamic context of the education market, the school uses, beside the classical instruments (school results, competitions carried on, school offer, profiles and specializations), also means of promotion used in marketing, like: publicity, promoting the sales, public relations, personal sale and participation to fairs and exhibitions. The promotional means used in the promotion actions mentioned above are also diverse, containing: flyers, leaflets, audio-video means, stalls for presenting the results obtained, exhibitions, publicity in the written and audio-video press, the school site etc.

The teacher – variable of the educational marketing-mix

The teacher, as the leader of the didactic activity and as form teacher/counsellor, is unanimously considered the key-factor in the instructive-educative process in the preuniversitary system. According to the interviewed managers' opinion, the teacher deserves the position of "first violin"

The educational process

The managers that were interviewed consider that choosing the education methods and their adjustment by the teachers to the type of education situation lead to increasing the rhythm of assimilating the knowledge, to forming measurable skills and abilities. It is important, according to the interviewed managers, that the methods chosen by the teachers should fit the objectives and the educative content and correspond to the pupil's age. The capacity to activate the methods that are to be used depends, in a large extent, on the modality of realizing the collaboration between pupil and teacher as well as on the educator's skill.

The manifestation field of the partnership school-family-society

The managers talk about the radical changes that should take place within the relationships between school and family, accusing the fact that these relations were developed, most of the times, unilaterally in high-school, being considered by pupils' families, an exclusive attribute of school. The partnership contract the relation between school and family should rely on must aim at reciprocal obligations, involving the family not only financially but also educationally and culturally. The managers admit the fact that this partnership is functional in the European educational systems, and that changing the legislation in domain will offer the possibility of its materialization in Romania.

Chapter 4. Study concerning the influence of the educational marketing-mix on the tendency of pupils to recommend the school they attend

Aim, research problem and objectives

Aim – The present research aims at investigating the way the variables of the educational marketing-mix may influence the pupils' option to recommend to their acquaintances the school they attend.

Research problem consists in determining connections between the components of the educational marketing-mix and the pupils' intention to recommend to their acquaintances the school they attend.

Generating hypotheses – The hypotheses enounced after the review of the specialty literature and of the analysis of the interviewed managers' opinion are presented as follows:

H1 – Pupils’ perception concerning the variable “*product*” is significantly connected to the intention to recommend the school.

H2 – Pupils’ perception concerning the variable “*price*” is significantly connected to the intention to recommend the school.

H3 – Pupils’ perception concerning the variable “*placement*” is significantly connected to the intention to recommend the school.

H4 – Pupils’ perception concerning the variable “*promotion*” is significantly connected to the intention to recommend the school.

H5 – Pupils’ perception concerning the variable “*professor/teacher*” is significantly connected to the intention to recommend the school.

H6 – Pupils’ perception concerning the variable “*process*” is significantly connected to the intention to recommend the school.

H7 – Pupils’ perception concerning the variable “*partnership*” is significantly connected to the intention to recommend the school.

H8 – There is a connection between the respondent’s sex and his/her intention to recommend the school he/she attends.

H9 – There is a connection between the respondent’s education level and his/her intention to recommend the school he/she attends.

The objectives of the research consist in:

1. Determining pupils’ perception on the variable of the educational marketing “*product*” proposed in the questionnaire.
2. Determining pupils’ perception on the variable of the educational marketing “*price*” proposed in the questionnaire.
3. Determining pupils’ perception on the variable of the educational marketing “*placement*” proposed in the questionnaire.
4. Determining pupils’ perception on the variable of the educational marketing “*promotion*” proposed in the questionnaire.
5. Determining pupils’ perception on the variable of the educational marketing “*professor/teacher*” proposed in the questionnaire.
6. Determining pupils’ perception on the variable of the educational marketing “*process*” proposed in the questionnaire.
7. Determining pupils’ perception on the variable of the educational marketing “*partnership*” proposed in the questionnaire.
8. Analysing pupil’s intention to recommend the school they attend.
9. Analysing the influence of the variable of the educational marketing “*product*” on pupils’ intention to recommend the school they attend.
10. Analysing the influence of the variable of the educational marketing “*price*” on pupils’ intention to recommend the school they attend.
11. Analysing the influence of the variable of the educational marketing “*placement*” on pupils’ intention to recommend the school they attend.
12. Analysing the influence of the variable of the educational marketing “*promotion*” on pupils’ intention to recommend the school they attend.
13. Analysing the influence of the variable of the educational marketing “*professor/teacher*” on pupils’ intention to recommend the school they attend.
14. Analysing the influence of the variable of the educational marketing “*process*” on pupils’ intention to recommend the school they attend.
15. Analysing the influence of the variable of the educational marketing “*partnership*” on pupils’ intention to recommend the school they attend.
16. Establishing a connection between person’s sex and respondents’ intention to recommend the school they attend.

17. Establishing a connection between person's study level and respondents' intention to recommend the school they attend.

Methodology of study

In order to achieve this research, the first step was to review the available speciality literature.

In order to create the educational marketing-mix which is going to be analysed in this survey, we took into account the interviewed school managers' opinions and the acceptable level of understanding the variables of mix by the pupils who were questioned.

To be sure that everybody understands the questions of the survey, we realized a number of focus-groups with high-school pupils, low and up levels, by which we tried to adjust the items used in the questionnaire to their vocabulary.

As far as concerns the instrument of collecting data, we used a questionnaire with questions that reflects, on one hand, the seven variables of the educational marketing-mix, and on the other hand, the dependent variable: the pupils' intention to recommend to their acquaintances the school they attend. The method of collecting data consisted in a survey at the high-schools from the selected groups, during the counselling class. The researched population is composed by pupils in high-schools, low and up level, in Tg. Neamț.

The poll technique used is of non-probabilistic type, established by quota sampling. It is the most used method as we may control the group by quotas.

The questionnaire was composed by questions with multiple answers, by Likert scale. In order to obtain valid information, the questions were attentively formulated.

The questionnaire is structured on the 7 elements of the educational marketing-mix:

- **The educational product**

prod_01	The subjects we study to this specialization are interesting.
prod_02	The graduates of our specialization find quickly a job.
prod_03	Most of the graduates of our specialization attend the courses of a university.
prod_04	The diplomas obtained at high-school graduation are recognized on the work market.
prod_05	The school uniform is a reason of pride for me.
prod_06	On "School Days" there are organized a lot of activities
prod_07	In school there are associations that involve in projects.

- **The educational price**

price_01	The school rewards pupils' performances on certain activities.
price_02	The teachers organize at school hours of tutoring at different subjects.
price_03	The amount paid by the parents to the "school budget" is very low.
price_04	The teachers are concerned with reducing pupil's school abandon.

- **The educational placement**

plac_01	The school organizes didactic visits at economic agents.
plac_02	The school provides the necessary information for developing pupils' professional career.
plac_03	The form teachers involve in organizing visits at different universities in our country.
plac_04	The school schedule is well conceived.

plac_05	The classrooms are well heated, during cold season.
plac_06	The classrooms are well lighted.
plac_07	The classroom blackboard insures a good visibility of written information.
plac_08	The classroom furniture is comfortable.
plac_09	There is enough space in the classroom in order to be comfortable during classes.
plac_10	The school has laboratories for each subject.
plac_11	The school laboratories are well equipped for their purpose.
plac_12	The school library has enough books to cover pupils' needs.
plac_13	In the gym we have a lot of sports facilities.
plac_14	The school has relaxation spaces for pupils during breaks.

- **The educational promotion/communication**

prom_01	Our school is recognized in Romania.
prom_02	I love our school slogan.
prom_03	The school activities are mediatized in local press (newspapers, radio, television)
prom_04	The school realizes publicity in order to attract pupils.
prom_05	There is a promotion leaflet of our school.
prom_06	The school organizes "school caravans" at middle schools in the region.
prom_07	Our school pupils participate at fairs of school offers.
prom_08	Our school organizes symposiums, festivals, school contests.

- **The educational personnel/staff**

prof_01	Most of our teachers are receptive to pupils' problems.
prof_02	The teachers are concerned with insuring pupils' school success.
prof_03	The teachers are very flexible in their relationship with pupils.
prof_04	The teachers call pupils on their first names.
prof_05	Most of our teachers are severe during classes.
prof_06	The most respected teachers are those who respect us.
prof_07	The teachers are aware of pupils' education level.
prof_08	The teachers trust pupils' capacity to solve the tasks.
prof_09	The teachers are willing to support pupils to reach performances

- **The educational process**

proc_01	Most of the lessons are realized in an attractive way.
proc_02	Most of our teachers use active-participative didactic methods during classes.
proc_03	The lessons are based on teacher-pupil dialogue.
proc_04	Most of our teachers teach the lessons without asking pupils' opinion.
proc_05	Pupils' evaluation is correct.
proc_06	Most of our teachers use the team work, as teaching methods.
proc_07	The lessons are oriented towards stimulating pupils' creativity.
proc_08	The school supports the organization of trips and school camps.
proc_09	The school is involved in organizing school circles.

- **The partnership school-family-society**

part_01	The pupils participate at the activities of School Council of
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	Pupils.
part_02	Pupils' parents participate at the activities of Consultative Council of Parents.
part_03	My parents have a permanent collaboration with school.
part_04	The school involves the parents in different school activities.
part_05	The school organizes pupils' meetings with the representatives of local administration.
part_06	The school supports the organization of pupils' meetings with the representatives of economic agents.

The results of the research

The survey emphasised a number of aspects:

- After the factorial analysis, the preuniversity educational product is structured on two distinct variables: "chances after high-school graduation" and "the perception of the school institution".
- After the factorial analysis, the educational price was perceived as a unitary structure, named by us initially "the perception of the price".
- The items used for observing the pupils' perception towards the "educational placement" were divided, after the factorial analysis, in four factors that measure: "the educational instruments and materials", "the career management", "the school ergonomics", "the lighting and the thermic comfort of the classrooms".
- The pupils' perception of the variable "promotion", according to the factorial analysis, refers to two aspects: "image and public relationship" and "educational publicity".
- The variable "professor/teacher" is measured, after the factorial analysis, by two factors: "the teacher as school psycho-pedagogue" and "teacher's image".
- The educational partnership, described by the specific items of the questionnaire, was perceived by the interviewed persons as a unitary structure, named initially by us "school partnership".
- The pupils attach more importance to the conditions in which the educative process is carried on.
- The factor "educational publicity" determines a higher perception than in the case of the factor "image and public relations" because the pupils are responsible as far as concern the tasks formulated by the teachers during extracurricular activities.
- The factor "teacher's image determines a higher perception of the variable "teacher" than in the case of the factor "the teacher as school psycho-pedagogue". The teacher's image refers not only to his/her clothes and shoes, not only to his/her ability to communicate in each situation and his/her didactic behaviour, but also to the way he/she influences the life of the persons he/she directly and indirectly educates.
- The factor "non-formal school process" determines a higher perception of the variable "process" than in the case of the factor "formal school process". Thus, orienting school towards non-formal activities is compulsory and becomes a part of the paradigm of contemporary education.
- The pupils appreciate the aspects of the collaboration between school, family and community, but a part of the actions carried on are a little visible for them.
- The variable "process" has the highest influence on pupils' intention to recommend the school they attend.
- After the analysis of the statistic group "sex of the respondents" we see the fact that girls are more willing to recommend the school to their acquaintances, than the boys.
- After the analysis of the statistic group "educational level of the respondents" we see the fact that pupils in the low high-school level are more willing to recommend, in a larger extent, the school to their acquaintances, than the pupils in the up high-school level.

Conclusions

We can see the fact that marketing is considered that the marketing is considered to be more a “specialist” in promoting the school offers, the publicity activities carried on in our school organization. The managers know very little about the educational product and its techniques of modelling. The price is seen from the perspective of a financial variable, a limited resource, less accessible to most schools, little of those interviewed offering also a psychological dimension to the educational cost. The educational distribution is allocated very little theoretic space, being limited, in the speciality works (mostly referring to the school management) to the school ergonomics, to the furniture, and to the pupils’ reaction to the comfort conditions within the educational process. We talk a lot about the career management in school but we do very little about it, and the educational distribution can become the connection with the pupil’s future profession.

Promoting education and educational organizations, the instruments and techniques to be used represented another component of our research, which was, it seems, the most important part of the knowledge of the interviewed persons, in the marketing domain.

The school is the live centre of society, directly in its service, and the teacher is the person who improves and makes more efficient the educational processes carried on in the school, the person on whom depends, in the largest extent, the success or the failure of the educative actions.

Considering the partnership between school, family and community as a variable of the marketing-mix finds its essence in the social dynamics to which school, as provider of educational services requested by the community, adjusts continually.

The analysis of the questionnaire emphasised the connection between the marketing-mix and the intention of pupils to recommend the school they attend. The marketing-mix 7P, analysed in this study, determines a number of factors like: “chances after high-school graduation”, “the perception of the school institution”, “the perception of the price”, “the educational materials and instruments”, the activity of “career management”, “school ergonomics”, “lighting up and thermic comfort”, “image and public relations”, “educational publicity”, “the teacher – school psycho-pedagogue”, “the teacher’s image”, “the school formal process”, “the school non-formal process” and “the school partnership”.

Realizing the research in the context of some fundamental changes in the domain of the Romanian educational system is a challenge for us because it is possible that some ideas might be found in the new legislation in domain, and others might be invalidated.

Limits of research

The conclusion of each research elaborated with objectivity and honesty must present its limits. We admit the fact that presenting the limits offers a realistic support for the evaluation of the results and permits avoiding some hazardous decisions in the domain. The present thesis has a pioneering character in our country and we are aware of the fact that errors are unavoidable in these conditions.

Personal contributions

We realized the analysis of the marketing-mix and the establishment of the variables as a result of field research, of the combination of the solutions which aim at making more efficient the educational actions, and at increasing the quality of education and the school progress, within the activities carried on during classes.

We analysed the educational product from the perspective of a complex of elements (the graduate profile, his/her cognitive acquisitions, the information, the educational publications, the

diplomas and certificates offered, the corporal and non-corporal elements realized during the didactic activity, the educational mark) which have a great influence on the educational market, a variable mix which covers the institutional offer.

The concept “upstream integration” of the educational organizations is supposed to place practically the action of “recruiting” pupils, according to the correlation between the educational profile and the whole of the competences that were proved. This concept refers also to the creation of a lasting relation between pupils, graduates, teachers, educative personnel, jobs providers. The correlation between what children want and what school offers assures the success of the entire educational process carried on during their schooling.

In the same way, school acts also in the direction of developing the professional career of pupils, by a number of concrete activities accessible to teachers. By this approach we valorise the individual, his/her capacities, skills, attitudes towards some professions.

The educational placement refers not only to placing a school in a locality, the classrooms and the laboratories in a school, but also to the transfer of the values, the knowledge, the aptitudes acquired by an educational process, the professional insertion and the factors that lead to their realization, in efficient conditions.

”The image and the public relations” represents the factor by which the educational organization strengthens its position on the market, administrates its conflicts, optimizes the resources used in promotion, and leads to obtaining a maximum impact within the beneficiaries.

The two factors that describe the variable “professor/teacher”: “the teacher – school psycho-pedagogue” and “the image of the teacher”, allowed identifying the relevant components, from the marketing perspective, which may be used in the substantiation of the market strategies by each school.

We clearly made the difference between the educational process and the variable placement; in this situation, we were interested in making more efficient the didactic projection, in the psycho-pedagogical used (the pedagogical strategies used), in order to increase the school progress and to reduce the psychological effort in learning, from formal and non-formal perspective. The factorial analysis led us to two patterns: “formal school process” and “non-formal school process” the importance of which was detailed in the conclusions of the survey.

The partnership school-family-community, as a variable of the educational marketing-mix, was accepted because of the multiple social connections of the school, and of the implications determined by them.

Suggestions for extending the research in the future

Most of the researches in the domain of the Romanian preuniversity educational marketing were realized and published by famous pedagogues (Sorin Cristea, Alin Gherguț etc.), in works of school pedagogy and educational management. Creating some interdisciplinary teams of pedagogy-management-marketing-psychology (2M2P) would provide an extended frame of the specialized studies and would offer possible solutions, both from the perspective of pedagogy efficiency, and from the perspective of the research the behaviour of the customer of educational services.

This work may be studied thoroughly in the years to come and our suggestions refer to the following aspects:

- Extending the research to all the types of schools in the preuniversity system, in order to identify the marketing practices in the educational domain;
- Extending the geographical area included in the survey to the national level, in order to establish the confirmation of the research results;
- Elaborating some instruments of collecting data by which to be identified the factors that compose the variable “educational price”;
- Creating some panels of education consumers and realizing longitudinal researches on their behaviour to the modifications proposed by different experimental situations;

- Adjusting the vocabulary of the educational marketing to the didactic-pedagogic language of the preuniversity education system.

Most of the results of our scientific effort have been published in magazines and volumes edited on the occasion of different educational scientific manifestations: “Technical and Technological Perspectives in European Context”, *Ars Oeconomica*”, *European Valences in Education*”, *Modern Strategies, Quality, Improvement, Permanent Formation*”, “*Education for Durable Development*” which facilitated the access of interested persons to the results obtained, offering in the same time the chance to other researchers to have a support in the study of the educational marketing in the preuniversity educational system.