

SOCIAL MEDIA IN MARKETING MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF POLAND AND UKRAINE

Kisiolek A., Karyy O., Halkiv L. *

Abstract: Social media has become an essential element of communications in modern society. Accordingly, higher education institutions need to adapt their marketing management to modern realities, including social media usage in the marketing communication policy. Therefore, the purpose of the study focused on the research on social media usage in marketing management of higher education institutions is becoming more important. Unlike other researchers, the authors of the present study have conducted a representative survey of marketing managers of Polish and Ukrainian higher education institutions. They have assessed the level of social media usage and investigated the popularity of tools and forms for promoting higher education institutions in social networks. Methods of compiling and grouping data, analysing the structure of the population and its elements distribution and evaluating relationships were used to analyse the survey results. The authors revealed some significant similarities between the respondents' replies from Poland and Ukraine to prove the proposed hypotheses: marketing service managers of higher education institutions understand the important role of social media; higher education institution marketing managers use the same set of tools for promotion on social networks. The hypothesis that the priority directions of social media usage by marketing managers of higher education institutions are advertising educational services and maintaining contacts with students has not been fully confirmed. Management decisions of Polish higher education institutions primarily aim to attract international students, while Ukrainian institutions seek to establish and maintain contacts with students.

Key words: e-marketing, higher education institutions, social media, digital technologies.

DOI: 10.17512/pjms.2021.24.1.10

Article history:

Received September 12, 2021; *Revised* November 18, 2021; *Accepted* November 29, 2021

Introduction

The new generation, defined as “digital natives” (Manafy & Gautschi, 2011), is focused on the widespread use of mobile technologies in various fields of human activity. However, the generation preceding digital natives, defined by Prensky (2001) as “digital immigrants”, are also actively taking advantage of Internet communications. In the digital age, the distinction between digital natives and digital immigrants will become less relevant (Prensky, 2009). While social media creates new communication channels that are not possible for traditional social institutions,

* **Artur Kisiolek** Dr., The Great Poland University of Social and Economics in Środa Wlkp., Poland. **Oleh Karyy** Prof., Lviv Polytechnic National University, Ukraine. **Liubov Halkiv** Prof., Lviv Polytechnic National University, Ukraine

✉ corresponding author: a.kisiolek@wvsse.pl

their popularity among the available communication methods has grown so much that they have become an essential part of the communication space in modern society. Communicators are attracted by additional advantages of digital communications, such as interactivity, multimedia and accessibility in terms of geography, time and price. As a result, digital technologies increasingly penetrate all levels of communication, including nano (personal level), micro (enterprise or organization), meso (sector or region of the country), macro (country), mega macro (international institution) and global (world). Education is no exception.

According to the latest data from Kemp (2020), 3.81 billion people actively use social media, which is 8.7% more than in April of the previous year. The global Covid-19 pandemic has significantly affected individual digital behavior, with 47% of Internet users saying they actively use social media and half of them reporting that they spend more time on the platforms during quarantine. During the Covid-19 pandemic, social media platforms demonstrated advantages for distance learning within both non-formal and formal education. Therefore, the opportunities for advertising higher education institutions on social media are enormous. Facebook, alone, has an advertising reach of 2 billion people (Kemp, 2020). Moreover, during quarantine, the cost of advertising on Facebook, Instagram and YouTube was decreased by 15-20% (Patel, 2020).

The European Higher Education Area in 2020 Bologna Process Implementation Report shows that Ukraine and Poland account for more than 1.5 million students in tertiary education – a far higher number than the rest of the European Higher Education Area countries, where the number of students did not exceed 900 000 (The European Higher Education Area, 2020). Thus, the market for educational services in these countries is vast. However, between 1999-2000 and 2016-17, the total student population in Ukraine and Poland had decreased (by 10.9% and 1.9%, respectively). At the same time, it is necessary to consider the global growth of international student mobility observed during the past two decades. In recent years, Poland has pursued an active policy of attracting international students, primarily from neighboring countries. The number has grown to 77 thousand students. Although the number of international students since the academic year 2016-17 has increased by 27%, the level of internationalization of higher education in Poland is one of the lowest among OECD countries (NIK, 2021). Meanwhile, there were 80.5 thousand international students in Ukraine. The number of international students in Ukraine has increased by 26% since the 2016-17 academic year (Ministry of Education and Science of Ukraine, 2020).

Literature Review

Marketing in higher education has evolved from the mentality that “marketing is unnecessary,” to “marketing is promotion,” to “marketing is positioning” and has become a critical part of strategic planning for higher education institutions (Kotler, & Fox, 1995; Hrynkevych et al., 2020). According to Rust (2020), changes in the socio-economic and geopolitical spheres and, above all, significant technological

advances create the most opportunities and risk conditions for marketing development. In fact, today's marketing environment is undergoing a seismic shift caused by digital technologies (Gielens & Steenkamp, 2019). Internet marketing best demonstrates the concept of interaction that emerged in 1995 and continues to evolve (Turchyn & Ostroverkhov, 2019). As noted by the American Marketing Association, Internet marketing (or web marketing, online marketing, I-marketing) is a type of marketing that combines traditional marketing principles and practices with the interactive features of the Internet to deliver need-satisfying products and services to consumers; organizations conducting marketing by communication with consumers on the Internet (Govoni, 2004). Web promotion of goods and services, as opposed to the other types of marketing, enables visitors to find ads by typing specific words and phrases into the search bar (Shpak, Hrynkevych et al., 2020).

Higher education institutions are increasingly adopting a strategy to attract applicants through the creation of Internet content (Pavlenko, 2018). This process was especially intensified during the global pandemic. The strategy is called "inbound marketing." According to Aguado-Guadalupe and García-García (2018), inbound marketing is less expensive to implement than outbound marketing, which focuses on delivering messages to the target audience through mass media. In addition to the economic benefit, inbound marketing also creates a social effect; it provides access to information about higher education institutions for the widest possible stakeholders.

Generally, the trends in higher education institution marketing tools have changed. Thus, according to the European Higher Education Area (2011), the most popular tools were leaflets and brochures, websites, university directories, fairs and roadshows and outdoor advertising even a decade ago. Among additional marketing tools that have been employed in the institutional environment to promote the EHEA are "event-related websites, grants-database, Bologna Expert Network, contact agencies from abroad, contact education counsellors, direct marketing, information sessions, FAM tours, personal contacts and testimon[ies], conferences, seminars, alumni association" (European Higher Education Area, 2011). With the advent of digital media, new marketing tools have emerged, including such diverse elements as interactive communication formats, social media and search engine optimization. In the modern context, higher education institutions usually use e-mail marketing, SEO-optimization (promotion using search engines), promotion in social networks, contextual advertising and banner advertising for Internet marketing. In fact, higher education institutions are focused on cross-media marketing, which involves print material, event marketing and social media (Hochschulforum Digitalisierung, 2017). As noted by the American Association of Advertising Agencies (2009), social media marketing is a tactic that taps into the growth of social networks, encouraging users to adopt and pass along widgets or other content modules created by a brand or to add a brand to the user's social circle of friends. Special attention needs to be paid to social media, which like any viral or low-budget marketing method, can harm higher education institutions and tarnish their image (Bashynska, 2016). At the same

time, innovative means of communication provide higher education institutions with completely new opportunities for coordinating their efforts and overcoming future challenges (Prokopenko et al., 2019; Chukhrai & Shcherbata, 2016). However, to manage these risks, organizations should realize that this cannot be integrated immediately. This is a complex process of targeted activities that is part of the overall management of the organization (Tkach, 2015; Bilyk, 2019).

The use of social media by higher education institutions in countries around the world has both common and distinctive features. In some countries, higher education institutions are more likely to master this tool, while this process takes longer in others. For example, Kuzma and Wright (2013) researched 90 HEIs and found that Universities in Africa tend to underuse social media compared to their European and Asian counterparts. The reason cited for this is the cultural differences in the attitude and use of social media by the university officials in the varying countries who create the marketing and recruitment campaigns and their audience. Deyneha (2019) showed that online tools for spreading information about higher education institutions in Ukraine are essential for recruitment as traditional (offline) channels are inefficient. As the author notes, "...social media help higher education institutions to individualize the process of marketing interaction with their external and internal stakeholders in the form of dialogue," and therefore, their effectiveness is greater (Deyneha, 2019). At the same time, Stathopoulou et al. (2019) consider social media an auxiliary tool for higher education institutions communicating with multiple stakeholders. Meanwhile, social media's role in the marketing activities of higher education institutions in other countries, including Ukraine and Poland, has not been fully studied.

Bélangier et al. (2014) used the example of Canadian Universities to study the features and effectiveness of social media as a tool for institutional branding, recruitment and involvement of local and international students. Moreover, the directions of social media usage may differ significantly not only according to the development strategy of higher education institutions but also based on the governmental policy in the educational system in general. This aspect should be further explored as well.

Jayaram et al. (2015) thoroughly studied the use of marketing tools such as web analytics, social media, customer analytics, digital campaigns, and mobile applications throughout Eastern Europe. They note that when implementing these technologies in transition economies, it is necessary to consider the presence of a large number of young and experienced consumers and the country's macro-environment and market conditions (Jayaram et al., 2015). It should be noted that as the most receptive consumers to new knowledge, students can quickly improve their competencies in e-communication. In addition, marketers should focus not only on younger generations of consumers (Generation Y, Generation Z) but also on older generations (Baby Boomers, Generation X) while taking into account the peculiarities of their perception of online marketing channels (Lipowski & Bondos

2018). After all, representatives of different generations also significantly influence institutional choice by prospective students.

Considering the available social media tools (Twitter, Facebook, YouTube, blogs, forums, etc.) is typical and universal, it may be assumed that these tools are used by all higher education institutions. However, the question remains, what are the most popular tools for education institutions in different countries? Currently, available research demonstrates that the use of social media in higher education institution marketing practices is crucial. This, in turn, encourages the need for further in-depth study of this issue in Eastern European countries, such as Poland and Ukraine.

As competition in the education market grows, higher education institutions in Ukraine and Poland are forced to actively master new marketing tools for promoting educational services, such as social media. Thus, given a large number of students in Poland and Ukraine among European Higher Education Area countries and the rapid digitalization of education in general, there is an urgent need to study the peculiarities of social media usage in the marketing activities of higher education institutions in these countries. Therefore, the current research answers the following questions:

Q¹: What is the role of social media in the marketing management of higher education institutions in Poland and Ukraine?

Q²: What are the primary applications of social media usage by the managers of marketing services of Polish and Ukrainian higher education institutions?

Q³: What tools are used for advertising higher education institutions among social networks by the managers of marketing services of Polish and Ukrainian higher education institutions?

Methodology

A survey of the computer-assisted web interviewing (CAWI) titled “Internet in the Activities of Higher Education Institutions” was distributed to 123 Polish and 62 Ukrainian higher education institutions (more than 10% of higher education institutions in each country) in 2017. The research was conducted in the form of a survey, the tool of which was a questionnaire containing 20 questions (closed, open and semi-open), compiled in six blocks. In Block I, the questions concerned opinions on the use of the Internet in a higher education institution’s marketing activity and specific activities related to e-marketing; Block II concerned the type and degree of use of specific tools in the field of marketing research conducted via the Internet; Block III contained issues related to promotion; Block IV included issues related to the strategic perception of the Internet as an element of integrated marketing activities at a higher education institution; Block V covered the subject of the use of social media in marketing management at a higher education institution; Block VI covered issues related to the use of mobile technologies in marketing activities. The results of the research were mostly processed and presented in 2018-2019. Nevertheless, the presented materials about the use of social media were not previously analyzed or published, and the comparative analysis between the states

has not lost relevance in this field. The target population of the survey comprised of higher education institution specialists and managers whose responsibilities focused on marketing. The authors used the sampling observation method to justify the representativeness of the sample. The questions provided three to seven answer options (depending on the essence of the question).

Presented is one segment of the findings regarding the following issues: 1) the role and level of social media use in Polish and Ukrainian higher education institution marketing activities; 2) the tools used to conduct higher education advertising activities on social media; 3) the higher education marketing activities conducted on social media; 4) social media as an informational platform for marketing research.

The authors have proposed the following hypotheses:

H¹: Marketing service managers of higher education institutions in Poland and Ukraine understand the important role of social media.

H²: Primary social media approaches by Polish and Ukrainian higher education institution marketing departments advertise educational services and maintain contact with students.

H³: The tools for promoting higher education institutions in social networks are similar in Poland and Ukraine (Facebook, YouTube and blogs are the most widely used platforms).

The study uses synthesis, induction, deduction, abstraction, and generalization to understand the associated theoretical and methodological foundations and contextualize the literature related to this research. The comparison method was used to identify gaps or levels of similarity between individual indicators. Using the questionnaire instrument helped to obtain quantitative data for empirical analysis. For analytical purposes, the authors used a number of indicators (Table 1) based on Matkovs'kyj et al. (2009).

While analyzing respondent answers, the authors used the indicators for the center of the distribution: mode, median and mean value. To estimate the level of fluctuation of individual parameters and assess the homogeneity level between the indicators, the quadratic coefficient of variation, the magnitude of variation, and the interquartile deviation were used.

Table 1. Analytical indicators used by the authors in the study

Indicator	Calculation formula and symbols	Indicator content
Share of answers of respondents from Poland (Ukraine)	$d_{ij}^P = \frac{f_{ij}^P}{\sum_{i=1}^k f_{ij}^P} \times 100 = \frac{f_{ij}^P}{n^P} \times 100$ $\left(d_{ij}^U = \frac{f_{ij}^U}{\sum_{i=1}^k f_{ij}^U} \times 100 = \frac{f_{ij}^U}{n^U} \times 100 \right)$	Shows the share of respondents from Poland (Ukraine) who chose the i-th answer for the j-th position

	$f_{ij}^P (f_{ij}^U)$ – number of respondents from Poland (Ukraine) who chose the i-th answer for the j-th position; $n^P (n^U)$ – total number of respondents from Poland (Ukraine); k – number of answer options	
Coefficient of structural similarity	$P(V)_j = 1 - \frac{1}{2} \sum_{i=1}^k d_{ij}^P - d_{ij}^U $	Shows the similarity of the response structures of respondents from both countries. The closer it is to (1), the greater the similarity. The closer it is to (0), the less similarity there is.
Average centered point	$\overline{R_0(V)}_j = (1 \times d_{1j} + 2 \times d_{2j} + \dots + s \times d_{sj})$ <p>s – is the number of answer options, which are assigned ordinal points</p>	Summarizes the average score of the answers, which are assigned ordinal points. It lies in the range from $\left(\frac{1+s}{2}\right)$ to $\left(\frac{1+s}{2}\right)$ and indicates a generalized negative or positive assessment.
Spearman's rank correlation coefficient	$\rho = 1 - \frac{6 \times \sum_{j=1}^k (r_j^P - r_j^U)^2}{k \times (k^2 - 1)}$ <p>$r_j^P (r_j^U)$ – rank of the j-th position for Poland (Ukraine)</p>	Evaluates the closeness and direction of the relationship between the ranks of positions in both countries. The nearer it is to (1), the closer the direct connection. The nearer it is to (-1), the closer the inverse relationship.

Results

The analytical part of the study is based on a survey of marketing managers of higher education institutions in Poland and Ukraine. One questionnaire corresponded to one higher education institution. During the survey, 185 questionnaires were received (Table 2). Among respondents, higher education institutions in Poland (66.5%) and Ukraine (33.5%), state institutions (52.4%) and private institutions (47.6%) were represented.

Table 2. Characteristics of the staff in higher education institutions covered by the survey

Country	Total number of higher education institutions		Share of higher education institutions, %	
	units	as %	state	private
Poland	123	66,5	31,7	68,3
Ukraine	62	33,5	93,5	6,5
In total	185	100	52,4	47,6

The results indicate that all surveyed higher education institution marketers in Ukraine and Poland are familiar with using social media as a marketing tool. A tiny percentage of marketers use social media at a low or very low level in both countries (Table 3). However, there are some differences between countries, and the value of P allows for interpreting these differences as insignificant. Thus, more than half of the surveyed higher education institution Polish marketers (58%) pointed out a “high” and “very high” level of social media usage in marketing activities. But, the situation in Ukrainian higher education institutions is somewhat lower, with only 34% of respondents reporting the “high” level of social media usage. These online social networks are usually used at the “medium” level (58%), indicating, on the one hand, a lack of understanding tool benefits by the marketers and, on the other hand, a significant potential for its further implementation.

Table 3. The level of social media use in the marketing activities of higher education institutions in Poland and Ukraine

Country	Answers, %						$\overline{R_0(V)}$	P
	very low	low	average	high	very high	I don't know		
d_i^P	1	2	39	46	12	0	0.660	0.760
d_i^U	3	5	58	34	0	0	0.230	

The marketing activities of higher education institutions in social media can take different directions. Therefore, in the questionnaire, the authors asked the respondents questions about the activities that the marketing services of their institutions carry out on social media. This question contained eight options: 1 – image promotion, 2 – advertising of educational services, 3 – direct contact with potential students, 4 – establishing and maintaining contacts with students, 5 – obtaining information regarding the assessment of higher education institutions by students, 6 – integration of students, 7 – public relations and 8 – positioning of higher education institutions in search engines. For each position, there was a set of six answer options: a) “does not play any role;” b) “bad;” c) “neither good nor bad;” d)

“good;” e) “very good;” and f) “I do not know.” The respondents from Poland selected all the positions one way or another. However, for the 6th and 7th positions (student integration and public relations activities), 2% of the responses from the respondents from Ukraine were missing. On average, 0.5% of the responses from Ukraine were missing for all positions. While calculating P_j to analyze the similarity of response patterns, no answers were taken into account. When calculating the average centered score ($\overline{R_0^P(V)_j}$, $\overline{R_0^U(V)_j}$), no answers and “I do not know” answers were not considered.

Surveyed marketing specialists from both countries have a similar vision of social media’s role in higher education institution marketing activities (Figure 1). Thus, the distribution of the average respondent responses within the two countries is similar: the option “good” has the modal and median value, followed by “very good,” “neither good nor bad” (in third place), “bad” (in fourth place), and “does not play any role” (in fifth place). In Ukraine, the percentage of experts who report a “bad” role for social media in higher education institution marketing activities was higher than in Poland (7.9% vs. 4.1%). On average, 2.3% of the respondents from Poland and 2.9% of the respondents from Ukraine indicated a lack of knowledge about the role of marketing activities of higher education institutions on social media. At the same time, in both countries, answer “f” was given for only positions 4-8, ranging from 3% to 7% for respondents from Poland and from 2% to 11% for respondents from Ukraine.

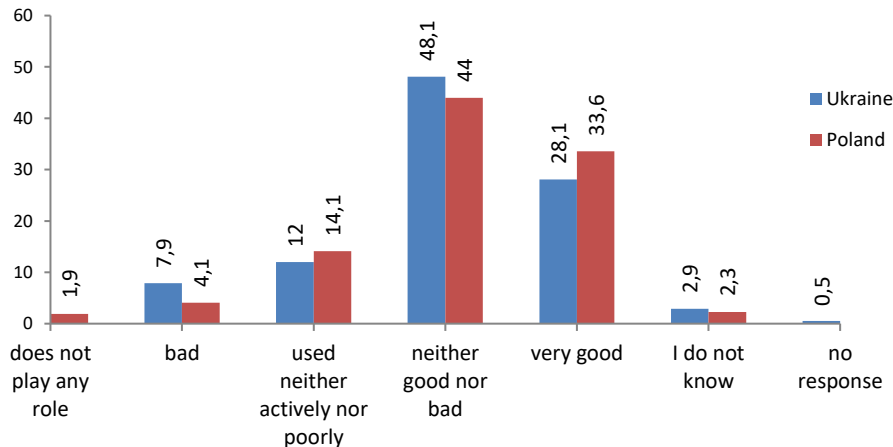


Figure 1: The role of social media in the marketing activities of higher education institutions in Poland and Ukraine, % of respondents answers

However, the marketing experts have a different vision regarding the direction of their institutions' marketing activities on social media (Table 4). Specifically, social media in Ukrainian higher education institutions is used primarily to integrate students, position higher education institutions in search engines, establish and

maintain contact with students, and advertise educational services. At the same time, their colleagues from Poland focus on direct contact with potential students, advertising educational services, establishing and maintaining contact with students, and image promotion. In other words, social media in Ukrainian higher education institutions are used primarily as a platform for maintaining contact with students, while in Poland, it is a means of attracting potential students and promoting the institution itself. Public relations represents the least interest for Ukrainian marketing activities, while their Polish colleagues are least interested in integrating students in their social media campaigns.

Table 4. The directions of marketing activities of Polish and Ukrainian higher education institutions on social media

	d_{0j}^U	The proportion of respondents who chose answer "P", %		$\overline{R_0^P(V)}_j$		$\overline{R_0^U(V)}_j$		$\overline{R_0^P(V)}_j + \overline{R_0^U(V)}_j$		P_j	
		d_{ej}^P	d_{ej}^U	value	rank	value	rank	value	rank	value	rank
1	0	0	0	1.270	4	1.040	6	2.310	4	0.870	1
2	0	0	0	1.380	2	1.060	3	2.440	1	0.795	4
3	0	0	0	1.530	1	0.850	7	2.380	3	0.645	8
4	0	0	0	1.380	2	1.060	3	2.440	1	0.845	2
5	0	3	2	0.691	6	1.041	5	1.732	6	0.840	3
6	0	7	7	0.538	8	1.097	1	1.635	7	0.665	7
7	2	4	11	0.604	7	0.678	8	1.282	8	0.780	5
8	2	4	3	1.000	5	1.074	2	2.074	5	0.705	6

The low negative calculated value of Spearman's coefficient ($\rho=-0.214$) based on the data in Table 3 indicates a weak inverse agreement between the opinions of marketers from both countries. The greatest gaps in the central points between Poland and Ukraine for the following positions are direct contact with potential students (-6) and integration of students (7). This indicates that social media can be used more intensively to integrate students in Poland and contact potential Ukrainian students. The minimum value of P_j was 0.645. The quadratic coefficient of variation, calculated based on P_j , was 10.5%, and the quartile range of variation was 0.180.

These parameters indicate the homogeneity of the P_j values for the 8 positions analyzed in the study and the typicality of the average value ($\bar{P}=0.768$).

The authors also focused on assessing the tools used by higher education institutions to conduct advertising activities on social media. The following tools were included: 1 – Facebook pages of the higher education institutions, 2 – blogs from the higher education institutions (administration, teachers, celebrities, marketing department), 3 – private blogs (students), 4 – discussion forums, 5 – Twitter, 6 – Blip, 7 – LinkedIn, 8 – YouTube, and 9 – Vimeo. For each tool, there were six answer options: a) “not used;” b) “used poorly;” c) “used neither actively nor poorly;” d) “used actively;” e) “used very actively;” and f) “I do not know.”

According to the survey results, Ukrainian experts from higher education institutions outperformed their Polish colleagues in the usage of the tools (Figure 2). The respondents from Poland had the highest average score for choosing the answer “a” – 34.2%. At the same time, 68% of Polish respondents indicated that their higher education institutions do not use Vimeo, 64% do not use Blip, 56% do not use LinkedIn, and 38% do not use private blogs. Respondents from Ukraine had slightly lower values of 34%, 37%, 27% and 19%, respectively. Among the average shares of answers of the respondents from Ukraine, answer “a” is in second place after answer “d.” For answer “d,” the highest points were obtained for the following positions: “blogs from higher education institutions” – 40%, “private blogs” – 39%, and “discussion forums” – 37%. For the respondents from Poland, the share of answer “d” for these same positions was 23%, 23% and 9%, respectively, and the average share for that assessment is second-highest in the rating at 21.3%.

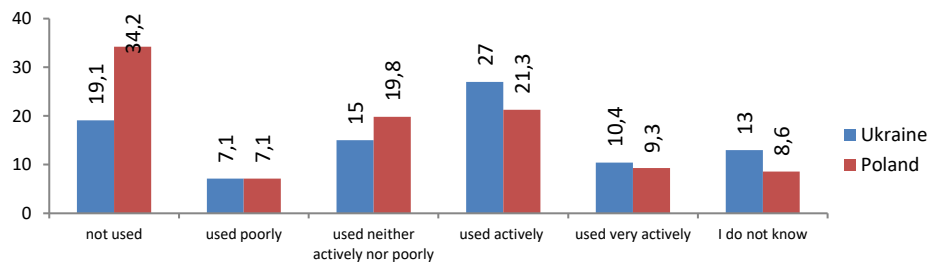


Figure 2: The tools used by higher education institutions to conduct advertising activities on social media in Poland and Ukraine, % of respondent answers

It is noteworthy that the respondents did not provide an affirmative answer regarding the tools used by higher education institutions to conduct advertising activities on social media. Thus, the average share of the answer “I do not know” among the representatives of Poland (8.6%) and Ukraine (13.0%) is higher compared to the answer “poorly” (7.1%). The respondents from Poland and Ukraine demonstrated the highest level of ignorance (lack of affirmative answers) regarding the following tools: Twitter (23% and 18%, respectively), LinkedIn (15% and 23 %, respectively)

and Vimeo (15% and 23%, respectively). This situation indicates that marketing staff representatives can use marketing communications channels more intensively in their activities.

Despite the differences in the usage of marketing tools to conduct advertising activities on social media, higher education institution marketers in both countries are unanimous in their evaluation of the tools. Based on the ranks of the average centered scores given in Table 5, Spearman's rank correlation coefficient was calculated. Its value ($\rho=0.983$) exceeds the critical value ($\rho_{1-0.01}(9) = 0.83$) at a level of significance (non-randomness) of 99%. This result is explained by the coincidence of rank for seven positions and a small discrepancy of rank (per unit) for two positions: "private blogs of students" and "Twitter." Therefore, there is a high level of similarity in respondent opinions from both countries. They rated the use of the following tools the highest: Facebook pages of higher education institutions, YouTube and blogs from higher education institutions (administration, teachers, celebrities, marketing department). The minimum rating was received for the following tools: Blip, Vimeo and LinkedIn. The following tools received medium ratings: private blogs (students), discussion forums and Twitter.

Table 5. The tools used by Polish and Ukrainian higher education institutions to conduct advertising activities on social media

	The proportion of respondents who chose answer "F", %		$\overline{R_0^P(V)}_j$		$\overline{R_0^U(V)}_j$		$\overline{R_0^P(V)}_j + \overline{R_0^U(V)}_j$		Pj	
	d_{ej}^P	d_{ej}^U	value	rank	value	rank	value	rank	value	rank
Facebook	0	5	1.060	1	0.705	1	1.765	1	0.760	3
blogs	5	7	- 0.242	3	0.379	3	0.137	3	0.710	6
private blogs (students)	10	5	- 0.604	6	0.110	5	- 0.494	5	0.765	2
discussion forums	15	10	- 0.407	4	0.239	4	- 0.168	4	0.655	8
Twitter	23	18	- 0.442	5	- 0.157	6	- 0.599	6	0.790	1

Blip	0	21	- 1.400	9	- 0.877	9	- 2.277	9	0.570	9
LinkedIn	15	23	- 1.224	7	- 0.382	7	- 1.606	7	0.725	4
YouTube	2	7	0.918	2	0.427	2	1.345	2	0.715	5
Vimeo	7	21	- 1.330	8	- 0.790	8	- 2.120	8	0.690	7

The minimum value of the coefficient of structural similarity in the responses of the respondents from both countries exceeds 0.5. The quadratic coefficient of variation, calculated on the basis of the population of P_j , was 8.8%, and the quartile range of variation was 0.090. These parameters indicate the homogeneity of P_j values and the typicality of its average value ($\bar{P}=0.709$). Thus, there are no significant differences between the responses of respondents from both countries in assessing the tools used by higher education institutions to conduct their advertising activities on social media.

During the research, the authors found that analyzing public opinion through tracking the activity of students on social media was fourth out of the 14 positions mentioned in the questionnaire, falling behind the following activities: analysis of the websites of competing higher education institutions, analysis of market information using specialized websites and analysis of market information using search engines and directories. In turn, the use of social media in online marketing research was greater for the following activities like analysis of the statistical data of the websites of higher education institutions, analysis of market information through discussion forums, public questionnaires on their websites, analysis of market information from external Internet databases, public mini-surveys on their websites, questionnaires sent by e-mail, questionnaires on their websites (with limited access), interviews (using communicators), real-time interviews using communicators and interviews on discussion forums.

Discussion

The study confirmed H^1 regarding the similar visions of social media's role in higher education institution marketing activities in Ukraine and Poland. As shown in Fig. 1, the majority of respondents from both countries believe that social media plays a "neither good nor bad" (over 44%) and "very good" (over 28%) role in the marketing activities of their educational institutions. In general, Polish and Ukrainian higher education institutions are no exception among other institutions in the world that understand the growing role of social media in their marketing activities (Scott, 2017; Gielens & Steenkamp, 2019; Jacobson et al., 2020).

However, H^2 that the priority directions of social media usage by the marketing services of Polish and Ukrainian higher education institutions are advertising of educational services, and maintaining contacts with students has not been fully

confirmed. As the results of the study, presented in Table 3, have shown, different marketers vary in their vision regarding the priorities of social media usage. The policy of Polish higher education institutions is primarily aimed at attracting international students who are not only easily integrated into the socio-economic life of the country but also able to assimilate into Polish society. Due to the outflow of their labor force to other EU countries, international students are considered potential residents who can fill the existing labor shortage in Poland. Higher education institution marketers are focused on specific markets that interest them. Thus, at the end of 2019, the majority of international students in Polish higher education institutions came from Ukraine (38.5 thousand students) and Belarus (over 8 thousand students) (NIK, 2021).

Although, Ukrainian higher education institutions do not pursue such a policy. Their structure of international students in the context of countries is more diverse than in Poland: India (18.4 thousand students), Morocco (8.2 thousand students), Azerbaijan (5.4 thousand students), Turkmenistan (5.3 thousand students), Nigeria (4.3 thousand students), Turkey, China, and Egypt (more than 3 thousand students each), and Israel and Uzbekistan (more than 2 thousand students each) (Ministry of Education and Science of Ukraine, 2020). Therefore, social media for the surveyed Polish higher education institution marketers, first of all, serves to establish direct contact with potential students, advertise educational services, and promote the image. In contrast, Ukrainian marketers use social media to integrate students and establish or maintain contacts with students.

At the same time, H³, which suggests that higher education institution marketing managers in Ukraine and Poland use the same set of tools for promotion in social networks, has been fully confirmed. But, it does not substantially vary from those used by most higher education institutions in other parts of the world (Twitter, Facebook, YouTube, and podcasts to market their programs) (Mahajan & Golahit, 2017).

Conclusion

To study the peculiarities of social media usage in the marketing management of higher education institutions in Ukraine and Poland, a questionnaire survey titled “Internet in the Activities of Higher Education Institutions” was conducted. During the study, three hypotheses were proposed, two of which were fully confirmed and one – partially confirmed. Based on the results of the survey analysis, the following conclusions could be drawn:

1. Polish and Ukrainian marketing managers confirm that social media plays an important role in the marketing management of their higher education institutions. However, considering a significant percentage of respondents who could not provide an affirmative answer to this question, it can be assumed that they do not fully understand the benefits and/or lack the relevant knowledge or competencies to take full advantage of social media. Hence, there is a need to implement events aimed at

improving the skills of marketing managers in higher education institutions regarding the effective use of social media.

2. Polish marketing managers, compared to Ukrainian marketing managers, showed a higher level of social media usage in their current marketing activities. Hence, Ukrainian marketing managers should reconsider their current approach to social media usage towards its revitalization.

3. Taking into account various higher education institution strategic policies in Poland and Ukraine, the primary approach to social media usage by the managers of marketing services also differs. It has been established that Polish education institutions mostly use social media to attract new students, advertise their image and promote educational products. Ukrainian education institutions apply a student-oriented approach when using social networks, and their priority is to improve communication, while the advertising of educational products is secondary. Considering the growing competition and outflow of students to other countries (including Poland), Ukrainian higher education institution marketing managers should pay more attention to social media as a platform for attracting new students and promoting their image and services.

4. In Ukraine and Poland, marketing managers use similar tools to promote higher education institutions in social networks. At the same time, Facebook, YouTube and blogs from the higher education institutions (administration, teachers, celebrities and marketing department) were the most popular tools among the marketing managers in both countries. It has been established that Ukrainian marketing managers, compared to their Polish colleagues, are increasingly using tools to promote the activities of higher education institutions on social networks. For this reason, Polish higher education institution marketing managers should increase the frequency of tool usage and extend their range. The results of the study can be applied in practice by higher education institution marketing services and governmental organizations that are responsible for the strategic direction of education development in general. Future research should focus on discovering the successful practices for social media usage by higher education institution marketing managers in Western Europe. In addition, future research can focus on another segment of the distributed questionnaire survey, "Internet in the Activities of Higher Education Institutions," that related to the issues surrounding search engines in higher education institution marketing management in Poland and Ukraine.

References

- Aguado-Guadalupe, G., García-García, A. L., (2018). New audience metrics at the service of inbound marketing. *Doxa Comunicación*, 81-98.
- American Association of Advertising Agencies (2009). A marketer's guide to understanding the economics of digital compared to traditional advertising and media services (*Marketer's Guide Series*).

- Bashynska, I. O., (2016). Using SMM by industrial enterprises. *Actual Problems of Economics*, 12 (186), 360-369.
- Bélanger, C. H., Bali, S. and Longden, B., (2014). How Canadian universities use social media to brand themselves. *Tertiary Education and Management*, 20(1), 14-29.
- Bilyk, O., (2019). The impact of the digital economy on the reduction of the negative consequence of social risk. *Journal of Lviv Polytechnic National University. Series of Economics and Management Issues*, 7, 4(2), 8-16.
- Chukhrai, N. I., Shcherbata, T. S., (2016). Cooperation between IT development enterprises and universities. *Marketing and Management of Innovations*, 3, 161-169.
- Deyneha, I. A., (2019). *Formation of a complex of marketing communications of institutions of higher education: theory, methodology, practice*. (Thesis seeking the Doctor of Economic sciences degree in speciality 08.00.04 – Economics and Management of Enterprises (According to Types of Economic Activities)). Kherson National Technical University, Ministry of Education and Science of Ukraine, Kherson, 44.
- Gielens, K., Steenkamp, J-B., (2019). Branding in the era of digital (dis)intermediation. *International Journal of Research in Marketing*, 36(3) 367-384.
- Govoni, N.A., (2004). *Dictionary of Marketing Communications*, Sage Publications.
- Hochschulforum Digitalisierung (2017): *The Digital Turn – Pathways for Higher Education in the Digital Age*. Arbeitspapier Nr. 30. Berlin: Hochschulforum Digitalisierung
- Hrynkevych, O., Sorochak, O., Panukhnyk, O., Khymych, I. and Viktoriia, Y., (2020). Competitiveness of higher education system as a sector of economy: Conceptual model of analysis with application to Ukraine. *Advances in Intelligent Systems and Computing*, 1131 AISC, 439–445.
- Jacobson, J., Gruzd, A. and Hernández-García, Á., (2020). Social Media Marketing: Who is watching the watchers? *Journal of Retailing and Consumer Services*, 53.
- Jayaram, D., Manrai, A. K. and Manrai, L. A., (2015). Effective use of marketing technology in Eastern Europe: Web analytics, social media, customer analytics, digital campaigns and mobile applications. *Journal of Economics, Finance and Administrative Science*, 20(39), 118-132.
- Kemp, S., (2020) Digital 2020: digital around the world. *We are Social*. Retrieved from <https://wearesocial.com/blog/2020/04/digital-around-the-world-in-april-2020> Accessed on April 23, 2020.
- Kotler, P., Fox, K., (1995). *Strategic Marketing for Educational Institutions*. Englewood Cliffs, New Jersey, USA: Prentice-Hall.
- Kuzma, J., Wright, W., (2013). Using social networks as a catalyst for change in global higher education marketing and recruiting. *International Journal of Continuing Engineering Education and Life-Long Learning*, 23(1), 53-66.
- Lipowski, M., Bondos, I., (2018). The influence of perceived media richness of marketing channels on online channel usage: intergenerational differences. *Baltic Journal of Management*, 13(2), 169-190.
- Mahajan, P., Golahit, S., (2017). Promoting an Institute: An essential obligation for technical education evolution. *International Journal of Scientific Research and Education*, *International Journal of Scientific Research and Education*, 5(1), 6142-6155.
- Manafy, M., Gautschi, H., (2011). *Dancing With Digital Natives: Staying in Step with the Generation That's Transforming the Way Business is Done*, Medford, New Jersey, USA: CyberAge Books, 394.
- Matkovs'kyj S. O., Hal'kiv L.I., Hryn'kevych O.S. and Sorochak, O.I., (2009). *Statystyka*. L'viv: "Novyj Svit – 2000".

- Ministry of Education and Science of Ukraine (2020) Foreign students in Ukraine: statistical data, Retrieved from <https://iraq.mfa.gov.ua/storage/app/sites/36/uploaded-files/student2020.pdf>
- NIK, (2021). About educating foreigners in Polish universities Retrieved from <https://www.nik.gov.pl/en/news/nik-about-educating-foreigners-in-polish-universities.html>
- Patel, S., (2020). Facebook ad rates fall as coronavirus undermines spending. *Wall Street Journal*. Retrieved from <https://www.wsj.com/articles/facebook-ad-rates-fall-as-coronavirus-undermines-spending-11586530801>. Accessed on April 10, 2020.
- Pavlenko, A., (2018). Ensuring the effectiveness of the marketing policy of higher education institutions with the help of Internet technologies. *Economy and Entrepreneurship*, 41, 187-197.
- Prensky, M., (2001). Digital natives, digital immigrants. Retrieved from <http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>
- Prensky, M., (2009) H. sapiens digital: From digital immigrants and digital natives to digital wisdom. *Innovate: Journal of Online Education*, 5. (3), 1. Retrieved from <https://nsuworks.nova.edu/innovate/vol5/iss3/1>
- Prokopenko, O., Kudrina, O. and Omelyanenko, V., (June, 2019). ICT support of higher education institutions participation in innovation networks. Proceedings of the 15th International Conference, *ICT in Education, Research and Industrial Applications. Integration, Harmonization and Knowledge Transfer*. Kherson, Ukraine, 14(3), 03, 482-487.
- Rust, R. T., (2020). The future of marketing. *International Journal of Research in Marketing*, 37(1), 15-26.
- Scott, D. M., (2017). *The new rules of marketing & PR: how to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly*, 6th edition; John Wiley & Sons: New Jersey, USA, 448.
- Shpak, N., Kulyniak, I., Gvozdz, M., Malynovska, Y. and Sroka, W., (2020). Estimation of the marketing activity of banking structures. *Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensi*, 68(1), 229-242.
- Stathopoulou, A., Siamagka, N-S. and Christodoulides, G., (2019). A multi-stakeholder view of social media as a supporting tool in higher education: an educator-student perspective. *European Management Journal*, 37(4), 421-431.
- The European Higher Education Area (2011). Overview of current marketing initiatives by higher education institutions (HEI) and national agencies within the European Higher Education Area (EHEA), focusing on “marketing the EHEA. Retrieved from https://www.ehea.info/media.ehea.info/file/Brussels_March_2011/96/7/IPN_Survey_Report_February_2011/FIN2_605967.pdf
- Tkach, S., (2015). Risk management of investment activity in the region: Theoretical basis and applied aspects. *Dolishnyi Institute of Regional Research of the NAS of Ukraine*, 234.
- Turchyn, L., Ostroverkhov, V., (2019). Modern trends in Internet marketing. *Regional Aspects of Development of Productive Forces of Ukraine*, 24, 75-85.

MEDIA SPOŁECZNOŚCIOWE W ZARZĄDZANIU MARKETINGOWYM UCZELNI WYŻSZYCH NA PRZYKŁADZIE POLSKI I UKRAINY

Streszczenie: Media społecznościowe stały się istotnym elementem komunikacji we współczesnym społeczeństwie. W związku z tym uczelnie muszą dostosować zarządzanie marketingowe do współczesnych realiów, w tym wykorzystanie mediów społecznościowych w polityce komunikacji marketingowej. Dlatego też coraz większego znaczenia nabiera cel badania skoncentrowanego na badaniu wykorzystania mediów społecznościowych w zarządzaniu marketingowym uczelni. W odróżnieniu od innych badaczy, autorzy przeprowadzili reprezentatywne badanie wśród menedżerów marketingu polskich i ukraińskich uczelni, na podstawie których ocenili stopień wykorzystania mediów społecznościowych, a także zbadali popularność narzędzi i form promocji szkolnictwa wyższego. instytucje w sieciach społecznościowych. Do analizy wyników ankiety wykorzystano metody kompilacji i grupowania danych, analizy struktury populacji i rozmieszczenia jej elementów oraz oceny zależności. Autorzy ujawnili istotne podobieństwa między odpowiedziami respondentów z Polski i Ukrainy, aby udowodnić dwie następujące hipotezy: menedżerowie usług marketingowych uczelni rozumieją ważną rolę mediów społecznościowych; Menedżerowie ds. marketingu instytucji szkolnictwa wyższego używają tego samego zestawu narzędzi do promocji w sieciach społecznościowych. Hipoteza, że priorytetowymi kierunkami wykorzystania mediów społecznościowych przez menedżerów marketingu uczelni wyższych jest reklama usług edukacyjnych i utrzymywanie kontaktów ze studentami nie została w pełni potwierdzona. Decyzje zarządce polskich uczelni mają na celu przede wszystkim przyciągnięcie studentów zagranicznych, natomiast uczelnie ukraińskie dążą do nawiązania i utrzymywania kontaktów ze studentami.

Słowa: kluczowe e-marketing, uczelnie, media społecznościowe, technologie cyfrowe.

高等教育机构营销管理中的社交媒体：以波兰和乌克兰为例

摘要：社交媒体已成为现代社会交流的重要元素。因此，高等教育机构需要使营销管理适应现代现实，包括营销传播政策中社交媒体的使用。因此，本研究的目的集中在研究社交媒体在高等教育机构营销管理中的使用变得越来越重要。与其他研究人员不同，作者对波兰和乌克兰高等教育机构的营销经理进行了具有代表性的调查，在此基础上他们评估了社交媒体的使用水平，并调查了促进高等教育的工具和形式的流行程度社交网络中的机构。调查结果采用编制和分组数据、分析种群结构及其要素分布、评价关系等方法进行。作者揭示了波兰和乌克兰受访者的回答之间的一些显着相似之处，以证明以下两个假设：高等教育机构的营销服务经理了解社交

媒体的重要作用；高等教育机构营销经理使用相同的工具在社交网络上进行推广。高等教育机构营销经理使用社交媒体的优先方向是教育服务广告和与学生保持联系的假设尚未得到充分证实。波兰高等教育机构的管理决策主要旨在吸引外国学生，而乌克兰机构则寻求与学生建立并保持联系

关键词：电子营销、高等教育机构、社交媒体、数字技术