

HIGHER EDUCATION INSTITUTIONS MARKETING TREND IN CONTEXT OF COOPERATION
BETWEEN HIGHER EDUCATIONAL INSTITUTIONS AND EMPLOYERS BASED ON 'DEMAND AND
SUPPLY'¹

უმაღლესი საგანმანათლებლო სასწავლებლების მარკეტინგ ტრენდი უმაღლეს საგანმანათლებლო
სასწავლებლებსა და დამქირავებლებთან კონტექსტში 'მოთხოვნა-მიწოდების' ბაზაზე

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Abstract

The influence of the fast development of information technology on Higher Education Institutions (HEIs) has been reflected in their marketing trend under cooperation between HEIs and employers based on 'Demand and Supply'. Accordingly, the paper aims to examine how the changing HEIs transform their business model according to the marketing strategy of which marketing trend is a broad teaching and research result. It is difficult to analyze this complex problem of HEIs' marketing trends and strategies. The work-paper seeks to:

- Explore the design idea – marketing trend 'Demand and Supply';
- Explore HEIs' business model options;
- Synergy of the knowledge triangle with research and research in practice;
- The most common problem is for both local and international universities;
- An inclusion of research components effectively in the main disciplines of specialization;
- Teacher training for improving subject teaching under research and research components.

We need to bear the following approaches for recommendations:

¹ "...The tertiary education sector needs to reinvent itself ...to meet tomorrow's demand for knowledge and skills"

„...უმაღლესი განათლების სექტორს სჭირდება რეორგანიზაცია... რათა დააკმაყოფილოს ცოდნასა და უნარებზე
ხვალინდელი მოთხოვნა“

- Teaching-Learning-Research-Employment linkage according to the competitive job market requirements;
- Preparation of the modules 'Research in Practice' for the subject area of specialization and including them with key strategic goals, and objectives of the specialism.

Key words: Higher Education Institutions in new area, marketing trend, Demand and Supply, the policy for employability platform

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აბსტრაქტი

ინფორმაციული ტექნოლოგიების სწრაფი განვითარების გავლენა უმაღლეს საგანმანათლებლო დაწესებულებებზე (უსდ) აისახა მათ მარკეტინგულ ტენდენციაში, რომელიც უსდ-ებსა და დამსაქმებლებს შორის „მოთხოვნისა და მიწოდების“ პრინციპზე დაფუძნებულ თანამშრომლობაში ვლინდება. შესაბამისად, ნაშრომის მიზანია შეისწავლოს, თუ როგორ გარდაქმნიან უსდ-ები თავისი საქმიანობის ბიზნეს მოდელს მარკეტინგული სტრატეგიის მიხედვით, რომლის ტენდენცია მიზნობრივი სწავლებისა და კვლევის შედეგია. ამასთან, მნიშვნელოვანია უსდ-ების მარკეტინგული ტენდენციებისა და სტრატეგიების ამ კომპლექსური პრობლემის ანალიზი. ნაშრომის მიზანია:

- მარკეტინგული ტენდენციის „მოთხოვნა და მიწოდების“ დიზაინის იდეის შესწავლა;
- უსდ-ების ბიზნეს მოდელის ვარიანტების შესწავლა და ანალიზი;
- ცოდნის სამკუთხედის სინერგია კვლევასა და კვლევის პრაქტიკაში გააზრებასთან მიმართებაში;
- ყველაზე გავრცელებული პრობლემები როგორც ადგილობრივ, ასევე საერთაშორისო უნივერსიტეტებისთვის;
- კვლევითი კომპონენტების ეფექტურად ჩართვა სპეციალიზაციის ძირითად დისციპლინებში;
- მასწავლებელთა მომზადება სწავლების გასაუმჯობესებლად კვლევისა და კვლევითი კომპონენტების ჩარჩოებში;

რეკომენდაციებისთვის საჭიროა შემდეგი მიდგომების გათვალისწინება:

- სწავლება-სწავლა-კვლევა-დასაქმების კავშირი კონკურენტული შრომის ბაზრის მოთხოვნების შესაბამისად;

• სპეციალიზაციის საგნობრივი სფეროსთვის „კვლევა პრაქტიკაში“ მოდულების მომზადება და მათი ჩართვა სპეციალობის ძირითად სტრატეგიულ მიზნებთან და ამოცანებთან მიმართებაში.

საკვანძო სიტყვები: უმაღლესი საგანმანათლებლო დაწესებულებები თანამედროვე სიტუაციაში, მარკეტინგული ტენდენცია, მოთხოვნა და მიწოდება, დასაქმების პლატფორმის პოლიტიკა.

1 INTRODUCTION

1.1. GLOBALIZATION , HIGHER EDUCATION INSITUTIONS, AND EMPLOYEMENT

As education is the basis of economic development, it is real, that the rest of the world countries can become developed countries if education takes place in its development, and therefore, in this case, these countries can be considered industrial but not the consumer level. The world becomes more connected. Research and understanding of education around the world have increased sustainability. We explore closely linked indicators to the international and global levels:

- Higher Education Institutions and employers are the global actors for the regulation of study programs and job market requirements;
- Under the modern job market requirements graduates need to accumulate knowledge with skills in research in practice;
- Collaboration between HEIs and Employers will be made possible for the transformation of educational programs more effectively under the Demand-Supply balance;
- Can be reached the balance between HEIs and Employers under the employability of graduates with the arguments: increasing research in practice; transformation of study program by the subject of specialization; considering market requirements in the study programs by the subject of specialism?

Globalization demands not only educational and technological changes but also knowledge management, and information exchange, too. Globalization has a significant role in reinforcing economics, focusing on knowledge, and in rethinking the social life.

1.2. WHAT DOES HEIs HAVE TO REGULATE?

Today, it's time to examine various needed approaches to the changes in the education process and the job markets for understanding and responding to job markets' requirements. The fast development of technologies, the pandemic year, the war in Ukraine, and economic, and social changes with their results guide us to revise higher education Institutions (HEIs) functions for receiving more practical decision-making for improving employability and social welfare. The HEIs have to be concerned how to transform and foster modern curricula in the context of employers' requirements and have to explore and formulate problems with their solutions. The research is based on the concept that HEIs and Employers are the main

players of the "Demand and Supply" framework in increasing the country's potential for economic development through employability.

Increasing the possibilities of graduates with the needed specialization, forming successful graduates which respond to the modern competitive job requirements under the 'Demand and Supply' as follows:

- Collaboration between HEIs and employers under of demand and supply;
- Analyzing for creative knowledge with the needed skills and transforming the study programs by the subject area of specialization and giving the expected professional level to university graduates;
- To classify the main approaches for exploration of process modeling study that form successful specialists, and respond to the requirements of the modern competitive job market;
- To incorporate 'research and research in practice components' to evaluate the interrelationship between graduates' companies and job market requirements for more successful accessibility to the competitive job market.

1.3 KEY FINDINGS IN THE RESEARCH LITERATURE

Marketing strategies and trends of HEIs will generate revenue and sustainability. Marketing in higher education institutions is a challenge for creating a high-class academic environment for faculty and students. The OECD (2022) has suggested different skills important for students. An effective marketing strategy is key for HEI. Moreover, the fast development of technology has allowed higher education institutions to benefit in the digital age and use digital tools (Julio Hernández-March, et al 2011). These institutions have to demonstrate their value they must reach the potential customers and provide them with the benefits of employment after the study process but for this HEIs need effective marketing strategies because students' tuition represents a significant revenue for HEIs.

The technological advances in the 21st century shift the job market requirements (R. Mekvabidze, 2020; Ruizan Mekvabidze, Roman Smietanski, Leszek Karczewski, 2019; Ranai, M.2018; Alexander, A.T et al, 2012)). The higher education environment continues to transform (Decter, M. at all, 2007; R. Mekvabidze, R. Smietanski 2022). Demand for higher education is decreasing and the offerings institutions supply require a renewal (Yahaya, N.Z. and Dahlan, A.R.A, 2019), and higher education leaders, should adapt their business models with the marketing strategies (Abreu, M. et al, 2009).

The higher education environment continues to transform, the traditional business model of higher education is broken as institutions can no longer rely on rising tuition among traditional students as the primary driver of revenue (Melody Rose and Larry D. Large, 2021). The higher education environment continues to transform (Melody Rose and Larry D. Large, 2021), operational structures are unsustainable (Abdul Hasees, 2018), and HEIs strategy has to adapt to the market demands (R. Mekvabidze, 2023). HEIs depend on students' numbers and marketing trends (Ruizan Mekvabidze, Roman Smietanski, 2022) and HEIs face also. While demand will remain a problem for HEIs (Philpott, K. et al 2011; Lucille Halloran, Catherine Friday, 2018; Kristel Miller, et al, 2014) the situation might be considered in the other aspect. It is a new approach according to the real indicators for the balance of workplaces (Sandra Slotte, 2023; Sroka, M. 2014).

Many faculty feel that universities have evolved with the core mission of working skills with students and conducting research to better society (R. Mekvaidze, et al, 2023; Petro Du Preez et al., 2016; George G. and Bock A. 2011). The private sector provides a range of opportunities for workers with promises of access to the job market (Sara Asmawati et al, 2017; Mohammad Akour, Mamdouh Alenezi, 2022). Su, W., & Zhang, M. (2015), Tristan Hooley (2021), and researchers from Bangladesh (Nusrat & Sultana, 2019; Mahri Uddin, 2021) discuss in the context regarding problem-solving, decision-making, and communication skills for graduate employability. By Katherine deCourcy and Elise Could, (2024), It's a fact that The labor market for graduates is stronger for access to job opportunities, today. The gaps in years of unemployment for graduate's rates remain significant.

2 RESEARCH OBJECTIVES

The main objectives of the work paper are:

- To explore the visions of respondents on graduates employment of the main responsible actors through the acting indicators;
- To reveal up capacities of HEIs according to the job markets;
- To consider revealing curricula changes according to the specialization;
- To seek new approaches to teaching and learning through research components;
- To reveal the possibility of regulation under 'demand and supply" between the main responsible actors in the context of curriculum changes.

3 RESEARCH METHODOLOGY

For the main actors/respondents responsible for the graduates' employment, graduates with MA degrees, and students with BA degrees and more competencies were prepared the questionnaire with the indicators that are considered as variables in the processing. The duration of the survey process was 5 months. The Likert scale with 5 parameters was used. In the survey process, participants could be any respondents (teacher, student, graduate) from the HEIs, and employers. The survey was carried out online.

Note. An assessment of the reliability of the indicators was provided through Cranach's alpha, Program software STATA was used for the data processing..

4 DATA PROCESSING and RESULTS' ANALYZING

According to the respondents' answers, the participants in total are 4988 persons. Among them, the number of academics is 1024, the number of graduates with MA degrees is 2034, and the number of students with BA degrees or more – 1932. The categories of respondents are given in Table 1.

Table 1. Number and type of respondents

Academics (1024)		Graduates, MA(2034)		Students (BA or more,1932)	
Type	Number & %	Type	Number& %	Type	Number & %
Professor	105/10.2	Job seeker	725/35.68	Job seeker	838/43.30
As. Professor	326/31.80	Employed	1087/53.49	Employed	997/51.52
Assist. prof.	305/29.76	Employed by specialism	220/10.83	Employed by specialism	77/3.97
Teacher	218/21.27	-	-	-	-
Invited teacher	71/6.90	-	-	-	-

The Respondents' professions is given in Table 2.

Table 2. Respondents by profession: Graduates with MA degrees and students with BA degrees or more competencies

Name of specialization	Graduates, with MA degree		Students with BA degree or more comp...	
	Number	%	Number	%
Economics	405	18.38	334	17.29
Education	239	11.75	200	10.35
Business	548	26.94	537	27.79
Finance	249	12.24	202	10.45
Humanity	121	5.95	127	6.57
IT	472	23.20	532	27.53

The information about the respondents' vision who participated in the survey is given in Table 3 with the answers according to the Licart scale. It includes all kinds of answers according to the four indicators linked to each other (Cranbach alfa = 0.79). In Addition at the end of the table are indicated respondents' distribution by subject of specialization. Table 4 presents the total picture of respondents with the positive answers only.

Table 3. Respondents' vision according to the modern job market requirements by the given indicators/questions (SA- strongly agree, A –agree, N- neutral, DA- disagree, SD- strongly disagree)

I Step		II Step					
Respondents demography	Experience year	Indicators (VAR)	Answers				
Academics			SA	A	N	DA	SD
Professor	before 5; 5 – 10;	Higher Education Institutions and employers are the global actors for the regulation of study programs and job market requirements	310	750	142	45	-
	10 – 15;		24.86%	52.56%	11.39%	3.61%	
As. Professor	15 – 20,	Under the modern job market requirements graduates need to accumulate knowledge with skills in “research and research in practice”	317	680	201	49	-
	Above 20		25.42%	54.53%	16.12%	3.93%	
Assist. prof.	before 5; 5 – 10;	Collaboration between HEIs and Employers will be made possible for the transformation of educational programs more effectively under the Demand-Supply balance	249	867	66	25	-
	10 – 15;		19.97%	69.53%	5.29%	2.00%	
Teacher	15 – 20,	The balance between HEIs and Employers can be reached under the employability of graduates with the arguments: increasing research in practice; transformation of study program by the subject of specialization; considering market requirements in the study programs by the subject of specialism.	323	798	95	31	-
	Above 20		25.90%	63.99%	7.62%	2.49%	
Invited teacher	before 5; 5 – 10;	1. Year of					
	10 – 15;						
Graduates (MA)/ Students (BA or more)	15 – 20,						
	Above 20						

	Graduation – 2. Job seeker: Yes No 3. Employed year - 4. Employed By specialism, Year -						
	Profession of Graduate(MA)/student(BA or more) (please indicate your specialism)	Economics, Humanity, Business, Finance, IT, Other -----					
	Distribution of answers by the subjects, %	Economics- 18.63%; Humanity-6.25%, Business-27.36% Finance- 11.37%, IT-25.32%					
	Cranbach akfa	0.79					

Table 4. Respondents' vision according to the modern job market requirements by the positive answers (SA-strongly agree, A –agree)

I Step		II Step				
Respondents demography	Experience year	Indicators (VAR)	Answers			
Academics			SA	A		SA+A
Professor	before 5; 5 – 10;	Higher Education Institutions and employers are the global actors for the regulation of study programs and job market requirements	310	750		1060
	10 – 15;		24.86 %	52.56 %		85.00%
As. Professor	15 – 20, Above 20	Under the modern job market requirements graduates need to accumulate knowledge with skills in “research and research in practice”	317	680		997
	-----		25.42 %	54.53 %		79.95%
Assist. prof.	- before 5; 5-10;		249	867		1116
	10 – 15; Above 20					
Teacher	-----					

	before5; 5 – 10; 10 – 15; 15 – 20, Above 20	Collaboration between HEIs and Employers will be made possible for the transformation of educational programs more effectively under the Demand-Supply balance	19.97 %	69.53 %			89.49%
Invited teacher	----- before5; 5 – 10; 10 – 15; 15 – 20, Above 20						
Graduates (MA)/ Students (BA or more)	----- before5; 5 – 10; 10 – 15; 15 – 20, Above 20 ----- 1. Year of Graduation – 2. Job seeker: Yes No 3. Employed year – 4. Employed By specialism, Year –	The balance between HEIs and Employers can be reached under the employability of graduates with the arguments: increasing research in practice; transformation of study program by the subject of specialization; considering market requirements in the study programs by the subject of specialism.	323 25.90 %	798 63.99 %			1121 89.89%
		Total					86.08%
	Profession of Graduate(MA)/student(BA or more) (please indicate your specialism)	Economics, Humanity, Business, Finance, IT, Other -----					
	Distribution of answers by the subjects,%	Economics- 18.63%; Humanity-6.25%, Business-27.36% Finance-11.37%, IT-25.32%					
	Cranbach akfa	0.79					

CONCLUSION

The higher education industry (Public and private institutions) is at an inflection point with new expectations in the fast development of information technology. Really, the suggested results allow us to assess the possibility of transforming the approaches of regulation of the link between higher education institutions and employers under demand and supply principles. We see it through the four indicators of the assessment (Table 3) and under the positive answers (table 4): 85.00%; 79.95%; 89.493%; 89.89%. It means, that HEI's teachers and students agree to regulate collaboration with employers according to the indicators as we consider them as postulates too. The regulation between HEIs and employers can be provided using each of indicators or these four indicators for transforming the study program.

The development of an Open-Access EDUCATION POLICY for EMPLOYABILITY platforms under Demand and Supply will help to promote the realization next issue:

- Contemporary analysis of the job market demands and HEIs supply by specialization;
- Skills and their analysis demanded by employers according to the specialization;
- Research components and their influence on skills development;
- Research components intensive teaching on BA and MA levels;
- Teacher training for involving research components in the teaching process by the subject area;
- Curricula transformation by the main subjects of specialization.

We need to bear the following approaches for recommendations:

- Teaching-Learning-Research-Employment linkage according to the competitive job market requirements,
- Preparing the modules 'Research in Practice' for the subject area of specialization and including them with key strategic goals and objectives of this specialism

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