

Development of Marketing of Educational Services Based on Application of Netiquette Principles in Distance Learning

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Abstract. In modern conditions, Ukrainian institutions of higher education found themselves in a situation of military aggression, which is the reason for the transfer of students' education to the online space. Such changes impose new requirements on marketing of educational services aimed both at attracting new consumers and at keeping and preserving those who are already studying. Transformations of approaches in marketing of education are a consequence of its development. The development of marketing of educational services during distance online learning is impossible without the introduction of modern digital technologies and involves taking into account the rules of netiquette. The application of the principles of netiquette in distance learning will contribute to the resolution of contradictions in marketing of educational services and its development. This determines the relevance of the chosen research topicality. The purpose of the study is to determine the principles of netiquette as a basis for the development of marketing of educational services in the process of distance learning. The work uses such research methods as the method of logical generalization, the method of analysis and synthesis, the method of content analysis, and the method of focus group interview. The result of the conducted research is the development of general principles of netiquette in the organization of distance learning, taking into account the specifics of educational services. The concept of relationship marketing, provisions on distance learning and classic general principles of netiquette were used as a theoretical basis for the substantiation of these principles. The practical basis for the conclusions was the analysis of cases of US universities regarding netiquette policies, as well as the results of a focus group interview with students of institutions of higher education regarding the norms and rules of behavior in the Internet space during the interaction of teachers and students in the process of distance learning. The practical significance of the application of the rules of netiquette is that it ensures digital freedom of communication, attracts a larger segment of consumers of the educational service and will contribute to the formation of a new type of academic community

Keywords: signs of development, contradictions, netiquette as a norm of behavior, education marketing, digital space, focus group

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● INTRODUCTION

The events of the last two years related to the COVID-19 pandemic contributed to the global transition of most spheres of life in Ukraine and in the world to the digital space. Mass transition of education to distance education, practice of remote work (some companies left the possibility of partial or full remote work even after the normalization of the epidemiological situation), expansion of the range of services and increasing popularity of e-commerce (the sphere of the digital economy, which includes all financial and trade transactions that carried out using the Internet, and business processes

related to these transactions). The new conditions in which the higher education industry found itself require new approaches in the organization of the development of marketing of educational services with an emphasis on the use of modern digital technologies.

The purpose of this article is to define the principles of netiquette as a basis for the development of marketing of educational services in the process of distance learning. To achieve the specified goal, the following tasks are set in the work: 1) to consider the signs of development and

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contradictions in marketing of educational services; 2) justify the role of digital technologies and netiquette in the development of marketing of educational services; 3) to form a theoretical basis for the development of marketing of educational services, taking into account the concept of relationship marketing, distance learning provisions and general principles of netiquette; 4) conduct a study of the points of view of students of institutions of higher education (IHEs) of economic specialties regarding distance online learning and the rules of conduct of its participants; 5) to consider the practical principles of the development of marketing of educational services based on the principles of netiquette, taking into account the analysis of the netiquette policies of US universities and the results of the student survey; 6) develop the principles of netiquette for the field of educational services, taking into account the specifics of the latter, and substantiate their importance for the development of marketing of educational services.

The prevalence of digital practices is evidenced by the objective indicator – the level of Internet penetration: according to the international monitoring study Datareportal Ukraine, in January 2020 there were 27.46 million Internet users, while the level of Internet penetration in Ukraine was 63%. In January 2021, Ukraine had 29.47 million of Internet users, while the level of Internet penetration in Ukraine has increased to 67.6% [1]. In 2022, the number of Internet users in Ukraine is 31.1 million, the level of Internet penetration in Ukraine has increased to 71.8% [1].

Digitization processes are actively supported at the level of state policy. That is, a constant increase is observed in both absolute and relative indicators, which is reflected in the creation of the Ministry of Digital Transformation, the development of the Diya portal with the aim of transferring 100% of public services online. Thus, according to the Strategy of Ukraine-2030, developed by the National Institute of Strategic Studies, strategic goal No. 1 is structural modernization. “Structural modernization for the purpose of forming a competitive economy, which is based on innovations and modern production potential. It provides high environmental and resource-efficient standards, is adaptable to the needs of the domestic market and global competitive challenges” [2].

Within the framework of this goal, one of the strategic directions is digital transformation. It is implemented through: 1) promoting the accelerated integration of digital technologies into production processes; 2) promoting the implementation of “smart” community development networks in key infrastructure areas; 3) implementation of sectoral projects for the development of digital infrastructures (energy, transport, water supply and drainage, health care, education, etc.) and ensuring their compatibility on the basis of standardization; 4) development of information communications infrastructure (expansion of broadband access, mobile Internet coverage, spread of 5G networks, implementation of “cloud” technologies, creation of data centers, etc.); 5) implementation of financial tools to motivate the digital transformation of businesses and communities; 6) promoting the development of digital competences of citizens in the professional sphere and everyday life.

The rapid digitalization of all spheres of life actualizes the issue of studying the rules of behavior in the digital space, which involves the development of universal

rules of such behavior – netiquette. The concept of interaction marketing is used in this article. The marketing of the relationship between the participants of the interaction, namely the teacher and the student, is considered. For successful relationships and communication in social networks, new rules are needed, for example, netiquette. Netiquette is network etiquette (formal rules of behavior, communication on the Internet) and specific rules for each field (education, health care, production, business, etc.). In the marketing of educational services, netiquette is also in demand, because almost 100% of teachers of institutions of higher education communicate with students in social networks, offering distance learning.

At the same time, if it is considered the implementation of the principles of netiquette for the development of marketing of educational services, it is important to apply these principles on reasonable grounds to resolve contradictions that arise when interacting with consumers.

Therefore, there is a need to know and understand the opinions of consumers of educational services regarding the norms of behavior in social networks during distance learning. Consumers decide what is the norm of communication that satisfies them, with which they agree. Thus, it is possible to attract, retain and expand segments of consumers of educational services.

The novelty of the research is in the further development of the consideration of the principles of netiquette based on the content analysis of netiquette policies of US universities and the focus group survey of Ukrainian netiquette practices, which made it possible to develop the principles of netiquette for the field of educational services, taking into account the national specificity and the needs of recipients of educational services.

● LITERATURE REVIEW

Marketing of education is a fairly popular field of scientific research that has been studied by many scientists. Today, the following important trends influence the choice of marketing approaches: globalization of education, erasure of national borders in the educational process, mass transition to online learning technologies and digitalization of education. These trends also determine the need to develop, apply and implement new approaches to the development of marketing of educational services. Many works of modern economists are devoted to the study of the problems of development in general, and the development of marketing in particular. In the work [3], the authors systematized approaches to defining the concept of development and proposed to combine them into three groups: understanding development as a definition, as a property, and as a comparative characteristic of an object.

M. Umar, H. Nawawi, N. Latifah, S.A. Eko analyze in detail the process of marketing of educational services, clarify the importance of marketing in the world of education. Competition in the world of education is very intense, as the above-mentioned scientists claim, so special strategies are needed in the marketing of education [4]. Particular attention should be paid to works that clarify the problems of digital and Internet marketing development. Today, it is digital technologies that form the basis of the development of marketing of educational services. The results of the study of the role of marketing tools in the process of

building the image of institutions of higher education were proposed in the paper [5]. The authors offer their conclusions based on a primary survey of respondents who are consumers of educational services. The study showed that there is an important correlation between the perception of the image of the faculty and the evaluation of certain elements of the website of the faculty. A number of scientists [6] consider a set of data on the quality of interactive services in higher education marketing and claim that quality means exceeding consumer expectations. From the point of view of scientists, the quality of education is the suitability of educational results and experience for use.

The paper [7] describes how digital technologies for creating communication and providing educational services that are valuable to consumers have greatly increased the competitiveness of institutions of higher education in recent years. Innovative digital technologies have ensured various types of influence on consumer behavior pattern. Digitalization of educational marketing will create prerequisites for improving education and forming the motivation of modern consumers of educational services. One of the tools for improving the marketing of educational services within the framework of the concept of marketing of interaction and building marketing relationships between teachers and students is the application of principles of behavior in social networks – netiquette.

Researchers [8] consider netiquette as a component of digital competence, which means a theoretical approach to the new reality, especially in the educational field (it is noted that digital competence is mandatory for teachers of the future), a concept that confirms the impact of digital technologies on personal development. Digital competence can also be considered as an element of augmented reality. According to these authors, this means that educational institutions should revise their approach to new needs and requirements.

In general, scientific works on netiquette can be united into several groups. The first group of works focuses on arguing the necessity of netiquette and demonstrates the advantages of having this competence. Thus, L. Scheuermann and G. Taylor [9] emphasize that knowledge of netiquette forms a competitive advantage over those who do not know it. The second group of works presents proposals for the rules of behavior on the Internet, based both on the data of empirical research and theoretical approaches. The work [10] focuses on netiquette as a new way of defining professionalism through network communication and notes the need to include netiquette in the syllabi of disciplines by teachers in order to define expectations and the consequences of its violations for each discipline.

The third group of works raises the issue of such risks of Internet communication as security, protection of personal information and considers how netiquette can work with these risks using the example of email. The purpose of the study [11] was to analyze the prevalence of the perception of Internet and smartphone use problems among young people for the period 2006-2017. The fourth group of works [12] is devoted to separate empirical segments of netiquette, for example, the study of communications between students and teachers in the Facebook social network, based on a survey of students and teachers. Despite a large number of studies on the issue of netiquette and

attempts to develop policies for the construction of Internet communications since the 1990s, the topic related to the rules of behavior in the process of distance learning remains little studied, which determines the topicality of the problem.

The novelty of this research is in the development of the principles of netiquette in the process of distance learning, the implementation of which will contribute to the growth of marketing of educational services.

● MATERIALS AND METHODS

To achieve the purpose set in the work, a number of research stages were implemented, each of which was based on the use of certain methods, which are listed below by stages.

At the first stage, the existing contradictions in marketing of educational services were analyzed and the main signs of the development of marketing of educational services were systematized. For this, the method of logical generalization was used.

At the second stage, the expediency of using digital technologies, including social networks, for the development of marketing in the field of education is substantiated, and the place and role of netiquette among such technologies is determined. For this purpose, methods of analysis and synthesis were applied.

At the third stage, the theoretical and practical basis for the development of the principles of netiquette in distance learning for the development of marketing of educational services is substantiated. The theoretical basis was made up of: the concept of relationship marketing, provisions and requirements for the organization of distance learning in institutions of higher education, classic general principles of netiquette. The practical basis was formed on the basis of the analysis of cases of US universities (the University of Nevada, the University of Potomac, Lincoln University, the University of Texas and El Paso) regarding policy of netiquette using the method of content analysis, as well as the survey of students of institutions of higher education by the method of focus group interview. Ukrainian researchers N. Kostenko and V. Ivanov consider the method of content analysis as a technique of systematic description and analysis of the content of communication [13]. In this article, this method is used to describe netiquette in communication in the field of educational services at US universities. A focus group interview was conducted in accordance with the recommendations on the technology of conducting research using this method [14]. A pilot survey was conducted in May 2022 in order to study Ukrainian netiquette practices and ask students about online behavior during their studies: one online focus group in chat format. The object of the study was the process of distance learning of students of Simon Kuznets Kharkiv National University of Economics. Focus group participants were offered a guide (a list of open questions), to which they had the opportunity to provide answers within two days. All participants saw each other's answers and had the opportunity to interact with other participants, commenting on their answers for three days, which ensured interactivity, group dynamics, while maintaining comfort for the participants.

Advantages of online focus groups include: convenience for respondents, facilitating control of group dynamics. Online interaction allows you to receive sincere

and relaxed answers and reactions. In addition, it is logical to investigate the online phenomenon of netiquette using online methods. The method of an online focus group in the format of a chat regarding the norms of communication during distance learning and the rules of communication behavior on the Internet helped to reveal the perception of Ukrainian students of netiquette, which already exists at universities around the world, and at the same time to study the needs of students regarding online interaction and the practice of such interaction. Students of economics were selected as participants of the group. Features of a focus group interview: the recommended number of participants (8-12 people) are gathered in one place, in this case in a chat room; 12 students, 20-21 years old, 8 women, 4 men were interviewed, the interaction of the participants is approved, unlike other research methods; the guide offered by the moderator is aimed at focusing the participants on the problem and revealing different opinions regarding the solution of the problem. A set of different points of view helps to clarify the possible patterns of behavior of people on the problem under discussion. During the focus group, on the one hand, comfort is observed, because everyone understands that he is a part of the group and his opinions are important. On the other hand, group dynamics demonstrates what are common opinions. They, as a rule, attract the attention of the moderator.

At the fourth stage, the principles of netiquette were developed. The basis for their development was the above-mentioned theories and the results of the student survey, and the methodological basis was the method of logical generalization.

At the fifth stage, it has been proven that the implementation of the developed principles of netiquette in the educational process will contribute to the development of marketing of educational services, since in this case the contradictions related to the attraction of external consumers and the retention and increase of loyalty of existing ones can be resolved.

● RESULTS AND DISCUSSION

Obtaining *the results of the first stage* – conducting an analysis of existing contradictions in the marketing of educational services and substantiating the signs of its development. It is important to pay attention to existing research on these issues. According to the studies of L.G. Melnyk [15; 16], and I.V. Prangishvili [17], the following signs of systems development can be distinguished: irreversibility, orientation, regularity, variability, heredity, selection, the presence of qualitative changes and resolution of contradictions. The development of marketing of educational services will be characterized by the manifestation of the above-mentioned signs in this field. The most significant signs are the presence of qualitative changes and the resolution of contradictions. Let's consider how these signs will manifest themselves in marketing of educational services. Qualitative changes in marketing of educational services can be manifested in the transition from certain types of marketing activities to integrated marketing communications, to the expansion of the range of channels of interaction with potential and existing consumers, to a better correspondence of the channels chosen by the educational institution to the characteristics and preferences of consumers of educational services. Regarding the resolution of contradictions, it is appropriate to consider first the examples of contradictions that currently exist in the field of educational marketing.

One of the contradictions is that, on the one hand, the vast majority of educational institutions in Ukraine, including institutions of higher education, continue to use more traditional means of promoting their services and communication channels. On the other hand, their potential clients (applicants) due to their age and preferences massively use innovative modern means and channels for obtaining information. This is proven by the statistics of 2022, which are shown in Figure 1.

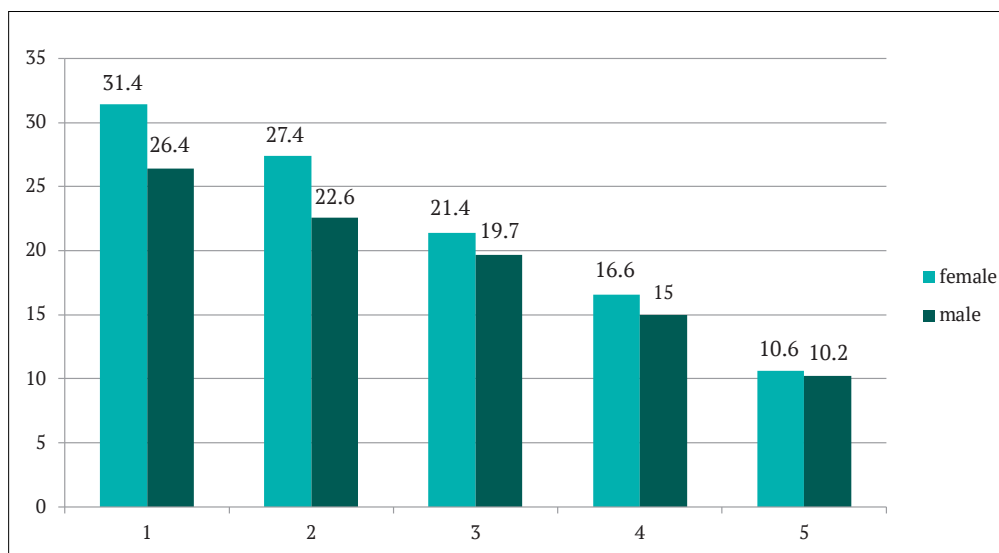


Figure 1. Percentage of Internet users who follow influencers in social networks

(1 – Internet users aged 16-24 years; 2 – Internet users aged 25-34 years; 3 – Internet users aged 35-44 years; 4 – Internet users aged 45-54 years; 5 – Internet users aged 55-64)

Source: [18]

As it can be seen in Figure 1, the largest number of users of social networks who are under the influence of influencers are users aged 16-24. It is this age category that is potential entrants to institutions of higher education, both bachelor's and master's programs. Thus, it is logical to promote higher educational services through influencers in social networks, which, unfortunately, is not often done by educational institutions. At the same time, it is necessary to remember that communication in social networks has its own characteristics and rules. These rules are governed by the netiquette policy. The development and improvement of the principles of netiquette when interacting with applicants and students of institutions of higher education will contribute to the elimination of the existing contradiction regarding the choice of channels for the promotion of educational services.

Another contradiction that exists in the field of marketing of educational services is that the main marketing efforts of institutions of higher education are aimed at attracting new applicants. At that time, those students who are already studying in educational institutions, as a rule, are not considered as those at whom marketing activities are directed. As a result, the percentage of those who go to study for a master's degree to continue their education is much lower than at a bachelor's degree program. Of course, there are other reasons why not all students decide to study for a master's degree. However, when applying marketing measures aimed at students of 2-4 years, this percentage can

be increased. The mass transition of Ukrainian institutions of higher education to distance learning as a result of first the pandemic, and then military actions, actualized those channels of transmission of educational material and communication with students, which previously played a secondary role.

Special attention is paid to the digital technologies of distance learning and the existing contradictions in this field in the documents of the European Union [19]. Thus, in the appeal of the European Commission to the European Parliament, emphasis is placed on the need to develop the Digital Education Action Plan. This appeal states the following: "Personalized teaching can result in increased motivation by focusing on individual learners. However, progress on integrating technology in education remains limited. More than 80% of young people in Europe use the internet for social activities. Mobile access to the internet has significantly increased over the last few years. But use of technology for educational purposes lags behind" [19]. Such a situation leads to another contradiction in marketing of educational services: on the one hand, the importance of forming a loyal attitude of students to education and higher education through a personalized approach to education, on the other hand, the insufficient level of use in institutions of higher education of the entire range of modern Internet technologies that can ensure such an approach.

Figure 2 shows the main contradictions in marketing of educational services, including those related to the formation of student loyalty in the distance learning process.

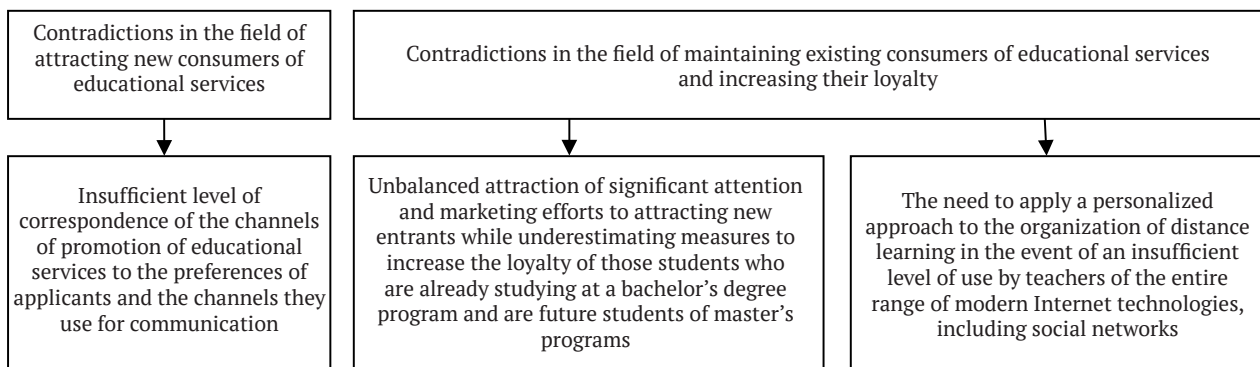


Figure 2. Contradictions of marketing of educational services in the field of consumer attraction and retention

The results of the second stage. One of the ways to resolve the above contradictions based on establishing long-term and trusting relationships with students and increasing their level of loyalty to institutions of higher education is the use of digital marketing in the organization of distance learning in compliance with the principles of netiquette.

The theoretical basis of this approach consists of:

- the concept of relationship marketing, which involves building a system of long-term interaction with consumers of educational services and forming their loyalty;
- the main provisions of the organization of the distance learning process at institutions of higher education;
- principles of netiquette.

The practical basis of the proposed approach consists of:

- the analysis of cases and practices of US universities regarding the implementation of netiquette principles in

the educational process carried out in the work;

- study of the opinions of respondents (students of institutions of higher education) regarding the organization of distance learning and compliance with the rules of conduct in online communication (that is, the rules of netiquette) using the focus group method.

Let's consider the theoretical basis of the development of marketing of educational services. The main provisions of the concept of relationship marketing are [20]:

- 1) emphasis on retention of consumers, not on their attraction, on long-term interaction, not on short-term transactions;
- 2) targeting certain target segments of existing consumers in order to increase the degree of their involvement and sale of additional goods and services;
- 3) greater emphasis on quality than in the traditional concept of marketing;
- 4) paying special attention to internal marketing;

5) traditional marketing complex (4R) is insufficient for building long-term relationships with consumers, therefore relationship marketing operates with an extended marketing complex;

6) quantitative assessment of the effectiveness of mutual relations.

Results of the third stage. The organization of distance learning in Ukraine is regulated by the Regulation on Distance Learning [21] and other normative documents of the Ministry of Education and Science. In the European educational space, the Digital Education Action Plan for 2021-2027 has been approved, which is aimed at eliminating problems related to the organization of the educational process in two priority areas: fostering the development of a high-performing digital education ecosystem and enhancing digital skills and competencies for the digital transformation. This document proclaims the guiding principles of making education and training systems fit for the digital age [21, p.8-10]:

1. High-quality and inclusive digital education that respects the protection of personal data and ethics should be a strategic goal of all bodies and agencies involved in education and training.

2. The transformation of education for the digital age is the task of the entire society.

3. Appropriate investments in connectivity, equipment and organizational capacity and skills should ensure that everyone has access to digital education.

4. Digital education should play a key role in increasing equality and inclusiveness.

5. Digital competence should be a core skill for all teachers and teaching staff and should be included in all areas of teacher professional development, including initial teacher education.

6. Educational leaders play a key role in digital education.

7. Digital literacy is essential for living in a digital world.

8. Basic digital skills should become part of the basic transferable skills that everyone should have in order to be able to develop personally; participate in society as an active citizen; use state services; and enjoy fundamental rights.

9. Sustaining competitiveness requires people with state-of-the-art advanced digital skills to support the dual digital and green transition of society, public services and all parts of the economy.

10. There is a need for high-quality educational content to increase the relevance, quality and inclusiveness of European education and training at all levels.

The adaptation of this theoretical background to the researched problem is that when providing educational services and organizing distance learning, it is advisable to use digital marketing, including marketing in social networks, taking into account the principles of netiquette. Yes, according to G. Sedalo, H. Boateng, J.P. Kosiba, social media enables enterprises “to create and sustain relationships... can engage their customers, instill trust in them, and build cooperative relationships... to engage customers regularly” [22, p. 5]. Establishing long-term relationships aimed at retaining consumers of educational services and forming a positive image of institutions of higher education largely depends on observing the principles of netiquette in the process of online interaction with students (consumers of educational services).

The generally accepted principles of netiquette, which are presented in the classic work of David Rooney [23], include:

1. Remember about the person.

2. Adhere to the same standards of conduct online as you do in real life.

3. Know where you are in cyberspace.

4. Respect other people’s time and capacity.

5. Look good online.

6. Share your expertise.

7. Help keep emotional outbursts under control.

These classic principles of netiquette remain relevant today. However, it is necessary to investigate how they are implemented in the activities of institutions of higher education using the example of US universities. Next, we will reveal the practical basis of the study, starting with the case analysis of US universities, which is given below.

Empirical research [24] is aimed at studying the implementation of university netiquette policy. The results of the study showed that students have a common opinion about the general rules of using the network, but they indicated a limited awareness about specific rules and aspects of netiquette. In addition, the study recorded varying degrees of implementation of netiquette policies at universities.

One of the tasks of the work is to review the netiquette policies of universities. Netiquettes of four US universities were selected for analysis, so that they did not repeat, but instead complemented each other.

Thus, on the website of the University of Nevada (USA) [25] in the section “Policies of online learning” it is noted that netiquette or network etiquette refers to guidelines and recommended practice for online communication and should be used in all areas of online communication: e-mail, chat, blogs, discussion forums, messages, etc.

Principles of netiquette include: 1) respect (remember that you are dealing with real people and be polite and respectful even if you disagree. Remember the golden rule: treat others as you would like to be treated; 2) checking (think before you post. Be aware of who might be viewing your post and how it might be interpreted. Try to maintain a fair and objective tone); 3) concentration on the topic (make sure that your communication is related to the subject and does not deviate from the topic); 4) clarity of expression (although the online environment may seem more informal than your face-to-face course, it is still an academic course and clear, mature communication is expected. Correct spelling and grammar are required, and proper sentence structure and punctuation); 5) use of appropriate language and style (obscene language or offensive wording is not allowed); 6) attention to others (do not make humiliating, condescending or insulting remarks. Communication should be friendly and clearly formulated and aimed at creating a positive learning environment. Sarcasm is inappropriate); 7) readiness for misunderstandings (keep in mind that written communication can often convey the wrong tone or intentions in the absence of non-verbal communication); 8) citation rules (if you publish a work that does not belong to you, be sure to cite the original sources).

The University of Potomac (USA) [26] suggests the following netiquette rules for students: 1) be careful with tonality; 2) be accurate and factual; 3) first search, then ask; 4) do not use sarcasm; 5) be as polite as in face-to-face

communication; 6) use proper grammar and punctuation; 7) stay on topic; 8) remember that nothing is private on the Internet; 9) express yourself clearly and concisely; 10) respect people’s privacy; 11) use the proper regalia of your professors/teachers; 12) respect the opinion of others; 13) do not abuse the chat box; 14) be careful in completing tasks.

Lincoln University (USA) [27] emphasizes that netiquette can be summarized by three simple rules: 1) remember that there is a person on the other end of your communication; 2) treat this person with respect; 3) do not transmit any message that you would not want to communicate face-to-face. Further, the university provides the following guidelines for students, which are similar to those provided by the Association of Collegiate Marketing Educators, noted above.

The University of Texas and El Paso (USA) [28] suggests 10 rules of netiquette: 1) make sure identification is clear in all messages. Start with a greeting and end with a signature; 2) review what you wrote and try to interpret it objectively; 3) if you wouldn’t say it face to face, don’t say it online; 4) don’t assume that everyone understands where you come from. Your online class is made up of people of all ages and cultures who come from different backgrounds, lifestyles and geographic locations. With that in mind, review what you’ve written and ask yourself, “Will everyone get the joke?”; 5) do not distribute spam; 6) use emoticons. Emoticons can help convey feelings that might otherwise be lost in translation, including humor, irritation, exhaustion and even confusion; 7) respect the privacy of others; 8) remember, something is on the Internet, it is everywhere; 9) follow the rules; 10) forgive and forget. If you are offended by something another student says online, remember that you may have misunderstood them.

The participants of the focus group were offered a guide with questions about the principles of behavior in social networks during distance learning in institutions of higher education. Taking into account the needs and comments of students in the conditions of the dominance of paid educational services was noted as a mandatory condition by 67% of the participants of the focus group, 100%

of the participants agreed with the need for equal access to communication in social networks of representatives of all socio-demographic groups, regardless of their location, which, as a result, destroys borders and opens up prospects for distance learning, 83% of the focus group participants agreed that distance learning provides an opportunity to level the manifestation of gender discrimination if the principles are followed netiquette. The statement that the use of the polite words “please”, “thank you”, addressing on formal terms should be the norm in communication during distance learning. This is a manifestation of respect and tolerance for the opinions of others. It was supported by 92% of the focus group participants.

Respect for the time of others and meeting the deadlines of the interlocutors was noted as a necessity by 92%. They agreed that the rules of conduct during distance learning should be followed by both sides of the communication, because this would ensure a comfortable interaction 100%. Openness and honesty during distance learning can be achieved by offering an online discussion (in the form of comments), according to 67% of the focus group participants. 58% expressed the opinion that social responsibility is the fulfillment of tasks solely by one’s own efforts on the basis of one’s knowledge. As for the norms of communication, 67% answered that these are useful communications in messengers and through the mailbox, reasonable answers to questions (for both parties). Desirable is the ability to hear each other, reasoning about assessments, respect for personal boundaries, lack of excessive indifference or, on the contrary, interest, absence of voice messages, unless it has been previously agreed.

The results of the fourth stage. Figure 3 shows the logic of substantiating the principles of netiquette when organizing distance learning, taking into account the specifics of the educational field.

The analysis and generalization of the given above theoretical and practical background makes it possible to formulate the basic principles of netiquette in the educational sphere in Ukraine in the conditions of distance learning (Table 1).

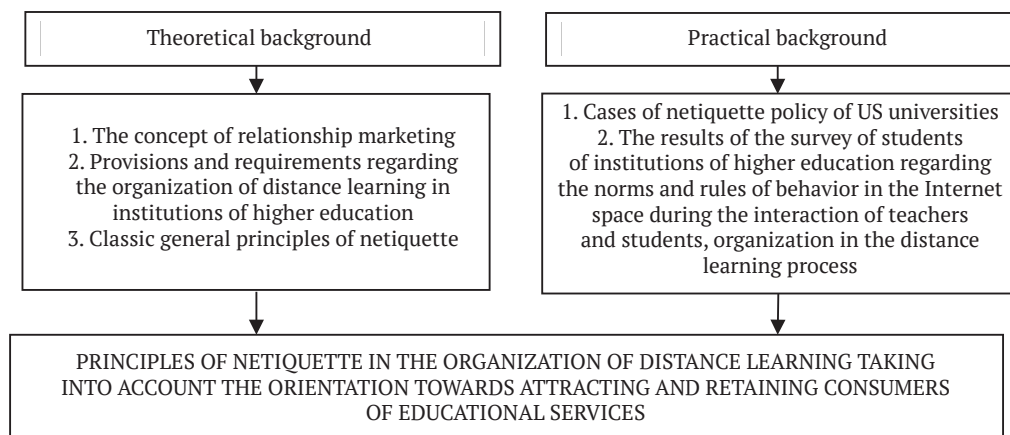


Figure 3. The logic of substantiating the principles of netiquette in the field of educational services

Table 1. Principles of netiquette in marketing of educational services

Number of principle	Description of principle
1	The use of separate channels for formal communication in order to deliver educational material, for informal communication in order to help students solve their problems and to provide marketing information. At the same time, these channels should provide the possibility of mutual transition and contain mutual links
2	Maximum transparency of communication, which involves mandatory identification of communication participants, both teachers and students. Especially in the case of enquiries and transmission of official information
3	Paying special attention to the design of profiles in social networks, messengers, etc., which are used by teachers for online communication (availability of a photo in a business style, real first and last name, etc.)
4	Maximum use of the capabilities of messengers and social networks to create groups and channels where all participants, students have the opportunity to comment or ask questions on various educational topics
5	Observance of equal rights of all students regarding access to educational content, description of assessment procedures, fairness and impartiality
6	The provision of the possibility to limit access to the communication channels of haters and aggressively minded persons who are not related to the educational process, are not students or employees of institution of higher education and are determined to obstruct education
7	Unwanted use of ambiguous jokes, innuendos or highly emotional statements that are perceived differently in different cultures and ages
8	Regular conducting online surveys for constant feedback in order to be able to monitor the degree of students' understanding of the material, their personal needs, problem areas in the presentation of the material, etc.
9	Stimulating students to self-expression, creativity to reveal their individual needs, presentation at the request of their own channels and social networks, provided their content is acceptable
10	Demonstration of a respectful, equal, neutral attitude towards applicants, students, regardless of personal preferences
11	It is mandatory to convey all the above rules of netiquette to the participants of the educational process before its start, explaining the need for mutual respect, as well as the measures applied to violators of the rules of communication in the network
12	Selection of the optimal number of communication channels for students who are already studying at institution of higher education: selection of one main and 2-3 additional channels for organizing the educational process. Informing all participants about the possibilities of receiving information through these channels. When organizing the educational process, a very large number of communication channels should not be used, since it is difficult to systematize all the information received through different channels
13	Selection of the optimal number of communication channels for entrants: selection of as many channels as possible for disseminating information about institution of higher education and admission conditions, which increases the level of coverage of potential consumers and forms a system of integrated marketing communications to attract consumers

Results of the fifth stage. Table 2 presents a generalized vision of how adherence to these principles in distance learning will help resolve contradictions in marketing of educational services and contribute to its development.

Table 2. Resolving contradictions in marketing of educational services based on the implementation of the principles of netiquette in distance learning

Numbers of principles	What contradictions in marketing of educational services are resolved when implementing these principles	How contradictions in the marketing of educational services are resolved when implementing these principles
1,2,3,4,7,10,13	Insufficient level of correspondence of the channels of promotion of educational services to the preferences of the applicants and the channels they use for communication	The conformity of communication channels with the requests and preferences of the target audience of institutions of higher education will be observed, the requirements for correct communication will be observed, and a system of integrated marketing communications will be formed to attract customers – consumers of educational services
1,4,5,6,8,11,12	Unbalanced attraction of significant attention and marketing efforts to attracting new entrants while underestimating measures to increase the loyalty of those students who are already studying at the bachelor's level and are future students of master's programs	Loyal treatment will be provided to those who were bachelors in this institution of higher education. The percentage of bachelors who wish to stay in the master's program at the same institution of higher education, and not transfer to another, will be increased
1,2,3,4,5,8,9,11	The need to apply a personalized approach to the organization of distance learning in the event of an insufficient level of use by teachers of the entire range of modern Internet technologies, including social networks	Teachers will be able to ensure the quality of education, interest in the methods of teaching subjects, and form respect for themselves as professionals. Gradually switch to the use of modern Internet technologies

As mentioned above, one of the key features of the development of marketing of educational services is the resolution of contradictions. Table 2 shows how and exactly which contradictions will be resolved when applying the developed netiquette principles in the activity of institution of higher education.

● CONCLUSIONS

The article examines the signs of development and contradictions in the marketing of educational services and substantiates the role of digital technologies and netiquette in the development of marketing of educational services, as well as formulates a theoretical basis for the development of marketing of educational services taking into account the concept of relationship marketing, the provisions of distance learning and general principles of netiquette. A focus group interview of the students of economic specialties was conducted in order to study their points of view regarding the rules of conduct in the distance learning process.

The principles of netiquette in the process of distance learning have been developed, which will contribute to the resolution of contradictions in marketing of educational

services and the formation of integrated marketing communications. This will ensure qualitative changes in marketing of education. Since the main signs of development are the resolution of contradictions and the presence of qualitative changes, it can be argued that the application of these principles will determine the development of marketing of educational services.

Prospects for further research are due to the need to develop the process of learning and teaching at universities in the digital space. Such an opportunity provides digital freedom of communication at the level of academic practices. Students will not only learn, but also adapt to the rules of netiquette used at universities around the world. In this way, they will improve their professional knowledge, digital competence and their norms of communication in the digital space. Communication with observance of netiquette within marketing of educational services will attract a larger segment of consumers of the educational service. Teachers will get more opportunities to undergo advanced training at the best universities of the world, conduct trainings and master classes for foreign students, which will contribute to the formation of a new type of scientific and academic community.

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Розвиток маркетингу освітніх послуг на основі застосування принципів нетикету у дистанційному навчанні

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Анотація. У сучасних умовах українські заклади вищої освіти опинилися у ситуації військової агресії, що є причиною переводу навчання студентів у онлайн простір. Такі зміни висувають нові вимоги до маркетингу освітніх послуг, спрямованого як на залучення нових споживачів, так і на утримання та збереження тих, що вже навчаються. Трансформації підходів у маркетингу освіти є наслідком його розвитку. Розвиток маркетингу освітніх послуг при дистанційному онлайн навчанні неможливий без впровадження сучасних диджитал-технологій і передбачає врахування правил нетикету. Застосування принципів нетикету у дистанційному навчанні сприятиме вирішенню протиріч у маркетингу освітніх послуг та його розвитку. Цим обумовлена актуальність обраної теми дослідження. Метою дослідження є визначення принципів нетикету як основи для розвитку маркетингу освітніх послуг у процесі дистанційного навчання. У роботі використано такі методи дослідження, як метод логічного узагальнення, метод аналізу та синтезу, метод контент-аналізу, метод фокус-групового інтерв'ю. Результатом проведеного дослідження є розроблення загальних принципів нетикету при організації дистанційного навчання з урахуванням специфіки освітніх послуг. Для обґрунтування зазначених принципів у якості теоретичного підґрунтя використано концепцію маркетингу взаємовідносин, положення про дистанційне навчання та класичні загальні принципи нетикету. Практичну основу для висновків склав проведений аналіз кейсів університетів США щодо політик нетикету, а також результати фокус-групового інтерв'ю зі студентами закладів вищої освіти щодо норм та правил поведінки в інтернет просторі при взаємодії викладачів і студентів в процесі дистанційного навчання. Практичне значення застосування правил нетикету полягає у тому, що забезпечує цифрову свободу спілкування, залучає більший сегмент споживачів освітньої послуги та буде сприяти формуванню академічної спільноти нового типу

Ключові слова: ознаки розвитку, протиріччя, нетикет як норма поведінки, маркетинг освіти, цифровий простір, фокус група