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PAZARLAMA YÜKSEK LİSANS PROGRAMI

FAKÖR İFLUENSİNG THE PROGRAM/ÜNİVERSİTESİ CHOİCE OF
POST GRADUATE STUDENTS : HİGER EDUCATION MARKETING
MIX

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Acceptance and Approval

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ABBREVIATIONS

ALES: Akademik Personel ve Lisansüstü Eğitim Giriş Sınavı (Academic Personnel and Postgraduate Education Entrance Exam)

AMA: American Marketing Association

DGS: Dikey Geçiş Sınavı (Vertical Transfer System)

ECTS: European Credit Transfer and Accumulation System

HEI: Higher Education Institution

IBM SPSS: Statistical Package for the Social Sciences Software

MA: Master of Arts

MBA: Master of Business Administration

MSc: Master of Science

PhD: Doctor of Philosophy

TÜİK: Türkiye İstatistik Kurumu (Turkish Statistical Institute)

YDS: Yabancı Dil Sınavı (Foreign Language Exam)

YÖK :Yüksek Öğretim Kurulu (Council of Higher Education)

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ABSTRACT

The studies regarding the factors that students' considerations while choosing a postgraduate education program are quite limited. By year of 2019, there are 206 universities; while 129 of them public and 77 of them private schools. Universities have the features of a business structure; however, they have aims of raising qualified people, contributing scientific production and ensuring the development of the society. In the literature, the discussions are still ongoing about whether the student is the product itself, the customer, or a resource in the education sector.

In this study, we tried to reveal the factors that might be important for the students on their preferences of graduate and post-graduate programs in higher education services, by referring the literature. A new marketing mix approach was tried to be defined for education services marketing. We tried to present a new approach in accordance with the cultural structure and education system of the country by examining the marketing mix approaches previously presented in the literature.

Process, Price, Place, Program, Promotion and People titles were taken from the marketing mix components that were previously put forward for higher education marketing by Kotler and Fox (1995). Premiums and Prominence were also taken from the marketing mix components for business master programs put forward by Ivy (2008).

In this study, we tried to explain -factors affecting post-graduate program/university preference- from a marketing perspective by using different studies.

Keywords: Education Marketing, Higher Education Marketing, Higher Education Marketing Mix, Program Selection

ÖZET

Lisans sonrası eğitim program seçimi yapılırken öğrencilerin hangi faktörleri göz önünde bulundurduklarına dair çalışmalar oldukça kısıtlıdır. Türkiye’de 2019 yılı itibariyle 129 Devlet ve 77 Vakıf olmak üzere toplam 206 adet üniversite bulunmaktadır. Üniversiteler nitelikli insan yetiştirmek, bilimsel üretime katkıda bulunmak, toplumun kalkınması sağlamak gibi varoluş amaçlarına sahip olsalar da işletme yapısının tüm fonksiyonlarını taşımaktadırlar. Literatürde öğrencilerin eğitim sektöründe ürünün kendisi mi, müşteri mi ya da birer kaynak mı olduğu tartışmaları sürmektedir.

Bu çalışmada literatürden yararlanarak yükseköğrenim hizmetlerinde özellikle yüksek lisans ve doktora program tercihinde öğrenciler için önemli olabilecek faktörlerin neler olacağını ortaya koymaya çalıştık. Eğitim hizmetleri pazarlaması için yeni bir pazarlama karması yaklaşımı tanımlamaya çalışılmıştır. Literatürde daha önce ortaya konulmuş pazarlama karması yaklaşımlarını inceleyerek ülkenin kültürel yapısına ve eğitim sistemine uygun yeni bir yaklaşım ortaya koymaya çalıştık.

Daha önce Kotler ve Fox(1995) tarafından yüksek öğrenim pazarlaması için ortaya atılan pazarlama karması bileşenlerinden Süreç, Fiyat, Mekan, Program, Promosyon ve İnsan başlıkları alınmıştır. Ivy(2008) tarafından işletme master programları için ortaya atılan pazarlama karması bileşenlerinden de Premiums ve Promience alınmıştır.

Bu çalışmada farklı çalışmalardan yararlanarak, pazarlama perspektifinden -Lisans sonrası program/üniversite tercihini etkileyen faktörleri- açıklamaya çalıştık.

Anahtar Kelimeler: Eğitim Pazarlaması, Yüksek Öğrenim Pazarlaması, Yüksek Öğrenim Pazarlama Karması, Program Seçimi

1. INTRODUCTION

Higher education marketing has been a controversial topic for the long time. However, the people who manage academic units refer to marketing concepts such as “marketing research”, “positioning” or “market penetration” (Ng and Forbes, 2009).

In a globalizing world, universities need to attract the right students to continue qualified academic production and also sustain its services. It is important for universities to determine students’ priorities correctly in order to reach the right target group with its academic and brand goals.

Elliott and Heally(2001) underlined that in a competitive environment, universities need to identify and deliver the important elements for the students. Ng and Forbes (2009) highlighted that to start to attract the students, educational institutions need to create educational experiences that completely fitting with needs of the students.

There are a lot of resources and approaches for the people who are taking marketing decisions of a product or an ordinary service. There are marketing mixes, marketing strategies, up-to-date market researches and so on. But it is really hard to consider higher education as an ‘ordinary service’ to market. As Nedbalova (2014) also mentioned that there are discussions in the literature about considering marketing as a evil practice that damages education by using business approaches.

In this study, aside from all philosophical discussions we would like to develop a marketing mix approach for higher education by examine the factors affecting the student choice of graduate program. To do that we look into to both service marketing literature and Higher Education Institution (HEI) marketing literature. We look through various marketing approaches and test and offer a new one for higher education institutes to facilitate their understanding of customer.

2. LITERATURE REVIEW

2.1 MARKETING

Marketing is an integral part of a business whether it is for profit or not. Although different definitions are made in the literature, we can summarize it as all activities from the design stage to sales and even after the sales so that the product, service or the value can meet the right target audience.

The Ohio State University Marketing Department made a marketing definition to provide a consensus in the marketing definition, which has been under discussion since early the 1950s. They defined the marketing as a process to forecast, enlarge and satisfy the demand structure for goods and services by design, promotion and distribution of such services and goods. (Dawson, 2014)

According to The American Marketing Association (2017): “Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.”

Stanton (1984) has defined marketing as a total system which generates want-satisfying products and services for present and potential customers.

As marketing is an applied science, it is not possible to proceed only from academic sources. Many formulas, from culture to culture, from context to context, need to be changed when applying in the field. One of the most striking examples of this is that during the COVID-19 outbreak, all forms of business and, of course, the understanding of marketing in the world have changed suddenly.

The parameters on marketing change almost every day. The digitalization of almost all sectors has led to the need for businesses and organizations to compete in the

international arena for almost any product and service, and marketers must keep themselves up to date. For this reason, it is very important that marketers always keep the pulse of the customers.

2.2. SERVICE MARKETING

2.2.1 Definition of Service

What exactly is the service and how to define it has always been a matter of debate among marketers. Because in order to develop an idea about an element, to produce a strategy, to hold it in the market, it is necessary to define exactly what it is and talk about its features.

Although the first theories and debates on the marketing literature started over the products, the concept of service started to be spoken as the service sector started to take a large share in the economy.

Services in the first definitions; defined as actions, efforts and performances. It has been argued that they are different from the goods, which are defined as devices, materials, goods, objects. (Rathmell, 1966)

Hill (1977) described the service as a change in the status of a person or property due to an activity. So we can say that it defines it as an economic activity that causes an expected change.

Service can be defined as the act or performance offered by one party to the other. Some of the features that distinguish the service from the products are that the service is abstract and does not cause any ownership after the purchase. ((Lovelock and Wright, 2001) Let's consider a cookery course. The service provided consists of transferring the know-how to the person purchasing the service. However, the person who goes to the cookery course will not have any ownership after the purchase of this service.

Wirtz and Lovelock(2012) emphasized that the service is time-based and buyers buy the service for the results they want. From this point of view, the main value is “solutions” tailored to the needs. The real change in value here is not ownership transfer but access.

Since non-human structures started to serve in the processes (such as softwares, artificial intelligence, chat-bots, IoT etc.), there was a need to expand the definition of service. Zeithaml, Bitner and Gremler (2016) defined the service as the actions, processes and performances created by one entity or person for another entity or person.

2.2.2 Characteristics of Service

2.2.2.1 Intangibility

The fact that services are intangible has been described in literature as the main difference between products and services in many sources. (Brooks and Hammons, 1993; Hannagan, 1992; Lovelock and Wright, 2001; Zeithaml et. Al; 2016)

Intangibility means that the services are invisible and untouchable. (Brooks and Hammons, 1993; Zeithaml et al., 2016) The purchase of something intangible does not result in ownership of something. The customer must trust the service provider. (Hannagan, 1992) Trust is a very important factor since the customer cannot experience something intangible beforehand.

2.2.2.2. Inseparability of Production and Consumption

It is possible for services to produce and consume the services at the same time. Currently, the customer is an integral part of the production process. (Brooks &

Hammons, 1993) It is not possible to think separately from the service provider and customer of a service. For example the students are dependent on the lecturers for the service they receive, and the lecturers are dependent on the students for the service they provide. (Hannagan, 1992)

When we try to list the differences to separate services from products, the inseparability of production and consumption emerges as one of the obvious differences. When we look at physical products, many goods are produced first and sold. When we look at the most of the services, the opposite is true. (Zeithaml et al., 2016)

By technology is developing, services can be produced and consumed at different points. (Zeithaml et al., 2016) However, it points to a paradigm shift in the point of synchronicity, not in the inseparability of these services.

2.2.2.3. Perishability

This concept is used because the services cannot be stocked. (Brooks and Hammons, 1993; Hannagan, 1992) Services cannot be stocked, resold, or returned. (Zeithaml et al. 2016)

2.2.2.4. Variability (Heterogeneity)

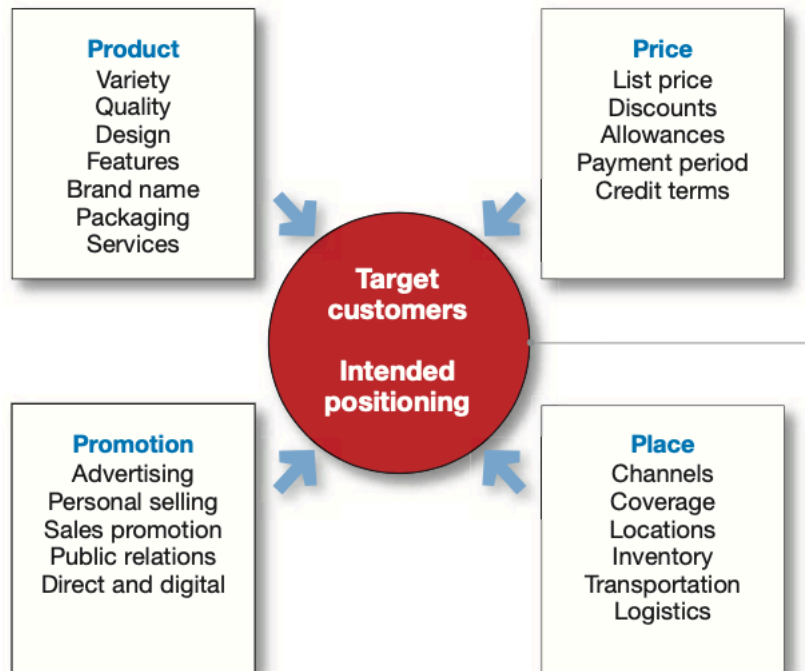
The term of variability or heterogeneity is used to express the inconsistency between the inputs and outputs. (Lovelock and Wright, 2001) What the service is depends on when and where the service is provided. (Hannagan, 1992)

The fact that the same service is provided frequently does not mean that these performances are the same. Most of the time, the person or object providing the service may vary depending on the service in the eyes of the customer day by day, even from hour to hour. (Zeithaml et al., 2016)

2.3 MARKETING MIXES

The marketing mix concept was first used in 'The Concept of The Marketing Mix' article published by Harvard Business School professor Neil Borden. Borden stated that this term was suggested from the paragraph written in a research bulletin written by Culliton in 1948. Borden gathered the marketing mix elements under 12 titles and stated that these elements can be listed in different formats. (Borden, 1964) The concept of marketing mix as a marketing model was made by E. Jerome McCarthy. McCarthy's article included the product, Price, Promotion and Place mix, now called the 4P of Marketing. (Rafiq and Ahmet, 1995)

Figure 2.1 4P Marketing Mix



Source: Armstrong and Kotler, 2018

The marketing mix model proposed by McCarthy has caused a lot of controversy as it has a rather simplified form of the mixed elements listed by Borden, as well as the four elements that do not change under any circumstances. (Eser and Sümer, 2006)

Booms and Bitner (1981) discussed that 4P should be modified and participants, physical evidence and process should be included in the marketing mix for the service sector. The Participants factor covers all human actors that have a role in delivering the service to the customer. This includes the customer who bought the service as well. The term added as physical evidence covers the elements in the environment where the service is provided. Process expresses the flow of the process. (As cited in Rafiq and Ahmet, 1995)

Magratd (1986) discussed that the traditional marketing mix elements adopted as 4P, may be valid for physical goods; but he stated that some industries need other Ps that are unique to them. He argued that due to the unique characteristics of the services, the same hybrid elements will sometimes not be valid for the services, and for that Personnel, Physical Facilities and Process management should also be added to the marketing mix for service industry.

Judd (1987) argued that people-power should be added to the marketing mix staff as the fifth P. He argued that every employee in the business - whether it has a contact with the customer or not - can create a competitive advantage. The marketing mix is actually a combination of marketing decisions related to the product or service. It is decided which tools to use according to the needs of the market and the customer. (Singh, 2012) Marketing mix elements are generally seen as controllable, but they are not completely controllable. (Pride and Ferrel, 1985)

2.3.1 Marketing Mix Elements

2.3.1.1. Product

The product component in the marketing mix has been included in the marketing mix since the concept of marketing mix was first introduced. Armstrong and Kotler (2018) defined products as “anything can be offered to a market for attention, acquisition, use or consumption that might satisfy a want or need.” Considering this definition, it can be concluded that all tangible and intangible value proposals offered exchange in the market can be defined as products.

This concept refers to the items related to the product in the companies selling products and the service-related elements in the service companies. “Product can be a good, a service, or an idea.” (Pride and Ferrel, 1985)

The product is always at the heart of the marketing mix. If the product-market fit is not good, other P's in the marketing mix will not be enough. For this reason, it is very important to understand the customer correctly and to find solutions suitable for the customer's needs. (Wirtz and Lovelock, 2012)

2.3.1.2. Price

Price is one of the most important components of the marketing mix like the product. The consistency between the value proposition offered by the product and the desired economic value (may be labor, knowledge or money) is very important for the survival of the product in the market. Wirtz and Lovelock (2012) stated that the price that customers have to bear should be evaluated under the price in order to benefit from the benefits of the product. In this sense, how much time and effort is spent to obtain the product is also very important. However, list prices, payment terms, duration and credit facilities are also listed here. (Pour et al. 2013)

To consider the price element in the context of higher education marketing, we need to consider the fees that must be paid in order to apply and to enroll to the university. Pricing factor affects the income of the university; but it also affects the university's perception of quality. (Ivy, 2008). In the study of Hung (2008), tuition and subsidies titles under the economy category can also be evaluated here.

Thinking in the higher education context, it would not be wrong to consider all the scholarship opportunities, payment conditions, discount options, and other fees that must be spent to realize the education under the price element.

2.3.1.3.Place

This concept relates to distribution channels for physical product marketing. (Ivy, 2008) It is about where the customer can access the product. Apart from the distribution channels, the scope of the market, transportation and product inventory are also evaluated under this heading. (Pour et al. 2013)

While describing the place factor, Armstrong and Kotler (2018) mentioned that the company activities that make the product suitable for the target audience to consume should be examined here. Therefore, dealers, online sales channels or online training tools in the education context can also be also evaluated here.

Krachenberg (1972) addressed this topic as a distribution decision and mentioned that it is only possible to decide whether the universities need additional campuses or extension centers with the needs of the market.

2.3.1.4.Promotion

Promotion is the process of informing about the product or service offered by the business. (Pride and Ferrel, 1985) It includes topics such as advertisement, public relations, direct marketing and sales promotion. (Pour et al. 2013) Today, all kinds of digital marketing activities, social media campaigns, content marketing tools can also be evaluated under the promotion element.

Ivy (2008) mentioned that universities are divided into traditional media and direct mail for marketing communication. However, when we look at it, it can be seen that apart from traditional media, universities use outdoor advertisements, education fairs, influencer collaborations, sponsorships, sports and e-sport teams as promotion tools. Some social responsibility projects carried out by universities with corporate companies, which have recently become popular, can also be examined under the promotion element. Kusumawati (2018) discussed that digital marketing channels are more effective than traditional channels in students' university choice.

2.3.1.5.Physical Evidence

This concept refers to the physical assets of the business. Apart from the tangible things offered, the venue can also be evaluated here. (Zeithaml et al. 2016) In addition to the things that can be seen by the customer, the sub-structural things (Software, infrastructure etc.) that cannot be seen by the customer can also be evaluated here. (Magrath, 1986)

2.3.1.6.People

Magrath (1986), suggested adding 3 new P's to the marketing mix, arguing that 4P is not sufficient for marketing services. One of them is Personnel. Claiming that employees have an important role in the perception of the service by the customer,

Magrath argued that this factor is important for companies to stand out in the competition. Although the name of the factor has been suggested as Personnel, we can evaluate it under People factor in the categorization.

Judd (1987) suggested that the People factor should be added to marketing mix, arguing that the workers in the service sector, occupy an important place in the eyes of the customer. Judd divided the employees into 4 groups according to their relations with the customer and strategy.

The People factor is very important for the competitiveness of the service industry. For this reason, Marketing departments of structures in the service sector should work closely with HR departments. (Wirtz and Lovelock, 2012) Staff trainings are in the subject of the HR departments or the learning departments but it is also closely related to the marketing department when we are talking about the service industry.

Like every organization in the service sector, people appear as an important element in the higher education sector as well. When we look at this element in the context of higher education, we can say that the service providers are the lecturers. (Hannagan, 1992) According to Ivy (2008), this element includes all the staff of the university that interact with their candidate students. Administrative, academic or support staff should be evaluated in this context. From here, everyone can be evaluated under the people factor, from the staff meeting the call center to the rector and the academic staff, from the security at the entrance of the campus to the research assistant.

Zeithaml et al.(2016) expanded the scope of the factor by stating that the people factor is not only the employees but also the customers in the service environment should be examined under this factor. When we evaluate this in the context of education, it can be said that students, parents and even other relatives who receive services can be evaluated under this factor.

2.3.1.7. Processes

As well as what services the organizations providing are important as how they do it. Poorly designed processes cause customers to be disappointed. (Wirtz and Lovelock, 2012) The process, which is a very important part of the customer experience in the service sector, consists of all questions such as how the service was purchased, how the service process took place, how much effort the customer spent.

Complex and difficult-to-follow processes can cause the customer to evaluate the service in that way. Bureaucratically demanding processes will often result in the customer wanting to escape the process. (Zeithaml et al. 2016)

2.4. OVERVIEW OF THE TURKISH HIGHER EDUCATION SYSTEM

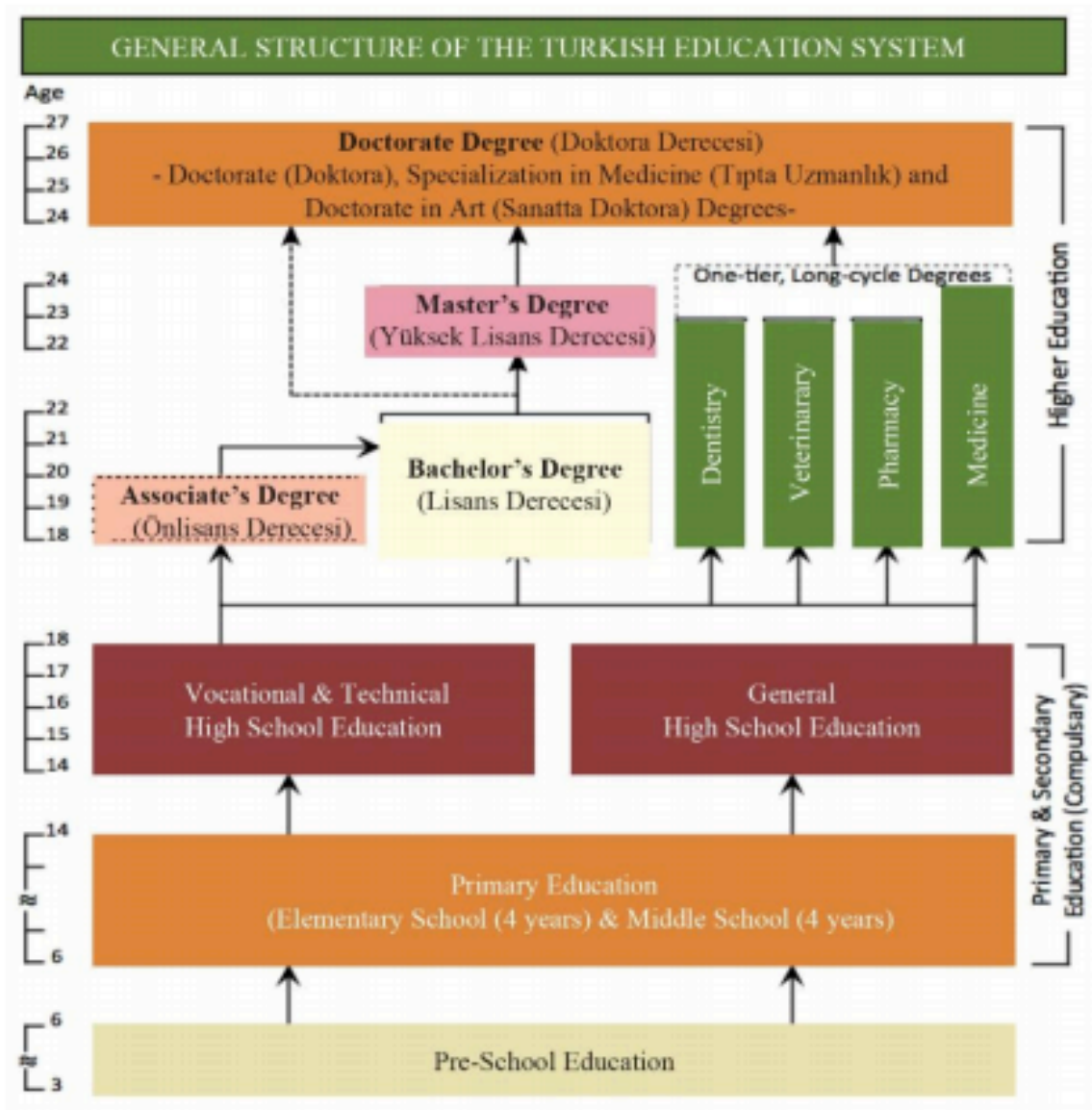
In Turkey's education system; students start with 8 years of compulsory primary education, continue with 4 years of high school education and take the university entrance exam. Then, students can start university education if they have got enough scores from the exam.

In order to apply for master programs in Turkey, candidates have to have a bachelor's degree. For the master programs with thesis, it is required to get enough points from an exam that measures general mathematics and Turkish knowledge called Academic Staff and Graduate Education Entrance Exam (ALES). ALES exam is not required for programs without thesis. Also, if the university provides education in a foreign language, candidates must pass the proficiency test in that language. Although the basic issues of universities regarding the application process are determined by the Council of Higher Education (in short: YÖK)

regulations, universities are free to add their own selection procedures to the process.

Figure 2.2.

THE GENERAL STRUCTURE OF THE TURKISH EDUCATION SYSTEM



Source: YÖK, 2019

2.4.1. Degrees

2.4.1.1. Associate's Degree

It is the degree given the completion of a two-year education that is after high school. This degree can be offered by universities and postsecondary vocational schools. Generally, they require on-the-job training after the education. Students studying at this level can take an exam called Vertical Transfer Exam (DGS) and transfer to undergraduate programs related to their fields. The students who take the Vertical Transfer Exam, can apply the Master's programs after the graduation. (YÖK, 2019)

2.4.1.2. Bachelor's Degree

Bachelor's Degree can be obtained after four years of education period. During the program students need to finish 240 European Credit Transfer and Accumulation System (ECTS) of study. The departments of medicine, veterinary, pharmacy and dentistry require more than four years of studying. These four fields' qualifications are regarded to be equivalent of a Master's degree. (YÖK, 2019)

2.4.1.3. Master's Degree

Master programs are generally two-year programs. In Turkey there are two different kind of master programs: master's with thesis and non-thesis master's program. Program with thesis generally consists of 4 semesters. To get the degree 120 ECTS study and a thesis submission is required. The programs without thesis are generally consist 3 semester period. To graduate from the program without thesis, students need to complete 90 ECTS and a term project. (YÖK,2019)

2.4.1.4. Doctoral Degree

PhD stands for Doctor of Philosophy. Gannon (2006) mentioned that it is difficult to define what exactly PhD is and how different PhD programs vary from country to country. PhD degree programs usually consist of 8 semesters. To get the degree, it is usually necessary to complete 180-240 ECTS. After the completion of the courses, proficiency exam, dissertation proposal and dissertation writing are required.(YÖK, 2019) The written dissertation also needs to be defended. The degree is completed when the jury accepts the dissertation.

2.4.1.5. Proficiency in Art

It is minimum six-semester program after the Master's in the performing and visual art branches. The degree is equivalent to a PHD program. (YÖK, 2019)

According to the data released by the Council of Higher Education (in short: YÖK), in 2019, there are 12650 master's programs, 5422 PHD programs and 139 master of fine arts program in Turkey.

Table 2.1: Number of graduate programs in Turkey

TYPE OF PROGRAMME	PUBLIC	PRIVATE	TOTAL
MASTER PROGRAMME	10196	2454	12650
PHD PROGRAMME	4904	518	5422
MASTER OF FINE ARTS PROGRAMME	125	14	139

Source: YÖK 2019.

As can be seen in Table 2.1 and Table 2.2, private institutes affiliated with non-profit foundations have become an important part of the education system since 1994. As of 2019-2020, a total of 297001 students study in master's, 239072 of them are in the state universities and 57929 of them are in private universities. For

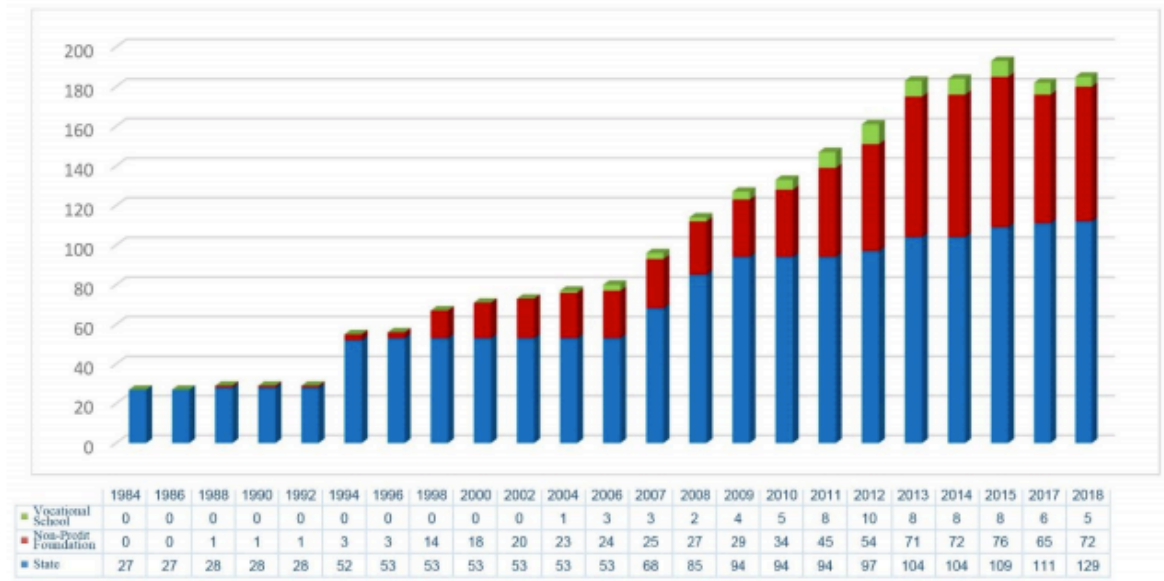
PHD studies, there are a total of 101242 students, 90648 of them are in the state universities whereas 10594 of them are in private universities.

Table 2.2: Number of students at graduate programs in Turkey by years

	PUBLIC		PRIVATE	
	MASTER	PHD	MASTER	PHD
2019-2020	239072	90648	57929	10594
2018-2019	320737	86310	73437	9889
2017-2018	370295	85583	84378	9517
2016-2017	393552	82757	86663	8510
2015-2016	334491	77331	82593	8763
2014-2015	277055	70852	65046	7371

Source: YÖK

Figure 2.2 Numbers of Higher Education Institutions By Years



Source: YÖK

When we examine the data of the last 6 academic semesters, private schools constitute 23% of master's programs and 10.6% of PhD programs. Master's programs without thesis at state universities in Turkey are subject to a fee. Graduate programs and doctorate programs with thesis at state universities are free. In private

schools, all programs are paid. Although there are scholarships available according to various success and socioeconomic criteria, this rate is quite low. According to the previous law, private universities are required to give scholarships to 10% of their students. This rate was increased to 20% by the regulation of law in April 2020 (Higher Education Law, 2020).

Table 2.3: Private/Public Percentage of the students at graduate programs in Turkey by years

	PRIVATE / PUBLIC (%)	PRIVATE / PUBLIC (%)
	MASTER	PHD
2019-2020	24%	11%
2018-2019	23%	11%
2017-2018	23%	11%
2016-2017	22%	10%
2015-2016	25%	11%
2014-2015	23%	10%

Source: YÖK 2019.

2.5. HIGHER EDUCATION INSTITUTIONS (HEI) MARKETING

HEI Marketing is a very controversial subject from the beginning. In the discussions, which started with the marketization of education, educational institutions arguing that marketing is not suitable for the education concept are many. (Litten, Sullivan and Brodigan, 1983)

Krachenberg (1972), in his article, explained the benefits of marketing for higher education and argued that the marketing concept should be accepted by higher education institutions. He mentioned that universities cannot produce new and useful programs without detecting the needs of the societies, and he mentioned that the market need assessment is actually a marketing activity. Krachenberg (1972)

also interpreted the marketing tools such as Price, Product, Promotion, Distribution, Communication mix in the higher education context. The validity of this research, which was put forward half a century ago, shows how timeless the concept of higher education marketing is.

Education marketing has been mentioned with many subtitles of marketing. It is possible to see that education marketing is mentioned in different fields such as non-profit marketing, non-business marketing, service marketing. (Pride and Ferrel, 1985; Hannagan, 1992; Kotler and Fox 1995; Ivy, 2008)

As Higher Education has all the service characteristics, it will be appropriate to examine it under service marketing. Strategies to be created as they bear the characteristics of the service industry. (Filip, 2012; Shrank, Walker and Hayer, 1995; Nicolescu, 2009)

In some discussions, marketing is seen as an evil approach for education services. (Nedbalova, 2014) However, marketing is a solid tool for an institution to achieve its goals. (Pride and Ferrel, 1985) It is only possible for a product or service to meet the right customer by understanding the customer needs. Education is also a product in the higher education context, and this statement also applies to higher education. (Guilbault, 2014)

Different studies have been carried out so far with educational services marketing, different approaches and different marketing mix studies have been carried out. Kotler and Fox (1995) proposed a marketing mix of 7 elements for educational services. They included the following factors in the marketing mix: Program, price, location, promotion, processes, physical facilities and people. Wasmer, Williams and Stevenson (1997) evaluated the 4C marketing mix for education services marketing in the context of education. Ivy (2008), presented a new approach named

7P marketing mix for MBA marketing. Price, Prospectus, Program, Premiums, Promotion, People and Promience was the 7 factors of the mix.

Table 2.4: Higher Education Marketing Models From Literature

Educational Services	Marketing Mix	Conclusions
<i>Kotler and Fox(1995)</i>	Program	They have proposed a marketing mix proposal for higher education.
	Price	
	Location	
	Promotion	
	Processes	
	Physical facilities	
	People	
<i>Wasmer, Williams and Stevenson (1997)</i>	Concept	Underlined the difficulty of using the traditional 4P Marketing mix for higher education and reconceptualized 4C marketing approach.
	Cost	
	Communication	
	Channel	
<i>Kwang, 2019</i>	Programme	Marketing Mix Strategies have a positive impact on student's choice. (Swedish Universities)
	Prices	
	Promotion	
	People	
	Physical Evidence	
<i>Mamta, 2013</i>	Product	Product, People and Process has significant difference on education and management students' perspective.
	Price	
	Place	
	Promotion	
	People	
	Process	
	Physical Evidence	
<i>Ivy, (2008)</i>	Price	Program, Promience and Promotion factors are the dominant factors that influence the student choice.
	Prospectus	
	Program	
	Premiums	
	Promotion	
	People	
	Promience	

2.6. RESEARCH CONSTRUCTS

In this study, it was aimed to determine the relationship between the marketing mix elements and students' graduate program intentions. Different higher education marketing approaches in the literature were brought together and a marketing mix formed in 8P was introduced. The questions that suit the marketing mix factors were adapted from the literature, and other questions were written by us in accordance with the education system of the country.

2.6.1. Process

As stated in the literature, Process is a crucial factor especially for service marketing. The efforts of customers to reach the service were discussed here. While addressing the Process factor in the higher education context, the convenience or difficulty of the university's application and enrollment processes were also discussed. Apart from this, the minimum qualification criteria required to apply to the programs were examined under this factor, as well.

2.7.2 Price

Price factor is considered to be a very important factor for both product and service marketing. Since the introduction of the concept of marketing mix, the Price factor has been included in almost all marketing mixes. When considered in the context of higher education, the elements of the program, scholarship opportunities (which has been a marketing tool frequently used by universities), payment terms, availability of installment options, etc. were examined under this factor. However, the topics such as how expensive to cover the basic needs such as food on the campus and how expensive to use the public transport to campus were also examined under this factor since it is wondered whether it is important to prefer a university.

2.7.3 Place

Especially when face to face education is considered, Place factor is seen as an integral part of higher education sector. In addition, the efforts of private universities to make continuous campus investments so that they can compete with each other, and the efforts to transform their campuses into luxury buildings have made it necessary to measure the Place factor. Whether the university has a campus, the gymnasium on the campus, the computer lab, and whether it has modern classrooms were examined under this factor.

2.7.4 Promotion

Along with the marketization of universities, promotional activities are also frequently used in the higher education sector. Universities try to explain themselves to their target audience with promotional tools such as television ads, outdoor ads and social media. For this reason, it was decided to measure the effect of these elements on intention.

2.7.5. Prominence

It is considered to it would be appropriate to include the Prominence factor in the marketing mix since the value proposition of educational services differs from many other services. Ivy (2008) included the Prominence factor in the marketing mix that tested for MBA programs. Some graduate program students in Turkey stated that they study in order to have a more prestigious life (Aydemir & Çam, 2015). Questions about how much the program selection is related with the academy, the program and academician's reputation were included under this factor.

2.7.5 Programme

Although education services have a difficult structure to comprehend, the Program factor is one of the main products and services offered by universities (Kotler & Fox, 1995). Here, the content of the program, the structure of the curriculum, what the lessons are, and the hours of the lessons were included.

2.7.6 People

In different higher education marketing sources, the importance of the People factor has been discussed (Ivy, 2008; Kotler & Fox, 1995; Kwang, 2019). When the university selection models in the literature were analyzed, it was recognized that the acquaintances of the student whom they get information about the program or the university have an essential role in the student's decision. For this reason, this factor is also included in our recommendation of marketing mix factors.

2.7.7 Premiums

Ivy (2008) defined Premiums factor as extra services and benefits other than programs and lessons which are the main benefits. Universities offer different Premiums solutions to differentiate each other due to the marketization of higher education and the highly competitive environment.

3. METHODOLOGY

In order to explain the methodology of the research, this section provides information about the objectives of the research, the research model and the theoretical background of the research. The sources where the questionnaire has been adapted from can be also find in this section. Data collection methods are mentioned. Apart from this, analysis methods and analysis results made to make the survey results meaningful are also included in this section.

3.1 RESEARCH OBJECTIVE AND DESIGN

3.1.1. Research Objective

The aim of this research is to determine and evaluate the factors affecting the choice of graduate programs and to and create a new marketing mix approach to understand which factors have a bigger effect on student's decision-making process.

3.1.2. Research Design

Marketization of higher education is not as old as the higher education institutions. In this competitive environment, in order to attract the right students, universities need to know and understand what factors are effective in choosing a higher education program or university.

In the literature, studies examining the factors affecting the selection of both undergraduate and postgraduate programs have been conducted previously. In this study, a new model has been created by combining different approaches from different sources from the literature. While the new model was creating, accordance with the country's educational system and cultural context has been considered. After the model was created, it was decided that it would be more efficient to conduct the qualitative research.

A questionnaire was created to test the hypotheses in the model. The questionnaires were distributed online. Social media and e-mail tools were used for distribution.

3.2. SAMPLE SELECTION AND DATA COLLECTION

3.2.1. Sample Selection

Since the research was especially related to graduate program preferences, it was found important for the accuracy of the results that the target group consists of people with an intention to obtain a degree from/to graduate programs.

For this reason, undergraduate 3rd or 4th year students, undergraduate graduates, graduate students / graduates, doctorate students / graduates were selected as the target audience. Having made a master's degree or doctorate in the questionnaire or the intention to have was determined as a prerequisite.

Considering that the surveys were done online, it is possible to say that the target audience has internet literacy and access. However, this can be considered as a must for a student who wants to do a master's or doctorate. In this sense, this does not impose any restrictions on our sample.

3.2.2. Data Collection

The online questionnaire was chosen for the data collection tool. The survey was sent to the target audience via social media and e-mail groups. The data collection process took approximately one month. Since the data collection process coincided with the COVID-19 epidemic period, the number of people reached remained below the target.

The collected data is coded for analysis. It was entered to the Statistical Package for Social Sciences (SPSS) program for analysis and evaluation.

3.3. QUESTIONNAIRE DESIGN

In the questionnaire, the first question was asked whether individuals have previously received master's or doctorate degree or whether they want to see it in the future. Participants who said that I dont have any graduate degree or / I do not want to see Master's / Doctorate education had to leave the survey. Participants who marked one of the other options were able to continue the survey.

Afterwards, the participants were asked to rate their willingness to have Graduate / PhD Degree between 1 and 6. This item was measured on 6-point likert ranging from 1 = Very Low 6 = Very High. The participants were asked about their reasons for studying master's or doctorate degrees.

In the next section, 61 Likert-type questions were asked about eight independent variables which were Process, Price, Place, Promotion, Promience, Programme, People, Premiums. These questions were measured on a 6-point likert scale. The reason for using 6-point likert is to force participants to not rate any item an 'avarage' answer. These items were measured on 6-point likert ranging from 1 = Never Agree, 6 = Strongly Agree.

In the demographic information section of the questionnaire, the participants were asked about their educational status, age, marital status, gender, monthly net income value, the type of university where they received their undergraduate education, the type of university where they receive the master degree(if any), and their employment status.

3.4. THEORETICAL FRAMEWORK OF RESEARCH

The primary aim of this research is to find the relationship between the factors of Process, Price, Place, Promotion, Promience, Program, People and Premiums with the enrollment intention, and to create a strategic tool for the marketing of graduate programs. For this purpose, the following models and hypotheses have been developed.

In the figure below (figure 3.1), the research model framework developed for this research can be found.

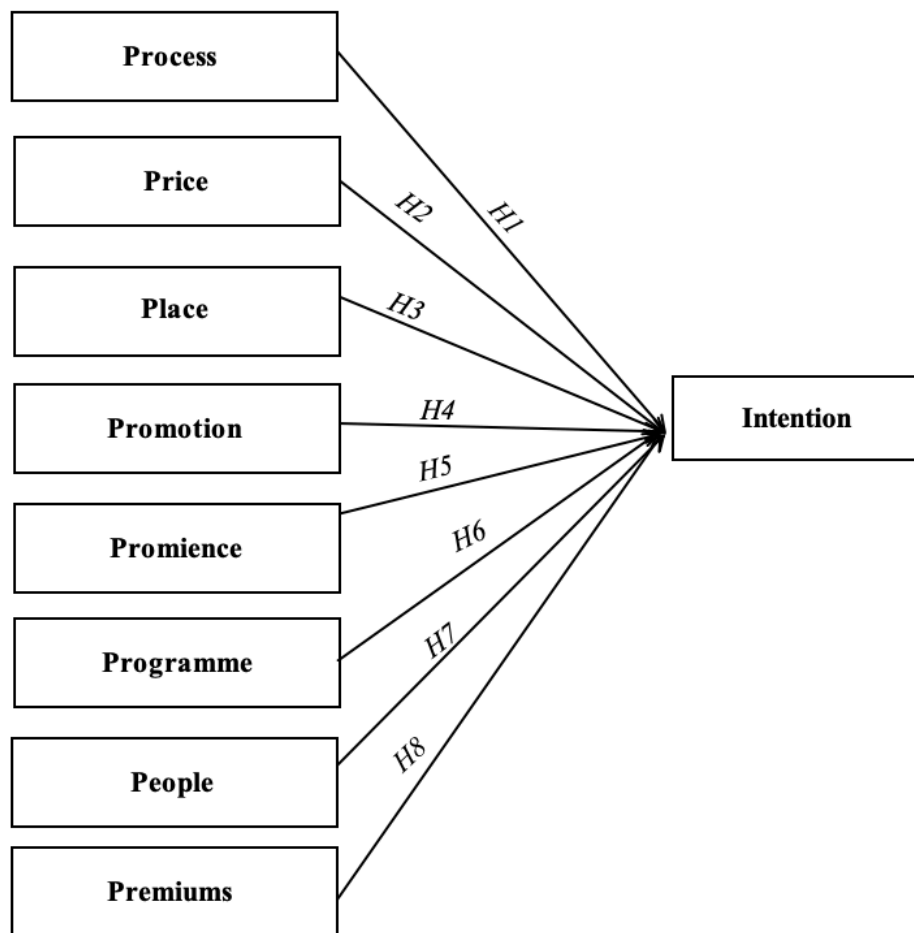


Figure 3.1. Effect of Graduate Program Marketing Mix Factors on Program Choice Research Model

The hypotheses that established at the beginning of the research process were as seen below:

H1: Process has a direct positive effect on intention to enroll a graduate program.

H2: Price has a direct positive effect on intention to enroll a graduate program.

H3: Place has a direct positive effect on intention to enroll a graduate program.

H4: Promotion has a direct positive effect on intention to enroll a graduate program.

H5: Promience has a direct positive effect on intention to enroll a graduate program.

H6: Programme has a direct positive effect on intention to enroll a graduate program.

H7: People has a direct positive effect on intention to enroll a graduate program.

H8: Premiums has a direct positive effect on intention to enroll a graduate program.

3.5. MEASUREMENT OF INDEPENDENT AND DEPENDENT VARIABLES

After investigating the literature, the items in the literature were used in accordance with the purpose of the research. Due to the fact that many sources in the literature focus on undergraduate programs, many items are adapted for the purpose of the research. In addition to this, additional questions were produced by considering the education system and cultural background of the country and these were also included in the survey.

Table 3.1. Questionnaire questions and the resources used

Constructs	Items Questioned	Adapted From
Process	The easyness of application process of the program is important to me.	(Abdullah, Saeid, 2016)
	It is important for me that the program has online application processes.	
	To have easy application criterias, has an effect in my program decision.	
Price	Compliance of university fees with my budget is effective in my selection.	(Ho, 2008; Ivy,2008; Wilkins et al. 2013, Chatfield et al. 2012)
	The chance to pay the fees in installments affects my choice.	
	The scholarship assistance of the university affects my choice of program.	
	Transportation costs to the university campus affects my university selection.	
	The meal costs on the university campus affect my university / program selection.	
	It is important for me that the university / program fee can be paid by credit card.	

Table 3.1. Questionnaire questions and the resources used continues

Place	It is important for me that the university has a campus.	(Abdullah, Saeid, 2016; Ivy, 2008; Pinar et al. 2014)
	The fact that the university has modern gyms plays an important role in my choice of university.	
	It is important for me that the university has advanced computer laboratories.	
	The fact that the university has modern classes does not affect my program selection.	
	The availability of accommodation on the university campus has an important place in my program selection.	
	The fact that the university has modern classes does not affect my program selection.	
	The availability of accommodation on the university campus has an important place in my program selection.	
	The presence of quiet working environments (library / study hall) on the university campus affects my university choice.	
	Easy access to the university campus by public transport affects my university preference.	
	The physical conditions of the classes are important in my university choice.	
	The variety of shops on the campus of the university is important to me. (book shop, cafe, restaurant etc.)	
	Having social facilities on the university campus affects my university preference.	
	It is important for me that the university has a green campus.	
Promotion	Newspaper advertisements are important in my university / program selection.	(Ivy,2008; Dennis et al 2016, Lim et al ,2018)
	The recognisance of the university / program I will apply to is important.	
	It is important that the university promotes its programs / activities on social media.	

Table 3.1. Questionnaire questions and the resources used continues

Promience	The reputation of the academic staff is important to me.	(Ivy,2008; Ho, 2008; Pinar et al. 2014; Mutairi;2016)
	Awards such as 'Best graduate program' or 'Best PhD program' affect my choice.	
	It is important for me to include information about the program on the university's website.	
	The reputation of the program graduates I will apply to is important for me.	
	The high academic standards of the university affect my choice.	
	The possibilities of such opportunities to graduades as promotion / finding a new job, affect my choice.	
	Having a school / program preferred by companies / employers affects my program selection.	
	It is not important to me that the university's undergraduate programs have a good reputation.	
	It is important for me that university graduates are well-known in their field.	
	The fact that the salaries and other rights of the program graduates are higher than other employees in the sector affects my choice.	
	It is important for me that the university has international accreditation.	
Programme	The curriculum of the program I will apply is important to me.	(Ivy,2008; Ho, 2008; Ivy,2001 ; Mutairi;2016)
	The duration of the program I will apply will affect my choice.	
	The quality of the program content affects my choice.	
	The ways in which the courses in the program are taught do not affect my choice. (Online / face to face / etc.)	

	The wide selection of elective courses in the program affects my choice.	
	Compulsory courses are in the program affects my choice.	
	It is important for me to have the opportunity of e-learning in some courses.	
	Providing a student-oriented learning experience affects my choice of program.	
	It is an important criterion for me that the classes are out of working hours (Evening and weekend classes).	

Table 3.1. Questionnaire questions and the resources used continues

People	I care about the sectoral experiences of the lecturers.	(Blackburn, 2011)
	Academic researches of the lecturers take an important part in my choice of program.	
	My friends' thoughts about the university play an important role in my decision.	
	My family's thoughts about the university play an important role in my decision.	
	My colleagues' thoughts about the university play an important role in my decision.	
	The thoughts of the social media phenomena I follow about school play an important role in my decision.	
	The opinions of those who have previously studied at that school affect my decision.	
Premiums	Having international exchange programs that I can participate in affects my decision.	(Ivy, 2008; Pınar et al. 2014)
	The fact that the university I will apply to offers free psychological counseling affects my decision.	
	Having a career center at university affects my decision.	

	Having a free student service affects my decision.	
	The variety of resources in the library of the school I will apply to does not affect my decision.	

4. RESEARCH FINDINGS

4.1. DESCRIPTIVE STATISTICS FOR DEMOGRAPHIC VARIABLES

Descriptive statistics used for this questionnaire were education levels, age, marital status, gender, income level, undergraduate school type, graduate school type and employment status.

4.1.1. Education Level

Education levels of the sample are ranging from University 3rd or 4th year student, to Doctorate degree. Sample size is 278. 78 people are 3rd or 4th years student at university(28.1% all), 74 people has Bachelor's degree (26,6% of all), where 63 people are still Master's student(22.7% of all), 48 people have Master's degree(17,3% all), 11 people are still doctorate student(4% of all) and 4 people has Doctorate degree (1.4% of all).

Table 4.1 Level of Education Representation of the Sample

	Level of education	
	N	%
3 rd or 4 th year university student	78	28,1
Bachelor's degree	74	26,6
Master's Student	63	22,7
Master's degree	48	17,3
Doctorate Student	11	4
Doctorate degree	4	1.4
Total	278	100

4.1.2. Age

Participants in the study are between the ages of 18-54. The average age of the participants is 26,77. The standard deviation of the age variable is 5,74.

4.1.3. Marital Status

The participants were asked to declare their marital statuses. Of the 278 respondents who answered the question, 49 respondents answered married and 229 answered as singles. Considering the percentages, 17.6% of the respondents responded as married and 82.4 as singles.

Table 4.2. Marital Status Representation of the Sample

Marital Status		
	N	%
Married	49	17,6
Single	229	82,4
Total	278	100

4.1.4. Gender

The sample of this research is including both male and female respondents. From the total number of 278 surveys, 187 were answered by female, and 91 by male respondents. As a percentage weight, it can be defined as 67,3% of female respondents, and 32.6% of male respondents.

Table 4.3. Gender Representation of the Sample

	Gender	
	N	%
Female	187	67,3
Male	91	32,6
Total	278	100

4.1.5. Income Levels

Income levels of the sample are ranging from Under 2500 Turkish Liras to 10500+ Turkish Liras. 91 people have income under 2500 Turkish Liras (32.9% of all). All income level percentages can be found on Table 4.4 below.

Table 4.4 Level of Income Representation of the Sample

	Level of income (Turkish Liras)	
	N	%
Under 2500	91	32.9
2501-3500	55	19.9
3501-4500	36	13
4501-5500	21	7.6
5501-6500	23	8.3
6501-7500	8	2.9
7501-8500	10	3.6
8501-9500	4	1.4
9501-10500	7	2.5
Above 10500	22	7.9
Total	277	100

4.1.6. Undergraduate School Type

Undergraduate School Type was one of the demographic question that were asked to participants. The sample of this research is including people who graduated from Public University, Private University or Abroad University. From the total number of 278 answers, 185 were answered by Public, 85 answered Private and 8

answered abroad as their undergraduate school type. As a percentage weight, it can be defined as 66.5% of Public respondents, and 30.6% of Private respondents and 2.9% Abroad respondents.

Table 4.5. Undergraduate School Type Representation of the Sample

Undergraduate School Type		
	N	%
Public	185	66.5
Private	85	30.6
Abroad	8	2,9
Total	278	100

4.1.7. Graduate School Type

Gradue School Type was one of the demographic question that were asked to participants. The sample of this research is including people who graduated from Public University, Private University or Abroad University. From the total number of 145 answers, 71 were answered by Public, 46 answered Private and 28 answered abroad as their graduate school type. As a percentage weight, it can be defined as 49% of Public respondents, and 31.7% of Private respondents and 19.3% Abroad respondents. The number of answers to this question is less than other questions, because there are participants who don't have any graduate school experience or / degree.

Table 4.6. Graduate School Type Representations of the Sample

Graduate School Type(if any)		
	N	%
Public	71	49
Private	46	31,7
Abroad	28	19,3
Total	145	100

4.1.8. Employment Status

40.6% of the participants stated that they are private sector employees. 35.3% of participants stated that they were unemployed.

Table 4.7. Employment Status Representation of the Sample

Employment Status		
	N	%
Public Servant	12	4.3
Private Sector Employee	113	40.6
Employer	17	6.1
Academic	15	5.4
Freelancer	22	7.9
Unemployed	98	35.3
Retired	1	0.4
Total	278	100

4.2. FACTOR ANALYSIS

Especially in the social sciences, when the relations of the concepts with each other are investigated, because the concepts cannot be measured directly, the behaviors and attitudes that define or show these concepts are considered as indicators, and scales are developed by converting them into expressions. Factor analysis is applied to find out how many different dimensions of the questions asked in the surveys are perceived by the respondents. Another reason for applying factor analysis is to reduce the number of variables in the research. (Durmuş, Yurtkoru, & Çinko, 2013). Otherwise, it would not be possible to analyze each question separately of a survey with 60 statements, because it would not be reliable and valid.

In this research, factor analysis for marketing mix elements was applied and those factors' relationships with intention analyzed with different statistical methods.

4.2.1. Factor and Reliability Analysis for Process

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Meyer and Barlett test values are evaluated. KMO measure is 0.665, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=138,451, df=3, p=0.000) indicates that we can reject the null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable. According to the results of the analysis, one dimension is found with total variance 61.814% respectively.

Table 4.8 Factor and Reliability Analysis of Process

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
	Process 1	0.802		
Process	Process 3	0.798	61.814	0.689
	Process 2	0.757		

4.2.2. Factor and Reliability Analysis for Price

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Meyer and Barlett test values are evaluated. KMO measure is 0.650, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=133.168 df=3, p=0.000) indicates that we can reject the

null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis. Four items were excluded.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable. According to the results of the analysis, one dimension is found with total variance 60.928% respectively.

Table 4.9 Factor and Reliability Analysis of Price

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
Price	Price 6	0.818	60.928	0.679
	Price 7	0.792		
	Price 2	0.729		

4.2.3. Factor and Reliability Analysis for Place

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Mayer and Barlett test values are evaluated. KMO measure is 0.856, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=814.525.168, df=36, p=0.000) indicates that we can reject the null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis. Two items were excluded.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable. According to the results of the analysis, two dimensions are found with total

variances 28.560 and 27.703 respectively. One of the dimensions is referred as Place and the other one is referred as Pal Around.

Table 4.10 Factor and Reliability Analysis of Place

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
Place (Place F1)	Place 7	0.818	28.560	0.711
	Place 6	0.792		
	Place 8	0.729		
	Place 5	0.631		
Pal Around (Place F2)	Place 1	0.758	27.703	0.790
	Place 2	0.723		
	Place 10	0.675		
	Place 11	0.641		
	Place 9	0.546		

4.2.4. Factor and Reliability Analysis for Promotion

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Mayer and Barlett test values are evaluated. KMO measure is 0.658, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=340.620, df=3, p=0.000) indicates that we can reject the null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis. One item was excluded.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable.

According to the results of the analysis, one dimension is found with total variance 73.716% respectively.

Table 4.11 Factor and Reliability Analysis of Promotion

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
Promotion	Promotion 2	0.914	73.716	0.815
	Promotion 1	0.873		
	Promotion 4	0.783		

4.2.5. Factor and Reliability Analysis for Promience

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Mayer and Barlett test values are evaluated. KMO measure is 0.865, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=1147.044, df=45, p=0.000) indicates that we can reject the null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis. Two items were excluded.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable. According to the results of the analysis, two dimensions are found with total variances 30.507% and 28.991% respectively. One of the dimensions is referred as Promoter and the other one is referred as Prestige

Table 4.12 Factor and Reliability Analysis of Promience

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
Promoter (F1)	Promience 11	.859	30.507	0.841
	Promience 7	.845		
	Promience 8	.834		
	Promience 10	.587		
	Promience 2	.580		
Prestige (F2)	Promience 5	.821	28.991	0.795
	Promience 1	.769		
	Promience 6	.763		
	Promience 3	.599		
	Promience 12	.587		

4.2.6. Factor and Reliability Analysis for Programme

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Mayer and Barlett test values are evaluated. KMO measure is 0.756, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=600.990, df=45, p=0.000) indicates that we can reject the null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis. One item was excluded.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable. According to the results of the analysis, two dimensions are found with total variances 29.625 and 18.456 respectively. One of the dimensions is referred as Programme and the other one is referred as Pliancy.

Table 4.13 Factor and Reliability Analysis of Programme

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
Programme (F1)	Programme 1	0.808	29.625	0.754
	Programme 3	0.754		
	Programme 6	0.675		
	Programme 5	0.606		
	Programme 11	0.554		
	Programme 2	0.548		
	Programme 8	0.542		
Pliancy (F2)	Programme 9	0.784	18.456	0.623
	Programme 10	0.726		
	Programme 7	0.715		

4.2.7. Factor and Reliability Analysis for People

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Mayer and Barlett test values are evaluated. KMO measure is 0.780, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=447.254, df=6, p=0.000) indicates that we can reject the null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis. One item was excluded.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable. According to the results of the analysis, one dimension is found with total variance 66.187% respectively.

Table 4.14 Factor and Reliability Analysis of People

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
People	People 3	0.880	66.187	0.829
	People 1	0.865		
	People 2	0.818		
	People 4	0.674		

4.2.8. Factor and Reliability Analysis for Premiums

For the purpose of determining whether the collected data is suitable and useful for the factor analysis, Kaiser-Mayer and Barlett test values are evaluated. KMO measure is 0.721, thus suggesting that the sampling is adequate. The result of the Barlett's test (chi-square=271,814 df=6, p=0.000) indicates that we can reject the null hypothesis that the correlation matrix is an identity matrix with 99.9% confidence. All the elements on the diagonal of the anti-image correlation matrix are greater than 0.50, therefore, none of the single items need to be eliminated from the factor analysis. One item was excluded.

After the sampling adequacy is concluded by the tests that are described above, component analysis and varimax rotation were implemented. The estimation result of the coefficient for Cronbach's alpha implies that the measure is reliable. According to the results of the analysis, one dimension is found with total variance 56.837% respectively.

Table 4.15 Factor and Reliability Analysis of Premiums

Factor Name	Factor Item	Factor Loading	%Variance	Reliability
Premiums	Premiums 2	0.842	56.837	0.745
	Premiums 3	0.827		
	Premiums 4	0.726		
	Premiums 1	0.595		

4.2.9 Revised Research Model After The Factor Analysis

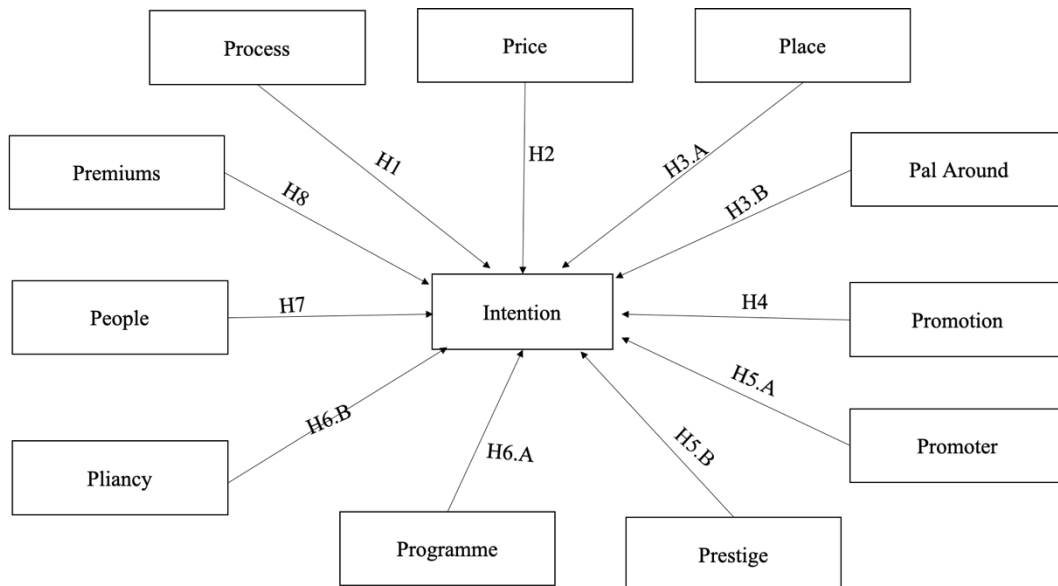


Figure 4.1. Revised Research Model After the Factor Analysis

Hypotheses were revised after the factor analysis, can be seen as in the following list;

H1: Process factor has a direct positive effect on intention to enroll a graduate program.

H2: Price factor has a direct positive effect on intention to enroll a graduate program.

H3.A: Place factor has a direct positive effect on intention to enroll a graduate program.

H3.B: Pal Around factor has a direct positive effect on intention to enroll a graduate program.

H4: Promotion factor has a direct positive effect on intention to enroll a graduate program.

H5A: Promoter factor has a direct positive effect on intention to enroll a graduate program.

H5B: Prestige factor has a direct positive effect on intention to enroll a graduate program.

H6A: Programme factor has a direct positive effect on intention to enroll a graduate program.

H6B: Pliancy factor has a direct positive effect on intention to enroll a graduate program.

H7: People factor has a direct positive effect on intention to enroll a graduate program.

H8: Premiums factor has a direct positive effect on intention to enroll a graduate program.

4.3. Correlation Analysis

The method used to determine the degree and direction of the relationship between the variables is called correlation analysis. Whether variables are dependent or independent variables is not taken into consideration when conducting a correlation analysis (Durmuş et al., 2013).

Table 4.16 Means, Standart Deviations and Correlations

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. Intention	1											
2. Process	-0.035	1										
3. Premium	0.01	.282*	1									
4. People	-0.029	.298*	.305**	1								
5. Programme	.129*	.187*	.327**	0.07	1							
6. Pliancy	-.214**	.403*	.321**	.314*	.188*	1						
7. Promoter	0.081	0.1	.334**	.315*	.372*	.360*	1					
8. Prestige	.169**	0.05	.259**	0.07	.609*	0.10	.534*	1				
9. Price	-0.047	.448*	.321**	.260*	.213*	.546*	.170*	.128*	1			
10. Place	.120*	.291*	.522**	.246*	.311*	.184*	.240*	.163*	.325*	1		
11. Pal Around	0.065	.210*	.451**	.361*	.212*	.221*	.275*	.154*	.264*	.597**	1	
12. Promotion	0.072	.284*	.332**	.512*	0.03	.284*	.277*	0.02	.280*	.396**	.508**	1
Mean	4.365	4.00	2.846	5.22	4.46	4.76	5.48	4.05	4.20	3.7	2.7	4.365
Standard Deviation	7	9	2	4	28	98	56	52	77	1.1	1.3	7
	1.095	1.23	1.213	0.64	1.16	1.04	0.63	1.29	1.10	27	31	1.095
	95	151	44	119	989	482	588	803	841	6	37	95

Note: * p<0.05 and **p<0.01

4.4 Regression Analysis

Regression analysis is one of the statistical methods that is used to determine how a dependent variable is explained by independent variables. The information obtained in the regression analysis provides the researcher an estimation about the direction of the relationship, the form of the relationship and other possible sub-values (Durmuş et al., 2013).

4.4.1 Multiple Regression Analysis

In order to find the relationship between Process, Premium, People, Programme, Pliancy, Promoter, Prestige, Price, Place, Pal Around and Promotion with intention Multiple Linear Regression Analyses were performed.

As reflected in Table 14., Pliancy, Prestige and Promotion have contribution on intention. The overall explanatory power of model was 10.3% ($R=0.321$; $R^2=0.103$; $F=10.486$, $p=0.000$).

Table 4.17 Multiple Linear Regression of the research model

Dependent Variable : Intention			
Independent Variables :	Beta	t-value	p-value
Pliancy	-0.277	-4.614	0.000
Prestige	0.196	3.400	0.001
Promotion	0.146	2.439	0.015

As it can be seen from Table 14., Pliancy has an negative and highest effect ($\beta=-0.277$, $p= 0,000$) with intention. Prestige ($\beta=0.196$, $p= 0,001$) and Promotion ($\beta=0.146$, $p= 0,015$) have a very similar effect on intention.

5. CONCLUSION

After the above-mentioned analyzes are done, the hypotheses accepted and rejected according to the analysis results are given below at Table 5.1.

Table 5.1. Summary of Hypotheses Results

Hypotheses	Results
H1: Process factor has a direct positive effect on intention to enroll a graduate program.	Rejeceted
H2: Price factor has a direct positive effect on intention to enroll a graduate program.	Rejected
H3.A: Place factor has a direct positive effect on intention to enroll a graduate program.	Rejected
H3.B: Pal Around factor has a direct positive effect on intention to enroll a graduate program.	Rejected

H4: Promotion factor has a direct positive effect on intention to enroll a graduate program.	Accepted
H5A: Promoter factor has a direct positive effect on intention to enroll a graduate program.	Rejected
H5B: Prestige factor has a direct positive effect on intention to enroll a graduate program.	Accepted
H6A: Programme factor has a direct positive effect on intention to enroll a graduate program.	Rejected
H6B: Pliancy factor has a direct positive effect on intention to enroll a graduate program.	Rejected
H7: People factor has a direct positive effect on intention to enroll a graduate program.	Rejected
H8: Premiums has a direct positive effect on intention to enroll a graduate program.	Rejected

The aim of this study is to investigate which of the higher education marketing mix factors are directly associated with the graduate program intention. In order to find this, Process, Price, Place, Promotion, Promience, Program, People and Premiums were taken as independent variables. After factor analysis, new factors were emerged that were named as Pal Around, Promoter, Prestige and Pliancy, and these factors were also included in the analysis.

The research was carried out with 278 people. 67.3% of the participants in the study are female and 32.6% are male. 28.1% of the participants in the research are undergraduate students in their 3rd or 4th year of study, 26.6% have a Bachelor's Degree, 22.7% have a Bachelor's Degree and hold a master's degree and 17.3% have a Master's Degree. 4% of the participants are doctorate student and 1.4% have

a Doctorate Degree. Most of the participants (82.4%) who participated in the study stated that their marital status were single. The income level of 32.9% of the research participants is below 2500 Turkish Lira, and 19.9% of participants are in between 2501-3500 TL.

Conducting a research survey online means that all participants have internet access and technology literacy. However, since the research measures the factors that affect the intent of master's and doctorate programs, it is expected that the target audience of the research will have at least internet access and technology literacy.

After the data collection, the collected data was analyzed on the Statistical Package for Social Sciences (SPSS) platform. Multiple Linear Regression Analysis and Factor Analysis were conducted.

As a result of Multiple Linear Regression Analysis, Pliancy is found to have a negative and the highest association ($\beta = -0.277$, $p = 0,000$) on intention. So, there is a strong negative relationship between pliancy and intention. For this reason, the following hypothesis was rejected.

H6B: Pliancy factor has a direct positive effect on intention to enroll a graduate program.

As a result of Multiple Linear Regression Analysis, contribution to enrollment intention was seen positive for Prestige ($\beta = 0.196$, $p = 0.001$) and very similarly for Promotion ($\beta = 0.146$, $p = 0.015$), as well.

As a result of the analysis, the following hypotheses were accepted.

H4: Promotion factor has a direct positive effect on intention to enroll a graduate program.

H5B: Prestige factor has a direct positive effect on intention to enroll a graduate program.

In Multiple Linear Regression Analysis, other factors have not been observed to have a direct effect on intention. Therefore, the following hypotheses were also rejected.

H1: Process factor has a direct positive effect on intention to enroll a graduate program.

H2: Price factor has a direct positive effect on intention to enroll a graduate program.

H3.A: Place factor has a direct positive effect on intention to enroll a graduate program.

H3.B: Pal Around factor has a direct positive effect on intention to enroll a graduate program.

H5A: Promoter factor has a direct positive effect on intention to enroll a graduate program.

H6A: Programme factor has a direct positive effect on intention to enroll a graduate program.

H7: People factor has a direct positive effect on intention to enroll a graduate program.

H8: Premiums factor has a direct positive effect on intention to enroll a graduate program.

The Prestige factor, which has a direct positive relationship with Intention, revealed that the academic reputation of the academic staff, high academic standards, international accreditation, and the university's academic reputation turned out to be important. Therefore, especially during the marketing communication of graduate programs (Master's and PhD); instead of advertising gyms or coffee chains at school, conducting a communication study where academic success and academicians' reputation are highlighted will be more effective for attracting Master's and PhD students.

As a result of the research, the positive relationship of the Promotion factor with the intention is also revealed. Consequently, since promotion activities have a positive effect on student intention, it may be beneficial to continue promotion activities and to invest in the right channels in order to both expand the current market and attract students. The fact that internet advertisements take the highest weight within the Promotion factor may also point that digital marketing can play an important role in communication studies.

In factor analysis, the Pliancy factor, which is formed by dividing the Program factor, covers the subjects such as the university's choice to recruit the academic staff from the sector instead of academia, offering online education opportunities, or providing educational services outside the working hours. As easily seen, these factors are distinctive from the traditional academic education approach of universities. The existence of a direct negative relationship between the Pliancy factor and intention indicates that the increase of the importance given to this factor decreases the intentions to enroll a graduate program. From this point of view, the assumption is controversial that the expansion of the market can be an important part of the strategy in order to attract target students with low academic and postgraduate intentions.

Hypotheses are rejected due to the lack of a statistical direct relationship on intention. Although these hypotheses are rejected, it does not mean that these factors are insignificant for marketing strategy or marketing mix. Participants gave strongly high or low points to these factors, so they seem to have similar views on the importance of the factors although factors did not correlate with intention.

6. LIMITATIONS AND FUTURE RESEARCH

Our study coinciding with the Covid-19 outbreak that deeply affected the world's and Turkey's academic calendar could be the reason why less participants than the

targeted number is reached. Since this may reveal the limitation that participants may have similar views, we can say that repeating our research with a wider target audience may cause changes in results and increase the research's reliability.

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APPENDIX: QUESTIONNAIRE IN TURKISH

Yüksek Lisans ya da Doktora öğrenimi görmek isteyen bireylerin üniversite/program seçimini etkileyen faktörler

Sayın Katılımcı,

Bu çalışma İstanbul Bilgi Üniversitesi'nde yürütülen bir akademik çalışma için yapılmıştır. Bu çalışmanın amacı, yüksek lisans ya da doktora yapmak isteyen bireylerin üniversite/program seçimini etkileyen faktörleri bir pazarlama perspektifi ile analiz etmektir.

Çalışmaya katılım isteğe bağlıdır ve herhangi bir kişisel bilginizi (ad, soyadı, doğum yeri vb.) sağlamanız beklenmemektedir.

Araştırma yaklaşık 5-7 dakika sürmektedir. Lütfen talimatları dikkatlice okuyun ve her soruyu size en yakın cevapla cevaplayınız. Araştırmadaki soruların doğru ya da yanlış cevabı yoktur. Cevapları doğru ve eksiksiz vermeniz çok önemlidir.

Katılımınız ve katkılarınız için teşekkür ederiz.

Q1. Lütfen aşağıdaki ifadelerden size en uygun olanı işaretleyiniz.

Yüksek Lisans Öğrenimi Görmek İstiyorum

Yüksek Lisans Öğrenimi Görüyorum.

Yüksek Lisans Programı Mezunuyum

Doktora Öğrenimi Görmek İstiyorum

Yüksek Lisans / Doktora Öğrenimi Görmedim/Görmek

İstemiyorum

Q2. Yüksek Lisans/Doktora Öğrenimi Görme İsteğinizi 1-6 arasında puanlamısınız?

1 Çok Az

6 Çok Fazla

Q3. Neden yüksek lisans/doktora öğrenimi görmek istiyorsunuz? / istediniz?

İş yerinde terfi imkanı

Ekstra maaş/promosyon talep edebilmek

Akademik kariyer hedefi

Mesleki Gelişim

Genel Kültür / Kişisel Gelişim

Bir alanda uzmanlaşmak

Sosyal ilişkiler geliştirmek / Network oluşturmak

Rakiplerim arasında farklılık sağlamak

Askerlik yükümlülüğünü erteleyebilmek

Diğer

Üniversite/Program Seçimine Yönelik Sorular

Lütfen aşağıdaki maddelere ne kadar katılıp/katılmadığınızı 1 ile 6 arasında puanlayın.

1 Hiç Katılmıyorum – 6 Kesinlikle Katılıyorum

Q4. Başvuracağım programın/üniversitenin başvuru sürecinin kolaylığı benim için önemlidir.

Q5. Başvuracağım programın/üniversitenin başvuru süreçlerinin online olarak gerçekleştirilebilmesi benim için önemlidir.

Q6. Başvuru yeterlilik kriterlerinin zor olmaması program/üniversite seçimimde etkilidir.

Q7. Program/Üniversite ücretlerinin bütçeme uygunluğu seçimimde etkilidir.

Q8. Program/Üniversite ücretlerinin taksitle ödenme şansının olması seçimimi etkiler.

Q9. Üniversitenin öğrenciye burs yardımı yapması program seçimimi etkilemez.

Q10. Üniversite kampüsüne ulaşım maliyetleri üniversite seçimimi etkilemez.

Q11. Üniversite kampüsündeki yemek maliyetleri üniversite/program seçimimi etkiler.

Q12. Üniversite/program ücretinin kredi kartıyla ödenebilir olması benim için önemlidir.

Q13. Üniversitenin/programın çalıştığım şirket ile indirim anlaşmasına sahip olması üniversite seçimimde önemlidir.

Q14. Üniversitenin bir kampüse sahip olması benim için önemlidir.

Q15. Üniversitenin modern spor salonlarına sahip olması üniversite seçimimde etkili rol oynar.

Q16. Üniversitenin gelişmiş seviyede bilgisayar laboratuvarlarına sahip olması benim için önemlidir.

Q17. Üniversitenin modern sınıflara sahip olması program seçimimi etkilemez.

Q18. Üniversite kampüsünde konaklama imkanının bulunması program seçimimde önemli bir yer taşır.

Q19. Üniversite kampüsünde sessiz çalışma ortamlarının bulunması (kütüphane/çalışma salonu) üniversite seçimimi etkiler.

Q20. Üniversite kampüsüne toplu taşıma ile ulaşımın kolay olması üniversite seçimimi etkiler.

Q21. Sınıfların fiziki koşulları üniversite seçimimde bir önem taşır.

Q22. Üniversitedeki kampüsündeki mağaza ve dükkanların çeşitliliği benim için önemlidir. (kitap dükkanı, kafe, restoran vb.)

Q23. Üniversite kampüsünde sosyal tesislerin yer alması üniversite tercihimizi etkiler.

Q24. Üniversitenin yeşil* bir kampüse sahip olması benim için önemlidir.

Q25. Gazete reklamları üniversite/program seçimimde önemlidir.

Q26. İnternet reklamları üniversite/program seçimimde önemlidir

Q27. Başvuracağım üniversitenin/programın bilinirliği önemlidir.

Q28. Üniversitenin programlarını/aktivitelerini sosyal medya'da tanıtmaları önemlidir.

Q29. Akademik kadronun itibarı benim için önemlidir.

Q30. En iyi yüksek lisans programı' ya da 'En iyi doktora programı' gibi görüşler/ödülleri seçimimi etkiler.

Q31. Üniversitenin sitesinde programla ilgili bilgiler yer alması benim için önemlidir.

Q32. Başvuracağım program mezunlarının sektördeki itibarı benim için önemlidir.

Q33. Üniversitenin akademik standartlarının yüksek olması seçimimi etkiler.

Q.34 Üniversitenin akademik itibarının yüksek olması seçimimi etkiler.

Q35. Başvuracağım üniversite mezunlarının terfi/yeni iş bulma gibi imkanlarının varlığı seçimimi etkiler.

Q36. Şirketlerin / işverenlerin tercih ettiği bir okul/program olması program seçimimi etkiler.

Q37. Üniversitenin lisans programlarının iyi bir üne sahip olması benim için önemli değildir.

Q38. Üniversite mezunlarının alanında tanınır kişiler olmaları benim için önemlidir.

Q.39 Program mezunlarının maaş ve diğer haklarının sektörde diğer çalışanlara göre daha yüksek olması seçimimi etkiler.

Q40. Üniversitenin uluslararası akreditasyona sahip olması benim için önemlidir.

-
- Q41. Başvuracağım programın müfredatı benim için önemlidir.
-
- Q42. Başvuracağım programın süresi seçimimi etkiler.
-
- Q43. Program içeriğinin kalitesi seçimimi etkiler.
-
- Q44. Programdaki derslerin hangi yollarla verildiği seçimimi etkilemez. (Online/ yüz yüze / v.b)
-
- Q45. Programdaki seçmeli ders yelpazesinin geniş olması seçimimi etkiler.
-
- Q46. Programdaki zorunlu derslerin neler olduğu seçimimi etkiler.
-
- Q47. Bazı derslerde uzaktan eğitim(e-learning) imkanının olması benim için önemlidir.
-
- Q48. Okulun öğrenci odaklı bir öğrenme deneyimi sunması program seçimimi etkiler.
-
- Q49. Derslerinin mesai saatleri dışında olması (Akşam ve haftasonu dersleri) benim için önemli bir kriterdir.
-
- Q50. Dersi veren kişilerin sektörel deneyimlerinin olmasını önemserim.
-
- Q51. Dersi veren kişilerin akademik araştırmaları program seçimimde önemli rol oynar.
-
- Q52. Arkadaşlarımın üniversite hakkındaki düşünceleri kararında önemli bir rol oynar.
-
- Q53. Ailemin üniversite hakkındaki düşünceleri kararında önemli bir rol oynar.
-
- Q54. İş arkadaşlarımın üniversite hakkındaki düşünceleri kararında önemli bir rol oynar.
-
- Q55. Takip ettiğim sosyal medya fenomenlerinin okul hakkındaki düşünceleri kararında önemli bir rol oynar.
-
- Q56. Varsa o okulda daha önce okumuş kişilerin okul hakkındaki düşünceleri kararımı etkiler.
-
- Q57. Katılabileceğim uluslararası değişim programları olması kararımı etkiler.

Q58. Başvuracağım okulun ücretsiz psikolojik danışmanlık servisi sunması kararımı etkiler.

Q59. Başvuracağım okulun bir kariyer merkezinin olması kararımı etkiler.

Q60. Başvuracağım okulun ücretsiz öğrenci servisi olması kararımı etkiler.

Q61. Başvuracağım okulun kütüphanesinde yer alan kaynak çeşitliliği kararımı etkilemez.

Demografik Sorular

Q62. Eğitim Durumunuz

Lisans 3. ya da 4. Sınıf Öğrencisiyim

Lisans Mezunuyum

Yüksek Lisans Öğrencisiyim

Yüksek Lisans Mezunuyum

Doktora Öğrencisiyim

Doktora Mezunuyum

Q63. Yaşınız

Q64. Medeni Durumunuz

Evli

Bekar

Q65. Cinsiyetiniz

Kadın

Erkek

Q66. Aylık Net Geliriniz

2500TL'den az

2500TL-3500TL

3501TL-4500TL

4501TL-5500TL

5501TL-6500TL

6501TL-7500TL

7501TL-8500TL

8501TL-9500TL

9501TL-10500TL

10500TL ve üzeri

Q67. Lisans öğrenimini gördüğünüz üniversitenin türünü seçin.

Devlet Üniversitesi

Vakıf Üniversitesi

Yurtdışı

Q68.(Varsa)Yüksek Lisans öğrenimini gördüğünüz üniversitenin türünü seçin.

Devlet Üniversitesi

Vakıf Üniversitesi

Yurtdışı

Q69. Çalışma Durumunuz

Devlet Memuru

Özel Sektörde Bir İşverene Bağlı Olarak Çalışıyor

Özel Sektörde Kendi İşinin Sahibi

Akademik Personel

Kendi Hesabına Bağımsız Çalışıyor(Freelance)

Çalışmıyor

Emekli

Tarih: 03.06.2020

Lisansüstü Programlar Enstitüsü Müdürlüğü'ne

03.06.2020 tarihinde 116686114 numaralı Erdoğan Emre Keskin adlı Pazarlama Yüksek Lisans Programı öğrencisinin “Factors Influencing the Program/University Choice of Post Graduate Students: Higher Education Marketing Mix” konulu tez savunmasında jüri üyesi olarak bulundum.

İlgili tezin kabulünü (x) / ~~düzeltilmesini~~ () / ~~reddini~~ (—) uygun buluyorum.

Jüri Üyesinin Unvanı, Adı Soyadı : Prof. Dr. Beril Durmuş

Bağlı Bulunduğu Üniversite : Marmara Üniversitesi

Tarih: 03.06.2020

Lisansüstü Programlar Enstitüsü Müdürlüğü'ne

03.06.2020 tarihinde 116686114 numaralı Erdoğan Emre Keskin adlı Pazarlama Yüksek Lisans Programı öğrencisinin “Factors Influencing the Program/University Choice of Post Graduate Students: Higher Education Marketing Mix” konulu tez savunmasında jüri üyesi olarak bulundum.

İlgili tezin kabulünü (x) / ~~düzeltilmesini~~ () / ~~reddini~~ (—) uygun buluyorum.

Jüri Üyesinin Unvanı, Adı Soyadı : Dr. Öğr. Üyesi Esra Arıkan

Bağlı Bulunduğu Üniversite : İstanbul Bilgi Üniversitesi

Tarih: 03.06.2020

Lisansüstü Programlar Enstitüsü Müdürlüğü'ne

03.06.2020 tarihinde 116686114 numaralı Erdoğan Emre Keskin adlı Pazarlama Yüksek Lisans Programı öğrencisinin “Factors Influencing the Program/University Choice of Post Graduate Students: Higher Education Marketing Mix” konulu tez savunmasında jüri üyesi olarak bulundum.

İlgili tezin kabulünü (x) / ~~düzeltilmesini~~ () / ~~reddini~~ (—) uygun buluyorum.

Jüri Üyesinin Unvanı, Adı Soyadı : Dr. Öğr. Üyesi Neşenur Altınığne Ekici

Bağlı Bulunduğu Üniversite : İstanbul Bilgi Üniversitesi