

Analysis of the profile of a student of a higher education institution (HEI): marketing as a tool for higher education institutions

Palloma Rodrigues de Andrade[†]

Federal University of Paraíba – UFPB

Helen Cristian Rodrigues Araujo^Ω

Institute of Higher Education Institute of Paraíba – IESP

ABSTRACT: Private higher education institutions (HEI) face a crisis that mostly derives from the stabilization of demand and the drop in incomes, which represent challenges affecting their management. Marketing tries to offer answers to some of the companies' most important aspects, while combining consumers' needs with company capacities and targets. One of the approaches in the educational market consists of target marketing, in which the market is divided into segments and specific assistance offers are developed. The present research resulted from the interest to get a better understanding of individual behavior in choosing services in education, with a psychographic segmentation being accomplished. A case study in a private HEI was carried out to find out who their clients are. Two hundred and eight students of different courses were selected by means of sampling by (researcher) convenience. They all replied to an instrument composed of questionnaires covering personality traits, basic human values and need for cognition. It was observed that the human values and the personality values are adequate variables in which to segment this public, while the need for cognition does not possess discriminating capacity among the students of different courses. These results are expected to contribute to the development of specific actions in educational marketing.

Key words: Marketing; segmentation; HEI.

Received in 03/17/2009; revised in 05/13/2010; accept in 05/27/2010; available in 02/04/2011

Corresponding authors*:

[†]Ph.D. in Social Psychology by the Federal University of Rio Grande do Norte.

Link: Universidade Federal da Paraíba – UFPB.

Address: Rua Juiz João Agrícola Montenegro, no.105, Apto 702 Bairro Brisamar, João Pessoa – PB – Brazil – CEP: 58032-210.

E-mail: pallomandrade@gmail.com

Telephone: (83) 9314-8319/ 32269523

^Ω Graduate Degree in Advertising and Propaganda by the Higher Education Institute - IESP.

Link: Graduated from the Institute of Higher Education Institute of Paraíba – IESP.

Address: Av Alagoas nº 566, Bairro dos Estados, João Pessoa – PB – Brazil - CEP: 58.030-150.

E-mail: cristian@hotmail.com

Telephone: (83) 8803-1214

Editor's note: This paper was accepted by Antonio Lopo Martinez.



This work is licensed under a Creative Commons Attribution-NonCommercial-Share Alike 3.0 Unported License

1. INTRODUCTION

The expansion of high school at the end of the 1990s favored the growth and spread of private higher education institutions (HEIs) in Brazil, with a market share of practically 70%. Currently however, private higher education institutions face a crisis due in large part to the stabilization of demand and declining revenues. These pressures pose challenges affecting the institutions' management, including the management of the marketing activity (NUNES; LANZER; SERRA; FERREIRA, 2008). Marketing, in its original sense, determines the trade relations of an institution with its clients. It comprises a set of planning, design and implementation, which aim to satisfy the present and future needs of customers through new or existing products and services (SANTOS, 2004). Speaking of marketing and education may seem jarring, because education is seen as one of the basic values of society, while marketing is governed by laws of supply and demand, based on a logic of consumer capitalism. (LOPES, 2006)

Nevertheless, with the extension of the supply of seats in higher education due to the higher number of private institutions in the country, these organizations are seeking a differentiating factor to offer to their customers. (SILVA; ESPEJO; SANTIN; CANSUSSU, 2003). Thus arises the importance of marketing, recognizing it as a tool for attracting to and keeping students in private HEIs. By combining customer needs with the capabilities and goals of the business, marketing seeks to provide answers to some important aspects of the business. The opportunities are found through market analysis, which is divided into groups (segmentation) and selecting the segment that best suits the organization. (BRITO, 1998; SILVA; ESPEJO; SANTIN; CANSUSSU, 2003).

To segment is to identify a "group of customers based on their preferences, their purchasing power, geographical location, similar shopping habits, among others." (NUNES; LANZER; SERRA; FERREIRA, 2008, p. 13). The separation of consumers in social classes or socioeconomic status is the most traditionally way used in segmentation, especially in Brazil. (VEIGA NETO, 2007). Conducting research on segmentation is justified because the studies in this area are still scarce in Brazil. (VEIGA NETO, 2007; VIEIRA, 1999). More so when it comes to the reality of the Northeast, where there is a lack of information about marketing, especially marketing targeted on education.

Vieira (1999) confirms this need, especially with regard to segmentation based on consumer behavior. His study with researchers working in the marketing of Postgraduate

Administration courses showed that the main priority in marketing studies and research in Brazil should be the study of Consumer Behavior.

To Kotler and Fox (1994), the most correct approach to the education market is to use target marketing. In it, the HEI divides the market into different segments, selects one (or more) as its focus and develops specific offers to the segment(s). Obtaining new information in an era of extraordinary competitiveness can be the difference between a high and a low level of sales. Understanding how this process occurs is extremely useful for an organization, as it may seek new market trends, or new opportunities for future products.

Consumer behavior is defined as the activities directly involved in obtaining and consuming products and services, disposing of them, including the decision processes that precede and follow these actions. It is of particular interest to those who for various reasons, wish to influence such behavior. The study of personality, values and attitudes of individuals falls within the spectrum of consumer behavior, as these factors form a whole in changing the behavior of each. (TOLEDO et al. 2008). Life habits of consumers are related to factors such as income, career, housing style, leisure, etc. The importance of trying to understand how the buying behavior of consumers takes place, rests in the fact that a relationship exists between customer satisfaction, quality of product / service and company profitability. This approach to the external client must be part of a company's strategic planning that seeks to improve the quality of its products, and should always define its position in relation to its market and society (SANTOS, 2004).

The same is true with respect to the provision of services, similarly to what happens in education. In general, a service organization should seek to meet the needs and interests of its target audience in order to maximize its actions and satisfy its customers. Knowing the client base also helps in developing the organization's marketing strategies and advertising. In this sense, organizations are investing in knowledge about consumer behavior. This research originated from the interest in better understanding the behavior of individuals in the choice of services in education. Since the approach on the client's behavior when consuming services and the factors that influence this behavior is very comprehensive, we chose to evaluate some factors that may influence the choice of a specific graduate course or of an HEI.

We intend to study the personality, attitudes and values of students in order to better understand the clients of an HEI. With this purpose a students' psychographic segmentation was conducted which also considered their choice of a particular course.

2. METHODOLOGICAL PROCEDURES

We conducted a case study of a private HEI in João Pessoa, in which we sought to know its clients. This study consisted of a non-probabilistic sample by convenience of 208 students of Advertising, Tourism, Administration, Law, Accounting and Information Systems. Students answered a form made up of three questionnaires, besides demographic questions.

The application was conducted by the authors of this research in the students' classroom, after an explanation of the research purpose. The average time for completing the questionnaires was 20 minutes. Emphasis was placed on the confidentiality of responses, explaining that there were no right or wrong answers and that all questions should be answered individually, and students were asked to try not to leave any question blank. The questionnaires were

Questionnaire on the Need for Cognition – NFC. Instrument designed by Caccioppo, Petty, Kao (1984), translated into Portuguese by Delizia, Rosenthal and Costa (2003). It comprises 18 items, all of which represent the tendency of individuals to engage in and enjoy an activity that requires analytical effort. This instrument is used in market research in order to know the effect of persuasive messages through advertising, labeling or information on consumer behavior. Each item is answered on a scale ranging from one (very strong agreement) to nine (very strong disagreement).

Inventory of the Big Five Personality Factors. Prepared by Costa and McCrae (1986, cited by CAPRARA; BARBARANELLI; BORGOGNI, 1995). It comprises 44 items grouped into five major factors, which express the characteristic traits of personality. The extracted factors are: extraversion, neuroticism, friendliness, conscientiousness and openness to change. The items were answered on a five-point scale, with 1 corresponding to "strongly disagree" and 5 corresponding to "totally agree".

Basic Human Values Survey. Questionnaire prepared by Gouveia (1998). It consists of a list of 24 basic values, which are grouped into six psychosocial functions: experimentation, development, existence, super-personal, normative and interactive. These values are organized into three guiding criteria, namely: personal (experimentation and realization), central (suprapersonal and existence) and social (normative and interactional). The respondent is supposed to point out the degree of importance of each value, using a Likert scale, ranging from 1 as "totally unimportant" to 7, "extremely important". In the end, he/she

should indicate the most important value and the least important one among all 24 listed values.

3. ANALYSIS OF RESULTS

The most common way to target an audience is to label it by socio-demographic description. Thus, we initially drew the demographic profile of students in the surveyed HEI. For this purpose, we performed an analysis of frequency of this class of variables for each course, as shown in Table 1. Overall, we found that students' ages ranged from 17 to 46 years with a mean of 23.89 (SD = 5.71). Family income was gauged on a scale of minimum wage values, ranging from a multiplier of 2 to a multiplier of 40,000, with an average of 584.86 minimum wages (DP=297,3).

Table 1: Socio-demographic profile of students by course

Variables	Levels	Administration	Advertising and Propaganda	Law	Tourism	Information System	Accounting	Total
Sex	Male	23	13	09	12	18	06	81
	Female	32	24	15	20	26	10	127
Marital status	Married	14	06	09	04	07	02	42
	Single	40	30	14	27	33	13	157
	Separated	1	1	1	1	4	01	9
Religion	None	08	08	05	05	09	03	38
	Catholic	30	17	17	21	22	11	118
	Evangelical	10	06	02	04	09	01	32
	Spiritualist	05	04	00	01	03	00	13
	Buddhist	55	37	24	32	44	16	7
Children	Yes	12	8	11	4	8	3	46
	No	43	29	13	28	36	13	162
Lives with	Alone	6	2	3	1	3	1	16
	Parents	33	25	14	25	27	13	137
	Spouse	1	0	0	1	2	0	4
	Children	0	2	0	0	1	0	3
	Spouse and children	9	3	7	3	4	2	28
	Family members	3	2	0	2	6	0	13
	Other	3	3	0	0	1	0	7
Dwelling	Own	43	28	19	26	31	14	161
	Rented	11	9	5	4	11	1	41
	Other	1	0	0	2	2	1	6

Source: Field research.

As can be seen in Table 1, there is a predominance of females in all courses at the HEI. Most participants are single, Catholic, have no children and live with their parents.

Despite the socio-demographic characterization being the most common, it is observed in literature (for example DELIZA; ROSENTHAL; COSTA, 2003; NIEF, 2002; VEIGA NETO, 2007; VIEIRA, 1999) the tendency to segment the audience by psychographic profile. Thus, in order to continue to research the students' profile, we moved to the analysis of the other questionnaires, which determine the psychographic profile of the surveyed HEI students. That is, the next analyses intend to draw the attitudinal, evaluative and personality profile of the students participating in the research, which is its main objective.

3.1 Students' attitudinal, value and personality profile

Initially, we performed a re-coding of the response scales of the Need for Cognition and of Personality (Big Five) questionnaires in order to standardize the scores of the 3 questionnaires, facilitating their analysis and comparison. The response scale of the Need for Cognition instrument was nine points, and it was brought down to seven. Likewise, the response scale of the Personality questionnaire was five points, being expanded to seven as well. The survey of Human Values was already answered on a seven-point scale, thus remaining unchanged. To characterize the students with respect to the attitudinal, value and personality profile, we performed an analysis of the distribution of the scores of students in the questionnaire on Need for Cognition, in the questionnaire on Human Values and in the one on the Big Five. We recorded the students' average scores, minimum scores, maximum scores and the scores of students by distribution of frequency (represented by the percentile). The results for these tests are shown in Table 2.

Table 2: Students' attitudinal (need for cognition), value and personality profiles.

Profile	Average (Standard deviation)	Minimum	Maximum	P* 25%	P* 50%	P* 75%
Need for cognition	4.12 (0.60)	2.50	5.75	3.78	4.10	4.50
Experimentation values	5.24 (1.01)	2.75	7.00	4.50	5.25	6.00
Realization values	5.31 (1.02)	2.00	7.00	4.60	5.60	6.20
Existence values	6.14 (0.98)	1.67	7.00	5.67	6.50	6.67
Above-personal values	5.65 (0.96)	2.50	7.00	5.25	5.75	6.50
Normative values	5.36 (1.20)	1.50	7.00	4.75	5.75	6.25
Interactional values	5.79 (0.95)	2.25	7.00	5.25	6.00	6.50
Extroversion	4.52 (0.81)	2.63	6.63	3.87	4.50	5.00
Neuroticism	3.86 (1.06)	1.75	6.38	3.12	3.75	4.72
Conscientiousness	4.84 (0.87)	2.78	7.00	4.22	4.77	5.22
Pleasantness	4.82 (0.90)	2.44	7.00	4.33	4.77	5.44
Openness to change	5.36 (0.84)	3.50	7.00	4.80	5.30	6.00

Note: *P = Percentile

Source: Field research.

As can be seen in Table 2, the average of student on Need for Cognition was 4.12, with a standard deviation of 0.60. The minimum score was 2.50, and the highest, 5.75. Finally, we also notice that 75% of the sample shows scores up to 4.50, a reasonable value in

a response scale of seven points. In other words, we found no high scores on Need of Cognition in most of the sample. With respect to human values, one notices in Table 2, that all respondents show a high average. Existence values (survival, health, personal stability) were those which had the highest scores ($X = 6.14$, $SD = 0.98$), ranging from 1.67 to 7.00, and 75% of participants scored up to 6.67. This result confirms the argument made by Chaves (2003) that the higher score in these values by college kids probably occurs due to their concerns with stability and survival.

As for the scores on personality factors, one notices in Table 2, that openness to change is the predominant feature in the student sample. Its average was high on a seven-point scale ($X = 5.36$, $SD = 0.84$), varying from 3.50 to 7.00, whereby 75% of students had scores of up to 6.00, and 25% had scores of up to 4.80.

3.2 Students' attitudinal, value and personality profile

In order to continue to find out about the students' profile in more detail, we chose to describe average trends of students per course. This analysis will allow us to observe whether students show a different psychographic profile for each chosen course. In this sense, we performed a test of differences between means for various groups (analysis of variance - ANOVA). The results for these tests are displayed in Tables 3, 4 and 5.

Table 3: Attitudinal profile (need for cognition) of students by course.

Course	N	Mean	Standard Deviation	Minimum	Maximum
Administration	55	4.21	0.58	2.61	5.72
Advertising	37	4.08	0.52	2.67	4.89
Law	24	4.19	0.48	2.61	4.94
Tourism	32	4.06	0.68	2.50	5.72
Information Systems	44	4.10	0.62	3.11	5.72
Accounting	16	3.92	0.68	2.50	5.22

$F(207.5) = 0.78$ $p = 0.57$

Source: Field research.

By observing Table 3, it appears that, with respect to the standard of Need for Cognition, there is no significant difference among the courses' attitudinal profile ($F = 0.78$, $p = 0.57$). That is, although there are differences between the means of Needs for Cognition, this difference is not significant.

As can be seen in Table 4, with respect to the factors of extroversion ($F = 0.49$, $p = 0.78$) and neuroticism ($F = 1.02$, $p = 0.41$), there are no significant difference between the averages of students per course. However, with regard to conscientiousness ($F = 2.94$, $p < 0.05$), pleasantness ($F = 5.21$, $p < 0.001$) and openness to change ($F = 3.65$, $p < 0.01$) there are differences between the averages per course.

Table 4: Profile of personality of students per course.

Factor	Course	N	Mean	Standard deviation	Minimum	Maximum
Extroversion	Administration	55	4.61	0.82	2.63	6.63
	Advertising	37	4.49	0.93	2.63	6.63
	Law	24	4.59	0.59	3.63	5.88
	Tourism	32	4.49	0.84	3.00	6.25
	Information Systems	44	4.38	0.82	2.63	6.25
	Accounting	16	4.62	0.76	3.50	5.63
	Total	208	4.52	0.81	2.63	6.63
F(207.5) = 0.49 p= 0.78						
Neuroticism	Administration	55	3.98	1.04	1.88	6.25
	Advertising	37	4.05	0.99	2.00	6.25
	Law	24	3.89	0.93	2.38	5.50
	Tourism	32	3.66	1.21	1.75	6.38
	Information Systems	44	3.83	1.06	1.88	6.38
	Accounting	16	3.48	1.21	1.75	5.63
	Total	208	3.86	1.06	1.75	6.38
F(207.5) = 1.02 p= 0.41						
Conscientiousness	Administration	55	4.90	0.95	2.78	7.00
	Advertising	37	4.74	0.94	2.78	7.00
	Law	24	5.40	0.70	4.00	6.56
	Tourism	32	4.78	0.78	3.22	7.00
	Information Systems	44	4.60	0.79	2.89	6.33
	Accounting	16	4.77	0.81	3.78	7.00
	Total	208	4.84	0.87	2.78	7.00
F(207.5) = 2.94 p< 0.05						
Pleasantness	Administration	55	4.85	0.76	2.44	6.44
	Advertising	37	4.53	0.74	3.00	6.44
	Law	24	4.93	0.87	3.44	7.00
	Tourism	32	5.10	0.98	2.44	6.67
	Information Systems	44	4.49	0.99	2.44	7.00
	Accounting	16	5.55	0.77	4.00	6.67
	Total	208	4.82	0.90	2.44	7.00
F(207.5) = 5.21 p< 0.001						
Openness to change	Administration	55	5.59	0.85	3.50	7.00
	Advertising	37	5.56	0.94	3.89	7.00
	Law	24	5.29	0.83	3.90	6.70
	Tourism	32	5.29	0.74	3.50	6.40
	Information Systems	44	4.95	0.73	3.50	6.80
	Accounting	16	5.45	0.74	3.80	6.40
	Total	208	5.36	0.84	3.50	7.00
F(207.5) = 3.65 p< 0.01						

Source: Field research.

With respect to conscientiousness, we observe that law students are those with the highest scores ($X = 5.40$, $SD = 0.70$), while the Students of Information System are those with lowest scores ($X = 4, 60$, $SD = 0.79$). Students of Accounting ($X = 5.55$, $SD = 0.77$) are those

with the highest scores on pleasantness, while the Students of Advertising ($X = 4.53$, $SD=0.74$) are those who score least in this factor.

Table 5: Value profile of students per course.

Values	Course	N	Mean	Standard deviation	Minimum	Maximum
Experimentation values	Administration	55	5.37	0.93	2.75	7.00
	Advertising	37	4.79	0.91	3.25	7.00
	Law	24	5.55	0.85	4.00	6.75
	Tourism	32	5.45	0.98	2.75	7.00
	Information Systems	44	5.05	1.19	2.75	7.00
	Accounting	16	5.48	0.86	3.75	7.00
	Total	208	5.24	1.01	2.75	7.00
F(207.5) = 3.01 p< 0.05						
Realization values	Administration	55	5.55	0.85	2.00	6.60
	Advertising	37	5.00	0.85	3.20	6.40
	Law	24	5.40	0.98	3.60	6.60
	Tourism	32	5.51	1.01	2.00	7.00
	Information Systems	44	5.01	1.28	2.00	6.60
	Accounting	16	5.47	0.95	3.60	7.00
	Total	208	5.31	1.02	2.00	7.00
F(207.5) = 2.49 p< 0.05						
Existence	Administration	55	6.33	0.86	1.67	7.00
	Advertising	37	5.92	0.89	3.67	7.00
	Law	24	6.32	0.79	4.67	7.00
	Tourism	32	6.19	1.07	1.67	7.00
	Information Systems	44	5.87	1.22	1.67	7.00
	Accounting	16	6.33	0.79	4.33	7.00
	Total	208	6.14	0.98	1.67	7.00
F(207.5) = 1.79 p= 0.12						
Supra-personal values	Administration	55	5.89	0.86	2.50	7.00
	Advertising	37	5.53	0.99	3.50	7.00
	Law	24	5.80	0.57	5.00	7.00
	Tourism	32	5.73	0.99	2.50	7.00
	Information Systems	44	5.20	1.10	2.50	7.00
	Accounting	16	5.98	0.90	3.00	7.00
	Total	208	5.65	0.96	2.50	7.00
F(207.5) = 3.41 p< 0.01						
Normative values	Administration	55	5.53	1.04	1.50	7.00
	Advertising	37	4.86	0.94	2.75	6.50
	Law	24	5.81	0.78	4.00	7.00
	Tourism	32	5.62	1.33	1.50	7.00
	Information Systems	44	4.95	1.42	1.50	7.00
	Accounting	16	5.83	1.24	3.00	7.00
	Total	208	5.36	1.20	1.50	7.00
F(207.5) = 4.26 p< 0.001						
Interactional values	Administration	55	5.97	0.80	2.25	7.00
	Advertising	37	5.52	0.90	3.25	7.00
	Law	24	5.84	0.52	5.00	6.75
	Tourism	32	6.06	0.92	2.25	7.00
	Information Systems	44	5.35	1.24	2.25	7.00
	Accounting	16	6.34	0.47	5.25	7.00
	Total	208	5.79	0.95	2.25	7.00
F(207.5) = 4.83 p< 0.001						

Source: Field research.

Finally, Students of Administration ($X = 5.59$, $SD = 0.85$) are those most open to change, while the Students of Information Systems ($X = 4.95$, $SD = 0.73$) are those who score

lowest in this factor. These results show that there is a tendency for a given personality factor to be attached to a certain course.

As can be seen in Table 5, except for existence values ($F = 1.79$, $p = 0.12$), there is a tendency for students to present value patterns that vary according to the course. With respect to experimental values (stimulation, excitement, and sexual pleasure), it is noted that law students were those who had the highest average, the difference being significant ($F = 3.01$, $p < 0.05$).

Regarding the values of achievement (success, power, prestige, self-direction, privacy), one notices that students of Administration are those who most emphasize these values ($F = 2.49$, $p < 0.05$). Finally, students of Accounting ($F = 3.41$, $p < 0.01$) are those who give greater weight to suprapersonal values (social justice, knowledge, beauty, maturity), normative values (religious, social order, tradition, obedience) ($F = 4.26$, $p < 0.001$) and interactional values (emotions, social support, sociability, honesty) ($F = 4.83$, $p < 0.001$).

4. FINAL CONSIDERATIONS

Nowadays, after the adoption of the principles of the Ministry of Education in 1997, the HEIs have more opportunity to free themselves from a mass model, where the offer of products follows a very standard pattern, moving to a segmented model, in which the courses they offer are tailored to the demands of market, region, student profile, etc. Associated with the expansion of the offer of seats in higher education due to a greater number of private institutions in the country, this fact is pushing these organizations to seek to offer a customized product to their customers.

In this sense, HEIs are interacting and adapting to constant changes occurring in society, presenting, at each moment, new philosophies and structures of education. According to Silva et al. (2003), once the segmentation is defined, the marketing mix can be planned to differentiate its product from the competition, creating a competitive advantage through effective market positioning. This approach is called *differentiated marketing*.

The differentiated marketing approach divides the supply of the HEI into several segments, for which different strategies are built. That is, in some courses, the HEI focuses on price advantages. In others, it emphasizes campus location and facilities. It may as well make greater promotion efforts, always seeking to reach a certain customer profile. (Nunes et al., 2008). Thus, knowing the different target audiences of their courses, HEIs can develop differentiated strategies of success.

In order to achieve a competitive advantage, the HEI should consider the external and internal environment, identifying the strengths and weaknesses of the organization, the threats and opportunities in its market. In this sense, targeting its products, directing them to the needs of customers, becomes an important strategy in the HEI's marketing activity. This segmentation depends directly on the knowledge of the target audience. Thus, the main objective of this research was to understand the psychographic profile of the students of an HEI in João Pessoa.

In general, the results indicated that students scored low in Need for Cognition and high in human values (where existence value was the number one priority in the sample). In addition, the students had high scores on personality traits related to openness to change.

Comparing the courses, one notices that there is no typical profile by course in the Need for Cognition variable. That is, this factor would not be a good indicator for segmentation of this audience in trying to define the strategies of the marketing mix by course.

With regard to personality, it was found that the traits of conscientiousness, pleasantness and openness to change show significant differences between the averages for each course, showing a profile of characteristics for each one. The same occurs with human values. Except for the values of existence, it was found that there is a different value profile for each course. In other words, these indicators are suitable for analysis of psychographic segmentation of the market for the HEIs

Although this article presents basic research, it is expected that the outcomes and discussions arising from it may bring significant contributions to the application of knowledge relating to consumer behavior in the delivery of service in higher education, as well as for the use of this knowledge in the marketing strategies of the HEIs.

REFERENCES

- BRITO, C. M. A insustentável leveza do Marketing. (The unbearable lightness of Marketing) Faculty of Economics, Universidade of Oporto: FEP, 1998. Available at: <<http://gib.ipam.pt/webdisciplinas/documentos/20061009213401.pdf>> Accessed: 10/02/2006.
- CACIOPPO, J.T.; PETTY, R.E.; KAO, C.F. The efficient assessment of Need for Cognition. **Journal of Personality Assessment**, 48, 306 – 307, 1984

CAPRARA, G. V.; BARBARANELLI, C.; BORGOGNI, L. **BFQ. Cuestionario “Big Five”**. Madrid: TEA, 1995.

DELIZA, R.; ROSENTHAL, A.; COSTA, M. C. Tradução e validação para a língua portuguesa de questionário utilizado em estudos de consumidor. (Translation and validation into the Portuguese language questionnaire used in studies of consumers) *Need for Cognition. Ciência, tecnologia e Alimentação. (Science, Technology and Food)* Campinas, 23(1), 43 – 48, 2003.

GOUVEIA, V. V. **La naturaleza de los valores descriptores del individualismo y del colectivismo: Una comparación intra e intercultural. (The nature of value descriptors of individualism and collectivism)**. PhD Thesis unpublished, Department of Social Psychology, Universidade Complutense de Madri. Madri, Espanha, 1998.

KOTLER, P.; FOX, K. **Marketing estratégico para instituições educacionais (Strategic marketing for educational institutions)**. São Paulo: Atlas, 1994.

LOPES, L. R. **O marketing nas instituições de educação superior privadas da Bahia: um estudo sobre o nível de conhecimento e potencialidade de uso do marketing, e sobre as aspirações e necessidades dos estudantes candidatos. (Marketing in private higher education institutions of Bahia: a study on the level of knowledge and potential use of marketing, and about the aspirations and needs of applying students.** Dissertation (Graduate Program in Business Administration). Federal University of Bahia. Salvador, 2006

NIEFER, I. A. Análise do perfil dos visitantes das ilhas Superagüi e do Mel: Marketing como instrumento para um turismo sustentável. (Analysis of visitors' profile of the islands Superagüi and Honey: Marketing as a tool for sustainable tourism) Curitiba, 2002. Thesis (PhD in Forestry) – Division of Agricultural Sciences, Federal University of Paraná. 2002.

NUNES, G.; LANZER, E.; SERRA, F. A. R.; FERREIRA, M. P. Emergência do marketing nas instituições de ensino superior: um estudo exploratório (Emergence of marketing in higher education institutions: an exploratory study). **Glob advantage**. Polytechnic Institute of Leiria, Workingpaper 17, 1 – 29, 2008. Available at: <<http://ideas.repec.org/p/pil/wpaper/17.html>>. Accessed: 12/05/2008.

SANTOS, L. H. **O Marketing e o Comportamento do Consumidor. Marketing and Consumer Behavior** Rio Grande do sul, Dec. 2004 Available at: <http://www.pensandomarketing.com/home/id110.html>. Accessed: 10. Mar. 2008.

SILVA, D. M.; ESPEJO, M. M. dos S. B.; SANTIN, M.; CANSUSSU, T. J. M. A utilização de ferramentas mercadológicas na Educação: um estudo de caso de cursos seqüenciais na cidade de Londrina-PR. (The use of marketing tools in Education: a case study of sequential courses in the city of Londrina-PR) **Revista de Administração Nobel**, 1, 13 – 26, 2003.

TOLEDO, L. A. et. al. **Marketing e Comportamento do Consumidor. (Marketing and Consumer Behavior)** São Paulo abr. 2003, Available at: <<http://www.portaldomarketing.com.br/Artigos/Marketing%20social%20e%20comportamento%20do%20consumidor.htm>>. Accessed: 15 de fev. 2008

VEIGA NETO, A. R. Um estudo comparativo de formas de segmentação de mercado: uma Comparação entre VALS-2 e segmentação por variáveis demográficas com estudantes universitários. (A comparative study of forms of market segmentation: a comparison between VALS-2 targeting and demographic variables on college students.) *RAC*, 11, n. 1, Jan./Mar. 2007: 139-161

VIEIRA, F. G. D. **Ações empresariais e prioridades de pesquisa em marketing: tendências no Brasil e no mundo segundo a percepção dos acadêmicos brasileiros. (Business actions and priorities of research in marketing: trends in Brazil and the world as perceived by the Brazilian academic)** In: XXIII MEETING OF NATIONAL PROGRAMS GRADUATE MANAGEMENT- ENANPAD. *Annals ... Marketing*. Rio de Janeiro: National Association of Graduate Programs in Administration, 1999. (Full text at CD-ROM Annals of the 23rd ENANPAD).