Consumer Educational Behavior: Their Profile and the Purchase Decision Process

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ABSTRACT

The consumer's behavior study is important for the development of the company's marketing strategies to meet your target audience ensuring customer satisfaction. This study aimed to analyze consumer's behavior of International University Center – Uninter identifying their profile and as it does their purchasing decision process. It was realized a case study with a qualitative-quantitative search and descriptive using non-probabilistic sampling technique by convenience. It was found that the young female profile that has an independent financial life is the main target audience of this university center. In addition, the educational consumer's behavior fits in an economic profile and non-traditional student taking their decision making buying influenced by diverse cultural, personal, social and psychological factors. The results allow us to understand the educational consumer's behavior of this university center assisting marketers in developing better strategies to reach this audience.

PALAVRAS-CHAVE: Consumer's behavior. Educational profile. Decision-making process. Marketing strategies.

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Comportamento do Consumidor Educacional: Seu Perfil e o Processo de Decisão de Compra

RESUMO

O estudo do comportamento do consumidor é importante para elaboração das estratégias de marketing da empresa visando atender seu público-alvo, para garantir a satisfação de seus clientes. Neste artigo, o objetivo é analisar o comportamento do consumidor do Centro Universitário Internacional (Uninter) identificando seu perfil e como acontece seu processo de decisão de compra. Foi realizado um estudo de caso com uma pesquisa qualitativo-quantitativa e descritiva utilizando a técnica de amostragem não probabilística por conveniência. Verificou-se que o perfil feminino jovem que possui uma vida financeira independente é o principal público-alvo desse centro universitário. Além disso, o comportamento do consumidor educacional enquadra-se em um perfil econômico e de estudante não tradicional tendo seu processo decisório de compra influenciado por diversos fatores culturais, pessoais, sociais e psicológicos. Os resultados permitem entender o comportamento do consumidor educacional do centro universitário, o que auxilia os profissionais de marketing na elaboração de melhores estratégias para atingir esse público.

PALAVRAS-CHAVE: Comportamento do consumidor. Perfil educacional. Processo decisório. Estratégias de marketing.

1 INTRODUCTION

Much has been discussed about the importance of the study of consumer's behavior in different market areas, such as the acquisition of food products, clothes, electronic appliances, services or education, therefore the importance of this study makes the marketing professionals use strategies to improve the supply of the product or service, transforming the customer need in satisfaction. According to Kotler and Armstrong (2007), consumer's behavior is influenced by different factors, either cultural, social, personal, or psychological. As a result, these factors influence consumers in the purchase decision making process of a product or service, such as the acquisition of an in-class higher education course in or at distance among the various Higher Education Institutions (HEI), for example, in university centers.

According to the Ministry of Education (MEC, 2015), the university centers are characterized by the offering of courses in several areas and, moreover, for being a reference in teaching offered by their excellent professionals and by the conditions of academic work. The main feature is that the universities have autonomy to create, organize and extinguish courses and programs of higher education, located at their headquarters.

With this expansion of university centers and the teaching globalization, the consumer's behavior of educational services has become a challenge for institutions of Higher Education (EIS), because, according to Paiva (2012, p. 75), it is necessary to seek "a healthy balance between the focus on the student, within the paradigm student-user, so as to make him or her a citizen with social values and able to socially interact."

To achieve this balance, it is necessary to understand the main problems found in university centers, such as the students' dropout, the dissatisfaction about the teaching offered, the lack of involvement of both teachers and students; it stands out, still, the society's prejudice regarding the training of professionals in a distance learning modality course.

These problems faced by university centers may have a correlation with their consumer's behavior, since the society's prejudice in admitting a

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professional with distance learning modality course training, for example, may be related to cultural factors of the community in which this center is inserted or, even, the dissatisfaction of the student with the course and with the very center may be related to the lack of study about the behavior of this customer-consumer.

In addition, distance learning modality course's consumers appreciate for the quality of this educational service, since many factors influence in distance education, such as technology, the logistics of production and distribution of educational materials, training of the multidisciplinary team, tutors, technicians, among other professionals (Carvalho, 2013).

In the present study, the proposal is to analyze the consumer's behavior from the International University Center - Uninter, mainly, identify their profile and assess their purchase decision making process through various factors that influence this decision-making. It should be emphasized that this study is unpublished in this university center.

The article begins with a brief discussion about consumer's behavior, then, becomes, then, next, it will detail the types of consumer profiles involving the purchase decision making process and, finally, it deals with the concepts on educational consumer. Next, the methodological procedures, the analysis and interpretation of the results and the final contributions of the study are presented.

2. BIBLIOGRAPHIC REVIEW

At this section, the theoretical approaches that guide this study are presented. Initially, it was performed an approach on consumer's behavior, then immediately, it was described the types of consumer profile, involving the purchase decision making process and its key factors of influence on consumer's behavior and, finally, it was approached the educational consumer, which served as the basis for the research.

2.1 THE CONSUMER'S BEHAVIOR

The marketing professionals together with the companies' managers have a more focused view on the study of the consumer's behavior seeking to understand what is the reason and the manner in which these consumers make their purchases of products and/or services. Churchill and Peter (2007, p. 146) highlight that "to create value for consumers and profits for their organizations, marketers need to understand why consumers buy certain products and not others".

This way, understanding the consumer's behavior is an essential function of marketing, because the result of this understanding leads to fulfill the goals reaching, effectively, the market of goods and services appropriate, satisfying the needs and desires of consumers, and, moreover, contribute to the success of the company (Samara & Morsch, 2005).

Any and all consumer's information help in decision making concerning the company's optimization, identification of strengths and weaknesses, the definition of markets and the identification of potential consumers. Las Casas (2006, p. 132) points out that "only through the understanding of this process it will be possible to make products and services that meet exactly to the consumers' needs and desires."

Churchill and Peter (2007, p. 146) conceptualize consumer's behavior as "the consumers' thoughts, feelings and actions and the influences on them that determine changes". In other words, these factors that influence consumers to make a purchase are very variable and quite complex, because there is a pattern of reaction of each consumer before a particular product or service which he or she is acquiring and the influences that lead them to buy can be personal, psychological, social and cultural, they and may also vary according to the medium in place where this consumer lives.

To Limeira (2008), the consumer's behavior is nothing more than a synchrony of different reactions or even answers of stimuli caused by the individuals themselves because these stimuli are derived from personal, environmental, situational and marketing factors.

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Samara and Morsch (2005) highlight that the consumer should be seen and studied as an *iceberg*: The consumer is on the market, with which he or she has a connection and everyone can see him or her as the tip of an *iceberg*; but the real and more profound intentions of this consumer are hidden, i.e., the largest part of the *iceberg* is submerged and that is where the factors that lead to their purchase decision-making process are and they justify their behavior.

The comparison of a consumer's behavior to an *iceberg* reveals that the marketing professionals must be prepared to study the influences submerged, because that is the part that are involved the main factors of influence of a product purchase. It is in this part that the beliefs, the real values, the psychological and the deepest feelings that drive the purchase are concentrated.

2.2 PROFILES OF CONSUMER'S BEHAVIOR AND THEIR PURCHASE DECISION-MAKING PROCESS

To understand the consumer's profile, it is necessary to understand how the purchase decision making process of the consumer and their steps happen, and, then, the consumers' profiles. Menezes (2010) emphasizes that the purchase decision making is a very important moment for the consumer and it is through it that the marketing professionals will be able to understand how these consumers act, think and what influences their behavior.

For the study of the consumer's behavior, the purchase decision making refers to the comparison between brands, price, availability and how to conquer the consumer to purchase that product to meet their needs.

Dias (2003, p. 79) highlights that in the consumer market there are five stages to the process of buying decision "recognition of need, search for information, evaluation of alternatives, choose (purchase) and post-purchase analysis". The characteristics of each phase of this process are presented in Table 1.

Steps in the purchase decision making process	Characteristics
Recognition of need	This may be related to the recognition of an internal feeling (hunger) or an external sense (invitation to a marriage).
Search for information	The process of searching for information can occur in five main sources: - internal (information stored in the memory of the consumer); - groups (consult friends or family); - marketing (consult advertisements, sales people, products labels); - public (including articles in the media concerning the product or service that the consumer demands); - experimentation (try the product).
Evaluation of alternatives	Consumers try to identify the purchase that will bring greater perceived value.
Choice (purchase)	It involves the following questions: what to buy, where, when and how to pay.
Post-purchase analysis	It is taken into account if the consumer was satisfied or not with the experience of purchasing the product or service.

Table 1: Analysis of purchase decision making process

Source: adapted from Churchill and Peter (2007 pp. 146-151)

The steps in the purchase decision making process are essential for the choice of a product or service. Recognizing the need to buy a product, automatically the consumer seeks information about the product, evaluates the best alternative of purchase (price, quality, availability of the product), choose the product that attracts their attention and then, after trying the product, analyze whether their initial need was satisfied.

Furthermore, what influences the decision-making process is related too social, cultural, psychological and personal factor of consumer's behavior. Schiffman and Kanuk (2012) present four different models of consumers through decision-making visions. These models are intended to provide an overview or even understand why and how consumers behave, describing their profiles.

The analysis of the consumers' profile also involves the evaluation of income, age, gender, marital status, educational level, city of residence, reason which made the consumer acquire the educational service. It is with this information that the profile of consumers can be identified from the four types of profiles listed by Schiffman and Kanuk: economical (makes their

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purchases in a rational way, analyzing cost, time, advantages and disadvantages); passive (usually buys on impulse, without realizing if it is necessary or not that purchase); cognitive (makes their purchases in the traditional way, respecting their beliefs); and emotional (usually involves their feelings at the time of purchase).

Another profile classification is related to the own educational consumer. Alfinito and Torres (2008, mentioned by Oliveira, 2010) highlight three types of educational consumers that can be identified in higher education: traditional students, non-traditional students and first-generation students. For better understanding, in Table 2, it is presented these three types of educational consumer and their main characteristics.

Types of educational consumers	Characteristics
Traditional students	They just study and do not work, are between 18 and 24 years old and have just come out of high school.
Non-traditional students	They have family, work and have completed secondary school many years ago. Generally, they are 25 years or more.
First-generation students	They are the first of the family to join in a higher education course, because their parents have an academic background than their own children. Thus, they behave as if they are solving a generation family problem.

Table 2: Types of educational consumers in higher education

Source: adapted from Alfinito and Torres (2008, mentioned by Oliveira, 2010, p. 57)

In Table 2, it is presented how it is identifiable each type of educational consumer by age and by their personal and social characteristics involving family and work. These characteristics are essential for the formulation of marketing strategies in order to achieve the target of an institution of Higher Education.

2.3 THE EDUCATIONAL CONSUMER

The educational consumer is a differentiated consumer, because, at the same time that they consume a service, they consume the products included in this service, such as didactic materials, library, infrastructure. Paiva (2012) explains that in the educational environment there is a dual

consumer's behavior: one of them is when the student has their wills and desires fulfilled without damage to their learning in a course consuming a basic service of education; and another behavior happens when the student benefits from the library, the head office, the infrastructure of the institution, consuming an additional service of education.

In this sense, the area of education has significant importance in the life of the consumer, who, currently, opts for a variety of reasons for a higher education course and is more demanding in terms of quality and the final outcome of the course due to competition in the labor market.

This same consumer can be segmented in different ways according to each objective of the educational institution. Some educational institutions have the focus in that consumer who just want to add something more to their training, then this institution has a focus on provision of courses of specialization in specific areas. While others can segment their audience that is forming in the basic education (high school), offering the undergraduate courses and proportionally to these consumers the first opportunity to attend a course driven to the desired professional training (Paiva, 2012).

With this focus, the Institutions of Higher Education (IHE) can define their target-audience cording to the students' profiles, as Alfinito and Torres (2008, mentioned by Oliveira, 2010) highlight in Table 2, and, in addition, they can focus on the type of educational service that they wish to provide to the society.

3 METHODOLOGICAL PROCEDURES

First it was performed a literature research with exploratory feature in order to better understand the proposed theme. According to Fachin (2002), the bibliographic research comprises all kinds of work - magazines, books, newspapers, internet, among others.

This study is classified as a qualitative-quantitative research. The qualitative approach involves a survey of literature with the main authors that address this subject; the quantitative approach aims to analyze in details the data and transform them into meaningful information for the

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survey with a questionnaire of open and closed questions, using the tools of statistical analysis.

Michel (2009, p. 39) classifies this type of research as "quali-quant" which "allows to raise attitudes, points of view, preferences that people have about certain subjects, facts of a defined group of people", in the latter case, group of students enrolled in the University Center Uninter.

From the point of view of their goals, it is a descriptive research comprising the collection of data through standardized questionnaires. Gil (1989) highlights that this type of research involves the raising of the identification of the surveyed person's profile, such as age, educational level, sex. The author also highlights that the descriptive research is related to the exploratory research when applied in educational services, because it includes a social and practice concern.

The method of technical procedure has been through a case study. Fonseca (2002, mentioned by Gerhardt and Silveira, 2009) characterizes the case study as a well-defined situation such as an entity, a school or a social unit in which it seeks to understand deeply how and why this situation happens, its characteristics and importance.

For the accomplishment of the research, it was necessary to define a sampling method and define the research universe. According to Matias-Pereira (2012, p. 92), the "population is the totality of individuals who possess the same characteristics defined for a particular study".

In this case, the University Center Uninter counts with more than 150 thousand students attended among the 443 branches of in-class support spread throughout Brazil. The population of this case study is 433 students, who are enrolled in undergraduate and graduate courses in distance teaching mode in the University Center Uninter - Palmeira das Missões/RS branch.

This way, the sampling method is not probabilistic by convenience, i.e., the selection of the sample is based on students enrolled specifically only in the University Center Uninter - Palmeira das Missões/RS branch based on the ease of contact with these students, reaching an audience of 60 respondents. According to Silva (2005, p. 14), this type of sampling "consists of selected units of the population objective for some criterion of

convenience, very often related to accessibility of the units'; in addition, this type of sample tends to be cheaper and faster.

For this study, it was built a questionnaire as a data collection instrument with sequences of closed questions and open question in order to identify the educational consumer's profile in the company that the questionnaire was applied and also to analyze the consumer's behavior in their purchase decision-making process.

The questionnaire included 23 questions, among them 16 closed of multiple choice; two with closed questions, in which it was possible to mark more than one alternative; two issues involving the Likert Scale - one had nine statements regarding to degrees 1 (strongly disagree) - 5 (totally agree) and another with 13 statements regarding the degrees 1 (very dissatisfied) - 5 (very happy); and three open-ended questions. The questionnaire was elaborated based on Oliveira (2010) and underwent some adaptations for the research.

The preparation and implementation of the questionnaire was through Google.Docs and sent the URL address for all students enrolled in the University Center Uninter - Palmeira das Missões/RS branch through *e-mail* of the branch and, after two weeks, it was also sent via *chat* through a social network. This entire process was developed in the period from August 17th to September 22nd 2015, when students were in in-class tests in the Branch, being mentioned for them the importance of answering the questionnaire and the fulfilment of the term, as described in the e-mail and the messages in the *chat*.

After collection, the data were tabulated with the use of specific *softwares* for such analysis. Lakatos and Marconi (2010, p. 150) define that the tabulation, "is the provision of data in tables, enabling greater ease in checking the inter-relationships between them".

In this case, the tabulation was mechanical using the *software* LibreOffice with open source and free of charge. The study of the data was performed by means of descriptive analysis with application of questionnaires involving statistical methods and an exploratory analysis of the open questions in a qualitative way.

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Lakatos and Marconi (2010) emphasize that the analysis and interpretation of data occur differently, while the first seeks the explanation between cause and effect, the second refers to intellectual activity and seeks meaningful responses linked to another knowledge.

The analysis occurred through the tabulation and presentation of the data with the development of tables and graphics and, soon after, the interpretation of these data generating significant information for the research.

4 PRESENTATION AND RESULTS ANALYSIS

First, it is carried out the characterization of the consumer from the University Center Uninter - Palmeira das Missões/RS branch and the definition of their profile, and, after that, it is set up their purchase decision making process with the key factors that influence the consumer's behavior.

4.1 CHARACTERISTICS OF THE EDUCATIONAL CONSUMER PROFILE

Next, it is analyzed the educational consumer's profile through the personal, psychological, social and cultural characteristics, presenting the results in percentages of the characteristics that most have been highlighted in the student's respondents, as shown in Table 1.

Table 1: Characterization of the consumer from the University Center Uninter

PROFILE CHARACTERISTICS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Sex: Female	46	77%
Age range: young-adult (up to 35 years of age)	37	62%
Marital status: married	27	45%
Educational level before joining in the center: complete secondary education	45	75%
Municipality of residence: Palmeira das Missões/RS	49	82%
Family size: small (only one child)	21	66%
Contribution to the family income: they work and are responsible for the family support	33	55%
Monthly income: up to three minimum wages (classes C and D)	36	61%
Course of respondent students: Teaching degree in Geography, History, Languages, Mathematics and	35	58%

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Pedagogy		
Internet access: at home and at work	56	93%
	38	66%
Time spent browsing on the Internet per day: a maximum of five hours	27	45%

Source: Elaborated by the authors

From the analysis of all these characteristics, it is possible that the consumer of the University Center International - Uninter - Palmeira das Missions/RS branch results in a female young target-audience, with an age range of up to 35 years, married and with family. Their last graduation was high school before joining the Uninter and 82% live in Palmeira das Missões, at the same city as the branch.

In addition, more than half of this public works and is responsible for the family support, with a monthly income that revolves around two or three minimum wages, which fits them classes C and D of the society.

This audience with social classes rates is justified by the different opportunities of easy access to the study deployed by the government, enabling the access of this needy population in higher education. With this factor, Ryon Braga (2009, mentioned by Oliveira, 2010) highlights that universities that have lower tuition rates have a profit growth rate way better than the universities with higher tuition fees.

Still there is the fact that the students from undergraduation teaching degree courses are more participatory when it involves the contribution for the development of a research, which justifies the 50% of student respondents and, also, it is possible to list, the fact of having 160 students enrolled in these courses, representing 37% of the total of students enrolled in the Branch.

Access to the Internet is not an obstacle for this public who want to come up in their professional career, because more than 90% of the students interviewed have internet access at home and over half in their working environment. As for browsing the internet, they stay around from one to five hours connected to the web daily, as, in fact, they perform distance course where learning happens virtually.

When analyzing the kind of vision in decision-making of the students, according to the authors, Schiffman and Kanuk (2012), it was asked the respondents in which profile they best fit when they were

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involved in the process of purchasing decision, i.e., when they were shopping, as it is shown in Figure 1.
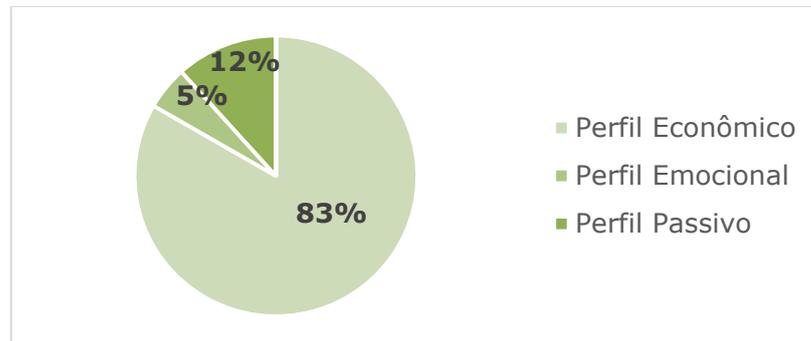
Figure 1: Profile of students according to their decision making purchase process

Source: elaborated by the authors

Perfil econômico: Economic profile

Perfil Emocional: Emotional profile

Perfil passive: passive profile

Schiffman and Kanuk (2012) present four types of profiles through the visions of the decision-making of the consumer: economic profile, emotional profile, passive profile and cognitive profile. According to the results, 83% of respondents fit into the Economic Profile; 12%, the passive profile; and 5%, emotional profile.

The Cognitive Profile had no respondents, which means that in the process of buying decision to the current days, students do not achieve a mental process involving the tradition or belief as an influential way in the purchase of a product or service.

In Figure 2, it is presented the educational profile of students from the University Center Uninter– Palmeira das Missões/RS branch, according to Alfinito and Torres (2008, mentioned by Oliveira, 2010).
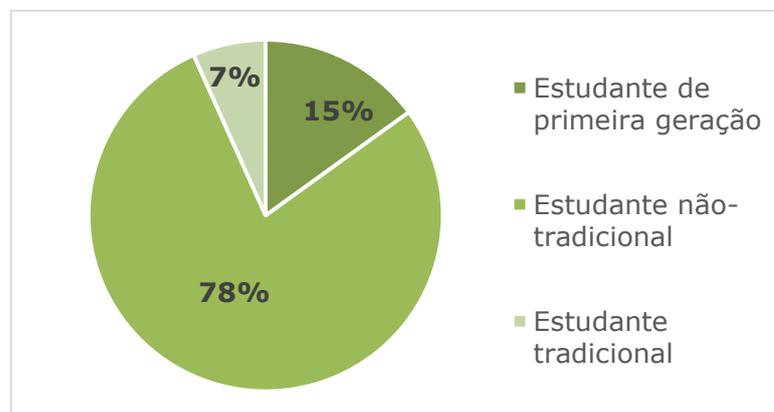
> Estudante de primeira geração: first-generation student
>
> Estudante não tradicional: non-traditional student
>
> Estudante tradicional: traditional student

Figure 2: Educational Profile of the students
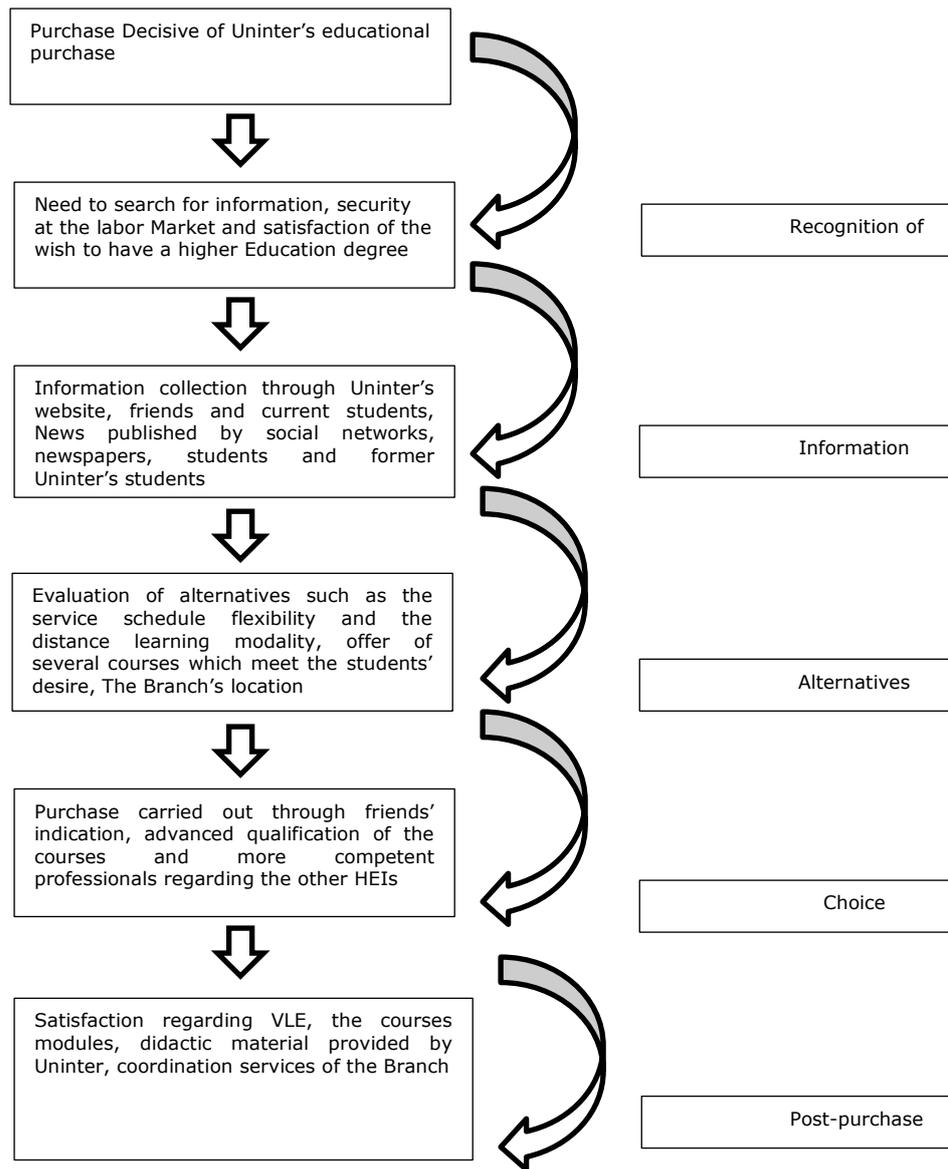
Source: elaborated by the authors

In this case, 78% of respondents fit in the profile of non-traditional student, who have family, work and are still studying; 15% are first-generation students, i.e., they are the first of the family in search of their undergraduation; and 7% are traditional students, those who have just come out of high school and they only study.

Thus, the consumer's profile from the University Center Uninter - Palmeira das Missões/RS branch, is non-traditional and economic student, fact which justifies the previous data on the characterization of the profiles of students (age range, income, type of family, gender).

4.2 PURCHASE DECISION-MAKING PROCESS OF EDUCATIONAL CONSUMER

The cultural, social, psychological and personal factors are associated with the process of choice of the Higher Education Institution and the course itself in which the student is studying. Through questions elaborated to assess all stages of the purchase decision-making process of these students, there is the result shown in Figure 3.

In this process, all alternatives and possibilities are evaluated that have influence in decision-making of this consumer, consequently defining their decision-making as an educational consumer. This process is analyzed according to the phases of the purchase decision making process described by Churchill and Peter (2007).

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Figure 3: The purchase decision-making process of educational consumer from Uninter

Source: elaborated by the authors

It is perceived that the recognition of taking a course in Uninter is bound to seeking for new information, new knowledge, in addition, the search for a job and the possibility of ensuring stability and family support, i.e., to guarantee the safety and, furthermore, the satisfaction of accomplishing a higher education course fulfilling this personal desire.

The search for information occurs in many different ways, but the main ones are the website from the University Center Uninter, friends of current students from the center, news disseminated by social networks or newspaper, or even information obtained through students or the center's

former students. When the consumer analyzes all the information and then opts for the University Center Uninter- Palmeira das Missões Branch, the main alternatives that were part of their decision-making process were the flexibility of the service hours of the branch and the distance learning modality courses the center offers, the various options of courses that the center offers and its location.

The definite purchase of a course from the University Center Uninter has a weight even greater when it is indicated through friends who have already taken any course at this center, and they attest to the advanced qualification of the courses and also of professionals, more competent comparing to the other Institutions of Higher Education.

The post-purchase analysis offers a *feedback* from the final consumer, revealing if he or she really was satisfied with the product or service. In this case, the educational consumer from Uninter is satisfied with the services regarding the Virtual Learning Environment, the course modules, the course material provided by Uninter and the attendance on the part of the Branch's coordination.

Uninter's consumer is attentive to various factors that influence their purchase decision, since the search for personal satisfaction in attending the course they really want, as well as the best way to accomplish this course seeking for the distance learning modality course. Nascimento, Jimenez and Campomar (2014, p. 35) point out that "it is necessary to map what is valued by the customer and highlight the relevant attributes to define a strategy that takes into account their needs, their expectations and their desires."

Therefore, understanding the purchase decision-making process of educational consumer makes the marketing professionals and the managers of the IHES to understand the profile of this consumer. Oliveira (2010) highlights that, in addition to happening this understanding, it is necessary for the institution to adapt to this consumer's needs.

5 FINAL CONSIDERATIONS

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The present study aimed to analyze the consumer's behavior from the University Center International - Uninter, located in the municipality of Palmeira das Missões/RS, identifying their profile and how their decision-making process occur when it comes to purchasing an educational service The results show that Uninter's main audience are young women, married and with family, which seek the family support through their own work.

The research contributes fundamentally to the field of studies of consumer's behavior of educational services that the various Institutions of Higher Education offer to the public. The identification of the educational consumer profile makes marketing professionals develop better strategies in order to achieve this public. In the case of Uninter, it is suggested as one of those strategies, to disseminate these services in schools that offer the Secondary School in the teaching degree modality, so these students can take interest in the teaching degree undergraduation courses, as these are the courses that more have students enrolled.

Along with the identification of this profile, authors like Schiffman and Kanuk (2012) and Alfinito and Torres (2008, mentioned by Oliveira, 2010) elaborated theories linked to profiles of consumers seeking to analyze which position the consumer has when he or she takes a decision for a product and the educational profile related to some characteristics which these consumers exhibit

Uninter's consumers - Palmeira das Missões/RS branch make their decisions with an economic vision before the products or services offered in the market. They seek to analyze all the details of a purchase, what is justified by their own educational profile, which is the non-traditional student, who studies, works and supports their family, getting involved at all stages of the purchase decision making process. The female audience of Uninter are those women who completed high school a few years ago, have family, work and struggle to join in the Higher Education of their dreams.

The profile of this student is the one who usually evaluates the flexibility in service schedule and the distance course mode itself, because, as he or she works, the distance learning modality course facilitates the progress of their teaching. Therefore, it is proposed to divulgate the courses from Uninter - Palmeira das Missões branch in the companies throughout

the city and other municipalities, through *folders*, offering giveaways, such as pens and stickers of courses and the institution, and propose the invitation to go over a tour at the Branch to know its structure and participate in an experimental class of the desired course, through a schedule for weekends or at night. Thus, it is possible to provide greater flexibility in schedule possibilities to the student and he or she could have profound knowledge and information about the course and institution before enrolling.

In addition to Uninter having this audience, it is realized that in the decision-making process several factors of influence are analyzed by educational consumers since the recognition of the need to seek a professional course to the satisfaction of having acquired such course.

It is suggested that the marketers develop the dissemination of their teaching services for this audience, reaching the main factors that lead these consumers to make a purchase, such as the provision of teaching degree undergraduation courses, which are the most sought by the profile of this audience, with discounts on tuition.

The search for information is usually made through University Center website or with students or former students from Uninter. To intensify this quest, it is possible to provide a different method of payment for current students, such as the payment of enrollment for the next module with discount, since they suggest prospective students to accomplish the vestibular exams from Uninter and at the time of enrollment this vestibular student may emphasize who his or her source of information was.

In addition, it is suggested to create webpage for the Branch in a social network for better *online* divulgation of the courses, the vestibular periods, the hours of operation of the Branch and general notices and announcements of the Branch. Drubscky (2015) asserts that there is a greater viralization of content through the social network, which reaches high levels of content transmission.

To retain this audience, it is proposed that the Branch perform, along with the Group Uninter and with the city hall, a meeting in person of all students enrolled in all courses. This will give students a sense of

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belonging to the University Center and for fulfillment for choosing this center.

Therefore, understanding the consumer's profile from the University Center Uninter is a complex task for marketers, because every consumer thinks and acts differently, but with the implementation of a research it is possible to set their profile and begin studying strategies to reach this audience and instigate them to know the courses from Uninter and the university center itself to make them educational consumers of Uninter - Palmeira das Missões/RS branch.

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