

**ANALYSIS OF THE FACTORS THAT EFFECT PARENTS'
SATISFACTION IN CHOOSINGMUSIC SCHOOL
FOR THEIR CHILDREN**



**A THEMATIC PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF MANAGEMENT
COLLEGE OF MANAGEMENT
MAHIDOL UNIVERSITY
2018**

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Thematic paper
entitled
**ANALYSIS OF THE FACTORS THAT EFFECT PARENTS’
SATISFACTION IN CHOOSINGMUSIC SCHOOL
FOR THEIR CHILDREN**

was submitted to the College of Management, Mahidol University
for the degree of Master of Management

on
April 22, 2018



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ACKNOWLEDGEMENTS

This thematic paper becomes a reality with the kind support and help of many individuals. I would like to extend my sincere thanks to all of them.

Foremost, I would like to express the deepest appreciation to my advisor Asst. Prof. Chanin Yoopetch, Ph.D. for continually and convincingly conveyed a spirit of adventure in regard to my research and excitement in regard to teaching. Without his guidance and persistent help this thematic paper would not have been possible.

I would like to thank mu committee members, Prof. Barbara Igel, Ph.D., Asst. Prof. Winai Wongsurawat, Ph.D., and Duangporn Arbhasil, Ph.D. for their insightful comments and encouragement. Furthermore, for the unexpected question which to widen my research from various perspectives.

I am also so thankful to my fellow for the stimulating discussion, the sleepless nights we were working together before deadlines, and for all the fun we have had in the last two years. It will never achieve this thematic paper successfully and happily without your support.

Finally, I would like to thank my family who encouraged me and prayed for me throughout the time of my research. My parents support me spiritually and financially throughout writing this thematic paper and my life in general. This accomplishment would not have been possible without them. Thank you.

Tanchanid Srisompetch

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ANALYSIS OF THE FACTORS THAT EFFECT PARENTS' SATISFACTION IN CHOOSING MUSIC SCHOOL FOR THEIR CHILDREN

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ABSTRACT

This Thematic paper aims to find the factors that effect parents' satisfaction in choosing music school for their children. The scope of this thematic paper is collect the information from survey by selecting 207 parents who send their children to study music in music school including big and small music school by online questionnaire. The research finding showed that the important factors for marketing mix (7Ps) that effect parents' satisfaction are Product, Physical evidence and People. The majority of people sending their kids to learn music are age between 36-45 years old, work as a self-employed and have salary income per month more than 50,000 baht. Mainly, The children are age between 8-10 years old and 54.4% of them are female. For the future research I would recommend to analyze the factors that effect students' satisfaction in all ages and analyse the factors that effect students and their parents' satisfaction in other province.

KEY WORDS: Music School/ Learning Music/ Parent Satisfaction

38 pages

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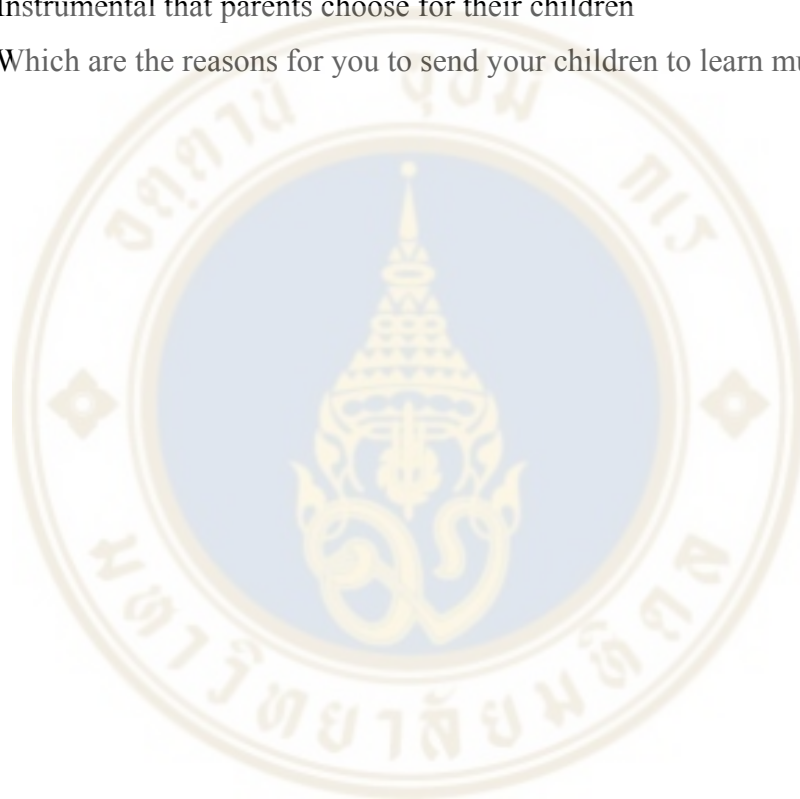
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CHAPTER I

INTRODUCTION

Nowadays, many people have acknowledged the benefit of playing music. Numerous researches show the beneficial results of playing music especially for children. Several studies specifically demonstrate that playing musical instrument on a regular basis can help person decreasing stress, as researchers at Stanford University said that music has a unique character that link to our emotions and effective in stress management tool. The study also indicates that listening to music seems to be able to change brain functioning to the same extent as medication and since music is so widely available and inexpensive, it is an easy stress reduction option.

Furthermore, music could help patient in recovery process. A study from Austria's General Hospital of Salzburg found that, in the case of patients recovering from surgery, the rate of healing process had increased when music was incorporated into the standard rehabilitation process. Furthermore, the study shows that the patients feel less pain compared to normal rehabilitation. This is because music connects with the automatic nervous system included brain function, blood pressure, heartbeat and also limbic system which control feelings and emotional. Moreover, music can enhance your social life and self-confident. In case of musician, playing music can draw the relationship from others easily and when they play in-group, a sense of fellowship is shared amongst musicians, who can collectively produce so much more than an individual can. The people who can attain to a certain level of music will have the confidence in their achievement, which will further lead to confidence.

According from above, there are many parents that desire the children to learn music. Thus, according to the demand from the parent wanting their children to participate in musical activities, the competition in music school industry is relatively high. In the present time, there are numerous music schools in Thailand including several big brands with many franchises such as KPN Music Academy, Yamaha Music School,

Kawaii Music School, Superstar Music Academy and other famous music academies in which generate large sum of profits by having many branches for its operation.

1.1 Problem Statement

Generally, everyone acknowledges the benefit of studying music which increase the demand in the market, therefore, the competition in music school industry is comparatively high including several big brands with many franchises such as KPN Music Academy, Yamaha Music School, Kawaii Music School, Superstar Music Academy and other famous music academies in which generate large sum of profits by having many branches for its operation. However, in each school have different style of operation and management that might affect parents for choosing school for their children.

1.2 Research Question

The purpose of this research is to identify the reasons that parents use to choose music school for their kids. The target groups of children will be at the age of 12 years old and less who live in Bangkok and have the experience of learning in music school.

1.3 Research Objectives

1. Study personal information that might affect their decision-making.
2. Identifying the important factors in marketing mix, which affect parent's satisfaction in choosing music school for their children.
3. Study music school market to help this industry develop their quality of teaching and management in the future.

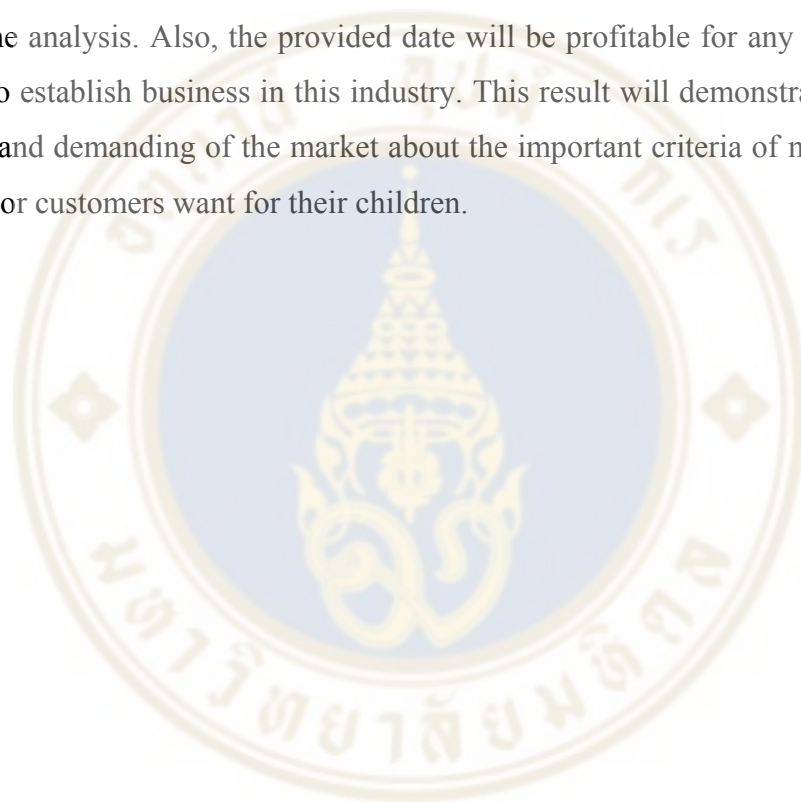
1.4 Research Scope

The scope of this study is to collect the information from survey by selecting 207 parents who send their children to study music in music school including big and

small music school by using purposive sampling for Yamaha Music School and KPN Music Academy which located in Bangkok and 20 surveys of quota sampling for each branch and use convenience sampling for randomly - select small music schools for 107 respondents.

1.5 Expected Benefit

The result can be beneficial for current music school in relation to development using the analysis. Also, the provided data will be profitable for any newcomers who desire to establish business in this industry. This result will demonstrate the operation system and demanding of the market about the important criteria of music school that parents or customers want for their children.



CHAPTER II

LITERATURE REVIEW

The purpose of this research is to identify the reasons that parents use to choose music school for their kids. The target groups of children will be at the age of 12 years old and less who live in Bangkok and have the experience of learning in music school. This paper is based on the literature review as follows:

1. Music school industry
2. Services Marketing Mix (Independent variable)
3. Customer satisfaction (dependent variable)

2.1 Music School Industry

As mentioned in chapter one that, Nowadays, people acknowledge the benefit of music that people who playing music can help brain development, recovery patient process or help people in social life development. Therefore, the benefit of playing music either playing instrumental or singing not only for physical development but also can make a huge profit to people who work in this industry. People think that to be a musician or work in this career has lots of profit and well appreciates. From that fact music industry is growing bigger and bigger especially in music school industry. The big music school in Thailand, which has many branches such as, Yamaha Music School which has 150 branches and follow by KPN Music Academy that have 90 branches in every part of Thailand. Therefore, these make the value of music school market increase every year by expanding franchises and the new investor coming to open their own small music school. The market of music school is increasing every year about 16-18%.

2.2 Independent Variable (Marketing Mix 7Ps)

The marketing mix concept is one of the essential concepts of marketing theory. Nevertheless, the popular version of this concept generated by McCarthy (1964), namely, 4Ps (product, price, promotion and place) has increasingly been criticized regarding the result the theory is insufficient for effectively applying in service marketing area. While many modifications to the 4Ps framework have been proposed, for example Kotler, (1986); Mindak and Fine, (1981); Nickels and Jolson, (1976); Water schoot and Bulte (1992) the most resolute development was from Booms and Bitner in (1981). They claimed that marketing mix for services should be extended to other areas of marketing in which increased into 7Ps. This idea showed that the 7Ps framework can be applied to consumer goods, marketing situations and demonstrates the clear advantages that it has over the 4Ps framework by add up Process, Physical Evidence and Presentation to marketing mix. These new marketing variables are crucially important for the success of any service company.

Generally, an organization can enter into an industry where the traditional Ps cannot be efficiently applied and people are considered as a key factor for creating a favorable awareness in the customer's minds, which may create the differences between the services between competitors. Marr (1987) argued that the customer service should be viewed as a fifth element added with the 4Ps of the marketing mix to become 5Ps. He also argued that customer service is one of the key elements to achieve a company's marketing success and can play a crucial part of a non-price competitive strategy. Beaven and Scotti (1990) also indicated that the traditional 4Ps of the marketing mix model are considered very narrow and simple. With the services marketing context, services marketers must not consider only in the area of production and manufacturing but also reaching the idea of service marketing as well. In the same way, Gronroos (1991) supported that the marketing concept is mostly related to the exchange concept and leads to the use of the marketing mix. From above reason, another approach has been introduced which is concerned with the development of long-term customer relationships with the company's customers and other parties such as its suppliers and distributors. Gummesson (1991) supported the new approach and criticized the traditional marketing mix model and incorporated additional variables into the 4Ps theory to create the efficiency in services marketing context. He additionally suggested the concept of part-time marketers and

their important roles in creating a market-oriented company. He elaborated, by the meaning of Part-time marketers, that all people who are considered non-marketers who interact and influence customer relations, customer satisfaction, customer perceived quality, and company's revenues.

The concept of marketing mix model has been constantly developed through the period of time. In Collier (1991), the 4Ps traditional model has been expanded to 7Ps services management. These 7Ps can be used to formulate a marketing strategy by which a service company can get a competitive advantage. Each one of the 7Ps can be viewed as an opportunity to gain benefits and can be used to define business strategy. Additionally, Smith and Saker (1992) indicated that the marketing mix elements are considered an essential element of any marketing strategy. They also added that the old 4Ps model should be extended by including additional 3Ps. These supplementary 3Ps are considered very important and can affect the perceived quality of service. In Gronroos (1994; 1996), the article emphasized that even the appliance of 4Ps marketing mix for the new business context is declining; however, this does not mean that the marketing mix elements are less important than before.

Furthermore there was another material criticism regarding traditional 4Ps marketing mix theory in which indicated the inadequacy of the theory in applying the scope of service business. The old 4Ps method tended to focus more on the seller side considering such factor as 'active factor' while the less attention is given to the buyer side in which remarked as 'passive factor'. In Rafiq and Ahmed (1995), an exploratory survey has been conducted in which the survey showed the comparison between the UK and European market to generate insights about the 7Ps as a generic framework for services marketing. The most important results were (a) insufficiency of the traditional 4Ps of the marketing mix model for services marketing. (b) The study had indicated that the market has strongly agreed and accepted the 7Ps in appliance for services marketing regarding its effectiveness. (c) Although there was overall support for the 7Ps theory for its efficiency, there were still disagreements in additional 3Ps for its individual effectiveness. In regard of the utilization, "People" was strongly accepted, "Process" was adequately accepted, and "Physical Evidence" was the least accepted among the other six variables. (d) The study also showed strengths and weaknesses of both 4Ps and 7Ps marketing mix models. The most important strength in the 7Ps model was its

comprehensiveness and mentioning the people element, meanwhile, this comprehensiveness was seen as a source of weakness because it adds some complexity to the model. However, Rafiq and Ahmed (1995) stated that it was expected that there would be a great degree of dissatisfaction with the 4Ps framework, meanwhile it was not expected that the Booms and Bitner's framework would be accepted as a general framework for marketing as this study showed. Meanwhile, there has not been any practical research that has been conducted in this area to certify this model or not.

Essentially, The theory of traditional marketing mix has been constantly developed over time, Harvey et al. (1996) had expanded the traditional marketing mix elements by adding another 5Ps that are publics, performance, politics, probability and planning. Some Scandinavian scholars who joined this debate have proposed more recent perspectives on the traditional marketing mix theory.

In Hakansson and Waluszewski (2005), the 4Ps theory has been reinterpreted by focusing on more customer-oriented approach (product), interaction with customers (promotion), value creation (place) and satisfaction (product and price). More recently, Zineldin and Philipson (2007) have found that the traditional marketing mix theory is an essential requirement for building and sustaining relationships with customers.

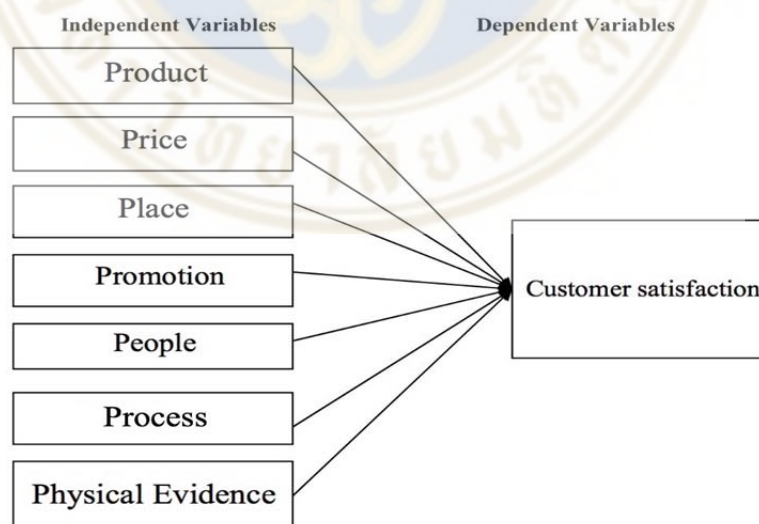


Figure 2.1 Independent variable and dependent variable

This Figure illustrates both Dependent and Independent variables. For Independent variables, it consists of 7 elements as follow:

2.2.1 Product

This product is an object or service that organization produces on a large scale in a specific volume of units offered from the manufacturer to customers. Product can be defined as a bundle of satisfaction and dissatisfactions offered by company to the customers at a point of time. It is operationally defined as high quality and branding of services e.g., Aaker, (1996); Doyle, (1999); Tilley, (1999); Harris and de Chernatony, (2001) introducing new services e.g., Edgett and Parkinson, (1994); Kelly and Storey, (2000); Storey and Kelly, (2001)

In this paper, Product is curriculum or courses that would be in compliance with the standard of Ministry of Education in Thailand or Global standard.

2.2.2 Price

Price of the product or service that the customers pay. It is fixed after considering various factors such as market share, competition, material costs, product identity and the customer's perceived value of the product. The Price may be affected by the demand or supply of the similar market. Zeithaml et al., (1985); Zeithaml, (1988); Berry and Yadav, (1996); Yulkur and Herbig, (1997) ; Carson et al., (1998).

In this case, Price is the tuition fee in each subject that parents pay for the music school.

2.2.3 Place

This element represents the location where the product or service is available for the customer. Place is not exactly a geographically physical store where it is available, Place is nothing but how the product takes place or create image in the mind of customers. Therefore, Place includes both physical store as well as virtual stores on the internet depending on the perception of customers. The products or services should reach to the customer that channel is called distribution channel of placement. Friars et al., (1985); Howcroft, (1993); Daniel and Storey, (1997); Easingwood and Storey, (1996); (1997); Thornton and White, (2001)

In this analysis Place will stand for location of the music school, room, facility and environment.

2.2.4 Promotion

Promotion is importance for any merchandise nowadays. In order to compete with the other competitors, the company should conduct a promotion for the business strategy to enable the competitive advantage. These may include advertising, sales promotions, special offers and public relations. Bitner, (1992); Peattie et al., (1997); Amis et al., (1999); Ennew, Banerjee, and Li, (2000).

In this analysis, Promotion will stand for school news, school activities, school advertisement and included promotion of tuition fee.

2.2.5 People

Having the right people in the right job is essential because they are as much important part of your business as the products/services you are offering. Drucker, (1968); Zeithaml et al., (1985); Narver and Slater, (1990); Deshpande` et al., (1993); Slater and Narver, (1994); Changand Chen, (1998) ; Doyle, (1999).

In this analysis, People will stand for teacher, administrator and staffs who work in music school

2.2.6 Process

Process in service market is defined as the extent to which a service organization has set a customer oriented and systematic procedure for a successful service delivery process. This is the method of how the service is delivered in which once again, a part of what the consumer is paying for. (Booms and Bitner, 1981, p.48). It is operationally defined based on Cowell, (1984); Shostack, (1984); Zeithaml et al., (1988); Danaher and Mattsson, (1994); Kasper et al., (1999); Verma, (2000).

In this analysis, Process will stand for process of the services in music school in both pre and post application stage.

2.2.7 The physical evidence

The physical evidence within the service marketing mix refers to an environment in which a service comes about from an interaction between an employee and a customer which is combined with a tangible commodity and also creating a

customer-friendly atmosphere in their working environment. Booms and Bitner, (1981); Bitner, (1990, 1992) Kasper et al., (1999).

In this analysis will stand for school environment and the atmosphere in music school.

2.3 Dependent Variable (Customer Satisfaction)

Many researchers have looked into the importance of customer satisfaction. Kotler (2000) defined satisfaction as: “a person’s feelings of pleasure or disappointment resulting from comparing a product’s perceived performance (or outcome) in relation to his or her expectations”. Hoyer and MacInnis (2001) said that satisfaction can be associated with feelings of acceptance, happiness, excitement, and delight. There are many factors that affect customer satisfaction. In order to achieve customer satisfaction, organizations must be able to satisfy their customers’ needs and wants (La Barbera and Mazursky, 1983). Customers’ needs state the felt deprivation of a customer (Kotler, 2000). Whereas customers’ wants, according to Kotler (2000) refer to “the form taken by human needs as they are shaped by culture and individual personality”.

Effect of Customer Satisfaction on Profitability Customer satisfaction does have a positive effect on an organization’s profitability. According to Hoyer and Mac Innis (2001), satisfied customers form the foundation of any successful business as customer satisfaction leads to repeat purchase, brand loyalty, and positive word of mouth. Satisfied customers are most likely to share their experiences with other people at least one or two people. Equally well, dissatisfied customers are more likely to tell another ten people of their unfortunate experience. Furthermore, it is important to realize that many customers will not complain and this will differ from one industry sector to another.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

At the present time, there are numerous music schools in Thailand including several big brands with many franchises such as KPN Music Academy, Yamaha Music School, Kawaii Music School, Superstar Music Academy and other famous music academies with different styles of teaching and course outlines. Therefore, the features in selecting the schools for the children by the parents will be various based on the diverse preferences. This paper will perceive the factors that parents choosing music school for their children (under 12 years old) by conducting quantitative analysis, selecting 200 parents who send their children to study music in music schools including both big and small music schools. The result of such analysis can be effectively applied for the purpose of improving the quality of teaching, lesson and management in music school business.

3.2 Data collection methodology

3.2.1 Purposive sampling

Selecting famous music schools that have various franchises. For example, Yamaha Music School and KPN Music Academy in different branches that located in Bangkok.

- Yamaha Music School Siam Paragon branch
- KPN Music Academy Siam Paragon branch
- Yamaha Music School The Mall Thapra branch
- KPN Music Academy Central Pinklao branch
- Yamaha Music School Central Bangna branch
- KPN Music Academy Ratchapruek branch

3.2.2 Quota Sampling

Conducting total of 120 surveys, 20 surveys for each brand.

- Yamaha Music School Siam Paragon branch 20 surveys
- KPN Music Academy Siam Paragon branch 20 surveys
- Yamaha Music School The Mall Thapra branch 20 surveys
- KPN Music Academy Central Pinklao branch 20 surveys

3.2.3 Convenience Sampling

Randomly select small music schools located in Bangkok, which have only 1 or 2 branches in order to conduct the survey for 80 respondents such as Pitchasilpha Music Academy, Aum-Aree Music School, Nightingale Music School etc.

3.3 Instrument

1. Open-ended questions by asking about their general information including gender, age, career, type of music, and music instruments they choose for children.
2. Questionnaire by using the rating scale to evaluate the responses and using interval scale to indicate their satisfaction as follows:

Strongly Agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

The questionnaire will be presented about factors in marketing mix that affect the parent for choosing music school for their children which will be separated into 7 parts as follows:

- Questionnaires about curriculum or courses
- Questionnaires about pricing of tuition fee in each subject that parents pay for the music school.
- Questionnaires about quality of the studying place. In this aspect, the questions will be in regard of location of the school, rooms, facilities and surrounding.

- Questionnaires about school news, school activities, school advertisement and promotions.
- Questionnaires about employees of the school such as, teacher, administrators and other staffs.
- Questionnaires about process of music school management.
- Questionnaires about environment and atmosphere in music school (Physical evidence)
- Questionnaires about customer satisfaction in music school

3.4 Data Analysis

The collected data from Google Form will be analyzed by Statistical Package for Social Sciences (SPSS) program. To answer the research question what essential factors influence parent's satisfaction in choosing music school for their children, the analysis methods used in this study include cross tabulation, factor analysis, one way ANOVA, and regression analysis. The analysis will provide basic descriptive statistics; such as numerical scales, the average and standard deviation; for grouping data and pie chart. The expected result is to identify the factor that affects parents' decision-making.

CHAPTER IV

RESEARCH FINDING

The fourth chapter provides the results of the analysis and findings of essential factors that affect parent's decision-making to choose music school for their children.

In this research gather 200 respondents including parents that send children to study a big music school such as Yamaha Music School and KPN Music Academy and parents who send their children to a small music school which a few branches.

This chapter consists of the summarize of these following parts: general information of the respondent (demographic result) and questionnaire about factors in marketing mix that affect the parent for choosing music school for their children (Main finding).

4.1 Demographic result

4.1.1 Age

Table 4.1 Illustrates the ranges of ages of the parents that send the children to the music school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25 years old	9	4.3	4.3	100.0
	25-35 years old	70	33.8	33.8	33.8
	36-45 years old	78	37.7	37.7	71.5
	46-55 years old	45	21.7	21.7	93.2
	More than 56 years old	5	2.4	2.4	95.7
	Total	207	100.0	100.0	

According to the data from Table 4.1, it can be indicated that the majority of the parents that send their children to music school are between 36 – 45 years old, which distributes 37.7 per cent of all the collected recipients. Following with the parents with age 25-35 years old that constitutes 33.8 per cent of the total collected sampling. The lowest percentage contributed in this survey is parents who are more than 56 years old with 2.4 per cent of the whole survey.

4.1.2 Career

Table 4.2 Illustrates the careers of the parents that send the children to the music school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dancing teacher	1	.5	.5	.5
	Music teacher	1	.5	.5	1.0
	Lawyer	1	.5	.5	1.4
	dentist	1	.5	.5	1.9
	Agriculturist)	1	.5	.5	2.4
	Student	1	.5	.5	2.9
	Self employed	82	39.6	39.6	42.5
	Private sector officer	65	31.4	31.4	73.9
	housewife	27	13.0	13.0	87.0
	Doctor	1	.5	.5	87.4
	Government officer/ State enterprise officer	25	12.1	12.1	99.5
	Instructor	1	.5	.5	100.0
	Total	207	100.0	100.0	

According to the data from Table 4.2, illustrated that most of the parents work as a self-employed, which distributes 39.6 per cent of all the respondents and following with parents who work in private sector officer, which distributes 31.4 per cent. The lowest percentage is combined with many careers such as, Doctor, Dentist, Lawyer and Agriculturist.

4.1.3 Approximate income per month

Table 4.3 Illustrates the approximate monthly income of the parents that send the children to the music school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Equal or less than 30,000 baht	40	19.3	19.3	100.0
	40,000-50,000 baht	55	26.6	26.6	26.6
	More than 50,000 baht	112	54.1	54.1	80.7
	Total	207	100.0	100.0	

The Data from table 4.3 illustrate that most of the parents that send their children to music school have monthly income more than 50,000 baht which allocate 54.1 per cent and following by parents who have monthly income between 40,000-50,000 baht.

4.1.4 Gender of your children

Table 4.4 Illustrates the gender of children who learning music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	94	45.4	45.4	45.4
	Female	113	54.6	54.6	100.0
	Total	207	100.0	100.0	

According to the data from Table 4.4, it can be indicated that the bigger number of children who learning music is female which is 54.6 per cent.

4.1.5 Age of your children

Table 4.5 Illustrates the ranges of ages of the parents that send the children to the music school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 4 years old	26	12.6	12.6	100.0
	5-7 years old	61	29.5	29.5	56.5
	8-10 years old	64	30.9	30.9	87.4
	10-12 years old	56	27.1	27.1	27.1
	Total	207	100.0	100.0	

According to the data from Table 4.5, it can be indicated that the majority of children who learning music are between 8-10 years old, which distributes 30.9 percent of all the collected recipients. Following with the children with age 5-7 years old that constitutes 29.5 per cent of the total collected sampling. The lowest percentage contributed in this survey is children who are less than 4 years old with 12.6 percent of the whole survey.

4.1.6 Major in music that parents choose for their children

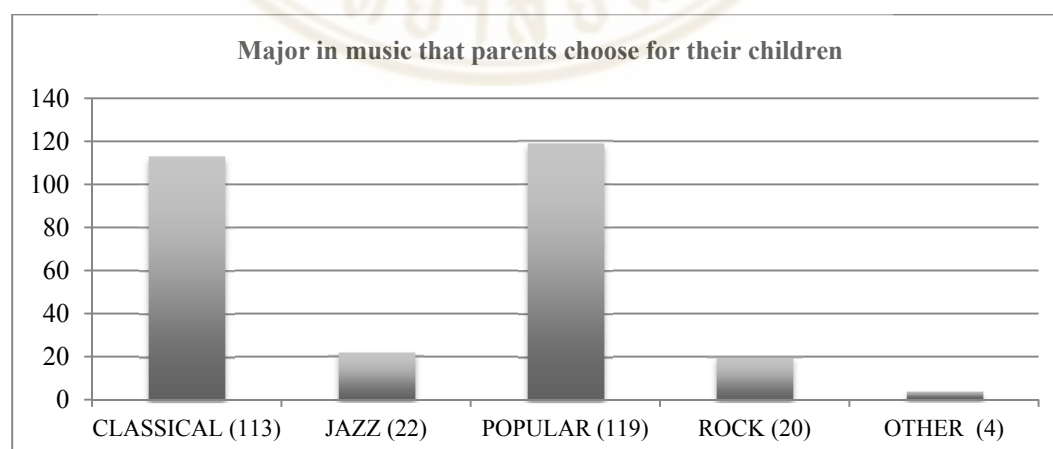


Figure 4.1 Major in music that parents choose for their children

Note: Please note that parents can choose more than 1 major for their children.

According to figure 4.1, it shows the interest in each type of music that parent choose for their children. Popular type is considered the most famous among the choices of the courses provided with 119 chosen by the parents. Closely, Classical is the second most-pick from the parents with 113 picks. Jazz and Rock categories are both less significant with 22 and 20 selected by the parents respectively. Please note that parents can choose more than 1 major for their children. From 207 respondent there are 150 people choose only 1 category, 45 people choose 2 categories, 10 people choose 3 categories and 3 people choose 4 categories.

4.1.7 Instrumental that parents choose for their children

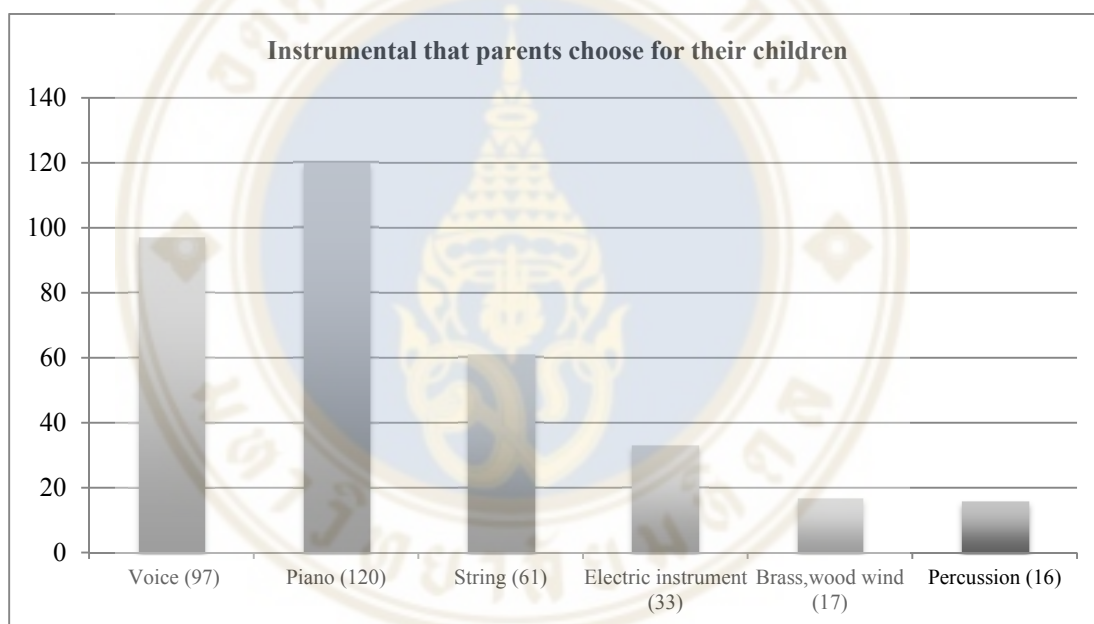


Figure 4.2 Instrumental that parents choose for their children

Note: Please note that parents can choose more than 1 instrument for their children.

According to figure 4.2, it shows the interest in each type of instrument that parent choose for their children. Piano is the most popular instrument that parent choosing for their children with 120 chosen. Following, with Voice is the second famous among the instrument provided with 97 picks. Percussion is the less chosen from he parent, which are only 16 picks. From 207 respondent there are 106 people choose 1 type of instrument, 73 people choose 2 type of instrument, 23 people choose 3 type of instrument,

3 people choose 4 type of instrument, 1 people choose 5 type of instrument and 1 people choose 6 type of instrument for their children.

4.1.8 Duration of parent sending children to learn music

Table 4.6 Illustrates duration of parent sending their children to learn music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	76	36.7	36.7	83.6
	2-5 years	97	46.9	46.9	46.9
	More than 5 years	34	16.4	16.4	100.0
	Total	207	100.0	100.0	

According to the data from Table 4.6, it illustrated duration of parent sending children to learn music, which the less chosen duration is more than 5 years distributes 16.4 per cent and the most picks duration is 2-5 years which distributes 46.9 percent of the survey.

4.1.9 Which are the reasons for you to send your children to learn music

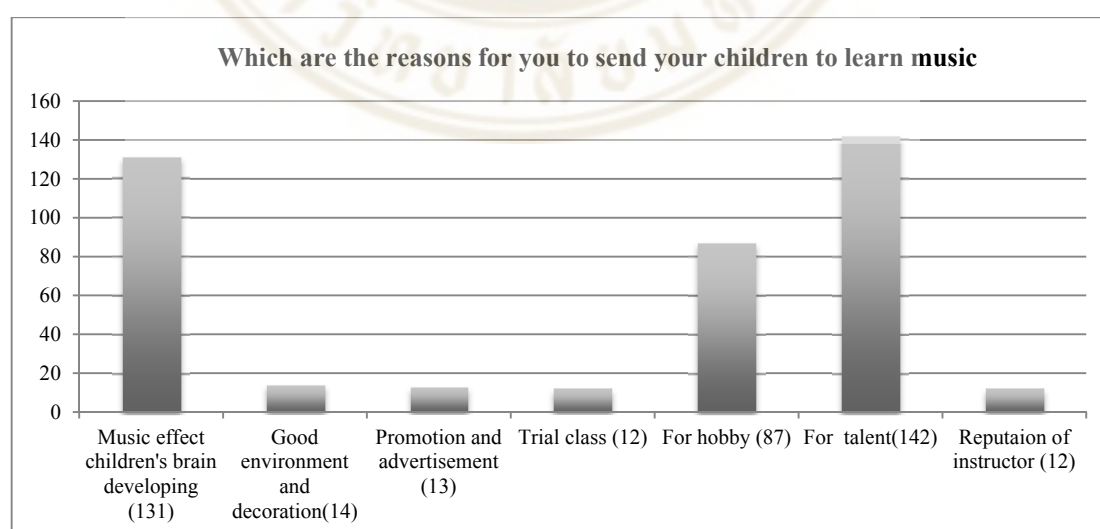


Figure 4.3 Which are the reasons for you to send your children to learn music

Note: Please note that parents can choose more than 1 reason.

According to, figure 4.3 it illustrated the reason of the parent for sending their kids to music school. The most significant reason is they want their kids to have a talent, which are 142 parents' chosen, and following with the reason that music effect their children brain developing that distribute 131 selected. The reputation of instructor, Advertisement and Trial class are the less significant reason with 12 and 13 selected by the parents respectively. From 207 respondent there are 85 people choose 1 reason, 64 people choose 2 reasons, 46 people choose 3 reasons, 5 people choose 4 reasons, 3 people choose 5 reasons, 3 people choose 6 reasons and 1 people choose 7 reasons.

4.2 Main Finding

The respondents are asked to indicate a degree of agreement and disagreement with each statement, which converted from each engagement driver, using a 5-point interval scale ranging from strongly agree (5) to strongly disagree (1)

The table below shows the average, standard deviation, minimum and maximum of the independent variable marketing mix (7Ps), which are Product, Price, Place, people, Promotion, Process and physical evidence to describe what is the significant factor that effect to the parent decision-making to choose the music school for their children.

4.2.1 Descriptive statistic

Table 4.7 Shows the analysis of each factor in independent variable (Marketing mix 7Ps)

	N!	Minimum	Maximum	Mean	Std. Deviation
1. The curriculum match with the demand of the student	207	1.0	5.0	4.256	.7865
2. The curriculum is in the international standard	207	1.0	5.0	4.295	.7914
3. The level of courses is well structured	207	1.0	5.0	4.077	.8088

Table 4.7 Shows the analysis of each factor in independent variable (Marketing mix 7Ps) (cont.)

	N!	Minimum	Maximum	Mean	Std. Deviation
4. Reputation of the brand	207	1.0	5.0	4.005	.7852
5. Certify by ministry of education	207	1.0	5.0	3.783	1.0363
Mean product	0				
6. Not expensive if compare to other school	207	2.0	5.0	4.039	.7230
7. Provide promotion for students that continue studying or selecting more than one course	207	1.0	5.0	3.720	.9847
8. On-going promotion	207	1.0	5.0	3.744	.9436
9. Price is affordable compared to the knowledge and skilled obtained	207	2.0	5.0	4.280	.7751
Mean price	0				
10. The hygiene of the school and facilities suitable for studying	207	2.0	5.0	4.435	.6642
11. Adequacy of facilities and equipment in class	207	2.0	5.0	4.357	.7225
12. Appropriate location of the school	207	2.0	5.0	4.232	.7660
13. Suitable location of the school i.e. in urban area	207	2.0	5.0	3.918	.9594
Mean_place	0				
14. Good image of instructor	207	1.0	5.0	4.478	.7025
15. Reputation of teachers	207	1.0	5.0	4.246	.8714
16. punctuality of the teachers	207	2.0	5.0	4.681	.5951
17. Knowledge transfer skill of the teachers	207	1.0	5.0	4.633	.6236
18. Behavior and courtesy of administration and staff	207	1.0	5.0	4.560	.6646

Table 4.7 Shows the analysis of each factor in independent variable (Marketing mix 7Ps) (cont.)

	N!	Minimum	Maximum	Mean	Std. Deviation
19. The experienced and skillful of the instructors	207	1.0	5.0	4.575	.6332
20. Enthusiasm provided by the teachers	207	2.0	5.0	4.536	.6949
Mean people	0				
21. Advertisement for courses, promotion and news of the school	207	1.0	5.0	3.604	.7553
22. School provide and support music competition	207	1.0	5.0	3.961	.8694
23. Setting up regular school activities	207	1.0	5.0	4.135	.7575
24. Launching campaign and promotion expand the customer base	207	1.0	5.0	3.715	.9507
Mean promotion	0				
25. Fast application service	207	2.0	5.0	4.232	.7203
26. Fast student grouping	207	2.0	5.0	4.063	.7510
27. Constant evaluation and feedback for student	207	1.0	5.0	4.256	.7288
28. Problem solving ability	207	2.0	5.0	4.188	.7685
29. The availability of the musical instruments after the student applied for the school	207	1.0	5.0	4.261	.7630
Mean process	0				
30. School provide facilities for student and thier parents	207	1.0	5.0	4.334	.7488
31. Provide activities for student to create a good environment in music school	207	2.0	5.0	4.242	.7238

Table 4.7 Shows the analysis of each factor in independent variable (Marketing mix 7Ps) (cont.)

	N!	Minimum	Maximum	Mean	Std. Deviation
32. School provide practice room for student	207	1.0	5.0	4.126	.8723
Mean physically dance	0				
33. I am satisfied with the school service	207	1.0	5.0	4.295	.6863
34. I am satisfied with children development after studied in this music school	207	2.0	5.0	4.232	.7067
35. Pleasure received from the support of the school	207	2.0	5.0	4.203	.7223
Mean satisfaction	0				
Mean Product	207	1.00	5.00	4.0957	.62312
Mean Price	207	2.00	5.00	3.9529	.66136
Mean Place	207	2.00	5.00	4.2331	.62635
Mean People	207	1.29	5.00	4.5355	.53627
Mean Promotion	207	1.00	5.00	3.8792	.64652
Mean Process	207	2.00	5.00	4.2116	.57171
Mean Physical	207	1.67	5.00	4.2399	.59291
Mean Satisfaction	207	1.67	5.00	4.2448	.59592
Valid N (list wise)	0				

According to the table K, it provided the analysis of each factor in independent variable (marketing mix7Ps). Showing that most of the respondents give precedence to People, in this case is stand for teacher, administrator and staffs who work in music school which, distribute the mean at 4.5355 and the lowest mean is 3.8792 which stand for Promotion of the music school. Therefore, the mean of customer satisfaction is 4.2448, which mean that most of the customers are happy with the overall service of the music school.

In the following Table (Table L, M and N) use the Linear Regression analysis to evaluate the relationship between the independent variables, which are 7 factors from the marketing mix (7Ps) and dependent variable, which is the customer satisfaction.

The result of regression analysis is shown in table below. At the model summary, R square = 0.429 (42.9%) and under ANOVA table, the model is useable with $F = 21.392$ and $Sig = 0.000$ which below than 0.050, showing that the regression model overall is significant. Thus, the result can be used to identify the factors that influent parent's decision-making.

4.2.2 Model Summary

Table 4.8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.655 ^a	.429	.409	.45800

a. Predictors: (Constant), Mean Physical, Mean Promotion, Mean People, Mean Product, Mean Price, Mean Process, Mean Place

4.2.3 ANOVAa

Table 4.9 ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.411	7	4.487	21.392	.000 ^b
	Residual	41.743	199	.210		
	Total	73.154	206			

a. Dependent Variable: Mean Satisfaction

b. Predictors: (Constant), Mean Physical, Mean Promotion, Mean People, Mean Product, Mean Price, Mean Process, Mean Place

4.2.4 Coefficientsa

Table 4.10 Coefficientsa

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.694	.324		2.141	.033
	Mean Product	.280	.071	.293	3.947	.000
	Mean Price	.073	.064	.081	1.133	.259
	Mean Place	.080	.080	.084	.998	.320
	Mean People	.183	.075	.165	2.434	.016
	Mean Promotion	-.040	.062	-.044	-.652	.515
	Mean Process	.054	.086	.052	.629	.530
	Mean Physical	.207	.077	.206	2.678	.008

a. Dependent Variable: Mean Satisfaction

$$\text{Satisfaction} = \beta_1 * \text{Product} + \beta_2 * \text{Price} + \beta_3 * \text{Place} + \beta_4 * \text{People} + \beta_5 * \text{Promotion} + \beta_6 * \text{Process} + \beta_7 * \text{Physical Evidence}$$

From the data provided in table 4.10 shows the correlation of independent variables and dependent variables. The above table shows the estimated coefficients from regression analysis. If the significance of coefficient was below 0.050, the factors can be used to identify the factors that influence parent's satisfaction. The result shows that Product, Physical evidence and People are the significant factor that effect customer satisfaction. Promotion is not the important factor that related to customer satisfaction.

CHAPTER V

CONCLUSION

5.1 Conclusions

The purpose of this research is to gather the information that can be adapted to music school industry in order to develop their quality of teaching and management in the future. By identifying the important factors in marketing mix, which affect parent's satisfaction in choosing music school for their children, and also study demographic and personal information that might affect their decision-making, the paper can generate the valuable information for the music schools to use in their business strategies for develop their school in accordance with the demand of the market.

From the research, it indicates that in each school contains different style of operation and management that might affect parents for choosing school for their children. From the quantitative analysis, selecting 207 parents who send their children to study music in music schools including both big and small music schools, the demographic result shows that majority of people sending their kids to learn music are between 36-45 years old, work as a self-employed and have salary income per month more than 50,000 baht. Mainly, the children are at the age between 8-10 years old and 54.4% of them are female. From the surveys can see that type of music that parent like choose for their children are popular music and classical music. The popular instrument that they choose for their children is piano. Moreover, the period that parent has sent their kids to attend music school is between 2-5 years by the reason that they want their children to have talent.

From descriptive statistic shows that parents thought the important factors to decide what school their children should join are People, Place and Physical Evidence from the theory of Marketing Mix (7P). People, in this case are music teacher, administration and staff, is the most chosen which can be indicated that if any music schools have good teachers who contain full and effective knowledge, experiences and good behaviour will be one of the aspects that can attract parent to select that school for their youngsters.

Place and Physical Evidence are the second and third necessities for the schools to gain the attentions from the parents. On the other hands, Promotion, as for the discount and extra give-aways, is surprisingly not important for parents' decision-making

From the result of independent variable marketing mix (7p) and dependent variable (customer satisfaction) in junction with Linear Regression Coefficients Test has demonstrated the similar result in relation to the statistic above which is Product, Physical evidence and People are the important correlation that can be considered as significant factors that effect customer satisfaction. On the contrary, Promotion, similar to the result above, is not the important factor that related to customer satisfaction.

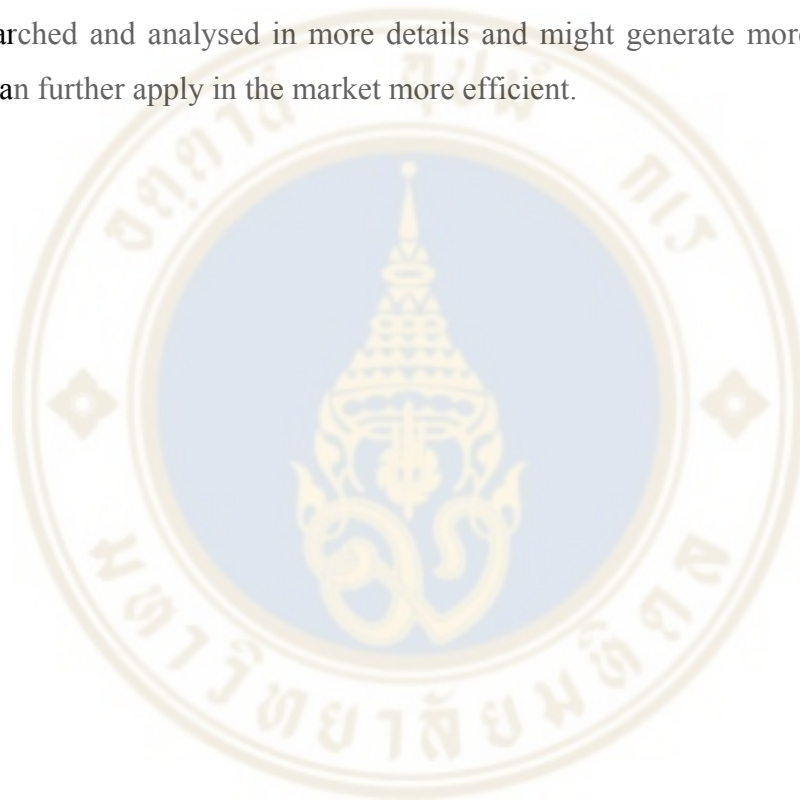
5.2 Recommendations

According to research finding, the three most important factors to customer satisfaction is Product, Physical and People. They can be indicated as courses, facilities provided and teachers. Courses are important because parents will heavily consider in quality of curriculum that can effectively provide knowledge to the children. Thus, music school are recommended to use the curriculum with the international standard to satisfy such requirement. Physical evidence is imperative because parents need proper facility not only for their children but also for themselves. This can be directed that music school should provide appropriate and adequate facilities such as practice room, parking lot or a space that parent can sit while they are waiting for their kids to serve such needs in order to appeal the existing and future customers. Lastly, the most important factor is People in which can be narrowed down as teachers/instructors. Parents strongly believe that teacher with experiences and skills will provide better knowledge and experiences for the students. From that, recruiting experienced instructors with quality background will provide an advantage for the school to create the attention for the parents. From the information above, these three factors that can be considered the most important elements for existing and forthcoming music school to consider in the business strategy because it could increase customer satisfaction and increase the demand of parents wanting to send their kids to learn music in their schools.

5.3 Limitations and Suggestions for Future Research

In this research, the surveys have focused only 207 parents, who have children with age 12 years old or lower and live in Bangkok. There fore, the result might not widely effective and applicable to every case recommended because the limitation of age of the children and geographical location.

For the future research I would strongly recommend to analyze the factors that effect students' satisfaction in wider range of ages and analyse the factors that effect students and their parents' satisfaction in other provinces to gain broader data that can be researched and analysed in more details and might generate more accurate result which can further apply in the market more efficient.



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Appendix A: Questionnaire

Instrument

1. Open-ended questions by asking about their general information including gender, age, career, type of music, and music instruments they choose for children.

1.1 อายุ (Age)

1.2 อาชีพ (Career)

1.3 รายได้โดยเฉลี่ยต่อเดือนของท่าน (Approximate income per month)

1.4 เพศของบุตรหลาน (Gender of your children)

1.5 อายุของบุตรหลาน (Age of your children)

1.6 สาขาวิชาดนตรีสากลที่ท่านเลือกให้แก่บุตรหลานของท่าน (Major in music that parent choose for their children)

1.7 กลุ่มเครื่องดนตรีสากลที่ท่านเลือกให้แก่บุตรหลานของท่าน (Instrumental that parent choose for their children)

1.8 ระยะเวลาที่ท่านได้ส่งบุตรหลานเข้าเรียนดนตรี (Duration of sending children to learn music)

1.9 ข้อใดเป็นเหตุผลที่ทำให้ท่านตัดสินใจส่งบุตรหลานเรียนดนตรีสากล (Which are the reasons for you to send your children to learn music)

2. Questionnaire by using the rating scale to evaluate the responses and using interval scale to indicate their satisfaction as follows:

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

The questionnaire will be presented about factors in marketing mix that affect the parent for choosing music school for their children which will be separated into 7 parts as follows:

2.1 Questionnaires about curriculum or courses

2.1.1 หลักสูตรตรงตามความต้องการของผู้เรียน (The curriculum match with the demand of the student)

2.1.2 หลักสูตรเป็นตามมาตรฐานที่ได้รับการยอมรับจากสากล (The curriculum is in the international standard)

2.1.3 หลักสูตรชัดเจนสามารถแบ่งระดับการเรียนรู้ได้ (The level of courses is well structured)

2.1.4 ชื่อเสียงของโรงเรียน/สถาบัน (reputation of the brand)

2.1.5 การรับรองหลักสูตรจากกระทรวงศึกษาธิการ (certify by ministry of education)

2.2 Questionnaires about pricing of tuition fee in each subject that parents pay for the music school.

2.2.1 ไม่สูงมากเมื่อเปรียบเทียบกับสถาบันอื่นๆ (Not expensive if compare to other school)

2.2.2 มีส่วนลดเมื่อมีการเรียนต่อเนื่องและเรียนมากกว่าหนึ่งวิชา (Provide promotion for students that continue studying or selecting more than one course)

2.2.3 มีการจัดส่วนลดอย่างต่อเนื่อง (Ongoing promotion)

2.2.4 ราคาเรียนเหมาะสมกับความรู้ที่ผู้เรียนได้รับ (Price is affordable compared to the knowledge and skilled obtained)

2.3 Questionnaires about quality of the studying place. In this aspect, the questions will be in regard of location of the school, rooms, facilities and surrounding.

2.3.1 ความสะอาดและความเหมาะสมกับการเรียนการสอน (the hygiene of the school and facilities suitable for studying)

2.3.2 อุปกรณ์การเรียนการสอนภายในห้องเรียนเหมาะสม (adequacy of facilities and equipment in class)

2.3.3 สถาบันตั้งอยู่ในที่ที่เหมาะสม (Appropriate location of the school)

2.3.4 สถาบันตั้งอยู่ไม่ไกลจากชุมชน (suitable location of the school i.e. in urban area)

2.4 Questionnaires about school news, school activities, school advertisement and promotions.

2.4.1 ป้ายโฆษณา และป้ายโปสเตอร์ประชาสัมพันธ์ ข่าวสารหลักสูตรต่างๆ ของสถาบัน (advertisement for courses, promotion and news of the school)

2.4.2 การสนับสนุนกิจกรรมการแข่งขันทางด้านดนตรี (School provides and support music competition)

2.4.3 การมีกิจกรรมดนตรีต่างๆ ของสถาบันสอนดนตรีอย่างสม่ำเสมอ (Setting up regular school activities)

2.4.4 การจัดแคมเปญสนับสนุนส่วนลดและขยายฐานลูกค้า (Launching campaign and promotion expand the customer base)

2.5 Questionnaires about employees of the school such as, teacher, administrators and other staffs.

2.5.1 บุคลิกภาพที่ดีและการแต่งกายของครูผู้สอน (Good image of instructor)

2.5.2 ความมีชื่อเสียงของอาจารย์ผู้สอนในโรงเรียน (Reputation of teachers)

2.5.3 ความตรงต่อเวลาของอาจารย์ผู้สอน (punctuality of the teachers)

2.5.4 ประสิทธิภาพและความรู้ของครูที่สามารถถ่ายทอดความรู้ได้เป็นอย่างดี (Knowledge transfer skill of the teachers)

2.5.5 กิริยามารยาทอหิยาศัยการแต่งกาย และบุคลิกภาพของเจ้าหน้าที่ (Behavior and courtesy of administration and staff)

2.5.6 ปฏิบัติงานด้วยความชำนาญมีความรู้ความสามารถและถูกต้อง (the experienced and skillful of the instructors)

2.5.7 มีความกระตือรือร้น และเอาใจใส่ในการบริการ (enthusiasm provided by the teachers)

2.6 Questionnaires about process of music school management.

2.6.1 การรับสมัครนักเรียนมีขั้นตอนตอนสะดวกรวดเร็ว (Fast application service)

2.6.2 ความรวดเร็วการจัดกลุ่มนักเรียนในการเรียนดนตรี (Fast student grouping)

2.6.3 การประเมินของครูต่อนักเรียนของสถาบันสอนดนตรี มีอย่างสม่ำเสมอ (constant evaluation and feedback for student)

2.6.4 โรงเรียนแก้ปัญหาต่างๆอย่างรวดเร็ว (Problem solving ability)

2.6.5 โรงเรียนมีอุปกรณ์การเรียนทันทีหลังจากนักเรียนสมัครเข้าเรียน (the availability of the musical instruments after the student applied for the school)

2.7 Questionnaires about environment and atmosphere in music school (Physical evidence)

2.7.1 มีการอำนวยความสะดวกสบายให้แก่ผู้ปกครองและนักเรียน (School provide facilities for student and their parents)

2.7.2 โรงเรียนมีการจัดกิจกรรมต่างๆ เพื่อสร้างบรรยากาศที่ดีในโรงเรียน (Provide activities for student to create a good environment in music school)

2.7.3 โรงเรียนมีห้องซ้อมให้นักเรียน (school provide practice room for student)

2.8 Questionnaires about customer satisfaction in music school

2.8.1 ฉันรู้สึกพอใจกับการให้บริการของโรงเรียน (I am satisfied with the school service)

2.8.2 ฉันพอใจกับพัฒนาการของบุตรหลานหลังจากได้เรียนดนตรี (I am satisfied with children development after studied in this music school)

2.8.3 ฉันรู้สึกดีใจที่ได้รับการสนับสนุนที่ดีจากโรงเรียน (pleasure received from the support of the school)

