

**FACTORS INFLUENCING THE SELECTION OF
AN INTERNATIONAL CURRICULUM SCHOOL AT THE
KINDERGARTEN LEVEL FOR GENERATION Y IN BANGKOK**



TITAYAPA ATTHAPULSAP

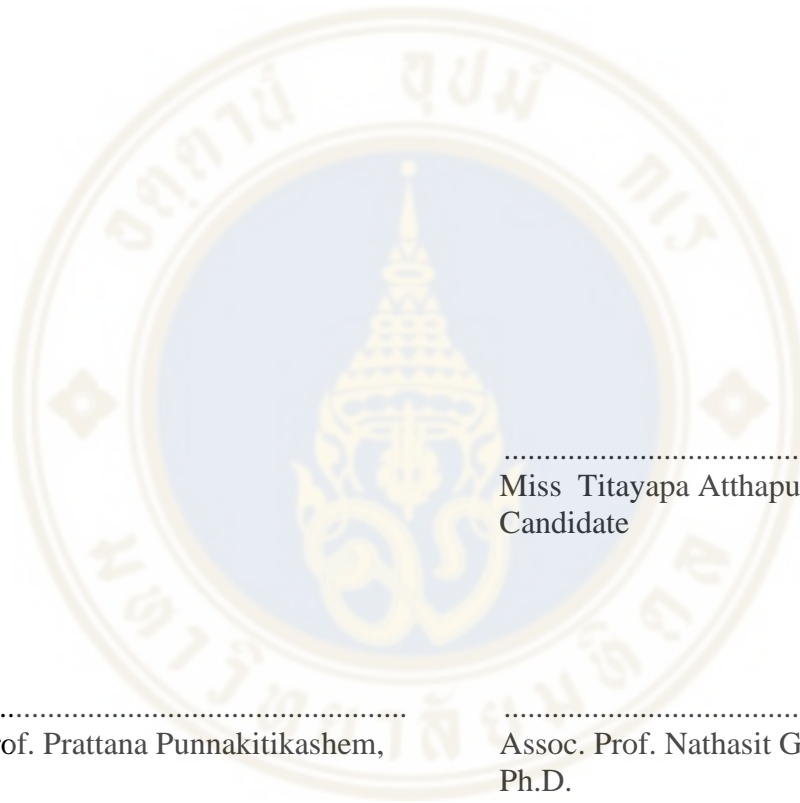
**A THEMATIC PAPER SUBMITTED IN PARTIAL
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INTERNATIONAL CURRICULUM SCHOOL AT THE
KINDERGARTEN LEVEL FOR GENERATION Y IN BANGKOK**

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ABSTRACT

The objective of this study is to identify the important factors that influence Generation Y in their selection of an international curriculum school for their children at the kindergarten level in Bangkok. The scope of this study covers data collected from 100 respondents who currently send or aim to send their children or their relatives to an international curriculum school, and in-depth interviews with six persons who have direct experience in selecting such schools. This study employs both quantitative and qualitative research to gather insightful information from Generation Y people and the factors that they consider when making decisions in selecting a school. The research findings show that the main factors that affect Generation Y's decision in their choice of international curriculum schools at the kindergarten level are Income, Product, Brand Image and Physical Evidence. Moreover, the most important factor that affects their final decision is Product. This study can support international curriculum schools' marketing plans to reach the Gen Y parent target audience.

KEY WORDS: School / Choice / Kindergarten / International School / Bilingual Curriculum

63 pages

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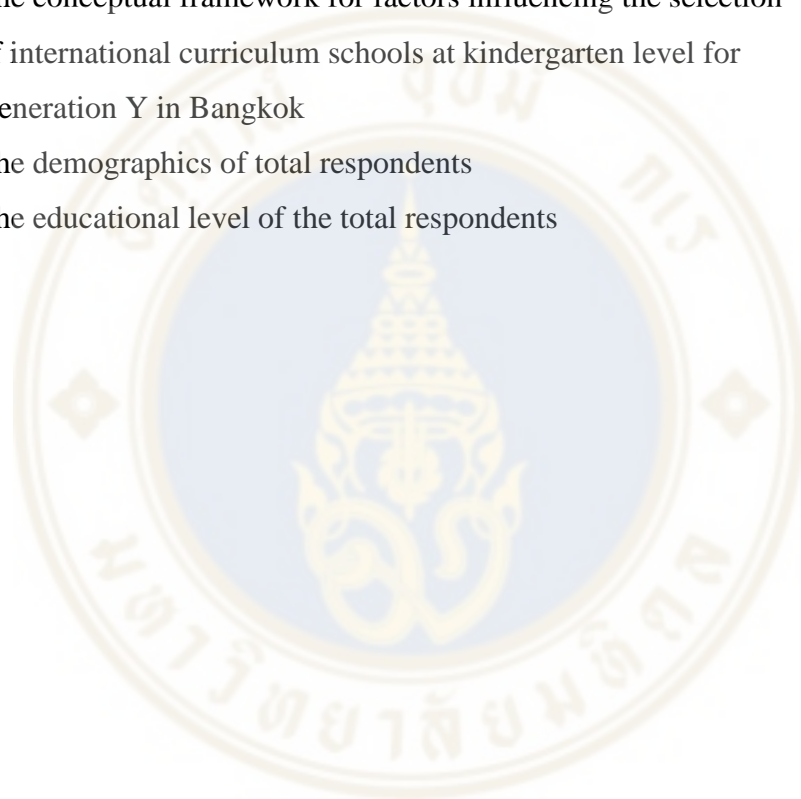
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CHAPTER I

INTRODUCTION

1.1 Background

Originally, international schools were established for families who live abroad in order to facilitate their children's education in the home country's national education system and home country's environment. The first international school in Thailand was established in 1957 for foreigners residing in Thailand temporarily (Piyanut, 2009, as cited in Office of the Private Education Commission, 1997, Page 1).

Nowadays, Thailand has entered the Globalization 4.0 era in which digital technologies have come to play a large role in our lives, shifting the nature of exchange between countries and organizations (Jan van der Kaaiji, 2019, "A Week of Globalization 4.0," para. 3). Because in the Globalization 4.0 era the English language is needed to be the central language of communication and those people who have good English proficiency will have more chances for success, Thai parents have responded to this situation by prioritizing the English language and realizing a cross-culture environment for their children. In order to prepare their kids, many parents are determined to send their children into an educational environment which will support the development of their English language skills and other critical life skills as much as possible. However, because international schools are so high expenditure, only the people who have a high-income have sufficient financial power to send their children to an international school. Therefore, another option that provides more financial flexibility for the parents to send their children into an international education environment are bilingual curriculums in private schools. Due to the fact that the desire of Thai parents to send their children or their relatives to an international school or bilingual school is increasing, the number of international curriculums has also greatly increased within the competitive market.

With the changing context brought about by the current global era, Thai parents now view the process of choosing a school for their children as important,

especially at the kindergarten level, because this is an age when their children still need to be taken care of very closely and most parents will be very worried when their children of this age are apart from them. Moreover, developing English in early childhood provides a foundation for children to better understand the second language. The parents would also like to choose a school that is suitable for their children's learning and the needs of the parents themselves. Selecting suitable schools will help the children to be able to stay in quality schools and encourage them to learn efficiently in order to become successful in the future. On the other hand, due to the continued expansion of international curriculum, the owners and their management teams also need an attractive plan to provide quality education and convenience for both students and parents. According to the Mood of the Motherhood website, which has compiled a list of kindergartens in Bangkok in 2019, there are 140 kindergarten schools in Bangkok, out of which 53 are international curriculum schools. (Pitchaya T., 2019, "Mood of the Motherhood") So, the international curriculum schools in Bangkok now need to create a strong identity and try to access the needs and expectations of the parents in each generation to create a dynamic marketing plan that synchronizes with the expectations of each customer group.

The main target audience of international curriculum schools in Thailand are those parents who have medium to high income. Moreover, most Thai parents see efficient education and language skills as important in this era. Therefore, one of the groups of people who are paying close attention to seek a good kindergarten school for their children are Generation Y parents, also referred to as "Gen Y". Gen Y is currently one of the most important target audiences of the global education industry because this is the period where this age range is going through the process of building families.

Generation Y is defined by many as the generation of people born between 1980 and 2000. This is an age range that is widely accepted worldwide as being used to define Generation Y, including within many researches in Thailand. Generation Y reached adulthood during an era defined by high economic development, the rise to prominence of social media and reality television, and modernist values fading into oblivion, supported by globalization and strong pop culture influences (Anders Parment, 2013). Since they are considered a generation that shares many life experiences, this has caused them to develop similar attitudes and beliefs despite coming from many different

cultures. So, worldwide, Generation Y has reached similar outcomes in their beliefs as a generation group (Wanrudee Angsupwattana and Xiaobing Liu, 2017, as cited in Reisenwitz and Iyer, 2009; Lazarevic, 2012).

Moreover, Generation Y comprises the biggest consumer segment in Thailand. In 2015, Gen Y made up around 28% of the Thai population and Gen Y has had a high propensity to spend more money when compared with other generations (SCB Economic Intelligence Center, “Insight Capturing Thai Gen Y consumers,” 2014). According to Figure 1.1, the graph shows that Gen Y has the most population in Thailand at approximately 21 million people, followed by Generation X and Baby Boomers. Furthermore, Gen Y has a rather high income despite being still young. They are in the life span in which they have more spending needs and lower savings. When compared with preceding generations at similar ages, Gen Y has demonstrated a higher propensity to spend more (SCB Economic Intelligence Center, 2014). Referring to Figure 1.2, the graph shows that Gen Y has an average monthly income of around 25,000 to 35,000 THB, and that they save around 15% to 20% of their income. The graph shows the potential spending size of Gen Y in 2015 was around 3.4 trillion THB.

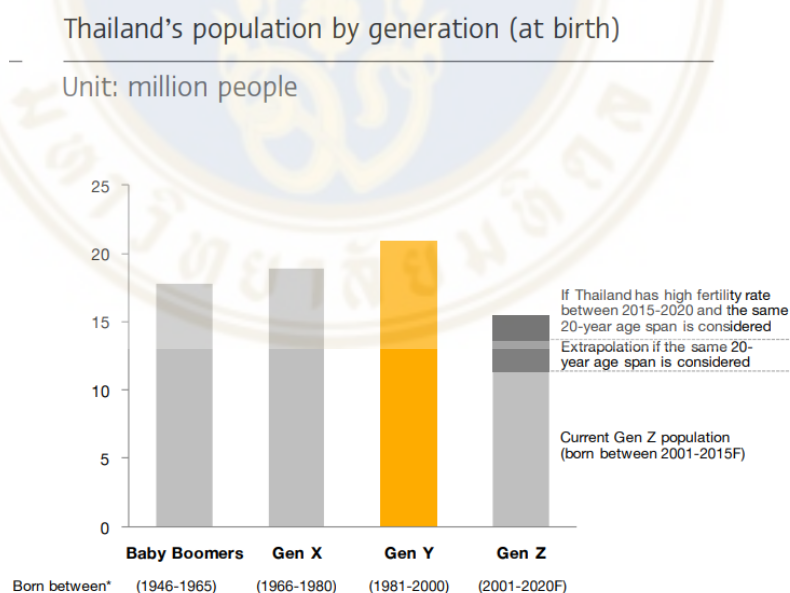


Figure 1.1 Thailand's population by generation (at birth) in 2015

Source: SCB Economic Intelligence Center, “Insight Capturing Thai Gen Y consumers,” 2014

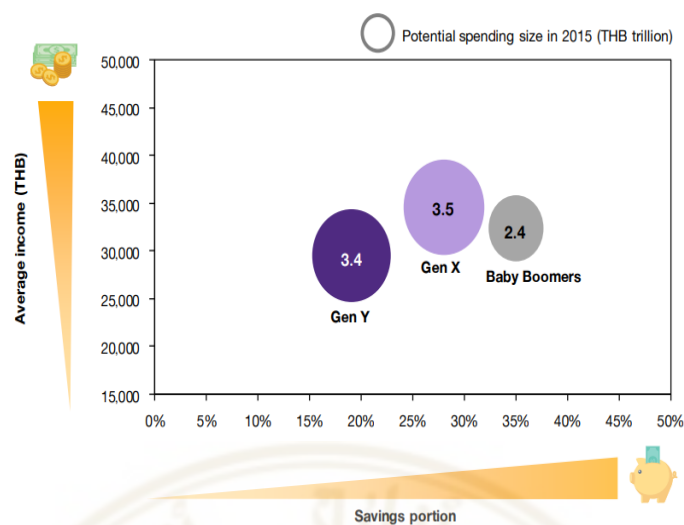


Figure 1.2 The average income and savings proportion for each generation in 2013

Source: SCB Economic Intelligence Center, “Insight Capturing Thai Gen Y consumers,” 2014

Therefore, this study aims to study the factors influencing Generation Y’s decision of which international curriculum schools to select at the kindergarten level in Bangkok for their children or their relatives, which will be of benefit for improving the international curriculum schools’ educational management to meet the needs of their consumers and guide the marketing plans of those schools for the Gen Y target audience.

1.2 Research questions

- 1) What are the factors that Generation Y looks for in deciding the choice of international curriculum schools at the kindergarten level?
- 2) What is the most important factor that affects their final decision?

1.3 Research objectives

- 1) To identify the factors that influence Generation Y’s decision of which international curriculum schools to select at the kindergarten level in Bangkok.
- 2) To identify the most important factors that affect their final decision.

1.4 Scope of study

1) Population: The scope of this study is to collect the information from surveys by 100 Generation Y people who send or aim to send their children or their relatives to study in international curriculum schools. Also, this study has collected in-depth information from interviews with six Generation Y people who currently send or have sent their children into international curriculum schools.

2) International curriculum: “International curriculum” in this study is defined as the international curriculum of international schools and the bilingual curriculum of private schools.

1.5 Expected benefits

The study will be able to identify the factors that have influenced Generation Y's choices of international curriculum schools at the kindergarten level in Bangkok by using the services marketing mix to support its analysis. The results of the study could be used as a basis for business analysis by international curriculum schools and can also support the international and bilingual school marketing plans to reach Gen Y parents who now are in the process of building families and comprise the biggest audience of this business sector in Thailand.

CHAPTER II

LITERATURE REVIEWS

2.1 Thailand's Educational System

2.1.1 Overview of education in Thailand

Education in Thailand is under the supervision of the Ministry of Education. Formally, education in Thailand involves twelve years of basic education, which includes six years of elementary and six years of secondary education. However, all Thai citizens are given the right to receive the Thai government subsidies for tuition fees for 15 years of education (Nattakrit, 2017, as cited by the Office of the Basic Education Commission, Thailand, 2015), subsidizes which also cover tuition fees at the preschool or kindergarten levels.

Table 2.1 Overview of the Thai Education System

Age (years)	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Grade				1	2	3	4	5	6	7	8	9	10	11	12				
Level of Education	Basic Education															Higher Education			
	Pre-Elementary			Elementary / Primary						Lower Secondary			Upper Secondary			Undergraduate			
													Lower Vocational & Technical			Tertiary Vocational			
Enforcement	Voluntary			Mandatory												Voluntary			
Source of Education Fund	Subsidized by Thai government															Personal			

Source: Nattakrit, 2016, as cited by the Ministry of Education, Thailand, 2015

However, there are many types of schools that parents can select to suit their personal criteria, such as expected expenditure and other factors in choosing a school. According to the Ministry of Commerce and the National Statistical Office of Thailand, 5.7% of Thai household incomes are spent on tuition fees and other expenditures to finance the education of family members (Nattakrit, 2016, as cited by the Ministry of Commerce, 2016). Thailand's educational system consists of six main types of schools including public schools, private schools, demonstration schools, international schools, alternative schools and home school. (Nattakrit, 2016)

2.1.2 Kindergarten schools

The kindergarten level is a level of preschool education for children two to six years of age. Kindergarten or pre-school is a very important stage in a child's life because it gives children a taste of their first formal education experience; kindergarten schools also provide early training for moral values and social intelligence for children (Dr. Zainurin Bin Dahari and Mohd Sabri bin Ya, 2011). The kindergarten teaching approach usually aims to improve a child's development via playing, singing, practical activities and social interaction. However, there are many various types of kindergarten schools that could more specifically match with a parent's needs.

Table 2.2 Types and Definitions of Kindergarten Schools

Types of Kindergarten schools	Definition
Academic schools	The term academic school refers to a school with a strong focus on academic subjects such as basic math or calligraphy. The school emphasis is often placed on teaching their students to read and write fluently from a young age so they can prepare to study at a higher level. (The Asian Parent Thailand website)

Source: Pichaya, Mood of Motherhood Website

Table 2.2 Types and Definitions of Kindergarten Schools (cont.)

Types of Kindergarten schools	Definition
Integrated schools	Integrated schools place their focus on learning through the environment and activities such as playing with toys or doing a variety of different things. The school will measure learning individually because they view human differences as important. (The Asian Parent Thailand website)
Alternative schools	An alternative school is a school that utilizes a flexible education system such as curriculum and teaching flexibility. The teaching often focuses on the development of different skills, all the way from personal talents such as multiple-intelligences, to the Buddhist way or special abilities. (The Asian Parent Thailand website)
language schools	A language school's main focus is on the improvement of language skills, although the classroom may be facilitated via the Thai language or other languages according to the ratio set by each school. Examples include bilingual schools or trilingual schools.
international schools	International schools mainly employ curricula from foreign countries such as the United States, United Kingdom, Singapore or other countries to teach their students.

Source: Pichaya, Mood of Motherhood Website

As Thai society became more aware of the importance of English proficiency, the number of international schools also increased greatly in Thailand, due to the number of people who wanted to send their children to international schools to develop their language skills and immerse them in a multicultural environment. International schools in Thailand have been categorized as international transitional schools according to the Private Education Act in 1983. However, one barrier for many

parents is that the tuition fees for international schools are quite high. The average tuition fee is around 435,000 THB per semester (Nattakrit, 2016, as cited in Thongnoi, 2015). Therefore, bilingual schools have also risen to popularity as an option for parents who aim to send their children to study in an international environment as possible. The average tuition fee at private schools for a bilingual curriculum is around 78,000 THB per semester (Nattakrit, 2016, as cited in Thongnoi, 2015).

2.2 Factors that influence the selection of a school

Most parents consider their children as their most valuable asset, so they feel they need to make a careful decision on which school to select for their children or their relatives, especially at the kindergarten level, because a child's early life has an important effect on their later achievements in life. They aim to provide the best things for their children including what they view as the best schools.

2.2.1 Personal socio-economic factors

The personal socio-economic factors are also an important factor that affects the decision to select a school, because the different socio-economic backgrounds impact the parents' priorities and spending power. In this paper, the personal socio-economic factors are gender, age, occupation, educational level and household-income.

Dr. Zainurin Bin Dahari and Mohd Sabri bin Ya (2011) have studied the factors that influence parents' choices of pre-school education in Malaysia. The study found that the demographic backgrounds of parents wield some influence on the pattern of parents' choice of pre-school. Those parents with education and more stable household-incomes are willing to invest their time to seek out the best schools; they are also willing to pay more money. Most middle-class parents in Malaysia prefer sending their children to select private schools, for example, English-medium, religion-based private pre-schools.

2.2.2 School factors based on the 7Ps Marketing Mix

The 7Ps Marketing Mix is a combination of seven elements of marketing used to help a business to fulfill the needs of its customers and meet their expectations. The mix is an important factor to help build and support relationships with customers (Tanchanid, 2018 as cited in Zineldin and Philipson, 2007).

Massupa (2018, as cited in Philip Kortler, 1997) mentions that the marketing mix for service businesses or the Services Marketing Mix is different from the marketing mix for consumption goods.

For this study, the marketing mix for educational institutes consists of seven elements as follows:

1) Product – The product is a good or service that the customer buys in order to meet the customers' needs. It could be defined as a bundle of satisfactions and dissatisfactions that sellers offer to customers (Tanchanid, 2018). In this paper, Product is the curriculum or courses including teaching methods or teaching approaches that schools apply in their educational management and arrangement in order to reach the global standards and the standards of the Ministry of Education in Thailand to provide quality education for the children.

2) Price – Price is the value of products or services that consumers pay. In terms of economics, price can be impacted by the influence of demand and supply (Tanchanid, 2018). In this study, the price is the tuition fee that parents are willing to pay.

3) Place – Place can be defined as the activities or environment that are presented to customers which will affect the customers' perceptions. In this case, the Place is the location where the school is established.

4) Promotion – These are the tools that could persuade the customer to make the purchase and also support them in their understanding of the products and services offered, ultimately persuading them to buy. The Promotion could be a sales promotion, public relations or other advertising through distribution channels. Also, the Promotion is important in terms of business strategy because it is a tool to compete with competitors. In this paper, Promotions may involve deals on tuition fees and entrance fees, or also school advertisements.

5) People – These are the individuals or personnel who deliver the products or services and make contact with the customers. Therefore, people are a very important element of business. In this case, personnel refers to both teachers and non-teaching groups. Careful selection of the People is necessary and must be done by the school. The People selected need to have appropriate abilities, positive attitudes and a strong consciousness of the childrens' needs.

6) Physical Evidence – The Physical Evidence of a service business refers to the environment that occurs between employees or buyers with customers and may also involve the elements of the physical environment that are built for or presented to the customer to help create a positive customer experience, such as cleanliness of facilities or safety and security. In this study, Physical Evidence will be used to refer to the school environment and atmosphere in school.

7) Process – This refers to the systems and processes that are related to delivering the product or service to customers. In this case, the Process is any process involved in the delivery of education to the student and which may create satisfaction for the parents all the way from the pre-application stage to the students' graduation.

2.2.3 Brand Image

Brand Image is the key driver of brand equity that impacts the consumer's general perceptions and the feeling of customers; therefore, a Brand Image has an influence on consumer behavior (Yi Zhang, 2015). In the current competitive market, Brand Image is one of the important factors that can help to boost any business' performance. The Brand Image is a tool that can change people's buying behaviors; it is also used to shape the advertisement or communication in distribution channels to drive a positive message to customers and help products to stick in their mind. The Brand Image development is a long-term process and it can provide a strong advantage over competitors (Muhammad Ehson Malik et al, 2013). Many Thai people prefer to use the products or services under well-known brand names including schools or other educational businesses because brand or Brand Image has an impact on their emotions and their perspectives and they believe well-known brands are more reliable.

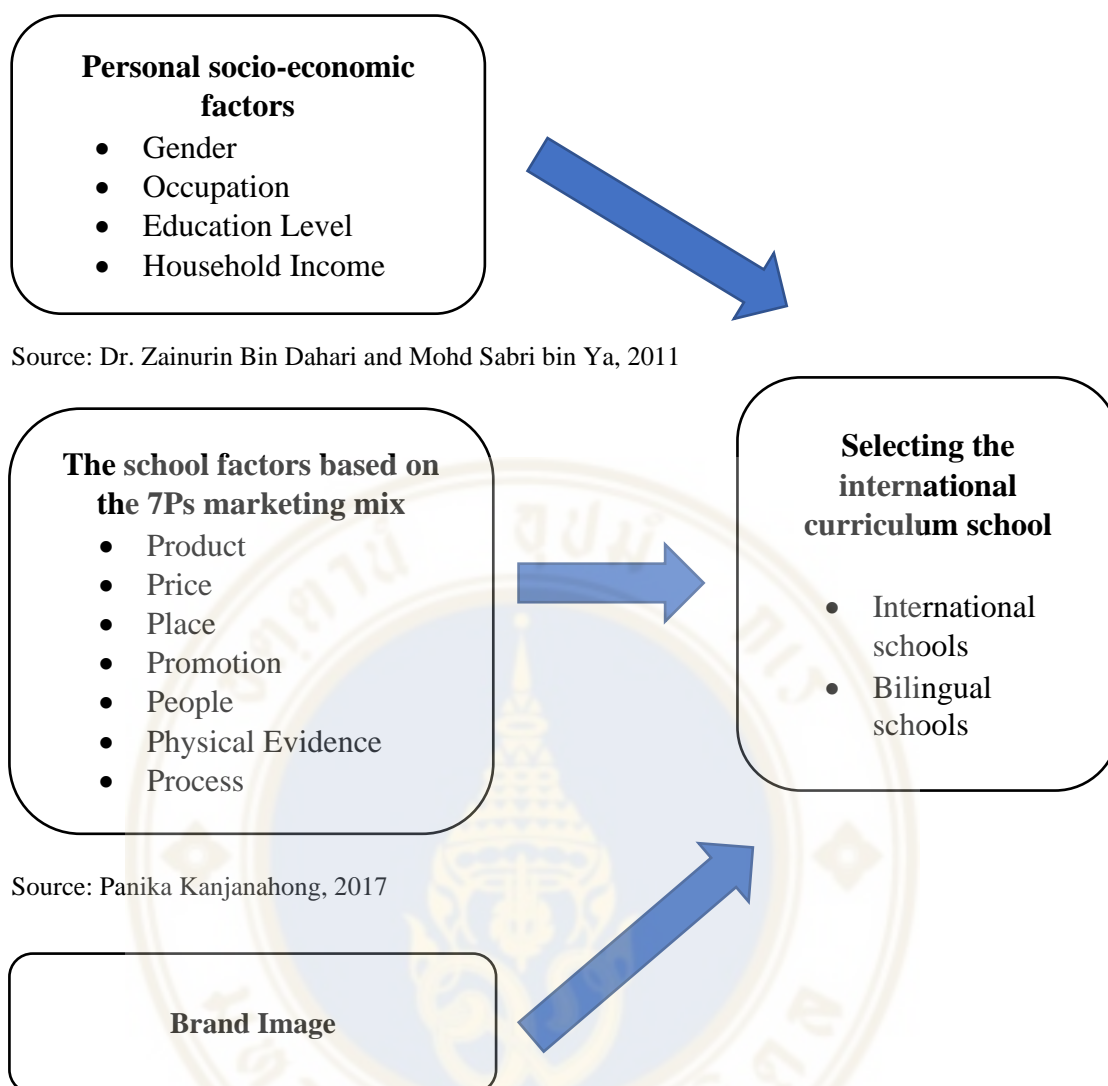
On the other hand, nowadays most people in society are so conscious about their social status that they are willing to use brand products or brand services as a

symbol of their status (Muhammad Ehsan Malik et al, 2013). Most customers also consider that higher prices indicate a better quality of product (Dr. Zainurin Bin Dahari and Mohd Sabri bin ya, 2011). Also, most Thai parents perceive that international schools or bilingual schools are tied to high society and can communicate their status.

Dr. Zainurin Bin Dahari and Mohd Sabri Bin Ya (2011), in their study of factors that influence parents' choice of pre-school education in Malaysia, found that if Malaysian parents were given the freedom to decide on their choices between branded and non-branded preschools, 84% of all respondents chose branded preschools and 13.6% chose non-branded preschools.

2.3 The conceptual framework

The conceptual framework for this paper was established from the consideration of all possible factors from literature reviews and observations of Thai norms, brought to be the dependent and independent factors for inferential analysis. The dependent variables are personal socio-economic factors, the school factors based on the 7Ps Marketing Mix and brand image constitutes the independent variables.



Source: Dr. Zainurin Bin Dahari and Mohd Sabri bin Ya, 2011

Figure 2.1 The conceptual framework for factors influencing the selection of international curriculum schools at the kindergarten level for Generation Y in Bangkok

2.4 Opinion from prior researchers on key factors

Table 2.3 Opinion from related researchers on factors influencing parents' selection of the schools for their children

Research	Title	Opinion on Factors Influencing Parents
Tanchanid Srisompetch (2018)	Analysis of the factors that affect parents' satisfaction in choosing music schools for their children	Curriculum or courses, tuition fees, location, promotions, teachers and other staff, processes of the services, school environment and the atmosphere within the school
Panika Kanjanahong (2017)	The Marketing Mix Seems to Affect Parents' Decision to Send Their Children to American Pacific International Schools	Product (curriculum), Price, Place, Promotion, People, Process and Physical evidence
Nattakrit Shewaraksakul (2016)	The study on parents' criteria in choosing a primary school for their children in Thailand	Proximity to home/office, school located in a safe area/environment, security system on school grounds, school facilities, sports facilities, school's reputation, ability to proceed to secondary level without entrance exam, presence of international curriculum, etc.

Table 2.3 Opinion from related researchers on factors influencing parents' selection of the schools for their children (cont.)

Research	Title	Opinion on Factors Influencing Parents
Dr. Zainurin Bin Dahari and Mohd Sabri bin Ya (2011)	Factors that Influence Parents' Choice of Pre-School Education in Malaysia: An Exploratory Study	Fees, curriculum, safety/security, qualified teachers, quality of teaching, nutritious food served, hours of operation, friendly staff, hygiene/cleanliness, distance from home, religious values, language medium, transportation provided, infrastructure & facilities and socio-economic factors
Piyanut Thongtua (2009)	Factors Affecting Thai Parents' Decisions on Sending their Primary Aged Children to a British Curriculum International School in Thailand	Independent Variable: Demographic Dependent Variables: Curriculum, people, fees, location, facilities and services
Pornsinee Srivisat, Dr. Somboon Srianuwatwong and Dr. Prapatsorn Visatprapa (2009)	Factors that affect parents' decision to send their children to the Singapore International School of Bangkok at the Nursery and Kindergarten Levels	School Management Factors: Brand Image, curriculum, teachers, teaching equipment Pull factors: Objectives, trust, social values and habits and tradition

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Currently, many kindergarten schools, among them different types of schools, are exposed to people who are concerned about development in language and international culture. Different schools have different teaching approaches, so the reason for selecting the schools for their children will be varied due to the various preferences. This study employs both quantitative and qualitative research to identify the important factors that influence Generation Y's choices of which international curricula to select for their children or their relatives at the kindergarten level in Bangkok, and also to find the most important factors that affect their final decision. Therefore, this study utilizes online questionnaires and in-depth interviews as the two main research instruments for gathering insightful information from Generation Y people and the factors that they consider when making decisions.

3.2 Data Collection Methodology

Convenience sampling was used for this study. The survey was released through online channels and responses collected from 100 respondents in Bangkok. The sample of in-depth interviews was conducted with a total of six respondents.

3.3 Instruments

3.3.1 Quantitative research

The study will collect online surveys with at least 100 respondents. The questionnaire will be in Thai and English. The questionnaire contains five parts, as follows:

Part 1: Screening questions

Part 2: Personal information, including gender, career, education and income

Part 3: Factors influencing the selection of a school based on the 7Ps Marketing Mix were separated into seven main points as follows:

- 1) Questionnaire about curriculum or courses
 - 2) Questionnaire about pricing of tuition fee
 - 3) Questionnaire about location and quality of the place
 - 4) Questionnaire about promotions and communication channels of the school
 - 5) Questionnaires about the quality of teachers and other personal
 - 6) Questionnaires about the process of management
 - 7) Questionnaires about environment and atmosphere within the school
- Part 4: Factors influencing the selection of a school based on Brand Image
- Part 5: How do Generation Y people make their decisions?

3.3.2 Qualitative research

The study will be corrected via in-depth interviews with a sample of six respondents. The objective of the in-depth interviews is to gain more in-depth information about the factors that influence Generation Y individuals when selecting kindergarten schools for their children or their relatives in Bangkok.

3.4 Data Analysis

These analysis methods used logistic regression analysis for quantitative analysis and content analysis for qualitative analysis. After collecting the survey from the sampling via Google Form, data will be analyzed through the Statistical Package for Social Sciences (SPSS) Program to generate inferential statistics and provide basic descriptive statistics such as numerical scales and the average including a chart to show the data in order to answer the research question, “What are the factors that Generation Y looks for in deciding the choice of international curriculum schools at the kindergarten level?” and “ What is the most important factor that affects their final decision?” Moreover, this paper’s interviews employed in-depth interviews with a sample of six respondents in order to gain an in-depth understanding of the factors that influence Generation Y’s decision-making when selecting international curriculum schools for their children or their relatives at the kindergarten level.

CHAPTER IV

RESEARCH FINDINGS

The fourth chapter provides the results of the analysis and findings of the factors that influence Generation Y's decision-making when selecting international curriculum schools for their children or their relatives at the kindergarten level. Also, this chapter will explain how Generation Y makes its decisions on the choice of international curriculum schools at the kindergarten level. In this research, 100 respondents who currently send or aim to send their children or their relatives to study in an international curriculum such as international school or bilingual curriculum in a private school were gathered.

4.1 Results from Survey Method

4.1.1 The respondents' profiles

Out of 100 respondents, all were valid, meaning respondents passed the screening criteria and completed the entire survey. All respondents were born between the years 1980 - 2000, the age range which some other researchers have used to define Generation Y (Ian N. Barford and Partrick T. Hester, 2011; Wanrudee Tangsupwattana and Xiaobing Liu, 2017; Anders Parment, 2013). These respondents' demographic profiles are summarized in Figures 3-4 and Tables 4-6.

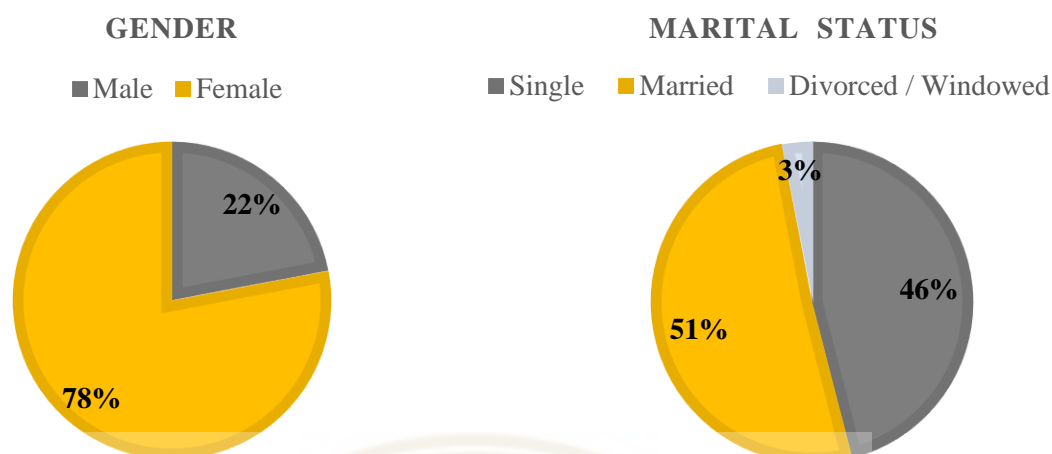


Figure 4.1 The demographics of the Total Respondents (n=100)

According to Figure 4.1, 78% of respondents are female and 22% are male. Of these, 46% are single and they have had experience selecting schools for their relatives, and 51% are married and already have children or are willing to have children in the future.

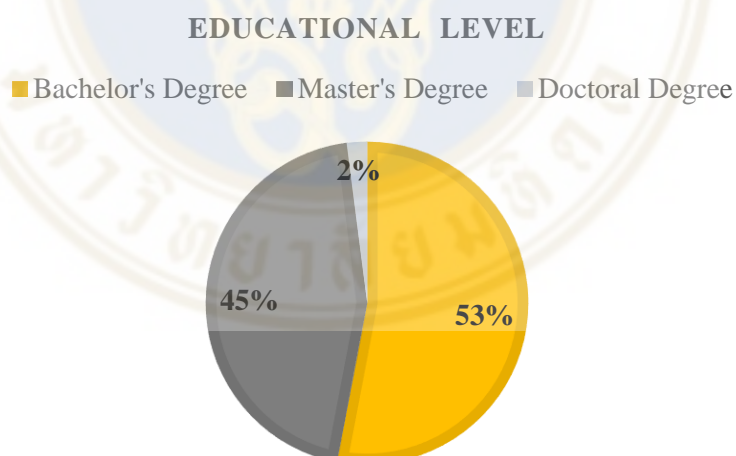


Figure 4.2 The educational level of the Total Respondents (n=100)

Referring to Figure 4.2, the majority of respondents (53%) hold at least a bachelor's degree, with 45% also having a master's degree. Moreover, 2% hold a doctoral degree.

Table 4.1 The number of children of the Total Respondents (n=100)

		Children			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No children	50	50.0	50.0	50.0
	One	28	28.0	28.0	78.0
	Two	15	15.0	15.0	93.0
	Three	5	5.0	5.0	98.0
	Four	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

The data from Table 4.1 indicates that half of the respondents have no children, but all of them would like to send their children or their relatives to study in an international curriculum school. Of the total respondents, 28% have one child and 15% have two children.

Table 4.2 The occupations of the Total Respondents (n=100)

		Occupation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Owner	30	30.0	30.0	30.0
	Government Official	6	6.0	6.0	36.0
	Employee in a private company	51	51.0	51.0	87.0
	Housewife	11	11.0	11.0	98.0
	Other	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

The data from Table 4.2 illustrates that most of the respondents work as private employees, which comprise 51% of all respondents, followed with respondents who are business owners, at 30% of all respondents. There are also housewives which comprise 11% of all respondents, and the lowest percentage is government officials.

Those with other careers make up 2%; among those are many careers such as doctors, students and freelancers.

Table 4.3 The household income of the Total Respondents (n=100)

		Income			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30,000 THB	2	2.0	2.0	2.0
	30,001 - 50,000 THB	21	21.0	21.0	23.0
	50,001 - 100,000 THB	23	23.0	23.0	46.0
	100,001 - 200,000 THB	26	26.0	26.0	72.0
	200,001 - 300,000 THB	9	9.0	9.0	81.0
	Above 300,000	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

According to Table 4.3, 26% of Generation Y parents that send or aim to send their children to international curriculum schools at the kindergarten level have monthly household incomes between 100,001 - 200,000 THB, followed by Generation Y parents who have monthly incomes between 50,001 - 100,000 THB (23%), 30,001 - 50,000 THB (21%) and above 300,000 THB, the latter of which comprises 19% of all respondents.

4.2 Results from Survey Method – Key Findings

4.2.1 Descriptive statistics: 7Ps Marketing Mix

Table 4.4 The analysis of each of the independent variable factors (7Ps Marketing Mix) for the Total Respondents (n=100)

Descriptive Statistics			
	N	Mean	Std. Deviation
Product	100	4.5460	.46175
Price	100	3.9000	.93528
Place	100	4.2120	.65123

Table 4.4 The analysis of each of the independent variable factors (7Ps Marketing Mix) for the Total Respondents (n=100) (cont.)

Descriptive Statistics			
	N	Mean	Std. Deviation
Promotion	100	3.7860	.81464
People	100	4.7660	.35397
Process	100	4.5920	.45387
Physical Evidence	100	4.6520	.36139
Valid N (listwise)	100		

The respondents indicated degrees of importance and unimportance for the school factors based on the 7Ps Marketing Mix and Brand Image. Each variable was rated on a 5-point scale with '5' being very important, '3' being neutral and '1' being very unimportant. The variables as ranked by the highest scores rated by Generation Y people are: People (Mean = 4.76, SD = 0.35), Physical Evidence (Mean = 4.65, SD = 0.36), Process (Mean = 4.59, SD = 0.45), Product (Mean = 4.54, SD = 0.46), Brand Image (Mean = 4.27, SD = 0.73), Place (Mean = 4.21, SD = 0.65), Price (Mean = 3.90, SD = 0.93) and Promotion (Mean = 3.78, SD = 0.81).

4.2.2 Descriptive statistics: Brand Image

Table 4.5 The analysis of the independent variable factor (Brand Image) for the Total Respondents (n=100)

Descriptive Statistics			
	N	Mean	Std. Deviation
Brand Image	100	4.2300	.74907
Valid N (listwise)	100		

In terms of Brand Image, the variable's Mean is 4.23 and SD 0.74, indicating Brand Image is important for Generation Y in their selection of an international curriculum school.

4.2.3 Logistic regression

Table 4.6 The logistic regression analysis of each factor for the independent variables

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1(a)	Gender	-.210	1.347	.024	1	.876	.811
	Marital Status	-1.632	1.580	1.067	1	.302	.196
	Children	.472	1.415	.111	1	.739	1.603
	Income	2.227	.858	6.733	1	.009	9.269
	Educational Level	1.253	1.318	.904	1	.342	3.500
	Occupation	.458	.623	.540	1	.462	1.580
	Product	8.018	2.546	9.919	1	.002	3034.604
	Price	1.215	.941	1.666	1	.197	3.370
	Place	-1.291	1.401	.849	1	.357	.275
	Promotion	.617	.757	.664	1	.415	1.854
	People	.663	1.742	.145	1	.704	1.940
	Process	-.206	1.447	.020	1	.887	.814
	Physical Evidence	-3.980	1.932	4.243	1	.039	.019
	Brand Image	2.907	1.174	6.136	1	.013	18.305
	Constant	-39.464	12.208	10.449	1	.001	.000

a. Variable(s) entered in step 1: Gender, Marital Status, Children, Income, Educational Level, Occupation, Product, Price, Place, Promotion, People, Process, Physical Evidence and Brand Image.

The variables used in the study include Gender, Marital Status, Children, Income, Occupation, Product, Price, Place, Promotion, People, Process and Brand Image. Ultimately, there are four (4) variables that affect the decision of where to send the children to study in international curriculum schools, which are the Income, Product, Physical Evidence and Brand Image variables, arranged in descending unstandardized coefficients of beta; the Product variable, with a coefficient equal to 8.01, the Brand Image variable, with a coefficient of 2.90, the Income variable, with a coefficient of 2.22, and the Physical Evidence variable, with a coefficient of -3.98.

To answer research question no. 1, gathering data analysis found that the main factors that affect Generation Y's decision on the choice of the international curriculum schools at the kindergarten level are personal socio-economic factors: Income, two factors from the 7Ps Marketing Mix: Product and Physical Evidence, and Brand Image.

For the Income factor, it has a high influence on Generation Y's decision to select an international curriculum school at the kindergarten level because Generation Y has a percentage of their income that they choose to allocate to their children's education. Different household incomes lead to the different choices of schools. Empirically, the findings about personal socio-economic income variables here is endorsed by a prior finding from a study at the preschool educational level in Malaysia (Dr. Zainurin Bin Dahari and Mohd Sabri bin Ya, 2011). The study found that demographic backgrounds of parents influence parents' choice of preschools in Malaysia; parents who have stable income are willing to spend more money and time to provide the best preschools for their children.

In terms of the school factors based on the 7Ps Marketing Mix, prior research lends support to the present study's findings. Firstly, the respondents see Product as a very important factor to select the international curriculum school because the curriculum needs to be devised according to Thai national standards and global standards. A variety of subjects are offered for which the teaching approach meets with children's preferences and skills. Moreover, the respondents see Physical Evidence as an important factor as well because the environment and atmosphere within the school is important to support the learning process of students. Therefore, Generation Y expects the school will provide a variety of proper facilities to students. Schools especially need to pay attention to security systems, cleanliness and hygiene. These results are consistent with prior research that shows Product and Physical Evidence are very important factors on the choice to send their children to the American Pacific International School (Panika, 2017).

Moreover, parents also consider the Brand Image as being an important factor. They feel more trust in sending their children or their relatives to study in a school with a positive Brand Image because they think that it reflects the school's standards and school's success. The findings about Brand Image here are endorsed by a prior finding. The prior research found that if Malay parents have the freedom to choose between branded and non-branded preschools, they prefer branded pre-schools more than non-branded pre-schools (Dr. Zainurin Bin Dahari and Mohd Sabri bin Ya, 2011).

To answer research question no. 2, the key findings of the most important factors that affect the final decision when Generation Y selects an international

curriculum school for their children or their relatives at the kindergarten level is Product which is a school factor based on the 7Ps Marketing Mix. In this case, Product stands for the curriculum or courses including teaching approach or teaching methods. The curriculum for an international school is based on the host country's system such as the British curriculum, American curriculum or Singapore curriculum. The bilingual curriculum in private schools is based on the Thai curriculum, but it will be taught mainly in English or other languages. The in-depth interviews in this study found that Generation Y people will consider the curriculum with the teaching approach or teaching method which is suitable for their children's skills and their expectations of children's future.

4.3 In-Depth Interviews with Parents – Key Findings

In terms of overall opinions about factors influencing the selection of international curriculum school at the kindergarten level, the following factors are ranked from the most influential factors to the least, beginning with those that sampling interviewees mentioned the most.

1) Household income

All respondents responded that their household income is a factor that highly impacts their final decision when selecting a school. Every respondent has a percentage of their income that they choose to allocate to their children's education; for families with higher income, this amount is higher. For example, one interviewee has a household income of over 500,000 THB per month; they are willing to pay tuition fees of 800,000-1,000,000 THB annually. Therefore, they are able to choose from a wider range of schools, as they can afford even international schools with high term fees. For those with mid-range household incomes, they still want to send their children to international curriculum schools, but look at schools in the more affordable range, such as bilingual curriculum private schools. Those with a household income of 50,000-100,000 THB per month are willing to pay around 100,000-120,000 THB annually in tuition fees for bilingual curriculums in a private school.

2) Brand Image

From a total of six interviews, there were four interviewees that saw the Brand Image of the school as being very important. Parents considered the Brand Image and positive reputation. They feel more trust in sending their children or their relatives to study in a school with a positive Brand Image because in their thinking, it reflects the school's standards and school's success.

Two parents mentioned that they sent their sons to a British international school with a good Brand Image in order to later continue their children's education in a related school chain in England. Moreover, many parents list their potential school choices based on the school reputation. They look for the school's information and visit the school. Therefore, the Brand Image is like the first indicator which will open parents' minds so that they would like to explore the school. For example, one parent mentioned,

"I heard about the good brand image of the school, so I decided to visit there and I found that I'm satisfied with this school and I am willing to pay [the associated costs]." (Parent 2)

3) Product

From a total of six respondents, there were four respondents that mentioned the Product factor. In this case, Product stands for curriculum, course and teaching approach which is very important in influencing their decision. Some take into consideration the teaching approach of the school because they would like to find an approach that fits their child's skills and abilities.

One parent described their child as being very inquisitive and expressive, so this parent felt that the educational culture in Thai schools, with their stricter educational framework, would not be suitable for the child. This led to their decision to select an international school. She stated,

"I observe that my daughter is very inquisitive and doesn't like to be boxed in, so I prefer to send her to an international school because I think a Thai school, with its stricter approach, isn't suitable for her." (Parent 3)

In some cases, the parents' needs or expectations also influence their choice of curriculum. For example, one parent who desired for their child to become a doctor or work in the medical field in the future selected a school with a very intense academic curriculum. She mentioned,

“I would like to send my daughter to a school with an academic integration approach, because I think that the school should develop their academics and skills; as for the child’s behaviors and attitudes, these can be trained and developed when they are home with the family.” (Parent 4)

On the opposite end of the spectrum, some parents specifically wanted their child to study in a more relaxed environment, so they chose integrated curriculum schools which place a higher focus on activity-based learning and education through activities outside of the classroom. As one parent mentioned,

“I chose this international school because it seems to create a more comfortable environment when studying and it will make my son feel relaxed and make him like learning.” (Parent 2)

4) People

From a total of six respondents, there were four respondents that viewed educational personnel, especially teachers, as being very important — including the educational mindset and educational ethics of those teachers. Teachers need to be highly qualified and have a positive attitude towards learning and dealing with children. The parents will carefully observe the educational personnel at the school, often through onsite visits, to see how the teachers interact with the children.

For example, the parents who selected a British school curriculum visited the school to observe and see whether the school really hired British teachers. Moreover, one of the respondents even requested to see the resumes of all the teachers who would be teaching her daughter within the next two years to find out the teachers’ backgrounds and their knowledge of young children’s psychology. These parents want teachers that have specifically graduated in education — for example, the English teachers must have English degrees and teaching degrees.

One parent mentioned that the management team is key, and that the vision of the school’s management team is very important to develop the school. The management team needed to be dynamic and constantly evaluate their approach so that the school could produce positive outcomes for their students.

5) Place

From a total of six respondents, there were four respondents that indicated the location is very important for preschool because their young child could not stand

long commutes, which would make the child stressed. Parents in these cases selected schools located near their home and they traveled to the school via their personal car. The majority stated that the maximum acceptable travel time for them to the school was 30-40 minutes.

“We wanted to select a school that was close to our house and convenient so that we wouldn’t have to travel long distances and create additional stress for our child,” (Parent 2)

shared one parent. Another stated,

“The school should be located in the vicinity of our area.” (Parent 4)

6) Physical Evidence

From a total of six respondents, there were four respondents that saw Physical Evidence as being important. Physical Evidence in this case stands for the environment and atmosphere within the school, which is important to support the learning process of students; for example, playgrounds, proper classrooms and swimming pools. The Physical Evidence needed to be clean, safe and designed to support the children’s learning. Some parents also mentioned that they prefer green spaces inside the school. Every interviewee viewed safety and hygiene as being very important elements for kindergarten schools.

One person also considered Physical Evidence in terms of onsite facilities for parents; facilities for parents were a factor that helped her decide in choosing a school. She mentioned,

“This school has many facilities for parents too, such as cafes, working spaces and a fitness facility; my husband and I could spend time in these areas while we waited to pick up our kids.” (Parent 6)

7) Promotion

From a total of six respondents, there were three respondents that saw the Promotion factor as being important because they thought that the school offered value for them through this factor. For example, one school waived the entrance fee and offered a discount for the next semester, so they felt that they were getting a good deal.

On the other hand, three interviewees had the opinion that educational institutions should not use a price strategy to promote products in the educational field; they felt like cheapened education should not be used as a bargaining tool.

8) Price

From a total of six respondents, there were two respondents that needed to find the most valuable price for them. These parents wanted to know that the money they spent was worthwhile, which they evaluated based on the teaching approach, curricula and all facilities. They would weigh all of these factors against the cost. One parent said,

“The tuition fee should be acceptable and tied to the value that I get in return; if I pay a very expensive price but don’t get something worthwhile, it’s not okay for me.” (Parent 6)

9) Process

From a total of six respondents, there was one respondent that mentioned the Process of delivering education to students and creating satisfaction for parents. She mentioned that she chose one international school because the school had a special mobile application that fostered real interaction between teachers and parents. For example, the teachers would use this app to report the learning process at the end of every school day and notify the parents in advance of their daily teaching plans. The parents found this Process attractive and it became a factor in helping them to ultimately choose the school.

CHAPTER V

CONCLUSIONS

The purpose of this paper was to investigate the factors that influence Generation Y's decisions when selecting international curriculum schools for their children or their relatives in Bangkok. This paper can be adapted to the education industry in terms of international schools and bilingual curriculum in private schools. By identifying the important factors under Personal Socio-Economic factors and the 7Ps Marketing Mix and also through studying the Brand Image that influenced their decision-making, conclusions have been formed based on the research analysis and recommendations have also been provided as a possible reference for educational institutions, school management teams and policy makers as well as serving as a springboard for future research.

5.1 Conclusions

According to the qualitative and quantitative methods employed, the researcher found many factors that influence the selection of an international curriculum school at the kindergarten level for Generation Y in Bangkok. The main factors are Income, Product, Brand Image and Physical Evidence. The household income is a factor that highly impacts their decision when selecting a school because it could expand or limit the scope and range of schools considered by the parents. Generation Y individuals who have limited budgets but are willing to provide an international environment to their children will choose a bilingual curriculum in a private school. For those with higher income, they are able to choose from a wider range of schools.

Product is a very important factor to take into consideration. In this case, the Product stands for the curriculum or courses including teaching approach or teaching methods. Generation Y parents would like to find an approach that fits their child's skills and abilities, including their expectation for the child's future.

For Brand Image, it is considered at the very first stage by Generation parents when choosing the school. This is because the Brand Image and positive reputation lead them to feel more trust in sending their children or their relatives to study at a school and they think that it reflects the school's standards and school's success.

For Physical Evidence, it is a necessity for the school to gain attention from Generation Y parents. They consider that the environment and atmosphere in the school will be very important in supporting the learning process of students and it needs to be proper, safe and clean.

The researcher also found that the most important factor that affects their final decision is Product, which is the school factor based on the 7Ps Marketing Mix. Their curriculum or teaching method is a core value that determines the direction of the school. Therefore, Generation Y will deeply consider this factor.

From the in-depth interviews, Generation Y can be categorized into four groups:

1) Teaching Method-Focused - This group focuses on the school curriculum and teaching approaches, or teaching methods.

2) Educational Personnel-Focused - This group values the teachers, teacher assistants and management team. They will focus on the qualifications of the teacher and teacher's assistants, and are also concerned with the management style of the management team of the school.

3) Convenience Seekers - This group places more importance on the place or location and the facilities of the school. They value the convenience of lifestyle.

4) Brand-Oriented - This group values the Brand Image or reputation of the school. They will give the brand factor more weight when they compare in order to make the final decision.

5.2 Recommendations

This paper is designed to reveal the factors involved in Generation Y's decisions when selecting the international curriculum school at the kindergarten level. These identified factors can also function as suggestions for parents who are selecting a

school for their children. Also, this information could support school management teams to improve the quality of their schools and create higher demand for their offerings.

In terms of implications for the schools and management teams of educational institutions, these findings could help the school to provide offerings which meet the customer's needs and demands and leads to a higher quality of education for students with satisfaction on the customer journey. The recommendations for the international curriculum schools in Bangkok to improve themselves and become more competitive are as follows:

1) Curriculum and teaching approach: The curriculum must be devised according to Thai national standards and global standards. The teaching approach or teaching methods should be explicitly stated and consistent because then parents will be able to select the school that responds to their child's unique abilities and skills including the parents' own varying expectations. In principle, the curriculum and teaching approach must emphasize and explore openness of thinking for students. For the Academics-Oriented Method at the kindergarten level, schools should pay particular attention to the methods of knowledge transfer to students, which should not force too much academic knowledge onto the students, and teachers must also pay close attention to the teaching process, otherwise it will cause the children to become too stressed.

2) Teachers: Schools should recruit for and ensure the qualifications of teachers are retained. Teachers are the core resource that supports students to develop their aptitudes and learning skills. Parents will measure teacher quality through teaching abilities and attentiveness, often by word-of-mouth recommendations. Therefore, high quality teachers lead to more awareness of the school. Another recommendation is about the management team for international schools, regardless of the nationality of the executives, their attitudes and goals should be formulated in the same direction as that of the host school, otherwise it will cause confusion and the school's development will be interrupted.

3) Location: Many parents are concerned about the location of the school, which they prefer to be in the vicinity of their own area, so that it will create more convenience for parents and comfort for their child. The approximate acceptable travel time for them to the school was 30 minutes to no more than one hour.

4) Price and promotion: Price and promotion are sensitive elements for parents. Parents consider the value that they get in return, but if the tuition fee is lower than they expect, it leads to doubts about whether the school provides good educational services or not.

5) Facilities: If schools want to attract parents with their facilities, the facilities in the school can be improved in order to attract more attention by instigating additional safety and hygiene. However, many parents also take into consideration whether the facilities are necessary or not. Hence, some facilities which lead to high tuition fees might not be appealing to Generation Y parents.

6) Classroom size: The number of students per class should be less than 20 students. Smaller classrooms allow teachers to be more attentive to their students. For the kindergarten level, there should be one teacher and one teacher's assistant per every ten students in the classroom.

7) Interaction between teachers and parents: Positive interactions between teachers and parents can help to improve the teachers' professional expertise and their understanding of a student's background. In the same way, parents could follow up and get updates on the status of their children's learning, which will lead to satisfaction in the customers' journey in the educational business.

8) Thai culture: Generation Y parents are still concerned about Thai culture. They are satisfied with Thai cultural elements such as humility and respect. Even if they send their children into an international curriculum school, they expect that the school will integrate and teach Thai culture for their children.

9) Brand Image: Schools should aim to build and maintain a good Brand Image and a good reputation. That is a positive way in order to promote and gain awareness from parents.

5.3 Limitations and Suggestions for Future Research

Due to resource limitations, the first limitation is the amount of qualitative data collected, which is relatively small; only six people were interviewed. If more respondents had been interviewed, we could have gained more information on various aspects. Also, this paper has focused only on Generation Y individuals who have

experience selecting an international curriculum school at the kindergarten level in Bangkok. Therefore, the results might not be applicable to every case such as other educational levels or other types of schools. Although the findings suggest that Income, Product, Brand Image and Physical Evidence have high impact on Generation Y's decisions when selecting an international school at the kindergarten level, it is important to clarify that the survey was conducted only in Bangkok, and may not represent an accurate picture of Thailand's actual demographics.

For future research, researchers should conduct the same study with Generation Y in different age ranges, because Generation Y is defined by several different, varying age ranges, not just 1980-2000. These varying age ranges face different situations in their lives that could impact their deciding factors and attitudes in very different ways. Therefore, although they are also classified as being in the same generation, they might have some varying influential factors. Moreover, the present study's findings indicate that Product (curriculum or teaching method) highly affect the decision making on which school to choose. We recommend future studies that focus on the teaching approach or teaching methods which are trends that can attract Generation Y parents based on their expectations.

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Appendix A: SPSS Statistics

I. Descriptive Statistics

		Statistics					
		Gender	MaritalStatus	Children	Income	Educational Level	Occupation
N	Valid	100	100	100	100	100	100
	Missing	0	0	0	0	0	0

		Gender			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Male	22	22.0	22.0	22.0
	Female	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

		Marital Status			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Single	46	46.0	46.0	46.0
	Married	51	51.0	51.0	97.0
	Divorced / Windowed	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

		Children			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	No childern	50	50.0	50.0	50.0
	One	28	28.0	28.0	78.0
	Two	15	15.0	15.0	93.0
	Three	5	5.0	5.0	98.0
	Four	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

		Income			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Below 30,000 THB	2	2.0	2.0	2.0
	30,001 - 50,000 THB	21	21.0	21.0	23.0
	50,001 - 100,000 THB	23	23.0	23.0	46.0
	100,001 - 200,000 THB	26	26.0	26.0	72.0
	200,001 - 300,000 THB	9	9.0	9.0	81.0
	Above 300,000	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

		Educational Level			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Bachelor's Degree	53	53.0	53.0	53.0
	Master's Degree	45	45.0	45.0	98.0
	Doctoral Degree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

		Occupation			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Business Owner	30	30.0	30.0	30.0
	Government Official	6	6.0	6.0	36.0
	Employee in a private company	51	51.0	51.0	87.0
	Housewife	11	11.0	11.0	98.0
	Other	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Product1	100	3	5	4.52	.643
Product2	100	3	5	4.76	.495
Product3	100	2	5	4.34	.742
Product4	100	2	5	4.54	.642
Product5	100	2	5	4.57	.671
Product	100	3.00	5.00	4.5460	.46175
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Price1	100	2	5	4.57	.714
Price2	100	1	5	4.08	1.070
Price3	100	1	5	3.50	1.291
Price4	100	1	5	3.68	1.262
Price5	100	1	5	3.67	1.272
Price	100	1.80	5.00	3.9000	.93528
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Place1	100	2	5	4.52	.759
Place2	100	1	5	4.56	.743
Place3	100	1	5	4.16	.940
Place4	100	1	5	4.02	1.092
Place5	100	1	5	3.80	1.198
Place	100	2.00	5.00	4.2120	.65123
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Promotion1	100	1	5	3.75	1.184
Promotion2	100	1	5	3.72	1.215
Promotion3	100	1	5	3.85	.978
Promotion4	100	1	5	3.82	.770
Promotion5	100	1	5	3.79	.795
Promotion	100	1.00	5.00	3.7860	.81464
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
People1	100	3	5	4.77	.468
People2	100	3	5	4.89	.373
People3	100	3	5	4.73	.566
People4	100	2	5	4.66	.623
People5	100	3	5	4.78	.484
People	100	3.20	5.00	4.7660	.35397
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Process1	100	2	5	4.42	.638
Process2	100	3	5	4.58	.535
Process3	100	3	5	4.64	.542
Process4	100	3	5	4.61	.530
Process5	100	3	5	4.71	.537
Process	100	3.20	5.00	4.5920	.45387
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PhysicalEvidence1	100	4	5	4.84	.368
PhysicalEvidence2	100	3	5	4.87	.393
PhysicalEvidence3	100	4	5	4.94	.239
PhysicalEvidence4	100	3	5	4.46	.642
PhysicalEvidence5	100	2	5	4.15	.880
PhysicalEvidence	100	3.60	5.00	4.6520	.36139
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Product	100	3.00	5.00	4.5460	.46175
Price	100	1.80	5.00	3.9000	.93528
Place	100	2.00	5.00	4.2120	.65123
Promotion	100	1.00	5.00	3.7860	.81464
People	100	3.20	5.00	4.7660	.35397
Process	100	3.20	5.00	4.5920	.45387
PhysicalEvidence	100	3.60	5.00	4.6520	.36139
MarketingMix	100	3	5	4.35	.380
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Brand Image1	100	1	5	4.26	.872
Brand Image2	100	1	5	4.11	.909
Brand Image3	100	2	5	4.37	.774
Brand Image4	100	1	5	4.27	.886
Brand Image5	100	1	5	4.14	.943
Brand Image	100	1.60	5.00	4.2300	.74907
Valid N (listwise)	100				

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Decision making process1	100	1	5	4.24	.900
Decision making process2	100	1	5	4.51	.718
Decision making process3	100	1	5	4.74	.705
Decision making process	100	1	5	4.50	.593
Valid N (listwise)	100				

II. Logistic Regression

Notes

Output Created	03-AUG-2020 21:50:56	
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing
Syntax		LOGISTIC REGRESSION prefer /METHOD = ENTER Gender MaritalStatus Children Income EducationalLevel Occupation Product Price Place Promotion People Process PhysicalEvidence BrandImage /CLASSPLOT /CASEWISE OUTLIER(2) /PRINT = GOODFIT CORR ITER(1) CI(95) /CRITERIA = PIN(.05) POUT(.10) ITERATE(20) CUT(.5) .
Resources	Elapsed Time	0:00:00.02

Case Processing Summary

Unweighted Cases(a)		N	Percent
Selected Cases	Included in Analysis	100	100.0
	Missing Cases	0	.0
	Total	100	100.0
Unselected Cases		0	.0
Total		100	100.0

a. If weight is in effect, see classification table for the total number of cases.

Dependent Variable Encoding

Original Value	Internal Value
Bilingual schools	0
International schools	1

Block 0: Beginning Block Iteration History (a, b, c)

Iteration		-2 Log likelihood	Coefficients
			Constant
Step 0	1	122.220	.800
	2	122.173	.847
	3	122.173	.847

a Constant is included in the model.

b Initial -2 Log Likelihood: 122.173

c Estimation terminated at iteration number 3 because parameter estimates changed by less than .001.

Classification Table(a,b)

			Observed		
			Selecting the school international curriculum school for their children or sibling		Percentage Correct
			Bilingual schools	International schools	
Step 0	Selecting the school international curriculum school for their children or sibling	Bilingual schools	0	30	.0
		International schools	0	70	100.0
	Overall Percentage				70.0

a Constant is included in the model.

b The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	.847	.218	15.076	1	.000	2.333

Variables not in the Equation

		Score	df	Sig.	
Step 0	Variables	Gender	.044	1	.833
		MaritalStatus	.688	1	.407
		Children	6.118	1	.013
		Income	19.339	1	.000
		EducationalLevel	3.629	1	.057
		Occupation	.020	1	.889
		Product	46.649	1	.000
		Price	5.281	1	.022
		Place	7.186	1	.007
		Promotion	.560	1	.454
		People	6.081	1	.014
		Process	10.670	1	.001
		PhysicalEvidence	2.414	1	.120
BrandImage	26.856	1	.000		
Overall Statistics		61.347	14	.000	

Block 1: Method = Enter

Iteration	-2 Log likelihood	Coefficients														
		Constant	Gender	Marital Status	Children	Income	Educational Level	Occupation	Product	Price	Place	Promotion	People	Process	Physical Evidence	Brand Image
Step 1	60.480	-9.210	-.226	-.210	-.077	.315	-.035	-.029	2.227	.067	-.380	.254	.009	.467	-1.144	.758
2	43.311	-15.956	-.186	-.415	-.173	.641	.134	-.002	3.685	.159	-.581	.388	.292	.547	-2.070	1.260
3	35.218	-23.482	-.127	-.698	-.125	1.079	.447	.110	5.021	.413	-.771	.443	.615	.362	-2.764	1.767
4	31.356	-31.508	-.081	-1.119	.182	1.605	.864	.288	6.334	.796	-1.013	.494	.759	.091	-3.313	2.330
5	30.402	-37.137	-.148	-1.472	.390	2.037	1.145	.415	7.460	1.083	-1.218	.580	.736	-.112	-3.773	2.740
6	30.320	-39.218	-.202	-1.614	.462	2.207	1.242	.454	7.954	1.201	-1.283	.613	.674	-.195	-3.958	2.890
7	30.319	-39.461	-.209	-1.632	.472	2.226	1.253	.457	8.017	1.215	-1.290	.617	.663	-.206	-3.980	2.907
8	30.319	-39.464	-.210	-1.632	.472	2.227	1.253	.458	8.018	1.215	-1.291	.617	.663	-.206	-3.980	2.907
9	30.319	-39.464	-.210	-1.632	.472	2.227	1.253	.458	8.018	1.215	-1.291	.617	.663	-.206	-3.980	2.907

a Method: Enter

b Constant is included in the model.

c Initial -2 Log Likelihood: 122.173

d Estimation terminated at iteration number 9 because parameter estimates changed by less than .001.

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	91.854	14	.000
	Block	91.854	14	.000
	Model	91.854	14	.000

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	30.319(a)	.601	.852

a Estimation terminated at iteration number 9 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	31.757	8	.000

Contingency Table for Hosmer and Lemeshow Test

		Selecting the school international curriculum school for their children or sibling = Bilingual schools		Selecting the school international curriculum school for their children or sibling = International schools		Total
		Observed	Expected	Observed	Expected	
Step 1	1	9	9.967	1	.033	10
	2	10	9.625	0	.375	10
	3	9	7.201	1	2.799	10
	4	1	2.367	9	7.633	10
	5	1	.721	9	9.279	10
	6	0	.102	10	9.898	10
	7	0	.016	10	9.984	10
	8	0	.001	10	9.999	10
	9	0	.000	11	11.000	11
	10	0	.000	9	9.000	9

Classification Table(a)

		Observed			
		Selecting the school international curriculum school for their children or sibling		Percentage Correct	
		Bilingual schools	International schools		
Step 1	Selecting the school international curriculum school for their children or sibling	Bilingual schools	27	3	90.0
		International schools	1	69	98.6
Overall Percentage					96.0

a The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95.0% C.I. for EXP(B)	
								Lower	Upper
Step 1(a)	Gender	-.210	1.347	.024	1	.876	.811	.058	11.356
	Marital Status	-1.632	1.580	1.067	1	.302	.196	.009	4.324
	Children	.472	1.415	.111	1	.739	1.603	.100	25.659
	Income	2.227	.858	6.733	1	.009	9.269	1.724	49.827
	Educational Level	1.253	1.318	.904	1	.342	3.500	.265	46.307
	Occupation	.458	.623	.540	1	.462	1.580	.466	5.354
	Product	8.018	2.546	9.919	1	.002	3034.604	20.660	445724.726
	Price	1.215	.941	1.666	1	.197	3.370	.533	21.327
	Place	-1.291	1.401	.849	1	.357	.275	.018	4.285
	Promotion	.617	.757	.664	1	.415	1.854	.420	8.179
	People	.663	1.742	.145	1	.704	1.940	.064	58.919
	Process	-.206	1.447	.020	1	.887	.814	.048	13.873
	Physical Evidence	-3.980	1.932	4.243	1	.039	.019	.000	.825
	BrandImage	2.907	1.174	6.136	1	.013	18.305	1.835	182.607
Constant	-39.464	12.208	10.449	1	.001	.000			

a Variable(s) entered on step 1: Gender, MaritalStatus, Children, Income, EducationalLevel, Occupation, Product, Price, Place, Promotion, People, Process, PhysicalEvidence, BrandImage.

Correlation Matrix

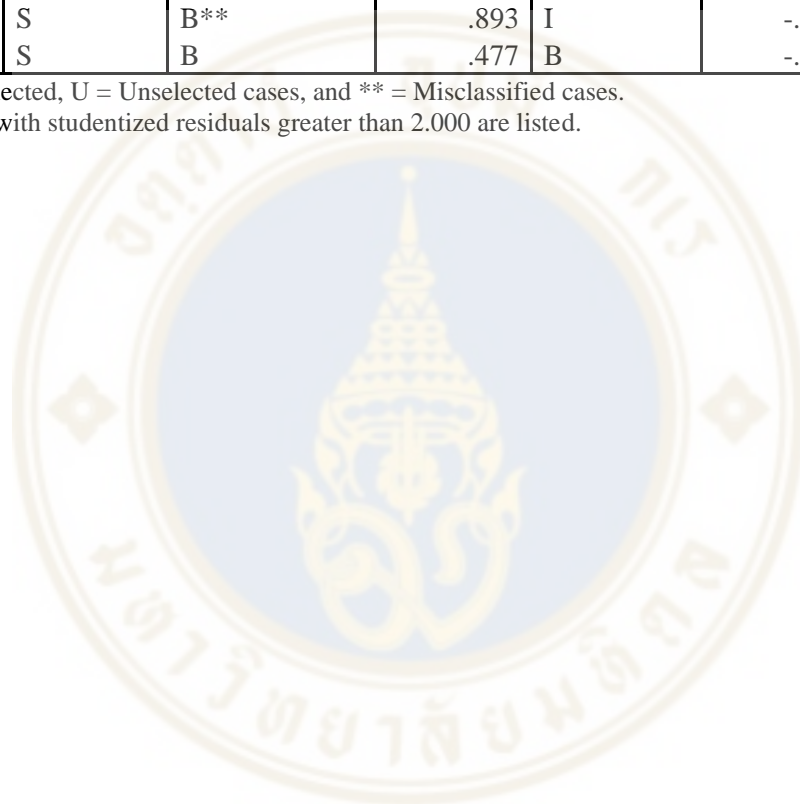
	Con-stant	Gender	Marital Status	Child ren	Income	Educational Level	Occupation	Product	Price	Place	Promotion	People	Process	Physical Evidence	Brand Image
Step 1 Constant	1.000	-.013	.046	.023	-.506	-.287	-.185	-.709	-.222	.150	-.191	-.221	.103	.145	-.423
Gender	-.013	1.000	-.288	-.072	-.094	.109	-.464	-.174	.051	-.284	.022	.014	.012	.089	.011
Marital Status	.046	.288	1.000	-.524	-.343	.307	-.425	-.160	-.098	-.287	-.153	-.067	.420	.120	-.110
Children	.023	.072	-.524	1.000	-.150	-.188	-.003	-.122	.167	-.108	.226	-.169	-.262	.123	.195
Income	-.506	-.094	-.343	-.150	1.000	.257	-.343	-.584	.349	-.206	.144	.046	-.259	-.372	.340
Educational Level	-.287	.109	.307	-.188	.257	1.000	-.020	.292	.251	-.329	-.188	-.195	-.130	-.002	.227
Occupation	-.185	-.464	-.425	-.003	.343	-.020	1.000	.128	-.063	.260	.182	.182	-.163	-.223	.086
Product	-.709	-.174	-.160	-.122	.584	.292	.128	1.000	.304	-.226	.116	-.122	-.094	-.366	.225
Price	-.222	.051	-.098	.167	.349	.251	-.063	.304	1.000	-.376	-.455	-.075	-.080	-.191	.127
Place	.150	-.284	-.287	.108	-.206	-.329	.260	-.226	-.376	1.000	.081	.042	-.221	-.001	-.216
Promotion	-.191	.022	-.153	.226	.144	-.188	.182	.116	-.455	.081	1.000	.027	-.154	-.092	.116
People	-.221	.014	-.067	-.169	.046	-.195	.182	-.122	-.075	.042	.027	1.000	-.218	-.332	.128
Process	.103	.012	.420	-.262	-.259	-.130	-.163	-.094	-.080	-.221	-.154	-.218	1.000	-.120	-.218
Physical Evidence	.145	.089	.120	.123	-.372	-.002	-.223	-.366	-.191	-.001	-.092	-.332	-.120	1.000	-.333
Brand Image	-.423	.011	-.110	.195	.340	.227	.086	.225	.127	-.216	.116	.128	-.218	-.333	1.000

Casewise List(b)

Case	Selected Status(a)	Observed	Predicted	Predicted Group	Temporary Variable	
		Selecting the school international curriculum school for their children or sibling			Resid	ZResid
10	S	I**	.006	B	.994	12.369
16	S	B**	.565	I	-.565	-1.140
25	S	B**	.893	I	-.893	-2.882
67	S	B	.477	B	-.477	-.955

a S = Selected, U = Unselected cases, and ** = Misclassified cases.

b Cases with studentized residuals greater than 2.000 are listed.



Appendix B: Questionnaire

Questionnaire Survey Regarding Factors Influencing the Selection of International Curriculum School at the Kindergarten Level for Generation Y in Bangkok

The Research objective

- 1) To identify the factors that influence Generation Y' decision of which international schools to select at the kindergarten level in Bangkok
- 2) To identify the most important factor that affects their final decision.
- 3) To understand how the Generation Y make a decision the choice of international curriculum schools at the kindergarten level

My name is Titayapa Atthapulsap and I am studying a Master's in General Management at College of Management Mahidol University. This questionnaire is a part of my Thematic Paper Research on the topic, "Factors Influencing the Selection of International Curriculum School at the Kindergarten Level for Generation Y in Bangkok." Your response will be used as part of the data analysis and results will be interpreted in overall terms. We will ensure that all personal information will be kept confidential and that no one shall be able to identify you as a respondent.

Part 1: Screening

1. Do you currently send or aim to send your child or one of their siblings to study in an international curriculum (i.e., international school or bilingual curriculum in a private school)?

..... YES NO
-----------	----------
2. Your age

..... Below 20	..... 20-25	..... 26-30
..... 31-35	..... 36-40	..... Above 40

Part 2: Personal information

1. Gender

..... Male Female Alternative
------------	--------------	-------------------
2. Marital Status

..... Single Married Divorced / Widowed
--------------	---------------	--------------------------
3. How many children do you have?

..... No children	..... 1	..... 2
..... 3	..... 4	..... more than 4
4. What is your average household income per month?

..... Below 30,000 Baht	..... 30,000-50,000 Baht
..... 50,000-100,000 Baht	..... 100,001-200,000 Baht
..... 200,000-300,000 Baht	..... Above 300,000Baht
5. Educational level

..... High School	..... Master's Degree
..... Vocational Education	..... Doctoral Degree
..... Bachelor's Degree	
6. Occupation

..... Business Owner	..... Government Official
..... Employee in a private company	..... Housewife
..... Other-please specify: _____	

Part 3: Factors influencing the selection of a school based on the 7Ps marketing mix

Please answer this questionnaire by using the following rating scale to indicate your responses and level of satisfaction as follows:

Very important	=	5
Important	=	4
Neutral	=	3
Not important	=	2
Very unimportant	=	1

Attributes	5 Very important	4 Important	3 Neutral	2 Not important	1 Very unimportant
Product (Curriculum and Teaching Approach)					
1. The curriculum is devised according to Thai national standards and global standards	5	4	3	2	1
2. The teaching approach meets with your child's preferences or skills	5	4	3	2	1
3. The textbooks and media used are well structured and attractive	5	4	3	2	1
4. A variety of subjects is offered	5	4	3	2	1
5. Number of students in the classroom	5	4	3	2	1
Price (Tuition fees and other expenditures)					
6. Tuition fees are affordable when compared with the overall obtained value	5	4	3	2	1
7. The entrance fee is waived	5	4	3	2	1
8. The price of student uniforms	5	4	3	2	1

Attributes	5 Very important	4 Important	3 Neutral	2 Not important	1 Very unimportant
9. The price of textbooks and other equipment	5	4	3	2	1
10. The cost of school lunches	5	4	3	2	1
Place (Location)					
11. The school is located in a suitable area (for example, in an urban area)	5	4	3	2	1
12. The location is close to your home or your office	5	4	3	2	1
13. Spaciousness of the school grounds	5	4	3	2	1
14. Sufficient parking is available	5	4	3	2	1
15. Accessibility via public transportation	5	4	3	2	1
Promotions and PR					
16. Promotions are launched for the tuition fees	5	4	3	2	1
17. Promotions for entrance fees	5	4	3	2	1

Attributes	5 Very important	4 Important	3 Neutral	2 Not important	1 Very unimportant
18. Activities hosted between school and parents	5	4	3	2	1
19. Public relations of school news	5	4	3	2	1
20. The school has a good relationship with the community	5	4	3	2	1
People (Teachers and other educational personnel)					
21. The school is managed by and experienced management team	5	4	3	2	1
22. Teaching ability of teachers	5	4	3	2	1
23. Teachers have specialized teaching licenses	5	4	3	2	1
24. Classes are taught by native teachers	5	4	3	2	1
25. Attentiveness of teachers	5	4	3	2	1
Process					
26. Fast and convenient application service	5	4	3	2	1
27. Parents can contact the school in many ways	5	4	3	2	1

Attributes	5 Very important	4 Important	3 Neutral	2 Not important	1 Very unimportant
28. Constant evaluation of students and keeping parents informed continuously	5	4	3	2	1
29. Constant evaluation of teachers	5	4	3	2	1
30. The school solves problems quickly and with effectiveness	5	4	3	2	1
Environment and atmosphere					
31. The school is located in a safe area/ environment	5	4	3	2	1
32. There is a good security system on the school grounds	5	4	3	2	1
33. Cleanliness and hygiene	5	4	3	2	1
34. The school provides facilities for students (e.g., swimming pool, sports areas)	5	4	3	2	1
35. The school provides facilities for parents (e.g., comfortable and suitable waiting areas)	5	4	3	2	1

Part 4: Factors influencing the selection of a school based on brand image

Attributes	5 Very important	4 Important	3 Neutral	2 Not important	1 Very unimportant
Brand image					
36. The school's reputation in the academic field	5	4	3	2	1
37. Branded schools interest you	5	4	3	2	1
38. It's easier to trust in schools that have a more positive brand image than others	5	4	3	2	1
39. Recommendations from friends or acquaintances who used to send their children to the school	5	4	3	2	1
40. Word of mouth or e-word of mouth is important	5	4	3	2	1

Part 5: Decision-making process

Please answer this questionnaire by using the following rating scale to indicate your responses and level of satisfaction as follows:

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

Attributes	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
41. Before deciding, you ask for advice from friends, family, neighbors and those close to you who have experience in this area	5	4	3	2	1
42. Before deciding, you gather information from websites, social media and other reviews	5	4	3	2	1
43. Before deciding, you visit the school by yourself	5	4	3	2	1

44. Which media channels have you used to research information? (Select more than one if applicable.)

- TV
- Magazine
- Social Media
- Radio
- Website
- Online chat applications (Line, Facebook Messenger etc)
- Newspaper
- Webboard

- Large advertising boards at junction areas / on the wayside / on the highway
- Large advertising boards at BTS stations / MRT stations
- Education exhibitions
- Friend / relative recommendations
- Other-please specify: _____

Part 6: International Curriculum Schools

1. What do you choose the international curriculum schools?

- International curriculum in International School
- Bilingual curriculum in Private School

2. Other suggestions (Please share your answer in an open-ended answer format.)

.....

.....

.....

5. Educational level

..... High School

..... Master's Degree

..... Vocational Education

..... Doctoral Degree

..... Bachelor's Degree

6. Occupation

..... Business Owner

..... Government Official

..... Employee in a private company

..... Housewife

..... Other-please specify: _____

7. Do you have any experience as a key decision maker or have you been involved in the decision-making process of selecting an international curriculum school at the Kindergarten level for a child? And what is your relationship to that child?

.....

.....

.....

8. How many of your children are studying at the following education level(s)?

- Recently finished Kindergarten person
- Current studying at the Kindergarten level person
- Will be attending Kindergarten levels in the academic year of 2021 person
- Will be attending Kindergarten levels in the academic year of 2022 or later person

Part 3: Factors influencing the selection of a school based on the 7Ps marketing mix

1. What are the factors that influence you to select the international curriculum schools at Kindergarten level?

.....

.....

.....

2. In your opinion, what is the most important factors to make your final decision?

.....

.....

3. For distance to the school, what is the maximum acceptable travel time for you?

Maximum acceptable travel time hours minute

4. How many students do you think are suitable for one classroom?

Suitable number of students per classroom students

5. Generally, in your opinion, which aspect(s) of primary level education should be improved?

.....

6. When it comes to the annual tuition fees for Kindergarten levels in international curriculum schools, please indicate which amounts are applicable to the following:

- Too expensive to afford sending your child Baht
- Expensive but willing to pay Baht
- Inexpensive but would still consider Baht
- Too inexpensive to send your child Baht

7. What is your preferred mode of transportation for your child?

.....

What is your annual budget for your child's tuition fee?

.....

Part 4: Factors influencing the selection of a school based on the brand image

Do you think that the brand image has an effect on your decision making or not? How?

.....

Part 5: Decision-making process

Please describe how you personally make a decision when you select an international curriculum school at the Kindergarten level, especially if your decision-making process includes any factors that were not discussed above.

.....

Part 6: International Curriculum Schools

What do you choose the international curriculum schools?

.....

Other suggestions (Please share your answer in an open-ended answer format.)

.....

.....

.....

