



**THE INFLUENCE OF MARKETING MIX TOWARDS
THE OVERALL SATISFACTION OF PARENTS ON
FRANCHISED MUSIC SCHOOLS IN BANGKOK**

BY

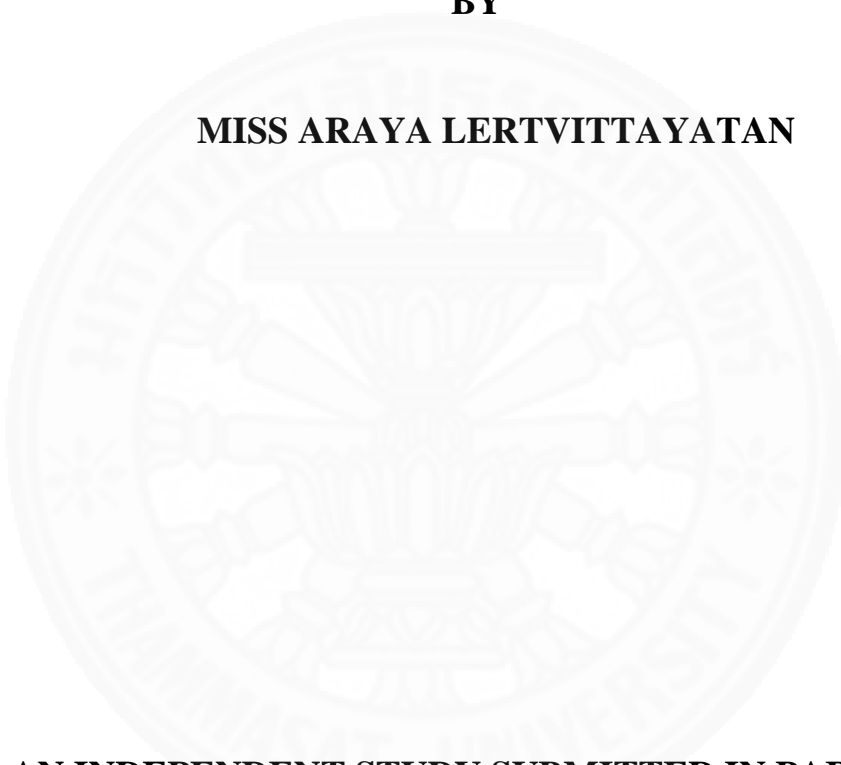
MISS ARAYA LERTVITTAYATAN

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE PROGRAM IN MARKETING
(INTERNATIONAL PROGRAM)
FACULTY OF COMMERCE AND ACCOUNTANCY
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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INDEPENDENT STUDY

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ENTITLED

THE INFLUENCE OF MARKETING MIX TOWARDS THE OVERALL
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IN BANGKOK

was approved as partial fulfillment of the requirements for
the degree of Master of Science Program in Marketing (International Program)

on..... 8 MAY 2017

Chairman



(Professor Kenneth E. Miller, Ph.D.)

Member and Advisor



(Professor Malcolm C. Smith, Ph.D.)

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Independent Study Title	THE INFLUENCE OF MARKETING MIX TOWARDS THE OVERALL SATISFACTION OF PARENTS ON FRANCHISED MUSIC SCHOOLS IN BANGKOK
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Major Field/Faculty/University	Faculty of Commerce and Accountancy Thammasat University
Independent Study Advisor	Professor Malcolm C. Smith, Ph.D.
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ABSTRACT

There are significant benefits to music education. Nowadays, parents highly encourage their children to study music. However, many franchised music schools in Bangkok lose customers as a result of customer dissatisfaction. This study aims to provide both the current and prospective operators of franchised music schools a better insight into the views of their target customers, in order for them to enhance service quality to meet their customers' needs.

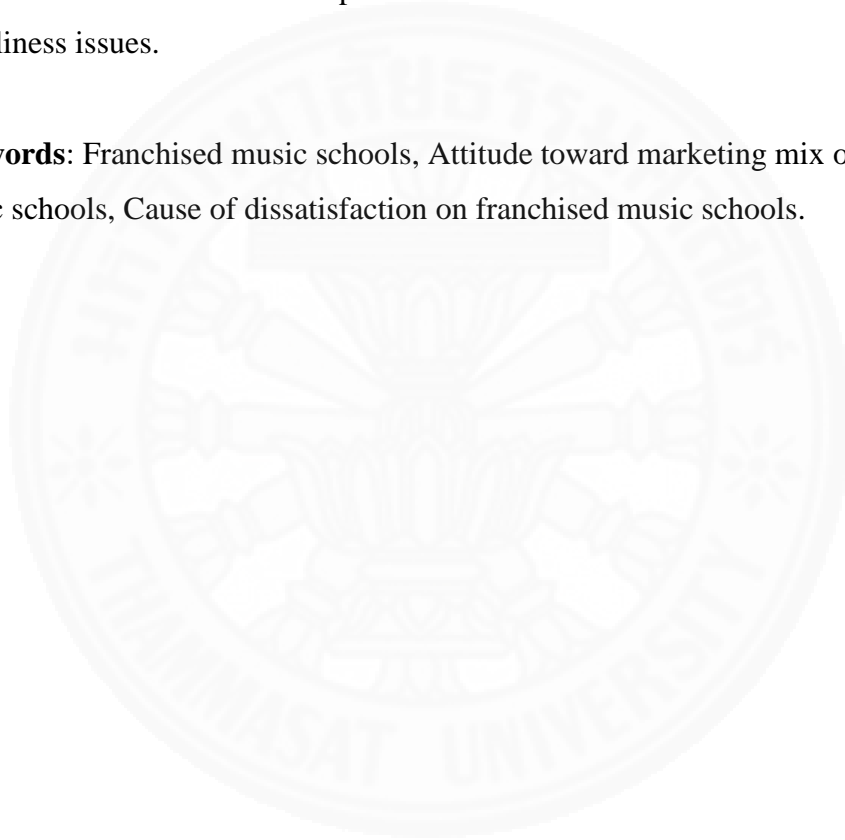
The purpose of the study is to understand the attitudes of parents toward the marketing mix of franchised music schools, to determine the overall satisfaction of respondents on franchised music schools, to determine the effects of the marketing mix towards the overall satisfaction of parents on franchised music schools, to identify the characteristics of respondents in franchised music schools and to recommend the effective strategies to increase customers' satisfaction toward marketing mix of franchised music schools.

This study focuses on exploratory research and descriptive research. Multiple methods of exploratory research, including secondary data and in-depth interviews, were used to collect the data. The responses obtained from the in-depth interviews were then used to design a questionnaire for the descriptive research. All respondents in this study were parents between 30-55 years of age, who live in

Bangkok, have a monthly household income of more than 50,000 baht and have enrolled their children in music courses at franchised music schools within the last 12 months.

Based on the research, it was found that there is the highest gap between the respondents' expectation and experience toward the promotions of franchised music schools. Moreover, they perceive that franchised music schools do not charge a reasonable price, the teachers do not have enough reputation and experience, the administrative staff are not responsive and that the franchised music schools have cleanliness issues.

Keywords: Franchised music schools, Attitude toward marketing mix of franchised music schools, Cause of dissatisfaction on franchised music schools.



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Miss Araya Lertvittayatan

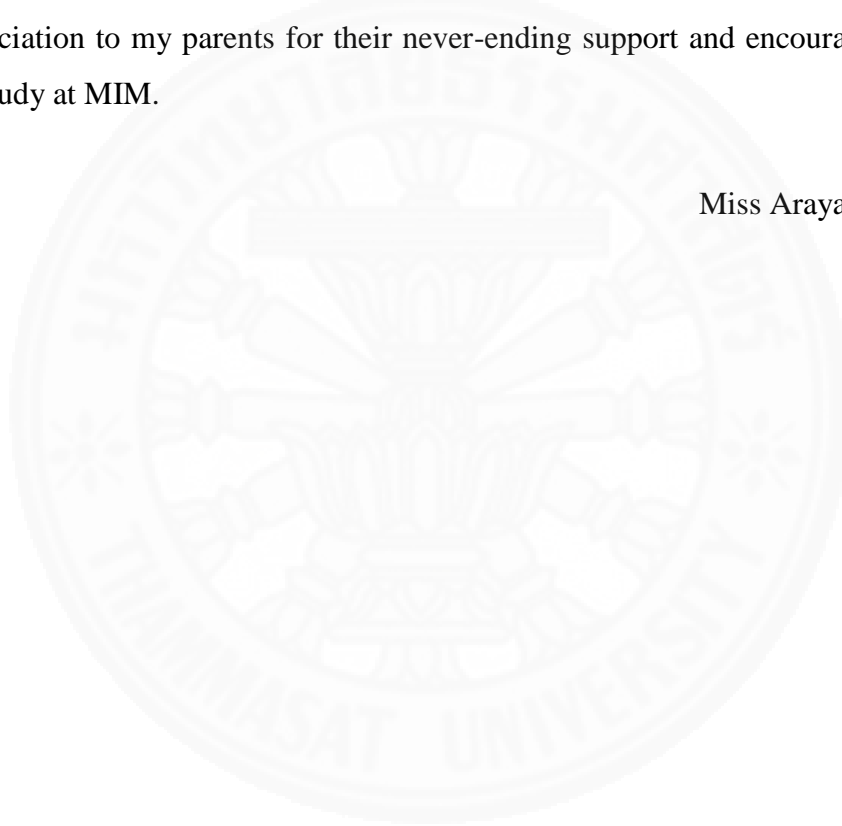


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CHAPTER 1

INTRODUCTION

1.1 Introduce to the study

The study of “The influence of marketing mix towards the overall satisfaction of parents on franchised music schools in Bangkok” is an applied marketing project that focuses on a societal issue. The objectives of this study can be categorized into five main purposes, as follows: -

1.2 Research objectives

1. To understand parents’ attitudes toward the marketing mix of franchised music schools, specifically: -
 - 1.1 To understand parents’ attitudes toward the courses offerings
 - 1.2 To understand parents’ attitudes toward the price of music lessons in franchised music schools
 - 1.3 To understand parents’ attitudes toward the locations of franchised music schools
 - 1.4 To understand parents’ attitudes toward the marketing promotion of franchised music schools
 - 1.5 To understand parents’ attitudes toward the teachers in franchised music schools
 - 1.6 To understand parents’ attitudes toward the administrative staff in franchised music schools
 - 1.7 To understand parents’ attitudes toward the physical environment of franchised music schools
2. To determine the overall satisfaction of respondents on franchised music schools.
3. To determine the effects of the marketing mix on the overall satisfaction of parents on franchised music schools.

4. To identify the characteristics of respondents in franchised music schools, specifically:

4.1 Age

4.2 Address

4.3 Household income

5 To recommend the effective strategies to increase customers' satisfaction toward marketing mix of franchised music schools.

According to Alexis (2015), music can enhance a student's achievement in non-musical subjects at school, allow a student to form a friendship and help a student become more disciplined and confident. Approximately 356 music schools in Thailand are franchised music schools and most belong to the Yamaha Music School and the KPN Music Academy (Thai Publica "rongrien nokrapop,"2015). According to Dr. Paiboon Bunyakiat, many students discontinue taking courses at music schools before they graduate, which is a serious and common problem of franchised music schools (personal communication, September 30, 2016). Customer dissatisfaction can lead to problems such as lower revenue and lower creditability for the franchised music schools in the future (Thai Publica "rongrien nokrapop," 2015). This study aims to address the following questions: - 1) What are the attitudes of parents toward the marketing mix of franchised music schools? 2) What are the causes of dissatisfaction in franchised music schools? 3) What are the characteristics of target respondents in franchised music schools?

1.3 Scope of the research

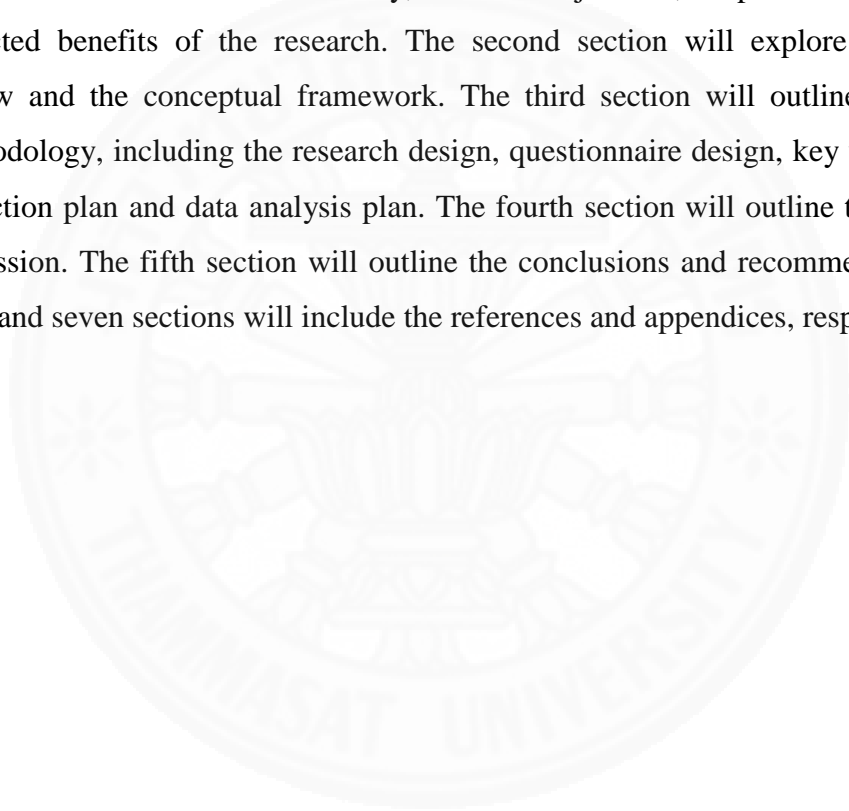
This study focuses on factors that can affect the overall satisfaction of parents on franchised music schools in Bangkok. All respondents were between 30-55 years of age, who live in Bangkok, have a monthly household income of more than 50,000 baht or belong to the Socio-Economic Status (SES) A+, A, and B (See Appendix I) and have enrolled their children in music courses at franchised music schools within the last 12 months.

1.4 Expected benefit of the research

This study aims to provide both the current and prospective operators of franchised music schools a better insight into the views of their target customers, in order for them to enhance service quality to meet their customers' needs.

1.5 Research structure

This research proposal was organized into seven sections. The first section will outline the introduction to the study, research objectives, scope of the research and expected benefits of the research. The second section will explore the literature review and the conceptual framework. The third section will outline the research methodology, including the research design, questionnaire design, key variables, data collection plan and data analysis plan. The fourth section will outline the results and discussion. The fifth section will outline the conclusions and recommendations. The sixth and seven sections will include the references and appendices, respectively.



CHAPTER 2

REVIEW OF LITERATURE

2.1 Background of the research

As a result of economic growth and global integration, competition in the labor market has intensified. Faced with a competitive job market, many parents are encouraging their children to acquire additional skills through extra-curricular activities, in the hopes to enhance their children's future employability. One of the most popular choices of extracurricular activities amongst Thai parents has always been music education.

There are significant benefits to music education. Numerous scientific research studies have concluded that music can be a powerful tool in the personal, intellectual and social development of children. The benefits of music education go beyond the leisure satisfaction such as relieving stress; music education can also help to enhance children's creativity, concentration and language development. A recent study has shown that "musical training develops the part of the brain known to be involved with processing language" (Phillips, 2014). Moreover, music education can help to foster important attributes in children such as discipline and teamwork. This is because in order to participate and perform in an orchestra, for example, all players must commit to practicing their instruments, attending rehearsals and working together toward a single goal (Phillips, 2014).

Parents play a big role in whether their children take music courses, as they are those who recognize the benefits of music education and enroll their children in music courses. Nonetheless, their dissatisfaction with the franchised music schools can also lead to many students discontinuing their music studies (Phaibul, 2011). Although many franchised music schools in Bangkok aim to provide high-quality music education, many students may discontinue taking courses due to the aforementioned reason. According to Suwichaya Rumpuengkit (2014), the course offerings, the price of music lessons, music schools' location, marketing promotion, teachers and administrative staff and physical environment are all factors that have a significant impact on the satisfaction of the students and their parents.

Consumer satisfaction can significantly affect purchase intentions (Cronin & Taylor, 1992). Many of the franchised music schools in Bangkok try to address the decline in student enrollment rate by implementing a variety of marketing activities, to enhance customer satisfaction (Thai Publica “rongrien nokrapop,” 2015). Customer dissatisfaction can lead to problems such as lower revenue and lower creditability for the franchised music schools in the future (Thai Publica “rongrien nokrapop,” 2015).

This study aims to provide both the current and prospective operators of franchised music schools a better insight into the views of their target customers, in order for them to enhance service quality to meet their customers’ needs. Readers will better understand the attitudes of parents toward the marketing mix of franchised music schools, the causes of their dissatisfaction and their characteristics.

2.2 Concepts and theories

- Marketing mix

As service-oriented organizations, educational institutions face four challenges including intangibility, inseparability, heterogeneity and perishability (Bateson & Hoffman, 2011, p.80). As a result, the marketing mix of a service-oriented organization would differ from the marketing mix of an organization selling tangible products. Service marketing mix consists of the seven P’s; the four P’s involved in the normal marketing mix, (i.e., product, price, place and promotion), and an additional three P’s (i.e., process, physical environment and people) that focuses on service delivery and enhancing satisfaction (See Figure 1) (Bateson & Hoffman, 2011, p.29).

- SERVQUAL

The key success factor of service-oriented organizations is service quality (Zwilling, 2014), as perceived service quality can affect the level of customer satisfaction (Turel & Serenko, 2006). There are numerous benefits to a service quality program, including “increased customer satisfaction, customer retention, customer loyalty, positive word-of-mouth, opportunities for cross-selling, employee benefits, improved corporate image, profit gains, and financial performance” (Bassam & Shawi, 2008). As a result, service quality has become a fundamental marketing strategy for organizations (Asubonteng, McCleary & Swan, 1996). The SERVQUAL model was developed in the

mid-1980s by Zeithaml, Parasuraman, and Berry (Mei & Foosiri, 2012). The SERVQUAL model is a measurement of service quality by ascertaining the difference between the customer expectation of the service offering and the customer perceptions of the service received (See Figure 2) (Parasuraman, Zeithaml & Berry, 1985). Moreover, the SERVQUAL model can be used to understand customer satisfaction (Awan, Bukhari, and Iqbal, 2011). The SERVQUAL model has five dimensions including tangibles (the physical facilities, equipment and staff appearance), reliability (the ability to perform the promised service dependably and accurately), responsiveness (the willingness to help customers and provide prompt service), assurance (the knowledge and courtesy of employees) and empathy (caring for customers) (Parasuraman, Zeithaml & Berry, 1988, p.23).

The literature review can be summarized as follows: -, 1) Many students discontinue taking courses at franchised music schools as a result of dissatisfaction, 2) Marketing mix can affect the parents' overall satisfaction with franchised music schools, 3) Current researches do not focus on the causes of the parents' dissatisfaction with franchised music schools. The proposed study aims to provide a contribution to existing research.

2.3 The conceptual framework

The conceptual framework explains the relationship between the key variables in this study which were divided into dependent, independents and controlled variables. The dependent variable was the overall satisfaction. The independent variables were parts of the marketing mix of franchised music schools such as the courses offerings, the price of music lessons, music schools' location, promotion, teachers, administrative staff, and the physical environment of franchised music schools. The control variables include the demographic information of the respondents, such as their age, address and household income (See Figure 3).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research design

The research design of this study consists of two approaches, including exploratory research and descriptive research.

3.1.1 Exploratory research

The exploratory research aims to understand the current situation of franchised music schools, to understand customers' insights and to use such insight to design a questionnaire to gather quantitative data. In this study, multiple methods of exploratory research, including secondary data and in-depth interviews, were used to collect precise data.

3.1.1.1 Secondary data

Secondary data was collected to gain a better understanding of the current situation of franchised music school. Information was gathered from published sources such as newspapers and websites, including the websites of franchised music schools (e.g., KPN Music Academy and Yamaha Music School).

3.1.1.2 In-depth interviews

Objective: To understand parents' attitudes toward the marketing mix of franchised music schools (objective 1)

Methods: Convenience sampling method was used to select target respondents. The results were collected from face-to-face interviews. After developing a list of questions (See Appendix II), in-depth interviews were conducted with 10 respondents. Each interview took approximately 15 minutes. The researcher used responses obtained from the in-depth interviews to design a questionnaire for the descriptive research.

3.1.2 Descriptive research

The descriptive research used the questionnaire to expand the understanding from the in-depth interviews.

Questionnaire

Objective: The questionnaire aims to achieve the following four objectives:

Objective 1: To understand parents' attitudes toward the marketing mix of franchised music schools

Objective 2: To determine the overall satisfaction of respondents on franchised music schools

Objective 3: To determine the effect of the marketing mix on the overall satisfaction of parents on franchised music schools

Objective 4: To identify the characteristics of respondents in franchised music schools

Methods: Convenience sampling method was used to select target respondents. The responses obtained from the face-to-face interviews were used to develop an offline questionnaire. The questionnaire was completed by 250 respondents, each taking approximately 15 minutes to complete. The questionnaire incorporates different forms of questions including single-select questions and Likert scale.

Questionnaire Design: The questionnaire (See Appendix III) was divided into four parts, as follows: -

Table 1: Table showing the outline of the questionnaire

Part	Question Types
Part I: Screening questions	Single-select
Part II: Expectation towards marketing mix of franchised music schools	Likert scale
Part III: Perception towards marketing mix of franchised music schools	Likert scale
Part IV: Demographic information	Single-select

Part I contains a set of screening questions. Screening questions were placed at the beginning of the questionnaire in order to filter the respondents for eligibility for the questionnaire.

Part II and Part III contains a set of questions on the expectation and perception of respondents on the marketing mix of franchised music schools. A five-point scale was applied in these parts, with the scale points ranging from “not at all important” to “very important”. Each number was interpreted as follows: -

1 = Not at all important

2 = Not very important

3 = Neutral

4 = Important

5 = Very important

The range of mean scores are interpreted as follows: -

1.00-1.08 = The lowest importance

1.81-2.60 = Low importance

2.61-3.40 = Moderate importance

3.41-4.20 = Importance

4.21-5.00 = The highest importance

Part IV contains a list of demographic profile questions including the age, address and household income of the respondents.

3.2 Identification of key research variables

The key variables in this study were divided into dependent, independents and controlled variables. The dependent variable was the overall satisfaction. The independent variables were parts of the marketing mix of franchised music schools such as the courses offerings, the price of music lessons, music schools' location, promotion, teachers, administrative staff, and the physical environment of franchised music schools. The control variables include the demographic information of the respondents, such as their age, address and household income.

3.3 Data collection plan

3.3.1 Respondents criteria

The target respondents for both exploratory research and descriptive research were parents between 30-55 years of age, who live in Bangkok, have a monthly household income of more than 50,000 baht or belong to the Socio-Economic Status (SES) A+, A, and B and have enrolled their children in music courses at franchised music schools within the last 12 months.

3.3.2 Data collection location

The target respondents for both the in-depth interviews and offline questionnaire were recruited at franchised music schools in Bangkok, such as KPN Music Academy's Ladhrabang branch, KPN Music Academy's Central Bangna branch, and Yamaha Music School's Siam Square branches, on Saturdays and Sundays.

3.4 Data analysis plan

3.4.1 Exploratory research

The results from the in-depth interviews were used to design the questionnaire.

3.4.2 Descriptive research

The data obtained from the questionnaire was analyzed using the Statistical Package for the Social Sciences (SPSS). The statistics were used to test the following:

3.4.2.1 Descriptive analyses

Objective: Descriptive analysis was used to achieve two objectives, as follows: -

Objective 1: To understand parents' attitudes toward the marketing mix of franchised music schools

Objective 4: To identify the characteristics of respondents in franchised music schools

Analysis Plan: Descriptive analysis, such as the frequency distribution analysis and percentage were used to analyze the demographic data to identify the characteristics of respondents in franchised music schools (objective 4). The table below shows how the data was analyzed and presented: -

Table 2: Dummy table showing how the demographic information was analyzed and presented

Characteristics	Descriptive analysis (n=250)
Gender	Frequency distribution and percentage
Age	Frequency distribution and percentage
Household Income	Frequency distribution and percentage

Descriptive analysis, such as the mean, was also used to analyze the data to understand parents' attitudes toward the marketing mix of franchised music schools (objective 1). The table below shows how the data was analyzed and presented: -

Table 3: Dummy table showing how the attitude information was analyzed and presented

Attitude	Descriptive analysis (n=250)
Perception	Mean
Expectation	Mean

3.4.2.2 Multiple regression analysis

Objective: Multiple regression analysis was used to analyze the data and provide insights into the following objectives:

Objective 2: To determine the overall satisfaction of respondents on franchised music schools

Objective 3: To determine the effects of the marketing mix on the overall satisfaction of parents on franchised music schools

Analysis Plan: Multiple regression analysis was used on interval data, such as the perception and expectation, by investigating the independent variables (perception and expectation of respondents towards the marketing mix of franchised music schools) on the dependent variable (overall satisfaction of respondents on franchised music schools). Although R-squared can predict how well the independent variables can predict the dependent variable, it is not appropriate for this study because the higher the number of variables in the model, the more R-squared will increase (Frost, 2013). As a consequence, Minitab Express (2013) suggests the use of adjusted R-squared, which is a modified version of R-squared. The adjusted R-squared conveys only the percentage of independent variables that actually affect the dependent variable. If useless variables are added to the model, the adjusted R-squared will

decrease. If useful variables are added to the model, the adjusted R-squared will increase. In addition to the adjusted R-squared, the significance level (p-value) should also be observed, when determining the relationship between variables. This is because when the coefficient number (p-value) is ≤ 0.05 , each factor would be in a relationship with each other (Sykes, 2012).



CHAPTER 4

RESULTS AND DISCUSSION

4.1 Data analysis

The researcher used both qualitative research (in-depth interviews) and quantitative research (offline survey). The findings from the qualitative research were then used to identify the key factors and questions for the offline survey. The survey was distributed on weekends at KPN Music Academy's Ladhrabang branch, KPN Music Academy's Central Bangna branch and Yamaha Music School's Siam Square branches. There were 250 survey respondents. The results were coded before being entered into the SPSS program. The main functions of SPSS used to analyze data include descriptive statistic tools, multiple regression and comparison of mean results.

4.2 Results from exploratory research

4.2.1 Secondary research's results

The secondary data was collected to gain a better understanding of the current situation of franchised music schools. The information was gathered from published sources, such as newspapers and websites, including the websites of franchised music schools (e.g., KPN Music Academy and Yamaha Music School). The results are as follows:

Most of the franchised music schools have a variety of course offerings, such as piano, drums, ballet class, dancing class and singing. The average tuition fee of each lesson is approximately seven hundred to nine hundred baht per hour, depending on the skills and age of the students.

Most of the franchised music schools in Bangkok are located in department stores, where customers can easily access and where there are adequate parking spaces.

The schools usually organize mini-concerts for their students every three to four months in order to advertise and promote the schools. In terms of the price

promotions on music courses, these are usually offered during special periods, such as the New Year or grand openings of the schools.

Teachers of franchised music schools usually have extensive teaching experience and are carefully recruited from the music school's headquarters. Most of the franchised music schools have two administrative staff, who are responsible for housekeeping matters and for giving advice on music courses.

4.2.2 In-depth interview's results

In-depth interviews were conducted with 10 respondents. Each interview took approximately 15 minutes. The researcher used the responses obtained from the in-depth interviews to design a questionnaire for the descriptive research. The findings from the in-depth interviews with 10 respondents are summarized below:

All respondents in this study were parents between 30-55 years of age, who live in Bangkok, have a monthly household income of more than 50,000 baht and have enrolled their children in music courses at franchised music schools within the last 12 months.

Most of the respondents decided to send their children to study at franchised music schools that have a good reputation and a wide variety of course offerings. The respondents prefer music schools that can tailor the course to each individual student, have a standard quality of courses offered and have suitable class schedules.

In terms of price, many respondents compared the prices of different music schools and selected to enroll their children at the music school where the price is most reasonable.

In terms of location, many parents considered factors such as whether the schools are conveniently located, have adequate parking space, are located in a department store and are located near other types of tutorial schools. These factors are taken into consideration because most use a personal car and their children often spend two to three hours at any given location. Therefore, department stores are a great place for parents to wait for their children. Moreover, most of the children also have tutoring on the same day; therefore, some respondents prefer the music schools to be located near other tutorial schools in order to save time and transportation costs.

In term of promotions, many respondents prefer certain franchised music schools because of the extra activities the schools organize outside the classroom, such as concerts and music competitions. They perceive that these activities allow their children to progress faster in their music studies. However, some respondents select certain franchised music schools because of complimentary lessons or price discounts for new customers.

Teachers are the most important factor in franchised music schools. Although many respondents may not be satisfied with the prices of the lessons or the locations of certain music schools, they still continue to enroll their children at the schools because of the teachers. They take into consideration the teachers' reputation, experience, attentiveness, ability to impart knowledge, extra advice outside the lessons, punctuality and teaching continuity because they believe that teachers have a direct influence on the skills of their children.

Some respondents also take into consideration the administrative staff of franchised music schools. They expect administrative staff to be able to give advice on the course offerings, to provide prompt service and to be approachable. They normally complain when administrative staff are not easily approachable or are unable to give advice on the course offerings.

Some respondents take into consideration the physical environment of the music schools. Some select the music schools based on the quality of the musical instruments (i.e., modern versus dated), quality of the facilities (i.e., modern versus dated) and level of cleanliness because it makes them feel safe to send their children there.

4.3 Descriptive research

The statistical models used to analyze the data include descriptive analysis and multiple regression analysis.

4.3.1 Descriptive analysis

The data from the descriptive analysis are summarized in the following table: -

Table 4: Summary of respondents' demographic (n=250)

	Respondents' Demographic	n	Percent (%)
Gender	Male	77	31%
	Female	173	69%
Age	Age between 30-40 years old	134	54%
	Age between 41-55 years old	116	46%
Monthly Household Income (baht)	18,000-30,000	28	11%
	30,001-50,000	58	23%
	50,001-85,000	106	42%
	85,001-160,000	42	17%
	More than 160,001	16	6%

As depicted in Table 4, the data collected from the offline questionnaire was analyzed using Statistic Package for Social Sciences (SPSS). From 250 respondents, 69% are female and 31% are male, while 54% are between 30-40 years old and 46% are between 41-50 years old. Most of the respondents (42%) have a monthly household income between 50,001- 85,000 baht, followed by 30,001-50,000 baht (23%) and 85,001-160,001 baht (17%).

Table 5: Summary of respondents' attitude toward courses offerings (n=250)

Evaluative Criteria	Attribute Importance Max=5 (Ai)	Belief about music schools Max=5 (Bi)	BiAi	Maximum Possible Rating
The courses offerings				
1. A wide variety of course offerings	2.93	4.04	11.82	14.64
2. The ability to tailor the course to each individual student	4.46	4.44	19.84	22.32
3. The quality of the courses	4.37	4.25	18.57	21.84
4. The reputation of the franchised music schools	4.65	4.53	21.06	23.26
5. Suitable class schedules	3.92	3.62	14.19	19.60

As depicted in Table 5, the respondents place the greatest importance on the reputation of the franchised music schools (4.65), followed by the ability to tailor the course to each individual student (4.46) and the quality of the courses (4.37).

Based on the respondents' experience, they feel that the franchised music schools have a good reputation, are able to tailor the course to each individual student, offer high quality courses and have a wide variety of course offerings. However, the respondents do not feel that the length of each lesson is appropriate (i.e., either too short or too long).

Table 6: Summary of respondents' attitude toward prices of courses (n=250)

Evaluative Criteria	Attribute Importance Max=5 (Ai)	Belief about music schools Max=5 (Bi)	BiAi	Maximum Possible Rating
Price of courses				
6. Reasonable prices	4.74	2.81	13.30	23.68
7. Cheaper than other music schools	3.76	2.32	8.70	18.78

As depicted in Table 6, the respondents place higher importance on reasonable prices (4.74), as opposed to cheaper prices (3.76).

Based on the respondents' experience, they do not feel that the prices of music courses at their music schools are reasonable. Moreover, they believe that the music schools they have chosen are not cheaper than other music schools.

Table 7: Summary of respondents' attitude toward locations (n=250)

Evaluative Criteria	Attribute Importance Max=5 (Ai)	Belief about music schools Max=5 (Bi)	BiAi	Maximum Possible Rating
Locations				
8. Convenient location	4.78	4.25	20.32	23.90
9. Adequate parking spaces	4.81	4.39	21.12	24.04
10. Located in department store	4.45	4.62	20.55	22.26
11. Located near other kinds of tutorial schools	3.21	3.80	12.22	16.06

As depicted in Table 7, the respondents place the greatest importance on adequate parking spaces (4.81), followed by convenient location (4.78) and located in department stores (4.45). However, respondents place lower importance on the music school being located near other kind of tutorial schools.

Based on the respondents' experience, they feel that their music schools are in a convenient location, are located in a department store and have adequate parking spaces.

Table 8: Summary of respondents' attitude toward promotions (n=250)

Evaluative Criteria	Attribute Importance Max=5 (Ai)	Belief about music schools Max=5 (Bi)	BiAi	Maximum Possible Rating
Promotions				
12. Price discounts	3.84	2.32	8.90	19.18
13. Complimentary lessons	3.99	2.04	8.14	19.96
14. Extra activities outside the classroom such as concerts or music competitions	4.59	2.30	10.58	22.96

As depicted in Table 8, the respondents place the greatest importance on extra activities outside the classroom (4.59), followed by complimentary lessons (3.99) and price discounts (3.84).

Based on the respondents' experience, they feel that music schools do not offer enough price discounts or complimentary lessons and do not organize enough extra activities outside the classroom.

Table 9: Summary of respondents' attitude toward teachers (n=250)

Evaluative Criteria	Attribute Importance Max=5 (Ai)	Belief about music schools Max=5 (Bi)	BiAi	Maximum Possible Rating
Teachers				
15. The reputation of teachers	4.00	3.28	13.10	20.00
16. The experience of teachers	4.36	3.76	16.39	21.80
17. The attentiveness of teachers	4.89	4.48	21.90	24.46
18. The teachers' ability to impart knowledge to students	4.66	4.41	20.58	23.32
19. The extra advice outside the lessons	3.46	3.34	11.56	17.30
20. The punctuality of teachers	4.02	4.00	16.06	20.08
21. Teaching continuity	4.58	4.10	18.78	22.90

As depicted in Table 9, the respondents place the greatest importance on the attentiveness of teachers (4.89), followed by the teachers' ability to impart knowledge to students (4.66), teaching continuity (4.58), the experience of teachers (4.36), the punctuality of teachers (4.02), the reputation of teachers (4.00) and the extra advice outside the lessons (3.46).

Based on the respondents' experience, they feel that the teachers are attentive, have an ability to impart knowledge to students, are able to provide continuous lessons and are punctual. However, they do not feel that the teachers are experienced, are highly reputable or offer extra advice outside the lessons.

Table 10: Summary of respondents' attitude toward administrative staff (n=250)

Evaluative Criteria	Attribute Importance Max=5 (Ai)	Belief about music schools Max=5 (Bi)	BiAi	Maximum Possible Rating
Administrative staff				
22. Able to give advice on the course offerings	4.33	4.07	17.62	21.66
23. Able to provide prompt service	4.54	3.88	17.65	22.72
24. Approachable of administrative staff	3.38	3.68	12.41	16.88

As depicted in Table 10, the respondents place the greatest importance on administrative staff being able to provide prompt service (4.54) and to give advice on the course offerings (4.33). However, they place lower importance on the administrative staff being approachable (3.38).

Based on the respondents' experience, they feel that the administrative staff are able to provide advice on course offerings. However, they do not feel that the administrative staff are approachable or are able to provide prompt service.

Table 11: Summary of respondents' attitude toward physical environment (n=250)

Evaluative Criteria	Attribute Importance Max=5 (Ai)	Belief about music schools Max=5 (Bi)	BiAi	Maximum Possible Rating
Physical environment				
25. The quality of musical instruments	4.74	4.13	19.57	23.68
26. The quality of the facilities of music schools	2.94	3.62	10.63	14.70
27. The cleanliness of music schools	4.89	3.95	19.33	24.46

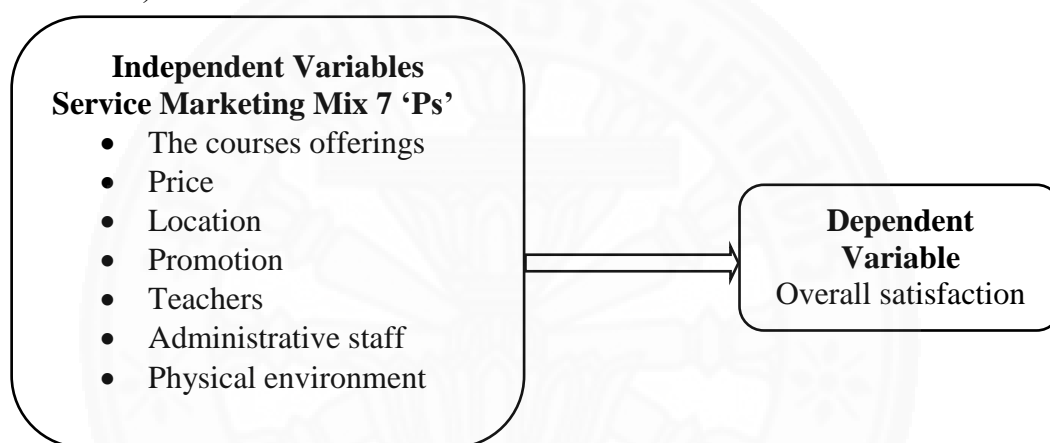
As depicted in Table 11, the respondents place the greatest importance on the cleanliness of music schools (4.89), followed by quality of musical instruments

(4.74). However, they place lower importance on the quality of the facilities of music schools (2.94).

Based on the respondents' experience, they feel that the quality of the musical instruments is high (i.e., modern/new); however, they do not feel that the music schools are clean or have modern facilities.

4.3.2 Multiple regression analyses

Key variables: The key variables can be divided into independent variables (marketing mix of franchised music schools) and the dependent variable (overall satisfaction).



The results obtained from the multiple regression analysis are summarized in the following tables: -

Table 12: Model summary

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.877	0.768	0.740	0.229

a. Predictors: (Constant), P27, P20, P11, P14, P16, P4, P7, P1, P12, P10, P18, P22, P26, P9, P25, P6, P24, P2, P5, P17, P19, P8, P15, P13, P3, P23, P21

b. Dependent Variable: Overall Satisfaction

As depicted in Table 12, the adjusted R-Square of 0.740 demonstrates that 74% of the overall satisfaction of respondents of franchised music schools can be explained by perception toward marketing mix of franchised music schools.

Table 13: ANOVA table

ANOVA b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.732	27	1.435	27.293	0.000
	Residual	11.668	222	0.053		
	Total	50.400	249			

a. Predictors: (Constant), P27, P20, P11, P14, P16, P4, P7, P1, P12, P10, P18, P22, P26, P9, P25, P6, P24, P2, P5, P17, P19, P8, P15, P13, P3, P23, P21

b. Dependent Variable: Overall Satisfaction

As depicted in Table 13, the significance level (p-value) of .000 demonstrates that there is a relationship between the dependent variable (overall satisfaction) and the independent variables (perception toward marketing mix of franchised music schools).

Table 14: Coefficients table (factors that affect with overall satisfaction of respondents)

Coefficients a						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3.367	0.260		12.955	0.000
	P16. The experience of teachers	-0.066	0.027	-0.115	-2.466	0.014
	P18. The teachers' ability to impart knowledge to students	-0.083	0.038	-0.116	-2.197	0.029
	P19. The extra advice outside the lessons	0.060	0.021	0.132	2.832	0.005
	P23. Prompt service from the administrative staff	-0.119	0.030	-0.241	-3.985	0.000
	P27. The cleanliness of music schools	-0.413	0.023	-0.771	-17.945	0.000

a. Dependent Variable: Overall Satisfaction

As depicted in Table 14, the equation used to determine the overall satisfaction is $Y = 3.367 - 0.066S16 - 0.083S18 + 0.060S19 - 0.119S23 - 0.413S27$.

In addition, the p-value of 0.000 demonstrates that there is a relationship between the experience of teachers, teachers' ability to impart knowledge to students, extra advice outside the lessons, prompt service from the administrative staff and cleanliness of music schools.

4.3.3 Comparison of mean results

Table 15: Compare means: male and female on perception toward the courses offerings

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P2. The ability to tailor the course to each individual student	male	4.649	0.297	0.001	3.505
	female	4.353			
P3. The quality of the courses	male	4.442	0.274	0.004	2.910
	female	4.168			

As depicted in Table 15, significance values of lower than 0.05 illustrate that there is a difference between the perception of male and female toward course offerings.

When comparing the mean results of males and females on their perception toward the music school's ability to tailor the course to each individual student and quality of the courses, it can be concluded that males perceive that the ability of music schools to tailor the course to each individual student and the quality of courses are higher, compared to females.

Table 16: Compare means: male and female on perception toward price of courses

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P6. Reasonable price	male	2.545	-0.379	0.007	-2.720
	female	2.925			

As depicted in Table 16, a significance value of lower than 0.05 illustrates that there is a difference between the perception of male and female toward reasonableness of price.

When comparing the mean results of males ($\text{Mean}_{\text{male}}=2.545$) and females ($\text{Mean}_{\text{female}}=2.925$) on their perception toward reasonable price, it can be concluded that females perceive that reasonableness of music course prices is higher, compared to males.

Table 17: Compare means: male and female on perception toward location of music schools

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P8. Convenient location	male	4.623	0.537	0.000	4.844
	female	4.087			

As depicted in Table 17, a significance value of lower than 0.05 illustrates that there is a difference between the perception of males and females toward the location of music schools.

When comparing the mean results of males ($\text{Mean}_{\text{male}}=4.623$) and females ($\text{Mean}_{\text{female}}=4.087$) on their perception toward convenience location, it can be concluded that males perceive that the music schools being conveniently located is higher, compared to females.

Table 18: Compare means: male and female on perception toward promotions of music schools

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P12. Price discounts	male	2.078	-0.350	0.001	-3.228
	female	2.428			
P13. Complimentary lessons	male	1.818	-0.321	0.010	-2.594
	female	2.139			
P14. The extra activities outside the classroom	male	2.091	-0.308	0.047	-1.998
	female	2.399			

As depicted in Table 18, significance value of lower than 0.05 illustrates that there is a difference between the perception of males and females toward the promotions of music schools.

When comparing the mean results of males and females on their perception toward price discounts, complimentary lessons and extra activities outside the classrooms, it

can be concluded that females perceive that these factors are higher, compared to males.

Table 19: Compare means: male and female on perception toward teachers

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P15. The reputation of teachers	male	3.532	0.371	0.009	2.629
	female	3.162			
P16. The experience of teachers	male	4.000	0.347	0.000	3.589
	female	3.653			
P20. The punctuality of teacher	male	4.364	0.525	0.000	5.375
	female	3.838			
P21. Teacher continuity	male	4.364	0.381	0.002	3.059
	female	3.983			

As depicted in Table 19, significant values of lower than 0.05 illustrates that there is a difference between the perception of males and females toward teachers in music schools.

When comparing the mean results of males and females on their perception toward the reputation of teachers, the experience of teachers, the punctuality of teachers and teaching continuity, it can be concluded males perceive that these factors are higher, compared to females.

Table 20: Compare means: male and female on perception toward administrative staff

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P24. Approachable of administrative staff	male	3.857	0.262	0.045	2.015
	female	3.595			

As depicted in Table 20, a significance value of lower than 0.05 illustrates that there is a difference between the perception of males and females toward administrative staff being approachable.

When comparing the mean results of males ($\text{Mean}_{\text{male}}=3.857$) and females ($\text{Mean}_{\text{female}}=3.595$) on their perception toward approachable of administrative staff, it can be concluded that males perceive that aforementioned factor is higher, compared to females.

Table 21: Compare means: male and female on perception toward physical environment

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P25. The quality of the musical instruments	male	4.000	-0.191	0.028	-2.213
	female	4.191			
P26. The quality of the facilities of music schools	male	3.831	0.311	0.029	2.202
	female	3.520			

As depicted in Table 21, significance value of lower than 0.05 illustrates that there is a difference between the perception of males and females toward the physical environment of music schools.

When comparing the mean results of males and females on their perception toward the quality of the musical instruments and the quality of the facilities of music schools, it can be concluded that females perceived that these factors are higher, compared to males.

Table 22: Compare means: male and female on overall satisfaction of music schools

Perception	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
P28. Overall satisfaction	male	4.403	0.408	0.000	4.240
	female	3.994			

As depicted in Table 22, a significance value of lower than 0.05 illustrates that there is a difference between the perception of male and female toward the overall satisfaction of music schools.

When comparing the mean results of males ($\text{Mean}_{\text{male}}=4.403$) and females ($\text{Mean}_{\text{female}}=3.994$), it can be concluded that males are more satisfied with the franchised music schools than females.

Table 23: Compare means: male and female on expectation toward the marketing of franchised music schools

Expectation	Groups	Mean	Mean Difference	Sig. (2-tailed)	t
E7. Price cheaper than other music schools	male	3.247	-0.736	0.000	-3.992
	female	3.983			
E10. Located in department store	male	4.649	0.285	0.001	3.245
	female	4.364			
E20. The punctuality of teachers	male	3.714	-0.436	0.000	-3.871
	female	4.150			
E23. Able to provide prompt service	male	4.403	-0.204	0.016	-2.441
	female	4.607			
E26. The quality of the facilities of music schools	male	2.610	-0.476	0.015	-2.439
	female	3.087			
E27. The cleanliness of music schools	male	4.805	-0.125	0.013	-2.540
	female	4.931			

As depicted in Table 23, significance value of lower than 0.05 illustrates that there is a difference between the expectation of males and females toward the marketing mix of franchised music schools.

When comparing the mean results of males and females toward the marketing mix of franchised music schools, it can be concluded that females place higher importance on the prices being lower than other music schools, punctuality of teachers, prompt service from the administrative staff, quality of the facilities and cleanliness of music schools, compared to males. On the other hand, males place higher importance on the music schools being located near department stores, compared to females.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

5.1.1 Total respondent profile

From a total of 250 respondents, more than half were female between 41-50 years old. All of them are decision makers who enrolled their children at music schools. Most of the respondents (42%) have a monthly household income of 50,001-85,000 baht.

5.1.2 Attitude toward marketing of franchised music schools

The questions on the attitudes toward the marketing mix of franchised music schools can be divided into seven categories; course offerings, price of courses, location, promotions, teachers, administrative staff, and physical environment of franchised music schools. The gap between the maximum possible rating and attitude score shows the level of improvement that franchised music schools can do to increase customer satisfaction.

Promotions have the highest gap between the maximum possible rating and the attitude score towards marketing mix of franchised music schools, specifically extra activities outside the classroom (gap of 12.38), complimentary lessons (gap of 11.82) and price discounts (gap of 10.28).

For price of courses, the reasonableness of price has the highest gap between the maximum possible rating and the attitude score (gap of 10.38), followed by cheaper prices than other music schools (gap of 10.08).

For teachers in franchised music schools, the reputation of teachers has the highest gap between the maximum possible rating and the attitude score (gap of 6.90), followed by experience of teachers and extra advice outside the lessons with gaps of 5.41 and 3.58, respectively.

For the physical environment of franchised music schools, the cleanliness of the schools has the highest gap between the maximum possible rating and the attitude

score of 5.13.

For the course offerings, the appropriateness of lesson length has the highest gap between the maximum possible rating and the attitude score of 5.41, followed by the quality of course offered at 3.27.

For administrative staff at franchised music schools, the promptness of service has the highest gap between the maximum possible rating and the attitude score toward of 5.07.

For the location of franchised music schools, being located near other tutorial schools has the highest gap between the maximum possible rating and the attitude score of 3.84, followed by being conveniently located at 3.58.

5.2 Recommendations

Based on the research findings, the recommendations are as follows:

5.2.1 Increased the number of activities outside the classroom

There is a high gap between the respondents' expectation and experience for extra activities outside the classroom. Nowadays, most of the franchised music schools organize concerts once every three months. In order to increase customer satisfaction, the music schools can increase the frequency of activities outside the classroom, such as concerts or music competitions.

5.2.2 Introduce promotions of franchised music schools

Based on the research findings, respondents do not feel that the music lessons are value for money. Therefore, by introducing promotions such as offering complimentary lessons, offering price discounts and increased activities outside the classrooms, the customers feel that they get the maximum value out of the money that they have paid.

5.2.3 Increase awareness on experience and reputation of teachers

There is a high gap between the respondents' expectation and experience on the reputation and level of experience of teachers. Therefore, the music schools

should increase customer awareness about the level of experience and reputation of teachers in order to increase the level of customer satisfaction.

5.2.4 Train administrative staff to be more responsiveness and ensure cleanliness of franchised music schools

There is a moderately high gap between respondents' expectation and experience toward prompt service from the administrative staff. Therefore, it is recommended that franchised music schools train their administrative staff to be more responsive to customers' requests. Moreover, the music schools should ensure the cleanliness of the music schools, in order to increase customer satisfaction.

5.3 Limitations of the study

5.3.1 Time constraints

Due to the time constraints, the researcher employed convenience sampling method for data collection because it is fast and easy to apply. The questionnaire was distributed mainly through the offline channel at selected franchised music schools and data could be collected from only 250 parents who enrolled their children to study in franchised music schools in Bangkok. Therefore, this may not be representative of the overall population.

5.3.2 Limitation of sample

Since a majority of the respondents to the questionnaire were females (69%), most of the data gathered comprises mostly of females' attitudes.

5.3.3 Reliability of data

Due to the length of the questionnaire, some respondents may feel burdened to respond, thereby decreasing the response quality. Also, the face-to-face recruitment could cause the respondents to withhold true information. Thus, the data may not be as reliable as expected.

5.3.4 Limitation of information

This study focuses on the overall customer satisfaction towards franchised music schools in Bangkok. There may be different factors that create customer satisfaction or customer dissatisfaction in each music school in Bangkok. Therefore, further research is needed to gain a deeper understanding into the customers of each franchised music school.



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APPENDICES

APPENDIX A
LIST OF CLASSIFICATIONS OF SOCIO-ECONOMIC STATUS
(SES) FOR THE BANGKOK GROUP

Class	Bangkok
E	0 – 7,500 THB
D	7,501 – 18,000 THB
C-	18,001 – 24,000 THB
C	24,001 – 35,000 THB
C+	35,001 – 50,000 THB
B	50,001 – 85,000 THB
A	85,001 – 160,000 THB
A+	160,000+ THB

Source: Poomontre and Setthawong, 2015

APPENDIX B

IN-DEPTH INTERVIEW QUESTIONS

Part I: Introduction

1. Introduce myself and purposes of this interview to interviewees.
2. Inform interviewees that this interview will take approximately 15 minutes.

Part II: Screening questions

1. Are your children studying in franchised music schools?
2. Do you pay money for your children to study in franchised music schools?

Part III: Perceptions and expectations towards the marketing mix in franchised music schools.

1. Are you satisfied with franchised music schools that you are studying? Why or Why not?
2. What factors are you satisfied or dissatisfied with franchised music schools?
3. What factors affect your consideration to buying the courses in franchised music schools?
4. What are the most and least important factors that affect your consideration to send your children to learn music at franchise music school?

Part IV: Demographic information

1. How old are you?
2. Where do you live?
3. What is your household income per month?

APPENDIX C

QUESTIONNAIRE DESIGN

This questionnaire is a part of Independent Study which is conducted by a student in Master's Degree Program in Marketing at Thammasat University. The purpose of this questionnaire is to study the influence of marketing mix towards the overall satisfaction of parents on franchised music schools in Bangkok. Please answer the questions as honestly as possible and be assured that any information provided will be treated with the most confidentiality. It will be used for the purpose of academic research only. This questionnaire will take around 10 minutes to complete. Your kind co-operation is greatly appreciated.

This questionnaire is composed of three parts:

Part I: Screening questions

Part II: Expectation towards the marketing mix of franchised music schools

Part III: Perception towards the marketing mix of franchised music schools

Part IV: Demographic information

Part I: Screening questions

Instruction: Please check X in that matches with your information the most.

SQ1. Are your children studying in franchised music schools?

(1) Yes (Go to part II) (2) No (End of the questionnaire)

SQ2. Do you pay money for your children to study in franchised music schools?

(1) Yes (Go to part II) (2) No (End of the questionnaire)

Part II: Expectation towards the marketing mix of franchised music schools

Instruction: Please check X in that reflects the level of your expectation in franchised music schools that your children are studying.

Factors	Not at all Important	Not very Important	Neutral / Not Applicable	Important	Very Important
The courses offerings					
E1. A wide variety of course offerings	1	2	3	4	5
E2. The ability to tailor the course to each individual student	1	2	3	4	5
E3. The quality of the courses	1	2	3	4	5
E4. The reputation of the franchised music schools	1	2	3	4	5
E5. Suitable class schedules	1	2	3	4	5
Price of courses					
E6. Reasonable prices	1	2	3	4	5
E7. Price cheaper than other music schools	1	2	3	4	5
Locations					
E8. Convenient location	1	2	3	4	5
E9. Adequate parking spaces	1	2	3	4	5
E10. Located in department store	1	2	3	4	5
E11. Located near other kinds of tutorial schools	1	2	3	4	5
Promotions					
E12. Price discounts	1	2	3	4	5
E13. Complimentary lessons	1	2	3	4	5
E14. The extra activities outside the classroom, such as concerts and music competition	1	2	3	4	5

Factors	Not at all Important	Not very Important	Neutral / Not Applicable	Important	Very Important
Teachers					
E15. The reputation of teachers	1	2	3	4	5
E16. The experience of teachers	1	2	3	4	5
E17. The attentiveness of teachers	1	2	3	4	5
E18. The teachers' ability to impart knowledge to students	1	2	3	4	5
E19. The extra advice outside the lessons	1	2	3	4	5
E20. The punctuality of teachers	1	2	3	4	5
E21. Teacher continuity	1	2	3	4	5
Administrative Staff					
E22. Ability to give advice on the course offerings	1	2	3	4	5
E23. Able to provide prompt service	1	2	3	4	5
E24. Approachable of administrative staff	1	2	3	4	5
Physical environment					
E25. The quality of the musical instruments	1	2	3	4	5
E26. The quality of the facilities of music schools	1	2	3	4	5
E27. The cleanliness of music schools	1	2	3	4	5

Part III: Perception towards the marketing mix of franchised music schools

Instruction: Please check X in that reflects the level of your satisfaction in franchised music schools that your children are studying.

Factors	Not at all satisfied	Not very satisfied	Neutral / Not Applicable	Satisfied	Very satisfied
The courses offerings					
P1. A wide variety of course offerings	1	2	3	4	5
P2. The ability to tailor the course to each individual student	1	2	3	4	5
P3. The quality of the courses	1	2	3	4	5
P4. The reputation of the franchised music schools	1	2	3	4	5
P5. Suitable class schedules	1	2	3	4	5
Price of courses					
P6. Reasonable prices	1	2	3	4	5
P7. Price cheaper than other music schools	1	2	3	4	5
Locations					
P8. Convenient location	1	2	3	4	5
P9. Adequate parking spaces	1	2	3	4	5
P10. Located in department store	1	2	3	4	5
P11. Located near other kinds of tutorial schools	1	2	3	4	5
Promotions					
P12. Price discounts	1	2	3	4	5
P13. Complimentary lessons	1	2	3	4	5
P14. The extra activities outside the classroom, such as concerts and music competition	1	2	3	4	5

Factors	Not at all satisfied	Not very satisfied	Neutral / Not Applicable	Satisfied	Very satisfied
Teachers					
P15. The reputation of teachers	1	2	3	4	5
P16. The experience of teachers	1	2	3	4	5
P17. The attentiveness of teachers	1	2	3	4	5
P18. The teachers' ability to impart knowledge to students	1	2	3	4	5
P19. The extra advice outside the lessons	1	2	3	4	5
P20. The punctuality of teachers	1	2	3	4	5
P21. Teacher continuity	1	2	3	4	5
Administrative Staff					
P22. Ability to give advice on the course offerings	1	2	3	4	5
P23. Able to provide prompt service	1	2	3	4	5
P24. Approachable of administrative staff	1	2	3	4	5
Physical environment					
P25. The quality of the musical instruments	1	2	3	4	5
P26. The quality of the facilities of music schools	1	2	3	4	5
P27. The cleanliness of music schools	1	2	3	4	5
P28. Overall satisfaction of franchised music school	1	2	3	4	5

Part III: Demographic information

Instruction: Please check X in that matches with your information.

D1: What is your gender? (Single Answer)

- (1) Female (2) Male

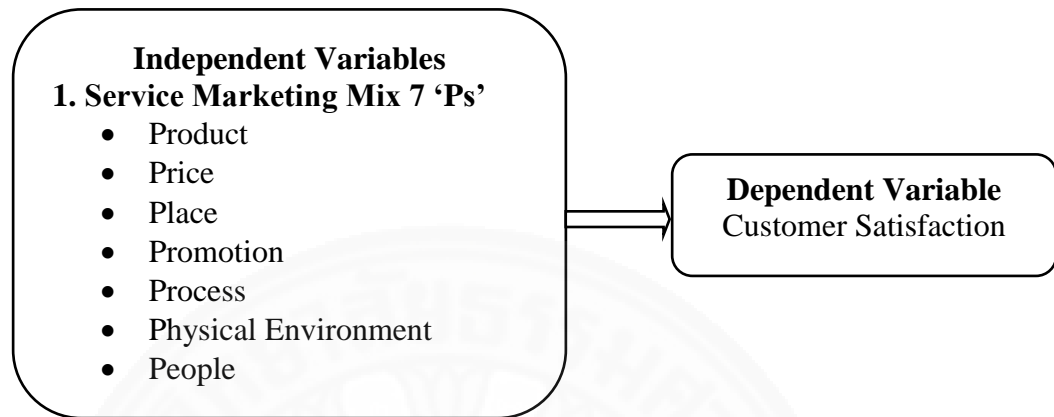
D2: Which year were you born _____ (fill in the blank)

D3: What is the range of your household income per month? (Single Answer)

- (1) Below 18,000 THB/month
(2) 18,001 - 30,000 THB/month
(3) 30,001 - 50,000 THB/month
(4) 50,001- 85,000 THB/month
(5) 85,001- 160,000 THB/month
(6) Above 160,000 THB/month

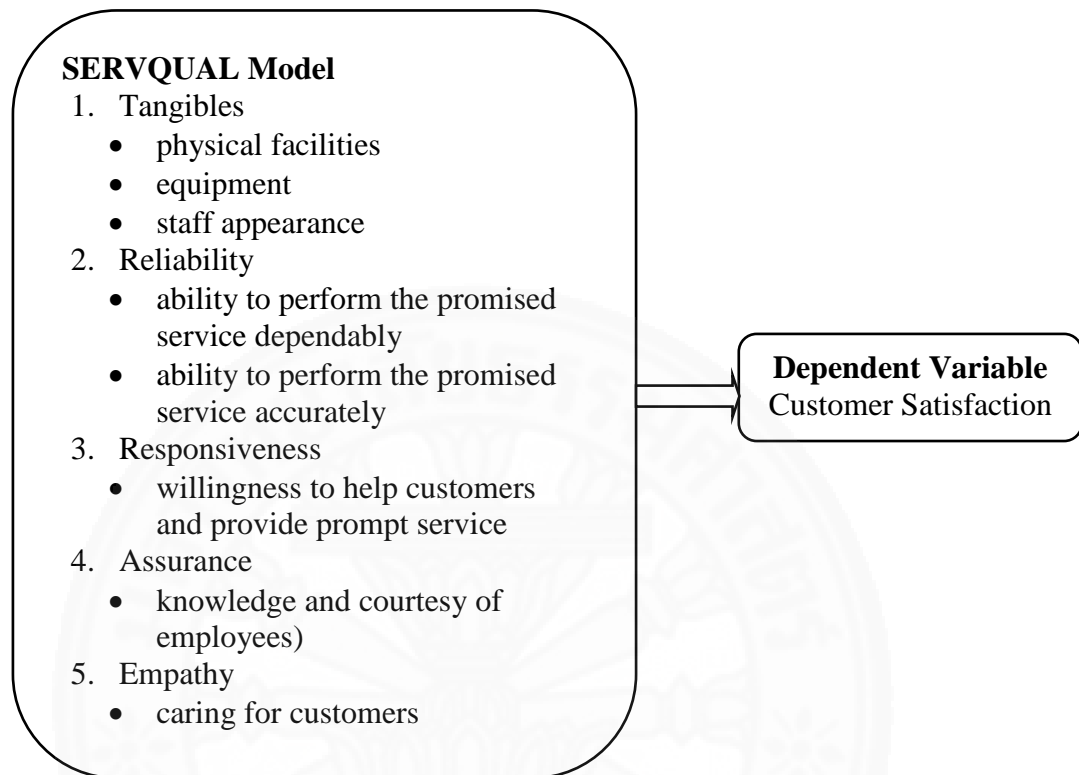


FIGURE 1
THEORETICAL FRAMEWORK OF SERVICE MARKETING
MIX



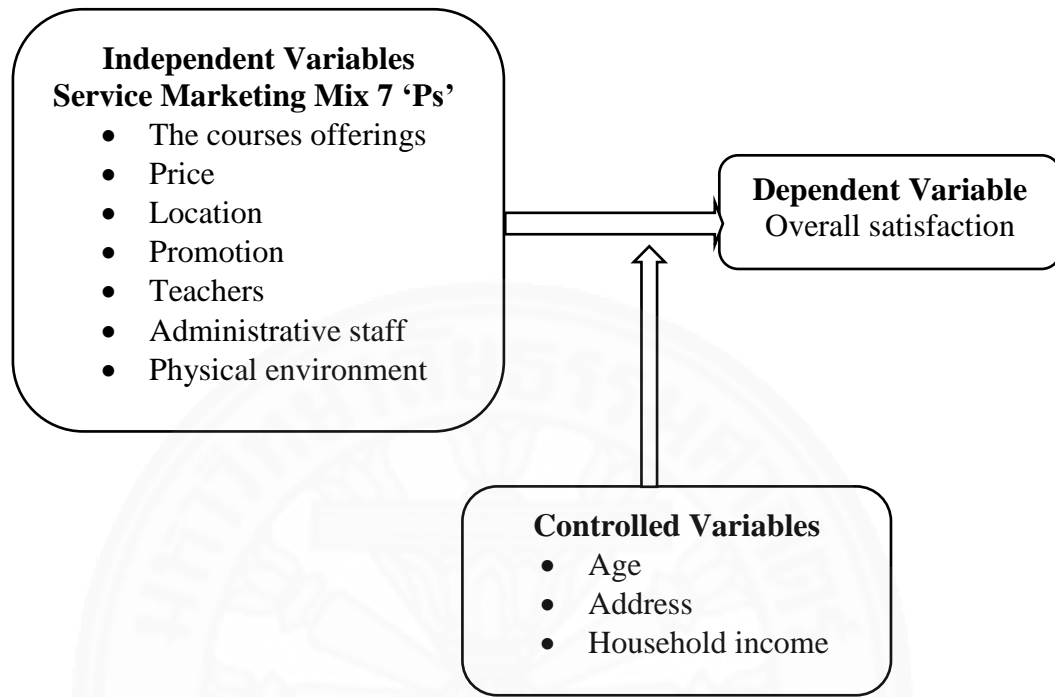
Source: Modified from Bateson & Hoffman (2011)

FIGURE 2
DETERMINANTS OF PERCEIVED SERVICE QUALITY



Source: Modified from Parasuraman et al. (1985) pp. 41-50

FIGURE 3
THE CONCEPTUAL FRAMEWORK



BIOGRAPHY

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