

**FACTORS INFLUENCING GENERATION X PARENTS TO
CHOOSE INTERNATIONAL SCHOOL IN
BANGKOK FOR CHILDREN**



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE GRADUATE SCHOOL
STAMFORD INTERNATIONAL UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION
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Stamford International University
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Title: Factors Influencing Generation X Parents to Choose International School in Bangkok for Children

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Abstract

The objectives of this study was: 1) To study the relationships between the demographic factors of Generation X parents and the decisions made to choose the international school for their children in the Bangkok area. 2) To study the relationship of marketing mix on Generation X parents and the decisions made to choose the international school for their children in the Bangkok area. 3) To study the relationship of parents' learning behavior and the final decision to choose the international school for children in Bangkok area.

The survey questionnaires were organized based on the marketing mix combination (7Ps) and customer behavior for education developed by Kotlor (1995) and Ivy (2008), which consists of seven elements: the Product, the Price, the Place, the Promotion, the People, the Process and the Physical evidence. This research employed the survey method using a quantitative approach. For the study, the researcher surveyed 400 parents in the age range of 36-55 years old (Generation X) and have children in the age range between three to six years old. The collected data was analyzed by using statistical methods such as the percentage and correlation analysis.

The research findings indicated that demographic, parents' learning behavior and marketing mix have a significant and positive relationship with Generation X parents' decision making for selecting an international school for their children in the Bangkok area. The study is useful for the managers of school in terms of strategies that influenced parents to choose the international school for children.

Keywords: marketing mix, decision making, Generation X, international school

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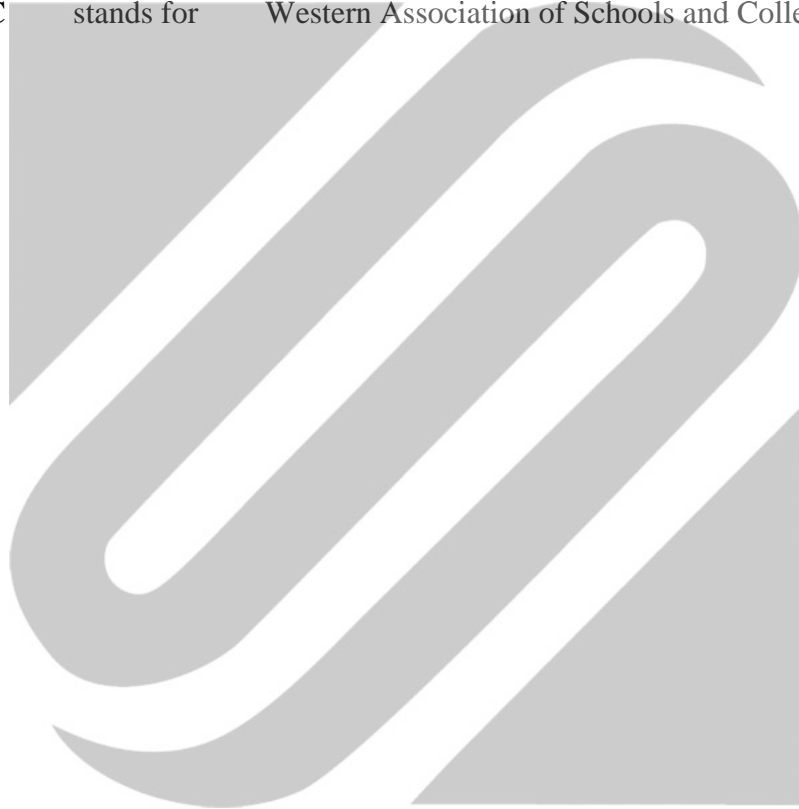
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LIST OF ABBRIVATION

- | | | |
|----------|------------|--|
| 1. IGCE | stands for | International General Certificate of Secondary Educational |
| 2. ISAT | stands for | International Schools Association of Thailand |
| 3. NEASC | stands for | New England Association of Schools and Colleges |
| 4. WASC | stands for | Western Association of Schools and Colleges |



CHAPTER 1

INTRODUCTION

1.1 Statement of the Problems

Nowadays, the modern communication technology is rapidly developing. The connection between people is easier and covers areas around the world. The language which is the key success for communication around the world is English. As the international *lingua franca* (a common language for all), English has become an important and useful language in Thailand.

According to the ASEAN Charter (2007:Online) number 34 noted that: “The working language of ASEAN shall be English”. This means that at the end of 2015, the AEC will be in full motion. The language in ASEAN meetings, communication between country members, the ASEAN Minutes, ASEAN reports, or every document related to ASEAN issues will be presented in the English language. There are not any comments that counter the increasing importance of English everyday life. Parents know this and have tried to support the development of their children’s English language skills, which includes sending their children to international schools. This types of schooling does not only help them to be exposed to an international atmosphere but it will also benefit their English speaking and writing skills.

The Office of the Private Education Commission (2013) listed the number of all international schools in Thailand. The list of 147 schools was divided into 91 schools in the Bangkok area and 56 schools in other provinces. There were 6,176 teachers and 42,024 students. The average cost of tuition fees for international schools was 600,000 Baht per year, or 20,000 to 22,000 US Dollars per year. This was cheaper than the average cost of tuition fees in international schools within other countries around Thailand. For example, the average cost of tuition fees for an international school in Malaysia is 25,000 to 26,000 US Dollars per year, The Office of the Private Education Commission (2013). The average cost of tuition fees for an international school in the Philippines is 28,000 to 29,000 US Dollars per year. The average cost of tuition fees for an international school in Singapore is 26,000 to 27,000 US Dollars per year. The average cost of tuition fees for an international

school in Hong Kong is 27,000 to 28,000 US Dollars per year. This is the advantage for the international education business in Thailand, as it provides the global standard while offering cheaper tuition fees.

International Schools Association of Thailand or ISAT (2014) approved 113 international schools from 147 international schools in Thailand. All of the 113 international schools which are a member of ISAT need to be evaluated at the international level every five years. The evaluation is the standard for international schools in Thailand which achieved the international standard. Moreover, with this background, the students who passed their final examinations in international schools located in Thailand can successfully apply to study a degree in famous universities throughout the world.

The continuing growing number of international schools in the education business has shown the increasing benefit and investments in Thailand. According to ISAT (2014) said the number of economic benefits in the international education business was 20,000 million Baht with the possibility to reach 25,000 million Baht in the next two or three years. ASEAN is another option to attract the investors in the education business and also the expansion of Thai investors to invest in the ASEAN country members, including Burma (also known as Myanmar), Cambodia, Vietnam or Laos.

1.2 Objectives

The objectives of the study are listed below:

- 1) To study the relationships between demographic factors of Generation X parents and the final decision to choose the international school in Bangkok area for children
- 2) To study the influence of marketing mix on Generation X parents the final decision to choose the international school in Bangkok area for children
- 3) To study the relationship between parents' learning behavior and the final decision to choose the international school in Bangkok area for children

1.3 Significance of the Study

The research findings indicated that marketing mix and parent's learning behavior have a significant and positive relationship with Generation X parents' decision making for selecting an international school for their children in the Bangkok area.

1.4 Scope and the limitations of the study

The scope and the limitations of the study are listed below:

1) Detail: The study focused on Demography, and Marketing Mix or 7Ps which are Product focused on Curriculum, Accreditation of school in global and Supporting Activities to develop English Skills. Price focused on Tuition fee. Place focused on Location. Promotion focused on Discount and Variety of announcement channel. People focused on Teacher and Staff. Process focused on Application Process and Payment Process. Physical Evidence focused on Facilities in the classroom.

2) Place: The study will conduct in the Bangkok Area.

3) Sample Size and Population: For the study, 480 questionnaires will be distributed 400 Generation X parents who are expected to choose an international school located in the Bangkok area for their children.

1.5 Conceptual Framework

The study focuses on the relationship between the factors influencing Generation X parents to choose an international school in Bangkok Area for their children. To accomplish the purposes of this study, a model was designed as illustrated in Figure 1.1. The title and sub-factors that are shown in Figure 1.1.

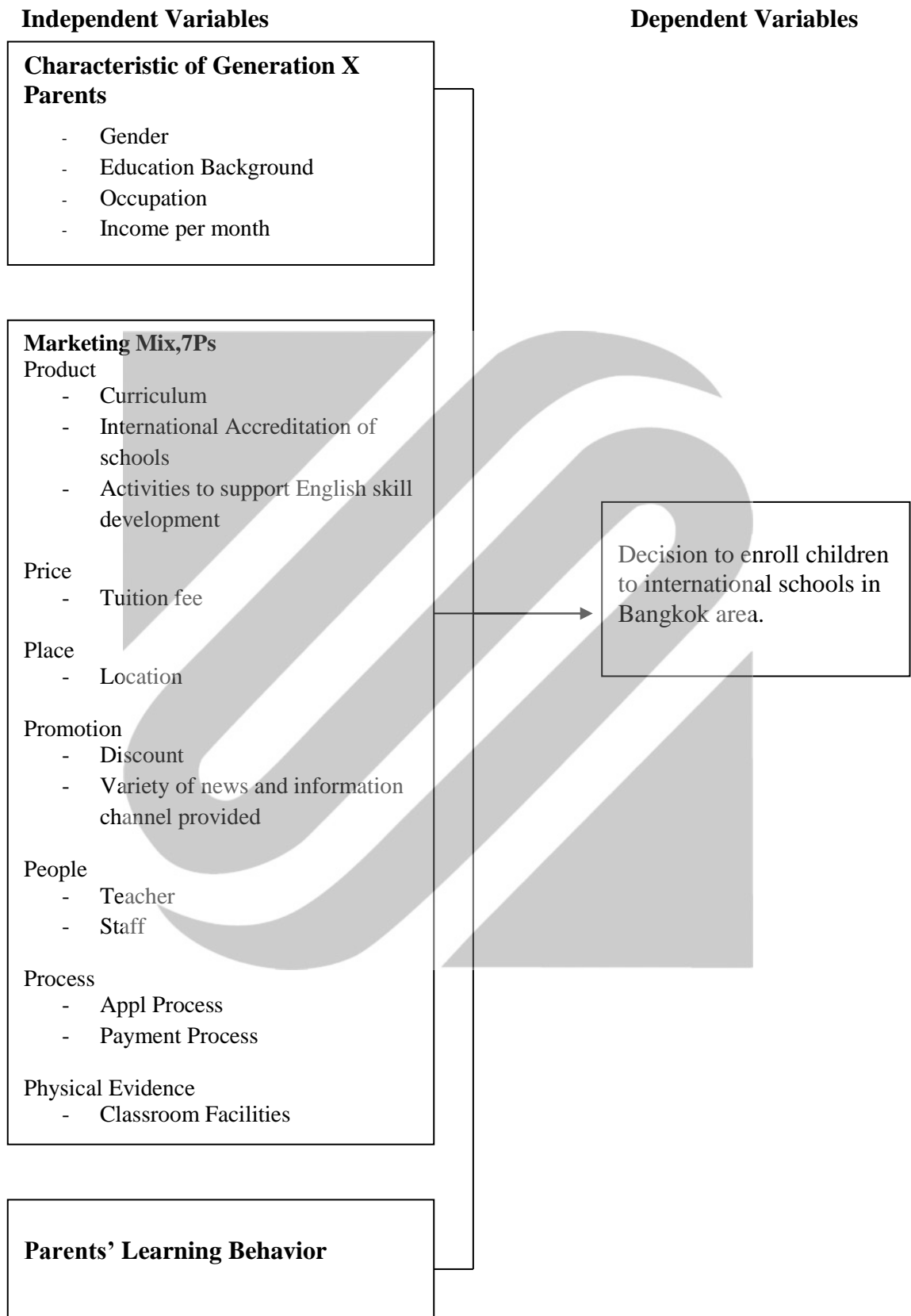


Figure 1.1 Conceptual Framework

1.6 Research Hypotheses

Hypothesis 1 There is the relationship between the difference of Generation X parents' genders, education background, occupation, income per month, and the decision making to choose an international school for their children.

Hypothesis 2 There is the relationship between Product in terms of curriculum, the accreditation of school in global and the activities to support the development of English skills and the decision making to choose an international school for their children.

Hypothesis 3 There is the relationship between Price in terms of tuition fee and the decision making to choose an international school for their children.

Hypothesis 4 There is the relationship between Place in terms of location and the decision making to choose an international school for their children.

Hypothesis 5 There is the relationship with the Promotion in terms of discount, the varieties of information and news channels toward the decision making to choose an international school for their children.

Hypothesis 6 There is the relationship with the People in terms of teachers and staff toward the decision making to choose an international school for their children.

Hypothesis 7 There is the relationship with the Process in terms of application process and payment process toward the decision making to choose an international school for their children.

Hypothesis 8 There is the relationship with the Physical in terms of the facilities in the classes toward the decision making to choose an international school for their children.

Hypothesis 9 There is the relationship between parents' learning behavior and the decision making to choose the international school for children in Bangkok area.

CHAPTER 2

LITERATURE REVIEWS

The theoretical framework of the study focuses on the factors that potentially influence parents' decision on enroll their children into an international school located in the Bangkok area. The study will examine the curriculum, international accreditation of schools, supporting activities to develop English Skills, tuition fee, location, discount, variety of announcement channels, teacher, staff application process, payment process and classroom facilities.

First, this chapter provides information about the international school education system in Thailand. Second this chapter describes Market Mix and the seven Ps of the Education Industry (Ivy, 2008). Third, the chapter discusses consumer behavior in terms of Generation X parents as the buyer. Forth, the definition of decision making is provided, including the decision making process. Lastly, the chapter reviews literature related to the parents' decision to choose an international school in Thailand for their children.

International School Education System

According to the Ministry of Education Thailand (2003) said that the international school is the school which provides the international curriculum or the renovation of the curriculum or the unique curriculum which is not the curriculum from the Ministry of Education Thailand and use the international language to be the first language for teaching by opening for every nation or religion and not against to morality or public security of the country.

Based on the International Schools Association of Thailand (2014) the education systems for the international school in Thailand is divided into four categories 1) American curriculum, 2) British curriculum, 3) International Baccalaureate curriculum and 4) Other national curriculums(Australian, Canadian, French, German, Japanese, Indian, Singaporean, etc.).They have their own strengths and weaknesses also its advantages and its disadvantages.

The American Curriculum

The United States have their own curriculum and it is based on learning standards. International American schools have higher standards than the public system schools. Moreover, International schools will have the standard organization to gain the accreditation for their curriculum (e.g. the Western Association of Schools and Colleges, WASC and New England Association of Schools and Colleges NEASC) (Ministry of Education Thailand, 2003).

The government provided difference ways to develop teachers and their teaching methods, such as offering suggestions an interesting textbook lead the student quality, providing scholars to the local. The parents are also chosen for the education committee. The policies will be set up from the education committee to lead the student quality. However, the schools do not have the government curriculum to apply in every schools as Thailand but the most of subjects are the same such as Mathematics, Language including writing or literature or grammar, Science, Social including history or geography or economic, Technology, IT and Sport. They also support students to choose and study in their interesting field such as Art or Advance Mathematics. America is the leader in the development of dairy life for their students.

In Thailand, an American state curriculum may begin at the age of five or less in pre-schools or kindergarten. They will focus teaching children to a school's social environment but academic. However all schools provide some alphabetic and numerical teaching.

This research will focus on the range age of students from three to six years old. For higher education such as primary and high school, students range from the ages of 6 to 18 years old. To receive the diploma at this level, the students need to take the exit examinations in core subjects. The external exams are acceptable, such as Advanced Placements (AP) for the majority of overseas students (ISAT, 2014). An American based curriculum will balance academic life with community activities including sports, the arts, scholastic based clubs and a number of tutoring and mentoring enterprises. (Ministry of Education Thailand, 2003)

The British curriculum

British curriculum will accept students beginning at the age of 3-16 with clear provision made for students aged 3-5 and 16-18. Children are placed in year groups based on their age on 31 August. The Key Stage refers to each group of age. Key Stage 1 is in the range age of five to seven years old, Key Stage 2 is in the range age of 7-11 years old, Key Stage 3 is in the range age of 11-14 years old, Key Stage 4 is in the range age of 14-16 years old and the last stage is Senior Students is for 16 years old as indicated in Table 2.1.

Table 2.1 Key Stages for the British curriculum

Curriculum Stage [Examination Course]	School [Division]	Age on 31 August	Year
Early Years Foundation Stage	Junior School	3	EY1
	[Pre-Preparatory]	4	EY2
Key Stage 1		5	Y1
		6	Y2
Key Stage 2	Junior School	7	Y3
	[Preparatory]	8	Y4
		9	Y5
		10	Y6
Key Stage 3	Senior School	11	Y7
		12	Y8
		13	Y9
Key Stage 4 [IGCSE]		14	Y10
		15	Y11
Key Stage 5 [A Level]	Senior School	16	Y12
	[Sixth Form]	17	Y13

Source: ISAT, 2014

The British curriculums have clear Key Stages to monitor and track each student's progress. The students will have to pass the test for General Certificate of Secondary Education (IGCSE) in Key Stage 4 when returning 14 years old. They study English, Mathematics and Science plus a number of optional subjects. The norm

is for students to take eight or nine IGCSE courses. The IGCSE examinations are a formal evaluation of a student's ability in each of the subjects. GCSE and IGCSE are the academic standards in Advanced Levels for entry into the top universities around the World. (Ministry of Education Thailand, 2003)

2.1.1 The International Baccalaureate (IB) Curriculum

IB curriculum is the combination of 3 programs above in advance level. First, Primary Years Program or PYP is for 3-12 years old emphasized in academic culture and social international using an international prospect with the international vision. This program emphasizes the Middle Years Program (MYP) is for 11-16 years old. This program supports students in the advance level. The IB Diploma Program is for 16-19 years old emphasizing in Language, Social Science, Physical Education, Mathematics, Arts and elective courses. Moreover students should have Creativity, Action and Service. (Ministry of Education Thailand 2003).

2.1.2 Other National Curriculums

In Thailand there are international schools which provide other languages as the first language. This school will support the families whose overseas stay is relatively short, or whose children plan to attend university in their home country. The reason that they took the school in Thailand because they can follow up the education standard same with their country. (Ministry of Education Thailand, 2003).

2.2 Marketing Mix (7Ps) for Educational Industry

Kotler (2003) first introduced the traditional marketing mix, 4Ps. also knew as the 4 Ps are composed of Product, Price, Place and Promotion. However, it was later changed to the 5 Ps. when People was added to the mix.

Zeithaml & Bitner (2000:18-20) studied the marketing mix and the advantages in the service markets. They added three more components to the mix- and Physical Facilities.

Jonathan & Ivy (2008) had been studied the new marketing mix for the educational industry and added 2 more items from the 5Ps by adding Physical Facilities and Processes based on the research of the business schools in South Africa

by collecting the data from MBA students' attitudes and opinions with the marketing initiatives. Thus, the 7Ps for education marketing are Product, Price, Promotion, Place, People, Process and Physical Evidence.

1. Product

Sirirwan (1998) classified product to be two kinds, First it is a tangible product and an intangible product. The importance of the tangible product, and intangible product need to serve the customer needs, and make the customers satisfied. The product of the international school is curriculum, which included the foreign languages, including the facilities, teachers and perception of the school. Thus, the suitable management of the product needs to be provided.

The product life cycle below shows the introduction product growth, maturity, and decline of the product. In this figure show that every product will decline the sell number; however, the renovation of the product can extend the maturity period.

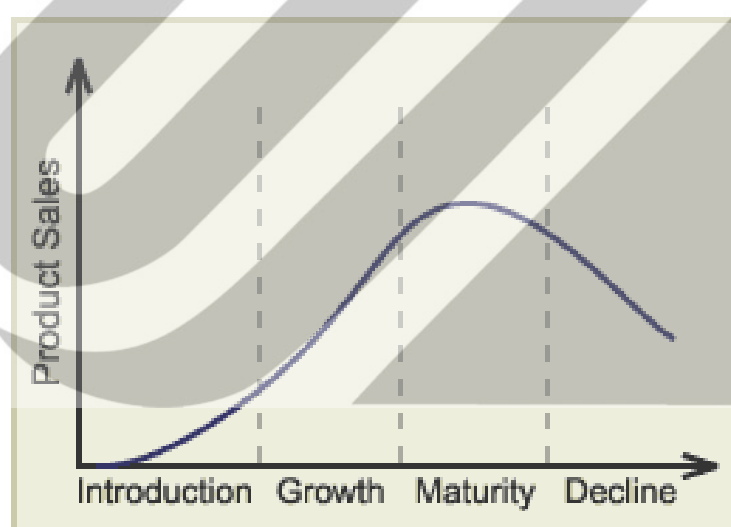


Figure 2.1 Product Life Cycle

Source: Adapted from Kotlor, 1997

Rungsan (2006) provided the meaning of the brand awareness as it effected with the customers' consideration to should the product. The brand awareness will make the customers consideration easier when there are Singha water brand on the product and there are O-E water brand on the product. The customer will easier to

understand that Singha water brand is high quality for drinking water compared with O-E water brand. For the international school brand awareness is the perception of school or the accreditation of school in global. Many international schools in Thailand reached the global standard so that is one way to show the quality of the school. Moreover the word of mouth from parents are also the another accreditation of the school if the promote school in the good way. To receive the information from the people who have the experience can increasing the number of new customers.

For this point, this research will focus on kindergarten. Thus, the curriculum, accreditation of school in global and the activities to support the students in English skills are the important thing to consider in terms of product strategies.

2. Price

Price is the value of the product in term of payment. The comparison of the value and the price will be occurred when the customers would like to consider about buying. The consideration to buy will be easier if the comparison shows that the customers get the value more than the payment, customer perceived value. The important point is the suitable and clearly price by using the price equilibrium point, the meeting point of the demand and supply, to be the first step for setting up the price. The firm should set up the suitable price for easier to separate the difference level of service (Siriwan, 1998).

Thus, price is one of important section which there is flexible and attracts the parents. The price of international school should be aware of the value or the useful for students, the investment and expense, the competition and economic situation, the government policies for international language school is tuition fee.

In terms of education marketing, price is the direct effect with the income of the business. The tuition fee comes from the investment by based on the price of the competitor and the demand. Moreover the price in the education business is the reputation or image of schools. The higher price can lead to the perception of higher quality or excellence curriculum to parents.

3. Place

Place is the activities to show the customers which related with the atmosphere or the environment. Place can help the customer realize the value that they will get after their payment. The marketer should aware of location and channels (Siriwan, 1998).

By the time, the complexion of place or distribution channels is increasing (Rungsan, 2006:93).

Place are the channels to bring the product to the customer targets. Thus the international language should aware of the location and the convenience of customers. The school should locate in the community with the transportation convenience and enough car parking is provided (Zeithaml&Bitner, 2000:18-20).

In terms of the primary international school, the school should aware of the location of the school, the transportation between house and school, the atmosphere in the school and the safety in the school.

4. Promotion

Promotion is also one of the important factor that can communicate with the customers. The purposes are updating the news and the information. Moreover promotion can attract the customers' attitude and the customers' behavior. Using the product is the success key to relationship marketing (Siriwan, 1998).

Moreover promotion can massage, attract and remind the customers to both tangible products and intangible products (Panita, 2011:12).

- Personal selling is the way to communicate between the message sender to the message receiver. The receiver can evaluate information immediately. In terms of international school the seller can suggest, attract and motivate the parents.

- Sales Promotion is the activities to announce or publish including the techniques to support the international school advertising.

- Publicity is the comments from the customers or announces the school policies.

- Public Relation is motivation to the customers to have the good attitude for the service and product. In terms of international school is the school news letters

or the posters to announce the school activities or students' reward to make the school good image.

- Advertising is the way to communicate to parents reaching to their understanding. The aim is to attract the customers and increasing the number of customers. The school should have the suitable budget for this factor.

- Word of mouth, recently word of mouth is the important key word for success. The customers can get the comments from the others and also share their experience to the future customers (Zeithaml & Bitner, 2000:18-20).

The customers are easily to track on or follow the comments or the information of school from the real parents which are effected to the future customers. Moreover it can effect to school reputation.

Parents' concerns about under-consumption of food and over-activity contrast with the public health priorities to reduce intake and promote exercise (Lopez-Dicastillo, Grande, Caller, 2010).

In the international school business, the promotion is also the attractive point for parents to choose the school for students. Some schools advertise in the famous magazine and some schools give the discount for sibling. The promotion strategies in this business included the announcement to parents and announcement to public. The announcement from the schools should aware of the communication channel which can direct to the targets. The first challenge is the information of the curriculum, atmosphere and the tuition fee. It seems that internet network is important in this period. The news about the new experience, the variety of activities such as the international week, the pajamas day, the Halloween day or academic day that the schools provide to students are the complementary that schools provide to their kids.

5. People or Employee

The training is required for employee, teachers and staff. The satisfaction of the service is expected by the students and parents including the abilities of teachers. The satisfaction of parents can lead the school to be more advantages than competitors. Staff's abilities, teacher's abilities, all staff and teachers' attitude, the creativity, resolution with the complain are watching by parents. (Siriwan, 1998).

Panita (2011:13) said People are the stakeholder, all people who related with the school business including parents and students. The abilities, skills, knowledge, good attitude, creativity, resolution skills effected with the customers' satisfaction. Zeithaml & Bitner (2000:18-20) said the way to added value to international school is to the answer the parents' needs. The quality of service needs the good recruit, good training, and motivation to make more the customers' satisfaction than the competitors.

People and employee are also the important key for the success in the education business as the education provide to students including the relationship between school and parents. The way to treat students, the way to service parents, the reputation of school are included. The teachers and all staff in schools are influenced parents to choose schools. The impression when they come to contact or get the information from teachers and staff is also important. Moreover, the way of teaching that the parents and receive from their children because the image of the schools show the quality of curriculum and the environment of school.

6. Process

Panita (2011:13) said process is the activities that related with the progress, arrangement for the best service to the customers which effected to the impressive of customers. Complexity is the process to analyze the continuing of service such as the comfortable when the customers receive the service or the period of time when the customers come to get the service. Divergence is the process to analyze the flexible of the process (Zeithaml & Bitner, 2000:18-20).

Process is included in student activities, parent activities, the communication between students, parents and schools. There are many techniques of the process that the school used depended on the situation. For example the activity on Mather's day the school has the parents' meeting to prepare the activities for their children by school support both the equipment and place. These activities lead the good relationship and impress for students and parents by school support. The operation in the school is the news for news parents when they receive word of mouth. The process for application and payment is related to the process strategies. This can reduce or increase the number of students' resignation.

7. Physical Evidence and Presentation

Physical evidence and presentation can show the value to the customers. This session shows the level of customers' satisfaction in terms of services, staff uniform or the facilities in the school. The surrounding of school can make the impressive to the parents or the visitors.

Siriwan (1998) said the development of this session is the period of time in service, fast service or slow service, the polite of speaking, the neat and clean dressing of staff or other useful that the customers can get.

In terms of school business, this point is the most important point because the education business is the intangible product. Thus, the Physical Evidence or the presentation of the school is the period to influence parents to choose the school to students or choose another school. The impression of the parents, they come to visit schools, the process to apply, the safety or the clean of the building including the facility in the class, all these can show the value when they receive the service.

According to the theory of Marketing Mix, 7Ps for education industry was applied for conceptual framework and questionnaire for study the factor influence parents to choose the international school for the kids in Bangkok area. The result of the research will lead to new strategies for international school.

2.3 Customer Behavior

Chambers, Chacko and Lewis (1995:199) suggested some basic beliefs covering for 5 notions:

- 1) Consumer behavior is purposeful and goal-oriented.
- 2) The consumer has free choice.
- 3) Consumer behavior is a process.
- 4) Consumer behavior can be influence.
- 5) There is a need for consumer education.

Moutinho (2000:41) said consumer behavior is the process of acquiring and organizing information in the direction of a purchase decision and of using and evaluating products and services".

Seree (1999) said customer behavior is the action that relate with the buying and using the product.

Kotlor (2003:67) said nowadays the customer need to make the decision making in many time in the same day. The most of the big firm will do the analysis the find out what do they buy? Where do they buy? How do they buy? How much do they spend? When do they buy? And why do they buy?

Schulthz (1996:127-132) said the education is the investment for the human life. The education will help people to develop themselves until they are the investor and the employee.

Kotler&Keller (2006:164-173) said four factors that influence the customers' behavior.

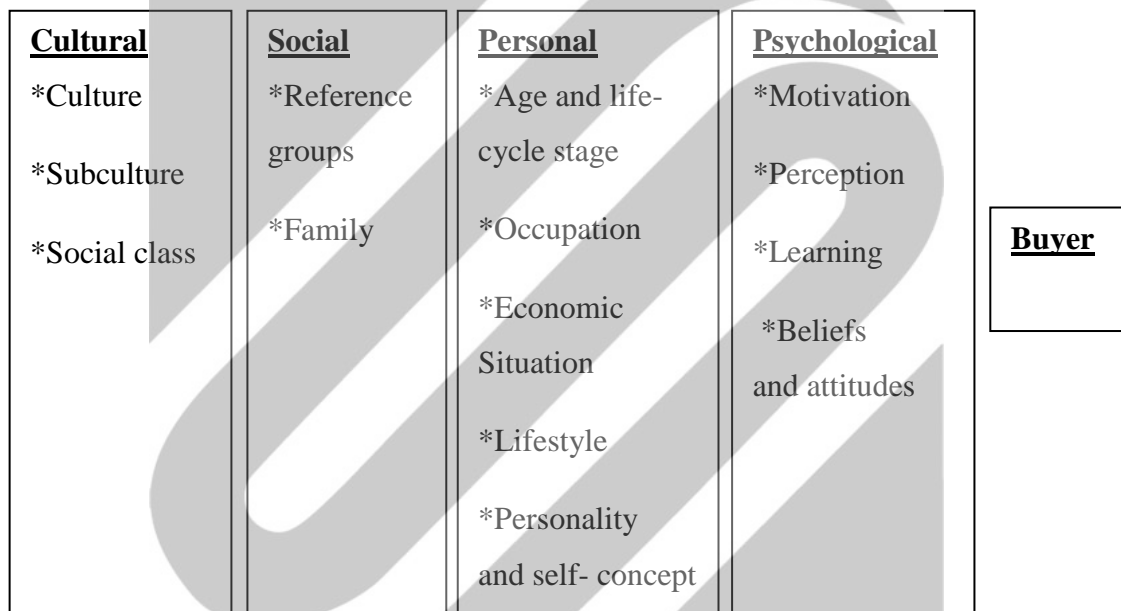


Figure 2.2 Factor Influencing Customers' Characteristic and Buying Behavior

Source: Adapted from Kotlor, 1997:527

Culture Factors

Culture is the basic of behavior and person's wants, Kotlor (1997:527). The people learnt the culture from the basic values, wants, perceptions and behavior from the others in the society. The research has confirmed that the perception and the behavior of the customers are changed according to their culture backgrounds (Armstornng, Mok, Go and Chan, 1997:181-190). The products that can serve the needs might be changed following the culture. Thus the culture analysis can show the changes of customers' needs.

Subculture is the group under the same atmosphere such as nationality or religion. The difference group of living is the difference of products. Social class is

the way to separate the social by social value. The people who believe in the same social value will show the career, income, education, hometown and the accommodation.

Social Factors

Social Factors compose Reference group; the person who influence the customer, Family and the Roles and Statuses, also influence the parents' behavior. Engel, Blackwell and Miniard (1995) analyzed the market of the Northern American free Trade Agreement (NAFTA). The result is the age of children is influencing the parents' spending. The family whose the children are younger than 6 years old spend 10 percent more than the family with no child. The children are age of 9 to 12 are influential the parents' decision making (Labrecque and Richard, 2001:173-176).

Personal Factors

Age and Cycle Life-Cycle Stages the customer will have the reason to buy the difference products in difference lifetime for example friends influence the teenagers' purchasing or the customers who are single status will have the high power in buying. Occupation the high position in the job can gain more money. Thus the power of buying will be high. Moreover the difference of the product is related with the occupation for example the doctors who work in the hospital will care about their health. The doctors, customers will focus to pay for the health products. In addition they have high income so they have more power to buy.

Life Style the customers who come from difference social, difference career, difference hometown will have the difference life style.

Personality and Self- Concept can help to match the customers' character and the products.

To study the consumer behavior of Generation X parents to choose the international school in Bangkok Province to children the parents' looking after style and parents' learning style will be focused.

Psychological Factors

Psychological Factors compose the Motivation, Perception, Learning and Beliefs and Attitudes.

Siriwan (1998) adapted the knowledge from Kotler about the factors that influence the customers' buying

- Customers' Character Factors demographic is included, gender, age, income, family status and occupation. The difference character lead to the difference needs and difference products.
- Needs and Motives Factors are the basic of reason to buy. The analysis to find the motivation of the customers and use the suitable marketing strategies to help the customer make the fast decision to buy. This factor related with the Hierarchy of needs from Maslow. Perception, Attitude, Learning and Self-Concept of the customer is also important.
- Social Factors are Family, Reference Group and Culture

Suriyan (2008) said the atmosphere and the environment are influence to the decision to buy. Moreover the process to make the decision making will be difference depended on the situation that customers face.

The sources to help the customers make decision to buy are Internal Information Sources and External Information Sources. Internal Information Sources are the memory of the customers that they got from their experience or got from their learning. External Information Sources are the personal source, asking from the knowing. Independent Sources are the way to ask from information center. Marketing Sources are the information from the producers and the last session is Experiential Sources are information from the user of the products.

As the parents, they would like to should the best in everything for their children. They will spend their time to think about it especially the school for their kids. The school is the basic of needs that the parents need to provide for their kids. The income is compared with the school choices. They have included the kind of provided society. The family whose the children are younger than 6 years old spend 10 percent more than the family with no child. The children are age of 9 to 12 are influential the parents' decision making (Labrecque and Richard, 2001:173-176). However the parents are the person who make the decision.

Definition of “Decision Making”

Yvonne, Steve and Kim (1999:211-228) said consumers may apply effort and time in making their decisions, but this will vary according to the individual and the current environment.

Decision making is the process that allows managers to identify potential opportunities and threats to help them determine the best solution.

Somkieat (2009) divided the decision making process into three:

- 1) Intelligence Activities-Emphasize the keeping of all information in a data-base for the decision making process.
- 2) Copy Activities- Use information for analyzing the solutions.
- 3) Activity Selection- The activities that relate with the choosing the suitable solution.

Yang & Guy (2006) said that decision making is the process about keeping the information for the conceptual framework, the action for ordering status and process it until it reaches the personal target or the social target.

Moreover Jurarat (2007) described the meaning of decision making as the technique to choose the best alternative from many alternatives.

Thus, the decision making is the process that the maker uses their reason to chooses, to analyze and to select the alternatives. Then the maker will act to reach their targets not only the personal targets but also the social targets. Furthermore the maker needs to be cautious when making the decision to ensure the highest efficiency.

Four Generations

The Traditional Generation- The Traditional Generation is the oldest generation in the workplace, although most are now retired. Also known as the veterans, the Silents, the Silent generation, the mature, the greatest generation, this generation includes individuals born before 1945, and some sources place the earliest birth year to 1922. Members of this generation (hereinafter Traditionals) were influenced by the great depression and World War II among other events and have been described as being conservative and disciplined, as having a sense of obligation, and as observing fiscal restraint. They have been described as liking formality and a top down chain of command, as needing respect, and as preferring to make decisions based on what worked in the past.

The National Oceanographic and Atmospheric Association Office of Diversity or NAD (2006) characterized members of this generation as the private, silent generation, who believe in paying their dues, for whom their word is their bond, who prefer formality, have a great deal of respect for authority, like social order and who love their things and tend to hoard stuff. Members of this generation have also been characterized as loyal workers, highly dedicated, averse to risk and strongly committed toward teamwork and collaboration. They have also been described as having a high regard for developing communication skills, and as the most affluent elderly population in the U.S., due to their tendency to save and conserve (Jenkins, 2007)

At work, they are presumed to show consistency and uniformity, seek out technological advancements, be past-oriented, display command-and-control leadership reminiscent of military operations, and prefer hierarchical organizational structures. They are likely to continue to view horizontal structures in a hierarchical way. They are also likely to be stable, detail oriented, thorough, loyal, and hard working, although they may be inept with ambiguity and change, reluctant to buck the system, uncomfortable with conflict, and reticent when they disagree.

The Baby Boom Generation - Most sources identify Baby Boomers as people born between 1943 and 1965. The U.S. Census Bureau defines Baby Boomers (Hereinafter 'Boomers') as individuals born between 1946 and 1964. The Baby Boom

Generation has also been referred to as the “pig-in-the-python” (Callanan & Greenhaus, 2008).

This generation is referred to as the Baby Boom, because of the extra seventeen million babies born during that period relative to previous census figures (O’Bannon, 2001). It has had the largest impact on American society due to its size — roughly 78 million- and the period during which it came of age. Boomers witnessed and partook in the political and social turmoil of their time: the Vietnam War, the civil rights riots, the Kennedy and King assassinations, Watergate and the sexual revolution and the freewheeling 60’s (Niemiec, 2000).

Protesting against power characterized the formative years of many of the individuals now in leadership positions in numerous organizations. Boomers were raised to respect authority figures, but as they witnessed their foibles, learned not to trust anyone over 30. They grew up in an era of “prosperity and optimism and bolstered by the sense that they are a special generation capable of changing the world, have equated work with self-worth, contribution and personal fulfillment”. (Yang and Guy, 2006:270)

The oldest Baby Boomers turned 62 in 2008, and as a whole, this generation is now in the mid to late part of their careers. The entirety of this generation will reach the traditional retirement age of 65 within the next 25 years (Callanan & Greenhaus, 2008).

Boomers have been characterized as individuals who believe that hard work and sacrifice are the price to pay for success. They started the workaholic trend. NAD (2006) believe in paying their dues and step-by-step promotion, They also like teamwork, collaboration and group decision-making. This office is competitive and believe in loyalty toward their employers. Boomers are often confident task completers and may be insulted by constant feedback, The National Oceanographic and Atmospheric Association Office of Diversity (2006) although they want their achievement to be recognized (Glass, 2007).

Some have described them as being more process- than result-oriented although they have also been characterized as being goal-oriented. Many are accepting of diversity, The National Oceanographic and Atmospheric Association Office of Diversity (2006) optimistic liberal and conflict avoidant. They value health

and wellness as well as personal growth and personal gratification and seek job security. Finally, Boomers have been described as having a sense of entitlement, and as being good at relationships, reluctant to go against peers and judgments of others who do not see things their way. They also thrive on the possibility for change, have been described as the show me generation, and will fight for a cause even though they do not like problems (The National Oceanographic and Atmospheric Association Office of Diversity, 2006).

They value the chain of command, may be technically challenged and expect authority.

Generation X - In a study about the civic engagement of Generation X, the U.S. Census Bureau defined this segment of the population as consisting of individuals born between 1968 and 1979. However, the upper limit of Generation X in some cases has been as high as 1982, while the lower limit has been as low as 1963. This generation was also called the baby bust generation, because of its small size relative to the generation that preceded it, the Baby Boom generation. The term Generation X spread into popular parlance following the publication of Douglas Coupland's book about a generation of individuals who would come of age at the end of the 20th century. Members of Generation X (Hereinafter Xers) are the children of older boomers, who grew up in a period of financial, familial and societal insecurity. They witnessed their parents get laid off and the decline of the American global power. They grew up with a stagnant job market, corporate downsizing, and limited wage mobility, and are the first individuals predicted to earn less than their parents did. They have grown up in homes where both parents worked, or in single parent household because of high divorce rates, and as such, became latchkey kids forced to fend for themselves. They were influenced by MTV, AIDS and worldwide competition and are accustomed to receiving instant feedback from playing computer and video games (O'Bannon, 2001).

Among the characteristics attributed to Xers, the following appear most often. They aspire more than previous generations to achieve a balance between work and life. (Jenkins, 2007). They are more independent, autonomous and self-reliant than previous generations having grown up as latchkey kids. They are not overly loyal to their employers (Bova & Kroth, 2001).

The National Oceanographic and Atmospheric Association Office of Diversity (2006) said although they have strong feelings of loyalty towards their family and friends. They value continuous learning and skill development (Bova & Kroth, 2001).

They have strong technical skills are results focused and are “ruled by a sense of accomplishment and not the clock” Xers naturally question authority figures and are not intimidated by them. Money does not necessarily motivate members of this generation, but the absence of money might lead them to lose motivation. They like to receive feedback.

The National Oceanographic and Atmospheric Association Office of Diversity (2006) are adaptable to change and prefer flexible schedules. They can tolerate work as long as it is fun. They are entrepreneurial, pragmatic and creative. Although they are individualistic, they may also like teamwork, more so than Boomers.

Generation Y - The lower limit for Generation Y may be as low as 1978, while the upper limit may be as high as 2002, depending on the source. Members of Generation Y may include individuals born between 1980 and 1999. The label associated with this generation is not yet finalized. Generation E, Echo Boomers, N-Gens and the Net Generation. Members of the generation have labeled themselves as the Non-Nuclear Family generation, the NothingIs-Sacred Generation, the Wannabees, the Feel-Good Generation, Cyberkids, the Do-or-Die Generation, and the Searching-for-an-Identity Generation. This generation has been shaped by parental excesses, computers and dramatic technological advances. One of the most frequently reported characteristics of this generation is their comfort with technology (Kersten, 2002).

In general, Generation Y shares many of the characteristics of Xers. They are purported to value team work and collective action embrace diversity, The National Oceanographic and Atmospheric Office of Diversity (2006) be optimistic and be adaptable to change. Furthermore, they seek flexibility (Martin, 2005) are independent, desire a more balanced life. Crampton & Hodge (2006) are multi-takers.

2.4 Characteristics in Generation X

Kaylene (2010) said the marketer should know the characteristics of each generation to gain the advantage in the market. They have taken greater responsibility for raising themselves and tend to be less traditional than any other generation. As this generation try to make the balance of life and work, the marketer should treat them as family for the advantage in attractive them. Generation X needs to buy products and services to set up households and for young children. The marketer should design the product or the message that unique and explain the reasons why these products are necessary. Price is the thing that this generation concern so low price will make more attractive in Generation X. Because of the difference lifestyle, they need the product that can serve with their lifestyle. Information and technology are important in products and services.

Stalia,Chris,Marion (2010) said Generation X is the people who was born in 1965 to 1980. This Generation is the most likely to make decisions themselves. Difference from Baby Boomer generation, 1946 to 1964, that they will have the good plan when they make the consideration.

Generation X is the people who are completing between 36-50 years old within 2015, this year. Generation X is the period after baby boomer generation which is in the situation of controlling of birth. The character of this generation is they try to make everything easy. They don't like the complex or formal. They love to make the balance between work life and family life. Generation X people have a good creation and open mind all idea. They are good in go along with the difference cultures such as study the family life by live together before marriage or the attitude about the transsexual. For the generation Baby Boomer will be very serious about the transsexual but Generation X will not has a very bad attitude with it.

Ellie (2001) the definition of "Generation X" differs depending on which expert you ask. Generally, however, the term applies to people born from the mid-1960s to the late 1970s. Members of this generation witnessed the introduction of computers, cell phones and the Internet. They were also the first generation in which divorce was common and in which both parents frequently worked outside the home. As adults, they're savvy consumers who pride themselves on making informed purchasing decisions and who often turn to the Internet when searching for the best

value for their money. Gen X consumers saw the development of computers and the Internet and are quite tech-savvy. They frequently go online to research products, but because this technology was fairly new when they were young, they're also accustomed to traditional advertising such as print, radio and television marketing. While Gen Xers spend a significant amount of time online, for everything from shopping to reading the news to banking, they're also avid readers of newspapers and magazines and regularly tune in to radio and television.

In terms of international school business, Generation X loves to make the life balance of work life and family life. This can show that they make the family become the important priority. To do the business with this group of people the school needs to show the excellence care as family. Then the school can attract a group of customers. The processes should be easy to access and understand. The process of application or payment should be clear and do not complicate. The product and the message should serve their lifestyle. Technology is the good channel to communicate with parents. To attract Generation X parents, the tuition fee should be lower than the competitor.

2.5 The Decision Making Process of Buyer

There is much to learn about how potential parents absorb, attend to the data in order to logical and decision to choose the school on choices of the international school which there are variety of alternatives.

Kotlor (1997) classify the decision making as extensive problem solving. This thesis studied in some of the features of extensive problem process faced by potential purchasers of International School in Bangkok.

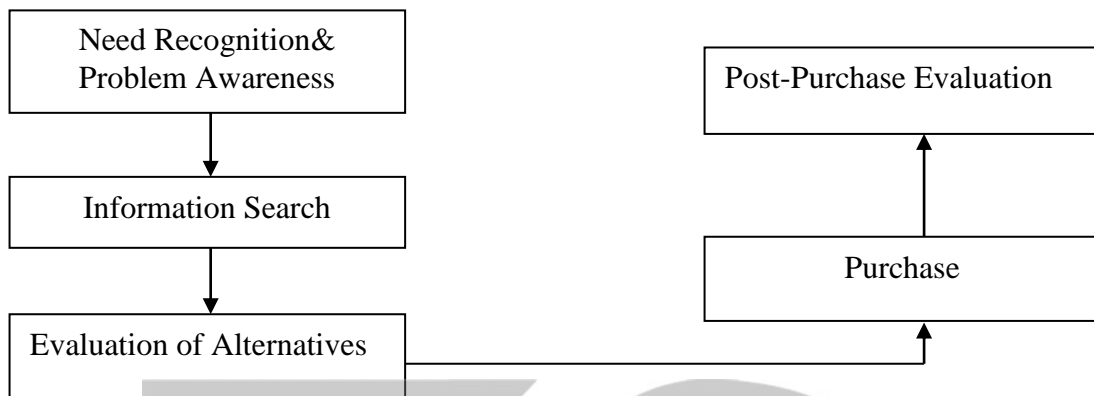


Figure 2.3 Consumer Buying Decision Process

Source: Adapted from Kotlor, 1997:654

In relation to Figure 2.3, the consumer need to pass five stages of Consumer Buying Decision Process which are Need Recognition, Information Search, Evaluation of alternatives, Purchase Decision and Post-Purchase Behavior. There are the internal factors affect the buyer's consciousness. It leads to the consideration to purchase or not purchase.

Yvonne, Steve and Kim (1999:211-228) said the consideration need the internal factors which belong to the person who make the decision and the external factors which are the society force or trend it.

For the external factors that influence parents are family, children and parents' social. Children were successful in influencing their parents' purchase of snack.

In terms of education business, some schools are provided the survey trip for both parents and students to sightseeing around school area for helping the parents to consider. The parent will always bring the children to survey and also ask their agreement but cannot these agreements force the parents to choose the school. There are other factors influences such as the reputation of the school. The atmosphere and environment in the school are also influential. The parents will look in every detail to choose the best choice for their children. The factors that influenza the decision making as internal information sources and external information sources. Internal information sources are the sources of knowledge from the memory which they have received as the experience. External information sources are the personal sources such

as asking from others, independent sources such as asking from the information center which is not own by the organization or the customers, marketing sources such as asking the information from the producers and experiential sources such as testing by themselves. The education level of the parents relates with the education level of the children. The parents who graduated in higher level will push their children to have higher level. The career of the father relates with the chance of the children to entrance to university level. For example the father is the high position in the company. The children are most likely to have the education in the university. The motivation of Thai parents for sending their children to International School in Bangkok area, the character and the difference of demographic are motivated to choose the international school for the children in Bangkok no differently. The education of parents occurred in the varieties factor such as the difference attitude of the image of international school which is focused and support English including the Western environment.

The factors that influence the parents to choose the school for the kids are the rate income. If the parents got the high income, they will be more motivated to send the kids to international school as the international school is high tuition fee. For the image of the school, the academic facilities are related with the motivation to apply students into the international school as this can show that their children can have the best education from the school. The Independent factors are the level of education that the school provided such as providing from Kindergarten to High school, the number of student in each class, the accredit from over sea organization, the reputation of school in global. The research also focused on the family environment, the culture in Thailand, international environment and other factors that influence to the success of students. From the research, the perception of the parents to the international school is it reaches the standard of education.

Pornkamol (2011) said the factor influence parents to choose the international school for children in Chieng Mai District, colleting the information from the parents of students who study in five international schools in Chieng Mai totally 244 parents by the survey and analyze by the quantitative statistic, consequence, percentage and average found the 7Ps of Marketing mix influence the parents to choose the international school for their children in Chieng Mai District. In excellence level the

parents concern with People, the ability of teachers, Process, Product, Physical Evidence. The agree level in Place, Price and Promotion.

Dusadee (2007) said study the reason of Thai parents send children to study in western international school in Sriracha, Chonburi district, collecting the survey from 130 parents by descriptive statistics found the parents who are in government position, parents who are employee in the private company and the parents who are in the state enterprises have the same reason in the image of school. The comparisons between parents who graduated below bachelor degree and graduated in bachelor degree have the deference reasons. The comparisons between parents who graduated below bachelor degree and graduated in master degree have the deference reasons. The comparisons between parents who graduated in bachelor degree and graduated in Master degree have the same reasons but not about lunch service.

Panita (2011:112-113) said the difference education level of parents effected to three expectations of marketing mix, Place, Promotion and Process. The parents who are graduated below the Bachelor degree have the high expectation of Place such as the space of car parking, Promotion such as the activities or the competition both inside and outside a campus. The parents who graduated in Bachelor degree have the high expectation in Process such as the announcement from school, academic calendar and the activity calendar. The parents who have the difference rate of income will have the difference expectation in marketing mix. The parents who received the income between 150,000-200,000 baht per month have the high expectation in Product, Price, Place People, Process and Physical Evidence. The parents who received the income more than 200,000 baht per month concern about Promotion. The parents who work in government position and the state enterprise effected to Price, Place, Promotion and Service Process. The parents who are not Thai have the difference expectation in very point but Price. They will have the most concern in Product such as the accreditation of school education in global emphasized in the quality of curriculum.

Somkiat (2009:24-37) said the study came from 210 parents who sent their children to bilingual school in Chiang Mai found parents' attitude about teachers effected to choose the school for the kids. The parents wish to have the native speakers to teach the language class such as Chinese teachers taught the Chinese

language class. They also concern with the progress of children, the looking after style and the modern facilities in the class. Marketing mix toward the consideration to choose the bilingual school for the children, the most of parents concern with the score of Quality Assurance in Education of Thailand. Then it is the support of school toward the academic. Next it is the reputation of school and the varieties of news and announcement channel. Finally it is the activities in the class support to develop student skills and the curriculum is attracted the parents.

Sawitree (2010:34-50) said the study came from 400 parents who expected to send their children to the primary school. the average income per month is effected parents to choose school for kids by the average income is between 20,000-40,000baht per month. The 82 percentage of parents are received the school information from the people or the word of mouth. 92 percentage of parents choose the school by consider with the teachers and the activities in the class. 84.5 percentage of parents are choosing the school because the looking after style. 80 percentage of parents are choosing the school by consider about the safety of place. Moreover the comparison between the attitudes of parents who is going to choose the government school is difference from the parents' who are going to choose the private school. The parents who are going to choose the government schools are effected with the teachers including the activities in the classes. In the other hand the parents' who are going to choose the private school are effected with the modern of facilities in the classes.

Suriyan (2008:34-36) said the study of factors influencing the parents to choose the private primary school in Mueang District, Payao Province found the parents effected with the product, process, physical evidence and price. Moreover the activities which support the good reputation of school are concerned.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter purpose to explain the methodology to analyze this objective. This chapter will describe the following topics:

- 3.1 Research Design
- 3.2 Population and Sample Selection
- 3.3 Research Instrument
- 3.4 Instrument Pretest
- 3.5 Source of Information
- 3.6 Data Collection Procedure
- 3.7 Data Analysis

3.1 Research Design

This research was considered to be quantitative research by the survey method. There was provided 4 parts of questionnaires which can answer all hypothesizes.

3.2 Population and Sample Selection

The target in the population that this study expected to do the research is the parents who are in the Generation X range age, who were born during 1965-1979 or who are completed in the range age of 36-50 years old in 2015. Moreover this research target is also the parents who have the children in the range age of 2-7 years old and expected to send their children into international school in Bangkok area.

Official Statistics Registration System, Department of Provincial Administration, Ministry of Interior (2011) said the population in Bangkok is 5,692,284 people.

The sample size of parents who are in Generation X, have the children in age between 2-4 year old and wish to send their children to international school was calculated based on Taro Yamane's formula (Yamane, 1976).

$$n = \frac{N}{1+N(e)^2}$$

Where n = Sample size

N = Population size

e = the error of 5 percentage points

the equation as follows:

$$n = \frac{5,692,284}{1+5,692,284(0.05)^2}$$

$$n = 400$$

The result is 400 parents, sample selection by using Yamane's formula with an error 5% and a confidence coefficient of 95%, the collecting data will be the area in 4 districts which are the top forth highest population in Bangkok.

Official Statistics Registration System, Department of Provincial Administration, Ministry of Interior (2011) said the top forth districts where have the highest population in Bangkok are Saimai District, Bang Kae District, Bang Khen District and Klongsamwa District. The proportion is 120 surveys in each district. Then the researcher got a total 400 questionnaires from the target group.

3.3 Research Instrument

The researcher used the questionnaire to collect all data from targets. The questionnaire was created to relate with the theories and concepts. The questionnaire was divided to be 3 parts:

Part 1 Questionnaire is about demographic characteristics and population who expected to choose the international school in Bangkok for the children. Demographic questionnaire include gender (Nominal Scale), age (Ordinal Scale), education background (Nominal Scale), occupation (Nominal Scale), average of income per month (Ordinal Scale). They are closed-ended questions.

Part 2 Questionnaire is concern about the consumer behavior factors of Generation X parents. The researcher focused on the parents' learning style. The questionnaire was created to have 5 questions by using the Likert-type scale. The data were analyzed by using the Summated Rating Scale or Likert scale. The answers given by the targets enable the researcher to analyze the relationship between the parents' behavior and the consideration to choose international school for children. The answer can be choosing the best one by the researcher determined 5 levels.

Table 3.1 Level of agreement

Level	Agreement
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

Source: Adapted from Likert, 1932

Part 3 Questionnaire is about seven Ps. of educational industry include Product, price, place, promotion, people, process and Physical Evidence. The questionnaire was created to have 16 questions by using the Likert-type scale. The data were analyzed by using the Summated Rating Scale or Likert scale. The answers given by the targets enable the researcher to analyze the relationship between the marketing mix and the consideration to choose international school for children. The answer can be choosing the best one by the researcher determined 5 levels.

Table 3.2 Level of agreement

Level	Agreement
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

Source: Adapted from Likert, 1932

Part 4 Questionnaire is concern about decision making. The questionnaire was created to have 8 questions by using the Likert-type scale. The data were analyzed by using the Summated Rating Scale or Likert scale. The answers given by the targets enable the researcher to analyze the relationship between the marketing mix and the consideration to choose international school for children. The answer can be choosing the best one by the researcher determined 5 levels.

Table 3.3 Level of agreement

Level	Agreement
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

Source: Adapted from Likert, 1932

3.4 Quantitative Data Analysis

The researcher used Social Sciences (SPSS) for analyzing. The data reported by descriptive analyses for the demographic factors and statistic analyses, Pearson Correlation for the parents' learning behavior and the 7Ps. The result of the program will be presented in chapter four (Research Analysis and Results). The researcher analyses the information following the objective of the study.

Hypothesis 1 There is the relationship between the difference of Generation X parents' genders, education background, occupation, income per month, and the decision making to choose an international school for their children.

Hypothesis 2 There is the relationship between Product in terms of curriculum, the accreditation of school in global and the activities to support the development of English skills and the decision making to choose an international school for their children.

Hypothesis 3 There is the relationship between Price in terms of tuition fee and the decision making to choose an international school for their children.

Hypothesis 4 There is the relationship between Place in terms of location and the decision making to choose an international school for their children.

Hypothesis 5 There is the relationship with the Promotion in terms of discount, the varieties of information and news channels toward the decision making to choose an international school for their children.

Hypothesis 6 There is the relationship with the People in terms of teachers and staff toward the decision making to choose an international school for their children.

Hypothesis 7 There is the relationship with the Process in terms of application process and payment process toward the decision making to choose an international school for their children.

Hypothesis 8 There is the relationship with the Physical in terms of the facilities in the classes toward the decision making to choose an international school for their children.

Hypothesis 9 There is the relationship between parents' learning behavior and the decision making to choose the international school for children in Bangkok area.

CHAPTER 4

RESEARCH FINDINGS

This chapter presents findings from descriptive analyzed of respondents' demographic data, marketing mix and parent's behavior of the respondents. The hypothesis test results are also presented as follows.

4.1 Personal Data of Respondents Classified by Gender

Personal data of the respondents obtained from questionnaires was analyzed and presented in the following tables.

Table 4.1 Parents' Personal Data Classified by Gender

Gender	Frequency	Percent
Male	108	27
Female	292	73
Total	400	100

Findings from table 4.1 revealed that major group of respondents' gender were female. The frequency was 292 and it was 73 % and follows by male. The frequency was 108 and it was 27%.

Table 4.2 Parents' Personal Data Classified by Age

Age	Frequency	Percent
36-40	208	52
41-45	140	35
46-50	52	13
Total	400	100

Findings from table 4.2 revealed that major group of respondents' age range were 36-40 years old. The frequency was 208 and it was 52 %, followed by 41-45 years old. The frequency was 140. It is 35% and the frequency was 52 for 46-50 years old. It was 13%.

Table 4.3 Parents' Personal Data Classified by Education Background

Age	Frequency	Percent
Diploma	80	20
Bachelor	176	44
Master	120	30
Ph.D.	24	6
Total	400	100

Findings from table 4.3 revealed that major group of respondents' education background were Diploma (20 %). The frequency was 80, Bachelor Degree (44%). The frequency was 176, Master Degree (30%). The frequency was 120 and Ph.D. (6%). The frequency was 24.

Table 4.4 Parents' Personal Data Classified by Career

Age	Frequency	Percent
Government Enterprise	16	4
Business Owner	292	73
Employee	60	15
Housewife	32	8
Total	400	100

Findings from table 4.4 revealed that major group of respondents' career were Government Enterprise. The frequency was 16. It was 4 %, Business Owner; the frequency was 292 and it was 73%, the frequency of Employee was 60. It was 15% and the frequency of Housewife was 32. It is 8%.

Table 4.5 Parents' Personal Data Classified by Income per Month

Age	Frequency	Percent
Less than 50,000	0	0
50,001-100,000	48	12
100,001-150,000	104	26
150,001-200,000	168	42
200,001-250,000	60	15

Table 4.5 Parents' Personal Data Classified by Income per Month (Cont.)

Age	Frequency	Percent
250,001-300,000	20	5
300,001-350,000	0	0
More than 350,001	0	0
Total	400	100

Findings from table 4.5 revealed that major group of respondents' income range were 150,001-200,000 baht per month (42%). The frequency was 168, 100,001-150,000baht per month (26%). The frequency was 104, 200,001-250,000 baht per month (15%). The frequency was 60, 50,001-100,000 baht per month (12%). The frequency was 48, 250,001-300,000 baht per month (5%). The frequency was 20, and there were not any responds for less than 50,000 baht per month and more than 300,001 baht per month.

4.2 Other Finding

Marketing Mix Factors toward Generation X Parents Opinion of Respondents

Interpretation of measurement result to measure level of variable according to the separation of five levels following Likert scale is shown in the following table.

7Ps of Marketing Mix Factors, namely Product, Price, Place, Promotion, People, Process and Physical Evidence were taken into account when testing the relationship with the opinion of Generation X parents' opinion of respondents toward the choosing an international school in Bangkok area to their children. The result from descriptive statistical analysis are summarized and shown in the following tables.

Table 4.6 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on Product

Product	\bar{x}	SD	Level
I consider the content in curriculum of international schools because I believe that the good curriculum can develop my children skills.	4.05	0.759	Agree

Table 4.6 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on Product (Cont.)

Product	\bar{x}	SD	Level
I consider the global accreditation of the international school for increasing the good opportunity for studying in the future.	4.10	0.852	Agree
I consider the activities in the lesson which can develop my children learning skills.	4.35	0.670	Strongly Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.6 revealed that Generation X parents' opinion on Product toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level (\bar{x} =4.35) in Activities to support English skill development.

2) Generation X parents who expected to choose an international school for their children had an agree level (\bar{x} =4.10) in Accreditation of school ion global.

3) Generation X parents who expected to choose an international school for their children had an agree level (\bar{x} =4.05) in curriculum.

Table 4.7 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on Price

Price	\bar{x}	SD	Level
I compare the tuition fee of each international school before choosing the international school for my children.	4.50	0.606	Strongly Agree
I will choose the international school which is the cheapest tuition fee.	4.20	0.615	Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.7 revealed that Generation X parents' opinion on Price toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level ($\bar{x}=4.50$) in comparing the tuition fee of each international school before choosing.

2) Generation X parents who expected to choose an international school for their children had an agree level ($\bar{x}=4.20$) in choosing an international school which has the cheapest tuition fee.

Table 4.8 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on Place

Place	\bar{x}	SD	Level
I consider the international school is near my home.	4.35	0.587	Strongly Agree
From my home to school, I will choose the international school is in the travelling duration between 15 minutes to 40 minutes	4.35	0.587	Strongly Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.8 revealed that Generation X parents' opinion on Place toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level ($\bar{x}=4.35$) in choosing the international school which is near the home.

2) Generation X parents who expected to choose an international school for their children had a strongly agree level ($\bar{x}=4.35$) in choosing an international school

which is in the travelling duration between 15 minutes to 40 minutes from home to school.

Table 4.9 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on Promotion

Promotion	\bar{x}	SD	Level
I consider the discount of each international school before choosing.	4.15	0.587	Agree
I will choose the international school that has consistently updating news and information to me on variety channel.	4.30	0.587	Strongly Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.9 revealed that Generation X parents' opinion on Promotion toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level (\bar{x} =4.30) in choosing the international school that has consistently updating news and information to me on variety channel

2) Generation X parents who expected to choose an international school for their children had an agree level (\bar{x} =4.15) in .considering the discount of each international school before choosing.

Table 4.10 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on People

People	\bar{x}	SD	Level
I consider the knowledge in teaching skills of teachers.	4.40	0.598	Strongly Agree
I will choose the school that has teachers and staff who are spend their time to my children.	4.35	0.587	Strongly Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.10 revealed that Generation X parents' opinion on People toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level (\bar{x} =4.40) in teaching skills of teachers.

2) Generation X parents who expected to choose an international school for their children had a strongly agree level (\bar{x} =4.35) in spending their time to the children.

Table 4.11 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on Process

Process	\bar{x}	SD	Level
I will choose the international school which is easy to access in application process.	4.25	0.550	Strongly Agree
I will choose the international school that provided the variety channel of payment process.	4.25	0.550	Strongly Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.11 revealed that Generation X parents' opinion on Process toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level (\bar{x} =4.25) in choosing the international school which is easy to access in application process.

2) Generation X parents who expected to choose an international school for their children had a strongly agree level (\bar{x} =4.25) in choosing the international school that provided the variety channel of payment process.

Table 4.12 Marketing Mix Factors toward Generation X Parents Opinion of Respondents on Physical Evidences

Physical Evidence	\bar{x}	SD	Level
To choose the international school for my children, I consider the modern facilities in the classroom because I believe that the facilities in the classroom are important to develop my children learning skill.	4.50	0.606	Strongly Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.12 revealed that Generation X parents' opinion on Physical Evidence toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level (\bar{x} =4.50) in considering the modern facilities in the classroom because I believe that the facilities in the classroom are important to develop my children learning skill.

Other Finding

Consumers, Generation X Parents Behavior

Table 4.13 Customer Behavior toward Generation X Parents Opinion of Respondents on Generation X Parents Behavior

Behavior	Frequency	Percent
Read a newspaper less than 3 days per week	100	25
Read a newspaper 4-5 days per week	240	60
Read a newspaper 6-7 days per week	60	15
Total	400	100

Findings from Table 4.13 revealed that major group of respondents are reading a newspaper 4-5 days per week (60 %), less than 3 days per week (25%) and follows by 6-7 days per week (15%) respectively.

Generation X Parents' Decision Making

Table 4.14 Generation X parents Opinion on Product Factors of Marketing Mix toward Decision Making

Opinions	\bar{x}	SD	Level
I believe that the English surrounding is the one way of learning style. Thus I will choose the international school which has the English surrounding for my children.	3.65	0.670	Agree
I will choose and introduce the international school which has the good curriculum and has the global accreditation to my friend.	4.15	0.587	Agree
I will choose and introduce the international school which the tuition fees are worth every penny to my friend.	4.20	0.523	Agree
I will choose and introduce the international school which is short duration to travel and easy to access in travelling from home to school to my friend.	4.40	0.598	Strongly Agree
I will choose and introduce the international school which offers a high discount and has consistently updating news and information on variety channel to my friend.	4.25	0.550	Strongly Agree
I will choose and introduce the international school which has the quality teachers in teaching and the good service staff to my friend.	4.50	0.606	Strongly Agree

Table 4.14 Generation X parents Opinion on Product Factors of Marketing Mix toward Decision Making (Cont.)

Opinions	\bar{x}	SD	Level
I will choose and introduce the international school which has the easy application process and variety of payment system provided to my friend.	4.35	0.587	Strongly Agree
I will choose and introduce the international school which provides the modern facilities for students to my friend.	4.50	0.606	Strongly Agree

The interpretation of measurement result is 4.21-5.00 equals strongly agree or very high; 3.41-4.20 equals agree or high; 2.61-3.40 equal neutral or fair; 1.81-2.60 equals disagree or low; and 1.00-1.80 equals strongly disagree or very low.

The finding from Table 4.14 revealed that Generation X parents' opinion on Decision Making toward choosing an international school for children in Bangkok area could be illustrated respectively as follows:

1) Generation X parents who expected to choose an international school for their children had a strongly agree level ($\bar{x}=4.50$) in facilities for students to my friend and the quality teachers in teaching and the good service staff.

2) Generation X parents who expected to choose an international school for their children had a strongly agree level ($\bar{x}=4.40$) in the short duration to travel and easy to access in travelling from home to school.

3) Generation X parents who expected to choose an international school for their children had a strongly agree level ($\bar{x}=4.35$) in the easy application process and variety of payment system provided.

4) Generation X parents who expected to choose an international school for their children had a strongly agree level ($\bar{x}=4.25$) in an offering a high discount and has consistently updating news and information on variety channel.

5) Generation X parents who expected to choose an international school for their children had an agree level ($\bar{x}=4.20$) in the tuition fees that are worth every penny.

6) Generation X parents who expected to choose an international school for their children had an agree level ($\bar{x}=4.15$) in the good curriculum and has the global accreditation.

7) Generation X parents who expected to choose an international school for their children had an agree level ($\bar{x}=3.65$) in the English surrounding.

Finding of Study

Relationships between Gender, Behavior and Marketing Mix

Table 4.15 Relationships between Gender, Behavior and Marketing Mix by Pearson Correlation

	Gender	P1	P2	P3	P4	P5	P6	P7	B1
Gender	1								
P1	1.000	1							
P2	1.000	0.021	1						
P3	0.168	0.000*	0.000*	1					
P4	0.545	0.001*	0.018	0.004*	1				
P5	0.448	0.000*	0.003*	0.001*	0.004*	1			
P6	1.000	0.000*	0.005*	0.001*	0.000*	0.000*	1		
P7	0.136	0.000*	0.002*	0.000*	0.114	0.000*	0.000*	1	
B1	0.891	0.026	0.773	0.443	0.121	0.457	0.342	0.569	1

*Significant at or below 0.05 level

From Table 4.15, The results show there is no relationship between the difference of Generation X parents' genders, marketing mix, 7Ps and the parents; learning behavior because all the positive Sig. scores are higher than 0.05 level by Product, Price and Process(Sig. 1.000), followed by Parents' Learning Behavior (Sig. 0.891), Promotion(Sig. 0.545), People (Sig. 0.448), Place (Sig. 0.168), and Physical Evidence (Sig. 0.136) including there was not a relationship between Parents' learning Behavior and Gender(Sig. 0.891), Parents' learning Behavior and Price (Sig. 0.773), Parents' learning Behavior and Place (Sig. 0.443), Parents' learning Behavior and Promotion (Sig.0.121), Parents' learning Behavior and People (Sig. 0.457),

Parents' learning Behavior and Physical Evidence (Sig. 0.569). However there is the relationship between Gender and Product (Sig. 0.026).

Moreover there is a relationship between Market Mix factors itself but not included Physical Evidence and Promotion (Sig. 0.114) show that there is no relationship between these two factors.

Table 4.16 Relationships between Age, Behavior and Marketing Mix by Pearson

		Correlation							
	Age	P1	P2	P3	P4	P5	P6	P7	B1
Age	1								
P1	0.808	1							
P2	0.893	0.021	1						
P3	0.305	0.000*	0.000*	1					
P4	0.513	0.001*	0.018	0.004*	1				
P5	0.294	0.000*	0.003*	0.001*	0.004*	1			
P6	0.463	0.000*	0.005*	0.001*	0.000*	0.000*	1		
P7	0.424	0.000*	0.002*	0.000*	0.114	0.000*	0.000*	1	
B1	0.651	0.026	0.773	0.443	0.121	0.457	0.342	0.569	1

*Significant at or below 0.05 level

From Table 4.16, The results show there is no relationship between the difference of Generation X parents' age, marketing mix, 7Ps and the parents; learning behavior because all the positive Sig. scores are higher than 0.05 level by Price(Sig. 0.893), Product (Sig. 0.808), Parents' learning Behavior(Sig. 0.651), Promotion (Sig. 0.513), Process (Sig.4.63), Physical Evidence (Sig. 0.424), Place (Sig. 0.305) and People (Sig. 0.294).

Table 4.17 Relationships between Education Background, Behavior and Marketing Mix by Pearson Correlation

		Education							
		P1	P2	P3	P4	P5	P6	P7	B1
Edu	1								
P1	0.624	1							
P2	0.586	0.021	1						
P3	0.110	0.000*	0.000*	1					
P4	0.961	0.001*	0.018	0.004*	1				
P5	1.000	0.000*	0.003*	0.001*	0.004*	1			
P6	0.554	0.000*	0.005*	0.001*	0.000*	0.000*	1		
P7	0.592	0.000*	0.002*	0.000*	0.114	0.000*	0.000*	1	
B1	0.685	0.026	0.773	0.443	0.121	0.457	0.342	0.569	1

*Significant at or below 0.05 level

From Table 4.17, The results show there is no relationship between the difference of Generation X parents' education background, marketing mix, 7Ps and the parents; learning behavior because all the positive Sig. scores are higher than 0.05 level by People (Sig. 1.000), Promotion (Sig. 0.961), Parents' learning Behavior (Sig. 0.685), Product (Sig. 0.624), Physical Evidence (Sig. 0.592), Price (Sig. 0.586) and Process (Sig. 0.554) and Place (Sig. 0.110).

Table 4.18 Relationships between Career, Behavior and Marketing Mix by Pearson Correlation

		Career	P1	P2	P3	P4	P5	P6	P7	B1
Career	1									
P1	0.795	1								
P2	0.270	0.021	1							
P3	0.451	0.000*	0.000*	1						
P4	0.797	0.001*	0.018	0.004	1					
P5	0.577	0.000*	0.003*	0.001*	0.004*	1				

Table 4.18 Relationships between Career, Behavior and Marketing Mix by Pearson Correlation (Cont.)

	Career	P1	P2	P3	P4	P5	P6	P7	B1
P6	0.231	0.000*	0.005*	0.001*	0.000*	0.000*	1		
P7	0.390	0.000*	0.002*	0.000*	0.114	0.000*	0.000*	1	
B1	0.040	0.026	0.773	0.443	0.121	0.457	0.342	0.569	1

*Significant at or below 0.05 level

From Table 4.18, The results show there is no relationship between the difference of Generation X parents' education background, marketing mix, 7Ps and the parents; learning behavior because all the positive Sig. scores are higher than 0.05 level by Promotion(Sig. 0.797), Product (Sig. 0.795), People(Sig. 0.577), Place (Sig. 0.451), Physical Evidence (Sig. 0.390), Price (Sig. 0.270) and Process (Sig. 0.231); however, Parents' Learning Behavior was the relationship with the Career(Sig. 0.040).

Table 4.19 Relationships between Income, Behavior and Marketing Mix by Pearson Correlation

	Income	P1	P2	P3	P4	P5	P6	P7	B1
Income	1								
P1	0.150	1							
P2	0.842	0.021	1						
P3	0.487	0.000*	0.000*	1					
P4	0.631	0.001*	0.018	0.004*	1				
P5	0.283	0.000*	0.003*	0.001*	0.004*	1			
P6	0.117	0.000*	0.005*	0.001*	0.000*	0.000*	1		
P7	0.230	0.000*	0.002*	0.000*	0.114	0.000*	0.000*	1	
B1	0.941	0.026	0.773	0.443	0.121	0.457	0.342	0.569	1

*Significant at or below 0.05 level

From Table 4.19, The results show there is no relationship between the difference of Generation X parents' income, marketing mix, 7Ps and the parents; learning behavior because all the positive Sig. scores are higher than 0.05 level by

Parents' Learning Behavior (Sig. 0.941), Price (Sig. 0.842), Promotion (Sig. 0.631), Place (Sig. 0.871), People (Sig. 0.283), Physical Evidence (Sig. 0.230), Product (Sig. 0.150) and Process (Sig. 0.117).

Results of the Hypotheses

Test Hypotheses

This study employed Pearson correlations to test the hypotheses by testing the relationship between demographics factors, Marketing Mix, Parents' Learning Behavior and Decision Making to choose an international school for their children in Bangkok area.

Table 4.20 Relationships between Demographics, Behavior and Marketing Mix by Pearson Correlation

Demographic Factors	Behavior	Gender	Age	Education	Career	Income	Decision
Behavior	1						
Gender	0.891	1					
Age	0.651	0.701	1				
Education	0.685	0.237	0.019	1			
Career	0.040	0.680	0.970	0.491	1		
Income	0.941	0.800	0.142	0.079	0.536	1	
Decision	0.342	0.377	0.627	0.790	0.291	0.224	1

*Significant at or below 0.05 level

From Table 4.20, The results show that Hypotheses 1 was rejected. There is no relationship between the difference of Generation X parents' genders, education background, occupation, income per month, and the decision making to choose an international school for their children because all the positive Sig. scores are higher than 0.05 level by Education (Sig. 0.790), Age (Sig. 0.627), Gender (Sig. 0.377), Career (Sig. 0.291) and Income (Sig. 0.224).

The result also shows to reject Hypotheses 9. There was not the relationship between parent's learning behavior and the decision making to choose the international school for children in Bangkok area because the positive Sig. are higher 0.05 level by Sig. 0.342 between Parents' Learning Behavior and Decision Making to choose an international school for the children in Bangkok Area.

Table 4.21 Relationships between Marketing Mix and Decision Making by Pearson Correlation

		Decision	P1	P2	P3	P4	P5	P6	P7
Decision		1							
P1	Pearson	0.859	1						
	Sig. (2-tails)	0.000*							
P2	Pearson	0.680	0.511	1					
	Sig. (2-tails)	0.001*	0.021						
P3	Pearson	0.830	0.79	0.714	1				
	Sig. (2-tails)	0.000*	0.000*	0.000*					
P4	Pearson	0.625	0.678	0.523	0.613	1			
	Sig. (2-tails)	0.003*	0.001*	0.018	0.004*				
P5	Pearson	0.926	0.785	0.626	0.674	0.613	1		
	Sig. (2-tails)	0.000*	0.000*	0.003*	0.001*	0.004*			
P6	Pearson	0.878	0.795	0.602	0.693	0.822	0.842	1	
	Sig. (2-tails)	0.000*	0.000*	0.005*	0.001*	0.000*	0.000*		
P7	Pearson	0.929	0.786	0.655	0.812	0.364	0.857	0.709	1
	Sig. (2-tails)	0.000*	0.000*	0.002*	0.000*	0.114	0.000*	0.000*	

The findings from Table 4.21 illustrated that the results accepted the null Hypotheses 2-8. There is the relationship between marketing mix (7Ps) and the decision making to choose an international school for their children because all the

positive Sig. scores are lower than 0.05 level by Physical Evidence has Pearson correlation at 0.929 and Sig. (2-tails) at 0.000, People has Pearson correlation at 0.926 and Sig. (2-tails) at 0.000, Process has Pearson correlation at 0.878 and Sig. (2-tails) at 0.000, Product has Pearson correlation at 0.859 and Sig. (2-tails) at 0.000, Price has Pearson correlation at 0.680 and Sig. (2-tails) at 0.001 and Promotion has correlation at 0.625 and Sig. (2-tails) at 0.003.



CHAPTER 5

SUMMARY, CONCLUSION & RECOMMENDATION

5.1 Summary

This study aimed to investigate the opinion of Generation X parents toward choosing an international school in Bangkok Area. In this regard, the study analyzed the relationship among the Generation X parents' demographic, Marketing Mix factors and the parents' learning behavior toward the decision making to choose an international school for children. Survey questionnaires were used as the instrument to collect data variables from 400 Generation X parents who has the children in the range age between 3-6 years old and expect to apply them into the international school in Bangkok Area. The profiles Demographics and Parents' learning behavior were analyzed by using percentile distribution mean and Standard Deviation (SD) while the Analysis of Variance Correlation test were employed to test hypotheses. The result were compiled and presented as follows.

Demographic Profiles of Respondents

Most of the target who answered the survey was female, at a total of 73%. A total of 52% were in the age range between 36-40 years old. Most of them were business owners, at 73%. The education background was 44% who had graduated with a Bachelor's degree and 30% had graduated with a Master's degree. The range of income was between 150,000-200,000 Baht per month, per person.

Influence of Marketing Mix Factors and Decision Making

Regarding we applied the 7Ps of Marketing Mix to this study, the point of the product that influencing the decision making of parent are the activities in the lessons which can develop the children learning skills is in the strongly agree level at mean 4.35 and Standard Deviation at 0.670. Then there were followed by the accreditation of school in global, mean at 4.10 and the Standard Deviation at 0.852 and the last point is curriculum, mean at 4.05 and Standard Deviation at 0.759.

These can show that parents concern with the activities in the classes. Then the strategies that the international schools are going to use to attract the Generation X parents should allow parents and student had an experience in the activities of lessons. Next the accreditation of school in global can related to the opportunity to apply into the school or universities around the world. It is about the educational opportunity in the future. Finally, the curriculum was concerned by parents. It is the things to push their children into the way that parents expected along the school life.

Price factor was also influencing the Generation X parents by they compared the price between international school tuition fee before make the decision, mean at 4.50 and Standard Deviation at 0.606. It is in the strongly agree level. Next is the cheapest tuition fee was concerned by parents. It is in agree level, mean at 4.20 and Standard Deviation at 0.615.

It is found that the parents study the detail about price before they made the decision. The cheapest tuition fee was focused on parents. The school should concern with the tuition fee which is reasonable price. Price is the first attract factor to make them interesting in the school and they will study more in other factors before they make the decision.

The both of place factors are influence to the decision making in strongly agree level, the location near the home and the duration in travelling from home to school. By both factors got the mean at 4.35 and Standard Deviation at 0.587.

It is found that the parents really concern with the location of school. Thus if the school can provide the transportation for students and promote the school around the communities near the school, the school will get more interesting from parents.

Promotion was influencing the parents in the point of the updating news and information in varieties channels. This factor got strongly agree level, mean at 4.30 and Standard Deviation at 0.587. Followed by the discount was in the agree level, mean at 4.15 and Standard Deviation at 0.587.

The parents were concerned with the way that school update information and communications more than the discount. Thus, school which focused on only the discount strategies might get the lower number of new intakes than the school which focused on the discount strategies and the strategies about the announcement.

This study was focus on the People in terms of teachers and staff. The study found that both factors were in the strongly agree level by the teachers factors got mean at 4.40 (SD at 0.598), and staff factors got mean at 4.35 (SD at 0.587).

The parents were really concerned with the knowledge of teaching methods from teachers and the way to deal with the parents' problem or parents' questions from the staff. The way to increase the abilities of teachers and staff were the seminar or the progress report of teaching style or the sharing of teaching style including the report of special case of students in case that the student pass the level and they are going to the upper level with difference teacher. Then, the teachers who know his behavior can continue to control him in the same standard.

Process factors that this study focused on were the application process and the payment process. Both of factors got the strongly agree level in the same mean at 4.25 and Standard Deviation at 0.550.

A part of the hurry life, the easy and quick in everything is become the diary life. The easy to understanding and fast process in application into the school was influencing parents to choose the school for their children including the easy channel to pay. The school should provide the short process and varieties of application channel and payment to serve their needs.

Physical Evidence factors, the modern facilities in the classrooms got the strongly agree level, mean at 4.50 and Standard Deviation at 0.606.

Parents concerned in the facilities in the classroom. Thus, the school should have the strategies about show the parents and students to know the facilities that the school can provide such as school tour or encourage them to have an experience with school facilities.

Influence of Generation X Parents and Decision Making

The parents' learning behavior was not related to the decision making but one more thing that we found from this study was they didn't read an English newspaper in every days. Thus, the advertisement of international school on newspaper might not attract them but the social network.

Influence of Marketing in Decision Making

It is found that People, Physical Evident, Location, Process, Promotion got the strongly agree level means at 4.50, 4.50, 4.40, 4.35 and 4.25 by ordered. Followed by Price, Product and parents' learning behavior are in agree level, mean 4.20, 4.15 and 3.65 by ordered.

The Relationships between Demographics, Behavior and Marketing Mix by Pearson Correlation

The study found that there was not relationship between the differences of genders, age, education background, Career and income, Behavior and 7Ps of Marketing Mix. But there is the imply of the most of Generation X parents who expect to send their children into the international school in Bangkok area was business owners, at 73%. Moreover the most of inform was between 150,000-200,000 Baht per month, per person.

The Relationships between Demographics, Behavior and Decision Making by Pearson Correlation

The result of the study rejected the hypotheses 1 and 9. There was not relationship between Demographics factors and the decision making. There was not relationship between Parents' Learning style and the Decision making.

The Relationships between Marketing Mix and Decision Making by Pearson Correlation

The result of the study accepted the hypotheses 2, 3, 4, 5, 6, 7 and 8. The most influencing factor was Physical Evidence in terms of facilities in the classrooms. Then it was People in terms of teachers and staff. After that it was Process, the application process and the payment process. Next it was Product, curriculum, the accreditation of school in global and activities in the classrooms. Next it was Place in terms of location. Next it was Price, tuition fee and the last factor was Promotion in terms of discount and the news and updating information provided.

The top three marketing strategies that is suitable for Generation X parents to choose an international school for children in Bangkok area should focus on the

facilities in the classes, teachers, staff, the application process and the payment process.

5.2 Discussion

This part presented suggestions obtained from open-ended questions in the questionnaires. The result were organized, summarized, and presented as follows.

Somkiat (2009:24-37) said that the modern facilities in the classes are concern by parents. The school tour of parents and students were attractive. On the parents side, they expect to see the development of facilities in the classroom.

Suriyan (2008) said that the parents' who choose the private school is effected with the modern facilities in the classes. This would suggested that in order to encourage parent to keep students study in the school longer is the news about the new facilities and the benefit that students can gain from the new facilities is important. Next the school should focus on the People which are teachers and staff in terms of the duration to deal with the parents' questions. It should be quick to deal with the problem and answer the parents questions. Teachers should be the attractive thing in the class. The varieties of teaching technique are important.

Dusadee (2007) said that in excellence level the parents concern with People, the ability of teachers. Then Process, the school should manage the easy way to apply students into school and provide a lot of easy way to pay in any fees. In terms of Product, the school should focus on the activities in the class, the accreditation of school in global and the curriculum by ordered. The school should offer the experience in activities in the classes to parents and students including promote or announce the accreditation and benefit from curriculum that school and students can receive. Next school should concern with the location of school. The school should provide the transportation which is safe to students or located in the easy to access area. Next it was Price, the tuition fee should reasonable. Finally, it was Promotion.

Sawitree (2010) & Panita (2011:112-113) said that all together of 7Ps were interesting by parents. Thus a school manager should focus and manage every, 7Ps in the balance way of attraction. In terms of Parents' Learning Behavior, it had not relationship with the decision making. Moreover the results show that they quite not really read the English Newspaper such as The Nation or Bangkok Post. Thus the

school announcement or promotion in English newspaper was not a big interesting communication for parents. Moreover the decision making of the Generation X parents to choose an international school for children in Bangkok area is not related to their demographics background. However the most of people who expect to send their children to international school were female who had the own business and got the salary between 150,000-200,000 baht per month.

Pornkamol (2011) said that the factors that influence the parents to choose the school for the kids are the rate income.

Siriwan (1998) said that the rate of income, education and source of information that parents received effected with the decision making.

Conclusion

This research used a quantitative study to explore the decision making for Generation X parents to choose an international school for children in Bangkok area. The study was designed to meet the objectives of the study, which included investigating the demographic, Parents' Learning Behavior and the Marketing Mix toward the decision making. The study found that Demographics and Parents' Learning Behavior was not related to the decision making but the 7 Ps had by ordered, Physical Evidence, People, Process, Product, Place, Price and Promotion.

Limitations of the Study

There are several limitations to this study, some of them are: (1) the sample is focused just on the Generation X parents who are in the range age between 36-50 years old and expected to send their children to an international school in Bangkok area and (2) the study was focused on the kindergarten and primary school. (3) the study was focused only on the international school.

5.3 Recommendations of the Study

Regarding all of 7 Ps of marketing mix are effected to the parents choose school for children; the school manager should concern about the price strategies. The price should cheap or reasonable to be the first attraction of parents; however, the price is not the main factor to make them consider applying their children. The school

should promote or announce the improvement of facilities in the classrooms including the benefit that students will gain from the new facilities as this factor is the most important for them to make the decision. The way school present itself to parents should include the facilities in the classrooms, teachers and staff as the teacher and staff are the second factor to make them choose school for their kids. Thus the strategies about improve the abilities of teachers and staff are concerned by parents. School manager should provide the seminar about the activity in the class, the teaching style or the creation of teaching aids to teachers and seminar about the service to staff. Moreover the school manager should set up the big meeting in every term and open the stage to teacher or staff to present “How do we success in this semester”. The teachers and staff will learn from each others. In addition there is the special students need to focus on closely and them are going to pass the class to next teacher advisor. The next adviser can aware the problem and the find out the solution before facing the real situation. In the other hand school manager should set up the culture of respect to teacher and staff because there are some schools have the high turning over and one of factor is the school managers don't respect the teachers. Some of them treat teachers and staff as the students.

The location of school is also the important factor because the traffic or the hard to access to school is not answer the hurry life of parents. The short and easy to understand of the process is also suitable for the parents hurry life. The promotion of school or the communication between school and parents should fast, short and easy to understand. Some schools provide the line group, website, social network to contact with parents. Please note that parents use the social network more than read the newspaper or magazine. Thus some time the announcement in newspaper or magazine are not working when we compare with the time they spend on social network per day. From this study parents are concern the activities in the class more than the curriculum of school. The school should provide the good experience for parents and children to survey around school, join in the class, use the facilities in the class and give them a chance to be a student of school. They will realize that how school care of students or what is the school can provide for their students.

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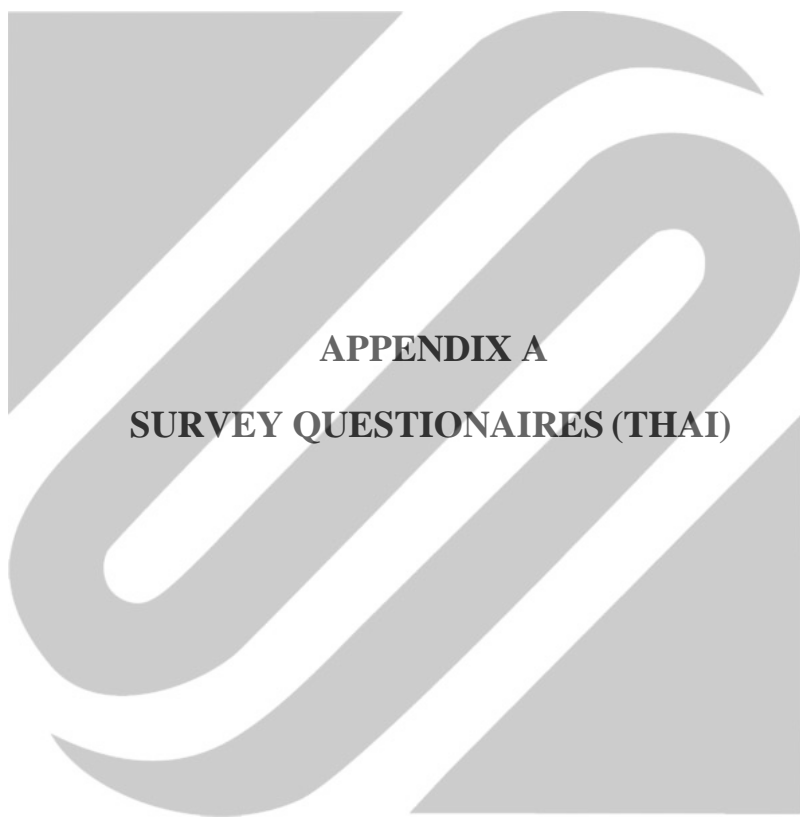
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APPENDIX A
SURVEY QUESTIONNAIRES (THAI)

แบบสอบถาม เรื่อง ปัจจัยที่มีอิทธิพลต่อผู้ประกอบการรุ่น เจนเนอร์เรชั่น X ในการเลือกโรงเรียน

นานาชาติให้บุตรหลานในกรุงเทพมหานคร

ตอนที่ 1 ข้อมูลทั่วไป

1. เพศ 1. ชาย 2. หญิง
2. อายุ 1. ต่ำกว่า 35 ปี 2. อายุระหว่าง 36-40 ปี
 3. อายุระหว่าง 41-45 ปี 4. อายุระหว่าง 46-50 ปี
 5. อายุมากกว่า 50 ปี
3. ระดับการศึกษา 1. มัธยมปลาย 2. ปวช./ปวส. 3.ปริญญาตรี 4.ปริญญาโท
 5. ปริญญาเอก
4. อาชีพ 1. ข้าราชการ 2. รัฐวิสาหกิจ 3. เจ้าของกิจการ 4. ธุรกิจส่วนตัว
 5. พ่อบ้าน/แม่บ้าน 6. เกษียรอายุ 7. พนักงานบริษัท
5. รายได้เฉลี่ยต่อเดือน 1. น้อยกว่า 50,000 บาท 2. 50,001-100,000 บาท
 3. 100,001-150,000 บาท 4. 150,001-200,000 บาท
 5. 200,001-250,000 บาท 6. 250,0001-300,000 บาท
 7. 300,001-350,000 บาท 8. Above 350,000 บาท

6. ฉันมีบุตรหลานอายุระหว่าง 3-6 ปีที่กำลังจะสมัครเรียนในโรงเรียนนานาชาติใน กรุงเทพมหานคร

() ใช่

() ไม่ใช่

ตอนที่ 2 พฤติกรรมผู้บริโภคที่มีอิทธิพลต่อการตัดสินใจเลือกโรงเรียนนานาชาติให้บุตรหลานใน กรุงเทพมหานคร

1. พฤติกรรมการเรียนรู้ของผู้ปกครอง

1. ฉันชอบอ่านหนังสือพิมพ์ภาษาอังกฤษ เช่น Bangkok Post หรือ The Nation เป็นต้น

() น้อยกว่าสัปดาห์ละ 3 วัน

() 4-5 วันต่อสัปดาห์

() 6-7 วันต่อสัปดาห์

ตอนที่ 3 ส่วนประสมทางการตลาดที่มีอิทธิพลต่อการตัดสินใจเลือกโรงเรียนนานาชาติให้บุตรหลานในกรุงเทพมหานคร

1. ปัจจัยทางด้านผลิตภัณฑ์

ระดับความพึงพอใจ

ข้อ		ระดับความพึงพอใจ				
		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันจะเลือกโรงเรียนนานาชาติที่มีหลักสูตรที่ทันสมัย เพราะฉันมั่นใจว่าหลักสูตรที่ดีจะทำให้บุตรหลานมีศักยภาพที่ดี					
2.	ฉันจะเลือกโรงเรียนนานาชาติที่ได้รับการยอมรับจากนานาชาติเพื่อเพิ่มโอกาสการศึกษาต่อในอนาคต					
3.	ฉันจะเลือกโรงเรียนนานาชาติที่มีกิจกรรมการเรียนการสอนที่น่าสนใจและมีการพัฒนาบุตรหลานได้หลายทักษะ					

2. ปัจจัยทางด้านราคา

ระดับความพึงพอใจ

ข้อ		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันเปรียบเทียบราคาของโรงเรียนนานาชาติในกรุงเทพฯ ก่อนที่จะเลือกโรงเรียนนานาชาติให้บุตรหลาน					
2.	ฉันจะเลือกโรงเรียนนานาชาติที่ค่าเทอมถูกที่สุดเสมอ					

3. ปัจจัยทางด้านสถานที่จัดจำหน่าย

ระดับความพึงพอใจ

ข้อ		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันจะเลือกโรงเรียนนานาชาติที่ใกล้บ้าน					
2.	ฉันจะเลือกโรงเรียนนานาชาติที่ใช้เวลาเดินทางภายใน 15-40 นาที จากบ้านถึงโรงเรียน					

4. ปัจจัยทางการส่งเสริมการขาย

ระดับความพึงพอใจ

ข้อ		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันพิจารณาส่วนลดของแต่ละโรงเรียนก่อนการเลือกโรงเรียนนานาชาติให้บุตรหลาน					
2.	ฉันจะเลือกโรงเรียนนานาชาติ ที่มีช่องทางการรับข่าวสารที่หลากหลาย และสม่ำเสมอ					

5. ปัจจัยทางด้านบุคคล

ระดับความพึงพอใจ

ข้อ		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันจะพิจารณาความสามารถของครูเรื่องการถ่ายทอดความรู้ ก่อนการจะตัดสินใจเลือกโรงเรียนนานาชาติให้บุตรหลาน					
2.	ฉันจะเลือกโรงเรียนนานาชาติที่ดูแลนักเรียนอย่างดี และดูแลอย่างใกล้ชิด					

6. ปัจจัยทางด้านกระบวนการ

ระดับความพึงพอใจ

ข้อ		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันจะเลือกโรงเรียนนานาชาติที่มีขั้นตอนการสมัครไม่ยุ่งยากและเข้าใจง่าย					
2.	ฉันจะเลือกโรงเรียนนานาชาติที่มีช่องทางการจ่ายเงินได้หลากหลายช่องทาง					

7. ปัจจัยทางด้านสิ่งแวดล้อมทางกายภาพ

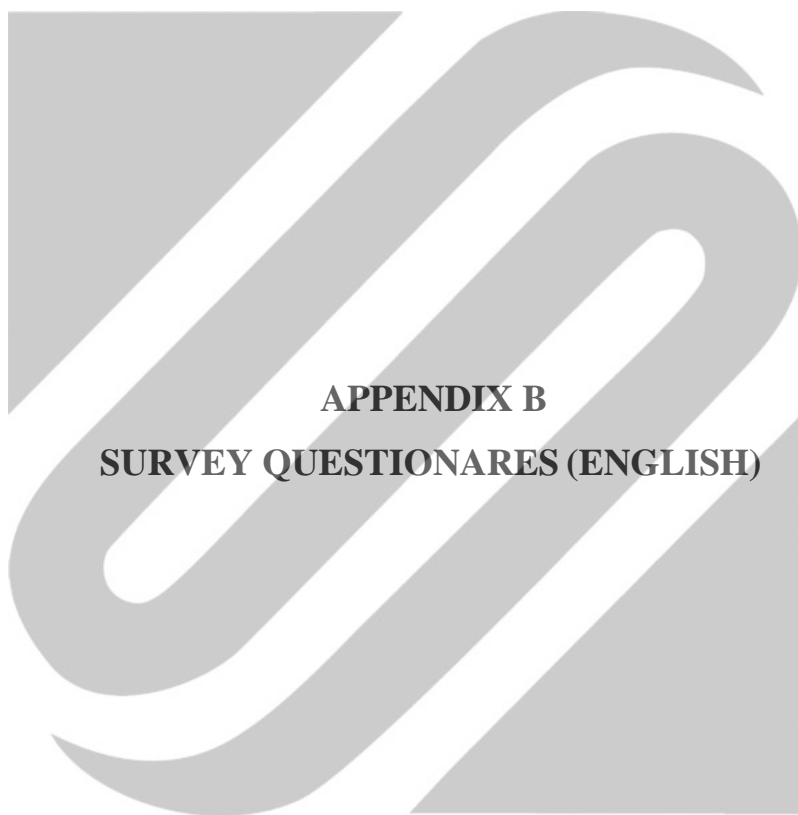
ระดับความพึงพอใจ

ข้อ		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันจะเลือกโรงเรียนนานาชาติที่มีอุปกรณ์การเรียนการสอนที่ทันสมัย เพราะฉันเชื่อว่าอุปกรณ์การเรียนที่ทันสมัย มีผลต่อการพัฒนาศักยภาพของบุตรหลานได้					

ตอนที่ 4 การตัดสินใจเลือกโรงเรียนนานาชาติให้บุตรหลานในกรุงเทพมหานคร

ระดับความพึงพอใจ

ข้อ		ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เฉยๆ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.	ฉันเชื่อว่าบรรยากาศที่เป็นนานาชาติสามารถพัฒนาทักษะของบุตรหลานได้ ดังนั้นฉันจึงจะเลือกโรงเรียนนานาชาติที่มีบรรยากาศเป็นนานาชาติโดยใช้ภาษาอังกฤษเป็นสื่อกลาง					
2.	ฉันจะเลือกและแนะนำโรงเรียนนานาชาติที่มีหลักสูตรและกิจกรรมที่น่าสนใจพร้อมความน่าเชื่อถือในระดับสากลแก่บุคคลที่ฉันรู้จัก					
3.	ฉันจะเลือกและแนะนำโรงเรียนนานาชาติที่คุ้มค่ากับเงินที่จ่ายไปกับบุคคลที่ฉันรู้จัก					
4.	ฉันจะเลือกและแนะนำโรงเรียนนานาชาติที่ใกล้บ้าน ใช้เวลาเดินทางน้อยและมีการเดินทางได้หลายเส้นทางแก่บุคคลที่ฉันรู้จัก					
5.	ฉันจะเลือกและแนะนำโรงเรียนนานาชาติที่มีส่วนลดมากพร้อมทั้งมีช่องทางการติดต่อ รับข่าวสารจากโรงเรียนได้หลายช่องทางแก่บุคคลที่ฉันรู้จัก					
6.	ฉันจะเลือกและแนะนำโรงเรียนนานาชาติ ที่มีครูและบุคลากรที่มีคุณภาพ พร้อมให้บริการแก่บุคคลที่ฉันรู้จัก					
7.	ฉันจะเลือกและแนะนำโรงเรียนนานาชาติที่มีขั้นตอนการสมัครและขั้นตอนการจ่ายเงินไม่ยุ่งยากและเข้าใจง่ายแก่บุคคลที่ฉันรู้จัก					
8.	ฉันจะเลือกและแนะนำโรงเรียนนานาชาติที่มีอุปกรณ์การเรียนที่ทันสมัยแก่บุคคลที่ฉันรู้จัก					



APPENDIX B
SURVEY QUESTIONAIRES (ENGLISH)

**The questionnaire for parents who would like to send the children to international
school in Bangkok area**

Subject

“The factor influence the generation X parents to choose the international school for children
in Bangkok area”

Part 1: General Information

1. Gender 1. Male 2. Female

2. Age 1. Below 35 years 2. 36-40 years
 3. 41-45 years 4. 46-50 years
 Above 50 years

3. Education 1. High School 2. Certificate, Diploma 3. Bachelor
 4. Master Degree 5. Ph.D.

4. Occupation 1. Government Officer 2. State Enterprise Officer 3. Business Owner
 4. Private Company employee 5. Unemployed 6. Retired
 7. Employee

5. Average income per month per person 1. Below 50,000 Baht 2. 50,001-100,000 Baht
 3. 100,001-150,000 Baht 4. 150,001-200,000 Baht
 5. 200,001-250,000 Baht 6. 250,001-300,000 Baht
 7. 300,001-350,000 Baht 8. Above 350,000 Baht

6. I have children who are in the range age of 3-6 years old and expected them to apply in
international school.
 Yes. No.

Part 2: Consumer Behavior Factors influence to choose the international school for the children. How the influencing factors below you choose when decision to choose the international school for your children in Bangkok area. Mark at the most agreed choice. (Please mark all questions).

Parents' learning behavior.

1. I like to read the newspaper in English such as Bangkok Post or The Nation, etc.

() less than 3 days per week () about 4-5 days per week

() about 6-7 days per week

Part3: Factors influence to choose the international school for the children. How the influencing factors below you choose when decision to choose the international school for your children in Bangkok area. Mark at the most agreed choice. (Please mark all questions).

1. Product factors influencing to decision making.

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	I consider the content in curriculum of international schools because I believe that the good curriculum can develop my children skills.					
2.	I consider the global accreditation of the international school for increasing the good opportunity for studying in the future.					
3.	I consider the activities in the lesson which can develop my children learning skills.					

2. Price factors influencing to decision making.

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	I compare the tuition fee of each international schools before choosing the international school for my children.					
2.	I will choose the international school which is the cheapest tuition fee.					

3. Place factors influencing to decision making.

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	I consider the international school is near my home.					
2.	From my home to school, I will choose the international school is in the travelling duration between 15 minutes to 40 minutes.					

4. Promotion factors influencing to decision making.

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	I consider the discount of each international school before choosing.					
2.	I will choose the international school that has consistently updating news and information to me on variety channel.					

5. People factors influencing to decision making.

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	I consider the knowledge in teaching skills of teachers.					
2.	I will choose the international school that has teachers and staff who are spend their time to my children.					

6. Process factors influencing to decision making.

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	I will choose the international school which is easy to access in application process.					
2.	I will choose the international school that provided the variety channel of payment process.					

7. Physical Evidence factors influencing to decision making.

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	To choose the international school for my children, I consider the modern facilities in the classroom because I believe that the facilities in the classroom are important to develop my children learning skill.					

Part 4 Factors influence to choose the international school for the children. How the influencing factors below you choose when decision to choose the international school for your children in Bangkok area. Mark at the most agreed choice. (Please mark all questions).

1. Decision making

Level of motivation

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1.	I believe that the English surrounding is the one way of learning style. Thus I will choose the international school which has the English surrounding for my children.					
2.	I will choose and introduce the international school which has the good curriculum and has the global accreditation to my friend.					
3.	I will choose and introduce the international school which the tuition fees are worth every penny to my friend.					
4.	I will choose and introduce the international school which is short duration to travel and easy to access in travelling from home to school to my friend.					
5.	I will choose and introduce the international school which offers a high discount and has consistently updating news and information on variety channel to my friend.					
6.	I will choose and introduce the international school which has the quality teachers in teaching and the good service staff to my friend.					

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
7.	I will choose and introduce the international school which has the easy application process and variety of payment system provided to my friend.					
8.	I will choose and introduce the international school which provides the modern facilities for students to my friend.					

-----Thank you-----





APPENDIX C
INDEX OF CONGRUENCE RESULT

ITEM-OBJECTIVE CONGRUENCE RATING FORM

Thesis Topic: FACTORS INFLUENCING GENERATION X PARENTS TO CHOOSE INTERNATIONAL SCHOOL IN BANGKOK FOR CHILDREN

Please read carefully thorough the measuring instrument and please rate the congruence according to the scale shown below:

+ 1 = high degree of congruence

0 = low degree of congruence or uncertainty

-1 = no congruence

The Internal Consistency standard for acceptable

Value	IC
0.90 – 1.00	Excellent
0.70 – 0.89	Good
0.50 – 0.69	Fair
0.00 – 0.49	Poor

Questions	List of Experts					ΣR	IC= $\frac{\Sigma R}{R}$	Results
	1	2	3	4	5			
1. I like to read the newspaper in English such as Bangkok Post or The Nation, etc	+1	+1	+1	+1	+1	5	1.0	Excellent
2. I like to watch the TV programs in English.	+1	+1	+1	+1	+1	5	1.0	Excellent
3. I consider the content in curriculum of international schools because I believe that the good curriculum can develop my children skills.	+1	+1	+1	+1	+1	5	1.0	Excellent
4. I consider the global accreditation of the international school for increasing the good opportunity for studying in the future.	+1	+1	+1	+1	+1	5	1.0	Excellent

Questions	List of Experts					ΣR	IC= $\frac{\Sigma R}{R}$	Results
	1	2	3	4	5			
5. I consider the activities in the lesson which can develop my children learning skills.	+1	+1	+1	+1	+1	5	1.0	Excellent
6. I compare the tuition fee of each international schools before choosing the international school for my children.	+1	+1	+1	+1	+1	5	1.0	Excellent
7. I will choose the international school which is the cheapest tuition fee.	+1	+1	+1	+1	+1	5	1.0	Excellent
8. I consider the international school is near my home.	+1	+1	+1	+1	+1	5	1.0	Excellent
9. From my home to school, I will choose the international school is in the travelling duration between 15 minutes to 40 minutes.	+1	+1	+1	+1	+1	5	1.0	Excellent
10. I consider the discount of each international school before choosing.	0	0	0	0	0	0	0.0	Poor
11. I will choose the international school that has consistently updating news and information to me on variety channel.	0	0	0	0	0	0	0.0	Poor
12. I consider the knowledge in teaching skills of teachers.	+1	+1	+1	+1	+1	5	1.0	Excellent
13. I will choose the international school that has teachers and staff who are spend their time to my children.	+1	+1	+1	+1	+1	5	1.0	Excellent
14. I consider the international school that has teachers and staff who can deal fast with my questions.	+1	+1	+1	+1	+1	5	1.0	Excellent
15. I will choose the international school which is easy to access in application process.	+1	+1	+1	+1	+1	5	1.0	Excellent

Questions	List of Experts					ΣR	IC= $\frac{\Sigma R}{R}$	Results
	1	2	3	4	5			
16. I will choose the international school that provided the variety channel of payment process.	+1	+1	+1	+1	+1	5	1.0	Excellent
17. I believe that the facilities in the classroom are important to develop my children learning skill. I consider the facilities in the classroom before choosing.	+1	+1	+1	+1	+1	5	1.0	Excellent
18. To choose the international school for my children, I consider the modern facilities in the classroom which can develop my children learning skills.	+1	+1	+1	+1	+1	5	1.0	Excellent
19. I believe that the English surrounding is the one way of learning style. Thus I will choose the international school which has the English surrounding for my children.	0	0	0	0	0	0	0	Poor
20. I will choose and introduce the international school which has the good curriculum and has the global accreditation to my friend.	+1	+1	+1	+1	+1	5	1.0	Excellent
21. I will choose and introduce the international school which the tuition fees are worth every penny to my friend.	+1	+1	+1	+1	+1	5	1.0	Excellent
22. I will choose and introduce the international school which is short duration to travel and easy to access in travelling from home to school to my friend.	+1	+1	+1	+1	+1	5	1.0	Excellent
23. I will choose and introduce the international school which offers a high discount and has consistently updating news and information on variety channel to my friend.	+1	+1	+1	+1	+1	5	1.0	Excellent
24. I will choose and introduce the international school which has the quality teachers in teaching and the good service staff to my friend.	+1	+1	+1	+1	+1	5	1.0	Excellent
25. I will choose and introduce the international school which has the easy application process and variety of payment system provided to my friend.	+1	+1	+1	+1	+1	5	1.0	Excellent

Questions	List of Experts					ΣR	IC= $\frac{\Sigma R}{R}$	Results
	1	2	3	4	5			
26. I will choose and introduce the international school which provides the modern facilities for students to my friend.	+1	+1	+1	+1	+1	5	1.0	Excellent





APPENDIX D
LIST OF EXPERTS

LIST OF EXPERTS

1. Assoc. Prof. Dr. Boonmark Sirinaovakul President,
Stamford International University

 2. Ms. Antonia Boush Elementary School Principal,
Ruamrudee International School

 3. Ms. Sophia Mahakanok Senior Consultant,
Ascent Management Co., Ltd.

 4. Ms. Sunanthinee Hamilton PR & Marketing Coordinator,
Bromsgrove International School

 5. Mr. Dean Barrick Lecturer,
Regents International School,
Pattaya
- 

BIOGRAPHY

NAME Miss Tharanut Toh-adam

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EDUCATION

2013-2015 Stamford International University
Master of Business Administration

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