

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF COMMERCE**

**CUSTOMER PERCEPTION ON MARKETING MIX
ACTIVITIES OF PRIVATE HIGH SCHOOLS**

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JUNE, 2018

CUSTOMER PERCEPTION ON MARKETING MIX ACTIVITIES OF PRIVATE HIGH SCHOOLS

This Thesis is submitted to the Board of Examiners in Partial Fulfillment of the
Requirements for the Degree of Master of Commerce

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Master of Commerce (2016 - 2018)

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Master Degree, Master of Commerce.

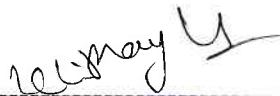
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ABSTRACT

This study mainly focused on marketing mix activities of private high schools in Insein Township. The objectives of the study were to identify current marketing mix activities of selected private high schools and to analyze customer perception on marketing mix activities of private high schools. The data collection for this study was based on 156 customers' perception on marketing mix activities of private high schools. All of the respondents were selected from three private high schools by using simple random sampling method. The collection of data was analyzed using descriptive statistics. The results of this study state that the higher mean value of product, process and people in that order, followed by price, place and promotion with average scores, and the lowest mean value is the physical evidence in marketing mix. Therefore, these private high schools should have considered the environment to attract customers and these schools should have sufficient security guards for the sake of students. Moreover, this study concludes that online promotion should be emphasized for the closely communication with customers and finally the performance appraisal for service providers should also be conducted frequently.

ACKNOWLEDGEMENTS

Firstly, I would like to take this opportunity to express my sincere gratitude to Professor Dr. Tun Aung, Pro-Rector of the Yangon University of Economics, for giving me an opportunity to do this thesis as a requirement of master degree in Commerce.

And I wish the best of Professor Dr. Soe Thu, Head of the Department of Commerce and Director of the MBF Programme, for the great kindness and supportiveness for my thesis.

My deep, endless and whole-hearted gratitude goes to my sincere and wise supervisor, Daw Htay Htay, Associate Professor, Department of Commerce, for her precious and valuable advice, guidance and suggestions throughout the preparation and writing of this thesis.

I would also love to express my big thanks to my respected professors, examiners and lecturers for the helpful encouragement for my study at the Yangon University of Economics, and to my friends who contributed in many ways to my thesis.

I am especially thankful and respectful to the responsible people from three private high schools for giving time and information in collecting data which is necessary in this study. Finally, I feel grateful and glad to my parents for their patient, kind-hearted and continuous support during my study years.

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LIST OF ABBREVIATIONS

NGOs	Non-government Organizations
B.A	Bachelor of Arts
B.Ed (Q)	Bachelor of Education (Qualified)
B.Sc	Bachelor of Science
M.Sc	Master of Science

CHAPTER I

INTRODUCTION

In a world which is competitive and challenging, there are many organizations and institutions which are attempting to achieve customers' demand towards their products and services they offer to reach their target level. Nowadays, consumers are facing a growing change of choice in products and services they buy. Therefore, any organization which markets a particular product or product range should be able to satisfy predetermined needs and wants of target customers. So, every business must know about important and basic marketing tools. Among these tools, marketing mix is the foundation model for every organization to gain success in attracting customer's needs and wants. And the most important source for people in order to achieve knowledge for their lives is education. Education is the fundamental infrastructure for all people because educated people can think wisely in every case and can solve problems with effective decisions whatever the situation is. Therefore, a person who learns a lot from various kinds of sources such as books, poems, entertainment, schools and who observes environmental behavior and who is also well taught can have a positive mindset and can get respect from others. Therefore education is crucial because people who lack educational degrees are more likely to be limited to basic jobs in service, manufacturing and construction industries. But employees with a high school education may secure jobs with good benefits, college graduates typically fare better, entering higher-level careers with greater salaries.

According to Foskett (2012), marketing mix is a regular management process that will identify customer needs and wants. Transferring a good and effective image of school to parents is one of the tasks of educational marketing. Marketing in higher education sector is not new. According to Des Jardin (2006), marketing in higher education is needed to mitigate the effects of decreasing government funding and increase in competition. In order to survive and to achieve a sustainable competitive advantage, higher education institutions should use a marketing framework (Hoyt and Brown, 2003). Hidayat and Machali (2012) also argues that the marketing in education institution can be interpreted as an institution engaged in education services, whose serving the consumer in the form of pupils, students, parents and the general public as stakeholders. The marketing mix is one of the major concepts in marketing. Each of the marketing mix instruments represents a variable that is

manipulated with, in order to attain the objectives. Practice has shown that a combination of instruments gives better results than relying on a single instrument, especially within a long-term strategy (Vasiljev, 2005). When it comes to application of the marketing mix for services in education era, it will be very effective and beneficial for persuading customers especially parents who are interested in enrolling schools for their children and students who are willing to learn efficiently for their future career path. The services marketing is offering the opportunity to work with seven marketing strategies, Along with the four traditional ones (product, price, place, and promotion), three more options are available: people, process and physical evidence. These three strategies can provide relevant insights about the educational product and useful tools to develop successful marketing strategies.

In Myanmar, the education system is based on the United Kingdom's system, due to nearly a century of British presence. Nearly all schools are government-operated, but recently, there has been an increase in privately funded schools (which specialize in English). In order to have a better education environment, not only public schools but also private and religious-run schools are playing in an active role. In the private sector, this type of education was accepted from 1948 to 1962. But private institutions were eliminated in the Socialist era between 1962 and 1988. Again since 1990s, those schools have developed. In 2011, the Private School Law was published to enhance the private participation in education sector. When private schools were first allowed in Myanmar in August 2012, for the first time in half a century, Myanmar's public education system appeared to be letting down its students: not just in quality but in quantity. In 2015-2016, the numbers of sanctioned high schools in Myanmar are 1,924 but when in 2016-2017, the additional number of 24 high Schools increased up to 1,972. Also, there are 840,706 high school students in Myanmar in 2015-2016 but the numbers of high school students increased up to 925,410 in 2016-2017 academic year. (Source: Ministry of Education/ Information Unit: Central Statistical Organization). In 2012-2013, there were just over 50 private schools in Myanmar but in 2016-2017 this number has since grown to 585 private schools nationwide. This would mean private schools have been increasing at a rate of over a 100 schools each year in the last five years.

1.1 Rationale of the Study

The decision to allow private schools was an important shakeup to address inadequate educational opportunities stifling the country's children which will become

the nation's future leaders. In Myanmar, private education is governed by the Private School Registration Act which was adopted on December 2, 2011. So, private education sector becomes alive in education system. As private high schools are also businesses, they provide the value and customized products mainly for students and their parents. In Myanmar, private high schools are opened to fulfill the requirements of education. The attraction of private high schools for parents mainly lies in the fact that there is an unbalanced student teacher ratio in government schools and private schools often have better teaching aids and materials for students. Private high schools not only persuade parents but also they are trying to be convenient for students. And many private high schools intend to offer better educational services and facilities for students with different grades who can become future professionals or leaders for our nation. Gradually, private high schools can attract parent's participation. Therefore, private high schools are becoming a better choice for parents who want to invest in education in order to fulfill the needs of their children. If the institution wants to give a positive image to the increase students' quantity, the education institution must develop a variety of marketing strategies so that students as consumers are interested in continuing education in the institution.

When considering marketing mix in educational institutions, the most important decision is which curriculum and services are to be offered to students, partners, and other public. Also, the nation's development depends on well-educated population. This study mainly emphasizes to explore the effects of marketing mix activities and perceptions of parents and students based on marketing mix activities in Private High Schools. The reason to study is to find out which factors make parents and students choose these private high schools based on marketing mix activities which are product, price, place, promotion, people, process and physical evidence and why they are interested in enrolling these schools. And this study will show why parents nowadays are interested in entrusting private high schools and not in public schools. As private high schools nowadays are becoming competitive nationwide, knowing how to offer educational services applying marketing mix activities will be greatly beneficial for marketers who are trying to conduct businesses in educational era. And it is also done to achieve knowledge on how these private high schools enter market by applying marketing mix activities in order to persuade customers. From this study, other private high schools and institutions can be recommended to be aware of what kinds of other services in marketing mix variables they need to offer additionally in order to meet the specific desires of customers including parents and

students. The suggestion of this paper is that the marketing mix activities applied at private high schools should be improved in a way that they will attract customers to study there. This study can also greatly contribute especially to parents who are willing to be aware of educational programs and services offered by each private high school before they make enrollment for their children.

1.2 Objectives of the Study

The objectives of the study are

1. To identify current marketing mix activities of selected private high schools in Insein Township
2. To analyze customer perception on marketing mix activities of private high schools

1.3 Scope and Method of the Study

This study mainly focuses on marketing mix activities of private high schools in Insein Township. There are 15 private high schools in Insein Township. Among them, three private high schools were selected by simple random sampling method. This study applied descriptive research with primary data and secondary data. A sample of 156 customers who are only parents was asked about their perception on marketing mix activities using structured questionnaires. Primary data was collected from founders, principals and responsible personnel by conducting face to face interviews. Secondary data was collected from previous research papers, library, related websites and other relevant texts.

1.4 Organization of the Study

This study is divided into five chapters. The first one is the introductory chapter. It includes rationale of the study, objectives of the study, scope and method of the study, and organization of the study. In chapter two, literature review of marketing mix activities and customer perception are included. In chapter three, the summary profile of selected private high schools in Insein Township will be presented. Chapter four presents the analysis of marketing mix activities on private high schools and customer perception on marketing mix activities. Finally, chapter five includes conclusion including findings, suggestions and needs for further study.

CHAPTER II

LITERATURE REVIEW

This chapter attempts to describe the literature reviews which are relevant to the study of the service marketing mix 7Ps and customer perception on marketing mix. This chapter includes theories about the education in service industry, marketing mix 7Ps and customer perception.

2.1 The Role of Education in Service Industry

Education is an important part of life. The amount and type of education that individuals receive is a major influence on both the types of jobs they are able to hold and their earnings. Lifelong learning is important in acquiring new knowledge and upgrading one's skills, particularly in this age of rapid technological and economic changes. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. The long-term economic, social and personal gains from education are proven – for individuals, families, communities and the development of a nation. To achieve this there must be a minimum standard of education and sufficient levels of literacy, numeracy and life skills to enable people to lift them out of absolute poverty. Education reduces poverty, malnutrition, inequality and improves health.

Education is the most important factor for the development of human civilization. Education provides the nation with man powers, promotes national unity and uplifts public awareness. A country needs different kinds of man powers such as doctors, engineers, teachers, administrative officials, economists, judges and other technical hands. Education provides the nation with those educated hands. If people are educated, they can understand their duties and rights. In order to uplift human society, each should be capable to understand others. If people can understand each other, they will be united. Thus, education can promote national unity. In other to uplift the degree of awareness of the society, education plays a prime role. It makes all people conscious. They will not follow the old dead and evil tradition. Educated people can reform the society. They can understand what is wrong and what is right. They can save good traditions. Education profoundly enhances human prosperity.

Education is a pure service sector, which is characterized by intangibility, inseparability, heterogeneity and perishability. Education as a service, then, can be said to be fulfilling the need for learning, acquiring knowledge-providing an intangible benefit (increment in knowledge, professional expertise, skills) produced with the help of a set of tangible (infrastructure) and intangible components (faculty expertise and learning), where the buyer of the service does not get any ownership (Gibbs and Maringe, 2008). The education sector or education system is a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to provide education to children and young people in educational settings. The education sector is fully integrated into society, through interactions with a large number of stakeholders and other sectors. These include parents, local communities, religious leaders, NGOs, stakeholders involved in health, child protection, justice and law enforcement (police), media and political leadership. Education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship. These establishments may be privately owned and operated for profit or not-for-profit, or they may be publicly owned and operated. They may also offer food and/or accommodation services to their students.

Educational services are usually delivered by teachers or instructors that explain, tell, demonstrate, supervise, and direct learning. Educational instruction is imparted in diverse settings, such as educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. These institutions can vary according to different contexts. Schools deliver education, with support from the rest of the education system through various elements such as education policies and guidelines – to which school policies can refer – curricula and learning materials, as well as pre- and in-service teacher training programs. The school environment- both physical (infrastructures) and psychological (school climate)—is also guided by school policies that should ensure the well-being of students when they are in school. Education is also becoming a commodity no longer reserved for children. Adults need it too. Many countries are now drastically changing the way they educate their citizens. The world is changing at an ever quickening rate, which means that a lot of knowledge becomes obsolete and inaccurate more quickly.

2.2 Marketing in Education

Marketing in the higher education sector is not new. Educational markets, primarily in Western countries were formed between 1980 and 1990 which led to the formation of competitive environment in the schools (Bell and Rowley, 2002; Oplatka, 2002; Taylor, 2001). The main goal of marketing in higher education institutions is to define quality education system, market-oriented, whereby one cannot ignore the institution primary role and function, which is to provide a specific type of service of general social benefit, in accordance with its needs. Many authors have recognized the increasingly important role that marketing is playing in student recruitment (Cubillo et al., 2006; Ivy, 2001; Maringe and Foskett, 2002; Fisk and Allen, 1993; Carlson, 1992; Wonders and Gyure, 1991; Murphy and McGarrity, 1978). Marketing of education is gaining momentum with the entry of private institutions, change in people's attitude towards education and the changing scope for the different courses being offered. The technological changes and shrinking global boundaries have increased the significance of marketing for education services. According to Gibbs and Maringe (2008), the education service can be described as a high contact, consumer and people based service. When universities offer qualifications that satisfy student needs, distribute the tuition using methods that match student expectations, provide the data on which they can make informed decisions about qualification choices and price those programs at a level that students see as providing value, courses are more likely to be filled. According to Muhaimin et al. (2009), marketing for education institutions is to establish a good image of the institution and attracts a number of prospective students as an educational institution customer.

According to Kotler and Fox (1995), marketing is relevant to higher education institutions because it will bring benefits to the institution, includes: greater success in fulfilling the institution's mission, improved satisfaction of the institution's public and market, improved attraction of marketing resources and improved efficiency in marketing activities. They also suggested that each of the marketing mix elements plays a crucial role on its own in students' selection of institution. As early as 1981, Lay and Maguire used factor analysis to reveal seven elements which influence the choice of a faculty. They named those seven factors: financial aid, parent's preference, specific academic programs, size of the school, location of the campus, athletic facilities, and social activities. According to Foskett (1992), educational

marketing is design and delivery of educational programs in a way that appropriate to recognized needs of people and groups. Marketing strategies and activities of business marketing in educational system are limited, much more than in other service and production industries, due to the direct influence of state regulations defining the educational system, with established control mechanisms of accreditation bodies, prescribing the evaluation system, as well as quality control system. According to Kotler and Keller (2009), formulation of a higher education institutional marketing strategy includes decisions about: 1) the institution's current programs and markets – whether to maintain, build, or drop them 2) future new program and market opportunities 3) analysis of competitors 4) positioning of the institution in relation to competitors and 5) selection of target markets and designing of the marketing mix. Application of a marketing strategy enables quality improvement in the system of higher education through synergistic application of marketing mix in order to create a service that corresponds to the expectations of target market and deliver a superior value. Marketing mix is one of the elements of marketing strategy that can be applied in higher education institutions.

2.3 Marketing Mix 7Ps

The marketing mix is a set of controllable tools that an institution uses to produce the response it wants from various target markets. Borden (1964) introduced the marketing mix concept through describing a marketer as a mixer of ingredients in practicing company activities. Borden's marketing mix includes twelve elements. However, the formal use of the marketing mix model in the marketing context was presented by McCarthy (1964) who proposed the 4Ps of the marketing mix ingredients model, which are product, price, promotion and place. However, according to Booms and Bitner (1981), they had modified and expanded the traditional marketing mix elements from 4Ps to become 7Ps by adding another three new Ps which are "people", "process", and "physical evidence". The marketing mix in 4Ps is not comprehensive for the tourism and hospitality industry. The main difference is the intangible elements for human behavior, where quality and control is essential. However, there are many criticisms on 4Ps and many critics tried to extend the marketing mix by adding new elements (Chai, 2009). According to Magrath (1986), he argued that the four Ps are not enough for marketing of services. Marr (1987) argued that customer service is a crucial element to achieve a company's marketing success and can play a crucial part of a non-price competitive strategy.

According to Beaven and Scotti (1990), they proposed that the traditional 4Ps of the marketing mix model are considered very narrow and simple within the services marketing context and service marketers should think in service oriented thinking not within the manufacturing thinking. And Collier (1991) argued that the 4Ps traditional model should be expanded to become the 7Ps services management which can be used to formulate a marketing strategy by which a service company can achieve a competitive advantage. Smith and Saker (1992) argued that the marketing mix elements are considered an essential element of any marketing strategy. According to Bennet (1997), marketing mix is a set of marketing tools to help marketers in translating its marketing strategies into practices. However, Hakansson and Waluszewski (2005) have reinterpreted the 4Ps by focusing on a more customer oriented approach (product), interaction with customers (promotion), value creation (place) and satisfaction (product and price). With respect to educational services, Isnaini (2002) described that the product, aesthetics, locations, people, physical evidence and promotion have an influence on student's decision in choosing a private university. Yulita (2003) stated that the important factors that considered by consumers in choosing a university are limited by seven factors, namely product (study programs/majors), fees, academic quality, facilities, reputation and social life. According to Kotler and Armstrong (2006), the marketing mix is the collection of tactical marketing tools controlled and combined the company to generate response desired by the market. The combination of these 7Ps is that it enhances the possibilities for organizations, such as private institutions to meet needs and wants from customers (Pratminingsih & Soedijati, 2011).

(a) Product

In traditional marketing mix, the first P-product refers to the tangible and intangible benefits of a product or service, and how it meets customer's needs. According to Borden (1964), product is characterized by quality, design, features, brand name and sizes. According to Maleki (2002), major components of the product can be cited, such as: product variety, quality, design, features and facilities of product, brand, packaging, size of product, service, guarantees, return the product. According to Armstrong and Kotler (2006), a product is anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a want or need. Blackwell, Miniard, and Engel (2006) also define product as the “total bundled benefits that a consumer receives in an exchange process” (in Morel & Kwakye,

2012, para. 1). As for services, according to Hirankitti, Mechinda, and Manjing (2009), the product offer in respect of services can be explained based in two components: (1) The core service which represents the core benefit; (2) The secondary services which represent both the tangible and augmented product levels. The latter can be best understood in terms of the manner of delivery of the particular service.

According to Kotler and Armstrong (2016), product has seven elements namely variety, quality, design, features, brand name, packaging, and services. Product quality refers to the characteristics of a product or service's ability to fulfill customers' needs. Design is the appearance of a product. In order for a product to have a good design, companies need to take consideration of the usefulness (Kotler & Armstrong, 2016). Kotler and Armstrong (2016) defined that product feature can be seen as a competitive advantage that differentiates a product from the competitors'. In the case of educational services, the product means the students and the services means the intangible offers (like the course itself, the services rendered by the faculty etc) made by the educational institutions. The essence of educational services can be perceived differently, depending on students' expectations and wishes. The essence of a service is not determined only by user experience with that service, rather their understanding/perception of the service without experience. Therefore their decision is also determined by other sources, such as: media, friends, associations etc. (Bruhn and Georgi, 2006). If we consider students, the essence of a service they are looking for is information/ knowledge. The offer tangibility can have a form of an amphitheater, a classroom, a blackboard, computer or other technical elements. If a university wishes to increase the number of enrolled students, it should increase concern for them before and after lectures, then increase the number of recreational facilities and introduce free-of charge courses for students and their parents. An institutional program/service mix consists of all the programs and services that the institution makes available. For example, many universities offer educational programs (classes, library and information services, computer laboratory, campus lectures, etc.), recreational programs (athletic facilities and clubs, film series, dances, etc.), personal-growth programs and services (counseling center, advisors), curative services (health center), and future-planning programs and services (career counseling, placement services, etc.) (Smart, 2004)

(b) Price

Price is considered as the most important measurement of repurchase intentions (Oh, 2000; Parasuraman and Grewal, 2000). Lamb et al. (2004) believe, price is the amount of money that the buyer, pays to the service provider. According to Kotler, Wong, and Saunders (2008), price is the amount of money charged for a product or service, or the total values that consumers exchange for the benefits of having or using the product or service. The price is one of marketing mix instruments, which, combined with other instruments, should allow the realization of industry goals, the educational institution mission, and the realization of short-term and long-term industry goals. The price can be viewed as an economic, but also as a psychological factor. From an economic point of view, the price determines income and profit, and psychologically, the price determines values that a product or a service has. It is a quality indicator and equally affects the image and the other elements as well. The price of a service influences users and informs them not only about the quality they can expect from the service, but also about its costs. The price for users has multiple meanings – it influences their perception and it informs them on what they can expect from the services in terms of quality and costs as well. For instance, the price, formed by some educational institution, does not represent the only cost for the user. In addition to the monetary price, users face other costs, such as costs for effort, physical costs and time costs. According to Kotler and Fox (1995), pricing decisions should reflect the institution's mission, goals, and priorities.

In educational services, price is the amount a student pays for the services availed by him or her. It is determined by a number of factors including competition, service quality, placement, reputation of the institution, private or public ownership, infrastructure, facilities provided, location of the institute, mode of education, brand name of the educational institution etc. Many students, faculty students and their families are ready to pay a higher price in order to get quality education. When deciding on the educational institution choice, location of the institution and/or its academic prestige can be crucial in making that decision, regardless of tuition fee price. According to William Ihlanfeldt, the institution should consider: (1) the effects of a given pricing policy on the nature and of the institution, (2) the effect of a given pricing policy on enrollment and, (3) the degree to which a particular pricing policy may encourage acceleration.

(c) Place

An organization should pay attention to place decisions, because of the importance of the product and consumption occurring at the same time and at the same place; a place that provides all information of customer, competition, promotion action, and marketing task. It should pay attention to how it can deliver the product at the right time and the right place, and which channel should be used to deliver the product (Copley, 2004). According to Armstrong and Kotler (2006), the element 'place' is defined as a set of interdependent organizations that caters to the process of making a product available to the consumers. Service distribution may involve physical or electronic channels (or both), depending on the nature of the service. To deliver service products to customers, decisions need to be made on where and where as well as the methods and channels used.

This factor is related to whether the school is available and will be comfortable to travel there or not. First, the location can refer to the place where the institution is. Then, it can refer to the characteristics of the area in which the institution is located. Location can also have a relative meaning, i.e. it can be viewed in relation to where current and future students and high school students live. Prospective parents may choose a school and it is a simple reason which school is located near their home (Lockhart, 2005). Yoo et al. (2000) believe that the reduction of parent traveling time to school, will lead to a positive perception and it has a positive impact in improving the school image in their mentality. Since educational services usually cannot be "stored up", educational institutions need to consider how to make their services as convenient as practicable to their target markets in terms of both locations and schedules. Increased convenience and quality may include implementation of distance education and/or the use of new technologies (Kotler and Fox, 1995).

(d) Promotion

According to Borden (1984), the term 'promotion' is defined as sales promotion, advertising, personal selling, public relations and direct marketing. Promotion is also a decision of how best to relate to product to the target market and how to persuade them to buy it (Lovelock, Patterson and Walker, 1998). Promotion may be key element in the school marketing mix. Indeed, most marketing efforts that are performed at schools are classified as promotion (Oplatka and Jane, 2004). The purpose of promotion is communication with the target markets. Higher Education

Institutions could inform the market of its offerings based on a multiple set of channels (Enache, 2011; Pratminingsih & Soedijati, 2011; Ivy, 2008). These channels could consist of advertising, public relations, publicity, promotional based sales efforts (Ibid, 2008) and personal sales contacts (Nicholls et al., 1995). Higher Education Institutions promotional channels are based on the target market, students and their requirements and expectations of the service (Pratminingsih & Soedijati, 2011). Advertising and public relations are important channels according to Ivy (2008) and Enache (2011). Educational institute emphasizes mainly on two components of promotion via advertising and web-based marketing, rather than all.

(e) People

People factor can be related to all staff, employees and members, including Principal or deputy as well as teachers. According to Kotler and Fox (1995), people include all members of the school that can serve to student (consumer) and parents (customer). The right people at the right place are a key step in order to develop a fruitful education, which is linked to the staff's ability to deliver in a correct manner. According to Ivy (2008), another factor that could influence student's enrolment is publications and research records of a well-known professor. Even though the supportive functions of a lecturer may influence students' perception, the management of a single phone call by administrative staff could impact students will to enroll (Ivy, 2008). Thus, people refer to all the teaching and administrative staff through which the service is delivered and customer relation built (Kotler and Fox, 1995). People also include institution's current and former students. This is because prospective students tend to ask about, and check with current and former students on their views. A student's first impression of a higher education institution is often based on his/her interaction with the people of the institution.

(f) Process

Process is related to the logistics of the service delivery (Nicholls et al., 1995). According to Palmer (2005), procedures, mechanism and the flow of activities by which service are consumed are the essential elements of the marketing mix. Processes are all the administrative and bureaucratic functions of the university which is registration, course evaluation, examinations, result dissemination and graduation (Ivy, 2008). According to Kotler (2008), processes refer to the way an institution does business and this relates to the whole administrative system to this element. Social events and entertainment activities are said to be included within the process

(Pratminingsih & Soedijati, 2011). Higher education institutions need to ensure that students understand the process of acquiring a service. Process in higher education refers to the things happen in an institution, such as the process of management, enrolment, teaching, learning, social and even sport activities.

(g) Physical Evidence

Physical evidence is the tangible component of the service offering. A variety of tangible aspects are evaluated by a university's target markets, ranging from the teaching materials to the appearance of the buildings and lecture facilities at the university. University facilities and buildings can be considered physical evidence. Kotler and Fox (1995) also believe that the first image in the university student's mind will be shaped by this Factor. Ivy (2008) considers video projectors and facilities necessary to present lectures as physical evidence. Further, Gibss and Knapp (2002) add that the condition of the physical location contribute greatly on the image of the institution. For example: technologies used, cleanliness of rooms, library etc.

In educational services, physical environment can play a significant role in students' choice. Since, it is one of the most important decisions in life of young people and their families, that has caused modern educational institutions to offer virtual tours, all with the purpose of providing future users with a closer insight in the environment, before making a decision which educational institution to enroll at. Internet technology allows the institutions to make their service and environment more familiar to the users. In the physical environment in which service is delivered, the physical facilities provided might include state-of-art technology, building, total ambience, parking facility, playground, gymnasium, swimming pool, indoor stadium, transportation facility, hostel, air-conditioned class room facility, computer laboratory, canteen, library, number of books and journals, different modern teaching aid, etc. All of these play a crucial role in marketing of educational institution.

2.4 Customer Perception

Customer perception plays a vital role in a company's ability to attract new customers and to retain existing customers. The formal definition of customer perception is, "A marketing concept that encompasses a customer's impression, awareness and/or consciousness about a company or its offerings." Customer perception is typically affected by advertising, reviews, public relations, social media, personal experiences and other channels. Authors J.C. Mowen (1987), D.L. Loudon

and A.J. Della Bitta (1993) determine perception as a phase of information processing, while C.G. Walters and B.J. Bergiel (1989), F.G. Crane and T.K. Klarke (1994), G.D. Harrell, G.L. Frazier (1998), M.R. Solomon (1999), B. Dubois (2000) define perception as a separate variable of consumer behaviour having features of the process and including separate phases of the process. C.G. Walters and B.J. Bergiel (1989) characterize perception as a solid process during which an individual acquires knowledge about the environment and interprets the information according to his/her needs, requirements and attitudes.

According to Gregory et al (1995), perception is a set of process by which an individual becomes aware of and interpret information about the environment. According to Markin (1995), perception is concerned with the way in which we select and recognize sensory data presented by our environment. Kotler (1997) described that perception is the process, by which an individual select, organizes and interpret information inputs to create meaningful picture of the world. When we interpret a situation or events we are then in position to respond. Courtland L, Bover and John J. Thrill (1992, P 153) have the view about perception; before consumers can buy a product, they must be aware that it exist. This is a process that starts with being exposed to the stimuli that represent a particular product, attending to these stimuli and interpreting them to form an overall perception of the object. Perception establishes the meaning about a product or brand when a consumer makes initial contact. In marketing, this is described as consumer information processing. At this stage all of the senses are engaged in receiving brand marketing communicate messages. In marketing literature, four distinct stages of perception occur during consumer information processing: sensation, attention, interpretation and retention.

(a) Sensation

Sensation describes what occurs when a person's senses are initially exposed to the external stimulus of a product or brand marketing. The sensory receptors of a consumer are engaged by product or brand cues through sight, sound, smell, taste and texture. This stimulus could be anything, a person, object, situation or thing. In terms of marketing, it could be a product, a brand name, an advertisement or even a store. Thus, sensation is the reaction or response of a sense organ or a sensory receptor towards stimuli.

(b) Attention

In consumer information processing, attention occurs when a person lingers and gives mental processing capacity to the external stimulus from a product or brand. Selective perception is when a consumer pays attention to messages that are consistent with her attitudes, beliefs and needs. When a product is inconsistent with these factors, the consumer will withdraw attention.

(c) Interpretation

Interpretation occurs when a person assigns a meaning to the sensory stimulus from a product or brand marketing. Comprehension is aided by expectations and familiarity. A consumer scans his memory to retrieve previous experiences with the brand or a similar brand. Store-brand marketing frequently capitalizes on the interpretation stage when product packaging design contains logos, colors and other elements that are similar to national brands that consumers are generally more familiar with.

(d) Retention

The conclusion of the consumer perception process is the retention stage. This is marked by the storage of product or brand information in short-term and long-term memory. The marketer's goal is to provide positive stimuli in the proceeding stages that translate into consumers storing the information about the product or brand into long-term memory.

2.5 Customer Attitudes towards Marketing Activities

According to Gaski & Etzel (1986), consumer attitudes towards marketing activities are important from both a theoretical and a managerial standpoint since they affect behavioral responses to marketing activities. According to Solomon (2009), an attitude in marketing terms is defined as a general evaluation of a product or service formed over time. An attitude satisfies a personal motive and at the same time, affects the shopping and buying habits of consumers. Perner (2010) defines consumer attitudes as a composite of a consumer's beliefs, feelings, and behavioral intentions toward some object within the context of marketing. A consumer can hold negative or positive beliefs or feelings toward a product or service. A behavioral intention is defined by the consumer's belief or feeling with respect to the product or service.

As consumer attitudes significantly affect their behavioral responses to marketing activities, knowledge of consumers' attitudes toward marketing has been

used in economic forecast and found to be linked to several key macroeconomic variables (Chopin and Darrat 2000). Such information can also help devising effective strategies for companies as well as developing regulations by government agencies to protect consumers' interests. Existing research has dealt with consumers' overall attitudes toward marketing as well as specific marketing activities such as advertising and pricing (Nwachukwu et al 199; Webster 1991). Treise et al (1994) examined the perceptions of familiar advertising controversies: targeting practices and message strategies. Their results show that consumers believe advertising often violates broad ethical norms. In addition, the degree to which consumers judge advertising as ethical or unethical varies as a function of their ethical philosophies such as relativism and idealism (Treise et al 1994). Nwachukwu et al (1997) studied the ethical judgments of advertising and marketing and found perceptions of individual autonomy, consumer sovereignty, and the nature of the product played a significant role in terms of the ethical judgments of advertising.

CHAPTER III

PROFILE OF PRIVATE HIGH SCHOOLS

In this chapter, the background of three private high schools, named Special One, Sayar Nyein and Aung Kaung San in Insein Township, their organizational structure and marketing mix activities are presented.

3.1 Profile of Special One Private High School

Background: Special One Private High School was established in 2014. The qualification of the founder is B.A (Myanmar). The school accepts only Grade 9 and Grade 10 students. The students of Grade 9 and Grade 10 are also accepted as the boarding students by offering accommodation and healthy food for convenient residence. The slogan of this school is "If my dear student knew that time and parents can't be substituted." The investment amount of this school is approximately 1000 lakhs. The type of ownership is sole proprietorship. The school starts from 7 a.m to 3 p.m for both grades. The students are provided with uniforms which are white dress and green longyi. There are totally 7 classrooms, 3 classrooms for Grade 9 and 4 classrooms for Grade 10. The school has totally 150 students, 46 students in Grade 9 and 104 students in Grade 10. The limitation of each class is only 30 students. The school has employed 5 teachers who teach both Grade 9 and Grade 10. There are 4 number of study guides who are also staff members. Special One celebrates many activities such as paying homage ceremony, rewarding outstanding students yearly and going vacations with students in order to have a friendly communication between the teachers and the students occasionally.

Objective of the school: The purpose for establishing this school is to improve the abilities and interpersonal skills of future generations and to create a stimulating environment for customers.

Location: The current address of the school is No.904 (B), Lower Mingalardon Road, Sint Ngu Ward, Insein Township. The founder is attempting to extend the school but the location is still not decided yet.

Structure of Department: There are no particular departments at Special One. The financial affairs, managing staffs, teachers, study guides, students and workers are conducted only by the founder and principal. The school has employed an academic consultant who gives advices and suggestions from all points of views for

the development of the school. The numbers of people in Special One are described in Table (3.1).

Table (3.1) Number of People in Special One Private High School

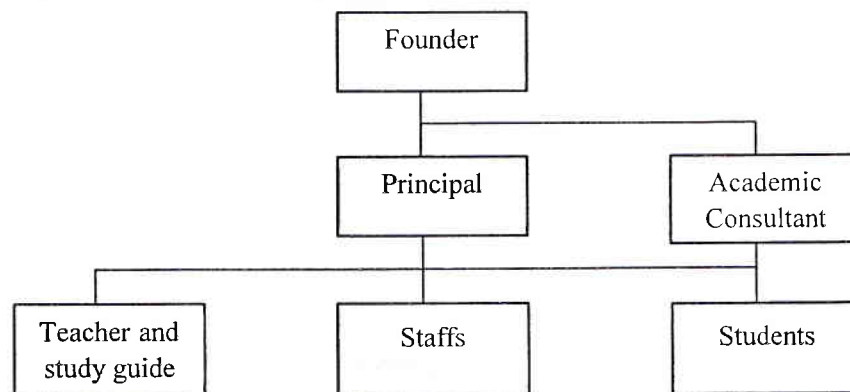
Type of Staff	Number of People
Principal	1
Administrative staff	3
Teacher	10
Study Guide	6
Driver	3
Cleaner	4

Source: Special One Private High School

According to the Table (3.1), there is only one principal in the school who is responsible for teaching students and managing the school. The principal's qualification is B.A, B.Ed. (Q), and the school has no vice principal in Special One. There are 3 administrative staffs that are graduated with bachelor degrees. The school has employed 10 teachers who are graduated with B.Ed. They teach in both Grade 9 and Grade 10. It has 6 numbers of study guides who are still undergraduates and the school has 3 drivers who are still undergraduates for school ferries. As the school area is needed to be clean and tidy, the school provides 4 cleaners at Special One.

Every business has its own organization structure. The Special One Private High School has one which is described in Figure (3.1).

Figure (3.1) Organization Structure of Special One Private High School



Source: Special One Private High School

As shown in Figure (3.1), the organization structure of this school is horizontal which has no level of middle management. The founder and the principal

take accountability for managing the school's affairs, training staff members, communicating parents to inform and discuss about their students' conditions. The academic consultant provides the services of training staff members, teaching employability skills for improvement and suggesting the needs of the school with the founder. The teachers, study guides, office staffs and students are under the guidance of principal and founder.

3.1.1 Marketing Mix Activities of Special One Private High School

The qualities of the school can be managed by marketing mix. The marketing mix has seven controllable variables that permit the school to come up with a policy that is profitable and satisfied for customers. These are product (the available subjects), price (the school fees), place (the location), promotion (advertising), people (staff members), process (the service delivery process) and physical evidence (the school's facilities).

Product: The product of the school is not only the curriculums and subjects but it is also included how the teachers teach the students to be outstanding and pass the exam in order to catch their dreams. There are totally 7 subjects taught by the school. They are Myanmar, English, Mathematics, Chemistry, Physics, Biology and Economics. All subjects are included in both Grade 9 and Grade 10. All of the classrooms are provided with air- conditioners. The school has 1 library, 1 computer room and 1 laboratory which make students learn their lessons effectively with extra knowledge. The syllabus and examinations of Special One are according to the public high schools. The examinations are held 4 times a year- August, October, December and February. The teachers and study guides also carefully support each student with their studies. The discussion for the exam results and the information are usually conducted between the founder and the parents.

Price: The school only offers fair price which every customer can afford to pay for the school fees. The fees of the school cost 60,000 kyats monthly for both Grade 9 and Grade 10. These monthly fees include subject fees and study guide fees. For boarding students, the camp fees cost 150,000 kyats for Grade 9 and 200,000 kyats for Grade 10 which is paid monthly. The camp fees do not include food cost. There are no entrance fees which is unique and attractive and satisfied for customers. The school has to pay the fees of each subject per each teacher is 7 lakhs except Biology and Economics which are paid 4 lakhs per teacher. The office staffs are paid 150,000

kyats per each. The students have to pay school ferry fees between 15000 and 25000 kyats depending on the distance. The payment system is cash down payment for monthly fees which is convenient for customers. The school needs to consider further payment systems such as online banking and installment for customers.

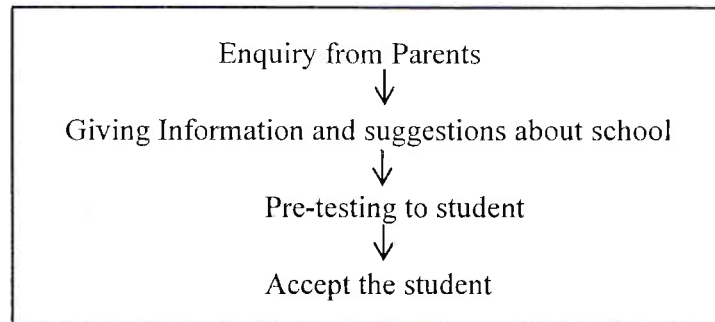
Place: Since the location of the school is an important thing to be considered for customers, the place should be situated within high population and surrounded with attractive environment. The current address of the school is No.904 (B), Lower Mingalardon Road, Sint Ngu Ward, Insein Township. The founder is attempting to extend the school but the location is still not decided yet. There are bus-stops around the school where many bus lines stop. The school offers transportation services by providing school ferries for students.

Promotion: In Marketing Mix, promotion is mainly vital to promote the school for the public awareness. The Special One only applies advertising as a promotion tool to market the school. The school is advertised through Yangon Directory, Social Media especially on Facebook, pamphlets, and Education Directory. The school needs to consider offering discounts for old students and loyal customers.

People: The Special One provides four types of service providers. They are school staff, teachers, study guides and workers. There are 5 numbers of teachers who teach both Grade 9 and Grade 10. There are 4 male teachers and only one female teacher. All of the teachers are graduated with Bachelor Degrees with the experience of over 10 years. The teachers give their best at teaching to students with intensive care at each subject for all students. They train students weekly and monthly tests regularly as a practice. After lecture time, the students are clearly explained by the study guides if there is unclear with lessons and tests. The study guides assist for all subjects and are available every time for the students. The administrative staffs take responsibilities by answering school enquiries by phone or by personal, reminding school time for students, checking the attendance of students and inform and ask their parents if there is any absence. The cleaners fulfill the duties of having the school area neat and tidy to make the customers feel pleasure. And the drivers who drive school ferries for a convenient transportation as much as possible are well provided by the school.

Process: The process of a private high school needs to be carefully conducted by the school which can persuade customers. The Special One's school enrolment process is described in Figure (3.2).

Figure (3.2) Special One's School Enrolment Process



Source: Special One Private High School

According to Figure (3.2), the school firstly answers the enquiries from customers. The staff members give information and explain about the subjects and teachers. Before accepting the student, the founder interviews the candidate about how that student passed previous study years. The school considers whether to accept or not if the student was not hardworking. Then, the school accepts the student after asking questions about the student. This is the whole process of Special One Private High School.

Physical Evidence: The physical evidence in Special One is regarded as the experience gained while learning and attending the school. These are classified into 'In house' where experience is only available within the support of the school and 'Out house' where the experience is from the environment. In school, the internet access is not considered due to the disturbance of the student's learning. There is a library, a computer room complete with school materials. The school has one canteen which sells only nutritious food. There is also toiletry service, camps for students, and the school arranges uniform both for staff and students. For 'Out house' experience, the school is located near with stationary shops, book stores, restaurants and shopping centers. But, it not near with cinemas and parks.

3.2 Profile of Sayar Nyein Private High School

Background: Sayar Nyein private high school was established in 2016. The founder's qualification is B.Sc (Physics), M.Sc(Q₂) and the qualification of the principal is M.Sc(Zoology), Associate Processor (Retired) (Pha-An University). The

school has no vice principal. The amount of investment for the school cost over 700 lakhs. The type of ownership is sole proprietorship. The acceptance of classes is only Grade 9 and Grade 10. There are totally 64 students in the school, 20 in Grade 9 and 34 in Grade 10. Each class is limited for nearly 20 students. The school has totally 4 classrooms, 2 rooms for Grade 9 and another 2 for Grade 10. The school time is from 8 a.m to 2 p.m from Monday to Friday. The school provides two types of uniform, the white dress with green longyi or the white dress with dark blue skirt or pants. The school has employed 7 teachers, 5 admin staffs who are also study guides and 5 security guards.

Objective of the school: The establishment of this school is to help the students in fulfilling their dreams, to develop a positive place for the school within the community.

Location: Sayar Nyein Private High School is located in No.20/B, Saytanarmon Road, Taung Thu Kone Ward, Insein Township. There is also a tuition which teachers from Sayar Nyein teach other students which is situated in No.143, Min Gyi Street, Taung Thu Kone Ward, Insein Road.

Structure of Department: The school has no separate departments. The founder and the principal do all the school's stuff such as managing the staff members, teachers and workers, ruling students and deal with financial things and human resources. The number of staff in Sayar Nyein Private high school is described in table 3.2 as follows.

Table (3.2) Number of Staff in Sayar Nyein Private High School

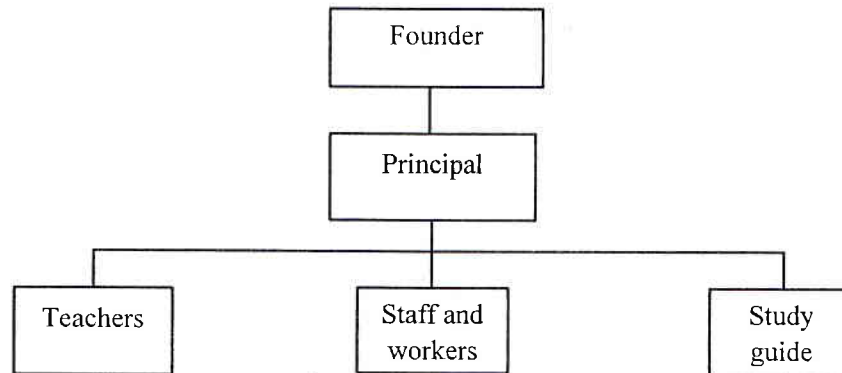
Type of Staff	Number of People
Principal	1
Office staff/ Study guide	3
Teacher	8
Security guard	1
Cleaner	1
Driver	2
General affairs	1

Source: Sayar Nyein Private High School

According to Table (3.2), there is only one principal who does the school's affairs with the founder. The school has employed 3 office staff members who also

carry out as study guides. They are still undergraduates but with full motivation. There are totally 8 numbers of teachers who teach in both Grade 9 and Grade 10. The qualifications of the teachers from this school are graduated with Bachelor degrees. The school has one security guard who is still finished high school. The school has employed one cleaner and one staff who do general affairs. Both of them are high school graduates. For the transportation, the school has 2 drivers for school ferries. The organization structure of Sayar Nyein Private High School is shown in Figure (3.3).

Figure (3.3) Organization Structure of Sayar Nyein Private High School



Source: Sayar Nyein Private High School

3.2.1 Marketing Mix Activities of Sayar Nyein Private High School

Product: The subjects that Sayar Nyein offers to teach are all the same with public high schools. They are Myanmar, English, Mathematics, Chemistry, Physics, Biology and Economy. For students and teachers, the school provides all air-conditioned rooms, a library, a computer room, a laboratory and a multi-media room in order to make the students learn conveniently and efficiently. In both Grade 9 and Grade 10, the teachers teach old questions as a revision to have good grades for all subjects. The exercises and homework are given every day and the revisions are weekly done by the teachers. The principal calls the parents immediately if the student absents the school. This shows that parent- teacher communication is active. The school provides the cleanliness of all classrooms and makes fresh for students and offers convenience to customers with respect to school enrolment process. The study guides also help the students with their studies. The communication between parents and teachers is usually done monthly about the student's condition. For the sake of students to try

hard, rewarding the outstanding students' ceremony is yearly held. Also, paying homage to teachers from old and new students is done every year.

Price: The school offers fair price to attract customers and compares with competitor's price which is neither too cheap nor too expensive. The school only collects monthly fees which makes the payment comfortable for customers. The list of school fees are described in Table (3.3).

Table (3.3) List of School Fees in Sayar Nyeing Private High School

School Fees	Grade 9	Grade 10
Monthly	50000 kyats	60000 kyats
Study guide	70000 kyats	110,000 kyats
Total (Monthly)	120,000 kyats	170,000 kyats
Camp Fees for boarding students (monthly)	170,000 kyats	200,000 kyats

Source: Sayar Nyein Private High School

According to Table (3.3), the monthly fees for Grade 9 cost 50000 kyats. If study guide fees are included, extra 70000 kyats are paid which cost totally 120,000 kyats per month. For boarding students, the camp fees including food for 170,000 kyats which are paid monthly. For Grade 10 students, the school collects 60000 kyats for monthly fees. If study guides fees are included, extra 110,000 kyats are paid totally cost 170,000 kyats. The camp fees for boarding students have to pay 200,000 kyats monthly. The cash down payment is currently used for customers. There are totally 7 teachers who teach both in Grade 9 and Grade 10. Each teacher is paid nearly 5 lakhs per subject. But biology and economy teachers are paid 250,000 kyats. The study guides are paid between 1 lakh and 2 lakhs including accommodation and food. The basic pay for workers is 100,000 kyats and the ferry fees cost between 20000 and 25000 kyats depending on the distance.

Place: The current address of Sayar Nyein Private High School is located in No.20/B, Saytanarmon Road, Taung Thu Kone Ward, Insein Township. The new branch of the school is not considered to extend. In order to have a comfortable transportation for students, the school ferries are supported by the school.

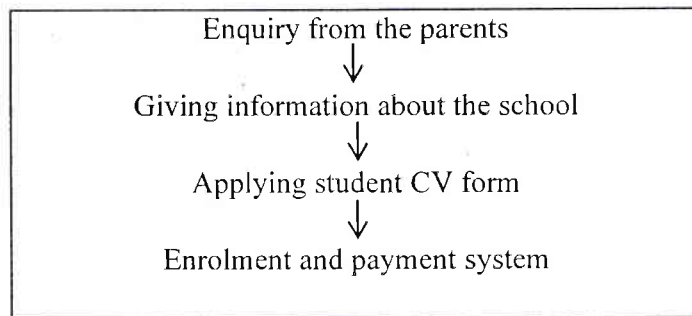
Promotion: The promotion is mix is one of the important factors for a business to make the public awareness. Sayar Nyein only promotes the school via advertising.

The school is advertised through Yangon Directory, pamphlets, and magazines for customers to notice. There is no discount offering for loyal customers.

People: In Sayar Nyein Private High School, there are four types of service providers. They are teachers, administrators, study guides and workers. These service providers perform their job to offer great customer service to students and parents. There is also a warmly and friendly communication between teachers, parents and students. The teachers always take care of the students in teaching lessons and exam systems systematically. The admin staffs serve the needs of the school and help the students with their studies as the study guides. The workers are responsible for making the school attractive with clean environment to catch up the customers' attention.

Process: The process undertaken by Sayar Nyein Private high school is as shown in Figure (3.4).

Figure (3.4) School Enrolment Process of Sayar Nyein Private High School



Source: Sayar Nyein Private High School

According to Figure (3.4) mentioned above, the service delivery process of Sayar Nyein Private High School starts receiving and responding to enquiry from the students. The principal and staff members give information and suggestions about the school to customers who enquire the school by phone or by personal. If the student is enrolled, the CV form is given to apply for the school entrance registration. The teachers teach all syllabuses for all subjects and teach old exam questions as a revision. The study guides explain the lessons in details when the student is unclear about the solution for all subjects. The principal and teachers make regular weekly and monthly tests for a successful achievement in the studies of their students. The exam system and the curriculum for all subjects are the same with the public high schools. The students are participated in sports activities with teachers and the school provides vacations with students to communicate each other friendly.

Physical Evidence: The experience gained by students while studying at Sayar Nyein Private High School is regarded as physical evidence. This experience can be divided into two: in house and out house. In house is where the experience is only available with the support of the school. The in house services provided by the school comprise: a library with attractive reading materials, canteen for students, selling only nutritious food in canteen, arrangement of school ferries, toiletry service, managing camps for boarding students, having wide and fresh classrooms, care for every student, serving school uniforms.

'Out-house' is where the experience is available around the school environment. The school is surrounded by bookstores, stationary shops and healthcare center. The neighborhood is peaceful and quiet although there are no shopping centers, cinemas near the school.

3.3 Profile of Aung Kaung San Private High School

Background: Aung Kaung San Private High School was established in 2013. The founder's qualification is M.Sc (Chemistry). The principal is also the founder of the school. The school has no vice principal. The investment amount for Aung Kaung San is nearly 1000 lakhs. The type of ownership is sole proprietorship. The school accepts all students even including disable students. The acceptance of classes is from Grade 5 to Grade 10. The school has totally 527 students. For each classroom, nearly 30 students are limited to accept. The boarding students are only accepted from Grade 8 to Grade 10 students. The timetable of the school starts from 8 a.m to 2 p.m. There are totally 18 classrooms in Aung Kaung San. The school has employed 43 teachers, 3 administrators, 4 staff members, 17 study guides, 26 drivers and 2 security guards. The slogan of the school is 'No study, No pass.' The school provides uniforms with the logo of the school which is green longyi and white dress with collar for every student. The students are provided with study rooms, multimedia room, language lab, computer room, laboratory and library. The school arranges 26 school buses for students.

Objective of the school: The vision of the school is to fulfill the students' dreams, to educate students for future success and to promote academic excellence.

Location: Aung Kaung San Private High School is situated in No.19/D, Aung Zay Ya Housing, Insein Township. The school has no branches.

Structure of Department: The school has organized three departments. They are administration department, teaching department and general affairs department.

The department of administration has 3 females who manage the whole school with the principal including teachers, staff members, study guides and workers. The administrators are all graduated with Bachelor degrees. In teaching department, the school has totally 43 teachers, 11 male teachers and 32 female teachers. All of the teachers from the school are graduates with over 7 years of work experience. In general affairs department, there are 2 security guards, 26 drivers and 4 cleaners who are all undergraduates. The list of staff in Aung Kaung San is described in Table (3.4).

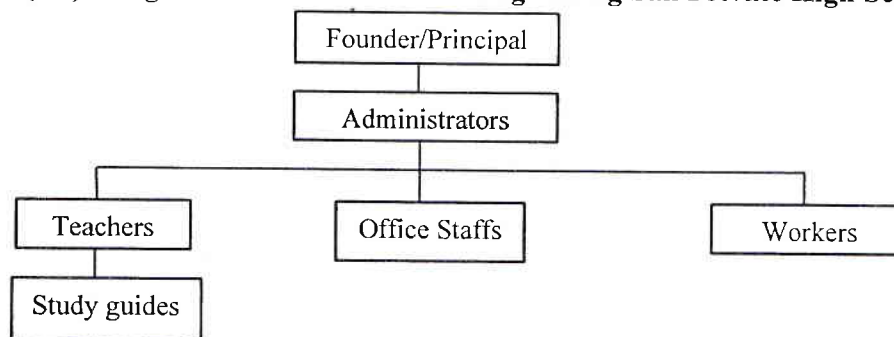
Table (3.4) List of Employees in Aung Kaung San Private High School

Type of Staff	Number of People
Principal	1
Administrator	3
Office staff	4
Teacher	43
Security guard	2
Driver	26
Cleaner	4

Source: Aung Kaung San Private High School

The organization structure of Aung Kaung San private high school is shown in Figure (3.3).

Figure (3.5) Organization Structure of Aung Kaung San Private High School



Source: Aung Kaung San Private High School

According to Figure (3.3), it shows that the founder or principal is a leader in this school. Under the principal, there are administrators who take control and manage teachers, staff members, students and workers. And the teachers manage study guides with everyday lessons and questions for the sake of students.

3.3.1 Marketing Mix Activities of Aung Kaung San Private High School

Product: Since the syllabuses and subjects of all private high schools are the same with public high schools, the subjects where Aung Kaung San teach are totally 7 subjects which are Myanmar, English, Mathematics, Chemistry, Physics, Biology and Economy. The school needs to consider for having all classrooms with air-conditioners. But, the school provides a library with attractive school materials, a computer room, a multimedia room, a laboratory, and a canteen. The school arranges school uniform with the logo of Aung Kaung San for every student. The uniform type is white t-shirt with collars and green longyi. The school also provides camps for boarding students by offering accommodation, meal and healthcare service. The students from Grade 8 to 10 are accepted as boarding students. The teachers from the school take care of every, teach every subject with enough lecture time. The warmness, kindness, and respect are purely demonstrated between teachers and students in this school. The school mainly targets the maximum amount of passing rate with distinctions for every student. The students are occasionally participated in sports activities and the yearly paying homage ceremony and rewarding outstanding student's ceremony are held by the school.

Price: Aung Kaung San Private High School believes the most important thing for long-run survival in education market is 'quality' and 'making outstanding students'. The price is also one of the influencing factors to catch the customers' interest. For old students, the school offers 30 percent discount in entry fees as an incentive. The list of school fees in the school is described in Table (3.5).

Table (3.5) School Fees in Aung Kaung San Private High School

Grade	Entrance Fees ('000 kyats)	Monthly Fees ('000 kyats)	Camp Fees ('000 kyats/monthly)
5	100	35	-
6	100	40	-
7	100	45	-
8	100	60	2500
9	100	60	3000
10	100	80	3000

Source: Aung Kaung San Private High School

According to Table (3.5), the entrance fees from Grade 5 to Grade 10 are the same which cost 100,000 kyats. For only old students, the entrance fees will cost 30000 kyats in upcoming years. But the monthly fees for each Grade are distinct as shown in table. There are no camp fees in Grade 5, 6 and 7 except from Grade 8, 9 and 10. The payment system is cash-down payment. But for boarding fees, the school provides three times installment for customers to pay. The teachers who teach in Grade 5, 6 and 7 are paid 180,000 kyats per month. For Grade 8, the teachers get paid 230,000 kyats. For Grade 9 and Grade 10, the teachers get 3000 kyats per student for each class. The salary for administrators is around 250,000 kyats and the office staff is about 150,000 to 200,000 kyats. The school pays the study guides for 150,000 kyats who are undergraduates and pays 250,000 to 300,000 kyats for graduate. The school collects ferry fees between 10000 kyats and 30000 kyats depending on the distance.

Place: Since Aung Kaung San Private High School is enormous and wide surrounding, the customers can easily recognize the school. The school has no intention to open new branches. The location of the school is No.19/D, Aung Zay Ya Housing, Insein Township. In order to make a convenient transportation, the school provides 19 school ferries for students. The school has also linked with E-school Company for the communication with customers.

Promotion: As a promotion method, the school only applies advertising to promote the customers. The school is mainly advertised through Yangon Directory, newspapers, pamphlet, social media (Facebook), and Education Directory. As an incentive, the school offers 30 percent discount in entrance fees for old students. There are no other offerings in this school.

People: In education services, people are associated with the services rendered to the students. People are the proof which is a part of educational services marketing. Aung Kaung San Private High School provides five types of service providers. They are administrators, teachers, office staffs, study guides and workers. Since there are 3 administrators, each administrator is assigned to supervise for 2 Grades from Grade 5 and Grade 6, the second one from Grade 7 and Grade 8, and the third one from Grade 9 and Grade 10. They have to take care of how the teachers doing their work, how the staff members serving to customers and how much improvement the students have in their studies. Every teacher from Aung Kaung San teaches the students from all classes with great kindness, warmness and friendliness. The teaching method is surely

made interesting for the students not to have the boredom during lecture time by playing games, doing activities between teachers and students to have a good communication which achieves the big help for the matriculation examination.

The study guides work together with the teachers for explaining a part of lessons which students do not have clear understanding after lecture time. The office staffs carefully take responsibilities for the enquiries from customers by phone or by personal. They also help the main administrators with their work for the school enrolment process. The security guards arrive early before the school opens in the morning and leave late at night. They give customer services in car parking and the students' safety. They observe the school's surrounding to prevent from stealing and robbing. The drivers from the school are many which make the customers satisfied for having a good transportation. As the school's area is the attention to catch the customers' eyes, the duties of the cleaners are vital for Aung Kaung San. The cleaners do their job as much as they can to provide the school area clean and tidy.

Process: The whole process of teaching method, holding examinations, evaluating and giving suggestions about the results to parents is a vital part of the school's success. Aung Kaung San provides weekly and monthly examinations regularly since the school opens. The school is linked with E-school Company in order to communicate with parents about the students' conditions. The teachers and the students participate together in sport activities and social activities such as donating to charities and going vacations. The teachers teach old exam questions when the exam is near to make the students more practices in every subject for accomplishing the matriculation examination. The administrators supervise the teachers, office staffs and workers for the running the functions of the school. The office staffs are responsible for answering enquiries by phone or by personal and doing school enrolment procedures. The stages of school enrolment process only have three.

1. Answering the enquiries for customers
2. Doing reception service (giving information about price)
3. Accepting the student.

Physical Evidence: The surrounding area of the school should be noticeable in the eyes of the customers and the experience achieved within the school is regarded as physical evidence. The school needs to consider having classrooms with air-conditioners. But, there are a library with attractive school materials, a computer

room, a multimedia room, a laboratory, pleasant waiting area, ease of car parking, clean toiletry service, arranging camps for boarding students with meals and health care service, supporting school uniforms, and providing canteens with nutritious food.

For outside the school, there are stationary shops and bookstores near with the school but there are no shopping centers, cinemas and restaurants located near the school. But there are monasteries near the school and the school is under the Aung Zay Ya Bridge which is beautiful and easily recognizable for customers to find.

CHAPTER IV

ANALYSIS OF CUSTOMER PERCEPTION ON MARKETING MIX ACTIVITIES OF PRIVATE HIGH SCHOOLS

This chapter mainly focuses on customer perception on marketing mix activities of private high schools in Insein Township. The survey mainly uses descriptive analysis. The data is randomly collected from 156 respondents who are parents of the students from three private high schools. The data collection is achieved from 69 respondents of Special One, 50 respondents of Aung Kaung San and 37 respondents of Sayar Nyein private high schools. These respondents were interviewed with structured questionnaires. There are two parts in this survey. At first, the demographic profile of respondents is described and the second part is the statistical analysis of customer perception on marketing mix activities of private high schools.

4.1 Demographic Profile of Respondents

At first, respondents are analyzed by demographic factors which include gender, age, occupation and monthly income.

(a) Gender of Respondents

The gender of respondents is described with percentage which is shown below in Table (4.1).

Table (4.1) Gender of Respondents

Gender	No of Respondents	Percentage
Male	72	46.2
Female	84	53.8
Total	156	100

Source: Survey Data, 2018

In Table (4.1), the sample consists of 72 males and 84 females. In terms of percentage, female respondents share 53.8 percentage of sample while male respondents share 46.2 percentage of sample. This mentions that female respondents

in the survey are more participated and interested in the distribution of questionnaires than the male respondents.

(b) Age Level of Respondents

In Table (4.2), the age level of respondents is described. The age level is divided into four groups. The range of age for the respondents is from 16 to 25 years followed by 3 participants, from 26 to 35 years followed by 11 participants, from 36 to 45 years followed by 72 respondents and, from 46 years and above followed by 70 participants.

Table (4.2) Age Level of Respondents

Age	No of Respondents	Percentage
16 to 25 years	3	1.9
26 to 35 years	11	7.1
36 to 45 years	72	46.2
46 years and above	70	44.9
Total	156	100

Source: Survey Data, 2018

As shown in Table (4.2), the main age level is obtained from the respondents between 36 to 45 years with 46.2%, surveyed by the 46 years and above with 44.9 %, 26 to 35 years with 7.1% and 16 to 25 years with 1.9%. Most of the middle ages of respondents are participated in the survey and a few respondents who are under 35 years are included in the survey.

(c) Occupation of Respondents

All of the respondents were requested to answer their occupation which is classified into four groups: company staff, government staff, dependent, business owner and other. The results of classification on occupation of respondents are shown in Table (4.3).

Table (4.3) Occupation of Respondents

Occupation	No of Respondents	Percentage
Company Staff	25	16
Government Staff	28	17.9
Dependent	32	20.5
Business Owner	11	7.1
Other	60	38.5
Total	156	100

Source: Survey Data, 2018

Table (4.3) indicates that 60 respondents out of 156 respondents are other types of occupation which represent the largest sample group with 38.5% of respondents. The second group of the respondents with 20.5% is dependent status, the third group with 17.9% is government staff, the fourth group respondents with 16% is company staff and the smallest group of the respondents with 7.1% is business owner. This indicates that most of the respondents mainly have other types of employment status such as real estate broker, sewer, cycle carrier, merchant and so on.

(d) Monthly Income Level

All of the respondents were requested to participate in answering their income which is divided into four groups as below 100,000 kyats, 100,000-300,000 MMK, 300,000-500,000 MMK, and above 500,000 MMK. These monthly income levels are described in Table (4.4).

Table (4.4) Monthly Income Level

Income Level	No of Respondents	Percentage
Below 100,000 MMK	13	8.3
100,000-300,000 MMK	87	55.8
300,000-500,000 MMK	35	22.4
500,000 MMK and above	21	13.5
Total	156	100

Source: Survey Data, 2018

Table (4.4) indicates that among the monthly income of respondents, 55.8% respondents of income level are between 100,000 to 300,000 MMK which present the

largest sample group of respondents. The second largest group is 22.4% of respondents which earns between 300,000 to 500,000 MMK and below 100000 MMK is 8.3% of respondents. The respondents with 13.5 % are those who earn 500,000 MMK and above. This is composed that the customers who enroll their children in private high schools are fairly good in income level.

(e) Opinions upon Location

Respondents are also analyzed by personal factors such as convenient for location. They are requested to answer their opinions on whether the location of the private high schools is comfortable in transportation or not. The results of participants' opinions are shown in Table (4.5).

Table (4.5) Opinions upon Location

Is the location of Private high school convenient for you?	No of Respondents	Percentage
Yes	153	98.1
No	3	1.9
Total	156	100

Source: Survey Data, 2018

As shown in Table (4.5), the number of respondents with 98.1% feel convenient for the location of the private high schools and a very few respondents with 1.9% do not feel convenient for the location. This indicates that the location is mostly satisfied by the respondents and it shows much impact on the private high schools.

(f) Future Expectations from School

The participants are asked about which benefits they are expecting for their children in private high schools. These expectations are shown in Table (4.6).

Table (4.6) Future Expectations from School

Future Expectations from school	No of Respondents	Percentage
Aim to Distinction	31	20
Pass the matriculation examination	125	80
Total	156	100

Source: Survey Data, 2018

The following Table (4.6) indicates that 80% of replies from the respondents wish their children to pass the matriculation examination with one stroke and the rest 20% replies from the respondents aim flying colors for their children from private high schools. This means that knowing the expectations of respondents can make the private high schools attempt to improve success rates in coming years.

(g) Information about the School

The participants are asked to answer about how they start to recognize these private high schools. The results are identified in Table (4.7).

Table (4.7) Information about the School

Information about the school	No of Respondents	Percentage
From newspaper	6	3.8
From Journals/ magazines	7	4.5
From Facebook	6	3.8
From Pamphlets	34	21.8
From Yangon Directory/ Education Directory	18	11.5
From Internet (Social Medial)	10	6.4
From Relatives/ Friends	75	48.1
Other	0	0
Total	156	100

Source: Survey Data, 2018*

Table (4.7) is divided into eight categories. Most of respondents with 48.1% know about this school from relatives or friends, 21.8% from pamphlets, 11.5% from Yangon Directory / Education directory and the smallest replies with 3.8% from newspapers and 2.6% from others. This shows that most of the respondents have sound communication with each for the inquiry of the school.

(h) Recommendation for the School

The respondents are asked about whether or not they would like to give recommendations to others about these private high schools. It is described in Table (4.8).

Table (4.8) Recommendation for the School

Recommendation for the school	No of Respondents	Percentage
Yes	145	92.9
No	11	7.1
Total	156	100

Source: Survey Data, 2018

According to Table (4.8), the respondents with 92.9% are willing to recommend about the information of these private high schools to others and 7.1% of the respondents are not interested in sharing information about the schools to others. Therefore, word-of-mouth communication is very important in order to recognize these private high schools.

4.2 Analysis of Customer Perception on 7Ps Marketing Mix Activities

In this section, the analysis of using five-point Likert scale measurement on the customer perception on marketing mix activities of private high schools is presented. The results of the survey are described with the range from one to five (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree or cannot decided, 4 = agree and 5 = strongly agree). The mean value then was applied from one to five. Therefore, if the mean value is less than 3, it indicates that customers do not agree with the service marketing mix activities offered by the private high schools. In contrast, if the mean value is greater than 3, the perception of customers is satisfied with the marketing mix activities of the private high schools.

(a) Customer Perception on Product

Table (4.9) shows the analysis of customer perception on product element of private high schools. The results of product element are discussed in this section.

Table (4.9) Customer Perception on Product

No	Product Factor	Mean	Standard Deviation
1.	School lessons are well understand by students	4.05	0.743
2.	School's timetable is convenient	4.15	0.566
3.	Student's improvement is grades	4.11	0.767
4.	Adequate class time for lessons	4.19	0.580
5.	Teacher's teaching on students is good	4.17	0.588
6.	School's disciplines are strict	4.49	0.617
7.	School Uniform arrangement	3.99	0.495
8.	Assistance of study guides	4.22	0.593
9.	Good exam pass rate	4.26	0.744
Average		4.18	

Source: Survey Data, 2018

According to Table (4.9), the results from the questions of "good examination pass rate", is obtained the largest mean score of 4.26 with the standard deviation of 0.744 has encountered higher the standard mean score 3, respondents have higher positive perception towards marketing mix activities of these private high schools. Regarding to the question of "School Uniform arrangement", the mean score is 3.99 with the standard deviation of 0.495 which is a little higher than of the standard mean score 3. Therefore, it can conclude that respondents do not highly enjoy in the arrangement of school's uniform.

(b) Customer Perception on Price

The customer perception regarding price element is demonstrated in Table (4.10). The results concerning price element is discussed in this section.

Table (4.10) Customer Perception on Price

No	Price Factor	Mean	Standard Deviation
1.	Fees for subjects	3.92	0.638
2.	Payment system for enrolment	3.98	0.538
3.	Study Guide Fees	3.98	0.846
Average		3.96	

Source: Survey Data, 2018

According to Table (4.10), it shows that the question of "Payment system for enrolment" and "study guide fees" obtained the largest mean score 3.98 with the standard deviation of 0.538 and 0.846, which many of the respondents have higher impact on school salary or price.

Regarding to the terms and conditions "fees for subjects", it obtains the smallest mean score 3.92 with the standard deviation of 0.638 which is higher than the standard mean score 3, it can be assumed that most of the respondents have higher impact on school fees.

(c) Customer Perception on Place

Analysis of customer perception on marketing mix on place/ location, respondents was requested to answer the total three items. The following Table (4.11) describes the analysis of customer perception on place element.

Table (4.11) Customer Perception on Place

No	Place Factor	Mean	Standard Deviation
1.	Location of the school	3.79	0.873
2.	Convenience for transportation	4.17	0.610
3.	Ease of car parking	3.70	0.967
Average		3.88	

Source: Survey Data, 2018

As shown in Table (4.11), it states that the result from the question of "convenience for transportation", obtained the higher mean score 4.17 with the standard deviation of 0.61 which is higher the standard mean score of 3, it can be assumed that many of the respondents like convenience for transportation to private high school.

And then "location of the school" and "ease of car parking", obtained the mean score 3.79 and 3.7, with the standard deviation of 0.873 and 0.967 which is slightly higher than the standard mean score of 3. Therefore, it is assumed that customers do not highly agree with the car parking service and the place of private high schools.

(d) Customer Perception on Promotion

From the analysis of customer perception on marketing mix of promotion, respondents are requested to answer the total three items. The following Table (4.12)

shows the results from the analysis on the customer perception on marketing mix of promotion.

Table (4.12) Customer Perception on Promotion

No	Promotion Factor	Mean	Standard Deviation
1.	Recognized from radio, television, pamphlet, and social media and so on.	3.85	1.017
2.	Word-of-mouth from relatives, friends	3.62	1.050
3.	Offering discounts for old students	2.97	1.095
Average		3.48	

Source: Survey Data, 2018

According to Table (4.12), it shows that the result from the question of "recognized from radio, television, pamphlet, and social media and so on", obtained the highest mean score 3.85 with the standard deviation of 1.017 which is higher than the standard mean score 3, it can be assumed that advertising is very important in marketing mix of promotion.

Regarding to the terms and conditions "offering discounts for old students", the smallest mean score is 2.97 with the standard deviation 1.095 which is less than the standard mean score 3, it can be assumed that private high schools need to consider offering discounts to loyal customers.

(e) Customer Perception on People

The respondents are requested to answer about how they perceive people element in private high schools. The classification of the results is described in Table (4.14).

Table (4.13) Customer Perception on People

No	People Factor	Mean	Standard Deviation
1.	Adequate lecturers for each class	4.19	0.542
2.	Service provided by school staff	4.10	0.614
3.	Study guide assistance for each student	4.22	0.646
4.	Security guards provided for students' safety	3.91	0.830
Average		4.10	

Source: Survey Data, 2018

As mentioned in Table (4.13), it states that the factor of "study guide assistance for each student" obtained the highest mean score 4.22 with standard deviation 0.646, which is higher than the standard mean score 3. It can be perceived that parents are highly satisfied with the study guide assistance from the schools to their children.

Regarding to the factor "security guards provided for students' safety", the result obtained the smallest mean score 3.91 with standard deviation 0.830, which is slightly higher than the standard mean score 3. This implies that parents are somewhat feeling worried for the safety of their children and this "safety" factor is mainly needed to consider and conduct by the private high schools as a requirement.

(f) Customer Perception on Process

The result data obtained from this study discloses the customer perception on process element marketing mix is focused in Table (4.14).

Table (4.14) Customer Perception on Process

No	Process Factor	Mean	Standard Deviation
1.	Exam system makes students better at grades	4.35	0.659
2.	Results evaluation and discussion with parents	4.34	0.705
3.	Extra lecture time for the exam	4.45	0.604
4.	Quick response to any inquiry about information of any school	3.98	0.514
5.	Smooth in buying school materials	3.99	0.718
6.	Easy payment system of school fees	3.92	0.502
7.	Service provided in school enrolment is good	4.09	0.687
Average		4.16	

Source: Survey Data, 2018

According to the Table (4.14) mentioned above, it shows that the mean score of the factor "exam system, discussion with parents, guide response to any inquiry, buying material, easy payment system and school service provided" is greater than standard mean score 3. It can be assumed that perception of many respondents have agreed with the school management process of private high schools.

(g) Customer Perception on Physical Evidence (Inside the School)

In the analysis of physical evidence inside the school, 156 respondents were requested to answer twelve items. The following Table (4.15) shows that the results from the analysis of the customer perception on marketing mix on physical evidence inside the school.

Table (4.15) Customer Perception on Physical Evidence (Inside the School)

No	Physical Evidence Factor	Mean	Standard Deviation
1.	Availability of Internet Access for each class	2.24	1.010
2.	Library with adequate school materials	4.03	0.722
3.	Ease of car parking service	3.76	0.836
4.	Pleasant waiting area	4.00	0.653
5.	Fresh and wide classrooms	3.80	0.749
6.	Toiletry service	3.32	0.700
7.	Arranging school ferries	4.26	0.623
8.	Provide camps for boarding students	4.16	0.617
9.	Cleanliness of the school	4.02	0.501
10.	Reception is service is satisfied	4.12	0.579
11.	Air-conditioned rooms	3.44	1.23
12.	Canteen provided with nutritious food by the school	3.90	0.813
Average .		3.75	

Source: Survey Data, 2018

According to Table (4.15), it shows that the results from the question of "Arranging school ferries" obtained the higher mean score 4.26 with the standard deviation 0.623 which is higher than the standard mean score of 3. This means that many of the respondents have higher benefits on the services of school ferries offered by the private high schools.

Regarding to the item "Availability of internet access for each class", the result obtained the smallest mean score 2.24 with the standard deviation of 1.01, which is less than standard mean score 3, and it can be assumed that the private high schools should consider having internet access for students in order to achieve extra knowledge besides school lessons.

(h) Customer Perception on Physical Evidence (Outside the School)

In the analysis of customer perception on marketing mix on outside the school, respondents were requested to answer the total five items. The following Table (4.16) shows that the results from the analysis on physical evidence outside the private high school.

Table (4.16) Customer Perception on Physical Evidence (Outside the School)

No	Physical Evidence Factor	Mean	Standard Deviation
1.	Near with book stores	4.28	0.726
2.	Near with shopping centers	2.76	1.276
3.	Near with food centers	2.89	1.063
4.	Near with ATMs and Banks	2.66	1.199
5.	Near with Recreation Zones (Parks)	1.77	0.856
Average		2.87	

Source: Survey Data, 2018

According to Table (4.16), it describes that the results from the question of "near with the book store" obtained the higher mean score 4.28 with the standard deviation of 0.726, which is higher than the standard mean score 3. This indicates that it can be assumed that many of the parents perceive good to be near with bookstores for their children in

Regarding to the item "near with recreation zones (park)" obtained the mean score 1.77 with standard deviation of 0.856, which is less than the standard mean score 3. Therefore, it can be assumed that most of parents do not agree that these private high schools are near with parks.

4.3 Customer Perception on Overall Marketing Mix 7Ps

The following Table (4.17) shows views of customers on private high schools in Insein Township.

Table (4.17) Customer Perception on Overall Marketing Mix 7Ps

Factor	Average
Product	4.18
Price	3.96
Place	3.88
Promotion	3.48
People	4.10
Process	4.16
Physical Evidence (inside)	3.78
Physical Evidence (outside)	2.87

Source: Survey Data, 2018

Table (4.17) represents the average mean value of customer perception on overall marketing mix 7Ps. It shows that marketing mix 7Ps average mean values are greater than standard mean score 3. Therefore, it can be assumed that parents perceive that they are highly agree on the services offered by the private high schools, such as product (results), price (salary), place (location), promotion (advertising), people (teachers and staff), process (management) and physical evidence (inside and outside the school).

CHAPTER V

CONCLUSION

This chapter provides the summary of findings and related suggestions derived from studying on customer perception on 7P's marketing mix activities of three private high schools in Insein Township. Therefore, this part comprises three main sections. The first section describes about the findings of the study, the second section presents suggestions for these private high schools and the third demonstrates the need for further study.

5.1 Findings

This study focuses on current marketing mix activities of selected private high schools and analyzes customer perception on marketing mix activities of private high schools in Insein township. This study conducts three private high schools named: Special One, Sayar Nyein and Aung Kaung San. According to the survey results, these private high schools provide the same curriculum with public high schools and there are totally seven subjects including Myanmar, English, Mathematics, Physics, Chemistry, Biology and Economics. These schools provide the services for the students such as offering text books and exercise books, arranging school uniforms, air-conditioned class rooms with fresh air and wide space, libraries, computer rooms, laboratories and arranging camps for boarding students. These private high schools mainly set the competitive price. However, there is slightly different in the price of these private high schools. Special One private high school does not uniquely collect entrance fees for students despite other private high schools collect entrance fees. With regard to the place element, Special One is in the center of the town which is easily recognized for customers. However, Sayar Nyein and Aung Kaung San are located in the streets which are not easily noticed by the customers. With respect to the promotion element, the two private high schools except Aung Kaung San offer no discount for loyal customers. Special One and Sayar Nyeing private high schools apply only advertising method in order to attract customers while Aung Kaung San uses online promotion via social media besides advertising. The service providers of these private high schools have generally three types: teachers, school administrators and workers. The teachers from each private high school are graduated with bachelor degrees. They teach the students all subjects with the same curriculum as public schools and they provide students by teaching past exam questions, making tutorials

weekly and holding weekly and monthly tests for the preparation of matriculation examination. Besides teaching the lessons from text books, the teachers are willing to share extra knowledge concerning with business, social and health issues. This knowledge sharing can have great impact for students who still have many left to walk their career path. The process undertaken by these private high schools is very convenient for customers from the step of enquiry to the last step of informing the exam results. These schools also have a close communication with parents when it comes to the students' affairs. However, in the physical evidence element inside the school, these private high schools strongly prohibited in using internet for students not to lose concentration in their studies.

The demographic profile of 156 respondents show that there are more numbers of female respondents than male respondents and their age level is mostly between 36 to 46 years. And the occupation of the respondents is mainly other types of job such as real estate broker, taxi driver, merchant, cycle carrier and vendors. The monthly income level of respondents mostly got between 100,000 and 300,000 MMK. This shows that most of the respondents are middle- income earned per month. According to the survey results, nearly all respondents are feeling convenient for the location of these private high schools. Most of the respondents' expectations from these private high schools are to pass the matriculation examination with one stroke and a few customers expect flying colors for their children. The respondents noticed these private high schools mostly from the relatives and friends and from pamphlets. This indicates that word-of-mouth communication widely exists among respondents. It was also found that most of respondents are willing to recommend and sharing information about these private high schools to others who would like to enquire about them.

According to the results achieved from the analysis of customer perception on marketing mix activities of private high schools, it was observed that customers (parents) have great perception on marketing mix activities of Special One, Sayar Nyein and Aung Kaung San private high schools. It was found that majority of parents are highly perceived with the schools' process (school enrolment), followed by people (teachers and school administrators), price (school fees), place, promotion and physical evidence (both inside and outside). The product element which represents yearly success rate achieves the highest mean score among other variables. This indicates that customers have positive perception about the services offered by these private high schools such as teaching method, rules and regulations, study guide

assistance and so on. Therefore, these private high schools need to make efforts in their marketing mix activities to persuade future customers. With respect to the process element, the customers feel much easy and convenient and they are highly satisfied with the service providers from these schools. The respondents also had great impression on the teachers' teaching styles, on friendly and warm relationship between students and teachers and workers. The customers felt fairly suitable with the price element and they did not have any complaints with fixed school fees for day and boarding students. Most of the respondents were aware of these private high schools via pamphlets and via relatives or friends, and a few knew from social media especially Facebook. However, the customers did not highly enjoy about discount offering from these private high schools. This factor is also important to consider by these schools. Since the mean score of physical evidence is much less than other variables, it can conclude that customers are not highly fond of the environment of these private high schools because the environment is not mainly surrounded with parks, banks and cinemas.

5.2 Suggestions

Based on the findings of the analyses, some suggestions are made for the sake of private high schools. In order to achieve the great impression in the eyes of customers, these three private high schools should upgrade their marketing mix activities. For instance, Special One and Sayar Nyein private high schools should consider offering discounts to loyal customers and old students. With regard to the place element, since Special One private high school is located in the center of the township with big crowd, it has no difficulty when it comes to finding the place. And this school is not big enough to have a space for car parking which customers can sometimes have complaints about that issue. However, the other two private high schools have enough space for car parking. Another key issue to better delivery of the education service is performed for people and by people. Since the success of these private high schools mostly importantly depends on the quality of human resources and also the development of teachers' potential, each school must have a current program of training and supporting its personnel, which in turn, is part of the strategic marketing plan for the development of the institution. Although Sayar Nyein and Aung Kaung San private high schools provide security guards for the safety of students, there is still necessary to have security staff for Special One private high school. This safety factor is vital enough to consider carefully.

Since the population nowadays is using social media and internet websites, these private high schools should provide online communication widely in order to improve customer awareness. Therefore, in order to get more market share and get competitive, these private high schools should attempt to upgrade advertising activities. The founders and principals of these private high schools should examine the performance of service providers by doing performance appraisal method and there should be reward and punishment system depending on their performance and this can encourage motivation and job commitment which can have great impact on students. These three private high schools should have suggestion box for the complaints and comments of students, parents and teachers. By receiving good and bad feedbacks and advices from them, these private high schools can make new strategies in order to fulfill the needs and requirements of customers and take corrective action in the future. Finally, customer perception is positively influenced on marketing mix activities of private high schools in Insein Township.

5.3 Needs for Further Study

This study is focused on the customer perception on 7P's marketing mix of three private high schools in Insein Township. In this study, the respondents comprise only 156 customers because of time limitation. Therefore, it is suggested that future studies should collect data based on more customers to get more accurate data. As a further study, the comparison of customer perception on marketing mix activities and service quality of high schools both in private and public sectors should be conducted in Yangon and Mandalay Divisions. Moreover, customer perception on other industries such as beauty industry, hotel industry besides education industry should also be studied in the future.

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APPENDICES

APPENDIX I

Questionnaire for the Profile of Private High Schools and their Marketing Mix Activities

"Thank you for your cooperation and precious time. Your answer will be kept strictly confidential and used only for the purpose of my M.Com thesis only."

1. Name of the school _____
2. Established year _____
3. Founder's Qualification _____
4. Vice Principal's Qualification _____
5. Objective of the school _____
- Vision _____
- Mission _____
6. Acceptance Classes
 Grade Grade 2 Grade 3 Grade 4 Grade 5
 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10
 Grade 11
7. Slogan of the School _____
8. Rules and Regulations _____
Of the school _____

9. Steps conduct for _____
School Registration _____

10. Investment amount for the school (_____)
11. Type of ownership
 Sole proprietorship Partnership Joint Venture Other
12. Number of classrooms _____
13. Achievements of the school _____

14. Structure of the School

- Departments () Please specify -----
Section () Please specify -----
Divisions () Please specify -----
Team/ Group () Please specify -----

Marketing Mix activities

I. Product

15. The courses provided by Private High School

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

16. If your school has offered any facilities, mark on the list below. (You can choose more than one choice).

- | | | | | |
|--------------------------------|--------------------------|-----|--------------------------|----|
| 1. Air-con classrooms | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 2. Library | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 3. Computer Room | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 4. Laboratory | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 5. Teaching past exam question | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 6. Study Room | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 7. Counseling | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 8. Exam fees service | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 9. School Uniform | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| 10. Regular Study Guide | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |

II. Price

17. What pricing method do you practice?

- Cost plus pricing Fixed price Compare with competitor price Other

18. Fees for Students

Grade	Admission Fees	Stationary Cost	Tuition Fees

19. Fees charges by subjects of private high school

Subjects	Fees

20. Payment system

- Cash down payment
 Online payment
 Installment
 Credit term
 Other

21. Salary for Employees

Kyats

- Managing level ()
 Administrative level ()
 Office Staff ()
 Teaching level ()
 Study Guide ()
 Worker ()

III. Place

22. The school address

23. The school's branch address

24. Is there any plan to open the next school's branch? Yes No

25. How do you arrange a convenient location for customers?

IV. Promotion

26. What kinds of promotions do private high schools perform for customers?

Advertising Sales promotion Direct marketing Public Relation

27. How to perform Advertising for schools? (You can choose more than one choice)

Yangon Directory

Newspaper

Magazines

Journals

Billboard

Education Directory

Internet (social media)

Radio

Pamphlets

Others (-----)

28. Which types of sale promotion do you apply for your school?

Gift Discount Exhibition Other (please specify -----)

V. People

29. Service providers by school

Managing level

Administrative level

Office Staff

Teaching level

Study Guide

Worker

Other

30. Number of employees

Type of staff	Numbers	Qualification	Work experience
1. Principal			
2. Vice Principal			
3. Administrator			
4. Teacher			
5. Security guard			
6. Driver			
7. Cleaner			
Total			

31. Number of Students

Male

Female

Grade 9

Grade 10

32. Please state Human Resource Methods used by the school.

Methods	Teachers	Staff
1. Recruiting		
2. Training		
3. Development		
4. Performance Appraisals		

IV. Process

33. Please mark on the list of facilities if your school has offered. (You can choose more than one choice)

- Solving the complaints about the dissatisfaction Yes No
- Send report to parents about the result of monthly test Yes No
- Teaching student for gaining knowledge Yes No
- Making students to participate in social activities Yes No
- Giving training time for students who have good skills in sport activities Yes No
- Supporting specific teaching for hostler Yes No

34. Please describe procedures of school registration for students.

VII. Physical Evidence

35. Please mark on the list of facilities if your school has offered. (You can choose more than one choice)

Services supported by Private High School

- | | | |
|--|------------------------------|-----------------------------|
| Availability of Internet access | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Library with attractive reading materials | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Ease of car parking service | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Pleasant waiting area | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Access to coffee and fast food | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Provide nutritious food to students in canteen | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Arrange ferry for students | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Toiletry service | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Arranging Hostels for students | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Recreation service | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Well-equipped lecture rooms | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Arranging school uniform | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Outside the School

- | | | |
|---|-------------------------------------|------------------------------------|
| Near with shopping centres | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Near with internet cafes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Near with book stores | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Near with cinemas | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| *Near with other attractive environment | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

(*If Yes, please specify -----)

36. Have the school ever been awarded prizes? Yes No

37. If yes, please state the prizes. -----

"Thank you for your cooperation"

APPENDIX II

Questionnaire for Customer Perception on marketing mix activities of Private High Schools in Insein Township

1. The name of the Private High School _____
2. Please indicate your gender.
 Male Female
3. What range includes your age?
 16-25 26-35 36-45 45- Above
4. Please state your employment statement.
 Company staff Government staff Dependent Business owner
 Other
5. Income level
 Below 100,000 MMK
 100,000-300,000 MMK
 300,000-500,000 Ks MMK
 500,000MMK - Above
6. Is location of this school convenient for you?
 Yes No
7. What do you expect about your child from this school?

8. How do you know about that school?
 From newspaper Other (Please specify-----)
 From journals/ magazines From internet (Social Media)
 From Facebook
 From pamphlets
 From Yangon Directory/ Education Directory
 From relatives/ friends
9. Would you like to share the information about the school to others? Yes No

10. Please give your opinion with respect to the following factors on your recognition of services from Private high school. Please Tick "✓" on one answer.

Customer Perception on Marketing Mix Activities of Private High Schools

Customer Perception I. Product	1 Strongly Disagree	2 Disagree	3 Neither	4 Agree	5 Strongly Agree
1. School lessons are well understood by students					
2. School's timetable is convenient					
3. Student's improvement in grades					
4. Adequate Class time for lessons					
5. Teachers' teaching on students is good					
6. School's disciplines are strict					
7. School Uniform arrangement					
8. Assistance of study guides for all subjects					
9. Good Exam Pass Rate					

II. Price					
1. Fees for subjects					
2. Payment system for enrollment					
3. Study Guide fees					

III. Place					
1. Location of the school					
2. Convenience for transportation					
3. Ease of car parking					

IV. Promotion

1. Recognized from radio, television, pamphlet, and social media and so on.					
2. Word-of-mouth from relatives, friends.					
3. Offering discounts for old students					

V. People

1. Adequate lecturers for each class					
2. Service provided by school staff					
3. Study guide assistance for each student					
4. Security guards provided for students' safety					

VI. Process

1. Exam system makes students better at grades					
2. Results evaluation and discussion with parents					
3. Extra lecture time for the exam					
4. Quick response to any inquiry about information of any school					
5. Smooth in buying school materials					
6. Easy Payment system of school fees					
7. Service provided in school enrolment is good					

VII. Physical Evidence (Inside the School)

1. Availability of Internet Access for each class.					
2. Library with adequate school materials					
3. Ease of car parking service					
4. Pleasant waiting area					
5. Fresh and wide classrooms					
6. Toiletry service					
7. Arranging school ferries					
8. Provide camps for boarding students					
9. Cleanliness of the school					
10. Reception service is satisfied					
11. Air-conditioned rooms are available					
12. Canteens are provided with nutritious food by the school					
Outside the school					
1. Near with book stores					
2. Near with shopping centers					
3. Near with food centers					
4. Near with ATMs and Banks					
5. Near with Recreation Zones (Parks)					

"Thanks a lot for your kind cooperation"