

SERVICE MARKETING MIX FACTORS AFFECTING DECISION MAKING
OF TRAINEES IN CHOOSING PRIVATE MASSAGE TRAINING SCHOOLS
IN BANGKOK



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AN ABSTRACT
BY
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Ms. Sopin Chantakloi.

This study sought to explore service marketing mix factors affecting trainees' decision in choosing private massage training schools in Bangkok. The instrument applied for collecting data in this study was a questionnaire. The purposive sampling method was employed to select three private massage training schools located in Bangkok area. The participants of this study were 72 trainees who underwent training in the three selected schools in April 2012.

The results of the study revealed that overall factors of service marketing mix (7Ps) affected the trainees' decision in choosing private massage training schools in Bangkok at a high level. According to the analysis based on the sequence of the mean scores, the most influential factor affecting trainees' decision making was people, followed by product (curriculum), process, physical evidence, price (tuition and fees), place (location and distribution channel), and promotion. Further investigation indicated the most influential aspect for each factor were as follows: (a) the trainers' teaching qualification, experience, and expertise in terms of people; (b) the provision of simulated practice during the training in terms of product; (c) the provision of tracking service after graduation in terms of process; (d) the schools' cleanliness, nice decoration, and pleasurable atmosphere in terms of physical evidence; (e) the coverage of all training expenses in terms of price; (f) the convenient transportation in terms of place; and (g) the employment guarantee after the graduation in terms of promotion.

ปัจจัยส่วนประสมทางการตลาดด้านบริการที่ส่งผลต่อผู้เรียนในการตัดสินใจเลือก

โรงเรียนสอนนวดของเอกชนในเขตกรุงเทพมหานคร



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ

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การวิจัยมีวัตถุประสงค์เพื่อศึกษาปัจจัยส่วนประสมทางการตลาดด้านบริการที่มีผลต่อผู้เรียนในการตัดสินใจเลือกโรงเรียนสอนนวดของเอกชนในเขตกรุงเทพมหานคร เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม ผู้วิจัยใช้วิธีการสุ่มตัวอย่างแบบเจาะจงเพื่อคัดเลือกกลุ่มโรงเรียนตัวอย่างจำนวน 3 แห่ง โดยกลุ่มประชากรในการวิจัยครั้งนี้ ได้แก่ ผู้เรียนนวดจำนวน 72 คนที่กำลังศึกษาอยู่ในโรงเรียนกลุ่มตัวอย่างทั้ง 3 แห่ง ในช่วงเดือนเมษายน 2555

ผลการวิจัยพบว่า ปัจจัยส่วนประสมทางการตลาดด้านบริการทั้ง 7 ปัจจัย ส่งผลต่อการตัดสินใจของผู้เรียนในการเลือกโรงเรียนสอนนวดของเอกชนในเขตกรุงเทพมหานครในระดับสูง ทั้งนี้ การวิเคราะห์โดยใช้เกณฑ์ค่าเฉลี่ยพบว่า ตามลำดับค่าเฉลี่ย ปัจจัยด้านบุคลากรมีอิทธิพลต่อการตัดสินใจเลือกของผู้เรียนมากที่สุด รองลงมาได้แก่ ด้านผลิตภัณฑ์หรือหลักสูตร ด้านกระบวนการ ด้านลักษณะทางกายภาพ ด้านราคาหรืออัตราค่าเรียน ด้านสถานที่หรือที่ตั้งโรงเรียน และช่องทางการให้บริการด้านข้อมูล และด้านการส่งเสริมการตลาด นอกจากนี้ ผลการศึกษาพบว่า ปัจจัยรายด้านที่มีอิทธิพลสูงสุดต่อการตัดสินใจของผู้เรียน มีดังต่อไปนี้ ปัจจัยด้านบุคลากร ได้แก่ ความเป็นคุณวุฒิ ประสบการณ์ และความเชี่ยวชาญของผู้สอน ปัจจัยด้านผลิตภัณฑ์ ได้แก่ โอกาสในการฝึกปฏิบัติจริงในระหว่างการเรียน ปัจจัยด้านกระบวนการ ได้แก่ การบริการติดตามผลหลังจบหลักสูตร ปัจจัยด้านลักษณะทางกายภาพ ได้แก่ ความสะอาด การจัดตกแต่ง และบรรยากาศที่ดีของโรงเรียน ปัจจัยด้านราคา ได้แก่ ความครอบคลุมด้านค่าใช้จ่ายในการเรียน ปัจจัยด้านสถานที่ ได้แก่ ความสะดวกในการเดินทาง และปัจจัยด้านการส่งเสริมการตลาด ได้แก่ การรับประกันการสมัครงานเมื่อเรียนจบหลักสูตร

The Master's Project Advisor, Chair of the Master's Program in Business English for International Communication, and Oral Defense Committee have approved this Master's Project, "Service Marketing Mix Factors Affecting Decision Making of Trainees in Choosing Private Massage Training Schools in Bangkok," by Wantanee Embamrung as partial fulfillment of the requirements for the Master of Arts in Business English for International Communication at Srinakharinwirot University.

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This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts in Business English for International Communication at Srinakharinwirot University.

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CHAPTER I

BACKGROUD OF THE STUDY

Introduction

Massage therapy has been practiced for thousands of years, and its historical references have been found in cultures worldwide. The history of massage can be traced from non-written evidence of ancient river valley civilization cultures through the modern time (Braun & Simonson, 2008). The practices of massage were formed and developed to serve a variety of therapeutic purposes, and they are used in different modalities such as physical manipulation, clinical rehabilitation, stress reduction, and improving relaxation (Massage Therapy Schools, 2012). Massage forms an important part of all courses in therapeutic field including beauty therapy, holistic therapy, complimentary therapy as well as spa therapy (Rosser, 2004). As a result, massage, as a major component of spa therapy, has gained its popularity with the rising demands in spa therapies and in non-hospital health care services.

Spa business has grown consistently in accordance with the increasing concerns of health and wellness. Massage is yet recognized as a global healthy trend of contemporary lifestyle, including in Thailand. Thailand has been recognized for over a decade as one of the world's best-known places for spa tourism. Intelligent Spas (2008), an accredited international spa research company, reported in "Thailand Spa Benchmark Report 2002-2010" that Thailand hosted the highest number of spas in the region and the number of the spas has increased by 202% since 2002. Tourism Authority of Thailand (2005) also claimed that the Royal Thai Government has provided much supports for the spa and health promotion industry in order to achieve the target of being the health center of Asia.

The growth of the spa industry has led to an increase in demands for spa and massage therapies. The highly competitive spa industry forces spa operators to create and develop their services to response to these demands, especially in terms of massage, which is considered the most tangible and popular service of the spa business. In order to provide massage services to substantially reach those demands, spa operators need massage therapists who can professionally perform on-hand treatments to satisfy customers (Kajonborirak, 2006). Therefore, massage therapy has become a profession that is increasingly required by the spa business; since massage therapists are the key people who deliver the services directly to the customers.

Since massage is involved in working directly on a customer's body, people who wish to enter spa career at every level, from massage therapists to spa business operators, must understand the concept of massage so that they know how the massage can be delivered safely and effectively to the customers. Poor performance by unprofessional massage therapists is a crucial risk to customers and the spa operators themselves. Consequently, massage training schools have become a proper place for massage therapists to learn massage therapy, from basic knowledge to simulated practice. Corresponding to the Announcement of Ministry of Public Health 2004 regarding the qualifications of Thai massage providers, it is mandatory for every massage therapist to pass a training course and get accredited from a government agency or licensed educational institution with a curriculum approved by the Central Service Enterprise Standard Inspection and Evaluation Committee before starting the career (Chaithavuthi & Muangsiri, 2007).

In order to establish massage training schools, the Ministry of Public Health (MOPH) and the Ministry of Education (MOE) play major roles in regulating and licensing the massage schools. The Office of Health Business Promotion supervised by

the MOPH is in charge of standardizing the massage curriculum of training institute while the Office of the Private Education (OPE) supervised by the MOE is responsible for a school's license (Chaithavuthi & Muangsiri, 2007).

Massage training schools have gradually grown according to the growth of the spa and health business because they are places that produce manpower that is required by the industry. According to the statistics from the Office of Health Business Promotion in 2011, the number of spas has risen from 1,264 in 2007 to 1,436 spas in 2011, while the number of certified massage training schools has increased from 154 schools to 238. The number of massage training schools consists of schools that are operated by public government agencies and by private organizations. Specifically, there were 59 private massage training schools overall in Thailand in 2011. In addition, this number does not include spa businesses that manage their own in-house training sessions without official registration. Interestingly, the number of the newly established private massage training schools is steadily on the rise; at least four private massage training schools were newly registered in 2011.

Statement of Problems

The gradually rising number of private massage training schools is interesting when considering that they have little-known reputations in terms of accreditations but charge higher tuition fees compared to the public ones. However, according to the observation of the researcher, who has been working in the massage education business, private massage training schools tend to offer a wider variety of massage curricula that are required by the industry, such as Swedish massage, aromatic massage, or hot stone massage. Although most of the massage training schools offer at least one of the standard curricula certified by MOPH, including 60-hour training course for Foot Massage, 80-

hour training course for Thai Massage, 150-hour training course for Thai Massage, and 500-hour training course Spa Treatments, these standard curricula seem inadequate to serve to the increasing demands of treatment varieties in today's competitive business. To respond to certain demands, many private massage training schools offer additional massage curricula as alternative options for the prospective learners. Nevertheless, only offering varieties in massage curricula may be inadequate for the private massage training schools to attract the learners and to survive in this business. The competitors of the private massage training schools are public massage training schools that are considered as non-profit organizations, and other private massage training schools that can offer the same or more varied curricula. Therefore, it is highly beneficial to the private massage training school operators to learn what can significantly help them to overcome the competition and run their business successfully.

To operate a successful business, the business operators need effective marketing strategy to communicate with their customers. One of the marketing strategies that are well recognized and applied in terms of service industry businesses is called service marketing mix consisting of seven factors: product, price, place, promotion, people, physical evidence, and process (Zeithaml & Bitner, 2004). The service marketing mix contains the tools that the business can utilize to serve the needs of the customers (Kotler & Armstrong, 2003). Hence, it is applicable for the service businesses, including the massage training school business, to apply the service marketing mix to identify the factor that affect prospective learners in choosing to study in a massage training school.

Concerning the information given above, the researcher is interested in studying what factors of service marketing mix affect the decision of the trainees to study in the private massage training schools in Bangkok.

Objective of the Study

To investigate factors influencing trainees in selecting private massage training schools in Bangkok through the service marketing mix framework.

Research Question

What service marketing mix factors affect trainees' decision in choosing private massage training schools in Bangkok?

Significance of the Study

The study of service marketing mix factors that affect the decisions of trainees in choosing private massage training schools will be beneficial for private massage training school operators. The results of this study will provide the guidelines about the factors that influence the trainees in choosing to study in their private massage training schools. As a result, private massage training school operators can design and develop effective marketing strategies in order to satisfy the requirements of existing trainees as well as to response to the needs of the prospective ones. Thus, with these effective marketing strategies, the private massage training schools can survive and achieve the competitive advantages in the massage education marketplace.

Scope of the study

This research aims to study the factors that influence trainees in choosing private massage training schools in Bangkok. The participants of this study were the 72 trainees who underwent training in three selected private massage training schools located in Bangkok area. The research instrument was self-administrative questionnaire. The data collection was held in April 2012.

Definition of Terms

Specific terms using in this study are defined as follows:

Private massage training school: a massage training school that is operated by a private organization. The school must be officially registered with the Office of Private Education Commission as non-formal education system and obtains curricula approved by the Ministry of Public Health.

Trainee: an individual, experienced or inexperienced in massage, who purchases a massage training program, and is trained for the skills of massage in a private massage training school.

Service marketing mix: a combination of marketing tools and activities including product, price, place, promotion, people, physical evidence, and process, that affect trainees' decision in choosing private massage training schools.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to gain relevant information regarding the purpose of this study, the researcher accumulated certain theories relating to the service marketing mix factors that affect decision making of trainees in choosing their massage schools. The review includes information of massage training school registration, customer's decision making behavior, nature of services, service marketing mix strategy, and summary of related researches.

Private Massage Training School Registration

According to the Private School Act 2007, private massage training schools are categorized into non-formal vocational school system as they offer educational programs that intend to develop the occupational abilities of individuals according to their specific requirements (Office of the Non-Formal and Informal Education, 2008). The government agency responsible for the registration of the private schools, including private massage training schools, is the Office of Private Education Commission, to be called later as OPEC. In order to register as a private massage training school, the school operator must propose a completed application that includes operational project and curriculum to the OPEC for permission. The Office will then precede with the inspection of school building, verification of licensee, trainers and educational personnel, and evaluation of submitted curriculum (Chaithavuthi & Muangsiri, 2007).

In addition, with regards to the instruction of private school establishment provided by OPEC (2007), the school operators must strictly prepare seven aspects of criteria before submitting for the permission, including location and building, instructors, curriculum and training site with equipment, student capacity, study evaluation and certificate issuance, tuition fee collection, and school operation. The descriptions of the criteria are as follows:

Location and building. The location and building of the private school must have sufficient space for the educational activities and must be located in the favorable surroundings that are safe and hygienic for the trainees. Thus, the ones that are surrounded by the industrial factories or unsuitable premises must be prohibited. The location should also be in a convenient transportation. The school building must be certified for its strength and stability. In case of being located in a building that has other businesses, the school must be well situated and not be shared with other businesses. Moreover, the fire escape exit and building safety must be available in accordance to the law on the Building Control or Ministerial Regulations 1997. The size of the school must be at least 100 square meters.

In addition, the school area should be equipped with sufficient lighting and a ventilation system. The school should also provide the trainees with a rest area, hygienic drinking water, and separate toilet for male and female. In case the training is needed to be practiced individually, the classroom should be arranged in accordance with the suitable practice areas of that course.

Trainer. Trainer is defined as a person who conducts a training class. According to the regulation, the trainers must have achieved any of these qualifications: bachelor's degree graduation in the teaching field or in other fields but being certified in the skill of the teaching subjects, or high school graduation with teaching skill and having experience

in the teaching subject for at least five years. The instruction also regulates the ratio of one trainer per the maximum numbers of trainees in one class to be no more than 40 for theoretical classroom and 20 for practical classroom topics.

Curriculum and training site with equipment. The curriculum for the private schools is limited to be last less than one year or 1,200 hours of class conduction. The curriculum offered must provide knowledge and skills that the trainees can implement in their occupation. The application of curriculum must be in accordance with the criteria of the OPEC and the particular government agencies that are responsible to the particular teaching subjects. Additionally, the school must facilitate the teaching equipment, tools, and training area that are sufficient and consistent with the curriculum.

Student capacity. The capacity of the theoretical classroom must be calculated at 1.5 square meters per student, while the practical classroom must be calculated in accordance with the number of available equipment.

Study evaluation and certificate issuance. The private school must evaluate the performance of the trainees according to the conditions set out in the curriculum. The certificate issuance must be made in accordance with the regulations provided by the Ministry of Education.

Tuition and fees collection. The tuition and fees must be calculated with consideration the costs of educational management, construction, equipment, conditions of locality, and the government policy on the related matters. Moreover, the fee must include a reasonable profit in line with the educational quality and benefits that a private school provides to the trainees.

School operation. Once the private schools are registered, the school licenses must be post visibly clear in their schools. The licenses include the permit of the school establishment, the license of manager, headmaster, and teacher, the permit of tuition and

fees collection, and other necessary information such as school policies or courses of study. Moreover, the school operators must prepare the annual operation report to the OPEC and must have their licenses renewed every three years according to the ministerial regulation.

In general, the requirements described above are the qualifications that all of the private schools, non-formal education system, must have. The main feature that differentiates those schools is the teaching subject along with the curriculum provided. Therefore, the more details of massage curricula are discussed about as follows:

In accordance with the notification announced by the Ministry of Public Health in 2004, it is legally required for every Thai massage therapist and spa provider to pass a training course or learning program from the educational government agency or licensed institute or school with a curriculum approved by the Central Service Enterprise Standard Inspection and Evaluation Committee (Tourism Authority of Thailand, 2005). Without the certification, the persons are forbidden to provide any service in any health business place. Moreover, the health business operators that go against the law by hiring under-qualified massage therapists shall be punished and could have their license withdrawal due to the cause of action.

Office of Health Business Promotion, to be referred to later as Thai Spa Office, is the government agency that is responsible for the controlling of massage curricula employed in the spa and massage industry in Thailand. The Thai Spa Office is the subsidiary of Department of Health Service Support by the Ministry of Public Health (MOPH). Its duty is to inspect, evaluate, certify as well as to develop the quality of health spas (Office of Health Business Promotion, 2012.). One of the main responsibilities of Thai Spa Office is to review and approve the curricula of massage and spa treatment so that they comply with the quality of service standard and health safety

concern that have been defined for the health spas above. The massage institutes of both government agencies and private sectors that apply their registration with these approved curricula will later be certified by the Ministry of Public Health and be able to issue the professional certificates to their trainees.

Although the OPEC has strict regulations for the registration of private schools, the number of massage curriculum that one school must apply for is not officially specified. The operators of private massage training schools are able to submit for the minimum of one out of four national curricula that certified by the MOPH which are; 60-hour training course for Foot Massage, 80-hour training course for Thai Massage, 150-hour training course for Thai Massage and 500-hour training course for Spa Treatments for Health Spa Therapist. Each curriculum consists of courses that provide basic knowledge of massage as well as practical skill according to the purpose of that massage. Generally, the curricula contain courses covering basic anatomy & physiology, holistic health care and hygiene, health laws and professional ethics, specific knowledge of massage with required hours of practice, and assessment of both theory and massage practice. The curriculum also includes the stipulation of training documents, materials and equipment that required in each course.

The trainees who pass the evaluations determined by the schools shall receive certifications for the course of study and be accredited to perform their skills and use their knowledge according to their particular field of works (Office of the Non-Formal and Informal Education, 2008). These certifications and accreditations are therefore essential to all professions as they guarantee the persons' competencies, especially when the certifications and accreditations are well recognized by the spa and health industries they work for (Massage Certification, 2007).

Decision Making Behaviors

Decision making is the way customers evaluate and choose product they desire (Solomon, 2007). In order to obtain a better understanding of consumer's decision making behaviors, the information on definition of decision making and process of decision making are described as follows:

Definition of decision making. Peter and Olson (1990) defined decision as a process which involves a choice between two or more different actions or behaviors. They conceptualized the decision making process as a problem solving process that requires integration of cognitions and aspects in order to evaluate the options and select one out of them. The outcome of those integrations becomes a choice that represents the behavioral intention of the consumers. McNeal (1982) gave two reasons that people make decision; firstly, all needs require satisfaction, and secondly, there is sometimes more than one choice that needs to be satisfied. He defined the decision making as a final cognitive determinant that consists of mental actions that determine goods and services that people will want, buy, own or use. Similarly to Peter and Olson (1990), the decision making process represent an activity that is done in order to remove the state of tension caused by a need. The result of the choice selected is the solution of unsatisfied need problem.

The decision making is therefore an integration of behavioral activities in which the consumers use to identify the choice that mostly satisfy their needs or solve their problems (Solomon, 2007). Supported by McNeal (1982) that the decision making process gives the direction to people to evaluate and select the choices that satisfy them.

Process of decision making. As previously discussed, customer decision making process is considered as problem-solving process because it is the activity that the customers proceed through in order to remove the tensions caused by their needs (Peter & Olson, 1990). The process of customers' decision making can be different according to the complexity of the products or services (Evans, 1995), as well as the perspective of that decision (McNeal, 1982). Customers tend to approach to fewer decision making processes when choosing the products or services they routinely use than the ones they consider extraordinary or substantial to their livings.

In order to identify the customers' decision making process in terms of marketing, Kotler and Armstrong (2003) indicated five-stage model that the customers employ when they must decide between alternative options: problem recognition, information search, evaluation of alternatives, purchase decision, and post-purchase behavior. This model was suggested when the customers are involved in a purchasing situation in which the products or services are new or complicated. The details of decision making process can be illustrated as follows:

1. Problem recognition: The decision making process establishes when a problem or need has been recognized (Zeithaml & Bitner, 2004). Problem recognition occurs when the customers perceive the difference between their current status and the status they desire (Solomon, 2007). In order to solve the problem, the customers will be motivated to take some actions to satisfy their needs; and these actions may lead to purchasing activity (Evans, 1995). Kotler and Armstrong (2003) suggested that the marketer should understand the needs of their target customers and consequently develop the marketing programs to respond to, as well as to stimulate the awareness of those needs.

2. Information search: Once problems or needs are aroused, the customers start to seek for potential information to solve the problem (Solomon, 2007). In this stage, Lovelock (1991) stated that the customers search and obtain information about the products and services from personal sources such as families and friends, and from non-personal sources such as advertising and other mass media. He added that the customers may find the information they are searching for more essential for services than products because because they are not easy to be assessed before purchase.

3. Evaluation of alternatives: Subsequent to the identification of potential information and suppliers, customers then weight the advantages and disadvantages of each option before making a final decision (Lovelock & Wright, 2002). According to Kotler and Armstrong (2003), customers generally apply five processes to evaluate products and services. Firstly, they evaluate the characteristics of product or service attributes, and features according to their needs. Secondly, they assess the degree of importance or benefits that are attached to those attributes. Thirdly, they develop a brand image or set of brand beliefs of particular products or services relating to their experiences and perceptions. Fourthly, they assume the utility functions of each alternative product and service attribute in order to predict the satisfaction they may expect and may gain. Lastly, the customers evaluate possible alternatives upon information accumulation, individual attitudes, and particular purchasing situation.

4. Purchase decision: Once the decision has been made, the customers are ready to move to purchasing stage. In this stage, the customers select the most preferable option of products or services from the options available (Lovelock & Wirtz, 2007). Nevertheless, Kotler and Armstrong (2003) noted that there are two factors that can come across the purchase intention and the purchase decision of the customers: attitudes of others and unexpected situations. The attitudes of other persons towards particular

products or services can impact the customers' decision, especially when those people are similar to the customers. In addition, unexpected situations may distract the purchasing decision that the customers initially had.

5. Post-purchase behavior: Every decision has an outcome (McNeal, 1982). As identified by Lovelock and Wright (2002), the post-purchasing stage is the final stage where the customers evaluate the quality of products or services they received with their expectations. Customers will be satisfied only when the products or services meet their expectations. Furthermore, the post-purchasing outcome will affect the customers' future intentions of whether or not they remain loyal to the products or services, or to pass their either positive or negative information to associated members.

In this regard, it is important for the business operators and the marketers to understand the process of customers' decision making behavior because by understanding their needs and their behaviors, the business operators and the marketers can create better marketing strategies to attract and influence the customers to choose their products and services.

Nature of Services

Before describing the extensive information of the service marketing mix, it is important to firstly understand the characteristics of services as they are considered influential factors to the adaptation of the marketing strategy in service businesses.

Services, defined by Lovelock and Wirtz (2007), are non-possessive activities that the customers purchase from an organization in order to satisfy their demands. Zeithaml and Bitner (2004) identified four distinctions between services and goods: intangibility, heterogeneity, simultaneously, and perishability. These are described in details below:

Firstly, intangibility is the principle characteristic that separates services from physical goods. Services are considered as the set of performances; therefore, they cannot be fully assessed, counted, measured, inventoried, or verified in advance. Customers are aware of the services only after that service is performed (Evans, 1995).

Secondly, services are heterogeneous. The outcomes of the services vary from one another depending on the skills, knowledge and individual personalities of the parties involved (Evans, 1995). Thus, it is difficult for the organizations to control the quality and the consistency of services (Lovelock & Wirtz, 2007).

Thirdly, the production and the consumption of services are simultaneous and cannot be separated, which means the service providers and customers must have the real-time interactions and are involved in all service processes. This has an effect on how the quality of services is evaluated by the customers.

Lastly, the services are perishable in nature. Unlike physical goods, the services cannot be performed, kept, advanced or returned if none of the demands at met (Evans, 1995). This characteristic gives business operators a challenge in managing the demands of customers and planning the capacity of services to be delivered to their customers effectively.

As a result of the four specific characteristics of services, the business operators should precisely focus on their marketing strategies to they are compliant with the services offered and ensure that those strategies cover all of the necessary aspects of their services.

Service Marketing Mix

Marketing mix is the most basic framework that underlined in the strategic marketing process of organizations (Zeithaml & Bitner, 2004). Kotler and Armstrong (2003) identified the marketing mix as the range of tools and activities that can be produced, controlled, combined, and coordinated in order to satisfy the demands of particular targets. In compliance with Zeithaml and Bitner (2004), who also viewed the marketing mix as controllable variables that the organizations use in order to communicate with and fulfill the needs of their customers.

Elements of marketing mix were originally categorized into the four groups of Ps, consisting of product, price, place, and promotion, which organizations use as tools to influence the demand of their products and services (Kotler & Armstrong, 2003). However, the characteristics of the products and services are distinct in nature. In order to diversify the marketing mix to be more practical to the unique nature of services, Zeithaml and Bitner (2004) suggested a modification of the mix elements by adding three more factors to the original 4Ps: people, physical evidence and process. In support of these additional factors, it was explained that the customers must present at the service places, interact directly with the service persons, and be the part of that service process. These additional elements help the marketers to develop the more effective strategies to communicate with and satisfy their customers.

Generally, the adoption of marketing activities can be varied depending on the extent and characteristic of particular service business (Lovelock & Wirtz, 2007). One service business is distinguished from another, yet these factors help approach its target group. This also applies to the study of private massage training school business. Private massage training schools are closely related to the spa business because they are places that appropriately provides the manpower to the spas (Kajonborirak, 2006). Nevertheless,

the common characteristics of these two businesses are different. The spa business is entirely perceived as service business, in which the variety of marketing tools and activities such as products, facilities, and services, are established to attract and trigger the demands of the customers (Erfurt-Cooper & Cooper, 2009). However, the school businesses face more challenge in terms of marketing development. As mentioned by Zeithaml and Bitner (2004), people have previously perceived schools as traditional places where the process of transmitting skills and knowledge occurred. Hence, the strong marketing activities might dilute the reliability of the schools. Nonetheless, according to fast growth of businesses and the increase demands of the students, schools, especially the private ones, should adapt themselves to survive (Kotler & Fox, 1995). Gray (1992) suggested that the concept of marketing can help the schools to improve their educational provisions and practices by communicating more effectively with their students. Foskett (1992) added that schools must design marketing strategies and utilize the most appropriate tools to promote the curricula to the identified needs of their potential students, in order to ensure that they are the schools of choice for their targeted group.

Consequently, the researcher shall apply Zeithaml and Bitner's 7Ps: product, price, place, promotion, people, physical evidence, and process, to describe each of service factors in this study. The details of the 7Ps are explained in terms of school business as follows:

Product. Product is the considered as the most essential element of service marketing mix. Lovelock and Wirtz (2007) determined service product as an element that consists of two important aspects: core product and range of supplementary service. The core product is the principal component of the particular service which is mostly referred to physical object. It responds to the basic needs of the customers. The supplementary

service, in addition, contains bundled elements that facilitate and enhance the efficiency of the core product. Supplementary service ranged from the provision of information, the delivery of hospitalities, the billing and payment, to the response of exceptional requests of the customers. Comprising of these two aspects, the service product can create benefits and values to their target customers.

In light of school business, Kotler and Fox (1995) identified the core product element as program or curriculum that institutions and schools offer to their students. This is relied with the meaning of the product quoted by Bowles (1991, as cited in Evans, 1995) in which the product is a curriculum and range of activities that schools deliver to their students. Similar to any tangible product, program and curriculum is considered the most important features and the most influential factors for school services. Each curriculum specifies content, knowledge, skills and value which reflect the quality of a particular school (Organisation for Economic Co-operation and Development [OECD], 1989). Therefore, the schools should carefully deliver the qualified curriculum to fulfill the satisfaction of their targets. For example, people who are looking for a job tend to be interested in the curricula that provide skills and knowledge that are necessary for their desired occupations.

Moreover, augmenting to the program offered through supplementary services, school business can include provision of course information, advisory of appropriate learning programs, and conduction of the courses (Evans, 1995). As for massage training schools, the supplementary services involve the provision of simulated practice during the training course. Since massage learning requires skill practice and exercise, the simulated experience is the way that the training replicates the real work situations that the trainees can expect to find in operating workplace such as spas (Massage Certification, 2007).

Price. Price is usually related to the tuition fee and any monetary issues entitled in the school business (Kotler & Fox, 1995). Evans (1995) explained price that it is the most controversial element in the 7Ps as it conveys the hidden costs that the students must pay during their studies: for example, uniforms, books, and learning materials. Price is perceived in different ways. It becomes one of the value indicators when the customers compare their expectations to the quality of services they receive (Lovelock & Wirtz, 2007).

As added by Evans (1995) in regards to the business of private schools, price is obviously considered as the most competitive factor in the market especially when they must compete with public schools, where the education is not considered as the for-profit business as the private ones.

Place. Place is where the products and services are made available to the customers (Lovelock & Wirtz, 2007). Kotler and Armstrong (2003) defined place as a physical location as well as channel of distribution where the product reaches its marketplace. As for services, place refers to the level of convenience and accessibility in terms of transportation to the particular location of service providers. Moreover, it is also complied with the efficiency of the distribution in which the services can be informed and delivered to customers at the right place and the right time (Evans, 1995). According to Lovelock and Wirtz (2007), service products, as information-based products, are increasingly distributed via electronics and internet channels, because these channels can be accessed widely and they are considerably cost-effective.

Additionally, Kotler and Fox (1995) viewed the place as a delivery mode for institutions to present their courses at one location where the students gather for the classroom instruction. Nevertheless, the delivery of information to reach the targeted

students is considered equally important. Some schools are able to alternatively provide their courses via technological medium, such as online study or distance learning.

Promotion. Promotion is set as activities that business providers use to communicate with their target customers in order to persuade them to purchase the products (Kotler & Armstrong, 2003). As supported by Lovelock and Wright (2003), the communication for service marketing is the way that the marketers educate their potential customers about the services in terms of details, benefits and accessibility with the expectation of the buying result in return. The four major tools that incorporates into the promotions are advertising, sales promotion, personal selling, and public relations.

Kotler and Fox (1995) recommended that schools should utilize promotional tactics to satisfy the expectations and requirements of the students. Since the nature of services are concerned with the importance of time and is perishable, it is challenged for the schools to promote the quality of their curriculum. Additionally, it is difficult for the students to judge the quality of the courses unless they experience them. Therefore, more private schools including private massage training schools have started to offer free-trial classes to their potential prospective students so that the schools can clarify their qualifications and skills in these trial classes. Then, students can observe and decide whether or not they should purchase the course (Foskett, 1992).

People. Gray (1992) defined people in light of school business as persons who involved in performing and delivering services and instructions to students who receive those services and knowledge. OECD (1989) viewed teachers as the vital component in the marketing strategy as they are key persons who produce a quality education. This is in line with the comment addressed by the Office of the Non-Formal and Informal Education [ONIE], (2008) that the performance of teachers or trainers will impact the quality of education and the achievement of the learners or trainees. The trainers' depth

of knowledge and professionalism are considered essential. The trainers should be an expertise of the field who can advise the trainees on subject matters, issues, and problems relating that particular subject. Moreover, the trainer should also be able to motivate the trainees to develop their skill and knowledge base by incorporating their experience and expertise. Nevertheless, Gray (1992) argued that all of the staffs at a school, teaching and non teaching, are equally significant. He claimed that all of the staff in school business should be encouraged to understand and recognize their marketing responsibilities.

In accordance with the nature of service, people are considered as one of the key aspects of service marketing mix as they are persons who provide the services directly to the customers. Zeithaml and Bitner (2004) argued that not only the service providers who influence the perception of the customers, the customers themselves have a great influence on those services they receive. Consequently, the customers have direct involvement in evaluating the quality of services by examining the performed skills and personalities of the service providers. Thus, for school business, students are the integral part of the service's performance and also become crucial evaluators of service delivery (Evans, 1995).

Physical evidence. Zeithaml and Bitner (2004) referred the physical evidence as an environment where the services are delivered which includes all of the tangible facilities that are available to customers. The classification of this element involves signage, office stationeries, machines, equipment, and ambient conditions such as lighting, noise, music and scent of venue. For schools, Evans (1995) included classrooms, libraries, dining rooms, buildings, and all physical surroundings of the schools to this element. The physical evidence gives the first impression of the institutions (Kotler & Fox, 1995); and the creation of a proper physical image can influence the learners' selection (Leonard, 1986, as cited in Hirankitti et al., 2009). As for massage training schools, the image of

spa environment can create an impact to the trainees' mindset as well. Moreover, Gibss and Knapp (2002, as cited by Soedijati & Pratminingsih, 2011) added that the condition of the location is also equally important to the institution's image. Since the students are unable to judge the quality of schools' services before they are purchased, these visible cues can increase their confidences and impressions before the actual services are bought.

Process. Process is the actual procedure and flow of activities of the services (Zeithaml & Bitner, 2004). Kotler and Fox (1995) precisely defined process in terms of school business as the way an institution carries out its business, which include the operation of the whole administrative system. Magrath (1986, as cited in Hirankitti et al., 2009) emphasized that the process management can assure the availability of the services as well as the consistency of the service quality. Therefore, institutions must ensure that their students understand the necessary functions of the particular processes from the pre-enrolment to the after-graduation services including course recommendation, enrolment, instruction, learning, assessment, certificate delivery, and related activities (Kotler & Fox, 1995). The performances of process delivery may reflect the quality and image of the institutions as a whole.

To sum, the seven components of service marketing mix: product, price, place, promotion, people, physical evidence, and process are important tools for the business, and all of them must be coordinated and implemented altogether (Lovelock & Wirtz, 2007). Each element of the marketing mix is equally strong and depends on each other (Evans, 1995). In order to attract the students, Kotler and Fox (1995) recommended that the schools must identify their targets and provide appropriate educational programs, at affordable prices, in attractive locations, and by qualified persons. Importantly, all of these aspects must be communicated appealingly to their targets in the accurate time and manners.

Related Research

Several studies were conducted to explore the service marketing factors influencing customers' decision in various aspects. In order to apply previous research studies to this study, the researcher shall highlight some studies relating to spa service businesses and school businesses as they are closely relevant to massage training school business in terms of service provisions. Accordingly, the research related to this study is revised and summarized as follows:

Thammasriskul (2005) carried out a research study regarding factors influencing consumers' decisive behavior in employing day-spa services in Bangkok metropolitan area. This study explored the demographic factors and the service marketing mix factors that had influence on customers' decision making behavior in using day-spa services. The study employed 400 participants from 20 day-spa shops in Bangkok. A questionnaire was used as main tool to collect the data from the participants. The result of the study revealed that the majority of the customers were females aged between 31-40 years old with an income of 15,001 – 20,000 Bath per month. The service marketing mix factors that highly influenced the customers' selection were products, process, people, and physical evidence. Other factors such as place and time, productivity and quality, promotion and education, and price, could moderately influence them.

Another research carried out by Aksonlaem (2004) entitled "A study of marketing strategy which affects the behavior of using spa services" studied the importance of marketing strategy and its influence on customers' behavior in using spa services. She distributed the questionnaires to 400 participants who experienced spa services in five districts of Bangkok. The result found that the customers had favorable attitude towards spa services. The marketing strategies that the customers considered highly important for their choice of spas were as follows: suitable prices comparing to quality of service

received, spa facilities within appropriate location, and highly skilled spa staff. In terms of recommendation, the customers stated that the spa operators should provide further customer service training to spa staff. Additionally, they should be able to create different marketing strategies as well as to provide more variety of treatments in order to promote their spas.

Besides, Niyomyaht (2005) studied the spa consumer behavior of the foreigners working in Thailand. The participants of his study were 300 foreigners from 6 groups of countries: Japan, Hong Kong and Taiwan, Western European countries, Scandinavia, North America, and Australia and New Zealand. The self-administrative questionnaire was employed to collect the data from the participants. According to his study, the majority of participants were greatly satisfied with Thai massage and spa services in Thailand. In addition, the two main factors affecting their decision in using the spas were firstly, the skills of spa service providers, and secondly, the atmosphere of the spas comprising of appearance, taste, smell, sound, and touch.

Additionally, in order to gain more understanding for this study, some relevant research relating to the factors affecting decision making of the customers in choosing the schools are also discussed as follows:

Viranuvat (2010) explored the customers' behavior in choosing a language school in his study entitled "Marketing mix affecting decision on studying in language schools in Prachinburi province". He used a questionnaire as a tool to collect the data from 385 respondents who were currently studying or had studied in at a language school in Prachinburi province. The results from the study showed that the marketing mix factors that highly affected the students' decision were product and service, price, and place. The factors that moderately affected them were promotion and physical evidence.

In addition, Panichthaworn (2011) carried out a study to investigate factors affecting students' decisions to study English at I-Genius English Institute, Central Ladprao Branch. The 170 participants in this study were the students who took a course at the institute during the period of January to March 2011. The findings showed that the marketing mix factors significantly influenced the decision of the students in choosing to study at I-Genius English Institute. The students viewed that the study program was the most influential factor to their decision. The factors that subsequently influenced their decision were the school location, the tuition, and the promotion.

From the above review of related research, the findings revealed that the service marketing mix factors had influence on the customers' decision making. Nevertheless, each aspect of the factors influenced the decision of the customers differently depending on the business that the customers were involved in. Therefore, it was interesting to explore other related aspects in different type of business, especially in the aspect of private massage training school business where there has been no study specifically discussed this issue previously.

To conclude, this study was designed to explore the service marketing mix factors that affect decision making of the trainees in choosing their massage training schools in Bangkok.

CHAPTER III

METHODOLOGY

This chapter identifies the methodology employed for the collection and analysis of research data. It is divided into three sections: participants of the study, research instrument, and procedures of the study. The details are as follows:

Participants of the Study

The participants recruited in this study were massage trainees who underwent training in private massage training schools in Bangkok. The purposive sampling method was employed to classify the schools and participating trainees.

According to the statistics report of Office of the Private Education Commission in 2011, there are 59 massage schools legally registered, and 25 of them are located in the Bangkok area. All of the schools are classified into small-size school category, in which the maximum enrollment is less than 120 trainees (Office of the Basic Education Commission, 2012). The researcher purposively selected the private massage training schools that offer a variety of massage curricula because the diverse curricula tend to meet different requirements of the trainees. Moreover, the variety of curricula suggests a greater numbers of facilities, services, and trainers, including promotions relating to the framework of the service marketing mix. The information regarding the courses offered by each private massage training school was explored and gathered from direct phone calls to school administrators in addition to the schools' web pages. According to the information collected, three out of 25 schools provide more than seven training massage curricula. In addition, these schools have a training area of more than 300 square meters,

where the minimum requirement of OPEC is only 100 square meters. Consequently, these three private massage training schools were selected to represent the target sample. Nevertheless, the school names remain anonymous on the request of the selected schools.

The researcher asked the administrators of these three selected schools for information regarding the current number of their trainees. It was found that during the period of the study, there were 72 trainees undergoing training at the target schools. Therefore, all 72 trainees being trained in the three selected private massage training schools were asked to participate in this study.

Research Instrument

A self-administered questionnaire was employed as an instrument of this study. The researcher developed the questionnaire by applying the concept of service marketing mix (7Ps): product, price, place, promotion, people, physical evidence, and process. The first draft of the questionnaire was designed and modified by gaining information from the related previous studies concerning marketing mix factors that affect customers' decisions in various aspects including the spa and school businesses.

To ensure the validation of questionnaire, the researcher approached the project advisor and academic directors of the three selected private massage training schools for the content examination. Consequently, the suggestions and comments were used to modify the questionnaire.

Furthermore, a pilot test was implemented to test the quality and efficiency of the questionnaire before it was used in the study. Accordingly, the questionnaires were distributed to seven trainees, who were studying in a private massage training school which was not included to the selected school in the main study. After the questionnaires were returned, the researcher asked the seven trainees for their opinions and

understanding on the questions. Thus, awkward questions and ambiguous wordings were revised. As a result, the final draft of the questionnaire was created to gather the data from the participants. In addition, since the participants of this study are Thai, the questionnaire used in the study was in the Thai language.

The questionnaire consisted of three parts as follows:

Part I: General information of the participants

The first part was to gather the general information of the participants concerning their gender and age.

Part II: Service marketing mix factors affecting the decision making of trainees in choosing private massage training schools in Bangkok

The second part investigated the factors that affect the decision of the trainees in choosing private massage training schools in accordance with the concept of service marketing mix which are product or curriculum, price or tuition and fees, place or location and distribution channel, promotion, people, physical evidence, and process. The participants were asked to indicate the level of the importance of each factor they considered when choosing a private massage training school. The five-point Likert scale was applied to the level of the importance of each different factor ranging from 1 (least important) to 5 (most important).

Part III: Other comments or suggestions on private massage training schools.

The third part included an open-ended question that requires descriptive responses from the participants for their opinions, comments, and suggestions regarding private massage training schools.

Additionally, the objective of this study and affirmation of confidentiality were clearly illustrated in this questionnaire to ensure the participants that their information was solely used for the purpose of the study.

Procedures of the Study

Data collection. The data were obtained in April 2012 from the participants at the three selected schools according to the criteria set for this study. The researcher delivered the questionnaires to the three selected schools in sealed envelopes. All of the existing trainees were asked to complete and return the questionnaires to the school administrators within one week. The data from all 72 participants were then collected for the purpose of further analysis.

Data analysis. The data from the questionnaires were compiled and analyzed by using the Statistical Package for Social Science (SPSS). Descriptive statistics including percentage, mean, and standard deviation were used to present the data of this study. Percentage was used to represent the general information of the participants referring to their age and gender. Mean (*M*) was used to describe the average degree of importance of the participants' opinions when selecting private massage training schools. The standard deviation (*SD*) was used to illustrate the variation in the distribution of the data. The value of the mean was interpreted by using the criteria of Pisarnbut (2007) which ranged as follows:

1.00-1.80	means	very low
1.81-2.60	means	low
2.61-3.40	means	moderate
3.41-4.20	means	high
4.21-5.00	means	very high

The range of the scores indicated the level of influence that the service marking mix factor affected the participants' decision making in choosing private massage training schools.

The analysis of the findings was presented in accordance with the objective of the study and also to answer the research question in Chapter IV.



CHAPTER IV

FINDINGS

This chapter presents the findings from data analysis including general information of the participants, service marketing mix factors affecting trainees' decision in choosing private massage training school in Bangkok, and participants' suggestions on private massage training schools.



General Information of the Participants

This part provides general information of the participants regarding their gender and age. The information collected from 72 participants who underwent training in three selected private massage training schools in Bangkok. The data are presented in Table 1, followed by a brief explanation as follows:

Table 1

General Information of the Participants (N=72)

General Information	<i>n</i>	%
Gender:		
Female	65	90.28
Male	7	9.72
Age:		
18-25 years old	6	8.33
26-35 years old	44	61.11
36-45 years old	18	25.00
46 years old and above	4	5.56

As presented in Table 1, the majority of the participants or 90.28% of them were female while the remaining 9.72% were male. The most common age range of the participants was 26- 35 years old, which accounted for 61.11% of the total participants.

Factors Affecting Decision Making of Trainees in Choosing Private Massage Training Schools in Bangkok

This part reveals the service marketing mix factors affecting trainees' decision in choosing their private massage training schools in Bangkok. The five-point Likert scale was employed to rate the level of the importance of the seven different factors that affected their decisions: curriculum, tuition and fees, location and distribution channel, promotion, people, physical evidence, and process. The data were summarized and presented in terms of mean (M) and standard deviation (SD), followed by a brief description of the major results. The findings are illustrated in Tables 2-9 as follows:

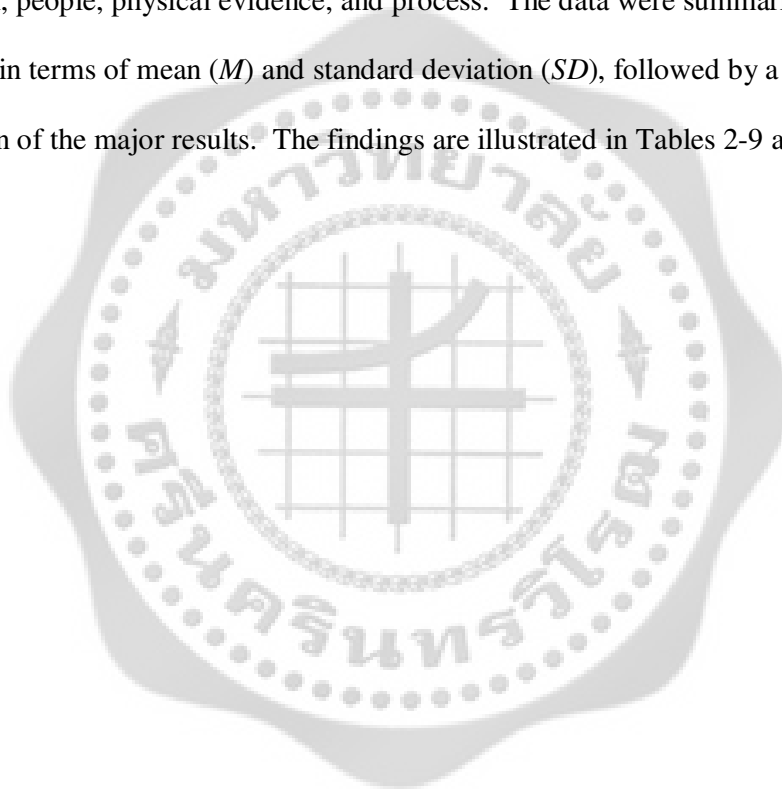


Table 2

The Effect of Service Marketing Mix Factors towards Trainees' Decision Making in Private Massage Training Schools

Factors	<i>M</i>	<i>SD</i>	Meaning
1. People	4.40	0.77	Very high
2. Curriculum	4.39	0.73	Very high
3. Process	4.20	0.80	High
4. Physical evidence	4.17	0.82	High
5. Tuition and fees	4.16	0.96	High
6. Location and distribution channel	3.90	0.98	High
7. Promotion	3.78	1.13	High
Total	4.14	0.88	High

As shown in Table 2, the overall factors affecting the participants' decision in choosing private massage training schools were rated at a high level ($M = 4.14$). Among the seven factors of service marketing mix, two factors, people and curriculum, were rated very high. People was ranked at the highest level ($M = 4.40$) followed closely by the curriculum ($M = 4.39$). The other five factors were all determined at a high level, rated in sequence as follows: process ($M = 4.20$), physical evidence ($M = 4.17$), tuition and fees ($M = 4.16$), location and distribution channel ($M = 3.90$), and finally promotion ($M = 3.78$).

Table 3

*The Effect of Curriculum towards Trainees' Decision Making in Private Massage**Training Schools*

Curriculum	<i>M</i>	<i>SD</i>	Meaning
1. Curriculum provides trainees the opportunity to experience simulated practice	4.58	0.60	Very high
2. Curriculum is varied according to my desires	4.31	0.76	Very high
3. Reputation of school and curriculum	4.27	0.81	Very high
Total	4.39	0.72	Very High

As illustrated in Table 3, it was found that the curriculum strongly affected the decision of the participants in choosing private massage training schools ($M = 4.39$). The most influential aspect among the curriculum factors was the provision of simulated practice the trainees could experience during the training ($M = 4.58$), followed by the variety of curriculum ($M = 4.31$) and the reputation of school and curriculum ($M = 4.27$).

Table 4

The Effect of Tuition and Fees towards Trainees' Decision Making in Private Massage Training Schools

Tuition and Fees	<i>M</i>	<i>SD</i>	Meaning
1. Tuition and fees cover all of the expenses of training materials, no additional fee to the training	4.34	0.88	Very high
2. Tuition and fees are worth the quality of curriculum	4.28	0.83	Very high
3. School facilitates various payment methods such as installation payments	3.86	1.17	High
Total	4.16	0.96	High

The findings in Table 4 reveal that the participants considered all three aspects regarding tuition and fees as important when they chose private massage training schools ($M = 4.16$). The range of the mean scores varied from 4.34 to 3.86. Among all three aspects, the two aspects rated very high were the coverage of all expenses in training materials ($M = 4.34$), and the worthwhile quality of curriculum ($M = 4.28$). The only aspect rated at a high level was the provision of various payment methods with the mean score of 3.86.

Table 5

The Effect of Location and Distribution Channel towards Trainees' Decision Making in Private Massage Training Schools

Location and Distribution Channel	<i>M</i>	<i>SD</i>	Meaning
1. School location is convenient for transportation	4.31	0.82	Very high
2. School is surrounded by other facilities such as restaurants and convenience stores	3.73	1.02	High
3. School provides various and accessible channels of information service such as internet	3.67	1.11	High
Total	4.04	0.98	High

Table 5 reveals that the location and distribution channel affected the participants' decision in choosing private massage training schools at a high level ($M = 4.04$). Among all three aspects, the convenience for transportation was considered as the most influential aspect with the highest mean score of 4.31, followed by the surrounded by convenient facilities ($M = 3.73$), and the accessibility and variety of information channels ($M = 3.67$).

Table 6

The Effect of Promotion towards Trainees' Decision Making in Private Massage Training Schools

Promotion	<i>M</i>	<i>SD</i>	Meaning
1. School guarantees employment after completion of the training	3.93	1.19	High
2. School offers special promotions such as discounts or premium courses when purchasing a full package	3.84	0.90	High
3. School provides trial session prior to purchase	3.56	1.30	High
Total	3.78	1.13	High

Table 6 illustrates the level of importance in terms of promotion. The results reveal that every promotional aspect affected the decision of the participants at a high level ($M = 3.78$). The participants' decision was highly influenced by the guarantee of employment after graduation ($M = 3.93$), followed by the offer of special promotions such as discounts or premium course when purchasing a full training package ($M = 3.84$), and the provision of a trial session before purchasing the training course ($M = 3.56$).

Table 7

The Effect of People towards Trainees' Decision Making in Private Massage Training Schools

People	<i>M</i>	<i>SD</i>	Meaning
1. Trainer is qualified, experienced, and an expert in the subjects	4.56	0.67	Very high
2. School administrator is friendly, service minded, and well manner	4.35	0.86	Very high
3. School administrator has good knowledge of the curricula and regulations of the school	4.28	0.77	Very high
Total	4.40	0.77	Very high

Table 7 reports that the people factor was overall rated very high ($M = 4.40$). The participants pointed out that the three aspects relating to people strongly affected their decision in choosing private massage training schools. According to the mean scores, the participants rated the teaching qualification, experience, and expertise of the trainers at the highest level ($M = 4.56$), followed by characteristics of the schools' administrators regarding their friendliness, service mindedness, and well mannered behavior ($M = 4.35$), and their knowledge of the school's curricula and regulations ($M = 4.28$), respectively.

Table 8

The Effect of Physical Evidence towards Trainees' Decision Making in Private Massage Training Schools

Physical Evidence	<i>M</i>	<i>SD</i>	Meaning
1. School is in a clean, well decorated, and pleasurable atmosphere	4.31	0.76	Very high
2. School is well equipped with restroom, canteen, library, and parking lot	4.20	0.82	High
3. School is fully furnished with training equipment and products such as massage table, massage oil, etc.	4.00	0.88	High
Total	4.17	0.82	High

Table 8 shows that the overall physical evidence factor affected the participants' decision making at a high level ($M = 4.20$). Of the three aspects, the schools' cleanliness, good decoration, and pleasurable atmosphere was rated very high and regarded as the most important aspect in terms of physical evidence. The other two aspects rated at a high level were the arrangement of the schools' facilities such as restroom, canteen, library, and parking lot ($M = 4.20$), and the provision of training equipment and products such as massage table and massage oil ($M = 4.00$).

Table 9

The Effect of Process towards Trainees' Decision Making in Private Massage Training Schools

Process	<i>M</i>	<i>SD</i>	Meaning
1. School provides tracking service for graduates	4.56	0.71	Very high
2. Services are handled promptly and effectively	4.13	0.80	High
3. Process is well organized: from the welcoming information orientation, registration, procedure of training, and evaluation	3.93	0.89	High
Total	4.20	0.80	High

Table 9 reveals that the participants considered the process factor affected their decision in choosing private massage training schools at a high level ($M = 4.20$). The mean scores of all three aspects ranked from 3.93 to 4.56. The aspect rated at the highest level ($M = 4.56$) and considered as the most influential aspect was the provision of tracking service for graduations. Subsequently, prompt and effective services, and a well organized process were rated at a high level with the mean score of 4.13 and 3.93, respectively.

To sum up, among all seven factors of the service marketing mix, two factors, people and curriculum, were found to be the most influential factors affecting the participants' decision in choosing private massage training schools. The other five factors considered important to the participants' selection were process, physical evidence, tuition and fees, location and distribution channel, and promotion, respectively.

Suggestions on Private Massage Training Schools

This part identifies additional opinions of participants towards learning in private massage training schools. From the total of 72 participants, 25 participants returned their questionnaires with the extra comments. These comments can be categorized into six different topics: (a) curriculum, (b) qualification of trainers and school administrators, (c) employment guarantee after graduation, (d) tuition and fees, (e) school location, and (f) after-graduation services. The details are described as follows:

In terms of curriculum, eleven participants stated that they chose the existing private massage training schools because the schools provided standard certification accredited by the government agencies or international spa institutions. The provision of simulated practice and internship opportunities was also main issues that the participants considered when selecting their private massage training schools. However, the participants proposed that the schools should be more flexible in terms of training schedules such as providing evening or weekend classes for full-time workers. Moreover, the curriculum should include the training of administrative guest service skills.

Furthermore, five comments were given concerning qualification of school staff. The participants were attracted by trainers who were able to professionally conduct the class by advising the trainees on the practical techniques as much as they could, and by making the instruction comprehensible for all trainees. The participants suggested that trainers should also pay sufficient attention to each individual trainee. As for the school administrators, the participants preferred the administrators who could provide them with adequate information in terms of course guidelines and relevant information such as accommodation nearby the schools since some trainees did not live in Bangkok.

Other four participants commented that they selected the private massage training schools because the schools guaranteed the employment after graduation. The

participants recommended that the schools should arrange an employment referential program with spas so that the trainees could directly apply for a job once completing the training courses.

Additionally, there were three comments made on tuition and fees of the schools. The participants suggested that the tuition and fees should be charged at reasonable rates. According to their comments, some private massage training schools offered qualified curricula; however, the fees were too high for them to afford.

Besides, there were two comments on the school location and after-graduation services. One of the participants preferred a private massage training school because it was located in safe environment with convenient transportation. Another participant recommended that every massage training school should provide services after the graduation such as sending reminders for certificate collection or updating on news and useful information concerning their careers.

In this regard, the additional opinions given by the participants were related to the factors affecting the trainees' decision in choosing the private massage training schools in terms of curriculum, tuition and fees, location and distribution channel, promotion, people, and process. The opinions emphasized several aspects relating curriculum that private massage training schools should provide to their trainees.

In conclusion, the findings show that the seven service marketing mix factors, including product (curriculum), price (tuition and fees), place (location and distribution channel), promotion, people, physical evidence, and process, highly affected the participants' decision in choosing private massage training schools ($M = 4.14$). It was found that the two most influential factors affecting decision making of the participants in school selection were "people", followed by "product" (curriculum). In terms of people, the teaching qualification, experience, and expertise of the trainers were found as the

most influential aspects to the participants' decision making. In terms of product or curriculum, the participants considered the provision of simulated practice as the most important aspect when deciding to choose private massage training schools.

The conclusion, discussion of the major findings, limitation of the study, and recommendation for further studies are presented in Chapter V.



CHAPTER V

CONCLUSION AND DISCUSSION

This chapter contains three main parts: conclusion, discussion of major findings, and limitations of the study and recommendations for further studies. The details are presented as follows:

Conclusion

This study sought to explore service marketing mix factors affecting trainees' decision in choosing private massage training schools in Bangkok. The instrument employed for collecting data in this study was questionnaire on the seven factors of service marketing mix (7Ps), consisting of product or curriculum, price or tuition and fees, place or location and distribution channel, promotion, people, physical evidence, and process. The purposive sampling method was employed to select three private massage training schools locating in Bangkok area. The participants of this study were 72 trainees who underwent training at the three selected schools. The data collection was conducted during the period of 17-20 April, 2012.

According to the findings, the majority of the participants were female and the most common age group of the participants ranged from 26 – 35 years old. The results suggested that the overall factors of service marketing mix (7Ps) highly affected the decision making of the participants in selecting their private massage training schools. Among the seven factors, the most influential factor was people, followed by curriculum, process, physical evidence, tuition and fees, location and distribution channel, and promotion, respectively. Regarding the people, the trainers' teaching qualification,

experience, and expertise were considered as the most influential aspect in the participants' decision making. As for product or curriculum, the aspect that most affected the participants' decision was the provision of simulated practice during the training. In terms of process, the provision of tracking service for graduates was considered the most important aspect. Concerning physical evidence, it was found that the schools' cleanliness, nice decoration, and pleasurable atmosphere had the strongest effect on the participants' selection. Moreover, the participants considered the coverage of all training expenses as the most influential aspect in terms of price or tuition and fees. Regarding place or location and distribution channel, it appears that the convenience for transportation was considered as the most important aspect. Lastly, in terms of promotion, the results revealed that the employment guarantee after the graduation most affected the participants' decision making in choosing their private massage training schools.

Discussion of Major Findings

The following are the major findings addressing the research question of this study regarding service marketing mix factors affecting trainees' decision in choosing private massage training schools in Bangkok.

According to the findings, it was found that the trainees considered all factors in service marketing mix (7Ps), consisting of product (curriculum), price (tuition and fees), place (location and distribution channel), promotion, people, physical evidence, and process, were highly important when choosing private massage training schools (see Table 2 in Chapter IV). The most influential factor affecting the trainees in selecting private massage training school was people. The subsequent influential factors were product or curriculum, process, physical evidence, price or tuition and fees, place or

location and distribution channel, and promotion. The major findings of each factor are discussed as follows:

In terms of people, the results found that the three aspects regarding trainers and school administrators were overall considered very important. Nevertheless, the major aspect that the trainees were most concerned with was the teaching qualification, experience, and expertise of the trainers. It can be plausibly assumed that the trainees believe the quality of their massage performance depends on the ability of the trainers. Since massage requires specific practicing skills, the trainees expect the trainers to be able to professionally conduct the massage training as well as to deliver the knowledge that is necessary to improve their skills. Moreover, it is believed that the experienced trainers can supervise the trainees not only in particular massage technique training but also with work experience that they could apply once they are on the job. The findings are in accordance with the comments given by the trainees concerning qualification of the school trainers. The trainees prefer the trainers who were able to professionally conduct the class and make the instruction comprehensible to them. This is also in accordance with Evans (1995) who ascertained that the outcome of the training depends on the personalities, skills, knowledge, and characteristics of the trainers. Additionally, it is noteworthy that the trainees seem to judge the training quality by drawing reference from the qualifications of trainers (Kotler & Fox, 1995). Therefore, it can be convinced that the qualifications of the trainers highly affect the trainees' decision in selecting the private massage training schools.

Regarding product or curriculum, the trainees considered that all three aspects of curriculum very important when deciding to choose the private massage training schools. The three aspects include variety of training courses, provision of simulated practice, and reputation of school and curriculum. According to the findings, the provision of

simulated practice was considered as the most influential aspect. The results can possibly be supported by the fact that massage skills primarily require learning-by-doing. The trainees who practice massage simultaneously are likely to become more proficient in performing massages. As a result, simulated practice is the way the trainees can improve their performance and enhance the quality of massage tuition (Braun & Simonson, 2008). Moreover, sufficient practice has many advantages for the trainees. Since one of the core services of spa businesses is massage, trainees who receive professional training in massage performance will have more opportunities for career advancement. Accordingly, it can be seen that the provision of simulated practice was an essential aspect that the trainees referred to when deciding to choose private massage training schools.

With reference to process, it appears that the provision of tracking service for graduates strongly affected the trainees' decision in selecting private massage training schools. It may be due to the fact that the trainees believed that the tracking service helps facilitate and ensure that their training was well looked after by the schools; because the tracking process includes the delivery of certificate, recommendation for further training courses, and counseling services for individual alumni in terms of career opportunities. It seems reasonable to conclude that the process of the training is not only complete about transferring knowledge and skills in the training class, but also receiving guidance about career direction (Evans, 1995). According to Kotler and Fox (1995), the school process relates to the whole administrative system from the pre-enrolment through to the after-graduation phases. Furthermore, the tracking service for graduates is considered as after-sale service. The private massage training schools that successfully provide graduate tracking services can prolong their relationship with the existing trainees who potentially become repeat customers in the future or may refer future trainees to a massage course.

Hence, it can be concluded that the trainees were most influenced by the schools that provide tracking service after the graduation.

As for physical evidence, it is found that the trainees' decision was significantly affected by the schools' cleanliness, good decoration, and pleasurable atmosphere. One possible explanation for the findings is that the trainees believed that nicely decorated and well-organized schools were likely to be more trustworthy in terms of the quality of training. For the reason that the massage training school business has a close relationship with spa business, a spa-alike environment in the schools could demonstrate the cue of professionalism in the spa business as well. The results are rational and consistent with the findings of Prasasananun (2010) who carried out the study of the marketing mix factors towards customers' selection in using spa services in Bangkok. Her study revealed that the customers paid attention to the cleanliness of the spa buildings and surrounding areas, as well as the modern design and beautiful decoration of spas. In addition, this is firmly supported by Zeithaml and Bitner (2004) who stated that physical evidence can represent the image of that service encounter. Accordingly, it can be assumed that the trainees' decision making was affected by the cleanliness, nice decoration, and pleasurable atmosphere of the private massage training schools.

Concerning price or tuition and fees, the trainees considered the coverage of all training expenses most influential to their decision making. The results may due to the fact that the trainees expect to pay a certain amount of tuition and fees that they can afford concerning the value they perceived from the quality of training (Evans, 1995). Another possible explanation for the findings is that the majority of the participants were at the working age (26-35 years old) who invested in their study with their own money. The trainees may have psychological price barrier which they will determine whether or not the price is too high for them to afford (Kotler & Fox, 1995). Moreover, as price is

considered as a sensitive issue, an increase in any extra fees may create a negative impact on the trainees' decision (Bateson & Hoffman, 2011). Consequently, it can be assumed that receiving clear information on the training expenses was considered the most important aspect influencing the trainees' decision making in terms of tuition and fees.

Regarding place or location and distribution channel, the findings indicated that convenient transportation highly affected the trainees on their school selection. One plausible reason for the findings is that the private schools are located in Bangkok area where the traffic is a major concern. Therefore, the trainees prefer the schools that are easy to access and located nearby the public transportations such as public buses, BTS sky train, or MRT underground train. As stated by Evans (1995), convenient transportation can save the cost and time that trainees must spend during the training. The findings are well supported by Lovelock and Wirtz (2007) who mentioned that convenient transportation is greatly important, especially when the customers have to be physically presented at the service places. The locations should be situated where the customers feel comfortable enough to access (Walker, 1990). Accordingly, it can be inferred that convenient transportation is a crucial aspect influencing the trainees' selection in choosing private massage training schools.

With regard to the promotion, it appears that the three aspects of the promotion were generally important to the trainees' decision making. Nonetheless, the most influential aspect was the provision on employment guarantee after graduation. This may result from the fact that one of the main purposes of learning massage is for the career enhancement. Therefore, the trainees prefer to study at the private massage training schools that offer them the career opportunities (Kajonborirak, 2006). In order to encourage the trainees' purchase of the training program, the schools should understand this employment requirement of the trainees (Evans, 1995). Furthermore, since the

training cannot be accessed before experience (Kotler & Fox, 1995), the trainees often perceive risk when purchasing a training course. The guarantee of the training outcome is considered as an effective strategy that overcomes the trainees' perceived risk (Lovelock & Wright, 2002). Accordingly, it can be plausibly assumed that guarantee of employment after graduation highly affected trainees' decision in choosing private massage training schools.

To conclude, the findings indicated that the overall factors of service marketing mix (7Ps), including product or curriculum, price or tuition and fees, place or location and distribution channel, promotion, people, physical evidence, and process, highly influenced the trainees' decision in choosing private massage training schools. Consequently, the private massage training school operators should understand the factors influencing the trainees' decision making and develop an effective marketing employing this service marketing mix (7Ps) to response to the trainees' requirements. According to the findings, people and curriculum are the two service marketing mix factors that the school operators should focus on most because they significantly influence the trainees' selection. In terms of the people, school operators should encourage the staff, particularly the trainers, to develop their interpersonal teaching skills, aptitude, and service knowledge to effectively serve the trainees. Moreover, regarding curriculum, the school operators should design the training programs that include sufficient simulated practice in order to fulfill the trainees' needs in learning massage. Accordingly, with the effective application of service marketing mix strategies, the school operators will gain competitive advantages in the market and be able to achieve success in operating private massage training schools.

Limitations of the Study and Recommendations for Further Studies

The following are the limitations and recommendations for further studies:

1. The number of participants in this study was limited to 72 trainees; therefore, it could not be representative of all massage trainees in general. Further studies should investigate a larger number of participants, and the findings could more generally represent massage trainees overall.
2. This study employed a questionnaire focusing on the factors affecting trainees' decision in choosing private massage training schools regardless their in-depth information on the demographics. Therefore, further studies should be administered with more details of the participants such as income or educational background because the demographics could possibly affect the decision making of the trainees.
3. This study only emphasized on private massage training schools located in the Bangkok area. The findings cannot be generalized to all private massage training schools in other parts of the country. Therefore, further studies should be conducted from other regions in order to expand the scope of the results.
4. This study focuses on investigating the service marketing mix factors influencing the trainees in selecting private massage training schools. Nevertheless, broader perceptions of the trainees regarding their expectation and levels of satisfaction are considered equally important. Therefore, conducting a level of satisfaction survey in further studies will be beneficial for school operators to determine their existing services and to utilize the results as guidelines to improve their businesses in the future.

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APPENDICES

APPENDIX A
QUESTIONNAIRE (ENGLISH VERSION)

QUESTIONNAIRE

Service Marketing Mix Factors Affecting Decision Making of Trainees in Choosing Private Massage Training Schools in Bangkok

This questionnaire is designed to investigate the service marketing mix factors that affect decision making of trainees in choosing private massage training schools in Bangkok. This research is conducted as part of Master's Project in the program of Business English for International Communication at Srinakharinwirot University.

Please fill out all of the answers to this questionnaire. The information you provide will be kept confidential and will be used solely for this study.

Part 1: General information

Directions: Please mark ✓ in the () that is most applicable to you.

1. Gender

() Female

() Male

2. Age

() 18 – 25 years old

() 26 – 35 years old

() 36 – 45 years old

() 46 years old and above

Part 2: Service marketing mix factors affecting decision making of trainees in choosing private massage training schools in Bangkok

Directions: Please consider the importance of the following factors that affect your decision in choosing massage training school, and mark ✓ in the box that which is most applicable to your opinion.

The level of importance ranged from **1 (least important) to 5 (most important)**

Least important

Most important

Curriculum		Level of importance				
		1	2	3	4	5
1.	Curriculum is varied according to my desires					
2.	Curriculum provides trainees the opportunity to experience the simulated practice					
3.	Reputation of school and curriculum					

Least important

Most important

Tuition and fees		Level of importance				
		1	2	3	4	5
4.	Tuition and fees are worth the quality of the curriculum					
5.	Tuition and fees cover all of the expenses of training materials, no additional fee to the training					
6.	School facilitates various payment methods, such as installation payments					

Least important

Most important

Location and distribution channel		Level of importance				
		1	2	3	4	5
7.	School location is convenient for transportation					
8.	School is surrounded by other facilities such as restaurants and convenience stores					
9.	School provides various and accessible channels of information service such as internet					

Least important

Most important

Promotion		Level of importance				
		1	2	3	4	5
10.	School offers special promotions such as discounts or premium courses when purchasing a full package					
11.	School provides a trial session prior to purchase					
12.	School guarantees employment after completion of the training					

Least important

Most important

People		Level of importance				
		1	2	3	4	5
13.	Trainer is qualified, experienced, and expert in the subjects					
14.	School administrator has good knowledge in curricula and regulations of the school					
15.	School administrator is friendly, service minded, and well manner					

Least important

Most important

Physical evidence		Level of importance				
		1	2	3	4	5
16.	School is in a clean, well decorated, and pleasurable atmosphere					
17.	School is well equipped with restroom, canteen, library, and parking lot					
18.	School is fully furnished with training equipment and products such as massage table, massage oil, etc.					

Least important

Most important

Process		Level of importance				
		1	2	3	4	5
19.	Process is well organized: from the welcoming, information orientation, registration, procedure of training, and evaluation					
20.	Services are handled promptly and effectively					
21.	School provides tracking service for graduates					

Part 3: Other comments or suggestions on private massage training school.

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Thank you for your kind cooperation.



APPENDIX B
QUESTIONNAIR (THAI VERSION)

แบบสอบถาม

**เรื่องปัจจัยส่วนประสมทางการตลาดด้านบริการที่ส่งผลต่อผู้เรียนในการตัดสินใจเลือก
โรงเรียนสอนวาดของเอกชนในเขตกรุงเทพมหานคร**

แบบสอบถามชุดนี้จัดทำขึ้นเพื่อสำรวจความคิดเห็นเกี่ยวกับปัจจัยทางการตลาดด้านบริการที่ส่งผลต่อผู้เรียนในการเลือกเรียนในโรงเรียนสอนวาดของเอกชนในเขตกรุงเทพมหานคร อันเป็นส่วนหนึ่งของการจัดทำสารนิพนธ์ของนิสิตปริญญาโท สาขาวิชาภาษาอังกฤษธุรกิจเพื่อการสื่อสารนานาชาติ มหาวิทยาลัยศรีนครินทรวิโรฒ

ผู้วิจัยจึงขอความร่วมมือจากท่านในการตอบแบบสอบถามตามความเป็นจริง ซึ่งผู้วิจัยขอรับรองว่าจะเก็บข้อมูลของท่านไว้เป็นความลับ และจะนำผลการสำรวจที่ได้มาใช้เพื่อประโยชน์ในการวิจัยครั้งนี้เท่านั้น

ส่วนที่ 1: ข้อมูลทั่วไป

คำชี้แจง : กรุณาใส่เครื่องหมาย ✓ ลงในช่อง () ที่ตรงกับข้อมูลและความคิดเห็นของท่านมากที่สุด

1. เพศ

() หญิง

() ชาย

2. อายุ

() 18 – 25 ปี

() 26 – 35 ปี

() 36 – 45 ปี

() 46 ปีขึ้นไป

**ส่วนที่ 2: ปัจจัยส่วนประสมทางการตลาดด้านบริการที่ส่งผลต่อผู้เรียนในการตัดสินใจเลือก
โรงเรียนสอนหัตถ์ของเอกชนในเขตกรุงเทพมหานคร**

คำชี้แจง : กรุณาพิจารณาถึงความสำคัญของปัจจัยด้านต่างๆต่อไปนี้ว่ามีผลต่อการตัดสินใจเลือกโรงเรียน
สอนหัตถ์ของท่านในระดับใด โดยทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน
มากที่สุดเพียงตัวเลือกเดียว
ระดับความสำคัญเริ่มจากระดับที่ 1 = น้อยที่สุด ถึง ระดับที่ 5 = มากที่สุด

		น้อยที่สุด		มากที่สุด		
ด้านหลักสูตร		ระดับความสำคัญ				
		1	2	3	4	5
1.	หลักสูตรมีความหลากหลายและสามารถเลือกเรียนได้ตามความต้องการ					
2.	หลักสูตรเอื้อให้ผู้เรียนได้มีโอกาสฝึกปฏิบัติจริง					
3.	ความมีชื่อเสียงของหลักสูตรและสถาบัน					

		น้อยที่สุด		มากที่สุด		
ด้านอัตราค่าเรียน		ระดับความสำคัญ				
		1	2	3	4	5
4.	อัตราค่าเรียนมีความเหมาะสมกับคุณภาพของหลักสูตร					
5.	อัตราค่าเรียนครอบคลุมเรื่องเอกสารและผลิตภัณฑ์ที่ใช้ในการเรียน ไม่มีค่าใช้จ่ายซ้ำซ้อน					
6.	โรงเรียนอำนวยความสะดวกในเรื่องการชำระเงิน เช่น มีระบบผ่อนชำระ					

		น้อยที่สุด		มากที่สุด		
ด้านสถานที่เรียนและช่องทางการให้บริการด้านข้อมูล		ระดับความสำคัญ				
		1	2	3	4	5
7.	โรงเรียนตั้งอยู่ในบริเวณที่สะดวกต่อการเดินทาง					
8.	โรงเรียนแวดล้อมไปด้วยสิ่งอำนวยความสะดวกอื่นๆ เช่น ร้านอาหาร ร้านสะดวกซื้อ					
9.	มีช่องทางการให้บริการข้อมูลด้านการเรียนที่หลากหลายและ เข้าถึงได้ง่าย เช่น ทางอินเทอร์เน็ต					

น้อยที่สุด

มากที่สุด

ด้านการส่งเสริมการตลาด		ระดับความสำคัญ				
		1	2	3	4	5
10.	มีการนำเสนอโปรโมชั่นพิเศษ เช่น การให้ส่วนลด หรือแถม วิชาเรียนเมื่อซื้อครบหลักสูตร					
11.	โรงเรียนจัดให้มีการทดลองเรียนฟรีก่อนซื้อหลักสูตร					
12.	โรงเรียนรับประกันการสมัครงานเมื่อเรียนจบหลักสูตร					

น้อยที่สุด

มากที่สุด

ด้านบุคลากร		ระดับความสำคัญ				
		1	2	3	4	5
13.	ผู้สอนเป็นผู้มีคุณวุฒิ มีประสบการณ์ และมีความเชี่ยวชาญ ในวิชาที่สอน					
14.	เจ้าหน้าที่ของโรงเรียนมีความรู้ในเรื่องของหลักสูตรและ ระเบียบการเรียน					
15.	เจ้าหน้าที่ของโรงเรียนมีอัธยาศัยดี เต็มใจให้บริการ และมีความสุภาพเรียบร้อย					

น้อยที่สุด

มากที่สุด

ด้านลักษณะทางกายภาพ		ระดับความสำคัญ				
		1	2	3	4	5
16.	สถานที่เรียนมีความสะอาด เป็นระเบียบเรียบร้อย มีการจัด ตกแต่งและมีบรรยากาศที่ดี					
17.	มีสิ่งอำนวยความสะดวกต่างๆครบครัน เช่น ห้องน้ำ ห้องอาหาร ห้องสมุด ที่จอดรถ					
18.	โรงเรียนมีความพร้อมในเรื่องอุปกรณ์และผลิตภัณฑ์ที่ใช้ใน การฝึกอบรม เช่น เตียงฝึกนวด น้ำมันนวด					

		น้อยที่สุด		มากที่สุด		
ด้านกระบวนการให้บริการ		ระดับความสำคัญ				
		1	2	3	4	5
19.	มีขั้นตอนการให้บริการที่เป็นระบบ ตั้งแต่การต้อนรับ การให้ข้อมูล การลงทะเบียน การเรียน และการวัดผล					
20.	การให้บริการมีความรวดเร็วและมีประสิทธิภาพ					
21.	มีนโยบายติดตามผลหลังจบหลักสูตร					

ส่วนที่ 3: ข้อเสนอแนะอื่น ๆ ที่เกี่ยวกับการเรียนการสอนในโรงเรียนสอนหัดของเอกชน

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ขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามครั้งนี้



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