

**AN APPLICATION OF MARKETING
IN HIGHER EDUCATION IN THAILAND: A CASE
STUDY OF PRIVATE UNIVERSITIES**

By

JIRAWAN KAMOLMASRATANA

**Bachelor of Business French
Assumption University
Bangkok, Thailand
1991**

**Master of Business Administration
Griffith University
Gold Coast, Australia
1996**

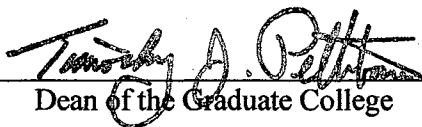
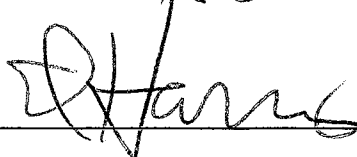

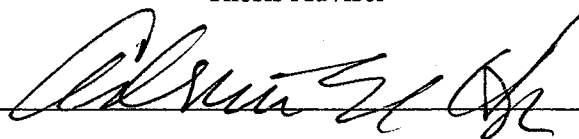
**Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 2002**

AN APPLICATION OF MARKETING
IN HIGHER EDUCATION IN THAILAND: A CASE
STUDY OF PRIVATE UNIVERSITIES

Thesis Approved:



Thesis Adviser



Dean of the Graduate College

ACKNOWLEDGEMENTS

It is with sincere appreciation that I acknowledge the assistance and guidance provided by my dissertation committee. I especially wish to recognize Professor Dr. Martin Burlingame for his intelligent supervision, constructive guidance and friendship. I also extend my appreciation to other committee members.

No less important to the completion of this dissertation were the other members. President of Siam University, Mr. Pornchai Mongkolvanich, provided me with this research opportunity and his generous financial support. Dr. Tweep Homchong gave me an opportunity to join in the cohort program.

Furthermore, I wish to express my sincere gratitude to those who participate in my interview sessions from Nong-Kham University and Petchakasem University. Without them, my dissertation will not be complete.

Finally, I would like to thank the Faculty of Education for supporting throughout four years.

TABLE OF CONTENTS

	Page
I. INTRODUCTION TO THE STUDY.....	1
Statement of the Problem	9
Research Questions	10
Significance of the Study	10
Limitation of the Study	10
Summary.....	10
II. LITERATURE REVIEW	13
Marketing Concept in General	13
Marketing Philosophy for Nonprofit Organization	14
Theory of Marketing in Higher Education	18
An Application of Marketing Mix in Higher Education	20
Definitions of Consumer or Customer	28
Marketing in Higher Education Institutions	32
Marketing in Private Universities	40
Conclusion	43
III. RESEARCH METHODOLOGY AND PROCEDURES	45
Statement of the Problem	45
Research Questions	46
Theoretical Framework	46
Research Design	48
The Researcher's Role	49
Case Study Units	50
Interviewees	51
Interview Questions	55
Documents	57
Data Analysis	58
Significance of the Study	59
Limitation	60
IV. PRESENTATION OF DATA ANALYSIS	61
Introduction	61
Research Question 1	63
Research Question 2	66
Research Question 3	99
Summary	101

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY	106
Summary	106
Conclusion	109
Recommendations for Further Study	114
BIBLIOGRAPHY	117
APPENDIX A	124

LIST OF TABLES

Tables	Page
I. Curricula in Nong-Khan University	68
II. Curriculum Offerings of Petchkasem University	87

LIST OF FIGURES

Figure	Page
1. Budget Allocation to Public Universities.....	6
2. Numbers of Private Institutions of Higher Education.....	8
3. Trend of Population at the Age of 18-24.....	9
4. The Marketing Mix.....	47
5. The Number of New Students of Petchkasem University and Nong-Kham	62

CHAPTER ONE

INTRODUCTION TO THE STUDY

Higher educational reforms have occurred at different times in different countries throughout the world. Some of the reforms had been promoted during 1980's. Many of them initiated during 1990's. Each government of each country had different rationales to reform higher education systems. There were two major reasons for these reforms: an economic chaos and an expectation of an improvement in efficiency and flexibility. However, many countries looked at the failing economy as the primary concern. Such crisis caused a budget constraint so that it was problematic to allocate budgets in higher education. Connors (1993), thus, stated that nonprofit organizations these higher education institutions felt special pressure because they had limited resources (p. 727). If public expenditures in education were increased, it would negatively affect a cut in other forms of public expenditures (Education Policy Analysis, 1999).

Improving efficiency and flexibility resulted from competition among higher educational institutions. Connors (1993) contended that competition had become an important for higher education institutions (p. 731). Malaysia is (Neville, 1998) and United Kingdom (William, 1997) are governments of each country wanted an increase in efficiency and flexibility in the higher educational institutions. Market-driven principles were applied to be more competitive. The United States of America (Leslie, & Slaughter, 1997, p. 240), Australia (Meek, & Wood, 1997, pp. 253-254), Chile (Brunner, 1997) and Kenya (Rodrigues, & Wandiga, 1997, p. 55) had made higher educational reforms despite a vast concern of budget constraint. China, Japan and India (Tilak, 1997, p. 7) were forced to make reform in higher education because of a limit of government expenditure. Scarce resources limited the government

investment in higher education. Thailand faced an economic crisis that involved a decrease in government budget allocated to the higher education (Ministry of University Affairs, 2001). Therefore, the Thai government expected that those institutions were market-oriented and provided knowledge in time with student interests (Wongsothorn, 2000, p. 8).

Tough competition from the public universities in Thailand was unavoidable resulting from the governmental encouragement to be an entity that would have an institutional autonomy. Therefore, the public universities had potential to admit more students who were drawn from private universities (Saenghiran, 2000, p. 5). The private universities had become increasingly active in the education industry.

Malaysia

The Malaysian government reduced public expenditure to support higher education as identified by Neville, therefore, tertiary education was reduced by 5.7% from RM 3 139.3 million to RM 2 961.8 (1997, p. 259). The reasons of this shift were exactly different as described as the needs of rapid economic development, a demand for skilled and well-educated labor forces in order to be capital-intensive production country, and a desire to increase participation rates of private sector in higher education. In order to achieve these goals, the Malaysian government wanted to universities to increase the degree of autonomy (Neville, 1998). According to this concept, they competed among one another to gain more funds from different sources, hence, an ability of applying market-driven approach became a must.

United Kingdom

The educational reform in United Kingdom resulted from inefficiency of administration and the advancement of computerized management information systems (William, 1997). According to Conway, Mackay, and Yorke (1994), higher

education institutions were becoming corporate bodies under the Educational Reform Act 1988, acquiring a degree of funding from not only the governmental department, but also from other external sources of funds as industry and commerce. Williams also asserted that diversifying funding resources was a way the universities could make effectively. Thus, those institutions had to compete for funds from public and private sectors and to compete for prospective students (Conway et al., 1994).

United States of America

The United States of America reformed the financing of higher education for more than two decades due to an economic crisis that affected higher education deficit (Dennis, 1986). In the past, public universities had been heavily dependent financially upon their governments (Leslie and Slaughter, 1997). However, congress and the federal government have reduced or eliminated grant programs that negatively affected public universities financial destabilization.

Leslie and Slaughter (1997) claimed:

Such changes involved competition for getting grants from the federal government and increasing student enrollment in a form of tuition fee paid by the students. Thus, the universities utilized the concept of market-like mechanisms to attract more resources from the consumers or clients, employers, the government, donors, and students. (p.a40)

India

India expanded education to every Indian despite different castes so the government had consistently increased its allocations of total expenditures in higher education (Chitnis, 2000). Nevertheless, government allocations for education had declined because of financial crisis in the country so higher education systems had confronted financial resources starvation (Tilak, 1997). The Indian government

expenditure on higher education would be decreased so it was needed to mobilize additional resources. One suggested way for institutions to mobilize resources would be an increase in student tuition. (Tilak).

Kenya

A negative change in funding higher education institutions in Kenya resulted from a poor economic condition. The Kenyan government, therefore, recommended funding strategies: reducing the unit cost of education and increasing private participation in the financing of education (Rodrigues and Wandiga, 1997). A level of public subsidies was reduced while the private sectors were invited to financially participate in education, including higher educational systems.

Chile

Funding in Chilean higher educational institutions, especially public universities, was decreased because of two reasons: fiscal crisis and an expectation of an increase in administrative efficiency (Brunner, 1997). Thus, public universities or state supported universities expectedly reduced their dependency from untied block grants, charged tuition fees to students, competed for public funds and looked for additional private income from the selling of services and from donations (Brunner). Private universities had not been financially supported by the government, but they could compete for research funds from the government.

Japan

Japan is a contradiction of other countries in terms of types of universities and their administrations. Private higher educational institutions in this country play a major role while national and public universities play subordinated roles. The period of establishment of the national and public universities was different so they were called differently. The Japanese government focused on national universities who

received a large portion of the budget. Since then, the government had reduced investment in the national universities because of budget retrenchment (Arimoto, 1997, p. 204). Moreover, the government has emphasized marketing principles. Consequently, teaching reform in all universities accelerated at a rapid pace in order to cope with students' needs. Thus, competition among the universities was unavoidable so they promptly adopted to the new trend.

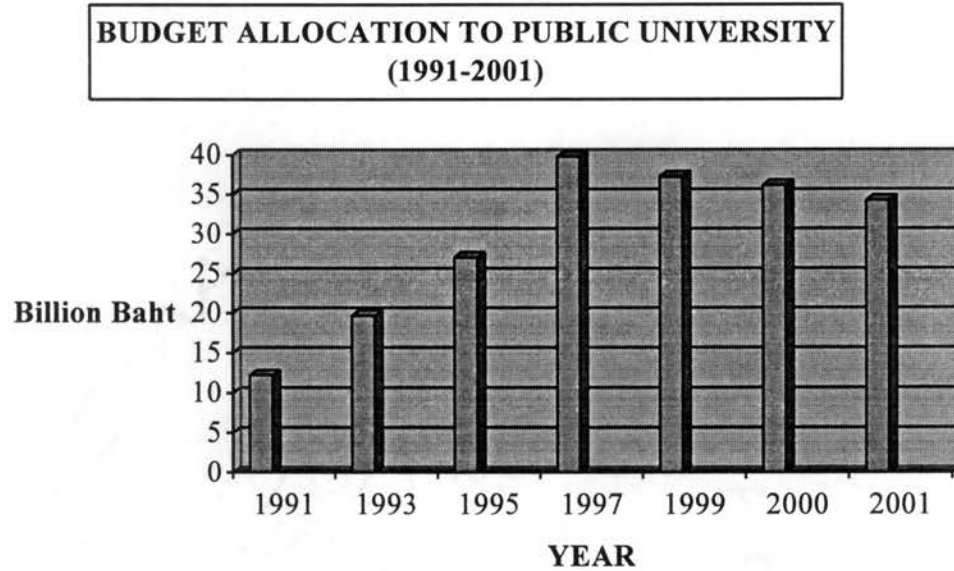
Australia

A shift occurred in Australian higher education from state control to state supervisory steering model was caused by different factors such as an increase in participation of Australian people in higher education, an enormous amount of the aged that burdened the government. Thus, the government put an effort on university amalgamation and on a market-driven approach, the concept of university amalgamation was initiated by the government for an improvement of management efficiency and the lowering of unit costs. Joseph and Joseph (2000) posed that a market-based model of funding was proposed to educational institutions which meant that funding followed student demand. To apply this model caused fierce competitions among the universities. Thus, to increase student enrollments were targeted at foreign students to obtain a full pay for tuition fees. So many universities struggle to get more such students.

Thailand

Thailand has confronted severe economic chaos since 1997 (Saenghiran, B., 2000, p. 5, Ministry of Finance, 2000, p. 3), so the government had appropriately allocated a limited budget. As a result, a reduction of government expenditure on public activities was a possible way. Hence, public universities got their decreased budget (See figure 1).

Figure 1: Budget Allocation to Public Universities.



Note. From Vision towards Higher Education Developmental Plan (B.E. 2545-2549) (on-line)

A decrease in government expenditure in higher educational institutions, particularly public universities became disturbing to them. So additional funds were needed to compensate for the less amount. As mentioned clearly in The National Education Act of B.E. 2542 in section 36:

The state educational institutions providing education at the degree level shall be legal entities and enjoy the status of government or state-supervised agencies with the exception of those providing specialized education. (Office of the National Education Commission, 1999 p.16)

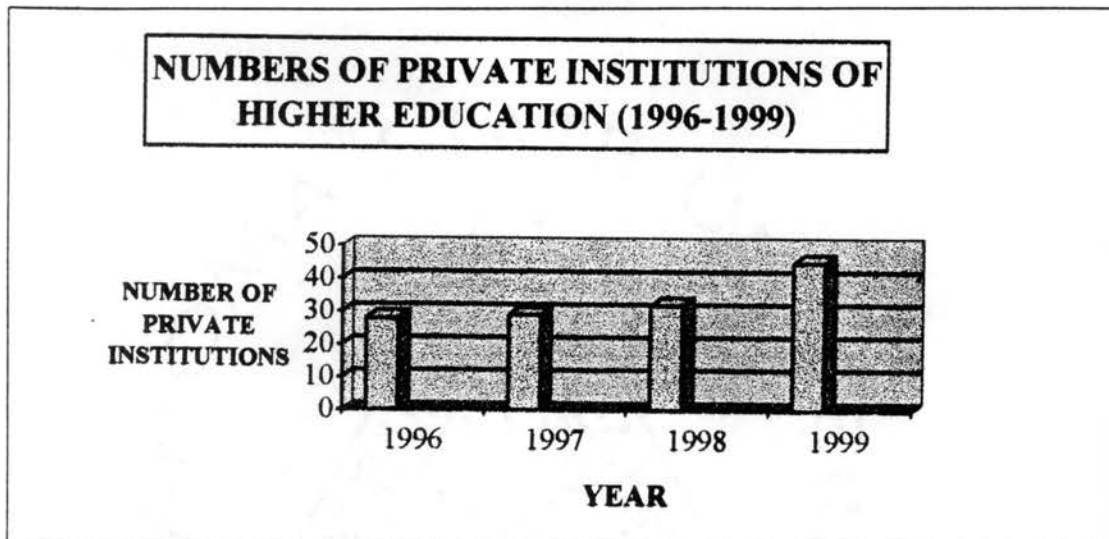
The more the state universities were legal entities, the more they stood on their own. In 2002, all state universities would become autonomous ones (University reform, 2000). Thus, they were encouraged to increase their revenue and decrease their cost (The Eighth Higher Education Development Plan of B.E. 2540 -2544,

1999). Wongsothorn (2000) elaborated that university administrators had been concerned with the balance sheets (p. 7). The National Education Act of B.E. 2542 in section 39 (1999) stipulated that the Ministry shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs.

Several methods helped universities increase student enrollments and cooperate with business sectors (The Eighth Higher Education Development Plan of B.E. 2540-2544, 2000). Students were customers of the universities (Kotler & Fox, 1985, Conway et al., 1994, Wongsothorn, 2000). Schools needed to enroll more students to earn more money because those universities wanted to earn extra income for their professors (Saenghiran, 2000). Thus the students were responsible for tuition as called user-pay approach (Vision towards higher education development as the 9th Developmental Plan on Higher Education of B.E. 2545-2549). This approach implied a market-oriented concept that was more demand-driven and less supply-driven (Wongsothorn). Furthermore one way to cooperate with business enterprises was to recruit businessmen to be member of board of university regent and to visit businesses. For example, one member of board of regent of the large-sized private university in the west of Bangkok was a businessman in a vehicle manufacturing industry.

Furthermore, the Thai government encouraged the business enterprises to invest in the higher educational institutions in the form of joint venture (The Eight Higher Education Development Plan of B.E. 2540-2544, 2000). Between 1996 and 1999 the numbers of private institutions of higher education increased (see figure 2).

Figure 2 Numbers of Private Institutions of Higher Education (1996-1999)



Note. From Annual report of B.E.2539 of Ministry of University Affairs (on-line).

From Annual report of B.E.2540 of Ministry of University Affairs (on-line).

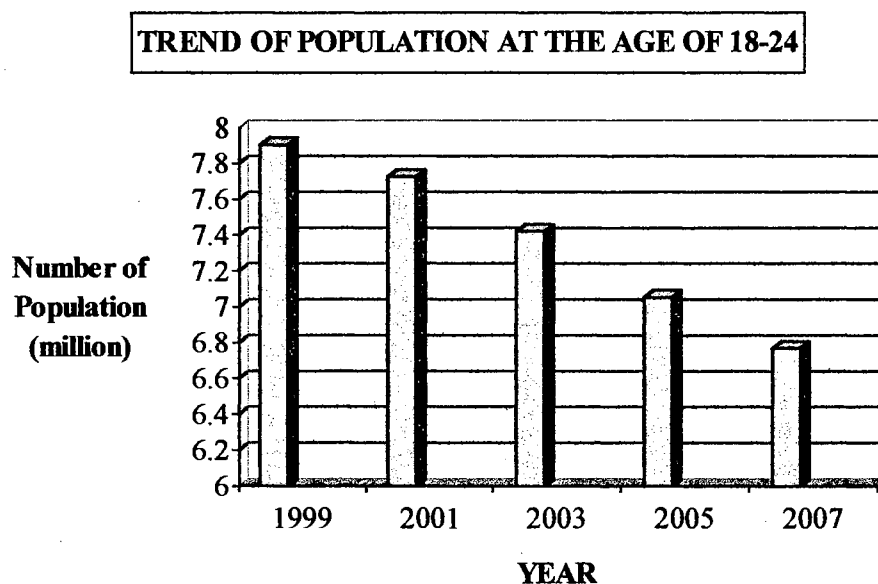
From Annual report of B.E.2541 of Ministry of University Affairs (on-line).

From Annual report of B.E.2542 of Ministry of University Affairs (on-line).

The number of private universities, however, increased, the students at the age of 18-24 increase at the lower rate as shown in Figure 3 on the following page.

In the year 2007, the student population between the ages of 18-24, will decrease to 6.768 million as illustrated above. It will involve an increase of population at the age of 60 and up. As a result, the private universities are confronting tough competitions from themselves and public universities (Saenghiran, 2000). They

Figure 3 Trend of Population at the Age of 18-24



Note. From Vision towards higher education development as the 9th developmental plan on higher education (B.E. 2545-2549), 2000.

compete to get more students from the decreased numbers of students who want to enter the higher education institutions. Therefore, higher education is now becoming a big business for public and private universities in order to be chosen by the limited number of students at the age of 18-24.

Statement of the Problem

In the past, public universities in Thailand were administered and funded under the control of the Thai government. Consequently, tuition was low for those students who scored highest on the National Entrance Examination because the remaining fees were supplemented by the government. Today, under the new National Education Act Of B.E. 2542, the financial contributions, provided to the public universities, would be cut. Public universities would become government-supervised public agencies or autonomous universities, rather than state enterprises.

The change from state supported, elite admission institutions to institutions

that were government-supervised with more open admission options served to "level the playing field" for public and private institutions in Thailand. All universities would now compete for students and sources of funding through tuition. According to Kotler (1982):

Organizations typically became aware of marketing when their market underwent a change. When buyers, members, funds, or other sources needed by the organization got scarce, or harder to attract, the organization got concerned. If their "sales" declined or became volatile, or new competitors appeared, or new buyer needs emerged, these organizations became receptive to possible solutions such as marketing. (p. 8)

Therefore, marketing could support growth and survival of non-profit organizations because marketing was becoming an essential tool that enabled both of the private and public universities to be competitive in the Thai educational industry in the time of budget constraints and limited enrollment.

The purpose of this study is to explore an application of a set of marketing mix and to describe the efforts of Thai private universities to guarantee student enrollments.

Research Questions

- 1) What specific policies and other strategies are being taken by two private universities in Thailand to guarantee the student enrollments?
- 2) How do these strategies reflect or draw upon marketing theory?
- 3) If any, what are additional considerations apart from the marketing mix that help guarantee student enrollments?

Significance of the Study

Even though marketing mix consisting of 4 P's (Product, Price, Place and Promotion), is usually used in business sectors, such concepts can be applied into educational institutions, particularly in higher education with the consideration of particular contexts such as government policy and capabilities of the higher education. Since institutional marketing has become an important management approach, the information derived from the study could be a useful contribution toward the understanding of marketing concepts for the private universities. Furthermore, the information derived can serve as a practical tool for those who want to employ these concepts. The universities seeking to plan and implement marketing programs might use the outcomes of the study to increase the probability of program success.

Limitation of the Study

A limitation of this study was a mere focus on a large-sized and a medium-sized private universities where they have their own way of administration and an attitude towards business concepts applying in non-profit organizations. Administration would varies from institution to institution so its outcome should be generated to a limited extent. Additionally, the attitudes toward a practice of marketing, be it negative or positive, could bring about a different level of success.

Summary

This chapter introduced a change of higher education in different countries. Higher education in Thailand was affected by a change in budgetary policy. Thus this research emphasizes activities or strategies that two private universities might practice to guarantee student enrollments. The study is confined to a large-sized and a medium-sized private universities in Bangkok. The purpose of this study is to explore

an application of a set of marketing mix, to describe the efforts of Thai private universities to guarantee student enrollments.

Reporting

Chapter Two of this dissertation will discuss previous research on marketing theory exploited by higher educational institutions. Chapter Three will describe the case study strategy for doing qualitative research that will be used in this study. Chapter Four will present the interview findings. Chapter Five will draw summary, conclusions and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

The review of literature consists of a summary of the previous research and publications regarding marketing concepts in general, in nonprofit organizations, and in higher education. In addition, an application in marketing of nonprofit organizations, in higher education, and in private universities will be reviewed. Finally, the characteristics of effective educational marketing programs in private universities will be illustrated.

Marketing Concept in General

Generally, there are several authors defining marketing in different ways. One of its definitions is provided by McInnes (1964) that "marketing was any activity which actualized the potential market relationship between the makers and users of economic goods and services" (p. 57). Thus, the work of marketing starts with the discovery of market potential.

While McCarthy (1975) defines the term "marketing" into two levels: macro and micro, this research defines marketing at micro level because this level is directed to the activities of individual firm (p. 4). McCarthy (1975) expresses its definition as follows:

Marketing was the performance of business activities which directed the flow of goods and services from producers to consumers or user in order to satisfy customers and accomplish the company's objectives. (p. 19)

From his definition, it seems that he focuses on a target market and marketing activities which are called marketing mix including product, price, place and promotion. When these two concepts interrelate, it forms a marketing strategy. He

defines the target market as "a fairly homogeneous group of customers to whom a company wished to appeal" (p. 35). Also, he defines a marketing mix as "the controllable variables which the company combined in order to satisfy this target group" (p. 35).

Moreover, Kotler (1991) defines marketing:

Marketing was a social and managerial process by which individuals and groups obtain what they needed and wanted through creating, offering, and exchanging products of value with others. (p. 4)

Kotler, a co-author of the book, *Principles of Marketing*, defines marketing in the same way as aforementioned explanation. The basic terms identified in the definition of marketing are the same because they identify needs, wants, exchange, people as users and suppliers, and aims at customer satisfaction.

Marketing Philosophy for Nonprofit Organization

A focus on how to apply the marketing concept in a specific business firm is a narrow concept because not only the business firm but also non-profit organization confronts some kind of changes. Kotler states:

Organizations typically became aware of marketing when their market underwent a change. When buyers, members, funds, or other resources needed by the organization get scarce or harder to attract, the organizations got concerns. (p. 8)

Similarly, McCarthy (1975) addresses that "the same marketing principles could be applied directly to non-profit organizations because all of business firms and non-profit organizations sought to satisfy some consumer groups" (p. 637). Also, Kotler (1982) mentions that "marketing in the non-profit organizations did not involve new

marketing principles so much as new and challenging settings for the application of these principles" (p. 8).

Therefore, it is not surprising to see many authors attempting to elaborate marketing in non-profit organization. One of them is Philip Kotler who tries to explain a meaning of marketing. Kotler (1982) defines marketing:

Marketing was the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involved designing the institution's offerings to meet the needs and desires of the target market, and using effective pricing, communication, and distribution to inform, motivate, and service these markets. (p. 6)

From his definition, there are four elements including product, price, place, and promotion, which satisfy the target market.

Moreover, when I investigated the definition of marketing in books written by different authors, they always refer to the above definition. For example, Beder, H (1986), editor of the book, *Marketing Continuing Education* presents its definition according to Kotler's. Moreover, David C. Hammack and Dennis R. Young (1993), editors of *Nonprofit Organizations in a Market Economy* give meaning of the marketing in congruence with Kotler's.

Sargeant (1999) agrees with the Chartered Institute of Marketing upon marketing definition that "marketing was the management process responsible for identifying, anticipating and satisfying customer requirements profitably" (p. 9). She mentions additionally:

Marketing was both a concept and a function. At a conceptual level, marketing represented an approach that placed the customers at the center of everything that an organization did. At a functional level it was regarded as that part of the organization which gathered research, helped design new services, priced them, distributed them and ultimately promoted them to the consumer. (p. 9)

When the customer satisfaction are focused, a marketing mix which consists of product, price, place and promotion are too identified. However, Sargeant (1999) mentions:

Seven elements (7 P's) including product, price, place, promotion, process, physical evidence, and people were associated to increase customer satisfaction in the non-profit contexts. Product or market entity referred to a range of goods and services that were produced, for how long they produced and how they were packaged. Price was a charge for the product or service, discount and credit policy. Place was channels to market that it was intended to use. Promotion was all the promotional tools that were employed to stimulate an interest and a purchase of consumers. Physical evidence was considered as the nature of environments in which the service was delivered. Process was a flow of the activities that were encountered by service customers. Finally, people, which were the most ingredient of the service mix, ranged from training, employment and motivation of individual members of service staff. (p. 15)

Similarly, Miller and Eddy (1983) expresses the definition of marketing by referring to Krachenberg's statement:

Marketing dealt with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place. (p. 10)

Wolf (1999) claims different types of customers when he gives meaning to the marketing in this way:

Marketing was the engineering of satisfaction among a variety of groups including users of an organization's services, fund providers, trustees, regulators, and others who could influence the success of the organization- such as the media and even the general public. (p. 152)

Lauffer (1984) attempts to explain the definition of marketing too in the following direction:

An examination of the needs and the interests of the consumers and other key publics. It, then, examined the range of programs or services that might accommodate to those needs or interests and sought out a particular niche, a segment of the market that might be targeted for penetration. (p. xiii)

In addition, Lauffer (1984) explains further the marketing mix:

To satisfy a niche market was attained by an integration of marketing which consisted of product, price, place, promotion, publics and partners (6 P's). Product or programs were all those sequences of activities and events in which an organization engaged purposefully. Price referred to the cost incurred by various participants, including consumers, cost of development of the programs and distribution of programs that was occurred on or off campus. Place referred to the distribution or location in time and space. Publics were

segments of the market upon whom the organization was dependent for inputs of legitimacy and resources, people who were responsible for transforming resources into programs and services, and persons who consumed the organization's output. (p. 15)

Theory of Marketing in Higher Education

When applying the marketing concept in higher education, Mosser (1988) views as follows:

Marketing was a central activity of modern institutions, growing out of their quest to effectively serve some areas of human need. To survive and succeed, institutions must know their market; attract sufficient resources; convert these resources into appropriate programs, services and ideas; and effectively distribute them to various consuming publics. (p. 4)

He adds that success of marketing results from an integration of marketing mix which composes of product, price, promotion, and position (p. 8).

Sevier (1989) mentions about marketing in colleges:

For colleges, marketing involved designing the offering of the college in terms of the needs and desires of prospective students and using effective pricing and communication strategies to inform, motivate and serve these students (p. 395).

Nevertheless, Ihlanfeldt (1980) explains a meaning of marketing as follows:

Marketing was a methodology that permitted decision makers in any organization to think systematically and sequentially about the mission of the organization, the services or products it offered, the markets it currently

served, and the extent to which these same markets and possibly new ones might demand its products or services in the future. (p. 13)

Miller and Eddy (1983) defines marketing:

Marketing engaged in a process of analyzing, planning, implementation, and control of programs. The result of such intensive efforts would insure quality offerings, promote an understanding of the institution's strengths and weaknesses, help identification of appropriate service areas, and design relevant curriculum and program offerings for the public. (p. 15)

They expands their explanation that the process of analyzing, planning, implementation brings about an appropriate integration of five factors including product, price, place, promotion, and timing which were called element of marketing mix. (p. 11)

Hockenberger (1988) suggests that marketing in higher education must be viewed as a holistic, comprehensive and systematic effort (p.15). He also suggests the strategic marketing planning as outlined into steps as follows:

- 1) Environmental analysis was to investigate today' s and tomorrow' s probable environment.
- 2) Resource analysis was to review the strengths and weaknesses of key institutional resources such as personnel, funds, facilities and system.
- 3) Goal formulation was a process of determining institutional missions, goals, and objectives to represent future direction.
- 4) Strategy formulation carried out the development of cost effective and appropriate strategies for achieving goals.

- 5) Organizational design was to layout the organization's structure, personnel and culture in order to implement the strategy effectively.
- 6) System design aimed at improving the institution's systems of information, planning and control to promote effective strategic implementation. (p.15-16)

Taylor (1988) addresses that it was a need to integrate all the marketing activities into practice in order to attain an achievement. To apply a strategic marketing planning does not guarantee the institution's success. An integration of the marketing activities should be contained in such planning.

From the beginning, part of marketing practice in higher education is reviewed. It provides criticisms towards a utilization of marketing in higher education. Finally, it delineates an application of four components of marketing mix.

An Application of Marketing Mix in Higher Education

In the 1970's, educational institutions of United States of America confronted a decrease in student enrollment and a scarce resource of funds (Kotler & Fox, 1985). Consistently, in the 1980's, colleges and universities confronted the rapid decline in current and projected traditional (ages 18-24) students as a result the decrease in full-time students and the increase in part-time students were possible (Miller and Eddy, 1983). Apart from the decline of governmental funding and changing demographics, increasing competition resulted in the use of aggressive marketing by universities (Driscoll and Wicks, 1998). Ultimately, Lovelock and Weinberg (1978) conclude that there are three major problems: insufficient funds, lagging innovation, and unmotivated students, which cause an attention on marketing in order to improve admissions for individual colleges. These institutions begin taking marketing into

practice because they perceive it as a means of improving a college's competitive position in recruiting students in traditional age groups (p. 11).

Thailand also experiences a cut in government contribution. The Thai institutions have been facing a budget constraint caused by two major factors: a sea change in the national education policy and an economic downturn since 1997 (Saenghiran, B., 2000, p. 5, Ministry of Finance, 2000 p. 3). The first factor brings about the new act, the National Education Act of B.E. 2542. The impact of an economic crisis in Thailand is a cut of government expenditure on education in particular higher education. Changes in the political environment and in traditional sources of support in Thailand cause a change in higher education (Guideline for Higher Educational Reform). According to Kotler & Andreason (1991), the idea of applying marketing into nonprofit organizations, like higher education institutions, emerges because of changes in various aspects such as political environments, social climate, and orientation of international social agencies according to social marketing at a central role, and traditional sources of support (pp. 4-10). Thus, it is a time to bring marketing concepts into educational practice in Thailand.

Watson (2000) concludes in her research that persons involved in marketing higher education see an importance of developing marketing strategies and view non-profit institutions as businesses (p. 106). Congruently, Hartline (1988) agrees that as higher education is a marketplace, colleges (sellers) must compete for a limited number of students (customer). Thus, it is not necessary to provide only knowledge but higher education institutions make a profit in different ways. This is coherent to Kotler and Andreason 's example (1991), the Washington State University bookstore

is one of the biggest bookstore in Eastern Washington State that engages in marketing because it consciously sells products and services to bring in needed revenue.

Hanson (1996) points out that if educational institutions have to survive in a competitive environment, marketing is needed. According to the research conducted by Taylor and Judd (1987), one of the research outcomes shows that marketing has helped make the higher education system more responsive to students.

Administrators of the educational institutions equate marketing with promotion (Kotler, 1979). There are dangers if marketing is treated as promotion:

Firstly, aggressive promotion tended to produce strong negative reactions among the school's constituencies, especially the faculties, who regard hard selling as offensive. Secondly, such promotion might turn off as many prospective students and families as it turned on. Thirdly, aggressive promotion could attract the wrong students to the college. Lastly, this kind of marketing created the illusion that the college has undertaken sufficient response to declining enrollment- an illusion which slows down the needed work on product improvement. (p. 39)

Moreover, Kotler and Fox (1985) states that promotion is not an only tool to help accomplish goodwill and financial support of stakeholders. According to the research study carried out in the United States of America, sixty-one percent of respondents view marketing as a combination of selling, advertising, and public relations (Kotler, 1982, p. 5, Naude and Ivy, 1999, p.127). It is quite important to note that promotion and advertising are utilized at the greatest extent among the three elements such as service, target, and segment in accordance with the research finding of Kajcienski (1997). Furthermore, Hanson (1996) maintains that "although a good

public relation program was an important foundation for a marketing program, they were not the same" (p. 238). As Litten (1980) points out that higher education has long been engaged in the development of services and the promotional activities through public relations, student recruiting, fund-raising, and lobbying efforts. These services and activities are called "marketing" by higher education.

In fact, the promotional activities called "promotion" are an element of marketing mix. Carson et al. (1998) defines the marketing mix:

The marketing mix was the components of marketing strategy (or the 4 P's: product development, pricing, place or distribution and promotion) which must be integrated into a single strategic plan based on knowledge of consumer behavior. (p. 27)

It is similar to the statement addressed by Michael et al. (1995) that "marketing mix was the blending of the four strategy elements (product, price, place and promotion) of marketing decision making to satisfy chosen consumer segments" (p.28). Consistently, Kotler (1982) comments that "marketing was oriented toward producing results, and this required a broad concept of all the factors, including product, price, place and promotion, influencing buying behavior" (p. 8).

Product, price, place, and promotion comprises the essential components of marketing mix and can be altered to optimize the exchange between the university and its consumers (Hockenberger, 1988).

The products of a university consist of various kinds of the university offer. Although a university has many kinds of offering, Cooper, Reidenbach, and Sherrell (1981) present that education dispensed by the university is an intangible product (service). Most non-business organizations, like higher education institutions,

produced services rather than physical goods (Lovelock & Weinberg, 1978, p. 5).

However, there are many authors attempting to explain product provided by the university as a tangible product.

Miller and Eddy (1983) emphasize that an attractive curriculum is an institutional product that enables universities to build enrollment and meet the needs of the public. However, Conway et al. (1994) contends that courses or programs providing to consumers are the product. Consistently, Hochenberger explains that the university products are academic programs, faculty members, job replacement service, athletic programs and library. Contrarily, Hartline (1988) expresses that the actual product is a college graduate and the rights and privileges that are associated with the degree that he or she earns. Some researchers claim that the products range from classroom instruction to extracurricular activities. However, Conway et al. (1994) argues that students are not only consumers but also product of the educational institutions.

Price is another component of marketing mix. Hartline (1988) defines price as a financial aid in the forms of loans, grants and scholarships. Previously, Taylor (1982) determines work-study programs as a form of financing. He describes work-study-program students alternated between working for a business firm for one semester and going to school for another semester. Tuition and fees are major components of price (Sahachaiseree, 1981, Kotler & Fox, 1985, Marlantes, 2000). Hochenberger (1988) identifies postponement of tuition payback as a price optioned for students.

Place is the third element of the marketing mix. Michael et al. (1995) describes place, distribution strategy, or program delivery system as how the products

or services developed are made available to the consumer (p. 28). Consistently, Kotler and Fox (1985), and Taylor (1987) describes place as location and scheduling programs (p. 261), whereas Hockenberger (1988) adds that the universities offers off-campus or on-campus courses convenient to students. Thus the students are able to select the physical universities or the virtual universities. Moreover, other settings outside universities such as military bases, industrial firm sites are places where the universities could provide knowledge to the students. Additionally, Sevier (1998) indicates that place has been expanded to include time when a university offers the courses. Apart from delivery methods, class location, class timetables, Nicholls et al. (1995) add that teaching methods and styles are elements of place.

Promotion is the final component in the marketing mix that involves bringing a mix of product, price, place attributes to the attention of the target consumers (Sevier, 1998). Promotion is defined by Maguire et al. (1999) as the range of activities an organization undertake to communicate the merits of its products and services as well as to persuade target customers to buy in some form. In addition to the above statement, Michael et al. (1995) defines promotion as the process of creating awareness and instigating consumers to act favorably towards the program developed (p. 28). According to Kotler (1997), promotion, finally, consists of five modes of communication: advertising, sales promotion, public relations and publicity, and personal selling and direct marketing (p. 604).

Nevertheless, Kotler and Fox (1985) consider that most educational institutions use both public relations and advertising. Hockenberger (1988) argues that advertising and personal selling are becoming an important strategy in recruiting prospective students. As mentioned by Taylor and Judd (1987), personal selling has

been emphasized in the form of recruiting activities. It is quite agreeable that personal recruitment (sales) is the most crucial part of the marketing effort relative to increased enrollment (Miklich, 1988, p. 26).

Taylor (1982) assumes that advertising, sales personal, and sales promotion is exploited collectively to help recruiting them. Maguire et al. (1999) addresses that open day and prospectus or direct mail can serve to promote the merits of an institution.

When I reviewed journals, many authors concerned much word of mouth. The word of mouth was becoming a communicative tool that should be considered. Clabugh (1980) mentions that "word of mouth publicity" is the best kind and satisfied students when it come to recruitment because it is the best ambassador. Mangold et al. (1999) agreeably emphasize that word of mouth communication (WOM) is a dominant force in the marketplace. Such communication exerted a strong influence on consumer purchasing behavior, influencing both short-term and long-term judgement (p.73). Mangold et al. found that WOM could reduce the level of perceived risk and the uncertainty that were often associated with service purchase decisions.

Although this research focuses on four elements of marketing mix which consistes of product, price, place and promotion, this mix is controversial. Several authors claims that 4 P's are practical when the product is tangible but the product in the non-profit organization is service (Sargeant, 1999). For example, Miller and Eddy (1983) cites that Pressley includes five factors in the marketing mix: product, price, place, promotion, and timing. A description of those the first four elements is similar to Lovelock and Weinberg (1978), Kotler (1982), Kotler and Fox (1995), and Wolf (1999) while the fifth component, timing, is not clarified if it is different from place.

Wasmer et al. (1997) states "the four P's are very much a product-based concept, limiting the concept's usefulness in service-based organizations, such as higher education" (p. 30) Thus they propose four C's including Concept, Cost, Channel, and Communication. They explain that the concept comprise of goods, services and ideas while cost means all the monetary and non-monetary costs in the exchange decision. Channel means all the movement that is part of the exchange in forms of service and information. Communication ranges the information flows and the media used. Those 4 C's could better serve the needs of marketing planning in higher education (p.31). From the perspective of Sargeant (1999) on elements of the marketing mix:

Higher education system was bounded in non-profit context so services were more concerned as its product. The four P's of marketing mix was a traditional concept that was applicable to the physical product. When higher education's product was services so the marketing mix should be extended to seven P's: 1) product, 2) price, 3) place, 4) promotion, 5) physical evidence, 6) process, and 7) people. The first 4 P's were explained at the beginning, physical evidence, process, and people would be described subsequently. The physical evidence was the nature of the environment in which the service would be delivered. Process carried out the flow of the activities that would be encountered by service customers. Marketers considered the process into a number of steps that comprised the service and the extent to which customer involvement was necessary in the process. The used most important ingredient element was people of the service mix because the people that an organization employed

were often part of the overall service experience encountered by the customer.

(pp. 14-15)

No matter what marketing mix consists of, five factors, 4 P's or 7 P's, the question of who are the consumers or customers is becoming a significant issue that should be studied in detail.

Definitions of Consumer or Customer

In a broad term of consumer, Kotler and Armstrong (1994) define consumers or consumer market as all the individuals and households who buy or acquire goods and services for personal (p. G-2). Similarly, Kotler (1991), in *Marketing Management*, identifies consumers as explained earlier.

In nonprofit organization, consumers or customers are publics, for instance, donors, taxpayers, outside suppliers, employees and many others (Lovelock & Weinberg, 1978). A public is defined as a distinct group of people and / or organizations that have an actual or a potential interest and/or impact on an organization (Kotler, 1982, p. 47). Publics are groups that people may or never want to have a relationship with the organizations they donate (Vineyard, 1984, p. 18). Similarly, Sargeant (1999) discusses that non-profit organizations have multiple constituencies by explaining the case that someone donates money as donors, and the one who gets non-monetary or monetary support as receivers who run charities (p.18). But the donors rarely get benefits from charity. There are more than one constituencies in her case such as donors and receivers

However, to investigate who the consumer or customer is, it engenders a controversy. Nuade and Ivy (1999) raises two critical problematic issues caused by higher education changes in the United Kingdom:

First, who was the customer in the marketplace and which other stakeholders were important? Second, what did 'marketing orientation' mean in the environment? However, they simplified that the higher education institutions regarded the student as their customers because they were the recipients of the service provided by the institutions. (p. 127)

The ultimate purpose of marketing is customer satisfaction. As Miklich (1988) stipulates, the key ingredient in the marketing concept applying to the universities is the satisfied student. Any organizations that practice marketing seem to be customer oriented. Characteristics of the customer-oriented organizations are an adoption and an implementation of the marketing concept in the firms, which implied that the success of any firms depended on the consumer (Carson & Gilmore, 1998). In addition, Hockenberger (1988) support that the consumer student becomes the starting place for an effective marketing campaign because strategies are designed to satisfy the needs of the target students (p. 11).

However, there are several categories of customers. Kotler and Fox (1985) determine that the term "consumers" stand for applicants, students, participants, donors or any other appropriate category. Kotler and Andreason (1991) recognize that there are four types of publics such as input, internal, intermediary and consuming publics that the educational institutions respond their various needs (p. 91). They further explain these four types of publics:

Input publics consisted of donors, suppliers and regulatory publics. The donors, suppliers, and regulatory publics supplied original resources and constraints to the organization. Internal publics, who helped carry out the marketing strategy, were management, the board of directors, staffs and

volunteers. Intermediary publics, who assisted in promoting and distributing its goods and services to the final consumers, were merchants, agents, facilitators and marketing firms. Consuming publics were customers, local residents, activists, the general public and the media. (p. 91)

Wolf (1999) attempts to describe that there are more than student customer by raising the case study of Abbott Academy. Abbott Academy serves not only students but also their parents who choose to send their children to the school (p. 153). Moreover, the academy should concern more, apart from students and parents of parties such as alumni, trustees, faculties and donors in order to get their support, then ran the academy successfully.

However, Conway et al. (1994) considers that students are customers of the educational institutions (p. 32). Thus, a major target market in the research is students as consuming publics. However, students are a major group of customers. As mentioned by Kotler And Fox (1995):

Without students, schools would close their doors, not just because tuition revenues would drop but because the schools would no longer have clients to receive the classes, counseling, and other services that the institutions were established to provide. And they would stop graduating new alumni who in future would provide financial support and recognition for the institution. (p. 393)

Nevertheless, there are several authors attached to their own different perspectives on who the customer or consumer are. McMollough and Gremler (1999) and Sahachaiseree (1981) clearly view the students as a customer because they pay a significant cost for their education (p.119). Moreover, Mosser (1988) insists that they

are customers because they have a tremendous array of choices for their educational purchases. The exploratory research, however, done by Conway et al. (1994) reports that eleven institutions emphasize the employer as the major client, only three organizations identify students and employers as potential customers (p. 34). Liu (1998) stipulates that although students are customers, they are a part of the education process and a quasi product at the end of the process for the labor market (p. 20). Thus, the customers of the educational institutions consist of different groups of people. The students, however, should be the institutional product or the customer whom the educational institutions satisfy.

From Guolla 's perspective (1999), students are in a role as customers since satisfaction with an educational product / service is one outcome of the exchange between instructors and students. He mentions additionally that student roles are clients, producers and product. Students are clients because they rely on an expert advice of professionals and expected to be personally improved at the end of the process. Meanwhile, they are producers because they take active responsibility for learning in the form of an exchange process from instructors imparting information to students seeking knowledge. Additionally, students are products, which have a package of benefits and are offered to the labor market.

Litten (1980) explains several roles of students in that they played roles as clients, parts of the process itself, and a quasi products at the end of the process (p. 47). They are clients because they pay a small fraction of the purchase price and the rest is paid by family or the public. They also become parts of the service and production process stemming from being an active component of the formal educational process. They eventually are quasi-products when educational

institutions sell their educational and extracurricular resources to the students and produce changes in an individual student as well exchange him or her to the market place.

On the contrary McCollough and Gremler (1999) contends that students are products and customers in a situation that the colleges offer prospective employers guarantees that their students have mastered certain skills.

However, in this research, the students are customers who support the university existence.

The following part will present researches with regard to marketing in higher educational institutions.

Marketing in Higher Educational Institutions

In the 1970's, several authors heralded that marketing was not just a business function but it applied in such areas as college recruitment, fund raising, and so on. (Kotler, 1979, p. 38). Nonetheless, there are several criticisms concerning marketing approaches in higher educational institutions. Kotler and Fox (1985) mentioned that administrators, trustees, faculty and alumni believe that marketing is for profit-making businesses (p.13). They add that marketing should not be needed because people should want the educational experiences and services the school had to offer (p.14). Kotler (1982) lists three types of criticism that are anticipated by the administrators. First, marketing wastes the public money. In other words, it is too expensive. The organizations should not overspend and underspend because they owe their publics an explanation of the benefits they are seeking to achieve through their marketing expenditures. Therefore, organizations at this stage are more prone to underspend than overspend on marketing. Second, marketing activity intrudes into people's personal

lives when people are asked to provide information for a research. Marketing research is usually carried on to learn the needs and wants of people and their attitude toward the organizations' current products so that the organizations deliver greater satisfaction to their target publics (p. 18). Third, marketing is manipulative. The organizations will likely use marketing to manipulate the target market. Administrators should be sensitive to the possible charge of manipulation when they implemented a marketing program. In most cases, the non-profit organization is seeking some public goods for which there is widespread concensus and it is using proper means. In other cases, the charge of manipulation might be justified and such efforts, unless they are checked, would bring a "black eye" to the organization and to the marketing (Kotler, 1982, pp. 18-19).

Miller and Eddy (1983) agree that marketing is a new term to education, and it is a term which a significant number of leaders in education are still uncomfortable. For these educators, educational services have intrinsic value. The public merely needs to be aware of the opportunities available to them and the benefits of continuing their education at the post-secondary level. They also consider "marketing" as unethical and an unprofessional approach (p. 42). Likewise, Hockenberger (1988) criticizes that marketing is a business function that begins to overshadow missions and values of higher education. Colleges and universities might evaluate quality, based on marketing prowess, rather than academic merits and educational attributes (p. 11).

Although critics point out that marketing made sense only in profit-oriented organizations (Kotler, 1979), Kotler and Fox (1995) claims that marketing is designed to produce four principal benefits to higher education institutions:

- 1) Marketing provided tools for evaluating what the institution was actually doing with its stated mission and goals.
- 2) Marketing helped improve satisfaction of the institution's public and markets.
- 3) Marketing helped attract various marketing resources such as students, employees, volunteers, donations, grants and other support.
- 4) Marketing helped increase efficiency in marketing activities (p. 26).

Additionally, Sahachaisree (1981) categorizes higher educational institutions as service business sectors that are surrounded by competitive environments; therefore, administrators should bring marketing into practice in order to be competitive. However, Liu (1998) states that many educators are approaching marketing with caution for it has the image of being a function for profit-making enterprises. An outcome of quantitative research administered by Stewart (1991) states:

Marketing principle and its theory developed in the business world could be applied to a higher education setting. Specifically, the four P's of marketing (product, price, place and promotion) were defined in terms of events and experiences of university students. (p.123)

The given example was provided in the book, *Recruiting, Marketing, And Retention in Institutions of Higher Education*, about a utilization of marketing mix in the Texas colleges and universities. In this book, Miller and Eddy claim that colleges and universities utilize every element of marketing mix to increase a number of students. They seldom use a single product marketing strategy. On the contrary, pricing techniques are the most predominant marketing strategy used by them. Promotion and distribution are used extensively by the majority of Texas colleges and universities.

However, components of marketing mix are used altogether; but each of them is used to a different degree. Liu (1998) identifies that marketing in higher education is important to help the institutions meet the market demand and customer satisfaction which results in student recruitment and income generation. A number of new students will be increased when institutions can satisfy the needs of students. For example, designing courses and activities are needed by the students. Hartline (1988) mentions clearly that the emphasis of marketing in higher education should place the student (customer) at the center of all operations because this approach helps the institutions focus on what they are doing right and doing wrong in relation to student satisfaction.

Consistently, Sevier (1989) states that many colleges adopt a marketing approach to student recruitment:

- 1) Solidified or expanded their position in primary and secondary recruitment markets.
- 2) Positioned new programs in the minds of prospective students.
- 3) Increased retention.
- 4) Changed or enhanced their institutional image. (p. 393)

Michael (1991) mentions in his research that administrators who participate in the study are aware that many post-secondary institutions in North America have started to adopt marketing practices. Marketing activities they implement are marketing research, program planning, and the establishment of a marketing office. The reasons for this approach are the competition for donations from corporations and the general public, for recognition as centers of excellence, and for high quality students. Furthermore, Taylor (1981) contends that marketing continue to develop as

a part of the higher education administrative process when the situation of scarce resources are unavoidable. Moreover the results indicate that marketing has been more beneficial to students by improving their access to higher education than improving the quality of education.

Larocco (1991) indicates precisely that educational institutions that have adopted the marketing concept are successful in meeting their enrollment objectives. Moreover, he identifies that a distribution strategy was a key element in successfully marketing higher education. In contrast, Sahachaiseree argues that distribution or place as an element of the marketing mix is not the students concern when selecting their higher education institutions in Thai private higher education.

Conn (1991) reports from an analysis of his survey research that an effective use of marketing theories by Central Missouri State University (CMSU) affects an increase in total student headcounts from 9,075 in 1985 to 11,270 in 1989. Furthermore, his findings conclude that purposeful marketing enhance perceptions of freshmen that specific academic programs exert the strongest influence on their decisions to enroll at CMSU. In addition, Hockenberger (1988) states that the colleges and the universities undertake marketing activities, including advertising and personal selling, pricing consideration, scholarships and subsidies, and the tangible and intangible utilities, to help student recruitment. Additionally, the university holds a deep appreciation for the value and spirit of marketing and puts marketing in a formal and ongoing process as part of administrative activities. Similarly, Taylor (1981) concludes in his research that marketing will continue to develop as a part of the higher education administrative process.

Naude and Ivy (1999) conduct research on an effective use of marketing in old and new universities in the United Kingdom:

It was clear that the new universities had a strategy that was based on a more aggressive strategy in forms of differing mode of delivery (i.e. offering part-time tuition), coupled with proactive selling of their courses (advertising, visiting schools and careers counselors, direct mail, etc.) as the means of achieving market share. The old universities, on the other hand, had a very different approach, based more on passive image management than on aggressive promotion. They focused on public image, being perceived to offer top quality teaching, reputation of faculty and the related dimension of academic reputation as well as their research output. (pp. 130-131)

However, the old and the new universities use different marketing tools in applying marketing approach into their practices. Thomson (1997) attempts to explain a marketing plan covering analysis, evaluation of programs to match the student needs and wants and to be able to compete (with competitors) in higher education. It also provides accurate information for the development of a marketing strategy.

However, educational institutions that practice marketing concepts might or might not plan the approach. Conway et al. (1994) find that nearly half of eighty-three institutions only imply a customer orientation in their planning but the rest of the institutions pay lip service to the variety of publics they serve. Miles (1997) also presents his result that half of fifty-five private schools consider marketing activities and planning to be integral to all school planning and leadership, yet the majority schools do not have a formal marketing plan. Also, Miles indicates that the 4 P's (product, price, place and promotion) are not covered in the marketing plan.

Although the administrators pay attention to the 4P's, even not identified in marketing plan, there are other groups of people in the institutions needing to understand and support. Taylor and Judd (1987) indicate that the deans do not feel that marketing, as an operating philosophy, has been adopted by most institutions in higher education. Furthermore, they mention the deans who are uncertain to what influence marketing has had on the day-to-day operation of higher education.

On the other hand, Taylor (1982) provides the research findings that the academic deans perceive marketing benefits students by matching programs of study with students' lifestyles, by providing more informative helpful advertising and recruiting, and by making the higher education system more responsive to students.

Even though the administrators and the deans perceive an importance of marketing, teachers and staffs play a major role in working in line with the marketing strategies. According to Miklich (1988), the attitudes of all members of the institution must be oriented towards the satisfaction of student or societal needs so they are actively involved in marketing, not just administration.

Hartline (1988) addresses that the educational term for higher education marketing is enrollment management so it is pertinent to admissions, financial aid, registration, and public relation. According to this research, he strongly agrees that the most popular recruiting procedure, visits to high schools by college representatives, is used by 78% of all institutions.

Although high school visits are a tool to recruit new students, who may have their reason to select a particular institution. Hartline (1988) concludes that there are many factors affecting college choice:

- 1) Distance to the college

- 2) Academic ability
- 3) Ability to pay
- 4) The high school attended
- 5) Depth of course offering
- 6) Parental education
- 7) Family economic status
- 8) Other family members in college
- 9) Extracurricular activities
- 10) Religious preferences

Additionally, Sargeant (1999) identifies a number of factors affecting student choice:

- 1) Athletic facilities
- 2) Academic reputation of the institution
- 3) Quality of college faculty
- 4) Economic status of family
- 5) Availability of financial aid
- 6) Conversations with former students
- 7) Geographical location
- 8) Opinions of high school teachers and counselors
- 9) Effectiveness of the institutions in getting job for its graduates
- 10) Institutions' competition
- 11) Interviews
- 12) Older brothers and sisters who attended the institutions
- 13) Parents and family preference
- 14) Physical plant and facilities

- 15) Activities of recruiters
- 16) Size of establishment
- 17) Social activities
- 18) Specific programs
- 19) Visits to campus. (p. 223)

Furthermore, Maguire et al. (1999) mentions that apart from desired courses, other factors such as "where my friends are going," accessibility and special horizons, comfortable attractive environments and good facilities play roles in choice-making and transcend simple marketing appeals.

Financial aid is an another tool that higher education institutions employ. As mentioned by Hartline (1988), many colleges target students with certain qualifications or characteristics such as academically talented students, athletes, students with special talents in the performing arts, racial or ethnic minorities, and adult students (p. 236).

Marketing in Private Universities

To understand the word "private universities," researchers can turn to various definitions. As defined by the United State Department of Education:

Private universities are institutions which are controlled by an individual or agency other than the state, a subdivision of the state, or the Federal Government, which are usually supported primarily by other than public funds, and the operation of whose program rest with other than publicly elected or appointed officials... (Kajcienski, 1997, p. 9).

Due to the nature of the private universities, they need other sources of funding so one of their major concerns is how to get funding consistently. According

to Miller and Eddy (1983), many institutions, particular private institutions with modest endowment, are actively involved in marketing efforts for their programs.

Watson (2000) cites the statement of Kotler and Levy: that "the broadening of the marketing concept from the traditional business environment should involve other area such as education" (p. 25). It is not surprising that Sahachaiseree (1981) mentions that when comparing universities, in particular private universities with business enterprises, the universities are like businesses providing educational services to the ones who want to learn (customers).

When the marketing concept is practiced because the educational institutions are in business context, marketing mix is an element that is applied in the marketing program. Sahachaiseree (1981) states in her qualitative research on marketing strategies in Thai private colleges:

Place was not the student concern on selection of colleges where they wanted to learn. Moreover, the private colleges did not pay much attention on image making. Nevertheless, product in the form of curriculum offered to students by different colleges was different so strategy of differentiation was used widely in the private colleges.

Since 1997 Thailand has confronted severe economic chaos (Saenghiran, B., 2000, Ministry of Finance, 2000, p. 3), the situation has affected private Universities in Thailand. Vargo (2000) expresses:

Assumption University had not experienced significant decreases in the past two years, had a smaller number of students applying for the second semester intake than a year ago. A decrease in student numbers could lead to losses of income that might affect development or force some universities to curtail

existing programs. Conversely, with their needs to find alternative funds, they were opening more certificate programs, short-term courses, company training programs and graduate courses. (p.5)

On the other hand, Taylor and Judd (1987) regard course schedules and location of course offerings as very significant. Marlantes (2000) adds that product development is a core success factor to survive in the 21st century. Furthermore, Kushner (1999) confirm that programs or curriculum as a way for competitors in higher education differentiate their offerings to prospective students.

Synthesizing her qualitative research, (2000) Lim-ngen, concludes that private universities in Thailand for instance, Assumption University, Sripatum University, Siam University and Kasem Bundit University in Thailand attempted to survive in the economic crisis. They, thus, focus on a stable tuition fee and a use of some kinds of public relations such as campus tour and external student advising program to attract prospective students.

According to Kajcienski (1997), the difference of a utilization of marketing elements by public and private universities is significant. The different marketing elements are price, market, mix, analysis, advertising, segment, and forecasting. However, the private institutions are more concerned with marketing forecasting (p. 94). Although his conclusion do not directly deal with the marketing mix, forecasting brings about a design of an appropriate marketing mix.

From the study of Miller and Eddy (1983), 92 % of private colleges universities in Texas used the promotional strategy of having personnel recruit students at off-campus activities; 100 % use radio to promote their institutions. Whereas there were only 8 % offering courses at the local shopping centers,

community centers and similar public facilities, nearly 63 % of the private colleges and universities confirmed that a delayed financial aid payment was available at their institutions. Finally, 29.6 % of them promoted product as life experience.

The same experience that private and public universities share with each other is a need to practice marketing approach in their institutions to keep pace with the customer needs. Apart from this, their existence associates with their competitive advantage in the educational industry is an ultimate purpose.

Conclusion

No matter how marketing is utilized in any organizations including business, nonprofit and higher education institutions, its aim is to satisfy customers. Although customers in the organizations are different, marketing is certainly adapted to work together with different types of customers. When identifying marketing, it is unavoidable to concern the marketing mix which consists of product, price, place and promotion (4 P's). Some authors criticize that if 4 P's are applied in education industry, it is not congruent with a product nature which is categorized as service. Thus they proposed 4 C's (Wasmer et al., 1997) and 7 P's (Sargeant, 1999).

When addressing marketing in higher education, researchers describe the 4 P's. Product covers tangible and intangible ones that the universities provide to the students. Price is tuition that is charged to the students. Place is the university location as well as class schedules for different group of students. Promotion is composed of five activities: personal selling, advertising, public relation and publicity, sales promotion and direct marketing. Most of the universities use advertising and public relation as primary tools for marketing means. When selecting higher education institutions, students' perspectives on selecting higher education institutions, they

choose to study in a particular institution because of program offerings, financial aids, location of institutions, communication from current students or alumni to the prospective students, etc.

In the last part of this literature review, marketing in private university is elaborated on elements of marketing mix that they employed. However, the elements of marketing mix that they used are not different from general higher education institutions because promotion is a significant tool to help increase student enrollments, whereas product, price and place were employed in a different degree.

The next chapter is the research methodology and procedures that will explain extensively theoretical framework, research units, data collection processes, data analysis procedures, significance of the study, and limitations of the study.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES

This chapter includes statement of the problem, research question, theoretical framework, the study population and sample, data collection, interview questions and data analysis.

Statement of the Problem

In the past, public universities in Thailand were administered and funded under the control of the Thai government. Consequently, tuition was low for those students who scored highest on the National Entrance Examination because the remaining fees were supplemented by the government. Today, under the new National Education Act of B.E. 2542, the financial contributions provided to the public universities will be cut. Public universities will become government-supervised public agencies or autonomous universities, rather than state enterprises. The change from state supported, elite admission institutions to institutions that are government-supervised with more open admission options serves to "level the playing field" for public and private institutions in Thailand. All universities will now compete for students and sources of funding through tuition. According to Kotler (1979), marketing will be used to understand the needs of target consumers so client satisfaction is created, and design and manage product, price, place and promotion carefully so as to keep a higher degree of customer satisfaction. Moreover, marketing can support growth and survival of non-profit organizations. Thus, marketing is becoming an essential tool that enables both of the private and public universities competitive in the Thai educational industry in the time of budget constraint and tough competition.

The purpose of this study is to explore an application of a set of marketing mix to the efforts of Thai private universities to guarantee student enrollments.

Research Questions

- 1) What specific policies and other strategies are being taken by two private universities in Thailand to guarantee student enrollments?
- 2) How do these strategies reflect or draw upon marketing theory?
- 3) If any, what are additional considerations apart from the marketing mix that help guarantee student enrollments?

Theoretical Framework

My theoretical framework, marketing concept, will explain in what ways the large-sized and medium-sized private universities use to stabilize and increase the student enrollments. At first I would like to clarify general the concept of marketing business sectors have used. Kotler claims (1997):

Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating, offering, and exchanging products of value with others. (p. 9)

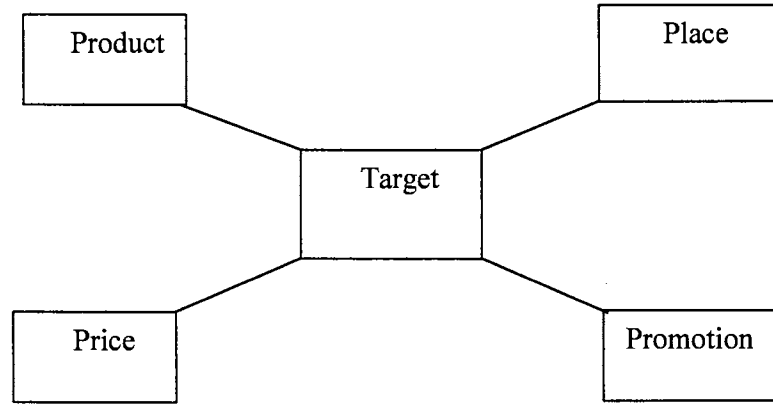
Moreover, Kotler and Fox (1985) define:

Educational marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with targets markets to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target markets' needs and desires, and using effective pricing, communication, and distribution to inform, motivate and service the markets. (p. 7)

My research will focus on marketing activities used in the higher educational institutions. Marketing mix is a concept describing marketing activities in these

institutions (Connors, 1993). Figure 4 depicts major components of the marketing mix.

Figure 4: The Marketing Mix



Note. From The Nonprofit Management Handbook (p. 736), by Connors, T.D., 1993, USA: John Wiley & Sons Inc. Copyright 1993 by John Wiley & Sons Inc. Reprinted with permission.

Product is one of the marketing mix elements that is considered in this research. The product of the higher education is defined as service, not tangible product (Connors, 1993). Although it is perceived as a service, it includes academic programs, faculty members, library, and other facets of institutional offers (Hockenberger, 1988) in this research.

Price is the second component of the marketing mix, including monetary cost of obtaining a good or service (Kotler & Fox, 1985) and scholarship (Hockenberger, 1988). Both of monetary cost and scholarship are considered in this research, too.

Place became a part of the marketing mix that made education available (Kotler & Fox, 1985). This research covers location, scheduling of program, teaching method and styles (Nicholls et al.), and delivery systems (Connors, 1993).

Advertising has been used heavily as a communicative tool even though it is only technique of promotion. Promotion consists of personal selling, public relations, sales promotion and advertising (Connors, 1993). Direct marketing such as direct mail is an additional technique that would be used (Hockenberger, 1988).

Research Design

The case study approach is used to explain the way two private universities, a large-sized and a medium-sized private one, employed marketing mix in order to guarantee student enrollment. Berg (1998) defines the case study:

Case study methods involved systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operated or functions. (p.212)

Yin (1989) notes that a case study was used when a "how" or "why" question was being asked about a contemporary set of events, over which the investigator had little or no control (p.20).

As mentioned by Denscombe (1998), the case study focuses on one or two instances of the things that were to be investigated. Moreover, it is to study things in detail that already exist. Consistently, it offers the opportunity to explain why and how certain outcomes occurred. On the other hand, Bouma (2000) simplifies that the case study can answer the question, "What is going on" (p.91).

It is quite appropriate to use this methodology for a few reasons: it examines contemporary events and its strength in dealing with a full variety of evidence such as artifacts, interviews and observations (Yin, 1989, pp. 19-20).

Although this research is categorized as an explanatory case study, there are many categories of the case study. The reason of using the explanatory case study is to pose competing explanations for the same set of events and to indicate how such

explanations may apply to other situations (Yin, 1989, p.16). As mentioned earlier "how" and "why" questions are more explanatory so such questions deal with operational links needing to be traced over time, rather than mere frequency or incidence.

While Bouma (2000) arguably points out that some limited the use of the term, explanatory case study, to an exploratory study in which no hypothesis is tested. For example, anyone may be interested in the factors a particular group of families considers when planning meals. He or she simply wants to know what is "going on" inside the group of families being studied. He or she does not test a hypothesis. He or she was not comparing one group of families with another (p. 91).

Due to my two sites, I still use a single-case study research because it can draw implications to other similar setting. As Yin (1984) mentions, a single-case study is analogous to a single experiment, and many of the same conditions that justify a single experiment also justify a single-case study (p.47). In other words, a single case study may be one person, one group, one classroom, one town or a single nation that is studied for a period of time and the result recorded (Bouma, 2000). Thus the single case study research in this research is appropriate to be used because these two universities are in the same educational context that faces severely economic crisis (Saenghiran, 2000, p. 5). Thus a period of time to collect data from these two sites was the same.

The Researcher's Role

I, as a researcher, am an instructor in the department of marketing of a large-sized private university. I have taught marketing courses for at least five years, so I believe that I am familiar with marketing concepts. Also I have taken several courses on qualitative research, so I am able to use these two disciplines for my research. I

have been personally interested in marketing in non-profit organization, in particular the private higher education. I believe that marketing in educational sectors are useful in the near future so that the outcome research will contribute to the higher education institutions.

Due to my working experience in Petchkasem University, I have brought my certain biases in this study. I believe that my biases shape the way I view and understand the data I collect and the way I interpret my experiences. I initially commence this study with the opinion that Petchkasem University applies more marketing practice than Nong-Kham University. I, additionally, have perceived that educational quality of Petchkasem University is higher than Nong-Kham University.

Case Study Units

I selected a large-sized, Petchkasem, and a medium-sized, Nong-kham universities, for this a case study because of the convenience in conducting the research. My familiarity towards people in Petchkasem University and Nong-kham University was quite advantageous so that I could contact any interview subject easily. Furthermore, the selected sites were generalized to some degree depending on similarity of those two sites to others of its type. However, Merrium (1988) mentioned that the purpose of qualitative research was not to generalize findings but to interpret a unique event. Certainly, this research tried to describe an application of marketing mix in Petchkasem University and Nong-Kham University in a unique situation of the economic downturn. They faced the same phenomena: a decrease in student population at the aged between 18 and 24, an increase in a number of higher education institutions, and a decline of financial contributions to public universities

from the Thai government. Thus, a research finding described how and why these universities did.

These universities are located in the west of Bangkok. In 1999, Petchkasem University has 12,180 students and 462 full-time instructors (Ministry of University Affairs, 1999). Nong-kham University has 5,847 students and 239 full-time instructor (Ministry of University Affairs, 1999). Although these universities are private, Nong-Kham University is a foundation but Petchkasem University is family-oriented.

Interviewees

In this research, three groups of people, including administrators, staffs and students, participated in interviewing under triangulation because this concept helped me neutralize interviewees' bias (Creswell, 1994). As addressed by Berg (1998), triangulation is not the simple combination of different kinds of data but the attempt to relate them so as to counteract the threats to validity (p. 5).

Denscombe (1998) addresses this triangulation locates a true position, by referring to two or more other coordinates (p. 85). With two or three such referent points, the researcher was able to know where the truth lies. According to Miller (1997), "triangulation assumes that looking at an object from more than one standpoint provides researchers and theorists with more comprehensive knowledge about the objects" (p. 25). Creswell (1994) expands that the concept of triangulation is based on the assumption that any bias inherent in particular data sources, investigator, and methods (p. 175). Data triangulation is established in this research because it involves an access data from different groups, location and time (Holloway, p. 157).

People who participated in the interview were administrators, staffs, and students and were selected because the difference helped decrease the researcher's

bias. The interviewed administrators were president and the faculty deans of the large-sized university and deputy president and assistant dean of the medium-sized private university. These persons set up policy to stabilize or increase student enrollments. The faculties included the head and the staffs from the student affairs office, the student advice office, and a director of student recruitment who went out for high school visits. Moreover, the directors from different parts of the university were interviewed. This group of people brought the policy into practice. The third party consisted of the first-year students of two-year and four-year programs. Although it hardly identified the whole number of interviewees at the initial stage, I used the snowballing approach to seek more interviewees. According to Berg (1998), snowballing referred to using people whom the original guide (s) introduced to the researcher (p.132). However, at this stage the total number of my interviewees is thirty-one. They consist of sixteen from Petchkasem University and fifteen from Nong-Kham University.

In Petchkasem University, I interviewed the president, dean of engineering faculty, and dean of business administration. These people were the ones who set up or took part in making a policy of student enrollment. Moreover, the assistant director of student affairs office and his subordinate, head of student advice office, director of student recruitment and head of PR department were interviewed by the one-on-one technique. These people implemented the strategies of student recruitment. Finally I selected two first-year students from two-year program while 6 first-year students from four-year program as my interviewees. I selected more four-year program than two-year program students because of two reasons: 1) the larger number of four-year student programs and 2) the varied program offering in the four-year program. I spent two weeks in February 2001, talking to the operators. Because during that period they

just finished high school visits so they had more time to talk to me. Then I spent another three weeks in August 2001, talking to the students because they had become accustomed to the university. At end of September, I was able to interview the administrators.

The snowballing technique was used when I first interviewed assistant director of student affairs. He suggested me to talk to other people. He said that there was a document about assigning several people to do high school visits to recruit students. One of them was his subordinate. Also the staff of student affairs department referred to the director of public relation department with whom she worked. Thus she took me to talk with him. Additionally, I selected two first-year students from the two-year program of the faculty of business administration. Then I chose to interview six first-year students from four-year programs. Those four students were studying in the faculty of liberal arts, specifically from the department of communication arts, and hotel studies and tourism. Another two students came from the faculty of science.

The way I found the students was not problematic because I initially requested advisors to find two new students of two-year programs from the faculty of business administrations. Also the six new students from the faculty of liberal arts and science were selected by their advisors to be my interviewees. I believed that the advisors had a good relationship with their advisees so it was very simple to contact them. When I interviewed one student, he talked about library services so I approached the director of library even though I did not plan to interview her. Most interviews took place in the work areas of faculty and administrators in Petchkasem University except the students. The students, moreover, came to my office in Petchkasem University to give me an interview.

In Nong-kham University, I interviewed the deputy president, the dean of the graduate school, the associate dean of business administration as initiator of strategy of student enrollment. First, I contacted my friend working in this university. She directed me to director of academic service for my first interviewee. Then she introduced me to the Deputy President whom I interviewed. Furthermore, my friend suggested that I talked to the director of student affairs office. Then he introduced me to subordinate and staff from student advice department so I then had a chance to interview them at that time.

Moreover, because of the recommendations of my friend, I had a chance to interview director of research office. I also interviewed the secretary of the language center because the director of academic services always talked about the Language Center. When I walked around Nong-Kham University, I noticed a billboard announcing that the library recently acquired ISO 9002 certification. This certificate inspired me to seek more information. I then decided to interview the Director of Library.

Finally I interviewed three first-year students of two-year program and two first-year students of four-year program. Two of the three came from the faculty of business administration and one from the liberal arts faculty. Two new students of four-year programs came from engineering and business administration faculty. I spent two weeks in April 2001, interviewing the policy makers and the operators. I finished the student interviews within two weeks in August with the reason that I wanted the students familiar with the university.

When I met my friend working in Nong-kham University, she introduced me to the Director of Academic Service. This snowball technique leaded me to persons I interviewed. I had interviewed more people than I expected.

However, the way I contacted students was different from the way I interviewed administrators, faculties and staff. I contacted a friend who worked in the registration office of Nong-Kham University to find students for me. She knew many students because her job was to work with them and was able to contact them easily. Then I went to the university to talk to the selected students. I spent an average of 45-60 minutes in each interview.

Interview Questions

The interview data were collected as semi-standardized, open-ended, tape-recorded and transcribed. Actually I began with my prepared questions. Then, I asked questions that originated from the meeting. Berg (1998) defines the semi-standardized interview:

Semi-standardized interview is located somewhere between the extremes of completely standardized and completely unstandardized interviewing structures. The predetermined questions are typically asked of each interviewee in a systematic and consistent order but the interviewers are allowed freedom to digress; that is, the interviewers are permitted to probe far beyond the answers to their standardized questions. (p.61)

Thai language was generally used when the interview occurred. Before I interviewed them, I made an appointment with subjects. However, most of my interviewees in Nong-Kham University, except its students, accepted the walk-in interview. Before I started the interview, I described what I was doing for my dissertation. Then I asked for their permission to record what they said. Creswell (1994) considers an interview as an advantageous tool to provide historical information and control over the line of question (p.150). As Denscombe (1998) states the interview is a very effective method used to get information (p.112).

The interview question protocol was used to guide when I interviewed three groups of my interviewees, including administrators, staffs and students. However, the interview questions were relevant to what, how and why questions concerning the student enrollments. On the other hand, when I interviewed the students, the general question that I started with was what the university did to entice the student to select the university. Interview questions were based on marketing activities and element of marketing mix that the university implemented.

Interview Questions

Product

- 1) What are strengths of the curriculum?
- 2) Does the university presents to the students?
- 3) On which curricular does the university focus? And why?
- 4) Are there activities or facilities the university provides for students?
- 5) How does the university satisfy the student demand?

Price

- 1) How much tuition does the university charge?
- 2) Are there any extra expenses the university charges students?
- 3) Are there any scholarships provided to students?

Place

- 1) How far is the university away from residence of each student?
- 2) Are there any university campuses located in other areas?
- 3) What is methodology of teaching that the instructors use?
- 4) How many schedules of time does the university offer to the students?

Promotion

- 1) What kinds of promotion does the university use? And why?

2) Has the promotion been used throughout the year? And why?

Although the structured questions were prepared, the unstructured questions were raised during the time of interview. The questions, then, were asked according to the interviewees' answers to get better understandings. It, finally, was obvious to know additional considerations that helped guarantee student enrollments.

Ultimately, to collect data from different locations and a variety of people groups brought about reliability. Whereas external validity occurred in this research because I identified clearly the importance of each person that I interviewed. I also explained precisely the contexts that I got the data. The internal validity was apparent because I was able to match information the interviewees gave to the established theoretical framework.

I transcribed the interview data after I finished all interviewees. Then, the data were translated from Thai to English. The interviewing data helped to discover all research questions including the activities the private universities did and matching the marketing mix.

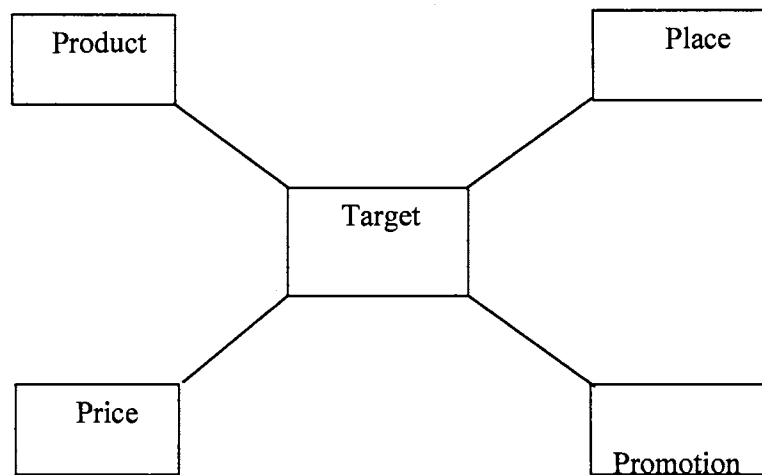
Documents

The secondary data were examined to gain more information and better understanding. Then they were brought to link to the interview data. Such data included updated and latest National Education Act of B.E. 2542, educational policy, statistics, unpublished reports, dissertations, theses, etc. Those data were searched from Internet, library, and seminars. Furthermore, visual materials, such as billboard, advertising piece in the newspaper, and leaflet, were collected from the university sites to understand a particular phenomenon.

Data Analysis

In the analysis section, replies of the interviewees to how and why questions guided a case study analysis. Furthermore, I analyzed data of Petchkasem University and Nong-Kham University separately according to the established theoretical framework of the marketing mix that consisted of product, price, place, and promotion. Initially, I looked through my interview transcripts, then I noted specific words that might relate to the components of marketing mix. Then I categorized a pile of the words into these components. As indicated by Creswell (1994), the researcher takes a voluminous amount of information and reduces it to certain patterns, categories, or themes and then interprets this information by using some schema (p. 154). This process is based on reduction and interpretation. It is easily understandable when any activities done by the university are put into each category relevant to the elements of marketing.

Figure 4: The Marketing Mix



Note. From The Nonprofit Management Handbook (p.736), by Connors, T.D.,

1993, USA: John Wiley & Sons Inc. Copyright 1993 by John Wiley & Sons Inc.

Reprinted with permission.

Interview was a tool used to get data from people including administrators, staffs and students from medium-sized university, Nong-Kham University and large-sized university, Petchkasem University. At the beginning, the interview questions were structured. However, unstructured questions were raised in the time of interview in order to get better understanding. Apart from the interview, several kinds of document were investigated by means of searching from the internet, library and seminars. Those were updated and the latest National Education Act of B.E. 2542, educational policy, unpublished reports, dissertation, theses, etc. Moreover, such visual materials as billboard, advertising pieces in the newspaper, etc. were collected from the university sites. Those data were manipulated according to an established theoretical framework, marketing mix, that will be illustrated in Chapter Four. Finally, Chapter Five will present conclusion of this research.

Significance of the Study

Even though marketing mix, consisting of 4 P's (product, price, place and promotion), is usually used in business sectors, such a concept is applied into educational institutions particularly in higher education. With the consideration of particular contexts such as government policy and capabilities of the higher education. Since institutional marketing has become an important management approach, it is believed that the information derived from the study will be a useful contribution toward the understanding of marketing concepts for private universities. Furthermore, it is believed that the information derived will serve as a practical tool for those who want to employ these concepts into practice. The universities seeking to plan and implement marketing programs may use the outcomes of the study to increase the probability of program success.

Limitation

A limitation of this study is a sole focus on a large-sized and a medium-sized private universities that their own way of administration and an attitude towards business concepts applying in non-profit organizations. Its administration varies from institutions to institutions so its outcome is generated to a certain extent. Additionally, the attitudes towards a practice of marketing are negative or positive and thereby being about a different level of success in student enrollment. However, it is quite problematic to interpret their attitude and accurately signify the success of the university.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

Introduction

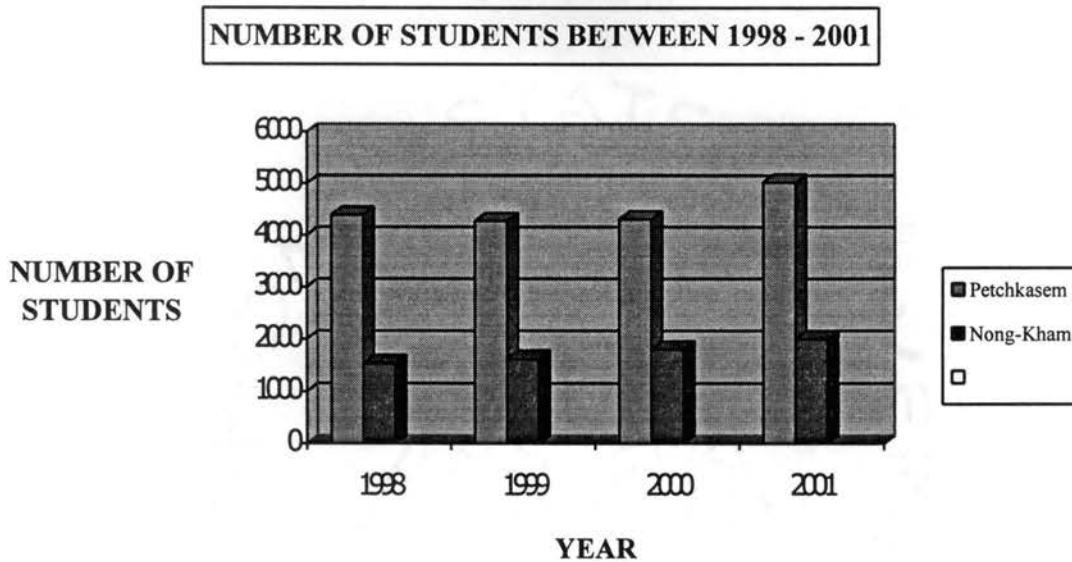
The purpose of this study is to explore an application of a set of marketing mix and, to describe the efforts of Thai private universities to guarantee student enrollments. The interviewees from Nong-Kham University and Petchkasem University, consisting of people from the high position as the planner, the middle position as the operator and the students as the one who were operated by the university strategy, gave information together.

In this chapter, I convey the research results after I analyzed the data received from the interviewees. I present descriptively the information collected from those two universities simultaneously according to the research questions. The answers for the research questions no.1 and no. 2 one based on interviews and documentation, but as research question no. 3, answers are based on a mere interview.

Initially, I would like to illustrate the number of students who enrolled in Nong-Kham University and Petchkasem University between 1998 and 2001. (See Figure 5 on the following page.)

The number of new students of Petchkasem University had decreased consistently for three years 1998-2000. However, the new students of this institution increased in 2001. On the other hand, the number of new students of Nong-Kham University had consistently increased from 1998 to 2001. It is so surprising to see a constant increase in the new students in one university, while the number of new students was high only one year in another university. It is needed to understand this phenomenon. Thus I start to answer the questions that I raised in the first chapter.

Figure 5: The number of new students of Petchkasem University and Nong-Kham University between 1998 and 2001



Note: From <http://www.mua.go.th/data/mis/index.html> Sept 20, 2001
<http://www.mua.go.th/data/mis/mis2542/index42.htm> Sept 20, 2001
<http://www.mua.go.th/data/mis/mis2543/index2543.htm> Sept 20, 2001

Before seeking answers, I want to herald information on customers of Nong-Kham University and Petchkasem University.

According to the students' interview, families of the students did not influence their decision on which university they wanted to study. A student from the faculty of communication arts of Petchkasem University commented, "I decided on my own" but my parents just told me that it was my choice to choose." A student from the faculty of engineering of Nong-Kham University mentioned, "My parents did not know what university I wanted to enter. They just wanted me to study further." The students may be more concerned with their families' affordability than the academic quality.

Research Question 1: What specific policies and other strategies are being taken by two private universities in Thailand to guarantee the student enrollments?

Nong-kham University is concerned much with maintaining quality with a stable number of students. The administrator, such as Deputy President for academics, attempted to show that the university would not increase the number of new students in each year because of the limitation of capacity in term of learning space. Moreover, he insisted, "The University would not expand in term of buildings or acquire more property, but I enjoyed the excellence despite of small size."

Furthermore, when I interviewed the assistant dean of business administration faculty, she alluded to the same direction as the deputy president addressed. She stressed, "Our policy is concerned with small classes which has allowed not more than sixty students for lecture classes and only forty students for practical classes".

In order to maintain quality, the deputy president mentioned promoting teachers to higher academic positions. He explained further, "Each semester there were many qualified teachers to get the position of assistant professor, and they were quite honored because the university celebrated the honor to show recognition."

The university aimed to increase the number of research projects so an adjustment of research condition was quite important. In addition, the director of the research center indicated:

I started to revise a compensation system in order to attract teachers into putting more effort into research. In addition, the university would establish a clinic for collaborating the teachers to succeed in research. They could discuss any problems related to the research. Even though the university allocated big portions of the budget for conducting research, little money was used for this purpose. Most teachers had more teaching responsibilities than expected. Most

of them only hold bachelor degrees, so it was difficult to handle them solely. Actually, cooperation between teachers who obtain master degrees and the ones who acquired bachelor degrees was quite essential to make research successfully. Thus partnership was quite important for doing a research.

As mentioned earlier, encouraging the teachers to do the research is a mission that the research office has to do successfully. The director of the research office stated:

Motivation was quite essential to encourage the teachers to do the research. Moreover, training was becoming a fundamental step to get them knowledgeable. These would be primarily success factors. However, Rom Sai Thong was not a good by scholar journal so I expected to launch one more journal to be more scholar. At last though, Rom Sai Thong could not aid a publication of research results of the teachers; it was necessary to publish it to communicate general information to the students, the teachers, and the public. Apart from the research that the university strongly supported teachers to conduct, I was responsible to arrange academic exhibitions. Students of the faculty of engineering were encouraged to create any innovation in order to exhibit those things to the public.

When I interviewed the director of graduate school, he agreed:

It was necessary to encourage a collaborative research among teachers who graduated the bachelor and master degrees. Furthermore, “partnership of doing a research” within and outside the university is a bottom line of the university.

On the other hand, Petchkasem University presented itself to be the leader of integrating information technology with educational quality. The president

commented, "I wanted all my students to know computers and to have a good quality of education so the university provides 250 computers accessible to the internet to the students." All of the computers are located centrally in the Internet Center. A student from the faculty of business administration surprisingly said, "When I studied in a vocational school, one computer was available for two students. But here, there is a computer for each student. It is great". Furthermore, free computer labs for the students was arranged by the department of business computer that facilitated them to access information and handled their report. Moreover, revising curriculum was done to put more computer knowledge and to prepare the students for computer literacy. The dean of business administration indicated, "Recently, the curriculum of every department in the faculty of business administration had been revised in order to get my students knowledgeable on computer." At last, the university aimed at being a virtual university. In order to reach it, some teachers were selected to participate in PVU (Petchkasem Virtual University pilot project). It is expected that in 2003 PVU will be complete on information of every course provided by the university. Moreover, the library of Petchkasem University attempted to engage in a digital library in order to keep pace with the mission of the university as mentioned by the director of library. "Library had been developed for a decade to be the digital library and we got a long-term plan of library development."

Moreover, the university is concerned extensively about English literacy. It is coherent to the integration of information technology because the most popular language used in the computer was English. The president emphasized, "It was problematic if my students knew how to use computer but could not read English well." Thus, a useful utilization of computer came together with English proficiency.

Research Question 2: How do these strategies reflect or draw upon marketing theory?

Nong-Kham University is a private university located on the west bank of Bangkok in the Nong-Kham district. Initially, the university was named as Nong-Kham College, and was established by an inspiration of a rural peasant who wanted the college to be a non-profit educational organization and who gave property to build the university. Since 1973 the college has exploited the status of the university, namely Nong-Kham University.

Product

It provided educational services categorized into six faculties:

- 1) faculty of engineering
- 2) faculty of business administration
- 3) faculty of liberal arts and science
- 4) faculty of law
- 5) graduate school

Faculty of engineering consists of four departments including electronic, mechanic, electric and civil engineering. Moreover, there are three kinds of programs in this faculty such as four-year, three-year and two-year programs. The programs vary according to the degree that the students get from the high school. Each student can select a program and department depending on his / her preference and skills. However, the number of curricula in Nong-kham University is twenty. The international program had not been available.

In the faculty of business administration, curricula were quite different including accounting, marketing, banking and finance, business computer and personnel management. They were offered to students who graduated high school to study in four-year programs. Moreover, another kind of program, two-year program,

was for the students who graduated with a degree of advanced professional certificate from the commerce or vocational schools.

Faculty of law provides only one program, the four-year program. The students had to graduate from the high school. Faculty of liberal arts and science provided four-year program for the department of computer science and liberal arts, majoring in business English.

The curricula of graduate school composed of three departments, business administration, engineering and liberal arts, majoring in public administration. The graduate students would spend two years to finish the master degree.

Class schedules were set into two categories, day and night classes providing for students according to different characteristics. Day classes were normally offered to students who do not work during the day time, while night classes are available for those who professionally worked full time during the day.

Recruiting new students had been normally done on the first intake. However, the university gave an opportunity to students who were interested in the faculty of business administration including the department of accounting, finance and banking, personnel management, marketing and business computer to get the second intake. Two-year and four-year programs in day class and night class were available for them. It was a faculty responsibility to recruit the new students in the second intake. The period of time of student application was between September to the middle of November. (See Table 1 on the following page.)

Although there were several departments in each faculty, there were one dean in each faculty and one department head for each department.

The educational system of the university was quite similar to several universities in that a semester was accounted for both undergraduate and graduate

Table 1: Curricula in Nong-Kham University

Faculty	2-year program	3-year program	4-year program	Day class	Night class
Engineering					
- electronic	✓	✓	✓	✓	✓
- electrical	✓	✓	✓	✓	✓
- civil	✓	✓	✓	✓	✓
- mechanical	✓	✓	✓	✓	✓
Business Administration					
- accounting	✓	-	✓	✓	✓
- marketing	✓	-	✓	✓	✓
- personnel	✓	-	✓	✓	✓
- banking	✓	-	✓	✓	✓
Law	-	-	✓	✓	✓
Liberal Arts & Science					
- computer science	-	-	✓	✓	✓
- business English	-	-	✓	✓	✓
Graduate School					
- business administration	✓	-	-	✓	✓
- engineering	✓	-	-	-	✓
- liberal arts	✓	-	-	-	✓

students. Each student was able to enroll in not less than nine credits but not more than 22 credits per semester. On the other hand, students on probation were not able to enroll in not less than nine credits but in not more than fifteen credits per semester.

Apart from the above curricula, the university provided short courses for the public as a result of an availability of resources such as human and other facilities. The interviewee, the director of academic service, mentioned, "This kind of service was served to the community." When I looked through Rom Sai Thong Journal, the university journal, there were two categories of courses: languages and computer. English, Mandarin and Japanese were languages the university offered. These short courses were arranged by a particular department or the center of academic service. As mentioned by the aforementioned person, "They were a response to the needs of the working people in that area which is surrounded by industrial sectors. The expense of these courses was cheaper than those offered by the language and computer center that was run by profit enterprises." However, the same interviewee continued:

Facilities and teachers were not well equipped, in particular language courses according to the survey. Existing teachers played a major role in serving these courses. Moreover, foreign teachers had to be recruited for serving such courses. The target group for these courses was the existing students and the working people from the area. Their class schedule was set from 6:00 P.M. to 9:00 P.M. on weekdays only. However, those courses would be managed by other departments because of readiness of facilities and teachers. This center would initiate new courses, at last. In order to contact customers for these courses, direct mail was used significantly. It was sent to both big and small business organizations. Apart from these services, the center organized student trips in cooperation with the faculties that wanted to take their students to external sites. Sometimes, the trips were solely organized by the center to serve to the students. Moreover, one- or- two- day seminars for the public was

an offers this center provides in response to the present situation. In a year the university could handle three or four seminars on average. Nevertheless, the center did not initiate a training course for the people in the university. It was a responsibility of personnel department. This department designed programs that were relevant to the university policy. For example, the university wanted the teachers to conduct research, so this department set up research training program for them in order to stimulate them to do such thing.

However, the interviewee the director of academic service, mentioned:

The students of those short courses recognized the university. Moreover, it affected an increase in a number of students of night classes. These courses were consistent to the policy of National Education Act of B.E. 2542 that enhanced lifelong learning for the Thai people.

The advisory system was quite significant to tie up close relationships between students and teachers. The interested student confirmed: “My teachers were available to talk. I had to see my advisor in order to get his or her approval before I enrolled each semester.”

The assistant dean of business administration faculty indicated:

Advisors announced their advising schedule. They had to spend six hours to give an advice in each week. Each student was obliged to see his or her advisor an hour per week. All advisors were available at the scheduled time. However, a few students came to see them except in the time of enrollment. The teachers worked everyday for five days so the students had a chance to see them more frequently than some universities that allowed them to work only three days a week.

When I interviewed the students, one of them mentioned, "They were able to talk to their advisors or teachers every topic." Moreover, when I interviewed a staff of the office of student consultation, he repeated:

Relationship between teachers and students was quite closed because each teacher worked as an advisor and was able to have 30-40 students to take care. Moreover, a cooperation between advisor and teacher of each discipline was quite significant. They exchanged information about the students consistently.

The University established the English Language Clinic to serve the students who got language problems. I interviewed the one who is in charge of this clinic and who works in the newly established Language Center, he commented:

The English teachers were nominated to advise them without charge.

However, the service was still limited to the students who were majoring in business English. However, this would be publicized to other students because the clinic was purposefully set to improve everyone's English in the university. The next project that the university would do was English summer camp that would be cooperatively done with some high schools. However, the pilot project of English camp was started in July for existing students. They spent only two or three days in the camp with the assistance of the English teachers.

One more service that the university served the community was free legal consultation to everyone who sought an advice on law. It opened freely to the publics on the exact time basis. This could train law students to experience legal matter.

However, the students who I interviewed were not concerned much about the teacher qualification such as their level of education. One of them said:

No matter what they graduated bachelor or master degrees. Teaching techniques are essential element of being a good teacher. Good teaching styles enhanced my better understanding.

What the student said was congruent with what the director of graduate school said. He accepted "most of the teachers graduated with bachelor degree so doing research was not easy for them."

Facilities, provided by the university, included nine buildings, one central library, 5-story parking lots, a cultural center, one big canteen, one football ground and small gardens. The football ground was the most impressive space of the university because it was located at the very front of the university. Another place that was quite respectable was devoted to the founder, namely the spiritual house for Grandma Praek Muenpiew.

Computer lab and facilities were provided to the students without charge in the case that they enrolled the computer courses in a semester. The student from business administration faculty explained, "If I did not enroll in the computer course, I had to pay 10 baht per hour for doing some typing. Moreover, if I wanted to print, I had to bring paper on my own."

However, the students enjoyed staying in the University for a longer period of time because they were able to study in the library from 8:30 A.M. to 8:00 P.M. everyday except Sunday, Monday, and official holidays. Although the central library of the university was accredited to get ISO 9002, the students did not recognize much. As one student told me, "I knew that my library got ISO 9002, but it was not meaningful for me." Another one said, "It just helped my university well-known but it did not cause me and my friend to enter into the university. I had another reason to come in." According to the director of the central library:

It was the first university that got ISO 9002 because many other universities requested to visit here to see the standard of library service.” Thus this was a way to promote the university. Today you and one domestic newspaper came here to interview me about ISO 9002 accreditation.”

Nevertheless, there were several sites of green areas for activities and chat available for the students and the public. They were quite impressed with the green areas. As one student said, "I preferred to use the green area." The football ground did not only serve the students but also the public. The director of student affairs office mentioned:

Several times the ground was used for football competitions among police officers or district officers. The football ground was a symbol of the university and strongly supported any sport activities. Also I believed that these activities helped students to avoid drug abuse.

When I talked about the educational quality, the student mentioned:

The curriculum I selected was not good enough compared to the other universities, but I still intended to study there. This was because of the rural atmosphere. The university had more green areas. Also I liked to hang around inside the university.

According to the staff of the office of student advice when I interviewed, “It was certain to say that 80-90% of the students came from provinces so rural atmosphere was quite similar to their hometown.” Furthermore, he mentioned “ they were instilled by a local value so they were easily trained because they were surrounded by a similar atmosphere. As a result, they helped enhance good image of the university.”

“However,” the students added:

The university was not a high-class institution because they still saw the green areas. In addition, they were proud of the spiritual house of Grandma Praek MuenPiew that had just been renovated to be a more beautiful and respectable.

The director of graduate school said:

A selling point of the graduate level was one-stop service that was a place when the students came to study, to build up connection and job replacement. They studied and did a report together so they knew each other well. The word "they" meant the ones who came from different working place, held various positions and carried on different careers. Thus, I believed that they might work cooperatively or be a partner eventually in the future. Moreover, they might help each other to seek new jobs.

An additional service that the university provided was a medical service center. The director of student affair office mentioned, "there were two medical doctors from two hospitals nearby the university working for two days a week. They provided medical services. The rest of the week there was a staff in charge of this primary service."

Moreover, the university arranged an event "Freshy Day" for them to build up concretely a good understanding and good image of the university. During the interview, one student presented, "Good atmosphere of the university were my proud. Even though they negatively talked about the university sometimes, they often made a good excuse for it.

Price

When I investigated an expenses from a student's receipt, I found that each semester, first year students enrolled in the faculty of business administration spent approximately 17, 000 Baht per semester. However, it depended on how many credits

they enrolled and which faculty they studied. The following expenses are exemplified as followed:

Tuition fees (600 Baht x 21 credits)	12,600 Baht
New student registration	200
Insurance for broken items	500
Student card	50
Internet service	300
Academic support	3,000
Student Manual	150
Total	17,000

One student from the faculty of business administration said, "I decided to study here because I was concerned about cheap tuition cost." Another student from this said, " My parents did not have enough money to support my education, so I needed government funding or to choose the lower tuition fee university without a much concern on quality."

Additionally, according to the director of student affair office, "Working people who faced economic crisis made their decision to study here because of lower educational expense." To be coherent to the founder' s intention, there were three kinds of scholarships provided to the students: athletic, educational development, and academic enhancement scholarships. Each kind of them provided students with different qualifications. For examples: athletic scholarships were granted to the ones who were keen at a particular type of sport. The scholarships of educational development and of academic enhancement were received by the students who got a minimum GPA of 3.50 from high school. Moreover, the university served the poor students by allocating funds provided by the government for academic purposes.

Place

The location of this university was quite far from the center of Bangkok and big shopping centers. One student pointed out, "If I wanted to go to the shopping center, I had to encounter a traffic jam to get there." However, the students did not originally live in Bangkok. Most of them lived in western and southern parts of Thailand. The Nong-Kham University is quite convenient for those who came from the west, specifically from Nakhonpathom and Ratchaburi. However, the director of the student affair office claimed, "The ones who came from the south, particularly from Suratthanee province were the university's target group." Those who wanted to study here would live in apartments surrounding the university. These apartments were not handled by the university but by the private enterprises or individuals. The student mentioned, "The university was quite far from the shopping center in the students' opinion so they spent a longer time in the university." Moreover, no matter where they stayed, in their home or apartment, most of them stayed close by the university. The students as my interviewees stayed close to the university in their own home or the apartment. Moreover, the assistant to dean of business administration faculty repeated " Most of the students choose to study here because of a close proximity. However, the director of graduate school reiterated:

Master degree students selected the university because it is close to their homes or their working places. Thus they spent a shorter time to go to schools and return home without being exhausted.

Many of the students entering into two universities stayed close to the university. If not, they came from the southern part of Thailand because those universities were located on the road that approached from the South. The director of academic service mentioned, "The site of the university was quite convenient to the working people

because its location is surrounded by manufacturing sites. Thus, they took a shorter time to get here."

Moreover, there are two types of class schedules, one for day and one for night class. So it is quite flexible for working people who want to study at the undergraduate level of the night classes. In addition, the graduate level of business administration is available both in the day and night classes. However, the graduate level of engineering and liberal arts are available only in night classes.

Methodology of teaching is quite important, which is categorized into the third element. When interviewing students from the faculty of business administration, they enjoyed a small class size. As the student from the faculty of engineering mentioned, "There were 50 students in each theoretical class and 40 students for practical one." The student from the faculty of business administration said, "Because there are 40-50 students in a class, I am happy when the teacher remembers my name." Consistently, the assistant dean of business administration faculty confirmed the small class size too. However, she mentioned, "The largest number of students in each class is 60 for theoretical course". The student reiterated:

The teachers were able to remember most of the students' names attending their class. Simultaneously, I felt that I understood what they taught, regardless of their qualifications. Even though they graduated with only bachelor degrees, I cared only that the way they taught me was understandable.

Location is not only one factor that attracts high school and commercial students to attend Nong-kham University. An activity, like the road show is another supporting factor.

Promotion

The term promotion is used quite broadly so it is quite easy to explain this in public relations, sales promotion, personnel selling, advertising, and direct marketing.

Public Relations. Road show or high school visit was the activity that Nong-Kham University perceived an important factor because it helped students in the high schools and commerce schools know the name of courses offered at the university.

The director of student affairs indicated:

The road show normally occurred in the form of student consultation, together with introducing the university. Many times the high schools and commerce schools requested the university to give a student consultation. Also sometimes the university requested the schools to do that. There was a team from the office of student affairs to handle this activity. We worked together and visited different parts of Thailand, in particular, the south of Thailand. Suratthanee province in the south of Thailand was a center of student recruitment. According to the survey, the students from the south came from this province so that this center facilitated them in applying to university. Furthermore, alumni who were working in the schools in the south suggested students to study here. Besides the southern part of Thailand, the Bangkok vicinity, including Ayutthaya, Singh Buri, Nontha Buri, Pathumthanee, Petchburi, Ratchaburi, Nakorn pathom, Samutsakorn, Sumutsongkram and Samutprakarn, was included in the plan. These provinces were quite accessible and convenient for the students. Moreover, the survey findings identified that many of the students came from those provinces.

However, a road show would be worked only temporarily, in particular, from November to January in order to recruit new students for the first intake because the high school or commerce students are looking for further education during that time.

When the staffs of the office of student affairs went on a to road show, they were well informed to communicate advantages of the university. One of them mentioned:

These strengths are: 1) engineering faculty is the first one that the university offers to the public, 2) cheap tuition fees due to a condition of being foundation, 3) a close relationship between teachers and students, 4) accessible location and 5) a close relationship between freshmen and senior students.

Therefore, it was said that we are well prepared and had a script to talk to the audiences. However, we were not the sole group of people to go out for a road show. The teachers from different faculties were also involved this activity because they knew details of their own program. Thus, the information, that was communicated, was quite clear to improve the students' understanding. Then, it brought about our good decision making.

Advertising. Advertising was a tool the university exploited. The director of the office of student affairs was interviewed on the topic of the media used to provide information to the public. He said:

The president gave a policy on pattern of student recruitment. When he got it, he planned to do the activities coherent to his policy. He started to select the media. Newspapers were used widely; Thai Rath, Daily News. Matichon and Krungthep Thurakij were newspaper that effectively advertise the university. Thai Rath has the highest number of circulation so it is necessary to use this medium. Daily News is also relatively high circulated. However, Matichon

has the lowest number of circulation, but it is used because it focuses on political issues, which is interesting for the ones who want to study in the faculty of law. Krungthep Thurakij is well known by businessmen, so this medium is proper to advertise to promote undergraduate and graduate program of business administration.

The advertisement detailed the courses offered in the first semester. The application schedules were added, together with its address.

Apart from printed media, radio was used in the southern part of Thailand, specifically in Suratthanee province. The staff of the student affair office stated, "It was quite effective because local accent was used to inform the courses that the university offered."

Billboard was another tool to communicate to the public. Normally it was hung in front of the university, when the university wanted to recruit new students for the second intake as well as the short courses. The student stated "I saw the billboard in front of the university. This lets me know that the university that the university offered the course which matched any need."

Although direct marketing is a component of promotion, Nong-Kham University did not use it widely. The only tool that it used was to have its web-site provide information the university's concerning its background and course offerings.

However, the director of the student affair office insisted that the university enjoyed a small sized institution status to ensure excellent education quality. He admitted: "The new students in 2001 would be 2,500." In addition, the director of graduate school stressed, "Responsiveness is quite meaningful in running the university in the present time." Thus the small size of Nong-kham University will to improve responsiveness to the students.

In the opinion of the director of student affair office:

The students from the southern part of Thailand were financially supported by their parents so they did not request for scholarships and government funds provided in the form of lending. It did not mean that the university did not recruit the students from the other parts of Thailand. Nevertheless, I attempted to express that a lesser extent of competition caused a more availability of scholarships and government funds to the most needy students.

Personnel Selling. Although the road show that is categorized as the public relation is classified as personal selling, the staffs that went out for road shows were salesmen who attempted to sell the programs to the prospects. It was in the form of giving information to them in order to bring it into their consideration when selecting an institution. The staff of the student affair office clarified, "I would not sell the courses directly but in the form of student advising".

However, word of mouth is a prominent communicative tool that can entice prospective students to study at Nong Kham University. One of my student interviewees mentioned, "I heard about this university because my relatives had studied here before. Another are added, " My sister was studying here. The university was so good."

Another issue that was communicated by means of word of mouth to the prospective students was a close relationship between students and students and between students and teachers. One student pointed out "I stayed warmly in the university because I have good friends to talk with." Another student said, "My teacher listened to me about my problems of either my study or my personal life." Moreover, another one said, "My teacher joined me for lunch many times in the university."

Petchkasem University

Petchkasem University had been named since 1973 by the founder, Dr. Narong Mongkolvanich. The university is located on the west bank of Bangkok in the Pasijareon district. It provides 36 kinds of curricula in eight faculties and one international program. These faculties are:

- 1) faculty of business administration
- 2) faculty of engineering
- 3) faculty of law
- 4) faculty of liberal arts
- 5) faculty of communication arts
- 6) faculty of science
- 7) faculty of nursing
- 8) Graduate school
- 9) International program

Product

Petchkasem University offers 32 kinds of curriculum including an international program.

Faculty of business administration consists of six departments, including accounting, banking and finance, marketing, general management, international business management, business computer, and industrial management. These departments have specific curriculum offerings to students who have their own preferences and skills. The curriculum of each department is arranged for those who graduated from high schools and commerce or vocational schools. The duration of each curriculum it differs from two to four years. The ones who graduated from high schools have had to study four-year programs while a two-year program is offered to

the students who graduated from commerce schools with advanced professional certificates. However, the curriculum for the industrial management department is available only for the students who got the advanced professional certificate concentrating in engineering. All curricula is provided to the students in the day and night time. Two types of time schedule are selected according to student convenience except the curriculum of banking and finance, which is available in the daytime. Students graduating from the departments of business administration can get the bachelor degree of business administration except for accounting students. The students from this department would obtain the bachelor degree in accounting.

Petchkasem University has been the most famous in engineering since it was the first faculty of the university. There are different departments in the faculty such as mechanical, electrical, computer, and civil engineering. Curricula in these departments are designed to meet different types of students. As known earlier, the students who graduated from different kinds of schools get different certificate. The curricula for the students from high schools are four-year programs while two-year and three-year programs were available for the students who got the advanced professional certificate. The two-year program was arranged only for the curricula of mechanical, electrical and electronic engineering. However, students who enrolled in the two-year program received bachelor degree of industrial management. On the other hand, the four-year program students would obtain bachelor degree of engineering. When I talked to the dean of engineering faculty, he disclosed, "The three-year program would replace the two-year program according to the requirement of the association of professional engineer. Despite spending only three-years, the students obtained the bachelor degree of engineering."

Faculty of law provided only a four-year program to students who graduated from the high schools. The students could choose to study in the daytime or the night-time.

Faculty of liberal arts combined two departments including English business communication and hotel studies and tourism. The department of English business communication designed the curriculum for the students who graduated from the high schools or equivalent in the day time only, while the department of hotel studies and tourism offered the curricula for the ones who graduated from high schools and from commerce schools with the advanced professional certificate. These two programs would be available in the daytime and the night time. The curriculum of hotel studies and tourism composed of theoretical, practical knowledge and internship.

Faculty of science combined two departments, food technology and computer science. The curricula were designed for only the students graduating science major from high schools. They are available only for daytime schedule.

Faculty of communication arts offered three kinds of curriculum from three departments, journalism, public relations and advertising. A four-year program in the daytime schedule was available for interested students.

Faculty of nursing was the newest one offered by the university. The curriculum was designed for students majoring in science from high schools. It was available only in the daytime.

The undergraduate curricula were divided into two semesters in a year. It was similar to other universities. However, the summer semester was dedicated to the night time students. The daytime students were able to study in this semester when the subjects were core courses and prerequisite courses. In the another case, they were available on request by the number of students.

Graduate school is consisted of business administration, engineering, communication arts, and public administration. The curriculum of business administration was designed in to a trimester program. The rest of the curricula were administered into two semesters a year. The courses were available only during the night and during weekdays and Saturday and Sunday. The curricula would be available in two types: the non-thesis and the thesis option, depending on the students' preference and skills.

The four-year international program was only available for the undergraduate students who were interested in studying in international business and hotel and tourism management. The Thai program students graduated from high schools or with vocational certificates. The applicants outside Thailand showed proficiently in English, by taking English tests such as TOEFL, Michigan Test, or IELTS. The program was available only in the daytime schedule.

Actually, any university would recruit students in the first semester between March and June every year. However, Petchkasem University would recruit them in the second semester during August to November. Only some curricula of some faculties were available for the students. At the graduate level, the curriculum of business administration was also provided as well. Similarly, the curricula for the four-year program of electrical and computer engineering were available at the undergraduate level. The departments of accounting, marketing, general management and business computer were also offered. The international program, in particular international business was unexceptional, however. Moreover, the two-year programs of mechanical and electrical engineering, accounting, marketing and business computer were available in the daytime for the second intake. In the nighttime

schedule for four-year programs, accounting, marketing, law and engineering were designed. (See Table 2 on the following page.)

When I interviewed the dean of business administration faculty, she mentioned:

The curricula of any departments in the faculty of business administration had to be revised in response to the social needs and job market. Moreover, the courses that offered in the summer semester were the only prerequisites, so I did not allow other courses available in the summer semester. It was because I wanted students to study in a normal semester and then to get more knowledge. At last I believed that educational quality was taking place and made a good image for the whole university.

The administrators of the university perceived that advisory system was very essential to maintain the student enrollment. The dean of business administration explained:

All of the teachers in the faculty provided more available time to give an educational consultation to the students. The students received this kind of advice on the certain schedule that was allocated by the teachers. I wanted my faculties to do this job as the third priority after teaching and researching. There were nineteen buildings available for student learning. It was quite convenient to have Thai Military Bank and Post Office situated in the university.

Se-Ed bookstore was also located to sell textbooks, magazines, and books. AM-PM, franchised convenient store, was ready to sell consumer goods to all people in the university. There were two big canteens serving nearly 20, 000 students. The central

Table 2: Curriculum Offerings of Petchkasem University

Faculty	2-year program	4-year program	Day schedule	Night schedule	2 nd intake available
Business Administration					
- accounting	✓	✓	✓	✓	✓
- banking & finance	✓	✓	✓	-	-
- marketing	✓	✓	✓	✓	✓
- general manage	✓	✓	✓	✓	-
- international business	✓	✓	✓	✓	-
- computer busness	✓	✓	✓	✓	-
- industrial manage	✓	-	✓	✓	-
Engineering					
- mechanical	✓	✓	✓	✓	-
- electrical	✓	✓	✓	✓	✓
- computer	-	✓	✓	-	✓
- civil	-	✓	✓	-	-
- electronic	✓	-	✓	✓	-
Law	-	✓	✓	✓	✓
Liberal Arts					
- English business communication	-	✓	✓	-	-
- hotel studies & tourism	✓	✓	✓	✓	-
Science					
- food technology	-	✓	✓	-	-
- computer science	-	✓	✓	-	-

Faculty	2-year program	4-year program	Day schedule	Night schedule	2 nd intake available
Communication Arts					
- journalism	-	✓	✓	-	-
- public relation	-	✓	✓	-	-
- advertising	-	✓	✓	-	-
Nursing	-	✓	✓	-	-

library and the graduate school library are situated in different buildings. Garden of Peace was the only space for relaxation, however.

The university provided 250 computers that could access to the internet in the Internet Center. The students could use the center without extra charge. However, they could not use the computers for typing or printing. If they wanted to type their reports, they had to go to the computer lab, managed by the department of computer business at a certain time. Actually it was between 4:30 p.m. to 6:00 p.m.

The central library was open from 7:00 a.m. to 7:00 p.m. except Monday and official holidays. However, the graduate school library was opened from 12.00 P.M to 8.00 P.M. These two libraries were closed on Sunday. When interviewing the director of the library, mentioned:

The library would be developed to become a digital/virtual library. At present, Lexis Nexis database provide information for all members of the university. Additionally, Grolier Online was being tested to provide a database as well. Searching of resources through Internet was provided by the library through <http://library.siamu.ac.th>.

The auditorium, containing 120 audiences, was prepared as an opera house and sometimes as convention center for seminars. Moreover, provide practicum for students of hotel studies and tourism department, the university provided spaces for kitchen and front office for demonstration and training. These are located on the 19th floor of the 19th building which was the newest one. There are 7-story parking lots in this building.

The new sporting arena is the students' pride because they never had a big stadium before. Actually, the current one was changed from the canteen. Many times, the university was requested by other institutions to use the sporting ground. Thus an initiative of sport competition among students was just featured in the first semester of 2001. Eventually, this arena was used on September 17, 2001, for the HuKwang Games that was the first time of sport competition among the students in Petchkasem University (Kae & Uu, 2001, p. 3).

A health center was an another service that the university provided to the students and the teachers. The staff member of the office of student affairs mentioned:

The university hired a permanent staff; experienced nurse. He works in the daytime for five days. However, a temporary staff was employed to work in the evening to provide service to the evening students for five days too.

However, when the students were interviewed after studying here for two months, one of them mentioned, "Cleanliness of the university is quite outstanding except the rest rooms". An another student added,

I needs more green areas and benches. The university arranged a garden, named the Garden of Peace but it is quite far to get there. Thus I have no place available to relax so I have to go to the nearby shopping centers.

The students perceived the university as a high-class institution before they studied here. One of them indicated

When I visited the university, I saw crowded buildings. However, when I studied here for a period of time, I changed my perception that it was an institution for everybody. I and others from different social status were treated equally.

According to one student, interviewed, a variety of courses that the university offers to the students is a main factor to attract the prospective students. As mentioned by a student from the faculty of science, "I looked for many private universities, I found that they did not have science faculty except Siam University."

Price

When I investigated the expense that first year students of the business administration faculty spent for the first enrollment, I found that they paid 800 Baht a credit or approximately 21 100 Baht or US\$469 for the first semester for lecture classes. While some students paid 1 200 or 1 400 Baht a credit for experimental classes. However, this amount varied depending on credits each student enroll in and the faculty with which they intended to study. The expense was categorized as followed;

Credit fee (800 Baht x 20 credits)	16 000	Baht
New student registration	200	
Insurance for broken items	500	
Student card	250	
Accidental Insurance	100	
Internet service	400	
Miscellaneous expense	300	

Academic support	2 200
Library support	350
Sporting support	150
Student activity support	200
Extra curriculum	250
First-aid support	100
Examination paper	100

When I investigated funds provided for students, I found that there were six kinds of funds. Government funds were special project funds of B.E 2544, funds for the students who were qualified in term of GPA and behaviors, funds for students having special abilities such as sports, playing Thai classical music instruments, and emergency funds. There was only one kind of fund allocated by the government. The student as a borrower had to pay money back in 2 years after he or she had graduated for two years. However, the rest were allocated by the university without repayment.

One interviewed student said, "I knew how costly it was when I wanted to study in Petchkasem University."

Place

Location of Petchkasem University is far from the center of Bangkok approximately eight kilometers to the west. Most of interviewees replied that they chose to study here because of its proximity. They spent a shorter time getting here. Some of them live along Petchkasem road, so it is relatively convenient to catch public transport. A student said, "She stayed with her family in the area of Sai-Song Commerce School." This area was close to Petchkasem University, no more than three kilometers.

The university offers two types of class schedule: day class and night class. Normally, a day-class schedule is provided to any students who wants to study, while a night-class schedule is selected by the ones who wanted to work in the daytime and came to the university to attend night class.

When I interviewed students who first enrolled in the university, one of them said, "I chose to study here because the university is quite close to my home, and I am able to catch a bus quite easily. Moreover, some of them were not interested in its image or quality of education that the university provided. One of them from the communication arts faculty commented, "Equipment is not properly modernized to practice all of them to serve the job market but he chose here because of his distance proximity".

Nevertheless, students from different faculties had different perspectives on teaching methodology. One of the students who came from business faculty mentioned, "I studied in a large class, and I were not practiced enough, in particular, in English classes". On the other hand, the one who came from the faculty of science admired, "There were sufficient instruments to do laboratory despite of moderately outdated ones."

Promotion

Promotion consists of five elements so I present the data into such each element as public relation, personnel selling, advertising, sales promotion and direct marketing.

Public Relations. A Road show or a high school visit was an another significant tool that Petchkasem University used for the first time in 2000. It occurred in the form of a student consultation. The director of student recruitment said:

The Road show formed collaboration among three parties which were the office of student affairs, the office of student consultation, and the office of registration. These parties were nominated by the president to be in charge of this activity.

In to the interview, the assistant director of the office of registration said:

I did a survey to get more information about where my team should go. Most of the students came from the western part of Thailand, according to the survey so the road show concentrated on this area. This area covered various provinces such as Nakorn Prathom, Kanchanaburi, Petchburi, and Prachuakerikun. Even though the teams went to those provinces, they focused on some vocational schools as the first priority and them high schools because of a limited amount of time.

The assistant director of the student affairs additionally told me:

When I came there, I met administrators of each school in each province with some gifts. Also, I talked to them about scholarships the university provided. However, the road show activity would not occur throughout the year. It only occurred between December and February. This period of time was appropriate because it is the time of final examinations taken by students who want to find an institution of higher education.

A staff of the student affair office said:

The student consultation organized road show, according to high schools, request to give the students advice about making good decisions about thin choices of institutions. The university set 2-3 persons as a team for this matter. However, I and other teammates knew what information we had to present.

Moreover, when we went there, we distributed brochures about the university background, curricula, and scholarships.

Indeed, the assistant director of student affair office reiterated:

There were three teams going out for the road show, but the topics we talked were not well prepared. The general topics that we presented were the university 's location, any faculties, teacher qualifications, expenses, and any student activities. Importantly, we were asked about how many teachers graduating from the domestic and foreign institutions. However, the popular question the students asked was much a credit they had to pay.

Additionally, the staff of the student affair office presented:

I had to answer the questions as followed: why they had to study further, how they prepared themselves for studying, and what kinds of programs Petchkasem University provided. Several times when the road show team went out, there were several students, actors who presented their positive attitudes towards the university. What they said was quite believable.

When the team went out, there was a particular information that was shared to the prospective students. The assistant director of the registration office reiterated:

The strengths of the university were several. Those were systematic curricula, teaching and sport facilities, scholarships, and well-known engineering faculty. Thus it was said that these strengths were familiar to the staffs who ran the road show activity.

However, the staff of the student affairs mentioned, "the selling points of the university were a long-established institution, variety of curricula, and an under-supervised institution."

However, the head of student advising and the staff of the student affairs office agreed that the media that they used was quite out of date. They believed that high technology would be more helpful and attractive in order to grasp the students' attention. This also strengthens an image. The head of student advice office stated, "When I went out, I felt embarrassed because other universities used high technology media to get students' attention."

The head of the public relation department mentioned further, "It would be more interesting to have professional speakers who were knowledgeable and humorous for the road shows".

The faculties of business administration, law, communication arts, liberal arts and engineering had their own journal under a different name in order to be a medium for distributing and publicizing new knowledge and research that the teachers attempted to convey to the public. They were issued every six months. The contents of the journal were quite academic. Siam Academic Review was a journal for the faculty of business administration while Siam Law Review belonged to the faculty of law. Apart from Siam Press, the faculty of communication arts issued Siam Communication Review. Cultural Approach was the name of the journal of the faculty of Liberal Arts. Although the faculty of nursing was the newest among other faculties, there was the journal entitled Journal of Nursing, Siam University. At last, the big faculty like engineering also had its own academic journals Engineering Journal of Siam University. These were sold at 80 Baht per issue to the public. However, most of them were available free of charge for the teachers of the university and for other universities. As mentioned above another medium that provided general knowledge and activities the university did was called Siam Press, issued every three months for only students and teachers at no charge. Siam Press is managed by the

department of journalism in faculty of communication arts. These journals are a form of publicity that helps inform the public about the university's matters.

Additionally, an exhibition was another tool the university employs. The exhibition was organized in the high schools or in the department stores. In May Petchkasem University cooperated with a big department store to exhibit student projects (Krungthep Thurakij, May 03, 2001). It presented mainly student projects of the faculty of engineering, computer science, and business computer. Every year the student projects are collected to present in the Siam Nitad Exhibition, sponsored by the university.

Several times Petchkasem University was honored to host international meeting and more recently, the international conference of university presidents. Participants of this later conference came from different parts of the globe to share ideas of different aspects on higher education. In addition, the meeting of Thai-Australian collaboration committee for is an another conference that the university hosted. When I talked to the president of the university, he mentioned:

I believed that such conferences helped improve its image and reputation.

Furthermore, the international linkages were shaped by this conference because the participants engaging in building good relationships.

The head of the public relation department mentioned, "The president and the vice president went abroad to build good relationships with many institutions. As a result, the relationships brought about an exchange in forms of academics and research."

Sales Promotion. Apart from the information the students received, some gifts such as bookmarks, ballpoint pens and rulers were distributed to the students in the

road show activity. The director of student recruitment said, "Even though they are cheap, they helped make us recognizable."

Advertising. When I asked about other media, apart from the road show that Petchkasem used, the head of public relation department responded:

The university used printed materials, frequently newspapers, selected by the president. Thus he recommended Thai Rath, Matichon, Siam Sport, and Krungthep Thurakij.

Consistently, the president stated: "The advertising in the selected printed media had traditionally been used." The head of public relation added:

Thai Rath was chosen because of the highest circulation among Thai newspaper. The university allocated a largest portion of budget on this for the advertising in newspaper. Matichon and Krungthep Thurakij were used to provide information to the ones who wanted to study in the master degrees. On the other hand, teenagers preferred Siam Sport because it was very effective in accessing this group. These papers were not used throughout the year, but only in the period of new student recruitment. Its period was prior to the beginning of the first and the second semesters. The messages that were communicated through those newspapers detailed what the curricula the university offered to the interested persons and its location. Moreover, a billboard had been used for a long time. It had been located on Tha Pra Intersection, the nearest point of Petchkasem University.

When I asked a student, he said, about the billboard, " It was not attractive because its color was faded, and it was too detailed and traditional to catch his attention.

Moreover, the head of public relation explained:

Any activities that were quite important to the whole university would be submitted to the newspapers as mentioned earlier. Those activities included “freshy day,” the international conferences, and the graduation ceremony.

When I investigated brochures that the university dispersed to the interested students, I found the detail on its background, its accreditation and its international relations. The university focused on the international relations to strengthen academic standards and promote international academic environment. Thus there had been academic cooperation with highly recognized institutions in various countries.

However, the head of public relations department commented:

Decisions on media selection, messages and timing were made only by the president, so this involved quick action and sufficient budget allocation.

Moreover, I thought that I worked in the president’s office so facilities were quite available.

Personnel Selling. Personal selling was used in the form of a road show because the staff distributed related information about the university. Even though it was in the form of student consultation, it was not a hard sale to get the students to buy products or services. "It was merely an attempt to provide information that could help them choose an institution," as mentioned by the staff of the student affair office. Therefore, personal selling was one category of promotion. This type of selling was quite approachable to the prospective students.

Direct Marketing. Although direct marketing was a component of promotion, it was used at a certain extent. The university had its web-site to tell the publics about its background and course offering. Also, Siam Informer was a university internet newspaper organized by Petchakasem University that provided interesting news to the public.

Moreover, word of mouth was quite outstanding communicative tool because many students decided to study in Petchkasem University based on this issue. They heard from their neighbors, friends and cousins about its fame on educational quality when comparing universities in the area. One of student interviewed said, "My neighbor told me about Petchkasem University." One student from the department of hotel studies and tourism mentioned, "My older sister was studying here so she suggested I to take the entrance exam."

The assistant direction of the registration office mentioned:

Word of mouth was influential for anyone who wanted to study in a particular institution. This influence affected on the students' decision to study because their relatives, friends, and colleagues might tell them the advantages and disadvantages that they confronted in the experience. I also wanted some help from the teachers to go back to my high schools or vocational schools. As alumni, they communicated to each other on the background of the university and also any other related information. Then, the given information might be helpful and trustful to make them decide properly on which institution they should choose.

Moreover, word of mouth built a close relationship between freshmen, sophomores, juniors and seniors, which was quite significant among the prospective students. The student from the faculty of communication arts reflected "I hung around in the university with senior friends before I went back home." Another student from this faculty added, "I was very happy to be with my classmates."

Research question 3: If any, what are additional considerations apart from the marketing mix that help guarantee student enrollments?

Nong-Kham University

The most important issue that Nong-Kham University emphasized was to promote that the university ran under concept of non-profit. From the interview, the administrators reflected that the revenues from tuition fees returned to the students in the form of development within the university. The deputy president stated, "A larger portion of profit received from running the university returned to the students in terms of low tuition fees and space renovation involved from a condition of foundation of the university."

From the interviews, I found that my interviewees always referred to the academically vice president. When I interviewed him, he stressed "I was in charge of every kind of an academic activity happened in the university. The role of the president was in charge of external activities".

Importantly, what my interviewees said was quite coherent to what he mentioned. For example; they said exactly the same thing about the targeting of new students, numbering 2 500 students at maximum, and a concept of small but excellent quality which possibly could become a motto of the university.

The students talked to me about a close relationship between them and their seniors. They were warmly welcomed by the senior students and the teachers. This information was disseminated and impacted the students' decision.

Petchkasem University

A close relationship between freshmen, sophomores, juniors and seniors was quite significant in some faculties, such as the faculty of science and communication arts. However, the relationship between students and teachers was quite distance. As I interviewed the dean of faculty of business administration, she mentioned, "I am

concerned with educational quality. Thus the relationship only occurred in the form of advisor and advisee relationship."

Although several students said that they did not see a difference between Petchkasem University and the universities where were located in the same side of Bangkok, many perceived that Petchkasem University was "high class." This affected the students' decision on selecting this university. A close relationship between freshmen, sophomores, juniors, and seniors was quite significant in some faculties such as faculty of science and communication arts. However, the relationship between students and teachers was quite distance. As I interviewed the dean of faculty of business administration, she mentioned, "I concerned much on educational quality. Thus the relationship only occurred in the form of advisor and advisee relationship."

Summary

This chapter delineated marketing activities of Nong-Kham University and Petchkasem University in accordance with the theoretical framework of marketing mix. Moreover, it illustrated the answers of three research questions.

Research Question 1: What specific policies and other strategies are being taken by two private universities to guarantee student enrollments?

Nong-Kham University concerned much on educational quality within a limited space. Furthermore, the strong support on research projects of the teachers was prominent involved in an increase in the number of teachers holding the academic positions. While Petchkasem University focused on an integration of information technology with educational quality. Thus, to be effectively used the technology, English was also strengthened.

Research Question 2: How do these strategies reflect or draw upon marketing theory?

Nong-Kham University

Product. Nong-Kham University offered twenty kinds of curriculum covering faculty of engineering, business administration, liberal arts, and law. Moreover, its library was accredited to get ISO 9002 and served the students a longer period time in a day. There were many buildings for teaching and learning, a respectably spiritual house of Grandma Praek MuanPiew, one football ground at the front of the university, several rest areas within the university and parking lots. There were many services that the university provided to the students, such as an English clinic, computer lab, and health center. Moreover, it provided to the public short courses in computer language, Japanese, Chinese, and English. The public could also get free legal advice, which was arranged by the faculty of law.

Price. Its basic tuition fee was 600 baht for a credit. Also the university allocated scholarships to the students. In general, the students could request financial support from the government, but they had to repay after they graduate. However, the university delivered scholarships for students who had special qualifications such as good performance of study, athletes, etc.

Place. The university was located on the west part of Bangkok. Day and night classes were available for the students. Due to a small number of students, there were 50-60 students in each class. Lecture was a major teaching methodology. For the engineering class, there were factories to encourage them to practice.

Promotion. Road-show activities or high school visits were a major tool the university used. The staff of the university went out to provide information about the university. This means was equal to personnel selling. Moreover, advertising in the printed media were widely used. However, in southern part of Thailand, radio was employed to give information to specific audiences. The university communicated

information to the public through its web-site which was called direct marketing. Word-of-mouth was an essential communicative tool that was used effectively because many of the students came here when their friends and cousins told them about things occurring in the university.

Petchkasem University

Product. Petchkasem University offered 36 kinds of curriculum covering faculty of engineering, business administration, law, communication arts, liberal arts, science, and nursing. Putting more computer and English courses involved a review of curriculum of every faculty. This direction was congruent with research question number 1.

There were classroom, a library, internet center, laboratory, stadium, parking lots, and a Peace garden. There were academic journals of each faculty available on sale to the public. Moreover, there were business services, such as a post office, franchised convenient store, and bank within the university.

Price. The university charged 800 baht a credit for tuition fees. It provided scholarships to students who had special qualifications such as a good performance of study, athletes, etc. Moreover, the university received monetary support from the government when the students requested this kind of funding. However, this funding had to be returned to the government when students graduated.

Place. Petchkasem University was located on the western part of Bangkok. It's far from the business downtown, approximately 8-10 kilometers. It provided day and night classes for the students. Lecturing in a large classes was a method that teachers used, except for the faculty of science and engineering. The students from the science faculty and engineering faculty experienced an experimental class and simulation class.

Promotion. Road-show activities or high school visits were extensively used by the university. When staffs went out, they gave a small premium like, bookmark, rulers, plastic bags with the name of the university, together with the university information. Those staffs were salesmen of the university who tried to tell the prospective students to consider attending Petchakasem University. Moreover, the university organized several international conferences that helped the university. An exhibition, organized by the university, was an another tool. Also, the university cooperated with a nearby department store to allocate space for presenting students' projects. This exhibition was organized once a year but at different times.

Advertising in the printed media, such as newspaper and billboard, was frequently used. Direct marketing was rarely used except through the university's web-site. The university has its own web-site, to explain its background and its course offerings, and has the university internet newspaper, the Siam Informer.

However, word of mouth was an effective tool that helped communicate to the prospective students. Many of students came here because of an outcome of this tool. The information that they got from this kind of tool came from neighbors, friends' and family who graduated from or were studying here.

Research Question 3: If any, what are additional considerations, apart from the marketing mix that help guarantee student enrollments?

Nong-Kham University was perceived as a foundation so the students believed that tuition fee was cheap. Moreover, a close relationship between students and students, and students and teachers was tightened.

Petchkasem University was perceived a high-class institution that implied a higher quality of education, especially when compared with universities located around that area. A close relationship between students and students in some faculties

was also significant. This information spilled over and affected students' decisions on where they wanted to study.

The next chapter, Chapter 5, will be an illustrated summary, conclusion of the study, and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY

Summary

An application of marketing in non-profit organizations is debatable because there are people who accept this approach into practice but others criticize it negatively. However, educational environments are encountering a change in administrative systems. The higher education system is avoidably affected. First of all, a change in government support in the form of financial contribution is apparent in many countries in the globe. A decrease of financial support for the higher education system from the government results from two factors, an economic downturn and a need of improvement in administrative efficiency. In the time of an economic recession, the government attempts to allocate appropriately a limited budget to the most needy system of the country. Thus it is not surprising to note that several countries cut budgets for higher education. However, there are some countries that enhance competitiveness by financially granting for outstanding institutions. Secondly, the number of competitors in the higher education rises so the demand for students to exist in the system. One way to survive, in such an arena, is to bring some business approaches into practice under non-profit contexts.

Thailand is confronted with economic chaos that has resulted in a decline in the government budget. This is noted budget has affected every system in the country. The higher education system in Thailand is no exception. Public universities are supported decreasingly in term of financial contributions. This phenomenon is congruent with a purpose of the new act, National Education Act of B.E. 2542, which aims at changing status of public universities to be state-supervised universities. Moreover, a number of higher institutions has been increased since 1996. This

involves an intense competition. On the other hand, a number of population aged 18-24 has been decreased dramatically. This causes a tougher competition in this system. Thus, this study aims at exploring an application of a set of marketing mix to the efforts of Thai private universities to guarantee student enrollments. The following questions guide this research:

- 1) What specific policies and other strategies are being taken by two private universities in Thailand to guarantee the student enrollments?
- 2) How do these strategies reflect or draw upon marketing theory?
- 3) If any, what are additional considerations apart from the marketing mix that help guarantee student enrollments?

No matter how marketing is utilized in any organizations, such as business, nonprofit and higher education institutions, its aim is to satisfy customers. Although customers in the organizations are different, marketing is certainly adapted to work together with different types of customers. When identifying the market, the marketing unavoidable and consist of product, price, place and promotion (4 P's). Some scholars criticize that the 4 P's are not congruent with a product nature, categorized as service as is the case with education. Thus they proposed the 5 P's (Miller & Eddy, 1983), 4 C's (Kotler, 2000) and 7 P's (Sargeant, 1999).

When addressing marketing in higher education, the 4 P's are described extensively. Product covers tangible and intangible ones that the universities provide to the students. Price is tuition that is charged to them. Place is the university location and class schedules provided for different group of students. Promotion comprises of five activities, such as personal selling, advertising, public relation and publicity, sales promotion, and direct marketing. Most of the universities use advertising and public relation as primary tools as a marketing means.

In addition, marketing in the private university is elaborated on the elements of marketing mix that they employ. However, the elements that they use are not different from general higher education institutions.

A case study approach was applied to achieve the purpose of the study and to answer the research questions. The research sites, Nong-Kham University and Petchkasem University, were selected. Three groups of people in each university were interviewed. They were administrators, staffs and students. In order to get detailed data from those people, face-to-face interviews and tape recordings were utilized. When data were sought, transcribing the data from Thai to English was processed. Marketing mix was applied to be the theoretical framework of this research. Subsequently, categorizing a pile of data into each element of marketing mix and matching the data to the research questions were conducted simultaneously done. The marketing mix was the theoretical framework that raised to explain which element the two private universities use to guarantee the student enrollments. The marketing mix consists of four elements, product, price, place, and promotion.

Product is one of four elements of marketing mix. Product in the higher education is defined as service, not tangible goods (Connors, 1993), whereas Hockenberger (1988) determines a product as academic programs, faculty members, library and other facets of institutional offers. However, Kotler and Fox (1995) frequently emphasize that educational offerings are programs and services.

Price is an another element in the marketing mix that is increasingly important for the educational institutions. Kotler and Fox (1985) define price as the monetary cost of obtaining a good or service (p. 241). In these institutions, price is tuition. Furthermore, scholarship is described as price (Hockenberger, 1988). Ultimately, an overall tuition becomes revenue that come from customers.

Place becomes a part of the marketing mix because it makes education or the “product” available (Kotler & Fox, 1985). Thus it can be called as distribution channel. It also includes location, scheduling of programs, teaching methods, and styles (Nicholls et al.), and delivery system (Connors, 1993, p.737).

Advertising has been used heavily as a communicative tool even though it is one technique of promotion. Promotion consists of personal selling, public relations, sales promotion and advertising (Connors, 1993). Direct marketing such as direct mail is an additional technique that could be used (Hockenberger, 1988).

The target group is students because students pay money to acquire education. However, no matter who the students are, they are a major group that encourages the university existence. Thus, in this research, “students” is the targeted group.

Conclusion

The three questions will be repeated to include all interviewed information and document in each question.

- 1) What specific policies and other strategies are being taken by two private universities in Thailand to guarantee the student enrollments?

Nong-Kham University

Due to the medium-sized Nong-Kham University, it was not expandable to be a large-sized one so it enjoyed its smaller size and focused on providing educational quality. Additionally, monetary support and equipment for the teachers to carry on research projects are becoming tools to promote the university's image.

Petchkasem University

Despite the large-size of Petchkasem University, it mainly focused on an integration of information technology and educational quality. It put more courses of computer literacy in every revised curriculum. English was another focus in each

curriculum because English was a major language for using computers. Thus, the information technology was usefully exploited; English should be strengthened also.

The focuses of Nong-Kham University and Petchkasem University are different due to the difference of resources allocation.

2) How do these strategies reflect or draw upon marketing theory?

Nong-Kham University

Product. When referring to the product concept, it includes course offerings and services. Nong-Kham University designs fourteen kinds of curriculum, undertaken by faculty of engineering, business administration, liberal arts and law. Moreover, its library is accredited to get ISO 9002 and serves the students a longer time each a day. There are many buildings for teaching and learning, a respectably spiritual house of Grandma Praek MuanPiew, one football ground at the front of the university, several rest areas within the university and parking lots. There are many services that the university provided to the students such as English clinic, computer lab and health center. Moreover, it provides the publics with short courses in computer language, Japanese, Chinese and English. The publics can get free legal advice which was arranged by the faculty of law.

Price. Its basic tuition fee for lecture was 600 baht for a credit. Also the university allocates scholarships to the students. In general, the students can request financial support from the government, but they have to repay after graduation. However, the university delivers scholarships for students who have special qualifications such as good performance of study, athletics, etc.

Place. The university is located on the west part of Bangkok. Day and night classes were available for the students. Due to a small number of students, there are

50-60 students in each class. Lecture is a major teaching methodology. For the engineering class, there were factories to encourage them to learn by doing.

Promotion. Road-show activities or high school visits are a major tool the university used. Staffs of the university went out to provide information about the university. This means was equal to personnel selling. Moreover, advertising in the printed media was widely used. However, in the southern part of Thailand, radio was employed to give information to specific audiences. The university communicated information to the publics through its web-site, a form of direct marketing. Word of mouth was an essential communicative tool that was used effectively because many of the students came here because their friends and cousins told many thing occurring in the university.

Petchkasem University

Product. Petchkasem University offers twenty one kinds of curriculum covering faculty of engineering, business administration, law, communication arts, liberal arts, science and nursing. Offering more computer and English courses involved a review curriculum for every faculty. There are buildings for teaching and learning, library, internet center, laboratory, stadium, parking lots, and a Peace garden. There were academic journals of each faculty available on sale to the public. Moreover, there were business services such as a post office, a franchised convenient store, and bank within the university.

Price. The university basically charged 800 baht a credit for tuition fees. It provided scholarships to students who had special qualification such as a good performance of study, athletes, etc. Moreover, the university received monetary support from the government when the students requested it. However, this funding had to be returned to the government when they graduated.

Place. Petchkasem University was located on the western part of Bangkok. It is far from the business downtown approximately 8-10 kilometers. It provides day and night classes for students. Lecturing in a large class was a method that the teachers use, except for the faculty of science and engineering. The students from the science faculty and engineering faculty experienced an experimental class and simulation class.

Promotion. Road-show activities or high school visits were extensively used by the university. When staffs went out, they gave a small premium like, bookmark, rulers, plastic bags with the name of the university, together with the university information. Those staffs were salesmen of the university who tried to tell the prospective students to consider Petchkasem University. Moreover, the university convened several international conferences that helped the university to be recognized by the global publics. An exhibition organized by the university was another tool that was used to present students' projects. Also, the university cooperated with the department store located nearby to the university to allocate space for presenting students' projects. This exhibition was organized once a year but at different times.

Advertising in the printed media, such as newspaper and billboard, was frequently used. Direct marketing was rarely used except through the university's web-site. The university had its own web-site to explain the information on its background and its course offerings. Moreover, the Siam Informer is a university internet newspaper that provides interesting and updated information to the general public via internet.

Word of mouth was an effective tool that helped communicate to the prospective students. Many of students came here because of this tool. The

information that they got from this kind of tool came from neighbors, friends, and cousins who graduated or were studying here.

What can be concluded in the following ways:

- The marketing mix was applied in each university while an importance of each element was weighted differently.
- Location was the first prioritized component in the marketing mix that affected the students' decision on where they wanted to study.
- Word of mouth was an effective communicative tool that much influenced the student's decision on where they wanted to study.
- From the students' perspectives, the university acted as a foundation and ensured them low tuition fees.
- Public relations, including high schools visits and publicity, a way for by the universities to guarantee student enrollments.
- The use of different print media to advertise the university' s course offerings was frequently used.
- Any promotional activities were not consistently used throughout the year, but only used prior to the high school students taking their final examination and the National Entrance Examination.

As concluded, it is relevant to the previous chapter, Literature Review, about the most popular marketing tools that were used by the universities. Kotler and Fox (1985) consider that most educational institutions used both public relations and advertising as a major marketing tool to compete with competitors. Moreover, clabugh mentions that “word of mouth publicity” is the best kind and satisfies students when it comes to recruitment because it is the best ambassador. This statement is consistent to what this study discovers that word of mouth is an

effective communicative tool that influences the student's decision on where they want to study.

Finally, Lovelock and Weinberg (1978) concludes that the educational institutions begin taking marketing into practice because they perceive it as a means of improving and institution's competitive position in recruiting students. This is related to the finding of the study because the study identifies that location, which is the third P of marketing mix, is the first prioritized component that affects the student's decision on where they want to study.

3) If any, what are additional considerations apart from the marketing mix that help guarantee student enrollments?

Nong-Kham University was perceived as a foundation so the students believed that tuition fee was affordable. Moreover, a close relationship among students and students, and students and teachers was tightened.

Petchkasem University was perceived as a high-class institution that implied a higher quality of education when comparing to other universities located around that area. Moreover, a close relationship between students and students in some faculties was an information that spilled over and affected their decision on where they studied.

Therefore, it can be said that perceptions of students, apart from marketing mix are an essential factor of deciding which university they want to attend.

Recommendation for Further Study

A change in higher education system in Thailand resulted from a lack of financial support from the Thai government. Since 1997, Thailand has faced an economic crisis so the government has spent a larger amount of money in economic sectors to recover. Thus, the tightened government budgetary policy has affected the educational system.

The study of marketing by higher education institutions is increasingly important for several reasons. First, a decrease in financial contribution from the government to the public universities has sparked an effort to survive in the educational system. Second, a number of higher educational institutions have increased while the population between the age of 18-24, typical student a group, has declined. Thus it affects tough competition in the higher education system. Third, other higher education institutions are quite aggressive in increasing student enrollments. They have used marketing tools such as the design of new courses and the use of promotional activities.

Thus if some institutions remain stable as before, it means they do not make any change of their service or product quality. So they will be eliminated from this system. However, this research confined only two private universities with a specific theoretical framework, marketing mix. Although marketing mix, 4P's, is an approach that is used in this study, it is significant useful because each marketing element in marketing mix is practiced at different level in different universities. Which element that is used frequently or rarely will help the universities to strengthen or to change in order to develop marketing strategies of student recruitment. Therefore, it can be expanded through the following recommendation for future research:

- 1) This study should be done repeatedly in the time of prosperous economies: Study may provide cohesive or coercive results.
- 2) Public universities as state-supervised universities should be included in the study and need to comparisons between public and private universities in applying marketing mix.

- 3) Comparative study among private universities that have different sizes in terms of the number of students should be done in order to foresee the marketing activities they will use.
- 4) Using other approaches, apart from case study, to investigate the same phenomenon in order to see differences and similarities is suggested.

REFERENCES

- Arimoto, A. (1997). Market and higher education in Japan. Higher Education Policy, 10 (3/4), 199-210.
- Beder, H. (1986). Basic concepts and principles of marketing. In Beder, H. (Ed.), Marketing continuing education. San Francisco: Jossey Bass.
- Berg, L.B. (1998). Qualitative research methods for the social sciences (3rd ed.). MA: Allyn and Bacon.
- Bouma, D. G. (2000). Research process (4th ed.). Australia: Oxford.
- Brunner, J.J. (1997). From state to market coordination: the Chilean case. Higher Education Policy, 10 (3/4), 225-237.
- Carson, D., Gilmore, A., & Maclaran, P. (1998). Customer or profit focus: An alternative perspective. Journal of Marketing Practice: Applied Marketing Science, 4(1), 6-39.
- Chitnis, S. (2000). Higher Education in India. Black Issues in Higher Education, 16, 28-35.
- Clabaugh, Jr. (1980). Marketing-oriented instructional planning. In Summey, H. J., Taylor, D. R. (Eds.), Proceeding of the Annual Meeting of the Southern Marketing Association, Louisiana, Nov 19-22, 229-221.
- Committee of Higher Education Reform Guidance (1999). Guideline for Higher Educational Reform as National Education Act of B.E. 2542. Thailand: Office of the National Education Commission.
- Conn, P.W. (1991). Marketing public higher education in the public interest: A case study of a state university in the Midwest. Proquest: Digital dissertation {Online}. Available: <http://wwwlib.umi.com/dissertations/fullcit?91365>

- Connors, D. T. (Ed.) . (1993). The nonprofit management handbook. USA: John Wiley & Sons Inc.
- Conway, T., Mackay, S. & Yorke, D. (1994). Strategic planning in higher education: Who are the customers? International Journal of Educational Management, 8 (6), 29-36.
- Cooper, B. M., Reidenbach, E. R., & Sherrell, L. D. (1981). An application of strategic marketing planning to nonprofit organization: The Red Cross blood program. In Taylor, D. R., Summey, H. J., & Bergiel, J. B. (Eds.), Proceeding of the Annual Meeting of the Southern Marketing Association , Georgia, Nov 11-18, 228-230.
- Creswell, W.J. (1994). Research design: Qualitative & quantitative approaches. California: Sage.
- Dennis, J.M. (1986). The effects of decreased federal funding on higher education. College and University, 62 (1). 48-54.
- Denscombe, M. (1998). Good research guide: For small-scale social research projects. Philadelphia: Open University Press.
- Driscoll, C., & Wicks, D. (1998). The customer-driven approach in business education: A possible danger? Journal of Education for business, 74(1). 58-61.
- Grewal, R. & Tansuhaj, P. (2001). Building organizational capabilities for managing economic crisis: The role of market orientation and strategic flexibility. Journal of Marketing, 65, 67-80.
- Guolla, M. (1999). Assessing the teaching quality to student satisfaction relationship: Applied customer satisfaction research in the classroom. Journal of Marketing Theory and Practice, 7 (3) 87-97.
- Hammack, C. D. & Young, R. D. (1993). Nonprofit organization in a market economy. New York: Jossey Bass.

Hockenberger, J.S. (1988). Marketing in higher education. (ERIC Document
Reproduction Service No. Ed 293 413)

Ihlanfeldt, W. (1980). Achieving optimal enrollment and tuition revenues: A
guide to modern methods of market research, student recruitment, and institutional
pricing. San Francisco: Jossey Brass.

Joseph, M. & Joseph, B. (2000). Indonesian students' perspectives of choice
criteria in the selection of a tertiary institution: Strategic implications. The
International Journal of Educational Management, 14(1), 40-44.

Kae & Uu. (in press). The office of library: Path to search information. Siam
Press, 14, 2.

Kajcienski, C.D. (1997) The utilization of selected marketing elements by
higher education institutions {On-line}. Available:
<http://www.lib.umi.com/dissertations/receipt/1356623>

Kotler, P., & Andreason, A. (1991). Strategic marketing for nonprofit
organizations (4th ed.). New Jersey: Prentice Hall.

Kotler, P., & Armstrong, G. (1994). Principles of marketing (6th ed.). New
Jersey: Prentice Hall.

Kotler, P. & Fox, K. (1995). Strategic marketing for educational institutions
(2nd ed.). New Jersey: Prentice Hall.

Kotler, P., (1997). Marketing management: Analysis, planning,
implementation and control (9th ed.). New Jersey: Prentice Hall.

Larocco, M. V. (1991). Assessment of marketing strategies used by colleges
and universities in the state of Illinois offering masters programs in business. {On-
line}. Available: <http://www.lib.umi.com/dissertations/fullcit?p920782>

- Lauffer, A. (1984). Strategic marketing for not-for-profit organization: Program and resource development. New York: The Free Press.
- Leslie, L. L. and Slaughter, A. S. (1997). The development and current status of market mechanisms in United States postsecondary education. Higher Education Policy, 19, 239-252.
- Lim-ngen, A. (2000). The study and analysis of public relations of private universities under the economic crisis. Unpublished master's thesis, Thammasat University, Bangkok, Thailand.
- Litten, H. L. (1980). Marketing higher education: Benefits and risks for the American Academic System. Journal of Higher Education, 51(1), 40-59.
- Lovelock, H. C., & Weinberg, b. C. (1978). Reading in public and nonprofit marketing. USA: Scientific Press.
- Maguire, M., Ball, J. S., & Macrae, S. (1999). Promotion, persuasion and class-taste: Marketing (in) the UK post-compulsory sector. British Journal of Sociology of Education, 20(3), 291-308.
- Mangold, W.G., Miller, F., & Brockway, R.G. (1999). Word-of-mouth communication in the service marketplace. The Journal of Service Marketing, 13(1), 73-89.
- McCarthy, E. J. (1975). Basic marketing (5th ed.). Illinois: Irwin.
- McInnes, W. (1965). A conceptual approach to marketing. In Cox, R., Alderson, W. & Shapiro, J.S. (Eds.) , Theory in marketing. Illinois, Irwin.
- Meek, L. V., & Wood, Q. F. (1997). The market as a new steering strategy for Australian higher education. Higher Education Policy. 10 (3/4), 253-274.
- Merriam, S. B. (1988). Case study research in education: A qualitative approach. San Francisco: Jossey Brass.

Michael, O. S. (1991). Marketing higher education: Responding to a changing environment (educational marketing) {On-line}, Available:
<http://wwwlib.umi.com/dissertations/fullcit?pNN6672>

Michael, O. S., Hamilton, A., & Dorsey, R. M. (1995). Administering the adult and continuing education programme in a free market economy: The use of strategic marketing planning. International Journal of educational Management, 9 (6), 22-31.

Miklich, A. B. (1988). An integrated marketing effort: how it is implemented. Journal of Marketing for Higher Education, 1(1), 15-29.

Miller, G. (1997). Building bridges: The possibility of analytic dialogue between ethnography, conversation analysis and foucault. In Silverman, D. (Ed.), Qualitative research: Theory, method and practice. California: Sage.

Ministry of Finance (2000). Paths to resolving Thai economic crisis under the administration of Chuan government II {On-line}. Available:
http://www.mof.go.th/social/mof_tarrin_index.html.

Ministry of University Affairs (1996). Annual report of B.E. 2539 {On-line}. Available: <http://www.mua.go.th/data/mis/index.html>.

Ministry of University Affairs (1997). Annual report of B.E. 2540 {On-line}. Available: <http://www.mua.go.th/mis/index.html>.

Ministry of University Affairs (1998). Annual report of B.E. 2541 {On-line}. <http://www.mua.go.th/data/mis/mis2541/index41.html>.

Ministry of University Affairs (1999). Annual report of B.E. 2542 {On-line}. <http://www.mua.go.th/data/mis/mis2542/index42.html>.

Mosser, J. W. (1988). Marketing college and university cooperative education programs. (ERIC Document Reproduction Service No. ED 300 668)

Neville, W. (1998). Restructuring tertiary education in Malaysia: The nature and implications of policy changes. Higher Education Policy, 11, 257-259.

Nicholls, J., Harris, J., Morgan, E., Clarke, K., & Sims, D. (1995). Marketing higher education: The MBA experience. International Journal of Educational Management, 9 (2), 31-38.

Office of the National Education Commission (1999). National Education Act of B.E. 2542.

Rodrigues, A. J., & Wandiga, S. O. (1997). Cost sharing in public universities: A Kenyan case study, Higher Education Policy, 10 (1), 55-80.

Saenghiran, B. (2000, July). Potential and prospects for private higher education in Thailand in the twenty-first century. Paper presented at Silpakorn University, Bangkok.

Sahachaiseree, S. (1981). An implementation of marketing strategy of private colleges in Bangkok. Unpublished master's thesis, Chulalongkorn University, Bangkok, Thailand.

Sargeant, A. (1999). Marketing management for nonprofit organizations. Somerset: Oxford University Press.

Servier, A. R. (1988). Creating a marketing plan. College and University, 64(4), 393-402.

Social Research Institute of Chulalongkorn University (1997). A survey of social impacts caused by an economic chaos. Journal of Social Research, 65, 1-13.

Stubbs, A. L. (1998). A recipe for no-profit success: Managing the linkages and key elements of successful organizations. Fund Raising Management, 62 (1). 48-55.

Taylor, E. R. (1981). Perceptions of academic deans toward selected marketing approaches to higher education {On-line}. Available: <http://wwwlib.umi.com/dissertations.fullcit?p812267>

Taylor, E. R., & Judd, L. L. (1987). Marketing higher education: A distribution consideration. In Cronin, Jr., & Stith, T. M. (Eds.) , Proceeding of the Annual Meeting of the Southern Marketing Association , Louisiana, Nov 3-7, 282-285.

Ministry of University Affairs (2000). The Eighth Higher Education Development Plan of B.E. 2540-2544 {On-line}. Available: <http://www.mua.go.th>.

Thomson, J. B. (1997). A marketing model for the Texas Tech University department of theater and dance graduate program: A professional problem (theater, dance) {On-line}. Available: <http://wwwlib.umi.com/dissertations/fullcit?p9718500>

Tilak, J. B. G. (1997). The dilemma of reforms in financing higher education in India. Higher Education Policy, 10 (1), 7-21.

University reform. (1999, November 10). Krungthep Turakij, p.8.

Vargo, E. (2000). Thai higher education after the fall. ABAC Journal, 20 (1), 1-7.

Vineyard, S. (1984). Marketing magic for volunteer program. Illinois: Heritage Arts.

Ministry of University Affairs (2000). Vision towards higher education development of B.E. 2545-2549 {On-line}. Available: <http://www.mua.go.th>.

Watson, B. L. (2000). A descriptive study of enrollment marketing strategies for four-year public colleges and university {On-line}. Available: <http://wwwlib.umi.com/dissertations/receipt/1353056>.

Williams, G. (1997). The market route to mass higher education: British experience 1979-1996. Higher Education Policy, 10 (3/4), 275-289.

Wolf, T. (1999). Managing a nonprofit organization in the twenty-first century. Ohio: Ohio State University Press.

Wongsothorn, T. (2000, July). Paper Restructuring the state universities in Thailand: Policy, current direction, and future implications. Paper presented at Silpakorn University, Bangkok.

Yin, K.R. (1998). Case study research: Design and methods (Rev.ed.). California: Sage.

APPENDIX A
INSTITUTIONAL REVIEW BOARD APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 10/29/02

Date: Tuesday, October 30, 2001

IRB Application No ED0240

Proposal Title: AN APPLICATION OF MARKETING IN HIGHER EDUCATION IN THAILAND: A CASE
STUDY OF PRIVATE UNIVERSITIES

Principal
Investigator(s):

Jirawan Kamolmasratana
216 Willard
Stillwater, OK 74078

Martin Burlingame
203 Willard
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair
Institutional Review Board

VITA²

Jirawan Kamolmasratana

Candidate for the Degree of

Doctor of Education

Dissertation: AN APPLICATION OF MARKETING IN HIGHER
EDUCATION IN THAILAND: A CASE STUDY OF PRIVATE

UNIVERSITIES

Major Field: Higher Education

Biographical:

Personal Data: Born in Bangkok, on June 30, 1969.

Education: Graduated from ST. Francis Xavier Convent, Bangkok in 1984 ;
received Bachelor degree of Business Arts in Bangkok in 1991.
Graduated Master degree of Business Administration in Australia
in 1996. Completed the requirements for the Doctor of Education
in higher education at Oklahoma State University in May, 2002.

Experience: Employed by THAI AIRPORT GROUND SERVICES (TAGS);
employed by THAI ESCORP LTD. And as a head of marketing
department in SIAM UNIVERSITY since 2001.