

Effects of Marketing Mix Components on School Image at Tenghilan Adventist Elementary School, Sabah

Jasmine Bin Johnny^{1*}, & Damrong Sattayawaksakul²

^{1,2}Asia-Pacific International University, Thailand

Corresponding Author: damsat@apiu.edu

Abstract

This project analyzed the effects of marketing mix components on the school image of Tenghilan Adventist Elementary School (TAES). The research problem in this study focused on how the current marketing mix strategies (7 Ps: product, place, price, promotion, people, physical evidence, and parent-teacher communication (PTC)) influenced the school image of TAES. Data were obtained from 209 respondents (TAES teachers, students, church members, and the community) who answered a questionnaire; this was analyzed using descriptive statistics, t-test, and One-Way ANOVA. A Scheffe post hoc test was also conducted to determine specific differences. Pearson's correlation and regression analysis were calculated for the relationship between the 7P marketing mix and the school image. The results revealed that two hypotheses were partially supported. For the first hypothesis, a significant difference in the school image of Tenghilan Adventist Elementary School was perceived by stakeholders with different roles and religions. For the second hypothesis, three marketing mix components (place, people, and parent-teacher communication) were positively related to the school image of TAES. However, the other four Marketing mix (product, price, promotion, and physical evidence) were not positively related to the school's image.

Keywords: Marketing Mix, school image, Seventh-day Adventist Elementary School

INTRODUCTION

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A growing number of businesses are realising that leveraging one of their most valuable assets, their company image, could expeditiously and profitably advance their long-term growth goals. Many businesses now see their goods and services as more than just something that a customer purchases. All of this makes perfect sense because corporate image refers to the general opinion about an organization's identity and mission, rather than merely its products or services. Educational organisations now place greater importance on this business idea and trend. The public's opinion of what constitutes quality education and how to evaluate schools is influenced by a school's reputation (Eger et al., 2018). One of the key elements in the marketing mix is a school's reputation (Eger et al. 2018). Seven components are used in school marketing campaigns: parent-teacher communication, product, venue, pricing, promotion, people, and tangible proof (Ivy, 2008). A school's introduction and marketing are both goals of school promotion. By creating, offering, and exchanging things of value with other parties, marketing activities are a social and management process by which people and organisations obtain what they need and desire. Effective

management of an organization's image is one of the most critical ingredients in the successful development of its brand (Khan, 2009).

LITERATURE REVIEW

Marketing Mix

McCarthy and Perreault (1987) defined the marketing mix as the controllable variables that a business can employ to satisfy its target market. Traditionally and originally, there were four P's—product, place, price and promotion—particularly in the commercial context. Booms and Bitner (1981) modified and added three more elements to the original 4Ps for service businesses: participants, physical evidence, and processes. Later, participants were renamed as people. Marketing mix strategy was introduced into the educational sector since the 1980s and 1990s (Chung-Kai & Chia-Hung, 2008). In particular, the marketing mix strategy was a key factor for school survival and can change the school's competitive position (Grönroos, 1994).

Ivy's (2008) introduced and explained seven elements model of the marketing mix for the educational sector as follows:

- (1) *Product*: According to Ogunnaike et al. (2014), a product can be either a tangible good or an intangible service. Cell phones, televisions, and other physical things are examples of tangible products. Health care provided by a doctor, or legal counsel provided by a lawyer, are examples of intangible items or services. As a result, educational services such as a teacher teaching pupils are an intangible product.
- (2) *Place*: Evans (1995) states that “place” has a relationship to how a product is delivered and will be available to customers at an appropriate place and time. The place is assessed in terms of its accessibility, acceptability, and convenience. For a school, this refers to the distance between its location and the homes of the targeted pupils (Mahajan, 2017). Location is an important aspect of marketing strategy that affects schools. Sometimes rural schools find it difficult to attract students because parents do not have the confidence to send their children far away or to low-income neighborhood schools (Bagley et al., 1996).

- (3) *Price*: Price is a very important element in the private sector of education, as students pay tuition rates that vary not just across programs, but also between competing schools (Ivy & Al-Fattal, 2010). Ogunnaike et al. (2014) stated that “price stimulates an important component of the marketing mix, enticing customers while also giving money to institutions. The value or quantity of money that a buyer exchanges for a product or service offered by the organization is referred to as the price”. All resources (financial expenses, time, and social costs) that a consumer must spend in order to get the goods are included in the price (Mihai, 2013). The worth of joining an educational institution is assessed by prospective students, weighing the advantages against the expenditures. The foundation of an institution's long-term success is providing the best value for the money to its consumers (Lindgreen et al., 2012). Losike-Sedimo (2011) suggests that the most important factor to consider when deciding on school fees is whether or not they are affordable to kids and parents. Because students of all levels and backgrounds place a high value when making pricing decisions on the cost of education, college and university officials must consider price elasticity of demand (Washburn & Petroschius, 2004).
- (4) *Promotion*: Advertising is the process of gaining potential consumers' attention by placement of promotional messages in media such as newspapers, magazines, television, and the Internet. Silk (2006) found that advertising has traditionally been the most popular method of promoting schools (Silk, 2006). However, advertising may be costly, and public trust in the accuracy of commercials is dwindling. As a result, the usage of sales promotions has grown substantially in recent years, owing mostly to their ability to target a specific demographic (Ho, 2014). Evans (1995) points out that some schools utilize last-minute promotions and price cuts to recruit students. Furthermore, inviting students to visit the campus is a very effective marketing strategy, especially when students are undecided about which school they want to attend (Washburn & Petroschius, 2004).

- (5) *People*: A vast pool of human resources has the ability to raise educational standards. Various actions are carried out in order to increase the quality of large-scale human resource management by optimizing outcomes and capabilities. Hung (2012) expressed that improving teacher working conditions, developing efficient communication channels, and providing educational training to promote teacher satisfaction and effectiveness can all help to improve school effectiveness (Hung, 2012). Oplatka pointed out that in the creation of school marketing, principals must create a good, dedicated, and creative school image (Oplatka, 2007).
- (6) *Physical Evidence*: Physical evidence is critical in supporting an educational institution's marketing of its services. The school's physical environment serves as a vehicle for communicating the school's image. The design of school buildings exemplifies specific images, such as eliciting pleasant responses through the interplay of several complex stimuli (Wijaya, 2012). The wall or the fence leading to the school building becomes a crucial location for displaying the school's achievements, including those of students, instructors, and school principals. To attract educational service consumers, schools distinguish educational offerings and make physical facilities as appealing as feasible. As in Alipour et al.'s research (2012), the new marketing for private schools is focused on parental opinions.
- (7) *Parent-teacher Communication (PTC)*: Every public school now supports marketing through presentations, communication with students, parents, and instructors, as well as communication over the Internet (Shivani et al., 2014). Kotler and Armstrong (2010) describe public relations as an attempt to build positive relationships with diverse groups around a corporation in order to get favorable press, develop a positive "corporate image," and handle or mitigate rumors, tales, and negative occurrences.

School Image

School image is described in terms of corporate or business image because nowadays, a school must advertise itself in order to attract clients (students and their parents). The term "corporate image" refers to the public's overall perception of a firm. It has to do with the firm's name, architecture, product or service variety, tradition,

ideology, and even the image of quality sent by each individual engaging with the firm's clientele (Tu et al., 2012). Likewise, the total impression that a school leaves on the community is referred to as its image. Alternatively, public opinion regarding a school might be defined as the school's image. "Images of schools through metaphor -actual" and "Images of schools through metaphor - ideal" are two basic, low-cost surveys that school administrators and researchers can use to examine teachers' perceptions of their school (Grady et al., 1996). The thoughts and beliefs about the school and its educational program that exist in the minds of the school public are what school image refers to, not what the head teachers consider it to be (Eger et al., 2018). Liu & Cheng (2018) and Liu et al. (2016) found that school innovation management has a good impact on service quality and school image, and both have a beneficial impact on school-selection intentions. The indirect impact through school image is stronger than the direct effect on student retention (Liu & Cheng, 2018) According to Eger et al. (2018) that today, because of the curriculum reform, which focuses on higher study process outputs, quality evaluations, and accountability, establishing and sustaining a school image is even more vital. Eger et al. (2018) added that customer perception of a school and its quality is reflected in its image.

Tenghilan Adventist Elementary School

Tenghilan Advent Elementary school is located in the town of Tenghilan. On March 3, 1948, a kindergarten through sixth-grade program was launched by Pastor Ginduk Laung which has since been recognized as a primary school by the Department of Education of Malaysia, Registration No. XICG007 with No. N 68 (3-3-1948) and XDB 8424 under the school code. Year after year, the teaching staff who have served in this school have changed and produced many successful students in their careers, especially in education, medicine, and business. From the 1950s to the present, some pastors and teachers have taken turns to strengthen the school. It is now known as Tenghilan Adventist Elementary School under the supervision of the Sabah Seventh-day Adventist Mission.

RESEARCH PROBLEM

Even though the school has grown, the problem is that it has always lacked pupils. One of the strategies employed by the school to overcome this is by carrying out marketing mix activities. Thus, the main objective of this study is to investigate the

effects of marketing mix strategies (7 Ps: product, place, price, promotion, people, physical evidence, and parent-teacher communication (PTC)) on the school image of the Tenghilan Adventist Elementary School.

Research Questions

The main research question of this study is “How do the current marketing mix strategies (7 Ps: product, place, price, promotion, people, physical evidence, and parent-teacher communication (PTC)) influence the school image of Tenghilan Adventist Elementary School?” Specifically, this research study seeks answers to the following questions:

1. What level of perceived school image do stakeholders of Tenghilan Adventist Elementary School have based on demographic characteristics such as role, gender, religion, and years of service/ affiliation?
2. What are the relationships between the marketing mix variables (7 Ps: product, place, price, promotion, people, physical evidence, and parent-teacher communication) and the school image of Tenghilan Adventist Elementary School?

Hypotheses

The following are the working hypotheses for this research study:

H₁: There are significant differences in the school image of Tenghilan Adventist Elementary School as perceived by stakeholders with different demographic characteristics (H_{1a}: role; H_{1b}: gender; H_{1c}: religion; and H_{1d}: years of service/affiliation).

H₂: Marketing mix variables (7 Ps: product, place, price, promotion, people, physical evidence, and parent-teacher communication) are positively related to the school image of Tenghilan Adventist Elementary School.

METHODOLOGY

A quantitative, correlational and comparative research design was used to examine relationships between the marketing mix and the school image of Tenghilan Adventist Elementary School. In order to achieve the research objectives, a school image survey provided data on the perceptions of TAES's image, and a survey on marketing mix strategies provided data on perceptions of marketing mix strategies implemented by the school. The sample size for respondents was calculated based on Yamane's formula (Yamane, 1967). By using Yamane's formula of sample size with an error 5% and with a confidence coefficient of 95% (Yamane, 1967), the calculation from the school stakeholders resulted in a suggested sample size of 324. Thus, the sample size of 324 participants will be selected from the total district church member population. Since the samples represented several groups, quota sampling was used to distribute 350 survey questionnaires' among school employees, parents, and church and community members.

The researcher created an online questionnaire through the Google platform and distributed it to the stakeholders in April 2022. However, there were less than 150 responses at the end of July 2022. The researcher then printed out questionnaires and distributed them to some underrepresented groups, resulting in a total of 209 respondents. However, one survey was not usable because of some missing information; thus, there were 208 usable responses for this study.

Descriptive statistics were analyzed in this study. The means and standard deviations for the variables as well as for individual survey items were derived from the observed data. The means for each demographic group were statistically compared with each other by a t-test and One-Way ANOVA. For differences involving ANOVA, a Scheffe Post-Hoc test was conducted to determine where the difference is specifically. Pearson's correlation and regression analysis were calculated for the relationship between the 7P marketing mix and the school image.

FINDINGS/RESULTS

Data of the study participants were analyzed and described and summarized by frequency and percentage. The predictor and criterion variables were analyzed by means and standard deviations to show and summarize data points in a constructive

way. The sample comprised 208 individuals who were administrators, teachers, staff, students, parents, and members of constituent churches that support Tenghilan Adventist Elementary School. Personal information such as gender, role, religion, years of service/affiliation/knowing the school, number of children in the family, and school where their primary-aged children are currently studying are shown in Table 1.

Table 1 *Demographic Information (N = 208)*

| Demographic | Frequency | Percentage |
|--|------------------|-------------------|
| Gender | | |
| Male | 91 | 43.8 |
| Female | 117 | 56.2 |
| Role/Status | | |
| Teacher and staff of TAES | 16 | 7.7 |
| Student of TAES | 8 | 3.8 |
| Parent of TAES | 19 | 9.1 |
| Church member | 84 | 40.4 |
| Community member | 59 | 28.4 |
| Others | 22 | 10.6 |
| Religion | | |
| Seventh-day Adventist (SDA) | 132 | 63.5 |
| Other Christian | 58 | 27.9 |
| Muslim | 8 | 3.8 |
| Other (Hindu, Buddhist, etc.) | 10 | 4.8 |
| Years of service/affiliation/knowing school | | |
| Less than 1 year | 26 | 12.5 |
| 2 years | 16 | 7.7 |
| 3 years | 16 | 7.7 |
| 4 Years or more | 150 | 72.1 |
| Number of children in your family | | |
| No children | 88 | 42.3 |
| Less than 7 years old | 14 | 6.7 |
| 7 to 12 years old | 36 | 17.3 |
| 13 to 18 years old | 25 | 12.0 |
| More than 18 years old | 45 | 21.6 |
| School where your primary-aged children are currently studying | | |
| Tenghilan Adventist Elementary School | 52 | 25.0 |
| Government school | 40 | 19.2 |
| Other private school | 6 | 2.9 |
| No children in school | 110 | 52.9 |

Table 1 shows that a majority of participants were female (56.2%), church and community members (40.4% and 28.4% respectively), Seventh-day Adventists (63.5%), number of years of service/affiliation/known school of 4 years or more (72.1%), do not have children (42.3%), and do not send children to school (52.9%).

The mean and standard deviation values were adopted to assess the level Marketing Mix and School Image in Tenghilan Adventist Elementary School. Table 2 shows the descriptive analysis of the level of these factors and their measurement factors.

Table 2 *Mean and Standard Deviation of Marketing Mix Components (N=208)*

| Product | Mean | SD | Level |
|--|-------------|------------|----------------|
| There are sufficient facilities such as computer equipment, recreational equipment, books, etc. | 2.66 | .95 | Average |
| The school environment is safe. | 3.56 | .95 | High |
| There are sufficient professional classrooms such as computer classrooms, music classrooms, science laboratories, etc. | 2.52 | 1.01 | Low |
| There is sufficient space for activities such as a playground, activity center, etc. | 3.12 | 1.06 | Average |
| Average Product Score | 2.96 | .80 | Average |
| People | | | |
| Teachers are qualified and have professional knowledge of what they teach. | 3.54 | .91 | High |
| Teachers are enthusiastic about education and are devoted to it. | 3.71 | .86 | High |
| Teachers are able to learn new knowledge from workshops or seminars to improve their teaching skills. | 3.69 | .89 | High |
| Teachers can express themselves clearly. | 3.68 | .91 | High |
| Teachers can adopt appropriate teaching techniques when teaching. | 3.64 | .94 | High |
| Teachers are behaving properly. | 3.90 | .87 | High |
| Teachers are energetic. | 3.78 | .91 | High |
| Teachers genuinely care for their students. | 3.91 | .89 | High |
| Average People Score | 3.73 | .81 | High |
| Price | | | |
| The school provides free or partially free tuition to poor students or SDA students. | 2.60 | .97 | Average |
| The school can offer students lunches at a competitive price. | 2.74 | 1.03 | Average |
| Parents know clearly the details and usage of paid fees. | 3.50 | .93 | High |
| The tuition and miscellaneous fees of the school are reasonable. | 3.51 | .94 | High |
| All fees collected by the school are standard fees regulated by government. | 3.44 | .96 | High |
| Average Price Score | 3.16 | .78 | Average |
| Place | | | |
| There is sufficient parking space for vehicles. | 3.25 | 1.07 | Average |
| The school plans routes for students who come to school, and there are guides to assist them. | 3.34 | 1.04 | Average |
| The school plans areas for parents to pick up their children. | 3.28 | 1.11 | Average |

| | | | |
|---|------|------|---------|
| Good condition of school premises. | 3.46 | 1.00 | High |
| Average Place Score | 3.33 | .92 | Average |
| Promotion | | | |
| The school prints magazines or papers to report or convey its ideals. | 2.95 | 1.03 | Average |
| The latest news is broadcast by the school at any time. | 3.17 | 1.05 | Average |
| The school broadcasts the achievements of students after they participated in activities or competitions. | 3.30 | 1.02 | Average |
| The school holds a teaching demonstration day or PTA for parents to attend so as to achieve mutual communication with them. | 3.38 | 1.02 | Average |
| The school holds exhibitions or performances of students and invites parents or people living in the neighborhood to join. | 3.25 | 1.03 | Average |
| The school uses mass media such as newspapers or television or holds activities such as graduation ceremonies or sports meets to let others know more about the school. | 3.27 | 1.06 | Average |
| Average Promotion Score | 3.22 | .91 | Average |
| Physical Evidence | | | |
| The school building is well arranged. | 3.20 | 1.07 | Average |
| The school has a beautiful environment. | 3.44 | 1.01 | High |
| The school has a large playground. | 2.72 | 1.12 | Average |
| The school has a strong fence wall for safety. | 3.49 | 1.06 | High |
| The school has a walkway for comfortable pupils. | 3.49 | .98 | High |
| Average Physical Evidence Score | 3.27 | .89 | Average |
| Parent-Teacher Communication | | | |
| Parents and teachers have good communication. | 3.70 | .86 | High |
| Parents always attend activities organized by parents and teacher's associations. | 3.50 | .84 | High |
| Parents and teachers always work together to solve any problems. | 3.63 | .88 | High |
| Parents and teachers are open to the development of students in relation to lessons and discipline. | 3.65 | .89 | High |
| Average Parent-Teacher Communication Score | 3.62 | .81 | High |
| School Image | | | |
| The school is a reputed school in the district. | 3.01 | 1.03 | Average |
| Teachers' instructions are very professional. | 3.46 | .87 | High |
| The school principal entrusts you to the provision of quality education. | 3.53 | .87 | High |
| The operation of the school is trustworthy. | 3.67 | .90 | High |
| The school cares much about pupil's growth. | 3.80 | .88 | High |
| I am proud of having children educated here. | 3.62 | 1.04 | High |
| The school is run with success. | 3.61 | .91 | High |
| Overall, the school gives a good impression on you. | 3.76 | .97 | High |
| Average School Image Score | 3.56 | .81 | High |

The analysis results show that only two out of seven marketing mixes of Tenghilan Adventist Elementary School were perceived at a High level (3.41 – 4.20 on a 5-point Likert scale). Those were the People (Mean = 3.73) and Parent-Teacher

Communication (Mean = 3.62). None were perceived at a Very High level. The other five marketing mixes of TAES were perceived at an Average level (Mean level from 2.61 to 3.40), with scores ranging from 2.96 to 3.33. Product Mix received the lowest score (Mean = 2.96), and People Mix received the highest score (Mean = 3.73). The overall School Image was perceived at a high level (Mean = 3.56).

Hypothesis 1 was tested by an analysis of differences in the School Image levels of Tenghilan Adventist Elementary School as perceived by stakeholders with different demographic characteristics (role, gender, religion, and years of service/affiliation).

The results of the independent samples t-test showed no statistically significant difference in the school image in Tenghilan Adventist Elementary School compared by different genders ($p > 0.05$).

The results of ANOVA showed a statistically significant difference in the School Image at Tenghilan Adventist Elementary School compared by role ($p < 0.05$) as shown in Table 3.

Table 3 *School Image of Tenghilan Adventist Elementary School Compared by Role*

| Effect | SS | df | MS | F | p |
|----------------|--------|-----|------|------|-----|
| Between Groups | 13.92 | 5 | 2.78 | 4.56 | .00 |
| Within Groups | 123.34 | 202 | .61 | | |
| Total | 137.28 | 207 | | | |

Note: $p \leq .05$

The School Image was further tested with Scheffe’s method (see Table 4) to determine which mean scores for roles were significantly different from the others. Statistically significant differences were found for parents and community members. Parents scored School Image of Tenghilan Adventist Elementary School at a higher level than community members.

Table 4 *Post-hoc Comparisons of Roles*

| Role | Mean | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------------|------|------|------|-------|-------|-------|-------|
| | | 3.82 | 3.30 | 4.10 | 3.66 | 3.27 | 3.38 |
| 1. Teacher and staff of TAES | 3.82 | | 0.52 | -0.28 | 0.16 | 0.56 | 0.45 |
| 2. Student of TAES | 3.30 | | | -0.80 | -0.37 | 0.03 | -0.08 |
| 3. Parent of TAES | 4.10 | | | | 0.44 | 0.84* | 0.72 |
| 4. Church member | 3.66 | | | | | 0.40 | 0.29 |
| 5. Community member | 3.27 | | | | | | -0.11 |
| 6. Others | 3.38 | | | | | | |

Note: * $p \leq .05$

The results of ANOVA showed a statistically significant difference in the School Image of Tenghilan Adventist Elementary School compared to religion ($p < 0.05$) as shown in Table 5.

Table 5 *School Image of Tenghilan Adventist Elementary School Compared by Religion*

| Effect | SS | df | MS | F | p |
|----------------|--------|-----|------|------|-----|
| Between Groups | 16.43 | 3 | 5.48 | 9.25 | .00 |
| Within Groups | 120.84 | 204 | .59 | | |
| Total | 137.28 | 207 | | | |

Note: $p \leq .05$

The School Image was further tested with Scheffe's method (see Table 6) to determine which mean scores for the religion were significantly different from the others. Statistically significant differences were found for Seventh-day Adventists, other Christian denominations, and other religions. Seventh-day Adventist people scored School Image of Tenghilan Adventist Elementary School higher than other Christian denominations and other religions.

Table 6 *Post-hoc Comparisons of Religion*

| Role | Mean | 1 | 2 | 3 | 4 |
|----------------------------------|------|------|-------|------|-------|
| | | 3.82 | 3.30 | 4.10 | 3.66 |
| 1. Seventh-day Adventist (SDA) | 3.76 | | 0.47* | 0.68 | 0.91* |
| 2. Other Christian | 3.29 | | | 0.21 | 0.44 |
| 3. Muslim | 3.08 | | | | 0.23 |
| 4. Other (Hindu, Buddhist, etc.) | 2.85 | | | | |

Note: * $p \leq .05$

The results of ANOVA showed no statistically significant difference in the School Image of Tenghilan Adventist Elementary School compared to years of service/affiliation ($p > 0.05$).

Hypothesis 2 analyses the relationship between the Marketing Mix (7 Ps: product, place, price, promotion, people, physical evidence, and parent-teacher communication (PTC)) and the School Image of Tenghilan Adventist Elementary School.

Pearson's Correlation was analyzed. The correlation matrix (Table 7) showed that all variables were associated with each other. However, the relationship between product and parent-teacher communication was not as strong as the other correlations.

Table 7 *Correlation Matrix for Student Satisfaction and Related Variables*

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------------|--------|--------|--------|--------|--------|--------|-------|
| 1. Product | 1.000 | | | | | | |
| 2. People | .590** | 1.000 | | | | | |
| 3. Price | .602** | .713** | 1.000 | | | | |
| 4. Place | .625** | .651** | .650** | 1.000 | | | |
| 5. Promotion | .544** | .759** | .735** | .666** | 1.000 | | |
| 6. Physical evidence | .720** | .691** | .675** | .730** | .691** | 1.000 | |
| 7. Parent-teacher communication | .493** | .743** | .651** | .576** | .728** | .646** | 1.000 |

Note: ** $p \leq .01$; * $p \leq .05$

The School Image of Tenghilan Adventist Elementary School was regressed against the Marketing Mix (7 Ps: product, place, price, promotion, people, physical evidence, and parent-teacher communication (PTC)). The multiple regression analysis (Table 8) showed R-squared and Adjusted R-squared values of about 0.804 - 0.811; thus, a high degree of variance in the School Image is explained by the model or the

independent variables. This means that the independent variables explain 81% of the variation in the target variable, the TAES school image. For the regression analysis, a statistically significant relationship was found between three components of the Marketing Mix (place, people, and parent-teacher communication) and the school image of Tenghilan Adventist Elementary School. However, other Marketing Mix variables such as product, price, promotion, and physical evidence, were not significantly related to the School Image of Tenghilan Adventist Elementary School.

Table 8 *Regression Results of School Image of Tenghilan Adventist Elementary School*

| Variables | <i>B</i> | <i>p</i> |
|---------------------------------|----------|----------|
| 1. Product | .001 | .984 |
| 2. People | .245 | .000* |
| 3. Price | .099 | .066 |
| 4. Place | .103 | .019* |
| 5. Promotion | .091 | .073 |
| 6. Physical evidence | .008 | .872 |
| 7. Parent-teacher communication | .453 | .000* |

Note: $R^2 = 0.811$, Adjusted $R^2 = 0.804$, $F = 122.433$, Note: $p \leq .05$

Discussion

After demographic factors were analysed, a significant difference was found in how stakeholders with various roles and religions perceived Tenghilan Adventist Elementary School. Statistically significant differences were found between parents and community members for H1a, while for H1c, statistically significant differences were found between Seventh-day Adventists, other Christian denominations, and other religions. The results showed that people in different roles had different perceptions of the school image of TAES. Parents gave higher scores for its academic image than did community members. This indicates that parents had a better image of Tenghilan Adventist Elementary School. The reason for this is because most parents are Seventh-day Adventists, so this makes them more comfortable in a school that's managed by their own church, and they also show their support for the school.

These parents showed their fidelity to the school by enrolling their children to get a good education at TAES. Besides that, religious background made a significant difference in the academic image of Tenghilan Adventist Elementary School as perceived by stakeholders. Seventh-day Adventists gave higher scores for the image of TAES than respondents from other Christian denominations and persuasions. The

reason is that they know more about this school compared to members of other faith groups. These people who are Seventh- day Adventists show their loyalty to this school.

After analyzing the marketing mix factors, significant relationships were found only between three variables (Place, People, and Parent-teacher Communication) and the school image of Tenghilan Adventist Elementary School. The reason that place has a significant relationship is because of the school's location. TAES is located inside the town, so people can easily find transport to and from this school. The People factor is the second variable that had a significant relationship to the school image; this refers to the teachers. The reason is that all teachers who serve at this school are Seventh-day Adventist members, and most of them have higher education degrees in fields that support the academic needs of this school. Related to this factor is the fact that the teachers optimized their teaching skills and perform their duties well. Parent-teacher communication mix is also one of the marketing mix variables that has a significant relationship with school image. Effective parent-teacher communication is essential for a teacher to be successful.

CONCLUSION

This study examined the effectiveness of the Marketing Mix (7 Ps: Product, Place, Price, Promotion, People, Physical Substance, and Parent-Teacher Communication (PTC)) on the School Image of Tenghilan Adventist Elementary School. Likewise, it delved into the relationship between the Marketing Mix variables (7 Ps Product, Place, Price, Promotion, People, Physical Substance, and Parent-Teacher Communication to School Image. The results of the study show that respondent views of the place, people and parent-teacher communication had a positive relationship on the School Image of Tenghilan Adventist Elementary School. The parent-teacher communication had the highest relationship on the school image, while the perception of place has the least influence on the relationship.

IMPLICATIONS, LIMITATIONS AND FURTHER RESEARCH STUDIES

Numerous private institutions find that they need to use robust marketing tactics to thrive in an increasingly competitive environment. This means that more private schools than ever have developed marketing plans to guide them, and for schools that don't yet have a clear strategy yet, it's essential to start. This research is significant

because the marketing blend has the effect of perfecting the school's image and helping the community to see it as an option for getting a good education.

The limitation of this study is that it is only based on one school, and the findings from this study may not be applicable to other schools. Findings from the study are accurate only at Tenghilan Advent Elementary School.

Further research needs to be conducted on the efforts made by schools, especially private primary schools, to prioritize mixed marketing so that they can meet the needs of their communities and become schools of choice. Studies should also be conducted to determine the efforts being made to increase the number of students in schools that are still categorized as schools with fewer students.

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