

Business Development of Tutorial Schools in Bangkok, Thailand

Nuttawuth Phuntawong
Thailand

Generoso Gudelio P. Pajarillo
University of Northern Philippines

ABSTRACT

This study determined the business development of tutorial schools in Bangkok, Thailand. Specifically, it looked into the following: the level of the business development of tutorial schools along marketing management, financial management, government policies and regulations, and human resource management; the impact of the business development of tutorial schools; and the impact as influenced by the level of tutorial school business development. The study made use of the descriptive correlational method of research. There were 652 respondents. A structured questionnaire was used to gather data. Ethical considerations included no risk on the respondents, anonymity and confidentiality among others. The data gathered were treated statistically using frequency, percentage, mean, and multiple linear regression analysis. The findings of the study are the following: (1) The level of business development of tutorial schools with marketing, financial, and government policies and regulations in Bangkok, Thailand is "Very Satisfactory"; (2) The level of impact of business development of tutorial schools in Bangkok, Thailand is "Very Satisfactory". (3) There is no significant influence of the process variables on the output variables. The tutorial schools should continue providing training and seminars to equip themselves with comprehensive business trends and developments. Tutorial schools should provide more amenities in order to attract more students and increase their market.

Keywords: *customer benefits, financial management, impact, marketing*

INTRODUCTION

Thailand has always paid much attention to education and its development. Thailand's educational management is divided into six years of elementary education (six grades), three years of junior high school education (three grades), and three years of high school education or 6-3-3 organized education system. It has also incorporated in its education system two additional levels: primary education and higher education.

A research on Thailand's education reform stated that the major cause of educational reform was the saying, "Education creates people, people create a nation." It shows that the development of the country can be attributed to its

education system. The high literacy of its citizen would result in that country being prosperous.

The need for education reform in Thailand due to an analysis of the people's overall education is not comparable with other neighboring countries' education systems. Business development of tutorial schools then emerged that would contribute to the educational upliftment of the country.

The competitive situation among tutorial schools is likely to become intense. As new players come, the number of entry options is varied, of which buying a tutorial school franchise is opted most. A tutorial school offering education worth the value and creating long term relationships with students, leading to clientele' satisfaction, can persuade others to enroll.

The researchers conducted this study on the business development of tutorial schools in Bangkok, Thailand, to find patterns in administration, management, and marketing strategy for better business growth. It may be used as a model for further business development of the tutorial industry.

There was no clear evidence of when the business of tutorial schools began in Thailand. However, Bray (2003) mentioned that it started in the era of King Ramathibodi III, brought by rich Chinese merchants who hired Chinese teachers to lecture those who want to study in China; there is no clear evidence after that. In the year 1954, the Public School Act promulgated. However, no content of tutorial school appeared in it until the changes were applied in Public School Act, B.E. 2497 (1954) in the same year on section 20 (5) to set the tutorial school in the category of special education in public school. In the year 1960, the National Education Plan was promulgated and divided education plans into courses, which also created a flaw in the preparation for studying in university of each course (Finch, 1982). Therefore, the importance of tutorial schools increased.

Hence, there was a discussion on increasing tutorial schools in the year 1969. However, the Ministry of Education found that unnecessary, as it would increase education costs to parents. In between the years 1977 and 1987, there was a wide range of studies regarding tutorial school. With the Ministry of Education's support, it was found that the competition for attending the university was very high. The examiners took more courses from tutorial schools, increasing the number of tutorial schools that also impacted the grades in ordinary school courses; abandoning the study from regular school, especially on the last year, and increasing teaching style by tutorial school teachers.

However, the study found that those who did not take courses in tutorial schools could also attend the university. Many academicians (Wiley & Sons, 2013) studied, analyzed, and commented on tutorial schools. Most of them agreed since

the competition for attending the university was very high. It increased the amount of preparation, creating more types of tutorial schools and more range of target educations that reflected the image of self-centric competitiveness of Thailand's education system after the promulgation of National Act, B.E. 2542 (1999).

Despite that, the interest of tutorial schools is even broader. Suan Sunandha Rajabhat University put on a public hearing in the year 1999. There was more discussion about tutorial schools' role under the Education Act, B.E. 2542 (1999) in the year 2000 (Daily News; 30 November 2000, Matichon; 3 October 2000, Manager Online; 25 July 2000, Thai Post; 8 July 2000).

In the year, 2001, Suan Dusit Poll (Daily News; 11 January 2001) studied the continuity of university education and found that tutoring was still necessary. At the end of January 2001, the Office of the Private Education Commission promulgated the new version of the Ministry of Education Regulation according to the Education Act, B.E. 2542 (1999), and increased more discussion about the tutorial school with regards to security and completion.

Lee (2013) examined private tutoring systems in three East Asian countries (Japan, South Korea, and Cambodia) and their relationship to those formal education systems. The study of private tutoring systems in each nation can be used to reveal the formal education system's inadequacies in meeting the ideal of equal opportunity of education concerning high-stakes examinations. In each nation, the private tutoring system functions as a "shadow education market" to absorb the unmet demand for additional education in a parasitic relationship with the formal system. Governments have enacted various policies to respond to the growing private tutoring systems, which have proven largely ineffective and often led to further expansion. Pedagogical and curricular practices in the private tutoring systems have increased "anxiety" and "insecurity" regarding the formal education system to expand the market. Studies of mass schooling systems and equal opportunity are incomplete without considering the private tutoring system's role.

Safarzyńska (2013) stated that "the tutorial is a choice to solve a problem with the Thai educational system." It was emphasized in the research that the problem of Thai education for a long time is there exists high disparity, difference, and inequality. This reflects the problem of Thai education emphasizing high-advanced examinations and teaching in school, particularly in Mathematics, Science, and English. The system leads to the values of choosing a famous institution. Additionally, the reason for the tutorial is that the respondents' answers reflect the weaknesses of the highly competitive and over-emphasized Thai education system and the problems with current teaching in the school. It was found that the majority of students' reason for attending tutorials was to help improve their grades.

Thanyasricharoen (2015) continued that five factors influenced tutorial schools' choice among high school students in the Bangkok metropolitan area, sorted in descending order: promotion and image, price and location, product, convenience, and personnel and process factors. In the aspect of different personal factors influencing tutorial schools' choice, it was found that gender, education, education plan, GPA, and parents' monthly income did not influence tutorial schools' choice.

Pachanattabut (2016) discussed the study results on behaviors of learning online tutorial courses among high school students in Bangkok Metropolis with different gender, ages, education, study plan, and marketing mix. The survey found that high school students in Bangkok with different personal information resulted in different online tutorial studying behaviors. Students with personal factors took online tutorial classes because they want to self-develop. Self-development is an important psychological factor that influences human behavior. It serves as a medium for awareness and interpretation of the stimulus before the body expresses it through behavior.

Online Learning / E-Learning is a teaching system that enables students to learn using the current online format. It usually means transforming teaching from the original format to a webpage, such as taking lectures and converting them into online content or recorded narration. Hence it, allows students to re-listen or transform the responses in class to the electronic question and answer blog. The research found that studying online tutorials influenced tutorial studies of high school students in Bangkok. The promotion influenced high school students in Bangkok online tutorial studying behavior both in the aspects of frequencies and cost, school choice, subjects, the duration of the study, and the learning objectives. The promotion influenced online tutoring behavior due to external factors or environment that motivate people to focus on things and do things to find things that satisfy them. The way people behave differently or behavior change depends on the difference in the value of the motivation. If the action is thought to yield excellent results, it will be applied. Marketing mix factors cause online tutorial study selection behavior to be different. In choosing an online tutorial school product, the student considers the necessity and demand for the product, the price, and conditions such as convenience of the location and time. Customers should be able to access the services efficiently. The promotion will help students do what people expect, such as acknowledging and recognizing the school's services to create the demand for buying decisions. Using different tools for enhancing behavior, such as a member is eligible for benefits. Everyone is involved in the service process, including the employees, customers who use the service, and physical/environmental principles related to the service providers. There are several branches to provide service, process, procedure, or providing such services, such as online tutorials, that are easy to use, and so on.

Pisanpanumas and Yasri (2016) explored scholars' and instructors' opinions towards tutorial schools, particularly in science subjects that are prone to be negative. Tutorial schools are viewed as the places to educate students in rote method and only provide them exam preparation tips without promoting the understanding of concepts via active learning. Despite this fact, many students and their parents still seek tutorial schools as assistants in various ways. Thailand's educational policies have been implemented, covering a novel mechanism of national tests and assessment systems to eliminate tutorial schools' power. Nevertheless, tutorial schools' growth continues to respond to the students' and parents' demands. Presently, instruction in science tutorial schools plays an important role in students' preparation for exams and assists them through hands-on activities, e-learning systems, and educational guidance.

Moreover, if the educational background and instructional skills are considered, it was found that private tutors have different qualities. Thus, the researchers do not say to refuse tutorial schools but point out the lessons learned. The main purpose is not to compare tutorial schools with regular schools but to expand perspective on improving tutorial schools that provide dramatic advantages to students.

This study primarily aimed to determine the business development of tutorial schools in Bangkok, Thailand. Specifically, it investigated the following: the level of the business development of tutorial schools along marketing management, financial management, government policies and regulations, and human resource management; the impact of the business development of tutorial schools; and the impact as influenced by the level of tutorial school business development.

METHODOLOGY

This study used the correlational research design drawing inference relationship between independent and dependent variables. The respondents of the study came from 252 tutorial schools and 400 parents based on computed sampling size. A structured questionnaire was utilized to gather the necessary data needed in the study. For the ethical considerations, the study has minimal risk involved. An approved written request to gather data to the participants was proof of adhering to the respondents' confidentiality and anonymity. Participants are benefitted from the study as it hopefully provides insights to improve the operation of tutorial schools.

The data gathered in this study were analyzed using the following statistical tools: frequencies, percentages, mean, and multiple linear regression analysis.

The norm for interpretation used is shown below:

| Mean Range | Mean_Descriptive Rating | Overall Descriptive Rating |
|------------|-------------------------|----------------------------|
| 4.21 -5.00 | Very High (VH) | Outstanding (O) |
| 3.41 -4.20 | High (H) | Very Satisfactory (VS) |
| 2.61 -3.40 | Fair (F) | Satisfactory (S) |
| 1.81 -2.60 | Low (L) | Slightly Satisfactory (SS) |
| 1.00 -1.80 | Very Low (VL) | Unsatisfactory (U) |

RESULTS AND DISCUSSION

I. Level of the business development of tutorial schools

A. Along marketing management

On Price. As a whole, the level of marketing management along price was "High" level as supported by its mean rating of 3.91. This means that the tutorial schools are highly practicing all indicators along this price.

On Place. As a whole, the level of marketing management was "Fair" as supported by its mean rating of 2.69. This means that all indicators along place are practiced at a fair or an acceptable level.

On Promotion. As a whole, the level of marketing management along promotion was "High" as depicted by its mean rating of 3.42. This means that all indicators along promotion are highly practiced.

On Product. As a whole, the marketing management level along product was "High" as depicted by its mean rating of 3.94. This means that all indicators along the product were highly practiced.

Table 1
Item mean ratings showing the level of the business development of tutorial schools along with marketing management

| Items | Tutorial schools | | Parents | | As a Whole | |
|--------------|------------------|----|---------|----|------------|----|
| | Mean | DR | Mean | DR | Mean | DR |
| Price | 3.95 | H | 3.87 | H | 3.91 | H |
| Place | 2.78 | M | 2.60 | M | 2.69 | F |
| Promotion | 3.46 | H | 3.37 | F | 3.42 | H |
| Product | 4.06 | H | 3.81 | H | 3.94 | H |
| Overall Mean | 3.56 | VS | 3.41 | VS | 3.49 | VS |

Overall, the tutorial school business' marketing management level was "Very Satisfactory" as supported up by the mean rating of 3.49, which implies that marketing management of the tutorial school business in Bangkok, Thailand, is highly practiced. This further implies that the tutorial school business' marketing efforts create a high response to the community. The staff motivate and advertise well their tutorial business. Pachanattabut (2016) stated in his study that the psychological factor that creates motivation, is an internal driving force for human responsive and goal-oriented behavior' "Motivation" will make humans behave trying harder to achieve higher goals. High school students chose online tutorial studies because of the motivation to prepare for admission into higher education. T

B. Along financial management

On Budget. The level of financial management practices along budget was "Low" as depicted by its mean rating of 2.47. This means that all indicators along the budget are not practiced.

On Income. As a whole, the level of financial management along income was "Very High," as depicted by its mean rating of 4.23. This means that the tutorial school business very highly practice all indicators along income in Bangkok, Thailand.

Overall, the level of the business development of tutorial schools along financial management is considered "Satisfactory".

Table 2
Item mean ratings showing the level of business development of tutorial schools along financial management

| Financial Management | Business Firms | | Parents | | As a Whole | |
|----------------------|----------------|----|---------|----|------------|----|
| | Mean | DR | Mean | DR | Mean | DR |
| Budget | 2.31 | L | 2.64 | F | 2.47 | L |
| Income | 4.36 | VH | 4.11 | H | 4.23 | VH |
| Overall Mean | 3.33 | S | 3.37 | S | 3.35 | S |

C. Along government policies and regulations and human resources

The level of business development of tutorial schools along government policies and regulations was "High" as depicted by the mean rating of 3.52, implying that all indicators along government policies and regulations are highly practiced by the tutorial schools in Bangkok, Thailand.

Table 3
Item mean ratings showing the level of the business development of tutorial schools along government policies and regulations and human resources

| Items | Business Firms | | Parents | | As a Whole | |
|-----------------------------------|----------------|----|---------|------|------------|------|
| | Mean | DR | Mean | Mean | DR | Mean |
| Government policies & regulations | 3.35 | F | 3.69 | H | 3.52 | H |
| Human Resources | 4.39 | VH | 4.06 | H | 4.22 | VH |
| Overall | 3.87 | VS | 3.88 | VS | 3.88 | VS |

On the level of tutorial school businesses along human resource management. As a whole, the level of tutorial school business in Bangkok, Thailand was "Very High," as shown by the mean rating of 4.22, which means that all indicators along human resource management are very highly practiced by the tutorial schools in Bangkok, Thailand.

Overall, the level of the business development of tutorial schools along government policies and regulations and human resources is considered Very Satisfactory (3.88), Lee (2013) mentioned that efforts toward education policy-making and reform to further the ideal of equal opportunity of education must be informed to the public by private tutoring researchers and authorities.

II. Impact of the Business Development of Tutorial Schools

Table 4 depicts the item mean ratings on the impact of tutorial schools' business development in Bangkok, Thailand.

On Increase Business Productivity. When taken as a whole, the level of impact of the business development of tutorial schools along increase of business productivity was "Very High" as shown by its mean rating of 4.25. This means that there is a very high impact on the level of tutorial school business in Bangkok, Thailand.

Table 4
Item mean ratings showing the impact of the business development of tutorial schools.

| Items | Business Firms | | Parents | | As a Whole | |
|--------------------------------|----------------|----|---------|------|------------|------|
| | Mean | DR | Mean | Mean | DR | Mean |
| Increase Business Productivity | 4.33 | VH | 4.16 | H | 4.25 | VH |
| Improve Customer Satisfaction | 2.75 | F | 2.91 | S | 2.83 | F |
| Increase Customer Benefits | 4.28 | VH | 4.04 | H | 4.16 | H |
| Overall Mean | 3.79 | VS | 3.71 | VS | 3.75 | VS |

When taken singly, the highest mean rating of 4.45 described as "Very High" was given to item 5, "Legal compliance." This means that tutorial school businesses comply legally with the government regulations. The lowest mean rating of 3.90 described as "High" was for item 2, "The quality of work." This implies that the tutorial school businesses can contribute to producing the quality of work. Pisanpanumas and Yasri (2016) mentioned that despite that Thailand government wanted to remove the tutorial schools, these had been of great help to the students in their assignments, preparing them in their e-learning activities, quizzes and long tests, moreover in understanding their lessons well.

On Customer Satisfaction. As a whole, there was a "Fair" level of customer satisfaction as supported by its mean rating of 2.83. This means that customers of the tutorial school business are not slightly satisfied. When taken singly, the highest mean rating of 4.29 described as "Very High" was given for item 1, "Have the confidence to do more tests." This means that customers are confident enough to engage more in exams since they have sufficient knowledge acquired in the tutorial school business in Bangkok, Thailand. The lowest mean rating of 1.95, described as "Low," was given to item 2, "Spending time has been more beneficial." This implies that the clients least considered spending time as a means of customer satisfaction.

On Increase Customer Benefits. As a whole, the level of impact of the tutorial school business in Bangkok, Thailand, was "High," as seen by its mean rating of 4.16. This means that there is an increase in customer benefits. This may mean further that the customer benefits are well provided to the target clientele. When taken singly, the highest mean rating of 4.42 described as "Very High" was given to item 3, "Can be admitted to the desired school in the future." This means that the customers are confident to attend a desired school in the future. On the other hand, the lowest mean rating of 4.01 described as "High" was given to item 2, "Can score higher." This implies that tutorial school businesses provide good services and have a potential impact of obtaining higher scores in exams since tutorial schools offer quality education.

The overall impact of business development of tutorial schools is "Very Satisfactory" as supported by the mean rating of 3.75. According to Safarzyriska (2013) the students are highly benefited. Most teachers thought that students' reason for attending tutorials was to prepare themselves for further study. Most parents, students and tutorial school administration, faculty and staff believed that the students' reason for attending tutorials was to improve their grades. In addition, they were able to attain their goals and objectives.

III. The regression analysis of the impact of the level of business development of tutorial schools in Bangkok, Thailand

As presented in Table 5, there was a significant influence of the process variables on the output variables as a whole. All the variables could explain that 97.20 % of the process variables variance on the tutorial school business's output variables in Bangkok, Thailand. The remaining 2.80 percent could be due to other factors not considered in this study.

Table 5
Regression analysis of the impact on the level of business development of tutorial schools

| Components | Beta | t-value | t-prob |
|-------------------------------------|------|---------|--------|
| Marketing Management | .087 | 2.188* | p<.05 |
| Financial Management | .129 | 2.761** | p<.01 |
| Government policies and regulations | .095 | 1.788* | p<.05 |
| Human Resource Management | .773 | 6.058** | p<.01 |

MultR = .986 F-ratio = 104.742**
RSq = .972 F-prob = p>.01

Beta weights indicated the relative importance of the independent variables. So Human Resource Management imparts the level of business development of tutorial schools more than financial management, government policies and regulations and marketing measurement. The best predictor of level of business development is HRM, followed by financial management, government policies and regulations, and marketing management in that order. This means that the better the marketing, financial, and human resource management, the better the impact on the level of tutorial school business in Bangkok, Thailand. This further implies that better results on the increase in business productivity, customer satisfaction, and customer benefits depend on tutorial school business development level.

CONCLUSIONS

Based on the findings of this study, the conclusions are drawn: The level of business development of tutorial schools in Bangkok, along marketing, financial management, and government policies and regulations and human resources is "Very Satisfactory". The level of impact on tutorial schools' business development in Bangkok, Thailand is Very Satisfactory, and there is no significant influence of the process variables on the impact variables.

RECOMMENDATIONS

The tutorial schools should continue providing training and seminars to equip themselves with comprehensive business trends and developments. This is to effectively and efficiently teach their clients how to benefit them both by partnering with other agencies that could provide them with the avenue to enhance their skills and competencies. The business development of tutorial schools should provide more amenities in order to attract more students and increase their market, and ultimately generate more income. *On marketing management*, the tutorial schools' business development should offer a lower price for tutorial classes, offer a more competitive curriculum that addresses and considers the needs and priorities of their clients, and ultimately increase the percentage of market share. *On financial management*, the tutorial schools should consider reviewing their practices and focus on budgeting, which could be a vehicle for making sound decisions. *On government policies and regulations*, tutorial schools should align their price strategies with the government's prevailing laws and regulations. *On human resource management*, business development should also consider advertising their teachers, which could increase the level of awareness and arouse the interest of their potential market. Though the level of business development of the tutorial school was at a high level, the business development should continue to improve the level of management focusing on financial management, most notably on income, in order for them to know the financial standing of the school and for financial pooling if necessary. Moreover, a follow-up study can be undertaken on other schools' statutes to determine their level of practices.

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