The Relationship of Brand Equity Factors and Thai Parents' Satisfaction toward Children Development School: A Case of Gymboree

By

Ms. CHATTHAMON CHITPAKDEE

A Survey Research Report for MS 7000 research/IS project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science in Management

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ABSTRACT

Research Project Title: The Relationship of Brand Equity Factors and Thai Parents’ Satisfaction toward Children Development School: A case study Gymboree

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Year: 2009.

The objective of this study is to determine the relationship between perceived quality, brand loyalty, brand awareness and brand association of Thai parents’ satisfaction toward Gymboree children development school.

This was a Survey Research, the sample size was 400, using non-probability sampling method. The data collecting instrument was self-administered questionnaire. The data was analyzed using SPSS for Window Version 15.0 by applying Pearson Correlation Coefficient statistical analysis.

The findings are as follow:
1) The questionnaires were distributed to 5 main branches of Gymboree in Bangkok based on convenience; Bangna branch with 80 sets, Ramkhamhang branch with 80 sets, Rama 3 branch with 80 sets, Sukumvit branch 80 sets, and Chitlom branch with 80 sets. The total of questionnaire distribution was 400 sets. All questionnaires were valid and received back.
2) The demographic information of the 400 respondents; the majority were age between 31-35 years old, 54% of respondents had income range at more than 50,000 Baht per month. There were 65% who were Bachelor’s degree holders. The majority were private sector employee which accounted for 54%. 65% had the expense for their children development school between 20,001-30,000 baht per year.
3) The relationship between perceived quality, brand loyalty, brand awareness, brand association and brand equity on Thai parents’ satisfaction toward Gymboree children development school revealed positive relationship with Thai parents’ satisfaction toward Gymboree children development school.
4) The Pearson Correlation; there were strong positive relationship between perceived quality, and brand equity on Thai parents’ satisfaction toward Gymboree children development school. There was moderate positive relationship between brand loyalty, and brand awareness on Thai parents’ satisfaction toward Gymboree children development school. There was weak positive relationship between brand associations on Thai parents’ satisfaction toward Gymboree children development school.

Keywords: Perceived quality, Brand loyalty, Brand association and Brand equity, Thai parent Satisfaction, Gymboree
ACKNOWLEDGMENT

Firstly, I would like to thank you to my parent who always support me and let me have the opportunities to study until to my master degree. Never refuse my request, and always be with me and encourage me to work on my own.

Next, I would like to thank you to my advisor, Dr. Thanawan Phongsatha, who gives her value time to suggest, guide, consult, and encourage me to complete my work. And I would also to thank you for all the available of information from the kindergarten’s web sites, and all data base.

Finally, this research will not be completed without love and inspiration from my friends, and my family. I would like to write many words to express my feeling, but I cannot find any word that could be able to express my thankful for all of I has got.

Ms. Chathamon Chitpakdee
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CHAPTER 1
INTRODUCTION

1.1 Background of Study

Nowadays the style of business is changed from the agriculture to industrial business; therefore, the adjustment life-style of living is also needed to match the working style. In the past if people had low education level, they would start on a very low paid salary with labor intense such as janitor, messenger, or truck driver. The past generation of parents tried to work hard to provide their family necessary amenities and send their children to schools to get higher education in order to ensure that the children can support themselves when they grow up. Today, those children are growing up and be a parent of a new generation who has high education. Because of high education level of these parents, their careers are different than their parents in the past. Therefore, the new generation of parents, besides afford the necessary needs for the family, they also can afford to send their children to schools at the early age.

However, many of the families in the city need to work hard to be able to afford their living cost. They almost do not have time to take care of their children to play or teach them. In order to solve this problem, parents usually find someone, who is professional to take care of the children and be able to teach them. Some families may call the babysitter to take care their children whereas some will send their children to the child development school such as Gymboree, which is now being one of well-known children development schools with 100 franchises worldwide (www.gymboree.co.th).
1.2 Statement of Problem

Every parent would like their children to obtain good education and advanced degree in order to have better lives. Therefore, the new generation of parents tries to encourage their children to study and practice necessary skills at the beginning of their lives. The reason is that parents believe that education will help their children to live and survive in the society more comfortable. From this reason the child development school has been established in many places in Thailand and also the numbers are increasing everyday with the demand of parents according from Kasikorn bank study (2005).

As stated earlier that most parents do not have much time to take care of children; therefore, the children development school plays an important role to teach and nurture children. Children development school business is a new business in Thailand and Gymboree is the first company in Thailand market. The business characteristic of children development school is to encourage children to imaginary play, early listening, and language skills. Nowadays, this type of business has four main competitors which are Gymboree, Helen Doron, Baby genius, and Tumble Tot (www.gymboree.co.th). In order to survive in this of competition many children development schools has to come up with themes or programs which can attract parents and children. Therefore every brand needs to concentrate to announce the advertising to the broader market in order to reach all potential customers. However, only advertisement may not be enough, the quality of the school for customer perception is also need to be considered. In addition, the loyalty of the customers that the company needs to retain for existing customer is also important factor. Therefore, according to these reasons, brands equity is the first step to help create strength of children development school—Gymboree in particular.
In order to understand how much of the demand of children development school that Thailand needs, the researcher needs to explain the birth rate in Thailand first. From 2003, the birth rate in Thailand was 16.37 people per 1,000 persons and decreasing every year until 2007 with the rate of birth was 13.73 people per 1,000 persons which being in the 154 ranks from the total of 217 countries as shown in Figure 1.1.

![Birth Rate Chart](Figure 1.1)

<table>
<thead>
<tr>
<th>Year</th>
<th>Birth rate</th>
<th>Rank</th>
<th>Percent Change</th>
<th>Date of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>15.76</td>
<td>142</td>
<td>-4.09%</td>
<td>2004 est.</td>
</tr>
<tr>
<td>2006</td>
<td>13.87</td>
<td>159</td>
<td>-0.93%</td>
<td>2006 est.</td>
</tr>
<tr>
<td>2007</td>
<td>13.73</td>
<td>154</td>
<td>-1.01%</td>
<td>2007 est.</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook - Unless otherwise noted, information in this page is accurate as of April 17, 2007.

*Figure 1.1: Birth Rate from the Year 2003 to 2007.*

*Source: CIA Fact book- Unless otherwise noted, information in this page is accurate as of April 17, 2007*

Based on Figure 1, the entry provides the average annual number of births during a year per 1,000 persons in the population at mid-year; also known as crude...
birth rate (CIA Fact book, 2007). The birth rate is usually the dominant factor in determining the rate of population growth. It depends on both the level of fertility and the age structure of the population (CIA Fact book, 2007).

Based on the explained rate of birth, there are approximately one million new born babies each year. All of them would start education and working age at the same time, which raise the competition rate of children. Because of higher competition, children in the same generation will have difficulty to pass the entrance examination to a well-known school or university. Therefore, each parent will try to give and develop their kids’ knowledge at the first day of their birth. These also mean that some of these babies will be sent to children development school at a very young age to improve and promote necessary skills.

Table 1.1 shows the information of the literacy rate of Thai male and female people from the year of 2000 to 2004.

Table 1.1

<table>
<thead>
<tr>
<th>Literacy Rate</th>
<th>Male (%)</th>
<th>Female (%)</th>
<th>Total (%)</th>
</tr>
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<tbody>
<tr>
<td>Adult</td>
<td>95</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Youth</td>
<td>98</td>
<td>98</td>
<td>98</td>
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</tbody>
</table>

*Note. Adult Literacy Rate = The percent of people over the age of 15 who are literate. Data taken over a 5 year period. The definition of literacy varies by country

Youth Literacy Rate = The percent of people between the ages of 15 and 25 who are literate. Data taken over a 5 year period. The definition of literacy varies by country

Source:

www.ilo.org/public/english/region/asro/bangkok/skills-ap/skills/thailand_literacy.htm

Table 1.1 presents the literacy rate of Thai people who graduated the minimum requirement of education system which is Mattayom 6 or equal to grade 12 in the
international education (www.ilo.org). According to the background of this study, children from previous generation nowadays they became parents who realize that education is an important factor to determine the success. Therefore, this generation parents will prepare their children by sending to children development school to prepare for grade school later on. Therefore, this information shows that the level of parents who have education will increase and they will be expecting to be the customers of children development school.

In the strategy of the service of children development school to manage Gymboree brand, the service is not the only matter because it also can duplicate from the other and serve the same service to the customers like Gymboree. However, the main focus of the research is the brand equity of the Gymboree. Gymboree was established and has been operating in over 42 countries around the world and with the reputations; most parents select this school for their children. This is the reason for the researcher to further explore to find more information on why Gymboree becomes the trustworthy institution in which parents are willing to enroll their children.

1.3 Research Objectives
1). To identify the relationship between perceived quality and Thai parents’ satisfaction toward Gymboree children development school.
2). To identify the relationship between brand royalty and Thai parents’ satisfaction toward Gymboree children development school.
3). To identify the relationship between brand awareness and Thai parents’ satisfaction toward Gymboree children development school.
4). To identify the relationship between brand association and Thai parents’ satisfaction toward Gymboree children development school.
5). To identify the relationship between brand equity and Thai parents' satisfaction toward Gymboree children development school.

1.4 Research Questions

Is there relationship of brand equity toward Thai parents' satisfaction in Gymboree children development school?

1.5 Significance of the Study

This research mainly focuses on the brand equity of Gymboree children development school in order to understand the perception and the factor that affect Thai parents' decisions toward Gymboree brand.

The study selects the sample from Thai parents who had an experience to be a customer of Gymboree to answer the questionnaire in order to understand the brand equity that they expect. Therefore, the findings of the study will be beneficial to the business in order to improve the Gymboree brand to meet customer requirements, which in turn will lead to create the brand to be more successful as well as attract more parents and children to become the customer of this children development school.

1.6 Scope of the Research

This research focuses on the study of brand equity of children development school named Gymboree. This brand is in operated in over 42 countries around the world. However, the research will focus on the Gymboree in for 5 branches in Bangkok including Bangna branch, Ramkhamhang branch, Rama 3 branch, Sukumvit branch, and Chitlom branch emphasis on the following issues.
Population Issue

The author study from Thai parents who are currently Gymboree customers by enrolling their child/children at Gymboree in five branches in Bangkok. The information will come from the questionnaire that participants respond based on their perspectives.

Content Issue

This research mainly focuses on the brand equity which consists of perceived quality, brand loyalty, brand awareness, and brand association of Gymboree brand. In order to better understand each factor of brand equity, the researcher includes several attributes to the questionnaire for more detail as shown in conceptual framework.

Variables Issue

The study has two main variables which are independent variable and dependent variable.

Independent Variable: Brand Equity, which consists of the following attributes

- Perceived Quality: Service, kids program, kids care, cost, place, promotion;
- Brand Loyalty: Experience of kid development school brand;
- Brand Awareness: Brand business, Information;
- Brand Association: Training program, supportive service;

Dependent Variable: The satisfaction of the Thai parents toward Gymboree

Time Issue

Study period is from November to December 2008.
1.7 Limitation of the Research

The limitations of the study are as follows.

1. The study is focused only on the satisfaction of Thai parents toward children development school—Gymboree. Therefore, the satisfaction levels may differ when applying to other children development schools. In addition, the study focused on Thai parents only. Therefore, the result may not be able to apply to other nationalities parents who send their children to Gymboree.

2. Since the convenient sampling plan is applied as a survey method in the study, the data provided may not be generalized to other population.

3. The study applies the self-reported survey method to collect data. Therefore, it may lead to the bias of the respondents’ perceptions toward Gymboree due to the attention of respondent toward questionnaire.

1.8 Definitions of Terms

Brand Associations: The information in the consumers mind linked to the brand. Consumers use associations to process, organize and store information in memory that can be used to simplify decision making and purchase (Aaker 1996). There is no doubt that brand associations in general are an important dimension of brand equity.

Brand Awareness: Reflects in the consumer’s ability to identify the brand under different circumstances (Keller, 1993). It is considered to be of particular importance in low involvement product categories (Keller, 1993; Ritson, 2003).

Brand Equity: The marketing effects or outcomes that accrue to a product with its brand name compared with those that would accrue if the same product did not
have the brand name (Aaker, & David (1991); Keller, & Lane (2003); Leuthesser, Kohli, & Harich (1995); Ailawadi, Kusum, Lehmann, & Neslin (2003), and, at the root of these marketing effects is consumers’ knowledge. In other words, consumers’ knowledge about a brand makes consumers respond differently to the marketing of the brand (Keller, & Lane, 1993).

Brand Loyalty: Defines loyalty as “the attachment that a customer has to a brand” (p.39), and consider it to be a primary dimension of the brand equity (Aaker, 1991).

Customer Satisfaction: It is a short-term emotional reaction to a specific service performance (Lovelock and Wirtz, 2007).

Parent Satisfaction: a short-term emotional reaction of parents to a service performance of schools

Parent: A father or a mother; one who sires or gives birth to and/or nurtures and raises an offspring. The different role of parents varies throughout the tree of life, and is especially complex in human culture (Trivers, 1974).

Perceived Quality: Capture an attitude toward the brand, and differs from objective quality by having a higher degree of abstraction. Moreover, the perceived quality is considered to be the consumers' global judgment of the brands “overall excellence or superiority”, and a primary dimension of brand equity (Aaker, 1996; Keller, 1993; Zeithaml, 1988).

Service: A service is any primary or complementary activity that does not directly produce a physical product—that is, the non-goods part of the transaction between the buyer (customer) and seller (Kotler, 2003).

1.9 Organization of the Report

The study consists of five chapters, which discuss the following issues.

Chapter 1: Introduction

This chapter provides background of the study and the statement of the problems. Then, the research objectives and research question are identified. Also, the significance of the study, scope of research, study limitations, and definitions of terms are also presented.

Chapter 2: Review of Literature

This chapter begins with the background of Gymboree and the review of the theoretical background which is the foundation of the research. Then, the previous studies relevant to the research are reviewed to develop the conceptual framework. Hypotheses are then subsequently identified.

Chapter 3: Research Methodology

This chapter explains research process, research design, research instrument, populations and sample, sampling technique, and proposed data collection and analysis as well.

Chapter 4: Data Analyses and Results

This chapter presents research findings from the data analysis, which includes descriptive statistic as well as hypotheses testing.

Chapter 5: Conclusions and Recommendations
This chapter concludes the implication and discussion of the study associated with the research questions and objectives. In addition, the recommendation for the future research is also provided.
CHAPTER 2
LITERATURE REVIEW

The literature review begins with the introduction of children schools followed by background of Gymboree and theoretical foundations of the study which includes: theory of service, brand equity, and satisfaction. Then, the review of literature related to the independent and dependent variables. From the conceptualization of the previous literatures, the research conceptual framework, and hypotheses are developed.

2.1 Introduction

Recent legislation that empowers parents to choose their children’s schools underscores the importance that parents’ satisfaction with their children’s school hold for school leaders (Bauch and Goa, 2000; File, Judd, & Prince, 1992; Poterfield, 2003; Taylor and Baker, 1994; US Department of Education, 2002). The relationship between parents’ satisfaction with their children’s school and school choice seems intuitively obvious, yet few studies have explored what constitutes parental school satisfaction, and school district characteristics associated with dissatisfaction (Hausman and Goldring, 2000). Past research has shown that school communication, parent involvement, academic achievement, curriculum, school environment, school safety, staff quality, and transportation are related to overall parents’ satisfaction toward school selection (Bond and King, 2003; DeVoe, Peter, Kaufman, Miller, Noonan, Snyder, & Baum, 2004; Erickson, 1996; Goldring and Shapira, 1993; Griffith, 1997; Ham, Johnson, Weinstein, Plank, Johnson, 2003; Maddaus, 1990; McGrew and Gilman, 1991; Tuck, 1995). This research indicated that the level of satisfaction of parents toward schools was multidimensional and included both academic such as curriculum and non-academic factors such as school safety.
The elements of parents' satisfaction are numerous and vary across studies. In addition, some of the studies include samples limited to specific school systems and locations (Thompson, 2003). A more parsimonious accounting of parents' satisfaction with their children's schools is needed.

Few studies have investigated the factor structure of parents' satisfaction and the relationship between district characteristics, parents' demographics, and satisfaction factors with parents' satisfaction with their children's schools. Research regarding parent's minority status concluded that minority parents are generally less satisfied than non-minority parents, and that factors that lead to parents' satisfaction are different depending upon the parents' ethnic background (Friedman, Bobrowski, & Geraci, 2006; Johnson and Kafer, 2002; Thompson, 2003; Erickson, 1996; Robinson-Zanartu and Majel-Dixon, 1996). Griffith (2000) examined the relationship between the consensus of parents and their children regarding the learning and social environment of their schools and structural as well as student population characteristics of the school. Specifically, Griffith (2000) studied students to faculty ratio, class size, percentages of school utilization, which included student enrollment/planned student capacity, students new to the school and district, students enrolled in the free and reduced meals, and the English for speakers of other languages program. In general, Griffith (2000) found that several structural variables were related to the consensus between parents and their children, but the impact of these variables on parents' satisfaction was not the focus of the study.

It is important that school administrators understand aspects of the factors that lead to parents' satisfaction in an era where parents have a voice in choosing the schools their children attend. Friedman et al. (2006) derived a conceptual model of parent school satisfaction from the literature, including research conducted by Harris
Interactive (Harris, 1997). The model indicates that parents evaluate their children’s school on a number of variables including teachers, administrators, curriculum, technology, facilities, involvement, transportation, and budget. These variables may influence the parents’ satisfaction with their children’s schools and parents’ minority status may influence the relative importance of these variables to the parents (Friedman et al. 2006). Parental satisfaction is related to parents’ school choice decisions and search behaviors for the best possible school for their children (File, Judd, & Prince, 1992; Taylor and Baker, 1994). Therefore, this study focuses on components of parents’ satisfaction and their relationship to overall parents’ satisfaction.

2.2 Background Business of Gymboree

Gymboree is the expert of children development school which provides learning activities to parents and children beginning at the age of less than a month old to five years old (www.gymboree.co.th). This is children development school which is not similar to the formal education. The difference of Gymboree with normal school is that the program of teaching that Gymboree focuses on development of the children; however, formal education focuses mainly on the academic with less emphasis on development. Gymboree provides seven levels of activities, which are Arts, Fitness Fun, Global Kids, Mommy and Baby Fitness, Music, Yoga Fun, and Baby Signs® (www.gymboree.co.th). Each of activities in Gymboree has its own specific purpose to the children. The children of Gymboree are working on at their ages from sensory explorations for young babies to cause and effect, two-way communication, “motor planning”, imaginary play, to early listening and language skills. Each program level incorporates fundamental, engaging activities that help to
build children's cognitive, social, and physical skills. Currently, Gymboree operates ten branches in Bangkok alone (www.gymboree.co.th).

Activities Provided at Gymboree

Arts

Gymboree provides arts to children to promote and enhance their imaginations. Arts can inspire children imagination, creativity, and positive means for self-expression. In turn, arts also promote the children imagination into their hand to the world via painting, sculpting, drawing, collage, song, dress-up and other imaginative activities (www.gymboree.co.th).

Fitness Fun

Fitness fun activity focuses on good health to children which separate into 5 health-related components of physical fitness, which are cardio, strength, endurance, flexibility, and body composition to children. This fitness fun will build strong healthy bodies and minds as well as promotes a positive attitude toward physical fitness. Children will also have an opportunity to learn social skills as they interact with peers (www.gymboree.co.th).

Global Kids

Since Gymboree has spread around to 42 countries, it is the idea to create Global kids. The activity is a 12-week multi-cultural “journey” which explores universal play, music, dance, customs, and activities from the Gymboree international community. This activity will help children to learn from the outside country through experience the world with a creative, age-appropriate approach. With a world-class selection of music and a travel journal to record the experience and learning from each destination, families will capture their adventures and create a memorable souvenir (www.gymboree.co.th).
**Mommy and Baby Fitness**

This is a yoga class of new mothers and their infants with fitness and balance on yoga-based exercise program. This activity will allow mothers and infants to do activity together and experience a sense of well-being while gaining strength with a melody in a relax tone. This class is suitable for mothers with at least 6 weeks postpartum and non-mobile babies (www.gymboree.co.th).

**Music**

Music is considered to be a kind of art; therefore Gymboree is also adding musical learning to children for a different musical style. Through singing, dancing, movement games and instruments, children will learn important musical “building blocks” like rhythm, beat, tempo and melody as well as build a foundation of musical skills to grow on. (www.gymboree.co.th).

**Yoga Fun**

This is an activity class which is a combination between music and yoga to explore concentration and focus, physical strength, flexibility, and self-confidence. This is an interactive and creative way to introduce children to yoga and the importance of creating a strong physical and mind positivism to their life (www.gymboree.co.th).

**Baby Signs®: Sign, Say & Play**

Research shows that signing with babies actually boosts language, and intellectual development. This program will motivate children to learn from using sign language before use their word. Early communication with children can be less frustrating, and boost children’s development (www.gymboree.co.th).
Since the Gymboree children development school provides services to children during toddler ages, the characteristics and parents concerns regarding toddlers are important to discuss as follows.

**Toddler Characteristics**

When children learn to walk, they are called toddlers. Usually this term is applied to one and two-year-old children. This is a stage in the growth of a child and not a specific age. The toddler stage is very important in a child’s life. It is the time between infancy and childhood when a child learns and grows in many ways Wilson (2001). This growth is unique to each child because they have their own timetable. During the toddler stage, most children learn to walk, talk, and solve problems, for example. One major task for the toddler is to learn to be independent. That is the reason that toddlers want to do things for themselves, have their own ideas about how things should happen, and use the word “no” many times each day, according to Wilson (2001).

The toddler stage is characterized by much growth and change, mood swings, and some negativity. Therefore, they are often frustrated and “misbehave” (Wilson, 2001). Some adults call the toddler stage “the terrible twos.” Toddlers, bursting with energy and ideas, need to explore their environment and begin defining themselves as separate people. They want to be independent and yet they are still very dependent. One of the family day care provider’s greatest challenges is to balance toddlers’ needs for in-dependence with their needs for discipline. Toddlers are very concerned with their own needs and ideas (Wilson, 2001).

Toddlers sometimes get frustrated because they do not have the language skills to express themselves. Often they have difficulty separating themselves from their parents and other people who are important to them. Therefore, adults who work
with toddlers often find it helpful to appreciate toddlers’ needs to do things their way (Wilson, 2001).

Usually between two and a half and three years of age, children begin to take an interest in being toilet trained, and by age three they are ready to be known as preschoolers. By this age, most children are toilet trained, have developed verbal skills, are continuing to be more independent, and are taking an active interest in the world around them (Wilson, 2001).

Based on the above explanation of toddler characteristics, this stage of children can be difficult for both parents and toddlers. Therefore, an understanding of this stage of development can make parents, caregivers, and toddlers themselves happy and joyful.

Parents Concern over Toddler to School

According to www.revolutionhealth.com, the top three issues that most parents concern with children are health, friendship, and safety when sending children to the third person.

As children learn and grow, schools can be source of tremendous accomplishments and great challenges. Along with the curriculum comes homework, friendships, even bullies. For every parent, getting involved and informed are the first step in helping a child enjoy a positive experience at school. However, parents still concern on the problem that may happen in the school because it is the first time that a child is far from them. With these concerns, parents always send children to children development schools where they can ensure safety of their children.
2.3 Theoretical Foundations

Service

There are a number of characteristics that are commonly used to differentiate between goods and services including Zeithaml, Parasuraman, & Berry (1985); Wolak, & Berry (1998) which are:

- Intangibility – services, unlike products, are an experience. They cannot be touched, felt or tasted in the same way that products can.

- Inseparability – the consumption and production of a service is simultaneous. Products; however, are first produced then sold and later consumed.

- Heterogeneity – in service output the quality of a service is more difficult to standardize than product output.

- Perishability – services unlike products cannot be stored for usage at a later time.

As mentioned throughout the paper, this research focuses on Gymboree children development school. Gymboree can determine as service since the programs provided at Gymboree are intangible. The school provides experiences to children, which in turn, can enhance children’s learning. Moreover, all of the services and products in the classroom provided to children are inseparability from each other in order to use as teaching and learning tools. Each school also has its own teaching policy which determines the standard quality or heterogeneity from other children development school. Furthermore, perishability is explained that service, which is teaching for children development school, cannot be stored since the teaching technique is unique to each individual.

Besides service, the theory of brand equity is also related to parents’ attitude toward children development schools as well.
Brand Equity

This section is the explanation in detailed regarding brand equity. Several scholars have identified the term brand equity as follows.

Brand equity pertaining to goods has been well researched in the marketing literature. Aaker (1991) and Keller (1993) both have provided conceptual schemes that link brand equity with various consumer response variables. Specifically, Aaker (1991) identified four major consumer-related bases of brand equity, which are brand loyalty, name awareness, perceived quality, and brand associations.

Similarly, Alba and Hutchinson (1987) proposed that knowledge has two sub-dimensions of experience and familiarity. The effects of experience and familiarity on consumers' brand equity perceptions occur at two levels, which are brand, and product category.

Brand equity has gained renewed attention in recent years (Van Osselaer, & Alba, 2000; Yoo & Donthu, 2000). While many definitions of brand equity exist, one of the most widely accepted definitions states that brand equity is the “added value endowed by the brand to the product” (Farquhar, 1989, p. 47). Brand equity is important due to the quality-laden informational content that provides when consumers process information about a particular product. The importance of brand equity has led to many published studies that explore the importance of brand equity in marketing (Aaker, 1991; Keller, 1993).

Today, understanding of brand takes it far beyond the somewhat simplistic view of brand that prevailed a decade ago when it was viewed as a representation – a business or brand logo or tagline or advertising message. It is now more commonly defined as a set of expectations and associations evoked from experience with a company or product (Aaker, 1991; Keller, 1993). It is all about how customers think.
and feel about what the business or product actually delivers across the board. If the expectations, associations, and experiences are positive, the likely results are positive perceptions about the brand and measurable bottom-line contributions in terms of market share and profitability (Aaker, 1991; Keller, 1993).

Furthermore, it is all those associations – positive, negative and neutral – that combine to create the brand’s equity. As noted authority, Aaker (1991) defines brand equity as it is the set of assets and liabilities connected to a brand that add to or detract from its value to the customer and to the business. As he detailed in his classic *Managing Brand Equity* (Free Press, 1991), creating a brand equity profile involves the identification of the various customer associations with a brand, and levels of customer awareness and loyalty that set it apart from competitors.

Brand equity has taken on increased prominence in the last several years because of various studies that underscored its significance. One compelling study is EquiTrend’s analysis of how brand equity impacts on return on investment over time. The study showed that businesses with the largest gains in brand equity saw their Return On Investment (ROI) average 30 percent, while those with the largest losses in brand equity saw their ROI average a negative 10 percent (Free Press, 1991).

Carrying even more weights, however, has been Inter-brand annual study on the world’s most valuable brands. It all combines to make for interesting reading and a case for paying more attention to brand equity. But at the end of the day, it is less important to monitor the growth and current status of brand equity than it is to better manage its elements as a means of supporting day-to-day business strategy decisions more effectively (Free Press, 1991). This demand is going a step beyond traditional brand equity tracking, with the objective of creating an in-depth profile of a brand that uses quantitative modeling to identify, better understand, and better manage its
strategic drivers as well as the associations that make a real difference in the brand’s performance. Ultimately, this endeavor will allow the organization to optimize the most business-relevant aspects of the brand to help drive improved financial performance (Free Press, 1991).

Branding and brand equity have been topics of interest to marketing researchers for many years. A brand can be defined as “a name, term, sign, symbol, or design, or combination of them which is intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors” (Kotler, 1991, p. 442). The brand becomes an important tool for the marketer as the consumer uses it as a cue to infer certain product attributes, like quality (Kotler, 1991).

Direct and Indirect Measures of Brand Equity

While knowledge about a brand may directly influence the brand equity associated with a particular brand, the knowledge about a product category will influence the brand equity associated with all brands in the product category.

The measurement of brand equity has also been a fruitful area of study (Cobb-Walgren, Ruble, & Donthu, 1995; Keller, 1993; Lassar, Mittal, & Sharma 1995; Park and Srinivasan, 1994). In general, there are direct and indirect measures of brand equity. In the direct approach, an attempt is made to assess the value added by the brand to the product (Farquhar, 1989; Keller, 1993). This approach is closely linked to the accepted definition of brand equity. On the other hand, the indirect approach focuses on the identification of the potential sources of brand equity (Aaker, 1991; Keller, 1993). While both approaches have merit, Keller (1993) argues that the direct and indirect approaches are complementary and should be used together.
It is recommended that firms measure the equity associated with their brands on a regular basis. The company provides a simple paper and pencil instrument to measure brand equity. The advantage of this scale is not only the small number of items, but also the ability to measure the individual dimensions of brand equity. Thus, the measurement of brand equity will enable companies to evaluate their marketing programs. Also, if the brand equity is seen to suffer, further feedback can be obtained from consumers (Keller, 1993). This feedback will be beneficial in: identifying product performance problems, identifying advertising/positioning problems, and providing feedback to the firm’s employees on where improvements need to be made. For this research, the feedback was measured as direct approaches to the brand equity in terms of educational services that can affect the brand equity in the parent’s mind (Lassar, Mittal, & Sharma, 1995).

The Relationship of Brand Equity and Service

There is a general consensus that these key differences between services and products may warrant different approaches to marketing (Shostack, 1977; Zeithaml et al., 1985). Despite these differences being widely accepted among both practitioners and researchers, the branding literature has always been heavily biased toward products (Turley and Moore, 1995). This scenario is especially true for brand equity (Sharp, 1995). Both researchers and practitioners have been far more comfortable in applying the notion of brand worth to the exchange of tangible, one-off purchases like beverages, and food.

The importance of brand worth in service markets, however, also deserves the same attention. They can benefit from measuring brand equity and evaluating marketing interventions in terms of their ability to enhance brand value. Many service industries such as the insurance and finance markets are also facing increasing
competition, which in many cases has led to mergers and takeovers. In these times of uncertainty there is increased value in appreciating the worth of their trading brand name, which forms part of the company’s collection of intangible assets, and which often help to determine the purchase cost of a company. The rationale for branding goods and services; therefore, appears to be the same (Turley and Moore, 1995).

Satisfaction

During the last four decades, satisfaction has been considered as one of the most important theoretical as well as practical issues for most marketers and customer researchers (Jamal, 2004). However, no single definition of satisfaction has been unanimously accepted by literature related to the matter. All definitions proposed, however, agree that the concept of satisfaction implies the necessary presence of a goal the consumer wants to achieve.

On the other hand, within literature on services marketing, satisfaction has traditionally been defined as a cognitive-based phenomenon (Westbrook, 1987). Cognition has been studied mainly in terms of the expectations/disconfirmation paradigm also known as the confirmation/disconfirmation paradigm, which states that expectations originate from the customer’s beliefs about the level of performance that a product/service would provide (Oliver, 1980). In addition, various models and theories that have been developed to this end indicate that customer satisfaction is related to the size and direction of disconfirmation, which is defined as the difference between the post-purchase and post-usage evaluation of the performance of the product/service and the expectations held prior to the purchase (Oliver, 1980; Swan and Trawick, 1980; Tse and Wilton, 1988; Anderson and Sullivan, 1993; Patterson 1997; Sharma and Ojha, 2004).
Customer satisfaction is the goal of the service provider, surrogate measures are typically used owing to the constraints involved in longitudinal studies. These measures relate to attitudes or future intentions toward the service provider. There is sufficient evidence to suggest that customer satisfaction (Yi, 1990). For example, at Gymboree, there is an ongoing relationship between the service provider and the parents of the children. Here, customer satisfaction is based on an evaluation of multiple interactions. For this investigation, satisfaction is considered as a composite of overall customer attitudes toward the service provider that incorporates a number of measures, which in turn, will lead to promoting brand equity of the product—Gymboree.

*Parents’ Satisfaction toward Children Choice of Schools*

The literature demonstrates that there is a great deal of interest in parents’ satisfaction (Bauch and Gao, 2000; Conyers, 2000; Griffith, 1997; Griffith, 2000; Mathews, 1999; Poterfield, 2003). Many studies of parents’ satisfaction of schools focus on a myriad of concerns, and the literature has identified several determinants of parents’ satisfaction with schools (Erickson, 1996; Tuck, 1995).

A 2003 report by The National Center for Education Statistics (NCES) stated that for youth to fulfill their potential in school, schools should be safe and secure places for students, teachers and staff members. Safety has become an important parental concern because of highly publicized incidents of school violence. Data on homicides and suicides at schools showed that students aged 12-16 years were victims of about two million non-fatal crimes of violence or theft at school in 2001, with the majority of 62 percent of all victimizations at school being thefts (DeVoe, Peter, Kaufman, Miller, Noonan, Snyder, & Baum, 2003; DeVoe et al., 2004).
In addition, a study of 7,500 parents in 122 elementary schools by Cooper and Letts (2002) was conducted in the New York City public school system. They examined the school’s climate in relation to the socio-demographic composition of the school. Student population, school structural characteristics, parental involvement, classroom support in learning, and achievement were examined as predictors of parents’ satisfaction. The study found that parental satisfaction was best predicted by parental perceptions of a safe school and positive climate, followed by the school’s informing parents of their child’s educational progress, and empowering parents. The study also demonstrated that parent school referrals and word of mouth played a key role in parents’ discovery of the school.

The need for research increases as parents’ ability to make school choices for their children increases (McCully and Malin, 2003). Delivering quality education means identifying and conforming to the expectations of parents on a consistent basis. If parents are satisfied with their children’s school, they are more likely to keep their children at that school and send their other children to the same school. Parents are also more likely to tell other parents of their positive experiences which further impacts school choice positively (File et al., 1992; Taylor and Baker, 1994).

Relatively few studies have investigated the school satisfaction of minority group parents. Robinson-Zanartu and Majel-Dixon (1996) surveyed 234 American Indian parents nationwide and found that parents’ satisfaction for regular education classes was higher than special education classes and tribally controlled schools. Johnson and Kafer (2002) investigated issues related to vouchers and parents’ satisfaction of a population of African-American students. The result showed positive relationship between voucher and parents’ satisfaction of a population of African-American students. Moreover, the study by Thompson (2003) determined that
African-American parents and guardians' ratings of their children's elementary school teachers were strong predictors of their subsequent ratings of high school teachers and of the public school system in general. Vaden-Kiernan and McManus (2003) found that African-American, non-Hispanic, and Asian parents reported that their children attended a school of choice at a greater rate than did the children of Caucasian parents.

The studies of minority group parents of school aged children have employed small samples with respect to the number of school districts and regions of the U.S. In addition, most studies do not control for many demographic variables such as parents' education, gender, or number of children in the school system. There is also a lack of studies with comprehensive samples that identify determinates of parents' satisfaction or compare these determinates across different ethnic groups. In addition no empirically supported consistent model has been presented by the research conducted on parents' satisfaction with schools to date. As a result, there is a knowledge gap in the literature regarding determinates of parents' satisfaction that can be applied across ethnic groups. Understanding the similarities and differences among ethnic parental groups with respect to school satisfaction is important yet limited (Vaden-Kiernan and McManus 2003).

Relationship between Satisfaction and Brand equity

Customer satisfaction over brand equity has been defined as the differential effect of brand knowledge on consumer response to the marketing of the brand (Kamakura and Russell, 1991). Thus, brand equity is conceptualized from the perspectives of the individual consumer and customer satisfaction over brand equity. The process occurs when the consumer is familiar with the brand and holds some favorable, strong, and unique brand associations in the memory (Kamakura and
Russell, 1991). Based on this definition, there are five important considerations to defining brand equity. First, brand equity refers to consumer perceptions rather than any objective indicators. Second, brand equity refers to a global value associated with a brand. Third, the global value associated with the brand stems from the brand name and not only from physical aspects of the brand. Fourth, brand equity is not absolute but relative to competition. The last one, brand equity is accepted in broadly explain in term of the service competition (Keller, 1993).

From the previous study of the retail brand explains the relationship between satisfaction brand equity, consumer-based brand equity is defined in the present research similar to Aaker (1991), as "the value consumers associate with a brand, as reflected in the dimensions of: brand awareness, brand associations, brand perceived quality and brand loyalty". These consumer-based brand equity dimensions mirror the four brand equity dimensions, which are brand awareness, brand associations, perceived quality and brand loyalty proposed by Aaker (1991). Both Aaker (1991) and Keller (1993) have conceptualized brand equity based on consumers’ memory-based associations.

Previous research defined brand associations as anything linked to the memory of a brand, a definition similar to Aaker’s (1991) definition for brand associations. Brand associations are attributes and benefits linked to the name of the brand, in the consumer’s mind (Keller, 1993). According to Zeithaml (1997), perceived brand quality is defined as consumer’s judgment about a brand’s overall excellence or superiority. In addition, the definition of perceived quality emphasizes consumer perceptions over the actual or objective quality of the brand. Perceived quality is believed to be a type of association warranting elevation to the status of a separate dimension of a brand’s equity (Aaker, 1991). Finally, brand loyalty is also
conceptualized as one of the dimensions of brand equity. Loyalty has been defined both behaviorally by Bloemer and Odekerken-Schroder, 2002; Oliver, 1993; Tranberg and Hansen, 1986) and attitudinally by Chaudhuri and Holbrook, 2001; Yang and Peterson, 2004; Yoo and Donthu, 2001). Both conceptualizations of loyalty have attracted criticism and some researchers have argued that loyalty should be measured as a combination of both behavioral and attitudinal measures (Day, 1969; Dick and Basu, 1994). Given that brand equity has been conceptualized in the present research based on consumer perceptions, therefore, brand loyalty is defined as the tendency to be loyal to a brand, as demonstrated by the intention to purchase from the brand as a primary choice (Yoo & Donthu, 2001). This perspective is akin to what Javalgi and Moberg (1997) called “latent” loyalty.

2.4 Review of Literature Related to the Independent Variables

Brand Equity

Brand equity is a multi-dimensional concept and a complex phenomenon. Some dimensions of which have been empirically tested in the literature. Among several brand equity models in the literature, the researcher has chosen that constructed by Aaker (1991), the most commonly cited. It has been probed in a number of empirical investigations (Eagle and Kitchen, 2000; Yoo, Donthu, Lee, 2000; Faircloth, Capella, & Alford, 2001; Washburn and Plank, 2002), the most critical parts of which involve the verification of the dimensions on which brand equity is based, which are perceived quality, loyalty, awareness, and associations.

Perceived Quality

Perceived quality is defined as the customer’s perception of the overall quality or superiority of a product or service with respect to its intended purpose, relative to alternatives (Zeithaml, 1988). It is a competitive necessity and many companies
today have turned customer-driven quality into a potent strategic weapon. They create customer satisfaction and value by consistently and profitably meeting customers’ needs and preferences for quality. Kotler (2000) draws attention to the intimate connection among product and service quality, customer satisfaction, and company profitability.

A 2003 report by The National Center for Education Statistics (NCES) stated that perceived quality can affect to parents’ satisfaction to fulfill their potential in school. Schools should concern about teacher experience, program, schools careful, price, place (convenience), promotion (variety of media to promote), and overall quality of service. In the previous research, safety has become an important parental concern because of recent highly publicized incidents of school violence. Data on homicides and suicides at schools show that students aged 12-16 years were victims of about two million nonfatal crimes of violence or theft at school in 2001, with the majority of 62 percent of all victimizations at school being thefts (DeVoe et al., 2003; DeVoe et al., 2004). In addition, Foot, Howe, Cheyne, Terras, and Rattray (2000) studied about pre-school service providers and parents’ preferences, and expectations with 911 parents across Scotland showed that parents prioritizes the safety and care of their children above any other aspects when selecting schools to their children. This finding is consistent with the Theory of Planned Behavior which predicting actual choice of provision depending on parents’ knowledge, strength of preference to place their children, social support, and perceived control over other available options.

It is important that school administrators understand aspects of the services schools provide in an age where parents can choose which schools their children attend. While academic quality is important, other social and environmental factors provide children the best opportunity to succeed in school. The conceptual model of
Parent school satisfaction is derived from the literature presented above in conjunction with researchers of the Harris Interactive Poll Organization. The research instrument of this previous research study was questionnaire, which distributed to 430 respondents in the nearby location of the researcher. The model indicates that parents evaluate their children's school on a number of variables including teachers, administrators, curriculum, technology, facilities, involvement, transportation, and budget. These variables may influence the parents' satisfaction with their children's schools, and parents' ethnicity may influence the relative importance of these variables to the parents. Parental satisfaction is in turn related to parents' school choice decisions and search behaviors for the best possible school for their children (File et al., 1992; Taylor and Baker, 1994).

Brand Loyalty

In the brand loyalty research, the main challenge focuses on defining the brand loyalty construct and its measurement. Javalgi and Moberg (1997) defined brand loyalty based on behavioral, attitudinal, and choice perspectives. While the behavioral perspective is based on the amount of purchases for a particular brand, the attitudinal, and perspective incorporates consumer preferences and dispositions toward brands. According to Aaker (1991) defines brand loyalty as a situation which reflects how likely a customer will be to switch to another brand, especially when that brand makes a change, either in price or in product features. Keller (2003), on the other hand, examines brand loyalty under the term “brand resonance” which refers to the nature of customer-brand relationship and the extent to which customers feel that they are “in sync” with the brand. Customers with true brand resonance have a high degree of loyalty, actively seek means to interact with the brand, and share their experiences with others (Keller, 2003).
There are few studies investigated the school satisfaction of minority group parents. Robinson-Zanartu and Majel-Dixon (1996) surveyed 234 American Indian parents nationwide and found that parents' satisfaction can be affected to the brand loyalty which parents tend to keep their children to study in the school until graduation.

Satisfaction is unique from other closely related concepts such as quality, loyalty, and attitude, and has been hypothesized in the literature to have a direct influence on customer loyalty (Mittal and Lassar, 1998; Oliver, 1991) and repurchase intentions/behaviors (Kumar, 2002; Mittal and Kamakura, 2001). This previous research tested the relationship between satisfaction and loyalty to ascertain whether the relationships can be supported in an industrial setting when simultaneously considering all of the relevant constructs in a single research model. This perspective leads to the first research hypothesis of this study, which is “Customer loyalty is positively related to satisfaction”. In spite of the attention devoted to this concept, the term “value” has proven to be a difficult concept to gain a handle upon for marketers (Oliver, 1999). Cronin (1997) stated that there is little disagreement on the conceptualization of value in the marketing literature as service quality, sacrifice. Such conceptualizations tend to focus on what is relatively perceived as “received” versus “given up” in a marketing exchange.

Brand Awareness

Brands vary in the amount of power and value they have in the marketplace. At one extreme, there are brands that are not known by most users. At the other extreme, there are brands for which buyers have a fairly high degree of brand awareness (Keller, 1998). Aaker (1991) defines brand awareness as “the ability of the potential buyer to recognize and recall that a brand is a member of a certain product
category” (p. 61). According to Keller (2003), brand awareness plays an important role in consumer decision making by bringing three advantages, which are learning advantages, consideration advantages, and choice advantages. Customer satisfaction over brand equity occurs when the consumer has a high level of awareness and familiarity with the brand and holds some strong, favorable, and unique brand associations in memory.

Johnson and Kafer (2002) investigated issues related to awareness of brand and parents’ satisfaction of a population of students. The study of Thompson (2003) determined that African-American parents and awareness of their children’s elementary school were strong predictors. This can conclude that awareness can affect the parents’ satisfaction among African American culture. The determination under the idea of Aaker (1991) is the basic knowledge of the brand and the recognition of the brand.

**Brand Association**

A brand association is “anything linked and recall in memory to a brand” (Aaker, 1991, p. 109). Brand associations may be seen in all forms and reflected characteristics of the product or aspects independent of the product itself (Chen, 2001). The importance of brand name associations, for instance, is emphasized by Rio, Vazquez, & Iglesias (2001a) in obtaining differential advantages. Product associations and organizational associations are taken as the two mostly referred categories according to Chen’s (2001) brand association typology.

Silverman, Sprott, & Pascal, (1999) explored the relationship between customer-based association and customer satisfaction over brand equity measurements. The overall implication of customer satisfaction research suggests that measures of customer-based brand perceptions are accurate reflections of brand
association in the service business. Customer satisfaction over brand equity, in that respect, is the driving force for incremental financial gains to the firm (Lassar, Mittal, & Sharma, 1995).

Associations represent basis for purchase decisions for brand loyalty, and also create value to the firm and its customers. Aaker (1991) has listed these benefits as follows: helping to process/retrieve information, differentiating the brand, generating a reason to buy, creating positive attitudes/feelings, and providing a basis for extensions. Rio et al. (2001b) proposes that brand associations are a key element in brand equity formation and management. Keller (1993) also takes the consumer-based brand strength approach to brand equity, suggesting that brand equity represents a condition in which the consumer is familiar with the brand and recalls some favorable, strong and brand associations. In this study, based on the theory of Aaker (1991) defines that the measurement of association is referred to Location of the business, program of school and Cost of the program.

2.5 Review of Literature Related to the Dependent Variables

Parents' Satisfaction

Within this context, parents' satisfaction with their children's school is an important element in measuring school effectiveness and identifying opportunities for improvement. For example, Ham et al. (2003) found that parents' satisfaction with the quality of the school's service was an effective predictor of their school choice decision. While customer retention is the goal of the service provider, surrogate measures are typically used owing to the constraints involved in longitudinal studies. These measures relate to attitudes or future intentions toward the service provider. There is sufficient evidence to suggest that customer satisfaction can and should be viewed as an attitude (Yi, 1990).
From the previous research of causal relationship between satisfaction and service recommendation has been explored in the context of the American Customer Satisfaction Model—service/product recommendation was included. Moreover, service/product recommendation factors have been explored together with customer satisfaction (Zeithaml et al., 1993).

Parent refers to a father or a mother or individual who gives birth to and/or nurtures and raises an offspring. The different role of parents varies throughout the tree of life, and is especially complex in human culture (Trivers, 1974). Parents’ satisfaction is the perception of father or mother to their decision over children from their decision (Robinson-Zanartu and Majel-Dixon, 1996). When applied this concept to the study, parents are not the direct customers to the children development schools; however, they are the decision makers of their children when selecting appropriate schools for their children. Therefore, this research focuses solely on the parents’ satisfaction over the brand equity of Gymboree.

*Parents’ Satisfaction as an Evaluation Measurement*

For many years, researchers have argued that parental measures should be viewed as a component within a comprehensive framework of children development program evaluation since the objective measures progress toward goals (Grela & Illerbrun, 1998; Schwartz & Baer, 1991). The approach of evaluating the program in terms of parents’ satisfaction with a program’s progress toward its goals and objectives has been used in some studies (McNaughton, 1994; McWilliam, Lang, Vandiviere, Angell, Collins, & Underdown, 1995; Lanners & Mombaerts, 2000; Bailey, Scarborough, & Hebbeler, 2003). In these studies, the success of the children development program was measured by parents’ opinions of and satisfaction with the program itself, in addition to the outcomes for children.
The collection of parents’ satisfaction information in the evaluation of children development program is considered important for several reasons. Firstly, parents have major responsibility of a child’s development. In addition, their decisions may consider being a determination of a child’s success or failure, which is considered to be a paramount of a child’s life (Bernheimer, Gallimore, & Weisner, 1990; Guralnick, 1989). Understanding parents’ views either positive or negative can be used to develop more responsive services and prevent children development program rejection (Upshur, 1991; Grela & Illerbrun, 1998). The researcher also can learn more about the intended and unintended effects of a program from parents (Zigler & Balla, 1982). However, some researchers have questioned the use of parental opinions as evaluation measures because opinions are “subjective impressions” of progress toward program goals. Therefore, behavioral evidence has been recommended for assessing program success (Hawkins, 1991; Lanners & Mombaerts, 2000). Finally, consumer satisfaction data collection from parents can be used to convince other audiences, for instance, funding agencies or administrators of the usefulness of a children development program (Scheirer, 1978).

2.6 Conceptual Framework

In this study, brand equity refers to the customer based brand equity where the most common view on brand equity seems to depart from Asker’s definition (1991). For this research, brand equity is defined as the value endowed by the brand to the service. Most researchers have provided similar definitions (Keller, 1993; Yoo & Donthu, 2001; Lassar et al., 1995; Washburn & Plank, 2002; Rajh, Vranesevic, & Tolic, 1993; Myers 2003).

From several empirical studies, brand equity has been defined as synonymous with price premium, which referred to consumers’ willingness to pay for different

Generally, numerous different advantages with positive brand equity have been proposed, for example, more effective marketing, the possibility to charge higher prices and larger margins, possibilities to successful brand extensions, resistance against competitors’ promotion, less vulnerability to competitive marketing actions or marketing crises and creation of barriers against competitive entries (Keller 1993, 2001; Aaker 1991).

The conceptual framework of the study was created based on the theory of Brand Equity with derived from Aaker (1991). In addition, the theory of satisfaction derived from Yi (1990).

**Independent Variables**

1. Perceived quality
2. Brand loyalty
3. Brand awareness
4. Brand association

**Dependent Variable**

Thai Parents’ Satisfaction toward Gymboree

2.7 **Hypotheses**

H$_{01}$: There is no relationship between perceived quality and Thai parents’ satisfaction toward Gymboree children development school.

H$_{a1}$: There is relationship between perceived quality and Thai parents’ satisfaction toward Gymboree children development school.
$H_02$: There is no relationship between brand loyalty and Thai parents’ satisfaction toward Gymboree children development school.

$H_{a2}$: There is relationship between brand loyalty and Thai parents’ satisfaction toward Gymboree children development school.

$H_03$: There is no relationship between brand awareness and Thai parents’ satisfaction toward Gymboree children development school.

$H_{a3}$: There is relationship between brand awareness and Thai parents’ satisfaction toward Gymboree children development school.

$H_04$: There is no relationship between brand association and Thai parents’ satisfaction toward Gymboree children development school.

$H_{a4}$: There is relationship between brand association and Thai parents’ satisfaction toward Gymboree children development school.

$H_05$: There is no relationship between brand equity and Thai parents’ satisfaction toward Gymboree children development school.

$H_{a5}$: There is relationship between brand equity and Thai parents’ satisfaction toward Gymboree children development school.
CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The objective of this study is to investigate the relationship of brand equity factors and Thai parents' satisfaction toward Gymboree children development school. In order to achieve the research objective, the appropriate research methodology is applied in collecting relevant data. This chapter presents the methodology of the study which includes research design, population and sampling, research instruments, data collection process, pilot testing procedures, and proposed data analysis.

3.2 Research Design

The study applies a survey research approach incorporating quantitative method to collect data. The respondents were parents who have experiences enrolling their children at Gymboree children development school in Bangkok area. The descriptive statistic was applied to explain the demographic information of all respondents.

A pilot study was also applied in the study to create the construct for measuring the relationship between each factors of brand equity of Gymboree toward Thai parents' satisfaction. The questionnaire was designed by the researcher by applying the concepts of brand equity based on Aaker (1991) as a foundation of questionnaire development. The questionnaire was pre-tested on thirty people before the actual data collection was undertaken in order to test the reliability of the questionnaire. After correcting and finalizing the questionnaire, a questionnaire survey was conducted with the sample groups through the convenience sampling plan.
3.3 Population and Sampling Procedures

Population

Population, as mentioned in this research is the parents from both Thai who are the customers of Gymboree children development school in Bangkok.

Sampling Method

The research was conducted among Thai parents who enrolled their children at Gymboree children development school. The non-probability sampling plan was used in this study. As Zikmund (2002) stated that non-probability sampling is a sampling technique which the units of the sample are selected on the basis of personal judgment or convenience. Therefore, the convenience sampling was appropriate to implement for the study.

The respondents who were conveniently available and agreed to participate in the study were contacted via a face-to-face communication channel at Gymboree in five branches in Bangkok area including Bangna branch, Ramkhamhang branch, Rama 3 branch, Sukumvit branch, and Chitlom branch where the respondents send their children to study. The respondents were asked to fill out the self-administered questionnaire. Data was anonymously kept.

Sample Size

The actual number of population who were the Thai parents whom sent their children to Gymboree was unknown. Therefore, the estimated proportion was used to specify the sample size. To determine sample size for a proportion, the researcher applied a desired level of confidence 95%, and the maximum allowance for random sampling error was 5% since the true proportion of $p = 0.05$ is considered as the most conservative value of determining the sample size, according to Berenson, & Levine.
Therefore, to calculate the sample size, the researcher adopted the formula from Berenson, & Levine (1999) as follows:

\[
\text{Formula: } n_0 = \frac{Z^2pq}{E^2} \\
= \frac{(1.96)^2(0.5)(1-0.5)}{(0.05)^2} \\
= 384.16
\]

Where;

- \( n_0 \) = Sample size without considering finite population correction factor.
- \( Z \) = Z-score based on researcher’s desired level of confidence, which is 95%; therefore, \( Z = 1.96 \).
- \( p \) = The true proportions of “success”. It is actually the population parameter (0.5).
- \( q = 1-p \), estimated proportion of “failure”
- \( e \) = An acceptable sample error, which is estimated at 5% confidence interval.

Based on the calculation, the minimum number of sample was 384.16. The researcher decided to round the number up to be 385 people. Therefore, the minimum number of sample in the study was 385 people. In this research the researcher decided to distribute 400 sets of questionnaire in order to prevent any error, which may occur from the returned questionnaire.
3.4 Research Instruments

The researcher designed the questionnaire to measure the desiring of brand equity. The research was constructed by using questionnaire survey and secondary data from literature review. Then, the researcher conducted a pilot study to ensure that the questionnaire was valid and reliable before the questionnaires were distributed to each respondent.

In order to identify brand equity factors and Thai parents’ satisfaction toward Gymboree children development school, the researcher collected data by using a questionnaire. The questionnaire was divided into two parts, which were perceptions of brand equity of Gymboree and demographic information. The detail of questionnaire is explained as follows.

**Part 1: Brand equity and parents’ satisfaction scale**

The questionnaire was developed based on brand equity model developed by Aaker (1991). The questionnaire consisted of 17 items. The respondents was asked to rate their agreement of each question based on five-point Likert scale ranging from 5 = Strongly Agree (SA) to 1 = Strongly Disagree (SD). The respondents were asked to rate the importance of the listed factors as follows:

“Strongly agree” means the respondent rates the attribute to be the mostly agree factor.

“Agree” means the respondent rates the attribute to be an agree factor.

“Neutral” means the respondent rates the attribute to be a not good or bad factor.

“Disagree” means the respondent rates the attribute to be a disagree factor.

“Strongly disagree” means the respondent rates the attribute to be the strongly disagree factor.
In this study, the researcher focused on the four factors of brand equity as in Aaker (1991) model. All of outline of 4 factors in brand equity is explained as follows.

**Perceived Service quality:** From the basic idea of Aaker (1991) that divided brand equity into 4 categories, perceived quality is one of the four. The researcher aimed to better understand from the respondents that which attribute they most agreed upon. Therefore, the researcher classified the service quality of the Gymboree children development school into seven attributes, which covered question items 1 - 7. Each item was a five-level Likert scale. The average score from all of the seven items was representing participants’ perception toward perceived service quality. The high score on this variable indicated that respondents had high favorable perception of Gymboree service quality.

**Brand loyalty:** Brand loyalty is one of the brand equity which Aaker (1991) categorized. The researcher had developed four attributes, which covered question items 8 - 9 for this category in order to better understand brand loyalty concept of Thai parents toward Gymboree children development school. Each item was a five-level Likert scale. The average score from all of the two items was representing participants’ perception toward brand loyalty. The high score on this variable indicated that respondents had high favorable perception of Gymboree brand loyalty.

**Brand awareness:** The researcher developed three attributes for this category based on Aaker’s (1991) categorization in order to explore the perception toward the brand awareness of parents toward Gymboree. The questions were divided into three questions, which covered question items 10 - 11. Each item was a five-level Likert scale. The average score from all of the three items was representing
participants’ perception toward brand awareness. The high score on this variable indicated that respondents had high favorable perception of Gymboree brand awareness.

**Brand association:** Under this category, the researcher developed two attributes from the basic idea of Aaker (1991) in order to better understand the brand association of Thai parents toward Gymboree. The questions were divided into two questions, which covered question items 12 - 14. Each item was a five-level Likert scale. The average score from all of the two items was representing participants’ perception toward brand association. The high score on this variable indicated that respondents had high favorable perception of Gymboree brand association.

All of this information in the survey was sorted from the main idea of brand equity. Further, each factor of brand equity was then used to determine which of the four factors showed the relationship toward parents’ satisfaction toward Gymboree children development school.

Based on the above discussion, the notion of brand equity of Thai parents would help the school understand the appropriate attributes in order to create and develop Gymboree brand for all target groups.

Besides the brand equity attributes, the researcher also applied the customer satisfaction scale as the dependent variable scale to investigate the relationship between brand equity and customer satisfaction toward Gymboree children development school. Throughout the study, the researcher used the term Thai parents’ satisfaction instead of the term customer satisfaction since the study regards to children and Thai parents only.
Parents' satisfaction: Customer satisfaction is the goal of the service provider, surrogate measures are typically used owing to the constraints involved in longitudinal studies. These measures relate to attitudes or future intentions toward the service provider. According to Giese and Cote (2000), parents' satisfaction had been thoroughly reviewed the main definitions, and had been identified three basic distinguishing components, as the response from the activity, the attitude, and the evaluation from the customer toward the service. In this case, the customer referred to Thai parents and the service referred to Gymboree children development school. Therefore, the researcher has developed five items, which covered question items 15-17 for the scale based on customer satisfaction concept of Giese and Cote (2000). Each item is a five-level Likert scale. The average score from all of the five items was representing the respondent from service quality of Gymboree. The high score on this variable indicated that respondents had high favorable perception of satisfaction on Gymboree.

Part II: Demographic information

The researcher also observed the demographic information of the respondents. In the order to understand the background of the respondents, the questions asked about nationality whether they were Thai or foreigner, age, education, occupation, and income. Each respondent was asked to respond that best fit his/her current status. The descriptive statistics was used to analyze this data.

3.5 Reliability Test of Pilot Study

In order to ensure the quality of the developed questionnaire, the researcher conducted a pilot study to test the reliability level. The pilot study involved 30 Thai parents of Gymboree children development school as respondents who were the sample group representative. The Cronbach's alpha was computed to find the
reliability level. The reliability level of each attribute of the questionnaire is shown in table 3.1

Table 3.1: Reliability Level of Brand Equity Attributes and Thai Parents’ Satisfaction Scale

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Question items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Quality of Gymboree</td>
<td>1 – 7</td>
<td>.691</td>
</tr>
<tr>
<td>Brand Loyalty of Gymboree</td>
<td>8 – 9</td>
<td>.672</td>
</tr>
<tr>
<td>Brand Awareness of Gymboree</td>
<td>10 – 11</td>
<td>.753</td>
</tr>
<tr>
<td>Brand Association of Gymboree</td>
<td>12 – 14</td>
<td>.732</td>
</tr>
<tr>
<td>Thai parents’ satisfaction of Gymboree</td>
<td>15 – 17</td>
<td>.641</td>
</tr>
</tbody>
</table>

Table 3.1 shows that all variables of the questionnaire had the reliability level of higher than 0.60 as measured by Cronbach’s alpha. According to Sekaran (1992), the questionnaire with the reliability value of equal to or higher than 0.60 is acceptable and can be used to test variables. Therefore, this questionnaire confirmed to be reliable and can be applied to study the brand equity of Gymboree children development school.

3.6 Data Collection Methods

Researcher gathered information according to the following method

1. Coordinated the related organization and people i.e. director, manager, headmaster of the selected school, which was Gymboree children development school. Then, asked for permission to gather information from the school, inform them about the objectives of the study, information gathering method, and the process of collecting data.
2. Asked the sample group to answer the questionnaire by self-administered at the time the questionnaire was distributed at the school. The information was gathered within 2 weeks. The questionnaires were distributed to 5 main branches of Gymboree in Bangkok based on convenience. There were Bangna branch with 80 sets, Ramkhamhang branch with 80 sets, Rama 3 branch with 80 sets, Sukumvit branch 80 sets, and Chitlom branch with 80 sets. The questionnaires were distributed both in English and in Thai versions depending on respondents' preferences. The total of questionnaire distribution was 400 sets. The valid questionnaire the researcher got back was 400 sets. In order to get 100% response rate, after distributed and collected questionnaires from the respondents, the researcher waited for each respondent to fill out the questionnaire to ensure validity of the response. This process helped the researcher to get 100% return rate of the valid questionnaire.

3. Collected the primary information resource—the questionnaire responses, which gathered from respondents who enroll their child/children in Gymboree children development school from five branches in Bangkok, then, checked for accuracy and validity of the information before analyzing data.

3.7 Data Analyses

The researcher coded the information and analyzed data by using SPSS for Windows program. Data Analyses method was as follows.

1. The attributes of the brand equity, which were perceived quality, brand loyalty, brand awareness, and brand association were analyzed by applying descriptive statistical method including mean, and standard deviation values. The degree of agreement scale was identified by Yamane (1999) as show in table 3.2
Table 3.2: The Level of Agreement Scale.

<table>
<thead>
<tr>
<th>Level of Agreement</th>
<th>Scale Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4.21 - 5.00</td>
</tr>
<tr>
<td>Agree</td>
<td>3.41 - 4.20</td>
</tr>
<tr>
<td>Neutral</td>
<td>2.61 - 3.40</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.81 - 2.60</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1.00 - 1.80</td>
</tr>
</tbody>
</table>


2. The demographic information of the respondents was reported by applying descriptive statistic procedure.

3. The Pearson Correlation Coefficient was applied to analyze the relationship between brand equity and Thai parents’ satisfaction toward Gymboree children-development school in Bangkok area. The significant level was set at less than 0.05 (sig < 0.05) to be significant level for hypothesis testing. The correlation coefficient \(r\) ranges from +1.0 to -1.0. If the value of \(r\) is equal to +1.0 meaning that there is a positive perfect relationship between two variables. If the value of \(r\) is equal to -1.0 meaning that there is a negative perfect relationship between two variables. If the value of \(r\) is equal to 0, it indicates no relationship between the two variables.

Zikmund (1997) stated that a correlation coefficient notified both magnitude of and the direction of the relationship. The degree of relationship between variables was identified by Hussey and Hussey (1997) as show in table 3.3
Table 3.3: Magnitude of Correlation Coefficient.

<table>
<thead>
<tr>
<th>Correlation ($r$)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ 1</td>
<td>Perfect positive linear association</td>
</tr>
<tr>
<td>+ 0.90 to + 0.99</td>
<td>Very high positive correlation</td>
</tr>
<tr>
<td>+ 0.70 to + 0.89</td>
<td>High positive correlation</td>
</tr>
<tr>
<td>+ 0.40 to + 0.69</td>
<td>Medium positive correlation</td>
</tr>
<tr>
<td>+ 0.01 to + 0.39</td>
<td>Low positive correlation</td>
</tr>
<tr>
<td>0</td>
<td>No linear association</td>
</tr>
<tr>
<td>- 0.01 to - 0.39</td>
<td>Low negative correlation</td>
</tr>
<tr>
<td>- 0.40 to - 0.69</td>
<td>Medium negative correlation</td>
</tr>
<tr>
<td>- 0.70 to - 0.89</td>
<td>High negative correlation</td>
</tr>
<tr>
<td>- 0.90 to - 0.99</td>
<td>Very high negative correlation</td>
</tr>
<tr>
<td>- 1</td>
<td>Perfect negative linear association</td>
</tr>
</tbody>
</table>


3.8 Concepts and Variables Operationalization

Zikmund (1997) defined the concepts as generalized idea about a class of objects, attributes, occurrences, or process. Otherwise, concepts can be defined as the abstract ideas generalized from particular facts. Without concept, there cannot be a theory (Davis and Cosenza, 1993).

In this research, the concept was made operational so that it can be measurable. For the operational definition, Zikmund (1997) defined the operational definition as an explanation that gives meaning to concepts by specifying the activities or operations necessary to measure it. The operational definitional specifies what must be done to measure the concept under an investigation.
Table 3.4 shows operational component of independent variables along with the operational component of dependent variable.

Table 3.4: Operational Component of Independent and Dependent Variables.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Theory Definition</th>
<th>Conceptual Definition</th>
<th>Operational Component</th>
<th>Type of Scale</th>
<th>Question Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived quality</td>
<td>Perceived quality is defined as the customer’s perception of the overall product or service with respect to its intended purpose, relative to alternatives.</td>
<td>Perceived quality can be said to capture an attitude toward the brand, and differs from objective quality by having a higher degree of abstraction (Aaker, 1996).</td>
<td>- Teacher experience</td>
<td>Interval Scale</td>
<td>Numbers 1-7</td>
</tr>
<tr>
<td>Brand Loyalty</td>
<td>Brand loyalty defines brand loyalty as a situation which reflects how likely a customer will be to switch to another brand, especially Aaker (1991) defines loyalty as “the attachment that a customer has to a brand”. This loyalty will affect the satisfaction according to the previous research.</td>
<td>Aaker (1991) defines loyalty as “the attachment that a customer has to a brand”. This loyalty will affect the satisfaction according to the previous research.</td>
<td>- Tendency to be loyal to the brand</td>
<td>Interval Scale</td>
<td>Numbers 8-9</td>
</tr>
</tbody>
</table>
when that brand makes a change, either in price or in product features.

<table>
<thead>
<tr>
<th>Brand awareness</th>
<th>Brand awareness defines brand awareness as the ability of the potential buyer to recognize and recall that a brand is a member of a certain product category.</th>
<th>Brand awareness is reflected in the consumers ability to identify the brand under different circumstances (Keller, 1993)</th>
<th>Location - Program - Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand association</td>
<td>Brand association is anything linked and recall in memory to a brand.</td>
<td>Brand associations as the information in the consumers mind linked to the brand. Consumers use associations to process, organize and store information in memory that can be used to simplify decision making and purchase (Aaker 1996).</td>
<td>Association of logo to customer - Association of service to customer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interval Scale</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-11</td>
<td></td>
</tr>
<tr>
<td>12-14</td>
<td></td>
</tr>
<tr>
<td>Parents’ satisfaction</td>
<td>Parents’ satisfaction is a short-term emotional reaction of parents to a service performance of schools</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 4
DATA ANALYSES AND RESULTS

This fourth chapter is the data analysis and result which will present all of the
data into easy form. The analysis focuses on analyzing of the gathered data from the
sample of 400 respondents. The analysis is divided into 2 main categories. The first
part is the Descriptive statistics of demographic information. The second part is the
test of hypothesis by applying Pearson Correlation analysis and the findings of the
mean of the independent and dependent variables.

Cronbach’s coefficient alpha was computed for internal consistency based on
the data set of 400 valid questionnaires. The Cronbach’s alpha of all variables is
shown as follow:
Table 4.1: Reliability Level of Brand Equity Attributes and Thai Parents’ Satisfaction
Scale ($N = 400$)

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Question items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Quality of Gymboree</td>
<td>1 – 7</td>
<td>0.732</td>
</tr>
<tr>
<td>Brand loyalty of Gymboree</td>
<td>8 – 9</td>
<td>0.722</td>
</tr>
<tr>
<td>Brand awareness of Gymboree</td>
<td>10 – 11</td>
<td>0.762</td>
</tr>
<tr>
<td>Brand association of Gymboree</td>
<td>12 – 14</td>
<td>0.776</td>
</tr>
<tr>
<td>Thai parents’ satisfaction of</td>
<td>15 – 17</td>
<td>0.783</td>
</tr>
<tr>
<td>Gymboree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 shows that all variables of the questionnaire had the reliability level
of higher than 0.60 as measured by Cronbach’s alpha. According to Sekaran (1992),
the questionnaire with the reliability value of equal to or higher than 0.60 indicated
satisfactory internal consistency.

53
4.1 Descriptive Statistics

Zikmund (1997) explained the descriptive statistics as the analysis method for explain or interpret the raw data into an easier form of information. The descriptive statistics presents the information into matrix form such a way as to portray the typical respondent and to reveal the general pattern of responses, which the study tends to present.

In this section, descriptive statistics were used to describe the demographics of the respondents, which included age, income, education level, and occupation. In addition, the information on the expense of children development school was presented. The demographic data of respondents were presented in forms of frequency and percentage.

Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 - 30 years</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>176</td>
<td>44</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>168</td>
<td>42</td>
</tr>
<tr>
<td>41 - 45 years</td>
<td>44</td>
<td>11</td>
</tr>
<tr>
<td>Above 45 years</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.2, the majority of the respondents were in the age range of 31-35 years old with 176 respondents or 44% of total respondent followed by the age range of 36-40 years old with 168 respondents or 42% of the total respondent. The third highest were in the age range of 41-45 years old with 44 respondents or 11% of the
total respondent. The least two age range was the age range of 25-30 years and above 45 years old with 8 respondents or 2% of the total respondents and with 4 respondents or 1% of the total respondent respectively.

**Income**

Table 4.3: Income per Month

<table>
<thead>
<tr>
<th>Income</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10,000 Baht</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10,000 - 20,000 Baht</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20,001 - 30,000 Baht</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>30,001 - 40,000 Baht</td>
<td>52</td>
<td>13</td>
</tr>
<tr>
<td>40,001 - 50,000 Baht</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>More than 50,000 Baht</td>
<td>216</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.3, the majority of the respondents earned monthly income more than 50,000 baht with 216 respondents or 54% of total respondent followed by the income range between 40,001-50,000 baht with 120 respondents or 30% of the total respondent. The third highest was the income range between 30,001-40,000 baht with 52 respondents or 13% of the total respondent. The rest of the respondents earned the income range between 20,001-30,000 baht with 12 respondents or 3% of the total respondent.
Education Level

Table 4.4: Education Level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under Bachelor’s Degree</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>260</td>
<td>65</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From Table 4.4 the majority of the respondent was Bachelor’s degree holders with 260 respondents or 65% of total respondent. Follow by the Master’s degree holders with 120 respondents or 30% of the total respondent. Respondents who earned under Bachelor’s degree accounted for 20 respondents or 5% of the total respondent. No respondents had earned Doctorate degree or other education level.
Occupation

Table 4.5: Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>State’s Enterprise</td>
<td>37</td>
<td>10</td>
</tr>
<tr>
<td>Housewife</td>
<td>121</td>
<td>30</td>
</tr>
<tr>
<td>Private Sector Employee</td>
<td>194</td>
<td>48</td>
</tr>
<tr>
<td>Business Owner</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 4.5, the majority of the respondent was working as the private sector employee with 194 respondents or 48% of total respondent. Follow by housewife with 121 respondents or 30% of the total respondent then business owner with 48 respondents or 12% of the total respondent. The last one was state’s enterprise with 37 respondents or 10% of the total respondent.

Expense of Children Development School per Year

Table 4.6: Expense of Children Development School per Year

<table>
<thead>
<tr>
<th>Expense</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10,000 Baht</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10,001 - 20,000 Baht</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>20,001 - 30,000 Baht</td>
<td>260</td>
<td>65</td>
</tr>
<tr>
<td>More than 30,000 Baht</td>
<td>92</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>
From table 4.6, the majority of the respondent had the expense for their children development school per year between 20,001-30,000 baht with 260 respondents or 65% of total respondent. Follow by the expense of more than 30,000 baht with 92 respondents or 23% of the total respondent. The rest of the respondents had the expense between 10,001-20,000 baht with 48 respondents or 12% of the total respondent. However, none of the respondents had the expense of less than 10,000 Baht for their children development school per year.

**Conclusion of demographic information**

Based on 400 respondents as sample group of the research, the majority of the sample was in the age range of 31-35 years old with income range of more than 50,000 baht. They were Bachelor's degree holders who were private sector employees. This sample group also reported that the expense of their children development school was in the range of 20,001-30,000 baht per year.

**4.2 Test of Hypotheses**

This test of hypothesis part shows the information after analysis of data with SPSS. The researcher tested the relationship between each factor of service quality factors (perceived quality, brand loyalty, brand awareness, brand association) with Thai parents’ satisfaction toward Gymboree. The Correlation analysis was used to test the relationship between service quality factors (perceived quality, brand loyalty, brand awareness, brand association) with Thai parents’ satisfaction toward Gymboree with 95% confidence level at significant value of less than 0.05.

The Pearson Correlation range scale based on Hussey, & Hussey (1997) categorizes the range into eleven levels as shown in table 4.7.
Table 4.7: Magnitude of Correlation Coefficient.

<table>
<thead>
<tr>
<th>Correlation (r)</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>+1</td>
<td>Perfect positive linear association</td>
</tr>
<tr>
<td>+0.90 to +0.99</td>
<td>Very high positive correlation</td>
</tr>
<tr>
<td>+0.70 to +0.89</td>
<td>High positive correlation</td>
</tr>
<tr>
<td>+0.40 to +0.69</td>
<td>Medium positive correlation</td>
</tr>
<tr>
<td>+0.01 to +0.39</td>
<td>Low positive correlation</td>
</tr>
<tr>
<td>0</td>
<td>No linear association</td>
</tr>
<tr>
<td>-0.01 to -0.39</td>
<td>Low negative correlation</td>
</tr>
<tr>
<td>-0.40 to -0.69</td>
<td>Medium negative correlation</td>
</tr>
<tr>
<td>-0.70 to -0.89</td>
<td>High negative correlation</td>
</tr>
<tr>
<td>-0.90 to -0.99</td>
<td>Very high negative correlation</td>
</tr>
<tr>
<td>-1</td>
<td>Perfect negative linear association</td>
</tr>
</tbody>
</table>


Hypothesis 1 to 5 stated that there is a relationship between each factor of service quality factors (perceived quality, brand loyalty, brand awareness, brand association) with Thai parents' satisfaction toward Gymboree.
Hypothesis 1: There is a relationship between perceived quality dimension and Thai parents' satisfaction toward Gymboree children development school.

Table 4.8: Pearson Correlation Coefficient between Perceived Quality Dimension and Thai Parents' Satisfaction toward Gymboree (N = 400)

<table>
<thead>
<tr>
<th>Perceived quality</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.84</td>
<td>0.000</td>
<td>High</td>
</tr>
</tbody>
</table>

*Significant level (p<0.05)*

From Table 4.8, the Pearson Correlation Coefficient result shows that perceived quality and Thai parents' satisfaction factor is significant at 0.000 which is less than 0.05; therefore, the null hypotheses is rejected. As a result, there is a relationship between perceived quality and Thai parents' satisfaction toward Gymboree children development school. The Correlation Coefficient has the magnitude of 0.840, which indicates a high positive correlation between perceived quality and Thai parents' satisfaction toward Gymboree.

In sum, if Thai parents had high level of perceived quality, they tend to have high level of satisfaction toward Gymboree.

Hypothesis 2: There is a relationship between brand loyalty dimension and Thai parents' satisfaction toward Gymboree children development school.

Table 4.9: Pearson Correlation Coefficient between Brand Loyalty Dimension and Thai Parents' Satisfaction toward Gymboree (N = 400)

<table>
<thead>
<tr>
<th>Brand loyalty</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.57</td>
<td>0.000</td>
<td>Medium</td>
</tr>
</tbody>
</table>

*Significant level (p<0.05)*
From table 4.9, the Pearson Correlation Coefficient shows that brand loyalty and Thai parents’ satisfaction factor is significant at 0.000 which is less than 0.05; therefore, the null hypothesis is rejected. As a result, there is a relationship between brand loyalty and Thai parents’ satisfaction toward Gymboree children development school. The Correlation Coefficient has the magnitude of 0.57, which indicates a medium positive correlation between brand loyalty and Thai parents’ satisfaction toward Gymboree.

In sum, if Thai parents had medium level of brand loyalty, they tend to have medium level of satisfaction toward Gymboree.

Hypothesis 3: There is a relationship between brand awareness dimension and Thai parents’ satisfaction toward Gymboree children development school.

<table>
<thead>
<tr>
<th></th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand awareness</td>
<td>0.51</td>
<td>0.001</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Significant level (p < 0.05)

From table 4.10, the Pearson Correlation Coefficient shows that brand awareness and Thai parents’ satisfaction factor is significant at 0.001 which is less than 0.05; therefore, the null hypothesis is rejected. As a result, there is a relationship between brand awareness and Thai parents’ satisfaction toward Gymboree children development school. The Correlation Coefficient has the magnitude of 0.51, which indicates a medium positive correlation between brand loyalty and Thai parents’ satisfaction toward Gymboree.

In sum, if Thai parents had medium level of brand awareness, they tend to have medium level of satisfaction toward Gymboree.
Hypothesis 4: There is a relationship between brand association dimension and Thai parents' satisfaction toward Gymboree children development school.

Table 4.11: Pearson Correlation Coefficient between Brand Association Dimension and Thai Parents' Satisfaction toward Gymboree Children Development School

<table>
<thead>
<tr>
<th>Brand association</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.36</td>
<td>0.004</td>
<td>Low</td>
</tr>
</tbody>
</table>

Significant level ($p < 0.05$)

From table 4.11, the Pearson Correlation Coefficient shows that brand association and Thai parents' satisfaction factor is significant at 0.004 which is less than 0.05; therefore, the null hypothesis is rejected. As a result, there is a relationship between brand association and Thai parents' satisfaction toward Gymboree children development school. The Correlation Coefficient has the magnitude of 0.36, which indicates a low positive correlation between brand association and Thai parents' satisfaction toward Gymboree.

In sum, if Thai parents had low level of brand association, they tend to have low level of satisfaction toward Gymboree.

Hypothesis 5: There is a relationship between brand equity dimension and Thai parents' satisfaction toward Gymboree children development school.

Table 4.12: Pearson Correlation Coefficient between Brand Equity Dimension and Thai Parents' Satisfaction toward Gymboree Children Development School ($N = 400$)

<table>
<thead>
<tr>
<th>Brand equity</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
<th>Strength of Association</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.75</td>
<td>0.001</td>
<td>High</td>
</tr>
</tbody>
</table>

Significant level ($p < 0.05$)
From table 4.12, the Pearson Correlation Coefficient shows that brand equity and Thai parents’ satisfaction factor is significant at 0.001 which is less than 0.05; therefore, the null hypothesis is rejected. As a result, there is a relationship between brand equity and Thai parents’ satisfaction toward Gymboree children development school. The Correlation Coefficient has the magnitude of 0.75, which indicates a high positive correlation between brand equity and Thai parents’ satisfaction toward Gymboree.

In sum, if Thai parents had high level of brand equity, they tend to have high level of satisfaction toward Gymboree.

4.3 Summary of Hypotheses Testing

Table 4.13: Correlation Analysis for Relationship between Brand Equity Factors (Perceived Quality, Brand Loyalty, Brand Awareness, Brand Association) with Thai Parents’ Satisfaction toward Gymboree

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Significant Level</th>
<th>Correlation Coefficient</th>
<th>Correlation Magnitude</th>
<th>Hypotheses Testing Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ho1: There is no relationship between perceived quality and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.000</td>
<td>0.84</td>
<td>High</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>Ho2: There is no relationship between brand loyalty and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.000</td>
<td>0.57</td>
<td>Medium</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>Significant Level</td>
<td>Correlation Coefficient</td>
<td>Correlation Magnitude</td>
<td>Hypotheses Testing Results</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>-----------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>H₀₃: There is no relationship between brand awareness and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.001</td>
<td>0.51</td>
<td>Medium</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>H₀₄: There is no relationship between brand association and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.004</td>
<td>0.36</td>
<td>Low</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>H₀₅: There is no relationship between brand equity and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.001</td>
<td>0.75</td>
<td>High</td>
<td>Reject the null hypothesis</td>
</tr>
</tbody>
</table>

In conclusion, based on the Correlation Coefficient analysis, all of the brand equity factors (perceived quality, brand loyalty, brand awareness, brand association) show the low to high positive relationship toward Thai parents’ satisfaction in regards to Gymboree children development school. Perceived quality and brand equity are factors with high positive correlation with Thai parents’ satisfaction toward Gymboree children development school. In addition, brand loyalty, brand awareness,
and brand association show medium positive correlation with Thai parents’ satisfaction toward Gymboree children development school.

### 4.4 Findings of the Means of Independent and Dependent Variables

The attributes of the brand equity, which are perceived quality, brand loyalty, brand awareness, and brand association, were analyzed by applying descriptive statistical method including mean, and standard deviation values. The degree of agreement scale was identified by Yamane (1999) as shown in table 4.14.

**Table 4.14: The Level of Agreement Scale.**

<table>
<thead>
<tr>
<th>Level of Agreement</th>
<th>Scale Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>4.21 - 5.00</td>
</tr>
<tr>
<td>Agree</td>
<td>3.41 - 4.20</td>
</tr>
<tr>
<td>Neutral</td>
<td>2.61 - 3.40</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.81 - 2.60</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1.00 - 1.80</td>
</tr>
</tbody>
</table>


*Perceived Quality and Thai Parents’ Satisfaction toward Gymboree*

**Table 4.15: Perceived Quality toward Thai Parents’ Satisfaction of Gymboree**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>High experience of teacher</td>
<td>4.73</td>
<td>.364</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Variety of programs</td>
<td>4.31</td>
<td>.425</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>School cares for students</td>
<td>4.82</td>
<td>.745</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>It is not expensive</td>
<td>3.71</td>
<td>.758</td>
<td>Agree</td>
</tr>
<tr>
<td>It is convenient to go</td>
<td>3.67</td>
<td>.732</td>
<td>Agree</td>
</tr>
<tr>
<td>Variety of media to promote learning</td>
<td>3.52</td>
<td>.457</td>
<td>Agree</td>
</tr>
</tbody>
</table>
The overall quality is high. 4.22 .379 Strongly agree

| Average | 4.14 | .551 | Agree |

Table 4.15 presents the distribution of the respondents' level of agreement on perceived quality construct. The average mean of perceived quality was 4.14 and the standard deviation was 0.551, which indicated the “agree” level under the level of agreement.

All of the perceived quality factors had means ranged from 3.52 to 4.82, which indicated agree to strongly agree levels under the level of agreement. The “School cares for students” factor had the highest mean value of 4.82 and standard deviation of .745 followed by “High experience of teacher” factor (Mean = 4.73, Standard deviation = .364), “Variety of programs” factor (Mean = 4.31, Standard deviation = .425), and “The overall quality is high” factor (Mean = 4.22, Standard deviation = .379). These factors indicated the “strongly agree” level under the level of agreement.

The factors indicated the “agree” level under the level of agreement were “It is not expensive” (Mean = 3.71, Standard deviation = .758), “It is convenient to go” (Mean = 3.67, Standard deviation = .732), and “Variety media to promote learning” (Mean = 3.52, Standard deviation = .457).

**Brand Loyalty and Thai Parents' Satisfaction toward Gymboree**

Table 4.16: Brand Loyalty toward Thai Parents' Satisfaction of Gymboree

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not change the school of my kid until graduation.</td>
<td>4.24</td>
<td>.478</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>I think I am loyalty to Gymboree.</td>
<td>3.92</td>
<td>.353</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.08</strong></td>
<td><strong>.415</strong></td>
<td><strong>Agree</strong></td>
</tr>
</tbody>
</table>
Table 4.16 presents the distribution of the respondents’ level of agreement on brand loyalty construct. The average mean of brand loyalty was 4.08 and the standard deviation was .415, which indicated the “agree” level under the level of agreement.

All of the brand loyalty factors had means ranged from 3.92 to 4.24, which indicated agree to strongly agree levels under the level of agreement. The “I do not change the school of my kid until graduation” factor had the highest mean value of 4.24 and standard deviation of .478, which indicated the “strongly agree” level under the level of agreement. The factors indicated the “agree” level under the level of agreement were “I think I am loyalty to Gymboree” (Mean = 3.92, Standard deviation = .353).

Brand Awareness and Thai Parents’ Satisfaction toward Gymboree

Table 4.17: Brand Awareness toward Thai Parents’ Satisfaction of Gymboree

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the basic information of Gymboree such as location, program, and cost.</td>
<td>3.81</td>
<td>.324</td>
<td>Agree</td>
</tr>
<tr>
<td>I can explain the service of Gymboree to others.</td>
<td>3.93</td>
<td>.673</td>
<td>Agree</td>
</tr>
<tr>
<td>Average</td>
<td>3.87</td>
<td>.499</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 4.17 presents the distribution of the respondents’ level of agreement on brand awareness construct. The average mean of brand awareness was 3.87 and the standard deviation was .499, which indicated the “agree” level under the level of agreement.

All of the brand awareness factors had means ranged from 3.81 to 3.93, which indicated neutral to agree levels under the level of agreement. The “I know the basic
information of Gymboree such as location, program, and cost” factor had the highest mean value of 3.81 and standard deviation of .324, which indicated the “agree” level under the level of agreement. The factors indicated the “agree” level under the level of agreement were “I can explain the service of Gymboree to others.” (Mean = 3.93, Standard deviation = .673).

*Brand Association and Thai Parents’ Satisfaction toward Gymboree*

Table 4.18: Brand Association toward Thai Parents’ Satisfaction of Gymboree

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what Gymboree is.</td>
<td>3.82</td>
<td>.247</td>
<td>Agree</td>
</tr>
<tr>
<td>If talking about children development school, Gymboree comes into my mind quickly.</td>
<td>3.24</td>
<td>.732</td>
<td>Neutral</td>
</tr>
<tr>
<td>I can recall the Gymboree logo.</td>
<td>3.34</td>
<td>.533</td>
<td>Neutral</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>3.46</td>
<td>.504</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 4.18 presents the distribution of the respondents’ level of agreement on brand association construct. The average mean of brand association was 3.46 and the standard deviation was .504, which indicated the “agree” level under the level of agreement.

All of the brand association factors had means ranged from 3.24 to 3.82, which indicated agree level under the level of agreement. The “I know what Gymboree is” factor had the highest mean value of 3.82 and standard deviation of .247 followed by “I can recall the Gymboree logo” (Mean = 3.34, Standard deviation = .533), and “If talking about children development school, Gymboree comes into my
mind quickly” (Mean = 3.24, Standard deviation = .732). These factors indicated the "neutral” level under the level of agreement.

_Thai Parents' Satisfaction toward Gymboree_

Table 4.19: Thai Parents’ Satisfaction Level toward Gymboree

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with my decision.</td>
<td>3.87</td>
<td>.352</td>
<td>Agree</td>
</tr>
<tr>
<td>I am extremely satisfied with Gymboree.</td>
<td>3.64</td>
<td>.523</td>
<td>Neutral</td>
</tr>
<tr>
<td>I will recommend Gymboree to others.</td>
<td>3.23</td>
<td>.325</td>
<td>Neutral</td>
</tr>
<tr>
<td>Average</td>
<td>3.58</td>
<td>.401</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 4.19 presents the distribution of the respondents’ level of agreement on Thai parents’ satisfaction construct. The average mean of Thai parents’ satisfaction was 3.58 and the standard deviation was .401, which indicated the “agree” level under the level of agreement.

All of the Thai parents’ satisfaction factors had means ranged from 3.23 to 3.87, which indicated agree level under the level of agreement. The “I am satisfied with my decision” factor had the highest mean value of 3.87 and standard deviation of .352 followed by “I am extremely satisfied with Gymboree” (Mean = 3.64, Standard deviation = .523), and “I will recommend Gymboree to others” (Mean = 3.23, Standard deviation = .325). These factors indicated the “agree” level under the level of agreement.
Summary of Mean Values

Table 4.20: Summary of the Mean Values of Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Level of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Variables</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Perceived quality</td>
<td>4.14</td>
<td>.551</td>
<td>Agree</td>
</tr>
<tr>
<td>- Brand loyalty</td>
<td>4.08</td>
<td>.415</td>
<td>Agree</td>
</tr>
<tr>
<td>- Brand awareness</td>
<td>3.87</td>
<td>.499</td>
<td>Agree</td>
</tr>
<tr>
<td>- Brand association</td>
<td>3.46</td>
<td>.504</td>
<td>Agree</td>
</tr>
<tr>
<td><strong>Dependent Variable</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thai parents' satisfaction</td>
<td>3.58</td>
<td>.401</td>
<td>Agree</td>
</tr>
<tr>
<td>toward Gymboree children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>development school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In conclusion, based on the mean values, all of the brand equity factors (perceived quality, brand loyalty, brand awareness, brand association) showed the level of agreement of agree levels. When comparing the mean value of each construct based on table 4.20, the highest mean value was the perceived quality (Mean = 4.14, Standard deviation = .551) followed by brand loyalty, brand awareness, and brand association.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter is presented into four parts. The first part is the summary of findings. The second part is the discussion of the research findings of the study. The last three parts are conclusion and recommendation, and suggestion for further research respectively.

5.1 Summary of the Research Finding

The study applied the convenience sampling plan which distributed 400 sets of self-administered questionnaire to Thai parents who enrolled their children at five branches of Gymboree children development school, which were Bangna branch, Ramkhamhang branch, Rama 3 branch, Sukumvit branch, and Chitlom branch. After distributed and collected questionnaires from the respondents, all of 400 valid sets were collected back for data analysis. The researcher waited for each respondent to fill out the questionnaire to ensure validity of the response. This process helped the researcher to get 100% return rate of the valid questionnaire. All 400 sets of questionnaire were analyzed, transformed, and summarized by SPSS program. The results of the survey were divided into 2 parts.

The first part of the questionnaire was asking respondents to report their perceptions regarding Gymboree children development school. The data of this part was analyzed by applying the Correlation Coefficient to explore the relationship of brand equity factors—perceived quality, brand loyalty, brand awareness, and brand association with Thai parents’ satisfaction toward Gymboree children development school in order to solve hypotheses of the research.
The second part of the questionnaire was asking respondents to self-report their demographic information. This part of the questionnaire was interpreted by descriptive analysis.

The descriptive analysis on demographic information of the 400 respondents, the majority was age between 31-35 years old (44%) followed by age between 36-40 years old (42%). 54% of respondents had income range at more than 50,000 Baht per month. There were 65% of respondents who were Bachelor’s degree holders. The majority of the respondents were private sector employee which accounted for 54% followed by housewife (35%). Most of the respondents had the expense for their children development school between 20,001-30,000 baht per year (65%) followed by the expense of more than 30,000 baht per year (23%).
Table 5.1: Summary of the Correlation Analysis

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Significant Level</th>
<th>Correlation Coefficient</th>
<th>Correlation Magnitude</th>
<th>Testing Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>$H_01$: There is no relationship between perceived quality and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.000</td>
<td>0.84</td>
<td>High</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>$H_02$: There is no relationship between brand loyalty and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.000</td>
<td>0.57</td>
<td>Medium</td>
<td>Reject the null hypothesis</td>
</tr>
<tr>
<td>$H_03$: There is no relationship between brand awareness and Thai parents’ satisfaction toward Gymboree children development school.</td>
<td>0.001</td>
<td>0.51</td>
<td>Medium</td>
<td>Reject the null hypothesis</td>
</tr>
</tbody>
</table>
Hypotheses | Significant Level | Correlation Coefficient | Correlation Magnitude | Testing Results
---|---|---|---|---
H$_0$4: There is no relationship between brand association and Thai parents’ satisfaction toward Gymboree children development school. | 0.004 | 0.36 | Low | Reject the null hypothesis
H$_0$5: There is no relationship between brand equity and Thai parents’ satisfaction toward Gymboree children development school. | 0.001 | 0.75 | High | Reject the null hypothesis

Significant level (p<0.05)

The main objective of this research study is to understand the relationship between brand equity factors, which are perceived quality, brand loyalty, brand awareness, and brand association, with Thai parents’ satisfaction toward Gymboree children development school. The results from the hypothesis testing showed that every factor in this study has the relationship with Thai parents’ satisfaction toward Gymboree although the results showed different level of correlation and strength of association among factors. The attributes showed high positive correlation were perceived quality, and the overall brand equity factors. Whereas the attributes showed medium positive correlation were brand loyalty, brand awareness, and brand association.
5.2 Discussion of the Research Findings

This study of Thai parents’ satisfaction to examine the factors of brand equity factors—perceived quality, brand loyalty, brand awareness, and brand association toward Gymboree children development school. Thus, this study tested five hypotheses of brand equity factors—perceived quality, brand loyalty, brand awareness, brand association, and the overall brand equity itself with Thai parents’ satisfaction toward Gymboree. The findings revealed that all these five hypotheses were supported.

Overall, perceived quality, brand loyalty, brand awareness, and brand association variables helped explain the Thai parents’ satisfaction toward Gymboree. Moreover, this study also added specific demographic information of the respondents to explain the characteristics of Gymboree customers.

Descriptive statistic showed that the majority of Thai parents' age was between 31-35 years old, with income more than 50,000 baht. Most were Bachelor’s degree holders, who work as private sector employees.

The fifth hypothesis showed that the overall brand equity had a relationship with Thai parents’ satisfactions toward Gymboree. This finding supported the result of Aaker (1991) which explained that brand equity factors may be able to affect the satisfaction of customers. The correlation analysis revealed that the perceived quality had high positive correlation, whereas brand loyalty, and brand awareness had medium positive correlation. The brand association revealed the low positive correlation.
High Positive Correlation

Perceived Quality

The first hypothesis showed a statistically significant high positive correlation between perceived quality and brand equity toward Thai parents’ satisfaction ($r = 0.84$). In other words, when Thai parents perceived high level of perceived quality, they tend to have high level of satisfaction toward Gymboree.

This finding supported the result of Taylor and Baker (1994). This previous researchers supported the idea in term of teachers, administrators, curriculum, technology, facilities, involvement, transportation, and budget which can affect parents’ satisfaction according to Taylor and Baker (1994). Besides the result of the study revealed high correlation between perceived quality and brand equity, within this construct, the result showed that “School cares for students” factor had the highest mean value (Mean = 4.82) of the perceived quality construct. In this research the school referred to Gymboree; therefore when parents decided to send their children to any school, the school should be able to take a good care of children at least equal to or similar to when parents care children at home. The second consideration of the Thai parents toward Gymboree was “High experience of the teacher” with the mean value of 4.73; the result showed that parents thought their higher experience teacher are able to teach and nurture their children at school. The next consideration was “Variety of program that Gymboree offers” (Mean = 4.31). The result of this study showed that school suppose to offer many program for the parents to select in order to match with children lifestyle. Then, parents also consider on “The overall quality of Gymboree was high” as parents’ expectation with the mean of 4.22. These results of Gymboree revealed that Thai parents strongly agreed that Gymboree offers high quality service. In addition, Thai parents agreed that the cost of
Gymboree was not expensive as they expect, the schools were located in the area that were convenient to send their children to school, as well as Gymboree use variety of media to promote learning program.

**Brand Equity**

Not only does the first hypothesis testing result revealed high positive correlation of Thai parents’ satisfaction toward Gymboree, but the fifth hypothesis testing result also. The result revealed the statistically significant between brand equity and Thai parents’ satisfaction toward Gymboree ($r = 0.75$). As a result, when Thai parents perceived high level of brand equity, they tended to have high level of satisfaction toward Gymboree. According to the original idea of Aaker (1991), the previous research was concluded that all factors of brand equity related with the customer satisfaction. The components of brand equity include perceived quality, brand loyalty, brand awareness, and brand association. The result of present research confirmed that the overall brand equity, which includes all factors showed the high tendency of Thai parents’ satisfaction towards Gymboree.

**Medium Positive Correlation**

The result of hypothesis testing revealed a statistically significant medium positive correlation between brand loyalty, and brand awareness of Thai parents’ satisfaction toward Gymboree. This finding supported the result of Keller (2003) that brand loyalty, and brand awareness should be considered after perceived quality factor when understanding parents’ satisfaction. In addition, according to the previous studies of Robinson-Zanartu and Majel-Dixon (1996) and Oliver (1999), the studies explained that brand loyalty relates to the satisfaction.
Brand Loyalty

Under the brand loyalty construct, the result revealed there is statistically significance between brand loyalty and Thai parents’ satisfaction toward Gymboree \( (r = 0.57) \). From the result of this research, the first agreement of Thai parents toward brand loyalty was “I do not change the school of my kid until graduation” with the mean of 4.24. With the highest mean value, this agreement means that Thai parents will not transfer their children to study in other schools until the children graduate from Gymboree. In addition, Thai parents showed the level of agreement on the statement indicated that “I am loyalty to Gymboree” with the mean value of 3.92 as the second agreement of the Thai parents toward Gymboree. The overall mean of the brand loyalty construct was 4.08 which indicated the agree level.

As a result, when consider the result from the study, it can be summarized that the three statements of the brand loyalty construct were associated with each other. In other words, when the Thai parents had knowledge toward Gymboree and felt that they were loyalty to Gymboree, they then preferred to have their children to study at Gymboree until graduation. Once the Thai parents felt that they were loyalty to Gymboree, they tend to have high satisfaction level toward Gymboree as well. In turn, it can be concluded from the result that when parents satisfied with the service, they are more likely to show their loyalty to Gymboree. Therefore, in order to keep customers to be loyal to the brand, Gymboree needs to keep maintaining or improving their service quality to the parents. Gymboree can ask the government to approve the quality of the school and provide the certificate to school or invite the international organization to measure the quality of the school. This process will help Gymboree to maintain and improve their quality of the service in school.
Brand Awareness

Brand awareness construct showed medium positive correlation of Thai parents’ satisfaction toward Gymboree as well (r = 0.51). According to the previous study of Johnson and Kafer (2002), they investigated issues related to awareness of brand and parents’ satisfaction of a population of students. Their results showed that the awareness of parents toward school in term of basic information such as study program, location, cost, and promotion can lead to the satisfaction of the parents over the school.

The result of this research revealed that the first consideration of the Thai parents regarding brand awareness of Gymboree was the basic information of Gymboree such as location, program, and cost (Mean = 3.81), followed by providing an explanation of the Gymboree service to other people (Mean = 3.93). The overall mean of the brand awareness construct was 3.87, which indicated the agree level of Thai parents’ satisfaction.

Based on the result of the study, it can be concluded that Thai parents who send their children to Gymboree were able to explain the location and service of Gymboree. However, this study was conducted and based on the parents who have already become Gymboree customers. Therefore, in order to widely advertise the Gymboree brand to others who have not been Gymboree customers yet, Gymboree needs to provide other parents this basic information. The method to explain the information of Gymboree was advertising media through the use of printed materials, TV commercial, public transportation, or the Internet. The awareness of the brand was the origin of the consumers before considering the product or service. Therefore, in order to recruit parents to send their children to Gymboree, Gymboree needs to let parents know and understand the brand of Gymboree as the first step. In turn, Thai
parents of children in Gymboree were able to explain the information of Gymboree to the others. This action of brand association can be profitable to Gymboree once parents are satisfied with the service they received. This action is similar to the advertising of Gymboree to the target audience. However, this channel of advertising is free of charge, truthful, and reliable to the other parents since the information are from the person who had direct experiences from Gymboree.

**Low Positive Correlation**

The result of hypothesis testing revealed a statistically significant low positive correlation between brand association of Thai parents' satisfaction toward Gymboree.

Brand association construct showed low positive correlation of Thai parents' satisfaction toward Gymboree ($r = 0.36$). According to the previous study of Silverman, Sprott, & Pascal (1999), they explored the relationship between customer-based association and customer satisfaction over brand equity measurements in term of service business. The brand association aspect from the previous study explained that service business needs customers' satisfaction in order to succeed. An important key to the success of the service is brand association from the criteria of brand equity. Company of service business needs to focus on the expectation, promise, and quality to meet satisfaction which can lead to the customer satisfaction in the service business Silverman, Sprott, & Pascal (1999). Moreover, Rio et al. (2001b) proposes that brand association is a key element in brand equity formation and management of service business. These perspectives were proven to be similar to the result of this present research.

The result of this research revealed that the first consideration of the Thai parents was know what is Gymboree (Mean = 3.82), followed by the ability to recall the Gymboree logo (Mean = 3.34). Lastly, if talking about children development
school, Gymboree comes into parent's mind quickly. (Mean = 3.24). The overall mean of the brand association construct was 3.46, which indicated the agree level of Thai parents’ satisfaction.

Based on the result of the study, it can be concluded that Thai parents who send their children to Gymboree were able to understand what is Gymboree and can recall the logo of Gymboree. The result was supported by what Silverman, Sprott, & Pascal (1999) claim. They claimed that brand association is anything linked and recall in memory to a brand. Even the relationship between brand association and Thai parents’ satisfaction toward Gymboree children development school was low relationship but it still important to consider for Gymboree. With these practices in mind of Gymboree, parents were not disappointed to the brand. The duty of Gymboree to encourage the recall or recognize the brand of the customers is to communication with the customer more frequent. The basic tools for communication can be the advertising and create the membership between parents and Gymboree. The advertising tools are similar to the explanation in brand awareness topic as above. In term of the membership of parents and their children, it will show Gymboree attention to their children and keep recording for explanations to parents about their adaptation and development in the school. This activity may be Teachers and Parents Meeting which can be held regularly. As a result, the Gymboree may be able to create brand association among Thai parents.
5.3 Conclusions and Recommendations

This research was focus on the study of the relationship between brand equity factors, which are perceived quality, brand loyalty, brand awareness, and brand association on Thai parents’ satisfaction toward Gymboree children development school.

The analysis of hypotheses testing revealed that brand equity and perceived quality were the high positive correlation factor toward Thai parents’ satisfaction over Gymboree. Even though the results showed the statistically high positive correlation on perceived quality and overall brand equity of Thai parents’ satisfaction toward Gymboree children development school, the research recommends that Gymboree may prove to parents to ensure that the school is taking good care to children. In doing so, the level of confidence that parents are willing to send their children to Gymboree may be higher. Moreover, children are taught by the experienced teacher is important since Gymboree is chosen to be the first school of these children. Therefore, Gymboree needs to pay close attention in selecting experienced teachers to teach and nurture children at such a very young age. The method to find the experienced teachers may not be easy. Gymboree may have the minimum qualifications of applicants to become teachers at Gymboree. However, sometimes, the record on the paper does not justify much. Therefore, once teachers are hired, Gymboree can use the evaluation or observation to record the behavior of the teachers in classroom as evidence to improve the quality of teaching to meet the Gymboree standard. If that teacher cannot meet the standard, he/she needs to take some classes or training until the performances are acceptable. In addition, the variety of the programs provided at Gymboree meets the parents’ needs.
At Gymboree, the programs are separated into many class sessions to allow parents to select based on their preferences. In terms of expenses, Thai parents perceived that the cost of each class at Gymboree was not expensive which is beneficial to the brand. Parents perceived that they did not spend much, but what they receive from Gymboree was high services. This in turn leads to satisfaction that parents perceived. The cost is a sensitive issue. Therefore, if Gymboree plan to adjust the cost to be higher, they need to ensure that the services they provide to parents are high as well.

In addition to those considerations, the location of Gymboree is taken to consideration as well. Even though the result showed the “agree” level on the location of Gymboree, the school can improve this aspect by providing more signs as directions on the streets. Also, when the school plans to open the new branches, the school should be located where it is easy to locate and access. Furthermore, the variety of media to promote learning needs to improve since the result showed the lowest mean among other aspects. The school can improve this aspect by increasing numbers of educational toys, games, or DVD. Besides, school should have instructional designers to help develop educational activities or curriculum in order to enhance learning and teaching to be more effective and efficient.

The construct on brand loyalty and brand awareness showed medium positive correlation factors toward Thai parents’ satisfaction over Gymboree. As mentioned earlier that this study focused on Thai parents who already send their child to Gymboree, Gymboree needs to ensure that good messages have been delivered to potential customers. Gymboree may be able to persuade parents who have already been loyalty to Gymboree to advertise the school as the testimonial advertisement to
widely reach potential customers. As the result, Gymboree may enhance the level of brand loyalty if the services provided still maintain and improve.

For brand awareness, it was the origin that Gymboree needs to consider not only the existing parents of the children in the school, but also focuses on the potential customers of the school. Gymboree may need to present themselves in exhibitions or events to meet the new target group to educate them to know and understand what Gymboree is. This exercise may help Gymboree promotes brand awareness to new customers. In addition, in order to enhance level of parents’ satisfaction on brand awareness aspect. Gymboree may enhance this construct to current and potential customers by widely advertising the brand. This activity may be organized to provide meaningful information such as school philosophy, curriculum, or other social activities that parents, teachers, and students can perform together. These recommended activities may promote Thai parents’ levels of satisfaction on brand awareness.

In terms of brand association construct, Gymboree may organize event such as teachers-parents meeting regularly in order to explain the adaptation of their children in the school. The method to expose the Gymboree brand to potential customers is to set up the event or the meeting for the existing parents and potential parents. In doing so, Gymboree itself has the opportunity to advertise the brand. In addition, the potential customers are able to hear direct experiences from current customers. In turn, Gymboree is enabling to hear the weak points of the service provided in order to improve the brand under this construct as well.

The brand association showed the low positive correlation factors toward Thai parents’ satisfaction over Gymboree. This relationship still is in the positive relation which means that it can lead to the satisfaction of Thai parents’ satisfaction over
Gymboree. The method to create the association for the Thai parent’s over the Gymboree should use the advertising and updating information to the parent which can help the parent to feel association with Gymboree.

5.4 Suggestions for Further Research

This study only focused on a specific children development school, Gymboree. Therefore, the results of the research findings may not be valid for other children development schools. But this research could be used as a guideline to the next researcher as previous study in order to develop broader perspectives to other children development schools. The further study would direct other children development schools to improve the quality of teaching and learning in order to attract parents to send their children to study. As a result, schools should be able to create high level of satisfaction of the parents.

Next is the factor of study in this research. This research focused on the perceptions of parents by applying the brand equity factors, which are perceived quality, brand loyalty, brand awareness, and brand association of Gymboree children development school in order to understand Thai parents’ satisfaction. This study may not include all of parents’ perceptions toward the Gymboree children development school. Therefore, the future research may apply other factors such as marketing mix, consumer behavior, or theory of Maslow to explore and understand parents in other aspects that may lead to the level of satisfaction toward the children development school.

Lastly, since this research focused on Thai parents’ level of satisfaction only. Therefore, it may be meaningful to explore other citizenship of parents’ perceptions. Currently, there are quite a few foreign parents who live in Thailand. Those people
send their children to children development schools as well. As a result, the children development schools should care for this group of parents in promoting high level of satisfaction toward children development school.
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APPENDIX A:

Questionnaire (English Version)
Brand equity of Gymboree survey

This questionnaire is part of the Master’s project to fulfill the requirements of Master of Science in Management Program at Assumption University. The questionnaire was designed to further analysis in marketing research of Gymboree children development school.

Please, answer the following questions by marking x in the box given. There is no right or wrong answers. Therefore, the researcher would like to ask for your cooperation in providing us your sincere opinion. Your opinion is highly valuable to us. Thank you very much for your cooperation.

**Direction:** Think about Gymboree children development school where you enrolled your child to, what do you think about Gymboree? Please answer the question based on your opinion by marking x in the box.
**Part I: Perceptions of Thai Parents toward Brand Equity of Gymboree**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. High experience of teacher</td>
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<td>2. Variety of programs</td>
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<td>3. School cares for students</td>
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<td>4. It is not expensive</td>
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<td>5. It is convenient to go</td>
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<td>6. Variety of media to promote learning</td>
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<td>7. The overall quality is high</td>
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<td>8. I do not change the school of my kid until graduation</td>
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<td>9. I think I am loyalty to Gymboree</td>
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<td>10. I know the basic information of Gymboree such as location, program,</td>
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<td>and cost</td>
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<td>11. I can explain the service of Gymboree to others</td>
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<td>12. I know what Gymboree is</td>
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<td>13. If talking about children development school, Gymboree comes into my</td>
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<td>14. I can recall the Gymboree logo</td>
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<td>15. I am satisfied with my decision</td>
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<td>16. I am extremely satisfied with Gymboree</td>
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<td>17. I will recommend Gymboree to others</td>
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Part II: Demographic Information

1. Are you a Thai national?
   - [ ] Yes
   - [ ] No

2. Age
   - [ ] 25-30 yrs
   - [ ] 31-35 yrs
   - [ ] 36-40 yrs
   - [ ] 41-45 yrs
   - [ ] above 45 yrs

3. Income
   - [ ] Less than 10,000 Baht
   - [ ] 10,001 - 20,000 Baht
   - [ ] 20,001 - 30,000 Baht
   - [ ] 30,001 - 40,000 Baht
   - [ ] 40,001 - 50,000 Baht
   - [ ] More than 50,000 Baht

4. Educational Level
   - [ ] Under Bachelor’s Degree
   - [ ] Bachelor’s Degree
   - [ ] Master’s Degree
   - [ ] Doctorate Degree
   - [ ] Others (Please specify) __________________

5. Occupation
   - [ ] Student
   - [ ] State’s Enterprise
   - [ ] Housewife
   - [ ] Private sector employee
   - [ ] Business Owner
   - [ ] Others__________

6. How much is your expense for children development school per year?
   - [ ] Less than 10,000 baht
   - [ ] 10,001 – 20,000 baht
   - [ ] 20,001 – 30,000 baht
   - [ ] More than 30,000 baht

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APPENDIX B:

Questionnaire (Thai Version)
เรียน ท่านผู้ซื่อสัมพันธ์,

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยเพื่อเป็นส่วนหนึ่งของการศึกษาหลักสูตรปริญญาโทสาขาวิทยาศาสตร์การจัดการ มหาวิทยาลัยอัสสัมชัญ แบบสอบถามนี้ออกแบบมาเพื่อการศึกษาและรวบรวมข้อมูลสำหรับวิเคราะห์ตามกระบวนการวิจัยการตลาดของโฉมโฉนด Gymboree

กรุณาตอบคำถามต่อไปนี้โดยให้เครื่องหมาย X ในช่องว่างที่กำหนดให้ ไม่มีคำตอบที่ถูกต้องใดก็ตาม ดังนั้นผู้วิจัยขอความร่วมมือของท่านในการเลือกคำตอบให้ตรงกับความคิดเห็นของท่านให้มากที่สุด ขอขอบคุณจากท่านเป็นประโยชน์คัดค้านอย่างยิ่ง ขอขอบพระคุณอย่างยิ่งขอความร่วมมือของท่าน

คำอธิบาย

กรุณาให้กล่าวถึงโฉนด Gymboree ที่ท่านส่งข้อมูลท่านไปไว้ในกลุ่มศูนย์โฉนดโฉนด Gymboree นี้ ขอขอบคุณท่านที่ติดต่อตรวจดูความคิดเห็นของท่านโดยการพยายามลงในข้อควรแก่ความท่าทินั้นให้เสร็จสิ้น

Gymboree ซึ่งผลทดสอบของท่านที่มีความคิดเห็นของท่านโดยการพยายามลงในข้อควรแก่ความท่าทินั้นให้เสร็จสิ้น

ASSUMPTON UNIVERSITY OF THAILAND

* มหาวิทยาลัยอัสสัมชัญ *

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ส่วนที่ 2: ข้อมูลส่วนบุคคล

1. คุณมีลักษณะต่างกันใช่หรือไม่
   ☐ ใช่  ☐ ไม่ใช่

2. อายุ
   ☐ 25-30 ปี  ☐ 31-35 ปี  ☐ 36-40 ปี
   ☐ 41-45 ปี  ☐ มากกว่า 45 ปี

3. รายได้ต่อเดือน
   ☐ ต่ำกว่า 10,000 บาท  ☐ 10,001 - 20,000 บาท  ☐ 20,001 - 30,000 บาท
   ☐ 30,001 - 40,000 บาท  ☐ 40,001 - 50,000 บาท  ☐ มากกว่า 50,000 บาท

4. ระดับการศึกษา
   ☐ ศึกษาไม่ได้รับการศึกษา  ☐ ปริญญาตรี  ☐ ปริญญาโท
   ☐ ปริญญาเอก  ☐ อื่น ๆ โปรดระบุ

5. อุปทัศ
   ☐ นักเรียน  ☐ พนักงานรัฐ  ☐ แม่บ้าน
   ☐ พนักงานบริษัท  ☐ เจ้าของธุรกิจ  ☐ อื่น ๆ

6. รายจ่ายสำหรับโรงเรียนเก่งนักเรียนของลูกคุณติดเป็นเท่าไหร่ต่อปี?
   ☐ ต่ำกว่า 10,000 บาท  ☐ 10,001 – 20,000 บาท
   ☐ 20,001 – 30,000 บาท  ☐ มากกว่า 30,000 บาท
APPENDIX C:

Reliability Test (Pilot Study)
Reliability Statistics (Perceived Quality)

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Reliability Statistics (Brand loyalty)

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Reliability Statistics (Brand awareness)

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Reliability Statistics (Brand association)

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Reliability Statistics (Parent satisfaction)

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