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從行銷組合觀點探討大學生選校在台灣與蒙古兩國之比較

A COMPARATIVE STUDY BETWEEN TAIWAN AND MONGOLIA ON STUDENTS'  
CHOICE OF UNIVERSITY AS RELATED TO MARKETING MIX

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## 碩 士 學 位 論 文

從行銷組合觀點探討大學生選校在台灣與蒙古兩國之比較  
A comparative study between Taiwan and Mongolia on students'  
choice of university as related to marketing mix

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## 準碩士推薦函

本校企業管理學系管理科學碩士班研究生珊娜(Sarangerel Naidansuren)君在本系修業2年，已經完成本系碩士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：珊娜(Sarangerel Naidansuren)君已修滿33學分，其中必修科目：研究方法、管理科學、決策專題、經營專題、等科目，成績及格(請查閱碩士班歷年成績)。

2、在論文研究方面：珊娜(Sarangerel Naidansuren)君在學期間已完成下列論文：

(1)碩士論文：A comparative study between Taiwan and Mongolia on students' choice of university as related to marketing mix

(2)學術期刊：

本人認為 珊娜(Sarangerel Naidansuren) 君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：A comparative study between Taiwan and Mongolia on students' choice of university as related to marketing mix，以參加碩士論文口試。

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### **Abstract**

The focus of this study is student choice and marketing mix in higher education sector comparative on two countries educational system between Taiwan and Mongolia. The literature review presents attitudes regarding introducing marketing into education. To increase organizational efficiency, good marketing strategy has become more crucial. Marketing mix is one of the key elements which may affect student's decision. Therefore, to identify possible potential of improvement, institutions have to see student survey result as an important attribute. This study used Kano model to evaluate 13 national and private universities in Taiwan and 7 universities in Mongolia. Survey involved 26 attributes were issued to a sample of totally 596 respondents in two countries. After conducting Kano model, the research subjects are categorized into 5 groups: no "Must be" quality element (M), and "Attractive" quality element (A), 18 "Performance" quality elements, and 8 "Indifferent" quality elements (I) in Mongolia; 4 "Must be" quality elements (M), 1 "Attractive" quality element (A) and 4 "Performance" quality elements, and 17 "Indifferent" quality elements (I) in Taiwan. The research also specified that "School resource and Environment" attributes have the most significant impact on student's satisfaction in both countries. For comparing

two countries, “Place” attributes more significant in Mongolia than Taiwan. Additionally, coefficient analysis point out that “High quality of teachers” and “The program that is on high demand” are the two factors have the most significant impact on student dissatisfaction level for Taiwan.

**Keywords: Students’ Choice of University, Higher Education, Marketing Mix and Kano Model**



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# CHAPTER ONE

## INTRODUCTION

### 1.1 Research Background and Motivations

Education is important crucial in one's success. To have a brighter future it is a must that a person is well educated. For some education is a prerequisite to have a better life or quality of life. Parents always ensure that they send their children in a prestigious colleges and universities hoping that the children can get a better job or to establish their own business. Education is a right of everyone and it is a duty of the government to educate its citizen. Education starts from kindergarten to primary, then to secondary and tertiary and even to masteral and doctorate. There are many factors that may affect the choice on which university to study or acquire education. It could be the programs offered, the tuition fees, the facilities, and the location to name the few. Parents, children or both came up with a solution or decision where to study.

This study is focused on two countries educational system particularly on the tertiary level. Comparaing Mongolian and Taiwanese universities in terms of student's choice. Marketing mix is one of the key elements which may affect student's decision.

The American Marketing Association determines it more comprehensibly as being the operation of planning and executing the conception, pricing, promotion and distribution of ideas, products and services to build exchange and satisfy individual and organizational objectives (Brassington, 2006).

The term marketing mix offers to a different blend of product, place, promotion, and pricing strategies created to produce commonly satisfying exchanges with a target market. The marketing manager can control each

component of the marketing mix, however the strategies for all four components have to be blended to accomplish excellent results.

Successful marketing mixes have been carefully created to satisfy target markets. Changes in marketing mixes do not exist by chance. Perceptive marketing managers create marketing strategies to gain advantages over competitors and best serve the needs and wants of specific target market segment (McDaniel, Lamb & Hair, 2006).

### **(1) Product**

Commonly, the marketing mix begins with the product 'P'. The heart of the marketing mix is the product offering and product strategy. It is difficult to make a place strategy, determine a promotion operation, or set a price without knowing the product to be marketed. The product involves not only the tangible unit, however also its package, warranty, after-sale service, brand name, company image, value, and many other factors (McDaniel, Lamb & Hair, 2006).

In education setting the product is the curriculum or programs they offer. Most universities in both countries focused on health, sciences, finance, business, arts, medicine, education, law, nursing, engineering, architecture, IT, hospitality, tourism, music, agriculture, etc. This discipline is based on the country's needs. For instance, in Mongolia because of vast mineral and element deposits there are universities who are offering courses on mining and construction, etc. On the other hand Taiwan is focused on technology and manufacturing and health, therefore there are universities who specialized on these area. Education should concentrate on the specific needs of a country. Through education employment rate of the country could improve dramatically which will lead to better condition in life. Education could also improve the economic and financial condition of a country.

## **(2) Place**

Place strategies are concerned with making products available when and where customers want them. The aim is to make sure products arrive in usable condition at designed places when needed (McDaniel, Lamb & Hair, 2006).

In education place is where the college or university is located. For example in Mongolia most of them is in university belt, near the city center, near from each other. On the other hand in Taiwan, universities have bigger campuses with dormitories and far from each other.

## **(3) Promotion**

Promotion involves advertising, public relations, sales promotion, and personal selling. The role of promotion in the marketing mix is to carry about mutually satisfying exchanges with target markets by informing, educating, persuading, and reminding them of the benefits of an organization or product. Each element of the promotion 'P' is integrated and managed with the others to design a promotional blend or mix (McDaniel, Lamb & Hair, 2006).

In education, universities use print media in advertisement, with the current trend on internet social media place an enormous role in advertisement and promotion.

## **(4) Pricing**

Price is what a customer must give up to get a product. It is usually the most flexible of the four marketing mix elements – the quickest element to change. Marketers can increase or lower prices more regularly and easily than they can change other marketing mix variables. Price is a significant competitive weapon and is very important to the organization because price multiplied by the member of units sold equal total revenue for the firm (McDaniel, Lamb & Hair, 2006).

Prices varies on the number of years of study and courses to take. In general tertiary education is getting more expensive. Some consider it a privilege and not a right anymore. Universities nowadays offer different pricing strategies such as paying the down payment first and the rest in installment basis to name a few.

#### **(5) People**

People specify to all the teaching and administrative staff through which the service is delivered, and customer relations built (Kotler & Fox, 1995). People also involve the institution's current and former students.

#### **(6) Physical facilities**

Physical facilities, as Palmer (2001) calls it, indicate to all of the physical, tangible items an institution makes available to customers ranging from brochures to the infrastructure. Physical facilities, as an element of the mix, plays a main role as it is the means by which an institution is likely to raise the tangibility of its offering, especially with the fact that there is not usually much to be examined before purchase (Gibbs & Knapp, 2002). In this respect, physical evidence could be course books, or the furniture used and the built-environment. Marketers work together with architects and graphic designers in order to present attractive and effectively functioning facilities. Some marketers suggest an institution has a theme or culture color. This corporate identity color or logo has a marketing effect on customers as such color would emphasize them of that particular university.

#### **(7) Process**

In education, processes are how things occur in a university, such as the process of management, enrollment, teaching, learning, social and even sports activities. Processes can be of small concern to customer of produced products (Palmer, 2001).

## **1.2 Research Objective**

The research's objective aims to understand which factors are the student needs in term of student choice comparing Mongolia and Taiwanese university as the following:

- To identify factors in choosing university
- To determine specific elements of marketing mix in choosing a university
- To analyze the role of marketing mix in making a decision as far as finding the right university

## **1.3 Background of Higher Education in Mongolia**

Higher education became in the beginning of 20th century with the communist revolution and was based on a Soviet model in Mongolia. Since its inception the higher education system has seen significant growth to this day. All higher education was provided free of charge under communist rule. Since the early 90s, tuition fees have been proposed, however the government suggests grants and scholarships. The quality of education in the privately owned institutions is often perceived as inferior (Wikipedia, 2015).

As of 2015 there are 101 colleges and universities, however only 16 of those are public. But there are 103,650 students at the public universities compared to 74,223 private university students and 412 students at Satellites of foreign universities, signifying the continued significance of publicly funded higher education in Mongolia (Ministry of Education and Science, 2015).

The new 2002 improvement in the Higher Education Law categorized higher education institutions as universities, institutes and colleges. Colleges award higher education diplomas (three years of higher education) and Bachelor's degrees (four years of higher education), Institutions may also

provide Master’s degrees (one and a half to two years), and Universities preserve the prerogative to offer all degrees including doctoral (three to five years). Table 1.2 presents the locations of higher education institutions by 2014-2015.

Table 1.1 Higher Education Institution of Mongolia

	<b>Total</b>	<b>Ulaanbaatar1</b>	<b>Aimags2</b>
Public	16	13	3
Private	80	75	5
Satellites of foreign universities	5	4	1
<b>Total</b>	<b>101</b>	<b>92</b>	<b>9</b>

Note: 1 The capital city, 2 Mongolia consists of 21 aimags (administrative units)

Data source: Ministry of Education and Science (2015)

#### **1.4 Background of Higher Education in Taiwan**

The Ministry of Education is in charge for setting and controlling education policies and managing public institutions of education throughout Taiwan. The education system consists: basic education (nine years), senior secondary education (three years) and higher education (four year undergraduate degrees). Higher education involves colleges, universities, institutes of technology as well as graduate schools and postgraduate program. Engineering is an intensely popular discipline and engineering degrees account for over a quarter of the bachelor degrees awarded in Taiwan. This trend is in line with government employment and economic growth policies that have traditionally focused on high-tech manufacturing industries (World Education News & Reviews, 2010).

Bachelor degrees are provided by universities, four-year colleges, institutes of technology and universities of technology. This degree requires four years of study however, students who are not able to fulfill their requirements within the designated time may be allowed extensions of up to



two years. Specialized undergraduate programs such as dentistry or medicine require six to seven years, involving an internship of one year (Wikipedia, 2015).

Graduate programs leading to a master’s degree require one to four years of study, although the minimum is usually two years. Commonly, programs require a mix of coursework, examinations and a thesis. Students have to take core and elective courses, the exact mix of which will vary depending on the discipline. Students should also show proficiency in English and a second foreign language (World Education News & Reviews, 2010).

There are a total of 157 universities in Taiwan, 99 of which are private (Ministry of Education, 2015). Table 1.3 shows the number of higher education institutions by 2015/10/15.

Table 1.2 The Number of Colleges and Universities Nationwide

Public					Private				Total numbers
University	College	Open University	Military School	Total	University	College	School of Religion	Total	
34	15	2	7	58	37	59	3	99	157

Data source: Ministry of Education, Department of Higher Education (2015)

### 1.5 Significant

- (1) Ministry of higher education – it is government agencies which monitor and ensure that university meet the standards and requirements. Therefore this research could help them to come up with different suggestions on which courses to offer or area of specialization each university to focus on.
- (2) Taiwan and Mongolian University/Colleges – knowing the specific needs of each citizen they can improve the quality of education and adjust their programs to the current needs of the society or country.

- (3) College students – they will be guided which country to choose from, which courses to take and which university to enroll.
- (4) Parents and guardians- with the information gathered they can decide or come up with the right decision where to send their children



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Marketing in Education**

Philip Kotler, Professor of marketing at Northwestern University, determines marketing as “a social and management process in which individuals and groups satisfy their needs and wants through creation, supply, and exchange of valuable products with others”, (Kotler, Saunders, Armstrong, & Wong, 2007). It is a good characteristic of the strategy and tools used by marketing.

Many authors research's subject is marketing specific for universities. Hammond, Harmon and Webster (2007) put emphasis on marketing of performance of a university placement. They focused on university marketing in a broader sense systematically analyzing different views found in the literature about such issues, Hayez (2007) deals with the future of university marketing. He highlighted integrating strategic planning and more completed processing of an integrated marketing communication is vital and university brand's successful form.

Researchers noticed there are competition among universities is growing. Therefore marketing communication between school and consumer should be modernized. Ivy (2008) summed up that in the encouraging further research at universities and classic four factor model is not quite efficient.

Ho and Hung (2008) defined that tertiary education institutions' acceptable marketing mix and strategies are should be clarified. Marketing segmentation is their main direction. They spotted 5 suitable marketing strategies of groups of university candidates. Students are the main target group of services offered by universities. They aims to look domestic and

international students' factors account for satisfaction then appropriate marketing communication can be set up.

Quality education system, market-oriented system, provide a specific type of service in accordance with its needs are goal of higher education institutions' marketing. Whereby its main role and function must not be lost. Comparing to other service and production industries, educational marketing is limited because of its influence of state regulations defining educational system. Decisions included in higher education institutional marketing strategy are:

1. Current programs and markets –to maintain, build, or drop them.
2. Next new program and market chances.
3. Competitors' analysis.
4. Institution's position compared with competitors.
5. Point out target markets and figure out marketing mix (Kotler, 2008).

In the synergy between marketing, process management and human resources management building up of marketing mix service concept needs to be realized. Therefore, comprised of market segmentation, evaluation and selection of target market segment and positioning, *i.e.* differentiation are main issues of modern strategic marketing by Kotler then their use in organization pursuits needs to be positioned towards gaining competitive advantage.

## **2.2 Marketing Mix in Higher Education**

The development of a marketing strategy includes the coordination and combination of the marketing mix elements (Kotler & Fox, 1995, Ivey, 2008). It is the combination and coordination of the elements in the marketing mix that allows organizations to meet customers' need and provide customers

value. A traditional marketing mix consists of the following elements: Product, Price, Promotion, Place (Kotler, 2008).

A version of marketing mix was developed by Kotler & Fox (1995) which is created clearly for education institutions, and which appears to address the limitations set by marketing mix for products. Kotler & Fox's (1995) model describes this marketing mix in educational background to be consisting of seven marketing tools, "7Ps": program, price, place, promotion, process, physical facilities, and people (see figure 2.1). There are other suggestions of other elements for the marketing mix such as Ivy & Naude (2004) "7Ps" and Ivey (2008) "7Ps", 'program, prospectus, price, prominence, people, promotion and premiums'. The marketing mix developed by Kotler & Fox (1995) can be clarified as follow:



Figure 2.1 7Ps Marketing Mix Model

### **2.2.1 Program**

The first element in marketing mix is program. The point of what program to offer and how to make up and create it within an institutional marketing strategy has been addressed in the literature by Cubillo et al. (2006), and Hesketh and Knight (1997). An institution generally starts by determining programs and services being offered and made available to the markets and customers, whether they are students, companies or grants providers. An institution also questions whether this program matches customer's demands. Universities with same programs will find their markets and social differentiating between them on basic of their programs and their quality (Kotler & Fox, 1995).

Program is the most primary decision that higher education institutions should build. Developing program that fulfills customers' wants and demands are key marketing activity for education institutions (Ivey, 2008). There are three core activities in higher education as service offered: teaching, research and community service. Quality of higher education institutions services becomes a significant as a trigger for customer satisfaction. However, every stakeholder in higher education has individual view of quality, dependent on their specific needs. Furthermore, education is an experience service as its compatible characteristics can only be effectively determined by consumption (Amaral & Magalhaes, 2007). It is only when students attend a study program that he/she gets an idea about what has been 'purchased' in terms of quality. The program doesn't occur until the service provider implements the service, generally in the existence of the customer, and it doesn't certainly result in the ownership of any tangible thing (Kotler, Bloom & Hayes, 2002). Therefore, Gibbs and Knapp (2002) recommend that an institution is suggested to increase tangibility of the program offered by increasing what they illustrate as the 'wrapping' it is offering. They mean by 'wrapping' anything tangible of

the program involves, for instance, CD-ROMs, photocopied lecture material and handouts, course books, free access to the Internet, discounted materials.

### **2.2.2 Price**

Price is second element of marketing mix. Generally price element is related to tuition fees offered and any financial related issues. Kotler (1999) illustrated that the number of universities depending on tuition as a basic profit source is increasing. For instance, an estimate impact of 1% of the price increases the income the organization by 28.7% (Kotler, 1999). Pricing has a large influence on marketing strategies as most students and their parents are concerned about financial implication of studying university (Connor & Institute for Employment Studies, 1999; Pugsley, 2004). There is detailed literature presenting the significant role of price and cost of education, such as Ahier (2000), Doti (2004), Holdsworth and Nind (2005), and Beckie (2009).

As customers are often cost-conscious, they tend to maximize investment of their tuition fees, while maximizing their returns (Eckel, 2007). Students and parents are also well known that the real expense of attending university changes from the stated tuition fees (i.e. real costs against “sticker price”). With such customer realization and awareness towards tuition fees, the question now is whether or not a university must set a policy that offers courses at the lowest costs available. Actually, this is big problem that could influence the overall image of university as there is important impact on the perception of quality when being matched to price; for instance, some people recognize more high-priced offers to be of better value and vice versa (Foskett & Hemsley-Brown, 2001).

Kotler (1999) considers that people pay more for experienced and well-regarded doctors or consultants. It is a pricing strategy in which someone has a greater offering and/or position can request a higher price. For that reason,

in the framework of education, a student would pay a higher price for more famous and recognized university. Another method that an institution could use would be to separate or involve the total expense of the package. On the other hand, some institutions set the cost to be without any hidden extra payments or 'indirect combined cost' (Foskett, 1998), such as transportation or sports facilities fees, and here the customer can choose.

Other strategies used are rebate and scholarship offers. Institutions attract potentially excellent student to enroll by offering financial benefit. This influences the students' choices as they might then put more attention into universities with the most helpful offer. Kirp (2003) signifies concern of using this strategy, as it can possibly be used in right problematic manner, as it can influence students' choices on what is the best for them, and such differential cost bring a sense of discrimination between students with various skills.

### **2.2.3 Place**

The third element of marketing mix is place or distribution in higher education. Kotler (1999) explains place as in higher education place specifies to the availability of education/program to potential students in the most convenient and available way. A regular distribute way for education services is for the university to current courses at one location, with students gathering for classroom instruction (Kotler & Fox, 1995). For instance, El-Khawas, (1999) illustrates how competition among educational institutions has encouraged to offer different ways of delivery or to design niche e-markets. In addition, Kotler (2002) recommend that the 'place' of institution contains a Website that allows customers to download information twenty-four hours a day, seven days a week. It being more quickly usable with computer facilities, the opinion of location is developing in the field of education. A lot of universities are using information technology to serve their current students in



order to bring new students. Students don't need to be physically on campus to study anymore. Place is not only limited to an institution's way of delivery; it also relates to the convenience of an institution's location and connect to the students. Ivey and Naude (2004) and Maringe (2006) relate place to the campus built-environment and residential facilities.

In other words, an institution would deal with the convenience and attractiveness for students in condition of place, having in mind that marketing strategy puts customer's demand and requirements as a basic objective. It could be that most institutions decide to serve an individual location, to get students physically learn there (Kotler & Fox, 1995). Other opportunities and strategies extend not only the delivery system, however also the location to others; a multi-side strategy is considered (Jobber, 2004).

#### **2.2.4 Promotion**

The institutions ability to communicate with market is promotion. Indeed, communication because it is extensive and high profile, could exactly create or break a marketing mix, and so it requires perceptive and fixed analysis, planning and management (Brassington, 2006). There is some helpful literature about university promotion such as Harris (2009). Palmer (2001) analyzed promotion into four distinguished elements: advertising, sales promotion, public relations and personal selling. There are different sets of tools with each of these elements, possible for an institution to use for communicate with its customers, such as Web-advertising, search engine optimizations, direct mail, educational show exhibits, open days or conferences.

Promotional activities are more effective when they are continued and targeted. For instance, students at their third secondary school can be targeted. Targeting potential students could save some of promotion budget. Another

strategy used which is joined into whole institution mission, is the use of slogans and mission statements. Queensland University of Technology's slogan, for example, is 'a university for the real world' (Gibbs & Knapp, 2002). Kotler (1999) proposed that it is significant for institutions to advertise channels of communication with potential customers and use marketing skill to collect any information that an institution would find helpful. Jobber (2004) categorized different challenges for marketing a service such as education. He recommends that the intangible element of a service could be hard to communicate. Different advertising and promoting other tangible products where they present the product to the customer, it is not easy to represent quality education in an advertisement. But an institution can use tangible cues to support customers understand and judge a service. Some institutions make the mistake of promoting and advertising false claims about themselves as they might believe to tempt students to enroll at their institution. Consequently, this reflects negatively on that institution and could possibly ruin the institutional image to the public.

### **2.2.5 People**

The people element of the higher educational marketing mix specifies to the employees in the institutions. So people assigns to all the teaching and administrative staff through which the service is delivered and customer relation create (Kotler & Fox, 1995). People also involve institution's current and former students. Even though, Ivy and Naude (2004) claim that people are not adequate to be influential element in the mix on the part of potential students, other researchers do not allow, e.g. Brassington (2006), and Kotler and Fox (1995). Their points are based on the argument that education like many other services, depends on the people who work them, as they are the ones which are delivering the service. Lovelock & Wirtz (2004) recommends

that direct involvement in service production means that customers evaluate the quality of employees' appearance and social abilities, as well as their technical skills; consequently this is reflected on the way the offer is evaluated.

In building a marketing strategy university is suggested to begin on improving its staff. Wright (1999) considers that the achievement of an institution is more dependent on the attitudes, responsibility and skills of the all labor force, than on any other factor. Furthermore, the idea of creating a positive relationship with customers has effective role. Brassington (2006) defines that if customer feels satisfying with and beliefs specific provider, then competitors would find it hard to disturb this relationship. This is related to relationship marketing, where a university enables a relationship with its markets. An instance of this could be lecturers keeping mark and following up each individual student, not only on an academic level, however on many particular levels. Actually this has big evidence reflecting on current student retention.

### **2.2.6 Process**

Processes element was offered in comparably short and quick mode in various literatures e.g. Kotler and Fox (1995), there is important evidence of its significance and relevance, as it relates to all of the other marketing mix elements. Processes specify to the way a university makes business, and this relates the whole administrative system to this element (Kotler, 2002). Processes are how things occur in a university, such as the process of management, enrollment, teaching, learning, social and even sports activities. Processes can be of small concern to customer of produced products (Palmer, 2001); despite the contrary, they are of critical concern to high contact services such as education. In this case, universities are suggested to take into

consideration how their services are to be offered. For instance, teaching methods and assessment system are the most apparent points potential student enquires about (Ivy & Naude, 2004).

On a strategic level, universities are concerned about the delivery of service, and what quality controls could be designed in (Brassington, 2006), so that customers can be satisfied that there is flexibility in the service offered. Inconsistency could happen, for instance, with students' attitudes of different courses in the same university. It could also occur on the same course but with different teachers. Thus, a university is to set up typical criteria which can guarantee flexibility and maintain satisfaction. Although, some universities adapt quality management systems, such as Total Quality Management or other franchised systems such as the ISO 9000 series (Sallis, 2002).

### **2.2.7 Physical Facilities and Evidence**

Physical facilities or evidence specifies to all of the physical, tangible items a university makes convenient to customers ranging from brochures to the infra-structure (Palmer, 2001). Physical evidence is significant because the intangible nature of the service offered by higher education institution. Physical facilities, as an element of the marketing mix which can play main role by which a university is likely to increase the tangibility of its offering, particularly with the fact that there is not often much to be examined before purchase (Gibbs & Knapp, 2002). In this case, physical evidence could be course books, or the furniture used and the built-environment. Some marketers suggested a university has a theme or culture color. Using color or logo has a marketing effect on customers as such color would remind them of that specific university.

Kotler (2002) recommend that usually the most urgent clue for potential students about a university's identity is the physical evidence of

buildings and furniture. It might be first impression prospective customers have of a university upon visiting. Consistently, the first thing they see is the built-environment and the facilities the institution has. Gibbs and Knapp (2002) offer that condition of the physical location contributes greatly on image of the university. Separate from the customers' perspective on physical facilities, there is a positive function for them, as they help the teaching and learning process.

### 2.3 Student Choice

One of the factors of consumer behavior is student choice which is how individuals or group choose buy and use products or services (Kotler & Fox 1995). Students are going through following steps to find their school which are needs and motives, information gathering, evaluating alternatives, decision making and post choice evaluation.



Figure 2.2 Student Choice Model

In the step of student choice, marketing staff of higher education institution have to try to organize the consumers' unmet or unsatisfied needs, so they are able to find ways to fulfill these needs. Students' needs could different in nature. Even though activate need recognition through raising

their awareness of unperceived needs; marketers could not establish needs (Kotler, 2008). Student after decided to study, he or she start to find the right one. Information sources categorized as personal and non-personal by Kotler (2008). Personal sources for instance, family, friends and teachers. Non personal sources: advertisements, prospectuses, and social media. The next step that the students take after realizing the needed information, then evaluate the alternatives of universities that he/she can enroll. The process of evaluating alternatives includes the reduction of choices until one or two remain (Kotler & Fox, 1995). Program, cost, facilities, process, teachers, location are most attributes of students' evaluation. After collecting data evaluation is needed.

The final step in the decision making process, post purchase phase consists of post purchase dissonance, service product use, service product disposition, purchase evaluation. Kotler and Fox (1995) recommended that each of the marketing mix elements is vital for selecting the university. However different educational settings are needed in importance between P and different subcomponents within Ps.

Competitions between universities were forced to improve themselves with the efficient marketing tools and information that could support them to win an international market for higher education.

### **2.3.1 Needs and Motives**

The student choice decision-making often begins with recognition of a need. A need is activated when there is sufficient difference between the actual and the desired state of the customer. A need appears from perceived lack of something on the part of the customer (Van Dam, 1997). Needs realization to enroll university can be triggered through either internal or

external stimuli. For instance, students will recognize that they need to have a university qualification as they begin to consider their future professional life.

Concerning students' needs, motives, goals to attend university, marketers try to create the costumers' unmet or unsatisfied needs, thus they can find ways to fulfill these needs in order to attract students to their universities. Kotler and Fox (1995) illustrate that a considerable number of educational institutions still make the mistake of predicting students' needs and design programs only when it realize what a student actually wants to buy and this can only be achieved through building communication channels with students. Marketers are not able to create needs for students, they can however, activate need identification through increasing their knowledge of unperceived needs or problems that could exist in the future and they will then offer the students best solution (Blackwell et al., 2001). Such a strategy is considered to bring more customers into the market and prosper them into potential students.

### **2.3.2 Information**

When the need for attending at university level has been identified, a student usually searches for information on how to satisfy this need. Students usually begin the search process from their own memory of alternative universities that may be able to satisfy their needs. Palmer (2001) mentions to this level of search as the internal search which is based on the students' own experience and knowledge. While some students may have very little information and think it is enough, others require more, depending on their level of involvement in the decision. Menon (2004) refers that the level of involvement is correlated to students' socio-economic background; students with lower socio-economic status are more included in this decision. The level of involvement reflects on the information gathering process. For

instance, the decision to study university is one that the student is highly included with, as this would impact greatly on their future life and prospects (Kotler & Fox, 1995). When internal information is insufficient to base a decision on, the student starts an external search.

Kotler & Armstrong (2008) categorize information sources that prospective customers usually realize, as follows: (a) personal non-marketer controlled, e.g. family, friends, acquaintances; (b) personal marketer controlled, e.g. sales representatives; (c) non-personal non-marketer controlled, e.g. mass media; (d) non-personal marketer controlled, e.g. advertisement, prospectuses. The significance of personal sources stems from the fact that this is the starting point for a student's information gathering; they then supplement these personal information sources with non-personal sources.

Blackwell et al., (2001) highlighted that understanding the information gathering process has a major significance and reflection on a university's promotional strategy and it is mostly related to the promotional element in the marketing mix. So the marketer's role at this level is to find the type of information the student and their parents want to know and from what sources they collect information.

### **2.3.3 Evaluation and Alternatives**

When students have gathered enough information, they often make a list of universities to study (Kotler & Fox, 1995). The process of evaluating alternatives goes through restricting down the number of choices until only one or two remain. In order to make a decision a student establishes selection criteria that support to weigh up each of the providers against their priorities and values. Galotti (1995) highlights that once a student evaluates a university, they don't clearly use a single attribute, however consider a number of



attributes. She notes that a student determines different attributes and orders them in a hierarchy of importance.

This step is most connected to the marketing mix model as each of the attributes a student recognizes to be classified under one of the mix's elements.

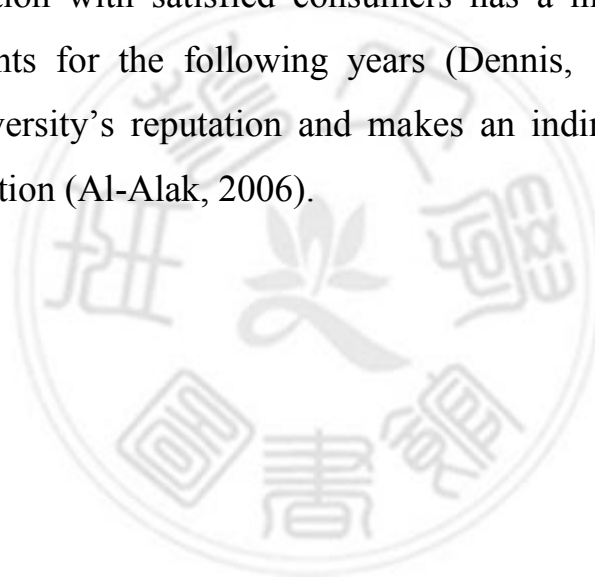
### **2.3.4 Decision and Purchase Implementation**

This stage demonstrates that how students come to their final decision about which university to enroll in. It is a critical level in the whole institution choice process. Kotler and Fox (1995) highlighted that a student usually has 'a feeling' of perceived risk about their decision, as there is often a high level of involvement and risk in such decisions that means they will try to get further information or advice about the university they are considering. For instance, when potential students go to enroll in a university, they try to analyze it in high detail. They might ask to see the classrooms and the books used in the course. They may even want to meet some current students at the university in order to ask their opinion and to find out whether they are satisfied at the university or not (Kotler & Fox, 1995).

Another significant factor that marketers pay attention to is that the staff members at the point of enrollment, which are the reception desk and enrolment team. These people have an important role in the marketing mix because they are the first to communicate face to face with the public (Stott & Parr, 1991). In this case, Dennis (1998) suggested that specific attention for the enrollment staff members' training and motivation. Students usually talk to these people about their needs and whether this provider can satisfy them.

### **2.3.5 Post-Purchase Evaluation**

After enrolling in a university and experiencing the service, a student often evaluate whether the service or its provider lived up to their expectations increased in the earlier stages of the process (Brassington, 2006). Kotler and Armstrong (2008) highlighted that what determines whether the customer is satisfied or dissatisfied with a purchase, is the relationship between the customer's expectations and the service perceived experience. It is a significant for an institution to make satisfied students. There are two main reasons that having satisfied students is important for a university. Firstly, an institution with satisfied consumers has a higher probability of keeping its students for the following years (Dennis, 1998). Secondly, it improves the university's reputation and makes an indirect word of mouth promotional operation (Al-Alak, 2006).



## **CHAPTER THREE**

### **RESEARCH METHOD**

#### **3.1 Framework of the Study /5P/**

The research's aims to understand which marketing mix elements influence to student choice of university comparing between Mongolia and Taiwan. A version of marketing mix was developed by Kotler & Fox (1995) which consists of seven marketing tools, "7Ps": program, price, place, promotion, process, physical facilities, and people; however in this study we used "5Ps" as following:

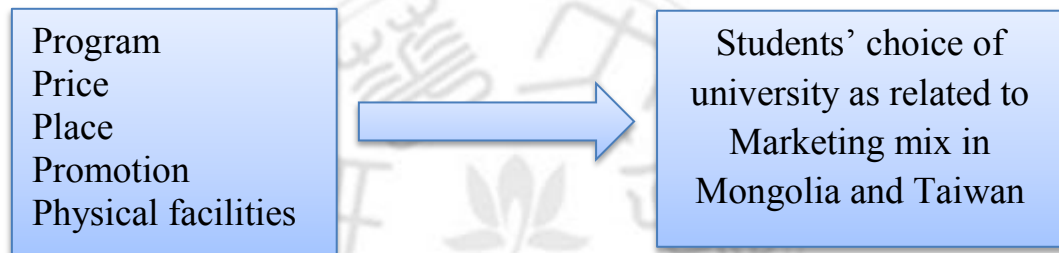


Figure 3.1 Research Framework

#### **3.2 Areas of the Study and Data Collection**

To accomplish the data collection it was preceded in two different countries namely Mongolia and Taiwan. The data collecting process was started on 20th of August 2015 which took about ten days to finish gathering the questionnaires and it was completed on 3<sup>rd</sup> of September 2015. The questionnaire was collected from seven different universities in Ulaanbaatar City namely Mongolian National University - Law University, Foreign Language University, National Health University, National Science and Technology University, Raffles International Institute, University of Humanity, and Citi University. 280 paper questionnaires were given to students through hardcopy in 7 different universities. A total of 250 usable

observations were collected in this survey. The researcher asked her colleagues and friends to conduct a survey to the identified Mongolian universities.

In Taiwan questionnaire was collected from the following 13 universities Nanhua University, Tainan National University, Chang Jung Christian University, National Kaohsiung University of Hospitality and Tourism, National Kaohsiung Marine University, Chia Nan University of Pharmacy and Science, Feng Chia University, I-Shou University, Dayeh University, National Changhua University of Education, National Dong Hwa University, Tamkang University and National Chi-Nan University between October 6<sup>th</sup>, 2015 and October 23<sup>rd</sup>, 2015. We collected survey from 346 respondents through internet.

### **3.3 Data Sources**

The data sources are mostly from primary and secondary. For primary data the researcher did a survey in Mongolia with 250 respondents and in Taiwan another 346 were surveyed. The secondary data were from the past research articles related to marketing mix in education and student choice of university. Internet, books and journals were used to gather data.

### **3.4 Justification of the Study**

Choosing a degree and a university is not an easy decision. It takes time to gather information before a person can make the right decision. There are several factors that may influence a person decision in getting a degree. This research was done to look for relevance of marketing mix in education which plays a significant influence. Comparing two different countries may give a clear picture on decision making on the aspect of education and marketing mix.

### **3.5 The Sampling Methods, Minimum and Actual Sample Size**

For the sampling method that was chosen for this research is the convenience sampling method because the survey question was given to random respondent from specific areas. As a researcher in order to gather the information from the respondent the survey was given away students from different universities in Mongolia and Taiwan.

### **3.6 Questionnaire Design**

The questionnaire designs are based on the research framework which measure influence of marketing mix on the student choice for selecting university (Refer to Appendix 1). The 7Ps item of marketing mix for higher education and student choice (decision making) developed by Kotler & Fox, (1995) was used to measure the marketing mix element and student choice.

The questionnaire design consist of 38 questions, including 12 questions about respondent's background and 26 questions about respondent's behavior of selecting of university in Mongolia and Taiwan. All the survey questions were multiple choices by a pair of functional (positive) questions and dysfunctional (negative) question.

The survey questionnaire is divided into two different sections which including "Section A for background information such as age group, education level, occupation, and gender. "Section B is included the quality attribute questionnaire, was built in reference to the Kano's model. The questionnaire is divided into five parts for all respondents to answer which related to their behavioral intention toward the Choice of University. A five – point Likert – type was used with "1" meaning "I like it" and "5" meaning "I dislike it" The questionnaire is written in English and translated it into Mongolian and Chinese, then back-translated it into English.

### **3.7 Questions Checking and Editing /Pre-test/**

The questionnaire was pre-tested to check for the comprehensibility of the instructions, construct, and wording. The questionnaire checked among 49 students from different universities by online in Mongolia. According to the reliability test, there is no item deleted because all items to total correlation are above than 0.3. Cronbach's alpha with 7P is 0.955 and it means internal consistence is quiet high. For the coding of the survey questionnaire is attached in Appendix 1.

### **3.8 Data Analysis Methods**

This study used Kano model and SPSS 18.0 as major tools to support us for analyzing collected data. In order to analyze data, the following data analysis methods adopted.

#### **3.8.1 Descriptive Statistic Analysis**

To better understand characteristics of sample, Descriptive Statistic Analyze is used to illustrate the means and standard deviation of each characteristic of each sampling such as tenure and democratic.

#### **3.8.2 Reliability of the Measurement Variables**

Reliability test will be used to canvass the collected data to purify the measurement scales and to identify their dimensionality and to confirm the reliability of each research factors.

Internal Consistency Analysis:

Cronbach's alpha ( $\alpha$ ) will be used to test the internal consistency of each factor. According to Robinson & Shaver (1973), if  $\alpha$  is greater than 0.7, it means that it has high reliability and if  $\alpha$  is smaller than 0.3, then it indicates that there is low reliability.

### **3.8.3 Interrelationship between Research Variables**

#### **1. Independent Sample T-test**

This is used to compare the means of one variable for two groups of cases. In this study, independent sample t-test is used to check the difference between two groups of gender.

#### **2. Analysis of Variance (ANOVA)**

One-Way Analysis of Variance (ANOVA) is a technique used to compare means of two or more samples; it is a method to test the equality of three or more means at one time by using variance.

### **3.8.4 Kano Evaluation and Category**

The data is analyzed by using Kano model. The Kano model is developed in the 1980s by Professor Noriaki Kano, has appeared into one of the most well-known quality models today. It has taken the attention of many marketing specialists and researchers who are included in products or service improvement strategy and who are trying to recognize those product/service features that show key drivers of customer satisfaction and dissatisfaction. In this model, quality attributes could be divided into five categories: Must-be quality elements (M), Attractive quality elements (A), Performance quality elements (P), Indifferent quality elements (I) and Reverse quality elements (R) (Kano et al., 1984). It is significant to note that that Kano's original model allows for and recognizes questionable attributes; those that did not frequently fall into one of the above five categories. According to Kano et al., (1984) understanding functional requirements of a product attribute in addition to the satisfaction rating, could reveal the origin of customer satisfaction, as well as the features or attributes that an organization has to focus on in order to be competitive, increase customer satisfaction, or to differentiate themselves within the market place (Kano et al., 1984).

The classification of quality attributes in Kano Model can be available by Kano's two-dimensional questionnaire. In this questionnaire, any one of these student requirements is analyzed by a pair of functional (positive) questions and dysfunctional (negative) question. There are five points or answers for every question: like, expect it, neutral, live with, and dislike. In Kano model, an indicator that is marked as mode or the most frequent, based on student's answers, is used as the final classification of student requirements.

Table 3.1 Kano evaluation table

Student Requirement		Dysfunctional (negative) question				
		1.Like	2.Expect It	3.Don't Care	4.Live With	5.Dislike
Functional (positive) question	1.Like	Q	A	A	A	P
	2.Expect It	R	I	I	I	M
	3.Don't Care	R	I	I	I	M
	4.Live With	R	I	I	I	M
	5.Dislike	R	R	R	R	Q

Data source: Sauerwien et al. (1996).

M: Must be

I: Indifferent

P: Performance

Q: Questionable (invalid)

A: Attractive

R: Reversal (invalid)

As can be seen in the table 3.1, category A means "Attractive", illustrating that the service attribute is an attractive customer requirement from customer's point of view. This category is identified when customer



select “Very satisfied” in the functional form of the question and combined with “Satisfied”, “Neutral” or “Dissatisfied” in the dysfunctional form of questions. The customer satisfaction would increase along with the availability of A attributes exponentially. If they are missing, however, there is no feeling of dissatisfaction. A is the key factor for improving differentiation and making competitive advantage (Kano et al., 1984). O shows for “One-dimensional”; indicating to customer satisfaction is proportional to the availability of quality attributes. Category M refers “Must be” quality that is the basic indispensable quality attribute according to customer trust. In fact, this is an attribute whose absence will result in customer extreme dissatisfaction, in contrast, whose existence does not significantly provide to customer satisfaction. If combining the answer yields category I that means these results neither in satisfaction nor dissatisfaction, whether fulfilled or not. Kano (2001) recommended that the dynamic evolution sequence of quality attributes in the product life cycle is I, A, O, M, hence, I is the source of innovation. “Reverse” is represented by category R. The service is not only wanted by the customer, however they even expect the reverse. The last one is category Q representing for “Questionable” results. Questionable scores indicate that the person interviewed misunderstood the question or crossed out a wrong answer by mistake. Kano’s model is presented in Figure 3.2. The multi-dimensional measurement contributes the basis for Kano’s Model which plots satisfaction on the y axis, attributes performance on the x axis, and reveals the predicted effect on satisfaction based on expected attribute quality.

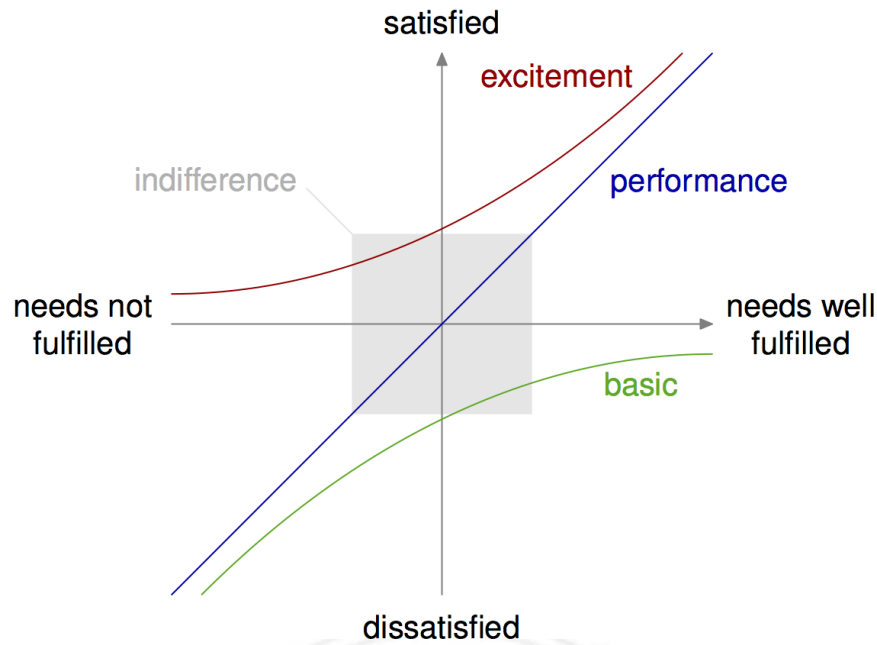


Figure 3.2 Kano Model

After collecting combined answers of the functional and dysfunctional question in the evaluation table (Table 3.1), the result of the individual variable criteria are listed in the table of results which shows the overall distribution of requirement categories.

Table 3.2 An example of result

Quality attribute	A	P	M	I	R	Q	Total	Category
Item 1	3	9	11	3	0	0	26	M
Item 2								
Item 3								
...								

First of all, the result of Kano questionnaire were insert into a table as shown in Table 3.2. After that, the frequency analysis was used to classify the student' requirements. For example, if the result of Kano questionnaire illustrates that student requirement 1 has 3 A, 9 P, 11 M, and 3 I, it belongs to the Must-be category because of the highest frequency. As the rule, a more differentiated clarification is required, as the answers to a customer requirement are often spread out over more than one category. In this case,

this distribution can be defined by the fact that customer in different segments have different service expectations. In some case, when the individual product requirements cannot be actually assigned to the various categories.

### 3.8.5 Customer Satisfaction Coefficient

The customer satisfaction coefficient states whether satisfaction can be increased by adapting a quality attributes, or whether fulfilling this service items only averts the customer from being dissatisfied (Berger et al., 1993). Various customer objects often have different needs and expectation. Thus, in some case, it is not clear whether a certain service item can be assigned to the different categories causing that understanding the average impact of a quality attribute on the satisfaction of all the customers is greatly significant. The customer satisfaction coefficient signifies the extent to which satisfaction increases if a product requirement is fulfilled or the extent to which satisfaction decreases if a product requirement is unfulfilled. It is an important to know the average impact of a product or service requirement on the satisfaction of all customers. The calculation of this coefficient is as follow (Berger et al., 1993):

- Extent of satisfaction:

$$\frac{A + P}{A + P + M + I}$$

- Extent of dissatisfaction:

$$\frac{P + M}{(A + P + M + I) * (-1)}$$

According to the calculation, a minus sign in front of the customer satisfaction coefficient of customer dissatisfaction in order to highlight its negative influence on customer satisfaction if this quality attribute is not

fulfilled (Saurwein et al., 1996). A positive customer satisfaction coefficient ranges in value from zero to one; the closer to one the value is, the higher the influence on customer satisfaction. The negative customer satisfaction works in the same way, all the evaluated characteristic can be showed visually in diagram (figure 3.3). It is effective to know their influence on customer satisfaction and set priorities when designing services (Qiting et al., 2013).

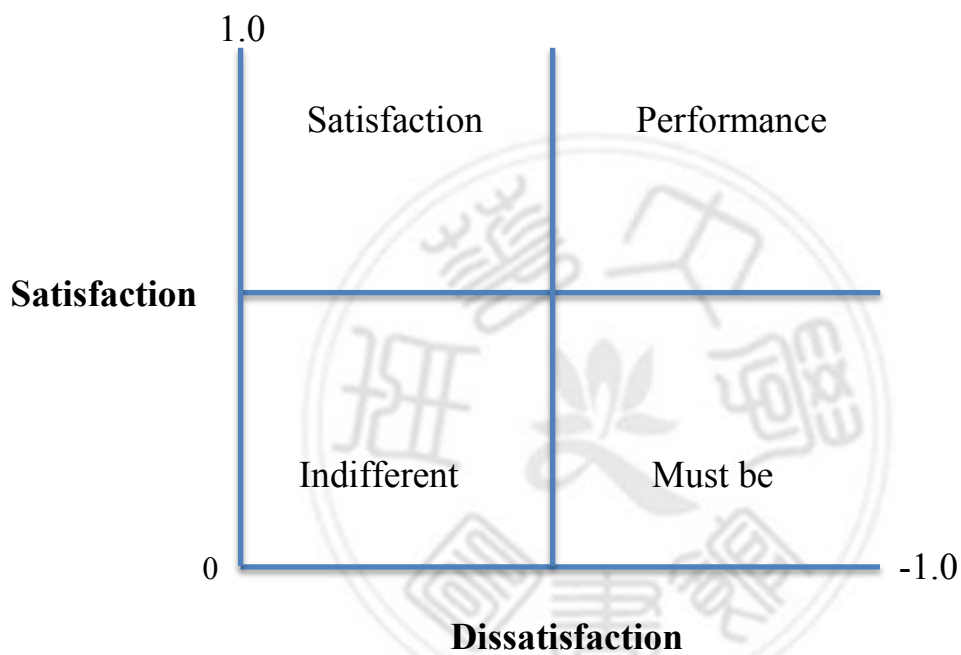


Figure 3.3 Customer Satisfaction Coefficient Diagram

## **CHAPTER FOUR**

### **RESULT AND ANALYSIS**

This research model aimed to focus on two countries educational system particularly on the tertiary level. Comparing between Mongolian and Taiwanese universities in terms of student's choice and marketing mix is one of the key elements which may affect student's decision.

As stated in section 3.2, the total questionnaires were collected from August 20<sup>th</sup>, 2015 to October 23<sup>th</sup>, 2015 to students who study in Mongolian and Taiwanese universities. Google driver software is used as the primary facility of data collection in Taiwan and hardcopy is handled in Mongolia. Sampling data consist of totally 596 participants is collected. Before going in-deep data analysis, it is necessary to firstly examine the respondent demographic characteristics which are considered basic information of this survey.

#### **4.1. Descriptive Statistics**

This section will support overview information of participants in term of their gender, age, education level, occupation and major. This data will be considered as the basis statement of Kano model's analyzing.

##### **(1) Gender and Age:**

The table 4.1 shows the frequency statistics of gender and age in the universities. According to the table, the proportion of female is higher than male fluctuating around 59% in both countries. The gender consist of 42% male in Mongolia while 39.3% male in Taiwan. In Mongolia, female prefer to enroll in university is much higher than male last 15 years period.

For the age, the student at the aged of 19 to 25 accounted for the highest percentage of total of two countries. It respectively is 67.2% and 85% corresponding to Mongolia and Taiwan. The number of student aged 25-above ranked for the lowest among the ages. The period of 25-above is the extent of time that people have already graduated universities and have stable jobs.

Table 4.1 Frequency Statistics of Gender and Age

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
Female	145	<b>58</b>	210	<b>60.7</b>
Male	105	42	136	39.3
15-18	59	23.6	37	10.7
19-25	168	<b>67.2</b>	294	<b>85</b>
25-above	23	9.2	15	4.3
Total	<b>245</b>	<b>100%</b>	<b>346</b>	<b>100%</b>

## (2) Location:

The table 4.2 presented information of structure of student's home location. From the table, students who live in urban area ranked for highest percentage 80% in Mongolia while Taiwanese 30.9%. It appearance 1 of 3 population live in urban area in Mongolia. For Taiwan, the numbers of students live in area between urban and country accounted 35.5%. According to the table, Taiwanese live spread between urban area and country comparing with Mongolia.

Table 4.2 Frequency Statistics of Location

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
Urban area	200	<b>80</b>	107	30.9
Country area	22	8.8	116	33.6
Area between urban and country	28	11.2	123	<b>35.5</b>

### (3) Part time job:

As is highlighted by the table 4.3, student who has part time job in both countries is obvious. The number of students who don't have part time job is highest percentage of total 70.8% in Mongolia and 67.1% in Taiwan.

Table 4.3 Frequency Statistics of Part time Job

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
Have part time job	73	29.2	114	32.9
Don't have part time job	177	<b>70.8</b>	232	<b>67.1</b>

### (4) University entity:

The table 4.4 indicates frequency statistics of participant's university entity. According to the table, student who studies in public university is 70.8% in Mongolia while private university is 74.9% in Taiwan for the highest percentage.

Table 4.4 Frequency Statistics of University Entity

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
Private	73	29.2	259	<b>74.9</b>
Public	177	<b>70.8</b>	87	25.1

### (5) Major:

Regarding to the major of participants in Mongolia, it could be seen that most of them were science and technology, with 40.4% of the respondents. Moreover, students mostly choose social science with 23.6% and management with 20.4% majors in Mongolia. In contrast, management has the highest proportion of students 35.8%, following by science and technology with 15.6% in Taiwan.

Table 4.5 Frequency Statistics of Major

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
Management	51	20.4	124	<b>35.8</b>
Science and technology	101	<b>40.4</b>	54	15.6
Social Science	59	23.6	36	10.4
Humanity	18	7.2	48	13.9
Arts	10	4	15	4.3
Education	3	1.2	4	1.2
Others	8	2.2	65	18.8

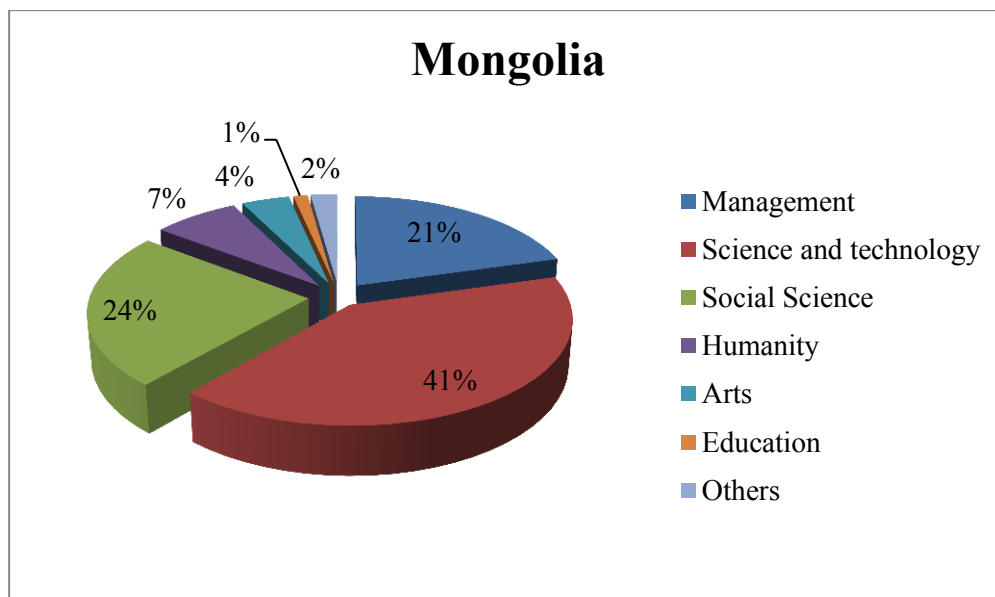


Figure 4.1 Frequency Statistics of Major in Mongolia



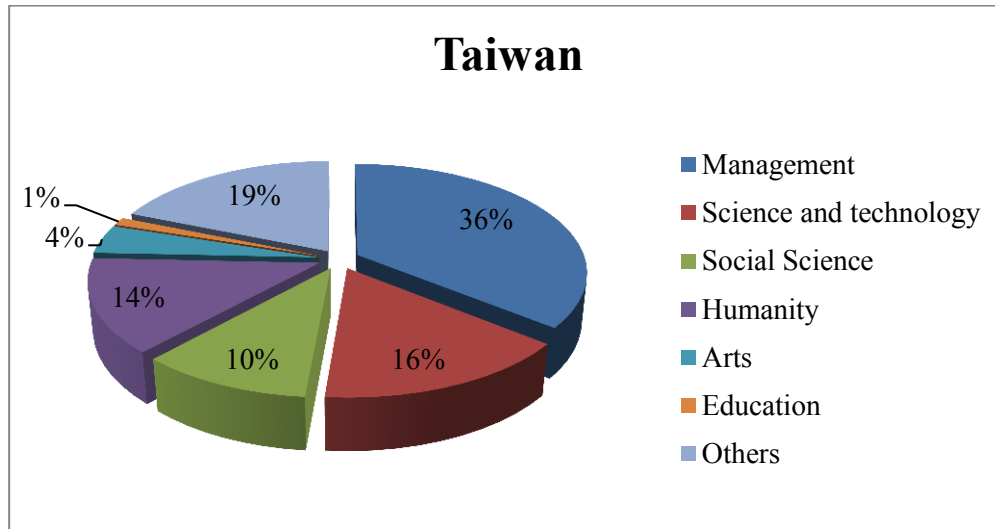


Figure 4.2 Frequency Statistics of Major in Taiwan

**(6) Education level of parents:**

The table 4.6 illustrated frequency statistics of education level of participant's parents. Most of parents were educated the undergraduate with father 46.4% and mother 50.4 in Mongolia. For the Taiwan, most of them were high school and below holders with father 59.2% and mother 63.3 of the respondents. In addition, comparing between two countries, percentage of graduate and post graduate in Mongolia is higher than Taiwan.

Table 4.6 Frequency Statistics of Education Level of Parents

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
	Father			
High school and below	84	33.6	205	<b>59.2</b>
Undergraduate	116	<b>46.4</b>	121	35
Graduate	38	15.2	13	3.8
Post graduate	12	4.8	7	2
	Mother			
High school and below	78	31.2	219	<b>63.3</b>
Undergraduate	126	<b>50.4</b>	115	33.2
Graduate	38	15.2	6	1.7
Post graduate	8	3.2	6	1.7

**(7) Income:**

According to the table 4.7, participant’s yearly income ranged from 6000 to 10000 (\$US) had highest percentage with 46% in Mongolia. On the other hand, yearly income of respondents ranged 6000-10000 (\$US) and 20001 - above were same as rate with 34.7% in Taiwan. From this, we can see yearly income in Taiwan is higher than Mongolia.

Table 4.7 Frequency Statistics of Family Income by Yearly

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
6000-10000(\$US)	115	<b>46</b>	120	<b>34.7</b>
10001-15000(\$US)	83	33.2	61	17.6
15001-20000(\$US)	25	10	45	13
20001 and above	27	10.8	120	<b>34.7</b>

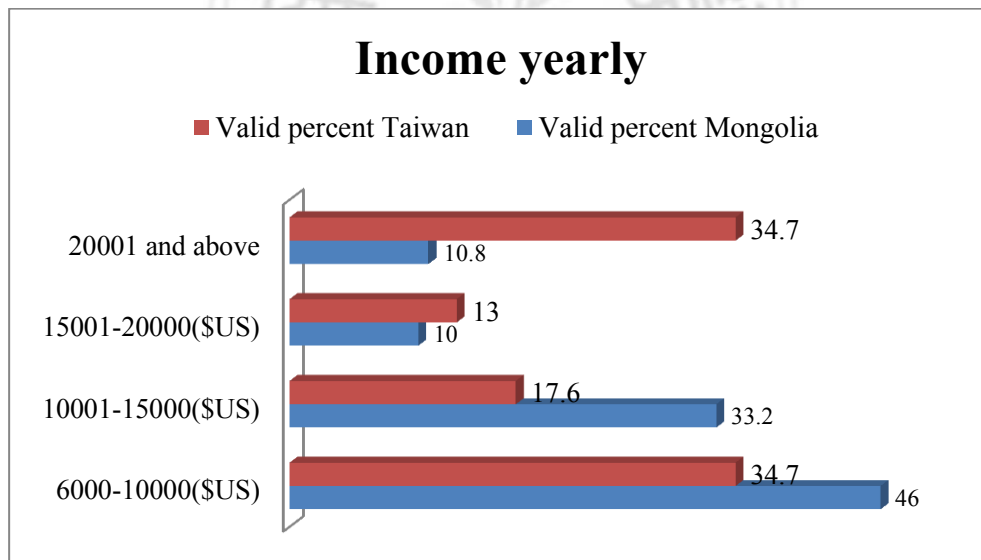


Figure 4.3 Frequency Statistics of Family Income by Yearly

**(8) Parents’ occupation:**

Table 4.8 presented frequency statistics of parents’ occupation of participants. From the table, highest percentage of respondents’ fathers who work in business and management field with 27.2% in Mongolia while

production with 15% in Taiwan. For the mother's occupation, it is same as both countries and most of them work in business and management field with 26.4% in Mongolia and 16.5% in Taiwan. In addition, unemployment/retired had the highest percentage with 29.5% in Taiwan.

Table 4.8 Frequency Statistics of Parents' Occupation

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
	Father			
Business and Management	68	<b>27.2</b>	50	14.5
Computers	7	2.8	7	2
Construction	15	6	36	10.4
Education	19	7.6	12	3.5
Engineering	23	9.2	27	7.8
Military	15	6	3	0.9
Production	20	8	52	<b>15</b>
Professional	17	6.8	7	2
Sales	24	9.6	27	7.8
Unemployment/retired	24	9.6	48	13.9
Others	18	7.2	77	22.2
	Mother			
Business and Management	66	<b>26.4</b>	57	16.5
Computers	6	2.4	5	1.4
Construction	6	2.4	7	2
Education	36	14.4	25	7.2
Engineering	11	4.4	3	0.9
Military	1	0.4	1	0.3
Production	20	8	37	10.7
Professional	24	9.6	10	2.9
Sales	42	16.8	36	10.4
Unemployment/retired	23	9.2	102	<b>29.5</b>
Others	15	6	63	18.2

**(9) Influence of choice:**

The following table 4.9 shows what influences to participant to select their university choice. According to the table, when students choose their universities, they prefer their own decision first which had highest 65.2% in

Mongolia and 77.2% in Taiwan. Secondly, parents' decision can influence to their choice of universities.

Table 4.9 Frequency Statistics of Influence of Student Choice

Items	Mongolia		Taiwan	
	Frequency	Valid Percent	Frequency	Valid Percent
Own decision	163	<b>65.2</b>	267	<b>77.2</b>
Parents	67	26.8	57	16.5
Friend or relatives	15	6		
Other social media promotion	4	1.6	3	0.9
Other	1	0.4	19	5.5

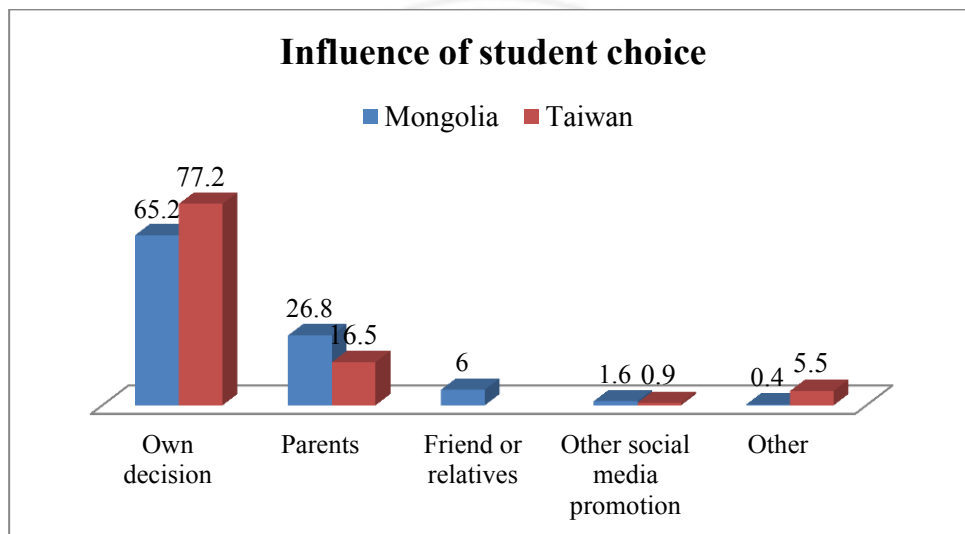


Figure 4.4 Frequency Statistics of Influence of Student Choice

## 4.2 Reliability test

Reliability test is conducted in this research for verifying reliability of the variables. Reliability test is organized to provide the internal consistency measurement to each variable as well as Cronbach's alpha assesses the internal consistency of each construct. Table 4.10 highlights the questionnaire items and the results of reliability test.

Table 4.10 Reliability test for Taiwan and Mongolia

Factors	Cronbach's Alpha	
	A /positive questions/	B /negative questions/
School Resource and Environment	.833	.874
Program	.768	.854
Price	.547	.578
Place	.832	.808
Promotion	.913	.903
Total	.945	.950

Reliability test presented all variables are significant since the Cronbach's alpha values were higher than the set criteria of 0.7 except "Price" factor for both positive and negative questions in both countries. Thus, it shows all of the factors have a high internal consistency to the construct. On the other hand, for "Price" factor, Cronbach's alpha is weak. Therefore, internal consistence of Price factor is not strong.

### 4.3 Independent Sample t-test

The Independent Sample t-test procedure compares means for two groups of cases. In this research, the 5 groups of marketing mix could be assigned to different groups of gender in Mongolia and Taiwan. Table 4.11 shows the result of the different groups of gender.

There is a statistically difference in "Program" between "female and male". As indicated in Table 4.11, female students achieved substantial result in program. A p-value of .000 means that the different gender played a significant role in the overall Program  $p < 0.001$ . It shows that women prefer 'Program' more than men. In addition, 'School Resource and Environment' and 'Promotion' are significant, thus women think that these three factors are most important for them in Mongolia.

As a highlighted in Table 4.12, there is no difference between female and male. It presents that student's thought is same; it doesn't matter if it's female or male. Comparing between Taiwan and Mongolia, the Mongolian

female students are more focus on program, promotion, and school resource than Taiwanese female students.

Table 4.11 T-test for different groups of gender /Mongolia/

Factors	Gender	Number of respondent	Mean	Std. Deviation	T-Value	P
School Resource and Environment	Female	145	.2423	.06427	-2.404	.017*
	Male	105	.2630	.07051		
Program	Female	145	.2924	.08021	-3.814	.000***
	Male	105	.3333	.08835		
Price	Female	145	.4950	.16354	-1.508	.133
	Male	105	.5270	.16811		
Place	Female	145	.3922	.14197	-1.843	.067
	Male	105	.4250	.13410		
Promotion	Female	145	.1851	.05127	-2.284	.023*
	Male	105	.2007	.05608		

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$

Table 4.12 T-test for different groups of gender /Taiwan/

Factors	Gender	Number of respondent	Mean	Std. Deviation	T-Value	P-Value
School Resource and Environment	Female	210	.3631	.11665	-.760	.448
	Male	136	.3725	.10716		
Program	Female	210	.3996	.12485	-.214	.831
	Male	136	.4026	.13406		
Price	Female	210	.6392	.23753	-.246	.806
	Male	136	.6454	.22284		
Place	Female	210	.6872	.25777	1.644	.101
	Male	136	.6411	.25035		
Promotion	Female	210	.3103	.08481	-.042	.969
	Male	136	.3108	.10888		

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$

#### 4.4 One-way ANOVA analysis

This technique is valuable for studies including two or more groups. ANOVA is used to determine if there are significant differences between two or more means at a selected probability level. One-way ANOVA was

performed for identifying the significant difference groups of age among each factor.

As shown table 4.13, there is statistically significant difference between age 15-18 and 25-above in “Price” element. According to result, age of students from “15-18” possesses the highest level of Price. The lowest level of price is the age of students from “25-above”. Students age from 15-18 care more about ‘Price’ than 25-above.

Table 4.13 One-way ANOVA for different groups of age /Mongolia/

Factors	Demographic group	Number of respondent	Mean	Std. Deviation	F	Sig	Scheffe
School Resource and Environment	1. 15-18	59	.2509	.06421	.429	.652	
	2. 19-25	168	.2493	.06722			
	3. 25-above	23	.2633	.07984			
Program	1. 15-18	59	.3186	.08270	.494	.611	
	2. 19-25	168	.3060	.08624			
	3. 25-above	23	.3130	.09393			
Price	1. 15-18	59	.5122	.14737	5.552	.004**	1>3
	2. 19-25	168	.4927	.16701			
	3. 25-above	23	.6135	.17039			
Place	1. 15-18	59	.4078	.13098	1.774	.172	
	2. 19-25	168	.3984	.13691			
	3. 25-above	23	.4565	.17110			
Promotion	1. 15-18	59	.1909	.04856	.194	.824	
	2. 19-25	168	.1910	.05460			
	3. 25-above	23	.1984	.06204			

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$  (smaller is better)

According to table 4.14, there is statistically significant difference between age 19-25 and 25-above in “Promotion” element. As shown the result, age of students from “25-above” possesses the highest level of Promotion. The lowest level of promotion is the age of students from “19-25”. Taiwanese students concern more on ‘Promotion’ than Mongolian students. Students who have age above 25 think that promotion element is significant comparing to students age with 19-25.

Table 4.14 One-way ANOVA for different groups of age /Taiwan/

Factors	Demographic group	Number of respondent	Mean	Std. Deviation	F	Sig	Scheffe
School Resource and Environment	1. 15-18	37	.3566	.11939	.412	.663	
	2. 19-25	294	.3690	.11137			
	3. 25-above	15	.3481	.13191			
Program	1. 15-18	37	.3805	.12423	1.205	.301	
	2. 19-25	294	.4052	.12797			
	3. 25-above	15	.3653	.14412			
Price	1. 15-18	37	.6276	.25555	1.024	.360	
	2. 19-25	294	.6474	.23006			
	3. 25-above	15	.5630	.19458			
Place	1. 15-18	37	.6233	.22750	2.313	.101	
	2. 19-25	294	.6805	.25635			
	3. 25-above	15	.5583	.28097			
Promotion	1. 15-18	37	.3045	.09343	3.190	0.42*	2>3
	2. 19-25	294	.3143	.09374			
	3. 25-above	15	.2521	.10628			

Note: \*\*\*  $p < 0.001$ , \*\*  $p < 0.01$ , \*  $p < 0.5$  (smaller is better)

## 4.5. Kano's Model Analysis

### 4.5.1. The strategy of integrated assessment

The Kano's method is used to analyze all 26 quality attributes in this section. After students' surveys statistic, the data summarized in the table 4.15 /Mongolia/ and 4.16 /Taiwan/. According to the table 4.15, there were no "Must be" quality element (M), and "Attractive" quality element (A), 18 "Performance" quality elements, and 8 "Indifferent" quality elements (I). For the table 4.16, there were 4 "Must be" quality elements (M), 1 "Attractive" quality element (A) and 4 "Performance" quality elements, and 17 "Indifferent" quality elements (I). As the above, the survey was divided into five segments: school resource and environment, program, price, place, and promotion. We have to solve each variables to get accurate analyze.

#### (1) School resource and environment /Mongolia/:

There are 6 quality attributes in this group which "Performance" elements has 5 and the rest is an "Indifferent" element in table 4.15 /Mongolia/. Students think that "Comfortable dormitory to live in" is not



important which selecting “Indifferent”. It shows that students don’t care about it no matter it is available or not. Thus, students are not concerned about dormitory when they choose universities in Mongolia. “High quality of teachers”, “Easy to get student services”, “Sufficient/good facilities”, “Sufficient course materials and equipment”, “Beautiful/attractive design of campus environment and building” are considered as the “Performance” elements. Regarding to students point of view, these services are fulfilled leading to student’s satisfaction, whereas, if they are not fulfilled, students can be frustrated. It can be said that these elements could be strong influence in student’s satisfaction as well as their choice of universities. A university provides good services with experienced lecturers and sufficient facilities and environment are expected to students for their whole satisfaction.

## **(2) Program /Mongolia/:**

This section includes 5 items and it can be seen from the table 4.15, 2 of them are “Performance” elements and 3 of them are “Indifferent”. In fact, with 100% of total participant choosing “P”, “The program you want to study” is considered as a factor which can allure students choosing the university. It claims that if a university offers program which students desire to study is increasing their satisfaction. “Approved by international accreditation system”, “The program that gives you necessary knowledge for its field”, and “Educated students who most desired by local companies” were classified as “Indifferent” factors. It shows that students are not concern about universities offering program is accredited or not and do not care about find job after they graduate university, also their major is demands on market or not.

### **(3) Price /Mongolia/:**

There are 3 quality attributes in this group which “Performance” element has 2 and rest is “Indifferent” element. “Offered scholarship and incentive” selected “Indifferent” element with 76.9%. It indicates that students are not worried about university offers scholarship or not. It means that students can select university without any incentives because universities providing scholarship is not popular and easy, only for granted students who can receive it. “Acceptable tuition fee” and “Remained tuition unchanged” are treated as “Performance” elements. If the tuition fee is not expensive and don’t increase tuition fee often, they will be satisfied their universities.

### **(4) Place /Mongolia/:**

This section includes 4 items, 3 of them are “Performance” elements with 100% and only one “Indifferent”. “Close distance from home”, “Located in a center”, and “Available necessities nearby campus” respectively made up 100% of total selecting “P”. It illustrates that school location is a significant and be whole satisfied for them. When students make a decision to select universities, they pay more attention to school location. The rest of “I” is “Convenient transportation to campus” and it is not important for them about transportation issues. It means that it’s easy to get transportation service in Mongolia.

### **(5) Promotion /Mongolia/:**

The last group includes 8 quality attributes. Student’s evaluation in this stage is acceptable variety with 6 “Performance” elements and 2 “Indifferent”. “Good Prestige”, “Easy to get more information from social media”, “Very active in public relation”, and “High employment rate after graduate” made up 100% and “Representatives who can constantly meet with students” with

61.5%, and “Suggested by friends / relatives” with 73.1% are selected as “P” elements. If universities provide these elements, it completed superior to student’s satisfaction, whereas, if they are not completed, students can be disappointed. “Good ranking in its field of study”, and “A desirable school even without constant advertisement” are considered as “Indifferent” elements. It illustrates that students don’t care about it no matter it is accessible or not.

Table 4.15 The Analytic Result of All Attributes /Mongolia/

No.	Groups	Quality Attributes	A (%)	P (%)	M (%)	I (%)	R (%)	Q (%)	Total (%)	Category of Kano’s Model
1	School resources and environment	High quality of teachers	0	<b>100</b>	0	0	0	0	100	P
2		Easy to get student services and assistances	7.7	<b>76.9</b>	0	15.4	0	0	100	P
3		Sufficient / good facilities	0	<b>100</b>	0	0	0	0	100	P
4		Sufficient course materials and equipment	3.9	<b>69.2</b>	0	26.9	0	0	100	P
5		Beautiful / attractive design of campus environment and building	0	<b>100</b>	0	0	0	0	100	P
6		Comfortable dormitory to live in	0	30.8	3.8	<b>65.4</b>	0	0	100	I
7	Program	The program you want to study	0	<b>100</b>	0	0	0	0	100	P
8		Approved by international accreditation system	11.6	34.6	0	<b>53.8</b>	0	0	100	I
9		The program that gives you necessary knowledge for its field	0	42.3	0	<b>57.7</b>	0	0	100	I
10		Educated students who most desired by local companies	23.1	15.4	3.8	<b>57.7</b>	0	0	100	I
11		The program that is on high demand	46.2	<b>53.8</b>	0	0	0	0	100	P
12	Price	Acceptable tuition fee	3.9	<b>73.1</b>	11.5	11.5	0	0	100	P
13		Remained tuition unchanged	0	<b>69.2</b>	0	30.8	0	0	100	P
14		Offered scholarship and incentives	0	23.1	0	<b>76.9</b>	0	0	100	I
15	Place	Close distance from home	0	<b>100</b>	0	0	0	0	100	P
16		Located in a center	0	<b>100</b>	0	0	0	0	100	P
17		Convenient transportation to campus	0	3.8	0	<b>96.2</b>	0	0	100	I
18		Available necessities nearby	0	<b>100</b>	0	0	0	0	100	P

		campus								
19	Promotion	Good prestige	0	100	0	0	0	0	100	P
20		Good ranking in its field of study	7.7	26.9	0	65.4	0	0	100	I
21		A desirable school even without constant advertisement	0	30.8	0	69.2	0	0	100	I
22		Easy to get more information from social media	0	100	0	0	0	0	100	P
23		Very active in public relation (For example conference).	0	100	0	0	0	0	100	P
24		Representatives who can constantly meet with students	0	61.5	0	38.5	0	0	100	P
25		High employment rate after graduate	0	100	0	0	0	0	100	P
26		Suggested by friends / relatives	0	73.1	0	26.9	0	0	100	P

### (1) School resource and environment /Taiwan/:

There are 6 quality attributes in this group which “Attractive” element 1, “Performance” elements 2, “Indifferent” elements 2 and the rest is “Must be” element in table 4.16 /Taiwan/. Actually, with 42.3% of total participants choosing “A”, “Beautiful / attractive design of campus environment and building” is considered as a factor which can attract students choosing universities. In this case, beautiful and attractive campus become an important tool to allure customers, thereby, can serve them effective ways. Students think that “high quality of teachers” is an obvious demand. Thus, they don’t have much expectation on this service. However, if it is missing, they will feel really unsatisfied their universities. Besides, “Sufficient / good facilities”, and “Sufficient course materials and equipment” are evaluated as “Performance” quality elements. Regarding to student point of view, sufficient facilities and course materials are fulfilled leading to students’ satisfactions, when universities provide them. If they don’t provide them, students could be frustrated. “Easy to get student services and assistances” and “Comfortable

dormitory to live in” selected as “Indifferent” elements. It presents that student doesn’t care about no matter it is available or not.

### **(2) Program /Taiwan/:**

This section includes 5 items and it can be seen from the table 4.16, 1 of them is “Performance” element, 2 of them are “Must be” and 2 of them are “Indifferent”. In fact, with 30.8% of total participant choosing “Performance”, “The program you want to study” is considered as a factor which can attract students choosing the university. It presents that offering program which students want to study is influencing their choice. “The program that gives you necessary knowledge for its field” and “The program that is on high demand” are required. According to student’s point, they realized that these elements have to be necessary and if it doesn’t have, they will feel unsatisfied. “Approved by international accreditation system” and “Educated students who most desired by local companies” were classified as “Indifferent” factors same as Mongolian participant selected.

### **(3) Price /Taiwan/:**

There are 3 quality attributes in this group which “Performance” element has 1 and “Indifferent” element has 2. “Acceptable tuition fee” is selected as “Performance” element which indicates if tuition fee is available, they will be happy. “Remained tuition unchanged” with 92.3% and “Offered scholarship and incentive” with 88.5% are treated as “Indifferent” element. It shows that students don’t care about universities offer scholarship and changing tuition fees or not in Taiwan.

### **(4) Place /Taiwan/:**

The student evaluations in this stage, 3 of them are “Indifferent” elements and rest one is “Must be”. Selected by 30.8% of total participants,

“Available necessities nearby campus” is considered as the “Must be” element. Whatever, students prefer that campus should be convenience to stay for getting their needs. On the other hand, they students expressed a less eager attitude towards as “Close distance from home”, “Located in a center”, and “Convenient transportation to campus”.

#### (5) Promotion /Taiwan/:

Unexpectedly, all of attributes in school promotion services are indifferent elements. The highest percentages are “Good Prestige”, “A desirable school even without constant advertisement”, “Easy to get more information from social media” and “Representatives who can constantly meet with students” respectively created 73.1%, 84.6%, 88.5% and 76.9% of total selecting “I”. This number indicates that it is not important for them no matter they are available or not. As a result, promotion factors might not be essential attribute to customer.

Table 4.16 The Analytic Result of All Attributes /Taiwan/

No.	Groups	Quality Attributes	A (%)	P (%)	M (%)	I (%)	R (%)	Q (%)	Total (%)	Category of Kano's Model
1	School resources and environment	High quality of teachers	11.5	34.7	<b>42.3</b>	11.5	0	0	100	M
2		Easy to get student services and assistances	34.6	3.8	7.7	<b>53.8</b>	0	0	100	I
3		Sufficient / good facilities	0	<b>76.9</b>	0	19.3	0	3.8	100	P
4		Sufficient course materials and equipment	3.9	<b>76.9</b>	11.5	7.7	0	0	100	P
5		Beautiful / attractive design of campus environment and building	<b>42.3</b>	30.8	3.8	23.1	0	0	100	A
6		Comfortable dormitory to live in	0	23.1	3.8	<b>73.1</b>	0	0	100	I
7	Program	The program you want to study	7.7	<b>30.8</b>	26.9	30.8	0	3.8	100	P
8		Approved by international accreditation system	0	3.8	0	<b>88.5</b>	7.7	0	100	I
9		The program that gives you necessary knowledge for its field	0	0	<b>50</b>	50	0	0	100	M

10		Educated students who most desired by local companies	3.8	0	0	<b>96.2</b>	0	0	100	I
11		The program that is on high demand	0	0	<b>65.4</b>	34.6	0	0	100	M
12	Price	Acceptable tuition fee	30.8	<b>38.5</b>	7.7	15.4	3.8	3.8	100	P
13		Remained tuition unchanged	0	3.8	0	<b>92.3</b>	3.8	0	100	I
14		Offered scholarship and incentives	3.8	3.8	3.8	<b>88.5</b>	0	0	100	I
15	Place	Close distance from home	0	3.8	3.8	<b>80.8</b>	7.7	3.8	100	I
16		Located in a center	0	7.7	34.6	<b>50</b>	3.8	3.8	100	I
17		Convenient transportation to campus	0	7.7	19.2	<b>73.1</b>	0	0	100	I
18		Available necessities nearby campus	0	23.1	<b>30.8</b>	30.8	15.4	0	100	M
19	Promotion	Good prestige	0	11.5	15.4	<b>73.1</b>	0	0	100	I
20		Good ranking in its field of study	26.9	26.9	11.5	<b>30.8</b>	3.8	0	100	I
21		A desirable school even without constant advertisement	0	3.8	11.5	<b>84.6</b>	0	0	100	I
22		Easy to get more information from social media	0	3.8	0	<b>88.5</b>	7.7	0	100	I
23		Very active in public relation (For example conference).	11.5	34.6	3.8	<b>50</b>	0	0	100	I
24		Representatives who can constantly meet with students	0	11.5	7.7	<b>76.9</b>	3.8	0	100	I
25		High employment rate after graduate	19.2	7.7	0	<b>42.3</b>	26.9	3.8	100	I
26		Suggested by friends / relatives	3.8	15.4	11.5	<b>69.2</b>	0	0	100	I

To summarize, comparing between Taiwan and Mongolia, there are statistically different all of the factors except “School resource and environment” factor. According to the result, it shown that “School resource and environment” factor has significantly influence to students’ satisfaction and choice of university in both countries. Unexpectedly, most of attributes respondents selected are “Indifferent” in Taiwan while it’s significant in Mongolia except “Program” factors. These students’ different point of view would be related to two different countries culture, development and scope. Students are more concerned these factors when they select college or

university in Mongolia; however they don't have much expectation these factors in Taiwan.

After integrated determining all 26 quality attributes, it can be showed student evaluation's survey about these factors. In the next section, student satisfaction coefficient will be analyzed.

#### **4.5.2 Coefficient Analysis**

The student satisfaction coefficients are designed in figure 4.5 and 4.6. The diagram divided into four quadrants according to the four types of requirements. As highlighted the Figure 4.5, it shows from the diagram that the quality attributes are situated in the area of "Performance" and "Indifferent". The chart releases that all attributes of "Price" and "Promotion" lie on the range of high level. These factors directly influence to students, hence, if they make student dissatisfied, it will affect students' choice in a negative way. Therefore, the universities should offer acceptable tuition fee and provide efficient promotion in order to increase the level of students' satisfaction and attract new enrollments. Most of attributes of "School Resource and Environment" lying at the range of (1, -1) also belong "Performance" zone. This attribute needs a special concern by university to adaptable student requirement. Thus, universities have to focus on more their resource and environment to create a good university image as well. The attributes described as "Comfortable dormitory to live in", "Offered scholarship and incentives" and "Convenient transportation to campus" are located at the lowest students' satisfaction level. It is not so important in student point of view.



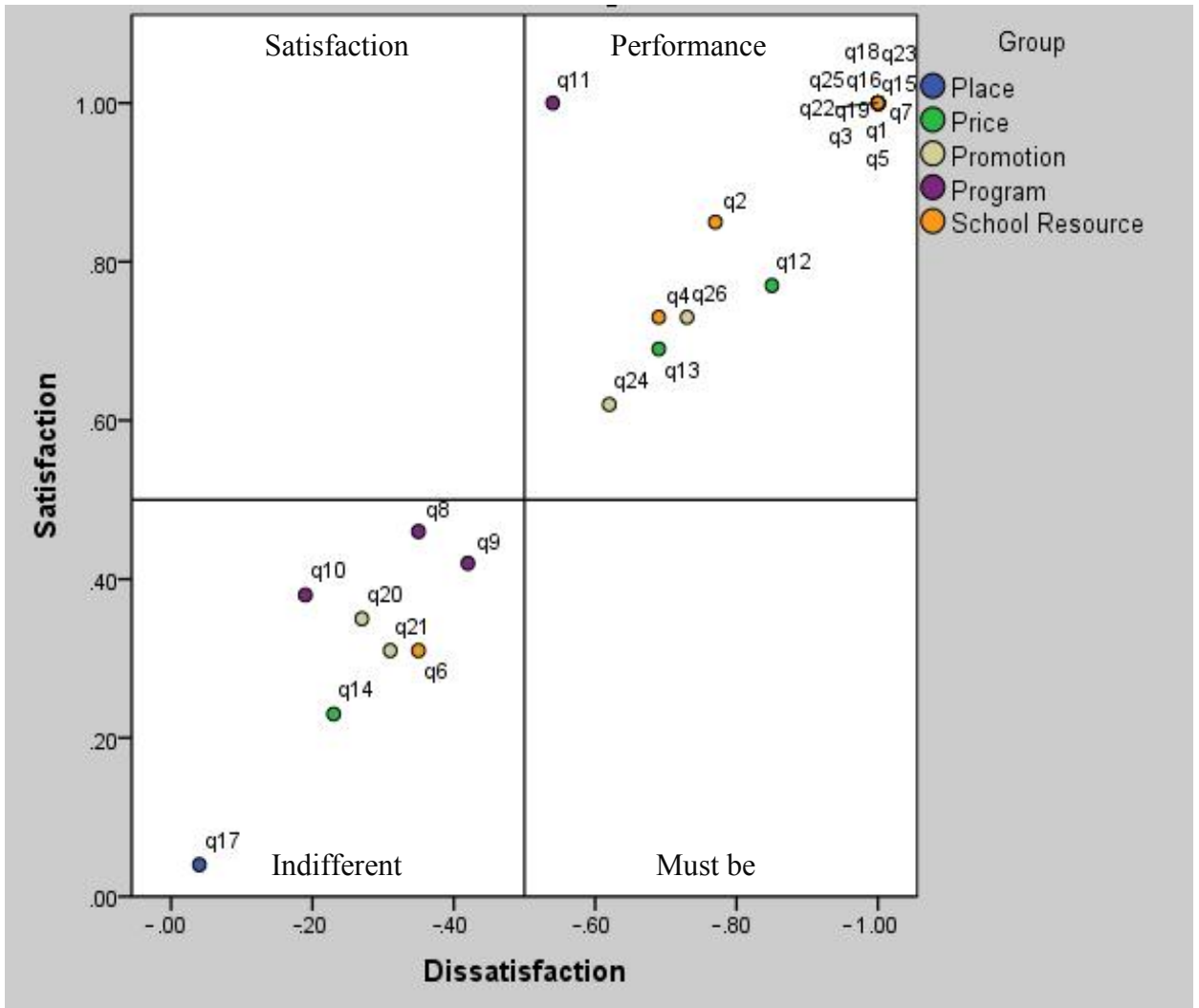


Figure 4.5 Student Satisfaction Coefficient Diagram /Mongolia/

For the figure 4.6, there are only one quality attribute lies on “Attractive” quadrant. That is “Beautiful/attractive design of campus environment and building” item, is considered as the factor has a highest influence on student’s feeling and has a significant impact on student satisfaction. In addition, It can be seen from the diagram that the majority of quality attributes are located in the area of “Indifferent”. Among them, “Place” and “Promotion” factors lie on the range of low level. It illustrates that Taiwanese students don’t care about universities location and promotion. Thus, these factors can’t be played significant role because it is not very important in student thought. It demonstrates that students don’t more focus on school location because Taiwan has small area and transportation has developed more high comparing with Mongolia. “High quality of teachers”, “The program that gives you necessary knowledge for its field”, “The program that is on high demand” and “Available necessities nearby campus” quality attributes lies on “Must be” quadrant. Thus, it is essential to maintain these items in a good performance. Besides two quality attributes of school resource and environment, “Sufficient/good facilities” and “Sufficient course materials and equipment” belong “Performance” zone. These attributes also require special concern by university to flexible student requirement.

Finally, as a result, both two countries Taiwan and Mongolia need to more concentrate on “School resource and environment” factor. In addition, for Mongolia, universities should provide a good “Price” and “Promotion” in order to increase students’ satisfaction level. However “Program” factor is located at the lowest student’s satisfaction level in Mongolia, while “Place” and “Promotion” are placed lowest satisfaction level in Taiwan. Therefore, universities can put less emphasis on these factors to save budget.

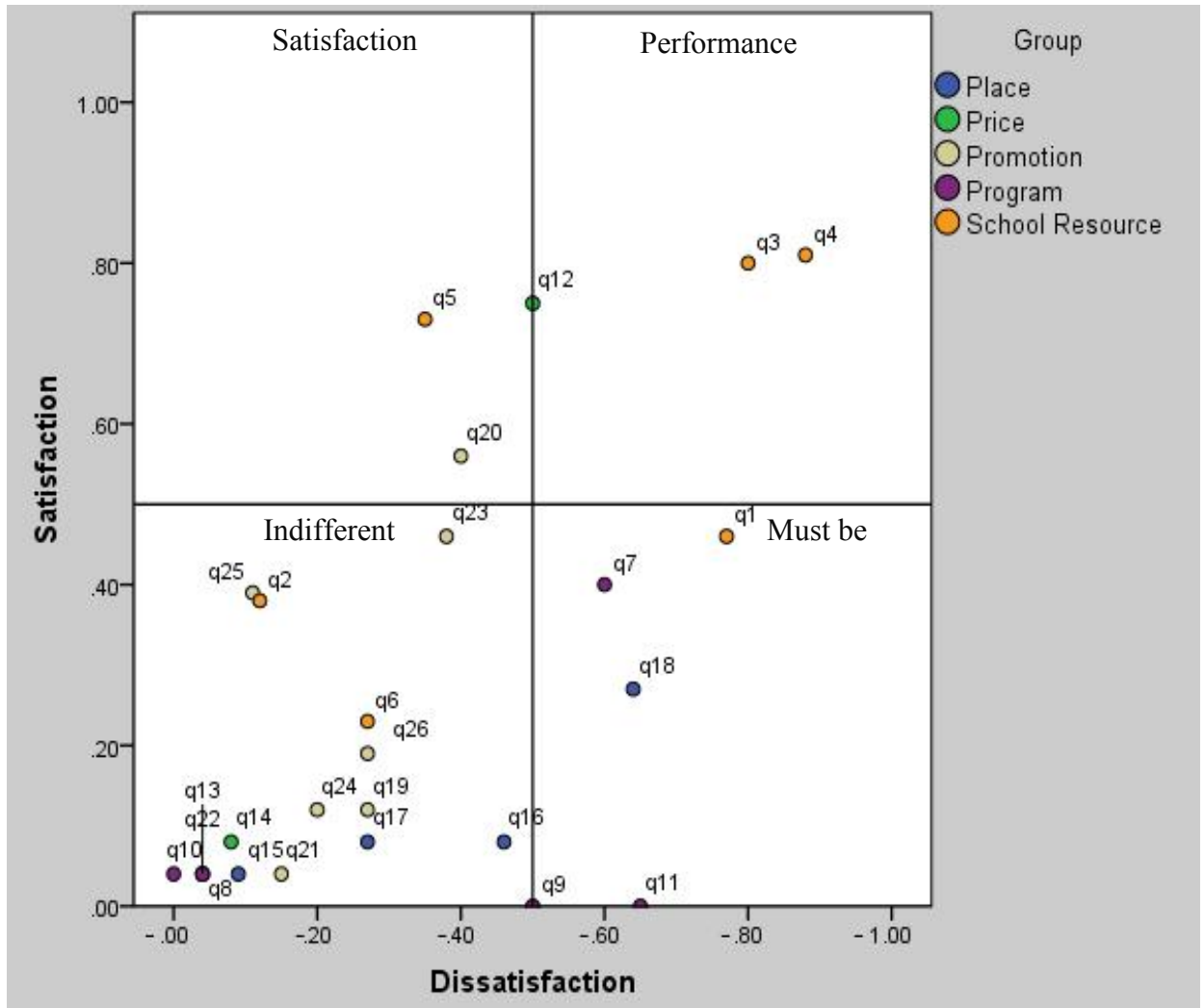


Figure 4.6 Student Satisfaction Coefficient Diagram /Taiwan/

Table 4.17 Student Satisfaction Coefficient /Mongolia/

No.	Groups	Quality Attributes	Category	Coefficient of Satisfaction	Coefficient of Dissatisfaction
1	School resources and environment	High quality of teachers	P	1	-1
2		Easy to get student services and assistances	P	0.85	-0.77
3		Sufficient / good facilities	P	1	-1
4		Sufficient course materials and equipment	P	0.73	-0.69
5		Beautiful / attractive design of campus environment and building	P	1	-1
6		Comfortable dormitory to live in	I	0.31	-0.35
7	Program	The program you want to study	P	1	-1
8		Approved by international accreditation system	I	0.45	-0.35
9		The program that gives you necessary knowledge for its field	I	0.42	-0.42
10		Educated students who most desired by local companies	I	0.38	-0.19
11		The program that is on high demand	P	1	-0.54
12	Price	Acceptable tuition fee	P	0.77	-0.85
13		Remained tuition unchanged	P	0.69	-0.69
14		Offered scholarship and incentives	I	0.23	-0.23
15	Place	Close distance from home	P	1	-1
16		Located in a center	P	1	-1
17		Convenient transportation to campus	I	0.04	-0.04
18		Available necessities nearby campus	P	1	-1
19	Promotion	Good prestige	P	1	-1
20		Good ranking in its field of study	I	0.35	-0.27
21		A desirable school even without constant advertisement	I	0.31	-0.31
22		Easy to get more information from social media	P	1	-1
23		Very active in public relation (For example conference).	P	1	-1
24		Representatives who can constantly meet with students	P	0.62	-0.62
25		High employment rate after graduate	P	1	-1
26		Suggested by friends / relatives	P	0.73	-0.73

Table 4.18 Student Satisfaction Coefficient /Taiwan/

No.	Groups	Quality Attributes	Category	Coefficient of satisfaction	Coefficient of dissatisfaction
1	School resources and environment	High quality of teachers	M	0.46	-0.77
2		Easy to get student services and assistances	I	0.38	-0.12
3		Sufficient / good facilities	P	0.80	-0.80
4		Sufficient course materials and equipment	P	0.81	-0.88
5		Beautiful / attractive design of campus environment and building	A	0.73	-0.35
6		Comfortable dormitory to live in	I	0.23	-0.27
7	Program	The program you want to study	P	0.40	-0.60
8		Approved by international accreditation system	I	0.04	-0.04
9		The program that gives you necessary knowledge for its field	M	0	-0.50
10		Educated students who most desired by local companies	I	0.04	0
11		The program that is on high demand	M	0	-0.65
12	Price	Acceptable tuition fee	P	0.75	-0.50
13		Remained tuition unchanged	I	0.04	-0.04
14		Offered scholarship and incentives	I	0.08	-0.08
15	Place	Close distance from home	I	0.04	-0.09
16		Located in a center	I	0.08	-0.46
17		Convenient transportation to campus	I	0.08	-0.27
18		Available necessities nearby campus	M	0.27	-0.64
19	Promotion	Good prestige	I	0.12	-0.27
20		Good ranking in its field of study	I	0.56	-0.40
21		A desirable school even without constant advertisement	I	0.04	0.15
22		Easy to get more information from social media	I	0.04	-0.04
23		Very active in public relation (For example conference).	I	0.46	-0.38
24		Representatives who can constantly meet with students	I	0.12	-0.20
25		High employment rate after graduate	I	0.39	-0.11
26		Suggested by friends / relatives	I	0.19	-0.27

# CHAPTER FIVE

## CONCLUSIONS

### 5.1 Research Conclusion

Education is regarded as a key service industry of both countries namely Taiwan and Mongolia contributing significantly to the development. Education is a right of everyone and it is a duty of the government to educate its citizen. This study aimed to focus on two countries educational system particularly on the tertiary level and comparing between Mongolian and Taiwanese universities in terms of student's choice as based on Marketing mix.

To summarize, the result of this study shows that all of the attributes of marketing mix have significant to the student's choice and satisfaction of university. The "7Ps" marketing mix is an available model to direct an educational institution towards a more strategic and efficient marketing approach for both countries. A university modifies the marketing mix to accommodate the demands indicated by customers. A marketing policy reconsiders and re-engineers the way an institutions is addressing each of the marketing mix elements. The more successful it is in matching its marketing mix with expressed and latent demands in the market, the greater the opportunity that customers will purchase the organization's product now and in the future.

In this thesis, Kano model is used as research's methodology. The purpose of this study is identify student's evaluation to the fulfilled or unfulfilled of 26 quality attributes and determining the impact of this quality attributes to student satisfaction. Sampling data is collected from totally 596 respondents in Mongolian and Taiwanese 20 national and private universities. The processing data analysis based on Kano's model. Through the survey

conduct, the research subjects are categorized into 5 groups. For the Mongolian data, there were no “Must be” quality element (M), and “Attractive” quality element (A), 18 “Performance” quality elements, and 8 “Indifferent” quality elements (I). According to the Taiwanese, there were 4 “Must be” quality elements (M), 1 “Attractive” quality element (A) and 4 “Performance” quality elements, and 17 “Indifferent” quality elements (I) in the total of 26 quality attributes.

Comparison of between both countries, promotion elements have dissimilar evaluation in Taiwan. According to respondent purpose, the result showed that students are not very interested in promotion factors and it is not effective to them to select universities in Taiwan while it’s significant for Mongolian students. For the “Place” elements, there have a large amount of differences in Mongolian and Taiwanese students’ point of view. Totally 100% selected that location is more important for Mongolian students than Taiwanese. The differences are related to geographical area. Comparing to Mongolia, Taiwan’s area is small and easy to get transportation service. In addition, it is also related to school campus is located far from each other in Taiwan while most of universities located in capital city and very close to each other in Mongolia. On the other hand, it also illustrated two countries development that how there are big differences to students’ choice of university. However, there are no significantly influence to students’ satisfaction and choice for “Program” factor in both countries. For the “Price” factor, it’s still significant in Mongolia while there is no influence students’ satisfaction in Taiwan. In final part, coefficient analysis point out the item of school resource and environment has the highest influence on customer satisfaction level in both countries. Additionally, “High quality of teachers” and “The program that is on high demand” are the two factors have the most significant impact on student dissatisfaction level for Taiwan.

One of the most significant factors of selecting university is quality of faculty by Hoyt and Brown (2003). However, universities should not miss other elements of marketing mix because each of the 7Ps are interrelated. In addition, Ivy (2008) in his research also supports the findings. In his study, he illustrated several factors that influence student choice of university which including: program, place, quality of faculty, environment, promotion and price.

## **5.2 Managerial Implications**

This study will contribute for enhancing the quality of educational institutions as well as improving the future enhancement planning and strategy. Regarding to the following attributes were classified, higher education institutions should concern about the elements in “Attractive”, “Performance” and “Must be” areas, especially “School Resources and Environment” elements which have the most significant on student’s satisfaction for both countries. In addition, institutions should become conscious that the factors placed in “Indifference” classification such as “Educated students who most desired by local companies”, “Offered scholarship and incentives”, “Comfortable dormitory to live in”, “Approved by international accreditation system” and “A desirable school even without constant advertisement” in both countries. It might make sense to recommend that spending money or adding these services might not be an effective way to delight customer. For each different type of customer, the institutions should have the suitable adjustment. For example, the university which target on students should not fulfill some promotion service such as “Good ranking in its field of study”, “A desirable school even without constant advertisement” and “Representatives who can constantly meet with students”.



Comparing between two countries, most of the quality attributes are placed in “Performance” zone in Mongolia than Taiwanese. It illustrated that these factors have to be needed more concern by college or universities in Mongolia. Mongolian universities need to more focus on these factors in order to attract students and increase students’ satisfaction.

The using of Kano’s model can provide detailed understanding of quality attributes to support organization to determine the core service quality attributes for extending improvement in order to build up customer satisfaction and establish competitive advantages. Furthermore, the classification will allow researchers and experts to recognize the specific attributes that are essential to customer satisfaction and provide direction for education industry development in the further.

From the results, it is also suggested that higher education institution should integrate all their organization functions and marketing activities to support their existence. Therefore, decisions of higher education institutions have to be good knowledge of customer needs, purpose and expectations. In addition, the findings have implications for university recruitment strategies for having deeper knowledge about the student choice process and also to improve their knowledge on how to solve the influences. The 7Ps marketing mix is a set of manageable elements higher education institutions use to structure its offer to the market.

### **5.3 Recommendation for Future Research**

In term of education research, this study has already clarified one of the factors that influence education industry in Taiwan and Mongolia. It may extend the scope of research into many others such as examines marketing strategies on a statistical basis and involving more other countries universities would be advantageous in order to create more strong generalizations in this area. In addition, some further studies need to focus especially on gender differences, given evidence of its potential significance to the importance of differential strategies required in enrolling potential male and female students.



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## APPENDIX 1

### QUESTIONNAIRE FOR STUDENT CHOICE OF UNIVERSITY

Dear respondent,

The purpose of this survey is to investigate the opinion when students select their universities. Please answer the questions clearly and honestly. The result of this questionnaire will be used for academic research only. Thanks for your time and support. Your feedback is greatly appreciated!

Sarangerel Naidansuren

Graduate School of Management Sciences, Nanhua University, Taiwan

#### Background

1. Please specify your gender? 1.Female 2. Male
2. How old are you? 1.15-18 2. 19-25 3. 25-Above
3. What is the location of your home?  
1.Urban area 2.Country area 3.Area between urban and country
4. Do you currently have a part time job? 1. Yes 2. No
5. What is your current university entity? 1.Private 2.Public
6. What is your current choose of a major? 1.Management 2. Science and Technology  
3. Social Science 4. Humanity 5. Arts 6.Education  
7.If other, please specify \_\_\_\_\_
7. What was your father's highest education level?  
1. High school and below 2.Undergraduate 3.Graduate 4.Post graduate and above
8. What was your mother's highest education level?  
1. High school and below 2.Undergraduate 3.Graduate 4.Post graduate and above
9. What is your family's yearly income? (\$US)  
1.6000-10000 2. 10001-15000 3. 15001-20000 4.20001 and above
10. What is your father's current occupation?  
1. Business and Management 2. Computers 3. Consruction  
4. Education 5. Engineering 6. Military  
7. Production 8. Professional 9. Sales  
10. Unemployment/retired 11.If other, please specify \_\_\_\_\_
11. What is your mother's current occupation?  
1. Business and Management 2. Computers 3. Consruction  
4. Education 5. Engineering 6. Military  
7. Production 8. Professional 9. Sales  
10. Unemployment/retired 11. If other, please specify \_\_\_\_\_

12. Who is the main influence of your choice of university/college?
1. Own decision      2. Parents      3. Friend or relatives      4. Other  
social media promotion      5. If other, please specify\_\_\_\_\_



Please rate your degree of how you feel if a university <b>has</b> and <b>does not have</b> the following attributes.											
I like it	I am expecting it	I am neutral	I can accept it	I dislike it	← has (is)...	does not have (is not)...→	I like it	I am expecting it	I am neutral	I can accept it	I dislike it
1	2	3	4	5			1	2	3	4	5
<b>School resources and environment</b>											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. High quality of teachers.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Easy to get student services and assistances.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Sufficient / good facilities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Sufficient course materials and equipment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Beautiful / attractive design of campus environment and building.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Comfortable dormitory to live in.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Program</b>											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. The program you want to study.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Approved by international accreditation system.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. The program that gives you necessary knowledge for its field.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Educated students who most desired by local companies.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. The program that is on high demand.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Price</b>											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Acceptable tuition fee.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Remained tuition unchanged.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Offered scholarship and incentives.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Place</b>											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Close distance from home.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Located in a center.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Convenient transportation to campus.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Available necessities nearby campus.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Promotion</b>											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Good prestige.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Good ranking in its field of study.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. A desirable school even without constant advertisement.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Easy to get more information from social media.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. Very active in public relation (for example conference).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. Representatives who can constantly meet with students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. High employment rate after graduate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. Suggested by friends / relatives.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>