

Structural Equation Modeling of Parent's Electronic Word-of-Mouth in International Schools

*Received: 15.09.2023**Revised: 09.10.2023**Accepted: 23.11.2023*

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Abstract

International schools are a type of educational institution, that established to accommodate intercultural literacy. Which arises from cross-cultural differences between races and languages in society. Internationalism plays an important role as a link between linguistic and cultural differences. The International schools is one of an important starting point for children's success in life and work. Prepare them to cope with an intercultural environment at school age. Consequently, there is an increasing number of new international schools in Thailand. While the number of birthrates is declining, it provides more options for parents. It is therefore necessary to use Electronic Word-of-Mouth (eWOM), to create a sustainable enrollment for international schools. The objectives are: 1)to investigate factors that can affect parent's eWOM and 2) to develop a new theoretical model to study parent's eWOM. The key concepts and theories are several literature reviews such as school marketing mix, school educational quality, school image and parental satisfaction. That confirmed the effect of eWOM. A quantitative study with a sample of 400 parents from 40 international schools teaching basic education in Bangkok through A 7-point estimation scale questionnaire. The results of this research demonstrated that all hypotheses were accepted as they affect parental Satisfaction. In particular, the quality of school education is the most influential and parental satisfaction also leads to parents's eWOM.

Keywords: Electronic Word-of-Mouth (eWOM); School Marketing Mix; School Educational Quality; School Image; Parental Satisfaction



Introduction

In 1950, an international school was established as a type of educational institution that can support a globalized economy. And the growing number of Western immigrants or immigrants from countries all over the world for education, employment, and life. As a result, there are differences in understanding, skills, attitudes, participation, language proficiencies, and identities (Heyward, 2002). And they are all essential to intercultural literacy. Internationalism plays an important role as a link between linguistic and cultural differences so that people can co-exist in social differences.

At present, it cannot be denied, the importance of success in the era of globalization is intercultural literacy skills. People should be well educated and prepared to integrate in an intercultural environment at all ages. Especially at an early age, if able to inculcate important knowledge and skills from the beginning of education at the level of kindergarten to secondary international schools.

Most international students have a greater chance of success than general school graduates. This is clear from the number of international school graduates with careers leading to executive positions in the business sector (Gerner et al., 1991). Because they generally have more experience in applying intercultural skills in their professional lives than graduates of other types of institutions. Who lacks experience in exchanging knowledge and culture between foreigners. This makes international work vulnerable to intercultural errors that can be detrimental to individuals and organizations (Bennett, 1993).

In Thailand, basic education is an important right and opportunity that every child must receive from their parents. According to previous research, Thai parents believe in learning English because it will affect their children's expectations for language achievement. Furthermore, English is the language of communication, which many non-indigenous anglophones use as the language of communication (Sharifian, 2017). And it is one of the important criteria of many international organization. This makes schools with English language programs like private schools or international schools become an alternative school selection for Thai parents.

The number of international schools in Thailand has increased to 175 schools to support the expansion of education that tends to be highly competitive. Moreover, the ASEAN Economic Community causes more foreigners to work and conduct business in Thailand. This makes the education of international schools in Thailand earn over a hundred billion baht (ISAT, 2023).

However, international schools should be prepared to enhance the potential of the school and address the birth rate has been declining significantly. It has been reduced by 22 percent from 2017 to 2021 (Department of Provincial Administration. Ministry of Interior, 2021).

This situation has resulted in an increase of competition for student admissions to international schools. It is evident that competition between international schools will become more intense in 2023



(Economic and Business Research Center, 2023).

This is affected by the increase in the number of international schools in various areas throughout Bangkok, such as North west side, Eastern side, and surrounding area according to the needs of economic expansion, society, and housing.

This results in market competition in the international school business. Especially small international schools, that may have limitations in terms of investment. As a result, creating a competitive advantage for small schools will be affected as well. Due to the increased supply of international schools in various areas. But at the same time, the international schools also face the problem of declining demand and decreasing birth rate.

However, in Thailand, international schools have not yet developed in-depth relationships by considering factors as contributing to satisfaction. According to the theory of disconfirmation of expectations (Oliver, 1977, 1980), customer satisfaction depends on the confirmation between performance and perceived expectations.

For this reason, schools must understand what factors influence parents' expectations in order to achieve expected satisfactory levels and eWOM respectively. Theoretical structural equation modeling (SEM) addresses these relationships, Achieving or applying eWOM to school marketing is effective. Because it gives parents an opportunity to share their testimonials and first-hand experience with other parents.

eWOM is one of the solutions that support schools to gain competitive advantage in the international school market. Due to

parent's decision to choose an international school, most often came from frequent social media users who represent their child's education experience. Simultaneously, parents can also become social media audiences. By researching the educational experiences of their children through social media, which also influence eWOM.

The social media are also school benefits. Because when parents share the school's social media post, or even write their comments about it, it will increase the spread of the school's news, brand and image. In addition, previous research has shown that when a consumer interacts with a company's or an organization's social media, their reputation grows more and more. (Part of brand image)(J. H. Liu et al., 2017).

As part of this research, we believe that school marketing mix and educational quality, respectively (MA Badri & J Mohaidat, 2014), are factors that contribute to parental satisfaction (A Gunawan & SF Wahyuni, 2018) and eWOM dissemination in online media. Therefore, the researcher wants to study the causal factors that lead to eWOM of parents of international schools in Thailand.

Reserch objective

1. To investigate factors that can affect parent's eWOM
2. To develop a new theoretical model to study parent's eWOM.

Litureture review



Theoretical framework

eWOM is a social media communication that involves sharing information on a specific topic between the sender (poster) and the receiver (social media users). Which both parties must be interested in the same subject. The communication must have an impact on the media exposure of the public. And it must also change people's perceptions, even if the media received are the same.

Hennig-Thurau et al. (2004) define eWOM as "Any positive or negative message from potential or existing customers of a product or business serving individuals and institutions via the Internet". The communications can be accessed from popular platforms such as Facebook and Twitter.

Of course, parental eWOM is one of more effective means of convincing the other parent to let their child attend the same school than another advertisement. Because people tend to trust what they hear directly from others rather than through other means. And this may affect the word of mouth in both positive and negative ways as well. However, based on past literature, the key factor which leads to eWOM is the satisfaction of parents who decide on an international school for their children themselves (Hypothesis 4).

Satisfaction arises from the fact that customers receive a result or experience exceeds their expectations before deciding to purchase a product or service (Westbrook, 1980). The main products and services of the international school are the strengths of their program, the quality of their education and the facilities available for students. More importantly, students should have good experience and

academic achievement. Inevitably causes parental satisfaction, as most parents tend to expect their children's educational success as the norm.

The literature review revealed that satisfaction needs to come from buyers who have receive or experience that exceeds their expectations. Therefore, all factors that influence satisfaction must come from the receipt of good products and services. The researcher also found that school marketing mix (Ivy, 2008) (Enache, 2011) may impact parental satisfaction (A Gunawan & SF Wahyuni, 2018) (Osman & Saputra, 2019), which is consistent with hypothesis 1.

Moreover, parental satisfaction can also be established from school educational quality (BBokayev et al., 2021) (Nguyen et al., 2022), which is consistent with hypothesis 2 of this study. Because school quality can only be measured through a method of performance or expectations. In direction with expectations, school quality is measured based on whether the customer is satisfied with the service provider.

To evaluate the education quality of educational institutions in Thailand, there is an organization called the Office for National Education Standards and Quality Assessment. Which is a public organization that certifies standards and evaluates the quality of school education. This organization has a set criterion for evaluating educational quality in 3 areas: 1) student quality 2) administration and management quality 3) teaching and learning quality.

At the international level, Higher Education Service Quality (HESQUAL) (Teeroovengadum et al., 2016) is used as



a measurement tool. The scale focuses on transformative quality as a dimension of service quality, which aligns with our theoretical proposition. The attitude and behavior of teachers is the first factor that determines core educational quality, which is determined by their availability to guide and advise students. Secondly, curriculum indicates course content and course objectives. Third, pedagogy can be conveyed through the use of multimedia in teaching. Finally, the theoretical knowledge of teachers defines competence.

School image is also one of the theories which can satisfy parents. This is due to the fact that past research has demonstrated the image of an educational institution influences student satisfaction. It is in line with the third hypothesis of this research Barusman A R P (2014) and A Gunawan & SF Wahyuni (2018). This implies that the brand has given more

emotional power than the rational power contained in products and services, allow customers to associate only good things in their mind when thinking about the brand.

The beliefs of customers regarding the characteristics of various products and services can ultimately create a brand image (Kotler & Gertner, 2002). However, the relationship between the customer and the brand image is formed when the customer and the brand image are consistent, this results in customers having a positive impression of the brand image and leading to future increase consumer satisfaction. (Hawkins, Best & Coney, 2005)

In addition, customer trust in a brand is based on the mental processes of the customer after experiencing the product or service, including their beliefs and perceptions of the brand through word of mouth marketing (Word of Mouth)(Romaniuk & Sharp, 2003).

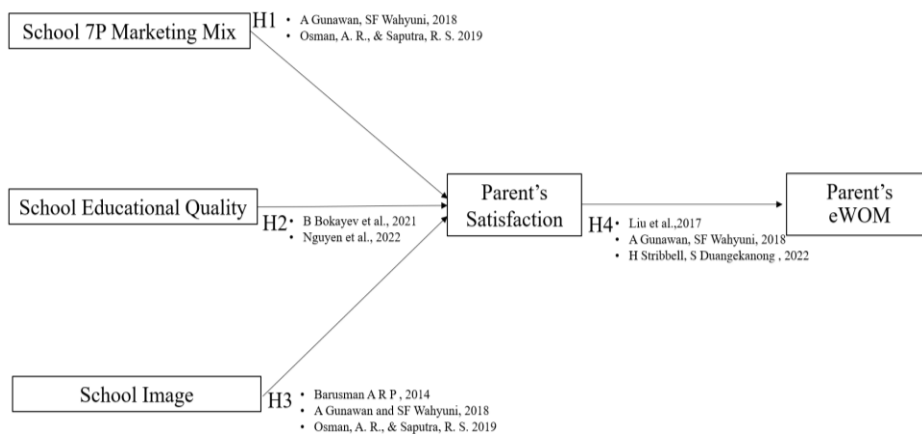


Figure 1 Theoretical Model

Source: developed by the researchers



Research hypothesis

H1 : School marketing mix is positively correlated with parental satisfaction.

H2 : School educational quality is positively correlated with parental satisfaction.

H3 : School image has a positive relationship with parental satisfaction.

H4 : Parent satisfaction is positively correlated with parent's eWOM.

Sample size

The research is a quantitative study involving a sample of 400 parents, who were asked to complete a questionnaire. For structural equation modeling (SEM), there is no consensus in the literature on the appropriate sample size for SEM (Baron and Kenny, 1999, Fritz and MacKinnon, 2007).

The appropriate sample size for a simple CFA model is approximately $N = 150$ while, the replication study, $N = 200$ shows normally distributed data. (Tabachnik and Fidell, 2001), (Kim, 2001) and (Kline, 2010) are recommended that a sample size between 200-400 is sufficient.

The ideal goals of 400 respondents were (Kline, 2011) recommending that the appropriate sample size should be 10 times the number of parameters in the path analysis. This study has 38 questions in total, so at least 380 correct answers should be received. However, after collecting the data, the researcher received more than 400 questionnaire responses from parents.

To obtain respondent information of 380 people, which is above the minimum requirement. The target population must have their children studying in an international school where the standard educational level (Kindergarten-Secondary) is provided. And that school must come from the International School Association of Thailand Because the researcher relied on the list of schools from ISAT, it plays a role in coordinating its members, which consist of 40 schools.

This research wants to study the eWOM model of international school parents. eWOM refers to the way consumers use information obtained from word-of-mouth communications via electronic searches to make decisions about purchasing products via the internet (Lee & Lee, 2009). The credibility greatly depends on eWOM sender, especially if it comes from an expert, which will significantly affect consumers' purchase intentions (Kim et al., 2013).

Therefore, the researcher chose a population group from these 40 schools because this population group had experience in selecting schools for their children to attend at one level or another. This makes those parents more like experienced experts than parents of international schools that only have certain levels. For example, if you choose a school that only has kindergarten level, those parents are likely to not yet have much expertise. Makes choosing a school that has all basic education, you will meet the target group who has real experience and expertise. Therefore, word of mouth on the internet influences other parents.



Data collection process

Data collection was conducted through an online survey created using Google Forms. The survey was distributed through several online platforms including Facebook, Line, and Twitter (X) as recommended by Napawut et al. (2022). The researcher explained the purpose of the study provided respondents with informed consent before publishing the online questionnaires.

The data was collected through the development of a questionnaire with a total of 38 elements, which includes several reviews of relevant literature and theories on the impact of word of mouth. There are five latent variables: school marketing mix, quality of education, school image, parental satisfaction, and eWOM, there are 38 observed variables included. The data has been examined the statistical results through SPSS and AMOS programs in order to obtain all the data gathered. Which can be explained in stages in the following paragraph.

The researcher begins by explaining the context and importance of this research. Subsequently, research gaps were studied, and objectives identified. Then, reviewed the document, textbooks, and related theories on the five latent variables: school marketing mix, school education quality, school image, parental satisfaction and parent's eWOM. Next, construct a research model and formulate

a hypothesis. In addition, the researcher must study the scale of the questionnaire (Scale measurement), using a 7-point Likert scale from (1) strongly disagree to (7) strongly agree with each variable (Rensis Likert, 1932).

Survey instrument

Each questionnaire consisted of four parts: Part 1: Demographic characteristics of parents in international schools. Part 2: Information about their children's schools. Part 3: Factors affecting parent's eWOM. There are 5 latent variables in part 3: 1) school marketing mix questions were adapted from the research of (Felix Maringe, 2006) and (J Ivy, 2008). 2) school educational quality questions were adapted from SG Hube & B Gördel (2006) and Angeline M. Barrett (2012). 3) School image questions were adapted from Rahman et al., (2020) and Nusier (2019). 4) Parent's satisfaction questions were adapted from F Selnes (1993), Skallerud (2011), PS Coelho and SP Esteves (2007) and 5) parent's eWOM questions are adapted from Jalilvand and Samiei (2012) and part 4: Recommendations.

The sampling technique used in this study is the probabilistic cluster sampling method. The authors used a list of examples of schools located in Bangkok, Thailand, involving the parents of 400 students participating in the survey (table 1). The data was entered in the SPSS and AMOS software.

Results

Descriptive statistical analysis

Table 1 Parents' demographic characteristics

	Characteristic	Frequency	Percentage(%)
Parent's gender	Male	142	35.00
	Female	258	65.00
Parent's age	Under 30 - 40 years old	179	44.80
	41 - more than 50 years old	221	55.29
Parent's monthly income	Lower than 50,000 – 100,000 thb	132	33.00
	100,001 - more than 200,000 thb	268	67.00
Parent's highest education level	Lower than bachelor – bachelor degree	59	2.8
	Master degree – doctoral degree	341	85.3

Source: Calculations by the researchers

From table 1, it shows that most of the parents who responded to the questionnaire were female, 258 people. Their aged between 41 - 50 years old, 221 people, 268 parents who earn between

100,001 - more than 200,000 baht per month and most of the parents graduated with a master's degree, there are for 341 people.

Table 2 Children's international school information

	Children's school information	Frequency	Percentage(%)
Currently school level	Nursery - Kindergarten	144	36.00
	Primary - Secondary	256	64.00
Children's school system	British system	208	52.00
	American system	119	29.80
	Others	73	18.20

Source: Calculations by the researchers

According to table 2, 256 parents's children were studying at the Primary-

Secondary level and 208 of their children were studying in the British system.



Scale reliability

According to table 3, all scales are reliable based on the reliability analysis. Cronbach

Alpha of all elements was significantly above 0.6 and the correlation of whole factors was above 0.3, indicating that the scale in this study is reliable.

Table 3 The reliability result

	Cronbach Alpha	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
School Marketing Mix	0.855	0.648	0.704
School Educational Quality	0.962	0.684	0.685
School Image	0.845	0.614	0.716
Parental Satisfaction	0.850	0.700	0.686
Parent's eWOM	0.843	0.373	0.865

Source: Calculations by the researchers

Exploratory factor analysis (EFA)

The EFA considers the ability to reduce variables from 38 elements to a few

variables in order to properly reflect the impact of the factors. The outcomes of the factor analysis are presented in table 4.

Table 4 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.778
Bartlett's Test of Sphericity	Approx. Chi-Square	31411.511
	df	1770
	Sig.	0.000

Source: Calculations by the researchers

According to table 4, the KMO was 0.778 (greater than 0.5), demonstrating that the data used in the factor analysis were all

appropriate. The sigma in the Bartlett test was 0.000 (below 0.05), demonstrating



that 38 observed variables were consistent with factor analysis.

Confirmatory factor analysis (CFA)

The confirmatory factor analysis (CFA) was examined for the 38 variables

observed based on the results of the EFA analysis, which factors are drawn with the corresponding groups of scales. That established a design measurement model and included in the CFA analysis to determine the suitability of the model for research data. Findings of the CFA analysis in table 5.

Table 5 Verification of the model fit of parent’s eWOM

CMIN = 376.981	RMR = 0.064
GFI = 0.879	CFI = 0.909
AGFI = 0.800	TLI = 0.872

Source: Calculations by the researchers

According to table 4, the parent’s eWOM model is appropriate or compatible with the research data. As GFI = 0.879, AGFI = 0.800 (equal or greater than 0.80) (Baumgartner & Homburg,1995), (Schumacker & Lomax, 2010), and (Kelloway, 2014), RMR = 0.064(less than 0.08) (Hair et al., 2006), CFI = 0.909 (greater than 0.90) (Marsh, Hau, & amp; Wen, 2004), and lastly, TLI = 0.872 (equal or greater than 0.80) (Siagian RC & Ayuningtyas D, 2019).

Structural equation modeling (SEM)

Following the CFA analysis, the study used Structural Equation Modelling (SEM) to determine the influence of

school marketing mix (SMM), school educational

uality (SEQ), school image (SI) on parental satisfaction (PS). Moreover, SEM also uses to analyze the effect between PS and parent’s eWOM (PM).

SEM analysis was performed to analyze the initial research proposal. Then adjust the model to make it more appropriate or more compatible with the research data. There are 6 main steps to study SEM as follows:

Step 1 : Identify and draw a model specification between observed and latent variables based on the principles of literature review.

Step 2: Link the variables stored in the SPSS program and transfer the data collected into the AMOS program.



Step 3: Select the statistics you want the program to report on the analysis results by selecting the statistics to be analyzed from the Analysis Properties.

Step 4: Allow the AMOS program to analyze the data.

4.1 Factor Analysis

4.2 Path Analysis

Step 5: The researcher adjusts the new model (redefined model) if the analytical results show a rejection of the model.

Step 6: Interpret the outcome of the statistical analysis.

As shown in figure 2, the model is consistent with the research data as CMIN = 376.981, RMR = 0.064, GFI = 0.879, CFI = 0.909, AGFI = 0.800 and TLI = 0.872. From the results of the CFA test, the values obtained in Table 4 demonstrate the suitability of the model. Therefore, the results of SEM analysis are validated. And according to, the analysis results in table 5 SMM, SEQ, SI have a positive correlation with PS, or there is a significant effect on PS. Thus, PS has an important impact that leads to PM respectively.

Table 6 Standardized Regression Weights

Parameter	P	Estimate
PS <--- SMM	***	0.333
PS <--- SEQ	***	0.364
PS <--- SI	***	0.288
PM <--- PS	***	0.212

Note ***<0.001

Source: Calculations by the researchers

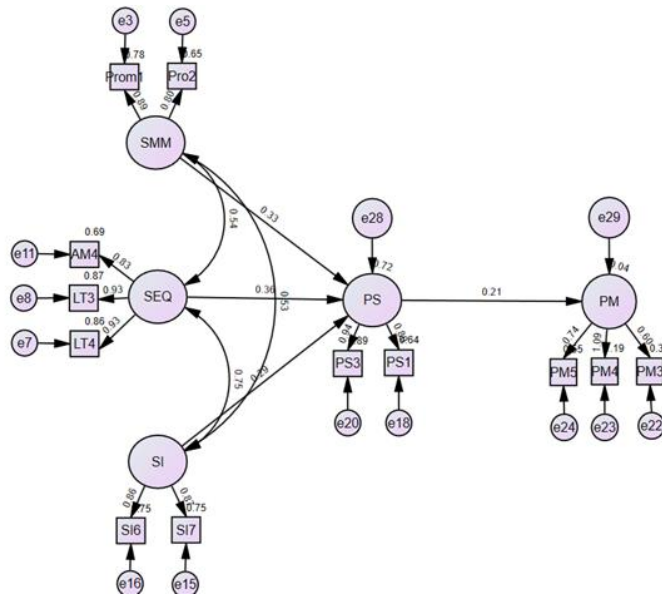


Figure 2 Analysis results of Structural Equation Modeling (SEM)

Source: Calculations by the researchers

According to figure 2, parent's eWOM is the one influenced by PS, it is equal to 0.21 with statistical significance at the 0.001. PS is the one most directly influenced by SEQ(2nd SMM, 3rd SI), the direct effect size is equal to 0.36 with statistical significance at the 0.001.

Conclusions and discussion

From collecting data of 400 samples, it was found that most of the parents who answered the questionnaire were women, 65%, most of the parents aged between 41 - over 50 years old, 55.29%, with income 1 00,001 - more than 2 00,000 baht, representing 67 %. And most of them,

85.3 %, graduated with a master's degree or higher. From the technical analysis, the SEM analysis aims to investigate models of causal relationships between theoretical latent variables. It was found that parent satisfaction was most affected by school educational quality. Followed by the school marketing mix and the school image, respectively. And most importantly, parental satisfaction affects parental's eWOM. The results of the study lead to discussion in the next paragraph.

Quality of education is the most effective impact for parental satisfaction. This finding is in line with Nguyen et al., Cogent Education (2021), D Sutherland et al.,(2018) and Y Yildirim et al., (2013). Indeed, improving the quality of international education will lead to the



achievement of five structural elements that form the basis of the new quality control system. They are the traditional work of the authorities responsible for institutions. External control and internal self-assessment, the evaluation tests for the systematic examination are combined with regular reports on education and the teaching profession (Huber & Gördel, 2016). Therefore, the second hypothesis is accepted

In addition, parents' judgement on school quality is dominated by average school test scores, more than other school characteristics (Gibbons & Silva, 2014). This reflects the fact that the SEQ, SMM, and SI have a direct impact on PS. This shows an influential factor of 0.36, 0.33 and 0.29 respectively.

SMM directly affects to the PS. This finding is in line with T Srisompetch (2019) who studied educational marketing mix and satisfaction at private institution in Bangkok. This study also explored that the education marketing mix has positive effect parent's satisfaction. So, the first hypothesis is accepted.

There is a significant between SI and PS. This finding is in line with ARP Barusman (2014), who stated that the perceptions of reputation and image of higher education have a positive and significant influence on satisfaction and loyalty. The high satisfaction of students and parents is due to the care and attention provided by teachers and related officials in the educational institution. Providing assistance and advice to students as well

as administrators who is committed to managing and developing the school are all things that are consistent with the results of this research. Therefore, the third hypothesis is accepted.

The fourth assumption relates to the positive importance between PS and the PM. This finding is in line with Wijaya et al. (2020). Who reveals the relationship between satisfaction, loyalty and eWOM. The maintenance of increased satisfaction led to an increase in buy-back intentions and a favourable eWOM (PS Thakur, R. 2019).

Implication

Implication for business

The education business in Thailand is constantly increasing. As a result, schools are becoming more competitive and effective, especially private and international schools. Therefore, schools should develop as follows 2 areas 1) SEQ and 2) PS.

SEQ is influenced by the quality of teachers and learners, which are the most effective factors. This is because classroom development involves planning and preparing in advance. This discussion revolves around the state of classrooms, student behaviors, and teachers' teaching abilities. This is a practical way for teachers to manage an environment that is conducive to students and fosters good relations between them. It covers the emotional and social atmosphere and the



reduction of problematic behavior of students to enable effective learning experience (Egeberg et al., 2016).

Learner's monitoring is an integral part of teaching and learning in education. According to Harlen, W. (2007), educational evaluation has always involved both evaluation and measurement. Student assessments are used in the assessment system for various purposes, which affects students, teaching, and curriculum. The nature of this effect depends on the way it operates to assess the advantages and disadvantages of a specific assessment procedure and criteria required. While measurement is used to refer to individual student achievement.

Moreover, to improve 2) PS, research results indicated that 2.1) SMM and 2.2) SI are also playing an important role. The education business is currently focusing on responding to the needs of the target market by offering various institutional products and services. The 4Ps marketing model will be used to evaluate the product if it is tangible (McCarthy, 1960). On the other hand, if it is presented as a service, The 7Ps Marketing Mix model will be used (Booms & Bitner, 1981).

According to personnel play a crucial role for students in deciding to admit the school. Such personnel include academic, support, and administrative departments who must have relationships with students throughout their studies, especially famous professors is considered very necessary.

In terms of the marketing mix of school business (The business school 7P marketing mix) have additional factors including: Premiums, which means getting additional value on the initial admission offer, Prominence is often used by educational institutions to attract prospective students based on the outstanding teaching staff and the history of the school, lastly Prospectus, which is attractively presented to further study (Ivy, 2001).

More than that, it is about building brand awareness to strengthen the brand image among parents. Additionally, understanding the demographic factors that influence brand awareness can help schools tailor their marketing strategies. specific parent groups.

Implication for policy maker

To be consistent with our findings, it is recommended that the education system must be redesigned in a way that makes students more active and improves their life satisfaction and quality of life. Factors affecting students' academic success should be carefully examined, especially in psychological counseling. In order to increase the level of academic success of students, recommendations for Implication for policy maker will be discussed in the next paragraph.

Education policymakers in private schools should be addressed by three key area policies: 1) education organizations,



2) students and 3) teachers, to guide how private school function.

1) Educational Organizations

The main aim of any educational organization should commit in raising standards with moderate learning difficulties (M.L.D.), working towards educational and social inclusion, in partnership with the community to be developed as a centre of excellence promoting the highest expectations, whilst meeting individual needs.

2) Students

Students in the 21st century are being trained for future careers from the earliest days of school. Not only to get good grades, but also for them to become more innovative, creative, and independent. Prepare them to be active members, responsible, and open-minded of the community.

3) Teachers

In the 21st Century, the word is not only associated with teachers but also, inventors, entrepreneurs, motivators, mentor, illuminator and catalysts. Because preparing students for the 21st century is not just technology or skills for the global economy. Educators should be able to make their classrooms as dynamic as the world around us. Therefore, schools' staff should promote high quality teaching and learning, positive relationships, high self-esteem and an understanding of, and respect for cultural and ethnic diversity and beliefs.

Limitation and future research

One limitation is that the developed tools were tried out in 40 international schools in Bangkok. These 40 schools also require a standard curriculum from Kindergarten-Secondary school. The international school used in the study may show results for the sample only in the national capital.

This restriction is only applicable to a specific group of parents in an international school that are smaller than the national sample population of parents. Therefore, future research should be expanded to the population and conducted in a large number of international schools. For example, next research, they should study parent student all over the country to expand the sample population for the analysis.

As international schools have expanded to other provinces throughout Thailand as well, especially tourist cities and cities with high economic conditions, they have become more attractive to foreigners to live and work. This can be seen from the expansion of foreigners coming to live in the form of families with long-term stays that are increasing in number and wanting their children to study in international schools starting at kindergarten level. The combination of Thailand's convenience and low living costs attracts foreign investors who see potential and market opportunities for investment.



Future research should also focus on student satisfaction as today's new generation has more control over choosing their own school than in the past. (Browne et al, 1998) found that satisfaction with an educational institution is driven students' evaluations of the

quality of the curriculum and other curriculum-related factors associated with the educational institution, and that satisfaction is related to the match between student priorities and the school environment.

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