

**RELATIONSHIP AMONG PRIVATE SCHOOL BRAND IMAGE,
MARKETING STRATEGY, AND STUDENT SATISFACTION IN
A PRIVATE UNIVERSITY - A CASE STUDY**

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Independent Study Title Relationship among Private School Brand Image,
Marketing Strategy, and Student Satisfaction
in a Private University - a Case Study

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ABSTRACT

Private schools in China have developed rapidly due to education marketization but face intense market competition. Thus, creating a brand image and marketing strategies are vital. The main objectives of this study were to determine the relationship between the marketing strategies and brand image of private universities, the relationship between the brand image and student satisfaction, the relationship between the marketing strategies and student satisfaction, the impact of individual student variables on the brand image of private universities, the impact of individual student variables on the marketing strategies of private universities, and the impact of individual student variables on student satisfaction.

The sample group used in the study were 366 students in a private school in Jiangxi Province, China. The instrument used to collect data was a questionnaire. The statistical methods used to analyze the data comprised reliability and validity analysis, variance analysis, correlation analysis, and regression analysis.

The study results found a positive correlation between school brand image and student satisfaction, between marketing strategies and brand image, and between marketing strategies and student satisfaction. There are significant differences in grade level and family background. Recommendations for the Chinese government include organizing national exchange activities to enhance communication, establishing a management agency for private schools to provide consultation, and strengthening monitoring and evaluation mechanisms. Private schools should focus on developing unique brand image characteristics, targeted marketing strategies based on feedback and social context along with quality campus environments, teaching, and services to improve student satisfaction.

Keywords: private school, school brand image, marketing strategy, student satisfaction

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Chapter 1

Introduction

At the beginning of the new century, China introduced the "Promotion of Private Education Law." China's higher education has rapidly advanced, and the higher education industry has entered a period of vigorous development. According to the "2021 National Education Development Statistics Bulletin" released by the Chinese Ministry of Education, there are 764 private institutions of higher education in China, accounting for 25.37% of the total number of institutions of higher education in the country. Among them, there are 390 undergraduate institutions, 22 undergraduate vocational schools, 350 higher vocational (specialized) schools, and 2 adult education institutions. The total number of students in private undergraduate and vocational colleges and universities is 8.4574 million, an increase of 540,000 over the previous year, accounting for 24.19% of the total number of undergraduate and vocational college students in the country. Therefore, establishing a set of methods for measuring education quality is necessary to comprehensively monitor the maintenance and improvement of education quality. The improvement of overall education quality depends on the functional play of school education. This study aims to explore the relationship between the brand image and marketing strategies of private schools and student satisfaction. By examining whether the education provided meets the needs of students and providing them with quality education, the study aims to identify ways to improve overall education quality. This chapter is divided into four sections: the first section discusses the research background and motivation; the second section outlines the research objectives; the third section explores the research questions; the fourth section defines the research scope; and the fifth section describes the research framework.

1.1 Research background and motivation

In early 2015, the Chinese State Council approved amendments to education laws, which stated that private schools could be divided into for-profit and non-profit categories, creating a more flexible system for the development of private education. With the rapid advancement of higher education in China, the higher education industry has also entered a period of vigorous development. In today's era of rapid economic globalization and increasing competition, the country needs to improve its cultural soft power by educating more specialized professionals who can adapt to the constantly changing times. Outstanding talents can bring more economic benefits to the country and create greater wealth value, which has driven the development of domestic education. Higher education institutions, as important venues for education, have a responsibility and obligation to train more talents for society. Meanwhile, the Chinese government's support and the increasing attention of the Chinese public to higher education have provided greater opportunities for the development of private higher education in China. With the vigorous promotion of undergraduate education in China, public higher education institutions can no longer meet the needs of current educational development. Private higher education institutions are an indispensable part of China's higher education system and have gradually played their own advantages in talent training. The development of private higher education institutions has accelerated China's modernization process of education, providing strong support and human resources guarantee for China's economic construction and social development. Private higher education institutions have become an important growth point and component of China's education industry.

In recent years, private higher education in Jiangxi province, China, has grown robustly against the backdrop of the booming development of higher education nationwide. In 2021, there were a total of 106 higher education institutions in Jiangxi

province, accounting for 3.52% of the national total, among which private institutions numbered 31, accounting for 29.25% of the total in the province. Private education in Jiangxi province has shown good momentum in terms of the number of schools and students. However, as China's process of popularizing higher education continues to accelerate in recent years and private institutions, independent colleges, and foreign education institutions have emerged one after another, and with consumers' increasingly individualized and rational demand for education, the enrollment situation for private higher education institutions has become increasingly severe, and competition among higher education institutions has become extremely fierce. While private institutions must constantly improve their internal quality of education, they also urgently need to adapt to external environmental changes and propose practical marketing strategies to ensure that they gain sufficient advantages in student recruitment in competition with public institutions.

Gongqing College of Nanchang University (private university) began in 1985 when the then General Secretary of the Communist Party of China, Hu Yaobang, personally wrote the name of the school. In 2002, with the approval of the Jiangxi Provincial Education Department, Development and Reform Commission, and Economic System Reform Office, the school was restructured by introducing social capital and became NC University College (a private institution). In 2003, the college was evaluated by the Ministry of Education and confirmed as an independent college (a private institution). In 2021, the school changed its investor and was taken over by Sichuan Hope Education Industry Group. When the school was first established, it had fewer than 1,000 students, but after more than 30 years of development, it now has over 7,000 students. The school is now entering a critical period of transformation towards becoming an applied undergraduate college and is striving to become a distinctive and nationally renowned applied higher education institution.

Extending the brand image to Chinese private higher education institutions and shaping and enhancing the brand image can unearth more development potential and opportunities for these institutions. It can also improve their current status in the education industry, enabling them to grow into more outstanding and unique higher education institutions. As the marketization of education intensifies, competition among higher education institutions becomes increasingly fierce. Private higher education, as a product of reform and socialist market economic development, has achieved remarkable development along with the rapid economic and social progress. However, we must also be aware of the severe challenges faced in the course of development. A university's brand is a reflection of its overall strength, and a good brand image can help it gain better quality students and social resources in the fierce competition. Therefore, exploring the existing brand image and its relevance to Gongqing College of Nanchang University (private university) is a research motivation in order to help it survive and develop in the intense education market competition.

In the trend of education commercialization, how to effectively convey the excellent culture, management style, educational philosophy, and achievements established by private schools to students, parents, and society through effective marketing strategies and channels to meet their needs, gain their support and recognition, has become a new issue for private schools to plan their marketing strategies. Therefore, understanding the current situation and connotation of marketing in Gongqing College of Nanchang University (private university) is another research motivation for this study.

The 19th Central Committee of the Communist Party of China has put forward new requirements for private education in China, and also proposed new tasks for private schools, requiring education managers to change their original ideas, follow the requirements of the times, and closely follow the situation, gradually changing from profit-oriented to public welfare-oriented. The goal of school education is to meet the

needs and expectations of students, parents, and society. The implementation of the student-centered approach is crucial in continuously improving the quality of education, and measuring the success of school operations by meeting the expectations and satisfaction of students and parents. Therefore, exploring the relationship between student satisfaction and the brand image and marketing strategy of Gongqing College of Nanchang University (private university), and continuously improving the quality of education to meet the expectations and satisfaction of students and parents, is another research motivation of this study.

Due to the market-oriented nature of education in China, pursuing excellent education, enhancing school competitiveness, and creating high-quality teaching have become essential issues that managers of private schools must focus on. While private higher education in China has experienced significant growth, it is also facing intense competition. This article takes Gongqing College of Nanchang University (private university), a privately owned institution with 30 years of history located in the central region of China, as an example to explore the relationship between the school's brand image, marketing strategy, and student satisfaction. This research not only provides decision-making reference for the school's transformational development but also serves as a reference for other private higher education institutions to carry out market-oriented marketing.

1.2 Research objectives

Based on the research background and motivation mentioned above, this study will take Gongqing College of Nanchang University (private university) as an example to conduct theoretical and empirical research on variables such as the school's brand image, marketing strategies, and student satisfaction through research procedures and methods. User image can be directly generated by consumers' own experience and contact

with the brand user, or indirectly formed through brand advertising or other information sources (such as word-of-mouth) (Zhao Yueming, 2011). Typical brand user associations are based on demographic factors (such as gender, age, race, and income) and psychological factors (such as attitudes towards occupation, property, environment, or politics). Individual student variables play a role in the correlation between school brand image, marketing strategies, and student satisfaction. This study explores the relationship between Gongqing College of Nanchang University (private university) students' perception of the school's brand image and marketing strategies and their satisfaction with the school, in order to understand the current status of Gongqing College of Nanchang University (private university)'s brand image, marketing strategies, and student satisfaction. The aim is to contribute to the development planning of Gongqing College of Nanchang University (private university) and provide relevant strategies for other private schools in brand image shaping, marketing strategy determination, and student satisfaction improvement. Specifically, the main objectives of this study are:

1. Determine the relationship between marketing strategy and brand image of private schools.
2. Determine the relationship between brand image and student satisfaction of private schools.
3. Determine the relationship between marketing strategy and student satisfaction of private schools.
4. Determine the impact of individual student variables on the brand image of private schools.
5. Determine the impact of individual student variables on the marketing strategy of private schools.
6. Determine the impact of individual student variables on student satisfaction.

1.3 Research questions

For enterprises, brand image is chosen, developed, and managed by marketing personnel, while consumers passively receive the information. If private school administrators can understand how students store brand-distributed information in memory, they can effectively convey information to the target customer group (students and parents), thereby establishing brand loyalty among the target customer group (students and parents). Higher marketing scores correspond to higher student satisfaction and brand loyalty scores, as well as better word-of-mouth (Wang, Chen, & Chen, 2014). The better the brand image, the higher the consumer's perceived quality of the product (Wang et al., 2010). Based on the research objectives and the above research situation, the following research questions are sorted and analyzed as follows:

1. Is there a significant correlation between the marketing strategy and brand image of private schools?
2. Is there a significant correlation between the brand image and satisfaction of private schools?
3. Is there a significant correlation between the marketing strategy and student satisfaction of private schools?
4. What is the impact of student individual variables on the brand image of private schools?
5. What is the impact of student individual variables on the marketing strategy of private schools?
6. What is the impact of student individual variables on student satisfaction?

1.4 Scope of the study

The purpose of this study is to explore the correlation between brand image, marketing strategy, and student satisfaction in private schools, using undergraduate students (freshmen to seniors) at Gongqing College of Nanchang University (private university) school as the survey respondents. According to the statistical data of the number of students and departments of Gongqing College of Nanchang University (private university) in the 2022 academic year, the number of students enrolled is as high as 7,871, with a male-to-female ratio of 47.63% to 52.37%, respectively.

According to the statistics, the distribution of students in each grade and their gender at Gongqing College of Nanchang University (private university) is as follows:

Table 1.1

Grade	Number of Students (people)	Male	Female
First Year	3184	1765	1419
Second Year	1400	629	771
Third Year	1644	714	930
Fourth Year	1643	641	1002
Total	7871	3749	4122

Data source: Student Affairs Office of XX University. This study has compiled the following statistics.

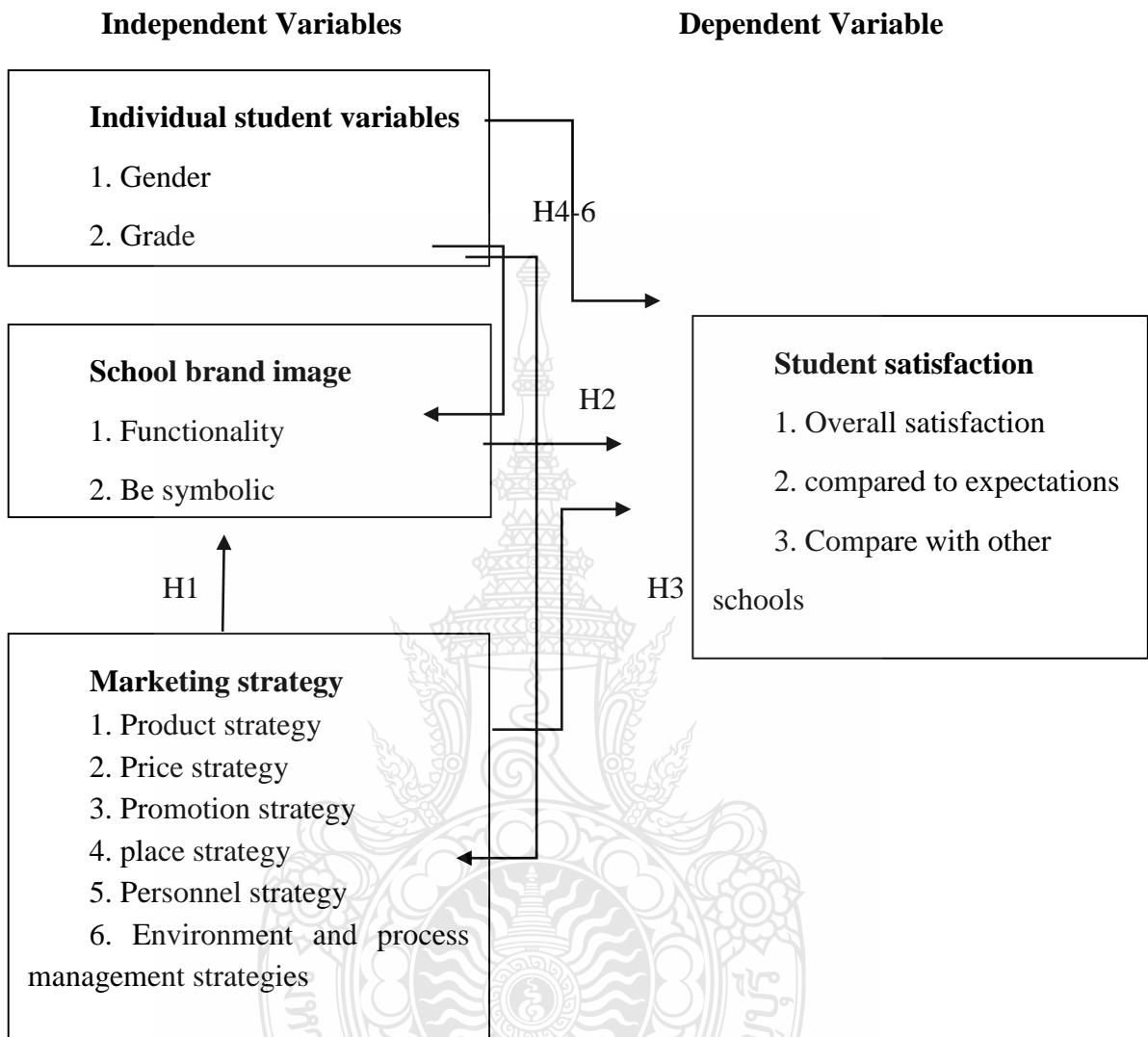
According to the statistics, the distribution of students and genders in each department of Gongqing College of Nanchang University (private university) is as follows:

Table 1.2

Department	Grade	Fourth Year	Third Year	Second Year	First Year	Total
Economic and Trade Department	Male	58	52	47	43	200
	Female	81	49	41	44	215
	Total	139	101	88	87	415
Business Administration Department	Male	75	104	42	136	357
	Female	209	207	115	259	790
	Total	284	311	157	395	1147
Engineering and Technology Department	Male	135	164	137	528	964
	Female	22	13	14	48	97
	Total	157	177	151	576	1061
Art and Design Department	Male	71	78	90	201	440
	Female	125	136	134	241	636
	Total	196	214	224	442	1076
Information Engineering Department	Male	230	260	239	733	1462
	Female	56	46	64	125	291
	Total	286	306	303	858	1753
Foreign Language and Literature Department	Male	38	16	22	46	122
	Female	256	211	161	225	853
	Total	294	227	183	271	975
Chinese and Education Department	Male	34	40	52	78	204
	Female	253	268	242	477	1240
	Total	287	308	294	555	1444
Total	Male	641	714	629	1765	3749
	Female	1002	930	771	1419	4122
	Total	1643	1644	1400	3184	7871

Data source: Student Affairs Office of XX University. This study has compiled the following statistics.

1.5 Conceptual framework



H₁: There is a significant positive correlation between marketing strategies and school brand image.

H₂: There is a significant positive correlation between school brand image and student satisfaction.

H₃: There is a significant positive correlation between marketing strategies and student satisfaction.

H₄: Gender has a significant difference in school brand image, marketing strategies, and student satisfaction.

H₅: Grade level has a significant difference in school brand image, marketing strategies, and student satisfaction.

H₆: Family background has a significant difference in school brand image, marketing strategies, and student satisfaction.



Chapter 2

Literature Review

This chapter aims to explore the relationship between the brand image, marketing strategies, and student satisfaction in private schools. Relevant literature and empirical data were collected to support the discussion of this research topic. This chapter is divided into three sections: the first section discusses school brand image and related research; the second section examines marketing strategies and related research; and the third section focuses on student satisfaction and related theories.

2.1 School brand image and related research

2.1.1 Brand image

Before defining brand image, it is necessary to understand what a brand is. In the 1950s, the term "brand" was first proposed by American scholar David Ogilvy, who defined a brand as a comprehensive reflection of a product's name, function, price, packaging, historical reputation, and advertising methods. In other words, a brand often creates a first impression in the minds of many customers, which includes various types of perceptions. "Different brands can leave different impressions on people. Depending on the brand, people can have a rough understanding of the quality and service represented by the product, and its material or immaterial attributes are an important criterion for customers to judge and evaluate everything" (Rick Leibowitz). To some extent, we can understand each brand as a different category. It can be said that because of the differences between brands, the material objects are extremely diverse, and the differences that distinguish each brand are probably the symbols of their true significance.

A brand is a label that people use to evaluate, and regardless of the type of brand, it will always be controversial once it appears. The relationship between a brand

and its customers is demonstrated through the customers' evaluations of the brand (Geoffrey Biddle). A brand may be a symbol that represents a product's name or concept. A brand cannot be repeated with other brands and must have a significant difference to be memorable (Philip Kotler). The creation of a brand from conception to establishment is a long process, and in order to promote a brand, various media can be utilized. Advertising creates a platform for the brand, and the brand establishes revenue for advertising. Therefore, the theory of brand creation was originally proposed by advertising people in the practical process, and theories such as USP theory, brand image theory, and brand positioning theory are representative of this. Brand image theory is a creative viewpoint proposed by David Ogilvy in the mid-1960s. The explanation of this concept is roughly as follows: The theory of brand image is the content discussed in the creative planning theory of advertising, and the theory of brand image is a major concept because of its creative characteristics.

Brand image is an important element in marketing, as it is considered a signal of information for consumers. Consumers use the brand image they hold to infer the quality of the product, which then stimulates their purchasing behavior (Yang Yujing, 2007). A positive brand image stored in consumers' memory will become an important consideration factor in their purchasing decisions. From the consumers' perspective, brand image is developed, maintained, and endowed with meaning by consumers, and is influenced by personal experiences. The creation of brand image is subjective and opposes the assumption that brand image belongs to the essence of the brand. It responds to the idea that the image, like goodwill, can only exist in people's minds (Bullmore, 1984). When consumers are unable to correctly assess the quality of a product, such as when they lack knowledge about the product or find it difficult to obtain information about its features, their perceived risk increases. In this situation, a high brand image can act as a guarantee of the product's quality, helping to eliminate consumers' doubts and

thus reducing their perceived risk. Brand image is one of the ways to lower consumers' perceived risk (Mitchell & Greatorex, 1993).

In studying previous literature, the research on brand image has been categorized into four types (Dobni and Zinkhan, 1990)

1. Brand image is the overall concept retained in the minds of consumers regarding a particular brand.
2. Brand image is a subjective and perceptual phenomenon formed by consumers through reasoning or emotional intuition.
3. Brand image is not attached to the technical, functional, or tangible aspects related to the product, but is constructed and shaped by marketing activities and formalized perceptions to create and enhance its influence.
4. The perceptual impact of brand image is more important than its actual reality.

Based on the study of consumer needs, consumer perceptions of brand image can be divided into three types: functional image, symbolic image, and experiential image (Park, Jaworski & MacInnis, 1986):

1. Functional Image: Emphasizes meeting consumers' external practical needs, addressing practicality, functionality, and credibility as functional aspects.
2. Symbolic Image: Emphasizes meeting consumers' internal needs, reflecting social status, interpersonal relationships, and personal style as symbolic aspects.
3. Experiential Image: Emphasizes meeting consumers' desire for diverse stimuli, providing sensory pleasure and cognitive stimulation, with interesting, comfortable, warm, joyful, and self-expression as experiential aspects.

In the mid-twentieth century, an interesting experiment was conducted in which blindfolded participants were asked to identify different types and brands of beer through

taste. The research conclusion was that "in general, participants could not distinguish taste differences between different brands of beer, but the beer label and the associations it creates clearly affect their evaluation" (Allison & Uhl, 1964). This experiment illustrates that consumers usually make purchase decisions based on their associations with a brand image. The importance of brand image is self-evident in this experiment. Companies should proactively establish a good brand image and identify positive and negative information in the environment that can influence the perception of the brand image by consumers. Only then can they stand out in the market (Duncan & Caywood, 1996). Similarly, in educational marketing, the brand image established by schools is an important consideration for students when choosing a school. A good school brand image can demonstrate a student's ability to distinguish and recognize differences between their school and other schools, thus triggering their selection behavior.

2.1.2 Corporate image

Corporate image refers to the overall impression, evaluation, feeling, and attitude formed in consumers' memories after receiving various information about a company, as well as the result of comparing various attributes of the company. It can also be the personal association with the company name (Chiu et al, 2011)

Corporate association should include two types: corporate ability and corporate social responsibility (Lee et al, 2010)

Corporate ability association: related associations of a company's professionalism in producing and providing its products or services, such as employee professionalism, internal R&D and technological innovation advantages, manufacturing professionalism, customer orientation, and industry leadership status.

Corporate social responsibility association: reflects an organization's attitude and activities in fulfilling social obligations, which are usually unrelated to the company's ability to produce products or services, such as environmental protection,

commitment to employment diversity, social participation, sponsorship of cultural activities, or corporate philanthropy.

In this study, corporate image is considered a key factor in attracting potential or existing customers to interact with the organization (Massaro, 1998). For a school, the symbolic meaning represented by its brand image is extremely important. Improving a school's brand image can have positive effects on student recruitment, student performance, and even society's perception of the school and its students. If a school's image is poor, the consequences go beyond mere damage to the image and can result in intangible recruitment pressure, which is the most serious impact. Therefore, a successful brand image can help increase student enrollment and improve student performance.

While education and business practices are distinct, establishing a strong school image is a good way to promote the development of the school. However, there is a lack of research and related literature in this field, so this study will use the overall concept of corporate image to represent the school image.

2.1.3 School brand image

Due to the impact of marketization in education, innovative school management and the development of a unique brand are crucial for schools to enhance their competitiveness and become the top choice for students and parents. Establishing a high-quality school brand is an important task in school management, as noted by Lin Renhuan (2008). The elements that constitute a school brand include campus culture, educational philosophy, academic and teaching styles, relationships with parents and students, principal and teacher quality, advanced educational facilities, and broad social participation, as identified by Lu Zhiwen (2008). To create a branded school, there are five essential requirements: accurate self-positioning, a stable cultivation model, a positive campus culture, broad social participation, and a first-class faculty team.

Effective school brand management can improve education quality and school competitiveness, expand positive associations with stakeholders, enhance functional, emotional, or symbolic value in stakeholders' minds, and ultimately establish a high-quality school brand image. This helps to gain the trust of the public and obtain more educational resources, thus promoting sustainable development, as noted by Yang Yajun (2011). The establishment of a brand image not only boosts the self-confidence and sense of honor within the school community but also encourages positive feedback from resource sponsors, which helps to achieve their sponsorship goals, as mentioned by Zhao Yueming (2011). Therefore, it not only makes it easier to obtain sponsorship in the future but also opens up diverse target markets.

A university's brand image can be seen as a combination of two types of attributes: functional brand image within the organization and reputational brand image outside the organization. Although students may rely on the reputational brand image to evaluate a university when information is scarce, universities that are trending towards a declining reputational brand image may need to rely on functional brand image to make up for the lack of external reputation (Ding & Ye, 2011). When students have limited knowledge of a university's actual conditions, they may rely more on reputational brand image (such as graduate employment prospects, alumni performance, academic and industrial reputation, external evaluations, etc.) to judge the quality of the university (Ye, 2007). After a period of studying in the university, students will have a deeper understanding of the institution, and will rely on functional brand image (such as teaching staff, curriculum planning, teaching equipment, etc.) to evaluate the quality of the university. This supports the idea that without the ability to review and change management strategies in response to changing environments and to frequently reflect on their own performance, universities are prone to deficiencies in their operations.

In a society centered around branding, there is an inseparable relationship between building a brand and attracting students to enroll in a school (Cai Jintian, 2009). Schools must leave a good impression on students in order to attract them, and leaving a positive reputation in the minds of students is a good start. Therefore, establishing a brand helps to attract education customers, and the effectiveness of branding relies on an integrated marketing strategy. In an extremely competitive education market, branding and marketing strategies will play an important role in attracting education customers.

1. The function of external recognition. The explicit factors of a brand, such as its name, logo, symbol, special color or font, make it distinct and easy to recognize.

2. The function of internal cohesion. The implicit factors of a brand, such as social responsibility, spiritual pursuit, and value orientation, make it a link for communication between internal employees and external consumers.

3. The function of market orientation. Brands grow in the market and are the result of consumer recognition. Without consumers, there is no brand.

Therefore, in order for educational institutions to achieve sustainable development and effectively attract students, fundamental innovation must be carried out in the construction and management of their brand. The key factors of this innovation are the commonly discussed multiple cultures and broad participation, media presence, high-quality teaching, curriculum planning, counseling services, campus infrastructure, and post-graduation career development. Through these factors and their renovation, a high-quality school brand reputation can be established.

Through a study of previous literature, it was found that a school's brand image includes four aspects (Cai Jinshan, 2011):

1. Administrative management: the planning, implementation, evaluation, and reflection of management.

2. Curriculum and teaching: the main content of school operations, including curriculum planning and design, providing a support system for effective teaching to enhance the efficiency of school operations.

3. Student performance: actualizing and inspiring the diverse potential of students, promoting the development of individual personalities, and affirming individual learning achievements.

4. Campus environment and resources: including factors such as recycling, energy conservation, and natural materials. Building good public relations, introducing social and environmental resources, and enhancing learning efficiency.

Based on the viewpoints of various scholars mentioned above, this study regards school brand image as the association related to the brand in the minds of consumers. The product image refers to the perception of students towards the private schools they attend, which includes both the actual functions provided and the implied symbolic meanings. Therefore, according to Park, Jaworski & MacInnis (1986), this study divides brand image into three levels: functional, symbolic, and experiential, for further research and analysis.

2.2 Marketing strategy and related research

2.2.1 Marketing strategy

The most concise definition of marketing is "satisfying others and gaining profits." The American Marketing Association (AMA) defines marketing as a series of organized activities aimed at creating customer value and managing customer relationships for the benefit of stakeholders and businesses. Marketing guru Philip Kotler believes that marketing is about individuals and collectives, with the purpose of obtaining desired products and services, and the essence of marketing activities is to create and exchange products and services. Modern marketing focuses on consumer needs,

producing appropriate products, setting reasonable prices, and using convenient channels and effective promotional strategies to ultimately ensure that the needs of both businesses and consumers are met. The 4P marketing strategy combination theory was proposed by Professor McKenzie of the American Marketing Association in 1960, and has since been known as the traditional and classic marketing combination, occupying an important position in marketing theory.

There are many strategies that businesses can use, most of which revolve around the marketing mix strategy, namely product, price, place, and promotion (Tseng, 2011). These strategies can be summarized as follows:

1. Product strategy: This involves the set of attributes that satisfy the needs of target customers. The product may be a tangible good, an intangible service, or a combination of both. It may also be a concept, goal, impression, idea, place, or person. The product strategy involves decisions related to product mix, product line, product items, branding, packaging, and services.

2. Pricing strategy: This involves setting the amount of money or other value that the buyer must pay to obtain the product. When determining the price, factors such as consumer response, costs, competition, legal and ethical considerations are usually taken into account. Pricing activities also include the development of discount and other pricing adjustment policies.

3. Place strategy: This refers to providing appropriate products at the time and place where target customers want to buy them in order to create time, place, and possession utility. Its goal is to provide the right amount of appropriate products at the right time and place. To reach the target market, a business can use direct contact or intermediaries.

4. Promotion strategy: This focuses on communication between the organization and its target customers. The goal of promotional activities is to inform,

remind, and persuade the target market about the organization and the products it offers. Promotion can be done through advertising, sales promotion, personal selling, and public relations.

Due to its ability to grasp the most critical marketing variables for businesses and demonstrate how they can achieve marketing objectives, the 4P theory has gained high recognition and applicability. In the complex and ever-changing market conditions of today, all types of enterprises or organizations directly or indirectly carry out marketing activities. With the rapid development of private education in China and the intensification of competition for students in private schools, coupled with the particularity of private higher education in terms of finance, enrollment, etc., the marketing activities of private higher education institutions need to be constantly explored and innovated. It is necessary to timely understand the development trends of education, constantly grasp the characteristics and development pulse of students, accurately position the school's education and target market (student source market), and launch targeted marketing to consumers around aspects such as "product, price, channel, promotion," etc. in order to gain social recognition and achieve good social benefits for private higher education institutions.

In non-profit marketing, the basic elements of marketing analysis include needs, wants, demands, products, transactions, and markets (Philip Kotler, 1984). The basic concepts, characteristics, and development of marketing relationships in non-profit organizations are similar to those of school marketing. The following are summarized and described:

1. Needs: Creating personal and organizational needs that can satisfy the conditions of self-growth, safety, love and belonging, and self-realization. In addition, schools strive for good performance to attract public support and recognition.

2. Wants: Pursuing excellent school performance is the ideal and goal. Shaping a good school image can win public recognition.

3. Demands: Making full use of limited resources to balance supply and demand. Additionally, obtaining more resources can improve the educational environment.

4. Products: A school's excellent image, students' achievements, and teaching quality assurance are important factors in the product.

5. Transactions: Positive interactions between teachers and students and the school's public relations with society are the exchange and service of the product.

6. Markets: Schools with good performance and image are highly accepted by the public, making enrollment easier.

Therefore, this study adopts Green & Pelozo's (2011) perspective to define school marketing management as the analysis, planning, execution, and control of various programs designed by schools to create, establish, and maintain mutually beneficial exchange and relationships with the student market, in order to achieve the goals of the school.

2.2.2 School Marketing Strategy

As early as the early 1970s, developed countries such as the United States and the United Kingdom began researching and applying education marketing. In the 1990s, American and British universities rushed into the Chinese market, causing an impact on higher education in China. This also brought the theory of education marketing to China. On the other hand, with the development of the market economy, the demand for education is increasing day by day, and the Chinese government has given a series of policy supports to private higher education institutions, resulting in the flourishing development of private education. In the face of the increasingly reduced student population, the fierce competition in the education market, and the constantly changing

needs of consumers, it has become an urgent problem for private higher education institutions in an unfair and disadvantaged position to use marketing and education marketing theories to guide their marketing activities.

Under the influence of the development of social demand and the transformation of the labor market, the education environment faces challenges (Alina Filip, 2012). The purpose of this study is to demonstrate the applicability of marketing theory in higher education as a feasible solution to improve system efficiency and effectiveness. In order to explain the overall effectiveness of marketing for universities, individuals, and society, the article analyzes them respectively from the perspectives of social and services. Based on the nature of educational services, they plan their market relationships through seven marketing mix tools: planning, pricing, place, promotion, process, physical facilities, and people, in a comprehensive way.

Educational marketing is a process that involves systematic and comprehensive promotion, education, and guidance to target consumers, guided by marketing theory, with the aim of meeting customer needs for products or services through a service-based platform, and achieving value exchange for educational institutions (Lv Ping, 2012). Non-profit organization marketing (such as universities, hospitals, etc.) refers to analyzing the needs of the organization and its service recipients, pushing services to the market to achieve organizational goals (Si Yan, 2014).

This paper examines domestic marketing in the higher education sector in Australia, particularly university investment models and their students' growth as a return on investment (Chrissa Favaloro, 2015). Universities' marketing expenditures grew by 23% over five years from 2008 to 2013, with over AUD 10 million allocated annually for advertising and promotional activities across multiple institutions. However, few universities have converted their strong marketing investments into strong revenue streams or student growth returns. With government funding cuts to Australian

universities, there have been suggestions to increase their market exposure and marketing budgets, and the results of marketing and market expenditure will inevitably face greater scrutiny in the future. Alumni provide a valuable marketing channel for educational institutions, not only by sharing project highlights but also by drawing on other competitive advantages that positively impact the organization to enhance school competitiveness (Jamie Barron, 2015). Capella University has created a virtual alumni chapter affiliated with an international performance improvement association, where alumni, learners, and faculty can network in a meaningful way to address the interests and needs of all parties.

An increasing number of higher education institutions are focusing on social media as a means of engaging with stakeholders (Darren L. Linvill, Jerrica Ty Rowlett, Mette M. Kolind, 2015). Using a relationship marketing framework as a perspective, this study explores how institutions use social media platforms. The results indicate that some higher education institutions need to reassess their social media plans and recognize audience differences in using specific social media platforms. The limitations of the platforms and future research directions are also discussed.

The most suitable marketing mix for education should be the 5P approach, as process management is considered part of internal marketing for educational activities, and physical equipment is already included in the place element (Gary, 1991). This study modified the marketing strategies of Xiao Jiahua's (2006) doctoral thesis research framework and applied them to six levels of education:

1. Product strategy

The product refers to a group of attributes (features, functions, benefits, uses, etc.) that can satisfy consumer needs and desires, and can be traded or used, with both tangible and intangible aspects. For schools, the core product includes achieving overall goals and plans, and student performance. Tangible products include the content,

quality, and characteristics of teaching courses and administrative services, such as the rationality of administrative decisions, the quality of course design, high-quality services and feedback inside and outside the school, and the full use of resources. Extended products include the school's reputation and word-of-mouth, club activities, and social services.

2. Pricing strategy

Different pricing strategies are formulated based on different market positioning, considering the costs and expenses that consumers are willing to pay. When college students choose their preferred schools, they are influenced by relationship marketing factors such as scholarships, courses, and employment advantages, which affect their behavior and intentions to choose a school. In various enrollment activities, schools often use additional incentives such as providing students with scholarships, full tuition waivers, and job guarantees to attract students to enroll. This not only enhances students' preferences when selecting schools but also aims to gain more recognition and applications from students (Su Rongmei, 2012).

3. Personnel strategy

In the application of marketing strategies, the term "personnel" refers to the individuals who actually carry out the exchange process between the product provider and the buyer. In the context of education, this refers to all the relevant individuals involved in school affairs, including administrative personnel, teachers, parents, alumni, industry personnel, and others. The school's administrative personnel and teachers are frontline personnel, and their service and communication skills, teaching enthusiasm, and professional ability will all affect the participants' perceptions.

4. Promotion strategy

Promotion is a special form of communication, commonly known as "advertising," which is a variety of activities that an organization undertakes to publicize

the advantages and disadvantages of its products and persuade customers to purchase them. It includes the use of all marketing tools. For schools, the main purpose of promotion is to convey relevant information about the school's educational philosophy and characteristics to consumers and try to influence their decisions. Examples of promotion activities include advertising (in newspapers, on television, on the radio, on the Internet), public relations, public advocacy, personnel sales training, and sales promotion. In education, the content and target of school promotion should include public relations, sales promotion, personnel sales training, and advertising through online media.

5. Distribution Strategy

Marketing distribution strategy (place) mainly refers to providing consumers with products or services in a timely, appropriate, sufficient, and high-quality manner at the lowest cost possible. Every organization must consider how to make their products or services accessible and usable by their target market. For education products and services, the way they are distributed and delivered to students is important. This includes how education products are allocated and delivered in terms of time and space (such as online learning and administrative information systems), physical facilities on campus (such as classrooms, restaurants, libraries, sports halls, laboratories, and venues with different functions), surrounding environment, transportation, and non-educational services (Lin Jinding, 2011).

6. Environment and Process Management Strategy

From the perspective of education marketing strategy, the management process of university marketing strategy should not only focus on the process management, but also consider the characteristics of educational organizations, emphasizing autonomy and service vision. The quality of service in universities refers to a consistent, sustained, and comprehensive approach that clearly states the organizational goals (not short-term or phased goals), customer expectations, customer needs, and

quality commitments in concise and comprehensive language. Starting from the development of value goals, value propositions, and value organizations, the unique characteristics of the organization's process and operation combine product, design, quality, service, and cost to make it possible for employees to turn their visions, goals, roles, organizations, and processes into reality.

Above are the concepts and perspectives on marketing strategy provided by various experts and scholars, regardless of whether it is 4P, 5P, or 7P. The use of marketing strategy is considered an important method for organizations in business management. In the application of school education, it is even more important to understand customer needs and convey the school's philosophy. This study refers to Dr. Xia Jiahua's (2006) doctoral dissertation research framework and modifies the marketing strategy for application in education, proposing six levels (product strategy, place strategy, price strategy, promotion strategy, people strategy, and environmental and process management strategy) to verify the level of marketing strategy.

2.3 Student satisfaction and related theoretical research

2.3.1 Student satisfaction

Since Cardozo proposed the customer satisfaction theory in 1965, it has been widely accepted by scholars and applied in various fields. The learning experience of students in private higher education institutions is essentially a process of transforming tangible resources into intangible resources. A large part of the improvement in abilities and knowledge during university is dependent on the services provided by the institution. A large body of literature on student satisfaction in domestic and foreign higher education institutions shows that the customer satisfaction theory is applicable to studying student satisfaction in private higher education institutions.

In terms of research on students in the role of "customers" in private higher education institutions, starting from consumer behavior, customers can be broadly classified into general customers and specific customers. Broadly speaking, if the entire operation process of an enterprise is viewed as a system, then the recipients of the output at each link can be called customers. Specifically, any user or recipient of a product is a customer. In the scope of services provided by private higher education institutions, customers are obviously specific customers. The reason why students play an important role as "customers" in private higher education institutions is that, first, the existence of private universities is primarily based on student recognition and choice. As early as the 1960s, Augarte (Spain) proposed that students are the owners of universities, and universities exist because of students. The existence of private higher education institutions is even more significantly related to student satisfaction. Second, students are the direct customers of education services provided by private higher education institutions and directly influence their services. Students can freely choose and accept the various services provided by private higher education institutions and pay tuition and other fees for them. In this way, students form a consumer relationship with private higher education institutions based on supply and demand.

An attempt was made to construct a model for measuring the satisfaction of higher education quality using the American Customer Satisfaction Index (ACSI) in 1994, and a meaningful practice was carried out to establish a hierarchical pointer system for student expectations (Zhao Guojie and Shi Xiaoming, 2003). In April-May 2006, a satisfaction survey of Chinese universities was conducted among recent graduates of 100 universities by "New Century Weekly," and a survey analysis report was published after in-depth investigation. This report unveiled the first "China University Satisfaction Ranking" to the public. In 2008, "New Century Weekly" released the third "China University Satisfaction Ranking," which included for the first time a satisfaction survey

of private higher education institutions and a "China Private Higher Education Institutions Satisfaction Ranking." The survey covered various aspects such as recommended admission rankings, satisfaction with dining spaces, teacher quality, ratings for alumnus, satisfaction with the learning environment, satisfaction with work-study programs, satisfaction with graduate employment outcomes, satisfaction with graduate salaries, and satisfaction with student loans. In 2009, Huang Zhonghua of Huazhong Agricultural University conducted a satisfaction survey of students at private higher education institutions in Hubei Province. Seven private higher education institutions in Hubei Province were selected for the survey, which covered seven areas, including teaching services, student management and support, campus cultural atmosphere, logistics services, library services, student perceived value, and school image. Feasible suggestions were proposed based on the survey. Tian Jia and Lu Tao conducted an empirical analysis of satisfaction factors for five independent colleges in Chongqing, China, analyzing the basic composition of factors affecting student satisfaction and their satisfaction levels. They concluded that the factors influencing student satisfaction in independent colleges could be summarized into 11 factors, including "student management mechanism" and "teaching infrastructure."

This group of texts discusses research on the satisfaction of students at private higher education institutions in China and beyond. The study of student satisfaction was initially proposed by Maslow (1943) in his theory of human needs hierarchy, which suggests that humans' satisfaction increases with the level of their needs. Research on student satisfaction in higher education began in the United States, where the Cooperative Institutional Research Program (CIRP) was launched in 1966 to measure the satisfaction of new students. From 1991 to 2001, the Research in Higher Education (RHE) journal published articles on student satisfaction as one of its three main research areas. In 1995, the Student Satisfaction Inventory (SSI) was developed by Noel-Levitz,

which applied the American Customer Satisfaction Index model to higher education student satisfaction research. The results of their research to some extent reveal the basic situation of American college student satisfaction. Noel-Levitz publishes the National Student Satisfaction Report annually in higher education publications and USA Today, and the report also provides a five-year trend comparison. The study of American student satisfaction has a solid theoretical research foundation. There are five versions of the SSI currently in use, and different versions are used for different types of higher education institutions during research surveys. The satisfaction inventory consists of over 70 items covering all areas of college student experience. This research has significant reference value for the study of student satisfaction at private higher education institutions in China.

2.3.2 Theoretical research on student satisfaction

Wang Guoqiang and Sha Jiexiang (2002) conducted a study on the index system for evaluating the satisfaction of university students. Zhao Guojie and Shi Xiaoming (2003) used the ACSI model to study the quality of higher education expectations of college students. Ji Xiaoyi (2004) studied the evaluation method of customer satisfaction with higher education services. Zhu Guofeng, Ji Xiaoyi, and others proposed an index system for evaluating customer satisfaction in higher education, discussed how to determine the weight of satisfaction indicators, and explored the results of satisfaction evaluation. Zhao Guojie and others calculated the value and weight of the factors affecting the perceived quality of undergraduate students through questionnaire surveys and the analytic hierarchy process, ultimately obtaining the measured value of student perceived quality, R. Wang Qifeng used the SERVQUAL scale in the PZB quality gap model to measure the overall service quality of higher education and calculate the difference between students' expectations and perceptions of educational service quality. In the 2012 undergraduate degree evaluation system of the Ministry of Education, student

satisfaction appeared as an independent indicator for the first time in the Ministry's evaluation system.

1. IEO Model:

He Ruizhi (2012) found that Astin had already attached great importance to students' feelings and evaluations as early as 1977, and therefore proposed the IEO model for the development of college students: input-input-environment-environment-output-output. Astin (1993) believed that educational evaluation should provide some causal understanding between process and output, and the key to accurate evaluation is to minimize errors and causal inferences. An effective way to reduce these errors is to control the characteristics of the input, that is, the initial learning experience of the student. Astin & Sax (1998) point out that many educational researches occur in a natural environment, so the IEO model aims to address the problems of all basic methods and non-experimental research in social sciences, namely, the output results of randomly assigning people (students) to different environments (universities). Chen Qirong (2012) believes that students' feelings and evaluations of schools can be said to be the result of the interaction between individual student conditions and campus education, reflecting students' sense of meaning and identification with campus activities and events, which is itself an important result of higher education.

The IEO model divides the educational process into three components: input, environment, and outcome. According to this model, a student's academic achievement, such as their learning, is influenced by both their input, which refers to the characteristics they bring with them when they first enter university, and their environment, which includes the experiences they encounter during their university studies.

Thurmond and Popkess-Vawter (2001) have proposed the following points based on the IEO model:

1.1 Input: Input refers to the characteristics that students possess when they first enter university education. This includes their initial intellectual ability, as well as demographic information, educational background, political leanings, behavior patterns, reasons for choosing their particular school, economic and health status, career aspirations, major field of study, life goals, and other reasons for attending university.

1.2 Environment: Environment refers to the experiences that students encounter during their university studies. Every event and situation that occurs during this time can influence the student's personal growth and development, and can be used to measure the outcomes of their education.

1.3 Outcome: Outcome refers to the skills and abilities that students develop during their university education. This includes their post-test results, consequences, or ultimate achievements. In education, outcomes can be measured by grade point average, test scores, academic performance, degree attainment, and overall course satisfaction.

2. Expectancy Disconfirmation Theory

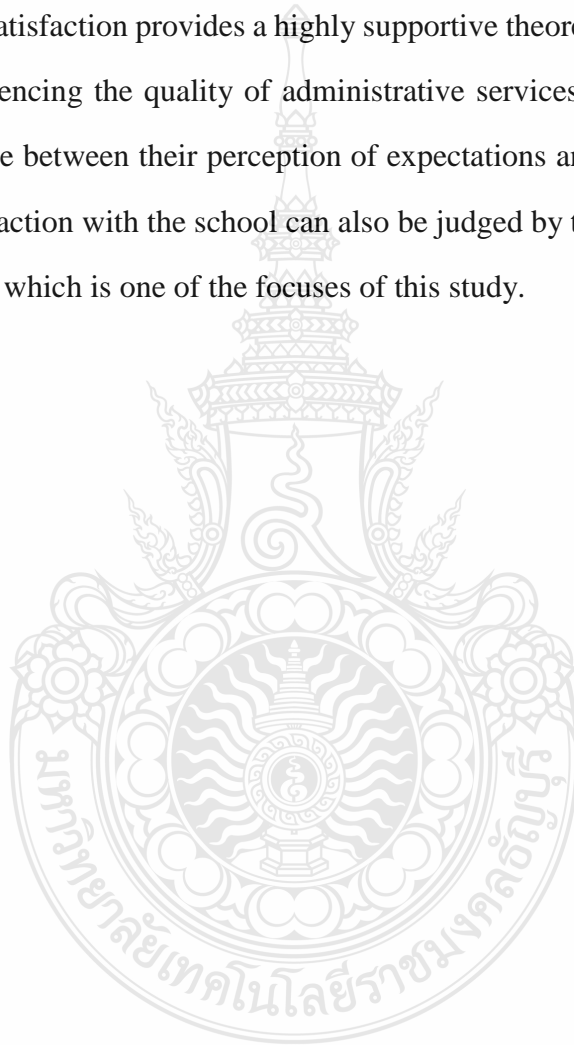
In the theoretical model of customer satisfaction, customers compare their expectations of product performance before consumption to their perceptions of actual performance after consumption. The difference between the two is called disconfirmation, which describes the role of expectation validation (or disconfirmation) in customer satisfaction, known as the "expectancy disconfirmation model" (Oliver, 1977). Satisfaction can be related to the degree of disconfirmation experience and to the initial expectations and perceptions of actual performance. (Wang, Chen, & Chen, 2014). Oliver & Desarbo (1988) proposed the expectancy disconfirmation theory to explain satisfaction. The cognitive types of disconfirmation are classified into three types:

2.1 Positive Disconfirmation: Occurs when the product or service performs better than the customer expected, resulting in customer satisfaction.

2.2 Negative Disconfirmation: Occurs when the product or service performs worse than the customer expected, resulting in customer dissatisfaction.

2.3 Zero Disconfirmation: Occurs when the product or service meets the customer's expectations.

The above-mentioned expectancy disconfirmation theory regarding student perceived satisfaction provides a highly supportive theoretical foundation for this study. After experiencing the quality of administrative services in the school, students develop a difference between their perception of expectations and performance, and the perception of satisfaction with the school can also be judged by the three cognitive types of disconfirmation, which is one of the focuses of this study.



Chapter 3

Research Methods

This study mainly explores the relationship between school brand image, marketing strategies, and student satisfaction. The main research approach is a survey based on quantitative research, and the specific research method used is a questionnaire survey. Due to the large sample size, the specific survey method used is stratified random sampling. This chapter is divided into three sections: the first section covers sampling techniques, the second section covers the research instrument, and the third section covers the data collection procedure.

3.1 Sampling techniques

The research type is a survey based on quantitative analysis. The sampling technique used here is stratified random sampling. The researchers plan to conduct a survey of 7871 undergraduate students in Gongqing College of Nanchang University (private university) in Jiangxi Province, China. 366 students were selected as the sample frame. The information of these 366 students is sufficient to meet the objectives of this study. The sample size is represented by the total number of participants selected in the survey. The determination of the sample size is important in the study because it controls false and negative results.

With a population size of 7871, stratified sampling was used to collect data more accurately from students. The sample size has been calculated using the Krejcie and Morgan formula. The formula for calculation is:

$$n = \frac{x^2 N p (1 - p)}{(e)^2 (N - 1) + X^2 * P (1 - P)}$$

$N=7871$ (population size)

n = Number of samples

$e=0.05$

$p=0.5$

$x^2=3,842$

$n=3.842*7871*0.5(1-0.5)/(0.05)^2(7871-1)+3.841*0.5(1-0.5)$

$n =366$

3.2 Instrumentation

3.2.1 School Brand Image Awareness Scale

In the part of the school brand image questionnaire, based on the results of the literature review, the Likert six-point scale is used to compile, and refer to the three categories of brand image in Park, Jaworski & MacInnis (1986) and the research questionnaire of Pang Long (2014). The questionnaire was modified and designed as follows:

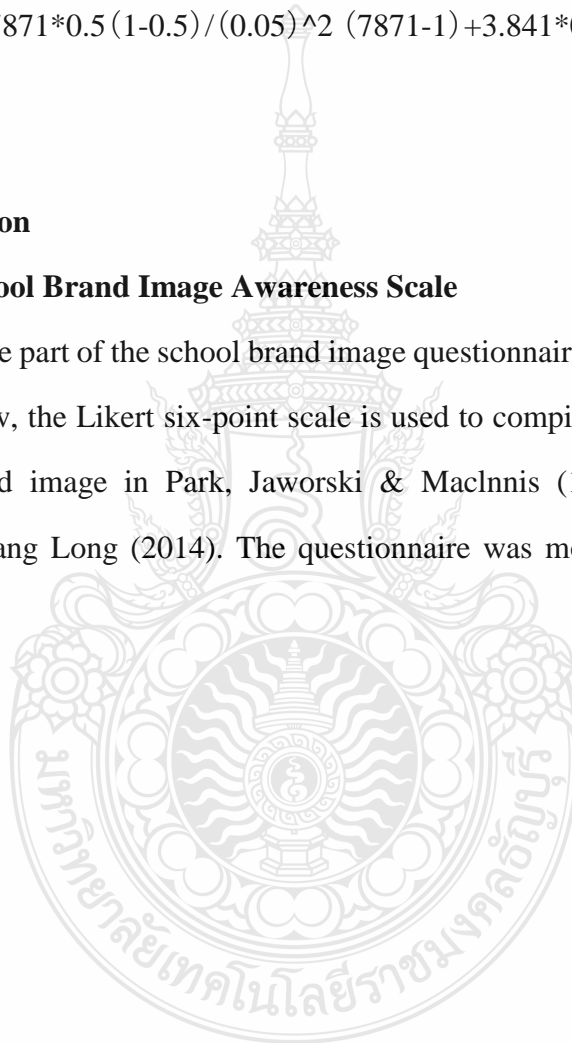


Table 3.1

Type	Dimension	Question Number	Content
Brand Image	Functionality	1	I think the school is able to provide a good learning environment and social experience
		2	I feel that the school's teaching staff are able to provide useful feedback and support
		3	I feel that the quality and difficulty of the courses offered by the school are in line with its reputation
		4	I feel that the academic research ability of the school can promote my career development
	Emblem Symbolism	5	I feel that the school is well known enough among the public
		6	I feel that the campus culture of the school makes me proud
	Empirical	7	I think my classmates can identify with the school
		8	I feel that the learning and social experience at school is positive and meaningful
		9	I feel that the school provides good social and active opportunities for students
		10	I think it's a joy to go to school

3.2.2 School Marketing Strategy Awareness Scale

In the part of the school marketing strategy questionnaire, based on the results of the literature review, the Likert six-point scale was used to compile the questionnaire. The design of the questionnaire was based on the research questionnaire of Xiao Jiahua (2006) and modified. The content of the questionnaire is as follows:

Table 3.2

Type	Dimension	Question Number	Content
Marketing strategy	Products strategy	1	I feel that the practical opportunities in the school have allowed me to better grasp professional knowledge and skills.
		2	I feel that the degree certificate from the school will help me a lot in my future career development.
	Place strategy	3	I think the campus environment of the school is beautiful and clean.
		4	I feel that the school's campus layout is reasonable, which makes it easy for me to find the resources I need.
	Price strategy	5	I think the school's tuition is affordable.
		6	I feel that the school offers a wealth of scholarships and grants.
		7	I feel that the school provides a variety of ways to relieve the pressure of tuition fees.
	Promotion strategy	8	I find the school's campus activities interesting and make me feel a sense of belonging.
		9	I feel that the school's social media outreach has given me a more comprehensive understanding of the school.
	Personnel strategy	10	I feel that the school's teaching staff can respond to my questions and feedback in a timely manner.
		11	I feel that the teachers and staff of the school have professional qualities and abilities.
	Device environment and process management policies	12	I think the school-related teaching equipment is novel and sufficient.
		13	I think the school's management process is very standardized and convenient, which makes me feel very relieved.

3.2.3 Student Satisfaction Perception Scale

In the questionnaire part of student satisfaction, according to the results of literature review, the Likert six-point scale is used to compile the questionnaire design. The questionnaire design is based on the research questionnaire of Cai Meifen (2012) and modified, as shown in the following table:

Table 3.3

Type	Dimension	Question Number	Content
student Satisfaction	Overall Satisfaction	1	Overall, I am satisfied with the school I attended
		2	Overall, I feel that the learning and social environment of the school allows me to have a good experience.
		3	Overall, I feel that if I could choose a university again, I would choose to attend this school again.
	Comparison to Expectations	6	Before I came to school, my expectations for the school were in line with the reality now.
		7	The quality of teaching and research capacity of the school was in line with my expectations.
		8	The learning and social environment at the school was in line with my expectations.
	Comparison to Other Schools	10	I think the learning and social environment of the school is better than other universities.
		11	I think the educational services provided by the school are better than other universities.
		12	I think the quality of teaching and research ability of the school is better than other universities.

3.3 Data Collection Procedures

The data of the questionnaire is sent and collected in real time through stratified random sampling by Gongqing College of Nanchang University (private university), and the objects of the questionnaire are the students of Gongqing College of Nanchang University (private university). In order to facilitate data collection and collation, a network platform was used to distribute questionnaires and collect and collate questionnaire data.



strategies, and student satisfaction. The testing method used was the Cronbach's alpha coefficient, which is a good reflection of the reliability level of the questionnaire used. Cronbach's alpha reliability coefficient is currently the most commonly used reliability coefficient.

4.1.1.1 School Brand Image Perception Scale Reliability Analysis

This questionnaire adopts Cronbach α coefficient for internal consistency analysis, and the α coefficient of the overall questionnaire is 0.957, which shows that the internal consistency of each level of the questionnaire and the overall questionnaire is good. The reliability analysis is shown in the table

Table 4.1

Cronbach Reliability analysis				
Type	Dimension	Question name	Item deleted α factor	Cronbach α coefficient
Brand Image	Functionality	X1	0.951	0.957
		X2	0.952	
		X3	0.951	
		X4	0.951	
	Symbolism	X5	0.953	
		X6	0.950	
		X7	0.952	
	Experiential	X8	0.953	
		X9	0.953	
		X10	0.954	

Source: Collated from this study

4.1.1.2 Reliability Analysis of School Marketing Strategy Cognitive

Scale

This questionnaire uses the Cronbach α coefficient for internal consistency analysis. The α coefficient of the overall questionnaire is 0.964, which shows that the internal consistency of each level of the questionnaire and the overall questionnaire is good. The reliability analysis is shown in the table:

Table 4.2

Cronbach Reliability analysis					
Type	Dimension	Question name	Corrected Total Correlation (CITC)	Item deleted α factor	Cronbach α coefficient
Marketing Strategy	Product	Y1	0.765	0.962	0.964
		Y2	0.760	0.962	
	Place	Y3	0.816	0.961	
		Y4	0.829	0.961	
	Price	Y5	0.725	0.964	
		Y6	0.804	0.961	
		Y7	0.807	0.961	
	Promotion	Y8	0.875	0.960	
		Y9	0.851	0.960	
	Personnel	Y10	0.815	0.961	
		Y11	0.784	0.962	
	Environmental equipment and management	Y12	0.852	0.960	
		Y13	0.861	0.960	

Source: Collated from this study

4.1.1.3 Student Satisfaction Perception Scale Reliability Analysis

This questionnaire adopts Cronbach α coefficient for internal consistency analysis, and the α coefficient of the overall questionnaire is 0.966, which shows that the internal consistency of each level of the questionnaire and the overall questionnaire is good. The reliability analysis is shown in the table:

Table 4.3

Cronbach Reliability analysis					
Type	Dimension	Question name	Corrected Total Correlation (CITC)	Item deleted α factor	Cronbach α coefficient
Student Satisfaction	Overall Satisfaction	Z1	0.850	0.963	0.966
		Z2	0.824	0.964	
		Z3	0.844	0.963	
	Comparison to Expectations	Z4	0.861	0.962	
		Z5	0.842	0.963	
	Comparison to Other Schools	Z6	0.851	0.963	
		Z7	0.901	0.960	
		Z8	0.887	0.961	
		Z9	0.869	0.962	

Source: Collated from this study

Generally speaking, if the Cronbach's α coefficient is above 0.9, it means that the reliability of the questionnaire is excellent; if it is above 0.8, it means that the reliability of the questionnaire is good, and there is no need to delete any questions; if it is 0.7, it means that the reliability of the questionnaire is acceptable. The value of each variable in this study is above 0.8, which is above the standard, which is enough to prove that there is a fairly reliable internal consistency among the research variables of the questionnaire in this study, that is, a very high reliability. The overall reliability analysis table is shown in the figure:

Table 4.4

Reliability analysis		
Dimension	The number of items	Cronbach's α coefficient
Functionality	4	0.932
Symbolism	3	0.920
Experiential	3	0.860
Product	2	0.845
Place	2	0.869
Price	3	0.871
Promotion	2	0.897
Personnel	2	0.874
Environmental equipment and management	2	0.896
Overall Satisfaction	3	0.904
Comparison to Expectations	3	0.920
Comparison to Other Schools	3	0.954
Total	32	0.985

Source: Collated from this study

It can be seen from Table 4-4 that the Cronbach's α coefficients of each dimension and the overall questionnaire are greater than 0.8, indicating that the questionnaire has good reliability and good internal consistency.

4.1.2 Validity analysis

In terms of validity analysis, this study mainly focuses on the validity analysis of the "school brand image", "marketing strategy" and "student satisfaction" scales. In terms of validity analysis, this study uses KMO and Bartlett spheroid test to measure the validity of each level. The validity analysis of each scale is shown in the table:

Table 4.5

Tests for KMO and Bartlett					
School brand image		KMO value	0.949	>0.9	Excellent
	Bartlett sphericity test	Approximate chi-square	3540.652	Significant	
		<i>df</i>	45		
		<i>p</i> value	0.000		
Marketing strategy		KMO value	0.962	>0.9	Excellent
	Bartlett sphericity test	Approximate chi-square	4731.223	Significant	
		<i>df</i>	78		
		<i>p</i> value	0.000		
Student Satisfaction		KMO value	0.922	>0.9	Excellent
	Bartlett sphericity test	Approximate chi-square	4070.809	Significant	
		<i>df</i>	36		
		<i>p</i> value	0.000		

Source: Collated from this study

When the KMO value is greater than 0.9, the effect is excellent, greater than 0.8 is good, greater than 0.7 is suitable, greater than 0.6 is normal, and less than 0.5 is unacceptable. The KMO of each level of this scale is greater than 0.9, which means excellent, and the results of Bartlett's spherical test are significant, so various analyzes can be carried out later.

4.2 Analysis of the differences between individual variables of students

4.2.1 Analysis of Gender Differences in School Brand Image, Marketing Strategy and Student Satisfaction

This section will explore whether there are differences in school brand image, marketing strategies, and student satisfaction based on gender, using a t-test. In other words, an analysis and explanation will be conducted on the gender variable of students. From table 4-6, it can be seen that the P-value of the "same as expected" dimension in the "student satisfaction" aspect is 0.037, which is less than 0.05, indicating that there is a significant difference in gender in the "same as expected" dimension ($P < 0.05$). However, the P-values of other dimensions and levels such as "school brand image", "marketing strategies", and "student satisfaction" (excluding the "same as expected" dimension) are all greater than 0.05, indicating that there is no significant difference in gender in these dimensions. Therefore, Hypothesis 4 of this study is not supported.

Table 4.6

Analysis of Gender Differences			
Type	Dimension	T	P
School brand image		-1.068	0.286
	functionality	-1.047	0.296
	Symbolism	-1.344	0.180
marketing strategy	Experiential	-0.479	0.632
	product	-0.847	0.397
	place	-0.011	0.991
	price	-0.862	0.389
	promotion	-1.126	0.261
	personnel	-0.838	0.403
	Environmental equipment and management	-0.187	0.851
	student Satisfaction	-1.051	0.294
	overall Satisfaction	-1.739	0.083
	Comparison to Expectations	-0.954	0.341
Comparison to Other Schools	-2.092	0.037*	
		-1.891	0.059

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$, and *** indicates $p < 0.001$.

4.2.2 Analysis of differences between grades in school brand image, marketing strategy and student satisfaction

In this section, ANOVA was used to investigate whether there are differences in school brand image, marketing strategy, and student satisfaction among different grades. Specifically, the analysis and explanation were conducted based on the grade variable of students. From Table 4-7, it can be seen that the P values for the "price" and "promotion" dimensions are 0.065 and 0.052, respectively, both of which are greater than 0.05. Therefore, there is no significant difference in the "price" and "promotion"

dimensions among different grades. The P values for the dimensions such as "school brand image", "marketing strategy", "student satisfaction" and other dimensions (except for the "price" and "promotion" dimensions) are all less than 0.05, indicating that there are significant differences in these dimensions among different grades. Therefore, the hypothesis 5 of this study is basically established.

Table 4.7

Analysis of differences in grades

Type	Dimension	F	P
School brand image		4.789	0.003**
	functionality	4.621	0.003**
	Symbolism	4.199	0.006**
	Experiential	3.690	0.012*
marketing strategy		4.438	0.004**
	product	6.926	0.000***
	place	5.292	0.001**
	price	2.433	0.065
	promotion	2.597	0.052
	personnel	2.687	0.046*
	Environmental equipment and management	4.374	0.005**
student Satisfaction		5.845	0.001**
	overall Satisfaction	5.377	0.001**
	Comparison to Expectations	4.923	0.002**
	Comparison to Other Schools	5.680	0.001**

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$, and *** indicates $p < 0.001$.

4.2.3 Difference Analysis of Family Status on School Brand Image, Marketing Strategy and Student Satisfaction

In this section, we explore whether there are differences in school brand image, marketing strategies, and student satisfaction based on the variable of family status, analyzing and explaining the results using ANOVA. From Table 4-8, we can see that the P value for the "personnel" aspect is 0.018, and the P value for the "compared to expectations" aspect is 0.009, both of which are less than 0.05. Therefore, there are significant differences in the "personnel" and "compared to expectations" aspects based on family status ($P < 0.05$). However, for the dimensions and other aspects of school brand image, marketing strategies, and student satisfaction (excluding "personnel" and "compared to expectations" aspects), the P values are all greater than 0.05, indicating that there are no significant differences in family status. Therefore, part of the hypothesis 6 in this study is supported.

Table 4-8

Analysis of differences in family status				
Type	Dimension	F	P	
School brand image		1.487	0.227	
	functionality	1.310	0.271	
	Symbolism	0.667	0.514	
	Experiential	2.644	0.072	
marketing strategy		2.309	0.101	
	product	1.965	0.142	
	place	2.320	0.100	
	price	1.269	0.282	
	promotion	1.019	0.362	
	personnel	4.049	0.018*	
	Environmental equipment and management	2.156	0.117	
student Satisfaction		2.936	0.054	
	overall Satisfaction	1.755	0.174	
	Comparison to Expectations	4.745	0.009**	
	Comparison to Other Schools	2.056	0.129	

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$, and *** indicates $p < 0.001$.

4.3 Correlation analysis of research

In this section, we will use correlation analysis to explore the correlation between the dimensions of school brand image, including "functionality," "symbolism," and "experience"; the dimensions of marketing strategy, including "product," "place," "price," "promotion," "people," "environmental equipment and management"; and the dimensions of student satisfaction, including "overall satisfaction," "comparison with expectations," and "comparison with other schools."

Table 4.9

		Pearson correlation																																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
X1(1)	CC	1																																		
X2(2)	CC	0.877**	1																																	
X3(3)	CC	0.815**	0.817**	1																																
X4(4)	CC	0.813**	0.834**	0.909**	1																															
X5(5)	CC	0.749**	0.736**	0.740**	0.757**	1																														
X6(6)	CC	0.779**	0.755**	0.749**	0.764**	0.778**	1																													
X7(7)	CC	0.659**	0.677**	0.717**	0.722**	0.719**	0.790**	1																												
X8(8)	CC	0.742**	0.766**	0.684**	0.665**	0.713**	0.765**	0.659**	1																											
X9(9)	CC	0.721**	0.760**	0.769**	0.743**	0.631**	0.675**	0.801**	0.700**	1																										
X10(10)	CC	0.726**	0.747**	0.745**	0.690**	0.692**	0.685**	0.678**	0.769**	0.728**	1																									
Y1(11)	CC	0.764**	0.806**	0.845**	0.813**	0.676**	0.693**	0.679**	0.755**	0.763**	0.841**	1																								
Y2(12)	CC	0.758**	0.744**	0.734**	0.658**	0.651**	0.712**	0.666**	0.745**	0.693**	0.769**	0.760**	1																							
Y3(13)	CC	0.732**	0.805**	0.777**	0.735**	0.758**	0.774**	0.730**	0.794**	0.693**	0.762**	0.765**	0.729**	1																						
Y4(14)	CC	0.745**	0.772**	0.762**	0.800**	0.737**	0.724**	0.676**	0.653**	0.645**	0.701**	0.786**	0.726**	0.790**	1																					
Y5(15)	CC	0.610**	0.621**	0.598**	0.652**	0.664**	0.641**	0.645**	0.645**	0.513**	0.582**	0.594**	0.549**	0.623**	0.656**	1																				
Y6(16)	CC	0.697**	0.690**	0.709**	0.716**	0.696**	0.732**	0.678**	0.638**	0.672**	0.723**	0.729**	0.650**	0.719**	0.686**	0.736**	1																			
Y7(17)	CC	0.675**	0.697**	0.680**	0.685**	0.745**	0.757**	0.710**	0.718**	0.611**	0.733**	0.729**	0.669**	0.762**	0.775**	0.734**	0.803**	1																		
Y8(18)	CC	0.732**	0.719**	0.742**	0.736**	0.776**	0.814**	0.754**	0.744**	0.683**	0.820**	0.790**	0.703**	0.817**	0.760**	0.709**	0.807**	0.869**	1																	
Y9(19)	CC	0.682**	0.726**	0.770**	0.770**	0.773**	0.728**	0.769**	0.682**	0.646**	0.726**	0.738**	0.612**	0.793**	0.795**	0.719**	0.716**	0.837**	0.853**	1																
Y10(20)	CC	0.637**	0.691**	0.691**	0.663**	0.666**	0.646**	0.752**	0.684**	0.800**	0.711**	0.743**	0.636**	0.731**	0.687**	0.576**	0.683**	0.730**	0.770**	0.775**	1															
Y11(21)	CC	0.604**	0.666**	0.699**	0.651**	0.681**	0.633**	0.641**	0.603**	0.579**	0.690**	0.741**	0.582**	0.694**	0.675**	0.564**	0.702**	0.735**	0.757**	0.721**	0.702**	1														
Y12(22)	CC	0.681**	0.637**	0.693**	0.749**	0.716**	0.738**	0.712**	0.554**	0.607**	0.651**	0.705**	0.618**	0.689**	0.720**	0.691**	0.712**	0.759**	0.829**	0.759**	0.702**	0.659**	1													
Y13(23)	CC	0.663**	0.727**	0.704**	0.710**	0.696**	0.726**	0.672**	0.719**	0.676**	0.775**	0.779**	0.682**	0.793**	0.731**	0.624**	0.765**	0.765**	0.807**	0.747**	0.781**	0.759**	0.766**	1												
Z1(24)	CC	0.701**	0.720**	0.732**	0.760**	0.752**	0.759**	0.684**	0.749**	0.616**	0.786**	0.794**	0.641**	0.773**	0.773**	0.657**	0.711**	0.810**	0.872**	0.815**	0.734**	0.767**	0.788**	0.870**	1											
Z2(25)	CC	0.699**	0.742**	0.755**	0.818**	0.743**	0.711**	0.680**	0.692**	0.644**	0.785**	0.834**	0.688**	0.785**	0.803**	0.700**	0.777**	0.789**	0.851**	0.808**	0.729**	0.740**	0.791**	0.788**	0.875**	1										
Z3(26)	CC	0.633**	0.592**	0.660**	0.694**	0.721**	0.754**	0.736**	0.602**	0.616**	0.693**	0.667**	0.636**	0.662**	0.678**	0.697**	0.695**	0.728**	0.782**	0.762**	0.656**	0.604**	0.793**	0.678**	0.763**	0.724**	1									
Z4(27)	CC	0.696**	0.601**	0.627**	0.658**	0.716**	0.789**	0.679**	0.595**	0.584**	0.851**	0.567**	0.622**	0.639**	0.591**	0.650**	0.672**	0.719**	0.779**	0.697**	0.636**	0.599**	0.747**	0.655**	0.717**	0.664**	0.780**	1								
Z5(28)	CC	0.690**	0.714**	0.701**	0.659**	0.661**	0.758**	0.724**	0.654**	0.628**	0.671**	0.675**	0.742**	0.781**	0.707**	0.623**	0.693**	0.720**	0.743**	0.668**	0.664**	0.726**	0.698**	0.753**	0.684**	0.674**	0.695**	0.755**	1							
Z6(29)	CC	0.741**	0.723**	0.727**	0.748**	0.776**	0.816**	0.769**	0.685**	0.644**	0.656**	0.677**	0.730**	0.815**	0.699**	0.668**	0.722**	0.725**	0.807**	0.752**	0.701**	0.643**	0.762**	0.731**	0.795**	0.758**	0.784**	0.799**	0.861**	0.813**	0.779**	0.819**	1			
Z7(30)	CC	0.697**	0.699**	0.740**	0.731**	0.758**	0.809**	0.770**	0.711**	0.703**	0.763**	0.751**	0.701**	0.773**	0.746**	0.722**	0.774**	0.797**	0.668**	0.794**	0.762**	0.731**	0.795**	0.758**	0.784**	0.799**	0.861**	0.813**	0.779**	0.819**	0.945**	1				
Z8(31)	CC	0.712**	0.727**	0.742**	0.761**	0.767**	0.803**	0.776**	0.736**	0.704**	0.794**	0.779**	0.684**	0.769**	0.730**	0.751**	0.809**	0.820**	0.880**	0.797**	0.768**	0.725**	0.791**	0.753**	0.808**	0.842**	0.829**	0.778**	0.750**	0.809**	0.945**	1				
Z9(32)	CC	0.704**	0.739**	0.712**	0.744**	0.772**	0.788**	0.715**	0.726**	0.636**	0.712**	0.749**	0.622**	0.771**	0.768**	0.736**	0.770**	0.814**	0.817**	0.775**	0.692**	0.748**	0.731**	0.801**	0.855**	0.654**	0.781**	0.721**	0.790**	0.765**	0.833**	0.875**	1			

*p<0.05 **p<0.01

According to the correlation analysis presented in Table 4-9 on the previous page, the results show significant positive correlations between the "functional," "symbolic," and "experiential" dimensions of school brand image and the "product," "place," "price," "promotion," "people," and "environmental equipment and management" dimensions of marketing strategies. There are also significant positive

correlations between the "functional," "symbolic," and "experiential" dimensions of school brand image and the "overall satisfaction," "compared to expectations," and "compared to other schools" dimensions of student satisfaction. Similarly, the "product," "place," "price," "promotion," "people," and "environmental equipment and management" dimensions of marketing strategies show significant positive correlations with the "overall satisfaction," "compared to expectations," and "compared to other schools" dimensions of student satisfaction.

4.4 Regression relationship between quantities

4.4.1 Regression analysis between marketing strategy and school brand image

In terms of regression analysis between marketing strategies and school brand image, based on literature, the six dimensions of marketing strategy - "product," "place," "price," "promotion," "people," and "physical evidence and process" - were taken as independent variables, while the three dimensions of school brand image - "functional," "symbolic," and "experiential" - were taken as dependent variables. The analysis results are summarized in Table 4-10.

Table 4.10**Regression Analysis of Marketing Strategy on School Brand Image**

Marketing strategy (independent variable)	School brand image (dependent variable)			
	School brand image	functionality	Symbolism	Experiential
product	0.397***	0.492***	0.311***	0.356***
place	0.139***	0.085	0.243***	0.106*
price	0.062*	0.059	0.081	0.047
promotion	0.159***	0.023	0.334***	0.163***
personnel	0.137***	0.155**	-0.026	0.276***
Environmental equipment and management	0.036	0.076	0.099*	-0.079
F-value	423.828	198.169	244.144	205.434
R ²	0.874	0.765	0.801	0.772
Adjusted R ²	0.872	0.761	0.797	0.768

4.4.1.1 Regression analysis of marketing strategy on school brand image

The regression analysis between marketing strategy and school brand image is based on the six levels of "product", "location", "price", "promotion", "personnel", and "environmental equipment and management" in marketing strategy as independent variables, and the three levels of "functionality", "symbolism", and "experiential" in school brand image as dependent variables, as indicated in Table 4-10. The total explanatory power of marketing strategy for school brand image is 87.4%, of which "product", "location", "price", "promotion", and "personnel" all have a significant

positive impact on school brand image ($\beta=0.397, P < 0.001$; $\beta=0.139, P < 0.001$; $\beta=0.062, P < 0.05$; $\beta=0.159, P < 0.001$; $\beta=0.137, P < 0.001$).

4.4.1.2 Regression analysis of the "functional" level of marketing strategy

The total explanatory power of marketing strategies on the "functional" aspect of the school brand image is 76.5%. Among them, "product" and "personnel" have significant positive effects on functionality ($\beta=0.492, P<0.001$; $\beta=0.155, P<0.01$).

4.4.1.3 Regression analysis of the "symbolic" level of marketing strategy

The total explanatory power of marketing strategies on the "symbolic" dimension of school brand image is 80.1%, among which "product," "location," "promotion," and "environmental equipment and management" all have significant positive effects on symbolism ($\beta=0.311, P<0.001$; $\beta=0.243, P<0.001$; $\beta=0.334, P<0.001$; $\beta=0.099, P<0.05$).

4.4.1.4 Regression analysis of the "empirical" level of marketing strategies

The total explanatory power of marketing strategies on the "experiential" aspect is 77.2%. Among them, "product", "location", "promotion", and "personnel" all have a significant positive impact on experiential ($\beta=0.356, P<0.001$; $\beta=0.106, P<0.05$; $\beta=0.163, P<0.001$; $\beta=0.276, P<0.001$).

Therefore, the hypothesis that marketing strategies have a positive correlation with school brand image is supported.

4.4.2 Regression analysis between school brand image and student satisfaction

In terms of regression analysis between school brand image and student satisfaction, based on the literature, the three dimensions of "functionality," "symbolism," and "experience" in school brand image are used as independent variables, while the three dimensions of "overall satisfaction," "comparison with expectations," and "comparison with other schools" in student satisfaction are used as dependent variables. The analysis results have been summarized in Table 4-11.

Table 4.11

Regression Analysis of School Brand Image on Student Satisfaction

Student Satisfaction (Dependent Variable)				
School brand image (independent variable)	Student satisfaction	Overall Satisfaction	Comparison to Expectations	Comparison to Other Schools
Functionality	0.181**	0.212**	0.205**	0.128
Symbolism	0.531***	0.494***	0.510***	0.587***
Experiential	0.310***	0.318***	0.249**	0.364***
F-value	460.531	364.572	271.583	293.905
R ²	0.790	0.748	0.689	0.706
Adjusted R ²	0.788	0.746	0.686	0.703

4.4.2.1 Regression analysis of school brand image on student satisfaction

The overall explanatory power of school brand image on student satisfaction is 79%, and among them, functionality, symbolism, and experience all have

significant positive effects on student satisfaction ($\beta=0.181$, $P<0.01$; $\beta=0.531$, $P<0.001$; $\beta=0.310$, $P<0.001$).

4.4.2.2 Regression analysis of school brand image at the level of "overall satisfaction"

The overall explanatory power of school brand image on the "overall satisfaction" dimension is 74.8%, and among them, functionality, symbolism, and experience all have significant positive effects on the "overall satisfaction" dimension ($\beta=0.212$, $P<0.01$; $\beta=0.494$, $P<0.001$; $\beta=0.318$, $P<0.001$).

4.4.2.3 Regression analysis of school brand image at the level of "compared to expectations"

The overall explanatory power of school brand image on the "comparison with expectations" dimension is 68.9%, and among them, functionality, symbolism, and experience all have significant positive effects on the "comparison with expectations" dimension ($\beta=0.205$, $P<0.01$; $\beta=0.510$, $P<0.001$; $\beta=0.249$, $P<0.01$).

4.4.2.4 Regression analysis of school brand image at the level of "compared with other schools"

The overall explanatory power of school brand image on the "comparison with other schools" dimension is 70.6%, and among them, symbolism and experience both have significant positive effects on the "comparison with other schools" dimension ($\beta=0.587$, $P<0.001$; $\beta=0.364$, $P<0.001$).

Therefore, it can be concluded that the hypothesis H2, which suggests a positive correlation between school brand image and student satisfaction, is supported by the analysis.

4.4.3 Regression analysis between marketing strategies and student satisfaction

In terms of regression analysis between marketing strategies and student satisfaction, based on literature, six aspects of marketing strategy, including "product", "place", "price", "promotion", "people", and "environmental equipment and management", were used as independent variables. Meanwhile, three aspects of student satisfaction, including "overall satisfaction", "comparison with expectations", and "comparison with other schools", were used as dependent variables. The analysis results are now summarized in Table 4-12.

Table 4.12

Regression Analysis of Marketing Strategy on Student Satisfaction

Student Satisfaction (Dependent Variable)				
Marketing strategy (independent variable)	Student satisfaction	Overall Satisfaction	Comparison to Expectations	Comparison to Other Schools
product	0.214***	0.142***	0.191**	0.310***
place	0.105*	0.107**	0.138*	0.070
price	0.168***	0.114**	0.125**	0.266***
promotion	0.114*	0.194***	0.098	0.047
personnel	0.118**	0.057	0.160**	0.138*
Environmental equipment and management	0.331***	0.421***	0.294***	0.279***
F-value	394.997	406.645	188.926	172.900
R ²	0.867	0.870	0.756	0.740
Adjusted R ²	0.864	0.868	0.752	0.735

4.4.3.1 Regression analysis of marketing strategies on student satisfaction

The total explanatory power of marketing strategies on student satisfaction is 86.7%. Among them, "product", "place", "price", "promotion", "people", and "environmental equipment management" all have a significant positive impact on student satisfaction ($\beta=0.214$, $P < 0.001$; $\beta=0.105$, $P < 0.05$; $\beta=0.168$, $P < 0.001$; $\beta=0.114$, $P < 0.05$; $\beta=0.118$, $P < 0.01$; $\beta=0.331$, $P < 0.001$).

4.4.3.2 Regression analysis of marketing strategy at the level of "overall satisfaction"

The total explanatory power of marketing strategies on the "overall satisfaction" dimension is 87%, among which "product", "place", "price", "promotion", and "environmental equipment management" all have a significant positive impact on the overall dimension ($\beta=0.142$, $P < 0.001$; $\beta=0.107$, $P < 0.01$; $\beta=0.114$, $P < 0.01$; $\beta=0.194$, $P < 0.001$; $\beta=0.421$, $P < 0.001$).

4.4.3.3 Regression analysis of marketing strategies at the "compared to expected" level

The total explanatory power of marketing strategies on the "comparison with expectations" dimension is 75.6%, among which "product", "place", "price", "people", and "environmental equipment management" all have a significant positive impact on the dimension of comparison with expectations ($\beta=0.191$, $P < 0.001$; $\beta=0.138$, $P < 0.05$; $\beta=0.125$, $P < 0.01$; $\beta=0.160$, $P < 0.01$; $\beta=0.294$, $P < 0.001$).

4.4.3.4 Regression analysis of marketing strategy at the level of "comparison with other schools"

The total explanatory power of marketing strategies on the dimension of "comparison with other schools" is 74%, among which "product", "price", "people", and "environmental equipment management" all have a significant positive impact on the dimension of comparison with other schools ($\beta=0.310$, $P<0.001$; $\beta=0.266$, $P<0.001$; $\beta=0.138$, $P<0.05$; $\beta=0.279$, $P<0.001$).

Therefore, the positive correlation between marketing strategies and student satisfaction in hypothesis 3 is confirmed.



Chapter 5

Conclusions and Recommendations

This study takes the college students of Gongqing College of Nanchang University (private university) in Jiangxi Province, China as the research object, and aims to explore and analyze the background of Gongqing College of Nanchang University (private university) facing the marketization of Chinese private school education and China's private colleges and universities ushering in good development but facing fierce competition. Next, the relationship between the brand image, marketing strategy and student satisfaction of private schools.

The main research purposes, one is to determine the relationship between private school marketing strategy and brand image, the second is to determine the relationship between private school brand image and student satisfaction, and the third is to determine the relationship between private school marketing strategy and student satisfaction. The fourth is to determine the impact of student individual variables on the brand image of private schools, the fifth is to determine the impact of student individual variables on private school marketing strategies, and the sixth is to determine the impact of student individual variables on student satisfaction. In order to achieve the purpose of the research, this study constructs the theoretical basis and framework based on the results of literature analysis, and collects data by means of questionnaire survey, and uses statistical methods such as reliability and validity analysis, difference analysis, correlation analysis, and regression analysis. To test the hypotheses, the data obtained were statistically analyzed. Finally, the conclusions and suggestions are summarized in this chapter. This chapter is divided into two sections: the first section is the research conclusion, and the second section is the research suggestion.

5.1 Conclusion of the study

Under the trend of marketization of education, private schools must keep pace with the times and strive to create their own differentiated advantages if they want to continue to operate and grow stronger. To remain competitive, private schools must have effective marketing strategies and maintain a strong brand image. At the same time, private schools must pay attention to their own brand image, marketing strategy, and student satisfaction issues, and recognize that student satisfaction is the key factor for the success of private schools. Private schools should give full play to their professional ability and professionalism, create their own unique brand image, implement effective marketing strategies to meet the needs of customers (parents and students), and promote the school brand image to the society in a timely manner, so that customers (Parents and students) clearly understand the strength and efforts of the school, and finally get the approval of customers (parents and students), so that parents can rest assured that their children will be handed over to the school, and students can study in the school with peace of mind. In this case, the school's business development and management can gradually move towards the established vision and goals.

This study explores the relationship between college students' perceptions of school brand image, marketing strategy, and student satisfaction in Gongqing College of Nanchang University (private university) in Jiangxi Province, China. The following are the research questions and results of this study:

5.1.1 Is there a significant relationship between the marketing strategy and brand image of private schools?

Based on the research objective of "determining the relationship between the marketing strategy and brand image of private schools", this study raises the research question "Is there a significant relationship between marketing strategies and brand image of private schools?". The results of the above correlation analysis show that the "product",

"location", "price", "propaganda", "personnel", "environmental equipment and management" of the marketing strategy and the "functionality" and "symbolism" of the school brand image, "Empirical" has a significant positive correlation.

In terms of the regression analysis between marketing strategy and school brand image, the "product" and "personnel" in the marketing strategy have a significant positive impact on functionality; the "product", "place", "Propaganda" and "environmental equipment and management" all have significant positive effects on symbolism; "products", "places", "publicity" and "personnel" in marketing strategies all have significant positive effects on experientiality.

Therefore, through the research questions and results description, this research achieves the research objective 1 "to determine the relationship between the marketing strategy and brand image of private schools". The research conclusions are as follows:

H₁: There is a significant positive correlation between marketing strategy and school brand image. This assumption holds.

5.1.2 Is there a significant relationship between private school brand image and student satisfaction?

From the research objective "Determine the relationship between private school brand image and student satisfaction" This research raises the research question "Is there a significant relationship between private school brand image and student satisfaction?". The results of the above correlation analysis show that the "functionality", "symbolism" and "experience" of the school's brand image have a significant positive relationship with the "overall satisfaction", "comparison with expectations" and "comparison with other schools" of student satisfaction. relevant.

In terms of the regression analysis between school brand image and student satisfaction, the "functionality", "symbolism" and "experience" in the school brand image have a significant positive impact on the overall satisfaction level; school brand The

"functionality", "symbolism" and "experience" in the image have a significant positive impact on the level of comparison with expectations; the "symbolism" and "experience" in the school brand image levels have a significant positive impact.

Therefore, through the research questions and results description, this research achieves the research objective 2 "determine the relationship between private school brand image and student satisfaction". The research conclusions are as follows:

H₂: There is a significant positive correlation between school brand image and student satisfaction. This assumption holds.

5.1.3 Is there a significant relationship between marketing strategies of private schools and student satisfaction?

With the research objective "to determine the relationship between private school marketing strategies and student satisfaction" this study proposes the research question "is there a significant association between private school marketing strategies and student satisfaction?". The results of the above correlation analysis show that the "product", "location", "price", "publicity", "personnel", "environmental equipment and management" of the marketing strategy of private schools are related to the "overall satisfaction", " There is a significant positive correlation between "compared with expectations" and "compared with other schools".

In the regression analysis between marketing strategy and student satisfaction, the "product", "location", "price", "publicity" and "environmental equipment management" in the marketing strategy have a significant positive impact on the overall dimension ; "Product", "Location", "Price", "Personnel" and "Environmental Equipment Management" in the marketing strategy have a significant positive impact on the dimension compared with expectations; "Product", "Price" in the marketing strategy ", "Personnel" and "Environmental Equipment Management" all have a significant positive impact on the dimensions of comparison with other schools.

Therefore, through the research questions and results description, this study achieves the research goal 3 "determine the relationship between the marketing strategies of private schools and student satisfaction". The research conclusions are as follows:

H₃: There is a significant positive correlation between marketing strategies and student satisfaction. This assumption holds.

5.1.4 What is the impact of student individual variables on the brand image of private schools, marketing strategies of private schools, and student satisfaction?

Based on the research objectives of "determining the influence of student individual variables on the brand image of private schools", "determining the influence of student individual variables on the marketing strategy of private schools", and "determining the influence of student individual variables on student satisfaction", this research proposes "student individual variables What impact does it have on the brand image of private schools, marketing strategies of private schools, and student satisfaction?" research question. According to the T test to explore the gender differences in school brand image, marketing strategy and student satisfaction. It can be seen from Table 4-6 that there are significant gender differences in the "compared to expectations" dimension of "student satisfaction"; while "school brand image", "marketing strategy" and "student satisfaction" Degree and other dimensions (except the "compared to expected" dimension) do not have significant gender differences.

According to ANOVA to explore the differences of family status in school brand image, marketing strategy and student satisfaction. It can be seen from Table 4-8 that the P value of the "personnel" level in the marketing strategy is 0.018, and the "compared with expectations" level in the student satisfaction has significant differences in family conditions; while the "school brand image", "marketing Strategy", "Student Satisfaction" and other dimensions (except the dimensions of "Personnel" and "Compared to expectations") do not have significant differences in family status.

Therefore, through the research questions and results, this research achieves research objective 4 "determining the impact of individual student variables on the brand image of private schools", research objective 5 "determining the impact of individual student variables on private school marketing strategies", and research objective 6 " Determining the Impact of Individual Student Variables on Student Satisfaction". The research conclusions are as follows:

H₄: Gender has significant differences on school brand image and marketing strategies and student satisfaction. This assumption basically does not hold.

H₅: There are significant differences between grades and school brand image and marketing strategies and student satisfaction. This assumption is basically established.

H₆: Family status has significant differences on school brand image, marketing strategy and student satisfaction. This assumption is partially true.

The research results show that there is a significant positive correlation between the marketing strategy and brand image of private schools. Schools with effective marketing strategies tend to have stronger brand identities. In addition, there is a significant positive correlation between brand image and student satisfaction. Students who viewed their school's brand image positively were more likely to be satisfied with their school experience. In addition, the study found a significant positive correlation between private school marketing strategies and student satisfaction. Schools with effective marketing strategies tend to have higher student satisfaction. In terms of student individual variables, the study found that the gender of the students has no significant difference in the school brand image and marketing strategies and student satisfaction, while grade and family status have partial differences in the school brand image marketing strategies and student satisfaction. Students in higher grades tend to view school brand image and marketing strategies more positively than students in lower

grades, and have higher student satisfaction. Students with better family status tend to view school brand image and marketing strategies more positively than students with poorer family status, and have higher student satisfaction.

This study provides evidence for the importance of private school marketing strategies and brand image in achieving student satisfaction. Schools that invest in an effective marketing strategy can improve their brand image, which in turn increases student satisfaction. In addition, this study emphasizes the impact of students' grades and family status on the brand image and marketing strategies of private schools and student satisfaction. Schools should consider these factors when developing marketing strategies to enhance their brand image. Overall, this study highlights the need for private schools to invest in effective marketing strategies to remain competitive and increase student satisfaction.

5.2 Research recommendations

In this section, based on the research findings, relevant suggestions are put forward for the Chinese government and Gongqing College of Nanchang University (private university), with the hope of providing effective reference for promoting the management and development of private schools in China. Finally, suggestions are made for future follow-up studies based on the achievements of this research.

5.2.1 Advice to Chinese government departments

5.2.1.1 Organize and hold national private school exchange activities, strengthen the connection between various private schools, and help private schools build their brands and expand their brand influence.

According to the research, there is a significant positive correlation between a school's brand image and student satisfaction. Therefore, the Chinese government should pay attention to this and help private schools shape their brand images and expand their

influence at the national level. In China, communication and exchange activities between schools, especially private schools, are relatively scarce. This leads to a situation where private schools are fighting alone in terms of brand building and development, lacking effective communication with their peers. In the context of the marketization of education, the government should organize national exchange activities for private schools, establish cooperative partnerships among private schools nationwide, promote resource sharing, and encourage collaborative development. These activities, organized by the government, have a certain degree of credibility and can provide opportunities for private schools to share their experiences and educational philosophies. This will help to shape the brand image of private schools and expand their influence, as well as promote the overall improvement of the education and teaching level of private schools and the healthy development of private education.

5.2.1.2 Establish special private school management institutions or private school associations to provide relevant consultation and support for various private schools in terms of operation and management.

Based on the above research, it is evident that there is a significant positive correlation between a school's marketing strategy and its brand image. Therefore, the government should pay attention to the management and status of private schools and establish a specialized management agency at the national level to provide relevant consultation and support to private schools. This agency or association should be composed of professionals with extensive experience, knowledge, and professional management concepts in education. They should be able to provide high-quality consulting services such as policy consultation, legal support, and economic assistance to private schools.

The agency or association should formulate relevant policies and regulations to ensure that private schools comply with national and local laws and

regulations and follow the highest education standards and requirements. In addition, the agency or association should also assist private schools in solving problems encountered in the process of management and operation, such as enrollment promotion, financial management, and personnel training. By doing so, private schools can explore suitable market channels, understand and keep up with the latest trends in education development, and improve the quality of the entire education system.

5.2.1.3 Strengthen the supervision and evaluation mechanism of private schools, and ensure that all private schools meet the national education and teaching standards and requirements while improving student satisfaction.

According to the above research, there is a significant positive correlation between the brand image, marketing strategy, and student satisfaction of private schools. The government should pay attention to student satisfaction in the operation of private schools. The government can provide more regulatory and evaluation services to private schools, issue warnings to poorly evaluated or poorly managed schools, and ensure a high-quality educational environment to protect the rights and interests of students. The government also needs to improve the evaluation mechanism for private schools, including establishing a scientific, objective, and quantifiable set of evaluation indicators and standards, as well as professional evaluation institutions and personnel. The evaluation should cover all aspects of private schools, including teaching quality, faculty, and student satisfaction. The evaluation results should be transparent, and corresponding measures should be taken to improve the quality of education and teaching in private schools.

At the same time, it is necessary to strengthen financial supervision and management of private schools, including strengthening the supervision and audit of school funds, providing training and guidance on financial management, and preventing financial risks. The government can establish a specialized financial supervision agency

or entrust a third-party agency to conduct financial audits to ensure the financial security and transparency of private schools, making them more standardized, satisfying for students, reassuring for parents, and recognized by the country as educational institutions.

5.2.2 Recommendations for private schools

5.2.2.1 Construct brand image characteristics to leave a deep impression on students and parents.

In the context of thriving education, private schools, unlike public schools, need to construct a brand image to enhance their visibility, recognition, and reputation, and attract more customers (students and parents) to choose their school. This study elaborates on three aspects of functional, symbolic, and experiential.

Functionality: Private schools should emphasize their educational features and advantages to let students and parents understand the functions and effects of the education services provided by the school, thereby creating a sense of cognition and trust in the school. This can be achieved by focusing on teaching facilities, faculty strength, teaching and research achievements, special courses, and subject specialties. Through market research and data analysis, the school can understand the needs and concerns of students and parents, and differentiate positioning and strategy development based on market demand to achieve the functional characteristics of the brand.

Symbolism: Private schools need to convey the core values and cultural connotations of the school through symbolic elements such as the school name, emblem, and motto, and inspire emotional resonance among students and parents. These symbolic elements should be consistent with the actual situation of the school, helping to establish brand awareness and image. For example, the school emblem and motto can be consistent with the school's characteristics and educational philosophy, creating a unique brand image.

Experience: Private schools can convey their education and teaching quality and service level through the actual experience of students and parents, establishing a good reputation and credibility. The school should provide a good educational environment and service, strengthen communication and interaction with students and parents, actively respond to their needs and feedback, and achieve the experiential characteristics of the brand.

5.2.2.2 According to the society, the market background and the feedback of the students, formulate a targeted marketing strategy.

In the context of market-oriented education, private schools have greater freedom and autonomy in their management and operations compared to public schools. In order to achieve greater profits, private schools need to develop marketing strategies that are tailored to their own circumstances, based on social and market conditions and feedback from their current students. This study provides some specific guidelines in six areas: product, location, price, promotion, personnel, and facilities management.

Product:

Optimize the curriculum, focus on improving teaching quality, and increase student satisfaction.

Offer unique courses or programs that distinguish the school from others and attract more students.

Place:

Choose a location that is convenient for students and parents, with easy access to transportation.

Provide convenient facilities in the vicinity of the campus, such as shopping and entertainment venues.

Price:

Provide transparent pricing and detailed fee structures to avoid hidden fees since private schools can autonomously set their tuition fees.

Promotion:

Create attractive promotional materials and videos to promote the school's brand image and introduce its teaching philosophy and unique courses. Utilize social media and the school's website to attract more potential customers.

Personnel:

Hire excellent teachers and staff to provide high-quality services to students. Regularly train teachers and staff to improve their teaching abilities and service awareness.

Environment and management:

Provide advanced teaching equipment and facilities to ensure a high-quality learning and working environment for students and teachers.

Strengthen facility maintenance and management to maintain a clean, safe, and comfortable school environment.

Establish a scientific management system and a complete internal management system.

Establish communication channels with students and parents to provide timely feedback and problem-solving.

5.2.2.3 Provide high-quality campus environment, school teaching quality, comprehensive services, and strive to improve student satisfaction.

In the context of fierce competition in the private education industry, private schools should focus on providing high-quality campus environment, teaching quality, and comprehensive services, and strive to improve student satisfaction. This

study provides some specific explanations in three aspects: overall satisfaction, compared to expectations, and compared to other schools.

Overall satisfaction: Private schools should conduct regular satisfaction surveys among students to understand their overall satisfaction with school services, including teaching, management, campus environment, facilities, etc. Based on the survey results, schools should promptly adjust and improve their various services.

Compared to expectations: Unlike public schools, private schools should make clear service commitments and inform students and parents about the service content, standards, and commitments. They should also establish feedback channels for student-parent opinions to understand their needs and expectations. At the same time, schools should strengthen internal management to ensure that the commitments are implemented.

Compared to other schools: Private schools should understand the service situation of their competitors, communicate more with them, and compare themselves with them to adjust and improve their own services and increase student and parent satisfaction. Additionally, schools should actively promote their own advantages and characteristics that distinguish them from other schools to attract more students and parents to choose their school.

5.2.3 Recommendations for follow-up research

5.2.3.1 Consider expanding the study sample

The sample involved in this study may be relatively limited, as it only focuses on a private school in Jiangxi Province, China, and does not cover private schools in all regions of China. Therefore, future research could consider increasing the sample size and further exploring the impact of brand image and marketing strategies of different types of private schools in different regions on student satisfaction.

5.2.3.2 In-depth discussion of the specific implementation of marketing strategies

Although this study provides an overview of the marketing strategies of private schools, it did not delve into the specific implementation of each strategy. Future research can further analyze the implementation effects of different strategies and compare the differences between them to determine which strategies are most suitable for improving student satisfaction.

5.2.3.3 Exploring the Mediating Effect of Brand Image on Student Satisfaction

The present study has found a significant positive correlation between the brand image of private schools and student satisfaction. Further research can explore the underlying mechanism of how brand image affects student satisfaction, such as whether the brand image enhances students' awareness, identification, and trust in the school, ultimately leading to increased satisfaction.

5.2.3.4 Comparing Marketing Strategies and Student Satisfaction of Private and Public Schools

This study mainly focuses on the brand image, marketing strategies, and student satisfaction of private schools, but these factors may also affect the choices and satisfaction of students in public schools. Subsequent research could compare the similarities and differences between private and public schools in these aspects, to better understand the position and advantages of private schools in the competition.

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