

MARKETING STRATEGIES OF ART TRAINING INDUSTRY UNDER THE DOUBLE REDUCTION POLICY: A CASE STUDY OF Z ART TRAINING SCHOOL



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Abstract

This study takes Z Art Training School as the research object to investigate the marketing strategy of our school under the context of the national(Chinese) proposed Double Reduction Policy. Relevant domestic and foreign literature was collected and organized, as well as the profile of Z Art Training School, the current state of marketing, and other issues were analyzed to find out the shortcomings of Z Art Training School in marketing; The macro environment faced by the school was firstly analyzed through the PEST method, and then the industry environment faced by the school was analyzed using Porter's five forces model. Based on the internal and external factors to establish the EFE and IFE evaluation matrix. Finally, the SWOT model is used to find out the strengths, weaknesses, opportunities, and threats of Z art training school, and the advantageous competitive strategies that Z art training school should adopt.

Keywords: Art training, SWOT, PEST, Porter's five forces model, marketing strategy

Introduction

With the development of the Chinese economy under the policy of double reduction, the country's big picture and the family's micro level are paying more and more attention to quality education, according to the analysis of survey data, the future will continue to grow at a rate of 30% per year. This study takes "Z Art Training School" as the research object, through systematic analysis of the problems in the marketing of the institution, using the professional knowledge of marketing theory combined with the practical experience of the dance training industry in recent years, for small children's dance training institutions face the problem of marketing strategy, to make some conclusions can be drawn for small children's dance training schools for reference.

PEST was applied to analyze the macro environment factors, including political, economic, social, and technological aspects. Porter's five forces model was used to model

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supplier bargaining, buyer bargaining, new entrant threat, substitute threat, and peer competitor competition to effectively analyze the competitive environment of the industry. The EFE matrix and IFE matrix are used to analyze the external and internal environment and to calculate the importance of meeting threats, strengths, and weaknesses through weighted scores. SWOT analysis is used to list the factors through the matrix from which conclusions are drawn and decisions are obtained. Finally, the STP analysis was used to subdivide the market, identify the target market, locate and position the market and apply the appropriate marketing mix for the company.

External Environment Analysis of Z Art Training School

1. Macro PEST Analysis of Z Art Training School

The Double Reduction Policy, Article 25, proposed in May 2021, proposed the reasonable use of resources inside and outside school to provide students with interest-based after-school service activities. The Sichuan Provincial Department of Education proposed in the Implementation Plan to include art subjects in the Chinese language examination. In economic terms: According to the statistics of the National Bureau of Statistics on the implementation of education funding, the financial compulsory education funding increased from 1.17 trillion RMB to 2.29 trillion RMB from 2012 to 2021. In terms of social environment: The annual consumer price (CPI) in Chengdu rose 0.5% over the previous year, while the education, culture, and entertainment category rose 0.2%. The resident population at the end of the year was 21.912 million, an increase of 245,000 people over the end of the previous year. Technologically, the innovation of teaching mode and dance technology has been progressing, and with the gradual rise of Internet education.

2. Porter's Five Forces Model Analysis of Z Art Training Schools

The main competitors included youth palaces of official institutions, public institutions, and private art training schools.

The main substitutes are various other types of art training; the threat of new entrants in the potential industry, big brand art schools, small dance studios, and cultural training institutions transforming schools. Stronger bargaining power of customers; stronger bargaining power of suppliers.

3. Comprehensive evaluation of external environmental factors based on the EFE matrix

The external factors affecting the marketing strategy of the school were derived from the analysis of the school's external environment, as shown in Table 1

Table 1 External factors affecting the marketing strategy of Z Art Training School

External Factors	Opportunities (O)	O1 Increased demand for Art Education
		O2 High demand for the dance training industry
		O3 A well-established students source
		O4 Possibility of entering new markets
		O5 Internet online courses
	Threats (T)	T1 Increase in market competitors
		T2 Entry of public schools
		T3 Fierce competition for students
		T4 The influence of online education
		T5 Future market facing reshuffle

Establishment of EFE matrix and evaluation

In summary, this analysis of the external environment resulted in opportunities and

threats faced by the school. There were 5 opportunity factors and 5 threat factors. At the same time, 20 questionnaires were distributed to the expert rating team, and the EFE matrix key factor scores were obtained by summing up and averaging the questionnaire scores as shown in Table 3.2 below.

Table 2 Data evaluation table of external factors of Z Art Training School

Code	Important external factors	Score
O1	O1 Increased demand for Art Education	2.2
O2	O2 High demand for the dance training industry	3.2
O3	O3 A well-established students source	3.15
O4	O4 Possibility of entering new markets	3.2
O5	O5 Internet online courses	2.2
T1	T1 Increase in market competitors	3.15
T2	T2 Entry of public schools	3.1
T3	T3 Fierce competition for students	3.15
T4	T4 The influence of online education	2.1
T5	T5 Future market facing reshuffle	3.1

1. Determination of weights

The weights of each external key factor were determined by research and discussion to determine the matrix scores, which were obtained as shown in Table 3 below.

Table 3 Pairwise comparison matrix of external factors of Z Art Training School

External Factors	Opportunity (O)	Threats (T)
Opportunity (O)	1	1
Threats (T)	1	1

Based on the data in the above table combined with the previous hierarchical analysis, the quantitative score is 1 because the importance of advantageous and disadvantageous factors are the same, and the weights of opportunity (O) and threat (T) are calculated to be 50%, and the consistency test shows that the C.I and C.R of this item are equal to $0 < 0.1$, which indicates that the advantageous and disadvantageous factors have the same weight, and the importance of opportunity and threat in external factors are the same, as shown in Table 4 and Table 3.5 below and Table 5

Table 4 Pairwise Comparison Matrix of External Opportunity Factors for Z Art Training School

External Opportunity Factors (O)	O1	O2	O3	O4	O5
O1	1	2	5	1/2	2
O2	1/2	1	3	1/4	1/2
O3	1/5	1/3	1	1/5	1/6
O4	2	4	5	1	3
O5	1/2	2	6	1/3	1

Based on the data in Table 3.4 above combined with the previous hierarchical analysis, the weights of S1-S5 were calculated as 24.43%, 11.21%, 4.92%, 40.85%, 18.59%, $C.I=0.0458$, $C.R=0.0409 < 0.1$, so the weights of O1-O5 were calculated as valid, and combined with the previous conclusion, the weight of external opportunity factor was 50%. Thus the O1-O5 weights in the EFE matrix are 12.21%, 5.61%, 2.46%, 20.43%, and 9.29%,

respectively.

Table 5 Pairwise Comparison Matrix of External Threat Factors for Z Art Training School

External Threat Factors (T)	T1	T2	T3	T4	T5
T1	1	1/2	4	3	2
T2	2	1	3	3	2
T3	1/4	1/3	1	2	1/2
T4	1/3	1/3	5	1	1/3
T5	1/2	1/2	2	3	1

Based on the data in Table 5 above combined with the previous hierarchical analysis, the weights of T1-T5 were calculated as 28.12%, 34.87%, 10.68%, 7.89%, 18.44%, $C.I=0.0457$, $C.R=0.0408 < 0.1$, so the weights of T1-T5 were calculated as valid, and combined with the previous conclusion, the weight of external opportunity factor was 50%. Thus the T1-T5 weights in the EFE matrix are 14.06%, 17.43%, 5.34%, 3.95%, and 9.22%, respectively.

2. Calculation of weighted scores

The External Factor Evaluation Matrix (EFE) was derived from the summary of the questionnaire results, as shown in Table 6 below:

Table 6 Analysis of the EFE matrix of Z Art Training School

	External influencing factors	Weighting (%)	Score	Weighted value
Opportunity (O)	O1 Increased demand for Art Education	12.21%	2.2	0.27
	O2 High demand for the dance training industry	5.61%	3.2	0.18
	O3 A well-established students source	2.46%	3.15	0.08
	O4 Possibility of entering new markets	20.43%	3.2	0.65
	O5 Internet online courses	9.29%	2.2	0.2
Threats (T)	T1 Increase in market competitors	14.06%	3.15	0.44
	T2 Entry of public schools	17.43%	3.1	0.54
	T3 Fierce competition for students	5.34%	3.15	0.16
	T4 The influence of online education	3.95%	2.1	0.08
	T5 Future market facing reshuffle	9.22%	3.1	0.28
Total		1		2.88

3. Conclusion analysis of the EFE matrix

Based on the above table EFE matrix overall weighted score of 2.88, slightly higher than the average 2.5, which indicated that Z art training school in the face of art training market development needs and threats can make a certain response, opportunity factors weighted score of 1.38, threat factors weighted score of 1.5, because the threat is greater than the opportunity, Z art training school should be from their own products, marketing, operations, and other dimensions to deal with challenges, and pay attention to avoiding unfavorable factors in the business process.

Analysis of the Internal Environment of Z Art Training School

1. Z Art Training School Marketing Status

School Business Operation Analysis. Revenue analysis, Z Art Training School 2017-2021 revenue, as shown in Table 4.1; costs as shown in Table 4.2; and income statement as shown in Figure 7

Table 7 Z Art Training School Revenue Table

Time(year)	2017	2018	2019	2020	2021
Income/Revenue	234000 RMB	280800 RMB	380660 RMB	456800 RMB	604500 RMB

Table 8 Cost table of Z Art Training School

Time(year)	2017	2018	2019	2020	2021
Cost/Expenses	220000 RMB	250600 RMB	280500 RMB	332000 RMB	451500 RMB

Table 9 Profit Table of Z Art Training School

Time(year)	2017	2018	2019	2020	2021
Interest/Profits	14000 RMB	30200 RMB	100160 RMB	124800 RMB	153000 RMB

Based on the above table, it can be concluded that from the year 2017 to 2020 are into an upward trend, and the interest rate in 2021 slightly decreased, it is necessary to expand the student source to enhance profits.

Channel Current Situation: The acquisition channel mainly comes from the field enrollment accounts for 50% of the total, the old student introduction, and the total number of leaflets 30%, their own will and the network are slightly lacking and need to strengthen the publicity.

Promotion status: The main promotion time period is concentrated in the summer before and winter vacation, mainly with the ground pushing leaflets, sending friends, and other promotional tools, but because the marketing is not professional enough so the promotion effect is general, so Z art training school still need to improve the promotion ability.

2. Comprehensive evaluation of internal environmental factors based on IFE matrix

The internal factors influencing the marketing strategy of Z Art Training School were derived from the analysis of the internal environment of the school, as shown in Table 10

Table 10 Internal factors affecting the marketing strategy of Z Art Training School

Internal Factors	Strengths (S)	S1 High quality of professional teaching
		S2 High Reputation and Recognition
		S3 Comfortable teaching environment
		S4 High managerial ability
		S5 Excellent service ability
	Weakness (W)	W1 Conventional approach to publicity
		W2 Lack of innovative teaching and research system
		W3 Lack of scientific and reasonable product price system
		W4 Inadequate enrollment ability
		W5 High mobility of personnel

Establishment of IFE matrix and evaluation

The IFE matrix key factor scores are shown in Table 11 below.

Table 11 Evaluation of internal factor data of Z Art Training School

Code	Important internal factors	Score
S1	S1 High quality of professional teaching	3.6
S2	S2 High Reputation and Recognition	3.8
S3	S3 Comfortable teaching environment	2.9
S4	S4 High managerial ability	3.7
S5	S5 Excellent service ability	2.95
W1	W1 Conventional approach to publicity	3
W2	W2 Lack of innovative teaching and research system	3.75
W3	W3 Lack of scientific and reasonable product price system	3
W4	W4 Inadequate enrollment ability	2.9
W5	W5 High mobility of personnel	2.7

1. Determining the weights

The matrix scores were determined through research discussions and obtained as shown in Table 12 below.

Table 12 Matrix of pairwise comparisons of factors within Z Art Training School

Internal Factors	Strengths (S)	Weakness (W)
Strengths (S)	1	1
Weakness (W)	1	1

Based on the data in the above table combined with the previous hierarchical analysis, the weights are shown in Table 13 below.

Table 13 Pairwise comparison matrix of internal strengths of Z art training school

Internal Strengths Factor(s)	S1	S2	S3	S4	S5
S1	1	4	2	3	6
S2	1/4	1	1/3	1/2	4
S3	1/2	3	1	2	2
S4	1/3	2	1/2	1	2
S5	1/6	1/4	1/2	1/2	1

Based on the data in Table 4.7 above combined with the previous hierarchical analysis, the weights of S1-S5 were calculated as 42.50%, 12.47%, 23.29%, 14.70%, 7.04%, $C.I=0.0783$, $C.R=0.0699<0.1$, so the weights of S1-S5 were calculated as valid, and combined with the previous conclusion, the weight of internal opportunity factor was 50%. Therefore, the S1-S5 weights in the IFE matrix are 21.25%, 6.24%, 11.65%, 7.35%, and 3.52%, respectively.

Table 14 Pairwise Comparison Matrix of Internal Weakness Factors for Z Art Training School

Internal Weakness Factors (W)	W1	W2	W3	W4	W5
W1	1	1/2	3	2	1/2
W2	2	1	5	2	3
W3	1/3	1/5	1	1/4	1/4
w4	1/2	/12	4	1	1/2
W5	2	1/3	4	2	1

Based on the data in Table 4.8 above combined with the previous hierarchical analysis, the weights of W1-W5 were calculated as 18.33%, 37.58%, 5.54%, 15.03%, 23.52%, $C.I=0.0615$, $C.R=0.0549 < 0.1$, so the weights of W1-W5 were calculated to be valid and combined with the previous conclusion, the weight of internal opportunity factor was 50%. Therefore, the weights of W1-W5 in the IFE matrix are 9.16%, 18.79%, 2.77%, 7.52%, and 11.76%, respectively.

2. Calculation of weighted scores

The internal factor evaluation matrix (IFE) was derived from the summary of the questionnaire results, as shown in Table 4.9 below:

Table 15 IFE matrix analysis of Z Art Training School

	Internal influencing factors	Weighting (%)	Score	Weighted value
Strengths (S)	S1 High quality of professional teaching	21.25%	3.6	0.77
	S2 High Reputation and Recognition	6.24%	3.8	0.24
	S3 Comfortable teaching environment	11.65%	2.9	0.34
	S4 High managerial ability	7.35%	3.7	0.27
	S5 Excellent service ability	7.04%	2.95	0.2
Weaknesses (W)	W1 Conventional approach to publicity	9.16%	3	0.27
	W2 Lack of innovative teaching and research system	18.79%	3.75	0.7
	W3 Lack of scientific and reasonable product price system	2.77%	3	0.08
	W4 Inadequate enrollment ability	7.52%	2.9	0.21
	W5 High mobility of personnel	11.76%	2.7	0.3
Total		1		3.38

3. IFE Conclusion Analysis

Based on the above table IFE matrix overall weighted score of 3.38, higher than the average of 2.5, of which the advantage factors weighted score of 1.82, disadvantage factors weighted 1.56, in summary, for Z art training school's internal environment advantages and disadvantages, should give full play to its advantages and strengthen the disadvantages of the improvement, in order to reverse the current situation of the school in the marketing development of distressed. Art training school based on SWOT strategy selection

The analysis of the school's external environmental factors and internal environmental factors can be derived from Table 16

Table 16 Z Art Training School SWOT Analysis Matrix

SWOT Analysis Matrix	Opportunity (O)	Threat (T)
	1. Increased demand for Art Education 2. High demand for the dance training industry 3. A well-established students source 4. Possibility of entering new markets 5. Internet online courses	1. Increase in market competitors 2. Entry of public schools 3. Fierce competition for students 4. The influence of online education 5. Future market facing reshuffle
Strengths(S)	SO Strategy	ST Strategy
1. High quality of professional teaching 2. High Reputation and Recognition 3. Comfortable	Strengthen school branding Broaden marketing channels Enrich product design of courses Improve promotion methods Improve concession power to enhance	Improvement of teaching ability Improvement of teaching environment Strengthen professional capacity building efforts

teaching environment 4. High managerial ability 5. Excellent service ability	competitiveness	Development of other art training Development of online courses
Weaknesses (W)	WO Strategy	WT Strategy
1. Conventional approach to publicity 2. Lack of innovative teaching and research system 3. Lack of scientific and reasonable product price system 4. Inadequate enrollment ability 5. High mobility of personnel	Enhance investment in teaching equipment Strengthen staff team building Expand enrollment channels Improvement of salary distribution system	Improvement of industry influence Enhance core competitiveness Increase capital investment Enhance management capability

The SWOT matrix analysis concluded that the overall situation of Z Art Training School is good, and the advantageous conditions of Z Art Training School are more than the disadvantageous conditions, so Z Art Training School can choose SO strategy as the primary development direction.

Marketing Strategy Recommendations and Implementation Guarantee for Z Art Training School

1. The STP strategy of Z Art Training School

Market segmentation: Focus on the dance market in the art training market, mainly for children aged 3 to 18 years old, and adults, mainly for women. Target market selection: The main market courses are dance and art, and the auxiliary courses are musical instruments, oratorical performance, vocal music, robotics, etc. The training targets are normal income to high income people. Market positioning: Firstly, the school aims to enter the middle and high-end training market, and the professional level becomes the brand positioning of the school. Secondly the core positioning of the school is to focus on professional teaching quality. Thirdly establish a professional team of talents. Fourth do a good job in all aspects of service.

2. The implementation of the combined marketing strategy of Z Art Training School

Subdivision course strategy: firstly, develop systematic products, divided into flow products, star products, and exclusive products; secondly, add adult dance; thirdly, add diversified art courses; fourthly, establish network courses.

To establish a price system strategy.

1. To set a price tag for the course.
2. Set a price for new students.
3. The price of old students with new students.
4. The price of old students.
5. Set a price range.
6. Package pricing.

Precise channel marketing strategy: Offline, maintain and increase efforts to do the ground push way. Online, the establishment of a public wechat account and other software to publish videos, online courses, etc.

Extensive promotion strategy: Develop referral strategy, free trial lesson strategy, pre-deposit tuition fee deduction strategy, price promotion strategy, No. 1 provide learning place,

competition strategy.

Alliance strategy: Z art training schools should establish cooperation mechanisms with neighboring businesses and those in the same industry in other locations. At the same time to maintain good relationships with employees.

Relationship strategy: Create your own social relationships, firstly to establish contact with local media, and secondly to maintain contact with various art associations. The third is to maintain contact with social welfare organizations. The fourth is to maintain contact with community government.

Service strategy: First is students, based on the needs of the students to set the course teaching content and teaching methods. Second is the parents, for different parental needs set different prices of course products, to achieve the full range of services.

3. Guarantees for the marketing strategy of Z art training school

The development of short-term and long-term plans for Z art training school, a one-year short-term plan, a three-year medium-term plan, and a five- to ten-year long-term plan, and the development of a reasonable inspection and feedback mechanism for the plan. Secondly, continuously pay attention to the teacher talent reserve guarantee, to ensure the core competitiveness of the school. Thirdly, adequate investment in financial security.

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