

# **The Role of “Pink Marketing” in Family Selection of Children’s Schools**

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## Abstract

The role of women in making key family decisions, particularly regarding children's education, has become increasingly significant. This study highlights the influence of pink marketing—targeted marketing efforts directed at women—on the decision-making process for school enrolment. The results underscore the importance of understanding and leveraging this influence to enhance marketing strategies for educational institutions. The study aims to study women’s intention to join in the case of children’s schools and whether pink marketing tools and techniques could affect their decision to enroll their children in those schools.

Data for this study was collected using a comprehensive survey designed to evaluate the influence of pink marketing efforts targeting women on the choice of children's schools. The survey included questions that captured various aspects of school marketing and decision-making processes, with a particular focus on the role of women in these decisions. To quantify the influence of pink marketing and the decision-making role of women in choosing a school, several composite scores have been developed, based on specific survey questions. Data analysis was then conducted using SPSS to evaluate the relationship between pink marketing efforts and school choice decisions. Descriptive statistics, correlations, and logistic regression analyses were performed to understand the impact of various factors on the choice of schools. This structured methodology provided a quantifiable measure of the influence of pink marketing efforts, school appearance, interpersonal interactions, and the decision-making role of women on school choice decisions.

The study has shown that multiple factors influence parents' decisions when choosing a school. Quality of education, positive first-hand visits and agreeable environment of schools represent the most important factors. Location has also been shown to have an impact on school choice. Marketing activities were proven to have a great influence on awareness and consideration of the school for enrolment. The study also showed the significant role mothers play in influencing school-related decisions and in following their children’s studies and activities. The study also revealed that various aspects of pink marketing significantly influence the decision-making process of women. The elements of promotion, appearance, pricing, place, environment, process, and people were all found to positively affect the likelihood of mothers making the final decision about school enrolment.

## Key Words

Marketing, pink marketing, marketing services, women’s purchasing power, education.

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## 1. Introduction

With purchases that have soared to 31.8 trillion dollars of global spending in 2024, women have also proven to be the most important category of buyers in many items. Being responsible for an average of 85% of purchases of many items besides being the influencer of decision maker in others, (Betterton, 2023) has encouraged marketers around the world to study how to affect women's desires and intentions to buy and later target women with tailored marketing strategies.

Women often play a pivotal role in family decisions, including the choice of educational institutions for their children. This responsibility stems from traditional and evolving family dynamics where women are seen as primary caregivers and nurturers. They tend to be more involved in the day-to-day educational activities of their children, making them more attuned to the needs and preferences that impact school choice.

Since the role of women in making key family decisions, particularly regarding children's education, has become increasingly significant, the researcher has chosen to study this phenomenon. The study highlights the influence of pink marketing—targeted marketing efforts directed at women—on the decision-making process for school enrolment. The results underscore the importance of understanding and leveraging this influence to enhance marketing strategies for educational institutions. The study aims to study women's intention to join in the case of children's schools and whether pink marketing tools and techniques could affect their decision to enroll their children in those schools.

## 2. Literature Review

Pink marketing is a relatively new area of marketing. The following are a few of the articles that discussed its different aspects.

### 2.1 Articles Discussing “Pink Marketing”

Ghasem Zarei and Vahideh Kharajo (2023) studied the role of pink marketing mixed elements in women's cosmetic purchase decision. They defined pink marketing as marketing activity that is done *for* or *by* women. In other words it does not only include women purchasers but also women marketers.

Another study about pink marketing was the research paper published by Aram Hanna Massoudi in Kurdistan in Iraq studying the vital role of pink marketing in the creation of women loyalty (Massoudi, 2020). The study used a famous cosmetics brand as an example and measured the correlation between the marketing mix and women’s loyalty. The results showed that pink marketing mix in general has a positive relationship with loyalty. Pink product, Pink price, Pink promotion, and place all have modest to weak correlation with loyalty.

In Jordan, Sultan Freihat, Firas Aotoum and Diana Homsy (2021) also studied the impact of pink marketing on women’s purchasing decisions in the field of cosmetics. They concluded that new marketing methods should be developed to be more adequate for women’s needs, desires, way of thinking and motives. The main aim of marketers should be to acquire the satisfaction and loyalty of the important segment of women.

Pink marketing does not apply only on cosmetics and clothes industries related to women but it could be applied on any other field. Recently a group of researchers in Egypt discussed the pink marketing concept and its impact on the hospitality business (Hussein et al, 2024). The study focused on Egyptian women's buying behaviour in the hospitality industry. Research results showed that pink products, prices, promotion, and physical evidence are the main variables in women's buying behaviour toward hotels.

Another interesting study was performed by Dr. Fares El- Jenany in Iraq in the field of banking (El-Jenany, 2022). The aim of the study was to investigate the impact of pink marketing strategy in achieving banking marketing objectives. The researcher concluded that there was a great influence of the pink physical environment, pink promotion, pink product, pink service and pink price in achieving the marketing objectives of banks.

## **2.2 Psychological Differences between Men and Women**

Although men and women of the modern world have become more similar in terms of opportunities and interests, women’s psychology is still quite different from that of men (Eagly, 2022). Different authors have discussed these differences from several angles. In this research we are concerned with differences that make differentiating marketing strategies essential. Amongst these differences are the following:

- A. Women tend to be more driven and active. Between work and household chores they usually have a long to do list every day in order

to be able to keep up with their duties. They usually have to do most of the household shopping in very limited time.

- B. Women are usually interested in detail of products or services they purchase. They look carefully into the ingredients and components of any food or appliance they buy. (Alubaidi, 2017).
- C. Women are usually more prudent in spending money and are attracted to products and services that give the highest value when compared to their prices.
- D. Most women are driven by comparative value of products or services rather than convenience or coincidence when they make a purchase.

These differences, initiated a need to address women with special programs that are tailored to suit their needs and mind set and that is why pink marketing emerged.

### **2.3 The Concept of “Pink Marketing”**

Pink marketing could be defined as the set of rules, strategies and tools of marketing that are targeted for women (Abdul Fatah, H., 2017). It is also associated in some references with the team in charge of marketing activities if they are women (Freihat et al, 2021).

Zarei and Kharajo (2023) define pink marketing as the group of marketing mix elements which were formulated to meet the needs, desires and psychology of women. It is how a company designs its mix to influence women’s attitudes and behaviors and their desire to make purchasing decisions.

Fares (2020) defines pink marketing as the marketing strategy whose target consumer is women. He believes that the main reason this strategy varies from the strategies targeted at men is that women’s motives in purchasing differ from men and so does their purchasing behavior.

On the other hand pink marketing was defined differently in a number of references. These references focused on the team providing marketing strategies. Pink marketing was thus defined as the female marketing teams in institutes that target the marketing efforts towards women (Saeid et al, 2015)

A more comprehensive definition of pink marketing was that introduced by Freihat et al (2021). They define pink marketing as:

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“An activity directed to women or from women consisting of a group of activities called marketing mix elements which are formulated according to women’s requirements, desires and psyches to affect their attitudes and behaviours in what they would like to own when they influence their purchasing decisions.”

In this study the researcher chose to define pink marketing as the group of strategies, elements and tools that are targeted to female consumers in order to influence their purchasing decision.

#### **2.4 The Colour “Pink” in Pink Marketing**

The colour pink has long been known to be a colour of romance, innocence, affection, sweetness and tenderness. Most people also associate it with girls and women. This is why when marketing experts around the world thought of targeting women with their marketing activities; they called it “pink marketing”. It was chosen to describe marketing for or rendered by women due to the colour’s usual association with femininity. Examples of the many institutes around the world that have used it to target girls and women population are Barbie doll company, Breast awareness campaigns, Baheya hospital in Egypt and Victoria secret in the USA.

#### **2.5 Importance of Pink Marketing**

“If spending were a human being, it would be a woman.” (Bideaux, K. (2022) is a phrase that reflects the importance of women in any household purchasing decision. Contradicting the common stereotyping of women that accuses women of being obsessed with buying recreational goods such as cosmetics, luxury goods and clothes only, statistics have shown that women have the largest share in purchasing many important goods such as homes, computers, health care, cars, banking services, food and travel (Zarei, et al, 2023). Women usually make purchases not only for themselves, but also for their families and their homes. This makes them the driving force in most purchases global wide. According to Betterton (2023), women control over \$31.8 trillion in worldwide spending. Chua et al (2022) forecasted that by 2028, women across the globe would be responsible for over 75% of discretionary spending.

A recent study (Nguyen, 2023), indicated that women are responsible for 80% of total household shopping in Southeast Asia. The study showed

that while men tend to spend on themselves, women make purchases for their households, elderly family members, children, besides themselves.

Women are also the major online shoppers worldwide. Many women have started to prefer online shopping to normal shopping. Zarei et al |(2023) found that 63% of women browse the Internet at least once a day for products and services, and nearly 30% do so twice or more per day.

The huge and growing woman purchasing power, has made it necessary for marketers to start addressing women's needs and try to win their loyalty as a customer, thus creating the grounds for pink marketing.

## **2.6 The Pink Marketing Mix for Services**

The difference in psychology between men and women shown in section 1.3 is in fact reflected on individuals' purchases decisions in most cases. This created a need to develop special marketing strategies, and tailored marketing mixes targeting each gender separately besides the strategies categorizing consumers in other ways. This research is concerned with the services marketing mix targeting women "pink marketing mix".

### **2.6.1 Pink Product**

Pink products are products and services that satisfy women's psychological needs, preferences and tastes. For example since women care more than men about details products and services directed to women should provide adequate details to satisfy their psychological need for covering details (Alubaidi, 2017). If women are buying clothes, they are usually interested in details like fabrics, washing rules and country of origin, whilst men focus on the size and in some cases the brand only. If it's food it women would be interested in the components and calories while men would not bother to investigate these details. This is why products directed to women should cover details. Women are also known to care about packaging and health issues, and hence this should be taken into consideration.

Similarly services rendered to women should be designed to meet her needs. If it's a hairdresser shop or women spa for example the whole experience should be designed to satisfy women's special needs. In the case of schools, mothers are in many cases the key decision maker for

enrollment, and hence policies and curriculum aspects should be presented to mothers in a detailed, appealing to gain their trust.

### **2.6.2 Pink Price**

Women are usually concerned about prices in comparison to the value they are getting and to other goods of the same category. Men, on the other hand, could make quicker decisions if they think the good or service is adequate. Marketers should therefore make offers and confirm the value of their product or service.

At the same time value of a good perceived by women could be affected by packaging or branding more than men. In pink marketing marketers determine prices of products according to the perceived value by women. They, in fact, over -price items, depending upon, their brand names or attractive packaging (e.g. perfumes, jewelry and handbags).

### **2.6.3 Pink Promotion**

In pink marketing marketers are concerned with advertisements that appeal to women’s psychology and emotions. Advertisement campaigns directed to women customers are more attentive to colour, mood and harmony. A good example of pink promotion is the campaign for breast cancer awareness or Baheya hospital. The branding scheme, the logo, and the pink colour the slogans used were all designed to appeal to their targeted women audience. Most schools do not target women audience with their advertising campaigns. This study tried to investigate whether this would be beneficial.

### **2.5.4 Pink Distribution**

In general distribution is all about the services and products reaching the customer in the correct time and place in an adequate ambiance. While men are concerned more with aspects like number of stores and availability of parking space, women tend to be more concerned with the way the products and services are presented, interior design, efficient customer service and helpful sales personnel (Massoudi, 2020). This has been taken into consideration by many marketers when designing stores that offer products or services for women. Pink distribution involves choosing distribution points that are more convenient to women. This could be by having a large variety of points offering the products or services so they can match women’s residential areas or work. In schools one of the points



determining which school a family chooses for their children is the place of the school and how close it is to the family's residence. This is the main reason why many schools started building new affiliated branches in suburbs such as Tagmoo and Shiekh Zayed. They are mainly trying to get closer to families and children in general and mothers in particular.

### **2.5.5 Pink Physical Evidence**

Physical evidence could be described as the environment that defines the quality of experience a customer has in the institute. This could be in the form of the building appearance, the décor and furniture, the colours used, staff uniform, parking lots and online reviews. Cosmetics shops tend to create an elegant mood and women's clothes shops design their shops to show more clothes from which women can choose comfortably while hairdressers try to create a happy environment to provide women with a relaxing atmosphere. All these are examples of pink physical evidence and the endeavor of organizations to ensure their customer has a positive experience.

Kadhim et al (2016) found that 68% of women change service providers as a result of dissatisfaction of the surrounding ambiance of the service. This is why organizations that realize this try to standardize the quality of services rendered and maintain an agreeable atmosphere especially when working with women.

Websites could be also considered as physical evidence revealing the state of the institute. This is the main reason most organizations put great effort in creating their websites and maintaining their image on social media.

In the case of schools the physical evidence is important because it is related to the customer experience in the organization. Improving it, improves the consumer's experience quality (Melynyk et al, 2009). Many schools realize this and endeavor to create a friendly, comfortable welcoming atmosphere for appliers.

### **2.5.6 Pink Process**

All institutes endeavor to have efficient systems and smooth processes especially in service industries where the relationship between the provider

and the person to receive the service is direct. Friendly staffs in reception desks, attentive customer service employees and less waiting time to receive the service are all aspects of good service. Pink process bears in mind women customers and their obsession with details and need for a comfortable, friendly experience.

In schools the application process, parent’s interviews, school tours and easy administrative procedures are all parts of the consumer experience. Facilitating these steps improves the family experience when applying for their children, thus making the school more appealing for parents.

### **2.5.7 Pink People**

Since services are usually rendered by people, they are the most crucial aspect of the services marketing mix. They actually define the experience of the customer and whether it is satisfying or not. This is the reason why it is of utmost importance to hire adequate personnel and then train them, especially in positions that deal with customers (Husseien, 2024). When dealing with women personnel should be more friendly, helpful and ready to answer more questions about details even if they see them unnecessary.

In schools nearly all the staff deals with people. While information desks, admissions, accounting and student affairs deal with parents, class room teachers, bus drivers, supervisors and janitors work with children. Appropriate selection of staff and adequate training, improves school image and guarantees a good experience for parents and students.

## **3. Research Proposal**

Very few studies in the Arab region and Egypt have studied pink marketing and its relationship to women purchasing power. Also, no study has discussed the influence of pink marketing on the family’s choice of children’s schools. Therefore in order to study this issue, the researcher developed the main hypothesis of the study and a set of sub hypotheses to support the main hypothesis.

## **4. Hypotheses**

This study aims to study whether pink marketing or in other words marketing efforts that target women could have an influence on choice of children schools. Therefore the main hypothesis of this study is:

H: There could be a statistically significant positive correlation between pink marketing mix and the family choice of schools for their children.

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The main proposition is divided into the following sub-hypotheses:

H1: There is a statistically significant positive correlation between the pink appearance of schools and achieving women customers' decision of school choice.

H2: There is a statistically significant positive correlation between the pink pricing of schools and achieving women customers' decision of school choice.

H3: There is a statistically significant positive correlation between the pink promotion of schools and achieving women customer's decision of school choice.

H4: There is a statistically significant positive correlation between the pink place of schools and achieving women customer's decision of school choice.

H5: There is a statistically significant positive correlation between the pink environment of schools and achieving women customer's decision of school choice.

H6: There is a statistically significant positive correlation between the pink process of schools and achieving women customer's decision of school choice.

H7: There is a statistically significant positive correlation between the pink people of schools and achieving women customer's decision of school choice.

## **5. Methodology**

Data for this study was collected using a comprehensive survey designed to evaluate the influence of pink marketing efforts targeting women on the choice of children's schools. The survey included questions that captured various aspects of school marketing and decision-making processes, with a particular focus on the role of women in these decisions. Participants consisted of parents with school-aged children, providing a diverse sample to ensure a thorough understanding of the factors influencing school choice.

To quantify the influence of pink marketing and the decision-making role of women in choosing a school, several composite scores have been developed, based on specific survey questions. The Pink Marketing Score was designed to capture the influence of various marketing strategies targeting women. This score was derived from recoding responses to key marketing-related questions into numerical values reflecting the influence of these strategies. Each response was assigned a score based on its relevance to pink marketing, and the total score was calculated by summing these values.

Pink Appearance Score measured the impact of the school's physical appearance on the decision to choose a school. This score was computed from the following questions: Q13 asked if the general atmosphere and colours used in the classroom affected the decision to attend school, and Q14, which asked about the ideal colours for the walls and furniture of children’s schools. Responses to these questions were recoded into numerical values and summed to create the Pink Appearance Score. Specifically, Q13 responses were recoded with "Yes, 100%" as 5, "Yes, somewhat" as 3, "No effect" as 0, and "Somewhat negatively" as -1. Q14 responses were recoded with "Soft, calm colours like pink" as 5, "Bright varied colours like red and yellow" as 0, and "No preference" as 3.

The Pink People Score assessed the influence of interpersonal interactions and the role of women in the decision to choose a school. This score was based on six key survey questions: Q5 (who monitors the children at school), Q6 (who suggested enrolling the child), Q7 (who has the most influence on the decision), Q8 (who makes the final decision), Q9 (who pays the school fees), and Q10 (which family member should the school's marketing efforts be directed at). Each response was recoded into numerical scores, which were then summed to compute the Pink People Score. For example, responses to Q5 were recoded with "The mother" as 5, "The father" as 0, and "both parents" as 3. This recoding process was applied similarly across all relevant questions.

To capture the decision of women customers choosing a particular school for their children, we developed the School Choice Score for Women. This score was based on Q8, which asked who makes the final

decision of choosing the school in the family. Responses indicating significant influence by the mother or both parents were recoded to reflect this influence. Specifically, "The mother," "Both parents," and "All family members" were recoded as 1, while "The father" and "The child" were recoded as 0.

Data analysis was conducted using SPSS to evaluate the relationship between pink marketing efforts and school choice decisions. Descriptive statistics, correlations, and logistic regression analyses were performed to understand the impact of various factors on the choice of schools. This structured methodology provides a quantifiable measure of the influence of pink marketing efforts, school appearance, interpersonal interactions, and the decision-making role of women on school choice decisions.

## **6. Statistical Analysis Results**

This section constitutes of two main parts. The first part used "Frequency Analysis" to study the results while the second part utilised "Logistic Regression Analysis."

### **6.1 Frequency Analysis Results**

This section presents the key findings derived from the demographic analysis of the respondents participating in the study on the impact of "pink marketing" on promoting educational institutions.

The sample comprised 465 respondents, with a gender distribution of 41.9% male (N=195) and 58.1% female (N=270), as shown in Table 1. This higher proportion of female respondents suggests a potential gender bias in the survey responses, which could influence the overall findings. Of the respondents, 81.3% (N=370) were married, 15.4% (N=70) were single, and 3.3% (N=15) were divorced. The predominance of married respondents indicates that the sample primarily includes individuals likely to be actively engaged in educational decisions for their children. The data revealed that 41.6% (N=185) of respondents had two children, 33.7% (N=150) had three children, 15.7% (N=70) had more than three children, and 9.0% (N=40) had one child. This suggests that the survey captures the views of parents with multiple children, which may affect their evaluation of school marketing effectiveness.

Respondents were predominantly from the education sector (51.2%, N=220), followed by media and arts (12.8%, N=55), trade and business (11.6%, N=50), banks and companies (8.1%, N=35), free professions (8.1%, N=35), construction (5.8%, N=25), and police and army (2.3%, N=10). The high representation of educators may provide a more informed perspective on school marketing strategies.

For housing Location, the majority of respondents (95.7%, N=445) resided inside Greater Cairo, with only 4.3% (N=20) living outside this area. This urban-centric sample suggests that the findings primarily reflect the perceptions and behaviours of urban residents.

The family income distribution indicated that 66.7% (N=310) of respondents had an income of more than 10,000, 29.0% (N=135) had an income between 5000 and 10,000, and 4.3% (N=20) had an income of less than 5000. This affluence among respondents could influence their perceptions and choices regarding educational institutions.

Age distribution data showed that 64.5% (N=300) of respondents were above 45 years old, 26.9% (N=125) were between 25 and 45 years old, and 8.6% (N=40) were less than 25 years old. The predominance of older respondents indicates that the survey largely captures the views of more experienced parents.

**Table 1: Demographics Characteristics of Respondents**

Variables		N	%
Gender	Male	195	41.9%
	Female	270	58.1%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Marital status	Single	70	15.4%
	Married	370	81.3%
	Divorced	15	3.3%

Variables		N	%
	<b>Total</b>	<b>455</b>	<b>100.0%</b>
<b>How many children do you have?</b>	One	40	9.0%
	Two	185	41.6%
	Three	150	33.7%
	More than Three	70	15.7%
	<b>Total</b>	<b>445</b>	<b>100.0%</b>
<b>The field in which you work</b>	Media and Arte	55	12.8%
	Education	220	51.2%
	Banks and Companies	35	8.1%
	Trade and Business	50	11.6%
	Police and Army	10	2.3%
	Free Professions	35	8.1%
	Construction	25	5.8%
	<b>Total</b>	<b>430</b>	<b>100.0%</b>
<b>Housing</b>	Inside Greater Cairo	445	95.7%
	Outside Greater Cairo	20	4.3%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
<b>Family income</b>	Less than 5000	20	4.3%

Variables		N	%
	From 5000 – 10000	135	29.0%
	More than 10,000	310	66.7%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Age	Less than 25 yrs.	40	8.6%
	From 25 – 45 yrs.	125	26.9%
	Above 45 yrs.	300	64.5%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>

Figure 1 reveals that the most common source of information was through friends or relatives, cited by 55.9% of respondents. This finding underscores the significant role of word-of-mouth in school marketing. Additionally, 14.0% of respondents reported that they heard about the school through their own employment at the school, while 12.9% mentioned online news or social media as their source of information.

Personal connections also played a notable role, with 7.5% of respondents indicating they knew one of the school's employees. Traditional advertising channels such as newspaper and magazine advertisements (5.4%) and street billboards (4.3%) were the least common sources of information.



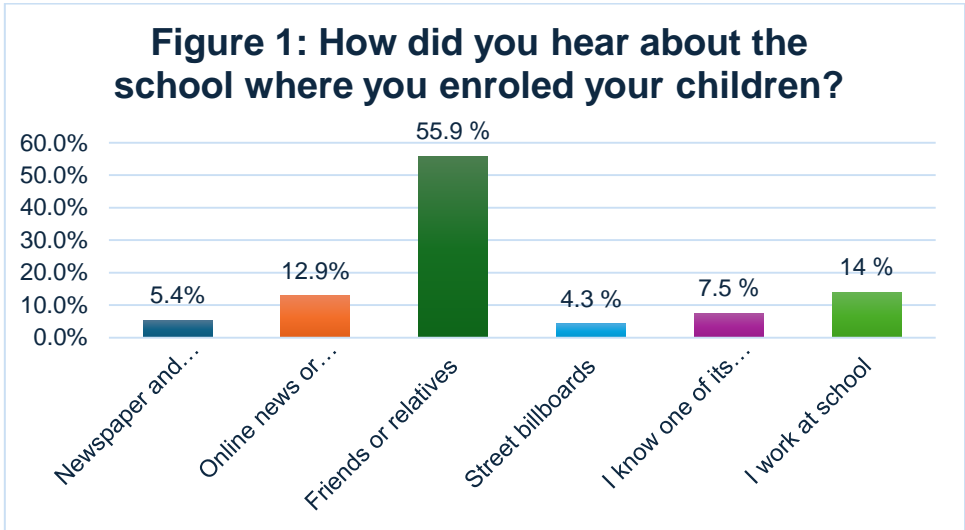


Figure 2 provides a comprehensive overview of the main reasons respondents choose a school. The quality of education is the leading factor, with 315 respondents (26.4%) selecting it, representing 67.7% of the cases when considering multiple response options. The school's excellent reputation is also a significant consideration, chosen by 265 respondents (22.2%), which accounts for 57.0% of the cases. Suitable school location is another important reason, with 240 respondents (20.1%) citing it, representing 51.6% of the cases.

Other notable reasons include suitable expenses for the budget, selected by 130 respondents (10.9%) and accounting for 28.0% of cases. This reflects the desire of parents to offer good education for their children even if the tuition is high. The availability of special advanced curricula such as religious or language programs, was chosen by 90 respondents (7.5%), representing 19.4% of cases. Praise from other parents is a factor for 85 respondents (7.1%), making up 18.3% of cases. The school's focus on student activities is considered by 50 respondents (4.2%), which accounts for 10.8% of cases.

Less common reasons include the availability of student transportation and working in a school, both selected by 10 respondents (0.8%), each accounting for 2.2% of cases.

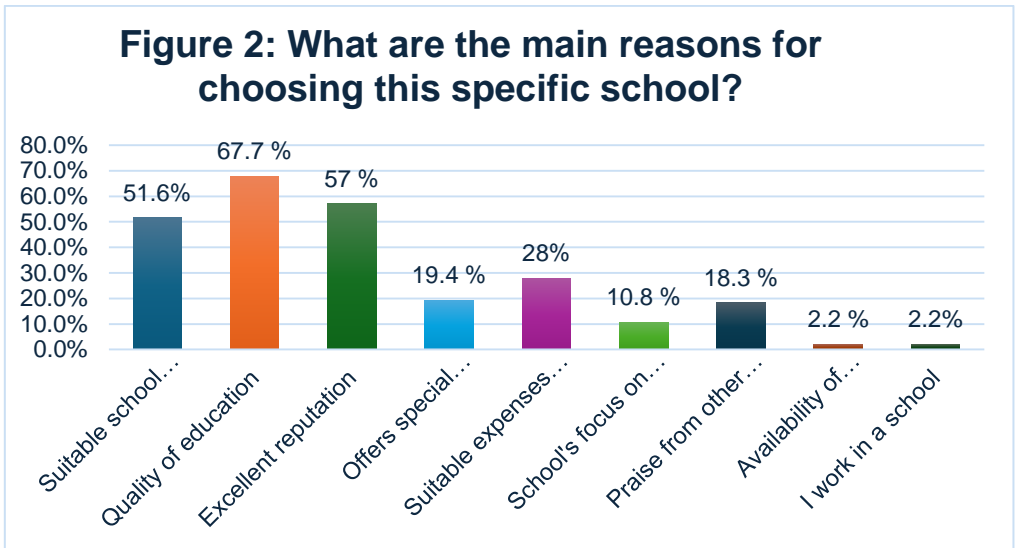


Figure 3 provides a comprehensive overview of different marketing activities and their influence on respondents' decisions regarding school enrolment.

Responses to the question concerning visiting the school “before” applying: A significant majority of respondents (360 or 77.4%) visited the school before applying for their child, indicating the importance of first-hand experience in the decision-making process. Only 105 respondents (22.6%) did not visit the school, bringing the total to 465 respondents.

Noticing Signs and Advertisements: More than half of the respondents (260 or 55.9%) noticed signs and advertisements advertising schools on the streets, highlighting the visibility of outdoor marketing. However, 120 respondents (25.8%) did not notice these advertisements, and 85 respondents (18.3%) could not recall seeing them. This brings the total to 465 respondents. This indicates that signs and billboards are an important tool in introducing and promoting schools to parents.

Impact of seeing a sign on the “Enrolment Decision”: Only a small fraction of respondents (20 or 4.3%) reported that seeing a sign advertising the school on the street has a 100% effect on their decision. A notable portion (150 or 32.3%) said it has somewhat of an effect, while the majority (285 or 61.3%) stated it has no effect. A minimal number of respondents (10

or 2.2%) indicated a somewhat negative effect. This totals to 465 respondents. This indicates that although billboards help parents to know or recognize the school, they do not have an impact on the enrolment decision itself.

**Impact of general atmosphere and classroom colours:** The general atmosphere and colours used in the classroom have a significant impact, with 45 respondents (9.7%) stating a 100% effect, and a majority (305 or 65.6%) reporting it has somewhat of an effect. Meanwhile, 110 respondents (23.7%) indicated no effect, and 5 respondents (1.1%) reported a somewhat negative effect, bringing the total to 465 respondents.

**Impact of Different Packages Offered by the School:** Various packages offered by the school, such as discounts for the second child or for academic excellence, significantly affect the decision for 200 respondents (43.5%) who reported a 100% effect, and 190 respondents (41.3%) who said it affects them to some extent. However, 60 respondents (13.0%) indicated it does not affect their decision, while 10 respondents (2.2%) noted a somewhat negative effect. This results in a total of 460 respondents.

The aggregate responses indicate that multiple factors influence parents' decisions when choosing a school, with first-hand visits and marketing activities playing crucial roles.

**Table 2: Distribution and Impact of Various Marketing Activities on School Enrolment Decisions?**

Variables		N	%
Did you visit the school before applying for your child?	Yes	360	77.4%
	No	105	22.6%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Do you notice the signs and advertisements advertising schools on	Yes	260	55.9%
	No	120	25.8%

Variables		N	%
the streets?	I do not remember	85	18.3%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Does seeing a sign advertising the school on the street affect your decision to enrol your child in school?	yes 100%	20	4.3%
	Yes, somewhat	150	32.3%
	No effect	285	61.3%
	Somewhat negatively effect	10	2.2%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Does the general atmosphere and colours used in the classroom affect your decision to attend school?	yes 100%	45	9.7%
	Yes, somewhat	305	65.6%
	No effect	110	23.7%
	Somewhat negatively effect	5	1.1%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Do the different packages offered by the school, for example, to reduce prices for the second child or to excel, affect your decision to attend the school?	yes 100%	200	43.5%
	Yes, to some extent	190	41.3%
	Does not affect	60	13.0%
	It affects somewhat negatively	10	2.2%
	<b>Total</b>	<b>460</b>	<b>100.0%</b>

Figure 3 illustrates the respondents' preferences for ideal colours suitable for the walls and furniture of children's schools. A majority (62.4%) prefer soft, calm colours like pink, suggesting a tendency towards more soothing and less stimulating environments for children. Bright, varied

colours such as red and yellow are favoured by 15.1% of respondents, indicating a preference for more vibrant and energetic settings by a smaller portion of the population. Meanwhile, 22.6% of respondents have no particular preference regarding the colours used, showing a neutral stance on the impact of colour choices in school environments. This distribution highlights the predominant inclination towards softer colour schemes in educational settings, with a notable segment also open to a broader range of colour option.

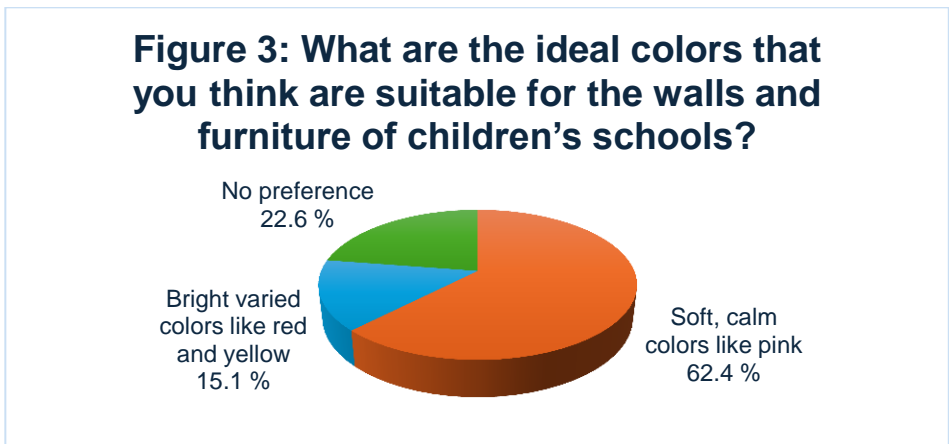


Figure 4 provides a comprehensive overview of respondents' associations with the colour pink. The most common association is with "young girls," which received 210 responses (32.1%), representing 45.7% of the cases, indicating a strong link between the colour pink and the youngest female demographic. Following this, "Barbie dolls for girls" was selected by 135 respondents (20.6%), accounting for 29.3% of the cases, highlighting the iconic connection between the colour pink and Barbie dolls, a product for little girls. "Children in general" also had a significant association, with 125 responses (19.1%), representing 27.2% of the cases, suggesting that the colour pink is broadly associated with children. "Ladies" was chosen by 70 respondents (10.7%), which accounts for 15.2% of the cases, indicating a link between pink and adult women. "Breast cancer awareness campaigns for women" received 60 responses (9.2%), representing 13.0% of the cases, showing a notable association with health awareness initiatives for women. Lastly, "products for women" was the least common association, with 55

responses (8.4%), accounting for 12.0% of the cases. The total number of responses (655) exceeds the number of respondents, reflecting that many respondents identified multiple associations with the colour pink, resulting in a cumulative percentage of 142.4%. This distribution highlights the predominant associations of the colour pink with young girls and related products, while also recognizing broader connections to children, women, and health awareness campaigns.

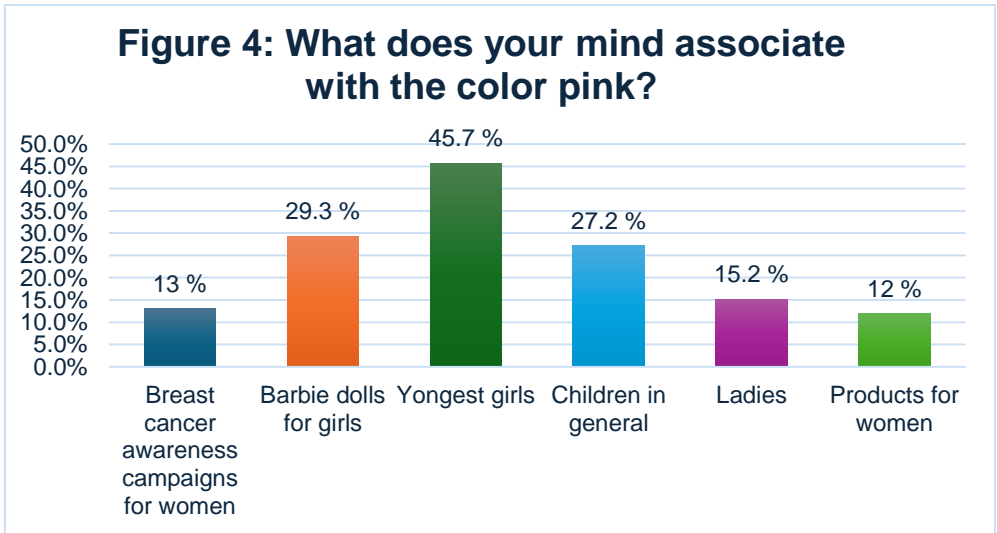


Table 4 provides a comprehensive overview of the distribution of family roles and responsibilities related to school decisions and activities. The majority of respondents (275 or 59.1%) indicated that the mother follows up on the children in school, with both parents following up in 180 cases (38.7%) and the father alone in only 10 cases (2.2%), totalling 465 responses. When it comes to suggesting a school for one of the children, both parents made the suggestion in 210 cases (45.2%), the mother in 175 cases (37.6%), the father in 55 cases (11.8%), and a person outside the small family in 25 cases (5.4%). The total of the respondents was 465.

In terms of influencing the decision to choose a school, the mother is seen as the primary influencer in 240 cases (51.6%), both parents in 155 cases (33.3%), and the father in 70 cases (15.1%). Regarding who makes the final decision to choose a school, parents together make the decision in 235

cases (50.5%), the father in 125 cases (26.9%), and the mother in 105 cases (22.6%).

Responsibility for paying school fees, predominantly, falls on the father in 305 cases (65.6%), followed by both parents in 120 cases (25.8%) and the mother in 40 cases (8.6%). In terms of marketing efforts, 240 respondents (52.2%) believe all family members should be targeted, 175 respondents (38.0%) think the mother should be targeted, 35 respondents (7.6%) suggest the father, and 10 respondents (2.2%) suggest the child.

This distribution highlights the significant role mothers play in influencing school-related decisions. It also shows their significant role in following their children’s studies and activities. However the final decision is in most case a collaborative decision-making process in many families while the predominant responsibility of paying school fees is usually the father’s. The study also emphasizes the importance of targeting all family members in school marketing efforts.

**Table 3: Distribution of Family Roles and Responsibilities in School-Related Decisions and Activities**

Variable		Categories	N
Who follows up on the children in school in your family?	The Mother	275	59.1%
	The Father	10	2.2%
	Both parents	180	38.7%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Who suggested sending your son to school?	The Mother	175	37.6%
	The Father	55	11.8%
	Both Parents	210	45.2%
	A person outside the small family	25	5.4%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>

Variable	Categories	N	
In your opinion, who influences the decision to choose a school the most?	The Mother	240	51.6%
	The Father	70	15.1%
	Both parents	155	33.3%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Who makes the final decision to choose a school in your family?	Mother	105	22.6%
	Father	125	26.9%
	Parents	235	50.5%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
Who is responsible for paying school fees in your family?	The Mother	40	8.6%
	The Father	305	65.6%
	Both parents	120	25.8%
	<b>Total</b>	<b>465</b>	<b>100.0%</b>
In your opinion, which family member should school marketing efforts be directed to?	Mother	175	38.0%
	Father	35	7.6%
	Child	10	2.2%
	All family members	240	52.2%
	<b>Total</b>	<b>460</b>	<b>100.0%</b>

## 6.2 Hypothesis Testing Using Logistic Regression Analysis

In this research, a logistic regression model was used to analyse the data, focusing on who makes the final decision to choose a school in the family (“Mother”, “Father” or “Both Parents”). The model evaluates the influence of various pink marketing factors on this decision-making process.

This study investigates the influence of pink marketing—targeted marketing efforts directed at women—on the decision-making process of families when choosing schools for their children. The main hypothesis posits that there is a statistically significant positive correlation between the



pink marketing mix and the choice of schools. This overarching hypothesis is divided into seven sub-hypotheses, each examining different aspects of the pink marketing mix (appearance, pricing, promotion, place, environment, process, and people).

*Hypotheses as mentioned in section 4*

*Main Hypothesis:*

*H: There could be a statistically significant positive correlation between the pink marketing mix and the family choice of schools for their children.*

*Sub-Hypotheses:*

*H1: There is a statistically significant positive correlation between the pink appearance of schools and achieving women customers' decision of school choice.*

*H2: There is a statistically significant positive correlation between the pink pricing of schools and achieving women customers' decision of school choice.*

*H3: There is a statistically significant positive correlation between the pink promotion of schools and achieving women customers' decision of school choice.*

*H4: There is a statistically significant positive correlation between the pink place of schools and achieving women customers' decision of school choice.*

*H5: There is a statistically significant positive correlation between the pink environment of schools and achieving women customers' decision of school choice.*

*H6: There is a statistically significant positive correlation between the pink process of schools and achieving women customers' decision of school choice.*

*H7: There is a statistically significant positive correlation between the pink people of schools and achieving women customers' decision of school choice.*

The logistic regression model fitting criteria indicate that the final model significantly improves over the intercept-only model. The -2 Log Likelihood for the intercept-only model is 943.743, whereas for the final model, it is 866.845. The difference between these values is 76.898, with 14 degrees of freedom, yielding a chi-square value that is highly significant ( $p < .001$ ). This significant chi-square value indicates that the final model provides a significantly better fit to the data than the null model.

**Table 4: Model Fitting Information**

Model	-2 Log Likelihood	Chi-Square	df	P value
Intercept Only	943.743			
Final	866.845	76.898	14	<.001

Table 4 shows that the final model significantly improves over the intercept-only model, indicating that the pink marketing variables collectively provide a better explanation for the school choice decision-making process.

Pseudo R-square values offer insight into the proportion of variance explained by the model. The Cox and Snell R-square is .454, the Nagelkerke R-square is .476, and the McFadden R-square is .381. These values suggest that the model explains a modest portion of the variance in the dependent variable.

**Table 5: Pseudo R-Square**

Measure	Value
Cox and Snell	0.454
Nagelkerke	0.476
McFadden	0.381

These values indicate that the pink marketing mix explains about 47.4% to 47.6% of the variance in the decision to choose a school, suggesting a moderate impact.

The LRT results reveal the significance of each predictor by comparing the full model with a reduced model that excludes each effect. Significant predictors ( $p < .05$ ) support the corresponding sub-hypotheses.

**Table 6: Likelihood Ratio Tests**

Effect	-2 Log Likelihood of Reduced Model	Chi-Square	df	P value
Intercept	877.928	11.083	2	.004
Pink Promotion Score	879.261	12.416	2	.002
Pink Appearance Score	887.177	20.332	2	<.001
Pink Price Score	879.297	12.452	2	.002
Pink Place	879.016	12.171	2	.002
Pink Environment	889.351	22.506	2	<.001
Pink Process	887.031	20.186	2	<.001
Pink People	891.050	24.205	2	<.001

The results in table 6 support all the sub-hypotheses (H1 to H7), indicating that all aspects of pink marketing significantly influence school choice decisions.

The parameter estimates provide specific information about the direction and magnitude of each predictor's effect on the likelihood of different family members (mother, father, parents) making the final decision to choose a school.

**Table7: Parameter Estimates**

Predictor	B	Std. Error	Wald	df	Sig.	Exp(B)	95% CI for Exp(B)
<b>Mother</b>							
Intercept	1.245	.527	5.573	1	.018		
Pink Promotion Score	1.687	.604	7.790	1	.005	5.402	1.652, 17.660
Pink Appearance Score	0.823	.274	9.023	1	.003	2.277	1.319, 3.930
Pink Price Score	0.957	.323	8.784	1	.004	2.604	1.389, 4.882
Pink Place	0.723	.243	8.870	1	.003	2.061	1.284, 3.310
Pink Environment	0.511	.149	3.707	1	.044	1.667	1.014, 2.742
Pink Process	0.613	.210	8.518	1	.004	1.846	1.224, 2.784
Pink People	0.784	.217	9.942	1	.002	2.190	1.334, 3.596
<b>Parents</b>							
Intercept	1.646	.536	9.413	1	.002		
Pink Promotion Score	1.596	.312	16.521	1	<.001	4.931	2.613, 9.307

Predictor	B	Std. Error	Wald	df	Sig.	Exp(B)	95% CI for Exp(B)
Pink Appearance Score	0.528	.168	9.870	1	.002	1.696	1.176, 2.444
Pink Price Score	0.457	.124	13.599	1	<.001	1.579	1.239, 2.013
Pink Place	0.721	.211	11.589	1	.001	2.057	1.345, 3.146
Pink Environment	0.387	.110	13.018	1	<.001	1.473	1.188, 1.826
Pink Process	0.496	.142	12.216	1	<.001	1.642	1.237, 2.179
Pink People	0.428	.125	11.758	1	.001	1.534	1.197, 1.967

According to Table 7:

**A. The results for “Mother”**

Pink Appearance Score (H1):  $\text{Exp}(B) = 2.277$ ,  $p = .003$ . This indicates that a better pink appearance of schools makes mothers 2.3 times more likely to make the final decision, supporting H1.

Pink Price Score (H2):  $\text{Exp}(B) = 2.604$ ,  $p = .004$ . This shows that more favourable pink pricing makes mothers 2.6 times more likely to make the final decision, supporting H2.

Pink Promotion Score (H3):  $\text{Exp}(B) = 5.402$ ,  $p = .005$ . This suggests that an increase in pink promotion efforts makes mothers 5.4 times more likely to make the final decision to choose a school, supporting H3.

Pink Place (H4):  $\text{Exp}(B) = 2.061$ ,  $p = .003$ . This indicates that better pink place strategies make mothers 2.1 times more likely to make the final decision, supporting H4.

Pink Environment (H5):  $\text{Exp}(B) = 1.667$ ,  $p = .044$ . This suggests that a favourable pink environment makes mothers 1.7 times more likely to make the final decision, supporting H5.

Pink Process (H6):  $\text{Exp}(B) = 1.846$ ,  $p = .004$ . This suggests that favourable pink processes make mothers 1.8 times more likely to make the final decision, supporting H6.

Pink People (H7):  $\text{Exp}(B) = 2.190$ ,  $p = .002$ . This suggests that the presence of favourable pink people (e.g., staff) makes mothers 2.2 times more likely to make the final decision, supporting H7.

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## B. The Results for “Parents”

Pink Appearance Score (H1):  $\text{Exp(B)} = 1.696$ ,  $p = .002$ . This indicates that better pink appearance makes both parents 1.7 times more likely to make the decision, supporting H1.

Pink Price Score (H2):  $\text{Exp(B)} = 1.579$ ,  $p < .001$ . This shows that favourable pink pricing makes both parents 1.6 times more likely to make the decision, supporting H2.

Pink Promotion Score (H3):  $\text{Exp(B)} = 4.931$ ,  $p < .001$ . This shows that increased pink promotion efforts make both parents 4.9 times more likely to make the decision, supporting H3.

Pink Place (H4):  $\text{Exp(B)} = 2.057$ ,  $p = .001$ . This suggests that better pink place strategies make both parents 2.1 times more likely to make the decision, supporting H4.

Pink Environment (H5):  $\text{Exp(B)} = 1.473$ ,  $p < .001$ . This positive effect indicates that a favourable pink environment makes both parents 1.5 times more likely to make the decision, supporting H5.

Pink Process (H6):  $\text{Exp(B)} = 1.642$ ,  $p < .001$ . This suggests that favourable pink processes make both parents 1.6 times more likely to make the decision, supporting H6.

Pink People (H7):  $\text{Exp(B)} = 1.534$ ,  $p = .001$ . This suggests that the presence of favourable pink people makes both parents 1.5 times more likely to make the decision, supporting H7.

The results indicate that pink promotion, appearance, pricing, place, environment, process, and people positively affect both mothers' and parents' decisions.

The classification table 8 provides insight into the model's predictive accuracy.

**Table 8: Classification**

Observed	Predicted			Percent Correct
	Mother	Father	Parents	
	75	10	20	72.8%
Father	10	80	15	64.0%
Parents	10	15	185	89.3%
Overall Percentage	72.0%	23.2%	80.3%	78%

The overall classification accuracy is 78%, indicating that the model identifies significant predictors and performs well in predicting the decision-makers.

**The findings support the main hypothesis that pink marketing can influence school choice decisions. Specific elements like pink promotion, appearance, environment, process, and people significantly impact decision-making. Notably, pink promotion and people-related aspects positively influence mothers' decisions, while appearance influences decisions made by parents together. The positive impact of the pink environment, process, and people highlights areas where pink marketing strategies are effective.**

## **7. Final Results and Recommendations**

- 7.1 The study has shown that multiple factors influence parents' decisions when choosing a school. Quality of education, positive first-hand visits and agreeable environment of schools represent the most important factors. Location has also been shown to have an impact on school choice. Marketing activities were proven to have a great influence on awareness and consideration of the school for enrolment.
- 7.2 The study also highlighted the significant role mothers play in influencing school-related decisions. It also showed the mother’s significant role in following their children’s studies and activities.
- 7.3 The analysis from the logistic regression model in this study revealed that various aspects of pink marketing significantly

influence the decision-making process of women. The elements of promotion, appearance, pricing, place, environment, process, and people were all found to positively affect the likelihood of mothers making the final decision about school enrolment.

#### 7.4 The Impact of “Pink Marketing” on the Various Elements of the Marketing Mix

##### **7.4.1 Pink Promotion**

Promotion is a critical element of pink marketing. The study found that increasing pink promotion efforts makes mothers 5.4 times more likely to decide on school enrolment. Effective promotional strategies might include:

- Advertising campaigns that highlight the school's values, achievements, and unique offerings in a manner that appeals to women.
- Using emotional and nurturing themes that resonate with mothers.
- Employing social media influencers who are popular among women to endorse the school.

##### **7.4.2 Pink Appearance**

A school's appearance significantly impacts women's enrolment decisions. Improving the pink appearance of a school makes mothers 2.3 times more likely to choose that school. To enhance appearance:

- Maintain a clean, welcoming, and aesthetically pleasing campus.
- Use colours, decorations, and designs that appeal to women, creating a nurturing and positive environment.
- Showcase the school's appearance through virtual tours and high-quality photographs on the school's website and promotional materials.

### **7.4.3 Pink Pricing**

Favourable pricing strategies make mothers 2.6 times more likely to make the final decision. Pricing strategies should be:

- Transparent and value-driven, emphasizing the benefits and quality of education provided.
- Offering flexible payment plans and financial aid options to accommodate different family budgets.
- Highlighting any scholarships or discounts available to families.

### **7.4.4 Pink Place**

The location and accessibility of the school play a crucial role. Enhancing pink place strategies makes mothers 2.1 times more likely to choose the school. Strategies include:

- Ensuring the school is located in a safe, accessible, and family-friendly neighbourhood.
- Providing transportation options or partnering with local transport services.
- Highlighting the convenience and safety of the location in marketing materials.

### **7.4.5 Pink Environment**

A favourable school environment makes mothers 1.7 times more likely to decide in favour of the school. To create a positive environment:

- Foster a supportive, inclusive, and welcoming school culture.
- Implement programs and activities that focus on the holistic development of students.
- Ensure that the physical environment, including classrooms and playgrounds, is safe, clean, and conducive to learning.



#### **7.4.6 Pink Process**

Streamlining processes makes mothers 1.8 times more likely to choose the school. This includes:

- Simplifying the enrolment and administrative processes.
- Providing clear, detailed information about the enrolment process and requirements.
- Offering personalized assistance and support throughout the enrolment journey.

#### **7.4.7 Pink People**

The presence of supportive and friendly staff makes mothers 2.2 times more likely to decide on enrolment. To leverage this:

- Ensure that all staff members, from teachers to administrative personnel, are trained in customer service and communication.
- Highlight the qualifications, experience, and achievements of the teaching staff.
- Foster a culture of approachability and support, where staff are seen as partners in the educational journey.

**Finally, the study underscores the significant influence of women in making enrolment decisions and highlights the effectiveness of pink marketing strategies. By understanding and leveraging these insights, educational institutions can better appeal to women decision-makers, ultimately enhancing their enrolment rates. Schools should focus on creating and promoting an environment that aligns with the preferences and needs of women, ensuring that their marketing strategies are not only appealing but also effective in converting interest into enrolment.**

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