

**MARKETING STRATEGIES OF KUMON
GENERAL TRIAS CENTER**

Case Study

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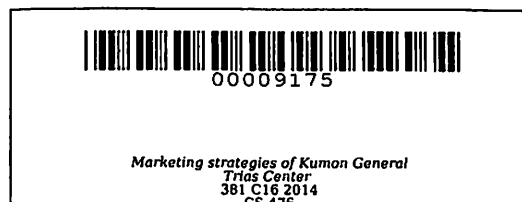
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Undergraduate Case Study
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ABSTRACT

CANILAO, ANNA CARISSA L. “Marketing Strategies of Kumon General Trias Center” Undergraduate Case Study Bachelor of Science in Business Management College of Economics, Management and Development Studies Cavite State University, Indang Cavite. April 2014. Adviser: Ms. Lina C Abogadie.

This study was conducted from December 16, 2013 to February 04, 2014 in Kumon General Trias, 2/F Oriental Garden Residences (Beside Walter Mart Manggahan) Governor’s Drive, Manggahan, General Trias, Cavite.

This study was conducted to describe the operations of Kumon General Trias Center. Specifically, the study aimed to: describe the existing marketing strategies; analyze the marketing strategy using Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis and identify problems encountered in marketing the center and recommend feasible solutions.

Two approaches were used to obtain the needed information. The first approach is through personal interviews with the chief instructor, teachers and parents. The second approach is through observations of different operations and activities involved. Descriptive method was used to describe the components involved, processes and activities of the Center. The center consists of six competent teachers and two markers. The observations last for 40 days.

The Kumon General Trias Center is owned by Mrs. Virginia Viacrusis, a former Kumon parent. She perceived that Kumon Method instructions will be helpful to her community and franchising this kind of business is profitable. So she decided to start the

business on 2011 for the math program and followed by the reading program the following year. The Center has nurtured 80 advanced students as of November 2013. The business is operating for three years. The center used different promotional tools and strategies. These strategies like free trials, advertisement, Kumon magazines and leaflets were from the head office. The chief instructor of the center plans to have a total of 300 students at the end of the year 2014.

Lacks of promotion, students were loaded with school work, and absences of students were some of the problems of the center.

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INTRODUCTION

Education is the best legacy that the parents can give to their children. Parents do their best to give a quality education for their children and they give all the support they need to achieve their goals. They want to enrol their children in an institution that values commitment and perseverance. Parents want to give the best education for their children just like the founder of the Kumon Method, Mr. Toru Kumon. The Kumon Method is an individualized learning method. The starting point for each Kumon student is determined individually. Students start with the level where they can attain perfect score by studying on their own (kumon, 2014 p.1). Placing great importance on the ability of each student, Kumon aims to foster and nurture each individual's character and learning potential.

The first Kumon Center outside Japan was set in New York in 1974. Since then, Kumon Center has spread (kumon, 2014 p.10). Kumon is the world's largest after-school Math and Reading academic enrichment program. With more than 50 years of experience, the system offers a time-tested model for success. Franchisees benefit from