

An Awareness Analysis of the Language School Only4 s.r.o. in Zlín, Czech Republic

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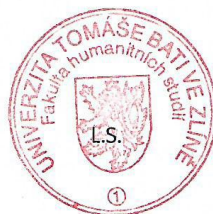
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ABSTRAKT

Předkládaná práce se zabývá analýzou povědomí o Jazykové Škole Only4 s.r.o. Teoretická část se zaměřuje na studium Public relations a marketingového průzkumu, kde definuje základní pojmy týkající se těchto témat. V praktické části se práce věnuje samotnému výzkumu povědomí o Jazykové Škole Only4 s.r.o. s cílem rozpoznat nejslabší článek cílové skupiny této společnosti a v závěru předkládá různá doporučení.

Klíčová slova: Public relations, marketingový výzkum, Jazyková Škola Only4, analýza veřejného povědomí

ABSTRACT

This thesis deals with an awareness analysis of Language School Only4 s.r.o. The theoretical part is focusing on the study of public relations and marketing research, where it defines their basic ideas which are related to this topic. The practical is focusing on the analysis of awareness of Language School Only4 s.r.o. Its goal is to distinguish the weakest element of the target group of this company and give recommendations at its end.

Keywords: Public relations, marketing research, Language School Only4, awareness analysis

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CONTENTS

INTRODUCTION	10
I THEORY	11
1 PUBLIC RELATIONS.....	12
1.1 Activities connected with PR	12
1.2 Connection between Marketing and PR	13
1.3 Strategic PR	14
1.4 Tools and techniques of PR	15
1.5 Models of PR	16
1.6 Models used for evaluation.....	17
1.7 PR evaluation in practice	19
2 MARKETING RESEARCH.....	21
2.1 Quantitative and qualitative research.....	21
2.2 Social research	22
2.3 Marketing sector and its structure.....	23
2.4 Planning a research	24
2.5 Marketing research mix	24
2.6 Primary data.....	27
2.7 Secondary data.....	28
2.8 Questionnaires	29
2.9 Analysis of quantitative research.....	31
2.10 Summary.....	32
II ANALYSIS	33
3 LANGUAGE SCHOOL ONLY4 S.R.O.	34
4 AN AWARENESS ANALYSIS OF LANGUAGE SCHOOL ONLY4 S.R.O.	37
4.1 Design of questionnaire	38
4.2 High school students.....	39
4.3 Employed and unemployed people.....	43
4.4 University students	47
4.5 Summary.....	51
5 RECOMMENDATIONS	53
CONCLUSION	56
BIBLIOGRAPHY	58
LIST OF FIGURES	61

LIST OF CHARTS	62
APPENDICES	63

INTRODUCTION

Many smaller businesses do not pay attention to the relationship between public relations and marketing. The awareness and attitudes of the public towards the company may be the supporting columns of a new successful marketing campaign which will raise the company above its competitors or may cause the downfall of the company.

With the world of 21st century being massively interconnected, it is no surprise that the demand of language courses is rising, thus increasing the number of companies which are providing these services. Each of these companies is trying to attract the attention of their potential customers with their original marketing instruments.

Although these marketing campaigns do attract new customers, the companies do not often analyse the effect of these campaigns on the public. Was the public well informed? Is the public aware of our company? What does the public think of our company? If the company is well informed about these facts, than it can easily react to the public's needs and requirements.

The main reason of choosing this topic was due to the increasing number of companies providing services such as language courses, in Zlín. Most of these companies are gathering feedback from their current customers during their classes, which is not as sufficient as a feedback from public as a whole. This method of gathering feedback from current customers may occur annoying to someone because they are doing something which is irrelevant to the main purpose of the course. This may result in a lower quality feedback.

The goal of this thesis was to analyse the awareness of public of Language School Only4 by dividing it into three groups (high school students, university students, employed/unemployed people). This research evaluated the efficiency of marketing instruments which raised the awareness of this company. Based on the results of the research, this thesis had analysed all three groups of the public, identified its weakest elements according to their awareness of the company, and proposed a solution which will strengthen this element.

To achieve this goal, the theoretical part will provide information about public relations, marketing research and other studies which are helpful when conducting such research. This thesis provides attached questionnaire which was used to gather the data needed from the public.

I. THEORY

1 PUBLIC RELATIONS

According to several experts, the term public relations (PR) have a large number of definitions. It may be also known as corporate communication, communication management, media relations or external relations (Kopecký 2013, 21). In 1987, The Institute for Public Relations defined PR as a “planned and sustained effort to establish and maintain goodwill between an organization and its public” (Theaker 2013, 5-7). With the help of the PR, the managers are informed and responsive to public opinion. It can be also defined as a management function which managers use to maintain mutual lines of communication, understanding, and cooperation between an organization and its public. It can be easily understood that PR is about reputation (Lattimore 2012, 4). It is a result of actions of organization, how the organization presents itself and what others say about it. Almost every organization has its own PR department, which reflects the importance of PR. (Theaker 2013, 3-5)

Public relation’s aim is goodwill and understanding, not popularity. Whether the public likes or dislikes what the organization does, it is the work of PR that ensures that the public gets an accurate view of the organization (Scott 2013, 35-36).

There are several groups of people (public) that are involved in PR. These are not just customers but also suppliers, employees, creditors, members, local and national trade and political bodies and local residents (Novotná 2011). Each of these people has different needs and demands on organization that may differ over a certain period of time (Theaker 2013, 3-4).

PR is focusing on several activities which has goal to raise an awareness of certain activity or even service or product.

1.1 Activities connected with PR

According to senior European practitioners (Zerfass 2010), the main PR work can be summed up into these four points (Theaker 2013, 9):

- Building immaterial assets (these activities were focusing on brands, culture, organizational, and reputation)
- Facilitating business processes (influencing customer preferences, generating public attention, motivating employees)
- Adjusting organizational strategies (identifying opportunities, integrating public concerns)

- Securing room for manoeuvre (managing relationships, managing crises)

Other activities include research, internal communication with employees, B2B, relations with media, multicultural relations, corporate social responsibility, and many more (Kopecký 2012, 30-31).

PR has certain influence on marketing and is often used in one of the four Ps in marketing mix as the part of promotion.

1.2 Connection between Marketing and PR

To marketing practitioners and academics, PR is an essential part of marketing mix. It is one of the four Ps which are product, place, price and promotion. Promotion of product or service by using PR is often called marketing public relations (Ftorek 2012, 138-140).

By using the marketing PR, an organization can create an awareness of themselves, its brand, product or service. This is often used when promoting new technology where customers need to understand the product before choosing between brands of products. (Cohen 2012).

The connection between marketing and PR can be seen in marketing communication. There are two types of communications in connection between PR and marketing. The first one is communication above-the-line and it is mainly used as a carrier of information which is mainly focusing on mass media. The second one, communication below-the-line is focusing on direct marketing. Activities connected with this communications are presentation of certain product, sampling, etc. (Ftorek 2012, 140-141).

There are sections of marketing which have elements similar to PR. An example of such section which is similar to PR is cause-related marketing. Cause-related marketing is cooperation between non-profit organization and profit organization for mutual benefit. Non-profit organization wants to raise awareness while the profit organization wants to make a profit (Business Case Studies, 2014). An example of cause-related marketing is a non-profit organization being funded by a profit organization and promoting its services or products.

Marketing has been stated, according to The Institute of Marketing, as a management process which is identifying, anticipating and satisfying consumer's requirements while achieving profitability. Marketing activity is followed or preceded by research or campaign which is used to measure the degree of how behaviour has changed thanks to this activity.

The goal is to find out if more people have heard about the product or service (Theaker 2013, 13). Marketing research will be discussed further in the next chapter of this thesis.

On the other hand, PR campaigns are harder to quantify because many organizations do not have product or service to sell to the public. An example of this organization is charity or political party. It is essential for these organizations to communicate with the public in order to find someone who may work for them, give them money, or vote for or against them. These are activities cannot be covered by marketing which is the reason why commercial companies have their own PR department (Theaker, 2013, 13).

The term PR is often connected with advertising but it is definitely not the same. There are many differences between advertising and PR. The term advertising is mostly understood as activity that should present the most persuasive selling message to the right audience at the lowest possible cost. Public relations are bit different. It does not aim to increase sales but to increase understanding. Understanding of products or sales may lead to increased sales (Ftorek 2012, 137).

Another difference between advertising and PR is that advertising involves paying a TV, radio, or other medium to promote a message. These ads are controlled by the advertiser and it does not have to satisfy any news value. On the other hand, PR practitioners persuade journalists to cover their product or service on the ground of newsworthiness (Theaker 2013, 14-15). Before planning an effective PR programme, the practitioners must create a certain strategy in order to achieve their goals.

1.3 Strategic PR

To plan an effective PR programme, the practitioners several methods in order to achieve their objectives. There are many ways how the practitioners look at the methods of planning PR strategy, but this thesis will focus on eight steps which are divided into several phases. These steps are:

1. Establishing goals

In this phase, the practitioners set goals for the PR strategy, formulate actions and responsive strategy, and the use of effective communication (Lattimore 2012, 122).

2. Analysing the present situation

This phase contains an analysis of current situation, analysis of the organization which is the target of the PR strategy, and analysis of the public (Lattimore 2012, 123).

3. Determining threats and opportunities

In this phase the organizations decides if it has the right people for the research and enough money. It also detects possible aids or barriers from outside the organization which can affect the research (Lattimore 2012, 123).

4. Process of researching

Before carrying out the main research, the organization must run preliminary research which will describe the target audience. The research should analyse the target audiences' attitudes, opinions, and behaviour (Lattimore 2012, 123-124).

5. Developing a theme or campaign

A successful theme should catch the essence of the plan, be short and be something that can endure over certain period of time (Lattimore 2012, 124).

6. Developing objectives for the campaign

The objectives should describe the plan to overcome the problems with the highest priority. They should be related to the goals of the organization, clearly defined, specific measurable and attainable (Lattimore 2012, 124).

7. Creating strategies

Strategies are used to define the means for achieving the objectives. In practice, the strategy might be the hardest part of PR program process. It contains development of media campaign, creating informational materials and sometimes preparation of special event (Lattimore 2012, 125).

8. Evaluation research

This phase evaluates the effectiveness of the steps above. It is created before the program even takes place in order to measure it during its implementation and at the end of it (Lattimore 2012, 126).

There are several tools and techniques used when putting PR programme into practice. The following chapter will focus on few of the most used ones.

1.4 Tools and techniques of PR

These tools and techniques are used by PR practitioners in order to create and maintain a relationship with the target audience.

- **Attendance at public meetings**

This tool gives PR practitioners an opportunity to speak publicly, which may attract the attention of public. The company is in direct connection with the public (Public Relations 2012).

- **Press Release**

PR practitioners are trying to communicate the information via TV, radio, newspaper and other types of media which leads to a much bigger impact on the PR program. The main reason of the bigger impact is that the audience considers it more trustworthy than paid advertisement which makes press one of the most effective PR tools (Public Relations 2012).

- **Newsletters**

This technique involves sending newsletters which informs the audience about the organization's activities, products, services etc. Newsletters are as well used in marketing strategies but PR practitioners use them in order to inform the audience rather than offer product or service (Public Relations 2012).

- **Social media**

This technique is allowing PR practitioners to create and maintain a two-way communication between the practitioners and the online audience. The audience is consisted of public but also of potential consumers and investors which makes it an often used marketing tool (Public relations 2012).

1.5 Models of PR

There are several models which are used by organizations while putting the PR into practice. The following part is focusing on the four of them.

- **Press agency / Publicity model**

This model is the one that most people associate with PR. Its principle consists in press agent who is assigned to secure coverage for his / her client. This method does not require absolute truth. The aim of these agents is to get attention in the media for their clients. It uses a one-way communication which is beneficial to the sender, not the receiver. This model is often focusing on celebrities (Theaker 2013, 34).

- **Public information model**

Unlike the first model, the public information model is heeds on providing the truth to the public and not persuading or changing their attitudes. Its role is to provide information to those clients who need or seek them. The communication here is one-way, same as the first model (Management Study Guide 2013).

- **Two-way asymmetric public relations**

This model differs from the first two in a way that it provides a two-way communication. The goal is to persuade the audience, which is often used in used in heath campaigns. The word asymmetric here means, that this model is trying to change the attitudes and behaviour of the audience rather the practices of the organization (Reddi 2010, 56).

- **Two-way symmetric public relations**

This model describes the equality of communication. It is a communication where both sides are willing to alter their behaviour to fulfil the needs of the other. These situations are not so often found in real life. Previous model are based on the monologue type of communication while rather this one is based on dialog. Goal of this model is mutual understanding (Theaker 2013, 36).

1.6 Models used for evaluation

This chapter is focusing on few models which are used for evaluating PR programmes. Evaluation is a process where the researcher compares results with objectives that have been set. The practitioners are analysing which steps of the process have been done correctly and which can be improved further in the future. It is crucial to set the objectives and goals before moving to the process of evaluation in order for achieving successful conclusion (Kopecky 2012, 140).

Setting objectives

It is commonly known for PR practitioners that writing objectives is the hardest task. They give criteria by which a PR program can be evaluated. Most practitioners define objectives that must be “SMARRTT”. This acronym stands for specific, measurable, achievable, realistic, relevant, targeted, and timed. (Theaker 2013, 196-197)

Preparation, Implementation and Impact model

PR program can be evaluated at three different levels of preparation, implementation and impact. This model does not propose evaluation methodologies but separates levels at which can PR be evaluated. These methodologies might consist of quantitative research, interviews, peer reviews, academic papers, etc. Evaluation can be taken at the stage of preparation, which helps with forming strategic plans that are helping to form the programme and message content which should address the audience.

Evaluation at the implementation serves to examine tactics and the efforts which were used for the PR programme. Materials used for programme are documented and the number of people who received and attended programme message is measured.

The final level of this model is impact of the programme. Practitioners are evaluating if the PR programme achieved its goals and objectives. (Theaker 2013, 198-199)

Pyramid model of PR research

This model differs from the previous one in a way that it proposes evaluation methodologies. It emphasizes the number of “no costs” or low costs of secondary data. The costs are often important point where the practitioner decides whether to evaluate or not. (Macnamara 2005)

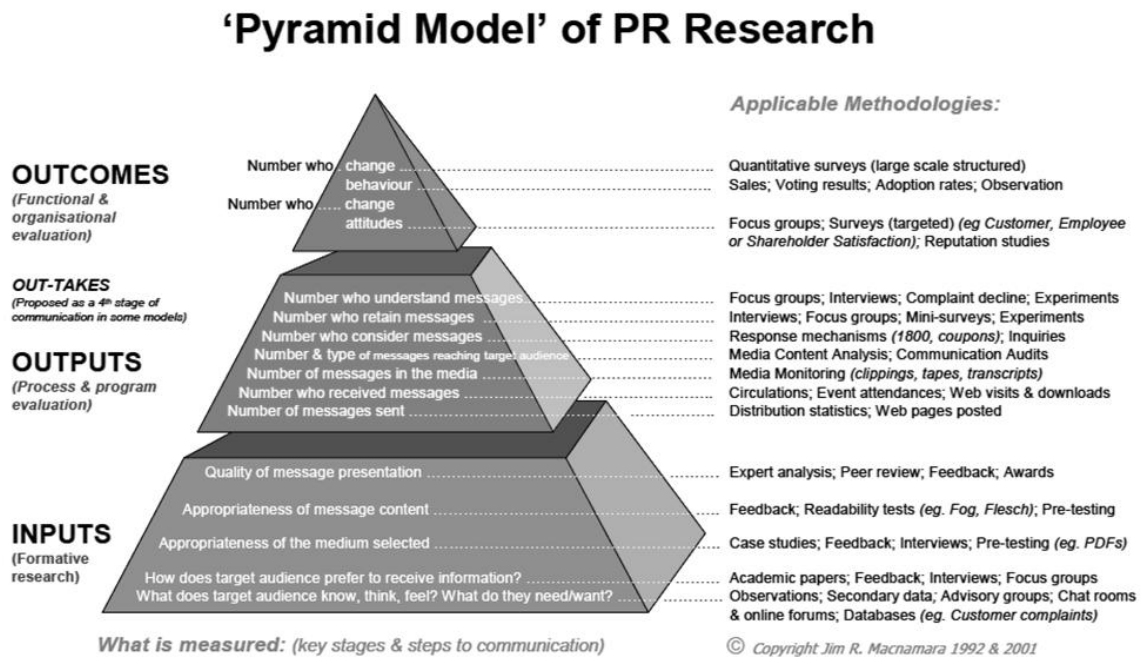


Figure 1: Pyramid model of PR research (Jim R. Macnamara 2001)

Effectiveness Yardstick Model

This model was designed by American PR practitioner and researcher Walter Lindenmann. The Yardstick model does not include PR planning, but uses two-step measurement. Firstly the practitioners should set specific PR goal. Afterwards, they should determine levels of measurement. It is using three levels of evaluation. The first step measures the PR outputs. This step is focusing on media placements and their reach. The second assesses the PR outgrowth which is focusing on whether the audience received the PR message and the third one evaluates the PR outcome which measures opinions and behaviour (Watson and Noble 2007, 86-88).

Short Term and Continuing Models

Short term model carries out the PR objectives through media and then evaluates them according to the way of reaction from media or target of short-term PR programme. Continuing model is used for long-term PR programme. The evaluation starts with setting the objectives. It is then followed by choosing several tactics. The model then applies several formal and informal analyses. The results of these analyses are then sent back to each programme element which creates a loop (Theaker 2013, 201-202).

1.7 PR evaluation in practice

The majority of practitioners evaluate PR by methods that involve media coverage or expert judgement. Most of the evaluations are done at the output level of the research which has low level of input. During the process of evaluation, the practitioners are indicated to use over three or six methods of evaluation. There are experts that suggest that the evaluation depends on one of the four points which are connected to planning a programme (Theaker 2013, 203-204):

- Problem definition
- Planning and preparation
- Implementation
- Impact assessment

There are several aspects that may stand in a way of effective evaluation. Surveys of practitioners have proven that the lack of time connected with limited budget is one the reasons which may cause the evaluation to be ineffective. Another reason is lack of knowledge of evaluation methods, which the practitioners desperately need. Not only PR

practitioners but also clients lack the understanding of PR and its evaluation which leads to lower pressure from the client's side on the media (Theaker 2013, 204-206).

The following chapters of this thesis are focusing on the marketing research, its connection with PR and steps which are connected with this process.

2 MARKETING RESEARCH

Marketing research is focusing on the different aspects which are considered while satisfying requirements. It can be defined as a tool or a process that assists marketing while adjusting the marketing mix and adopting all activities that are connected with satisfying customer requirements (Silver 2013, 4-5). Another aspect of marketing research is helping supply and demand to balance. To do so, the marketing research uses its key elements which are forecasting and description. Marketing research serves companies and their interests (Bradley 2013, 4-8).

There is another process which can be often confused with marketing research and that is market research. The market research focuses on specific marketplaces, their users and the number of product these users might use (Palmer 2012, 156). According to the UK Market Research Society, the market research is “one of the most useful tools in business” (MRS 2012). It is the way in which companies discovers what their customers and potential customers need, want and care about. It is essential for companies while developing products, promotions, prices and places which are used to distribute products (Bradley 2013, 4-8).

Strategic and operational decision-makers depend on the market research. Certain risks may appear during new investments which may require finances from other areas of business. These potential risks are being minimised by assuring that the information related to decision-making are well informed (Silver 2013, 4-5).

These two terms, marketing research and market research, co-exist, although some academics might distinguish between them. Market research is one of the parts of definition related to marketing research (Bradley 2013, 4-8).

The following chapter is going to focus on two main types of marketing research which are used in practice.

2.1 Quantitative and qualitative research

There are several ways to distinguish qualitative and quantitative researches. Data for quantitative research can be distinguished from data by numbers which are gathered from qualitative research. Quantitative research works with numbers, qualitative does not. Quantitative research begins after collecting all the necessary data, whereas qualitative begins during the data collection (Palmer 2012, 169-170).

Qualitative research is rather unstructured than structured, meaning that there is an emphasis on understanding, not measurement. It does not concentrate on numerical values but rather on concepts, images, narrative, and words (Palmer 2012, 169-170).

Quantitative

This research is focusing on data which are concerning numbers and statistics. Main reason of doing quantitative research is the creation of meaningful segmentation, which also provides information to government about the nation – for example the account of the population. It provides company with the accounts of usage and attitudes (Bradley 2013, 262-268).

Company gathers the most information when it knows how a data set is distributed. By using numbers, the quantitative researchers compare customers, whether they are past, present or potential. The most often used methods for quantitative research are observation, questionnaire, and experiment (Silver 2013, 57-58). The method of using questionnaires is detailed further in this thesis.

Qualitative

Unlike the quantitative research, the qualitative research does not work with numbers and statistics but it is attempting to gain an understanding of existence of attitudes and opinions. It is possible to evaluate the breadth and depth of these attitudes. This research does not study any depth of feelings or emotions but it can indicate the dominant one. The methods which are used to gain responses from qualitative research are discussion, observation, and projective methods (Bradley 2013, 235).

Aside from quantitative and qualitative researchers, there are others types of research that are closely related to marketing research. Example of such research is social research which will be briefly mentioned bellow.

2.2 Social research

This research, unlike the marketing research, focuses on the interests of the respondents. The primary importance for this research is the social welfare. Organisations that are interested in social research are government departments and non-governmental organisation.

Social research has far more specialisations than marketing research. This research includes: education, economics, demography, geography, industrial relations, political science, psychology, sociology and anthropology.

Researchers working in this field must have the knowledge and skill which is related with the particular area for the research. It is therefore important that the researchers are not biased in any way in relation with the particular area of research (Bradley 2013, 8).

In order to carry out a marketing research, the researcher must firstly understand marketing sector and its structure.

2.3 Marketing sector and its structure

Several professional associations are looking after the interests of research suppliers, research users, and other communities. Market Research Society (MRS), with headquarters in the United Kingdom, claims to be the “world’s largest international membership organization for personal researchers” (MRS 2012).

There are several schemes that the MRS has and that are supporting professional standards. These schemes include: giving advice to members on interpretation of the MRS Code of Conduct, and the Interviewer Identity Card Scheme, where over 90,000 cards are issued to interviewers working for research agencies as reassurance for respondents. MRS Freephone allows respondents to verify if the organization is “bona fide”, meaning if it can use certain logo. There is a certain figure for the world which is using an 80:20 pattern (Bradley 2013, 16-20):

- 80 % is quantitative research and 20 % is qualitative research
- 80 % of qualitative money goes to focus groups
- Online data capture which make up around 20 % of all researcher is being used more than face-to-face and telephone quantitative studies

Most of the world’s spending on quantitative research from 2009 were focusing on the online method, which constituted over 22 % of the total share of spend. The second most used method was telephone interviews with 15 % share. Third was automated digital method with 14 % followed by face-to-face method with 12 %. The least used method was postal method with only 4 % share (Bradley 2013, 16-20).

2.4 Planning a research

Gaining the core aspects of the research project is done by communication between research supplier and research user. This may be done by several methods like face-to-face meeting, by telephone or by other methods which will be mentioned later on in this essay.

Planning a project isn't an easy task. There are thousands of activities that need to be planned and therefore researchers must possess a great deal of coordination and knowledge (Bradley 2013, 32).

Plan for marketing research should contain formulation of the specific problem, expectations of possible results from the research, determination of information needs, demarcation of the basic file, determination of methods that will be used for the research, determination of ways of contacting respondents, preliminary research, the main research, ways of analysing gathered data, ways of presenting results, and possible recommendation (Foret 2008, 26-27).

In order to plan a research, the marketers must firstly establish the marketing mix.

2.5 Marketing research mix

Marketing mix is a very important concept for market researchers because of the fact that it gives them a helping hand in marketing planning. An entire sector has been created to serve marketing users because of the need for information, which is crucial in marketing. Marketing mix, in relation with the company, works with four Ps: product, price, promotion and place (Němec 2013). This model is used for product industries. Following framework shows the connection between these four Ps (Bradley 2013, 35-39).

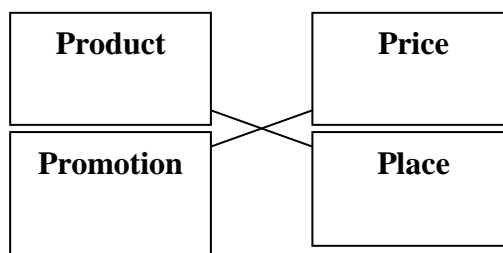


Figure 2: *Four Ps of Marketing Mix*

Even though this framework appears simple, the tasks of marketing choices are not easy. Each of these Ps has several variations which makes the number of marketing mixes very large. For example, if there were 10 variations in each variables (10 price, 10 product, etc.) there would be 10, 000 possible marketing mixes (Bradley 2013, 35-39). There are

studies which are mentioning the model of four Cs, which is an alternative of the four Ps model. However the four Cs model is focusing on the customers, not on the company (Vysekalová 2014, 55).

Another model in marketing mix works with seven Ps which is mostly used in service industries. The seven P model is a modified four P model which added items such as People, Process and Physical Evidence (Němec 2013).

There is a term which can be often mistaken with the traditional marketing mix and that is the marketing research mix. The elements in MR mix are different from the marketing mix. They are sequential and they match the main phases that need to be followed. Another difference from marketing mix is the four Ps:

- Purpose
- Population
- Procedure
- Publication

The MR mix has two main applications. In the first one, the framework helps as a reminder of structuring a program of research. The outline gives the method of designing the research and providing a potential proposal. (Bradley 2013, 35-39)

The second application is used after the research has been conducted. It organizes the results and helps to form questions about existing research. Questions are being asked about each P so that the results can be understood and evaluated.

The stages of the research process are being summarised thanks to these four elements. They follow the sequence of research.

Purpose → Population → Procedure → Publication

(Bradley 2013, 35-39).

This sequence contains ten steps of marketing research (Bednarčík 2008, 17):

1. Objective setting
2. Definition of target group
3. Setting hypotheses which are to be authenticated
4. Determination of characteristics that need to be found
5. Setting a plan for data gathering
6. The selection of method which will be used for data gathering
7. The construction of tool used for data gathering (questionnaire, interview)
8. Authentication of the tool on preliminary research

9. Collection of data and their analysis
10. Reporting and recommendations

Purpose

This stage can be defined as a “goal”. It is the first stage which is focusing on the reason conducting a research. It is focusing on scanning the environment for useful data. Purpose can be also defined as (Bradley 2013, 36-38):

- Aims
- Objectives
- Goals
- Intention
- Hypotheses

Population

This stage focuses on the target audience, customers or players (user or non-user). There are several research methods that are being used to get primary data. An example is sampling, where interviewing people gives the company the key information. Important fact is who is selected and how. For using this method, quantitative research works with many people while qualitative works just with few of them (Bradley 2013, 39).

Procedure

This stage focuses on the way of conducting the research, data capture and data analysis. It is important to decide if the research is going to be qualitative or quantitative or if primary or secondary data will be gathered (Bradley 2013, 39).

Promotion

The last stage is covering the reporting of the results which were gained from research. It is important to decide about the audience of the results and what should be communicated. Essential part of a promotion is public relations, which was mentioned earlier in this thesis (Bradley 2013, 39-41).

Data which are gathered for marketing research are divided in to two groups which are primary data and secondary data.

2.6 Primary data

These data are collected in order to satisfy specific needs. Procedures which are used for gathering these data follows carefully determined objectives. There are many methods which are used for gathering these data but this thesis will briefly focus on two groups: observation and questioning (Lamb, Hair and McDaniel 2013, 149).

Respondents may be accessed by post, online, in person, on the phone or by using other methods. The way which the company chooses to approach the respondents should mimic the activity which is being measured.

Ways to gain primary data (Bradley 2013, 112):

- In public places
- In private places
- At the interface between private and public places

Primary data collection

There are several ways used for gather primary data for marketing research. Each has its advantages and disadvantages.

- **Face to face meeting**

To gather data, the interviewer of a company or organization meets a random person or arranges a meeting. This can happen on both private and public places. This method achieves the highest quality results and highest response rate. The disadvantages of this method are mainly in the process of gathering, which is expensive one and time-consuming (Bradley 2013, 115).

- **Data gathering via telephone interview**

The telephone method is faster and it's not clustered, unlike the face to face method. The biggest advantage here is the speed in which this method provides results and the cost-effectiveness. On the other hand, this method requires skilled interviewers who must sustain the attention of respondents. It can also have limited stimulus (Lamb, Hair and McDaniel 2013, 150).

- **Drop and collect method**

This method works on a principle that the interviewers “drop” questionnaires which are returned later by other means. Questionnaires are usually returned by postal services or scanned into a computer and sent online. Advantage of this method is the low costs which are needed for conducting the research and a fair response rate. The disadvantage is that it can only reach respondents which are available (Bradley 2013, 118).

- **Data gathering by postal**

It is the oldest method used for conducting a research. The postal method is usually cheap but unlike the drop and collect method, it can reach the most respondents. Unfortunately there is no way of controlling the respondents which leads to low response rate. This method is probably the slowest one (Lamb, Hair and McDaniel 2013, 150).

- **Online method**

This method uses questionnaires, which are self-completed with words and text which dominates the internet quantitative research field. They can have a form of a document which can be filled out on a web page, email message or combination of both. The Online method is fast and good for international research. This method may be very cheap or even cost no money, but it depends on who are the respondents and their number. Like in the postal method, there is no way of controlling the respondents which in this case leads to the lowest response rate and possible gaps in coverage (Bradley 2013, 119-121).

2.7 Secondary data

These data were already gathered in the past for a different purpose, which makes them less expensive than collecting new information. These data may include old primary data. These data have several uses throughout the whole research design. Few of the ways of using secondary data are mentioned bellow (Lamb, Hair and McDaniel 2013, 150).

One of the usages of secondary data is the possible understanding of the background which is important for researchers in order to understand the problem of the

current situation. It can also provide information which can be useful in the process of gathering primary data (Silver, Stevens, Wrenn, and Loudon 2013, 41-42).

Secondary data has the limitation, and that is the fact that these data were collected for other than the current problem, which means that they might provide none or only part of the information which is needed. This information may be even outdated or not accurate. The sources of these data are distinguished by the organization which divides the data into internal or external (Bradley 2013, 73-74).

Internal data are usually very relevant, free and may be biased towards the company. These data may be acquired from inventories, sales, money spent on advertising or distribution costs. On the other hand, external data may require payment, are less likely to be relevant and may be biased towards the source. External data may be acquired from industry sources, internet, academic sources or commercial sources (Bradley 2013, 74-75).

One of the tools which are used in marketing research for gathering primary data is questionnaire.

2.8 Questionnaires

Questionnaire is a research tool used mainly for quantitative research. They are mainly designed to be answered by people who are known as respondents. Questionnaires are applied to personal, telephone and mail interviews. It contains a set of questions which are used to obtain information (Lamb, Hair and McDaniel 2013, 151).

Before forming a questionnaire, the interviewer should master these three skills (Bradley 2013, 191):

- Ability to recognize an efficient instrument
- Ability to develop an efficient instrument
- Ability to evaluate reports by understanding

Tools used for questionnaires

There are several tools used in questionnaires to collect the information needed from the respondents.

- **Open-ended Questions**

One of the advantages of these questions is that it can be used for both quantitative and qualitative. Respondents can answer openly because they are not

given an option of answer which provides researcher with possible new issues (Bradley 2013, 198-200).

- What do you think about our product?
- Is there anything you would like us to improve?

- **Closed Question**

Answers for these questions are determined. These questions are determined by what might be the possible answer according to the researcher.

- Would you buy our product? Yes/No

Another segment of closed questions are screener questions. These questions are mostly used at the beginning of questionnaires and mostly focus on age, gender, etc. Screener questions help interviewer to select the right respondent. While screener questions appear at the beginning of a questionnaire, classification questions appear at the end of it. They focus on individual's home and work. These questions are confirmation of successful sampling (Bradley 2013, 200-202).

- **Scaled-response questions**

These are closed-ended type of questions which are used for measuring the intensity of answers of respondents. (Lamb and Hair and McDaniel 2013, 151)

For example: How often do you buy cigarettes? Never/ Once a month/ Once a week/ More than once a week

Forming a questionnaire

This process contains eight steps that are needed for creating an effective questionnaire (Bradley 2013, 204-216).

- **Formulate hypotheses**

In this first step, the researcher must decide what he/she needs to know from the respondents. Researchers are advised to take several hypotheses to test.

- **Choose collection method**

When choosing the optimal method, the researchers must consider the costs, timing, sampling, and efficiency of the gathered data.

- **List topics**

This step focuses on the content of the questions and helps interviewer decide which type of questions should be used.

- **Plan analysis**

It ensures that the questionnaire covers the necessary subject area. It is important to plan how the data will be processed.

- **Drawing a diagram**

Researchers use this tool for planning the order of questions in questionnaire or even topic guides which are used for qualitative research.

- **Lay out the form**

Each question in the questionnaire should be well thought in order that the questionnaire is fluent.

- **Approve and pilot the form**

In this penultimate step, the task of the researcher is to seek the full approval from the client in order to continue their research.

- **Fine-tune the form**

Researchers must correct all deficiencies before moving to the process of researching. All the collected data must be analysed after the research carried out.

2.9 Analysis of quantitative research

When conducting a quantitative research, the researcher must edit raw data, which are in most cases questionnaires. The main goal is to come to a conclusion from the collected data (Lamb, Hair and McDaniel 2013, 157). This process is in some literatures called the data processing (Ranjit 2014).

1. Editing

This process ensures that the answers provided by respondents are complete, accurate and suitable for further processing.

2. Coding

Coding is a procedure where complex descriptions are transferred into simpler meaning, in quantitative research, usually a number. Closed questions are pre-coded, meaning that the numbers have been already allocated to possible answers.

Open-ended questions are more complex. Coding them is time-consuming activity where researcher needs to make sense of them.

3. Data entry

This process includes typing, and sometimes exporting the collected data into a form of database.

4. Tabulation

Tabulation is one of the techniques used to organize the collected data from quantitative research. Gross majority of quantitative research is conducted using tables or graphs to express the collected data. The tables usually consist of side heading, top heading, and main body which are consisted of data. It is up to researcher to decide how to make side headings and main body (Bradley 2013, 315-316).

5. Preparation for presenting a reporting the results

After the analysis, the researcher must prepare a report and recommendations to managers. The researcher must convince the management that the results are reliable and are supported by the collected data. The researchers also are often required to give both written and oral report (Lamb and Hair and McDaniel 2013, 157).

2.10 Summary

The theoretical part of this thesis briefly summarized the basic information of public relations and marketing research. It described their similarities and connections as well as their differences. The first section of theoretical part mainly focuses on tools and methods of PR, evaluation of PR programs, and the connection of PR with marketing. The second section focuses on marketing research from a more detailed perspective. It describes the procedure of planning a research, quantitative and qualitative research, marketing mix, types of data, and questionnaires.

II. ANALYSIS

3 LANGUAGE SCHOOL ONLY4 S.R.O.

The language school Only4 was founded in 1997 in Zlín, which is the only city where it is currently operating. This company runs several language courses for the public, mainly in English. In its humble beginnings, the school started functioning with only four students in one classroom. For the last 18 years of existence, the language school Only4 provided several language courses, some of which were French, German and English. Between the years of 1999 and 2006, the management of the school decided to end courses of French



and German language, and mainly focus on English. In the year 2006 the school became a limited liability company. In 2010, Language School Only4 was able to obtain subsidy from the European Union to support creation of its own study materials (Only4 2015).

Figure 3: *Logo of Language School Only4*

The company was founded by René Mrnušík who is its manager. The school is located at street Zarámí, in Zlín. Their goal is to make their customers come back with the feeling of achieving a progress in their skills. In year 2008, the school had 360 students, in 2009 approximately 400 students and nowadays, this company has more than nine classrooms and teaches over 560 students who are divided into classes of four people and are taught by the original teaching techniques which were created by the Language School Only4 s.r.o. Unfortunately Language School Only4 did not provide their financial information, therefore this thesis does not contain it. This company provides courses for firms and individuals, language summer camps for children, preparations for Cambridge exams and weekly courses for people of all age (Only4 2015).

Language School Only4 is not the only company that that provides teaching of foreign languages in Zlín. One of the main aspects how the Language School Only4 differs from its competitors is the number of students per class. Most of their competitors, who function in Zlín, are trying to get the largest number of students in their classes thus trying to increase their capacity as much as possible. This environment can cause an even number of students, meaning that there may be students who will not be in pair with some of their colleagues and not learning as effectively as others. A large number of students are also very hard to handle for some lecturers. For these reasons, there may be students who will not

get the appropriate attention from the lector. On the other hand, Only4 works with just 4 students per class, thus creating pairs to which the lector can pay equal attention so that no one will be left behind. Another difference comes with the length of these language courses. The majority of language courses in Zlín proximately take 10 months, and each class is about 90 minutes long. Courses at Language School Only4 are divided into trimesters, meaning that each course takes 3 months. The length of each class is 90 minutes which the students attend once or twice a week (Only4 2015).

Majority of these companies have the same goal, which is to attract attention of as many potential customers as possible, therefore they do not mainly target certain group but the public as a whole. However, there are marketing campaigns of some companies which target certain group of people for specific program or course (summer camps etc.). Each target group has its own specific needs and requirements, whether it is price of the course, length of the course, time when each class takes place, etc. (Only4 2015).

Competitors of Only4

As mentioned before, Language School Only4 is not the only company which provides services of teaching foreign languages in Zlín. There are many other competitors in Zlín, which some of them are new to this type of business. Each company is trying to offer something new and innovative, whether it is price, range of language courses, etc. One of the biggest language schools in Zlín are Language School Lingua, Gymnasium and Language School, and Skřivánek. All these companies are franchises or part of bigger companies, where on the other hand Language School Only4 stands on its own. Language School Lingua started its operations in Zlín in 1996 (E-Lingua 2015). Nowadays this company operates in five cities in the Czech Republic. Gymnasium and Language School was founded in 1992 in Zlín (Gymnázium a Jazyková Škola 2015). The company is divided into gymnasium and language school, both of which have different programs and courses. Skřivánek was founded in 1994 and it's currently operating in 17 countries of the world (Skřivánek 2015). Unfortunately these companies do not provide information about the numbers of their students to the public, therefore this thesis does not contain it neither.

The first major difference between these companies and Only4 is the range of language courses they offer. All these schools have a larger range of language courses they offer. Language School Lingua has the variety of six different language courses, which some of them are English, German or even Japanese (E-Lingua 2015). Gymnasium and

Language School has the variety of nine different language courses. Apart from the same courses as Lingua, this school offers courses of Chinese, Russian, Portuguese, Italian, French or Spanish (Gymnázium a Jazyková Škola 2015). Skřivánek is offering the same language courses as Gymnasium and Language School, and Lingua, and it is offering any language course on request (Skřivánek 2015). People may decide if the language school is right for them upon the first impression they receive. These first impressions may come from the variety of language courses they offer, where some people prefer vast variety, and some do not.

Another difference comes with the target groups of these schools. There are some courses which may have specific target group and not just public as a whole. Language School Lingua and Gymnasium and Language school have courses which are designed specifically for students who finished their studies at high schools. By attending these courses, the participants will have the student status and attend 10 months of daily classes which are usually longer than the average 90 minutes. These programs ought to prepare the students for the Cambridge or other types of exams which, if passed, award people with certificates according to their level of knowledge.

4 AN AWARENESS ANALYSIS OF LANGUAGE SCHOOL ONLY4

S.R.O.

The following analysis is focusing on the publics' awareness of Language School Only4 s.r.o. In this research, the public was divided into three groups in order to determine the weakest element of the target group of Language School Only4. Each of these groups of people has different needs and requirements which will be mentioned further on in this thesis. These groups are:

- High school students
- Employed/Unemployed people
- University students

The goal was to find the most problematic or weakest group and design a solution in form of a campaign, or other similar substitute that would help improve awareness the company. The analysis was implemented via a questionnaire which had 10 questions for each group and 1 question which divided the respondents into these groups. The questionnaire mainly targeted residents of Zlín and its surroundings. This research took place from 7th of April to 21st of April and received data from 201 respondents. These questionnaires were placed on specific forums, sent by mail, or placed on computers on high schools. The total number of reliable respondents was 192, from which 44,27 % were university students, 34,38 % was employed and unemployed people, and 21,35 % were high school students.

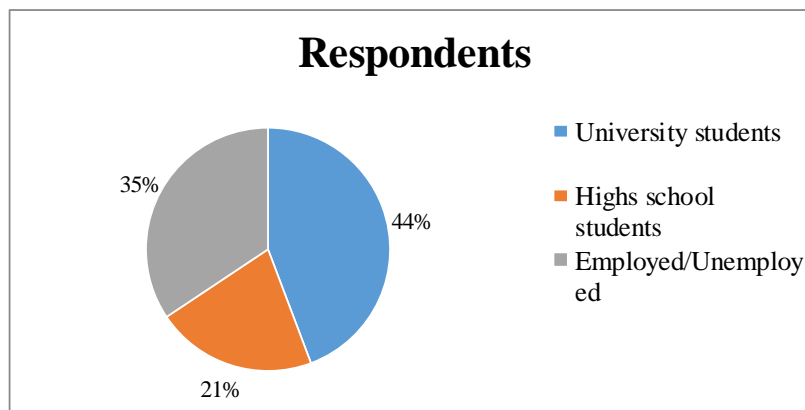


Chart 1: *Structure of respondents (relative frequency)*

The method which was used for the collection of data was the online method, in order that the questionnaire would reach as many respondents as possible. However, the data which were results of this method were still raw and needed to be edited and coded.

Many respondents did not pay much attention to some of the questions and answered randomly. Example of these answers is when respondents answered that they both are and are not interested in language courses. These and other similar answers were considered as invalid. Apart from invalid answers, there were respondents which were formal customers of Language School Only4. Their answers were considered as invalid as well because they were not the target of this research. The percentage of total invalid questionnaires was 4,68 %.

4.1 Design of questionnaire

The questionnaire was formed on a Czech website *www.vyplnto.cz* which specifically focuses on these types of online research. These services are either for free or can be paid for in order to further adjust the settings of the questionnaires. The questionnaire addressed 201 respondents. The questions were designed to obtain the sufficient amount of information which was needed for this research. Each target group had its own type of questions which were either, open-ended, closed, or scaled-response. Before the research took place, the questionnaire had to run over several changes before it was firstly acknowledged as sufficient by the owners of the company. This research only focused on the three groups of public, but unfortunately there was a chance that a former customer of Language School Only4 would fill out the questionnaire. In such case, the respondent would not be a part of any of the three groups mentioned above. The questionnaire had a closed-end question which served as a filter for these types of respondents.

The questionnaire obtained questions which targeted the respondents' awareness of the competitors of Language School Only4. The purpose of these questions was to analyze the marketing instruments of these competitors, which were used to attract the attention of respondents of this questionnaire. The questionnaire obtained a similar question which was focusing on the marketing instruments of Language School Only4. These questions were to analyze what attracted the attention of each group, therefore evaluating the sufficiency of each marketing instrument. The questionnaire can be found in the appendix of this thesis.

Two questions of the questionnaire were focusing on the behavior of respondents when choosing a language school. More specifically, on what basis they decide. This question was used to help with understanding of each group's needs and requirements and offered the option of choosing several answers.

The respondents were also given the task, to evaluate the awareness of Language School Only4 according to their surroundings (friends, family), knowledge of other language schools etc. The respondents had five possible answers in this question (excellent, very good, good, satisfactory, unsatisfactory).

The rest of the questions were mainly focusing on the awareness of the respondents of Language School Only4, their interest in learning foreign languages, and their interest in using services of language schools.

4.2 High school students

This group represented the minority of the research with only 21,35 % (41) of total respondents. From the total number of high school respondents, 2 were formal customers of Language School Only4, therefore their answers were considered as invalid because they were not target of this research. Most of the respondents, including high school students, showed a large interest in learning foreign languages, and interest in using services of language schools. The percentage which represented the interest, within the group of high school students, in learning foreign languages was 70,73 %, and 68,29 % represented the interest in using services of language schools. Most of the high school students stated that they consider learning foreign languages as a useful tool for upcoming studies at universities, everyday life, and upcoming final exams. This question gave the respondents the option of choosing several answers or writing their own, which are displayed in the following graph.

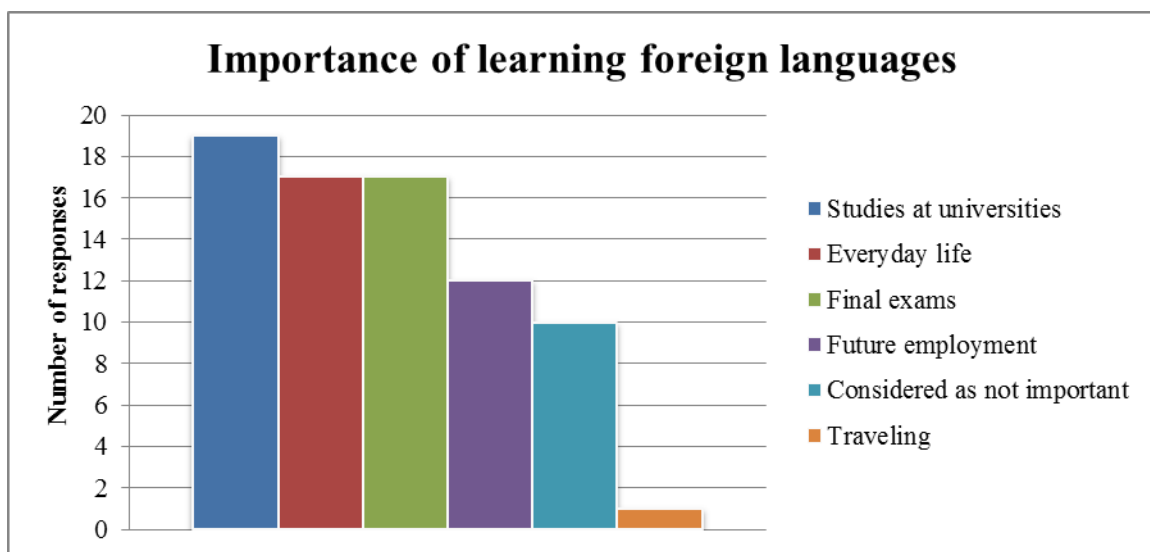


Chart 2: Importance of learning foreign languages according to high school students

The questionnaire also focused on the respondents' behavior when choosing a potential language school. The goal was to find the priorities on which upon the respondents decide. This question gave the option of choosing several answers as well.

When deciding between language schools, the majority of high school students decide on the basis of the price of the course, mostly because they do not have steady income, therefore the decision is made by their legal representative. Other most often answers were mainly recommendation, number of students per class, teaching methods, lessons being managed by native speaker, and preparation for Cambridge or other type of exams. According to the answers provided by the questionnaire, high school students do not prefer any specific number of students per class. These students like to work in both large group of people, and small group of people.

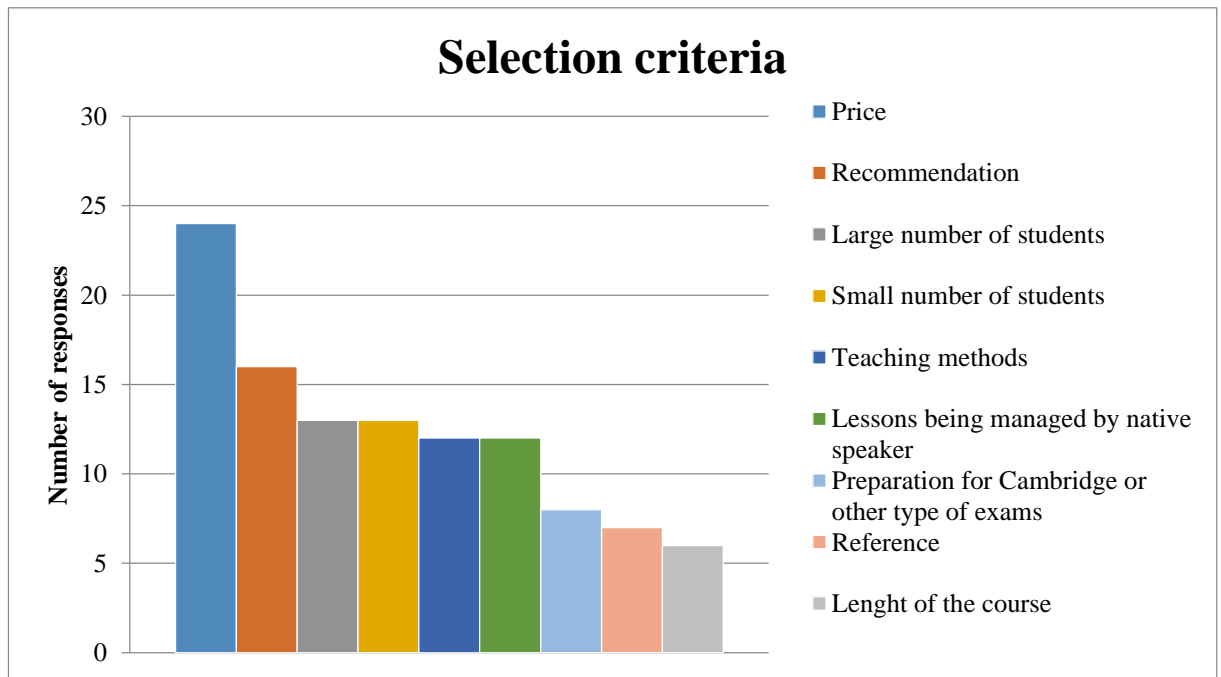


Chart 3: *Selection criteria for language school (high school students)*

According to the data which were given by the previous two graphs, the behavior of high school students, when choosing a language school, is mainly determined by the price of the course and recommendation of friends or family members. This group considers foreign language as an important tool mainly for future studies, everyday life and final exams. Courses which would focus on the higher level of languages, for the purpose of preparation for future studies, may require different teaching methods and more skilled teachers than other courses.

The following graph displays the awareness of high school students of any language school which operates in Zlín, (except Language School Only4). These questions were used to determine competitors of Language School Only4, and to analyze the techniques, which are used to raise awareness of their company.

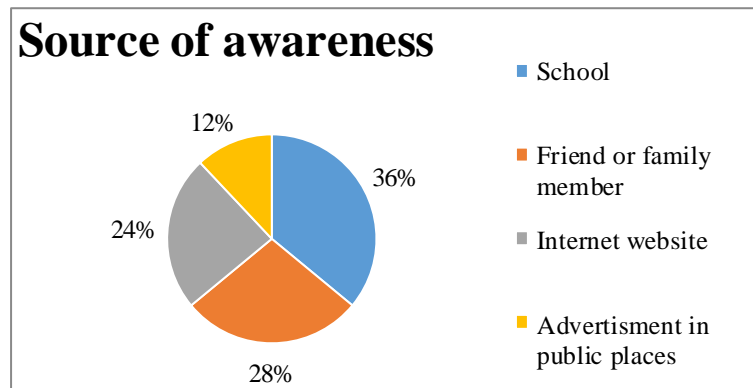


Chart 4: Awareness of high school students of language schools in Zlín

Approximately 34 % of high school respondents have no awareness of any language school that operate in Zlín. The most mentioned language school was Language School Lingua, which operates in several cities in the Czech Republic. The second most mentioned language school was Skřivánek with 14 % of total awareness, followed by Amadeus, Albi, and Gymnasium and Language School.

According to the graph which is displayed bellow, the awareness of high school students of these language schools comes from their schools, friend or family members, and internet website. The least frequent response was advertisement in public places.

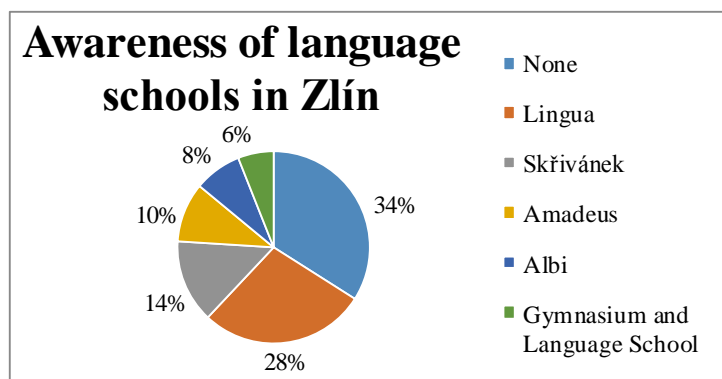


Chart 5: Sources of awareness of language schools in Zlín

The awareness analysis of high school students of Language School Only4 stated that 56 % of respondents have been aware of this company and 44 % have not. The following graph

displays how did the marketing instruments of Language School Only4 raised awareness among high school students in Zlín.

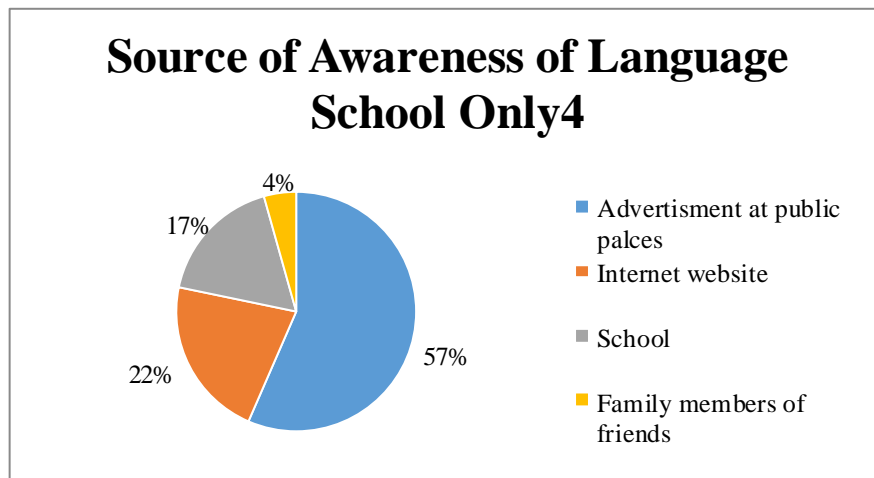


Chart 6: Sources of awareness of Language School Only4

According to the data which were gathered from the respondents, the majority of high school students were mostly aware of Language school Only4 from advertisement at public places. These answers represented 56,29 %, which were followed by internet website with 21,74 %, awareness from school with 13,04 %, and family members with friends represented 4,35 %. When comparing marketing instruments of Language School Only4 and their competitors, it is clear that Language School Only4 is more successful at raising its awareness from advertisement at public places.

High school students were given the task to evaluate the awareness of this company according to their surroundings (friends, family), or their knowledge of other language schools in Zlín.

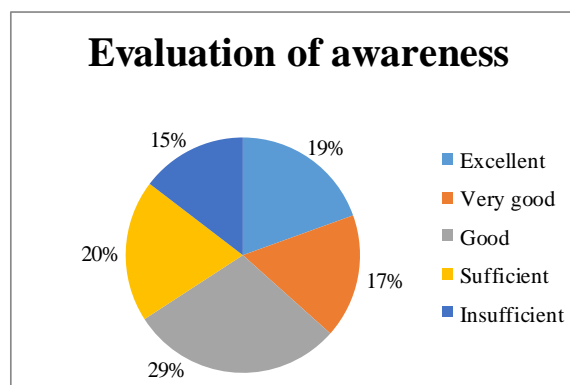


Chart 7: Evaluation of awareness of Language School Only4 according to high school students

More than 65 % of total high school respondents evaluated the awareness of Language School Only4 as good, very good, and excellent. Because of these facts, it can be stated that Language School Only4 has the sufficient marketing instruments which can raise awareness and well inform high school students about this company.

4.3 Employed and unemployed people

The following group of respondents represented 34,38 % (66) of total number of respondents. Four respondents from this group were formal customers of Language School Only4, therefore their answers were considered invalid. The employed/unemployed respondents showed a significant interest in learning foreign languages and services of language schools. To be more specific, 69,7 % showed an interest in foreign languages and 71, 21% would use services of a language school. This group of respondents stated that they consider learning foreign languages as a useful tool for everyday life, upcoming employment, current employment, potential study at university, or travelling. The following graph shows the most often answers.

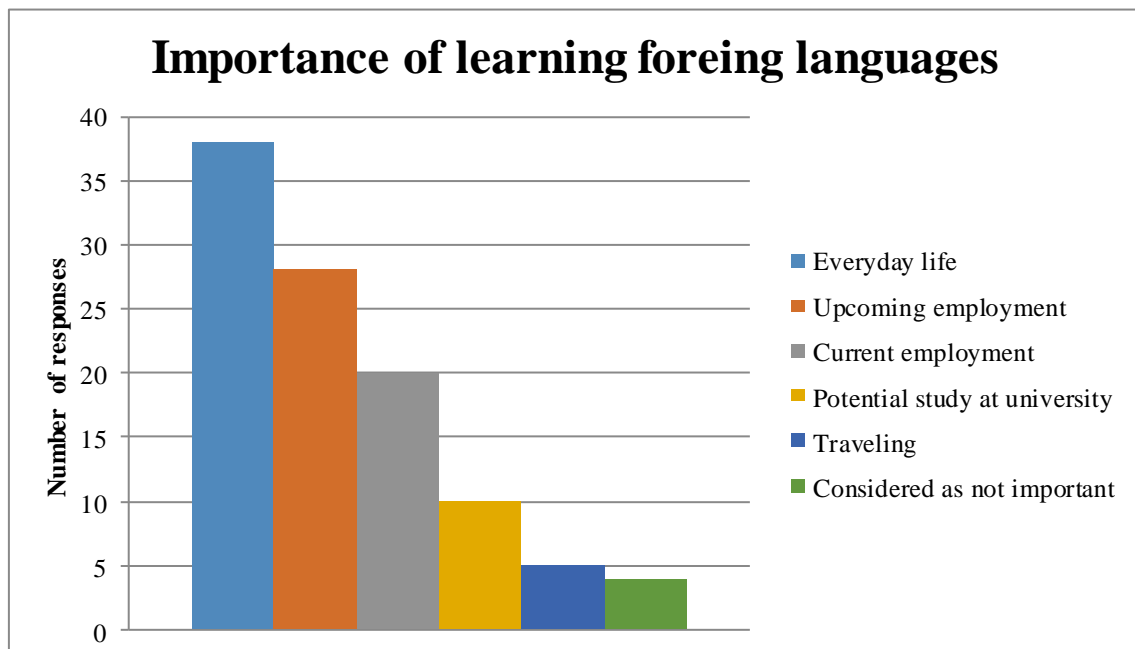


Chart 8: *Importance of learning foreign languages according to employed/unemployed people*

When the respondents were asked, which factors do they consider as the most important when choosing a language school, the most often answers were recommendation,

price, teaching methods, and small amount of students in class. This question gave the respondents the option of choosing more than one possible answer, or writing their own answer. The most frequent answer was recommendation, which represented 23,44 % of all received answers, followed by price with 22,29 %, teaching methods with 14,06 %, and small amount of students with 11,46 %. The following graph displays all answers which were gathered from this question.

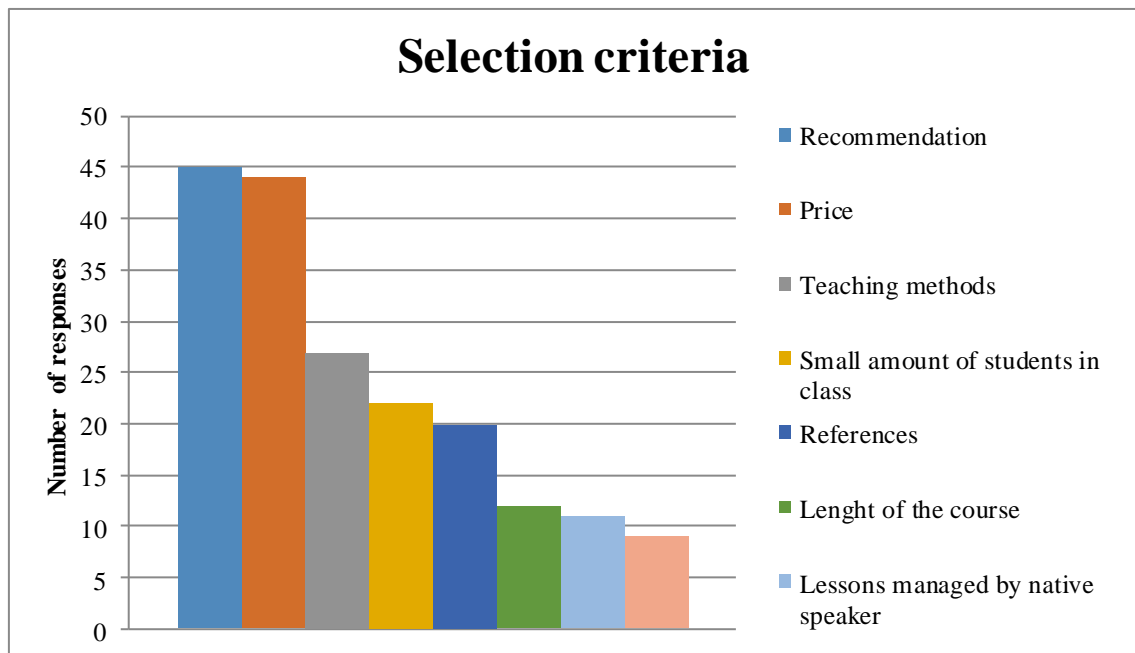


Chart 9: Selection criteria for language school (employed/unemployed people)

These two graphs states that this group of respondents mainly decides upon the recommendation from their friends and family members, and the price of these courses. However, their usage of foreign languages differs. Using language for everyday life usually requires a basic level of language, and can be taught by less skilled teacher. On the other hand, learning language for upcoming employment may require higher level of knowledge, and knowledge of specific terms. These courses require skilled teacher with high level of business language, which may be expensive for certain companies. This group of respondents often likes to work in small groups of people because they consider this method to be more effective. This fact is an advantage for Language School Only4, because their classes work with only four students, which may be suitable for this group of respondents.

The following graph displays the awareness of these respondents of any language school in Zlín (except Language School Only4). The majority of the collected answers mentioned Language School Lingua, followed by the next frequent answer which was an awareness of no language school in Zlín. Few of the respondents mentioned a less known language school Hellen Doron, which is a language school which is mainly providing courses for children.

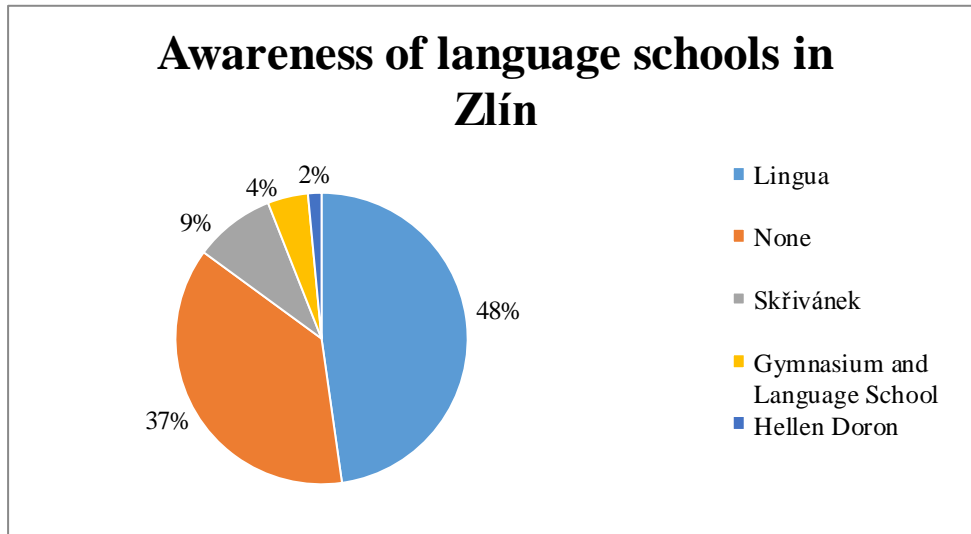


Chart 10: *Awareness of language schools in Zlín*

The following graph is focusing on the marketing instruments of the mentioned language schools that attracted the attention of this group of respondents. Both advertisement in public places, and recommendation from friends or family members were the most frequent answers. One of less frequent answers was the recommendation from workplace, or advertisement from an internet website.

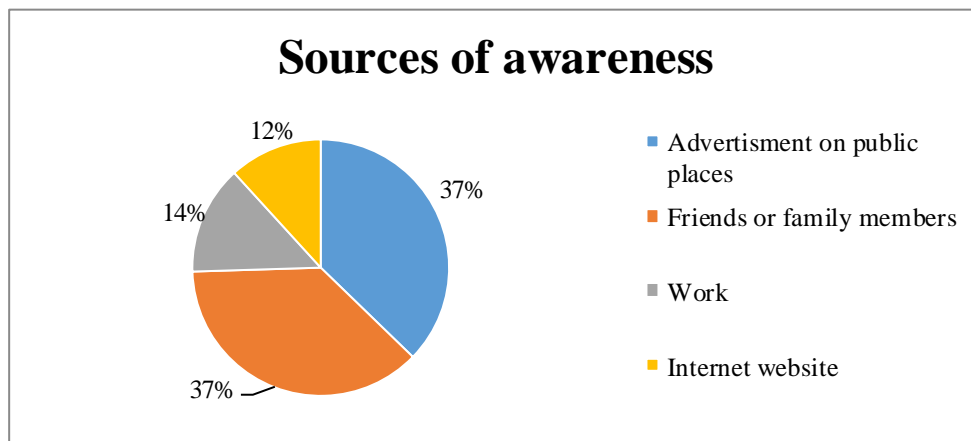


Chart 11: *Sources of awareness according to employed/unemployed people*

According to the results from the questionnaire, the group of employed and unemployed respondents were mostly aware of Language School Only4. Approximately 60,61 % (40) were aware of this company and 39,39 % (26) were not. The most frequently mentioned marketing instruments were advertisement in public places with 65 %, followed by friends and family members with 17 %, internet website with 10%, and the less frequent answers were work with 5 % and previous studies with 3 %. The following graph displays marketing instruments which raised the awareness of this group of respondents.

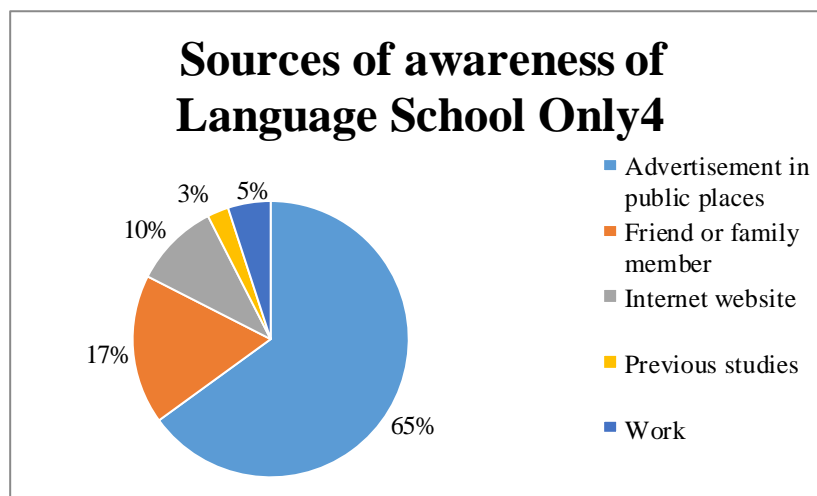


Chart 12: *Sources of awareness of employed/unemployed people of Language School Only4*

These results are very similar to those from previous group of respondents, from which it can be stated that one of the strongest marketing instruments which raises awareness of Language School Only4 is advertisement in public places. This group of respondents is more likely to react to this type of marketing instrument as it can be observed from graph which if focusing on their competitors as well.

The following graph displays how the employed/unemployed respondents evaluated the awareness of Language School Only4 according to their surroundings and their knowledge of language schools in Zlín.

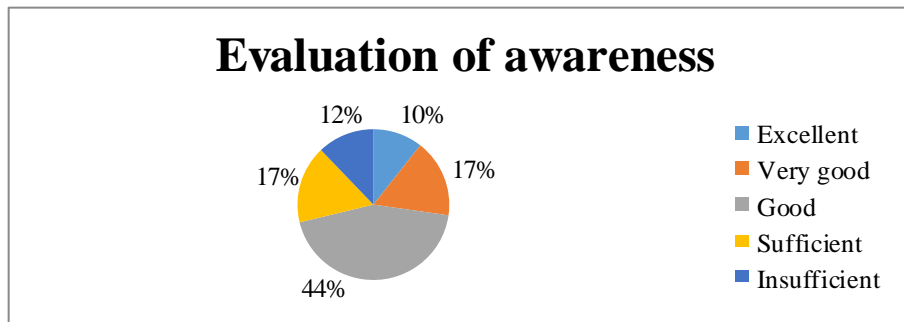


Chart 13: *Evaluation of awareness of employed/unemployed people of Language School Only4*

Approximately 71 % of employed/unemployed respondents evaluated awareness of Language School Only4 as good, very good and excellent. The most effective marketing instrument which raised the awareness in this group of respondents was advertisement in public places, and recommendations from the surrounding of these respondents. Both this and the previous group reacts to different types of marketing instruments which are used to attract their attention.

4.4 University students

This last group of respondents represents 44,27 % (85) of total number of respondents which took part in this research. One respondent from this specific group was a formal customer of Language School Only4, therefore his answers were considered as invalid, because he/she was not the target of this research. This group of respondents, as well as the two mentioned before, showed a considerable interest in learning foreign languages. From the total number of these respondents, 72,93 % showed an interest in learning foreign languages, and 64,71 % would use the services of a language school. University students consider learning foreign languages as a useful tool mainly for future employment, everyday life, current studies and future studies. The following graph displays the most frequent answers from this group of respondents. This question offered the option of choosing several answers, or choosing their own answer.

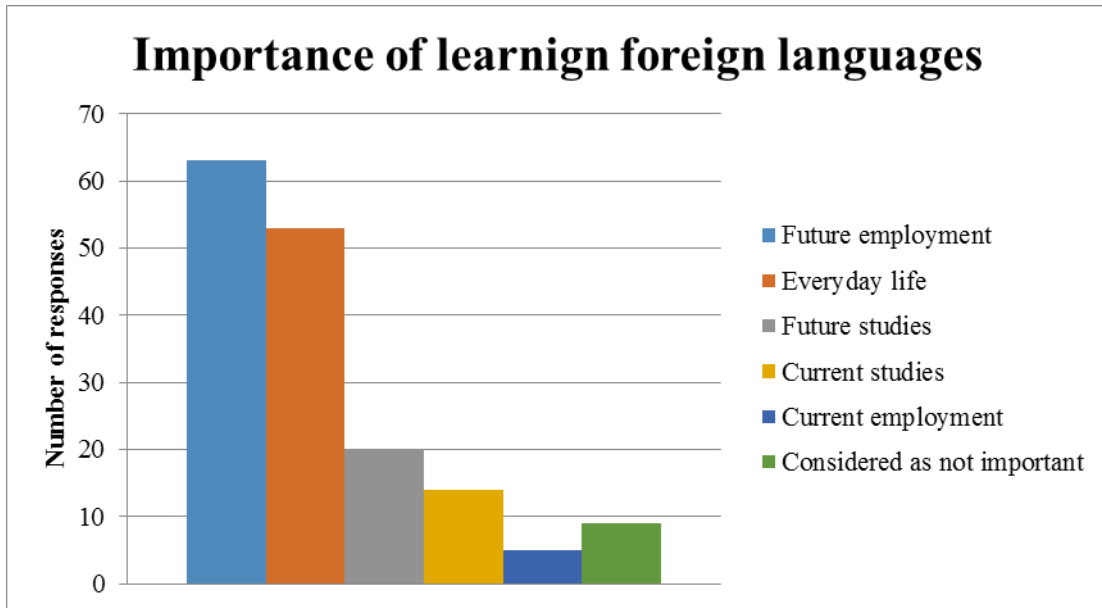


Chart 14: *Importance of learning foreign languages according to university students*

According to the results from this research, the university students mostly decide upon price, recommendation, teaching methods, lessons which are being managed by a native speaker, small number of students, references, and preparations for Cambridge or other types of exams.

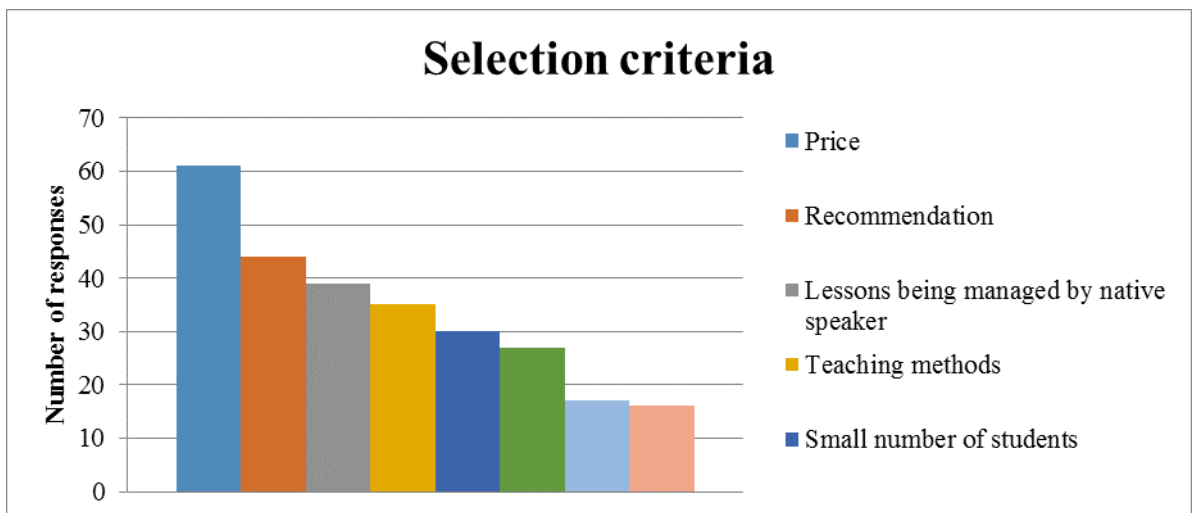


Chart 15: *Selection criteria for language school (university students)*

As it can be seen in the graph above, university students may often decide upon quality assurance, as many of these answers focus on the quality of the lessons (lessons being

managed by a native speaker, teaching methods, small number of students, references, and preparations for Cambridge or other types of exams).

The awareness of university students of language schools in Zlín does not differ as much from the previous two groups. As well as in the previous two groups, the most often language which was mentioned is Language School Lingua, which can be considered as the biggest competitor of Language School Only4. The following graph displays the awareness of university students of any language schools that operate in Zlín.

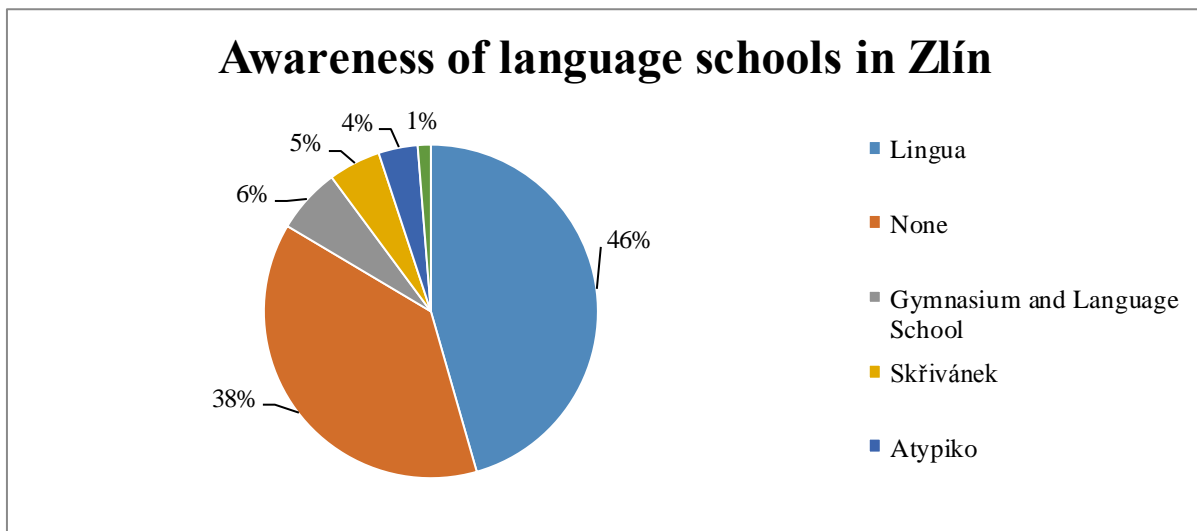


Chart 16: Awareness of university students of language schools in Zlín

The most often marketing instrument which attracted the attention of these respondents was advertisement in public places, followed by recommendations from friends and family members.

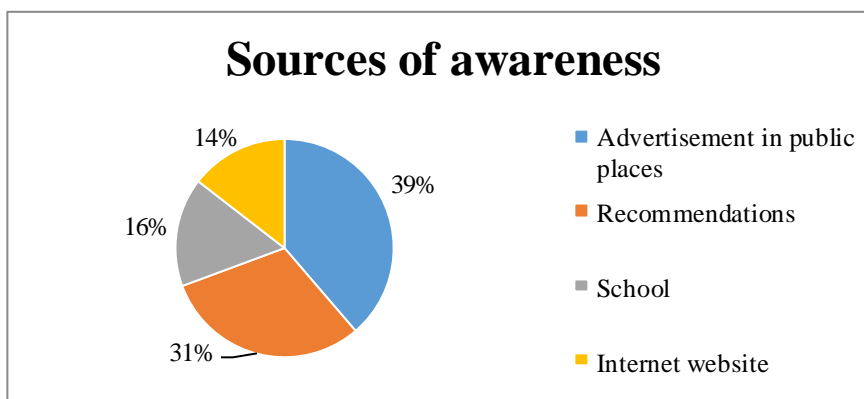


Chart 17: Sources of awareness according to university students

According to the results from the questionnaire, more than half of the total number of this group of respondents was not aware of Language School Only4. Approximately 50,59 % of university students are not aware of this company, although 72,94 % are interested in learning foreign languages and 64, 71 % would use the services of a language school. The 49, 41 % of university students who are aware of this company stated that they were mainly addressed by the advertisement in public places, and recommendations from friends or family members. The following graph displays the marketing instruments which were effective in raising the awareness of Language School Only4.

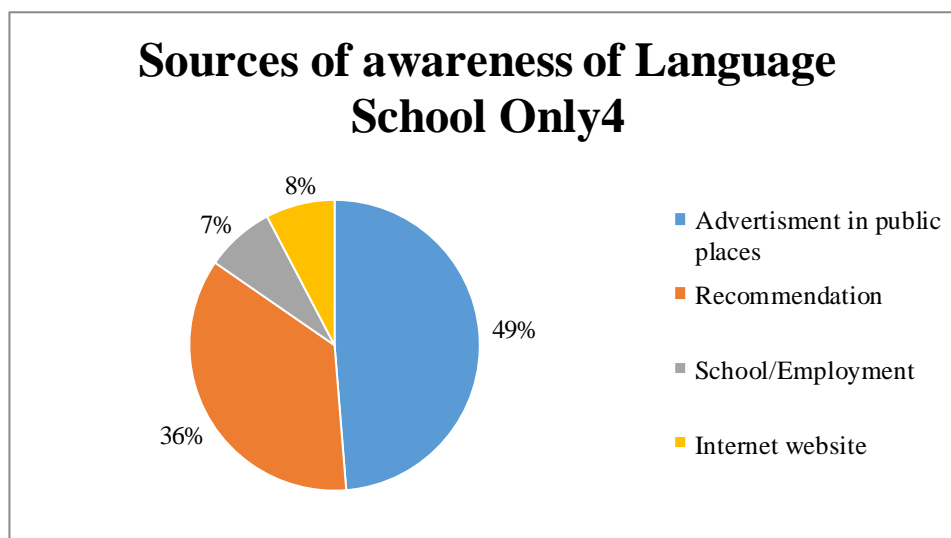


Chart 18: *Sources of awareness of Language School Only4*

Even though the number of respondents which were aware of this company is lower than in the previous groups, the marketing instrument which raised awareness the most was once again the advertisement in public places. It is clear that the strongest marketing instrument which raises awareness of Language School Only4 is advertisement in public places.

The following graph is focusing on the evaluation of the university students of the awareness of Language School Only4. The evaluation of this group differs from the previous two. While the high school students and employed/unemployed people mostly evaluated the awareness as good, the most frequent answer of university students was

insufficient. Most of the university students stated that them, or their surroundings was not aware and not well informed about this company.

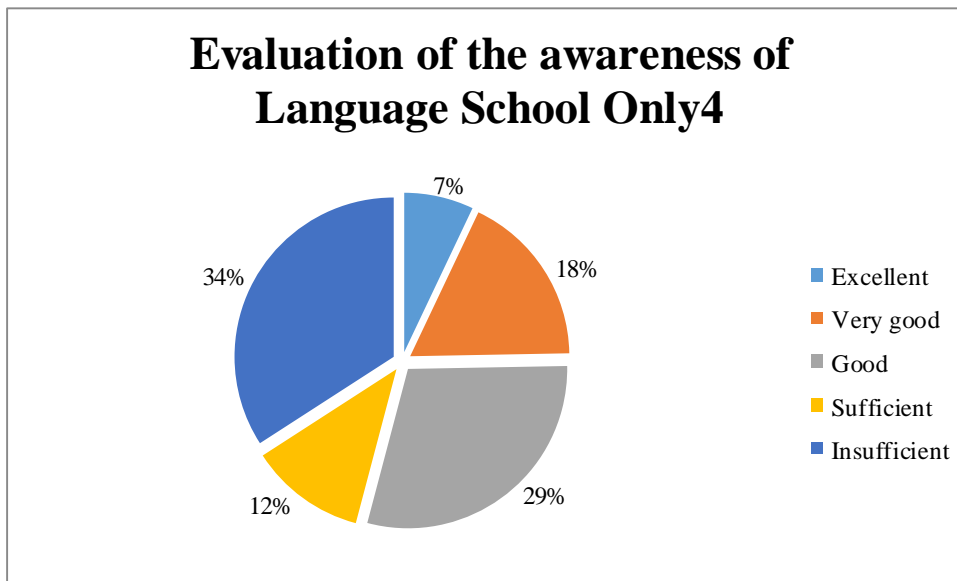


Chart 19: *Evaluation of the awareness of Language School Only4*

These results may be caused by the lack of students who come into contact with the marketing instruments of Language School Only4. These respondents from Zlín mainly pass between few buildings of the university where there is a low chance of coming across any of these marketing instruments, which are mainly located at the public transport stops. Another reason which might have caused to these results was the lack of marketing instruments which are located at the universities. Very few students stated that they were informed about this company from their school or employment.

4.5 Summary

Each of the group of respondents shared several similarities. Each group showed an interest in learning foreign languages and using the services of a language school, and each knew about Language School Only4. The most often competitive company which was mentioned in this questionnaire was Language School Lingua, therefore it can be considered as the biggest competitor of language schools in Zlín. Marketing instruments that ought to raise awareness of Language School Only4 are currently posters in public places, interview for magazine InZlín, and mobile application Only4drill. In most cases, both high school students and employed/unemployed people answered that they are well informed about

Language School Only⁴. However, the largest amount of people who were not aware of Language School Only⁴ was university students. The largest amount of university students considered themselves, and their surroundings as not well informed of this company, therefore they can be identified as the weakest element of the target group of this company. Even though the group of university students showed to be the weakest element, results of this research are not stating that this situation will crucially affect the company's operations. The following recommendations are focusing on raising awareness within this group, and within the other two groups as well.

5 RECOMMENDATIONS

This thesis provides the following recommendations, which are designed on the basis of the results which were provided by the research. The research did not analyse the awareness of other companies towards Language School Only4, but focused only on the public's awareness. The following recommendations do not only focus on the weakest element of the target group, but on all three groups which were analyzed.

Different tactic of addressing the public

The first recommendation would be addressing each group of the public with different ways to raise the awareness of Language School Only4. Each of the groups which were analysed, perceived learning of foreign languages as a useful tool for different things, and had a different aspect, by which they consider choosing a language school. This could resemble as three different types of advertising posters that would target each group individually. Such a advertising poster would for example encourage people to improve their language skills for everyday life, for their current or future studies, or to protrude in the labour market because of their language skills.

Recommendation focusing on university students

The following recommendations would focus on the increase amount of advertising posters within the surroundings of Tomas Bata University. This recommendation should be primarily concentrated on the university students which were determined as the weakest element of the target group. These respondents stated that they were mostly unaware of Language School Only4 and claimed that the awareness within their surroundings is in the most cases insufficient. The students from Zlín are mainly passing between few buildings of the university where there is a low chance of coming across any of the marketing instruments of this company. These instruments are in most cases posters which are informing the public about new courses, changes in the price of the courses, etc. They are often located at the public transport stops, which are not close to any buildings of the university. Increasing the number of these posters at the universities and within its surroundings (each faculty and dormitories), would surely increase the awareness of Language School Only4 among university students. Tomas Bata University has 17 buildings, and there are 3 dormitories in Zlín, therefore the sufficient number of advertising

posters would be 25 in order to cover each building and the paths between them. These advertising posters would be situated at the entrances of these buildings.

Most companies in Zlín, which are providing advertising posters, usually take orders which start at one hundred posters. Some of the companies which focus on printing advertising posters are Grasp, Bona Media, Eurograv print, DPT creation. The company Grasp takes orders which are only above 100 posters otherwise these contracts are inconvenient. This number of posters is unnecessary for covering the surroundings of the Tomas Bata University. Eurograv print provides large advertising sheets which may be sufficient for covering the area of the university. One advertising sheet costs 159 CZK for one square meter. The adequate number of posters that would cover this area would be 25, thus the expenses would be 3975 CZK. DPT creation provides advertising posters in A3 format which are less expensive than large format posters but may not attract the attention of university students as large posters would. Bona Media provides posters in A1 format for 460 CZK, but when ordering at least fifty posters, the price decreases at 130 CZK per poster. The prices further decrease when ordering a larger amount of posters. To increase the awareness of Language School Only⁴ among university students by increasing the number of posters within the surrounding of university (each faculty and dormitories), enough posters that would cover all dormitories and faculty buildings of Tomas Bata University would be 25, thus the expenses would be 3250 CZK. The company which would be suitable for this order would be Bona Media s.r.o. which gives the possibility of ordering a smaller number of posters than one hundred for minimum costs. The prices which were mentioned above are from the official websites of these companies.

Activities supporting sales

Many high school students stated that they considered working in large group of students as important as working in small group of students, while the other two groups mainly preferred the first option. From this result, it can be stated that some high school students might be shy to work in small group of unknown people, or that they prefer a larger group, where they can meet new ones. A marketing strategy that would attract the attention of these high school students, raised their awareness, and possibly resolve the issue of shy students, would be a program which is often known as “Bring a friend, get a discount”. This group discount would be 7,5 % for each person, meaning that they would approximately save 218 CZK on the three month course. This strategy is often used in

online services, in order to attract as many people as possible which are in contact with the addressed person. This program works on the basis of attracting the attention of the public via group discount. Method like this could be implemented through online social media (Facebook, Twitter), mainly because the second most often source of awareness within the group of high school students was the internet. Such strategy might work on university students as well.

Free lectures

The last recommendation would focus on a different way of raising awareness of Language School Only4. This method would focus on raising awareness by running a lecture by the representatives of Language School Only4 on high schools or universities, or in a rough training within certain companies which would need their employees to have high language proficiency. These lessons would be ran the same way as lectures at Language School Only4, and the representatives would receive the same wage which would be equal to the wage of a lecture at this company. The best place for these lectures would be the biggest high schools in Zlín and international companies. One of the largest high schools in Zlín is Gymnasium Lesní Čtvrť, High School of Economics in Zlín, or Secondary Technical School. The companies would be mainly the ones which are operating on international market, which means that their employees are required to have high language proficiency. The companies which are operating in Zlín as well are Barum, Tescoma or Baťa. These lessons could take place four times a year, in order to inform the listeners about the next trimester. This method would inform the listeners about the company itself and each of their courses, and demonstrate a typical lecture at Language School Only4. This type of method was used by one of the competitors of this company, Language School Lingua. This company used this method at Tomas Bata Business Academy and the High School of Economics in Zlín in 2013, as it is stated in their annual report (VOSE Zlín 2013).

All the recommendations which were mentioned above should, not only raise awareness within the weakest element of the target group, but within the public as a whole.

CONCLUSION

This thesis divided the target group of Language School Only4 into three subgroups and analysed their awareness of other language schools in Zlín as well as the awareness of Language School Only4. It also analysed the most effective marketing instruments which raised awareness of these companies. The tool which was used for this research was an online questionnaire which held place on Czech website *www.vyplnto.cz*. The results stated that the most effective marketing instrument which raises the awareness of Language School Only4 was the advertisement in public places. A lot of respondents knew about the company from their friends or family members which may be the effect of advertisement in public places or their possible formal studies at this company. One of the biggest competitors of Language School Only4 is Language School Lingua in Zlín, which was the most often mentioned language school. The sources of awareness were mostly the same as Language School Only4 has, except in the case of high school students, where the most effective awareness source was their school. The majority of these groups are interested in learning foreign languages and would use the services of a language school, therefore they can be perceived as potential customers.

According to this thesis, the weakest element of the target group of Language School Only4 is the group of university students. Both high school students and employed/unemployed people claimed that they were, in most cases, well informed about this company. Approximately 61 % of employed/unemployed people were aware of this company and mostly evaluated its awareness as good. In the case of high school students, 56 % were aware of this company and the awareness was mostly evaluated as good.

The main reason why university students were the weakest element of this research is the lack of information which the students know about this company. Many university students evaluated the awareness of Language School Only4 in Zlín as insufficient. More than 50% of these respondents claimed that they were not aware of this company, which is the highest number from all three groups. These results state that many students feel as their surrounding and they themselves are not well informed about this company. This may be the effect of the small amount of marketing instruments which are used at the university and within its surroundings.

One of the first recommendations would be increasing the amount of marketing instruments at the university and within its surroundings. These students from Zlín mainly pass between few buildings of the university where there is a low chance of coming across

any of the marketing instruments of this company. These instruments are in most cases posters which are informing the public about new courses, changes in the price of the courses, etc. The same solution could be implemented on the two previous groups to increase their awareness as well.

Another recommendation would be targeting each group with different marketing strategy to raise the awareness of the public. Each of the groups which were analysed, perceive learning of foreign languages as a useful tool for different things. This could resemble as a different type of marketing strategy that would target each group individually. An example of such strategy would be a lecture ran by the representative of Language School Only4 on high school or university, or an in rough training in a company.

This thesis is pointing out the importance of public relations research when analysing the efficiency of marketing campaign within the environment which the company is operating in. It should be mainly helpful to smaller or beginner companies which are providing services by providing an analysis of awareness that should have been raised by certain advertisement.

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LIST OF FIGURES

Figure 1: <i>Pyramid model of PR research (Jim R. Macnamara 2001)</i>	18
Figure 2: Four Ps of Marketing Mix	24
Figure 3: <i>Logo of Language School Only4</i>	34

LIST OF CHARTS

Chart 1: <i>Structure of respondents (relative frequency)</i>	37
Chart 2: <i>Importance of learning foreign languages according to high school students</i>	39
Chart 3: <i>Selection criteria for language school (high school students)</i>	40
Chart 4: <i>Awareness of high school students of language schools in Zlín</i>	41
Chart 5: <i>Sources of awareness of language schools in Zlín</i>	41
Chart 6: <i>Sources of awareness of Language School Only4</i>	42
Chart 7: <i>Evaluation of awareness of Language School Only4 according to high school students</i>	42
Chart 8: <i>Importance of learning foreign languages according to employed/unemployed people</i>	43
Chart 9: <i>Selection criteria for language school (employed/unemployed people)</i>	44
Chart 10: <i>Awareness of language schools in Zlín</i>	45
Chart 11: <i>Sources of awareness according to employed/unemployed people</i>	45
Chart 12: <i>Sources of awareness of employed/unemployed people of Language School Only4</i> 46	
Chart 13: <i>Evaluation of awareness of employed/unemployed people of Language School Only4</i>	47
Chart 14: <i>Importance of learning foreign languages according to university students</i>	48
Chart 15: <i>Selection criteria for language school (university students)</i>	48
Chart 16: <i>Awareness of university students of language schools in Zlín</i>	49
Chart 17: <i>Sources of awareness according to university students</i>	49
Chart 18: <i>Sources of awareness of Language School Only4</i>	50
Chart 19: <i>Evaluation of the awareness of Language School Only4</i>	51

APPENDICES

P I Questionnaire used for the research

APPENDIX P I: QUESTIONNAIRE USED FOR THE RESEARCH

1. Zadejte prosím Váš aktuální profesní stav:
 - a) Student střední školy
 - b) Student vysoké školy
 - c) Zaměstnaný/nezaměstnaný

Questionnaire for high school students:

2. Máte zájem o výuku cizích jazyků? (kurzy, případná doučování)
 - a) Ano
 - b) Ne, nemám zájem
3. Využili byste služby jazykové školy pro zlepšení svých jazykových dovedností?
 - a) Ano
 - b) Ne
4. Znáte nějaké jazykové školy ve Zlíně? (pokud, ano prosím vypište)
 - a) Ne

5. Odkud jste se dozvěděli o těchto jazykových školách?
 - a) Ze školy/zaměstnání
 - b) Z letáků a reklam na veřejných místech
 - c) Od známého nebo člena rodiny
 - d) Z internetové stránky
 - e) Jiné zdroje (prosím vypište)

6. Berete jazykové kurzy jako pomocný nástroj pro (možno více odpovědí):
 - a) Přípravu pro maturitní zkoušky
 - b) Následné studium na VŠ
 - c) Následné zaměstnání
 - d) Každodenní život
 - e) Neberu jej vážně
 - f) Jiné (prosím vypište):

7. Při případném výběru jazykové školy byste vybíral/a na základě (možno více odpovědí, max. 4)
- a) Ceny
 - b) Velkého počtu studentů (rád/a pracuji ve větších skupinách)
 - c) Malého počtu studentů (nerad/a pracuji ve větších skupinách)
 - d) Reference na kantora
 - e) Délky kurzu
 - f) Rodilý mluvčí
 - g) Metody výuky
 - h) Doporučení
 - i) Přípravy na Cambridgeské nebo jiné zkoušky
 - j) Jiné: _____
8. Slyšeli jste o jazykové škole Only4? (pokud, zde odpovíte b) přeskočte prosím na otázku č. 11)
- a) Ano
 - b) Nikdy jsem o ní neslyšel/a
9. Odkud jste se dozvěděli o jazykové škole Only4?
- f) Ze školy/zaměstnání
 - g) Z letáků a reklam na veřejných místech
 - h) Od známého nebo člena rodiny
 - i) Z internetové stránky
 - j) Jiné zdroje (prosím vypište): _____
10. Byli jste někdy zákazníky Only4?
- a) Ano
 - b) Ne
11. Jak byste z Vaší perspektivy ohodnotili povědomí (znalost) o jazykové škole Only4 ve Zlíně?
- a) Výborné
 - b) Chvalitebné
 - c) Dobré
 - d) Dostatečné
 - e) Nedostatečné

Questionnaire for university students:

1. Máte zájem o výuku cizích jazyků? (kurzy, případná doučování)
- a) Ano
 - b) Ne, nemám zájem

2. Využili byste služby jazykové školy pro zlepšení svých jazykových dovedností?
- a) Ano
 - b) Ne

3. Znáte nějaké jazykové školy ve Zlíně? (pokud, ano prosím vypište)
- a) Ne

4. Odkud jste se dozvěděli o těchto jazykových školách?
- a) Ze školy/zaměstnání
 - b) Z letáků a reklam na veřejných místech
 - c) Od známého nebo člena rodiny
 - d) Z internetové stránky
 - e) Jiné zdroje (prosím vypište)

5. Berete jazykové kurzy jako pomocný nástroj pro (možno více odpovědí):
- a) Následné studium na VŠ
 - b) Současné studium na VŠ
 - c) Současné zaměstnání
 - d) Následné zaměstnání
 - e) Každodenní život
 - f) Neberu jej vážně
 - g) Jiné (prosím vypište):

6. Při případném výběru jazykové školy byste vybíral/a na základě (možno více odpovědí, max. 4)
- a) Ceny
 - b) Velkého počtu studentů (rád/a pracuji ve větších skupinách)
 - c) Malého počtu studentů (nerád/a pracuji ve větších skupinách)
 - d) Reference na kantora
 - e) Délky kurzu
 - f) Rodilý mluvčí
 - g) Metody výuky
 - h) Doporučení
 - i) Přípravy na Cambridgeské nebo jiné zkoušky
 - j) Jiné: _____

7. Slyšeli jste o jazykové škole Only4? (pokud, zde odpovíte b) přeskočte prosím na otázku č. 11)
- a) Ano
 - b) Nikdy jsem o ní neslyšel/a
8. Odkud jste se dozvěděli o jazykové škole Only4?
- a) Ze školy/zaměstnání
 - b) Z letáků a reklam na veřejných místech
 - c) Od známého nebo člena rodiny
 - d) Z internetové stránky
 - e) Jiné zdroje (prosím vypište): _____
9. Byli jste někdy zákazníky Only4?
- a) Ano
 - b) Ne
10. Jak byste z Vaší perspektivy ohodnotili povědomí (znalost) o jazykové škole Only4 ve Zlíně?
- a) Výborné
 - b) Chvalitebné
 - c) Dobré
 - d) Dostatečné
 - e) Nedostatečné

Questionnaire for employed/unemployed people:

2. Máte zájem o výuku cizích jazyků? (kurzy, případná doučování)
- a) Ano
 - b) Ne, nemám zájem
3. Využili byste služby jazykové školy pro zlepšení svých jazykových dovedností?
- a) Ano
 - b) Ne
4. Znáte nějaké jazykové školy ve Zlíně? (pokud, ano prosím vypište)
- a) Ne

3. Odkud jste se dozvěděli o těchto jazykových školách?
- a) Ze školy/zaměstnání
 - b) Z letáků a reklam na veřejných místech
 - c) Od známého nebo člena rodiny
 - d) Z internetové stránky
 - e) Jiné zdroje (prosím vypište)
-
4. Berete jazykové kurzy jako pomocný nástroj pro (možno více odpovědí):
- a) Případné studium na VŠ
 - b) Současné zaměstnání
 - c) Následné zaměstnání
 - d) Každodenní život
 - e) Neberu jej vážně
 - f) Jiné (prosím vypište):
-
5. Při případném výběru jazykové školy byste vybíral/a na základě (možno více odpovědí, max. 4)
- a) Ceny
 - b) Velkého počtu studentů (rád/a pracuji ve větších skupinách)
 - c) Malého počtu studentů (nerad/a pracuji ve větších skupinách)
 - d) Reference na kantora
 - e) Délky kurzu
 - f) Rodilý mluvčí
 - g) Metody výuky
 - h) Doporučení
 - i) Přípravy na Cambridgeské nebo jiné zkoušky
 - j) Jiné: _____
6. Slyšeli jste o jazykové škole Only4? (pokud, zde odpovíte b) přeskočte prosím na otázku č. 11)
- a) Ano
 - b) Nikdy jsem o ní neslyšel/a
7. Odkud jste se dozvěděli o jazykové škole Only4?
- a) Ze školy/zaměstnání
 - b) Z letáků a reklam na veřejných místech
 - c) Od známého nebo člena rodiny
 - d) Z internetové stránky
 - e) Jiné zdroje (prosím vypište): _____
8. Byli jste někdy zákazníky Only4?
- a) Ano

b) Ne

9. Jak byste z Vaší perspektivy ohodnotili povědomí (znalost) o jazykové škole Only4 ve Zlíně?

- a) Výborné
- b) Chvalitebné
- c) Dobré
- d) Dostatečné
- e) Nedostatečné