

**KEY FACTORS INFLUENCING THAI CONSUMERS ON THEIR
PURCHASING DECISION OF ONLINE COURSES**



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ABSTRACT

The research question for this study is: What factors influence Thai consumers on their purchasing decision of online courses? Methodology: This research uses the quantitative method in the form of an online survey through Google Form. The data is analyzed using graphs, charts and regression analysis using IBM SPSS. Findings: There seems to be a strong demand for privately-branded courses as well as courses from traditional institutions. Participants who took online courses in the past are mostly satisfied and would likely recommend the courses they took. A good majority of those who never took online courses before are, at least, open to the idea. Limitations: The small sample size and the convenience sampling strategy may limit the ability to generalize the findings from this study to the entire population of Thailand.

KEY WORDS: Online courses/ Thai consumer/ purchasing behavior/ consumer decision journey/ MOOC

85 pages

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CHAPTER I

INTRODUCTION

1.1 Background

Online courses have been exploding in Western countries since the turn of the century, especially in the United States. As the internet has become faster, more reliable and can transmit more data, online courses gain more and more popularity, (petersons.com, 2017). At first, traditional universities, such as the University of California, started offering their courses online, but after that, online-only platforms such as Udemy, Coursera and Brilliant.org started popping up. Individual experts in certain fields also often create their own courses that are sold on their own websites.

While online courses have been popular in the West for a while, it is still a relatively new phenomenon in Thailand. Many businesses and individual teachers are starting to create and market their own courses, often using marketing strategies that are successful in other countries. As the number of providers increase, so does the competitiveness. Therefore, it is important to know which strategies work and which ones do not in the market for online courses.

1.2 Problem Statement

Online course businesses are just getting started in Thailand and there are still a lot of uncertainties. For example, it is uncertain whether marketing practices that are successful in the US and Europe will also be successful here. Thai culture, in many ways, is very different from Western culture so the behavior of Thai people may be different as well. Would course creators be able to use the industry standard marketing practices to successfully market their courses here?

1.3 Research Question

This paper aims to find out what factors influence Thai consumers' purchasing decisions of online courses. The main research question is "What factors influence Thai consumers on their online course purchasing decisions?".

1.4 Research Objectives

The objective of this paper is to find out what are the key factors that drive online course sales in the Thai market. What influences Thai people to buy online courses? The research will explore the behaviors and motives of Thai consumers with regard to online education.

1.5 Research Scope

This research will focus on the trend of online course sales in Thailand, and the major players in the industry, and also on the specific factors that determine buying behavior. Why do Thai people buy online courses?

The research will be done using quantitative methods. Surveys will be given to potential buyers of online education and then the data will be analyzed using IBM SPSS. The respondents will be Thai people living in Thailand who are on Facebook, Instagram or both.

1.6 Expected Benefit

Potential online course creators could use this research to better understand Thai consumers. Because the research is done in Thailand on Thai consumers, it should have a high external validity in the Thai market. The latter chapters contain practical recommendations on how to go about marketing online courses to Thai people in order to maximize sales and revenue.

CHAPTER II

LITERATURE REVIEW

2.1 A New Model on How We Buy

The objective of all marketing activities is to “sell more, more often, to more people” in the eloquent words of Benoit Cotte, adjunct lecturer at the College of Management Mahidol University (Cotte, 2019). To accomplish that objective, according to the consulting company McKinsey, marketers need to “reach consumers at the moments that most influence their decisions”. That is why companies bombard us with advertisements in hope that they will reach us at as many touch points—a point where consumers can interact with a brand— as possible, (McKinsey, 2009).

To answer the question of “how people make the decision to buy online courses?”, we first need to figure out how people make the decision to buy anything at all. We need to figure out what these “touchpoints” are and how we can attack each of them. There are many models available today, but the most prominent one is still the traditional funnel.

Since its inception over a hundred years ago in the form of the AIDA Model, the funnel has been the go-to model for marketers, (Lewis, 1898). Many variations of the original have evolved since. However, in today’s chaotic market of the post-digital revolution era, the funnel model fails to represent all the touchpoints and buying factors of modern consumers who are ever more informed, (McKinsey, 2009). A new model is needed.

2.1.1 The Traditional Purchase Funnel

To understand the whole situation, first, let’s go back and take a look at how the traditional funnel works. Here is an example of one, (McKinsey, 2009).

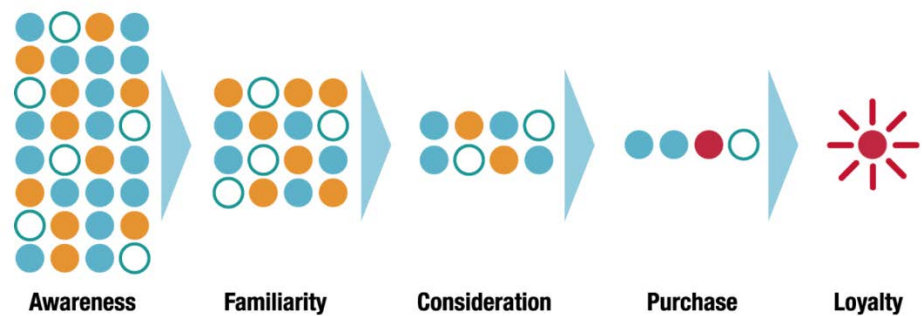


Figure 2.1 The Traditional Funnel

Source: (McKinsey, 2009)

In a traditional funnel model like this one, customers start out on the wide end of the funnel where they start assessing the brands that are in their conscious awareness. Then they proceed to logically reduce the brands in their consideration until there is only one left: the one that they ultimately buy. Distinct forms of marketing are directed at them at each touchpoint. Though this model has been working for marketers for over a hundred years, according to the latest research from McKinsey, a top consulting company, it no longer describes reality, (McKinsey, 2009).

With so many brands, product choices, and channels, coupled with the evermore educated consumers, the interaction between brands and their customers has become more dynamic. To keep pace with the changes, we need a more sophisticated, non-linear, model: The Consumer Decision journey, (McKinsey, 2009).

From their research, McKinsey discovered four key insights that warrant a new model:

1. An Explosion of new media and products has required marketers to re-think their ways of getting their brands into the consumer's initial consideration set.
2. Due to the shift away from one-way communication to two-way communication caused mainly by the social media effect, marketers now need a new system to satisfy customer demands and manage word-of-mouth.
3. There are two types of customer loyalty: active and passive. Companies can redesign their loyalty programs and rethink how they manage customer experience.
4. To be able to reach customers "in the right place at the right time with the right message", companies need not only to align all their marketing elements to the

customer journey of purchasing decision, but also to integrate them throughout their organizations. That is alignment at its finest.

2.1.2 The Consumer Decision Journey

There are four phases in McKinsey's circular Consumer Decision Journey:

1. Initial Consideration Set

a. When consumer considers an initial set of brands based on their awareness and perception of those brands

2. Active Evaluation

a. Consumer add or remove brands from the initial set based on their own research

3. Moment of Purchase

a. When they actually select a brand to buy

4. Post-purchase Experience

a. Consumer create expectation for the next decision journey based on their experience with the product

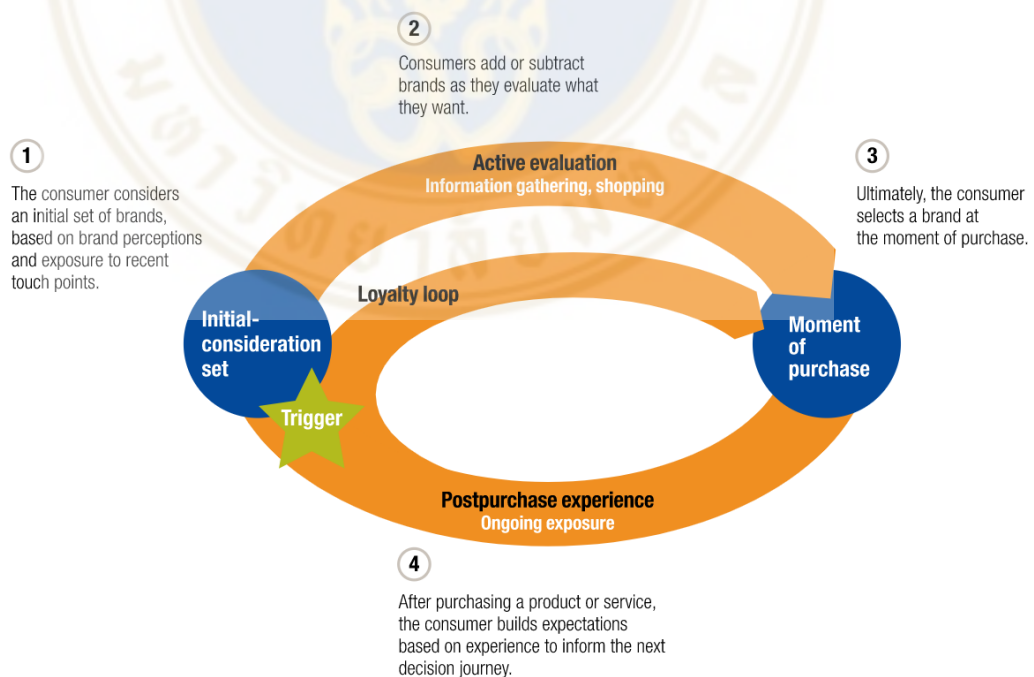


Figure 2.2 The Consumer Decision Journey

Source: (McKinsey, 2009)

This model will give companies a more accurate understanding of reality and inform their marketing decision. In this paper, the Consumer Decision Journey will be used to inform the creation of survey questions.

2.2 Word-of-Mouth

Conventional wisdom in Thailand states that word-of-mouth has strong influence in the Thai market. Research seem to back that up. Word-of-mouth cost less and is more credible because the sender is not paid to deliver the message (Polyorat, 2011).

In his paper published in the Asian Journal of Business Research, Kawpong Polyorat discovered that, for Thai consumers, of the five dimensions of brand personality—sincerity, competence, excitement, sophistication, and ruggedness—the dimensions of sincerity and competence have more influence on word-of-mouth than the others, (Polyorat, 2011). Marketers of educational institutions can use this information to inform their branding effort.

2.3 Perceived Risks Theory

Perceived risk is defined as “a combination of uncertainty plus seriousness of outcome involved” (Bauer, 1960), and “the expectation of losses associated with purchase and acts as an inhibitor to purchase behavior” (Peter & Ryan, 1976). It is basically an uncertainty in a buying situation that consumers face when buying a product. It can be simply defined in the equation:

$$\text{Risk} = \text{Probability of consequences occurring} \times \text{Negative consequences of poor brand choice}$$

Figure 2.3 Perceived Risk Equation

Source: (Mitchell, 1992)

Risks concerns can prevent consumers from purchasing a product, especially when purchasing online, (Featherman & Pavlou, 2003). This is could be

significant for online course sales especially when the instructor is not yet well known. How well marketer can lower perceived risk may make or break the sale.

2.4 Theory of Planned Behavior

As proposed by Icek Ajzen, the Theory of Planned Behavior attempt to explain why we do what we do. It is one of the best predictive theory in the marketing industry and marketers often use this model to better understand consumer behavior. The theory basically said that our attitude toward a certain behavior, our subjective norm and our perceived behavioral control are the best predictors of our behavioral intentions which then manifests into actual behavior, (AJZEN, The Theory of Planned Behavior, 1991).

This model adds many useful dimensions to the other concepts discussed previously especially the perceived behavioral control. It would add to the research by better informing the making of survey question and direction of the overall research.

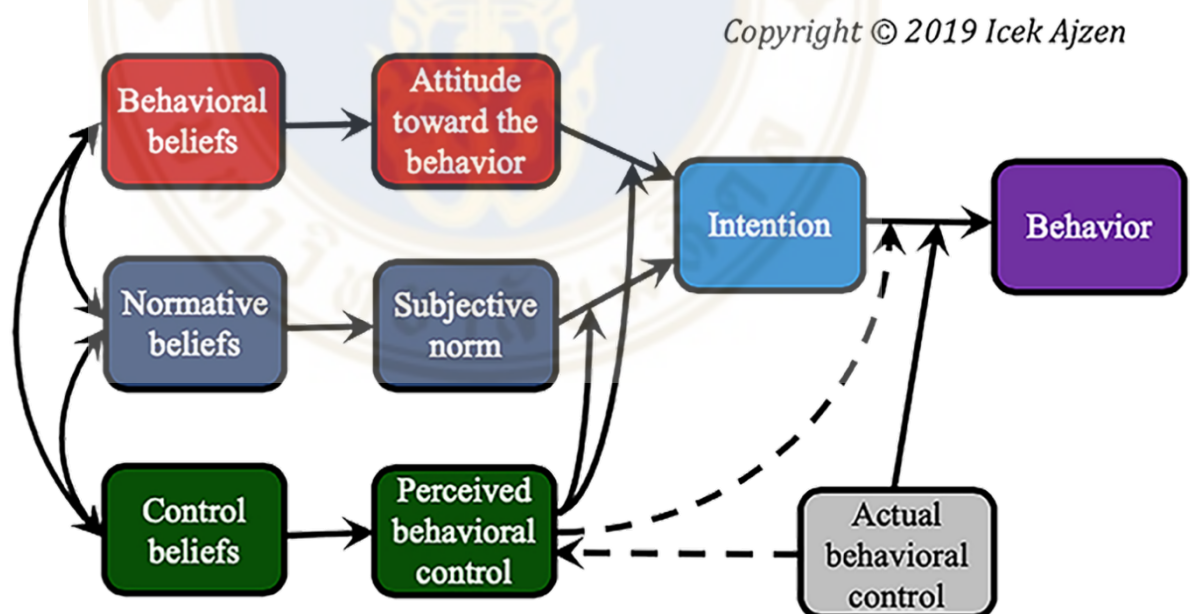


Figure 2.4 The Theory of Planned Behavior

Source: (AJZEN, The Theory of Planned Behavior, 1991)

2.5 Research on MOOCs

After an extensive research, the author could not find any previous research on the topic of non-institutional based online courses created by individual teachers and coaches that are experts in certain areas. Though research on online courses of this type are not readily available, there are a significant amount of literature on Massive Open Online Courses or MOOCs. MOOCs are collections of online courses that are “larger in scale than traditional courses, have no restrictions on individual participation, and are globally distributed across a variety of networks”, (Adamopoulos, 2013). They are often offered on private platforms with courses created by universities around the world. Though courses on MOOC platforms differ from those offered by individual coaches, teachers and experts in many ways, findings from research on MOOCs are still relevant in advising the creation of the framework for this research. In the following sub-sections, we will explore MOOC research findings that is relevant to individual expert’s online courses.

2.5.1 Why Students and Faculties Enroll in MOOCs?

Research conducted on Russian students and faculties found that faculties enroll in MOOCs mainly to learn and enhance their professional skills in their own major or subject and to a lesser extent to master new strategies and methods of teaching. Students, on the other hand, see general development as the most important reason to enroll in MOOCs while professional skill enhancement in one’s major or field came in second, (Roshchina, Roshchin, & Rudakov, 2018). One reason students are more incline toward general development may be that they are not yet deeply studied in a field and so they are more apt to explore. Faculties, on the other hand, are experts in their field and are likely passionate in their field of study so they may choose to go deeper in their chosen field to further pursue their passion.

Furthermore, MOOC enrollees tend to be active, high-performing students and instructors engaged in research who wish to improve their skills. Students in top universities are more likely to enroll in MOOCs, but for teachers, this factor is not significant, (Roshchina, Roshchin, & Rudakov, 2018). This makes sense because extraordinary students would probably be the ones looking to learn more and faculties

in active research would likely want to hone their skills since their output is important for their careers.

Another important aspect is the advantages and disadvantages of MOOCs in the perspective of students and teachers. Both students and teachers named greater access to education as their number one advantage. In second place, teachers valued professional growth opportunities while students valued self-paced learning. As for the main disadvantages, both teachers and students see low course completion rate and lack of student-teacher contact as the most important, (Roshchina, Roshchin, & Rudakov, 2018).

2.5.2 What makes a great MOOC?

From his research with the same title, Adamopoulos found that the instructor(s) of a MOOC is the most important factor influencing student's completion of a course. Student's attitude about the course materials and assignments, and the existence of a discussion forum also have positive effects on course completion. In general, students are less likely to finish courses that are self-paced, more difficult, of greater workload and longer in duration. Interestingly however, for the more difficult courses, being self-paced, more difficult, having greater workload and longer duration actually increase the probability of course completion. Other than these, the existence of exams, projects, free textbook, peer assessment and certificate of completion all have positive effects. Furthermore, courses offered by institutions with higher rankings have better completion rates than those offered by lower ranked schools, (Adamopoulos, 2013).

Since these findings indicated that the teacher is the most important factor in a course's success, if applicable to their market, private instructors need to do whatever they can to improve the "sentiment" of the students toward the "professor(s)", (Adamopoulos, 2013). Being more likable, passionate and entertaining may be of benefit. For all but the most difficult courses, difficulty, workload, and course duration should be kept at a reasonable level. An instructor-based schedule may be beneficial for completion rate, but it is not always practical or possible for privately-branded courses where instructors make the courses and put them on sale forever on their websites.

Textbooks and discussion boards are definitely must have for private courses. Many private instructors utilize Facebook groups for discussion and networking purposes.

2.6 Credit-Bearing College Online Courses

Like that of MOOCs, research papers that explored online courses offered directly by community colleges and universities provide great insights into the online course market. These are courses that are offered either for credit within a degree program or for certificates upon completion. A widely used definition of online education is provided by the Slone Consortium which characterized courses into three types: traditional courses, hybrid courses and online courses. Traditional courses are taught online up to 19%. Hybrid courses provides 30-79% of its instructions online. Finally, online courses are courses where 80% or more of the course is taught online, (Fox, 2017).

The popularity of online courses of this form has been skyrocketing for some time with demand often exceeding supply. In 2014, the American Association of Community Colleges reported that around 25% of all community college students enroll in at least one online course each semester and nearly half of the students have previously joined an online course in their college career, (Fox, 2017). Now, let's explore relevant findings in the following sections.

2.6.1 What Motivate Students to Take Community College Courses Online?

From her research, Fox identified eight factors that motivate community college students to take online course:

1. Campus Environment: by taking courses online, students can avoid “negative social interactions” that they may face in class on campus. These may include circumstances where they felt “unfairly judged based on their gender, age, race, sexuality, or religion, or for being a parent”.

- a. Within the context of privately branded courses in Thailand, this factor may manifest in Thai students in terms of their shyness and possible

embarrassment for needing to take courses. An online setting will help them avoid the discomfort and potential social disapproval.

2. **Balancing Multiple Responsibilities:** According to Fox, students reported that they struggle to meet responsibilities from work, family and community on top of their coursework. The flexibility of online courses allows them to be able to learn and still fulfill other responsibilities.

a. This is likely to be true as well in the context of this research.

3. **Individualized pace:** This is closely related to the previous item. Students like to be able to control the pace and schedule of their course so they can better respond to life events. They can slow down when they are busy with other priorities and speed up when they are freer.

a. Interestingly, for MOOCs, students also prefer self-paced courses (Roshchina, Roshchin, & Rudakov, 2018), but are less likely to finish them, (Adamopoulos, 2013).

4. **Time and cost efficiencies:** Students also take online courses in order to reduce the time and costs related to commuting to campus. Those that are further away benefit the most.

a. This may also be very important in our context. By offering courses online, private instructors can market their courses to the entire country, or anyone in the world who speaks Thai for that matter, instead of being limited to local areas. With Thailand's internet penetration rate at 82% in 2019, the Thai market represents a great opportunity, (Hootsuite, 2019).

5. **Perceived difficulty:** Many students perceived online courses to be more difficult than face-to-face ones. Because of that, they tend to choose easier courses to take online.

a. This finding corresponds with the MOOC research mentioned previously that students are less likely to finish courses that are more difficult, (Adamopoulos, 2013).

6. **Familiarity with online coursework:** Students more experienced with online coursework tend to take more online courses concurrently than those less experienced. As students become more familiar with online setting, they start to take more online courses.

a. This might make it easier for private instructors to sell more courses to their existing clients than to totally new clients.

7. Social and academic interactions: Students identified the lack of social interactions and opportunity to build connections a major downside of online courses. They mentioned that some classes required interactions, such as group exercises and one-on-one time with instructors, in order to learn well.

a. Many private instructors use social media platforms such as Facebook to facilitate interactions of students and allow them to build relationship among each other.

8. Relative value: Students tend to take courses they deemed more valuable in a face-to-face setting, and courses they deemed less valuable on an online setting.

a. This suggests that face-to-face components of online courses might help increase the perceived value of the course as a whole especially the big-ticket courses. For example, James Wedmore's Business by Design course has a face-to-face component "BBD Live" that all members anywhere in the world are invited to join in California, United States, (Wedmore, 2018).

2.6.2 Potential Markets for Online Business Courses

Online education already started to show promise even during the turn of the century. In 2001, Evans and Haase reported that potential students in the United States are more interested in taking online business courses and programs than in any other discipline. According to the survey, people choose to take courses online for better convenience and flexibility of scheduling, time and location. People who choose not to enroll online are concerned with quality of the courses, their security and their privacy.

In terms of demographics, Evans and Haase (2001) reported that the most suitable age segment to market to is age 25-54. According to their survey, 18-24-year-olds are less likely to enroll online because they prefer personal contact with professors and fellow students, and campus experience all of which are qualities of face-to-face courses. They see online courses as lower in quality, offer too much flexibility and are too dependent on their own initiatives. Other demographic factors such as gender, level of education, and geographic area have no significant influence on student's interest in online business education (Evans & Haase, 2001). It would be interesting to see how

potential students think about private-branded online courses. These courses are usually not college-style course so I believe campus related factors such as “campus experience” may be less relevant. Yet, dependency on student’s own initiatives and drive is of great concern as this and the aforementioned research suggest.

In terms of course characteristics, students at the time preferred enrolling in a specific online course over an online degree program. Even so, they preferred credit-bearing courses over non-credit ones. People who enroll in online courses want the entire course to be online and not require them to be on campus, (Evans & Haase, 2001). It would be interesting to see if Thai students would view optional in-person event as adding value to a private-branded course.

For the delivery of the courses, students consider the technical qualities such as overall system, communication, video and audio as very important. Support services such as access to instructors are also important to students. Doing these well will increase positive word-of-mouth for the institution, (Evans & Haase, 2001). Private instructors often use existing online platforms such as Udemy or SAAS (software as a services) such as Kajabi (Wedmore, 2018). These systems are usually reliable. Some teachers in Thailand even use private Facebook groups, not only for discussion forums, but also to deliver the courses themselves. Given that Facebook’s penetration of advertisement eligible population of Thailand (aged 13+) is as high as 84% (Hootsuite, 2019), delivering through Facebook may be a very effective strategy.

For the cost aspect, an overwhelming majority of the people surveyed said that they expect tuition for online courses to be lower than in-person courses held on campus (Evans & Haase, 2001). In my experience personally taking multiple privately branded courses, the price of these courses tends to be lower than in-person courses or consulting sessions with the same instructor. That is if the instructor offers any in-person sessions at all. Many do not.

In terms of perception of value, potential students see online business courses and programs as less prestigious than their traditional counterparts, however, they believe they receive similar value from online offerings to traditional ones, (Evans & Haase, 2001). This suggests that private instructors may benefit from positioning their content as high quality and focus on the credentials of the instructor.

Last but not least, Evans and Haase (2001) stressed the importance of brand equity on the success or failure of online business courses or programs. In the increasingly more competitive world, brand building is critical to success. With so many courses, great branding will differentiate your brand from the ocean of competitor, and create true fans by getting people to resonate with your brand value.



CHAPTER III

RESEARCH METHODOLOGY

This research will use quantitative method in the form of a survey. The questionnaire will be given out to conveniently sampled participants. Data is then analyzed using the popular statistical software IBM SPSS.

3.1 Population

Since the objective of this study is to answer the question: “What influences Thai people to buy online courses?”, the chosen population for this research study is people who live in Thailand, has access to the internet, and are between 15 to 55 years old. For obvious reasons, internet access is critical to be able to access online courses. This age range is chosen on the assumption that they are old enough to want to learn new things, but are not too old that they have grown out of curiosity. Technology literacy is another factor in the choice of age range. 15-year-olds are digital natives and are mostly tech savvy while a reasonable number of 55-year-olds should be able to use the required technology. Finally, since the research objective is “how Thai people buy online courses?”, it makes sense that the population we choose are those “living in Thailand”. For our research purposes, participants do not need to hold Thai citizenship. They only need to live in the country long-term (not tourists, exchange students, etc.). Though they are not “Thai”, long-term residences are virtually part of the Thai market and could therefore be part of the study. If enough sample of their sub-population is obtained, their data could be compared to Thai nationals in the analysis.

3.2 Sample

The initial target sample size for this study is 100. Due to time constraints, convenience sampling will be used. The planned channel for survey distribution is

through Line messaging app, Instagram and Facebook. These channels will ensure that for the most part, survey participants will be part of the population described in the previous sub-section.

3.3 Why Use Quantitative Survey?

There are three main reasons quantitative method in the form of survey is used. First, this method allows the author to effectively test the findings of previous research about MOOCs and online courses offered by colleges and universities on our area of interest: the privately-branded online course market in Thailand. It is an efficient way to see if the findings in related areas are applicable in this particular area of research. This leads to the second and third benefit: large sample size and low cost. To better test the findings more efficiently, large sample size is needed and the survey option yield the largest. Because surveys are cheap to make and administer, it is highly scalable.

3.4 Questions Used

There will be two pathways of completion for this survey. Participants who are taking or have taken online education programs will go through a set of questions and those who have not experienced online education will go through another set of questions. “Agree/Disagree” questions will be based on a 4-point Likert Scale. Other questions will have custom choices depending on the nature of the questions.

3.4.1 Demographic Questions

1) Are you a permanent resident of Thailand?

คุณอยู่ที่ประเทศไทยถาวรหรือไม่?

a) Yes / ใช่

b) No / ไม่

2) What is your age?

คุณอายุเท่าไร?

- a) 12-17 Years
- b) 18-24 Years
- c) 25-29 Years
- d) 30-34 Years
- e) 35-39 Years
- f) 40-44 Years
- g) 45-49 Years
- h) 50-55 Years
- i) Over 55 Years

3) What gender do you identify with?

คุณเป็นเพศอะไร?

- a) Male / ชาย
- b) Female / หญิง
- c) Other / อื่น ๆ: _____

4) What is your level of income?

รายได้ต่อเดือนของคุณเท่าไร?

- a) Less than 15,000 Baht / น้อยกว่า 15,000 บาท
- b) 15,001 to 30,000 Baht / 15,001 ถึง 30,000 บาท
- c) 30,001 to 50,000 Baht / 30,001 ถึง 50,000 บาท
- d) 50,001 to 75,000 Baht / 50,001 ถึง 75,000 บาท
- e) 75,001 to 100,000 Baht / 75,001 ถึง 100,000 บาท
- f) 100,001 to 150,000 Baht / 100,001 ถึง 150,000 บาท
- g) Over 150,000 Baht / มากกว่า 150,000 บาท
- h) I have no income / ฉันไม่มีรายได้

5) What is your level of education?

วุฒิการศึกษาสูงสุดของคุณคือระดับใด?

- a) High School Diploma / จบ ม. 6
- b) Associate's Degree / อนุปริญญา
- c) Bachelor's Degree /ปริญญาตรี

- d) Master's Degree / ปริญญาโท
- e) Doctoral Degree / ปริญญาเอก
- f) Lower than High School / ต่ำกว่ามัธยม

6) What type of jobs are you currently working in?

ตอนนี้คุณทำงานประเภทไหนครับ?

- a) Student / นักเรียน นักศึกษา
- b) Private Sector Job / งานภาคเอกชน
- c) Public Sector Job / งานภาครัฐ
- d) Self-Employed / เป็นนายจ้างตัวเอง
- e) Freelance / งานฟรีแลนซ์
- f) Entrepreneur / ผู้ประกอบการ
- g) Part-time Employee / พนักงานชั่วคราว
- h) Unemployed /ว่างงาน
- i) Other / อื่น ๆ: _____

7) How many hours do you work each week?

คุณทำงานกี่ชั่วโมงต่อสัปดาห์?

- a) Less than 10 Hours / น้อยกว่า 10 ชั่วโมง
- b) 10-20 Hours / 10-20 ชั่วโมง
- c) 20-30 Hours / 20-30 ชั่วโมง
- d) 30-40 Hours / 30-40 ชั่วโมง
- e) 40-50 Hours / 40-50 ชั่วโมง
- f) 50-60 Hours / 50-60 ชั่วโมง
- g) Over 60 Hours / มากกว่า 60 ชั่วโมง
- h) I do not work / ฉันไม่ทำงาน

8) Which province do you reside in Thailand? คุณอาศัยอยู่จังหวัดใดในประเทศไทยครับ?

- a) Bangkok / กรุงเทพมหานคร
- b) Area around Bangkok / บริเวณชานเมืองของกรุงเทพมหานคร

c) Other / อื่น ๆ: _____

3.4.2 Qualification and Interest Questions

1) Have you ever enrolled in an online course, certificate program or degree program in the past? (These include any form of online education, eg: college courses, distance learning, etc.)

คุณเคยลงทะเบียนเรียนหลักสูตรออนไลน์หลักสูตรประกาศนียบัตรหรือหลักสูตรปริญญาในอดีตหรือไม่?

(รวมถึงการศึกษาออนไลน์ทุกรูปแบบ เช่น หลักสูตรวิทยาลัยหรือการเรียนทางไกล ฯลฯ)

a) Yes / ใช่

b) No / ไม่

Enrolled Path

2) Have you ever purchased a privately-branded online course before? (these may be on platforms such as Udemy or sold by private instructors such as Ajarn Adam, Loukgolf, Kru Wan, or even foreign teachers and coaches such as Tony Robbins, etc.)

คุณเคยซื้อหลักสูตรออนไลน์จากผู้สอนฟรีแลนซ์มาก่อนหรือไม่? (คอร์สเหล่านี้อาจอยู่บนแพลตฟอร์ม เช่น Udemy หรือขายโดยผู้สอนอิสระเช่น อาจารย์อัฒม์, Loukgolf, ครูหวานหรือแม่แตครูหรือโค้ชต่างชาติ เช่น Tony Robbins เป็นต้น)

a) Yes / ใช่

b) No / ไม่

3) What type of online education did you enroll?

คุณเคยเรียนออนไลน์ในรูปแบบใดมาบ้างครับ?

a) Courses offered by private instructors or coaches such as Ajarn Adam, Loukgolf or Tony Robbins / หลักสูตรที่มีการสอนโดยอาจารย์หรือโค้ชอิสระ เช่น อาจารย์อัฒม์, Loukgolf หรือโทนี่ร็อบบินส์

b) Courses offered by traditional schools, colleges or universities / หลักสูตรที่เปิดสอนโดยโรงเรียน หรือมหาวิทยาลัย

c) Other / อื่น ๆ: _____

4) How did you hear about the online program(s) you enrolled in?

คุณรู้จักคอร์สออนไลน์ที่คุณลงทะเบียนได้อย่างไร?

- a) Facebook Posts or Ads / โพสต์หรือโฆษณาบน Facebook
- b) Instagram Posts or Ads / โพสต์หรือโฆษณาบน Instagram
- c) Google Search or Ads / การค้นหาหรือโฆษณาบน Google
- d) Friends or Family / เพื่อนหรือครอบครัวแนะนำ
- e) Other / อื่น ๆ: _____

5) What type of online education would you like to enroll in the future?

การศึกษาออนไลน์ประเภทใดที่คุณต้องการลงทะเบียนในอนาคตครับ?

- a) Courses offered by private instructors or coaches such as Ajarn Adam, Loukgolf or Tony Robbins / หลักสูตรที่มีการสอนโดยอาจารย์หรือโค้ชอิสระ เช่นอาจารย์อัลดัม, Loukgolf หรือโทนี่ร็อบบินส์
- b) Courses offered by traditional schools, colleges or universities / หลักสูตรที่เปิดสอนโดยโรงเรียน หรือมหาวิทยาลัย
- c) Other / อื่น ๆ: _____

Never Enrolled Path

6) How did you hear about online programs in the past?

ที่ผ่านมา คุณรู้จักคอร์สออนไลน์ผ่านช่องทางใด?

- a) Facebook Posts or Ads / โพสต์หรือโฆษณาบน Facebook
- b) Instagram Posts or Ads / โพสต์หรือโฆษณาบน Instagram
- c) Google Search or Ads / การค้นหาหรือโฆษณาบน Google
- d) Friends or Family / เพื่อนหรือครอบครัวแนะนำ
- e) I never heard of online courses or programs / ฉันไม่เคยรู้จักหลักสูตรออนไลน์หรือคอร์สใดๆเลย
- f) Other / อื่น ๆ: _____

7) What type of online education would you be interested in enrolling in the future? การศึกษาออนไลน์ประเภทใดที่คุณสนใจที่จะลงทะเบียนในอนาคตครับ?

a) Courses offered by private instructors or coaches such as Ajarn Adam, Loukgolf or Tony Robbins / หลักสูตรที่มีการสอนโดยอาจารย์หรือโค้ชอิสระ เช่นอาจารย์อดัม, Loukgolf หรือโทนี่ร็อบบินส์

b) Courses offered by traditional schools, colleges or universities / หลักสูตรที่เปิดสอนโดยโรงเรียน หรือมหาวิทยาลัย

c) I am not interested in enrolling in online courses / ฉันไม่สนใจที่จะเรียนในหลักสูตรออนไลน์

d) Other / อื่น ๆ: _____

Intention to Enroll Questions

8) Agree/Disagree: I would be interested in enrolling in an online program in the future

เห็นด้วย / ไม่เห็นด้วย: ฉันอาจจะสนใจในการลงทะเบียนเรียนคอร์สออนไลน์ในอนาคต

9) Agree/Disagree: I intend to enroll in an online program within the next 6 months

เห็นด้วย / ไม่เห็นด้วย: ฉันตั้งใจจะลงทะเบียนเรียนคอร์สออนไลน์ภายใน 6 เดือนข้างหน้า

All Paths

10) What is the maximum amount of money you would spend on an online course/program?

คุณคิดว่า ราคาสูงสุดสำหรับหลักสูตรหรือคอร์สออนไลน์ที่คุณจะจ่ายคือราคาเท่าใด?

a) Less than 200 Baht / น้อยกว่า 200 บาท

b) 200-500 Baht / บาท

c) 500-1000 Baht / บาท

d) 1000-2000 Baht / บาท

e) 2000-5000 Baht / บาท

f) 5000-10,000 Baht / บาท

g) 10,000-50,000 Baht / บาท

h) Over 50,000 Baht / มากกว่า 50,000 บาท

i) I would never pay for online courses / ฉันจะไม่จ่ายเงินจำนวนใดๆในการ
ซื้อคอร์สออนไลน์

11) What topics or subject areas would you be interested in learning online?

คุณสนใจที่จะเรียนรู้ออนไลน์ในหัวข้อใด?

a) Spirituality courses such as meditation, happiness or Law of
Attraction courses / คอร์สบำรุงจิตวิญญาณ เช่นคอร์สนั่งสมาธิ เสริมความสุข หรือคอร์สกฎแห่งแรงดึงดูด ฯลฯ

b) Self-Improvement or Motivation / การพัฒนาตนเอง หรือสร้างแรงจูงใจ

c) Business / ธุรกิจ

d) Communication / การสื่อสาร

e) Science / วิทยาศาสตร์

f) Language / ภาษา

g) Other / อื่น ๆ: _____

Value Assessment Questions

12) Agree/Disagree: Online courses are a waste of time and money

เห็นด้วย / ไม่เห็นด้วย: การเรียนหลักสูตรออนไลน์เป็นการเสียทั้งเวลาและเงินทอง

13) Agree/Disagree: Online programs are as valuable as in-person programs

เห็นด้วย / ไม่เห็นด้วย: เรียนผ่านออนไลน์ได้รับความรู้เทียบเท่ากับเรียนในห้องเรียน

3.4.3 Life Situation Questions: Busyness

All Paths

14) Agree/Disagree: I feel I don't have enough time to do everything

เห็นด้วย / ไม่เห็นด้วย: ฉันรู้สึกว่ามีเวลาเพียงพอที่จะทำทุกอย่าง

15) Agree/Disagree: I feel I have a lot of free time to do whatever I want

เห็นด้วย / ไม่เห็นด้วย: ฉันรู้สึกว่าฉันมีเวลาว่างมากที่จะทำสิ่งที่ฉันต้องการ

3.4.4 Online Program/Course Characteristic Questions

Enrolled

Instructor Characteristics Questions

16) Agree/Disagree: I enrolled in an online course/program because the teacher has a great reputation (eg. A lot of people say good things about them or recommend them)

เห็นด้วย / ไม่เห็นด้วย: ฉันลงทะเบียนในหลักสูตรออนไลน์เนื่องจากครูมีชื่อเสียงอย่างมาก (เช่น มีผู้คนจำนวนมากชื่นชมอาจารย์ และแนะนำว่าอาจารย์ท่านนี้สอนดี)

17) Agree/Disagree: I choose to enroll in an online course/program because the instructor is well qualified to teach the subject. (eg. Has a degree, certifications, experience, etc.)

เห็นด้วย / ไม่เห็นด้วย: ฉันเลือกที่จะลงทะเบียนในหลักสูตรออนไลน์เพราะผู้สอนมีคุณสมบัติเหมาะสมที่จะสอนวิชานี้ (เช่น มีวุฒิการศึกษาหรือประสบการณ์ตามสาขานั้น ๆ ฯลฯ)

18) Agree/Disagree: I enrolled in an online course because the instructor seemed very passionate about his/her subject

เห็นด้วย / ไม่เห็นด้วย: ฉันลงทะเบียนในหลักสูตรออนไลน์เพราะผู้สอนดูมีความตั้งใจและมีความรักในการสอนในวิชานั้นๆ

Convenience Questions

19) Agree/Disagree: It is important to me that I can study online at whatever time I want, wherever I want (eg. At 12am at home, etc)

เห็นด้วย / ไม่เห็นด้วย: สิ่งสำคัญสำหรับการเรียนออนไลน์ของฉันคือ ฉันสามารถเรียนในเวลาใดก็ได้และสถานที่ใดก็ได้ตามที่ฉันต้องการ (เช่น เวลาช่วงเวลาที่ยุ่งที่บ้าน ฯลฯ)

20) Agree/Disagree: I enrolled online in order to avoid commuting to an in-person class

เห็นด้วย / ไม่เห็นด้วย: ฉันลงทะเบียนออนไลน์เพื่อหลีกเลี่ยงการเดินทางไปเรียนตามโรงเรียนหรือตัวเตอรต่างๆ

21) Agree/Disagree: I choose to study online because it is difficult for me to go to an in-person class

เห็นด้วย / ไม่เห็นด้วย: ฉันเลือกที่จะเรียนออนไลน์เพราะว่าการเดินทางไปเรียนตามโรงเรียนหรือตัวเตอรต่างๆ มันยากสำหรับฉัน

Communication with Other Students

22) Agree/Disagree: Being able to communicate with other students in the online program is important to me (eg. Having a Facebook group for the course, etc)

เห็นด้วย / ไม่เห็นด้วย: สิ่งสำคัญสำหรับฉันในการเรียนผ่านออนไลน์คือ ฉันสามารถสื่อสารกับนักเรียนคนอื่นๆในคอร์สเดียวกันได้ (เช่น การมีกลุ่ม Facebook สำหรับกลุ่มนักเรียนในหลักสูตรต่างๆ ฯลฯ)

23) Agree/Disagree: I like to get to know other students taking the same online class I am taking

เห็นด้วย / ไม่เห็นด้วย: ฉันสนใจที่จะทำความรู้จักกับนักเรียนคนอื่นๆที่เรียนคอร์สออนไลน์เดียวกัน

Communication with Instructors

24) Agree/Disagree: Having direct contact with instructor is important to me in choosing online courses

เห็นด้วย / ไม่เห็นด้วย: สิ่งสำคัญสำหรับฉันในการเลือกหลักสูตรออนไลน์ คือ สามารถติดต่อผู้สอนได้โดยตรง

25) Agree/Disagree: I would like to be able to ask questions directly to instructors of an online course

เห็นด้วย / ไม่เห็นด้วย: ฉันต้องการให้หลักสูตรออนไลน์เปิดโอกาสให้นักเรียนสามารถถามคำถามกับผู้สอนโดยตรงได้

Never Enrolled

Instructor Characteristics Questions

26) Agree/Disagree: I would consider enrolling in an online course/program if the teacher has a great reputation (eg. A lot of people say good things about them or recommend them)

เห็นด้วย / ไม่เห็นด้วย: ฉันจะพิจารณาลงทะเบียนในหลักสูตรหรือคอร์สออนไลน์หากครูผู้สอนมีชื่อเสียง (เช่น มีผู้คนจำนวนมากชื่นชมและแนะนำว่าอาจารย์ท่านนี้สอนดี)

27) Agree/Disagree: I would consider enrolling in an online course/program if the instructor is well qualified to teach the subject. (eg. Has a degree, certifications, experience, etc.)

เห็นด้วย / ไม่เห็นด้วย: ฉันจะพิจารณาการลงทะเบียนในหลักสูตรหรือคอร์สออนไลน์หากผู้สอนมีคุณสมบัติเหมาะสมในการสอนในรายวิชานั้นๆ (เช่น มีวุฒิดีการศึกษาระดับปริญญาตรีหรือประสบการณ์ ฯลฯ)

28) Agree/Disagree: I would consider enrolling in an online course if the instructor seemed very passionate about his/her subject

เห็นด้วย / ไม่เห็นด้วย: ฉันจะพิจารณาการลงทะเบียนในหลักสูตรออนไลน์หากผู้สอนดูมีความตั้งใจและมีความรักในการสอนในรายวิชานั้นๆ

Convenience Questions

29) Agree/Disagree: It might benefit me to be able to study online at whatever time I want, wherever I want (eg. At 12am at home, etc)

เห็นด้วย / ไม่เห็นด้วย: มันอาจเป็นประโยชน์กับฉัน หากการเรียนออนไลน์สามารถเรียนในเวลาใดก็ได้และสถานที่ใดก็ได้ตามที่ฉันต้องการ (เช่น เวลาช่วงเวลาที่ยุ่งคั้น ที่บ้าน ฯลฯ)

30) Agree/Disagree: I would choose to enroll online in order to avoid commuting to an in-person class

เห็นด้วย / ไม่เห็นด้วย: ฉันจะเลือกที่จะลงทะเบียนออนไลน์เพื่อหลีกเลี่ยงการเดินทางไปเรียนที่โรงเรียนหรือคิวเตอร์ต่างๆ

31) Agree/Disagree: I would choose to study online if it is difficult for me to go to an in-person class

เห็นด้วย / ไม่เห็นด้วย: ฉันจะเลือกเรียนออนไลน์ถ้าหากว่าการเดินทางไปเรียนตามโรงเรียนหรือคิวเตอร์ต่างๆ มันยากสำหรับฉัน

Communication with Other Students

32) Agree/Disagree: If I enroll in an online course, I would like to be able to communicate with other students in my program (eg. Having a Facebook group for the course, etc)

เห็นด้วย / ไม่เห็นด้วย: ถ้าฉันลงทะเบียนในหลักสูตรออนไลน์ฉันต้องการสื่อสารกับนักเรียนคนอื่นที่เรียนวิชาเดียวกับฉัน (เช่น มีกลุ่ม Facebook สำหรับหลักสูตรเป็นต้น)

33) Agree/Disagree: If I enroll in an online course, I would like to get to know other students taking the same class

เห็นด้วย / ไม่เห็นด้วย: ถ้าฉันลงทะเบียนในหลักสูตรออนไลน์ฉันอยากรู้จักนักเรียนคนอื่นที่เข้าชั้นเรียนวิชาเดียวกันกับฉัน

Communication with Instructors

34) Agree/Disagree: Having direct contact with instructor is important to me in choosing online courses

เห็นด้วย / ไม่เห็นด้วย: สิ่งสำคัญสำหรับฉันในการเลือกหลักสูตรออนไลน์ คือที่ฉันสามารถติดต่อกับครูผู้สอนได้โดยตรง

35) Agree/Disagree: I would like to be able to ask questions directly to instructors of an online course

เห็นด้วย / ไม่เห็นด้วย: ฉันต้องการให้หลักสูตรออนไลน์เปิดโอกาสให้นักเรียนสามารถถามคำถามกับครูผู้สอนได้โดยตรง

Both Paths

Delivery Through Facebook Questions

36) Agree/Disagree: I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group (Instructor teaches on Facebook Live on a specified date and time)

เห็นด้วย / ไม่เห็นด้วย: ฉันมีความสนใจและจะพิจารณาซื้อคอร์สออนไลน์ที่มีการสอนสดโดยตรงในกลุ่มปิด หรือ กลุ่มลับบน Facebook (สอน Live สดตามเวลาที่ครูกำหนด)

37) Agree/Disagree: I would consider buying a pre-recorded course taught in a closed or secret Facebook group (Lecture videos are posted in a closed or secret Facebook group for students to view at any time)

เห็นด้วย / ไม่เห็นด้วย: ฉันมีความสนใจและจะพิจารณาซื้อคอร์สออนไลน์ที่มีการบันทึกการสอนในรูปแบบวิดีโอไว้ในกลุ่มปิด หรือ กลุ่มลับบน Facebook (ผู้สอนจะโพสวิดีโอไว้ในกลุ่มให้นักเรียนดูเมื่อไหร่ก็ได้)

38) How often do you use Facebook?

คุณใช้ Facebook บ่อยแค่ไหน?

- a) A few times a week / สองสามครั้งต่อสัปดาห์
- b) Once a day / วันละครั้ง
- c) 2 to 5 times a day / 2 ถึง 5 ครั้งต่อวัน
- d) Every hour / ทุกชั่วโมง
- e) I do not use Facebook / ฉันไม่ได้ใช้ Facebook

Price Sensitivity Question

39) Agree/Disagree: Online courses should be cheaper than in-person courses

เห็นด้วย / ไม่เห็นด้วย: หลักสูตรออนไลน์ควรมีราคาที่ถูกกว่าหลักสูตรในโรงเรียนหรือตัวเคอร์ต่างๆ

3.4.5 Recommendation Questions

Enrolled Path

40) Agree/Disagree: I would recommend some of the online courses or programs I took to my friends

เห็นด้วย / ไม่เห็นด้วย: ฉันจะแนะนำหลักสูตรออนไลน์หรือคอร์สที่ฉันเคยเรียนให้กับเพื่อนๆ ของฉัน

41) Agree/Disagree: If asked, I would recommend some of the online instructors I studied with to potential students.

เห็นด้วย / ไม่เห็นด้วย: ฉันจะแนะนำผู้สอนออนไลน์ที่ฉันเคยเรียนด้วยให้กับนักเรียนที่อาจจะสนใจ หากเขาถาม

42) Agree/Disagree: If given the chance, I would tell potential students not to enroll online.

เห็นด้วย / ไม่เห็นด้วย: ถ้ามีโอกาสฉันจะบอกนักเรียนไม่ให้เรียนคอร์สออนไลน์

3.4.6 Trust Questions

All Paths

43) Agree/Disagree: I trust that most online instructors deliver the promised knowledge inside their courses

เห็นด้วย / ไม่เห็นด้วย: ฉันเชื่อมั่นว่าผู้สอนออนไลน์ส่วนใหญ่จะสอนตามหลักสูตรที่ได้ตกลงกันไว้ก่อนเรียน

44) Agree/Disagree: I trust that online instructors will give me support when I have issues or questions regarding the course

เห็นด้วย / ไม่เห็นด้วย: ฉันเชื่อมั่นว่าผู้สอนออนไลน์จะเปิดโอกาสให้ฉันถาม เมื่อฉันมีข้อสงสัยในเนื้อหาที่เรียน และช่วยฉันหากฉันมีปัญหาเกี่ยวกับคอร์ส

45) Agree/Disagree: E-commerce are full of scams and deceit

เห็นด้วย / ไม่เห็นด้วย: อีคอมเมิร์ซเต็มไปด้วยสิ่งหลอกลวง

46) Agree/Disagree: Online course providers are full of scams and deceit

เห็นด้วย / ไม่เห็นด้วย: ผู้ให้บริการหลักสูตรออนไลน์เต็มไปด้วยการหลอกลวง

3.5 Data Analysis Plan

The data from the survey is analyzed using IBM SPSS using various statistical tests. Alternatively, data could also be analyzed using graphs and charts from Google Survey and Microsoft Excel.



CHAPTER IV

RESULTS

After a period of around two weeks, the Google Form survey received 71 responses. Here are the results presented according to the category of questions. Let's begin with demographics and psychographics.

4.1 Demographic Questions

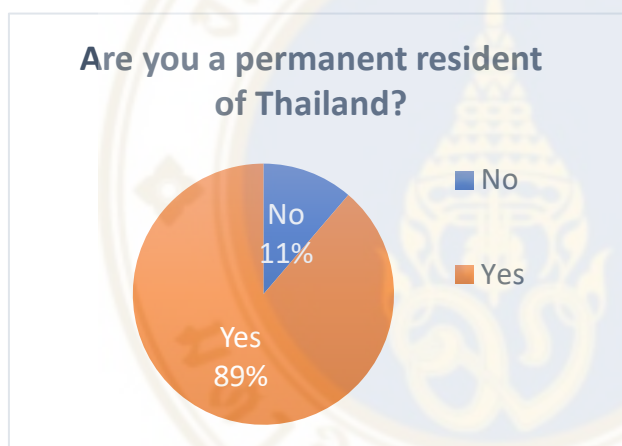


Figure 4.1 Residency Question

The vast majority of respondents are permanent resident of Thailand (63 People) which is the group that I am focusing on. The largest age group of respondents is aged 25 to 29 years old, followed by 30 to 34 and 18 to 24 years old respectively. In terms of gender, females slightly outnumbered males with no other genders reported.

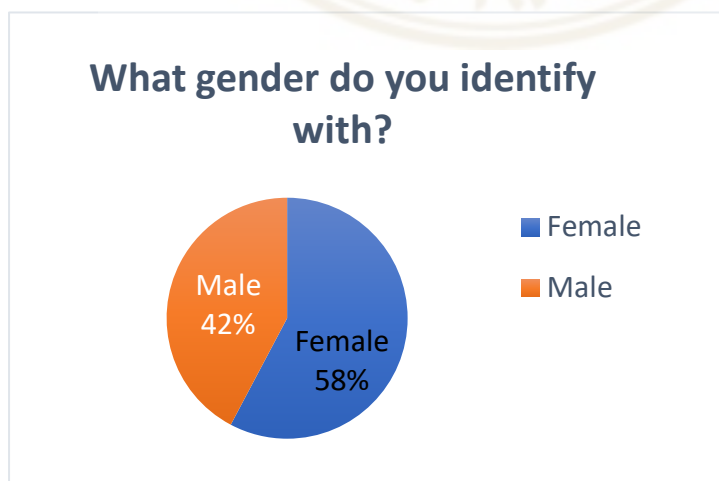


Figure 4.2 Gender Question

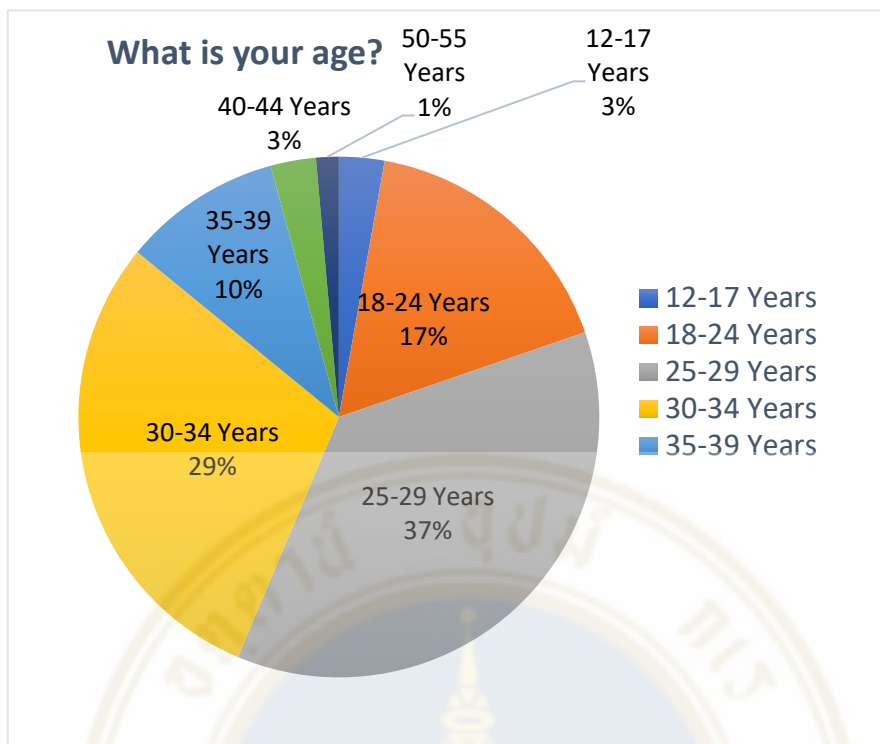


Figure 4.3 Age Question

What type of jobs are you currently working in? ตอนนี้คุณทำงานประเภทไหนครับ?

71 responses

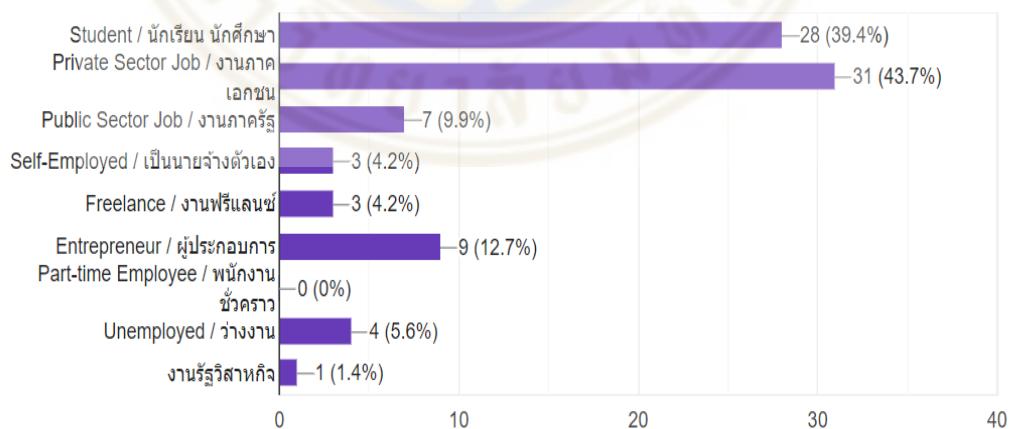


Figure 4.4 Occupation Question

For income, the largest income group is the one with those making less than 15,000 Baht per month, followed by those making 100,001 to 150,000 Baht per month. A large portion of them works around 30 to 50 hours. Most of the respondents are either students or private sector employee, and have either a Bachelor's or a Master's Degree. A vast majority of them live in the capital, Bangkok.

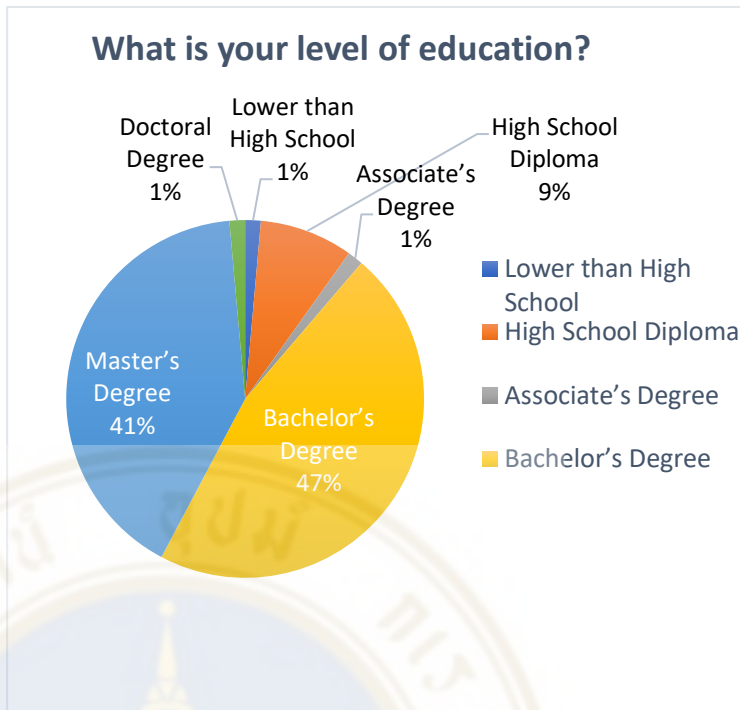


Figure 4.5 Education Question

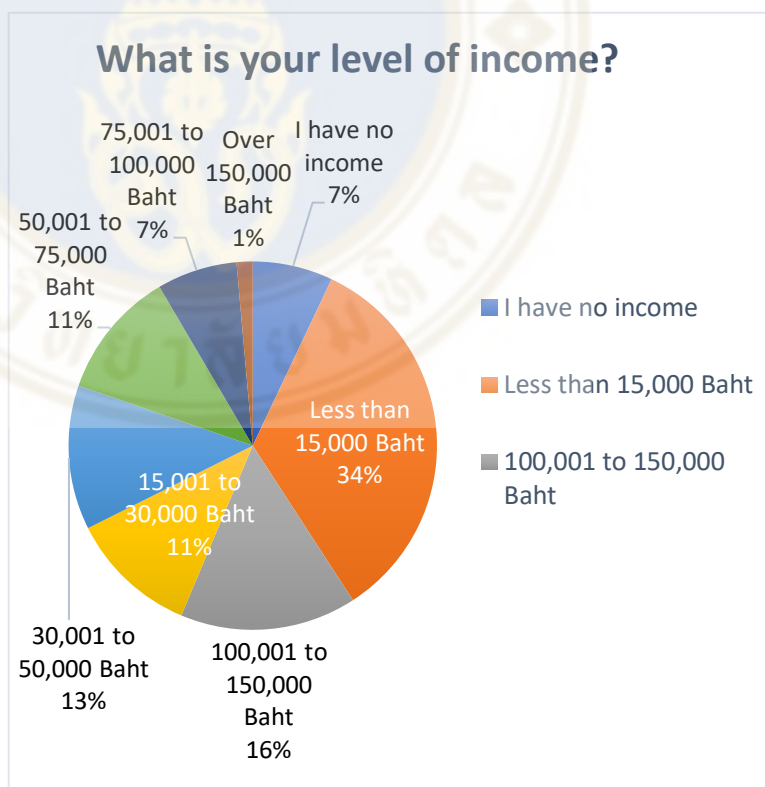


Figure 4.6 Income Question

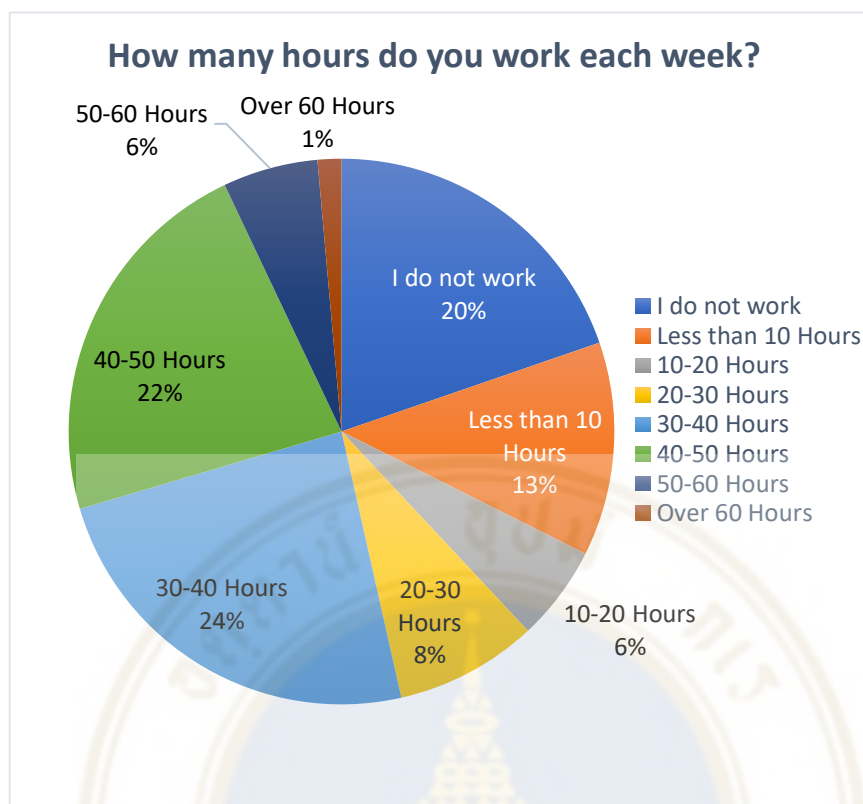


Figure 4.7 Working Hours Question

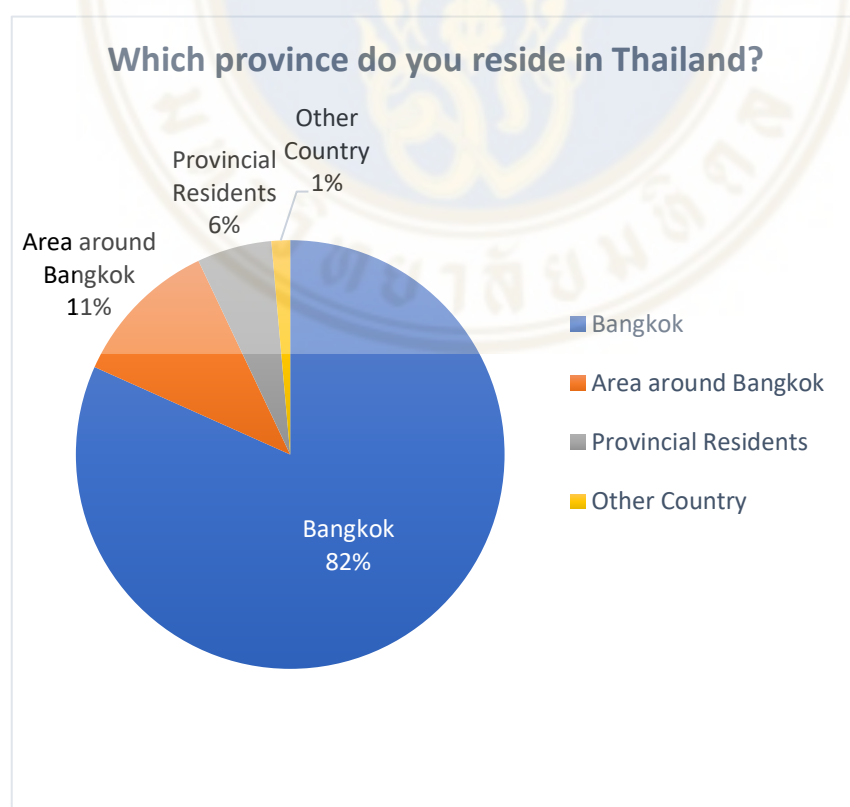


Figure 4.8 Residency Question

4.2 Qualification and Interest

4.2.1 Enrolled Group

Of all those surveyed, 34% have enrolled in at least one online course in the past, and of those 34%, 63% have enrolled in at least one privately-branded online course.

Let's first explore the group that enrolled in at least one online course previously. Private-branded courses are the most popular form of online education among this group, followed by traditional schools and colleges. Most of them discovered the online courses they have taken mostly through Facebook and Google followed by family and friends' recommendations. Finally, when asked "what type of online education would you like to enroll in the future", the past enrollees rated courses from traditional schools and colleges as number one followed by courses from private instructors.

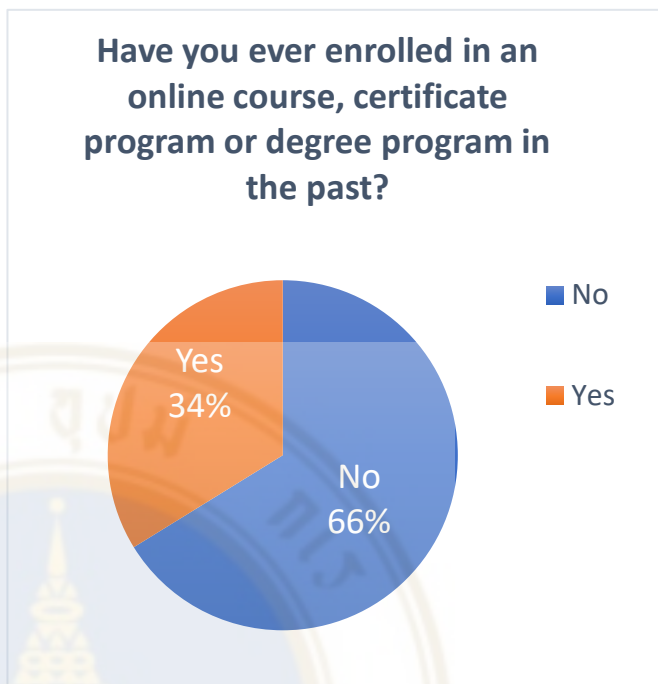


Figure 4.9 Previous Enrollment Question

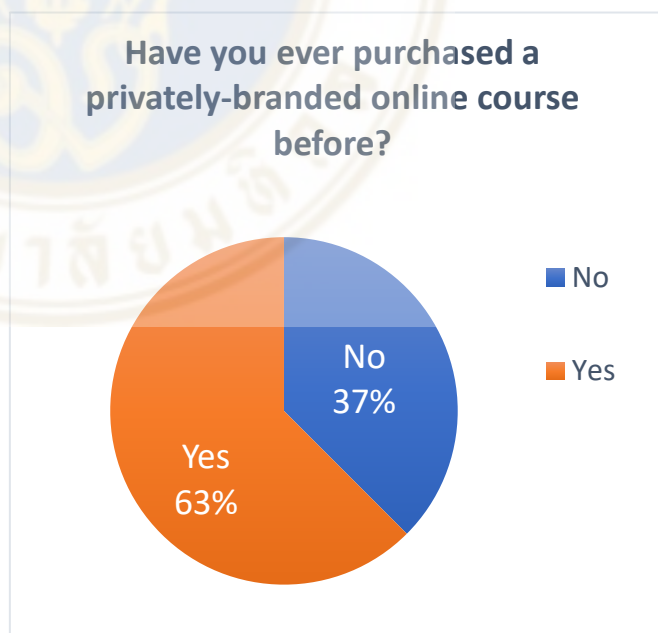


Figure 4.10 Privately-Branded Online Course Question

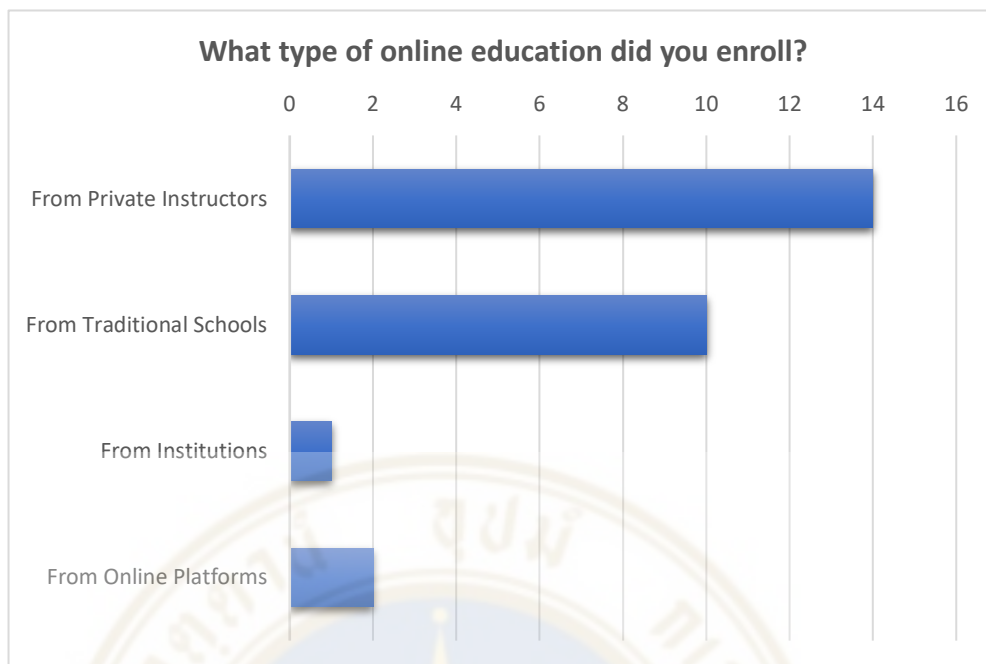


Figure 4.11 Type of Course Question

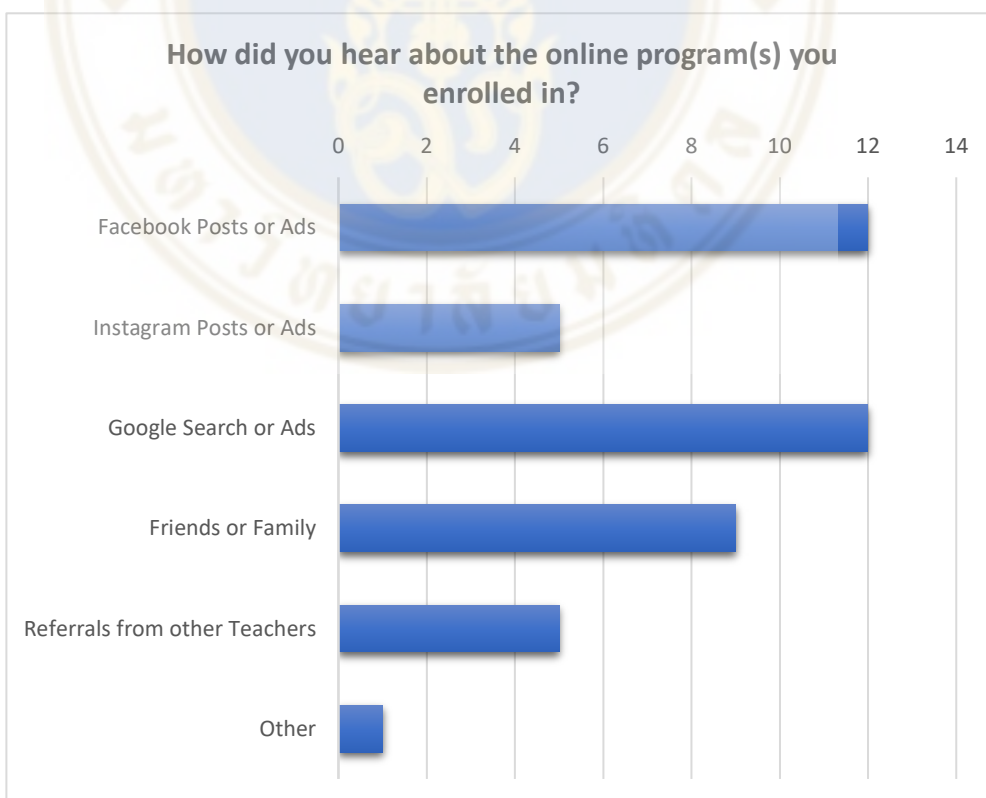


Figure 4.12 Discovery Question - Enrolled

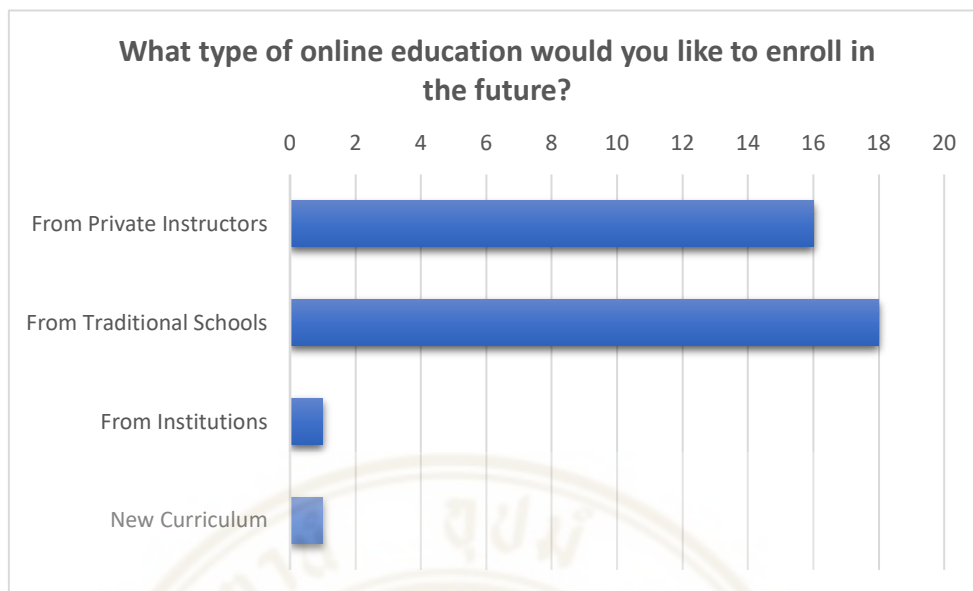


Figure 4.13 Future Enrollment Question - Enrolled

Though it is not surprising that most of those surveyed have not taken an online course before, it is surprising that courses from private instructors are the most popular among those who did take some online courses. Popular teachers have vast social media followings so the high penetration of social media in Thailand might be a major influence behind the result. Additionally, conservatism among Thai traditional schools and colleges might make them offer less courses online and so they are less popular, at least in this sample.

4.2.2 Never Enrolled Group

I asked this group a similar set of questions from the Enrolled Group, however, the wordings are changed slightly to reflect their lack of online course experience. I also assessed their intentions to enroll in the future.

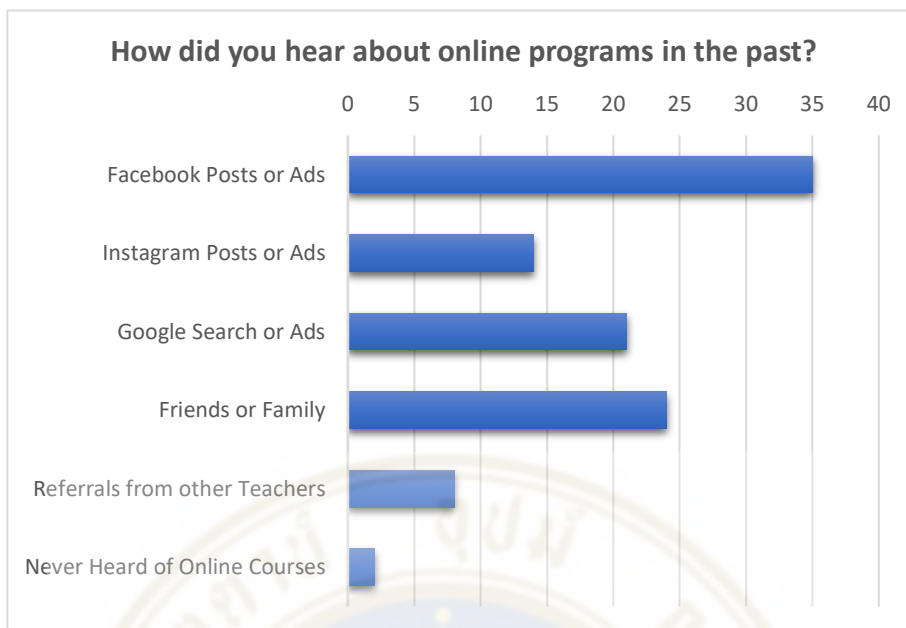


Figure 4.14 Discovery Question - Never Enrolled

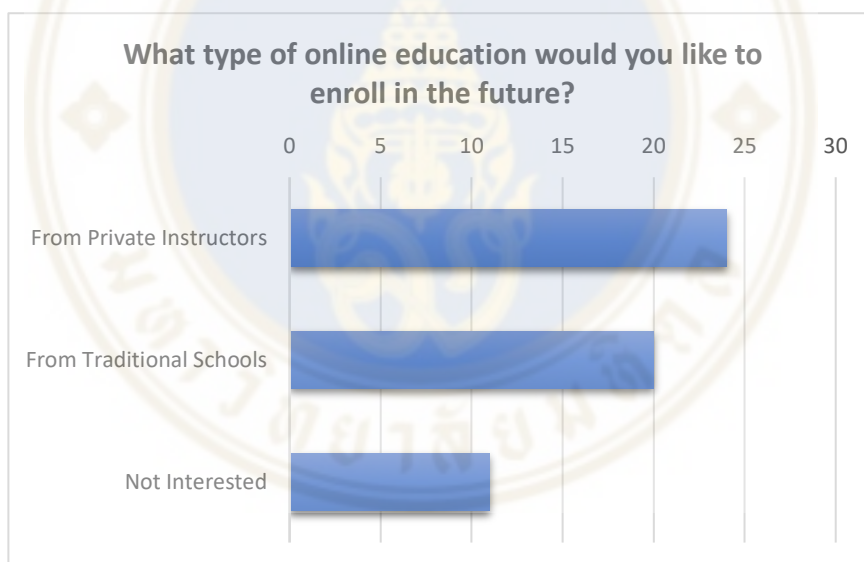


Figure 4.15 Future Enrollment Question - Never Enrolled

The Never Enrolled Group rated Facebook as their number one channel that they hear about online courses followed by friends and family. When asked “What type of online education would you like to enroll in the future?”, they rated private instructors as their number one channel. Some of them are not interested in taking online courses at all.

4.2.2.1 Intention to Enroll

In terms of their intentions to enroll in the future, 38% reported being moderately interested in enrolling in an online program in the future, however, most of them do not plan to enroll in the near term.

Agree/Disagree: I would be interested in enrolling in an online program in the future เห็นด้วย / ไม่เห็นด้วย: ฉันอาจจะสนใจในการลงทะเบียนเรียนคอร์สออนไลน์ในอนาคต

47 responses

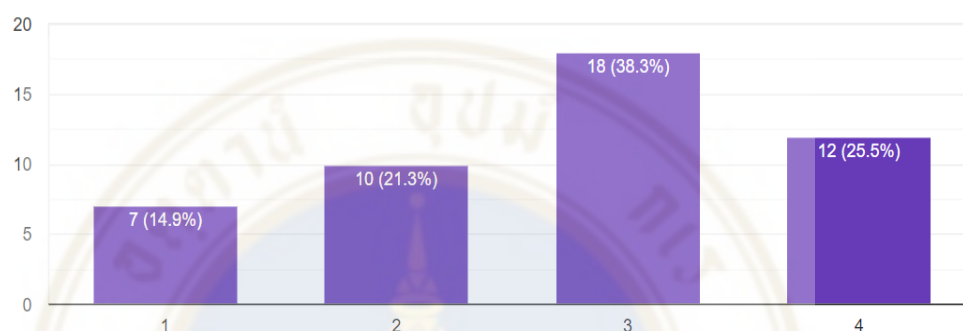


Figure 4.16 Enrollment Interest Question

Table 4.1 Mean and Standard Deviation

	I would be interested in enrolling in an online program in the future
Mean	2.74
SD	1.01

Table 4.2 Mean and Standard Deviation

	I intend to enroll in an online program within the next 6 months
Mean	1.64
SD	0.79

Agree/Disagree: I intend to enroll in an online program within the next 6 months เห็นด้วย / ไม่เห็นด้วย: ฉันตั้งใจจะลงทะเบียนเรียนคอร์สออนไลน์ภายใน 6 เดือนข้างหน้า

47 responses

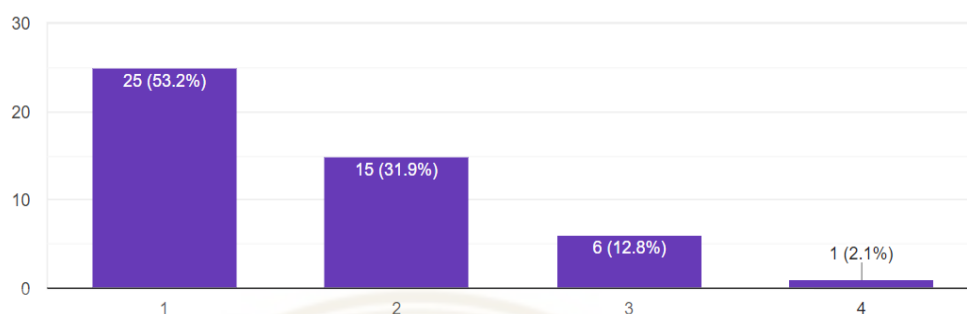


Figure 4.17 Intention to Enroll Question - Never Enrolled

For this group, online courses are not as big of a priority as a lot of them are interested in taking a course, but only few plans to take one in the near future. Since interests like these often get pushed back, probably many in this group will never take a course at all.

4.2.3 Interest Questions: All Surveyed

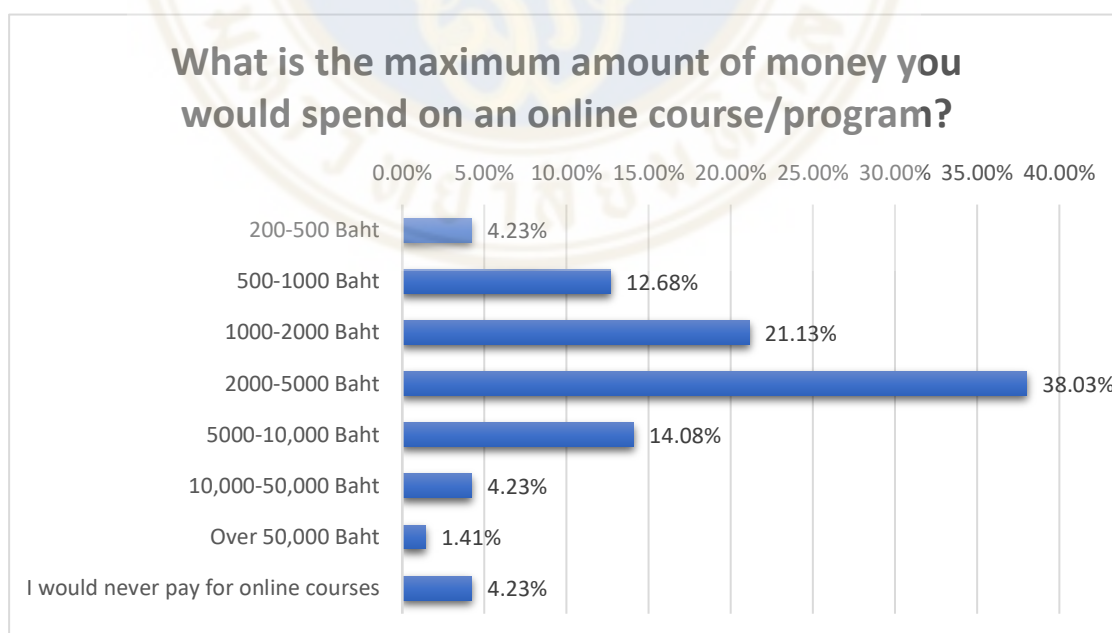


Figure 4.18 Potential Spending Question

When asked how much they would pay for an online course or program, respondents reported the range of 2,000 to 5,000 Baht the most, followed by 1,000 to

2,000. Participants are most interested in courses in business and languages, followed by self-improvements.

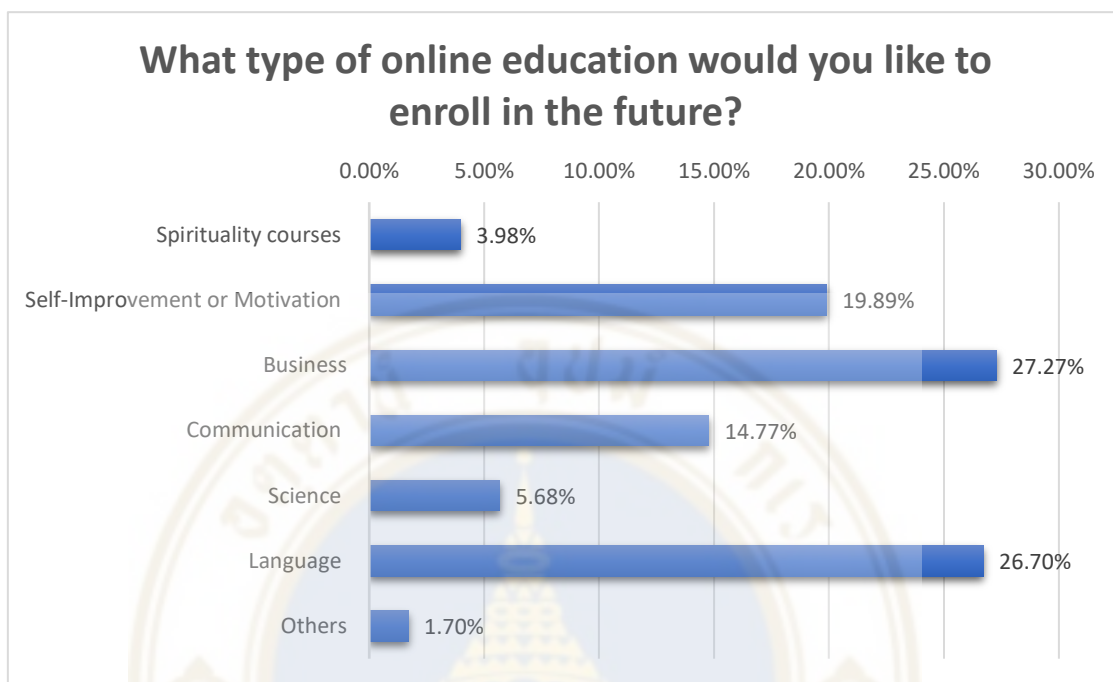


Figure 4.19 Type of Course Question

4.2.3.1 Value Assessment Questions

Agree/Disagree: Online courses are a waste of time and money เห็นด้วย / ไม่เห็นด้วย: การเรียนหลักสูตรออนไลน์เป็นการเสียทั้งเวลาและเงินทอง

71 responses

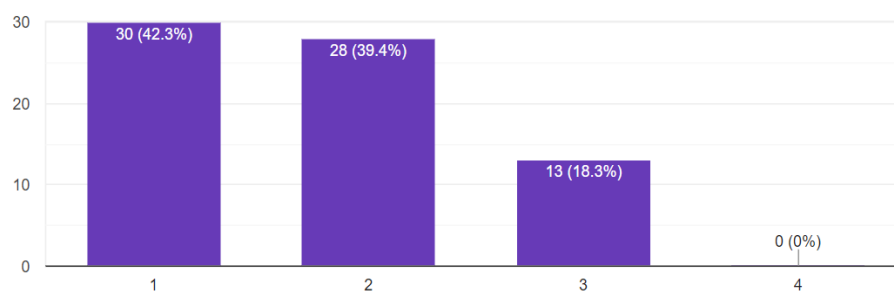


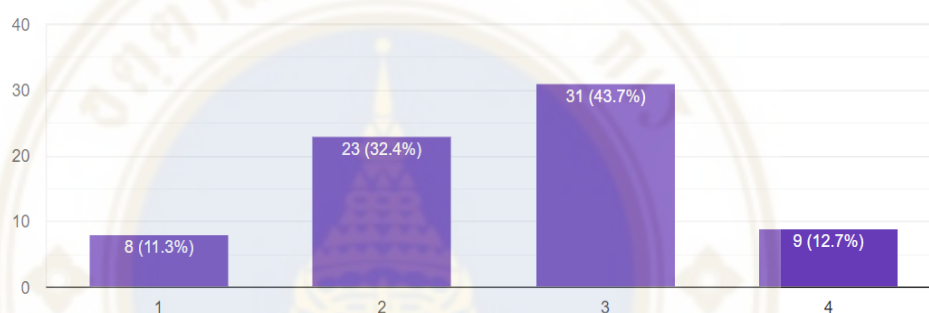
Figure 4.20 Value Question 1

Table 4.3 Mean and Standard Deviation

	Sum of Agree/Disagree: Online courses are a waste of time and money
Reverse-Scale	
Mean	3.24
SD	0.75

Agree/Disagree: Online programs are as valuable as in-person programs เห็นด้วย / ไม่เห็นด้วย:
เรียนผ่านออนไลน์ได้รับความรู้เทียบเท่ากับเรียนในห้องเรียน

71 responses

**Figure 4.21 Value Question 2****Table 4.4 Mean and Standard Deviation**

	Agree/Disagree: Online programs are as valuable as in-person programs
Mean	2.58
SD	0.86

These questions are designed to assess how much participants value online education. An overwhelming majority of participants (81.7%) strongly believe or somewhat believe that online courses are worthwhile investments while a majority of

them (56%) somewhat or fully believe that online courses are just as valuable as in-person courses.

These results suggest that people generally see some value in online education with some seeing significant value. When compared to in-person courses, a significant number of people believe online education to be just as good. This could mean that many people are openminded about online education.

4.3 Busyness Assessment

Agree/Disagree: I feel I don't have enough time to do everything เห็นด้วย / ไม่เห็นด้วย: ฉันรู้สึกว่ามี
ฉันไม่มีเวลาเพียงพอที่จะทำทุกอย่าง

71 responses

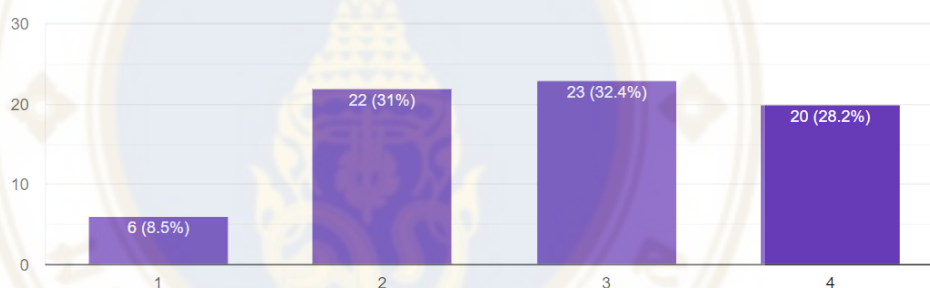


Figure 4.22 Busyness Question 1

Table 4.5 Mean and Standard Deviation

	I feel I don't have enough time to do everything
Mean	2.80
SD	0.95

This category of questions assesses the busyness of participants in order to see if there are any correlations between busyness and the likelihood of enrolling in an online course. The results are very interesting. When asked if they don't have enough time, a large portion of them agree, however, when asked if they have a lot of free time, a large portion of them also agree. These results seem conflicting. After summation with the reverse-scaling of the second question, the overall busyness seems to be moderate.

Agree/Disagree: I feel I have a lot of free time to do whatever I want เห็นด้วย / ไม่เห็นด้วย: ฉันรู้สึกว่ามีเวลาว่างมากที่จะทำสิ่งที่ฉันต้องการ

71 responses

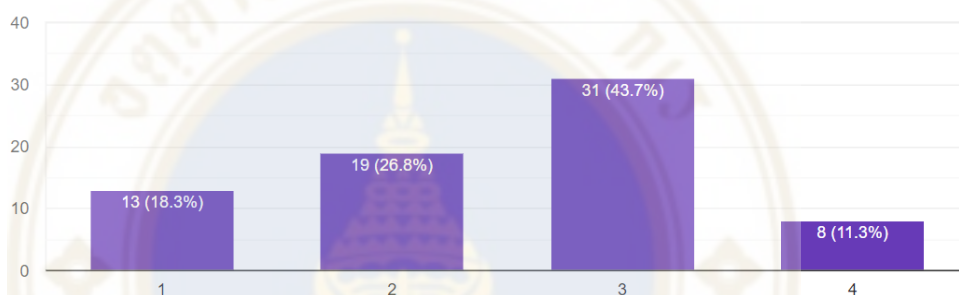


Figure 4.23 Busyness Question 2

Table 4.6 Mean and Standard Deviation

	I feel I have a lot of free time to do whatever I want
Reverse-Scale Mean	2.52
SD	0.92

Table 4.7 Summation of Busyness

	Overall Busyness
Summated Mean:	2.66
Summated SD	0.94

Table 4.8 Minimum and Maximum

	Agree/Disagree: I feel I don't have enough time to do everything	Agree/Disagree: I feel I don't have enough time to do everything
Min	1.00	1.00
Max	4.00	4.00

4.4 Online Program/Course Characteristic

4.4.1 Enrolled Group

4.4.1.1 Instructor Characteristics Questions

For the instructor's characteristics, participants rated the qualifications of the instructors as most important and passion as least, but still important. Surprisingly, reputation came in the middle, lower than qualifications. In a collectivist culture like Thailand, we might expect reputation to come first though signals of competence such as titles, certificates and degrees, which are important among Thais. The results may suggest that these signals are more important to potential course buyers.

Table 4.9 Mean and Standard Deviation

	Agree/Disagree: I enrolled in an online course/program because the teacher has a great reputation (eg. A lot of people say good things about them or recommend them)	Agree/Disagree: I choose to enroll in an online course/program because the instructor is well qualified to teach the subject. (eg. Has a degree, certifications, experience, etc.)	Agree/Disagree : I enrolled in an online course because the instructor seemed very passionate about his/her subject
Mean	3.38	3.54	3.25
SD	0.82	0.59	0.85

4.4.1.2 Convenience Questions

In terms of convenience, participants rated flexibility in time and place to take the courses as most important while rating commuting as only somewhat important. Since Bangkok is a very busy city and most of the participants are from Bangkok, we might expect people to say that not having to commute is one of the most important benefit. However, from the responses, though participants rated commuting benefit as somewhat important (Mean = 2.96), it is not the most important benefit. In a more fast-paced culture, people might rate this very differently.

Table 4.10 Mean and Standard Deviation

	Agree/Disagree: It is important to me that I can study online at whatever time I want, wherever I want (eg. At 12am at home, etc)	Agree/Disagree: I enrolled online in order to avoid commuting to an in-person class	Agree/Disagree: I choose to study online because it is difficult for me to go to an in-person class
Mean	3.88	2.96	3.13
SD	0.34	1.27	0.90

4.4.1.3 Communication with Other Students

About preference for communication with other students, respondents indicated that they would be moderately interested in communication with other students in the courses they take and somewhat interested in getting to know them.

From experience with private instructors from the United States, I found that Facebook group is a very common way to facilitate communication and, therefore, I expected that students would have a strong desire to communicate with others in their class. However, for this sample from Thailand, this is not the case with both mean just above 2 points. Nevertheless, the desire to get to know other students is weaker than general communication as expected.

Table 4.11 Mean and Standard Deviation

	Agree/Disagree: Being able to communicate with other students in the online program is important to me (eg. Having a Facebook group for the course, etc)	Agree/Disagree: I like to get to know other students taking the same online class I am taking
Mean	2.38	2.25
SD	0.82	0.90

This may suggest that Facebook group for students' communication purposes are less valuable than previously thought, however, as we shall see, there are other benefits to Facebook groups such as student-teacher communication, and even as a channel of delivery. All this and more, free of charge.

4.4.1.4 Communication with Instructors

Participant's desire to communicate with the instructors of the courses are much stronger than their desire to communicate with their peers. The ability to ask questions directly to instructors is rated highest as expected. Direct contact with instructors is also significant, though less so.

As mentioned earlier, though communication among students is less important, Facebook groups can also be used to facilitate student-teacher Q & A (questions and answers) which is rated highly by this survey's participants. It is natural that learners would want to ask questions to instructors, however, the desire for general

communication with the teacher is somewhat lower than my expectation. It may be that students focus mostly on the course materials and less on the instructors themselves.

Table 4.12 Mean and Standard Deviation

	Agree/Disagree: Having direct contact with the instructor is important to me in choosing online courses	Agree/Disagree: I would like to be able to ask questions directly to instructors of an online course
Mean	2.71	3.71
SD	1.00	0.69

4.4.2 Never Enrolled Group

4.4.2.1 Instructor Characteristics Questions

The results in this section of the Never Enrolled Group are similar to the Enrolled Group. Participants indicated that in consideration for enrolling in an online course, the qualification of the instructors is the most important, followed by reputation and passion. This further solidifies that qualification of teachers is more important than reputation for potential online course buyers. It seems like the signals of competence mentioned earlier may well out weight social proofs for Thai course buyers. Though reputation is still very important.

Table 4.13 Mean and Standard Deviation

	Agree/Disagree: I would consider enrolling in an online course/program if the teacher has a great reputation (eg. A lot of people say good things about them or recommend them)	Agree/Disagree: I would consider enrolling in an online course/program if the instructor is well qualified to teach the subject. (eg. Has a degree, certifications, experience, etc.)	Agree/Disagree: I would consider enrolling in an online course if the instructor seemed very passionate about his/her subject
Mean	3.32	3.47	3.17
SD	0.84	0.75	0.89

4.4.2.2 Convenience Questions

Again, for the Never-Enrolled Group, we see flexibility in time and place rated much higher than convenience in commuting. Participants don't seem to be bothered by their commute unless there are significant impediments to going to their classes.

This and previous results may be because of the Thai relaxed culture (sabye sabye). Thai people may want to take their courses at their own time. They want the freedom to make their own schedule.

Table 4.14 Mean and Standard Deviation

	Agree/Disagree: It might benefit me to be able to study online at whatever time I want, wherever I want (eg. At 12am at home, etc)	Agree/Disagree: I would choose to enroll online in order to avoid commuting to an in-person class	Agree/Disagree: I would choose to study online if it is difficult for me to go to an in-person class
Mean	3.51	2.57	3.23
SD	0.69	0.97	0.96

4.4.2.3 Communication with Other Students

Similar trend is observed in this section of the Never-Enrolled Group to the Enrolled Group. Participants care more about general communication with other students than actually getting to know them. The overall desire to communicate is also quite weak as in the Enrolled Group.

This may be because students are more focus on the coursework than interaction with other students or even teachers, except when asking questions. It may also be the case that students enroll online in order to avoid interacting with people in the first place. This topic would make a good survey questions, however, it is too late to add them at this point as data has already been collected. It would be a great area to explore in future research.

Table 4.15 Mean and Standard Deviation

	Agree/Disagree: If I enroll in an online course, I would like to be able to communicate with other students in my program (eg. Having a Facebook group for the course, etc)	Agree/Disagree: If I enroll in an online course, I would like to get to know other students taking the same class
Mean	2.91	2.53
SD	0.86	0.95

4.4.2.4 Communication with Instructors

Table 4.16 Mean and Standard Deviation

	Agree/Disagree: Having direct contact with the instructor is important to me in choosing online courses	Agree/Disagree: I would like to be able to ask questions directly to instructors of an online course
Mean	3.34	3.68
SD	0.81	0.59

In this section, participants in the Never-Enrolled Group responded in a similar manner to the Enrolled group with the ability to ask questions being more important than general contact. However, this group rated the ability to make direct general contact much higher than the Enrolled group. This may be because this group is more extroverted as they also rated ability to communicate with other students higher than the Enrolled Group.

4.4.3 All Paths

4.4.3.1 Delivery Through Facebook

Many Thai private instructors such as Kru Wan (English on Air) deliver their courses through Facebook groups. These groups are usually private or even secret. There are two main ways to deliver through Facebook Groups. One is to post pre-recorded videos on them and add students to the group after they paid. Another way is to add students to the group and the instructor teach by going live at specified times.

Consideration Assessments

Participants responded moderately positive to these delivery methods with pre-recorded courses being more desirable than live ones. This again may reflect Thai people's high desire for freedom, causing them to want to make their own schedule instead of following someone else's.

Table 4.17 Mean and Standard Deviation

	Agree/Disagree: I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group (Instructor teaches on Facebook Live on a specified date and time)	Agree/Disagree: I would consider buying a pre-recorded course taught in a closed or secret Facebook group (Lecture videos are posted in a closed or secret Facebook group for students to view at any time)
Mean	2.56	2.80
SD	0.86	0.92

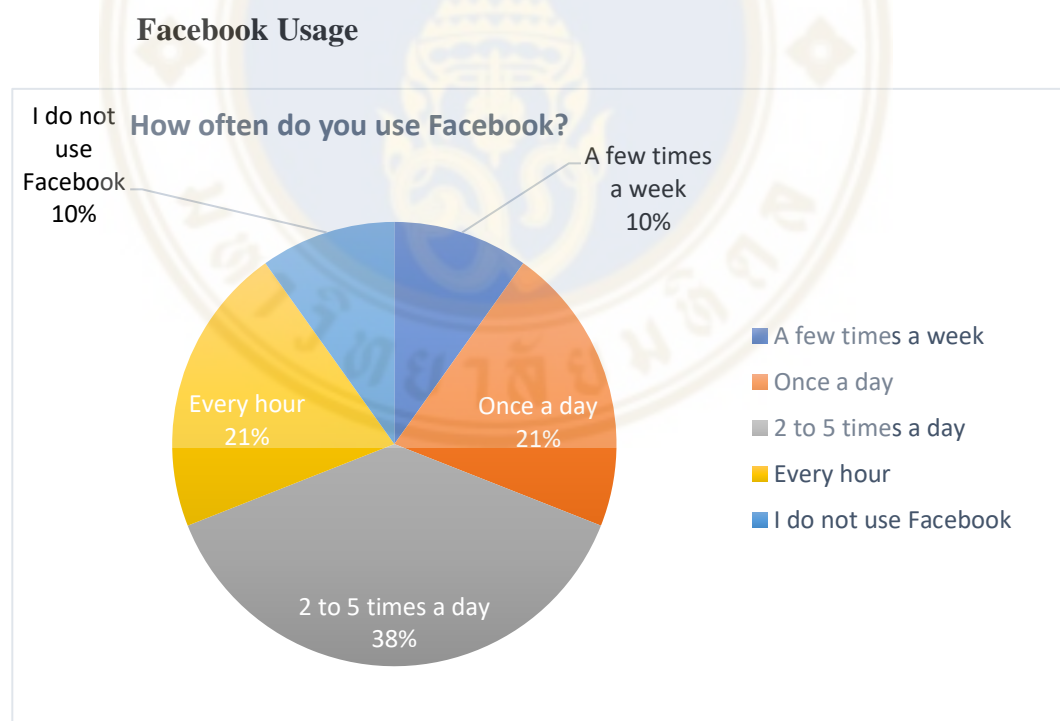


Figure 4.24 Facebook Usage Question

As expected, a vast majority of participants use Facebook at least once a day and 90% of them go on the social media platform at least a few times a week with a

significant portion of them go on it every hour. With the popularity of Facebook in Thailand, I believe this is a very promising channel.

4.4.3.2 Price Sensitivity Question

Table 4.18 Mean and Standard Deviation

	Agree/Disagree: Online courses should be cheaper than in-person courses
Mean	3.56
SD	0.63

In terms of price, participants strongly believe that online courses should be cheaper than in-person courses which is as expected. I believe that, for a medium with zero marginal cost for the most part, it is natural for people to expect that prices should generally be lower. This is also a good chance for lower income people to be able to access quality education.

4.5 Recommendation Likelihood (Enrolled Group Only)

Table 4.19 Mean, Standard Deviation, Minimum and Maximum

	Q1	Q2	Q3 Reverse-Scale
	Agree/Disagree: I would recommend some of the online courses or programs I took to my friends	Agree/Disagree: If asked, I would recommend some of the online instructors I studied with to potential students.	Agree/Disagree: If given the chance, I would tell potential students not to enroll online.
Mean	3.33	3.54	3.21
SD	0.64	0.59	1.02
Min	2	2	1
Max	4	4	4

Table 4.20 Summation Mean and Standard Deviation

Summation	
Mean	3.36
SD	0.75

This section is only for those who enrolled. Overall, participants in the Enrolled Group are usually moderately or highly interested in recommending the online courses they took to other people. Their rated desire is much stronger in positively worded questions than the negatively worded one (with reverse-scale).

According to these results, it seems quite likely that many of these participants would generate positive word-of-mouth for some of the courses they took. Given the strong effect word-of-mouth has on swaying potential buyers, this is a good sign for instructors.

4.6 Employment Related Questions (Both Groups)

Table 4.21 Mean and Standard Deviation

	Agree/Disagree: I believe companies and recruiters value candidates who took in-person courses more than those who took online courses	Agree/Disagree: It is important to me that my employer or potential employers value my educational experiences
Mean	1.15	3.32
SD	0.99	0.73

Participants of both groups believe that companies would see in-person coursework as more valuable than online ones. They generally want their employers to value their educational experience. It seems to be true that employers value in-person courses more than online ones, but that may change in the not-so-far future.

Table 4.22 Mean, Standard Deviation, Minimum and Maximum

	Q1	Q2	Q3 Adjusted
	Agree/Disagree: I trust that most online instructors deliver the promised knowledge inside their courses	Agree/Disagree: I trust that online instructors will give me support when I have issues or questions regarding the course	Agree/Disagree: Online course providers are full of scams and deceit
Mean	3.08	3.04	3.10
SD	0.82	0.80	0.66
Min	1	1	2
Max	4	4	4

4.7 Trust Assessments (Both Groups)

Table 4.23 Mean and Standard Deviation

Summation	
Mean	3.08
SD	0.76

Trust is very important in ecommerce where there are always some asymmetric information problems and other issues despite honest vendors' efforts to reduce them. As the results show, participants of both groups moderately trust providers of online courses, however, when the question is worded negatively, the rated trust significantly decreased. As expected, there is usually less trust from consumers than online vendors would hope for. Nevertheless, the overall summated mean is still moderately trusting.

Table 4.24 Mean, Standard Deviation, Minimum and Maximum

	Q4 Adjusted
	Agree/Disagree: E-commerce are full of scams and deceit
Mean	2.86
SD	0.83
Min	1.00
Max	4.00

As a control, I also asked the participants about ecommerce in general. The result is good news for online course providers as trust in them is higher than trust in general ecommerce.

4.8 Linear Regression Analysis using SPSS

After analyzing the basic statistics, I went ahead and did the linear regression model attempting to predict participant's intention to enroll in an online course. Thus, the chosen dependent variables are "I would be interested in enrolling in an online program in the future" (called "Interest Future" onward for simplicity) and the "summation of intention to enroll" (called "Overall Interest" onward) which averages the previous variable with the variable "I intend to enroll in an online program within the next 6 months". The models only include people who never enrolled in an online course before since the enrolled participants were not asked for intention to re-enroll.

For the dependent variable "Interest Future", significant results were found in the categories of instructor characteristics, convenience, communication, amount willing to pay, Facebook, and trust in online courses. For the "Overall Interest" dependent variable, significance was found in the same categories as the previous variable except for the category of trust in online courses. It is worth noting that no significant results were found in any demographic categories; however, marginal significance were found for the variable "Income" and "Age" for the dependent variables "Interest Future" and "Overall Interest" respectively.

To summarize, for “instructor characteristics” section, the variables “reputation” and “passion” show the strongest positive relationships with intention to enroll and “qualifications” shows a significant positive relationship. For the “convenience” section, desire for convenience is positively linked to intention to enroll in an online course with “desire to avoid commuting” having being the strongest predictor. For the “communication” section, participants who “desire to communicate with other students” and who prefer “direct contact with instructors” are more likely to show interests in enrolling in online courses. For the “value” section, the higher the value participants place on online courses relative to in-person courses, the more likely they are to enroll in online courses in the future. For the “Facebook” section, the more participants are open to the idea of taking courses—pre-recorded or live—on Facebook, the more likely they are to enroll in online courses in the future. For the “trust” section, the more participants trust in online courses and their providers, the more likely they are to enroll in one in the future. For the “age” and “income” sections, the nature of the relationships are unclear due to the models being only marginally significant.

4.9 Instructor Characteristics

The analysis in this section aims to see whether there is a relationship between intentions to enroll and the importance of each instructor characteristics in the minds of participants. The tested characteristic independent variables are teacher’s “reputation”, “qualification”, and “passion”.

Overall, the results suggested that the more participants believe that these qualities in an instructor are important, the higher the interest they have in enrolling in an online course in the future. The effect is the most significant in the “Interest Future” dependent variable where either all or most of the independent variables are significant in the simple and multiple models. With higher t-scores, “reputation” and “passion” may be better predictors of intention to enroll than “qualifications”.

4.9.1 Interest Future Variable

When analyzed separately, all three independent variables are significant; however, the second variable, which is the teachers' "qualification", has a lower R-Square than the other two. When the variables were analyzed together, the "qualification" variable became non-significant while the independent variables of teachers' "reputation" and "passion" remained significant. The R-Square of the multiple model is also higher indicating that more of the variance was able to be explained in the latter model. All variables have a positive B coefficient; therefore, they all positively affect interest scores if significant.

Table 4.25 Simple Regression

Simple Linear Regressions (Interest Future)						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider enrolling in an online course/program if the teacher has a great reputation	0.287	18.111	0	0.647	4.256	0.000
I would consider enrolling in an online course/program if the instructor is well qualified to teach the subject	0.154	8.173	0.006	0.530	2.859	0.006
I would consider enrolling in an online course if the instructor seemed very passionate about his/her subject	0.283	17.721	0	0.602	4.210	0.000

Table 4.26 Multiple Regression

Multiple Regressions (Interest Future)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider enrolling in an online course/program if the teacher has a great reputation				0.410	2.327	0.025
I would consider enrolling in an online course/program if the instructor is well qualified to teach the subject	0.397	9.433	0.000	0.103	0.537	0.594
I would consider enrolling in an online course if the instructor seemed very passionate about his/her subject				0.394	2.566	0.014

4.9.2 Overall Interest Variable

When analyzed separately, two independent variables, “Reputation” and “Passion” are significant with “reputation” variable having the highest R-Square and t-score. The variable “Qualifications” is only marginally significant ($p = 0.053$) with a relatively low R-Square. When put together, only the “reputation” variable remained significant. The multiple model also has higher R-Square compared to any of the simple models. Since the “reputation” variable has a positive B coefficient, higher “reputation” scores positively affect “Overall Interest” scores.

Table 4.27 Simple Regression

Simple Linear Regressions (Overall Interest)						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider enrolling in an online course/program if the teacher has a great reputation	0.259	15.726	0	0.485	3.966	0.000
I would consider enrolling in an online course/program if the instructor is well qualified to teach the subject	0.081	3.944	0.053	0.303	1.986	0.053
I would consider enrolling in an online course if the instructor seemed very passionate about his/her subject	0.157	8.367	0.006	0.354	2.893	0.006

Table 4.28 Multiple Regression

Multiple Regressions (Overall Interest)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider enrolling in an online course/program if the teacher has a great reputation	0.294	5.978	0.002	0.405	2.690	0.010
I would consider enrolling in an online course/program if the instructor is well qualified to teach the subject				-0.024	-0.147	0.884
I would consider enrolling in an online course if the instructor seemed very passionate about his/her subject				0.191	1.458	0.152

4.10 Convenience

This section's analysis aims to uncover any relationship between intention to enroll and the importance of convenience in the minds of participants. The convenience factors studied are "time and place" convenience and "commuting" convenience.

Overall, the results suggest that the more participants prefer convenience, the higher their interests in enrolling in an online course with the "desire to avoid commuting" variable being the most significant receiving the highest t-scores across all models. With this, we may be able to say further that the more people dislike commuting, the more they would be interested in enrolling in an online course.

4.10.1 Interest Future Variable

When analyzed separately, all three independent variables are significant with the variable "desire to avoid commuting" having the highest R-Square and t-score. When analyzed together, the R-Square increased, and the "desire to avoid commuting" variable became the only significant variable. All variables have positive B coefficients so they affect the "Interest Future" scores positively when significant.

Table 4.29 Simple Regression

Separate Linear Regressions (Interest Future)						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
It might benefit me to be able to study online at whatever time I want, wherever I want	0.169	9.142	0.004	0.604	3.024	0.004
I would choose to enroll online in order to avoid commuting to an in-person class	0.235	13.810	0.001	0.503	3.716	0.001
I would choose to study online if it is difficult for me to go to an in-person class	0.159	8.525	0.005	0.420	2.920	0.005

Table 4.30 Multiple Regression

Multiple Regressions (Interest Future)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
It might benefit me to be able to study online at whatever time I want, wherever I want	0.308	6.389	0.001	0.254	1.146	0.258
I would choose to enroll online in order to avoid commuting to an in-person class				0.342	2.237	0.031
I would choose to study online if it is difficult for me to go to an in-person class				0.205	1.344	0.186

4.10.2 Overall Interest Variable

When analyzed separately, all the independent variables are significant with “desire to avoid commuting” having the highest R-Square and t-score similar to the models in the previous section though the t-scores are lower here. When analyzed together, the model itself is significant; however, all of the variables became non-significant, except for a marginally significant effect of commuting ($p = 0.057$). This may be due to the high correlations among the independent variables themselves. Though, since the model is significant, an overall relationship still exists. Like those of previous section, all variables have positive B coefficients so they affect the “Interest Future” scores positively when significant.

Table 4.31 Simple Regression

Simple Linear Regressions (Overall Interest)						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
It might benefit me to be able to study online at whatever time I want, wherever I want	0.098	4.897	0.032	0.364	2.213	0.032
I would choose to enroll online in order to avoid commuting to an in-person class	0.173	9.396	0.004	0.341	3.065	0.004
I would choose to study online if it is difficult for me to go to an in-person class	0.105	5.252	0.027	0.269	2.292	0.027

Table 4.32 Multiple Regression

Multiple Regressions (Overall Interest)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
It might benefit me to be able to study online at whatever time I want, wherever I want	0.211	3.829	0.016	0.117	0.627	0.534
I would choose to enroll online in order to avoid commuting to an in-person class				0.252	1.954	0.057
I would choose to study online if it is difficult for me to go to an in-person class				0.133	1.028	0.310

4.11 Communication

This section shows the analysis that aims to uncover any relationships between participant's intention to enroll and their desire to communicate with other students or the instructors. Factors studied are "desire to communicate with other

students”, “desire to get to know other students”, “direct contact with instructors”, and “direct Q & A with instructors”.

Overall, the most important variable in this section is “desire to communicate with other students”. “Direct contact with instructors” came in second. Other variables don’t seem to be affecting intention to enroll in a meaningful way. With all significant coefficients having positive Beta values, these results possibly mean that participants who desire to communicate with other students and instructors in the online course are more likely to be interested in enrolling in an online course in the future. People who want deeper connections—variables “desire to get to know other students” and “direct Q & A with instructors”—may prefer in-person courses to online, but there is not enough evidence to make any conclusions here.

4.11.1 Interest Future Variable

When analyzed separately, the variables “desire to communicate with other students” and “direct contact with instructors” are significant with the variable “desire to communicate with other students” having the highest t-score and R-Square (t-score = 2.729; R-Square = 0.142). When analyzed together, the model is only marginally significant ($p = 0.066$) with no truly significant coefficient; however, when using only variables associate with communication with other students—“desire to communicate with other students” and “desire to get to know other students”—the model became significant ($p = 0.034$) with the variable “desire to communicate with other students” being the only significant coefficient ($p = 0.020$). The model containing variables associate with communication with instructors is only marginally significant ($p = 0.057$).

Table 4.33 Simple Regression

Simple Linear Regressions (Interest Future)						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
If I enroll in an online course, I would like to able to communicate with other students in my program	0.142	7.448	0.009	0.445	2.729	0.009
If I enroll in an online course, I would like to get to know other students taking the same class	0.028	1.289	0.262	0.177	1.135	0.262
Having direct contact with the instructor is important to me in choosing online courses	0.119	6.101	0.017	0.428	2.470	0.017
I would like to be able to ask questions directly to instructors of an online course	0.006	0.280	0.599	0.134	0.529	0.599

Table 4.34 Multiple Regression

Multiple Regressions (Interest Future)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
If I enroll in an online course, I would like to able to communicate with other students in my program	0.185	2.390	0.066	0.359	1.718	0.093
If I enroll in an online course, I would like to get to know other students taking the same class				-0.036	-0.213	0.832
Having direct contact with the instructor is important to me in choosing online courses				0.301	1.474	0.148
I would like to be able to ask questions directly to instructors of an online course				-0.159	-0.618	0.540

Table 4.35 Multiple Regression

Multiple Regressions (Interest Future)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Agree/Disagree: If I enroll in an online course, I would like to able to communicate with other students in my program	0.142	3.651	0.034	0.457	2.423	0.020
Agree/Disagree: If I enroll in an online course, I would like to get to know other students taking the same class				-0.021	-0.127	0.900

Table 4.36 Multiple Regression

Multiple Regressions (Interest Future)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Having direct contact with the instructor is important to me in choosing online courses	0.122	3.056	0.057	0.453	2.409	0.020
I would like to be able to ask questions directly to instructors of an online course				-0.093	-0.359	0.722

4.11.2 Overall Interest Variable

When analyzed separately, the variable “desire to communicate with other students” is the only significant coefficient ($p = 0.018$) with the variable “direct contact with instructors” being marginally significant ($p = 0.071$). When analyzed together, the model is only marginally significant ($p = 0.064$) when the variables “desire to communicate with other students” and “desire to get to know other students” are analyzed in the same model with the variable “desire to communicate with other students” ($p = 0.039$) being the significant coefficient of the two. Other models are non-significant as shown below.

Table 4.37 Simple Regression

Separate Linear Regressions						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
If I enroll in an online course, I would like to be able to communicate with other students in my program	0.118	5.998	0.018	0.320	2.449	0.018
If I enroll in an online course, I would like to get to know other students taking the same class	0.027	1.236	.272 ^b	0.137	1.112	0.272
Having direct contact with the instructor is important to me in choosing online courses	0.070	3.409	0.071	0.260	1.846	0.071
I would like to be able to ask questions directly to instructors of an online course	0.007	0.335	.566 ^b	0.115	0.579	0.566

Table 4.38 Multiple Regression

Multiple Regressions (Overall Interest)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
If I enroll in an online course, I would like to be able to communicate with other students in my program	0.133	1.612	0.189	0.273	1.605	0.116
If I enroll in an online course, I would like to get to know other students taking the same class				-0.009	-0.069	0.945
Having direct contact with the instructor is important to me in choosing online courses				0.143	0.861	0.394
I would like to be able to ask questions directly to instructors of an online course				-0.068	-0.323	0.748

Table 4.39 Multiple Regression

Multiple Regressions (Overall Interest)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
If I enroll in an online course, I would like to be able to communicate with other students in my program	0.118	2.933	0.064	0.321	2.129	0.039
If I enroll in an online course, I would like to get to know other students taking the same class				-0.003	-0.020	0.984

Table 4.40 Multiple Regression

Multiple Regressions (Overall Interest)						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Having direct contact with the instructor is important to me in choosing online courses	0.071	1.670	0.200	0.264	1.729	0.091
I would like to be able to ask questions directly to instructors of an online course				-0.017	-0.079	0.937

4.12 Value

This section examines whether there are any relationships between how people value online courses and their intention to enroll. Variables in this section includes “online courses are a waste of time (reverse-scale)”, “online courses are as valuable as in-person” and “summation of value”; the last one being the average of the first two.

Overall, the most predictive variables are “summation of value” followed by “online courses are a waste of time (reverse-scale)”, and, lastly, “online courses are as valuable as in-person”. The significance is higher in the “Interest Future” dependent

variable analysis than “Overall Interest”. From these results, it can possibly be concluded that the more people see online courses as valuable, the more likely they would want to enroll in one.

Table 4.41 Simple Regression

Separate Linear Regressions						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Reverse-Scale Online courses are a waste of time and money	0.181	9.944	0.003	0.565	3.153	0.003
Online programs are as valuable as in-person programs	0.175	9.516	0.003	0.493	3.085	0.003
Summation of Value (Average of the Above Two Variables)	0.271	16.714	0.000	0.803	4.088	0.000

4.12.1 Interest Future Variable

When analyzed separately, all variables are significant with the variable “summation of value” ($p = 0.000$) having the highest R-Square (0.271), t-score (4.088) as well as Beta (0.803). All Beta values are positive; therefore, higher scores in these variables mean higher scores in intention to enroll. In multiple regression model, when the variables “online courses are a waste of time (reverse-scale)” and “online courses are as valuable as in-person” are analyzed together, the model is significant ($p = 0.001$) and so as both of the coefficients. This model also has a relatively high R-Square of 0.272. The summation variable was not analyzed with the others due to the fact that it is the average of the other two variables.

Table 4.42 Multiple Regression

Multiple Regressions						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Reverse-Scale Online courses are a waste of time and money	0.272	8.205	0.001	0.435	2.422	0.020
Online programs are as valuable as in-person programs				0.374	2.340	0.024

4.12.2 Overall Interest Variable

Table 4.43 Simple Regression

Separate Linear Regressions						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Reverse-Scale Online courses are a waste of time and money	0.103	5.174	0.028	0.337	2.275	0.028
Online programs are as valuable as in-person programs	0.070	3.367	0.073	0.246	1.835	0.073
Summation of Value (Average of the Above Two Variables)	0.129	6.663	0.013	0.438	2.581	0.013

When analyzed separately, the variables “online courses are a waste of time (reverse-scale)” and “summation of value” is significant, though, with lower R-Square and t-scores than the previous “Interest Future” dependent variable analysis. The variable “online courses are as valuable as in-person” is only marginally significant in this case. When analyzed together, the model is significant, but none of the coefficients are significant. This might again be the result of correlation between the independent variables. The R-Square for this dependent variable is lower than the previous one overall.

Table 4.44 Multiple Regression

Multiple Regressions						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Reverse-Scale Online courses are a waste of time and money	0.133	3.377	0.043	0.278	1.795	0.080
Agree/Disagree: Online programs are as valuable as in-person programs				0.170	1.233	0.224

4.13 Facebook

This section examines whether there are any relationships between participants' Facebook usage and attitude and their intention to enroll in an online course. Variables explored include "I would consider buying live courses on Facebook", "I would consider buying pre-recorded courses on Facebook" and "How often I use Facebook"; last of which came as a set of dummy variables.

Overall, the most predictive variable is "I would consider buying pre-recorded courses on Facebook" followed by the variable "I would consider buying live courses on Facebook". The predictability of the dummy variable set "How often I use Facebook" is unclear. The former two variables indicate a positive relationship with participants' intention to enroll as shown by the positive Beta values. With these results, we could possibly conclude that the more people are open to take courses on Facebook, the more likely they would be to enroll in an online course in the future.

4.13.1 Interest Future Variable

When analyzed separately, variables "I would consider buying live courses on Facebook" and "I would consider buying pre-recorded courses on Facebook" are significant while the dummy variable set for "How often I use Facebook" is not. The variable "I would consider buying pre-recorded courses on Facebook" has the highest R-Square (0.200) and t-score (3.358). When analyzed together, this variable is the only significant one in both the model that includes the dummy variables and the one without.

Variable “I would consider buying live courses on Facebook” became non-significant in multiple regression models. Nevertheless, both multiple regression models are significant. All the Beta values of the variables are positive indicating that they have positive relationships with intention to enroll.

Table 4.45 Simple Regression

Simple Linear Regressions						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group	0.123	6.300	0.016	0.415	2.510	0.016
I would consider buying a pre-recorded course taught in a closed or secret Facebook group	0.200	11.275	0.002	0.477	3.358	0.002

Table 4.46 Multiple Regression

Multiple Regressions						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group	0.238	6.879	0.003	0.249	1.478	0.146
I would consider buying a pre-recorded course taught in a closed or secret Facebook group				0.392	2.582	0.013

Table 4.47 Multiple Regression

Multiple Regressions						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group	0.308	2.974	0.017	0.232	1.336	0.189
I would consider buying a pre-recorded course taught in a closed or secret Facebook group				0.338	2.144	0.038
HowoftendoyouuseFacebook=I do not use Facebook				0.222	0.525	0.602
HowoftendoyouuseFacebook=A few times a week				0.545	0.945	0.350
HowoftendoyouuseFacebook=Once a day				0.368	0.743	0.462
HowoftendoyouuseFacebook=Every hour				0.626	1.938	0.060

4.13.2 Overall Interest Variable

When analyzed separately, variables “I would consider buying live courses on Facebook” and “I would consider buying pre-recorded courses on Facebook” are significant with higher F-score than the previous dependent variable (Interest Future) while the dummy variable set for “How often I use Facebook” is only marginally significant. The dummy variable set has two significant coefficients—people who use Facebook “a few times a week” and “every hour”— suggesting that participants who select these options are more likely to be interested to enroll given the positive Beta values. In multiple regression analyses, both the models with and without the dummy variable set “How often I use Facebook” are significant. The variable coefficient “I would consider buying pre-recorded courses on Facebook” is significant in both multiple models indicating that it is the most predictive coefficient ($p < 0.05$). Meanwhile, the variable coefficient “I would consider buying live courses on Facebook” is only marginally significant in both multiple models ($0.05 < p < 0.1$). Again, in these analyses, all Beta values are positive indicating that they have positive relationships with intention to enroll.

Table 4.48 Simple Regression

Simple Linear Regressions						
Models	Model Summary	ANOVA		Coefficients		
		R Square	F	Sig.	B	t
I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group	0.168	9.079	0.004	0.383	3.013	0.004
I would consider buying a pre-recorded course taught in a closed or secret Facebook group	0.218	12.530	0.001	0.393	3.540	0.001

Table 4.49 Simple Regression

Simple Linear Regressions						
Models	Model Summary	ANOVA		Coefficients		
		R Square	F	Sig.	B	t
HowoftendoyouuseFacebook=I do not use Facebook	0.189	2.454	0.060	0.119	0.342	0.734
HowoftendoyouuseFacebook=A few times a week				0.952	2.053	0.046
HowoftendoyouuseFacebook=Once a day				0.494	1.205	0.235
HowoftendoyouuseFacebook=Every hour				0.696	2.624	0.012

Table 4.50 Multiple Regression

Multiple Regressions						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group	0.281	8.585	0.001	0.254	1.962	0.056
I would consider buying a pre-recorded course taught in a closed or secret Facebook group				0.306	2.627	0.012

Table 4.51 Multiple Regression

Multiple Regressions						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
HowoftendoyouuseFacebook=I do not use Facebook	0.390	4.259	0.002	0.264	0.843	0.404
HowoftendoyouuseFacebook=A few times a week				0.684	1.599	0.118
HowoftendoyouuseFacebook=Once a day				0.557	1.515	0.138
HowoftendoyouuseFacebook=Every hour				0.544	2.270	0.029
I would consider buying an online course that is taught LIVE directly in a closed or secret Facebook group				0.258	2.003	0.052
I would consider buying a pre-recorded course taught in a closed or secret Facebook group				0.244	2.087	0.043

4.14 Trust

The analyses in this section aims to uncover any relationships between participants' trust in online course providers and their intention to enroll. The variables analyzed are "I trust that instructor will deliver", "I trust that instructor will support", "reverse-scale online course providers are full of scams", and "summation of trust"; the last one being the average of the first three. The multiple regression including the variable "reverse-scale online course providers are full of scams" is not shown because it is also not significant or marginally significant ($p > 0.1$). The dependent variable "Overall Interest" is also not reported because not of its models are significant or marginally significant.

Overall, the most predictive variable is "summation of trust" followed by "I trust that instructor will deliver". They both have positive relationships with participants' intention to enroll. Since the variable "summation of trust", which is the average of the three trust variables, is the best predictor in this section's analyses, we could possibly conclude that the higher the participants' trust in online courses and their providers, the higher their likeliness to enroll in an online course in the future.

4.14.1 Interest Future Variable

When analyzed separately, the variable "summation of trust" and "I trust that instructor will deliver" are significant with the variable "summation of trust" having the highest R-Square (0.113) and t-score (2.397). Meanwhile, the variable "I trust that instructor will support" ($p = 0.077$) is only marginally significant and the variable "reverse-scale online course providers are full of scams" is non-significant ($p = 0.236$). When analyzed separately, the regression model is marginally significant, but with no significant coefficient. All Beta values are positive indicating that they have positive relationships with intention to enroll.

Table 4.52 Simple Regression

Simple Linear Regressions						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I trust that most online instructors deliver the promised knowledge inside their courses	0.093	4.622	0.037	0.388	2.150	0.037
I trust that online instructors will give me support when I have issues or questions regarding the course	0.068	3.280	0.077	0.311	1.811	0.077
Reverse-Scale Online course providers are full of scams	0.031	1.440	0.236	0.277	1.200	0.236
Summation of Trust in Online Course	0.113	5.746	0.021	0.596	2.397	0.021

Table 4.53 Multiple Regression

Multiple Regressions						
	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
I trust that most online instructors deliver the promised knowledge inside their courses	0.117	2.915	0.065	0.306	1.563	0.125
I trust that online instructors will give me support when I have issues or questions regarding the course				0.200	1.090	0.281

4.15 Age

This section aims to uncover any existing relationships between participants' age and their intention to enroll in an online course. The only marginally significant model is the model with the dependent variable "Overall Interest" ($p = 0.067$). The rest are non-significant and, therefore, are not reported here.

Overall, since the model is marginally significant, there is a possibility that a relationship exists between participant's age and their intention to enroll in online courses. It makes sense in logical terms that age should have an effect on people's enrollment in online courses, but further research is needed to confirm the relationship.

4.15.1 Overall Interest Variable

In this model, the only significant coefficient is "35-39 years old" and the only marginally significant coefficient is "18-24 years old". The two variables' Beta values are positive indicating possible positive relationships.

Table 4.54 Simple Regression

Linear Regressions (Overall Interest)							
Models	Model Summary		ANOVA		Coefficients		
	R Square		F	Sig.	B	t	Sig.
Whatisyourage=12-17 Years	0.245		2.167	0.067	0.094	0.168	0.867
Whatisyourage=18-24 Years					0.594	1.917	0.062
Whatisyourage=25-29 Years					0.313	1.189	0.241
Whatisyourage=35-39 Years					1.594	2.859	0.007
Whatisyourage=40-44 Years					0.594	0.775	0.443
Whatisyourage=50-55 Years					-0.906	-1.183	0.244

4.16 Income

This section aims to uncover any existing relationships between participants' income and their intention to enroll in an online course. The only marginally significant model is the model with the dependent variable "Interest Future" ($p = 0.070$). The rest are non-significant and, therefore, are not reported here.

Overall, since the model is marginally significant, there is a possibility that a relationship exists between participant's income and their intention to enroll in online courses. Once again, it makes sense in logical terms that income should have an effect

on people's enrollment in online courses, but further research is needed to confirm the relationship. Another interesting thing here is that most of the coefficients are negative especially the two significant ones— “income 75,001 to 100,000 Baht” and “income Over 150,000 Baht”. This may suggest that participants who picked these choices are less likely to enroll in online courses, but, since the model is only marginally significant, it is difficult to say for sure.

4.16.1 Interest Future Variable

Table 4.55 Simple Regression

Linear Regressions (Interest Future)						
Models	Model Summary	ANOVA		Coefficients		
	R Square	F	Sig.	B	t	Sig.
Income=I have no income	0.242	2.134	.070	-0.729	-1.616	0.114
Income =Less than 15,000 Baht				0.437	0.830	0.411
Income =30,001 to 50,000 Baht				-0.205	-0.481	0.633
Income =50,001 to 75,000 Baht				-0.348	-0.815	0.420
Income =75,001 to 100,000 Baht				-1.063	-2.354	0.024
Income =Over 150,000 Baht				-2.063	-2.122	0.040

In this model, the only two significant coefficients are “income 75,001 to 100,000 Baht” and “income Over 150,000 Baht”. The two variables' Beta values are negative indicating possible negative relationships.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After revolutionizing education industries in many Western nations, online courses are starting to catch some steam in the Thai market. The potential is huge, but so are the uncertainties. How will course providers be able to effectively market their online courses to Thai consumers? Though there are many types of online courses such as those offered by traditional schools and universities, this paper focuses on courses offered by private instructors and coaches who are independent of traditional institutions. The research examines the factors influencing the purchasing decision of Thai consumers in order to uncover what drives online course sales in Thailand. It is my hope that this research will help potential online course creators to better understand the Thai consumers.

5.1 Demographics of Participants

Participants of the research consist mostly of people who live in Thailand long-term (89%), most of whom live in Bangkok (82%), the capital city. Females (58%) slightly outnumbered males and the vast majority of participants are aged between 18 to 34 (83%). The largest income bracket is of those making 15,000 Baht or less per month (34%). Interestingly, the second largest bracket is of those making 100,001 to 150,000 Baht per month (16%). A vast majority of participants either have a Bachelor's or a Master's degree (88%). For occupations (participants can select more than one), most respondents are either private sector employees (43.7%) or students (39.4%). Some of them may be both. For hours of work, the largest brackets are of those working 30 to 40 hours per week (24%) followed by those working 40 to 50 hours per week (22%) and those who do not work (20%).

5.2 Summary of Findings

5.2.1 General Survey Findings

34% of all respondents have enrolled in at least one online course in the past. Of those 34%, 63% have purchased at least one privately-branded online course. In fact, privately-branded online courses are the most popular in this group of respondents followed by courses from traditional schools and colleges. When asked what type of online courses they would like to enroll in the future the most popular response from participants who previously enrolled are courses from traditional schools followed by courses from private instructors. On average, participants who enrolled in online courses in the past rated that they would recommend the courses they took to others (Summation mean = 3.36 out of 4).

Participants who never enrolled in the past indicated that they would most want to enroll in a privately-branded online course followed by courses from traditional schools. 63.8% of them indicated that they would be moderately or highly interested in enrolling in an online program in the future; however, only 14.9% plan to enroll in the next 6 months.

Considering all participants, on average, they rated that online courses are a worthwhile investment and are somewhat as valuable as in-person courses; however, they rated that online courses should be cheaper than in-person ones. When asked about the maximum amount they are willing to spend on an online course, the most popular responses are 2,000 to 5,000 Baht (38.03%) followed by 1,000 to 2,000 Baht (21.13%). The top three topics of online courses participants say they are most interested in enrolling are business (27.27%), language (26.70%) and self-improvement and motivation (19.89%).

In terms of instructor's characteristics, both participants in the "Enrolled" and "Never Enrolled" group rated instructor qualification the highest. They agree again on convenience and communication rating most highly the "flexibility in time and location" and the "ability to directly ask questions to instructors" respectively. Overall, communication with instructors is rated as more important than communication with other students by both groups.

In other aspects, participants generally believe they are moderately busy. They would be somewhat open to courses delivered through Facebook. They have moderate trust on online course providers and e-commerce in general, but less so with e-commerce. They moderately believe that companies would value in-person courses more than online ones and they rated strongly that they want their employers to value their educational experience.

5.2.2 SPSS Analysis

For “instructor characteristics” section, the variables “reputation” and “passion” show the strongest positive relationships with intention to enroll and “qualifications” shows a significant positive relationship. Interestingly, participants, on average, rated “instructor qualification” most highly, but when trying to predict intention to enroll, this variable is not as significant as the other two (“reputation” and “passion”).

For the “convenience” section, desire for convenience is positively linked to intention to enroll in an online course with “desire to avoid commuting” being the strongest predictor. Again here, participants rated “flexibility in time and location” most highly, but “desire to avoid commuting” is more strongly correlates with intention to enroll.

For the “communication” section, participants who “desire to communicate with other students” and who prefer “direct contact with instructors” are more likely to show interests in enrolling in online courses. Here too, respondents rated “ability to have direct Q & A with instructors” as most important, but this variable coefficient is not significant when trying to predict intention to enroll in any of the models.

For the “value” section, the higher the value participants place on online courses relative to in-person courses, the more likely they are to enroll in online courses in the future. For the “Facebook” section, the more participants are open to the idea of taking courses—pre-recorded or live—on Facebook, the more likely they are to enroll in online courses in the future. For the “trust” section, the more participants trust in online courses and their providers, the more likely they are to enroll in one in the future. For the “age” and “income” sections, the nature of the relationships is unclear due to the models being only marginally significant.

5.3 Conclusions

Overall, Thai consumers are more open and exposed to the idea of online courses than I previously thought. From the survey, there seem to be a strong demand for privately-branded courses as well as courses from traditional institutions. Participants who took online courses in the past are mostly satisfied and would likely recommend the courses they took. A good majority of those who never took online courses before are, at least, open to the idea.

5.4 Recommendations to Online Course Providers

This research suggests that there is a strong demand for online courses especially privately branded courses in the Thai market. 34% of all respondents have enrolled in at least one online course in the past. Furthermore, 63.8% of participants who never enrolled in online courses before indicated that they would be moderately or highly interested in enrolling in the future. Thus, instructors looking to take their businesses online would do well to consider this market as a real potential. Instructors could open themselves up to endless opportunities and almost limitless scaling of their enterprise enabled partly by the nature of digital products which in most cases have close to zero marginal cost. Here are some recommendations I believe is valuable for a successful online course business serving the Thai market.

Given the survey response, there seem to be a strong demand for privately-branded online courses in the Thai market. Respondents who have enrolled in the past enrolled in this type of courses more than others and people who never enrolled said that they are most interested in this type of courses. Therefore, instructors looking to go online should consider this option. This will mean building their own brand and taking their courses to market themselves. There are also other potential benefits such as greater marketing freedom and lack of profit sharing with other entities, but those are beyond the scope of this research.

Since participants who took online courses rated strongly that they would recommend some of the courses they took to others, teachers and coaches should do whatever they can to encourage recommendations. They should, for example, provide

as good a customer experience as possible to generate positive word-of-mouth and avoid upsetting the students.

In terms of delivery, instructors and coaches looking to sell courses in Thailand should explore the use of Facebook as a delivery channel. On average, Thais are heavy Facebook users and the evidence from this study suggests that they would be open to taking courses on this social platform. Instructors should also make sure to give students the ability to contact them directly and ask questions to them. Also, there should be a platform for students to interact with each other such as a Facebook group.

Characteristics of instructors that are important to in-person instructors such as reputation, qualifications and passion are still important online. Instructors would do well to communicate these qualities in their marketing. When advertising, instructors should emphasize not having to commute to a physical classroom as an advantage as this variable correlate positively to intention to enroll.

Online courses should be priced modestly compared to in-person courses, as the respondents expect to pay a lower price for online courses. Though, since participants generally see online courses as on-par in value with in-person courses, instructors who do well to emphasize the value of their courses may be able to charge more.

Finally, trust is one of the most important things in any business and that is the same in the online course industry. According to the survey, the more participants trust in online course providers, the higher their chances of enrolling. Thus, instructors should do whatever they can so that potential students see them as trustworthy. This aspect should not be overlooked.

5.5 Limitations and Further Research

Though I did my best to deliver representative results, the small sample size and the convenience sampling strategy may limit the ability to generalize the findings from this study to the entire population of Thailand.

Future research could increase the sample size and use a more representative sampling technique to have a more accurate representation of the population.

Furthermore, the researcher should also ask for the intention to re-enroll of the “enrolled” group. This will add another useful dimension to the research.

Another interesting topic to explore is “Why students want private independent instructors more than courses from traditional institutions?” (at least in this study). What that mean for private instructors?

Furthermore, there are some nuance between the raw survey results and SPSS analysis. For example, instructor “qualification” is the highest rated factor in the survey, but it has lower significance than other variables when trying to predict intention to enroll in SPSS regression analysis. Similar things happened in the “convenience” and “communication” section as well. For instance, “desire to avoid commuting” is the strongest predictor of intention to enroll, but “flexibility in time and location” most highly rated in the raw survey result.

Finally, it would be interesting to explore the various benefits of being private independent instructor. I suppose some benefits may be freedom in content creation, marketing and positioning, and delivery style and, of course, there is no profit sharing. Further research could confirm or disprove these and uncover new and unexpected benefits.

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