

**FACTORS AFFECTING THE DECISION TO STUDY ONLINE AT A
THAI PRIVATE UNIVERSITY DURING THE COVID-19 ERA**

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เสนอโดย

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ABSTRACT

This research paper studies the factors affecting the decision to study online at a Thai private university during the Covid-19 era. This will be studied through 1.) the demographic factors affecting the decision to study online at a Thai private university during the Covid-19 era; 2.) the decision factors which include the reputation of the university, the marketing campaign of the university, and reference groups affecting the decision to study online at a Thai private university during the covid-19 era; 3.) consumer perceived value affecting the decision to study online at a Thai private university. This research was conducted as quantitative research. The data collection was done by distributing a questionnaire to 400 samples which are students in Thai private universities. The number of respondents gathered was 327. The data were then analyzed using descriptive statistics, One-way ANOVA, and multiple regression analysis.

The results showed that (1) most of the respondents were male, aged between 15 to 20 years of age, and have 3 people in the household, currently residing in Bangkok, with an average monthly household income of more than 50,00, and studying in Bachelors of Business Administration; (2) Decision factors namely reputation, marketing, references affect the decision to study online at a Thai private university at a statistically significant level of 0.05; (3) Consumer perceived value namely monetary value for education, quality of education and benefits of education affect the decision to study online at a Thai private university at a statistically significant level of 0.05.

Keywords: Covid-19, study online, decision factor, consumer perceived value

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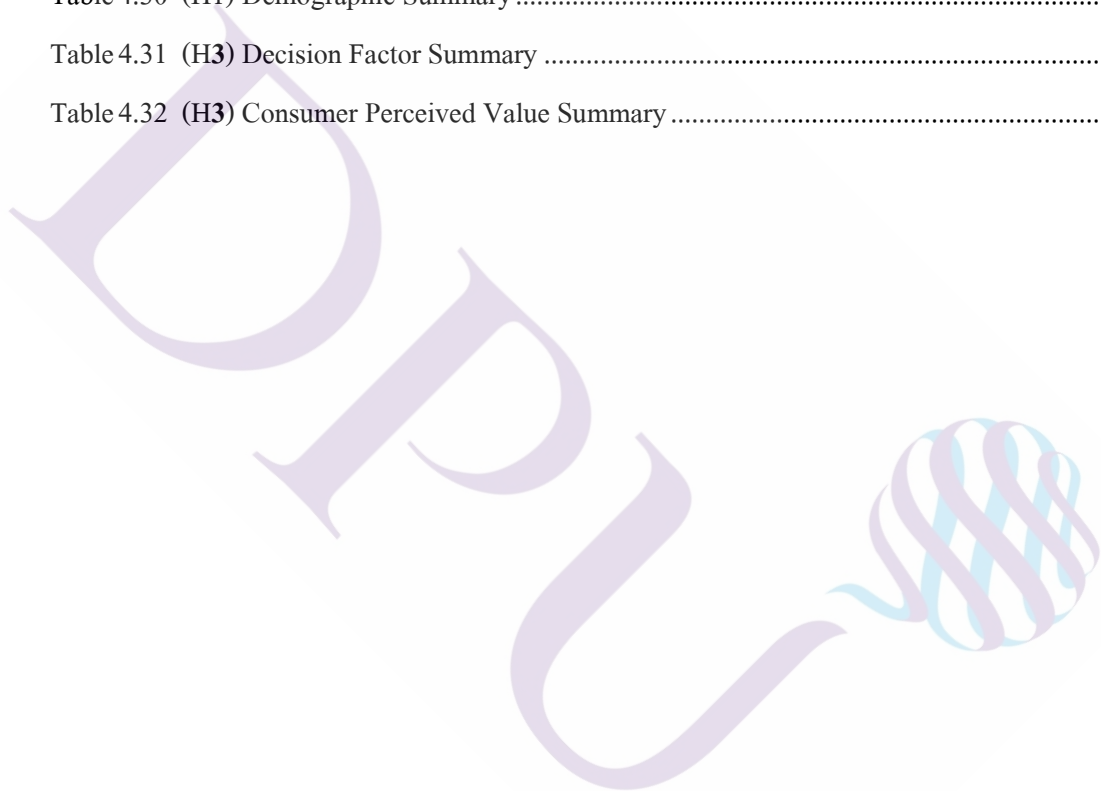
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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Nowadays, Thai society is more aware and places great importance on education. This especially applies to the university level of education, both public and private universities are now putting a significant cause to bachelors studies and higher education which is in accordance with the needs and policies of the state leading to development in human resources and the country's workforce as a whole. In the past, both public and private higher education institutions in Thailand have played a vital role in human resource development for the country as a whole and are the main institution that plays a leading role in social development. The general society has recognized and given importance to higher education institutions as the principle that people and organizations can rely on when there is a problem, it must be solved with academics and intellectuals. The hope of society and existing missions require higher education institutions to provide full efforts to perform duties in their entirety and maintain professionalism in each field of study. There are four main tasks that higher education institutions must perform which consist of teaching and learning management (graduate production), research (building knowledge), providing academic services to society (reliance on society), and the preservation of cultural arts (Preserving the national identity) These factors are important to the development of the country both in short term and long term.

Due to the spread of the coronavirus disease (COVID-19) affecting teaching and learning in the classroom, there were a plethora of education reforms. (Marketingoops,2020) by "UNESCO". It's estimated that more than 363 million students worldwide and 6 million students in Thailand are now affected by the COVID-19 pandemic and it is estimated that educational institutions in more than 15 countries in the regions of Asia, the Middle East, Europe, and North America has closed teaching at school and universities, while educational institutions in many countries have adopted various technologies to enable online teaching and learning. China is the

first country to announce the cessation of teaching activities in schools. and universities, resulting in the integration of both “teachers and students” into the distance education curriculum. The United States has begun closing schools to prevent the spread of the coronavirus disease (COVID-19) and the world's leading universities in the United States such as "Harvard" announced that they will use virtual teaching.

Harvard University began to use Virtual Education instead of learning in the classroom on March 23, 2020, as well as Princeton University, Stanford University, and others. Many universities in the United States have been proven to use such teaching methods as well so that students can learn from a long distance and create less of an impact of the effects of Covid-19. Many universities in Thailand have started to announce the teaching and learning system to be a long-distance online model since the outbreak of the coronavirus disease (COVID-19) crisis. The Covid-19 epidemic has made an impact in all sectors quickly and severely. This of course applied heavily to education. Despite the effects of the pandemic, if viewed in terms of adjustments this created an acceleration of reform in the “Education circle” around the world as well.

This applies especially to the dimension of “Technology” which is increasingly being applied to the teaching system to enable the continuation of global education without interruption and no matter where the teacher-learners are located, they can access education at ease. Learners will be able to access education anywhere in the current teaching and learning system through the internet. This type of learning is also known as e-Learning which has been very popular in both government organizations, and private and educational institutions. Resulting in providing the ability for learners to learn anywhere, anytime without limitations on equipment, date, time, and a place to study, which reduces the education gap. Online teaching has been defined as an innovation that is easily accessible for learners and has exceptional management considering the students as the center is designed to interact with learners and provide a conducive learning environment for all learners providing the students with an ability to study anywhere anytime using different types of resources in the form of digital technology in which the environment is designed to be conducive and open for learners (Ophas Kaosaiyaporn et al. quote from Badrul H Khan, 2017). It is said by (Anat Rattanathirakul, 2015) that E-learning, short for Electronic Learning, is teaching and learning through electronic media such as radio broadcasting, television, sound, internet network, satellite, mobile phones, touch screen mobile devices. Students can learn to develop themselves at their own

pace anywhere, anytime through the website in the form of multimedia media, whether it is text, sound, images, and video. The aforementioned can lead to an assumption that users can interact as if they were sitting in a normal classroom.

The Covid-19 pandemic has changed the world tremendously forcing educational institutions and individuals around the world to adapt to the rapid and widespread use of technological tools to create instructional content for educational use for the online distance education system for learners.

All levels have access to content. In Thailand, the integration of online learning is being done by using Line, Zoom, Google Meet, Google Classroom, Microsoft Teams, Ding Talk, YouTube, etc. to manage each lesson. There are difficulties to the process of online learning as well when considering the stability of online learning regarding the tools being used.

These difficulties include instability of the internet signal of both students and teachers, listening to interrupted content, switching programs back and forth wasting time in learning, and in the early stages, the availability of devices and programs that are needed for the online learning integration needs to be sought for making it inconvenient for both learners and teachers alike.

Initially, several programs need to be installed and take time to process the system with which students might not be familiar, especially in those where there are students with particular needs and restrictions. The biggest challenge in online learning is the interaction between students and teachers which can be existentially applied if properly practiced, however it is harder to integrate it into the online nature of the learning process

This research will look into the main factors that affect the decision to study in an online education system at a private university during the Covid-19 pandemic. These factors are set to consist of 1). The reputation of the university 2). Marketing campaigns if the university and 3). Influence of reference groups. This could lead to using the information obtained as a guideline for improvement and development of teaching and learning during the period of social distancing that might have to be applied for a certain period of each year depending on the pandemic situation to satisfy the needs of lecturers and students while maintaining educational standards.

1.2 Research Problems

What are the factors affecting the decision-making process of studying in an online education system of private universities during the Covid 19 Pandemic? What are the constraints that cause many university students to decide to not partake in online learning?

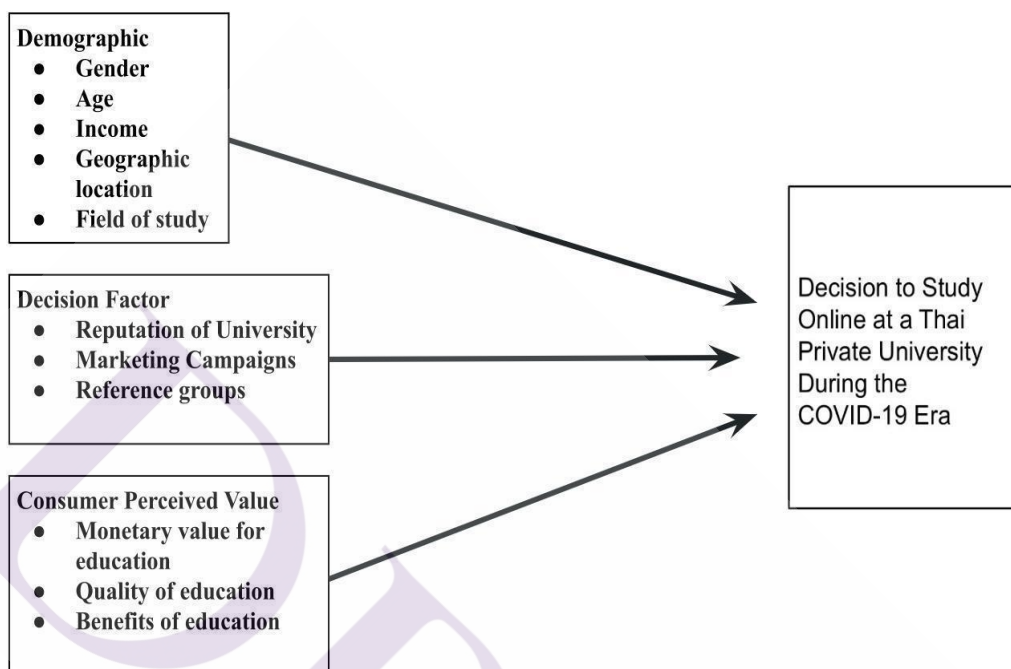
1.3 Research Questions

1. What are the factors affecting the decision making process of studying in an online education system of private universities during the Covid 19 Pandemic?
2. What are the constraints that cause many university students to decide to not partake in online learning?

1.4 Research Objectives

1. To determine the factors affecting the decision-making process of studying in an online education system of private universities during the Covid 19 Pandemic.
2. To study the factors influencing the decision-making process of studying in an online education system of private universities during the Covid 19 Pandemic.
3. To Identify and study the relations, demographic factors, and decision-making process of studying in an online education system of private universities during the Covid 19 Pandemic.

1.5 Conceptual framework



1.6 Research Hypotheses

H1. There is a significant relationship between demographic factors and the decision to study online at a Thai private university during the Covid-19 era.

H2. There is a significant relationship between the decision factors and the decision to study online at a Thai private university during the Covid-19 era.

H3. There is a significant relationship between consumer perceived value and the decision to study online at a Thai private university during the Covid-19 era.

1.7 Scope and limitations of the research

1. Scope of the research

This research paper focuses on the factors that affect the decision-making process to study online at a Thai private university during the covid-19 era. These factors include a number of subsequent factors under demographic, decision factors, and of course consumer perceived value.

Moreover, the data collected will be from current university students who are now studying in the integrated online system.

2. Limitations of the research

Considering the fact that only students who are only studying in private universities can be accounted for as part of the data making the sample size rather small. Using nonprobability sampling techniques (purposive sample) by selecting a range of respondents based on relativity will definitely affect the sample size. However, to ensure relative responses from the respondents this method has been chosen. Due to the current situation of the Covid-19 pandemic, there is a vast collection of similar research in similar fields thus leading to the limitations of the research topic.

1.8 Population and Sample

1.8.1 Sampling Method

For the accuracy of outcome and appropriateness of the information, a nonprobability sampling technique specifically purposive or selective sampling is implemented for the purpose of selecting a specific population for sampling. The purposive samples chosen for the research are students who are studying in the online system of private universities in the Bangkok area subjectively Dhurakij Pundit University, Panyapiwat University, and Assumption University. The purposive method was chosen to ensure that respondents meet the criteria, can relate to the situation and are willing to participate, however, there are possibilities of biased information (Jovanovic, 2012).

1.8.2 Study Variables

Independent Variable

1.8.2.1 Demographics

- Gender
- Age
- Income
- Geographic location
- Field of study

1.8.2.2 Decision Factors

- The reputation of the university
- Marketing campaigns of the university
- Reference groups

1.8.2.3 Consumer Perceived Value

- The monetary value for education
- Quality of education
- Benefits of education

Dependent variable

The decision to study online at a Thai private university during the Covid-19 era

1.9 Definition of Terms

Below are the definitions of terms used throughout the research and are in the main title of this research paper. The definitions are retrieved from credible sources namely reputable research or scholarly journals.

Online Study: “Online Study refers to the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals” (Wang et al., 2010: 167). Dabbagh and Bannan-Ritland (2005) define online learning as “an open and distributed learning environment that uses pedagogical tools, enabled by the Internet and Web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction” (p. 15). Online learning also may be referred to as e-learning, e-training, or web-based instruction. According to Dabbagh & Bannan-Ritland (2005), key components of online learning include pedagogical models, instructional and learning strategies, and pedagogical tools. Pedagogical models are views about teaching derived from learning theory and enable the implementation of specific instructional and learning strategies (Dabbagh & Bannan- Ritland, 2005). Instructional strategies are “the plans and techniques that the instructor/instructional designer uses to engage the learning and facilitate learning” (Jonassen, Grabinger, and Harris, 1991, p. 34).

Private University: A private school is a college or university that mostly undergoes its operation as a non-profit educational organization. It does not receive its monetary funding from

the government. When compared, private schools are generally smaller in management than public schools and have smaller class sizes than public schools. Some private schools may have religious affiliations but this is not always the case. Private schools usually have specialized academic programs but with an exchange with a smaller selection of majors. (What is a Public University? What is a Private University?, 2021)

Covid-19 Era: “SARS-CoV-2 is a betacoronavirus belonging to the subgenus Sarbecovirus. The global spread of SARS-CoV-2 and the thousands of deaths caused by coronavirus disease (COVID-19) led the World Health Organization to declare a pandemic on 12 March 2020. To date, the world has paid a high toll in this pandemic in terms of human lives lost, economic repercussions and increased poverty.”(Ciotti et al., 2019)

1.10 Significance of the Study

Theory-based Contribution

The results of this study will further broaden and clarify existing research into the decision to study online at a Thai private university during the Covid-19 era. This helps to clarify certain areas of the already existing study of the effects of Covid-19.

Practical-based Contribution

The main purpose of this study is to assist private universities to understand the nature of online education and its effect on students. The study will hopefully provide private university officials with information about the decision-making process regarding the massive change in educational operation. This promises an improvement in understanding the consumer base which should lead to improvements in areas that are needed to be changed. The data produced, collected, and professionally analyzed in this research paper should provide valuable information and insight for further research or additional information on existing research in similar fields of study.

1.11 Organization of the Study

The Independent Study comprises five chapters: (1) introduction, (2) literature review, (3) research method, (4) findings, and (5) conclusions and recommendations. The research problems, research questions, and objectives of this research study are introduced in chapter 1 including contributions and limitations. Chapter 2 reviews the uniqueness of information being referenced and guides this research Chapter 3 elaborates on the research design and methodology for data collection Chapter 4 is related to data analysis and research results Chapter 5

looks into the implications of the research results and recommendations.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this part of the research each independent and dependent variable will be explored in terms of meaning and applications of the terms used in previous research. The information in the chapter will be separated into the same subsection as the variables and are as follows.

2.2 Independent Variables

2.2.1 Demographics profile

Demographic variables are independent variables by default due to the inability of manipulation. This provides data on research participants and is very vital to determine that the individuals in the research are representable for the generalization of the target population.

2.2.1.1 Gender

While conducting research on the demographic factor of gender regarding the process of decision making, it is obvious that in the majority of previous research results, the differences between genders are not as significant when compared with the similarities. “ Males are slightly less likely to be perfectionists than females” (Mitchell, V& Walsh,G. 2004). According to research by Bakshi, S. (2012) women are much more subjective and tend to be intuitive whilst men tend to gather their purchase decision cues based on heuristics.

Table 2.1 Demographic Profile: Gender Research Summary

Author,(year)	Research Method	Sample size (if provided)	Discussion of Findings
Mitchell, V& Walsh, G. 2004	Quantitative (Questionnaire)	358	Males tend to be more impulsive with their choices of decision making
Mokhlis, S., & Salleh, H. S.(2009) Malaysia	Quantitative (Questionnaire)	400 (presumed)	Differences factors include quality, brand, fashion and satisfaction value between males and females
Bakshi, S. (2012), India	Secondary Research	-	Women are more logical, analytical, and conscious about values while making purchase decisions

2.2.1.2 Age

Existing research on the connection between the decision making process and the demographic of age have proven to be varied depending on the context of each research. A quantitative survey conducted by H.Evanschitzky, D. Woisetschlaeger (2008), The survey has proven that people within the older generation seek more information before making their purchasing decision.

In terms of the decision to study online, it may appear obvious that students who enroll in a fully online program would tell their day-to-day basis needs on the usage of digital technology. This leads to a conclusion that younger students or populations are more likely to be the heavier users of emerging technologies when compared with older generations of students (Zickuhr & Smith 2012). Generally speaking, students who are more mature in the educational process and age are more capable of learning online as stated “ students who are attending classes on campus are

considered to be younger than fully online students” (Quinn & Stein 2013). However, most fully online students in the research sample conducted by Andaleeb et al. (2010) were stated to have used mobile technology as their primary source of technological touchpoint to study online.

Table 2.2 Demographic Profile: Age Research Summary

Author,(year)	Research Method	Sample size (if provided)	Discussion of Findings
H. Evanschitzky, D. Woisetschlaeger (2008), Germany	Quantitative (Questionnaire)	998 aged of 18-70	older consumers look for more alternatives and do more research.
Zickuhr & Smith 2012	Quantitative (Questionnaire)	387 age of 18-40	Younger generations use technology more frequently
Andaleeb et al. (2010)	Quantitative (Questionnaire)	521 age 20-45	most fully online students use the MobilePhone as the means to learning online

2.2.1.3 Income

While the “digital divide” has perhaps been disbarred from the system in terms of overall Internet use, low-income households are still at a significant disadvantage (cf. Rainie, Estabrook, & Witt, 2007) In developing countries families with low income mostly access the internet through their handheld devices rather than through household internet(Horrigan, 2009). While online learning may help to reduce the costs in many aspects including transportation, scheduling, and location, it’s near impossible to reduce educational tuition and operation fees. With this fact mentioned, these costs are acting as a barrier to lower-income families to provide proper education and are much more significant in young adults providing their education(Chao, DeRocco, & Flynn, 2007).

Table 2.3 Demographic Profile: Income Research Summary

Author,(year)	Research Method	Sample size (if provided)	Discussion of Findings
Rainie, Estabrook, & Witt, 2007	Secondary Research	N/E	lower-income families are still at a significant disadvantage in terms of digital access
Horrigan, 2009	Qualitative Research (Group Interview)	60 age 17-50	mid to low income families uses mobile devices to access learning
Chao, DeRocco, & Flynn, 2007	Quantitative (Questionnaire)	349 age 20-45	lower-income population still struggle theory-based from online education

2.2.1.4 Geographic location

The RUMiC survey proves that urban areas in rural areas in terms of education and economic readiness to face educational preparation is highly distinctive in several areas of Asia. It shows that roughly 36% of people in the rural areas leave their children at home with no education due to monetary constraints, while 26.5% decide to leave their children at home uneducated because of a lack of the time to take care of the children(Cameron, Meng, and Zhang 2014).

E-learning however can be counted as a solution to omit the inequality gap in education by bringing students from rural areas into the same system as urban education this has been in discussion for many developing countries including Pakistan, Nigeria, and Thailand (Iqbal & Ahmad, 2010; Folorunso, et al., 2006; Siritongthaworn, et al., 2006).

Table 2.4 Demographic Profile: Geographic Location Research Summary

Author,(year)	Research Method	Sample size (if provided)	Discussion of Findings
Cameron, Meng, and Zhang 2014)	Qualitative Research (Group Interview)	N/E	Children are left uneducated due to monetary constraints and also lack of childcare, especially in rural areas
Iqbal & Ahmad, 2010; Folorunso, et al., 2006; Siritongthaworn, et al., 2006).	Quantitative Research (Questionnaire)	650 age 18-70	Online education can lead to the omission of the inequality gap of education by providing students in the rural areas with proper education

2.2.1.5 Field of study

Online learning is known to be effective for some types of knowledge accumulation, namely theory-based learning and language learning. However, in some practical fields of education, this can be deemed as a challenge to the process of learning as a whole. Fields of study like medical and engineering are facing a huge challenge in terms of curriculum and aspects of studies that they are supposed to reach. “Students were concerned that they were not learning essential skills or getting ample patient exposure, a sentiment that is echoed around the globe” (Gallagher and Schleyer, 2020). “When classes were suspended, third and fourth-year medical students were shifted to virtual clinical rotations.” (Theoret and Ming, 2020).

Table 2.5 Demographic Profile: Field of Study Research Summary

Author ,(year)	Research Method	Sample size (if provided)	Discussion of Findings
Gallagher and Schleyer, 2020	Qualitative Research (Group Interview)	N/E	practical fields of study are not getting the same educational exposure which is vital for the fields.
Theoret and Ming, 2020	Qualitative Research (Group Interview)	N/E	Medical students having to shift from practical-based study to online-based study

2.2.2 Decision Factors

2.2.2.1 The reputation of the university

Decision to enroll in a university is assumed to be largely based on the institution's reputation. Scientific activities and the overall management of the institution play a vast role in increasing the reputation of the institution. A well and high perceived reputation can attract more students. These results are consistent with the literature (Kotler, 1976; Gatfield, Barker, & Graham, 1999; Elliott & Healy, 2001; Montilla, 2004).

2.2.2.2 Marketing campaigns of the university

Another aspect is the marketing effort prepared by the university that involves advertising arranged by the university and visiting campus (Proboyo & Soedarsono, 2015). These marketing attempts may include several social activities and invocation of participation through various aspects of media. Moogan and Baron (2014) found that social activities are an important and high-level predictor of the decision-making of prospective students.

2.2.2.3 Reference groups

Research by Foskett and Hesketh (1997) found that students are significantly affected by their parents, friends, and relatives. Research by Dao and Thorpe (2015) showed that undergraduate students are mostly affected more by their parents, however, postgraduate students are influenced

by teachers and friends. This leads to the conclusion that reference groups i.e. parents, friends, and relatives play a major role in the decision-making process in the context of university selection.

2.2.3 Consumer Perceived Value

2.2.3.1 The monetary value for education

Undergraduate degree is now portrayed as a “degree for the masses” rather than a distinct measure of knowledge when compared to the majority of the population. The Bachelor’s degree once accessible only to elites is now available and in certain contexts “a necessity” sees a decrease in value and has become more of a mandatory requirement (Trow, 2003). One of the major factors attracting students to the academic world is the perceived potential of accreditation to improve one's status in the labor market and generate financial profit (Ziderman, 1973; Enders, 2010; Furia et al., 2010).

2.2.3.2 Quality of education

Due to the ever-increasing amount of competition in the educational market of Thai private universities, most institutions are now focusing on the student number, ratio of international students to local students, curriculum management, student completion number, and increased student retention rate. Moreover, a university’s performance is also known as a measurement tool for its reputation and overall quality (Samah and Jusoff, 2008).

2.2.3.3 Benefits of education

There are several benefits to education, especially higher education. The most obvious benefit would be the fact that graduates become more valuable in the work field that requires expertise. However, in Thailand 4.0, education would have to be incorporated into communities and students would have to be able to interact constructively with local communities to help solve community problems. In the 4.0 era, it is expected that students would be able to learn beyond classrooms (Saengpassa, 2017).

2.3 Dependent Variable

Decision to study online at a Thai private university during the Covid-19 era.

Decision on the aforementioned topic relies heavily on the perception and a combination of Decision factors and Consumer Perceived Value. The shift to “forced” online teaching has been a contentious issue among educators (Burgess & Sievertsen, 2020). This sudden educational transition impacted and interrupted students' and lecturers' educational processes. Although the Thai government has established that schools and institutions will be supported in terms of internet access. Almost half of the country’s higher education reported that they do not have the means necessary for a full online curriculum, while almost $\frac{1}{3}$ of the Thai students are facing the necessity to halt their education and wait for better periods to resume their studies (Mala, 2020). Most universities are trying to avert the fact that learning and teaching online is much less accustomed by both parties with the help of various marketing tools to maintain existing students and to attempt to gain more student numbers.

Consumer Decision-Making Process Overview



CHAPTER 3

RESEARCH METHOD

3.1 Population and Sample

For the accuracy of outcome and appropriateness of the information, a nonprobability sampling technique specifically purposive or selective sampling is implemented for the purpose of selecting a specific population for sampling. The purposive samples chosen for the research are students who are studying in the online system of private universities in the Bangkok area subjectively Dhurakij Pundit University, Panyapiwat University, and Assumption University. The purposive method was chosen to ensure that respondents meet the criteria, can relate to the situation and are willing to participate, however, there are possibilities of biased information (Jovanovic, 2012).

3.1.1 Sample Size

The population of the sample size is set to be 400, however, due to the constraints of time and the density of the matters being mentioned in the questionnaire corresponding to this research topic it is less likely to achieve the given sample size. A prediction of 80% or 320 out of 400 responses is to be expected once the data collection process is completed.

3.1.2 Sampling Method

The research methodology applied for this study was conducted to address and ponder the research questions. The proven to be effective quantitative method is chosen for this research paper an outline of a 25 to the 30-item questionnaire was administered through a selective or purposive sampling method.

3.2 Measurement Items and Validations

Measurement items consist of IV1, IV2, IV3 & DV:

IV1 Demographic Profile: Consists of 7 multiple-choice questions.

IV2 Decision Factor: Consists of 14 items of measurement all of which are interval scale-based questions using the Likert scale and measuring 3 factors in the variable.

IV3 Consumer Perceived Value: Consists of 9 items of measurement all of which are interval scale-based questions using the Likert scale and measuring 2 factors in the variable.

DV: Benefits of Education: Consists of 5 items of measurement all of which are interval scale-based questions using the Likert scale.

3.3 Data collection

Results of distributing the questionnaire to the sample size of 400 individuals yielded results of 327 responses (82% response rate). Questionnaires were distributed to the sample on 28/03/2022 and collected for analysis on 25/04/2022.

3.4 Data Analysis

Descriptive statistics for demographic profiles will be analyzed by utilizing frequency and percentage of distribution. One-way ANOVA testing will be used to test the relationship between IV1 and DV (H1). Multiple regression analysis will be used to test the relationship between IV2 and DV (H2) & IV3 and DV (H3).

CHAPTER 4

FINDING

4.1 Descriptive Results

4.1.1 Demographic Profile

Results of frequency and percentage of responses for the demographic profile variables are as follows:

Table 4.1 Gender of respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	162	49.5	49.5	49.5
	Female	160	48.9	48.9	98.5
	Prefer not to say	5	1.5	1.5	100.0
	Total	327	100.0	100.0	

The slight majority of the respondents were male with 162 (49.5%) selecting this category. 160 of the respondents identified as female (48.9%), and 5 (1.5%) respondents preferred not to mention their gender.

Table 4.2 Age of respondents

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-20	92	28.1	28.1	28.1
	21-25	89	27.2	27.2	55.4
	26-30	81	24.8	24.8	80.1
	Above 30	65	19.9	19.9	100.0
	Total	327	100.0	100.0	

The highest frequency of respondents regarding the age range category is at 15-20 with 92(28.1%) of the respondents. This is followed by 21-25 years old (27.1%), 26-30 years old (24.8%) and above 30 years old (19.9%).

Table 4.3 Number of People in Household

People in Household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	53	16.2	16.2	16.2
	2	52	15.9	15.9	32.1
	3	62	19.0	19.0	51.1
	4	55	16.8	16.8	67.9
	5	47	14.4	14.4	82.3
	More than 5	58	17.7	17.7	100.0
	Total	327	100.0	100.0	

The majority of respondents indicated that there were 3 people currently living in their household 62 (19%). This was followed by more than 5 people living in the household 58 (17.7%), 4 people living in the household 55 (16.8%), a single person living in the household 53 (16.2%), 5 people living in the household 47 (14.4%).

Table 4.4 Area of origin

Area of Residency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Northern Thailand	43	13.1	13.1	13.1
	North-eastern Thailand	35	10.7	10.7	23.9
	Western Thailand	54	16.5	16.5	40.4
	Central Thailand (including Bangkok metropolitan area)	56	17.1	17.1	57.5
	Eastern Thailand	46	14.1	14.1	71.6
	Southern Thailand	47	14.4	14.4	85.9
	Not from Thailand	46	14.1	14.1	100.0
	Total	327	100.0	100.0	

Respondents from Central Thailand (including the Bangkok metropolitan area) represented the largest group in the survey 56(17.1%). This follows by respondents from Western Thailand 54 (16.5%), respondents that are from Southern Thailand 47 (14.4%), respondents that are not from Thailand and respondents from the Eastern part of Thailand returned equal numbers of respondents 46 (14.1%), respondents from Northern part of Thailand 43 (13.1%), and respondents from North Eastern part of Thailand 35 (10.7%) respectively.

Table 4.5 Household income

		Household Income			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between 15,000 - 30,000 THB	110	33.6	33.6	33.6
	Between 30,001 - 50,000THB	101	30.9	30.9	64.5
	Over 50,001 THB	116	35.5	35.5	100.0
	Total	327	100.0	100.0	

Respondents claiming to receive a household monthly income of over 50,001 THB represent a significant majority in study 116 (35.5%). This is followed by those earning a household income of between 15,000 to 30,000 THB at 110 (33.6%), and between 30,001 to 50,000 THB at 101 (30.9%) respectively.

Table 4.6 Field of Study

		Field of Study			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Administration	75	22.9	22.9	22.9
	Arts and Linguistics	39	11.9	11.9	34.9
	Communication Arts	42	12.8	12.8	47.7
	Law and Political Science	45	13.8	13.8	61.5
	Engineering	44	13.5	13.5	74.9
	Fine Arts	29	8.9	8.9	83.8
	Other	53	16.2	16.2	100.0
	Total	327	100.0	100.0	

Respondents studying in the Business Administration field of study represents a significant majority of 75 (22.9%). This is followed by other fields of study at 53 (16.2%), law and political 45(13.8%), engineering at 44 (13.5%), communication arts 42 (12.8%), arts and linguistics 39 (11.9%), and fine arts at 29 (8.9%) respectively.

4.2 Inferential Statistic

4.2.1 Results of Hypothesis Testing

H1- There is a significant relationship between demographic factors and the decision to study online at a Thai private university during the Covid-19 era

One-way ANOVA was used to test the relationship between demographic and profile and the decision to study online at a Thai private university during the covid-19 era. H1 (There is a significant relationship between demographic factors and the decision to study online at a Thai private university during the Covid-19 era) will be tested using the following data:

Table 4.7 Gender ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Chosen rather than provided	Between Groups	.793	2	.396	1.207	.300
	Within Groups	106.400	324	.328		
	Total	107.193	326			
Study online was influenced by the Covid-19	Between Groups	.325	2	.163	.462	.630
	Within Groups	114.011	324	.352		
	Total	114.336	326			
Onsite study after Covid-19	Between Groups	.247	2	.123	.174	.841
	Within Groups	230.072	324	.710		
	Total	230.318	326			

Results from one-way ANOVA testing indicate that equal variances are assumed across all three dependent groups in relation to the gender demographic factor which was shown to be as follows (Sig. = 300 > 0.05, Sig. = 0.630 > 0.05, Sig. = 0.841 > 0.05). Therefore, the hypothesis ‘There is a significant relationship between demographic factors (gender) and the decision to study online at a Thai private university during the Covid-19 era’ will be rejected.

Table 4.8 Age ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Chosen rather than provided	Between Groups	1.432	3	.477	1.458	.226
	Within Groups	105.760	323	.327		
	Total	107.193	326			
Study online was influenced by the Covid-19	Between Groups	2.684	3	.895	2.588	.053
	Within Groups	111.653	323	.346		
	Total	114.336	326			
Onsite study after Covid-19	Between Groups	5.438	3	1.813	2.603	.052
	Within Groups	224.880	323	.696		
	Total	230.318	326			

Results from one-way ANOVA testing indicate that equal variances are assumed across all three dependent groups in relation to the age demographic factor which was shown to be as follows (Sig. = .226 > 0.05, Sig. = 0.053 > 0.05, Sig. = 0.052 > 0.05). Therefore, the hypothesis ‘There is a significant relationship between demographic factors (age) and the decision to study online at a Thai private university during the Covid-19 era’ will be rejected.

Table 4.9 People in household ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Chosen rather than provided	Between Groups	3.708	5	.742	2.300	.045
	Within Groups	103.485	321	.322		
	Total	107.193	326			
Study online was influenced by the Covid-19	Between Groups	1.473	5	.295	.838	.523
	Within Groups	112.863	321	.352		
	Total	114.336	326			
Onsite study after Covid-19	Between Groups	6.784	5	1.357	1.948	.086
	Within Groups	223.534	321	.696		
	Total	230.318	326			

Results from One-way ANOVA testing indicate that equal variances are assumed across all three dependent variables in relation to the number of people in the household. (Sig. = 0.045 < 0.05, Sig. = 0.523 > 0.05, Sig. = 0.086 > 0.05). According to the ANOVA testing only. Only the dependent variable of the decision to study online was chosen rather than provided was significant (Sig = 0.045 < 0.05) Therefore, the hypothesis ‘There is a significant relationship between demographic factors

(people in household) and the decision to study online at a Thai private university during the Covid-19 era' will be rejected.

Table 4.10 Origin of Living ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Chosen rather than provided	Between Groups	.343	6	.057	.171	.984
	Within Groups	106.850	320	.334		
	Total	107.193	326			
Study online was influenced by the Covid-19	Between Groups	3.338	6	.556	1.604	.145
	Within Groups	110.999	320	.347		
	Total	114.336	326			
Onsite study after Covid-19	Between Groups	4.793	6	.799	1.133	.343
	Within Groups	225.525	320	.705		
	Total	230.318	326			

Results from One-way ANOVA testing indicate that equal variances are assumed across all three dependent groups in relation to the age demographic factor which was shown to be as follows (Sig. = .984 > 0.05, Sig. = 0.145 > 0.05, Sig. = 0.343 > 0.05). Therefore, the hypothesis 'There is a significant relationship between demographic factors (Origin of Living) and the decision to study online at a Thai private university during the Covid-19 era' will be rejected.

Table 4.11 Household income ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Chosen rather than provided	Between Groups	.590	2	.295	.896	.409
	Within Groups	106.603	324	.329		
	Total	107.193	326			
Study online was influenced by the Covid-19	Between Groups	.677	2	.338	.965	.382
	Within Groups	113.659	324	.351		
	Total	114.336	326			
Onsite study after Covid-19	Between Groups	.100	2	.050	.070	.932
	Within Groups	230.218	324	.711		
	Total	230.318	326			

Results from One-way ANOVA testing indicate that equal variances are assumed across all three dependent groups in relation to the age demographic factor which was shown to be as follows (Sig. = .409 > 0.05, Sig. = 0.382 > 0.05, Sig. = 0.932 > 0.05). Therefore, the hypothesis

‘There is a significant relationship between demographic factors (Household Income) and the decision to study online at a Thai private university during the Covid-19 era’ will be rejected.

Table 4.12 Field of Study ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Chosen rather than provided	Between Groups	.460	6	.077	.230	.967
	Within Groups	106.732	320	.334		
	Total	107.193	326			
Study online was influenced by the Covid-19	Between Groups	1.963	6	.327	.932	.472
	Within Groups	112.373	320	.351		
	Total	114.336	326			
Onsite study after Covid-19	Between Groups	1.713	6	.285	.400	.879
	Within Groups	228.605	320	.714		
	Total	230.318	326			

Results from One-way ANOVA testing indicate that equal variances are assumed across all three dependent groups in relation to the age demographic factor which was shown to be as follows (Sig. = .967 > 0.05, Sig. = 0.472 > 0.05, Sig. = 0.879 > 0.05). Therefore, the hypothesis ‘There is a significant relationship between demographic factors (Field of Study) and the decision to study online at a Thai private university during the Covid-19 era’ will be rejected.

4.2.2 Results of Hypothesis Test - Decision Factor

H2A - Decision factor (Reputation of the University) will have an influence on factors influencing decision to study online at a Thai private university in Thailand

Table 4.13 Reputation-Chosen rather than provided

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.250 ^a	.062	.048	.560	

a. Predictors: (Constant), Supporting Facilities , Campus size factor, Ambiance of the university, International Accreditations, Mutinationality student

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.689	5	1.338	4.273	.001 ^b
	Residual	100.504	321	.313		
	Total	107.193	326			

a. Dependent Variable: Chosen rather than provided
b. Predictors: (Constant), Supporting Facilities , Campus size factor, Ambiance of the university, International Accreditations, Mutinationality student

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.622	.450		5.828	.000	1.737	3.507
	Campus size factor	.024	.054	.024	.445	.657	-.083	.131
	Ambiance of the university	.187	.055	.186	3.427	.001	.080	.294
	International Accreditations	.050	.054	.051	.923	.357	-.056	.156
	Mutinationality student	.063	.054	.065	1.172	.242	-.043	.169
	Supporting Facilities	.092	.053	.097	1.733	.084	-.012	.196

a. Dependent Variable: Chosen rather than provided

Results from the testing H2A revealed that the dependent variable of ‘ The decision to study online was chosen for the students rather than being provided as a choice during the Covid-19 pandemic’ will be heavily affected by the reputation of the university (Sig. = 0.01 < 0.05). Coefficient values revealed that individual elements in the category of reputation of the university will affect the decision to study online in Thai private universities during Covid-19 era. (p < .05). This proves that the students think that studying online was chosen for them and they did not decide to study online by choice.

Table 4.14 Reputation-study online was heavily influenced by the Covid -19 pandemic**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.253 ^a	.064	.049	.577

a. Predictors: (Constant), Supporting Facilities , Campus size factor, Ambiance of the university, International Accreditations, Mutinationality student

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.325	5	1.465	4.395	.001 ^b
	Residual	107.011	321	.333		
	Total	114.336	326			

a. Dependent Variable: Study online was influenced by the Covid-19

b. Predictors: (Constant), Supporting Facilities , Campus size factor, Ambiance of the university, International Accreditations, Mutinationality student

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.025	.464		6.517	.000	2.112	3.939
	Campus size factor	.047	.056	.046	.841	.401	-.063	.158
	Ambiance of the university	-.030	.056	-.029	-.539	.590	-.141	.080
	International Accreditations	.043	.056	.042	.765	.445	-.067	.152
	Mutinationality student	.036	.056	.036	.653	.514	-.073	.146
	Supporting Facilities	.222	.055	.226	4.055	.000	.114	.330

a. Dependent Variable: Study online was influenced by the Covid-19

Results from the testing H2A revealed that the dependent variable of ‘The decision to study online was heavily influenced by the Covid-19 pandemic’ will be heavily affected by the reputation of the university (Sig. = $0.01 < 0.05$). Coefficient values revealed that the individual elements of ‘supporting facilities’ has a heavy influence on the fact that ‘the decision to study online was heavily influenced by the Covid-19 pandemic’(Beta .226 < p0.5) This could mean that with the students not being able to use the facilities in the university due to the Covid-19 pandemic factors into their decision to study online.

Table 4.15 Reputation- onsite study after Covid-19**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328 ^a	.107	.093	.800

a. Predictors: (Constant), Supporting Facilities , Campus size factor, Ambiance of the university, International Accreditations, Mutinationality student

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.708	5	4.942	7.715	.000 ^b
	Residual	205.610	321	.641		
	Total	230.318	326			

a. Dependent Variable: Onsite study after Covid-19

b. Predictors: (Constant), Supporting Facilities , Campus size factor, Ambiance of the university, International Accreditations, Mutinationality student

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.447	.643		.694	.488	-.819	1.713
	Campus size factor	.178	.078	.122	2.284	.023	.025	.331
	Ambiance of the university	.227	.078	.154	2.903	.004	.073	.380
	International Accreditations	.059	.077	.042	.769	.442	-.093	.211
	Mutinationality student	.163	.077	.115	2.119	.035	.012	.315
	Supporting Facilities	.238	.076	.170	3.129	.002	.088	.387

a. Dependent Variable: Onsite study after Covid-19

Results from the testing H2A revealed that the dependent variable of ‘ Classes should resume on-site sessions after the Covid-19 pandemic’ will be extremely affected by the reputation of the university (Sig. = 0.00 < 0.05). Coefficient values revealed that the individual elements of ‘supporting facilities’ have a heavy influence on the fact that ‘Classes should resume on-site sessions after the Covid-19 pandemic’(Beta .170 < p0.5). This could mean that the students think that it’s best to study on campus after Covid-19 once it is safe to utilize the facilities in the university due to the Covid-19 pandemic factors into their decision to study online.

H2B - Decision factor (Marketing campaign of the university) will influence factors influencing the decision to study online at a Thai private university in Thailand

Table 4.16 Marketing - Chosen rather than provided**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.224 ^a	.050	.039	.562

a. Predictors: (Constant), Clear message, Curriculum suited for online/ hybrid , Online learning support information, Well distributed to all student

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.399	4	1.350	4.270	.002 ^b
	Residual	101.793	322	.316		
	Total	107.193	326			

a. Dependent Variable: Chosen rather than provided

b. Predictors: (Constant), Clear message, Curriculum suited for online/ hybrid , Online learning support information, Well distributed to all student

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.858	.425		6.720	.000	2.021	3.694
	Curriculum suited for online/ hybrid	.169	.057	.162	2.955	.003	.056	.281
	Online learning support information	.109	.054	.111	2.019	.044	.003	.215
	Well distributed to all student	.053	.053	.054	.985	.325	-.052	.158
	Clear message	.031	.055	.031	.566	.572	-.078	.140

a. Dependent Variable: Chosen rather than provided

Results from the testing H2B revealed that the dependent variable of ‘ The decision to study online was chosen for the students rather than being provided as a choice during the Covid-19 pandemic’ will be heavily affected by the marketing campaign of the university (Sig. = 0.02 < 0.05). Coefficient values revealed that individual elements in the category of the marketing campaign of the university will affect the decision to study online in Thai private universities during the Covid-19 era. (p<.05). The factor of ‘ Online learning support was properly mentioned in the marketing mediums of the university’ (Beta .111 < p0.5) lead to the conclusion of the students that online learning was chosen for them rather than provided as a choice during the Covid-19 pandemic.

Table 4.17 Marketing-study online was heavily influenced by the Covid-19 pandemic**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.280 ^a	.079	.067	.572

a. Predictors: (Constant), Clear message, Curriculum suited for online/ hybrid , Online learning support information, Well distributed to all student

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.993	4	2.248	6.872	.000 ^b
	Residual	105.343	322	.327		
	Total	114.336	326			

a. Dependent Variable: Study online was influenced by the Covid-19

b. Predictors: (Constant), Clear message, Curriculum suited for online/ hybrid , Online learning support information, Well distributed to all student

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.089	.433		7.141	.000	2.238	3.940
	Curriculum suited for online/ hybrid	-.017	.058	-.016	-.293	.770	-.131	.097
	Online learning support information	.200	.055	.197	3.645	.000	.092	.308
	Well distributed to all student	.191	.054	.191	3.519	.000	.084	.298
	Clear message	-.068	.056	-.066	-1.213	.226	-.179	.042

a. Dependent Variable: Study online was influenced by the Covid-19

Results from the testing H2B revealed that the dependent variable of ‘The decision to study online was heavily influenced by the Covid-19 pandemic’ will be heavily affected by the marketing campaign of the university (Sig. = 0.00 < 0.05). Coefficient values revealed that the individual elements of ‘online learning support information were properly mentioned in the marketing mediums of the university’ has a heavy influence on the fact that ‘the decision to study online was heavily influenced by the Covid-19 pandemic’(Beta .191 < p0.5) This could mean that the information given to students about online learning support made them aware of the Covid-19 pandemic which factors into their decision to study online.

Table 4.18 Marketing- onsite study after Covid-19**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443 ^a	.196	.186	.758

a. Predictors: (Constant), Clear message, Curriculum suited for online/ hybrid , Online learning support information, Well distributed to all student

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.154	4	11.289	19.631	.000 ^b
	Residual	185.164	322	.575		
	Total	230.318	326			

a. Dependent Variable: Onsite study after Covid-19

b. Predictors: (Constant), Clear message, Curriculum suited for online/ hybrid , Online learning support information, Well distributed to all student

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-.272	.574		-.474	.636	-1.400	.857
	Curriculum suited for online/ hybrid	.092	.077	.060	1.189	.235	-.060	.243
	Online learning support information	.426	.073	.296	5.856	.000	.283	.569
	Well distributed to all student	.347	.072	.244	4.812	.000	.205	.489
	Clear message	.165	.075	.112	2.208	.028	.018	.312

a. Dependent Variable: Onsite study after Covid-19

Results from the testing H2B revealed that the dependent variable of ‘ Classes should resume on-site sessions after the Covid-19 pandemic’ will be extremely affected by the marketing campaign of the university (Sig. = 0.00 < 0.05). Coefficient values revealed that the individual elements of ‘online learning support information were properly mentioned in the marketing mediums of the university’ have a heavy influence on the fact that ‘Classes should resume on-site sessions after the Covid-19 pandemic’(Beta .296 < p0.5). This could mean that the students think that the marketing campaign given by the university leads to students preferring to study on campus after the Covid-19 pandemic.

H2C - Decision factor (Reference Groups) will influence factors influencing the decision to study online at a Thai private university in Thailand

Table 4.19 Reference Groups - Chosen rather than provided

		Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.477	.405		8.576	.000	2.679	4.275
	Marketing campaigns are highly influential	.110	.054	.113	2.018	.044	.003	.216
	Parents are highly influential	.052	.056	.052	.933	.352	-.058	.162
	Peers are highly influential	-.046	.057	-.045	-.813	.417	-.158	.065
	Location factor is highly influential	.108	.055	.112	1.978	.049	.001	.216

a. Dependent Variable: Chosen rather than provided

Results from the testing H2C revealed that the dependent variable of ‘ The decision to study online was chosen for the students rather than being provided as a choice during the Covid-19 pandemic’ will be heavily affected by reference groups (Sig. = 0.022 < 0.05). Coefficient values revealed that individual elements in the category of reference groups will affect the decision to study online in Thai private universities during the Covid-19 era. ($p < .05$). The factor of ‘ Marketing campaigns of the university are highly influential’ (Beta .113 < $p < 0.5$) lead to the marketing campaigns being used as a reference to convey the message to the students that online learning was chosen for them rather than provided as a choice during the Covid-19 pandemic.

Table 4.20 Reference Groups-study online was heavily influenced by the Covid-19 pandemic

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.155 ^a	.024	.012	.589

a. Predictors: (Constant), Location factor is highly influential, Parents are highly influential, Peers are highly influential, Marketing campaigns are highly influential

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.761	4	.690	1.992	.095 ^b
	Residual	111.575	322	.347		
	Total	114.336	326			

a. Dependent Variable: Study online was influenced by the Covid-19

b. Predictors: (Constant), Location factor is highly influential, Parents are highly influential, Peers are highly influential, Marketing campaigns are highly influential

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.374	.421		8.013	.000	2.545	4.202
	Marketing campaigns are highly influential	.017	.056	.017	.298	.766	-.094	.128
	Parents are highly influential	.125	.058	.122	2.161	.031	.011	.239
	Peers are highly influential	.063	.059	.060	1.065	.288	-.053	.179
	Location factor is highly influential	.036	.057	.036	.632	.528	-.076	.147

a. Dependent Variable: Study online was influenced by the Covid-19

Results from the testing H2C revealed that the dependent variable of 'The decision to study online was heavily influenced by the Covid-19 pandemic' will not be affected by reference groups (Sig. = 0.95 < 0.05). Coefficient values revealed that the individual elements of 'parents are highly influential' have the most impact on the fact that 'the decision to study online was heavily influenced by the Covid-19 pandemic' (Beta .122 < p0.5) This could mean that the reference groups being used which includes marketing campaigns, peers, location doesn't really factor into studying online during Covid-19 except for parents who might have some influence but still not as much as the Covid-19 situation itself.

Table 4.21 Reference Groups- onsite study after Covid-19**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.326 ^a	.106	.095	.800

a. Predictors: (Constant), Location factor is highly influential, Parents are highly influential, Peers are highly influential, Marketing campaigns are highly influential

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.481	4	6.120	9.574	.000 ^b
	Residual	205.837	322	.639		
	Total	230.318	326			

a. Dependent Variable: Onsite study after Covid-19

b. Predictors: (Constant), Location factor is highly influential, Parents are highly influential

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.801	.572		1.400	.162	-.324	1.926
	Marketing campaigns are highly influential	.220	.077	.155	2.872	.004	.069	.371
	Parents are highly influential	.158	.079	.108	2.015	.045	.004	.313
	Peers are highly influential	.181	.080	.121	2.263	.024	.024	.338
	Location factor is highly influential	.226	.077	.159	2.935	.004	.075	.378

a. Dependent Variable: Onsite study after Covid-19

Results from the testing H2C revealed that the dependent variable of 'Classes should resume on-site sessions after the Covid-19 pandemic' will be extremely affected by the reference groups (Sig. = 0.00 < 0.05). Coefficient values revealed that the individual elements of 'location has a heavy influence on the fact that 'Classes should resume on-site sessions after the Covid-19 pandemic'(Beta .159 < p0.5). This could mean that the students think that the location of the university and the facilities provided by the university lead to students preferring to study on campus after the Covid-19 pandemic.

4.2.3 Results Of Hypothesis Test - Consumer Perceived Value

H3A - Consumer Perceived Value (Monetary value for education) will have an influence on factors influencing the decision to study online at a Thai private university in Thailand

Table 4.22 Monetary - Chosen rather than provided**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.193 ^a	.037	.025	.566

a. Predictors: (Constant), Persuing another degree, Value of employability, Bachelor's degree is sufficient for employment, Well-worth the online/hybrid payment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.973	4	.993	3.098	.016 ^b
	Residual	103.220	322	.321		
	Total	107.193	326			

a. Dependent Variable: Chosen rather than provided

b. Predictors: (Constant), Persuing another degree, Value of employability, Bachelor's degree is sufficient for employment, Well-worth the online/hybrid payment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.270	.428		7.638	.000	2.428	4.112
	Bachelor's degree is sufficient for employment	-.009	.056	-.009	-.155	.877	-.119	.102
	Well-worth the online/hybrid payment	.140	.054	.146	2.617	.009	.035	.245
	Value of employability	.117	.055	.117	2.138	.033	.009	.224
	Persuing another degree	.020	.054	.021	.375	.708	-.086	.127

a. Dependent Variable: Chosen rather than provided

Results from the testing H3A revealed that the dependent variable of 'The decision to study online was chosen for the students rather than being provided as a choice during the Covid-19 pandemic' will be heavily affected by the monetary value of education (Sig. = 0.016 < 0.05). Coefficient values revealed that individual elements in the category of monetary value for education will affect the decision to study online in Thai private universities during the Covid-19 era. (p < .05). With the factor of 'the tuition paid is well-worth the online/hybrid implementation for my education in the university' (Beta .146 < p0.5), this could lead to the assumption that students are satisfied with the amount of the online/ hybrid implementation and the payment that they have to make for their education.

Table 4.23 Monetary- study online was heavily influenced by the Covid-19 pandemic**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.184 ^a	.034	.022	.586

a. Predictors: (Constant), Persuing another degree, Value of employability, Bachelor's degree is sufficient for employment, Well-worth the online/hybrid payment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.889	4	.972	2.834	.025 ^b
	Residual	110.448	322	.343		
	Total	114.336	326			

a. Dependent Variable: Study online was influenced by the Covid-19

b. Predictors: (Constant), Persuing another degree, Value of employability, Bachelor's degree is sufficient for employment, Well-worth the online/hybrid payment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.598	.443		8.125	.000	2.727	4.469
	Bachelor's degree is sufficient for employment	-.056	.058	-.054	-.966	.335	-.171	.058
	Well-worth the online/hybrid payment	.100	.055	.101	1.806	.072	-.009	.209
	Value of employability	.155	.056	.151	2.750	.006	.044	.266
	Persuing another degree	-.010	.056	-.010	-.181	.856	-.120	.100

a. Dependent Variable: Study online was influenced by the Covid-19

Results from the testing H3A revealed that the dependent variable of 'The decision to study online was influenced by the Covid-19 pandemic' will be heavily affected by the monetary value of education (Sig. = 0.025 < 0.05). Coefficient values revealed that individual elements in the category of the monetary value of education will affect the decision to study online in Thai private universities during the Covid-19 era. (p < .05). With the factor of 'There are values of employability for the major and program chosen in my current situation and country of origin.' (Beta .151 < p0.5). This leads to the conclusion that students think the implementation of online/hybrid learning systems doesn't deter from them being employed or that it won't affect their employability in the future.

Table 4.24 Monetary- onsite study after Covid-19**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.229 ^a	.052	.041	.823

a. Predictors: (Constant), Persuing another degree, Value of employability, Bachelor's degree is sufficient for employment, Well-worth the online/hybrid payment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.062	4	3.015	4.449	.002 ^b
	Residual	218.256	322	.678		
	Total	230.318	326			

a. Dependent Variable: Onsite study after Covid-19

b. Predictors: (Constant), Persuing another degree, Value of employability, Bachelor's degree is sufficient for employment, Well-worth the online/hybrid payment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.963	.623		3.153	.002	.738	3.188
	Bachelor's degree is sufficient for employment	.018	.082	.012	.222	.825	-.143	.179
	Well-worth the online/hybrid payment	.217	.078	.154	2.792	.006	.064	.370
	Value of employability	.204	.079	.140	2.576	.010	.048	.361
	Persuing another degree	.081	.079	.057	1.024	.307	-.074	.235

a. Dependent Variable: Onsite study after Covid-19

Results from the testing H3A revealed that the dependent variable of 'Classes should resume on-site sessions after the Covid-19 pandemic' will be extremely affected by the monetary value of education (Sig. = $0.002 < 0.05$). Coefficient values revealed that the individual elements of 'the tuition paid are well-worth the online/hybrid implementation for my education in the university has a heavy influence on the fact that 'Classes should resume to on-site sessions after the Covid-19 pandemic'(Beta .154 < p0.5). This could mean that there is value for online/hybrid education for the money paid, however, students still prefer to study on-site in order to utilize the facilities.

Table 4.25 Quality - Chosen rather than provided**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172 ^a	.030	.015	.569

a. Predictors: (Constant), Learning platforms efficient for online/ hybrid, The degree is well reputed , The courses are well developed , Lecturers are well qualified, Online/hybrid learning implimentation benefit

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.181	5	.636	1.963	.084 ^b
	Residual	104.012	321	.324		
	Total	107.193	326			

a. Dependent Variable: Chosen rather than provided

b. Predictors: (Constant), Learning platforms efficient for online/ hybrid, The degree is well reputed , The courses are well developed , Lecturers are well qualified, Online/hybrid learning implimentation benefit

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.265	.510		6.406	.000	2.262	4.267
	Lecturers are well qualified	.140	.055	.141	2.531	.012	.031	.248
	The degree is well reputed	.022	.055	.022	.393	.695	-.087	.131
	The courses are well developed	.044	.057	.043	.774	.439	-.068	.157
	Online/hybrid learning implimentation benefit	.060	.053	.064	1.140	.255	-.044	.164
	Learning platforms efficient for online/ hybrid	.002	.056	.002	.045	.965	-.107	.112

a. Dependent Variable: Chosen rather than provided

Results from the testing H3B revealed that the dependent variable of ‘ The decision to study online was chosen for the students rather than being provided as a choice during the Covid-19 pandemic’ will not be affected by the quality of education (Sig. = 0.084 < 0.05). Coefficient values revealed that individual elements in the category of quality of education will affect the decision to study online in Thai private universities during the Covid-19 era. (p<.05). With the factor of ‘ the tuition paid is well-worth the online/hybrid implementation for my education in the university’(Beta .141 < p0.5) this means that with the lecturers being well-qualified to teach online/hybrid the students are satisfied with the fact that they have to study online or with the hybrid system during Covid-19.

Table 4.26 Quality-onsite study after Covid-19**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.470 ^a	.221	.208	.748

a. Predictors: (Constant), Learning platforms efficient for online/ hybrid, The degree is well reputed , The courses are well developed , Lecturers are well qualified, Online/hybrid learning implimentation benefit

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.794	5	10.159	18.164	.000 ^b
	Residual	179.524	321	.559		
	Total	230.318	326			

a. Dependent Variable: Onsite study after Covid-19

b. Predictors: (Constant), Learning platforms efficient for online/ hybrid, The degree is well reputed , The courses are well developed , Lecturers are well qualified, Online/hybrid learning implimentation benefit

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-1.663	.670		-2.484	.014	-2.981	-.346
	Lecturers are well qualified	.300	.072	.207	4.140	.000	.157	.443
	The degree is well reputed	.251	.073	.172	3.455	.001	.108	.394
	The courses are well developed	.260	.075	.171	3.461	.001	.112	.408
	Online/hybrid learning implimentation benefit	.365	.069	.263	5.255	.000	.228	.501
	Learning platforms efficient for online/ hybrid	.161	.073	.109	2.201	.028	.017	.304

a. Dependent Variable: Onsite study after Covid-19

Results from the testing H3B revealed that the dependent variable of ‘ Classes should resume on-site sessions after the Covid-19 pandemic’ will be extremely affected by the quality of education (Sig. = 0.000 < 0.05). Coefficient values revealed that the individual elements of ‘ the implementation of online/hybrid learning have not affected the courses and curriculum in a negative way has a heavy influence on the fact that ‘Classes should resume to on-site sessions after the Covid-19 pandemic’(Beta .263 < p0.5). This could mean that even with the fact that courses are not affected by the online/hybrid implementation negatively students still think that studying on-site is better for their education

Table 4.27 Benefits- Chosen rather than provided**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.279 ^a	.078	.063	.555

a. Predictors: (Constant), Improves quality of life and community, Creates more employment opportunities, Online learning also give benefit, University provides practical skills, Education is needed for 4.0 era

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.333	5	1.667	5.411	.000 ^b
	Residual	98.860	321	.308		
	Total	107.193	326			

a. Dependent Variable: Chosen rather than provided

b. Predictors: (Constant), Improves quality of life and community, Creates more employment opportunities, Online learning also give benefit, University provides practical skills, Education is needed for 4.0 era

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.721	.462		5.886	.000	1.812	3.631
	Education is needed for 4.0 era	.123	.053	.127	2.305	.022	.018	.228
	University provides practical skills	.129	.054	.130	2.408	.017	.024	.235
	Online learning also give benefit	-.076	.056	-.074	-1.361	.174	-.186	.034
	Creates more employment opportunities	.056	.055	.056	1.024	.307	-.051	.163
	Improves quality of life and community	.159	.052	.166	3.044	.003	.056	.262

a. Dependent Variable: Chosen rather than provided

Results from the testing H3C revealed that the dependent variable of ‘ The decision to study online was chosen for the students rather than being provided as a choice during the Covid-19 pandemic’ will be heavily affected by the benefits of education (Sig. = 0.000 < 0.05). Coefficient values revealed that individual elements in the category of the monetary value of education will affect the decision to study online in Thai private universities during the Covid-19 era. (p < .05). With the factor of ‘education is important in terms of improving quality of life and my community.’ (Beta .166 < p0.5). This leads to the conclusion that students think that online education during Covid-19 that was chosen for them is sufficient for improving their quality of life and improving society.

Table 4.28 Benefits - study online was heavily influenced by the Covid-19 pandemic**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.140 ^a	.019	.004	.591

a. Predictors: (Constant), Improves quality of life and community, Creates more employment opportunities, Online learning also give benefit, University provides practical skills, Education is needed for 4.0 era

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.225	5	.445	1.274	.275 ^b
	Residual	112.111	321	.349		
	Total	114.336	326			

a. Dependent Variable: Study online was influenced by the Covid-19

b. Predictors: (Constant), Improves quality of life and community, Creates more employment opportunities, Online learning also give benefit, University provides practical skills, Education is needed for 4.0 era

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.434	.492		6.975	.000	2.466	4.403
	Education is needed for 4.0 era	.072	.057	.072	1.259	.209	-.040	.183
	University provides practical skills	.089	.057	.087	1.559	.120	-.023	.201
	Online learning also give benefit	-.022	.060	-.021	-.368	.713	-.139	.095
	Creates more employment opportunities	.068	.058	.066	1.172	.242	-.046	.183
	Improves quality of life and community	.018	.056	.018	.318	.751	-.092	.127

a. Dependent Variable: Study online was influenced by the Covid-19

Results from the testing H3C revealed that the dependent variable of ‘ The decision to study online was influenced by the Covid-19 pandemic’ will not be affected by the benefits of education (Sig. = 0.275 < 0.05). Coefficient values revealed that individual elements in the category of quality of education will not affect the decision to study online in Thai private universities during the Covid-19 era. (p<.05). This means that students who are studying online during Covid-19 don’t think that it interferes with the benefit that they get from education.

Table 4.29 Benefits-onsite study after Covid-19**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.360 ^a	.130	.116	.790

a. Predictors: (Constant), Improves quality of life and community, Creates more employment opportunities, Online learning also give benefit, University provides practical skills, Education is needed for 4.0 era

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.901	5	5.980	9.578	.000 ^b
	Residual	200.417	321	.624		
	Total	230.318	326			

a. Dependent Variable: Onsite study after Covid-19

b. Predictors: (Constant), Improves quality of life and community, Creates more employment opportunities, Online learning also give benefit, University provides practical skills, Education is needed for 4.0 era

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-.040	.658		-.061	.951	-1.336	1.255
	Education is needed for 4.0 era	.218	.076	.154	2.869	.004	.068	.367
	University provides practical skills	.230	.076	.158	3.013	.003	.080	.380
	Online learning also give benefit	.116	.080	.077	1.461	.145	-.040	.273
	Creates more employment opportunities	.134	.078	.091	1.730	.085	-.018	.287
	Improves quality of life and community	.270	.074	.192	3.629	.000	.124	.417

a. Dependent Variable: Onsite study after Covid-19

Results from the testing H3C revealed that the dependent variable of ‘ Classes should resume to on-site sessions after the Covid-19 pandemic’ will be extremely affected by the benefits of education (Sig. = 0.000 < 0.05). Coefficient values revealed that the individual elements of ‘ university provides practical skills’ towards Classes should resume on-site sessions after the Covid-19 pandemic’(Beta .158 < p0.5). This could mean that even with the fact that courses are not affected by the online/hybrid implementation negatively students still prefer to study o-site in order to hone their practical skills in multiple areas.

4.2.4 Summary of H1 Testing

Table 4.30 (H1) Demographic Summary

Influence of Decision factor on the decision to study online at a Thai private university during the covid-19 era			
Factors	F	Sig	Meaning
Reputation			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	1.207	.300	No Influence
● The decision to study online was heavily influenced by the Covid-19 pandemic	.462	.630	No Influence
● Classes should resume to on-site sessions afterthe Covid-19 pandemic	.174	.841	No Influence
Age			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	1.458	.226	No Influence
● The decision to study online was heavily influenced by the Covid-19 pandemic	2.588	.053	No Influence
● Classes should resume to on-site sessions afterthe Covid-19 pandemic	2.603	.052	No Influence
People in Household			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	2.300	.045	Significance
● The decision to study online was heavily influenced by the Covid-19 pandemic	0.838	.838	No Influence
● Classes should resume to on-site sessions afterthe Covid-19 pandemic	1.948	.948	No Influence

Origin of Living			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	0.171	.984	No Influence
● The decision to study online was heavily influenced by the Covid-19 pandemic	1.604	.145	No Influence
● Classes should resume to on-site sessions after the Covid-19 pandemic	1.133	.343	No Influence
Household Income			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	0.896	.409	No Influence
● The decision to study online was heavily influenced by the Covid-19 pandemic	0.965	.382	No Influence
● Classes should resume to on-site sessions after the Covid-19 pandemic	0.070	.932	No Influence
Field of Study			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	0.230	.967	No Influence
● The decision to study online was heavily influenced by the Covid-19 pandemic	0.932	.472	No Influence
● Classes should resume to on-site sessions after the Covid-19 pandemic	0.400	.879	No Influence

Table 4.31 (H3) Decision Factor Summary

Influence of Decision factor on the decision to study online at a Thai private university during the covid-19 era			
Factors	F	ssig	Meaning
<p>Reputation</p> <ul style="list-style-type: none"> ● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic ● The decision to study online was heavily influenced by the Covid-19 pandemic ● Classes should resume to on-site sessions afterthe Covid-19 pandemic 	4.273	.001	Significance
<ul style="list-style-type: none"> ● The decision to study online was heavily influenced by the Covid-19 pandemic 	4.395	.001	Significance
<ul style="list-style-type: none"> ● Classes should resume to on-site sessions afterthe Covid-19 pandemic 	7.715	.000	Significance
<p>Marketing Campaign</p> <ul style="list-style-type: none"> ● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic ● The decision to study online was heavily influenced by the Covid-19 pandemic ● Classes should resume to on-site sessions afterthe Covid-19 pandemic 	4.270	.002	Significance
<ul style="list-style-type: none"> ● The decision to study online was heavily influenced by the Covid-19 pandemic 	6.872	.000	Significance
<ul style="list-style-type: none"> ● Classes should resume to on-site sessions afterthe Covid-19 pandemic 	19.631	.000	Significance
<p>Reference Groups</p> <ul style="list-style-type: none"> ● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic ● The decision to study online was heavily influenced by the Covid-19 pandemic ● Classes should resume to on-site sessions afterthe Covid-19 pandemic 	2.895	.022	Significance
<ul style="list-style-type: none"> ● The decision to study online was heavily influenced by the Covid-19 pandemic 	1.992	.095	No Influence
<ul style="list-style-type: none"> ● Classes should resume to on-site sessions afterthe Covid-19 pandemic 	9.574	.000	Significance

Table 4.32 (H3) Consumer Perceived Value Summary

Influence of Consumer Perceived Value on the decision to study online at a Thai private university during the covid-19 era			
Factors	F	ssig	Meaning
Monetary value for education			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	3.098	.016	Significance
● The decision to study online was heavily influenced by the Covid-19 pandemic	2.834	.025	Significance
● Classes should resume to on-site sessions afterthe Covid-19 pandemic	4.449	.002	Significance
Quality of Education			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	1.963	.084	No Influence
● The decision to study online was heavily influenced by the Covid-19 pandemic	18.164	.000	Significance
● Classes should resume to on-site sessions afterthe Covid-19 pandemic	5.411	.000	Significance
Benefits Groups			
● The decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic	1.274	.275	No Influence
● The decision to study online was heavily influenced by the Covid-19 pandemic	9.578	.000	Significance
● Classes should resume to on-site sessions afterthe Covid-19 pandemic	9.574	.000	Significance

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

The findings of this independent study indicate that the majority of the independent variables selected for correlation testing to dependent variables were found to be at a highly influential level except for the factor of H1 Demographic profile. (H1) was found to have no significant relationship to the decision to study online at a Thai private university during the Covid-19 era (see table 35). As for testing to determine the correlation of H2 to the decision to study online at a Thai private university during the Covid-19 era, it was found that the majority of variables had a significant influence on the decision to study online at a Thai private university during the Covid-19 era (see table 36). There were however some exceptions, with factors in the reference groups having no influence on a factor related to the dependent variable which is 'The decision to study online was heavily influenced by the Covid-19 pandemic'. The respondents believe that the decision factors have a significant influence on the decision to study online during the Covid-19 era. According to the collected data, the reputation of the university and marketing campaigns of the university heavily influenced the factors in the dependent variable. Additionally, the results revealed reputation factors for instance accreditations, the ambiance of the university, and the multinational students heavily influenced that dependent variable. Results from testing H2 also revealed that the marketing campaign will also affect the decision to study online during Covid-19 due to the information given to students, the clarity of the message given, exterior appearance, and online learning support information being given to the students. (see table 37). In testing H3, it was found that factors in perceived benefits had some influence on the decision to study online in a Thai private university during the Covid-19 era. More specifically, in the monetary value for education, it is to be well-noted that all of the dependent variables were affected by this factor. However, most of the dependent variables were affected by the other factors as well. In the factor of quality of

education does not affect the variable ‘the decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic’ and in the factor of benefits of education only ‘the decision to study online was chosen for you rather than provided as a choice during the Covid-19 pandemic’ was affected as well. This could mean that students are aware that having to study online with no choice during the Covid-19 era doesn’t take away from the quality and the benefits of education however it is to be noted that when asked if they want to study on campus both of these factors were significant meaning they so prefer to study on campus if the choice was given.

5.2 Implications of the Study

Implications for Practice

The implication of the study could be to further develop or prepare for the future potential of online or hybrid study. The information gathered for this research thoroughly looks at different areas that are important in terms of the decision-making process for a student. These can be used to do proper marketing toward potential online students using the information gathered from the decision-making factor, specifically the reputation of the university and marketing campaigns of the university. As for the implications usable from the consumer perceived value would be knowing what was affected by the adaptation to online learning and the preferences of the students. This will help to develop the curriculum and the approach of teaching having the information from this research in mind.

5.3 Limitations of the Study

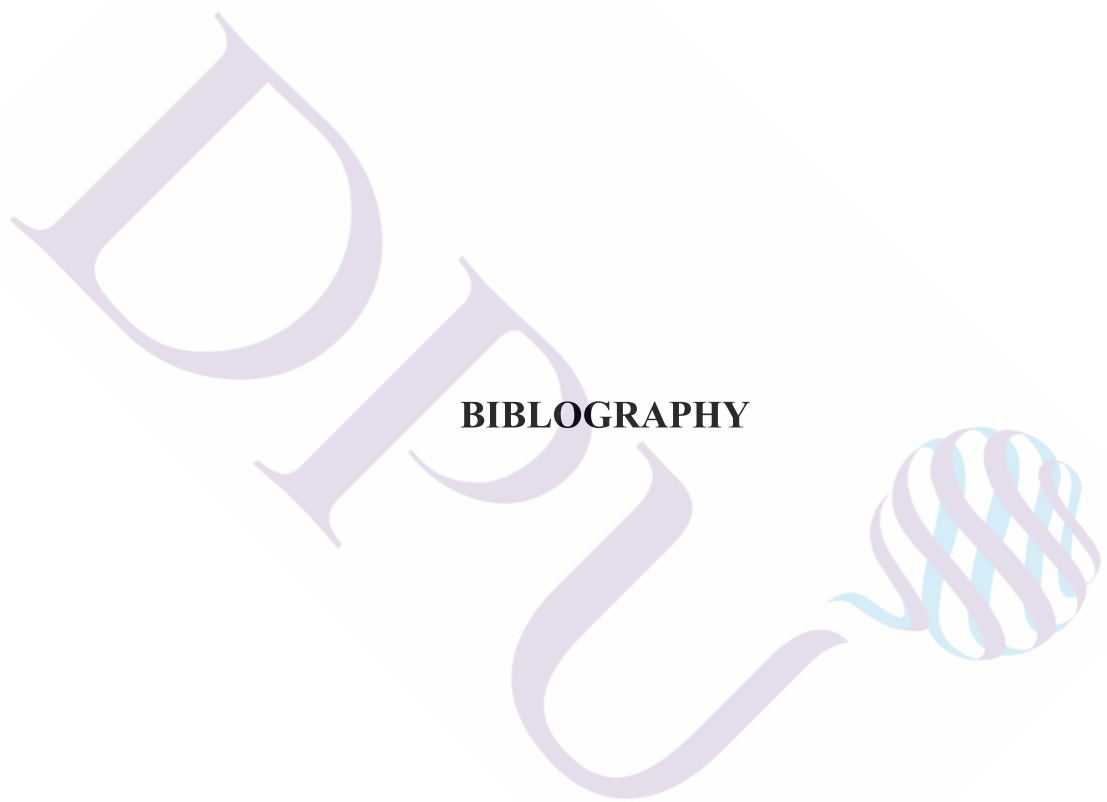
Sample

The selective sampling in this research was specifically students who are currently studying during the Covid-19 era. Therefore, the results of this study may not be applicable to the demographics of other professionals, or those who are studying in a different system rather than private universities. Additionally, the sample size was very selective and small (N = 327). Given a longer time frame, the study would have been ideally targeted at a much wider respondents number for a more accurate study on the decision to study online in the Covid-19 era.

Data Collection Method

By using only quality research methods this research wasn't to find subjective opinions on the matter which will be a more suitable way to approach the topic. However, with the questions used in the questionnaire being a Likert scale, this research study was able to gather some answers to the hypothesis, especially in the area of decision factors and consumer perceived value.





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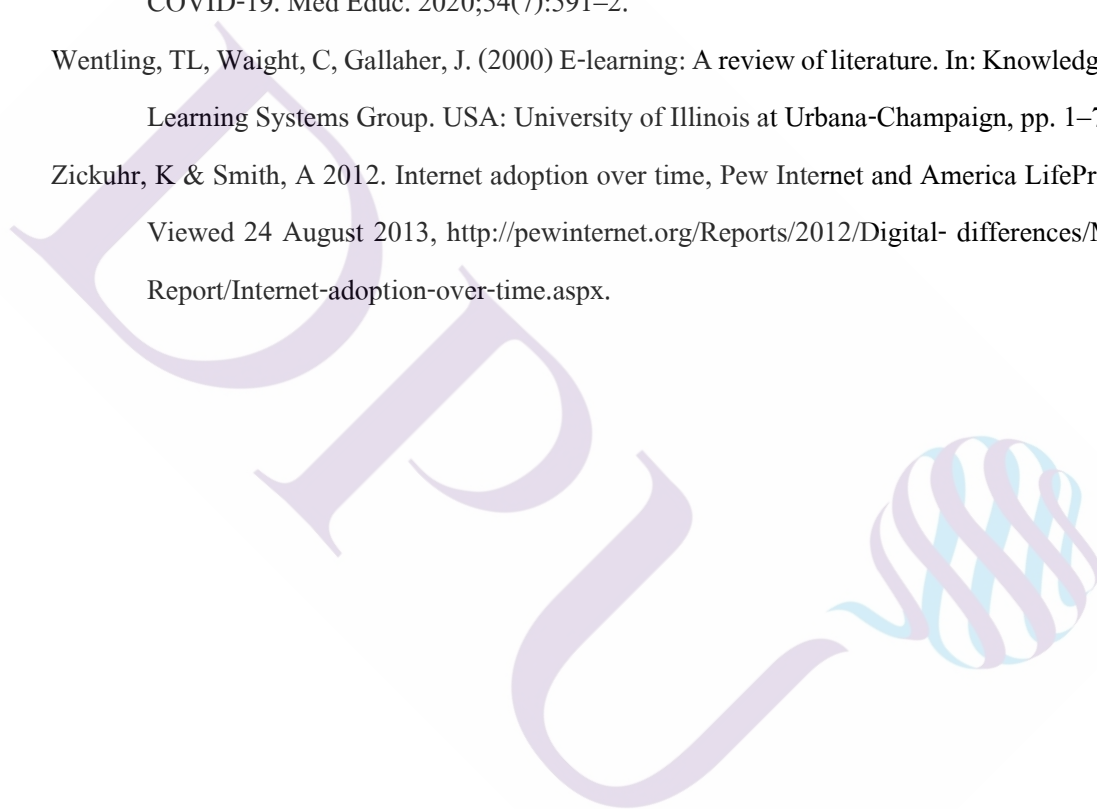
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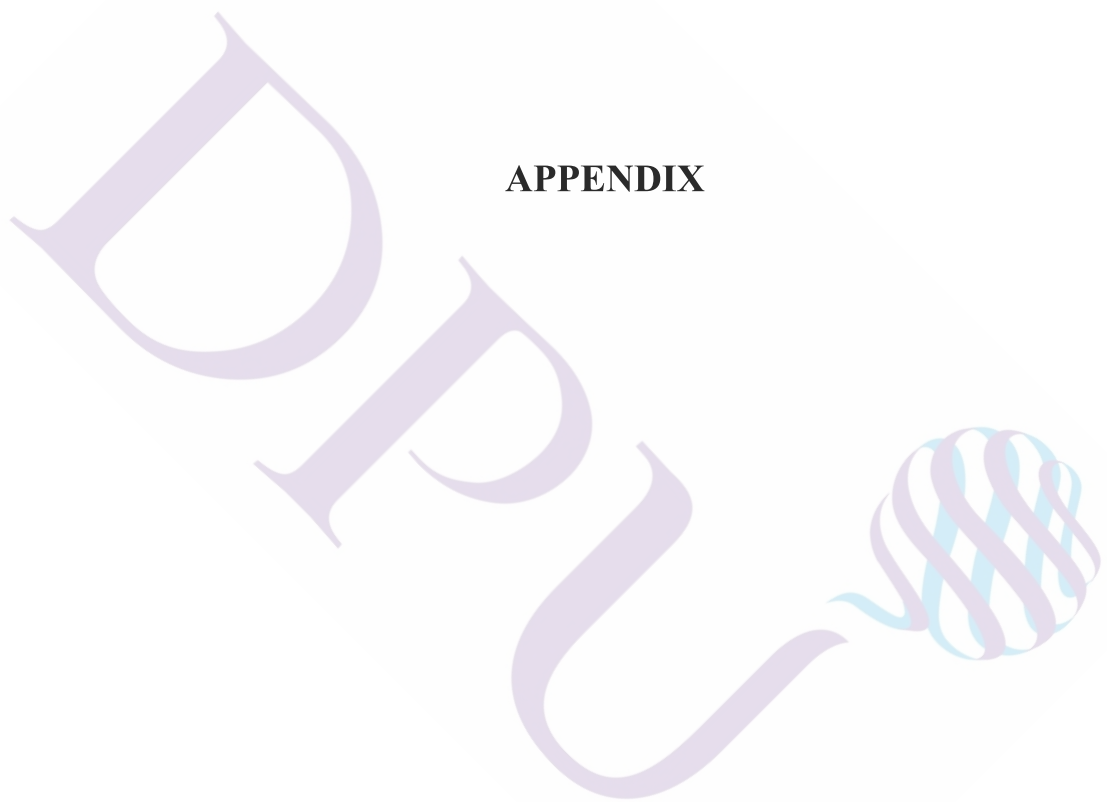
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APPENDIX

APPENDIX

Questionnaire

The Factors Affecting the Decision to Study Online at a Thai Private University during the Covid-19 Era

This questionnaire is a partial fulfillment of the degree of Master of Business Administration concentration in Integrated Marketing Communications, College of Innovative Business and Accountancy (CIBA) – International Program, Dhurakij Pundit University. The data collected through these questions will be used to identify the factors affecting the decision to study online at a Thai private university during the Covid-19 era. Any information given in the following questionnaire will be strictly confidential and used for academic purposes only.

Remark: This questionnaire has 4 parts:

Part 1 Personal information

Part 2 Customer Decision Factors

Part 3 Customer Perceived Value

Please answer all of the questions provided, and thank you for taking your valuable time to complete this questionnaire, it is greatly appreciated. If you have any questions regarding the use of this data, please do not hesitate to contact me on the email given below.

Perapon Buranamontri

Email: 635151220002@dpu.ac.th

Please mark [X] in the answer most applicable to you.

Part 1: Personal Information

1. Gender

Male Female Prefer not to say

2. How old are you?

_____ years old.

3. How many people currently live in your household?

1 2 3 4 5 more than 5

4. Which area of Thailand are you originally from?

- Northern Thailand North-eastern Thailand Western Thailand
 Central Thailand (including Bangkok metropolitan area Eastern Thailand
 Southern Thailand Not from Thailand

6. What is the combined monthly income of your household?

- Between 15,000 – 30,000 THB Between 30,001 – 50,000THB

Over 50,001 THB

7. What is the field of study that you are currently studying in?

- Business Administration
 Arts and Linguistics
 Communication Arts
 Law and Political Science
 Engineering
 Fine Arts
 Other

Part 2: Decision Factor

Please circle the number that represents your level of agreement towards each statement.

Agreement levels are as follows:

- 5 = Strongly agree with the statement
4 = Agree with the statement
3 = Feel neutral with the statement
2 = Disagree with the statement
1 = Strongly disagree with the statement

Decision Factors	Level of Agreement				
	1	2	3	4	5
Reputation of the University					
1. Campus size is an important factor for me when choosing a university to enroll in.					
2. The ambiance of the university is important to me when choosing a university to enroll in.					
3. International Accreditations are important to me when choosing a university to enroll in.					
4. The fact that the university contains a well-balanced mix between international students and Thai students are important to me when choosing a university to enroll in.					
6. Supporting Facilities in the university (Library, Sports Center, etc.) are important to me when choosing a university.					
Marketing Campaign of the University					
1. My current university is reasonably marketing the curriculum suited for online/ hybrid learning during the Covid-19 Era					
2. Online learning support was properly mentioned in the marketing mediums of the university.					
3. Marketing campaigns and mediums are well distributed and recognized to both Thai and international students.					
4. The marketing messages received from my university are clear and well conveyed.					

Reference Groups				
1. Marketing campaigns were highly influential when choosing a university during the Covid-19 Era.				
2. Parents are highly influential when choosing a university during the Covid-19 Era.				
3. Peers are highly influential when choosing a university during the Covid-19 Era.				
4. The location factor is highly influential when choosing a university during the Covid-19 Era.				
Consumer Perceived Value				
Monetary Value for Education				
1. Having bachelor's degree during and post Covid-19 Era is sufficient for employment.				
2. The tuition fee paid is well-worth the online/hybrid implementation for my education in the university.				
3. There are value of employability for the major and program chosen in my current situation and country of origin.				
4. It is necessary to further my education after receiving a bachelor's degree during/ post Covid-19 Era.				
Quality of Education				
I feel that the lecturers are well qualified for the courses and the program that I chose.				

The degree is well reputed in my home country and correlates with my future plans for employment.					
The courses are well developed and maintained for existing students.					
The implementation of online/hybrid learning has not affected the courses and curriculum in a negative way.					
The learning platforms (Zoom, Google Meet, Dingtalk) are efficient enough for online/ hybrid education.					
Benefits of Education					
Education is needed for situation especially in the current trend of Thailand 4.0 and for the adaptation to during/post Covid-19 society.					
Aside from academic based education the university has been providing a sufficient skill set in terms of practical skills in the real employment environment.					
Online learning has not deterred the benefits and knowledge received from learning in a university.					
It is true that having higher education creates more employment opportunities.					
Education is important in terms of improving quality of life and my community					
1. The decision to study online chosen for you rather than provided as a choice during the Covid-19 pandemic					
2. The decision to study online was heavily influenced by the Covid-19 pandemic					

3. Classes should resume to on-site sessions after the Covid-19 pandemic					
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Thank you for your time in completing this questionnaire.

