



**PSYCHOLOGICAL INSIGHTS THAT DRIVES
PURCHASING BEHAVIORS TOWARDS PIANO
LESSONS FOR THEIR CHILDREN OR
THEIR OWN SELVES**

BY

MISS AWAPA CHONMAITREE

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE PROGRAM IN MARKETING
(INTERNATIONAL PROGRAM)
FACULTY OF COMMERCE AND ACCOUNTANCY
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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ENTITLED

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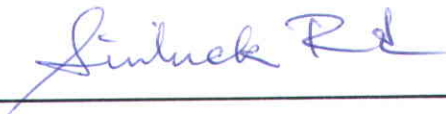
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ABSTRACT

In the 60's, Thai people thought music lesson was unnecessary but now, the trend of Thai people applying for music study has been increasing and piano is subject that parents choose for their kids the most in Thailand. However, not much parents success on having their children study the music lessons due to several factors such as; the unclear objective that parents send their kids to music school. At the end of the day, parents will find money and time wasted while their children do not have progress in music skills. Also the music schools are losing huge cost on acquiring new students. The study finding will allow ones who wish to operate in music school industry to better understand what most parents or students really want from music studies and the factor that will help the school retaining the students to reduce acquiring cost.

The research methodology includes qualitative and quantitative analysis. The exploratory research was the first stage of the research to gather information in broad perspective of piano students and parents and also music industry movement. All

information then developed to do the qualitative research consists of 5 in-depth interview and 2 focus groups. All analyzed insights data from qualitative researches were used to develop quantitative research with total 107 target respondents collecting data by convenient sampling method through both online channels.

Keywords: Piano lessons, Psychology, Piano lessons purchasing behavior, Piano school, Piano student retention, Insights, Parents' insights, Piano lessons purchasing insights

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CHAPTER 1

INTRODUCTION

1.1 Overview

The first music instrument that parents want their children to learn is the piano, which is big trend in this era (Somchai Ngamvannagul 2014) and the piano might be the most popular music instrument that most parents wanted because the natural sound produced and piano lessons are provided for almost every private music school (Prapansak Phumintr 2010). However, every year almost 100% of public school students begin an instrument through their school's music program (if a program exists). One or two years later, more than 50% of students quit (Music parents' guide 2015).

Piano has become the 8th rank of most popular music instrument that Thai people love to play and study (108thinks 2014). Most of the piano students will start at age of 3 years old – 20 years old. The age proportion of piano student in piano school is significantly different between children under 20 years old and adult, who are aged above 20 years old, due to personal situation. For example, more than 90% of very young children study piano lesson because of their parents want them to. Elder children and adults want to start playing the piano based on self-preference but due to personal duty and a lot of distraction such as work or study for university admission and other activities that make it harder to continue long term study of piano lesson.

Thai's perspective seeks music as optional skill and as supplementary to support academic subject learning ability in school. Hence, it is rare to see the intention to play the piano for living from both young children' parents and adult piano students.

According to the past research study suggested that music study may be the best tools that improve brain function such as stronger neural connections, more grey matter, better information processing, higher IQ, including better memory and attention (The Royal conservatory 2014), more parents are interested to bring and purchase piano lesson course for their young children.

Thailand in 2012, there are only 2 big players of music schools that are Siamkolkarn YAMAHA music school and KPN music school competing each other over THB 600M market value growth (Daily Manager 2002). In 2015, KAWAI music school Thailand has just opened in September 2015 and there are also lots of small schools and private teachers available as the growth goes on and Thai parents see more value and benefits of music study to their children. As of 2015, for Siamkolkarn alone, they have 90 branches with over 35,000 music students that more than half are studying piano lesson (Siamkolkarn 2015) and all Thailand, there are total private music school around 400 schools with 150,000 students. This can be an indication that market opportunity is big and still growing. However, all music schools are still facing problems of losing students along the way not only because of course standard, service resource standard, quality of teachers, but also they lack of understanding of what parents or students really want which leads to switching schools, quite lessons, unable to retain students and also harder to attract new students.

1.2 Statement of problem

From existing studies and evidences indicate that music study in Thailand has problem of losing students due to service standard. However, those are the internal

problem that schools can improve to compete in competitive environment among music school industry. It is unavoidable that after all service improvement, music school will still lose some of students along the way due to other various reasons. Hence, music schools still need to acquire new students. The research will take into account to find factors that drive parents decision making or piano interested person's decision making process when choosing music school for piano lesson and also to find out the real reasons and expectation of them applying for the piano lesson to improve the music school's marketing which may lead to more effective campaign of acquiring and retaining piano students for the music school.

1.3 Objectives

The purpose of this research is mainly to explore the Thai consumer psychological insights that drive purchasing behaviors towards piano lessons for children or themselves. These following are objectives:

1. Understand the real reasons why parents and piano students want their children or themselves to play the piano or study piano lesson
2. Explore the expectation of parents and piano when applying piano lessons
3. Identify key factors that drive parents and piano students decision making when choosing music school for piano lesson

Furthermore, the research is to expose the useful information that might help music school future development of marketing campaign and operational management and also take it as recommendation to solve high cost of acquisition and also to retain current students for the school. The research can be utilized for further studies as well.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Adults' perceptions of learning a musical instrument

Most of adults think that piano lessons are for young children only and think that they have lower abilities than children but the research study from Elizabeth Ann Scott, 2012, explained that adult even at age over 50 can be proficient at piano lesson and found out that adults believed that they have ability to learn the piano lesson. Adults have desired to study piano lessons because of their own enjoyment and for social activities as well because they are accustomed to music in their family when they are young. Some of them want to learn piano lesson to improve their confidence (Taylor, et al, 2008, p. 299) however, some conflicts are there when they want to do well in piano performance but they do not want to practice much due to the time limitations and maybe the incentive to keep practicing piano lesson is to play the song they want to learn or the familiar song that they have heard before not just song from the exercise (Roulston, 2010, p. 347). Furthermore, the different between adults and children in terms of motivation of piano lesson learning is the adults have more self-responsibility to what they want to learn while children study piano lessons because it might be one of the course in their school (Roulston, p. 346).

2.2 Piano lessons make you smarter

An experiment conducted on 6-year-old children by letting them have free piano lesson and then measure their IQ in period of time of their first and second grade. The experiment result found that there were no differences in IQ change for control group (Children who have not studied piano lessons) however, children to have not studied

piano lessons but took acting class have got a little bit higher score. While children who studied piano lessons have got largely higher score by 7 points on average when compared to control group children and 2.7 points more than children who have studied acting class (Schellenberg, 2004)

2.3 Could music improve kids' brains?

Saying that children who studied piano or other music instrument lesson especially songs from Mozart will have “The Mozart effects” but the other research also shows that not only the Mozart song that will effect on brain development and emotional development but also other songs from other musician will also effects on kids' brains improvement such as Tchaikovsky's 'Nutcracker' and other music improve kids' brains conducted the research by psychiatrist team from university of Vermont. The research team found that not only the brain improvement in terms of IQ but also kids' attention, emotional intelligence and the better anxiety diminishment. The results were concluded from the evidence of MRI data of children who play classical music pieces from classical music authors and examine their cortex, the outer layer of the brain. The thickness and thinness of the cortex explain how happy and how well kids can handle and control their behavior and emotions in terms of anxiety, depression, and attention problems (James Hudziak, M.D., 2014).

2.4 Family supports: Parents who sit in on piano lessons

Elissa Milne, a professional teacher in New Zealand, had a view on parental involvement in their children' piano lesson. She divided parents into two types. The first type is parent who takes it serious on piano lesson for children and the second type is parent who thinks practical is optional. The type of parents that take it serious

on piano lessons and practices for their children often want to join the piano lesson or sit in together with their children during the piano class but parental involvement that effects the progress is not only meaning they have to sit in the class with their children. On the other hand, sit in the class with their children can cause negative result because the way teacher teach will be different and children will act different when parents are watching, they can become very shy and talk less unlike when they are at home. It can be positive for parents who do not have the basic knowledge or do not have the ability to play the piano because sitting in the class together with their children; they can also learn and help their kids when they practice the lesson at home. However, the essential of parent sitting in the class with their children is not to interfere the teacher and the real help or parental involvement for children is to encourage them to have as much practice they can when they are not in the class or other time outside the classroom.

2.5 The parent's role in piano lessons

Jessica, a piano teacher, suggested some important guidelines to parents to help their children get the benefits from piano lessons

2.5.1 Make a commitment -Parents must have strong commitment and hold on to their goal of expectant to their children when they apply piano course for their children and not easily let their children quit piano lesson so easily

2.5.2 Define a schedule– Make a regular schedule for children to practice piano lesson on a daily basis

2.5.3 Keep distraction to a minimum– reduce the distraction from TV, radio and etc. to gain more attention for children and to be more productive with more accomplishment

2.5.4 Practice a lot – it is important to set the exact amount of time for practicing on a daily basis and also use other tools such as monitoring program to monitor consistency

2.5.5 Encourage your child - it is important to encourage children when they practice the piano lesson at home. Giving complements and encourage will help children to be willing practice more and be better at doing exercises.

2.5.6 Communicate with teacher – ask to watch lesson and express concerns to teacher so they can understand the situation and help the children on their progress.

2.6 Should you let your kids quit taking piano lessons?

Hildie, a former piano student and blogger, shared her own experience having her mother forcing her to study piano lesson even she did not want to do it but she become very enjoy and felt into the piano player. After interviewed many parents, she found that most of the parents will let their children quit the piano lessons when their children complain so much like having pain studying piano lessons. However, she insisted that parents should have more commitment and stick to their goal that they wish their children to be. On the other hand, it would not be correct to force everyone or to always say no when the children really want to quit because not all people or student will succeed or fall in love with it. It is the parents' consideration and decision to look at the real desire, the proper capability, character and interests of their children as well.

2.7 How to choose the best piano teacher for your child

Diane Hidy piano school suggests parents how to choose the best piano teacher for their children. She said that most of the parents would look for the piano teacher with the following characteristics:

A teacher who's patient, skilled, not-too-old but not-too-young, and adores teaching the classics, jazz and pop. She seamlessly incorporates new technology and cutting-edge teaching trends. She's an expert in multiple intelligences and specializes in children with learning differences. She is a brilliant concert pianist. She is a published composer and teaches composition flawlessly. Though her studio is full and has a waiting list, she has Tuesday at 4 pm ready and waiting for your child (Diane Hidy, 2015)

She also said that the characteristics of piano teacher stated above are not existed and parents need to make a choice. Only looking at teacher profile, resume and the experience are not enough. It would be best to sit and talk with both teacher and your children so parents can notice the interaction between the teacher and children. When parents have chose the teachers, they still need to monitor the reaction of children and the best way is to observe the recital from children so parents will see the clearer progress on piano skill of their children. High experience teacher is not always the best teacher. It might be better to have teacher with less experience but willing to teach piano lesson with wholeheartedly for the students.

The location of the piano is also important because it effects the willing to travel. If it is too far from parents home, parents can be bored of traveling and the traffic as well.

2.8 Should my two year old child start studying piano?

Many parents wonder that should they let their very young children start piano class and what is the proper age to take piano lesson. String note academy suggested that Piano lesson is possible for every young child since 1 year old onwards but the method of teaching must be different. Studying very young student can be very challenge because at this age, if the teaching method is to emphasize on music note and score, it can become painful for student and finally the student might hate the piano lesson and has unpleasant memories about music lessons. The proper method to teach very young student is to make it as another language and let them understand the language. The outcome of the music language method is far more effective and to avoid “parrot talk” behavior.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Project scope

The scope of this research can be divided into the following:

1. To understand the real reasons why parents and piano students want their children or themselves to play the piano or study piano lesson
 - In-depth interview of parents who have child/children, piano students and prospect piano students to find out the initially reason why they want to study piano lesson
 - Observe their characteristics and current interests or problems that may links to the reason why they want to study piano lesson
2. Explore the expectation of parents or piano students before and after applying piano lessons
 - Collect general information from secondary research to get broad perspective
 - Discover deeper information about parents or piano students expectation from piano lesson and music school, in case the information can help for further development which music school can use for operational improvement, policy change and to leverage parents and students satisfaction
 - Further needs from parents and students in terms of other aspects such as class, price, promotion program, out-of-class activities.

3. Identify key factors that drive parents or piano students make decision when choosing music school for piano lesson

- Identify number of factors that influence or drive parents, students or prospect piano students decision making process
- Find the most important and ranking of each factor that trigger purchasing action and reason why it motivate them to purchase or choosing music school for piano lesson
- Post-evaluation to find the satisfaction level and opinion of parents and students who are studying piano lesson in the music school
- Post-evaluation to find the satisfaction level and reason why parents and students who stopped piano lesson in the music school

3.2 Methodology

3.2.1 Research Design

The research was conducted through qualitative analysis starting from exploratory research, which were secondary research from websites, web board forum, previous research article. Then followed by focus group and in-depth interview (Refer to the sequences shown in table 1).

Table3.1: Research framework

Item	Task	Method
1	Secondary data	Qualitative
2	In-depth interview	Qualitative
3	Focus group	Qualitative
4	Questionnaire	Quantitative

3.2.1.1 Exploratory Research

Secondary Research

Secondary research was conducted to find general information of number of music schools in Thailand to explore the market size and opportunity of this business and also the opinion of parents and students who are deciding and have queries about starting piano lesson for their children or for themselves. Furthermore, to explore current problem in the music school business in terms of school operations, services including problem of the piano students as well.

3.2.1.2 Qualitative research

In qualitative research, in-depth interview and focus group were conducted.

For in-depth interview, 4 in-depth interviews were conducted for 1.) Parents who have piano studying children 2.) Parents who have very young children and plan to apply piano lesson for their kids 3.) Adults or young adults who are studying piano lesson 4.) Adults or young-adults, who are planning to study piano the lesson. The in-depth interview will allow researcher to initially understand the reasons why and why not they choose piano lesson for their children or for themselves and also the factors that influence their decision making process of purchasing piano course and choosing music school. The result from in-depth interview was developed to question set for focus group in the latter stage.

For focus group, the question set was developed from in-depth interview results by picking the similar key factors that interviewees from in-depth interview were concerning about and create discussion among the group members. 2 focus groups of 4-5 participants were conducted separately. The two focus groups were for current student parents, current students and ones who plan to apply piano lesson for their children or for themselves to discuss about their purchasing behavior towards music school, piano lesson what are the key considerations, factors that drive purchasing actions including sharing the barrier and other needs for piano lesson studies.

3.2.1.3 Quantitative research

Questionnaire survey was designed based on gathered insights from secondary research, in-depth interview and focus group researches. The purpose of questionnaire survey was to understand the majorities and to quantitatively analyze the significance of the gathered information.

Questionnaires with screening question were pilot-tested on 10 sample respondents to recheck the logical sequence of the questionnaire and to avoid omission, ambiguity and loaded question. Online surveys were distributed based on convenience sampling method though both online and offline channels. Online channels such as social media, email and other possible online channels while offline channel, the questionnaires were distributed mainly at music schools on Bangkok and suburban area around Bangkok such as Nonthaburi province. The target respondents for this research was too recruit at least 100 respondents from both online and offline channels.

The independent variables of this study were 1) Parents' characteristics (or ones who make the purchase of piano lessons) such as income, occupation, and personal needs 2) Piano School Features such as human resource, services, music instruments quality, brand name and program structures 3) Promotion or other marketing strategy that piano school provides to parents. The dependent variable was the aspects of the purchasing decision of parents or ones who make decision to enroll for piano lessons.

3.2.2 Data Collection

Data collection of this research was collected by the following method:

3.2.2.1 In-Depth Interview

5 respondents for in-depth interview were recruited from 4 different types of customers, which are

- i. Parents who have piano studying children
- ii. Parents who have very young children and plan to apply piano lesson for their children
- iii. Adults or young adults who are studying piano lesson
- iv. Adults or young-adults, who are planning to study piano the lesson

All respondents were recruited by convenience sampling method and randomly interview at the Siamkolkarn YAMAHA music school in Nonthaburi province.

3.2.2.2 Focus groups

The two focus groups were conducted separately with 2 representatives' types, which were among parents or adults, or young adults who are, having children studying piano lesson while the other focus group was parents or adults, or young adults who are planning to apply piano lesson for their children or for themselves (Refer to the types shown in table 2).

Table 3.2: two types of representatives of 2 focus groups

No. Of focus group	Participant type	No. Of participants (Person)
1	Parents or adults, or young adults who are, having children studying piano lesson	4-5
2	Parents or adults, or young adults who are planning to apply piano lesson for their children or for themselves	4-5

3.2.3 Data Analysis

For both in-depth interview and focus group were interpreted and analyzed to come up with psychological insights that drive parents or persons purchasing behaviors towards piano lessons for children or themselves and identify key points that match with the research objectives. Qualitative research was analyzed by information summary while quantitative research was analyzed using SPSS program.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Result from exploratory research

Exploratory researches have been done by exploring websites, web board forum, previous research article and also some studies that have been presented in literature review part. There are many forums in Thailand regarding purchasing piano lessons criteria, children and piano study issue and etc. Parents, who are having their children studying piano lessons, parents who are having children quit piano lessons and parents who are planning to purchase their children piano lessons, created most of the forums. Parents shared their views regarding the study routine, expectations and criteria over tuition fees, teachers' skills and the goal for their children. We acknowledged that some parents talked about social status and the pride of sending their children to piano lessons but not as much mentioned as to improve their children's concentration and learning abilities.

4.2 Result from In- depth Interview

The objective is to explore the key considerations or the criteria involved in choosing music school for their children and the purchasing behavior such as the payment term they prefer and does the promotion effect on making purchase before designing questionnaires. 5 respondents for in-depth interview were recruited from 4 different types of customers, which are

4.2.1 Parent who have piano studying children

A mother aged 40 years old, who has 10 years old son. Her son is now studying piano lesson at YAMAHA music school. She said that she planned for her son to enroll for

piano lessons because she wanted to develop concentration and emotional quotient for her son. When she first considered a piano course for her son, she thought about piano school brand name and its reputation because she believe that good piano school will have good reputations, meaning she could be sure that the school will provide great teacher, music instruments, course and etc. The problem she has for her son is her son's piano teacher often absent and school provide substitute teacher but her child sticks to his piano teacher and she felt that the piano lessons were not continuously and smoothly as it should be. Hence, her criteria of choosing piano school was piano school brand name, teacher quality, school location, school promotion and lastly, tuition fee.

4.2.2 Parent who have very young child and plan to apply piano lessons for the child

A mother aged 29 years old, who has 1-year-old son, said it is not a mandatory to enroll her son in famous music school. She just wanted to know if her son would like it or not and she cares more about teacher who have treat her son well and make her son enjoy the piano lesson. She prefers if the piano school is located on convenience location and if she might also prefer private teacher at home if the fee is reasonable.

4.2.3 Adults or young adults who are studying piano lessons

1) A piano student aged 15 years old, who has been studying piano lessons for 9 years at YAMAHA music school, the mall Ngamwongwan, said that first time she applied for piano lesson was because her parents wanted her to pursue music academy in her free time. She chose piano lesson because she felt like playing

the piano rather than other music instruments. If it happened that she had to change piano school, the key consideration for her new school would be 1) Piano teacher that can get along with her well 2) Piano school location as she has to travel on her own 3) Piano school brand name that is trust worthy 4) Hygienic environment of the school creates pleasant ambience.

2) A piano student aged 19 years old, who has been studying piano lessons for 3 years at YAMAHA music school, the mall Ngamwongwan, said that she first studied the electone before but she did not like the synthetic sound so she changed to be piano students and she loves to play it. She started piano lesson at older age because she did not have opportunity and affordability at the time she was young. The key consideration choosing piano school when she applied was the 1) School location because she travels on her own 2) School brand name 3) Tuition fees that is reasonable 4) Piano teacher that is not too fierce

4.2.4 Adults or young adults who are planning to study piano lessons

A man, aged 26 years old, was planning to study piano lessons. He said that piano is his dream music instrument that he wants to play. Currently, he can play guitar. He thinks that playing guitar is easier than playing piano and ones who can play piano would look very cool in his view and would consume a lot of time to practice even much more than guitar. Now he is considering many piano schools to apply for. The criteria that he is considering are 1) Piano teacher that he feels comfortable with piano lesson 2) Reasonable tuition fee 3) Piano school location that is convenient – able to use public transportation 4) Famous piano school

4.3 Result from focus groups

4.3.1 Parents or adults, or young adults who are having children studying piano lessons

First focus group consisted of 4 adults who have children studying piano lesson. They discussed over the following topics:

- The reason of choosing piano lesson for their children–The reasons provided in the session are; 1) Develop better concentration and learning ability 2) Relaxing from academic subjects at school 3) Children asked to study piano lesson
- Expectation for applying piano lesson for their children –The reasons provided in the session are; 1) Children will love playing the piano 2) Children will be able to play piano well but not for living 3) Children will feel happy and relax from academic subject 4) Children will have more self-appreciation and self-confident 5) Children will have improvement in academic learning at school
- Criteria for choosing piano school for their children –The criteria provided in the session are; 1) Teacher who can make children stay engaged the whole class 2) Famous school brand name because of trust worthy especially for parents who do not have music background 3) School location that is convenient to travel to 4) Piano school that encourage student to do music performance and 5) Reasonable tuition fee
- Reaction to promotion provided by Piano school such as price discount when making advance payment, Free class trial, Class bundling and etc. the most

mentioned are; 1) Prefer free class trial but consider that this attribute should be minimum service of every piano school and 2) Pay in advance if its cheaper

4.3.2 Parents or adults or young adults who are planning to apply piano lessons for thier children or for themselves

First focus group consisted of 4 adults which 2 of them have young children and another 2 adults does not have children but plan to apply piano lesson for their children. They discussed over the following topics:

- The reason of choosing piano lesson for their children –The reasons provided in the session are; 1) Develop better concentration and learning ability 2) Children asked to study piano lesson and 3) Children should have other skills rather than academic subjects
- Expectation for applying piano lesson for their children –The reasons provided in the session are; 1) Children will be able to play piano well and they will support if children would like to be professional pianist 2) Children will feel happy and relax from academic subject and 3) Children will be happy kids
- Criteria for choosing piano school for their children –The criteria provided in the session are; 1) Teacher who can make children stay engaged the whole class 2) School location that is convenient to travel to 3) School brand name and 4) Reasonable tuition fee
- Reaction to promotion provided by Piano school such as price discount when making advance payment, Free class trial, Class bundling and etc. They preferred 1) Trial class will be highly considered 2) Pay in advance if it's cheaper and children seem to like studying piano lesson and 3) Class bundling

to expand other skills for their children and incase that children do not like piano

4.4 Result from quantitative research

Total 107 respondents were collected using convenient sampling through online channels. The questionnaire designed to have screening question to segment students and parents covering types of users, which are: current users, past users, prospect users and non-users. The demographics of respondents are described as follows:

Table 4.1: Type of respondents by gender

Type of Users		Male	Female	Total
Students	Current Users	4	7	11
	Past Users	18	22	40
	Prospect Users	8	3	11
Parents	Current Users	1	5	6
	Past Users	0	6	6
	Prospect Users	7	10	17
Non-Users		7	9	16
Total		45	62	107

Most of the respondents for both students and parents are past users. Total past users accounted for 43% of total respondents, followed by prospect users who are students or parents who are planning to apply for piano lesson, accounted for 26% of total respondents.

Table 4.2: Type of respondents by age

Type of Users		Less than or equal to 20 years old	21-30 years old	31 - 40 years old	41 - 50 years old	51 - 60 years old	More than 60 years old
Students	Current Users	6	4	1	0	0	0
	Past Users	0	21	14	3	2	0
	Prospect Users	0	3	6	1	1	0
Parents	Current Users	0	0	3	2	0	1
	Past Users	0	1	1	1	1	2
	Prospect Users	0	4	11	2	0	0
Non-Users		0	9	6	1	0	0
Total		6	42	42	10	4	3

79% of total respondents are aged between 21 – 40 years old and 42% out of 79% are students who are past users

Table 4.3: Type of respondents by family income

Type of Users		Less than or equal to THB 15,000	THB 15,001 - THB 30,000	THB 30,001 - THB 45,000	THB 45,001 - THB 60,000	THB 60,001 - THB 75,000	More than THB 75,000
Students	Current Users	4	1	0	4	0	2
	Past Users	0	2	8	1	2	27
	Prospect Users	0	2	1	1	4	3
Parents	Current Users	0	0	0	1	0	5
	Past Users	0	0	1	0	0	5
	Prospect Users	0	2	0	2	1	12
Non-Users		0	3	1	3	0	9
Total		4	10	11	12	7	63

59% of total respondents have family income more than THB 75,000

We would like to know the real reason why all respondents make the purchase of piano lessons. Hence, the respondents are divided as student group and parents group.

4.4.1 Students results

The result from questionnaire can be analyzed in the part of perception, expectation and attributes or feature of piano school questions.

Perception questions results

There are 13 perception questions, based on 7 points scale, were asked in this part. 7 out of 13 perception questions showed significant different perception between student groups. All questions were asked using interval scale of 7 points scale

Table 4.4: Descriptive table of student group different perception toward piano study

Perception	User Type	N	Mean	Std. Deviation	Std. Error
I believe that music studies can improve logical thinking	Current User	33	5.6364	1.7468	0.3041
	Past User	120	6.2250	0.9390	0.0857
	Prospect User	33	5.2727	1.5057	0.2621
I believe that music studies can help improving concentration	Current User	33	5.9091	1.6463	0.2866
	Past User	120	6.4000	0.7029	0.0642
	Prospect User	33	6.4545	0.9045	0.1575
Person with older age (more than 20 years old) is hard to start piano studies	Current User	33	4.4545	1.8044	0.3141
	Past User	120	4.2500	1.4682	0.1340
	Prospect User	33	3.2727	1.6254	0.2830
Music studies need a lot of time sacrifice to practice	Current User	33	6.0000	1.7321	0.3015
	Past User	120	6.1500	0.9135	0.0834
	Prospect User	33	5.4545	1.0923	0.1902
I consider it is not necessary for myself to study music instrument	Current User	33	1.8182	0.8461	0.1473
	Past User	120	2.6250	1.4842	0.1355
	Prospect User	33	3.0909	1.4001	0.2437
I am the one who choose to go for the piano lessons by myself	Current User	33	5.2727	2.1253	0.3700
	Past User	120	5.0500	1.7386	0.1587
	Prospect User	33	6.1818	1.2859	0.2238
I think one who can play the music instrument is cool	Current User	33	4.9091	2.0971	0.3651
	Past User	120	5.8250	1.0014	0.0914
	Prospect User	33	5.8182	1.0445	0.1818

Mostly the significant differences are between past users and prospect users but there are 2 perception questions that showed significant different between current users and prospect users, which are; 1) Person with older age (more than 20 years old) is hard to start piano studies and 2) I consider it is not necessary for myself to study music instrument. For the first question, current users think that it is hard to start piano studies while prospect users do not think so. Second question, current users think that it is necessary for them to study piano lessons more than past and prospect users. However, both of these 2 questions have lower Means, meaning respondents felt disagree with the statements but only different in terms of strength of opinions (*see ANOVA table and Post Hoc test in APPENDIX A*).

Expectation questions results

8 expectation questions, based on 7 points scale, were asked in this section and most of the respondents expressed agree opinion with the questions. 2 out of 8 questions has significant different of the mean as showed on table 4.5.

Table 4.5: Descriptive table shown mean of expectation question of student groups

Expectation	User Type	N	Mean	Std. Deviation	Std. Error
You want to improve better concentration	Current User	33	4.7273	1.44206	0.25103
	Past User	120	5.475	1.34703	0.12297
	Prospect User	33	5.6364	0.78335	0.13636
You expect piano lesson will help better learning ability	Current User	33	4.3636	1.85098	0.32221
	Past User	120	4.95	1.14385	0.10442
	Prospect User	33	5.1818	0.84611	0.14729

Respondents almost agree to all expectation questions. Only two questions show significant different between groups. Even though all say music and piano study may help improving concentration and learning ability, the result turned out that one who had experienced piano lesson will expect less improvement from piano study. On the other hand, one who are considering applying piano study expect more to that piano study would help them improve concentration and learning ability (*see ANOVA table and Post Hoc test in APPENDIX B*).

Then we ran the ranking question on the importance of attributes that students consider for piano school. We can summarize that the ranking of students on each factor when they choose piano school to apply for piano lessons are piano teacher, course standard, reasonable tuition fee, school location and school brand name, respectively (*see Frequency table showing each factor ranking in APPENDIX C*).

Attributes questions

Total 34 attributes questions, based on 7 points scale, and were asked in this section. 17 questions have significant different of means. The difference in means showed the difference importance of each piano school attribute. The main findings from the result are: past users give less importance to the convenience of location than current users and prospect users. Current users will give higher importance to the environment of piano school that allows them to enjoy coming to school. Prospect users give the least importance on piano teacher when compared to current and past users (*see ANOVA table and Post Hoc test in APPENDIX D*)

Table 4.6: Descriptive table showing significant mean different of school attributes

Attributes	User Type	N	Mean	Std. Deviation	Std. Error
School that provide fully equipment for piano lesson (piano, notebook, metronome, etc.)	Current User	33	5.8182	0.58387	0.10164
	Past User	120	6.0250	1.08823	0.09934
	Prospect User	33	5.1818	0.84611	0.14729
Piano school that is clean and hygienic	Current User	33	6.4545	0.66572	0.11589
	Past User	120	6.1250	1.03358	0.09435
	Prospect User	33	5.9091	0.80482	0.1401
Piano school that has performance stage or auditorium for piano performance	Current User	33	4.9091	1.80907	0.31492
	Past User	120	3.7750	1.9638	0.17927
	Prospect User	33	4.0909	1.64628	0.28658
Piano school teaching content based on global acceptance standard (Trinity, Royal school of music, London college of music, Yamaha)	Current User	33	6.1818	1.13067	0.19682
	Past User	120	5.5750	1.28771	0.11755
	Prospect User	33	5.4545	1.32502	0.23066
Flexible lesson which allow students to practice their own requests	Current User	33	6.2727	0.76128	0.13252
	Past User	120	6.2000	0.84615	0.07724
	Prospect User	33	5.7273	0.76128	0.13252
Piano school provide piano courses with reasonable tuition fee	Current User	33	5.7273	0.76128	0.13252
	Past User	120	6.1000	0.86384	0.07886
	Prospect User	33	5.7273	0.76128	0.13252
Piano school provides extra courses such as other music instrument studies trial class	Current User	33	5.6364	0.78335	0.13636
	Past User	120	4.7750	1.57961	0.1442
	Prospect User	33	4.6364	1.38785	0.24159
I prefer the piano school that is located in the shopping mall (such as education zone in paragon, central, the mall and Etc.)	Current User	33	5.0000	1.14564	0.19943
	Past User	120	4.6000	1.30545	0.11917
	Prospect User	33	4.0000	1.73205	0.30151

Table 4.6: Descriptive table showing significant mean different of school attributes

(Cont.)

Attributes	User Type	N	Mean	Std. Deviation	Std. Error
I prefer the piano school that is located in the shopping mall near my house	Current User	33	5.7273	1.23168	0.21441
	Past User	120	5.2750	1.28966	0.11773
	Prospect User	33	4.3636	1.57754	0.27461
I prefer the piano school that is located near my house	Current User	33	5.5455	1.17502	0.20455
	Past User	120	5.8750	0.95761	0.08742
	Prospect User	33	5.1818	1.04447	0.18182
I prefer the piano school that have enough car parking	Current User	33	5.4545	1.09233	0.19015
	Past User	120	6.2750	0.95233	0.08694
	Prospect User	33	5.1818	1.48859	0.25913
I prefer the piano school that is located in flow traffic area	Current User	33	4.7273	1.23168	0.21441
	Past User	120	5.9250	1.03844	0.0948
	Prospect User	33	4.5455	1.17502	0.20455
School that has warm welcoming staffs	Current User	33	6.3636	0.65279	0.11364
	Past User	120	5.9750	1.04087	0.09502
	Prospect User	33	5.8182	0.72692	0.12654
Teacher has long experience in piano teaching	Current User	33	6.4545	0.50565	0.08802
	Past User	102	6.3824	0.69002	0.06832
	Prospect User	33	5.7273	0.76128	0.13252
Teacher has direct degree of piano studies	Current User	33	6.1818	0.95048	0.16546
	Past User	102	5.3529	1.59608	0.15804
	Prospect User	33	5.4545	0.90453	0.15746
Teacher who is punctual	Current User	33	6.1818	0.72692	0.12654
	Past User	102	6.8235	0.45406	0.04496
	Prospect User	33	6.5455	0.50565	0.08802
Teacher who cares to communicate on the study progress	Current User	33	6.0000	1.06066	0.18464
	Past User	102	6.3824	0.97538	0.09658
	Prospect User	33	6.0000	0.86603	0.15076

4.4.2 Parents results

Perception questions results

There are 13 perception questions, based on 7 points scale, were asked in this part. 8 out of 13 perception questions showed significant different perception between student groups. All questions were asked using interval scale of 7 points scale

Table 4.7: Descriptive table of parent group different perception toward piano study

Perception	User Type	N	Mean	Std. Deviation	Std. Error
Person with older age (more than 20 years old) is hard to start piano studies	Past User	18	5.8333	0.92355	0.21768
	Current User	18	4.5000	1.75734	0.41421
	Prospect User	51	4.2941	1.41837	0.19861
Music studies need a lot of time sacrifice to practice	Past User	18	6.6667	0.76696	0.18078
	Current User	18	5.8333	0.70711	0.16667
	Prospect User	51	5.5882	1.25182	0.17529
Practicing and time dedication to practice are very important to study music instrument	Past User	18	6.6667	0.76696	0.18078
	Current User	18	6.1667	0.38348	0.09039
	Prospect User	51	5.8824	1.29069	0.18073
Tuition fee for music study course is too expensive	Past User	18	3.8333	2.61781	0.61702
	Current User	18	5.6667	0.97014	0.22866
	Prospect User	51	5.5294	1.66557	0.23323
I do not have enough time to support (help practice, sending to school and etc.) my child/children to study music instrument	Past User	18	1.5000	0.78591	0.18524
	Current User	18	2.5000	1.94785	0.45911
	Prospect User	51	3.1765	1.55828	0.2182
Music recital (performance) makes my child/children confident	Past User	18	6.8333	0.38348	0.09039
	Current User	18	6.5000	0.5145	0.12127
	Prospect User	51	5.5882	1.29887	0.18188
I believe that music studies can improve logical thinking	Past User	18	6.6667	0.76696	0.18078
	Current User	18	6.5000	0.5145	0.12127
	Prospect User	51	5.4118	1.47209	0.20613
I believe that music studies can help improving concentration	Past User	18	6.6667	0.76696	0.18078
	Current User	18	6.6667	0.48507	0.11433
	Prospect User	51	5.8235	1.55828	0.2182

The most significant difference perception is 1) The believe that music studies can improve logical thinking which shows that prospect users are less believe that piano study can improve logical thinking and 2) Music recital (performance) makes my child/children confident which the perception from prospect parents also lower than parents who are now having current student and parents who have children already quitted piano lessons or the past users (*see ANOVA table and Post Hoc test in APPENDIX E*).

Expectation questions results

8 expectation questions, based on 7 points scale, were asked in this section and most of the respondents expressed agree opinion with the questions. 2 out of 8 questions have significant different of the mean as shown in table 4.8.

Table 4.8: Descriptive table shown mean of expectation questions of parent groups

Perception	User Type	N	Mean	Std. Deviation	Std. Error
You want to improve your child/children concentration	Past User	18	5.1667	1.38267	0.32590
	Current User	18	6.0000	0.59409	0.14003
	Prospect User	51	6.2941	1.41837	0.19861
You are willing to give fully support to your child/children for piano lesson	Past User	18	7.0000	0.00000	0.00000
	Current User	18	6.5000	0.78591	0.18524
	Prospect User	51	5.8235	1.26025	0.17647

Most of the parent respondents agreed that they have the expectation as per all 8 questions. The 2 questions that have significant mean difference shown the different opinion between groups of user. Past users expected less for their child to have improved children' concentration while current and prospect users expected more. In

terms of supportive will, prospect users have the least mean compared to current and past users (*see ANOVA table and Post Hoc test in APPENDIX F*).

Then we ran the ranking question on the importance of attributes that parents consider for piano school. We the ranking of parents on each factor when they choose piano school to apply for piano lessons are piano teacher, reasonable tuition fee, school location, course standard and school brand name, respectively (*see Frequency table showing each factor ranking in APPENDIX G*).

Attributes questions

Total 34 attributes questions, based on 7 points scale, and were asked in this section. 22 questions have significant different of means. The difference in means showed the difference importance of each piano school attribute. The main findings from the result are: past users give less importance to school brand name than current and prospect users. All types of parent users will give high importance to school that has facilities and accommodations for parents to wait even though, past users give less importance. Past users have significant different mean expressing opinion about school location and extra facilities provided by piano school (such as coffee shop and showroom for music instruments). Past users expressed higher mean on teacher attributes and the encouragement from school to make their children perform on stage or go to music competition (*see ANOVA table and Post Hoc test in APPENDIX H*)

Table 4.9: Descriptive table showing significant mean different of school attributes

Perception	User Type	N	Mean	Std. Deviation	Std. Error
Famous piano school brand name	Past User	18	3.1667	2.1761	0.5129
	Current User	18	5.1667	2.0934	0.4934
	Prospect User	51	4.0588	1.3625	0.1908
School that has good ambience for piano studies	Past User	18	4.8333	1.7235	0.4062
	Current User	18	6.0000	0.8402	0.1980
	Prospect User	51	5.0588	1.0082	0.1412
School that provide fully equipment for piano lesson	Past User	18	4.5000	1.5435	0.3638
	Current User	18	6.5000	0.5145	0.1213
	Prospect User	51	5.5294	1.3907	0.1947
Piano school that is clean and hygienic	Past User	18	5.5000	1.2948	0.3052
	Current User	18	6.6667	0.4851	0.1143
	Prospect User	51	5.7647	1.2262	0.1717
Piano school that has zoning for parents to sit and wait	Past User	18	4.8333	1.9174	0.4519
	Current User	18	6.0000	0.5941	0.1400
	Prospect User	51	5.0588	1.2714	0.1780
Piano school that has showroom for music instruments	Past User	18	1.5000	1.1505	0.2712
	Current User	18	4.0000	1.1882	0.2801
	Prospect User	51	3.7647	1.6442	0.2302
Piano school that has performance stage or auditorium for piano performance	Past User	18	2.6667	2.4254	0.5717
	Current User	18	4.5000	1.4246	0.3358
	Prospect User	51	4.2353	1.3204	0.1849
Piano school that has café or coffee shop	Past User	18	1.5000	1.1505	0.2712
	Current User	18	4.0000	1.7823	0.4201
	Prospect User	51	3.4118	1.0426	0.1460
Variety of piano lesson standard (Japanese, EU, US Standard)	Past User	18	2.5000	1.4246	0.3358
	Current User	18	5.0000	1.4552	0.3430
	Prospect User	51	4.6471	1.5076	0.2111
Piano school encourage students to perform on stage	Past User	18	6.5000	1.1505	0.2712
	Current User	18	6.5000	0.5145	0.1213
	Prospect User	51	5.7647	1.2262	0.1717
Piano school encourage students to go for competition	Past User	18	5.3333	1.6450	0.3877
	Current User	18	5.0000	0.8402	0.1980
	Prospect User	51	4.1176	1.5446	0.2163

Table 4.9: Descriptive table showing significant mean different of school attributes

(Cont.)

Perception	User Type	N	Mean	Std. Deviation	Std. Error
Piano school support piano students to have a piano career	Past User	18	5.0000	2.5896	0.6104
	Current User	18	3.6667	1.1376	0.2681
	Prospect User	51	3.8824	1.3364	0.1871
Piano school provides extra courses such as other music instrument studies trial class	Past User	18	4.5000	1.5435	0.3638
	Current User	18	4.6667	1.1376	0.2681
	Prospect User	51	5.5294	0.9242	0.1294
I prefer the piano school that is located in the shopping mall	Past User	18	1.6667	1.1376	0.2681
	Current User	18	4.5000	0.9852	0.2322
	Prospect User	51	4.8235	1.2117	0.1697
I prefer the piano school that is located in the shopping mall near my house	Past User	18	2.0000	1.1882	0.2801
	Current User	18	5.0000	1.0290	0.2425
	Prospect User	51	5.1176	1.1428	0.1600
I prefer the piano school that is able to commute by public transportation	Past User	18	2.8333	1.5049	0.3547
	Current User	18	4.8333	0.9236	0.2177
	Prospect User	51	4.7647	1.6442	0.2302
I prefer the piano school that have enough car parking	Past User	18	5.5000	1.2948	0.3052
	Current User	18	6.0000	0.5941	0.1400
	Prospect User	51	6.1176	0.6826	0.0956
School staffs has piano lesson basic knowledge	Past User	18	4.6667	1.9403	0.4573
	Current User	18	5.6667	0.7670	0.1808
	Prospect User	51	5.3529	0.7700	0.1078
Teacher has long experience in piano teaching	Past User	18	6.6667	0.7670	0.1808
	Current User	18	6.1667	0.7071	0.1667
	Prospect User	51	5.8235	0.9941	0.1392
Teacher has direct degree of piano studies	Past User	18	6.6667	0.4851	0.1143
	Current User	18	5.5000	1.1505	0.2712
	Prospect User	51	5.2353	0.9505	0.1331
Teacher who is punctual	Past User	18	6.6667	0.4851	0.1143
	Current User	18	6.3333	0.4851	0.1143
	Prospect User	51	6.0000	0.7746	0.1085
Teacher who is flexible	Past User	18	5.0000	1.9704	0.4644
	Current User	18	5.1667	1.0981	0.2588
	Prospect User	51	5.7647	0.8852	0.1240

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

After in-depth interview, focus groups and quantitative analysis, we may conclude that there are significant differences towards the psychological insights of students and parents among types of users which are current user, past user and prospect user. The very important factor for piano school to consider is the trigger when piano school wants to acquire more students by looking at the type of customer. The consideration factors that students and parents are slightly different as parents group will concern more about the tuition fee. Parents groups need to feel that the tuition fee is more reasonable while both of students and parents give the highest importance to piano teacher and the lowest importance to piano school brand name. Students will focus more on the real attributes of piano school such as ambience, the cleanliness of the school and classroom while parents will focus more on facilities that school provides to offer more convenience to parents such as living area or coffee shop in the school area.

The psychological thinking of each type of users are also different especially between prospect user and past user while past user and current user seem to have similar perception, expectation and criteria such as the perception on price, current user and past user consider that piano lessons have high price while prospect user perceive piano lesson to be less expensive when compared to current and past user. In terms of time sacrifice, current and past user also think that they need a lot of time and

sometime they do not have enough time to practice piano lesson while prospect user perceive it less serious because they have not experienced the real piano class.

In conclusion, The real reason that both student and parents apply for piano class based on the expectation to improve logical thinking, concentration for children and themselves as well as to fulfill the needs of being more confident and self-appreciation as both students and parents give importance to the encouragement from school to arrange piano performance and prefer if piano school has the performance area. The expectation is align with the reason that they apply for piano lessons.

5.2 Recommendation

To acquire more customers, piano school must be able to identify the needs of student and parents. The treat to walk-in customers who are parents and student will be different. Piano school must make sure that the core attributes of piano school are being promoted and aligned with the needs of customers. The most important things for piano school to focus on are the teachers. Teacher must be well qualified, as customer prefer teacher with direct degree in music study, punctual and get along well with students.

To retain the existing customers, school should learn from past users of what is the barrier for them to continue the lessons. From this study, past users perceived and experienced that piano lesson need a lot of time to sacrifice for and perceived price is too expensive. Hence, piano school should interview to get the insights problem of why price perceived value of customer is not match with the price set by school.

5.3 Limitations of the study

5.3.1 Research may not represent the entire population of Thailand as it is conducted to focus mainly in Bangkok and suburban area around Bangkok

5.3.2 Limited of time and budget, the sample size of quantitative and qualitative will be relatively small which may not represent the entire population

5.4 Significance of the study

This independent study is expected to provide the piano school manager to be able to adjust the service to serve and fit the expectations and tackle the right marketing content and promotion to acquire new students. Furthermore, it might help reduce student quitting from piano lesson using the psychological insights from this research to understand the real reason of why parents and students choose to play piano or the problem or barrier that they are facing that unable them to study the piano. In addition the piano school manager will know the decision making process of parents and also piano students including what other needs they are expecting to get from the music school.

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APPENDIX A

**ANOVA Table and Post Hoc test of student groups' perception
toward piano study**

APPENDIX A-1: ANOVA table showing significant difference mean of perception questions between groups of student respondents

Perception	Groups	Sum of Squares	df	Mean Square	F	Sig.
I believe that music studies can improve logical thinking	Between Groups	27.458	2	13.729	9.132	0.000
	Within Groups	275.107	183	1.503		
	Total	302.565	185			
I believe that music studies can help improving concentration	Between Groups	6.936	2	3.468	3.696	0.027
	Within Groups	171.709	183	0.938		
	Total	178.645	185			
Person with older age (more than 20 years old) is hard to start piano studies	Between Groups	29.402	2	14.701	6.042	0.003
	Within Groups	445.227	183	2.433		
	Total	474.629	185			
Music studies need a lot of time sacrifice to practice	Between Groups	12.518	2	6.259	4.906	0.008
	Within Groups	233.482	183	1.276		
	Total	246	185			
I consider it is not necessary for myself to study music instrument	Between Groups	27.964	2	13.982	7.358	0.001
	Within Groups	347.761	183	1.9		
	Total	375.726	185			
I am the one who choose to go for the piano lessons by myself	Between Groups	33.168	2	16.584	5.447	0.005
	Within Groups	557.155	183	3.045		
	Total	590.323	185			
I think one who can play the music instrument is cool	Between Groups	22.7	2	11.35	7.042	0.001
	Within Groups	294.961	183	1.612		
	Total	317.661	185			

APPENDIX A-2: Post Hoc test table shown significant different mean of perception

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
I believe that music studies can improve logical thinking	Past User	Prospect User	.95227*	0.27576	0.004
	Prospect User	Past User	-.95227*	0.27576	0.004
Person with older age (more than 20 years old) is hard to start piano studies	Current User	Prospect User	1.18182*	0.42275	0.020
	Prospect User	Current User	-1.18182*	0.42275	0.020
	Past User	Prospect User	.97727*	0.31309	0.009
	Prospect User	Past User	-.97727*	0.31309	0.009
Music studies need a lot of time sacrifice to practice	Past User	Prospect User	.69545*	0.20763	0.005
	Prospect User	Past User	-.69545*	0.20763	0.005
Practicing and time dedication to practice are very important to study music instrument	Past User	Prospect User	.45000*	0.16658	0.028
	Prospect User	Past User	-.45000*	0.16658	0.028
I consider it is not necessary for myself to study music instrument	Current User	Past User	-.80682*	0.20013	0.000
	Current User	Prospect User	-1.27273*	0.28477	0.000
	Past User	Current User	.80682*	0.20013	0.000
	Prospect User	Current User	1.27273*	0.28477	0.000
I am the one who choose to go for the piano lessons by myself	Past User	Prospect User	-1.13182*	0.27439	0.000

APPENDIX B

ANOVA Table and Post Hoc test of student groups' expectation towards piano study

APPENDIX B-1: ANOVA table shown significant different mean of expectation between student group respondents

Expectation	Groups	Sum of Squares	df	Mean Square	F	Sig.
You want to improve better concentration	Between Groups	17.296	2	8.648	5.239	0.006
	Within Groups	302.107	183	1.651		
	Total	319.403	185			
You expect piano lesson will help better learning ability	Between Groups	12.384	2	6.192	3.931	0.021
	Within Groups	288.245	183	1.575		
	Total	300.629	185			

APPENDIX B-2: Post Hoc test table shown significant different mean of expectation between student group respondents

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
You want to improve better concentration	Current User	Past User	-.74773*	0.27953	0.03
	Current User	Prospect User	-.90909*	0.28568	0.008
	Past User	Current User	.74773*	0.27953	0.03
	Prospect User	Current User	.90909*	0.28568	0.008
You expect piano lesson will help better learning ability	Current User	Past User	-0.58636	0.33871	0.246
	Current User	Prospect User	-0.81818	0.35428	0.074
	Past User	Current User	0.58636	0.33871	0.246
	Past User	Prospect User	-0.23182	0.18055	0.491
	Prospect User	Current User	0.81818	0.35428	0.074
	Prospect User	Past User	0.23182	0.18055	0.491

APPENDIX C

Frequency table showing each factor ranking

APPENDIX C-1: Frequency table showed ranking factors towards “Famous Piano school”

Famous piano school brand name		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	42	22.6	22.6	22.6
	2	9	4.8	4.8	27.4
	3	27	14.5	14.5	41.9
	4	42	22.6	22.6	64.5
	5	66	35.5	35.5	100
	Total	186	100	100	

APPENDIX C-2: Frequency table showed ranking factors towards “Piano Teacher”

Piano teacher		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	81	43.5	43.5	43.5
	2	24	12.9	12.9	56.5
	3	27	14.5	14.5	71
	4	12	6.5	6.5	77.4
	5	42	22.6	22.6	100
	Total	186	100	100	

APPENDIX C-3: Frequency table showed ranking factors towards “School location”

School Location (easy to travel)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	39	21	21	21
	2	42	22.6	22.6	43.5
	3	27	14.5	14.5	58.1
	4	42	22.6	22.6	80.6
	5	36	19.4	19.4	100
	Total	186	100	100	

APPENDIX C-4: Frequency table showed ranking factors towards “Reasonable tuition fee”

Reasonable tuition fee / price		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	4.8	4.8	4.8
	2	54	29	29	33.9
	3	63	33.9	33.9	67.7
	4	48	25.8	25.8	93.5
	5	12	6.5	6.5	100
	Total	186	100	100	

APPENDIX C-5: Frequency table showed ranking factors towards “Course standard”

Course Standard		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	8.1	8.1	8.1
	2	57	30.6	30.6	38.7
	3	42	22.6	22.6	61.3
	4	42	22.6	22.6	83.9
	5	30	16.1	16.1	100
	Total	186	100	100	

APPENDIX D

ANOVA Table and Post Hoc test of student groups' importance attributes of piano school

APPENDIX D-1: ANOVA table showing significant difference mean of importance attributes of piano school between groups of student respondents

Attributes	Groups	Sum of Squares	df	Mean Square	F	Sig.
School that provide fully equipment for piano lesson (piano, notebook, metronome, etc.)	Between Groups	18.418	2	9.209	9.6440	0.0000
	Within Groups	174.743	183	0.955		
	Total	193.161	185			
Piano school that is clean and hygienic	Between Groups	5.047	2	2.523	2.8500	0.0600
	Within Groups	162.034	183	0.885		
	Total	167.081	185			
Piano school that has performance stage or auditorium for piano performance	Between Groups	33.427	2	16.713	4.7030	0.0100
	Within Groups	650.38	183	3.554		
	Total	683.806	185			
Piano school teaching content based on global acceptance standard (Trinity, Royal school of music, London college of music, Yamaha)	Between Groups	11.245	2	5.623	3.4950	0.0320
	Within Groups	294.416	183	1.609		
	Total	305.661	185			
Flexible lesson which allow students to practice their own requests	Between Groups	6.612	2	3.306	4.9470	0.0080
	Within Groups	122.291	183	0.668		
	Total	128.903	185			
Piano school provide piano courses with reasonable tuition fee	Between Groups	5.916	2	2.958	4.3000	0.0150
	Within Groups	125.891	183	0.688		
	Total	131.806	185			
Piano school provides extra courses such as other music instrument studies trial class	Between Groups	22.06	2	11.03	5.3370	0.0060
	Within Groups	378.198	183	2.067		
	Total	400.258	185			
I prefer the piano school that is located in the shopping mall (such as education zone in paragon, central, the mall and etc.)	Between Groups	16.926	2	8.463	4.5440	0.0120
	Within Groups	340.8	183	1.862		
	Total	357.726	185			

APPENDIX D-1: ANOVA table showing significant difference mean of importance attributes of piano school between groups of student respondents (Cont.)

Attributes	Groups	Sum of Squares	df	Mean Square	F	Sig.
I prefer the piano school that is located in the shopping mall near my house	Between Groups	32.925	2	16.463	9.2380	0.0000
	Within Groups	326.107	183	1.782		
	Total	359.032	185			
I prefer the piano school that is located near my house	Between Groups	13.316	2	6.658	6.4740	0.0020
	Within Groups	188.216	183	1.029		
	Total	201.532	185			

APPENDIX D-2: Post Hoc test table showing significant difference mean of importance attributes of piano school between groups of student respondents

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
School that provide fully equipment for piano lesson (piano, notebook, metronome, etc.)	Current User	Prospect User	.63636*	0.17895	0.0020
	Past User	Prospect User	.84318*	0.17766	0.0000
	Prospect User	Current User	-.63636*	0.17895	0.0020
	Prospect User	Past User	-.84318*	0.17766	0.0000
Piano school that is clean and hygienic	Current User	Prospect User	.54545*	0.18182	0.0120
	Prospect User	Current User	-.54545*	0.18182	0.0120
Piano school that has performance stage or auditorium for piano performance	Current User	Past User	1.13409*	0.36237	0.0080
	Past User	Current User	-1.13409*	0.36237	0.0080
Piano school teaching content based on global acceptance standard (Trinity, Royal school of music, London college of music, Yamaha)	Current User	Past User	.60682*	0.22926	0.0310
	Past User	Current User	-.60682*	0.22926	0.0310
Flexible lesson which allow students to practice their own requests	Current User	Prospect User	.54545*	0.18741	0.0150
	Past User	Prospect User	.47273*	0.15339	0.0100
	Prospect User	Current User	-.54545*	0.18741	0.0150
	Prospect User	Past User	-.47273*	0.15339	0.0100

APPENDIX D-2: Post Hoc test table showing significant difference mean of importance attributes of piano school between groups of student respondents (Cont.)

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Piano school provides extra courses such as other music instrument studies trial class	Current User	Past User	.86136*	0.19846	0.0000
	Current User	Prospect User	1.00000*	0.27742	0.0020
	Past User	Current User	-.86136*	0.19846	0.0000
	Prospect User	Current User	-1.00000*	0.27742	0.0020
I prefer the piano school that is located in the shopping mall (such as education zone in paragon, central, the mall and etc.)	Current User	Prospect User	1.00000*	0.3615	0.0230
	Prospect User	Current User	-1.00000*	0.3615	0.0230
I prefer the piano school that is located in the shopping mall near my house	Current User	Prospect User	1.36364*	0.3484	0.0010
	Past User	Prospect User	.91136*	0.29879	0.0110
	Prospect User	Current User	-1.36364*	0.3484	0.0010
	Prospect User	Past User	-.91136*	0.29879	0.0110
I prefer the piano school that is located near my house	Past User	Prospect User	.69318*	0.20174	0.0040
	Prospect User	Past User	-.69318*	0.20174	0.0040
I prefer the piano school that have enough car parking	Current User	Past User	-.82045*	0.20908	0.0010
	Past User	Current User	.82045*	0.20908	0.0010
	Past User	Prospect User	1.09318*	0.27332	0.0010
	Prospect User	Past User	-1.09318*	0.27332	0.0010
I prefer the piano school that is located in flow traffic area	Current User	Past User	-1.19773*	0.23443	0.0000
	Past User	Current User	1.19773*	0.23443	0.0000
	Past User	Prospect User	1.37955*	0.22544	0.0000
	Prospect User	Past User	-1.37955*	0.22544	0.0000
School that has warm welcoming staffs	Current User	Past User	.38864*	0.14813	0.0310
	Current User	Prospect User	.54545*	0.17008	0.0060
	Past User	Current User	-.38864*	0.14813	0.0310
	Prospect User	Current User	-.54545*	0.17008	0.0060
Teacher has long experience in piano teaching	Current User	Prospect User	.72727*	0.15909	0.0000
	Past User	Prospect User	.65508*	0.1491	0.0000
	Prospect User	Current User	-.72727*	0.15909	0.0000
	Prospect User	Past User	-.65508*	0.1491	0.0000

APPENDIX D-2: Post Hoc test table showing significant difference mean of importance attributes of piano school between groups of student respondents (Cont.)

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Teacher has direct degree of piano studies	Current User	Past User	.82888*	0.2288	0.0010
	Current User	Prospect User	.72727*	0.22841	0.0070
	Past User	Current User	-.82888*	0.2288	0.0010
	Prospect User	Current User	-.72727*	0.22841	0.0070
Teacher who is punctual	Current User	Past User	-.64171*	0.13429	0.0000
	Past User	Current User	.64171*	0.13429	0.0000
	Past User	Prospect User	.27807*	0.09884	0.0210
	Prospect User	Past User	-.27807*	0.09884	0.0210
Teacher who cares to communicate on the study progress	Current User	Past User	-0.38235	0.20837	0.2000
	Current User	Prospect User	0	0.23837	1.0000
	Past User	Current User	0.38235	0.20837	0.2000
	Past User	Prospect User	0.38235	0.17904	0.1050
	Prospect User	Current User	0	0.23837	1.0000
	Prospect User	Past User	-0.38235	0.17904	0.1050

APPENDIX E

**ANOVA Table and Post Hoc test of parent groups' perception
toward piano study**

APPENDIX E-1: ANOVA table showing significant difference mean of perception questions between groups of parent respondents

Perception	Groups	Sum of Squares	df	Mean Square	F	Sig.
Person with older age (more than 20 years old) is hard to start piano studies	Between Groups	32.067	2	16.033	8.036	0.0010
	Within Groups	167.588	84	1.995		
	Total	199.655	86			
Music studies need a lot of time sacrifice to practice	Between Groups	15.492	2	7.746	6.718	0.0020
	Within Groups	96.853	84	1.153		
	Total	112.345	86			
Practicing and time dedication to practice are very important to study music instrument	Between Groups	8.275	2	4.137	3.628	0.0310
	Within Groups	95.794	84	1.140		
	Total	104.069	86			
Tuition fee for music study course is too expensive	Between Groups	43.07	2	21.535	6.670	0.0020
	Within Groups	271.206	84	3.229		
	Total	314.276	86			
I do not have enough time to support (help practice, sending to school and etc.) my child/children to study music instrument	Between Groups	38.209	2	19.104	8.170	0.0010
	Within Groups	196.412	84	2.338		
	Total	234.621	86			
Music recital (performance) makes my child/children confident	Between Groups	25.544	2	12.772	11.744	0.0000
	Within Groups	91.353	84	1.088		
	Total	116.897	86			
I believe that music studies can improve logical thinking	Between Groups	29.216	2	14.608	9.988	0.0000
	Within Groups	122.853	84	1.463		
	Total	152.069	86			
I believe that music studies can help improving concentration	Between Groups	15.002	2	7.501	4.653	0.0120
	Within Groups	135.412	84	1.612		
	Total	150.414	86			

APPENDIX E-2: Post Hoc test table showing significant difference mean of perception questions between groups of parent respondents

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Person with older age (more than 20 years old) is hard to start piano studies	Past User	Current User	1.33333*	0.46793	0.0250
	Past User	Prospect User	1.53922*	0.29467	0.0000
	Current User	Past User	-1.33333*	0.46793	0.0250
	Prospect User	Past User	-1.53922*	0.29467	0.0000
Music studies need a lot of time sacrifice to practice	Past User	Current User	.83333*	0.24588	0.0050
	Past User	Prospect User	1.07843*	0.25181	0.0000
	Current User	Past User	-.83333*	0.24588	0.0050
	Prospect User	Past User	-1.07843*	0.25181	0.0000
Practicing and time dedication to practice are very important to study music instrument	Past User	Prospect User	.78431*	0.25562	0.0100
	Prospect User	Past User	-.78431*	0.25562	0.0100
Tuition fee for music study course is too expensive	Past User	Current User	-1.83333*	0.65803	0.0320
	Past User	Prospect User	-1.69608	0.65963	0.0500
	Current User	Past User	1.83333*	0.65803	0.0320
	Prospect User	Past User	1.69608	0.65963	0.0500
I do not have enough time to support (help practice, sending to school and etc.) my child/children to study music instrument	Past User	Prospect User	-1.67647*	0.28623	0.0000
	Prospect User	Past User	1.67647*	0.28623	0.0000
Music recital (performance) makes my child/children confident	Past User	Prospect User	1.24510*	0.2031	0.0000
	Current User	Prospect User	.91176*	0.2186	0.0000
	Prospect User	Past User	-1.24510*	0.2031	0.0000
	Prospect User	Current User	-.91176*	0.2186	0.0000
I believe that music studies can improve logical thinking	Past User	Prospect User	1.25490*	0.27417	0.0000
	Current User	Prospect User	1.08824*	0.23916	0.0000
	Prospect User	Past User	-1.25490*	0.27417	0.0000
	Prospect User	Current User	-1.08824*	0.23916	0.0000
I believe that music studies can help improving concentration	Past User	Prospect User	.84314*	0.28336	0.0130
	Current User	Prospect User	.84314*	0.24634	0.0030
	Prospect User	Past User	-.84314*	0.28336	0.0130
	Prospect User	Current User	-.84314*	0.24634	0.0030

APPENDIX F

**ANOVA Table and Post Hoc test of parent groups' expectation
towards piano study**

APPENDIX F-1: ANOVA table shown significant different mean of expectation between parent group respondents

Expectation	Groups	Sum of Squares	df	Mean Square	F	Sig.
You want to improve your child/children concentration	Between Groups	16.912	2	8.456	5.107	0.0080
	Within Groups	139.088	84	1.656		
	Total	156	86			
You are willing to give fully support to your child/children for piano lesson	Between Groups	20.364	2	10.182	9.513	0.0000
	Within Groups	89.912	84	1.07		
	Total	110.276	86			

APPENDIX F-2: Post Hoc test table shown significant different mean of expectation between parent group respondents

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
You want to improve your child/children concentration	Past User	Prospect User	-1.12745*	0.38165	0.0180
	Prospect User	Past User	1.12745*	0.38165	0.0180
You are willing to give fully support to your child/children for piano lesson	Past User	Current User	.50000*	0.18524	0.0440
	Past User	Prospect User	1.17647*	0.17647	0.0000
	Current User	Past User	-.50000*	0.18524	0.0440
	Current User	Prospect User	.67647*	0.25584	0.0320
	Prospect User	Past User	-1.17647*	0.17647	0.0000
	Prospect User	Current User	-.67647*	0.25584	0.0320

APPENDIX G

Frequency table showing each factor ranking

APPENDIX G-1: Frequency table showed ranking factors towards “Famous Piano school”

Famous piano school brand name		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	17.2	17.2	17.2
	2	9	10.3	10.3	27.6
	3	15	17.2	17.2	44.8
	4	15	17.2	17.2	62.1
	5	33	37.9	37.9	100
	Total	87	100	100	

APPENDIX G-2: Frequency table showed ranking factors towards “Piano Teacher”

Piano teacher		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	27	31	31	31
	2	15	17.2	17.2	48.3
	3	27	31	31	79.3
	4	9	10.3	10.3	89.7
	5	9	10.3	10.3	100
	Total	87	100	100	

APPENDIX G-3: Frequency table showed ranking factors towards “School location”

School Location (easy to travel)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	17.2	17.2	17.2
	2	24	27.6	27.6	44.8
	3	12	13.8	13.8	58.6
	4	18	20.7	20.7	79.3
	5	18	20.7	20.7	100
	Total	87	100	100	

APPENDIX G-4: Frequency table showed ranking factors towards “Reasonable tuition fee”

Reasonable tuition fee / price		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	17.2	17.2	17.2
	2	27	31	31	48.3
	3	12	13.8	13.8	62.1
	4	24	27.6	27.6	89.7
	5	9	10.3	10.3	100
	Total	87	100	100	

APPENDIX G-5: Frequency table showed ranking factors towards “Course standard”

Course Standard		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	17.2	17.2	17.2
	2	12	13.8	13.8	31
	3	21	24.1	24.1	55.2
	4	21	24.1	24.1	79.3
	5	18	20.7	20.7	100
	Total	87	100	100	

APPENDIX H

ANOVA Table and Post Hoc test of parent groups' importance

attributes of piano school

APPENDIX H-1: ANOVA table showing significant difference mean of importance attributes of piano school between groups of parent respondents

Attributes	Groups	Sum of Squares	df	Mean Square	F	Sig.
Famous piano school brand name	Between Groups	36.245	2	18.123	6.143	0.0030
	Within Groups	247.824	84	2.95		
	Total	284.069	86			
School that has good ambience for piano studies	Between Groups	14.952	2	7.476	5.542	0.0050
	Within Groups	113.324	84	1.349		
	Total	128.276	86			
School that provide fully equipment for piano lesson (piano, notebook, metronome, etc.)	Between Groups	36.018	2	18.009	10.675	0.0000
	Within Groups	141.706	84	1.687		
	Total	177.724	86			
Piano school that is clean and hygienic	Between Groups	14.392	2	7.196	5.614	0.0050
	Within Groups	107.676	84	1.282		
	Total	122.069	86			
Piano school that has zoning for parents to sit and wait	Between Groups	14.952	2	7.476	4.206	0.0180
	Within Groups	149.324	84	1.778		
	Total	164.276	86			
Piano school that has showroom for music instruments (for shopping purpose)	Between Groups	77.979	2	38.989	18.027	0.0000
	Within Groups	181.676	84	2.163		
	Total	259.655	86			
Piano school that has performance stage or auditorium for piano performance	Between Groups	39.22	2	19.61	7.431	0.0010
	Within Groups	221.676	84	2.639		
	Total	260.897	86			
Piano school that has café or coffee shop	Between Groups	65.492	2	32.746	21.021	0.0000
	Within Groups	130.853	84	1.558		
	Total	196.345	86			

APPENDIX H-1: ANOVA table showing significant difference mean of importance attributes of piano school between groups of parent respondents (Cont.)

Attributes	Groups	Sum of Squares	df	Mean Square	F	Sig.
Variety of piano lesson standard (Japanese, EU, US Standard)	Between Groups	73.232	2	36.616	16.703	0.0000
	Within Groups	184.147	84	2.192		
	Total	257.379	86			
Piano school encourage students to perform on stage	Between Groups	11.41	2	5.705	4.69	0.0120
	Within Groups	102.176	84	1.216		
	Total	113.586	86			
Piano school encourage students to go for competition	Between Groups	24.223	2	12.112	5.738	0.0050
	Within Groups	177.294	84	2.111		
	Total	201.517	86			
Piano school support piano students to have a piano career	Between Groups	20.292	2	10.146	3.783	0.0270
	Within Groups	225.294	84	2.682		
	Total	245.586	86			
Piano school provides extra courses such as other music instrument studies trial class	Between Groups	19.139	2	9.569	7.641	0.0010
	Within Groups	105.206	84	1.252		
	Total	124.345	86			
I prefer the piano school that is located in the shopping mall (such as education zone in paragon, central, the mall and etc.)	Between Groups	136.157	2	68.079	51.099	0.0000
	Within Groups	111.912	84	1.332		
	Total	248.069	86			
I prefer the piano school that is located in the shopping mall near my house	Between Groups	136.223	2	68.112	53.324	0.0000
	Within Groups	107.294	84	1.277		
	Total	243.517	86			
I prefer the piano school that is able to commute by public transportation	Between Groups	54.306	2	27.153	12.121	0.0000
	Within Groups	188.176	84	2.24		
	Total	242.483	86			
I prefer the piano school that have enough car parking	Between Groups	5.102	2	2.551	3.708	0.0290
	Within Groups	57.794	84	0.688		
	Total	62.897	86			
School staffs has piano lesson basic knowledge	Between Groups	9.732	2	4.866	3.944	0.0230
	Within Groups	103.647	84	1.234		
	Total	113.379	86			

APPENDIX H-1: ANOVA table showing significant difference mean of importance attributes of piano school between groups of parent respondents (Cont.)

Attributes	Groups	Sum of Squares	df	Mean Square	F	Sig.
Teacher has long experience in piano teaching	Between Groups	9.674	2	4.837	5.983	0.0040
	Within Groups	67.912	84	0.808		
	Total	77.586	86			
Teacher has direct degree of piano studies	Between Groups	27.427	2	13.713	16.071	0.0000
	Within Groups	71.676	84	0.853		
	Total	99.103	86			
Teacher who is punctual	Between Groups	6.276	2	3.138	6.936	0.0020
	Within Groups	38	84	0.452		
	Total	44.276	86			
Teacher who is flexible	Between Groups	10.048	2	5.024	3.358	0.0400
	Within Groups	125.676	84	1.496		
	Total	135.724	86			

APPENDIX H-2: Post Hoc test table showing significant difference mean of importance attributes of piano school between groups of parent respondents

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Famous piano school brand name	Past User	Current User	-2.00000*	0.71171	0.0240
	Current User	Past User	2.00000*	0.71171	0.0240
	Prospect User	Past User	0.89216	0.54724	0.3040
School that has good ambience for piano studies	Past User	Current User	-1.16667*	0.45194	0.0470
	Current User	Past User	1.16667*	0.45194	0.0470
	Current User	Prospect User	.94118*	0.2432	0.0010
	Prospect User	Current User	-.94118*	0.2432	0.0010
School that provide fully equipment for piano lesson (piano, notebook, metronome, etc.)	Past User	Current User	-2.00000*	0.38348	0.0000
	Current User	Past User	2.00000*	0.38348	0.0000
	Current User	Prospect User	.97059*	0.22941	0.0000
	Prospect User	Current User	-.97059*	0.22941	0.0000

APPENDIX H-2: Post Hoc test table showing significant difference mean of importance attributes of piano school between groups of parent respondents (Cont.)

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Piano school that is clean and hygienic	Past User	Current User	-1.16667*	0.3259	0.0050
	Current User	Past User	1.16667*	0.3259	0.0050
	Current User	Prospect User	.90196*	0.20628	0.0000
	Prospect User	Current User	-.90196*	0.20628	0.0000
Piano school that has zoning for parents to sit and wait	Current User	Prospect User	.94118*	0.2265	0.0000
	Prospect User	Current User	-.94118*	0.2265	0.0000
Piano school that has showroom for music instruments (for shopping purpose)	Past User	Current User	-2.50000*	0.38982	0.0000
	Past User	Prospect User	-2.26471*	0.35572	0.0000
	Current User	Past User	2.50000*	0.38982	0.0000
	Prospect User	Past User	2.26471*	0.35572	0.0000
Piano school that has performance stage or auditorium for piano performance	Past User	Current User	-1.83333*	0.66298	0.0290
	Past User	Prospect User	-1.56863*	0.60082	0.0480
	Current User	Past User	1.83333*	0.66298	0.0290
	Prospect User	Past User	1.56863*	0.60082	0.0480
Piano school that has café or coffee shop	Past User	Current User	-2.50000*	0.5	0.0000
	Past User	Prospect User	-1.91176*	0.30797	0.0000
	Current User	Past User	2.50000*	0.5	0.0000
	Prospect User	Past User	1.91176*	0.30797	0.0000
Variety of piano lesson standard (Japanese, EU, US Standard)	Past User	Current User	-2.50000*	0.47999	0.0000
	Past User	Prospect User	-2.14706*	0.39663	0.0000
	Current User	Past User	2.50000*	0.47999	0.0000
	Prospect User	Past User	2.14706*	0.39663	0.0000
Piano school encourage students to perform on stage	Current User	Prospect User	.73529*	0.21021	0.0030
	Prospect User	Current User	-.73529*	0.21021	0.0030
Piano school encourage students to go for competition	Past User	Prospect User	1.21569*	0.44397	0.0310
	Current User	Prospect User	.88235*	0.29325	0.0120
	Prospect User	Past User	-1.21569*	0.44397	0.0310
	Prospect User	Current User	-.88235*	0.29325	0.0120
Piano school support piano students to have a piano career	Past User	Current User	1.33333	0.66667	0.1580
	Past User	Prospect User	1.11765	0.63841	0.2520
	Current User	Past User	-1.33333	0.66667	0.1580
	Current User	Prospect User	-0.21569	0.32698	0.8810
	Prospect User	Past User	-1.11765	0.63841	0.2520
	Prospect User	Current User	0.21569	0.32698	0.8810

APPENDIX H-2: Post Hoc test table showing significant difference mean of importance attributes of piano school between groups of parent respondents (Cont.)

Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Piano school provides extra courses such as other music instrument studies trial class	Past User	Prospect User	-1.02941*	0.38614	0.0410
	Current User	Prospect User	-.86275*	0.29773	0.0220
	Prospect User	Past User	1.02941*	0.38614	0.0410
	Prospect User	Current User	.86275*	0.29773	0.0220
I prefer the piano school that is located in the shopping mall	Past User	Current User	-2.83333*	0.35471	0.0000
	Past User	Prospect User	-3.15686*	0.31731	0.0000
	Current User	Past User	2.83333*	0.35471	0.0000
	Prospect User	Past User	3.15686*	0.31731	0.0000
I prefer the piano school that is located in the shopping mall near my house	Past User	Current User	-3.00000*	0.37048	0.0000
	Past User	Prospect User	-3.11765*	0.32255	0.0000
	Current User	Past User	3.00000*	0.37048	0.0000
	Prospect User	Past User	3.11765*	0.32255	0.0000
I prefer the piano school that is able to commute by public transportation Teacher has long experience in piano teaching Teacher has direct degree of piano studies	Past User	Current User	-2.00000*	0.41618	0.0000
	Past User	Prospect User	-1.93137*	0.42288	0.0000
	Current User	Past User	2.00000*	0.41618	0.0000
	Prospect User	Past User	1.93137*	0.42288	0.0000
	Past User	Prospect User	.84314*	0.22816	0.0020
	Prospect User	Past User	-.84314*	0.22816	0.0020
	Past User	Current User	1.16667*	0.29428	0.0020
	Past User	Prospect User	1.43137*	0.17547	0.0000
	Current User	Past User	-1.16667*	0.29428	0.0020
	Prospect User	Past User	-1.43137*	0.17547	0.0000
Teacher who is punctual Teacher who is flexible	Past User	Prospect User	.66667*	0.1576	0.0000
	Prospect User	Past User	-.66667*	0.1576	0.0000
	Past User	Current User	-0.16667	0.53168	0.9850
	Past User	Prospect User	-0.76471	0.48068	0.3270
	Current User	Past User	0.16667	0.53168	0.9850
	Current User	Prospect User	-0.59804	0.28698	0.1330
Teacher who is punctual	Prospect User	Past User	0.76471	0.48068	0.3270
	Prospect User	Current User	0.59804	0.28698	0.1330

BIOGRAPHY

Name	Miss Awapa Chonmaitree
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Educational Attainment	2008: Bachelor of Science (Environmental science)
Work Position	Senior Assistant Manager Thanachart Bank Co., Ltd.
Work Experiences	<p>SENIOR ASSISTANT MANAGER, Risk Mitigation (2015 – Present) Thanachart Bank Co., Ltd.</p> <p>ASSISTANT MANAGER, Risk Mitigation (2013 – 2015) Thanachart Bank Co., Ltd.</p> <p>SENIOR OFFICER, Unsecured Collections Strategy (2011 – 2013) Thanachart Bank Co., Ltd.</p> <p>OFFICER, SECURED COLLECTIONS STRATEGY & MI (2009 – 2011) Thanachart Bank Co., Ltd.</p>
Other Experiences	<p>PIANO TEACHER (2004 – present) YAMAHA Siamkolkarn music school</p>