



**THE STUDY OF FACTORS THAT INFLUENCE
STUDENTS IN CHOOSING A TUTORING SCHOOL**

BY

MISS MATURADA TANGTHIKUL

**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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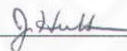
ENTITLED

THE STUDY OF FACTORS THAT INFLUENCE STUDENTS IN CHOOSING A
TUTORING SCHOOL

was approved as partial fulfillment of the requirements for
the degree of Master of Science Program in Marketing (International Program)

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ABSTRACT

The study of “Factors that Influence Students in Choosing Tutoring School” has been chosen to be an independent study topic that focuses on the issue of society in Thailand. This study is a contemporary topic in applied marketing. Objectives are to understand what students and parents need and want from tutoring schools by identifying factors that influence them in choosing a school, determine the true decision maker, and identify the underlying success factors of tutoring schools. This will allow more tutoring schools to be occurred and survived, so the supply will meet the overwhelm demand in this industry.

Secondary data was gathered from various sources. The data is used to increase understanding in the overview of tutoring schools. Qualitative analysis was gained through 2 methods. Observation was conducted with five tutoring schools to briefly understand student behaviors. Ten in-depth interviews of both students and parents were conducted to gain factors that each group used to consider choosing tutoring schools. Quantitative analysis was completed by conducting questionnaire surveys of 200 respondents, equally distributed between parents and students. This was done to gain insight information.

Keywords: Tutoring schools, Students, Parents, Influencing factors

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Miss Maturada Tangthikul



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CHAPTER 1

INTRODUCTION

This research is the study of factors that influence students in choosing tutoring schools. It is a study of a contemporary topic in applied marketing relating to society subject area that aims to increase understanding of key factors that really drive the success of tutoring schools. Tutoring school industry has become popular in a recent years since people around the world are more concerned about children's education. In Thailand, education problems have existed for a long time and have not yet been solved. Many parents and students think that regular schools are unable to provide sufficient knowledge. The tutoring school is the solution for them. Many schools have emerged to respond to this overwhelming demand. However, only famous tutoring schools are recognized as choices and are in high demand. As a result, many new tutoring schools have had to close down. This has created a significant financial loss to the country. Thus, this study was conducted to solve this problem. It allows those who consider opening a tutoring school to respond in the right way and be able to survive, so supply can meet the overwhelming demand in this industry. The objectives of this research are to increase understanding of needs and wants of customers, both students and their parents. By understanding, it helps identify the real decision maker to target and understand the key underlying success factors.

The research was conducted using both exploratory and descriptive research methods. Exploratory research was used to gain information for doing descriptive research. Secondary data, observation, and in-depth interview were included. The main objective of the descriptive research was to identify key success factors underlying tutoring schools. A questionnaire survey was used for this finding. Examples of questionnaires and key variables are provided. There were 5 observations, 10 in-depth interviews, and 200 questionnaire surveys. The target respondents were classified into two groups – students and parents. Both of these groups are residents of Bangkok and are related to tutoring school in some ways. Both genders are represented. Data is analyzed in both qualitative and quantitative ways.

Qualitative analysis was gained from secondary data, observation, and in-depth interviews while Quantitative analysis was gained only from questionnaire surveys. Information was analyzed quantitatively using a variety of statistical methods.

This paper begins with Topic Description describing the topic in more detail. Then, Literature Review follows summarizing an overview of the tutoring school industry together with many related perspectives and issues that have been recently discussed. Research design comes next and describes the major activities done in this study such as sample selection plan, data collection plan, data analysis plan, etc. Then, Data Analysis and Results comes next followed by the Summary and Conclusions detailing all the analysis that has been done and the results obtained, as well as summarizing all the results to accomplish the stated objectives. Lastly, References and Appendices are listed identifying relevant sources and materials.

TOPIC DESCRIPTION

Education has been the main problem in Thai society for a long time. That is why parents and students usually find other sources of education outside regular school time to supplement their knowledge. The tutoring school is what they are looking for. Students and parents think that the school aids them to be able to survive in the regular school class and be able to compete for the next level of education or even compete globally. Teachers also find it as another great source of income with higher income and more flexibility. However, many experts are against the idea of sending children into this additional tutoring class. They think that this even causes the regulated school to be less effective and creates inequalities in society since a cost of learning is quite high. Forcing children into more academic school is like torturing them. Instead, they should enjoy their childhood and improve their personalities and parents should be the ones who responsible for teaching them.

The tutoring school industry has become very popular recently since it is in high demand. Many tutoring schools have emerged in order to respond to these great needs. According to research from Office of the Private Education Commission (conducted in February 2013), there were 1,983 tutoring schools in Thailand in 2013. However, overall, the tutoring schools in the market are still insufficient since only top tutoring schools are in high demand causing many of the remaining had to close down and resulting in a significant financial loss throughout the country. The main reason behind was an inability of these new tutoring schools to be able to understand what students and their parents really need and want from them.

This research was conducted to reduce this loss. By understanding students' behaviors including their needs and wants, the new tutoring schools can target the right market, offer the right product, and apply the right strategy to attract them. So, they then can survive in this industry. With more tutoring schools available, supply can meet the demand. Every student has a chance to gain an additional knowledge and spend their free time in a useful way.

CHAPTER 2

LITERATURE REVIEW

2.1 Choosing the right courses

Tutoring schools have different type of courses which can be categorized into 6 types. Students should know what they really want from the schools. Different objectives are suitable for different type of courses. So, students should select the one that suits to them the most. So, type of courses is another factor used in consideration in choosing tutoring schools. 6 types of courses are Foundation, Content summarization, Exam reviewing, Exam preparation, Specific content, and private lesson. (Dek-d`.com, 27th March 2014)

2.2 Unique teaching technique is in demand

According to ASTV from manager online, Thai society now focuses more on taking examination and competition. They compete against each other for a high score. That is why students seek help from tutoring school. Teaching techniques and styles of each tutoring school are what most of the students take into consideration. Currently, in Thailand, there are 7 tutoring schools that have unique teaching style and that make them become very popular and stay in students' top of mind for a period of time. (Manager online, 17th October 2014)

2.3 Thai teenagers' styles in choosing tutoring school

Learning in tutoring schools has already been a social norm in Thai society. Each student has his or her own factors that he or she considers when choosing tutoring schools. However, there are 7 top most factors that most of the students concern about which are convenience (in term of location), friends, price, content, teaching style, type of course, and other students in class. (Dek-d.com, 7th October 2013)

2.4 Misunderstanding about learning in tutoring school

There are 4 things about studying in tutoring school that most of the students misunderstand. First, if they do not study in tutoring school, they will also be unable to catch up and know less than their friends. In fact, learning by themselves at home with full of attention, they can gain more than studying in tutoring schools without paying attention. Second, only famous tutoring schools are good. They provide techniques that others do not have. However, students should understand what they really want and which style that is suited to them the most and select the school that provides them. Third, they believe that only attend the course they will be cleverer. Learning from tutoring school will be effective only when they also reviewing afterward. Fourth, the more tricks each tutoring school provides, the better it performs. Remembering only the trick formula without understanding will lead to confusion and not long lasting. (top-ator.com, 2015)

2.5 Tutoring schools in Thailand

There are many tutoring schools all over Thailand mainly located in Bangkok. There are both tutoring schools that specialize in only one subject and the schools that combine every subject in one place. For the schools that have more than one branch, they will provide 2 teaching styles which are learning from the teacher and learning from VDO recording. With an overwhelming demand from students and the trend of studying in these additional schools, the number of tutoring schools including the cost of learning keeps increasing year by year. Students and their parents are willing to pay regardless of the price. (thaipublica.org, 17th March 2013)

2.6 Main factors affecting choosing tutoring schools

There are 3 main factors that students normally use in consideration of choosing tutoring schools. The 3 factors are location, popularity, and teacher. Students prefer to study in the place that is easy to transport and surrounding with

many other facilities such as restaurants, shopping center, etc. Tutoring schools that are very popular mean they provide something that better than other schools, so students tend to study in these famous schools. For the teacher, it is not about his or her characteristic, appearance, past education, or past experience. It is about his or her teaching style and the way he or she communicate with students. The teacher should be able to grab attention changing normal boring class into new exciting class. (welovetutoring blog, 8th May 2011)

2.7 Resources of tutoring schools

5 resources of tutoring schools are provided. (1) Private tutors refer to an individual or a small group of a student studying privately with a specific teacher. This type of class enables students to get full attention from the teacher and be able to ask any questions. The class is quite flexible in every aspect such as time, content, location, etc. (2) Academic coaching refers to a teacher or a coach who helps students get through their regular school. He or she will help students handle all the problems in schools and also improve students' learning efficiency. (3) Student-to-student tutoring refers to student teaching their friends. The student who acts as a tutor has also a chance to review his or her understanding. (4) Online tutoring refers to learning from tutor via an online application. With the advance in technology, this resource becomes commonly use now. (5) Home tutoring refers to teacher or tutor who comes to teach at student's home. (Wikipedia.org)

2.8 Tutoring schools extension

Nowadays, a private lesson has become very popular. Private lesson is not only related to academic lesson or regular school content but also expanded toward other talents such as improving creativity (art, journalist, etc.) (theguardian.com, 25th October, 2013)

CHAPTER 3

RESEARCH DESIGN

3.1 Research Methodology

The research was conducted using exploratory and descriptive research methods.

3.1.1 Exploratory Research

This research was to understand needs and wants of students and their parents. Information gained was used as a guideline for the descriptive research. Secondary data, observation, and in-depth interview were included in this stage.

3.1.1.1 Secondary data

Data was obtained from Internet, newspapers, articles, and magazines. This data was gained to understand overview of tutoring schools both in Thailand and around the world.

3.1.1.2 Observation

It was conducted to briefly understand students' behaviors in tutoring schools.

3.1.1.3 In-depth interview

This was to gain factors that each student and parent used to consider choosing tutoring schools

3.1.2 Descriptive Research

This research was conducted to describe characteristics of students learning in tutoring schools, determine the decision maker, and identify the key success factors that really drove the success of tutoring schools. Questionnaire survey was used to gain this insight information.

3.2 Data collection

3.2.1 Qualitative data

3.2.1.1 Observation

Five tutoring schools mainly in the center of Bangkok where many tutoring schools located were observed. Among the five, two out of them were the same school but in a different location. The remaining schools were totally different.

3.2.1.2 In-depth interview

Ten in-depth interviews were conducted. Out of ten, five were students and the rest were parents. The respondents were recruited through personal connection and direct interaction in tutoring schools.

3.2.2 Quantitative data

3.2.2.1 Questionnaire surveys

Questionnaire surveys were distributed online for 200 respondents; half of them was students learning in tutoring schools and another half was parents. There were some screening questions to make sure that only respondents who were related to tutoring schools are included.

3.3 Sample Selection

The sample was selected using convenient sampling (non-probability sampling). The target respondents of the surveys were characterized as follow:

3.3.1 Students

- Residents of Bangkok
- Age of 11-30
- Both male and female
- Studying or used to study in tutoring schools

3.3.2 Parents

- Residents of Bangkok
- Any age
- Both male and female
- Having students studying in tutoring schools

3.4 Data analysis

The research was conducted in both qualitative and quantitative analysis. Qualitative information was gained mainly from observation and in-depth interview. Quantitative information was obtained from questionnaire surveys analyzed by using Statistical Package for the Social Science (SPSS) and other statistical methods such as frequency, mean, mode, ANOVA, t-test, z-test, chi-square, etc. The dependent variable was the success of tutoring school while independent variables included all the factors such as material, teacher, school, service, location, price, promotion, etc.

3.5 Timeline

This research was conducted within 25 weeks starting from 18th October 2015 until 7th April 2016. The detail of timeline was listed below.

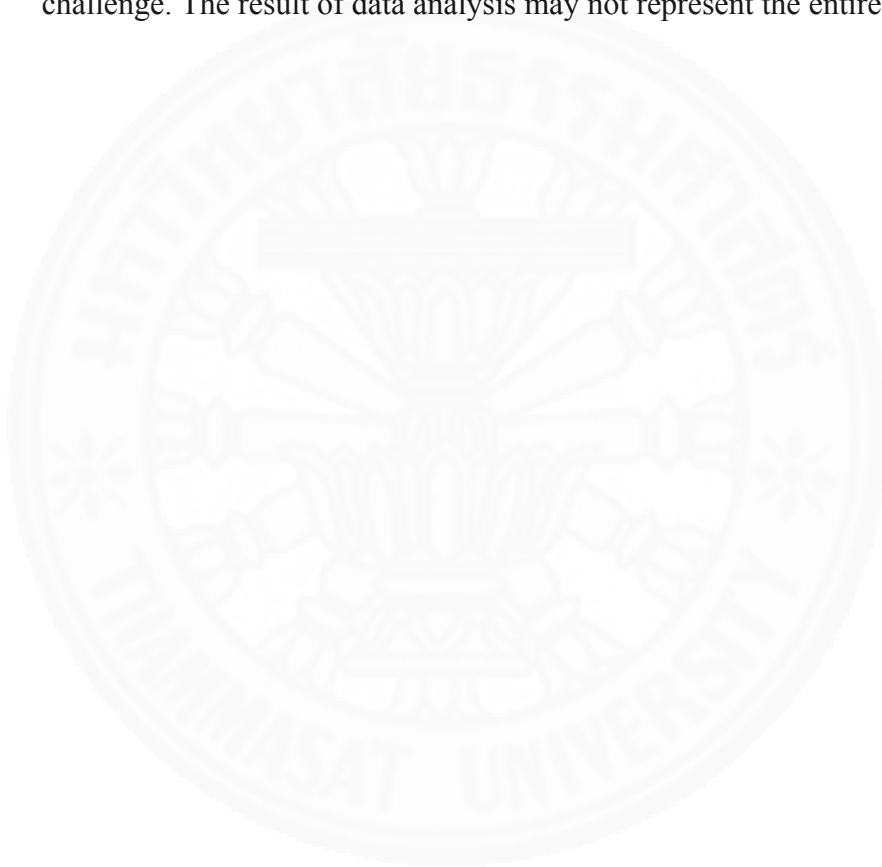
- Secondary data: 18th October – 25th December 2015
- Observation: 21st October – 30th November 2015
- In-depth interview: 18th October – 5th December 2015
- Designing and pretesting questionnaires: 25th December 2015 – 15th January 2016
- Questionnaires distributing and data collection: 16th January – 28th February 2016
- Data analysis: 1st March – 31st March 2016
- Preparing report: 20th March 2016 – 6th April 2016
- Final report submission: 7th April, 2016

3.6 Limitations

3.6.1 Reliability of data

3.6.1.1 Respondent bias and Generalization

Samples in this research were selected using convenience sampling, so it can cause unequal chance in selection (selection bias). Therefore, making conclusions about a much broader population than our sample is our challenge. The result of data analysis may not represent the entire population.



CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1 Qualitative analysis

4.1.1 Secondary data

The findings of secondary data are summarized above in Literature reviews part.

4.1.2 Observation (Appendix A shows pictures of tutoring schools the have been observed)

- Observation was conducted on 19th – 22nd November 2015
- Five tutoring schools were observed. Two out of five were the same school located in different location. The remaining schools were all different.
- Four out of five schools were popular schools that most students knew.
- Only one school was the VDO recording while the remaining was live teaching.
- The popular schools tend to have bigger rooms with full of students while the less popular one has a small room with a lot lesser students.
- Teacher in the unpopular school walked around the room and got closer to students more than teachers in popular schools who only stood in front of the classes.
- For tutoring schools located in the center of Bangkok or where there is plenty of accommodation around, most of the students come as a group and study together with their friends, while for the school located far apart, most of the students come alone.
- Tutoring class held after normal school time, more than 10 students felt asleep during the class and there were lots of unoccupied seats. While class held on a weekend, only 1 student fell asleep and the class was full of students.

- Students tend to pay more attention in live class as comparing to VDO class.

4.1.3 In-depth interviews (For questions used in interviews, see Appendix B)

4.1.3.1 Students

- There were five students. Three of them were interviewed on 19th October 2015, and the other two were interviewed on 30th November 2015
- The interviewees consisted of 3 females and two males
- Four of them were studying in high school while another one was studying in Bachelor degree
- All of them considered studying in tutoring schools because of insufficient knowledge and confusion occurred in class
- Three out of five children chose to study and also chose the tutoring schools by themselves while the remaining were forced by their parents. Out of the two, one chose the tutoring place by himself.
- Four of them chose the tutoring places following their friends.
- All of them considered teacher's skill and communication tactic as the most important factor.
- The second most important factor was material (rated by 3 persons), location (rated by 1 person), and popularity (rated by 1 person)
- The least important factor was location rated by 3 persons, price rated by 2 persons
- Students searched for the school in the Internet following popular websites such as Pantip, Dek-d, and bloggers.

4.1.3.2 Parents

- Five parents were interviewed. Two of them were interviewed on 10th November 2015 while the other three were conducted on 30th November 2015
- The interviewees consisted of three mothers and two fathers
- Both fathers are business owners. One mother is also a business owner, another mother is a housewife, and the last one is an employee in one big corporation.

- Four out of five parents wanted their children to studying in tutoring schools since they believed that it would help their children in some ways. Another parent gave freedom to her child.
- Two of them were choosing the schools for their children while the remaining only gave consulting and let their children choose by themselves.
- Three parents thought that teacher was the most important factor while the other two thought that it was material that matter more.
- Four parents thought that price was the least important factor while another mother thought that it was location.
- For the parents that chose tutoring schools for their children, they considered from a recommendation by others mostly their relatives.

4.2 Quantitative analysis

4.2.1 Questionnaire surveys of students (For questions, see Appendix C)

Respondent demographic: Students

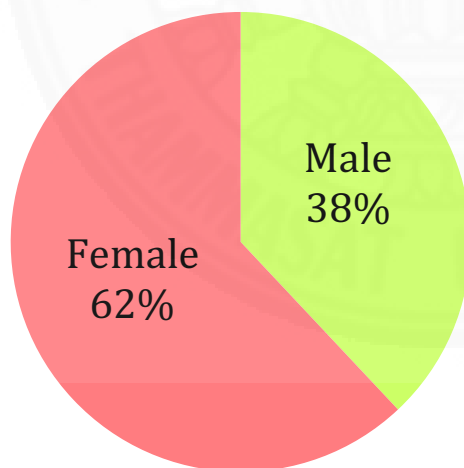


Figure 4.1 Gender distribution of students respondents

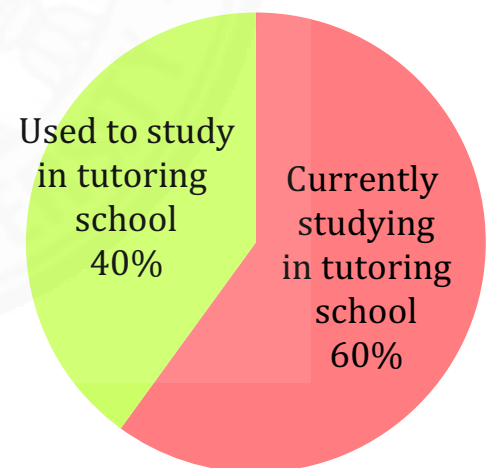


Figure 4.2 Tutoring school studying stage of students respondents

Age

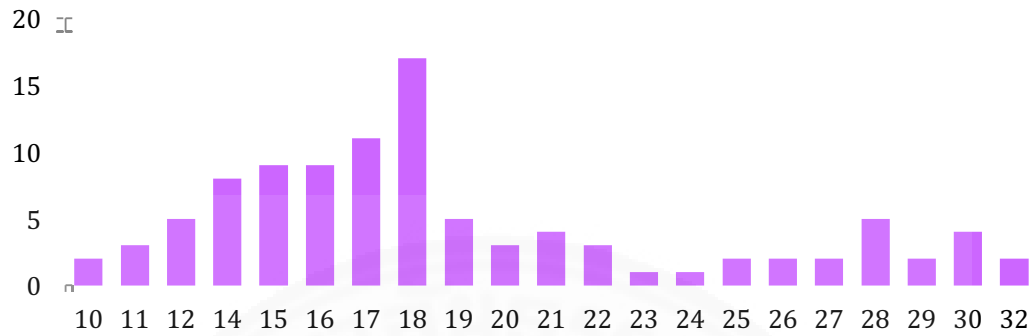


Figure 4.3 Age distribution of students respondents

Family income

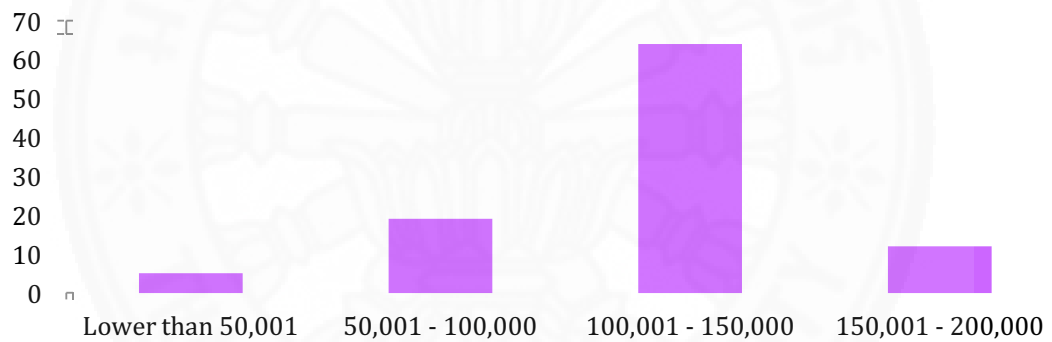


Figure 4.4 Family income distribution of students respondents

Level of education

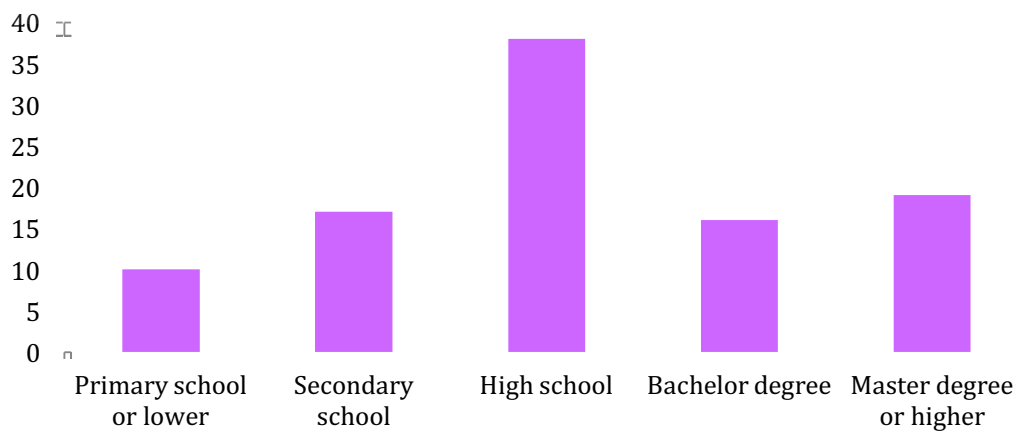


Figure 4.5 Level of education distribution of students respondents

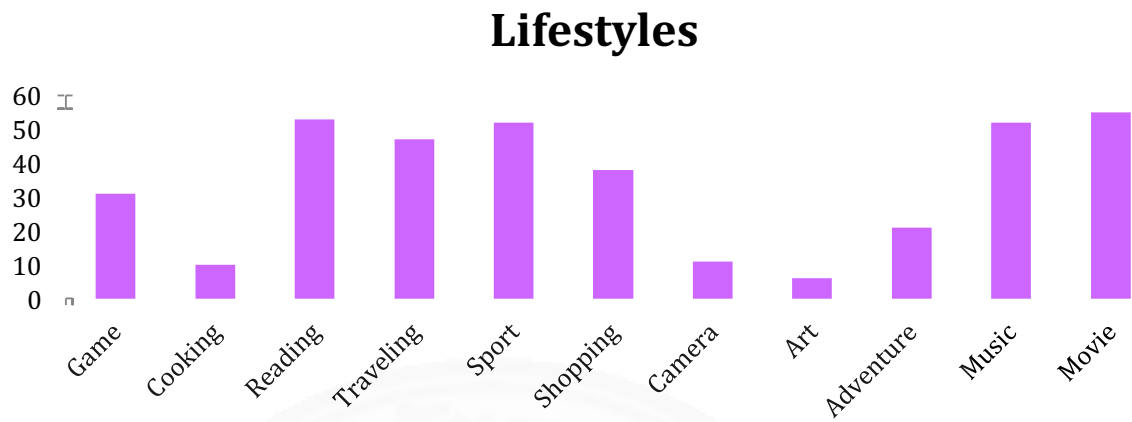


Figure 4.6 Lifestyles distribution of students respondents

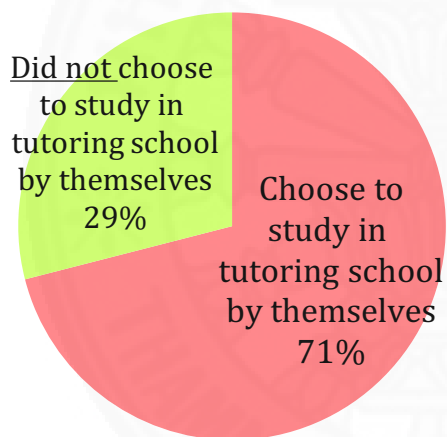


Figure 4.7 Tutoring school choosing stage of students respondents

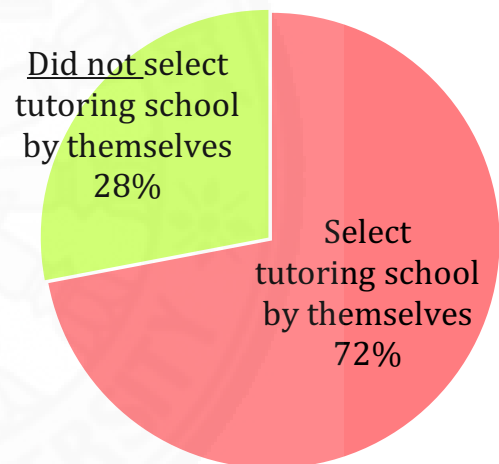


Figure 4.8 Tutoring school selecting stage of students respondents

Group Statistics					
Studying in tutoring school		N	Mean	Std. Deviation	Std. Error Mean
Age	Studying in tutoring school	60	15.900	2.6915	.3475
	Used to study in tutoring	40	23.325	5.4179	.8566
Level of education	Studying in tutoring school	60	2.533	.8727	.1127
	Used to study in tutoring	40	4.125	1.0175	.1609
Find friend	Studying in tutoring school	41	3.220	1.4407	.2250
	Used to study in tutoring	30	2.533	1.0743	.1961
Satisfaction	Studying in tutoring school	60	3.467	1.1567	.1493
Ease of access	Used to study in tutoring	40	2.950	1.2999	.2055
Satisfaction	Studying in tutoring school	60	3.283	1.1945	.1542
Surrounding facility	Used to study in tutoring	40	2.775	1.2907	.2041
Teaching method	Studying in tutoring school	60	2.633	1.3650	.1762
	Used to study in tutoring	40	3.275	1.5850	.2506
Live teaching	Studying in tutoring school	60	2.550	1.3707	.1770
	Used to study in tutoring	40	3.200	1.4711	.2326
Teaching's care	Studying in tutoring school	60	3.200	1.3378	.1727
	Used to study in tutoring	40	3.750	1.3156	.2080
Recommendation	Studying in tutoring school	60	1.417	.4972	.0642
	Used to study in tutoring	40	1.150	.3616	.0572

Table 4.1 SPSS Group statistics of studying and used to study in tutoring school

From SPSS, by compare means using Independent-Samples T Test comparing between students currently studying in tutoring school with students used to study, the main reasons for studying in tutoring schools of students in older age who were used to study in tutoring schools were to increase knowledge, increase grade, and find more knowledge. They concerned more on teaching method, care teacher giving to them, and recommendation from a friend, family, or other people as comparing to current students. They preferred to study with a real teacher in live, while current students are fine with studying from VDO or online. For current students, currently, they are satisfied with schools' ease of access and surrounding facility. Those two

factors influence them to study in tutoring school in order to meet or find friends in addition from the three previous reasons.

Group Statistics					
Choose to study by self		N	Mean	Std. Deviation	Std. Error Mean
Age	Choose to study by self	71	19.873	5.0848	.6035
	Did not choose to study by self	29	16.414	5.4741	1.0165
Level of education	Choose to study by self	71	3.465	1.0533	.1250
	Did not choose to study by self	29	2.448	1.2980	.2410
Select school by self	Choose to study by self	71	1.014	.1187	.0141
	Did not choose to study by self	29	1.931	.2579	.0479
Type of course	Choose to study by self	71	3.085	1.1051	.1312
	Did not choose to study by self	29	1.828	1.1671	.2167
Content summarization course	Choose to study by self	71	3.577	1.4108	.1674
	Did not choose to study by self	29	2.241	1.6181	.3005
Exam preparation course	Choose to study by self	71	3.211	1.5668	.1859
	Did not choose to study by self	29	1.690	1.1371	.2112
Teaching method	Choose to study by self	71	3.268	1.3412	.1592
	Did not choose to study by self	29	1.966	1.4264	.2649
Live teaching	Choose to study by self	71	3.155	1.3055	.1549
	Did not choose to study by self	29	1.966	1.4264	.2649
Teaching material	Choose to study by self	71	3.958	0.9774	.1160
	Did not choose to study by self	29	2.517	1.6173	.3003
Content in book	Choose to study by self	71	3.873	1.1075	.1314
	Did not choose to study by self	29	2.448	1.5256	.2833
Teacher	Choose to study by self	71	4.225	.8976	.1065
	Did not choose to study by self	29	2.379	1.4739	.2737
Teacher's knowledge	Choose to study by self	71	4.085	.9063	.1076
	Did not choose to study by self	29	2.310	1.3655	.2536
Teacher's communication	Choose to study by self	71	4.197	.9199	.1092
	Did not choose to study by self	29	2.345	1.3958	.2592
Teacher's eager	Choose to study by self	71	3.817	1.0732	.1274
	Did not choose to study by self	29	2.241	1.3271	.2464
Teacher's friendliness	Choose to study by self	71	4.028	.9558	.1134
	Did not choose to study by self	29	2.310	1.3655	.2536

Teaching's care	Choose to study by self	71	3.887	1.0358	.1229
	Did not choose to study by self	29	2.276	1.3601	.2526
Time	Choose to study by self	71	4.282	.9131	.1084
	Did not choose to study by self	29	3.172	1.6918	.3142
Ease of access	Choose to study by self	71	3.915	.9524	.1130
	Did not choose to study by self	29	2.759	1.6181	.3005
School atmosphere	Choose to study by self	71	3.056	1.0940	.1298
	Did not choose to study by self	29	1.966	1.3491	.2505
Classroom atmosphere	Choose to study by self	71	3.338	.9403	.1116
	Did not choose to study by self	29	2.069	1.4125	.2623
Modern	Choose to study by self	71	3.056	1.0266	.1218
	Did not choose to study by self	29	2.069	1.4864	.2760
Other students	Choose to study by self	71	3.549	.9379	.1113
	Did not choose to study by self	29	2.724	1.5329	.2847
Reputation	Choose to study by self	71	3.465	.9386	.1114
	Did not choose to study by self	29	2.172	1.5369	.2854
Recom from friend	Choose to study by self	71	3.887	.9343	.1109
	Did not choose to study by self	29	2.828	1.6705	.3102
Social network	Choose to study by self	71	1.085	.2801	.0332
	Did not choose to study by self	29	1.345	.4837	.0898
Website	Choose to study by self	71	1.746	.4381	.0520
	Did not choose to study by self	29	2.000	0.0000	0.0000
New tutoring school	Choose to study by self	71	1.085	.2801	.0332
	Did not choose to study by self	29	1.517	.5085	.0944

Table 4.2 SPSS Group statistics of self-choosing and did not choose to study in tutoring school

By using frequency and Independent-Sample T Test comparing between students choose to study in tutoring schools by themselves with students forced by their parents, 71% of total students choose to study in tutoring schools by themselves. This can infer that student is a major decision maker who decides to or not to study in tutoring schools. However, this number is decreasing. Nowadays, parents concern more about their kids' education. They get involved more than before especially kids in younger age. Students who choose to study by themselves give higher importance on a type of course, teaching method, teaching material, teacher, time, ease of access, school's atmosphere, room's atmosphere, other students, modern, reputation, and

recommendation from friends. In term of type of course, they prefer content summarization and exam preparation courses. For teaching method, they value more on live teaching and they pay more attention to content in teaching material. Among these factors, teacher and time are the most importance factors for them. For the teacher, his or her knowledge, communication skill, eager, friendliness, and care all are importance especially in for teacher's knowledge, communication skill, and friendliness. Almost all students choose to study in tutoring schools select the schools by themselves and they are willing to consider studying in new tutoring schools. They find information relating to tutoring schools from a social network and website.

Group Statistics					
Select school by self		N	Mean	Std. Deviation	Std. Error Mean
Age	Select school by self	72	19.708	5.1415	.6059
	Did not select school by self	28	16.714	5.5701	1.0527
Level of education	Select school by self	72	3.417	1.0714	.1263
	Did not select school by self	28	2.536	1.3467	.2545
Choose to study by self	Select school by self	72	1.028	.1655	.0195
	Did not select school by self	28	1.964	.1890	.0357
Type of course	Select school by self	72	3.125	1.0998	.1296
	Did not select school by self	28	1.679	1.0203	.1928
Content summarization course	Select school by self	72	3.611	1.3897	.1638
	Did not select school by self	28	2.107	1.5715	.2970
Exam preparation course	Select school by self	72	3.222	1.5494	.1826
	Did not select school by self	28	1.607	1.1001	.2079
Teaching method	Select school by self	72	3.306	1.3283	.1565
	Did not select school by self	28	1.821	1.3348	.2523
Live teaching	Select school by self	72	3.194	1.2961	.1528
	Did not select school by self	28	1.821	1.3348	.2523
Teaching meterial	Select school by self	72	4.014	.9567	.1127
	Did not select school by self	28	2.321	1.4920	.2820
Content in book	Select school by self	72	3.903	1.0768	.1269
	Did not select school by self	28	2.321	1.4920	.2820
Teacher	Select school by self	72	4.278	.8594	.1013
	Did not select school by self	28	2.179	1.3068	.2470

Teacher's knowledge	Select school by self	72	4.111	.8649	.1019
	Did not select school by self	28	2.179	1.3068	.2470
Teacher's communication	Select school by self	72	4.222	.8757	.1032
	Did not select school by self	28	2.214	1.3432	.2538
Teacher's eager	Select school by self	72	3.847	1.0436	.1230
	Did not select school by self	28	2.107	1.2573	.2376
Teacher's friendliness	Select school by self	72	4.056	.9176	.1081
	Did not select school by self	28	2.179	1.3068	.2470
Teaching's care	Select school by self	72	3.917	1.0035	.1183
	Did not select school by self	28	2.143	1.2971	.2451
Time	Select school by self	72	4.264	.9037	.1065
	Did not select school by self	28	3.179	1.7438	.3296
Location	Select school by self	72	3.792	.9777	.1152
	Did not select school by self	28	3.286	1.6746	.3165
Ease of access	Select school by self	72	3.875	.9485	.1118
	Did not select school by self	28	2.821	1.7008	.3214
School atmosphere	Select school by self	72	3.097	1.0898	.1284
	Did not select school by self	28	1.821	1.2488	.2360
Classroom atmosphere	Select school by self	72	3.375	.9260	.1091
	Did not select school by self	28	1.929	1.3313	.2516
In-school facility	Select school by self	72	3.000	1.1383	.1342
	Did not select school by self	28	1.821	1.2488	.2360
Modern	Select school by self	72	3.125	1.0607	.1250
	Did not select school by self	28	1.857	1.2683	.2397
Other students	Select school by self	72	3.542	.9183	.1082
	Did not select school by self	28	2.714	1.5836	.2993
Reputation	Select school by self	72	3.528	.9490	.1118
	Did not select school by self	28	1.964	1.3467	.2545
Recom from friend	Select school by self	72	3.875	.9183	.1082
	Did not select school by self	28	2.821	1.7225	.3255
Website	Select school by self	72	1.750	.4361	.0514
	Did not select school by self	28	2.000	0.0000	0.0000
New tutoring school	Select school by self	72	1.111	.3165	.0373
	Did not select school by self	28	1.464	.5079	.0960

Table 4.3 SPSS Group statistics of self-selecting and did not select to study in tutoring school 1

By using frequency and Independent-Sample T Test comparing between students select tutoring schools to study by their own with students follow or instruct by others, 72% of total students select tutoring schools by themselves. 98.6% of students choose to study in tutoring schools and 6.9% of students do not choose to study select the schools by themselves. This infers that students are the major final decision maker whom tutoring schools should target. Students select the schools by themselves are mostly students in older age studying in high school or above. Since almost of students in this group are students choose to study by themselves, the factors that play effect are the same. In addition, there are two additional factors that also play effect on selection which are location and in-school facility. The most importance factors are still time and teacher. The teaching material also plays a higher effect here. They are also willing to consider new tutoring schools and they find information mainly on the website.

Group Statistics					
Select school by self		N	Mean	Std. Deviation	Std. Error Mean
Satisfaction	Select school by self	72	3.125	1.0739	.1266
Type of course	Did not select school by self	28	1.429	.8789	.1661
Satisfaction	Select school by self	72	3.125	1.1125	.1311
Teaching methods	Did not select school by self	28	1.714	1.0131	.1915
Satisfaction	Select school by self	72	3.069	1.0254	.1208
Teaching material	Did not select school by self	28	1.643	.9512	.1798
Satisfaction	Select school by self	72	3.361	1.1172	.1317
Teacher	Did not select school by self	28	1.821	1.0905	.2061
Satisfaction	Select school by self	72	3.472	1.0478	.1235
Time	Did not select school by self	28	2.107	1.3149	.2485

Table 4.4 SPSS Group statistics of self-selecting and did not select to study in tutoring school 2

Current popular tutoring schools have already met students' satisfaction in term of a type of course, teaching method, teaching material, teacher, and time. All of them are important factors that students used in consideration of choosing tutoring schools especially for the two most important factors which are teacher and time. That

is why the popular schools are still in demand. Every student aims for studying in those schools. For a new tutoring school, in order to be able to compete with those successful ones, first of all, it needs to provide the best in teacher and time. Then, it needs to provide the same level of satisfaction in term of a type of course, teaching method, and teaching material. Lastly, to beat them it needs to provide better in at least one attribute of ease of access, school's atmosphere, room's atmosphere, other students, modern, reputation, recommendation from friends, location, and facility within the schools.

Rotated Component Matrix ^a				
	Component			
	1	2	3	4
In-school facility	.866			
Modern	.842			
Staff in school	.819			
School atmosphere	.802			
Classroom atmosphere	.696			
Amount of other students	.509			
Teacher		.848		
Teaching method		.818		
Teaching material		.782		
Reputation	.456	.735		
Time		.655	.548	
Type of course		.638		
Location			.877	
Surrounding facility			.838	
Ease of access			.775	
Other students			.753	
Promotion				.902
Advertising				.733
Price		.473		.626
Near home				.485

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 7 iterations.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx. Chi-Square	2515.130
	df	276
	Sig.	0.000

Table 4.5 SPSS Factor analysis allocation

With numerous relating factors in choosing tutoring school, using factor analysis to reduce data, they can be grouped into 4 big factors relating to School, Education, Place, and Marketing. School factor consists of an in-school facility, modern, staff in school, school atmosphere, classroom atmosphere, and an amount of other students in the classroom. Education factor refers to teacher, teaching method, teaching material, reputation, time, and type of course. Place factor consists of location, surrounding facility, ease of access, and other students. Lastly, marketing factor refers to promotion, advertising, price, and near home.

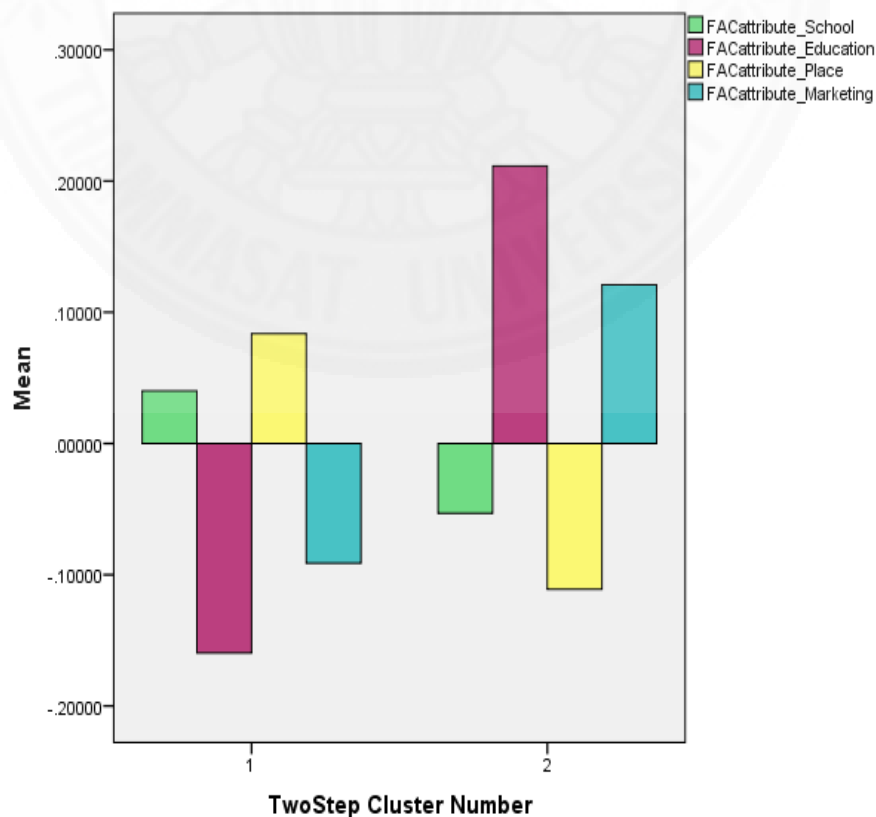


Figure 4.9 SPSS Cluster analysis allocation

By clustering students into 2 segments using TwoStep Cluster, the first segment called Fun students who give high value on school and place factors. They study in tutoring school only for meeting friends and having fun. So, they want the place that is easy for everybody to meet up with full of surrounding facility such as restaurants, shopping center, etc. They prefer to study in school that gives them convenience with better facility and comfortable with the good atmosphere. Another segment called Nerd students who give high value on education and marketing factors. They study in tutoring school to gain knowledge and increase understanding. So, they want the school that gives them good knowledge with a good teacher and provide a reasonable price. They prefer to study in the school that has a good reputation, so that school must do some marketing such as advertising in order to build its brand. As a new tutoring school, with a limited budget, it can select one out of the two to target at first. So, it can narrow down all the factors and be focus.

4.2.2 Questionnaire surveys of parents (For questions, see Appendix C)

Respondent demographic: Parents

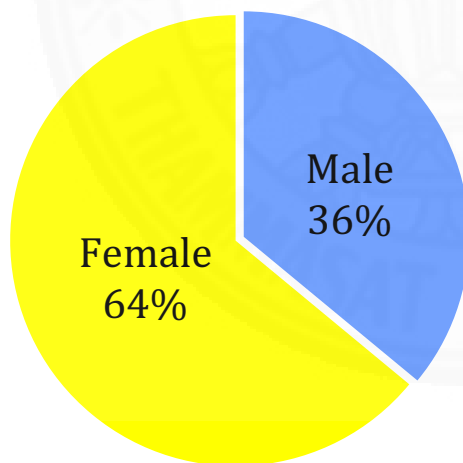


Figure 4.10 Gender Distribution of parents respondents

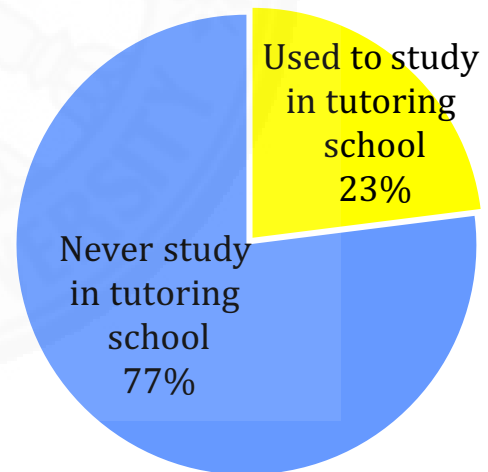


Figure 4.11 Tutoring school studying stage of parents respondents

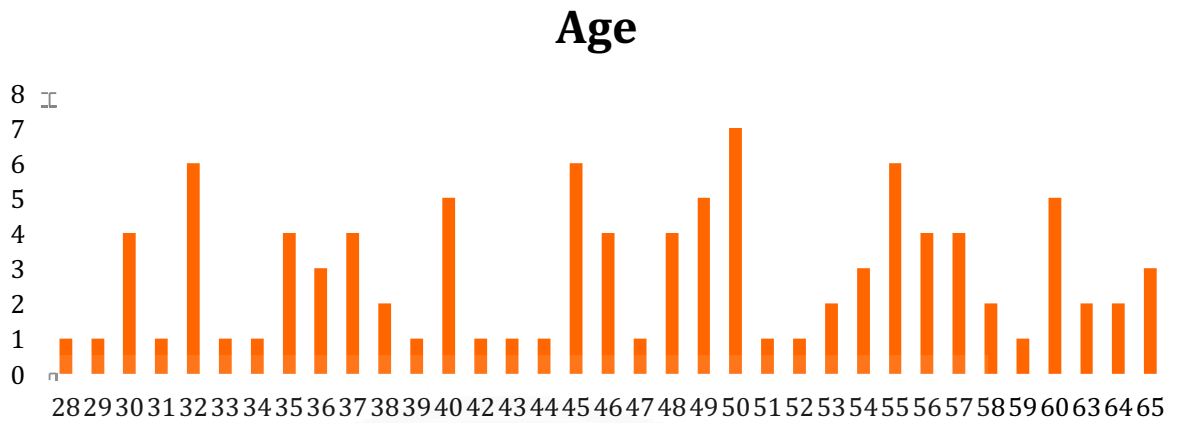


Figure 4.12 Age distribution of parents respondents

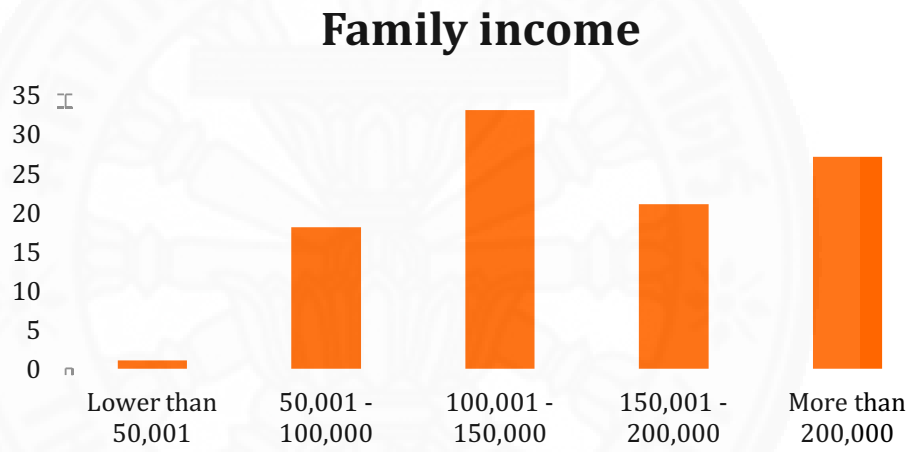


Figure 4.13 Family income distribution of parents respondents

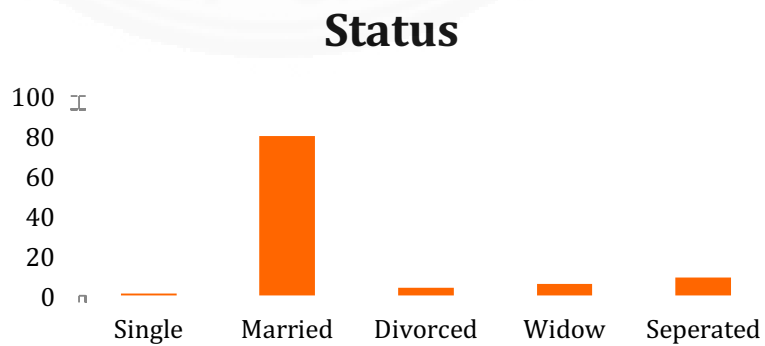


Figure 4.14 Status distribution of parents respondents

Level of education

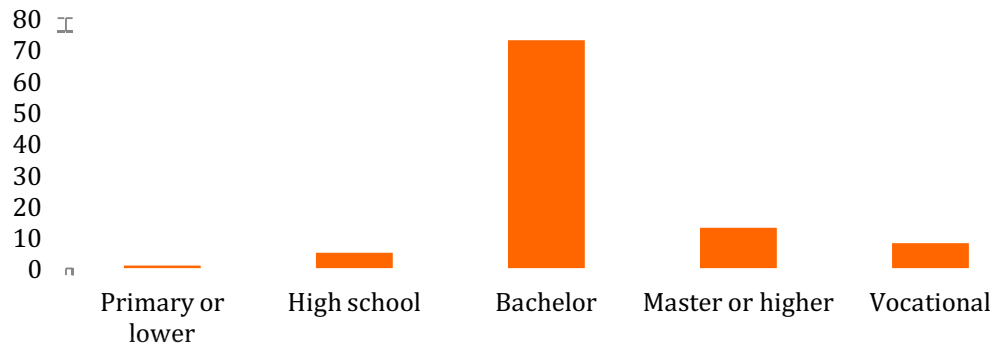


Figure 4.15 Level of education distribution of parents respondents

Occupation

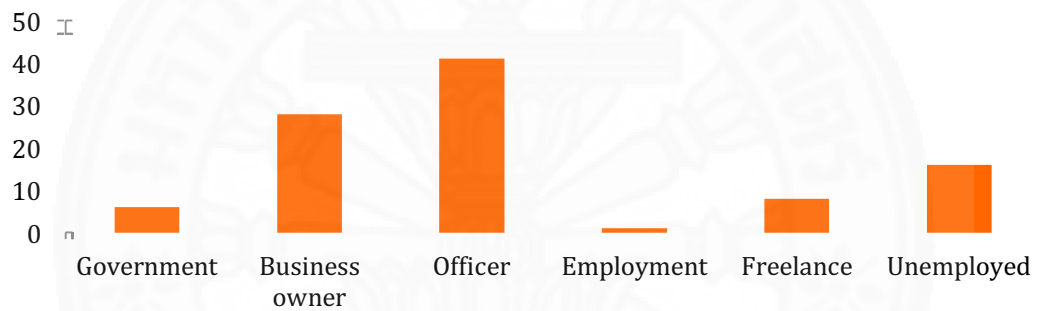


Figure 4.16 Occupation distribution of parents respondents

Number of children

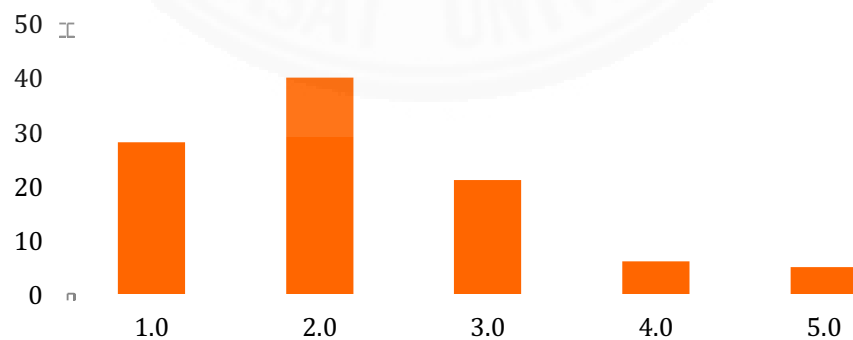


Figure 4.17 Number of children distribution

Number of children in tutoring school

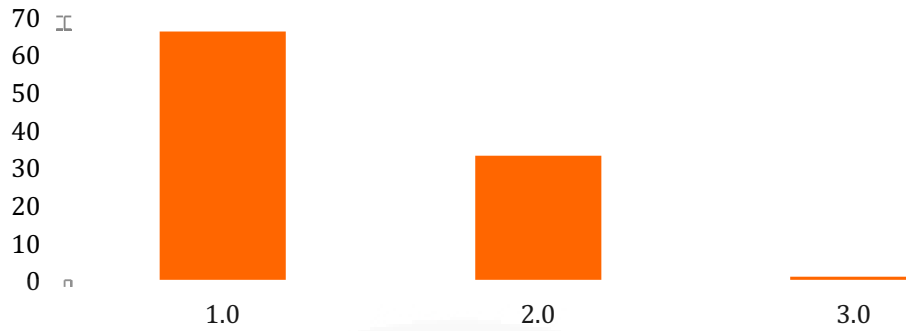


Figure 4.18 Number of children in tutoring school distribution

Education level of children in tutoring school

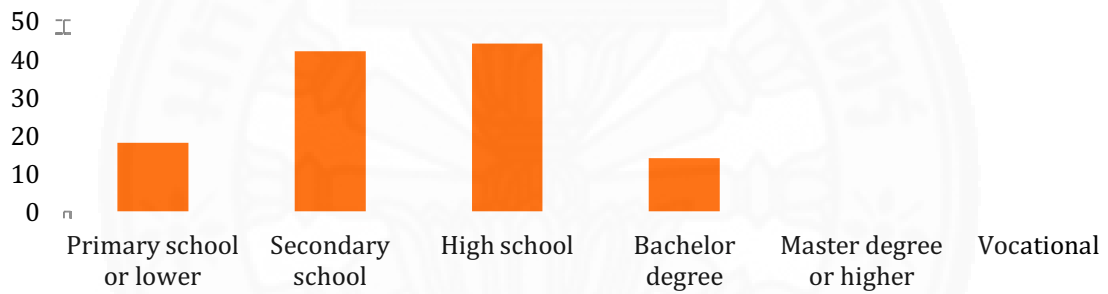


Figure 4.19 Education level of children in tutoring school distribution

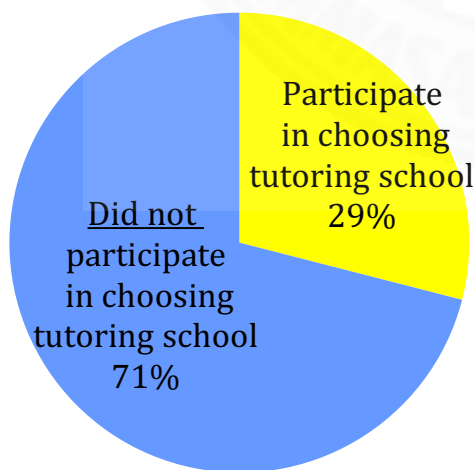


Figure 4.20 Participation in choosing tutoring school of parents respondents

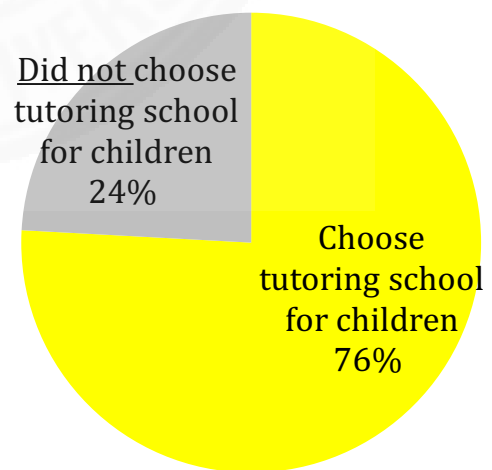


Figure 4.21 Choosing tutoring school of parents respondents

Group Statistics					
Participate in choosing		N	Mean	Std. Deviation	Std. Error Mean
Age	Participate in choosing	29	38.034	6.6734	1.2392
	Did not participate in choosing	71	50.268	9.3441	1.1089
Gender	Participate in choosing	29	1.828	0.3844	.0714
	Did not participate in choosing	71	1.563	.4995	.0593
Number of children	Participate in choosing	29	1.759	0.6895	.1280
	Did not participate in choosing	71	2.380	1.1510	.1366
Child_Primary or lower	Participate in choosing	29	1.621	0.4938	.0917
	Did not participate in choosing	71	1.901	.3002	.0356
Child_High school	Participate in choosing	29	1.759	0.4355	.0809
	Did not participate in choosing	71	1.479	.5031	.0597
Child_Bachelor	Participate in choosing	29	2.000	0.0000	.0000
	Did not participate in choosing	71	1.803	.4007	.0476
Increase understanding	Participate in choosing	29	4.448	1.1522	.2140
	Did not participate in choosing	0 ^b			
Find knowledge	Participate in choosing	29	4.966	0.1857	.0345
	Did not participate in choosing	0 ^b			
Spend free time	Participate in choosing	29	4.345	1.0098	.1875
	Did not participate in choosing	0 ^b			
Satisfaction Teacher	Participate in choosing	22	4.000	0.9258	.1974
	Did not participate in choosing	0 ^b			
Satisfaction Time	Participate in choosing	22	4.000	0.8165	.1741
	Did not participate in choosing	0 ^b			
Type of course	Participate in choosing	29	4.379	0.9029	.1677
	Did not participate in choosing	0 ^b			
Teaching method	Participate in choosing	29	4.793	0.4123	.0766
	Did not participate in choosing	0 ^b			
Live teaching	Participate in choosing	29	4.793	0.4123	.0766
	Did not participate in choosing	0 ^b			
Teaching material	Participate in choosing	29	4.517	0.8290	.1539
	Did not participate in choosing	0 ^b			
Content in book	Participate in choosing	29	4.724	0.4549	.0845
	Did not participate in choosing	0 ^b			
Teacher	Participate in choosing	29	4.897	0.3099	.0576
	Did not participate in choosing	0 ^b			

Teacher's knowledge	Participate in choosing	29	4.897	0.3099	.0576
	Did not participate in choosing	0 ^b			
Teacher's communication	Participate in choosing	29	4.897	0.3099	.0576
	Did not participate in choosing	0 ^b			
Teacher's eager	Participate in choosing	29	4.724	0.5914	.1098
	Did not participate in choosing	0 ^b			
Teacher's friendliness	Participate in choosing	29	4.448	0.8275	.1537
	Did not participate in choosing	0 ^b			
Teaching's care	Participate in choosing	29	4.793	0.4123	.0766
	Did not participate in choosing	0 ^b			
Time	Participate in choosing	29	4.621	0.4938	.0917
	Did not participate in choosing	0 ^b			
Recom from family	Participate in choosing	29	4.207	0.8610	.1599
	Did not participate in choosing	0 ^b			

Table 4.6 SPSS Group statistics of participating and did not participate in choosing

From SPSS using frequency and independent sample t-test to compare between parents participate in choosing tutoring school with parents who did not participate, only 29% of total parents are participating. This result insists that the decision maker is still the students. Participating parents are mostly female in younger age who have a few kids of only 1-2 children. They mainly participate with children in younger age studying in primary school or lower. 75.9% of participating parents select a tutoring school for their children.

Parents want their children to study in tutoring schools to increase understanding in their current lessons, find more knowledge, and spend their free time in a useful way. Parents

There are 6 important factors that parents used in consideration which are a type of course, teaching method, teaching material, teacher, time, and recommendation from family. For the teaching method, they think that their children will gain a higher benefit if they study in live. As same as students, parents value in almost every aspect relating to teachers – knowledge, communication skill, eager, friendliness, and care. In parents' opinion, teacher and time are still the only two factors that current popular tutoring schools perform well. There is a gap in many other important factors that still can be fulfilled. A new tutoring school should perform equally or even better in term

of the type of course, teaching method, and teaching material to be able to attract these parents. However, these three factors are the same with what students are looking for. So, by improving these factors, tutoring schools can attract both parents and students at the same time.



CHAPTER 5

SUMMARY AND CONCLUSIONS

In conclusion, comparing between students and parents, the final decision maker in choosing tutoring school is the student. However, nowadays parents get involve in the selection more than before since they concern about their children's education. Parents usually get involve in choosing for the young children studying in primary school or lower. Older students tend to choose to study in tutoring school by themselves and also select the schools by their own. The main reasons they choose to study in tutoring school are to increase understanding in current lessons, increase grade, and find more knowledge. Since almost every student is now studying in tutoring school, many of them choose to study in order to meet and find friends.

For students, in selecting the tutoring school, they give high importance on type of course, teaching method, teaching material, teacher, time, location, ease of access, school's atmosphere, room's atmosphere, other students in the school, modernization of school, in-school facility, reputation of school, and recommendation from their friends. Among all these factors, they give higher importance on teaching material, teacher, and time. They are willing to consider new tutoring schools. They find information relating tutoring schools in a website and social network.

Parents rank type of course, teaching method, teaching material, teacher, time, and recommendation from family as high importance in considering choosing any tutoring schools. All the factors are part of what students are looking for. So, these factors are what tutoring schools should provide better in order to attract both parents and students at the same time.

For current popular tutoring schools, students and parents have already satisfied with tutoring school's type of course, teaching method, teaching material, teacher, and time. The factors are what they are looking for and give high importance to, so that is why they are successful and still in demand. However, these schools got many complaints in term of the price that was too costly.

Students can be categorized broadly into two groups – Fun and Nerd. Fun students concern more on factors related to school and place. They choose the school

that locating in the center of the town, easy to access, and full with facility and entertainment. The school itself must have a good and modern facility. Nerd students concern more on education and marketing. They select the school that provides a good knowledge, good material, and good teacher. They tend to choose the school that is famous and charge reasonably.

As a new tutoring school, the most important factors it should have are a good teacher and suitable of time providing. The good teacher infers teacher that has enough knowledge with a good communicating skill. He or she has eager in teaching and give care toward his or her students creating a friendly atmosphere class. Since there are 2 groups of students who have different needs and wants, a new tutoring school should target only one at the time. Going for Nerd students requires a lower amount of investment but it is red ocean market. Almost every current tutoring school tries to provide a better course, better material, and better teacher. Moreover, current tutoring schools with great reputation have already satisfied students in this term. So, in order to compete, the new school should provide better or at least equally and it must communicate out much enough to create awareness and build its brand in the students' mind. Alternatively, it can provide at the lower price since many students and parents had complained the current popular tutoring schools about their high cost. Still, by doing this, it leads to price war finally. Going for Fun students seem to be easier since the market is a lot less competitive; however, it requires a huge amount of investment. The new school should locate in the center of the town with full facility surrounding which has the high rental fee. In-school itself should provide full and modern facility creating a better atmosphere both in the school and in a classroom.

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APPENDICES
APPENDIX A
OBSERVATION OF TUTORING SCHOOLS

1. AJ. AU : located in Payathai (center of many tutoring schools)
This school is the number one tutoring school for Chemistry



2. AJ. AU : located in Wongwienyai



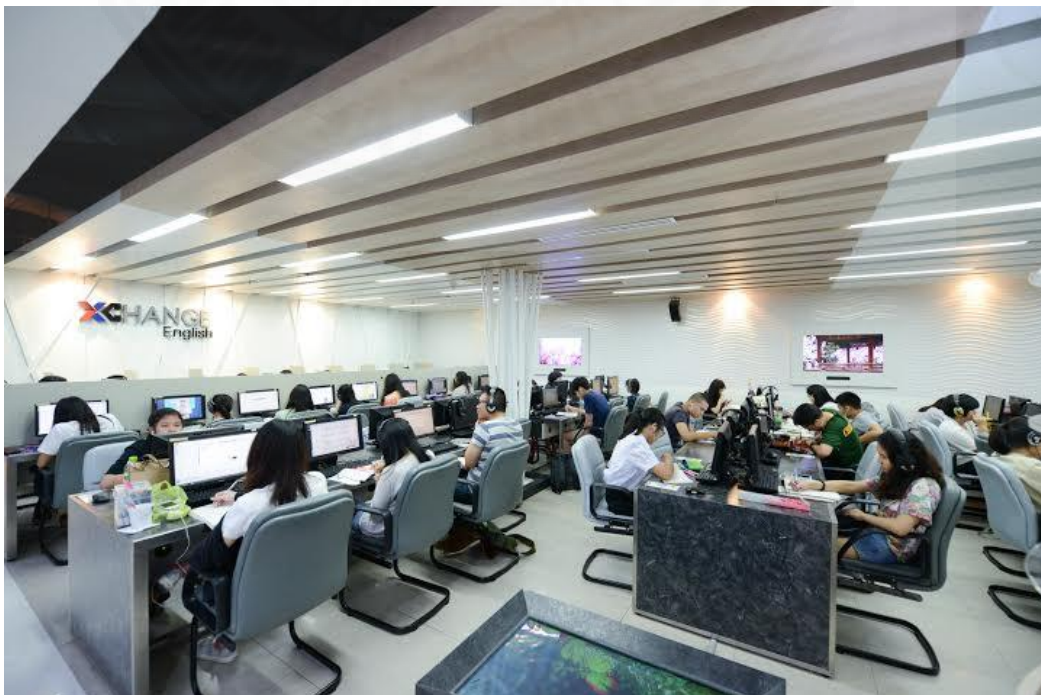
3. AJ. AUNNOP : located in Payathai

This school is the number one tutoring school for Mathematics



4. Enconcept : located in Payathai

This school is very popular in English subject. VDO recording class was observed.



5. AJ. YUT : located in Siam Square

This is an example of small, less popular tutoring school teaching Mathematics.



APPENDIX B

IN-DEPTH INTERVIEW QUESTIONS

Students' questions

1. Age, Level of education, School, Hobbies
2. Do you make a decision to study by yourself?
3. Why you want to study in a tutoring school?
4. Do you decide which school to study by yourself or get influence by others?
5. If you are influenced by others, who is it?
6. What factors you consider choosing tutoring schools?
7. Which factor affects you the most? The 2nd?
8. Which factor affects you the least?
9. Where do you find the information about tutoring school?
10. If there is a new tutoring school, will you consider it or still consider only the famous one?
11. If there is a new tutoring school, what make you interested in it?
12. If there is a new tutoring school, how can it approach students?
13. Which channels do you think proper to advertise about tutoring schools?
14. Have you ever studied in those famous schools?
15. If you have every studied in those schools, after you studying, did they meet your expectation?
16. If you have every studied in those schools, after you studying, did they deserve to be famous?
17. Why you think those famous tutoring schools are famous?
18. What make them success?
19. What factors that you think those famous tutoring schools have, while others do not have?
20. Have you ever disappointed in any tutoring schools? Why?

Parents' questions

1. Age, Occupation
2. Do you want your children to study in tutoring school?
3. Why you want them to study?
4. Do you choose the tutoring school for your children?
5. What factors you consider or you think should be considered in selecting tutoring school?
6. Which factor affects you the most? The 2nd?
7. Which factor affects you the least?
8. Where do you find the information about tutoring school?
9. If there is a new tutoring school, will you consider it or still consider only the famous one?
10. If there is a new tutoring school, what make you interested in it?
11. If there is a new tutoring school, how can it approach you?
12. Which channels do you think proper to advertise about tutoring schools?
13. Why you think those famous tutoring schools are famous?
14. What make them success?
15. Do you listen to other people recommendation?

APPENDIX C

QUESTIONNAIRE SURVEY QUESTIONS

Questionnaire survey relating to tutoring schools (for students)

Link: <https://docs.google.com/forms/d/1fWILXiwZjqOFX09SLx7YcIge0Kr7Opj5vS4DmsIjmoo/viewform>

This survey is a part of independent study course required by the degree of Master of Science Program in Marketing (International Program) of Thammasat University. It is conducted to identify factors that influence students in choosing tutoring school. It will help improving quality of tutoring schools in response to what students really want. This survey should take 10 minutes to complete. Be assured that all answers you provide will be kept strictly confidentially. Thank you for participating in this survey.

1. Are you studying or used to study in any tutoring schools? (Screening)
 - a. Yes
 - b. Used to
 - c. No
2. What is your age? _____
3. What is your gender?
 - a. Female
 - b. Male
 - c. Others
4. What is your household income level per month?
 - a. Above 200,000 Baht
 - b. 200,000 – 150,001 Baht
 - c. 150,000 – 100,001 Baht
 - d. 100,000 – 50,001 Baht
 - e. Below 50,000 Baht

5. Currently, which level of education are you studying in?
 - a. Primary school
 - b. Secondary school
 - c. Vocational/technical school
 - d. High school
 - e. Bachelor degree
 - f. Master degree and above
6. Which of the following hobbies or activities do you participate in? (More than one choice is accepted)
 - a. Game
 - b. Cooking
 - c. Reading
 - d. Traveling
 - e. Sport
 - f. Extreme activity
 - g. Shopping
 - h. Photography
 - i. Arts
 - j. Movie
 - k. Music
 - l. Others please specify...
7. Do you choose to attend tutoring school by yourself?
 - a. Yes (Go to question 8)
 - b. No (Go to question 9)
8. Why you want to study in tutoring school? (Please rate on scale of 1-5 rating from the least important to the highest important)
 - a. Increase understanding in current lesson
 - b. Find more knowledge
 - c. Find something to do

- d. Follow friend
- e. Order by parents
- f. Find friends
- g. Others please specify...

9. Do you select tutoring school by yourself?

- a. Yes
- b. No

10. Please rate your satisfaction toward following factors relating to the current popular tutoring schools on a scale of 1-5 by rating from the least important to the highest important

- a. Type of course
- b. Teaching method
- c. Teaching material
- d. Teacher
- e. Suitability of time
- f. Location
- g. Ease of access
- h. In-school atmosphere
- i. Classroom atmosphere
- j. In-school facility
- k. Surrounding facility
- l. Modernity of school
- m. School's staff
- n. Price
- o. Advertising
- p. Promotion

11. How the following factors affect your choice of tutoring school? (Please rate on a scale of 1-5 rating from the least important to the highest important)

- a. Type of course
 - i. Foundation
 - ii. Content summarization

- iii. Exam reviewing
 - iv. Exam preparation
 - v. Specific content
 - vi. Private lesson
-
- b. Teaching method
 - i. Live
 - ii. VDO
 - iii. Online
 - c. Material
 - i. Content
 - ii. Design
 - d. Teacher
 - i. Knowledge
 - ii. Communicating skill
 - iii. Enthusiasm
 - iv. Friendliness
 - v. Attention or care
 - e. Suitability of time
 - f. Location
 - g. School located near home
 - h. Ease of access
 - i. In-school atmosphere
 - j. Classroom atmosphere
 - k. In-school facility
 - l. Surrounding facility
 - m. Modernity of school
 - n. School's staff
 - o. Other students within the school
 - p. Number of students per class

- q. Price
- r. Reputation
- s. Advertising
- t. Promotion
- u. Recommendation from family
- v. Recommendation from friend
- w. Recommendation from professional people
- x. Recommendation from other people

12. Where do you find information related to tutoring school? (More than one choice is accepted)

- a. Social network
- b. Website
- c. Newspaper
- d. Leaflet
- e. Recommendation from others
- f. Other please specify

13. If there is new tutoring school, will you consider it?

- a. Yes
- b. No

14. In your opinion, what do you think current tutoring schools should be improved? _____

Questionnaire survey relating to tutoring schools (for parents)

Link: https://docs.google.com/forms/d/1CRvsvoY3o0ujb06Edp-PCfq0C_syojme4xc8LfN-Ivc/viewform

This survey is a part of independent study course required by the degree of Master of Science Program in Marketing (International Program) of Thammasat University. It is conducted to identify factors that influence students in choosing tutoring school. It will help improving quality of tutoring schools in response to what students really want. This survey should take 10 minutes to complete. Be assured that all answers you provide will be kept strictly confidentially. Thank you for participating in this survey.

1. What is your age? _____
2. What is your gender?
 - a. Female
 - b. Male
 - c. Others
3. Have you ever been studying in tutoring school?
 - a. Yes
 - b. No
4. What is your household income level per month?
 - a. Above 200,000 Baht
 - b. 200,000 – 150,001 Baht
 - c. 150,000 – 100,001 Baht
 - d. 100,000 – 50,001 Baht
 - e. Below 50,000 Baht
5. What is your current marital status?
 - a. Single
 - b. Married
 - c. Separated
 - d. Divorced
 - e. Widowed

f. Others please specify...

6. What is your current occupation?

- a. Government
- b. Business owner
- c. Private officer
- d. Student
- e. Employee
- f. Part time
- g. Freelance
- h. Unemployed
- i. Others please specify...

7. What is the highest level of education you have completed?

- a. Primary school
- b. Secondary school
- c. High school
- d. Vocational/technical school
- e. Bachelor degree
- f. Master degree or higher
- g. Others please specify...

8. How many children do you have? _____

9. How many children currently attaining tutoring school do you have?

10. What is a level of education of your children currently attaining tutoring school? (More than one choice is accepted)

- a. Primary school
- b. Secondary school
- c. High school
- d. Vocational/technical school
- e. Bachelor degree
- f. Master degree or higher

- g. Others please specify...
11. Do you take part in or influence your children to study in tutoring school?
- a. Yes (Go to question 12)
 - b. No (End of the questionnaire)
12. Why you want your children to study in tutoring school? (Please rate on scale of 1-5 rating from the least important to the highest important)
- a. Increase understanding in current lesson
 - b. Increase grade
 - c. Find more knowledge
 - d. Find something to do
 - e. Find friends
 - f. Others please specify...
13. Do you select tutoring school for your children?
- a. Yes (Go to question 14)
 - b. No (Go to question 15)
14. Please rate your satisfaction on scale of 1-5 rating from the least satisfaction to the highest satisfaction toward current tutoring schools that your children have attended related to following factors.
- a. Type of course
 - b. Teaching method
 - c. Teaching material
 - d. Teacher
 - e. Suitability of time
 - f. Location
 - g. School located near home
 - h. Ease of access
 - i. In-school atmosphere
 - j. Classroom atmosphere
 - k. In-school facility
 - l. Surrounding facility
 - m. Modernity of school
 - n. School's staff

- o. Price
- p. Advertising
- q. Promotion

15. In your opinion, how the following factors affect choices of tutoring school?
(Please rate on a scale of 1-5 rating from the least important to the highest important)

- a. Type of course
- b. Teaching method
 - i. Live
 - ii. VDO
 - iii. Online
- c. Material
 - i. Content
 - ii. Design
- d. Teacher
 - i. Knowledge
 - ii. Communicating skill
 - iii. Enthusiasm
 - iv. Friendliness
 - v. Attention or care
- e. Suitability of time
- f. Location
- g. School located near home
- h. Ease of access
- i. In-school atmosphere
- j. Classroom atmosphere
- k. In-school facility
- l. Surrounding facility
- m. Modernity of school
- n. School's staff

- o. Other students within the school
- p. Number of students per class
- q. Price
- r. Reputation
- s. Advertising
- t. Promotion
- u. Recommendation from family
- v. Recommendation from friend
- w. Recommendation from professional people
- x. Recommendation from other people

16. Where do you find information related to tutoring school? (More than one choice is accepted)

- a. Social network
- b. Website
- c. Newspaper
- d. Leaflet
- e. Recommendation from others
- f. Other please specify...

17. In your opinion, what do you think current tutoring schools should be improved? _____

APPENDIX D

QUANTITATIVE DATA: SPSS TABLES

1. Compare mean between current students with students used to study in tutoring schools

		Independent Samples Test								
		Levene's Test for		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence	
									Lower	Upper
Age	Equal variances assumed	42.444	.000	-9.082	98	.000	-7.4250	.8176	-9.0475	-5.8025
	Equal variances not assumed			-8.032	51.959	.000	-7.4250	.9244	-9.2800	-5.5700
Level of education	Equal variances assumed	.757	.386	-8.357	98	.000	-1.5917	.1904	-1.9696	-1.2137
	Equal variances not assumed			-8.104	74.750	.000	-1.5917	.1964	-1.9829	-1.2004
Find friend	Equal variances assumed	4.607	.035	2.198	69	.031	.6862	.3122	.0634	1.3090
	Equal variances not assumed			2.299	68.963	.025	.6862	.2985	.0907	1.2816
Satisfaction	Equal variances assumed	.964	.329	2.082	98	.040	.5167	.2482	.0242	1.0091
	Equal variances not assumed			2.034	76.878	.045	.5167	.2540	.0108	1.0226
Ease of access	Equal variances assumed	.815	.369	2.019	98	.046	.5083	.2518	.0086	1.0081
	Equal variances not assumed			1.987	79.185	.050	.5083	.2558	-.0008	1.0175
Satisfaction	Equal variances assumed	4.794	.031	-2.158	98	.033	-.6417	.2973	-1.2317	-.0517
	Equal variances not assumed			-2.094	74.985	.040	-.6417	.3064	-1.2520	-.0314
Live teaching	Equal variances assumed	.734	.394	-2.256	98	.026	-.6500	.2881	-1.2218	-.0782
	Equal variances not assumed			-2.224	79.586	.029	-.6500	.2923	-1.2317	-.0683
Teaching's care	Equal variances assumed	.222	.639	-2.027	98	.045	-.5500	.2713	-1.0884	-.0116
	Equal variances not assumed			-2.034	84.700	.045	-.5500	.2704	-1.0876	-.0124
Recommendation	Equal variances assumed	43.258	.000	2.915	98	.004	.2667	.0915	.0851	.4482
	Equal variances not assumed			3.102	97.197	.003	.2667	.0860	.0961	.4373

Group Statistics					
Studying in tutoring school		N	Mean	Std. Deviation	Std. Error Mean
Age	Studying in tutoring school	60	15.900	2.6915	.3475
	Used to study in tutoring	40	23.325	5.4179	.8566
Level of education	Studying in tutoring school	60	2.533	.8727	.1127
	Used to study in tutoring	40	4.125	1.0175	.1609
Find friend	Studying in tutoring school	41	3.220	1.4407	.2250
	Used to study in tutoring	30	2.533	1.0743	.1961
Satisfaction	Studying in tutoring school	60	3.467	1.1567	.1493
	Used to study in tutoring	40	2.950	1.2999	.2055
Ease of access	Studying in tutoring school	60	3.283	1.1945	.1542
	Used to study in tutoring	40	2.775	1.2907	.2041
Satisfaction	Studying in tutoring school	60	2.633	1.3650	.1762
	Used to study in tutoring	40	3.275	1.5850	.2506
Surrounding facility	Studying in tutoring school	60	2.550	1.3707	.1770
	Used to study in tutoring	40	3.200	1.4711	.2326
Teaching method	Studying in tutoring school	60	3.200	1.3378	.1727
	Used to study in tutoring	40	3.750	1.3156	.2080
Live teaching	Studying in tutoring school	60	1.417	.4972	.0642
	Used to study in tutoring	40	1.150	.3616	.0572
Teaching's care	Studying in tutoring school	60	1.417	.4972	.0642
	Used to study in tutoring	40	1.150	.3616	.0572
Recommendation	Studying in tutoring school	60	1.417	.4972	.0642
	Used to study in tutoring	40	1.150	.3616	.0572

2. Compare mean between students choose to study by themselves with students who did not choose to study by themselves

		Independent Samples Test								
		Levene's Test for		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval	
									Lower	Upper
Age	Equal variances assumed	.020	.889	3.019	98	.003	3.4594	1.1458	1.1857	5.7332
	Equal variances not assumed			2.926	48.789	.005	3.4594	1.1821	1.0836	5.8353
Level of education	Equal variances assumed	2.056	.155	4.087	98	.000	1.0165	.2487	.5229	1.5101
	Equal variances not assumed			3.744	43.821	.001	1.0165	.2715	.4692	1.5638
Select school by self	Equal variances assumed	8.829	.004	-24.407	98	.000	-.9169	.0376	-.9915	-.8424
	Equal variances not assumed			-18.370	32.955	.000	-.9169	.0499	-1.0185	-.8154
Satisfaction Type of course	Equal variances assumed	.522	.472	6.885	98	.000	1.5954	.2317	1.1356	2.0553
	Equal variances not assumed			7.297	59.353	.000	1.5954	.2186	1.1580	2.0329
Satisfaction Teaching methods	Equal variances assumed	.311	.578	4.913	98	.000	1.2224	.2488	.7286	1.7162
	Equal variances not assumed			4.843	50.512	.000	1.2224	.2524	.7155	1.7293
Satisfaction Teaching material	Equal variances assumed	.512	.476	5.321	98	.000	1.2351	.2321	.7745	1.6957
	Equal variances not assumed			5.142	48.503	.000	1.2351	.2402	.7523	1.7178
Satisfaction Teacher	Equal variances assumed	1.760	.188	4.863	98	.000	1.2613	.2594	.7466	1.7760
	Equal variances not assumed			4.464	43.990	.000	1.2613	.2825	.6919	1.8307
Satisfaction Time	Equal variances assumed	13.177	.000	4.659	98	.000	1.1952	.2565	.6862	1.7043
	Equal variances not assumed			4.033	39.827	.000	1.1952	.2964	.5962	1.7943
Type of course	Equal variances assumed	.014	.905	5.078	98	.000	1.2569	.2475	.7657	1.7481
	Equal variances not assumed			4.962	49.604	.000	1.2569	.2533	.7480	1.7658
Content summarization course	Equal variances assumed	1.529	.219	4.116	98	.000	1.3361	.3246	.6919	1.9803
	Equal variances not assumed			3.884	46.302	.000	1.3361	.3440	.6438	2.0283
Exam preparation course	Equal variances assumed	13.485	.000	4.739	98	.000	1.5216	.3211	.8844	2.1588
	Equal variances not assumed			5.408	71.145	.000	1.5216	.2814	.9606	2.0826
Teaching method	Equal variances assumed	.006	.940	4.325	98	.000	1.3021	.3011	.7047	1.8995
	Equal variances not assumed			4.214	49.303	.000	1.3021	.3090	.6812	1.9230
Live teaching	Equal variances assumed	.346	.558	4.024	98	.000	1.1894	.2956	.6029	1.7759
	Equal variances not assumed			3.876	48.182	.000	1.1894	.3069	.5725	1.8063
Teaching material	Equal variances assumed	21.207	.000	5.467	98	.000	1.4405	.2635	.9176	1.9634
	Equal variances not assumed			4.474	36.651	.000	1.4405	.3220	.7880	2.0931
Content in book	Equal variances assumed	9.138	.003	5.208	98	.000	1.4250	.2736	.8820	1.9679
	Equal variances not assumed			4.563	40.598	.000	1.4250	.3123	.7941	2.0559
Teacher	Equal variances assumed	17.746	.000	7.659	98	.000	1.8460	.2410	1.3677	2.3243
	Equal variances not assumed			6.286	36.787	.000	1.8460	.2937	1.2508	2.4412
Teacher's knowledge	Equal variances assumed	13.967	.000	7.609	98	.000	1.7742	.2332	1.3115	2.2369
	Equal variances not assumed			6.441	38.484	.000	1.7742	.2754	1.2168	2.3315
Teacher's communication	Equal variances assumed	14.789	.000	7.800	98	.000	1.8524	.2375	1.3811	2.3236
	Equal variances not assumed			6.586	38.334	.000	1.8524	.2812	1.2832	2.4216
Teacher's eager	Equal variances assumed	3.104	.081	6.209	98	.000	1.5755	.2538	1.0720	2.0791
	Equal variances not assumed			5.680	43.709	.000	1.5755	.2774	1.0164	2.1347
Teacher's friendliness	Equal variances assumed	11.906	.001	7.160	98	.000	1.7178	.2399	1.2417	2.1939
	Equal variances not assumed			6.184	39.692	.000	1.7178	.2778	1.1563	2.2794
Teaching's care	Equal variances assumed	5.621	.020	6.426	98	.000	1.6115	.2508	1.1138	2.1091
	Equal variances not assumed			5.737	41.897	.000	1.6115	.2809	1.0446	2.1783
Time	Equal variances assumed	39.378	.000	4.234	98	.000	1.1093	.2620	.5894	1.6292
	Equal variances not assumed			3.338	34.863	.002	1.1093	.3323	.4345	1.7840
Ease of access	Equal variances assumed	23.013	.000	4.443	98	.000	1.1569	.2604	.6402	1.6736
	Equal variances not assumed			3.604	36.195	.001	1.1569	.3210	.5059	1.8078
School atmosphere	Equal variances assumed	2.468	.119	4.221	98	.000	1.0908	.2584	.5780	1.6036
	Equal variances not assumed			3.866	43.795	.000	1.0908	.2822	.5221	1.6596
Classroom atmosphere	Equal variances assumed	10.978	.001	5.253	98	.000	1.2691	.2416	.7897	1.7484
	Equal variances not assumed			4.452	38.548	.000	1.2691	.2850	.6923	1.8458
Modern	Equal variances assumed	7.247	.008	3.808	98	.000	.9874	.2593	.4729	1.5019
	Equal variances not assumed			3.273	39.376	.002	.9874	.3017	.3773	1.5975
Other students	Equal variances assumed	21.936	.000	3.284	98	.001	.8252	.2512	.3266	1.3237
	Equal variances not assumed			2.700	36.873	.010	.8252	.3056	.2058	1.4445
Reputation	Equal variances assumed	18.263	.000	5.135	98	.000	1.2924	.2517	.7930	1.7918
	Equal variances not assumed			4.218	36.838	.000	1.2924	.3064	.6715	1.9132
Recom from friend	Equal variances assumed	33.225	.000	4.034	98	.000	1.0597	.2627	.5384	1.5810
	Equal variances not assumed			3.217	35.380	.003	1.0597	.3294	.3912	1.7283
Social network	Equal variances assumed	40.262	.000	-3.369	98	.001	-.2603	.0773	-.4136	-.1070
	Equal variances not assumed			-2.718	35.926	.010	-.2603	.0958	-.4546	-.0661
Website	Equal variances assumed	88.531	.000	-3.107	98	.002	-.2535	.0816	-.4155	-.0916
	Equal variances not assumed			-4.876	70.000	.000	-.2535	.0520	-.3572	-.1498
New tutoring school	Equal variances assumed	63.055	.000	-5.447	98	.000	-.4327	.0794	-.5904	-.2751
	Equal variances not assumed			-4.322	35.154	.000	-.4327	.1001	-.6359	-.2295

Group Statistics					
Choose to study by self		N	Mean	Std. Deviation	Std. Error Mean
Age	Choose to study by self	71	19.873	5.0848	.6035
	Did not choose to study by self	29	16.414	5.4741	1.0165
Level of education	Choose to study by self	71	3.465	1.0533	.1250
	Did not choose to study by self	29	2.448	1.2980	.2410
Select school by self	Choose to study by self	71	1.014	.1187	.0141
	Did not choose to study by self	29	1.931	.2579	.0479
Satisfaction	Choose to study by self	71	3.113	1.0896	.1293
Type of course	Did not choose to study by self	29	1.517	.9495	.1763
Satisfaction	Choose to study by self	71	3.085	1.1180	.1327
Teaching methods	Did not choose to study by self	29	1.862	1.1565	.2148
Satisfaction	Choose to study by self	71	3.028	1.0278	.1220
Teaching material	Did not choose to study by self	29	1.793	1.1142	.2069
Satisfaction	Choose to study by self	71	3.296	1.1006	.1306
Teacher	Did not choose to study by self	29	2.034	1.3491	.2505
Satisfaction	Choose to study by self	71	3.437	1.0244	.1216
Time	Did not choose to study by self	29	2.241	1.4554	.2703
Type of course	Choose to study by self	71	3.085	1.1051	.1312
	Did not choose to study by self	29	1.828	1.1671	.2167
Content summarization course	Choose to study by self	71	3.577	1.4108	.1674
	Did not choose to study by self	29	2.241	1.6181	.3005
Exam preparation course	Choose to study by self	71	3.211	1.5668	.1859
	Did not choose to study by self	29	1.690	1.1371	.2112
Teaching method	Choose to study by self	71	3.268	1.3412	.1592
	Did not choose to study by self	29	1.966	1.4264	.2649
Live teaching	Choose to study by self	71	3.155	1.3055	.1549
	Did not choose to study by self	29	1.966	1.4264	.2649
Teaching material	Choose to study by self	71	3.958	0.9774	.1160
	Did not choose to study by self	29	2.517	1.6173	.3003
Content in book	Choose to study by self	71	3.873	1.1075	.1314
	Did not choose to study by self	29	2.448	1.5256	.2833
Teacher	Choose to study by self	71	4.225	.8976	.1065
	Did not choose to study by self	29	2.379	1.4739	.2737
Teacher's knowledge	Choose to study by self	71	4.085	.9063	.1076
	Did not choose to study by self	29	2.310	1.3655	.2536
Teacher's communication	Choose to study by self	71	4.197	.9199	.1092
	Did not choose to study by self	29	2.345	1.3958	.2592
Teacher's eager	Choose to study by self	71	3.817	1.0732	.1274
	Did not choose to study by self	29	2.241	1.3271	.2464
Teacher's friendliness	Choose to study by self	71	4.028	.9558	.1134
	Did not choose to study by self	29	2.310	1.3655	.2536
Teaching's care	Choose to study by self	71	3.887	1.0358	.1229
	Did not choose to study by self	29	2.276	1.3601	.2526
Time	Choose to study by self	71	4.282	.9131	.1084
	Did not choose to study by self	29	3.172	1.6918	.3142
Ease of access	Choose to study by self	71	3.915	.9524	.1130
	Did not choose to study by self	29	2.759	1.6181	.3005
School atmosphere	Choose to study by self	71	3.056	1.0940	.1298
	Did not choose to study by self	29	1.966	1.3491	.2505
Classroom atmosphere	Choose to study by self	71	3.338	.9403	.1116
	Did not choose to study by self	29	2.069	1.4125	.2623
Modern	Choose to study by self	71	3.056	1.0266	.1218
	Did not choose to study by self	29	2.069	1.4864	.2760
Other students	Choose to study by self	71	3.549	.9379	.1113
	Did not choose to study by self	29	2.724	1.5329	.2847
Reputation	Choose to study by self	71	3.465	.9386	.1114
	Did not choose to study by self	29	2.172	1.5369	.2854
Recom from friend	Choose to study by self	71	3.887	.9343	.1109
	Did not choose to study by self	29	2.828	1.6705	.3102
Social network	Choose to study by self	71	1.085	.2801	.0332
	Did not choose to study by self	29	1.345	.4837	.0898
Website	Choose to study by self	71	1.746	.4381	.0520
	Did not choose to study by self	29	2.000	0.0000	0.0000
New tutoring school	Choose to study by self	71	1.085	.2801	.0332
	Did not choose to study by self	29	1.517	.5085	.0944

3. Compare mean between students select tutoring school by themselves with students who did not select the school by themselves



		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
									Lower	Upper
Age	Equal variances assumed	.000	.984	2.554	98	.012	2.9940	1.1722	.6679	5.3202
	Equal variances not assumed			2.465	45.939	.017	2.9940	1.2146	.5491	5.4390
Level of education	Equal variances assumed	3.388	.069	3.428	98	.001	.8810	.2570	.3710	1.3909
	Equal variances not assumed			3.101	40.984	.003	.8810	.2841	.3072	1.4547
Choose to study by self	Equal variances assumed	.170	.681	-24.407	98	.000	-.9365	.0384	-1.0127	-.8604
	Equal variances not assumed			-23.014	44.016	.000	-.9365	.0407	-1.0185	-.8545
Satisfaction	Equal variances assumed	1.551	.216	7.439	98	.000	1.6964	.2280	1.2439	2.1489
	Equal variances not assumed			8.124	59.786	.000	1.6964	.2088	1.2787	2.1142
Type of course	Equal variances assumed	.163	.688	5.832	98	.000	1.4107	.2419	.9307	1.8907
	Equal variances not assumed			6.079	53.763	.000	1.4107	.2321	.9454	1.8760
Satisfaction	Equal variances assumed	.107	.744	6.370	98	.000	1.4266	.2239	.9822	1.8710
	Equal variances not assumed			6.586	52.817	.000	1.4266	.2166	.9921	1.8611
Teacher	Equal variances assumed	.017	.896	6.229	98	.000	1.5397	.2472	1.0491	2.0302
	Equal variances not assumed			6.296	50.348	.000	1.5397	.2445	1.0486	2.0308
Satisfaction	Equal variances assumed	7.555	.007	5.435	98	.000	1.3651	.2512	.8667	1.8635
	Equal variances not assumed			4.920	41.030	.000	1.3651	.2775	.8047	1.9254
Type of course	Equal variances assumed	.832	.364	6.022	98	.000	1.4464	.2402	.9698	1.9231
	Equal variances not assumed			6.226	52.811	.000	1.4464	.2323	.9804	1.9125
Content summarization course	Equal variances assumed	.357	.551	4.683	98	.000	1.5040	.3212	.8666	2.1413
	Equal variances not assumed			4.435	44.358	.000	1.5040	.3391	.8206	2.1873
Exam preparation course	Equal variances assumed	14.462	.000	5.037	98	.000	1.6151	.3206	.9788	2.2514
	Equal variances not assumed			5.837	69.086	.000	1.6151	.2767	1.0631	2.1671
Teaching method	Equal variances assumed	.655	.420	5.010	98	.000	1.4841	.2962	.8962	2.0720
	Equal variances not assumed			4.999	49.035	.000	1.4841	.2969	.8875	2.0807
Live teaching	Equal variances assumed	.098	.755	4.717	98	.000	1.3730	.2911	.7954	1.9506
	Equal variances not assumed			4.656	47.978	.000	1.3730	.2949	.7801	1.9660
Teaching material	Equal variances assumed	12.653	.001	6.726	98	.000	1.6925	.2516	1.1931	2.1918
	Equal variances not assumed			5.573	35.975	.000	1.6925	.3037	1.0766	2.3084
Content in book	Equal variances assumed	6.757	.011	5.890	98	.000	1.5813	.2685	1.0485	2.1142
	Equal variances not assumed			5.114	38.445	.000	1.5813	.3092	.9556	2.2071
Teacher	Equal variances assumed	8.153	.005	9.399	98	.000	2.0992	.2233	1.6560	2.5424
	Equal variances not assumed			7.864	36.455	.000	2.0992	.2669	1.5581	2.6403
Teacher's knowledge	Equal variances assumed	9.103	.003	8.624	98	.000	1.9325	.2241	1.4878	2.3773
	Equal variances not assumed			7.233	36.579	.000	1.9325	.2672	1.3910	2.4741
Teacher's communication	Equal variances assumed	9.838	.002	8.787	98	.000	2.0079	.2285	1.5545	2.4614
	Equal variances not assumed			7.328	36.286	.000	2.0079	.2740	1.4523	2.5635
Teacher's eager	Equal variances assumed	1.110	.295	7.061	98	.000	1.7401	.2464	1.2510	2.2292
	Equal variances not assumed			6.504	42.253	.000	1.7401	.2675	1.2003	2.2799
Teacher's friendliness	Equal variances assumed	7.662	.007	8.108	98	.000	1.8770	.2315	1.4176	2.3364
	Equal variances not assumed			6.962	37.818	.000	1.8770	.2696	1.3311	2.4228
Teaching's care	Equal variances assumed	2.791	.098	7.291	98	.000	1.7738	.2433	1.2910	2.2566
	Equal variances not assumed			6.517	40.204	.000	1.7738	.2722	1.2238	2.3238
Time	Equal variances assumed	46.242	.000	4.076	98	.000	1.0853	.2663	.5569	1.6138
	Equal variances not assumed			3.134	32.798	.004	1.0853	.3463	.3805	1.7901
Ease of access	Equal variances assumed	32.076	.000	3.930	98	.000	1.0536	.2681	.5216	1.5856
	Equal variances not assumed			3.096	33.738	.004	1.0536	.3403	.3618	1.7454
School atmosphere	Equal variances assumed	.575	.450	5.043	98	.000	1.2758	.2530	.7738	1.7778
	Equal variances not assumed			4.748	43.896	.000	1.2758	.2687	.7343	1.8173
Classroom atmosphere	Equal variances assumed	5.152	.025	6.166	98	.000	1.4464	.2346	.9809	1.9120
	Equal variances not assumed			5.274	37.608	.000	1.4464	.2742	.8911	2.0018
In-school facility	Equal variances assumed	.094	.760	4.524	98	.000	1.1786	.2605	.6615	1.6956
	Equal variances not assumed			4.341	45.462	.000	1.1786	.2715	.6320	1.7252
Modern	Equal variances assumed	1.054	.307	5.075	98	.000	1.2679	.2498	.7721	1.7636
	Equal variances not assumed			4.690	42.490	.000	1.2679	.2703	.7225	1.8132
Other students	Equal variances assumed	25.677	.000	3.256	98	.002	.8274	.2541	.3231	1.3317
	Equal variances not assumed			2.600	34.300	.014	.8274	.3182	.1808	1.4739
Reputation	Equal variances assumed	5.621	.020	6.540	98	.000	1.5635	.2391	1.0891	2.0379
	Equal variances not assumed			5.624	37.899	.000	1.5635	.2780	1.0007	2.1263
Promotion	Equal variances assumed	4.069	.046	1.903	98	.060	.4464	.2346	-.0191	.9120
	Equal variances not assumed			2.110	61.978	.039	.4464	.2116	.0234	.8694
Recom from friend	Equal variances assumed	37.626	.000	3.958	98	.000	1.0536	.2662	.5253	1.5818
	Equal variances not assumed			3.071	33.145	.004	1.0536	.3430	.3558	1.7514
Website	Equal variances assumed	82.320	.000	-3.024	98	.003	-.2500	.0827	-.4140	-.0860
	Equal variances not assumed			-4.865	71.000	.000	-.2500	.0514	-.3525	-.1475
New tutoring school	Equal variances assumed	40.973	.000	-4.184	98	.000	-.3532	.0844	-.5207	-.1857
	Equal variances not assumed			-3.430	35.462	.002	-.3532	.1030	-.5621	-.1442

Group Statistics					
Select school by self		N	Mean	Deviation	Mean
Age	Select school by self	72	19.708	5.1415	.6059
	Did not select school by self	28	16.714	5.5701	1.0527
Level of education	Select school by self	72	3.417	1.0714	.1263
	Did not select school by self	28	2.536	1.3467	.2545
Choose to study by self	Select school by self	72	1.028	.1655	.0195
	Did not select school by self	28	1.964	.1890	.0357
Satisfaction	Select school by self	72	3.125	1.0739	.1266
Type of course	Did not select school by self	28	1.429	.8789	.1661
Satisfaction	Select school by self	72	3.125	1.1125	.1311
Teaching methods	Did not select school by self	28	1.714	1.0131	.1915
Satisfaction	Select school by self	72	3.069	1.0254	.1208
Teaching material	Did not select school by self	28	1.643	.9512	.1798
Satisfaction	Select school by self	72	3.361	1.1172	.1317
Teacher	Did not select school by self	28	1.821	1.0905	.2061
Satisfaction	Select school by self	72	3.472	1.0478	.1235
Time	Did not select school by self	28	2.107	1.3149	.2485
Type of course	Select school by self	72	3.125	1.0998	.1296
	Did not select school by self	28	1.679	1.0203	.1928
Content summarization course	Select school by self	72	3.611	1.3897	.1638
	Did not select school by self	28	2.107	1.5715	.2970
Exam preparation course	Select school by self	72	3.222	1.5494	.1826
	Did not select school by self	28	1.607	1.1001	.2079
Teaching method	Select school by self	72	3.306	1.3283	.1565
	Did not select school by self	28	1.821	1.3348	.2523
Live teaching	Select school by self	72	3.194	1.2961	.1528
	Did not select school by self	28	1.821	1.3348	.2523
Teaching material	Select school by self	72	4.014	.9567	.1127
	Did not select school by self	28	2.321	1.4920	.2820
Content in book	Select school by self	72	3.903	1.0768	.1269
	Did not select school by self	28	2.321	1.4920	.2820
Teacher	Select school by self	72	4.278	.8594	.1013
	Did not select school by self	28	2.179	1.3068	.2470
Teacher's knowledge	Select school by self	72	4.111	.8649	.1019
	Did not select school by self	28	2.179	1.3068	.2470
Teacher's communication	Select school by self	72	4.222	.8757	.1032
	Did not select school by self	28	2.214	1.3432	.2538
Teacher's eager	Select school by self	72	3.847	1.0436	.1230
	Did not select school by self	28	2.107	1.2573	.2376
Teacher's friendliness	Select school by self	72	4.056	.9176	.1081
	Did not select school by self	28	2.179	1.3068	.2470
Teaching's care	Select school by self	72	3.917	1.0035	.1183
	Did not select school by self	28	2.143	1.2971	.2451
Time	Select school by self	72	4.264	.9037	.1065
	Did not select school by self	28	3.179	1.7438	.3296
Location	Select school by self	72	3.792	.9777	.1152
	Did not select school by self	28	3.286	1.6746	.3165
Ease of access	Select school by self	72	3.875	.9485	.1118
	Did not select school by self	28	2.821	1.7008	.3214
School atmosphere	Select school by self	72	3.097	1.0898	.1284
	Did not select school by self	28	1.821	1.2488	.2360
Classroom atmosphere	Select school by self	72	3.375	.9260	.1091
	Did not select school by self	28	1.929	1.3313	.2516
In-school facility	Select school by self	72	3.000	1.1383	.1342
	Did not select school by self	28	1.821	1.2488	.2360
Modern	Select school by self	72	3.125	1.0607	.1250
	Did not select school by self	28	1.857	1.2683	.2397
Other students	Select school by self	72	3.542	.9183	.1082
	Did not select school by self	28	2.714	1.5836	.2993
Reputation	Select school by self	72	3.528	.9490	.1118
	Did not select school by self	28	1.964	1.3467	.2545
Recom from friend	Select school by self	72	3.875	.9183	.1082
	Did not select school by self	28	2.821	1.7225	.3255
Website	Select school by self	72	1.750	.4361	.0514
	Did not select school by self	28	2.000	0.0000	0.0000
New tutoring school	Select school by self	72	1.111	.3165	.0373
	Did not select school by self	28	1.464	.5079	.0960

4. Compare mean between parents participating in choosing tutoring schools for their children with parents who did not participate

Independent Samples Test										
		Equality of		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence	
									Lower	Upper
Age	Equal variances assumed	3.234	.075	-6.406	98	.000	-12.2331	1.9097	-16.0229	-8.4434
	Equal variances not assumed			-7.356	72.264	.000	-12.2331	1.6630	-15.5480	-8.9183
Gender	Equal variances assumed	41.870	.000	2.553	98	.012	.2642	.1035	.0589	.4695
	Equal variances not assumed			2.847	67.157	.006	.2642	.0928	.0790	.4494
Used to study in tutor	Equal variances assumed	35.545	.000	-4.115	98	.000	-.3560	.0865	-.5277	-.1843
	Equal variances not assumed			-3.474	38.328	.001	-.3560	.1025	-.5634	-.1486
Number of children	Equal variances assumed	7.917	.006	-2.712	98	.008	-.6217	.2292	-1.0766	-.1667
	Equal variances not assumed			-3.321	84.321	.001	-.6217	.1872	-.9939	-.2494
Child_Primary or lower	Equal variances assumed	38.834	.000	-3.479	98	.001	-.2807	.0807	-.4408	-.1206
	Equal variances not assumed			-2.854	36.759	.007	-.2807	.0984	-.4801	-.0813
Child_High school	Equal variances assumed	24.531	.000	2.619	98	.010	.2797	.1068	.0677	.4917
	Equal variances not assumed			2.783	59.746	.007	.2797	.1005	.0787	.4808
Child_Bachelor	Equal variances assumed	49.063	.000	2.642	98	.010	.1972	.0746	.0491	.3453
	Equal variances not assumed			4.146	70.000	.000	.1972	.0476	.1023	.2920

Group Statistics					
Participate in choosing		N	Mean	Std. Deviation	Std. Error Mean
Age	Participate in choosing	29	38.034	6.6734	1.2392
	Did not participate in choosing	71	50.268	9.3441	1.1089
Gender	Participate in choosing	29	1.828	0.3844	.0714
	Did not participate in choosing	71	1.563	.4995	.0593
Number of children	Participate in choosing	29	1.759	0.6895	.1280
	Did not participate in choosing	71	2.380	1.1510	.1366
Child_Primary or lower	Participate in choosing	29	1.621	0.4938	.0917
	Did not participate in choosing	71	1.901	.3002	.0356
Child_High school	Participate in choosing	29	1.759	0.4355	.0809
	Did not participate in choosing	71	1.479	.5031	.0597
Child_Bachelor	Participate in choosing	29	2.000	0.0000	.0000
	Did not participate in choosing	71	1.803	.4007	.0476
Increase understanding	Participate in choosing	29	4.448	1.1522	.2140
	Did not participate in choosing	0 ^b			
Find knowledge	Participate in choosing	29	4.966	0.1857	.0345
	Did not participate in choosing	0 ^b			
Spend free time	Participate in choosing	29	4.345	1.0098	.1875
	Did not participate in choosing	0 ^b			
Satisfaction Teacher	Participate in choosing	22	4.000	0.9258	.1974
	Did not participate in choosing	0 ^b			
Satisfaction Time	Participate in choosing	22	4.000	0.8165	.1741
	Did not participate in choosing	0 ^b			
Type of course	Participate in choosing	29	4.379	0.9029	.1677
	Did not participate in choosing	0 ^b			
Teaching method	Participate in choosing	29	4.793	0.4123	.0766
	Did not participate in choosing	0 ^b			
Live teaching	Participate in choosing	29	4.793	0.4123	.0766
	Did not participate in choosing	0 ^b			
Teaching material	Participate in choosing	29	4.517	0.8290	.1539
	Did not participate in choosing	0 ^b			
Content in book	Participate in choosing	29	4.724	0.4549	.0845
	Did not participate in choosing	0 ^b			
Teacher	Participate in choosing	29	4.897	0.3099	.0576
	Did not participate in choosing	0 ^b			
Teacher's knowledge	Participate in choosing	29	4.897	0.3099	.0576
	Did not participate in choosing	0 ^b			
Teacher's communication	Participate in choosing	29	4.897	0.3099	.0576
	Did not participate in choosing	0 ^b			
Teacher's eager	Participate in choosing	29	4.724	0.5914	.1098
	Did not participate in choosing	0 ^b			
Teacher's friendliness	Participate in choosing	29	4.448	0.8275	.1537
	Did not participate in choosing	0 ^b			
Teaching's care	Participate in choosing	29	4.793	0.4123	.0766
	Did not participate in choosing	0 ^b			
Time	Participate in choosing	29	4.621	0.4938	.0917
	Did not participate in choosing	0 ^b			
Recom from family	Participate in choosing	29	4.207	0.8610	.1599
	Did not participate in choosing	0 ^b			

BIOGRAPHY

Name	Miss Maturada Tangthikul
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