THE STUDY OF FACTORS THAT INFLUENCE THAI PEOPLE FOR CHOOSING DIGITAL MARKETING PROGRAMS

BY

MISS TANCHANOK AUNHACHART

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
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(INTERNATIONAL PROGRAM)
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ENTITLED

THE STUDY OF FACTORS THAT INFLUENCE THAI PEOPLE
FOR CHOOSING DIGITAL MARKETING PROGRAMS

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

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Author	Miss Tanchanok Aunhachart
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ABSTRACT

Thai companies are now facing a shortage of digital marketing staff due to the rising number of internet users and increased expenditure on digital advertising. Hence, digital marketing programs or courses require assessment in this changing environment. However, scant research has been conducted regarding insights into factors that affect digital marketing programs. Therefore, a study of factors that influence Thai people in choosing digital marketing programs helped to understand customer behavior and customer satisfaction. This research study covered the area of technology in social networks (digital marketing) and focused on contemporary topics in applied marketing.

The main research objectives were (1) To determine customer behavior regarding the decision-making process, (2) To identify the appropriate marketing mix strategy, and (3) To identify customer segmentation, and key opportunities for digital marketing program improvement from key influencing factors.

The research was conducted using both exploratory and descriptive methodologies. For exploratory research, secondary data was obtained from reliable sources. Ten face to face interviews were conducted with phone calls for in-depth interviews to gain an understanding of the decision-making processes in choosing digital marketing programs. For the descriptive approach, 153 respondents completed a survey questionnaire via an online channel using a convenience sampling method.

Completed questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) software.

Factor and cluster analysis were conducted to reveal segments based on respondents' lifestyle. The final five factors were (1) Updated-knowledge, (2) Connection, (3) Business, (4) Self-learning, and (5) Career. This resulted in four groups of digital marketers; (1) Hard Workers, (2) Knowledge Seekers, (3) Connection Seekers, and (4) New Learners. Respondents preferred to study digital strategy and planning courses via online advertising platforms. Most respondents selected courses that have a varied curriculum, customer support, a reliable website or Facebook fanpage, free trial promotions and instructors who have work experience at digital marketing agencies. Price Sensitivity Measurement was also used to analyze the acceptable price range for each segment. The fact that there are a growing number of online shoppers was a key reason to study digital marketing. Purchasing criteria for respondents - included their past-experience sources and updated curriculum. Lastly, simple linear regressions were used to evaluate customer satisfaction. Independent variables (X) including the instructor, quality of program, value for money, advantage of program, equipment or materials and staff or customer support predicted the level of confidence in repurchasing and recommending digital marketing programs (Y).

All data were used to construct the key findings and recommendations in order to encourage digital marketing instructors or institutes to be better understand consumer behaviors and the factors for choosing digital marketing programs. This helped to strategize for effective marketing and customer satisfaction.

Keywords: Digital Marketing, Online Marketing, influencing factors

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Finally, I take this opportunity to express the profound gratitude from my deep heart to my father for his love and continuous support both spiritually and materially.

Miss Tanchanok Aunhachart

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CHAPTER 1
INTRODUCTION

1.1 Introduction

Nowadays, industry has shifted from traditional to digital marketing. The rapid increase in digital advertising has resulted in a critical shortage of skilled and knowledgeable digital marketing staff. Employers, employees, entrepreneurs and students need to develop and improve their digital marketing skills and embrace this change.

Digital marketing programs in this research study included search engine optimization (SEO), search engine marketing (SEM), display banner marketing, social media marketing, website analytics, email marketing, and mobile marketing.

Factors that influence Thai people in choosing digital marketing programs have not been previously analyzed. Therefore, this research aimed to address aspects of digital marketing customer segmentation, factors that affect the choice of digital marketing programs, and the marketing mix used in the decision-making process.

The study of factors that influence Thai people for choosing digital marketing programs is in subject area of technology in social networks (digital marketing), focusing on contemporary topics in applied marketing.

Results can offer guidelines to determine the factors that influence Thai people in choosing digital marketing programs. This research can assist companies, digital marketing agencies, digital marketing institutes, and even instructors of digital marketing programs to develop effective courses for Thai people who are interested in this study area. Increased knowledge will enhance customer satisfaction and fulfill this digital marketing knowledge gap by providing strategies to acquire target customers.

1.2 Research objectives

1.2.1 To determine customer behavior from decision-making process for choosing digital marketing programs.

1.2.1.1 To determine the reasons and motivations to study.

1.2.1.2 To determine information sources that can affect the decision to study.

1.2.1.3 To determine the purchasing criteria for studying digital marketing programs.

1.2.1.4 To determine post-purchase behavior (experienced customers) by evaluating customer satisfaction through the gaps of service quality, focusing on service gap.

(1) To evaluate the level of confidence in repurchasing digital marketing programs.

(2) To evaluate the level of confidence in recommending digital marketing programs.

1.2.2 To identify a marketing mix strategy for digital marketing programs.

1.2.2.1 Digital marketing courses

(1) To identify digital marketing courses that customers studied (experienced customers).

(2) To identify digital marketing courses that customers are interested in.

(3) To identify digital marketing program details which include curriculum, certification and duration.

1.2.2.2 To measure the willingness to pay.

1.2.2.3 To identify the channel where customers study (online versus offline).

1.2.2.4 To identify promotion strategy that affect for choosing to study.

1.2.2.5 To identify the criteria for choosing instructors.

1.2.2.6 To identify the delivery process that affects the decision to study.

1.2.2.7 To identify the physical environment that affects the decision to study.

1.2.3 To identify customer segmentation of digital marketing programs.

1.2.3.1 Demographics: measured by age, gender, education, personal income and occupation.

1.2.3.2 Geographic: measured by living area.

1.2.3.3 Lifestyle: measured by studying the activities, interests, and opinions (AIOs).

1.3 Outline the report's organization

The report is organized into five key sections, beginning with an introduction section, followed by a review of the literature, the research methodologies used, a summary of the research results, and finally recommendations.

Chapter 1 is an introduction section that contained problem statement and research purpose, research objectives, conceptual framework and report outline.

Chapter 2 is the literature review section which provided a broad picture of why this topic has an importance to Thailand today.

Chapter 3 is the research methodology that drew the structure of this study including a theoretical framework, research methodology and sampling procedures.

Chapter 4 is the data analysis and results part that described the findings of quantitative and qualitative research.

Chapter 5 is the conclusions that referred key findings from chapter 4 and provided recommendations for managers as well as the limitations of the study.

CHAPTER 2
REVIEW OF LITERATURE

2.1 Thailand and digital marketing industry

Digital marketing is the use of the internet and other digital media and technology to support modern marketing to reach target customers (Chaffey, 2017). More than 85% of Thai companies are now facing a shortage of digital marketing staff due to the rising number of internet users and increased spending on digital advertising (Rhee, 2016). Digital advertising costs increased by 17% in 2016 to reach 9,477 million THB and will increase by 24% in 2017 (The Digital Advertising Association of Thailand, 2017).

Rhee (2016) noted that 56% of the Thai population or more than 35 million people are now internet users; Thai enterprises must be more active in digital marketing. JobsDB Thailand, Asia's leading job-search website lists more than 5,000 digital marketing jobs as now available but only 700 have attracted applications. JobsDB has also found that the salaries of people working in digital marketing are on average 61% higher than those working in conventional marketing. The need to hire digital staff has become even more urgent with the government's promotion of the Thailand 4.0 Master Plan and an innovation-driven economy. According to the Government Public Relations Department (2016), Universities are also playing an important role in promoting Thailand 4.0 strategy by developing digital marketing knowledge.

2.2 Digital and social media marketing in business education

Digital and social media marketing have changed the way consumers receive and use information, with old marketing curricula left behind. Marketing instructors must provide educational models that are applicable to digital and social media marketing (Harrigan & Hulbert, 2011).

Marketing students need to study both traditional marketing skills and digital marketing programs to tick every consumer touch point (e.g., social networks, search, mobile, e-commerce, apps, and e-mail) and firm conversation interfaces (e.g.,

digital advertising, market research, e-mail, e-design, channel integration, search engine optimization, content development, and e-commerce integration) (Wymbs, 2011).

2.3 Digital marketing program modules

Reddy (2016) claimed that digital marketing programs are divided into three modules that cover the market as follows;

(1) Core modules comprise digital marketing training courses that institutes teach their customers. These modules include search engine optimization (SEO), search engine marketing (SEM), display banner marketing, social media marketing, website analysis, e-mail marketing and mobile marketing.

(2) Non-core modules are partly covered by some digital marketing instructors. These include user experience (UX), user interface (UI), affiliate marketing, testing and attribution, content marketing, integrated marketing and influencer marketing.

(3) Low or no coverage modules are missing in many digital marketing curricula. These include digital transformation, digital analytics, martech (marketing technologies), programmatic advertising, growth hacking, app analytics and online reputation management (ORM) for personal branding. However, digital transformation and martech are more prevalent than enterprise-wide digital marketing. Low or no coverage modules also teach the hard-core elements of digital marketing such as omni-channel commerce, digital asset management with web content management, marketing cloud and digital customer experience management (DCXM).

2.4 The reasons and motivation that affect people to study digital marketing programs

Reasons and motivations that inspire people to study digital marketing programs include: (1) The rapidly rising trend of spending on digital marketing which, in 2015, reached $62 billion in the US. (2) The increasing demand for digital marketing jobs. The UK will require about 750,000 skilled digital workers by 2017. (3) An IBM study indicated that social media marketing influences purchasing

decisions of 85% of respondents. (4) Numbers of online shoppers are growing continuously; India is forecast to have 730 million internet users by 2020, with 75% of new user growth expected to come from rural areas (Saurabh, 2016).

2.5 Criteria for choosing digital marketing programs

Chauhan (2016) and Reddy (2016) suggested that the parameters for choosing digital marketing courses include (1) Trainers: Trainers should be industry experts with a good online reputation, published articles, and many years' experience. (2) Course curriculum: People look for modules that offer new skills and are beneficial. Thus, courses should have varied interests; not everyone learns purely to seek a job. Some may enroll to improve their own business, some may desire to run their own digital marketing consultancy or agency, and others might want to improve their personal branding through digital marketing channels. Courses offered should also be updated to current industry standards as the digital marketing field is constantly evolving. (3) Certifications: Certifications should have authority in digital marketing such as Google Certified AdWords Partner, Google Analytics Certified Partner or other certifications through Facebook. Certificates are of great value in the job market. (4) Fee structure: People compare prices of various training providers for the same course and seek value for money. If the cost is too low or free, people might have issues with the quality (5) Duration: Course programs should be 3-4 months long. (6) Job assistance: Help to find a job when the course is completed. (7) Practice: Provide adequate hands-on experience in the form of exercises, assignments, quizzes and projects. (8) Free demo: Free lessons, videos, demo session or free webinar might help people to make the decision to enroll in the course. (9) Lifetime access: Continuous access to the reading material, learning content and other resources anytime. (10) Social proof: Reviews, ratings and feedback on the course trainer and the training provider.

2.6 Five-stage model of the consumer buying process

A five-stage model of consumer buying process (Kotler, 2012, pp. 166-172) in Figure 2.1 will be used to focus on the problem or need recognition stage, information search stage, evaluation of alternatives stage, purchase decision stage,

and post-purchase behavior stage to analyze the influential factors in choosing digital marketing programs.

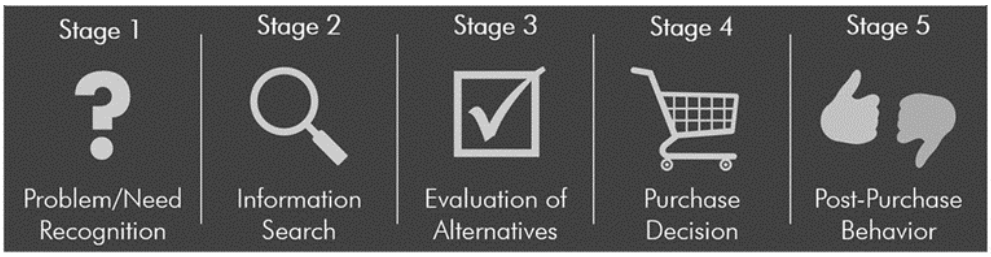

Figure 2.1: A five-stage model of consumer buying process

2.7 The gaps model of service quality

The gaps model of service quality (Parasuraman, Zeithaml, & Berry, 1985, pp. 44-49) in Figure 2.2 will be used to evaluate customer satisfaction at the post-purchase behavior stage by focusing on the gap between the expected and perceived service (Gap 5). The entire process can be examined in terms of gaps.

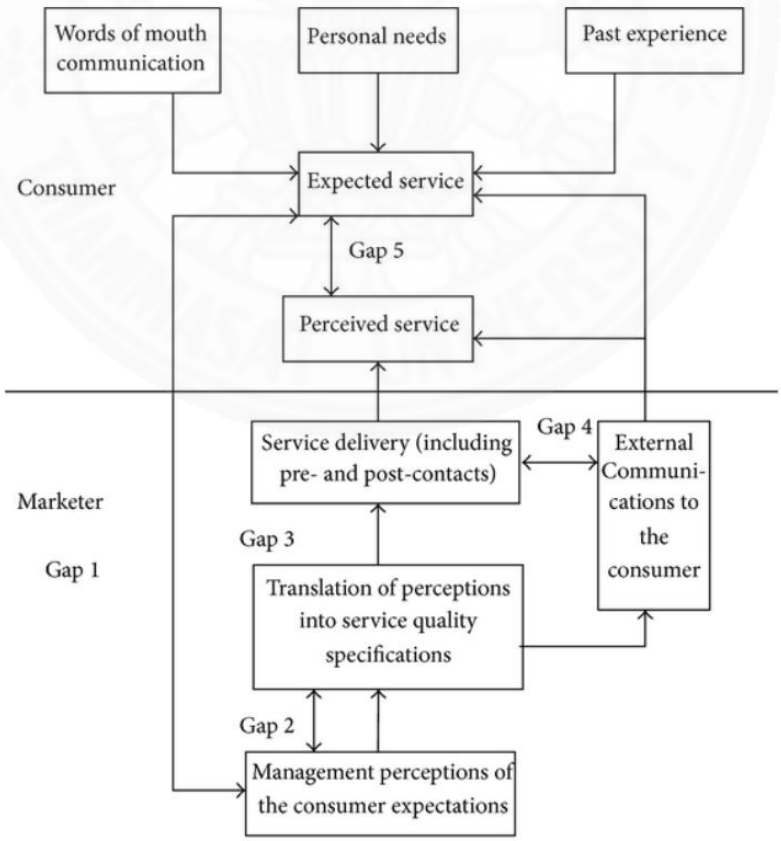

Figure 2.2: The gaps model of service quality

2.8 Summary of literature review

The digital marketing industry in Thailand is growing continuously with high spending on online advertising but it still lacks people who have knowledge in the digital marketing area. Also, research on customer segmentation and enrollment in digital marketing programs and courses has not been conducted.

Digital and social media marketing are important in business education. Many digital marketing program modules are available including search engine optimization (SEO) and search engine marketing (SEM). However, no research has evaluated instructors, course curriculum, and customer satisfaction regarding digital marketing programs.

Reasons and motivations for people to study digital marketing programs include high demand for jobs, with high salaries and huge spending on online advertising channels. Criteria for choosing digital marketing programs include the fee, duration, and instructors. However, no research exists to measure the level of importance of each factor and determine the key influencing factors for choosing digital marketing programs.

The study of factors that influence Thai people for choosing digital marketing programs will address these issues using consumer buying processes and the gaps model of service quality to determine digital marketing improvements and recommendations.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research design

The research was conducted using two methodologies consisting of qualitative and quantitative methods by using both exploratory research and descriptive research (Figure 3.1). The information was gathered from secondary data and in-depth interviews in order to understand an overall picture of this study. Then, a questionnaire was designed and developed.

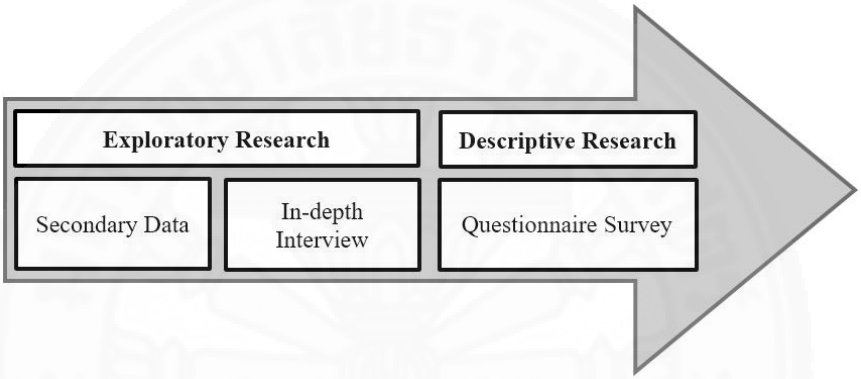

Figure 3.1: Research Framework

3.1.1 Exploratory research

Exploratory research was conducted to indicate clues or a framework for the descriptive research. Secondary data and in-depth interviews were conducted during this stage as the following details.

3.1.1.1 Secondary data

Secondary data was collected from academic journals, online sources and reference books. The purposes of secondary data were:

(1) To determine the reasons and motivations to study;

(2) To identify the purchasing criteria for studying digital marketing programs;

(3) To identify digital marketing courses in market;

(4) To identify digital marketing program details; and

(5) To identify the criteria for choosing instructors.

3.1.1.2 In- depth interviews

The purpose of in-depth interviews was to help improve the questionnaire design and achieve the following objectives: (For questions used in interviews, see Appendix A)

(1) To determine customer behavior from decision-making process for choosing digital marketing programs; and

(2) To identify marketing mix strategy for digital marketing programs.

3.1.2 Descriptive research

Descriptive research was used to gather data about the characteristics of consumer behavior, consumer decision-making process and consumer satisfaction towards digital marketing programs.

3.1.2.1 Survey questionnaire

Descriptive research was conducted by using a questionnaire to collect data and analyze the results. The data were collected online and the results were analyzed by using the Statistical Package for the Social Sciences (SPSS) program. The questionnaire survey can be found in Appendix B. Descriptive research achieved these objectives:

(1) To determine customer behavior from the decision-making process for choosing digital marketing programs;

(2) To identify the marketing mix for digital marketing programs; and

(2) To identify customer segmentation of digital marketing programs.

3.2 Sampling

This study used in-depth interviews for the exploratory research and survey questionnaires for the descriptive research. Target respondents are (1) experienced customers (people who studied digital marketing programs in the past year), and (2) potential customers (people who plan to study digital marketing programs within one year).

Details of the interviewees and questionnaire participants were shown below:

3.2.1 In-depth interviews

Pretest pilot:	2 people
Sample size:	10 people
Target:	(1) experienced customers
Age:	18 years old and above
Gender:	male and female

3.2.2 Survey questionnaires

Pretest pilot:	10 people
Sample size:	100 people
Target:	(1) experienced customers
	(2) potential customers
Age:	18 years old and above
Gender:	male and female

3.3 Data collection

Data were collected for the research using non-probability sampling (convenience sampling) with the following methods:

3.3.1 In-depth interviews

Recruitment:	Personal connection
Method:	Face to face interview and phone call
Location:	At Starbucks, Emquartier
When:	24-25 October and 27 December 2017
Duration:	20-25 minutes for each respondent

3.3.2 Survey Questionnaires

Recruitment:	Personal connection and advertising
Method:	Distribute questionnaire through online channels
Location:	Online channel via Facebook, Line and email
When:	8-14 January 2018 (7 days)
Duration:	10-15 minutes for each respondent

3.4 Data analysis

Secondary data and the in-depth interview results were analyzed and considered for ideas to design the quantitative research.

Completed survey questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) software. Analysis techniques included mean comparison, frequency, percentage, standard deviation, factor analysis, cluster analysis, chi-square analysis, analysis of variance (ANOVA) and regression. Data were interpreted based on the research objectives. All data were used to construct the key findings and recommendations.

CHAPTER 4
RESULTS AND DISCUSSION

4.1 Key results from in-depth interviews

In-depth interviews were conducted with ten interviewees over the phone and face-to-face. The ten interviewees live in Bangkok and have taken digital marketing programs within the past year. All of them have different occupations (entrepreneurs, business owners, digital marketers, marketers, officers and university students), five of them studied digital marketing programs via online channels and five of them studied via offline channels, and eight of them paid to study while two of them studied free of charge.

4.1.1 Digital marketing courses

All of the interviewees said that the digital marketing programs they chose to study (digital strategy and planning, Google AdWords, Facebook marketing, social media marketing and content marketing) must not only teach theory but also need to be practical.

4.1.2 Willingness to pay

From the result, the range that they are willing to pay for a digital marketing program is approximately 2,000 to 30,000 THB based on the duration of study.

4.1.3 Channel to study

The three interviewees who studied digital marketing programs via online learning platforms said that the main reason they studied online is because they want the flexible time to study.

Two of the interviewees who studied the digital marketing programs via online learning platforms said that they were satisfied with the course, but the interface of the social media platform that the instructor used for teaching should be updated.

The three interviewees who studied digital marketing programs via offline channels said that the main reason they studied offline is because they want to attend classes and ask the instructor questions during class sessions.

Two of the interviewees who studied digital marketing programs via offline channels said that they wanted an after studying service, e.g. a team to provide support when she has questions.

4.1.4 Reasons and motivations to study

Five of the interviewees said that their main reason and motivation to study a digital marketing program is to gain up-to-date information about the trends of digital marketing in order to apply them to their company.

Three of the interviewees said that their main reason and motivation to study a digital marketing program is to increase sales for their own business.

Two of the interviewees said that the main reason and motivation to study a digital marketing program is to earn a digital marketing certificate,

4.1.5 Criteria for choosing digital marketing programs

All of the interviewees said that the reputation, experience and good reviews of the instructor are the most important criteria for choosing digital marketing programs.

4.1.6 Criteria for choosing instructors

Three of the interviewees who studied digital marketing programs via online learning platforms said that they will only choose the instructors who have experience working abroad, especially in the U.S. because it is the leader in digital marketing tools and technology (They all studied in English).

Five of the interviewees preferred to study with the instructor who has work experience at digital marketing digital marketing agencies while two of the interviewees preferred the instructor who ever sold their product or service via online.

4.1.7 Customer satisfaction

All of the interviewees said that after studying a digital marketing program, they were satisfied with it in terms of the quality of the teaching and the price (paid and free) and will recommend it to other people to study.

4.2 Key results from the questionnaire survey

The online questionnaire was distributed to 239 respondents via SurveyMonkey.com. Of that number, 153 respondents met the criteria for this study (see Appendix C for the general profile of respondents).

4.2.1 General profile of respondents

Target respondents: 45.1% of respondents were experienced customers or people who studied digital marketing programs in the past year. 54.9% of respondents were potential customers or people who plan to study digital marketing programs within 1 year.

Gender: 56.2% of respondents are female.

Age: The majority of the respondents (58.8%) are in the age range of 26-33 years old.

Monthly income: 22.2% of the respondents have an income of 35,001 to 50,000 THB while 21.6% of the respondents have an income of 24,001 to 35,000 THB and 50,001 to 85,000 THB.

Education: 60.1% of the respondents graduated with a Bachelor degree.

Career: 28.8% % of the respondents are other full-time office workers, while about 20.3% are Digital marketing specialists and 19.6% are Entrepreneurs or Business owners.

Living area: 91.5% of the respondents are living in the Bangkok metropolitan region.

4.2.2 Digital marketers segmented by lifestyle

Factor and cluster analysis were conducted to find out the segments of the respondents based on their lifestyle. First, factor analysis was applied to reduce 12 variables down to 5 factors (Appendix D). The 5 factors are (1) Updated-Knowledge, (2) Connection, (3) Busy, (4) Self-Learning and (5) Career.

Secondly, cluster analysis was applied to identify lifestyle patterns and develop segments that differentiate one type of digital marketer from another.

Thirdly, after using the cluster analysis method, the results were classified into four groups; (1) Hard Workers, (2) Knowledge Seekers, (3) Connection Seekers and (4) New Learners (Appendix E-1).

A one-way ANOVA was conducted to compare means of different criteria among segments in terms of the marketing mix and customer buying process using a confidence level of 95% (alpha 0.05). The respondents were divided into four segments, which can be elaborated as follows: (see Appendix E-2 for demographics profile of four clusters).

Segment 1: Hard Workers (19.61% of respondents)

They are concerned about their career path and are always busy at work or school. They think learning can make them successful but gaining experience is more important. So, they do not like to learn new things or spend time on studying. They like to use social media to quickly access data or information but not to follow the latest trends.

Segment 2: Knowledge Seekers (37.91% of respondents)

They like to learn new things and follow the latest trends by reading books or articles on websites. When they are studying digital marketing programs, they prefer studying by themselves rather than taking a course outside and they prefer studying in English rather than Thai.

Segment 3: Connection Seekers (28.10% of respondents)

Similar to Knowledge Seekers, they like to learn new things and follow the latest trends by reading books or articles on websites, but when they are studying digital marketing programs, they want to take courses offline to gain connections. They always have time to meet new people and they are not concerned much about their career path.

Segment 4: New Learners (14.38% of respondents)

They are just starting to study digital marketing programs and some like to study by themselves rather than take courses offline. They prefer to study in English rather than Thai.

4.2.3 Marketing mix

A one-way ANOVA and cross tabulation (chi-square) were used to compare means or frequencies for the different criteria in terms of the marketing mix between segments.

4.2.3.1 Digital marketing courses that customers are interested in studying

From the results, the top three digital marketing courses that respondents preferred to study were; “Digital strategy and planning” (mean = 4.48, S.D. = 0.76), “Social media marketing” (mean = 4.40, S.D. = 0.87), and “Content marketing” (mean = 4.27, S.D. = 0.88) respectively. “Email marketing” had the least interest (mean = 3.10, S.D. = 1.27).

However, “E-commerce marketing” was highly interested by Hard Workers (mean = 4.27, S.D. = 0. 91) and Connection Seekers (mean = 4.37, S.D. =

0.66) as well. Means (five points scales) and standard deviations are distributed in Table 4.1.

According to Appendix F1- F2, a one-way ANOVA showed that the means of the interest in digital marketing courses were significantly different among segments in some aspects as follows.

"Search engine marketing" (F = 2.675, p = 0.049): The mean score of Knowledge Seekers (mean = 4.17, S.D. = 0.73) was significantly different than New Learners (mean = 3.55, S.D. = 1.10).

"Email marketing" (F= 2.778, p = 0.043): The mean score of Knowledge Seekers (mean = 3.41, S.D. = 1.21) was significantly different than New Learners (mean = 2.55, S.D. = 1.22).

"Mobile marketing" (F= 3.428, p = 0.019): The mean score of Knowledge Seekers (mean = 4.17, S.D. = 1.03) and Connection Seekers (mean = 4.09, S.D. = 1.04) were significantly different than New Learners (mean = 3.36, S.D. = 1.29).

"Content marketing" (F= 3.254, p = 0.023): The mean score of Knowledge Seekers (mean = 4.48, S.D. = 0.71) was significantly different than New Learners (mean = 3.82, S.D. 1.01).

"E-commerce marketing" (F= 4.879, p = 0.003): The mean score of Connection Seekers (mean = 4.36, S.D. = 0.66) was significantly different than New Learners (mean = 3.55, S.D. = 1.18).

"Website analytics" (F = 6.025, p = 0.001): The mean score of Knowledge Seekers (mean = 4.36, S.D. = 0.79) and Connection Seekers (mean = 4.30, S.D. = 0.67) were significantly different than New Learners (mean = 3.50, S.D. = 1.10).

"Digital strategy and planning" (F= 7.833, p =0.000): The mean score of Knowledge Seekers (mean = 4.67, S.D. = 0.51) was significantly different than New Learners (3.82, S.D. = 1.10).

Comparing with "Search engine optimization" (F= 1.895, p = 0.133), there were no significant differences among segments.

Although "Display banner marketing" (F= 7.833, p = 0.039) and "Social media marketing" (F= 3.055, p = 0.030) were significant in a one-way ANOVA, there were no significant differences among segments in Post Hoc tests.

The results above show that Knowledge Seekers were more interested in “Search engine marketing”, “Email marketing”, “Content marketing” and “Digital strategy and planning” courses compared to New Learners. Moreover, Knowledge Seekers and Connection Seekers had high interest to enroll in “Mobile marketing” and “Website analytics” courses compared to New Learners. Connection Seekers were also more interested in “E-commerce marketing” compared to New Learners.

Table 4.1: Summary of differences between segments for the interest in digital marketing courses

Digital marketing courses	Hard Workers (n=30)		Knowledge Seekers (n=58)		Connection Seekers (n=43)		New Learners (n=22)		Overall (n=153)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Search engine optimization (SEO)	4.20	.85	4.34	.74	4.05	1.00	3.91	.68	4.17	.84
Search engine marketing (SEM)	4.00	.91	4.17	.73	4.02	.94	3.55	1.10	4.01	.90
Display banner marketing	3.57	1.07	3.88	1.06	3.35	1.21	3.23	.92	3.58	1.11
Social media marketing	4.33	.92	4.66	.58	4.23	1.00	4.14	1.04	4.40	.87
Email marketing	2.97	1.19	3.41	1.21	3.07	1.35	2.55	1.22	3.10	1.27
Mobile marketing	3.83	.99	4.17	1.03	4.09	1.04	3.36	1.29	3.97	1.09
Content marketing	4.23	.90	4.48	.71	4.26	.93	3.82	1.01	4.27	.88
E-commerce marketing	4.27	.91	4.29	.88	4.37	.66	3.55	1.18	4.20	.91
Website analytics	4.07	.98	4.36	.79	4.30	.67	3.50	1.10	4.16	.89
Digital strategy and planning	4.57	.82	4.67	.51	4.49	.63	3.82	1.10	4.48	.76

4.2.3.2 Digital marketing program details

From the results, the top three digital marketing details that respondents preferred to study were “Curriculum from varied interests” (mean = 4.55, S.D = 0.66), “Free demo” (mean = 4.46, S.D = 0.76) and “Lifetime access” (mean = 4.30, S.D = 0.93) respectively. “Get certification after finishing course without taking any exams” had the lowest mean (mean= 2.87, S.D. = 1.22). Means (five points scales) and standard deviations are distributed in Table 4.2.

According to Appendix G1-G2, a one-way ANOVA showed that the means for the criteria in digital marketing course details were significantly different among segments in some aspects as follows.

“Curriculum from varied interests” ($F = 3.076$, $p = 0.030$): The mean score of Knowledge Seekers (mean = 4.66, S.D. = 0.51) was significantly different than New Learners (mean = 4.18, S.D. = 0.66).

“Short duration” ($F = 4.163$, $p = 0.007$): The mean score of Hard Workers (mean = 3.93, S.D. = 0.94) and Knowledge Seekers (mean = 4.02, S.D. = 1.02) were significantly different than New Learners (mean = 3.14, S.D. = 1.08).

“Free demo” ($F = 4.027$, $p = 0.009$): The mean score of Hard Workers (mean = 4.50, S.D. = 0.73) and Knowledge Seekers (mean = 4.57, S.D. = 0.73) were significantly different than New Learners (mean = 3.95, S.D. = 0.84).

“Lifetime access” ($F = 3.263$, $p = 0.023$): The mean score of Knowledge Seekers (mean = 4.47, S.D. = 0.88) was significantly different than New Learners (mean = 3.77, S.D. = 1.02).

Comparing with “Get certification after finishing course by taking the exams” ($F= 0.950$, $p = 0. 418$), “Get certification after finishing course without taking any exams” ($F= 0.944$, $p = 0. 421$) and “Provide practice” ($F = 1.792$, $p = 0.151$), there were no significant differences among segments.

The results above show that Knowledge Seekers were more concerned about “Curriculum from varied interests” and “Lifetime access” compared to New Learners. Also, Knowledge Seekers and Hard Workers selected courses if they have “Short duration” and provide “Free demo” compared to New Learners.

Table 4.2: Summary of differences between segments for the criteria of digital marketing program details

	Hard Workers (n=30)		Knowledge Seekers (n=58)		Connection Seekers (n=43)		New Learners (n=22)		Overall (n=153)	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Curriculum from varied interests	4.63	.67	4.66	.51	4.53	.63	4.18	.91	4.55	.66
Get certification by taking the exams	3.47	.94	3.47	1.19	3.14	1.32	3.14	1.21	3.33	1.19
Get certification without taking any exams	3.20	1.13	2.76	1.20	2.84	1.31	2.77	1.23	2.87	1.22
Short duration	3.93	.94	4.02	1.02	3.77	1.04	3.14	1.08	3.80	1.05
Provide practice	4.00	.83	4.19	.85	4.26	.82	3.77	1.11	4.11	.89
Free demo	4.50	.73	4.57	.73	4.53	.70	3.95	.84	4.46	.76
Lifetime access	4.40	.77	4.47	.88	4.28	.96	3.77	1.02	4.30	.93

4.2.3.3 Channel to study digital marketing programs

From the results, when selecting digital marketing courses by channel, the respondents preferred “Online advertising platform” e.g. Google Partner and Facebook Blueprint the most due to the highest mean (mean = 3.97, S.D = 0.82). “Massive Open Online Courses (MOOCs)” e.g. edX, Coursera and Udacity had the lowest mean (mean= 3.48, S.D. = 0.95).

However, “Offline channels at seminar or event” was the top one that “Hard Workers” selected to study (mean 4.13, S.D = 0.82) while “Personal online platform from the instructor” e.g. website and Facebook page was also the top channel that “Knowledge Seekers” chose (mean = 4.26, S.D = 0.78). Means (five points scales) and standard deviations are distributed in Table 4.3.

According to Appendix H1-H2, a one-way ANOVA showed that the means for the preferred channels for studying digital marketing courses were significantly different among segments in some aspects as follows.

“Online learning platform” (F= 2.924, p = 0.036): The mean score of Knowledge Seekers (mean = 3.98, S.D. = 1.05) was significantly different than New Learners (mean = 3.27, S.D. = 0.94).

“Online advertising platform” (F = 4.721, p = 0.004): The mean score of Knowledge Seekers (mean = 4.26, S.D. = 0.76) was significantly different than New Learners (mean = 3.59, S.D. = 0.91).

"Personal online platform from the instructor" (F = 6.487, p = 0.000): The mean score of Knowledge Seekers (mean = 4.26, S.D. = 0.78) was significantly different than Hard Workers (mean = 3.63, S.D. = 1.00), Connection Seekers (mean = 3.79, S.D. = 0.83), and New Learners (mean = 3.45, S.D. = 0.91).

"Offline channels at seminar or event" (F = 3.472, p = 0.018): The mean score of Hard Workers (mean = 3.83, S.D. = 1.05) was significantly different than New Learners (mean = 3.23, S.D. = 1.11).

Comparing with "Massive Open Online Courses (MOOCs)" (F = 0.963, p = 0. 412) and "Offline channels at institute or university" (F = 1.641, p = 0.182), there were no significant differences among segments.

The results above show that Knowledge Seekers were more likely to choose to study via "Personal online platform" compared to the other three segments. If comparing to New Learners, Knowledge Seekers were more likely to choose "Online learning platform" and "Online advertising platform". Hard Workers preferred to study via "Offline channel at seminar or event" compared to New Learners.

Table 4.3: Summary of differences between segments for the channel to study digital marketing programs

	Hard Workers (n=30)		**Knowledge Seekers (n=58)**		**Connection Seekers (n=43)**		**New Learners (n=22)**		**Overall (n=153)**	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Massive Open Online Courses (MOOCs) e.g. edX, Coursera and Udacity.	3.27	.87	3.60	.99	3.51	.98	3.36	.85	3.48	.95
Online learning platform e.g. Udemy and Skilllane.	3.80	.81	3.98	1.05	3.70	.99	3.27	.94	3.76	.99
Online advertising platform e.g. Google Partner and Facebook Blueprint	3.83	.76	4.26	.76	3.88	.79	3.59	.91	3.97	.82

Personal online platform from the instructor e.g. website, Facebook page	3.63	1.00	4.26	.78	3.79	.83	3.45	.91	3.89	.91
Offline channels at seminar or event.	4.13	.82	3.76	1.05	3.86	1.15	3.18	1.26	3.78	1.10
Offline channels at institute or university.	3.83	1.05	3.48	1.13	3.70	1.04	3.23	1.11	3.58	1.09

4.2.3.4 Promotion of digital marketing programs

From the results, when selecting digital marketing courses by promotion, the respondents preferred “Free trial” the most due to the highest mean (mean = 4.15, S.D = 1.04). “Study free but pay for certificate” was the least preferred (mean = 3.13, S.D. = 1.41). Means (five points scales) and standard deviations are distributed in Table 4.4

According to Appendix I1 - I2, a one-way ANOVA showed that the means for promotion in choosing digital marketing courses were significantly different among segments in some aspects as follows.

“Early bird discount” (F = 6.022, p = 0.001): The mean score of Knowledge Seekers (mean = 3.91, S.D. = 1.08) and Connection Seekers (mean = 3.74, S.D. = 0.90) were significantly different than New Learners (mean = 2.91, S.D. = 0.87).

“Buy more get discount more” (F = 3.712, p = 0. 013): The mean score of Knowledge Seekers (mean = 3.74, S.D. = 1.04) was significantly different than New Learners (mean = 2.86, S.D. = 0.89).

Comparing with “Friends get friends discount” (F = 2.039, p = 0.111), “Study free but pay for certificate” (F= 1.073, p = 0.362) and “Free trial” (F = 1.254, p = 0. 292), there were no significant differences among segments.

The results above show that Knowledge Seekers were influenced to choose digital marketing programs by “Early bird discount” and “Buy more get discount more” promotions compared to New Learners. While Connection Seekers were influenced by “Early bird discount” only compared to New Learners.

Table 4.4: Summary of differences between segments for the promotions of digital marketing programs

	Hard Workers (n=30)		Knowledge Seekers (n=58)		Connection Seekers (n=43)		New Learners (n=22)		Overall (n=153)	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Early bird discount	3.47	.97	3.91	1.08	3.74	.90	2.91	.87	3.63	1.03
Friends get friends discount	3.33	1.09	3.52	1.33	3.16	1.17	2.82	.91	3.28	1.20
Buy more get discount more	3.37	1.16	3.74	1.04	3.56	1.16	2.86	.89	3.49	1.11
Study free but pay for certificate	3.37	1.47	3.12	1.42	3.21	1.46	2.68	1.17	3.13	1.41
Free trial	4.27	1.08	4.24	.98	4.14	1.04	3.77	1.11	4.15	1.04

4.2.3.5 Instructor of digital marketing programs

From the results, when selecting digital marketing courses by instructor, the respondents chose “Working at digital marketing agency” instructor as most important due to the highest mean (mean = 4.41, S.D = 0.78). “Digital marketing working experience in the abroad” instructor had the lowest mean (mean = 3.84, S.D. = 0.97).

However, “Positive review” of instructor was considered the most for “New Learners” (mean= 3.86, S.D. = 0.89). Means (five points scales) and standard deviations are distributed in Table 4.5.

According to Appendix J1- J2, a one-way ANOVA showed that the means of instructor in choosing digital marketing courses were significantly different among segments in some aspects as follows.

“Digital marketing working experience in the abroad” (F = 5.355, p = 0.002): The mean score of Hard workers (mean = 3.83, S.D. = 0.87), Knowledge Seekers (mean = 4.05, S.D. = 0.96) and Connection Seekers (mean = 3.93, S.D. = 0.99) were significantly different than New Learners (mean = 3.14, S.D. = 0.77).

“Working at digital marketing agency” (F= 9.289, p = 0.000): The mean score of Hard workers (mean = 4.63, S.D. = 0.49), Knowledge Seekers (mean = 4.57, S.D. = 0.65) and Connection Seekers (mean = 4.40, S.D. = 0.85) were significantly different than New Learners (mean = 3.68, S.D. = 0.89).

"Own business and sale products via online channel" (F= 2.743, p = 0.045): The mean score of Connection Seekers (mean = 4.37, S.D. = 0.90) was significantly different than New Learners (mean = 3.68, S.D. = 1.04).

Comparing with "Positive review" (F= 1.005, p = 0. 393) and "Well-known" (F= 1.591, p = 0.194), there were no significant differences among segments.

The results above show that New Learners were less concerned about "Digital marketing working experience in the abroad" and "Working at digital marketing agency" instructors compared to the other three segments. Connection Seekers placed a higher importance on "Own business and sale products via online channel" instructor compared to New Learners.

Table 4.5: Summary of differences between segments for the instructor criteria of digital marketing programs

	Hard Workers (n=30)		Knowledge Seekers (n=58)		Connection Seekers (n=43)		New Learners (n=22)		Overall (n=153)	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Digital marketing work experience in the abroad	3.83	.87	4.05	.96	3.93	.99	3.14	.77	3.84	.97
Working at digital marketing agency.	4.63	.49	4.57	.65	4.40	.85	3.68	.89	4.41	.78
Own business and sale products via online channel.	4.17	.91	4.24	.94	4.37	.90	3.68	1.04	4.18	.96
Positive review	4.33	.80	4.05	1.18	4.09	.89	3.86	.89	4.09	1.00
Well-known	4.00	1.02	4.19	1.05	4.16	.92	3.68	.89	4.07	.99

4.2.3.6 Process of digital marketing programs

From the results, when choosing digital marketing courses by process, the respondents preferred "Customer support" (e.g. phone call, email and chat) the most due to the highest mean (mean = 4.15, S.D = 0.95). "Can study instantly, no need to wait for course to start" process had the lowest mean (mean = 4.04, S.D. = 0.91).

However, “Can study instantly, no need to wait for course to start” was considered the most for Knowledge Seekers (mean = 4.38, S.D. = 0.77). Means (five points scales) and standard deviations are distributed in Table 4.6.

According to Appendix K1 - K2, a one-way ANOVA showed that the means of process in choosing digital marketing courses were significantly different among segments in some aspects as follows.

“Easy for registration” (F = 5.373, p = 0.002): The mean score of Knowledge Seekers (mean = 4.36, S.D. = 0.81) and Connection Seekers (mean = 4.16, S.D. = 0.87) were significantly different than New Learners (mean = 3.55, S.D. = 0.86).

“Can study instantly, no need to wait for course to start” (F = 8.242, p = 0.000): The mean score of Hard workers (mean = 4.10, S.D. = 0.76), Knowledge Seekers (mean = 4.38, S.D. = 0.77) and Connection Seekers (mean = 3.88, S.D. = 0.96) were significantly different than New Learners (mean = 3.36, S.D. = 0.95).

“Customer support” (F= 2.663, p = 0.050): The mean score of Hard Workers (mean = 4.40, S.D. = 0.93) was significantly different than New Learners (mean = 3.68, S.D. = 0.89).

The results above show that Knowledge Seekers and Connection Seekers were concerned the process that “Easy for registration” compared to New Learners. New Learners were less concerned about “Can study instantly, no need to wait for course to start” process compared to the other three segments. Hard Workers were more concerned about “Customer support” compared to New Learners.

Table 4.6: Summary of differences between segments for the process of digital marketing programs

	Hard Workers (n=30)		**Knowledge Seekers (n=58)**		**Connection Seekers (n=43)**		**New Learners (n=22)**		**Overall (n=153)**	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Easy for registration	3.97	.85	4.36	.81	4.16	.87	3.55	.86	4.11	.88
Can study instantly, no need to wait for course to start.	4.10	.76	4.38	.77	3.88	.96	3.36	.95	4.04	.91
Customer support e.g. phone call, email and chat	4.40	.93	4.14	1.07	4.23	.75	3.68	.89	4.15	.95

4.2.3.7 Physical evidence of digital marketing programs

From the results, when selecting digital marketing courses by physical evidence, the respondents preferred "Reliable website or Facebook fanpage" due to the higher mean (mean = 4.29, S.D = 0.78) than "Place to study" (mean = 4.07, S.D. = 0.93). Means (five points scales) and standard deviations are distributed in Table 4.7.

According to Appendix L1 -L2, a one-way (ANOVA) showed that the means of physical evidence in choosing digital marketing courses were significantly different among segments in some aspects as follows.

"Reliable website or Facebook fanpage" (F= 5.765, p =0.001): The mean score of Hard workers (mean = 4.40, S.D. = 0.67) and Knowledge Seekers (mean = 4.43, S.D. = 0.73) were significantly different than New Learners (mean = 3.68, S.D. = 1.04).

"Place to study" (F= 4.438, p = 0.005): The mean score of Hard workers (mean = 4.40, S.D. = 0.67) and Knowledge Seekers (mean = 4.14, S.D. = 0.96) were significantly different than New Learners (mean = 3.50, S.D. = 0.91).

The results above show that Hard Workers and Knowledge Seekers placed more importance on "Reliable website or Facebook fanpage" and "Place to study" compared to New Learners.

Table 4.7: Summary of differences between segments for the physical evident of digital marketing programs

	Hard Workers (n=30)		**Knowledge Seekers (n=58)**		**Connection Seekers (n=43)**		**New Learners (n=22)**		**Overall (n=153)**	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Reliable website or Facebook fanpage	4.40	.67	4.43	.73	4.33	.64	3.68	1.04	4.29	.78
Place to study	4.40	.67	4.14	.96	4.02	.94	3.50	.91	4.07	.93

4.2.3.8 Price for digital marketing programs

From the results, when selecting digital marketing courses based on hours of studying, most respondents chose "Short course: 9-16 hours" (34.0%).

Comparing among segments “Short course: 9-16 hours” was also the first top course for Hard Workers (43.3%), Knowledge Seekers (27.6%) and Connection Seekers (39.5%), while New Learners preferred to study “Short course: 5-8 hours” (40.9%). Cross Tabulation is distributed in Table 4.8.

According to Appendix M1, Chi-square tests showed that the duration of studying digital marketing programs was not significantly different among segments (Chi-square = 18.37, p = 0.105).

Table 4.8: Summary of differences between segments for the duration of studying digital marketing programs

	Hard Workers (n=30)		Knowledge Seekers (n=58)		Connection Seekers (n=43)		New Learners (n=22)		Overall (n=153)	
	N	%	N	%	N	%	N	%	N	%
Short course: 1-4 hours	3	10.0%	8	13.8%	4	9.3%	3	13.6%	18	11.8%
Short course: 5-8 hours	7	23.3%	13	22.4%	5	11.6%	9	40.9%	34	22.2%
Short course: 9-16 hours	13	43.3%	16	27.6%	17	39.5%	6	27.3%	52	34.0%
Long course: more than 16 hours	3	10.0%	13	22.4%	15	34.9%	4	18.2%	35	22.9%
Degree course	4	13.3%	8	13.8%	2	4.7%	0	0.0%	14	9.2%

In order to evaluate the appropriate price of digital marketing courses, Price Sensitivity Measurement (PSM) technique was used to analyze the price range for each course based on the duration of study that respondents selected the most (Appendix M2).

Table 4.9: Summary of differences between segments for the Price Sensitivity Measurement (PSM)

Segments	Courses	Point of Marginal Cheapness (PMC)	Optimum Price Point (OPP)	Indifferent Price Point (IPP)	Point of Marginal Expensive (PME)
Hard Workers	Short course: 9-16 hours	2,750 THB	4,750 THB	5,000 THB	8,500 THB
Knowledge Seekers	Short course: 9-16 hours	2,400 THB	2,500 THB	5,500 THB	7,000 THB

Connection Seekers	Short course: 9-16 hours	2,400 THB	3,500 THB	4,500 THB	5,000 THB
New Learners	Short course: 5-8 hours	2,500 THB	2,700 THB	2,900 THB	3,000 THB

From the Table 4.9, the range of acceptable price (RAI), for each segment are as follows.

For Hard Workers, who preferred to study "Short course: 9-16 hours", the range of acceptable price is between 2,750 to 8,500 THB.

For Knowledge Seekers, who preferred to study "Short course: 9-16 hours", the range of acceptable price is between 2,400 to 7,000 THB.

For Connection Seekers, who preferred to study "Short course: 9-16 hours", the range of acceptable price is between 2,400 to 5,000 THB.

For New Learners, who preferred to study "Short course: 5-8 hours", the range of acceptable price is between 2,500 to 3,000 THB.

4.2.4 Customer buying decision process

A one-way ANOVA was used to compare means of the different criteria among segments in term of the customer buying decision process.

4.2.4.1 Problem recognition

From the results, the top three reasons and motivations to study digital marketing programs from respondents were "The numbers of online shoppers are growing" (mean = 4.65, S.D = 0.62), "Trend of spending on Digital Marketing is rapidly rising" (mean = 4.59, S.D = 0.63) and "Use Digital Marketing knowledge for my own business/company" (mean = 4.52, S.D = 0.77) respectively. "Get Digital Marketing certificate for resume" had the lowest mean score (mean= 3.29, S.D. = 1.33).

However, "High demand for digital marketing jobs" was also the main reason for Hard Workers (mean 4.60, S.D = 0.56) and New Learners (mean 3.77, S.D = 0.97) to study digital marketing programs. "Increase sale for own business or company" (mean 3.77, S.D = 0.81) was also a top reason for New Learners. Means (five points scales) and standard deviations are distributed in Table 4.10.

According to Appendix N1 – N2, a one-way ANOVA showed that the means of reasons and motivations for choosing digital marketing courses were significantly different among segments in some aspects as follows.

"Passion to work as Digital Marketing Specialist" (F = 13.980, p = 0.000): The mean score of Hard workers (mean = 4.13, S.D. = 0.82), Knowledge Seekers (mean = 4.66, S.D. = 0.64) and Connection Seekers (mean = 4.51, S.D. = 0.63) were significantly different from New Learners (mean = 3.55, S.D. = 0.96). In addition, the mean score of Knowledge Seekers was significantly different than Hard workers.

"Work in Digital Marketing has high salary" (F = 5.331, p =0.002): The mean score of Hard workers (mean = 3.97, S.D. = 1.03) and Knowledge Seekers (mean = 4.05, S.D. = 1.10) were significantly different from New Learners (mean = 3.23, S.D. = 0.75). In addition, the mean score of Knowledge Seekers was significantly different than Connection Seekers (mean = 3.42, S.D. = 1.10).

"High demand for digital marketing jobs" (F = 8.448, p = 0.000): The mean score of Hard workers (mean = 4.60, S.D. = 0.56) and Knowledge Seekers (mean = 4.66, S.D. = 0.64) were significantly different from New Learners (mean = 3.77, S.D. = 0.97).

"Trend of spending on Digital Marketing is rapidly rising" (F = 9.506, p = 0.000): The mean score of Hard workers (mean = 4.80, S.D. = 0.41) and Knowledge Seekers (mean = 4.71, S.D. = 0.50) were significantly different from New Learners (mean = 4.00, S.D. = 0.98).

"The numbers of online shoppers are growing" (F = 13.554, p =0.000): The mean score of Hard workers (mean = 4.73, S.D. = 0.45), Knowledge Seekers (mean = 4.88, S.D. = 0.33) and Connection Seekers (mean = 4.63, S.D. = 0.62) were significantly different from New Learners (mean = 4.00, S.D. = 0.93).

"Use Digital Marketing knowledge for own business or company" (F = 11.323, p = 0.000): The mean score of Hard workers (mean = 4.60, S.D. = 0.86), Knowledge Seekers (mean = 4.72, S.D. = 0.49) and Connection Seekers (mean = 4.60, S.D. = 0.76) were significantly different from New Learners (mean = 3.73, S.D. = 0.83).

"Increase sale for own business or company" (F= 5.991, p = 0.001): The mean score of Hard workers (mean = 4.40, S.D. = 0.97), Knowledge Seekers (mean = 4.60, S.D. = 0.70) and Connection Seekers (mean = 4.51, S.D. = 0.80) were significantly different from New Learners (mean = 3.77, S.D. = 0.81).

"Digital Marketing helps to reduce costs" (F= 8.816, p = 0.000): The mean score of Hard workers (mean = 4.10, S.D. = 0.96), Knowledge Seekers (mean =

4.50, S.D. = 0.71) and Connection Seekers (mean = 4.40, S.D. = 0.95) were significantly different from New Learners (mean = 3.41, S.D. = 1.05).

Comparing with "Company supports to study Digital Marketing" (F= 2.039, p = 0.111) and "Get Digital Marketing certificate for my resume" (F= 0. 682, p = 0.564), there were no significant differences among segments.

The results show that Hard workers, Knowledge Seekers and Connection Seekers were more motivated to study digital marketing programs by "Passion to work as Digital Marketing Specialist", "The numbers of online shoppers are growing", "Use Digital Marketing knowledge for own business/company", "Increase sale for own business or company" and "Digital Marketing helps to reduce costs" compared to New Learners. Knowledge Seekers were more concerned about "Passion to work as Digital Marketing Specialist" compared to Hard workers.

Furthermore, Hard workers and Knowledge Seekers were more motivated to study digital marketing programs by "Work in Digital Marketing has high salary", "High demand for digital marketing jobs" and "Trend of spending on Digital Marketing is rapidly rising" compared to New Learners. Knowledge Seekers were more concerned about "Work in Digital Marketing has high salary" compared to Connection Seekers.

Table 4.10: Summary of differences between segments for the reasons to study digital marketing programs

	Hard Workers (n=30)		**Knowledge Seekers (n=58)**		**Connection Seekers (n=43)**		**New Learners (n=22)**		**Overall (n=153)**	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Passion to work as Digital Marketing Specialist	4.13	.82	4.66	.64	4.51	.63	3.55	.96	4.35	.81
Work in Digital Marketing has high salary	3.97	1.03	4.05	1.10	3.42	1.10	3.23	.75	3.74	1.09
High demand for digital marketing jobs	4.60	.56	4.66	.64	4.21	.94	3.77	.97	4.39	.83

Company supports to study Digital Marketing	3.47	1.11	3.95	1.23	3.47	1.26	3.45	.91	3.65	1.19
Get Digital Marketing certificate for resume	3.57	1.07	3.31	1.51	3.19	1.40	3.09	.97	3.29	1.33
Trend of spending on Digital Marketing is rapidly rising	4.80	.41	4.71	.50	4.60	.54	4.00	.98	4.99	.63
The numbers of online shoppers are growing	4.73	.45	4.88	.33	4.63	.62	4.00	.93	4.65	.62
Use Digital Marketing knowledge for own business or company	4.60	.86	4.72	.49	4.60	.76	3.73	.83	4.52	.77
Increase sale for own business or company	4.40	.97	4.60	.70	4.51	.80	3.77	.81	4.42	.84
Digital Marketing helps to reduce costs	4.10	.96	4.50	.71	4.40	.95	3.41	1.05	4.24	.95

4.2.4.2 Information sources

From the results, the top three sources that influence respondents to study digital marketing programs were “Past experience” (mean = 4.38, S.D = 0.81), “Digital Marketing influencer or guru” (mean = 4.31, S.D = 0.88) and “Friends” (mean = 3.76, S.D = 1.10) respectively. “Newspaper, magazine, television or radio” had the lowest mean (mean= 2.93, S.D. = 1.09).

However, “Review from website or Facebook” was also the main source for Knowledge Seekers (mean 4.00, S.D = 0.97) and Connection Seekers (mean 3.84, S.D = 0.81). Means (five points scales) and standard deviations are distributed in Table 4.11.

According to Appendix O1 – O2, a one-way ANOVA showed that the means of sources in choosing digital marketing courses were significantly different among segments in some aspects as follows.

"Digital Marketing influencer or guru" (F= 7.081, p =0.000): The mean score of Hard workers (mean = 4.43, S.D. = 0.73), Knowledge Seekers (mean = 4.53, S.D. = 0.71) and Connection Seekers (mean = 4.28, S.D. = 1.01) were significantly different from New Learners (mean = 3.59, S.D. = 0.91). "Google search" (F= 3.880, p =0.010): The mean score of Knowledge Seekers (mean = 3.88, S.D. = 0.99) was significantly different from New Learners (mean = 3.09, S.D. = 0.81).

"Review from website or Facebook" (F= 3.282, p = 0.023): The mean score of Knowledge Seekers (mean = 4.00, S.D. = 0.97) was significantly different from New Learners (mean = 3.27, S.D. = 1.16).

"Newspaper, magazine, television or radio" (F= 3.278, p = 0.023): The mean score of Knowledge Seekers (mean = 3.26, S.D. = 1.19) was significantly different from New Learners (mean = 2.55, S.D. = 0.91).

"Past experience" (F= 8.936, p = 0.000): The mean score of Hard workers (mean = 4.23, S.D. = 0.77), Knowledge Seekers (mean = 4.55, S.D. = 0.75) and Connection Seekers (mean = 4.60, S.D. = 0.62) were significantly different from New Learners (mean = 3.68, S.D. = 0.95).

Comparing with "Friends" (F= 2.575, p = 0.056), "Family" (F= 2.050, p = 0.109) and "Boss" (F= 1.494, p = 0.218) sources, there were no significant differences among segments.

The results above show that Hard workers, Knowledge Seekers and Connection Seekers were more influenced to study digital marketing programs by sources such as "Digital Marketing influencer or guru" and "Past experience" compared to New Learners.

Furthermore, Knowledge Seekers were more influenced to study digital marketing programs by "Google search", "Review from website or Facebook" and "Newspaper, magazine, television or radio" sources compared to New Learners.

Table 4.11: Summary of differences between segments for information sources to study digital marketing programs

	Hard Workers (n=30)		Knowledge Seekers (n=58)		Connection Seekers (n=43)		New Learners (n=22)		Overall (n=153)	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Friends	4.00	1.02	3.91	1.10	3.63	1.20	3.27	.88	3.76	1.10
Family	3.10	.96	3.24	1.26	2.72	1.24	2.77	.87	3.00	1.16
Boss	3.63	1.16	3.62	1.30	3.16	1.15	3.41	.91	3.46	1.19
Digital Marketing influencer or guru	4.43	.73	4.53	.71	4.28	1.01	3.59	.91	4.31	.88
Google search	3.73	.83	3.88	.99	3.58	1.01	3.09	.81	3.65	.97
Review from website or Facebook	3.83	.79	4.00	.97	3.84	.81	3.27	1.16	3.82	.95
Newspaper, magazine, television or radio	2.83	1.09	3.26	1.19	2.74	.95	2.55	.91	2.93	1.09
Past experience	4.23	.77	4.55	.75	4.60	.62	3.68	.95	4.38	.81

4.2.4.3 Purchasing criteria

From the results, the top three purchasing criteria in choosing study digital marketing programs from respondents were “Updated Curriculum” (mean = 4.71, S.D = 0.57), “Interesting Curriculum” (mean 4.69, S.D = 0.64) and “Quality of program” (mean 4.67, S.D = 0.61) respectively. “Job assistance” had the lowest mean (mean= 3.12, S.D. = 1.40).

However, “Value for money” was the main criteria for Knowledge Seekers (mean= 4.76, S.D. = 0.51) and “Instructor” was the main criteria for New Learners (mean= 4.27, S.D. = 0.94) as well. Means (five points scales) and standard deviations are distributed in Table 4.12.

According to Appendix P1 – P2, a one-way ANOVA showed that the means of purchasing criteria in choosing digital marketing courses were significantly different among segments in some aspects as follows.

“Quality of program” (F= 9.413, p =0.000): The mean score of Hard workers (mean = 4.83, S.D. = 0.38), Knowledge Seekers (mean = 4.76, S.D. = 0.51) and Connection Seekers (mean = 4.74, S.D. = 0.44) were significantly different from New Learners (mean = 4.09, S.D. = 0.97).

“Interesting Curriculum” (F= 8.957, p = 0.000): The mean score of Hard workers (mean = 4.90, S.D. = 0.31), Knowledge Seekers (mean = 4.76, S.D. =

0.66) and Connection Seekers (mean = 4.74, S.D. = 0.44) were significantly different from New Learners (mean = 4.09, S.D. = 0.92).

"Updated Curriculum" (F= 7.387, p =0.000): The mean score of Hard workers (mean = 4.83, S.D. = 0.46) and Knowledge Seekers (mean = 4.83, S.D. = 0.42) were significantly different from New Learners (mean = 4.23, S.D. = 0.87).

"Duration of studying" (F= 3.088, p =0.029): The mean score of Knowledge Seekers (mean = 4.38, S.D. = 0.79) was significantly different from New Learners (mean = 3.82, S.D. = 0.85).

"Value for money" (F= 7.087, p =0.000): The mean score of Knowledge Seekers (mean = 4.76, S.D. = 0.51) was significantly different from New Learners (mean = 4.05, S.D. = 1.05).

"Study online" (F= 4.061, p =0.008): The mean score of Knowledge Seekers (mean = 4.22, S.D. = 1.09) was significantly different from Hard Workers (mean = 3.50, S.D. = 1.07).

Comparing with "Certification" (F= 1.313, p = 0.272), "Study offline" (F = 1.634, p-value = 0.184), "Sales promotion" (F= 1.634, p = 0.184), "Deliver process" (F = 1.090, p-value = 0.356), "Physical evident" (F= 0.739, p = 0.531), "Instructor" (F= 2.679, p = 0.050), "Job assistance" (F = 1.589, p = 0.194) and "Small number of classmate" (F = 0.013 p = 0.998) purchasing criteria, there were no significant differences among segments.

The results above show that Hard workers, Knowledge Seekers and Connection Seekers were more concerned with "Quality of program" and "Interesting Curriculum" compared to New Learners. Hard workers and Knowledge Seekers looked for "Updated Curriculum" more than New Learners. In addition, Knowledge Seekers were more concerned about "Duration of studying" and "Value for money" compared to New Learners and "Study online" compared to Hard Workers.

Table 4.12: Summary of differences between segments for purchasing criteria to study digital marketing programs

	Hard Workers (n=30)		**Knowledge Seekers (n=58)**		**Connection Seekers (n=43)**		**New Learners (n=22)**		**Overall (n=153)**	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Quality of program	4.83	.38	4.76	.51	4.74	.44	4.09	.97	4.67	.61

Interesting Curriculum	4.9 0	.31	4.76	.66	4.74	.44	4.09	.92	4.69	.64
Updated Curriculum	4.83	.46	4.83	.42	4.72	.50	4.23	.87	4.71	.57
Duration of study	4.20	.71	4.38	.79	4.12	.70	3.82	.85	4.19	.78
Certification	3.50	1.14	3.26	1.32	3.12	1.37	2.82	1.14	3.20	1.28
Value for money	4.57	.50	4.76	.51	4.60	.54	4.05	1.05	4.58	.66
Study online	3.50	1.07	4.22	1.09	3.77	1.11	3.55	.96	3.86	1.11
Study offline	3.90	.99	4.02	1.07	3.81	1.07	3.45	.86	3.86	1.04
Sales promotion	4.00	.95	4.00	1.01	3.70	.99	3.55	1.14	3.85	1.02
Deliver process	4.10	.71	4.07	.83	3.86	.99	3.77	.87	3.97	.87
Instructor	4.73	.45	4.59	.65	4.70	.56	4.27	.94	4.60	.65
Physical evident	4.13	.68	4.10	.93	3.98	.91	3.82	.96	4.03	.88
Job assistance	3.27	1.31	3.33	1.53	2.74	1.38	3.09	1.11	3.12	1.40
Small number of classmate	3.33	1.15	3.31	1.39	3.28	1.10	3.32	1.04	3.31	1.21

4.2.4.4 Post purchase

In post purchase behavior part in this report focused on experienced customers only in order to evaluate customer satisfaction in term of the service gap which included repurchasing and recommending digital marketing courses.

From the results in Table 4.13, 45.1% of total respondents studied digital marketing course in the past year (experienced customers) while 54.9% are willing to study it within 1 year (potential customers).

According to Table 4.2.4.4, mostly Knowledge Seekers (53.4%) and Connection Seekers (53.5%) studied digital marketing course before compared to Hard Workers (30.0%) and New Learners (27.3%).

Table 4.13: Summary of differences between segments for studying digital marketing programs before

	Hard Workers (n=30)		**Knowledge Seekers (n=58)**		**Connection Seekers (n=43)**		**New Learners (n=22)**		**Overall (n=153)**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Studied	9	30.0%	31	53.4%	23	53.5%	6	27.3%	69	45.1%
Intend to study	21	70.0%	27	46.6%	20	46.5%	16	72.7%	84	54.9%

4.2.4.4.1 Past courses

From the results in Table 4.14, the top three digital marketing courses that overall experienced respondents studied most were "Social media marketing", "Search engine marketing (SEM)" and "Search engine optimization (SEO)" 72.5%, 49.3% and 34.8 % respectively. "Email marketing and Mobile marketing" were studied the least (4.3%).

The results from experienced respondents showed that the top two courses that the four segments had enrolled in were the same which were (1) "Social media marketing" by Hard Workers (88.9%), Knowledge Seekers (64.5%), Connection Seekers (78.3%) and New Learners (66.7%) and "Search engine marketing (SEM)" by Hard Workers (66.7%), Knowledge Seekers (45.2%), Connection Seekers (43.5%) and New Learners (66.7%).

However, the top 3rd courses varied between the segments. 33.3% of Hard Workers studied "Display banner marketing" and "Website analytics", 35.5% of Knowledge Seekers studied "Search engine optimization (SEO)" and "Content marketing", 43.5% of Connection Seekers studied "Content marketing" and 50.0% of New Learners studied "Search engine optimization (SEO)" and "Digital strategy and planning".

Table 4.14: Summary of differences between segments for digital marketing programs that studied before

		Hard Workers (n=9)		Knowledge Seekers (n=31)		Connection Seekers (n=23)		New Learners (n=6)		Overall (Experience) (n=69)	
		N	%	N	%	N	%	N	%	N	%
Search engine optimization (SEO)	Never	7	77.8%	20	64.5%	15	65.2%	3	50.0%	45	65.2%
	Studied	2	22.2%	11	35.5%	8	34.8%	3	50.0%	24	34.8%
Search engine marketing (SEM)	Never	3	33.3%	17	54.8%	13	56.5%	2	33.3%	35	50.7%
	Studied	6	66.7%	14	45.2%	10	43.5%	4	66.7%	34	49.3%
Display banner marketing	Never	6	66.7%	24	77.4%	21	91.3%	4	66.7%	55	79.7%
	Studied	3	33.3%	7	22.6%	2	8.7%	2	33.3%	14	20.3%
Social media marketing	Never	1	11.1%	11	35.5%	5	21.7%	2	33.3%	19	27.5%
	Studied	8	88.9%	20	64.5%	18	78.3%	4	66.7%	50	72.5%

Email marketing	Never	9	100.0%	30	96.8%	22	95.7%	5	83.3%	66	95.7%
	Studied	0	0.0%	1	3.2%	1	4.3%	1	16.7%	3	4.3%
Mobile marketing	Never	8	88.9%	29	93.5%	23	100.0%	6	100.0%	66	95.7%
	Studied	1	11.1%	2	6.5%	0	0.0%	0	0.0%	3	4.3%
Content marketing	Never	8	88.9%	20	64.5%	13	56.5%	5	83.3%	46	66.7%
	Studied	1	11.1%	11	35.5%	10	43.5%	1	16.7%	23	33.3%
E-commerce marketing	Never	9	100.0%	23	74.2%	20	87.0%	4	66.7%	56	81.2%
	Studied	0	0.0%	8	25.8%	3	13.0%	2	33.3%	13	18.8%
Website analytics	Never	6	66.7%	19	61.3%	17	73.9%	5	83.3%	47	68.1%
	Studied	3	33.3%	12	38.7%	6	26.1%	1	16.7%	22	31.9%
Digital strategy and planning	Never	9	100.0%	22	71.0%	14	60.9%	3	50.0%	48	69.6%
	Studied	0	0.0%	9	29.0%	9	39.1%	3	50.0%	21	30.4%

4.2.4.4.2 Past institute

From the results in Table 4.15, the top institute or instructor for experienced respondents was “Personal Coaching” (42.0%). “Massive Open Online Courses (MOOCs)” was studied at least (4.3%).

Comparing among segments, “Personal Coaching” was also was the top delivery method previously used by Knowledge Seekers (41.9%), Connection Seekers (47.8%) and New Learners (50.0%), while Hard Workers studied with Cooperate/Agency Seminar the most (33.3%).

Table 4.15: Summary of differences between segments for digital marketing institute that studied before

	Hard Workers (n=9)		**Knowledge Seekers (n=31)**		**Connection Seekers (n=23)**		**New Learners (n=6)**		**Overall (Experience) (n=69)**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
MOOCs	0	0.0%	1	3.2%	2	8.7%	0	0.0%	3	4.3%
Professional e-Learning Platform	1	11.1%	6	19.4%	2	8.7%	0	0.0%	9	13.0%
Advertising Platform	1	11.1%	5	16.1%	1	4.3%	2	33.3%	9	13.0%
Personal Coaching	2	22.2%	13	41.9%	11	47.8%	3	50.0%	29	42.0%
Cooperate/Agency Seminar	3	33.3%	5	16.1%	6	26.1%	1	16.7%	15	21.7%
Institute	2	22.2%	1	3.2%	1	4.3%	0	0.0%	4	5.8%

4.2.4.4.3 Customer satisfaction

From the results, “Advantage of program” had the highest mean satisfaction score (mean = 4.12, S.D = 0.88), while “Equipment or materials” had the lowest satisfaction mean (mean = 3.65, S.D. = 0.92).

However, “The instructor” also had a high mean score of satisfaction for Hard Workers (mean = 4.22, S.D = 0.44) and New Learners (mean = 3.50, S.D = 0.55), while “Value for money” had a high mean score of satisfaction for Knowledge Seekers (mean = 4.13, S.D = 0.92).

Connection Seekers had the highest overall satisfaction with the digital marketing program that they studied (mean = 4.13, S.D = 0.69), followed by Knowledge Seekers (mean = 3.97, S.D = 0.91), Hard Workers (mean = 3.89, S.D = 0.78) and New Learners (mean 3.67, S.D = 1.21) respectively. Means (five points scales) and standard deviations are distributed in Table 4.16.

A one-way ANOVA showed that there were no significant differences between four clusters (Appendix Q1) in terms of "The instructor" (F = 1.332, p = 0. 272), "Quality of program" (F = 1.280, p = 0.289, "Value for money" (F = 2.521, p = 0.066), "Advantage of program” (F = 1.191, p = 0. 320), "Equipment or materials" (F = 1.848, p = 0.147), "Staff or customer support" (F = 0.807, p = 0.495) and "The overall of program" (F = 0. 538, p = 0.658).

Table 4.16: Summary of differences between segments for customer satisfaction

	Hard Workers (n=9)		**Knowledge Seekers (n=31)**		**Connection Seekers (n=23)**		**New Learners (n=6)**		**Overall (Experience) (n=69)**	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
The instructor	4.22	.44	4.03	.98	4.22	.74	3.50	.55	4.07	.83
Quality of program	4.11	.78	3.84	1.00	4.04	.71	3.33	.82	3.90	.88
Value for money	3.89	.93	4.13	.92	3.96	.98	3.00	.63	3.94	.95
Advantage of program	4.11	.60	4.13	.96	4.26	.81	3.50	1.05	4.12	.88
Equipment or materials	3.67	.71	3.77	.99	3.70	.82	2.83	.98	3.65	.92
Staff or customer support	3.89	.93	3.61	.84	3.87	.87	3.33	1.37	3.71	.91
Overall programs	3.89	.78	3.97	.91	4.13	.69	3.67	1.21	3.99	.85

4.2.4.4.4 Repurchasing courses

Hard Worker had the highest mean to repurchase digital marketing courses from the previous instructor or institute (mean = 4.33, S.D. = 0.50). Means (five points scales) and standard deviations are distributed in Table 4.17.

However, a one-way ANOVA showed that there were no significant differences between the four segments for “Repurchase courses” (F = 1.920, p = 0.135) (Appendix R-1).

Table 4.17: Summary of differences between segments for repurchasing courses

	Hard Workers (n=9)		Knowledge Seekers (n=31)		Connection Seekers (n=23)		New Learners (n=6)		Overall (Experience) (n=69)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Repurchasing	4.33	.50	4.23	1.06	4.09	1.04	3.17	1.47	4.10	1.06

Simple linear regressions were used to investigate which independent variables predicted the repurchasing of digital marketing courses for all experienced respondents and for each segment.

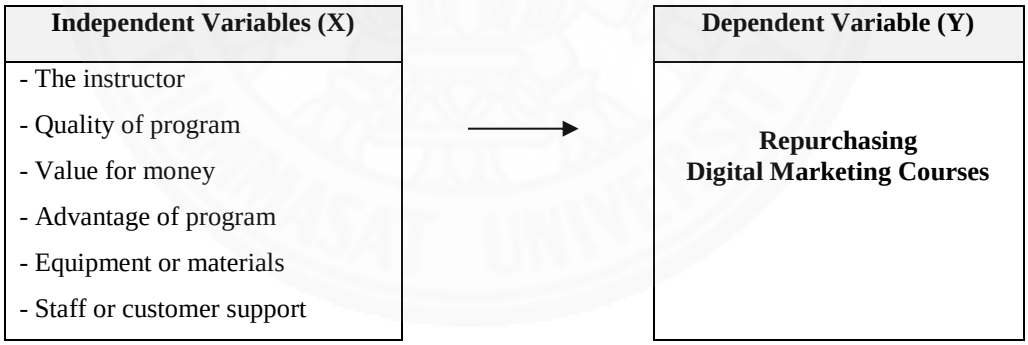

Figure 4.1: Diagram of independent variables and dependent variable for repurchasing digital marketing courses

According to Figure 4.1, independent variables (X) including "The instructor", "Quality of program", "Value for money", "Advantage of program, "Equipment or materials", and "Staff or customer support" were used to predict the level of confidence in repurchasing other courses from the instructor or institute (dependent variable (Y)). The results were shown as follow.

(1) Overall respondents

"The instructor" (F (1, 67) = 19.807, p = 0.000): There was a relationship between the instructor (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.611 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix R-2):

$$Y = 1.613 + 0.611X_{\text{the instructor}} \quad ; (R^2 = 0.478)$$

"Quality of program" (F (1, 67) = 17.450, p = 0.000): There was a relationship between quality of program (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.549 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix R-3):

$$Y = 1.961 + 0.549X_{\text{quality of program}} \quad ; (R^2 = 0.455)$$

"Value for money" (F (1, 67) = 22.477, p = 0.000): There was a relationship between value for money (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.557 points if value for money increases by 1 point. The equation of simple linear regression was shown below (Appendix R-4):

$$Y = 1.906 + 0.557X_{\text{value for money}} \quad ; (R^2 = 0.501)$$

"Advantage of program" (F (1, 67) = 7.499, p = 0.008): There was a relationship between advantage of program (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.380 points if advantage of program increases by 1 point. The equation of simple linear regression was shown below (Appendix R-5):

$$Y = 2.536 + 0.380X_{\text{advantage of program}} \quad ; (R^2 = 0.317)$$

"Equipment or materials" (F (1, 67) = 10.524, p = 0.002): There was a relationship between equipment or materials (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.424 points if equipment or materials increases by 1 point. The equation of simple linear regression was shown below (Appendix R-6):

$$Y = 2.554 + 0.424X_{\text{equipment or materials}} \quad ; (R^2 = 0.368)$$

“Staff or customer support” (F (1, 67) = 11.464, p = 0.001): There was a relationship between staff or customer support (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.445 points if staff or customer support increases by 1 point. The equation of simple linear regression was shown below (Appendix R-7):

$$Y = 2.449 + 0.445X_{\text{staff or customer support}} \quad ; (R^2 = 0.382)$$

(2) Hard Workers

The result showed that the dependent variable was not related to independent variables. In conclusion, the changes of "The instructor", "Quality of program", "Value for money", "Advantage of program, "Equipment or materials" and "Staff or customer support" would not predict the repurchase of digital marketing programs for Hard Workers.

(3) Knowledge Seekers

“Value for money” (F (1, 29) = 8.826, p = 0.006): There was a relationship between value for money (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.553 points if value for money increases by 1 point. The equation of simple linear regression was shown below (Appendix R-8):

$$Y = 1.942 + 0.553X_{\text{value for money}} \quad ; (R^2 = 0.483)$$

(3) Connection Seekers

“The instructor” (F (1, 21) = 9.989, p = 0.005): There was a relationship between the instructor (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.803 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix R-9):

$$Y = 0.701 + 0.803X_{\text{the instructor}} \quad ; (R^2 = 0.568)$$

“Quality of program” (F (1, 21) = 4.706, p = 0.042): There was a relationship between quality of program (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.631 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix R-10):

$$Y = 1.536 + 0.631X_{\text{quality of program}} \quad ; (R^2 = 0.428)$$

"Value for money" (F (1, 21) = 6.858, p = 0.016): There was a relationship between value for money (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.529 points if value for money increases by 1 point. The equation of simple linear regression was shown below (Appendix R-11):

$$Y = 1.994 + 0.529X_{\text{value for money}} \quad ; (R^2 = 0.496)$$

"Advantage of program" (F (1, 21) = 5.549, p = 0.028): There was a relationship between advantage of program (X) and the level of confidence in repurchasing digital marketing programs (Y). The confidence level of repurchasing digital marketing programs will increase by 0.587 points if advantage of program increases by 1 point. The equation of simple linear regression was shown below (Appendix R-12):

$$Y = 1.584 + 0.587X_{\text{advantage of program}} \quad ; (R^2 = 0.457)$$

(5) New Learners

The result showed that the dependent variable is not predicted by to the independent variables. In conclusion, the changes of "The instructor", "Quality of program", "Value for money", "Advantage of program, "Equipment or materials", "Staff or customer support" would not predict to the of repurchase digital marketing programs for New Learners.

4.2.4.4.5 Recommending courses

Hard Workers had the highest mean to recommend digital marketing courses to others (mean = 4.44, S.D. = 0.53). Means (five points scales) and standard deviations are distributed in Table 4.18.

However, a one-way ANOVA showed that there were no significant differences between the four clusters for "Recommend courses" (F = 1.740, p = 0.168) (Appendix S1).

Table 4.18: Summary of differences between segments for recommending courses

	Hard Workers (n=9)		Knowledge Seekers (n=31)		Connection Seekers (n=23)		New Learners (n=6)		Overall (Experience) (n=69)	
	Mean	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**	**Mean**	**S.D.**
Recommending	4.44	.53	4.13	1.20	4.22	1.13	3.17	1.33	4.12	1.14

Simple linear regressions were used to investigate which independent variables predicted the recommending of digital marketing courses for all experienced respondents and for each segment.

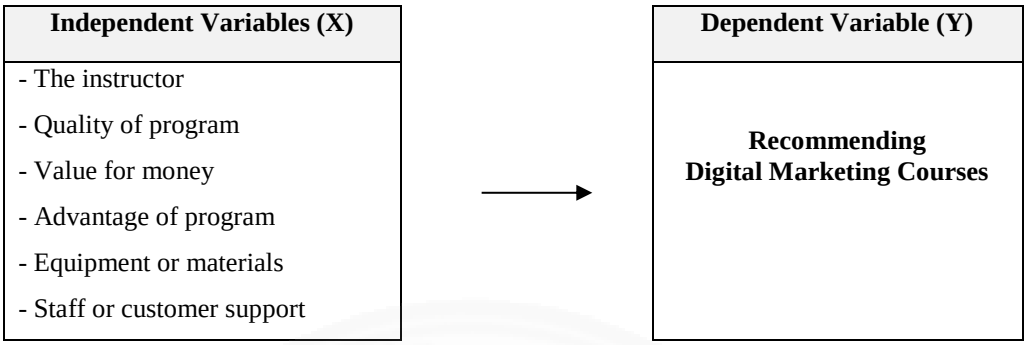

Figure 4.2: Diagram of independent variables and dependent variable for recommending digital marketing courses

According to Figure 4.2, independent variables (X) including "The instructor", "Quality of program", "Value for money", "Advantage of program, "Equipment or materials", and "Staff or customer support" were used to predict the level of confidence in recommending courses to other people (dependent variable (Y)). The results were shown as follow.

(1) Overall respondents

"The instructor" ($F(1, 67) = 43.433$, $p = 0.000$): There was a relationship between the instructor (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.867 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix S-2):

$$Y = 0.586 + 0.867X_{\text{the instructor}} \quad ; (R^2 = 0.627)$$

"Quality of program" ($F(1, 67) = 32.027$, $p = 0.000$): There was a relationship between quality of program (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.742 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix S-3):

$$Y = 1.222 + 0.742X_{\text{quality of program}} \quad ; (R^2 = 0.569)$$

"Value for money" ($F(1, 67) = 35.034$, $p = 0.000$): There was a relationship between value for money (X) and the level of confidence in

recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.704 points if value for money increases by 1 point. The equation of simple linear regression was shown below (Appendix S-4):

$$Y = 1.342 + 0.704X_{\text{value for money}} \quad ; (R^2 = 0.586)$$

"Advantage of program" (F (1, 67) = 15.849, p = 0.000): There was a relationship between advantage of program (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.567 points if advantage of program increases by 1 point. The equation of simple linear regression was shown below (Appendix S-5):

$$Y = 1.784 + 0.567X_{\text{advantage of program}} \quad ; (R^2 = 0.437)$$

"Equipment or materials" (F (1, 67) = 25.796, p = 0.000): There was a relationship between equipment or materials (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.655 points if equipment or materials increases by 1 point. The equation of simple linear regression was shown below (Appendix S-6):

$$Y = 1.722 + 0.655X_{\text{equipment or materials}} \quad ; (R^2 = 0.527)$$

"Staff or customer support" (F (1, 67) = 17.655, p = 0.000): There was a relationship between staff or customer support (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.575 points if staff or customer support increases by 1 point. The equation of simple linear regression was shown below (Appendix S-7):

$$Y = 1.982 + 0.575X_{\text{staff or customer support}} \quad ; (R^2 = 0.457)$$

(2) Hard Workers

The result showed that the dependent variable was not related to independent variables. In conclusion, the changes of "The instructor", "Quality of program", "Value for money", "Advantage of program, "Equipment or materials" and "Staff or customer support" would not predict to the recommendation of digital marketing programs to others from Hard Workers.

(3) Knowledge Seekers

"The instructor" (F (1, 29) = 15.330, p = 0.001): There was a relationship between the instructor (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.618 points if between the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix S-8):

$$Y = 1.224 + 0.720X_{\text{the instructor}} \quad ; (R^2 = 0.588)$$

"Quality of program" (F (1, 29) = 10.444, p = 0.003): There was a relationship between quality of program (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.618 points if quality of program increases by 1 point. The equation of simple linear regression was shown below (Appendix S-9):

$$Y = 1.759 + 0.618X_{\text{quality of program}} \quad ; (R^2 = 0.515)$$

"Value for money" (F (1, 29) = 9.421, p = 0.005): There was a relationship between value for money (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.647 points if value for money increases by 1 point. The equation of simple linear regression was shown below (Appendix S-10):

$$Y = 1.458 + 0.647X_{\text{value for money}} \quad ; (R^2 = 0.495)$$

"Equipment or materials" (F (1, 29) = 7.146, p = 0.012): There was a relationship between equipment or materials (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.541 points if equipment or materials increases by 1 point. The equation of simple linear regression was shown below (Appendix S-11):

$$Y = 2.089 + 0.541X_{\text{equipment or materials}} \quad ; (R^2 = 0.445)$$

(4) Connection Seekers

"The instructor" (F (1, 21) = 21.122, p = 0.000): There was a relationship between the instructor (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital

marketing programs will increase by 1.084 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix S-12):

$$Y = -0.354 + 1.084X_{\text{the instructor}} \quad ; (R^2 = 0.708)$$

"Quality of program" (F (1, 21) = 12.880, p = 0.002): There was a relationship between quality of program (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.984 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix S-13):

$$Y = 0.238 + 0.984X_{\text{quality of program}} \quad ; (R^2 = 0.617)$$

"Value for money" (F (1, 21) = 21.576, p = 0.000): There was a relationship between value for money (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.822 points if value for money increases by 1 point. The equation of simple linear regression was shown below (Appendix S-14):

$$Y = 0.967 + 0.822X_{\text{value for money}} \quad ; (R^2 = 0.712)$$

"Advantage of program" (F (1, 21) = 14.002, p = 0.001): There was a relationship between advantage of program (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.880 points if advantage of program increases by 1 point. The equation of simple linear regression was shown below (Appendix S-15):

$$Y = 0.470 + 0.880X_{\text{advantage of program}} \quad ; (R^2 = 0.632)$$

"Equipment or materials" (F (1, 21) = 9.875, p = 0.005): There was a relationship between equipment or materials (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.775 points if equipment or materials increases by 1 point. The equation of simple linear regression was shown below (Appendix S-16):

$$Y = 1.354 + 0.775X_{\text{equipment or materials}} \quad ; (R^2 = 0.566)$$

"Staff or customer support" (F (1, 21) = 8.697, p = 0.008): There was a relationship between staff or customer support (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of

recommending digital marketing programs will increase by 0.575 points if staff or customer support increases by 1 point. The equation of simple linear regression was shown below (Appendix S-17):

$$Y = 1.503 + 0.702X_{\text{staff or customer support}} \quad ; (R^2 = 0.541)$$

(4) New Learners

"Quality of program" ($F (1, 4) = 11.362$, $p = 0.028$): There was a relationship between quality of program (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 1.400 points if the instructor increases by 1 point. The equation of simple linear regression was shown below (Appendix S-18):

$$Y = -1.500 + 1.400X_{\text{quality of program}} \quad ; (R^2 = 0.860)$$

"Staff or customer support" ($F (1, 4) = 9.934$, $p = 0.034$): There was a relationship between staff or customer support (X) and the level of confidence in recommending digital marketing programs (Y). The confidence level of recommending digital marketing programs will increase by 0.575 points if staff or customer support increases by 1 point. The equation of simple linear regression was shown below (Appendix S-19):

$$Y = 0.429 + 0.821X_{\text{staff or customer support}} \quad ; (R^2 = 0.844)$$

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 Research summary

5.1.1 Segmentation

The respondents were segmented into four groups based on their lifestyle which were (1) Hard Workers, who are concerned about career path. They think learning digital marketing programs can make them success but the experience is more important than it. (2) Knowledge Seekers, they like to learn new things but when they are studying digital marketing programs, they prefer studying by themselves rather than take course outside. (3) Connection Seekers, similar to Knowledge Seekers, they like to learn new things but they want to take digital marketing programs outside to gain the connection by knowing other people. (4) New Learners, they are just starting to study digital marketing programs and a bit like to study by themselves.

5.1.2. Marketing mix (7Ps)

5.1.2.1 Product

The respondents were interested in studying Digital strategy and planning, Social media marketing and Content marketing. E-commerce marketing was highly interesting for Hard Workers and Connection Seekers as well. Moreover, when respondents looked at the details of digital marketing programs, they chose the program that had a curriculum that matched their interest, provided a free demo before deciding to study and offered lifetime access to study anytime.

5.1.2.2 Channel

The respondents preferred to study digital marketing programs online by an online advertising platform provider (e.g. Google Partner and Facebook Blueprint). Another online channel, personal online platform (e.g. website and Facebook page by the instructor) was also one of top channels that Knowledge Seekers chose to study. However, Offline channels at a seminar or event was the top channel that Hard Workers selected to study.

5.1.2.3 Promotion

The promotion that influenced respondents in choosing digital marketing most was a free trial promotion. Hence the respondents seemed to like to try to study for free before purchasing the digital marketing courses.

5.1.2.4 Instructor

When selecting digital marketing courses by instructor criteria, the respondent an instructor who has work experience in a digital marketing agency the most. However, New Learners were not the same; they mostly looked for an instructor who had positive reviews in teaching digital marketing programs.

5.1.2.5 Process

Customer support (e.g. phone call, email and chat) was the process that respondents were most concerned about when selecting a digital marketing program. However, Knowledge Seekers preferred a program that they can begin to study instantly with no need to wait for the course to start after they paid.

5.1.2.6 Physical evidence

A reliable website or Facebook fanpage was the most important criteria in choosing a digital marketing program by respondents. However, the place to study was most important for Hard Workers.

5.1.2.7 Price

The willingness to pay from four segments was based on the duration of study that they selected, the results were elaborated in recommendation part.

5.1.3 Customer buying decision process

5.1.3.1 Problem recognition

The main reasons and motivations that respondents chose to study digital marketing programs are because they see that nowadays the numbers of online shoppers are growing, the trend of spending on digital marketing is rapidly rising, and they want to use digital marketing knowledge for their own business or company. Another reason for Hard Workers and New Learners to enroll in a digital marketing program was the high demand for digital marketing. New Learners also wanted to increase sales for their own business or company by using digital marketing knowledge.

5.1.3.2 Information sources

Most respondents relied on their past experience when selecting digital marketing programs. Digital marketing influencers or gurus and friends were also the main sources for when they searched for information before deciding to study. However, Knowledge Seekers and Connection Seekers always read the reviews from website or Facebook before they choose courses.

5.1.3.3 Purchasing criteria

The purchasing criteria that respondents considered most important were the curriculum of digital marketing course that must be updated, qualified and interesting. However, Knowledge Seekers believe that the course must have value for money for them and New Learners also selected the course by looking at the instructor's experience.

5.1.3.4 Post purchase

The top three digital marketing courses that experienced respondents studied the most were Social media marketing, Search engine marketing (SEM) and Search engine optimization (SEO). The top two courses that the four segments enrolled in were the same as experienced respondents but the top 3rd courses varied from their interest in each segment.

Mostly, the top institute or instructor that experienced respondents used for studying was personal coaching, but Hard Workers preferred to study with Cooperate or Agency Seminars.

In terms of customer satisfaction, experienced respondents were most satisfied with the advantage of digital marketing programs. However, the instructor also had high satisfaction for Hard Workers and New Learners while value for money had high mean satisfaction for Knowledge Seekers.

Respondents tended to repurchase digital marketing programs from the previous instructor or institute and recommend courses to others people if the satisfaction of the instructor, quality of program, value for money, advantage of program, equipment or materials and staff or customer support increased.

5.2 Recommendation

From the research results, the respondents have been segmented into four types of digital marketers. The recommendations for each of the segments are as follows:

5.2.1 Hard Workers

They were more motivated to study digital marketing program because they think there are high demand for digital marketing jobs. When searching for digital marketing program to study, they always believed a digital marketing influencer or guru, friends and their past experience.

Digital marketing programs that they choose must be qualified, updated and interesting. Moreover, Hard Workers selected a course if it had a short duration and provided a free demo compared to New Learners.

Digital strategy and planning, Social media marketing and E-commerce marketing were the courses that they were interested in studying. However, the curriculum must match with their interest; the course should offer a free demo and lifetime access and provide customer support for them. They preferred to study by means of offline channels at a seminar or an event. Free trial promotion can influence them to enroll in digital marketing courses. They liked to study with instructors who have work experience at digital marketing agencies. Website or Facebook fanpage must be reliable and the place to study must be convenient for them. Hard Workers preferred to study short courses of digital marketing programs (9-16 hours) and their willingness to pay is between 2,750 to 8,500 THB which is higher than other groups.

5.2.2 Knowledge Seekers

When searching for information about digital marketing programs to study, they believed digital marketing influencers or gurus, reviews from websites or facebook and their past experience.

Digital marketing programs that they choose must be qualified, updated, interesting and have value for money. However, the curriculum must match their interest, the course should offer a free demo and lifetime access. Knowledge Seekers were more concerned about the curriculum from varied interests and lifetime access compared to New Learners. Also, Knowledge Seekers selected a course if it had a short duration and provided a free demo compared to New Learners.

Digital strategy and planning, Social media marketing and Content marketing were the courses that they were most interested in. Knowledge Seekers were more interested in Search engine marketing, Email marketing, Content marketing, Digital strategy and planning, Mobile marketing and Website analytics courses compared to New Learners.

They preferred to study via personal online platforms from the instructor (e.g. website, Facebook page) significantly more than the other three segments and online advertising platforms (e.g. Google Partner and Facebook Blueprint). A free trial promotion can influence them to enroll in digital marketing courses. Knowledge Seekers were influenced to choose digital marketing programs by early bird discounts and buy more get discount more promotions compared to New Learners.

They liked to study with the instructors who have work experience at a digital marketing agency. They preferred a program where they can study digital marketing instantly, without waiting for course to start after they paid for it. Websites or Facebook fanpages must be reliable and the place to study must be convenient for them. Knowledge Seekers preferred a short course for digital marketing programs (9-16 hours) and their willingness to pay is between 2,400 to 7,000 THB.

Knowledge Seekers tended to repurchase digital marketing programs from the previous instructor or institute if their satisfaction level for value for money was increased.

Knowledge Seekers also tended to recommend digital marketing programs to others if their satisfaction level for the instructor, quality of program, value for money and equipment or materials was increased.

5.2.3 Connection Seekers

When searching for information about digital marketing programs, they believed digital marketing influencers or gurus, reviews from a website or facebook and their past experience.

Digital strategy and planning, Social media marketing and E-commerce marketing were the courses that they were interested in. They had a higher interest to enroll in Mobile marketing and Website analytics courses compared to New Learners.

The Digital marketing program that they choose must be qualified, updated and interesting. They preferred to study via an online advertising platform (e.g. Google Partner and Facebook Blueprint). A free trial promotion can influence them to enroll in digital marketing courses. Connection Seekers were also more influenced by early bird discounts when compared to New Learners. They liked to study with an instructor who has work experience at a digital marketing agency and were more likely to choose an instructor who owns a business and sells products via an online channel when compared to New Learners. Connection Seekers were more concerned with the process of easy registration when compared to New Learners. A website or Facebook fanpage must be reliable and the place to study must be convenient for them. Connection Seekers preferred a short course of digital marketing programs (9-16 hours) and their willingness to pay is between 2,400 to 5,000 THB.

Connection Seekers tended to repurchase digital marketing programs from the previous instructor or institute if their satisfaction level for the instructor, quality of program, value for money and advantage of program were increased.

Connection Seekers also tended to recommend digital marketing programs to others if the satisfaction level for the instructor, quality of program, value for money, advantage of program, equipment or materials and staff or customer support were increased.

5.2.4 New Learners

When compared to other segments, New Learners had the lowest interest for almost every attribute in terms of the marketing mix and decision making process.

However, for the New Learners segment only, when searching information about a digital marketing program, they believed digital marketing influencers or gurus, reviews from a website or facebook and their past experience.

Social media marketing, Search engine optimization, Content marketing and Digital strategy and planning were the courses that they were interested in.

The curriculum must match with their interest, and the course should offer a free demo, lifetime access and customer support. They preferred to study via an online advertising platform (e.g. Google Partner and Facebook Blueprint). A free trial promotion can influence them to enroll in digital marketing courses. The instructor was the top attribute in purchasing criteria and when selecting the instructor, they chose from positive reviews and also looked for a reliable website or Facebook fanpage. For New Learners, who preferred a short course (5-8 hours), the range of acceptable price is between 2,500 to 3,000 THB.

Moreover, New Learners tended to recommend digital marketing programs to others if their satisfaction level for quality of program and equipment or materials were increased.

5.3 Limitations of the study

Firstly, this research was conducted by using a non-probability sampling method, which it should not generalize to the entire population and cannot estimate the error in your results (i.e. the difference between your results and the true value of the entire population).

Secondly, many respondents gave up while doing the survey because of the length of time involved and the complexity of the questionnaire.

Lastly, time and budget were also constraints and did not allow the researcher to acquire more target respondents.

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APPENDIX A
IN-DEPTH INTERVIEWS QUESTIONS

1. What are the main reasons and motivations that made you decide to study a digital marketing program? Please give some examples.
2. How do you know about this program, instructor or institute?
3. What are the selection criteria for choosing a digital marketing program? Please give some examples.
4. After studying the digital marketing course:
5. How was the quality of this program?
6. Did it exceed your expectations? Please give a reason.
7. Will you recommend this course to other people to study?
8. What things in this course do you think should be improved?
9. What digital marketing courses have you studied in the past year?
10. What digital marketing courses are you interested to study in the coming year?
11. What are the digital marketing program details that you are concerned about? (e.g. curriculum, duration and certification)
12. How much are you willing to pay for one course?
13. What factors can persuade you to pay more?
14. Do you study digital marketing courses via an online or offline channel?
15. Why do you choose to study using the online or the offline channel?
16. What promotions would influence you to choose digital marketing programs?
17. Who is the instructor?
18. What is the institute's name?
19. What are the main criteria for choosing the instructors or institute?
20. What parts of the process of delivering digital marketing programs are you concerned about? (e.g. registration and payment method)
21. What physical environmental factors would influence you to choose digital marketing programs? (e.g. equipment, Facebook fanpage and website)

APPENDIX B
ONLINE QUESTIONAIRE

Digital Marketing Programs Survey Questionnaires in Thailand

Digital marketing programs in this survey questionnaires will include the courses of search engine optimization (SEO), search engine marketing (SEM), display banner marketing, social media marketing (Facebook, Instagram, Line, Twitter), website analytics, email marketing, mobile marketing, e-commerce marketing and content marketing.

Part 1: Screening Questions

1. Have you **studied** Digital Marketing Programs in **the past year**?

◯ (1) Yes, I **studied** Digital Marketing Programs in the past year. [If you select this choice, please go to Part 2]

◯ (2) No, I **did not study** Digital Marketing Programs but I have **the intention** to study it within 1 year. [If you select this choice, please go to Part 3]

◯ (3) No, I **did not study** Digital Marketing Programs and I am **not interested** to study it at all. [Exit questionnaire]

Part 2: Customer Satisfaction

2. Which Digital Marketing course **did you study** in the past year? **(Check all that apply)**

❑ (1) Search engine optimization (SEO)
❑ (2) Search engine marketing (SEM)
❑ (3) Display banner marketing
❑ (4) Social media marketing (Facebook, Instagram, Line, Twitter)
❑ (5) Email marketing
❑ (6) Mobile marketing
❑ (7) Content marketing
❑ (8) E-commerce marketing
❑ (9) Website analytics
❑ (10) Digital strategy and planning
❑ (11) Other, please specify: _____

3. Please **fill the latest** Digital Marketing **institute or instructor name** that you studied in the past year.

_____

4. In the table below, please **rate** your level of satisfaction or dissatisfaction for each **gap of customer satisfaction** towards the latest digital marketing institute or instructor (refer to question number 3) that you studied in the past year.

	Not Satisfied 1	**Somewhat Satisfied 2**	**Satisfied 3**	**Very Satisfied 4**	**Delighted 5**
(1) The instructor	◯	◯	◯	◯	◯
(2) Quality of program	◯	◯	◯	◯	◯
(3) Value for money	◯	◯	◯	◯	◯
(4) The advantage of program	◯	◯	◯	◯	◯
(5) The equipment or materials	◯	◯	◯	◯	◯
(6) The staff or customer support	◯	◯	◯	◯	◯
(7) Overall programs	◯	◯	◯	◯	◯
(8) Other, please specify: _____	◯	◯	◯	◯	◯

5. Based on your experience with the latest Digital Marketing program that you studied, how likely are you to **study other courses** from this institute or instructor?

◯ (1) Definitely will not ◯ (3) Might or might not ◯ (5) Definitely will

◯ (2) Probably will not ◯ (4) Probably will

6. Based on your experience with the latest Digital Marketing program that you studied, how likely are you to **recommend this program to a friend?**

◯ (1) Definitely will not ◯ (3) Might or might not ◯ (5) Definitely will

◯ (2) Probably will not ◯ (4) Probably will

Continue to Part 3

Part 3: Marketing Mix (7Ps)

7. In the table below, please **rate** your level of agreement or disagreement for each Digital Marketing course that you are **interested to study**.

	Not at all Interested 1	**Not Interested 2**	**Neutral 3**	**Interested 4**	**Extremely Interest 5**
(1) Search engine optimization (SEO)	○	○	○	○	○
(2) Search engine marketing (SEM)	○	○	○	○	○
(3) Display banner marketing	○	○	○	○	○
(4) Social media marketing (Facebook, Instagram, Line, Twitter)	○	○	○	○	○
(5) Email marketing	○	○	○	○	○
(6) Mobile marketing	○	○	○	○	○
(7) Content marketing	○	○	○	○	○
(8) E-commerce marketing	○	○	○	○	○
(9) Website analytics	○	○	○	○	○
(10) Digital strategy and planning	○	○	○	○	○
(11) Other, please specify: _____	○	○	○	○	○

8. In the table below, please **rate** your level of important or unimportant for each **Digital Marketing Program details** that influence you choose Digital Marketing programs.

	Not Important 1	**Slightly Important 2**	**Moderately Important 3**	**Important 4**	**Very Important 5**
(1) Curriculum from varied interests	○	○	○	○	○
(2) Get certification after finishing course by taking the exams	○	○	○	○	○

(3) Get certification after finishing course without taking any exams	○	○	○	○	○
(4) Short duration	○	○	○	○	○
(5) Provide practice e.g. exercises, assignments, quizzes and projects.	○	○	○	○	○
(6) Free demo	○	○	○	○	○
(7) Lifetime access	○	○	○	○	○
(8) Other, please specify: _____	○	○	○	○	○

9. In the table below, please **rate** your level of agreement or disagreement for each **channel** that influence you choose Digital Marketing programs.

	Strongly Disagree 1	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly Agree 5**
(1) I prefer to study online via Massive Open Online Courses (MOOCs) e.g. edX, Coursera and Udacity.	○	○	○	○	○
(2) I prefer to study online via online learning platform e.g. Udemy and Skilllane.	○	○	○	○	○
(3) I prefer to study online via online advertising platform e.g. Google Partner and Facebook Blueprint	○	○	○	○	○
(4) I prefer to study online via personal online platform from the instructor e.g. website, Facebook fanpage and YouTube.	○	○	○	○	○
(5) I prefer to study offline at seminar or event.	○	○	○	○	○
(6) I prefer to study offline at institute or university.	○	○	○	○	○
(7) Other, please specify: _____	○	○	○	○	○

10. In the table below, please **rate** your level of important or unimportant for each **promotion** that influence you choose Digital Marketing programs.

	Not Important 1	**Slightly Important 2**	**Moderately Important 3**	**Important 4**	**Very Important 5**
(1) Early bird discount	○	○	○	○	○
(2) Friends get friends discount	○	○	○	○	○
(3) Buy more get discount more	○	○	○	○	○
(4) Study free but pay for certificate	○	○	○	○	○
(5) Free trial	○	○	○	○	○
(6) Other, please specify: _____	○	○	○	○	○

11. In the table below, please **rate** your level of important or unimportant for each **instructor criteria** that influence you choose Digital Marketing programs.

	Not Important 1	**Slightly Important 2**	**Moderately Important 3**	**Important 4**	**Very Important 5**
(1) Instructor who has digital marketing working experience in the abroad.	○	○	○	○	○
(2) Instructor who is working at digital marketing agency.	○	○	○	○	○
(3) Instructor who has own business and sale products via online channel.	○	○	○	○	○
(4) Positive review of Instructor	○	○	○	○	○
(5) Well-known instructor	○	○	○	○	○
(6) Other, please specify: _____	○	○	○	○	○

12. In the table below, please **rate** your level of important or unimportant for each **delivery process** that influence you choose Digital Marketing programs.

	Not Important 1	**Slightly Important 2**	**Moderately Important 3**	**Important 4**	**Very Important 5**
(1) Easy for registration	◯	◯	◯	◯	◯
(2) Can study instantly, no need to wait for course to start.	◯	◯	◯	◯	◯
(3) Customer support e.g. phone call, email and chat	◯	◯	◯	◯	◯
(4) Other, please specify: _____	◯	◯	◯	◯	◯

13. In the table below, please **rate** your level of important or unimportant for each **physical environment** that influence you choose Digital Marketing programs.

	Not Important 1	**Slightly Important 2**	**Moderately Important 3**	**Important 4**	**Very Important 5**
(1) Reliable website or Facebook fanpage	◯	◯	◯	◯	◯
(2) Place to study	◯	◯	◯	◯	◯
(3) Other, please specify: _____	◯	◯	◯	◯	◯

14. Base on **the duration of studying**, which Digital Marketing program do you want to study the most?

◯ (1) Short course: 1-4 hours e.g. half day of studying

◯ (2) Short course: 5-8 hours e.g. 1 full day of studying

◯ (3) Short course: 9-16 hours e.g. 2 full days of studying or 3-4 hours per week within 1 month

◯ (4) Long course: more than 16 hours e.g. 3-4 hours per week more than 1 month

◯ (5) Degree course: e.g. Diploma / Bachelor / Master Degree in digital marketing

15. Please answer in question 15.1-15.4 for **Digital Marketing program fee**, based on the duration of studying that you select **in question 14**

15.1 At which price point do you would start to feel Digital Marketing Programs are **too expensive,** regardless of how interesting it is?	_____THB
15.2 At which price point do you find it **somewhat expensive** but you would still consider studying?	_____THB
15.3 At which price point do you find it **quite cheap** which makes it a good value to study?	_____THB
15.4 At which price point do you find it **too cheap** to the point where you would be doubt about the quality of programs?	_____THB

Part 4: Customer Decision Making Process

16. In the table below, please **rate** your level of agreement or disagreement for each **reason and motivation** that influence you study Digital Marketing programs.

	Strongly Disagree 1	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly Agree 5**
(1) I have a passion to work as Digital Marketing Specialist.	○	○	○	○	○
(2) I want to work in Digital Marketing because this job has high salary.	○	○	○	○	○
(3) I think there are high demand for digital marketing jobs.	○	○	○	○	○
(4) My company supports me to study Digital Marketing.	○	○	○	○	○
(5) I want to get Digital Marketing certificate for my resume.	○	○	○	○	○
(6) I think the trend of spending on Digital Marketing is rapidly rising.	○	○	○	○	○
(7) I think the numbers of online shoppers are growing.	○	○	○	○	○
(8) I want to use Digital Marketing knowledge for my own business/company.	○	○	○	○	○

(9) I want to increase sale for my own business/company.	○	○	○	○	○
(10) I think Digital Marketing helps me for reducing costs.	○	○	○	○	○
(11) Other, please specify: _____	○	○	○	○	○

17. In the table below, please **rate** your level of agreement or disagreement for each **information sources** that influence you choose Digital Marketing programs.

	Not Important 1	**Slightly Important 2**	**Moderately Important 3**	**Important 4**	**Very Important 5**
(1) Friends	○	○	○	○	○
(2) Family	○	○	○	○	○
(3) Boss	○	○	○	○	○
(4) Digital Marketing influencer or guru	○	○	○	○	○
(5) Google search	○	○	○	○	○
(6) Review from website or Facebook	○	○	○	○	○
(7) Newspaper, magazine, television or radio	○	○	○	○	○
(8) Past experience (experienced customers)	○	○	○	○	○
(9) Other, please specify: _____	○	○	○	○	○

18. In the table below, please **rate** your level of important or unimportant for each **purchasing criteria** for choosing digital marketing programs.

	Not Important 1	**Slightly Important 2**	**Moderately Important 3**	**Important 4**	**Very Important 5**
(1) Quality of program	○	○	○	○	○
(2) Interesting Curriculum	○	○	○	○	○
(3) Updated Curriculum	○	○	○	○	○

(4) Duration of studying	○	○	○	○	○
(5) Certification	○	○	○	○	○
(6) Value for money	○	○	○	○	○
(7) Study online	○	○	○	○	○
(8) Study offline	○	○	○	○	○
(9) Sales promotion	○	○	○	○	○
(10) Deliver process	○	○	○	○	○
(11) The instructor	○	○	○	○	○
(12) Physical evident	○	○	○	○	○
(13) Job assistance	○	○	○	○	○
(14) Small number of classmate	○	○	○	○	○
(15) Other, please specify: _____	○	○	○	○	○

Part 5: Activities, Interests and Opinions (AIOs)

19. In the table below, please **rate** your level of agreement or disagreement for each **quote that correlate to your lifestyle and attitude**.

	Strongly Disagree 1	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly Agree 5**
(1) I am always busy at work or school.	○	○	○	○	○
(2) I like to use social media.	○	○	○	○	○
(3) I prefer studying in English rather than Thai.	○	○	○	○	○
(4) I prefer studying by myself rather than taking course.	○	○	○	○	○
(5) I like to learn new things.	○	○	○	○	○
(6) I like going out rather than just staying at home.	○	○	○	○	○
(7) I like to read books or articles on website.	○	○	○	○	○

(8) I like to meet new people.	◯	◯	◯	◯	◯
(9) I follow the latest trends.	◯	◯	◯	◯	◯
(10) I am concern about my career path.	◯	◯	◯	◯	◯
(11) I think experience is important than studying	◯	◯	◯	◯	◯
(12) I think learning can make me success.	◯	◯	◯	◯	◯
(13) Other, please specify: _____	◯	◯	◯	◯	◯

Part 6: Personal Data

20. What is your gender?

◯ (1) Female

◯ (2) Male

21. How old are you?

◯ (1) 17 years' old or younger

◯ (2) 18 - 25 years' old

◯ (3) 26 - 33 years' old

◯ (4) 34 - 41 years' old

◯ (5) 42 - 49 years' old

◯ (6) 50 - 57 years' old

◯ (7) 58 years' old or older

22. What is your monthly personal income?

◯ (1) Less than 7,500 THB

◯ (2) 7,500 - 18,000 THB

◯ (3) 18,001 - 24,000 THB

◯ (4) 24,001 - 35,000 THB

◯ (5) 35,001 - 50,000 THB

◯ (6) 50,001 - 85,000 THB

◯ (7) 85,001 - 160,000 THB

◯ (8) More than 160,000 THB

23. What is your highest level of education completed?

◯ (1) Below high school

◯ (2) High school

◯ (3) College

◯ (4) Bachelor degree

◯ (5) Graduate degree or higher

24. What is your occupation?

◯ (1) Student

◯ (2) Digital Marketing Specialist

◯ (3) Marketing officer

◯ (4) Other full-time office worker

◯ (5) Working part-time/ freelance

◯ (6) Entrepreneur / Business owner

◯ (7) Civil

◯ (8) Unemployed

◯ (9) Other, please specify: _____

25. Where do you live?

◯ (1) Bangkok Metropolitan Region

◯ (2) Other provinces

APPENDIX C

SUMMARY OF RESPONDENTS PROFILE (n = 153)

		Count	Column N %
Gender	Female	86	56.2%
	Male	67	43.8%
Age	17 or younger	0	0.0%
	18 - 25	25	16.3%
	26 - 33	90	58.8%
	34 - 41	24	15.7%
	42 - 49	12	7.8%
	50 - 57	2	1.3%
	58 or older	0	0.0%
Income	Less than 7,500	9	5.9%
	7,500 - 18,000	7	4.6%
	18,001 - 24,000	13	8.5%
	24,001 - 35,000	33	21.6%
	35,001 - 50,000	34	22.2%
	50,001 - 85,000	33	21.6%
	85,001 - 160,000	14	9.2%
	More than 160,000	10	6.5%
Education	Below high school	1	0.7%
	High school	3	2.0%
	College	3	2.0%
	Bachelor degree	92	60.1%
	Graduate degree or higher	54	35.3%
Career	Student	17	11.1%
	Digital marketing specialist	31	20.3%
	Marketing officer	16	10.5%
	Other full-time office worker	44	28.8%
	Working part-time/ freelance	6	3.9%
	Entrepreneur / Business owner	30	19.6%
	Civil	4	2.6%
	Unemployed	4	2.6%
	Others	1	0.7%
Living Area	Bangkok metropolitan region	140	91.5%
	Other provinces	13	8.5%

APPENDIX D

FACTOR ANALYSIS

Rotated Component Matrix[a]					
	Component				
	1 Updated-Knowledge	2 Connection	3 Busy	4 Self-Learning	5 Career
I am always busy at work or school.			.874		
I like to use social media.	.451		.699		
I prefer studying in English rather than Thai.				.725	
I prefer studying by myself rather than taking course.				.724	
I like to learn new things.	.676				
I like to read books or articles on website.	.810				
I follow the latest trends.	.597				
I like going out rather than just staying at home.		.805			
I like to meet new people.		.666			
I am concern about my career path.					.714
I think experience is important than studying				.440	.528
I think learning can make me success.					.686

Total Variance Explained									
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.255	27.121	27.121	3.255	27.121	27.121	1.990	16.580	16.580
2	1.482	12.349	39.469	1.482	12.349	39.469	1.579	13.160	29.740
3	1.124	9.363	48.833	1.124	9.363	48.833	1.477	12.309	42.049
4	1.048	8.730	57.562	1.048	8.730	57.562	1.447	12.056	54.105
5	.995	8.294	65.857	.995	8.294	65.857	1.410	11.752	65.857
6	.872	7.263	73.119						
7	.718	5.986	79.105						
8	.654	5.448	84.553						
9	.552	4.597	89.150						
10	.494	4.118	93.267						
11	.423	3.527	96.794						
12	.385	3.206	100.000						
Extraction Method: Principal Component Analysis.									

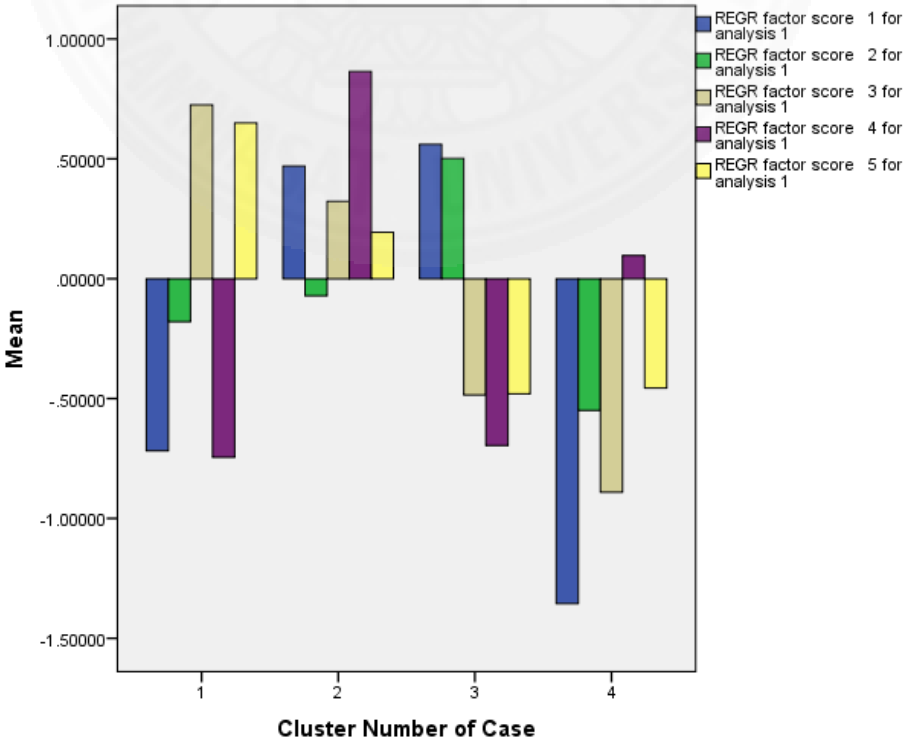
APPENDIX E

CLUSTER ANALYSIS

APPENDIX E-1: Cluster Analysis

Final Cluster Centers				
	Cluster			
	1 Hard Workers	2 Knowledge Seekers	3 Connection Seekers	4 New Learners
Factor 1: Updated-Knowledge	-.71810	.46969	.56067	-1.35489
Factor 2: Connection	-.17909	-.07121	.50187	-.54896
Factor 3: Business	.72480	.32233	-.48470	-.89079
Factor 4: Self-Learning	-.74540	.86452	-.69545	.09656
Factor 5: Career	.64929	.19343	-.48046	-.45627

Number of Cases in each Cluster			
Cluster	1 Hard Workers	30.000	19.61%
	2 Knowledge Seekers	58.000	37.91%
	3 Connection Seekers	43.000	28.10%
	4 New Learners	22.000	14.38%
Valid		153.000	
Missing		0.000	



APPENDIX E-2: Demographic Profile of Four Clusters

		Cluster Number of Case							
		1		2		3		4	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
Gender	Female	23	76.7%	29	50.0%	17	39.5%	17	77.3%
	Male	7	23.3%	29	50.0%	26	60.5%	5	22.7%
Age	17 or younger	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	18 - 25	11	36.7%	6	10.3%	4	9.3%	4	18.2%
	26 - 33	14	46.7%	38	65.5%	24	55.8%	14	63.6%
	34 - 41	4	13.3%	8	13.8%	10	23.3%	2	9.1%
	42 - 49	1	3.3%	5	8.6%	4	9.3%	2	9.1%
	50 - 57	0	0.0%	1	1.7%	1	2.3%	0	0.0%
	58 or older	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Income	Less than 7,500	3	10.0%	2	3.4%	2	4.7%	2	9.1%
	7,500 - 18,000	1	3.3%	3	5.2%	1	2.3%	2	9.1%
	18,001 - 24,000	4	13.3%	5	8.6%	2	4.7%	2	9.1%
	24,001 - 35,000	11	36.7%	12	20.7%	7	16.3%	3	13.6%
	35,001 - 50,000	4	13.3%	15	25.9%	11	25.6%	4	18.2%
	50,001 - 85,000	2	6.7%	11	19.0%	16	37.2%	4	18.2%
	85,001 - 160,000	5	16.7%	7	12.1%	2	4.7%	0	0.0%
	More than 160,000	0	0.0%	3	5.2%	2	4.7%	5	22.7%
Education	Below high school	0	0.0%	0	0.0%	0	0.0%	1	4.5%
	High school	0	0.0%	2	3.4%	0	0.0%	1	4.5%
	College	1	3.3%	2	3.4%	0	0.0%	0	0.0%
	Bachelor degree	18	60.0%	34	58.6%	24	55.8%	16	72.7%
	Graduate degree or higher	11	36.7%	20	34.5%	19	44.2%	4	18.2%
Career	Student	6	20.0%	7	12.1%	2	4.7%	2	9.1%
	Digital marketing specialist	7	23.3%	12	20.7%	8	18.6%	4	18.2%
	Marketing officer	2	6.7%	9	15.5%	5	11.6%	0	0.0%
	Other full-time office worker	11	36.7%	16	27.6%	14	32.6%	3	13.6%
	Working part-time/ freelance	2	6.7%	3	5.2%	0	0.0%	1	4.5%
	Entrepreneur / Business owner	2	6.7%	7	12.1%	11	25.6%	10	45.5%
	Civil	0	0.0%	3	5.2%	1	2.3%	0	0.0%
	Unemployed	0	0.0%	1	1.7%	1	2.3%	2	9.1%
	Others	0	0.0%	0	0.0%	1	2.3%	0	0.0%
Living Area	Bangkok metropolitan region	28	93.3%	53	91.4%	41	95.3%	18	81.8%
	Other provinces	2	6.7%	5	8.6%	2	4.7%	4	18.2%

APPENDIX F

INTERESTING DIGITAL MARKETING COURSES

APPENDIX F-1: Anova table of interesting digital marketing courses four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Search engine optimization (SEO) course	Between Groups	3.953	3	1.318	1.895	.133
	Within Groups	103.629	149	.695		
	Total	107.582	152			
Search engine marketing (SEM) course	Between Groups	6.286	3	2.095	2.675	.049
	Within Groups	116.707	149	.783		
	Total	122.993	152			
Display banner marketing course	Between Groups	10.233	3	3.411	2.869	.039
	Within Groups	177.153	149	1.189		
	Total	187.386	152			
Social media marketing course	Between Groups	6.644	3	2.215	3.055	.030
	Within Groups	108.035	149	.725		
	Total	114.680	152			
Email marketing course	Between Groups	13.046	3	4.349	2.778	.043
	Within Groups	233.281	149	1.566		
	Total	246.327	152			
Mobile marketing course	Between Groups	11.675	3	3.892	3.428	.019
	Within Groups	169.161	149	1.135		
	Total	180.837	152			
Content marketing course	Between Groups	7.162	3	2.387	3.254	.023
	Within Groups	109.308	149	.734		
	Total	116.471	152			
E-commerce marketing course	Between Groups	11.334	3	3.778	4.879	.003
	Within Groups	115.385	149	.774		
	Total	126.719	152			
Website analytics course	Between Groups	13.082	3	4.361	6.025	.001
	Within Groups	107.833	149	.724		
	Total	120.915	152			
Digital strategy and planning course	Between Groups	12.010	3	4.003	7.833	.000
	Within Groups	76.159	149	.511		
	Total	88.170	152			

APPENDIX F-2: Post Hoc test table of interesting digital marketing courses four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Search engine marketing (SEM) course	Tukey HSD	1	2	-.17241	.19903	.822	-.6896	.3447
			3	-.02326	.21053	1.000	-.5703	.5238
			4	.45455	.24842	.264	-.1909	1.1000
		2	1	.17241	.19903	.822	-.3447	.6896
			3	.14916	.17810	.837	-.3136	.6119
			4	.62696*	.22160	.027	.0512	1.2027
		3	1	.02326	.21053	1.000	-.5238	.5703
			2	-.14916	.17810	.837	-.6119	.3136
			4	.47780	.23199	.171	-.1250	1.0806
		4	1	-.45455	.24842	.264	-1.1000	.1909
			2	-.62696*	.22160	.027	-1.2027	-.0512
			3	-.47780	.23199	.171	-1.0806	.1250
Display banner marketing course	Tukey HSD	1	2	-.31264	.24522	.580	-.9498	.3245
			3	.21783	.25939	.835	-.4561	.8918
			4	.33939	.30606	.685	-.4558	1.1346
		2	1	.31264	.24522	.580	-.3245	.9498
			3	.53047	.21943	.078	-.0397	1.1006
			4	.65204	.27302	.084	-.0573	1.3614
		3	1	-.21783	.25939	.835	-.8918	.4561
			2	-.53047	.21943	.078	-1.1006	.0397
			4	.12156	.28582	.974	-.6211	.8642
		4	1	-.33939	.30606	.685	-1.1346	.4558
			2	-.65204	.27302	.084	-1.3614	.0573
			3	-.12156	.28582	.974	-.8642	.6211
Social media marketing course	Tukey HSD	1	2	-.32184	.19149	.338	-.8194	.1757
			3	.10078	.20256	.960	-.4255	.6271
			4	.19697	.23901	.843	-.4240	.8180
		2	1	.32184	.19149	.338	-.1757	.8194
			3	.42261	.17136	.070	-.0226	.8678
			4	.51881	.21321	.075	-.0352	1.0728
		3	1	-.10078	.20256	.960	-.6271	.4255
			2	-.42261	.17136	.070	-.8678	.0226
			4	.09619	.22320	.973	-.4837	.6761
		4	1	-.19697	.23901	.843	-.8180	.4240
			2	-.51881	.21321	.075	-1.0728	.0352
			3	-.09619	.22320	.973	-.6761	.4837
Email marketing course	Tukey HSD	1	2	-.44713	.28139	.388	-1.1783	.2840
			3	-.10310	.29765	.986	-.8765	.6703
			4	.42121	.35122	.628	-.4913	1.3338
		2	1	.44713	.28139	.388	-.2840	1.1783
			3	.34403	.25180	.522	-.3102	.9983

			4	.86834*	.31330	.032	.0543	1.6824
		3	1	.10310	.29765	.986	-.6703	.8765
			2	-.34403	.25180	.522	-.9983	.3102
			4	.52431	.32799	.383	-.3279	1.3765
		4	1	-.42121	.35122	.628	-1.3338	.4913
			2	-.86834*	.31330	.032	-1.6824	-.0543
			3	-.52431	.32799	.383	-1.3765	.3279
Mobile marketing course	Tukey HSD	1	2	-.33908	.23962	.492	-.9617	.2835
			3	-.25969	.25347	.735	-.9183	.3989
			4	.46970	.29908	.399	-.3074	1.2468
		2	1	.33908	.23962	.492	-.2835	.9617
			3	.07939	.21442	.983	-.4777	.6365
			4	.80878*	.26679	.015	.1156	1.5020
		3	1	.25969	.25347	.735	-.3989	.9183
			2	-.07939	.21442	.983	-.6365	.4777
			4	.72939*	.27930	.048	.0037	1.4551
		4	1	-.46970	.29908	.399	-1.2468	.3074
			2	-.80878*	.26679	.015	-1.5020	-.1156
			3	-.72939*	.27930	.048	-1.4551	-.0037
Content marketing course	Tukey HSD	1	2	-.24943	.19262	.568	-.7499	.2511
			3	-.02248	.20375	1.000	-.5519	.5069
			4	.41515	.24042	.313	-.2095	1.0398
		2	1	.24943	.19262	.568	-.2511	.7499
			3	.22694	.17236	.554	-.2209	.6748
			4	.66458*	.21446	.012	.1073	1.2218
		3	1	.02248	.20375	1.000	-.5069	.5519
			2	-.22694	.17236	.554	-.6748	.2209
			4	.43763	.22451	.212	-.1457	1.0210
		4	1	-.41515	.24042	.313	-1.0398	.2095
			2	-.66458*	.21446	.012	-1.2218	-.1073
			3	-.43763	.22451	.212	-1.0210	.1457
E-commerce marketing course	Tamhane	1	2	-.02644	.20186	1.000	-.5766	.5237
			3	-.10543	.19346	.995	-.6356	.4247
			4	.72121	.30197	.125	-.1169	1.5594
		2	1	.02644	.20186	1.000	-.5237	.5766
			3	-.07899	.15267	.996	-.4888	.3309
			4	.74765	.27761	.067	-.0338	1.5290
		3	1	.10543	.19346	.995	-.4247	.6356
			2	.07899	.15267	.996	-.3309	.4888
			4	.82664*	.27156	.030	.0576	1.5957
		4	1	-.72121	.30197	.125	-1.5594	.1169
			2	-.74765	.27761	.067	-1.5290	.0338
			3	-.82664*	.27156	.030	-1.5957	-.0576
Website analytics course	Tukey HSD	1	2	-.29540	.19132	.414	-.7925	.2017
			3	-.23566	.20237	.650	-.7615	.2902
			4	.56667	.23879	.087	-.0538	1.1871
		2	1	.29540	.19132	.414	-.2017	.7925

			3	.05974	.17120	.985	-.3851	.5046
			4	.86207*	.21301	.000	.3086	1.4155
		3	1	.23566	.20237	.650	-.2902	.7615
			2	-.05974	.17120	.985	-.5046	.3851
			4	.80233*	.22299	.002	.2229	1.3817
		4	1	-.56667	.23879	.087	-1.1871	.0538
			2	-.86207*	.21301	.000	-1.4155	-.3086
			3	-.80233*	.22299	.002	-1.3817	-.2229
Digital strategy and planning course	Tamhane	1	2	-.10575	.16349	.988	-.5577	.3462
			3	.07829	.17757	.998	-.4074	.5640
			4	.74848	.27742	.061	-.0224	1.5194
		2	1	.10575	.16349	.988	-.3462	.5577
			3	.18404	.11722	.537	-.1323	.5004
			4	.85423*	.24325	.010	.1584	1.5501
		3	1	-.07829	.17757	.998	-.5640	.4074
			2	-.18404	.11722	.537	-.5004	.1323
			4	.67019	.25293	.076	-.0450	1.3854
		4	1	-.74848	.27742	.061	-1.5194	.0224
			2	-.85423*	.24325	.010	-1.5501	-.1584
			3	-.67019	.25293	.076	-1.3854	.0450

APPENDIX G

DIGITAL MARKETING PROGRAM DETAILS

APPENDIX G-1: Anova table of digital marketing program details for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Curriculum from varied interests	Between Groups	3.842	3	1.281	3.076	.030
	Within Groups	62.041	149	.416		
	Total	65.882	152			
Get certification after finishing course by taking the exams	Between Groups	4.009	3	1.336	.950	.418
	Within Groups	209.651	149	1.407		
	Total	213.660	152			
Get certification after finishing course without taking any exams	Between Groups	4.241	3	1.414	.944	.421
	Within Groups	223.145	149	1.498		
	Total	227.386	152			
Short duration	Between Groups	13.003	3	4.334	4.163	.007
	Within Groups	155.115	149	1.041		
	Total	168.118	152			
Provide practice	Between Groups	4.148	3	1.383	1.792	.151
	Within Groups	114.963	149	.772		
	Total	119.111	152			
Free demo	Between Groups	6.597	3	2.199	4.027	.009
	Within Groups	81.376	149	.546		
	Total	87.974	152			
Lifetime access	Between Groups	8.024	3	2.675	3.263	.023
	Within Groups	122.146	149	.820		
	Total	130.170	152			

APPENDIX G-2: Post Hoc test table of digital marketing program details for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Curriculum from varied interests	Tukey HSD	1	2	-.02184	.14511	.999	-.3989	.3552
			3	.09845	.15350	.918	-.3004	.4973
			4	.45152	.18112	.065	-.0191	.9221
		2	1	.02184	.14511	.999	-.3552	.3989
			3	.12029	.12985	.791	-.2171	.4577
			4	.47335*	.16157	.020	.0535	.8932
		3	1	-.09845	.15350	.918	-.4973	.3004
			2	-.12029	.12985	.791	-.4577	.2171
			4	.35307	.16914	.162	-.0864	.7925

		4	1	-.45152	.18112	.065	-.9221	.0191
			2	-.47335*	.16157	.020	-.8932	-.0535
			3	-.35307	.16914	.162	-.7925	.0864
Short duration	Tukey HSD	1	2	-.08391	.22946	.983	-.6801	.5123
			3	.16589	.24272	.903	-.4648	.7965
			4	.79697*	.28639	.031	.0528	1.5411
		2	1	.08391	.22946	.983	-.5123	.6801
			3	.24980	.20533	.617	-.2837	.7833
			4	.88088*	.25548	.004	.2171	1.5447
		3	1	-.16589	.24272	.903	-.7965	.4648
			2	-.24980	.20533	.617	-.7833	.2837
			4	.63108	.26745	.090	-.0638	1.3260
		4	1	-.79697*	.28639	.031	-1.5411	-.0528
			2	-.88088*	.25548	.004	-1.5447	-.2171
			3	-.63108	.26745	.090	-1.3260	.0638
Free demo	Tukey HSD	1	2	-.06897	.16620	.976	-.5008	.3629
			3	-.03488	.17580	.997	-.4917	.4219
			4	.54545*	.20744	.046	.0065	1.0844
		2	1	.06897	.16620	.976	-.3629	.5008
			3	.03408	.14872	.996	-.3523	.4205
			4	.61442*	.18504	.006	.1336	1.0952
		3	1	.03488	.17580	.997	-.4219	.4917
			2	-.03408	.14872	.996	-.4205	.3523
			4	.58034*	.19372	.017	.0770	1.0837
		4	1	-.54545*	.20744	.046	-1.0844	-.0065
			2	-.61442*	.18504	.006	-1.0952	-.1336
			3	-.58034*	.19372	.017	-1.0837	-.0770
Lifetime access	Tukey HSD	1	2	-.06552	.20362	.988	-.5946	.4635
			3	.12093	.21538	.943	-.4387	.6806
			4	.62727	.25414	.069	-.0331	1.2876
		2	1	.06552	.20362	.988	-.4635	.5946
			3	.18645	.18220	.736	-.2870	.6599
			4	.69279*	.22671	.014	.1037	1.2818
		3	1	-.12093	.21538	.943	-.6806	.4387
			2	-.18645	.18220	.736	-.6599	.2870
			4	.50634	.23733	.147	-.1103	1.1230
		4	1	-.62727	.25414	.069	-1.2876	.0331
			2	-.69279*	.22671	.014	-1.2818	-.1037
			3	-.50634	.23733	.147	-1.1230	.1103

APPENDIX H
CHANNEL OF DIGITAL MARKETING PROGRAMS

APPENDIX H-1: Anova table of channel in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Massive Open Online Courses (MOOCs) e.g. edX, Coursera and Udacity.	Between Groups	2.589	3	.863	.963	.412
	Within Groups	133.581	149	.897		
	Total	136.170	152			
Online learning platform e.g. Udemy and Skilllane.	Between Groups	8.313	3	2.771	2.924	.036
	Within Groups	141.216	149	.948		
	Total	149.529	152			
Online advertising platform e.g. Google Partner and Facebook Blueprint	Between Groups	8.899	3	2.966	4.721	.004
	Within Groups	92.995	148	.628		
	Total	101.895	151			
Personal online platform from the instructor e.g. website, Facebook page	Between Groups	14.453	3	4.818	6.487	.000
	Within Groups	110.658	149	.743		
	Total	125.111	152			
Offline at seminar or event.	Between Groups	11.922	3	3.974	3.472	.018
	Within Groups	170.523	149	1.144		
	Total	182.444	152			
Offline at institute or university.	Between Groups	5.803	3	1.934	1.641	.182
	Within Groups	175.583	149	1.178		
	Total	181.386	152			

APPENDIX H-2: Post Hoc test table of channel in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Online learning platform e.g. Udemy and Skilllane.	Tukey HSD	1	2	-.18276	.21894	.838	-.7516	.3861
			3	.10233	.23159	.971	-.4994	.7041
			4	.52727	.27326	.220	-.1827	1.2373
		2	1	.18276	.21894	.838	-.3861	.7516
			3	.28508	.19591	.467	-.2239	.7941
			4	.71003*	.24376	.021	.0767	1.3434
		3	1	-.10233	.23159	.971	-.7041	.4994
			2	-.28508	.19591	.467	-.7941	.2239
			4	.42495	.25519	.346	-.2381	1.0880
		4	1	-.52727	.27326	.220	-1.2373	.1827

			2	-.71003*	.24376	.021	-1.3434	-.0767
			3	-.42495	.25519	.346	-1.0880	.2381
Online advertising platform e.g. Google Partner and Facebook Blueprint	Tukey HSD	1	2	-.43103	.18028	.083	-.8995	.0374
			3	-.05613	.19047	.991	-.5511	.4388
			4	.23668	.22412	.717	-.3457	.8190
		2	1	.43103	.18028	.083	-.0374	.8995
			3	.37490	.15952	.092	-.0396	.7894
			4	.66771*	.19848	.005	.1520	1.1835
		3	1	.05613	.19047	.991	-.4388	.5511
			2	-.37490	.15952	.092	-.7894	.0396
			4	.29281	.20778	.496	-.2471	.8327
		4	1	-.23668	.22412	.717	-.8190	.3457
			2	-.66771*	.19848	.005	-1.1835	-.1520
			3	-.29281	.20778	.496	-.8327	.2471
Personal online platform from the instructor e.g. website, Facebook page	Tukey HSD	1	2	-.62529*	.19381	.008	-1.1288	-.1217
			3	-.15736	.20501	.869	-.6900	.3753
			4	.17879	.24190	.881	-.4497	.8073
		2	1	.62529*	.19381	.008	.1217	1.1288
			3	.46792*	.17342	.039	.0173	.9185
			4	.80408*	.21578	.002	.2434	1.3647
		3	1	.15736	.20501	.869	-.3753	.6900
			2	-.46792*	.17342	.039	-.9185	-.0173
			4	.33615	.22590	.447	-.2508	.9231
		4	1	-.17879	.24190	.881	-.8073	.4497
			2	-.80408*	.21578	.002	-1.3647	-.2434
			3	-.33615	.22590	.447	-.9231	.2508
Offline at seminar or event.	Tamhane	1	2	.37471	.20327	.350	-.1751	.9245
			3	.27287	.23004	.807	-.3497	.8955
			4	.95152*	.30724	.023	.0930	1.8101
		2	1	-.37471	.20327	.350	-.9245	.1751
			3	-.10184	.22245	.998	-.7009	.4972
			4	.57680	.30160	.330	-.2677	1.4213
		3	1	-.27287	.23004	.807	-.8955	.3497
			2	.10184	.22245	.998	-.4972	.7009
			4	.67865	.32025	.220	-.2088	1.5661
		4	1	-.95152*	.30724	.023	-1.8101	-.0930
			2	-.57680	.30160	.330	-1.4213	.2677
			3	-.67865	.32025	.220	-1.5661	.2088

APPENDIX I

PROMOTION OF DIGITAL MARKETING PROGRAMS

APPENDIX I-1: Anova table of promotion in digital marketing programs for four clusters

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Early bird discount	Between Groups	17.463	3	5.821	6.022	.001
	Within Groups	144.040	149	.967		
	Total	161.503	152			
Friends get friends discount	Between Groups	8.632	3	2.877	2.039	.111
	Within Groups	210.283	149	1.411		
	Total	218.915	152			
Buy more get discount more	Between Groups	12.952	3	4.317	3.712	.013
	Within Groups	173.283	149	1.163		
	Total	186.235	152			
Study free but pay for certificate	Between Groups	6.375	3	2.125	1.073	.362
	Within Groups	295.011	149	1.980		
	Total	301.386	152			
Free trial	Between Groups	4.029	3	1.343	1.254	.292
	Within Groups	159.514	149	1.071		
	Total	163.542	152			

APPENDIX I-2: Post hoc test table of promotion in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Early bird discount	Tukey HSD	1	2	-.44713	.22111	.184	-1.0216	.1274
			3	-.27752	.23389	.636	-.8852	.3302
			4	.55758	.27598	.185	-.1595	1.2746
		2	1	.44713	.22111	.184	-.1274	1.0216
			3	.16961	.19786	.827	-.3445	.6837
			4	1.00470*	.24619	.000	.3650	1.6444
		3	1	.27752	.23389	.636	-.3302	.8852
			2	-.16961	.19786	.827	-.6837	.3445
			4	.83510*	.25773	.008	.1655	1.5047
		4	1	-.55758	.27598	.185	-1.2746	.1595
			2	-1.00470*	.24619	.000	-1.6444	-.3650
			3	-.83510*	.25773	.008	-1.5047	-.1655

Buy more get discount more	Tukey HSD	1	2	-.37471	.24252	.413	-1.0048	.2554
			3	-.19147	.25654	.878	-.8580	.4751
			4	.50303	.30270	.348	-.2835	1.2895
		2	1	.37471	.24252	.413	-.2554	1.0048
			3	.18324	.21702	.833	-.3806	.7471
			4	.87774*	.27003	.008	.1761	1.5793
		3	1	.19147	.25654	.878	-.4751	.8580
			2	-.18324	.21702	.833	-.7471	.3806
			4	.69450	.28268	.071	-.0400	1.4290
		4	1	-.50303	.30270	.348	-1.2895	.2835
			2	-.87774*	.27003	.008	-1.5793	-.1761
			3	-.69450	.28268	.071	-1.4290	.0400

APPENDIX J

INSTRUCTOR OF DIGITAL MARKETING PROGRAMS

APPENDIX J-1: Anova table of instructor in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Digital marketing work experience in the abroad	Between Groups	13.842	3	4.614	5.355	.002
	Within Groups	128.393	149	.862		
	Total	142.235	152			
Working at digital marketing agency.	Between Groups	14.633	3	4.878	9.289	.000
	Within Groups	78.243	149	.525		
	Total	92.876	152			
Own business and sale products via online channel.	Between Groups	7.269	3	2.423	2.743	.045
	Within Groups	131.607	149	.883		
	Total	138.876	152			
Positive review	Between Groups	2.989	3	.996	1.005	.393
	Within Groups	147.730	149	.991		
	Total	150.719	152			
Well-known	Between Groups	4.662	3	1.554	1.591	.194
	Within Groups	145.547	149	.977		
	Total	150.209	152			

APPENDIX J-2: Post Hoc test table of instructor in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Digital marketing work experience in the abroad	Tukey HSD	1	2	-.21839	.20876	.723	-.7608	.3240
			3	-.09690	.22082	.972	-.6707	.4769
			4	.69697*	.26056	.041	.0200	1.3740
		2	1	.21839	.20876	.723	-.3240	.7608
			3	.12149	.18681	.915	-.3639	.6069
			4	.91536*	.23243	.001	.3114	1.5193
		3	1	.09690	.22082	.972	-.4769	.6707
			2	-.12149	.18681	.915	-.6069	.3639
			4	.79387*	.24333	.007	.1616	1.4261
		4	1	-.69697*	.26056	.041	-1.3740	-.0200
			2	-.91536*	.23243	.001	-1.5193	-.3114
			3	-.79387*	.24333	.007	-1.4261	-.1616

Working at digital marketing agency.	Tukey HSD	1	2	.06437	.16297	.979	-.3591	.4878
			3	.23798	.17238	.514	-.2099	.6859
			4	.95152*	.20340	.000	.4230	1.4800
		2	1	-.06437	.16297	.979	-.4878	.3591
			3	.17362	.14583	.634	-.2053	.5525
			4	.88715*	.18145	.000	.4157	1.3586
		3	1	-.23798	.17238	.514	-.6859	.2099
			2	-.17362	.14583	.634	-.5525	.2053
			4	.71353*	.18995	.001	.2200	1.2071
		4	1	-.95152*	.20340	.000	-1.4800	-.4230
			2	-.88715*	.18145	.000	-1.3586	-.4157
			3	-.71353*	.18995	.001	-1.2071	-.2200
Own business and sale products via online channel.	Tukey HSD	1	2	-.07471	.21135	.985	-.6239	.4744
			3	-.20543	.22357	.795	-.7863	.3755
			4	.48485	.26380	.260	-.2006	1.1703
		2	1	.07471	.21135	.985	-.4744	.6239
			3	-.13071	.18913	.900	-.6221	.3607
			4	.55956	.23532	.086	-.0519	1.1710
		3	1	.20543	.22357	.795	-.3755	.7863
			2	.13071	.18913	.900	-.3607	.6221
			4	.69027*	.24635	.029	.0502	1.3304
		4	1	-.48485	.26380	.260	-1.1703	.2006
			2	-.55956	.23532	.086	-1.1710	.0519
			3	-.69027*	.24635	.029	-1.3304	-.0502

APPENDIX K
PROCESS OF DIGITAL MARKETING PROGRAMS

APPENDIX K-1: Anova table of process in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Easy for registration	Between Groups	11.433	3	3.811	5.373	.002
	Within Groups	105.678	149	.709		
	Total	117.111	152			
Can study instantly, no need to wait for course to start.	Between Groups	17.900	3	5.967	8.242	.000
	Within Groups	107.865	149	.724		
	Total	125.765	152			
Customer support e.g. phone call, email and chat	Between Groups	6.999	3	2.333	2.663	.050
	Within Groups	130.544	149	.876		
	Total	137.542	152			

APPENDIX K-2: Post Hoc test table of process in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Easy for registration	Tukey HSD	1	2	-.39540	.18939	.162	-.8875	.0967
			3	-.19612	.20034	.762	-.7167	.3244
			4	.42121	.23639	.286	-.1930	1.0354
		2	1	.39540	.18939	.162	-.0967	.8875
			3	.19928	.16948	.643	-.2411	.6396
			4	.81661*	.21087	.001	.2687	1.3645
		3	1	.19612	.20034	.762	-.3244	.7167
			2	-.19928	.16948	.643	-.6396	.2411
			4	.61734*	.22076	.030	.0438	1.1909
		4	1	-.42121	.23639	.286	-1.0354	.1930
			2	-.81661*	.21087	.001	-1.3645	-.2687
			3	-.61734*	.22076	.030	-1.1909	-.0438
Can study instantly, no need to wait for course to start.	Tukey HSD	1	2	-.27931	.19134	.464	-.7765	.2178
			3	.21628	.20240	.709	-.3096	.7422
			4	.73636*	.23882	.013	.1158	1.3569
		2	1	.27931	.19134	.464	-.2178	.7765
			3	.49559*	.17122	.022	.0507	.9405
			4	1.01567*	.21304	.000	.4621	1.5692

		3	1	-.21628	.20240	.709	-.7422	.3096
			2	-.49559*	.17122	.022	-.9405	-.0507
			4	.52008	.22303	.095	-.0594	1.0996
		4	1	-.73636*	.23882	.013	-1.3569	-.1158
			2	-1.01567*	.21304	.000	-1.5692	-.4621
			3	-.52008	.22303	.095	-1.0996	.0594
Customer support e.g. phone call, email and chat	Tukey HSD	1	2	.26207	.21050	.599	-.2849	.8090
			3	.16744	.22266	.876	-.4111	.7460
			4	.71818*	.26273	.035	.0355	1.4008
		2	1	-.26207	.21050	.599	-.8090	.2849
			3	-.09463	.18836	.958	-.5840	.3948
			4	.45611	.23437	.213	-.1528	1.0651
		3	1	-.16744	.22266	.876	-.7460	.4111
			2	.09463	.18836	.958	-.3948	.5840
			4	.55074	.24536	.116	-.0868	1.1882
		4	1	-.71818*	.26273	.035	-1.4008	-.0355
			2	-.45611	.23437	.213	-1.0651	.1528
			3	-.55074	.24536	.116	-1.1882	.0868

APPENDIX L
PHYSICAL EVIDENT OF DIGITAL MARKETING PROGRAMS

APPENDIX L-1: Anova table of physical evident in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Reliable website or Facebook fanpage	Between Groups	9.708	3	3.236	5.765	.001
	Within Groups	83.639	149	.561		
	Total	93.346	152			
Place to study	Between Groups	10.773	3	3.591	4.438	.005
	Within Groups	120.573	149	.809		
	Total	131.346	152			

APPENDIX L-2: Post hoc test table of physical evident in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Reliable website or Facebook fanpage	Tamhane	1	2	-.03103	.15593	1.000	-.4546	.3925
			3	.07442	.15758	.998	-.3541	.5030
			4	.71818*	.25390	.046	.0085	1.4278
		2	1	.03103	.15593	1.000	-.3925	.4546
			3	.10545	.13711	.970	-.2629	.4738
			4	.74922*	.24173	.025	.0671	1.4313
		3	1	-.07442	.15758	.998	-.5030	.3541
			2	-.10545	.13711	.970	-.4738	.2629
			4	.64376	.24279	.074	-.0408	1.3283
		4	1	-.71818*	.25390	.046	-1.4278	-.0085
			2	-.74922*	.24173	.025	-1.4313	-.0671
			3	-.64376	.24279	.074	-1.3283	.0408
Place to study	Tamhane	1	2	.26207	.17656	.600	-.2145	.7387
			3	.37674	.18880	.264	-.1343	.8877
			4	.90000*	.23033	.002	.2598	1.5402
		2	1	-.26207	.17656	.600	-.7387	.2145
			3	.11468	.19098	.992	-.3989	.6282
			4	.63793	.23212	.053	-.0046	1.2804
		3	1	-.37674	.18880	.264	-.8877	.1343
			2	-.11468	.19098	.992	-.6282	.3989
			4	.52326	.24156	.197	-.1425	1.1890
		4	1	-.90000*	.23033	.002	-1.5402	-.2598
			2	-.63793	.23212	.053	-1.2804	.0046
			3	-.52326	.24156	.197	-1.1890	.1425

APPENDIX M

PRICE OF DIGITAL MARKETING PROGRAMS

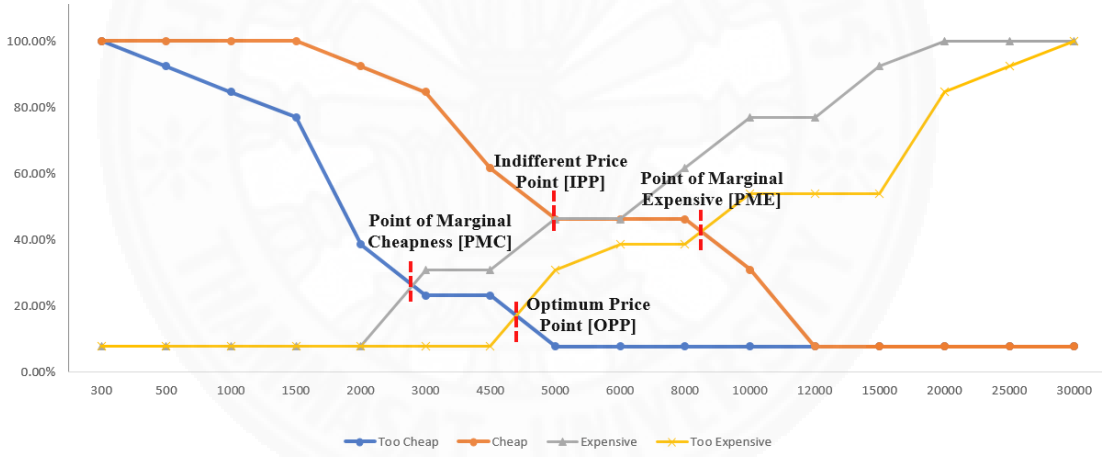
APPENDIX M-1: Chi-square tests table of the duration of study digital marketing programs for four clusters

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.374[a]	12	.105
Likelihood Ratio	20.327	12	.061
Linear-by-Linear Association	.718	1	.397
N of Valid Cases	153		

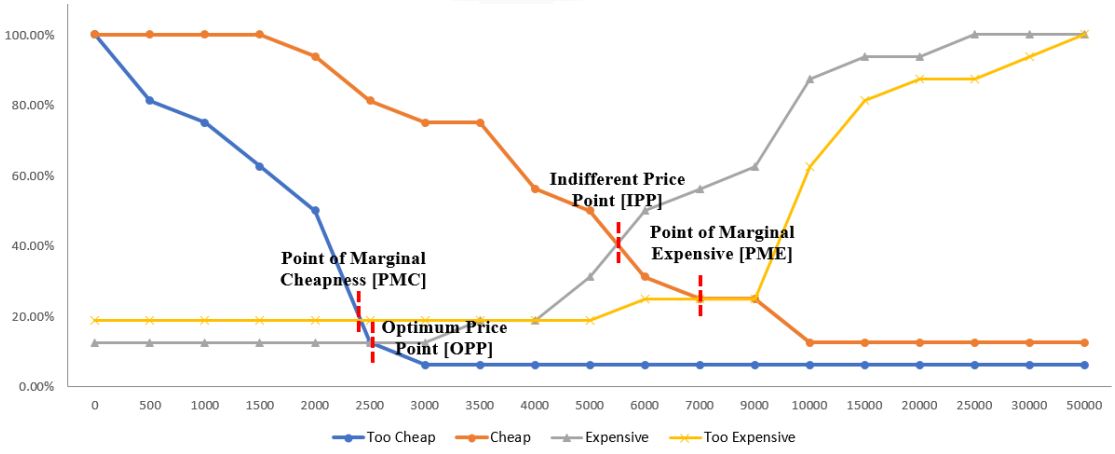
a. 6 cells (30.0%) have expected count less than 5. The minimum expected count is 2.01.

APPENDIX M-2: Price Sensitivity Measurement (PSM) based on the duration of study digital marketing programs for four clusters

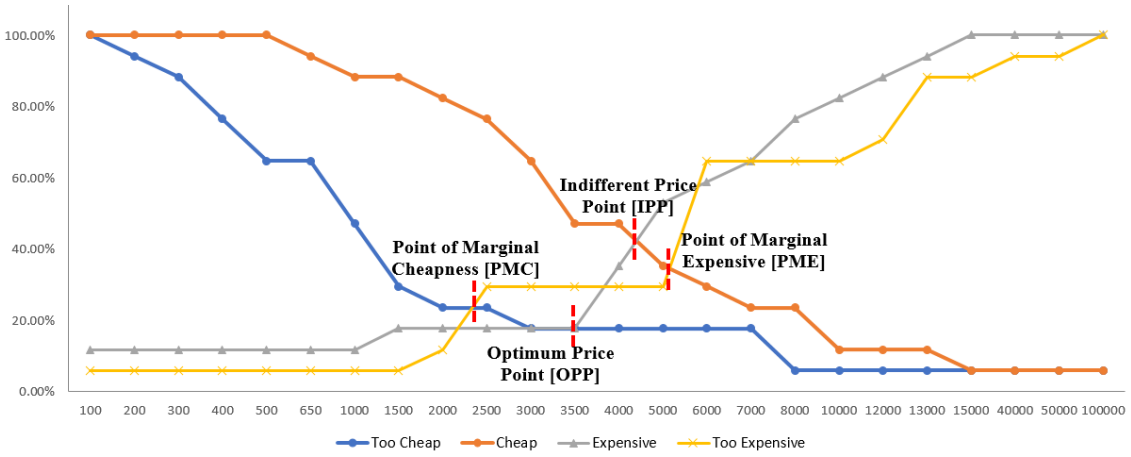
Short course: 9-16 hours (Hard Workers)



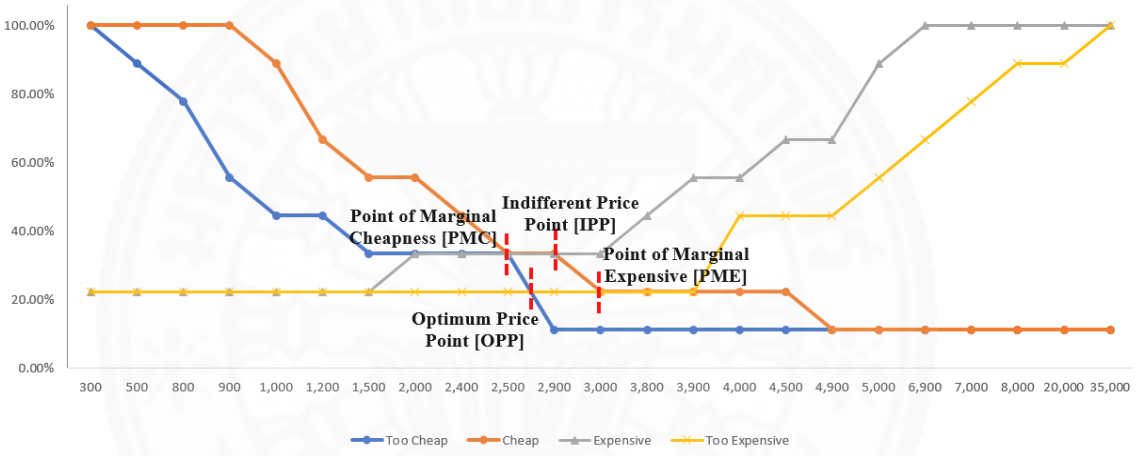
Short course: 9-16 hours (Knowledge Seekers)



Short course: 9-16 hours (Connection Seekers)



Short course: 5-8 hours (New Learners)



APPENDIX N

PROBLEM RECOGNITION

APPENDIX N-1: Anova table of problem recognition in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Passion to work as Digital Marketing Specialist.	Between Groups	22.172	3	7.391	13.980	.000
	Within Groups	78.769	149	.529		
	Total	100.941	152			
Work in Digital Marketing because this job has high salary.	Between Groups	17.402	3	5.801	5.331	.002
	Within Groups	162.140	149	1.088		
	Total	179.542	152			
High demand for digital marketing jobs.	Between Groups	15.187	3	5.062	8.448	.000
	Within Groups	89.283	149	.599		
	Total	104.471	152			
Company supports me to study Digital Marketing.	Between Groups	8.477	3	2.826	2.039	.111
	Within Groups	206.464	149	1.386		
	Total	214.941	152			
Get Digital Marketing certificate for my resume.	Between Groups	3.654	3	1.218	.682	.564
	Within Groups	266.110	149	1.786		
	Total	269.765	152			
Trend of spending on Digital Marketing is rapidly rising.	Between Groups	9.780	3	3.260	9.506	.000
	Within Groups	51.096	149	.343		
	Total	60.876	152			
Number of online shoppers are growing.	Between Groups	12.572	3	4.191	13.554	.000
	Within Groups	46.068	149	.309		
	Total	58.641	152			
Use Digital Marketing knowledge for my own business/company.	Between Groups	16.741	3	5.580	11.323	.000
	Within Groups	73.429	149	.493		
	Total	90.170	152			
Increase sale for own business/company.	Between Groups	11.542	3	3.847	5.991	.001
	Within Groups	95.687	149	.642		
	Total	107.229	152			
Digital Marketing helps for reducing costs.	Between Groups	20.732	3	6.911	8.816	.000
	Within Groups	116.797	149	.784		
	Total	137.529	152			

APPENDIX N-2: Post Hoc test table of problem recognition in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Passion to work as Digital Marketing Specialist.	Tukey HSD	1	2	-.52184*	.16351	.009	-.9467	-.0970
			3	-.37829	.17296	.132	-.8277	.0711
			4	.58788*	.20409	.023	.0576	1.1181
		2	1	.52184*	.16351	.009	.0970	.9467
			3	.14354	.14632	.760	-.2366	.5237
			4	1.10972*	.18206	.000	.6367	1.5827
		3	1	.37829	.17296	.132	-.0711	.8277
			2	-.14354	.14632	.760	-.5237	.2366
			4	.96617*	.19059	.000	.4710	1.4614
		4	1	-.58788*	.20409	.023	-1.1181	-.0576
			2	-1.10972*	.18206	.000	-1.5827	-.6367
			3	-.96617*	.19059	.000	-1.4614	-.4710
Work in Digital Marketing because this job has high salary.	Tukey HSD	1	2	-.08506	.23460	.984	-.6946	.5245
			3	.54806	.24815	.126	-.0967	1.1928
			4	.73939	.29281	.060	-.0214	1.5002
		2	1	.08506	.23460	.984	-.5245	.6946
			3	.63312*	.20993	.016	.0877	1.1786
			4	.82445*	.26120	.010	.1458	1.5031
		3	1	-.54806	.24815	.126	-1.1928	.0967
			2	-.63312*	.20993	.016	-1.1786	-.0877
			4	.19133	.27344	.897	-.5191	.9018
		4	1	-.73939	.29281	.060	-1.5002	.0214
			2	-.82445*	.26120	.010	-1.5031	-.1458
			3	-.19133	.27344	.897	-.9018	.5191
High demand for digital marketing jobs.	Tamhane	1	2	-.05517	.13253	.999	-.4147	.3044
			3	.39070	.17643	.167	-.0870	.8684
			4	.82727*	.23145	.007	.1773	1.4773
		2	1	.05517	.13253	.999	-.3044	.4147
			3	.44587	.16595	.053	-.0035	.8953
			4	.88245*	.22357	.003	.2499	1.5150
		3	1	-.39070	.17643	.167	-.8684	.0870
			2	-.44587	.16595	.053	-.8953	.0035
			4	.43658	.25208	.435	-.2601	1.1332
		4	1	-.82727*	.23145	.007	-1.4773	-.1773
			2	-.88245*	.22357	.003	-1.5150	-.2499
			3	-.43658	.25208	.435	-1.1332	.2601
Trend of spending on Digital Marketing is rapidly rising.	Tamhane	1	2	.09310	.09878	.924	-.1744	.3606
			3	.19535	.11098	.404	-.1051	.4958
			4	.80000*	.22092	.007	.1719	1.4281

		2	1	-.09310	.09878	.924	-.3606	.1744
			3	.10225	.10507	.912	-.1807	.3852
			4	.70690*	.21801	.020	.0847	1.3290
		3	1	-.19535	.11098	.404	-.4958	.1051
			2	-.10225	.10507	.912	-.3852	.1807
			4	.60465	.22381	.068	-.0291	1.2384
		4	1	-.80000*	.22092	.007	-1.4281	-.1719
			2	-.70690*	.21801	.020	-1.3290	-.0847
			3	-.60465	.22381	.068	-1.2384	.0291
Numbers of online shoppers are growing.	Tamhane	1	2	-.14598	.09276	.543	-.4011	.1092
			3	.10543	.12501	.954	-.2329	.4438
			4	.73333*	.21379	.011	.1287	1.3379
		2	1	.14598	.09276	.543	-.1092	.4011
			3	.25140	.10367	.105	-.0307	.5335
			4	.87931*	.20205	.001	.2981	1.4605
		3	1	-.10543	.12501	.954	-.4438	.2329
			2	-.25140	.10367	.105	-.5335	.0307
			4	.62791*	.21874	.043	.0131	1.2427
		4	1	-.73333*	.21379	.011	-1.3379	-.1287
			2	-.87931*	.20205	.001	-1.4605	-.2981
			3	-.62791*	.21874	.043	-1.2427	-.0131
Use Digital Marketing knowledge for own business or company.	Tukey HSD	1	2	-.12414	.15787	.861	-.5343	.2861
			3	-.00465	.16700	1.000	-.4386	.4292
			4	.87273*	.19705	.000	.3607	1.3847
		2	1	.12414	.15787	.861	-.2861	.5343
			3	.11949	.14127	.832	-.2476	.4865
			4	.99687*	.17578	.000	.5402	1.4536
		3	1	.00465	.16700	1.000	-.4292	.4386
			2	-.11949	.14127	.832	-.4865	.2476
			4	.87738*	.18401	.000	.3993	1.3555
		4	1	-.87273*	.19705	.000	-1.3847	-.3607
			2	-.99687*	.17578	.000	-1.4536	-.5402
			3	-.87738*	.18401	.000	-1.3555	-.3993
Increase sale for own business or company.	Tukey HSD	1	2	-.20345	.18022	.672	-.6717	.2648
			3	-.11163	.19063	.936	-.6069	.3837
			4	.62727*	.22494	.030	.0428	1.2117
		2	1	.20345	.18022	.672	-.2648	.6717
			3	.09182	.16127	.941	-.3272	.5108
			4	.83072*	.20066	.000	.3094	1.3521
		3	1	.11163	.19063	.936	-.3837	.6069
			2	-.09182	.16127	.941	-.5108	.3272
			4	.73890*	.21006	.003	.1931	1.2847
		4	1	-.62727*	.22494	.030	-1.2117	-.0428
			2	-.83072*	.20066	.000	-1.3521	-.3094
			3	-.73890*	.21006	.003	-1.2847	-.1931

Digital Marketing helps for reducing costs.	Tukey HSD	1	2	-.40000	.19911	.189	-.9173	.1173
			3	-.29535	.21062	.500	-.8426	.2519
			4	.69091*	.24852	.031	.0452	1.3366
		2	1	.40000	.19911	.189	-.1173	.9173
			3	.10465	.17817	.936	-.3583	.5676
			4	1.09091*	.22169	.000	.5149	1.6669
		3	1	.29535	.21062	.500	-.2519	.8426
			2	-.10465	.17817	.936	-.5676	.3583
			4	.98626*	.23208	.000	.3833	1.5893
		4	1	-.69091*	.24852	.031	-1.3366	-.0452
			2	-1.09091*	.22169	.000	-1.6669	-.5149
			3	-.98626*	.23208	.000	-1.5893	-.3833

APPENDIX O
INFORMATION SOURCES

APPENDIX O-1: Anova table of information sources in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Friends	Between Groups	9.073	3	3.024	2.575	.056
	Within Groups	174.979	149	1.174		
	Total	184.052	152			
Family	Between Groups	8.165	3	2.722	2.050	.109
	Within Groups	197.835	149	1.328		
	Total	206.000	152			
Boss	Between Groups	6.252	3	2.084	1.494	.218
	Within Groups	207.800	149	1.395		
	Total	214.052	152			
Digital Marketing influencer or guru	Between Groups	14.795	3	4.932	7.081	.000
	Within Groups	103.767	149	.696		
	Total	118.562	152			
Google search	Between Groups	10.335	3	3.445	3.880	.010
	Within Groups	132.305	149	.888		
	Total	142.641	152			
Review from website or Facebook	Between Groups	8.485	3	2.828	3.282	.023
	Within Groups	128.391	149	.862		
	Total	136.876	152			
Newspaper, magazine, television or radio	Between Groups	11.281	3	3.760	3.278	.023
	Within Groups	170.928	149	1.147		
	Total	182.209	152			
Past experience (experienced customers)	Between Groups	15.250	3	5.083	8.936	.000
	Within Groups	84.763	149	.569		
	Total	100.013	152			

APPENDIX O-2: Post Hoc test table of information sources in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Digital Marketing influencer or guru	Tukey HSD	1	2	-.10115	.18767	.949	-.5888	.3865
			3	.15426	.19852	.865	-.3615	.6701
			4	.84242*	.23424	.002	.2338	1.4510
		2	1	.10115	.18767	.949	-.3865	.5888
			3	.25541	.16794	.428	-.1809	.6918
			4	.94357*	.20896	.000	.4006	1.4865
		3	1	-.15426	.19852	.865	-.6701	.3615
			2	-.25541	.16794	.428	-.6918	.1809
			4	.68816*	.21875	.011	.1198	1.2565
		4	1	-.84242*	.23424	.002	-1.4510	-.2338
			2	-.94357*	.20896	.000	-1.4865	-.4006
			3	-.68816*	.21875	.011	-1.2565	-.1198
Google search	Tukey HSD	1	2	-.14598	.21192	.901	-.6966	.4046
			3	.15194	.22416	.905	-.4305	.7344
			4	.64242	.26450	.076	-.0448	1.3297
		2	1	.14598	.21192	.901	-.4046	.6966
			3	.29791	.18963	.398	-.1948	.7906
			4	.78840*	.23595	.006	.1753	1.4015
		3	1	-.15194	.22416	.905	-.7344	.4305
			2	-.29791	.18963	.398	-.7906	.1948
			4	.49049	.24701	.198	-.1513	1.1323
		4	1	-.64242	.26450	.076	-1.3297	.0448
			2	-.78840*	.23595	.006	-1.4015	-.1753
			3	-.49049	.24701	.198	-1.1323	.1513
Review from website or Facebook	Tukey HSD	1	2	-.16667	.20876	.855	-.7091	.3757
			3	-.00388	.22082	1.000	-.5776	.5699
			4	.56061	.26056	.142	-.1164	1.2376
		2	1	.16667	.20876	.855	-.3757	.7091
			3	.16279	.18680	.820	-.3226	.6482
			4	.72727*	.23243	.011	.1234	1.3312
		3	1	.00388	.22082	1.000	-.5699	.5776
			2	-.16279	.18680	.820	-.6482	.3226
			4	.56448	.24332	.098	-.0677	1.1967
		4	1	-.56061	.26056	.142	-1.2376	.1164
			2	-.72727*	.23243	.011	-1.3312	-.1234
			3	-.56448	.24332	.098	-1.1967	.0677
Newspaper, magazine, television or radio	Tukey HSD	1	2	-.42529	.24087	.294	-1.0511	.2006
			3	.08915	.25479	.985	-.5729	.7512
			4	.28788	.30064	.774	-.4933	1.0690
		2	1	.42529	.24087	.294	-.2006	1.0511
			3	.51443	.21554	.084	-.0456	1.0745

			4	.71317*	.26818	.043	.0164	1.4100
		3	1	-.08915	.25479	.985	-.7512	.5729
			2	-.51443	.21554	.084	-1.0745	.0456
			4	.19873	.28075	.894	-.5307	.9282
		4	1	-.28788	.30064	.774	-1.0690	.4933
			2	-.71317*	.26818	.043	-1.4100	-.0164
			3	-.19873	.28075	.894	-.9282	.5307
Past experience (experienced customers)	Tukey HSD	1	2	-.31839	.16962	.242	-.7591	.1223
			3	-.37132	.17942	.168	-.8375	.0949
			4	.55152*	.21171	.049	.0014	1.1016
		2	1	.31839	.16962	.242	-.1223	.7591
			3	-.05293	.15178	.985	-.4473	.3414
			4	.86991*	.18886	.000	.3792	1.3606
		3	1	.37132	.17942	.168	-.0949	.8375
			2	.05293	.15178	.985	-.3414	.4473
			4	.92283*	.19771	.000	.4091	1.4365
		4	1	-.55152*	.21171	.049	-1.1016	-.0014
			2	-.86991*	.18886	.000	-1.3606	-.3792
			3	-.92283*	.19771	.000	-1.4365	-.4091

APPENDIX P
PURCHASING CRITERIA

APPENDIX P-1: Anova table of purchasing criteria in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Quality of program	Between Groups	8.869	3	2.956	9.413	.000
	Within Groups	46.792	149	.314		
	Total	55.660	152			
Interesting Curriculum	Between Groups	9.616	3	3.205	8.957	.000
	Within Groups	53.325	149	.358		
	Total	62.941	152			
Updated Curriculum	Between Groups	6.389	3	2.130	7.387	.000
	Within Groups	42.957	149	.288		
	Total	49.346	152			
Duration of studying	Between Groups	5.357	3	1.786	3.088	.029
	Within Groups	86.147	149	.578		
	Total	91.503	152			
Certification	Between Groups	6.407	3	2.136	1.313	.272
	Within Groups	242.312	149	1.626		
	Total	248.719	152			
Value for money	Between Groups	8.165	3	2.722	7.087	.000
	Within Groups	57.221	149	.384		
	Total	65.386	152			
Study online	Between Groups	14.121	3	4.707	4.061	.008
	Within Groups	172.715	149	1.159		
	Total	186.837	152			
Study offline	Between Groups	5.188	3	1.729	1.634	.184
	Within Groups	157.649	149	1.058		
	Total	162.837	152			
Sales promotion	Between Groups	5.018	3	1.673	1.634	.184
	Within Groups	152.524	149	1.024		
	Total	157.542	152			
Deliver process	Between Groups	2.445	3	.815	1.090	.356
	Within Groups	111.451	149	.748		
	Total	113.895	152			
Instructor	Between Groups	3.311	3	1.104	2.679	.050
	Within Groups	61.369	149	.412		
	Total	64.680	152			
Physical evident	Between Groups	1.741	3	.580	.739	.531
	Within Groups	117.095	149	.786		

	Total	118.837	152			
Job assistance	Between Groups	9.236	3	3.079	1.589	.194
	Within Groups	288.647	149	1.937		
	Total	297.882	152			
Small number of classmate	Between Groups	.058	3	.019	.013	.998
	Within Groups	222.504	149	1.493		
	Total	222.562	152			

APPENDIX P-2: Post Hoc test table of purchasing criteria in digital marketing programs for four clusters

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Quality of program	Tamhane	1	2	.07471	.09598	.969	-.1847	.3341
			3	.08915	.09655	.931	-.1725	.3508
			4	.74242*	.21837	.013	.1203	1.3646
		2	1	-.07471	.09598	.969	-.3341	.1847
			3	.01443	.09463	1.000	-.2398	.2686
			4	.66771*	.21753	.030	.0474	1.2880
		3	1	-.08915	.09655	.931	-.3508	.1725
			2	-.01443	.09463	1.000	-.2686	.2398
			4	.65328*	.21778	.035	.0324	1.2741
		4	1	-.74242*	.21837	.013	-1.3646	-.1203
			2	-.66771*	.21753	.030	-1.2880	-.0474
			3	-.65328*	.21778	.035	-1.2741	-.0324
Interesting Curriculum	Tamhane	1	2	.14138	.10272	.678	-.1353	.4180
			3	.15581	.08739	.389	-.0807	.3923
			4	.80909*	.20413	.003	.2249	1.3933
		2	1	-.14138	.10272	.678	-.4180	.1353
			3	.01443	.10945	1.000	-.2795	.3083
			4	.66771*	.21451	.024	.0629	1.2725
		3	1	-.15581	.08739	.389	-.3923	.0807
			2	-.01443	.10945	1.000	-.3083	.2795
			4	.65328*	.20761	.024	.0624	1.2442
		4	1	-.80909*	.20413	.003	-1.3933	-.2249
			2	-.66771*	.21451	.024	-1.2725	-.0629
			3	-.65328*	.20761	.024	-1.2442	-.0624
Updated Curriculum	Tamhane	1	2	.00575	.10098	1.000	-.2699	.2814
			3	.11240	.11396	.908	-.1967	.4215
			4	.60606*	.20353	.034	.0324	1.1797
		2	1	-.00575	.10098	1.000	-.2814	.2699
			3	.10666	.09490	.842	-.1493	.3626
			4	.60031*	.19351	.028	.0475	1.1531
		3	1	-.11240	.11396	.908	-.4215	.1967
			2	-.10666	.09490	.842	-.3626	.1493

			4	.49366	.20059	.115	-.0734	1.0607
		4	1	-.60606*	.20353	.034	-1.1797	-.0324
			2	-.60031*	.19351	.028	-1.1531	-.0475
			3	-.49366	.20059	.115	-1.0607	.0734
Duration of studying	Tukey HSD	1	2	-.17931	.17100	.721	-.6236	.2650
			3	.08372	.18088	.967	-.3863	.5537
			4	.38182	.21343	.283	-.1727	.9364
		2	1	.17931	.17100	.721	-.2650	.6236
			3	.26303	.15302	.317	-.1345	.6606
			4	.56113*	.19039	.019	.0664	1.0558
		3	1	-.08372	.18088	.967	-.5537	.3863
			2	-.26303	.15302	.317	-.6606	.1345
			4	.29810	.19931	.443	-.2198	.8160
		4	1	-.38182	.21343	.283	-.9364	.1727
			2	-.56113*	.19039	.019	-1.0558	-.0664
			3	-.29810	.19931	.443	-.8160	.2198
Value for money	Tamhane	1	2	-.19195	.11353	.455	-.5010	.1171
			3	-.03798	.12356	1.000	-.3732	.2973
			4	.52121	.24115	.214	-.1610	1.2034
		2	1	.19195	.11353	.455	-.1171	.5010
			3	.15397	.10593	.622	-.1312	.4391
			4	.71317*	.23261	.031	.0485	1.3779
		3	1	.03798	.12356	1.000	-.2973	.3732
			2	-.15397	.10593	.622	-.4391	.1312
			4	.55920	.23766	.147	-.1155	1.2339
		4	1	-.52121	.24115	.214	-1.2034	.1610
			2	-.71317*	.23261	.031	-1.3779	-.0485
			3	-.55920	.23766	.147	-1.2339	.1155
Study online	Tukey HSD	1	2	-.72414*	.24212	.017	-1.3532	-.0950
			3	-.26744	.25612	.724	-.9329	.3980
			4	-.04545	.30221	.999	-.8307	.7398
		2	1	.72414*	.24212	.017	.0950	1.3532
			3	.45670	.21666	.155	-.1063	1.0196
			4	.67868	.26958	.061	-.0218	1.3791
		3	1	.26744	.25612	.724	-.3980	.9329
			2	-.45670	.21666	.155	-1.0196	.1063
			4	.22199	.28222	.860	-.5113	.9553
		4	1	.04545	.30221	.999	-.7398	.8307
			2	-.67868	.26958	.061	-1.3791	.0218
			3	-.22199	.28222	.860	-.9553	.5113

APPENDIX Q
CUSTOMER SATISFACTION

APPENDIX Q-1: Anova table of customer satisfaction in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
The instructor	Between Groups	2.701	3	.900	1.332	.272
	Within Groups	43.936	65	.676		
	Total	46.638	68			
the quality of program	Between Groups	2.918	3	.973	1.280	.289
	Within Groups	49.372	65	.760		
	Total	52.290	68			
Value for money	Between Groups	6.439	3	2.146	2.521	.066
	Within Groups	55.329	65	.851		
	Total	61.768	68			
The advantage of program	Between Groups	2.765	3	.922	1.191	.320
	Within Groups	50.308	65	.774		
	Total	53.072	68			
The equipment or materials	Between Groups	4.530	3	1.510	1.848	.147
	Within Groups	53.122	65	.817		
	Total	57.652	68			
The staff or customer support	Between Groups	2.017	3	.672	.807	.495
	Within Groups	54.186	65	.834		
	Total	56.203	68			
The overall of programs	Between Groups	1.187	3	.396	.538	.658
	Within Groups	47.799	65	.735		
	Total	48.986	68			

APPENDIX R

REPURCHASING COURSES

APPENDIX R-1: Anova table of repurchasing in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Repurchasing course	Between Groups	6.211	3	2.070	1.920	.135
	Within Groups	70.079	65	1.078		
	Total	76.290	68			

APPENDIX R-2: Regression Analysis for repurchasing courses by satisfaction of the instructor from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478[a]	.228	.217	.93747

a. Predictors: (Constant), Did you satisfy the instructor?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.407	1	17.407	19.807	.000[b]
	Residual	58.883	67	.879		
	Total	76.290	68			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Predictors: (Constant), Did you satisfy the instructor?

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.613	.570		2.829	.006
	Did you satisfy the instructor?	.611	.137	.478	4.451	.000

a. Dependent Variable: Will you to study other courses from this institute or instructor?

APPENDIX R-3: Regression Analysis for repurchasing courses by satisfaction of quality of programs from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455[a]	.207	.195	.95046

a. Predictors: (Constant), Did you satisfy the quality of program?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.764	1	15.764	17.450	.000[b]
	Residual	60.526	67	.903		
	Total	76.290	68			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Predictors: (Constant), Did you satisfy the quality of program?

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.961	.525		3.735	.000
	Did you satisfy the quality of program?	.549	.131	.455	4.177	.000

a. Dependent Variable: Will you to study other courses from this institute or instructor?

APPENDIX R-4: Regression Analysis for repurchasing courses by satisfaction of value for money from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.501[a]	.251	.240	.92337

a. Predictors: (Constant), Did you satisfy the value for money?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.165	1	19.165	22.477	.000[b]
	Residual	57.125	67	.853		
	Total	76.290	68			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Predictors: (Constant), Did you satisfy the value for money?

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.906	.476		4.001	.000
	Did you satisfy the value for money?	.557	.117	.501	4.741	.000

a. Dependent Variable: Will you to study other courses from this institute or instructor?

APPENDIX R-5: Regression Analysis for repurchasing courses by satisfaction of advantage of program from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317[a]	.101	.087	1.01195

a. Predictors: (Constant), Did you satisfy the advantage of program?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.680	1	7.680	7.499	.008[b]
	Residual	68.610	67	1.024		
	Total	76.290	68			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Predictors: (Constant), Did you satisfy the advantage of program?

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.536	.585		4.338	.000
	Did you satisfy the advantage of program?	.380	.139	.317	2.738	.008

a. Dependent Variable: Will you to study other courses from this institute or instructor?

APPENDIX R-6: Regression Analysis for repurchasing courses by satisfaction of equipment or materials from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.368[a]	.136	.123	.99201

a. Predictors: (Constant), Did you satisfy the equipment or materials?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.356	1	10.356	10.524	.002[b]
	Residual	65.934	67	.984		
	Total	76.290	68			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Predictors: (Constant), Did you satisfy the equipment or materials?

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.554	.492		5.191	.000
	Did you satisfy the equipment or materials?	.424	.131	.368	3.244	.002

a. Dependent Variable: Will you to study other courses from this institute or instructor?

APPENDIX R-7: Regression Analysis for repurchasing courses by satisfaction of staff or customer support from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.382[a]	.146	.133	.98605

a. Predictors: (Constant), Did you satisfy the staff or customer support?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.146	1	11.146	11.464	.001[b]
	Residual	65.144	67	.972		
	Total	76.290	68			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Predictors: (Constant), Did you satisfy the staff or customer support?

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.449	.502		4.877	.000
	Did you satisfy the staff or customer support?	.445	.132	.382	3.386	.001

a. Dependent Variable: Will you to study other courses from this institute or instructor?

APPENDIX R-8: Regression Analysis for repurchasing courses by satisfaction of value for money from Knowledge Seekers

Model Summary				
Model	R Cluster Number of Case = 2 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483[a]	.233	.207	.93995

a. Predictors: (Constant), Did you satisfy the value for money?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.798	1	7.798	8.826	.006[c]
	Residual	25.622	29	.884		
	Total	33.419	30			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 2

c. Predictors: (Constant), Did you satisfy the value for money?

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.942	.787		2.467	.020
	Did you satisfy the value for money?	.553	.186	.483	2.971	.006

a. Dependent Variable: Will you to study other courses from this institute or instructor?

APPENDIX R-9: Regression Analysis for repurchasing courses by satisfaction of the instructor from Connection Seekers

Model Summary				
Model	R Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568[a]	.322	.290	.87684

a. Predictors: (Constant), Did you satisfy the instructor?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.680	1	7.680	9.989	.005[c]
	Residual	16.146	21	.769		
	Total	23.826	22			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the instructor?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.701	1.087		.645	.526
	Did you satisfy the instructor?	.803	.254	.568	3.161	.005

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX R-10: Regression Analysis for repurchasing courses by satisfaction of quality of program from Connection Seekers

Model Summary				
Model	R Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.428[a]	.183	.144	.96274

a. Predictors: (Constant), Did you satisfy the quality of program?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.362	1	4.362	4.706	.042[c]
	Residual	19.464	21	.927		
	Total	23.826	22			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the quality of program?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.536	1.193		1.287	.212
	Did you satisfy the quality of program?	.631	.291	.428	2.169	.042

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX R-11: Regression Analysis for repurchasing courses by satisfaction of value for money from Connection Seekers

Model Summary				
	R			
Model	Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.496[a]	.246	.210	.92481

a. Predictors: (Constant), Did you satisfy the value for money?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.866	1	5.866	6.858	.016[c]
	Residual	17.961	21	.855		
	Total	23.826	22			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the value for money?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.994	.822		2.425	.024
	Did you satisfy the value for money?	.529	.202	.496	2.619	.016

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX R-12: Regression Analysis for repurchasing courses by satisfaction of advantage of program from Connection Seekers

Model Summary				
	R			
Model	Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457[a]	.209	.171	.94734

a. Predictors: (Constant), Did you satisfy the advantage of program?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.980	1	4.980	5.549	.028[c]
	Residual	18.846	21	.897		
	Total	23.826	22			

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the advantage of program?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.584	1.081		1.466	.157
	Did you satisfy the advantage of program?	.587	.249	.457	2.356	.028

a. Dependent Variable: Will you to study other courses from this institute or instructor?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX S
RECOMMENDING COURSES

APPENDIX S-1: Anova table of recommending in digital marketing programs for four clusters

		Sum of Squares	df	Mean Square	F	Sig.
Recommending course	Between Groups	6.620	3	2.207	1.740	.168
	Within Groups	82.452	65	1.268		
	Total	89.072	68			

APPENDIX S-2: Regression Analysis for recommending courses by satisfaction of the instructor from experienced respondents

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627[a]	.393	.384	.89810

a. Predictors: (Constant), Did you satisfy the instructor?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.032	1	35.032	43.433	.000[b]
	Residual	54.041	67	.807		
	Total	89.072	68			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Predictors: (Constant), Did you satisfy the instructor?

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.586	.546		1.073	.287
	Did you satisfy the instructor?	.867	.132	.627	6.590	.000

a. Dependent Variable: Will you to recommend this program to a friend?

APPENDIX S-3: Regression Analysis for recommending courses by satisfaction of quality of program from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.323	.313	.94841

a. Predictors: (Constant), Did you satisfy the quality of program?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.807	1	28.807	32.027	.000[b]
	Residual	60.265	67	.899		
	Total	89.072	68			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Predictors: (Constant), Did you satisfy the quality of program?

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.222	.524		2.333	.023
	Did you satisfy the quality of program?	.742	.131	.569	5.659	.000

a. Dependent Variable: Will you to recommend this program to a friend?

APPENDIX S-4: Regression Analysis for recommending courses by satisfaction of value for money from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.586[a]	.343	.334	.93433

a. Predictors: (Constant), Did you satisfy the value for money?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.584	1	30.584	35.034	.000[b]
	Residual	58.489	67	.873		
	Total	89.072	68			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Predictors: (Constant), Did you satisfy the value for money?

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.342	.482		2.785	.007
	Did you satisfy the value for money?	.704	.119	.586	5.919	.000

a. Dependent Variable: Will you to recommend this program to a friend?

APPENDIX S-5: Regression Analysis for recommending courses by satisfaction of advantage of program from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437[a]	.191	.179	1.03688

a. Predictors: (Constant), Did you satisfy the advantage of program?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.040	1	17.040	15.849	.000[b]
	Residual	72.032	67	1.075		
	Total	89.072	68			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Predictors: (Constant), Did you satisfy the advantage of program?

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.784	.599		2.978	.004
	Did you satisfy the advantage of program?	.567	.142	.437	3.981	.000

a. Dependent Variable: Will you to recommend this program to a friend?

APPENDIX S-6: Regression Analysis for recommending courses by equipment or materials from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.527[a]	.278	.267	.97973

a. Predictors: (Constant), Did you satisfy the equipment or materials?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.761	1	24.761	25.796	.000[b]
	Residual	64.311	67	.960		
	Total	89.072	68			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Predictors: (Constant), Did you satisfy the equipment or materials?

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.722	.486		3.546	.001
	Did you satisfy the equipment or materials?	.655	.129	.527	5.079	.000

a. Dependent Variable: Will you to recommend this program to a friend?

APPENDIX S-7: Regression Analysis for recommending courses by staff or customer support from experienced respondents

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457[a]	.209	.197	1.02570

a. Predictors: (Constant), Did you satisfy the staff or customer support?

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.585	1	18.585	17.665	.000[b]
	Residual	70.488	67	1.052		
	Total	89.072	68			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Predictors: (Constant), Did you satisfy the staff or customer support?

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.982	.522		3.795	.000
	Did you satisfy the staff or customer support?	.575	.137	.457	4.203	.000

a. Dependent Variable: Will you to recommend this program to a friend?

APPENDIX S-8: Regression Analysis for recommending courses by the instructor from Knowledge Seekers

Model Summary				
Model	R Cluster Number of Case = 2 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.588[a]	.346	.323	.99041

a. Predictors: (Constant), Did you satisfy the instructor?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.037	1	15.037	15.330	.001[c]
	Residual	28.447	29	.981		
	Total	43.484	30			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

c. Predictors: (Constant), Did you satisfy the instructor?

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.224	.763		1.604	.120
	Did you satisfy the instructor?	.720	.184	.588	3.915	.001

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

APPENDIX S-9: Regression Analysis for recommending courses by quality of program from Knowledge Seekers

Model Summary				
Model	R Cluster Number of Case = 2 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515[a]	.265	.239	1.04996

a. Predictors: (Constant), Did you satisfy the quality of program?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.514	1	11.514	10.444	.003[c]
	Residual	31.970	29	1.102		
	Total	43.484	30			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

c. Predictors: (Constant), Did you satisfy the quality of program?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.759	.757		2.322	.027
	Did you satisfy the quality of program?	.618	.191	.515	3.232	.003

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

APPENDIX S-10: Regression Analysis for recommending courses by value for money from Knowledge Seekers

Model Summary				
	R			
Model	Cluster Number of Case = 2 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.219	1.06385

a. Predictors: (Constant), Did you satisfy the value for money?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.662	1	10.662	9.421	.005[c]
	Residual	32.822	29	1.132		
	Total	43.484	30			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

c. Predictors: (Constant), Did you satisfy the value for money?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.458	.891		1.637	.112
	Did you satisfy the value for money?	.647	.211	.495	3.069	.005

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

APPENDIX S-11: Regression Analysis for recommending courses by equipment or materials from Knowledge Seekers

Model Summary				
	R			
Model	Cluster Number of Case = 2 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.445[a]	.198	.170	1.09681

a. Predictors: (Constant), Did you satisfy the equipment or materials?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.597	1	8.597	7.146	.012[c]
	Residual	34.887	29	1.203		
	Total	43.484	30			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

c. Predictors: (Constant), Did you satisfy the equipment or materials?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.089	.788		2.650	.013
	Did you satisfy the equipment or materials?	.541	.202	.445	2.673	.012

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 2

APPENDIX S-12: Regression Analysis for recommending courses by instructor from Connection Seekers

Model Summary				
Model	R Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708[a]	.501	.478	.81405

a. Predictors: (Constant), Did you satisfy the instructor?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.997	1	13.997	21.122	.000[c]
	Residual	13.916	21	.663		
	Total	27.913	22			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the instructor?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.354	1.009		-.351	.729
	Did you satisfy the instructor?	1.084	.236	.708	4.596	.000

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX S-13: Regression Analysis for recommending courses by quality of program from Connection Seekers

Model Summary				
Model	R Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.617[a]	.380	.351	.90768

a. Predictors: (Constant), Did you satisfy the quality of program?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.611	1	10.611	12.880	.002[c]
	Residual	17.302	21	.824		
	Total	27.913	22			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the quality of program?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.238	1.125		.212	.834
	Did you satisfy the quality of program?	.984	.274	.617	3.589	.002

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX S-14: Regression Analysis for recommending courses by value for money from Connection Seekers

Model Summary				
	R			
Model	Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712[a]	.507	.483	.80969

a. Predictors: (Constant), Did you satisfy the value for money?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.145	1	14.145	21.576	.000[c]
	Residual	13.768	21	.656		
	Total	27.913	22			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the value for money?

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.967	.720		1.343	.194
	Did you satisfy the value for money?	.822	.177	.712	4.645	.000

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX S-15: Regression Analysis for recommending courses by advantage of program from Connection Seekers

Model Summary				
Model	R Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.632[a]	.400	.371	.89301

a. Predictors: (Constant), Did you satisfy the advantage of program?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.166	1	11.166	14.002	.001[c]
	Residual	16.747	21	.797		
	Total	27.913	22			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the advantage of program?

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.470	1.019		.461	.649
	Did you satisfy the advantage of program?	.880	.235	.632	3.742	.001

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX S-16: Regression Analysis for recommending courses by equipment or materials from Connection Seekers

Model Summary				
Model	R Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566[a]	.320	.287	.95082

a. Predictors: (Constant), Did you satisfy the equipment or materials?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.928	1	8.928	9.875	.005[c]
	Residual	18.985	21	.904		
	Total	27.913	22			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the equipment or materials?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.354	.933		1.452	.161
	Did you satisfy the equipment or materials?	.775	.247	.566	3.142	.005

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX S-17: Regression Analysis for recommending courses by staff or customer support from Connection Seekers

Model Summary				
Model	R Cluster Number of Case = 3 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.541[a]	.293	.259	.96949

a. Predictors: (Constant), Did you satisfy the staff or customer support?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.175	1	8.175	8.697	.008[c]
	Residual	19.738	21	.940		
	Total	27.913	22			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

c. Predictors: (Constant), Did you satisfy the staff or customer support?

Coefficients[a,b]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.503	.942		1.594	.126
	Did you satisfy the staff or customer support?	.702	.238	.541	2.949	.008

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 3

APPENDIX S-18: Regression Analysis for recommending courses by quality of programs from New Learners

Model Summary				
	R			
Model	Cluster Number of Case = 4 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.860[a]	.740	.675	.75829

a. Predictors: (Constant), Did you satisfy the quality of program?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.533	1	6.533	11.362	.028[c]
	Residual	2.300	4	.575		
	Total	8.833	5			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 4

c. Predictors: (Constant), Did you satisfy the quality of program?

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.500	1.419		-1.057	.350
	Did you satisfy the quality of program?	1.400	.415	.860	3.371	.028

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 4

APPENDIX S-19: Regression Analysis for recommending courses by staff or customer support from New Learners

Model Summary				
Model	R Cluster Number of Case = 4 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844[a]	.713	.641	.79620

a. Predictors: (Constant), Did you satisfy the staff or customer support?

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.298	1	6.298	9.934	.034[c]
	Residual	2.536	4	.634		
	Total	8.833	5			

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 4

c. Predictors: (Constant), Did you satisfy the staff or customer support?

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.429	.928		.462	.668
	Did you satisfy the staff or customer support?	.821	.261	.844	3.152	.034

a. Dependent Variable: Will you to recommend this program to a friend?

b. Selecting only cases for which Cluster Number of Case = 4

BIOGRAPHY

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