

## Purchasing Behaviors of Online Tutoring Courses of Senior High School Students in Extra-Large Schools in Nakhon Si Thammarat Province<sup>†</sup>

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### Abstract

This study has 3 main objectives: 1) Studying the purchasing behavior of online tutoring courses of high school students in a large special school in Nakhon Si Thammarat Province. 2) Studying the factors related to purchasing behavior. Online tutoring courses for high school students in extra-large schools in Nakhon Si Thammarat Province. The research results found that Most of the respondents were female. Currently studying in Grade 12 with a cumulative grade point average of 2.01 - 2.50 Currently studying at Thung Song School. Parents of the majority of respondents' Occupation a state enterprise employees. The median income for most families is 15,001 - 25,000 baht. Students receive news about online courses through the YouTube channel. The reason for taking online tutoring is to review knowledge for exams in school. The cost of tutoring per course is 4,001 - 6,000 baht. Most choose to study Chemistry, Physics, and Biology.

**Keywords:** Purchasing behavior, Online tutoring courses, Senior higher education students

### Introduction

Currently, tutoring has become increasingly important due to the competition in education in Thai society. Learners and parents see the need for tutoring to enhance learning skills and understanding of lessons. The tutoring business focuses on memorizing content and strengthening concepts and exam-taking techniques. Secondary school students are the main target group of the tutoring business. To prepare for school performance examinations and to study at reputable institutions. Tutoring is valued to enhance subject knowledge and boost confidence.

The tutoring business has continued to grow and has a high market value. It has expanded branches both in Bangkok and throughout Thailand. The current situation of the tutoring institution business has been affected and disrupted due to the rapid adoption of technology in the online tutoring business. Online meeting platforms are used to support teaching and learning. and have high flexibility in managing learning Makes it possible for students to study anywhere, anytime. It has a low cost. and the popularity of one-to-one tutoring has been reinforced. The outbreak of COVID-19 has spurred adjustments in learning styles and has had a severe impact on the education business in Thailand.

Disruptions and social distancing measures have caused learning and teaching to shift to online formats. Many tutoring schools in Thailand have adjusted their teaching formats to online formats such as Zoom, Skype, etc. Tutoring is different from studying in a regular school because it is voluntary and involves the decision to purchase a study course. Tutoring is a business full of student decisions. Online tutoring is convenient and easily accessible. Since there are no barriers to time and distance, in this context, online tutoring institutes are quite competitive. The development of information technology and the spread of COVID-19 have made online tutoring have a large impact on a large scale.

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Tutoring institutions should adapt and respond to the needs of parents and students in order to remain competitive in this industry. In addition, research on the decision-making behavior of purchasing online tutoring courses is still limited and has focused on inadequate demographic characteristics and marketing mix the researcher is interested in studying the purchasing behavior of online tutoring courses of high school students. Using a particularly extra-large school in Nakhon Si Thammarat Province as a case study. The online tutoring market in the South is highly competitive. The objective is to study the purchasing behavior of online tutoring courses in 6 subject groups. and find factors that are related to course purchases to suggest guidelines for developing tutoring institutions that offer online tutoring courses that respond appropriately to the needs of students in this market.

## Research objective

- 1) To study the purchasing behavior of online tutoring courses of higher school students in extra-large schools in Nakhon Si Thammarat Province.
- 2) To study the factors related to the purchasing behavior of online tutoring courses for high school students in large special schools in Nakhon Si Thammarat Province.

## Literature review

### Theories and concepts of demography

Upadhyaya (2010), expressed the opinion that people tend to watch and listen to communications that are consistent with His frame of reference This frame of reference includes gender roles, education, interests and relationships with different things, social status, and other qualities that are important to a person. These frames of reference cause differences in knowledge, thoughts, beliefs, and attitudes which influence people's communication behavior.

Serirat et al. (1995), Demographic characteristics. (Demographic) consisting of gender, age, family status educational level, occupation, and income are commonly used criteria for market segmentation. Demographic characteristics are important characteristics that help define the target market's demographic variables.

### Theories and concepts about consumer behavior

Thawornjit (2021), said that consumer purchasing behavior refers to various activities of buyers or those who receive services from business operators or those who are offered or invited by business operators to buy products or receive services including users of products or those receiving services from the legitimate business operator, even if no compensation has been paid by relying on a joint decision-making process so that the activity can be completed. It can be said that Consumer behavior is the behavior that individuals exhibit in searching, purchasing, using, evaluating, or dealing with products or services that can meet needs.

Klaengkla (2019), said that consumer purchasing behavior refers to the behavior or actions of a group of people in selecting products and services for personal consumption, such as selecting food and selecting items for the household. etc. for consumer satisfaction and demographic characteristics such as age, income, religion, culture, and education level. Resulting in behavior Consumers' perceptions of products vary.

## Review of related research

Chuwong (2014) studied the factors affecting the decision to learn English via Facebook. The research results found that the Followers of the English teaching page are female, aged between 31 - 40 years, bachelor's degree level. Occupation: Employee of a private company, earning between 15,001 - 30,000 baht. In terms of marketing mix factors, it affects the decision to study. English on Facebook has a high level of opinions. By 1) Product side Teaching media videos that are fun and easy to understand and have the greatest effect on decision making. 2) The price of learning equipment is cheap and has the greatest effect on decision-making. As for opinions on technology acceptance factors, it was found to

have an effect on Deciding to learn English on Facebook. The level of opinions was at a high level. 1) in terms of perceived benefits, learning English via Facebook saves travel time and has a great effect on decision-making. 2) in terms of perceived ease. Learners The results of the research found that important factors in marketing include products that are effective in learning English on Facebook and technological factors and surveys of ease that affect learning English on Facebook. different Facebook can control their learning by themselves. independently affecting the most decisions.

Aomsiri (2015), studied the factors affecting the decision to study English. With an e-learning system, the objective is to study demographic factors. The research results found that Most of those who study English with the e-learning system are female. More than males, aged 26 - 30 years, have a bachelor's degree. I am a company employee with an average income of 20,001 - 30,000 baht. The marketing mix factor that has the most impact on decision-making is the price factor. The technology acceptance factor that has the most impact on decision-making is: Perceived benefits by testing the hypothesis, it was found that different genders and ages affect the decision to study English. Different e-learning systems as for the marketing mix factors, including product and price, they affect the decision to study English with the e-learning system Statistically significant at 0.05, And the technology acceptance factor, namely the perception of ease of use, affects the decision to learn English. With an e-learning system Statistically significant at 0.05

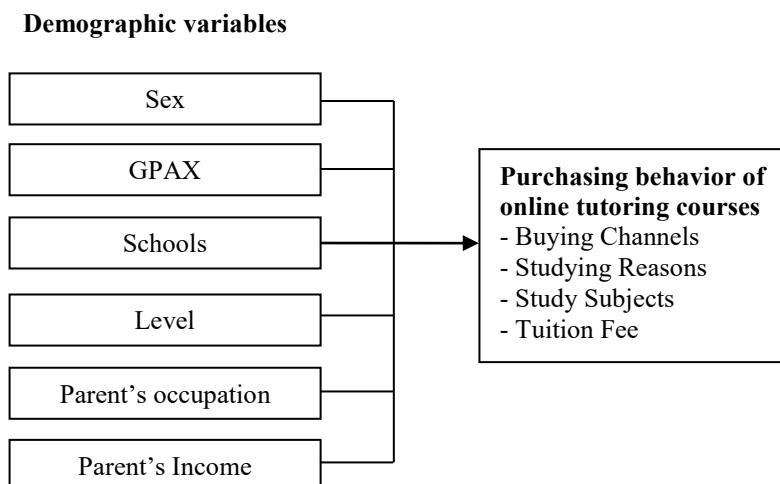
Utasen (2020), Studied the purchasing behavior of online investment courses with the Super Trader Republic Institute for investors in Bangkok the results of the hypothesis testing found that Investors of different genders, ages, statuses, and incomes perceive the value of online investment courses from Super Trader Institute. Republic is different. Investors of different genders, statuses, and occupations accept the technology of online investment courses with Super Trader Institute. Republic is different. Investors of different ages, statuses, occupations, and incomes There is a behavior of purchasing online investment courses from institutions. Super Trader Republics are different. Perceptions of the worthiness of online investment courses have an effect on the purchasing behavior of online investment courses with the Republic Super Trader Institute. Statistically significant at the 0.01 level. It has an influence in forecasting at 12.5 %. Technology acceptance in terms of ease of use. In terms of attitude towards us, it affects the behavior of purchasing online investment courses from the Super Trader Institute. Republic is statistically significant at the 0.05 level, with a 2.1 % influence in forecasting.

Nanthapharit (2020), Influences affecting consumers' decision to use online course services during the COVID-19 crisis through social media. The objective of the research is to study the behavior of using online course services during the COVID-19 crisis. of consumers through social media and to study the influences affecting the decision to use online courses during the COVID-19 crisis. In terms of service use behavior, it was found that Respondents used course services. Online during the COVID-19 crisis through social media, the frequency of using the course is 1 course per 3 months, using the service during holidays. (Saturday-Sunday) during the night (18:00 - 20:00) and afternoon (13:00 - 17:00) respectively. The cost of applying for an online course is 3,000 baht or more per 1 time and 2,000 - 2,999 baht per 1 time, respectively. The person who is most involved in deciding to use online course services is themselves. The group of online courses that they regularly choose to purchase includes language skills. Curriculum knowledge and other skills, respectively. In terms of hypothesis testing, it was found that perception of digital marketing content formats. (Content Marketing) ( $\beta = 0.272$ ) and the 5A marketing strategy: Awareness of the product (Aware) ( $\beta = 0.132$ ), Attraction (Appeal) ( $\beta = 0.289$ ), and Inquiry (Ask) ( $\beta = 0.239$ ) have a positive influence on the decision to use online course services with a statistical significance of 0.05.

Thongnueasuk (2020), studied the factors affecting the decision to use online English course services. The results of the research found that 1) Population characteristics, including gender, age, education level, income, and status, had no difference in deciding to use the online English course service, and different occupations had an effect on the decision to use the service. Different online English courses were Statistically significant at 0.05. 2) The marketing mix that affects the decision to use online English course services is the Product side, and price side The location and work process aspects are statistically significant at the 0.05 level when considering independent variables that have the power

to predict changes in behavior in deciding to use English language course services. The best thing to do online is the work process. Price, location, and product respectively.

### Conceptual framework



Research Hypothesis 1) Demographic characteristics of students. It is related to the purchasing behavior of online tutoring courses for high school students in Extra-Large schools in Nakhon Si Thammarat Province.

### Research methodology

Research on Purchasing Behaviors of Online Tutoring Courses of Senior High School Students in Extra-Large Schools in Nakhon Si Thammarat Province. By Survey Research Method and collecting data using questionnaires. which the researcher has set guidelines for Conducting research The details of the research are as follows:

#### Population and sample

The population used in this research is high school students (Grade9-12) in Extra-Large schools in Nakhon Si Thammarat Province, namely (1) Benjamarachutit School, (2) Kanlayanee Srithammarat School, (3) Triam Udom Suksa School, Southern Region, (4) Thung Song School, and (5) Thung Song Satri School that have purchased or have purchased online tutoring courses in the past 1 year in 6 subjects: Thai language, physics, chemistry, biology, mathematics, and English.

Sample group in this research, the researcher used a random sampling method with an unknown number.

Specific target group Therefore, the average formula can be used. To find the number of sample groups to collect data. By specifying. Tolerance level: 5 %.

### Research tools

In this research, the researcher used a questionnaire with content consistent with the objectives. and the conceptual framework of Research is used as a research tool. By dividing the questionnaire into 2 parts as follows.

Part 1: Demographic factors include gender and cumulative grade point average. School being studied Education level, father's occupation, mother's occupation, and average monthly family income

Part 2: Purchasing Behaviors of Online Tutoring Courses of Senior High School Students in Extra-Large Schools in Nakhon Si Thammarat namely Buying Channels Studying Reasons Study Subjects and Tuition Fee.

### Creation and verification of the reliability of the tool

1) The researcher has researched concepts, theories, definitions, literature, and reviews of related research on the subject. Purchasing Behaviors of Online Tutoring Courses of Senior High School Students in Extra-Large Schools in Nakhon Si Thammarat Then bring the information. Define the conceptual framework used in research. To serve as a guideline for creating questionnaires

2) The researcher took the questionnaire to the advisor to check its content validity. (Validity) that the questionnaire uses language and the nature of the data is appropriate for the sample population.

3) The researcher gave the questionnaire to a sample group that had similar characteristics to the sample group used in this research. Number of 30 people to check and calculate the confidence value. (Reliability) using the alpha coefficient. Cronbach's Alpha includes Buying Channels = 0.687, Studying Reasons = 0.902, Study Subjects = 0.764 and Tuition Fee = 0.679.

### Data collection

This study The Researcher collected data according to the following steps.

1) Primary data was obtained from a questionnaire designed for Senior High School Students in Extra-Large Schools in Nakhon Si Thammarat as respondents. A total of 400 sets of questionnaires were administered and the obtained data were used for statistical analysis.

2) Secondary data obtained from various knowledge sources. From a review of literature, documents, books, and Articles on the website related to the concept of demographic factors and consumer behavior

### Statistics used to analyze data

1) Descriptive study method to be able to explain the sample characteristics, consisting of frequency values, percentage values, average values, arithmetic, and standard deviation.

2) Analysis using inferential statistics (Inferential Statistics) to test the relationship between independent variables. and dependent variables in various hypotheses, using test statistics Chi-Square Test.

### Result

The results of the research indicate that among the target group of 400 individuals, the demographic characteristics of the survey respondents can be summarized as follows:

**Table 1** Analysis of demographic data of survey respondents, categorized by gender.

Gender	Quantity	%
Male	189	47.30
Female	211	52.80
<b>Total</b>	<b>400</b>	<b>100.00</b>

From **Table 1**, the analysis of demographic data from questionnaire respondents, categorized by gender, reveals that the majority of respondents are female, with a total of 211 individuals, constituting 52.80 %. Following closely are male respondents, numbering 189 individuals, making up 47.30 % of the total.

**Table 2** Population demographics data analysis of survey respondents, categorized by cumulative average scores up to the present time.

Average scores up to the present time	Quantity	%
Less than 1.50	46	11.50
1.51 - 2.00	35	8.80
2.01 - 2.50	142	35.50
2.51 - 3.00	3	0.80
3.01 - 3.50	69	17.30
3.51 - 4.00	105	26.30
<b>Total</b>	<b>400</b>	<b>100.0</b>

From **Table 2**, analyzing demographic data of survey respondents categorized by cumulative average scores up to the present, it is observed that the majority of respondents have cumulative average scores ranging from 2.01 to 2.50. Specifically, there are 142 individuals, accounting for 35.50 %. Following this, the next category consists of respondents with cumulative average scores in the range of 3.51 to 4.00, totaling 105 individuals, or 26.30 %. The third category comprises respondents with cumulative average scores ranging from 3.01 to 3.50, amounting to 69 individuals, or 17.30 %. There are 46 individuals, constituting 11.50 %, who have cumulative average scores lower than 1.50. The fifth category includes 35 individuals, making up 8.80 %, with cumulative average scores falling between 1.51 and 2.00. Lastly, the sixth category comprises 3 individuals, representing 0.80 %, with cumulative average scores in the range of 2.51 to 3.00.

**Table 3** Analysis of demographic data of survey respondents, categorized by school currently attending.

School currently attending	Quantity	%
Benchammarachuthit School	101	25.30
Galayaanee Sri Thammarat School	61	15.30
Triam Udom Suksa School (Southern Region)	62	15.50
Thung Song School	162	40.50
Satri Thung Song School	14	3.50
<b>Total</b>	<b>400</b>	<b>100.0</b>

From **Table 3**, the demographic analysis results of the survey respondents, categorized by the school they are currently attending, reveal that the majority of respondents are studying at Thung Song School, with a total of 162 people, accounting for 40.50 %. Following closely is Benjamoratchutit School, with 101 people, representing 25.60 %. Triam Udom Suksa School Southern Region has 62 respondents, constituting 15.50 %. Galayanee Sritammarat School has 61 respondents, making up 15.30 %, and lastly, Tung Song Girls' School has 14 respondents, comprising 3.50 %.

**Table 4** Analysis of demographic data of survey respondents, categorized by educational level.

Educational Level	Quantity	%
High School Year 4	69	17.3
High School Year 5	116	29.0
High School Year 6	215	53.8
<b>Total</b>	<b>400</b>	<b>100.0</b>



From **Table 4**, the analysis of demographic data of survey respondents categorized by education level reveals that the majority of respondents are in the 6<sup>th</sup> year of secondary education, totaling 215 individuals, representing 53.80 %. Following this, the 5<sup>th</sup> year of secondary education has 116 respondents, accounting for 29.00 %, and the 4<sup>th</sup> year of secondary education has 69 respondents, making up 17.30 %, respectively.

**Table 5** Analysis of demographic data of survey respondents, categorized by parental occupation.

Parental Occupation	Quantity	%
Private Company Employee	47	11.80
Self-employed	94	23.50
State Enterprise Employee	114	28.50
Government Employee / Public Sector Employee	11	2.80
Business Owner / Private Business	7	1.80
Homemaker	56	14.00
Agriculturist	71	17.80
<b>Total</b>	<b>400</b>	<b>100.0</b>

From **Table 5**, the analysis of demographic data of survey respondents categorized by the occupation of parents reveals that the majority of respondents have careers in the public sector, with a total of 114 individuals, accounting for 28.50 %. Following this, individuals with independent occupations amount to 94, constituting 23.50 %. Those engaged in agriculture comprise 71 respondents, making up 17.80 %. The occupation of homemaker is reported by 56 respondents, representing 14.00 %. Private sector company employees total 47 individuals, accounting for 11.80 %. Government officials/civil servants make up 11 individuals, contributing 2.80 %. Finally, business owners/self-employed individuals amount to 7 respondents, comprising 1.80 %.

**Table 6** Population demographics data analysis of survey respondents, categorized by average monthly household income.

Average Monthly Household Income	Quantity	%
Less than 15,000 baht	52	13.00
15,001 - 25,000 baht	161	40.30
25,001 - 35,000 baht	177	44.30
35,001 - 45,000 baht	1	0.30
45,001 - 55,000 baht	5	1.30
55,001 - 65,000 baht	4	1.00
<b>Total</b>	<b>400</b>	<b>100.00</b>

From **Table 6**, analyzing demographic data of survey respondents categorized by the average monthly household income, it is found that the majority of respondents have an average monthly household income ranging from 25,001 to 35,000 Thai Baht, with a total of 177 individuals, accounting for 44.30 %. Following that, the next income bracket is 15,001 to 25,000 Thai Baht, comprising 161 individuals, or 40.30 %. Those with an average monthly income below 15,000 Thai Baht constitute 52 individuals, making up 13.00 %. The income bracket of 45,001 to 55,000 Thai Baht has 5 respondents, accounting for 1.30 %, while the 55,001 to 65,000 Thai Baht bracket has 4 individuals, making up 1.00 %. Lastly, the income bracket of 35,001 to 45,000 Thai Baht has 1 respondent, representing 0.30 %, in sequence.

Results from the research found that the purchasing behavior of online tutoring courses of high school students in extra-large schools in Nakhon Si Thammarat Province of the sample group. Behavioral data can be summarized as follows. The person who influences the decision to purchase an online tutoring course is the school teacher. Accounting for 46.50 %, they purchased online courses through YouTube, accounting for 40.50 %. The sample group considered teachers first. Accounting for 41.50 %, the reason for taking online tutoring is to review knowledge for use in exams in school. Accounting for 44.00 % most will choose to study subjects: Chemistry, accounting for 38.8 %, Physics, accounting for 21.8 %, Biology, accounting for 13.3 %, and English subjects. The time period for choosing to study online tutoring on Monday - Friday is from 6:00 p.m. onwards, accounting for 81.30 %. The time period for choosing to study online tutoring on Saturday - Sunday is from 1:00 - 3:00 p.m. is 41.50 %. The number of hours studied per course is 1 - 10 %, calculated as 54.80 %. There is a cost of studying online courses of 4,001 - 6,000 baht, calculated as 81.80 %. When calculating the expenses on an annual basis, it is found that there is Annual expenses range from 20,001 - 30,000 baht, accounting for 38.30 %, respectively.

**Table 7** Results of analysis of purchasing behavior of online tutoring courses of high school students.

Online tutoring course purchasing behavior	Quantity	%
<b>1. Channels for receiving online tutoring news</b>		
1. Website Blog	38	9.50
2. Facebook Page	139	34.80
3. Instagram	49	12.30
4. Mobile Application	12	3.00
5. YouTube	162	40.50
<b>2. Reasons for studying online tutoring</b>		
1. Enhance knowledge beyond school classes	31	7.8
2. Review knowledge for exams in school	176	44.0
3. Prepare for the educational institution entrance exam.	150	37.5
4. Review knowledge for various competitive exams.	43	10.8
<b>3. Subjects taught in tutoring</b>		
1. Physics	87	21.8
2. Chemical	155	38.8
3. Biology	53	13.3
4. Mathematics	32	8.0
5. Thai language	20	5.0
6. English	53	13.3
<b>4. Cost of online tutoring per course studied</b>		
Less than 2,000 baht	5	1.30
2,001 - 4,000 baht	34	8.50
4,001 - 6,000 baht	327	81.80
More than 6,000 baht	34	8.50
<b>Total</b>	<b>400</b>	<b>100.00</b>

The test results of the hypothetical population characteristics in the field of demography of high school students are related to the behavior of purchasing online tutoring courses among senior high school



students in an extra-large school in Nakhon Si Thammarat province. The hypothetical testing results can be presented as follows:

**Table 8** The analysis of the relationship between demographic characteristics, classified by gender, and the online tutoring course purchases of high school students in a large special school in Nakhon Si Thammarat province.

Online course purchasing behavior	$\chi^2$	<i>p</i> -value
1. Channels for receiving information about online tutoring courses.	2.15	0.000*
2. Reasons for studying online tutoring.	1.09	0.029*
3. Subjects studied in online tutoring.	1.16	0.021*
4. Costs of studying online tutoring per course.	2.00	0.000*

\* Statistically significant at the 0.05 level.

**Table 8** shows that when considering demographic characteristics classified by gender, there is a relationship with the online course purchasing behavior of high school students in the extra-large school in Nakhon Si Thammarat province. This includes the channels for receiving information about online tutoring courses ( $p$ -value = 0.00) and the expenses for online tutoring courses per course studied ( $p$ -value = 0.029), both of which are statistically significant at the 0.05 level. The reasons for studying online tutoring ( $p$ -value = 0.21) are statistically significant at the 0.05 level, and the subjects studied in online tutoring ( $p$ -value = 0.000) are statistically significant at the 0.05 level.

**Table 9** The analysis of the relationship between demographic characteristics, classified by cumulative grade point average (GPA) up to the present, and the purchase of online tutoring courses by high school students in an extra-large school in Nakhon Si Thammarat province.

Online course purchasing behavior	$\chi^2$	<i>p</i> -value
1. Channels for receiving information about online tutoring courses.	8.04	0.095
2. Reasons for studying online tutoring.	2.02	0.403
3. Subjects studied in online tutoring.	7.07	0.122
4. Costs of studying online tutoring per course.	8.07	0.084

\* Statistically significant at the 0.05 level.

From **Table 9**, considering the demographic characteristics classified by the cumulative average scores to date, there is no relationship with the purchasing behavior of online tutoring courses among high school students in the extra-large schools in Nakhon Si Thammarat province. These characteristics include the channels for receiving information about online tutoring courses ( $p$ -value = 0.095), reasons for studying online tutoring courses ( $p$ -value = 0.403), subjects studied through online tutoring courses ( $p$ -value = 0.122), and expenses incurred for each course studied ( $p$ -value = 0.084).

**Table 10** Analyzing the relationship between demographic characteristics, categorized by the type of school currently attending, and the purchasing behavior of online tutoring courses among high school students in the extra-large school in Nakhon Si Thammarat province.

Online course purchasing behavior	$\chi^2$	<i>p</i> -value
1. Channels for receiving information about online tutoring courses.	10.49	0.031*
2. Reasons for studying online tutoring.	10.56	0.026*
3. Subjects studied in online tutoring.	11.08	0.018*
4. Costs of studying online tutoring per course.	4.06	0.358

\* Statistically significant at the 0.05 level.

From **Table 10**, when considering the characteristics of the population classified according to the school attended, there is a relationship with the purchasing behavior of online tutoring courses among high school students in a large special school in Nakhon Si Thammarat province. This includes the channels used to receive information about online tutoring courses ( $p$ -value = 0.031), and the reasons for studying online tutoring ( $p$ -value = 0.026), both of which are statistically significant at the 0.05 level. Additionally, the subjects studied through online tutoring ( $p$ -value = 0.018) are statistically significant at the 0.01 level. On the other hand, the school attended does not have a significant relationship with spending behavior on the courses studied ( $p$ -value = 0.358).

**Table 11** Analysis of the relationship between sociodemographic characteristics, categorized by educational levels, and the purchasing behavior of online tutoring courses among high school students in the extra-large schools in Nakhon Si Thammarat province.

Online course purchasing behavior	$\chi^2$	<i>p</i> -value
1. Channels for receiving information about online tutoring courses.	10.00	0.046*
2. Reasons for studying online tutoring.	18.01	0.000*
3. Subjects studied in online tutoring.	20.02	0.000*
4. Costs of studying online tutoring per course.	4.05	0.373

\* Statistically significant at the 0.05 level.

From **Table 11** When considering the demographic characteristics categorized by educational levels, there is a relationship with the purchasing behavior of online tutoring courses among high school students in an extra-large school in Nakhon Si Thammarat province. This includes channels for receiving information about online tutoring courses ( $p$ -value = 0.046), subjects studied in online tutoring courses ( $p$ -value = 0.000), both statistically significant at the 0.05 level, and reasons for studying online tutoring courses ( $p$ -value = 0.000), which is statistically significant at the 0.01 level. On the other hand, the level of education is not related to spending behavior on the courses studied ( $p$ -value = 0.373).

**Table 12** Analyzing the relationship between demographic characteristics, categorized by the occupations of parents, and the purchasing behavior of online tutoring courses among high school students in the extra-large school in Nakhon Si Thammarat province.

Online course purchasing behavior	$\chi^2$	<i>p</i> -value
1. Channels for receiving information about online tutoring courses.	7.00	0.893
2. Reasons for studying online tutoring.	5.08	0.249
3. Subjects studied in online tutoring.	12.03	0.014*
4. Costs of studying online tutoring per course.	7.02	0.151

\* Statistically significant at the 0.05 level.

From **Table 12** When considering the sociodemographic characteristics classified by the occupation of parents in relation to the online course purchasing behavior of high school students in an extra-large school in Nakhon Si Thammarat province, it was found that the parents' occupation has a statistically significant relationship with the subjects studied in online tutoring courses ( $p$ -value = 0.014) at a significance level of 0.05. On the other hand, the parents' occupation does not have a significant relationship with the channels used to receive information about online tutoring courses ( $p$ -value = 0.893). The reason for engaging in online tutoring ( $p$ -value = 0.249) and the expenses for studying the subject of the online tutoring course ( $p$ -value = 0.151) also do not show a significant relationship.

**Table 13** Analysis of the relationship between demographic characteristics, categorized by average family monthly income, and the online tutorial course purchasing behavior of high school students in the extra large school in Nakhon Si Thammarat Province.

Online course purchasing behavior	$\chi^2$	$p$ -value
1. Channels for receiving information about online tutoring courses.	4.43	0.388
2. Reasons for studying online tutoring.	16.04	0.001**
3. Subjects studied in online tutoring.	12.06	0.012*
4. Costs of studying online tutoring per course.	4.08	0.338

\* Statistically significant at the 0.05 level.

From **Table 13**, when considering the characteristics of population distribution based on the average monthly family income, in relation to the online tutoring purchasing behavior of high school students in an extra-large school in Nakhon Si Thammarat province, it was found that the average family income is significantly related to the motivation for online tutoring learning behavior ( $p$ -value = 0.001). The channels for receiving information about online tutoring courses also show a statistically significant relationship with a significance level of 0.05 ( $p$ -value = 0.012). On the other hand, the average monthly family income is not associated with learning behavior in online tutoring subjects ( $p$ -value = 0.388), and the expenses for studying each course are also not significantly related ( $p$ -value = 0.338).

## Conclusions

Research results on Purchasing Behaviors of Online Tutoring Courses of Senior High School Students in Extra-Large Schools in Nakhon Si Thammarat. There are important points that could further explain the results. and to test the hypothesis from the set assumptions, the results can be summarized.

1) The demographic characteristics of respondents in the questionnaire can be divided as follows: Primarily female, students in the 6<sup>th</sup> grade of secondary education, with an average cumulative GPA ranging from 2.01 to 2.50. The majority are currently studying at Thung Song School. Regarding the parents of the respondents, the majority, accounting for 28.50 %, are engaged in occupations as state enterprise employees. The majority of families have an average income ranging from 25,001 to 35,000 Baht. These findings align with the research conducted by (Panurat, 2018) on factors influencing the decision to purchase online courses for students at Kasetsart University, Thailand. According to the research, the majority of the sample group are female students majoring in engineering, with a monthly income ranging from 5,001 to 10,000 Baht. They have a Grade Point Average (GPA) between 3.01 and 4.00, consistent with the research conducted by (Chokpipat, 2018) on motivational factors influencing the purchasing behavior of electronic books (e-books) among consumers in the Bangkok metropolitan area. The study found that the majority of respondents are female.

2) To test a hypothesis from the assumptions set the results of the hypothesis testing can be summarized as follows.

2.1) Sex has a relationship with online tutoring courses for high school students in large special schools in Nakhon Si Thammarat Province, Channels in news, online tutoring courses reasons for studying online tutoring Subjects taught in online tutoring, statistically at the 0.05 level.

2.2) Age has no relationship with Online course purchasing behavior Channels for receiving news about online tutoring courses Reasons for studying online tutoring Subjects taught in online tutoring and the cost of studying online tutoring per course studied in Senior High School Students in Extra-Large Schools in Nakhon Si Thammarat.

2.3) Educational level has a relationship with online tutoring courses for high school students in large special schools in Nakhon Si Thammarat Province, Channels in news, online tutoring courses reasons for studying online tutoring Subjects taught in online tutoring, statistically at the 0.05 level.

2.4) Schools have a relationship with online tutoring courses for high school students in large special schools in Nakhon Si Thammarat Province. Channels in news, online tutoring courses reasons for studying online tutoring Subjects taught in online tutoring, statistically at the 0.05 level.

2.5) Parent's occupation has a relationship with online tutoring courses for high school students in large special schools in Nakhon Si Thammarat Province, Subjects taught in online tutoring, statistically at the 0.05 level and have no relationship with receiving news about online tutoring courses Reasons for studying online tutoring and cost of online tutoring per course studied.

2.6) Average monthly family income has a relationship with online tutoring courses for high school students in large special schools in Nakhon Si Thammarat Province, News channel online tutoring. Reasons for studying online tutoring, Statistics are at the 0.05 level. And has no relationship with Subjects taught in online tutoring and the cost of online tutoring per course studied

## Suggestions

Recommendations for the development of an online tutoring institution that aligns with the needs of high school students in a large specialized school in Nakhon Si Thammarat province, 3 points are suggested:

1) Further study should be done on other factors. that affect repeat purchase behavior and factors that affect word-of-mouth behavior to use the service to be applied to strategic plans and marketing plans, which will result in the institution being able to increase the number of customers in the future.

2) Factors that influence the selection of tutoring institutions should be studied in order to more effectively study the tutoring course purchasing behavior of the sample group.

3) You should survey other schools. in the area to compare what factors affect the selection of online courses.

4) Next time, we may conduct a survey on the price and value of online courses. To know what pricing levels and discounts or special offers may be effective in increasing course sales. Including studying payment terms and methods for promoting courses at different prices.

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