

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions of the findings, (4) conclusions, and (5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

English language skills are essential for working people. As a consequence, English language institutions have increased dramatically to serve working people's needs for English skills improvement and development. To sustain competitiveness in their businesses, institutions need to be aware of what factors influence working people's decisions to take English courses at language institutions.

This section summarizes the main points of the study into two aspects as follows:

5.1.1 Objectives of the Study

The study aimed at finding out the factors that influence working people's decisions in choosing to attend English courses at language institutions. In addition, it intended to identify the most significant factors that influence working people to make decisions on taking English courses at the language institutions. Therefore, the English language institutions can be aware of the significant factors and can deal with them to pursue their competitive advantages in the market.

5.1.2 Subjects, Materials, and Procedures

Quota sampling was used to conduct the survey. The sample size was 310 working people who were taking any kind of English courses at the ten targeted language institutions located at the center of community in Bangkok. A cross-sectional study was carried out by using questionnaires as the research instrument to collect data from the respondents. The questionnaire consisted of three parts with a total of 26 questions: (1) personal information of respondents which totaled five closed-ended questions, (2) the importance of product, price, place, and promotion provided by the institutions which totaled 20 closed-ended questions, and (3) the respondents' suggestions which was an open-ended question. The findings were

carried out in descriptive statistics. SPSS was used for data analysis to compute the personal data of the respondents in percentage and to calculate the influencing data on the factors that influence working people to make decisions when taking English courses at the language institutions in percentage and ranking. Descriptive analysis was used to describe the respondents' suggestions.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 Personal Information of the Respondents

The respondents consisted of 99 males and 211 females. Firstly, most of the respondents were aged 21 – 30 years (54.2%) while the smallest group was aged less than 21 years (1.3%). Next, the majority of the respondents had a Bachelor's degree (71.3%) whereas the minority had a Doctorate (0.3%). In addition, the largest proportion of the respondents worked for the private sector (79.7%). The smallest proportion of them worked freelance. Finally, the majority of the respondents earned average income per month at 10,001 – 20,000 Baht (41.3%) while the minority earned at 50,001 – 60,000 Baht (4.8%).

5.2.2 The Importance of the Factors of the Four Ps of Marketing Mix Provided by the Institutions

The overall results of the importance of the four Ps - marketing mix provided by the institutions were 1) 19 from 20 factors of the four Ps got a rating of 50% and above from the respondents ranking at very high and high level and 2) Only one remaining factor got a rating of lower than 50% from the respondents ranking at very high and high level.

Regarding the 20 factors of the four Ps, the top three important factors that influenced working people's decision to take English courses at language institutions were (1) the convenient place when traveling (88.7%), (2) the attention and accountability to students provided by instructors (86.5%), and (3) the capability in teaching provided by instructors (83.9%). Meanwhile, the bottom three important factors were (1) the permission to pay by installments (51.6%), (2) the leaflet, advertisement on television, radio, newspaper, or billboard (50.0%), and (3) the exhibition, campaign, or special event provided (44.8%).

5.2.3 The Respondents' Suggestions

A total of 20 respondents gave 13 suggestions about improvements the language institutions should do extensively, besides continuing the factors of the four Ps: (1) provide evaluation to measure students' learning capabilities, (2) no speaking in Thai during studying, (3) provide native English speakers for learning listening and speaking, (4) provide outdoor activities for practice with foreigners, (5) provide English for specific purpose, (6) provide an English class for children for more effectiveness of learning, (7) provide honest services, (8) provide a trial class, (9) check new learners' English knowledge and skills and arrange the English classes to match with their competence, (10) ensure appropriate numbers of learners per class, (11) provide the exhibitions or the events of English for learners, (12) employers should support learners for English learning, and (13) provide teaching on holidays.

5.3 DISCUSSION OF THE FINDINGS

This study aimed to find out the factors that influence working people's decisions to take English courses at language institutions. A cross-sectional study was carried out to conduct the survey. A total of 310 working people who were studying English at language institutions located at the center of Bangkok were surveyed by using questionnaires. Quota sampling was used to conduct the survey. Descriptive statistics was used to analyze data obtained from the questionnaires. As a consequence, the respondents' personal information showed that females had more than twice as many numbers as males. The majority of respondents was 21 – 30 years of age, had a Bachelor's degree, worked for the private sector, and earned average income per month at 10,001 – 20,000 Baht. Meanwhile, the minority of respondents was less than 21 years of age, had a Doctorate, worked freelance, and earned an average income per month at 50,001 – 60,000 Baht. In addition, the results reinforced the importance of the four Ps factors because 19 from 20 factors influenced working people's decisions to take English courses at language institutions. The convenient place when travelling was most important. Meanwhile, the attention and accountability to students provided by instructors, and the capability in teaching provided by instructors came second and third respectively. The least important factor was the exhibition, campaign, or special event provided. Meanwhile, the leaflet,

advertisement on television, radio, newspaper, or billboard came second from the bottom, and the permission to pay by installments came third from the bottom respectively. Finally, the finding of the respondents' suggestions concerned 13 issues focusing on: evaluation of learning capabilities, no speaking in Thai, native speaker for learners, more practice with foreigners, ESP courses, English for children, honest services, trial classes, arrange courses relevant to students' competence, proper numbers of learners per class, the exhibitions or the events of English for learners, employers' support, and teaching on holidays.

As noted in this study, it is necessary for language institutions to be aware of what factors influence working people's decisions to take English courses at the language institutions. The more factors they know, the more satisfaction they can deliver to the customers. Therefore, they can arrange the right things to closely meet the customers' needs. In addition, because they are facing an environment of constant change, the institutions must constantly identify the problems and implement improvements to provide valued services to their students and other customers and to meet customer needs and expectations. As a result of the study, the findings can help the institutions know the target groups and understand the factors that influence working people's decisions to take English courses at language institutions. Therefore, they can apply this knowledge for improvement to serve and to meet customers' needs. In addition, since the finding revealed the most influential factor was the convenient place when travelling, the institutions can confidently choose to focus on placing the institutions' location to make it most convenient for customers' travelling and to persuade more customers to join the classes. Moreover, they should also be aware that 19 from 20 items of the four Ps of marketing mix significantly influence working people's decisions to take English courses at language institutions. Therefore, they can realize how to handle very well the improvement and development of the marketing activities in their company, so that they can make the customers more satisfied. Finally, the findings of respondents' suggestions benefit the institutions extensively besides the awareness of the target group and the four Ps factors of marketing mix. The suggestions provide 13 issues from 20 respondents for the institutions to consider and implement for their improvement.

The findings of the relevant research concerning the image of the English tutorial school in the eyes of the parents in Bangkok were closely similar to the findings of this study. The findings of the relevant research showed that image of services came to be the most important whereas the respondents knowing the school's information from the leaflet and catalogues ranked as least important. Those findings are very similar to the findings from this study. Analyzing the factors influencing working people's decisions to take English courses at language institutions, this study found that the attention and accountability to students provided by instructors was the second most influential factor, and the capability in teaching provided by instructors was the third most influential factor. In addition, this study also found that the leaflet, advertisement on television, radio, newspapers, or billboards came second from the bottom. The findings of other relevant research on the management of Siam-Square tutorial schools were also closely similar to the findings of this study. The findings of the relevant research showed that the schools focused on five management functions which were relevant to the four Ps of marketing mix. As well, the four Ps of marketing mix were the factors strongly influencing the working people's decisions to take English courses at language institutions.

The findings from the respondents' suggestions presented valued information almost all related to the four Ps of marketing mix. There was a total of 13 suggestions: 11 of them involved the product factor which were: (1) provide evaluation to measure students' learning capabilities, (2) no speaking in Thai during studying, (3) provide a native English speaker for learning listening and speaking, (4) provide outdoor activities for practice with foreigners, (5) provide English for specific purpose, (6) provide an English class for children for more effectiveness of learning, (7) provide honest services, (8) provide a trial class, (9) check new learners' English knowledge and skills and arrange the English classes to match with their competence, (10) ensure an appropriate numbers of learners per class, and (11) provide teaching on holidays. A remaining factor related to the promotion of marketing mix; provide the exhibitions or the events of English for learners whereas the remaining other factor did not involve the four Ps; employers should support learners for English learning. The findings indicated that although the four Ps factors was respected as the effective tools that

covered all marketing activities related to all respondents' requirements, there was one that the four Ps did not cover.

This study had several limitations. Firstly, it was limited to survey only working people who were studying at language institutions located in Bangkok. Therefore, the sample for the survey did not cover fully the whole population, and the findings were limited. Secondly, the sample size was not available due to lack of the exact population size. However, completing the survey of 310 respondents and using the quota sampling to conduct the survey could be justified. Finally, descriptive statistics used for data analysis limited results obtained from the survey data. Only a basic level of calculation such as percent and ranking was able to be processed, so the information was interpreted in a narrow range.

5.4 CONCLUSIONS

The following conclusions can be drawn from the discussions above.

5.4.1 Regarding the findings of factors influencing working people's decisions to take English courses at language institutions, almost all factors of the four Ps of marketing mix influenced working people's decisions to take English courses at language institutions excluding the factor - exhibition, campaign, and special event provided. The most influential factor was the convenient place when travelling, so that the institutions must take it as the first priority to ensure it is effectively done. However, the two factors: 1) the attention and accountability to students provided by instructors, and 2) the capability in teaching provided by instructors, which came second and third respectively must be also taken as high priority. This is because they were ranked at high level nearly as much as the top one, and they were service factors which have been found from relevant research to be the most important.

5.4.2 The limitations of the study were that the survey was done in a limited area and without exact information about the population. However, the conduct of the survey was adjusted properly to cope with the issues and the procedure for limits of statistics for data analysis was implemented, so that the findings are presented reliably within a narrow range.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research:

5.5.1 Future study should explore other tools for influencing buyers such as the customers' four Cs: customer solution, customer cost, convenience, communication. Kotler and Keller (2006, p. 19) stated that the four Ps which sellers view as the marketing tools for influencing buyers become four Cs in the buyers' view. The sellers' four Ps consisting of product, price, place, promotion correspond to the customers' four Cs: customer solution, customer cost, convenience, communication.

In addition, regarding the findings of respondents' suggestions, one was found that was not covered by the four Ps of marketing mix. The findings indicated that although the four Ps factors were effective tools that covered all marketing activities related to all respondents' requirements, there was one factor that the four Ps did not cover. Therefore, future study should study to cope with that one, otherwise the gap will be exposed.

5.5.2 Future study should cover samples in other provinces besides Bangkok to broaden the findings and be able to represent the total sampling population more truly. In addition it should find out the total number of working people who are studying English at language institutions to gain the right sample size.