

**BUSINESS PLAN
TEACHER DAO TUTORIAL SCHOOL
IMPROVEMENT AND EXPANSION PLAN**



PHITCHA SOCHA

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE GRADUATE SCHOOL
STAMFORD INTERNATIONAL UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION
ACADEMIC YEAR 2016**

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**The Independent Study has been approved by
Stamford International University
The Graduate School**

Title: Narrative Executive Summary - detail of ongoing plan results

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Abstract

The objective of this independent study is to analyze growing trends in tutorial schools in Thailand. The study will seek to determine the number of tutorial schools established every year and therefore measure the growth rate. Teacher Dao Tutorial School plans to expand the business by bringing online learning or LMS (Learning Management System) to integrate with the regular tutorial system and this will manifest through our careful design of the regular courses and combining it with our blended program to suit the demands of a new generation.

Research Methodology:

This will entail a market research using a select sample of 100 people - parents – in a survey to establish their study preference at tutorial school between online learning and the traditional class. Thereafter, I plan to use Porter’s five forces to analyze the market to show their requirements, analyze the preferences of consumers in Thailand and use these to create online courses in the proper combination with the traditional classes to suit my business in the future.

Research findings indicate that as Teacher Dao Tutorial School continues to grow steadily in the education market its revenue has steadily increased every year even as the Thai family seems to prefer the traditional class more than online learning. This is particularly so because e-learning is not widely available in the Thai school system indicating that our business can grow with a blended program especially if we do more advertising to raise our profile as a top tutorial school.

Keywords: Education, Tutorial School, Online Learning, Blended Learning

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Phitcha Socha

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CHAPTER 1

EXECUTIVE SUMMARY

Teacher Dao Tutorial School in Bangkok, Thailand, offers high quality tutoring services for a wide range of subjects. Even though it is presently run as a sole proprietorship, its management has great business plans and so hopes to expand its operations. In furtherance of these, the School plans to introduce online learning within the next year or two and open more branches in other parts of Thailand.

In managing the tutorial school, it is the policy of management to ensure the delivery of high quality service that meets customers' expectations. This is done with the realization that the regular schools in Thailand do not always provide quality teaching deep enough to meet standards needed for the students to rise beyond the ordinary. This, therefore, requires parents who need their kids to excel beyond the ordinary to utilize what should have been leisure time to further develop the children.

In Teacher Dao Tutorial School, students are encouraged to establish friendship, build contacts and network with students from many other schools. They also have enough informal opportunities to interact with each other, share experiences and learn new tricks while our teachers concentrate on the white board.

To meet the demands of quality teaching and the education market, we offer outstanding tutoring using modern technology and design our courses to meet individual needs and support all categories of students including those who lack the time to travel to the tutorial school.

Therefore, this business plan will be used as an internal guide to support us in developing our business to grow steadily, forecast the revenue, income and expenditure while focusing on areas that will drive our growth to the number one position at all levels among tutorial schools in Thailand.

1.1 Vision / Mission Statement

1.1.1 Vision

“Our vision is to provide quality teaching that enriches learning enough to produce successful students”

1.1.2 Mission

Teacher Dao Tutorial School was established to enhance learning by students. We offer unique teaching that helps students to better understand subjects taught in private schools through personalized and concentrated teaching processes. It is our firm belief that the success of our school is anchored on satisfying our customers and genuinely helping them to succeed in their goals.

Therefore, we adhere to the following views of learning:

- Provide various techniques for students to simplify learning.
- Consistent studying enhances student's ability to be successful.
- Our quality service will speak for us through outstanding word of mouth recommendations.

1.2 Company Summary

Teacher Dao Tutorial School provides tutoring service in various subjects in Itsaraphap 21 Area: Focused kindergarten, Primary and Secondary tutoring are available in courses including: Mathematics, English, Thai, Social Studies and History.

Our Tutorial School also prepares students who seek high grades in their schools' examinations to better understand the concepts behind every subject and so perform excellently in their various classes. Our long-term goal focuses on encouraging students to be outstanding in their favorite subjects.

1.3 Service

Teacher Dao Tutorial School offers great flexibility to its students first through the wide range of subjects we offer and also the days and time of study.

We operate five big classes on weekdays and three big classes on weekends. Therefore, students can easily choose the days and time of study suitable for them while teachers in each class will be changed depending on the subject.

Teacher Dao Tutorial School employs many techniques to up-grade their students, increase their understanding of each subject and ensure they are adequately

prepared before examinations. Even when they learn in big groups, we are equipped to take individual students on special intensive close up teaching depending on their needs. Private classes are also provided to small groups of students that can be set up for tutoring.

However group sessions will be of good benefit to students as it ensures they are taught different subjects at lower costs.

1.4 Market Assessment

Teacher Dao Tutorial School has identified various general market segments of the educational sector that requires our service. Of these, the largest is in the primary and secondary school segment which have students within the seven to fifteen age range who require face-to-face teaching. The tutoring covers specific courses and time both at weekdays and on weekends.

We plan to extend the market by bringing free online learning to expand the scope of our operations, attract more customers in order to gain more profits and also expand the business to other branches.

As a small family business, we plan to grow steadily, achieve stability and make it a strong and reliable partner for our clients.

1.5 Management

Teacher Dao Tutorial School is led by Daorong Socha also known as “Teacher Dao”. She first began teaching in private schools in Thailand before she changed her job to begin tutoring at her home where she taught many subjects as required by students. We are a family business and in this family, everybody is qualified to teach, so we tutor our students in three subjects and hire others to teach in special subjects such as Mathematics.

Teacher Dao Tutorial School offers a wide range of home-based tutoring services. With a cumulative teaching experience of over 30 years, our teachers are professionals versed with deep knowledge of student psychology. In all these we still realize good income and make decent profits every year.

1.6 Our Expectations

We expect our students to have a good knowledge of the subjects and bring that knowledge to our classes to become better polished in their learning. We ensure our students enjoy the learning process while they take active participation in their class work. It is our belief that when parents are satisfied with our student's results, they will be pleased to recommend our school to others. Therefore, we are confident that our business will grow fast enough for us to set up five new branches within three years.



CHAPTER 2

VISION/MISSION STATEMENT AND GOALS

2.1 Vision / Mission Statement

2.1.1 Vision

“Our vision is to provide quality teaching that enriches learning enough to produce successful students”

2.1.2 Mission

Teacher Dao Tutorial School was established to enhance learning by students. We offer unique teaching that helps students to better understand subjects taught in private schools through personalized and concentrated teaching processes. It is our firm belief that the success of our school is anchored on satisfying our customers and genuinely helping them to succeed in their goals.

Therefore, we adhere to the following views of learning:

- Provide various techniques for students to simplify learning.
- Consistent studying enhances student’s ability to be successful.
- Our quality service will speak for us through outstanding word of mouth recommendations

2.2 Goal and Objectives

2.2.1 Goals

1. **Learning center** – To improve the learning process, increase students’ knowledge in each subject and ensure our students have excellent understanding of tutored courses.
2. **Service** – Our service is to offer creative ways of teaching in our classes to students from various schools and break learning barriers for students by attending directly to their academic needs.
3. **Atmosphere** – To attract students by providing nice and conducive environment for learning as well as comfortable and warm welcome for

parents, teachers and students.

2.2.2 Objectives

- Making Teacher Dao Tutorial School more famous and building customers' trust in the school;
- Utilizing new technology in Teacher Dao Tutorial School classes;
- Gaining more profits from this family business;
- Increasing revenue steadily in the first two years of our operation.

2.3 Key to success

- Developing new courses and introducing online learning to help students study in their personal comfort anytime;
- Deploying professional instructors with great teaching experience and innovative concepts to reduce students' learning challenges.
- Understanding our client's needs and knowing how to manage such needs better.

CHAPTER 3 COMPANY SUMMARY



Figure 3.1 Company Logo

3.1 Company Ownership

Company Name	Teacher Dao Tutorial School
Type of Business	Ownership/ Founder
Product/ Service	Educational

3.2 Company Background

Teacher Dao Tutorial School is a family business. The founder, Daorong Socha, was a teacher at a private school where everyone called her “Teacher Dao” and she has almost 30 years cumulative experience in teaching. While working in the private school, her students found her outstanding in her class teaching which helped them in no small ways to better understand their subjects such that they passed their examinations in flying colors.

Following her outstanding teaching work in the school at that time, she was invited by parents to teach students in their homes everyday. This developed into a close relationship between her, the students and their parents and resulted in many study sessions and long time camaraderie. Year after year, her students were increasing in knowledge and excelling in their examinations. Thus, she decided to quit her job at the private school to devote her time fully to the tutoring business at home.

After that, many parents, most of them highly placed and respectable citizens became very pleased with the results her work with the students was producing and so were using “word of mouth” to recommend her. Everybody was impressed by her teaching and they commended her openly for this.

Shortly after, attendance in her tutoring classes increased such that many who brought their children to apply with Teacher Dao could not find spaces for their children as the classes were full. So, that was the reason that made her extend the business from one to two commercial buildings.

With the previous teaching experience in the private school, Teacher Dao discovered that she was able to connect with students and assist them to understand concepts in ways that their teachers were unable to connect. Interestingly, too many students began to improve their grades and acquire more extra learning techniques and knowledge. Teacher Dao spent much time to find the best concepts for different students, both strong and weak.

At the beginning, she offered only two subjects - Thai and English but students asked her to add Mathematics, Social Studies and History. To accommodate this demand by the students, she added the three subjects and also employed a Mathematics teacher which she paid for. The position paid poorly, and was limited to only a few hours per week.

The tutoring classes divide students into three big groups on weekdays and two groups on weekends with paying students. Since then, the business has grown with many new students applying for and enrolling in the face-to-face classes at Teacher Dao Tutorial School for extra tutoring.

3.3 Company Location and Facilities



Figure 3.2 Teacher Dao Tutorial School Map

Teacher Dao Tutorial School is located in the Thonburi district of Bangkok City, which is in the central part of Thailand. There are many Thai schools in this area and students try to find the best tutorial school to improve their grades. The additional lessons at the tutorial schools help students improve their knowledge, thanks to the different methods of teaching employed there. According to the Education Ministry has acknowledged that more than 300,000 students countrywide attended tutorial schools in 2007, generating revenue of more than 6 billion baht. That number is now estimated to have increased to 400,000 (Fredrickson, 2011)

Since some parts of Thailand do not have provision to enjoy full education, it's better to offer different subjects at the same place to reduce cost of transportation for them. Thus, we chose this location that encompasses many Thai schools. That is the best choice for our business and students.

CHAPTER 4

PRODUCTS AND SERVICES

4.1 Thai Education System

In Thailand, we have different schools - both private and public schools. The Thai educational system still uses the old traditional style of teaching students without training teachers. And also in many classrooms you still find more than 45 people in one class, which is different from what happens in developed countries. This means a teacher cannot interact with all students within a short span of time. Therefore, it takes long hours to exhaust the tutor's scheme of work for the day and students must sit long hours in each class while these are being done. This is, ordinarily, inconceivable as sometimes, the students begin to lose concentration (Ministry of Education, 2008).

The new educational system has failed to deliver on its set goals. Teachers remain paralyzed by excruciating paper work dictated by central authorities. Regional offices have transformed into another top-down body. Teacher training and innovative classroom teaching is ignored. Local schools cannot initiate changes or even hire their teachers and the rot in learning continues. The disparity is aggravating because rural students cannot compete with their urban peers.

The classrooms and teachers are also another reason for this. We probably have heard of the "Finland model" where the teacher will interact with all students. China also has the "Chinese model" where teachers working with top schools in Shanghai train other teachers in smaller schools. In Thailand, there are 50 students per teacher who has other duties to respond to and so that teacher cannot take adequate care of all the students (ThaiPublica, 2016).

To fix the problems, the current education administration needs to be truly decentralized to empower schools and local communities. Schools should be able to run more independently so they can meet local diversity and demands. More importantly, schools must help students find their interests and fulfill their differing potentials instead of trying to fit the rigid mould set by Bangkok.

4.1.1 Traditional Class

The culture in Thailand still believes that the traditional class is the best to study thinking that students will be better taught, learn more and get real knowledge from teachers, especially for the Baby Boomers and generation X. And they hold fast to this even though there are no research findings to support the view that the traditional class will be more effective or not.

At the schools, we need to find solutions to challenges, which negatively affect learning by Thai children. For example, often when teachers ask questions in classes, most students will remain quiet and do not respond therefore not giving the teachers ample opportunity to know if the students properly understand what they were taught. It has been observed that most Thai students suffer from the lack of critical thinking, planning and concentration especially in other provinces except Bangkok. This problem could be traced to how their parents treated them when they were babies as those parents expected them to face their studies strictly without doing other things to avoid distractions which is different what happened in times past and in other countries.

The traditional class is one of the key factors that encourage interactions and building of relationships between students and teachers and all can thus make new friends. The formal schools and classrooms are the first places for students to develop precious memory, acquire experience and pick up unknown information from body language, learning behaviors or gestures to solve their problems and grow. Face-to-face classes provide direct experience as they can conduct experiments or pass through practical training for some subjects that require that kind of learning needs such as Physical Education, Computer and laboratory based education.

Therefore, traditional classes are still important for students as knowledge can be easily absorbed through direct teaching and writing which aid retentive memories and enrich students' intellect.

4.2 Thai School and Tutorial School

The education in Thailand is poorer when compare to the neighbor countries Vietnam, China, Malaysia, and Korea one of the reason is the low qualification of the teachers and Thai schools pay the exact same low wages (James, 2008). Thailand has planed to develop the education system to upgrade Thai people quality, as we are

developing country. Thus, the government provide big budget for all parents to support their children to get high education in order to obtain the job and income stable in long-term (Chuanchaiyakul, 2013).

In addition to earlier studied undertaken the effect of tutorial school to economic and education (Limsakkul, 2010), he found that most of Thai parents thought that if the children can entrance to the famous private university, this will be the certificate to get better job and quality of education. And the importance thing is there are less top universities in Thailand but many students required to get in there, so this is the reason why those parents need to train and prepare them by sending the students to tutorial school to get various techniques. Thai parents believe that the education in school probably not provide enough knowledge. In the (Teeraaumpol, 2004) study was found that in the perspective of uneducated person think that students who can entrance to private university have good skills and excellent person because they can pass the difficult test and many processes.

According to Ministry of Education, the process of tutorial school different from private school by the period of study; for example, studying on weekend, holiday, summer and the whole year. In the study of (Chuanchaiyakul, 2013) said that, tutorial schools are not provide only traditional class but also offer classroom and private. Some of them present the table include with the course. The tutorial school provide course for student start for kindergarten to high school. For the course price around 5,000 to 20,000 Baht. Even the economic change, the course price is quite not changed and stable for the parents who have less income.

4.3 The reason Thai students need to study tutorial school

From many researches found that there were many factors of making decision to study at tutorial school but the most important from parents and Ministry of education. According to earlier study, Thai society praise only excellent children; for example, when there is parents' meeting, they have the questions about grade and learning, however they never ask about children's activities involving why now Thai students need to get extra course (Rajchawong, 2008)

According to an earlier study of Tutorial Courses for Young Children (Pinlawas, 2012 - 2013) said that the kindergarten and primary who study at tutorial school or add

extra class is from parents's making decision, there are some parents disagree about add extra class for young learner, however, some totally agree to pay course for their children which it's come from many reasons, for example, the parents lack of time to teach children, work everyday and prepare children for the test to famous school, they think that it's better to let student spends their free time at tutorial school.

With regard to the Studying English in tutorial school in Thailand (Gateratanakul, 2012), the research finding showed that there are great deals of Thai high school students who are influenced by many tutorial schools. Those students assumed that tutors could help them to reach their goal, which is to get a good result for the examination. As English subject is one of the main effects to their score, they need to know more details than in the classroom. Because of this; most Thai students are under extreme pressure. This could lead them to a stressful and become anxious before the exams event.

Although the new trend of educational movements focuses more on active learning which requires less skills in solving exam questions, university admission exams still focus on student achieved scores in which those skills are crucial, with a recent studies by the survival of tutorial schools in Thailand in the MIDST of active learning of science (Pisanpanumas & Yasri, 2016). The same researcher (Pisanpanumas & Yasri, 2016) reported in their study that it is an educational tragedy that no matter what educational policies have been implemented to change school science and mathematics from paper-based to active learning, the university admission exams still measure student abilities through exam scores both from school and national tests.

From many research found that the main factor of making decision to study at tutorial school primarily from parents and then entrance to the famous school and university.

4.4 Technology

Students are fast adapting to the fast pace of changes in technology as they now use less of computers at home spending more time with tablets and smart phones to

improve their lives in social networking or research information for their education. The Internet is now the major tool or equipment with deep contents for children to use in many areas of their education and children concentrate on it. Children aged between 12-15 years spend a lot of time on the Internet.

The 21st century has seen great developments in high technology. According to (IEAB, 2008), on average, Millennials spend 6.5 hours each day saturated in print, electronic, digital, broadcast and news media, they listen to and record music; view, create and publish Internet content; play video games; watch television; talk on mobile phone and instant message everyday. In education, we use technology for collaboration between teachers and students. We develop our students by using technology in our business. Teacher Dao Tutorial School will engage students through the actuality data students will encounter in school. On examinations and in real life, it will be effective for them if they pay more attention in class and learn wisely when actively involved in solving significant problems.

4.4.1 E-learning / Learning Management System (LMS)

Learning Management Systems are vital parts of e-learning to develop in education as these supports learners to study at the present wherever they are. Students grab all courses via this system, especially when there is a huge audience and significant subject to deliver. There are many large schools and universities, which spend large sums of money to buy the best and proper system to suit their customers. However, this system has both expensive and free software that are suitable for students. According to (Gross, 2014) explained that the leaders in the LMS service provisions are Agilix, Pearson Learning Solutions, Epsilen, Desire2learn, Moodle and Blackboard. These are LMS platforms that are fast growing in our education business

In today's world, this technology is driving the education system all over the world as some schools use online learning in their teaching in order to reduce the paperwork and the teacher's work load. So, students can submit their homework via online learning platforms (Divya, 2014). In some foreign countries, online learning platforms are used from the kindergarten to university levels or in training courses with the curriculum ensuring the LMS connects with the traditional school setting. Most students, in this 21st century spend more time on computers and using smart phones,

tablets and computers, they can surf the Internet as routine tasks. LMS, therefore offers them the freedom to study and develop their intellect.

At the present, LMS is now used as a platform for students to interact with their instructors in discussions in a more efficient and effective manner. With this, the teachers or IT personnel will post the contents, announcements, videos and link via LMS, then students can click through the desired course of study and discuss with friends or professors and that way develop themselves as they go through the learning process (Ryan, 2013). Altogether, this will depend on how often you sign in or interplay with the LMS as students must develop the habit of spending more time on the computer taking in and understanding the course contents. In the real situation, critical thinking cannot be fully exploited via online learning as often the value content can be lost and this exposes one of the limitations in the LMS learning ability.

This technology helps students to study into the larger learning process. LMS is popular in higher education and now some of the big schools, tutorial schools and universities have brought it in and adapted it into their class processes to increase clientele in the 21st century classroom. So, we will take Learning Management System and adapt it into our business plan.

4.4.2 The benefit of E-learning/ Learning Management System (LMS)

Nowadays, most Thai people use smart phones. They go online to search for what they really need at a given time. We use technology to share ideas, promote our service by online learning and to attract more customers just as we upload video clips and create conducive atmosphere and environment in our classes to draw citizens or parents to buy into our courses. We also create the proper database and use it for students' documentation, examinations, promotions, course evaluation and course reservation etc. This also opens opportunities for us to receive feedback from our students. And also blended online service and face-to-face tutoring are provided in a 70:30 ratio. As part of our teaching activities, students are able to gain new information updated regularly on the E-Learning portal from the tutorial school.

4.4.3 Why Moodle

Moodle is one of most popular platforms in the LMS (Learning Management System) and it is an open source of learning and provides free website for educational materials to support teaching and learning. According to the study on teaching with Moodle in higher education (Lopes, 2011) explained it provides free spaces for online developers to create their own contents and develop ideas or follow the instructor. The LMS comes with a full and free installation version with update capabilities. The website is easy to use not only for workers but also for beginners and is versatile so can be used by people of all levels while instructors are able to arrange their desired platform in their own style.

This platform is mainly used in schools, university and learning centers but is yet to penetrate the tutorial school system. Martin Dougiamas created this platform for educationists with graduate backgrounds in computing. Moodle has grown up rapidly when compared with other free LMS and already has so many online users who have adopted the application. Now, new applicants need to register formally before they can use it. Before now it was thought Moodle was only suitable for online learning in the universities but that has now changed with this application being used to support traditional classes (Moodle, 2016)

Moodle is a new platform and can be used in simple and regular as well as sophisticated environments. Easy to use, the tool has features that provide three levels of access in the educational and training system. It was designed not only for the higher education environment but also recently offers itself for use in the primary, secondary, tertiary and adult education segments as trustees or teachers can utilize the platform and students can be better taught (Shuramit & Yossi, 2012)

4.4.4 How popular is LMS in Thailand

In Thailand, we have also found a way to bring, adapt and integrate available technology into the educational system. Since most of our students have basic internet skills and online learning is especially widespread in the university, the top universities in Thailand mostly use LMS and Moodle to support learning. These include institutions such as Chulalongkorn University, Thammasart University, Kasetsart University, Mahidol University, Silpakorn University, ABAC, Burapha University, etc. However, some schools such as Saint Gabriel's College and Thai-Chinese International School

offer Google Classroom, an easy simple working platform. (Rueangprathum, Philuek & Fung, 2011)

In the past, Thailand lagged behind as a developing country which lacked extensive access to high technology, so the MICT (Ministry of Information and Communication Technology) had to work hard to redeem the situation and in that process developed and continuously upgraded internet connectivity in the country until it attained a desired speed fast enough to enable students enhance their skills in various areas and position the Thai education system to properly face future global challenges armed with competent instructors with adequate capacity to produce well trained graduates.

Lately, Thai students now focus on reading and studying through the social media taking advantage of the availability of platforms such as Facebook, Online news, Instagram, Twitter and E-learning. In all these, I found that it appears Facebook is specially favored above all others, that the new generation dreams to be bloggers, vloggers, travelers and business owners and that they easily find enormous research and knowledge resources from the internet, a development which probably has impacted heavily against traditional learning. However, in the provinces, the internet user has less than adequate opportunities to use LMS than in Bangkok city and so requires that the government should invest a lot of money to purchase computers and software for Thai education.

Now, some Thai school are not even aware of the Moodle platform that are available and is widely used in developing countries already and thus need proper tools to deliver content to students and reduce teacher's workloads. This provides an opportunity for tutorial schools to exploit this weakness in the education system by providing support to students through the LMS. We need not only use LMS to share content but also to deliver information directly to our clients via smart phones or tablets anywhere, anytime. LMS will also support us to evaluate and assess the efficiency of students while helping us find solutions to their needs (Tungyue, 2012)

E-learning, therefore has positive impacts on our universities, regular schools and tutorial schools. The internet will help in developing education as more educational centers and students turn to online learning or e-learning which is the largest source of educational materials in the knowledge market delivered at low costs to educators and

those being educated. And those joining, every netizen, learner and instructor on the data-networking platform can register whenever and from wherever they want.

Our focus, therefore, is on LMS contents, which we will adapt to match with tutorial school programs in Thailand. We understand also that most Thai people are not aware that there are free online websites for the education market and so young Thai students in tutorial schools, unfamiliar with online learning, do not take advantage of the available learning possibilities, which could enhance the knowledge they bring to their regular classes. LMS holds good advantages and offers good alternative for learners, raising the engagement levels through effective online courses and blending them for over all advantages in the physical class.

In the future, I have planned to design our courses as blended programs to support some netizen students.

4.4.5 LMS for Tutorial school in Thailand

With a recent study by e-Learning in Thailand – a survey of current situation and trend (Rueangprathum, Philuek & Fung, 2011), reported that the Thai government has supported the foundation of infrastructure such as satellite for long distance education system and the channel is open to all, the Thailand Knowledge Centre (TKC) has been established in order to allow the community to get access to knowledge and information through diverse websites, the Thai government has also developed and collects e-Learning materials in the form of e-Books and they also provide the people with Internet services, such as SchoolNet, which offers learning media and Internet services to the schools, as well as, supporting data in terms of the study on teaching with Moodle in higher education (Lopes, 2011) explained that LMS has the main objective to centralize and simplify administration and management of teaching and learning through e-learning, this system covers the entire process of distance learning, possessing interface and student teachers, tutors, to administrators and the administrative part. In this sense, helps employees and students to plan their learning processes, and let's work together, through the exchange of information and knowledge.

Several of the e-learning development projects for K-12 have already been implemented, recent studies of E-learning readiness in the academic sector of Thailand

(Laohajatsang, 2009). The same researcher reported in her studies (Laohajatsang, 2009) Thailand now has four major implementation plans focusing on educational technology infrastructure, human resources development, provision of digital teaching and learning materials, and educational management.

Both tutorial schools also quickly adapt to educational innovation such as using technologies to enhance student learning through the use of e-learning system, their use of technology is rather simple; for example, using animation to make a presentation more exciting, they set up a system for students to be able to review the materials at anytime they want with no extra cost, recent studies by the survival of tutorial schools in Thailand in the MIDST of active learning of science (Pisanpanumas & Yasri, 2016).

According to the studies of e-Learning in Thailand – a survey of current situation and trend (Rueangprathum, Philuek & Fung, 2011), said the Ministry of Education (MOE) has adopted and utilized ICT into the Thai education system and it has brought many positive effects to both public and private institutes. Internet access and data networking systems have been developed with more and more education organizations now turn to e-Learning.

4.5 Online learning and Blended learning

According to Classifying K-12 blended learning (Christensen, Horn, & Staker, 2013) explained, the following are suggested definitions for two types of online learning that are distinct from blended learning. Like blended learning, these practices use the Internet to deliver content and instruction and allow students some element of control of time, place, path, and/or pace. But they fall outside the scope of blended learning in significant ways.

Blended learning – blended learning employs an appropriate balance between — and implemental on of — technology and face-to-face teacher/ student interact on to maximize a student’s learning experience (ReadingHorizons, 2011)

Digital Learning – Online or blended learning. See “Online Learning” and “Blended learning” (iNACOL, 2011)

Online course – Any course offered over the Internet (iNACOL, 2011)

Online learning – A student uses technology to learn outside of a structured education program. For example, students could play educational video games or watch

online lectures on their own outside of any recognized school program (Horn & Staker, 2013)

The research shows many resources how similar both online learning and blended learning, which the contents provide on the Internet, they can study on cyberspace anytime.

4.5.1 Why need blended learning in Thailand?

Blended learning is more than simply using technology in the classroom. Furthermore, blended learning does not promote the use of online programs as a substitute for face-to-face instruction by a teacher. Blended learning reported by blended learning white paper (ReadingHorizons, 2011)

In many schools, blended learning is emerging as a hybrid innovation that is a sustaining innovation relative to the traditional classroom. Is hybrid form an attempt to deliver “the best of both worlds”—that is, the advantages of online learning combined with all the benefits of the traditional classroom with recent studies Is K-12 Blended Learning Disruptive? An introduction of the theory of hybrids. (Horn & Staker, 2013) and also why blended learning is proving to be an effective approach is that students are provided more opportunities to prioritize and own their educational choices. This student agency has proven to motivate students and prepare them for the challenges of becoming an adult learner, as well as supporting data in terms of blended learning white paper (ReadingHorizons, 2011).

Blended-learning programs can let students learn at their own pace, use preferred learning modalities, and receive frequent and timely feedback on their performance for a far higher quality learning experience. As online programs capture student achievement data in real-time across the school, teachers can spend more time helping personalize learning for students reported by the rise of K-12 blended learning (Horn & Staker, 2013). With recent studies of online and blended learning, a survey of policy and practice of K-12 schools around the world (iNACOL, 2011) reported that opportunities for blended and online learning are found around the world, but elementary and secondary-level students living in North America, Western Europe, Asia, and Oceania (Australia and New Zealand) have the most access to those choices. Of the 23 reporting countries on those continents, only the Philippines indicated no

government funding for blended or online learning. The same researcher (iNACOL, 2011) explained that Thailand's e-learning programs in science, math, and English — implemented in phases since 2009 — have systematically branched out from a small group of schools to hundreds at the primary and secondary levels. Thailand sponsors the Distance Learning Television Station and the Distance Education Institute, which are both voluntary self-learning programs to improve the quality of living and vocational skills for students.

According to (Nalin, 2014) found that, Most universities in Thailand tend to select appropriate learning technologies, and designing activities based on a single criterion. The study of E-Learning readiness in the academic sector in Thailand (Laohajatsang, 2009) found that Thailand Cyber University (TCU) has attempted to implement high quality and standard e-learning to expand educational opportunities to all Thai people without the limit of time and place. Presently, there are 32 local education member institutions. TCU now offers 16 bachelor's degree programs and one certificated degree program. TCU also provides 430 self-learning courses.

From many researches show that e-learning spread out online course through Thai university but not for high school. E-learning around the world has developed already, we move to the next future lately and important thing is the local lack of the funding from government to change the process of learning.

Blended Learning - The most proper explanation for this would most probably be “convenience.” Online courses accommodate students by allowing them the flexibility to attend our tutorial school at a time and location that is convenient for them. An online learning delivers most, if not all of the class content through the internet. Student and teacher collaboration happen primarily through textbooks and the learning environment is liberated from the burden of space and location.

Use of video for class learning - In recent years, video technology has improved greatly leading to the emergence of High Definition video and 4k. So, we will design this program for learners who lack the time to study one on one with us by

using video learning in real time on LMS. This is an option for them. They can easily access video online through initiative courses.

4.5.2 Comparison between Online and Traditional Class

Both online learning and traditional classes have arguments against and in favor of which method is the best way for learning. E-learning has something similar to the traditional class in for example group discussions, presentations, video learning and other forms. The curriculum depends on the various schools that may decide that they will design same or different contents. However, most schools generally create their specific curriculum in such a special way to attract clients who often compare the schools' content before making choices (Rashty, 2015)

One of the advantages of online learning that cannot be found in the traditional class system for example is the flexibility of timetable that is the main attraction for most of those who decide to study online. This makes teaching online different from the traditional class' full time learning. Both of them require the student to pay full attention so they can absorb the knowledge better and so does not depend solely on whether the channel is the online class or the traditional class. You can see the advantages and disadvantages as shown below:

Online Learning

Advantages

- Flexible time for student;
- Study anywhere, anytime;
- Convenient for people who have no time to study;
- Wide knowledge;
- Self-learning development;
- Saving cost;
- Acquiring digital skills and being more useful.

Disadvantages

- Less contact between teachers and students;

- Limited school activities and chances to do group work;
- Technical problems some time occur;
- Non-participation.

Traditional class

Advantages

- Interaction between teachers and students;
- Do group work, activities and discussions to drive more skills acquisition;
- Students can ask questions when in doubt about the contents;
- Encourages students;
- Doing the real experiment and getting precious experience;
- Making friends and connections.

Disadvantages

- Full class schedule;
- Specific time learning and location;
- Many tasks for teachers;
- Teacher may not stay adequately in touch with all students in big classes;
- The contents are not given in advance;

4.6 Products and Service Description

4.6.1 Service

Our business now offers the opportunity to provide education for students who believe in our tutorial school so that we can support them to develop further learning skills and improve on their weaknesses therefore doing better than other students in the regular school system. Here, we have highly qualified professional teachers who

employ many techniques to achieve great results.

Teacher Dao Tutorial School ensures that our students study within attractive environments, have interesting classes, are motivated to keep making positive changes in life and in difficult subjects, teach and mentor others and we inspire and encourage our students. Our services make students more confident as we enhance the skills in each person, change their attitudes and design learning programs to suit each level of education. That way, we help them to get better and focus on their individual learning time before the next examination.

Teacher Dao Tutorial School offers necessary techniques to remember content, solve the problem at hand and analyze difficult calculations. We approach students with a deep understanding of their curriculum such that even in difficult areas where solutions are usually hard to find we get tutors with appropriate proficiency in each subject and assist them.

We provide the following courses of study:

- English Language
(Grammar, Reading, Translation, Writing and Communication)
- English for Kindergarten
- Mathematics
- Thai Language
- Social Studies
- History

Group learning and private tutoring are available. We operate four sessions and clients can choose any of the following, which meets their satisfaction:

- Large group (10-15 students)
(2,500 THB/ Month/ All Subjects/ 1.5 hours/ Mon-Fri)
- Small group/ Private group (3-5 students)
(2,500 THB/ Month/ Subject/1.5 hours / Mon-Sat or Sun)
- Kindergarten (5-10 students)
(2,500 THB/ Month/ 1.5 hours/ Mon-Fri)

4.7 Competitive Comparison

Tutorial business is widespread for Thai people especially in Thailand. In recent years, this business has continued to grow fast and tends to enlarge every year. Tutorial school owners are also expanding the business into other provinces to increase customers as much as they can and beat new competitors. The large tutorial schools offer franchise for parents who want to invest in the businesses and this is a good alternative to grow rapidly in the market.

We have many rivals in our area to compete with and these are lists of tutorial businesses in Thailand.

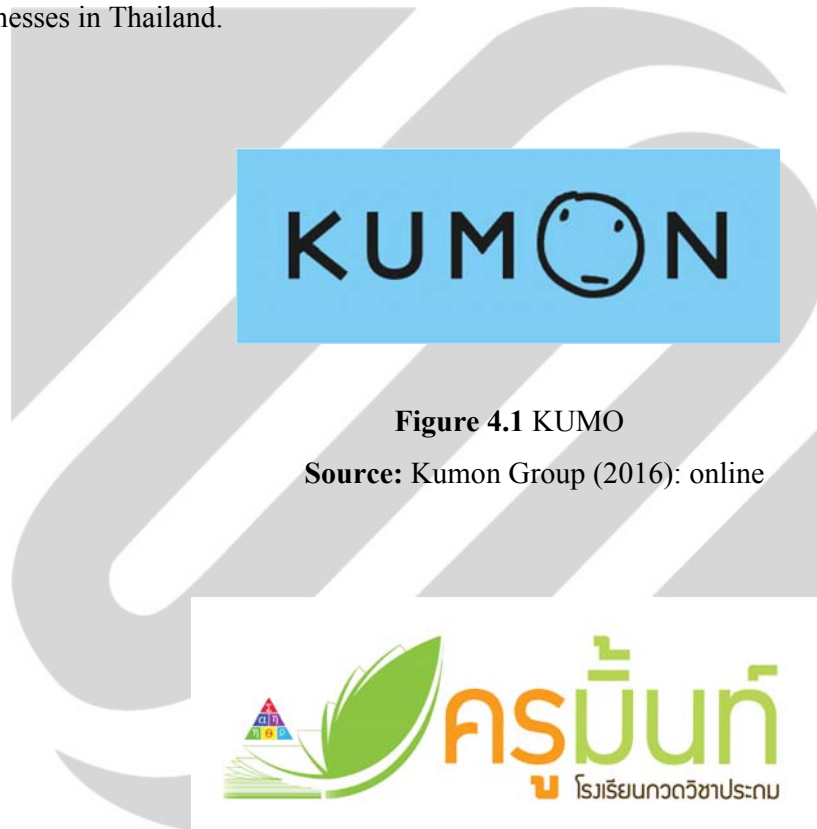


Figure 4.1 KUMO

Source: Kumon Group (2016): online

Figure 4.2 Kru Mint Tutorial School

Source: Krumint (2017): online



Figure 4.3 We Tutorial School by The Brain

Source: WE by The Brain (2015): online



Figure 4.4 PURE CHEM CENTER

Source: Chem-ou (2013): online



Figure 4.5 ENCONCEPT

Source: ENCONCEPT (2014): online



Figure 4.6 DA'VANCE

Source: Wikipedia (2010): online

All the above businesses are the main and large tutorial schools in Thailand. They offer different subjects for their students. Each tutorial school pulls their strengths to customers in various outstanding subjects. For example, English, Chemistry, Mathematics, Social Studies etc. Even while some of them offer clients the same subjects, they, however, have different techniques, materials and styles in their classes depending on the instructor.

4.8 Sale Literature

Teacher Dao Tutorial School uses various ways to promote our brand and advertise to be well-known as a good business.

- **Word of mouth advertising** – This is the most important method for customers. Once a customer endorses our school, forever, others will believe and trust our business one time and speak well about us even when they have never tried it. Thus, we need to create our standard stable as usual, building trust with customers and they will promote our business to others.
- **Internet Marketing** – We are a family business and that is the reason we chose Internet marketing as a channel to promote our business even as they offer many free advertising options for us to use. For example, social networks, classified ads, search engines, etc. Therefore, we will not only use social networks to contact others but we will also choose this space to share our information. Internet marketing is one of the largest e-commerce channels and offers many options to spread our news and promotions. Therefore, it is easy to promote our service if they are satisfied or have marvelous experiences from us.
- **Direct sales to clients** – We sell our services directly whenever customers show interest and contact us to ask for information. Then, we

will offer promotional materials for them even when they would not immediately want to use our services for now. At least, the customers will recognize our presence and have us in mind. This is a very simple way to increase our customer base.

- **Billboards and Brochure** – It is better when potential clients see huge billboards and interesting brochures of our business and therefore recognize our promotion. They can pick, see and send to other family members or friends. This is another way to reach and market our business for many persons who lack the time to read information in small fonts or on the Internet.
- **Develop relationship with customers** – Our clients are people. They have emotions and love everything that satisfies them. So, our business will keep contact with them by providing activities by, for example, letting students show their skills or create exhibitions so their parents know that the students are getting better education from our tutorial school. That way we can inspire customers and promote our business to let them know us better.

4.9 Sourcing and Fulfillment

Teacher Dao Tutorial School focuses on the main source only in Thailand. Our courses are grounded on imparting different skills to students through smart methods and techniques, intensive learning programs for different courses and different learners. We also design our curriculum to ensure students get authentic skills to face different challenges. Our curricula are designed to ensure young learners grow to become teenagers with appropriate content for each class. That way, students will success in their goals as below:

- To develop their knowledge and individual skills;
- To produce satisfactory students' results and improve their grades;
- To provide them more knowledge than just learning at school;
- To gain more sufficient understanding of complicated subjects;
- To get different methods employed.

4.10 Future Products and Services

Teacher Dao Tutorial School is a family business and our goal is to expand the business by establishing 20 more branches in the Bangkok area alone. We will provide both the convenience and comfortable services for students by opening learning centers using modern technology. It is our conviction that the power of new technology in this century will support learning from digital education to connection. We will bring the best flexible displays, transparent and 8K Displays to attract the students who can connect through their smart phones, tablets and other devices particularly since they spend more time on these devices' screens and this will be of great benefit to them.



CHAPTER 5

MARKET ANALYSIS SUMMARY

5.1 Market Segmentation

Our business market segmentation target seeks to see our School as the largest kindergarten, primary and secondary tutorial school in Thailand. We provide authentic teaching from qualified teachers on demand by students.

The tutorial business is still continuing to grow especially with large and reputable tutorial schools clustering together and getting many students to learn in only one location. We design curriculums to be flexible enough to include many subjects which are also available online. Thai people are conscious of the gains of competition in learning and therefore insist on studying hard to gain entrance into the best schools and universities. Recently, this situation has led to increasing patronage of tutorial schools, including my business, by students seeking to do better.

By this trend too, tutorial school businesses are growing as demand for their services by clients are also rising. Hence, we will make it happen and cultivate customers' trust and loyalty in our service as we seek to be the biggest tutorial school in Thailand.

Our business segment is seen from two main perspectives:

- **Demographics** - ages, income, family life cycle, generation, gender and education;
- **Psychographic** - motivations to study, encouragement of students, personalities who enjoy learning, spending time in studies, enjoying new technology, and learning with fun and activities.

5.2 Target Market Segment Strategy

Our ultimate target for this business is to be the largest kindergarten, primary and secondary tutorial school in Thailand. Our main target market is the student who desires to develop and improve their learning skills from the age range of 3 to 15 years.

Hence, our services can be divided into three segments:

- **Kindergarten** – For starters between the ages of 3-6 years. For this course our main focus is to build a strong foundation for listening, speaking, reading and writing in all subjects and prepare them to be able to seek solutions by themselves. We provide opportunities for studying while engaging in interesting activities using several teaching aids, materials and classroom activities including puzzles, games and songs.
- **Primary** – For young learners between the ages of 7-12 years at the primary school level. This is aimed at developing learning by children and sharpening their skills thus making them grow into well-rounded persons in such subjects like English, Mathematics, Social studies and Thai. This segment seeks to cover the curriculum of the local schools and improve children's confidence.
- **Secondary**– For students between the ages of 13-15 years with the purpose of helping them to improve their grades and become self-confident in those subjects. The contents are based on the local school curricula and our professional teachers will encourage and motivate their learning to gain good grades. With our highly qualified teachers they will learn easily and enjoy themselves in the children-friendly atmosphere.

All course contents are designed appropriately to suit each age group segment and the children will learn all the main subjects and acquire others skills straight through the various tasks and projects to strengthen their understanding.

5.2.1 Market Trends

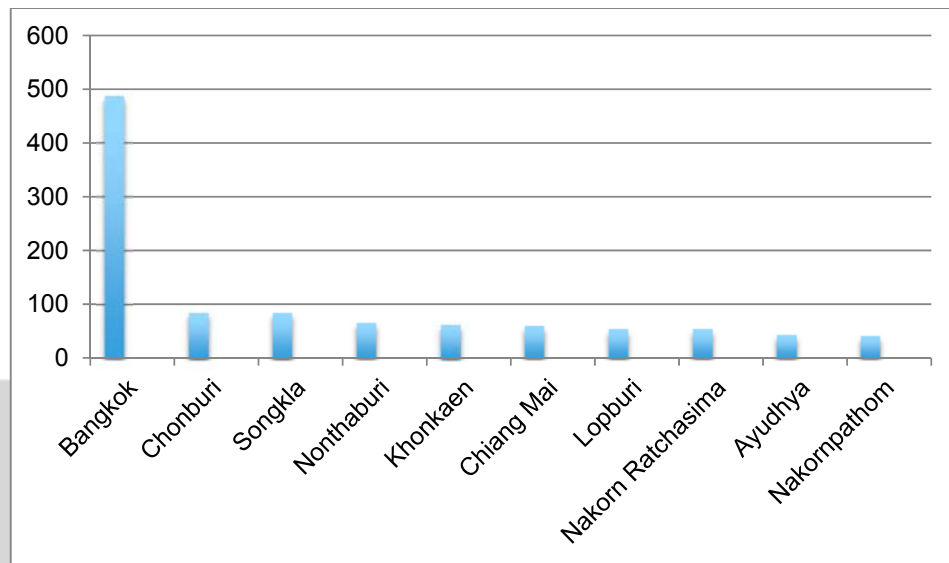


Figure 5.1 The highest province of tutorial school in Thailand

Source: ThaiPublica (2013): online

Figure 5.1 shows the number of tutorial schools in many provinces of Thailand. We found that the total number of tutorial schools in Thailand is 1,983 with Bangkok 487 having schools while all other provinces put together have 1,496 tutorial schools. Altogether, 74 provinces out of the 77 provinces in Thailand have tutorial schools, the exceptions being NongBuaLamphu, Pattani and Narathiwa. While most of them are located in the big cities or provinces, the top ten rated tutorial school are found in Bangkok, Chonburi, Songkla, Nonthaburi, Konkaen, Chiang Mai, Lopburi, NakornRatchasima, Ayduhaya and Nakornpathom and account for 1,031 places or 69% of the schools licensed. These are expected to keep increasing every year and expand the scope of business as new comers join. However, both parents and students still believe that they need to take extra tutorial classes in order to get good grades or gain admission into the great schools that they desire (ThaiPublica, 2013)

In 2014, this tutorial business market earned income estimated at 8,189 million baht, an increase of 6.8% from the past year that witnessed rapid growth and strong competition as both business owners and customers obtained franchise from the big tutorial schools. So, the owners realized they had to take strategic decisions about location, learning environment and convenience for both parents and students as a direct response to customers' demands. And this includes the fees charged per student per

course and time segment by the tutorial schools. (ThaiPublica, 2013)

5.2.2 Market Growth

The fees charges in the tutorial schools in Thailand are divided into segments and are in many categories depending on the customers and their needs. For example, there are different tuition fees for kindergarten, for entrance into good primary and secondary schools or university, tuition fees for lessons to get higher grades or prepare jobs as air hostesses, soldiers, pilots and lieutenants. This business has grown by 117% between 2007 and 2013 and is still growing every year especially in Bangkok where expectations are high. Although the fees are unreasonably high in some places, yet the parents still accept this and pay the high fees for the education of their children.

Each tutorial school brand attracts different classes of customers who are satisfied once the results of the students are good and the activities on offer by the schools interesting. While some of them follow cousins or neighbors to study in the same tutorial school, others are attracted by the course promotions. Nowadays, the business owners invest in the designs of the schools to also include rooms for relaxation, private rooms, study rooms and consulting rooms and offer extra classes before examinations via social network to connect students with their tutorial schools. And the significant thing here is location which sees one building being used by other tutorial schools which also open their businesses there in order to provide convenience for students in what is called a “one stop service.” Therefore, it is the way we deliver our individual corporate services that will impress our clients and cause them to patronize us.

5.2.3 Market Research

We conducted a market research focusing on 100 people drawn from parents' ranks using research questionnaires in order to obtain authentic data from our target segment from which we obtained information before expanding the business the proper way.

Table 5.1 People and Percentage of demography by gender

Gender	People	Percentage
Male	42	43.3
Female	55	56.7

From this table it can be seen that the sample population was separated using demographic variables of gender with both the males and females accounting for male 43.3% and female 56.7% each. It shows that the population especially female has more than male nowadays.

Table 5.2 People and Percentage of demography by age

Age	People	Percentage
20 - 30 years old	18	18.8
31 - 40 years old	40	41.7
41 - 50 years old	30	31.3
Over 51 years old	8	8.3

From this table our target group age of between 31 to 40 years, which is the largest singular age category made up more than 41.7% of parents has child in between this age was involved in the survey. In addition, other age groups of 41 to 50 years old until 51 years old and above and have about 8.3% interest in tutorial schools were also sampled.

Table 5.3 People and Percentage of demography by occupation

Occupation	People	Percentage
Business Owner	18	20.7
Employee in Government Sectors	24	27.6
Employee in Company	37	42.5
Other	8	9.2

An employee in company sample population of about 42.5% was involved in the research, then employees in government sectors population made up only 27.6%, business owner were 20.7% while other occupations made up 2.1% of the overall sample population

Table 5.4 People and Percentage of demography by education

Education	People	Percentage
Master/PhD	34	35.8
Bachelor	47	49.5
Basic education	13	13.7
Other	1	1

This table presents the educational standards of people sampled indicating that those who graduated at Ph.D and Masters degree level stood at 35.8% of the total, while Bachelor degree holders sampled formed 49.5% of the sample population. Basic education sampled formed 13.7% of the total sample population while others education formed 1%.

Table 5.5 People and Percentage of demography by monthly income

Monthly income	People	Percentage
Less than 15,000 Baht	13	13.5
15,001 - 25,000 Baht	24	25
25,001 - 35,000 Baht	27	28.1
35,001 - 50,000 Baht	16	16.7
Over 50,001 Baht	16	16.7

Monthly income is an important variable, which helps to determine our charges per course. From this table among those sampled, people who earned income of less than 15,000 THB accounted for 13.5%; income of between 15,001-25,000 THB accounted for 25%; income of between 25,001-35,000 THB accounted for the highest percentage of 28.1%; income levels of between 35,001-45,000 and over 50,001 accounted for only 16.7% of the whole population sampled.

Table 5.6 Making decision plan child to tutorial school

Making decision plan child to tutorial school	People	Percentage
Yes	57	59.4
No	16	16.7
May be	23	24

The above table shows making decision plan their child to tutorial school with most respondents selecting yes plan to sent children at tutorial school 59.4% rating, said no 16.7%, and some of them thinking about this only 25% selected may be.

Table 5.7 The reason sent child to tutorial schools (From 100 people)

The reason sent child to tutorial schools	People	Percentage
Difficult contents	34	34
Children don't understand	24	24
Parents want child pass the exam	28	28
Get new techniques	37	37
Get high score	36	36
Study with famous teacher	25	25

This table explains the reasons why parents decide to sent them at tutorial schools. While 37% said they want to get new techniques and get high score 36%, 34% told us that the contents at school are difficult, 28% told us that they want their child pass the exam, 25% from the total said they want children study with the famous teacher while the last category of 24% said their child don't understand.

Table 5.8 The factors to choose tutorial school

The factors to choose tutorial school	People	Percentage
Word of mouth	50	52.6
Advertising	15	15.8
Quality	70	73.7
Famous	39	41.1
Price	41	43.2
Content and teacher	43	45.3

This table presents what our respondents think about the factors that effect to choose tutorial school with the highest percentage of 73.7 saying there is need for

quality, 52.6% saying it is word of mouth and another 15.8% of the total saying it is advertising. This indicates that there is a strong need quality the standard of tutorial school.

Table 5.9 Subject to improve

Subject to improve	People	Percentage
Mathematics	65	67.7
English	67	69.8
Science	32	33.3
Social	24	24
Thai	24	24

This table shows the subjects to improve of study that people prefer to enroll in with English having the highest percentage of 69.8% of the whole, Mathematics – 67.7%, Science – 33.3%, Thai, which is our mother language - 24% and Social Studies 24%.

Table 5.10 Time period to study

Time period to study	People	Percentage
1 - 2 hours	43	44.3
3 - 4 hours	54	55.7

This table gives information on the students' study needs showing an overwhelming 55.7% prefer to study in 3 - 4 hours more than 44.3% who prefer 1- 2 hours at tutorial school.

Table 5.11 Program

Program	People	Percentage
Face-to-face class	46	47.9
Online learning	6	6.3
Blended learning	44	45.8

The above table shows which type of course parents prefer between face-to-face class and online learning with 45.8% preferring both type (blended learning), 47.9% saying they prefer the face-to-face classes while only 6.3% said they prefer online learning

Table 5.12 Different contents Online course vs. Traditional class

Different contents Online course vs Traditional class	People	Percentage
Yes	59	64.1
No	33	35.9

This picture tries to explain whether there are differences in content between online courses and traditional classes with 64.1% saying yes and 35.9 % of the whole saying no.

Table 5.13 Parents know the knowledge and benefit of LMS

Parents know the knowledge and benefit of LMS	People	Percentage
Yes	79	86.8
No	12	13.2

The table shows that 86.8% of our sample population has known the benefit of LMS while 13.2% have never known it.

Table 5.14 LMSs program that the parents know

LMSs program that the parents know	People	Percentage
Google Classroom	45	50
Blackboard	40	44.4
Moodle	34	37.8
Desire2Learn	6	6.7
Sakai	9	10
Canvas	5	5.6
I don't know anything	18	20

This table shows which LMSs that they know the most. While 50% said they familiar with Google Classroom, 44.4% know Blackboard, 37.8% know Moodle, while the last category of 5.6% know Canvas. The parents who don't know anything made up 20% of the overall sample population

Table 5.15 The reason they know

The reason they know	People	Percentage
From their friend or child	30	34.1
Advertising/Billboard	13	14.8
Internet	27	30.7
I have learnt.	18	20.5

This table explains the reasons why parents know those LMSs. While 34.1% said they know from friend and child, 30.7% accept from the internet, 20.5% told us they have learnt, 14.8% from the total said they know from advertising and billboard.

Table 5.16 LMS help child to learn

LMS help child to learn	People	Percentage
Yes	64	68.8
No	29	31.2

The table shows that 68.8% of our sample population said yes and think that LMS help child to learn, while 31.2% said no.

Table 5.17 Time period while student spent time on the internet per day

Time period while student spent time on the internet per day	People	Percentage
Less than 1 hour	10	10.4
2 - 4 hours	76	79.2
Over 5 hours	10	10.4

This table shows time period while their child spent time on the Internet per day. An overwhelming 79.2% selected the 2 – 4 hours, while only 10.4% spent time on the Internet less than one hour and over 5 hours.

Table 5.18 The activities that children spent time with the internet

The activities that children spent time with the internet	People	Percentage
Find the information to do homework	26	28.3
Review lesson	16	17.4
Play games	23	25
Social network	25	27.2
Other	2	2.2

This table shows the activities that parents observe children spent time on the internet with 28.3% saying find the information to do homework, 27.2% saying they use for social network, 25% saying they were interested play games, 17.4% saying that review lesson and the last category made up of 2.2% saying they do something on the internet.

Table 5.19 Acceptable price for fees

Acceptable price for fees	People	Percentage
2,000 - 3,000 Baht	50	52.1
3,000 - 4,000 Baht	31	32.3
4,000 - 5,000 Baht	11	11.5
Over 5,000 Baht	4	4.2

This table shows what would be acceptable as reasonable fees that customers will be willing to pay for subjects with most respondents accepting 2,000-3,000 THB per course (52.1%); 3,000-4,000 THB (32.3%); and 11.5% accepting 4,000-5,000 THB and over 5,000 THB only 4.2%.

5.3 Service Business Analysis

In Thailand, tutorial schools are built around students, and as long as students continue to have difficulties in their studies at the private schools, they will always need instructors and tutors to help them understand the subject better and catch up with their friends of the same age bracket. The teacher therefore needs many materials to constantly upgrade the way they teach or acquire more methods to get the students to easily understand. Anyhow, as long as students need tutoring to improve their grades, the volume of tutorial school business patronage in the market is unlimited. This business will continue to be viable as long as students continue to experience difficulties in their work and individual needs of clients remain.

5.3.1 Porter's Five Forces Analysis

The aim of this framework is to analyze the strengths of the competition and match them with the five forces in the appeal of the business. See Porter's 5 Forces as shown.

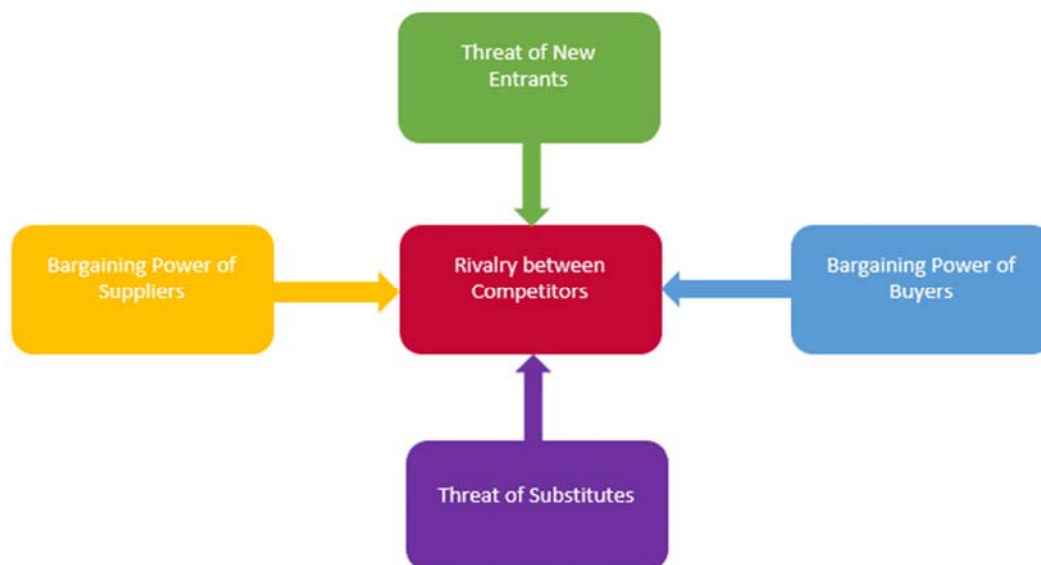


Figure 5.2 Porter's Five Forces Analysis

Source: Slideshare (2013): online

Threat of New Entrants: Low

We own and manage this business as private individuals and since we do not have any partner to invest in our brand it is difficult to grow rapidly. So, we start our business understanding that slow but steady wins the race. Our customers will trust the famous brands first before they decide to apply with us. Thus, it shows that we need to build the loyalty and trust of the customer first and then they will speak out loudly to help and promote us.

Threats of Substitutes: High

There are a lot of substitutes in this market so buyers have many alternatives to look around, select from and choose the best that pleases them as all tutorial schools provide good materials to win over clients. In this era of tutorial school business, the competitors will grow stronger if they have loyal customers.

Bargaining Power of Buyers: Low

Our business is small when compared with other big rivals and buyers naturally prefer the bigger brands before the new and smaller businesses like ours. Since they tend to have the choice of exploring other brands first, our business will have to provide very high quality of education which will depend on excellent results of the students and word of mouth recommendations to promote us and this is not enough to make us grow as quickly as we need to. Hence, our bargaining power will be lower than that of the famous tutorial schools unless we deliver direct information through our buyers.

Bargaining Power of Supplier: Low

Our own business serves intangible items or education to students. In Thailand, there are fewer tutorial schools that can provide tutoring services for kindergarten, primary and secondary school levels in the same place and customers will trust only experienced and professional teachers who treat their students well. We still need high quality teachers with good teaching experience to train our students to be the first and best in the business.

Rivalry between competitors: Low

In Thailand, we have many competitors in the tutorial business but none is presently operating a similar structure like ours because we start from kindergarten to secondary school levels. Most times, these businesses lack experienced personnel to teach the starter segments and this challenge will drive our business to be first among this class of tutorial schools.

5.3.2 Competition and Buying Patterns

Tutorial schools tend to run the senior classes with extra courses to suit the students' needs. However, only few of them offer comprehensive programs at all levels as well as provide teaching to younger students, K-9 and covering every aspect of tutoring from teaching aids to getting the best grades and active learning from a special instructor. The bulk of competition comes from the big tutorial schools, which have more promotional materials, better locations, design, and varieties in courses that we are unable to match being a small family business. As our business seeks to expand and

grow its franchise in other areas we may still not be able to match the big competitors in decoration and splendor. Nevertheless, Teacher Dao has developed up to date courses with the purpose of attracting more students from our competitors nearby. Thus, we need the following essentials to be able to compete with our competitors.

Courses: This is the first subject to pop up on every student's mind before the student decides to apply to any tutorial school so they look for information, content and word of mouth recommendations before taking a decision. Thus, we need to create relevant courses, update our contents, and make them uncomplicated and very simple for student's understanding. And we will provide online courses as soon as possible. Teacher Dao's approach is different; our students will be better and outstanding from others of the same age category.

Location: Since most of the big tutorial schools have secured excellent and nice locations already, we have set a different target and so focus on places near schools, villages and communities from where the students can easily notice our tutorial school as they walk by. In this choice we have considered our clients - the parents who pick children up after classes in our school who need not have to waste much time stuck in traffic. Even as a small business, we still think of the location and calculate time and distance for our customers already.

Room and Decoration: The big tutorial schools have more money to invest in good designs for their facilities, So, some tutorial schools have lounges for students to relax when they arrive or take a break from the classes after studying hard in the class rooms and this is an effective method. Some have computer rooms for the students to study online. These rooms come in modern designs and in various themes such as painting the room like they are studying at the beach so they can feel and enjoy learning. These are precious experiences. This is another factor that we overlook. However, our business has planned to invest in these for our students to make them feel good while learning.

Finally, our business offers a service model different from other competitors by the quality of teaching in Teacher Dao Tutorial School. All our teachers are encouraged, motivated, energetic and confident in their presentations and this encourages our students to pay attention in their classes. Furthermore, our teachers concentrate to suit student's needs understanding that students usually respond unequally to the learning

process. So, we operate at various levels depending on students' needs, analyze their capabilities and design solutions to suit their needs.



CHAPTER 6

STRATEGY AND IMPLEMENTATION

6.1 SWOT Analysis

Strengths

- All our teachers are experienced and qualified to teach;
- Professional teachers work with the famous schools;
- High worth of quality materials created by our team;
- Provide small classes in order to ensure flexible classes;
- Central, convenient and nice location;
- Flexible courses to suit different levels of students;
- Special techniques to provide effective teaching for all;
- Free Wi-Fi Internet and relaxation rooms while taking a break.

Weaknesses

- We still need to build more trust, as we are a small business with limited resources to invest and promote our school on billboards as much as the big tutorial schools.
- Lack of online learning facilities in classes.

Opportunities

- Popular businesses in Thailand;
- Most students are interested in getting top grades;
- This business has a tendency to grow as Thai students still require tutoring;
- New technology are now available to enhance learning;
- Many students need preparations to gain entrance into well-known schools.

Threats

- Many competitors in the business;
- Student have difficulties making choice of tutorial schools;
- High potential for new competitors to emerge;
- Other schools have now increased their fees.

Teacher Dao Tutorial School will leverage on its strengths to expand its competitive edge and to increase its market share. We will offer students vital and strategic materials including group tutoring, teaching specific subjects to small groups, taking different levels from K-9. The vital role in our service will be to successfully tackle difficult to understand content using make sense speeches and shortcut keys. The advantage of Teacher Dao Tutorial School is that we motivate students to help each other learn so they can remember their friend's names and also get along well easily. We teach good manners in our social life so all our students will get to know each other well.

6.2 Value Proposition

“Make your lesson easier with our course suit to all levels” Teacher Dao Tutorial School provides teaching in different levels with new experiences. Every course we've created suite to all levels from K-9. Teachers know what yours expectation, we deliver special techniques and intensive contents that you could not find in your school. You will obtain the right course and find the proper answer here. We separate and specific the content for kindergarten, primary, upper secondary, and also the students are interesting to gain more knowledge via LMS, study anywhere anytime, student can review the intensive course many times they want. Value proposition is that students and parents can review and study at home what they learned in the class, which reinforces the learning. Moreover, this enhanced learning enabled by LMS is tailored specifically for each of the 3 targeted market segments, Kindergarten, Primary and Upper Secondary. For Kindergarten, we provide in game contents develop listening, reading and writing skills with three main subjects Mathematics, English and Thai in the system, the parents can help them learn and observe their child do the practice. Both primary and secondary are similar, we design

blend-learning program including with intensive course before exam, short-cut course for student who desire to move or entrance to the famous school, they can review the content as much as they want within two months. The reason that our customers trust in our tutorial school is we are different from other tutorial school by blend learning for all levels and subject, even other tutorial schools provide online learning but there are only one subject or online study for primary and secondary that do not offer blended program in tutorial school, that's why these are our value proposition. For student who study online or blended program we provide the channel to answer any questions pass through teachers and live video in arrange time for our small business. The parents will get friendly price for all levels. As the primary data that I survey by using the market research, mostly of the parents are telling they need new techniques, quality and price between 2,000 – 3,000 baht. The parents prefer between face-to-face class and online learning with 45.8% preferring both type (blended learning), 47.9% saying they prefer the face-to-face classes while only 6.3% said they prefer online learning. From the result, we analyzed the all generation believe that face-to-face class still provide in depth quality more than online course, however, some of them chose blended learning which it shows that this is the opportunity to open blended learning because the parents believe in each face-to-face and online learning 50% will help their child studying and this follow our value proposition.

6.3 Competitive Edge

No other tutorial school in Thailand provides the quality and variety of studies for the diverse levels in the target market. This has given us a business edge against all competition at the moment. Our experienced and qualified teachers will provide high quality materials and specialized services that no one else can match.

Furthermore, our services are different from our competitors in the following areas:

- Online courses will be available for students for whom it is not convenient to study at the tutorial school or who have tight schedules.
- Blended courses (online learning with face to face teaching) will provide for primary and secondary students.

- The option of small groups on same subjects will still operate; they can help each other in their studies.
- Handouts are prepared and up to date at all times.
- Different levels and suitable courses for each level only in one place.

6.4 Marketing Strategy

While the real success in our marketing strategy will be to go ahead to promote both face-to-face and online learning, it is significant to stand out above other rivals. Another important factor will be the ability of previous customers to recommend our services to others. Teacher Dao organizes a children's party at the beginning of every year and at that occasion we would share presents, the children would perform and special gifts from all teachers will be given out. That gives the school – teachers, students and parents - an opportunity to contact new friends, share learning experiences, undertake other activities together and get along well. This party also helps them know our business better and make students feel the family warmth.

Our marketing strategy is also directed at training teachers to handle special students and familiarize themselves with all students and thus enable them get on well with and not scared of the teachers' image. Teacher Dao treats all teachers like family in order to let them teach students or help them face not only their education but also get additional assistance where children do not have much trust in their parents.

The marketing strategy is also designed to make our courses – both face-to-face and online learning - well known for newcomers and this probably explains why Teacher Dao Tutorial School is rising continuously in ranking among its contemporaries. The marketing strategy is also anchored on visibility on billboards, social media networking, print advertising, websites, creating students' competition to share ideas or campaigns and posting promotional materials in student areas.

In addition, Teacher Dao Tutorial School makes direct contact with its clients or parents after their children have completed their courses at the end of every month in order to know their level of satisfaction, gets feedback from them over the result of their teaching and uses this to further develop the business. The important thing is making a wide range of connections.

6.4.1 Position Statements

Teacher Dao Tutorial School understands that parents insist on finding schools that can drive their children's educational advancement while operating from decent and attractive environment. It is also important to note that big families are looking for schools which offer quality tutoring services for all levels so many of their children can study in one school while successfully improving their grades in all subjects. Teacher Dao Tutorial School offers several unique courses for our young generation.

6.4.2 Pricing Strategy

Our main target is from the middle class to the upper class and our neighborhood has many schools from government to international schools. However, we offer our services at reasonable cost for all classes having undertaken a survey which assisted us in comparing courses offered and fees charged by our competitors - both large and small tutorial schools. Therefore, we fixed reasonable fees for our courses and provide varieties in the courses we offer at each level making it easier for customers to make their choices.

6.5 Sales Strategy

Word of mouth is the largest source of marketing for new schools, as the students who passed through our system and gained from us will do most of advertising for our tutorial school. The promotional message they deliver to others more important and carry more weight, as people will trust those words of mouth and personal interaction better coming from direct personal experience everyone can see. Therefore, we will present testimonials and comments from our old students to build our tutorial school and maintain a good image for years.

Teacher Dao Tutorial School charges standard fees for new students at the beginning. However, if the new customers are satisfied with the result they get and continue their patronage, we will offer good discounts for them in the long term. We are different from others, as we need long-term connections as our people can look at themselves and appreciate the changes we have made in their lives. The sale strategy focuses on the impact of our tutoring on our students at different levels and our promotion of group studies from grade 1 to 9, as the parents easily see their

effectiveness. We expect to gain more and long-term clients from these promotional agenda.

6.5.1 Sale forecast

The sales forecast is expected to guide us by indicating the nature of our clientele in the future. Presently, we expect to sale and increase our customer base from word of mouth endorsements as our tutorial school reaches out to students in their various groups and earns revenues monthly and yearly. Please check the following table

Table 6.1 Sale Forecast monthly in one year (THB)

Month	Total Students	Fees (THB)	Revenue (THB)
Jan	60	2,500	150,000
Feb	70	2,500	175,000
Mar	80	2,500	200,000
Apr	90	2,500	225,000
May	90	2,500	225,000
Jun	80	2,500	200,000
Jul	70	2,500	175,000
Aug	70	2,500	175,000
Sep	80	2,500	200,000
Oct	90	2,500	225,000
Nov	80	2,500	200,000
Dec	70	2,500	175,000
Total Sale	930		2,325,000

This is a sales forecast for only one year. It is estimated that all students will bring in the monthly incomes shown which would ensure that in one year my business would get 2,325,000 baht.

Table 6.2 Sale forecast monthly in next three years (THB)

Month	Year 1 (THB)	Year 2 (THB)	Year 3 (THB)
Jan	150,000	200,000	275,000
Feb	175,000	225,000	300,000
Mar	200,000	250,000	275,000
Apr	225,000	275,000	300,000
May	225,000	275,000	300,000
Jun	200,000	250,000	275,000
Jul	175,000	250,000	250,000
Aug	175,000	225,000	250,000
Sep	200,000	250,000	275,000
Oct	225,000	275,000	300,000
Nov	200,000	250,000	275,000
Dec	175,000	225,000	250,000
Total Sale	2,325,000	2,925,000	3,325,000

The above shows a sales forecast for our business in the next three years as the business grows. It also shows estimated growth in students' population particularly after the integration of LMS into our class system. This is the income that will be earned and does not include expenses.

6.6 Milestones

Several milestones have been set for Teacher Dao Tutorial School and these milestones incorporate strategies and steps to build and expand our business. These milestones as shown below will be used to predict how long it will take to complete and achieve our goals in one year:

Table 6.3 Important Milestones

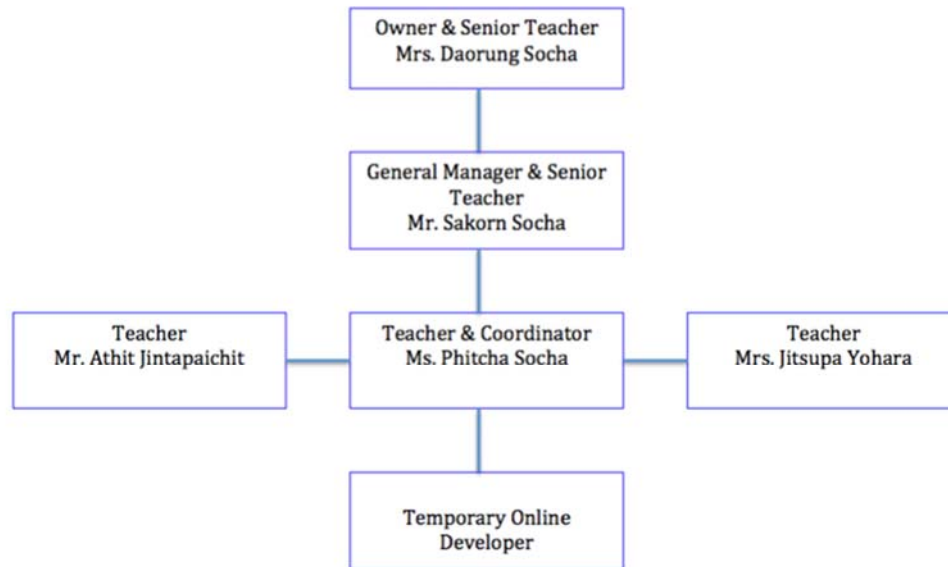
List of actions	1	2	3	4	5	6	7	8	9	10	11	12
Loan the bank	<input type="checkbox"/>											
Look for location		<input type="checkbox"/>	<input type="checkbox"/>									
Rent the building			<input type="checkbox"/>									
Requiring certificate				<input type="checkbox"/>	<input type="checkbox"/>							
Decorate tutorial school						<input type="checkbox"/>	<input type="checkbox"/>					
Purchase and install office equipment							<input type="checkbox"/>					
Promote the business								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Begin first class										<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHAPTER 7

MANAGEMENT SUMMARY

7.1 Organization Structure

Teacher Dao Tutorial School Organization Chart



7.2 Management Team

Teacher Dao Tutorial School is a family business based in Bangkok, Thailand. The owner or founder is Daorung Socha who graduated from the BansomdejchaoprayaRajabhat University in 1991. While she was teaching at the private school, her students requested her to be their private tutor at their homes. Somehow, she didn't have enough time to respond to all of them, therefore, she decided to resign from the private school where she worked to do her job at home.

Owner& Founder: *Daorong Socha*

Teacher Dao graduated with a Bachelor's degree in Thai major at BansomdejchaoprayaRajabhat University after which she got a job at a famous private school in Bangkok. She is an expert in teaching the kindergarten class and Thai language and has more than 25 years of experience as a qualified teacher. She also sells directly to customers. She still wants to pass her knowledge to students and get them to enrich their education.

General Manager and Senior Teacher: *Sakorn Socha*

He graduated with a Bachelor's degree from Srinakharinwirot University and has experience to manage people as he has worked in management positions at the post office. After that he decided to resign to manage the Teacher Dao Tutorial School. Now, he is responsible for managing, financing, and at times teaching in the school.

Coordinator and Teacher: *Phitcha Socha*

She graduated with a Bachelor's degree in English major at the Kasetsart University, and she's studying an MBA at Stamford International University. She has acquired experience and various skills with international hotels and then worked with the top 20 famous high schools in Thailand. She teaches the IE (Intensive English program) English Listening, Speaking and Writing skills in coordination with foreign teachers. Therefore, she is experienced on the job. She also designs course activities at Teacher Dao Tutorial School.

7.3 Personnel Plan

Even though Teacher Dao Tutorial School is a small family business, our team includes professional and quality staff and we hire fewer people to work with us to save business cost as shown below:

Teachers: Most members of our staff have long years of experience with the big schools and we have teachers in all the major subjects except Mathematics. So, we need to hire teachers for this position to drive our business. Individual teachers have

different techniques and styles and we hire depending on who can motivate the students better. As qualified teachers, they will pass tones of knowledge to all our students.

Temporary Online Developer: This is a as part-time job and the person needs to work with the Coordinator and respond to delivery of learning materials for online courses, educational content, coursework, activities and develop website to support the delivery of our products.

Table 7.1 Personal hiring plans

Position	Staff	2018	Staff	2019	Staff	2020
General Manager	1	15,000	1	15,500	1	16,000
Teacher	2	5,000	3	5,500	4	6,000
Online Developer	1	5,000	2	5,000	2	5,500
Total	4	25,000	6	25,500	7	27,500

CHAPTER 8

FINANCE PLAN

In this plan, we forecast that our business will grow step-by-step and steadily even if slowly. Therefore, the following section listing our financials is important for our business plan.

8.1 Investment Start Up Cost

At first, we plan to invest an estimated 510,000 baht to decorate the classrooms and other parts of the facilities as shown below;

- Decorate and equip 3 rooms and 1 learning center (including furniture, air conditioners and decoration) - about 400,000 baht
- Facilities and stationeries - 100,000 baht
- Marketing and Advertising - 10,000 baht

Table 8.1 Cost Up Start Investment

Activities	Amount (THB)
Decorate the room	400,000
Facilities and Stationary	100,000
Advertising	10,000
Total	510,000

8.2 Important Assumptions

The important details below are general assumptions as follows;

- Cash inflow;
- One room will support a maximum of about 20 students;
- We have two old rooms and plan to add another three rooms as new projects to make it 5 rooms;
- We plan to support a maximum of 1,200 students per year in the long run;
- We project the population of students to increase by 5% every year;
- We plan to hire 3 permanent and 2 temporary teachers;

- In the first year, we will use the permanent teachers already in service then add 4 teachers in year 2 and 5 teachers in year 3;
- Depreciation of assets is projected at 5% and furniture at 20%;
- Interest rate is projected at 8%.

Table 8.2 Yearly Salary Plan (2010-2016)

Year	Estimate sale/ month (THB)	Estimate/ month	No. Of room
2016	170,000-230,000	230,000	3
2015	150,000-170,000	150,000	3
2014	80,000-100,000	100,000	3
2013	60,000-90,000	90,000	3
2012	40,000-50,000	50,000	3
2011	30,000-40,000	40,000	3
2010	29,000-35,000	35,000	3

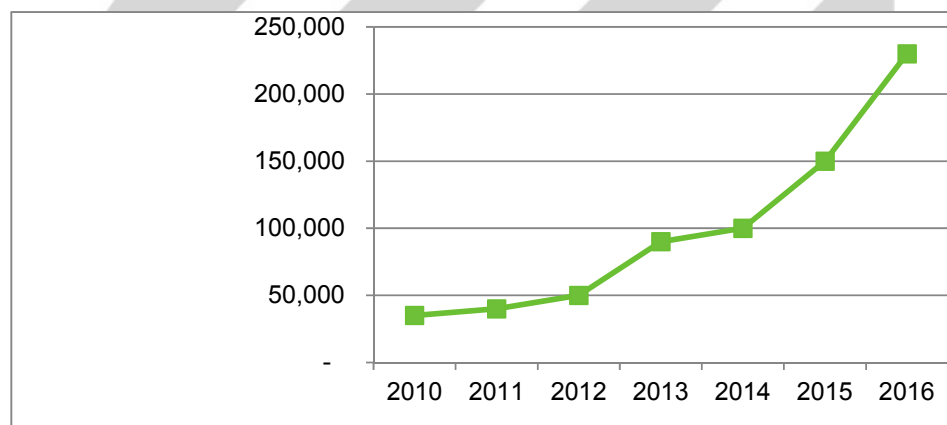


Figure 8.1 Yearly Salary report

At the above, both table and graph shows sale planning since 2010 to 2016, our business grow step by step.

Table 8.3 Sales forecast in one year (Currency in THB)

Month	Total Students	No. Of room	Fees (THB)	Revenue (THB)
Jan	60	5	2,500	150,000
Feb	70	5	2,500	175,000
Mar	80	5	2,500	200,000
Apr	90	5	2,500	225,000
May	90	5	2,500	225,000
Jun	80	5	2,500	200,000
Jul	70	5	2,500	175,000
Aug	70	5	2,500	175,000
Sep	80	5	2,500	200,000
Oct	90	5	2,500	225,000
Nov	80	5	2,500	200,000
Dec	70	5	2,500	175,000
Total Sale	930			2,325,000

In table 8.3, it shows that the tuition fee is 2,500 baht per month, however our students is different in each month especially on April, May and October because it's during school's vacation.

Table 8.4 Sale forecast in 3 years (Currency in THB)

Activities	Year 1	Year 2	Year 3
No. Of room	5	5	5
Maximum students/ year	1,200	1,200	1,200
Forecast student come to study	930	977	1,025
Growth rate	-	5%	5%
Fees	2,500	2,500	2,500
Total	2,325,000	2,441,250	2,563,313

In table 8.4, it shows that forecasting in next 3 years the business will gain more profit and deduct cost in first year.

8.3 Cost of delivering service

We have divided our costs into two segments - Variable Cost and Fixed Cost

- for aside set be will forecast sales of amount total the of %5 - Cost Variable .advertising

Table 8.5 Variable Cost (Currency in THB)

Details	Year 1	Year 2	Year 3
Total sales	2,325,000	2,441,250	2,563,313
Growth rate	-	5%	5%
Marketing	116,250	122,063	128,166

From this table 8.5, it shows that we forecast 5% in marketing with the reasonable price per year.

Table 8.6 Fixed Cost

Expenses	Fix Cost (THB)
Room rent	10,000
Salary	35,000
Utilities bills	2,600
Decoration (depreciation 20%)	
Others	4,000
Total	51,600

In table 8.6, it shows that Fixed Cost for expenses around 51,600 baht per month from the higher price is salary to 5 employees, room rent 10,000 baht, utilities bills 2,600 baht and others 4,000 baht.

Table 8.7 Salaries and Wage (Currency in THB)

Position	Year 1			Year 2			Year 3		
	Staff	Salary	Total/month	Staff	Salary	Total/month	Staff	Salary	Total/month
General Manager	1	15,000	15,000	1	15,500	15,500	1	16,000	16,000
Teacher	3	5,000	15,000	4	5,500	22,000	5	6,000	30,000
Online Developer	1	5,000	5,000	2	5,000	10,000	2	5,500	11,000
Total	5		35,000	7		47,500	8		57,000

From the table 8.7, we plan to hire teacher only one person per year to suit in different course and also we will add 500 baht for salary per year for General Manager

and teachers, this is family and small business so we will not add extra money for them but provide other benefit instead.

Table 8.8 Sale and Wage 3 years forecast

Position	Year 1	Year 2	Year 3
General Manager	180,000	186,000	192,000
Teacher	180,000	264,000	360,000
Online Developer	60,000	120,000	132,000
Total	420,000	570,000	684,000

In table 8.7, it shows that the total from year 1 to year 2 is different about 150,000 baht but year 2 to year 3 only 114,000 baht which it's reduce cost of Sale and Wage.

8.4 Average total cost

Table 8.9 Fixed Cost and Variable Cost (Currency in THB)

Fixed Cost	Year1	Year2	Year3
Rental Cost	120,000	120,000	120,000
Salary & Wage	420,000	570,000	684,000
Water Bill	3,600	3,708	3,819
Electric City Bill	18,000	18,540	19,096
Internet Bill	9,600	9,888	10,185
Other	48,000	49,440	50,923
Total Average Fix Cost	619,200	771,576	888,023
Variable Cost			
Marketing	116,250	122,063	128,166
Others	-	-	-
Total Average Variable Cost	116,250	122,063	128,166
Average Total Cost	735,450	893,639	1,016,189

From table 8.8, Fixed Cost and Variable Cost shows that in first year to third year the Average Total Cost is about 100,000 baht this is include everything that we need to pay in one year.

8.5 Projected Balance Sheet

The following table is Projected Balance Sheet

Table 8.10 Projected Balance Sheet (Currency in THB)

Category	Year 1	Year 2	Year 3
Assets			
Current Assets			
Cash	1,298,595	2,566,645	3,841,456
Total Current Assets	1,298,595	2,566,645	3,841,456
Intangible Assets			
Land	-	-	-
Decorate Rooms	380,000	360,000	340,000
Furniture	80,000	60,000	40,000
Total Intangible Assets	460,000	420,000	380,000
Total Assets	1,758,595	2,986,645	4,221,456
Liabilities			
Long-term Liabilities	400,000	300,000	200,000
Total Liabilities	400,000	300,000	200,000
Owner's Equity			
Retained Earnings	-	1,358,595	2,686,645
Net Income	1,358,595	1,328,050	1,334,811
Total Owner's Equity	1,358,595	2,686,645	4,021,456
Liabilities & Owner's Equity	1,758,595	2,986,645	4,221,456

In table 8.9, it shows overall of Liabilities & Owner's Equity of this business; Intangible Assets is reduced 20,000 baht every year, Long-term Liabilities is reduced 100,000 baht per year.

8.6 Projected Profit and Loss

The following table will be Projected Profit and Loss

Table 8.11 Projected Profit and Loss (Currency in THB)

Category	Year 1	Year 2	Year 3
Sale	2,325,000	2,441,250	2,563,313
Direct cost of sale	116,250	122,063	128,166
Gross Profit	2,208,750	2,319,187	2,435,147
Operating Expenses	619,200	771,576	888,023
EBIDA	1,589,550	1,547,611	1,547,124
Depreciation for fix assets	40,000	40,000	40,000
Interests rate	40,000	32,000	24,000
Taxes	150,955	147,561	148,312
Net Profit	1,358,595	1,328,050	1,334,811
Retained Earning	1,358,595	2,686,645	4,021,456
Net Margin	58.40%	110.10%	156.90%

From this table 8.10, it shows that the average of Net Margin in each year deduct around 49% to 51% from year 1 to year 3, our business will not loss the profit and Net Profit is not fluctuate as much.

8.7 Projected Cash Flow

The following table shows Projected Cash Flow with Sale Revenue how much the business will increase in each year and other as below.

Table 8.12 Projected Cash Flow (Currency in THB)

Category	Year 1	Year 2	Year 3
Cash from operations			
Sale Revenue	2,325,000	2,441,250	2,563,313
Decrease in Accounts Payable	116,250	122,063	128,166
Net Earnings	2,208,750	2,319,187	2,435,147
Decrease fixed cost	619,200	771,576	888,023
Net Cash from Operations	1,589,550	1,547,611	1,547,124

Cash from investment	Year 1	Year 2	Year 3
Cash from financial			
Long-term loan payment	140,000	132,000	124,000
Taxes	150,955	147,561	148,312
Net Cash by financing activities	1,298,595	1,268,050	1,274,811
Beginning Cash Balance	-	-	
Cumulative Net Cash Flow	1,298,595	2,566,645	3,841,456

8.8 Break-even Analysis

At first year of our business the break-even got lower price, but next year later the break-even grow up step by step as following income increase, the profit in each year different a little bit follow the table below.

Table 8.13 Break-even Analysis (Currency in THB)

Particular	Year 1	Year 2	Year 3
Net Sales	2,325,000	2,441,250	2,563,313
Variable	116,250	122,063	128,166
Fixed Cost	619,200	771,576	888,023
Total Variable & Fixed Cost	735,450	893,639	1,016,189
Profit	1,589,550	1,547,611	1,547,124
Contribution Margin	2,208,750	2,319,187	2,435,147
Contribution Margin Rate	0.95	0.95	0.95
Break-Even Sale (THB)	651,789	812,185	934,761

CHAPTER 9

REFLECTION STATEMENT

This business plan is the result of a long, deep and thorough research about education in Thailand particularly as it concerns my family's investment in the education market.

We took time to plan for the development of the Teacher Dao Tutorial School as a going business concern. This business has been in operation for the past 7 years most of which were spent at the development stages. So, this business plan provided an opportunity for me to acquire good experience in many areas of the business including the process and concept of management, finance, marketing and entrepreneurship. However, we lacked enough information to establish how we can grow steadily while providing outstanding services for new students for example, as in which strategies to adopt and which technology is best suited for our tutorial school. Ultimately, my idea was to come up with e-learning as more students prefer to study online or in blended programs at tutorial schools as e-learning begins to get more popular in Thailand.

At the initial stage of our plans, we needed to establish which LMS would be more suitable for our students. So, we compared between Google classroom and Moodle and found it difficult to choose one even as some parents still focused on the traditional class setting. We were quite worried about what the reaction of some parents would be if we introduce online learning in our tutorial school. Will they buy in or not? Finally, we undertook a market research in order to obtain real data and establish what the market wants and then use those data to analyze our tutorial school properly. Therefore, this plan was developed to cover all aspects of the subject and I would like to continue developing it to make it better.

Finally, my approach to this business plan was to establish a growth strategy that will deliver quality service to clients in the in long-term.

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APPENDIX A

SURVEY QUESTIONNAIR FOR MARKET RESEARCH

I created the question to know the customers need-based in order to get real data to analyze improve my business.

1. Gender
 - a. Male
 - b. Female

2. Age
 - a. 20 - 30 years old
 - b. 31 - 40 years old
 - c. 41 - 50 years old
 - d. Over 51 years old

3. Education (For this question only employee)
 - a. Master/PhD
 - b. Bachelor
 - c. Basic education

4. Occupation
 - a. Business Owner
 - b. Employee in Government Sectors
 - c. Employee in Company
 - d. Other

5. Average income?
 - a. Less than 15,000 Baht
 - b. 15,001 - 25,000 Baht
 - c. 25,001 - 35,000 Baht
 - d. 35,001 - 50,000 Baht
 - e. Over 50,001 Baht

6. Are you planning to send your child to tutorial school?

- a. Yes
- b. No
- c. May be

7. Why you plan to send your child to tutorial school?

- a. Difficult contents
- b. The children don't understand
- c. I want my child pass the exam.
- d. Get new techniques
- e. Get high score
- f. Study with famous teacher

8. The factors to choose tutorial school

- a. Word of mouth
- b. Advertising
- c. Quality
- d. Famous
- e. Price
- f. Content and teacher
- g. All the above

9. Which subjects you want to improve your child?

- a. Mathematics
- b. English
- c. Science
- d. Social
- e. Thai

10. Do you think how many hours should your child study per time at tutorial school?

1 - 2 hours

a. 3 - 4 hours

11. What kind of program you prefer?

a. Face-to-face class

b. Online learning

c. Blended learning

12. Do you think the content of online learning and traditional class are different?

a. Yes

b. No

13. Are you aware of LMS and the benefits of LMS to learn at home?

a. Yes

b. No

14. Which LMSs do you know?

a. Google Classroom

b. Blackboard

c. Moodle

d. Desire2Learn

e. Sakai

f. Canvas

g. I don't know anything

15. How do you know?

a. From my friend or child

b. Advertising/Billboard

c. Internet

d. I have learnt.

16. Do you think LMS will help your child learn or not?

- a. Yes
- b. No

17. How many hours that your child spent time on the Internet per day?

- a. Less than 1 hour
- b. 2 - 4 hours
- c. Over 5 hours

18. What does your child do the most on Internet?

- a. Find the information to do homework
- b. Review lesson
- c. Play games
- d. Social network

19. How much can you afford per course?

- a. 2,000 - 3,000 Baht
- b. 3,000 - 4,000 Baht
- c. 4,000 - 5,000 Baht
- d. Over 5,000 Baht

BIOGRAPHY

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