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**DETERMINANT FACTORS OF STUDENT'S  
DECISIONS ON CHOOSING AN ENGLISH  
CENTER**



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**KAJANUN**



## ABSTRACT

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**Title of the Publication:** Determinant Factors of Students' Decisions on Choosing an English Center

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**Keywords:** English center, student's motivation, decision making

The aim of this thesis is to explore the determinant factors of students' decisions on choosing an English Center. This will help Edu2Review to be more active to deliver added value information to the end target customer.

This thesis was commissioned by Edu2Review, one brand of EBIV JSC, which is the number one education review platform in Vietnam. Edu2Review offers education consultant services, such as university rank, English center review, online training courses.

This research is based on literature about Decision Making Process, Theory of Motivation, and College Choice Model.

The research questions are built on the research objectives and theoretical framework and then the research is conducted to explore how to adapt the Student Center Choice Model into the commissioning company. The respondents were chosen based on their experience or potential interest in studying English at an English language center. Despite the variety of challenges, less than half of the respondents informed of having the need for studying English at a center.

Based on the research results, the determinant factors that affect students' decision to choose an English center are brand, tuition fee, program, teacher, communication effort. Other motivational factors were the need of career development, studying abroad, graduation and passion.

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## 1 INTRODUCTION

Nowadays, English is the language used most widely, as it is spoken in more countries than any other language. Because of the ability to use English around the world, English is viewed as the best return on investment for learning a second language.

As well as the UK, a whopping 60 of the world's 196 countries have English as their official language: the USA, Australia, Canada, New Zealand, to name but a few. It is the language of diplomacy and the official language of the European Union, the United Nations, NATO and the European Free Trade Association, not to mention many Commonwealth countries. In total, around 1.5 billion people speak English worldwide – and another billion are in the process of learning it.

In Vietnam, the need to study English has been increasing in the last 5 years. The need to learn English is especially strong in Ho Chi Minh City, with the number around 175.000 students studying English at English centers each month.

Following that trend, thousands of English Centers have opened their branches across the country. How to attract students to choose their center over competitors is the key question for all players in market. The understanding of factors that affect student decision making process is the key to answering this question.

That is the starting point of this thesis.

### 1.1 Industry introduction

There are 50 universities and 25 colleges in Ho Chi Minh City with more than 590.000 students currently studying (Ministry of Education, 2017).

According to Student Language Standard No 05/2012/TT-BGDĐT ratified by Ministry of Education, all university and colleges are currently using the Output Language Standard to graduated students. The most common language is English and its standard like TOEIC (The Test of English for International Communication) and IELTS (International English Language Testing System) applied nationally.

In addition, the need to study abroad and work in international companies also increases the need to study foreign languages (mainly English).

The graph below (Figure 1) shows the total search volume over time related to keyword “english’ and ‘Học tiếng anh” (Study english) on Google Trend in the last 2 years.

### Google search related to keyword “English” (26/02/2015 -16/02/2017)

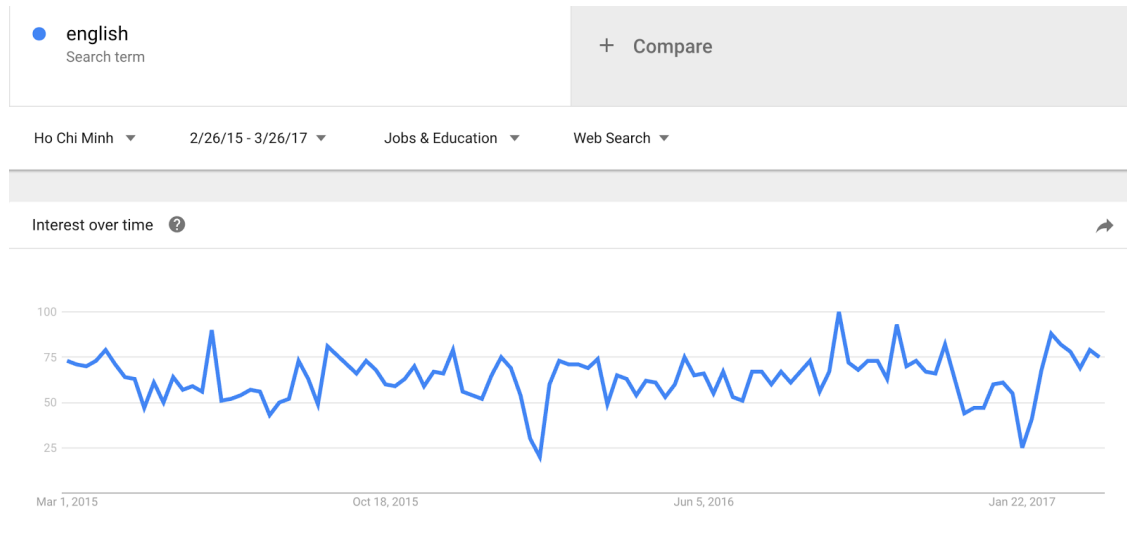


Figure 1 – Google trend for keyword “ English” (Google trend,2017)

Via the search volume analytics, it is clear that the need to study english has been steadily increasing over the last 2 years.

Every month, there are approximately 175.000 students studying English at an English language center in Ho Chi Minh City. Many students take English courses throughout the academic years (Edu2Review Workbook 2016). All in all, the need to study English at an English Center is evident.

To serving the need of studying English, there are nearly 450 organisations in Ho Chi Minh City providing English programs (Faculty of Education HCMC, 2016).

English centers in Vietnam also have to register with the Ministry of Education. As many English centers are under university’s management, there are quite a lot of similarities with school structure, such as program, teacher, marketing...

English centers can be seen as an education service in the national education system.

## 1.2 Edu2Review introduction

Founded in 2015 by Ho Hoan and Austin Carter. EBrand Index Value (EBIV JSC) revolves around offering users a platform to give reviews and scores on universities, colleges, language centers, and clubs in Vietnam. As a result, this information would help student's community to make better education decision.

As of January, 2017. EBIV has successfully launched Edu2Review.com – an education review platform- the website has been visited by 225,000 visitors within February. It is now offering over 25,000 user-generated reviews on educational facilities in the country.

The startup has been honored at several national startup competitions such as Startup Wheel 2016 and Hatch! Battle 2016, and was chosen to represent Vietnam at the SLUSH international startup meeting in Finland in December 2016.

There are currently 375 english centers listed on Edu2Review.com and more than 60% Edu2Review's users access the website to find information related to english center.

The number of users searching for English information on Edu2Review has increased significantly over time. In October, 2016 There were 65.000 visitors looking for English information on Edu2Review, this figure went up more than 50% in December with approximately 100.000 users. Follow this trend, 135.000 people had accessed the website in February, 2017 and based on company forecast, Edu2Review will welcome 205.000 users within March, 2017 (Edu2Review forecast 2017).

As a result, just in February, 2017 more than 1.200 students had made their decision on choosing the English center based on the information and consultant services provided by Edu2Review (Edu2Review workbook 2017).

## 1.3 Research Problem, Research Objective, and Research Questions

The increased number of students searching for English Center in Ho Chi Minh City and the high number of students making decision on Edu2Review leads to the need of understanding which factors affect on their decision making process on choosing an English center. This is the research problem in this thesis.

The research objective is to find out what are the key factors affecting students'



decisions on choosing an English center and its marketing implications for Edu2Review. This will be accomplished by implementing descriptive and quantitative research methods.

The research questions are as follows:

1. What are the students's motivations to learn English?
2. What factors influence students' decision to choose an English center?
3. How to improve the content of Edu2Review to provide more value-added information to the target users.

By answering these questions, it will be possible for Edu2Review to recognize the gap between what students wish for in an ideal study center and what the kind of value-added information Edu2Review should provide. From that, Edu2Review can plan the next steps for its content strategies

## 2 LITERATURE AND THEORETICAL BACKGROUND

### 2.1 Decision Making Process

The consumer decision making process has been studied for many years ago. Customers usually get the product's information from the various channels like the advertisements, reports, word-of-mouth, and their product experiences. But how can they make the decision? That is the main question companies need to know to understand how consumers decide to buy one product rather than the others.

#### Stages of Decision Making Process

The most well-known customer's decision making process model is the five-stage model (Figure 2) (Cox et al. 1983). This model provides a framework to understand the customer's decision making when they choose one product or service.

These five stages are:

- + First stage: need recognition.
- + Second stage: product information gathering.
- + Third stage: product evaluation.
- + Fourth stage: product choice and purchase.
- + Fifth stage: postpurchase use and evaluation.

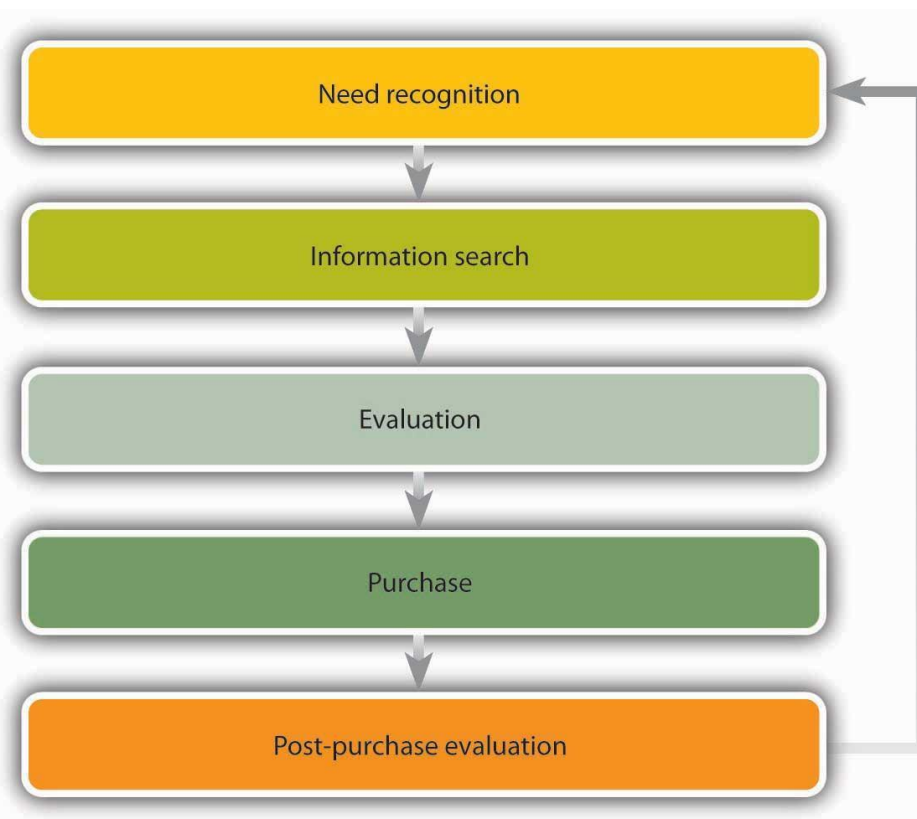


Figure 2 – Consumer Buying Process (Collins 2013)

- *Need recognition* is the first stage in consumer buying decision process, this stage also is known as the problem recognition stage (Philip Kotler, 1980). The need is a source or force of buying behaviour. Buying problem arises only when there is unmet need or problem is recognized. According to Dudovskiy 2013, product demand can be created via advertisements and promotion. Imaging that a student has decided to study in an English center. Schools need to understand the reason why he/she wants to study English, after that school can give set up the marketing plan based on student's demand.

- *Product information search*: Interested consumer will try to seek information from many sources. Some familiar sources of information:

- + Personal sources from family members, friends, relatives.
- + Commercial sources from the advertising, salesman, tradeshow.
- + Public sources from mass media (radio, magazines, cinema), review agencies.
- + Experimental sources include handling, examining, testing, or using the product.

Nowadays, when internet has become more popular, online feedback is one of the most common sources to find the school's information in Vietnam.

- *Product evaluation*: As there are usually too many options, consumers tend to build a list of criteria when evaluating their options. (Saylor, 67). For example, If an Asian woman wants to find a skin care for her face, she can find out a lot of popular brands such as: Clinique, Lancome, Shiseido, Estée Lauder, La Mer, Origin, etc. But in Asia, Shiseido and Clinique may be more popular than others so those can be the list of her options. The most common criteria are the product's price, product's quality, warranty policies, payment...etc.

- *Purchase*: This stage comes after the consumer has taken into account all solutions relevant to his or her needs, and thus is ready to buy. According to Kacen and Lee (2002, 164), there are three types of the product purchase behavior:

+ *Planned purchase*: A planned purchase order is a long-term agreement between customer and single seller. In that agreement, the customer commits to buy items or services from one provider over the agreed time.

+ *Partial purchase* is an agreement to buy a items or services when needed

+ *An impulse purchase* is an unplanned decision to buy a product or service, made just before a purchase.

- *Post-purchase use and evaluation*: What happens after the purchase? The consumer will either be satisfied or dissatisfied with the products or services they got. That will lead him to engage in a certain post-purchase behaviour.

If the customer is satisfied with the purchase, he or she will remember the experience of the retailer or brand when a similar need arises. On the other hand, if the customer believes the purchase to be a disappointment, he or she will eliminate these brand from his or her decision-making process.

Student's experiences in studying English can be seen an example. If a student is interested in Communication course and decide to study in a center. One of the most important things makes her/him studied again to another course came from the satisfaction level he/she gains. Based on the result of the Dudovskiy's research in 2013, the differences between expectation and reality plays a critical role in creating consumer post-purchase (dis-)satisfaction.

## 2.2 Motivation in English Language Learning

### *Introduction*

Lussier (1998,176) defined motivation as an “internal process leading to behaviour to satisfy needs”. When a person has a need, he or she is motivated to find the direction to achieve it.

According to Deci et al. (1999,658), “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards”

in English Language Learning, Lambert (1963) has proposed a 'social psychological model' in his research. Lambert suggested that affective factors such as attitudes and motivation had an impact on learning language.

Another pioneer in this field, Gardner - an American developmental psychologist - defined the second language motivation in his research as follows “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner,1985,10).

As Gardner explained, there are three areas, which have an effect on learning the language. These three areas are: motivational intensity, desire to learn the language, and an attitude towards the act of studying language.

*Gardner's educational model: The key to understand students' motivation of studying second language*

Gardner's Socio Educational Model of Second Language Acquisition was developed in the 1960's. It can be seen as a first comprehensive research related to second language learning. This model showed the role of individual differences when they decided to study a second language.

Since then, many researchers had used Gardner's model to analyze the deeper student's motivation of learning languages.

According to Gardner, his model was based on the research of Lambert's socio-psychological model and a model proposed by Carroll (Gardner,1985). Those studies proved that aptitude, intelligence, motivation and opportunity to learn would affect the achievement in a second language.

Based on the findings in his research, Gardner maintained the opinion that the learner's attitude towards and beliefs in the other community were the major factors impact on the success in acquiring a second language.

In addition, he included the following four different individual differences that had an impact on how well individuals performed in a learning situation: achievement, intelligence, language aptitude, motivation and situational anxiety. One more

time, motivation has been mentioned as a key success factor in studying a language.

The language environment was also the main subject had been analyzed in this model, it was included a formal and informal context would happen when the learner receives explicit training in a second language.

An informal situation appears where instruction is not the main goal, but there is exposure in the form of attending movies, talking with others or reading. Some activities like playing mini game in the class or doing quizzes are also an informal environment.

On the other hand, in an informal learning situation, the teacher's instruction is the main activity of the class.

The common point of Gardner's and Lambert's findings is that the motivation is the main factor affecting the student's language learning process.

Based on the above discussion plus the Vietnamese conception about studying English (Session 1.1). The author has created the following hypothesis:

H1: The personal motivation (*the needs for job opportunities, passion, graduation, studying abroad*) encourages the student to study English.

## 2.3 Relevant research:

### 2.3.1 College choice model

Over the years, many researchers had analyzed the student's decision making process when they chose a college. Many college choice models: Chapman Model (1981), Hanson and Litten Model (1982), Jackson Model (1982) and Hossler model were used to find the determinant factors that affecting the student's decision.

College choice models draw a picture of the decisions and interactions made by potential college students over time. These model also provide researchers with numerous information for implications and further research (Cabrera & La Nasa 2000; Bergerson, 2009).

As a result, the use of multiple college choice models draw a general picture that will track how the student makes their decision to join the higher education and the factors that affect their choice.

The Chapman model (1981) and Hossler and Gallagher (1987) was among the most famous college choice models.

The Chapman Model makes the point that it is important to analyze both the student's characteristics and characteristics of the college to know clearly a student's decision making process ((Chapman, 1981).

Hossler and Gallagher's College Choice Model finds three steps through which students' progress as they move from educational aspirations to college enrollment. High school students have the need to study at the college, they will search for a general information about college at first, and consider the best option, finally make the choices which leading them to enroll in a given institution of higher education (Cabrera. & LaNasa, 2000).

### 2.3.2 The Chapman Model

The Chapman model is the key to understand which factors affect the student's decision on choosing the college.

The Chapman Model (Figure 3) consists of both an individual and institutional perspective about the student's choice of college. This model suggests that the student characteristics and external influences interact to create a student's general expectation of college life and how those factors affect the student's choice.

The student characteristics include socioeconomic status, aptitude, educational aspirations, and high school performance. The external influences were categorized into three general groups:

- 1) The impact of the important persons in the student's choice process. Those people can be: guidance counselors, teachers, parents.
- 2) The fixed characteristics of the college, for example tuition fee, scholarship, college's location, program availability, campus environment, school activities, brand.
- 3) The college communication's efforts to interact with prospective students by phone, email, newspaper advertising, digital advertising, school, visits, campus invites, trial class, peer to peer consultant (Chapman, 1981).

This model can be seen as a theoretical model sample because it illustrated the interactions and influences of the college decision making process. The model suggests the determinant factors that influence the college choice process as a figure below (Figure 3), (Hossler, et al., 1999).

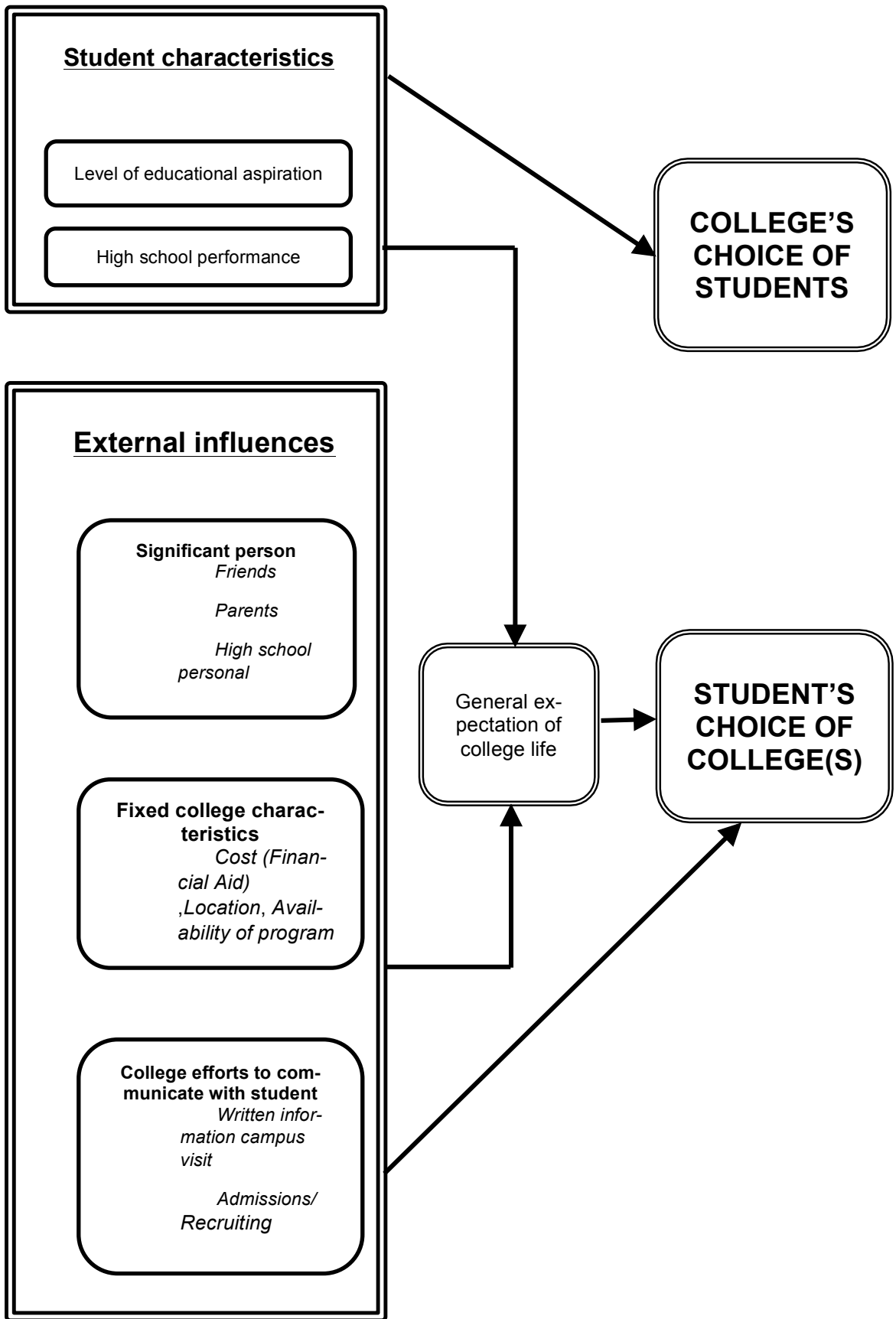




Figure 3- A model of student college choice, Chapman, D. W.(1981)

As a conclusion, the findings in Chapman model can be used to develop the research model of this thesis. Especially those factors such as: College communication's efforts and fix college characteristics have potentially had the same impact on the student's decision on choosing an English Center.

### 2.3.3 Hossler and Gallagher Model

Based on these findings in Chapman model (1981), Hossler and Gallagher (1987) developed a college choice model that analysed the process in three phrases: predisposition, search, and choice.

In this model, the predisposition stage consists of characteristics of the students such as educational aspirations, and high school performance and whether they have enough the academic ability to participate the college's class.

When the student made the decision to consider postsecondary education, the student moves to the second phase, called the search stage. The second phase in the model involves the search process and the way that students and institutions seek out each other. Students found the school's information via the search engine, social network, advertising, friend's introduction. Schools tried to reach student via marketing efforts such as: digital advertising, public relation, newspapers, banner, trial class, peer to peer consultant. The research stage has been characterized by Hossler and Gallagher (1987, p.9) as a period when increased "interaction between potential matriculates and institutions occurs."

The student finally moves into the "choice" stage when he or she selects a set of institutions for consideration. In this stage, students will check the list of the colleges for consideration. The students use the information they collected from the search step and evaluate the institutions to make a decision on which college they will enroll in the future.

According to the result, Hossler and Gallagher (1987) identified that these activities like offering financial aid and communicating with the students would influence the student's decision to choose the college.

Hossler and Gallagher also suggested that net price would encourage the student's decision to enroll to a specific institution.

Hossler and Gallagher's model provided the first comprehensive overview for traditional students. The model is considered comprehensive because it includes in the influential factors, both individual and organizational into the decision making process.

The individual factors in this model include student personality types (active or passive personality), characteristics, significant others, educational activities, student preliminary college values, student search activities, and the student choice. With these factors, the habit to search information changes really quickly, nowadays, more and more people get the information from social network site than before (Edu2Review Annual Report, 2016).

The organizational factors include school characteristics, college and university search activities, and college and university courtship activities. The model also looks at the expected outcomes in each of the phrases. Each phrase contains student outcomes as well, noting that at each of the step, there is a factor of other options that plays into the decisions that are made by students in the choice process (Hossler & Gallagher, 1987).

Together Hossler and Gallagher (1987) and Chapman (1981) models provide a general understanding of the college choice process and the factors that influence the college choice for traditional college students. Especially the organizational factors like school characteristics (brand, tuition fee, program), school activities (teaching activities, communication activities) can be used to analyze the student's decision on choosing an English center.

Based on the discussion above, the author of this thesis has created the following hypotheses:

*H2: English program affects the student's decision on choosing an English Center.*

*H3: Tuition fee has an effect on a student's decision on choosing an English Center.*

*H4: Center's brand affects the student's decision on choosing an English Center.*

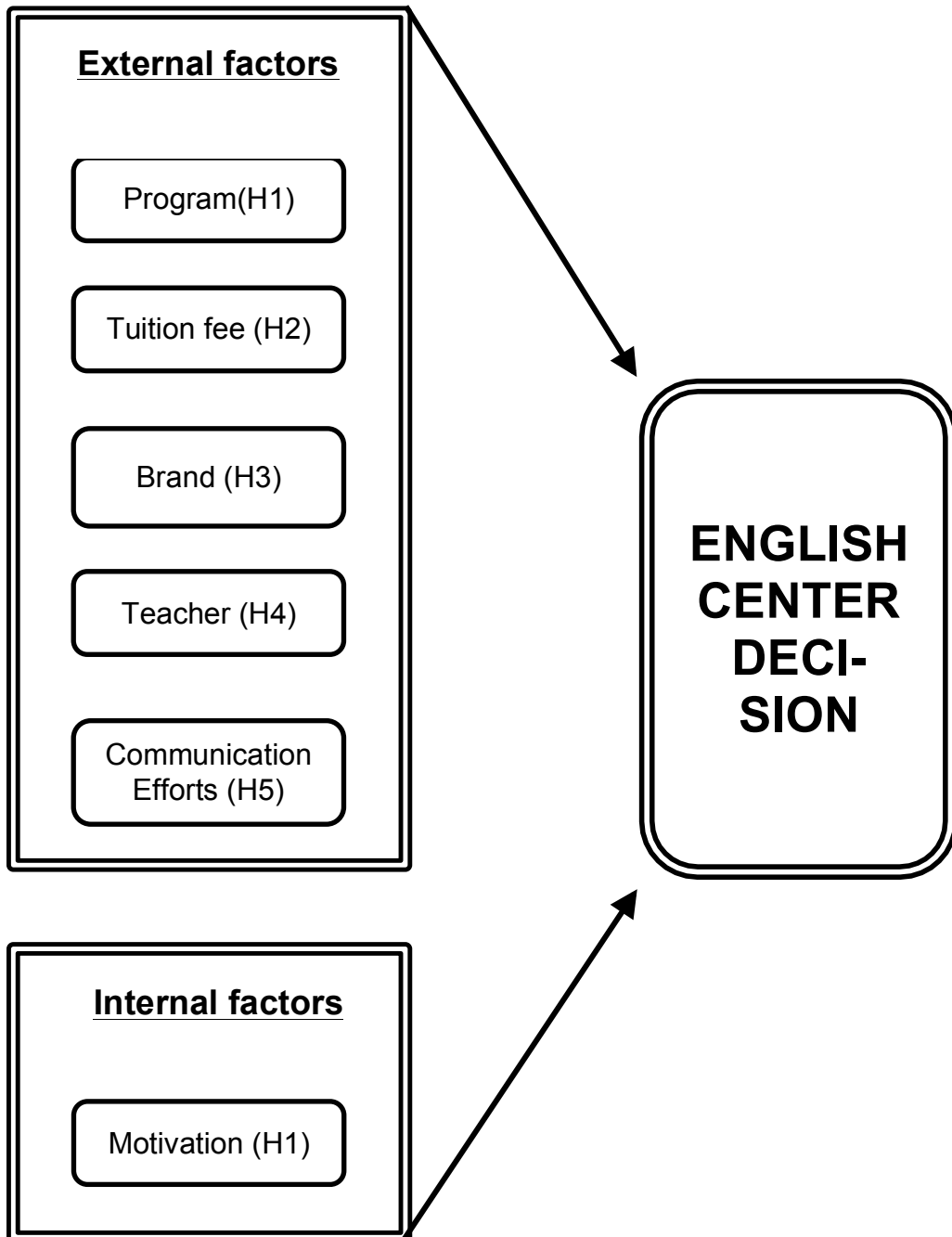
*H5: The quality of teachers has an effect on a student's decision on choosing an English Center.*

*H6: The communication efforts affect the student's decision on choosing an English Center.*

## 2.4 Research model

Based on the hypotheses above, the author suggests research model ( Figure 4) as below

Figure 4- Research model



## 3 RESEARCH METHODOLOGY

### 3.1 Data collection method

Qualitative, quantitative and descriptive methods are the three main types of methods used in this research.

To better understand the primary factors affecting the students' choice, qualitative research was used to collect in-depth information by interviewing a group of specific people. During the research, the author met three students from differing universities to conduct in-depth qualitative research. The main purpose the author used this method is that the primary result of this can be used to develop the researcher's questionnaire for quantitative method.

According to Babbie (The Practice of Social Research, 2010), "Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques".

Quantitative research has advantages that it can collect data from a large number of respondents, which is suitable in this thesis.

Descriptive research "Solves problems through a process of data collection that enables them to describe the situation" (Ethridge, Research Methodology in Applied Economics, 2004). Descriptive method was selected because it helped to compare criteria in each factor affecting the students' choice. As a result, all this information can be used to answer the research problem and support the English's center to make the best decision.

Google survey form is an effective tool to create the questionnaire to collect the data, this form had been posted on Facebook from April 10, 2017 to April 18, 2017. Totally, 120 respondents participated to answer the questionnaire (Appendix 1).

### 3.2 Validity

The questionnaire was written in Vietnamese so that the participants can easily understand the full meaning of the questions. All basic information of the respondents, such as: age, gender, students' status was designed at the end of the survey form. The author did not the email or phone number of respondents to

protect personal information.

However, when the questionnaire link had been posted on Facebook, the author used the Facebook Retargeting Tool to track how many people clicked on the link, how many students saw the post and engagement level. By this way, the author can easily measure the information summary on Facebook versus the result of Google survey.

### 3.3 Reliability

According to Howard (2008), reliability is “the degree to which a questionnaire will produce the same result if administered again. It is also a measure of the degree to which a questionnaire can reflect a true change”

Questionnaire reliability has been affected by Margin of Error, Confidence level, Response distribution, Population Size and Sample Size. The Margin of Error is the amount of error that the researcher can accept in the study, lower margin of error, larger sample size is required. Confidence Level is the amount of uncertainty that the research can accept, higher confidence level means that the researcher needs to increase the sample size to ensure the reliability. The Response Distribution reflects the researcher’s expectation of the result for each question and the Sample Size is the minimum respondent size of the survey (Raosoft, 2017).

The criteria above were calculated by the online tools at raosoft.com. In this study, the Population Size was 500 students followed the Edu2Review social media channel, 13% Margin of Error, 95% Confidence Level and 50% the Response Distribution. As a result, the Sample Size is 52 responses.

The questionnaire received a total of 120 responses. However, just 54 responses are used for this research. Based on the Raosoft’s result above, the questionnaire meets reliability standards.

### 3.4 Limitations with the research

The limitation of this research is total participation amount was, nevertheless, lower than the researcher was expecting. All participants were random and anonymous because they had the power to choose whether to join the questionnaire by clicking the link on social media channels.

Another limitation with the research occurred in the analysis stage. While analyzing the research results, the author found out that some of the questionnaire questions had been designed in the wrong way to get the originally desirable data type, correlation study, the author had updated the questionnaire to get more reliable data and collected feedbacks again.

In addition, the author had to revise the theoretical backgrounds to make it consistently with the research problem. This thesis is also limited by using mainly descriptive and frequency statistics to analyze the result. To fix this limitation, the author will continue to conduct the deeper research, using the Cronbach's Alpha rule to measure the reliability of independent factors, Pearson correlation coefficient and exploratory factor analysis (EFA) to measure the relationship among these factors.

## 4 DATA ANALYSIS

Frequency tables for all of the findings can be found in Appendix 3 in the same order as they were asked in the questionnaire. The questionnaire questions can be found from Appendix 1.

### 4.1 Background information regarding sample

#### Gender and age distribution

The total amount of responses was 120 (Figure 5). Most of the participants are students studying in Ho Chi Minh City, Vietnam. Of the 120 respondents, 54 (45%) of students intend to study English in the next 6 months, 60 (50%) of respondents said no, and other (5%) chose “ I don’t know”.

#### Short term plan to study English

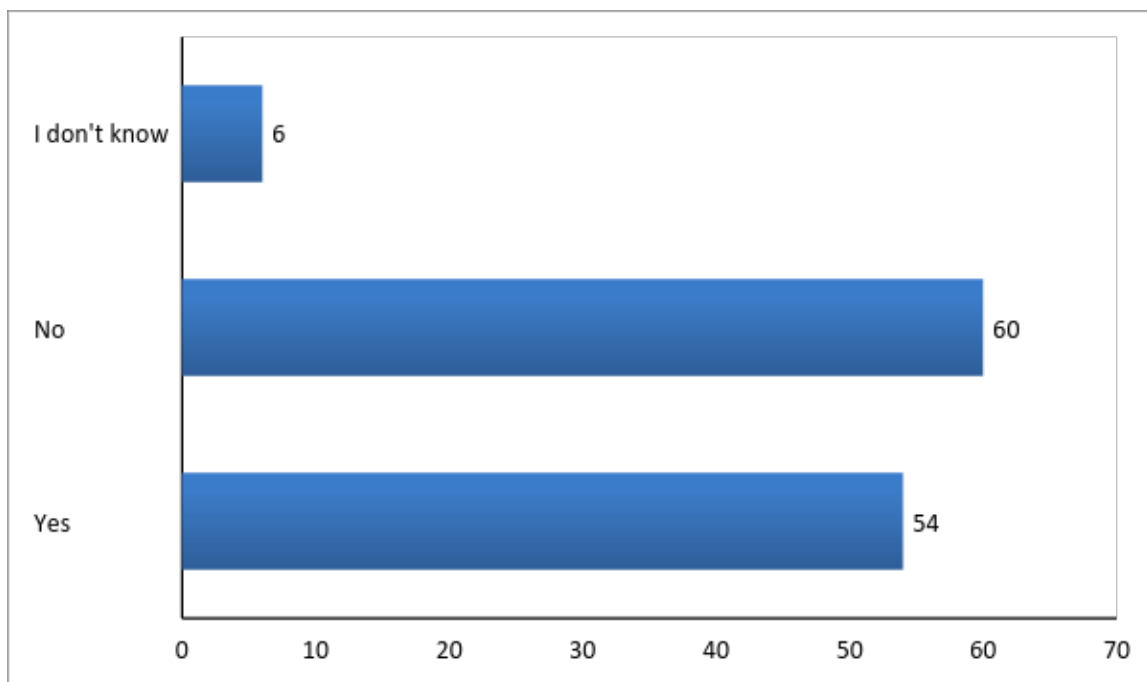


Figure 5 – Short term plan to study English. (N=120)

Those participants who do not have the purpose of studying English or “ don’t know” will be excluded from the sample.

This research will focus on the specific group that intends to study English in the next six months.

40 of the responses were from females representing 74.1% of the sample. 14 of the responses were from men representing 25.9% of the sample. (Figure 6).

### Gender distribution

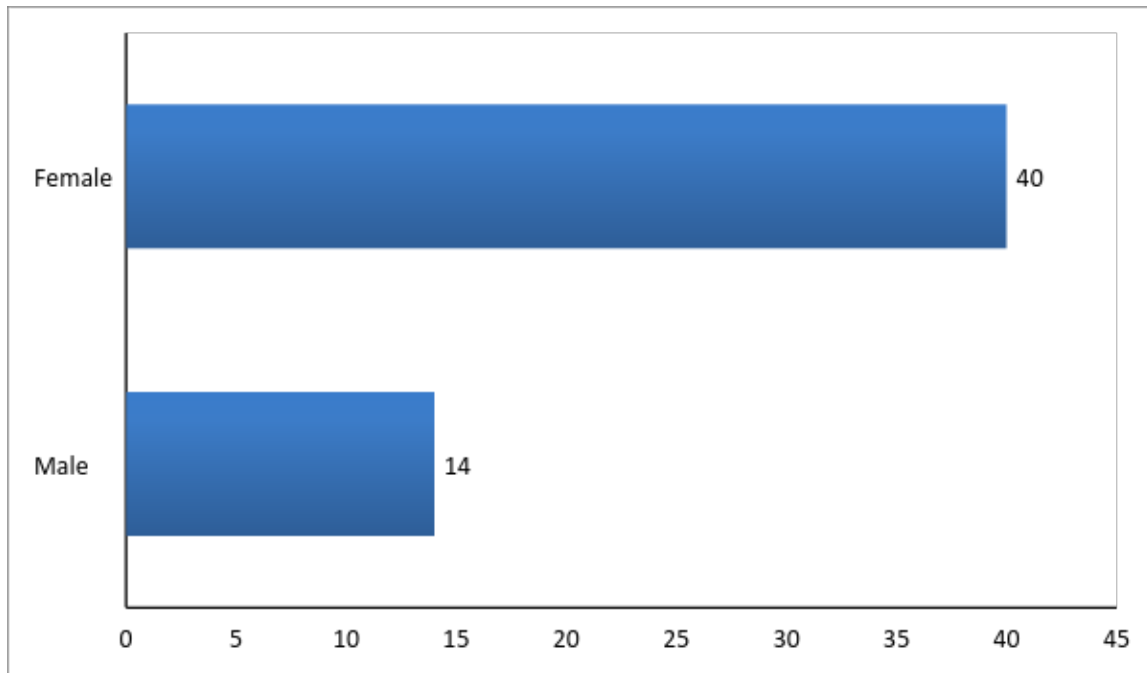


Figure 6 – Gender distribution of the participants. (N=54)

The age distribution (Figure 7) shows that 46 responses came from people aged between 18 and 22, which was the majority. The questionnaire acquired responses from all of the other age groups, except from the “18 or under” group, which was not chosen at all.

### Age distribution



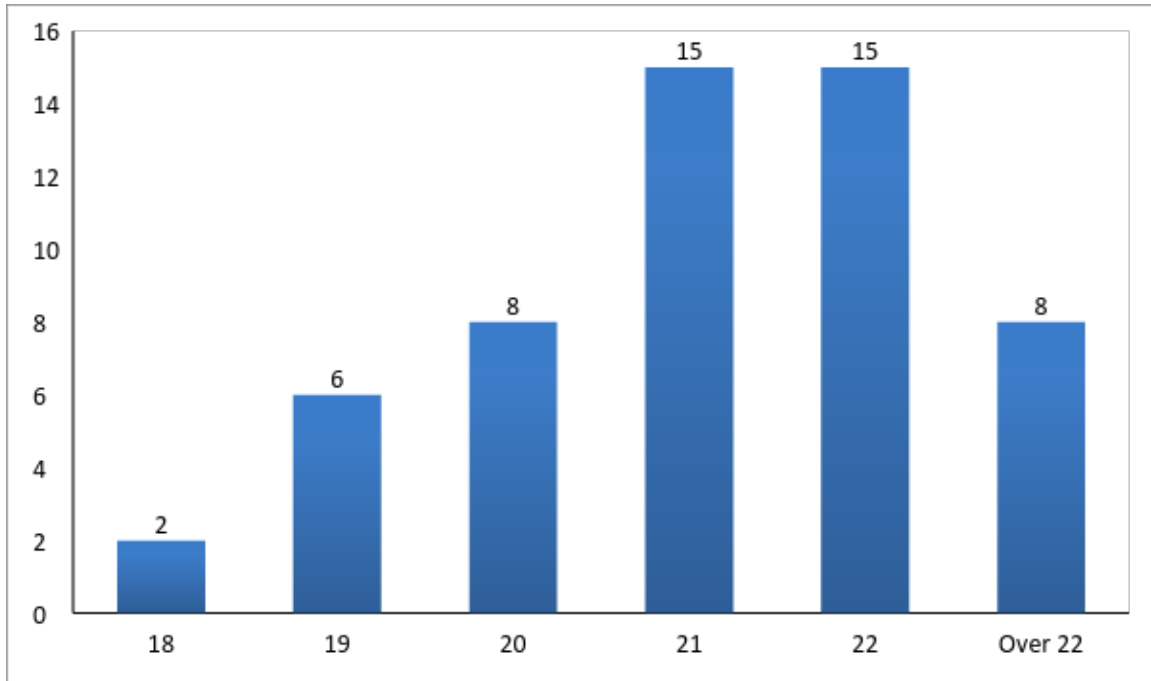


Figure 7 – Age distribution of the participants. (N=54)

The participants were also asked about previous experiences about studying English at the center (Figure 8). 72.2% of students used to study English at an English center. 28.8% said that they have not studied in any center. Because the sample of 54 students all plan to study English at an English center in the next six months, the data suggests that students who have already studied at an English center have a higher likelihood of studying again.

### **Previous experiences about studying English**

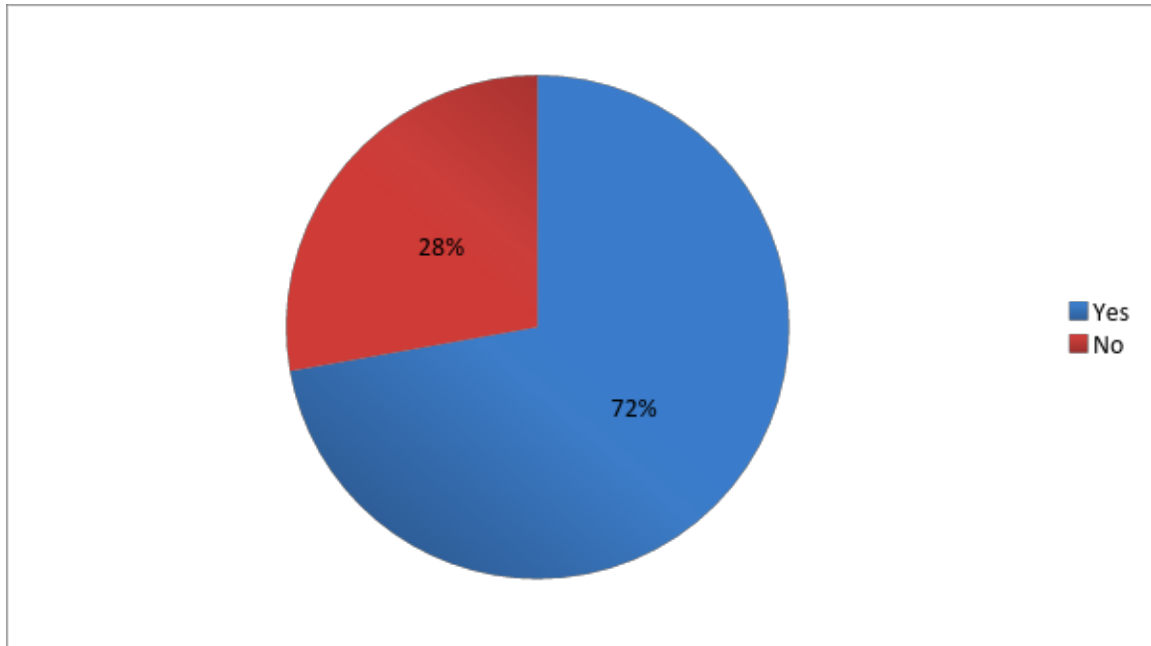


Figure 8 – Participants used to study English at the center. (N=54)

4.2 The personal motivation ( the needs for job opportunities, passion, graduation, studying abroad) encourages the student to study English.

*H1: The personal motivation (the needs for job opportunities, passion, graduation, studying abroad) encourages the student to study English.*

These participants were asked to answer several additional questions about motivation behind the decision to study English in detail. They were also required to rate the level of motivation importance in their decision-making.

According to the results, 29 participants answered that motivation is “really important” in their decision to study English (Figure 9). Additionally, 20 participants answered that motivation is “quite important” in their decision-making. None of the participants felt motivation was “not important”.

### **Importance of Motivation in Studying English**

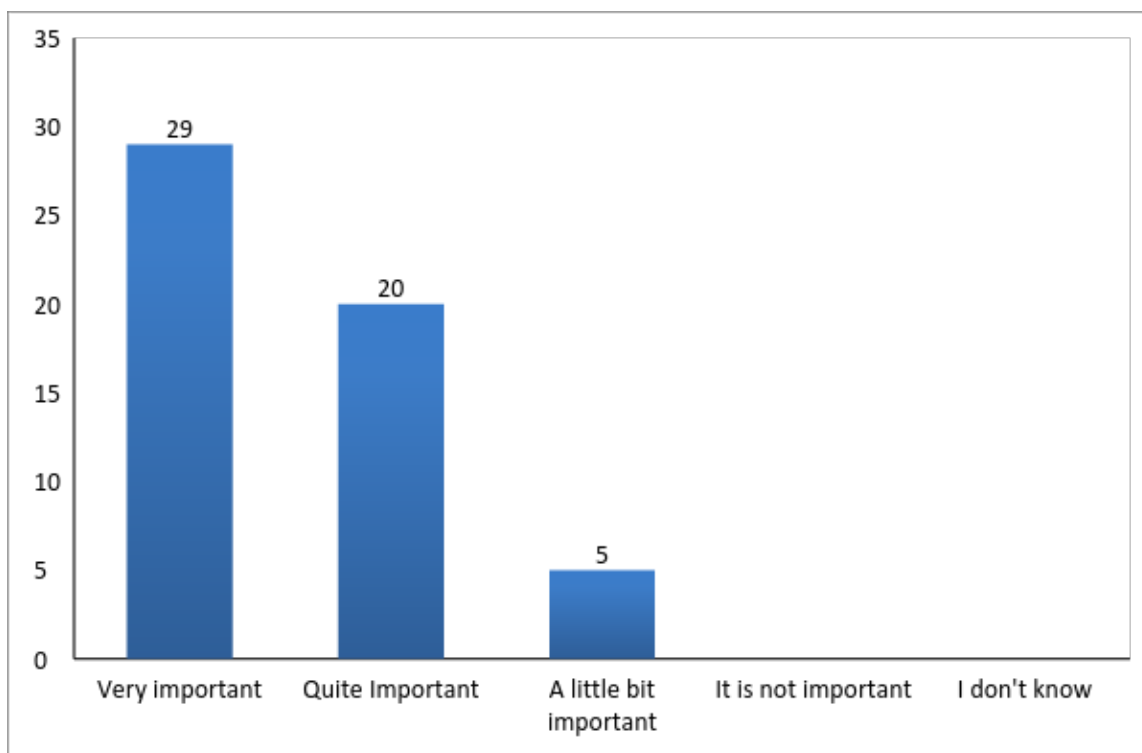


Figure 9 – Level of motivation's importance in decision making. (N=54)

Participants were also asked to answer questions statements about the types of personal motivations affecting their decision. They could choose more than one option (Figure 10).

What can be seen from the results is that the strongest motivation affecting a student's decision is "Job opportunity in the future" with 55,6% of votes. This factor is easy to understand because when students finish university, they will join the labor market. Having strong English language skills will better prepare them to find employment opportunities in international companies with higher standards of working conditions and higher salary than comparable positions being unilingual.

The second reason is " Graduation from university", accounting for 42% of student responses. As the author previously mentioned in the industry overview, all universities in Vietnam require a language certification as a condition to graduate, the most popular one is TOEIC 450 or IELTS 5.5.

Just 27,8% participants agree that passion is the main motivation encouraging them to study English. The other 9,3% students have the purpose to study abroad where good academic English is necessary. It can be seen clearly that the main motivation that encourages students to study English is to meet univer-

sity and the labor market requirements.

### Market Requirement Driving Demand for Learning

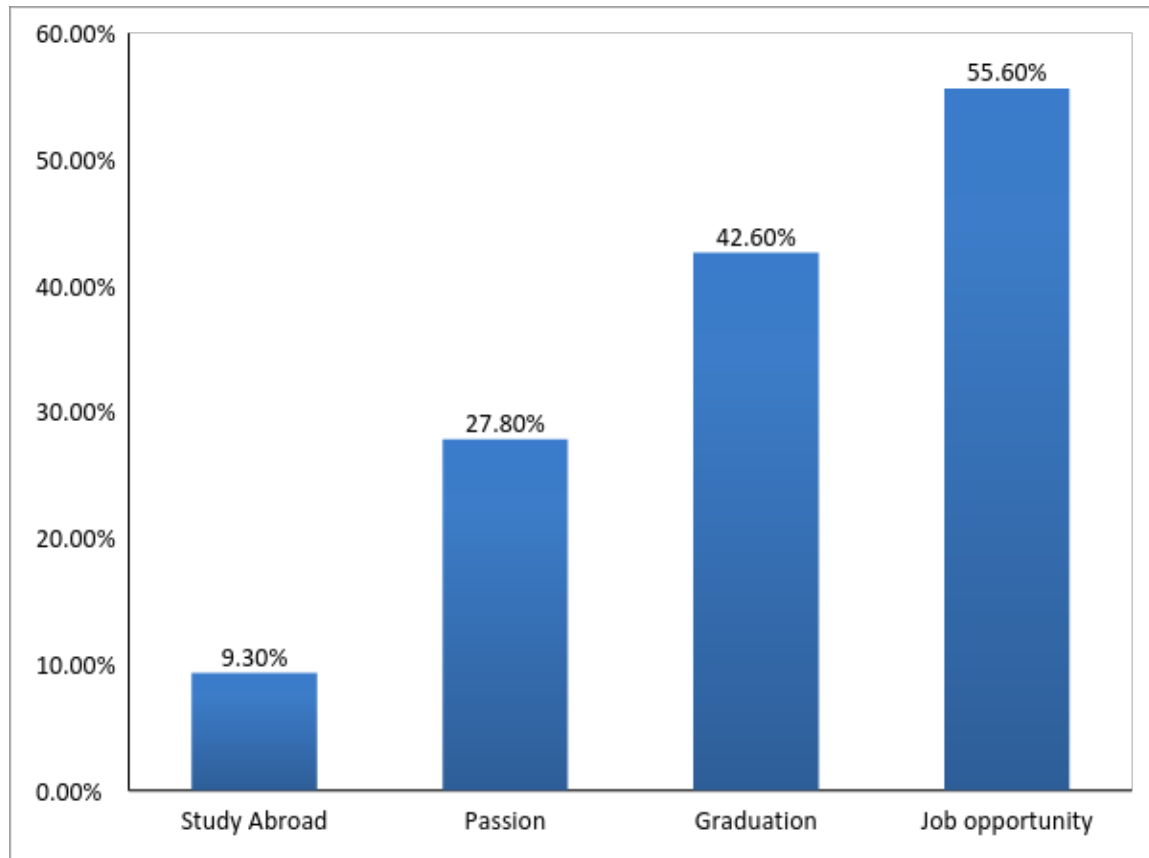


Figure 10 – Market Requirement Driving Demand for Learning. (N=54)

Participants were also asked to comment on the agreement level of each motivation statement in decision-making (Figure 11). Again ‘Better job opportunity’ received the highest number of agreements (30 votes), followed up by “Graduation” purpose (23 votes) and “Passion” (15 votes).

### Graduation & Job Opportunities Motivate Student’s Decision

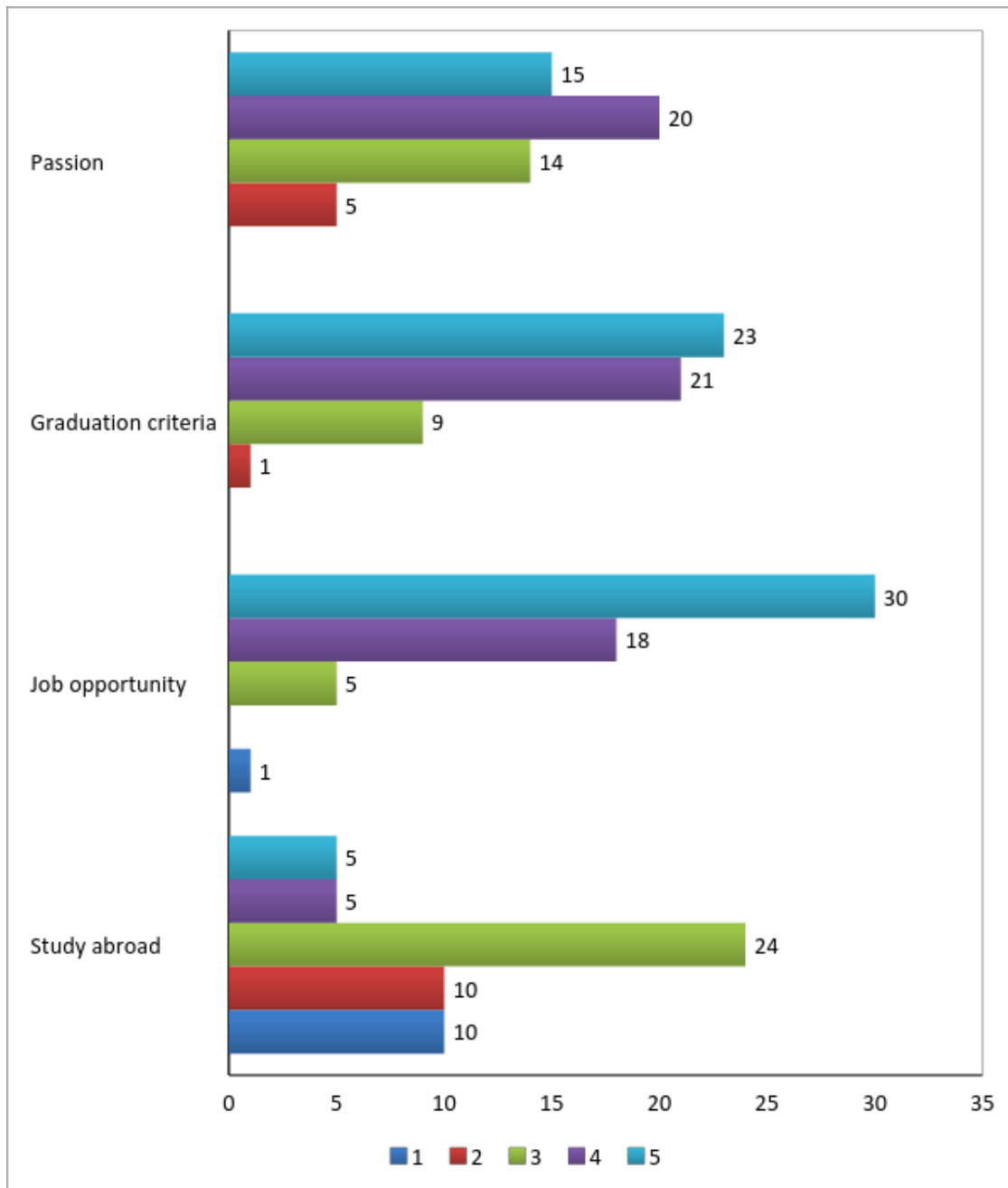


Figure 11 – Participants' agreement level with each motivation affecting on decision making (N=54)

The results show that students agree that the strongest motivation comes from jobs and graduation, but also think that passion can be an important factor. We can say that having clear personal motivation has an impact on a student's decision when studying English. This was also supported by the literature about personal motivation concerning language studies above, confirming the hypothesis (H1).

The participants were also asked to choose up to two of the most important benefits of studying at the center (Figure 12) and put them in the order of importance (Figure 13).

Most of the participants prefer studying English at the center because they can have an environment to practice (31%), friend to study with (23%), good program (21%), and be guided by experienced teacher (19%).

Based on personal experiences, the author predicted that “Paid tuition fee” would be the main factor pushing a student to study hard. However, just 4% participants agreed with this point.

### Reasons to Study English at the Center

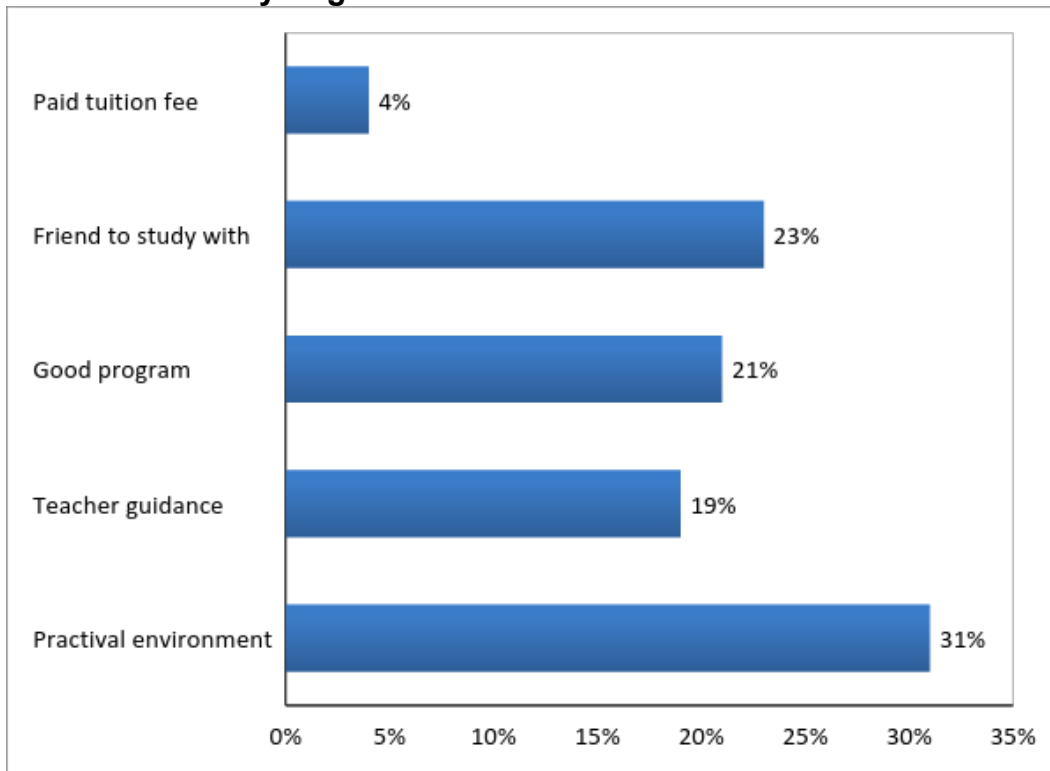


Figure 12 – Benefits of studying at the center rated in the order of choices. (N=54)

### Student’s Opinion – Practical Environment Key Factor

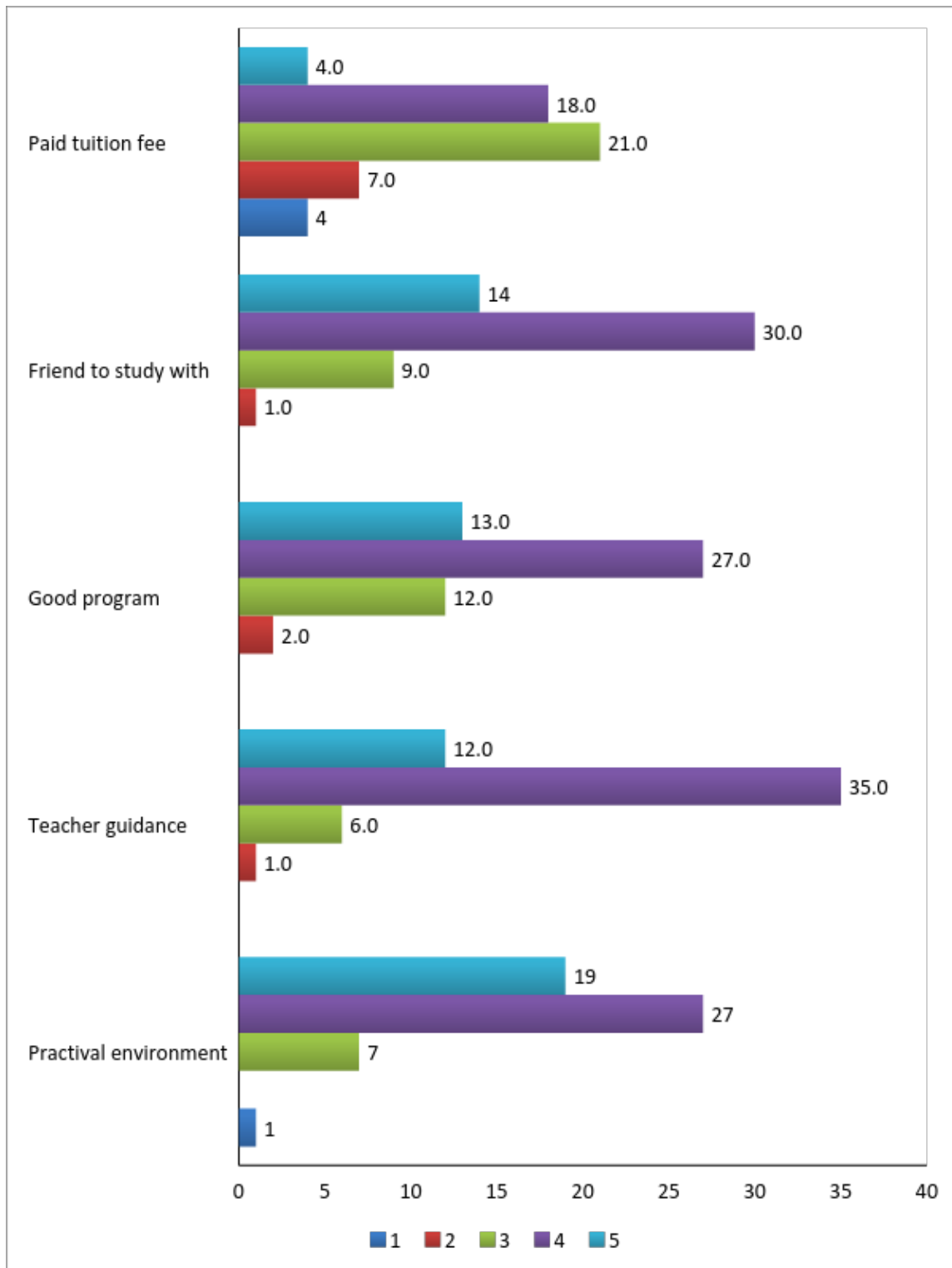


Figure 13– Participants' agreement levels with the benefits of studying at the center. (N=54)

The author also asked the group who used to study English at the center (Figure 14) about their level of satisfaction (Figure 15).

### Positive Experiences of Studying English

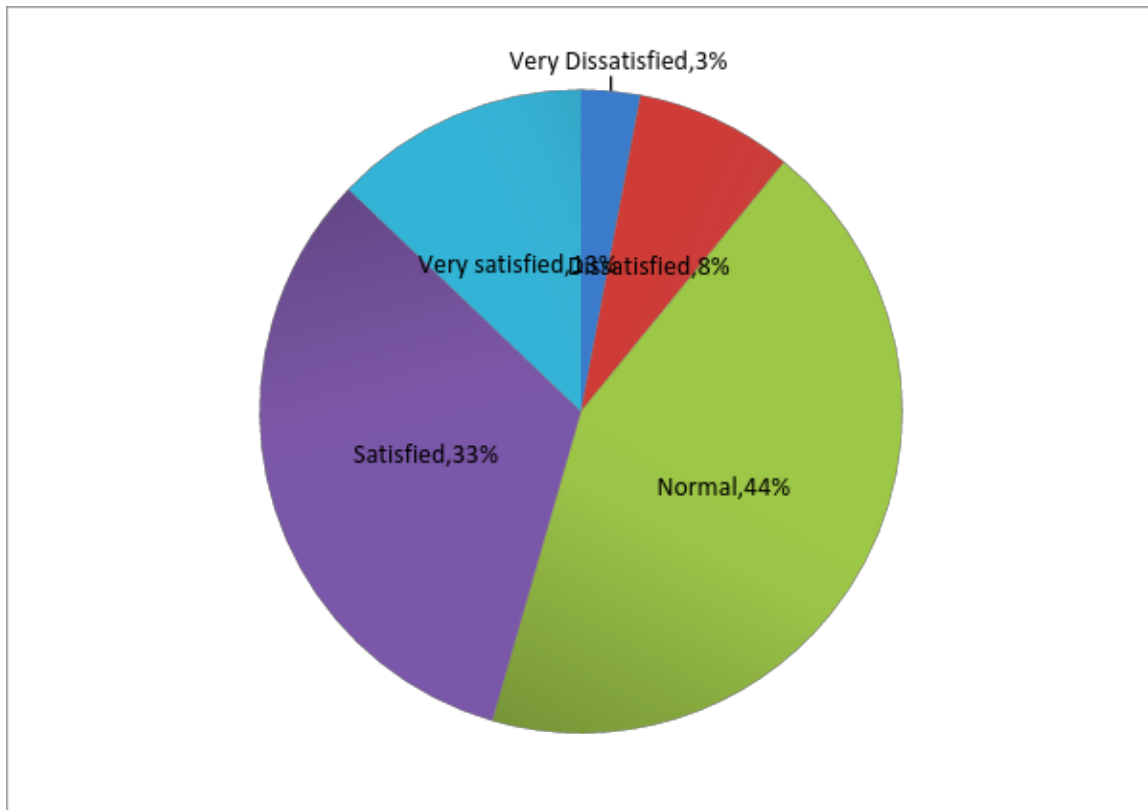


Figure 14 – Satisfaction levels of students who used to study English at the center (N=39)

Almost half of the students (43%) felt normal about their study experience. 46% had positive feelings of “satisfied” or “very satisfied” and only 11% were “dissatisfied” or “very dissatisfied”. The results demonstrate that students felt the benefits when they studied English at a center. We expected these results because the sample is for students who plan to study English again in the next 6 months. It is likely that students who have overwhelmingly negative experiences are deterred from studying English with a center.

The people who were “satisfied”, “very satisfied” or “dissatisfied” were routed to an extra question and asked to write an explanation for their answer.

Two tables below (Table 1, Table 2) show in detail the reasons why students were satisfied or dissatisfied about one English center.



Table 1 – Top Reasons why participants were satisfied when they studied English at the center.

“ I can study in English speaking environment, at applied what I have learnt quickly”	“ I can see my improvement over time “
“ I have the guide form my teacher”	“ I have to study harder because I paid a lot of money to this IELTS course”
“ I can do teamwork with my friend”	“ Class room is fully equipped and well decorated, it encourages my study feeling”
“ I received good book and well – designed program	“ Teach asks me to do homework everyday, I have to finish the deadline”
“ Class is funny”	“ My teacher is really inspiring me to study”
“ My teacher has high energy and motivate myself a lot”	

Table 2 – Top reasons why participants were not satisfied when they studied English at the center

“ Class is too boring”	“ So many student is one class, 35 I think”
“ Teacher just teach in the book, not take realistic example”	“ I can not see my improvement during that time”
“ Tuition fee is too high in comparison with quality”	“ 80% teacher is Vietnamese, I want to study with foreigner”
“ Classroom is too small and old”	
“ I can not study much because there is just a little bit time to practice”	

Based on the comments, many participants value the benefit of studying at the center, primarily because of having a practical environment to practice and an experienced teacher guidance. (Table 1).

In conclusion, we understand that students demand a practical learning environment and strong teacher guidance as the keys to delivering a positive experience to students.

According to the research results, students have strong motivation to learn English and see the center as a place for practical application.

### 4.3 External factors affecting student decision on choosing English center.

#### 4.3.1 H2: English program has an impact on student decision on choosing English center.

The participants were asked to rate the importance of English program in their decision to study at an English center (Figure 15).

#### Importance level of program

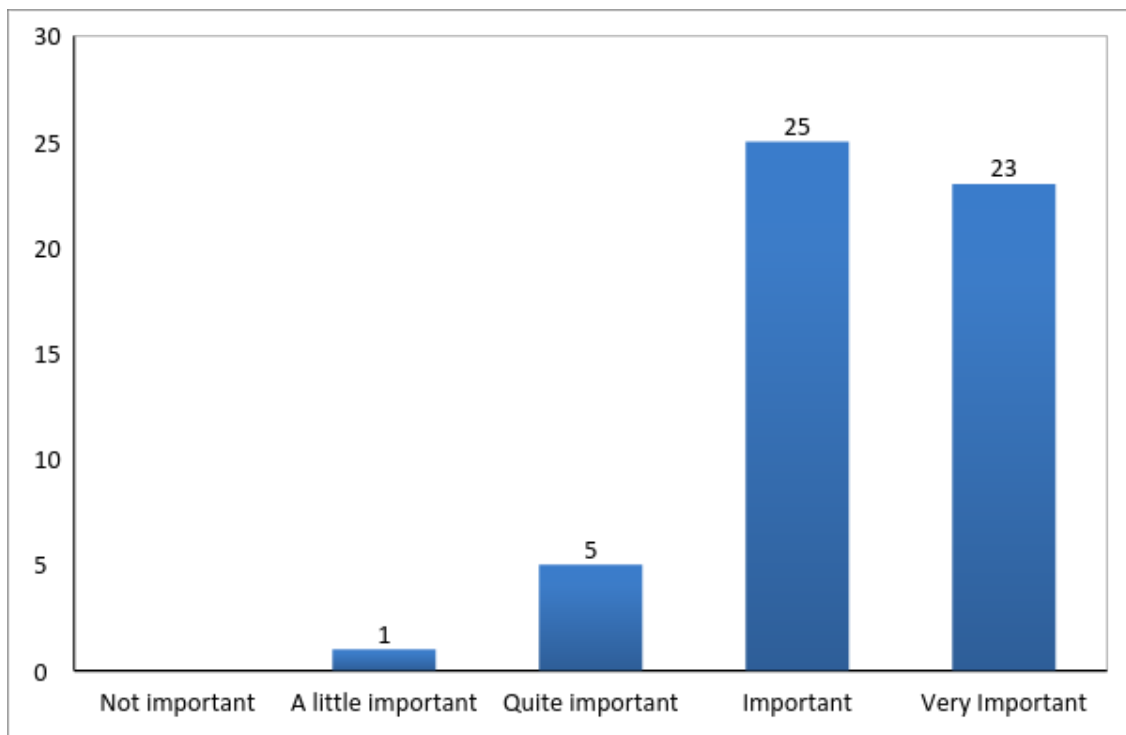


Figure 15 – Importance level of program on decision-making. (N=54)

The results are as expected. 23 students agreed that English program was really important to them when they choose the place to study. 25 students marked it as “Important” and just only 5 students thought that it was ‘Quite important” with one student choosing ‘A little important”. No students chose “Not important”.

The participants were also asked to rate their decision to study English at the center based on each criteria of the program (Figure 16).

## Importance of Program Criteria

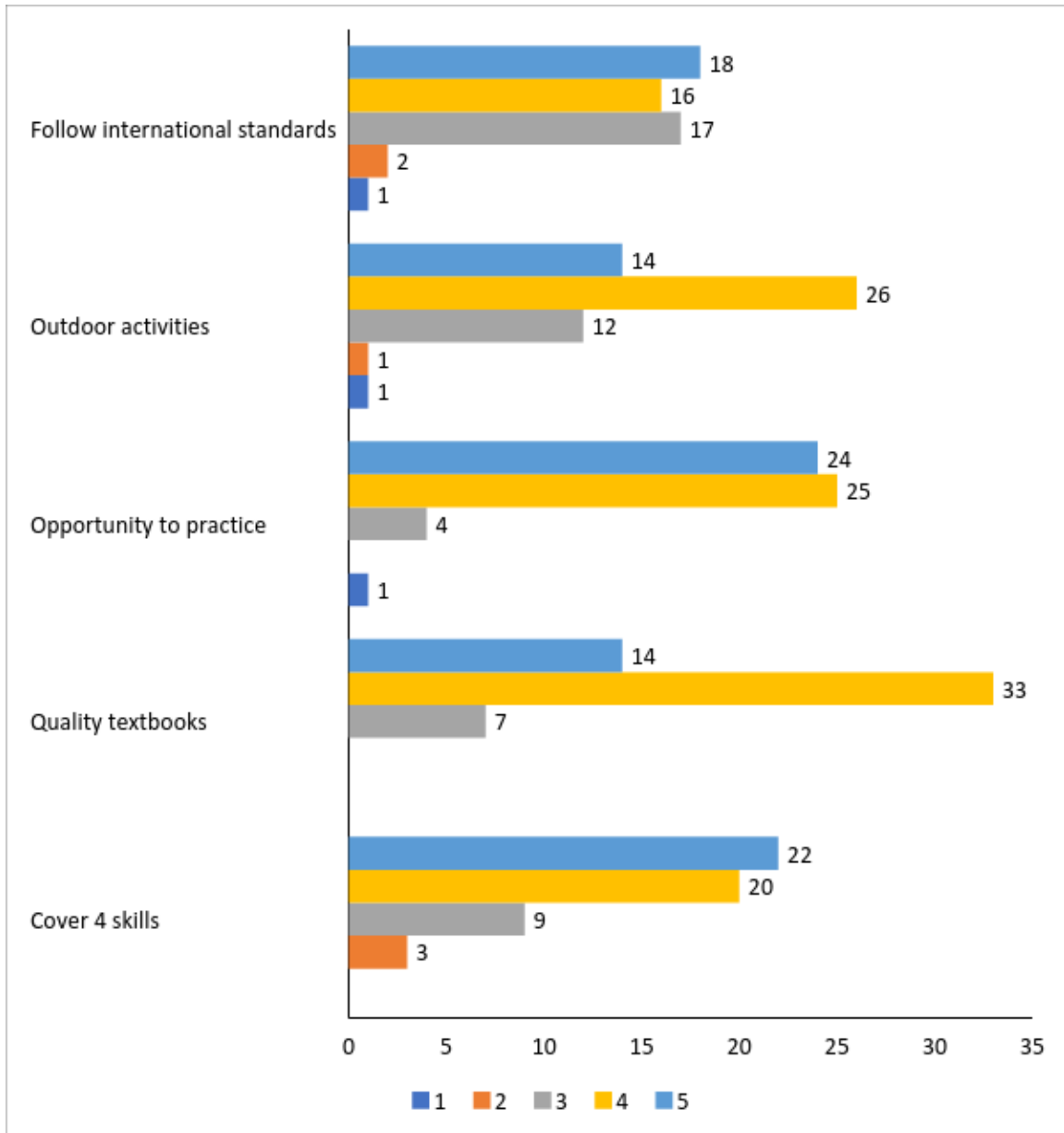


Figure 16 – Importance of program criteria on decision-making. (N=54)

The results (Figure 16) show the distribution of the important factors in course quality. Two highlights from the results were “Opportunity to practice” was the most influential factor affecting student decision with 24 people completely agreeing. “Cover 4 skills” with 22 votes from participants was the second strongest factor of agreement.

In the questionnaire, students could choose up to three of the most important cri-

teria of an English program impacting their decision.

The most chosen criteria, not being in the order of importance, were the following (Figure 17):

- “Opportunity to practice” (42,9%)
- “Cover 4 skills” (39,3%)
- “Follow international standards” (32,1%)

### The Important Course Criteria - 4 Skills & Opportunity to Practice

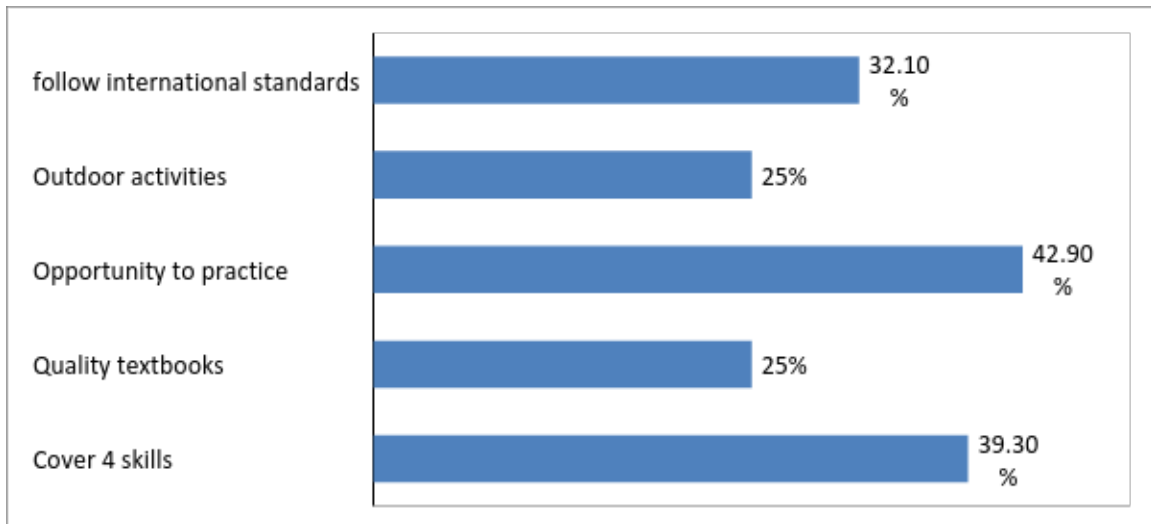


Figure 17 – Course criteria rated in the order of choices. (N=54)

While international standards are an important criteria, it is clear that practical environment is what students value most on choosing an English center. Based on the above discussion, the hypothesis (H2) is confirmed.

#### 4.3.2 H3: Tuition fee affects the student's decision on choosing an English center.

Participants were asked to rate their decision towards tuition fee factor. Based on the results (Figure 18), 22 participants answered that tuition fee strongly impacted their decision when choosing an English center. 26 students rated tuition fee as an “Important” factor, demonstrating the importance of price on study decision.

## Importance of Tuition Fees in Decision Process

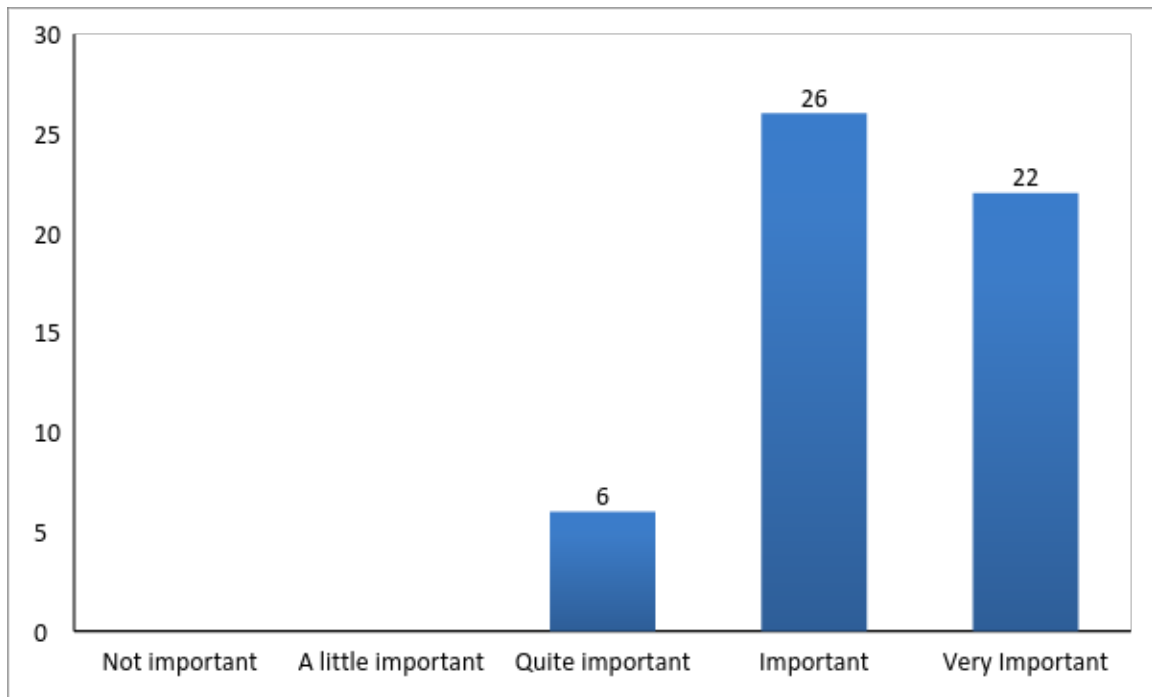


Figure 18 – Importance of tuition fee on decision making. (N=54)

Participants were asked to rate their decision-making towards each tuition fee factor. The participants strongly agreed with factors, such as Discount tuition fee and scholarship, Flexible payment, Refund, Low tuition fee with outcome warranty, High tuition fee with outcome warranty (Figure 19). Each factor has a different impact based on the student's financial situation.

Students prefer centers which provide many discounts and scholarship program (30,4% votes) and flexible payment (26,8% votes) (Figure 20).

### Flexible Payment & Discount and Scholarship Importance

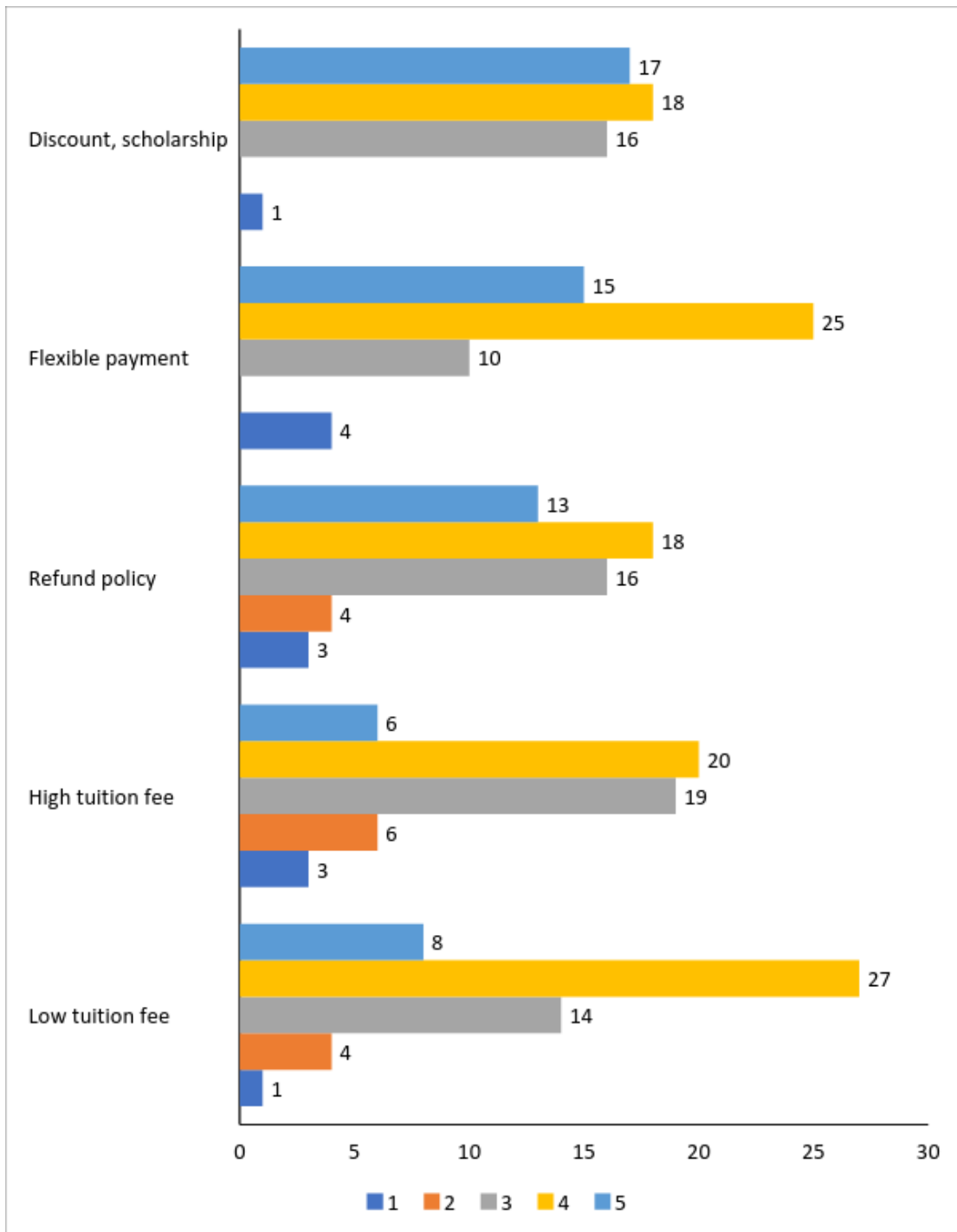


Figure 19 – The impact of each tuition fee factor on decision . (N=54)

### The Important Tuition Fee Criteria – Discount and Scholarship

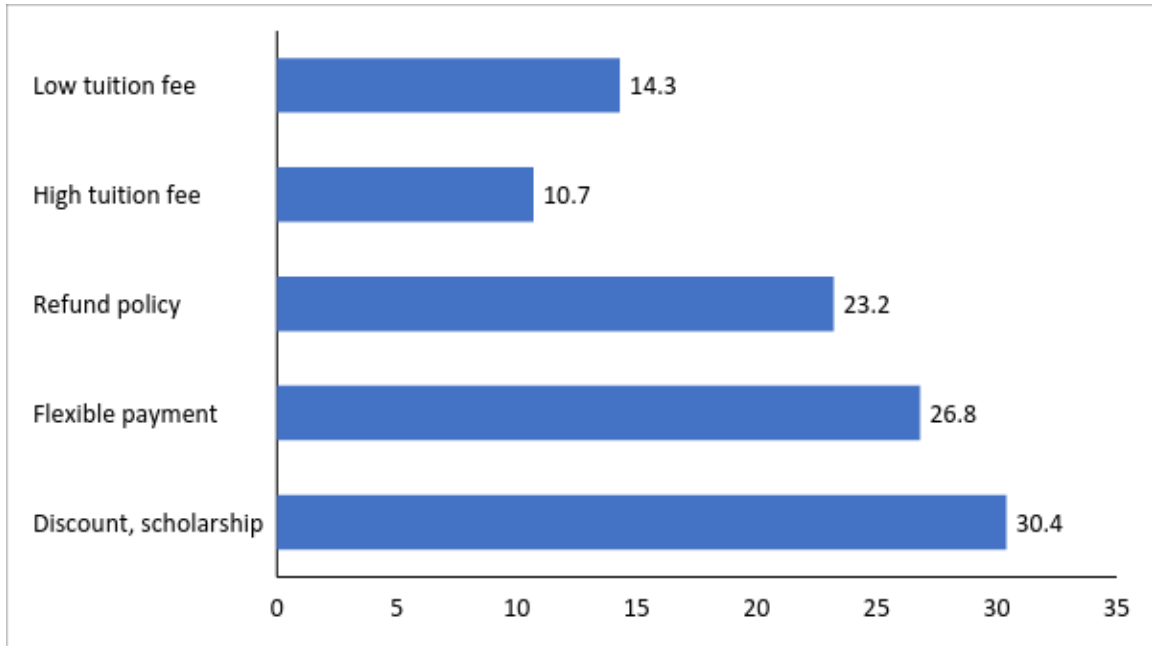


Figure 20 – Tuition fee criteria rated in the order of choices. (N=54)

In conclusion, tuition fee has the biggest impact on student decision when choosing an English center. Based on the above discussion, the hypothesis (H3) is confirmed.

#### 4.3.3 H4: : Center's brand affects the student's decision on choosing an English Center.

When asked if the brand was the factor they used to make the choice.

Most of students agreed that brand had an impact on their decision. However, there are 8 students were 'neutral' about this statement (Figure 21).

### **Brand Impact on Decision Making**

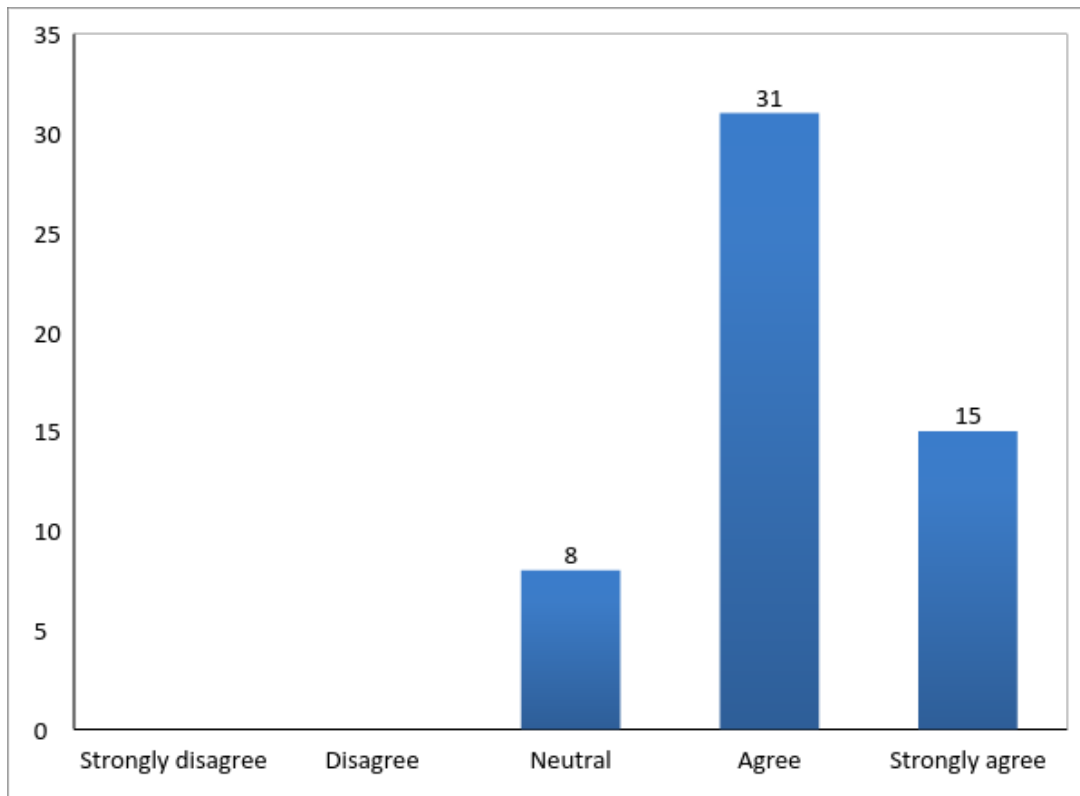


Figure 21 – Agreement’s level of brand on decision making. (N=54)

Both groups were asked to choose up to three factors related to the brand they think that would impact on their decision (Figure 22).

The highest percentage of the respondents answered that “Trustworthy brand” was the main factor with 85% vote. Participants also preferred center with “ Outcome warranty” with 74% vote, which meant center would ensure with the student about the level of result when they finished the class. Surprisingly, “Well – know brand’ just got 50% vote from student, this number reflects that students prefer the brand can help them improve their English ability rather than its popularity.

### **Specifics of Brand Reputation Impacting Decision Process**



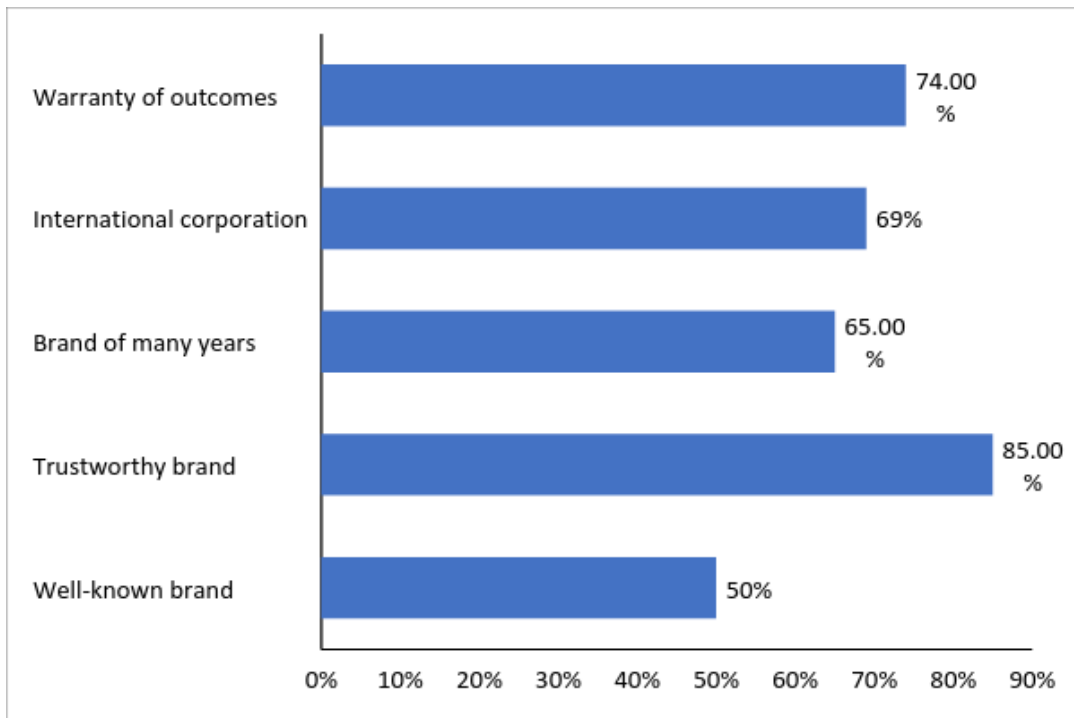


Figure 22 – Brand criteria were rated in the order of choices. (N=54)

**The Important brand Criteria – Trustworthy brand**

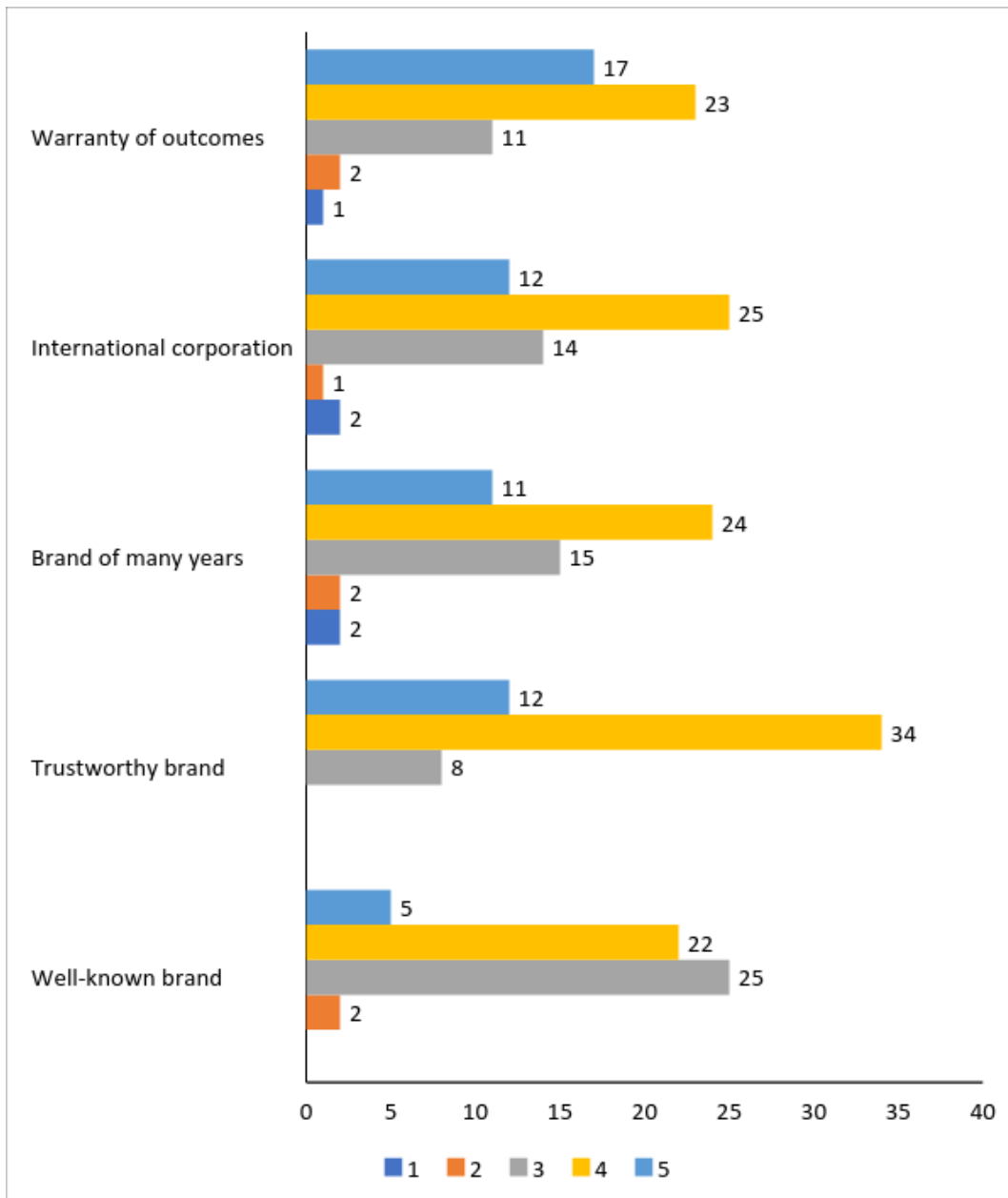


Figure 23 – The impact of each brand factor in the student’s decision . (N=54)

In addition, the participants were required to rate their decision to choose an English center based on several brand criteria above. The highest factors were warranty of outcome with 17 answers for “Strongly agree” (Figure 23). The differences between the participants’ preferences can be seen from the results, as people seem not wanting or needing the same things (Figure 23).

In conclusion, the hypothesis (H4) is confirmed as the brand is the factor affecting on student decision when choosing an English center.

4.3.4 H5: The quality of teachers affects the student's decision on choosing an English center.

The answers from participants showed consistency as 25 respondents chose “Very important” when they were asked about how teacher impacted on their decision (Figure 24).

22 students took it as “Important: factor and only 7 respondents said that the teacher plays little role to their decision level. In general, the majority of the respondents agreed that a teacher is one of the main factors affecting on their decision.

**Teacher Impact on Decision Making**

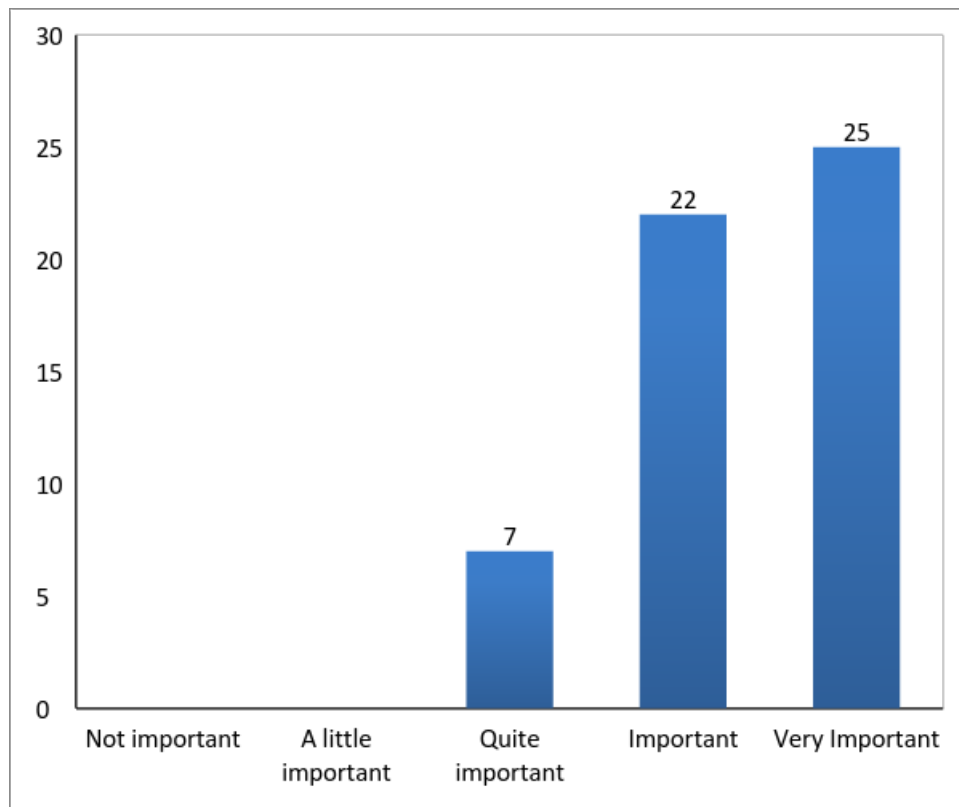


Figure 24 – Importance level of teacher on decision making. (N=54)

Within this survey, students also responded positively about how “teacher” factors effectively impacted them. 28 respondents recognized the strongly motivat-

ing effects of inspiring teaching method and easy to understand, while only 19 participants said the same towards the factor of having experienced teacher (Figure 25).

While Easy to understand was strongly agreed with the all of the respondents as an influential factor, 25 respondents showed concern on how foreign teacher affected by their decision.

### **The Important Teacher Criteria – Easy to Understand and Inspiring**

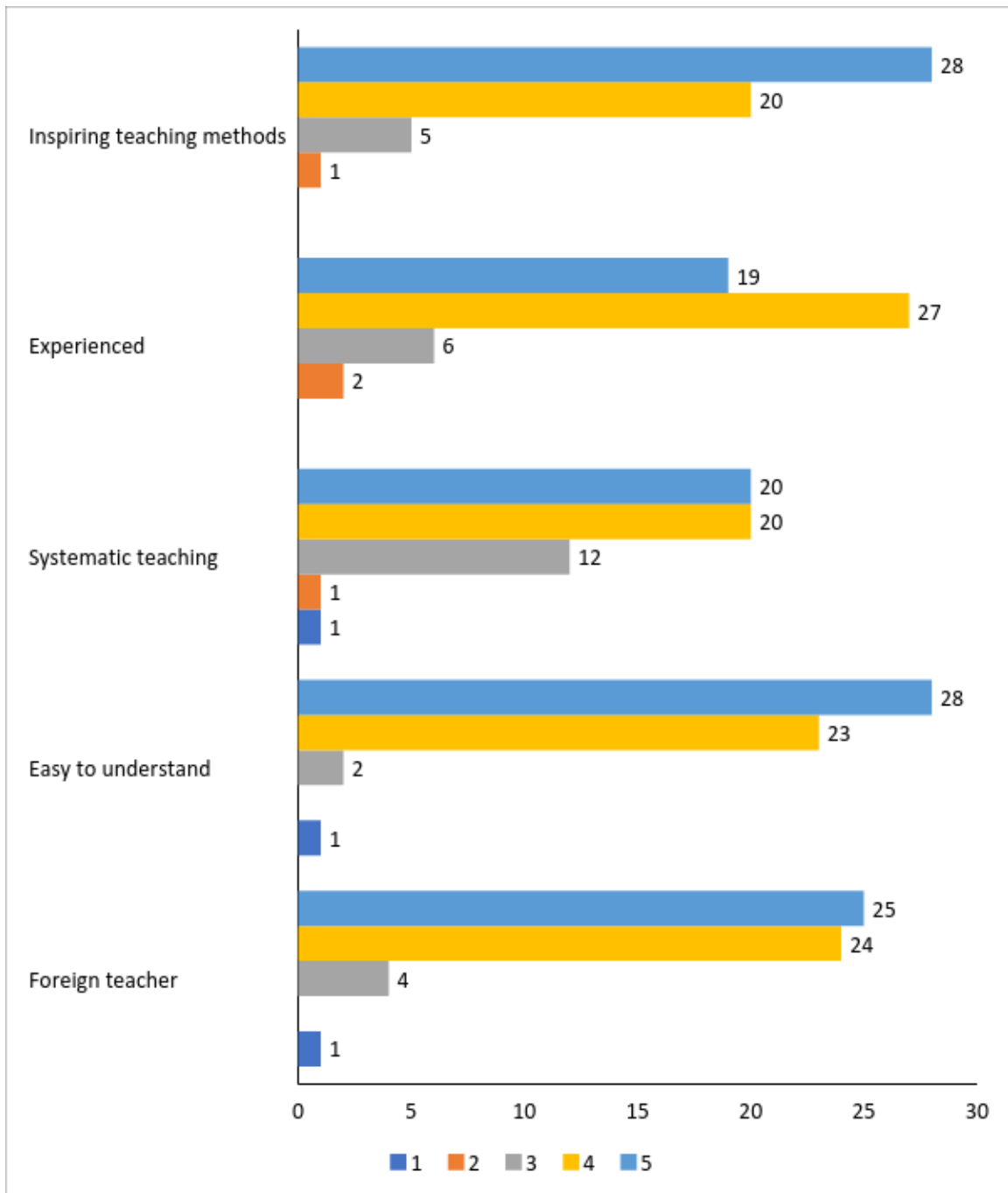


Figure 25 – The impact of each teacher factor on decision . (N=54)

As a conclusion, the hypothesis (H4) is confirmed.

4.3.5 H6: The communication efforts affect the student's decision on choosing an English center.

When asked about the channel that students get their information regarding a center, most respondents chose digital ads with 24,5%. Other channels they look for information about studying English via Friend introduction ( 22,5%), trial class (21,6%), consultant (17,6), just only 13,7% got information from newspapers (figure 26).

**Communication Channel**

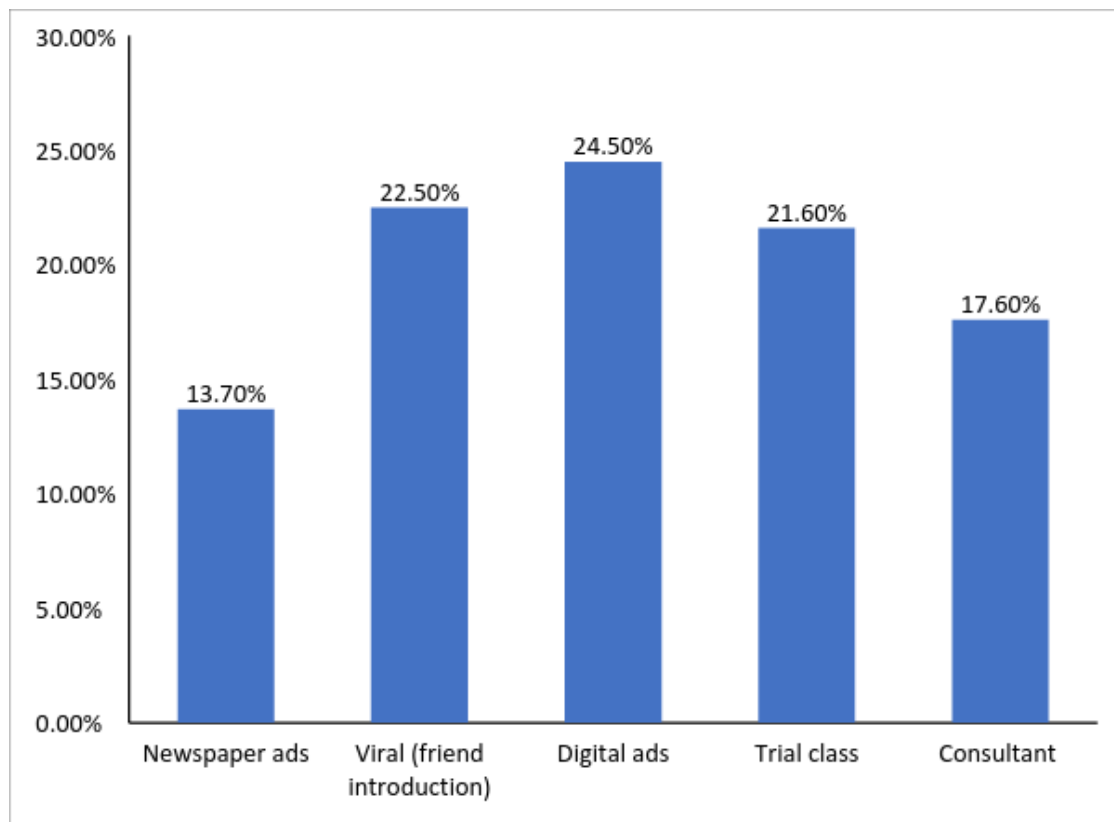


Figure 26 – Center's communication channel. (N=54)

When participants were asked to rate their agreement level about the impact of center communication efforts to their decision making. 24 respondents said that this factor was quite useful to them to make a decision (Figure 27).

## Communication Efforts Impact on Decision Making

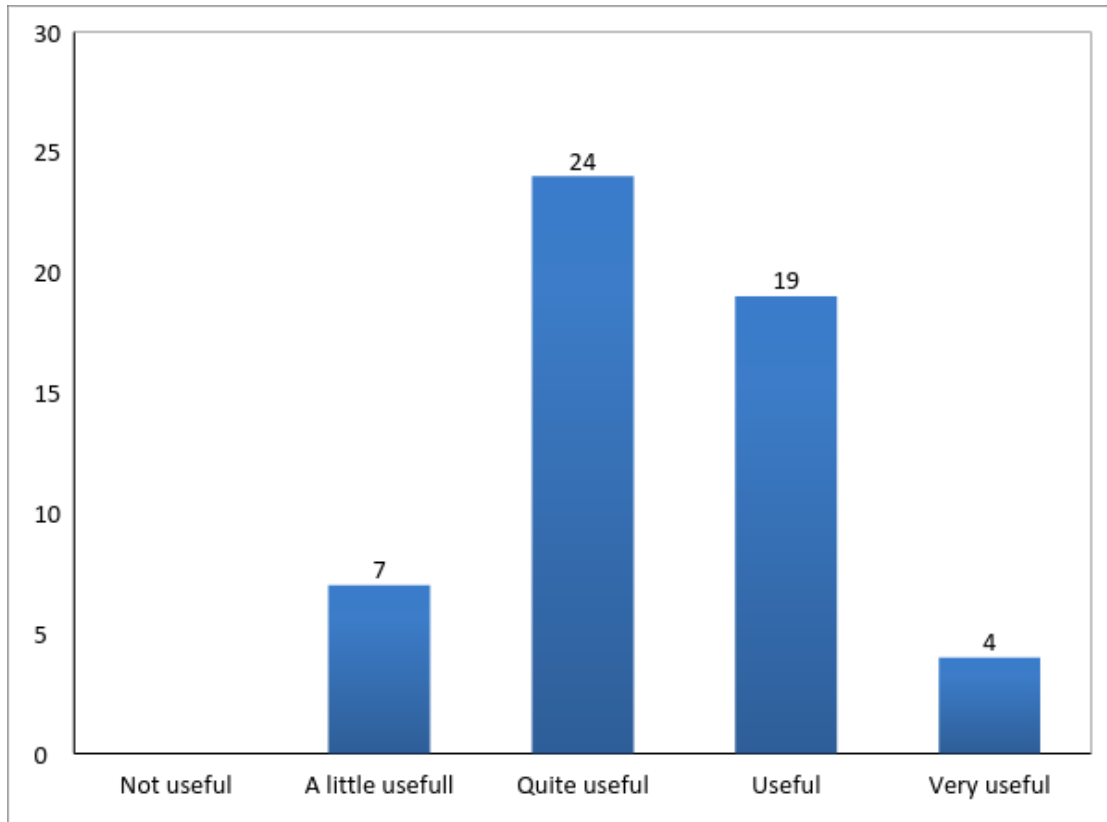


Figure 27 – The impact of communication efforts on student decision. (N=54)

Concerning how each communication channels impacted on student choices, the student was asked to rate the level of agreement related to the impact of each in their decision making.

Most respondents (25 votes) felt that the digital ads from marketing campaign would affect most in their decision when choosing a study destination. Viral from friend introduction (23 votes) would also affect positively to their decision (Figure 28).

As a conclusion, the hypothesis (H5) is confirmed.

### The Important Communication Efforts Criteria – Digital ads and Viral

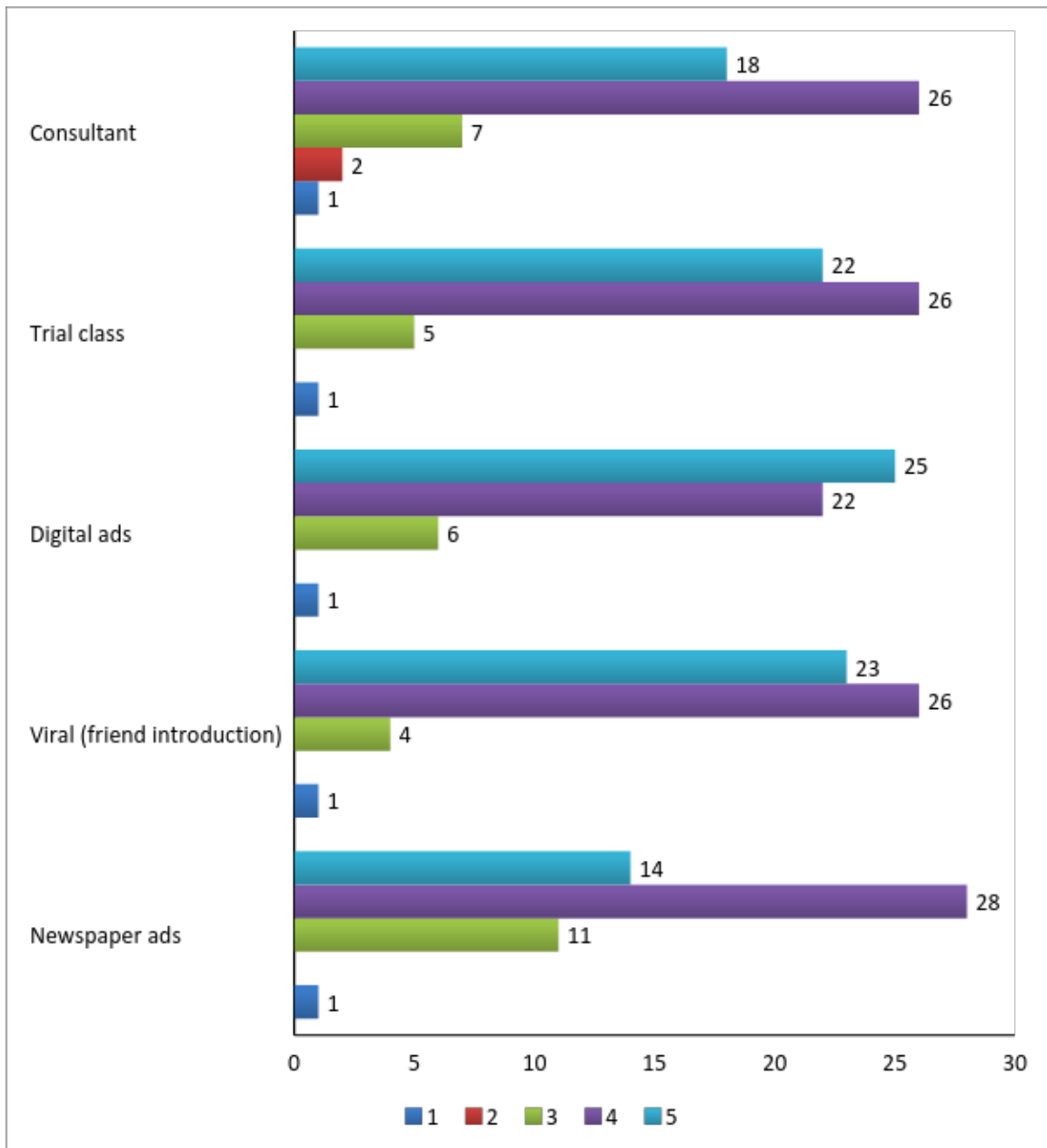


Figure 28 – The impact of each communication efforts factor on decision . (N=54)



## 5 DISCUSSION AND RECOMMENDATIONS

The created hypotheses and questionnaire questions were based on the literature. The research results can be seen from the table below (Table 3), which combines the main areas and topics of the research. All the survey questions can be seen from Appendix 1.

Table 3 - Hypotheses and research outcomes.

The personal motivation ( the needs for job opportunities, passion, graduation, studying abroad) encourages the student to study English.	The needs for job opportunities, graduation, studying abroad, passion motivates student to study English at the center. Especially the need to have the job opportunities and graduate from university has the biggest impact on their decision on studying English.
English program affects the student's decision on choosing an English Center	English program affects the student's decision on choosing an English center. The strongest program factor is practical program.
Tuition fee affect the student's decision on choosing an English Center	Tuition fee affects the student's decision on choosing an English center. The strongest tuition fee factor is discount and scholarship.
Center's brand affects the student's decision on choosing an English center	Center's brand affects the student's decision on choosing an English center. The strongest brand factor is trustworthy brand.
The quality of teachers affects the student's decision on choosing an English center.	The quality of teachers affects the student's decision on choosing an English Center. Two strongest factors are easy to understand and inspiring.
The communication efforts affects the student's decision on choosing an English Center	The quality of teachers affects the student's decision on choosing an English Center. The strongest factor is digital ads.

### *RQ1 - What are the student's motivations to learn English?*

Based on the literature about motivation the research result, the needs for job opportunities, graduation, studying abroad, passion motivate student to study

English. The most important factors (rated in the order of importance) were opportunities, graduation, passion, studying abroad (figure 10). Thus, studying English in student perception, helping them to fulfil their needs. In addition, students prefer to study at the center because it can bring many benefits for them such as having an environment to practice, friend to study with, good program and be guided by experienced teachers. With the groups who used to study at the center, nearly half of them were satisfied with their English ability improvement.

As a result, English centers should survey student's need before they participate in the class to know clearly their motivation and pay more attention on creating a practical study environment.

*RQ2: What factors influence students' decision to choose English center?*

RQ2 was also the research problem of this study. According to the research results, beside the personal motivation (Job opportunity, graduation). Some of the external factors affecting student decision on choosing English center are the brand (Trustworthy brand, warranty of outcome), program (Opportunity to practice, content covers 4 skills), tuition fee (Discount-scholarship, flexible payment), teacher (Easy to understand, inspiring) and communication efforts (Digital ads, viral). These factors are also strongly supported by the literature (section 2.3.2).

*RQ3: How to improve the content of Edu2Review to provide more value-added information to the target users.*

Edu2Review is an education review platform so that content plays the critical role to attract the target users. Based on the research results, the author has 2 suggestions to Edu2Review:

+ Increase the number of review articles writing about teacher quality, teaching program in the centers, for example: Teaching method, student involvement in the class, the interaction during teaching time...etc.

+ Interviewing ex-students and promoting it via Google or Facebook ads. As a Viral marketing had the biggest impact on the student decision, this suggestion will attract more target users visit and return the website.

Based on the findings above, the author suggests that English centers should review their brand, tuition fee, teacher, program and communication effort with students. They should measure the impact of those factors on their student to know clearly about how the student chooses their centers.

## 6 CONCLUSION

Based on the literature and the research results, students have different motivations when they make the decision to study English.

In general, students want to study English because they expect to have better career opportunities and satisfy university degree requirements.

Nowadays, a university degree is a standard requirement for entering the professional workforce. This has been a strong, well documented trend that is showing no signs of reversing. Because students are required to achieve a certain standard of English to receive their university certificate, they will continue to be motivated to study English at an English language center.

The greater career opportunities that exist because of speaking English are high. English speaking career opportunities are the pathway to greater flexibility in industries of work, improved working conditions offered by international companies and higher salaries for comparable work. The economic incentive of improved career opportunities coupled with higher salary will continue to drive the English learning trend in Vietnam for the foreseeable future.

The two trends of learning English for education and learning English for economic reasons will continue to drive demand in the English center learning market.

How can English language centers capitalize on this increasing demand?

From the market research, participants stated that they were satisfied with the result from English centers, especially when the centers offered a practical learning environment. Using these insights, the 450 language centers in Ho Chi Minh City and 1000's of English centers across Vietnam can use the information to offer services that better meet the continuing growing demand of students to learn English.

Specific actions English centers can take are:

1. Focus on offering practical learning environments to students learning English
2. Focus the learning environments towards developing verbal and written communication skills that support working in an international company (job opportunities) and requirements to graduate university
3. Communicate the program through digital channels to best reach the student audience.

Taking the suggested actions, English centers are then directly targeting the demands and motivations of students through the channels that students show preference. Meeting the student's demands while satisfying their motivations should result in increased student satisfaction, increasing word of mouth and strengthened brand awareness. The end result will be an increase in student enrollment.

Expanding on the research for Vietnam's English education market, one might focus on the factors that high school students use to select their chosen university. A comparison of the two studies could be conducted to understand what similarities exist between the demands and motivations of the students.

Additional research could be conducted in other non English speaking countries to support the development of English language school programs that specifically tailor their programs to the needs of the students. Looking at the differences/similarities in the decision process across cultures would make for valuable market research for international language companies such as Wall Street English or Speak Up.

It is the author's hope that English language schools across Vietnam will adapt their offerings to tailor to the motivations and demands of students to improve the social and economic opportunities of Vietnam.

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## APPENDIX

APPENDICES APPENDIX 1 – Questionnaire in English

APPENDIX 2 – List of Figures and tables

APPENDIX 3 –Frequency tables

## QUESTIONNAIRE IN ENGLISH

### **Factors Affecting Student's Decision on Choosing English Center**

Hi!

My name is Ho Hoan, 3<sup>rd</sup> year student from Kajaani University of Applied Sciences, Finland. This questionnaire is part of a Bachelor of Business Administration thesis re- search.

The aims to find out the factors that affect student's decision motivation on choosing English center. This questionnaire will be anonymous so there is no need to fill out any personal information.

If you have questions or you'd wish to learn more about the questionnaire, don't hesitate to contact me at [hoanhd@edu2review.com](mailto:hoanhd@edu2review.com)  
Kind regards, Ho Duc Hoan

#### **1. Do you intend to study english at the center in the next six months?**

- Yes
- No

(Continue questionnaire if the answer is yes. If the answer is no, please stop)

#### **2. Did you used to study English at the center?**

- Yes
- No

( If Yes, please answer question 3,4. If No, please go to 5)

#### **3. Did you satisfy with the result at the center?**

- Very satisfied
- Satisfied
- Normal
- Dissatisfied
- Very dissatisfied

#### **4. If you satisfied or dissatisfied, please write down the reason:**

[Please use this criteria below to choose your answers]

1: Completely don't agree



2. Don't agree
3. Normal
4. Agree
5. Completely agree

### 5. Importance of motivation in studying English?

- Very important
- Quite important
- A little bit important
- it is not important
- I don't know

### 6. Choose your most important motivations (Max 3 options)

- Study abroad in the future
- Better job opportunity
- University Requirement to graduate
- Passion to learn
- Friend invitation

### 7. The impact of those factors on your decision making

Study abroad in the future	1.....2.....3.....4.....5
Better job opportunity	1.....2.....3.....4.....5
University Requirement to graduate	1.....2.....3.....4.....5
Passion to learn	1.....2.....3.....4.....5
Friend invitation	1.....2.....3.....4.....5

### 8. Type of benefits you prefer if you study at the centers (Max 3 options)

- Practical environment
- Quality teacher
- Good program
- Friend to study with
- Paid tuition fee so you need to learn

### 9. The impact of those benefits on your decision making

Practical environment	1.....2.....3.....4.....5
Quality teacher	1.....2.....3.....4.....5

Good program	1.....2.....3.....4.....5
Friend to study with	1.....2.....3.....4.....5
Paid tuition fee so you need to learn	1.....2.....3.....4.....5

### 10. Importance of English program in your decision?

- Very important
- Important
- Quite important
- A little bit important
- it is not important

### 11. Type of program you prefer if you study at the centers (Max 3 options)

- Program covers 4 skills
- Program with many outdoor activities
- Program follows international standard
- Program has many opportunities to practice
- Program with quality textbook

### 12. The impact of those benefits on your decision making

Program covers 4 skills	1.....2.....3.....4.....5
Outdoor activities	1.....2.....3.....4.....5
International standard	1.....2.....3.....4.....5
Opportunity to practice	1.....2.....3.....4.....5
Quality textbook	1.....2.....3.....4.....5

### 13. Importance of tuition fee in your decision?

- Very important
- Important
- Quite important
- A little bit important
- it is not important

### 14. Type of tuition fee policies you prefer if you study at the centers (Max 3 options)

- Low tuition fee
- High tuition fee

- Refund policy
- Flexible payment
- Discount, scholarship

**15. The impact of those policies on your decision making**

Low tuition fee	1.....2.....3.....4.....5
High tuition fee	1.....2.....3.....4.....5
Refund policy	1.....2.....3.....4.....5
Flexible payment	1.....2.....3.....4.....5
Discount, scholarship	1.....2.....3.....4.....5

**16. Agreement level of center's brand affecting your decision?**

- Strongly
- Agree
- Neutral
- Disagree
- Strongly disagree

**17. Type of center's brand you prefer to study with (Max 3 options)**

- Well-known brand
- Trustworthy brand
- Many teaching years
- International corporation
- Warranty result

**18. The impact of brand factors on your decision making**

Well-known brand	1.....2.....3.....4.....5
Trustworthy brand	1.....2.....3.....4.....5
Many teaching years	1.....2.....3.....4.....5
International corporation	1.....2.....3.....4.....5
Warranty result	1.....2.....3.....4.....5

**19. Importance of teacher quality in your decision?**

- Very important
- Important

- Quite important
- A little bit important
- it is not important

**20. The impact of teacher factors on your decision making**

Foreign teacher	1.....2.....3.....4.....5
Easy to understand	1.....2.....3.....4.....5
Systematic	1.....2.....3.....4.....5
Experienced	1.....2.....3.....4.....5
Inspiring	1.....2.....3.....4.....5

**21. The useful of center's communication efforts in your decision?**

- Very useful
- Useful
- Quite Useful
- A little bit useful
- it is not useful

**22. Type of center's communication efforts you interacted with (Max 3 options)**

- Digital ads
- Newspaper ads
- Trial class
- Viral (Friends' introduction)
- Consultant

**23. The impact of those communication channels on your decision making**

Digital ads	1.....2.....3.....4.....5
Newspaper ads	1.....2.....3.....4.....5
Trial class	1.....2.....3.....4.....5
Viral (Friends' introduction)	1.....2.....3.....4.....5
Consultant	1.....2.....3.....4.....5

**24. Please choose your gender**

- Male
- Female

**25. Please choose your age group**

- 18
- 19
- 20
- 21
- 22
- 23 or over

**26. Are you a student?**

- Yes
- No

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Figure 9 – Level of motivation’s importance in decision making. (N=54)

Figure 10 – Market Requirement Driving Demand for Learning. (N=54)

Figure 11 – Participants’ agreement level with each motivation affecting on decision making (N=54)

Figure 12 – Benefits of studying at the center rated in the order of choices. (N=54)

Figure 13 – Participants’ agreement levels with the benefits of studying at the center. (N=54)

Figure 14 – Satisfaction levels with student used study English at the center (N=39)

Figure 15 – Importance level of program on decision making. (N=54)

Figure 16 – Importance of program criteria on decision making. (N=54)

Figure 17 – Course criteria rated in the order of choices. (N=54)

Figure 18 – Importance of tuition fee on decision making. (N=54)

Figure 19 – The impact of each tuition fee factor on decision. (N=54)

Figure 20 – Tuition fee criteria rated in the order of choices. (N=54)

Figure 21 – Agreement's level of brand on decision making. (N=54)

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Figure 22 – Brand criteria rated in the order of choices. (N=54)

Figure 23 – The impact of each brand factor on decision. (N=54)

Figure 24 – Importance level of teacher on decision making. (N=54)

Figure 25 – The impact of each teacher factor on decision. (N=54)

Figure 26 – Center's communication channel. (N=54)

Figure 27 – The impact of communication efforts on student decision. (N=54)

Figure 28 – The impact of each communication efforts factor on decision .  
(N=54)

**Tables:**

Table 1 – Top Reasons why participants satisfied when they studied English at the center.

Table 2 – Top reasons why participants did not satisfy when they studied English at the center.

Table 3 - Hypotheses and research outcomes.





## FREQUENCY TABLES

## Statistics

		Gender	Age
N	Valid	54	54
	Missing	0	0

Please choose your gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	14	25,9	25,9	25,9
	Female	40	74,1	74,1	100,0
	Total	54	100,0	100,0	

"Please choose your age"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	2	3,7	3,7	3,7
	19	6	11,1	11,1	14,8
	20	8	14,8	14,8	29,6
	21	15	27,7	29,6	57,3
	22	15	27,7	31,5	85,2
	Over 22	8	14,8	14,8	100,0
	Total	54	100,0	100,0	

Have you used to study English at the center?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	72	72	72
	No	15	28	28	100,0
	Total	54	100,0	100,0	

Did you satisfy with the result at the center?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	1	3	3	3
	Dissatisfied	3	8	8	11
	Neutral	17	43	43	54
	Satisfied	13	33	33	87
	Very satisfied	5	13	13	100,0
	Total	54	100,0	100,0	

Motivation factor: Job opportunity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	1	1,85	1,85	1,85
	A little bit important	0	0	0	1,85
	Quite important	5	9,26	9,26	11,11

	Important	18	33,33	33,33	44,44
	Very important	30	55,56	55,56	100,0
	Total	54	100,0	100,0	

Motivation factor: Job opportunity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	0	0	0	0
	A little bit important	1	1,85	1,85	1,85
	Quite important	9	16,7	16,7	18,52
	Important	21	38,9	38,9	54,41
	Very important	23	42,6	42,6	100,0
	Total	54	100,0	100,0	

Program factor					
	Cover 4 skills	Quality textbooks	Opportunity to practice	Outdoor activities	Follow international standards

N	Valid	54	54	54	54	54
	Missing	0	0	0	0	0

Program Covers 4 skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little bit important	3	5,6	5,6	5,6
	Quite important	9	16,7	16,7	22,2
	Important	20	37,0	37,0	59,3
	Very important	22	40,7	40,7	100,0
	Total	54	100,0	100,0	

Quality textbook					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite important	7	13,0	13,0	13,0
	Important	33	61,1	61,1	74,1

	Very im- portant	14	25,9	25,9	100,0
	Total	54	100,0	100,0	

Opportunity to practice					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	it is not im- portant	1	1,9	1,9	1,9
	Quite im- portant	4	7,4	7,4	9,3
	Important	25	46,3	46,3	55,6
	Very im- portant	24	44,4	44,4	100,0
	Total	54	100,0	100,0	

Having many outdoor activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not im- portant	1	1,9	1,9	1,9
	A little bit important	1	1,9	1,9	3,7

	Quite im- portant	12	22,2	22,2	25,9
	Important	26	48,1	48,1	74,1
	Very im- portant	14	25,9	25,9	100,0
	Total	54	100,0	100,0	

Follow international standards					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not im- portant	1	1,9	1,9	1,9
	A little bit important	2	3,7	3,7	5,6
	Quite im- portant	17	31,5	31,5	37,0
	Important	16	29,6	29,6	66,7
	Very im- portant	18	33,3	33,3	100,0
	Total	54	100,0	100,0	

Tuition Fee Statistics
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		Low tuition fee	High tuition fee	Refund policy	Flexible payment	Discount, scholarship
N	Valid	54	54	54	54	54
	Missing	0	0	0	0	0

Low Tuition Fee					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	1	1,9	1,9	1,9
	A little bit important	4	7,4	7,4	9,3
	Quite important	14	25,9	25,9	35,2
	Important	27	50,0	50,0	85,2
	Very Important	8	14,8	14,8	100,0
	Total	54	100,0	100,0	

High tuition fee					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	3	5,6	5,6	5,6



	A little bit important	6	11,1	11,1	16,7
	Quite important	19	35,2	35,2	51,9
	Important	20	37,0	37,0	88,9
	Very Important	6	11,1	11,1	100,0
	Total	54	100,0	100,0	

## Refund policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	3	5,6	5,6	5,6
	A little bit important	4	7,4	7,4	13,0
	Quite important	16	29,6	29,6	42,6
	Important	18	33,3	33,3	75,9
	Very Important	13	24,1	24,1	100,0

	Total	54	100,0	100,0	
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Flexible payment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	4	7,4	7,4	7,4
	Quite important	10	18,5	18,5	25,9
	Important	25	46,3	46,3	72,2
	Very Important	15	27,8	27,8	100,0
	Total	54	100,0	100,0	

Discount, scholarship					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	3	5,6	5,6	5,6
	Quite important	16	29,6	29,6	35,2
	Important	18	33,3	33,3	68,5
	Very Important	17	31,5	31,5	100,0
	Total	54	100,0	100,0	

Brand Statistics						
		Well-known brand	Trustworthy brand	Many teaching years	International corporation	Warranty result
N	Valid	54	54	54	54	54
	Missing	0	0	0	0	0

Well-known brand					
		Fre- quency	Per- cent	Valid Percent	Cumulative Percent
Valid	A little bit important	2	3,7	3,7	3,7
	Quite important	25	46,3	46,3	50,0
	Important	22	40,7	40,7	90,7
	Very Important	5	9,3	9,3	100,0
	Total	54	100,0	100,0	

Trustworthy brand
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite important	8	14,8	14,8	14,8
	Important	34	63,0	63,0	77,8
	Very Important	12	22,2	22,2	100,0
	Total	54	100,0	100,0	

Many teaching years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	2	3,7	3,7	3,7
	A little bit important	2	3,7	3,7	7,4
	Quite important	15	27,8	27,8	35,2
	Important	24	44,4	44,4	79,6
	Very Important	11	20,4	20,4	100,0
	Total	54	100,0	100,0	

International corporation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	2	3,7	3,7	3,7

	A little bit important	1	1,9	1,9	5,6
	Quite important	14	25,9	25,9	31,5
	Important	23	42,6	42,6	74,1
	Very Important	14	25,9	25,9	100,0
	Total	54	100,0	100,0	

Warranty result					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	1	1,9	1,9	1,9
	A little bit important	2	3,7	3,7	5,6
	Quite important	11	20,4	20,4	25,9
	Important	27	50,0	50,0	75,9
	Very Important	13	24,1	24,1	100,0
	Total	54	100,0	100,0	

Statistics

		For- eign teach- er	Easy to under- stand	System- atic	Experienced	Inspir- ing
N	Valid	54	54	54	54	54
	Miss- ing	0	0	0	0	0

Foreign teacher					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	1	1,9	1,9	1,9
	Quite im- portant	4	7,4	7,4	9,3
	Important	24	44,4	44,4	53,7
	Very Im- portant	25	46,3	46,3	100,0
	Total	54	100,0	100,0	

Easy to understand					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	1	1,9	1,9	1,9
	Quite im- portant	2	3,7	3,7	5,6

	Important	23	42,6	42,6	48,1
	Very Important	28	51,9	51,9	100,0
	Total	54	100,0	100,0	

Experienced					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A little bit important	2	3,7	3,7	3,7
	Quite important	6	11,1	11,1	14,8
	Important	27	50,0	50,0	64,8
	Very Important	19	35,2	35,2	100,0
	Total	54	100,0	100,0	

Digital ads					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It is not important	1	1,85	1,85	1,85

A little bit important	0	0	0	1,85
Quite important	6	11,1	11,1	12,96
Important	22	40,74	40,74	53,7
Very Important	25	46,03	46,03	100,0
Total	54	100,0	100,0	