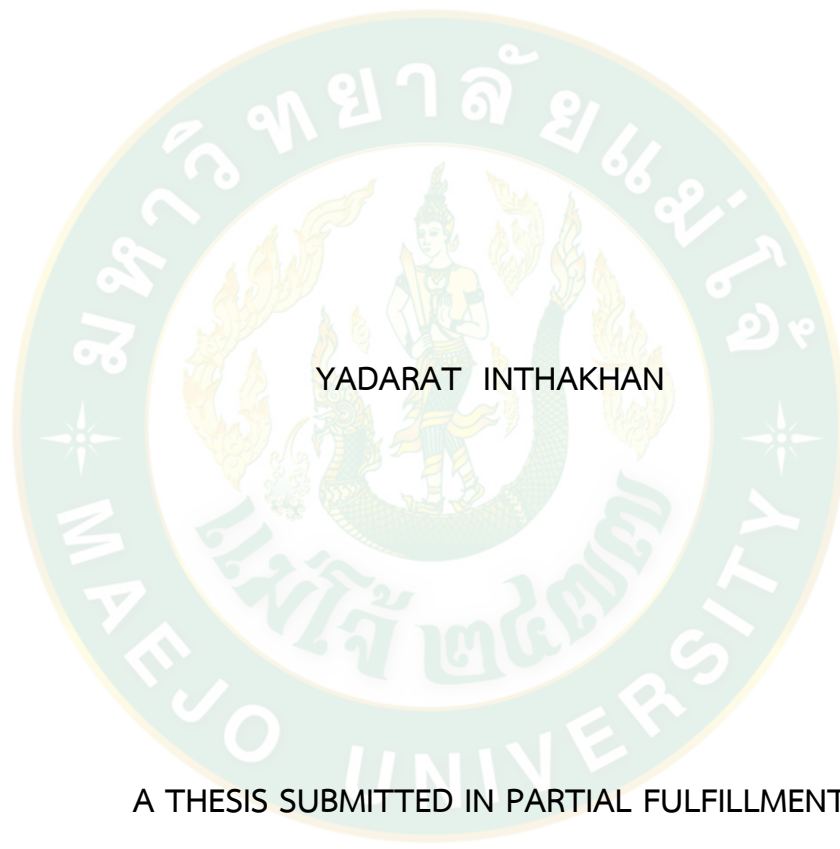


CREATING COMPETITIVE ADVANTAGE OF SMALL SIZED PRIVATE
TUTORIAL BUSINESS IN LAMPANG PROVINCE



MASTER OF BUSINESS ADMINISTRATION IN BUSINESS ADMINISTRATION
MAEJO UNIVERSITY
2021

CREATING COMPETITIVE ADVANTAGE OF SMALL SIZED PRIVATE
TUTORIAL BUSINESS IN LAMPANG PROVINCE



YADARAT INTHAKHAN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION
IN BUSINESS ADMINISTRATION
ACADEMIC ADMINISTRATION AND DEVELOPMENT MAEJO UNIVERSITY
2021

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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFLLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
IN BUSINESS ADMINISTRATION

APPROVED BY

Advisory Committee

Chair

(Assistant Professor Dr. Pusanisa Thechatakerng)

...../...../.....

Committee

(Assistant Professor Dr. Preeda Srinaruewan)

...../...../.....

Committee

(Assistant Professor Dr. Sirikul Tulasombat)

...../...../.....

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Administration

in Business Administration (Assistant Professor Dr. Pusanisa Thechatakerng)

...../...../.....

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ADMINISTRATION AND DEVELOPMENT

(Associate Professor Dr. Yanin Opatpatanakit)

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ชื่อผู้เขียน	นางสาวญดารัตน์ อินทะพันธ์
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อาจารย์ที่ปรึกษาหลัก	ผู้ช่วยศาสตราจารย์ ดร.ภูษณิศา เตชเถกิง

บทคัดย่อ

เนื่องจากความกดดันที่นักเรียนต้องได้ผลการเรียนที่ดีและเป็นเลิศในการศึกษาสาขาที่เกี่ยวข้องส่งผลให้ธุรกิจกวดวิชาในประเทศไทยซึ่งเปรียบเหมือนเงาของการศึกษาในระบบเติบโตขึ้น ด้วยเหตุนี้หลายครอบครัวจึงทุ่มเทเงินส่วนหนึ่งที่หามาได้อย่างยากลำบากเพื่อเป็นค่าเรียนกวดวิชาที่สถาบันเอกชน การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพแวดล้อมทางธุรกิจในปัจจุบันของธุรกิจโรงเรียนกวดวิชาเอกชนขนาดเล็กในจังหวัดลำปาง 2) ศึกษากลยุทธ์การสร้างรายได้เปรียบเทียบในการแข่งขันของ Porter สำหรับธุรกิจกวดวิชาขนาดเล็ก 3) เสนอแนวทางการสร้างรายได้เปรียบเทียบในการแข่งขันสำหรับธุรกิจกวดวิชาเอกชนขนาดเล็กในจังหวัดลำปาง

การศึกษานี้เป็นการวิจัยแบบผสมผสานประกอบด้วยลำดับการศึกษาสองแบบดังนี้ ประการแรก การศึกษาเชิงคุณภาพใช้การสัมภาษณ์แบบกึ่งโครงสร้างกับผู้ประกอบการหรือผู้บริหารจำนวน 5 ราย โดยวิธีคัดเลือกแบบเจาะจงซึ่งคัดเลือกจากธุรกิจโรงเรียนกวดวิชาขนาดเล็ก 5 ลำดับแรกในจังหวัดลำปาง ทำการวิเคราะห์ข้อมูลเชิงเนื้อหา ประการที่สองเป็นการศึกษาเชิงปริมาณ เครื่องมือสำหรับการวิจัยคือแบบสอบถามแบบมีโครงสร้างและแจกจ่ายให้กับผู้ตอบแบบสอบถามที่ได้ลงทะเบียนเรียนในธุรกิจโรงเรียนกวดวิชาขนาดเล็กจำนวนทั้งหมด 400 คน วิเคราะห์ข้อมูลโดยใช้สถิติเชิงพรรณนา (ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน) และการทดสอบแบบ t-test แบบสถิติความแปรปรวนทางเดียว (One – Way ANOVA) หากพบความแตกต่างจะนำไปเปรียบเทียบเป็นรายคู่โดยใช้วิธีของการเปรียบเทียบพหุคูณ (LSD) เพื่อยืนยันสมมติฐานงานวิจัย ข้อเสนอแนะตามผลการวิจัย

ผลการศึกษาพบว่า ผู้ประกอบการส่วนใหญ่ไม่ได้ใช้กลยุทธ์เดียวในการบริหารธุรกิจ แต่ใช้กลยุทธ์แบบผสมผสานที่แตกต่างกัน โดยเน้นที่ผลิตภัณฑ์ ราคา และคุณค่า ซึ่งกลยุทธ์การสร้างความแตกต่างของผลิตภัณฑ์เป็นกลยุทธ์ที่ใช้มากที่สุด สอดคล้องกับผลการศึกษาจากผู้เรียน ตามด้วยความเป็นผู้นำด้านต้นทุนและกลยุทธ์การมุ่งเน้นตามลำดับ กลยุทธ์การสร้างความแตกต่างได้รับการจัดลำดับความสำคัญโดยผู้เรียนระดับมากที่สุดโดยมีค่าเฉลี่ย 4.22 ผลการศึกษาพบว่าผู้เรียนให้ความสำคัญด้านความแตกต่างของผู้ให้บริการที่รับฟังข้อเสนอแนะเพื่อใช้ปรับปรุงธุรกิจ กลยุทธ์การเป็นผู้นำด้านต้นทุนที่มีค่าเฉลี่ย 4.17 คือ ด้านการให้ราคาที่เหมาะสมกับชั่วโมงเรียน ช่วยให้ผู้เรียนสามารถซื้อหลักสูตรเป็นสิ่งสำคัญที่สุดของผู้เรียน และกลยุทธ์การมุ่งเน้นที่มีค่าเฉลี่ย 4.11 โดยมุ่งเน้นการเป็นผู้นำด้านต้นทุน คือ ค่าเรียนที่ยุติธรรมเหมาะสมกับคุณภาพของหลักสูตรและบริการที่ดี นอกจากนี้ยังพบผลการทดสอบ

สมมุติฐานยังสนับสนุนว่าลักษณะทางประชากรศาสตร์ของผู้เรียนทุกด้านยกเว้นด้านเพศ มีอิทธิพลต่อการตัดสินใจเลือกทุกกลยุทธ์การสร้างความรู้ความได้เปรียบในการแข่งขันทางสถิติอย่างมีนัยสำคัญแตกต่างกันที่ระดับ 0.05.

คำสำคัญ : ธุรกิจกวตวิชาเอกชน, ธุรกิจขนาดเล็ก, ความได้เปรียบทางการแข่งขัน



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Author	Miss Yadarat Inthakhan
Degree	Master of Business Administration in Business Administration
Advisory Committee Chairperson	Assistant Professor Dr. Pusanisa Thechatakerng

ABSTRACT

Due to the pressure on students to perform well and excel in their relevant areas of education, it has led to the growth of tutorial business in Thailand that shadows formal education. Hence numerous families devote a portion of their hard-earned money to private tutorial learning fees. The purposes of this research were 1) to study the current business environment of small sized tutorial school businesses in Lampang province; 2) to study Porter's generic competitive advantage strategies of small sized private tutorial business; 3) to provide a good competitive advantage guidance for small sized private tutorial business in Lampang province.

A mixed method approach with two sequential studies was selected. First, a qualitative study involving semi-structure interviews with 5 entrepreneurs or executives were selected from top 5 small sized private tutorial businesses in Lampang province. Second, a survey instrument for quantitative research with a structured questionnaire was designed and distributed to respondents who are enrolled in the small sized tutorial school business with the total number of 400 students. Data was analyzed by descriptive statistics, (percentage, mean and standard Deviation). One-way ANOVA, Independent Sample t-test, and Least Significant Difference were used to reconfirm hypothesis and conclusion and recommendations were made based on the findings.

The Significant findings revealed that most of the respondents did not prefer one strategy rather a mix of different strategies focusing on product, price, and value. It was found that product differentiation is the most preferred strategy which was confirmed by respondents followed by cost leadership and focus strategy, respectively. Differentiation Strategy is prioritized by learners as very high with the highest mean rating of 4.22, results revealed that learners prioritized the providers who listen to their feedback for improving the businesses. Cost Leadership Strategy with mean rating of 4.17, according to the respondent's recognition, the tutorial school that provide a suitable price with the study hours enables the learners to purchase the course is learners' top priority. Focus Strategy with mean rating of 4.11, results revealed that learners

weighted Cost Focus on fair prices but high-quality courses and services the highest. Base on the result of a hypothesis testing was found that demographic characteristics of students/guardians except gender yield a positive influence on all generic competitive strategies at statistically significant difference below 0.05.

Keywords : Private Tutorial Business/ Small Sized Business/ Competitive Advantage



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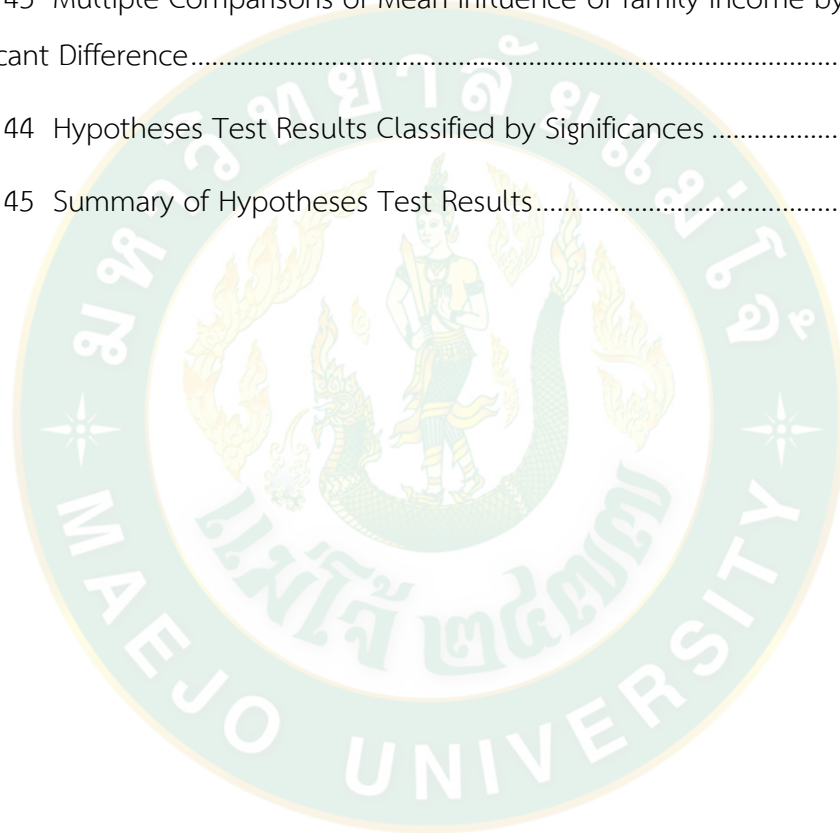
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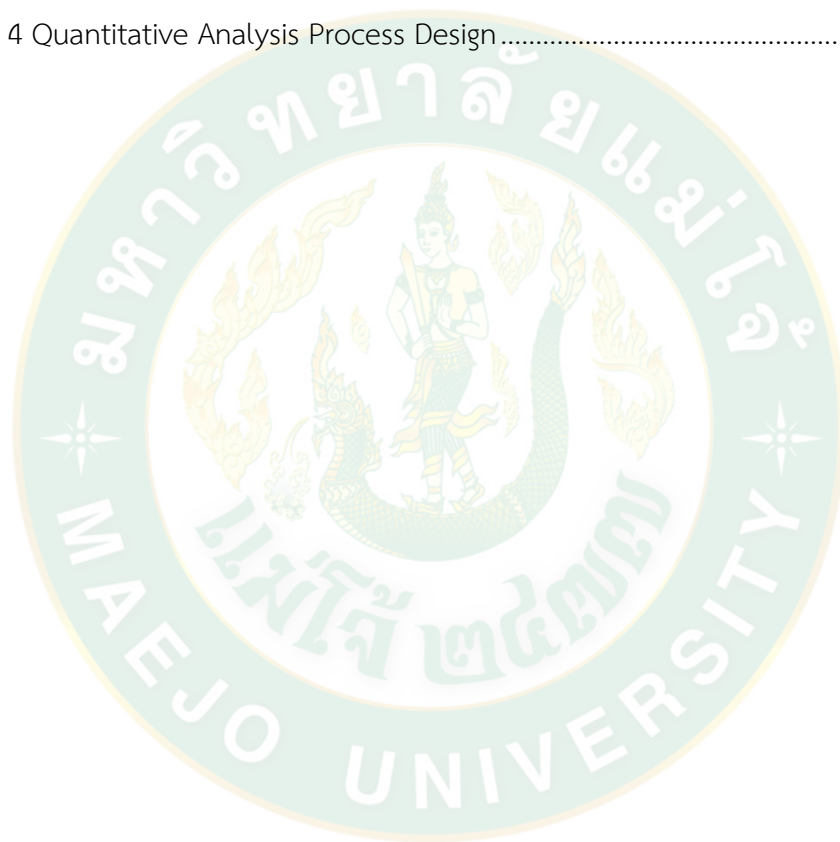
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Chapter 1

Background

1.1 Introduction

Education in Thailand is going through a change which can be attributed to different factors such as change in demography, aging population, political instability, change in preference and economy. Rachel Michael (2019), noted that “Thailand’s economy and education system are currently affected by political instability and a rapidly aging populace.” Thai government and its machinery are trying to adhere to the current challenges faced by the education system, and one of the ways is by promoting English language.

The OECD and UNESCO found in 2016 that Thailand’s “recent investments in education are not resulting in the expected outcomes”. Far-reaching improvements in education are vital to overcoming this challenge and Thailand has invested heavily in modernizing its education system in recent years. According to a report from OECD and UNESCO (2016) “Thailand needs to continue to improve the effectiveness, efficiency and equity of its education system to ensure it does not fall behind other countries in this dynamic region”. A study by Thitika Senachit and Juthamane Trakulmututa, (2017, P.76) revealed that to accelerate the development of Thai people they need to have English language skills, Ministry of Education has a policy of providing bilingual school projects. The Ministry of Education should set Strategic plan for reforming the teaching and learning of English to increase the country's competitiveness (2021-2025) in comparison to the ASEAN countries.

This has given rise to tutorial business which are also called as shadow education. According to a report published in Bangkok Post (2019) Thailand's affluent tutoring industry is the result of a poor public school education. It is a well-known fact that Thailand's education landscape is dependent to a large extent on university admissions exams. Hence, one of the main reasons for the rise of tutorial business is that the access to the Thai higher education system is competitive and the students with the financial means to attend tutorial academies feel compelled to do so. Thailand has witnessed a mushrooming of privately owned tutorial business across the country. This shadow

education (Bray et al. 2013) has been reported to prevail in the far east and has become an essential component of the education system and Thailand is no exception.

The tutoring school is considered and seen to be a stable business regardless of economic, social, or political conditions. In recent years, private tuition or tutoring has become a burgeoning phenomenon in many parts of the world. In many countries, private tutorial learning is seen as a form of shadow education and its significance is indisputable. In private tutoring school, the tutor teaches an academic subject for a fee (Jayaraman et al., 2019).

According to Global Industry Analysts (GIA), the global market for private tutorial learning projected to reach US\$218 billion by the year 2027, trailing a post COVID-19 CAGR of 8,496 over the period 2020 through 2027. The pandemic is accelerating the emergence of shadow education as a global phenomenon. With mainstream as colleges closed and academic schedules disrupted, private tutoring especially online private tutoring is growing in demand and popularity. The huge market is due to the issue of the failure of education systems, which are unable to fulfil students' needs and parents' desire to provide a better education for their children to gain global competitive advantage. This implies that in the present education system, schools have deficiencies such as a lack of personal contact, no special guidance for academically weaker students, more focused on heavy syllabus coverage, less practical (lab) exposure and issues pertaining to large class size. While some argue that private tutorial learning creates pressure on students' lives, another viewpoint is that the money spent could be solving the failure of the education system (Jayaraman et al., 2019).

Parents are keen to send their children for tutoring as they strongly believe that tutoring would help them to excel in examinations. As far as the education system in Thailand, people still attach great importance to competitive university entrance examinations and scoring high score in academics. But due to the changing economic scenario, preference along with the advent English language, there is surge in number of tutoring schools focusing on English as a medium of instructions.

Tutoring institutions have used different strategies to attract and create interest, including reaching the desired purpose of the learners, using various advertising media such as on the internet, leaflet

and word of mouth. They promote and advertise by focusing on the famous results of university entrance examinations of those who have studied before.

1.2 Tutorial business market value in Thailand

Thailand is one of many countries where the number of tutoring schools is also increasing. The common types of private tutorial learning in Thailand market is similar as many other countries include (i) one-to-one private tutorial teaching, (ii) school teachers who teach students after daily school, and (iii) professional private tutors who set up classrooms and operate the business by providing lectures to students (Jayaraman et al., 2019).

According to the Office of the Private Education Commission 2020, the total numbers of tutorial schools amounted to 2,643 in which the current tutor's market value is estimated at 8000-million-baht (Thairath Website, 2020). Although the tutoring business has grown steadily since 2007, the number of players in this tutoring business are rapidly increasing. Especially since 2012, Thailand has more than 2,000 tutoring schools, resulting in a slowdown in this market. From what was previously growing with 2 digits (10% +), it has dropped down to a single digit. Moreover, the Private Education Promotion Board Meeting Minutes No. 2/2021 reported the progress of data collection, documents, and evidence of private education on February 2021 that currently there are the total number of 1,948 tutorial school businesses in Thailand however there are 4 tutorial schools have canceled their school licenses (Pracharat Website, 2021, para 3-4). Which is caused by 4 important factors: overall economy that gives parents the need to cut their children's expenses, increasing options both from tutoring institutions, online tutoring system - free tutoring system as well as more options for university entrance examinations, and the last factor is the school-age population is decreasing as well as Covid 19 pandemic.

A research by Kasikorn Research Center (2018) also showed the same evidence that tutoring schools have faced intense competition in the past due to new operators entering the market. And competition from independent tutors who teach one-on-one or in a group. Some operators gradually shut down some branches to reduce the burden of their business expenses. However, it is from the core values that most parents want their children to study in academically intensive schools and teaching courses including the reputation of the schools would also result in parents

to focus on giving their children to tutoring with the trend of tutoring should be gradually change from teaching at the branch to the teaching and learning through modern teaching materials such as e-Learning, multimedia media, online media, etc.

According to Wannasorn Tutorial School data revealed that in the past 8-10 years, the rate of childbirth is noticeably lower in Thailand, the economy is in a downturn, and changes in the entrance examination for university in Thailand, therefore, Thai students have more options for their education resulting in many parents are choosing fewer children to tutor. These factors are the reasons that the overall number of tutoring schools has consistently decreased in numbers of learners. Moreover, the population estimation of Thailand in 2010-2040 by Office of the National Economics and Social Development Council found that population aged 15-19 years from about 4,523,000 in 2015 will drop to 4,207,000 in 2020. The tendency of decreasing continuously in the long run will affect the future direction of the tutorial business that should continue to contract famous tutorial school or famous brand of tutorial school remained stable (Jatute & Thawinkarn, 2019).

Dr. Thammasak Eapithorn, General Manager of Enconcept English School said “The fast-paced development of technology has changed the picture of teaching and learning”. Students are turning to online learning rather than classroom including the values of students who want to enter the international program more both studying in Thailand and studying abroad, these two parts are quite high rates. These is causing tutoring institutions to be affected as well and is expected to continue to increase. In addition, students who choose to use the one-on-one tutor are also likely to increase. The tutoring institution entrepreneurs have to adapt to survive in this business.

1.3 Tutorial Business in Lampang

Lampang Province is one of the Northern provinces being the center of Northern Thailand and is known as an educational center in the region. Lampang has higher education establishments in both the public and private sectors. The number of educational establishments that offer kindergarten education all the way to high school both general and vocational.

Table 1 The statistical data of students each level in Lampang province (Academic Year 2019)

Educational Level	Number of Students
Kindergarten	11,016
Elementary	32,968
Secondary	50,954
Total	94,983

Source: Lampang Provincial Education Office, 2019

Table 1 shows the number of students each level in Lampang province, divided into 11,016 kindergarten, the number of elementary school students 32,968, secondary education 50,954, total number of the students of 94,983 (Lampang Provincial Educational Office, 2019).

The number of licensed tutorial schools in Lampang has been raised since 2011 from 34 schools to 59 schools in 2019 as reported by Lampang Provincial Education Office under Office of the Private Education Commission. It includes both local tutoring school such as the SP. DA Tutorial School, Kittina Home Tutoring, IQ UP and a tutoring institute from famous franchises such as We By The Brain, Enconcept, Wannasorn Tutorial School, and Da'vance are the beginning. There are also tutoring schools that have not yet been registered but has been opening similar courses from alumni who graduated from prestigious institutions and from teachers in many other famous schools.

In 2019, the bigger tutorial schools with number of classroom higher than 5 are normally reported to have a number of students enroll exceed 150 students annually. On the other hand, some smaller ones which accounted for about 35 percent of the total schools reported to have the number of students less than 20. The majority of tutorial businesses are located in Mueang District, while very few players are rarely found in suburb. Therefore, regardless of school-size, there is a very high competition for tutoring businesses. Some schools have put higher marketing budget from previous years both in advertising labels and many marketing promotion activities in hope of not only getting more students but also remain the current ones.

Past studies have offered several reasons of students' behavior towards selecting tutorial schools. A study conducted in Lampang by Kittika Wongma (2012) revealed the reasons students enroll

themselves in private tutorial learning are to increase the understanding of their lessons and to gain a higher score in examinations.

During the recent years, it has been found that schools in Lampang like Bunyawat Wittayalai, Lampang Kanlaynee and other schools have started to focus on providing bilingual courses so as teaching some subjects in English as a medium of instruction. During this initial research it was found that there was a surge in Mathematics being taught in English language. Whereas schools like Assumption and Prachawit have moved to providing many subjects in English language like Physics, Biology, Social along with Math and English.

In corresponding to the rise in bilingual classes there are some primary schools providing international programs whereby all the subjects are taught in English language like The British International School of Northern Lampang, Cranberry International School and Assumption College. Some schools like Anuban Lampang, Vichanaree, Baan Pongsanok, Traipop Wittaya, and Kenneth Mackenzie have dedicated English programs known as MEP (Mini English Programs).

Currently, there are approximately 15 tutoring centers which provides classes using English language as a medium of instruction in Lampang. Most of them focus on English language as there is a good market for courses related to TOEIC and basic conversation. However, there are only about 5 schools provide such specific courses for bilingual and international program students, whereas only one on one coaching available with hourly charge rate.

Hence, we can conclude from the above excerpts that there is a surge in English language and programs used English as a medium of teaching as more and more students and parents are aware the importance and benefits English language and vast opportunities it provides to stakeholders.

This has resulted in accordance with the suggestion by Kasikorn Research Center (2018) that in an increasingly dynamic and competitive environment, tutoring school providers need find ways and look for strategies to attract new students and retain the existing students, to influence learners or related parents to have an interest in their services.

1.4 Competitive Advantage

Competitive advantage can be defined as an attribute that allows an organization to outperform its competitors. Competitive advantage involves managing the entire value system in compassing the value chains of the firm, suppliers, channels, and buyers. "A firm is said to have a competitive advantage when it is implementing a value creating strategy not simultaneously being implemented by any current or potential player" (Barney 1991 cited by Clulow et al.2003, p. 221). Creating value is seen as an important element of competitive advantage which ensures an organization gains sustainability in the long run. Competitive advantage is the leverage a business has over its competitors. This can be gained by offering consumers better and greater value which will ensure sustainability of the firm.

Researchers of strategy have long been interested in understanding the reasons which related to competitive advantage. It has led to understanding and analyzing the relationship between a firm's internal and external environment. It is also known as SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, suggesting that firms that use their internal strengths in exploiting environmental opportunities and neutralizing environmental threats, while avoiding internal weaknesses, are more likely to gain competitive advantages than other kinds of firms.

While a numerous study has discussed the importance of different strategies, Porter's competitive strategy remains effective in theorizing and explaining practical contexts in Europe and Asia. Majority of strategic management researchers believe in Porter's generic competitive strategy as a key to a firm performance (Islami et al., 2020; Anwar & Shah, 2021: p. 3). Three well-known generic competitive advantage strategies are cost advantage, differentiation advantage, and focus.

Cost advantage can be explained as a firm operating in such a way that it enjoys economies of scale resulting into lower costs. Organizations used the manufacturing and service process in such a way that it has very effective value producing and processing system which enables it to have advantage over its competitors.

Differentiation advantage can be explained as the ability of the business to differentiate its products and service from the competition in such a way that the customers perceive superior value. This can lead to sustainability and providing superior or different service in the existing market to the same population.

Focus advantage can be explained as a firm operating the business by focusing on the choice of a narrow competitive scope within an industry. The focuser selects a segment or group of segments in the industry and tailors its strategy to serving them to the exclusion of others. The focus strategy has two variants: (a) in *cost focus* a firm seeks a cost advantage in its target segment, while in (b) *differentiation focus* a firm seeks differentiation in its target segment.

1.5 Statement of the problem

Tutoring for the last couple of years has been sluggish due to different factors. It has been reported that the tutoring market has seen downtrend resulted in 5 private tutorial businesses or around 38.16% of the tutorial schools in Lampang have permanently closed their businesses in 2020 (Private Education Promotion Board Meeting Minutes No. 2/2021). There are a variety of reasons, such as the economy, the lesser population of children, the changing university selection pattern, the high competition, and Covid-19 impact. Moreover, technology is playing a major role in the downtrend with more and freer online courses.

Lampang is a town in Northern region of Thailand and is known as an education center of Northern Thailand with various well known schools' operation in Lampang. Due to the current changes in economy and advent of English language, population perception of education has gone through a change and more and more people are aware of the importance of English and its benefits in the long run. This has resulted in more and more students opting for studying courses which are taught in English as a medium of instruction. Hence, there is a need of private tutorial business which can cater to the demand of the changing preference and needs of the population.

a. *Decrease in number of students*: due to the changes in demography and lower birth rate, it has been found that there is a decrease in number of students. In 2019, Lampang was reported to be one among 22 provinces in Thailand to have the critical number of births which is below annual national births despite the growing percentage of aging population within the province which ranked the highest in the country in 2020. This has resulted in decrease in number of students at tutorial business resulting in decline and some schools are operating at very minimal profit.

b. *Increase in competition:* with the advent and adaptability of technology there is increased competition faced by tutoring business by number of freelance teachers as well as online education platform and technology adapted by tech savvy intellectuals. Moreover, the schools themselves are offering after school classes to their current students in hope of getting extra source of income for school operations.

c. *Demand and supply gap:* during our research it was found that there is increase in students studying in schools providing education in English as a medium of instruction both in public schools being support from the government education policy of Mini English Program (MEP) and the private school who see the coming trends as well as the opportunities by open Bilingual or International programs to serve the needs in this segment. However, the supply in tutorial business in Lampang was less or very minimal as most of the tutorial providers just taught in Thai, or general English language courses or TOEIC related courses in Lampang.

To survive the competition and current economic and demographic changes Tutorial schools need to have adapt and change according to the current scenario and have proper strategies to be able to find a market and sustain in the long run. Private tutorial businesses need to understand the importance of English language and adapting as per the need of the consumers to be more competitive and sustain in the long run.

1.6 Research Objectives

A study conducted by Jatute & Thawinkarn (2019) revealed that unlike famous brand of tutorial schools, in an increasingly dynamic and competitive environment of tutorial market in Thailand, small tutorial business who do not have a unique brand or strengths of their businesses would easily face the collapses. Hence, a small tutoring business or general tutorial business or new entrepreneurs have to look at the strategy which can help the school itself to adjust to the current competitive and economic conditions.

Researcher want to have an overview of small sized private tutorial business in Lampang and the underlying business environment. This will enable and assist the owner or entrepreneurs of the

industry to understand the current situation and formulate proper competitive advantage strategy which will enable them to achieve competitive advantage and sustainability.

1. To study the current business environment of small sized private tutorial business in Lampung.
2. To study generic competitive advantage strategies of small sized private tutorial business in Lampung.
3. To provide a good competitive advantage guidance for small sized private tutorial business in Lampung.

1.7 Research Questions

Researcher is curious to know and understand the current tutoring business scenario and the competitive advantage of small sized private tutorial business in Lampung. Moreover, researcher would like to analyze the strategies for small sized private tutorial business to be able to compete and differentiate with major tutorial business in Lampung province. This leads to the following questions:

1. What is the current business environment of small sized private tutorial business in Lampung?
2. Which is the most appropriate generic competitive advantage strategies should be used by small sized private tutorial businesses in Lampung?
3. What can be a good guidance for small sized private tutorial business in Lampung?

1.8 Significance of the study

This paper offers an overview of the private tutorial businesses in Lampung and, more importantly, analyses generic strategies which can enable small tutorial centers to have competitive advantage and sustain in the long run. It has been found that the most of focus are on schools and well-known tutoring centers ignoring the small sized ones and there are very few researches focusing on regional town and cities like Lampung, even though Lampung is seen as an educational hub for nearby towns.

In this research, the researcher is interested in studying business operations, tutoring generic strategies that creates a competitive advantage in the market. In order to combine success in business operations, the researcher is therefore interested in studying the development of Porter's generic strategies to create a competitive advantage for small sized tutoring business in Lamphang. This will be useful in the tutoring business entrepreneurs to get to know the nature of tutoring business including knowledge of the strategies of tutoring business in Lamphang and the research results can be used to create competitive advantage for small sized tutoring business in the future. This paper will try to provide a good guidance for small sized private tutorial business in Lamphang.

The study could also benefit the small sized private tutorial business in regional towns, and second tier cities and towns in Thailand by providing valuable information to people who want to start a tutorial business. In brief, the results of the study will provide important information.

Through in-depth interviews with people associated with the tutorial business will give an overview about the business as well as the current scenario focusing on problems they face. This paper will present opportunities through in-depth quantitative analysis data which will be received from concerned stake holders including students and etc.

1.9 Scope of the study

This research study titled creating competitive advantage of small sized private tutorial businesses in Lamphang province aim to study 1) the current business environment of small sized tutorial school businesses in Lamphang province; 2) Porter's generic competitive advantage strategies; 3) to create competitive advantage guidance for small sized private tutorial business in Lamphang province.

A mixed method approach was employed in this research. Unlike earlier studies conducted on major tutorial businesses and franchises, the current study focuses on small sized private tutorial business. A qualitative study interviewed the top 5 entrepreneurs or executives by numbers of enrolled students that holds tutorial school license under the Lamphang Provincial Office of the Private Education Commission, Ministry of Education in Thailand, academic 2019 in Lamphang province, and offer one or mixed subjects taught to learners. This paper focus on their generic

strategy and their competitiveness. A quantitative study demographic characteristic of students or guardians who are involved in the small sized private tutorial business as well as the tutoring behavior with the total number of 400 respondents. This method focuses on understanding the preferences of students in which generic strategy they prefer that can lead to competitive advantage of small sized private tutorial business in Lampang.

The study was conducted from November 2020 to 30 June 2021, focuses on Lampang region as Lampang is the center of Northern Thailand and pretty well known for its educational institutions and its underlying culture. During literature review it was found that there are very few research papers which puts light on Lampang region and most paper focuses on bigger cities. Hence, the paper focuses on small sized private tutorial business so as to be able to guide them and give an overview on the problem faced which will enable policy maker to have a look on this importance.

1.10 Definition

Private Tutorial Business: refers to a tutoring service facility operated by private or individual holding tutorial school license under the Lampang Provincial Office of the Private Education Commission, Ministry of Education in Thailand, academic 2019. Private Tutorial Business excluding education institutions owned and operated by franchise, offer one or mixed subjects taught to learners with different education levels which charge by an hourly fee or per course of study located in Lampang Province.

Small Sized Business: According to the Small and Medium Enterprises Promotion. Act, B.E. 2543 (2000, as amended by The Small and Medium Enterprises Amendment Act (No.2), B.E. 2561. (2018) and Section 5 paragraph 1 defined 'Service business, wholesale business or retail business with the number of employments not exceeding 30 personnel or having annual income not exceeding 50 million baht'. Therefore, in this research small sized business refers to the private tutorial provider holding a school licensed under the Office of the National Primary Education Commission, that operates the business in Lampang Province with the number of classrooms less than 5 rooms as well as the number of students are less than 150 students.

Generic Competitive Advantage Strategies: refers to the competitive advantage strategies of Micheal Porter (1985) consist of three factors: 1) the general focus of *Differentiation*-led organizations is to make their products different or more attractive than any other within the industry to achieve a competitive advantage. There has been a significant difference in the quality of teaching and learning services. A good image of the organization is created to encourage students to have a positive attitude and demand for services for success; 2) *Cost Leadership* strategy generally consists of an organization attempting to gain a market share by appealing to cost-conscious or cost-restricted customers or consumers. Therefore, it is the aim of the organization to become the **lowest-cost producer** in their chosen industry; 3) *Cost-focus* refers to organizations who seek to develop a lower-cost advantage, while in a *differentiation-focus* strategy, the organization will look to develop product or service differentiation but only within a small market segment.



Chapter 2

Literature Review

In this chapter, the researcher reviewed literature related to tutorial as well as competitive strategies. The research focused on how small sized tutorial in Lampung can apply the generic strategies in order to gain competitive advantage in among the bigger players in Lampung. The chapter comprised competitive advantage theory, tutorial business operation, characteristics of entrepreneur and students, empirical review, and conceptual framework.

2.1 Competitive Advantage

Competitive advantage is a well-known term in Business and few understand it well. It can be simply explained as the leverage a business has over its competitors which can be in different forms and can be achieved by offering clients better and greater value. If consumers perceive value related to a product or service it can produce a competitive advantage in either the product or service. Competitive advantage can also be explained as an attribute that allows an organization to outperform its competitors and sustain in the long run.

Competitive advantage is what sets a business apart from your competition and it can be its products, service, location, promotion or the goodwill. Porter (1985) defined the two ways in which an organization can achieve competitive advantage over its rivals: cost advantage and differentiation advantage. Cost advantage is when a business provides the same products and services as its competitors, albeit at a lesser cost. Differentiation advantage is when a business provides better products and services as its competitors. In Porter's view, strategic management should be concerned with building and sustaining competitive advantage

2.2 Strategy and Competitive Advantage

Business strategy development is concerned with matching customers' requirements (needs, wants, desires, preferences, buying patterns) with the capabilities of the organization, based on the skills and resources available to the business organization, leading to the issue of core competence (Holmes & Hooper, 2000). Competitive advantage involves managing the entire value system in

compassing the value chains of the firm, suppliers, channels and buyers. The importance of the value system to competitive advantage is manifested by the prevalence of clustering (Michael E. Porter, 1990). Competitiveness is about the way how production and exchange of goods and services can be made more advanced. Firms' sophistication lies at the heart of competitiveness because the firm is at the level at which wealth is created and competition occurs. However, firms' productivity is inextricably interknit with the environment in which they operate. This is what makes the improvement of competitiveness dependent on the government and other societal institutions (World Bank: 2009).

Porter's approach to competitive strategy (1980) and competitive advantage (1985) included the development of three generic strategies that could be used either individually or in combination to outperform competitors.

2.3 Miles and Snow Strategic Typology

Profitable and good business performance is a necessary for an organization to achieve a sustainable competitive advantage and compete with its peers in the market. In order to gain sustainable competitive advantage an organization needs to develop dynamic capabilities that are valuable, rare, inimitable, and non-substitutable in support of their business strategy (Barney, 1991). Over the last three decades, the strategic typology posited by Miles and Snow (1978) has received widespread general acceptance within the fields of strategic management and organizational theory (Hambrick, 2003). The typology's longevity and brilliance are attributed to its innate parsimony, industry independent nature, and that it corresponds with the actual strategic positioning of firms across a multitude of industries and countries (Hambrick, 2003). Their typology involves four strategic types: defenders, prospectors, analyzers and reactors.

1. *Defenders* are organizations which have narrow product-market domains. Top managers in this type of organization are highly expert in their organization's limited area of operation but do not tend to search outside of their domains for new opportunities. As a result of this narrow focus, these organizations seldom need to make major adjustments in their technology, structure, or methods of operation. Instead, they devote primary attention to improving the efficiency of their existing operations.

2. *Prospectors* are organizations that almost continually search for market opportunities, and they regularly experiment with potential responses to emerging environmental trends. Thus, these organizations often are the creators of change and uncertainty to which their competitors must respond. However, because of their strong concern for product and market innovation, these organizations usually are not completely efficient.

3. *Analyzers* are organizations that operate in two types of product-market domains, one relatively stable, the other changing. In their stable areas, these organizations operate routinely and efficiently through use of formalized structures and processes. In their more turbulent areas, top managers watch their competitors closely for new ideas, and then they rapidly adopt those that appear to be the most promising.

4. *Reactors* are organizations in which top managers frequently perceive change and uncertainty occurring in their organizational environments but are unable to respond effectively. Because this type of organization lacks a consistent strategy-structure relationship, it seldom makes adjustment of any sort until forced to do so by environmental pressures (Miles & Snow, 1978: pp. 29 cited by Gimenez, n.d.; Aungkana, 2019).

2.4 Porter's Generic Strategies

Michael E. Porter (1990) mentioned that this is a strategy to create a competitive advantage through the method of achieving the best product quality. Providing services to consumers where the cost is lower than competitors, has more suitable location or other that can perform better than competitors. There must be a difference in three areas: a low-cost leadership strategy, differentiation strategy and focus or niche strategy.

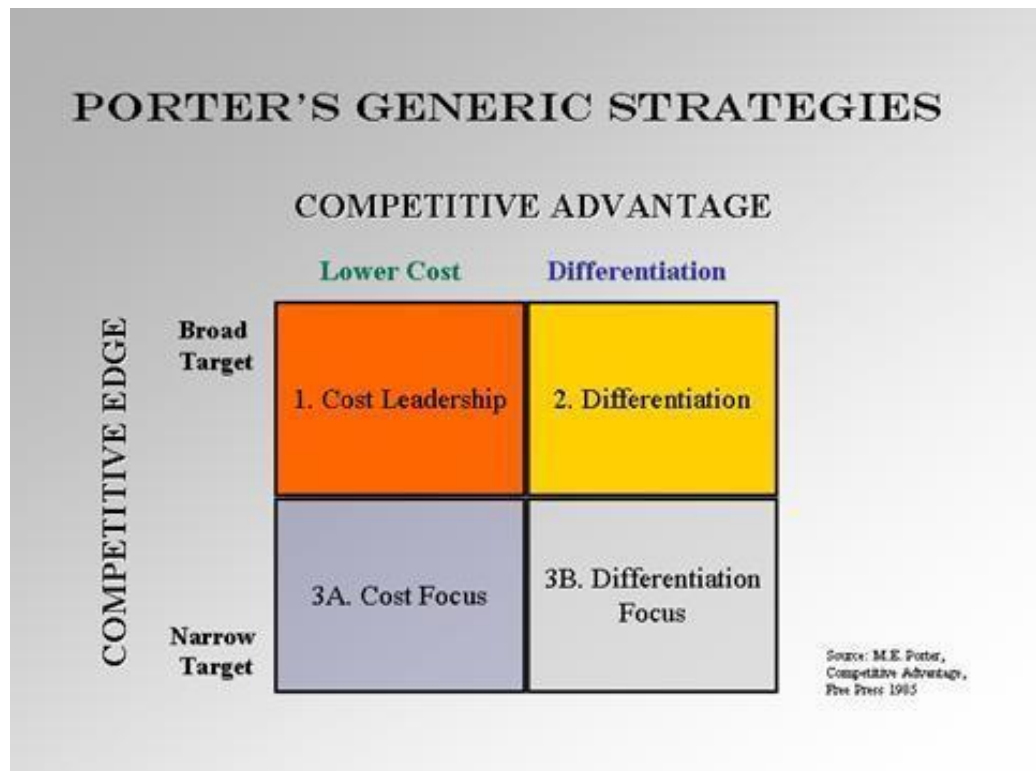


Figure 1 Porter's Generic Strategies

This figure illustrates the strategy of competitive advantage by M.E. Porter (1985).

These strategies are overall cost leadership, differentiation and focus on a particular market niche. Each strategy is examined briefly below.

2.4.1 Cost Leadership Strategy

Cost leadership entails being the lowest cost manufacturer or provider of services for a given quality level. Micheal E Porter (1985) suggested that such a strategy is characterized by tight control of costs and overheads, minimization of operational costs, reduced labor costs and reduced input costs. Competitive advantage for a service organization comes from offering the cheapest service. As Porter (1996) points out, cost is generated from activities and cost advantage arises from performing particular activities more efficiently than the competitors. As Pearce et al (2005), business success build on cost leadership requires the business to be able to provide its product or service at a cost below what its competitors can achieve.

A product's price should be such which should attracts its customers and provide value for money in the market. Firms and companies use various pricing strategies which are Cost based pricing penetration pricing and price skimming. Price of a product price has to offer value for money, or it would be out of reach of its target market.

2.4.1.1 Relationship between Cost Leadership Strategy and Competitive Advantage

According to Pearce et al (2005), a cost leadership firm depend on some unique capabilities to achieve and sustain their low-cost position. Hashem Val pour et al (2012) concluded that Cost leadership strategy takes place through experience, investment in production facilities, conservation, and careful monitoring on the total operating costs (through programs such as reducing the size and quality management). It has been found that the low-cost leaders excelled at reducing and were more efficient in handling finance. Pearce et al (2005), further argued that such a company maximizes on economies of scale, implement cost cutting technologies, stress reductions in overhead and in administrative expenses and use of volume sales techniques to propel themselves up the earning-curve. The main objective of low-cost leadership strategy to reduce overall cost when compared to its competitors. Accordingly, Michael E Porter (1985) suggested that cost leadership firms need to control costs tightly, refrain from incurring too many expenses from innovation or marketing and cut prices when selling their products. It has been often argued that for a firm to compete with is rivals on cost they should involve activities such as capturing all economics of scale, operating facilities at full capacity.

It has been often seen that a company may attain cost leadership, but it may not hold onto that lead for long due to various reasons. Moreover, smaller firms will find it hard to compete with larger firms with cost leadership due to their characteristics and other constraints. Moreover, it should be noted that cost leadership strategy does not work in every industry and business e.g.: luxury goods, arms and ammunition. Cost leadership strategy works well and can be provide strong competitive advantage in countries, regions, markets where consumers are value conscious. According to Janak et al. (2018) People who are value conscious tend to be more price conscious and focus on get- ting the best value for their money by comparing the price of the product from different manufacturers.

2.4.2 Differentiation Strategy

Differentiation entails offering a product or service that is perceived as unique throughout the industry and as such offers unique attributes that are valued by customers. As Michael E Porter (1985) states, in differentiation, this uniqueness may permit the organization to charge premium prices for its products and/or services. To succeed the increased income generated from higher prices must cover the cost of offering the unique product or service. Possible strategies for achieving differentiation include warranties, brand image, features, service and quality and value. As with most services, unique attributes cannot be patented, and a differentiation strategy is always open to imitation by competitors. Other dangers include changing customer tastes and changing legislation. Porter (1996) argued the longer it takes for a competitor to respond to a particular comparative advantage, the greater the opportunity for a firm to capitalize on the sustained advantages and to create new ones. Collis & Montgomery (2008) points out that differentiation is the ability to provide unique and superior value to the consumer in terms of product quality, special features or after sales service. He observed that differentiation allows a firm to command premium price and this leads to superior profitability so long as costs are comparable to those of competitors.

2.4.2.1 Relationship between Differentiation and Competitive Advantage

Differentiation is when a firm or brand outperforms rival brands in the provision of a feature(s) such that it faces reduced sensitivity for other features (Byron & Dawes, 2001). Pearce et al (2005) pointed out that differentiation strategies are designed to appeal to customers with a special sensitivity for a particular product attribute. Fitzroy et al. (2016) argued that differentiation involves offering a product with features or characteristic that make it different from the competitive offerings and for which can charge a premium price. It has been well researched that firms and companies that there can differentiate offerings through different ways and using different tactics which can quality, design, delivery time innovation, technological excellence.

Alex Douglas et al. (2010) mentioned that Michael E Porter (1985) differentiation strategy theory is dependent upon an organization developing unique service aspects that cannot easily be imitated by competitors to achieve sustainable competitive advantage. However, as Porter (1985) warned, differentiators may be neutralized by changes in legislation and unique service attributes

cannot be patented, as such a differentiation strategy can be imitated. Nevertheless, such things as cost, time and effort can be a barrier to many organizations when it comes to following innovative technological advantages and the implementation of externally validated frameworks for operational improvements, and it is these barriers more than anything else that may allow differentiation strategies to be sustainable at least in the medium-term.

2.4.3 Focus Strategy

Focusing on a particular market niche involves concentrating on a narrow customer or product segment. The basic premise is that by concentrating on a particular segment an organization can achieve either a cost advantage within a limited market or differentiation based on meeting customer requirements. This strategy is best suited to situations where customers have distinctive preferences or specialized needs. Pearce et al (2005) argued that, focus strategy allows some business to compete on the basis of low cost, differentiation and rapid response against their competitors. According to Weber and Polo (2010), a firm is able to better serve customers that were not properly served by firms in the broad market, but it must resist the temptation to expand sales to other segments and lose focus. According to Baltzan Paige (2008), a focus strategy concentrates on either cost leadership or differentiation. Johnson et al. (2008) arguably that a focus differentiation strategy provides high perceived product/services benefits typically justifying a substantial price premium usually to a selected market.

2.4.3.1 Relationship between Focus strategy and Competitive Advantage

Baltzan Paige (2008) states that a focus strategy concentrates on either cost leadership or differentiation. They further stated that firms employing Focus (cost leadership) strategy may focus on a particular buyer segment or a particular geographic segment. In the differentiation focus strategy, a business aims to differentiate within just one or a small number of target market segments. Focus strategy identifies the market segments where the company can compete effectively. Focus strategy should match market characteristics with the advantages in the related market so as to able to focus of the company's resources in order to create value and sustainability in the long run.

A differentiation focus strategy involves marketing a unique product to a specific market segment, (Baltzan Paige, 2008). The special customer needs of the segment mean that there are opportunities to provide products that are clearly different from competitors who may be targeting a broader group of customers. Companies following focused differentiation strategies produce customized products for small market segments. They can be successful when either the quantities involved are too small for industry-wide competitors to handle economically, or when the extent of customization (or differentiation) requested is beyond the capabilities of the industry-wide differentiator. The important issue for any business adopting this strategy is to ensure that customers really do have different needs and wants - in other words that there is a valid basis for differentiation - and that existing competitor products are not meeting those needs and wants.

In conclusion, competitive advantage means creating an advantage by employing different strategies to overcome competitors in the same business. There are three principles of using competitive advantage: 1. Cost leadership 2. Differentiation 3. Focusing on specific areas. Based on these theories and building on previous research on competitive advantage strategies, the research question and objective are as follows:

Research Question 2: Which is the most appropriate generic competitive advantage strategies should be used by small sized private tutorial businesses in Lamphang?

Research Objective 2: To study generic competitive advantage strategies of small sized private tutorial business in Lamphang.

2.5 Business Context and Current Environment of Tutorial Business in Thailand

The Thai University Central Admission System (TCAS) is set to replace the current central university admission system (CUAS) which effectively applied since 2018. The new system has been designed to prevent students from applying to various institutes and reserving places, which they previously often failed to take up. The new set-up prescribes five rounds of recruitment. Applicants who have already got a seat from a previous round will not be allowed a seat in a further round. The first round is based on students' portfolios. The second features a quota system with applicants required to submit scores from the Ordinary National Education Test (Onet), the General Aptitude Test (Gat), the Professional Aptitude Test (Pat) and probably other tests that universities deem

appropriate. The third round involves a direct admission system shared by partner institutes, while the fourth round features a scores-based joint admission system, and the fifth round is a direct admission system offered by institutes that still have seats left (The Nation, 2017). When the admission system to study in higher education institutions in Thailand has changed the academic learning in the classroom may be insufficient or inconsistent with criteria for evaluation of the higher education institutions where students wish to study, the uncertainty of the admissions system, the main changes school formula, problem inconsistencies in subject content in each school. As a result, learners find alternatives to build self-confidence. Values in tutoring based on the belief that the tutorial can provide better grades and help them to be able to pass the entrance exams to the desired universities (Nanthachomphu, 2017).

Nevertheless, the educational competition in Thailand is currently increasing greatly among all ages from the kindergarten to higher education levels because parents and others do not believe that school education is sufficient to prepare their children to be able to compete with others. The parent sends the children in attending tutorial classes since the beginning of the school year. Therefore, the tutorial in Thailand play an important role in the educational system. (Ratchakhom, 2016 cited in Kunkanlaya, 2011: 9) The word "tutoring" has therefore played a role in life of students' as well as their parents. This phenomenon led to the word that has been spreading in the academic society. The study provides the meaning of the subject in the following ways.

2.5.1 Definition of Tutorial School

Tutorial schools are classified as non-formal schools. One category under section 15(2) of the Act the National Education Act B.E. 2542 (1999) and amended (No. 2) B.E. 2011 has given the definition of a tutoring school as it is a school that it was established with the purpose of enhancing the knowledge of certain subjects according to the basic principles, which is a non-formal school that is an educational school with flexibility in its determination. Objectives, formats, methods of education duration of study measurement and evaluation, which is a condition of the study (Nanthachomphu, 2017: p.3).

According to Naparvadee Chainaken (2018) describes that tutoring is a content instruction teaching according to the curriculum accredited by the Ministry of Education. It is the study on a regular course in the classroom or in addition to building understanding or reviewing the content of the

lesson with the objective of achieving education based on the needs of each learner. Likewise, Tanavit Imyim (2020) tutoring meant additional learning outside of learning or studying outside school hours with a goal clear, whether it is a need to increase knowledge for competitive exams or studying to increase grades including studying for need advance knowledge from school. There are 3 types of tutoring classes which are: 1) shortcut type by studying only on subjects that are weak or required in the oscillating period; 2) transitional type open to teach only for time or only most of them open summer school. The semester closes for a period of 15-40 days; 3) year-round category is offered according to the Ministry of Education curriculum, but allows students to choose supplementary courses in the subjects that used in competitive exams.

Therefore, it can be clearly concluded that the tutoring is an additional academic content from the study in regular days in schools with the purposes for correcting, diminishing, or building cognition to have more understanding in lessons learnt, and the preparation for the examination of the desired educational institution.

2.5.2 Tutorial Business Characteristics

Various studies showed that entrepreneur demographics and firm characteristics are also key determinants of small-scale business success. From the perspective of firm characteristics, length of time in operation, type of industry, and ownership are important factors that affect the performance of small-scale businesses (Smallbone et al., [1995](#); Westhead [1995](#) cited by Essel et al., 2019; Sari et al., 2021).

There are various types of tutorials that depends on the focus of the providers who want focus on what matters most. Tutoring class environment is also different (Ratchakhom, 2016 cited in Hawat Bunsang, 2011: 30-31), including (1) improving students who are weak or absent to study for additional content than those in class; (2) supplementary learning for learners who study better than their classmates to study content that is more intensive than what is learned in class; (3) conditioning for weak learners age or maturity is less than others to prepare knowledge and readiness in various fields; (4) corrective learning to correct errors in existing knowledge; (5) accelerated learning to study the content of the class; (6) Specific learning for people with special interests to meet their own interests; (7) extra learning to correct flaws that have or satisfy one's

interests and; (8) tutoring for learning to complete the curriculum. Therefore, tutoring is learning for those who think they are absent or are not ready to learn to catch up with others.

Ratchakhom (2016 cited in Hawat Bunsang, 2011: 30-31) also revealed about tutorial school services in Thailand offered various courses from primary school levels (Grade 5-6), secondary school levels (Grade 7-9), senior high school class (Grade 10-12) to Bachelor degree level students. Mixed course subjects are the most popular among the majority of all educational levels. There is an emphasis on the subjects including Mathematics, Science, Physics, English, Thai and Social. The tutorials are often provided first lesson to lay the basic knowledge for the lower educational level and then adding more intensive knowledge as well as preparing learners for the examination. Often, the content is taught to meet the need of students by emphasizing of understanding and cultivating the parts that they are lacked or need to constrain. Tutoring schedule is often held on the after-school day for 2-4 hours, on weekend class is on morning or afternoon time, as well as during semester break.

High school students choose to study subjects from a particular tutoring school that are well-known on their expertise and the high reputation. The students will study more than 1 school such as chemistry class at School A and studied English class or another subject at another tutorial school. For those who attended 4 subjects from 4 schools would have spent from 2,500 baht up to 10,000 baht per course or per subject but most often found in the range of 2,000- 3,000 baht, the average is 40-120 baht per hour. In the case of purchasing a package course would spend around 2,000- 3,000 baht per subject, depending on the style of learning, i.e. if taught directly from the teacher will have to pay more than through the video.

In conclusion, the characteristics of teaching services which are offered by tutorial in Thailand consist of mixed subjects' course as well as a particular subject course in accordance with each business policy. They mostly offer a short course in order to meet the needs of students with different learning objectives. The price fee will depend on the learning style or current economic situation. Hence, the tutoring business operator must adjust the strategy which allow them to be able to stay under the changing economic situation and the competition in the tutoring business.

Therefore, the tutoring business operator must strive themselves to develop strategies for gaining competitive advantage and to create opportunities for the tutoring business.

2.5.3 The Entrepreneurial Characteristics

Characteristics contain a sense of positive qualities that a person has, a person's reputation and an eccentric personality that makes it interest. Various studies revealed that characteristic of entrepreneur played an important role on ensuring the business success in SMEs. Small businesses' chance of survival and performance depend on the education and experience of the entrepreneur (Dimov & Shepherd, 2005; Martin et al., 2013 cited by Essel et al., 2019).

Li (2009: pp 3-5) distinguishes the individual characteristics of its business into three categories and calls it entrepreneurial characteristics:

(1) *Demographic characteristics*, such as gender, age, ethnicity, and parental background that are generally associated with the success or absence of a company. Entrepreneurs required specific characteristics for performance and these factors reflect the competency of the entrepreneur to success (Essel et al., 2019).

(2) *Psychological characteristics* and entrepreneurial behavior, such as achievement motivation, self-control, courage to face risk, creativity, and innovation, which affects decision making to start-up, sustainability and success of the business;

(3) *Human capital factors*, such as education level, working experience, business opening experience, skill and technical training, and entrepreneurial network or social relations, which influence entrepreneurial ability in accessing information and business capital for successful business.

From the perspective of firm characteristics, length of time in operation, type of industry, and ownership are important factors that affect the performance of small-scale businesses (Smallbone et al., 1995; Westhead 1995 cited by Essel et al., 2019). Moreover, their study results found out that entrepreneurs' characteristics have significant effect on business success of SMEs. Small-business owners must have a missionary zeal about their products or services, be willing to be

personally involved in it, be willing to stick with the business, be able to define the market clearly and pay attention to details.

Based on the above reviewed, a researcher proposed to categorize the factors that influenced small-sized tutorial businesses in Lampung into two sub-groups: demographic characteristics of entrepreneur (working experience and position), tutorial business characteristics (length of time in operation, type of sector, business ownership type, subjects, teaching methods, number of students, number of personnel).

2.6 Analysis of External Environment

Small and Medium Enterprises (SMEs) face unique challenges in the business environment which can be related to their characteristics and the relevant environment they operate. In order to sustain and compete they need to successfully deal with the external environment in order to survive and meet the expectations of its valued customers. The external environment consists of the macro environment and micro environment, which both affect the performance of SMEs. External micro environment is an environment that has a direct influence on the activities of management of providers, competitors, subscriptions, banking institutions and others. External macro environment is an environment that has no direct influence, such as economic conditions, changes in technology, politics, and social matters (Handoko, 2011 cited by Rita Syntia & Miswar Budi Mulya 2018).

External environment analysis is vital to an organization as it lays the foundation to strategies along with the very existence of the organization. Morgunova and Bolkina (2021, p.2) explained that, analysis of the external environment is the initial process of strategic management, as it provides the basis for determining both the mission and goals of the organization, and for developing strategies of behavior that allow the organization to fulfill the mission and achieve its goals. It is widely accepted that Thailand is going through demographic changes which can affect the tutorial business hence, businesses should analyse the underlying environment changes so as to able the align with the foreseeable changes.

Heather C. Banham (2010, p. 4) the changing demographics and the challenges to SMEs in attracting and retaining skilled workers was identified as their number one challenge in the Small Business Roundtable report (October, 2005). It is a well-known fact that early warning signs in the external environment are not always apparent to small business owners. Technological change is very much prevalent and adaptability to technological changes can be a game changer for Small sized businesses. It has been found that the small-scale business tends to abstain from investing in technology as the investment can be high. Hence, they need support from external economic mechanism, like government funding and other favorable regulatory environment.

There we can conclude that successfully adapting to external environment factors like demographic changes, technological advances, and favorable regulatory environment can play a major role in sustainability of small-scale businesses and help them to gain competitive advantage.

2.7 Lampang Small Sized Tutorial Business

The analysis results revealed that the trend of saturation of the industry has more because there are new entrepreneurs entering the industry is constantly increasing. Whether large and small, including individuals but the number of students at each level in Lampang Province has decreased. Thus, making the supply line tendency higher than demand but still found that students and parents are continually interested in tutoring schools.

Lampang Province is a province with many schools located in Muang District. Therefore, there are large schools from Bangkok to set up several branches such as The Brain teaches Physics and Mathematics, Wannasorn Tutorial School teaches chemistry, Da'vance teaches Thai and Social, EQ House teaches English, Kumon focus on mathematics. There are also tutoring schools owned by entrepreneurs in Lampang Province, such as Dew Drop, teaching all subjects, Lampang Education Center by Teacher Somphoj and Ban Pee Ball School. London House teaches English, Nathorn School teaches all subjects, etc.

It can be seen that in Mueang District, Lampang District, there is a very high competition in the tutoring school business. Some institutions have increased marketing from the previous years. The

period when the tutoring school is open during the semester will be taught on weekdays by open after school starts around 5:00 p.m. and Saturday-Sunday will start around 8.00 a.m. Mathayomsuksa 6 students study tutoring to prepare for the university exams. For students at other levels, they will be tutoring to grade their students. During school holidays, parents and students themselves tutoring in advance to make good use of their free time.

Most of the tutoring schools in the province are courses that teach general courses to Thai curriculum students. Which courses focus on bilingual learners' international courses are few while the number of students in this course has increased. Both public and private schools are increasingly opening language-specific courses. Parents also recognize the importance of job opportunities. Future descendants that imply that tutoring school businesses still have the possibility to gain market share in the existing tutoring school business. But it must make a difference in the business to be featured, especially small sized tutorial' businesses. The factors that measure the success of the business are the competence, attentiveness of the teachers, and the service of the employees. Having a systematic management process having a course the teaching is consistent with the selection examination, has good teaching materials and a suitable location.

The current general environmental analysis of many factors is beneficial to business, such as the recruitment process for higher education. With direct reception enabling the tutoring business to expand the market base to offer courses in specific subjects or can focus on tutoring of each university, tutoring school tax exemption, tutoring school business does not fluctuate according to the economic conditions, all these factors have good opportunities for business the factors that affect the business such as the minimum wage policy of 300 baht, the choice of admission to higher education. There are more opportunities for students to study whether course International or private universities would affect the business in terms of cost and number of users (Waraporn al et., 2015). Based on these literature reviews above on tutorial business environment and operation, the research question and objective are as follows:

Research Question 1: What is the current business environment of small sized private tutorial business in Lamphang?

Research Objective 1: To study the current business environment of small sized private tutorial business in Lampung.

2.8 Demographic Characteristics of Students

Siddhartha Aradhya a researcher from Stockholm University, describes on 30 October 2020, that demography is the study of human population with respect to size, composition, spatial distribution, and changes in the population that occur over time. There are several demographics factors that can affect a business. Demographics are various traits that can be used to determine product preferences or buying behaviors of consumers.

The characteristics of the customers or personal factors, which are one of the factors that affect the purchase decision-making process of a consumer Kotler (2012, p. 116). and in accordance with Siriwan Sereerat (2003, pp. 199-201 cited by Wootmongcolpanit, 2016) mentioned that personal factors such as age, family, occupation, education, all result in different demands for goods and services lead to different decision-making processes. The characteristics of the customers are defined by the demographics including age, gender, income, education, marital status, employment, geographical location (Jim Woodruff, 2019). The demographic statistics can be used to analyze the target group of goods and services. It consists of the following factors:

1.) *Gender Needs and Preferences:* Different experiences, attitudes and perceptions between genders will cause different consumer behaviors to differentiate the behavior of consumers in purchasing goods and services to meet their needs. Males and females have entirely different needs and preferences that affect their buying selections of products and service. Products or services are made to appeal to specific genders. Sometimes products or services are targeted toward both genders. According to Moyer (2003) women were predicted to prefer collaborative classroom environments to individual or competitive classroom environments and males were predicted to prefer competitive/individual over collaborative classroom environments. More concretely, boys are more inclined to traditional teaching contents, while girls show much less inclination towards such contents (Purković et al., 2020).

2.) *Age Defines Market Segments:* Age also defines market segments. The behavior of consumers with different age ranges will have the characteristics of purchasing goods and services

to meet different needs. In education, ages are classified relevant to their educational level, for example, according to an education in Thailand is classified into 4 levels, Kindergarten are aged between 3-5 years old, Primary level are aged between 6-11 years old, High School are aged between 12-14 years old, and Secondary High School are aged between 15-17 years old, and those aged above 17 years old are considered in higher education level such as Bachelor's degree or Master's degree etc. Therefore, the age difference has a positive effect toward students' preferences which also confirmed by the study by Purković et al., (2020) on age and gender differences between pupils' preferences in teaching general and compulsory technology education in Croatia revealed that younger pupils are mostly satisfied with the lessons, while older ones expect more modular teaching. Consumers' preference for certain products and services changes with age.

3.) *Education Influencing Perceptions:* the level of education influences consumers' perceptions of the things around them and affects the degree of research before making a purchase. Consumer behavior at different educational levels will have the characteristics of purchasing goods and services to meet different needs with because they have gone through a different learning process. Higher educated people will take more time to become better informed before spending their money. Highly educated consumers are more skeptical of advertisements and question the information being presented. For instance, in tutorial classes, the study of Wootmongcolpanit (2016) showed that students who are in Mathayom 6 were more likely to study more hours than those who are in lower education levels as for competing in entrance examination as the main reason while other levels study for improving their school grade outcome.

4.) *Curriculum:* the term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and

readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Referring the study by Morakot Yimniyom (2016) on factors affecting secondary students' decision making to attend tutorial schools revealed that most of the students give importance to the curriculum in tutorial courses with diversity and up-to-date and in learning context as well as being widely accepted in the society. According to the recommendation in the study by Ann Redhead (2016) mentioned that a school curriculum and its subject should be improve in order to help high school students succeed in their desired universities.

5.) *Effect of Geographic Location:* the geographic location of the consumer makes a difference. People who study in big famous schools located in the town center may not buy or use the same products or services as some students who study in smaller sized schools located in suburb areas. In the same way, If the tutoring business has many branches located in an easy to find place and located in the vicinity of the facilities such as restaurants, convenience stores may be a factor that provides students with convenient access to the services of a tutoring institute due to the fact that there are many branches to choose from and the surrounding facilities that are easily accessible when going to study (Wootmongcolpanit, 2016: P 92). In China, parents compete for high-quality educational opportunities for their children and better educational opportunities lead to better academic performance. Parenting behavior and educational support for their children could cultivate children's learning habits and affect academic performance. We also find urban students' academic performance are more heavily affected by their families' socioeconomic status compared with rural students (Li & Qiu, 2018).

6.) *Effect of Income on Buying Decisions:* income has a significant effect on consumer behavior and product decisions. Different income levels will cause the attitudes and behaviors of consumers to choose goods and services to meet their needs differently. Consumers in the same income level tend to have similar purchasing behavior for certain goods and services. Regarding family income towards tutorial business, the study by Morakot Yimniyom (2016) on factors affecting secondary students' decision making to attend tutorial schools in Muang district, Nonthaburi revealed that

most students chose to participate in tutorial classes were family incomes because the cost of some specific courses was very expensive.

Demographic changes and its analysis are important to identify problems and community needs, assess alternative courses of action, and allocated available resources to achieve goals and objective. Richard Eng (2019) found that educational reform, declining birth rate, and technological advances have brought challenges for tutoring businesses. Hence tutorial businesses have explored new markets and changed the mode of operation to increase student-intake and cut costs. Pandey Janak et al (2018), “Most importantly the new generation with access who more information and internet. A more thorough understanding of the consumer perceptions and preferences would not only help them retain their existing consumers, but also gain market shares.

It is expected that due to the changing demography and preference of consumer whereby they prefer online classes which can be related to the current covid 19 pandemics, tutorial will provide more online courses for learners and there will be adaptability of technology in a big way. Also, we may see a new kind of “star” tutors catering not to local mainstream school students but to their local international school counterpart’s substantial reliance on top tutors may adversely affect the business and profitability of the company if any of these tutors stops providing services.

2.8.1 Customer Purchasing Decision Process

Kotler and Keller (2012) suggest that the purchase decision-making process can be divided into five stages as follows:

(1). *Problem Recognition*: Introduction to a problem or need is the starting point from where purchasing decision making starts. The need may arise when the buyer feels any external or internal stimuli that encourage him to recognize the need.

(2). *Information Search*: In the second stage consumers seek and collect information as much as possible linked to their needs being affected by external or internal stimuli. A source of consumer information can be classified into four groups, namely private sources, commercial sources, public sources, and experimental sources. Through the collection of information obtained from various sources, consumers come to know about different products their substitutes in order to be able to evaluate an alternative or make a decision to accumulate the product.

(3). *Evaluation of Alternative*: After gaining and accumulating lots of information regarding a product or service, consumers will process this information to arrive at a final selection. There are many processes of evaluation or assessment of consumers towards the product. However, the latest model is a cognitive orientation that sees consumers as a maker of considerations regarding products mainly based on rational considerations and standards.

(4). *Purchase Decision*: If the decision is to buy, then the consumer must take a decision regarding the brand, price, seller, quantity, time, and manner of payment purchase. There is exception the purchase decision process and mainly in case of necessities like food, water etc.

(5). *Post Purchase Behavior*: After purchasing and consuming a product, consumers will gain and experience the satisfaction or dissatisfaction linked to the product. If consumers gain the satisfaction and perceives positive value related to the product. His/her attitudes toward the product will be stronger and consumer will obtain the product again.

Based on the above reviewed, a researcher proposed to categorize the factors that influenced small-sized tutorial businesses in Lamphang province into six (6) variables including age, gender, education, current school area, curriculum, and family income.

Hypothesis 1: *Characteristics of students/guardians have a positive influence on generic competitive advantage strategies preferences for competitive advantage of a small sized private tutorial business.*

2.9 Empirical Review

The researcher has conducted some research related to the study creating a competitive advantage of small sized tutorial in Lamphang Province. It was found that there are studies conducted similar to the purpose of this research which can be summarized as follows.

2.9.1 Demographic of Students towards Decision Making on Selecting Tutorial Business

In today's globally developed knowledge-based society, in which education is an indispensable condition for success in life. Private tutoring is becoming a real phenomenon that has a tendency to expand and deepen social competition.

Understanding of the demographic profile of students is essential for strategic planning. It is an important part of the effort to improve product and service quality which results in competitive advantage for the business. Hence, this section reviews the major key variables in demographics such as age, gender, education level, curriculum, school location, and family income. This research studies in the domain of the students who are the customers of tutorial business.

The study conducted in Lampang province by Kittika Wongma (2013), on behavior of secondary school students towards selecting tutorial schools in Lampang indicated that the majority of the respondents were female with family monthly income ranged between 20,001-30,000 baht. Her works showed the student's behavior that they formed a small group tutorial class for tutoring with friends and preferred to study at their teacher's tutorial institution with a small group of friends, and Mathematic was the most preferred subject. The majority of students have made their selecting decision by themselves and major reason to attend at tutorial school was to increase their GPA. They preferred to study 1-2 days per week, mostly on Saturday-Sunday with one subject per day. The same study was confirmed by Wootmongcolpanit (2016) studied demographic factors affecting grade 7-12 students' decision in selecting tutorial schools in Bangkok revealed only GPA affected purchase decisions.

Furthermore, another similar study (Nuchma, n.d.) study individual differences in the field of gender, age, education level of students, the total income of father and mother per month and parents occupation affects the decision making to attend tutorial school in Phraharuthai Donmueang school. The results found that study was the high school students of Phraharuthai Donmueang school with gender and the total income of father and mother per month are different affected the decision-making with a different overview. Another study (Phawat et al., 2015) on factors of English tutorial schools influencing the decision on high school students in Songkhla Municipality confirmed that the differences of grade point average (GPA), parents' jobs impacted the decision on high school students to choose the different English tutorial schools. However, their study.

Nevertheless, Yayeri (2014) also found same evidence factors influencing for participating cram schools of public high school students in Songkhla provincial border on personal GPA factor and personal income factor- the parents' gross income lower than 5,000 baht per month and 5,001 - 10,000 baht per month compared greater than or equal to 20,001 baht per month whereas other

factors had no influence such as genders, ages, majors, grades, and schools affected no differences of selecting tutorial schools on high school students.

Moreover, the other factors like teacher, accessibility to tutorial school and nearby facilities, physical environment, and parking area including different payment methods also influenced choice of selecting tutorial school. This consistent with the findings of Kittika Wongma (2013) that students generally selected a tutorial institution where reside near their school. In addition, her works showed more criteria influencing the decision making was a popularity of school and tutors which they searched information from friends, family and acquaintance with an average monthly expense for tuition fee 3,001-4,000 baht.

Jones & Rhein (2018) presented that Thai secondary student have two clear motivations for consuming and engaging in private tutorial education: (1) the belief that tutorial classes will provide them with better educational performance as measured by their grade point average and performance on standardized tests, and (2) a service-driven motivation where tutorial educators provide student-centered learning and personalized education. A few years later, the study done in Czech Republic by Vít Šťastný, Eliška Walterová (2020) showed the influence of school on private tutoring usage found close connection of teacher behavior (especially encouraging students to take private tutoring), school/instructional quality, the implemented curriculum, class size, the availability of fee-free tutoring, partnerships between schools and private tutoring providers, tracking and the socioeconomic status of students, and further contextual characteristics of the school.

2.9.2 Tutorial Business and Competitive Advantage

Competition is the truth which every business must face to exist, and tutoring businesses are no exception. Every parent desire to provide children with the best possible education due to a more competitive global landscape for higher education. Hence, the level of expectation on the tutorial business and their output is becoming more and tougher. This makes it harder for tutoring entrepreneurs to compete in this very competitive market today with ever changing consuming expectations and wants. Therefore, to survive the business there are need to have good strategies not only to be competitive in the market but also to ensure to be able to provide what is needed by the target in a way that they can compete and sustain in the long run.

Tanavit Imyim (2020) explained that business advantage of tutorial schools can be done by focusing on specific part of market segment and then create differentiation, provide fast response to both customers and the changing business environment and cost leadership, respectively. Hence, it can be concluded that tutorial schools can achieve business advantage and gain competitiveness by creating strategy and focusing on the target market through generic strategies like differentiation, cost leadership. The study on tutor characteristic as the mediating role between marketing orientation and business performance of tutorial business in Thailand by Sirimad Ratchakhom (2016) revealed the mediating effect of marketing orientation and business performance of tutorial business in Thailand, tutor characteristics had effect toward tutorial business performance. It can be concluded that tutor characteristics such as knowledge, good personality and experience are important mediating effect of marketing orientations and business performance of tutorial business. Therefore, characteristics of the tutor does play an important role in competitive of tutorial businesses as they are the service and knowledge providers.

Wiwan at el. (2018) worked on the relationship model of performance of the language schools' entrepreneurs in Thailand. He explained that the ability to compete accurately depends on the entrepreneur who can see the influence of the real environment. He further explained that entrepreneurs by seeing opportunities to create innovation, see trends business growth and market diversity. This explains that the characteristics of the entrepreneurs and their understanding of the market plays a major role in competitiveness.

According to Mary Wayua Kilonzo (2014), studied the relationship among the commonly known competitive strategies are the Cost Leadership, Differentiation, Focus and competitive advantage among the firms in the tourism industry in Kenya. The findings proved that Focus strategy has direct and significant impact on the generation of superior profits. Thus, whether a firm chooses to pursue a cost leadership, differentiation strategy or focus, a careful study of the industry attractiveness, market forces and integration of the core competencies will ensure positive organizational performance in an intense competitive environment. Pornpimon Khunthong (2017) found that Differentiation strategy was used for value-added products and services the most. As for cost leadership, it was found that their service prices were set to suit best their target customers. Hence, tutorial business entrepreneurs should be aware of the consumer and set price which suits their target market in such a way that the consumer perceive value.

Tutorial business entrepreneurs should use strategy which suits their target market which can be done by understanding the business environment in which they operate. It can be done by creating things that are not like other tutoring institutions whether it is the introduction of technology media to be used in online teaching or adapting curriculum as per the needs to the clients. Entrepreneurs should incorporate creating something new to learn including the use of media modern equipment into the teaching and learning.

According to the secondary data, it can be concluded that the most influential competitive advantage for marketing success in tutorial business is differentiation strategy followed by a specific market focus strategy and the side that has the lowest influence is cost leadership. Based on these theories and empirical reviews from previous research on competitive advantage strategies of tutorial businesses, the third research question and objective are as follows:

Research Question 3: What can be a good guidance for small sized private tutorial business in Lampung?

Research Objective 3: To provide a good competitive advantage guidance for small sized private tutorial business in Lampung.

2.10 Conceptual Framework and Hypothesis

Research variables has been derived after analyzing various literatures which puts emphasis on strategies and differentiation strategy. One of the well-known concepts on strategy is Porter generic strategies model which is used to get independent variables. Porter's generic strategies explains and outlines that how a business attains competitive advantage in its chosen market.

According to Porter's Generic Strategies model, there are three basic strategic options available to organizations for gaining competitive advantage. These are: Cost Leadership, Differentiation and Focus. Characteristics of a tutorial plays an important role in their competitive advantage. It has been seen those brands like Kumon and We by the Brain have created a competitive advantage which can be related to their characteristics and moreover some tutorial hire well known teacher which alleviated their image in the market and industry.

Organizations that achieve Cost Leadership can benefit either by gaining market share through lowering prices (whilst maintaining profitability) or by maintaining average prices and therefore

increasing profits. All of this is achieved by reducing costs to a level below those of the organization's competitors. Companies that pursue a Differentiation strategy win market share by offering unique features that are valued by their customers. Focus strategies involve achieving Cost Leadership or Differentiation within niche markets in ways that are not available to more broadly focused players.

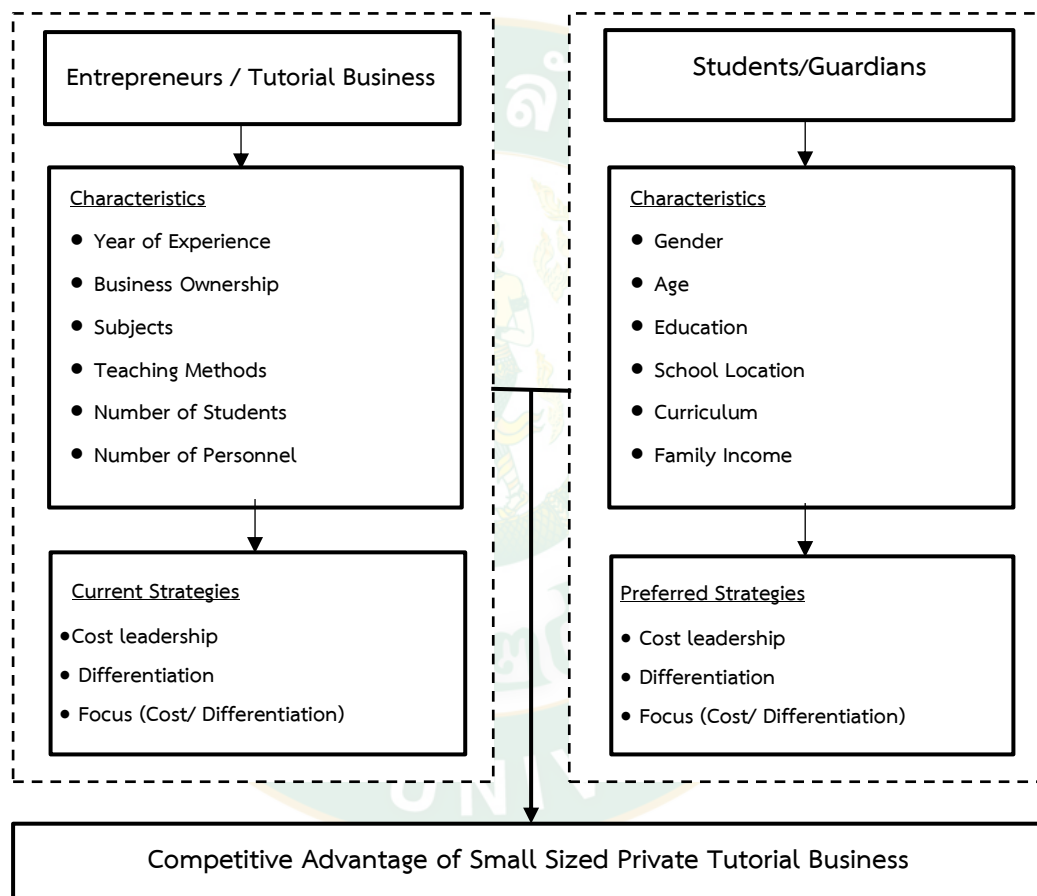


Figure 2 Conceptual Framework

Hypothesis 1: Characteristics of students/guardians have a positive influence on generic competitive strategies preference for competitive advantage in small sized private tutorial businesses.

Chapter 3

Research Methodology

This chapter consists of ten sections to give a clear view about the methodology to the reader. This research study employed quantitative and qualitative approaches applying mixed methods for the research. The research design and method sections present the procedure to conduct the qualitative research, starting from selecting respondents to doing interviews, and the questions asked to get opinions and information from the respondents. Followed by the design for quantitative analysis which contains place, target population and unit of analysis, methods of data collection and analysis. Moreover, research validity and reliability are presented to ensure an accuracy and consistency in the research tools as well as the test results measured through Cronbach's Alpha, followed by the overall research process illustrated in graph is shown in the last section.

3.1 Research Design

The study used the mixed method to shed lights on the effects of the generic strategies for creating competitive advantage of small sized private tutorial business in Lampang province. Two types of data were used in the assessment:

3.1.1 Qualitative method

Interviews: One on one semi-structured interviews using the Thai language was conducted with each of the small sized private tutorial executive or manager. The interviews were conducted in Thai to promote participant fluency and openness with the interviewer. The interviews were audio recorded and subsequently transcribed in Thai and then translate to English. Following the English translation, the researchers was conducted reverse translation sessions to ensure accuracy of documentation. Each interview took approximately 30 minutes.

3.1.2 Quantitative method

Questionnaire: the questionnaire using Thai language was distributed to the guardians or students who are tutoring in the small sized private tutorial business in Lampang province. The researcher conducted reverse translation sessions from Thai language into English.

3.2 Research Method

This research used two types of methods in the assessment:

3.2.1 Qualitative method

A qualitative interview design is chosen to reveal the details of the differentiation strategy for creating competitive advantage of small sized private tutorial business. The interview questions were framed in a semi-structure format with the goal of establishing rapport and allowed the participants to expand on their remarks without interruption and still in the study scope.

Key informants are entrepreneurs or managers who have and are working in small sized private tutorial business in Lampang with the total number of 20 sample population, then selected through purposive sampling technique from the top 5 small sized tutorial businesses that have the highest number of students. The semi-structure was used for in depth interviews by setting the interviewed questions relate to the needed components including a study of current management strategies and a study of generic strategies as well as its competitiveness. Then, summarize and recommend appropriated strategies to create competitive advantages for small sized private tutoring business in Lampang.

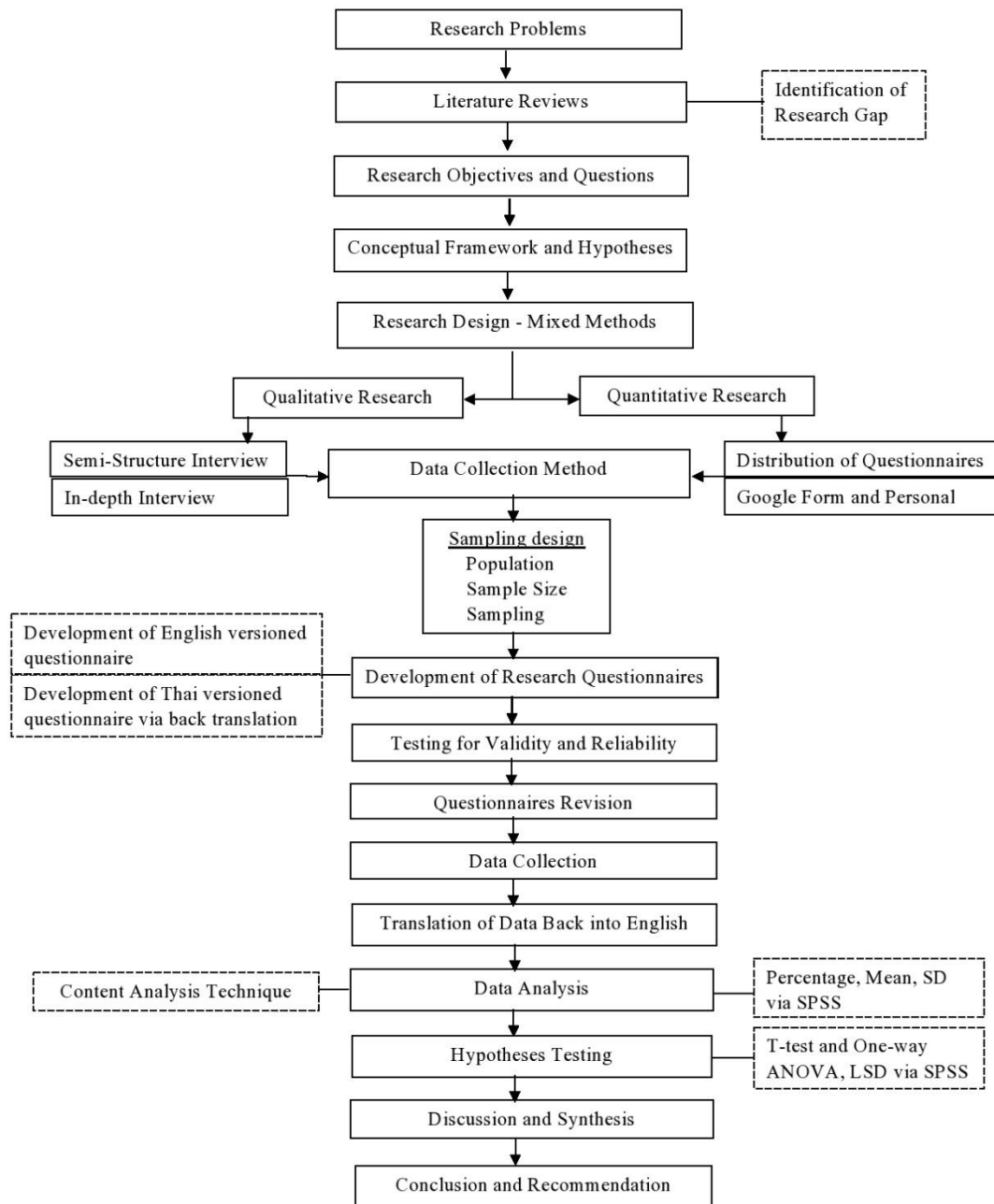
3.2.2 Quantitative method

A quantitative method, the conclusions from the synthesis of principles, concepts and theories to summarize the factors and create questionnaires through Google Form and handout to 400 respondents which was calculated through Taro Yamane formula (1973) with the total sample population of 1,449 according to the data collected from Lampang Provincial Education Office. The sampling was classified in to two relevant group of respondents included student aged above 15 years old as well as the guardians who have children aged under 15 years old, those are currently using at small sized school tutorial business in Lampang province. The guardians in this regard are mostly made the decision when selecting the tutorial school and courses for their

children, therefore they are the key informant representing the sampling aged under 15 years old to answer the research questionnaire.

The research process flow chart of this research is done to arrange and explain all the main activities that have been carried out throughout this research on the titled creating competitive advantage of small sized private tutorial business in Lampang is available in the Figure 3.





Source: Author

Figure 3 Research Processes

3.3 Research Place

The earlier study of competitive advantage was mostly conducted in broad sector of consumer behavior with significant focus much more on motivation factors of the decision-making process for the tutorial courses. This study emphasized specifically on private education industry and narrowed into small sized private tutorial business in Lampung province.

3.4 Research Population

3.4.1 Qualitative method

There are around 56 licensed tutorial businesses in the Lampung but the majority of tutorial business, 49 schools, is located in Muang District, Lampung Province accounted for 87.5 percent of the total population. However, 20 tutorial businesses, accounted for 35.7 percent, are considered as a small sized school with the total number of classrooms maximize to 4 rooms and the number of total students below 150 students as show on the table 2.

Table 2 Small Sized Tutorial in Lampung

No.	Name of School	District	No. of room	Male	Female	Total
1	Teacher Somphoj Home Tutoring (SP.DA)	Muang	3	56	52	108
2	Kanitpanyajaruen Tutoring	Muang	2	39	36	75
3	Kitina Home Tutoring	Muang	1	8	7	15
4	Kanyakorn language lampang	Muang	2	46	44	90
5	Visala Wittaya Tutoring	Muang	4	84	80	164
6	Lampung English House	Muang	2	41	39	80
7	Chaiya Tutoring	Muang	1	5	4	9
8	Teaching language and tutoring UBB	Muang	2	50	48	98
9	Choos Tutoring	Muang	2	28	26	54
10	Phakdiwit	Muang	1	16	15	31
11	Lampung Education Center Tutorial	Muang	1	11	9	20
12	English language learning center - Lampung	Muang	3	54	51	105

13	Teaching language and tutoring in English Center	Muang	2	46	44	90
14	IQ UP tutoring	Muang	1	15	14	29
15	Teacher Choi Home Tutoring, Lampang	Muang	2	38	35	73
16	Phumsamrit Tutoring	Muang	3	74	71	145
17	Pengyai Tutoring	Chae Hom	1	24	22	46
18	Chrysanthemum Tutoring	Wang Nuea	1	4	3	7
19	Teacher Montree Home Tutoring	Wang Nuea	2	27	25	52
20	PM Tutoring Center	Thoen	2	36	34	70
Total				748	701	1,449

Source: Lampang Provincial Education Office (Academic Year 2019)

This study focused on the licensed small sized private tutorial business in Lampang province. To conduct the differentiation strategy for creating competitive advantage of small sized tutorial business, the study got the list of licensed tutorial business in the education industry in Lampang from Lampang Provincial Education Office. There are around 20 licensed small sized private tutorial in the Lampang (Source: Lampang Provincial Educational Office, 2019). The study concentrated on small sized tutorial in private education industry, so as the data collection will be easier and viable. The sample population was asked to answer a survey with questions pertaining to this research topic.

3.4.2 Quantitative method

According to the academic year 2019 data shows on information system of Lampang Provincial Education Office, there are total number of 9,427 students are enrolled in tutorial courses in private tutorial business in Lampang. But only 1,449 students are at the small sized schools accounted for 15.37 percent of the total population.

3.5 Research Sample

3.5.1 Qualitative method

Sample size for the qualitative research interviews was chosen by purposive sampling in total of 5 interviews to find variable framework with entrepreneurs or managers from small sized private tutorial business in Lampung province.

3.5.2 Quantitative method

Questionnaires were distributed to through different channels to 400 students aged above 15 years old as well as the guardians who have children aged under 15 years old that are currently tutored at a small sized private tutorial business in Lampung province.

3.6 Research Size

3.6.1 Qualitative method

Sample size for the qualitative research interviews was chosen by purposive sampling of total 5 interviews to find variable framework with entrepreneurs or managers from top 5 small sized private tutorial business in Lampung province which have the highest number of learners.

3.6.2 Quantitative method

According to Lampung Provincial Education Office's information system, statistical data was collected on the number of students who are enrolling in small-sized tutorial in Lampung academic year 2019, found that there are currently 1,449 students. Taro Yamane's formula was calculated for the sample size with an error 5% and with a confidence coefficient of 95% (Yamane, 1973).

$$n = \frac{N}{1+Ne^2}$$

e = The acceptable sampling error (Nominal = 0.05)

N = The population size

n = The sample size

Which can be represented in the formula as follows

$$n = \frac{1449}{1+1449(0.05)^2}$$

$$n = 313.47$$

Therefore, sample sizes for the quantitative analysis were 400 students aged above 15 years old as well as the guardians who have children aged under 15 years old that currently are tutoring at small sized private tutorial business in Lampang province.

3.7 Research Sampling

3.7.1 Qualitative method

To gather data for analysis, data collection was done through semi structured in depth interviews. The study first commenced by the qualitative research using a purposive sampling selected from top 5 small sized private tutorial business in Lampang province which have the highest number of learners to interview 5 respondents within the small sized private tutorial in Lampang. The purpose of gathering data was to get individual opinions and detailed facets of current strategies used in managing the tutorial business industry and moreover any recommendation which they thought will support the competitive advantage sustainably. The whole idea was to measure the business strategy and understanding then further writing of the thesis. The samples were selected arbitrarily as the interviewer wanted the respondents who are directly involved in small sized private tutorial. Face to face interviews were conducted.

3.7.2 Quantitative method

Sample sizes for the quantitative analysis were 400 students aged above 15 years old as well as the guardians who have children aged under 15 years old that currently are tutored at small sized private tutorial business in Lampang province.

3.8 Data Collection and Research Tools

Data collection was divided into two main sources of information: first, secondary data was collected from research, government organizations, related journals as well as articles, and from the Internet. Second, primary data was collected from the sample population set by using interview form and a questionnaire created by the researcher which was relevant with the theory studied in literature review into 2 stages of procedures:

a) *Interview*: data obtained from interviewing 5 entrepreneurs or managers from top 5 small sized private tutorial business in Lampang province which reported to have the highest number of learners. The purpose of gathering data was to get individual opinions and described the details facets of current strategies use in managing the tutorial business industry using a semi-structured interview.

b) *Questionnaire*: data obtained from distributing questionnaires to gather information about the learner's characteristics and tutoring behavior as well as understand the competitive advantage strategy that is preferred by learners.

3.8.1 Qualitative Method

Qualitative analysis claims that a better understanding of casual processes can be obtained from intimate acquaintance with people and their problems resulting from qualitative observations. Hence, study used this method to get various opinions of the respondents. In order to acquire information and opinions from major players in small sized private tutorial and their ideas regarding the current business strategy and competitive advantage of tutorial business and the adopted management.

3.8.1.1 Qualitative Questionnaire Design

For qualitative research, data was obtained from interviewed top 5 entrepreneurs of small sized tutorial businesses through semi-structure interview questionnaires. The questionnaires consisted of four sections will be presented as follows:

Section 1: comprises of entrepreneur profile data such as position, year of working experience in tutorial business. A measure of data collected by fill in the blank.

Section 2: comprises of demographic characteristics data such as year of operation, business ownership, teaching methods, subjects, number of students, number of personnel. A measure of data collected by fill in the blank.

Section 3: comprises of data describing the current business environment, problems and solutions in managing the tutorial business (open-ended questions).

Section 4: data obtained from the analysis of the current strategies use in operating the tutorial business through generic competitive advantage strategies model included Differentiation, Cost Leadership, Focus strategies. A measure of data collected in nominal scale (Check list).

3.8.1.2 Sampling and Data Collection

To gather data for analysis, data collection was done through semi structured interview form. The study first started by qualitative research using a purposive sampling selected from top 5 small sized private tutorial business in Lampang province which have the highest number of learners to interview 5 respondents. The purpose of gathering data was to get individual opinions and described the details facets of current strategies use in managing the tutorial business industry and moreover any recommendation which they thought will support the competitive advantage sustainably. The whole idea was to measure the business strategy and understanding then further writing of the thesis. The samples were selected arbitrarily as the interviewer wanted the respondent who are directly involved in small sized private tutorial. Face to face interviews were conducted.

3.8.2 Quantitative Method

Quantitative methods are employed to understand the generic competitive advantage strategy that learners are preferred which matched in managing the tutorial business and how different variables recognized through qualitative research are affecting the competitive advantage of the tutorial business.

3.8.2.1 Quantitative Questionnaire Design

For quantitative research, data was obtained from 400 students aged above 15 years old as well as the guardians who have children aged under 15 years old that currently are tutored at small sized private tutorial business in Lampang province. The questionnaire comprised of four sections and data generated will be presented as follows:

Section 1: comprises of demographic characteristics data such as gender, age, education, school location, curriculum, and Household's monthly income. A measure of data collected in nominal scale (Check list).

Section 2: comprises of data describing student tutoring behavior data such as frequency of tutoring hours, subjects, influencer, and reasons of tutoring, criteria selection the tutorial, and learning satisfaction. A measure of data collected in nominal scale (Check list).

Section 3: data obtained from the analysis of the current strategies use in operating the tutorial business through generic competitive advantage strategies model included Differentiation,

Cost Leadership, Focus strategies to understand the competitive advantage strategy that is preferred by learners. A measure of data collected in interval scale (5 Likert rating scale).

Section 4: provides opened question for if there is any additional suggestion and recommendation by respondents (open-ended question).

3.8.2.2 Method of Data collection

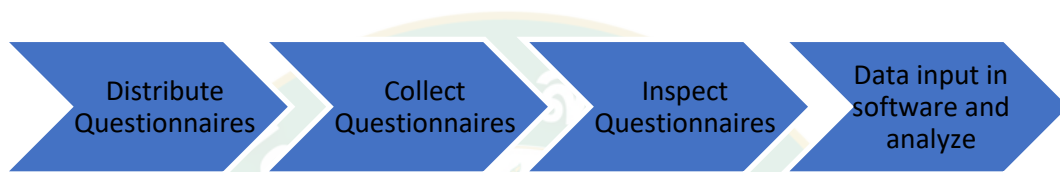


Figure 4 Quantitative Analysis Process Design

Quantitative data was collected through 4 sections of questionnaires including students' characteristic, understanding of student's tutoring behavior, generic competitive advantage strategy with Likert rating scale, based on 5 scales of (1) strongly disagree, (2) disagree, (3) neutral, (4) agree and (5) strongly agree and additional suggestion. Questionnaires were distributed to target respondents through social media using Google Form or face to face to the target respondents.

On the other hand, another Likert scale instrument was used for evaluation the value of research findings which was displayed below.

Value	Limits	Verbal Interpretation
5	4.21 - 5.00	Very High
4	3.41 - 4.20	High
3	2.61 - 3.40	Neutral
2	1.81 - 2.60	Low
1	1.00 - 1.80	Very Low

3.9 Validity and Reliability of Research Tools

3.9.1 Qualitative Method

The semi-structure interview questions were reviewed by the academicians from the Faculty of Business Administration, Maejo University who are specialized in research construct under the study and designated academic reviewers. The validation of the questionnaire in the research was done by three professors of Business Administration studies to verify of the content validation including, two Thai professors, and one Indian professor. The Item-Objective Congruence (IOC) was used to evaluate the items of the questionnaire based on the score range from -1 to +1 (Congruent = + 1, Questionable = 0, Incongruent = -1). The items that had scores lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved. According to the examination results, it was found that the questionnaire had an IOC (Index of Item Objective Congruence) equal to 0.875. As a result, it was deemed that the content of the questionnaire was complete and could be used. In addition, the researcher is located in Lampang and worked a lecturer for 3 years, it was easy to get data and information from related parties to ensure the accuracy and clarity of research on the validity.

a) Questionnaire Translation: Thai-version Questionnaire

The Thai-version questionnaire was developed to suit the nature of the research which conducted in Thailand. After the English version was verified, the questionnaire was translated by means of the back-translation. The English to the Thai-version, and the Thai version back into the English. The validation of the questionnaire in the research was done by two professors of business administration studies from Maejo University and Lampang Inter-Tech College to verify of the validation.

3.9.2 Quantitative Method

The questionnaire was reviewed by the academicians from the Faculty of Business Administration, Maejo University who are specialized in research construct under the study and designated academic reviewers. The minimum acceptable range of Cronbach Alpha (α) of .70 or higher is set to perform the reliability test on research tools. To ensure the content validity of this research instrument, pretesting was conducted into 40 respondents who are enrolled in small sized tutorial in Lampang via SPSS version 22. Therefore, to test whether it is reliable, the Cronbach Alpha was employed to test how reliable the questions. As indicated in table 3, a Cronbach's Alpha

value of 0.945 indicates 24 that the variables are reliable. The Variable-Total statistics in table 4 further reveal that each of the variables had a measure of over 0.94 on the Cronbach's Alpha scale meaning that all of them are reliable. Hence, the instruments were assured to be valid and reliable.

Table 3 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.945	.948	24

Table 4 Variable-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Differentiation strategy				
Product Features				
1. Courses have specific expertise which meet the needs of learners	102.63	107.061	.595	.943
2. Learning outcome are guaranteed.	102.65	108.028	.402	.945
3. A unique teaching style.	102.78	107.153	.546	.943
4. The development of learners is regularly measured and evaluated.	102.68	105.456	.646	.942
Service quality and value added				
5. Providing advice and counseling to learners on a regular basis.	102.63	106.292	.666	.942
6. There are various facilities.	102.75	103.372	.704	.941
7. Learners get the most satisfaction in using the service.	102.55	104.356	.708	.941
Personnel				
8.The instructor has an expertise in the teaching subject, good personality and attitude towards learners	102.50	106.205	.722	.942
9.The service staff are professional in providing information of products as well as having good personality with service-mind	102.70	104.985	.647	.942
Technology				
10. Technology is applied in teaching and learning to create a different experience for tutors and learners.	102.58	106.404	.643	.942
11. Technology is applied in services such as application, Q&A, Payment, etc.	102.68	105.302	.614	.943
Brand Image				
12. Good reputation and success story	102.70	104.677	.671	.942
13. There is publicity advertising and communication in terms of branding to create credibility and word of mouth.	102.80	104.677	.595	.943

14. Listen to learner feedback for improvement.	102.60	105.015	.662	.942
Cost Leadership Strategy				
1. Cheaper than other tutorials.	102.55	104.305	.712	.941
2. Reasonable price with quality	102.98	105.512	.528	.944
3. Suitable price with the study hours.	102.55	104.921	.713	.941
4. Promotion and discount	102.73	103.333	.847	.940
5. There is an installment for payment method	102.98	105.153	.584	.943
6. Price is changing along with economic conditions.	102.73	105.692	.702	.942
Focus Strategy				
Differentiation Focus				
1. Serve needs and preferences of specific group or individual learners	102.95	103.382	.660	.942
2. Well known in the market due to the affordability of its products and services compared to its competitors	102.75	106.603	.580	.943
Cost Focus				
3. Fair prices but high-quality courses and services	102.85	104.695	.654	.942
4. Different prices for different target groups of learners	102.75	103.987	.625	.942

3.10 Data Analysis and Measurement

3.10.1 Qualitative Method

The acquitted data of 5 entrepreneurs or managers of the small sized private tutorial in Lampung using semi-structure interview was analyzed using Content Analysis method and interpreting the data collected.

a. Content Analysis

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e., text). Content Analysis is described as the scientific study of content of communication. It is the study of the content with reference to the meanings, contexts and intentions contained in messages. Using content analysis, researchers can quantify and analyze the presence, meanings and relationships of such certain words, themes, or concepts. Hsieh & Shannon (2005, p. 1278) offers a broad definition of content analysis as, "Research using qualitative content analysis focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text.

3.10.2 Quantitative Method

Based on the questionnaires, the data was analyzed and tabulated. Descriptive statistics used to analyze the data. The data obtained from the questionnaires was imported to

the computer program called the statistical package for social sciences (SPSS) version 22 to calculate frequencies and percentage, standard deviation, weighted mean, Independent Sample t-test, One-Way ANOVA, and Least Significant Difference (LSD).

a. Percentage

All the received data from 400 students or their parents was input into statistical analysis software, along with the variables. Followings were the statistical tools utilized in analyzing. Percentage was the ratio of a part of the whole multiplied by a hundred. The respondents' answers were analyzed and interpreted using percentage. It provided a clear view as how much percentage of respondents agreed or disagreed on a questionnaire.

b. Frequency Distribution

Frequency distribution is the arrangement of data that shows the frequency of occurrence of different values of variables. Frequency shows the number of respondents' who agreed or disagreed to ta given variables, it shows the quantity part which gives a view about the respondent's behavior.

c. Mean and Standard Deviation

Mean and Standard Deviation measures the amount of variability, or dispersion, for a subject set of data where they will show the level of importance of the variables as the results.

d. Independent Sample t-test

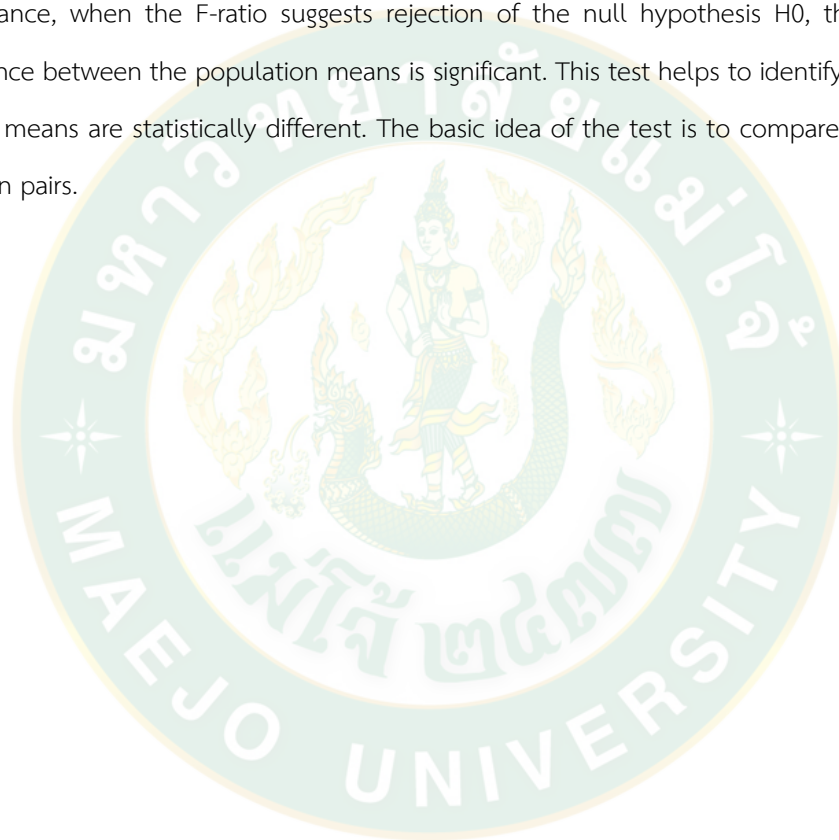
Independent Sample t-test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different.

e. One-Way ANOVA

One-Way ANOVA ("analysis of variance") compares the means of two or more independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different.

f. Least Significant Difference (LSD)

The least significant difference (LSD) test is used in the context of the analysis of variance, when the F-ratio suggests rejection of the null hypothesis H_0 , that is, when the difference between the population means is significant. This test helps to identify the populations whose means are statistically different. The basic idea of the test is to compare the populations taken in pairs.



Chapter 4

Data Findings

This chapter presents the research findings and analysis of data in order to answer the research questions and hypothesis. This chapter is divided into three main parts. The first part deals with the qualitative data and along with the relevant analysis, whereas second part details the quantitative findings and the analysis from the respondent's point of view, and the third part reveals the result of hypothesis test.

Qualitative Findings Introduction

For qualitative research, data was obtained from interviewed top 5 entrepreneurs of small sized tutorial businesses where are reported to have the highest number of students through semi-structure interview questionnaires. The questionnaires consisted of four sections included

- The first section comprises of entrepreneur profile data such as position, year of working experience in tutorial business.
- The second section comprises of demographic characteristics data such as year of operation, business ownership, teaching methods, subjects, number of students, number of personnel.
- The third section comprises of data describing the current business environment, problems and solutions in managing the tutorial business.
- In the fourth section data obtained from the analysis of the current strategies use in operating the tutorial business through generic competitive advantage strategies model included Differentiation, Cost Leadership, Focus strategies.

Quantitative Findings Introduction

For quantitative research, data was obtained from self-administered questionnaires, completed by 400 students aged above 15 years old as well as the guardians who have children aged under 15 years old that currently are tutored at small sized private tutorial business in Lampang province. The questionnaire comprised of four sections and data generated will be presented as follows:

- The first section comprises of demographic characteristics data such as gender, age, education, school location, curriculum, and family income.
- The second section comprises of data describing student tutoring behavior data such as frequency of tutoring hours, subjects, influencer, reasons of tutoring, criteria selection the tutorial, learning satisfaction.
- In the third section data obtained from the analysis of the current strategies use in operating the tutorial business through generic competitive advantage strategies model included Differentiation, Cost Leadership, Focus strategies to understand the competitive advantage strategy that is preferred by learners.
- The fourth section provides opened question for if there is any additional suggestion and recommendation by respondents.

4.1 Qualitative Data Findings

The researcher specifies the characteristics of the population and then located the individuals who match the needed characteristics. Semi structured interviews were conducted to collect data about competitive advantage of small sized tutorial businesses in Lamphang Province from 5 participants.

Part 1 Information of the interviewees

Table 5 Position and years of working experience

Tutorial School	Position	Experience in the tutoring business	
		< 10 years	> 10 years
1	Manager		/
2	Business Owner	/	
3	Business Owner		/
4	Business Owner		/
5	Manager		/

Out of the 5 tutorial which was chosen for qualitative analysis, 4 of the tutorials have been operating more than a decade whereas just one of the tutorial schools have been operating for

less than a decade. All the tutorial chosen for qualitative analysis were found to be operating in the city center near or closer to academic schools.

Part 2 Tutorial School Characteristics

Table 6 Number of students and personnel

Tutorial School	Number of students	Number of personnel
1	100	7
2	87	4
3	128	5
4	65	4
5	70	3

All the tutorial chosen for qualitative analysis had 128 to 65 students enrolled taking courses as assigned by the tutorial or chosen by related customers. All the tutorial chosen for qualitative analysis were found to employed 7 to 4 full time employees. The number of employees seems to be less as the tutorial were found to hire part time tutors and trainees who specialize in education.

Table 7 Business type and courses offered

Tutorial School	Business Type	No. of Subjects	Teaching Method
1	Self-owned	1	Online + Offline
2	Self-owned	4	Offline
3	Self-owned	5	Online + Offline
4	Self-owned	1	Offline
5	Self-owned	1	Offline

It was found that most of the tutorial school use offline method of teaching, onsite education is the preferred method of education. It was also found that some parents do send their children to tutorial as they found their children being addicted to their smartphones. All of the tutorial were found to be self-owned and medium size targeting a certain type of consumers and related market.

Part 3 Current Business Environment

3.1 Current economic and business environment

One of the entrepreneurs said, “the current economic and business environment are suitable for operating the business because more and more learners are seeking to have better future in both study and career, therefore, English language has become a vary requirement in universities and organizations, so learners believe that tutorial learning will help them gain advantage toward others and achieve their goals.” (Respondent 1).

A respondent owing a well-known tutorial school informed that, “due to the current pandemic, many schools are doing online classes and a big number of students find it hard to understand and digest certain subjects. Hence, there is a demand for certain subjects as students find it hard to study online” (Respondent 3).

3.2 Problems and Solutions

One of the entrepreneurs said “Covid 19 is the problem that business needed to temporary close down regarding the national government protocols to reduce and control the outbreak, while effecting the normal operation of the business. So, the school offered learners to study online as an option to somehow continue the schedule as well as generate income during this situation” (Respondent 1).

One of the respondents explained that, “number of foreigner teacher who use to teach English language are out of the country and not able to come back due to current pandemic situation. Hence, there is a dearth of English tutors and most students along with their family members prefer to study English by foreigners due to their perception” (Respondent 4).

One of the respondents informed that, “due to the demographic changes resulting in change in population we are having lower number of students which has been declining year by year. It very tough to sustain with the current number of students, whereas the costs have gradually risen up” (Respondent 5).

Part 4 Generic Competitive Advantage Strategy

4.1.1 Differentiation

4.1.1 Product Features

One of the entrepreneurs said, “Learners can use this skill in their daily life” (Respondent 1). Another entrepreneur exclaimed that, “we are one of the first tutorial center to adapt integrated learning method combining offline and online teaching methods” (Respondent 3). One of the owners informed that our uniqueness is that we ensure we hire quality and well qualified teacher, and we ensure teachers know the content and plan instruction that ensures growth and achievement for all students” (Respondent 4). One of the respondents involved with a well-known tutoring school informed that, they offer tailor made courses targeting a certain group of students with certain goals and objectives (Respondent 2). Hence, they cater to a target consumer as per their needs and objectives.

In addition, when considering on learning outcome, one of the entrepreneurs said, “the school set pre-test and post-test for evaluating their learners’ progress” (Respondent 5). One of the respondents informed that, they use both indirect and direct measure to evaluate development of learners in order to make thoughtful and intentional changes in instruction (Respondent 2). It was explained by one of the respondents that, they regularly measure and evaluate the course and that too students are involved in the process (Respondent 1). This is done in order to develop the course and make it in line with changes and needs of the students and economy.

Table 8 Differentiation Strategy

	Tutorial School				
	1	2	3	4	5
Service quality and value added:					
Various facilities	/		/		
Learner's satisfaction	/	/	/	/	/
Advice and counseling	/	/		/	/
Learning outcome guaranteed	/		/		/
Personnel:					
<i>The instructor:</i>					
Subject expertise	/		/	/	/
Good personality	/			/	
Positive attitude	/	/	/	/	/
<i>The service staff:</i>					
Professional	/			/	
Good personality	/		/	/	/
Service-mind	/	/	/	/	/
Brand Image:					
Good reputation and success story.	/	/	/	/	/
Have a clear target customer.	/		/	/	
Publicity advertisement and communication.	/	/	/	/	
Listen to learner feedback for improvement.	/	/			/
Technology:					
Online Learning	/		/		
Q&A	/	/	/	/	
Payment	/	/	/	/	/

4.1.2 Service quality and value added

All of the respondents informed that learner's satisfaction is the most important for tutorial business as they will continue repeat courses and recommend to their peers. In addition, about 80% of the respondents agreed that provide advice and counseling as well as guarantee on learning outcome can keep and increase a number of learners in long term as shown in Table 6.

4.1.3 Personnel

80% of the respondents informed that subject expertise is the most important personality trait that they look in an instructor. The main aim of the tutorial is to provide quality education to have create a goodwill in the market, hence they prefer an instructor who knows his subject and have expertise in the relevant subject. Positive attitude towards teaching and the subjects to be taught is the second most favored trait which tutorial look for as shown in Table 6.

4.1.4 Brand Image

Good reputation along with related success story of students was found to be most important tool for creating a brand image and awareness in this sector. Tutorial business being a service industry. Good reputation plays a major role in creating brand image.

Second most important factor was advertisement and communication with the target customers. It is very important to reach the target customers through various channels and providing proper communication so as the customer can make a choice. With the advent of technology more and more students are using social media network, hence tutorial is adapting to the changing environment by online channels to promote and communicate with the relevant consumers as shown in Table 6.

4.1.5 Technology

About 40% of the respondents informed that they are using mix of both online and offline system to provide learning and administrative services to enhance their service

and slowly move to modernization. For payments they are accepting payments through online bank transfers, prompt pay which has become the norm with the new generation as shown in Table 6.

Most of the respondents informed that they use online media application like Facebook messenger, line to communicate and track the students. Some of the respondents informed that they use google classroom, messenger, or line app to send assignment to students. Due to Covid and pandemic protocols few tutorial are moving to online method of providing and using google classroom as the prime to provide online classes and moreover track students program, while the majority of respondents businesses were left in temporary close.

4.1.2 Cost Leadership Strategy

Table 9 The course fee is lower than other schools

Tutorial School	Yes	No
1		/
2	/	
3	/	
4		/
5	/	

Almost 60% of the respondents informed that they do try to offer competitive cost of the tutorials, but the main concern is to provide quality education rather than low cost as they want to create a goodwill in the market. One of the respondents informed that, he does keep a track on his competitors' price of courses, but he is more concern about the output and success story as the parents of the students which he targets have money to pay what he charges for.

More than 20% respondents informed that they try to provide courses at the lowest price and use cost leadership strategy, because if they can get a big number of students, they can still make money through economies of scale. They were not much concern about the brand image as they

have some other advantages like location. Moreover, there is a market for students who are poor in studies and they prefer to study in low-cost tutorial school as their family lack financial capability. Around 40% of the respondents informed that they charge premium pricing due to the facility and moreover they provide tailor made courses for certain type of students who wants to study abroad or study international programs.

Table 10 Cost management in the school to gain competitive advantage

	Tutorial School				
	1	2	3	4	5
Promotion and discount	/		/	/	/
Lower the course fee		/			
Reasonable price with quality	/		/	/	
Payment installment	/	/			
Price is changing along with economic conditions	/				

Almost all the respondents agreed that they provide promotion and discount in some form or the other to gain a competitive advantage. They generally give discounts in the number of students who study in a group and if friends bring their friends to study, they provide promotion and discounts in such scenario. Around 20% of the respondents informed that they try to provide lowest course fee as their target customers are the students from low-income background but still aspire to have better grades.

Almost 60% of the respondents informed that they provide reasonable pricing strategy along with quality education. This is done to create a brand image and competitiveness for the long term. They informed that being service industry and linked to the future of students they don't want to compromise on the quality of education and provide low cost in order to get a greater number of students. Very few of the respondents informed that they take installment payments as they prefer to take payment in one time, they informed that students do not abide by the terms of payment. Moreover, they don't want to call or chase students or their families for payments, hence they prefer one-time payments. Lastly only one respondent or 20% agreed that the school

provide adjustable price that is changing along with economic conditions in order to meet the need of niche market.

4.1.3 Focus Strategies

Table 11 Specific target group of learners

Tutorial School	Yes	No
1	/	
2	/	
3	/	
4	/	
5		/

Around 80% of the respondents affirmed that they focus on specific group of learners as they specialize in certain grade or type of subjects to create a goodwill in the market. Some of the tutorial primarily focus on some subjects like Math's and science, whereas very few just provided English and Chinese Language. One of the reasons to focus a particular type of subjects is that they can focus and excel on those subjects and moreover can find relevant teachers to teach. Around 20% of the respondents said that they provide general subjects taught term wise which is to help students to be able to understand and grasp what was taught in their class. The idea is to help family and students to be able to do their homework and assignments, do better academically with better grades.

Table 12 Pricing strategy approach

Tutorial School	Focus			
	Lower Price		Better Products or Services	
	Fair price with high quality	Different price for different group	Serve preferences of specific group or individual	affordability of products and services in the market
1			/	
2	/			
3	/			/
4				/
5	/			/

Most of the respondents informed that they prefer and focus on fair price with high quality, providing affordable products and services in the market which would cater to the target customer. Focusing on fair price with high quality education because being a service industry the respondents think that quality matters more than anything else. Moreover, it creates a higher product value which in turn in the long run ensures a good will for the tutorial. Some respondents informed that they target certain specific groups and individual like the English language tutorial, which is due to the more and more demand of the English language courses.

4.2 Quantitative Data Findings

A quantitative data collected through structured questionnaires from the target respondents of 400 learners aged above 15 years old as well as the parents who have children aged under 15 years old, who are currently tutoring at small sized private tutorial businesses in Lampang province. For section 1 and 2, frequencies and distribution were utilized to analyze the learners' characteristics, learning behavior of the respondents while weighted mean and standard deviation were used to analyze section 3 which is the assess the extent of purchasing decision and needs of learners toward competitive advantage of small sized private tutorial business.

Section 1. Characteristics of Learners

Table 13 Gender

	Frequency	Percent
Female	256	64.0
Male	142	35.5
Other	2	.5
Total	400	100.0

Table 11 shows the frequencies distribution of the respondents according to the gender. The figure shows that female learners accounts for 256 or 64.0% of the total sample while male learners correspond to 142 or 35.5%, and other accounts for 2 or 0.5%.

Table 14 Age

	Frequency	Percent
less than 15 years	182	45.5
16 - 20 years	132	33.0
21 - 25 years	38	9.5
26 - 30 years	22	5.5
31 years old and more	26	6.5
Total	400	100.0

Table 12 depicts the age of the respondents. It clearly shows that the majority of the learners are less than 15 years with ratio of 45% or equivalent to 182 respondents, followed by learners with age ranging from 16 - 20 years accounts for 132 or 33.0%. While the figure shows the groups of learners with less than 10% found in aged 21 - 25 years, 26 - 30 years, 31 years old and more respectively.

Table 15 Education

	Frequency	Percent
Kindergarten	32	8.0
Primary	112	28.0
High School/Vocational	134	33.5
Senior High School/Diploma	74	18.5
Bachelor's Degree	46	11.5
Other	2	.5
Total	400	100.0

When sample was classified according to the respondents' level of qualification, table 13 shows that a considerable number of respondents are in High School/Vocational level with numerical number of 134 or 33.5% while those who are in primary reach to 112 or 28.0%. About 74 out of the 400 respondents are in senior high school/diploma or 18.5% and those educated bachelor's degree with 11.5%, followed by 8% of kindergarten level. But last in the list is the sample of those learners who have other degrees only 0.5% or equivalent to 2 respondents.

Table 16 Current district of attending school.

	Frequency	Percent
Muang District	277	69.3
Suburb District	123	30.8
Total	400	100.0

It can be clearly gleaned from table 14 that, the areas of schools that learners are currently attending in Lampang are predominantly in Muang district with 69.3% rating or 277 out of 400 respondents. While the learners in suburb district schools accounted to only 30.8% or 123 out of 400 respondents.

Table 17 The curriculum you are studying in school.

	Frequency	Percent
Thai curriculum	272	68.0
Bilingual curriculum	88	22.0
International curriculum	40	10.0
Total	400	100.0

With reference to Table 15 showing the curriculum or program that learners are studying in schools, it can be gleaned that most of the respondents with 272 out of 400 respondents are studying in Thai curriculum or 68.0%. A percentage of 22.0% of the total respondents or 88 out 4000 respondents who enrolled in Bilingual curriculum. On the other hand, very few of the learners have been studying in international curriculum with only 10.0% or 40 out of 4000 respondents and it may also indicate that, these respondents upon their option may need special tutorial courses to meet their needs where such providers in Lampang are rarely be found.

Table 18 The monthly income of the guardian

	Frequency	Percent
Not more than 20,000 baht	182	45.5
20,001 - 30,000 baht	89	22.3
30,001 - 40,000 baht	57	14.3
More than 40,000 baht	72	18.0
Total	400	100.0

Table 16 shows the monthly income of the learner's guardian and findings revealed that most of the guardian's monthly income earned less than 20,000 baht which implied that they are concerned for their children education in believing that better education brings better life. While the monthly income of guardian is ranged between 20,001 - 30,000 baht accounting for 89 out of 400 or 22.3%. This is followed income of more than 40,000 baht with 72 respondents or 18.0%;

and about 14.3% or 57 respondents' guardians earned monthly income between 30,001 - 40,000 baht respectively.

Section 2: Information of Learning Behaviors of tutee

Table 19 Enrolled tutorial subjects

	Responses		Percent of Cases
	Frequency	Percent	
Mathematics	235	27.1	59.5
Science	118	13.6	29.9
Physics	60	6.9	15.2
Chemistry	54	6.2	13.7
Biology	39	4.5	9.9
Thai Language	94	10.9	23.8
Social	48	5.5	12.2
English	212	24.5	53.7
Others	6	0.7	1.5

Table 17 presents the tutorial subjects those learners are enrolled in the schools. It clearly shows that most of the respondents studied mathematics accounting for 27.1% and followed by English with 24.5%, Science with 13.6%, Thai Language accounted for 10.9%. While the following subjects gained below 10% included Physics Chemistry Social Biology and other such as Chinese, Art, and Music respectively.

Table 20 Purposes of enrolling in tutorial school

	Responses		Percent of Cases
	N	Percent	
Better Grades	245	38.2%	61.3%
Study ahead for new semester	80	12.5%	20.0%
Guardians encourage to study	74	11.5%	18.5%
Review the study content	140	21.8%	35.0%
Study with friends	37	5.8%	9.3%
Prepare for university entrance exams.	66	10.3%	16.5%

With reference to Table 18 showing the learners' purposes of enrolling in tutorial school, it can be gleaned that large number of the respondents with 245 out of 400 respondents are tutoring to have better grade result at a regular school or 38.2%. A percentage of 21.8% of the total respondents or 140 out 4000 respondents who tutoring for the purpose review the study content. Nevertheless, some learners wanted to study ahead for new semester with 80 respondents or 12.5%, and followed by guardians encourage to study accounted to 11.5%, prepare for university entrance exams with 10.3%, and study with friends reached to only 5.8% respectively.

Table 21 The influence in selecting a tutorial school

	Responses		Percent of Cases
	Frequency	Percent	
Myself	207	40.9	51.8
Guardian	188	37.2	47.0
Friend / Senior	69	13.6	17.3
Teacher at school	42	8.3	10.5

Table 19 presents the person who has influenced them in selecting the tutorial school. It clearly shows that most of the respondents are influenced by themselves accounting for 40.9% and followed by their guardian with 37.2%, friend or senior with 13.6%, and teacher at school accounted for 8.3% respectively.

Table 22 Frequency of weekly study at tutorial school

	Frequency	Percent
1-2 days	259	64.8
3-4 days	103	25.8
5-6 days	26	6.5
Every day	12	3.0
Total	400	100.0

Table 20 shows the frequencies distribution of the respondents according to the number of days studying at tutorial school each week. The figure shows that 1-2 days accounts for 259 or 64.8% of the total sample, followed by 3-4 days accounts for 103 or 25.8% while 5-6 days corresponds to 26 or 6.5% and every day gained the least proportion of 12 respondents out of 400 or equivalent to only 3.0% of the total sample.

Table 23 Tutoring Days Preference

	Frequency	Percent
Monday – Friday	151	37.8
Saturday - Sunday	219	54.8
Everyday	30	7.5
Total	400	100.0

When sample was classified according to the respondents' preferences about days of tutoring, table 21 shows the significant relationship of the current days of tutoring from table 4 that a considerable number of respondents prefer weekend with numerical number of 219 or 54.8% while those who prefer weekday classes reach to 151 or 37.8%. About 30 out of the 400 respondents prefer to have every day tutorial classes or 7.5%.

Table 24 Learning Method Preference

	Frequency	Percent
Course provided by the institute	193	48.3
One-on-one tutoring	116	29.0
A small group of friends	91	22.8
Total	400	100.0

When sample was asked according to the preferences about method of tutoring, table 22 shows that the majority of learners prefer to study courses provided by the tutorial accounted to 193 or 48.3% and followed by one-on-one tutoring reached to 116 respondents with 29.0%. While study with a small group of friends gain the latest of the list with 91 respondents or accounted to 22.85.

Table 25 Tutorial school location Preference

	Frequency	Percent
Near school	125	31.3
Near home	214	53.5
Near where guardian works	35	8.8
Near the community	26	6.5
Total	400	100.0

Table 23 displays the preferred area of a tutorial school location of learners. Results revealed that most of respondents prefer to study near home with numerical number of 214 or 53.5% and followed by study near school with 125 respondents or 31.3% while other areas show the ratio below 10% included the area near where guardian workplace and near the community with 8.8% and 6.5% respectively.

Table 26 Preferable course payment

	Frequency	Percent
Pay per month	231	57.8
Pay per term	97	24.3
Pay per course	72	18.0
Total	400	100.0

It can be clearly gleaned from table 24 that, the course payment method of monthly gained the highest favorable with 57.8% rating or 231 out of 400 respondents. While paying per term accounted to 24.3% or 97 out of 400 respondents and followed by paying per course with 18.0% or 72 respondents respectively.

Table 27 Criteria when selecting tutoring school

	Responses		Percent of
	N	Percent	Cases
Reputation of the tutoring school / instructor	159	26.2%	39.8%
Tuition fee	147	24.2%	36.8%
Location of the school	127	20.9%	31.8%
Recommendation	126	20.8%	31.6%
Preparing university entrance examinations	48	7.9%	12.0%
Total	607	100.0%	152.1%

When sample was classified according to the criteria of consideration when selecting a tutoring school of learners, table 17 shows that a majority of respondents considered reputation of the tutoring school / instructor as their priority accounted to 26.2% and followed by tuition fee with 24.2%, location of the school with 20.9%, recommendation with 20.8%, and preparing for university entrance examinations with 7.9% respectively.

Table 28 Average cost of tuition per month.

	Frequency	Percent
Not more than 1,000 baht / month	177	44.3
1,001 - 2,000 baht / month	96	24.0
2,001 -3,000 baht / month	67	16.8
More than 3,000 baht / month	60	15.0
Total	400	100.0

Table 26 depicts the average cost of tuition per month of the respondents. It clearly shows that most of the respondents spend less than 1,000 baht a month in their accounting for 117 out of 400 or 30.0%. This is followed younger blood of staff with age ranging from 21-30 years old with 16 respondents or 26.7; about 15.0% or 9 respondents are in the age between 41-50; and 7 or 11.7% employees who have aged more than 50 years old.

Table 29 Learner's satisfaction towards tutorial courses

	Frequency	Percent
Most satisfied	122	30.5
Very satisfied	236	59.0
Moderated	42	10.5
Total	400	100.0

Table 27 shows the learners' satisfaction with the current tutorial courses. Results revealed that the majority of learners very satisfied with the tutorial courses with 59.0% or equivalent to 236 respondents and followed by most satisfied with 30.5% or 122 respondents. While the least number of learners with moderated level of satisfaction with tutorial courses accounted to only 10.5% or 42 out of 400 respondents.

Section 3: Information on strategies for generating competitive advantage

The means and standard deviations of the 400 responses, on a five-point Likert scale, to the 28 statements about cost leadership strategy, differentiation strategy, focus strategy toward competitive advantage of small sized tutorial businesses in Lampung are tabulated in Table 20 - 22. These 28 statements were chosen as being the most representative of small sized tutorial three strategy groups from Porter's Generic Competitive Advantage that is: firstly, differentiation strategy which including product features, service quality and value added, personnel, technology, brand image. Secondly, cost leadership strategy which emphasized on course fee, reasonable price with quality, suitable price with the study hours, promotion and discount, payment method. Thirdly, focus strategy emphasized on two main sections of first differentiation focus on serve needs and preferences of specific group or individual learners, building the business to be well known in the market due to the affordability of its products and services compared to its competitors. At the same time, cost focus emphasized on fair prices but high-quality courses and services, different prices for different target groups of learners already included in the questionnaire.

On the other hand, to evaluate the extent on the level of agreement on the on strategies for generating competitive advantage of small sized tutorial businesses in Lampung, another Likert scale instrument was used which will be displayed as followed.

Likert Scale to evaluate the extent on the level of agreement on strategies for generating competitive advantage of small sized tutorial businesses in Lampung.

Value	Limits	Verbal Interpretation
5	4.21 - 5.00	Very High
4	3.41 - 4.20	High
3	2.61 - 3.40	Neutral
2	1.81 - 2.60	Low
1	1.00 - 1.80	Very Low

The use of Likert scale is endeavored in this study in order to assess the use and the level of agreement on strategies for generating competitive advantage of small sized tutorial businesses in Lampung and to measure how far the businesses are applying strategies to effectively generating competitive advantage and effectively manage its operations.

Table 30 Differentiation strategy

Differentiation strategy	\bar{x}	SD	Interpretation
Product Features 1. Courses have specific expertise which meet the needs of learners	4.23	.637	Very high
2. Learning outcome are guaranteed.	4.25	.678	Very high
3. A unique teaching style	4.17	.657	High
4. The development of learners is regularly measured and evaluated.	4.26	.688	Very high
Service quality and value added 5. Providing advice and counseling to learners on a regular basis.	4.12	.676	High
6. There are various facilities.	4.12	.741	High

7. Learners get the most satisfaction in using the service.	4.26	.656	Very high
Personnel 8.The instructor has an expertise in the teaching subject, good personality and attitude towards learners	4.19	.662	High
9.The service staff are professional in providing information of products as well as having good personality with service-mind	4.13	.700	High
Technology 10. Technology is applied in teaching and learning to create a different experience for tutors and learners.	4.26	.635	Very high
11. Technology is applied in services such as application, Q&A, Payment, etc.	4.21	.651	Very high
Brand Image 12. Have a clear target audience.	4.20	.657	High
13. Good reputation and success story	4.22	.658	Very high
14. There is publicity advertising and communication in terms of branding to create credibility and word of mouth.	4.26	.668	Very high
15.Listen to learner feedback for improvement	4.34	.613	Very high
16. Others (specify).....	0	0	-

Table 28 shows learners' purchasing decision on Differentiation Strategy towards competitive advantage of small sized tutorial business in Lampang province. Results revealed that learners prioritized the providers who listen to their feedback for improving the businesses as evidenced by mean rating of 4.34. Secondly, the development of learners is regularly measured and evaluated. Learners get the most satisfaction in using the service. Technology is applied in teaching and

learning to create a different experience for tutors and learners. There is publicity advertising and communication in terms of branding to create credibility and word of mouth. to improve its efficiency in the conduct of its operations with 4.26 mean rating equally. These may indicate that the small sized tutorial business providers should be fully utilized in order to maximize individual learning experience. The more emphasis on learner's satisfaction will show favorable results. Moreover, learning outcome are guaranteed. 4.25 Courses have specific expertise which meet the needs of learners 4.23, good reputation and success story 4.22 Technology is applied in services such as application, Q&A, Payment, etc. 4.21. While other responses resulted with high level or mean score below 4.21 are found in Have a clear target audience with 4.20, the instructor has an expertise in the teaching subject, good personality and attitude towards learners with 4.19, a unique teaching style with 4.17, the service staff are professional in providing information of products as well as having good personality with service-mind with 4.13, providing advice and counseling to learners on a regular basis as well as there are various facilities resulted with mean score equally at 4.12.

Table 31 Cost Leadership Strategy

Cost Leadership Strategy	\bar{x}	SD	Interpretation
1. Cheaper than other tutorials.	4.15	.670	High
2. Reasonable price with quality	4.24	.625	Very high
3. Suitable price with the study hours.	4.27	.669	Very high
4. Promotion and discount	4.10	.725	High
5. There is an installment for payment method	4.20	.730	High
6. Price is changing along with economic conditions.	4.08	.773	High
7. Others, please specify	0	0	-

As shown in Table 29, the learners' purchasing decision on Cost Leadership Strategy towards competitive advantage of small sized tutorial business in Lampang province from the 400 respondents showed that, on the average they all responded with "agree" responses which might mean that they agree that price also the factor that learners concern in purchasing decision for tutoring. In details, with the mean rating of 4.27, it is the top priority according to the respondents

by recognizing that, the tutorial school that provide a suitable price with the study hours enables the learners to purchase the course and followed by reasonable price with quality of 4.24 mean rating which shown a very high level. Further, with the mean rating of 4.20, it is agreeable by the respondents that the tutorial school should provide an installment for payment method as an option for learners which can help greatly to lower expense pressure for guardian in these slow economic conditions. Moreover, course fee that is cheaper than other tutorial of 4.15 mean rating, promotion and discount of 4.10 and price is changing along with economic conditions with mean rating of 4.08 respectively. The findings are consistent with the results of the study of Kriangkrai Sriring, (2018) on factors affecting primary student and parents' decision making for choosing English tutorial institutes in Ban Phai District, Khon Kaen Province that attitudes towards factors in choosing a tutoring institute revealed that parents' opinions on the price of tutoring institutions were price must be suitable, not too expensive to be able to afford.

Table 32 Focus Strategy

Focus Strategy	\bar{x}	SD	Interpretation
Differentiation Focus 1. Serve needs and preferences of specific group or individual learners	4.11	.647	High
2. Well known in the market due to the affordability of its products and services compared to its competitors	4.08	.685	High
Cost Focus 3. Fair prices but high-quality courses and services	4.15	.730	High
4. Different prices for different target groups of learners	4.09	.764	High
5. Others, please specify	0	0	-

Data in Table 30 displays learners' purchasing decision on Focus Strategy towards competitive advantage of small sized tutorial business in Lampang province. The outcome revealed that in general, the respondents unanimously to respond with "agree" feedback affirming indeed that focus strategy impacts competitive advantage in small sized tutorial businesses. Separated

specifically, results revealed that learners weighted Cost Focus on fair prices but high-quality courses and services the highest with mean rating of 4.15 and followed by serve needs and preferences of specific group or individual learners in Differentiation Focus with mean rating of 4.11. While different prices for different target groups of learners as well as well-known in the market due to the affordability of its products and services compared to its competitors distributed mean rating of 4.09 and 4.08 almost equally as revealed overall findings at high level. Which might indicate that all of these criteria are very important for tutorial businesses providers in order to create a strategy to gain competitive advantage in this market.

Table 33 Overall Strategies

Overall Strategies	\bar{x}	SD	Interpretation
Differentiation Strategy	4.22	.450	Very High
Cost Leadership Strategy	4.17	.530	High
Focus Strategy	4.11	.558	High

Table 31 presents learners' purchasing decision on overall strategies toward competitive advantage of small sized tutorial business in Lampung province. The findings revealed that Differentiation Strategy is prioritized by learners as very high with the highest mean rating of 4.22, followed by Cost Leadership Strategy and Focus Strategy with mean rating of 4.17, 4.11 respectively. This can be implied that small sized private tutorial providers should emphasize on these data findings in order to meet the needs and preferences of learners and yet increase the number of prospective to be able to make a decision in enrolling the course with the small sized tutorial, as well as being enroll continuously nevertheless.

4.3 Hypothesis Test Results

This research has set hypothesis test on creating competitive advantage of small sized tutorial business in Lampung regarding students/guardians' characteristics variables towards the preference in generic competitive advantage strategies which consist of Differentiation Strategy, Cost Leadership Strategy, Focus Strategy. Statistical analysis in testing the difference between mean of the two sample groups using Independent Sample t-test and One-Way ANOVA is used in testing

variables with greater than 2 sample groups via SPSS version 22. If any variables were found to be statistically significant at 0.05 level or 95%, the identification of the populations whose means are statistically different was analyzed via Least Significant Difference (LSD) method to compare the sampling taken in pairs.

Hypothesis 1: Characteristics of students/guardians have a positive influence on generic competitive strategies preference for competitive advantage in small sized private tutorial businesses.

Hypothesis 1.1 Gender has a positive influence on generic competitive strategies preference of students/guardians.

H0: Gender does not have a positive influence on generic competitive strategies preference of students/guardians.

H1: Gender has a positive influence on generic competitive strategies preference of students/guardians.

Table 34 Independent Samples T-test of gender influences on generic competitive strategies preference of students/guardians.

Gender	N	\bar{x}	SD	t	p-value
Different Female	256	4.24	0.44	1.687	.092
Male	142	4.16	0.44		
Cost Female	256	4.21	0.49	1.935	.054
Male	142	4.11	0.56		
Focus Female	256	4.13	0.52	1.249	.213
Male	142	4.05	0.61		
Grand Total	400	4.14	0.52	1.800	.060

*p-value < 0.05

Table 34 shows that the result of H1.1 research tested through Independent Samples T-test technique found that there was negatively influenced in gender on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business. It shows the null hypothesis is accepted as an overall result showed a non-significant difference of p-value at .060. Therefore, this hypothesis 1.1 was not accepted on this research study as the significant p-value resulted higher than 0.05.

Next, the One-way ANOVA that examined influences in age was performed.

Hypothesis 1.2 Age has a positive influence on generic competitive strategies preference of students/guardians.

H0: Age does not have a positive influence on generic competitive strategies preference of students/guardians.

H1: Age has a positive influence on generic competitive strategies preference of students/guardians.



Table 35 One-way ANOVA of age influences on generic competitive strategies preference of students/guardians.

		N	\bar{x}	SD	F	p -value
Differentiation	less than 15 years	182	4.18	0.41	3.793	.005*
	16 - 20 years	132	4.17	0.45		
	21 - 25 years	38	4.28	0.52		
	26 - 30 years	22	4.54	0.44		
	31 years old and more	26	4.25	0.41		
	Total	400	4.21	0.44		
Cost	less than 15 years	182	4.15	0.50	1.040	.386
	16 - 20 years	132	4.14	0.55		
	21 - 25 years	38	4.21	0.60		
	26 - 30 years	22	4.37	0.56		
	31 years old and more	26	4.20	0.43		
	Total	400	4.17	0.52		
Focus	less than 15 years	182	4.04	0.53	3.641	.006*
	16 - 20 years	132	4.09	0.58		
	21 - 25 years	38	4.21	0.63		
	26 - 30 years	22	4.50	0.46		
	31 years old and more	26	4.09	0.36		
	Total	400	4.10	0.55		
Grand Total		400	4.17	0.46	3.175	.014*

* p-value < 0.05

From the Table 35, a significant test result in One-way ANOVA of H1.2 shows the null hypothesis is rejected. It confirms that age had a positive influence on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business at the statistically significant difference level of .014. Regarding each strategy, the significance level was found on Differentiation and Focus strategies at the statistically significant difference level of .005

and .006 respectively. Therefore, this hypothesis 1.1 is accepted on this research study as the significant difference level resulted below 0.05.

Next, the multiple comparisons of mean influences of age by Least Significant Difference method that examined influences of students/guardians prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business was presented.

Table 36 Multiple Comparisons of Mean Influence of Age by Least Significant Difference

Age		Less than 15 years	16 - 20 years	21 - 25 years	26 - 30 years	31 years old and more
Differentiation	less than 15 years	-				
		-				
	16 - 20 years	-.016 (.744)	-			
	21 - 25 years	.092 (.244)	.108 (.183)	-		
	26 - 30 years	.357* (.000)	.373* (.000)	.264* (.027)	-	
	31 years old and more	.068 (.464)	.084 (.374)	-.024 (.830)	-.289* (.025)	-
Focus	less than 15 years	-				
		-				
	16 - 20 years	.049 (.437)	-			
	21 - 25 years	.161 (.102)	.112 (.270)	-		
	26 - 30 years	.450* (.000)	.401* (.002)	.289 (.051)	-	
	31 years old and more	.046 (.686)	-.002 (.948)	-.114 (.415)	-.403* (.012)	-

*p-value <0.05

The Table 36 multiple comparisons of mean influences of age by Least Significant Difference shows that there were positive influences in Differentiation strategy and Focus strategy. In Differentiation strategy, students aged between 26-30 years and those who are less than 15 years old, 16-20 years, 21-25 years, 31 years old and more were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.000, .000, .027, .025) respectively. In Focus strategy, students aged between 26-30 years and those who are less than 15 years old, 16-20 years, 31 years old and more were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.000, .002, .012) respectively.

Furthermore, the One-way ANOVA that examined influences in education level of students/guardians' preference on generic competitive advantage strategies for competitive advantage of a small sized private tutorial business was then performed.

Hypothesis 1.3 The level of education has a positive influence on generic competitive strategies preference of students/guardians.

H0: The level of education does not have a positive influence on generic competitive strategies preference of students/guardians.

H1: The level of education has a positive influence on generic competitive strategies preference of students/guardians.

Table 37 One-way ANOVA of education level influences on generic competitive strategies preference of students/guardians.

Education		N	\bar{x}	SD	F	p-value
Differentiation	Kindergarten	32	4.18	0.36	2.988	.012*
	Primary	112	4.25	0.42		
	High School/Vocational	134	4.12	0.41		
	Senior High School/Diploma	46	4.14	0.50		
	Bachelor's Degree	74	4.36	0.50		
	Master's Degree	2	4.40	0.00		
	Total	400	4.21	0.44		
	Cost	Kindergarten	32	4.06		
Primary		112	4.25	0.50		
High School/Vocational		134	4.15	0.48		
Senior High School/Diploma		46	3.97	0.67		
Bachelor's Degree		74	4.27	0.54		
Master's Degree		2	3.50	0.00		
Total		400	4.17	0.52		
Focus		Kindergarten	32	4.26	0.46	3.483
	Primary	112	4.09	0.50		
	High School/Vocational	134	4.01	0.56		
	Senior High School/Diploma	46	4.02	0.67		
	Bachelor's Degree	74	4.28	0.55		
	Master's Degree	2	4.00	0.00		
	Total	400	4.10	0.55		
	Grand Total		400	4.17	0.46	

* p-value < 0.05

From the Table 37, the result of H1.3 research was examined through One-way ANOVA, it shows the null hypothesis is rejected. It confirms that the level of education had a positive influence on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business at the statistically significant difference at .014. Referring the above result of each strategy, the significance level was found on Differentiation, Cost Leadership and Focus strategies at the statistically significant at .012, .006 and .004 respectively. Therefore, this hypothesis 1.3 was accepted on this research study as the significant difference level resulted below 0.05.

Next, the multiple comparisons of mean influence of education level by Least Significant Difference that examined influences in education level on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business was presented.

Table 38 Multiple Comparisons of Mean Influence of Education by Least Significant Difference

Education		Kinder garten	Primary	High School/ Vocation al	Senior High School/ Diploma	Bachelor' s Degree	Master's Degree
Differentiation	Kindergarten	-					
	Primary	.072 (.418)	-				
	High School/Vocational	-.062 (.477)	.134*	-			
	Senior High School/Diploma	-.042 (.677)	-.114 (.141)	.019 (.797)	-		
	Bachelor's Degree	.176 (.061)	.104 (.117)	.238* (.000)	.219* (.009)	-	
	Master's Degree	.212 (.511)	.140 (.657)	.274 (.385)	.255 (.426)	.036 (.910)	-
							-

Cost	Kindergarten	-					
		-					
	Primary	.196	-				
		(.061)	-				
	High	.366	-.103	-			
	School/Vocational	(.022)	(.122)	-			
	Senior High	-.091	-.287*	-.184*	-		
	School/Diploma	(.447)	(.002)	(.039)	-		
Bachelor's Degree		.207	.011	.114	.299*	-	
		(.061)	(.885)	(.130)	(.002)	-	
Master's Degree		-.562	-.758*	-.655	-.471	-.770*	-
		(.140)	(.042)	(.079)	(.212)	(.040)	-
Focus	Kindergarten	-					
		-					
	Primary	.171	-				
		(.121)	-				
	High	-.246*	-.075	-			
	School/Vocational	(.023)	(.288)	-			
	Senior High	-.243	-.072	.003	-		
	School/Diploma	(.55)	(.456)	(.974)	-		
Bachelor's Degree		.018	.190*	.265*	-.262*	-	
		(.876)	(.022)	(.001)	(.012)	-	
Master's Degree		-.265	-.093	-.018	-.021	-.283	-
		(.509)	(.812)	(.962)	(.956)	(.473)	-

*p-value <0.05

The Table 36 multiple comparisons of mean influence of education by Least Significant Difference shows that there was the influence in Differentiation strategy and Focus strategy.

In Differentiation strategy, students in High School/Vocational and those who are in primary as well as Bachelor's degree were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at p-value < 0.05 (.019, .000) respectively. While students in Bachelor's degree and those who are in Senior High School/Diploma

were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.009).

In Cost Leadership strategy, students in Senior High School/Diploma and those who are in primary, High School/Vocational, Bachelor's degree were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business at $p\text{-value} < 0.05$ (.002, .039, .002) respectively. While students in Bachelor's degree and those who are in Master's degree were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.023).

In Focus strategy, students in Bachelor's degree and those who are in primary, High School/Vocational, High School/Diploma were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.022, .001, .012) respectively. While students in kindergarten and those who are in High School/Diploma were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business at $p\text{-value} < 0.05$ (.040).

The Independent Samples T-test that examined influences in school location on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business was next performed.

Hypothesis 1.4 School location has a positive influence on generic competitive strategies preference of students/guardians.

H0: School location does not have a positive influence on generic competitive strategies preference of students/guardians.

H1: School location has a positive influence on generic competitive strategies preference of students/guardians.

Table 39 Independent Samples T-test of school location influences on generic competitive strategies preference of students/guardians.

School location	N	\bar{x}	SD	t	p-value
differentiation Muang District	277	4.22	0.46	.554	.096
Suburb District	123	4.19	0.41		
cost Muang District	277	4.15	0.56	-.912	.012*
Suburb District	123	4.21*	0.43		
focus Muang District	277	4.10	0.60	-.369	.001*
Suburb District	123	4.12*	0.43		
Grand Total	400	4.16	0.51	-.306	.010*

* p-value < 0.05

Table 39 shows that the result of H1.4 research tested through Independent Samples T-test technique found that there were significant influences in school location on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business. As an overall showed a significant difference result of p-value .010. Therefore, the null hypothesis is rejected.

Referring the result above revealed that there were significant influences found on Cost Leadership and Focus strategies at the statistically significant difference level of .005 and .006 respectively. The data revealed that students who study at the schools located in Suburb district prefer Cost Leadership and Focus strategies than students who study at the schools located in Muang district ($\bar{x} = 4.21$, $\bar{x} = 4.12$). Therefore, this hypothesis 1.4 was accepted on this research study as the significant value resulted below 0.05.

Next, the One-way ANOVA that examined influences in curriculum on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business was then performed.

Hypothesis 1.5 Curriculum has a positive influence on generic competitive strategies preference of students/guardians.

H0: Curriculum does not have a positive influence on generic competitive strategies preference of students/guardians.

H1: Curriculum has a positive influence on generic competitive strategies preference of students/guardians.

Table 40 One-way ANOVA of curriculum influences on generic competitive strategies preference of students/guardians.

Curriculum		N	\bar{x}	SD	F	p-value
Differentiation	Thai curriculum	272	4.04	0.54	15.762	.000*
	Bilingual curriculum	88	4.19	0.59		
	International curriculum	40	4.36	0.46		
	Total	400	4.10	0.55		
Cost	Thai curriculum	272	4.13	0.43	17.238	.000*
	Bilingual curriculum	88	4.38	0.42		
	International curriculum	40	4.42	0.45		
	Total	400	4.21	0.44		
Focus	Thai curriculum	272	4.07	0.51	7.444	.001*
	Bilingual curriculum	88	4.40	0.48		
	International curriculum	40	4.35	0.52		
	Total	400	4.17	0.52		
Grand Total		400	4.17	0.46	15.553	.000*

* p-value < 0.05

From the Table 40, the result of H1.5 research was examined through One-way ANOVA, it shows the null hypothesis is rejected. It confirms that curriculum had a positive influence on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business at the statistically significant difference level of .000. Therefore, the null

hypothesis is rejected. Referring the above result of each strategy, the significance level was found on Differentiation, Cost Leadership and Focus strategies at the statistically significant difference level of .000, .000 and .001 respectively. Therefore, this hypothesis 1.5 was accepted on this research study as the significant difference level resulted lower than 0.05.

Next, the multiple comparisons of mean influence of curriculum by Least Significant Difference that examined influences of curriculum on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business was presented.

Table 41 Multiple Comparisons of Mean Influence of Curriculum by Least Significant Difference

Curriculum		Thai curriculum	Bilingual curriculum	International curriculum
Differentiation	Thai curriculum	-		
	Bilingual curriculum	.247* (.000)	-	-
	International curriculum	.287* (.000)	.039 (.632)	- -
Cost	Thai curriculum	-		
	Bilingual curriculum	.337* (.000)	-	-
	International curriculum	.278* (.001)	-.059 (.543)	- -
Focus	Thai curriculum	-		
	Bilingual curriculum	.156* (.021)	-	-
	International curriculum	.320* (.001)	.163 (.119)	- -

*p-value <0.05

The Table 41 multiple comparisons of mean influence of curriculum by Least Significant Difference shows that there was a positive influence in Differentiation strategy, Cost Leadership strategy and Focus strategy.

In Differentiation strategy, students study in Thai curriculum and those who study in Bilingual curriculum as well as International curriculum were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.000, .000) respectively.

In Cost Leadership strategy, students study in Thai curriculum and those who study in Bilingual curriculum as well as international curriculum were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.000, .001) respectively.

In Focus strategy, students study in Thai curriculum and those who study in Bilingual curriculum as well as International curriculum were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business at $p\text{-value} < 0.05$ (.021, .001) respectively.

The One-way ANOVA that examined influences in family income on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business was next performed.

Hypothesis 1.6 Family income has a positive influence on generic competitive strategies preference of students/guardians.

H0: Family income does not have a positive influence on generic competitive strategies preference of students/guardians.

H1: Family income has a positive influence on generic competitive strategies preference of students/guardians.

Table 42 One-way ANOVA of family income influences on generic competitive strategies preference of students/guardians.

Family income		N	\bar{x}	SD	F	p-value
Differentiation	Not more than 20,000 baht	182	4.14	0.39	6.012	.001*
	20,001 - 30,000 baht	89	4.17	0.52		
	30,001 - 40,000 baht	57	4.39	0.43		
	More than 40,000 baht	72	4.30	0.45		
	Total	400	4.21	0.44		
Cost	Not more than 20,000 baht	182	4.15	0.48	.508	.677
	20,001 - 30,000 baht	89	4.14	0.51		
	30,001 - 40,000 baht	57	4.24	0.55		
	More than 40,000 baht	72	4.19	0.62		
	Total	400	4.17	0.52		
Focus	Not more than 20,000 baht	182	4.01	0.53	3.574	.014*
	20,001 - 30,000 baht	89	4.14	0.56		
	30,001 - 40,000 baht	57	4.17	0.56		
	More than 40,000 baht	72	4.24	0.57		
	Total	400	4.10	0.55		
Grand Total		400	4.17	0.46	2.914	.034*

* p-value < 0.05

From the Table 42, the result of H1.6 research was examined through One-way ANOVA, it showed that there was a significant influence in family income on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business at the statistically significant difference level of .034. Therefore, the null hypothesis is rejected. Referring the above result of each strategy, the significance level was found on Differentiation and Focus strategies at the statistically significant difference level of .001, .014 respectively. Therefore, this hypothesis 1.6 was accepted on this research study as the significant level resulted lower than 0.05.

Next, the multiple comparisons of mean influence of family income by Least Significant Difference that examined influences in family income on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business was presented.

Table 43 Multiple Comparisons of Mean Influence of family income by Least Significant Difference

Family income		Not more than 20,000 baht	20,001 - 30,000 baht	30,001 - 40,000 baht	More than 40,000 baht
Differentiation	Not more than 20,000 baht	-			
	20,001 - 30,000 baht	.024 (.671)	-		
	30,001 - 40,000 baht	.250* (.000)	.226* (.003)	-	
	More than 40,000 baht	.159* (.010)	.135 (.054)	-.090 (.246)	-
Focus	Not more than 20,000 baht	-			
	20,001 - 30,000 baht	.126 (.077)	-		
	30,001 - 40,000 baht	.158 (.059)	.032 (.732)	-	
	More than 40,000 baht	.230* (.003)	.103 (.239)	.071 (.469)	-

*p-value <0.05

The Table 43 multiple comparisons of mean influence of family income by Least Significant Difference shows that there was the influence in Differentiation strategy and Focus strategy.

In Differentiation strategy, students whose family income range between 30,001 - 40,000 baht and those whose family income range between 20,001 - 30,000 baht as well as not more than 20,000 baht were found to prefer generic competitive advantage strategies for competitive advantage of

a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.003, .000) respectively. While students whose family income more than 40,000 baht and those whose family income not more than 20,000 baht were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently at $p\text{-value} < 0.05$ (.010).

In Focus strategy, students whose family income more than 40,000 baht and those whose family income not more than 20,000 baht were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business at $p\text{-value} < 0.05$ (.003).

4.4.1 Hypotheses Test Results

Table 44 Hypotheses Test Results Classified by Significances

Hypotheses	Generic Competitive Advantage Strategies		
	Differentiation	Cost Leadership	Focus
H1.1-Gender	x	x	x
H1.2-Age	/	x	/
H1.3-Education	/	/	/
H1.4- School Location	x	/	/
H1.5-Curriculum	/	/	/
H1.6-Family Income	/	x	/

/ = Significance, x = No Significance

Source: Author

Table 44 concludes the hypotheses testing results that education level and curriculum had a positive influence on all generic competitive strategies preference by students/guardians for competitive advantage of a small sized private tutorial business. Moreover, age and family income had a positive influence on Differentiation and Focus strategies for competitive advantage of a small sized private tutorial business. While school location had a positive influence on Cost Leadership and Focus strategies. However, gender did not have a positive influence on genetic strategies for competitive advantage of a small sized private tutorial business.

Table 45 Summary of Hypotheses Test Results

Hypotheses		Test Results
H 1: Characteristics of Students/guardians have a positive influence on generic competitive advantage strategies preference for competitive advantage of a small sized private tutorial business.		
H1.1	Gender has a positive influence on generic competitive strategies preference of students/guardians.	Rejected
H1.2	Age has a positive influence on generic competitive strategies preference of students/guardians.	Accepted
H1.3	Education level has a positive influence on generic competitive strategies preference of students/guardians.	Accepted
H1.4	School location has a positive influence on generic competitive strategies preference of students/guardians.	Accepted
H1.5	Curriculum has a positive influence on generic competitive strategies preference of students/guardians.	Accepted
H1.6	Family income has a positive influence on generic competitive strategies preference of students/guardians.	Accepted

According to this research hypotheses on creating competitive advantage of small sized private tutorial businesses in Lamang which consist of Differentiation Strategy, Cost Leadership Strategy, and Focus Strategy resulted with statistically significant difference at below .05. Therefore, the hypotheses of this research, characteristics of Students/guardians had a positive influence on generic competitive advantage strategies preference for competitive advantage of a small sized private tutorial business was accepted as shows in Table 45.

Chapter 5

Summary, Discussion and Recommendation

The purpose of this chapter is to summarize and provide a conclusion to the study that was conducted. Included in this summary are a review of the purpose of the study, a restatement of the research questions, the research methodology used, and a summary of the study results, conclusions and discussion. Recommendations for further research and possible studies conclude this chapter.

5.1 Overview of the significant findings

5.1.1 Characteristics of Entrepreneurs and Tutorial Business

According to the research it was found that the most of the entrepreneurs have been engaged in tutorial businesses for a period of more than 10 years almost 80.0% while only 20% respondents have been operating their tutorial for less than a decade. Consistently, the results showed that all of the tutorial are self-owned accounted to 100%, whereby the majority of schools offer only 1 subject through offline teaching method accounting to 60% of the respondents, while 20% tutorial provide various subjects course with mixed teaching method both online and offline learning. Moreover, 3 out of 5 schools or 60% found to have a number of students below 100 students and a number of full-time personnel lower than 5 persons while 2 schools or 20% are able to exceed the mentioned percentage.

5.1.2 Current Business Environment

According to the findings, small sized tutorial businesses are in starting of a decline stage where a number of learners reducing year after year due to lower birthrate, increasing of competition from bigger players, freelance teachers and disruption of technology such as online course or mobile applications where learners have lots of options to select the tutorial. These reasons have led to lower profit while cost of operation is high and are mainly affecting the business performance. The study by Uea-umakoon Waraporn et al. (2015, pp. 100 - 105) added today's general environment factors that negatively affect the business, such as more options for admission

to higher education, giving students more opportunities for admission whether in an international program or a private university. It will affect the business in terms of cost and number of enrolled students.

Nevertheless, COVID 19 situation have been interrupting the regular business operation especially effected the schools which are purely offline, and somehow lower the revenue of some schools who try to provide online courses which yet be widely accepted by learners, led to a pause of learning hours.

On the other hand, there are an optimistic in most of entrepreneurs toward this business line that long opportunities are still available as long as there are students' study in schools, they will be the need of tutoring classes and much stronger in the future due to the competition and social culture to have the children pursue better lives and careers.

5.2 Analysis and interpretation of the findings

Research question 1: What is the current business environment of small sized private tutorial businesses in Lamphang?

Qualitative Findings

Almost 60% of the respondents agreed that tutorial businesses are in starting at declining stage with number of students decreasing which can be attributed to the fact that there is decrease in birth rate, availability of more and more freelance tutors which has resulted in more competition. Some respondents were optimistic due to the current pandemic and change of customer preference to study English language. The same was claimed by one of the respondents during interview, "due to the current pandemic, many schools are doing online classes and a big number of students find it hard to understand and digest certain subjects. Hence, there is a demand for certain subjects as students find it hard to study online".

It was found that offline method of education is the preferred method of education by most of the small sized private tutorial businesses in Lamphang. One of the main reasons being that the parents preferred their kids to go to study at a tutorial center as they found them to be addicted

to online games and social media. Uea-umakoon Waraporn et al. (2015, pp. 100 - 105) analyzed the business environment of tutorial business and found that the saturation of this industry tends to be more and more. However, students still need tutoring schools. The factors that measure the success of the business are the teaching ability and care of the tutors, good service staff, a systematic management process, and a curriculum that is consistent with the admission test, having good teaching materials and a suitable location.

Quantitative Findings

Through quantitative analysis it was found the majority of respondents are female learners around 64.0%, being less than 15 years of age almost 45%, pursuing their education at High School/Vocational level around 33.5%, currently attending in Lampang are predominantly in Muang district with 69.3%, studying in Thai curriculum 68.0%, guardian's monthly income less than 20,000 baht representing 45.5% of the total respondents.

In term of learning behaviors, the majority of the respondents studied mathematics accounting for 27.1% and followed by English with 24.5%, Science with 13.6%, Thai Language accounted for 10.9%. While the following subjects gained below 10% included Physics Chemistry Social Biology and other such as Chinese, Art, and Music respectively. During quantitative analysis it was also found that a percentage of 21.8% of the total respondents or 140 out 400 respondents tutoring for the purpose of to review the study content. With consistency to the research by Kannika Promkham, Nongrak Manolailao, (2018, p. 140), which studied personal factors, behavior, perception of parents and students toward the integrated marketing communications to influence decisions in a tutorial school revealed that students started their tutoring sessions from elementary level and their first tutoring subject was Mathematics. Most of parents would like to enroll their children in tutoring sessions for more intensive context which would advance them in the academic tests. Saturday and Sunday during the term and Mathematics were mostly selected time and subject for tutoring.

It was also found that a majority of respondents considered reputation of the tutoring school / instructor as their priority accounted to 26.2% and followed by tuition fee with 24.2%, location of the school with 20.9%, recommendation with 20.8%, and preparing for university entrance examinations with 7.9% respectively. Quantitative results revealed that the majority of learners

very satisfied with the tutorial courses with 59.0% or equivalent to 236 respondents and followed by most satisfied with 30.5% or 122 respondents. While the least number of learners with moderated level of satisfaction with tutorial courses accounted to only 10.5% or 42 out of 400 respondents.

It has been confirmed by the study by Phawat et al. (2015: P 27), which revealed high school students gave the highest level of importance to the factors in choosing a tutoring school in terms of personnel in particular, teachers are friendly, understand and know the needs of students. And consistent with the research done in Lampang by Ratchakhom (2016: P 181) that an instructor has a significance at high level towards decision making of students as they preferred the instructor who has a teaching technique which can understand easily. Therefore, tutorial business providers need to recruit instructors or tutors who are competent in the subject matter to teach and to create differences in the learning process. With emphasizing in quality of teaching, tutorial business providers can satisfy the tutoring students and help them succeed in their academic achievement.

Another study done in Lampang province by (Kittika Wongma, 2013) revealed much similar findings that students with guardians' monthly income range between 20,001-30,000 baht mostly selected to study Mathematic subject by forming a small group tutorial class with friends and preferred to study at their teacher's tutorial institution. They made own decision with increase of GPA as a major reason. Her further findings indicated that students preferred to study mostly on Saturday-Sunday with one subject per day, a tutorial institution where reside near their school which recommended by friends or family. The criteria of selecting a tutorial school were a popularity of school and tutors with 3,001-4,000 baht tuition fee.

Research question 2: Which is the most appropriate competitive advantage strategy should be used for small sized private tutorial businesses in Lampang?

According to the data findings, mix strategy approach (differentiation, cost leadership, focus) is the most appropriate competitive advantage strategy should be used for small sized private tutorial businesses in Lampang. It can be attributed by the fact that education industry is a service industry which is dynamic and going through changes due to different factors such as demographic changes, technology disruption, change in population preferences and habit.

One of the respondents involved with a well-known tutoring school informed that, they offer tailor made courses targeting a certain group of students with certain goals and objectives. All of the respondents informed that learner's satisfaction is the most important for tutorial business as they will continue repeat courses and recommend to their peers. 80% of the respondents informed that subject expertise is the most important personality trait that they look in an instructor. The main aim of the tutorial is to provide quality education to create a goodwill in the market, hence they prefer an instructor who knows his subject and have expertise in the relevant subject. Positive attitude towards teaching and the subjects to be taught is the second most favored trait which tutorial favors. Good reputation along with related success story of students was found to be most important tool for creating a brand image and awareness in this sector. Tutorial business being a service industry. Good reputation plays a major role in creating brand image.

Second most important factor was advertisement and communication with the target customers. It is very important to reach the target customers through various channels and providing proper communication so as the customer can make a choice. With the advent of technology more and more students are using social media network, hence tutorial is adapting to the changing environment by online channels to promote and communicate with the relevant consumers. Which is consistent with the study done in Bangkok by Tanavit Imyim (2020, p. 349) indicated that the business owner focuses differentiation strategy by creating things that are not like other tutoring providers whether it is the use of technology or media, online teaching and learning system, facilities, and things which meet the needs of students and parents. These findings confirmed the matching between key information providers from both entrepreneurs and learners.

Quantitative data findings revealed that respondents (students/guardian) preferred Differentiation Strategy, followed by Cost Leadership Strategy, and Focus Strategy respectively toward competitive advantage of small sized tutorial business in Lamphang province. This may be because most of the students in Lamphang who study at small sized tutorial school want to receive quality service which is in line with the small sized tutorial school entrepreneur's response that learner satisfaction is their most important objective. The research output was found consistent to the research of Tanavit Imyim, (2020: P 349) studying marketing strategies to create competitive advantages for

high school students in Bangkok, found that the competitive advantage of the tutoring institutes was on average at a high level overall.

The findings revealed that Differentiation Strategy is prioritized by learners as very high with the highest mean rating of 4.22, results revealed that learners prioritized the providers who listen to their feedback for improving the businesses, followed by the development of learners being regularly measured and evaluated, Learner's satisfaction in using the service, technology applied in teaching and learning to create a different experience for learners.

Sirimad Ratchakhom (2016, p.193) revealed on her study that the strategy of being a leading tutorial business, entrepreneurs must develop their business in accordance with the changes by making a difference to the tutoring business. It can be confirmed that differentiation strategy is vital in competitive advantage and enables the businesses to sustain in the long run.

Cost Leadership Strategy with mean rating of 4.17, according to the respondent's recognition, the tutorial school that provide a suitable price with the study hours enables is learners' top priority and followed by reasonable price with quality, providing an installment payment method as an option for learners which can assist to lower expense pressure for guardian in these slow economic conditions. Moreover, course fee that is cheaper than other tutorial along with setting promotion and discount which is confirmed by the previous research (Phawat et al., 2015), as well as price adjustment in accordance with economic conditions. The findings are consistent with the results of the study by Kriangkrai Sriring, (2018, p.125) on factors affecting primary student and parents' decision making for choosing English tutorial institutes in Ban Phai District, Khon Kaen Province that attitudes towards factors in choosing a tutoring institute revealed that parents' opinions on the price of tutoring institutions were price must be suitable, not too expensive to be able to afford. The same is confirmed by students on the study of customer purchasing decisions for undergraduate tutoring at Thammasat University, Thailand, results showed that tuition fees were placed on a high level in term of appropriation for the quality of teaching (Tantipanpipat, 2015, p.93).

Focus Strategy with mean rating of 4.11, results revealed that learners weighted Cost Focus on fair prices but high-quality courses and services the highest and followed by serve needs and

preferences of specific group or individual learners in Differentiation Focus. While different prices for different target groups of learners as well as well-known in the market due to the affordability of its products and services compared to its competitors distributed mean rating almost equally as revealed overall findings at high level. In consistent with the study done in Bangkok by Tanavit Imyim, (2020, p. 349) on marketing strategies to create competitive advantages for high school students, the results showed that students preferred Focus strategy the highest mean score, followed by Differentiation, Rapid Response, and Cost Leadership respectively.

This can be implied that small sized private tutorial providers should emphasize on these data findings in order to meet the needs and preferences of learners and yet increase the number of prospective to be able to make a decision in enrolling the course with the small sized tutorial, as well as being enroll continuously.

It has been confirmed by Naparvadee Chainaken (2018) the tutoring school operators have to consider of setting price which is not different from other tutoring schools and focus on competing in other factors over the price for increasing sales or reducing operational costs. As a result, it can help generating net profits for the business in the long run. According to Barney's concept (1991, pp. 99-120), competitive advantage is the foundation of the relationship between organizational efficiency and competitive advantage. Competitiveness is an important aspect that creates a sustainable competitive advantage for business.

Research question 3: What can be a good guidance for small sized private tutorial business in Lampang?

Small sized business due to their characteristics have an advantage of being flexible and adaptable which is due to their small size and management style. Hence, they should consider of using a mixed strategy which should be inline to consumer needs, expectation and the underlying economic conditions, and keeping in kind the competitors in their respective field. Moreover, during the research, it was found that most of the respondents did not prefer one particular strategy rather a mix of different strategies focusing on product, price and value.

During qualitative analysis most of the entrepreneurs agreed that the small sized tutorial used mix of different strategies so as to be able to provide satisfaction to their learners. This is because they value consumer satisfaction as an important element of sustainability. Nakrop Pimkhao (2008, cited by Ratchakhom, 2016, p.187) who has expressed the concept of strategy of being a tutorial business leader is a tutoring business that studies information and also improves its business at all time.

Hence, Small scale business should be aware of the rapid changes along with changing consumer preferences which may include a modern or unique concept which can ensure that it can reach larger audience. The tutoring business must be able to the needs and wants of the market to create a uniqueness in today's education business. Mixing of different strategies can be necessary to get a foothold in the competitive economy. It also has been confirmed by Campbell-Hunt (2000) cost and differentiation do act as high level discriminators of competitive strategy designs.

It should be noted that in some cases, using different marketing strategies can hurt the organization in the long run if it's not well thought of or planned. The same has been informed by Lee et al. (2021) that although firms pursuing focus and cost strategy individually can benefit, pursuing these two generic strategies of low-cost and focus simultaneously actually hurts firms' profitability. Hence, using a mix strategy should be well thought and planned by the small sized businesses, with all the pros and cons so as they can decide what type and kind of strategy to follow.

5.3 Hypothesis Test Results

This research has set hypothesis test on creating competitive advantage of small sized tutorial business in Lampang which consist of Differentiation Strategy, Cost Leadership Strategy, and Focus Strategy using Independent Samples T-test, One Way ANOVA, and Least Significant Difference as a tool for testing via SPSS version 22 to find significance among research samples.

Hypothesis 1: Characteristics of Students/guardians have a positive influence on generic competitive advantage strategies preference for competitive advantage of a small sized private tutorial business.

H1.1: Gender has a positive influence on generic competitive strategies preference of students/guardians.

The result of H1.1 research was examined through Independent Samples T-test technique found that there was negatively influenced in gender on generic competitive strategies preference of students/guardians for competitive advantage of a small sized private tutorial business. As an overall showed a non-significant result of p-value .060. Therefore, this hypothesis 1.1 was not accepted on this research study as the significant difference value resulted above 0.05. This may be due to the fact that tutoring is an additional study in addition to studying in the classroom. There is no gender restriction and the right in access education for both males and females is equal, therefore males and females are equally interested in tutoring and having concerns about learning. Therefore, male students and female students have equal educational needs and it can be seen that the gender variable cannot be the variable that describes the relationship related to the tutoring decision of the students.

It has been confirmed by the study of Phawat et al. (2015), which revealed difference gender did not influence on the decision of secondary high school students to choose an English tutoring school. And the study by Wootmongcolpanit (2016, p.68), which found the relationship between gender and decision-making behavior in choosing a tutoring institute of high school students in Bangkok that the characteristics of decision-making behaviors were not influenced by gender. In contrary with the study in Bangkok by Nuchma, (n.d., p.10) results found that gender of the high school students of Phraharuthai Donmueang school affected the decision-making.

H1.2: Age has a positive influence on generic competitive strategies preference of students/guardians.

The result of H1.2 research was examined through One-way ANOVA of H1.2 showed a positive influence in age on generic competitive advantage strategies preference of students/guardians for competitive advantage of a small sized private tutorial business at the statistically significant difference level of .014. Regarding each strategy, the significance level was found on Differentiation

and Focus strategies at the statistically significant level of .005 and .006 respectively. Therefore, this hypothesis 1.1 is accepted on this research study as the significant level resulted below 0.05.

In Differentiation strategy, students aged between 26-30 years and those who are less than 15 years old, 16-20 years, 21-25 years, 31 years old and more were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently. In Focus strategy, found an influence among students aged between 26-30 years, those who are less than 15 years old, 16-20 years, 31 years old and more. In consistent with the demographic characteristics theory by Siriwan Sereerat (2003, pp. 199-201 cited by Wootmongcolpanit, 2016: p.12) stated that the behavior of consumers with different age ranges will have the characteristics of purchasing goods and services to meet different needs. Consumers' preference for certain products and services changes with age. In education, ages are classified relevant to their educational level. Therefore, the age has a positive effect toward students' preferences which also confirmed by the study by Purković et al., (2020) on age and gender between pupils' preferences in teaching general and compulsory technology education in Croatia revealed that younger pupils are mostly satisfied than older ones.

This is contrary to the study by Phawat et al. (2015) revealed that age did not influence on the decision of secondary high school students to choose an English tutoring school. A study of influencing factors for participating tutorial schools of public high school students done in Songkla of Arsaeyayeri (2013, p.2) revealed that age had a negative influence the students to participate the tutoring service.

H1.3: Education level has a positive influence on generic competitive strategies preference of students/guardians.

The result of H1.3 research was examined through One-way ANOVA, it showed that there was a positive influence in education level towards generic competitive advantage strategies preference of students/guardians for competitive advantage of a small sized private tutorial business at the statistically significant difference level of .014. Referring the above result of each strategy, the significance level was found on Differentiation, Cost Leadership and Focus strategies at the

statistically significant difference level of .012, .006 and .004 respectively. Therefore, this hypothesis 1.3 was accepted on this research study as the significant difference resulted below 0.05.

In Differentiation strategy, students in High School/Vocational, those who are in primary as well as Bachelor's degree and those who are in Senior High School/Diploma were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business differently. In Cost Leadership strategy, students in Senior High School/Diploma, primary, High School/Vocational, Bachelor's degree, and Master's degree were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business significantly. In Focus strategy, students in Bachelor's degree, primary, High School/Vocational, High School/Diploma, Kindergarten were found a significant preference on generic competitive advantage strategies for competitive advantage of a small sized private tutorial business. In consistent with the demographic characteristics theory by Siriwan Sereerat (2003, pp. 199-201 cited by Wootmongcolpanit, 2016: p.12) stated that the behavior of consumers with education levels influenced the characteristics of purchasing goods and services to meet their needs because they has passed various learning processes.

Nevertheless, the findings is also in consistent with the study on factors affecting tutor school choices of secondary school students done in Chiang Mai province by Santi Chailerdar (2014, p. 108) revealed that education levels between high school students and senior-high school students, found that there were six influences at statistically significant level; 1) the school's product; 2) price; 3) school's ambience; 4) school's reputation; 5) tutor's quality; and 6) service method. From the research, scores were given more by the junior-high school students than by the senior-high school students.

In contrary to research by Wootmongcolpanit (2016, p.68), which found the relationship between education level and decision-making behavior in choosing a tutoring institute of high school students in Bangkok that the characteristics of decision-making behaviors if the students studying in the tutoring course were not influenced by the level of education. And the study by Phawat et al. (2015) revealed that education did not influence on the decision of secondary high school students to choose an English tutoring school.

H1.4: School location has a positive influence on generic competitive strategies preference of students/guardians.

The result of H1.4 research was examined through Independent Samples T-test technique found a positive influence in school location on generic competitive advantage strategies preference of students/guardians for competitive advantage of a small sized private tutorial business. As an overall showed a significant result of p-value .010.

Referring the result above revealed that there were significant influences found on Cost Leadership and Focus strategies at the statistically significant difference level of .005 and .006 respectively. The data revealed that students who study at the schools located in Suburb district prefer Cost Leadership and Focus strategies than students who study at the schools located in Muang district ($\bar{x} = 4.21$, $\bar{x} = 4.12$). Therefore, this hypothesis 1.4 was accepted on this research study as the significant difference value resulted below 0.05. This can explain the result as factors in terms of current school location and convenience of travel are as follows: the majority of tutorial businesses are located in the city center. Even though Lampang has convenient public transport system such as the local taxi and most local people travel by their own vehicles, but school location is widened by districts which some areas are not convenient and far by distance. These can affect the decision making of students and guardians toward selecting tutorial schools.

The results of the above study are consistent with the research done in Lampang of Kittika Wongma, (2013) on factors influencing tutoring among upper secondary school students, found that the location factor influenced the students' tutoring lessons. The factors of the location of the tutoring schools near their schools. The tutorial businesses located in the city center and shopping malls with convenient transportation and having a sharing space or building as a center point or One -Stop Service to facilitate students when travel to study especially in various secondary cities in a location where parents can easily pick up and drop off their children. Therefore, location of the tutoring business is also one of the factors of success in doing business which found consistent to the research findings by Kasikorn Research Center (2015, p. 1-5).

Contrary to the study done in Bangkok by Wootmongcolpanit (2016, p. 82), which found no positive effect between location and decision-making behavior in choosing a tutoring institute of high school students. This may be due to the greater ease of travel nowadays and the location of the famous tutoring institutes in Bangkok are located near the convenient and fast public transportation systems and close to the important places such as houses or accommodation, schools.

H1.5: Curriculum has a positive influence on generic competitive strategies preference of students/guardians.

The result of H1.5 research was examined through One-way ANOVA, it showed a positive influence in curriculum on generic competitive advantage strategies preference of students/guardians for competitive advantage of a small sized private tutorial business differently at the statistically significant difference level of .000. Referring the above result of each strategy, the significance level was found on Differentiation, Cost Leadership and Focus strategies at the statistically significant difference level of .000, .000 and .001 respectively. Therefore, this hypothesis 1.5 was accepted on this research study as the significant difference resulted below 0.05. Therefore, students study in Thai curriculum and those who study in Bilingual curriculum as well as International curriculum were found to prefer all generic competitive advantage strategies including Differentiation strategy, Cost Leadership strategy, and Focus strategy for competitive advantage of a small sized private tutorial business. This implies that student enrolled in different curriculums which focus and emphasize on certain subjects or focuses on some special courses have a positive influence on preference when compared to students enrolled in general curriculum.

There is a sudden surge in schools providing International and Bilingual programs, more and more population are aware of the benefits of their younger ones being good in English or Chinese Language. In relevant to this it has been seen that there are various small tutorial schools have propped up providing tailor made courses to attract these consumers. These consumers do prefer specialized courses irrespective of other relevant factors and moreover it is found that they are okay to pay a premium price if needed so. In consistent with the research done in Bangkok by Wootmongcolpanit (2016, p.82), which found the relationship between curriculum and decision-

making behavior in choosing a tutoring institute of high school students. The findings revealed that students considering curriculum when purchasing a tutoring course such as a course that meets the students' needs, variety of courses offer, the quality of the course materials.

H1.6: Family income has a positive influence on generic competitive strategies preference of students/guardians.

The result of H1.6 research was examined through One-way ANOVA, it showed a positive influence in family income on generic competitive advantage strategies preference of students/guardians for competitive advantage of a small sized private tutorial business at the statistically significant difference level of .034. Therefore, this hypothesis 1.6 was accepted on this research study as the significant difference resulted below 0.05. Referring the above result of each strategy, the significance level was found on Differentiation and Focus strategies at the statistically significant difference level of .001, .014 respectively. In Differentiation strategy, students whose family income range between 30,001 - 40,000 baht and those whose family income range between 20,001 - 30,000 baht as well as not more than 20,000 baht were found to prefer generic competitive advantage strategies for competitive advantage of a small sized private tutorial business than those whose family income above 40,000 baht. In Focus strategy, the significant found among students whose family income more than 40,000 baht and those whose family income not more than 20,000 baht prefer generic competitive advantage strategies than other ranges of income.

This may be because in order to send students to study in tutoring institutions, parents need to have substantial income to encourage students to study tutoring. However, due to financial constraints, the chances of making a decision to study tutoring are also reduced. However, parents still want their children to go to tutoring. Because they want their children to study in a reputable institution. Because it can give children a better job opportunity in the future. In consistent with the demographic characteristics theory by Siriwan Sereerat (2003, pp. 199-201 cited by Wootmongcolpanit, 2016: p.12) stated that the behavior of consumers with different income has a positive influence on the characteristics of purchasing goods and services to meet different needs. Because income affected the attitudes and behaviors of consumers to choose goods and services

to meet their needs differently which opposite from those of consumers in the same income level tends to make decisions about purchasing certain goods and services similarly.

It has been confirmed by a study done in Songkla of Arsaeyayeri (2013, p.2) on the study of influencing factors for participating cram schools of public high school students revealed that family income 5,001 - 10,000 baht per month or lower compared greater than or equal to 20,001 baht per month found that negatively influenced the students to participate the tutoring service. Another the study in Bangkok by Nuchma, (n.d., p.10) results found that study was the high school students of Phraharuthai Donmueang school with gender and the total income of father and mother per month affected the decision-making with a different overview.

Contrary to research by Wootmongcolpanit (2016, p. 68), which found that monthly family income had a positive influence related to purchasing decisions of tutoring institutions for grades 1 to 6 students. And the study of Phawat et al. (2015) showed different household incomes negatively influenced on the decision of secondary high school students to choose an English tutoring school.

5.3.1 Hypothesis Test Results Summary

According to the main this research hypothesis 1 characteristics of students/guardians have a positive influence on generic competitive advantage strategies preferences for competitive advantage of a small sized private tutorial business. The significant hypotheses test results of this research are classified by strategies which consist of Differentiation Strategy, Cost Leadership Strategy, and Focus Strategy. The results revealed that Focus strategy received the highest number of 5 significant differences from all of variables except gender, followed by Differentiation strategy with 4 significances and Cost Leadership with 3 significant differences respectively.

Base on demographic characteristics variables of hypotheses showed that education and curriculum distributed the significant differences of all strategies, followed by age, school location, and family income with 2 strategies equally while gender showed statistically significant difference with non-strategies. In consistent with the demographic characteristics theory by Siriwan Sereerat (2003, pp. 199-201 cited by Wootmongcolpanit, 2016: p.12) stated that the demographic characteristics in age, gender, education level, and income affected characteristics of purchasing goods and services among consumers for the purpose of fulfilling their needs.

Therefore, the hypotheses of this research, 1 characteristics of students/guardians have a positive influence on generic competitive advantage strategies preferences for competitive advantage of a small sized private tutorial business is accepted. It yielded a significant effect on Focus Strategy, Differentiation Strategy, and Cost Leadership Strategy respectively resulted with statistically significant difference below .05. The same finding has been confirmed by the study done in Bangkok by Tanavit Imyim, (2020, p. 349) on marketing strategies to create competitive advantages for high school students, the results showed that students preferred Focus strategy the highest mean score, followed by Differentiation, Rapid Response, and Cost Leadership respectively.

5.4 Conclusion

Tutorial business as a type of education shadowing the public education system is an option used by the population, to bridge the gap in our education system. Providing flexibility and efficiency towards individuals and their needs, small sized tutorial business plays an important role in society. Due to the change in the local school curriculum, along with technological advances and change in consumer' behavior and preferences toward tutorial business in Lamphang province need to respond with swift and determined actions in order to survive.

The same was confirmed through qualitative analysis as most of the entrepreneurs agreed that the small sized tutorial used mix of different strategies so as to be able to provide satisfaction to their learners. They perceive consumer satisfaction as being an important factor to be able to be competitive. Whereas through quantitative analysis it was found that differentiation strategy was the most preferred generic strategy by the respondents followed by cost leadership and focus strategy.

The results of the analysis demonstrate the close connection of individual factors towards generic competitive advantage strategy. From the findings of this study, it is clear that the phenomenon of tutorial cannot be ignored.

After school tutoring classroom attracts customers through different strategy techniques. Small size, tutorial businesses should have clear objective along with a plan and strategy to be able to sustain and competitive in the ever-competing business scenario. The results of the research identify that small scale tutorial do not confirm or use a single strategy but a mix of different

strategy. This can be explained by the dynamic nature of the market along with the changing demographic pattern of the region. Small sized tutoring business try to provide product as per consumer need along with pricing in the range which customer can pay, there is little attention to focus strategy. It is aligned with the learner's response whereby they prefer differentiation along with cost strategy, they favor paying for a course and with not so high fee. It can be attributed to the fact that the research was carried during the Covid-19 pandemic, and the local population are sensitive to paying high and expensive pricing.

It is having been often found that small sized business lacks expertise in promoting their strategy and objectives to the local population due to their characteristics and other disadvantages. However, social media platforms are a popular way to reach targeted customers as more and more students are being exposed to social media. For example, Facebook fan page, twitter and most recently Tiktok has become a good channel which should be duly used to targeted customer.

Small sized tutorial business being involved in education and service industry should focus on creating a value which will ensure they can survive in the long run. They should be able to find a balance between quality and cost, whereby they should not compromise on quality, being cost effective and which will ensure in providing a value to the local population. This will create a brand value and a strong branding for the relevant tutorial enabling them to compete and survive in the long run.

5.5 Implications of This Study

The findings in this study have contributed to the understanding the current economic scenario of small-sized private tutorial businesses in Lampung. This study has yielded findings that indicate suitable strategies subscribed by respondents manifest in gaining competitive advantage. The findings concur with and provide both theoretical and practical implications for all who are in the field of education industry in general, and especially for tutorial business entrepreneurs. The following implications are advised by the researcher based on various literature review and understanding the current economic scenario of small-sized tutorial businesses in Lampung. The implications are divided into 2 areas: 1. Implications for Academics and 2. Implications for business practice as follows:

5.5.1 Implications for Academics

The results of this research revealed the creating competitive advantage of small sized private tutorial businesses in Lampang of tutoring students with mixed of different educational levels, which had not been found in past research. This research will be beneficial for academicians and those who are related with it in the following manner:

- 1) The knowledge gained from this research can be taken to study and conduct tutoring business operations in smaller regions in order to provide a guideline to entrepreneurs and policy makers who are related to this industry.
- 2) The conceptual framework for this research was formed from a review of academic literature relating to variables used in quantitative research and also using qualitative research methods to support by conducting a test to confirm content validity and reliability measurement with appropriate statistical methods as well as selecting variables for research with specific characteristics of tutoring business operators that are licensed by the Office of the Private Education Commission Ministry of Education in Thailand, B.E. 2019 only. If any researchers are interested, they can continue to expand on different population or target group in the same industry.

5.5.2 Implications for Business Practice

This research can be beneficial and worth for entrepreneurs involved in tutorial business as it gives guidelines to competitive strategy which is essential for any type of business. This is because strategy if well-formed can give a proper direction, goal and objectives to the interested organizations.

- 1) *Differentiation Strategy*: results revealed that learners prioritized the providers who listen to their feedback for improving the businesses, followed by the development of learners is regularly measured and evaluated.

1.1 Tutoring schools should focus on expanding additional curriculum for elementary school children to continuing education due to an increase of aging population. Business owners or senior management should focus on maintaining and enhancing the teaching quality of tutoring schools by adding more courses to teach according to the needs of customers.

1.2 Technology adaption: Develop online learning as an option to facilitate the students and can increase the number of students. Teachers should be sent trained in online teaching methods for continuous improvement of service quality.

1.3 Private tutorial entrepreneurs should have a mechanism whereby building a good rapport with the students or guardians to ensure the satisfaction. This is beneficial to entrepreneurs in asking for advice and suggestions of guardians and students as a guideline for continuous improvement and development of services cause maximum benefit to students.

1.4 Provide flexibility of study timetable and emphasize on the quality and standards of instructors to maintain a good image of the tutorial business (Naparvadee Chainaken, 2018).

- 2) *Cost Leadership Strategy*: according to the respondent's recognition, the tutorial school that provide a suitable price with the study hours enables is learners' top priority and followed by reasonable price with quality, providing an installment payment method as an option for learners which can assist to lower expense pressure for guardian in these slow economic conditions.

It has been confirmed by Yimniyom (2016) that the entrepreneurs of the tutoring institutes can apply the results as a guideline for determining marketing strategies to create and gain a competitive advantage. And there should be a policy to reduce the price or more ways to pay the fees, such as paying by credit card or installment etc. Moreover, prices should be clearly set which are suitable for the value of the courses offered then can be able to compete in the current tutoring market.

- 3) *Focus Strategy*:

3.1 Cost Focus: results revealed that learners weighted Cost Focus on fair prices along with high-quality courses and services. Private tutorial business entrepreneurs should adjust the price by promotion e.g., discounted fees on registering of more than 1 person at the same time. Moreover, teaching methods should be organize in such a way that it is unique, use of knowledgeable tutors' being expert in teaching using new teaching techniques.

3.2 Differentiation Focus: Providing tutorial services according to the needs and preferences of specific group or individual learners which was weighed the highest. Thus, private tutorial business entrepreneurs should create courses in which the instructors or tutors have expertise in particular subjects or using the strengths of their own businesses or instructors to differentiate from other tutorial providers to attract and group customers in the target market.

4.) *Demographic Characteristics among Students*

According to the findings, age, education, curriculum, school area, and family income had a positive influence on competitive advantage strategies preference. Therefore, private tutorial business entrepreneurs should understand the demographic changes and the characteristics of the population. This will help them to develop strategies to gain competitive advantage and designing additional courses for specific groups according to the needs of each group of students by analyze the demographic characteristics differences results from this research.

5.6 Research Limitation

This research was conducted on a small area only in Lampung province, which might not represent the overall scenario on macro scale. Hence, application of concepts and outcomes to other areas will be limited. In addition, the overall generalizability is limited due to the sample size. Given the limited sample size, it is possible that the participants, who were already enrolled in tutorial programs were biased in terms of their perception and attitude toward small sized private tutorial in Lampung province.

The qualitative research study is based on entrepreneurs of small sized private tutorial in urban area as the majority of top 5 small sized schools are located there, which may have embedded bias in that these schools are high performers. Research limitation are summarized as follows:

1. There is a limitation in the sample sized as its small especially in qualitative research, therefore, need to expand further study in a bigger number of samplings.
2. This research was conducted during Covid-19 pandemic and it may not provide factual data related to normal situations.

3. In depth analysis of the external environment was not conducted in this research, hence, further data collection is required to determine and understand the variables in external environment using a relevant model or theory. This will give an overview regarding the external environment and its effect on the tutorial business.

5.7 Recommendations for future research

In relevance with the limitations of the study, suggestions for further research include the following points:

1. This thesis studies mainly on the theoretical concept of Porter's generic competitive advantage strategy which is just one of many strategies which emphasize on competitive advantage as there are many more theories to study. According to Moon et al. (2014) "Porter's generic strategies have been well received in the field of strategic management. However, this does not mean that the generic strategy concept itself is without criticism". One of the main criticisms of generic strategies is it assumes a static perspective on firm-specific advantages or resources at a given time. Hence, researcher would recommend for further research to be conducted on new concepts of business strategy which is relevant to tutorial school business.
2. In depth analysis of the external environment along with internal environment should be done in further research. This will give a clear picture of the current business scenario along with suggestions to combat the external forces which is essential for competitive advantage. This can enable further research to provide a guideline to the tutorial schools and the relevant strategy they should use.
3. The thesis was based only in Lampang which cannot provide a clear information on other regions in Thailand. Future works can investigate the other areas or provinces and to compare the results of the studies.

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Appendix A

Employer interview (Semi-Structure Interview)

Title “creating a competitive advantage of small sized private tutorial business in Lampang Province”

Statement

This semi-structure interview form is part of the thesis of Graduate Program, Business Administration Faculty, Maejo University with the objective of studying to generate the competitive advantage of small sized tutorial in Lampang province. However, information received from the interview question will be kept confidential. No personal information was disclosed in any way and will be used for only educational purpose. The researcher therefore asks for help in answering the question as required. The questionnaire is divided into 4 parts as follows:

Part 1 Information of the interviewee

Name of interviewee.....

Position..... Experience in the tutoring business year

Part 2 Tutorial School Characteristics

1. Number of classrooms, students and personnel
2. Business model (1. *Self-owned* 2. *Others (specify)*.....)
3. The courses offered (*Grade level, Subject, Teaching method etc.*)

Part 3 Current Business Environment

1. Is the current economic and business environment suitable and amicable for operating tutorial business?
2. What problems and obstacles do you have in operating the business currently and according to you what are the relevant solution?

Part 4 Generic Competitive Advantage Strategy

4.1 Differentiation

4.1.1 Product Features

- What is uniqueness in teaching and learning of your school which meet the needs of learners?

- The development of learners is regularly measured and evaluated?

4.1.2 Service quality and value added

- What services that the school provide to enhance the quality and value to learners?

- | | |
|---|--|
| <input type="checkbox"/> Various facilities | <input type="checkbox"/> Advice and counseling |
| <input type="checkbox"/> Learner's satisfaction | <input type="checkbox"/> Learning outcome guaranteed |

4.1.3 Personnel

- What skills and personalities of an instructor and service staff are most important at your school?

The instructor: Subject expertise, Good personality Positive attitude

The service staff: Professional Good personality Service-mind

4.1.4 Brand Image

- Which tools do you think are important in creating a brand image of the small-sized tutorial business?
 - Good reputation and success story.
 - Have a clear target customer.
 - Publicity advertisement and communication.
 - Listen to learner feedback for improvement.

4.1.5 Technology

- What technology the school is currently using in teaching & learning, as well as services?
(Such as application, Q&A, Payment, learning tracking system)

4.2 Cost Leadership

4.2.1 Does your school offer lower price than other schools?

4.2.2 How do you manage the cost in the school to gain competitive advantage?

- | | | |
|---|---|--|
| <input type="checkbox"/> Promotion and discount | <input type="checkbox"/> Lower the course fee | <input type="checkbox"/> Reasonable price with quality |
| <input type="checkbox"/> Payment installment | <input type="checkbox"/> Price is changing along with economic conditions | |

4.3 Focus

4.3.1 Does your school focus on specific target group of learners?

4.3.2 Which approach of pricing strategy that you are trying to focus on?

- Focus on delivering **lower price** than competitors in each target group of learners.

- Fair prices but high-quality courses and services
- Different prices for different target groups of learners.
- Focus on delivering **better products or services** than competitors in each target group of learners.
 - Serve needs and preferences of specific group or individual learners.
 - Well known in the market due to the affordability of its products and services compared to other schools.



Questionnaire (Learner or Guardian)

“Creating a competitive advantage of small sized private tutorial businesses in Lampang Province”

This series of questionnaires is an integral part of study in a Master's program, Faculty of Business Administration, Maejo University, on Creating Competitive Advantages of Small Tutoring Schools in Lampang Province. Please respond truthfully and your responses will be confidential for the purpose of research only. Thank you for your cooperation.

Section 1: General Information

Please tick in check boxes for selection of the most appropriate response.

1. **Gender** 1) Male 2) Female 3) Other
2. **Age** 1) less than 15 years 2) 16 - 20 years 3) 21 - 25 years.
 4) 26 - 30 years 5) 31 years old and more
3. **Education** 1) Primary 2) Middle School / Vocational
 3) High School / Vocational 4) Bachelor's Degree
 5) Others (please specify).....
4. **Current district of attending school.**
1. Muang District 2. Suburb District
5. **The curriculum you are studying in school.**
1. Thai curriculum 2. Bilingual curriculum 3. International curriculum
6. **The monthly income of the guardian,**
1. Not more than 20,000 baht 2. 20,001 - 30,000 baht
 3. 30,001 - 40,000 baht 4. More than 40,000 baht

Section 2: Information of Learning Behaviors of tutee

7. What are tutorial subjects that you are enrolled in? (Choose more than 1)

1. Mathematics 2. Science 3. Physics
 4. Chemistry.
 5. Biology 6. Thai language 7. Society 8. English
 9. Others, please specify

8. Purposes of enrolling in tutorial school (Choose more than 1)

1. Better Grades 2. Study ahead for new semester
 3. Guardians encourage to study 4. Review the study content
 5. Study with friends 6. Prepare for university entrance exams.
 7. Others (please specify)

9. Who has influence in tutorial school selection? (Choose more than 1)

1. Myself 2. Guardian
 3. Friend / Senior 4. Teacher at school
 5. Others (please specify)

10. How many days do you go to study at tutorial school every week?

1. 1-2 days 2. 3-4 days 3. 5-6 days 4. Every day

11. Which days you prefer for tutoring (Choose more than 1)

1. Monday – Friday 2. Saturday - Sunday

12. In most cases, what kind of study do you prefer?

1. Course provided by the institute 2. One-on-one tutoring
3. A small group of friends 4. Other (please specify)

13. Which area of a tutorial school location do you prefer?

1. Near school 2. Close to home
3. Near where guardian works 4. Near the community.

14. Please select the preferable course payment

1. Pay per month 2. Pay per term
3. Pay per course 4. Others (Please specify)

15. What criteria do you consider when selecting a tutoring school? (Choose more than 1)

1. Reputation of the tutoring school / instructor 2. Tuition fee
3. Location of the school 4. Cost of tuition fees
5. Preparing university entrance examinations 6. Recommendation
8. Others (Please specify)

16. Average cost of tuition per month.

1. Not more than 1,000 baht / month 2. 1,001 - 2,000 baht / month
3. 2,001 --3,000 baht / month 4. More than 3,001 baht / month

17. Are you satisfying with the tutorial courses?

1. Most satisfied 2. Very satisfied
3. Moderated 4. Not satisfied

Section 3: Information on strategies for generating competitive advantage

This section is concerned with determining the main indicators used for measuring the competitive advantage in small sized tutorial in Lampung. Please mark (x) in the box which best describes your agreement or disagreement on using each of the following indicators to determine how the competitive advantage is achieved and maintained

3.1 Differentiation strategy

Differentiation strategy	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Product Features					
1. Courses have specific expertise which meet the needs of learners					
2. Learning outcome are guaranteed.					
3. A unique teaching style					
4. The development of learners is regularly measured and evaluated.					
Service quality and value added					
5. Providing advice and counseling to learners on a regular basis.					
6. There are various facilities.					
7. Learners get the most satisfaction in using the service.					
Personnel					
8. The instructor has an expertise in the teaching subject, good personality and attitude towards learners					

9.The service staff are professional in providing information of products as well as having good personality with service-mind					
Technology 10. Technology is applied in teaching and learning to create a different experience for tutors and learners.					
11. Technology is applied in services such as application, Q&A, Payment, etc.					
Brand Image 12. Good reputation and success story					
13. There is publicity advertising and communication in terms of branding to create credibility and word of mouth.					
14. Listen to learner feedback for improvement					
15. Others (specify).....					

3.2 Cost Leadership Strategy

Cost Leadership Strategy	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
1. Cheaper than other tutorials.					
2. Reasonable price with quality					
3. Suitable price with the study hours.					
4. Promotion and discount					
5. There is an installment for payment method					
6. Price is changing along with economic conditions.					
7. Others, please specify					

3.3 Focus Strategy

Focus Strategy	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Differentiation Focus					
1. Serve needs and preferences of specific group or individual learners					
2. Well known in the market due to the affordability of its products and services compared to its competitors					

Cost Focus					
3. Fair prices but high-quality courses and services					
4. Different prices for different target groups of learners					
5. Others, please specify					

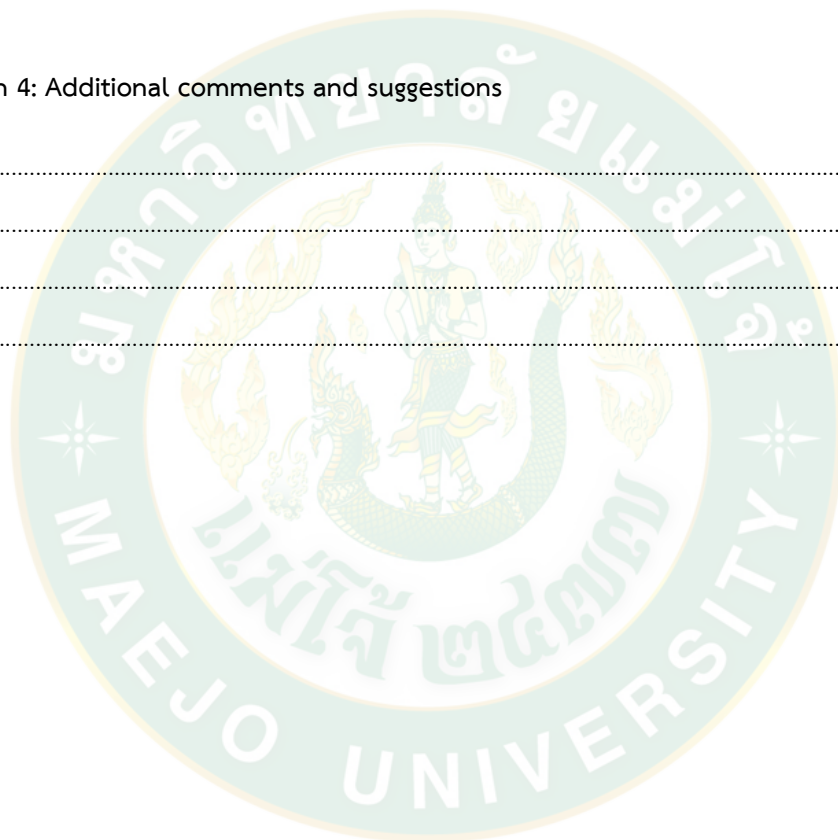
Section 4: Additional comments and suggestions

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แบบสัมภาษณ์ผู้ประกอบการ

เรื่อง การสร้างความได้เปรียบการแข่งขันของสถาบันกวดวิชาขนาดเล็กในจังหวัดลำปาง

คำชี้แจง

แบบสอบถามชุดนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ของนักศึกษาปริญญาโท คณะบริหารธุรกิจ มหาวิทยาลัยแม่โจ้ โดยมีวัตถุประสงค์เพื่อศึกษาถึงการสร้างความได้เปรียบการแข่งขันของโรงเรียนกวดวิชาขนาดเล็กในจังหวัดลำปาง ทั้งนี้ข้อมูลที่ได้รับจากแบบสอบถามจะถูกเก็บเป็นความลับ ไม่มีการเปิดเผยข้อมูลส่วนบุคคลแต่อย่างใด และจะนำไปใช้เพื่อประโยชน์ทางการศึกษาเท่านั้น ผู้วิจัยจึงใคร่ขอความอนุเคราะห์ในการตอบแบบสอบถามตามความเป็นจริง เป็นไปอย่างรอบคอบและครบถ้วน ความตอบของท่านมีความสำคัญยิ่งต่อการศึกษาค้นคว้าครั้งนี้ ข้อมูลที่ตรงกับความเป็นจริงและสมบูรณ์จะช่วยให้งานศึกษาดำเนินไปได้อย่างถูกต้อง ทางผู้ศึกษาขอขอบพระคุณทุกท่านที่สละเวลาในการตอบแบบสอบถามมา ณ โอกาสนี้ โดยแบบสอบถามแบ่งออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลของผู้ให้สัมภาษณ์

1. ชื่อผู้ให้สัมภาษณ์

.....

2. ตำแหน่ง ประสพการณ์ในธุรกิจกวดวิชา.....ปี

ส่วนที่ 2 คุณลักษณะโรงเรียนกวดวิชา

1. จำนวนผู้เรียนทั้งหมดในปัจจุบัน.....คน

2. จำนวนบุคลากรหรือพนักงานในการดำเนินงานธุรกิจทั้งหมดในปัจจุบัน.....คน

3. รูปแบบการดำเนินธุรกิจ ผู้ประกอบการเป็นเจ้าของ ร่วมหุ้น อื่น

(ระบุ).....

4. จำนวนหลักสูตรที่เปิดสอนทั้งหมดแบ่งเป็น

ระดับชั้น

.....

วิชา

.....

รูปแบบการเรียนการสอน

.....

.....

ส่วนที่ 3 สภาพแวดล้อมทางธุรกิจในปัจจุบัน

1. สภาพแวดล้อมทางเศรษฐกิจและธุรกิจในปัจจุบันเหมาะสมและเป็นมิตรกับการดำเนินธุรกิจโรงเรียนกวดวิชาหรือไม่ อย่างไร

.....

.....

.....

ปัญหาและอุปสรรคอะไรที่คุณมีในการดำเนินธุรกิจในปัจจุบันและคุณมีวิธีการแก้ปัญหาที่เกี่ยวข้องอย่างไร

.....

.....

.....

ส่วนที่ 4 กลยุทธ์ความได้เปรียบทางการแข่งขันทั่วไป

4.1 ความแตกต่าง

4.1.1 ด้านผลิตภัณฑ์

- เอกลักษณะในการเรียนการสอนของสถาบันของคุณตอบสนองความต้องการของผู้เรียนอย่างไร?

.....

.....

.....

- สถาบันมีการวัดและประเมินผลพัฒนาการของผู้เรียนเป็นประจำ?

.....

.....

4.1.2 คุณภาพการบริการ

- บริการใดที่สถาบันมีเพื่อเพิ่มคุณภาพและคุณค่าแก่ผู้เรียน

สิ่งอำนวยความสะดวกต่างๆ คำแนะนำและปรึกษา

ความพึงพอใจของผู้เรียน รับประกันผลการเรียน

4.1.3 บุคลากร

- สิ่งที่มีทักษะและมีบุคลิกของผู้สอนและพนักงานบริการที่มีความสำคัญมากที่สุดที่สถาบันของคุณ

ผู้สอน: ความเชี่ยวชาญในวิชาที่สอน บุคลิกภาพ ทักษะคติเชิงบวก
 พนักงานที่ให้บริการ: มืออาชีพ บุคลิกภาพดี ใจรักงานบริการ

4.1. 4 ภาพลักษณ์ของแบรนด์

- คุณคิดว่าเครื่องมือใดสำคัญในการสร้างภาพลักษณ์ของธุรกิจของคุณ
 - ชื่อเสียงของสถาบันและเรื่องราวผู้เรียนที่ประสบความสำเร็จ
 - การมีเป้าหมายกลุ่มผู้เรียนที่ชัดเจนของ
 - การทำสื่อประชาสัมพันธ์
 - การรับฟังความคิดเห็นของผู้เรียนเพื่อการปรับปรุงพัฒนา

4.1. 5 เทคโนโลยี

- เทคโนโลยีด้านใดที่สถาบันกำลังใช้ในการส่งเสริมทางการเรียนการสอนและการเรียนรู้ตลอดจนทางการบริการ? (เช่น แอปพลิเคชัน ไลน์ - ตอบ การชำระเงิน ระบบติดตามการเรียนรู้)

.....

4.2 ความเป็นผู้นำด้านต้นทุน

4.2. 1 สถาบันของคุณเสนอราคาต่ำกว่าสถาบันอื่นหรือไม่.....

4.2. 2 คุณบริหารจัดการค่าใช้จ่ายในสถาบันอย่างไรเพื่อให้ได้เปรียบในการแข่งขัน?

- โปรโมชันและส่วนลด ลดค่าเรียนให้ต่ำลง ค่าเรียนที่เหมาะสมกับคุณภาพ
- การแบ่งชำระค่าเรียน ราคามีการเปลี่ยนแปลงไปตามภาวะเศรษฐกิจ

4.3 ด้านการมุ่งเน้น

4.3.1 สถาบันของคุณมุ่งเน้นไปที่เป้าหมายเฉพาะกลุ่มของผู้เรียนหรือไม่?.....

4.3.2 แนวทางใดทางสถาบันใช้ในการกำหนดราคาสำหรับกลุ่มผู้เรียนที่คุณพยายามมุ่งเน้น?

- เน้นการเสนอค่าเรียนที่ต่ำกว่าคู่แข่ง
 - ค่าเรียนที่ไม่แพง แต่คุณภาพการเรียนและบริการสูง
 - ค่าเรียนที่แตกต่างกันสำหรับกลุ่มผู้เรียนที่แตกต่างกัน
- เน้นการนำเสนอคอร์สเรียนหรือบริการที่ดีกว่าคู่แข่งสำหรับผู้เรียนแต่ละกลุ่ม
 - สนองความต้องการของกลุ่มผู้เรียนที่เฉพาะเจาะจงหรือผู้เรียนแต่ละคน
 - เป็นที่รู้จักกันดีในตลาดด้านค่าเรียนและบริการที่เข้าถึงได้เมื่อเทียบกับสถาบันอื่น ๆ

แบบสัมภาษณ์ผู้เรียนหรือผู้ปกครอง

เรื่อง การสร้างความได้เปรียบการแข่งขันของธุรกิจกวตวิชาขนาดเล็กในจังหวัดลำปาง คำชี้แจง

แบบสอบถามชุดนี้เป็นส่วนสำคัญของการศึกษาในหลักสูตรปริญญาโท คณะบริหารธุรกิจ มหาวิทยาลัยแม่โจ้ เรื่อง การสร้างความได้เปรียบในการแข่งขันของธุรกิจกวตวิชาขนาดเล็กในจังหวัดลำปาง ผู้วิจัยจึงใคร่ขอความอนุเคราะห์ในการตอบแบบสอบถามตามความเป็นจริง เป็นไปอย่างรอบคอบและครบถ้วน คำตอบของท่านมีความสำคัญยิ่งต่อการศึกษาครั้งนี้ ข้อมูลที่ตรงกับความเป็นจริงและสมบูรณ์จะช่วยให้งานศึกษาดำเนินไปได้อย่างถูกต้อง ทางผู้ศึกษาขอขอบพระคุณทุกท่านที่สละเวลา ในการตอบแบบสอบถามมา ณ โอกาสนี้ โดยแบบสอบถามแบ่งออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไป

โปรดทำเครื่องหมายในช่องเพื่อเลือกคำตอบที่เหมาะสมที่สุด

1. เพศ 1) ชาย 2) หญิง 3. อื่นๆ ระบุ
2. อายุ 1) ต่ำกว่า 15 ปี 2) 16 - 20 ปี 3) 21 - 25 ปี
 4) 26 - 30 ปี 5) 31 ปีขึ้นไป
3. การศึกษา 1) ประถมศึกษา 2) มัธยมต้น/ปวช
 3) มัธยมปลาย/ปวส 4) ปริญญาตรี
 5) อื่นๆ (โปรดระบุ).....
4. คุณกำลังศึกษาอยู่โรงเรียน
 1. ในเขตอำเภอเมือง 2. นอกเขตอำเภอเมือง
5. หลักสูตรที่คุณกำลังศึกษาอยู่
 1. หลักสูตรไทย 2. หลักสูตรสองภาษา 3. หลักสูตรนานาชาติ
6. รายได้ต่อเดือนของผู้ปกครอง
 1. ไม่เกิน 20,000 บาท 2. 20,001 - 30,000 บาท
 3. 30,001 - 40,000 บาท 4. มากกว่า 40,000 บาท

ส่วนที่ 2: ข้อมูลพฤติกรรมของผู้เรียน

7. ท่านเลือกเรียนกวดวิชา วิชาใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

- | | | |
|--|---|---|
| <input type="checkbox"/> 1. คณิตศาสตร์ | <input type="checkbox"/> 2. วิทยาศาสตร์ | <input type="checkbox"/> 3. ฟิสิกส์ |
| <input type="checkbox"/> 4. เคมี | <input type="checkbox"/> 5. ชีวะวิทยา | <input type="checkbox"/> 6. ภาษาไทย |
| <input type="checkbox"/> 7. สังคม | <input type="checkbox"/> 8. อังกฤษ | <input type="checkbox"/> 9. อื่นๆ (โปรดระบุ)..... |

8. วัตถุประสงค์ในการเลือกเรียนกวดวิชา (ตอบได้มากกว่า 1 ข้อ)

- | | |
|--|---|
| <input type="checkbox"/> 1. ทำเกรดให้ดีขึ้น | <input type="checkbox"/> 2. เรียนล่วงหน้าสำหรับเทอมใหม่ |
| <input type="checkbox"/> 3. ผู้ปกครองให้เรียน | <input type="checkbox"/> 4. ทบทวนเนื้อหาที่เรียน |
| <input type="checkbox"/> 5. เรียนตามเพื่อน | <input type="checkbox"/> 6. เตรียมสอบเข้าเรียนในระดับที่สูงกว่า |
| <input type="checkbox"/> 7. อื่นๆ (โปรดระบุ) | |

9. ใครมีอิทธิพลในการเลือกโรงเรียนกวดวิชาของท่าน (ตอบได้มากกว่า 1 ข้อ)

- | | |
|--|--|
| <input type="checkbox"/> 1. ตนเอง | <input type="checkbox"/> 2. พ่อแม่/ผู้ปกครอง |
| <input type="checkbox"/> 3. เพื่อน/รุ่นพี่ | <input type="checkbox"/> 4. ครู/อาจารย์ที่โรงเรียน |
| <input type="checkbox"/> 5. อื่นๆ (โปรดระบุ) | |

10. ท่านเรียนกวดวิชาสัปดาห์ละกี่วัน

- | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> 1. 1-2 วัน | <input type="checkbox"/> 2. 3-4 วัน | <input type="checkbox"/> 3. 5-6 วัน | <input type="checkbox"/> 4. ทุกวัน |
|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------------|

11. ท่านเลือกเรียนกวดวิชาวันไหนบ้าง (ตอบได้มากกว่า 1 ข้อ)

- | | |
|--|---|
| <input type="checkbox"/> 1. จันทร์-ศุกร์ | <input type="checkbox"/> 2. เสาร์-อาทิตย์ |
|--|---|

12. ส่วนใหญ่ท่านเลือกเรียนลักษณะใด

- | | |
|--|--|
| <input type="checkbox"/> 1. เรียนตามคอร์สที่สถาบันจัดไว้ | <input type="checkbox"/> 2. เรียนตัวแบบตัวต่อตัว |
| <input type="checkbox"/> 3. จัดกลุ่มย่อยเรียนกับเพื่อน | <input type="checkbox"/> 4. อื่นๆ (โปรดระบุ) |

13. ท่านเลือกสถานที่เรียนแบบใด

1. ใกล้โรงเรียน 2. ใกล้บ้าน
3. ใกล้ที่ทำงานผู้ปกครอง 4. ใกล้ชุมชน

14. วิธีการชำระเงิน

1. ชำระต่อเดือน 2. ชำระต่อเทอม
3. ชำระต่อคอร์สเรียน 4. อื่นๆ (โปรดระบุ)

15. ท่านมีการเลือกสถานที่เรียนโดยใช้เหตุผลใดบ้าง (ตอบได้มากกว่า 1 ข้อ)

1. ชื่อเสียงของโรงเรียนหรือครูผู้สอน 2. ค่าเรียน
3. สถานที่ตั้งสะดวกต่อการจอดรถและเดินทาง 4. มีคนรู้จักแนะนำ
5. ทิวสอบเข้ามหาวิทยาลัย
8. อื่นๆ (โปรดระบุ)

16. ค่าเรียนกวดวิชาต่อเดือน

1. ไม่เกิน 1,000 บาท 2. 1,001 - 2,000 บาท
3. 2,001 --3,000 บาท 4. มากกว่า 3,001 บาท

17. ท่านมีความพอใจในการเรียนกวดวิชาหรือไม่

1. พอใจมากที่สุด 2. พอใจ
3. ปานกลาง 4. ไม่พอใจ

ส่วนที่ 3: ข้อมูลกลยุทธ์การสร้างความได้เปรียบในการแข่งขัน

ส่วนนี้เกี่ยวข้องกับการกำหนดตัวบ่งชี้หลักที่ใช้สำหรับประเมินความได้เปรียบในการแข่งขันของธุรกิจ กวดวิชาขนาดเล็กในจังหวัดลำปาง โปรดทำเครื่องหมาย (x) ในช่องที่ท่านเห็นด้วยหรือไม่เห็นด้วย ตามระดับโดยการใช้ตัวบ่งชี้ต่อไปนี้เพื่อพิจารณาการสร้างความได้เปรียบในการแข่งขันไว้ของธุรกิจ กวดวิชาขนาดเล็ก

3.1 กลยุทธ์การสร้างความแตกต่าง

กลยุทธ์การสร้างความแตกต่าง	เห็นด้วย มากที่สุด (5)	เห็น ด้วย (4)	ปาน กลาง (3)	ไม่เห็น ด้วย (2)	ไม่เห็น ด้วยมาก ที่สุด (1)
คอร์สเรียน					
1. คอร์สเรียนสอนโดยผู้เชี่ยวชาญและตรงกับความต้องการของผู้เรียน					
2. รับประกันผลการเรียน					
3. รูปแบบการสอนที่เป็นเอกลักษณ์					
4. มีการวัดผลพัฒนาการของผู้เรียนสม่ำเสมอ					
คุณภาพและคุณค่าของการบริการ					
5. มีการให้คำปรึกษาและแนะนำต่อผู้เรียน					
6. มีสิ่งอำนวยความสะดวกหลากหลาย					
7. ผู้เรียนมีความพึงพอใจในบริการที่ได้รับ					

บุคลากร					
8. ผู้สอนมีความเชี่ยวชาญในวิชาที่สอน บุคลิกดี ทัศนคติดีต่อผู้เรียนดี					
9. พนักงานบริการสามารถให้ข้อมูลได้ ครบถ้วนอย่างมีอาชีพ บุคลิกดีและใจ รักการบริการ					
เทคโนโลยี					
10. มีการประยุกต์ใช้เทคโนโลยีในการ สอนเพื่อสร้างประสบการณ์ที่แตกต่าง ให้แก่ผู้สอนและผู้เรียน					
11. มีการประยุกต์ใช้เทคโนโลยีในการ ให้บริการ เช่น การสมัคร ถ้าม-ตอบ การชำระเงิน เป็นต้น					
ภาพลักษณ์ของโรงเรียน					
12. มีชื่อเสียงดีและเรื่องราวของผู้เรียน ที่สำเร็จ					
13. มีการประชาสัมพันธ์และสื่อสารให้ เกิดการบอกต่อและสร้างความ น่าเชื่อถือ					
14. มีการรับฟังความคิดเห็นของผู้เรียน เพื่อพัฒนาปรับปรุง					
15. อื่นๆ โปรดระบุ					

3.2 กลยุทธ์ความเป็นผู้นำด้านต้นทุน

กลยุทธ์ความเป็นผู้นำด้านต้นทุน	เห็นด้วยมากที่สุด (5)	เห็นด้วย (4)	ปานกลาง (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยมากที่สุด (1)
1. ค่าเรียนถูกกว่าโรงเรียนอื่น					
2. ค่าเรียนเหมาะสมกับคุณภาพ					
3. ค่าเรียนเหมาะสมกับจำนวนชั่วโมงเรียน					
4. มีโปรแกรมชั้นและส่วนลด					
5. มีวิธีเลือกแบ่งจ่ายชำระเงิน					
6. ค่าเรียนมีการเปลี่ยนแปลงตามสภาพเศรษฐกิจ					
7. อื่นๆ โปรดระบุ					

3.3 กลยุทธ์การมุ่งเน้น

กลยุทธ์การมุ่งเน้น	เห็นด้วยมากที่สุด (5)	เห็นด้วย (4)	ปานกลาง (3)	ไม่เห็นด้วย (2)	ไม่เห็นด้วยมากที่สุด (1)
การมุ่งเน้นด้านความแตกต่าง					
1. มีการตอบสนองต่อผู้เรียนแบบเฉพาะกลุ่มและรายบุคคล					
2. เป็นที่รู้จักเนื่องจากค่าเรียนที่เข้าถึงได้เมื่อเปรียบเทียบกับโรงเรียนอื่น					

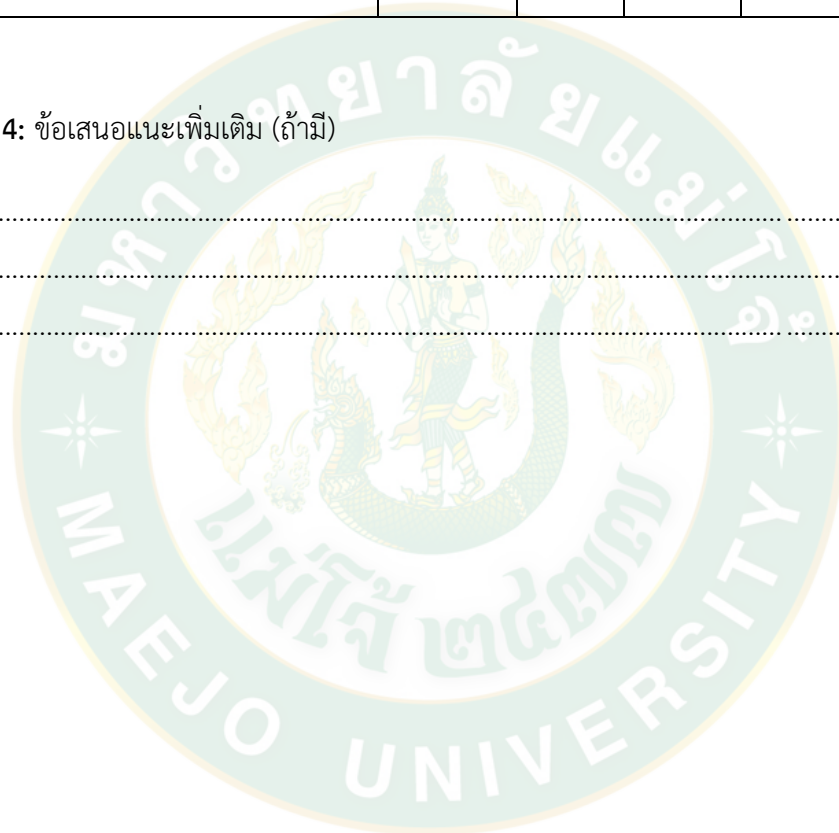
การมุ่งเน้นด้านต้นทุน					
3. ค่าเรียนไม่แพงแต่ได้รับคุณภาพ และบริการที่ดีเยี่ยม					
4. ค่าเรียนควรแตกต่างกันตามกลุ่ม ผู้เรียนที่ต่างกัน					
5. อื่นๆ โปรดระบุ					

ส่วนที่ 4: ข้อเสนอแนะเพิ่มเติม (ถ้ามี)

.....

.....

.....



Item-Objective Congruency (IOC) Result

Title “Creating a competitive advantage of small sized private tutorial businesses in Lampang Province”

This series of questionnaires is an integral part of study in a Master's program, Faculty of Business Administration, Maejo University, on Creating Competitive Advantages of Small Tutoring Schools in Lampang Province. Please respond truthfully and your responses will be confidential for the purpose of research only. Thank you for your cooperation.

Section 1: General Information

Please tick in check boxes for selection of the most appropriate response.

1. **Gender** 1) Male 2) Female 3) Other
2. **Age** 1) less than 15 years 2) 16 - 20 years 3) 21 - 25 years.
 4) 26 - 30 years 5) 31 years old and more
3. **Education** 1) Primary 2) Middle School / Vocational
 3) High School / Vocational 4) Bachelor's Degree
 5) Others (please specify).....
4. **Current district of attending school.**
1. Muang District 2. Suburb District
5. **The curriculum you are studying in school.**
1. Thai curriculum 2. Bilingual curriculum 3. International curriculum
6. **The monthly income of the guardian,**
1. Not more than 20,000 baht 2. 20,001 - 30,000 baht
 3. 30,001 - 40,000 baht 4. More than 40,000 baht

Section 2: Information of Learning Behaviors of tutee

7. What are tutorial subjects that you are enrolled in? (Choose more than 1)

1. Mathematics 2. Science 3. Physics 4. Chemistry
 5. Biology 6. Thai language 7. Society 8. English
 9. Others, please specify

8. Purposes of enrolling in tutorial school (Choose more than 1)

1. Better Grades 2. Study ahead for new semester
 3. Guardians encourage to study 4. Review the study content
 5. Study with friends 6. Prepare for university entrance exams.
 7. Others (please specify)

9. Who has influence in tutorial school selection? (Choose more than 1)

1. Myself 2. Guardian
 3. Friend / Senior 4. Teacher at school
 5. Others (please specify)

10. How many days do you go to study at tutorial school every week?

1. 1-2 days 2. 3-4 days 3. 5-6 days 4. Every day

11. Which days you prefer for tutoring (Choose more than 1)

1. Monday – Friday 2. Saturday - Sunday

12. In most cases, what kind of study do you prefer?

1. Course provided by the institute 2. One-on-one tutoring
3. A small group of friends 4. Other (please specify)

13. Which area of a tutorial school location do you prefer?

1. Near school 2. Close to home
3. Near where guardian works 4. Near the community.

14. Please select the preferable course payment

1. Pay per month 2. Pay per term
3. Pay per course 4. Others (Please specify)

15. What criteria do you consider when selecting a tutoring school? (Choose more than 1)

1. Reputation of the tutoring school / instructor 2. Tuition fee
3. Location of the school 4. Cost of tuition fees
5. Preparing university entrance examinations 6. Recommendation
8. Others (Please specify)

16. Average cost of tuition per month.

1. Not more than 1,000 baht / month 2. 1,001 - 2,000 baht / month
3. 2,001 --3,000 baht / month 4. More than 3,001 baht / month

17. Are you satisfying with the tutorial courses?

1. Most satisfied 2. Very satisfied
3. Moderated 4. Not satisfied

Section 3: Information on strategies for generating competitive advantage

This section is concerned with determining the main indicators used for measuring the competitive advantage in small sized tutorial in Lampung. Please mark (x) in the box which best describes your agreement or disagreement on using each of the following indicators to determine how the competitive advantage is achieved and maintained

3.2 Differentiation strategy

Differentiation strategy	Expert 1	Expert 2	Expert 3	IOC
Product Features				
1. Courses have specific expertise which meet the needs of learners	1	1	1	1
2. Learning outcome are guaranteed.	1	1	0	0.67
3. A unique teaching style	1	1	1	1
4. The development of learners is regularly measured and evaluated.	1	1	1	1
Service quality and value added				
5. Providing advice and counseling to learners on a regular basis.	1	1	0	0.67
6. There are various facilities.	1	1	1	1
7. Learners get the most satisfaction in using the service.	1	0	1	0.67
Personnel				
8. The instructor has an expertise in the teaching subject, good personality and attitude towards learners	1	1	1	1

9. The service staff are professional in providing information of products as well as having good personality with service-mind	0	1	1	0.67
Technology				
10. Technology is applied in teaching and learning to create a different experience for tutors and learners.	1	1	1	1
11. Technology is applied in services such as application, Q&A, Payment, etc.	0	1	1	0.67
Brand Image				
12. Good reputation and success story	0	1	0	0.33
13. Good reputation and success story	0	1	1	0.67
14. There is publicity advertising and communication in terms of branding to create credibility and word of mouth.	1	1	1	1
15. Listen to learner feedback for improvement	1	1	1	1
16. Others (specify).....				

3.2 Cost Leadership Strategy

Cost Leadership Strategy	Expert	Expert	Expert	IOC
	1	2	3	
1. Cheaper than other tutorials.	1	1	1	1
2. Reasonable price with quality	0	1	1	0.67
3. Suitable price with the study hours.	1	1	1	1

4. Promotion and discount	1	1	1	1
5. There is an installment for payment method	1	1	1	1
6. Price is changing along with economic conditions.	1	1	1	1
7. Others, please specify				

3.3 Focus Strategy

Focus Strategy	Expert 1	Expert 2	Expert 3	IOC
Differentiation Focus				
1. Serve needs and preferences of specific group or individual learners	1	0	1	0.67
2. Well known in the market due to the affordability of its products and services compared to its competitors	1	1	1	1
Cost Focus				
3. Fair prices but high-quality courses and services	1	1	1	1
4. Different prices for different target groups of learners	1	1	1	1
5. Others, please specify				

Section 4: Additional comments and suggestions

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CURRICULUM VITAE

NAME	Yadarat Inthakhan
DATE OF BIRTH	5 April 1989
EDUCATION	Bachelor of Business Administration (Management) 2011 Nation University
WORK EXPERIENCE	2016 -2020 Lecturer at Lampang Inter-Tech College 2014 – 2015 President’s Secretary -Lampang Rajabhat University Jun 2012- Mar 2014 Registrar Officer at Stamford International University Mar 2011 – May 2012 Co-founder – Joabi International Limited Partnership

