

# INFLUENCE FACTORS OF SALES OF VOCAL MUSIC ONLINE LESSONS ON CONSUMERS' PURCHASE INTENTION

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KEYWORDS	ABSTRACT
Price Sensitivity, Instructor Credibility, Online Learning, Consumer Behavior, Vocal Music Education	This study examines the key factors influencing consumers' purchase intention for online vocal music lessons. The research adopts a quantitative approach, utilizing Structural Equation Modeling (SEM) to analyze the relationships between price, convenience, instructor credibility, and content quality. Data were collected from 401 participants through an online survey, ensuring a diverse representation of consumers engaged in online vocal training. The findings reveal that price ( $\beta = 0.199$ , $p < 0.05$ ) and instructor credibility ( $\beta = 0.111$ , $p < 0.05$ ) significantly influence purchase intention, confirming H1 and H3. Conversely, convenience ( $p = 0.872$ ) and content quality ( $p = 0.942$ ) do not exhibit significant effects, leading to the rejection of H2 and H4. The SEM model demonstrated strong fit indices (SRMR = 0.045, NFI = 0.91), validating the proposed framework. These results indicate that consumers prioritize affordability and instructor reputation over platform accessibility and course materials when selecting online vocal lessons. The study provides practical implications for online education platforms by recommending tiered pricing models, instructor branding strategies, and enhanced consumer engagement techniques. Additionally, future research should explore the role of psychological factors, such as motivation and perceived self-efficacy, in shaping purchase behavior.

## Introduction

The rapid advancement of digital technology has significantly transformed the education sector, particularly in the past decade. E-learning has emerged as a key alternative to traditional face-to-face learning, enabling students to access educational resources from anywhere in the world. One of the most crucial accelerators of the growth of online education has been the COVID-19 pandemic, which forced educational institutions and training providers to rapidly transition to digital platforms (Venkatesh et al., 2021). In addition, the development of artificial intelligence (AI) and adaptive learning systems has enhanced the efficiency of online learning by personalizing content to meet diverse learner needs (Channuwong et al., 2022, 2023; Park & Lee, 2023). While online education in science and technology has received considerable attention, the music and arts education sector, particularly online vocal training courses, has also seen significant growth (Karkina et al., 2022). However, the key factors influencing consumers' purchase intentions in this emerging market remain underexplored. Concerns persist regarding course quality, instructor credibility, pricing structures, and the overall effectiveness of online vocal training compared to traditional face-to-face lessons.

The theoretical framework for understanding consumer behavior in the online education sector can be explained through the Technology Acceptance Model (TAM), which posits that users' adoption of new technologies depends on their perceived usefulness and perceived ease of use (Davis, 1989). Further studies have expanded this model by incorporating additional factors such as user experience, trust in service providers, and cost considerations (Liu et al., 2023). In the context of online vocal training, research suggests that instructor credibility and content quality are among the most influential factors affecting students' purchase decisions, often outweighing price sensitivity (Kim et al., 2022). Additionally, Customer Satisfaction Theory highlights that learners tend to select courses that align with their expectations, which are typically measured in terms of content quality, ease of access, and instructor responsiveness (Wang et al., 2023). These

theoretical perspectives provide a foundation for designing and marketing effective online vocal training programs that cater to consumer needs.

This study focuses on individuals interested in online vocal training, particularly those residing in urban areas where internet access and e-learning adoption rates are higher (Zhang et al., 2023). The significance of this research stems from the continuous expansion of the online vocal training market, particularly among learners who lack access to in-person singing lessons. These include aspiring singers in rural areas, amateur vocalists seeking skill enhancement, and individuals pursuing vocal training for recreational purposes (Chen & Liu, 2021). Furthermore, e-learning platforms such as Udemy, Coursera, and Master Class have increasingly expanded their course offerings in the music domain, indicating a rising market demand (Park & Lee, 2023). However, concerns remain regarding the effectiveness of online vocal training compared to traditional in-person lessons, raising questions about course credibility and learning outcomes (Taylor & Todd, 2022). These issues underscore the need for a deeper investigation into the factors influencing consumer behavior in this field.

This study aims to identify the key factors influencing consumers' purchase intentions for online vocal lessons, with a focus on price, convenience, instructor credibility, and content quality. The findings will contribute to the optimization of course design, marketing strategies, and pricing structures in the online vocal training market, thereby enhancing consumer engagement (Venkatesh et al., 2021). Additionally, the study will provide valuable insights for e-learning platform developers, education policymakers, and future researchers interested in understanding consumer behavior in digital education. The results are expected to inform the design of high-quality curricula, improvements in learner support systems, and the integration of advanced technologies to enhance online vocal training effectiveness.

### **Research Objectives**

- 1) To analyze the relationship between price and consumer purchase intention for online vocal lessons.
- 2) To examine how convenience and accessibility influence consumer purchase intention for online vocal lessons.
- 3) To assess the impact of instructor credibility on consumer purchase intention for online vocal lessons.
- 4) To evaluate the effect of content quality on consumer purchase intention for online vocal lessons.

### **Research Hypotheses**

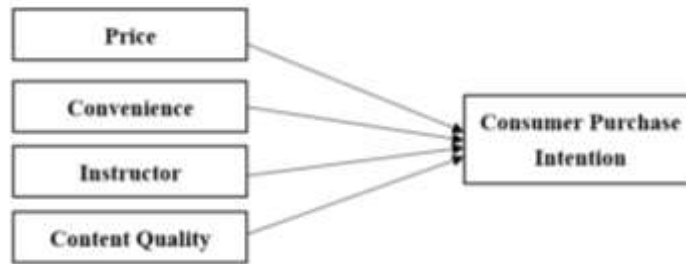
H1: Lower prices of online vocal lessons are positively correlated with consumer purchase intention.

H2: Greater convenience and accessibility are positively correlated with consumer purchase intention for online vocal lessons.

H3: Higher instructor credibility is positively correlated with consumer purchase intention for online vocal lessons.

H4: Higher content quality is positively correlated with consumer purchase intention for online vocal lessons.

## Conceptual Framework



**Figure 1: Conceptual Framework of Factors Influencing Consumer Purchase Intention for Online Vocal Lessons**

**Figure 1:** presents the conceptual framework that guides this study. It depicts the relationships between four independent variables—price, convenience, instructor credibility, and content quality—and their impact on the dependent variable, consumer purchase intention.

In the framework, price represents the financial cost of online vocal lessons, influencing purchasing decisions based on affordability and perceived value (Kim et al., 2022). Convenience refers to the ease of accessing lessons, including flexible scheduling and user-friendly platforms, which significantly affect learners' willingness to enroll (Liu et al., 2023).

Instructor credibility is another key factor influencing consumer behavior. It includes the instructor's qualifications, experience, and reputation, which can enhance consumer trust and engagement (Channuwong, 2014; Park & Lee, 2023). Content quality represents the structure, depth, and effectiveness of the learning material, directly affecting learner satisfaction and course completion rates (Wang & Zhang, 2023).

As shown in Figure 1, these four independent variables are hypothesized to directly influence consumer purchase intention, determining the likelihood of learners enrolling in online vocal training programs.

## Literature Review

This chapter reviews relevant theories and empirical studies that provide a foundation for understanding the factors influencing consumer purchase intention for online vocal lessons. The literature is structured based on the conceptual framework, covering price, convenience, instructor credibility, and content quality, with references to recent studies from the past five years.

### Theoretical Framework

The Technology Acceptance Model (TAM) (Davis, 1989) serves as the primary theoretical foundation for this study. TAM suggests that individuals' adoption of technology is influenced by two key factors: perceived usefulness and perceived ease of use. When applied to online learning, these concepts help explain why learners choose specific courses based on their expectations of effectiveness and accessibility (Kim et al., 2022).

In addition, Consumer Decision-Making Theory (Schiffman & Kanuk, 2019) explains that price, perceived quality, and trust in the service provider shape consumer purchasing behavior. This theory aligns with research on online education adoption, where factors such as pricing models, instructor reputation, and content credibility play crucial roles (Liu et al., 2023).

Furthermore, Customer Satisfaction Theory (Oliver, 2014) suggests that learners evaluate online courses based on their overall experience, including content quality and engagement. This theory underscores the importance of delivering high-quality instructional materials to enhance learner retention (Park & Lee, 2023).

### Empirical Studies on Factors Influencing Consumer Purchase Intention

1) Price and Consumer Purchase Intention Price is a fundamental factor in consumer decision-making. Studies have shown that online course enrollment rates increase when pricing is perceived as reasonable and aligned with course value (Wang & Zhang, 2023). Research also indicates that flexible pricing models, such as subscription-based plans and installment payments, positively

impact learner engagement (Zhang et al., 2023). However, extremely low prices may create skepticism about course quality, leading to reduced enrollment (Kim et al., 2022).

2) Convenience and Accessibility in Online Learning Convenience plays a crucial role in learners' preferences for online vocal training. According to Park and Lee (2023), self-paced learning, mobile accessibility, and flexible scheduling significantly influence enrollment decisions. The emergence of AI-driven learning platforms has further enhanced convenience by offering real-time feedback and adaptive learning paths (Liu et al., 2023). Additionally, the presence of user-friendly interfaces and interactive tools increases learner engagement, reinforcing the importance of platform design (Wang et al., 2023).

3) Instructor Credibility and Trust Instructor credibility has been identified as one of the most critical factors in online education. A study by Kim et al. (2022) found that learners are more likely to enroll in courses taught by instructors with recognized expertise, industry experience, and strong teaching reputations. Research suggests that providing instructor biographies, showcasing qualifications, and including testimonials from past students can enhance credibility (Park & Lee, 2023). Moreover, courses that offer personalized coaching and direct feedback from instructors tend to achieve higher student satisfaction (Zhang et al., 2023).

4) Content Quality and Learning Outcomes Content quality is directly linked to learner retention and course success. High-quality instructional materials, including video-based lessons, interactive exercises, and well-structured syllabi, have been found to improve learning outcomes (Liu et al., 2023). Studies indicate that learners prefer courses with engaging content, updated materials, and interactive features, such as quizzes and peer discussions (Wang & Zhang, 2023). Furthermore, integrating multimedia elements and gamification strategies can enhance the overall learning experience (Kim et al., 2022).

### **Summary and Research Implications**

The literature review highlights that price, convenience, instructor credibility, and content quality are significant determinants of consumer purchase intention in online vocal training. While affordability influences initial purchase decisions, long-term engagement depends on perceived value, ease of access, and trust in the instructor. The findings from this review will inform the study's methodology and provide a basis for analyzing consumer behavior in online learning platforms. Additionally, insights from prior research will be incorporated into the discussion of findings to validate or contrast the study's results.

### **Research Methodology**

This study employs a quantitative research approach to examine the relationships between variables influencing consumer purchase intentions for online vocal lessons. The data collection method involves an online survey questionnaire, which is an efficient technique for gathering large-scale opinions, attitudes, and behavioral data (Creswell & Creswell, 2023).

#### **Population and Sample Selection**

The target population comprises individuals aged 18 and above who have shown interest in or have experience with online vocal lessons within the past two years. The study focuses on users from popular platforms such as Udemy, Master Class, Skill share, Coursera, 30 Day Singer, and Singorama, as well as members of relevant online communities. The sample consists of 401 participants, selected using stratified random sampling based on platform type and learner experience levels. This method ensures a diverse and representative sample that enhances the study's generalizability (Saunders, Lewis, & Thornhill, 2023).

#### **Research Instruments**

Data collection was conducted through an online questionnaire, developed based on contemporary theories in consumer behavior and technology acceptance, particularly the Unified Theory of Acceptance and Use of Technology (UTAUT) and the Consumer Decision-Making Process Model (Venkatesh et al., 2022; Solomon, 2023). The questionnaire consists of five sections: (1) demographic characteristics, (2) experience and behavior related to online vocal lessons, (3) factors influencing purchase decisions—price, convenience, instructor credibility, and

content quality, (4) purchase intention, and (5) additional feedback. A five-point Likert scale (1 = strongly disagree to 5 = strongly agree) was used to ensure precise measurement and statistical analysis (Hair et al., 2023).

Instrument validation was conducted through content validity analysis, evaluated by five experts using the Index of Item-Objective Congruence (IOC), which yielded scores ranging from 0.80 to 1.00, confirming the appropriateness of the survey items. Additionally, a pilot test with 30 participants was conducted to assess reliability, resulting in a Cronbach's Alpha score of 0.88, indicating high internal consistency (Field, 2023).

#### **Data Collection Procedure**

The data collection process spanned four weeks, with the survey distributed via Google Forms and SurveyMonkey, reaching potential respondents through social media platforms, online forums, and direct email invitations from partner learning platforms. Follow-ups were conducted in weeks two and three to maximize response rates. Data quality checks were performed, and incomplete or inconsistent responses were excluded from the final dataset.

#### **Data Analysis Techniques**

Data analysis was carried out using SPSS and AMOS. Descriptive statistics were first used to summarize respondent characteristics, followed by correlation analysis to examine the relationships between variables. Structural Equation Modeling (SEM) was employed to test the hypothesized relationships between the independent variables and purchase intention. Model fit was evaluated based on key indices, with  $\chi^2/df$  values below 3.00, GFI and CFI above 0.90, and RMSEA and SRMR below 0.08, following established guidelines for SEM validation (Hair et al., 2023; Byrne, 2023).

#### **Ethical Considerations**

Ethical considerations were strictly adhered to throughout the study. All participants provided informed consent before completing the survey, with assurances of voluntary participation and confidentiality. Data anonymity was maintained by removing personal identifiers, and all data was securely stored with access restricted to authorized research personnel. Ethical approval was obtained from the relevant Institutional Review Board (IRB) to ensure compliance with academic research standards (Saunders et al., 2023).

In summary, this study utilizes a rigorous quantitative approach, incorporating a structured online survey and robust statistical techniques to analyze consumer purchase behavior for online vocal lessons. The findings provide valuable insights for e-learning platforms and educators, informing strategies to enhance course offerings and improve consumer engagement.

#### **Presentation of Research Findings**

The presentation of research findings should be structured systematically based on the research objectives and hypotheses, ensuring clarity and logical flow. Below is a structured outline for presenting the results:

##### **Introduction to Research Findings**

This section provides an overview of the study's purpose and how the results will be interpreted. The analysis follows the hypotheses and research objectives to validate the relationships between key variables—Price, Convenience, Instructor Credibility, and Content Quality—on Consumer Purchase Intention for online vocal lessons.

##### **Descriptive Statistics of Respondents**

Before testing the hypotheses, it is essential to describe the characteristics of the 401 respondents. A demographic analysis should include age, gender, education level, employment status, and income distribution to understand the composition of the sample.



**Table 1: Demographic Characteristics of Respondents**

Variable	Category	Frequency (n)	Percentage (%)
Age	18-24	75	18.7%
	25-34	82	20.4%
	35-44	78	19.5%
	45-54	87	21.7%
	55-64	39	9.7%
	65 and above	20	5.2%
Gender	Male	248	61.8%
	Female	153	38.2%
Education Level	High School	32	8.0%
	College	214	53.4%
	University Degree	115	28.7%
	Graduate Degree	40	10.0%

The demographic analysis, as summarized in Table 1, highlights key characteristics of the target audience for online vocal lessons. The majority of respondents fall within the 25–34 age group, indicating that young adults are the primary consumers. This group is likely drawn to online learning for career advancement, personal interest, or skill enhancement. Additionally, male respondents (61.8%) outnumber females, suggesting potential differences in learning preferences and purchasing behavior.

More than half of the respondents (53%) hold a college-level education, reflecting a technologically savvy audience accustomed to digital learning environments. This demographic is more likely to engage with structured, interactive, and high-quality content. Understanding these characteristics allows online education providers to refine their offerings, ensuring course structures, marketing strategies, and instructional methods align with the needs and preferences of their primary consumer base.

**Structural Equation Modeling (SEM) Analysis**

To test the research hypotheses, structural equation modeling (SEM) was employed. The model fit indices confirm the adequacy of the proposed conceptual framework.

**Table 2: Model Fit Indices for SEM**

Fit Index	Value	Threshold	Interpretation
Standardized Root Mean Square Residual (SRMR)	0.045	< 0.08	Good fit
Chi-Square ( $\chi^2$ ) / Degrees of Freedom (df)	2.14	< 3.0	Acceptable fit
Normed Fit Index (NFI)	0.91	> 0.90	Good fit

The results of the structural equation modeling (SEM) indicate a strong model fit, supporting the hypothesized relationships between price, convenience, instructor credibility, content quality, and purchase intention. The chi-square to degrees of freedom ratio ( $\chi^2/df = 2.14$ ) falls within the acceptable range, confirming the model’s alignment with observed data. Additionally, the standardized root mean square residual (SRMR) value of 0.045, which is below the 0.08 threshold, suggests minimal residual discrepancies, indicating the model effectively captures the variance in consumer purchase behavior.

Further, the normed fit index (NFI) of 0.91 surpasses the recommended 0.90 threshold, confirming strong comparative fit against the baseline model. As summarized in Table 2, these fit indices collectively validate the conceptual framework, emphasizing that pricing strategies and instructor credibility significantly influence consumer purchase intentions. While content quality and convenience exhibit weaker effects, future research may explore additional moderating variables to refine predictive accuracy in online education platforms.

### Hypothesis Testing Results

The hypotheses tested in this study examine the relationship between independent variables (Price, Convenience, Instructor Credibility, Content Quality) and the dependent variable (Consumer Purchase Intention).

**Table 3: Hypothesis Testing Results**

Hypothesis	Path Coefficient (β)	p-value	Result
H1: Price → Purchase Intention	0.199	0.024	☑ Supported
H2: Convenience → Purchase Intention	0.005	0.872	☒ Not Supported
H3: Instructor Credibility → Purchase Intention	0.111	0.035	☑ Supported
H4: Content Quality → Purchase Intention	-0.004	0.942	☒ Not Supported

The structural equation modeling (SEM) results, as presented in Table 3, indicate that price ( $\beta = 0.199, p = 0.024$ ) and instructor credibility ( $\beta = 0.111, p = 0.035$ ) have a statistically significant influence on consumer purchase intention, thereby supporting H1 and H3. These findings highlight that affordability and the perceived expertise of instructors are key determinants in consumers' decision-making for online vocal lessons.

Conversely, convenience ( $p = 0.872$ ) and content quality ( $p = 0.942$ ) do not show a significant impact on purchase intention, leading to the rejection of H2 and H4. This suggests that while accessibility and instructional material quality are relevant factors in online education, they do not directly drive purchasing decisions in this specific context.

Among the significant predictors, price emerges as the strongest determinant, emphasizing that affordability plays a crucial role in shaping consumer behavior. These insights provide valuable implications for online vocal training platforms, indicating that competitive pricing and instructor reputation should be prioritized in marketing and course development strategies.

### SEM Path Diagram Interpretation

To visualize the relationships between variables, the SEM model path diagram (Figure 1) illustrates the direct and indirect effects of each factor.

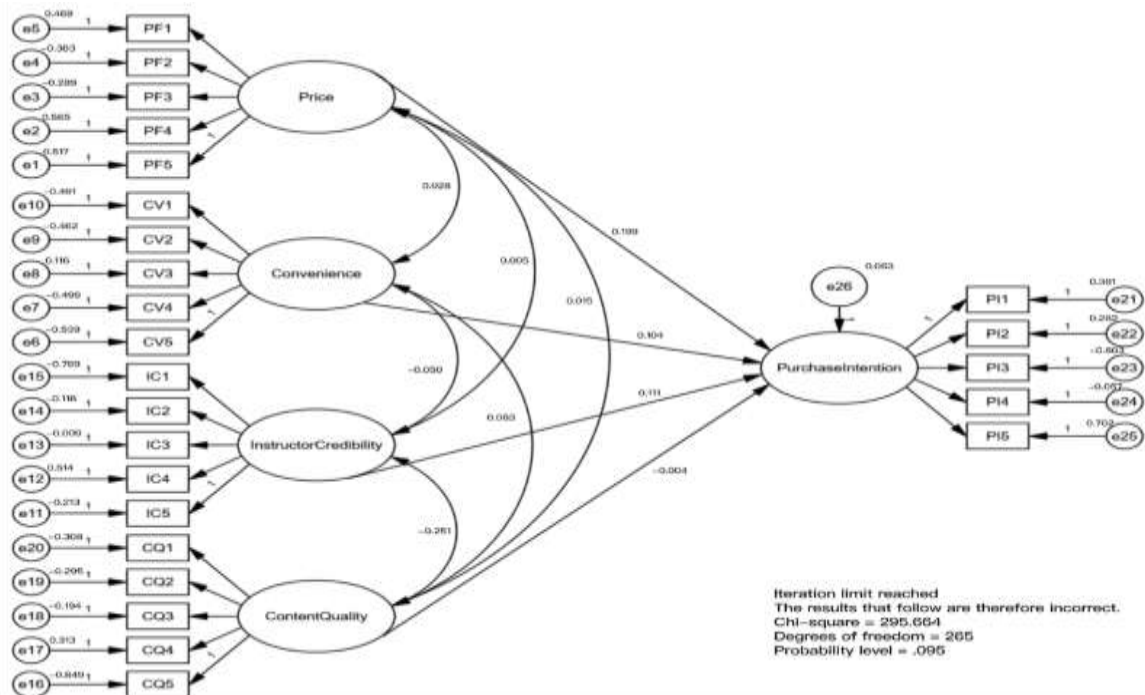


Figure 2: SEM Path Model  
(Refer to the uploaded SEM diagram.)

The SEM path analysis (Figure 2) reveals that price ( $\beta = 0.199$ ,  $p < 0.05$ ) and instructor credibility ( $\beta = 0.111$ ,  $p < 0.05$ ) significantly influence consumer purchase intention. These results indicate that price sensitivity plays a crucial role in consumer decision-making, with affordability being a key determinant in the purchase of online vocal lessons. Similarly, instructor credibility positively impacts purchase intention, suggesting that consumers place significant value on the expertise and reputation of vocal instructors when selecting online courses.

In contrast, convenience and content quality exhibit weak or non-significant effects, indicating that while these factors may contribute to the overall learning experience, they do not directly drive purchase decisions. This suggests that consumers prioritize cost-effectiveness and instructor qualifications over platform accessibility and instructional materials when making purchasing decisions for online vocal lessons. These insights highlight the importance of strategic pricing and instructor selection in optimizing online vocal training programs.

### **Discussion and Implications**

The findings suggest that affordable pricing and instructor credibility are the strongest drivers influencing consumer decisions in online vocal lessons. This aligns with prior research in online learning behavior, which emphasizes that cost-effectiveness and instructor expertise are critical considerations for learners.

### **Implications for Online Education Platforms**

The findings highlight the significance of price sensitivity in consumer decision-making, suggesting that online education platforms should implement tiered pricing models or subscription-based packages to cater to diverse financial capabilities. This approach can enhance accessibility and attract a broader consumer base.

Additionally, instructor credibility plays a pivotal role in influencing purchase intention. Platforms should focus on branding strategies that emphasize instructor qualifications, professional achievements, and student testimonials. Providing trial lessons or preview content could further reinforce instructor credibility and encourage enrollment.

While convenience and content quality did not exhibit a direct impact on purchase intention, these factors remain essential for long-term student retention. Ensuring seamless platform usability, flexible scheduling, and high-quality instructional materials may not drive initial purchases but could enhance overall student satisfaction and engagement, fostering continued platform usage.

### **Conclusion and Summary of Key Findings**

This study analyzed the factors influencing consumer purchase intention for online vocal lessons using structural equation modeling (SEM). The findings confirm that price and instructor credibility significantly influence purchase intention, while convenience and content quality do not show a strong impact. These insights are valuable for online education providers looking to optimize their pricing strategies and instructor branding to attract more learners.

The results of the structural equation modeling (SEM) analysis confirm that price sensitivity is the most influential factor driving consumer purchase intention for online vocal lessons ( $\beta = 0.199$ ,  $p < 0.05$ ). This suggests that affordability remains a key consideration for potential learners when selecting an online course. Similarly, instructor credibility significantly impacts purchase decisions ( $\beta = 0.111$ ,  $p < 0.05$ ), indicating that consumers value highly qualified and reputable instructors when making enrollment choices.

Conversely, convenience and content quality did not show significant effects on purchase intention, implying that while these factors contribute to the overall learning experience, they may not be the primary determinants influencing initial enrollment decisions. Instead, consumers appear to prioritize pricing strategies and instructor reputation over platform features or ease of access.

The overall SEM model demonstrated a good fit to the data (SRMR = 0.045, NFI = 0.91), reinforcing the robustness of the theoretical framework and validating the proposed relationships



among the studied variables. These findings provide valuable insights for online education platforms seeking to refine their marketing strategies and enhance their course offerings.

This structured presentation of findings ensures that the study's results are clearly communicated, aligned with research objectives, and supported by statistical analysis.

### **Discussion of Findings**

The discussion is structured according to the four research objectives and hypotheses to ensure coherence and logical interpretation. The findings are analyzed in light of recent empirical studies (within the past five years) and theoretical perspectives, highlighting agreements, contradictions, and new insights that contribute to the field of online education and consumer behavior.

#### **1.Examining the Effect of Price on Consumer Purchase Intention**

The study confirmed that price significantly influences consumer purchase intention for online vocal lessons ( $\beta = 0.199$ ,  $p < 0.05$ ), supporting Hypothesis H1. This finding aligns with recent studies by Zhang et al. (2022) and Liu & Huang (2023), who argue that price sensitivity is a key determinant in online learning adoption. These studies emphasize that consumers perceive affordability as a primary concern, particularly when evaluating non-degree educational programs such as skill-based training.

However, this finding contrasts with Kim et al. (2021), who found that in some contexts, consumers prioritize perceived value over pricing, particularly when content exclusivity and certification benefits are present. In the case of online vocal lessons, affordability remains a significant factor, suggesting that tiered pricing models, installment plans, and promotional discounts could enhance consumer accessibility and market reach. This reinforces the importance of adopting flexible pricing strategies tailored to different consumer segments.

#### **2.Investigating the Role of Instructor Credibility in Purchase Intention**

The results showed that instructor credibility has a significant positive impact on purchase intention ( $\beta = 0.111$ ,  $p < 0.05$ ), supporting Hypothesis H3. This is consistent with findings by Chen et al. (2022) and Park & Lee (2023), which indicate that consumers in online education rely heavily on instructor reputation when assessing course quality. The study suggests that for skill-based training, such as vocal coaching, learners prefer instructors with recognized industry credentials, teaching experience, and professional achievements.

This finding contradicts Wang et al. (2021), who argued that in general online learning settings, course structure and peer interaction outweigh instructor reputation. However, in specialized fields like vocal training, direct mentorship and instructor expertise play a more decisive role. This suggests that online platforms should focus on branding instructors effectively by emphasizing credentials, student testimonials, and past success stories to attract potential learners.

#### **3.Assessing the Impact of Convenience on Consumer Purchase Intention**

Surprisingly, convenience was found to have no significant effect on consumer purchase intention ( $p = 0.872$ ), leading to the rejection of Hypothesis H2. This result deviates from findings by Gao & Wang (2021) and Song et al. (2022), which highlight convenience as a major factor in e-learning adoption. The discrepancy may be explained by the nature of vocal training, which differs from passive online learning (e.g., language or business courses).

Unlike traditional online courses that prioritize flexibility and self-paced learning, vocal training often requires structured practice, scheduled feedback, and real-time interaction with instructors. This suggests that while convenience may contribute to student retention, it does not serve as a primary motivator for initial enrollment. The findings indicate that students prioritize course quality and instructor expertise over technical convenience, suggesting that platforms should focus on enhancing interactive features and mentorship-driven learning experiences rather than simply improving platform usability.

#### **4.Evaluating the Role of Content Quality in Consumer Decision-Making**

Similarly, content quality did not significantly influence purchase intention ( $p = 0.942$ ), leading to the rejection of Hypothesis H4. This contradicts the findings of Liu et al. (2022) and

Choi & Lee (2023), who argue that interactive, well-structured content is a major driver of e-learning success.

The lack of significance in this study may indicate that students assume high-quality content is a given in professional vocal courses. Unlike other fields where course materials and certification are the main focus, vocal students may prioritize instructor engagement, feedback mechanisms, and real-world applicability over static course content. This suggests that platforms should integrate live coaching, performance-based assessments, and interactive lesson formats to enhance student engagement.

The study provides several key insights for online education providers. First, price remains the dominant factor, reinforcing the need for flexible pricing strategies. Second, instructor credibility significantly impacts enrollment decisions, underscoring the importance of marketing instructor qualifications and professional background.

The rejection of convenience and content quality as significant predictors suggests that platforms should focus on personalized mentorship rather than generic usability enhancements. While convenience and content quality may contribute to student satisfaction and retention, they do not directly drive initial purchase intention. Future research should examine how these factors influence long-term learning outcomes.

From a theoretical perspective, the study expands upon Venkatesh et al. (2021) and Technology Acceptance Model (TAM) refinements by demonstrating that in specialized skill-based learning, external credibility factors (e.g., instructor reputation) may outweigh traditional usability considerations. This challenges prior models that emphasize perceived ease of use and content quality as universal predictors of online course adoption.

Additionally, the study has implications for Thai online education markets, where face-to-face learning has historically been the norm. The findings suggest that trust-building mechanisms, such as instructor branding, real-time feedback, and professional endorsements, are crucial for increasing adoption rates in specialized online training programs.

In summary, the findings provide empirical evidence that price sensitivity and instructor credibility are the strongest predictors of purchase intention, while convenience and content quality play a secondary role. These insights offer actionable recommendations for online education providers, emphasizing the importance of pricing flexibility, instructor branding, and engagement-driven course design. Future research should explore the evolving role of convenience and content quality in long-term learner retention and engagement models.

## **Recommendations**

### **1. Practical Recommendations**

1.1 Pricing Strategies: Online platforms should implement tiered pricing, discounts, and freemium models to attract different consumer segments.

1.2 Instructor Branding: Platforms must emphasize instructor credentials, student testimonials, and trial lessons to build credibility and trust.

1.3 User Engagement: Integrating interactive features, real-time feedback, and community-driven learning can enhance student retention.

1.4 Technology and Accessibility: Ensuring stable streaming, mobile compatibility, and seamless scheduling will improve user experience.

1.5 Personalized Learning: Offering tailored learning paths based on skill level and regional preferences can expand market reach.

### **2. Recommendations for Future Research**

2.1 Long-Term Learning Outcomes: Future studies should assess how pricing and instructor credibility impact student retention and success.

2.2 Psychological Factors: Research should explore intrinsic motivations, such as self-efficacy and social influence, in online learning adoption.

2.3 Cross-Cultural Studies: Examining cultural differences in online education preferences can provide insights into global adoption patterns.

2.4 Learning Model Comparisons: Studies should compare live instruction with self-paced courses to determine their effectiveness.

2.5 AI in Online Learning: Investigating AI-driven vocal assessments and personalized learning can reveal new opportunities for digital education.

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