

FACTORS AFFECTING DEMAND OF THAI PEOPLE IN BANGKOK AND SUBURBAN AREA
FOR STUDYING KOREAN COOKING CULTURE

Miss Sadanan Lorpenpop



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ปัจจัยที่มีผลต่อการตัดสินใจเรียนทำอาหารเกาหลีในโรงเรียนสอนทำอาหารของคนไทย
ในเขตกรุงเทพมหานครและปริมณฑล



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
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 STUDYING KOREAN COOKING CULTURE

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ศตวรรษ ล้อเพ็ญภพ : ปัจจัยที่มีผลต่อการตัดสินใจเรียนทำอาหารเกาหลีในโรงเรียนสอนทำอาหารของคนไทย ในเขตกรุงเทพมหานครและปริมณฑล (FACTORS AFFECTING DEMAND OF THAI PEOPLE IN BANGKOK AND SUBURBAN AREA FOR STUDYING KOREAN COOKING CULTURE) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร. ปัทพร สุขนครมาน, 88 หน้า.

การศึกษาวิจัยเรื่องนี้ มีวัตถุประสงค์เพื่อให้ทราบถึงปัจจัยที่มีผลต่อการตัดสินใจเรียนทำอาหารเกาหลีในโรงเรียนสอนทำอาหารของคนไทย ในเขตกรุงเทพมหานครและปริมณฑล และเพื่อเป็นการแนะนำสำหรับการพัฒนาคุณภาพของการสอนในโรงเรียนสอนทำอาหารเกาหลี อีกทั้งเพื่อเป็นแนวทางสำหรับการปรับปรุงด้านวางแผนธุรกิจของโรงเรียน เช่น ระยะเวลาในการสอน ค่าเรียนทำอาหาร รวมไปถึงการเพิ่มจำนวนห้องเพื่อการเรียนทำอาหารเกาหลี

กลุ่มตัวอย่างที่ใช้ในการวิจัยมีทั้งเพศหญิงและชายที่มาเรียนทำอาหารเกาหลีในโรงเรียนสอนทำอาหาร โดยกลุ่มตัวอย่างแบ่งเป็น 2 กลุ่มใหญ่คือ อาจารย์ผู้สอนทำอาหารเกาหลี และนักเรียนผู้ที่มาเรียนทำอาหารเกาหลี จากแหล่งข้อมูล 3 โรงเรียน ผลการศึกษาจากกลุ่มตัวอย่างโดยการสัมภาษณ์แบบเชิงลึกนั้น ผลออกมาเป็น 2 กลุ่ม คือ กลุ่มของอาจารย์ และกลุ่มของนักเรียน ในส่วนกลุ่มของอาจารย์ มองว่านักเรียนที่มาเรียนส่วนใหญ่ นั้น เพื่อนำไปต่อยอดทางธุรกิจ และไม่จำเป็นต้องใช้วัตถุดิบของเกาหลีแท้ แต่ นำสิ่งที่เรียนไปปรับให้ถูกปากคนไทย

ในส่วนของกลุ่มนักเรียนที่มาเรียนทำอาหารเกาหลี ผลการศึกษา แบ่งออกเป็น 2 กลุ่มคือ กลุ่มนักเรียนจากโรงเรียนที่ 1 และ 2 จะเป็นนักเรียนที่ต้องเสียค่าใช้จ่ายเพื่อเรียนทำอาหารเกาหลี โดยเฉพาะ และ โรงเรียนที่ 3 เป็นนักเรียนที่ไม่ต้องเสียค่าใช้จ่ายในการเรียน จากผลการศึกษาพบว่า นักเรียนกลุ่มที่ 1 และ 2 นั้นมีเป้าหมายชัดเจนว่าเรียนเพื่อนำไปประกอบการธุรกิจร้านอาหาร และเพื่อพัฒนาต่อยอดจากธุรกิจเดิมที่มีอยู่แล้วซึ่งคือร้านอาหาร จะมีนักเรียนจากกลุ่มที่ 3 เพียง 2 คน ที่ตอบว่ามาเรียนเพื่อนำไปประกอบการธุรกิจร้านอาหารและนำไปต่อยอดจากธุรกิจเดิม ส่วนนักเรียนในกลุ่มที่ 3 ส่วนใหญ่มาเรียนเนื่องด้วยเหตุผลหลายอย่างเช่น ต้องการนำความรู้ที่ได้ไปทำอาหารทานเองที่บ้าน เนื่องจากมีสามีเป็นคนเกาหลี มาเรียนเพื่อศึกษาวัฒนธรรมเกาหลี และมาเรียนเพราะไม่ต้องเสียค่าเรียน สิ่งที่น่าสนใจคือ นักเรียนส่วนใหญ่ที่มาเรียนชอบวิธีการสอนที่ไม่ต้องใช้วัตถุดิบของเกาหลีแท้ๆ ชอบที่จะใช้วัตถุดิบในไทยและปรับสูตรให้เข้ากับรสชาติคนไทยมากที่สุด จะมีเพียง 1 คนเท่านั้นที่ต้องการมาเรียนเพื่ออยากรู้ถึงวิธีทำอาหารเกาหลีแบบแท้ๆดั้งเดิม

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ลายมือชื่อนิติต

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SADANAN LORPENPOP: FACTORS AFFECTING DEMAND OF THAI PEOPLE IN BANGKOK AND SUBURBAN AREA FOR STUDYING KOREAN COOKING CULTURE.
ADVISOR: PATAPORN SUKONTAMARN, Ph.D., 88 pp.

There are two major purposes of this research. The first is to inform about factors affecting demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture. The second is to give suggestion for teaching quality improvement in Korean cuisine of cooking school including the way for improving business plan of cooking school such as duration of class and tuition fee. The sample groups used in the research are males and females who teach/take Korean cuisine course in Korean cooking schools. The result of in-depth interview can be separated by the sample group - instructors and students. Group of instructors shows that the main purpose from majority of their students is the business enhancement. Most students think that it is unnecessary to use Korean original ingredient but they can adjust the taste for Thai customers. Another sample group is students which will be divided into two groups. The first group is students from the 1st and 2nd schools who paid for the tuition fee. The second group is students from the 3rd school who did not pay for the tuition fee. The study shows that students from the first group have the aim to run restaurant business and to apply the knowledge in the business. There are only 2 students from the second group which have the same aim. The majority of students from the second group have many different reasons for studying Korean cuisine. For example, a student whose husband is Korean has studied so she can cook for her family at home, some have learned for further study about Korean culture, some have learned because there is no tuition fee. It is interesting that most students like the way they can cook Korean cuisine with local ingredients and the food can be adjusted to Thai taste. There is only one student who came to study because of traditional Korean cooking style.

Field of Study: Korean Studies

Student's Signature

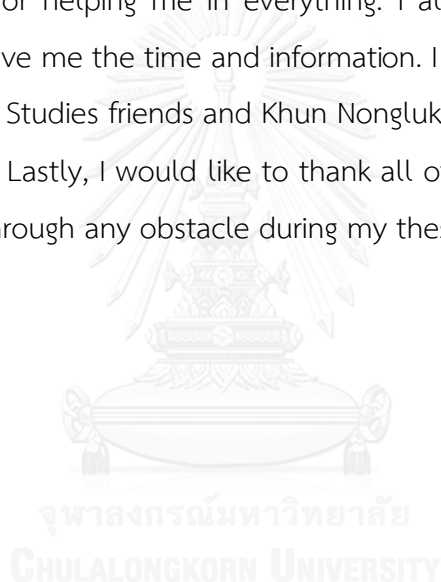
Academic Year: 2014

Advisor's Signature

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CHAPTER I

INTRODUCTION

1.1 Research Background

“Globalization” is Era of limitless communication. The technology developed has affected the rapid flow of information by different kinds of media, the ease of travel around the world has affected how people recognize culture by that media and they can relocation easily. When people come to recognize and relocate, the culture of those people has contributed to social and cultural integration. Besides language, clothing, music and drama, the food culture is an important identity of nations as well. Food is the oldest and has gone through high cultural changes. Indeed, food is an important motive bringing a change of culture in other ways. Especially the Europeans start shipping by boat era to explore new territory in America and shipping to trade with Asia. For example, the journey of chili has started when Columbus discovered America. He brought chili back to Europe especially in Great Britain and Portugal. Then Portuguese growth it in Asia including China, India, and Japan(Institute of Nutrition 2002).

From the ancient book in 1542, Portuguese missionary has offered chilli to Otomo Yoishi daimyo (Japanese feudal lord). At that time, Japan used chilli as medicine or just a decoration not for cooking. However, chilli has become more

useful in Korean Peninsula. Koreans believe that Japan soldier is the person who brought the chilli to Korea during the war in 16th Century. Therefore, Korean has theory about chilli as "A heritage from Japan"(Ingkaphirom 2007)

The people of Korea are descendants of the Mongolians. And in 1910, Korea became a Japanese Protectorate. As a result, it would be true to describe the way that Korean food has evolved as a blend of Chinese and Japanese cooking techniques (Wet 2014).

The popularity of Korean food is effecting from policy of the South Korean government as an aim to popularize Korean cuisine globally to be one of the world's five most popular cuisine by 2017. So far, the main strategies plan to increase the number of Korean restaurants abroad; dispatching of Korean chefs abroad to hold Korean cooking classes at school and has promotion activities through Korean embassies and the Korea Tourism Organization (Scholliers 2012).

Korean cuisine is largely based upon rice, vegetables, and meats. Traditional Korean meals are noted for the number of side dishes (banchan) that accompany steam-cooked short-grain rice. Kimchi is served often, sometimes at every meal. Commonly used ingredients include sesame oil, doenjang (fermented bean paste), soy sauce, salt, garlic, ginger, pepper flakes and gochujang (fermented red chili paste). So Korea has herbs ingredient in nearly all foods (Yang , house 2014).

It can be noticed that Korean cooking is usually a mixture of chili and there are many kinds of Korean food which are very spicy, the same as many Thai food with chili ingredient.

About Korean food, Thai people were in favor of roasted pork Korean style on a hot plate or in Thai language “Moo Kra Ta” or “Moo Yang Kao Lee”. These kinds of Korean restaurants spread all over in Thailand and are very popular. In late 1990s Korea cultural spread in Thailand (Noipayak 2014) through Korean movies, music and drama. From drama series “Dae Jang Geum” affection that make Thai people interested in Korean food because of story in drama showing detail about preparing food, cooking in kitchen and attention in preparing food. From that series, Thai people become active in finding Korean restaurants as to meet the demand of eating Korean food and more Korean restaurants open in Thailand such as Franchise of Korean restaurant Style branded “Kimju” which now has more than 28 branches (Kimju 2014). The Bibimbub has 5 branches (Bibimbab 2014). TuDari has 3 branches and will expand in 2015 (Tudari 2011). Dak Galbi has 5 branches (Dakgalbi 2013). School Food has 2 branches. Other small restaurant in Thailand such as Redsun, Kosirae, Jangwon, Sorabal open around 286 branch In Bangkok has increasing number of small restaurant open around 96 branches. (<http://search.yellowpages.co.th/>).

Thai people try to look for information about Korean food in Thai language from the internet as show in data below “Raan Ar Han Kao Lee” (Korean Restaurant) about 12,500,000 results, “Vi Tee Tum Ar Han Kao Lee” (How to cook Korean food) about 559,000 results and “Rong Rean Son Tum Ar Han Kao Lee” (Korean cooking school) about 685,000 results, in www.youtube.com (November,2014) Thai people upload VDO which teach about making Korean food result around 8,550. In Thailand has main 3 school that open Korean cooking course 1. International cooking center by teacher Saipin 2. The Vschool by Venturetec 3.Korean Culture Center. So from that trend its make Thai cooking schools open Korean cooking course for teaching people who want to study.The research was found that price in each course is around 15,000 bath.(center 2006) Therefore,this phenomenon leads the research topic about why Thai people decide to learn korean cooking culture. Thai people who decide to study maybe not interested in K-wave or didn't be fan-club of singer but maybe have another reasons that make them decided to take course Korean cooking culture.

1.2 Research Questions

1. . Why do Thai people decide to learn cooking Korean Food in cooking school in Bangkok and suburban area?

2. After finishing cooking class, what is the proportion of people who use the knowledge to earn a living?
3. What factors make people decide to learn cooking Korean Food in cooking school in Bangkok and suburban area (individual factors and cooking school characteristic factors)?

1.3 Research Objective

1. To study the reasons and motivation that make Thai people decide to learn Korean cooking culture.
2. To provide suggestion for cooking schools to develop quality of Korean cooking class.
3. Cooking schools can use this research to be the path to develop business plans about duration of class, study fee or expand more classes etc.

1.4 Scope of Population:

1. All teachers of Korean cooking schools in Bangkok and suburban area who teach during period May - July 2015.

2. All people who take Korean cooking courses in Bangkok and suburban area during period May - July 2015

1.5 Research Methodology

Qualitative approach using in-depth interview. After gathering information about target group, the number of people from target group is limited. So the interview is including everyone who study at the cooking school.

Sampling frame: Teacher and student in Korean cooking courses in Bangkok and suburban area during period May - July 2015 from 3 schools.

1. International cooking center: study period 3 day
 - Teacher for Korean cooking class 2 people (Thai teacher)
 - Students 1 - 5 people
2. The V school by Venturetec: study period 5 day
 - Teacher for Korean cooking class 1 person (Thai teacher)
 - Students 4 - 10 people
3. Korean Cultural Center: study period 8 day (study 1 day per week)
 - Teacher for Korean cooking class 1 person (Korean teacher)

- Students 12 people

1.6 Questions for Interviews (Students)

1. Basic information of sample group such as age, gender, occupation etc.
2. How do you know Korea?
3. Do you like Korea? Why or Why not?
4. Where did you know about Korean food?
5. Why did you decide to learn Korean cooking?
- 6 .How long have you been taking this course?
7. What characteristics of this school make you decide to study here?
8. In the future, how do you plan to use this knowledge?
9. How do you feel about the course?
10. What is your suggestion to the cooking school regarding the course (for example, course content,duration of class ,fees)?

1.7 Questions for Interviews (Teachers)

1. Basic information of sample group such as age, gender, qualification etc.
2. Where have you graduated from and what is your work experience?
3. Why do you choose to teach Korean food? Why here?
4. What information you've known more than Korean food?
5. Is there any inspiration you got from Korean food?
6. What is the first impression which you got when you became a teacher of Korean cooking?
7. In your opinion, what makes people decided to study here?
8. What is your suggestion or any recommendations to the school?

1.8 Background Information of 3 Schools

1. International Cooking Center (center 2006)

International Cooking Center was managed by A.Saipin R., an expert in cooking culinary and pastry more than 20 years including Thai, Chinese, Japanese, Korean, Western and desserts together with instructors who are experts in different fields of cooking. There are 6 cooking lecturers in the school. The school has opened more

than 10 years, open daily 9.00 am – 05.00 pm, the classes begin at 11.00 am until 05.00 pm. The school has provided different courses as follow:

1. Cooking for career
2. Western Cuisine
3. Chinese Cuisine (Dim Sum)
4. Korean Cuisine
5. Vietnamese Cuisine
6. Thai Cuisine
7. Japanese Cuisine
8. Ice-Scream and Bakery
9. Others



The class will available from 1 – 5 students only. The school will prepare ingredients and kitchen tools. After class, students are allowed to bring their works back home.

The achievement of cooking school is was successful for many years. For example, a columnist in “Menu Tum Ngern” for Tao Kae Mai magazine, since 2009 – present, second a member no.7032 of Thai Chefs’ Association since 22 July 2011,

third full time cooking for health lecturer for h+ Channel television station and fourth cooking lecturer in Korean cuisine at Centre Point Hospitality, Sukhumvit 10 on 11 October 2008 and etc.

Korean cooking course for restaurant business (15 menu) by A.Pin. The course provides various technique which is adaptable into different menu. For those who wants to open your own restaurant, introduced source of supply and management system were included within this course. The class time is three days only includes menu 1. Korean BBQ: Galbi 2. . Samgyetang (Ginseng Chicken Soup) 3. Kimchi Jjikaek 4. Dalg Jjikaek 5.Korean BBQ Pork 6. Korean tonkastu 7. Kimchi 8. Jaeyukbokeum 9. Ho tteokk 10. Bibimbap 11. Kimchi bokeum bap 12. Soondubu Jjigae (Soft Tofu Stew) 13. PAJEON 14. Banchan 15.Naeng myun

Contact: International Cooking Center 10/65 Sirin House 2 Village, Phoumvit 11 Road, Bang Talad, Pak Kret, Nonthaburi 11120.

Tel: 0-2960-6121, Mobile: 081-889-6121, E-mail intercooking@gmail.com

LINE ID = intercooking

2. The V School by Venturete (Venturetec 2002)

The V school was established in 2002 by professional chefs who have passion in Japanese cuisine. At first, The V School is a developing and researching sector by Venturetec Marketing Company – a producer and distributor of Wasabi and frozen

seafood worldwide. In which The V School is on a duty to develop the company's products and create new menus for both hotels and restaurants.

Today, The V School has produced personnel that are skillful in cooking. The students come from various occupations worldwide including restaurateurs, chefs and persons who are interested in cooking for more than 2,000 personnel already. For the satisfaction of popularity in Japanese food both in Thailand and other countries worldwide, The V School has opened professional sushi courses and Japanese Chef Training Center in order to develop skills of Japanese food chef to the level of the original and international standard.

Apart from being proficient in Japanese cuisine, The V School also provides Thai courses and including Korean, Singapore and Malaysian cuisine courses to support the need of students for their variety of leaning choices. The school provides services, developments and creation of new menus for other institutions under the supervision of professional team of professional chefs and Chef Walter Lee, who is both a chef and a professional executive in the business of food and restaurant.

The curriculum has started from the origin of food which help students are able to adjust their style. The V school has taught with best techniques and provide consultant in restaurant management. The school teaching style is called "Hand on" which mean more practice and teaching step by step. The teaching menu is popular in the market which can be applied into food business fastly, the tuition fees is

valuable when compare to other. The school has provided different course as follow:

1. Japanese cuisine for Thai and non-Thai speaking students
2. Thai cuisine for Thai and non-Thai speaking students
3. Other Asian cuisine i.e. Korean, Singaporean and Malaysian cuisine
4. Korean Food 5 section tuition fee 16,000 bath

Class session of Korean Signature Dishes Course: divides to 5 session

- Session 1: 3 hours study 4 menu as follows:

1. Bibimbap
2. Gimbap or Kimbap
3. Jajangmyeon
4. Kimchi Jjikaе

- Session 2: 3 hours study 3 menu as follows:

1. Kimchi
2. KIMCHIJEON
3. PAJEON

- Session 3: 3 hours study 3 menu as follows:

1. Samgyetang (Ginseng Chicken Soup)
2. Tteokbokki (Spicy Rice Cake)
3. Soondubu Jjigae (Soft Tofu Stew)

- Session 4: 3 hours study 4 menus as follows:

1. Bulgogi
2. Bulgogi Jungol
3. Korean BBQ: Galbi
4. Banchan serves with Korean BBQ



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- Session 5: 3 hours study 4 menu as follows:

- Shindangdon Tteokbokki (Korean Hot Pot with Tteokbokki)
- Ojingeobokeyum (Stir-fried squid in chili sauce)
- Jab Chae (Stir-fried Korean glass noodle)

Percent of students who take course from 2,000 student

- Restaurant owner = 39%

- Entrepreneur = 30%
- Chef = 14%
- Housewife & Student = 10%
- Foreigner = 7%

Contact: 238 Ladprao Soi 1 Yaek 14, Ladprao Rd., Chompon, Chatuchak, Bangkok
10900, Thailand

Tel: 02 939 2172, 085 483 0238, 085 483 0239, 02-513 7337 ext. 8

Fax: 02- 513 7338 LINE ID: patpanaram

Email: pat_panaram2@hotmail.com

Facebook page: www.facebook.com/thevschool

3. Korean Cultural Center Thailand (Thailand 2013)

There are 25 cultural centers in 20 different countries. The 25th Korean Cultural Center is in Thailand.

The Korean Cultural Center in Thailand was under Embassy of the Republic of Korea and managed by The Government of Republic of Korea since July 2013 as the organization intermediary for connecting, exchange and sharing culture with neighboring countries and also be the place where everyone experience Traditional

Korean culture. The Korean Cultural Center has provide art and cultural through exhibitions, movies, and shows both tradition and modernity. There will be seminars and classes about Korean culture for visitors. In addition, the information is available in library, multimedia room and cultural room.

There are 3 classrooms which are K-cuisine for cooking class, K-pop for studying music, movie and K-language for learning about language. Each classroom available for 12-15 students. K-cuisine is the cause that available up to 12 people. The group can be divided into 3 people for each group. There are 8 classes per course. The style of the class is practical and gives a variety of cooking “how to prepare Kimchi (Korean pickled vegetable)”, “Makgeolli (Korean liquors)” and “Tteok (traditional rice cake)”.

Contact: Korean Cultural Center Thailand - Address: 219/2 Sukhumvit Rd., Klongteoy-Nua, Wattana, Bangkok 10110 Tel: 02-651-0165~8 Fax: 02-651-2212

Website: <http://thailand.korean-culture.org/th/>,

Facebook: <https://www.facebook.com/koreanculturalcenterTH>

1.9 Hypothesis: Thai people in Bangkok and suburban area decided to study Korean cooking in school because of 2 main factors

1. Individual preference:

- Trends of Korea culture such as Korean drama and music make them want to study.

- Trends of Korean food make them want to do the business such as Korean restaurant.

- They own Korean food restaurants and want to study more to receive certificate to show at the restaurant for guarantee.

2. School Characteristics:

- Tuition fee

- Promotion of school

- Number of students per class

- Teachers characteristics and qualifications

- Location of school



CHAPTER II

RELATED LITERATURE

Nowadays, South Korea spreads culture to various countries in many forms as to promote and develop economy. Korean Government supports the use of media and entertainment to spread culture and make trend of Korean wave in other countries such as China, Japan, and Canada including Thailand. Thus, power of Korean culture which becomes more well known in Thailand is the reason that makes people want to study more about Korea in every field including music, series, actor/ actress and food. It is strange that although Korean food is very popular in Thailand but only a few people study in this topic. This research aims to study factors affecting demand of Thai people in Bangkok and suburban area for studying Korean cooking culture. The content includes Korean culture plan, consumer behavior theory, satisfaction theory, value theory and related literature.

2.1 Korea 5 years Plan of Cultural Industry Development

The rise of Korean culture trend at present comes from policy of Korea that supports culture to become the main export industry. Korea Government plans to promote five year plan culture economy for bringing Korea to Culture Welfare State (Chunhakarn 2007) by setting up Korea Creative Content Agency (KOCCA) under

Ministry of Culture and Tourism. Aim of KOCCA is to promote human resource development projects to acquire valuable human resource that form the basis of creativity and develop policies for the promotion of the content industry (KOCCA 2013), including rules as follows to support the development of specialized culture technologies from design to production, the commercialization of contents, and the promotion of various overseas expansion projects to develop the content industry into an export industry. Kocca will proactively respond to the content convergence environment, and focus on developing carefully selected killer contents to lead the global content market (Lampao 2013).

In the past, Korea was well known only in Electronics and Automobile industry. Nowadays, Korea is one of the trade centers in the world market and has more important role as Cultural Industry Manufacturer. Korea has expanded economic roles to many types of industry such as Food industry, Beauty industry, Tourism industry and Entertainment industry.

The related research by Chayarn L. (Lampao 2013) has study about attitude of acknowledgement and consumer behavior chasing the Korean culture said that there are two purpose of this study which are studying an attitude of acknowledgement and consumer behavior chasing the Korean culture and the studying of the relationship between attitude and factor effect consumer behavior chasing the Korean culture

The result shows that population factor which effect attitude factor consists of sex, level of education and career. There are two main channels effecting consumer behavior which are television media and online media. The group of people who affect the purchasing power is friend. Regarding attitudes and purchasing power the research found that social value and social norm are important in decision making of consuming products and services. Moreover, the direction of Koreans demand is still positive in every group of products and services within 2 - 5 years.

There is a result from Korean food survey which shows that Korean grilled restaurant is one of the most popular restaurants for customers. Because such restaurants create new experience, customers are able to select the ingredient and cooking by self not just selecting the menu as before. The new experience of dining has become an advantage of the restaurants and makes the difference among other restaurants in the same market (Lampao 2013).

The main reason that makes Korean culture accessible to the demand of customer is brand image. The uniqueness of dining experience in restaurant which customer will be able to choose and prepare their own meal. It can be said that Korean restaurant will be chosen by customer every time they want to have dinner.

There is an observation about Thai product that using Korean style marketing has gained customer more than 60% of product (Kasikorn Research Center, 2010).

The relate research from Noppadol I. (Inchan 2013) is about Korean drama series fever wave in Thai society. The results show that through story lines, scripts, locations, costumes, food and daily life, Korean series have three important roles to play with regard to Thai society: 1) they introduce Korean culture, 2) they transfer Korean culture, and 3) they modify the beliefs and aesthetics of Thai society. These phenomena then have subsequent effects on the macro economy.

From 5 years plan of cultural industry development, Korea has well-developed and exported cultural industry which push Korea to become well-known in many countries. Korean trends become popular in both consumer products and K-pop (music and movie). It is also affecting the demand of Korean restaurants which opened more branches in Thailand because of cultural admiration. Therefore, the study of factors affecting the demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture.

2.2 Consumer Buyer Behavior Theory

Consumer Buyer Behavior theory is the study “of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires” as defined by Solomon et al. (1995).

Another definition given by Schiffman (2007) is “the behavior that consumers display in searching for purchasing, using, evaluating, and disposing of products and services that they expect will satisfy their needs”

2.3 The Types of Consumer Buying Decisions

There are several factors which influence the buyers behavior which can be defined as the decisions and actions of people involved in buying and using products, expressed by William M. (M. 2010)

Consumers go through complex buying behavior when they are highly involved in a purchase and are aware of significant differences existing among brands. Dissonance-Reducing buying behavior is when consumers are highly involved in a purchase but observe little differences in the brand. Habitual buying behavior is the case of low consumer involvement and the absence of significant brand differences. Variety-Seeking buying behavior is the case of low consumer involvement but significant brand differences (Kotler, 2010).

2.4 Definition/Concept of Consumer Behavior

Yutthana T. (1998:5) said that “consumer” is the person or group of people who express their rights of demand for product offer in market. Consumers may buy

product to response to their wants in terms of individuals and families or just creating satisfaction among society (Tumjareoun 2000). However, marketing expert was unable to conclude that “everyone” is consumer. Therefore, it is necessary to determine the component of consumer in order to select target market as follow:

- Consumer is the person who has need.
- Consumer is the person who has purchasing power
- Consumer is the person who has consumption behavior
- Consumer is the person who has purchasing behavior

From the above information, the meaning of consumer behavior is the act or expression of persons who are related to the consumption of products or services which are affected from internal and external factor of decision making.

Empirical work on factors affecting buying behaviors include the following studies.

(Theerayutsakul 2010) study factors affecting buying behaviors of Korea imported Cosmetics of Customer in Bangkok Area. The purpose of this research was to study factors affecting buying behaviors of Korea imported cosmetics of customers in Bangkok area classified by demographic characteristics and attitudes in terms of product, price, place and promotion. The most influential person in purchasing decision of Korea cosmetics is their friends.

(Ngamjitiampai 2007) studies behavior of consumers in Bangkok toward the purchase of Korean movies and Korean series. The independent variables include gender; age; education; occupation; monthly income; marital status; lifestyles on activities in terms of hobby and recreation. The place of purchase has relationship with age, average monthly income, marital status, recreation, product designs, and benefits.

2.5 Satisfaction Theory

Promoting policies of the Korean government have made Thai people enjoy products of Korean culture unconsciously. Chalinee (1992) proposes pursuit of satisfaction theory that people will do anything to make them happy and to avoid the things which lead to suffering or hardship. This can be separated into 3 types as follows (Sutep 1992-1998).

- Psychological hedonism: nature of human will find happiness or avoid any suffering.
- Egoistic hedonism: people try to find happiness but the pursuit of happiness is not always necessarily human nature.
- Ethical hedonism: humans try to find happiness for the benefit of humanity or society of which one is a member and receives the benefits.

The propagation and a positive image through the media culture (e.g. a good looking singer) can motivate the audience's satisfaction and results in learning and following (Sutep 1992-1998) concluded that the attraction were used as a tool to encourage people's satisfaction, there are four reasons as follows

- Material inducement including money, object or physical conditions to those activities.
- Desirable physical condition is environment in activity that is the reason to make physical pleasures.
- Ideal benefaction means everything that fulfills human needs.
- Association attractiveness means relationships between participants make a commitment and satisfaction, when people in society feel stable.

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2.6 Value Theory

Value means feeling satisfied and believing in something that people or group believe in the same thing together in a period of time, and can be changed by time (Gomontian 2013)

Types of Value: Office of culture committee of nation divide value into 2 types

First type separates value into 3 types

- Own Values: Values of self-sufficiency, diligence, responsibility and values of saving.
- Social Values: Values of discipline and values of religious morality.
- Nation Values: Values of love for the nation, religion and King.

Second type separates value into 3 types

- Economic Values
- Social Values
- Nation Values

Other definitions of values are as follows:

Kor S. (1975: 45) said that “values” is thoughts of behavior and else which people in the society agree by its benefits then accept and preserve it for a while. Value will change by the time and attitude from people in society.

Good (1973: 636) said that “values” is preference. It’s given valuing and decision-making in particular by considering from characteristics base on psychology, sociology, morality, knowledge, academic, religion and aesthetics. When a person evaluate or making decision on that matter, he/she will hold that characteristics.

2.7 Standard of Living

Siriwan S. et al. (1998: 135) gives the definition that standard of living has depended on culture, class level in society and group of career. Marketing expert believes that behavior of choosing product will depend on values and standard of living which will be affected by different factors such as culture, values, environment, sub culture, class level, and reference group (like family, emotion and personality).

From the meaning and idea of values, it can be connected value in a period of time. In human life, an affection to make a decision for purchasing goods and services is related to values in that period. For example, purchasing of cosmetics from Korea is the consequence from the popularity. Making decision on restaurant was affected by Korean movies and drama and culture etc. According to the research by Chotiros C. (Chotitearavong 2009) about the values which affect a purchasing power of women in Bangkok on Korean cosmetics, said that the popularity of Korean's drama, music, and games has motivated Thai consumers to purchase Korean cosmetics. Therefore, Korean cosmetics have represented their product as "value for money" by cheap price and suitable to Asian skin.

(Gomontian 2013) study consumer behavior and repetitive buying trend on Korean imported cosmetics in Bangkok. The research found that the respondents have opinion about the overall value of purchasing Korean imported cosmetics such as richness and the import products values, healthy values, consumerism and foreign

countries imitation at high levels. (Ngamjitiampai 2007) study product factors affecting behavior of consumers in Bangkok towards the purchasing of Korean movies and Korean series. The first Korean drama which was broadcasted in Thailand was “Love destiny”. It was launched through channel 5 in 2000. The second was “Autumn in my heart” launched through ITV channel in 2001. Then, the Korean drama named “Full House” and “Dae Jung Geum” gained the most attention from Thai people as the highest rank in chart. These two stories also available in VCD and DVD (CH7, 2003: Online).

Most studies relating to Korean culture emphasize on cosmetics, movies and series drama. However, there is limited research on Korean food, in spite of the fact that Korean food has identity of taste. Therefore, this study aims to fill this gap by studying more about Korean food and focusing on cooking to create new knowledge

CHAPTER III

METHODOLOGY

The methodology of the study of factors affecting demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture can be explained by the following sections:

Research Design

Sample Group

Research Procedure

Research Instruments

Quality Checking/ Assurance

Data Collection

Data Analysis

3.1 Research Design

This is a qualitative research for the topic of “Factors affecting demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture”. The characteristic of the research is survey research by using in-depth interview in sample group with open-ended question.

3.2 Sample Group

There are two groups of samples which are Korean cooking teachers and Korean cooking students. According to the framework of the research, the samplings were chosen from people with direct experience in related fields as follows:

1. Korean cooking teachers, by searching from list and data base of cooking school via internet e.g. cooking school website. There are 3 Korean cooking teachers from different cooking schools, one person from each school.
2. Korean cooking students, by choosing from the total number of students who register with the course. This sample group is voluntary and were given explanation of the research purpose. There are 19 persons from 3 different schools as following:

First school - International Cooking School, there are 3 persons

Second school - The V School, there are 5 persons

Third school - Korean Culture Center, there are 11 persons

The number of students in each school is unequal due to the period of interview. The first school and the second school have limited the number of students to 8 students per class but the third school has limited the number of students to 12 students per class. During the period of interview, the first school had

3 current students and the second school had 5 current students while the third had 11 current students. Therefore, the number of students from each school is different.

3.3 Research Procedure

In this research, the related data and theory has been studied from textbooks, journals and research documents in order to determine the purpose and area of research study. There are 2 sample groups which are teachers and students. The research instrument is an In-depth Interview which has been checked by content validation. The data was set to be collected as One-shot Study. The procedure development is as follows:

1. To study theory and research related to dependent variable.
2. To study the purpose of area research study.
3. To determine the sample group which correspond with study purpose, area, theory and question.
4. To develop in-depth interview that covers and corresponds with study purpose, area and theory.
5. To present an in-depth interview to advisor for revising content validity. The question will be approved as covered the dependent variable, corrections, findings and including the use of proper language proper used.
6. To approve the corrections from in-depth interview analysis.

3.4 Research Instruments

The research instruments use in this study is In-depth interview with Opened-end Question which allowed the interviewee to give recommendations and also receive the insights regarding factors affecting demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture.

An In-depth interview has divide into 2 groups which are Teacher and Student. It also separated into 2 parts in each group as follows:

Group 1 Teacher

1.1 Part 1 is the question about personal information of interviewee with 7 questions which are name, sex, age, working experience, work position, income and contact number.

1.2 Part 2 is the question about factor affects demand student for studying of Korean cooking culture through teacher's viewpoint which divided into 7 questions.

1.2.1 The experience of teaching Korean cuisine (1 question)

1.2.2 The reason of becoming the teacher at current cooking school (1 question)

1.2.3 Other information gained from Korea (1 question)

1.2.4 The inspiration from Korean cuisine (1 question)

1.2.5 The first impression when becoming the teacher of Korean cuisine (1 question)

1.2.6 The reason why students decided to study with teacher (1 question)

1.2.7 The recommendation towards the school (1 question)

Group 2 Student

2.1 Part 1 is the question about personal information of interviewee with 7 questions which are name, sex, age, education, occupation, income and contact number.

2.2 Part 2 is the question about factors affecting demand of students for studying Korean cooking culture which are divided into 9 questions.

2.2.1 The interest towards Korea (2 questions)

2.2.2 The interest towards Korean cuisine (1 question)

2.2.3 The reason why decided to study Korean cooking (1 question)

2.2.4 Period of time to study Korean cooking (1 question)

2.2.5 The characteristics of school which leads to the decision making (1 question)

2.2.6 Plan in the future to use this knowledge (1 question)

2.2.7 The recommendations towards Korean cooking study (1 question)

3.5 Quality Checking/ Assurance

The questions used in the interviews were developed from reviewing the literature and consulting with the advisor. The questions were pre-tested, and the data was analyzed to make sure the question were clear and appropriate.

3.6 Data Collection

The researcher collected the data by self with in-depth interview and observation as the process below.

1. Data collection from group of Korean cooking teacher

1.1 In this step, the samplings were chosen by the school information and the researcher coordinated with the school for permission of interview.

1.2 The relationship development, researcher has coordinated with staff in prior and introduction has been given to teacher in each class. The researcher was allowed to observe the class preparation, start the discussion with general topics such as food and how to prepare for one class. Then, leads to an interview and also asking for permission to record the sound before an interview starts which the permission has been granted.

1.3 An In-depth interview, the researcher uses the question outline and uses sub set of questions to probe by talking and motivating the interviewee to join a conversation. The questions can be adjusted due to the situation, experience and background of the interviewee. During the interview, communication techniques were used to create meaningful conversation and gain in-depth information such as beliefs, attitudes and thoughts which are expressed in language and gesture. After finishing an interview, the data was recorded immediately. The relationship has been developed throughout an interview in order to create trust and the language used is unofficial as to gain understanding and clarification. The place of interview is the cooking school and in some cases the interviews were conducted by phone.

2. Data collection from group of Korean cooking student

2.1 In this step, information (such as gender and age) regarding the sample was unknown to the researcher prior to the day of interview. The sample consists of all students who came to study cooking course at the school on the day of the interview specific which match the purpose of question about factors affecting student's decision. After that, the researcher has contacted with the school for permission to interview the students when they come to school.

2.2 The relationship development, researcher has coordinated with staff in prior and introduction has been given to student in each class. The researcher begins the conversation with general information about Korea followed by the interest in

Korean actor/ actress, Korean singer and Korean food. Then, the researcher begins the interview and also asks for permission to record the sound before an interviews start which the permission has been granted.

3. There is sound recording during the conversation, the researcher records in notes and makes conclusion when finishing each interview.

4. The average time of interview is around 30 minutes per one interviewee.

5. The interview interpretation word by word was performed when an interview was done each time. The researcher has recorded data immediately whether the data is complete or not. There is information for re-contact with the interviewees.

6. The data has been analyzed as content analysis.

7. During data collection and analysis, the researcher has consulted with the advisor to confirm the analysis of data.

3.7 Data Analysis

The data analysis was conducted after part of data collection was done which leads to the collection of any missing information. The interpretation from interview was performed after data collection each time. There will be data sorting before analysis which was helpful for the accuracy of data used.

CHAPTER IV

DATA ANALYSIS

This research is the study of factors affecting demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture by using Qualitative Research with In-depth interview from May – July 2015. From the research, results can be divided into 2 groups which are Instructor and Student. Therefore, the data results are analyzed into 2 parts within each group as follows:

Part 1 - General information of instructor and student from 1st – 3rd School by gender, age, job position, income and level of education.

Part 2 – the result of samplings about general information of Korea and factors which affect the decision of studying Korean cuisine, from instructor's view and student's view.

Table 1 The percentage of number of instructors from 3 different schools separated by gender

Gender	Quantity (person)	Percentage
Male	0	0
Female	3	100.00
Total	3	100.00

From table 1, it is shown that instructors from 3 different schools are all female (100%).

Table 2 The percentage of students from 1st school separated by gender

Gender	Quantity (person)	Percentage
Male	2	67.00
Female	1	33.00
Total	3	100.00

From table 2, it is (33%) shown that 1 student from 1st school is female and (67%)2 are male.

Table 3 The percentage of students from 2nd school separated by gender

Gender	Quantity (person)	Percentage
Male	3	60.00
Female	2	40.00
Total	5	100.00

From table 3, it is (60%) shown that 3 students from 2nd school are male and (40%) 2 are female.

Table 4 The percentage of students from 3rd school separated by gender

Gender	Quantity (person)	Percentage
Male	2	18.00
Female	9	82.00
Total	11	100.00

From table 4, it is (18%) shown that 2 student from 3rd school are male and (82%) are 9 female.

Table 5 The percentage of students from 3 different schools separated by gender

Gender	Quantity (person)	Percentage
Male	7	37.00
Female	12	63.00
Total	19	100.00

From table 5, it is (37%) shown that student from 3 different schools are 7 male and (63%) are 12 female.

Table 6 The percentage of instructors from 3 different schools by age

Age	Quantity (person)	Percentage
20 - 30	-	-
31 - 40	1	33.00
41 - 50	-	-
More than 51	2	67.00
Total	3	100.00

From table 6, it is (67%) shown that instructors from 3 different schools 2 persons whose age is more than 51 and 1 person whose age is between 31 – 40 (33%).

Table 7 The percentage of students from 1st school by age

Age	Quantity (person)	Percentage
20 - 30	-	-
31 - 40	3	100.00
41 - 50	-	-
More than 51	-	-
Total	3	100.00

From table 7, it is (100%) shown that students from 1st school consist of 3 persons whose age is between 31 – 40.

Table 8 The percentage of students from 2nd school by age

Age	Quantity (person)	Percentage
20 - 30	2	40.00

31 - 40	3	60.00
41 - 50	-	-
More than 51	-	-
Total	5	100.00

From table 8, it is (40%) shown that student from 2nd school consist of 2 persons whose age is between 20 – 30 and 3 persons whose age is between 31 - 40 (60%).

Table 9 The percentage of students from 3rd school by age.

Age	Quantity (person)	Percentage
20 - 30	3	27.00
31 - 40	6	55.00
41 - 50	-	-
More than 51	2	18.00
Total	11	100.00

From table 9, it is shown that students from 3rd school consist of 3 persons whose age is between 20 – 30 (27%), 6 persons whose age is between 31 -40 (55%) and 2 persons whose age is more than 51 (18%).

Table 10 The percentage of students from 3 different schools by age.

Age	Quantity (person)	Percentage
20 - 30	5	26.00
31 - 40	12	63.00
41 - 50	-	-
More than 51	2	11.00
Total	19	100.00

From table 10, it is shown that student from 3 different schools consist of 5 persons whose age is between 20 – 30 (26%), 12 persons whose age is between 31 - 40 (63%) and 2 persons whose age is more than 51 (11%).

Table 11 The percentage of instructors from 3 different schools by level of education.

Level of education	Quantity (person)	Percentage
Vocational Certificate/ High Vocational Certificate/Diploma	-	-
Bachelor Degree	1	33.00
Master Degree	2	67.00
Doctoral Degree	-	-
Total	3	100.00

From table 11, it is shown that there is 1 instructor who has Bachelor Degree (33%) and 2 instructors who have Master Degree (67%).

Table 12 The percentage of students from 1st school by level of education.

Level of education	Quantity (person)	Percentage
Vocational Certificate/ High Vocational Certificate/Diploma	-	-

Bachelor Degree	2	67.00
Master Degree	1	33.00
Doctoral Degree	-	-
Total	3	100.00

From table 12, it is shown that 2 students from 1st school have Bachelor Degree (67%) and 1 student has Master Degree (33%).

Table 13 The percentage of students from 2nd school by level of education.

Level of education	Quantity (person)	Percentage
Vocational Certificate/ High Vocational Certificate/Diploma	-	-
Bachelor Degree	3	60.00
Master Degree	2	40.00
Doctoral Degree	-	-
Total	5	100.00

From table 13, it is shown that 3 student from 2nd school have Bachelor Degree (60%) and 2 students have Master Degree (40%).

Table 14 The percentage of students from 3rd school by level of education.

Level of education	Quantity (person)	Percentage
Vocational Certificate/ High Vocational Certificate/Diploma	1	9.00
Bachelor Degree	8	73.00
Master Degree	2	18.00
Doctoral Degree	-	-
Total	11	100.00

From table 14, it is shown that 1 student from 3rd school has Vocational Certificate/ High Vocational Certificate/Diploma (9%), 8 students have Bachelor Degree (73%) and 2 students have Master Degree (18%).

Table 15 The percentage of students from 3 different schools by level of education.

Level of education	Quantity (person)	Percentage
Vocational Certificate/ High Vocational Certificate/Diploma	1	5.30
Bachelor Degree	13	68.40
Master Degree	5	26.30
Doctoral Degree	-	-
Total	19	100.00

From table 15, it is shown that 1 student from 3rd school Vocational Certificate/ High Vocational Certificate/Diploma (5.3%), 13 students have Bachelor Degree (68.4%) and 5 students have Master Degree (26.3%).

Table 16 The percentage of instructors from 3 different schools by job position.

Position/ Occupation	Quantity (person)	Percentage
Cuisine instructor	2	67.00
Cuisine instructor & owner	1	33.00

Total	3	100.00
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From table 16, it is shown that 2 instructors work as Cuisine instructor (67%) and 1 instructor is both Cuisine instructor & owner (33%).

Table 17 The percentage of students from 1st school by job position.

Position/ Occupation	Quantity (person)	Percentage
Government Sector	1	33.3
Private Company Staff	-	-
Business Owner	1	33.3
Restaurant Owner/ Chef	1	33.3
Student	-	-
Housewife	-	-
Total	3	100.00

From table 17, it is shown that students from 1st school have different occupations which are Government sector (1 person, 33.3%), Business Owner (1 person, 33.3%) and Restaurant Owner/ Chef (1 person, 33.3%).

Table 18 The percentage of students from 2nd school by job position.

Position/ Occupation	Quantity (person)	Percentage
Government Sector	-	-
Private Company Staff	2	40.00
Business Owner	1	20.00
Restaurant Owner/ Chef	2	40.00
Student	-	-
Housewife	-	-
Total	5	100.00

From table 18, it is shown that students from 2nd school have different occupations which are Private Company Staff (2 persons, 40%), Business Owner (1 person, 20%) and Restaurant Owner/ Chef (2 persons, 40%).

Table 19 The percentage of students from 3rd school by job position.

Position/ Occupation	Quantity (person)	Percentage
Government Sector	-	-
Private Company Staff	2	18.20

Business Owner	4	36.40
Restaurant Owner/ Chef	1	9.00
Student	2	18.20
Housewife	2	18.20
Total	11	100.00

From table 19, it is shown that student from 3rd school have different occupations which are Private Company Staff (2 persons, 18.20%), Business Owner (4 persons, 36.40%), Restaurant Owner/ Chef (1 person, 9%), Student (2 persons, 18.20%) and Housewife (2 persons, 18.20%).

Table 20 The percentage of students from 3 different schools by job position.

Position/ Occupation	Quantity (person)	Percentage
Government Sector	1	5.30
Private Company Staff	4	21.05
Business Owner	6	31.60
Restaurant Owner/ Chef	4	21.05

Student	2	10.50
Housewife	2	10.50
Total	19	100.00

From table 20, it is shown that students from 3 different schools have different occupation which are Government Sector (1 person, 5.3%), Private Company Staff (4 persons, 21.05%), Business Owner (6 persons, 31.60%), Restaurant Owner/ Chef (4 persons, 21.05%), Student (2 persons, 10.5%) and Housewife (2 persons, 10.5%).

Table 21 The percentage of instructors from 3 different schools by work experience.

Work Experience (Year)	Quantity (person)	Percentage
1-5 year(s)	-	-
5-10 years	1	33.00
11-15 Years	2	67.00
More than 15 Years	-	-
Total	3	100.00

From table 21, it is shown that there is one person who has work experience of 5-10 years (33%) and there are 2 persons who have work experience of 11-15 years (67%).

Table 22 The percentage of students from 1st school by income.

Level of income	Quantity (person)	Percentage
Lower than 10,000 Baht/ month	-	-
10,001 – 20,000 Baht/ month	1	33.33
20,001 – 30,000 Baht/ month	1	33.33
30,001 – 40,000 Baht/ month	1	33.33
40,001 – 50,000 Baht/ month	-	-
Higher than 50,001 Baht/ month	-	-

Total	3	100.00
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From table 22, it is shown that 1 student has income between 10,001 – 20,000 Baht/ month (33.3%), 1 student has income between 20,001 – 30,000 Baht/ month (33.3%) and 1 person has income between 30,001 – 40,000 Baht/ month (33.3%).

Table 23 The percentage of students from 2nd school by income.

Level of income	Quantity (person)	Percentage
Lower than 10,000 Baht/ month	-	-
10,001 – 20,000 Baht/ month	-	-
20,001 – 30,000 Baht/ month	3	60.00
30,001 – 40,000 Baht/ month	1	20.00
40,001 – 50,000 Baht/ month	-	-

Higher than 50,001 Baht/ month	1	20.00
Total	5	100.00

From table 23, it is shown that 3 students have income between 20,001 – 30,000 Baht/ month (60%), 1 student has income between 30,001 – 40,000 Baht/ month (20%) and income higher than 50,001 Baht/ month (20%).

Table 24 The percentage of students from 3rd school by income.

Level of income	Quantity (person)	Percentage
Lower than 10,000 Baht/ month	-	-
10,001 – 20,000 Baht/ month	1	9.09
20,001 – 30,000 Baht/ month	5	45.45
30,001 – 40,000 Baht/ month	1	9.09

40,001 – 50,000 Baht/ month	1	9.09
Higher than 50,001 Baht/ month	3	27.27
Total	11	100.00

From table 24, it is shown that 1 student has income between 10,001 – 20,000 Baht/ month (9.09%), 5 students have income between 20,001 – 30,000 Baht/ month (45.45%), 1 student has income between 30,001 – 40,000 Baht/ month (9.09%), 3 students have income between 40,001 – 50,000 Baht/ month is 1 person as 9.09% and level of income higher than 50,001 Baht/ month (27.27%).

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Table 25 The percentage of students from 3 different schools by income.

Level of income	Quantity (person)	Percentage
Lower than 10,000 Baht/ month	-	-
10,001 – 20,000 Baht/ month	2	10.50
20,001 – 30,000 Baht/	9	47.40

month		
30,001 – 40,000 Baht/ month	3	15.80
40,001 – 50,000 Baht/ month	1	5.30
Higher than 50,001 Baht/ month	4	21.00
Total	19	100.00

From table 25, it is shown that 2 students have income between 10,001 – 20,000 Baht/ month (10.5%), 9 students have income between 20,001 – 30,000 Baht/ month (47.4%), 3 students have income between 30,001 – 40,000 Baht/ month (15.8%), 1 student has income between 40,001 – 50,000 Baht/ month (5.3%) and 4 students have income higher than 50,001 Baht/ month (21%).

Part 2 the results from sample group interview about Korea's general information and factors affecting demand of Thai people in Bangkok and suburban area for studying Korean cooking culture from instructors' view and students' view are discussed in 7 points as follows:

Instructor part

1. Experience of Teaching Korean Cuisine

All instructor from 3 different schools have graduated directly from culinary field and have experience in cooking more than one cuisine besides Korean but also Japanese, Thai, Malaysian, Singaporean and etc. All of them have experience in teaching more than 5 years and was a chef in restaurant before. One of the instructors also does business about frozen food before becoming a teacher.

2. Decision of Becoming Korean Instructor at Current School.

The instructor from the first school said that "I have been doing many jobs but ended up with job related to the food because my family has Chinese banquet catering business since I was young. Later on, the business has changed to be a frozen food factory. I have developed frozen food quality by myself until I faced the economic downturn so I changed to sell Chinese dumplings (Gui Chaai) in the department store. The business went well until somebody wants to buy a recipe so I decided to teach how to make Chinese dumplings. Somehow, I just can't do it well because I was still selfish about my recipe and I felt it was some kind of cheating to my students as I'm afraid that the competitors will steal my recipe. That's why I've

made a choice of becoming a teacher and set up my own school. I'm not selfish anymore and am happy to teach my students.”

The instructor from the second school said that “at the beginning, I was the head chef of a restaurant in a resort for 5 – 6 years and changed of the job to be a chef at King Power shopping complex as was about to be interested in teaching. When V school contacted me, I accepted the offer and became a teacher. It is a new experience for me because I had a chance to talk and exchange our knowledge with my student. Somehow, V school is famous for Asian cuisine and offers different courses. For me, I'm teaching Japanese food, Thai food, and Singaporean food.”

The instructor from the third school said that “I graduated from Japanese cooking school in Japan and also learned at Korean cooking school in Seoul and China. Sometimes, I have an occasional class in Seoul. Now, my husband has to work for a company in Thailand so I became a teacher in Thailand and am interested in Thai cuisine.”

3. General Information about Korea

All instructors have different experiences about Korea such as country development, Korean drama series, and Korean. Moreover, one of the instructors is Korean.

The instructor from the first school said that “I know about their country development after the war and the majority of the country’s landscape was granite which is not suitable for agricultural.

The instructor from the second school said that “I know about Korean’s drama because I love to watch it and I know how to cook from it. Later on, I didn’t have enough time to watch because I have to take care of my kid.”

The instructor from the third school said that “I’m Korean, so I know well about my country.”

4. Inspiration from Korean Cuisine

There are 2 instructors who have an inspiration from Korean cuisine about Mother's menu that is made from the best ingredients for the health of the family.

Another instructor has got an inspiration by Korean people whose effort has made their country become a developed country.

The instructor from the first school said that “I was inspired by the intention and effort of Korean people and because of their unity, the country was developed quite well and they also won against Japan in some issues. That’s why I impress with the Korean.”

The instructor from the second school said that “My inspiration is the way Korean people eat for adjusting the balance of their life. For kids, they have a kid’s menu and the mother is the one who cooks for them. The Koreans eat not only for their fulfillment but also for the health.”

The instructor from the third school said that “I’m Korean but the person who inspired me is my mother. She always teaches me how to cook Korean food and other nations food which made me love cooking.”

5. First impression when becoming a cooking teacher

Talking about the impression when becoming a cooking teacher, all instructors have views in similar way that they love to meet many types of students which makes them feel happy and experience impressive stories.

The instructor from the first school said that “I can’t remember my first class but my impression happened in one class that one of my students was studying with me because of her husband. He is Korean and was waiting for his wife until the class ended and the way he talked to my student was not quite nice. After the class, my student let her husband try her cooking and he told her that her food was delicious like Koreans’.”

The instructor from the second school said that “I was impressing with my boss, my jobs, and my work schedule. I like to meet different people in one day. This job made me help my students because most students when they finish the class, they will apply the knowledge in their career. My students come from both five stars restaurants and small restaurants which I think I have exchange different experience.”

The instructor from the third school said that “I’m impress that Thai people are interested in Korean cuisine and I’m so proud to teach and share the history of Korean cuisine to Thai people.”

6. Instructor's point of view towards the reason students take course in Korean cuisine

All Instructors have different views by their own experiences and self-confidence such as one instructor was owner and teacher so she thinks that everything is good and there is no need to change. Other reasons are the reliability of school and the taste of recipes which the school has created.

The instructor from the first school said that “The reason why students choose here is because we are different from others. I teach them myself so students have trust in me.”

The instructor from the second school said that “most students are searching for school's information from the internet and compare with others but they choose this place because of the quality of the school. They have come back for other courses.”

The instructor from the third school said that “I think because Thai people were interested in Korean drama very much and when they had a chance to try Korean food, they liked it. The reason is the taste is quite similar to Thai food, for example the spiciness, and the use of fish sauce and garlic.”

7. Suggestions to the cooking school

In this part, all instructors have diverse suggestions depending on position of instructors, characteristics of school, and instructor's experience.

The instructor from the first school said that “No further improvement, everything of this school was great.”

The instructor from the second school said that “Actually, everything was proper already because the school focuses on the application of the knowledge. It would be nice if the time could be extended as length time of class is too short so I can teach how to select the ingredients.”

The instructor from the third school said that “This school was not similar to the real cooking school. There is no preparation of ingredients. It would be nice if they can provide a class about preparing ingredients.”

Student part

1. Basic interest about Korea

Part of comments from 1st school student are that they know Korea from travel media advertisement and like this country even more when they see the

surrounding from Korean drama. Some said that they feel nothing towards this country and know this country because the knowledge from the school.

Part of comments from 2nd school student are that they know Korea from Korean drama and feel that this country has beautiful scenery.

“I’ve been there when I was young. I like the snow and the weather”

“I don’t like Korea because I had bad impression about Korean taxi. The taxi driver was fighting with the other driver while was still his passenger.”

Part of comments from 3rd school students are that

“I know Korea from Korean drama and music so I want to visit there.”

“I know Korea from War of Love; a woman made Kimbab as her lunchbox but a man had stolen her lunchbox. After visiting, I like this country and became more interested in Korea.

“I never paid attention to Korea ever and I think that I don’t like Korea because I’m not familiar with the language and Korean songs sound weird to me. Somehow, my attitude has changed because I saw the effort when Korean singers practice dancing. It made me feels that I like them more than before.”

“Know Korea from book about travelling.”

“My husband is Korean but I’m never interested or like Korea because of their lifestyle. It is different from Thai especially the behavior that Thai people is more sincere than Korean which seems to be careless.”

2. The interest in Korean cuisine

All students from 3 schools give an opinion that they know Korean food from Television programs, series, books and some people said that they know Korean food when they went aboard to study their Master degree.

Part of comments from 1st school student said that

“Know from Korean drama.”

“Never interested before but my partner wants to create food which is a mixture between Korean and Japanese so I have to study about Korean cuisine.”

“Know from Korean restaurants in Thailand”

Part of comments from 2nd school students are that

“I have seen from television and my dad also likes Korean food. He always buys Kimchi to eat at home.”

“Know Korean cuisine from Korean drama – Dae Jang Geum.”

“Have tried Korean food at Kongju restaurant.”

“Know Korean food and always eat Korean food while studying in England.”

Part of comments from 3rd school students are that they know Korean cuisine from Korean drama – Coffee Prince and Dae Jang Geum.

“We can see the food culture and how Korean food looks like what we see from Korean drama series and variety shows. For me, I like Toppokki very much and food which are made from flour.”

“I know Korean food from books because my husband is Korean so I practice from the books and cook by myself.”

“I first saw Korean food in Thailand but I’ve tried when I travelled in Korea which I liked it. That’s why I choose to study Korean cooking.”

3. The reason of making decision for studying Korean cooking

There are some important reasons that student from all schools have made a decision to study Korean cooking. The most important reason is to bring cooking knowledge to make their own business. The second reason is that students cannot

cook so their family forces them to study. Other reasons are, for example, free gift course etc.

Part of comments from 1st school student are that

“Learn as a guideline to open the restaurant.”

“My friend is a teacher about cooking so he/she asked me to study Korean cooking.”

“I have tasted and found it delicious so I want learn how to cook it.”

Part of comments from 2nd school student are that

“Actually, I have chosen Japanese cuisine but there is one class about how to slice lobster so I change to Korean cuisine which I think might be good together with Japanese cuisine.”

“At first, I didn’t want to learn but the school gave it as a free course and I want to learn how to make Kimchi only.”

“I was searching about an appetizer from different nations and want to know the strength and weakness.”

“I have studied in England for three years and don’t know how to cook but my mom let me study Korean cuisine and also Thai and Japanese.”

Part of comments from 3rd school student are that

“I am the owner of Korean restaurant but I want to see how other people are doing.”

“I study here because I’m not good at cooking.”

“My husband is from Korean and wants me learn how to cook because I’m not good in cooking.”

“My friend was asking me to study this.”

“I feel that Korean is a new trend and so many people have learned Korean language.”

“I want to open Korean restaurant so I want to learn how to cook first and I feel that there is too many other foods like Japanese and Italian but Korean food is fusion food.”

“I saw the course about street food which should be easy to cook by yourself and there is something I like to try and I think I can afford it.

4. Cooking class time

The timing of the course was different as it depend on each school. In some schools, student can choose the time of study up to their convenience. Only the third school is strict about the time of study.

Part of comments from 1st school student show that for one day class with 2-3 recipes, the most interesting menu is Bibimbab.

Part of comments from 2nd school student show that for one day class with 3 recipes, the most interesting menu is Kimchi and they would like to try every recipe for three days class with 15 recipes.

Part of comments from 3rd school student show that this is their first course and the course is divided into 6 times which they have already completed.

5. The school Characteristics

Characteristics of the school can be a factor for students to decide whether to study in each school. Information can be from website and Facebook, which is the most important source. Following is information from other people who suggest the school. The location of the school, whether it is convenient or not, is also on factor.

Part of comments from 1st school student show that they've found the school from the internet.

"I found the school from the internet and was asked by my friend so we decided to learn here."

"Found from the internet."

Part of comments from 2nd school student show that

"I have been studying with many schools but found this place from the internet."

"My mother recommended this school to me because she knows the owner."

"I criticized from pictures, reviews, and who is the founder. I like the founder's vision about family and work and I have made a phone call to test the school's reaction."

"I study here because it's near my kid's school and the school was reliable."

"My friend suggested me this school because he/ she have been here before. After that, I've searched the school from the internet and I see the atmosphere was nice."

Part of comments from 3rd school student show that

"This is Korean Cultural Center which is reliable and offers various courses. Besides cooking course, they also provide you other interesting courses such as dance course

or art course. This center is famous and near my home which is convenience for me.”

“I saw from Korean Culture Center Facebook so I try to register.”

“This school was free of charge.”

“I don’t know that there are other schools open but my husband suggested me this place.”

“My friend recommends me this center because she used to study here before.”

6. The future plan after finish learning cuisine

Most students have future plans after they finish the course to use knowledge to open their own business about Korean food and also make an improvement to the business. Next reason is they want to cook Korean food for family. Last reason is just study for information.

Part of comments from 1st school student are that

“I will apply the knowledge in opening a restaurant.”

“I just want to learn basic knowledge.”

“I learn for cooking by myself.”

Part of comments from 2nd school student are that

“I will open the restaurant in Phuket and Korean food will be in the restaurant menu.”

“I don’t have further plan but I will make Kimchi continuously because I like this food and my mother also likes to eat Kimchi.”

“I will cook as the second job by using a car as my restaurant because it can switch the location.”

“I learn for myself in order to cook when studying abroad.”

Part of comments from 3rd school student are that

“I want to cook for my family. I’m also interested in different styles of coffee shop opened in Korea and I would like to buy a coffee franchise for opening in Thailand.”

“I will open a Korean restaurant.”

“I want to learn for more knowledge and I have tasted Korean food so I want to try cooking.”

“I’ll apply some techniques I’ve learned from the school at my current restaurant.”

7. The feelings towards the course

The feeling towards a course from most students is that the atmosphere of the school where they study is good and the class is very enjoyable. The teacher is kind and capable to answer every question from students. The last reason is friends in class are very friendly which makes them want to come to study.

Some students from 1st school feel that nothing's good and nothing's bad, just so-so.

Some said that the instructor was kind and the study was fun. At school, they can learn new recipes, new ingredients, source of food supply, and more basic knowledge like there are different quality levels of ginseng. There are some comments to the instructor like he/ she can give the explanation clearly during the class.

Some students from 2nd school feels that the school is good at providing the set of kitchen utensils. Some said that the atmosphere of study is fun and they can buy the utensil directly from the school, the same as they used in the class. They also like the good quality of ingredients and the classroom was private compared to the tuition fee which is acceptable. The instructor welcomes questions in class. The location is convenient. Overall, everything is great, they were satisfied with the course and also their classmate.

Some students from 3rd school feel that they get closer to the teacher and feel free to ask questions but the class time was limited. The society here is new to them and they know more about food. They also feel great to do the cooking by themselves because some of them used to learn without practice. Some students said that the instructor here is very detailed. They thought that they will cook only Saturday and Sunday but learning here made them able to cook every day. The instructor has made the students feel that cooking Korean food is easy and can be done at home especially the recipe that could be adjustable. The instructor wouldn't recommend using the instant one but suggested finding the substitutes. One of the students is able to make Toppokki at home.

8. Suggestions to the cooking school

The suggestions for the schools are mostly similarly such as more recipes and more new courses. Some students said that they need more time to study so if there is one or more hours to study it will be better.

Students from the first school recommend that the school should provide more recipes and expand the area in order to handle the number of students which has increased. The school should also hire more assistants for the instructor. Somehow, there is comment about the quality of the school which should be improved.

Students from the second school recommend that the school should provide more recipes. Everything is good and they also give a discount to the old students.

Students from the third school recommend that the school should provide additional courses about Korean dessert. The time of class should be extended but the number of students per class is proper, 12 people are acceptable. The utensils are not Korean authentic. Some utensils are made in Thailand. They suggest that all utensils should be Korean authentic. Overall, the class is good but some confusion happens while the instructor was teaching by talking and cooking together at the same time.



Chapter V

CONCLUSIONS AND RECOMMENDATIONS

The research “Factors affecting demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture” is qualitative research. The purpose is to find factors that affect Thai student’s decision making on an enrollment to Korean cuisine course. There are two major parts in this research as follows:

5.1 General Information of Instructors and Students

General information of instructors and students from the first school, the second school, and the third school includes gender, age, occupation, income, and education. The data was collected by questionnaire. It was found that all instructors are female, for the majority the age is above 50, all are able to speak Thai, and a variety of cuisine can be taught besides Korean cuisine. Whereas for students part results are that the majority are female, working, and have income from 20,001-30,000 Baht per month.

5.2 The Result from Interview

The result from interviews about Korea's general information and factors affecting demand of Thai people in Bangkok and suburban area for studying of Korean cooking culture from instructors' view and students' view.

From the results of in-depth interviews, the similarity and differentiation are as follows:

Instructor part, there are 2 instructors who are Thai and the other one is Korean but all three of them have instructed the course using Thai language for communication. For the tuition fee, the first and the second school require tuition fee but students can choose the type of cuisine course. The group of study ranges from 1-8 persons which gives students an opportunity to have an experience of cooking by self. For the third school, it is a cultural learning center which requires no payment. The number of students in one group is 12 persons and students cannot choose the type of cuisine. The school will arrange the schedule differently and the school will divided 12 persons into 4 groups with 3 members each group for studying together.

It is interesting that all three instructors have the same comment about using Thai ingredients to adapt in Korean cuisine and adjust to Thai taste instead of focusing on traditional Korean cuisine. Moreover, 17 students from the total of 19 students have agreed that they like the way the instructor adapts the cuisine to in Thai taste and

uses Thai ingredients for cooking Korean cuisine while there are only 2 students who want to learn traditional Korean cuisine.

From two instructors' view, taking students to buy the ingredients should be added in the course because students will be able to learn how to select the ingredients. Each time, the instructor is the one who selected ingredients, not the students. The selection of ingredients is an important part. If students choose the wrong ingredients, it will affect the taste. However, the instructors also understand the reason as time for study is limited so the selection of ingredients has to be deleted from the course.

For the reasons that make students decide to learn Korean cuisine, there are two instructors' comment about the knowledge which can be used for opening a restaurant or applied in their food business in both Bangkok and other provinces, depending on their area of residence. Most instructors said that the reason why students choose the school are school's reputation, reliability and convenience of transportation but the other instructor gives comment about learning Korean culture.

From the results of part 1 and 2 of students, the researcher has analyzed and found the relations between the results and topic study. The conclusion has been divided into 5 points as follows:

1. Attitude towards Korea country: Most students know Korea from their study since high school and started to be interested in Korean cuisine from Korean dramas such as All about Eve, Coffee Prince and Dae Jang Geum. Students admire Korean people the way they have good intentions and patience to practice dancing and singing which helps to develop their country rapidly.

2. The attraction towards Korea: Most students start to be interested in Korea from Telecommunications, music and high technology then followed by cuisine.

3. The decision making towards learning Korean cuisine: The factors that affect students' study Korean cuisine differ between the 1st and 2nd schools (fee paying), and 3rd schools (no fee). Students who choose the 1st and 2nd schools are searching and selecting the course in order to apply in their job because they believe that Korean cuisine is an interesting option. They focus on the famous cooking school nearby their living area through internet searching or asking friends. Besides, some students have made a phone call to the cooking school in order to test how the school handles their phone call as part of their decision making.

Student from 3rd schools say that they've studied for cooking in their family and want to learn more about Korean culture. There are 3 students who come to study because their husbands are Korean so they can cook Korea meal.

In conclusion, the majority of students who study Korean cuisine want to apply the knowledge in their restaurant business and think thought that Korean cuisine is interesting and tastes delicious to Thai people. Another reason is to learn more Korean culture as the new trend among Thai people.

4. Suggestions towards cooking schools are as follows:

1st school – Most students have commented that the school was too small unlike the real school but the instructor is good in teaching and easy to understand for students. The place should be renovated.

2nd school – Most students have commented about the place with good atmosphere. The instructor was kind and the teaching method has led the student to understand easily. The cooking school has performed good advertisement by posting photos on their website. They also have free download application for students to revise the chapter. However, they should provide more Korean cuisine menu to increase the choices for selection.

3rd school – Most students are satisfied with the place and the Korean instructor. The location was in the heart of the city, classroom was clean and no tuition fee was required. The improvement which should be added is more Korean recipes and more classes open for applicants.

5. Career towards Korean cuisine: Most students will apply their study to cook for their family and apply in their food career or open Korean restaurant, as well as use their knowledge in their current restaurant.

For students' part, most say that they study in order to apply the knowledge in their career and business. They think that Korean cuisine is the new trend so they will look for the cooking school nearby their living area with good reputation through internet searching and asking friends. In addition, another factor which contributes to an increased number of students is the marriage between Thai and Korean because the making of Korean dish requires further study.

5.3 Conclusion

The conclusion of factors affecting demand of Thai people in Bangkok and suburban area for studying Korean cooking culture can be summarized into three main areas as follows:

First is characteristics of the schools. There are four topics which are location, tuition fees, reputation, and type of menu. For location, the location that is convenient to travel and is nearby to living area is one of the factors that affect decision to study. For tuition fees, the appropriateness of fees and menu in each course makes it easy for students to decide to enroll in the course. For reputation, when students search for the information about each school, if they find that the

school and owner were well known and reliable, they feel more confident to study with the school. For type of menu, variety of menu affects students' decisions. If the school has fewer Korean dishes on the menu, students will choose not to enroll.

Second is the characteristic of the students. There are three topics which are occupation, family, and friends. For occupation, the occupation of each students leads the student to be interested in studying Korean cooking. This is the case at the students who have future plans to open Korean food business and improve their own Korean restaurant. For family, family is an important motivation for students to decide to study Korean cooking such as student's mothers suggesting them to study with this school, some students have Korean spouses who force them to study Korean cooking course. For friends, friends of students persuade them to study together.

Third is an other supporting factors including ability, Korean wave, attitude towards Korea as a country, media, and taste of Korean food. First factor is ability as some students can't cook Korean food so they want to improve their ability of cooking. Second factor is Korean wave as trend of Korean culture was the new thing for students. The students know Korean food from television programs or series and want to taste it. Third factor is attitude towards Korea country as almost all students have good attitude towards Korea which make them easy to have open mind and accept Korean culture. Fourth factor is media as media and marketing of school from

the internet is important for students too because many students know and believe in image of school when they find information from the internet. Fifth factor is taste of Korean food as some ingredients of food in Thailand and Korean are similar so that it is not difficult for Thai people to like Korean food.

5.4 Recommendations

1. The schools should add more recipes in the cooking course as to support the demand of students.
2. The schools should decrease tuition fee and also launch new promotions for attracting more students.
3. The schools should expand their business by opening new branches in downtown area to care for demand of customers who live within the area.
4. The schools should include lessons on the selection of ingredients in the course because this is an important part that every school has overlooked. As the researcher has experienced in cooking Korean food and found that the most important part is not the taste but the selection and preparations of main ingredients such as vegetables. If this part goes wrong, the taste will become different and it would be difficult to control the quality as per the instructor's suggestion.

5. The schools must continuously improve their recipes in order to support both old and new students.



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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

VITA

Miss Sadanan Lorpenpop was born on February 25th, 1989 in Bangkok, Thailand. She finished her high school majoring in Math-English program at Traim Udomsuksa Pattanakarn School in 2007. She decided to study Information Communication Arts Program at Silpakorn University and graduated in 2011. After graduated, she got a job at Index Creative Online Company and worked as a coordinator. In 2012, the company has a business project in South Korea, one of the big online marketing country hence this company business project has sparked her attention in South Korea. Thus, she continued her student life as a student in Master of Arts in Korean Studies, Chulalongkorn University. She has learned many things about South Korea when she went to Seoul National University as an exchange student and about to graduate in 2015. She is interested in Korean Food and doing the research about Korean Cooking Culture. Now, she is making decision whether to work at Korean Food Company or Korean marketing online company.