The Development of an E-Marketing Training Course for the Community Product Entrepreneurs in Nakorn-Nayok Province, Thailand

Panuwat Butriang
Innovative Learning Center, Srinakharinwirot University, Bangkok, Thailand
Email: panuwat@g.swu.ac.th

Abstract—**This study was based on research and development design. The main purposes of this study were to (1) develop an e-marketing training course for the community product entrepreneurs in Nakorn-Nayok province, Thailand (2) study the results of the e-marketing training course on the online store management competency of the community product entrepreneurs. The context, problems, and needs of the community product entrepreneurs in Nakorn-Nayok province, Thailand were collected and used as a guideline for developing the training course. The developed training course was verified by three experts and trial. The one group pretest-posttest design was used for investigating the effectiveness of the developed e-marketing training course on the online store management competency. The participants were 12 community product entrepreneurs who have been registered in the Community Development Office, Nakorn-Nayok Province, Thailand. After the training, the online store management competency of all trainees was higher than 70% and the trained entrepreneurs' online stores were registered on the website of the Electronic Commerce Bureau, Ministry of Commerce, Thailand.**

Index Terms—**e-marketing, training, community product entrepreneur, online store management competency.**

I. INTRODUCTION

The policy framework for information technology and communication in Thailand 2011-2020 [1] had set the vision for Thailand as "a society of wisdom" by applying the philosophy of sufficiency economy and information and communication technology to develop all Thai citizen to have a sense of smart and information literacy. In accordance with the main strategy of Srinakharinwirot University in 2010-2024 [2], there was required that all units work had to create academic services that meet the needs of the community and society due to develop the sustainable community and society (1 province, 1 university). As a result of this strategy, the Cyber Education Center, Srinakharinwirot University took action on studying the problems and the needs of the community product entrepreneurs in Nakhon-Nayok province, Thailand.

The summarized of the problems and the needs of the community product entrepreneurs in Nakhon-Nayok province were as follow:

1) Quality of the products

    1.1 Some manufacturer had not enough focus on the quality of products

    1.2 The older manufacturers had not enough knowledge on product development

2) Packaging design

    2.1 The packaging design was lack of the salient features and appeal

    2.2 The community products had not showed the uniqueness of the community

3) Products marketing

    3.1 The community product entrepreneurs had less sales channels, causing the less sales figures

    3.2 There was lack of the product promoting widely

E-marketing is a process of planning and executing the conception, distribution, promotion, and pricing of products and services in a computerized, networked environment, such as the Internet and the World Wide Web, to facilitate exchanges and satisfy customer demands. It has two distinct advantages over traditional marketing. E-marketing provides customers with more convenience and more competitive prices, and it enables businesses to reduce operational costs [3]. For businesses and entrepreneurs who want to stay on top of the freshest and most attractive deals and sales going on in the world, internet marketing is a necessity, not a choice. This method of marketing has lifted the business domain to new heights. The limitations of internet marketing are few in number, while the advantages are sure to boost any business up towards the most fantastic and profitable opportunities [4].

Wang Ting and Zhang Jin [5] framed the Small and Medium-sized Enterprises (SMEs) transnational operation talent competency model, consisting of three elements, namely knowledge, skill and attitude. The detail of each elements are shown in Fig. 1.

Katwalo [6] identified the competence development in SMEs, the activities and some likely associated competencies are shown in Fig. 2.

As stated above, the researcher was interested in using e-marketing as a tool to provide the opportunities and the chances for entrepreneurs to increase the sales figures.

The researcher decided to develop an e-marketing training course for supporting and enhancing the competency on the online store management of the community product entrepreneurs. These competency will be helpful for them to promote their products and expand the sales channels. This is to strengthen the local business with strong and sustainable information and technology.
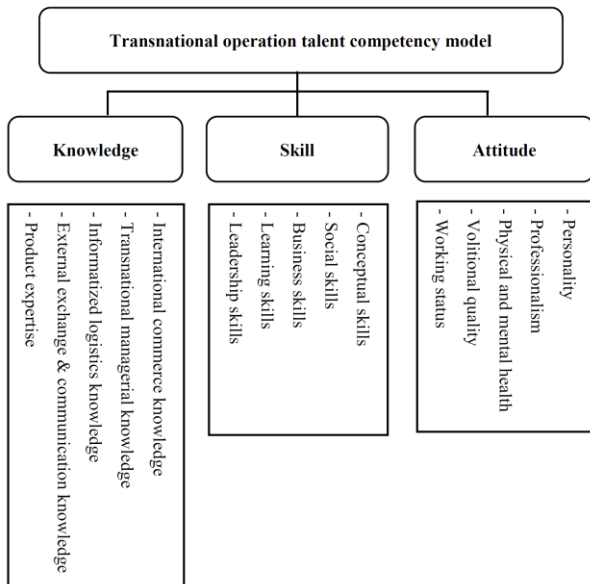

Figure 1. Transnational operation talent competency model [5].
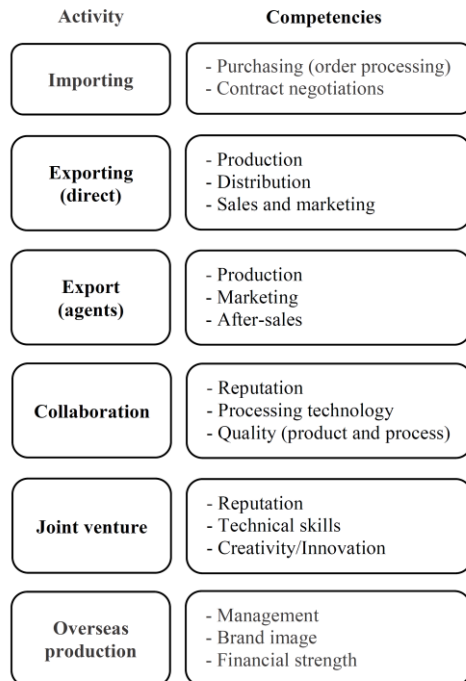

Figure 2. Activities and some likely associated competencies [6].

II. PURPOSES OF THE STUDY

The main purposes of this study were to

1) Develop an e-marketing training course for the community product entrepreneurs in Nakorn-Nayok province, Thailand

2) Study the results of the e-marketing training course on the online store management competency of the community product entrepreneurs.

III. CONCEPTUAL FRAMEWORKS

The researcher sets the conceptual frameworks for this study to develop an e-marketing training course for enhancing the online store management competency of the community product entrepreneurs in Nakorn-Nayok province, Thailand as shown in Fig. 3.
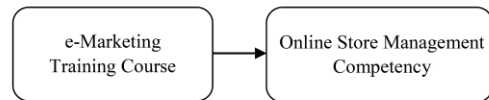

Figure 3. Conceptual frameworks

In this research, the online store management competency is the knowledge and ability to create and manage the online store as an administrator, access the internet connection, take and retouch the photos, manage the online store and e-market.

The total score from the knowledge test and the online store evaluation form were used to infer the level of the online store management competency.

IV. METHODOLOGY

This study was formed around a research and development design, consisting of the following two phases:

Phase 1: The Development of the training Course

1) The researcher studied the context, problems, and needs of the community product entrepreneurs in Nakorn-Nayok province as a guideline for developing the training course. The questionnaire and interview were used for collecting data.

2) The researcher drafted the outline of the e-marketing training course for the community product entrepreneurs in Nakorn-Nayok province, Thailand such as purposes, course structure, and contents. The researcher employed Saylor and Alexander's curriculum development model [7].

3) The developed course outline was verified by three experts, namely a curriculum and instruction specialist, a measurement and evaluation specialist, and an electronic commerce specialist.

4) The revised training course was examined by trial. The sample was three community product entrepreneurs in Nakorn-Nayok province, Thailand. The results of the trial showed that the course was appropriate for the trainees.

Phase 2: The Experiment of the Training Course

The one group pretest-posttest design was used for investigating the effectiveness of the developed e-marketing training course on the online store management competency. The detail of the experiment are as follow:

A. Population

The population of the research was the community product entrepreneurs who have been registered in the

Community Development Office, Nakorn-Nayok Province, Thailand.

B. Participants

The participants were 12 community product entrepreneurs who have been registered in the Community Development Office, Nakorn-Nayok Province, Thailand.

C. Research Instruments

The online store management competency scores were collected from the knowledge test and the online store evaluation form. The detail of the knowledge test and the online store evaluation form are as follow;

1) The knowledge test

The knowledge test consisted of 10 multiple choices questions. The knowledge test was used before and after training for assessing the trainees' knowledge about online store management.

2) The online store evaluation form

The online store evaluation form consisted of 3-level rating scale and rubric scoring scale. The online store evaluation form was used after the training for evaluating the trainees' created online store.

D. Procedure

1) Before the training, the trainees took the knowledge test.

2) The researcher implemented the training course for 12 hours, running over a period of 2 days (6 hours a day). The contents are shown in Table I.

TABLE I: THE CONTENTS

	Contents	Period (hours)
1	Basic knowledge about e-marketing	2 hours
2	Hardware and internet connection	1 hour
3	Product photography	1 hour
4	Photo retouching	2 hours
5	Website management for e-marketing	6 hours

3) During the experiment, the trainees created their own online store.

4) After the training, the trainees took the knowledge test and the researcher evaluated the trainees' online store according to the rubric scoring scale.

E. Data Analysis

Data was analyzed through frequency, percentage, arithmetic mean, standard deviation, and content analysis. The total score of the knowledge test and the online store evaluation form was used to infer the level of the online store management competency.

V. FINDINGS

Phase 1 Findings: The e-marketing Training Course

The e-marketing training course for the community product entrepreneurs in Nakorn-Nayok province, Thailand aims to enhance the entrepreneur's online store management competency, that is the knowledge and ability to create and manage the online store as an administrator, access the internet connection, take and retouch the photos, manage the online store and e-market. The course structure and contents are shown in Table II.

TABLE II: THE COURSE STRUCTURE AND CONTENTS

Course Structure and Contents	Period (hours)

1. Basic knowledge about e-marketing
  1.1 The definition of e-marketing
  1.2 E-marketing elements
  1.3 Process and techniques of e-marketing
  1.4 Security on e-market transactions
  1.5 Ethics and laws related to e-marketing
	2 hours

2. Hardware and internet connection
  2.1 The definition of internet
  2.2 The selection of internet access devices
  2.3 How to connect to the internet
  2.4 Using internet browsers
	1 hour

3. Product photography
  3.1 Category and type of camera
  3.2 How to prepare the photographic equipment
  3.3 Product preparation for photographing
  3.4 Camera settings
  3.5 Product photography
	1 hour

4. Photo retouching
  4.1 Category and type of images
  4.2 Resizing images
  4.3 Creating the simple logo
	2 hours

5. Website management for e-marketing
  5.1 Basic information management
  5.2 Information system management
  5.3 E-Catalog management
  5.4 Presentation
	6 hours

Total	12 hours

Phase 2 Findings: The Result of the Training Course

The knowledge about online store management of the trainees before and after the training are shown in Table III.

TABLE III: THE KNOWLEDGE ABOUT ONLINE STORE MANAGEMENT

Trainee	Knowledge Score (10 points)		Difference
	Before Training	After Training	
1	3	6	+3
2	5	9	+4
3	3	6	+3
4	2	7	+5
5	3	8	+5
6	3	7	+4
7	3	8	+5
8	4	7	+3
9	3	8	+5
10	3	7	+4
11	3	7	+4
12	3	6	+3
mean	3.17	7.17	+4.00

As shown in Table III, the arithmetic mean of the knowledge score before the training was 3.17 and the arithmetic mean of the knowledge after the training was 7.17. The knowledge about online store management of all trainees after the training was higher than before the training.

The online store management ability of the trainees after the training gathered from the online store evaluation form are shown in Table IV.

TABLE IV: THE ONLINE STORE MANAGEMENT ABILITY

Trainee	Ability Score (24 points) After Training	Percent
1	22	91.67
2	24	100.00
3	18	75.00
4	18	75.00
5	22	91.67
6	19	79.17
7	24	100.00
8	18	75.00
9	19	79.17
10	18	75.00
11	18	75.00
12	18	75.00
mean	19.83	82.64

As shown in Table IV, the arithmetic mean of the ability score after the training was 19.83 (82.64%). The online store management ability of all trainees after the training was at 75% and higher.

The online store management competency of the trainees was the total score of the knowledge and the ability after the training are shown in Table V.

TABLE V: THE ONLINE STORE MANAGEMENT COMPETENCY

Trainee	After Training			
	Knowledge Score (10 points)	Ability Score (24 points)	Competency (Total) (34 points)	Percent
1	6	22	28	82.35
2	9	24	33	97.06
3	6	18	24	70.59
4	7	18	25	73.53
5	8	22	30	88.24
6	7	19	26	76.47
7	8	24	32	94.12
8	7	18	25	73.53
9	8	19	27	79.41
10	7	18	25	73.53
11	7	18	25	73.53
12	6	18	24	70.59
mean	7.17	19.83	27.00	79.41

As shown in Table V, the arithmetic mean of the competency score after the training was 27.00 (79.41%). The online store management competency of all trainees after the training was higher than 70%.

All of the trained entrepreneurs' online stores were registered on the website of the Electronic Commerce Bureau, Ministry of Commerce, Thailand and the trained community product entrepreneurs fed back that they could promote their products more widely than ever and make increasing sales figures more than the traditional marketing.

DBDMart E-Marketplace. The website of the Electronic Commerce Bureau, Ministry of Commerce, Thailand is shown in Fig. 4. Dessert Home. The example of the trained entrepreneur's online store is shown in Fig. 5.

Figure 4. DBDMart E-Marketplace. The website of the Electronic Commerce Bureau, Ministry of Commerce, Thailand.

Figure 5. Dessert Home. The example of the trained entrepreneur's online store.

VI. GUIDELINES FOR APPLICATION

The developed e-marketing training course for the community product entrepreneurs in Nakorn-Nayok province, Thailand was focused on the online shopkeepers, the course aimed to enhance the entrepreneur's competency to create and manage the online store as an administrator, access the internet connection, take and retouch the photos, manage the online store and e-market. This training course could be applicable for the community product entrepreneurs in other province in Thailand. For the later research, the training course should be developed for the online shop managers and product developers.

REFERENCES

[1] Ministry of Information and Communication Technology, *Conceptual Framework of Information and Communication Technology 2011-2020*, 1st ed. Bangkok, 2012, ch.2, pp. 41-45.
[2] Srinakharinwirot University, *Super Strategic Action Plan: SSAP 2010-2024*, Bangkok: Botaniqu, 2001, p. 18.
[3] J. J. Zhao. (March 2018). *Encyclopedia of Business and Finance*, [Online]. Available: http://www.encyclopedia.com/finance/finance-and-accounting-magazines/e-marketing
[4] eMarketing Institute. (March 2018). *Online Marketing for Beginners*: *Conclusion.* [Online]. Available: https://www.emarketinginstitute.org/free-ebooks/online-marketing-for-beginners/chapter-14-conclusion/
[5] T. Wang and J. Zhang, "Research on the competency model of China's SME transnational operation talents," in *Proc. International SME Development Forum*, Beijing, 2009, pp. 455-460.
[6] A. M. Katwalo, "An overview of competence development in SMEs," *Strategic Change Management Journals*, vol. 1, pp. 89-95, 2006.
[7] F. C. Lunenburg, "Curriculum development: Deductive models," *National Forum Journals*, vol. 2, pp. 1-7, 2011.

Mr. Panuwat Butriang received his M.ED. degree in Audio Visual form Chulalongkorn University, Thailand in 2008 and Diploma of APEC e-Learning Training Program from APEC e-Learning Training Center (Busan-Seoul, Korea) in 2011. He is currently studying Ph.D. program in Educational Technology and Communication, Chulalongkorn University. He is a lecturer at Innovative Learning Center, Srinakharinwirot University, Thailand. He is responsible for teaching SWU141: Life in Digital World for the university students. His current interests focus on hybrid education system, e-learning, MOOC, and online learning. He is an expert on moodle online learning management systems and online examination system. He was a mathematics and computer teacher at Chulalongkorn University Demonstration Elementary School. He was a committee of hybrid education system, Srinakharinwirot University, committee of National Basic Education Reform Commission, Ministry of Education (Media and Communication), and he was a professional on students' ICT competency in the 21st century, Office of the Higher Education Commission, Ministry of Education, Thailand.