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Factors Affecting Digital Economy Education

Yarnaphat Shaengchart[a]*, Tanpat Kraiwanit[b]
[a&b]Faculty of Economics, Rangsit University, Pathum Thani, Thailand
E-mail: yarnaphat.s64@rsu.ac.th[a], tanpat.k@rsu.ac.th[b]

Abstract
This study on factors affecting digital economy education aimed to examine the general condition of individuals, personal factors, academia factors and decision-making to study digital economy. The study was conducted with a sample group of final year students at the bachelor's degree level and used an online questionnaire as a data collection tool. The statistics used in the data analysis were frequency, percentage, standard deviation and regression. The results showed that age, occupation, need to have knowledge and skills in educational research for use in working or writing academic work, and need to use knowledge or qualifications to help hold a position at a higher level and having the opportunity to become a master's degree student increase the honour and dignity for oneself and one's family. These points can significantly explain the decision to pursue a master's degree in digital economy. Policy recommendations include continuing education based on the need for knowledge and research skills. Consequently, changes in technology affecting the economy and society may require policymakers to consider shifting the skills of workers or careers in new fields and learning skills in the future in line with the changes occurring in the digital economy era.
Key Words: *Digital Economy, Digital Education, Future Skill.*

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**Corresponding Author*
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1. INTRODUCTION

Today's society has changed rapidly whether it be economic, social, political or technology and communication. Education has contributed to the development of various aspects of human life. The government has promoted and encouraged all people to receive basic education to support their careers and live a quality life. Improving the quality of education in Thailand requires a good proactive education development plan and an emphasis on forecasting trends in the country's development in various fields. It includes economic, social, political, technological and communication aspects. It should integrate the curriculum appropriately and adapt to the changes that occur quickly to accommodate students with higher education requirements to develop themselves with the skills, knowledge and ability to enter into a future competitive career, work or choose a career that can generate higher income as well as being accepted by society to increase dignity for oneself and one's family [1].

Digital Study is empowered learner about life skills to help them succeed in a global society where curiosity and innovation inform collaboration and problem solving [2].

2. OBJECTIVES

i. To determine the level of personal motivation affecting the study of the digital economy.
ii. To study the level of expectations in digital economy education.

3. SCOPE OF STUDY

The research on factors affecting digital economy education can be divided as follows:

Independent variables were personal characteristics (gender, age, occupation, average monthly income, institutions that have completed a bachelor's degree).

The dependent variables were the level of motivation and level of expectation in the study of the digital economy.

4. RESEARCH METHODOLOGY

4.1 Data Collection from the Sample Group

This study used convenience sampling from a population group. A total of 480 samples were received. Data were collected by online questionnaires created using Google Forms and distributed through various online channels such as Facebook and Line.

4.2 Creation and Quality Inspection of Tools

i. Conduct research related to factors affecting the study of the digital economy by collecting data from various experts and then formulating research concepts as a guideline for creating an online questionnaire.
ii. Create a questionnaire divided into sections and consider the content in accordance with the hypothesis, objectives and conceptual framework of the research.
iii. Consult the thesis adviser for advice and improve data and formats for greater accuracy and precision.
iv. Try out with a group of 30 people close to the sample used in this study and test for reliability before collecting the actual data. The researcher used the questionnaire prepared to pre-test to determine the content coverage and the correctness of the language used in the questionnaire. To determine the extent to which the respondents had a correct

understanding of the definitions of the study subjects, a series of 30 tests were conducted. The researchers used a group of similarly qualified individuals to complete the questionnaire and then tested the data for confidence by finding Cronbach's Alpha Coefficient for the rating scale questionnaire. Reliability result: Cronbach's Alpha was 0.678 [3]. Therefore, it can be concluded that this questionnaire can be used.

4.3 Data analysis and Statistics

The resulting data were analysed by regression analysis using the hypothesis test in Part 2, which tested the relationship between the dependent variable and the independent variable. The dependent variables were the level of motivation and level of expectation in a digital economy master's degree. The primary variable was personal characteristics (gender, age, occupation, average monthly income, institutions that have completed a bachelor's degree). This determines which independent variables are associated with the dependent variable and generates a prediction model using independent variables as predictors of the dependent variable.

5. RESULTS

Table 1: Level of Personal Motivation

Personal factor	Mean	Standard Deviation
Want to broaden personal contacts and friendships with others.	2.9250	0.93338
Want to have knowledge and skills in educational research to apply in practice or to write academic papers.	2.3250	1.18207
Intending to pursue a master's degree.	1.9375	0.92757
Want to use knowledge or qualifications to hold positions at a higher level.	2.2000	1.04272
Having the opportunity to become a master's degree student will increase the dignity of oneself and family.	1.9625	0.85885

From Table 1, it was found that the desire to expand personal relationships and friendships with others had the highest mean of 2.9250. The second was the need to have knowledge and skills in educational research to apply for practical work or write academic papers, with the means of 2.3250. Lastly, intent to pursue a master's degree had a mean of 1.9375.

Table 2: Deciding to Study a Master's Degree in Digital Economy

Factors in deciding to study a Master's Degree in Digital Economy	Mean	Standard deviation
There is a strong belief in the history and background of the university	2.6125	0.76718
The university contributes to the creation of prosperity	2.4250	0.70385
A university that is the centre of new science	2.6500	0.65452
A university that is always up to date and evolving	2.4375	0.80464
Familiar with this university before	2.6500	1.08626

From Table 2, being a university that is a hub of new and familiar sciences had the highest average of 2.6500. Next was the veneration of university history and background, which averaged 2.6125. Lastly, the university's contribution to advancement averaged 2.4250.

Table 3: Model Suitability Test

Model	R	R^2	Adjusted R^2	Std. Error of Estimate	Durbin–Watson
1	0.489a	0.239	0.223	0.47100	1.814

a. Predictors: (Constant), having the opportunity to become a master's degree student will increase dignity and dignity of oneself, family and ancestry (b5), require educational research knowledge and skills to perform their job or write academic works (b2), institutions that have completed a bachelor's degree (a5), average monthly income (a4), wish to broaden personal contacts and friendships (b1), gender (a1), occupation (a3), are willing to pursue a master's degree (b3), age (a2), need to use knowledge or qualifications to help hold a position at a higher level (b4).
b. Dependent variable: Decision to study for a Master's Degree in Digital Economy.

From the table 3, the model suitability test table shows that the independent variable can describe the dependent variable with R2 = 0.239 or 23.9%.

Table 4: Forecast Correlation Coefficient Table

Model	Unstandardised B	Coefficients Std. Error	Standardised Coefficients Beta	T	Sig.
Constant	2.871	0.214		13.399	0.000
Gender (a1)	0.104	0.056	0.090	1.868	0.062
Age (a2)	-0.250	0.036	-0.445	-6.971	0.000
Occupation (a3)	-0.116	0.022	-0.389	-5.314	0.000
Average monthly income (a4)	-0.034	0.028	-0.065	-1.198	0.231
Bachelor's degree institute (a5)	0.018	0.050	0.017	0.369	0.712
Want to broaden personal connections and friendships with others (b(1	-0.044	0.026	-0.077	-1.677	0.094
Want to have knowledge and skills in educational research to apply in practice or to write academic papers (b(2	0.095	0.023	0.210	4.172	0.000
Intention to study at the master's level (b(3	-0.032	0.029	-0.056	-1.093	0.275
Want to use their knowledge or qualifications to help get a higher-level position (b(4	0.103	0.034	0.201	3.027	0.003

Having the opportunity to become a Master's degree student will bring honour and dignity to oneself, family and ancestry (b(5	0.200	0.031	0.321	6.359	0.000

a. Dependent variable: Decision to study for a Master's Degree in Digital Economy

From the table 4, the forecast correlation coefficient table shows that age (a2) and occupation (a3) require knowledge and skills in educational research to perform or write academic work. (b2) wanting to use their knowledge or qualifications to help them hold a position at a higher level; (b4) and having the opportunity to become a master's degree student will contribute to the dignity and dignity of one's self, family and family. (b5) Be able to forecast decision-making to pursue a Master's Degree in Digital Economy significantly. It can be written as an equation 1 as follows:

Decision to study...(Y) = 2.871 −0.250a2 −0.116a3 + 0.095b2 + 0.103b4 + 0.200b (1)

6. Summary and Discussion

The hypothesis test revealed that age, occupation, knowledge and skills in educational research were required for use in practice or in writing academic papers. The need for knowledge or qualifications helps to hold a position at a higher level. Having the opportunity to become a master's degree student can help to bring honour and dignity to oneself, one's family and one's ancestry and can significantly explain the decision to pursue a Master's Degree in Digital Economy. This is consistent with the study by Modkhue on factors affecting to study at the master degree of master's degree students Thammasat business school Thammasat university. This found that gender, age, income, work experience and different courses influenced decision-making to pursue a master's degree. The overall factors of educational institutions were at a very good level, such as the image and reputation of the educational institution. This is consistent with the present study in respect of university history and background, age and occupation. It was found to have the same impact on the Master's Degree in Digital Economy. However, this study did not find that income and work experience influenced decision-making to pursue a Master's Degree in Digital Economy [4-7].

7. Suggestion

According to the study, there are factors affecting decision-making for a Master's Degree in Digital Economy, which can be described as recommendations:

i. Policy recommendations: It has been found that continuing education builds on the need to acquire knowledge and research skills. Therefore, the impact of technological changes on the economy and society may require policymakers to take them into account. Skill modification of the workforce or occupations in new fields and future skills should be learned in line with the changes occurring in the digital economy era.

ii. Academic recommendations: This research study did not study costs and courses. It may still not cover a full description of the phenomenon or decision. Therefore, adding cost and course content will make the issue more understandable.

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