

**THE IMPACT OF USERS-GENERATED CONTENT'S (UGC) PERCEPTION
AND KEY OPINION LEADERS' PERSUASION ON CHINESE STUDENTS'
MOTIVATION AND DECISION TO STUDY ABROAD IN THAILAND:
A CASE STUDY OF RED PLATFORM IN CHINA**



**BANGKOK
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STUDY OF RED PLATFORM IN CHINA



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China



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ABSTRACT

This study aims to investigate the influence of perceived credibility and perceived usefulness of education-related information and persuasion of key opinion leaders in the RED platform on the Chinese users' motivation and decision to study abroad in Thailand. Based on the mix of purposive and convenience sampling, survey research was conducted with samples who are current Chinese RED online users with study abroad intention aged between 18 and 37 years old. Stepwise Regression Analysis was employed to test the proposed research hypotheses. The findings revealed that: (1) Perceived credibility and usefulness of the information on RED platform significantly influenced the impact of key opinion leaders (KOL) which was accountable at rate of 34.5% in the medium level. (2) Impact of key opinion leaders on RED platform had a significant positive effect on Chinese students' motivation for study abroad, which was accountable at rate of 47.5% in the medium level. (3) The motivation for study abroad had a significant positive effect on the decision to study abroad in Thailand for Chinese students, which was accountable at the rate of 45.2%, in the medium level. In terms of motivation to study abroad, personal growth and career development were found to be significant predictors of Chinese students' decision to study abroad in Thailand.

Keywords: Users-Generated Content (UGC), Key Opinion Leader (KOL), RED Platform, Motivation for Study Abroad, Decision to Study Abroad, Thailand

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CHAPTER 1

INTRODUCTION

This chapter introduces the general direction of the research as well as the purpose of the research and defines a range of concepts for the research, which consists of the following sections:

- 1.1 Rationale and Problem Statement
- 1.2 Objectives of Study
- 1.3 Research Questions
- 1.4 Significance of the Study
- 1.5 Scope of the Study
- 1.6 Definitions of Terms

1.1 Rationale and Problem Statement

As China's cooperation with countries along the Silk Road grows closer and closer, and the trend of economic globalization becomes increasingly apparent, internationalization of education has become a trend. Since 2013, President Xi Jinping has proposed the "Belt and Road" initiative, which aims to form a community of interests, destiny and responsibility with mutual political trust, economic integration, and cultural inclusiveness. Under the promotion of the "Belt and Road" initiative, various humanities exchange programs between China and Thailand, particularly in areas such as university exchanges, international student education, think tank cooperation, youth exchange, cultural dialogue, and language and cultural exchange and learning have become increasingly frequent. Compared with Europe, America, and Australia, Thailand has a lower cost of living, low application requirements, high graduation rates, strong cultural adaptability, high tolerance, and more geopolitical advantages. Currently, the number of Chinese students studying in Thailand is increasing, and according to data released by the Chinese Ministry of Education, there are currently 40,000 Chinese students studying in the country.

As the national Internet+ strategy deepens, more and more people are searching for information online and sharing their experiences. User-generated content (UGC) platforms are favored by the majority of users. Self-media bloggers'

information content has subjective, authentic, and focused characteristics, and the interaction and communication with users are stronger, which enhances user stickiness, trust, and perceived value. More and more Chinese students tend to learn information about studying abroad through user-generated content on self-media platforms.

Chinese students who study abroad typically refer to the information included in the content produced by self-media bloggers, comprehensively and sufficiently, before studying abroad. They are inspired by their interaction and communication with other users and make decisions accordingly. This study mainly explores the impact of the original content created and successfully published by self-media bloggers on the motivation and decision-making of Chinese students who go to study in Thailand on UGC platforms. After reviewing relevant literature, scholars have explored various mechanisms of the effects of user-generated content on user decision-making (in this study, specifically referring to the motivation and decision-making of Chinese students going to study in Thailand) on UGC platforms based on different theories, such as trust, technology acceptance models, and perceived value.

Cheong and Morrison (2008) explored the influence of user evaluations on choice behavior from the perspective of trust mechanisms, and found that trust in user-generated content varies when users browse social e-commerce platforms. Taking RED as an example, Zhao (2020) analyzed RED's operating model and extracted the characteristics of user-generated content as credibility, usefulness, and opinion leaders. Relevant hypotheses were proposed based on the technology acceptance model, and the conclusion showed that they all positively stimulate users' willingness. Li (2017) introduced the perceived value theory into the impact of opinion leader characteristics on user decision-making on UGC platforms, and included relationship intensity as a moderating variable in the study. The research results proved that relationship intensity positively moderated the impact of the professional characteristics of network opinion leaders on user perceived value. Liu (2022) reviewed relevant literature and divided the characteristics of user-generated content into reliability, professionalism and social interaction. Based on the S-O-R model, they constructed a theoretical model by focusing on the mediating effects of two variables of user cognition and emotional response. Their research results showed

that user attitudes have a significant mediating effect. Li (2017) divided the social influence characteristics of user-generated content into informational and normative aspects from the perspective of social influence theory, and introduced relevant theories of attitude models. The research results verified significant mediating effects of user attitudes.

The influence of UGC platform on user decision making has been interpreted by different scholars and based on different theories as different mechanisms of action, and rich research conclusions have been drawn for the role of different mediating variables, providing theoretical support basis for the development of UGC platform, and the influence mechanism of UGC on user decision making has become clearer and the levels are richer and deeper.

In this paper, we will use questionnaires to collect data about the influence of UGC platforms and KOLs on users' motivation and decision to study abroad, and analyze them through quantitative methods in order to come up with the final research results, and in that way to improve the research gap in this field.

1.2 Objectives of Study

1.2.1 To examine the influence of perceived credibility, perceived usefulness, and key opinion leaders promoted in RED platform on the Chinese students' motivation to study abroad in Thailand.

1.2.2 To examine the influence of perceived credibility, perceived usefulness, and key opinion leaders promoted in RED platform on the Chinese students' decision to study abroad in Thailand.

1.2.3 To examine the influence of motivation to study abroad on the Chinese students' decision to study abroad in Thailand.

1.3 Research Questions

Previous studies have shown that there are many factors that influence users' decisions to study abroad. In this paper, we explore the influence of user information generation characteristics on international students' motivation and decision to study abroad from the perspective of user information generation.

By reviewing and sorting out relevant literature and past research, and clarifying the model construction ideas by combining RED's UGC model and development status, this study takes UGC's credibility, usefulness, influence of key opinion leaders (KOL), as independent variables, and UGC's credibility, usefulness, motivation and decision to study abroad as dependent variables. The following hypotheses are proposed.

Hypothesis 1: Perceived credibility and usefulness of the information on RED significantly influence the persuasion of Key Opinion Leaders.

Hypothesis 2: Key Opinion Leaders on RED has a significant positive effect on Chinese students' motivation to study abroad.

Hypothesis 3: Chinese students' motivation to study abroad has a positive effect on their decision to study abroad in Thailand.

1.4 Significance of the Study

Through the sorting and summarizing of relevant literature, the researcher found that research on user-generated content mainly focuses on social e-commerce, including the definition, connotation, motivation, evaluation mechanism, data mining, and behavioral motivation of user-generated content. Studying abroad has become a form of educational consumption behavior, and the expenses for studying abroad have become the largest part of household consumption expenses. Therefore, this study draws on the past studies on UGC for consumer purchase intentions and conducts a series of studies from the perspective of Chinese students' motivation and decision-making to study in Thailand.

As an important factor that influences user decisions, previous research on the relationship between user-generated content and decision-making behavior focused mainly on the relationship between online reviews and user decisions, or used theories such as usage and satisfaction theory and rational behavior theory to explore the factors that influence user decisions from the perspective of consumer purchasing behavior. This study focuses on RED as the case study to explore the core features of user-generated content, study the factors that influence user decisions, and identify which factors in this information will affect the motivation and decision-making of Chinese students to study in Thailand. At the same time, the relationship between

each variable in the core features of UGC platform is explored to provide some diversity supplements from other perspectives for existing research. In addition, as a typical example of new media, RED has frequent user interaction, strong interactivity, and high-quality user-generated information content, making it a representative research object. The research results of this article will contribute to the application of relevant theories such as "opinion leaders" in user decision-making.

As a platform, RED has had over 300 million users since its launch in 2013 and continues to grow rapidly, with billions of note exposures produced on the RED community every day, covering various lifestyle fields. According to search results, as of 2023, there are over 90,000 pieces of information on RED about studying in Thailand, which is of high reference value. As a demonstration community of user-generated content, it is believed that this study has positive significance for more scientifically constructing the platform, using appropriate tools to promote and manage user-generated content, improve the effectiveness of information dissemination and release by in-depth analysis of the impact of user-generated information on RED platform on the motivation and decision-making of studying in Thailand.

1.5 Scope of the Study

The purpose of this study was to investigate the influence of KOLs on the UGC platforms on Chinese international students' decision to study in Thailand. Chinese international students in Thailand aged 18-37 were mainly selected for the survey. All of them have experience in using RED platform. In this paper, purposive sampling was chosen for the sampling method. The survey was conducted in September-October 2023 to collect international students' views on the usefulness and credibility of information on the RED platform and the influence of KOLs through questionnaires, and then further inquired about their motivation and decision to study abroad, in order to provide empirical data for the next study.

1.6 Definitions of Terms

1) RED platform refers to one of the most popular self-publishing platforms in China. At present, it has more than 300 million users, of which the post-90s account for more than 70%, nearly half of them are located in first-tier and second-tier cities, and more than 43 million users generate information, which is the "consumer decision" platform in the minds of many young users.

2) Users-generated content (UGC) was published by the Organization for Economic Co-operation and Development (OECD) in 2007, stating that user-generated content is information content created by amateurs through non-specialized management channels. User-generated content is information content created by amateurs through unprofessional channels and distributed publicly on the Web. There are three main characteristics of user-generated content: it is publicly available on the Internet and can be referred to by users, it is innovative rather than repetitive, and it is created and published by amateur and non-professional people on the Internet.

3) Self-media bloggers: are internet users who published their own facts and news on the web in a way. These bloggers are characterized as private, popular, universal and autonomous, delivering information to an unspecified majority or specific individuals through online platforms (including websites, computer clients, mobile apps, etc.).

4) Perception of RED as UGC Platform: UGC platforms are platforms designed specifically for user-generated content to facilitate interaction and sharing among users. Users can post their creations, share insights, interact and communicate with other users on these sites. RED is a typical UGC platform, in which knowledge and fashion content account for more, with higher user stickiness. It includes two dimensions – perceived credibility of information and perceived usefulness of information.

4.1) Perceived credibility of information: It refers to the degree of truthfulness, completeness, accuracy and objectivity of information on the RED. This directly affects whether RED users adopt the information to influence their decisions.

4.2) Perceived usefulness of information: It refers to whether the information on the RED is of practical value and use to the user. Users are able to solve their needs or problems through the information on the RED and provide effective functionality.

5) Key opinion leaders: Key Opinion Leaders in the Internet are usually those who publish information, disseminate information, and provide reference for others' opinions through the Internet to influence the user public to make decisions.

6) Motivation to study abroad: The factors affecting students' intention and decision to study abroad, including world enlightenment, personal growth, career development and entertainment (Anderson, 2015).

6.1) World enlightenment: This dimension covers increasing the student's understanding of the world and of other cultures.

6.2) Personal growth: This dimension is related to the students' ability to improve themselves

6.3) Career development: This dimension relates to professional advancement.

6.4) Entertainment: This dimension has to do with relaxation and recreational value.

7) Decision to study abroad: Students' commitment to study abroad.

CHAPTER 2

LITERATURE REVIEW

Chapter 2 summarized the concept of user-generated contents (UGC) and related past studies about the impact of UGC on the students' decision to study abroad. The outline of the chapter was summarized as follows:

2.1 Related Literature and Previous Studies

2.1.1 UGC definition

2.1.2 Motivation for creating UGC

2.1.3 RED as UGC Platform

2.1.4 Study abroad information provided by the UGC platform

2.1.5 UGC characteristics: credibility, usefulness

2.1.6 Refine the core features of UGC

2.1.7 Key Opinion Leaders (KOL)

2.1.8 Persuasion of Key Opinion Leaders

2.2 Related Theories

2.2.1 Technology Acceptance Model (TAM)

2.2.2 Persuasive Communication Theory

2.2.3 Expectancy Theory

2.3 Research Hypothesis

2.4 Conceptual Framework

2.1 Related Literature and Previous Studies

2.1.1 UGC definition

Since the emergence of blogs, YouTube and Wikipedia in 2005, User-Generated Content (UGC) has become a focus of attention and has received a lot of attention. So far, there is no scientific definition to define it. User-generated content refers to information resources created and published on the Internet by ordinary Internet users (Akar & Topcu, 2011). This term first appeared in the 2005 China Internet Annual Report. Research on user-generated content is still in its infancy, especially in China. Regarding the concept of user-generated content, Goodrich (2011) believes that content published by users that can be considered UGC must

have the following characteristics: on the one hand, the audience of the information can access it through online media (such as Facebook, Twitter, blogs and YouTube); on the other hand, it can be animated, graphic, image, photo, text, and other self-created content; finally, the information is created by individuals rather than professional organizations. Childers, Carr, Peck, and Carson (2001) believe that user-generated content can be divided into three characteristics: first, it is created by non-professionals; second, it is innovative content, which can be completely innovative or modified and re-created from the original information; third, it is personal content created and uploaded through the Internet (Manap and Adzharudin, 2013). They believe that user-generated content (UGC) or electronic word-of-mouth (eWOM) is often referred to as online comments, recommendations, and opinions. UGC refers to user-built content uploaded to the Internet by individual users, which has a significant impact on users' consumption decisions. The definition proposed by the Organization for Economic Co-operation and Development (OECD) in 2007 has been widely recognized, and the user-generated content it defines contains three main characteristics: 1) information distribution carrier: UGC is published on the Internet; 2) originality: UGC is original and creative; 3) individual user creation: UGC is created by amateur and non-professional ordinary individuals, and this creation is usually voluntary rather than mandatory. Goh, Heng and Lin (2013) found that consumer reviews of products on social media (e.g., Facebook) had a greater impact on consumers' purchase intentions than reviews created by marketers because consumer reviews were perceived to be more informative and persuasive. Akar and Topçu (2011) found that the higher the levels of consumer trust in user-generated information, the higher the consumer's willingness to adopt the information to make decisions.

According to the results of domestic and foreign research, scholars mainly focus on the concept, motivation, and application of user-generated content. In the study of UGC platforms in the past, more attention was paid to users' decision-making participation behavior, information sharing behavior, and trust in products recommended by friends. The impact mechanism of study abroad information published by self-media bloggers on the study motivation and decision-making of Chinese overseas students on UGC platforms is still unclear.

2.1.2 Motivation for creating UGC

Discussing the motivation for creating user-generated content can further help us understand the essence of UGC and distinguish the differences between different types of UGC to some extent. There are many studies on UGC motivation, and most scholars focus on blog creation motivation. For example, Brabham (2010) believes that users' motivation for creating blogs is influenced by factors such as material rewards, opportunities, and personal reputation, while Nardi, Schiano, and Gumbrecht (2004) believes that users create information to express their views and opinions, record daily life, and express emotions. Jin (2004) summarized the reasons why the public likes to write blogs, including meeting emotional needs, relative disadvantage and advantage, cultural and value conformity. Based on UGC motivation research, some progress has also been made in the research on UGC motivation. Wasko and Faraj (2000) discussed the motivating factors for providing knowledge in online communities and studied the relationships between cognitive capital, relational capital, structural capital, and individuals. Christodoulides, Jevons and Bonhomme (2012) used expert opinions to evaluate four incentive factors for consumer participation in general UGC, namely co-creation, empowerment, community integration, and self-realization.

User-generated content has diverse characteristics, with complex content and a variety of categories. Hajli (2013) found that for users of social e-commerce platforms, the more useful the platform is, the stronger the user's intention is to use the platform, and an increase in usage frequency will also promote the user's willingness to purchase. Mahmood's social e-commerce acceptance model confirms that perceived usefulness promotes user adoption of social e-commerce and their purchase intention on social e-commerce websites. Yi, He, Qimei and Li (2017) used the motivation theory to classify the motives behind user-generated content into three types of needs: self-efficacy, self-belongingness, and self-determination. Flanagin and Metzger (2013) conducted research on the impact of information source, information format, and information reliability on the spread of user-generated content (UGC) in social networks. They used experiments to demonstrate that the authenticity of UGC has a positive impact on its spread, and the higher the perceived credibility of UGC by

users, the better its spread effect. Cheong and Morrison (2008) found that the negative effects of UGC could affect brand reputation and user trust.

2.1.3 RED as UGC Platform

RED is a social, shopping, content creation and brand marketing app for young female users. Users can post content and interact while shopping and enjoying brand marketing services. RED focuses on content authenticity and originality, and provides data analytics to help brands with precision marketing. RED encourages users to share their life, shopping, travelling, and other experiences by providing a platform and tools to enhance brand awareness and user stickiness.

2.1.4 Study abroad information provided by the UGC platform

Regarding the relationship between user-generated content and the motivation and decision-making of international students, a review of relevant literature finds that there are two main approaches to studying the influence mechanism of UGC on international student decision-making: exploring its impact process on study abroad decisions from the perspective of UGC characteristics, and complementing the model by combining psychology, communication, and consumer behavior theories with user behavior research on the basis of previous research.

As a popular emerging social media platform in recent years, RED has attracted more and more attention due to its advantages in attracting and retaining users. Based on the analysis of the “uses and gratifications theory,” Wan (2022) found that people tend to approach media for some psychological need, and the main reason for using RED is to obtain and understand information and meet personal needs for specific community content, including learning and consultation. At the same time, under single factor variance analysis, the overall significance test value of education level is greater than 0.05, indicating that the different levels of educational backgrounds of RED users also have a small effect on their motivation to use. However, the significance measure between education level and “understanding information” is less than 0.05, implying that the information needs of RED audience are influenced by the difference in education level, and the higher the education level is, the stronger the psychological motivation to use RED App to obtain information. Liu (2022) found in her survey study that UGC provides different perspectives on studying abroad. In addition to students sharing their own experiences and advice on

studying abroad, UGC also provides multiple channels, such as educational media, study abroad consulting agencies, and expert advisors, which provide systematic and in-depth analysis of study abroad from multiple perspectives and help international students get comprehensive information on studying abroad. In her survey, Sun (2020) found that UGC provides more authentic information about studying abroad compared to agencies, mostly the real sharing of study abroad experiences by self-media bloggers, which help those who want to study abroad to better understand the real situation of studying abroad, including information about the life, study and cultural differences of studying abroad.

In general, the traditional way to get information about studying abroad is by checking the official websites of target schools and consulting with study abroad agencies, etc. In contrast, social media platforms are more open, providing users with a wide range of sources to get academic information and speeding up the speed of getting information, and at the same time, users interact more and usually attach some tips and cautions to increase their trust.

2.1.5 UGC characteristics: credibility, usefulness

2.1.5.1 Credibility

The refinement of UGC characteristics can start from sentiment analysis. Sentiment analysis is the user's subjective feeling sensation of UGC. In sentiment analysis, users achieve perception through information acquisition of UGC. Usually, the credibility of UGC can be defined as the positive characteristics of UGC, which has a direct impact on whether the information audience adopts the information to influence their decisions, and the information audience's evaluation of the UGC platform. Trustworthiness is not an intuitive expression of an information source; it depends on the perception of the receiver. Credibility is the trust dimension, which affects the adoption of information in a positive or negative way. For user-generated content, trustworthiness is usually closely related to the reputation of the content generation platform, and if the trustworthiness of user-generated information is low, it often affects the reputation of the information generation platform. The output of user-generated content is considered independent and objective because it is believed that they are not managed by companies and are published by amateurs, mostly without interest. UGC is considered more trustworthy than company-generated

content because it states both positive and negative honest evaluations from the user's perspective (Wan, 2023).

In addition, it has been confirmed that the information audience's perception of credibility positively influences user decisions and perceived usefulness (Hsu & Lu, 2004). In this study, the credibility of UGC is defined as the degree of trust of the information audience, i.e., Chinese students, in searching for study abroad-related information.

2.1.5.2 Usefulness

Perceived usefulness is defined as the degree to which people perceive that the application of a system can improve their productivity, and is a perception of the usefulness of such an application. Users perceive information provided by other users as "user-friendly" and easy to understand, regardless of the amount and length of content. In a related study (Bouhlef, Mzoughi, Ghachem, & Negra, 2010), it was shown that perceived usefulness is related to the advantages of using the platform that prevent wasting time, gaining additional information, and having a different view of the product. UGC also assists online users to get the information they need in a shorter period of time by direct retrieval on the one hand, and by interacting to get timely and effective feedback directly from the information source on the other. According to the Technology Acceptance Model (TAM), perceived usefulness influences online users' attitudes, leading to adoption decisions or not. In a study of web service acceptance, Yang, Chen, Wu, and Chao (2010) showed that perceived usefulness has a direct impact on intention to use. Therefore, in this paper, UGC usefulness is defined as the extent to which access to the use of UGC is perceived to improve a particular performance.

2.1.6 Refining the core features of UGC

Wang (2011) explored the factors that influence users' selection behavior from four levels: the characteristics of user-generated content itself, the professionalism of content providers, the management status of the platform, and the target orientation of the information audience, i.e., information retrievers. The characteristics of the generated content itself include the value, timeliness, and user experience of the content; the professional behavior of the content provider includes the validity of the generated content and the professionalism of the information

publisher; the management status of the platform includes the punishment for malicious provision of spam, undesirable information, false information, harmful information, and the team management logo of the mutual help community. The goal orientation of information retrievers includes: learning orientation and decision orientation. The research results showed that the influence of opinion leaders cannot be ignored in the UGC on users' decision-making process. Li (2017) analyzed the status of domestic and foreign research through literature survey method and concluded that five basic attributes of user-generated content significantly affect user decision making, namely credibility, usefulness, entertainment, information and professionalism, and significant findings reveal the influence of UGC's credibility and usefulness on user's decision making.

According to the relevant literature research and the analysis of RED's UGC model, this independent study refines the core features of UGC from two aspects: the characteristics of UGC and the influence of opinion leaders, where the characteristics of UGC contain: credibility and usefulness.

2.1.7 Key Opinion Leaders (KOL)

Influential individuals who produced user-generated content on the Internet are considered by many online users to be Key Opinion Leaders (KOL) (MacKinnon, 2012). Key Opinion Leaders were first defined in *The People's Choice: "opinion leaders"* who can influence the attitudes or behavior of others (Lazarsfeld, Berelson, & Gaudet, 1944). The development of the Internet and the rise of self-media platforms have provided a broader platform for the study of Key Opinion Leaders. Key Opinion Leaders in the Internet are usually those who publish information, disseminate information, and provide reference for others' opinions through the Internet to influence the user public to make decisions. These online opinion leaders share their practices or experiences or insights in their personal areas of expertise or interest, thus exerting a subtle influence on the recipients of information. Wang (2017) defined key opinion leaders under the internet as those who have strong expertise in a specific field, high visibility, persistent concern and high involvement in related fields, services or products, and share their own evaluation of products and services, share their own experience, feelings and satisfaction through online channels or interact with users to provide reference for other users or groups to provide

reference before making choices to influence users' decisions. The four characteristics of Key Opinion Leaders are familiarity with the product or field, high involvement, public personalization and risk appetite.

Above, through the review and summary of relevant literature, the concept of user-generated content (UGC) has been defined, laying the foundation for subsequent research. The characteristics and motivations of UGC have been sorted out, and its incentive mechanism has been clarified. In addition, the information and characteristics of UGC related to studying in Thailand have been summarized, and the potential impact of UGC on motivation and selection for studying in Thailand has been summarized. Finally, by introducing relevant theoretical research on consumer behavior, sufficient theoretical support can be provided for subsequent research on the impact of UGC on consumers' willingness to spend on studying abroad.

In addition, searching for "studying in Thailand" on the Internet, there are not many related papers, with only 76 in Chinese and 10 in English, mainly studying cross-cultural adaptation, language learning, and studying abroad industry between China and Thailand from the perspective of economics. Zhao (2021) found that Thai students from Henan Province, China, have a good overall adaptation, with the best psychological adaptation, followed by academic adaptation, and finally social and cultural adaptation. Lai (2017) analyzed the problems in cross-cultural adaptation of Thai students in nine high schools in Shanghai from three dimensions and proposed five suggestions for cross-cultural adaptation. He (2020) objectively analyzed studying in Thailand from the perspective of economics, from the perspective of consumption motivation, consumption risk, and cost-benefit, and provided objective suggestions for students who want to study abroad. In summary, most of the research is focused on studying abroad motivation and cultural adaptation. Chinese scholars have done a lot of research on the development of UGC platforms and the current situation of RED, which can provide strong support for this research.

At the same time, there is limited research by scholars on RED information for studying in Thailand, and research on the motivation and satisfaction of Chinese students who want to study in Thailand using RED reflects students' usage preferences to some extent. Only by understanding students' personal usage tendencies, the quality of information obtained from RED, and satisfaction with RED,

can we better explore how to release information and more intuitively influence Chinese students' motivation and intention to study in Thailand. Currently, the popularity of RED is increasing, and there is no substitute for RED, so there is more room for research on individual behavior and macro control of RED usage, which is of positive significance for promoting Thailand's economic development, education development, school development, and many other aspects.

In this study, the researcher will discuss this issue and analyze the impact of China's emerging self-published media RED on study in Thailand, and propose counter-measures for Chinese students who wish to study in Thailand and for Thai schools to invest in RED, taking into account our own expertise.

2.1.8 Persuasion of Key Opinion Leaders

There are many studies on the application of Key Opinion Leaders, and most of them focused on mediating variables that generate word-of-mouth communication and inspire trust to influence consumer purchase decisions. According to Bansal and Voyer (2000), consumers are more likely to seek advice from professionals because they have higher knowledge, are more familiar with products or things, and have more experience, so their advice is more trusted by consumers in choosing products and services. KOLs usually have a strong reputation based on their expertise, and reputation is an important link to build trust relationships.

McKnight's research has found that people adopt the information they are exposed to base on certain measures, rather than accepting all of the information they receive, and that credibility is another measure in addition to the usefulness of the information itself. Based on existing research, it is clear that credibility can be derived from opinion leaders with expertise and can vary depending on the strength of the relationship. Users are more interested in the degree of professionalism of Key Opinion Leaders, the authenticity of published information content, and the interaction between Key Opinion Leaders and platform users, and these characteristics help information audiences judge the reliability of recommended information, and reliability has a significant positive impact on consumer trust. Meanwhile, professionalism and authenticity also have a direct positive impact on users' adoption of information and making decisions.

Using information usefulness as a mediating variable, Sethna, Hazari and Bergiel (2017) found that the professionalism and authenticity of key opinion leaders had a significant effect on users' information adoption, and information usefulness had a positive effect on information adoption.

2.2 Related Theories

2.2.1 Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a modification of the Theory of Reasoned Action (TRA). The Theory of Reasoned Action is one of the most basic and influential theories of human behavior, studying the factors that determine conscious behavioral intentions. The theory argues that individual behavior is driven by personal behavioral intentions, which are determined by the individual's behavioral attitude and subjective norms. The Theory of Reasoned Action is an important theory in the field of perceived value because it is used by consumers to evaluate the meaning and consequences of their behavior by synthesizing various information prior to making a choice. Attitude is the evaluation of liking or disliking a particular behavior, which is the individual's positive or negative feeling. Subjective norm is defined as the individual's subjective perception of what is important to others. This is determined by the individual's level of trust in how others should decide and their motivation to maintain consistency with others. These factors combined result in the individual's final behavioral intention. Subjective norm is usually based on social influence and the actual needs of the audience.

However, the Theory of Reasoned Action (TRA) also has its limitations. Firstly, the determining factors of intentions are not only related to the above-mentioned factors, but may also be influenced by other factors. Secondly, in practice, individuals are usually constrained by external factors, with situational and self-control variables. There is a time gap between the user's behavioral intention and the actual user action. During this time gap, other intervening factors may lead to changes in the individual's intention.

The Technology Acceptance Model is used to predict users' acceptance of new technology. This degree is measured by the impact of attitudes, perceived usefulness, and perceived ease of use on usage intentions (Davis, Bagozzi, &

Warshaw, 1989). Research has shown that perceived usefulness has a significant positive effect on user's usage intention, while perceived ease of use has a weaker impact on user's usage intention. On the other hand, attitudes partially mediate the impact of perceived usefulness and ease of use on usage intentions. Since attitude is not an important determining factor of the impact variables, the attitude variables identified in TRA are removed to correct TAM. The new TAM displays its intention as an intermediary in the relationship between perceived usefulness, perceived ease of use, and behavior (Venkatesh & Davis, 2000). The results indicate that perceived usefulness and perceived ease of use are determinants of usage intentions. The TAM model is not suitable for explaining behavior, as perceived usefulness and perceived ease of use may not accurately validate behavior and conceal users' personal characteristics. Future research should investigate and develop new models that focus on the advantages of TAM and eliminate its shortcomings.

Before Chinese students choose to study in Thailand, they need to know information about studying in Thailand, including the understanding stage and application stage, which is their clear needs and goals. Because of this goal, they will get relevant information from many media to meet their needs. Students develop an impression of various media based on their previous experience with media and have an initial impression of the perceived usefulness and perceived ease of use of each platform. At this point, different media have different strengths and weaknesses, and self-published media such as RED compete with other new media such as links to the school's official website, postings, and microblogs in meeting the specific needs of students.

Due to the characteristics of the RED platform and the advantages of accessing information about studying in Thailand, more and more students choose RED as a specific medium of contact in which they judge the value of information about studying in Thailand and whether it satisfies their appropriate understanding of studying in Thailand, and whether they are satisfied or not, this result influences the students' future media exposure behavior, and students modify their existing media impressions, which also changes their expectations of the media to varying degrees.

2.2.2 Persuasive communication theory

Persuasive communication theory is a classic communication theory, which was formally proposed by communication scientist Hovland, Janis, and Kelley (1953) and his team and gradually improved in a large number of experimental studies on the effect of persuasive communication, also known as "persuasion theory". Hovland (1959) put forward the theoretical model of persuasive communication, which mainly investigates the source variables, the message variables, the channel variables and the lodger, In Hovland (1959) proposed a theoretical model of persuasion communication, which mainly studies the influence of the four elements of source variables, message variables, channel variables and hosts on the effect of persuasion, and measures the effect of persuasion by the degree of change in the opinions (interpretations, expectations and evaluations) and attitudes (reactions to the proximity to or avoidance of certain objects, individuals, organizations or symbols) of the message recipients. According to Hovland (1959), the credibility of the communicator is based on two determinants: the degree of trust that the audience has in the communicator; and the audience's perception of the communicator's degree of professionalism.

2.2.3 Expectancy Theory

Vroom (1964) proposed the Expectancy Theory, which suggests that individuals act in a certain way because they believe that their actions will lead to anticipated outcomes, and they highly value these outcomes. Avery (2024) argued that the primary driving force in individuals is the search for meaning and purpose in life. He emphasized that even in the face of extreme challenges and hardships, individuals still possess the capacity to find meaning within adversity. Logo therapy posits that individuals have free will, allowing them to choose how to respond to and interpret external circumstances, even when constrained by environmental conditions. Individuals have the power to choose their reactions when confronted with difficulties. It is clear that the motivation of Chinese students also plays a key role in their final decision to study in Thailand.

2.3 Research Hypothesis

Hypothesis 1: Perceived credibility and usefulness of the information on RED influence the impact of Key Opinion Leaders.

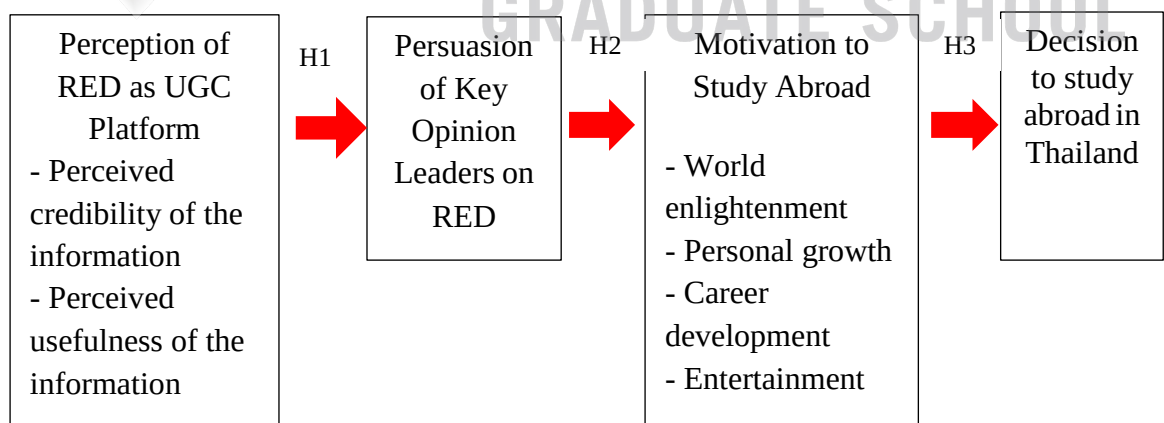
Hypothesis 2: Persuasion of Key Opinion Leaders on RED has a positive effect on Chinese students' motivation to study abroad in Thailand.

Hypothesis 3: Chinese students' motivation to study abroad has a positive effect on their decision to study abroad in Thailand.

2.4 Conceptual Framework

In this study, by combining the relevant literature, combining the UGC model of RED and the current development situation, clarifying the idea of model construction, synthesizing the above assumptions, and constructing a theoretical model based on the credibility and usefulness of the information of the key opinion leaders to influence their impact, and then affecting the motivation of the scholars to study abroad and their final decision, as shown in Figure 2.1.

Figure 2.1: Conceptual Framework



CHAPTER 3

METHODOLOGY

The chapter three involves research methods and sampling techniques to examine the influence of perceived credibility-and-usefulness and key opinion leaders on the decision of Chinese students to study in Thailand after using RED platform.

The outline of this chapter is structured as the following section list:

- 3.1 Research Design
- 3.2 Population and Sample Selection
- 3.3 Research Instrument
- 3.4 Instrument Pretest
- 3.5 Data Collection Procedure
- 3.6 Data Analysis

3.1 Research Design

This study aims to explore, through quantitative analysis, the impact of key opinion leaders via domestic social media, particularly on the decision-making process of Chinese students opting to study in Thailand. The research will specifically analyze the case of the Chinese social media platform RED as a case study.

The researcher used the sample survey method as the data collection process and preceded into the statistical test steps. And also used the survey method to distribute the composition of questionnaires to collect the information from the respondents. Respondents were asked to accomplish the questionnaires to help to collected data. All respondents participated in the survey voluntarily, and agreed to use the data to focus their answers. When a large number of respondents answered the questionnaires with no cost and the shortest time required.

The quantitative research has been applied in this study since it explains phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). It means that the professional quantitative research is based on empirical data. Therefore, the questionnaire as research tool, population and sampling designing and data collection has been set reasonably.

3.2 Population and Sample Selection

3.2.1 Population

The subjects targeted in this study were Chinese international students aged less than 18 years old to 37 years old who are currently studying in Thailand. The respondents should have experiences using RED platform before making decision to study abroad in Thailand. Additionally, considering the research focused on exploring the level of influence of key opinion leaders on the decision-making process of international students on social media, the target subjects are likely to be actively engaged on online platforms. Therefore, the study primarily focuses on Chinese international students currently studying in Thailand who are active users of social media.

3.2.2 Sample Size

Generally speaking, the larger the sample size, the better the sample can represent the population. In the case of questionnaire items, it is recommended that the sample size be around 5 to 10 times the number of items (SPSSAU, 2022). Considering that this study includes a total of 34 questionnaire items, it is suggested that the minimum sample size should be 170. Therefore, for this questionnaire, we aim to collect a total of 170 responses. The target population is defined as Chinese students currently studying in Thailand pursuing bachelors, masters, or doctoral degrees. Additionally, these students should have some experience in using social media and be familiar with the platform Little Red Book, including its key opinion leaders.

3.2.3 Sampling Methods and Sample Selection

Due to the specific nature of the research questions and the need for participants with certain capabilities, a non-random sampling method, specifically judgment sampling, is chosen for this survey. This approach allows for the selection of participants based on the researcher's judgment, ensuring that the respondents possess the necessary qualifications to provide relatively accurate data for the study.

Non-probability sampling refers to the selection of samples based on certain subjective criteria, where the likelihood of each individual in the population being chosen is not determined by its own chance but is entirely at the discretion of the researcher (Jin, 2004). It is characterized by not having the capability to infer the

population from the sample, but it can reflect the characteristics of a certain group. It is a fast, simple, and cost-effective method of data collection. This method can be employed when the researcher has a good understanding of the population or when the population is too large and complex, making probability sampling difficult. Non-probability sampling helps to avoid the selection of samples that are impractical or "poor" in probability sampling, thereby avoiding the impact on the representativeness of the population.

Purposive sampling is an effective sampling method because it allows researchers to select samples based on their research objectives and ensures that the sample is similar to the population as a whole with respect to certain specific characteristics. This helps to avoid sampling bias and makes the study more reliable and representative. Compared to other sampling methods, purposive sampling gives the researcher more freedom and flexibility, allowing them to make choices based on their needs and goals. Convenience sampling is the process of investigation in which the investigator determines the units to be used as a sample on his or her own, based on the principle of convenience (Huang, 2021).

Due to the specific focus of this study, purposive sampling and convenience sampling is chosen as the method for sample selection. The samples of this study consist of Chinese international students aged between 18 and 37 years old, who are currently studying in Thailand and actively using social media.

3.3 Research Instrument

The questionnaire with five sections was employed in this study.

Part 1: Personal Demographic Data

The first part consisted the basic demographic data questions, which were included gender, age, level of education and duration and frequency of RED use. Where whether or not to use RED is a nominal sequence, and the age, education level, length of use and frequency of use of RED users are ordered sequences. The demographic items can be found in Part 1 of Appendix.

Part 2: Perception of Chinese respondents' credibility and usefulness on RED

The second part, on perceptions of the credibility of the usefulness of RED information, consisted of six questions. The instrument utilized a five-point likert-type

response format ranging from strongly disagree (1) to strongly agree (5) All of these items are founded in Part 2 of Appendix.

Part 3: Perception of Chinese respondents on the influence of key opinion on RED

The third part, on perceptions Chinese respondents on the influence of key opinion on RED, consisted of four questions. The instrument utilized a five-point likert-type response format ranging from strongly disagree (1) to strongly agree (5) All of these items are founded in Part 3 of Appendix.

Part 4: Motivation to study abroad

The fourth section consists of 20 questions on Chinese students' perceptions of their motivations for studying abroad, including four dimensions: world enlightenment, personal growth, career development and entertainment. The instrument utilized a five-point Likert-type response format ranging from strongly disagree (1) to strongly agree (5). All of these items are founded in Part 4 of Appendix.

Part 5: Chinese decision to study in Thailand

The fifth section is for Chinese students' perceptions of making the decision to study in Thailand and includes three questions. The instrument utilized a five-point Likert-type response format ranging from strongly disagree (1) to strongly agree (5) All of these items are founded in Part 4 of Appendix.

The weight scores are set in each level as followed:

Completely agree = 5 points

Somewhat agree = 4 points

Neither agree nor disagree = 3 points

Somewhat disagree = 2 points

Completely disagree = 1 point

Mean scores of the examined variables can be interpreted as shown in Table

3.1.

Table 3.1: The Range of Mean Interpretation

Range	Interpretation
1.00-1.50	Completely disagree
1.51-2.50	Somewhat disagree
2.51-3.50	Moderate
3.51-4.50	Somewhat agree
4.51-5.00	Completely agree

3.4 Instrument Pretest

Reliability test

The researcher conducted the pilot test to examine the reliability of the questionnaire. The reliability test for this research is processed on computer program by using Cronbach's Alpha coefficient.

Cronbach's Alpha is a method used for information measurement in statistical and scientific research. This method is typically employed to gauge the complexity of a system or to compare the complexity between different systems.

The formula for the Cronbach coefficient is as follows:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$

In the equation, α represents the reliability coefficient, K is the number of test items, S_i^2 indicating the score variation of all subjects on the 1th question, and S_x^2 is the variance of the total scores obtained by all subjects.

This formula was proposed by Cronbach, and it does not require test items to be scored only as (0, 1), making it applicable to the calculation of the internal consistency coefficient of any test. In general, the higher the coefficient, the higher the reliability of the tool. In basic research, a reliability of at least 0.80 is acceptable, while in exploratory research, a reliability of 0.70 is acceptable. Reliability between 0.70 and 0.98 is considered high, while below 0.35 is low and must be rejected (Zhang, 2002).

Table 3.2: Criteria of Reliability

Cronbach's Alpha Coefficient	Reliability Level	Desirability Level
0.80–1.00	Very High	Excellent
0.70–0.79	High	Good
0.50–0.69	Medium	Fair
0.30–0.49	Low	Poor
Less than 0.30	Very Low	Unacceptable

To further validate the accuracy and reliability of the questionnaire design, we utilized online platforms, instant messaging tools, or blogs to distribute the preliminary questionnaire. We collected 30 completed questionnaires through these platforms. Subsequently, we used the SPSS tool to analyze these 30 questionnaires to verify their reliability. In this process, we also employed the Cronbach's alpha coefficient. The following are the Cronbach's alpha coefficients obtained from the analysis of the 30 questionnaires.

Through the reliability test of the questionnaire, we found that the Cronbach's alpha coefficients for each item were all greater than 0.8. Among them, the second part perceived credibility and usefulness of the information on RED has a Cronbach coefficient of 0.938, the third part influence of Key Opinion Leaders on RED has a Cronbach coefficient of 0.886, the forth part motivation for study abroad has a Cronbach coefficient of 0.962, the fifth part decision to study abroad in Thailand has a Cronbach coefficient of 0.892. The questionnaire passed the reliability test, indicating its trustworthiness. Therefore, we can proceed to distribute the questionnaire further to validate our hypotheses, conduct analysis, and draw final conclusions.

Table 3.3: Reliability of Questionnaire

Variables	Cronbach's Alpha	Number of Items
Perceived credibility and usefulness of the information on RED	0.938	6
Perceived credibility of the information on RED	0.898	3
Perceived usefulness of the information on RED	0.884	3
Influence of Key Opinion Leaders on RED	0.886	4
Motivation to Study Abroad	0.962	20
World Enlighten	0.934	5
Personal Growth	0.925	5
Career Development	0.950	5
Entertainment	0.909	5
Decision to study abroad in Thailand	0.892	3

3.5 Data Collection Procedure

The final decision to choose judgmental sampling was made in this study after thorough consideration. The questionnaire maker chose discussion communities about studying abroad on platforms such as Douyin, Weibo, and Red for the distribution of the questionnaire in order to maximize the validity of the questionnaire and to avoid invalid questionnaires so that the questionnaire can be collected smoothly and the subsequent analysis can be carried out effectively.

3.6 Data Analysis

Mean scores of the examined variables are interpreted based on Table 3.4.

Table 3.4: Interpretation of Mean

Mean (Criteria)	Interpretation
1.00 - 1.50	Very weak perception Very weak persuasion Very low motivation Very weak decision
1.51 - 2.50	Weak perception Weak persuasion Low motivation Weak decision
2.51 - 3.50	Moderate perception Moderate persuasion Moderate motivation Moderate decision
3.51 - 4.50	Strong perception Strong persuasion High motivation Strong decision
4.51 - 5.00	Very strong perception Very strong persuasion Very high motivation Very strong decision

The proposed three research hypotheses are tested using Stepwise Regression Analysis.

Hypothesis 1: Perceived credibility and usefulness of the information on RED influence the impact of Key Opinion Leaders.

Independent variables: Perceived credibility and usefulness of the information on RED (Likert scale).

Dependent variables: The impact of key opinion leaders. (Likert scale).

Statistical analysis: Stepwise Regression analysis.

Hypothesis 2: The impact of key opinion leaders on RED has a positive effect on the motivation for study abroad of Chinese students.

Independent variables: Impact of key opinion leaders on RED (Likert scale).

Mediating variables: The motivation for study abroad of Chinese students. (Likert scale).

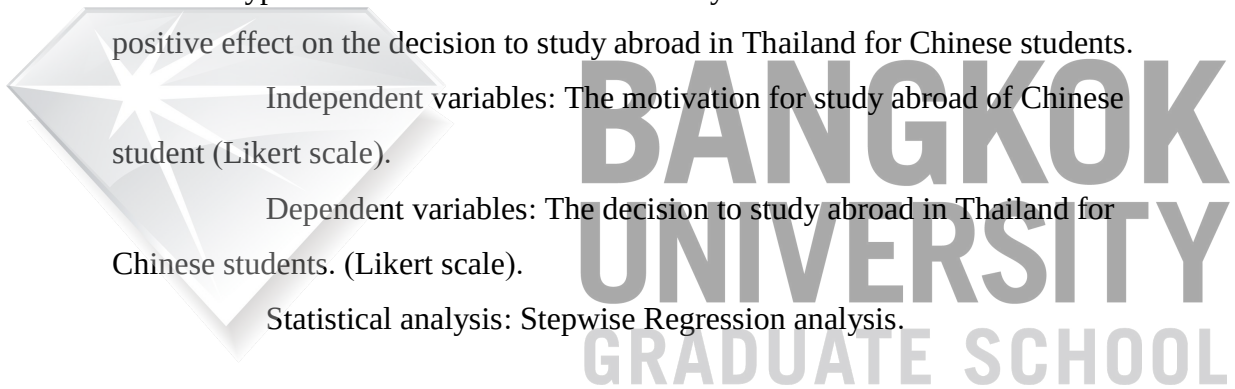
Statistical analysis: Stepwise Regression analysis.

Hypothesis 3: The motivation for study abroad of Chinese student has a positive effect on the decision to study abroad in Thailand for Chinese students.

Independent variables: The motivation for study abroad of Chinese student (Likert scale).

Dependent variables: The decision to study abroad in Thailand for Chinese students. (Likert scale).

Statistical analysis: Stepwise Regression analysis.



CHAPTER 4

FINDINGS

This chapter summarized the data based on the survey collected to examine the influence of perceived credibility-and- perceived usefulness of RED and key opinion leaders on RED on the decision of Chinese students to study abroad in Thailand. The topics in this chapter are summarized as follows:

4.1 Demographic Profile of the Respondents

4.2 Descriptive Statistics of the Examined Variables

4.3 Hypothesis Testing

4.1 Demographic Profile of the Respondents

In this part, through SPSS analyzed and presented the demographic data of 171 participants. As Table 4.1 shown, the descriptive statistics revealed that all respondents have used RED.

Table 4.1: Frequency and percentage of respondents who used RED platform

	Frequency	Percent
Yes	171	100.0

As Table 4.2 shown, the descriptive findings revealed that the frequency and percentage of age among 171 participants were under 18 years old (8.8%, n = 15), 18-22 years old (19.9%, n = 34), 23-27 years old (33.3%, n = 57), 28-32 years old (24.6%, n = 42), 33-37 years old (9.9%, n = 17), and more than 37 years old (3.5%, n = 6), respectively.

Table 4.2: Frequency and percentage of respondents' age

	Frequency	Percent
Under 18 years old	15	8.8
18-22 years old	34	19.9
23-27 years old	57	33.3
28-32 years old	42	24.6
33-37 years old	17	9.9
Over 37 years old	6	3.5
Total	171	100.0

As Table 4.3 shown, the descriptive findings revealed that the frequency and percentage of educational level among 171 participants were high school and below (9.9%, n = 17), followed by college degree (28.7%, n = 49), bachelor's degree (55%, n = 94), and master's degree or above (6.4%, n = 11) respectively.

Table 4.3: Frequency and percentage of respondents' educational level

	Frequency	Percent
High school and below	17	9.9
College degree	49	28.7
Bachelor's degree	94	55.0
Master's degree or above	11	6.4
Total	171	100.0

As shown in Table 4.4, the descriptive statistics showed that the majority of the sample has been using RED for over 1 year (s) (58.5%, n = 100), followed by between 6 months to 1 year (26.9%, n = 46) and less than 6 months (14.6%, n = 25), respectively.

Table 4.4: Frequency and percentage of duration of time using RED platform

	Frequency	Percent
Less than 6 months	25	14.6
Between 6 months to 1 year	46	26.9
Over 1 year	100	58.5
Total	171	100.0

As shown in Table 4.5 the descriptive statistics show that the majority of the sample used RED between 30 minutes to 1 hour (36.3%, n = 62) a day, followed by less than 30 minutes (28.7%, n = 49), between 1 hour to 2 hours (22.2%, n =38) and over 2 hours (12.9%, n =22), respectively.

Table 4.5: Frequency and percentage of daily

	Frequency	Percent
Less than 30 minutes	49	28.7
Between 30 minutes to 1 hour	62	36.3
Between 1 hour to 2 hours	38	22.2
Over 2 hours	22	12.9
Total	171	100.0

4.2 Descriptive Statistics of the Examined Variables

All participants completed the questionnaire, and the data was tabulated using the 5-point Likert scale. Researchers assessed Chinese respondents' perceptions on the credibility and usefulness of information on RED, arranging from 1- Completely disagree, 2-Somewhat disagree, 3- Neither agree nor disagree, 4- Somewhat agree, and 5- Completely agree. The mean and standard deviation were tabulated and interpreted using the following criteria in Table 4.1.

As shown in Table 4.6, the descriptive findings revealed that majority of the respondents somewhat agreed with the statements about the information about studying in Thailand promoted in RED ($\bar{x} = 3.822$, S.D. = 0.864). Respondents somewhat agreed with the credibility ($\bar{x} = 3.886$, S.D. = 0.937), and usefulness ($\bar{x} = 3.736$, S.D. = 1.042) of the information provided in RED. In addition, when examining the level of perception, respondents perceived credibility and usefulness at the high level based on the Table 4.2.

Table 4.6: Mean and standard deviation of respondents toward the credibility and usefulness of information on RED

	$\bar{x}$	Std. Deviation	Interpretation
Perception of RED as UGC Platform	3.822	0.864	Strong perception
Credibility of Information	3.886	0.937	Strong perception
1) I think that the information about studying in Thailand promoted in RED is expert.	3.92	1.065	Strong perception
2) I think that the information about studying in Thailand promoted in RED is credible.	3.81	1.139	Strong perception
3) I think that the information about studying in Thailand promoted in RED is accurate.	3.91	1.121	Strong perception
Usefulness of Information	3.736	1.042	Strong perception
4) I think that the information about studying abroad Thailand promoted in RED makes my decision to study abroad easier.	3.74	1.186	Strong perception

(Continued)

Table 4.7 (Continued): Mean and standard deviation of respondents toward the credibility and usefulness of information on RED

	$\bar{x}$	Std. Deviation	Interpretation
5) I think that the information about studying abroad Thailand promoted in RED provides useful information for my decision to study abroad.	3.74	1.186	Strong perception
6) I think that the information about studying abroad Thailand promoted in RED is valuable for my decision to study abroad.	3.74	1.171	Strong perception

Remarks: n = 171

The researcher used the following criteria to interpret the mean of the impact of key opinion leaders on RED in Table 4.7, tabulated from the 5-point Likert scale, arranging from 1- Completely disagree, 2- Somewhat disagree, 3- Neither agree nor disagree, 4- Somewhat agree, and 5- Completely agree.

As shown in Table 4.4, the descriptive findings revealed that majority of the respondents somewhat agreed with the statements about the persuasion of key opinion leader of RED on the decision to study abroad of respondent $\bar{x} = 3.606$, S.D. = 1.026). In addition, they also had strong perception on the persuasion of key opinion leader of RED based on the criteria in Table 4.3.

Table 4.8: Mean and standard deviation of the impact of key opinion leaders on RED

	$\bar{x}$	Std. Deviation	Interpretation
Persuasion of Key Opinion Leaders (KOL)	3.606	1.026	Positive perception
1) I think that key opinion leaders are experts in studying abroad Thailand	3.63	1.147	Positive perception
2) I think that key opinion leaders are very experienced in studying or experiencing life in Thailand.	3.60	1.166	Positive perception
3) By virtue of these KOLs, I would be very interested in studying and living in Thailand.	3.58	1.231	Positive perception

Remarks: n = 171

As shown in Table 4.8, the descriptive findings revealed that the respondents somewhat agreed with the statements about motivation for study abroad ($\bar{x} = 3.722$, S.D. = 0.754). When examining each factor, the results found that the respondents ranked world enlightenment ($\bar{x} = 3.680$, S.D. = 1.008), personal growth ($\bar{x} = 3.780$, S.D. = 0.977), career development ($\bar{x} = 3.763$, S.D. = 0.956), and entertainment ($\bar{x} = 3.666$, S.D. = 1.045), at the high motivation.

Table 4.9: Mean and standard deviation of the students' motivation for study abroad

	$\bar{x}$	Std. Deviation	Interpretation
Motivation to Study Abroad	3.722	0.754	High motivation
World enlightenment	3.680	1.008	High motivation
1. Become acquainted with people different from me	3.62	1.204	High motivation

(Continued)

Table 4.10 (Continued): Mean and standard deviation of the students' motivation for study abroad

	$\bar{x}$	Std. Deviation	Interpretation
2. Increase my understanding of the world	3.65	1.150	High motivation
3. Interact with people from other countries	3.80	1.111	High motivation
4. Better understand different cultures	3.73	1.218	High motivation
5. Learn about the world	3.61	1.209	High motivation
Personal growth	3.780	0.977	High motivation
6. Gain maturity	3.71	1.176	High motivation
7. Better understand myself	3.76	1.135	High motivation
8. Grow as a person	3.78	1.221	High motivation
9. Become more independent	3.83	1.138	High motivation
10. Learn to stand on my own two feet	3.82	1.099	High motivation
Career development	3.763	0.956	High motivation
11. Prepare for my career	3.80	1.109	High motivation
12. Enhance my employment prospects	3.82	1.124	High motivation
13. Gain career skills	3.73	1.173	High motivation
14. _Gain in-depth knowledge in my chosen field	3.78	1.130	High motivation
15. Build my resume	3.68	1.166	High motivation
Entertainment	3.666	1.045	High motivation
16. Experience the local nightlife (clubs bars, etc.)	3.72	1.257	High motivation
17. Have a romantic encounter	3.65	1.266	High motivation

(Continued)

Table 4.11 (Continued): Mean and standard deviation of the students' motivation for study abroad

	$\bar{x}$	Std. Deviation	Interpretation
18. Go out drinking	3.62	1.199	High motivation
19. Make my friends a little envious of me	3.60	1.244	High motivation
20. Do some serious partying	3.74	1.205	High motivation
Valid N (listwise)			

As shown in Table 4.9, the descriptive findings revealed that respondents agreed with the statements about their decision to study abroad in Thailand, and they had decision to study abroad in Thailand ($\bar{x} = 3.699$, S.D. =1.029) at the high level.

Table 4.12: Mean and standard deviation of the decision to study abroad in Thailand

	N	$\bar{x}$	Std. Deviation	Interpretation
Decision to Study Abroad	171	3.699	1.029	Strong decision
1. Choose to study in Thai is very good decision for me.	171	3.67	1.147	Strong decision
2. I am very satisfy to my choose decision.	171	3.71	1.206	Strong decision
3. I will recommend my university to other people.	171	3.72	1.189	Strong decision

4.3 Hypothesis Testing

Hypothesis 1: Perceived credibility and usefulness of the information on RED influence the persuasion of key opinion leaders (KOL).

As shown in Table 4.10, Stepwise Regression analysis revealed that the credibility and usefulness of the information on RED are significant positive predictors of the persuasion of key opinion leaders ($R^2 = .345$ *, $p < 0.05$). The

credibility and usefulness of the information on RED are accountable for the persuasion of key opinion leaders at the rate of 34.5%, which is considered in the medium level.

When examining the impact of key opinion leaders, the findings revealed that credibility ($\beta = .416^*$, $p < 0.05$) and usefulness ($\beta = .246^*$, $p < 0.05$), are the significant positive predictors of the persuasion of key opinion leaders. These findings suggested that credibility and usefulness have a significant positive impact on the persuasion of key opinion leaders.

Table 4.13: Summary of Stepwise Regression of Hypothesis 1

Predictors: Perception of RED as UGC Platform	B	S.E	Beta	Sig.t
Credibility of Information	0.455	0.082	0.416	0.000
Usefulness of Information	0.242	0.073	0.246	0.001

Predictor: Perceived credibility and usefulness

Dependent variable: Key opinion leaders, $R^2 = .345^*$, $p < 0.05$

Hypothesis 2: Persuasion of key opinion leaders on RED has a positive effect on Chinese students' motivation to study abroad.

As shown in Table 4.11, the Regression analysis revealed that the persuasion of key opinion leaders on RED is significant positive predictors of Chinese students' motivation to study abroad (Adjusted $R^2 = 0.475^*$, $p < 0.05$). In general, the persuasion of key opinion leaders on RED is accountable for Chinese students' motivation to study abroad at the rate of 47.5%, which is considered in the medium level. This test result found that hypothesis is significantly supported ($\beta = 0.691^*$, $p < 0.05$).

Table 4.14: Summary of Stepwise Regression of Hypothesis 2

Predictors: Persuasion of Key opinion leaders on RED	B	S.E	Beta	Sig.t
KOL	0.508	0.041	0.691	0.000

Predictor: Key opinion leaders on RED

Dependent variable: Motivation to study abroad, $R^2 = 0.475^*$, $p < 0.05$

Hypothesis 3: Chinese students' motivation to study abroad has a positive effect on their decision to study abroad in Thailand.

As shown in Table 4.12, the Regression analysis revealed that the motivation for study abroad (including world enlightenment and personal growth, career development, entertainment) are significant positive predictors of the decision to study abroad in Thailand for Chinese students (Adjusted $R^2 = 0.452^*$, $p < 0.05$). Overall the motivation for study abroad are accountable for the decision to study abroad in Thailand for Chinese students at the rate of 45.2%, which is considered in the qualified level. This test result found that hypothesis is significantly supported.

When examining the impact of each dimension of the motivation for study abroad on the decision to study abroad in Thailand for Chinese students, the findings revealed that the personal growth ($\beta = 0.427^*$, $p < 0.05$) and career development ($\beta = 0.248^*$, $p < 0.05$) are significant predictors of the decision to study abroad in Thailand for Chinese students. However, world enlightenment ($\beta = 0.051$, $p > 0.05$) and entertainment ($\beta = 0.116$, $p > 0.05$) are not significant predictors of the decision to study abroad in Thailand for Chinese students. These findings suggested that personal growth and career development are significant positive predictors of the decision to study abroad in Thailand for Chinese students.

Table 4.15: Summary of Stepwise Regression of Hypothesis 3

Predictors: Motivation Study	B	S.E	Beta	Sig.t
World enlighten	0.052	0.071	0.051	0.460
Personal growth	0.450	0.073	0.427	0.000
Career development	0.267	0.080	0.248	0.001
Entertainment	0.114	0.064	0.116	0.075

Predictor: Motivation study abroad

Dependent variable: Decision study, $R^2 = 0.452^*$, $p < 0.05$



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CHAPTER 5

DISCUSSION

The summary of the findings, conclusion, and discussion of the study were summarized in this chapter. Chapter 5 was outlined as follows:

- 5.1 Summary of Findings and Discussion
- 5.2 Conclusion of the Study
- 5.3 Limitations of the Study
- 5.4 Recommendations for Future Application
- 5.5 Recommendations for Future Research

5.1 Summary of Findings and Discussion

This study focuses on the influence of key opinion leaders on RED on Chinese international students' decision to study in Thailand. It first analyzed the audience's perception towards the usefulness and credibility of information on RED, which in turn affects perceptions of key opinion leaders, and then investigated the audience's motivations for studying in Thailand and their eventual decision to study abroad. Currently, Chinese students are one of the main groups studying in Thailand, and this study is also helpful to investigate the reasons for Chinese students to study in Thailand and to better promote Chinese students to study in Thailand.

Descriptive statistics showed that the sample agreed with the statements about the credibility and usefulness of RED. The highest mean score was the statement, “I think that the information about studying in Thailand promoted in RED is expert.” The second highest mean score was statement, “I think that the information about studying in Thailand promoted in RED is accurate.” Overall, the statements about credibility scored higher than the statements about usefulness.

The statements about KOLs also obtained high scores in the descriptive statistics, which showed that the opinions of KOLs on RED are influential and to a certain extent influence the audience's perceptions. It can be seen that on the new media platform, the opinions and views of KOLs have a certain influence on new media users, and users also pay more attention to the opinions and views of KOLs (Li, 2023).

The descriptive survey results showed that the highest motivation for studying abroad is personal growth, followed by career development, and the lowest is world enlightenment and entertainment.

Finally, the results of the descriptive survey showed that the majority of the respondents by the tendency to make the decision to study in Thailand.

Multiple regression analysis was used to hypothesize the test. Regression models were used to test the hypotheses for H1, H2, and H3, and the results are shown in Table 4.9, Table 4.10, and Table 4.11.

In conclusion, Hypothesis 1, 2 and 3 were supported and the results as follows:

Hypothesis 1: Perceived credibility and usefulness of the information on RED influence the persuasion of key opinion leaders (KOL).

As shown in Table 4.10, the Stepwise Regression analysis revealed that information credibility and usefulness on RED have a significant positive effect on KOLs. It was found that credibility and usefulness predicted KOL persuasion at a rate of 34.5 %, which is considered moderate, as shown in the model summary table.

The current study amply demonstrates that the usefulness and credibility of information on the RED platform significantly affects the influence of KOLs. It also proves Yan's (2019) study, which argues that users follow KOLs mainly for social benefits, especially related to the authenticity and reliability of the information provided by KOLs. It is also in line with the hypothesis of persuasive communication theory in Chapter 2, which suggests that the credibility of the information is an important factor in persuading the audience to communicate.

Hypothesis 2: Persuasion of key opinion leaders on RED has a positive effect on Chinese students' motivation to study abroad.

As shown in Table 4.11, the regression analysis showed that persuasion of KOL has a significant positive effect on the motivation of Chinese international students to study abroad, and persuasion of KOL significantly predicted motivation of Chinese international students to study abroad at a rate of 47.5%, which is also considered to be a medium level of prediction.

The current study also provides ample evidence that the persuasion of KOLs on the RED platform significantly influences users' motivation to study abroad. This is also in line with Zheng's (2020) study, in which KOL's social influence was found to have a strong impact on consumers' purchase motivation. It is clear that KOL's influence will stimulate the normal needs of consumers and influence their psychological activities to promote stronger purchase motivation. And in this study, this affects users' motivation to study abroad.

Hypothesis 3: Chinese students' motivation to study abroad has a positive effect on their decision to study abroad in Thailand.

As shown in Table 4.12, the Stepwise Regression analysis showed that Chinese international students' motivation to study abroad can also have a significant positive effect on their final decision to study in Thailand, and Chinese international students' motivation to study abroad can significantly and positively predict their decision to study in Thailand by 45.2%, which is also considered a medium level of prediction.

The current study also significantly proved that users' motivation to study abroad significantly influenced the decision to study abroad in Thailand for Chinese students. However, among the four dimensions of motivation to study abroad, only personal growth and career development are significant influences, and world enlightenment and entertainment do not play a significant role. Hu (2022) not only found that Chinese students studying abroad pay more attention to non-economic benefits, but also found that Chinese students studying abroad focus more on non-financial gains, hoping to obtain better career prospects and enrich their own experience through studying abroad, and they tend to think that entertainment is only incidental to the process of studying abroad. This study is also in line with the hypothesis of the rational action theory (Yu, 2008), which assumes that consumers evaluate the meaning and consequences of their behavior by synthesizing various information before making choices (Zhao, 2011).

5.2 Conclusion of the Study

The purpose of this study is to investigate the relationship between information credibility, usefulness and KOL's persuasion on RED, motivation of Chinese students to study abroad, and their decision to study abroad in Thailand. A questionnaire was developed and administered in order to verify the relationship between the variables. As questionnaire items, we developed six RED credibility and usefulness questions, four KOL's persuasion questions, 20 study abroad motivation and three study abroad decision questions. The results of the study are presented below:

By analyzing the data, this study supported hypotheses 1, 2, and 3. Results from 171 Chinese participants showed that most participants were aged 23-27 (33.3%, 57) and 28-32 (24.6%, 42), and most of them had educational qualifications of bachelor's degree (55%, 94), and college degree (28.7%, 49). All 171 respondents had used RED.

The usefulness and credibility of the information on the RED platform significantly affects the persuasion of KOLs. Zhou's (2022) study pointed out that information is a key factor for users to evaluate KOLs. And KOLs often convey information through real and effective reviews that fit the life scenarios to attract users. Thus, the usefulness and credibility of information is obviously the basis for KOLs to attract users' attention. The theory of persuasive communication also points out that users make judgments based on the credibility of the information and their trust in the KOL. And the truthfulness and credibility of the information is obviously the basis of users' trust in KOL.

The next study, in turn, found that the persuasion of KOLs had a significant impact on users' motivation to study abroad. Through KOL's persuasion, users analyze their own situation, which makes their motivation stronger. Yu (2021) pointed out that users' psychological motivation is often divided into rational motivation, emotional motivation and trust motivation. Users tend to have trust motives for the KOLs they follow, and after being convinced by KOLs, they will think and judge according to their own characteristics, and then make a decision.

And finally, it is the motivation to study abroad that influences Chinese students to make the final decision to study abroad in Thailand. Weng (2019) argues

that users tend to have their own psychological motivations before making a decision, and they tend to make choices that best fit their psychological motivations. And this is in line with the assumption of the theory of rational behavior, which assumes that consumers evaluate the perceived benefits and sacrifices of rational behavior and then make choices (Li, 2012).

Moreover, it is also consistent with the expectancy theory. This theory assumes that individuals act in a certain way because they believe that their behavior will lead to desired outcomes and they place a high value on those outcomes (Vroom, 1964). As for the four dimensions of study abroad, this paper finds that world enlightenment and entertainment are not significant factors for study abroad motivation, and only personal growth and career development are significant factors. After analyzing, this may be related to the fact that the motivation of Chinese international students to study abroad is more to improve their career quality and broaden their knowledge.

In addition, it may also be related to the relatively small sample, the sample of this study is 171, although it has reached the qualification standard, but it is still relatively small, which may produce errors.

In conclusion, the purpose of this study was to examine the impact of content posted by KOLs on the UCG platform on Chinese international students, their motivation and decision-making to study abroad. The study influences the persuasion of KOLs through the usefulness and credibility of the information on the RED platform, and the persuasion of KOLs ultimately has an impact on the motivation and decision to study abroad as a theoretical framework. The process of this research is also in line with the assumption of theoretical action theory that consumers will make the final decision by evaluating various information (Zhang, 2002).

This study helps relevant study abroad organizations to make more reasonable publicity of information about studying in Thailand on the UCG platform, attracting more Chinese students who intend to study in Thailand, understand the information about studying abroad, and make the decision to study abroad, which to a certain extent can promote the development of the study abroad industry in Thailand. Also, this study is not only limited to the concept of study abroad, but also has a certain reference value for the consumer's purchasing behavior.

5.3 Limitations of the Study

This study analyzes the influence of KOLs on UGC platforms on Chinese international students' final decision to study in Thailand, which provides a new way of thinking to study the persuasion of KOLs on UGC platforms, but there are still the following limitations:

First, this research only examined Chinese students studying in Thailand. Compared to Europe and the United States, Thailand is clearly not the most important destination for Chinese students (Xu, 2015). The study should continue to expand the scope of research on Chinese students going to other countries such as Europe and the United States, in order to make the research conclusions more adequate.

Second, this research only studied RED, a UGC platform, and it is necessary to study more platforms, such as Weibo, Douyin, etc., which are preferred by Chinese students to collect information, in order to increase the reliability of the research conclusions.

Third, there are relatively few KOLs who provide information about studying in Thailand on RED, which makes Chinese students tend to collect relatively consistent information, and to some extent affects the validity of the study.

5.4 Recommendations for Future Application

KOLs should add more unique content in order to attract users while ensuring that the information they provide is true and accurate. The implications of this study are summarized as follows:

First, KOLs have to ensure the accuracy of their information in a number of ways. Currently, most of the KOLs that provide information about studying in Thailand are students who are themselves studying in Thailand. They deliver their information through their own practical experience. In the process of delivering information, KOLs should avoid false propaganda, which may affect themselves and users who have not yet made the decision to study in Thailand.

Secondly, KOLs should also pay attention to the needs of users. According to the survey, users who study in Thailand pay more attention to personal growth. The content produced by KOLs should also be based on this perspective, showing the study facilities and atmosphere in Thailand, and telling users about the impact of

studying in Thailand on their personal growth, in order to attract a wider audience.

Third, before making the decision to study in Thailand, Chinese students themselves should also make their own deliberations and actively search for information while seeking help from traditional study abroad agents. The survey results show that KOLs' information is considered real and reliable by users. Chinese students themselves should also get reasonable information about studying in Thailand in order to make a decision that suits them.

Fourth, the findings show that motivation to study abroad has a significant positive effect on the final decision to study abroad. Chinese international students, it is important for them to be clear about their motivation to study in Thailand so that they can choose to study in a school that suits them.

5.5 Recommendations for Future Research

There are some recommendations for future research and study as follows:

First, as mentioned above, this research studied only Chinese international students studying in Thailand, the scope of the study is relatively narrow, and in the process of future research, international students of different nationalities studying in different countries can be studied. In addition, the UGC platforms can be expanded by choosing platforms such as Douyin, Weibo, etc. in order to broaden the scope of the study.

Secondly, this study chooses purposive sampling and convenience sampling sampling method, and the research group may be more concentrated. Although the data collection is more convenient, the results may be relatively single, in addition, due to the RED platform, KOL is also more concentrated, making the results may appear homogenization phenomenon, and future research can also expand the sampling method, in order to make the results of the study more general.

Thirdly in this study, the researcher chose only the quantitative research method. Whereas a research, quantitative research is often conducted through one side, qualitative research is equally important. Meanwhile, for studying abroad, the thoughts of international students themselves are also crucial, so it is necessary to consider the qualitative aspect in the next study, and study from the international students themselves, and analyze the influence of KOLs on UGC platforms on

international students' decision to study abroad through in-depth interviews, case studies and other methods.

Fourth, in the subsequent research, the researcher can also conduct more in-depth research on the background of international students and conduct more detailed research on KOLs as well, in terms of the economic situation of users, family background and other aspects, in order to expand the direction of the research. By studying the influence of KOLs on UGC platforms to further promote companies to advertise on UGC platforms such as RED, attract more Chinese students to study in Thailand and introduce their experiences in posting on RED, forming a good cycle to promote the development of the study abroad industry in Thailand.



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APPENDIX

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QUESTIONNAIRE

The survey is a partial requirement for ICA 701 Independent Study offered in Master of Arts in Global Communication program at the University of Bangkok, Thailand. The purpose of this study is to examine the impact of RED user-generated content on Chinese students' motivation and decision to study abroad in Thailand. Participants were expected to fill out the questionnaire based on their own perceptions and experience with RED. The results of the study are for educational purposes only and not for commercial purposes.



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Part I: Personal Basic Information

Direction: Choose the answer that best describes your personal characteristics and media consumption of RED and other social media in China.

1. Do you use RED?

- ☐ 1. Yes
- ☐ 2. No

2. What is your age? [Single Choice Question]

- ☐ 1. Under 18 years old
- ☐ 2. 18-22 years
- ☐ 3. 23-27 years
- ☐ 4. 28-32 years old
- ☐ 5. 33-37 years old
- ☐ 6. Over 37 years old

3. What is your highest level of education? [Single Choice Question]

- ☐ 1. High school and below
- ☐ 2. College degree
- ☐ 3. Bachelor's degree
- ☐ 4. Master's degree or above

4. How long have you been using RED? [Single Choice Question]

- ☐ 1. Less than 6 months
- ☐ 2. Between 6 months to 1 year
- ☐ 2. Over 1 year

5. How much time do you spend on RED every day? [Single Choice Question]

- ☐ 1. Less than 30 minutes
- ☐ 2. Between 30 minutes to 1 hour
- ☐ 3. Between 1 hour to 2 hours
- ☐ 4. Over 2 hours

Part II: Perception of Chinese respondents' credibility and usefulness on RED.

Direction: You are requested to describe your perception of the credibility and usefulness toward RED, arranging from 1- Completely disagree, 2-somewhat disagree, 3-neither agree nor disagree, 4-somewhat agree," or 5 "Completely agree".

UGC (User-Generated Content): refers to voluntary comments, notes, shares, comments and other content generated by users.

Perceived credibility of the information on RED					
1. I think that the information about studying in Thailand promoted in RED is expert.	1	2	3	4	5
2. I think that the information about studying in Thailand promoted in RED is credible.	1	2	3	4	5
3. I think that the information about studying in Thailand promoted in RED is accurate.	1	2	3	4	5
Perceived usefulness of the information on RED					
1. I think that the information about studying abroad Thailand promoted in RED makes my decision to study abroad easier.	1	2	3	4	5
2. I think that the information about studying abroad Thailand promoted in RED provides useful information for my decision to study abroad.	1	2	3	4	5
3. I think that the information about studying abroad Thailand promoted in RED is valuable for my decision to study abroad.	1	2	3	4	5

Part III: Perception of Chinese respondents on the influence of key opinion on RED

Direction: You are requested to describe your perception on the influence of persuasion of key opinion leaders on RED, arranging from 1- Completely disagree, 2- somewhat disagree, 3-neither agree nor disagree, 4-somewhat agree," or 5 "Completely agree".

Key Opinion Leader: refers to celebrities, internet celebrities, and experienced individuals, among others.

Influence of persuasion of Key Opinion Leaders on RED					
1. I think that key opinion leaders are experts in studying abroad Thailand	1	2	3	4	5
2. I think that key opinion leaders are very experienced in studying or experiencing life in Thailand	1	2	3	4	5
3. By virtue of these KOLs, I would be very interested in studying and living in Thailand.	1	2	3	4	5
4. By virtue of these KOLs, I would be making the specific decision to study in Thailand.	1	2	3	4	5

Part IV: Motivation for Study Abroad

Direction: Describe your motivation to study abroad in Thailand after exposing to study abroad information in RED, arranging from 1- Completely disagree, 2-somewhat disagree, 3-neither agree nor disagree, 4-somewhat agree," or 5 "Completely agree".

World Enlightenment					
1. Become acquainted with people different from me	1	2	3	4	5
2. Increase my understanding of the world	1	2	3	4	5
3. Interact with people from other countries	1	2	3	4	5
4. Better understand different cultures	1	2	3	4	5
5. Learn about the world	1	2	3	4	5
Personal Growth					
6. Gain maturity	1	2	3	4	5
7. Better understand myself	1	2	3	4	5
8. Grow as a person	1	2	3	4	5
9. Become more independent	1	2	3	4	5
10. Learn to stand on my own two feet	1	2	3	4	5
Career Development					
11. Prepare for my career	1	2	3	4	5
12. Enhance my employment prospects	1	2	3	4	5
13. Gain career skills	1	2	3	4	5
14. Gain in-depth knowledge in my chosen field	1	2	3	4	5
15. Build my resume	1	2	3	4	5
Entertainment					
16. Experience the local nightlife (clubs bars, etc.)	1	2	3	4	5
17. Have a romantic encounter	1	2	3	4	5
18. Go out drinking	1	2	3	4	5
19. Make my friends a little envious of me	1	2	3	4	5
20. Do some serious partying	1	2	3	4	5

Part V: Chinese decision to study abroad in Thailand

Direction: Describe your intention to study abroad in Thailand after being exposing to study abroad information in RED, arranging from 1-Strongly disagree, 2-Disagree, 3-Neither agree nor disagree, 4-Agree, or 5-Strong Agree with the statement.

1. Choose to study in Thai is very good decision for me	1	2	3	4	5
2. I am very satisfy to my choose decision	1	2	3	4	5
3. I will recommend my university to other people.	1	2	3	4	5

Thank you very much for your sincere cooperation in answering this survey!



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调查问卷

本调查是泰国曼谷大学全球传播硕士课程 ICA 701 独立研究的部分要求.本研究旨在探讨小红书用户生成内容对中国学生赴泰留学动机和决定的影响。希望参与者根据自己对小红的看法和体验填写问卷。研究结果仅用于教育目的，不作商业用途。

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第一部分：个人基本信息

1. 您是否使用小红书？

- ☐ 1. 是 ☐ 2. 否

2. 您的年龄？[单选题]

- ☐ 1. 18 岁以下 ☐ 2. 18-22 岁
☐ 3. 23-27 岁 ☐ 4. 28-32 岁
☐ 5. 33-37 岁 ☐ 6. 37 岁以上

3. 您的最高学历？[单选题]

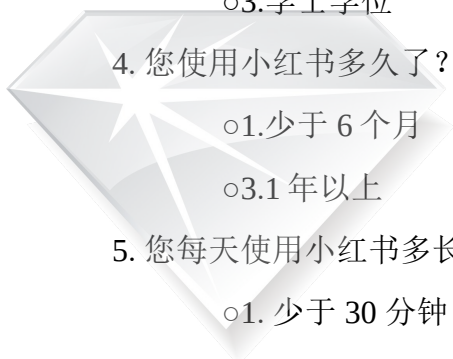
- ☐ 1. 高中及以下 ☐ 2. 大专学历
☐ 3. 学士学位 ☐ 4. 硕士及以上学历

4. 您使用小红书多久了？[单选题]

- ☐ 1. 少于 6 个月 ☐ 2. 6 个月至 1 年
☐ 3. 1 年以上

5. 您每天使用小红书多长时间？[单选题]

- ☐ 1. 少于 30 分钟 ☐ 2. 30 分钟到 1 小时之间
☐ 3. 1 小时至 2 小时 ☐ 4. 2 小时以上



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第二部分： 中国受访者对小红书可信度和实用性的看法。

中国受访者对小红书可信度和实用性的看法。

说明：请描述您对小红书的可信度和有用性的看法，从 1-完全不同意、2-有点不同意、3-中立、4-有点同意 "或 5-"完全同意 "排列。

UGC（用户生成内容）：指用户自愿生成的评论、笔记、分享、意见和其他内容。

你对小红书信息可信度的看法					
1.我认为小红书所宣传的泰国留学信息是非常专业的。	1	2	3	4	5
2.我认为小红书所宣传的泰国留学信息是可信的。	1	2	3	4	5
3.我认为小红书所宣传的泰国留学信息是准确的。	1	2	3	4	5
你对小红书信息有用性的看法					
4. 我认为小红书宣传的泰国留学信息让我更容易做出留学决定。	1	2	3	4	5
5.我认为小红书所宣传的泰国留学信息为我决定出国留学提供了有用的信息。	1	2	3	4	5
6. 我认为小红书所宣传的泰国留学信息对我决定出国留学很有价值。	1	2	3	4	5

第三部分：中国受访者对小红书上关键意见领袖的看法

说明：请您按照 1-完全不同意、2-有点不同意、3-中立、4-有点同意 "或 5-"完全同意 "的顺序，描述您对小红书上关键意见领袖的影响的看法。

关键意见领袖：指名人、网络红人和资深人士等。

小红书上关键意见领袖的作用					
1.我认为关键意见领袖是泰国留学专家	1	2	3	4	5
2.我认为关键意见领袖在学习或体验泰国生活方面 经验丰富	1	2	3	4	5
3.有了这些 KOL，我对在泰国学习和生活非常感兴趣。	1	2	3	4	5
4.有了这些 KOL，我才会做出去泰国留学的具体决定。	1	2	3	4	5

第四部分：留学动机

说明： 请描述您在小红书中了解留学信息后到泰国留学的动机，1为"完全不同意"、2为"略不同意"、3为"不同意也不反对"、4为"有点同意 "或 5为"完全同意 "。

世界启蒙					
1. 结识与我不同的人	1	2	3	4	5
2. 增长我对世界的了解	1	2	3	4	5
3. 与其他国家的人交流	1	2	3	4	5
4. 更好地了解不同文化	1	2	3	4	5
5. 了解世界	1	2	3	4	5

个人成长					
6. 变得成熟	1	2	3	4	5
7. 更好地了解自己	1	2	3	4	5
8. 人格成长	1	2	3	4	5
9. 变得更独立	1	2	3	4	5
10. 学会自立自强	1	2	3	4	5
职业发展					
11. 为我的职业生涯做准备	1	2	3	4	5
12. 拓宽我的就业前景	1	2	3	4	5
13. 掌握职业技能	1	2	3	4	5
14. 深入了解我所选领域的知识	1	2	3	4	5
15. 充实我的简历	1	2	3	4	5
娱乐					
16. 体验当地夜生活（俱乐部、酒吧等）	1	2	3	4	5
17. 来一场浪漫邂逅	1	2	3	4	5
18. 外出喝酒	1	2	3	4	5
19. 让我的朋友们羡慕我	1	2	3	4	5
20. 参加一些正式的聚会	1	2	3	4	5

第五部分：做出去泰国留学的决定

说明:请描述您在小红书中接触到留学信息后对泰国留学的意向，1为"完全不同意"、2为"略不同意"、3为"不同意也不反对"、4为"有点同意"或5为"完全同意"。

1.选择在泰国学习对我来说是一个非常正确的决定	1	2	3	4	5
2.我对自己的选择非常满意	1	2	3	4	5
3.我会向其他人推荐我的大学。。	1	2	3	4	5

非常感谢您在回答本调查时的真诚合作！



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Heigu Network Technology Co., Ltd
2019 to present, Project Director, Xiamen
Zhihuishuo Education Consulting Co., Ltd,



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